

# Business Plan 2019 - 2021

2019 UPDATE



WESTERN AUSTRALIAN  
COLLEGE of AGRICULTURE  
Cunderdin

## Context

The Western Australian College of Agriculture – Cunderdin is a Wheatbelt Independent Public School approximately 157 kilometres east of Perth. Since 1959 we have provided an alternative education experience for senior secondary students interested in agricultural and trade industries, with state of the art workshops and 4 063 hectares of land. The College offers a range of courses allowing students to achieve a large number of Vocational Education Certificates, competence in farm related activities and for those who aspire to university, the opportunity to attain an Australian Tertiary Admission Rank (ATAR). With 2 156 ha of arable land, our farm enterprises include a commercial cropping program, and a range of animal enterprises. We are proud to welcome students from across Western Australia and Australia, with a vibrant and caring boarding facility providing residential living for the vast majority of our students.



## Vision

**Rural educational excellence through innovation, passion and collaboration.**

## Mission

- **Ensure a safe residential and learning environment which promotes the DOE values of Learning, Excellence, Equity, Care, Integrity and Respect.**
- **Empower young adults in their final years of schooling through a professional workplace culture and high levels of responsibility.**
- **Foster opportunities for students to develop knowledge, skills and values within the context of rural industries.**
- **Develop pathways that assist students to access employment and/or further education.**

## TARGETS

### 1. High performance targets:

- 1.1 At least 95% of Year 12 students achieve WACE annually
- 1.2 The College median ATAR will improve by at least 10 points from 2018 to 2019
- 1.3 At least 95% of students achieve WACE literacy and numeracy standards (OLNA) by the end of Year 12
- 1.4 100% of Year 12 students achieve Certificate II in Agriculture
- 1.5 At least 95% of Year 12 students complete four or more STEM courses
- 1.6 30% or more of Year 12 students achieve at least one Certificate III
- 1.7 95% or more graduates to have an articulated pathway in the destination data survey each year

### 2. High Care Targets:

- 2.1 By 2021, National School Opinion Survey responses for “Students feel safe at our school” will increase to:
  - 2.1.1 90% or more of parents with a positive response
  - 2.1.2 80% or more of staff with a positive response
  - 2.1.3 85% or more of students with a positive response
- 2.2 By 2021, the annual behaviour data entry in Integris will show:
  - 2.2.1 An increase above the 2018 average of 1.2 positive entries per student
  - 2.2.2 A decrease below the 2018 average of 6.0 negative entries per student attracting demerit points
- 2.3 By 2021 more than 31 areas of the Australian Boarding Schools Association (ABSA) self-assessment tool will be met at a well thought out and detailed response level

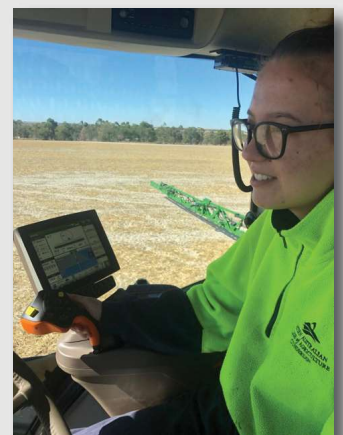
### PRIORITY 1: STUDENT PERFORMANCE SUCCESS

- Student Services team will have representation from across all areas of the College with a clear Student Services plan actioned in 2019
- All instructional staff will undertake student review in Weeks 4 and 8 of each term for close monitoring of students by the Student Services team
- Support programs for SAER including identified OLNAs students developed and monitored
- Behaviour plan will be updated to ensure consistency and a positive approach across all areas of the College, including DOE requirements in the good standing policy
- Timetables to be revised to allow for UoC theory work for certificates to be completed in class time with literacy support
- ATAR improvement plan will be developed in 2019, including more rigorous course selection, pathway counselling and support from external service providers
- Prep study will have improved supports including TOs assisting students in skills journal / UoC completion
- Previous work experience program will be revised to meet new Workplace Learning Policy and expand work placement program



### PRIORITY 2: SAFE AND SUPPORTIVE ENVIRONMENT

- All new students undergo a specific residential induction weekend program and area inductions on arrival to ensure understanding of College guidelines, procedures and safety
- Student voice and student leadership will be integral to feedback and future direction through surveys, student council and weekly morning teas with the principal
- Year 12 students trained and allocated as peer mentors to support incoming Year 11 students
- Student guidelines and associated documents are annually reviewed for “customer friendliness” and updated in Term 4 ready for the following year
- Explore opportunities to improve OHS through Safe Farms WA
- Code of Conduct to be reviewed and updated in early 2019
- Risk management, DOE compliance and parental permission will be ensured through detailed excursion planning and the use of Consent2Go
- CONNECT and REACH are the primary parent contact mediums for student tracking and communication
- Social Emotional learning to be explicit, timetabled and supported by external agencies
- ACSF plan will be developed and implemented to ensure a culturally responsive College that is welcoming and improves educational outcomes for Aboriginal students







### PRIORITY 3: HIGH QUALITY STAFF

- All new staff participate and engage in the college Induction Program
- Staff access relevant Professional Learning that is linked to the College priorities or identified through performance management
- Opportunities to further develop our staff and students STEM capabilities will be pursued, with a whole school pedagogical approach to STEM to be developed
- Teachers and trainers have access to and an understanding of current industry practice through extensive industry contacts and partnerships
- Representation of staff on committees will reflect the broad range of areas and experience, allowing for staff views and ideas to be heard
- All instructional staff to undertake Classroom Management Strategies training within first two years of employment
- Senior staff to undertake Growth Coaching and Instructional Coaching training to improve their skills in developing staff through performance management
- Professional learning for residential staff including Cert IV in Residential and Community Care and youth mental health training will be a priority
- Staff to be involved in a disciplined dialogue process to analyse data, use the findings to achieve improved student performance and progress and to inform the development of operational plans in their areas through staff development days and staff meetings
- Senior staff actively promote any opportunity for staff and students to take on leadership responsibility in the college or externally



### PRIORITY 4: STRONG GOVERNANCE AND VIABILITY

- Increased staff collaboration between all four areas of the College – Residential, Farm, Trades and Class developed through School Development Days and cross curricular opportunities
- Clear student application to enrol and student selection processes developed and communicated
- College Board members strategically selected for diverse skills, with all College Board members participating in the Induction program in Term 1
- Marketing plan developed to include attendance at regional shows, social media presence, articles in regional newspapers, College branding of all documentation and a updated website
- Self-reviews for college processes / key decision making bodies developed to align with College and DOE priorities
- Ensure RTO compliance through rigorous monitoring/ recording and continue with the addition of further certificates to scope
- Residential processes/practices will be refined and documented to ensure clarity and consistency
- Parents, staff and students undergo training in the use of REACH and CONNECT at commencement of school year

#### GLOSSARY

ABSA Australian Boarding Schools Association  
ACSF Aboriginal Cultural Standards Framework  
ATAR Australian Tertiary Admission Rank  
CMS Classroom Management Strategies  
DOE Department of Education WA  
OLNA Online Literacy and Numeracy Assessment  
NSOS National School Opinion Surveys

OHS Occupational Health and Safety  
RTO Registered Training Organisation  
SAER Students at Educational Risk  
STEM Science Technology Engineering and Maths  
TO Technical Officer  
UoC Units of Competency  
VET Vocational and Educational Training  
WACE Western Australian Certificate of Education