

ANNUAL REPORT 2021

Excellence and Innovation in Agricultural Education



WA COLLEGE of AGRICULTURE - HARVEY

An Independent Public School

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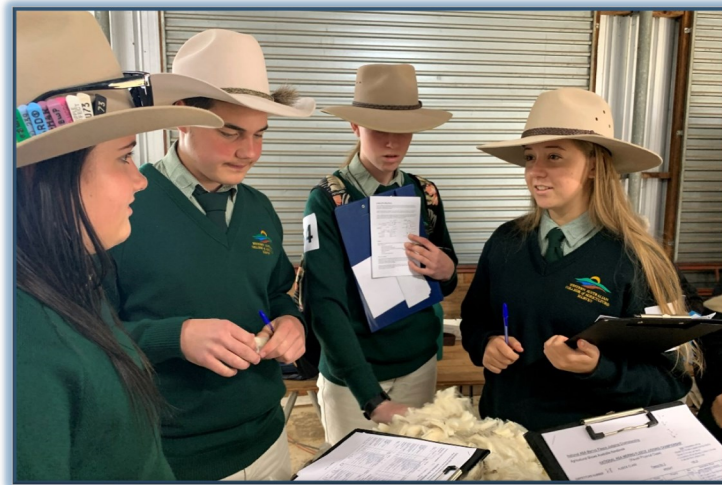
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Principal and Board Chair Message

This Annual Report provides readers with an insight into the performance of the College over 2021. It provides data and discussion across a wide range of topics to highlight the successes and challenges of the year and references directly to the College Business Plan priorities, targets and measures of success.

Throughout 2021, the College community was able to move back into mostly normal operations as various COVID restrictions eased. A number of practices introduced as a consequence of COVID were maintained as they represented better practice that benefitted College operations.

In general, the success of the College is the product of a number of factors including:

- Happy and engaged students who enjoy being at the College.
- Highly professional staff with a personal and collective responsibility to improve student outcomes.
- A shared understanding and commitment from students, staff and families to high standards and expectations across the College.
- Strong support and effective governance through the College Board and Agricultural Advisory Committee.
- A strong culture of respect and care at the College.
- Robust and effective practices and procedures to manage the myriad aspects of the College organisation.

Ultimately, the main key to the success of the College is that staff, students, families and the wider community have an immense pride and are invested in the College.

A number of key successes provide evidence for the College's continued excellence over 2021 including:

- Excellent WACE results and qualification completion rates.
- Excellent student attendance.
- Applications to the College vastly exceeding the number of available places.
- Excellent transition to employment and further study by graduates.
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Whilst celebrating success and exemplary performance is important, it is never wise to rest on one's laurels and the College continues to strive to improve. This report identifies success but also identifies areas for improvement and presents some of the strategies that will be employed in 2022 to make this happen.

We thank all those involved in the College for a highly successful year and commend this

report as providing an accurate and informative over-view of the Western Australian College of Agriculture Harvey over 2021.

Stephen Watt
Principal

Vaughn Byrd
Board Chair



Student Demographics

Student Numbers (at August Census)

Student Group		2021	2020	2019	2018	2017
Year 10	Boarding	25	43	32	30	30
	Day	22	7	18	18	21
	Total	47	50	50	48	51
Year 11	Boarding	55	45	41	48	41
	Day	5	26	18	18	17
	Total	60	71	59	66	58
Year 12	Boarding	36	24	47	35	34
	Day	21	23	16	18	9
	Total	57	47	63	53	43
Whole school	Boarding	116	112	120	113	105
	Day	48	56	52	54	47
	Total	164	168	172	167	152
	Aboriginal	3	3	2	5	5

Discussion: Student numbers at WACoA Harvey have grown significantly over the last decade largely due to increasing numbers of Day students as a consequence of the large population base in commutable distance to the College. WACoA Harvey continues to be well subscribed for female students at 37% of total College population.

Given the significant demand for places and growth over recent years, particularly in Day students, a defensible and transparent system to establish caps on student numbers was developed in 2020 and rolled out in 2021 to ensure the quality and safety of the program remain at an excellent level. This model was adopted by the broader agricultural college system to be implemented in 2022.

Analysis indicates that the vast majority of those boarding have their home location within 100km radius of the College, that a significant proportion come from the private school system and that there are small numbers of Aboriginal students. Over 2021, attention was focussed on ensuring the selection process does not inhibit the diversity of students at the College. A collaboration between the College and Alcoa commenced in 2021 aimed at attracting the interest of local Aboriginal students and families with the ultimate aim of increasing application and attendance rates of Aboriginal students. The

program targets students in Years 7 and 8. Whilst early days, the program has merit and will take some time to generate the interest and trust of the Aboriginal community.

Attendance

Semester 1 Attendance Percentage	2021	2020	2019	2018	2017
WACoA Harvey	92.6	95.7	93.8	94.3	94.6
Like schools	89.7	93.6	92.3	88.7	89.2
State	84.4	87.3	86.8	87.6	87.8

Discussion: Typically, attendance is high at WACoA Harvey compared to like schools and the state. A number of effective strategies are in place to monitor and manage attendance including acknowledging high attenders, links to good standing and direct intervention when attendance drops below 90%.

Attendance in 2021 was generally lower across all demographics. This is attributed to COVID and schools' tendency to send symptomatic students home.

Aboriginal student attendance at WACoA Harvey was comparable with non-Aboriginal students (92.1 v 92.6) and significantly higher than the state attendance of Aboriginal students (62.6%).

Retention - Students leaving the College over 2021

Destination	Number	Comment
Employment, traineeships, apprenticeships	8	All considered successful outcomes
Other schools	3	Georgina Milloy– student did not settle Bunbury Grammar– student did not settle Manea- Physio ATAR pathway
Training	2	TAFE / work
Shifted from residential to day student	4	
Shifted from day to residential	1	

Discussion: Typically, once at the College, students do not leave before the end of Year 12 unless to employment with a training component such as apprenticeships and traineeships. Those who do leave early to employment are seen to be a success given the College's focus on preparing students for employment.

Careful analysis of students leaving to attend other schools is made to ensure that the reason is not due to dissatisfaction with WACoA Harvey. There was only one student in 2021 who left in this circumstance but was difficult to assist because the College was not informed until it was too late.

Post-School Destinations

Percentage of Year 12 Graduates	2021	2020	2019	2018	2017
Employment - Ag related	34	43	30	44	28
Employment - not Ag related	21	6	16	13	12
Apprenticeship / traineeship - Ag related	11	26	1.5	9	5
Apprenticeship / traineeship - not Ag related	23	15	29	15	23
Full-time training	2	2	6	6	9
University - Ag related	7	6	5	4	9
University - not Ag related	2	0	0	0	5
Looking for work	0	2	1.5	9	7
Unknown	0	0	11	0	2

Discussion: Graduates from WACoA Harvey generally find themselves well placed for direct employment in a range of agricultural and related trades careers. This is a reflection of their work readiness skills, attitudes and the high regard industry has for them. Graduates of 2021 were contacted early in 2022 and the same pattern of high intake into meaningful employment and training was indicated. There were no Aboriginal students in the 2021 graduating class.



Class Performance

Highlights

- High number of Year 12 students passing OLNA.
- Having Farm support students Class curriculum.
- Networking with Harvey SHS Lab Tech and starting to improve lab supplies.
- Practical Teacher placement - Crystal Greenwood.
- Lauren Day - achieving Senior Teacher status at beginning of year.
- Range of staff PD undertaken over the year.

Activity	Purpose
Out of hours tutorials Monday after school - Literacy Monday Prep -Mathematics Tuesday after school- Mathematics Wednesday Prep – General /OLNA Thursday Prep – General	Provide extra assistance to students who would like more help in a specific subject area. Provide extra assistance to students to achieve OLNA. Provide a supervised learning area during Prep and general assistance with homework.
ATAR Tutorials Mathematics and English after school	To provide further individualised assistance to ATAR students.
Year 11 and 12 ATAR to Kings Park / Bold Park	Cross Curricular Excursion—Plant Production Systems and Biology to participate in ecological field studies.
Year 11 Muresk / Dowerin Camp	Building Muresk connections. Dowerin Field Day – industry awareness.
Year 11 General Patane Produce Excursion	To show industry application of Plant Production Systems concepts.
Year 10 South West Farms Excursion	To show a variety of different industry applications of Animal and Plant Production Systems concepts.
Year 10 Calf Raising Excursion	To show industry application of Animal Production Systems concepts.
Year 11 ATAR University Excursion	To expose ATAR students to the opportunities available at the universities offering Agricultural courses.
Year 10 HASS Excursion – Sustainable Forests	Understanding how sustainable forests can help combat climate change.
Year 11 P.A.R.T.Y. Program	Positive promotion of health and well-being. Includes awareness of impacts of drugs/ alcohol on mental health / driving etc.
Year 10 Assisted with training of students for sheep judging at Dinningup Show	Introduce students to principles of cattle/sheep /wool judging.
Year 11/12 ATAR + 12 General Plant Production Systems Crop Trial	Crop Trial— Farm and Class collaboration. To create a real-life context to Investigations.

Challenges

General

- Year 10 cohort - both general behaviour and being able to meet the needs of a small, very low ability group of students.
- Linking Farm calendar to Class curriculum and ensuring efficient communication between sections.
- Trying to improve Science outcomes with limited laboratory resources.
- Workload pressure, especially marking load in a number of subjects.

Staffing

- Several staff changes occurred in numerous classes due to staff leaving, LSL, changing of teachers /subjects.
- New staff trying to familiarise themselves with the College environment and new courses.
- Needing to appoint an additional English teacher in the last week of the school year.

Performance Data

Online Literacy and Numeracy Assessment (OLNA): Percentage of students meeting literacy/numeracy benchmarks at each OLNA round.

	Prequalified via NAPLAN	Year 10		Year 11		Year 12	
		R 1	R2	R1	R2	R1	R2
Year 10 cohort	36	60	72				
Year 11 cohort	22	58	81	90	95		
Year 12 cohort	23	68	79	82	84	88	95

Discussion: Typically students enter the College with relatively low rates of prequalification across the three categories. However, as a result of the OLNA having a different assessment methodology, increased student engagement when at the College, and significant support from staff, there are high rates of improvement once students are at the College. An unusually large proportion of the 2021 Year 10s came pre-qualified as they had sat an OLNA equivalent in Year 9 rather than NAPLAN. In the 2021 Year 12 cohort, three students failed to reach the literacy/numeracy benchmark for WACE despite numerous attempts and support.

Western Australian Certificate of Education (WACE):

Percentage of Year 12 students	2021	2020	2019	2018	2017
Achieving minimum literacy and numeracy standard- School	95	96	90	96	84
Achieving WACE - School	95	94	90	96	84
Achieving WACE - Like schools	88	95	91	88	86
Achieving WACE - Public schools	89	92	89	89	88

Discussion: WACoA Harvey students achieve WACE at higher rates than other schools. Meeting literacy and numeracy standards via NAPLAN and OLNA is the main impediment to WACE as indicated by the close alignment between WACE attainment and rate of demonstrating the literacy and numeracy standard. Three students did not achieve WACE in 2021, all due to not passing OLNA. These three students still graduated with an average of five VET qualifications.

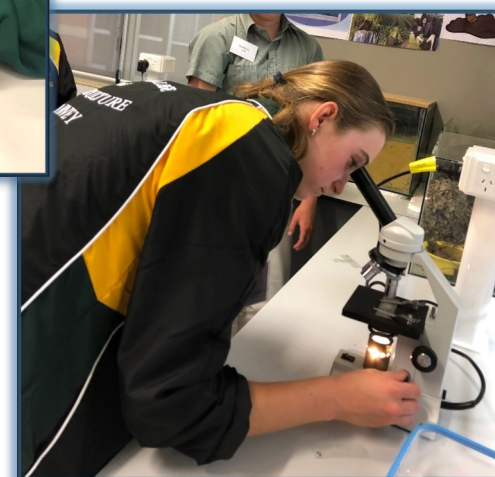
Australian Tertiary Aggregate Rank (ATAR):

	2021	2020	2019	2018	2017
Number of students	6	5	3	6	6
School range	47.35-90.2	79.75-91.75	55.9-98.7	21.75-87.95	25.9-87
School median	69.4	87.25	72.1	62.58	55.35
Like schools median	50.6	54.3	60.85	40.88	50.45
Public schools median	80.25	79.25	78.25	79.5	78.55
School median of TISC applicants	68.15	84.3	77.3	82.7	53.77

Discussion: Students in the 2021 ATAR pathway performed largely as expected when compared to their ATAR predictions. In 2022 the ATAR Pathway will be replaced by the General Extension Pathway which provides increased academic challenge compared to the General pathway and higher levels of Farm and Trades practical learning opportunities whilst still providing a university pathway.

Planning for Improvement

- Conducting PAT testing at Transition (2021) for new Year 10 students – retest again at end of Year 10 in 2022.
- Share information about specific needs of students and strategies that may assist them with all instructional staff.
- Parents and students encouraged to access CONNECT, especially assessment information.
- Implement and utilise Compass Chronicle to improve communication with parents.
- Implementation of the **General Extension Pathway** in 2022, providing students with academic challenge and pathways to future study options.



Farm Performance

Highlights

- Student performance at various Agricultural Shows (sheep and cattle judging, shearing and positive feedback from patrons).
- Prices received for Farm produce (wool 1883c/kg clean v 1863c/kg in 2020, beef 620c/kg live weight v 518c/kg in 2020 and lambs \$170 per head).
- Support from the Trust Fund to upgrade machinery (Horticulture upgrade \$32,000, boom spray \$32,000, tedder rake \$20,000 and Dairy upgrade \$120,000).
- Above average rainfall leading to a 60% water allocation (v 32% in 2020).
- An excellent new staff member employed.
- An excellent growing season enabling higher fodder production.
- Grand Champion Ewe Hogget at the Perth Royal Show.
- Top School and Most Improved at Gate 2 Plate.
- Achieved the top wool price for 18-19 micron wool at the F21 wool sale.
- Developed and commenced Horticulture Redevelopment Plan.

Challenges

- Pig production system – low pregnancy rates.
- Staffing - securing suitable short term relief staff – a system wide problem.
- Communication issues around the Farm - poor phone reception-hilly terrain.
- Developing objective KPIs for each Farm section.
- Unseasonal rain—held up hay and silage.
- Marketing of Mystique mandarins- very low returns.
- Damage to College roads through water erosion.
- Dairy upgrade and pellet tender processes- time taken to meet requirements.
- Ongoing Farm infrastructure maintenance and development — a system wide problem.
- Ongoing balance between commercial production and training needs.

Performance Data

	Students enrolled	% achievement
Certificate II in Agriculture	52	100
Certificate II in Production Horticulture	52	100
Certificate II in Wool Handling	11	100
Certificate II in Shearing	4	100
Certificate III in Agriculture	31	100

Discussion: Qualification completion rates are typically high and 2021 was no exception. The small numbers in the shearing and wool handling qualifications are a reflection of the number of students interested. Only those students who select a Farm Focus are eligible to attempt the Certificate III Agriculture.

Competition	Results	Event
Wagin Woolorama	1 st 5 th 1 st , 2 nd , 5 th 1 st , 2 nd , 5 th	WA Junior Merino team event Merino Judging Beef Judging Novice Shearing
Harvey Beef Gate to Plate	Most improved Joint winner	Feedlot competition Schools' Challenge
AWI Wether Challenge	1 st 2 nd 1 st	Young Breeders' Challenge Ag College Challenge Grand Champion Ewe Hogget
Dowerin	2 nd	Ag College Fencing Challenge
World Skills	Bronze medal	Agri-skills
Brunswick Show	2 nd , 3 rd	Junior Paraders
Dinninup Show	1 st , 2 nd , 3 rd 1 st , 3 rd 1 st , 3 rd 4 th	Meat Breed Sheep Judging Merino Sheep Judging Beef Judging Novice Shearing

Planning for Improvement

- Continue developing enterprise plans, section inductions and KPIs.
- Continue to implement the Horticulture Redevelopment Plan.
- Develop whole Farm systems to adapt to lower rainfall and irrigation– forage crops and silage.
- Formalise explicit delivery of training.
- Enhance technology, collection and handling of electronic data for production analysis and support of Class teaching.
- Enhance roles of Assistant Farm Managers and Level 3 Technical Officers.



Trades Performance

Highlights

- Significant number of incursions and relationships were built with:
 - ⇒ Apprenticeship Community.
 - ⇒ Construction Futures Centre (pilot school for mobile education initiative).
 - ⇒ Alcoa (our students have continued to secure apprenticeships).
 - ⇒ Orontide visit.
- Visiting Trade Advisory group members on site.
- Woodwork highlights include a range of beautifully designed and crafted queen size bedheads made from Jarrah, Marri and She-oak.
- Automotive purchased and implemented into courses a “Launch X431 bi-directional scan tool”.
- Building and Construction continued high detailed projects such as the construction of a small site office, completing ground works for a new shed due to be built in 2022 and the completion of a 24m long limestone retaining wall ready for landscaping located between the Trades workshops and front drive. All blocks were handmade and laid by students, which required significant effort and commitment to the task.
- Metals students have continued to go for larger and in many ways more complex projects and have put out what would be considered by their trainer as “some of the best engineering projects completed at my time at the College”.
- Trades related companies actively supported our students in work placements and our Year 12s secured a significant number of apprenticeships in a variety of Trades areas including mechanical fitter, heavy duty diesel mechanic and boilermaker. In addition, graduates secured Certificate III Traineeships in Civil Construction and Business within Trades organisations.
- Trades’ Literacy Strategy – progressing with a range of visual and informative posters that support instruction, safety and general trade content. Their key focus is to reiterate, and support students’ literacy competency and personal growth.
- Met IPS benchmarks for Trades’ Vocational Qualifications for Student Achievement Targets as per the Business Plan while still aiming for 100%.
- Continuation with the development of facilities, including storage solutions for all resources and projects.

- Consolidation of remote learning with the development of resources and E-Learning opportunities to support learning from home as required.

Challenges

- Increasing the E-Learning documents available to students as a mode of delivery across all Trade areas. The volume of data required to be rewritten into different formats such as “Socrative” is often significant.
- Promoting national skills shortage areas such as Building and Construction as a high value trades context continues to be challenging. The nature of the course makes it difficult to complete student personal projects that are often the motivation behind student qualification selections.
- Metals - due to the completion of high end, larger projects space is an issue.
- Disparity between the spread of class numbers between Trades contexts. i.e. larger class numbers in Metals and Automotive creates delivery challenges in these areas.
- Automotive has indicated the number of students who are at different stages of course completion for a range of reasons to be challenging when delivering course content.
- Unseasonal rain, made it difficult to complete brick and block laying units for Year 12s in the absence of a suitable level concreted and rain protected training area.
- Being prepared to deliver genuinely engaging Trades’ programs in the event of COVID closure at the school.

Performance Data

Qualification		2021		% of achievement (enrolled number)			
		Number students enrolled	Percentage achievement	2020	2019	2018	2017
Automotive	Certificate II in Vocational Prep	50	100%	100 (41)	100 (56)	100 (43)	100 (35)
	Certificate II in Servicing Technology	17	100% (eligible with volume of learning)	73 (11)	100 (8)	100 (9)	100 (10)
Metals	Certificate II in Engineering Pathways	47	100%	98 (42)	100 (40)	96 (27)	87 (15)
	Advanced Welding Skill Set	8/11 Note 1	73%	23 (5)	NOT OFFERED		
Construction	Certificate I in Construction	47	100%	97 (31)	98 (44)	100 (30)	95 (20)
	Certificate II in Construction Pathways	14	100%	100 (14)	95 (18)	83 (12)	88 (8)
Furnishings	Certificate II in Furniture Making Pathways	45	100%	94 (31)	100 (23)	100 (19)	72 (14)
	Cert II Furnishings Skill Set	16/19 Note 2	84%	NOT OFFERED			100 (21)

Planning for Improvement

- Continue developing Trades' literacy with the use of visual and informative posters.
- Continue to transfer assessments into electronic delivery methods (CONNECT, Socrative, Compass, WebEx). Investigate further upskilling of staff on E Learning strategies.
- Continue working on Public School Review Recommendations
 - ⇒ College-wide approaches to teaching and learning across departments.
 - ⇒ Trades to Farm/Residential – reinvigorate construction projects delivered across the College, aligning with student feedback survey.
 - ⇒ Trades to Class/Admin – collaborative delivery of career pathways. i.e.

simulated interviews, covering letter/resume writing, aptitude testing, work placements.

- ⇒ Consistent delivery of training – support development and implementation.
- ⇒ Enhance community understanding of student achievement – promote results and consolidate destination data.

- Infrastructure
 - ⇒ Apply for the addition of a sheltered area to the College's infrastructure plan for bricklaying tasks.
 - ⇒ Complete upgrade and installation for dust extraction of BC drop saws and second table saw in the wood machine room for 2022.
 - ⇒ Oversee and manage the installation of the storage shed located at the northern end of the Trades' area for 2022.
- Implement and utilise Compass Chronicle to improve communication with parents.
- Reinvigorate the way CONNECT is utilised, with the aim of improving the way parents are kept informed regarding their child's progress in Trades.



Residential Performance

Highlights

- WACOA Carnival.
- College Ball, more important than ever as it gave the students something to look forward too, particularly after Country Week was shut down at the very last minute due to COVID.
- Year 12 Dinner for all students at Brugan.
- Year 11 Boarders dinner: Brugan.
- Year 10 Boarders dinner: Back Beach Café.
- Less sickness due to better hygiene standards as a result of Covid.
- The continued Friday afternoon processes of departure, which removed the condensed volume of traffic in the front office at peak times.
- Day students and boarders mixed more readily at recess and lunch, due to no access to the dorms.

Challenges

- Day one having all the new students onsite ready to start the year and we were forced into lockdown resulting in parents, students and staff being sent home. It was looking very ominous at that point like it was 2020 all over again
- COVID 19.
- Interpretation of rulings around how Residential could operate during this period.
- Extra requirements for cleaning.
- Set times for showers.
- Unable to run as many things like we would normally as a result of restrictions.
- Guest speakers.
- Turnover of staff for various reasons.

Planning for Improvement

- Staff members have been tasked with providing different activities for after school for next year.
- Some of what is planned is the continuation of meal planning, budgeting and cooking in small groups.
- Basic plumbing skills- change a tap, tap washer, residential piping systems, poly,

copper pipe. etc.

- Crafts - painting decorations. pots, mosaics, macramé, knitting and crocheting.
- Mixed sport activities on Wednesday evenings.
- Team building tractors.



Surveys

National School Opinion surveys are conducted using a generic series of questions that all schools are expected to use, plus some specific questions contextualised to the context of the College. In 2021, students and parents were surveyed and on the whole, the responses were generally very positive. It is generally noted that students' positive responses drop as they progress through the schools years and tend to be heavily influenced by current events at the time they complete any survey.

Survey questions were rated using a rating scale of: strongly agree, agree, neutral, disagree, strongly disagree. Percentages are calculated as the proportion of positive responses (strongly agree and agree) compared to total responses.

Student survey questions rated as highly positive (greater than 90% positive averaged across the 3 year groups)	Student survey questions indicating a need for attention (less than 60% positive averaged across the 3 year groups)
<p>My teachers expect me to do my best.</p> <p>My school is well maintained.</p> <p>My school gives me opportunities to do interesting things.</p> <p>Front office staff are friendly and helpful.</p> <p>Trades and Farm staff care about my progress.</p> <p>Trades and Farm resources are at a high standard, tidy and well maintained.</p> <p>The trades area is well organised.</p> <p>I value the qualifications I can achieve on Farm.</p>	<p>Teachers at my school treat students fairly.</p> <p>I can talk to my teachers about my concerns.</p> <p>The quality/quantity of meals is at a high standard</p> <p>Residential staff are approachable.</p> <p>Behaviour in the residence is well managed.</p> <p>There are a range of afterhours activities to occupy me.</p>

Areas of concern in 2020 related to communication

	2021	2020
I am kept well informed of my child's learning & progress.	85	83
I receive useful and timely feedback about my child's progress in Class.	77	66
I receive useful and timely feedback about my child's progress in Trades.	75	65
I receive useful and timely feedback about my child's progress in Farm.	80	77
I receive enough information about the college to know what is going on.	99	100

Examples of aspects parents liked about the College (greater than 90% positive averaged across the 3 year groups)	Examples of aspects parents thought needed improvement at the College (less than 60% positive averaged across the 3 year groups)
<p>Teachers at this school expect my child to do their best.</p> <p>This school is well maintained.</p> <p>My child feels safe and likes being at this school.</p> <p>The College looks for ways to improve and takes parent opinions seriously.</p> <p>My child's learning needs are being met by the College.</p> <p>I am satisfied with the overall standard of education at the College.</p> <p>I would recommend this College to other parents.</p> <p>Staff care about my child's progress.</p> <p>Trades, Farm and Residential facilities are at a high standard.</p> <p>Trades and Farm staff develop effective working relationships with my child.</p> <p>Farm staff manage behaviour well.</p> <p>My child enjoys their time on FARM.</p> <p>The Residence is well organised.</p> <p>Residential staff are approachable and care about my child's well-being.</p> <p>Front Office are welcoming and friendly.</p> <p>Front Office staff are helpful and respond to enquiries in a timely manner.</p> <p>I receive enough information about the College to know what is going on.</p>	<p>There were no parental responses below 60% positive.</p>

Discussion: Surveys from 2020 indicated that the one area highlighted consistently across all areas as in need of improvement was that of communication on student progress. A number of strategies were employed over 2021 to improve communication. The adjacent table shows the percentage of positive responses (strongly agree and agree) to each of the related statements. Whilst improvement was shown, the College will continue to find ways to communicate to parents on their child's performance.

Staff Wellbeing: Was not surveyed in 2021. This will be a focus for 2022. Anecdotally, based on staff turnover, staff job satisfaction is generally high.

Resource Management

Financial Summary as at 31 December 2021

The College manages significant financial, physical and human resources and is very complex relative to the student population. This complexity arises from the significant Farm and Trades operations and the Residence at the College. This has implications on the scope, scale and management of infrastructure, staff and finances.

Finances

Like all schools, the College is funded under the Student Centred Funding Model which provides funding based on student numbers and other factors. As indicated in the following tables, significant finances flow through the College which are extremely well managed by the Manager Corporate Services, plus cost centre managers. For the last three years to 2020, additional transitional funding was provided as the College adapted to the Student Centred Funding Model. 2020 was the last year this funding was available, so in 2021 the College had to budget accordingly. Equivalent carry forward from 2020 and surplus at end of 2021 indicates effective and sustainable financial management and staffing.

Revenue

Cash

Revenue – Cash	Amount \$
Voluntary Contributions	11,126.25
Charges and fees	376,233.73
Fees from rent/Facilities Hire	60,646.00
Fundraising/Donations/Sponsorship	20,390.88
Commonwealth Govt Revenue	0
Other State Govt/Local Govt Revenue	19,241.20
Revenue from Central Office & Other Schools	2,019.54
Other Revenue	100,833.11
Transfer from Reserve Accounts	387,719.74
Residential Boarding Fees	864,727.08
Farm Revenue	1,290,652.73
Total Locally Raised Funds	3,133,590.26
Opening Cash Balance— carry over from 2020	205,397.25
Student Centred Funding— see breakdown page 14	1,066,537.31
Total Cash	4,405,524.82

Revenue

Salaries

Revenue – Salary	Amount \$
Salaries – Carry forward from 2020	352,382.00
Student Centred Funding – see breakdown page 14	5,195,976.00
Total Salaries	5,548,358.00

Expenditure

Cash

Expenditure - Cash	Amount \$
Administration	63,068.54
Lease Payments	0
Utilities, Facilities and Maintenance	425,761.85
Buildings, Property and Equipment	449,772.03
Curriculum and Student Services	343,065.43
Professional Development	15,659.75
Transfer to Reserve	351,643.00
Payment to CO, Regional Office and Other	0
Residential Operations	279,631.48
Residential Boarding Fees to Central Office	864,135.08
Farm Operations	840,144.09
Farm Revenue to Central Office	514,136.80
Total Goods and Services Expenditure	3,133,590.26
Cash Surplus as at 31.12.21	\$166,204.97

Expenditure

Salaries

Expenditure Salaries	Amount \$
Salaries Expenditure 2021	5,017,705.00
Transfer to Cash Operational Budget	180,000.00
Salaries Surplus as at 31.12.21	350,653.00



Breakdown of Student Centred Funding Cash

Item	Amount \$
Farm Grant	246,200.00
Residential Grant	257,400.00
Chaplaincy Funding	22,133.00
COVID Cleaning	13,750.00
Farm Trust Recoups	70,771.00
Reimbursement from Central Office	10,589.00
Utilities Farm/Residential	238,223.00
Miscellaneous	27,471.31
Transfer from Salaries 2022	180,000.00
Total Cash Allocation	1,066,537.31

Cash Position

Bank balance item	Amount \$
General Fund Balance	166,204.97
Asset replacement Reserves	1,155,364.26
Suspense Accounts	120,960.81
Cash Floats	(80.00)
Tax Position	21,109.00
Total Bank Balance	1,463,559.04

Breakdown of Student Centred Funding Salaries

Item	Amount \$
VET Funding	152,862.00
COVID Cleaning	147,096.00
Farm and Residential Salaries	2,342,078.00
Student Centred Funding Salaries	2,531,419.27
Miscellaneous	22,520.73
Total Salary Allocation	5,195,976.00



Human Resources:

As a consequence of the Farm and the Residence, the College employs a large staff across many different awards. An additional complexity is that the College operates 24 hours per day, 7 days per week in school term time and 365 days of the year. Education Act teaching staff only represent a minor part of the entire staffing. Strong and effective processes for induction of new staff and Performance Management of all staff, plus a core group of highly effective leaders assist to manage the diverse and complex staff.

In addition to the staff identified in the following table, the College has access to a School Psychologist (2 days per week), a Chaplain (2 days per week) and a School Nurse (0.5 day per week).



STAFF	FTE	TOTAL STAFF
Leadership Ed Act	6.00	6
Principal	1.00	1
Vice Principal	1.00	1
Student Services	1.00	1
Head of Farm Training	1.00	1
Head of Class	1.00	1
Head of Trades	1.00	1
Class	7.55	10
Teachers	6.75	9
Education Assistant	0.80	1
Trades	4.00	4
Teachers	2.00	2
Vocational Trainers	2.00	2
Farm Staff	15.00	14
Farm Manager	1.00	1
Assistant Farm Managers	2.00	2
Technical Officers	11.00	11
Administration	6.85	12
Manager Corporate Services	1.00	1
School Officers	5.25	7
Workplace Training Officer	0.20	1
Network Administrator – IT	0.40	1
Kitchen Staff	6.70	7
Chef/Cooks	3.00	3
Kitchen Hands	3.70	4
Cleaning Staff	6.83	9
Head Cleaner	1.00	1
Cleaning Staff	5.83	8
Residential Staff	7.78	11
Head of Residence	1.00	1
Residential Supervisors	6.78	10
Total Staff	60.71	73

Achievement of Business Plan Targets

Effective students

Performance Measure/Target	Rating	Comment
100% students achieve WACE.	Not achieved	94% -3 students did not achieve. History indicates 100% is difficult to achieve due to challenges of meeting literacy and/or numeracy standard.
10% of Year 12 students select the ATAR pathway.	Achieved	10.5% 6/57
50% of ATAR Pathway students achieve an ATAR score >70.	Achieved	Three scores over 70– 70.65, 84.65, 90.20
100% students achieve Certificate II Agriculture plus another four full Certificate II or III qualifications.	Not Achieved	96.4%- 2 students did not achieve– 1 was a new Year 12 , 1 had dropped Trades as an ATAR student. Average qualification rates in 2021 was 7.23– 7.042 in 2020.
100% students achieve their base Trades qualifications after completing two semesters.	Not Achieved	99.5% (194 of 195). One new year 12 student did not have sufficient time to meet the target.
95% Trades Focus students achieve identified higher level qualifications in their option area/s.	Achieved	95% The higher qualification data is only for Engineering, Construction and Automotive students. The College is introducing a skills set to extend the Furnishings students and will form part of future data.
95% of Farm Focus students select Certificate III in Agriculture.	Achieved	100% 31 students
100% of students selecting Certificate III Agriculture achieve the qualification.	Achieved	100% 31/31 students
100% of students complete at least one community service or volunteer activity each year.	Not rated	Community service was not a focus over 2021 due to the difficulties caused by COVID.
Aboriginal students' performance comparable with non-Aboriginal on all measures of performance.	Achieved	Based on Years 10 and 11 as there were no Aboriginal students in Year 12 in 2021.
100% graduates engaged in further study or employment by March the year after leaving school.	Achieved	Attributed to the strong employment market and readily employable graduates.

Effective staff

Performance Measure/Target	Rating	Comment
100% of trainers and assessors are involved in at least one Industry Placement Scheme or training opportunity per year to maintain currency.	Not achieved	COVID restrictions made off-site visits difficult.
All staff undertake at least one professional learning opportunity in addition to the designated school development days.	Achieved	Includes online learning, end of year conference and Ad Hoc PL.
100% of staff are compliant with all departmental and school determined mandatory professional learning.	Achieved	Regular and routine monitoring to ensure compliance.
All instructional staff engage with networks to support their delivery and assessment.	Achieved	Formal networks- AEAWA, Trade and Agricultural Advisory, Moderation partnerships, plus informal collegiate groups.
100% of instructional staff trained in Classroom Management Strategies or similar as appropriate to their work role.	In progress	With staff turnover there are usually individuals that don't have CMS so are scheduled for training each year. Residential and Farm staff CMS lite completed 2021.
Greater than 90% positive responses by staff on NSOS surveys about job satisfaction and general well-being.	Not rated 2021	Specific NSOS survey not conducted in 2021. Will be completed in 2022.
Positive feedback from parents/community.	Achieved	Numerous positive communications on record.

Effective Living and Learning Environment

Performance Measure/Target	Rating	Comment
Attendance- overall school attendance > 90%.	Achieved	92.6%. COVID tends to increase absenteeism due to sensitivity to flu symptoms.
Retention – no student leaves the College before the end of Year 12 due to deficiencies in the College.	Not achieved	Over 2021 and across all years only one student left due to disgruntlement which was not shared with staff early enough to rectify.
Enrolment data - numbers of applications exceed places available.	Achieved	151 applications, 130 interviews, 62 offers and acceptances.
Student and parent NSOS surveys - minimum 90% average positive responses to all survey questions.	Not achieved	90.4% parents 78% students. Suggest 90% ambitious for students .
Operational plans in place for all faculty areas and whole school approaches.	In progress	Faculty and whole school literacy plans in place. STEM, student services, whole school numeracy in development.
Aboriginal Cultural Standards Framework- action plan and progression along continuum.	In progress	Working through the continuum.
All external audits and compliance measures meet expectations.	Achieved	Annual Compliance Self-Assessment, Monthly FRED A + WWC Random Bank Account Audit, Asset Audit Residential audit against National Boarding Standards– some areas for improvement identified.
Positive feedback from parents/community.	Achieved	Numerous positive communications on record– unprompted or via surveys.

Sample of messages from new Year 10 Parents

"I am sorry Steve, completing the new family survey slipped my mind and I missed the cut off. I just wanted to let you know; however, that both myself and my husband have been really impressed with the process. The communication has been brilliant and the process of taking my daughter for the start of term was pretty seamless. It did feel strange just leaving her there that day but she was excited to start, so that was good. I have really been pleased to have received 2 phone calls from Residential staff in the first 3 weeks. This was unexpected, but very well received. I really feel my daughter is safe and in good hands at Harvey and most importantly she is happy, which is the most important thing to me as a parent. So keep up the great work Team Harvey. You are all doing a marvellous job!"

"The first couple of weeks have been such a positive experience in all areas. To see how quickly our child has settled in and is enjoying, not only the day to day life at the College, but also the boarding side. It is not only wonderful, but a credit to everyone at the College. We as parents couldn't be happier."

"Absolutely amazing! Everything and more than what we could have imagined. A Day student and still keen to wake up early for the bus after two weeks. Making so many friends, more kids of the same like makes a HUGE difference. Not feeling like 4WD amongst the street sedans anymore. Thank you so much for the wonderful opportunity. "

"Smooth sailing so far, my son is loving his start to school. He has never been enthusiastic about attending school and he couldn't wait to go back. "

"The Transition camp is such a great program. Everyone on the drop off day was amazing. As parents we walked away knowing that our child would be well looked out for. Friendships were formed over those few days making the first day of Term One so much easier. Having a go at so many different areas of the College for a few days was such a great introduction to what a day in the life of an Ag student would be like. "





Graduating Class of 2021

