

BUSINESS PLAN 2022-2024



WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE
Cunderdin

Our Vision:

Rural educational excellence through innovation, passion and collaboration





OUR MISSION:

- Foster a safe and healthy residential and learning environment in which the whole college promotes the DoE values of Learning, Excellence, Equity Care, Integrity and Respect
- Enable all students to develop the knowledge, skills and confidence to achieve their individual potential and contribute to society
- Provide opportunities for students to develop knowledge, skills and values within the context of rural industries
- Ensure all students achieve nationally recognised vocational qualifications and Secondary Graduation (WA Certificate of Education).



FROM THE PRINCIPAL



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

Our college's success is a clear consequence of the commitment, dedication and expertise of all our stakeholders and supporters both internal and external to the college. I would like to thank our College Board, P&C, Agricultural Advisory Council, parents and greater college community for their contribution to our students' success.

The staff at our college should be commended on their passion and daily commitment which ensures our college remains a high-performing 'school of choice' leading the way in innovative and engaging learning opportunities.

Our 2021 Public School Review encompassed our collective success and we proudly reference the final report which is now publically available on [Schools Online](#). Led by Senior Staff, in consultation with all staff, the college completed a Self-Assessment process against the 6 'Domains' as part of the Public School Review process.

Feedback from the reviewers validated the high calibre of programs on offer, our dedicated and capable staff, consistent high student achievements for all students, the importance we place on 'student voice' and acknowledged our collective and shared vision moving forward. This process has directly informed our 2022-2024 Business Plan priority areas and direction, which I proudly present to you.

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

Mr Matt Dowell
Principal



SELF-ASSESSMENT FRAMEWORK

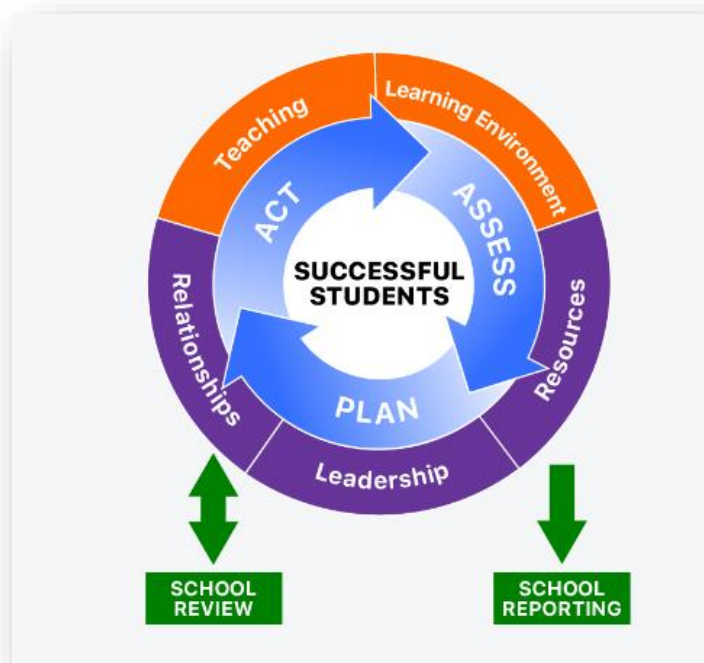
The School Improvement and Accountability Framework – Conceptual Model

The *School Improvement and Accountability Framework* is structured around the below conceptual model with a key focus on:

- Prerequisites for successful students
- Enablers of successful students

This framework underpins our self-assessment schedule which is aligned to the Public School Review process that all WA public schools are required to undergo.

Our 2022-2024 Business Plan aligns with the framework to ensure our regular and ongoing self-assessment processes align with the Public School Review requirements, with a key focus on 'successful students'.



- > Judgement — How are you going?
- > Evidence — How do you know?
- > Planning — What are you doing to improve?

PRIORITY 1: STUDENT ACHIEVEMENT AND PROGRESS

PRIORITIES

- 1.1** Programs and strategies across all areas enhance the functional literacy and numeracy skills of all students
- 1.2** Individual student progress is continually monitored and tracked by all stakeholders (college, individual students and their families).
- 1.3** Student achievement data is reviewed regularly with explicit links and targets embedded within Learning Area Operational Plans
- 1.4** Program offerings facilitate articulated pathways to apprenticeships, further training, tertiary study or employment and are meeting current and future workforce demands and employment opportunities

Strategies

Literacy and Numeracy intervention programs are delivered to students requiring remedial intervention

Learning Area Operational Plans, Literacy and Numeracy Plans and the ATAR Improvement Plan are reviewed and updated annually in collaboration with all key stakeholders

All Instructional Staff contribute to 5-weekly student progress analysis, monitored by Students Services to support students at academic risk via early intervention

Students requiring additional support and/or adjustments are placed on an Individual Education Plan (IEP)

Learning programs, courses and units of competency are frequently reviewed to ensure they are supporting students to develop the skills and knowledge required for current industry practices

Targets

95 % of WACE-eligible students achieve their WACE

Post-school transition data indicates that 95% of graduates are engaged in employment, apprenticeships or further study at the time of the survey

All students attain a Certificate II in Agriculture and 95% of students attain a minimum of 3.0 full VET qualifications each

40% of students graduate with at least one Certificate III qualification



PRIORITY 2: TEACHING QUALITY

PRIORITIES

- 2.1** Collaboration between departments is optimised to ensure knowledge, skills and resources are shared across the college
- 2.2** A context-specific teaching framework incorporating STEM critical thinking processes and evidence-based teaching practices such as Explicit Direct Instruction (EDI) is embedded across all areas of the college
- 2.3** Instructional Staff professional learning is identified within Professional Growth Plans (performance management) with explicit links to college operational and business planning with a focus on 'successful students'
- 2.4** A context-specific peer observation program is embedded within the Class area and expanded to Farm and Trades for implementation

Strategies

Senior Staff lead the collaboration between departments through sharing human and physical resources to enhance learning programs and build staff capacity

Senior Staff lead the implementation of an Instructional Model that all Instructional Staff utilise for delivery to enhance student engagement, knowledge and understanding via a consistent, evidence-based approach

Instructional Staff identify areas for professional development via their annual Professional Growth Plan

All Instructional Staff participate in a peer observation program to share knowledge, skills and provide feedback to their peers to further enhance teaching quality across all areas

Targets

By the end of 2023 there is an established teaching framework used across Trades, Farm and Class for consistent content delivery

All VET Training staff engage in 'industry currency' work placements a minimum of once per year

100% of Instructional Staff engage in peer observations annually



PRIORITY 3: LEARNING ENVIRONMENT

PRIORITIES

- 3.1** Student voice is regularly accessed to enhance the 'student experience'
- 3.2** Our College culture acknowledges positive behaviour and contributions through the use of consistent language and approach and working in partnership with students, families and key stakeholders
- 3.3** Our College culture continues to improve and is built on a foundation of respectful relationships, integrity and trust
- 3.4** We are culturally aware and responsive and work in ways that value the knowledge and perspectives of Aboriginal people and their histories and culture
- 3.5** Individual student wellbeing is tracked and supported. Mechanisms are established to measure and track the effectiveness of whole-school wellbeing programs and initiatives
- 3.6** Training programs align with current industry best-practice and technological advancements to ensure our graduates are highly skilled and competitive post-school

Strategies

The Student Council provide student voice to Senior Staff and the College Board and communicate their initiatives and achievements via publications such as the 'College Chatter' and 'Agricollegian'

Our Wellbeing Plan informs our direction with supporting all students physical, mental and emotional health and wellbeing aligned with initiatives targeting positive school culture and respectful relationships

Our Cultural Committee consists of representatives from all areas of the college responsible for the development and implementation of a Reconciliation Plan

Ag Advisory and Industry are engaged to feedback on programs and participate in events such as Open Day

Targets

School-wide and learning area specific surveys are administered to students annually to provide explicit feedback on programs and initiatives

The National Schools Opinion Survey indicates positive growth in areas such as student engagement, behaviour, safety and wellbeing

By 2024 for each VET qualification, industry are engaged to provide feedback on current and future industry trends and needs



PRIORITY 4: RELATIONSHIPS AND PARTNERSHIPS

PRIORITIES

- 4.1** Strong, productive relationships and partnerships are established with both industry and tertiary education providers to enhance post-school opportunities for students
- 4.2** Relationships with intake schools are enhanced with increased opportunity for schools to engage with the college
- 4.3** The college works in partnership with parents through open lines of communication to support our students
- 4.4** The college develops and maintains a strong relationship with the local Cunderdin community

Strategies

Explicit strategies are embedded within college Operational Plans enhancing relationships with key stakeholders including industry bodies and representatives, tertiary education providers and prospective employers

Annual events such as 'Open Day' and 'Taster Days' for Trades and Farm target intake schools

Two-way communication with families is a priority via individual and collective approaches (phone, email, socials)

The college participates regularly in community activities including sport, celebrations and special events and welcomes the community in via events such as the annual 'Open Day'

All staff contribute to publications and marketing initiatives to increase the profile of the college

Awards, scholarships and funding are actively pursued to showcase the college's successes

Targets

The college maintains a strong presence at shows, field days and local events in addition to showcasing student success via regular publications and social media

The College Board has representation from the local Cunderdin community

The Annual Survey indicates that 85% of parents 'agree' or 'strongly agree' that they are *"satisfied with the overall standard of education achieved at this school"*



PRIORITY 5: LEADERSHIP

PRIORITIES

- 5.1** All committees and various areas of the College utilise operational planning that align with the Business Plan and College-Wide School Improvement Cycle. Plans are developed collaboratively and regularly reviewed and updated
- 5.2** Staff induction, performance management and professional growth processes are enhanced and the implementation supported by Line Managers
- 5.3** Resources are allocated to build on the leadership capacity of Senior Staff
- 5.4** Strengthen succession planning through identifying aspirants via the implementation of the WA Future Leaders Framework

Strategies

Operational Plans are embedded within the college's 'Whole School Self-Assessment Schedule' accountability framework

College staff engage in individual and collective leadership development PL with a focus on developing self and others, utilising the WA Future Leaders Framework as a basis for developing prospective school leaders

Senior Staff continue to develop their leadership capacity to successfully enact change with focus on having a positive impact on student outcomes

Staff induction and professional growth (performance management) processes are reviewed and updated

Targets

Annually, all Senior Staff engage in leadership development professional learning

100% of college staff actively engage in the development and implementation of a Professional Growth Plan annually

Senior Staff maintain the Whole-School Self-Assessment Schedule accountability timeline and milestones



PRIORITY 6: USE OF RESOURCES

PRIORITIES

- 6.1** Physical, financial and human resources are strategically allocated to maximise the learning outcomes for all students
- 6.2** Resources are allocated to ensure strong governance across high-risk areas of the college such as WHS (Work Health and Safety), RTO compliance, student wellbeing, management of resources and infrastructure, human resource management
- 6.3** Investment in marketing to attract student enrolments and prospective staff
- 6.4** Development of Business Cases and Infrastructure Plans to pursue the upgrade of ageing infrastructure and source investment in technological advancements within the Agricultural Industry

Strategies

Grants are actively applied for to enhance learning programs through investing in resources such as technology

RTO, WHS, Student Services and Finance Committees meet regularly and have representation from across all areas of the college to maintain compliance and enhance risk mitigation.

The Finance Committee play an active role in strategically distributing funds to college priority areas

Various platforms are utilised to promote the college, including social media, radio, print and attendance at community events and regional shows.

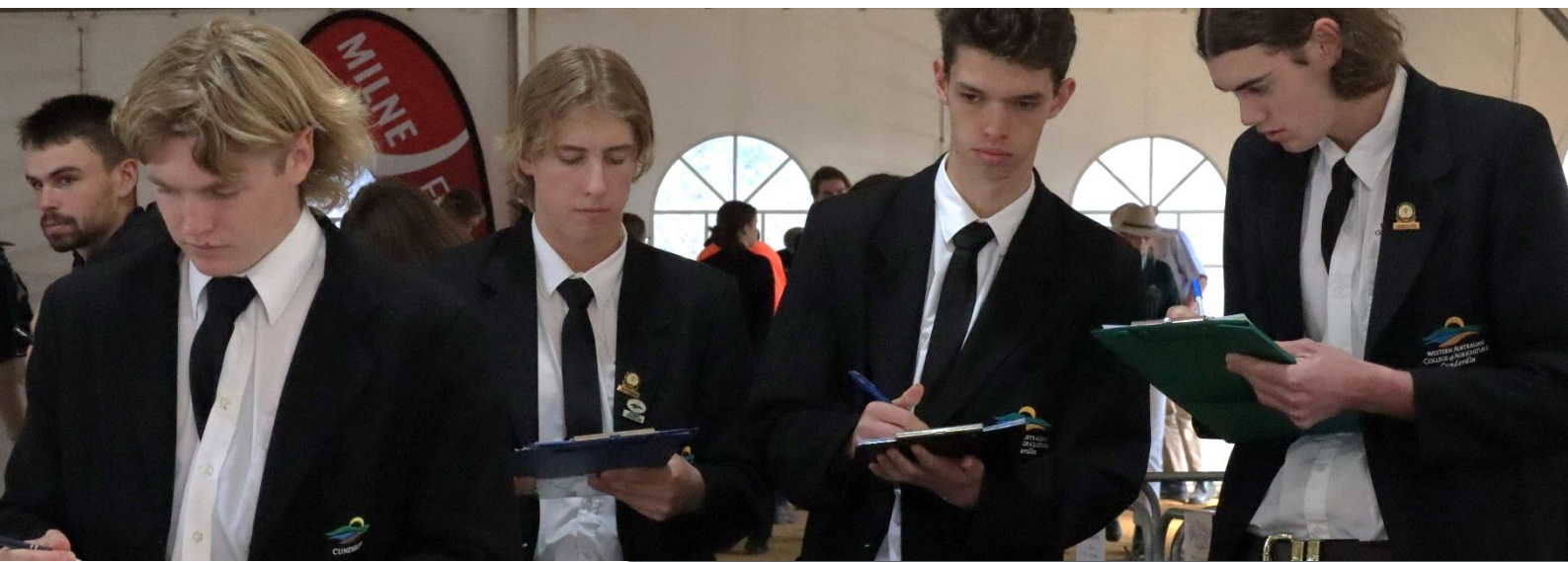
Further development of relationships with key stakeholders to progress infrastructure upgrades and improvements

Targets

Committees actively apply for and obtain grant funding to enhance learning programs

Applications for enrolment continue to increase each year from 2022-2024, with attracting ATAR students an area of focus

Internal and external audits for our RTO, WHS compliance and student management indicate strong governance due to sufficient human and financial resourcing





WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
Cunderdin

Rural educational excellence through innovation, passion and collaboration

