

# ANNUAL REPORT

## 2024



*Excellence and Innovation in Agricultural Education*



# WA COLLEGE of AGRICULTURE - HARVEY

*An Independent Public School*



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# Principal and Board Chair Message

This Annual Report provides readers with an insight into the performance of the College over 2024. It provides data and discussion across a wide range of topics to highlight the successes and challenges of the year and references directly to the College Business Plan priorities, targets and measures of success.

In general, the success of the College is the product of a number of factors including;

- ⇒ The happy and engaged student population who enjoy being at the College.
- ⇒ The highly professional staff with a personal and collective responsibility to improve student outcomes.
- ⇒ The shared understanding and commitment from students, staff and families to the high standards and expectations across the College.
- ⇒ The strong support and effective governance through the College Board and Agricultural Advisory Committee.
- ⇒ The strong culture of respect and care for everyone at the College.
- ⇒ The robust and effective practices and procedures to manage the myriad aspects of the College organisation.

Ultimately the main key to the success of the College is that staff, students, families and the wider community have an immense pride in the College and are invested in the success of our students.

Whilst celebrating success and exemplary performance is important, it is never wise to rest on one's laurels and the College continues to strive to improve. This report identifies success but also identifies areas for improvement and presents some of the strategies that will be employed in 2025 to make this happen.

We sincerely thank all those involved in the College for a highly successful year and recommend this report as providing an accurate and informative overview of the College for 2024.

*Stephen Watt*

Principal

*Vaughan Byrd*

Board Chair



Graduating Class of 2024





# Student Demographics

## Student Numbers (at August Census)

Student Group		2024	2023	2022	2021	2020	2019	2018	2017
Year 10	Boarding	36	38	36	25	43	32	30	30
	Day	14	10	14	22	7	18	18	21
	Total	50	48	50	47	50	50	48	51
Year 11	Boarding	48	51	37	55	45	41	48	41
	Day	14	17	22	5	26	18	18	17
	Total	62	68	59	60	71	59	66	58
Year 12	Boarding	40	26	49	36	24	47	35	34
	Day	16	25	6	21	23	16	18	9
	Total	56	51	55	57	47	63	53	43
Whole school	Boarding	124	115	122	116	112	120	113	105
	Day	44	52	42	48	56	52	54	47
	Total	168	167	164	164	168	172	167	152
Aboriginal		1	3	3	3	3	2	5	5

**Discussion:** Student numbers at WACoA Harvey have settled into a reliable and sustainable pattern across the three year groups to generate a total number of around 168 students. The numbers in the table above are those at the August census after several students had left over the course of the year. Detail on the destinations of these students is provided later. Typically, students on the wait list are offered a place when enrolled students leave the college over the year.

## Attendance

Semester 1 Attendance Percentage	2024	2023	2022	2021	2020	2019	2018	2017
WACoA Harvey	91.9	89.8	89.0	92.6	95.7	93.8	94.3	94.6
Like schools	88.1	88.8	85.9	89.7	93.6	92.3	88.7	89.2
State	82.2	84.9	80.4	84.4	87.3	86.8	87.6	87.8

**Discussion:** Typically, attendance is high at WACoA Harvey compared to like schools and the state. A number of effective strategies are in place to monitor and manage attendance including acknowledging high attenders, links to good standing and direct intervention when attendance drops below 90%.

Attendance of Aboriginal student across all years at WACoA Harvey in 2024 was comparable at 92.9% in 2023 which was significantly higher than the state attendance at 57.6% and higher than like schools at 86.5%. It must be noted that there was only one student across all year groups who identified as Aboriginal and that student left early in year 12 to employment. Typically Aboriginal students attend at comparable rates to non-Aboriginal students at Harvey.

## Retention - over 2024 of all year group

Year Group	Number of students in cohort at start of year	Numbers of students not returning for 2025 and reason	Numbers of returning for 2025	Percentage retention rate
10	50	Other school- 2 Apprenticeship- 1	47	94%
11	63	Other school- 1 Apprenticeship- 7 Employment- 3	52	83%
12	58	Employment- 2	56 (at graduation)	
Total	171	16	155	91%

**Comment:** Most students leaving before year 12 do so to apprenticeships or to employment with the intention to transition to an apprenticeship. Students leaving to other schools tend to have changed their minds about the course. One student returning to her previous school left because she did not manage the transition. This could be partly attributed to the College not supporting her well enough.

## Retention - over 2024 of all year group

Year	Numbers remaining from previous year	Number of new students	Total students in cohort
2022- cohort enter as Year 10s	N/A	50	50
2023- cohort in Year 11	46	22	68
2024- cohort in Year 12	58	0	58 (56 at graduation)

Total enrolments into the cohort over three years at College- 72 (50 + 22)  
Total numbers of cohort at graduation- 56  
Retention rate of cohort- 78%

## Post-School Destinations

Percentage of Year 12 Graduates	2024	2023	2022	2021	2020	2019	2018
Employment - Ag related	21	24	25	36	43	30	44
Employment - not Ag related	16	21	25	21	6	16	13
Apprenticeship/Traineeship - Ag related	9	8	30	9	26	1.5	9
Apprenticeship/Traineeship - not Ag related	36	21	4	21	15	29	15
Full-time training	4	4	6	2	2	6	6
University - Ag related	11	6	6	7	6	5	4
University - not Ag related	4	4	2	2	0	0	0
Looking for work	0	2	2	0	2	1.5	9
Unknown	0	10	0	0	0	11	0

**Discussion:** Graduates from WACoA Harvey are highly employable and generally find themselves well placed for direct employment in a range of agricultural and related trades careers. This is a reflection of their work readiness skills and attitude, and the high regard industry has for them. Graduates of 2024 were contacted early in 2025 and the same pattern of high intake into meaningful employment and training was indicated.

There was only one Aboriginal Year 12 student in 2024 who left early in the year to employment.



# Class Performance

## Highlights

- Completion and commissioning of two additional classrooms within the class area.
- Positive collaboration with farm staff to create rich and engaging learning experiences.
- ABC Heywire Competition – Great participation from students, great memoirs shared in Weekly Wrap and a student winning the competition.
- Involvement in School events – WACOAHS Carnival, Swimming Carnival, Quiz Night, Country Week, Graduation, Open Day, Transition.
- Enriching Agricultural curriculum with industry excursions
- Year 12 Job Interviews conducted by external volunteers
- Acknowledgement of teacher workload issues – reduction in report comment requirements
- Participation in Extension Pathway remains higher than previous ATAR participation.

Activity	Purpose
<b>Classroom Activities</b>	
Mock Job Interviews - Rotary Members conducted mock interviews giving students feedback	To develop work readiness in students
Hard Quiz	Improve reading engagement & comprehension
ABC Heywire Competition	Engaging students in meaningful writing. Enabling youth voices to be heard in broader community.
Using College Farm to enhance learning: Bean Produce for Purpose Project Plan a Crop Project Farm Audit	Practical application of Produce for Purpose concepts Cross Curricular Sustainability
A variety of hands-on Science investigations and experiments	To motivate students and enrich their learning
<b>Excursions</b>	
A wide variety of industry and educational visits including:	Practical industry application of Animal and Plant Production Systems curriculum concepts
Many local farms, feedlots, a horticultural packaging facility, Muresk & Dowerin Field Day, Murdoch and Curtin Universities	Explore future work and study options

## Challenges

- Achieving effective behaviour management and high levels of student behaviour.
- Tight curriculum time and frequent interruptions to classes.
- Management of teacher workload – ability to achieve a sustainable work/life balance whilst meeting departmental, parent and student expectations.
- Staff dynamics
- Maintaining appropriate boundaries when discussing personal values and perspectives within the English curriculum.
- Supporting students with low literacy and numeracy.

## Performance Data

Online Literacy and Numeracy Assessment (OLNA):

Percentage of students demonstrating standard	Prequalified via NAPLAN	Year 10		Year 11		Year 12	
		R 1	R2	R1	R2	R1	R2
Year 10 cohort	8	64	81				
Year 11 cohort	10	59	69	77	85		
Year 12 cohort	13	59	68	73	79	86	91

**Discussion:** Typically students enter the College with relatively low rates of prequalification across the three categories (reading, writing, numeracy). However, as a result of OLNA having a different assessment methodology, increased student engagement when at the College and significant support from staff, there are high rates of improvement once students are at the College. In the 2024 Year 12 cohort, 5 students did not achieve the literacy and numeracy benchmark for WACE despite numerous attempts and supports.



Western Australian Certificate of Education (WACE):

Percentage of Year 12 WACE eligible students	2024	2023	2022	2021	2020	2019	2018
Achieving minimum literacy and numeracy standard- School	91	94	96	95	96	90	96
Achieving WACE - School	91	94	96	95	94	90	96
Achieving WACE - Like schools	93	90	91	88	95	91	88
Achieving WACE - Public schools	90	90	89	89	92	89	89

**Discussion:** WACoA Harvey students typically achieve WACE at higher rates than other schools but 2024 was slightly lower. Meeting literacy and numeracy standards via OLNA is the main impediment to WACE as indicated by the close alignment between WACE attainment and the rate of literacy and numeracy standard achievement. Five WACE eligible students did not achieve WACE in 2024 due to failure to pass all components of OLNA.

Extension Pathway

2024 was the second year that students graduated from the new General Extension Pathway which provides a university pathway via the Curtin UniReady Program. 18% of our Year 12 cohort completed this pathway.

Of these students 71% successfully completed all four of the required UniReady units and were eligible for university entry. Of the nine students that completed the General Extension Pathway, 6 students had been offered a university place. Another three students not engaged in the General Extension pathway had also been offered university places. This reflects the increasing practice of universities offering places through many means other than ATAR.

Planning for Improvement

- Improving our efficiency and the effectiveness of our communication with parents.
- Improving our quality of teaching.
- Working together to maintain the health & well-being of staff.



# Farm Performance

## Highlights

- Farm Management restructured creating three divisions – Livestock, Crops and Horticulture, and Services to align with industry.
- KPI's were established for each enterprise, including a KPI for the number of educational outcomes that need to be signed off by each TO to focus attention and improve accountability.
- The college dairy maintained its status in the Bega top 50 for Bulk Milk Cell Count finishing the year at number 12.
- The dairy upgrade was completed with addition of a calf milk line.
- An average of 29.7L milk produced per cow.
- Pregnancy rate of 98 percent in the dairy herd.
- The Pasteuriser was recommissioned and HACCP certification achieved with milk supplied to the college kitchen.
- The beef feedlot was rebuilt, and a feed trial completed in cooperation with teaching staff and students.
- 125% lambing across merino and crossbred flocks.
- The flock averaged 16.9 micron.
- Hydroponic shade house provided vegetables to the kitchen year-round.
- The fruit grader was recommissioned with mandarins sorted and sold in the Perth market.
- The piggery was recommissioned and finisher pigs produced in partnership with Westpork and DBC.
- APIQ Certification achieved in the piggery.
- Poultry produced an average of 142 eggs per day for the year (38,510 eggs in total).
- A Crops and Horticulture Plan has been completed following consultation with AC members. Physical changes will begin in 2025.

## Challenges

- Juggling priorities between commercial practices and educational outcomes.
- Limited number of casual staff able to assist at short notice.
- Regularly changing student schedules.
- Traditions and embedded cultural practices.
- Limited water resources.
- Increasing costs making the maintaining and developing of aging resources more difficult.
- Responding to Worksafe incidents.

## Performance Data

	Students enrolled	% achievement
Certificate II in Agriculture	51	100
Certificate II in Production Horticulture	40	42
Certificate II in Wool Handling	7	100
Certificate II in Shearing	8	25
Certificate III in Agriculture	24	100
Certificate III in Advanced Wool Handling (SW TAFE)	9	100

**Discussion:** The small number of students enrolling in the Certificate II in Wool Handling and Certificate II in Shearing reflects the number of students interested. The low achievement rate in the Certificate II in Production Horticulture is due to only having the qualification on the College's scope for 6 months of the year. The low achievement rate in the Certificate II in Shearing reflects the difficult benchmark skills required to achieve the qualification.

## Planning for Improvement

- Implement the WACoA Learning Management Software to streamline qualification delivery and Unit of Competency completion tracking.
- Review enterprise plans and ensure they reflect industry best practice and maximise student learning outcomes.
- Improve the use of Safe Ag Systems, Reach and Agri-Webb technology.
- Improve the theory delivery for the Certificate II in Agriculture, Certificate II in Production Horticulture, Certificate II in Shearing and Certificate II in Wool Handling.
- Complete various infrastructure upgrades including a new farm classroom/meeting area, dairy renovations and laneway/fencing upgrades.



# Farm Performance

## Competitions and Events

Competition	Results	Event
Farm Skills	2 <sup>nd</sup> Place	Combined score for all events
AWI Wether Challenge	Champions	Future Breeders Challenge AWI Ag College Competition
Perth Royal Show	Reserve Champions 2 <sup>nd</sup> Place	Fleece Shearing Competition
Gate 2 Plate	2 <sup>nd</sup> equal with 2 teams	Schools challenge
Waroona Show	1 <sup>st</sup> Place	Pen of Three Home Grown Heifers
Brunswick Show	Champion Reserve Champion 1 <sup>st</sup>	Eggs Heavy Steer Pen of 2 – Weaners
Equine Challenge	1 <sup>st</sup> Place	Interschool Challenge



# Trades Performance

The Trades Department delivers training across four specialised workshops: Automotive, Engineering, Furnishings, and Construction. These workshops replicate real-world commercial environments, ensuring students are well-prepared for workforce challenges. Staff actively engage with industry to stay informed of evolving practices, maintaining high standards in both facilities and training delivery.

The department's primary goal is to foster self-directed learning and workforce readiness. By addressing literacy and numeracy needs while delivering a broad range of industry-endorsed trade skills, the team cultivates a supportive and engaging learning environment. Consistent feedback and a collaborative team culture further empower students to become confident, employable adults.

## Highlights

- **Successful RTO Audit:** Maintained compliance and registration.
- **High Qualification Output:** Trades accounted for 63% of the College's qualifications, with a total of 267 issued.
- **Trades Employment Success:**
  - ⇒ 27 students from the Class of 2024 are now employed in trades-related fields.
  - ⇒ 24 of these students have secured apprenticeships or traineeships.
- **Industry Engagement:** Established partnerships with leading companies, providing students with invaluable career exposure through excursions, incursions, and work placements. (*Students who secured apprenticeships at these companies are listed in italics.*)
  - ⇒ **Mineral Resources** – *Matthew Brown, Roy Slater, Eli Gibellini, Jacob Dilley*
  - ⇒ **Apprenticeship Community, Construction Futures Centre, and Alcoa**
  - ⇒ **Bruce Rock Engineering**
  - ⇒ **South32**
  - ⇒ **Komatsu**
  - ⇒ **AFGRI Equipment (Northam and Dowerin)**
- **Advisory Collaboration:** Consulted with the Trade Advisory Committee—including ABN Group, Piacentini, Mineral Resources, and Alcoa—to align training with industry needs.
- **Literacy Strategy:** Introduced visual instructional aides to enhance literacy, safety, and student competency.
- **Achievement Benchmarks:** Met IPS benchmarks for Trade Vocational Qualifications, progressing toward 100% compliance.

- **Innovations in eLearning:** Developed online resources for offsite learning.
- **WHS Compliance:** Maintained strict safety and assessment protocols.

## Challenges

- **Compliance Overlap:** Navigating the complexities of vocational training and educational department requirements presents ongoing challenges.
- **Staffing Constraints:** Relief staff training and secondments place significant pressure on permanent staff and schedules.
- **Ageing Resources:** Equipment maintenance consumes time; the addition of a dedicated technician would enhance efficiency and align with best practices.

Maintenance takes up an inordinate amount of time as the resources get older. A technician to support student learning has been raised and would be beneficial. This would help us align with best practice at other educational institutions.

## Resource Updates

- New drainage in the Construction yard.
- Replacement of key machinery: Spindle Moulder and Belt Sander.
- Additional metal lathe acquired.
- Enhanced Safe Operating Procedures to simplify literacy demands.
- New apprenticeship pathways poster to support career decision-making.

## Extra-Curricular Activities

- Year 10 Trades Tour (ALCOA): Insight into local mining practices.
- Year 11 Trades Tour (Dowerin): Exposure to diverse industry methods.
- After-School Engineering Program: Facilitated large-scale student projects.
- Industry Incursions: Strengthened awareness of apprenticeship opportunities.
- Workplace Learning Visits: Staff aligned practices with industry expectations.



## Trades VET Results 2024

Qualification completion rates reflect strong achievements in foundational skills, with some extension qualifications presenting challenges to provide enough time for achievement..

Qualification		2024		% of achievement (enrolled number)	
		Student Achievement	Percentage achievement	2023	2022
Automotive	Certificate II in Vocational Prep	55/56	98%	98% (44)	100% (54)
	Certificate II in Servicing Technology <sup>1</sup>	6/33 Eligible 6/10	18% 60%	46% (13)	50% (32)
Metals	Certificate II in Engineering Pathways	55/56	98%	100% (45)	91% (53)
	Skills Set - Certificate II Engineering (3 UOC) <sup>2</sup>	0/33	0%	8% (1)	63% (17)
Construction	Certificate I in Construction	62/63	98%	98% (50)	90% (45)
	Certificate II in Construction Pathways <sup>3</sup>	29/29	100%	100% (28)	90% (9)
Furnishings	Certificate II in Furniture Making Pathways	62/63	98%	100% (51)	84% (51)
	Skills Set – Certificate II Furnishings (4 UOC) <sup>4</sup>	13/29	45%	100% (18)	100% (20)

**Discussion:** The first qualification in each industry area is the base qualification all students are expected to achieve. The second qualification/skill set in each Trades industry area supports student extension.

<sup>1</sup> **Certificate II in Automotive Servicing Technology** – Of the 33 students enrolled, only 10 were eligible to complete the qualification due to the volume of learning requirements. Eligibility depended on the year of enrolment and completion of trade extras in Years 11 and 12. The mandatory focus on all trade areas does reduce available time, limiting completion to 12 weeks per context area. <sup>2</sup> **Skill Set – Certificate II in Engineering** – This skill set benchmark requires three units of competency. In 2024, no students (0%)

completed all units, as many prioritised larger projects like trailers and ute trays, over unit of competency completion. For example, if a project didn't require TIG welding, that unit remained incomplete. A shift from 24-week to 12-week semesters, also impacted completion rates. <sup>3</sup> **Certificate II in Construction Pathways** – This qualification shares substantial content with Certificate I in Construction, allowing students to complete it within the reduced 12-week timeframe. Those who had already completed Certificate I were able to meet the higher qualification requirements. <sup>4</sup> **Skill Set – Certificate II in Furnishings** – This skill set requires four units of competency. In 2024, 13 of 29 students (45%) completed all units. Again, many prioritised larger practical projects, affecting completion rates. For instance, if a chosen project didn't involve certain woodworking techniques, related units remained incomplete. This could previously be mitigated over a year course but not in a semester course.

## Planning for 2025

- Manage staffing constraints due to retirements and leave.
- Review Skill Set benchmarks and assess whether the 2022 timetable change, making all trade contexts compulsory, is effective. Should benchmarks be lowered, delivery extended to 24 weeks again for Year 12, or projects simplified to improve achievement
- Investigate / trial safety LMS “Onguard V3” for training, assessment and digital record keeping of safety inductions on machinery.

## Business Plan Target Achievements

Measure	Status	Comment
100% of students achieve <u>base</u> qualifications	Not Achieved	
95% achieve higher-level qualifications	Not Achieved	48% of eligible trades focus students achieved a higher qualification or skill set
Staff professional development participation	Achieved	All staff completed additional training.
Network engagement by instructional staff	Achieved	Regular industry communication maintained.
CMS training for all staff	Not achieved	Ongoing implementation with peer reviews.
Operational plans implemented across all areas	Implemented in Trades	Continuous reflection and updates ongoing.

# Residential Performance

## Highlights

- ⇒ Busselton Camp
- ⇒ School Ball
- ⇒ Halloween Dinner
- ⇒ Student Dinner
- ⇒ National Boarders Week
- ⇒ Day students optional add in to more weekend excursions
- ⇒ More weekend planning done in advance with advertising
- ⇒ Duty Reports implemented into the shift for a more effective communication method

## Challenges

- ⇒ Effective form of communication between residential staff whilst on shift
- ⇒ Internet and phone reception on site
- ⇒ Continued offering of activities meaning staff are needing to use personal time to prepare
- ⇒ Requirement to use Hoffman as a split dorm to enable extra girls.
- ⇒ Increasing demand on staff helping students cope with life.
- ⇒ Higher demand on staff to cover administrative tasks
- ⇒ Balance of staff skill requirements
- ⇒ The lack of ability to have all staff together regularly

## Planning for Improvement

- ⇒ One weekend per term of Day student weekend stock cover to allow for longer excursions
- ⇒ Compass excursion planning
- ⇒ Earlier weekend planning cut off to allow for admin meeting approval & changes
- ⇒ Change of staff pairing to allow changes to activities on offer
- ⇒ Slight change of sleepover shift rostered time to allow for some prep time before the start of shift
- ⇒ More balancing of afterschool activities between staff
- ⇒ Working in more planning time and crossover with all staff
- ⇒ Microsoft Teams as a method of staff communications on shift

## Recreational Activities conducted

### Weekend

Recycling Regatta  
Gravity Indoor Trampolines  
Wildcats NBL Game  
Busselton Camp  
Dockers AFL game at Optus  
Perth Zoo  
Ice Skating  
Laser Tag  
Underwater Observatory Busselton  
Surfing lessons in Mandurah  
Mandurah Giants tour  
Forrest Adventures High Ropes  
Glowing Rooms 3D mini Golf Fremantle  
Fremantle Prison  
Fremantle Markets  
Brunswick Show  
Kayaking at Harvey Dam  
Trout Fest Waroona  
Margaret River Road Trip  
Year 12 Boarders Dinner at Brugan  
Year 11 Boarders Dinner at Australind Chinese Restaurant  
Year 10 Boarders Dinner at Stirling Cottage  
Collie Show  
Ten Pin Bowling  
Hoyts Cinemas  
Timezone  
Mandurah Shopping & Picnic Lunch  
Fishing at Harvey Dam  
Eaton Fair  
Karaoke by the Firepit  
Movies/Footy on the big screen

### After School Activities

Cooking Year 12s  
Dorm Challenge  
Pool Comp  
Talking Circles  
Wednesday sport night  
Grain sampler training  
Junior judging training  
Big Blue Table Dinner & Scavenger Hunt  
Halloween dinner  
Boot Polishing  
Darts for Maths  
National Boarding Week Activities  
RSA assistance  
Yoga  
Boot Camp Fitness Group  
Art & Crafts  
Basketball  
Netball  
Hockey  
Pizza Night  
Damper Making & Marshmallows by the fire  
Treasure Hunt  
Pig Hunting  
Documentary Nights



# Surveys

- National School Satisfaction Surveys of staff, parents and students are normally conducted each year. However, this did not occur in 2024 because the support and platform for the templates was removed and not replaced at a system level.
- The Year 12 leaver destination survey was conducted and the results are located earlier in this report.
- Parents of new students in 2024 were surveyed using a College based platform with the results. Presented below.

Survey questions were rated using a rating scale of: strongly agree, agree, neutral, disagree, strongly disagree. Percentages are calculated as the proportion of positive responses (strongly agree and agree) compared to total responses.

Parent survey categories	Percentage positive responses averaged across all questions in the category
<ul style="list-style-type: none"> <li>• Initial contact– communication, college and enrolment materials.</li> </ul>	89
<ul style="list-style-type: none"> <li>• Selection process– communication, interview, tour and principal presentation.</li> </ul>	94
<ul style="list-style-type: none"> <li>• Offer of Place– communication about course, fees etc.</li> </ul>	94
<ul style="list-style-type: none"> <li>• Transition Program– communication, organisation, value of program.</li> </ul>	90
<ul style="list-style-type: none"> <li>• First couple of weeks– communication, child settling in to the College, parents comfortable and confident.</li> </ul>	94
<b>Parent comments about why they chose WACoA Harvey</b> <ul style="list-style-type: none"> <li>• The programs offered for more 'hands on learning' students. The extra curricular activities offered to students. The brilliant facilities and awesome staff.</li> <li>• We know past students who totally loved and recommended Harvey Ag and also because of its yr 10 intake and the diversity it shows made it a superior choice for our child to apply.</li> <li>• The opportunities that presents to my children whilst attending the college. The life skills that my children will discover whilst learning at the college.</li> <li>• Atmosphere and positive feedback from existing boarders</li> </ul>	
<b>Parent suggestions for improvement</b> <ul style="list-style-type: none"> <li>• It would be good to run some team building games or activities to break the ice for the students at the beginning of the induction.</li> <li>• I would like to see the time between application and acceptance narrowed down a little bit. We applied early February and never knew we were accepted until very late in the year, the suspense was a little overwhelming in deciding what would become of our future if we had not been accepted into this great school</li> <li>• Whilst this has improved in recent times, making sure that reasons for non selection/hold are explained clearly and with transparency</li> </ul>	

**Discussion:** Whilst formal surveys of staff, parents and students was not undertaken in 2024, all anecdotal evidence supports the view that all parties are happy with the college. One measure is the number of applications from siblings which continues to be high. Staff are responsive to feedback and dedicated to improving the learning and living experience for students.

# Resource Management

## Financial Summary as at 31 December 2024

The College manages significant financial, physical and human resources and is very complex relative to the student population. This complexity arises from the significant Farm and Trades operations and the Residence at the College. This has implications on the scope and scale and management of infrastructure, staff and finances.

### Finances

Like all schools, the College is funded under the Student-Centred Funding model which provides funding based on student numbers and other factors. As indicated in the following tables, significant finances flow through the College. These funds are extremely well managed by the Manager Corporate Services plus cost centre managers. The College routinely carries a surplus of approximately \$350,000 from year to year to buffer against unexpected costs, but lives sustainably within the funding provided each year.

## Cash Position—as at 31 December 2024

Bank balance item	Amount \$
General Fund Balance	214,647.75
Asset Replacement Reserves	967,118.05
Suspense Accounts	154,773.65
Cash Floats	-80.00
Tax Position	3220.00
Total Bank Balance	1,339,679.45





## Revenue Position—as at 31 December 2024

Revenue – Cash	Amount \$
Voluntary Contributions	11,293.00
Charges and fees	461,175.83
Fees from Rent/Facilities hire	93,625.54
Fundraising/Donations/Sponsorship	26,142.45
Commonwealth Gov't revenue	5,441.00
Other Revenue	212,704.02
Transfer from Reserve Accounts	265,384.51
Residential Boarding Fees	982,048.00
Farm Revenue	1,201,139.14
<b>Total Locally Raised Funds</b>	<b>3,258,953.49</b>
<b>Opening Cash Balance— carry over from 2023</b>	<b>153,003.67</b>
<b>Student Centred Funding</b>	
Farm Operating Grant	252,800.00
Residential Operating Grant	289,690.00
Chaplaincy Funding	16,763.46
Utilities	244,226.08
Farm Trust Recoups	578,946.86
Other Cash Allocations	90,633.68
<b>Total Student Centred Funding</b>	<b>1,473,060.08</b>
<b>Transfer from Salaries</b>	<b>188,053.77</b>
<b>Total Cash Revenue</b>	<b>5,073,071.01</b>
<b>Expenditure - Cash</b>	<b>Amount \$</b>
Administration	67,709.37
Utilities, Facilities and Maintenance	450,805.89
Buildings, Property and Equipment	692,026.16
Curriculum and Student Services	488,867.28
Professional Development	73,875.01
Transfer to Reserve	158,702.00
Other Expenditure	77,293.90
Residential Operations	279,425.00
Residential Boarding Fees to Central Office	977,424.59
Farm Operations	1,116,982.06
Farm Revenue to Central Office	475,312.00
<b>Total Cash Expenditure</b>	<b>4,858,423.26</b>
<b>Cash Surplus as at 31.12.24</b>	<b>214,647.75</b>

Revenue – Salaries	Amount \$
Salaries – Carry forward from 2023	471,255.37
<b>Student Centred Funding</b>	
Farm and Residential Salaries	2,695,276.69
Student Funding Allocation	2,862,570.16
Targeted Initiatives	181,077.78
Transfers	-210,410.00
Department Adjustments – Residential Supervisor change in level	-447,185.00
<b>Total Student Centred Funding</b>	<b>5,081,329.63</b>
<b>Total Salaries Revenue</b>	<b>5,552,585.00</b>

Expenditure Salaries	Amount \$
<b>Salaries Expenditure 2024</b>	<b>5,090,638.00</b>
<b>Total Salaries Surplus 31.12.24</b>	<b>461,948.00</b>



## Human Resources:

As a result of the Farm and Residence, the College employs a large staff resource across many different awards. An additional complexity is that the College operates 24 hours per day, 7 days per week in school term time and 365 days of the year. Education Act teaching staff only represent a minor part of the entire staffing. Strong and effective processes for induction of new staff and Performance Management of all staff, plus a core group of highly effective leaders assist to manage the diverse and complex staff.

In addition to the staff identified in the following table, the College has access to a School Psychologist (2 days per week), a Chaplain (2 days per week) and a School Nurse (0.5 day per week).



STAFF	FTE	TOTAL STAFF
<b>Leadership Ed Act</b>	<b>6.00</b>	<b>6</b>
Principal	1.00	1
Vice Principal	1.00	1
Student Services	1.00	1
Head of Farm Training	1.00	1
Head of Class	1.00	1
Head of Trades	1.00	1
<b>Class</b>	<b>7.55</b>	<b>10</b>
Teachers	6.75	9
Education Assistant/ Lab Assistant	0.80	1
<b>Trades</b>	<b>4.00</b>	<b>4</b>
Teachers	2.00	2
Vocational Trainers	2.00	2
<b>Farm Staff</b>	<b>13.60</b>	<b>14</b>
Farm Manager	1.00	1
Assistant Farm Managers	2.60	2
Technical Officers	10.00	11
<b>Administration</b>	<b>6.85</b>	<b>9</b>
Manager Corporate Services	1.00	1
School Officers	5.20	6
Workplace Training Officer	0.40	1
Network Administrator – IT	0.40	1
<b>Kitchen Staff</b>	<b>6.70</b>	<b>7</b>
Chef/Cooks	3.00	3
Kitchen Hands	3.70	4
<b>Cleaning Staff</b>	<b>7.00</b>	<b>9</b>
Head Cleaner	1.00	1
Cleaning Staff	6.00	8
<b>Residential Staff</b>	<b>7.70</b>	<b>11</b>
Head of Residence	1.00	1
Residential Supervisors	6.70	10
<b>Total Staff</b>	<b>62.40</b>	<b>70</b>



# Achievement of Business Plan Targets

## Effective students

Performance Measure/Target	Rating	Comment
100% students achieve WACE.	Not achieved	91% - 5 students did not achieve due to failure to pass all elements of OLNA.. History indicates 100% is difficult to achieve due to challenges of meeting all OLNA elements.
10% students undertake the University Entrance Pathway.	Achieved	18% of the graduating cohort were enrolled in the University Entrance Pathway
90% of University Entrance Pathway students successfully complete course requirements.	Not Achieved	71% passed the Curtin UniReady Course and were eligible for university entry.
100% year 12 graduating students achieve Certificate II in Agriculture plus another four full Certificate II or III qualifications.	Not Achieved	77%. 13 students failed to achieve target. Of those there was only 4 that had sufficient time to achieve. The other 9 students enrolled in year 11 and undertook weekly work experience in year 12 so did not have sufficient training time to achieve.
100% students achieve their base Trades qualifications after completing two semesters.	Not Achieved	82%. Of the graduating year 12's 10 students did not achieve the four base qualifications. Of these, 8 were year 11 enrolments and had met the criteria for weekly work experience in year 12 so did not have enough training time to achieve all four Trades qualifications. The remaining 2 students did have sufficient training time.
95% Trades focus students achieve identified higher level qualifications in their option area/s.	Not Achieved	Range of achievement across the four Trades areas. A focus for 2025 is to review the higher level qualifications and what is realistic in the time frame.
95% of Farm focus students select Certificate III in Agriculture.	Not achieved	71% of farm focus students selected Certificate III Agriculture. One of the prerequisites of attempting Certificate III Agriculture is that students must have completed Certificate II Agriculture. For students entering at year 11, this is often difficult.
100% of students selecting Certificate III in Agriculture achieve the qualification.	Achieved	100% achievement
100% of students complete at least one community service or volunteer activity each year.	Not assessed in 2024	This is an aspirational measure. Whilst many students are involved in community service/volunteer activities, at present it is not coordinated or tracked.
Student NSOS survey data will reflect >90% positive satisfaction in all measures.	Not assessed in 2024	NSOS Surveys were not available in 2024. Parent, student and staff surveys will be conducted in 2025 using Forms software.
Aboriginal students' performance comparable with non-Aboriginal on all measures of performance.	Achieved	The one year 11 Aboriginal student's performance was comparable with her peers and is on track to achieve WACE and the range of qualifications. The one Aboriginal student in year 12 left for employment during the year .
100% graduates engaged in further study or employment by March the year after leaving school.	Achieved	

## Effective staff

Performance Measure/Target	Rating	Comment
100% of trainers and assessors are involved in at least one industry placement or training opportunity per year to maintain currency.	Not Achieved	Majority of staff achieved this through visiting students on WPL and other industry partners
All staff undertake at least one professional learning opportunity in addition to the designated school development days.	Achieved for staff groups with direct student contact	Residential supervisors, teaching and training staff tend to easily access additional PL. .
100% of staff are compliant with all departmental and school determined mandatory professional learning.	Achieved	Routine checks are made of staff compliance each term and deficiencies rectified.
All instructional staff engage with networks to support their delivery and assessment.	Achieved	Formal networks- AEAWA, SWETA, MAWA, Trade and Agricultural Advisory, Moderation partnerships. Informal networks through industry contacts.
100% of instructional staff trained in Classroom Management Strategies or similar as appropriate to their work role.	In progress	All teaching staff have completed CMS Foundation Training
>90% positive responses by staff on NSOS surveys about job satisfaction and general well-being.	Not assessed in 2024	NSOS surveys were not available to schools in 2024. In 2025 the school will undertake these using Microsoft Forms.
Positive feedback from parents/community.	Achieved	Minor negative feedback was dealt with and resolved as effectively as possible.
Meet all health requirements/regulations	Achieved	Pasteuriser back in operation with Harvey Shire oversight

## Effective Living and Learning Environment

Performance Measure/Target	Rating	Comment
Attendance- overall school attendance greater than 90%.	Achieved	91.2% compares favourable with like schools and all schools.
Retention – no student leaves the College before the end of Year 12 due to deficiencies in the College.	Achieved	Students leaving before the end of year tend to do so for apprenticeships of employment. Those enrolling at another school tend to do so because they have changed their mind about their preferred career pathway.
Enrolment data- numbers of applications exceed places available.	Achieved	Applications continue to exceed available place by a factor of around 3.
Student and parent NSOS surveys- minimum 90% average positive Responses to all survey questions.	Not assessed in 2024	NSOS survey tool was discontinued so not available.
Operational plans in place for all faculty areas and whole school approaches.	In progress	Ongoing work required
Aboriginal Cultural Standards Framework- action plan and progression along continuum.	In progress	Progressing in most areas of the framework.
All external audits and compliance measures meet expectations.	Achieved	Passed SCSA On-site Subject audit for Yr 12 Animal Production Systems TAC 5 year RTO re-registration audit passed.– 7 year return Public School Review completed– 3 year return
Positive feedback from parents/community.	Achieved	All anecdotal evidence plus new parents survey data indicates positive feedback. Minor issues that arise are dealt with in a timely and efficient manner.





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