BUSINESS PLAN
2023

WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE
Narrogin

RTO 50506

CONTENTS

EXCELLENCE AND INNOVATION IN AGRICULTURAL EDUCATION AND TRAINING

OUR COLLEGE

The College is made up of four primary areas - Farm, Trade Training Centre (Trades), Class and Residential. Students from Year 10-12 apply to attend the College based on their preference for a career in the Agricultural industry or related trade areas. Courses are offered at ATAR, General and Foundation levels.

The Instructional team comprises of Farm Technical Officers, Vocational Education Trainers, and classroom teachers.

OUR VISION

WACoA Narrogin ensures every student is on a pathway to success, gaining the knowledge, skills, capabilities, attributes, and values they will require for successful ongoing learning and life beyond school.

OUR MISSION

- We ensure that our students feel valued, cared for, encouraged, and equipped for learning.

- We are committed to the pursuit of excellence, delivering achievement for all, and celebrating the successes of our students.

- We extend the boundaries of learning by providing a rich and innovative curriculum.

- We create aspirational learners and young leaders who embrace challenge and demonstrate resilience.

- We provide a safe, high quality and positive learning environment with a commitment to home-school partnership and good communication.

OUR EXPECTATION

- Students ensure they achieve their personal learning goals while enriching an environment that is productive and safe.

- Students engage in their education and training to the best of their abilities across all settings. They complete their assessments and training by due dates and are encouraged to seek the support of our College staff as needed.

- Students participate in and contribute to College events and represent the College in the wider community. They celebrate their own success and those of other students and staff.

- Students grow and learn in a safe environment that they are the key contributors to. They value courteous and respectful behaviour towards their peers, staff, and College facilities.
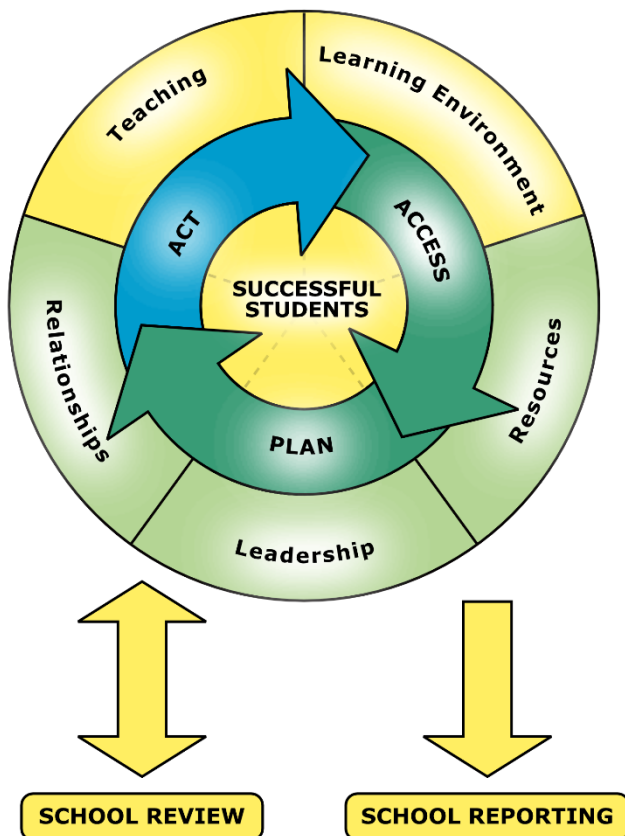
OUR BUSINESS PLAN

The intent of this plan is to make Western Australian College of Agriculture - Narrogin a great school!

Our Business Plan is a long-term strategy to shape improvement and deliver high standards of student achievement. Our plan references and implements the Department of Education Corporate Framework, including the Strategic directions for public schools 2020 – 2024: Every student, every classroom, every day, Building on strength: Future directions for the Western Australian public school system and annual Focus documents. Our Business Plan forms part of a suite of documents including annual Operational Plans, Workforce Plan and the Delivery and Performance Agreement.

COLLEGE IMPROVEMENT CYCLE

Successful students are at the core of school improvement and accountability with all other components connected to and focused on the standards of student achievement. We assess our performance, plan for improvement and act on our plans. This is a continuous process that is central to effective school improvement and accountability.

PRIORITIES 2023-2024

Within the plan, our Priorities are a statement of intent about what our college aims to achieve over the course of the Business Plan cycle.

1. Success for All Students – Real World Learning

2. Best Practice in Teaching, Training and Learning

3. Staff and Student Wellbeing

4. Positive Community Engagement and Partnerships

PRIORITY 1: Success for All Students - Real-World Learning

Students are supported to strive towards the development of social and emotional success in order to achieve academic success. Staff will engage students in learning that connects to the real-world, setting high expectations and celebrating the success of academic and behavioural milestones. The college will ensure relevant pathways to provide opportunities for the student's future.

STRATEGIES

- Create a more engaging school day environment, focusing on real-world training opportunities.

- Encourage active student independence and generosity.

- Strengthen existing workplace learning and career pathway planning by engaging with key stakeholders in industry, innovation, and tertiary education.

- Provide opportunities for students to engage in STEM pathways.

- Develop and embed a process for recording, recognising, and celebrating student contributions to the wider school culture and community.

- Foster the holistic development of students during Residential time to develop life skills, and the ongoing modelling of respectful relationships.

PRIORITY 2: Best Practice in Teaching, Training and Learning

At WACoA Narrogin, we take pride in providing quality education to all students and see ourselves as future leaders in education. Through an instructional leadership model, we promote a culture of collaboration, working together to continuously improve school performance through evidence.

STRATEGIES

- Develop a whole of college instructional framework.

- Develop and implement Whole School Literacy and Numeracy strategies, including introducing committees to oversee data collection, direct strategic implementation and reflect on student progress.

- Develop a Senior School Improvement Plan.

- Support students at educational risk with appropriate planning that is produced and implemented collaboratively with student, staff, and parents.

- Upskill staff with targeted Professional Learning to engage students at educational risk with best practice strategies.

PRIORITY 3: Staff and Student Wellbeing

Student and staff wellbeing is inextricably linked to successful teaching and learning. Students learn best when they possess or develop a strong sense of wellbeing, and success in learning is acknowledged and reinforced by parents/guardians at home. Staff-student relationships are based on trust and mutual respect, and each student's physical, social, intellectual, and emotional development is promoted. Students must feel emotionally and physically safe at school and home to successfully engage in learning. Staff must be valued and respected in the school community to be positive about their role in children's education.

STRATEGIES

- Prioritise and maintain a diverse, multidisciplinary Student Services team that works to triage individual students with specific health or wellbeing concerns to appropriate internal and external services.

- Foster respectful relationships within the School Community through targeted programs that promote the positive health and wellbeing of students and staff.

- Develop College practices to be culturally responsive, trauma-informed, and focused on meeting the dynamic and developing needs of students.

- Promote and implement attendance improvement strategies.

- Establish a college House system to promote pastoral care and engagement in college processes.

- Nurture a shared responsibility of staff wellbeing by providing opportunities for all staff, to connect, thrive and feel empowered to perform at their best and contribute to a positive culture of mutual respect.

- Maintain buildings and grounds to a high standard.

PRIORITY 4: Positive Community Engagement and Partnerships

As a culturally responsive school we create opportunities to partner with families, communities, and agencies. We recognise that all parents have dreams for their children and want the best for them. As equal partners in the education of children, we work together to support the educational engagement and achievement of every child.

STRATEGIES

- Build and celebrate the role of parents/caregivers, students, and staff in creating a positive whole school community.

- Implement and promote student led community projects with a focus on fundraising and volunteering, in line with the Circle of Courage and its emphasis on generosity.

- Continue to develop and maintain strong, positive relationships between the College Residence and the Narrogin community, including connecting students with community events and organisations: civic, arts, leisure, and sport activities.

- Expand industry relationships; develop a professional parents register for guest speaker spots and those wishing to be involved in learning programs.

MEASUREMENTS

Priority	Measurement tool	Measure of Success and targets
1. **Success for all students – Real World Learning**	• WACE achievement data • OLNA data • Attainment data • ATAR scores • EST • Destination data • Certificate completion data • Student Leader meeting minutes • SEL Data	• Increased median ATAR. • Increased EST achievement data. • 95% or above, WACE achievement. • All students achieve Certificate II in Agriculture. • All students achieve their base Trades qualifications. • All students complete at least one community service or volunteer activity per year. • 95% graduates are engaged in employment, apprenticeships, or further study by March the year after leaving school • Aboriginal students' performance comparable to non-Aboriginal students. • Target for cultural leadership.
2. **Best Practice in Teaching, Training and Learning**	• Classroom observation • Performance development process • AITSL standards • ACSF	• Consistent practice in all classrooms, lesson design framework applied and evident. • Develop a Peer Observations Professional Learning Team. • Evidence of Aboriginal Cultural perspectives in all unit planning. • All VET Training staff engage in at least one Industry Placement Scheme or training opportunity per year to maintain currency' work placements. • 100% of all staff are compliant with all departmental and school determined mandatory professional learning. • All instructional staff engage in networks to support their delivery and assessment.

Priority	Measurement tool	Measure of Success and targets
3. **Staff and Student Wellbeing**	• Student performance data – OLNA, WACE, literacy/numeracy data (various sources) • Student non-academic data – attendance, behaviour entries (Compass) • Student suspension and withdrawal data, including resuspension rates • Student feedback – SEL surveys, student leadership meeting minutes • Student Documented Plan / Group Education Plan / Escalation Profile Plan processes (implementation and review) • Social Emotional Wellbeing survey (Wheatbelt) – including student leadership and staff review of data • Performance Development processes • NSOS Residential Surveys – staff, students, and parents	• Reduce the percentage of unexplained and unauthorised absences. • Percentage of regular attenders will increase across the College by target set annually. • Evidence of a safe, orderly, and inclusive learning environment where staff effectively manage students to ensure they have the best opportunity to learn. • Frequency of T2 and T3 referrals. • NSOS indicates student satisfaction is improved for: I feel safe at this school, I can talk to teachers about my concerns, my teachers care about me, I like being at my school. • NSOS indicates parent satisfaction is improved for: My child feels safe at this school, teachers care about students, my teachers care about me, my child likes being at this school. • NSOS indicates staff satisfaction is improved for: The feedback I receive from school leaders motivates and empowers me, staff are supported to achieve optimal health and wellbeing, staff morale.
4. **Positive Community Engagement and Partnerships**	• NSOS • School based satisfaction Surveys • ACSF • CAB • Student leadership meeting minutes	• For each annual College event, the average satisfaction rating is higher than 90%. • Visible aboriginal artworks and identity around the College. • Develop a Reconciliation Action Plan. • All Staff complete Cultural Awareness Training. • Increase in parents completing NSOS each year. • NSOS indicates parent satisfaction is improved for: This school has a strong relationship with the local community, I would recommend this school to others. • All College Board members complete Board Training upon appointment. • All Student Leadership meetings to include a generosity focused agenda item.

GLOSSARY

ACSF	Aboriginal Cultural Standards Framework
AITSL (Standards)	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank (0.00 - 99.95)
CAB	Councils And Boards Register
EST	Externally Set Task
NSOS	National School Opinion Survey
OLNA	Online Literacy and Numeracy Assessment
RTO	Registered Training Organisation
SAER	Students At Educational Risk
SEL	Social Emotional Learning
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education