

Excellence and Innovation in Agricultural Education
Excellence Everywhere



WESTERN AUSTRALIAN
COLLEGE of AGRICULTURE

Morawa

An Independent Public School

Business Plan 2025 - 2028

Our Vision

"Excellence in Agricultural teaching, learning and training, enabled by wellbeing and safety to empower students to positively contribute to the industry and society."

Acknowledgement of Country

We would like to respectfully acknowledge the Widi People of the Southern Yamatji Nation as the traditional custodians of the land on which we live work and learn. We pay our respect to elders past present and emerging and acknowledge the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this land and commit to building a brighter future.

From the Principal

Impact for Excellence..... Excellence everywhere....

Our Business Plan for Excellence 2025 – 2028 is a culmination of strategic planning efforts, leveraging past experiences, addressing current needs, and prioritising future objectives.

We are confident that this plan will cultivate a school culture and environment that fosters wellbeing, delivers quality teaching, learning and training, and grows a culture of excellence.

Aligned with the Department of Education Plan for Public Schools and adhering to ASTIL Standards for Teaching and Leading, our strategies are grounded in sound educational principles.

Collaborating with Teach Well and the Department's Institute of Professional Learning and Teaching for Impact, we recognise these vital partners in the continuous growth and improvement journey.

Actively participating in classroom management training programs and curriculum differentiation ensures our educators stay abreast of best practices, creating optimal conditions for learning, training and effective classroom management.

At our school, innovation, achievement and excellence are the cornerstones of our identity. We are all committed to pursuing better outcomes for our students who stand front and centre in everything that we do.

The college Business Plan aims to deliver our vision for excellence everywhere. Acknowledging our past, we pursue excellence in every facet, and support our young people to achieve their full potential. Collaborating with industry stakeholders, the College Board and Agricultural Advisory Committee ensure strong governance and a cohesive culture that supports all students, staff, and the college community.



Dean Carslake



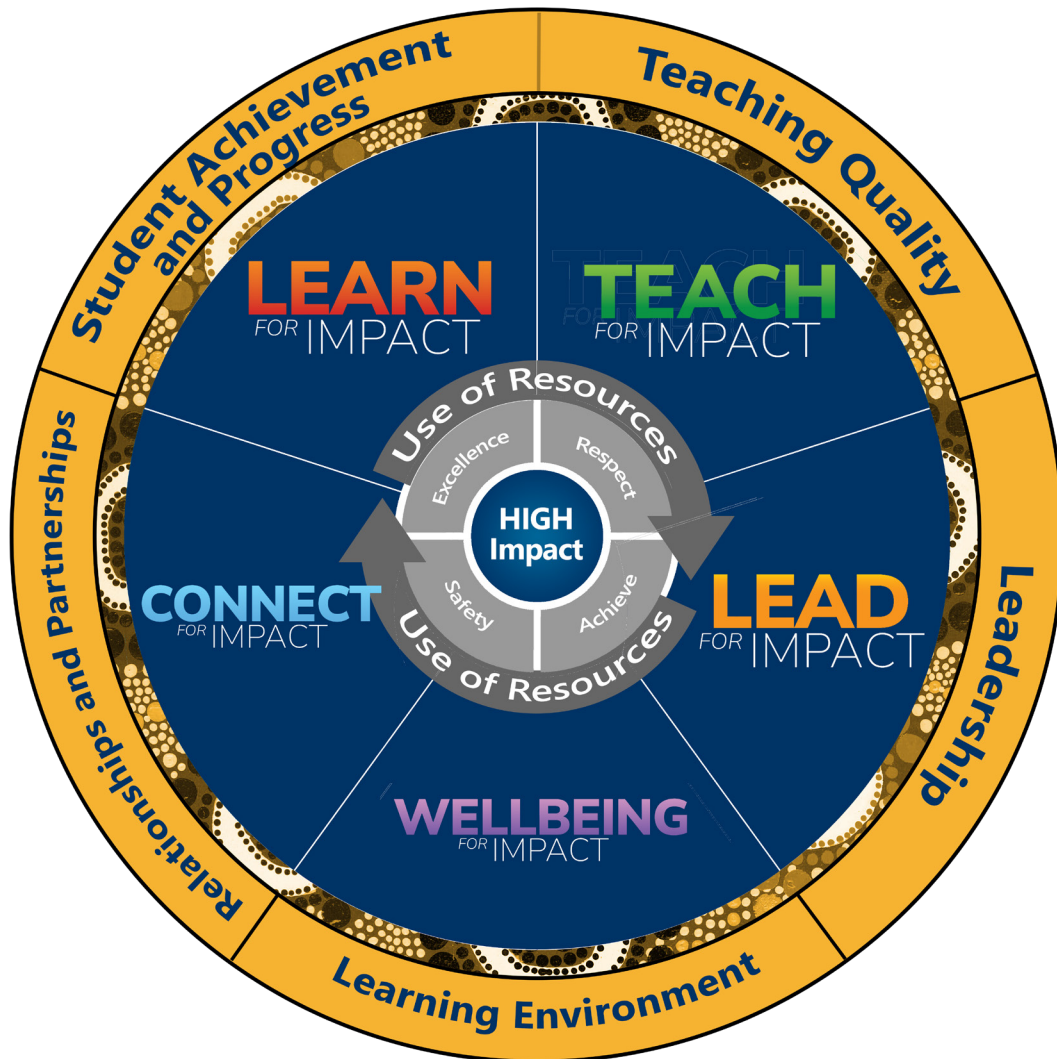
College priorities

1. Teaching learning and training

2. Health and wellbeing

Focus on Residential Care and Excellence everywhere... are delivered using in Integrated Individual Student Case Management approach to Teaching, Learning, Training and student Health and Wellbeing.

Impact for Excellence Framework



The Impact for Excellence Framework sets in place the model for ensuring the whole college community is focussed on Excellence Everywhere.

Learn for IMPACT - Focusing on the educational journey of students and underscoring the importance of impactful learning experiences that prepare students for future success through a 'case management' approach to WACE and VET.

Teach for IMPACT - Highlighting the role of educators, we acknowledge the critical influence of teaching practices and explicit instruction have in shaping student growth and achievement.

Lead for IMPACT - Recognising the significance of leadership across the college to guide and grow our school.

Wellbeing for IMPACT - Prioritising the wellbeing of students through an individual 'case management' approach underscores the role of mental, emotional and physical wellbeing in students' capacity to thrive personally and academically.

Connect for IMPACT - Emphasising the power of connections within the college community and beyond and acknowledging the role of collaboration and partnerships in achieving success.

Student Achievement Targets

Student performance and achievement will be measured in relation to the following Student Achievement Targets:

- 100% of Yr 12 Graduates have a pathway plan leading to post school employment or study
- Increase number of students who attend 'Regularly >90%'
- Attendance - overall school attendance greater than 90%
- Achievement - WACE rate will exceed or equal 90%
- 100% of Yr12 Graduates, with regular attendance, achieve a minimum of two Certificate II courses, of which one is Agriculture
- Within each Course of Study, 90% of students with regular attendance achieve 'C' grade or higher
- Within each Cert II 90% of students with regular attendance achieve that certificate
- 100% of instructional staff trained in Classroom Management Strategies or variant as appropriate to their work role
- All staff undertake at least two professional learning opportunities in addition to the designated school development days to support school priorities and planning as well as PM plans
- Student & parent National School Opinion survey (NSOS) data will reflect >90% positive satisfaction in all measures. >90% positive responses by staff.



Our beliefs and expectations guide our thinking and planning which influence the strategies we use to ensure individual student success.



Beliefs and Expectations

Beliefs:

Our beliefs and expectations guide our thinking and planning which influence the strategies we use to ensure individual student success. The embedding of whole school approaches, Positive Behaviour Support, Individual Case Management approach to Wellbeing, WACE and VET, Instructional Staff Handbook and Explicit Instruction Model guide all staff.

- Safe, supportive and engaging environments are essential for student success
- The health and wellbeing, mental and physical health, of students and staff is a priority
- All students are capable of good progress and will achieve personal success
- Quality teaching, training and residential care is crucial to student success
- Effective learning occurs where the college, parents and local community have a common goal and are mutually supportive of each other
- Diversity is respected and celebrated
- The College, (school and residential) work together to support success

Beliefs and Expectations

Expectations:

At WACOA Morawa, we expect: -

- High quality teaching and training
- Engaging programs delivered by staff
- Positive behaviour is modelled by staff and students
- Respectful relationships between staff and students at all times
- Open and transparent communication to enhance college experiences
- Access to up-to date resources including technologies
- A student-centred, individual case management approach to teaching, training and pastoral care
- Residential Campus to provide a safe, supportive and engaging environment for boarder



“
Respect
Achieve
Safety
”

Positive Behaviour Support Expectations:

RESPECT

We will see positive conduct and interactions, fostered through respectful relationships between staff, students, families and the community.

ACHIEVE

Our focus is to support and provide every student with focus to work to the best of their ability and maximise their potential

SAFETY

To provide a socially and physically safe learning, training and residential environment through preventative measures, OHS and educational programs.



College Explicit Instruction Model



The College Explicit Instruction Model is aligned to the College Positive Behaviour Support expectations:

Respect - Ready for Learning
Achieve - Action for learning
Safety - Success.

The College Explicit Instruction Model is based on the Teach well Principals:

1. *Full Participation,*
2. *Daily and weekly Reviews,*
3. *Planned Explicit Lesson Design,*
4. *Explicit Instruction using a gradual release model,*
5. *Low variance curriculum,*
6. *Personal mentoring and coaching.*

At classroom level this is broken down using RISE, THINK and EXCEL.

RISE - Routines/**I**nclusivity/**S**tructures/**E**xpectations

THINK - Target/**H**ook/**I**nstructional Strategies/
Next Steps/**K**nowledge Transfer

EXCEL - Engagement/e**X**cellence/
Curiosity/**E**nrichment/**L**earning



Delivering the DoE Strategic Direction

1. Provide every student with a pathway to a successful future.

- Individual pathway planning for all students
- Strengthened links between education, training and work to promote student pathway goals
- Embedded evidence-based social and emotional programs to enhance student well-being
- Improved attendance, achievement and retention of all students with a focus on Aboriginal students
- High expectations being modelled, recognised and celebrated

2. Strengthen support for teaching and learning in class, trades, farm & residential.

- Staff will have sufficient capacity, resources and support to deliver effective programs for school and system wide priorities.
- The embedding of clear school policies, outlining expectations and support for making fair and valid judgments: College Guidelines – School and Residential. Assessment Policy CoS & RTO.
- Professional learning opportunities for school leadership teams, teachers and allied professionals.
- Aboriginal Islander Education Officer (AIEO) working alongside families to support student well-being and achievement.

3. Build the capacity of principals, our teachers and allied professionals.

- Administration, Teachers, Trainers, Supervisors to reflect, evaluate and improve their practice so they can meet the learning needs of their students.
- Collaborative processes in place to support staff planning, delivery and assessment practices
- Attraction and retention of high quality staff.

4. Support increased school autonomy within a connected and unified public school system.

- School Board / Ag Advisory represents the diversity of the community.
- Continued interaction between network schools for moderation, networking, professional learning, collegiate discussions, data analysis.
- Surveys canvassing the community and parent groups to strengthen cohesive relationship.

5. Partner with families, communities and agencies to support the engagement of every student.

- Enhanced interagency partnerships to support students and their families, whilst focusing on early intervention.
- Evidence of clear, available and responsive communication between the school, parents and community on a variety of platforms.
- Effective use of the Aboriginal Cultural Standards Framework to develop and implement a strategic plan that promotes community awareness and belonging.

6. Use evidence to drive decision-making at all levels of the system.

- An increased student voice commencing from 2022 and built upon to 2024.
- A positive trend in the National School Opinion Survey (NSOS) for parents, students & staff.
- A consistent approach to agreed teaching & training strategies and program.



School Self-Assessment

HOW WE WILL MEASURE EFFECTIVENESS

against the Six Domains of the Public School Review process. In 2024 the college had all Six Domains validated by the Review Team following an extensive School Improvement Review and Planning process (School Self-Assessment) over 2023 and 2024. Individual staff in all areas of the college conducted extensive interrogation of processes, procedures, achievement and outcomes with a focus on the college cycle of continuous improvement.

The staff ownership of this at every level across the college ensured that the college was very successful in the 2024 Public School Review, RTO Audit and Principal Performance Review. This sets the college on a very clear path to achieve excellence everywhere.

1. Relationships and Partnerships

- Positive college culture and reputation is developed, maintained and promoted.
- Partnerships are developed and promoted within the college community, parents and the wider community
- Effective and respectful communication processes are employed across all college interactions
- The college's strategic direction is supported by the College Board and Agricultural Advisory Group
- Feedback from all stakeholders is sought and contributes towards the strategic directions and improved student outcomes

2. Learning and Living Environment

- High expectations of staff and students are set, monitored and reported on according to accountability processes
- The college community contributes to providing a culturally responsive learning and living environment where all feel welcome, safe and valued
- Agreed upon student behaviour strategies

are implemented and maintained according to protocols.

- Develop collaborative communities within the college
- Data backed college-wide health and wellbeing programs for both students and staff are identified, implemented and monitored
- The college values the voice and contribution made by students within the decision-making process.
- Staff (teaching and training) are supported to implement, monitor and modify learning practices to meet the needs of all students, including Students at Educational Risk, Aboriginal and academic students
- Teaching and training is conducted through a culture of innovation

3. Leadership

- Leaders ensure contemporary practices in pedagogy, training and wellbeing based on data informed practices, are implemented and monitored
 - A shared vision based on the belief that all students can learn and grow is developed and shared amongst the college community
 - The leadership accept and ensure that the college's vision and priorities align with the Department's expectations
 - Leaders and staff understand their roles and are accountable for the effective operation of their areas of responsibility
 - Understandings about Aboriginal histories, peoples, cultures and languages and creating an inclusive and culturally responsive environment are led by college leaders
 - Leaders are identified, provided with PL opportunities and succession plans are implemented to ensure workforce effectiveness.
 - Curriculum and training expectations are identified and accountability processes ensure they are followed.
 - Change management processes utilised lead to improved student outcomes
- Excellence and Innovation in Agricultural Education School Self-Assessment

4. Use of Resources

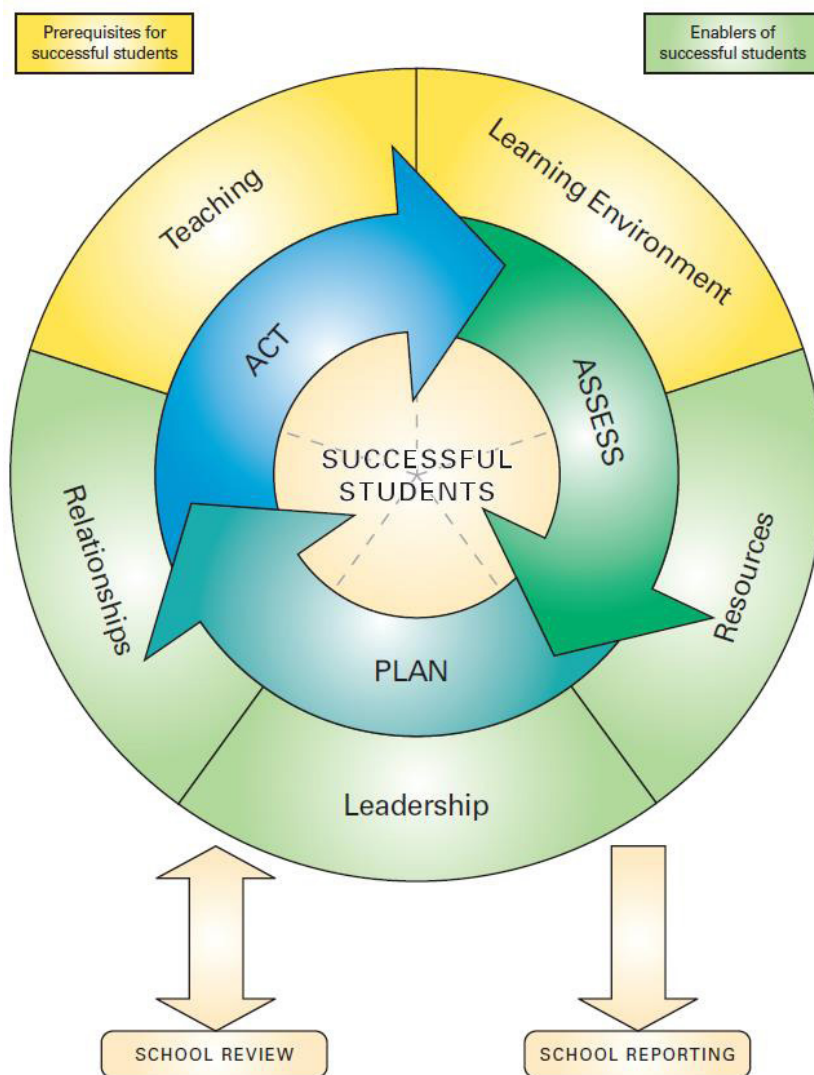
- Ensure the effective, ethical, safe and transparent use of college resources
- Financial and human resource allocation follow required processes and oversight • Clear links between college plans and budgets have been made
- Physical assets and resource acquisitions are managed through budget allocation plans
- Additional funds such as Targeted Initiatives, Student and College Characteristics, and Aboriginality, are utilised to support the learning needs of identified students
- Achievement of the college's strategic objectives influences workforce planning in terms of the required knowledge, skills and experience of staff

5. Teaching Quality

- Contemporary teaching, training and care practices are valued and utilised across the college
- Student data is used to plan, implement and monitor student wellbeing, progress and achievement
- The collection, analysis and use of data is valued by the college and utilised to drive improvement across all areas of the college
- Targeted professional learning is provided, focusing on developing staff capabilities which lead to improved student outcomes

6. Student Achievement and Progress

- The college plans improvement targets based on data to focus the efforts of staff on improved student achievement
- The college communicates clearly with students, families and the community about student progress
- Instructional staff analyse progress and adjust practices to ensure the success for targeted groups of students
- Data is collected and utilised to track students longitudinally, within cohorts and against like-colleges to determine progress
- Attainment of literacy, numeracy and achievement standards drive planning and resource allocation
- A consistent and transparent process against set standards is utilised in the selection of students





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morawaag.wa.edu.au

Waddilove Road, Morawa Western Australia 6623
08 9971 4600

morawa.wacoa@education.wa.edu.au