



WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
Cunderdin

ANNUAL REPORT 2022



From the Principal

I would like to acknowledge the land on which we learn, Nyoongar Ballardong country and pay my respects to elder's past, present and emerging.

2022 was to-date our most challenging year of uncertainty with our community feeling the full brunt of COVID-19 and the associated restrictions. What has been most evident this year is our students' resilience, optimism and their ability to adapt despite uncertainty. Our dedicated and committed staff navigated staff shortages while also looking after their own health and the health of their families. Although 2022 was a difficult year for our community, our solidarity as a college, our partnerships with parents and adopting a sensible approach allowed us to weather the storm and minimise the impact as much as possible.

Despite all of the above, we still managed to make the most of what was on offer and there is a huge amount to celebrate. Some of this year's achievements include, but are most certainly not limited to:

- *Finalist in the 2022 WA Training Awards for the Small Training Provider of the Year category*
- *AWI Future Sheep Producers Challenge Champions*
- *Year 12 student, Shania Sorensen and former student, Tameka Baker were awarded 1st and 2nd place in the 2022 WA Fine Woodwork Association Competition and Exhibition*
- *Our median ATAR climbing from 51.15 (2020) to 61.25 (2021) and 66.55 (2022)*
- *7 out of 7 students who applied for university were offered a place*
- *The average number of full qualifications attained per graduating student in 2022 was 4.22 each*
- *98% of all Year 12 students attained a minimum of X3.0 full qualifications each*

- *Three students graduated with a total of eight (8) Certificate II and III qualifications each, with nine (9) students attaining seven (7) full qualifications each*
- *Year 11 student, Emily Van Essen won the gold medal at the World Skills WA event in VETiS Automotive and been invited to compete in the national competition in Melbourne in 2023*
- *Jillian Morris was awarded a SCSA VET Certificate of Excellence Award Primary, Environmental and Animal Care Industries (top 0.5% from across the state)*
- *Cejay Hill was awarded a SCSA VET Certificate of Excellence Award Automotive, Engineering and Logistics (top 0.5% from across the state)*
- *Danielle Iles was awarded a SCSA VET Certificate of Excellence Award Primary, Environmental and Animal Care Industries (top 0.5% from across the state), a VET Exhibition Award (Beazley Medal Finalist) and a Certificate of Merit (WACE)*

Congratulations to the graduating class of 2022. I wish you all the best in your future pathways and have no doubt you will all make a valuable contribution to the agriculture and allied industries for many years to come.

Matt Dowell, Principal



2022 Highlights



Jillian Morris

VET Certificate of Excellence Award for Primary, Environmental and Animal Care Industries



Cejay Hill

VET Certificate of Excellence Award for Automotive, Engineering and Logistics



Danielle Iles

VET Certificate of Excellence Award and VET Exhibition Award for Primary, Environmental and Animal Care Industries, and Certificate of Merit (for WACE)



School Curriculum and Standards Authority

Congratulations on your
2022 SCSA Awards
for Outstanding Achievement in VET



WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE
Cunderdin



FINALIST
WA COLLEGE OF AGRICULTURE CUNDERDIN
WA Small Training Provider of the Year 2022



Highest ATAR
81.50

Median ATAR
66.55
up from 61.25 in 2021

5 ATAR students in 2022 (full ATAR pathway)



7

Students applied for WA University courses

6

students offered their first preference (all 7 students offered a position)



91% of parents surveyed in 2022 'Agree' or 'Strongly Agree' with 'recommending this school to others'.

School Pathways and Transition

Post-School Transition

The College is renowned for exceptional, ongoing post-school transition outcomes. Our 2022 data indicates that 92% of our 2022 graduates have successfully transitioned into employment, apprenticeships, or university study as of February 2023. 67% of graduates are currently working in or studying within the agriculture industry. Employment on farms and heavy diesel/ag implement apprenticeships continue to be popular pathway choices for graduates.

Retention

2022 saw 13 out of 76 students (17%) in the graduating cohort depart school early for an apprenticeship or full-time employment. Many of these students were pursued by employers who were impacted by staff supply shortages due to COVID and these students were already on a pathway to an apprenticeship. The College encourages all students to complete Year 12 and graduate, however these opportunities for many students and their families were difficult to turn down. The College will continue to encourage and promote retention and completion.

6 YEAR SUMMARY TABLE School: WA COL OF AGRI - CUNDERDIN (4201)						
STUDENT NUMBERS						
Number of students						
	2022	2021	2020	2019	2018	2017
School Semester 2 Census	63	60	60	62	61	64
School Semester 1 Census	66	67	67	63	61	64
Students reported to SCSA	63	61	62	63	61	65
Students in the cohort	76	73	69	68	67	67
Alternative pathways (Students in the cohort)						
Year 11 repeat						
Left school – NOA	11	11	6	5	4	
Left school – other verified		1	2	1	1	
Left school – unverified	2	2			1	2
Total (%)	13 (17%)	14 (19%)	8 (12%)	6 (9%)	6 (9%)	13 (17%)



93% of parents surveyed in 2022 'Agree' or 'Strongly Agree' that 'this college fosters opportunities for students to develop knowledge, skills and values within the context of rural industries'

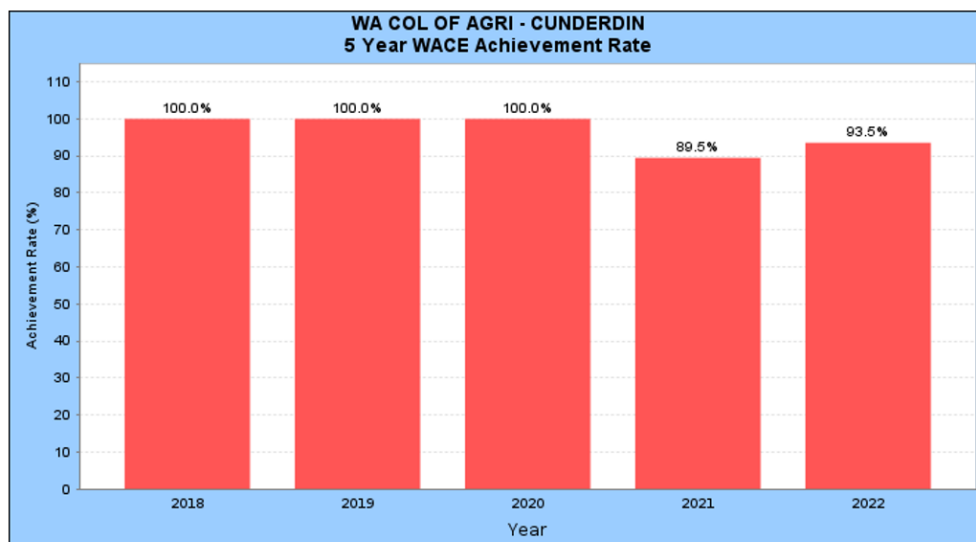
WACE Attainment

2022 WACE Analysis

The overall percentage of students eligible for WACE was slightly increased from 2021 and is still significantly higher than Like Schools and the State average (64%). This figure is impacted by students who depart the College early for an apprenticeship or meaningful employment.

The percentage of WACE-eligible students achieving their WACE increased from 89% in 2021 to **94%** in 2022 which is a pleasing result. Contributing factors to the WACE attainment for 2022 include:

- 100% eligible students meet C Grade requirements
- 100% of eligible students meet the English competency requirement
- One student did not complete a Certificate II course (this student also did not meet OLN standards)
- 3 students (6% of the cohort) did not meet all three OLN standards.



WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2022	2021	2020	2019	2018	2017
School	62 (82%)	57 (78%)	59 (86%)	62 (91%)	61 (91%)	64 (96%)
Like Schools	71%	85%	77%	86%	81%	82%
State	64%	70%	70%	65%	63%	61%
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	58 (94%)	51 (89%)	59 (100%)	62 (100%)	61 (100%)	61 (95%)
Like Schools (%)	92%	90%	92%	88%	87%	81%
Public Schools (%)	89%	89%	89%	89%	89%	88%
School (Semester 2 Census)	58 (92%)	51 (85%)	59 (98%)	62 (100%)	61 (100%)	61 (95%)
School (Cohort)	58 (76%)	51 (70%)	59 (86%)	62 (91%)	61 (91%)	61 (91%)
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	62 (100%)	56 (98%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	62 (100%)	56 (98%)	59 (100%)	62 (100%)	61 (100%)	63 (98%)
English requirement met WACE Eligible	62 (100%)	57 (100%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)
ATAR Or Cert II requirement met WACE Eligible	62 (100%)	56 (98%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)

The College OLN attainment is higher than that of the state. Continued literacy and numeracy interventions have been greatly contributing to high OLN attainment rates.

WACE attainment continues to be higher than those of 'like' and 'public schools'. OLN continues to be the largest contributing factor to students not achieving WACE.

Kelsey Smith, Associate Principal

ATAR Review

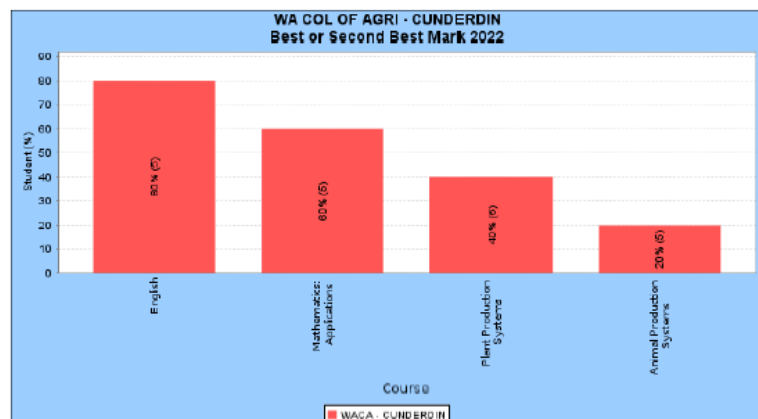
ATAR Review

In 2022, we had five (5) Year 12 students completing full pathway, with one student in blended course and not eligible to receive an ATAR score. The small size of the cohort may not provide statistically significant data for comparison to previous years.

Highlights: The top score achieved was 81.50 which earned the student a Certificate of Merit. The cohort's median ATAR 66.55, up 5.3 from 2021. We sat above like schools (62.25) and below the state median of 81.9. Seven (7) students were offered University entry; three applying with ATAR scores, the remainder by alternative pathways.

Best or Second Best Mark (Number of students in Course)

Description: This graph shows the courses where students achieved their best or second best scaled score, as a percentage of the course cohort. The overall count of students enrolled in each course is also provided. Only students with four or more ATAR course results are included.



Top performing subjects were English and Mathematics Applications. SGM with non-agricultural colleges provided for new assessments and professional growth for our staff. The gap between the mean scores of the College and the mean scores across the state are significantly less than 2021.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)						
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2022	2021	2020	2019	2018	2017
School count (% Cohort)	5 (7%)	9 (12%)	11 (16%)	10 (15%)	22 (33%)	19 (28%)
Difference From Expected	-6%	-3%	-4%	-6%	+15%	+1%
School (% WACE eligible)	8%	16%	19%	16%	36%	30%
School (% Semester 2 census)	8%	15%	18%	16%	36%	30%
ATAR COURSE ENROLMENTS						
Year 12 Course enrolments count of students						
6+ ATAR courses						
4-5 ATAR courses	5 (7%)	9 (12%)	11 (16%)	10 (15%)	22 (33%)	19 (28%)
ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations						
High						
Mid	1 (20%)	1 (11%)	1 (9%)	3 (30%)	1 (5%)	
Low	4 (80%)	8 (89%)	10 (91%)	7 (70%)	21 (95%)	19 (100%)
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	66.55	61.25	51.55	60.4	32.48	42.7
Expected performance			-3.17	-2.05	-4.96	-3.73
Like Schools	62.25	50.12	57.15	62.35	52.58	56
Public schools	81.9	80.25	79.25	78.25	79.5	78.55
School median ATAR TISC applicants	73.7	61.25	66.3		43.85	51.03
ATAR performance - count of students (% of ATAR students)						
99+						
90-98.95						
80-89.95	1 (20%)			2 (20%)		
70-79.95	1 (20%)	2 (22%)	2 (18%)	1 (10%)	1 (5%)	
65-69.95	1 (20%)	4 (44%)	2 (18%)	3 (30%)	2 (9%)	6 (32%)
<65	2 (40%)	3 (33%)	7 (64%)	4 (40%)	19 (86%)	13 (68%)
University English Language Competency (FSS 50+)	2 (40%)	4 (44%)	5 (45%)	5 (50%)	3 (14%)	3 (16%)

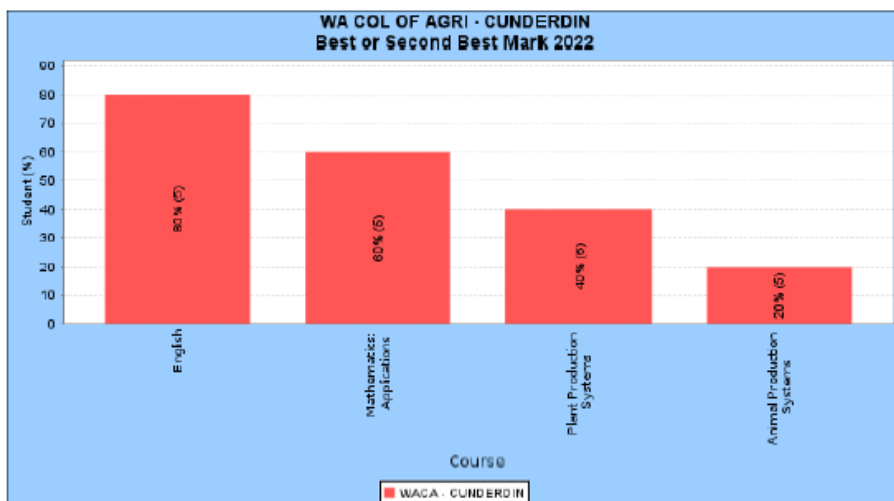
ATAR Review

Moving forward, there were nine (9) students in Year 11 pathway in 2022, with eight (8) continuing into Year 12. The incoming cohort has strong enrolments with a predicted sixteen (16) students opting to take on the ATAR stream.

Teacher shortages across the state meant that we had no ATAR trained mathematics teachers in 2022. To combat this issue, the Year 11 cohort studied Mathematics Applications via SIDE. Year 12 students were allocated a lower secondary mathematics specialist who worked in conjunction with our small group moderation school, Ocean Reef Senior High School. The College was successfully in appointing a permanent ATAR Mathematics teacher at the end of 2022.

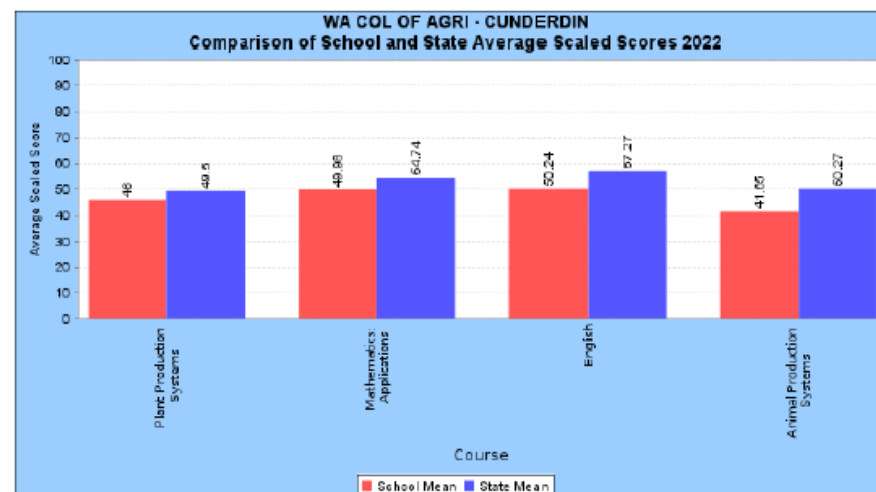
Best or Second Best Mark (Number of students in Course)

Description: This graph shows the courses where students achieved their best or second best scaled score, as a percentage of the course cohort. The overall count of students enrolled in each course is also provided. Only students with four or more ATAR course results are included.



Average Scaled Score School vs State (WA)

Description: This graph allows comparison of the school mean for each Year 12 course offered with the state mean. Mean scaled score is the mean of all students with a final scaled score in the course. Courses are ordered by the difference in these results.



The ATAR Improvement Plan was reviewed by staff and students and continues to offer the following: ATAR Engagement Camp for both year groups, Plant and Animal Production Systems continue to maintain with strong links to farm and industry, Elevate Education delivers online and in-person sessions. We also welcome the re-introduction of Universities Roadshow (post-COVID) and hope to capture more General Pathway students who may choose alternative pathways to tertiary institutions.

In addition, two of our Class staff were successful applicants to enrol in the LEAP Program: Graduate Certificate in Education - Agricultural Science and Agribusiness. This will prepare the College for the incoming ATAR courses set to replace Plant and Animal Production Systems and align more closely with our tertiary partners.

Sarah Aynsley, Head of Curriculum

OLNA Review

OLNA Review

Of our eligible students, 94% passed the necessary Numeracy and Literacy standards to achieve their WACE. This sits above both like schools (92%) and public schools (89%) across the state. The Writing component remains the area in which we need to continued improvement.

In 2022, we started with eleven (11) Year 12 students with nineteen (19) components to pass, and twelve (12) Year 11 students requiring eighteen (18) OLNA components. By the end of the year, we had four (4) Year 12 students with ten (10) components to pass, and eight (8) Year 11 students with eleven (11) outstanding components.

Strategies used to cater for these students include, quality differentiated teaching practices, small group sessions during VET study periods and the use of OLNA Online. Our education assistants work closely with the students to ensure they have the best chance possible to achieve their WACE by passing these components.



ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
	2022	2021	2020	2019	2018	2017
Reading						
School (WACE eligible)	59 (95%)	54 (95%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)
School (Semester 2 census)	59 (94%)	56 (93%)	59 (98%)	62 (100%)	61 (100%)	64 (100%)
School (Cohort)	60 (79%)	59 (81%)	61 (88%)	62 (91%)	62 (93%)	67 (100%)
Writing						
School (WACE eligible)	58 (94%)	53 (93%)	59 (100%)	62 (100%)	61 (100%)	62 (97%)
School (Semester 2 census)	58 (92%)	55 (92%)	59 (98%)	62 (100%)	61 (100%)	62 (97%)
School (Cohort)	59 (78%)	58 (79%)	61 (88%)	62 (91%)	62 (93%)	64 (96%)
Numeracy						
School (WACE eligible)	59 (95%)	54 (95%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)
School (Semester 2 census)	59 (94%)	56 (93%)	59 (98%)	62 (100%)	61 (100%)	64 (100%)
School (Cohort)	60 (79%)	59 (81%)	61 (88%)	62 (91%)	62 (93%)	66 (99%)
Met literacy and numeracy requirement						
School (WACE eligible)	58 (94%)	52 (91%)	59 (100%)	62 (100%)	61 (100%)	62 (97%)
School (Semester 2 census)	58 (92%)	54 (90%)	59 (98%)	62 (100%)	61 (100%)	62 (97%)
School (Cohort)	59 (78%)	57 (78%)	60 (87%)	62 (91%)	62 (93%)	64 (96%)

Our incoming students are represented in higher numbers with 26 students having one or more outstanding OLNA components, making up 37 students in the cohort in total. Many of our students have diagnosed learning disabilities or difficulties and will require the two years to reach some of these targets and milestones.

In 2022, the rescheduling of Country Week and the two-day window for the Writing component resulted in some of our students unable to sit Round 2. More testing windows have been introduced by SCSA to allow flexibility in delivery of intervention and to work around school-based commitments.

Sarah Aynsley, Head of Curriculum

STEM

STEM

In 2022 the College transitioned from the 'LAUNCH' critical thinking process to the 'LAMB' process. It was identified that there was a need to adapt the acronym to reflect our agricultural context. In consultation with staff, the LAMB process was developed. This has been incorporated into the design process for students in Trades.

AgriFutures Grant

In 2022 we were successful in obtaining an AgriFutures Grant. There were two aspects to the grant: use of infra-red to detect weeds and other anomalies in the paddock and the use of infra-red sensors for intensive farming including the monitoring and detection of temperature of pigs in piggery for early detection of infection.

Our industry partners, Stratus Imaging spent the day with us to demonstrate the capabilities of the larger drones. The day was attended by our Year 12 RePL students, other interested students, the College's Agricultural Advisory Committee and members of the general public. Three of our staff members are training in drone technology (RePL).

The arrival of our infrared sensors for the piggery was met with great excitement and the use of these will be rolled out into our Certificate courses for Pork and Agriculture in 2023.

Stephen Prangnell and Sarah Aynsley



SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION						
Students enrolled in STEM courses. Count (%) of WACE Eligible students. (Source: SCSA data files)						
	2022	2021	2020	2019	2018	2017
>2 STEM courses	5 (8%)	9 (16%)	11 (19%)	10 (16%)		
2 STEM courses	57 (92%)	48 (84%)	48 (81%)	52 (84%)		
1 STEM course						
Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files)						
>1 STEM qualification	62 (100%)	55 (96%)	59 (100%)	37 (60%)		
1 STEM qualification		1 (2%)		21 (34%)		
OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data files)						
School (% WACE eligible)	62 (100%)	57 (100%)	59 (100%)	62 (100%)		
School (% Semester 2 census)	63 (100%)	58 (97%)	59 (98%)	62 (100%)		
School count (% Cohort)	63 (83%)	58 (79%)	59 (86%)	62 (91%)		

Vocational Education and Training

VET Results and Highlights for 2022

The VET results achieved by students at the College in 2022 were again very strong.

2022 Year 12 student achievements include:

- 100% achievement of enrolled students in Certificate II in Furniture Making Pathways
- 100% achievement of enrolled students in Certificate II in Construction Pathways
- 100% achievement of enrolled students in Certificate II in Automotive Vocational Preparation
- 100% achievement of enrolled students in Certificate II in Engineering Pathways
- 100% achievement of enrolled students in Certificate II in Wool Handling
- 100% achievement of enrolled students in Certificate II in Shearing
- 98% achievement of enrolled students in Certificate II in Agriculture
- 100% achievement of enrolled students in Certificate III in Advanced Wool Handling*
- 3 students achieved 8 Certificate II and III Qualifications each
- 8 students achieved 7 Certificate II and III Qualifications each

Trades Training Programs

The Trades area qualification achievement rates were exceptional (100%), and slightly up on 2021 results, reaffirming a consistently strong trend in terms of achievement. Other indicators which show that Trades is performing well include positive remarks and satisfaction scores from student surveys and the quality of work and the projects produced in all Trade sections.

Qualification	Number Completed
AHC20116: Certificate II in Agriculture	62
AHC21316: Certificate II in Shearing	9
AHC21416: Certificate II in Wool Handling	18
AHC30416: Certificate III in Pork Production	12
AHC30116: Certificate III in Agriculture	16
AUR20720: Certificate II in Automotive Vocational Preparation	39
CPC20220: Certificate II in Construction Pathways	32
MEM20413: Certificate II in Engineering Pathways	34
MSF20516: Certificate II in Furniture Making Pathways	30
*AHC33116: Certificate III in Advanced Wool Handling (AHC33116- delivered and assessed by South Regional TAFE)	15

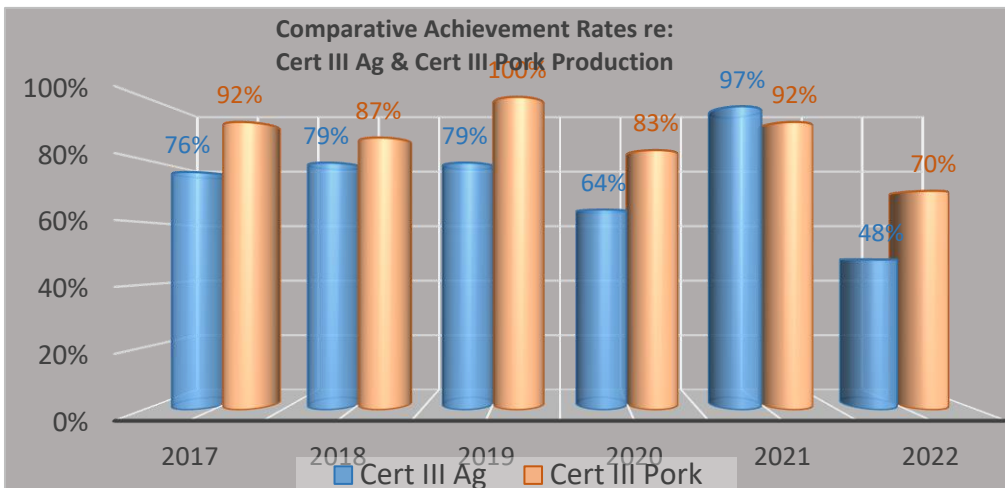


92% of parents surveyed in 2022 'Agree' or 'Strongly Agree' that "this College develops pathways that assist students to access employment and/or further education"

Vocational Education and Training

Farm Training Programs

On Farm, achievement rates in 2022 for Certificate II in Agriculture (98%), Certificate II in Wool Handling (100%) and Certificate III in Advanced Wool Handling (100%) were very good, similar to the previous year's trends. In relation to Certificate II in Shearing, a smaller group of 9 students participated in 2022 and the achievement rate was 100%, compared with 55% achieving in 2021 when 20 students were enrolled in shearing.



The other two qualifications which showed most variation in comparison to last year's achievement rates included Certificate III in Agriculture (48% in 2022; 96% in 2021) and Certificate III in Pork Production (70% in 2022; 92% in 2021).

Industry Consultation

In last year's Training Review (2021) summary it referenced the need for the College to have and maintain effective communications with industry organisations and employers and seek constructive feedback from them to ensure that course content and training delivery remains relevant.

The College has worked hard at ensuring Industry Consultation occurs by reaching out to an extensive agricultural-based audience to obtain valuable feedback; this is done to confirm that the College's AHC training programs are meeting the needs of industry. The College is anticipating receiving some great feedback from participants which will help with future learning program delivery and when updating training packages.



Vocational Education and Training

Teacher/ Industry Placement Training

Part of a Trainer and Assessor's obligations is to make sure that they are routinely engaging with industry and keeping up to date with current trends/developments and emerging technologies. In order to do this, many of our Trades and Farm staff reached out and made connections with both local and out of town businesses to gain work placements in Term 3 for a minimum of 2 days each. Trainers are also required to keep written records of what they have learnt and how their experiences will be of benefit to improving their training and delivery programs.

Student Surveys

As part of continual improvement processes in regard to each qualification delivered at the College, Year 12 students were sent surveys (electronically) at the end of Term 3 to provide feedback to training staff and section area management. Overall, student responses were very positive, especially in regard to the excellent rapport that exists between the trainers and students in both Farm and Trades areas. Comments regarding too much paperwork was common in the student surveys and Trades are looking at an on-line component to help them with reducing paperwork.

Internal RTO Audit 2022 and RTO College Committee

In 2022, the RTO Compliance Officer and the College RTO Committee reviewed and audited the Colleges' RTO management systems and processes, including training and assessment systems in order to maintain TAC regulatory requirements. In addition, the College has also employed the services of a private consultant (Registered TAC auditor). This provides valuable non-biased feedback from an independent source in preparation for 2024 when our college RTO is due for re-registration with TAC.



Acknowledged for Excellence

Very proudly, the College was a finalist in the WA Training Awards for the *WA Small Training Provider of the Year 2022* category.



Simon Longmire, RTO Compliance Officer

Trade Training Centre

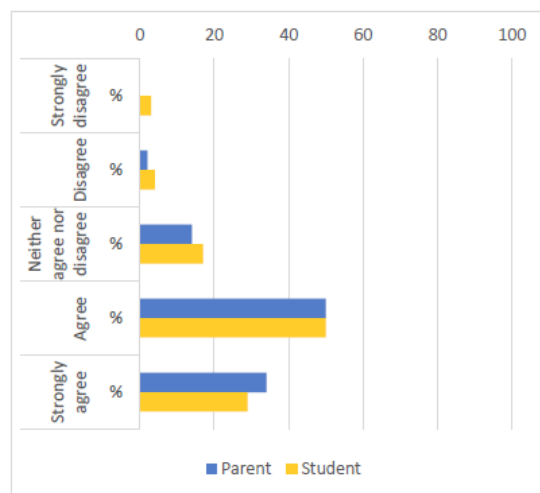
2022 Trades Review

2022 has seen yet another very successful year in regard to student achievement. Students with continuing enrolment achieved 100% completion rate of certificates across Automotive, Construction, Engineering and Furnishing courses. This is an excellent result for both the students and college.

Results can be attributed to having sound processes in place. Student data is reviewed in Week 5 and at the end of each term to monitor student progress and ensure they are maintaining course requirements and milestones. Students who require additional assistance are able to access 'After Hours Workshop' time and 'Compulsory Prep' when required.

In addition, the tracking of student wellbeing via Student Services and monitoring of Workplace Health and Safety processes have been embedded the Trades area staff meetings to ensure effective communication is maintained across these areas of priority.

TRADE STAFF PREPARE ME WELL FOR INDUSTRY EMPLOYMENT



Recruiting and retaining quality staff has contributed to student satisfaction and engagement within Trades. 2022 student survey responses indicate a high level of satisfaction of staff knowledge and expertise.

Examples of student responses from the 2022 annual survey for the question *“Have you found the staff to be helpful and professional regarding your learning program?”* include:

“The staff have been most helpful in the execution of the workload and practical activities. The staff have made the course easy”

“I have found the staff very professional and very qualified in their role”

“Yes, more than helpful in all parts of the trades”

“Trades staff are always helpful and happy in the workplace, always providing help with my work and any questions that I may have”

Trade Training Centre

Staff Development and Training

Trades staff are provided access to ongoing, relevant professional learning in industry best-practice, teaching and learning pedagogy and leadership development. Maintaining industry currency is a priority and all Trades staff attended relevant work placements aligning with the training packages they deliver.

2022 Highlights

- Year 11 student, Emily Van Essen won the Gold Medal at the World Skills competition in the Automotive category (WA State champion). Emily has been invited to compete at the national competition in Melbourne in 2023.
- Student projects were entered in the 'Out of the Woods' competition run by the Fine Woodwork Association WA. The students listed below highlight the quality of work being produced in Furnishing.
 - Tameka Baker - 1st place in Year 12 Furniture for her blanket box
 - Shania Soerensen - 2nd place in Year 12 Furniture for her bookcase
- The college Open Day was a great way to showcase student work, providing students the opportunity to display their talent with chance of winning an award.

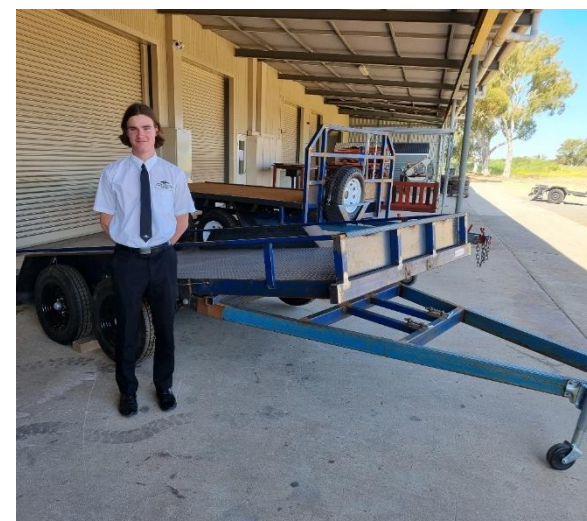
Engineering

- Visitors Choice - Cody Stanfield (car trailer)
- Professionals Choice - Hayden Stewart (flat top trailer)

Furnishing

- Visitors Choice - Danielle Iles (jarrah slab table)
- Professionals Choice - Brenden Smith (marri river table)
- Construction have been involved in many projects over the year including the installation of commercial umbrellas across the college, construction of concrete and timber park benches and building cubby houses (Year 12 students). The cubby houses were built as scaled-down versions of timber framed houses, teaching students correct building techniques.

Stephen Prangnell, Head of Trades



Farm - Cropping

Cropping Enterprise

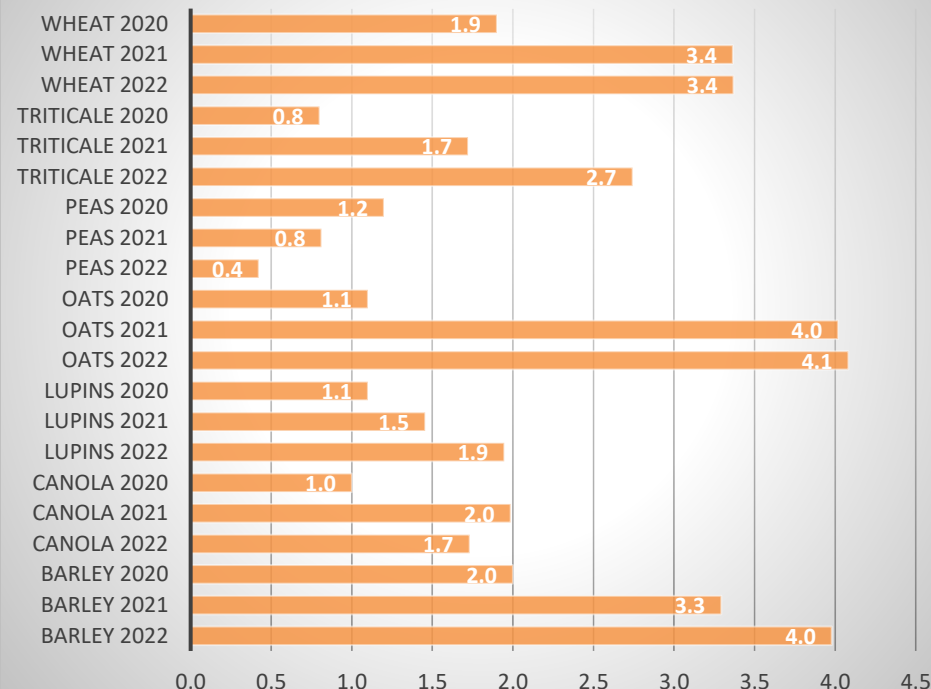
The College currently has approximately 2500 hectares of arable land that is used for a mixture of cropping and pasture manipulation. The cropping program is set up to provide high-quality produce for the open market and to also use as feed for livestock in other college enterprises. The College grows varying rotations of wheat, barley, oats, triticale, lupins, field peas and canola. The cropping enterprise also plants, maintains and manipulates pastures, including clovers, serradella, saltbush, vetch and cereals for cover crops. The farm also bales hay, straw and silage for the ovine, bovine, porcine enterprises and for student horse agistment.

The cropping enterprise offers students the opportunity to learn about and operate large machinery which is utilised throughout the year for processes such as seeding, harvest, haymaking and spraying. The cropping enterprise provides student learning opportunities regarding chemical safety, storage, handling and application. Cropping also offers students the opportunity to gain various Units of Competencies towards their Certificate II and III in Agriculture, several directly relating to cropping, chemical application, vehicle and machinery operation as well as some storage, reporting and fencing competencies.

2022 Cropping Data

- The College seeded 40ha of a clover and barley mix using the John Shearer combine and our New Holland tractor
- In our main program we seeded 401ha wheat, 300ha barley, 75ha oats, 66ha triticale, 346ha canola, 230ha lupins and 52ha field peas
- Harvest yields were well above average (with all crops except for field peas) with wheat 3.4t/ha, barley 4t/ha, oats 4.1t/ha, triticale 2.7t/ha, canola 1.7t/ha, lupins 1.9t/ha, field peas 0.4t/ha
- It was a tricky hay year with breakdowns and rain, but it yielded 95 large round bales and 45 large round barley straw bales

Average Yield t/ha



Farm - Cropping

Cropping Celebrations

- Barley yield breaking a record of average 4t/ha
- Mouldboard ploughed paddock 71 and seeded it to barley on the 3rd July 2022. The paddock didn't blow away and yielded 1.7t/ha
- Even with staff shortages, a great season was rounded off by a high yielding, with no serious accidents or incidents during harvest
- The ability to store more than 18 months of supplement livestock lupins

Cropping Future Focus

- Improve student engagement by keeping all practises and machinery at an industry relevant standard and showcase new proven technologies
- Trail chickpeas this season
- Continue our mouldboard ploughing program and use in-furrow wetting agents during seeding when deemed necessary
- Keep all staff training up to date regarding safety, including AusChem Cert training and skid steer loader tickets.
- Maintain Safe Work Procedures (SWP) and keep developing SWP's for areas not yet covered
- Improve our pH across the farm with high quality fast neutralising lime
- Start grid soil sampling to develop more accurate variable rate maps for seeding and spreading operations to teach students the process and achieve more value for money with fertiliser inputs

79% of students surveyed in 2022 'Agree' or 'Strongly Agree' that "Farm staff prepare me well for industry employment"

"The College has provided me with vital resources that will help me further my education and pursue my passion within this industry."

HAYDEN, 2022 GRADUATE



Farm - Cattle

Cattle Enterprise

The College operates a herd of 30 breeding cows made up of Black Angus. Our goal is to train students in industry best-practice, relevant to the Unit of Competencies.

The breeding program was successful through natural mating conception rates being 95% with the last calves being dropped from “Norse” the Black Angus stud bull. Working with Farmwest and Northam Vet Clinic, we Artificial Inseminated 1st and 2nd calf cows using semen from Charolais, Murray Grey and Angus bulls from across the world.

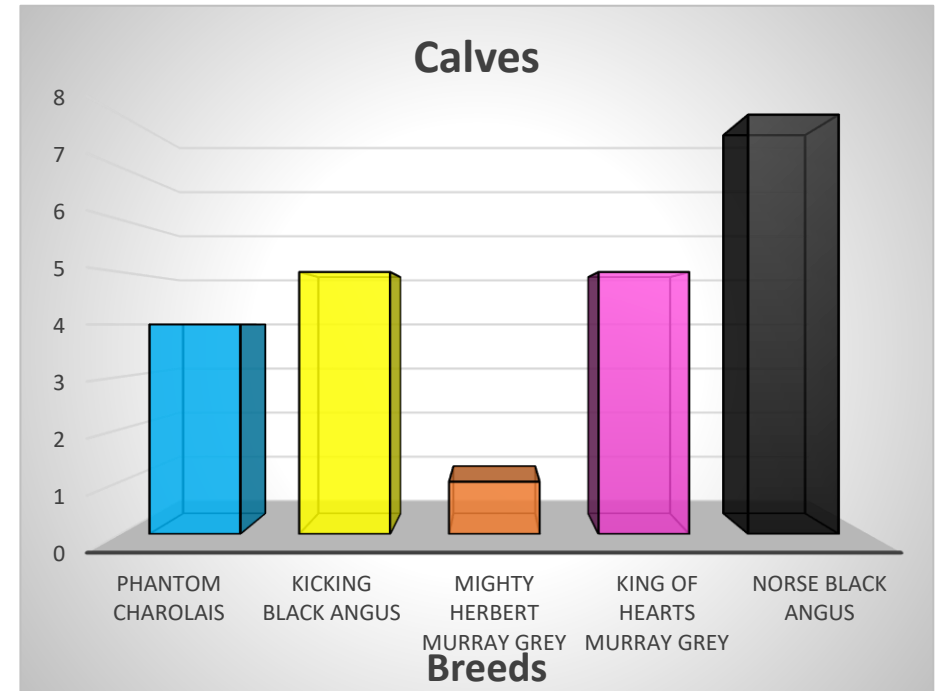
Calving season saw 22 calves drop to ground, with 1 calf lost. Students had numerous opportunities in the cattle enterprise to experience Kylah Feedlot weighing and drafting young cattle. Students toured Muchea Saleyards and experienced the cattle sale, also having the ability to speak to auctioneers.

Cattle Celebrations

- Purchase of our new Black Angus bull “Quantum”
- Increased collaboration with Class staff has led to Class accessing Farm for trials as well as carcase and internal examinations and investigations
- Increase in Certificate III students completing units in the cattle enterprise
- Year 11’s attending the excursion to Muchea to watch our 12 yearlings get auctioned off and sold for a higher-than-expected price

Cattle Future Focus

- Increase breeder numbers to 40 cows by purchasing five heifers in calf
- Increase numbers of cattle going through the butcher shop to supply meat for college students
- Increase student engagement by organising excursions to shows, cattle farms, feedlots, or have guest speakers attend the College with industry knowledge



Farm - Poultry

Poultry Enterprise

The College operates a small egg-production enterprise for the primary purpose of supplying the College kitchen with eggs. In 2022 we managed an 80-hen poultry operation. The poultry enterprise allows students to become familiar with health requirements demanded by the egg industry as well as the health and welfare of the hens.

Poultry Data

- 80 chooks producing over 18,330 eggs in 8 months.

Poultry Celebrations

- Supplying high quality industry-standard eggs to the kitchen, approved by Vet at audit.



Farm - Piggery

Piggery Enterprise

The College operates an intensive herd of approximately 70 breeding sows and 4 boars, Myora genetics consisting of Large White, Landrace and Duroc breeds.

The College operates 500 pigs in an intensive farrowing-to-finisher pork enterprise. The piggery is running a fortnightly batch system, with the use of natural mating and Artificial Insemination using Sabour Semen.

The piggery supplies approximately 70 baconers to the College kitchen and 900 for sale through Linley Valley. Piggery enterprise is involved with Reg Maddock, Agriculture Advisory member at the College, Veterinary Services Portec, the owner of Myora genetics and large pig farmer, Jeff Braun.

The piggery enterprise supplies the College kitchen pork meat requirements, enterprise sales to market and provides opportunities to support and reinforce classroom learning. The piggery enterprise provides opportunities for skill development on a range of training Units of Competency. The piggery enterprise delivers and assesses the Certificate III in Pork Production, offering a high quality, industry standard working environment for students to be assessed.

The piggery is Quality Assured through APIQ Australia, which provides assurance to customers and the public that high standards are in place for management, food safety, animal welfare, biosecurity, and traceability.



2022 Piggery Data

- The piggery is running a 5-fortnightly batch system, with the use of natural mating and Artificial Insemination using Sabour Semen
- The piggery supplied 63 baconers to the College kitchen and 1040 pigs sold to Linley Valley. We sold a total of 888 finishers, 3 boars, 16 sows, 51 porkers and 82 weaners.
- 2022 Elite herd data:
 - 5 sows per batch
 - 95% conception rate
 - 92% pregnancy rate
 - 12.5 piglets born alive per litter
 - Weaned piglets 1245
 - 100kg pigs in 22 weeks of age



Farm - Piggery

Piggery Celebrations

- Successful applicant for the AgriFutures grant, which financed the purchasing of two infra-red radars which monitor pigs' temperature before signs and symptoms are showing, to reduce spreading of diseases
- Having 70 sows farrowing every fortnight. Certificate III Pork Production students will go through the process of selecting their own gilts, getting gilts in condition for mating, getting them cycling, natural mating them on second heat, pregnancy testing, maintaining condition during gestation, watch farrowing, weigh piglets, mark, vaccinate sow and piglets, wean, weigh piglets and AI sow. This gives the Certificate III students the knowledge and skills to be able to go and run or manage their own or employed into large piggeries after school
- Students attend the College farm approximately 80 weeks in the two years of their schooling, which means 40 fortnights of farrowing and mating. There are approximately 10 students in a group enter the piggery a week
- Purchasing new gilts from Shark Lake Piggery in Esperance, who has Myora genetics to increase our genetic pool for pure Landrace.
- Infrastructure improvements have started in our Dry Sow shed with installing hot dip galvanised penning

Piggery Future Focus

- The piggery current numbers to be sustained as it provides all students the ability to work and complete tasks with pigs
- Additional Technical Officer time allocated to the piggery to assist in production data improvements and maintenance
- We aim to complete the weighing shed and have a three-way drafting system to help monitor growth rates throughout the growers. We want to RFID tag selected growers from different sows to calculate milk and feed conversion to help develop EBV's for individual sows
- Upgrade or replace the finisher shed or install grower domes to industry standards to support our grower numbers which will assist in our training of Certificate III students, to give them the knowledge and skills in animal welfare
- Maintaining industry benchmarks which include:
 - 5 sows per batch
 - 11+ piglets born alive per litter
 - 80% AI success rate
 - 100kg pigs in 18 weeks of age
 - 98% conception rate



Farm - Sheep

Sheep Enterprise

The College runs approximately 3000 head of self-replacing Merino flock of AMS bloodlines, as well as a 100 head Poll Dorset Stud. The Poll Dorset Stud provides replacement ewes as well as rams offered for sale at the College Open Day auction held annually. Seven (7) alpacas are running with lambing ewes as herd guards. Our wool is auctioned in Perth through a broker, animals are sold for meat and supply the College abattoir, commercial abattoirs and sheep are also sold live at sale yards throughout Western Australia. The sheep enterprise provides the knowledge and skills for students to be assessed in a range of livestock units of competency, which includes shearing, wool handling, livestock handling techniques and daily operation tasks.

2022 Sheep Data

- The Merino flock consists of 37 rams, 1300 ewes, 14 wethers and 1200 lambs
- The Poll Dorset Stud consists of 9 rams, 36 ewes, 15 hoggets and 40 lambs
- Lambing results in our Merino mob was avg. 122%
- Embryo Transplant program results saw 8 ewes produce 43 embryos resulting in 23 lambs being born
- Poll Dorset Stud ram sale achieved excellent results, 17 PD rams sold and 1 passed through, selling after auction
- Sold 28 rams at the Open Day sale, as well as selling 160 ewes and 905 lambs throughout the year
- We sold 76 bales of wool
- 14 students completing a Certificate III in Advanced Wool Handling
- 9 students completing a Certificate II in Shearing
- 21 students achieving a Certificate II in Wool Handling

“The College allowed me to discover opportunities and develop new skills in real life working conditions.”

Jorja – 2022 Graduate



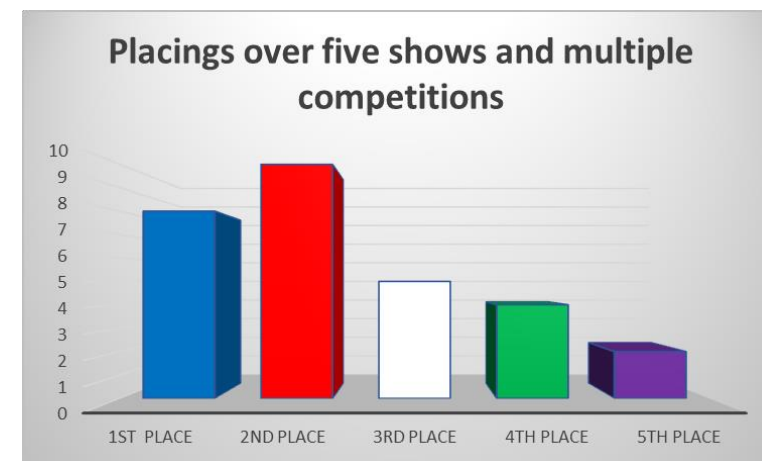
Farm - Sheep

Sheep Celebrations

- In partnership with WACSA and AWI, WACoA Cunderdin hosted an inaugural training day for all students
- Darkan show – 1st, 2nd and 4th place in Wool Handling, 2nd and 4th in Novice Shearing, 1st and 2nd in Wool Judging
- Dowerin Field Day – 1st, 2nd and 3rd place in Meat Sheep Judging, 2nd and 3rd place in Merino Sheep Judging
- Corrigin show – 2nd place at the College Challenge
- Perth Royal Show – 1st place at AWI Young Farmers Challenge (mix of shearing, wool handling and judging) 1st place in Meat Sheep Judging, 5th in Novice Shearing, 2nd in Novice Wool Handling, 3rd Merino Breeders Challenge (wool and carcass)
- Enterprise achieved amazing results at the Perth Royal Show with, wool that took home seven 1st places, one 2nd and one 3rd, our PD ewes, young rams, ewe lambs and ram lambs got two 1st places, three 2nd and one 5th place
- Boddington Show – 1st, 4th and 5th places in Novice Shearing, 2nd 3rd and 4th place in Wool Handling
- 6 students winning the AWI Young Farmers Challenge at the Perth Royal Show
- 4 students placing a 3rd place in the Merino Breeder's Challenge at the Perth Royal Show
- One of the College's students chosen for a scholarship to use towards further developing their career in the shearing industry

Sheep Future Focus

- Maintain and improve the sheep enterprise and class collaboration
- Use of modern technology to improve the enterprise (using drones to check mobs, during lambing time, when paddocks are too wet)



Mr Daniel de Beer, Farm Manager & Mrs Madison Corsini, Assistant Farm Manager

Residential

Residential Boarding

The College places priority on ensuring students who reside in boarding are provided a safe, welcoming and positive environment. Residential boarding makes up a significant component of students' time at the College, and the College takes the responsibility of 'carer' seriously. Residential boarding has seen many improvements over the course of 2022, which are outlined below.

Communication Processes

- Guidelines and Residential routines explicit and communicated to all students and parents. Printed and electronic versions made available and communicated through Induction, College Chatter and Assemblies
- Compass notes are made to ensure students emotional, physical and social wellbeing is recorded and monitored
- Positive reinforcement through positive notes home, celebrating wins at breakfast and dinner announcements, Chatter and social media
- We allow transparency and inclusion through parent communication, photos home, phone calls and Compass notes
- We encourage students to provide feedback through Student Council, discussions with supervisors and Residential Manager – no such thing as a bad idea
- Student focus to be fun, learning and respectful relationships
- Emphasis on orientation and induction for students and parents to encourage knowledge of school and boarding routines

"Overall, my child has been happy in the residential college, they have been supporting him to develop life skills"

Parent response – 2022 School Survey



Residential

Improved Menu and Dining Room

- New staff and focus on nutritious, colourful, home-cooked meals and snacks
- Dining Hall and kitchen changed to a colourful, welcoming environment with a homely feel
- Open communication to parents to ensure they are aware of the high calibre of food via social media posts
- Themed events to create and celebrate diversity
- Open Day and events catered for
- Feedback invited from students and kitchen staff ensure they gauge interest, ideas and feedback
- Train kitchen staff in basic computer skills

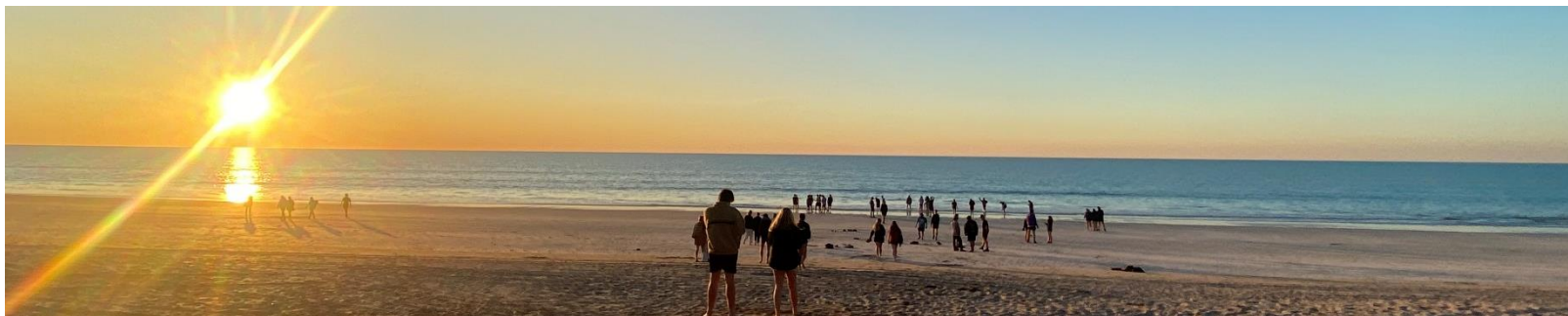
Staff Training and Development

- All staff have all mandatory certifications and training completed
- Training in specialist areas such Mental Health First Aid, Gatekeeper Suicide Interventions just to name a few

Excursions and Activities

- Looking at our practice of increasing the number and calibre of activities provided for students on weekends
- Feedback received from parents and students have informed our decisions moving forward
- Activities recorded for the Term in advance. No cancellation despite small numbers
- Looking at alternative venues and activities including Perth every weekend
- New gym equipment and break out area furniture to encourage participation in exercise, group meeting areas and mixing of students
- Clubs and activities to be broadened throughout the year

Kristine Van, Residential Manager



College Board Report

2022 in Review

The Board would like to acknowledge some of the fantastic successes of 2022 which include (but are not limited to):

- Success across agricultural shows and competitions throughout the state
- Danielle Iles, Cejay Hill and Jillian Morris 2022 SCSA VET Awards achievements
- Danielle Iles named a finalist for the prestigious Beazley Medal Award (VET)
- Emily Van Essen winning a gold medal at the World Skills WA Regional event for Automotive
- Exemplary ATAR, General and VET Certificate achievements across the board
- STEM Committee's AgriFutures grant to enhance technology across the College
- The College being named a Finalist in the 2022 WA Training Awards in the WA Small Training Provider of the Year category

The Board acknowledges once again the fantastic post-school pathway opportunities with graduates heading into university via direct or conditional entry or securing apprenticeships or employment before departing school.

The Board was pleased to be involved in discussions surrounding the review of the 'Residential Review Process' as facilitated by Deputy Director General Schools, Melesha Sands and Director of Agriculture, Sally Panizza. The Board looks forward to the finalisation of the new arrangements in 2023.

The Board acknowledges the importance of student voice in decision making and welcomed rotating Student Councillors to each meeting in 2022 to provide and update and seek the Board's feedback and/or endorsement on various initiatives.

The College Open Day was again a major success. The College's commitment to current state of the art machinery and equipment provides an important basis for training College students.

The Board was pleased to see the increased focus and resourcing directed to student wellbeing and support, along with strengthening the positive culture within the school based on a foundation of respectful relationships.

As Board Chair I would also like to thank my fellow Board members for their contribution to the Board's business and to the College.



College Board Report

As the outgoing Chair of the Board, I wish to make the following remarks:

I am very pleased with the way the College is positioned to continue its great educational success going forward. In my opinion with the appointment of Matt Dowell permanently and the appointment and development of staff across the College, the College is very well placed to continue achieving excellent student development, educational and employment outcomes.

I would also like to congratulate and thank on behalf of the Board, Graham Cooper who has agreed to be the incoming Board Chair. In my opinion Graham is well positioned and qualified to lead the Board in 2023 and beyond. Graham has received an Order of Australia Medal for his tireless volunteer work advocating for the Wheatbelt community and is involved with numerous community groups.

It has been a privilege and a pleasure to be involved with the College and I wish everyone best wishes for the future.

Greg Paust

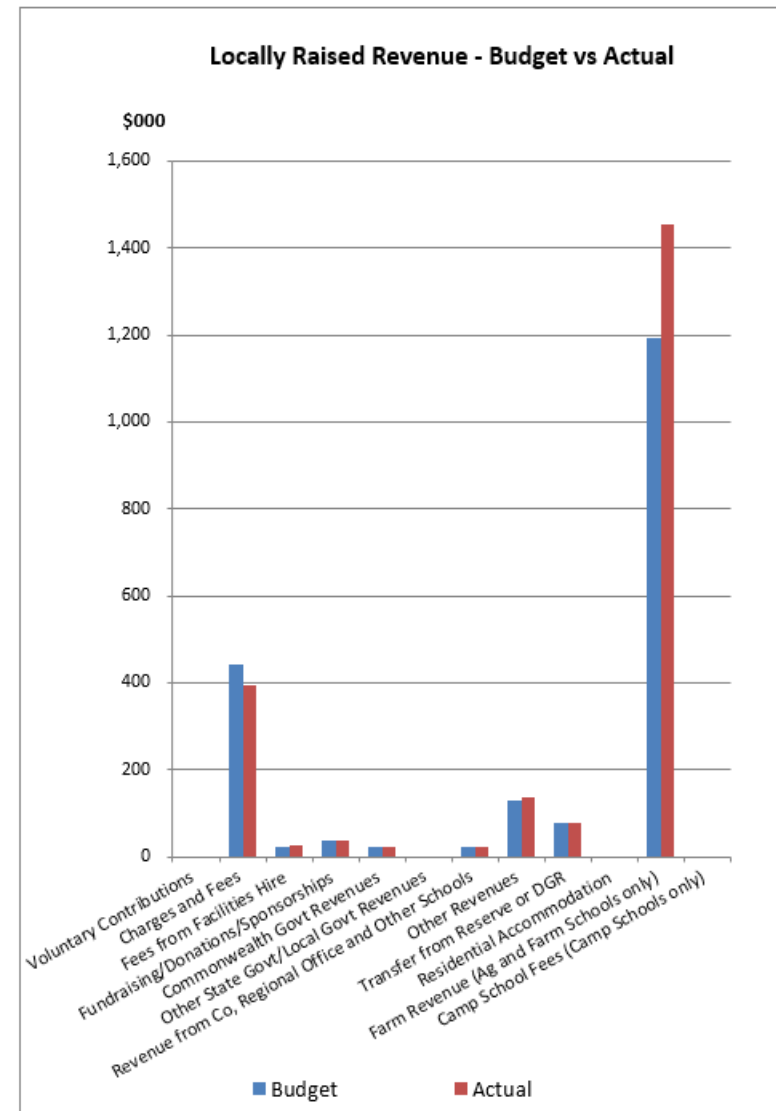
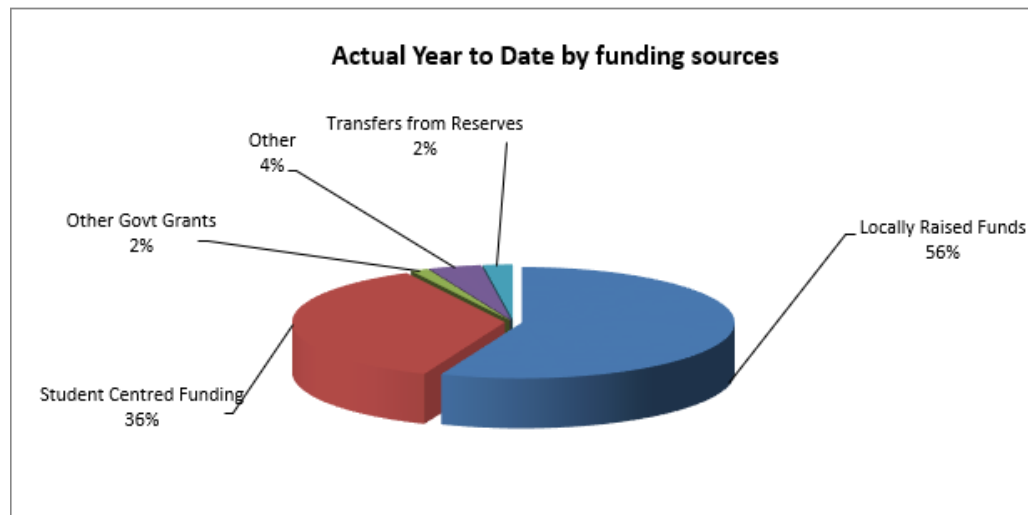
Board Chair

November 2022



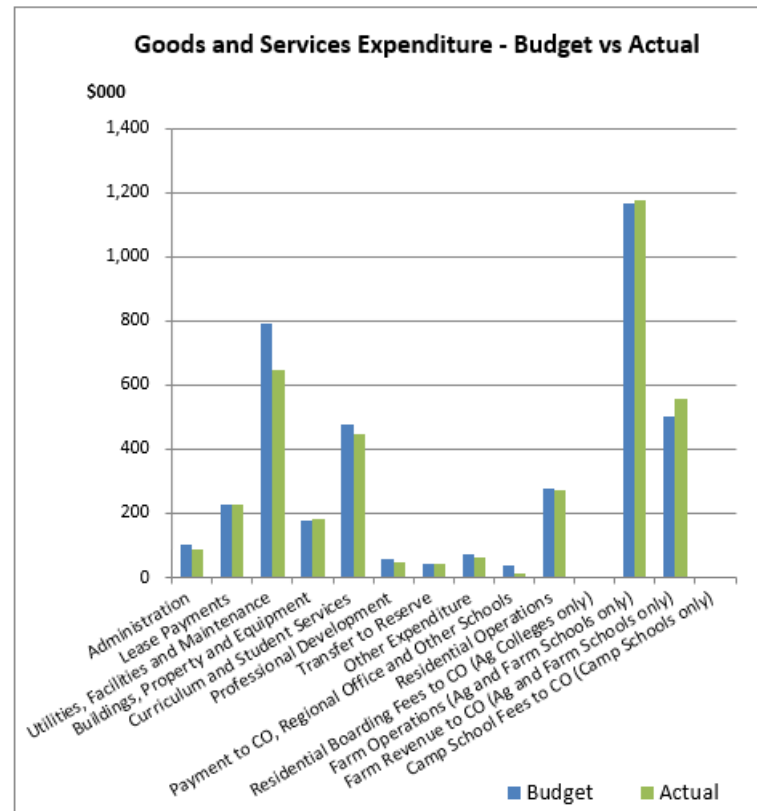
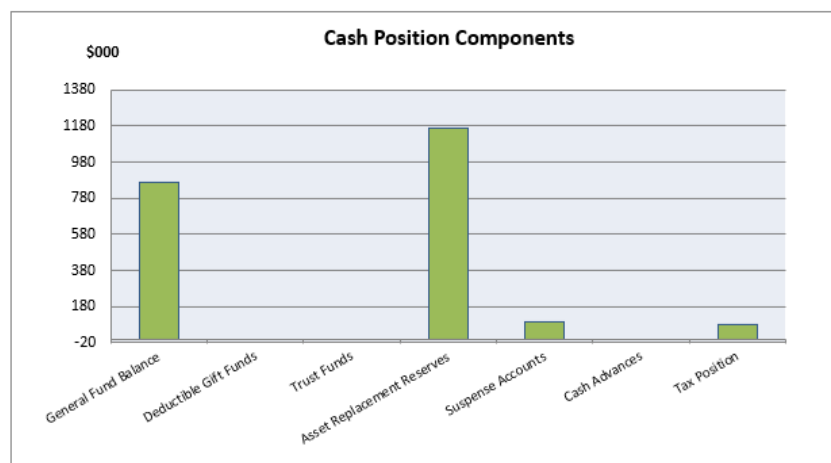
Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ 440,251.36	\$ 394,124.17
3	Fees from Facilities Hire	\$ 21,462.25	\$ 25,292.20
4	Fundraising/Donations/Sponsorships	\$ 35,625.49	\$ 35,626.11
5	Commonwealth Govt Revenues	\$ 22,631.00	\$ 22,631.00
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 23,538.40	\$ 23,538.40
8	Other Revenues	\$ 128,191.27	\$ 138,120.86
9	Transfer from Reserve or DGR	\$ 76,945.37	\$ 76,945.37
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 1,194,094.13	\$ 1,452,985.03
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,942,739.27	\$ 2,169,263.14
	Opening Balance	\$ 1,235,216.75	\$ 1,235,216.75
	Student Centred Funding	\$ 1,205,074.01	\$ 1,228,042.38
	Total Cash Funds Available	\$ 4,383,030.03	\$ 4,632,522.27
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 4,383,030.03	\$ 4,632,522.27



Financial Summary

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 104,984.12	\$ 86,148.46
2	Lease Payments	\$ 227,500.00	\$ 225,637.88
3	Utilities, Facilities and Maintenance	\$ 792,174.73	\$ 647,948.40
4	Buildings, Property and Equipment	\$ 179,749.00	\$ 182,906.02
5	Curriculum and Student Services	\$ 479,369.41	\$ 449,510.60
6	Professional Development	\$ 58,936.88	\$ 49,529.88
7	Transfer to Reserve	\$ 43,306.00	\$ 43,306.00
8	Other Expenditure	\$ 74,711.45	\$ 64,775.49
9	Payment to CO, Regional Office and Other Schools	\$ 38,391.30	\$ 10,780.10
10	Residential Operations	\$ 279,846.63	\$ 274,027.04
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 1,168,407.44	\$ 1,175,855.77
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ 500,635.80	\$ 556,805.80
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 3,948,012.76	\$ 3,767,231.44
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 3,948,012.76	\$ 3,767,231.44
	Cash Budget Variance	\$ 435,017.27	



Cash Position Components		
Bank Balance		\$ 2,208,085.52
Made up of:		
1	General Fund Balance	\$ 865,290.83
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 1,168,515.10
5	Suspense Accounts	\$ 95,335.59
6	Cash Advances	\$ -
7	Tax Position	\$ 78,944.00
Total Bank Balance		\$ 2,208,085.52



WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
Cunderdin

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