



WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE
Denmark

BUSINESS PLAN



2023 -
2025



www.denmarkag.wa.edu.au



ABOUT THE COLLEGE



150 students

One of five WA Colleges of Agriculture, Denmark consistently produces outstanding achievement of educational and training outcomes for young men and women in a diverse range of agricultural and related fields. We deliver Western Australian Curriculum courses to Year 10 students and WACE courses to Year 11 and 12 students. As a Registered Training Organisation (RTO), we deliver Certificate I-III level qualifications in a wide range of industry areas including Agriculture, Automotive, Conservation and Land Management, Engineering, Equine, Forestry and Horticulture.

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. We attract students from all over the state from a wide variety of backgrounds and have a capacity of around 150 students. While the majority of our students board in the College's 95-bed residential facility, there are a number of day students, and a bus service is provided to and from Albany. Our prime location is both a strength and motivation for us to continue to deliver outstanding outcomes for our students and develop strong partnerships with the community to ensure our long-term future.

We are renowned for our outstanding Vocational Education and Training (VET) outcomes, as well as having an excellent reputation for our academic program with approximately one third of our students on an ATAR pathway. In addition to our 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 our Agricultural Training Officers, they work toward the completion of a Certificate II or III in Agriculture. By completing their education and workplace training on a farm, which strives to achieve industry best practice, our students are prepared for a smooth transition into the world of work.

The College, residence and farm all work together to ensure that, along with learning and achievement, student safety and care is of paramount importance. We provide a home away from home for many of our students and we take on the responsibility of training young people in the 'real world' environment of a commercial farm with all of its inherent risks. We foster a young adult learning environment and require, from all of our students, a commitment to behave in a way that helps to ensure their own safety as well as others.

OUR VISION

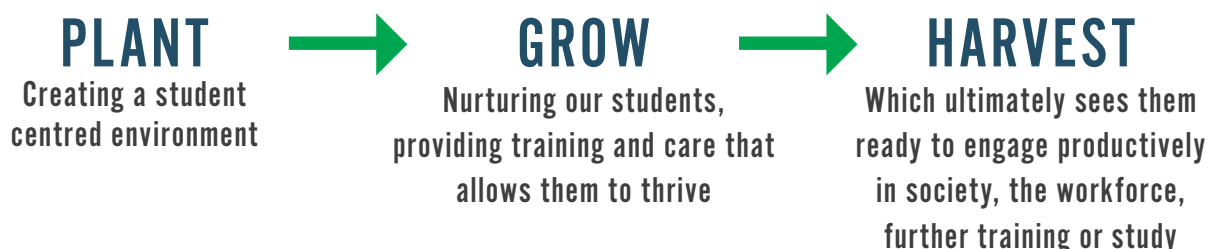
PLANT • GROW • HARVEST

Excellence & Innovation in Agriculture

MISSION:

We provide a place that allows our young people to thrive

WE ACHIEVE THIS BY:



OUR VALUES



Pursuing **personal excellence** by:

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



Building **positive relationships** by:

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



Demonstrating **social responsibility** by:

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

OUR PRIORITIES



ONE: QUALITY TEACHING AND 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

2023

IMPROVEMENT FOCUS

- Improve our academic data tracking for students
- Improve our curriculum planning documentation
- Increase our high expectation for students by improving the quality of and consistency of assessments for all aboriginal and non-aboriginal students
- Identification of a whole school approach to pedagogy that sees teachers and trainers teach in ways that enable aboriginal and non-aboriginal students reach their full education potential.
- Review assessment policy and consistency of application
- Review and update the Farm Strategic Plan
- Develop our contemporary teaching practices to include more Information Technology

2025

TARGETS

- Annual review of course offerings
- 90% WACE achievements
- 95% Year 12 Cert II Agriculture
- 75% Year 12 ATAR students achieve ATAR score of 70
- End of Semester 1 2023, all SAER will be tracked academically. Data will be stored centrally
- All learning areas will have operational plans. These will be reviewed at the end of each Semester
- All curriculum assessments will be uniform, weighted correctly and align with SCSA requirements
- In Semester 1, 2023 the final review will take place of the assessment policy
- In Semester 2, 2023 the assessment policy will be enforced consistently with all teachers
- In 2023, research whole school approaches to pedagogy. By the end of Semester 2, select a pedagogical approach
- In 2024, trial a pedagogy approach
- In 2025, a whole school pedagogy should be embedded
- By the end of 2023, a new Farm Plan needs to be written
- End of semester 2, 2023 all teachers and trainers will have engaged in at least one classroom observation cycle
- In 2023 have twice term assembly celebrating academic success



TWO: SAFE AND 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

2023

IMPROVEMENT FOCUS

- Creation of a whole school attendance policy with support for families and students
- Maintain a strong work place Health and Safety focus
- Improve student voice. Students remain central to our decision making processes. It is vital that students are heard and their views are reflected in our organisation where appropriate
- Encourage and value diversity, especially in response to creating an environment that is welcoming for Aboriginal students and reflects community aspirations for their children
- Identification of wellbeing needs of students will see the creation of a whole school wellbeing plan
- Creation of a detailed site improvement plan highlighting a replacement and maintenance schedule
- Creation of residential weekend calendar of events
- Celebrate student success regularly
- 90% of students will have regular attendance

2025

TARGETS

- At the beginning of 2023 have an attendance plan and confirm roles and responsibilities within the attendance plan
- By the end of Semester One 2023, have clear processes of following up attendance and clear processes of rewarding positive attendance
- 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
- Each term residential staff release a weekend programme in consultation with families
- By the end of 2023, we will have a maintenance plan encompassing new building works required
- From the commencement of 2023, we will explore the development of a staff social committee
- At the beginning of 2024, we will begin periodic reflection of the Aboriginal Cultural Standards Framework
- In 2023, we will continue to engage in at least 3 activities that promote gender, cultural or disability diversity
- By the end of Semester Two, 2023 all teachers and trainers will have engaged in feedback
- In 2023 have twice a term assembly celebrating pastoral care focussing on student values



THREE: 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

2023

IMPROVEMENT FOCUS

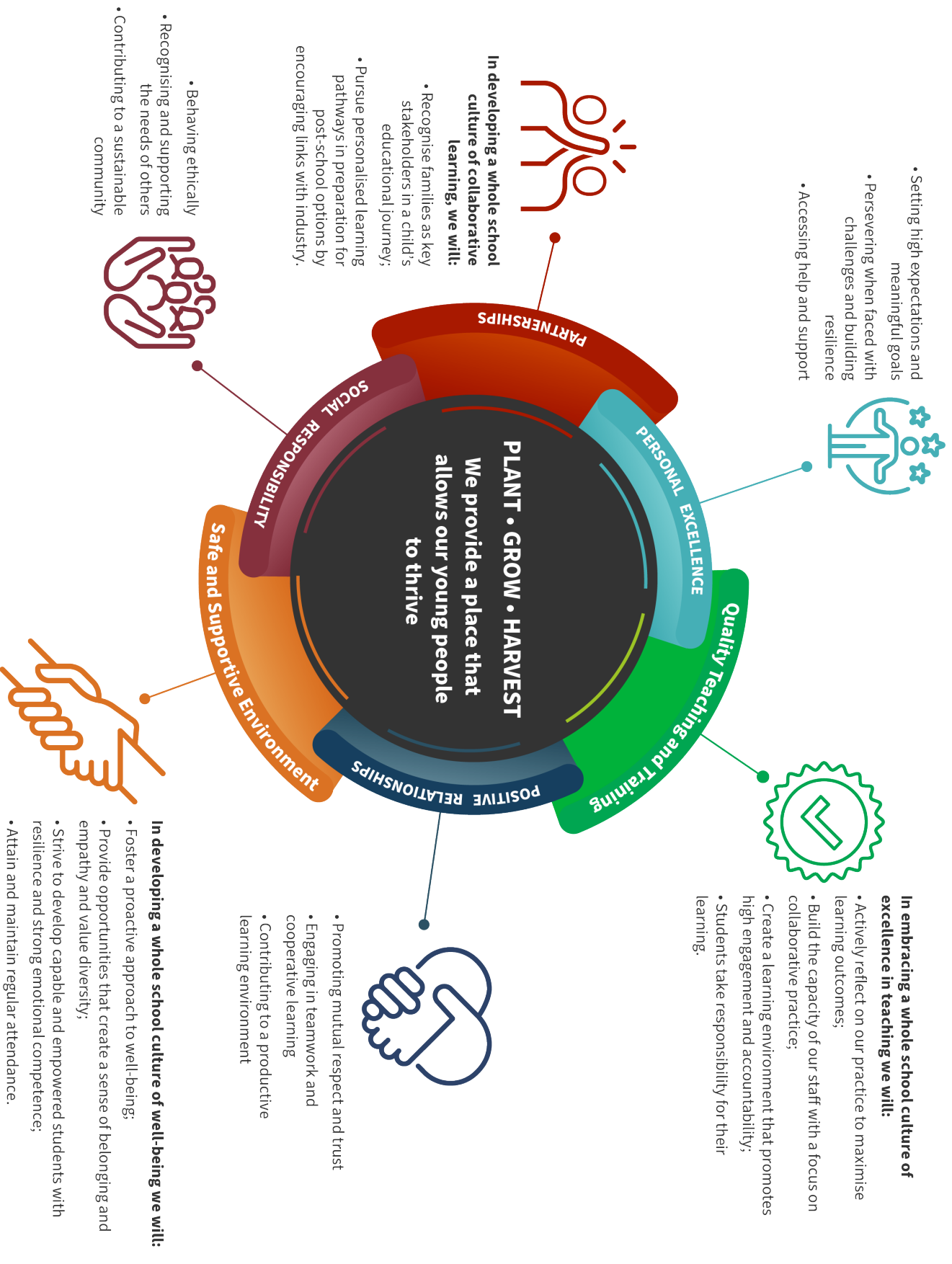
- Improve parent communication for all families – residential and class
- Create stronger links with industry
- Provide every student with a pathway to a successful future
- Foster a link between aboriginal students, their families and the local aboriginal community
- Create ongoing professional learning opportunities for trades and farm trainers
- Create clear moderation and collegiate partnerships with other Department of Education schools
- Create clear partnerships with the Department of Education at a system level
- Maintain strong links with a Department of Education - Agriculture Education
- Improve relationships between farm, residence and teacher/trainers

TARGETS

- 100% of students will be academically monitored with regular parent contact should a child be identified as being at risk
- 100% of residential students will be pastorally supported with regular parent contact
- 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
- From 2023, all students will engage in a pathway planning
- From 2023, WACoA will build on the work from 2022 and form a partnership with the other Great Southern Secondary Schools
- End of 2023, WACoA D to engage in partnership with Elder groups to lead conversation about increasing cultural awareness for staff and students
- Beginning of 2024, begin mapping dual naming of key buildings to reflect First Nations people
- 50% of staff will engage in professional learning with the Department of Education
- From 2023, there will be annual immersion days which will see staff immersed in different ares of the school
- From 2023, twice a year entire whole school staff meetings

2025

OUR SUMMARY





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