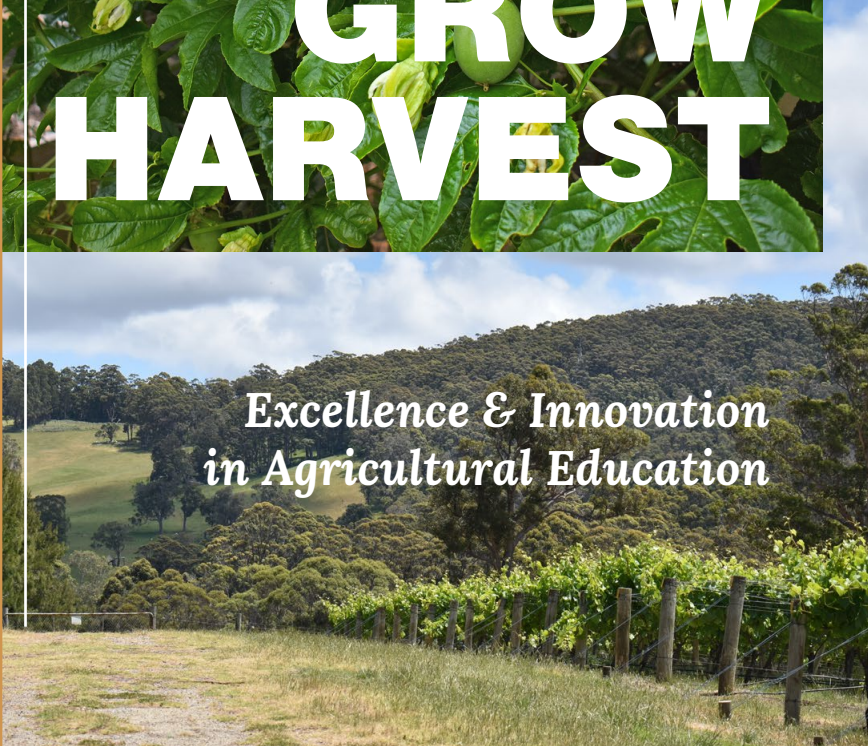




WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE
Denmark



PLANT GROW HARVEST



*Excellence & Innovation
in Agricultural Education*

ANNUAL REPORT
2023





CONTENTS

Principal's Report	4
Board Chairperson's Report	7
College Mission & Vision	10
College Values	11
College Priorities:	
Priority 1 - Quality Teaching & Training	12
Achievements	13
OLNA Results	14
Priority 2 - Safe & Supportive Environment	16
Attendance Data	17
Priority 3 - Partnerships	20
National Training Outcomes	21
VET Completion	22
Financial Performance	24

PRINCIPAL

Report

Dear Parents, Guardians, Staff, and Students,

It is with immense pleasure that I present to you our school's Annual Report for the year 2023. This year has been a testament to the dedication, hard work, and collaborative efforts of everyone within our school community.

In alignment with our new Business Plan, we dedicated significant time to reflect on our priorities of Quality Teaching and Training, Safe and Supportive Environment, and Partnerships. I am delighted to report that our endeavours in these areas have borne fruit, with notable achievements and progress throughout the year.

Our commitment to instilling our core student values of personal excellence, positive relationships, and social responsibility remained unwavering. These values served as guiding principles, shaping our interactions and celebrations throughout the year.

The launch of our new academic timetable marked a significant milestone, offering increased choice and flexibility for our students. Moreover, the creation of new positions, resources, and courses underscored our focus on supporting student success and fostering a culture of excellence and innovation.



Open Day 2023

I am thrilled to share that our academic data for 2023 reflects fantastic progress, with achievements surpassing previous years. Our performance in OLN A exceeded state averages, with an outstanding 100% of Year 12 students achieving proficiency in Writing and Reading, and 98% in Numeracy. Additionally, an impressive 81% of students graduated with three or more vocational courses, paving the way for a remarkable 98% graduation rate – the highest in six years.

Special congratulations are in order for our high achieving students, including Ella Cameron, Sara Bray, Charlotte Brown, Willow Donohoe, and Lily Furphy, whose outstanding performances merit recognition. Furthermore, congratulations must go to Dakota Dalton and Luke McPherson for their excellence in VET, exemplifying the breadth of talent of our student body.

Thanks must go to our dedicated staff whose commitment and support have been instrumental in our students' achievements. Their tireless efforts, both inside and outside the classroom, have undoubtedly contributed to our collective success.

As an agricultural college, our passion for students and agriculture remains central to our identity. Our strong emphasis on providing pathway-oriented decisions, coupled with access to excellent resources, ensures that our students are not only engaged but also equipped for future success.

I must acknowledge the invaluable partnerships we share with our families, whose trust and support extend beyond traditional schooling boundaries. At WACoA Denmark, we recognize the privilege and responsibility of caring for our students holistically, and we are committed to fostering an environment where every student can thrive.

Finally thank you must go to our College Board and Agricultural Advisory Group for their exemplary governance and invaluable contributions. Special thanks to Mick Pratt and Owen Sounness for their outstanding leadership.

I invite you to read the 2023 Annual Report, celebrating the successes and milestones of the past year, and join us in reflecting on our journey towards excellence.

Warm regards,
Rebecca Kirkwood
Principal





BOARD CHAIRPERSON

Report

On Behalf of the College Board I would like to welcome all new and current students and families to Our family which comprises what we all know as the Denmark Ag College. Once again, it is that time of the year when we report on our school through our Annual Report.

As with most reports, it is about the associated compliance, so let's get the compliance done and then we can reflect on the fun stuff as I call it. That is the heartbeat of our College.

As a Board we have met regularly and undertaken the routine tasks of Board life including the following key activities:

- Endorsed the 2022 Annual School Report.
- Reviewed and approved the Fees, Charges and contributions.
- Craig Armstrong once again presented the 2023 school Budget with more colour and graphs than Miss Hatch's Maths Class.
- Each meeting we review the current budget to monitor how, as a school, we are tracking.
- Monitored the current business plan *Plant Grow Harvest*.

As the Board Chair, I had the absolute privilege of being invited to join with the Principal and Deputy Principal in the interview and selection process of our new college captains and student prefects for 2024.

A process that started with a large number of Year 11 students participating in the selection process. Listening to each student's presentation during the process was heart-warming as it was not just words but a deep seated passion, to not only lead, but also the shared desire to be

the bringers of change through living out the core values that make up and are the heart of Denmark Ag.

Well done to our two school captains, Jesse Oldfield and Phoebe Mottram, who are both worthy leaders from our Year 12 cohort. I know you are well supported by your student leader peers.

As a community board member I find myself observing from the edge so to speak, as our College attends and is involved in wider community events and celebrations such as the Albany Show, Woolorama, Gate 2 Plate, Perth Royal Show and many other events throughout the year. Our students are an absolute stand out and are a credit to not only themselves but their families and our college.

An example of this was recently when I attended the Gate to Plate in Albany. I had the opportunity to catch up with a gentleman selling feed mixers who attends events and field days all over Australia. We got talking about the student involvement in the Gate to Plate and he told me, "those kids in the white pants"- as he put it (moleskins) - "were fantastic". He said the respect, genuine interest, and well thought out questions they asked blew him away. I took great pleasure in saying, "Tony, they are from Denmark Ag."

One of my other highlights was sitting on a Q and A panel earlier in the year with our student leaders as part of the orientation process for our incoming Year 10 cohort. I found the experience really valuable and loved getting to know our newest students. I am looking forward to seeing

those new faces integrate and grow at Denmark Ag over the next few years.

I would also like to thank and acknowledge our current board members for their contribution once again during 2023 and look forward to continuing to work with you all in 2024.

In closing, I would like to wish all our students, parents and staff a successful, rewarding and safe 2024.



Mick Pratt
Board Chair





OUR VISION

PLANT · GROW · HARVEST

Excellence & Innovation in Agricultural Education.

MISSION

We provide a place that allows our young people to thrive.

We achieve this by:



PLANT

Creating a student centred environment

GROW

Nurturing our students, providing training and care that allows them to thrive

HARVEST

Which ultimately sees them ready to engage productively in society, the workforce, further training or study

OUR VALUES



PURSUING PERSONAL EXCELLENCE

- *setting high expectations and meaningful goals*
- *Persevering when faced with challenges and building resilience*
- *accessing help and support*



BUILDING POSITIVE RELATIONSHIPS

- *promoting mutual respect and trust*
- *engaging in teamwork and cooperative learning*
- *contributing to a productive learning environment*



DEMONSTRATING SOCIAL RESPONSIBILITY

- *behaving ethically*
- *recognising and supporting the needs of others*
- *contributing to a sustainable community*



OUR PRIORITIES

01 Quality Teaching & Training

In embracing a whole school culture of excellence in teaching we will:

- Actively reflect on our practice to maximise learning outcomes;
- Build the capacity of our staff with a focus on collaborative practice;
- Create a learning environment that promotes high engagement and accountability.
- Students take responsibility for their learning
- Strengthen support for teaching & learning excellence in every classroom

TARGETS	ACHIEVED
• Annual review of course offerings	Yes
• 90% WACE achievements	Yes
• 95% Year 12 Cert II Agriculture	Yes
• 75% Year 12 ATAR students achieve ATAR score of 70	No
• End of Semester 1 2023, all SAER will be tracked academically. Data will be stored centrally	Yes
• All learning areas will have operational plans. These will be reviewed at the end of each Semester	Yes
• All curriculum assessments will be uniform, weighted correctly and align with SCSA requirements	Yes
• In Semester 1, 2023 the final review will take place of the assessment policy	Yes
• In Semester 2, 2023 the assessment policy will be enforced consistently with all teachers	Yes
• In 2023, research whole school approaches to pedagogy. By the end of Semester 2, select a pedagogical approach	Yes
• In 2024, trial a pedagogy approach	Yes
• In 2025, a whole school pedagogy should be embedded	In Progress
• By the end of 2023, a new Farm Plan needs to be written	No, plan adjusted to 2024
• End of semester 2, 2023 all teachers and trainers will have engaged in at least one classroom observation cycle	Not Complete
• In 2023 have twice term assembly celebrating academic success	Yes

In 2023, our primary focus was on enhancing the quality of teaching and training within our school community. We endeavoured to create a dynamic learning environment that fosters high levels of engagement, accountability, and student responsibility for their own learning journey.

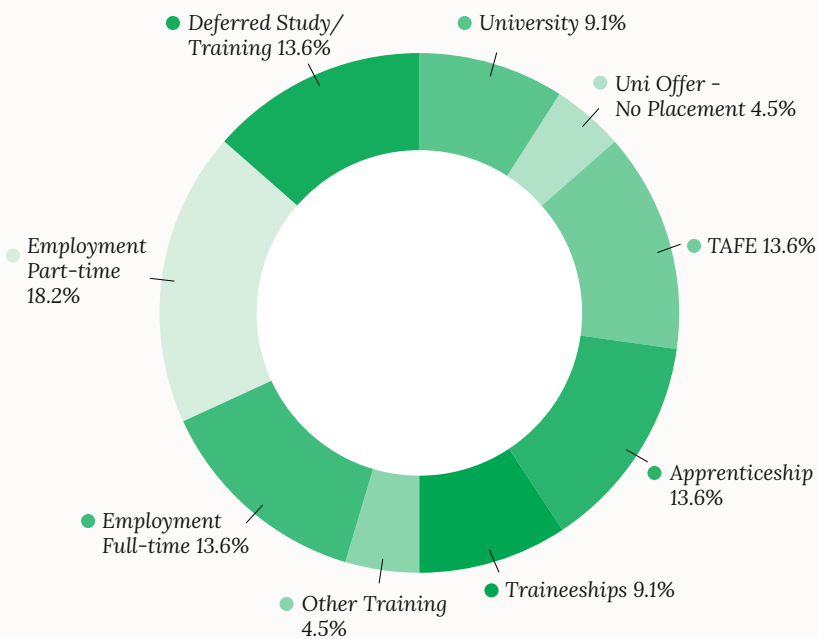
ACHIEVEMENTS

WACE Achievement

YEAR	ELIGIBLE YR 12 STUDENTS	PERCENTAGE ACHIEVING WACE
2021	48	94%
2022	36	83%
2023	46	98%

WACE Achievement:

We are thrilled to report that our WACE achievement rates reached an all-time high of 98%, well above both the six-year average and comparative benchmarks for like and public schools.



The fruits of our labour are reflected in the outstanding academic results achieved by our students.

2023



VET Certs of Excellence - 2 Awards
 Certs of Distinction - 1 Award
 Certs of Merit - 4 Awards
 Total no. Students Awarded - 7 Students

2022



Certs of Merit - 4 Awards
 Total no. Students Awarded - 4 Students

2021



Certs of Distinction - 3 Awards
 Certs of Merit - 2 Awards
 Total no. Students Awarded - 5 Students

Comparative Performance:

Our 2023 ATAR performance data surpassed that of like schools by an impressive 11%, a testament to the effectiveness of our teaching and training initiatives.

WACE ACHIEVEMENT RATE: Count (% of eligible students) Source: SCSA data files						
	2023	2022	2021	2020	2019	2018
School (WACE eligible)	98%	83%	94%	93%	96%	85%
Like Schools (%)	89%	94%	89%	95%	89%	92%
Public Schools (%)	90%	89%	89%	89%	89%	89%
School (Semester 2 Census)	98%	83%	94%	89%	96%	83%
School (Cohort)	88%	59%	87%	76%	81%	69%

ATAR Performance:

While our ATAR performance remained strong, what is truly remarkable is the reduction in spread. We have successfully supported students across the spectrum, ensuring that no one is left behind while maintaining excellence at the top.

OLNA RESULTS

ONLINE LITERACY & NUMERACY ASSESSMENTS (OLNA)

Number of students who met the standard: count (%) Source: SCSA data files

	2023	2022	2021	2020
READING				
School (WACE eligible)	46 (100%)	36 (100%)	46 (96%)	41 (98%)
School (Semester 2 Census)	46 (100%)	36 (100%)	46 (96%)	43 (98%)
School (Cohort)	46 (90%)	42 (82%)	46 (88%)	44 (86%)
WRITING				
School (WACE eligible)	46 (100%)	35 (97%)	45 (94%)	40 (95%)
School (Semester 2 Census)	46 (100%)	35 (97%)	45 (94%)	41 (93%)
School (Cohort)	46 (90%)	41 (80%)	45 (87%)	42 (82%)
NUMERACY				
School (WACE eligible)	45 (98%)	32 (89%)	47 (98%)	41 (98%)
School (Semester 2 Census)	45 (98%)	32 (89%)	47 (98%)	42 (95%)
School (Cohort)	45 (88%)	37 (73%)	47 (90%)	43 (84%)
MET LITERACY & NUMERACY REQUIREMENT				
School (WACE eligible)	45 (98%)	32 (89%)	45 (94%)	39 (93%)
School (Semester 2 Census)	45 (98%)	32 (89%)	45 (94%)	40 (91%)
School (Cohort)	45 (88%)	37 (73%)	45 (87%)	41 (80%)

OLNA Success:

Our OLNA results were equally impressive, with 100% achievement in writing and reading, and a commendable 98% in numeracy.

Success Through Collaboration:

None of these achievements would have been possible without the dedicated efforts of our collective staff. Our teachers, administrators, residential staff, trainers and support staff have demonstrated an unwavering commitment to student success, embracing their roles as agents of positive change and growth within our school community.

Focused Improvement:

One of our key initiatives was the refinement of our documented processes. Through meticulous attention to detail and a commitment to excellence, we streamlined our procedures to ensure clarity and effectiveness in all aspects of our educational practices.

Promoting Engagement and Accountability:

We worked diligently to cultivate a learning environment that encourages active participation and accountability among our students. By instilling a sense of ownership over their learning, we witnessed remarkable growth and development in both academic achievement and personal responsibility.

Embracing Reflection:

Central to our approach was the cultivation of a culture of reflection. We placed a strong emphasis on data reflection, utilising insights gleaned from student performance metrics to inform and enhance our teaching practices. Regular reviews of our Business Plan targets and strategies ensured that we remained on track and responsive to evolving educational needs.



OUR PRIORITIES

02 Safe & Supportive Environment

In developing a whole school culture of wellbeing we will:

- Foster a proactive approach to wellbeing;
- Provide opportunities that create a sense of belonging and empathy and value diversity;
- Strive to develop capable and empowered students with resilience and strong emotional competence
- Attain and maintain regular attendance
- Use evidence to drive decision making

TARGETS	ACHIEVED
• At the beginning of 2023 have an attendance plan and confirm roles and responsibilities within the attendance plan	Yes
• By the end of Semester One 2023, have clear processes of following up attendance and clear processes of rewarding positive attendance	Yes
• By the end of Semester One, 2023 have a whole school wellbeing plan containing set wellbeing opportunities for staff and students. Student Services to have developed an operational plan	Yes
• Each term residential staff release a weekend programme in consultation with families	Yes
• By the end of 2023, we will have a maintenance plan encompassing new building works required	No, plan adjusted to 2024
• From the commencement of 2023, we will explore the development of a staff social committee	Yes
• At the beginning of 2024, we will begin periodic reflection of the Aboriginal Cultural Standards Framework	In Progress
• In 2023, we will continue to engage in at least 3 activities that promote gender, cultural or disability diversity	Yes
• By the end of Semester Two, 2023 all teachers and trainers will have engaged in feedback	Yes
• In 2023 have twice a term assembly celebrating pastoral care focusing on student values	Yes

We believe that the foundation of a successful educational experience lies in the holistic wellbeing of our students, staff, and families. In line with this philosophy, we have prioritised key objectives aimed at fostering a nurturing and supportive environment for all.

ATTENDANCE DATA

Attaining and Maintaining Regular Attendance:

We understand the crucial link between attendance and academic, social, and emotional success. That is why we are committed to promoting and supporting regular attendance among our students. This year we have focused on formalising our support strategies. This has seen an increased suite of early intervention strategies, personalised support plans, and collaborative efforts with families and community partners. We ensure our approach is both reactive and proactive making sure we regularly celebrate success through letters of commendation and awards recognised through assemblies. We work to remove barriers to attendance and ensure that every student has the opportunity to fully engage in their educational experience. Our residential community continues to build on a weekend programme of events and this will remain an improvement focus in 2024. Similarly, we have much work to do in our reflection of the Aboriginal Cultural Standards Framework. By fostering a positive school climate and providing a supportive network of peers and adults, we strive to create an environment where students feel motivated, connected, and empowered to succeed.

Secondary Attendance Rates

YEAR	SCHOOL	WA PUBLIC SCHOOLS
2021	92.7%	84.4%
2022	87.7%	80.4%
2023	89.9%	82.5%

Attendance % - Secondary Year Levels

YEAR	ATTENDANCE RATE					
	YR 7	YR 8	YR 9	YR 10	YR 11	YR 12
2021	N/A	N/A	N/A	93%	92%	93%
2022	N/A	N/A	N/A	89%	87%	87%
2023	N/A	N/A	N/A	91%	90%	89%
WA Public Schools 2023	N/A	N/A	N/A	80%	82%	83%



Fostering a Proactive Approach to Wellbeing:

A proactive approach to wellbeing is fundamental to our mission. We believe that prevention is as important as intervention when it comes to supporting the mental, emotional, and physical health of our community members. Through targeted initiatives such as wellness workshops, mindfulness exercises, and health education programs, we empower individuals to prioritise self-care and develop lifelong habits that promote overall wellbeing. These are habits formed within the day and residential program.

Creating a Sense of Belonging, Empathy, and Diversity:

At the heart of our school culture is a commitment to fostering a sense of belonging, empathy, and appreciation for diversity. We work closely with our students through their values program which recognises that every individual brings unique experiences, perspectives, and strengths to our community, and we celebrate this diversity as a source of strength. Through inclusive practices, events, and excursions, we create spaces where everyone feels valued, respected, and understood, thus nurturing a sense of belonging and empathy among students, staff, and families alike.

● *Striving to Develop Capable and Empowered Students:*

Empowering students with the skills, resilience, and emotional competence needed to navigate life's challenges is a central tenet of our educational philosophy. Through personalised support services, led by our well-equipped and ever growing Student Services department, we strive to cultivate capable, confident, and resilient individuals who are equipped to thrive in today's complex world. Our wellness building known as "The Hive" is a hub of support activity. The connected approach of our support team including a Program Coordinator of Student Services, Chaplain, Nurse and School Psychologist sees our students supported well. By fostering a growth mindset, promoting self-awareness, we prepare our students not only for academic success but also for lifelong personal fulfillment and meaningful contributions to society.

● *Reflection:*

As we reflect on the past year, we are proud of the progress we have made in advancing our objectives of fostering a culture of wellbeing within our school community. However, we recognize that our work is ongoing, and we remain committed to continuous improvement and innovation in our efforts to support the holistic development of all individuals entrusted to our care. With the collective dedication of our staff, students, families, and community partners, we are confident that we will continue to make strides towards creating a healthier, happier, and more resilient school environment for years to come.





OUR PRIORITIES

03 Partnerships

In developing a whole school culture of collaborative learning, we will:

- Pursue personalised learning pathways in preparation for post-school options
- Provide strong professional learning opportunities for staff by encouraging links with industry
- Support increased school autonomy within a unified public school system
- Partner with families, communities and agencies to support the engagement of every student

TARGETS	ACHIEVED
• 100% of students will be academically monitored with regular parent contact should a child be identified as being at risk	Yes
• 100% of residential students will be pastorally supported with regular parent contact	In Progress
• From 2023, all trainers will engage in 3 days of industry currency. From 2024, all trainers will engage in 5 days of industry currency within a 12 month period	In Progress
• From 2023, all students will engage in a pathway planning	Yes
• From 2023, WACoA will build on the work from 2022 and form a partnership with the other Great Southern Secondary Schools	Yes
• End of 2023, WACoA D to engage in partnership with Elder groups to lead conversation about increasing cultural awareness for staff and students	In Progress
• Beginning of 2024, begin mapping dual naming of key buildings to reflect First Nations people	In Progress
• 50% of staff will engage in professional learning with the Department of Education	No
• From 2023, there will be annual immersion days which will see staff immersed in different ares of the school	Yes
• From 2023, twice a year entire whole school staff meetings	Yes

As we reflect on the past year, we are proud to highlight our commitment to partnerships. These priorities are integral to our mission of preparing students for their post-school options and ensuring their success in an ever-changing world. In 2023, we continued to strengthen our partnerships with industry, public secondary schools, families, and communities, resulting in significant enhancements to our educational programs and student outcomes.

NATIONAL TRAINING OUTCOMES 2024 FOR 2023 GRADUATES

Full Certificate Achievement

Total Graduates: 36

QUALIFICATION	NO. ENROLLED IN QUALIFICATION	NO. COMPLETED QUALIFICATION
AHC20116 Cert II in Agriculture	46	45
AHC30116 Cert III in Agriculture	12	12
AHC21416 Cert II in Wool Handling	14	14
AHC21016 Cert II in Conservation & Land Management	0	0
FWP20122 Cert II in Forest Growing & Management	9	8
AUR20720 Cert II in Automotive Vocational Preparation	22	19
MEM20413 Cert II in Engineering Pathways	22	21
ACM20217 Cert II in Horse Care	23	21
AHC33116 Cert III in Advanced Wool Handling	12	12
AE875 First Aid skill set (Year 11)	50	50
AHCVSS00117 Introduction to Conservation and Ecosystem Management Skill Set (Year 10)	7	7

*NB: Only count students at Cert I level if they did not complete the same Cert II qualification

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

NUMBER OF CERTIFICATES COMPLETED	STUDENT NUMBERS LEVEL II CERTIFICATES	STUDENT NUMBERS LEVEL I, II & III CERTIFICATES
1	1	1
2	15	15
3	19	17
4	10	
5		2
6		10
7		
8		
Total Certificates Achieved	128	152

*NB: Only count students at Cert I level if they did not complete the same Cert II qualification

VET OUTCOMES

Year 12 Students Completing a VET Certificate (during Years 10-12)

YEAR	CERTIFICATE I		CERTIFICATE II		CERTIFICATE III OR HIGHER	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
2021	0	0%	34	70.8%	14	29.2%
2022	0	0%	25	73.5%	9	26.5%
2023	0	0%	33	73.3%	12	26.7%

LEVEL OF HIGHEST QUALIFICATION ACHIEVED

(of VET enrolled students)

	2023	2022	2021	2020	2019	2018
Diploma						
Certificate IV						
Certificate III	12 (26%)	9 (20%)	13 (27%)	12 (26%)	15 (29%)	14 (32%)
Certificate II	33 (70%)	27 (61%)	35 (73%)	30 (65%)	35 (67%)	27 (61%)
Certificate I		2 (5%)				2 (5%)
No Certificate Completed	2 (4%)	6 (14%)		4 (9%)	2 (4%)	1 (2%)

STUDENTS WITH MORE THAN ONE QUALIFICATION

(% of VET enrolments)

3+ Qualifications	38 (81%)	34 (77%)	44 (92%)	38 (83%)	43 (83%)	32 (73%)
2 Qualifications	6 (13%)	2 (5%)	4 (8%)	4 (9%)	7 (13%)	9 (20%)

Partnership is not just a priority at our College, it is a cornerstone of our success. We firmly believe that collaboration with industry, secondary schools, families, and communities is essential for providing our students with the best possible educational experience. In 2023, we cemented our commitment to partnership by establishing firm and formalised links with industry partners. These were realised through our workplace learning program and expansion of the Industry Adventure Tour. Through these partnerships, we were able to enhance our curriculum documents and vocational training programs, leading to better outcomes for our students. By aligning our educational offerings with real-world needs and opportunities, we are preparing our students for success in their chosen career pathways.

Furthermore, we have fostered strong relationships with public secondary schools in the Great Southern network, allowing us to expand our resources and opportunities for our students. By collaborating with other schools, we can provide a wider range of educational experiences and support increased school autonomy within a unified public school system. Together, we are working towards a shared goal of excellence in education, ensuring that every student has access to high-quality learning opportunities.



Partnering with Families, Communities, and Agencies

At our College, we recognise that families are the primary caregivers of their children, and we value their input and involvement in their child's education. This is especially so within residence. Together, we make decisions that are in the best interests of our students, ensuring that they receive the support and resources they need to succeed. In 2023, we continued to partner with families, communities, and agencies to support the engagement of every student.

One of the highlights of the year was the introduction of Farm Immersion days, which brought together non-farm staff, students, and community members to engage in farm activities. This initiative not only strengthened positive staff relationships but also kept agriculture as a focus at the College. We recognise the importance of cultural awareness and are committed to improving our practices, including

the implementation of dual naming at the College in 2024. By partnering with families, communities, and agencies, we are creating an inclusive and supportive environment where every student can thrive.

As we look ahead to the future, partnership will remain a top priority. By collaborating with industry, secondary schools, families, and communities, we will continue to provide personalised learning pathways that prepare our students for success in their post-school options. Together, we will support increased school autonomy within a unified public school system, ensuring that every student receives the education and support they need to achieve their full potential. Thank you to our partners for their continued support and collaboration. With your help, we are building a brighter future for our students and our community.



Department of
Education

FINANCIAL PERFORMANCE

Operational One Line Budget Statement

School: Western Australian College of Agriculture - Denmark **School Year:** Dec 2023 (verified Dec Cash)

Region: Southwest Region **Aria:** 3.24
Distance to Perth (km): 360.79

One Line Budget - Dec 2023

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 248,455	248,455	-0
Carry Forward (Salary):	\$ 499,958	499,958	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 6,009,404	6,009,404	-0
Locally Raised Funds:	\$ 1,818,397	1,755,309	
Total Funds:	\$ 8,576,213	8,513,126	63,088
EXPENDITURE			
Salaries:	\$ 5,262,079	5,262,079	0
Goods and Services (Cash):	\$ 3,219,455	3,129,611	89,844
Total Expenditure:	\$ 8,481,534	8,391,690	89,844
Variance:	\$ 94,679	121,436	-26,757

INCOME

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$248,454.60	\$248,455.00	\$-.40
Carry Forward (Salary)	\$499,958.10	\$499,958.10	\$.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$6,009,403.54	\$6,009,403.54	\$-.00
Per Student	\$1,523,456.00	\$1,523,456.00	\$.00
School & Student Characteristics	\$1,070,724.20	\$1,070,724.20	\$.00
Disability Adjustment	\$.00	\$.00	\$.00
Targeted Initiatives	\$208,618.99	\$208,618.99	\$.00
Operational Response Allocation	\$3,216,994.49	\$3,216,994.49	\$.00
Regional Allocation	\$.00	\$.00	\$.00
School Transfers - Salary	\$-286,807.67	\$-286,807.67	\$.00

Operational - Dec 2023

	Current Budget	Actual YTD	Variance
School Transfers - Cash	\$286,807.67	\$286,807.67	\$.00
Department Adjustments	\$-10,390.14	\$-10,390.14	\$.00
Locally Raised Funds (Revenue)	\$1,818,397.00	\$1,755,309.24	\$63,087.76
Voluntary Contributions	\$7,003.00	\$6,909.00	\$94.00
Charges and Fees	\$232,425.27	\$219,950.85	\$12,474.42
Fees from Facilities Hire	\$13,000.00	\$10,499.87	\$2,500.13
Fundraising/Donations/Sponsorships	\$27,356.35	\$28,974.43	\$-1,618.08
Commonwealth Govt Revenues	\$17,000.00	\$17,078.00	\$-78.00
Other State Govt/Local Govt Revenues	\$.00	\$.00	\$.00
Revenue from CO, Regional Office and Other schools	\$3,637.62	\$3,948.40	\$-310.78
Other Revenues	\$83,767.44	\$97,365.72	\$-13,598.28
Transfer from Reserve or DGR	\$384,081.04	\$374,651.38	\$9,429.66
Residential Accommodation	\$.00	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$1,050,126.28	\$995,931.59	\$54,194.69
Camp School Fees (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$8,576,213.24	\$8,513,125.88	\$63,087.36

EXPENDITURE

	Current Budget	Actual YTD	Variance
Salaries	\$5,262,079.46	\$5,262,079.46	\$.00
Appointed Staff	\$5,042,793.06	\$5,042,793.06	\$.00
New Appointments	\$.00	\$.00	\$.00
Casual Payments	\$197,092.61	\$197,092.61	\$.00
Other Salary Expenditure	\$22,193.79	\$22,193.79	\$.00
Goods and Services (Cash Expenditure)	\$3,219,454.74	\$3,129,610.85	\$89,843.89
Administration	\$147,932.82	\$107,206.18	\$40,726.64
Lease Payments	\$29,500.00	\$29,500.00	\$.00
Utilities, Facilities and Maintenance	\$576,634.33	\$567,209.97	\$9,424.36
Buildings, Property and Equipment	\$493,407.80	\$498,696.44	\$-5,288.64
Curriculum and Student Services	\$270,278.82	\$260,316.09	\$9,962.73
Professional Development	\$32,820.00	\$15,501.63	\$17,318.37
Transfer to Reserve	\$81,230.00	\$81,230.00	\$.00
Other Expenditure	\$55,771.03	\$58,303.42	\$-2,532.39
Payment to CO, Regional Office and Other schools	\$.00	\$264.00	\$-264.00
Residential Operations	\$212,268.99	\$216,709.83	\$-4,440.84
Residential Boarding Fees to CO (Ag Colleges only)	\$.00	\$.00	\$.00
Farm Operations (Ag and Farm Schools only)	\$914,662.01	\$907,106.09	\$7,555.92
Farm Revenue to CO (Ag and Farm Schools only)	\$404,948.94	\$387,567.20	\$17,381.74
Camp School Fees to CO (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$8,481,534.20	\$8,391,690.31	\$89,843.89







WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
Denmark

www.denmarkag.wa.edu.au

T: 9848 0200 | **E:** denmark.wacoa@education.wa.edu.au | **A:** 872 South Coast Highway Denmark