

## WA College of Agriculture Denmark Business Plan 2017-2020



**College Vision:** WACoA Denmark educates the rising stars of the agriculture sector in an exceptional specialist school that the industry values, protects and nurtures.

**College Mission:** Within an agricultural context, our mission is to develop in students the skills, knowledge and attitudes to reach their full potential and contribute positively to society.

**Context:** Located next to the picturesque south coastal town of Denmark, the WA College of Agriculture – Denmark is a 560 hectare working farm and educational facility for Year 10, 11 and 12 students offering a wide variety of studies and industry training with an agricultural focus. While the majority of the College’s 130 students are residential students, there are a number of day students, and a bus service is provided to and from Albany. The College’s prime location is both a strength and a motivation for the College to continue to deliver outstanding outcomes for its students, and develop strong partnerships with its school community, to ensure its long-term future.

One of five WA Colleges of Agriculture, Denmark is considered a leading light in the achievement of educational and training outcomes for young men and women in a diversity of agricultural and related fields. The College delivers Australian Curriculum courses to Year 10 students and WACE courses to Year 11 and 12 students. The College is also a Registered Training Organisation (RTO) and delivers Certificate I-III level qualifications in a wide range of industry areas including: Agriculture, Automotive, Conservation and Land Management, Engineering, Equine, Forestry and Horticulture. Renowned for its outstanding Vocational Training and Education (VET) outcomes, the College has also developed an excellent reputation for its academic program with approximately one third of its students on an ATAR pathway. In addition to their academic program, all students at the College spend at least one day a week undertaking workplace learning on the College farm where, under the supervision of the College’s Agricultural Training Officers, they work toward the completion of a Certificate II or III in Agriculture. This wonderful balance of school and workplace training on a farm striving to achieve industry best practice ideally prepares students for a smooth transition into the world of work.

The tripartite nature of the College – school, residence and farm – ensures that, along with learning and achievement, student safety and care is of paramount importance. The College provides a home away from home for many of its students and takes on the responsibility of training young people in the “real world” environment of a commercial farm with all of its inherent risks. As such the College fosters a young adult learning environment and requires from all of its students a commitment to behave in a way that helps to ensure their own safety as well as others.

### The College Values:

- Participation – in all aspects of College life and contribution to the community.
- Responsibility – trusted to undertake tasks and being accountable for own actions.
- Cooperation – supporting and respecting each other.
- Care – having self-worth and consideration for others.
- Excellence – having pride in achievements; striving to do one’s best.

- The WA College of Denmark’s Business Plan is developed in consultation with all College staff, the College Board and Agricultural Advisory Council.
- It aligns with the *DoE Strategic Plan 2016-2019 High Performance, High Care* and the *Framework for Agricultural Education 2017*. It also reflects and supports the following DOE policies and directions:
  - *Classroom First Strategy*
  - *Focus 2017*
- The Business Plan reflects the tripartite nature of WACoA, Denmark: the school, on-the-job workplace training on the College farm and the residential component.
- School self-assessment is an integral part of maintaining and improving the performance of the College. Our 3-year Business Plan is data driven and guided by our self-review cycle. The 3-year Business Plan is then translated into Operational Plans which are monitored and reviewed each semester.

## Priority 1: Successful Students

Targets	Strategies
<p><b>1. WACE achievement rate will exceed or equal 90%.</b></p>	<p><i>1.1 Review Naplan results for new students for early identification of potentially at risk students.</i></p> <p><i>1.2 OLN support programs for students at risk of not achieving required minimum standards.</i></p> <p><i>1.3 Individualised Education Plans (IEP's) for those Year 11 and 12 students identified at risk of not achieving WACE.</i></p> <p><i>1.4 Development of Whole School Literacy and Numeracy Plan.</i></p>
<p><b>2. 95% or higher Year 12 students will achieve a Certificate II in Agriculture.</b></p>	<p><i>2.1 Set competency achievement timelines for Year 10, 11 and 12 students.</i></p> <p><i>2.2 Regularly monitor student progress and provide feedback to key stakeholders.</i></p> <p><i>2.3 Individualised training programs for those Year 11 and 12 students identified at risk of not achieving a Certificate II in Agriculture.</i></p>
<p><b>3. 95% or higher Year 12 students will complete two AQF Certificate II (or higher) qualifications or complete 4 ATAR courses.</b></p>	<p><i>3.1 All Training and Assessment strategies for Year 12 Certificate II 'Options' to include a term-by-term competency completion plan to trigger early intervention for students at risk of not achieving qualification.</i></p> <p><i>3.2 Regularly monitor student progress and provide feedback to key stakeholders.</i></p> <p><i>3.3 Individualised training programs for those Year 11 and 12 students identified at risk of not achieving a Certificate II in Agriculture.</i></p>
<p><b>4. 50% of ATAR students will achieve university entrance (70 or better).</b></p> <p><b>Aspire to 75% of ATAR students achieving university entrance (70 or better).</b></p>	<p><i>4.1 Provide additional tutoring opportunities (e.g. study camps, study skills programs, university visits).</i></p> <p><i>4.2 Regular engagement of ATAR students in monitoring their academic achievement, setting course targets and making effective use of ATAR predictor scores.</i></p> <p><i>4.3 Identify and support students at risk of not achieving their potential.</i></p>
<p><b>5. 90% or higher Year 10 students will achieve a Certificate I in AgriFood Operations.</b></p>	<p><i>5.1 Early intervention and IEP's for Year 10 students identified at risk of not achieving a Certificate I in AgriFood Operations.</i></p>
<p><b>6. 80% of students enrolled in a Certificate III in Agriculture will complete the qualification.</b></p>	<p><i>6.1 Certificate II in Agriculture Training and Assessment Strategy to enable Year 11 completion for suitable students.</i></p> <p><i>6.2 Identify in Semester 1 Year 11 (or earlier) those students capable of achieving a Certificate III in Agriculture.</i></p> <p><i>6.3 If necessary access external providers to deliver courses/competencies to support the College's Certificate III in Agriculture course.</i></p> <p><i>6.4 Competency achievement timelines for Certificate III in Agriculture.</i></p>
<p><b>7. 90% of students will achieve attendance levels of 90% or better.</b></p>	<p><i>7.1 Acknowledge students whose attendance is above 90%.</i></p> <p><i>7.2 Identify students whose attendance falls below 90% and implement plans to improve attendance.</i></p> <p><i>7.3 Implement a Good Standing Policy with consequences for unexplained and unacceptable absences.</i></p> <p><i>7.4 Acknowledge students who do not lose any good standing points during the school year.</i></p>

## Priority 2: Quality Teaching and Training

Targets	Strategies
<b>1. All staff to engage in an effective performance management process.</b>	<p>1.1 All staff are familiar with the Australian Professional Standards for teachers and leaders, RTO Standards 2015 for training staff and equivalent standards for residential staff, and these are used as a means of self-reflection of their performance.</p> <p>1.2 All staff provided with a clear articulation of their role and required standards of performance by their Line Manager.</p> <p>1.3 All staff provided with constructive feedback that results in improved practice and targeted action where standards are not met.</p>
<b>2. Strengthen the use of peer observation to support and improve teaching, training and residential supervision practice.</b>	<p>2.1 Access professional learning opportunities to support the implementation of the initiative.</p> <p>2.2 Use of peer observation and feedback to improve practice.</p>
<b>3. Improve collaboration across Class, Farm and Residential staff to achieve the best possible outcomes for students.</b>	<p>3.1 Farm staff to develop Calendar of Operations to ensure teaching staff are aware of timing of farm activities.</p> <p>3.2 Implement monthly planning meetings between Agriculture teachers and Farm staff to plan for "practical sessions".</p>
<b>4. Staff and students will continue to strengthen their use of identified ICT and online learning.</b>	<p>4.1 Develop a 5-year Technology Plan</p> <p>4.2 Investigate addition of a Farm Operation ICT expert to the College's Agricultural Advisory Committee.</p>

## Priority 3: Effective Leadership

Targets	Strategies
<b>1. Review and/or develop operational plans across the College to support the Business Plan and DPA.</b>	<p>1.1 Identify operational plans required and formulate a timeline for completion.</p> <p>1.2 Contract a reputable farm consultant(s) to develop a Farm Management Plan to align educational outcomes and operating efficiency on the College farm.</p>
<b>2. Cultivate an OHS culture of excellence.</b>	<p>2.1 Review current OHS management systems and teams.</p> <p>2.2 Establish OHS monitoring systems and improvement targets eg incidents, near misses register.</p> <p>2.3 Develop a quarterly self-audit checklist.</p> <p>2.4 Organise Worksafe OHS audit Semester 1 2018.</p>
<b>3. Improve communication with the school community.</b>	<p>3.1 Increased use of Facebook and College website as a communication and promotional tool.</p> <p>3.2 Stronger involvement of new parents in Orientation programme.</p> <p>3.3 Develop a Board sub-committee to recommend improved ways of communicating with parents.</p>

<p><b>4. Within three years upgrade the College gymnasium.</b></p>	<p><i>4.1 Establish scope of work and costings to upgrade gymnasium by Term 4, 2017.</i>  <i>4.2 Investigate funding options for upgrade.</i></p>
<p><b>5. Maintain a student cohort of 125-130 students.</b></p>	<p><i>5.1 Development of a Marketing Plan.</i>  <i>5.2 Pursue the addition of a new dormitory.</i>  <i>5.3 Investigate changing the Albany-Denmark school am bus time.</i>  <i>5.4 Annually review course delivery.</i>  <i>5.5 Continue to build relevant and productive partnerships with industry, business and educational institutions.</i></p>