



WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE

Cunderdin

ANNUAL REPORT 2018

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



From the Principal

Coming into a school as the new principal part way through a year is never easy, and I would like to humbly acknowledge the fantastic welcome I have received from our College community. The passion and pride for the WA College of Agriculture, Cunderdin is clear to see and I am lucky to be principal of such an amazing school. My thanks go to Michael White, principal for Semester 1 2018 and his assistance in my smooth transition to the College.

Everyone has been so supportive of the direction in which I am leading the College, from staff, College Board, Ag Advisory Council, P&C, parents to students. The College Board and Agricultural Advisory Committee play an integral role in assisting me with the strategic management of the College and my thanks go to Margaret Collins and Rob Beard for their strong leadership.

2018 saw 61 students graduate, with 281 qualifications between them, a new record for our College. There have been many highlights, both academically and nonacademically, a testament to both our dedicated staff and the willingness of our students to take advantage of the many opportunities on offer at the College. These will be outlined under the senior staff sections throughout this annual report.

The increasing numbers of students seeking future enrolments at our College is a testament to both our current and past students. Our graduates are highly sought after and stand out in a field of applicants due to the training and practical experiences from all areas of our College. The personal traits developed here such as a strong work ethic, ability to work as part of a team, awareness of safe work practices and independence from living away from home stand our graduates in good stead as they move into the workforce or further study.

As we move into our final year of this Business Plan cycle, we thought it timely to include an update of how we are tracking against our targets and strategies using a traffic light system as the basis for the self-assessment. Each senior staff member has reflected on the highlights in their area this year and outlined the improvements planned for 2019, making our future direction clear for our community, with high care and high performance a key focus.

Finally, the effectiveness of our College is a consequence of the shared efforts from all stakeholders working towards our College vision of *Rural educational excellence through innovation, passion and collaboration*. I look forward to continuing to work together in 2019 to make our College the best it can possibly be.



Mrs Sally Panizza
Principal

College Board

The 2018 school year has been a defining one for the College, with the appointment of Mrs Sally Panizza to the position of Principal. This brought, not only someone of immense stature to the College but also a return to stability, vision and strength.

It is timely that the current Business Plan is about to run its course, meaning a full review of the past three years performance and the development of a new forward focussed plan that will take the College to the next level of performance.

The Board has been robust in its discussion of student performance, farm performance and the management functions of the College. We acknowledge the hard work of all staff in providing 24-hour care and an education environment that caters for an individual learning opportunity. When you see the number of certificates awarded to the students it is obvious how much work goes into the learning, by both staff and students.

Parents play a pivotal part in the College, in particular those who volunteer their services to the Board. We say farewell and thank you to Donna Lane, Norm Jenzen and Robyn Steel who have been committed members over the past 2-3 years. In a



College with IPS status it is essential to have a Board that is active, attentive and questioning, as it is through this lens that we can provide strength to the College's performance and vision. Parents also play an integral role in the marketing of the College, through their contacts and families the name of the College is broadcast widely and in the vast majority of cases, positively.

The College is visible at several field days/local shows across the region, including Dowerin, Wagin, Esperance and Newdegate. These opportunities provide for interested parents/students to make enquiries but also past parents/students make contact and

relay their current situations and their recognition of the College's role in their success. These are essential feedback occasions that contribute to the overall semblance of the College's attainments.

The Farm Advisory Group plays a vital role in assisting with the agricultural demands of the College. Their wisdom and expertise, coming from an industry and agronomy background, are of great assistance and with Chris Syme also sitting on the Board there is a coherent flow of information and advice. Thank you to this group for excellent service to the College.

Success is measured in a variety of ways, often highly individualised, but as a Board we expect to see students leaving the College with qualifications that hold them in good stead wherever they are headed. A focus on the teaching and learning in classrooms is a major area of discussion, looking at OLNA results, WACE achievement, ATAR scores and Certificate completion. Whilst 2018 has seen many positive gains there remain some areas for continued perseverance into the new year.

On behalf of the Board, many thanks to all involved in the College in 2018. You have put your energies and commitment into ensuring the students are successful, happy and safe.

Margaret Collins
College Board Chair



81% of parents agree or strongly agree they receive helpful information about their child's progress and level of achievement

Business Plan Review

Priority 1 Success for all students	17	18	
1. 95% of Year 12 students achieve WACE in 2018.	Green	Green	100% up from 95% in 2017
2. 30% of Year 12 students are in the ATAR course.	Yellow	Green	22 from 61
3. The median ATAR for those Year 12 students applying for TISC is a minimum of 55.	Yellow	Red	TISC median ATAR 43.85, down from 51.03 in 2017
4. 75% of the 2018 TISC applicants achieve university entrance in 2019.	Red	Red	9 students given a place at a University in 2019, 1 student gained UNI entry via TISC
5. 95% of identified students achieve OLNA in 2018.	Green	Yellow	8 students did not pass individual assessments from 42 sittings. However, 100% of Year 12's Passed OLNA.
6. 30% of Year 12 students achieve at least one (1) Certificate III.	Green	Green	25 from 61 (40.9%)
7. At least 90% of students feel safe in the college.	Yellow	Green	90% said they feel safe and secure at this College, up from 86% in 2017

Moving Forward

- Increasing numbers in the ATAR course (2) has led to a corresponding decline in median ATAR results and TISC entry (3&4). The introduction of a 4th class should see corresponding increases in ATAR results and TISC entry through smaller classes and a more rigorous ATAR selection process.
- Although only 85% of students who sat OLNA in 2018 completed OLNA, 100% of the Year 12s did, allowing them to successfully complete the WACE. An "OLNA class" has been developed in each year group to provide targeted support for those at risk of failing to meet the OLNA benchmarks.
- Numbers finishing a Certificate III on Farm continue to rise. However, this appears to be at the expense of other areas like ATAR or the workshop. 2019 will bring the twin challenges of maintaining the existing high standards for the new Certificates III and limiting the number of activities students start to avoid burn out.

Priority 2 High Quality Teaching / Training	17	18	
1. Performance management is used by all staff to access appropriate training and professional development. (ongoing)	Yellow	Green	Professional learning linked to Performance Management.
2. Investigate and implement appropriate industry contacts and technological advancements. (ongoing)	Green	Green	IoT application made Term 4 2018.
3. Investigate suitable pedagogical approaches for the classroom e.g. Visible Learning, Quality Learning Explicit instruction.	Yellow	Yellow	PL in this area not available at convenient times in 2018, 2 staff went on classroom observations.

Moving Forward

- Professional learning is now increasingly linked to performance management. In 2019 we will link performance management goals to the College business plan.
- Assuming applications are successful, the college will need to upskill staff on the use of these new technologies and integrating them into the learning programs for students.
- With higher numbers of students with diagnosed learning difficulties arriving at the College, students disengaged from traditional classroom teaching and increasing emphasis on written accountability in the VET sector, finding successful pedagogical approaches to engage students should see corresponding success across Class, Farm and Workshop.



Business Plan Review

Priority 3 Effective Leadership	17	18	
1. Self review schedule developed in Semester 1 for all aspects of college – Admin, Class, D&T, Farm, Finance, Residential, and RTO.			Reviews done in all areas. Reviews will align with ESAT Schedule from 2019 on.
2. Develop Student Council members' leadership skills.(ongoing during the year)			Students given opportunities on young leaders day, Liebe Farm group for women in Ag
3. College / staff development days for 2018 are used to engage staff in developing and reviewing key policies within the College e.g. College Business Plan, Operational Plans.			Reviews completed July and August SDD.
4. Leadership team actively promote any opportunity for staff and Student Council members to take on leadership responsibility in the college.			1 acting position filled in 2018 internally. (Hod Curriculum) 1 Acting position filled from outside of college. (Principal) 1 Substantive position filled from outside of college. (Principal)

Moving Forward

- With the introduction of the new school review process from 2019 onwards and the development of the ESAT assessment templates for all schools, self-review will need to become embedded in the day to day operations of the College.
- Student voices to be given greater prominence in school planning; on going development of the student council's leadership potential will see a more effective student voice in the College.
- A focus on the school business plan as part of school development days will see greater staff ownership of the process as well as more effective use of the development days for moving the business plan forward.

Priority 4 Strong Governance and Support	17	18	
1. Students have access to equitable and contemporary living environments.			Ongoing. Doors to be installed Semester 1 2019 to improve security for students.
2. 90% of staff express satisfaction with the College (through staff survey)			81% of staff surveyed agreed with the statement "I would recommend this school to others."
3. 85% of students express satisfaction with the College (through student survey)			84% of students agreed with the statement "I enjoy being at the College." Up from 81% 2017
4. 95% of parents express satisfaction with the College. (through parent survey)			2% of parents disagreed with the statement "I am satisfied with the College" However 12% neither agreed nor disagreed

Moving Forward

- Pursue opportunities for upgrade and expansion of our residential facilities.
- All staff to be involved in developing a clear Code of Conduct for staff in 2019, highlighting Department expectations.

Priority 5 Maintaining Sustainability	17	18	
1. At the start of 2018, a minimum of 23 students in each year group will be in the ATAR course.			Trialling a 4th class to remove students unsuited to ATAR out of the ATAR class.
2. Waiting list of 10% of enrolment as at September for following year.			9 students on waiting list by December
3. Minimum of one major award targeted each year. e.g. industry, agricultural or education awards.			Courtney Garlett was a VET Finalist at the DTWD awards.
5. Business cases for any RTO changes for 2019-20 to be completed by end of Term 3 2018.			Additions to scope still a work in progress.

Moving Forward

- Focusing on a minimum number of students, instead of a minimum standard for ATAR students, has had a detrimental effect on ATAR results. As long as it remains financially viable, the 4th class will provide a better chance of improved student outcomes.
- Recent award winners have been well deserved, reflect the outstanding work these staff and students are doing at the College and are a significant drawcard for many parents and students. The challenge is to ensure the reality of the College across the board meets the expectations.



Training

National Training Packages – Agricultural 2018 Outcomes

Qualification	No. Enrolled in Qualification	No. Completed Qualification
AHC20116 Cert II in Agriculture	61	61
AHC30116 Cert III in Agriculture	20	19
AHC21316 Cert II in Shearing	19	15
AHC21416 Cert II in Wool Handling	22	21
AHC33013 Cert III in Wool Clip Preparation	20	12
AHC30416 Cert III in Advanced Wool Handling	2	2
AHC30416 Cert III in Pork Production	11	13

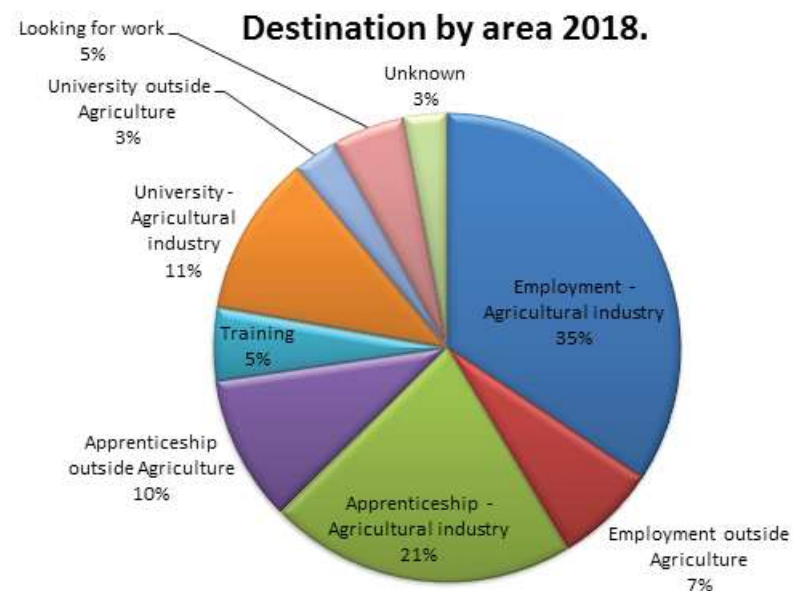
National Training Packages – Trades 2018 Outcomes

Qualification	No. Enrolled in Qualification	No. Completed Qualification
AUR20716 Cert II in Automotive Vocational Preparation	51	49
MEM20413 Cert II in Engineering Pathways	46	46
MSF20516 Cert II in Furniture Making Pathways	28	26
CPC20211 Cert II in Construction Pathways	20	17

Some highlights for the year have been:

- 100% success rate in the Certificate II in Agriculture
- 100% success rate in the Certificate II in Engineering Pathways
- Students achieved 281 Certificates through the College, including 14 qualifications with Southern Regional TAFE

- All Year 12 students finished at least 3 Certificate II qualifications
- An average of 4.6 certificates per Year 12 student were completed
- 9 students completed 7 qualifications
- 2 students completed an outstanding 8 Certificate qualifications



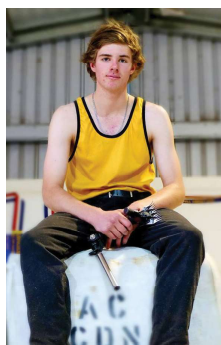
Travis Hooper
Deputy Principal

90% of parents agree or strongly agree the College meets the needs of my child both at the College and in preparing them for the future

Curriculum

There are many positive news stories when recounting the events of 2018. The focus for the Curriculum Area of the College continues to be improving students' literacy and numeracy skills along with meeting the rigours of Australian Tertiary Admission Rank (ATAR) and all students gaining their WA Certificate of Education (WACE). This is achieved through our whole school literacy and numeracy plans, whilst at the same time providing opportunities for cross curricula experiences with the Farm and D&T areas of the College to support and enhance understanding of concepts covered in the Curriculum area.

This year the College had 61 students eligible for a WACE achievement and we had 100% of students that achieved this goal, state schools had a mean of 89%. This achievement rate is a great reflection of the success of the Online Literacy and Numeracy Assessment (OLNA) program run by the College, the C grade averages and Vocational Education and Training (VET) certificate competencies. The College also had a 15% increase in ATAR participation rate, however a median ATAR of 32.48 and median ATAR of 43.85 of Tertiary Institutions Service Centre (TISC) applicants was disappointing.



We have had continued success with ABC Heywire competition with Kurt Richards being selected for his region. Kurt travelled to Canberra early February and attended a Youth Forum with other winners. Heywire puts young Australians at the centre of the conversations that shape their communities. The ABC has run the annual regional youth project in partnership with the Australian Government since 1998.

The staff have taken great steps in the improvement of their classroom teaching strategies and performance. Various professional development opportunities have presented themselves to help improve the performance of curriculum staff. Every staff member has now completed CMS training along with coaching and mentoring opportunities being undertaken by some. Our staff have also been on various SCSA committees and marking working groups. All these have no doubt improved the teaching strategies and abilities of our Curriculum staff.

Special mention and congratulations must go to the 2018 Dux – Emily Hourigan and Runner Up Dux – James Thomas.

Below is the 3-year report on how the College has performed in relation to state schools and like schools across various aspects of the Curriculum area.



	2018	2017	2016
Number of Students Eligible for WACE Source: SCSA data files			
School	61 (91%)	64 (96%)	64
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files			
School (WACE eligible)	61 (100%)	61 (95%)	60 (94%)
Like Schools (%)		81%	84%
Public Schools (%)	89%	88%	90%
School (Sem 2 Census)	61 (100%)	61 (95%)	
School (Cohort)	61 (91%)	61 (91%)	
STUDENT PATHWAYS			
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations			
School count (% Cohort)	22 (33%)	19 (28%)	14
Difference From Expected	+15%	+1%	-8%
Year 12 Course enrolments count of students			
4-5 ATAR courses	22 (33%)	19 (28%)	14
General courses only	39 (58%)	45 (67%)	50
Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)			
School (WACE eligible)	61 (100%)	64 (100%)	64 (100%)
Like schools		99%	100%
Public schools	96%	96%	98%
Median ATAR (no. of students) Source: SCSA data files and Department calculations			
School	32.48	42.7	30.68
Expected performance	-4.96	-3.73	-4.61
Like Schools		56	60.6
Public schools	79.5	78.55	78.2
School median ATAR			
TISC applicants	43.85	51.03	80.48
ATAR performance – count of students (% of ATAR students)			
80-89.95			2 (14%)
70-79.95	1 (5%)		1 (7%)
55-69.95	2 (9%)	6 (32%)	2 (14%)
<55	19 (86%)	13 (68%)	9 (64%)
Uni English Competency (FSS 50+)	3 (14%)	3 (16%)	5 (36%)

Curriculum

There have been many changes to the culture of the College in 2018/19 and mainly around the improvement of the above data. One of the most substantial changes has been an improvement to the General timetable and the subject selections of our students. The Student and Parent surveys highlighted the need for change and the low ATAR score also has had massive implications to how the Curriculum functions. For many years the school business plan stated there must be 25 students in the ATAR course, this was mainly due to the fact that there were only two general streams available for the students, and therefore those general classes would be capped at 25 students a piece. Through collaboration with Senior Staff, the introduction of an extra 0.8 worth of staffing and various personnel from all areas of the College there was a new stream of General created. This allowed the movement of students out of ATAR into a General stream allowing for more focus on completing the requirements of obtaining WACE and completing both VET certificates and SCSA courses for 2019.

Student Service reviews has allowed for monthly student progress reports from all areas of the College. This rigorous process enables the staff to focus on those students that may be falling behind and will need specific targeted support whilst also commending those that have achieved positively.



In 2020 there will be an induction process into Year 12 allowing better streaming of students into areas both ATAR and General. This will allow the staff and students time to focus on what is important and cater better to the capabilities of the individual. Year 12 will also start 4 weeks prior to the completion of 2019 allowing more time to complete the rigour of Year 12 courses and better enable the cross curricular practices of the College and therefore to be better engaged in all areas.

The success of our students would not be possible without all the staff that have taught or supported



the students this year. Mr Christopher Dougal, Mrs Annett Fox, Mr Justin Fox, Ms Katherine Morrison, Miss Leanne Sjollemma; Thank you for your hard work and dedication this year. Mrs Leanne Childs our Education Assistant – working specifically with the OLNA students and those with IEP's, Mrs Anita Sullivan our Librarian and Mr Stephen Skinner with IT. Special mention to Mr David Hovell who has also spent time in the school working with the OLNA and ATAR students and Mr Travis Hooper who supports the staff and students in all aspects of the College but especially the Curriculum area.

Finally, Congratulations to all Year 12 students on the completion of your formal schooling. I wish you all the best for whatever your future brings and hope you have a healthy, happy and fulfilling life.

Paul Jasper

Curriculum Head of Department



86% of parents agree or strongly agree Teachers in the class area at this College are knowledgeable, professional, committed and enthusiastic

Design and Technology

It has been a satisfying year in Design and Technology. We have had a very successful year in terms of outcomes for students. Feedback on the graduating group is that many had successfully applied for apprenticeships, are continuing further study or have found a job somewhere. Not many schools could boast the success we see with our students and it is gratifying to be a part of what they achieve.

Student outcomes have been very good overall looking at the completion rates below.

The students that haven't completed the Certificates are generally the ones who move from Design and Technology courses to take up Extra Farm including students who are focusing on Certificate III Agriculture. Students that remain in Design and Technology for Year 12 are completing their certificates.



AUR20716	Certificate II in Automotive Vocational Preparation	50 (94%)
MSF20516	Certificate II in Furniture Making Pathways	23 (92%)
MEM20413	Certificate II in Engineering Pathways	46 (100%)
CPC20211	Certificate II in Construction Pathways	17 (81%)

To provide students with some reward for effort we have Open Day prizes for Engineering and Furnishing projects. The students enjoy the opportunity of possibly picking up a prize.

Professionals Choice Engineering	Harrison Duperouzel	Car Trailer
Visitors Choice Engineering	Madison Zweck	Steel Table
Professionals Choice Furnishing	Jack Welsh	Jarrah TV Unit
Visitors Choice Furnishing	Kara Smith	Marri TV Unit

The annual WA Wood Show was on at the Claremont Show grounds over the 2 - 4

August. Student projects were entered into the "Out of the Woods" fine woodworking competition and were on display for the duration of the show.

A great deal of work went into the preparation of projects for the competition and the students are to be congratulated on their success. Thank you to Mr Elliott for his efforts in helping students prepare their work for the show.

Year 12	1st	Kade Smith	Karri TV Unit
	2nd	Carla Woods	Marri Twisted Table
	3rd	Carla Woods	Marri Twisted Table
	Commended	Bonnie Telfer	Adirondack Chair Pine
Year 11	Commended	Tyler DiFulvio	Seeder Ends Box Wandoo

Looking to improve the outcomes for Design and Technology we primarily need to retain students rather than lose them to other areas of the College. To address this, we will investigate other certificate courses to possibly provide more attractive course options for students.

I would like to thank the Design and Technology team, Troy Borromini, Ben Elliott, Brandon Skinner and Keith Thompson for their efforts over the year. As usual they make sure all students gain everything they can from their time at the College.



Stephen Prangnell
Design and Technology Head of
Department

97% of parents agree or strongly agree D&T Teachers at this College motivate my child to want to learn

Farm

Farm Operation Targets are set in the Operational plans and the Budget.

- Cropping had a great year exceeding targets and estimates both in yield and income.
- Sheep and wool enterprise had a good solid year meeting targets in wool production and prime lambs sold.
- Piggery had a good year exceeding the target number of pigs sent to market but had to deal with very low prices in an uncompetitive market. This meant it just broke even.
- The Cattle enterprise performed satisfactorily, meeting most targets and keeping up with the demand from the kitchen, through the butcher shop. Less Cattle went to market than what was estimated.
- The Poultry enterprise performed very well achieving and exceeding targets in egg production.
- The Butcher shop had a really good year achieving targets.



VET Training Farm

- All students achieved a Certificate II in Agriculture as well as some Certificate IIs in Shearing and Wool handling.
- The number of students undertaking Certificate III Agriculture/Pork Production was 24 with a completion rate of 79%. This figure is slightly up from the previous two years.
- Currently students have had little time to work on either Cert II or III theory work when they have been rostered onto farm; nearly all time spent on farm is allocated to practical work. Weekly night time farm-prep was introduced to allow Cert II and III students to catch up on theory work with trainers who were capable to assist them with their assignments.
- Outsourced qualifications delivered by an external RTO (TAFE) included:
 - o AHC330 16-Certificate III in Wool Clip Preparation - approximately 12-14 students undertake this course annually and is a draw card for our College and the very good reputation Cunderdin has in this area.

o AusChem Accreditation-Risk Management in Pesticide Use: -AHCCHM303-Prepare and apply chemicals AHCCHM304-Transport and Store Chemicals

The AusChem course is available to Certificate III students. Over the last three years the uptake (participation) has



declined as shown by the 50% uptake this year was with the cost (approx. \$540.00 cost) may be prohibitive for some.

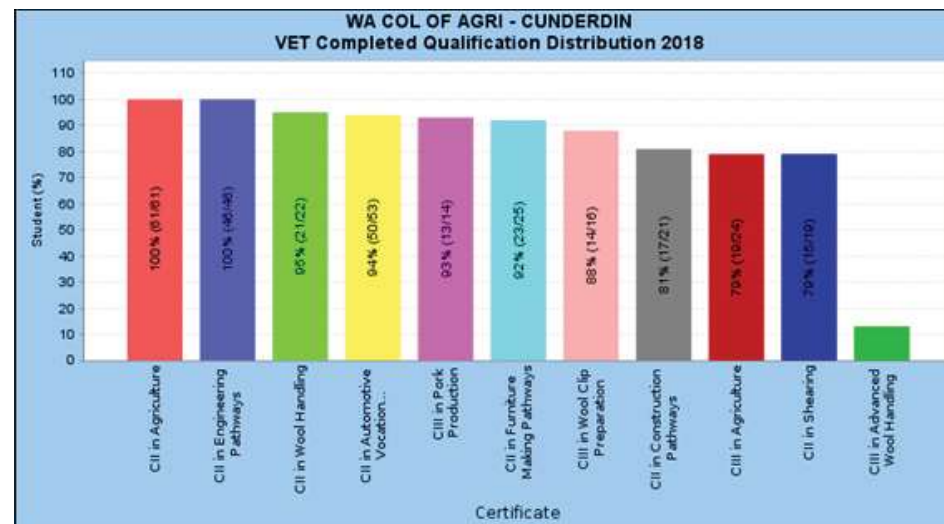
- It is hoped that Certificate III in Feedlot Operations will be on scope for 2019.

Farm Operation

Budget		
Income	Expenditure	Gross profit
\$877,580	\$627,514	\$250,066
Actual		
Income	Expenditure	
\$1,816,808	\$608,172	\$1,208,636
Difference between Actual & Budget		
		\$958,570

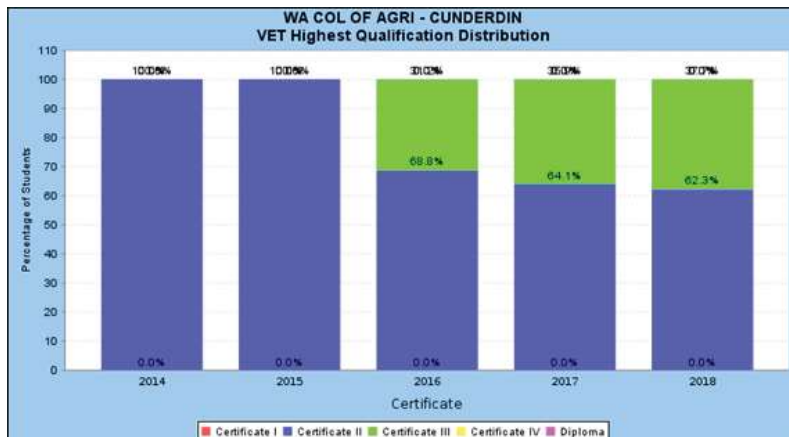
VET training

VET completion rate distribution – from Year 12 Report (SAIS)



Farm

VET highest qualification distribution – from Year 12 Report (SAIS)



Farm Operations

- In the Cropping Enterprise we will keep our farming practises current by attending Crop updates and field days, keeping abreast of latest research and consulting our Ag Advisory. We will ameliorate, by deep ripping and spading, one of our poor performing sandy paddocks and introduce Control Traffic Farming on that block expanding across all cropping paddocks in the next five years. We will improve our soils by keeping to an intensive Liming, Gypsum, Muriate of Potash program. Legumes, during the pasture phase, will be used to build up nitrogen for the cropping phase. Utilising our new LoraWAN soil moisture probe and weather station data, we will be able to make more informed decisions, for example late Nitrogen application or when not to go spraying.
- The Piggery enterprise will start to select our own Gilts so we will become a closed herd. This will lower our biosecurity risk and expenses. Baconer sale prices are on the rise and the forecast is for the return to normal prices by the middle of the year. Our litter size is increasing and we will keep selecting for this trait.
- In the Cattle enterprise we bought a new bull to supplement our AI program and increase the herds productivity by increasing the genetic potential. We will align

calving dates between our two mobs and narrow the calving window by leaving the bull in only for three cycles. This should give us enough animals for our Kitchen through the Butcher shop as well have animals ready for market at the same time.

- The Poultry Enterprise will continue on its strong performance and we will look for more markets to sell our surplus eggs into.
- The Butcher shop will continue their good performance and with the new digital recording system, it will be easier to keep track of stock and planning for future kitchen requirements.

VET Training Farm

We will continue to build on the strong performance in completing the Certificate IIIs as well as maintaining our success in the Certificate II in Agriculture.

RTO/VET theory component-Restructured timetable/whole school approach

- A whole new College plan and restructured time tabling currently being developed at the College for 2019 is aiming to allow general students doing both Certificate II and III Agriculture to have actual class periods allocated for theory (underpinning knowledge) of particular units. Essentially, much of the knowledge/theory for VET courses will happen in class time (not farm time) but still be delivered by farm training staff. It is envisaged that students moving into Year 12 in 2019 will have a mix of organised learning and supervised free study periods to allow students extra time to work on their VET theory assignments especially Certificate III Agriculture which utilises Rural Skills (on-line learning platform).

Daniel de Beer
Farm Manager



87% of students are satisfied with their progress in the farm area

Residential

Head Students for 2018

Ben Smart, Bonnie Telfer and Emily Hourigan

Student Councillors

Alex Linto, Sonny King, Jake Garlick, Cara Shannon, Nicholas Savage, Jarrod Darlow

Events and Excursions

- All Year 11 students attended a two day induction program at the College, supported by Year 12 Student Councillors and Head Students.
- Adventure World, Movie trips to Perth, Ten Pin bowling, Bounce, Chocolate Factory, Fremantle Markets, Midland and Carousel Shopping, Autumn Carnival, Country Week, North West Tour.
- Term Three saw 54 students and 8 staff head off on North West Tour for twelve days of Educational activities and R & R.

College Ball

The 2018 College Ball was held at The Novotel Langley in Perth and was well supported by both Yr 11 and Yr 12 students, everyone looked splendid in their ball gowns and suits.

Belle of the Ball – Emma Mclean

Beau of the Ball – Austin Smith

Valedictory Ceremony

Congratulations to all Year 12 students on Valedictory, two years of hard work completed, all students looked great in their valedictory gowns, all a bit nervous about what the future has in store for them but happy all the same that they had completed Year 12.



Environmental scan

The residential facilities at all the WA Colleges of Agriculture were reviewed in Term 3 by the Public School Accountability team through an “environmental scan” process. The team interviewed students, staff, parents and board members. They highlighted the positive vibe at our College, the strong student focus and the stability of a clear vision from leadership. Moving forward, we will continue to work on better communication between all areas of the College, risk minimisation, access to quality training for residential staff and improving the culture in residence.

Staff Training

In Semester 2 our residential staff travelled to WACOA Narrogin for a two day workshop adapted from the successful Classroom Management Strategies professional learning program for teachers. This workshop supported residential staff to build positive relationships with students and develop strategies for behaviour management in the residential area. All staff have now completed their online training in Child Protection and Abuse Prevention. Additionally, the final 7 residential staff took part in an intensive week long seminar to commence their Certificate IV in Community Services and Residential Care, ensuring all staff have the necessary qualifications.



Darryl McCart

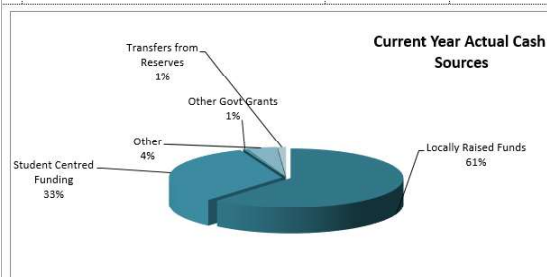
Residential Manager

90% of parents agree or strongly agree Residential staff responded appropriately and promptly to parent concerns or issues

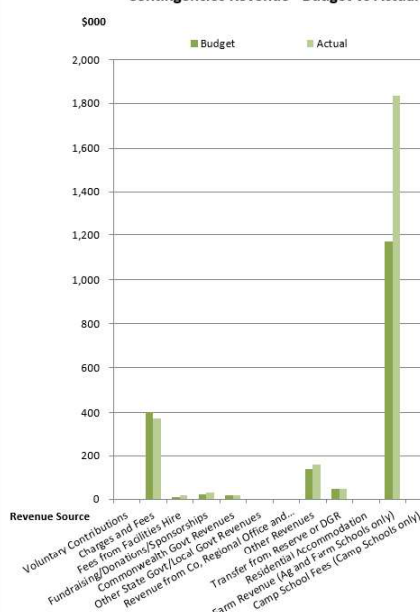
Finance

Financial Summary as at 30 December 2018

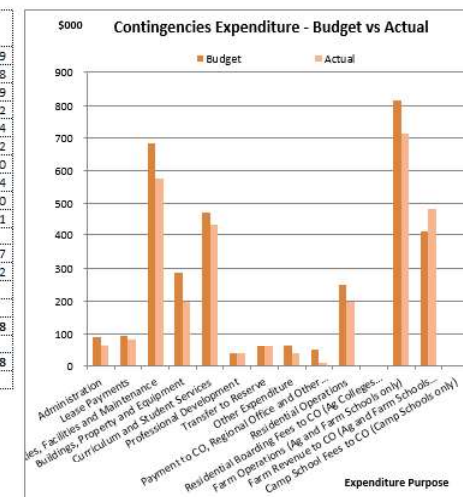
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ 403,519.97	\$ 373,103.60
3	Fees from Facilities Hire	\$ 10,803.46	\$ 17,820.95
4	Fundraising/Donations/Sponsorships	\$ 20,326.85	\$ 28,203.90
5	Commonwealth Govt Revenues	\$ 17,495.00	\$ 17,495.00
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 140,550.85	\$ 159,114.60
9	Transfer from Reserve or DGR	\$ 44,584.00	\$ 44,584.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 1,171,888.72	\$ 1,833,842.98
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,809,168.85	\$ 2,474,165.03
	Opening Balance	\$ 861,994.08	\$ 861,994.08
	Student Centred Funding	\$ 1,118,935.00	\$ 1,204,124.10
	Total Cash Funds Available	\$ 3,790,097.93	\$ 4,540,283.21
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 3,790,097.93	\$ 4,540,283.21



Contingencies Revenue - Budget vs Actual



	Expenditure	Budget	Actual
1	Administration	\$ 89,312.67	\$ 65,978.49
2	Lease Payments	\$ 93,000.00	\$ 83,995.88
3	Utilities, Facilities and Maintenance	\$ 681,315.00	\$ 577,857.59
4	Buildings, Property and Equipment	\$ 287,431.00	\$ 196,487.53
5	Curriculum and Student Services	\$ 472,673.52	\$ 436,135.14
6	Professional Development	\$ 39,300.00	\$ 39,066.12
7	Transfer to Reserve	\$ 61,000.00	\$ 61,000.00
8	Other Expenditure	\$ 65,143.55	\$ 38,568.24
9	Payment to CO, Regional Office and Other Schools	\$ 50,000.00	\$ 11,985.60
10	Residential Operations	\$ 250,000.00	\$ 196,586.91
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 817,076.36	\$ 712,506.87
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ 409,946.00	\$ 484,269.42
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 3,316,198.10	\$ 2,904,437.78
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 3,316,198.10	\$ 2,904,437.78
	Cash Budget Variance	\$ 473,899.83	\$ -



Cash Position as at:	
Bank Balance	\$ 3,067,027.82
Made up of:	
1 General Fund Balance	\$ 1,635,845.43
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,277,481.01
5 Suspense Accounts	\$ 88,834.95
6 Cash Advances	\$ -
7 Tax Position	\$ 64,866.43
Total Bank Balance	\$ 3,067,027.82

Laura McCart
Manager Corporate Services



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