



WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
Cunderdin

ANNUAL REPORT 2020

*Our vision is to provide rural educational
excellence through innovation, passion
and collaboration.*



From the Principal

2020 in review

2020 was a year like no other, and I would like to sincerely thank the College community for warmly welcoming me in Term 4. I would like to acknowledge the hard work and commitment of former Principal, Sally Panizza for her ongoing support and assistance in my transition to the College.

It is without doubt that the WA College of Agriculture - Cunderdin has a long-standing reputation for achieving exceptional student outcomes not only academically, but socially and emotionally through developing highly-skilled and employable young people.

Our 2020 results for our 60 graduating students speak for themselves. I would like to make special mention of the following significant achievements of 2020:

- “Top Public School’ in WA for WACE Attainment
- 100% of WACE-Eligible students achieved WACE
- 100% of Year 12’s met OLN requirements
- 40% of Year 12’s achieved one or more Certificate III Qualifications
- SCSA ‘VET Certificate of Excellence: Primary, Environmental and Animal Care Industries’ award recipient (Marion Lewis, Year 12)
- Top school for ATAR Animal Production Systems (APS)
- 259 full Qualifications achieved in total (of which 49 were Certificate III)
- State Champion for ABC Heywire’s ‘Excellence in Storytelling’
- Multiple First place achievements at various judging events
- A productive year across all Farming Enterprises
- Significant upgrades to the Residential area infrastructure

Our college’s success is a clear consequence of the commitment, dedication and expertise of all our stakeholders and supporters both internal and external to the college. I would like to thank our College Board, P&C, Ag Advisory Council, parents and greater college community for their contribution to our students’ success. The staff at our college should be commended on their passion



and daily commitment which ensures our college remains a high-performing ‘school of choice’, leading the way in innovative and engaging learning opportunities.

2021 will see out our current Business Plan and the development of a new 3-year plan (2022-2024), along with our college due to undergo a 3-yearly ‘Public School Review’ in Term 4. These processes allow us to celebrate our success and clearly define our priority areas to build on and grow our fantastic programs and strengthen our governance here at the college. This requires a collaborative approach and input from all stakeholders. I look forward to working with you all in 2021 to ensure our collective vision for the college is realised.



Finally, to our students. Thank you for your contribution to our college and for making it the special place that it is. Your commitment to your education, your work ethic and drive to succeed is most certainly inspiring and to be celebrated.

Mr Matt Dowell, Principal



Business Plan Targets

2019 - 2021 Business Plan Review

| | Achieved | On Track | Needs Attention |
|---|--------------------|----------|-----------------|
| 1. High performance targets: | | | |
| 1.1 At least 95% of Year 12 students achieve WACE annually | ✓ | | |
| 1.2 The College median ATAR will improve by at least 10 points from 2018 to 2019 | ✓ | | |
| 1.3 At least 95% of students achieve WACE literacy and numeracy standards (OLNA) by the end of Year 12 | ✓ | | |
| 1.4 100% of Year 12 students achieve Certificate II in Agriculture | ✓ | | |
| 1.5 At least 95% of Year 12 students complete four or more STEM courses | ✓ | | |
| 1.6 30% or more of Year 12 students achieve at least one Certificate III | ✓ | | |
| 1.7 95% or more graduates to have an articulated pathway in the destination data survey each year | Data not available | | |
| 2. High Care Targets: | | | |
| 2.1 By 2021, National School Opinion Survey responses for “Students feel safe at our school” will increase to: | | | |
| 2.1.1 90% or more of parents with a positive response | ✓ | | |
| 2.1.2 80% or more of staff with a positive response | ✓ | | |
| 2.1.3 85% or more of students with a positive response | | ✓ | |
| 2.2 By 2021, the annual behaviour data entry in Integris will show: | | | |
| 2.2.1 An increase above the 2018 average of 1.2 positive entries per student | | | ✓ |
| 2.2.2 A decrease below the 2018 average of 6.0 negative entries per student attracting demerit points | ✓ | | |
| 2.3 By 2021 more than 31 areas of the Australian Boarding Schools Association (ABSA) self-assessment tool will be met at a well thought out and detailed response level | Data not available | | |



93% of parents agree that this College ensures a safe residential and learning environment promoting the values of learning, excellence, equity, care, integrity and respect.

Business Plan Priorities

2019 - 2021 Business Plan Review

| | Achieved | On Track | Needs Attention |
|---|----------|----------|-----------------|
| PRIORITY 1: STUDENT PERFORMANCE SUCCESS | | | |
| Student Services team will have representation from across all areas of the College with a clear Student Services plan actioned in 2020 | ✓ | | |
| All instructional staff will undertake student review in Weeks 4 and 8 of each term for close monitoring of students by the Student Services team | | | ✓ |
| Support programs for SAER including identified OLN students developed and monitored | | ✓ | |
| Behaviour plan will be updated to ensure consistency and a positive approach across all areas of the College, including DOE requirements in the good standing policy | | ✓ | |
| Timetables to be revised to allow for UoC theory work for certificates to be completed in class time with literacy support | | ✓ | |
| ATAR improvement plan will be developed in 2019, including more rigorous course selection, pathway counselling and support from external service providers | | | |
| Prep study will have improved supports including TOs assisting students in skills journal / UoC completion | | ✓ | |
| Previous work experience program will be revised to meet new Workplace Learning Policy and expand work placement program | | | ✓ |
| PRIORITY 2: SAFE AND SUPPORTIVE ENVIRONMENT | | | |
| All new students undergo a specific residential induction weekend program and area inductions on arrival to ensure understanding of College guidelines, procedures and safety | ✓ | | |
| Student voice and student leadership will be integral to feedback and future direction through surveys, student council and weekly morning teas with the principal | | ✓ | |
| Year 12 students trained and allocated as peer mentors to support incoming Year 11 students | ✓ | | |
| Student guidelines and associated documents are annually reviewed for "customer friendliness" and updated in Term 4 ready for the following year | ✓ | | |
| Explore opportunities to improve OHS through Safe Farms WA | | ✓ | |
| Code of Conduct to be reviewed and updated | ✓ | | |
| Risk management, DOE compliance and parental permission will be ensured through detailed excursion planning and the use of Consent2Go | | ✓ | |
| CONNECT and REACH are the primary parent contact mediums for student tracking and communication | ✓ | | |
| Social Emotional learning to be explicit, timetabled and supported by external agencies | ✓ | | |
| ACSF plan will be developed and implemented to ensure a culturally responsive College that is welcoming and improves educational outcomes for Aboriginal students | | ✓ | |

| | Achieved | On Track | Needs Attention |
|---|----------|----------|-----------------|
| PRIORITY 3: HIGH QUALITY STAFF | | | |
| All new staff participate and engage in the college Induction Program | ✓ | | |
| Staff access relevant Professional Learning that is linked to the College priorities or identified through performance management | ✓ | | |
| Opportunities to further develop our staff and students STEM capabilities will be pursued, with a whole school pedagogical approach to STEM to be developed | | ✓ | |
| Teachers and trainers have access to and an understanding of current industry practice through extensive industry contacts and partnerships | | ✓ | |
| Representation of staff on committees will reflect the broad range of areas and experience, allowing for staff views and ideas to be heard | ✓ | | |
| All instructional staff to undertake Classroom Management Strategies training within first two years of employment | | ✓ | |
| Senior staff to undertake Growth Coaching and Instructional Coaching training to improve their skills in developing staff through performance management | | ✓ | |
| Professional learning for residential staff including Cert IV in Residential and Community Care and youth mental health training will be a priority | | ✓ | |
| Staff to be involved in a disciplined dialogue process to analyse data, use the findings to achieve improved student performance and progress and to inform the development of operational plans in their areas through staff development days and staff meetings | | ✓ | |
| Senior staff actively promote any opportunity for staff and students to take on leadership responsibility in the college or externally | | ✓ | |
| PRIORITY 4: STRONG GOVERNANCE AND VIABILITY | | | |
| Increased staff collaboration between all four areas of the College – Residential, Farm, Trades and Class developed through School Development Days and cross curricular opportunities | | ✓ | |
| Clear student application to enrol and student selection processes developed and communicated | | ✓ | |
| College Board members strategically selected for diverse skills, with all College Board members participating in the Induction program in Term 1 | ✓ | | |
| Marketing plan developed to include attendance at regional shows, social media presence, articles in regional newspapers, College branding of all documentation and a updated website | | ✓ | |
| Self-reviews for college processes / key decision making bodies developed to align with College and DOE priorities | | ✓ | |
| Ensure RTO compliance through rigorous monitoring/ recording and continue with the addition of further certificates to scope | | | ✓ |
| Residential processes/practices will be refined and documented to ensure clarity and consistency | | ✓ | |
| Parents, staff and students undergo training in the use of REACH and CONNECT at commencement of school year | ✓ | | |

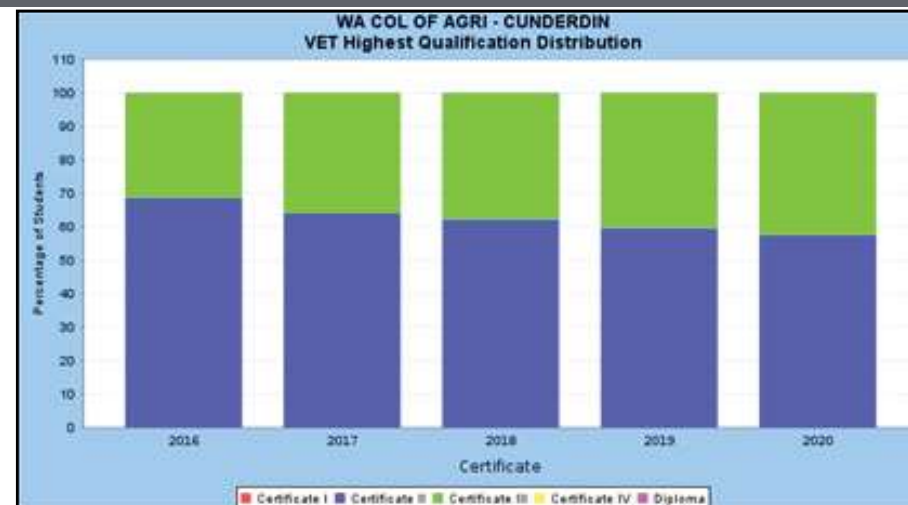
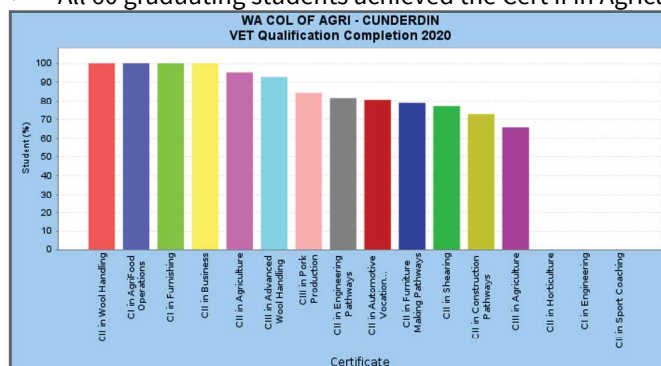
Vocational Training

2020 in review

| 2020 VOCATIONAL EDUCATION AND TRAINING (VET) | | | | |
|--|----------|----------|----------|----------|
| Level of highest qualification achieved (of VET enrolled students) | | | | |
| | 2020 | 2019 | 2018 | 2017 |
| Certificate III | 25 (40%) | 25 (40%) | 23 (37%) | 23 (34%) |
| Certificate II | 34 (54%) | 37 (59%) | 38 (61%) | 41 (61%) |
| Students with more than one qualification (% of VET enrolments) | | | | |
| 3+ qualifications | 56 (89%) | 62 (98%) | 61 (98%) | 64 (96%) |

2020 saw another solid year of achievements here at the college. As a Registered Training Organisation our college is in an opportune position to offer contextualised training programs that make use of our state of the art Trade Training Centre and large-scale farming enterprise. Some highlights for the year include:

- 40% of Year 12's achieved one (or more) Certificate III Qualifications
- A continuous increase in the percentage of students achieving a Cert III from 2016-2020
- SCSA 'VET Certificate of Excellence: Primary, Environmental and Animal Care Industries' award recipient (Marion Lewis)
- 259 full Qualifications achieved total (of which 49 were Certificate III)
- An average of 4.3 full Qualifications achieved per Year 12 student
- 4 Students achieved 7 full Qualifications (each)
- 3 students achieved an outstanding 8 full Qualifications (each)
- All 60 graduating students achieved the Cert II in Agriculture



| Achievement Rates (Per Qualification) | |
|--|-----------|
| VET qualification | Completed |
| CII in Wool Handling | 17 |
| CI in AgriFood Operations | 1 |
| CI in Furnishing | 1 |
| CII in Business | 1 |
| CII in Agriculture | 60 |
| CIII in Advanced Wool Handling | 13 |
| CIII in Pork Production | 11 |
| CII in Engineering Pathways | 45 |
| CII in Automotive Vocational Preparation | 38 |
| CII in Furniture Making Pathways | 23 |
| CII in Shearing | 10 |
| CII in Construction Pathways | 16 |
| CIII in Agriculture | 25 |



86% of students agree this College fosters opportunities for students to develop knowledge, skills and values within the context of rural industries

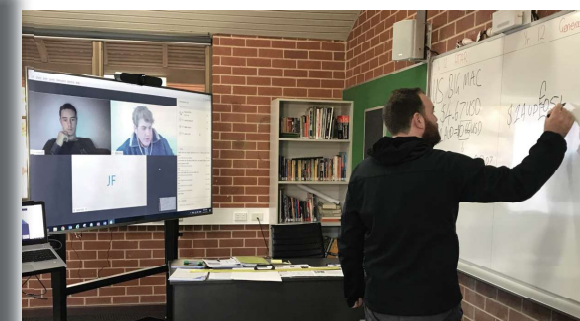
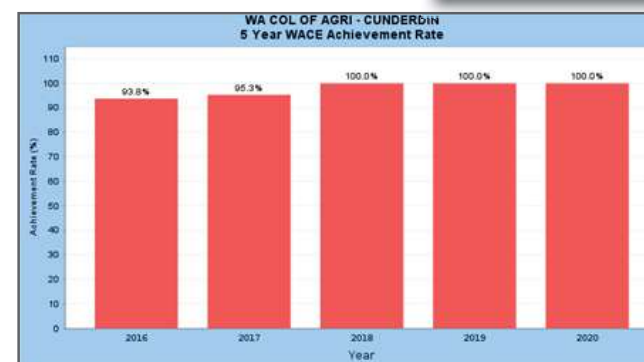
Class

2020 in review

Actions and Initiatives from Class 2020

- Increased in-class support (Education Assistant)
- Small-group OLNA preparation initiative via OLNAWA online
- Creation of a flexible classroom with a calming and supportive environment
- After-hours homework club
- Year 12 ATAR students attended a 2-day Study Camp to Perth
- Year 11 ATAR students attended a 2-day Study Camp to Perth to visit universities, explore course offerings and experience a taste of campus life, they also visited Ingrain
- Students engaged in workshops provided by Elevate Education with a focus on developing their study skills
- Incoming Year 11 ATAR students participated in WebEx sessions with their future teachers to build relationships and unpack ATAR course requirements to better prepare them for this pathway

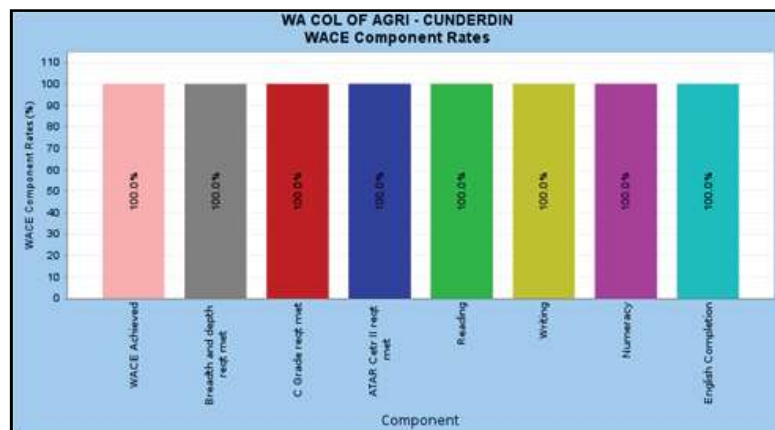
| WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) | | | | |
|---|-----------|-----------|-----------|----------|
| Number of Students Eligible for WACE: count (%) Source: SCSA data files | | | | |
| | 2020 | 2019 | 2018 | 2017 |
| School | 59 (86%) | 62 (91%) | 61 (91%) | 64 (96%) |
| Like Schools | 77% | 86% | 81% | 82% |
| State | 70% | 65% | 63% | 61% |
| WACE Achievement Rate: count (% of eligible students) Source: SCSA data files | | | | |
| School (WACE eligible) | 59 (100%) | 62 (100%) | 61 (100%) | 61 (95%) |
| Like Schools (%) | 92% | 88% | 87% | 81% |
| Public Schools (%) | 89% | 89% | 89% | 88% |
| School (Semester 2 Census) | 59 (98%) | 62 (100%) | 61 (100%) | 61 (95%) |
| School (Cohort) | 59 (86%) | 62 (91%) | 61 (91%) | 61 (91%) |



Class

2020 in review

| SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION | | |
|--|-----------|-----------|
| Students enrolled in STEM courses. Count (%) of WACE Eligible students. (Source: SCSA data files) | | |
| | 2020 | 2019 |
| >2 STEM courses | 11 (19%) | 10 (16%) |
| 2 STEM courses | 48 (81%) | 52 (84%) |
| 1 STEM course | | |
| Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files) | | |
| >1 STEM qualification | 59 (100%) | 37 (60%) |
| 1 STEM qualification | | 21 (34%) |
| OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data files) | | |
| School (% WACE eligible) | 59 (100%) | 62 (100%) |



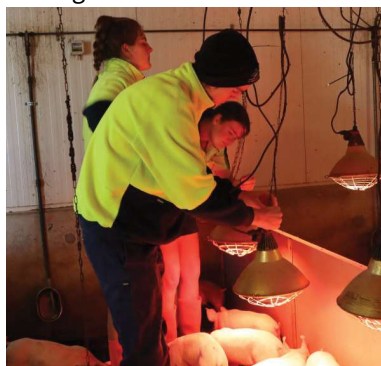
| AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) | | | | |
|--|----------|----------|----------|----------|
| ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations | | | | |
| | 2020 | 2019 | 2018 | 2017 |
| School count (% Cohort) | 11 (16%) | 10 (15%) | 22 (33%) | 19 (28%) |
| Difference From Expected | -4% | -6% | +15% | +1% |
| Median ATAR (no. of students) Source: SCSA data files and Department calculations | | | | |
| School | 51.55 | 60.4 | 32.48 | 42.7 |
| Expected performance | -3.17 | -2.05 | -4.96 | -3.73 |
| Like Schools | 57.15 | 62.35 | 52.58 | 56 |
| Public schools | 79.25 | 78.25 | 79.5 | 78.55 |
| School median ATAR TISC applicants | 66.3 | | 43.85 | 51.03 |
| ATAR performance – count of students (% of ATAR students) | | | | |
| 99+ | | | | |
| 90-98.95 | | | | |
| 80-89.95 | | 2 (20%) | | |
| 70-79.95 | 2 (18%) | 1 (10%) | 1 (5%) | |
| 55-69.95 | 2 (18%) | 3 (30%) | 2 (9%) | 6 (32%) |
| <55 | 7 (64%) | 4 (40%) | 19 (86%) | 13 (68%) |

90% of parents agree teachers in the class area at this College are knowledgeable, professional, committed and enthusiastic

Farm

2020 in review

- Class teachers using the Butcher shop to visually reinforce anatomy and biological processes taught in the classroom. Students able to dissect body parts for learning.
- Fantastic results at Wagin Woolorama. 1st and 2nd Junior judging, 1st and 2nd Merino Team judging.
- Great results at Darkan Shears 1st, 2nd and 4th in Fleece Wool Judging, 2nd in Novice Wool Judging and made Finals in Shearing.
- Another good lambing percentage at 110%.
- With 40 fortnights of farrowing and mating in a 80 sow piggery, it offers each student 2 piglets to either weigh, mark, wean or move per fortnight, providing the practical components required for their competencies during their two years at the college. Maintaining the 80 sow farrow to finish piggery is so important to keep our educational values for the students attending the college.
- Having 80 sows farrowing every fortnight gave the Certificate III Pork Production students the opportunity to go through the process of selecting their own gilts, getting gilts in condition for mating, getting them cycling, natural mating them on second heat, pregnancy testing, maintaining condition during gestation, watch farrowing, weigh piglets, mark, vaccinate sow and piglets, wean, weigh piglets and AI the sow. This gives the Certificate III students the knowledge and skills to be able to go and run or manage their own piggeries after school and we achieved 85% Cert III Pork Production achievement rate.
- High rate of students, 80% through the seeding and 98% through harvesting program, down on last year for seeding because of COVID lockdown.



- Barley and Wheat reach the long term average yield in a year with 130mm of growing season rainfall.
- Cattle feed trials undertaken as part of class collaboration worked really well with theory seen in a practical scenario.
- Top market price for cattle vealers in December 2020.

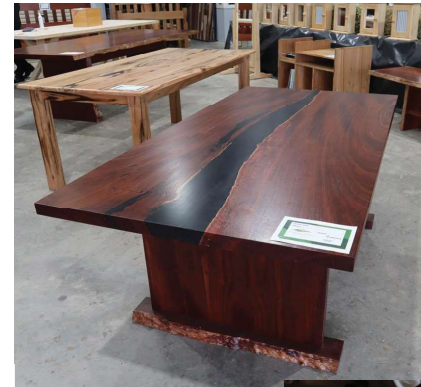
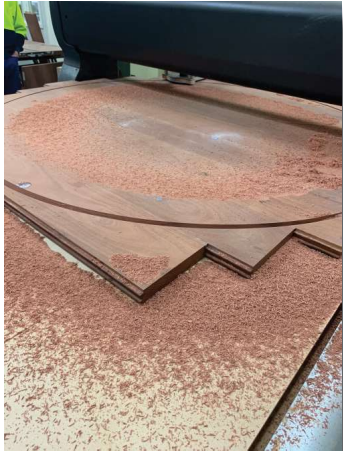


84% of students agree that farm staff are knowledgeable, professional, committed and enthusiastic

Trades

2020 in review

- Excellent student achievement, COVID had minimal impact on student outcomes
- Students completed major projects and achieve desired outcomes with shorter timelines
- Equipment initiatives - hydraulic pipe bender, office storeroom fit out and pallet racking for Automotive and Furnishing
- After-hours workshop sessions assisted student achievement and project completion
- Educational Assistant support provided for students
- Open Day was a great opportunity for students to display projects



84% of parents agree Trades teachers prepare their child well for industry employment

Residential

2020 in review

- Main campus lawn area excavated and new turf laid
- Synthetic turf laid around dormitories
- Upgrade of landscaping around college
- BBQ trailer built with funds donated by P & C
- New undercover area for students incorporating gas BBQ and gas pizza oven
- Increased number of king single mattresses to 42
- Upgrade of CCTV system around the campus

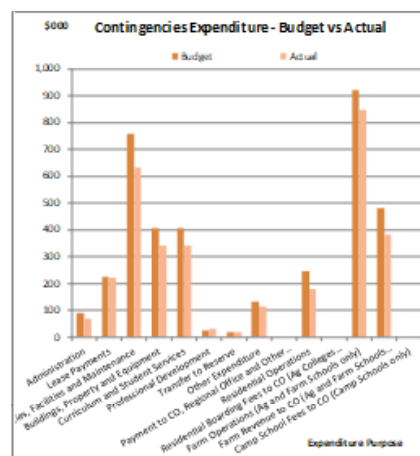
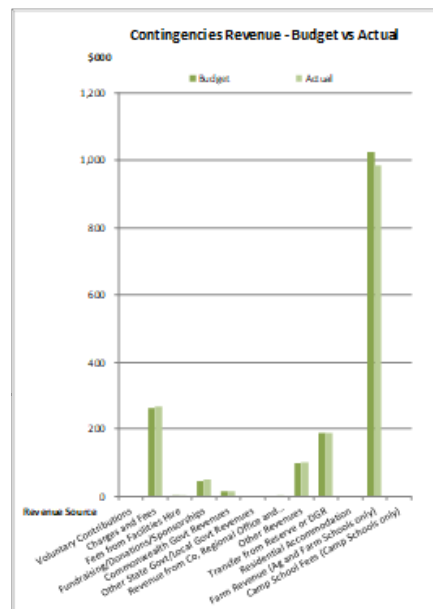
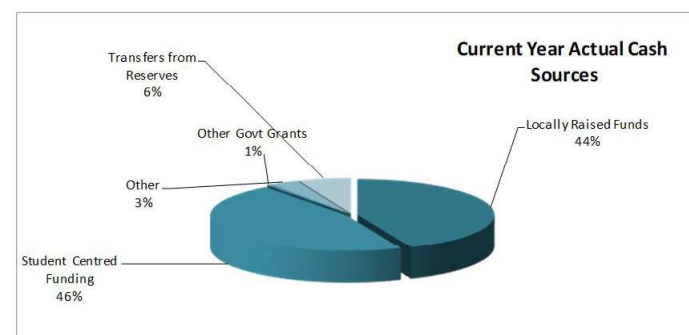


97% of parents agree the "residential area of the College provides a safe environment for my child"

Finance

Financial Summary as at 30th December 2020

| Revenue - Cash | Budget (\$) | Actual (\$) |
|--|---------------------|---------------------|
| Voluntary Contributions | 0.00 | 0.00 |
| Charges & Fees | 260,705.83 | 266,717.55 |
| Fees from Facilities Hire | 3,378.67 | 2,667.68 |
| Fundraising/Donations/Sponsorships | 44,619.25 | 49,794.94 |
| Commonwealth Govt Revenues | 14,309.00 | 14,309.00 |
| Other State Govt/Local Govt Revenues | 0.00 | 0.00 |
| Revenue from CO, Regional Office & Other Schools | 0.00 | 135.64 |
| Other Revenues | 98,865.02 | 102,371.41 |
| Transfer from Reserve or DGR | 187,090.90 | 187,090.90 |
| Residential Accommodation | 0.00 | 0.00 |
| Farm Revenue (Ag & Farm Schools only) | 1,024,759.87 | 984,051.89 |
| Camp School Fees (Camp Schools only) | 0.00 | 0.00 |
| Total Locally Raised Funds | 1,633,728.54 | 1,607,139.01 |
| Opening Balance | 867,794.93 | 867,794.93 |
| Student Centred Funding | 1,381,826.78 | 1,382,162.78 |
| Total Cash Funds Available | 3,883,350.25 | 3,857,096.72 |
| Total Salary Allocation | 5,179,771.00 | 5,179,771.00 |
| Total Funds Available | 9,063,121.25 | 9,036,867.72 |



| Expenditure | Budget (\$) | Actual (\$) |
|--|---------------------|---------------------|
| Administration | 88,031.73 | 69,058.60 |
| Lease Payments | 225,600.00 | 220,581.35 |
| Utilities, Facilities & Maintenance | 755,421.30 | 629,431.86 |
| Buildings, Property & Equipment | 407,398.73 | 342,267.86 |
| Curriculum & Student Services | 405,509.50 | 341,214.84 |
| Professional Development | 24,343.92 | 32,154.39 |
| Transfer to Reserve | 17,000.00 | 17,000.00 |
| Other Expenditure | 133,189.63 | 113,243.54 |
| Payment to CO, Regional Office & Other Schools | 0.00 | 0.00 |
| Residential Operations | 245,000.00 | 179,073.27 |
| Residential Boarding Fees to CO (Ag Colleges only) | 0.00 | 0.00 |
| Farm Operations (Ag & Farm Schools only) | 918,914.71 | 846,996.26 |
| Farm Revenue to CO (Ag & Farm Schools only) | 479,598.67 | 382,525.87 |
| Camp School Fees to CO (Camp Schools only) | 0.00 | 0.00 |
| Total Goods & Services Expenditure | 3,700,035.19 | 3,173,547.84 |
| Total Forecast Salary Expenditure | 4,587,045.00 | 4,587,045.00 |
| Total Expenditure | 8,287,080.19 | 7,760,592.84 |
| Cash Budget Variation | 183,315.06 | |

| Cash Position | |
|----------------------------|---------------------|
| Bank Balance | 1,974,935.99 |
| Made up of: | |
| General Fund Balance | 683,548.88 |
| Deductible Gift Funds | 0.00 |
| Trust Funds | 0.00 |
| Asset Replacement Reserves | 1,145,154.47 |
| Suspense Accounts | 152,081.29 |
| Cash Advances | 100.00 |
| Tax Position | 5,748.65 |
| Total Bank Balance | 1,974,935.99 |



98% of parents agree this College empowers young adults through a professional workplace culture and high levels of responsibility

College Board

2020 in review

COVID has been a major challenge for the Principal and staff.

The Board has praised the College leadership team for its management of the COVID response. In particular its well-executed residential plan which resulted in some students being accommodated at Muresk was a great success.

The Board was very pleased for past Principal Sally Panizza who has been seconded into the position of Director of Agriculture. Sally has made a substantial contribution to the College and will be missed.

The Board was pleased to welcome Matt Dowell to the College as Principal.

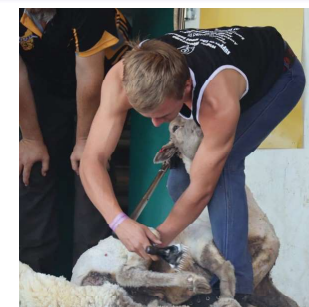
The College Open Day was a major success. The College's commitment to current state of the art machinery and equipment provides an important basis for training College students.

The initiative to hold it's Inaugural Farm Skills Challenge was a great success.

Educational performance has been very pleasing to the Board. These included exceptional predicted student achievements of graduating cohort - 100% of students met OLNA benchmarks, 100% WACE Attainment, 100% students enrolled and achieved Cert II Agriculture (minimum).

The Board was pleased to see the investment in facilities (BBQ / Pizza Area, lawned area) which will improve the quality of life of students at the College.

It is pleasing that a Residential Student Accommodation Feasibility Report has been completed. It estimates the costs of the project at \$14m. The proposal will be given consideration by Government in the Budget process.



97% of parents agree this College develops pathways that assist students to access employment and/or further education



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