

Submission Cover Sheet

Title of submission: *Accommodating Successful Students*

School/s: **Spinifex State College, Mount Isa – Residential Campus**

District: Mount Isa

Region: North West Queensland

Key Contact Person:

Name: Mr. Andrew Kube – Head of Campus

Phone number: 47472270

Mobile phone number: 0438 801230

Email address: akube2@eq.edu.au

Please nominate (✓ or x) the Showcase category your project is to be entered into. (See section 1.2 of the guidelines for more information.)

<input type="checkbox"/>	Showcase Award for Excellence in the Early Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in the Middle Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in the Senior Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in Inclusive Education
<input checked="" type="checkbox"/>	Showcase Award for Excellence in Leadership
<input type="checkbox"/>	Showcase Award for Excellence in Innovation
<input type="checkbox"/>	Showcase Award in Academic Excellence
<input type="checkbox"/>	Showcase Award for Industry or Community Partnerships

OPTIONAL multimedia items: 1 CD

If included, please nominate (✓) PowerPoint presentation

Signature/s of principal/s

Date: 6.4.06

To be completed by the Executive Director (Schools) after completion of the checklist:

I support this submission and its entry in the Showcase Awards for Excellence in Schools 2006. This submission meets the requirements set out in the Executive Director's Checklist.

Signature of Executive Director (Schools)

Date

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1. Submission overview

Since 2003 Spinifex State College - Residential Campus has been in a unique position of being able to offer a high level of pastoral support and case management to students from NW Qld. Because of this we have achieved excellent results in terms of retention rates, pass rates and community support. This Mount Isa District initiative responds to key goals of QSE2010, ETRF and Partners for Success initiatives - specifically those relating to Inclusive Education and Retention Rates.

As the first state-run facility in Queensland, the Residential Campus is designed to afford access to quality Education for students from rural and remote areas of Queensland who otherwise would not attend school through to senior level. (QSE 2010 LE1.5, ETRF action 3)

2. Detailed description of submission including processes

The Residential Campus provides a place for remote area students to live in Mount Isa while they complete their secondary schooling.

	2003	2004	2005	2006
Student numbers	36	48	53	55
No. indigenous	29	37	40	41
No. of communities students drawn from	14	15	14	12

The Residential Campus delivers students to Secondary School ready to learn. We do this by treating every student as an individual and have developed a process of case management which ensures their individual needs are met and that their chances of success are maximized.

EFFECTIVE CASE MANAGEMENT IS DELIVERED THROUGH;

2.1 Student Recruitment

- All eligible communities in the North West are visited by the HOC and residential staff at least three times a year. This ensures that prospective students are given an indication (using photos, stories, DVD's) of what it will be like for them should they board at the residential campus. It also ensures that the personal approach has started.
- Parents are encouraged to attend meetings held at their local schools. Home visits with prospective students, and families of residential students, are an integral part of beginning meaningful connections.(QSE 2010 LE2.1,SC3.1 ETRF Action 9)
- A personal approach is the key, this happens through repeated face to face visits.

2.2 Transitional Processes

- Prior to moving into the residential college, students are invited to experience the residential campus – feeder schools visit while students are in primary school. Junior campus runs a program designed to streamline the process of starting in the new school.
- Our feeder schools often use the residential campus for 'school camps' in Mount Isa, getting their first look at life in a boarding facility.
- When new students arrive and begin their schooling in Mount Isa it can be a daunting experience. The size of a year 8 class often exceeds the size of their whole school. Residential staff are available to assist new students in finding their way around, meeting teachers and becoming familiar with the school routines.

2.3 Supportive Environment

Children are accommodated in surroundings in which they;

- Are comfortable and well nourished –facilities include single and shared rooms, all with ensuite bathrooms

- Feel safe – Student support workers are on duty whenever students are in residence
- Enjoy varied leisure activities
- Are trusted and in turn trust others
- Build quality relationships – with other students and staff.
- Study and achieve academically

2.4 Community Links

- We engage a personal approach to student recruitment and transition (see 2.2). Many applicants are known due to the local networks of staff. This means that parents can be talking to known people from the first contact with the residential campus.
- A supportive environment is provided which reassures parents and caregivers (see 2.3)
- Home visits (see 2.2) are an integral part of our on going case management process. These visits give opportunities to discuss the student's progress, raise any concerns and keep the parents informed about what is happening for their children. Our philosophy is to become partners with the parents in the schooling of their children. (QSE 2010 LE2.1,SC3.1, ETRF Action 9)
- Following extensive networking and discussions with parents and communities in 2005 a new system of involving families has been developed. Parents are invited into the residential campus for special weekend programs. These are organised to enable parents from outlying communities to understand the 'residential experience'. Each community is invited at different times throughout the year. (Refer to CD presentation)

2.5 Pastoral Care

- All students are in small groups (6-7) lead by Student support workers (SSWs). In these groups students experience a caring level of support which is demonstrated by
 1. Visits to class and connections made with students' teachers
 2. Social gatherings in their small group
 3. Incidental 'treats' by staff (birthday cards, letters / notes of encouragement)
 4. Coaching talks with students regarding school reports and assignments
 5. Phone calls home to establish and maintain relationships with families
 6. Family visits to communities with Head of Campus when possible
 7. Systematic recording of all events relevant to students progress by SSWs
- Head of Campus meets with all students, in pairs, during the year for 'afternoon tea' – a purely social event which encourages and builds strong relationships

2.6 Curriculum / Lifeskills

- Strong links are developed and maintained with Spinifex Senior and Junior campus demonstrated by the use of teachers for casual shifts, as tutors and as volunteer after school support. Teachers regularly ring the residential staff when concerns about student behaviour or academic issues occur.(QSE 2010 LE3.1)
- SSWs follow and discuss academic progress, school reports & homework with students
- Students are encouraged to become involved in sport after school, joining teams and meeting new groups of people outside of their school life
- Outside community groups (churches, sporting etc.) are encouraged to make connections with students to widen the network of support for the students
- Students are supported in obtaining school based traineeships and apprenticeships

2.7 Seniors SET Plans

- Year 11 and 12 students are supported by residential staff as they make their subject choices. Work experience for seniors is encouraged and frequently takes place in the students home community, which further builds the parent/ school partnership.
 - The aim is to provide pathways for every senior student that leaves the Residential campus with one of the following options
 1. Apprenticeship or Traineeship
 2. TAFE
 3. Employment

With all areas of Case Management, parents / care givers embrace a shared responsibility which ensures quality educational outcomes

2.8 Sample Weekly Program

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
6.30am	Optional whole school fitness program							
8.00am – 2.30pm	School day	School day	School day	School day	School day	Shopping	Bus trips Lake trip Bush walks Cultural House Keeping	
2.30pm – 5.00pm	Home time Craft Sporting activities	Cultural Awareness Activities	Seniors TAFE classes Injulinji Health health checks Doctor visits	Seniors work experience and school based apprenticeships Shopping	Recreational Quiet time w/end visitor sign out – parents visit	Sports - Abseiling - Swims - Canoeing - Excursion		
5.00 – 6.00pm	Homework				Free time			
7.30 – 8.30pm	Tutoring support and evening activities Homework for seniors				Evening activities			

3. Connection to QSE2010, Destination 2010 and/or Education and Training Reforms for the future.

The Residential Campus demonstrates a best practicing example of the QSE-2010 and ETRF agenda. This has been noted through the submission.

4. Outcomes achieved

ACCESS

- Students from 12 rural / remote schools access the campus across all year levels. 87% of students currently enrolled in the Residential campus would not have access to face to face secondary education if not at the Spinifex facility.
- 100% attendance at school, both Junior and Senior Campuses, except in cases of illness
- 100% student participation in afternoon activities and study sessions on a daily basis
- 100% attendance in life-skills program which includes sport, leisure, hygiene and nutrition, health including dental, vaccination and travel
- Staff satisfaction ratings in 100% agree that staff & community relations are good
- Currently there are 13 students on the waiting list.

RETENTION/COMPLETION

- QSE 2010 LE3.1, SC1.1, SC1.2, SC1.3
- In 2005 the initial enrolment of students was 53 decreased to 52 which included 8 departures & 7 new enrollments. Those who left did so because;
 1. Student's family moved to Mount Isa – student continued study at the Junior Campus,
 2. Students gained full time employment and left to follow this opportunity,
 3. Student returned to home community.

- A success rate for all Residential students in terms of subjects studied and passed of over 80%. This against a background of limited and disjointed education.
- 4 students who completed year 12 in 2005
 - 1 in Health worker in Lake Nash
 - 1 working in her home town (Normanton)
 - 1 Teacher aide in Urandangi
 - 1 attending 12 week pre-vocational course for Zinifex mine

PARTNERSHIPS

ETRF Action 8, Action 18

The Residential campus succeeds partly because of the productive partnerships with local organizations, and partnerships made and nurtured with parents and care givers. (See community links 2.4)

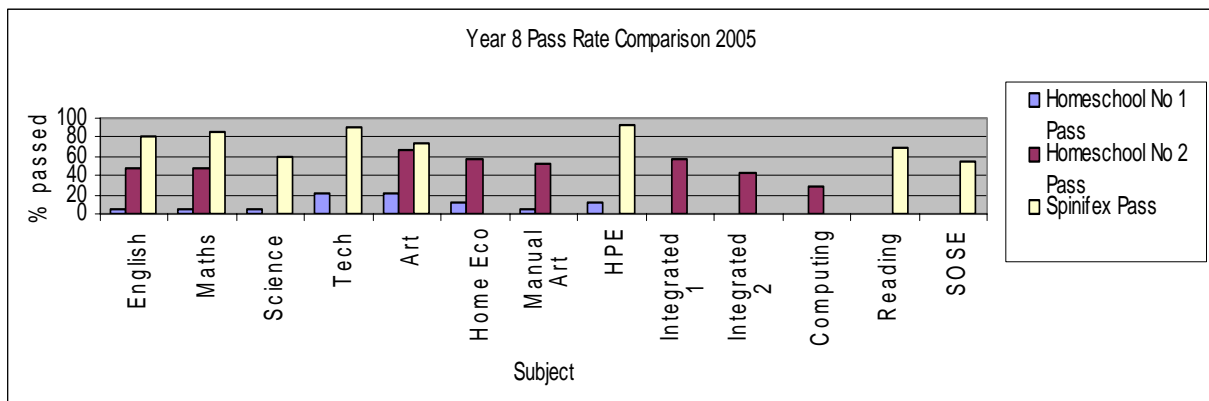
The community partners include:

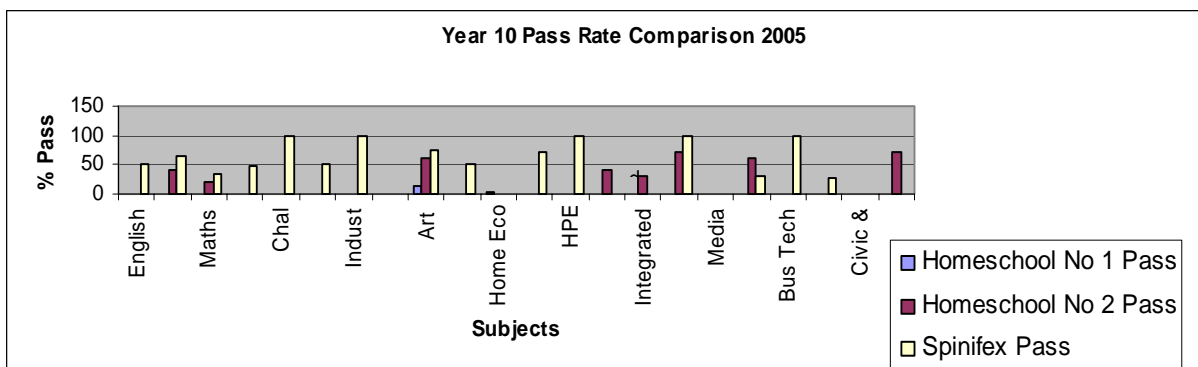
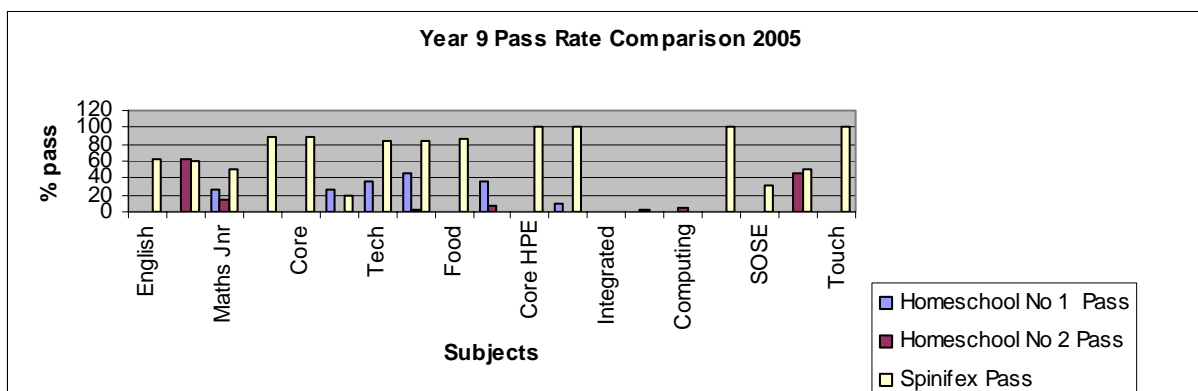
- TAFE – senior students have enrolment with SSC-Mt. Isa Senior campus and TAFE;
- MIGATE – a training organisation which provides structure for further training
- Centrelink – provides arrangements for student funding and travel;
- PCYC – Youth Counsellor employed to provide individual counselling;
- Mount Isa District Schools – remote schools access facilities for Mount Isa visits;
- Mount Isa District Schools – access the (catered) venue for staff in-services.
- Injulinji Health – Individualised student health files and primary health care support
- Allied Health – Access to psychologist, physiotherapist, dietician, podiatrist, sexual health workers, nurses. Staff visit our students when required. Available for workshops as required
- Centacare – Students counsellors visit our students as required
- RATEP (remote area teacher education program) – 1 student enrolled in Cert 2 course
- Zinifex mine – student gained apprenticeship, liaison visit planned for May 2006
- Duchess Rd. Automotive – School based apprenticeship for yr. 12 student
- Louminco – Boiler making apprenticeship – yr. 12 student

5. Evidence

Students enrolled in Spinifex regularly outperform their peers from their home communities – see graphs

NB: 'Home school' refers to sample schools from the region where students could otherwise attend





	2003	2004	2005	2006
Apparent retention rate – all students	77%	65%	98%	55 enrolled
Destination data				
• Yr. 12 students in employment or education (February of following year)	No year 12 students	66%	100%	

6. Other documentation

- Appendix 1 - Statement from the Principal Spinifex State College*
- Appendix 2 – Letter from President of P and C – Spinifex State College*
- Appendix 3 – Letter from parent – Bedourie*
- Appendix 4 – Letter from parent - Bedourie*
- Appendix 5 – Letter from Elder - Bedourie.*
- Appendix 6– Letter of support - Principal Camooweal SS*
- Appendix 7 – Letter of support – Principal Dajarra State School*
- Appendix 8 – letter of support – Principal Normanton SS*
- Appendix 9 – Destination 2010 Outcomes and ETRF Actions in detail*
- Appendix 10 – Map of region*

7. Personnel involved in the project (names and roles)

- Andrew Kube – Head of Campus, Spinifex State College – Mount Isa, Residential Campus
- Lyn White – Senior Student Support Worker - Spinifex State College – Residential Campus
- Rowena Burke – Registrar, Spinifex State College – Mount Isa, Residential Campus
- Denise Kostowski – Principal, Spinifex State College – Mount Isa
- Michelle Donn – PEO School Improvement – Mount Isa district Office
- Amy Lunney – Teacher - Spinifex State College
- Luke Critchley – Film and TV teacher – Spinifex State College

Appendix 1 - Statement from the Principal Spinifex State College

24 March 2005

To Whom It May Concern

I am happy to write in support of Spinifex State College – Mount Isa Residential Campus' Showcase application. Spinifex State College – Mount Isa Residential Campus provides a safe and supportive home for students from remote surrounding communities in North West Queensland while they study at either the junior or senior campuses.

The Residential Campus can boast being the first (and currently only) state run and operated boarding facility for school students.

Since it's opening in 2003 the residential has expanded from an initial intake of 23 students to currently operating with over 50 students.

The Residential Campus was opened to provide a quality education opportunity for students from rural and remote areas. Prior to the opening of this facility a number of these students would have completed their formal schooling at the end of year 7 and disengaged from learning.

The success of the Residential can be measured in many ways – the positive, loving atmosphere in the building, the quality school results achieved by the students, and the successful transitioning from school to work (back into the home community) of the year 12 graduates.

This success has been achieved in the face of challenges such as the mix of students from different backgrounds and the isolation of students from their families for long periods of time.

The great success of the Residential Campus can be attributed to the clear vision of the facility to provide supported educational programs to the students, the commitment and dedication by the staff, the support of families and home communities and the enthusiasm of the students to make the most of the opportunities provided to them.

I commend this program to you.

Yours truly

Denise Kostowski
Principal
Spinifex State College – Mount Isa

Appendix 2 – Letter from President of P and C – Spinifex State College

31/03/2006

Mr Andrew Kube
HOC Residential Campus
Spinifex State College

Dear Andrew

I enthusiastically support your Showcase submission on behalf of the P&C of Spinifex State College. Residential Campus has proven to be a revelation for so many students, and consequently families in remote communities in and around our district.

Students in isolated districts of NW Queensland face incredible challenges to continue their education into the secondary years. These challenges are perpetuated by the vast distances between communities, which can easily propagate insular attitudes in their outlook for their youth.

Spinifex Residential has actively enticed these potentially at risk students to engage in learning opportunities which now facilitate rewarding futures.

In my mind, processes crucial to your success include the following:

- The time and effort your team invests in holistically interviewing each student and their families prior to their enrolment.
- The continued interest and support your team exhibits in monitoring and fostering the progress of each student throughout their time at the college.
- The unwavering expectation that your team has for the students, regardless of background or demonstrated potential.
- Round the clock support, be it with personal or educational challenges.
- Meticulous, sensitive and caring follow up of incidents which might otherwise escalate into far more serious matters.
- Regularly visiting the communities of your students, interacting with their families and celebrating the successes of their students.
- Your team treating these young people like they are your own. There is a remarkable collegiality emanating from your students and staff, truly evident of the encouraging and thoughtful ethos that is Spinifex Residential.

The time and effort that you and your team have invested into Spinifex Residential is producing astonishing results. Principally, students are working energetically to achieve their best in a range of endeavours. They are obviously happy and comfortable in their surroundings, despite the challenges of school size (relative to that which they are used to), competitiveness (given that many of these students have had limited preparation for secondary school compared to the majority of their peers) and the obvious absence of close family. The exciting outcomes that your students are achieving are testament to the painstaking efforts of all involved.

It is impossible to verbalise the value that Spinifex Residential has for so many. The development of this innovative concept was undoubtedly risky, yet I believe warranted! You and your team have made a testing dream become a marvellous reality. Congratulations and good luck! You guys are exceptional!

Ian Beanland
President Spinifex State College P&C

Appendix 3 – Letter from parent – Bedourie

31 March 2006

To Whom It May Concern:

I, Jodie Girdler, would like to offer this, a letter of support to the Spinifex State College - Residential Campus, for their submission to the Showcase awards.

My daughter, Kasey-Lee Davie, is a student residing at this campus. She is in Grade 8 and this is her first year away from home.

My husband and I decided to send our daughter to reside at Spinifex Residential after much thought and consideration. Our choice was based not just upon the obvious fact that the Residential provided us with the closet possible boarding school to Bedourie but also because of the following reasons.

The close community ties that the staff at the Residential have with our own small community means we personally know several members of staff. This gives us a peace of mind that our daughter will be well looked after.

Spinifex Residential offers a holistic approach to the complete education of our children. The Residential not only takes our kids academic education seriously but also offers a process by which they help with our children's life skills development.

The personal touches the residential extends to families such as regular phone calls about our kids and holding BBQ's for the whole family, not just the students, has helped create positive partnerships between the Residential and our family. There is a transparent open door policy; we know that we are always welcome to visit any time and have been personally invited to stay at the Residential if we want too. The 24 hour phone access to the Senior Student Support Workers and Head of Campus means I can reach someone any time day or night.

The Residential also ensures that our children stay in touch with us at home. They constantly ask our kids how we are going and they never hesitate to call us if our children are not feeling well or seem to be a little out of sorts.

For us personally, we have had a delicate issue come to light from our small community during term 1 this year and the Student Support Workers and Head of Campus have not just been supportive of my daughter but also of us as a family. It is obvious that they truly care about my daughter and have ensured that my wishes, as her mother, are taken into account at every stage of negotiating some pretty tricky situations.

I would not hesitate to recommend this facility to any parent wanting a caring and supportive place to send their child away for a good quality education.

Best wishes on your Show case submission and should anyone require any further information please do not hesitate to contact me.

Yours truly,

Jodie Girdler.
07-47461202.

Appendix 4 – Letter from parent - Bedourie

31 March 2006

To Whom It May Concern:

I wish to present this letter of support to Spinifex State College – Residential Campus for their Showcase awards submission.

My daughter Bryony has been attending the Residential Campus since the beginning of 2005, when she began her high school education.

The Residential campus over the past 15 months has offered me, as a mother, not just a place of safety and security for my young daughter, but a place of access to quality education in a caring and comforting environment.

My daughter has a small private problem that she has to deal with on a daily basis and when I shared this problem with the staff at the Residential they immediately put my mind to rest that they would help her to cope with this issue. The Residential staff have not only supported my daughter with this concern but have sought out specialist medical intervention to try and resolve the problem all together. The medical attention was organized and undertaken with my permission, but entirely by the Student Support Workers.

The Residential campus has created a homelike environment that supports my daughter's academic education and helps maintain a relationship with us, her family back home. The Residential keeps in close and constant contact with me regarding my daughter. I feel that never once, have they tried to take over my role as mother to my daughter and have made me feel included with all decisions regarding all aspects of my daughters education and non education life.

The Residential has a great case management system in place that means all their students have individual Student Support Workers who are assigned to specifically look out for them. Student Support Workers make sure their birthdays are not forgotten, and that all aspects of their academic and non academic activities are monitored. Then this information is fed back to the Head of Campus.

This system is called the TLC groups. Tender Loving Care is exactly what I feel is being showed and bestowed upon my daughter, who is going through an extremely emotional time right now. The Residential has taken every opportunity to build a positive partnership between them, me and my family, so that the caring 'net' that is in place to support my daughter is filled with strong, caring and committed people.

I believe that my daughter is going to be a huge success not just in her academic studies but her general life, and I would not hesitate to say that this will be due to the strong commitment that that is being made not just by her family but by Spinifex Residential.

I wish the Residential luck with it's Showcase submission, and should anyone wish to speak to me please do not hesitate to call.

Yours truly,

Joanne Lewington
07-47461202

Appendix 5 – Letter from Elder – Bedourie

31 March 2006

To Whom It May Concern:

My name is Joyce Crombie and I am an Aboriginal Elder and an Indigenous health worker of the community of Bedourie.

I wish to lend my voice to support the Spinifex State College – Residential Campus with their Showcase submission.

The Residential has currently residing with them one of my granddaughters, one great nephew, one great niece and three other young children from my community of Bedourie.

The Residential has successfully created an environment that supports the education of indigenous children. They have produced a facility that through hard work, dedication, caring and commitment young indigenous kids can successfully complete high school studies to year 12.

The residential through it's varies programs of community visits, building partnerships with families and TLC processes, offer a home like institution that is providing our young indigenous kids a quality and varied education. Not just an academic education but an education that supports the development of important skills to support them in their adult life.

I personally have been made more than welcome at the residential on many, many occasions and I know that they truly care for every one of the students that come from not just my community but all other communities.

I wish them well for their upcoming showcase awards application.

Please call me if you would like any further information.

Yours truly,

Joyce Crombie
07-47 461 113.

Appendix 6 – Letter of support - Principal Camooweal SS

To Whom It May Concern,

I am writing the following letter in recognition of the wonderful work Mount Isa Spinifex Residential College do in the North West Region.

As Principal of Camooweal State School (a remote school in North West Queensland), I have worked with the staff and students at the Residential College on many different occasions.

Some of these occasions include:-

- Staff from the Residential College visiting the Camooweal community to raise awareness of Spinifex Residential College in Mount Isa and options for parents of Year 7 students
- Camooweal State School students staying overnight at the residential College when visiting educational facilities in Mount Isa.
- Year 7/8 Transition Program where students visit the high school and residential campus

On all of the above occasions, the staff and students at Spinifex Residential College have been very helpful, friendly and welcoming to new people.

A number of students from Camooweal State School have attended Spinifex Junior Campus and have become residents at the boarding college. On all occasions, the staff have exercised great skills in the following areas:

- keeping close contact with the families of students staying at the Residential College
- regularly doing home visits to see the families
- inviting families to the Residential College to visit their students
- strong case management of pastoral care (students/parents)

As a result of this, there is an increase in retention rates across secondary schooling and students are happy.

I would like to congratulate the staff and students at Spinifex Residential College for all of their hard work and wish to offer my support and work along side with them in continually providing opportunities for students to continue their education at a secondary level.

Kind Regards

Brandi Clarke
(Principal)

Appendix 7 – Letter of support – Principal Dajarra State School



**Matheson Street
DAJARRA QLD 4825
PH: (07) 47 484914
FAX: (07) 47 484869**

To Whom It May Concern,

Dajarra State School is a small school that is around 150 kilometres out side of Mount Isa. The school has accessed Spinifex Residential College frequently over the last 3 years.

Spinifex Residential is a fantastic facility for all our children. It enables the school to access Mt Isa by providing accommodation and meals for our students. Staff are always friendly and welcoming and do their utmost to ensure that our student and staff have everything that they need.

Spinifex Residential is regarded highly in our community as it provides an opportunity for students who are of high school age to attend high school in Mt Isa and still be relatively close to home. Previously our students had to travel 700 kilometres to go to high school and were unable to have regular face to face contact with their parents. Spinifex Residential College provides a caring and welcoming environment for our students, which supports them and encourages them to succeed and develop at school and in the community.

The staff at the college make regular visits to our community and maintain communication with parents and school on the progress of all students. The staff are always willing to take time to talk to parents, students and community members. Spinifex residential has our support.

Yours sincerely

Ian Persini
Principal
Dajarra State School

Appendix 8 – letter of support – Principal Normanton SS



Normanton State School P-10



PO Box 28
NORMANTON Q 4890
Telephone 0747 451227
Fax 0747 451322

PRINCIPAL/Acting: Tonia SMERDON
DEPUTY PRINCIPAL/Acting: Frank DUTHLER
HEAD OF DEPARTMENT/Acting: Gavin GRACE

20 March 2006

Head of Campus
Mr Andrew Kube
Spinifex Residential College
83 – 85 Transmission Street
MOUNT ISA Qld 4825

Dear Andrew

I wish to offer our support in the continuing monitoring and case management of the students that are living at Spinifex Residential College.

Students are well informed of what life at the Residential College is like, well before they are selected to attend. Visits from you and talks given to the classes at our school prepares our students for life away from Normanton.

The continuing contact with our school and the Pastoral Care program that involves the Spinifex residents' families is a part of the success in keeping the students at school and happy in their living and learning environment.

Individual case management and family contact and follow-up shows the students that life in Residence is just an extension of their home life and that their family members are kept in contact and are aware of what they are doing at Spinifex.

Without this case management taking place and the strong support network and involved staff working with the students, many would fail to stay in Mount Isa and would return home to their families before completing their education.

Tonia Smerdon
Principal (Acting)

Appendix 9 – Destination 2010 Outcomes and ETRF Actions in detail

Education and Training Reforms for the Future

Action 3: We will take a new approach to teaching and learning in the middle years of schooling.

Action 8: We will enhance learning options that provide greater flexibility to meet the needs of even more 15 to 17 year olds.

Action 9: We will work with communities to develop localised services and better access to education and training for young people in rural, remote and indigenous communities.

Action 18: The Government will foster a Community Commitment to young people by building partnerships at the local level.



APPENDIX 10

Residential Campus region

There are 12 schools from where our students come from:

Mount Isa District

- Boulia State School
- Camooweal State School
- Dajarra State School
- Urandangi State School
- Julia Creek State School
- Doomadgee State School
- Mornington Island State School
- Normanton State School
- Burketown State School

Out of District schools

- Birdsville State School
(400kms south of Boulia)
- Bedourie State School
(200 kms south of Boulia)
- Lake Nash State School
(200 kms west of Mount Isa , just over NT border)

Students from properties

- 1 itinerant family (fencing contractors currently based near Normanton)
- 2 different families from properties in SW Qld.

