

# ANNUAL REPORT 2020

*Excellence and Innovation in Agricultural Education*



WA COLLEGE of AGRICULTURE - HARVEY

*An Independent Public School*

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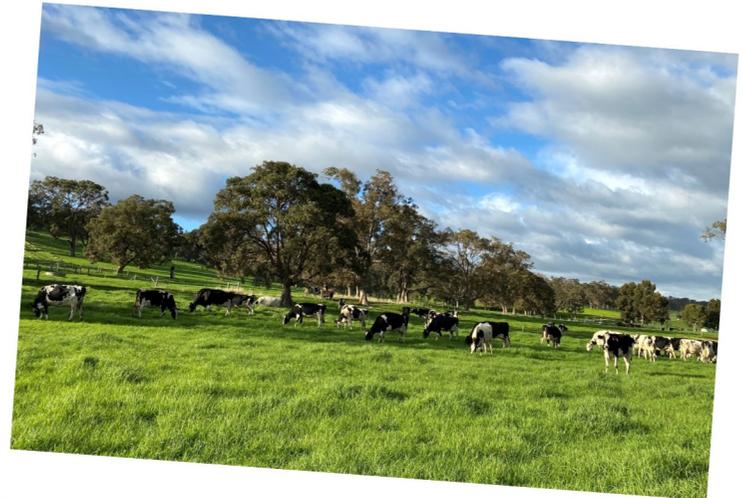
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# Principal and Board Chair Message

This Annual Report provides readers with an insight into the performance of the College over 2020. 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.

2020 was an interesting and challenging year, not only for the College, but for virtually every aspect of humanity across the globe. At a local level, COVID 19 certainly upset the College equilibrium and reinforced the need to be flexible and adapt to changing conditions. The fact that the College's performance over 2020 was maintained at an extremely high level is testament to a number of factors including;

- A happy and engaged student population who enjoy being at the College.
- A highly professional staff with a personal and collective responsibility to improve student outcomes.
- A shared understanding and commitment from students, staff and families to high standards and expectations across the College.
- A strong support and effective governance through the College Board and Agricultural Advisory Committee.
- A strong culture of respect and care for everyone at the College.
- A set of 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 it's success.

A number of key successes provide evidence for the College's continual excellence over 2020 including;

- Positive and complimentary three year Public School Review.
- Excellent ATAR results and qualification completion rates.

- Excellent student attendance.
- Applications to the College vastly exceeding the number of available places.
- Excellent transition to employment and further study by graduates.

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 2021 to make this happen.

We thank all those involved in the College for a highly successful year and commend this report as providing an accurate and informative over-view of the College for 2020.

*Stephen Watt*

**Principal**

*Vaughn Byrd*

**Board Chair**



# Student Demographics

## Student Numbers (at August Census)

Student Group		2020	2019	2018	2017
Year 10	Boarding	43	32	30	30
	Day	7	18	18	21
	Total	50	50	48	51
Year 11	Boarding	45	41	48	41
	Day	26	18	18	17
	Total	71	59	66	58
Year 12	Boarding	24	47	35	34
	Day	23	16	18	9
	Total	47	63	53	43
Whole school	Boarding	112	120	113	105
	Day	56	52	54	47
	Total	168	172	167	152
	Aboriginal	3	2	5	5

**Discussion:** Student numbers at WACoA Harvey have grown significantly over the past few years largely due to increasing numbers of Day students as a consequence of the large population base in commutable distance to the College. WACoA Harvey continues to be well subscribed of female students at 37% of total College population.

Given the significant demand for places and growth over recent years, particularly in Day students, a defensible and transparent system to establish caps on student numbers was developed in 2020 to ensure the quality and safety of the program remain at an excellent level.

Analysis indicates that the vast majority of those boarding have their home location within 100km radius of the College, that a significant proportion come from the private school system and that there are small numbers of Aboriginal students. Over 2021, attention will be focussed on ensuring the selection process does not inhibit the diversity of students at the College.

## Attendance

Semester 1 Attendance Percentage	2020	2019	2018	2017
WACoA Harvey	93.2 note 1	93.8	94.3	94.6
Like schools	note 2	92.2	88.7	89.2
State	note 2	86.8	87.6	87.8

Note 1: Excluding weeks 7-9 Term 1 due to school closure.

Note 2: as at publication, data for like schools and state was not available.

**Discussion:** COVID created significant challenges for attendance particularly in the first half of the year where the residence was closed for a period of time and all students studied from home. When the school was re-opened but the residence remained closed, many families found creative ways for their child to attend as a Day student and so attendance remained high. This can be attributed to the value families place in the program and the access to transport and alternative accommodation arrangements.

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 attendees, links to good standing and direct intervention when an individual student's attendance drops below 90%.

Aboriginal student attendance at WACoA Harvey over 2020 was comparable at 92.1% which is comparable to non-Aboriginal students.

## Retention - Students Leaving over 2020

Destination	Number	Comment
Employment, traineeships, apprenticeships	13	All considered successful outcomes
Other schools.	2	Manjimup SHS- family reasons- no College issue Online learning- disgruntled with equine procedures
Training	2	TAFE- Child care TAFE- Electro technology
Other reasons	1	Ongoing mental health issues

**Discussion:** Typically, once at the College, students do not leave before the end of Year 12 unless to employment with a training component such as apprenticeships and traineeships. Those who do leave early to employment are seen to be a success given the College's focus on preparing students for employment. An unusually large number of Year 10 and 11 students left at the end of 2020 to apprenticeships, traineeships and pre-apprenticeship courses. This can be attributed to the strong employment market and incentives for employers to take on apprentices.

Careful analysis of students leaving to attend other schools is made to ensure that the reason is not due to dis-satisfaction with WACoA Harvey. There was only one student in 2020 who left in this circumstance.

Due to COVID, there was an impact on student retention in boarding in that 13 students who were previously boarding, chose to remain as Day students once the residence re-opened following the compulsory closure of the residence. This reflects close geographic home locations and the availability of accommodation in the local area.

## Post-School Destinations

**Discussion:** Graduates from WACoA Harvey generally find themselves well

Percentage of Year 12 Graduates	2020	2019	2018	2017
Employment- Ag related	43	30	44	28
Employment- not Ag related	6	16	13	12
Apprenticeship / traineeship - Ag related	26	1.5	9	5
Apprenticeship / traineeship - not Ag related	15	29	15	23
Full-time training	2	6	6	9
University- Ag related	6	5	4	9
University- not Ag related	0	0	0	5
Looking for work	2	1.5	9	7
Unknown	0	11	0	2

placed for direct employment in a range of agricultural and related trades careers. This is a reflection of their work readiness skills and attitudes and the high regard industry has for them. Graduates of 2020 were contacted early in 2021 and the same pattern of high uptake into meaningful employment and training was indicated. The one Aboriginal student in the 2020 graduating class secured an apprenticeship before graduation.



# Class Performance

## Highlights

- Being able to revert back to totally face to face delivery.
- Excellent collaboration between Class staff (during online learning but also continuing throughout the year)
- Excursions: Wagin Woolorama, Year 11 Muresk Camp, Year 12 Invankovich's Farm, Year 10 Dairy excursion, Year 11 ATAR university trip. These were made extra special as there were so many we couldn't do this year.
- Whole school activities: College Ball, Year 12 Dinner, Graduation.
- Successful curriculum tasks
  - ◊ English – including an Occupational Report (Year 11) and a Cause Advertising Campaign (Year 12) that engaged the students.
  - ◊ Year 12 Podcasts – collaboration between English and Plant Production Systems. Creating an informative podcast, content specific to plants and podcast assessed in English as a speaking and listening task.
  - ◊ Students responding positively to increased focus on the Mathematical Thinking and Statistical Investigation process in Year 11.

## Challenges

- Preparing and facilitating online learning in response to COVID.
- Having limited access to excursions and incursions to enhance student learning.
- Frustrations with technology - Connect, video of classes and internet speed during online teaching.
- Navigating rooming , seating & equipment use with COVID sanitation requirements in place.
- Coping with workload caused by rapid changes in requirements and expectations due to Principal changes – including redoing tasks multiple times as expectations have changed.

## Performance Data

Online Literacy and Numeracy Assessment (OLNA):

Percentage of 2020 students demonstrating all elements of the literacy and numeracy standard after each testing round.							
	Prequalified via NAPLAN	Year 10		Year 11		Year 12	
		R 1	R2	R1	R2	R1	R2
Year 10 cohort	16	54	78				
Year 11 cohort	20	64	76	79	86		
Year 12 cohort	11	58	75	81	94	96	96

**Discussion:** Typically students enter the College with relatively low rates of prequalification across the three categories. However, as a result of the 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 2020 Year 12 cohort, two students failed to reach the literacy/numeracy benchmark for WACE.

## Western Australian Certificate of Education (WACE):

Percentage of Year 12 students	2020	2019	2018	2017
Achieving minimum literacy and numeracy standard- School	96	90	96	84
Achieving WACE- School	94	90	96	84
Achieving WACE- Like schools	95	91	88	86
Achieving WACE -Public schools	92	89	89	88

**Discussion:** WACoA Harvey students achieve WACE at comparable rates to other schools. Meeting literacy and numeracy standards via NAPLAN and OLNA tends to be the main impediment to WACE as indicated by the close alignment between WACE attainment and rate of demonstrating the literacy and numeracy standard. Three students did not achieve WACE in 2020; one due to insufficient C grades and two due to not passing OLNA. These three students graduated with an average of seven VET qualifications.

## Australian Tertiary Aggregate Rank (ATAR):

	2020	2019	2018	2017
Number of students	5	3	6	6
School range	79.75-91.75	55.9-98.7	21.75-87.95	25.9-87
School median	87.25	72.1	62.58	55.35
Like Schools median	54.3	60.85	40.88	50.45
Public schools median	79.25	78.25	79.5	78.55
School median of TISC applicants	84.3	77.3	82.7	53.77

**Discussion:** Students in the 2020 ATAR Pathway performed extremely well despite a number that were given early offers for university places. Their focus and engagement was commendable throughout the year and they pushed each other in striving for excellence.

## Planning for Improvement

- Strengthen collaboration between sectors of the College and external agencies to improve support for staff and the role they play in the College.
- Introduce an explicit teaching model and formalise classroom peer observation.
- Improve communication with families on student progress.



# Farm Performance

## Highlights

- An excellent growing season enabling higher fodder production.
- Excellent cattle growth rates and prices - compared to 2019, 40 kgs heavier and \$450 per head additional income.
- Improved lambing from 90% to 100%.
- Two excellent staff members employed.
- Pig production system bedded down.
- Two new Case 135 lease tractors fitted with GPS and Autosteer.
- \$320,000 Trust funding for the Dairy upgrade.
- Various improvements in flood irrigation infrastructure, roads, signage, fencing and water troughs.
- Funding and commencement of veranda for farm vehicle and machinery storage.

## Challenges

- COVID restrictions had a detrimental effect on excursions and incursions.
- Moving to online learning during the COVID closure was relatively effective for knowledge based learning but virtually impossible for practical skilling.
- Irrigation allocation of only 38% limiting pasture production and horticulture.
- Changes to the Driving Policy removing the ability of Year 10 students to operate some vehicles.
- Ongoing farm infrastructure maintenance and development.
- Ongoing balance between commercial production and training needs.

## Performance Data

	Students enrolled	% achievement
Certificate II Agriculture	52	100
Certificate II Production Horticulture	52	100
Certificate II Wool Handling	11	100
Certificate II Shearing	4	100
Certificate III Agriculture	31	100

**Discussion:** Qualification completion rates are typically at a high level and 2020 was no exception. The small numbers in the shearing and wool handling qualifications is a reflection of the number of students interested. Only those students who select a Farm Focus are eligible to attempt the Certificate III Agriculture.

## Competitions and Events

Competition	Results
Woolorama	Meat Breed Judging-1st and 3 <sup>rd</sup> . Merino Judging – 3 <sup>rd</sup> . Cattle Handlers - 4th Beef Judging-1 <sup>st</sup> Novice Shearing 1 <sup>st</sup>
Gate to Plate	Did not Attend in 2020
AWI Wether challenge	2 <sup>nd</sup>
AWI Katanning expo	3 <sup>rd</sup>
Narrogin equine challenge.	2nd

**Discussion:** Due to COVID there was less opportunity to attend competitions and events during 2020.

## Planning for Improvement

- Continue developing enterprise plans and section inductions.
- Review and develop the Horticulture section to increase productivity and water efficiency.



- Develop whole farm systems to adapt to lower rainfall and irrigation.
- Formalise explicit delivery of training.
- Enhance technology, collection and handling of electronic data for production analysis and supporting class teaching.
- Investigate opportunities for carbon neutral status.



# Trades Performance

## Highlights

- 53% of the College's qualifications issued are from Trades.
- Access career opportunities and build broader Trades relationships with relevant industries. A significant number of incursions and relationships were built for a careers focus:
  - ◊ Apprenticeship Community.
  - ◊ Construction Futures Centre (pilot school for mobile education initiative).
  - ◊ Cummins (delivered training to students on donated engine).
  - ◊ Alcoa (2 successful student secured apprenticeships).
  - ◊ Orontide (one successful student).
- Another 18 Trades related companies actively supported our students in work placements and securing a significant amount of apprenticeships.
- Dale Alcock/ABN group joined our Trade Advisory Committee.
- Trades Literacy Strategy – progressing with a range of visual and informative posters that support instruction, safety and general trades content. Their key focus is to reiterate and support student's literacy competency and personal growth.
- Met IPS benchmarks for Trades Vocational Qualifications for Student Achievement Targets as per the Business Plan. Still aiming for 100%!
- Enclosure of Trades north end including secure storage solutions for all resources and projects.
- Anecdotally – higher level of professionalism, delivery and student engagement.
- With the advent of a pandemic and off site learning being a real possibility, Trades has developed significant online resources and E-Learning opportunities.

## Challenges

- Challenge to deliver genuinely engaging Trades programs during COVID closure.
- Storage for construction equipment.

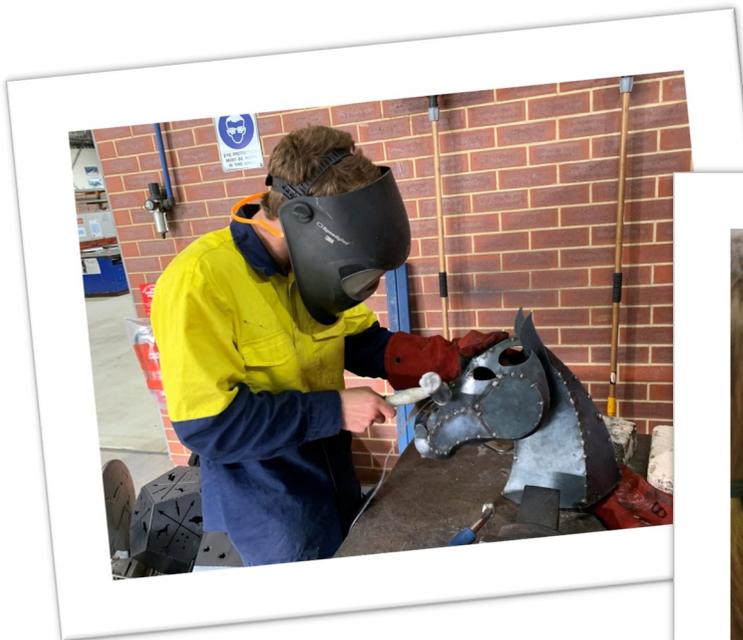
## Performance Data

Qualification		2020		% of achievement (enrolled number)		
		Number students enrolled	Percentage achievement	2019	2018	2017
Automotive	Certificate II in Vocational Prep	41	100	100 (56)	100 (43)	100 (35)
	Certificate II in Servicing Technology	11	73	100 (8)	100 (9)	100 (10)
Metals	Certificate II in Engineering Pathways	42	97.7	100 (40)	96 (27)	87 (15)
	Advanced welding skill set	5	23	NOT OFFERED		
Construction	Certificate I in Construction	31	96.8	98 (44)	100 (30)	95 (20)
	Certificate II in Construction Pathways	14	100	95 (18)	83 (12)	88 (8)
Furnishings	Certificate II in Furniture Making Pathways	31	94	100 (23)	100 (19)	72 (14)
	Cert I Furnishings	NOT OFFERED				100 (21)

**Discussion:** The first qualification in each industry area is the base qualification that we would expect all students to achieve if they have been enrolled for two semesters. The second qualification/skill set in each Trades industry area is offered for Trades Focussed students to extend them beyond the base qualification. The Engineering Skills Set was developed late 2020 hence the low rate of achievement. A Furniture Making advanced skills set will be delivered in 2021.

## Planning for Improvement

- Transfer assessments into electronic delivery methods (CONNECT, Socrative, Compass, Webex). Upskilling staff on E-Learning strategies.
- Public School Review Recommendations
  - ◇ College-wide approaches to teaching and learning across departments.
  - ◇ Trades to Farm/Residential – Reinvigorate construction projects delivered across the College. Aligns with student feedback survey.
  - ◇ Trades to Class/Admin – collaborative delivery of Career pathways; ie simulated interviews, covering letter/resume writing, aptitude testing, work placements.
  - ◇ Consistent delivery of training – support the development and implementation.
  - ◇ Enhance community understanding of student achievement – promote results and consolidate destination data.
- Parent Survey Recommendations
  - ◇ More student feedback given to parents (6% negative) - Weekly iNewsletter, additional progress report, communication frequency will also increase through introduction of E-Learning communication tools.
- Student Survey Recommendations
  - ◇ Smaller classes/more trainers.
  - ◇ Alternately dilute the scale of the projects
  - ◇ Management of students not on task.
  - ◇ CMS/peer observation initiative will help support a more consistent approach.
- Infrastructure – formulate a plan to fund:
  - ◇ Adequate fume extraction system for the CNC plasma cutter.
  - ◇ Two additional metal lathes.



# Residential Performance

## Highlights

- WACOA Carnival.
- College Ball, more important than ever after the year we had and this gave the students something to look forward to.
- Year 12 Dinner for all students in Bunbury.
- Year 10 and 11 Boarding dinners with guest speakers.
- Less sickness due to better hygiene standards as a result of COVID.
- Friday afternoon departure process which reduced the volume of traffic in the front office and car park at a peak times.
- Day students and Boarders mixed more readily at recess and lunch due to no access to the dorms.
- Darts for mental Maths.
- Christmas boxes - community service activity.

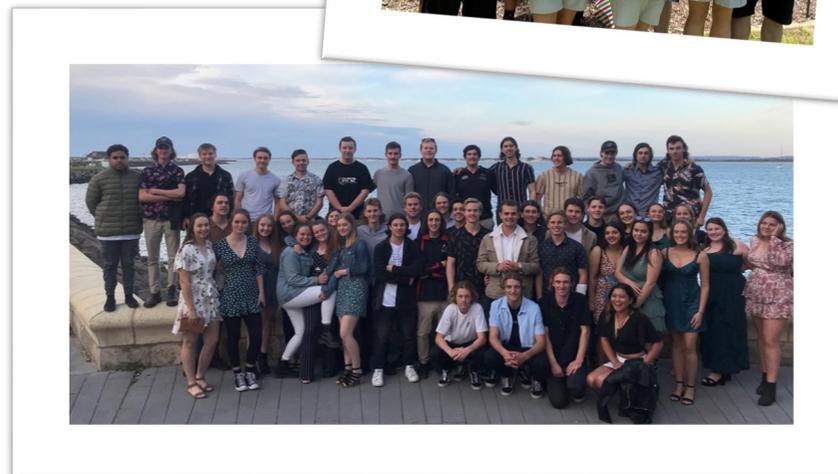
## Challenges

- COVID and the interpretation and application of rulings around how Residential could operate during this period - extra cleaning, set times for showers, meals routines, reduced residential activities.
- Upon return to Boarding, students had to stay in for the weekends, which caused a lot of angst amongst students and parents.
- Needing to utilise the gymnasium for meal times meant Residential were unable to use the gym after hours.
- Staffing absences due to illness.

## Planning for Improvement

- Staff members tasked with providing different activities for after school - craft, sport, music, herb garden.
- Explicit training of Independent Living Skills - cooking, plumbing, clothes repairs.
- Introduction of a student Well-Being Program by the Student Services team.
- Formalisation of community service for all Year 10's.

- Develop systems for the routine collection of data to measure residential performance.



# Surveys

National School Satisfaction Surveys are conducted using a generic series of questions that all schools are expected to use, plus some specific questions contextualised to the needs of the College. In 2020 students and parents were surveyed and on the whole the responses were generally very positive. The one area highlighted consistently across all areas as requiring improvement, was that of communication on student progress and this will become a focus for 2021.

It is generally noted that students' positive responses drop as they progress through the school years and tend to be heavily influenced by current events at the time they complete any survey. The year 2020 was particularly disrupted through COVID and changes in administration which will have had an impact on student perception.

Survey questions were rated using a rating scale of: strongly agree, agree, neutral, disagree, strongly disagree. Positive ratings are considered to be strongly agree and agree.

Student survey questions rated as highly positive	Student survey questions indicating a need for attention
<ul style="list-style-type: none"> <li>• My teachers expect me to do my best.</li> <li>• My school is well maintained</li> <li>• I feel safe at my school</li> <li>• Harvey Ag will help me with my future.</li> <li>• I would recommend Harvey Ag to others.</li> <li>• Trades and Farm resources are at a high standard, tidy and well maintained.</li> <li>• I value the qualifications I can achieve in Trades and Farm.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers at my school treat students fairly.</li> <li>• I can talk to my teachers about my concerns.</li> <li>• Student behaviour is well managed at my school.</li> <li>• My school takes students' opinions seriously.</li> <li>• My teachers care about me.</li> <li>• There are a range of afterhours activities to occupy me.</li> <li>• The Residence is well organised.</li> <li>• Residential facilities are at a high standard, tidy and well maintained.</li> </ul>

Examples of aspects parents liked about the College	Examples of aspects parents thought needed improvement at the College
<ul style="list-style-type: none"> <li>• The respect and communication between teacher and students (and vice versa).</li> <li>• I feel the teachers are quick to support my child with any educational needs.</li> <li>• Understanding the child individually and College proactively seeking employment opportunities.</li> <li>• The leadership are not just concerned about the student's academic success but looks at the holistic development.</li> <li>• The variety of different subjects and experiences available to all students.</li> <li>• Excellently managed with wonderful staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up with parents after serious concerns raised.</li> <li>• More work experience options not just ag or trade based.</li> <li>• I would like to hear from teachers when our child/ren make academic progress.</li> <li>• More information regarding pathways, another alternative to ATAR.</li> <li>• The College should seek to give students the opportunity to accept more responsibility, not roll back opportunities that previously existed.</li> <li>• Some staff should listen to the students and get to understand their emotional needs better.</li> </ul>

**Staff wellbeing** was surveyed using the Workplace PERMA profiler which assesses a number of positive and negative wellbeing domains. The positive domains ranged from 7.64 to 8.55 (average 8.09). Scores between 6.5 and 7.9 for positive domains are considered normal and between 8 and 8.9 considered high functioning. The negative domains ranges from 2.03 to 3.14 (average 2.59). Scores for the negative domains between 1.1 and 3 are considered high functioning.

The survey results matches anecdotal information which indicates staff are positive and engaged in their roles at the College.

# Resource Management

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, Trades and Residence at the College and has implications on the scope, 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 which are extremely well managed by the Manager Corporate Services plus cost centre managers. For the last three years to 2020, additional transitional funding was provided as the College adapted to the Student Centred Funding model. 2020 was the last year this funding was available so in 2021 the College will have to budget accordingly.

EXPENDITURE	SUM
Salaries	\$4,941,781
Administration	\$93,250
Utilities, Facilities and Maintenance	\$541,944
Buildings, Property and Equipment	\$472,394
Professional Development	\$17,553
40% Farm Revenue to Machinery Trust Fund	\$425,754
Farm Operations	\$851,600
Curriculum and Student Services	\$354,931
Residential Operations	239,200
Transfer to Reserve Accounts	\$275,390
Residential Boarding Fees transferred to Central Office	\$712,776
Other Expenditure	\$50,207
Unallocated Cash (carry forward to 2021)	\$205,397
Unallocated Salaries (carry forward to 2021)	\$352,382

INCOME	SUM
Carry forward from 2019(Cash)	\$229,815
Carry forward from 2019(Salary)	\$321,203
Student Centred Funding	\$4,935,934
Farm Operating Grant	\$246,200
Residential Operating Grant	\$258,200
Utilities – Farm and Residence	\$238,223
Students Charges, Voluntary Contributions	\$338,346
VET Funding	\$152,958
Residential Boarding Fees	\$707,574
Day Student Fees	\$52,478
Facility Hire/Meals/Rent	\$52,864
Bank Interest	\$38,151
Farm Revenue	\$1,069,630
Machinery Trust Allocation	\$218,351
Transfer from Reserve Accounts	\$283,836
Secondary Assistance	\$3,515
Chaplaincy Funding	\$21,769
COVID Cleaning Funding	\$172,728
Transition Funding	\$83,588

**Assets:** Asset replacement plans and reserves are in place and well managed.

RESERVE ACCOUNTS	SUM
Balance of Asset Replacement and General Reserves	\$1,191,441

## Human Resources:

As a consequence of the Farm and the Residence, the College employs a large staff across 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 staff (Teachers) represent a minor part of the entire staffing. Strong and effective processes for induction of new staff and Performance Management of all staff are implemented. A core group of effective leaders assist with managing the diverse and complex staff.

In addition to the staff identified in the table, the College has access to a school Psychologist (2 days per week), a Chaplain (2 days per week) and a school Nurse (1/2 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	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>15.00</b>	<b>14</b>
Farm Manager	1.00	1
Assistant Farm Managers	2.00	2
Technical Officers	11.00	11
<b>Administration</b>	<b>7.25</b>	<b>12</b>
Manager Corporate Services	1.00	1
School Officers	5.45	9
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>6.83</b>	<b>9</b>
Head Cleaner	1.00	1
Cleaning Staff	5.83	8
<b>Residential Staff</b>	<b>8.18</b>	<b>11</b>
Head of Residence	1.00	1
Residential Supervisors	7.18	10
<b>Total Staff</b>	<b>60.51</b>	<b>73</b>

# Achievement of Business Plan Targets

## Effective students

Performance Measure/Target	Rating	Comment
100% students achieve WACE	Not achieved	94% -3 students did not achieve History indicates 100% is difficult to achieve due to challenges of meeting literacy standard
10% of Year 12 students select the ATAR pathway	Achieved	
50% of ATAR Pathway students achieve an ATAR score >70	Achieved	
100% students achieve Certificate II Agriculture plus another four full Certificate II or III qualifications	Achieved	
100% students achieve their base Trades qualifications after completing two semesters	Not Achieved	97.5% Four students were slow to complete their base qualification and did not take the opportunity to finish them off
95% Trades Focus students achieve identified higher level qualifications in their option area/s	Not rated	The addition of higher level (than the base qualification) qualifications was introduced mid 2020
95% of Farm Focus students select Certificate III in Agriculture.	Achieved	
100% of students selecting Certificate III Agriculture achieve the qualification	Achieved	
100% of students complete at least one community service or volunteer activity each year.	Not rated	Community service was not a focus over 2020 due to the difficulties caused by COVID
Aboriginal students' performance comparable with non-Aboriginal on all measures of performance.	Achieved	
100% graduates engaged in further study or employment by March the year after leaving school.	Achieved	98%- 1 student still looking for work when contacted

## Effective staff

Performance Measure/Target	Rating	Comment
100% of trainers and assessors are involved in at least one Industry Placement Scheme or training opportunity per year to maintain currency	Not achieved	COVID restrictions made off-site visits difficult
All staff undertake at least one professional learning opportunity in addition to the designated school development days	Achieved	
100% of staff are compliant with all departmental and school determined mandatory professional learning	Achieved	
All instructional staff engage with networks to support their delivery and assessment	Achieved	Formal networks- AEAWA, Trade and Agricultural Advisory, Moderation partnerships
100% of instructional staff trained in Classroom Management Strategies or similar as appropriate to their work role	In progress	10 staff (33%) fully trained in CMS 4 staff scheduled 2021 Farm and Residential staff CMS lite scheduled 2021
>90% positive responses by staff on NSOS surveys about job satisfaction and general well-being.	Not achieved	Specific NSOS survey not conducted Workforce PERMA- profiler survey indicates normal and high functioning staff wellbeing ratings
Positive feedback from parents/community	Achieved	Numerous positive communications about individual staff on record

## Effective Living and Learning Environment

Performance Measure/Target	Rating	Comment
Attendance- overall school attendance > 90%	Achieved	
Retention – no student leaves the College before the end of Year 12 due to deficiencies in the College	Not achieved	One student left due to disgruntlement with equine processes
Enrolment data - numbers of applications exceed places available	Achieved	151 applications, 130 interviews, 62 offers and acceptances
Student and parent NSOS surveys - minimum 90% average positive responses to all survey questions	Not achieved	88% parents 80% students Planning for 2021 will address areas highlighted Suggest 90% ambitious for students
Operational plans in place for all faculty areas and whole school approaches	In progress	Faculty and whole school literacy plans in place STEM, student services, whole school numeracy in development
Aboriginal Cultural Standards Framework- action plan and progression along continuum	In progress	Working through the continuum
All external audits and compliance measures meet expectations	Achieved	Annual Compliance Self-Assessment, three year Public School Review, Monthly FREDA + WWC Random Bank Account Audit, Asset Audit
Positive feedback from parents/community	Achieved	Numerous positive communications on record– unprompted or via surveys One parent complaint referred to Regional Office– equine related Nil formal complaints in second semester

## Sample of unsolicited messages from Year 12 parents

⇒ James is absolutely loving his new role as Apprentice Diesel Mechanic.

I have no doubt in my mind that the Ag school well prepared him for his working career. With the school's reputation for turning out such good kids and because he attended and completed Year 12 achieving many certificates, this also went a long way to helping him secure this exceptional opportunity.

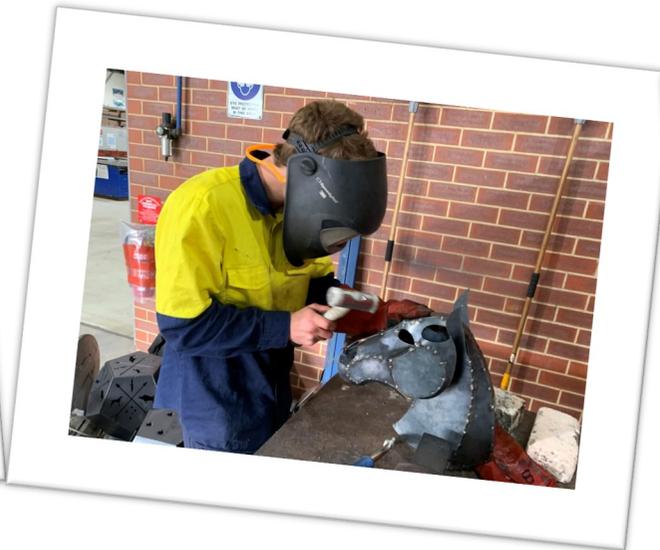
Thank you Harvey Ag!!!

⇒ Liam is working the family farm, has purchased his own small flock of sheep and is planning on attending Muresk next year. He is implementing ideas he learnt from Harvey Ag into our farm for the better.

Thank you to everyone at the College for helping shape my son into the person that he is today.

⇒ My husband and I are very proud of all that Matthew achieved, whilst attending the Harvey Ag College and are very grateful for the opportunities, qualifications, experiences, skills and friendships that he gained through the school.

We really can't thank you all enough - Best school ever!





# Graduating Class of 2020