



Government of **Western Australia**
Department of **Education Services**

Western Australian College of Agriculture Cunderdin

2014

Independent Review Findings



**Independent Review of
Independent Public Schools**

Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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School and Review Details

Principal:	Mr Bernard Beatty
Board Chair:	Mrs Kerry Oliver
School Location:	267 Cunderdin-Wyalkatchem Rd Cunderdin WA
School Classification:	AG College Class 5
Number of Students:	120
Reviewers:	Mr Gerry Chapman (Lead) and Mr Don Boyd
Review Dates:	2, 9 and 10 April 2014

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.

Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*[®] website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Department of Education Services reviewers met with the Principal and the Board Chair on day one to determine the school's conclusions from its self-review. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

School Context

What are the important features of this school's context that have an impact on student learning?

The Western Australian College of Agriculture Cunderdin provides a unique and authentic educational environment with a central focus on excellence and innovation. The college has a tradition of high expectations with a strong commitment to providing students with the best possible learning in the context of a commercial working farm, trade centre workshops and modern residential facility. In 2013, the college was a finalist for the WA Secondary School of the Year.

Comprising 2114 hectares in the central wheatbelt, 157 kilometres from Perth, the college is well located to attract students from across the broad spectrum of the Western Australian general and farming community. Students attending the college represent a diverse range of backgrounds from city to country, high to low socioeconomic and farming/non-farming. The college's Index of Community Socio-Educational Advantage is 1004 placing it in the fourth decile. Student aspirations include agribusiness, farming and horticulture, university entrance, trade entry and employment in allied industry. The college has progressively reviewed its offerings and resources to provide contemporary facilities and learning programs to respond to trends and industry needs. The diverse range of student on-entry ability is well catered for by the college's carefully selected course offerings, industry-standard workshops and differentiated curriculum. There is a strong demand for places at the college resulting from its outstanding reputation, quality facilities and long tradition of achieving excellent results. New facilities including a large mechanical workshop, tennis courts, dormitory blocks and laundry facilities add to the existing, well-resourced classrooms, hall/gymnasium, trade centre, shearing sheds and abattoir.

Staffing is a complex issue as the college requires professionals from a wide range of backgrounds with highly specific expertise to meet and sustain the quality teaching, administration, trade/workshop, farming and residential needs of the institution. Farming (Agricultural Technical Officers) and residential employees are required to work shifts and accommodate seasonal variations to ensure that student learning is optimal, student health and pastoral needs are accommodated, animal welfare requirements are met and the cyclical activities of broad-acre farming are carried out effectively. This

places considerable demands on staff but has resulted in a highly competent, experienced and dedicated college workforce singularly focused on the best outcomes for the students and college enterprises.

The college agricultural program provides a number of learning opportunities with enterprises including sheep, wool and meat production, cropping for grain and hay production, cattle, pig and egg production. Operations in these enterprises are supported by the Farm Advisory Group made up of highly competent farming industry representatives. This expertise is greatly valued by staff and students and adds real breadth of knowledge and experience to the farm enterprises and to authentic student learning.

To ensure well-resourced programs and high standards of learning, the college provides modern, industry-standard equipment and machinery for student use. Wherever possible (in classrooms, workshops and in the field) modern technology is available for student learning and Information Technology (IT) is regularly upgraded to maximise student access. The IT network is currently being extended to provide internet access from student dormitories and to make online, extra study time available.

To further support enterprise and learning, the college has established a suite of strong and mutually beneficial partnerships with industry, community and other learning institutions. State-of-the-art machinery is sourced through leases and sponsorship from *John Deere*, *Case* and *New Holland*. Links with The University of Western Australia, Murdoch University and C Y O'Connor Institute enable students to engage with research projects and external educational providers. The college has also established links with a broad range of other government and community organisations including the Department of Agriculture WA, Training WA, Farmsafe WA, Royal Agriculture Society WA and Fire and Emergency Services WA. A strong connection has been established with the No Till Farmers' Association WA which enables students to work alongside these farmers to do trials and research into the effects of this type of farming.

As a Registered Training Organisation (RTO) the college provides a comprehensive suite of certificate courses delivered through National Training Packages. These courses are further supported by the inclusion of a RTO management role for the Deputy Principal who works closely with the Head of Design and Technology and the Farm manager to ensure Australian Quality Training Framework standards are achieved. Additionally, vocational trainers

with recent industry experience are employed to enhance the quality of certificate course delivery.

In essence, the staff, Board and Farm Advisory Group have developed an outstanding understanding of the college context and have applied their knowledge to provide real, augmentative learning for a diverse group of students.

The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

The college staff plan in the context of the Department of Education's *Plan for Agricultural Education 2012–2015*. During 2013, the executive team reviewed the format of the college Business Plan to more closely align it with the overarching Department Plan. The agricultural college context adds to the challenge of self-review because it is both a teaching and learning environment and a complex commercial farming enterprise. The review includes both of these areas.

The college's Business Plan identifies two major priority areas of academic and socio-emotional development. Each of these priority areas is then further differentiated into key focus areas. Baseline (2011) data is used as a point of reference (pre-Independent Public School status) for future target setting and then as a basis for determining achievement of targets and increments in student achievement.

Self-review processes are well developed at the macro level. The executive team has an established review process that is reflective of the Business Plan and provides analysis of the extent to which Business Plan targets are being achieved. Additionally, an annual Business Plan report is used as a process for analysing the extent to which targets are being progressively achieved.

The self-review provides comprehensive information on high standards of student achievement with both the Business Plan and Annual Report outlining numbers and percentages of students achieving WACE, VET and scholarship outcomes. Progress is reported in terms of number and percentage increase of students attaining certificates, awards, prizes, graduation etc. Student destination data is analysed to ascertain the extent to which college courses align to student post-school intentions and outcomes.

Additionally, the enterprise areas of the college's farming operations are reviewed by the Farm Advisory Group and the executive team. A representative of the Farm Advisory Group reports back to the College Board. The review processes at the operational level identify areas for improvement and relevant strategies and issues to be addressed to ensure ongoing success and profitability.

Summary information outlining college achievement across the full spectrum of college operations is provided to the Board. This information is supplemented by an analysis of what the college staff could do to improve and what strategies would be employed to achieve that improvement.

The college is commended on its self-review processes, especially in relation to targets identified in its Business Plan and specifically those targets driving improvement in student achievement, engagement and progress.

School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The college staff has set the goal of improving student achievement, engagement and progress in both the academic and non-academic domains. Academic targets, six in total, relate to:

- improving student Australian Tertiary Admission Ranking (ATAR) scores
- the completion of three nationally accredited Certificates by all students
- maintaining high graduation rates
- high academic achievement rates for Aboriginal students
- successful transition by all students into further education, training or employment
- improving literacy and numeracy competencies across Years 11 and 12

Non-academic targets focus on

- monitoring student wellbeing and academic progress
- student attendance and behaviour
- maintaining high retention rates from Year 11 to Year 12.

In addition to targets related to improving student academic and non-academic achievement, the college has set targets associated with improving the quality of the learning environment through, for example, using evidence-based decision-making to improve student learning, attracting, developing and retaining quality staff and building stronger partnerships with industry.

Through a sound self-review process, the college staff are well aware of those targets that have been met or where satisfactory progress is being made. Importantly, staff have a good understanding of where progress has not been as expected and as a consequence, revised or identified new courses of action to achieve those targets. This deep understanding of target achievement, or progress towards target achievement, along with the comprehensive nature of the self-review process was verified through discussion with the college's leadership team, staff and Board members. Detailed self-review documentation provided further evidence of the extent to which the college staff have a clear picture of progress in student learning and what actions are needed in the future to maintain continuous improvement.

By way of example, the college staff are disappointed with progress towards the target of improving ATAR data. During discussion with the reviewers, teachers outlined how they had, through collaborative self-review practices, analysed student achievement data in the *WACE Report* provided by the Department of Education. To enhance their analysis, teachers worked with a principal consultant from Central Office. Through this detailed interrogation of data teachers were able to make links between data analysis and actions needed at the classroom level to bring about improvement. As part of this process, teachers developed additional comprehensive support structures to assist students beyond the classroom. These included revision workshops and individualised tuition sessions in the time leading up to the WACE examinations. In developing support structures, teachers work closely with residential staff, ensuring that the learning environment extends in a seamless and coordinated way from the classroom into the residential component of the college.

Through discussion with staff, and an analysis of documentation provided, the reviewers were able to verify the self-review processes associated with non-academic targets along with the extent to which the college is making good progress in identified areas for specific attention and improvement. Student attendance data are better than State averages. Documentation indicates that student behaviour is well managed and as reflected throughout this report, attention to student welfare and wellbeing is exemplary.

Student learning targets, both academic and non-academic, generally involve the college staff measuring performance against State and/or similar schools. The *Student Achievement Data WACE Report* plays a pivotal role in the college staff's review of student achievement across a range of statistical measures including comparisons with like-schools, Department of Education schools and all schools in the State. While the college is disappointed with its 2013 ATAR data, like-school median ATAR comparisons for 2011, 2012 and 2013 place the college in a positive position. Not only has the college out-performed like-schools, its median ATAR has trended upward since 2011.

In addition to the detailed analysis and comparison of data in the *Student Achievement Data WACE Report*, the college staff consider performance against the four other colleges of agriculture that are part of the public education system. Here, the college staff review and compare performance in relation to: the number of students completing Certificates I, II and III, ATAR achievement data and student destination data. When these comparisons are

made, the performance of the Western Australian College of Agriculture Cunderdin is noteworthy.

The fact that the college was a 2013 finalist for the WA Secondary School of the Year also supports the claim that there is an exemplary focus on student achievement. Likewise, between 2011 and 2013, the college has performed within the top 50 VET schools in Western Australia in terms of participation and achievement. This evidence, along with the very positive findings by an Expert Review Group in 2010, supports the college staff's claim of being among the best performing schools in the State. This is especially so when viewed in its rural and agricultural context.

The college is commended on the extent to which it has a sound understanding of the progress being made towards improving student learning and the steps needed to sustain progress and address areas for improvement.

On arriving at the college at the beginning of Year 11, all students sit an on-entry literacy and numeracy test based on the previous Western Australian Literacy and Numeracy Assessment (WALNA). This benchmarked assessment along with the students' Year 9 NAPLAN data provides teachers and trainers with a baseline of student achievement and what support structures individual students need to improve learning, for example individual education plans. The on-entry literacy and numeracy testing also provides the starting point for the development of a comprehensive student information monitoring system. At a macro level, the data from the on-entry assessments also provides the basis for the development of the college's literacy and numeracy plans. Exit literacy and numeracy tests are carried out at the end of Year 12 with the college staff aiming to add at least 40 points to each student's numeracy score and 65 points to their reading score over their two-year stay at the college.

The reviewers noted the extensive range of scores in the on-entry test carried out by the college staff. These data provide an illustration of the diversity of students who attend the college. Importantly, staff demonstrated through discussion and documentation how they cater for the learning needs of all students through differentiated teaching and scaffolding learning strategies. In line with a target in the Business Plan, all students at risk are on individual education plans (IEPs). The role of the student services committee in monitoring the achievement of all students is exemplary. Parents commented on the care taken by staff to ensure that the individual learning and

social-emotional needs of all students are taken into account and monitored closely.

The college staff are commended on the extent to which they monitor the achievement of all students and for the strategies and processes in place to ensure all students improve their learning in the final two years of secondary education.

The Western Australian College of Agriculture Cunderdin has a strong commitment to improving student learning. To this end, the college's Business Plan has a number of targets directed at maintaining high standards in areas where student achievement is already exemplary, while other targets are directed at areas where the college staff know further improvement is necessary. Overall, the college staff have performed well during its current planning cycle at not only addressing targets but also improving the achievement, progress and engagement of all students.

School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and wellbeing for all students and the attainment of the school vision?

The learning environment at the Western Australian College of Agriculture Cunderdin is defined by its focus on providing a high quality industry education and training facility in a fully operational, commercial farm setting. Within this context, the learning environment extends beyond the traditional classroom situation to the well-equipped workshops where engineering and construction certificates are taught to Certificate II standard. Overarching and encompassing these two learning environments is the modern and sophisticated farm setting enabling students to learn and perfect a comprehensive range of agricultural competencies and complete related Certificate II and Certificate III courses.

Completing the overall learning environment is the residential component which provides opportunities for students to maximise the benefits of their demanding and challenging learning program while at the same time ensuring a balanced lifestyle involving sport, a range of extra-curricular and social activities is achieved in a caring and supportive atmosphere. Cunderdin, unlike the other Western Australian public colleges of agriculture, only enrolls Year 11 and Year 12 students. The other four colleges take enrolments from Year 10. This senior college environment and young adult context is one that is nurtured and promoted.

A feature of the college is the degree to which it has been successful in integrating context into the learning program. Students informed the reviewers of how they were engaged in all aspects of the farm enterprise including shearing and wool preparation, meat production, cropping activities and animal husbandry activities. They further explained how the agricultural college setting fitted into the overall learning program regardless of which pathway they were studying thus enabling all students to exit the college with a Certificate II in Agriculture. Students noted that this foundation complemented the additional quality grounding they received in engineering and construction related areas which provided entry into apprenticeships and traineeships. Similarly, the Certificate II in Agriculture supplemented the ATAR pathway as some students were aspiring to higher education qualifications in such areas as agribusiness and agricultural science.

The learning environment extends beyond the Cunderdin campus incorporating both the local and wider context. For example, being a residential college enables students to participate in local and community sporting activities. Each year, a “North West Tour” provides students with the opportunity to participate in a range of challenging extra-curricular activities along with an additional way of broadening their understanding of the State’s diverse primary industries.

Students participate in a range of agricultural field days that extend their knowledge of the latest developments in the food production industry. Through the display of their work, students promote the college as a place of excellence in learning. In addition, students participate in a number of trade exhibitions. They enter the related competitions as a means of enhancing their learning, building confidence in their abilities and advocating the unique place the college has in Western Australia’s public education system. As noted previously, student achievement in these exhibitions and competitions is testimony to the quality of the learning environment at the college.

The college is commended on the extent to which it successfully integrates the many components of a complex learning environment. In doing so, the college staff create and embed a culture that promotes student learning and attain the vision of being a pre-eminent place of specialised learning.

The student services committee plays a significant role in fulfilling the college vision of providing a quality learning environment in a demanding context. The committee involves staff from all areas of the learning environment. The reviewers met with representatives of the student services committee and through discussion and sighting documents verified the extent to which the social, emotional and learning needs of all students are monitored. Those students requiring specific care and attention are catered for through a range of case management and counselling strategies. During this meeting with the student services representatives, the reviewers were also informed of the processes used by the team to formally reflect on their effectiveness annually and plan for ongoing improvement. Documentation provided by the team verified this self-review process.

Students acknowledged the extent to which the college staff provide a safe and caring environment. The college staff are commended on the work of the student services team and the endeavours of all staff to achieve a safe and inclusive environment in which all students are closely monitored, valued and supported.

Maintaining and enhancing this complex learning environment is a workforce consisting of teachers, VET trainers, farm assistants, education assistants and administrative support staff. Collaborative practices across the college play an important role in building an inclusive learning environment and a culture that promotes improved student achievement. The reviewers were impressed by the extent to which the college has developed a learning community characterised by:

- shared goals that are student and learning focused
- a collective identity (underpinned by the agricultural, residential and rural context)
- ongoing discourse about how to do things better, especially in relation to improving student outcomes through evidence-based practices
- the effort of staff in working towards building a supportive, safe and effective learning environment
- the high degree of trust demonstrated by staff and students across the college.

The staff are commended for their collaborative work and dedication in developing a comprehensive learning community in this complex environment.

The Farm Advisory Group also plays an important role in enhancing the quality of the learning environment ensuring that as a pre-eminent college of agriculture, Cunderdin maintains high industry standards for the next generation of Australia's food producers. The skills brought to the college by members of the Farm Advisory Group also support the endeavour to ensure that all of the learning outcomes are achieved within the context of a commercially operating farm business. The work of the Farm Advisory Group is commended.

In light of the fact that students enrol from all parts of the State, the reviewers acknowledge the extent to which the college staff communicate with parents. Meetings with staff verified the high level of communication which takes place between the college and parents in relation to a range of matters regarding student learning and wellbeing especially in the residential context. Meetings with parents confirmed claims made by staff that there is good communication with parents especially in cases where students require additional support.

Despite the fact that parents are dispersed across Western Australia, the college staff make opportunities available to engage parents in the life of the learning environment. An annual parent dinner is held to coincide with the

college ball. Regular parent meetings are held especially to coincide with parents picking up or returning their children to the college. Meetings with parents verified that the college staff make every effort to engage them in the learning environment. Parents commented that they always feel welcomed at the college. Documentation was provided to verify that the college staff regularly survey parents regarding their satisfaction across a range of aspects of the overall learning environment. Through discussion, the school leadership team provided examples of how the college staff responded to parent feedback especially in relation to communication and the residential context.

The college staff are commended on the extent to which they engage with parents and act on feedback.

As noted previously, the college has an exceptional range of partnerships with industry links to the learning environment and structured in a way to improve student learning. Such partnerships build on the extensive range of links the college staff have with the local community and wider community.

The college has a long-held reputation of being an excellent education and training institution. The college staff work hard to maintain and enhance the college's reputation. In doing so, the college staff attain the vision of holding a pre-eminent place within the Western Australian College of Agriculture network.

School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

The college staff use a variety of planning methods and formats that curriculum leaders and enterprise managers feel best suit the nature of their operations. Curriculum areas review their operational plans on the basis of improvement of student performance within the context of the Business Plan. Literacy and numeracy plans are developed with a view to whole-school cross-curricular implementation and are reviewed to determine progress.

Farm enterprises review their operations to determine the degree of successful production, financial success and the extent to which students involved have achieved the expected learning outcomes and relevant certificates. All certificate courses offered by the college lead to qualifications from industry training packages within the Australian Quality Training Framework and are subject to rigorous external audit by the Training Accreditation Council. Annual review of student performance across the full spectrum of college courses is thorough and used to identify areas of both strength and of concern.

The Farm Advisory Group reviews the operational plans for each of the farm related enterprises of cropping, sheep production, pig production and the animal welfare and financial operations of the farm-related enterprises. These reviews ensure a high quality farming enterprise in which students benefit from their engagement in real learning.

Collectively, these review processes analyse the viability and sustainability of WACE /ATAR and VET/Certificate/trade courses. Self-review processes are embedded in all aspects of college operations.

The College Board members provide ongoing input into the current Business Plan and review progress towards attainment of the Business Plan targets.

Board members confirmed that the student performance data, for the three areas of college operation, is provided to the Board for analysis and discussion.

The Board is reviewing its operation, to ensure better continuity by providing members with the option to complete a three-year term. New members are inducted by the Board Chair. During 2013, the Board surveyed parents to

build a skill-set database from which membership could be drawn. Both the Principal and the Chair are mindful of succession planning in terms of board membership and the skill set needed for governance of a complex agricultural educational institution.

The school leadership team provides excellent role models for the college.

The Principal supports and models a strong emphasis on achieving excellence in all college endeavours.

Additional executive and staff support is provided by an experienced educational consultant who works effectively with the Principal and staff as a peer mentor and collaborative colleague.

Sustainability is further enhanced by the development of a distributed leadership model with each of the leaders of the major operational areas (farm, trade training, residential and academic) adopting leadership roles and participating effectively in college decision-making processes.

Staffing a large farming enterprise, residential facility and teaching team in a regional country centre has required the college staff to proactively recruit suitable long-term employees. Recruiting replacement residential staff is challenging and maintaining staffing continuity in some areas of the farming enterprises requires considerable networking and resourcefulness by the executive team. Retaining younger members of the teaching team has also been difficult. Whilst the leadership team is very proactive and successful in staffing the college, reviewers recommend that a more formal Workforce Plan be developed to support the next Business Plan.

Staff (teachers and trainers) at all levels within the school, are encouraged to take on leadership roles within their areas of responsibility and to be involved in college decision-making. Clear examples of this are evident in the variety of additional activities organised by staff to support student involvement in numerous community sporting and agricultural related events. Teaching and non-teaching staff indicated that they actively support a wide range of co-curricular activities. All staff interviewed exhibited a passion for their work at the college and the desire to continue in their roles.

The staff are commended for their professionalism and outstanding contribution to the wide range of extra and co-curricular activities provided to support students.

The college is a well-resourced, working commercial farming enterprise including a piggery, abattoir, shearing sheds and 1347 hectares of arable land (of the total 2114 hectares). There is also a modern trade training centre and a new mechanical workshop (under construction). The employment of a cropping consultant increases the success and sustainability of that aspect of the farming operations. Whilst these resources are currently sustaining a broad and comprehensive educational program, the Board is currently working with the college staff and community with a view to increasing the size of the farm, specifically, arable land available to meet the needs of a viable farming enterprise into the future. Funding from Royalties for Regions and the Department of Education are being sought to affect the purchase.

The use of modern farm machinery is supported through sponsorship and lease agreements with large agri-business companies. These agreements have proved mutually beneficial and add to the sustainability of the farming operations. The college staff have also recently purchased modern, large industry-standard cropping and spraying equipment to ensure students are using modern farming technology and equipment.

The effective college marketing strategy, developed during 2012/13, which included the re-designing of the college website, updating of the college DVD and a significantly increased media profile, is targeted at ensuring all student places are filled and that the college has a waiting list. This is supported by recent upgrades to the boarding and laundry facilities which will enable maintenance at capacity enrolment into the future.

These practices support ongoing sustainable agricultural education for current and future students at the Western Australian College of Agriculture Cunderdin.

Conclusion

The college staff systematically plan, implement and review operations to achieve targets identified in the DPA and Business Plan. The college staff's outstanding record of achievement of vocational certificates and successes at agricultural shows complemented by an excellent reputation in the community is testament to their success.

The visionary leadership of the executive team and community representatives on the College Board and Farm Advisory Group, supported by a dedicated and professional staff, will ensure that the students continue to achieve excellent outcomes for the foreseeable future.

The college staff's claim to being a premier agricultural college in Western Australia is well supported by exemplary performance.

Commendations

The reviewers commend the college for excellence in the following areas:

- self-review processes, especially in relation to targets identified in the Business Plan and specifically, those targets driving improvement in student achievement, engagement and progress
- the focus on improving learning for all students and the strategies and processes in place to monitor student achievement
- the successful integration of the many components of a complex learning environment. In doing so, the college staff create and embed a culture that promotes student learning and attains the vision of being a pre-eminent place of specialised learning
- staff collaboration and dedication in developing a comprehensive learning community
- the professionalism of the staff for their outstanding contribution to a wide range of extra and co-curricular activities provided to support students
- the work of the student services team and the endeavours of all staff to achieve a safe and inclusive environment in which all students are closely monitored, valued and supported

- the extent to which staff engage with parents and act on feedback received
- the work of the Farm Advisory Group for enhancing the quality of student learning and ensuring the sustainability of farm enterprises.

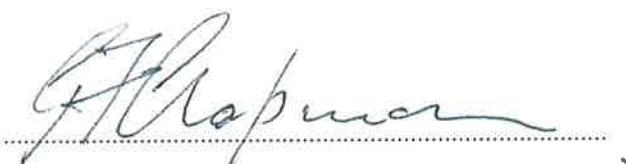
Areas for Improvement

The reviewers identify the following area for improvement:

- development of a more formal Workforce Plan to monitor the complex staffing requirements of the college.

Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by the Western Australian College of Agriculture Cunderdin staff as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Gerry Chapman, Lead Reviewer

30 May 2014

Date



Mr Don Boyd, Reviewer

30 May 2014

Date



Mr Richard Strickland, CEO, Department of Education Services

13/6/14

Date



Our Ref: LH:SE42011:2014/16542



Mr Bernard Beatty
Principal
Western Australian College of Agriculture Cunderdin
267 Cunderdin-Wyalkatchem Rd
CUNDERDIN WA 6753

Dear Mr Beatty

INDEPENDENT PUBLIC SCHOOL REVIEW FINDINGS

The independent review of the Western Australian College of Agriculture Cunderdin has now been completed and I am pleased to forward you the findings document which is the official report of the reviewers who visited your school.

Signed copies of the document have also been forwarded to the Minister for Education, the Hon Peter Collier MLC, the Director General of Education, Ms Sharyn O'Neill and your Board Chair, Mrs Kerryn Oliver.

I would like to thank you for the cooperation of all concerned at the College during the independent review process.

If you have any query in relation to the review process, please contact Mr Peter Wood, Assistant Director, Education and Training Regulation at peter.wood@des.wa.gov.au.

Yours sincerely

RICHARD STRICKLAND
CHIEF EXECUTIVE OFFICER

10 June 2014

Encl: Findings of the Independent Review of Western Australian College of Agriculture Cunderdin

