



STUDENT BOOK

WA College of Agriculture Morawa
INFORMATION 2026



Excellence and Innovation in Agricultural Education

Introduction

The history of the Western Australia College of Agriculture – Morawa began in 1978 when the first residential students sought specialist agricultural education at Morawa. These students lived in the quarters originally occupied by the single men working on the iron ore mine nearby. By day the students worked and studied on the 200 ha farm, which is where most of the buildings now stand.

In 1984 the Department of Education declared the farm an Agricultural Wing of the local District High School, and with two further land purchases, brought the farms' total area to 2838 hectares. The neighbouring 400 ha property "Granville's" was purchased in 2001 giving a total of 3242ha.

A new Residential Campus was built in 1992 and in 1995 the College separated from the District High School. On 1st January 2001 our college joined the four other Agricultural Colleges to form the Western Australian College of Agriculture. In 2011 two new 16 bedroom dorms and a six bed medical centre were completed giving the College a boarding capacity of 72 students.

In November of 1999 Morawa was first validated as a Registered Training Organisation and this means that we are registered to deliver Nationally Recognised Certificates in Agriculture, Engineering, Automotive and Horse Care.

The College offers Schools Curriculum and Standards Authority (SCSA) accredited subjects at both Year 11 and Year 12 levels. The Year 10 course, introduced in 2005, includes 5 learning areas as defined by the Curriculum Framework.

A full program of enterprises including sheep, pigs, an intensive cattle program, equine, aquaculture and broad acre cropping are offered. Agriculture WA uses the Morawa College Farm for a program of large area cropping trials with students monitoring results. Other trials on new technology and farming practices are carried out regularly in conjunction with industry groups such as Mingenew Irwin Group (MIG).



Purpose

Training the agricultural industry leaders of the future. Health, well being, engagement and a sense of belonging are central to the transition of students into adult life, to becoming satisfied, successful and valued citizens who contribute to society

Vision

Excellence and Innovation in Agricultural Education

Priorities

1. Health and Well Being
2. Teaching, Learning and Training

Focus

RESIDENTIAL CARE – High Care – High Performance, home away from home, student health and well being at the centre of everything we do.

Inclusion

Inclusive and connected school culture. All members of the College community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships

Work Environment

The WA College of Agriculture Morawa is based on industry standards and these are the standards that the students are required to work to. The College farm is a commercially operating enterprise giving students an idea of what is required in the 'real world'.

The College farm is to have a positive work environment where learning and training can be undertaken in the most conducive manner. Students should enter the work environment with a positive attitude and a willingness to learn. Through the integrated learning program at the College all theory and required knowledge will be relevant and based on industry expectations. This integrated learning program delivers to the students the entire literacy and numeracy requirement that students require to also achieve secondary graduation.

The role of the teacher / trainer is as a facilitator to assist students with their learning and to give the students as much 'hands on' experience as possible to enable the students to have a sound understanding of the basics of all facets of the enterprise that the students will potentially be working in.

Where the College is unable to provide exposure to some of the industry contexts it has the ability to outsource the relevant requirements from industry enterprises that support the program.



Program Requirements

For a student to successfully complete their educational program the following points are a key and integral part in the development of being a successful and well sought after employee.

Punctuality and Attendance

As the College Farm, Automotive Workshop and Engineering Workshop is run to industry standards, and we are simulating a work environment, it is expected that the students are punctual in turning up to class on time. In industry if you are late your pay could be docked, or more likely you will have to make the time up at lunch or the end of the day – students will be required to do this.

Whilst 90% attendance is considered acceptable in education, in reality this equates to 1 day per fortnight off. In industry it would not be acceptable to have one day per fortnight off.

Attendance is critical to your success at the college, some practical aspects of your Training and Assessment in a working industry context can only be assessed at specific times or as resources are available. Failure to attend could put at risk your completing important practical aspects of your assessment tasks in Vocational Education & Training

Communication

One of the core competencies in the Training Package's is workplace communication. Students need to communicate with the teacher/trainer their movements of what they are doing, this includes students getting a drink or going to the toilet. This is a matter of common courtesy. This form of negotiation between teacher /trainer and student will be of a similar nature to that of employer and employee. Students will also be required to complete a number of writing and reading activities to achieve competency (questions and answers from a text, job cards and office paperwork).

Workplace Tools and Equipment

The College enterprises and relevant equipment are there for the students to use. Therefore, it is their responsibility to maintain these in a manner equivalent to that of industry standards. In the event of equipment, tools, components, parts, etc. being broken or damaged the teacher/trainer needs to be informed of this so that repair of the item can be organised. Furthermore, this can be used as a learning experience for all students so that the same problem can be prevented in the future.

Work health and safety (WHS) Policy

After completing an induction program in work health and safety for the vocational areas, students will be expected to follow all work health and safety requirements as specified by industry at all times to achieve competency. The trades WHS Policy sets the standard that is expected to be abided by and will be regularly referred to throughout the course for the benefit of all workshop users.



The following items are Work Health & Safety items. Students will not be permitted to participate in Automotive or Engineering workshops or Farm lessons without these items:

- Steel capped work boots (dark brown)
- Akubra style broad brimmed hat OR College bucket hat (NO CAPS)
- 1 x 2 litre water bottle (similar to Willow style)
- 2 x Clear & Smoke Safety Glasses Set (required for Automotive, Engineering & Farm)
- 2 x Banded Ear Plugs
- 1 x Riggers gloves or similar (glove clips recommended)

Environmental Protection Policy

The Colleges Environmental Protection Policy sets the standard that is expected to be abided by and will be regularly referred to throughout the course for the benefit of all workshop users.

What is VET

A vocational program that gives students the chance to gain skills and competence in their future career whilst still at school.

These qualifications are designed to assist students in their transition to a broad range of post school options and career pathways.

All VET programs include elements of work related learning that may involve partnerships with training providers, businesses, industry and the wider community.

As a Registered Training Organisation (RTO), WACOA Morawa is responsible for the delivery of the training and assessment in compliance with the Australian Quality Framework (AQF) Standards of delivery and assessment.

Competencies

Students will have to demonstrate that they are competent in a variety of ways dependent on the context and nature of the unit of competency. Core units will be clustered and assessed throughout the duration of the program and credited at the completion of the relevant assessments if they have satisfactorily been met. Specialisation competencies will be assessed when the requirements of each competency have been demonstrated.

Units / Competencies

Units

The Vocational course is made up of Core and Elective Units.

‘Core’ units refer to those units, which are common to all vocational sectors and are mandatory as stipulated in the Qualification Packaging Rules.

‘Elective’ units refer to those units, which are specific specialized skills and are sometimes referred to as ‘sector specialist’.

‘Imported’ units may be selected from elective or any other currently endorsed Training Package or accredited course, depending on the qualification packaging rules.

Competency Based

Assessment, which is competency based, is the process of collecting evidence and making judgements on whether competency has been achieved. The purpose of the assessment is to confirm that an individual can perform to the standard expected in the workplace, as required in the vocational sector.

The assessment is based on a number of competency standards, which are divided into elements of competence and are assessed as students participate in practical activities, complete the required knowledge and gain industry experience.

Assessment will take place after students have had the required knowledge delivered and practiced all relevant skills.

Recognised Prior Learning (RPL)

Students can gain recognition/accreditation, for skills that they have acquired in other subjects/fields of study, during structured workplace learning, other Registered Training Organisations or at other relevant learning environments (eg TAFE).

Students wishing to apply for RPL will be required to complete a standard application form (RPL – Application Package) which will ask for evidence of qualifications, prior learning and/or evidence.

Mutual Recognition

Students can gain recognition/accreditation, for qualifications that they have acquired from other Registered Training Organisations (eg TAFE).



Appeals

Appeals for reassessment to gain an independent second opinion will apply in cases where a student is judged as “not yet competent” and believes they have been incorrectly assessed or processes have been inaccurate.

The process for an appeal will be notifying the VET Coordinator or Deputy Principal at the college in writing using the WA College of Agriculture - Morawa’s Appeal Form and identifying the competencies that the student wishes to be appealed. The VET Coordinator will then review the relevant competency and associated documents with the Vocational Trainer and make a decision as to whether the appeal will proceed.

If the appeal is to proceed they will then make the necessary arrangements to conduct the reassessment with an independent assessor for that competency. However, if the appeal is considered to be not relevant they will then write to the student stating such and the reason why it will not proceed.



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Entrance / WACE

Entrance Requirements

The main criteria for entrance to the college is an interest and aptitude in agriculture and related areas, a positive attitude towards residential, college and rural life, school reports demonstrating positive performance and attitude within all subjects.

Students need to have completed Year 9 or 10 and achieved satisfactory results in Math, Science and English. Units in Agriculture and Design and Technology would also be beneficial, but are not essential. As part of the selection procedure, at the discretion of the Principal, if a trial week is seen as benefiting the decision making process, applications will be offered this opportunity. During the trial week, prospective students experience the living and learning environments at the College. Trial students will participate in inductions on the College farm and in our Engineering and Automotive workshops; as well as Classroom and Residential programs

The Western Australian Certificate of Education (WACE)

The WACE is awarded by the Authority when students successfully meet the WACE requirements. WACE achievement requirements To meet the WACE achievement requirements, you must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete at least four Year 12 ATAR courses OR
- at least five Year 12 General courses and/or ATAR courses or equivalent OR
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

You will receive a WACE if you meet all of the WACE requirements.

In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification. The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria

You must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the Australian Core Skills Framework

The program provides a learning style to suit the more practical students as well as providing the opportunity for students to make an early start on the path to tertiary education .



We deliver and assess an educational program that covers five of the eight learning areas outlined in the Australian Curriculum for Yrs 8 - 10.

Year 10

Core subjects:-

- English
- Mathematics
- Science
- HASS
- Health
- Physical Education

Additional subjects:-

- Engineering
- Automotive
- Plant and Animal Production
- Agriculture
- Equine (optional)
- Careers
- Aquaculture

Years 11 & 12

WACE subjects are offered in Foundation and General, ATAR for a VET pathway according to student goals and educational/career pathway.

- Mathematics (Foundation, General)
- English (Foundation, General)
- Animal Production Systems (Year 11 & Year 12) General
- Plant Production Systems (Year 11 & Year 12) General

Mathematics

Year 11 students are streamed into General or Foundation levels according to their levels of achievement and OLNA results from Year 10; General maths is suited to those who seek a path to employment, apprenticeships or further study at TAFE and Foundation maths is a consolidation of skills required for graduation. Individual abilities and achievements determine the particular pathway a student will take.

English

Year 11 students are streamed General or Foundation levels according to their levels of achievements and OLN results from Year 10;

- Foundation
This is a consolidation of skills required in order to achieve graduation.
- General
This subject is suited to students seeking a path to employment or further study. Every endeavor is made to make the course content relevant to students needs and interests, whilst covering the WA Curriculum requirements.

Animal Production Systems(Yr 11 & Yr 12) General

This SCSA subject introduces students to the animal production systems in its entirety; from paddock to plate. Students use the College farm as a resource to collect data, examine the factors required to produce livestock for breeding and various markets. Much of this course is project based with the College farm integrating the theory and the practical application

Plant Production Systems (Yr 11 & Yr 12) General

Similar to Animal Production Systems, students completing the Plant Production systems course use the data collected from the College farm to develop their knowledge of plant productions systems. Over the two year course students learn about factors impacting on plant production and various methods used in pasture and crop management.



Western Australian College of Agriculture - Morawa