

Annual Report

Excellence and innovation in agricultural education



WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE

Denmark



2021

www.denmarkag.wa.edu.au

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Principal Report

Rebecca Kirkwood

It is with great pleasure that I present our school's Annual Report for 2021.

As the newly appointed principal, this report is written on the back of the hard-working staff of 2021. Having only commenced my leadership at the College in October, I write this report by reflecting on the efforts of those who have led before me. It is clear to see that 2021 brought great student success across a variety of areas. This would not be possible without the contribution of our staff. I thank them for their support of our students not only in their academic pursuits, but also in their social and emotional development.

As a residential college, we value our strong partnerships with families. Many of our parents trust us with the care and responsibility of their children far beyond a traditional schooling program. At WACOA Denmark, we not only educate children, we also house, feed and care for them. It is worth acknowledging that this creates additional complexities for our school; but it also creates a wonderful environment for our students to prosper.

Our school has an excellent reputation. Most of this is fuelled through the positive words from community and family. We are regularly approached by employers at the end of the year for our employment bound Year 12 students, keen to employ our students. A testament to calibre of students that we exit.

At a school like ours, the students have a wonderful opportunity to engage with curriculum in a way that allows them real connection and meaningful learning experiences. As a school with a 560-hectare farm, our students are blessed and have the best opportunity to do well. This is most definitely reflected in our data.

I am also very appreciative of the efforts of our College Board and Agricultural Advisory Committee. Both groups offer great governance and collective wisdom. I would like to thank all members not only for their time but their energy. I would like to make particular mention of our Board and Agricultural Advisory Committee Chairs, Steve Jones and Owen Sounness who have led both of these groups well and ensured that their contribution has been a valuable one.

I invite you to read our 2021 Annual Report and reflect on our successful year.



Rebecca Kirkwood, Principal

College Board Chair Report

Steve Jones



Steve Jones, Board Chair

First, on behalf of the school community, I wish to welcome our new Principal, Rebecca Kirkwood and say thank you to Steve Swallow for his significant efforts as Acting Principal for the first three terms.

In the last 7 years I have been on the School Board I have seen significant change in our school leadership group.

Rebecca is the third Principal I have the privilege of working with, along with an Acting Principal, three Deputy Principals and two Farm Managers. Each have brought something different to our school and we have continued to prosper in a positive way. The selection panel for Principal includes a school community representative, usually the School Board Chair and in August, this was my third selection panel. Our college is extremely well loved by our school community - adding to the already significant pressure you feel being part of the selection process!

Rebecca's life and school experiences combined with her passionate drive to facilitate staff and students to realise their true potential stood out in her application and interview. Rebecca has hit the ground sprinting (even though she is a long-distance runner!) and our Board is looking forward to continue to work with her during 2022.

The start of 2021 welcomed new Board Members Mietta Skinner, Jacqui Schinzig and Leanne Muir with Rebecca joining at the start of term 4 as our new Principal.

Apart from the change of School Principal, the Board year was more 'routine' compared to 2020. Six meetings were held with the following key activities:

- Endorsed 2020 Annual School Report.
- Craig Armstrong presented the 2021 School Budget in his usual excellent fashion.
- 2020-2022 Business Plan monitoring.
- Fees, charges and contributions presented to and approved by the Board.
- Budget updates each meeting.

The year also saw us say farewell to Board Members Steve Swallow, Daniel Gibbins, Lisa O'Farrell, Josie Keam and Kevin Marshall.

While 2021 was thankfully COVID free for our College, next year will be far more challenging with the borders coming down and our school community learning to live with COVID. Hopefully the experiences of the eastern states will give us the ability to keep the school open and students attending in person for the vast majority of the year in a safe manner.

2022 will be the last year for our current business plan and we will need to form a new three-year plan ready for 2023 onwards. Rebecca has already been doing some groundwork with staff as to what parts of the current plan are working well and which need change. Our school community will be engaged for input to varying extents during the development of the new plan.

I would like to thank my fellow 2021 Board Members for their significant support and contributions of which our school community should be proud of.

In close I wish all our students, parents, and staff a highly successful, healthy, and safe year in 2022.

Our Mission

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.

Our Vision

WACOA Denmark educates the rising stars of the agriculture sector in an exceptional specialist school that the industry values, protects and nurtures.

We Value

- 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.



Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Heads of Departments and Learning Areas	1	1.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	13	9.7	0
Total Teaching Staff	13	9.7	0
School Support Staff			
Clerical / Administrative	22	17.6	0
Gardening / Maintenance	12	7.9	0
Other Non-Teaching Staff	2	1.1	0
Total School Support Staff	36	26.5	0
Total	52	39.2	0



Note

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Student Information

Student Numbers (as at 2021 Semester 2)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	Total
Fulltime	-	-	-	40	46	48	134

Semester 2	Kin	PPR	Pri	Sec	Total
Male	-	-	-	67	67
Female	-	-	-	67	67
Total				134	134

Student Numbers (trend)

Semester 2	2017	2018	2019	2020	2021
Lower Secondary	35	38	38	41	40
Upper Secondary	92	96	103	95	94
Total	127	134	141	136	134



College Priorities

Priority 1: Successful Students

Students who maximise their academic and vocational outcomes at the College, develop the necessary employability skills, knowledge and attitudes to transition smoothly into the modern workplace, and who demonstrate respect for each other, the school and the environment.

Priority 2: Quality Teaching and Training

Agreed beliefs about effective teaching and training and embedded in practice. There is a commitment from all staff to collaborate and support each other to improve practice and deliver better outcomes for students. Data is used effectively to inform planning and differentiation. ICT is embedded in the curriculum.

Priority 3: Effective Leadership

There is the development of a shared vision across the College with a focus always on safety and improving student outcomes. Decision-making is collaborative and aligned to the College's Business and Operational Plans.

Priority 4: A Safe, Supportive and Sustainable Environment

Everyone in the school community accepts a shared responsibility in helping to ensure all students feel safe all the time. Staff and students are accepting of differences, demonstrate respect for each other, for personal and school property and for the environment.

Class Performance

Janine-Helen Daniel, Head of Department - Studies



Janine-Helen Daniel, HOD-Studies

Priority 1- Successful Students

WACOA – Denmark is a College that welcomes students from all walks of life to experience an immersive education in Agriculture through the school years 10-12. Over the three years of schooling at Denmark, students can participate in 3 main pathways: Agriculture, Trades, and ATAR. The College offers AQTF courses up to Certificate III in a wide variety of industries associated with Agriculture (Conservation & Land Management, Metals & Engineering, Automotive, Equine, Hospitality, Aquaculture and Forest Industries). Typically, students study a mixture of WACE courses (at either ATAR or general level) and certificate courses. Our post school student destinations include further studies at tertiary institutions, apprenticeships, traineeships, or direct entry into the labour force. The reputation of the College within the agricultural industry sees several of our students move into employment before completing their WACE and/or certificate courses.

In 2021, 48 Year 12's were eligible to attain their WACE. Of these, 45 met the criteria to achieve their WACE, 5% more than both like schools and the state average. All students met the breadth and depth requirement, with 32 students completing 2 or more STEM courses. Forty-six students completed 2 or more STEM VET qualifications. All students participated in VET courses, regardless of their pathway. Certificate II continues to be the most common level achieved by students.

Ten students from the Year 12 cohort were enrolled in 4 or more ATAR courses, with the school offering Animal Production Systems (APS), Biology, English, Mathematics Applications (MA), and Plant Production Systems (PPS). This group achieved a median ATAR of 69.95, 19.95 higher than like schools, but 10.3 below the state public school mean. The highest ATAR score was 96.55 (compared to 90.6 in 2020), the second highest was 85.95. In 2021, 50% of students were in the high or medium tricile band. However, the majority of our ATAR students were in the low tricile ATAR score band, reflective of the school's encouragement of students to select academically challenging courses. Three Certificates of Distinction and 2 of Merit were awarded to College students.

Five ATAR students were eligible for direct University entry, with 3 eligible for UWA. A further 3 were eligible for non-standard university entrance. The average scaled scores of Biology and PPS were slightly above the state mean, while APS, English and MA were slightly below the state mean. English was the best or second-best mark of the majority of ATAR candidates at WACOA – Denmark, indicative of the strength of the academic programme at the College. All courses at the College were scaled down in 2021, most within the acceptable range indicating that assessment practices at the College are largely on track. The College continues to develop among its students the requisite skills and motivation of those selecting the ATAR pathway to succeed.

All WACE Year 12 courses offered in 2021 achieved a higher A grade average than like schools, with most achieving higher or comparable A grade averages to all public schools. Out of 11 courses, there were 7 courses where the A grade average at the College was above or the same as the DOE average: General APS, General and ATAR English, Accounting and Finance, General and ATAR PPS, and ATAR MA.

The soundness of these results is the forward dividend of a comprehensive Year 10 and 11 academic and vocational programme. In Year 10, students study WAC courses in the MESH areas, and a number of vocational and agricultural options. Year 11 students move into ATAR + VET or General + VET agricultural/trade courses.

As in 2020, College excursions were from time to time interrupted by the exigencies of the COVID-19 pandemic. Regardless, students participated in a number of events, ranging from showing at WA agricultural shows (such as Woolarama, Albany, and the Perth Royal) the Year 10 Study Tour and the Year 11 University Camp. Numerous subject excursions, field trials, and field days were attended.

The College farm continues to be an essential part of the education of our students. The dairy, cattle, aquaculture and sheep enterprises complement the plant enterprises of viticulture, horticulture, pasture and fodder our students are immersed in. Cooperation between farm and teaching staff is the foundation stone of the reputation our students have for excellent practical skills accompanied by sound theoretical understandings of the technical and scientific advancements and demands placed upon the agricultural industry.

Data was used to inform practice throughout the operation of the College. Students identified as at academic risk received extra support through the use of EA's and Individual Education Plans. Extensive OLN support was provided, which saw a higher than state average number of students achieve OLN competency before the end of Year 12.

A massive thank you must go to all of the teaching staff, be they classroom or farm, for the 2021 student results. The focus of every team is the care and wellbeing of our students, with the ultimate aim for every WACOA – Denmark valedictorian to become a connected member of whichever community they choose to live and work within throughout their lives. These 2021 results indicate that we are doing a very fine job of developing a platform for the future success of our students.



Graduating Class of 2021

Successful Students

Priority 2 - reflection

Target	Performance Review																																													
Target 1: WACE achievement rate will exceed or equal 90%.	WACE Achievement:																																													
	<table border="1"> <thead> <tr> <th></th> <th>Year 12 Students</th> <th colspan="2">% Achieving Secondary Graduation (WACE)</th> <th>State %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>44</td> <td colspan="2">93%</td> <td>96%</td> </tr> <tr> <td>2016</td> <td>39</td> <td colspan="2">89%</td> <td>92%</td> </tr> <tr> <td>2017</td> <td>44</td> <td colspan="2">87%</td> <td>91%</td> </tr> <tr> <td>2018</td> <td>41</td> <td colspan="2">85%</td> <td>89%</td> </tr> <tr> <td>2019</td> <td>50</td> <td colspan="2">96%</td> <td>91%</td> </tr> <tr> <td>2020</td> <td>42</td> <td colspan="2">93%</td> <td>89%</td> </tr> <tr> <td>2021</td> <td>48</td> <td colspan="2">94%</td> <td>70%</td> </tr> </tbody> </table>								Year 12 Students	% Achieving Secondary Graduation (WACE)		State %	2015	44	93%		96%	2016	39	89%		92%	2017	44	87%		91%	2018	41	85%		89%	2019	50	96%		91%	2020	42	93%		89%	2021	48	94%	
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		Literacy and numeracy standard			Breadth and depth		Achievement standard																																							
		Reading	Writing	Numeracy	Completed 20 units (or equivalent), including at least ten Year 12 units (or equivalent)	Completed at least four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course	Completed at least one pair of Year 12 units from each of List A and List B	Achieved at least 14 C grades or better in Year 11 and Year 12 units, with a minimum of six C grades in Year 12 units (or the equivalent)	Completed at least four Year 12 ATAR courses or a Certificate II (or higher) VET qualification																																					
Student 1	No	No	Yes	Yes	Yes	Yes	Yes	Yes																																						
Student 2	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes																																						
Student 3	No	No	No	Yes	Yes	Yes	No	No																																						

2021 WACE Achievement Like School:

School	# of eligible Year 12 students	Achieved the WACE	
		Number	Percentage
Western Australian College of Agriculture – Cunderdin	68	57	89%
Western Australian College of Agriculture – Denmark	48	45	94%
Western Australian College of Agriculture – Harvey	61	56	95%
Western Australian College of Agriculture – Morawa	10	N/A	N/A
Western Australian College of Agriculture – Narrogin	49	46	89%

2021 Numeracy, Reading and Writing (OLNA) Improvement:

WACoA	Number of full-time eligible Year 12 students	Numeracy			Reading			Writing		
		Year 9 NAPLAN prequalified	Increase *	Year 12 demonstrated standard	Year 9 NAPLAN prequalified	Increase *	Year 12 demonstrated standard	Year 9 NAPLAN prequalified	Increase *	Year 12 demonstrated standard
		%	%	%	%	%	%	%	%	%
Cunderdin	68									
Denmark	48	48%	50%	98%	48%	48%	96%	35%	59%	94%
Harvey	61									
Morawa	10									
Narrogin	49									

Target 4:

50% of ATAR students will achieve university entrance (70 or better).

Year-by-Year Business Plan Progress	
2017	Not achieved
2018	Not achieved
2019	Achieved
2020	Not achieved
2021	Achieved

2021 ATAR Results:

ATAR	2021	2020	2019	2018	2017	2016	2015	2014	2013
99+			-	1 (7%)					
90-98.95	1 (10%)	1(7%)	3 (18%)	1 (7%)	1 (6%)	1 (8%)	1 (6%)	-	-
80-89.95	2 (20%)	1(7%)	3 (18%)	2 (13%)	2 (12%)	2 (15%)	1 (6%)	1 (20%)	3 (8%)
70-79.95	2 (20%)	3(21%)	4 (24%)	2 (13%)	3 (19%)	3 (23%)	3 (18%)	1 (20%)	2 (5%)
55-69.95	2 (20%)	4(29%)	3 (18%)	3 (20%)	5 (31%)	2 (15%)	1 (6%)	1 (20%)	3 (8%)
<55	3 (30%)	5(36%)	4 (24 %)	6 (40%)	5 (31%)	5 (38%)	10 (62%)	2 (40%)	10 (25%)
Total ATAR students	10(21%)	14(33%)	17 (34%)	15 (37%)	16 (36%)	13 (33%)	16 (37%)	5 (20%)	18 (44%)
% ATAR with 70 or >	50%	36%	60%	40%	38%	46%	38%	40%	28%

Median ATAR						
	2021	2020	2019	2018	2017	2016
WACoA Denmark	69.95	60.83	71.95	65.95	62.33	69.05
Expected performance	-0.39	-1.6	-0.19	-1.02	-1.33	-0.41
Like Schools	50.6	54.95	55.9	37.4	47	53.75
Public schools	80.25	79.25	78.2	79.5	78.55	78.2
School median ATAR TISC applicants	83.6	69.93	73.18	61.95	70.65	88.85

In addition:

- 3 Certificates of Distinction: Daniel Hadlow, Matthew Hadlow and Bryce van der Heide
- 2 Certificates of Merit: Paris Pages and
- Daniel Hadlow achieved an ATAR of 90.60

Target 5.

90% or higher Year 10 students will achieve a Certificate I in AgriFood Operations.

Year by-Year Business Plan Progress	
2017	Achieved
2018	Not achieved
2019	Achieved
2020	Achieved
2021	Achieved

2021 Achievement of Certificate I in AgriFood Operation:

	Year 10 Students	% Achieving a Certificate I in AgriFood Operations
2015	35	80%
2016	36	89%
2017	34	94%
2018	37	81%
2019	37	95%
2020	38	98%
2021	40	95%

2021 Overall Certificate I – III Achievement:

Qualification	No. Enrolled in Qualification	No. Completed Qualification
AHC10216 Cert I in AgriFood Operations (Year 10's only)	40	38
AHC20116 Cert II in Agriculture	48	47
AHC30116 Cert III in Agriculture	10	9
AHC21310 Cert II in Shearing	0	0
AHC21416 Cert II in Wool Handling	13	13
AHC20310 Cert II in Production Horticulture	0	0
AHC21016 Cert II in Conservation & Land Management	9	9
FWP20116 Cert II in Forest Growing & Management	6	6
AUR20716 Cert II in Automotive Vocational Preparation	27	26
MEM20413 Cert II in Engineering Pathways	28	28
ACM20217 Cert II in Horse Care	8	8
SIT20316 Cert II in Hospitality	8	8
AHC33116 Cert III in Advanced Wool Handling	14	13

2021 Achievement of Multiple Level II and Level II and III Certificates for Year 12 Students:

Number of Certificates Completed	Student Numbers Level II Certificates	Student Numbers Level II, and III Certificates
1		
2	9	8
3	29	28
4	10	1
5		3
6		8
7		
Total Certificates Achieved	145	167

- **2020 – 10 students (24% of Year 12 Cohort)**
- **2021 – 16 students (33% of Year 12 Cohort)**
- **2022 – 11 students (29% of Year 12 Cohort)**

Target 7:

Attract a minimum of 25% of Year 12 cohort into the Agricultural Trades program.

2021	Year Group Breakdown	Number of students	Number of students Attendance 90% or >	%
3 February – 22 November	Y10	41	31	75%
	Y11	50	31	62%
	Y12	48	18	37%
	Total	139	96	60%

<i>Year-by-Year Business Plan Progress</i>	
2020	Not achieved
2021	Not achieved

Farm Performance

Kevin Marshall, Farm Manager



Kevin Marshall, Farm Manager

2021 can be considered as a very good year for the WA College of Agriculture Denmark. With high rainfall, strong markets and adequate staffing most of the farm's outcomes were achieved. These outcomes did not come easily though with big challenges along the way.

Highlights:

Fortunately, COVID19 was restricted to the Eastern states of Australia allowing the farm training program to operate as normal. Training all year groups of students was carried out as normal with pleasing results in the end. Certificate II and III qualifications were delivered with strong outcomes across all areas. Students participated in regional sheep and cattle events. These include Wagin Woolorama, Katanning Sheep Expo, Beverley Show, Perth Royal Show including Farm Skills and finally Albany Show. Sheep and cattle events were a great success with student participation and skills demonstrated to a very high level.

Farm productivity and sales were increased with extremely high prices for beef and dairy cattle. With the well-timed rainfall pasture growth was high and increased fertiliser inputs growth was accelerated. The use of strip grazing across dairy, beef and sheep maximised pasture utilisation and contributed to high livestock growth rates. Cattle and sheep fertility was high with lambing percentage around 120%. This did cause the prime lambs to take a little longer to turn off; however, with early weaning, shearing and a grain supplement, the overall outcome was achieved.

Beef calves were consistent in growth and did very well due to the season. Additional muscle was evident with the use of European bulls over the Angus cows. Calves were drafted off their mothers and sold directly into Mt Barker Regional Saleyards. Record high prices were achieved as the beef market soars in price and the demand for quality cattle paid off. High cattle prices across all categories were also evident with cull cows and bulls making record returns. Dairy cattle sales were also high with strong returns across all types.

Farm Developments:

During the year the farm was allocated funds through the Machinery Trust Fund. Machinery was sourced and purchased which at the time was very difficult to supply due to Covid machinery shortages. A Pottinger hay rake was purchased just in time for silage and hay season. A tender process to purchase a 110-horsepower tractor was initiated and ordered. Two new Kawasaki Mules will be delivered in 2022 along with a 26 horsepower Kubota tractor which is specifically allocated to the Horticulture area.

Fencing and roadway projects continued during the year subdividing several larger paddocks and supplying them with water supplies.

Challenges:

The year began well with a full team of farm staff employed. Unfortunately, during the second semester Dairy Technician Jason Frankham-Eades resigned and was very difficult to replace. This meant additional pressure on all staff in particular the Dairy technicians for the remainder of the year. As a result, staff health and well-being was being compromised and some alterations had to be made urgently. An Agricultural Advisory crisis meeting was called to discuss the challenges the Dairy was facing. A comprehensive report of machine breakdowns, staff call-out times and relevant challenges was discussed. It was agreed to immediately reduce cow numbers selling cows with problem udders. Immediate employment of an additional Dairy assistant was agreed to. A comprehensive parts supply was sourced and purchased, Dairy farm staff completed additional training and the manufacturers of the equipment (De Laval) were contacted to request and receive additional technical support.

Conclusion:

2021 was a very challenging but successful year for the farm. Challenges were faced and analysed with recommended actions completed. Student outcomes were achieved to a high standard and delivered with legitimacy. Farm development continues to progress and demonstrates the increased productivity for the community to see.



Target 5:

90% or higher Year 10 students will achieve a Certificate I in AgriFood Operations.

Year by-Year Business Plan Progress	
2017	Achieved
2018	Not achieved
2019	Achieved
2020	Achieved
2021	Achieved

2021 Achievement of Certificate I in AgriFood Operation:

	Year 10 Students	% Achieving a Certificate I in AgriFood Operations
2015	35	80%
2016	36	89%
2017	34	94%
2018	37	81%
2019	37	95%
2020	38	98%
2021	40	95%

Target 2:

95% or higher Year 12 students will achieve a Certificate II in Agriculture.

Year by-Year Business Plan Progress	
2017	Achieved
2018	Not achieved
2019	Achieved
2020	Achieved
2021	Achieved

Achievement of Certificate II in Agriculture 2021

	Year 12 Students	% Achieving Cert II in Agriculture
2014	25	88%
2015	44	98%
2016	39	95%
2017	44	98%
2018	41	93%
2019	50	100%
2020	42	100%
2021	48	98%

Target 3:

95% or higher Year 12 ATAR students will complete two AQF Certificate II (or higher) qualifications and 95% or higher Year 12 Ag. Studies and Trades students will complete three AQF Certificate II (or higher) qualifications.

WACoA Denmark	Year 12 Students	% Achieving 2 Cert II level quals (or higher) or completing 4 ATAR courses
2016	39	95%
2017	44	98%
2018	41	98%
2019	50	100%
2020	42	100%
2021	48	100%

All WACoA 2021	Year 12 Students	% Achieving 2 Cert II level quals (or higher) or completing 4 ATAR courses
Cunderdin	68	100%
Denmark	48	100%
Harvey	61	100%
Morawa	10	100%
Narrogin	49	100%

Year by-Year Business Plan Progress	
2020	Achieved
2021	Achieved



Quality Teaching and Training

Priority 2 - reflection

1. All staff to engage in an effective performance management process.

A review of processes revealed that performance management was occurring in some sections of the school in some roles. In 2022, plans are in place to ensure that the process is consistent among all areas of the College. There is renewed structure and purpose now in place to ensure that the process is robust.

2. Develop collaborative processes across Class, Workplace Learning (Farm) and Residential staff to improve practice and achieve the best possible outcomes for students.

This is an area of continual growth for the College. Practice continues to improve in this area, with plans in place to dedicate specific collaboration time between the different areas of the College. This will enhance the collegiality between these key areas and ultimately result in positive student outcomes.

3. Staff and students will continue to strengthen their use of identified ICT and online learning.

In 2021, this has not been a focus with many staff and students reporting little growth in this area. In 2022 there will be renewed focus, with increased budget, professional learning and equipment purchasing high on the agenda.

Effective Leadership

Priority 3 - reflection

1. Review and/or develop operational plans across the College to support the implementation of the Business Plan.

The College is continuous cycle of improvement. An in-depth review of the Business Plan occurred in October 2021. This review has narrowed and highlighted the focus for 2022.

2. Improve communication with the school community.

The College regularly engages with the school community. This is done via twice a term newsletter, Facebook and message delivery on the website. Plans are in place to review communication strategies in 2022.

3. Within three years upgrade the College gymnasium.

A review of the business needs of the school, funds and student need has determined that the College does not require an upgraded gymnasium at this time. It is envisaged that in 2023 an entire site review will take place in which areas of need will be prioritised based on student need. Funds will then be allocated.

4. Maintain a student cohort of 140-145 students to sustain current educational programs, staffing and resourcing.

The College has continued to maintain strong cohort numbers over many years.

Residential Performance

Kelli Gillies, Residential Manager



Kelli Gillies, Residential Manager

2021 provided residential accommodation for 91 of the 134 students overall. The College has three dormitories for both female and male students. The College employs 13 permanent staff inclusive of the Residential Manager. The College employs 6 male and 6 female residential supervisors and draw from casual pool of 3 staff. All residential staff are in the process of completing or have completed a Cert IV in Community Services – Student Residential Care, 50% of the residential staff have completed Gatekeeper (Suicide Prevention) Training and all staff have completed their Senior First Aid and Youth Mental Health First Aid training.

Orientation – Induction - Rights and Responsibilities - Walpole Wilderness Cruise – Tree Top Walk

The Orientation program was a successful few days with new students and families being welcomed by residential staff and student council members. The principal's address was interrupted by COVID19 related lockdown information filtering out to the regions from the metropolitan area which meant parents were leaving earlier than expected. The induction continued and gave guidance around Rights and Responsibilities and what students could expect boarding life to be like. The following day we ventured out to the Walpole Inlet and visited the Tree Top Walk. 2021 has begun positively albeit a little unsure of how the impact of the pandemic would impact our College however students settled in well to the routines of boarding life.

Residential Activities in a COVID-19 Year

Students were able to participate in the first residential camp out at Peaceful Bay with 54 students and 6 staff attending, our kitchen staff who were catering provided more of a 'glamping' than camping experience were much appreciated. Students, fished, swam and played beach crickets and just generally enjoyed each other's company. Campfire singing was the highlight of this camp, and it was met with much delight by the public camping alongside our students. Students were also able to attend Wagin Woolorama which was a success. Unfortunately, Country Week was again cancelled due to a COVID 19 lockdown in Perth. Forty-six College students and seven staff were very disappointed after being well prepared for the event and looking forward to a successful and enjoyable week in Perth.

Student Wellbeing and Health

In 2021 Tomorrow Man and Tomorrow Woman came back to the College to continue on with the good work started in 2020 with their workshops 'Breaking the Man Code' and 'Her Code' speaking to our students in their language, real, relatable and honest conversations that start to lift the lid on what young people are going through making them realise they are not the only ones and they don't have to go it alone. This program has been a success at the College and one that I hope we will continue with. Mental health and wellbeing continue to be a focus for the residential staff providing high-level care and supervision for students

is a priority as is providing training for staff to remain current in pastoral care. The College is registered with Be You as a Learning Community. At the heart of Be You is a content framework that provides educators and leaders with a structure for both Professional Learning, and the actions which the College can take to implement a whole learning community approach to young people's mental health. Be You provides an evidence-based multi module information toolkit that the College can use to develop and implement tailored mental health strategies.

Student wellbeing and mental health support is provided throughout the year; the College is allocated 0.28FTE for the Education Department psychologist who meets with students on a voluntary basis for an allocated appointment once per week; students can also be referred to a mental health specialist outside the College at the request of student. We have a school chaplain who is available one day per week; the chaplain offers support to both students and staff and supervises students who participate in motor bike riding mid-week. Our kitchen staff were under staffing pressures in 2021 but continued to offer high quality meals produced from quality produce; catering for a variety of dietary requirements can be challenging however our team in the kitchen provide a service second to none.

College Ball

The Ball was the highlight of the social calendar for 2021, the students really needed something to look forward to; Ajar Restaurant was the venue, and the chosen theme was "A Farmer wants a Ball"; live music created a wonderful atmosphere together with several of our musically talented students joining the band on stage much to the delight of their peers.

Graduation Dinner

Rustlers was the venue of choice for our 2021 Graduation Dinner. Congratulations to our graduating class of 2021.

Target 8:

2021 Attendance Levels:

90% of students will achieve attendance levels of 90% or better.

Year-by-Year Business Plan Progress	
2017	Not achieved
2018	Not achieved
2019	Not achieved
2020	Not achieved
2021	Not achieved

Secondary Attendance Rates

	Attendance Rate	
	WACOA Denmark	WA Public Schools
2015	94.5%	87.9%
2016	94.0%	87.7%
2017	95.4%	87.8%
2018	93.9%	87.6%
2019	93.5%	86.8%
2020	87.0%	79.7%
2021	87.9%	84.4%

Attendance % Secondary Levels

	Attendance Rate		
	Y10	Y11	Y12
2015	96%	93%	94%
2016	95%	94%	93%
2017	95%	95%	96%
2018	94%	94%	93%
2019	95%	93%	93%
2020	87%	89%	85%
2021	91%	90%	82%
WA Public Schools 2021	82%	83%	84%

A Safe, Supportive & Sustainable Environment

Priority 4 - reflection

1. Establish a culture of excellence for student safety and care in the College.

The College continues to strive to create a culture of excellent for student safety. Residential staff are experienced and offer a wealth of knowledge to students. The introduction and promotion of the online platform 'REACH' has seen information sharing enhanced.

2. Establish a culture of excellence for student safety and care in the College.

The College continues to strive to create a culture of excellent for student safety. Residential staff are experienced and offer a wealth of knowledge to students. The introduction and promotion of the online platform 'REACH' has seen information sharing enhanced.

3. Cultivate an OHS culture of excellence.

The College continues to work towards creating a culture of OHS. OHS representatives are trained, and staff are kept abreast of changes.

4. Identify opportunities for more sustainable use of resources across the College.

The development of sustainability practices continues to grow. This is being led by our student driven sustainability committee. Recently, Farm staff purchased a wool press. This wool press will be used to compress large volumes of plastic silage wrap into blocks. It is envisaged that these blocks will be used as building materials in the College.

5. Establish and maintain community and industry partnerships to help secure the College's future and enhance student outcomes.

The College has a strong relationship with many stakeholders in the Agricultural industry. Agriculture experts sit on our Agriculture Committee and provide intimate knowledge about our different enterprise areas

Financial Performance

Craig Armstrong, Manager Corporate Services

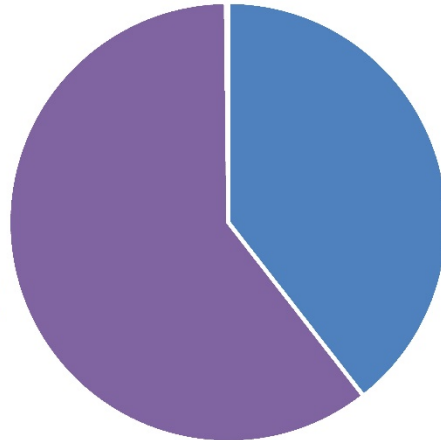


Craig Armstrong, Manager Corporate Services

Cash Position (as at 31/12/2021)

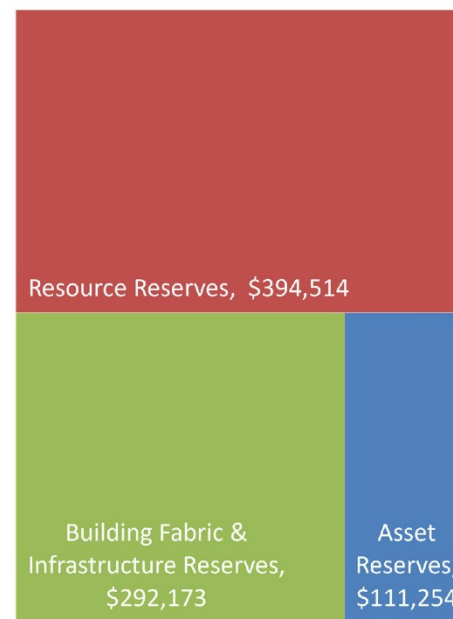
Source	Balance
General Fund Balance	\$ 521,392
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Repl Reserves	\$ 797,941
Suspense Accounts	-\$ 2,276
Cash Advances	\$ -
Tax Position	\$ 103
Total Bank Balance	\$ 1,317,159

Bank Account Composition	%
General Fund	39.58%
Reserves	60.58%
Suspense / Tax	4.22%

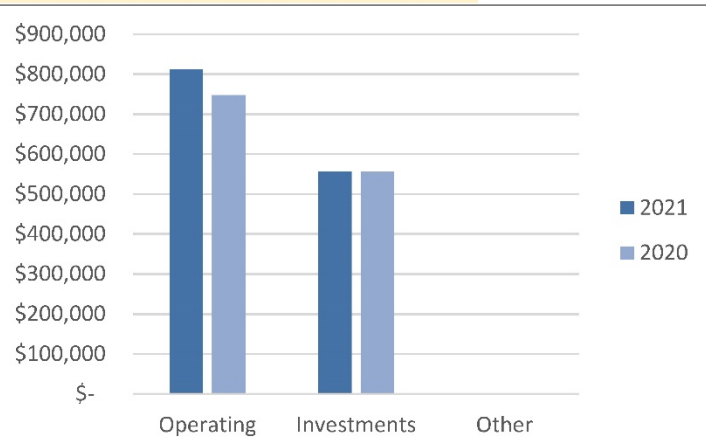


- General Fund Balance
- Asset Repl Reserves
- Tax Position
- Deductible Gift Funds
- Suspense Accounts
- Trust Funds
- Cash Advances

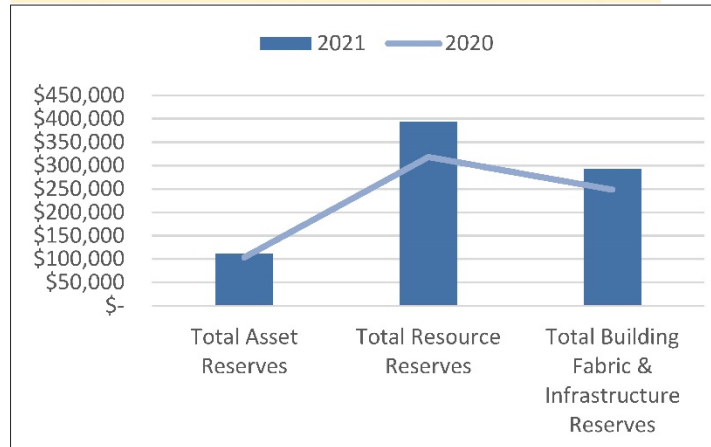
Reserve Balances



Reconciled Bank Balances



Replacement Reserves (funds held)



Collection Rate

95%*

*overall rate for all year groups covering voluntary contributions, fees, charges and extra cost optional components inclusive of the Educational Program Allowance.

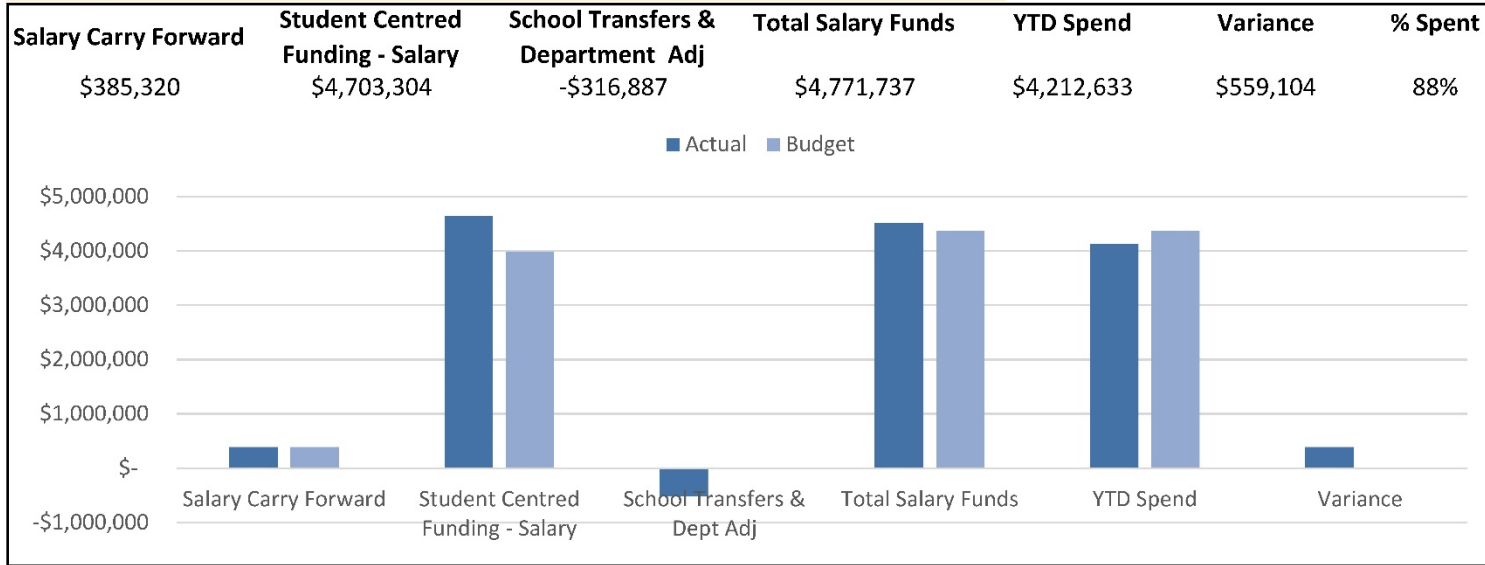
Revenue (Cash and Salary Allocation)	Budget		Actual	
Voluntary Contributions	\$	7,864	\$	7,849
Charges and Fees	\$	200,497	\$	191,999
Fees from Facilities Hire	\$	13,000	\$	11,545
Fundraising/Donations/Sponsorships	\$	33,814	\$	27,381
Commonwealth Govt Revenues	\$	10,000	\$	9,060
Other State Govt/Local Govt Revenues	\$	-	\$	-
Revenue from Co, Regional Office and Other Schools	\$	-	\$	-
Other Revenues	\$	75,537	\$	73,107
Transfer from Reserve or DGR	\$	73,777	\$	73,777
Residential Accommodation	\$	-	\$	-
Farm Revenue (Ag and Farm Schools only)	\$	1,010,685	\$	1,005,485
Camp School Fees (Camp Schools only)	\$	-	\$	-
Total Locally Raised Funds	\$	1,425,174	\$	1,400,203
Opening Balance	\$	624,488	\$	624,488
Student Centred Funding	\$	1,228,851	\$	1,228,851
Total Cash Funds Available	\$	3,278,513	\$	3,253,542
Total Salary Allocation	\$	4,771,737	\$	4,771,737
Total Funds Available	\$	8,050,250	\$	8,025,279



Expenditure (Cash and Salary Allocation)	Budget		Actual	
Administration	\$	113,257	\$	110,676
Lease Payments	\$	-	\$	-
Utilities, Facilities and Maintenance	\$	513,876	\$	489,960
Buildings, Property and Equipment	\$	266,417	\$	310,421
Curriculum and Student Services	\$	231,523	\$	173,247
Professional Development	\$	22,320	\$	14,962
Transfer to Reserve	\$	201,303	\$	201,303
Other Expenditure	\$	45,549	\$	50,823
Payment to CO, Regional Office and Other Schools	\$	-	\$	19
Residential Operations	\$	213,412	\$	215,366
Residential Boarding Fees to CO (Ag Colleges only)	\$	-	\$	-
Farm Operations (Ag and Farm Schools only)	\$	928,259	\$	778,940
Farm Revenue to CO (Ag and Farm Schools only)	\$	355,604	\$	386,431
Camp School Fees to CO (Camp Schools only)	\$	-	\$	-
Total Goods and Services Expenditure	\$	2,891,520	\$	2,732,150
Total Forecast Salary Expenditure	\$	4,371,674	\$	4,212,633
Total Expenditure	\$	7,263,194	\$	6,944,783
Cash Budget Variance	\$	386,993	\$	521,392



Salary Allocation vs Charged Expenditure (SCFM)



Funds Transferred to Reserve

