



Western Australian College of
Agriculture – Cunderdin



WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE
Cunderdin



Business Plan

2025 – 2028



Western Australian College of
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About us:



Our Vision

Rural educational excellence through innovation, passion
and collaboration



Our Mission

- Foster a safe and healthy residential and learning environment in which the whole college promotes the DoE values of Learning, Excellence, Equity Care, Integrity and Respect
- Enable all students to develop the knowledge, skills and confidence to achieve their individual potential and contribute to society
- Provide opportunities for students to develop knowledge, skills and values within the context of rural industries
- Ensure all students achieve nationally recognised vocational qualifications and Secondary Graduation (WA Certificate of Education).

Successful Students

We build parent confidence by clearly communicating student progress, using both data and daily observations. Our achievement judgements combine standardised tools with school-based assessments and student feedback.



1.1

We use data to continually monitor and assess student achievement and progress and provide ongoing feedback and intervention when necessary

1.2

We offer residential and school programs and pathways that meet our student's interests and needs so they can perform at their best

1.3

We support our students to attain the expected achievement standard in literacy and numeracy

1.4

We support our students to be independent, self-directed learners who monitor and track their own progress

Targets

Percentage of 'eligible' students attaining WACE

96%

100%

of 'ATAR Capable' students complete a minimum of X1 ATAR subject or a Certificate III Qualification

Percentage of graduating students who attain a Certificate III Qualification

35%

100%

of students' evidence improved literacy and numeracy skills

100%

of students attain Certificate II Agriculture and attain a minimum of 3.0 Qualifications each

All graduates are either employed or pursuing further education at the time of the survey.

100%

High-Performing Staff

We invest in creating the conditions where quality teaching thrives, recognising it as the most powerful factor in student achievement. A shared commitment to every student's success defines our teaching culture.



2.1

We utilise evidence-based instructional practices consistently across all areas of the college

2.2

We build the capacity of our staff and provide opportunities through a distributed leadership model

2.3

We collaborate internally and externally to enhance staff capacity and provide learning opportunities for our students

2.4

We care for the physical and emotional health and wellbeing of our staff

Targets

There is consistency in content delivery in instructional programs across Farm, Trades and Class

Best-practice

Annually

All staff engage in Professional Learning (in addition to School Development Days), indicated within Professional Growth Planning

Industry Engagement

Vocational staff engage in a minimum of one day industry placement, plus attend an industry forum

Staff wellbeing surveys demonstrate year-on-year improvement regarding job satisfaction

Supported Staff

Living & Learning Environment

We strive to create a safe, positive, and supportive residential and learning environment for both students and staff. We develop programs to strengthen attendance, behaviour, engagement, retention and post-school transitions and implement strategies to support all students, particularly those at educational risk.



3.1

We create a safe, caring and inclusive living and learning environment for our students

3.2

Student voice informs our decision making

3.3

Our students at risk are identified, supported and monitored for improvement

3.4

We are culturally responsive and acknowledge our rich Aboriginal history

Targets

100%

of Instructional and Residential Staff complete Classroom Management Strategies (or similar) as appropriate to their role within 12 months

A student feedback survey for each area and course offered is administered annually and used to inform planning

Student Voice

Annually

Our Social Emotional Wellbeing Survey indicates overall improvement in student mental health and wellbeing

We see a year-on-year increase in enrolments of Aboriginal and culturally diverse students.

Culturally Responsive



Priority 4



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Relationships & Partnerships



We foster a positive school climate through strong industry and community ties and active parent involvement, which drive student success. Through building supportive relationships, our leadership teams enhance staff morale, job satisfaction and performance.

4.1

We actively engage and are connected to our parents and wider college community, and regularly seek feedback on our performance

4.2

We engage service providers, stakeholders and industry to ensure our programs align with current and future needs and trends

4.3

We have respectful and productive staff/student/parent relationships

4.4

We are a connected and united staff



Targets

90% of Parents

'agree' or 'strongly agree' that they are "satisfied with the overall standard of education achieved at this school" (annual survey)

3-yearly

Our VET Qualifications are formally reviewed 3-yearly with input from Industry stakeholders

Feedback

Our annual survey indicates year-on-year improvement of the following questions: "My teachers care about me" (students), "This school takes staff opinions seriously" (staff), "This school works with me to support my child's learning" (parents)

Staff actively engage in leadership development and team building professional learning activities

Collaborative Team

Effective Leadership

We focus on effective leadership that drives organisational growth and aligns management, professional responsibilities, and accountability. With a clear vision and strong direction, we build trust and confidence among staff and the wider school community



5.1

Our planning is evidence-based, aligns with the learning needs of our students and change is applied in a timely, informed and inclusive manner

5.2

Our staff contribute to the development and implementation of strategic, operational and improvement plans

5.3

We provide staff with opportunities to lead and to further develop their leadership capacity

5.4

Our leaders provide ongoing informal and formal guidance and support to staff

Targets

Our annual survey indicates year-on-year improvement of "this school looks for ways to improve" (staff, student and parent responses)

School Improvement

Future Leaders

Aspirant leaders are identified and provided opportunities to develop their leadership capacity

Staff Contribution

Staff contribute to the development, implementation and review of the Business Plan and applicable Operational and Improvement Plans

Our annual survey indicates year-on-year improvement of "Staff are well supported at this school" and "I receive useful feedback about my work at this school"

Staff Support

Use of Resources

We manage resources strategically to maximise learning outcomes for all students. Our staff contribute to financial and resource decisions, ensuring funding supports targeted programs and necessary learning adjustments



6.1

We strategically allocate physical, financial and human resources based on evidence and student needs

6.2

Our Student and School Characteristics funding and Targeted Initiatives are allocated to support the learning needs of identified students

6.3

Our workforce planning and management practices align with student needs

6.4

We invest in infrastructure and technology to enhance learning opportunities for our students

Targets

Strong Governance

The college Finance Committee has representation from Farm, Class, Trades and Residential areas

Finance planning clearly indicates the strategic allocation of funds

Planning

Technology

All Operational and Enterprise Plans explicitly encompass the use of technology to enhance student learning

Workforce planning encompasses current and future staffing needs and attraction and retention strategies

Strong Workforce