

# ANNUAL REPORT

## 2019



*EXCELLENCE AND INNOVATION IN AGRICULTURAL EDUCATION*



**WA COLLEGE of AGRICULTURE - HARVEY**  
*An Independent Public School*





# UNDERSTANDING THE ANNUAL REPORT

The 2019 WACoA Harvey Annual Report provides parents, guardians and community members with an overview of how the WA College of Agriculture—Harvey performed over the past year. It contains information about students academic performance, attendance, school programs, staff and student achievements and highlights.

This includes an analysis of how we went in terms of our targets and milestones, our school attendance, academic results and financial position.

A focus for the 2019 year was to produce our 2020-2022 Business Plan together with our Operational Plans and our Workforce Management Plan. We have over the year gone from strength to strength with the work that has been conducted and reviewed with the Agriculture Advisory Committee, Trades Advisory and the College Board.

**VISION:** *Excellence and Innovation in Agricultural Education*

**VALUES:** *Respect, Aspiration, Safety*

**MOTTO:** *Innovation, Integrity, Loyalty*





## THE COLLEGE CONTEXT

The Western Australia College of Agriculture—Harvey has a long standing reputation for excellence and a history of producing fine, young citizens.

The College is situated on the foothills of the Darling Scarp in the high rainfall zone. It is located some 145 km south of Perth, 20km inland from the coast and 35km north of Bunbury. The 940ha College farm, spread across two sites, boasts some of the most productive irrigated and dry land available in the state, enabling the production of a diverse range of agricultural enterprises.

Today, the College has emerged to be a leading independent, secondary educational institution, within the public system. It is using its “**world class**” residential, trades, farming, recreational and classroom to provide a first class living and learning environment.

Students study under the Australian Qualifications Framework to achieve qualifications that are nationally recognised making them both valuable and portable. Certificates up to level III are provided using a unique pedagogy which provides a blend of knowledge and skill development within the technical trades and commercial agricultural environments. Students also undertake State-based courses in order to achieve the Western Australian Certificate of Education (WACE). Tertiary aspirants can choose courses of study leading to the achievement of an Australian Tertiary Admission Rank (ATAR).

At the College there are a vast number of opportunities that enhance student performance and citizenship potential. All manner of sport, shows, trades and recreational activities are available after hours. Many competitions, social events and excursions provide enriching experiences for students. Community service is encouraged both on and off campus. Work experience and traineeship opportunities are strongly supported.

The WA College of Agriculture—Harvey is well prepared to embrace the opportunities and challenges of a rapidly changing world. In a unique agricultural setting we set high expectations, encourage innovation and always seek ways to improve.





# PRINCIPAL'S MESSAGE

This Annual Report provides information for the College community on its performance and demonstrates our commitment to excellence and our relentless pursuit of our College vision “ Excellence and Innovation in Agricultural Education.”

The fantastic 2019 results demonstrate our success throughout the College and I thank the staff, parents and carers, College Board members, Ag and Trades Advisory, students and our community partners who together, add a special value to the College and contribute to the learning opportunities of our students.

In 2019 there were several areas which we focused on, including developing our 2020-2022 Business Plan, renewing the College Vision, Values and Motto, refreshing staff performance management and development processes and revitalising the professional learning and training programs for staff. We also focused on developing a Workforce Management Plan and are presently reviewing some College procedures and other strategic planning processes. My gratitude goes to the Executive Team, Leadership Team and staff for their high level of professionalism and commitment to improvement.

There is a strong sense of belonging and pride in our College. The College ethos is built around both a commitment to excellence and high expectations of students which is particularly evident with the number of certificates student attained in the 2019 year at the College. We also continue to achieve a very high attendance rate which is indicative of the generally happy and optimistic feel to our College and the genuine support we receive from parents and carers in valuing learning.

We are immensely proud of the quality of teaching and learning and the programs we have here at the WA College of Agriculture—Harvey. The College continues to be a place of choice and this is evident by the number of students we have on the waiting list hoping to obtain a position at the College. This is because we are recognised for extremely strong educational outcomes and because of the amazing pastoral support we provide our students.

This Annual Report demonstrates that our teachers, trainers, all non teaching staff and leaders take personal and collective responsibility for improving student learning and wellbeing. Excellence is always being sought at the College as a driver of change and so we have placed a very high priority on the development of a College - wide, self - reflective culture focused on improving classroom teaching and job effectiveness.

I took up the position as Principal in Semester Two and thank the College community for the wonderful welcome and support that I received. My focus for the semester was to work with staff to develop the 2020-2022 Business Plan, whilst reviewing the College's operations, procedures and practices in preparing for the College's three year review.

Even though 2019 was a year of changing leadership, the College's strong performance proved its resilience and commitment to 'just do what is needed'. On behalf of the staff and the College Board, we commend this Annual Report to you.

Susan Kerr M.Educ.B.Ed.Dip Teach  
Principal  
WACoA Harvey





# COLLEGE BOARD CHAIR'S MESSAGE

The 2019 Annual Report provides the opportunity to reflect on the many achievements of the College and its students over the past year and also highlights the strategies in place to facilitate continued future success.

The primary role of the College Board is to set the College's long-term strategic direction and in support of this, maintain oversight of the development and implementation of the College's Business Plan, monitoring progress and performance against the agreed targets.

During 2019 we developed collaboratively a new Business Plan (2020-2022), which identifies four fundamental focus areas to drive continuous improvement, being:

1. Effective Students
2. Effective Staff
3. College Environment
4. Future Focus

The College Board endorses these priority areas as excellent building blocks for generating well-rounded students, with the focus not solely on academic performance. The Board will also support students' wellbeing to ultimately deliver resilient young adults who can confidently move into the next phase of their lives post-graduation.

As a College Board, we are here to provide additional expertise to support the College in achieving the best outcomes for its students. Collectively, we bring our experience as industry representatives, parents, teachers and professionals with skills from our respective fields and the views and context of the wider community. This facilitates a broad perspective, bringing engaging discussion, constructive feedback and new ideas.

The College Board would like to congratulate our wonderful staff and talented and remarkable students on the positive results achieved during the year, in particular the excellent Year 12 results. I am confident that as we continue to work towards achievement of the Business Plan (2020-2022) priorities, ongoing success is assured.

I would like to thank the 2019 Board members for their commitment and invaluable insight and contribution throughout the year – Graeme Moore, Laurie Morley, Michael Trickett, James Anderson, Sue Kerr, Ian Millichamp, Dean Pfitzner, Teresa Hickman, Jade McLean and Leivi Parravicini.

I look forward to continuing to work with the Principal and College Board over the coming 12 months in support of achieving the College's long-term strategic goals.

Vaughan Byrd  
School Board Chair





# SCHOOL PROFILE

## Student Profile

Total Enrolment **171**

Year 10 **50**

Boarding **32**

Day **18**

Year 11 **58**

Boarding **40**

Day **18**

Year 12 **63**

Boarding **47**

Day **16**

## Staff Profile

Total staff **71**

Principal/Vice Principal **2**

Class Staff **12**

Trade Staff **5**

Farm Staff **15**

Residential Staff **12**

Kitchen/Domestic Staff **15**

Administration Staff **8**

Student Services **1**

IT Technician **1**







## ATTENDANCE

Strategies to improve attendance continue to be implemented during the 2019 school year. Our Student Services Coordinator and office staff continue to regularly monitor student attendance.

The main reason for unauthorised absences for 2019 was parents choosing to take their students on a holiday during the term. Even though parents may send in an explanation and inform us about this absence it is still categorised as an unauthorised absence. If a parent does take a child on a holiday during the term they should receive a letter to say that this type of absence is unauthorised.

Even if a child leaves the College to seek an apprenticeship or do further study elsewhere this is categorised as an unauthorised absence until such time that they enrol or start a new employment position.

When we analysed our 2019 Attendance Data and drilled it down, it was evident that Day students were absent from the College programs more than the Residential students.

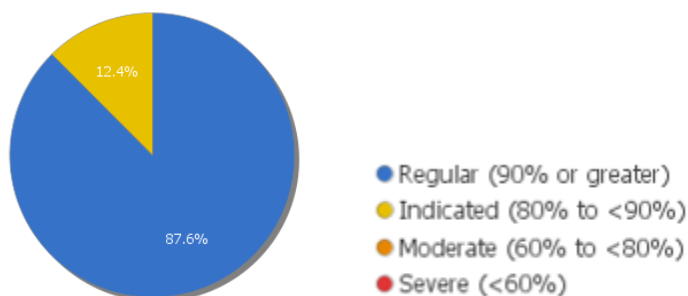
It is important to remember that should a child be absent on a class day and they miss an assessment they cannot complete this assessment. Unless they provide a medical certificate for the absence, they will not be permitted to sit the assessment.

The College average attendance rate, despite all of this, continues to be extremely good at 93.8% and is way above the state average of 86.8%. At the 2019 Graduation Ceremony we were able to distribute a record number of commendation certificates for students who had achieved 100% attendance. Throughout 2020 the College will continue to focus on improving regular attendance and we develop strategies to encourage parents not to book holidays during the school term.

### 2019 - SEMESTER 2 COLLECTION (FINISHED FOR THIS YEAR/SEMESTER)

Y10	93.9%	40	10	82%	18%
Y11	95.1%	49	7	73%	27%
Y12	96.9%	59	4	76%	25%
<b>Compulsory</b>	<b>95.4%</b>	<b>148</b>	<b>21</b>	<b>77%</b>	<b>23%</b>

### ATTENDANCE PROFILE 2019 SEMESTER 2 COMPULSORY



# HIGHLIGHTS AND KEY ACHIEVEMENTS

## WHOLE COLLEGE

Swimming Carnival was a huge success with students having the opportunity to experience lots of fun water activities and games, as well as some serious swimming events.



Country Week students had the opportunity to participate in a variety of sports and to interact with students from across the state. The boys' AFL and volleyball teams won their divisions.



The Formal Student dinner was onsite, students are sent an invite to a formal function and are required to RSVP and dress for the occasion.



WACOA carnival –Students from other Agricultural Colleges attend a sports weekend where 14 different sports are played and students compete against each other.



Open Day – Prospective students, ex-students and others visited the College to view the program and offerings available. There were bus tours around the farm for them to examine the amazing enterprises and work that is conducted at the College.



Students had a fabulous evening at the College Masquerade Ball on Saturday 24th August at the Lighthouse Inn.



All Year 10 students completed work experience over a two-week period. Providing students with the opportunity to gain skills that could assist them in deciding on possible future careers.



Year 12 Graduation & Prize Day – Culmination, celebration and acknowledgement of student achievements and outcomes.

## STUDENT SERVICES

Year 12s attended and learnt a lot when they attended the 2019 P.A.R.T.Y (Prevent Alcohol and Risk Related Trauma in Youth) Program at the Bunbury Regional Hospital.



Mentor Program - all new students have been allocated a mentor from our Year 12 and 11 groups to support them with their transition into the College.



The 2019 Sea Trek was an opportunity provided for students to visit Denham/Shark Bay and build on teamwork skills and resilience.



Year 11s visited Muresk Institute and had the opportunity to undertake a taster course which highlighted potential post school options in agricultural industries.



RUOK? Suicide Prevention Charity Day, was held to support this charity. The purpose of RUOK day is to ensure that we continue to have meaningful conversations with mates and loved ones.



Students attended the 52 Hertz - a play that traced the rippling effects of failure, loneliness and examined how we can talk about tragedy and move on.

## CLASS

Our Dux achieved a 98.7 ATAR, the highest ATAR score ever achieved at the College.



Year 10 students participated in the Australian Science Innovations Big Science Competition, achieving three Certificates of Distinctions and five Certificates of Merit.



Year 12 ATAR students developed a Business Case for the College Dairy to introduce genomic testing for the selection of potential heifers to go into the herd.



Year 10 students were placed 3rd in the National Curds and Whey program, which brought real life science into classroom by examining the cheese making processes.



# HIGHLIGHTS AND KEY ACHIEVEMENTS

Students performed well in Externally Set Tasks achieving above the state average in three out of the four Year 12 general subjects .

Year 10 students were introduced to livestock and wool judging at the Dinningup Show.

The introduction of Bring Your Own Devices (BYOD) allowed students to access a wider variety of online learning opportunities.

A visit to the Careers Expo at the Perth Convention Centre provided students the opportunity to explore information about a variety of careers.

## FARM

Students attended a number of shows including the Wagin Woolorama, Brunswick Show, AWI College Challenge and the Royal Show.

Students were involved in a variety of activities in beef including the AI Program, visit to Murdoch Veterinary Hospital and Farm, Gate 2 Plate and the Sheron Farm Angus Field Day.

Sheep section offered a diverse range of opportunities including a Sheep Technology Day.

Equine students competed in the Narrogin Equine Challenge and attended the Magic Millions Yearling Sale in Perth.

In horticulture students visited the Canningvale Markets and sold the excess College produce.

A very successful hay and silage season with the use of New Holland tractor.

Harvey had some great achievements at the Perth Royal Show including equal first at the Farm Skills competition and first in the Champion Merino Fleece for Zone 4.

Speakers and trainers who supported the farm sections included Kevin Gellatly and Amanda Davis shearer training, Ken Hart ran a session "What killed my lamb" and Boyd Holden conducted a Animal Handling and Applying Medication to Livestock Program.

Courses were many and included Certificate III Wool Handling and FITS Chainsaw.

## TRADES

Best in Trades—Reece Liddlelow (electrical apprentice with BES).

Most Employable was a shared award between Joshua Snibson (apprentice Boiler Maker/Fabricator - BVA) and Matthew Staples (apprentice Boiler Maker/Fabricator – Havcon Engineering).

The Jack Gerrard Award recipient was Travis Bushell (apprentice Motor Body Builder with Ausquip Industries).

Qualifications achieved - 189 (56 more than last year), which made up 46.8% of College qualifications.

Trades Literacy Strategy—introduction of a range of visual and information posters that support instruction, safety and general trade content.

Key projects in Metals included 9 trailers, 3 flat top ute trays and 2 hay feeders for the farm

# TARGETS

## LITERACY AND NUMERACY

**Benchmark Target**—85% of students obtained a level 3 for reading writing and numeracy in OLNA.

**Aspirational Target**—95% of students obtained a level 3 for reading, writing and numeracy in OLNA .

**Benchmark Target Achieved**—Yes, 87% of students achieved the target.

## YEAR 11 & 12 ATAR STUDENTS (ATTAINMENT)

**Benchmark Target**—Any student enrolled in an ATAR pathway will achieve  $\geq 55$ .

**Aspirational Target**—50% of ATAR pathway students will achieve an ATAR  $\geq 70$ .

**Benchmark Target Achieved**—Yes, first time this target has been achieved.

## YEAR 11 & 12 ATAR STUDENTS

**Benchmark Target**—All students, complete at least TWO full Certificate II's.

**Aspirational Target**—All students, complete FOUR full Certificate II's.

**Benchmark Target Achieved**—Yes, 100% of students achieved the target. 94% of students achieved the aspirational target.

## YEAR 12 SECONDARY GRADUATION

**Benchmark Target**—At least 85% of all students eligible for secondary graduation obtain this benchmark.

**Aspirational Target**—95% of all students eligible for secondary graduation obtain this benchmark.

**Benchmark Target Achieved**—Yes, 87% of students achieved the target.

## PARTICIPATION AND ATTENDANCE

**Benchmark Target**—100% of students attend at least 90% of the time.

**Aspirational Target**—100% of students attend at least 95% of the time.

**Benchmark Target Achieved**—Yes, Benchmark and Aspirational Target met. Attendance %: Year 10 – 94.13%  
Year 11 – 95.13%, Year 12 – 94.96%, 1% increase from 2018.

## WACoA TRAINING FRAMEWORK

**Benchmark Target**—All students eligible will meet the *\*WACoA Training Framework*.

**Aspirational Target**—All students eligible will meet the *\*WACoA Training Framework*.

**Benchmark Target Achieved**—Yes, 100% of students achieved both the benchmark and aspirational target. This was equivalent to 2018 results.



# TARGETS

## VOCATIONAL QUALIFICATIONS

**Benchmark Target**—100% of students enrolled in and to complete VET Qualification at Cert I.

**Aspirational Target**—100% of students enrolled in and to complete VET Qualification at Cert I will achieve.

**Benchmark Target Achieved**—Yes, students achieved both the benchmark and aspirational target.

**Benchmark Target**—90% of students enrolled and eligible to complete a VET Qualification at Cert II will achieve that qualification.

**Aspirational Target**—100% of students enrolled and eligible to complete a VET Qualification at Cert II will achieve that qualification.

**Benchmark Target Achieved**—No, this was not achieved as this was the second qualification in an industry area. For some students who only attended the College for two years of the possible three year program.

**Benchmark Target**—80% of students enrolled in Cert III Ag to complete will achieve full qualification.

**Aspirational Target**—95% of students enrolled in Cert III Ag with intent to complete will achieve full qualification.

**Benchmark Target Achieved**—Yes, 100% of students achieved both the benchmark and aspirational target.



# COLLEGE DATA

## ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANKING)

### Median ATAR

	2019	2018
College	72.1	62.6
DoE	78.2	79.5

### 3 Students

- ⇒ 55.90
- ⇒ 72.10
- ⇒ 98.70

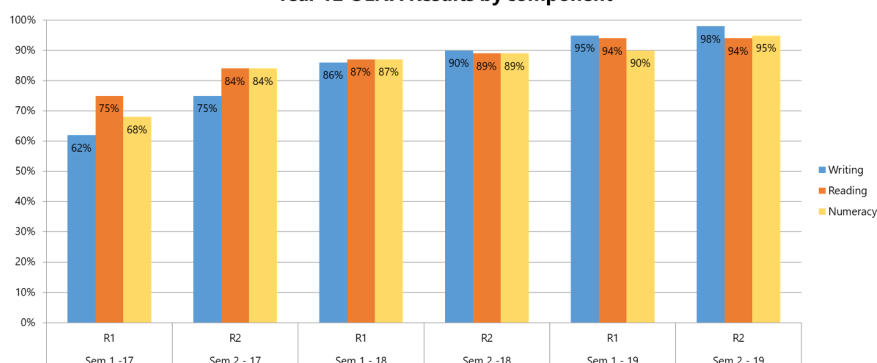
### Certificate of Distinction—Rhys Shales

### Certificate of Merit—Kiara Guelpa and Emma Varis

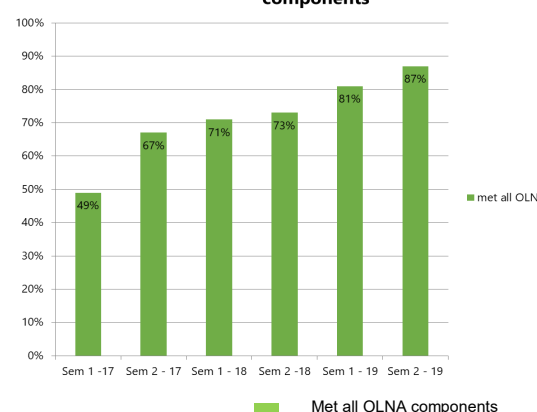
College's most successful ATAR year with the highest rank by a student from the College and the first time all ATAR students achieved a rank  $\geq 55$ . ATAR marks are used to provide opportunities for students to attend university.

## OLNA (ONLINE LITERACY AND NUMERACY ASSESSMENT)

Year 12 OLNA Results by component



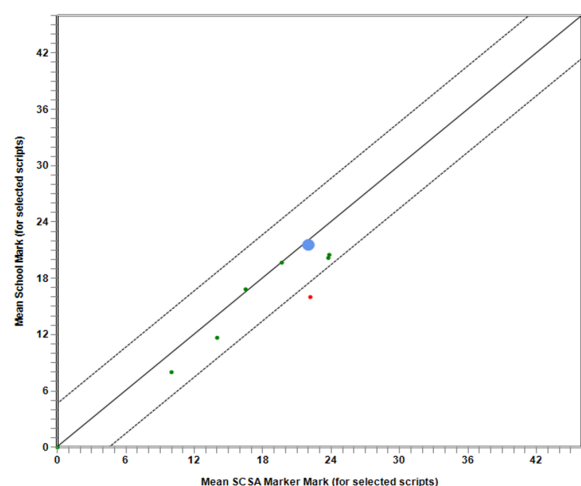
Year 12 students who have achieved all OLNA components



OLNA components are the minimum literacy and numeracy requirements for the Western Australian Certificate of Education (WACE). The graphs show Year 12 progression through the OLNA components and the percentage of students who achieved all components. Eight students represent the percentage of students who did not achieve their OLNA, with one student not meeting the component.

## EST (EXTERNALLY SET TASKS)

EST's are a state wide assessment used in all General courses as a medium to provide a fair and comparable judgement across the state. The graph below is a sample of the College's performance in this process.



Blue	Your school
Green	School where school mark and SCSA marker mark are different by less than +/- 10%
Red	School where school mark and SCSA marker mark are different by greater than +/- 10%

The graph for the APS indicates the College performed better than the state average. This was the case for three of the four subjects offered. Feedback provided for the process will be used to improve.



# COLLEGE DATA

## YEAR 12 PERFORMANCE

### VOCATIONAL TRAINING

**Full Certificate Achievement**—this is the competition of a National Recognised National Qualification

Qualification	No. Enrolled in Qualification	No. Completed Qualification
AHC20110 Cert II in Agriculture	63	63
AHC30110 Cert III in Agriculture	40	40
AHC21210 Cert II Rural Operations ( including SBT)	19	19
AHC20310 Certificate II in Production Horticulture	63	63
AHC21310 Cert II in Shearing	2	2
AHC21410 Cert II in Wool Handling	13	13
AHC33110 Cert III in Advanced Wool Handling	15	15
AUR20712 Cert II Automotive Vocational Preparation	56	56
AUR20512 Cert II in Automotive Servicing Technology	12	8
MEM20413 Cert II in Engineering Pathways	40	39
MSF20516 Cert II in Furniture Making Pathways	23	23
CPC10111 Cert I in Construction	27	27
CPC20211 Cert II in Construction Pathways	20	18
	<b>TOTAL</b>	<b>386</b>

**Total Graduates :** 63

**Average Qualifications** per student: 6.13

Highly successful attainment rate across a range of qualifications from five industry areas. 100% completion of all certificates for students enrolled with the exception of three qualifications from the Trades area. This is due to these students only attending the College for Year 11 & 12 and not the full three year program.

### Achievement of Multiple Level II and Level I, II, and III Certificates

Number of Certificates Completed	Number of student who attained Level II Certificates	Number of student who attained Level I, II, and III Certificates
1	0	0
2	0	0
3	4	0
4	13	4
5	17	23
6	20	15
7	7	9
8	2	7
9	0	4
10	0	1

All Graduates attained a minimum of three Certificate II qualifications and at least four qualifications when including Certificate I & III. The College does an exceptional job as it is not normal for a student to attain this many multiple qualifications.



## CLASS

The focus for the Class area continues to be on improving students' academic knowledge and skills to prepare them for the future workplace and study opportunities they may choose to engage in. At the College we aim to have all our students achieve a Western Australian Certificate of Education (WACE). This involves staff providing support for students to improve their literacy and numeracy skills through to assisting students to meet the rigours of the Australian Tertiary Admission Rank (ATAR).

In 2019, the College had 87% of Year 12 students achieve the WACE. Achievement of the Online Literacy and Numeracy Assessment (OLNA) continued to be the limiting factors with WACE achievement. The Year 12 cohort showed continued improvement towards their OLNA achievement throughout their three years at the College due to targeted skills lessons within classes and the additional tutoring sessions that have been offered after hours. This improvement is a result of the effort that both students and staff have put into improving core literacy and numeracy skills.

The majority of our students at the College complete the General Pathway. All students enrolled in the General courses are required to complete an Externally Set Task (EST). The EST is used to ensure that teachers across the state are marking fairly and consistently. It also allows a comparison of the students' results within the College to students' results from other schools. Our students performed well in ESTs achieving above the state average in three out of the four Year 12 General subjects they undertook.

At the 2019 Graduation and Prize Day, the Best in Class for the General Pathway was so closely contested that it was impossible to separate the top two students. Congratulations to Seth Carlisle and Emma Varis for their achievement of this Award.

Special mention and congratulations needs to go to the 2019 Dux, Rhys Shales who achieved an outstanding ATAR of 98.7. This result indicates that it is possible to obtain a very competitive ATAR score under the current course structure.

Congratulations to the following students for their achievements of a School Curriculum Standards Authority Award.

Certificate of Distinction—Rhys Shales

Certificate of Merit—Kiara Guelpa

Certificate of Merit—Emma Varis

The following tables provide information on how students achieved compared to Department of Education schools.

WACE Achievements	2019	2018
College	87.3%	96.2%
DoE	88.3%	88.6%

Decrease in WACE achievement is a direct correlation to students achievement of the OLNA component of the WACE.

# CLASS

WESTERN AUSTRALIA CERTIFICATE OF EDUCATION (WACE)			
Number of Students Eligible for WACE: count (%) Source: SCSA Data files			
	2019	2018	2017
School	60 (91%)	53 (88%)	43 (93%)
Like School	86%	82%	84%
State	65%	63%	61%

Number of students eligible for WACE is greater than like and state schools which is a consistent longitudinal trend.

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
	2019	2018	2017	2016	2015	2014
School (WACE eligible)	54 (90%)	51 (96%)	36 (84%)	50 (86%)	30 (100%)	18 (100%)
Like Schools (%)	91%	88%	86%	87%	96%	95%
Public Schools (%)	88%	89%	88%	90%	96%	97%
School (Semester 2 Census)	54 (86%)	51 (96%)	36 (84%)			
School (Cohort)	54 (82%)	51 (85%)	36 (78%)			

In 2019 WACE achievement rate is very close to being equivalent to like schools and slightly better than public schools. Decrease to previous years as a result of lower OLNA achievements.

ATTAINMENT				
Attainment Rate—ATAR >=55 and/or Cert II or higher: count %				
	2019	2018	2017	2016
School (WACE eligible)	60 (100%)	53 (100%)	43 (100%)	58 (100%)
Like Schools (%)	100%	99%	99%	100%
Public Schools (%)	95%	96%	96%	98%
School (Semester 2 Census)	60 (95%)	53 (100%)	43 (100%)	
School (Cohort)	60 (91%)	54 (90%)	43 (93%)	

Maintained the previous trend of 100% attainment as it is expected all students complete a Certificate II in Agriculture and all ATAR students gain a rank of >=55.

## OUR FOCUS MOVING FORWARD

- To provide training for staff on technology programs that can support the teachers in their teaching and learning.
- To develop an agreed lesson observation model for teaching staff to implement Semester two 2020.
- To develop new strategies to support students with OLNA testing so a higher percentage of students can achieve WACE.
- To develop a greater understanding of programs of competency that students complete on farm.
- To implement some whole school literacy and numeracy strategies.



Tania Pfitzner  
Head of Class





# FARM

During 2019 the College undertook a major review of all Farm Operational Plans. These plans have been shared with our Agricultural Advisory Committee who will be reviewing them in conjunction with our technical officers.

Some key findings that we have identified from our review include:

- ⇒ The need to investigate the possibility of introducing a new farm section or expanding our present enterprises to cater for an increase in student numbers.
- ⇒ The need to develop a new machinery shed and farm classroom.
- ⇒ The need to provide cover for all our stock yards.

The Farm consists of 8 enterprises all which contribute to the educational outcomes of students and also provide differing levels of income to the farm and the Agricultural Education Trust Fund.

## BEEF

In 2019 we conducted review of our Beef enterprise in light of the later breaks to the season and the need to purchase large amounts of hay. The College decided to reduce the mated cow number by 30 head for 2020. The Beef enterprise continued to use Murdoch University during 2019 which provided our Certificate III students some excellent learning opportunities. Beef prices remained strong throughout 2019 with the College having successful weaner calf sales in December.

## SHEEP

The Sheep enterprise continued to be popular with students in 2019 with the College represented at numerous shows throughout the year and in particular the Perth Royal Show.

The College funded 10 days of shearer training in 2019 which was well taken up by students, resulting in a number of students attending Rylington Park shearing schools.

## INTENSIVE

On our Intensive section with the help of our Advisory Committee, we have our small piggery up and running with two sows farrowing every eight weeks. 50 dorper ewes and three active bee hives provided produce to the College kitchen. The small Aquaculture enterprise has been put on hold while we research and develop reliable backup power for all water pumps.

## EQUINE

The Equine section has been as popular as ever in 2019 with students, providing not only educational outcomes during the day, but recreational activities after hours with students riding after school.

## HORTICULTURE

Our Horticulture section has been as busy in 2019 with some staffing changes and taking on the care and maintenance of the College gardens. The section provided substantial produce to the kitchen and sent produce to the Canning Vale Markets.

# FARM

## DAIRY

Our Dairy enterprise had a challenging year in 2019 with a late break to the season and slow pasture growth. We had to limit the number of cows we milked during the year to no more than 120. With only a 50% irrigation water allocation, there has been the need to purchase water to ensure we had enough for the irrigation season.

## WORKSHOP/GENERAL

The Workshop area of the farm has played an important role in 2019 with students involved in the servicing of the majority of our farm machinery and the general maintenance around the farm. Numerous fencing projects have been completed in 2019 along with general repairs to farm infrastructure.

## BUTCHER SHOP

The Butcher shop has continued to provide high quality meat products to the kitchen during 2019. With the increase in the pork produced we have been able to supply more bacon and ham to the kitchen. A new meat slicer has been purchased to enable this to occur.

### Livestock on Hand December 2019

- ⇒ Beef Cattle-440
- ⇒ Dairy Cattle-369
- ⇒ Sheep-923
- ⇒ Horses-14
- ⇒ Pigs-22
- ⇒ Chooks-109

### Major Income received

- ⇒ Sale of sheep-\$31,297
- ⇒ Sale of wool-\$36,755
- ⇒ Sale of beef-\$322,549
- ⇒ Sale of milk-\$515,540
- ⇒ Sale of dairy cattle-\$50,399

## OUR FOCUS MOVING FORWARD

- To create some business cases relating to the development of possible new sections on farm to accommodate the growing number of students.
- To investigate ways to improve the area outside of workshop so it is more functional.
- To work with our Agricultural Advisory Committee to develop a document outlining the future of the dairy.
- To ensure all sections of farm have an Agriculture Advisory person working with them so that industry advice is regularly sought.

Geoff Howell  
Farm Manager







# TRADES

2019 was a successful year in the Trades. Our team work extremely hard to provide enriching experiences and continue to improve student outcomes each year. I would like to thank Guy Truss, Duncan Campbell, Keith Briggs and Jeff Kenny for their support in providing a nurturing and proactive work environment.

## PROJECTS

The students show a lot of enthusiasm on projects and continue to have the opportunity to complete a number of these across all Trade areas.

- Metalwork and  
Nine trailer projects – tandem hay, enclosed motor bike, flat tops, sheep feeder car box trailers  
Three flat top ute trays and boxes  
Two hay feeders for farm  
Numerous Dog cages and fire pits  
Aluminium projects including toolboxes and trollies
- Construction  
Shearing shed – concrete footings, steel stumps and jarrah flooring  
North end enclosure - brick paving, concrete shed, tooling sheds  
Dog Kennels – a small scale simulation of a timber framed house
- Automotive  
Tractor rebuild
- Furnishings  
Elegant coffee tables and side tables from WA hardwoods  
A range of personal projects incorporating more complex techniques such as inlaying timber and hand-cut veneers  
Set projects - cheval mirrors, bar stools, hall tables

A range of projects were also completed across multiple farm sectors. The students formed sound relationships across the College to complete the projects in a timely and professional manner. Our students continue to complete meaningful projects that will be used and valued, giving them a sense of pride and reminding them of their time at WACoA Harvey for many years to come. Significant consideration is always given to our alignment with the agricultural industry. Student skills, sound understanding of new concepts and an emphasis on integrity and work ethic are our key values.

## RESOURCES

The acquisition of new resourcing supports the industry feedback by our Trade Advisory groups, value adds to projects and helps accommodate record student numbers.

- Metalwork  
CNC PlasmaCam system and extraction  
Fabrication fixturing benches  
Linisher and more welders
- Construction  
Laser levels, drill press and cement mixer  
Sustainable water system – tanks, pumps, solar panels
- Automotive  
Own welders – MIG and oxy acetylene units  
Cars – Diesel Mercedes, AWD vehicles and replacement small cars  
More single cylinder engines and SP tool trolleys
- Furnishings  
Mobile extraction  
More mobile power tools - routers and domino  
Drill Press

A range of poster resources have been created across all Trade areas to support student literacy needs to improve student outcomes. These are in the form of Safe Operating Procedures, information sheets and project sequences.

# TRADES

During the 2019 year, the staff continued to build on their skills and attended a variety of professional learning including Connect, Classroom Observation and Peer Support, a variety of schools delivering vocational training, staff attending their own industry placements for upskilling and continued online professional learning.

Our students successfully complete a vast range of qualifications as outlined

## OUR FOCUS MOVING FORWARD

Qualifications Completed - Trade Areas		
Automotive	Certificate II in Vocational Prep	56
	Certificate II in Servicing Technology	8
Metals	Certificate II in Engineering Pathways	40
Construction	Certificate I in Construction	44
	Certificate II in Construction Pathways	18
Furnishings	Certificate II in Furniture Making Pathways	23
Total		189
Enrolled total		191
Qualification Rate		98.9%

- Access career opportunities and build substantial pathways toward future success.
- Sustain Student Achievement Targets in IPS Benchmarks.
- Improve industry engagement in the Construction area with relation to a trade advisory role.
- Aim to source another appropriate trades relief teacher to cover leave.
- Progress with E Learning as a mode of delivery across all Trade areas.
- Create vocational relationships with a broader range of Industry in trades areas. Support student work placements and securing apprenticeships.
- Succession planning in all areas – multiple instructors and up skilling.

Shaun Cantwell  
Head of Trades







# RESIDENTIAL

Residential staff were very busy throughout the 2019 year coordinating events to ensure the students had rewarding and fun filled activities. A focus for the residential staff was always on supporting the health and wellbeing of students and ensuring they feel safe and well cared for while at the College.

## TERM ONE

The residential staff coordinated the annual camp to Busselton. The camp is a way of 'Getting to Know' each other. This is the first opportunity for Boarding students to go offsite and relax together, enjoying the beautiful beaches, local surrounds and build strong and hopefully lasting friendships.

The WACoA Carnival is also held in first term over a weekend. Students have the opportunity to represent the College in a wide range of sports which they wouldn't usually have the chance to compete in. The College was once again very successful in all sports.

Our Student Dinner is held every year in Term one. This year the theme was "Cowboys/Cowgirls". The kitchen and admin staff go to a lot of trouble to make this event happen. The students thoroughly enjoy this evening as it is a chance for them to get dressed up and enjoy a relaxed environment whilst socialising with each other.

## TERM TWO

During Terms two and three the College invited an array of guest speakers to speak to students to support their social and emotional wellbeing. We had the RAC to give a presentation on 'My Decision, My Destination'. The RAC also sponsor a programme, 'Paraplegic Benefit Fund', Jess Semark came to the College to present this. It is her personal story about the accident that left her as a quadriplegic at the age of eighteen. These presentations discuss the consequences of poor decisions and impact of road trauma on a person's life.

We had members of the 'Outside the Locker Room' speak to the students to provide them with strategies to combat social and mental health issues and most importantly educate young people on the resources and organisations available should they feel they require help. John Coutis, who was born with a severe physical disability came to the College to give the students an insight as to what his life is like and how he manages a variety of different issues he is faced with. Peter Lyndon-James from Shalom House visited the College, providing a presentation to our students which discussed the rehabilitation program and his own personal experiences.

52 Hertz attended the College to perform a scene from their play. Students then had the chance of going to see the play at the Harvey Town Hall. The students in residence also have the opportunity to attend art and music tutorials during the year which gives them exposure to cultural and artistic avenues.

## TERM THREE

This term we held our annual Quiz Night. This night involves all students in residence and is always an evening full of laughter and fun with special guest host - Chris Curran. Staff are auctioned off and then placed on a table with students. There were two tables that came first and a "question off" determined the winning table.

Towards the end of Term three we had the Harvey Police and the Leavers Green Team come to the College to speak with our Year 12 students about being safe, responsible and respectful while they attend "leavers" celebrations at the end of their schooling.

At the end of Term three the Year 12 Dinner is held. The students dined at the Bayview Bar and Grill in Bunbury. Ms Kerr presented the students with some humorous awards throughout the evening. The Year 10 and 11 Dinners were held in Term four and the students went to the Back Beach Café and Restaurant in Bunbury.

# RESIDENTIAL

## TERM FOUR

During Terms three and four students and staff organise 'Charity Boxes' for Christmas to give to under privileged children. We ask staff, parents and students to donate gifts of toys, books, stationery and other goodies that then get wrapped by the students and presented to our school Chaplain, who then presents them to a local community organisation. This is an extremely positive experience for the students to be involved in and where they can give back to the community.

As well as these activities in the afternoons and evenings there are shopping trips, after school tutoring, study skills sessions, sporting activities and on occasions water based activities that the students are able to attend. The residential staff really try and encourage students to be involved in as many extra curricula activities as possible.

## STAFF

A focus for residential staff throughout the 2019 College year was to upskill staff, providing them with better knowledge to address students social and emotional needs of our students. Staff completed training in a Certificate in Mental Health First Aid provided by the Education Department. All Residential staff completed their First Aid qualifications with St Johns Ambulance.

The Head of Residence also attended specific training in areas such as, 'Verbal Judo and Nip It In the Bud', provided by the Education Department in Perth.

The staff are very caring and like to work with parents to ensure their child gets the best residential experience. I would like to thank all staff for their dedication and support.

## OUR FOCUS MOVING FORWARD

- To continue to provide further training to residential staff so they can expand their knowledge base.
- To have a more co-ordinated approach in organising evening guest presenters for residential students.
- To upskill Residential staff so they can use programs like CONNECT, Education Perfect and OLNA WA to support students in Prep.
- To work on ways to improve communication relating to students, between student support staff and residential staff.

Residential Manager  
Bernard Murnane







## STUDENT SERVICES

The student services coordinator is responsible for coordinating pastoral care and working with specialist and residential staff in the College so that the individual needs of our students are well supported. Our services include a School Psychologist, Chaplain and an enthusiastic team of residential staff, who coordinate many events and opportunities throughout the year.

Our Chaplain is available to talk with students as any issues arise throughout the year. As students move to the College, there is often a period of adjustment and Jonathan Prosser offers a friendly ear and reassurance as they settle in to their studies. The Chaplain was also involved in on farm objectives with students and staff including eradicating cotton bush, milking cows or helping in the butcher shop bone out lamb roasts.

Our School Psychologist supports students in a similar manner, with the additional capacity to handle higher level situations. Brooke Eden works to support students and inform staff about the best way to manage our mental health so that we can get the most out of our experience. The role includes individual counselling to implement well-being workshops which teach positive coping strategies.

We strive to help students stay engaged with the school community and celebrate mental health days like R U OK? Some students also attended the PARTY Program that shows students the equipment and procedures used by doctors with regards to alcohol and risk related trauma. We made efforts to make our Chaplain and School Psychologist more accessible to students and it was great to see the initiatives they put forward that encouraged positive study habits in students as a way to reduce stress and be more organised.

Student Services is also responsible for coordinating a variety of key College events. We see these events as a way to build relationships across the student cohort and create a supportive environment for everyone at the College.

Students attended their College Ball on Saturday August 24 at the Lighthouse in Bunbury, themed as a Masquerade Ball. Students dressed up impressively and arrived in all manner of vehicles including one Fire Truck. The Belle and Beau of the Ball were Charlie Wood and Kyle Symington.

The Swimming Carnival was held on February 28 and offered a range of traditional and tabloid events. Although many students participated, we will continue to review the events, so that more students will feel comfortable to have a go for their House.

The WACOA Sports Carnival is a highlight of every school year, with 2019 being no exception. Students from the five Agricultural Colleges competed in fourteen sports. Harvey boasted an impressive eight wins from the fourteen sports winning the weekend overall.

Country Week in Western Australia is a huge and amazing event each year. We were lucky enough to take away five

# STUDENT SERVICES

teams this year including volleyball, basketball, netball and football. Congratulations to our AFL and the boys' volleyball team who came first in their divisions.

Students were given the opportunity to visit the Muresk Institute and the Dowerin Machinery Field Day to observe current trends and emerging technologies in agriculture. As the world around us evolves, it is essential that we show our students how technology can lead to more effective farming practices, building their capacity to perform in modern times.

All of the hard work completed by our senior class was celebrated in our Graduation and Prize Day. Over 700 people attended to celebrate the achievements of our students with a large number of scholarships awarded across all years. The Year 12 Graduating Class was presented their folders by a former student, Mr Luke Jones, highlighting the sense of family that we foster here at the College. Congratulations to the ATAR Dux, Rhys Sales and the VET Dux, Kyle Symington.

The Harvey Ag College prides itself on offering a high standard of education to all students and we seek to instil excellence in all areas. We want students to develop into well rounded individuals that espouse our values of respect, aspiration and safety. We will continue to encourage all students to maximise their attendance so that they have the greatest chance to learn and utilise the many resources that we put in place.

## OUR FOCUS MOVING FORWARD

- Providing opportunities for all students to participate in community service and projects that foster a sense of belonging and pride in their community.
- Monitoring staff and student well-being and using targeted programs to offer support where it is most needed.
- Maintaining our wide range of activities and carnivals to ensure our students have an outstanding educational experience.

Jennifer Stringer  
Student Services Manager



# SURVEYS

The College collected data from three main surveys:

The National Opinion Survey  
The Intention Survey Data  
Learning Satisfaction Survey

The Online National Opinion Survey is administrated across Australia to determine the level of satisfaction of school communities with the performance of their school. Findings from the survey provide valuable input into our College's ongoing review processes and commitment to improvement.

The Intention Survey Data is collected from each and every past student to determine where they have gone and find out what they are presently doing.

The Learner Satisfaction surveys data forms part of the quality indicators as being part of an RTO. Students provide feedback in regards to their learning experiences and the training and assessment they have undertaken and completed.

## NATIONAL OPINION SURVEY PARENTS

### **Our strengths**

- 96% indicated this school is well maintained
- 92% indicated my child feels safe at this school
- 92% indicated my child likes being at this school

### **Areas for improvement**

- 80% indicated that teachers at this school provide my child with useful feedback (20% indicated improvement required)
- 80% indicated that teachers at this school motivate my child to learn (20% indicated improvement required)

## NATIONAL OPINION SURVEY STUDENTS

### **Our strengths**

- 90% indicated my teachers expect me to do my best
- 90% indicated I feel safe at my school
- 90% indicated my school gives me opportunities to do interesting things

### **Areas for improvement**

- 68% indicated my school takes students' opinions seriously. (32% indicated improvement required)
- 70% indicated teachers at my school treat students fairly. (30% indicated improvement required)

## NATIONAL OPINION SURVEY STAFF

### **Our strengths**

- 96% indicated this school is well maintained
- 90% indicated students feel safe at this school
- 90% indicated students like coming to this school

### **Areas for improvement**

- 72% indicated the school takes staff opinions seriously. (28% improvement indicated required)
- 74% indicated I receive useful feedback about my work at the school. (16% improvement indicated required)

## INTENTION SURVEY DATA

- University 4%
- Employment 57%
- Apprenticeship/Training 24%
- Full time training 6%
- Looking for work 9 %

## LEARNER SATISFACTION DATA

2019 survey data shows an extremely positive response 95-99% of learners are satisfied with delivery of courses. Data will be used to identify professional learning and training that will enhance further our learning outcomes.





## PROFESSIONAL LEARNING TRAINING

The College has a continual commitment to provide a comprehensive approach to the professional learning of staff. The College in 2019 supported staff in attending a significant amount of training on the College campus and offsite with external providers. In most cases the professional learning and training provided was related directly to staff performance management.

We record all the professional learning in SIS. The College also has a training Excel schedule for each section of the College where we record the name of courses, who attended and when the Professional Learning happens.

### AREAS OF FOCUS FOR THE COLLEGE WERE:

**Occupational Health and Safety:** FarmSafe training , Chainsaw Course, ChemCert, First Aid, CPR updates, Pinnacle-Manuel Handling, Risk Assessment Training and Hazardous Substances.

**Technology:** Consent2Go, Connect, Social Media and Marketing, Schools Online Bookings (SOBS) and Marketing to Millennial Parents.

**Upskilling in specific enterprises:** Training in Industry Placements (TIPS), Learn to operate a Forklift, Cleaning Fundamentals and RM Finances.

**Health and Well-being:** Nipping it in the Bud, Verbal Judo for Leaders, Bronze Medallion, Mental Health and Gate Keeper Training.

**Farm Training:** Animal Welfare and Adminstrating Medication, AWI training, Certificate III Advanced Wool Handling, DPIRD Abattoirs and Soil Management, Citrus Management, Dung Beetle Breeding, Certificates in Permaculture and Planning for Sustainable Practices.

**Department of Education Professional Learning:** Records Keeping Awareness Training, Asbestos Training, Child Protection, Mandatory Reporting, Aboriginal Cultural Appreciation and Accountable and Ethical Decision Making.

**School Development Day Focuses:** Developing our Business Plan, School Review Process, Epilepsy Training Management, 2020—2025 Strategic Plan, Drought Management Strategies, Australian Wellbeing Framework.

**Curriculum/ Pedagogy:** Leading Classroom Observation and Feedback, Career Education, Chemistry courses, CMS Behaviour Management.

The College always finds training a wonderful way for staff to collaborate and build confidence and motivation. It is great to see when it comes to fruition with staff implementing new ideas and strategies.

# COLLEGE FINANCES

The WA College of Agriculture—Harvey receives funding from a variety of sources to enable the College, residential facility and commercial/educational farm to operate.

Predominantly these sources of funding come from Student Centred Funding, farm operational grants, residential operational grants, student fees, targeted initiatives and farm production. In addition, the College is able to generate income through the hire of facilities.

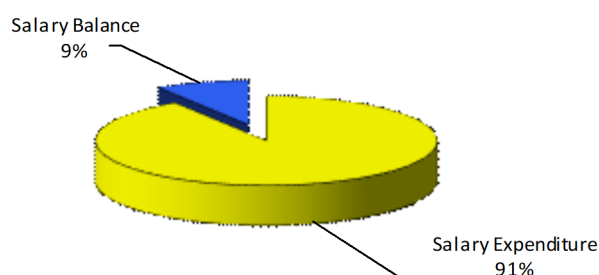
Residential Boarding Fees are collected by the College but are remitted back to the Department of Education.

The College contributes 40% of the farm production income to the Combined Agricultural Trust which is then available to all College agricultural programs on a submission basis. The remaining 60% of farm income is retained by the College of farm operations.

## SCHOOL SALARY ALLOCATION (SCFM) - as at 13/12/2019

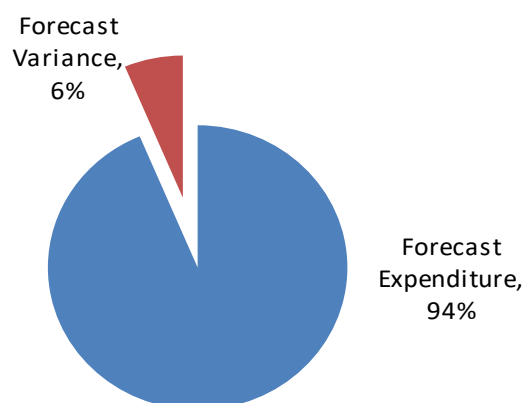
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 229,436.00	\$ 5,139,273.00	-\$ 286,575.00	\$ 5,082,134.00	\$ 4,760,931.00	\$ 469,277.00	94%	\$ 4,760,931.00	\$ 321,203.00

### TOTAL CHARGED SALARY EXPENDITURE & BALANCE



As part of our Workforce Management Plan going into the future we have a strategic approach of how we manage staffing to meet growing numbers of students.

### TOTAL FORECAST SALARY EXPENDITURE WITH VARIANCE

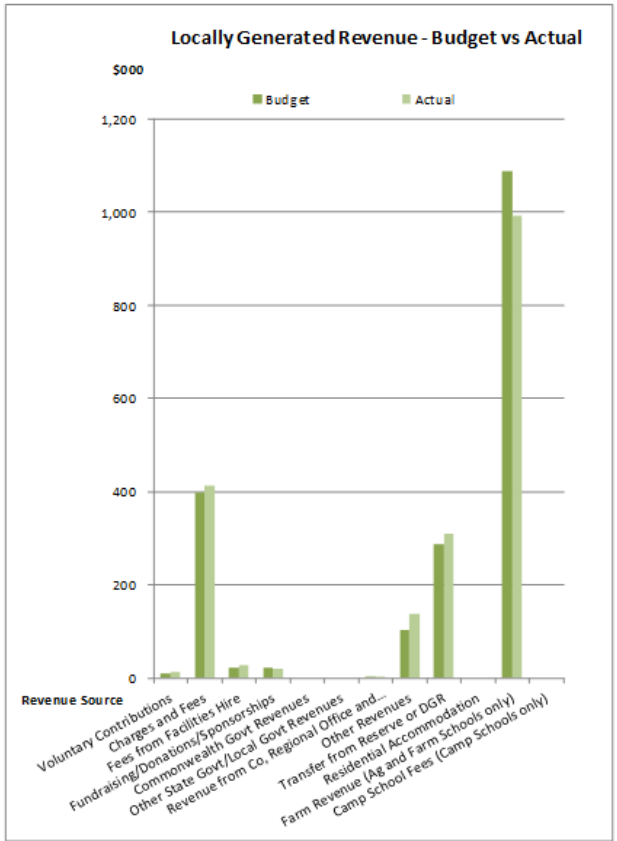
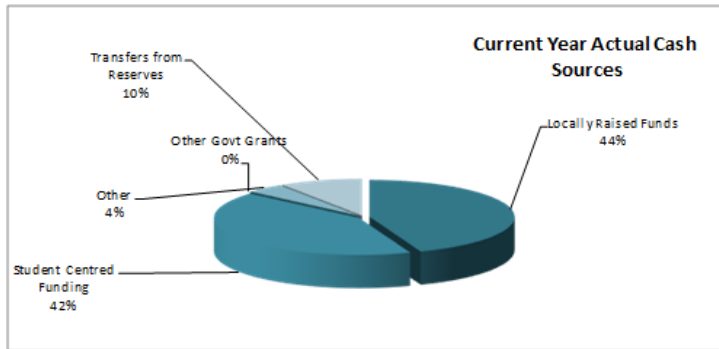


In 2019 we received "Transition Funding" of \$ 208 776 to assist us with operating our budget as we have moved into the Student Centred Funding Model. We are working towards a sustainable staffing model as we move into the future. The transition funding will cease in 2021.

# COLLEGE FINANCES

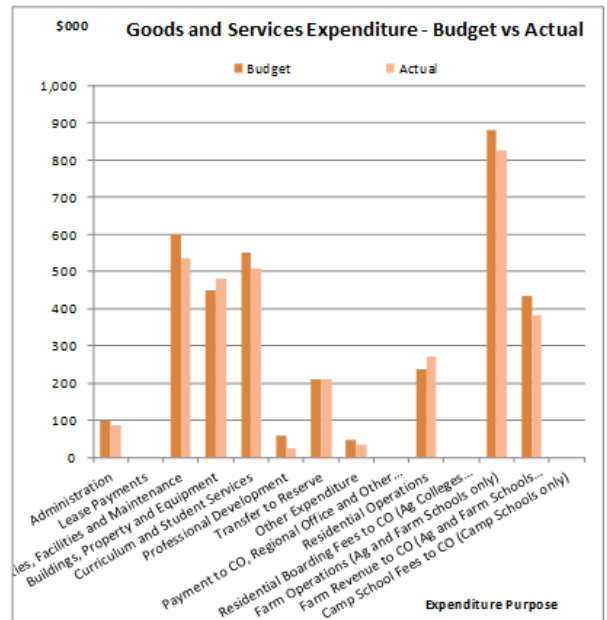
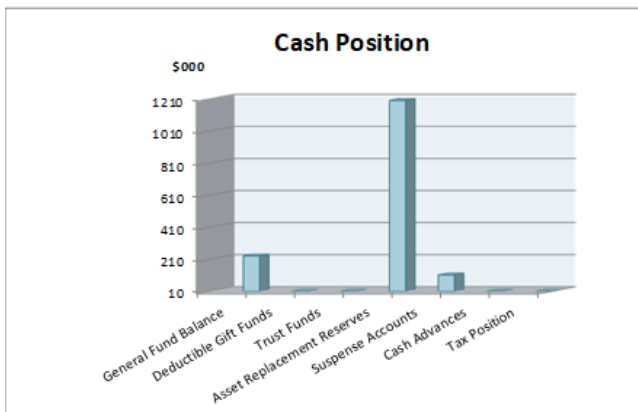
## Financial Summary - as at 31/12/2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 11,280.00	\$ 11,750.00
2	Charges and Fees	\$ 398,366.00	\$ 413,520.48
3	Fees from Facilities Hire	\$ 21,500.00	\$ 28,040.83
4	Fundraising/Donations/Sponsorships	\$ 21,768.00	\$ 20,925.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,711.00	\$ 2,711.28
8	Other Revenues	\$ 102,664.00	\$ 138,679.50
9	Transfer from Reserve or DGR	\$ 288,832.00	\$ 308,832.01
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 1,088,441.00	\$ 993,498.56
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 1,935,562.00</b>	<b>\$ 1,917,958.06</b>
<b>Opening Balance</b>		<b>\$ 269,513.00</b>	<b>\$ 269,513.64</b>
<b>Student Centred Funding</b>		<b>\$ 1,393,250.00</b>	<b>\$ 1,397,020.00</b>
<b>Total Cash Funds Available</b>		<b>\$ 3,598,325.00</b>	<b>\$ 3,584,491.70</b>
<b>Total Salary Allocation</b>		<b>\$ 5,082,134.00</b>	<b>\$ 5,082,134.00</b>
<b>Total Funds Available</b>		<b>\$ 8,680,459.00</b>	<b>\$ 8,666,625.70</b>



In 2019 the College spent 100% of the Colleges annual budget. This meets requirements as it is a minimum standard requirement of 96% of budget that must be expended.

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 97,150.00	\$ 86,213.27
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 600,880.00	\$ 534,731.91
4	Buildings, Property and Equipment	\$ 450,190.00	\$ 480,738.49
5	Curriculum and Student Services	\$ 549,732.00	\$ 508,031.16
6	Professional Development	\$ 58,832.00	\$ 26,099.45
7	Transfer to Reserve	\$ 209,291.00	\$ 209,291.00
8	Other Expenditure	\$ 47,652.00	\$ 33,666.81
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ 237,733.00	\$ 270,230.66
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 881,481.00	\$ 823,704.11
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ 435,376.00	\$ 381,970.17
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 3,568,317.00</b>	<b>\$ 3,354,677.03</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ 4,765,391.00</b>	<b>\$ 4,612,858.00</b>
<b>Total Expenditure</b>		<b>\$ 8,333,708.00</b>	<b>\$ 7,967,535.03</b>
<b>Cash Budget Variance</b>		<b>\$ 30,008.00</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 1,547,518.64</b>
Made up of:	
1 General Fund Balance	\$ 229,814.67
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,199,887.42
5 Suspense Accounts	\$ 111,462.55
6 Cash Advances	\$ 80.00
7 Tax Position	\$ 6,434.00
<b>Total Bank Balance</b>	<b>\$ 1,547,518.64</b>



