



2017 Annual Report

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ANNUAL REPORT

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Message

from the Principal

Ms Vicki McKeown



This report is to provide the Coodanup College parents, carers and community with information about the academic and personal growth students, made in relation to our priorities for them in 2017. It also highlights some of the excellent programs and outcomes achieved throughout the year.

Since the college gained Independent Public School status in 2013, our school has shown considerable growth in student numbers.

In 2017 our enrolments totalled 640 students, an increase of 110 students on the previous year. The percentage of students enrolling from our intake schools rose by close to 20%, indicating a growing confidence in our college within the local community.

The Department of Education launched a new 'Attendance Toolkit' to support schools in

developing strategies to improve student attendance. Because Coodanup College's attendance rate has improved during each of the previous four years, we were invited to take part in the production of a video as part of this initiative. Our attendance improved again in 2017 for the fifth successive year. The attendance of our Aboriginal students is also significantly higher than the state average attendance for Indigenous students.

The development of an *Australian Tertiary Admission Rank* (ATAR) program has been a priority of the college 2016-18 Business Plan. This year, for the first time in many years, a small group of students achieved an ATAR score. These students completed up to two of their subjects via the *School of Isolated and Distance Education* and two in regular classes at our college. Another slightly larger group studied one or two ATAR subjects at the college. Our goal is to deliver a full ATAR Program within quite a short timeframe. This means that all students can expect to qualify for entry to most post school training programs,

including university entrance, by studying their whole senior school programs at Coodanup College.

Our Year 9 NAPLAN (National Assessment Program - Literacy and Numeracy) results showed Coodanup College students made higher progress than that of *Like Schools* and *WA Public Schools*. The college priority, '*Effective teaching that raises student performance*,' has teachers working collaboratively to improve student outcomes. Coodanup College staff participated in a video produced by the Department's *Statewide Services*, highlighting best practice in teaching.

The Mandurah Trades Skills Centre, recently constructed on the college site, was officially opened by the Federal Member for Canning, Mr Andrew Hastie MP in August 2017. Coodanup College is the lead school in a consortium of six local schools; the Centre is purpose built for trades within the building



and construction industry. In time, students from Coodanup will have available, a range of trade training programs delivered at the college. Our Hospitality students were celebrated for their catering for the opening event.

This year, *Role Models Australia* and Coodanup College opened a *Girls Academy* for our female Aboriginal students following

the successful partnership with the *Clontarf Foundation* in supporting our boys.

Over 20% of the college's students are Indigenous, and we are pleased that all are now being supported with additional mentors.

I am proud of the staff and the community for their commitment to providing excellent educational programs and an exceptional range of extra and co-curricular activities to support greater interest and

engagement among our students. I am also indebted to the many sponsors and supporters of our college – your contributions have had an enormous positive impact on students' welfare, opportunities and academic progress during 2017. The report that follows outlines our progress as a school in 2017.

Vicki McKeown
Principal

College Background

As an Independent Public School, Coodanup College ensures it meets the expectations set out in the Department of Education's Delivery and Performance Agreement with the Director General of Education. These agreements outline the responsibilities of the Department, Coodanup College and the College Board in enacting and supporting greater autonomy and flexibility to best meet the specific needs of students in our community.

Our Vision

The Coodanup College vision is to foster a supportive community that empowers students to explore their strengths, dare to dream, and discover the positive impact they can have on their own lives, the lives of others and that of the wider community.

Our Mission

To join parents and our community to facilitate students' journey of discovery - understanding our responsibilities and doing whatever it may take to assist them to develop their directions and navigate the challenging landscapes of the world today. Coodanup College will provide a world class education in a safe, supportive, respectful learning environment with opportunities for each student to develop the knowledge, skills and confidence to become a responsible, successful citizen.

School Background and Context

Coodanup College is a co-educational college located 80 kilometres south of Perth on the land of the Binjarab Noongar people in the beautiful coastal City of Mandurah. The college has community, executive, teaching and support staff dedicated to contemporary teaching and pastoral practices, and to developing future focused

students, able to successfully transition through their six high school years into further study and/or their chosen careers.

The college has undergone several structural and educational changes since it first opened as Coodanup Senior High School in 1989.

In response to changing education priorities and the growth and development of the region, the college has been: a specialist middle school for students in Years 8 to 10; an 8 to 12 community college, with a senior school focus on preparing senior students for training and employment; and more recently, since 2013, it has been rebranded and reshaped as Coodanup College, catering for students of all abilities from Year 7 to Year 12.

Coodanup College has an Index of Community Socio-Educational Advantage (ICSEA) of 889, compared with the mean ICSEA for Australian Schools of 1000. Indigenous students account for 21% of the

college's enrolments, and there is increasing diversity with a further 7% of our students coming from families where English is not the main language used at home. The college has a pastoral care focus and positive working relationships with many outside agencies providing support and programs for students and their families. An emphasis on academic achievement has enabled our students to make strong gains in national testing results. The excellent facilities at the college provide opportunities for participation in a range of experiences including agriculture, performing arts, music, science enrichment, and special sporting programs.

In 2017, the college's first small group of students in many years, studied a full ATAR Program, whilst a larger group studied one or two ATAR subjects. We were proud of their endeavours and satisfied that by choosing strong study programs, those students have opened many career and employment doors for themselves.

The college offers a range of flexible learning programs, as we appreciate that students have individual needs and hopes for their futures. A considerable number of our students arrive at the college in Years 11 and 12 without the background necessary to achieve a *Western Australian Certificate of Education*. Our policy is to provide

opportunities for all students; for as many of these students as possible, we provide pathways to employment and/or TAFE through our Vocational Education and Training Programs.

Coodanup College has:

- Appropriate pathways for all students wishing to enrol;
- strong relationships with our local primary schools and a successful transition program to the college;
- productive relationships with our business community;
- ongoing professional learning for staff, with a focus on developing consistent teaching practice across the college; and
- a partnership with Murdoch University that enables our students to access special programs and events and supports an increasing number to gain entry to university.

Our increased enrolments since the introduction of the Year 7s to the college and across all years, strongly suggests that Coodanup College is progressively developing as a leading school and the school of choice for families in our community.



College Board Report

The College Board, now in its fifth year of operation, has a small group of members who have been with the Board throughout that time. Recently, we have gained the experience and enthusiasm of several new parent and business community members. We have had interesting discussions, continued to broaden our understanding of the Coodanup College context, and vision, and supported the college in a range of ways throughout the year.

Coodanup College is a unique secondary school. The Board understands and fully supports the college's principle that all students, including seniors, who have previously disengaged from or fallen behind in their schooling, are entitled to an education in which they can succeed. The college provides the *Success Program* for these students, where the focus is on school engagement and Vocational Education and Training (VET) Certification rather than the achievement of the WACE. Our intent remains, however, that the *Western Australian Certificate of Education* will be the goal for most students.

Board Members have been variously involved in: providing parent, business and community perspectives for the college's consideration; influencing programs that stimulate students' thinking about their careers and futures; supporting the development of the College Targets; considering the school's academic data and reflecting with the college on improvement strategies; and pressing for change in some curriculum areas. We have been kept informed about and been invited to have input into planning the college's finances, facilities and

improvements in these areas. Board Members are always welcome to attend the special events that are provided throughout the year by the college, and we attend a range of these. Board Members attended the opening of the new on-site Trade Training Centre this year.

The Board has been involved in the reintroduction of ATAR courses to the curriculum offerings at the college.

The college Executive Team appreciates that Board participation is dependent on the willingness of our members own workplaces and life circumstances and extends thanks to organisations and individuals who enable this.

I would like to thank the Board Members for their contributions and for supporting the Coodanup College journey during the past 12 months.

Beth Aitken

Coodanup College Board Chair

The Board members for 2017 were:

Hon. David Templeman MLA
Minister for Local Government; Heritage, Culture and the Arts

Leader of the House

Professor Andrew Taggart
Provost

Murdoch University

Mrs Larrissa Whiskin
Parent/Community

Mrs Anne-Louise Newnham
Parent/Community

Mrs Karen Lowe
Staff Representative

Mr Paul Pearce
Staff Representative

Mr Craig Watt
Business/Community

Mrs Kristie Tonkin
Peel Development Commission/Community

Mr Nick Benson
City of Mandurah/Community

Mr Tim Bateman
City of Mandurah/Community

Mrs Beth Aitken
College Board Chair

Ms Vicki McKeown
College Principal

Mrs Nichola Johansen
College Board Secretary

College Highlights

For the fifth consecutive year the college attendance rate was improved. We are delighted that families see that regular, punctual attendance is strongly correlated with high level school achievement.

2017

Each of our ATAR students achieved direct entry to university. A further larger group of students have entered university by alternative means. The Post School Destination information in this report provides actual numbers of Year 12s and their pathways after school completion.

The Success Program has continued to enable students who have previously struggled with their education, to reconnect and feel successful in achieving their outcomes. Students have achieved or made progress towards VET Certification; some students have gained entry to tertiary programs directly from the Success Program.

All students who gained direct entry to Murdoch University (due to their ATAR studies) were provided with scholarships from the university to assist with the costs of their study. One student was provided with a highly valued Sangora Award, also to support tertiary study.

The college's mean NAPLAN results improved again, showing that our students are gaining the skills they need to satisfactorily progress their education.

Of the Year 12 cohort, 98.6% achieved a VET Certificate II or higher. The achievement of a VET Certificate places interested students on a pathway to further study at a TAFE College.

Goals 4 Girls (G4G) was introduced to the college this year. It is a self-empowerment program with a central theme - "Free to Be Me" and focuses on the social and emotional development of each student in the program. Highlights for 2017 included; circus performances at the Regional Arts Summit in the Manjar Square alongside other Peel Regional schools and at the launch of the Trade Training Centre; participation in "Earth Assist", looking after our coastal environments; and the Juice Bar, a fundraising activity that helped us



to attend our annual camp. The girls were challenged with personal and team leadership activities, which included; raft building, survival activities, zip lining and abseiling, which have supported the girls' development of resilience, self-esteem and a positive view of their school and wider community. Goals 4 Girls has been a great success in 2017.

Students studying Agriculture were provided with instruction on identifying and arranging native and non-native flora to make artistic displays. Some Year 11 students attended a camp at Muresk in Northam to undertake *Basic Techniques and Handling Livestock* units. Many students had never been on a farm before and enjoyed this new experience. The availability of a *Certificate II in Construction Pathways* and the *Certificate II in*

***Automotive Vocational Preparation* was a valuable addition to the final year curriculum for students in these programs. The college Agriculture Department successfully applied to the Ag Trust for a grant of \$10,000 to incorporate a rainwater tank into the program.**

The Year 8s became excellent role models for the new Year 7s. They and the Year 7s maintained an excellent standard of uniform and their general behaviour was very good. Attendance was their biggest target. There was a great competition between the Year 7s and the Year 8s for the best attendance rate. The Year 7s pipped the 8s at the post; and both cohorts are set to work hard on this in 2018.

The Beach Carnival was enjoyed by all who attended. It had a real community feel with parents and Surf Life Saving volunteers on hand. Students who are competitive enjoyed the races, but everyone had some fun. (Including Mr Jones who was drenched!)

The Christmas Fair was very much a community event in all senses of the word. Many families participated, supported the stalls and enjoyed the Christmas themed entertainment. The BBQ raised money for our assistance dog Justus, who required surgery after a serious illness.

The three-night Busselton Camp for Student Leaders, Inspire Academy students and Faction Leaders was a great success. These students received training to be Leaders and wonderful ambassadors for the college.

Our Bushranger Program continued to go from strength to strength with increased numbers again in 2017.

The Crab Fest is a key Mandurah calendar event. For the first time this year, we were represented by 52 students and several staff, who provided information to the public about their school. The college received lots of praise about their behaviour and skills as representatives of Coodanup College.

The *Bullying No Way*, *R U OK?* and *Harmony Days* were outstanding successes this year. Harmony Day provided the opportunity for student's talents to be showcased.

Art students participated in the design stages of a sensational mural, which was painted by local artist Emma Blyth. The beautiful colourful work of art now has a proud place on the exterior wall of the college cafe.

The *Clontarf Academy* provided six students (and two staff) with a reward excursion to Melbourne. Whilst there, the group attended the AFL and NRL games, took a tour of the football facilities in Melbourne and participated in a supervised community activity with homeless people in Footscray. They toured the MCG, the Etihad Stadium, the Museum and the Eureka Tower Sky Deck. They also listened to key football speakers and attended tourist attractions in Melbourne.

The Year 10 Art class worked with artist in residence, Helen Coleman, who taught them encaustic techniques, working with wax on paper and found objects. Students made scrolls that revealed and concealed information about themselves. The finished artworks were displayed at the *Young Artists Perspective Exhibition* at the Mandurah Performing Arts Centre. Taking the students to the Art Gallery enabled them to see how good their work looked in such a professional setting, which boosted their confidence and self-esteem.

One thing that stands out from late last year, students were very well behaved during a whole school assembly on a hot day, admin went to the store and bought all students ice creams as a reward. This was unexpected, but I think very well received by students and teachers and just made everyone's day that bit brighter.

The following comment is from a new staff member who says the following about the Principal Vicki McKeown. "I think Vicki does a fantastic job at the school looking after staff and student morale. She maintains a level head always and is diplomatic and reasonable in all situations".

Programs



Inspire Academy: Students who have a desire to go to university at the completion of their schooling can apply to be part of the Inspire Academy. Once accepted into the program, students must maintain high levels of achievement, behaviour and attendance. The Academy gives students access to an academic, wrap around pastoral care program. Students are mentored by students from Murdoch University, have opportunities to visit the Murdoch campuses and are provided other opportunities to engage with the university. Each of these elements of the program increase the likelihood of students achieving university entrance.

CLAN: The Centre for Literacy and Numeracy is designed to support students with learning difficulties. Students are taught by one staff member who is trained specifically in differentiation and Literacy and Numeracy intervention. Students who make the necessary improvements whilst in this program have the opportunity to re-join the mainstream classes.

Focus Program: The Focus Program provides students with the opportunity to complete their

WACE over a three year period beginning in Year 10. Students complete half of the course requirements with a single teacher and access two Vocational Courses of their choice. This approach provides support for those students who typically find the rigors of WACE too difficult.

Success Program: The Success Program is an engagement program that caters for students who struggle to learn in a mainstream setting. Staff provide students with a flexible and individually targeted program with the aim to develop employability skills.



Flexi-Link Program: Flexi-Link has been designed to link marginalised young people back into education and with their community by providing flexible education and access to appropriate support services. Students complete their school work from home or in a small group hub with the aim of transitioning them back into the school setting.

The Arts: The Coodanup College 'Arts' learning area acknowledges the special gifts and interests that all our students have acquired. Our students in the Arts are offered interesting, innovative and creative work that reflects the aim to make sure every student learns and is able to express their personality and point of view.

Clontarf Academy: The Clontarf Academy exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and, by doing so, equip them to participate meaningfully in society. These outcomes are achieved through the medium of football.

Goals 4 Girls: A program that uses a variety of recreational and sporting pursuits as the vehicle to

Programs



provide girls with the opportunity to develop their life skills. The program will immerse the selected girls in an environment that is built upon contemporary practice of working in collaboration to develop knowledge and understanding about health and lifestyle issues. Girls will develop positive attitudes and values associated with leading a healthy lifestyle, equipping them to make socially responsible decisions. This will enhance the quality and potential of their own and other people's lives.

Eyes Wide Open: The Eyes Wide Open Education Program (EWO) is for school aged mothers or expectant mothers. EWO is a partnership between Coodanup College and Peel Youth Services (PYS), giving teenage mothers the opportunity to finish their schooling in a safe, supportive environment for them and their children.

The Mandurah Regional Trades Skills Centre: Coodanup College has a dedicated Trades Skills Centre for students pursuing a career in the plumbing and gas fitting, painting and decorating and building and construction trades.

The Centre was built to be an environmentally friendly facility and

has natural air flow ventilation in all training cubicles with natural sky lighting.

The Centre is in collaboration with six consortium regional high schools. Students from the consortium schools will access the Trades Skills Centre with the opportunity to utilise the professional facilities and work toward their chosen career pathways and successfully achieve certifications while at school. They will learn essential knowledge and practical skills and receive workplace experience for entry into the plumbing and gas fitting, painting and decorating and building and construction trades.

Girls Academy: The Coodanup Girls Academy commenced at the College in 2017. Founded in 2004 by Olympian and champion

basketballer Ricky Grace (MEdL, BPolSc), Role Models and Leaders Australia (RMLA) is the leading provider of school-based programs for Aboriginal and Torres Strait Islander girls in Australia. Currently, there are academies located throughout Australia and Western Australia. Coodanup College is now another South West based school with the academy, along with Darwin, Broome, Kalgoorlie, Perth, Derby, Fitzroy Valley, Kununurra, Bunbury, Roebourne, Alice Springs and Coonamble NSW.

The Girls Academy works within the school system to drive community-led solutions aimed at breaking down the barriers that prevent Indigenous girls from completing their education and reaching their full potential.



Progressing the College Priorities

Priority 1: strong leadership that raises expectations

Purpose

We will:

- Lead behavioural and organisational change that challenges our current reality and demands a collective focus on improving performance.
- Utilise the College Improvement Teams to drive whole school expectations for teaching and learning.
- Use data to monitor the impacts of policy and identify learning needs and areas of strength and weaknesses across the college.
- Engage parents and the community to reinforce changes in student behaviour, study habits and attendance.
- Use the flexibilities afforded to an Independent Public School to target resources to meet student needs and the priorities of the college.

Progress towards achieving improvement measures

Improvement measure summary	Progress/milestones achieved this year
	Throughout the initial four years of IPS, the Leadership Team focused on rebranding, improving the college facilities and resources, introducing a new uniform, improving communication with families, providing a range of online services for parents, staff training and improved classroom practice, and seeking greater engagement of students. The Leadership was distributed across the college to enable the priority focus. The following summarises some of the progress towards Priority 1 during 2017.
Evidence of behavioural and organisational change	A lot of work has been done to create a sound workplace for teachers and an environment that considers all students' circumstances and learning needs. Staff understand the need to close the educational gap for many students. Our Student Services Manager has worked with all groups within the college to align practice and systems to support school improvement. The college has commenced the reintroduction of an ATAR Program for students needing strong backgrounds for study after Year 12. The first group to study a full ATAR completed school in 2017. During the past two years, Leadership Teams have been established and are working together in all curriculum improvement areas of the college.

Priority 1: Strong leadership that raises expectations

Progress towards achieving improvement measures	
Evidence of a collective staff focus on improving performance	<p>The need for all staff to use data to monitor the impacts of policy and identify learning needs was first identified in 2015 by the ACER Review Team. The college has progressed this and the leaders have a clear understanding where work needs to be done. Gaps remain for the college regarding the Senior Schooling agenda and particularly in the area of ATAR curriculum, where the targets set for the current business plan were not fully achievable in terms of timeframes, student numbers and school readiness.</p>
Evidence of improved performance	<p>Leadership opportunities have been broadened by the (Watching Others Work) WOW Team strategy – A Deputy and a team accessed training to lead a whole school improvement strategy.</p> <p>The college has improved attendance for each of the past five years. There has been a reduction in behaviour incidents and suspensions.</p> <p>Increased compliance with the college dress code is evident. There is now compelling evidence of improved academic performance in the Year 7 and 9 NAPLAN results.</p> <p>We are seeing improved Year 12 course and career outcomes evidenced by the destinations data.</p>
Evidence of the application of data to drive improvement	<p>Students are monitored consistently about their progress towards meeting the literacy and numeracy requirements for the achievement of the Western Australian Certificate of Education (WACE). Staff members have heightened their understanding of whole school and class data to monitor and improve their students' learning outcomes.</p> <p>The attendance management system has been developed and its improvement strategies recognised by the Department for their broad applicability to other schools.</p> <p>NAPLAN data has led to a whole school literacy and numeracy focus, which is under implementation. Staff have a set of strategies to use with their classes. Work is emerging from the analysis of fine grained data collected across the Junior School.</p>

Priority 1: Strong leadership that raises expectations

Progress towards achieving improvement measures	
Evidence of College Improvement Teams driving whole school expectations	<p>A Leadership Curriculum Portfolio has been assigned to a member of the Executive Team to support staff in implementing agreed consistent practices across the college.</p> <p>The college's approach to collaborative observation and peer support has been developed by the 'WOW' Team. Curriculum offerings have been improved – along with this, teachers are connecting with the new programs and teaching effectively.</p> <p>There is a focus on increasing rigor in Year 7 to 10 classes, and thoroughly preparing Year 10 students and beyond for the OLNA assessments.</p> <p>The <i>Learning Support Team's</i> focus on supporting individual and groups of students in class.</p>
Evidence of parent engagement and changes in student behaviour, performance and attendance	<p>There has certainly been an increase in parents attending events and staff indicate they regularly have support from families. The area of parent and family engagement in education in their school is tricky and will be an important priority in the next business plan. Enthusiastic parent involvement in the transition of their children into high school has been a highlight. (See the survey section of this report.)</p>
Evidence of the application of IPS flexibilities to meet student and the college needs	<p>With the <i>Student-Centred Funding (SCF) Model</i> in play for several years now, it is fair in its support for schools such as Coodanup College. We have continued to use this and other flexibilities to effectively target areas of need. For example, ATAR students are supported through the Inspire Academy staffing.</p> <p>Equity funds are used to provide additional in class staffing support for students with special needs, including those studying in the strongly academic programs. The Learning Support Team has a leader available through these funds; the Zen Den staffing and Assistance Dogs have been provided for students at risk.</p> <p>The college runs a <i>Success Program</i> to enable Senior School Students who are at risk for various reasons, to continue their education and complete school. A <i>Girls Academy</i> was introduced in 2017. Additional staff development opportunities are provided; the dress code is financially supported where appropriate.</p> <p>See Financial Statement for detail on the use of funds to drive change.</p>

Further development of Priority 1 in 2018.

Focussed staff development on consistent pedagogical practice. Ongoing implementation, refinement and analysis of the impact of the Positive Behaviour Support (PBS) Program.

Progressing the College Priorities

Priority 2: Effective teaching that raises student performance

Purpose

We will:

- Professionally collaborate, using teacher observation, to develop and improve teaching practice and reinforce change through peer feedback. (Links to Priority 1.)
- Ensure that teachers are familiar with student performance data to know their learning needs and use this data to plan and deliver differentiated experiences for their students.
- Develop and maintain a consistent approach to pedagogical practices that is transparent in all classes across the college.
- Maintain a relentless focus on literacy and numeracy in all classes.

Progress towards achieving improvement measures	
Improvement measure summary	Progress achieved this year
Evidence of the implementation of collaborative teacher observation and feedback to improve classroom practice	<p>Through a range of professional development opportunities and participation with colleagues in leading reform, there has been a strong focus on teacher practice and its importance in raising the standard of student learning outcomes. There is increasing evidence that progress is being made in data literacy, teaching and learning and academic performance at Coodanup College.</p> <p>The college has its version of collaborative teacher observation and feedback (The WOW Team already mentioned). This area of the priority is progressing well with staff embracing classroom observation and feedback. We will continue to progress a collaborative and reflective culture to improve teaching and learning. Learning Area Leaders and Curriculum Improvement Team Leaders are focussing on developing strong teams with intent and capacity to engage in whole school and individual team priorities.</p>

Priority 2: Effective teaching that raises student performance

Progress towards achieving improvement measures	
Progress in increasing teacher data literacy and its application to differentiate students learning and improve outcomes	<p>The Administration Team and a small group of teachers have been trained in using the <i>District Case Management Model</i> of understanding and working with the NAPLAN data. Staff understand the need to work with the data to determine and implement improvement strategies in literacy, numeracy and across the curriculum.</p> <p>Learning Area Leaders meet regularly with their staff on data analysis. <i>Progressive Achievement Tests</i> are used by some leaders to assist staff to understand their students' performance and use this information in their planning and teaching. A new Level 3 Leader has been appointed to work specifically on supporting staff in differentiating the curriculum for the many students who have learning gaps and special needs.</p>
Evidence of increased consistency of agreed teaching practices	<p>The building of teacher skills and the application of exemplary teaching practice is now a very accepted expectation of our teaching staff. Staff understand the importance of every teacher being an excellent teacher, particularly in low SES communities.</p> <p>We have made some start stop actions around this priority over several years and found that we needed to focus on other priorities to achieve optimal conditions for learning. Priority 3 has been central to this and we believe we can progress this rather quickly from here. There is a good foundation and a great team working on this and the appetite is there from staff.</p> <p>The PBS Program training has been provided; all staff use the PBS Matrix with their students to ensure positive behaviours are taught and managed appropriately and consistently. The <i>Classroom Management Strategies</i> professional development program is being provided.</p>
Progress in cross curricula literacy and numeracy practices	<p>Our Literacy Committee has developed a book of strategies and has modelled many for staff. This work is being embedded alongside the pedagogical framework being currently rolled out.</p>

Further development of Priority 2 in 2018.

Progressing the focus on consistent pedagogical practice, including literacy and numeracy strategies in all classrooms across the college.

Further development and broadening of the WOW (Watching Others Work) Team.

Increased skill and implementation of differentiated curriculum for students with specific needs.

Further training that enables all staff to commence working with their class data and whole school data, including PAT data for some, with the view to differentiated instruction across the college.

Progressing the College Priorities

Priority 3: A positive school culture that promotes learning

Purpose

We will:

- Review and continue the development of the *Positive Behaviour Support* culture through consistent use of the matrix language, Vivo rewards and the explicit teaching of our behaviour expectations.
- Continue to build belief and expectation around exemplary practice so that students may learn and gain access to a broad range of transition pathways.
- Continue to develop college pride by encouraging participation in college activities, celebrating success and promoting our college brand.
- Promote the importance of regular attendance and the impact of absenteeism on student learning.

Progress towards achieving improvement measures	
Improvement measure summary	Coodanup College is in the process of cultural and educational change. Many supports have been placed to ensure staff are prepared for the expectation of improved outcomes; a great deal of staff and community effort has been made to provide a broad range of extra-curricular activities and programs to assist students to engage with a positive culture. Evidence is emerging that these changes are leading to improved attendance, engagement, enjoyment at school, and student outcomes.
Evidence of the impact of the Positive Behaviour Support (PBS) culture; evidence of staff application of the agreed strategies of PBS	<p>This has been the stabilising factor and has been embraced by the entire college. The PBS was introduced when the current Year 11 students were in Year 8 and has allowed clarity for staff and students about what is expected of them. We have been highlighted by the Department of Education as best practice for other schools.</p> <p>The Positive Behaviour System has been a whole school focus for five years. An evaluation in 2017 found the following: there has been clear improvement in the Implementation Scores of five of the Set Features – Expectations Defined; use of the reward system; understanding of and use of the violence system; and the implementation of decision making. The average implementation score was 73.6%, an improvement of about 10% over the 2015 review. (See over for further development of Priority 3 in 2018).</p>

Priority 3: A positive school culture that promotes learning

Progress towards achieving improvement measures	
Evidence of a changing college culture where more students are accessing strong courses, more students are showing improvement gains, and more are accessing post school destinations of their choice	The college's <i>Inspire Program</i> provides rigor and prepares lower school students for studies in the higher-level courses in their senior years. The college's <i>Clontarf Program</i> for Aboriginal boys has shown significant growth in student numbers during the past three years. There is evidence (see data section of this report) that students are producing improved results in NAPLAN, and more are accessing post school placements of their choice (also see data section).
Evidence of increased student uptake of extra curricula activities and programs	The college offers many extra curricula activities, and most cannot be described here. The school has a very healthy extra and co curricula offering and all students are encouraged to participate. The <i>Girls Academy</i> , introduced in 2017, has 68 students already enrolled for 2018. This is an engagement program designed to support and engage young Aboriginal girls. The <i>Girls Academy</i> has a very large number of leading businesses and organisations collaborating and providing support. The Academy provides curriculum, offering girls experience in cultural growth and awareness by reconnecting with their traditions alongside elders of our Noongar region. The Academy also focuses on skill development and developing positive, productive relationships among the girls and their families. Further information is provided in the <i>Programs</i> section of this report.
Evidence of the development of college pride by encouraging participation in college activities, celebrating success and promoting our college brand	The rebranding and marketing of the college has been another driver of success at Coodanup College. Student enrolments have increased significantly in recent years and we are more consistently enrolling young leaders from our primary schools. The <i>Inspire Academy</i> has attracted parents/students to the college.

Priority 3: A positive school culture that promotes learning

Progress towards achieving improvement measures

Evidence of improved student and family engagement in the college's attendance data

Parents are supportive of the college's efforts to raise their children's attendance rate; each parent of a child entering Year 7 attends a formal enrolment interview, which has the function of welcoming the child and the parent to the college and setting the child up for success – parents have willingly taken this opportunity and appreciated it. Attendance data has improved in each of the previous five years, and most particularly among the Year 7s.

Strengthening numbers during the past two years has led us to believe the number of parents choosing Coodanup College for their Year 7s is increasing.

Further development of Priority 3 in 2018

Future foci for the PBS Program, which were determined after the 2017 Review:

- Support staff and students to connect behaviours to the behaviour expectations
- Continue to connect behavioural teaching to the Behaviour Expectations
- Develop lesson plans and a school wide lesson schedule for PBS
- Connect the acknowledgement of behaviour directly with expected Behaviours (Matrix)
- Ensure all staff are trained in how to correctly use the Matrix
- Communicate effectively with all PBS stakeholders to ensure they feel included in the journey.

Further clarification of the targets for ATAR Courses offered at the college.

Further professional development for staff in data understanding and subsequent action.

Ongoing development of the whole school focus on consistent pedagogical practice.

Continuation and increase in the strategies to promote improved attendance.

Further opportunities for parents to engage with the college.

College Achievement Targets



1. ATTENDANCE AND ENGAGEMENT

- In each year of the 2016 to 2018 Business Plan, the attendance rate will improve towards the State mean. **Target for 2017 was achieved.**
- Reduce the percentage of students receiving Seldom and Sometimes in the Attribute Data. **This target and strategies remain under discussion.**
- The attendance of Aboriginal students will be above Like Schools and the State means for Aboriginal students, and trending towards the State mean for all students. **Target achieved in 2017.**

2. ATAR

- The retention rate of students enrolled in ATAR courses will increase during each year from 2017 and beyond. This target is under consideration for the 2019 – 2021 Business Plan. It is likely that the achievement of this will take longer than anticipated. **This target was not achieved in 2017.**
- By 2018, 20% of Coodanup College students will be enrolled in an ATAR Program with a minimum of four ATAR Courses. This year, 5% of our students gained direct entry to university programs; a further 22% were accepted into university by portfolio production or bridging programs. **Progressing towards this target.**

3. NAPLAN

- In 2017, the stable cohort will equal or exceed Like Schools for high and very high progress between Year 7 and 9 in each NAPLAN test area. **This target was achieved in the 2017 literacy results.**

4. SCHOOL ASSESSMENT DATA

- Consistent individual student improvement across Years 7 to 12 will be demonstrated in the Student Grade Summary. **This Target is on hold until the next business plan.**

5. ATTAINMENT

- The Year 12 Attainment Rate in VET Certificate II will be equal to or better than Like Schools and progressing toward the State mean. **This target was achieved in 2017 with 98.6% of eligible and ineligible students attaining a VET Certificate II or better.**
- The WACE achievement rate for eligible students will be equal to or exceed 63%. **This target was not achieved with a WACE achievement of 51% in 2017.**
- During the period 2016 to 2018, the college will increase the number of students eligible for WACE achievement. **Our baseline for this target is 47 students. 49 students were eligible in 2017.**

6. POSITIVE BEHAVIOUR SUPPORT PROGRAM

- **There has been clear improvement in five of the Set Features of the program.** Further implementation has been set out in the Priority section of this report.

Academic Achievement

Year 12 School Statistics for 2017

Year 12 School Statistics 2017:

Student Population

Number of students commencing in Year 12 108

Number of full time students in Year 12 at the Semester 2 Census 83

Western Australian Certificate of Education (WACE)

Number of full-time students eligible to achieve the WACE 49

To be eligible, students must have achieved Band 8 NAPLAN Literacy and Numeracy or passed the OLNA during Years 10 to 12

Number of full-time students who achieved the WACE 25

ATAR

Number of full-time students with 4 or more ATAR combined scores 5

3 students' mean score was less than 55%
2 students scored between 55% and 79.95%

General and Combination Courses

Students who studied a combination of ATAR and General Courses 9

Number of students who studied General Courses only 36

Vocational Education and Training (VET)

Number and percentage of full-time eligible and ineligible students who achieved a VET Certificate II or higher in Year 12 98.6%

Endorsed Programs

Number of Endorsed Programs achieved by students 35

Comments:

Of our 85 students completing Year 12, 34 were ineligible to achieve the WACE in 2017. Often students arrive at the college after disengaging or underperforming during the earlier part of their education. The college provides the *Success Program* for students wishing to return to education but for whom the WACE is unlikely.

Our trail blazer students who sat four ATAR subjects achieved mixed results, however, the fact that the ATAR was available, and that they studied this rigorous course, assisted them to prepare for and enter university or other post school training options such as TAFE.

We had 49 students eligible to attain the WACE (because they had enough subjects and the correct spread) 51% of them achieved this certificate. Coodanup College's recent history and student profile suggests that the achievement of Certificate II or higher in Year 12 is a very good outcome for many of our students.

A significant issue for the college is the number of students who do not achieve Band 8 in the Year 9 NAPLAN, or achieve a pass in the subsequent *Online Literacy and Numeracy* (OLNA) tests provided in Years 10, 11 and 12. These students are thus ineligible to achieve a WACE. In 2017 this was the case for 34 of our students this year.

WACE Achievement



WACE Achievement		
	Eligible Year 12 Students	Percentage achieving the WACE
2015	35	94%
2016	46	72%
2017	49	51%

Of Coodanup College's eligible Year 12s in 2017, 51% achieved the *Western Australian Certificate of Education* (WACE). The School Curriculum and Standards Authority established a list of requirements students must meet to achieve the WACE. The strengthened requirements and other factors have resulted in a lower percentage of our Year 12s achieving the WACE in 2017.

The college offers programs for senior school students including:

- those leading directly to TAFE, other training or employment. For many Coodanup College students, the achievement of the Western Australian Certificate of Education (WACE) is not their primary aim.
- those where students' goals include the achievement of the WACE and possible direct entry to university or TAFE.

VET Certificates completed in 2017 by eligible and ineligible students

The table below highlights the opportunities for students in Vocational Education and Training (VET). Many students in their senior years, elect to study one or more VET Certificates, and in doing so, equip themselves with work related skills and pathways to TAFE.

VET Certificates Completed		
Onsite VET at Coodanup	Number of Students Enrolled	Number Achieving Full Certificate
Cert II Agriculture	4	3
Cert II Automotive	3	0
Cert II Skills for VET Pathways	25	14
Cert II Sports Coaching	13	5
Cert II Visual Arts	8	5
Cert II Hospitality	5	3
Cert II Construction	6	3
Cert II Hairdressing	15	10
Cert II Digital Media	4	1
School Based Traineeships		
Cert II Community Services	7	7
Cert II Sport and Recreation	2	2
Cert II Retail Services	3	1
Cert II Business	4	4
Cert II Digital Media	1	1
Cert II Construction	4	3
TAFE Off-site Programs		
Cert II Health Support Services	1	1
Cert III in Health Services Assistant	1	1
Cert II Engineering	2	1
Cert II Sampling and Measurement	1	1
Cert II Retail Cosmetics	1	1
Cert II Hospitality	7	4
Cert II Hairdressing	1	1
Cert II Construction Pathways (Carpentry)	1	1
Cert II Sport and Recreation	2	2
Cert II Community Services	2	2
Fairbridge		
Cert II Conservation and Land Management	6	2
Cert III Conservation and Land Management	1	1
Total Certificates Achieved		80

School Performance

Year 12 General Courses

The table below enables a comparison between Coodanup College and WA Public Schools performance in General Courses in 2017. Our students produce fewer A Grades and more D and E Grades than the mean for students in WA Public Schools.

School Performance										
	School Percentages					WA Public School Percentages				
Grades	A	B	C	D	E	A	B	C	D	E
Careers	0	12	58	13	17	17	29	42	7	6
English	0	2	61	15	22	9	26	52	6	6
Food Science & Tech	13	50	0	19	19	15	30	42	7	6
Outdoor Ed	0	47	33	20	0	11	35	42	8	4
Phys Ed	0	8	54	15	23	11	26	50	9	4

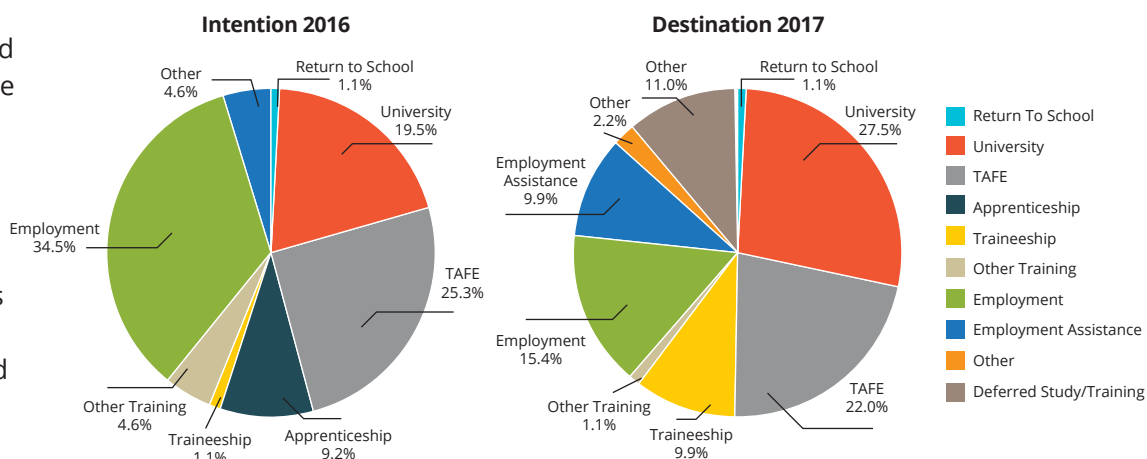


Year 11 Intentions 2016 and Year 12 Destinations 2017

Each year, Year 11 students are surveyed to reveal their intentions for their post school options. They are again surveyed after Year 12 to see the extent to which those initial intentions were achieved or whether students changed their plans during the course of their senior school studies.

Students intentions and destinations are provided in the pie graph and table forms below.

The table below shows some of the same information as the pie graphs. It also provides comparisons of our students' intentions and destinations with the State figures.



Year 11 Intentions 2016 and Year 12 Destinations 2017						
	Intention 2016 School	Intention 2016 State	Destination 2017 School	Destination 2017 State	Variation School	Variation State
Return to School	1.1%	0.6%	1.1%	0.6%	0.0%	0.0%
University	19.5%	48.7%	27.5%	35.2%	7.9%	-13.5%
TAFE	25.3%	19.1%	22.0%	22.1%	-3.3%	3.0%
Apprenticeship	9.2%	10.7%		2.0%		-8.7%
Traineeship	1.1%	1.9%	9.9%	2.2%	8.8%	0.3%
Other Training	4.6%	2.9%	1.1%	1.3%	-3.5%	-1.6%
Employment	34.5%	11.9%	15.4%	16.0%	-19.1%	4.1%
Employment Assistance			9.9%	7.1%		
Other	4.6%	4.2%	2.2%	2.3%	-2.4%	-1.9%
Deferred Study/Training			11.0%	9.4%		
TOTAL	100%	100%	100%	100%		
% Students Responding	96%	0.0%	100%	0.0%		

Notes on reading the table:

For example, when Coodanup College students entered Year 11 in 2016, 19.5% of them intended to go to university at the end of Year 12. More than 19.5% of them, 27.5% in fact, attained a university placement.

Fewer of our students found employment at the end of Year 12 than intended. This may be a reflection of the job market, changes in students' intentions or other factors.

Year 7 and 9 Academic Achievement

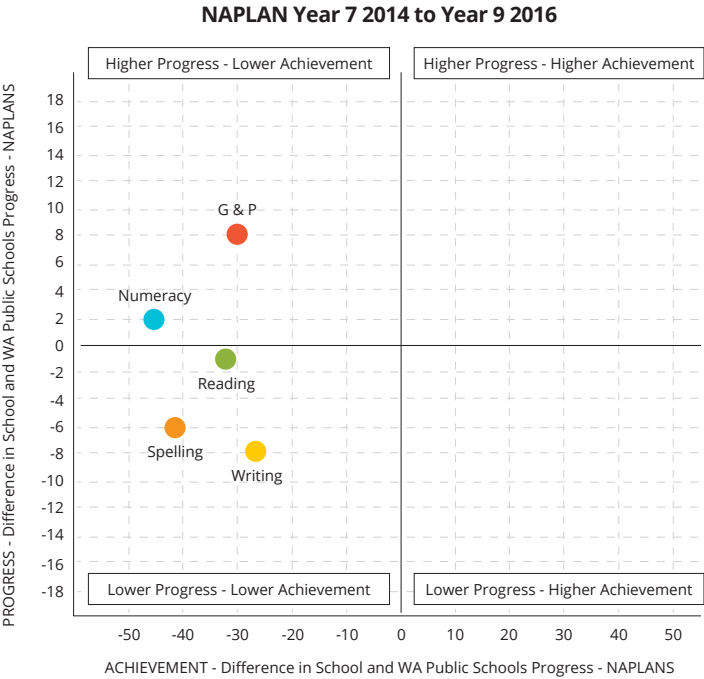
The following graphs and tables provide information about the Coodanup College Year 7 and 9 students' progress and achievement in the most recent NAPLAN tests.

The introduction of Year 7 students to the College has provided the opportunity for staff to see where growth in literacy and numeracy skills is occurring. The college now has the students throughout Year 7 and Year 8 and up to the Year 9 NAPLAN tests. The two graphs below show progress and achievement between Year 7 and Year 9 for the 2014 to 2016 and the 2015 to 2017 year groups.

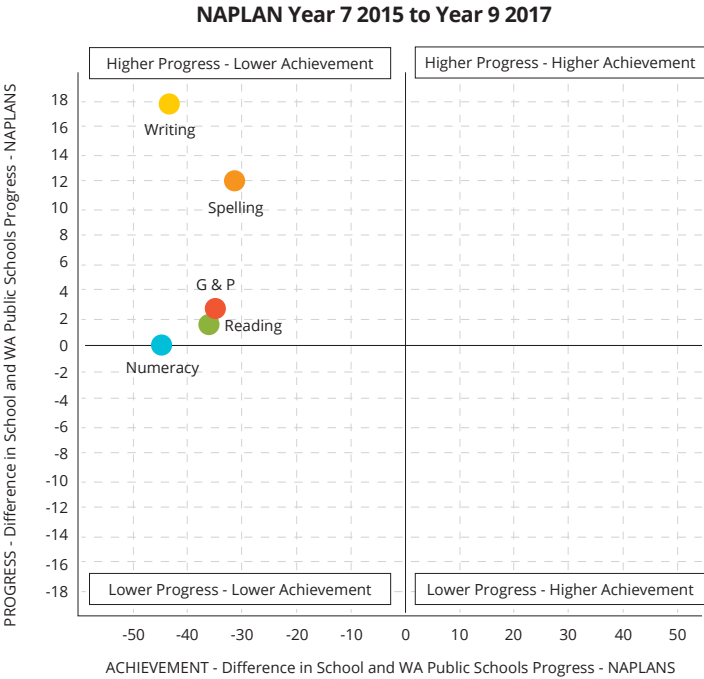
The most significant progress was made between 2015 and 2017, coinciding with the introduction of Year 7s to high school.

It was pleasing for the staff to see results highlighting the progress of this cohort. Our aim for successive cohorts is to see similar progress along with improved achievement.

Student Progress and Achievement Compared with WA Public Schools



Student Progress and Achievement Compared with WA Public Schools



Year 7 and 9 Academic Achievement

The tables below provide more specific information about achievement and progress.

Each of the areas tested by NAPLAN are shown. It is evident that students are making progress (see the highlighted columns showing the same year group as Year 7s and then Year 9s) and that they are achieving as well as like schools; the goal from this point is that we see more students achieving in the top 20% of the State and fewer in the bottom 20%. The tables also show strong enrolment patterns into Year 7.

Year 7 and 9 NAPLAN Reading												
	Year 7 NAPLAN Reading						Year 9 NAPLAN Reading					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Top 20%	6%	8%	10%	7%	8%	11%	2%	10%	7%	7%	9%	9%
Middle 60%	52%	56%	53%	58%	51%	58%	47%	56%	63%	52%	57%	59%
Bottom 20%	42%	36%	37%	35%	44%	31%	52%	34%	30%	45%	34%	32%
Students	67	88	134				64	50	84			

Year 7 and 9 NAPLAN Writing												
	Year 7 NAPLAN Writing						Year 9 NAPLAN Writing					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Top 20%	4%	7%	8%	9%	10%	12%	3%	8%	6%	9%	9%	10%
Middle 60%	55%	70%	60%	52%	55%	58%	50%	68%	62%	51%	55%	59%
Bottom 20%	40%	23%	32%	38%	36%	29%	47%	25%	32%	40%	35%	31%
Students	67	87	135				64	53	85			

Year 7 and 9 NAPLAN Spelling												
	Year 7 NAPLAN Spelling						Year 9 NAPLAN Spelling					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Top 20%	4%	14%	6%	9%	9%	13%	5%	2%	7%	10%	10%	13%
Middle 60%	60%	59%	68%	56%	59%	61%	49%	66%	59%	56%	54%	60%
Bottom 20%	36%	27%	37%	26%	33%	26%	46%	38%	34%	34%	35%	27%
Students	67	88	136				65	58	86			

Notes:

It is important to appreciate that, the NAPLAN assessments represent a single set of tests that occur early in Year 7 and in Year 9. By contrast, classroom teacher assessments of student achievement and progress are made throughout each year, and thus provide a more complete picture of a student's academic performance.

Each parent receives the results of their child's NAPLAN assessment, which provides information about how your child is achieving and progressing in comparison to the State and National means for each test.

Year 7 and 9 NAPLAN Punctuation												
	Year 7 NAPLAN Punctuation						Year 9 NAPLAN Punctuation					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Top 20%	3%	9%	5%	8%	7%	11%	5%	8%	7%	8%	10%	14%
Middle 60%	70%	68%	60%	56%	57%	60%	52%	62%	63%	54%	55%	58%
Bottom 20%	27%	23%	35%	36%	36%	30%	43%	30%	30%	38%	35%	28%
Students	67	88	136				65	53	85			

Year 7 and 9 NAPLAN Numeracy												
	Year 7 NAPLAN Numeracy						Year 9 NAPLAN Numeracy					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Top 20%	3%	2%	2%	6%	5%	10%	0%	0%	4%	4%	6%	7%
Middle 60%	51%	57%	55%	57%	55%	55%	62%	56%	64%	62%	56%	60%
Bottom 20%	46%	40%	42%	37%	40%	35%	30%	44%	32%	34%	38%	33%
Students	69	87	130				61	50	77			

Achievement of the National Minimum Standard in Literacy and Numeracy

The table below shows the percentage of students achieving at and above the National Minimum Standard as Year 7s and Year 9s. The achievement of Coodanup College students can be compared with the All Australian students.

The table shows areas of strength and relative weakness in Coodanup College students' achievement. The 2017 Year 7 group data indicates that priority will need to be given to all areas of literacy and numeracy during their Junior School years. Support from home in terms of homework

supervision and encouragement of reading each evening will make a positive difference to students' academic progress. The 2017 Year 9 students, will be in Year 10 in 2018, will also benefit from high levels of support.

Achievement of the National Minimum Standard in Literacy and Numeracy												
	Coodanup			All Australian			Coodanup			All Australian		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Numeracy	93%	88%	89%	96%	96%	89%	90%	96%	96%	90%	95%	96%
Reading	93%	86%	80%	95%	95%	94%	68%	90%	86%	90%	87%	92%
Writing	62%	84%	71%	87%	90%	88%	47%	76%	60%	80%	83%	81%
Spelling	72%	81%	81%	93%	93%	94%	62%	77%	82%	90%	90%	90%
Grammar	72%	86%	74%	92%	93%	93%	67%	83%	77%	89%	91%	96%

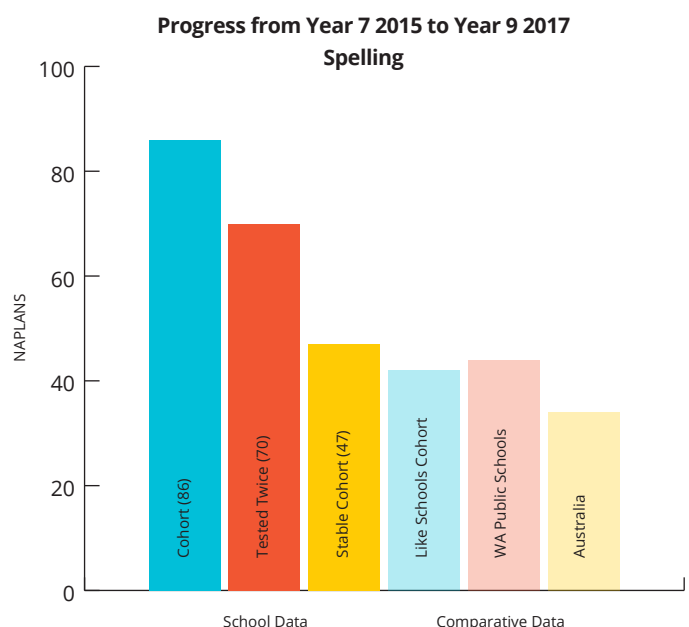
NAPLAN Progress

Between Year 7 2015 and Year 9 2017

The following graphs provide a view, which strongly suggests that our students are making sound progress between Year 7 and Year 9. The blue column shows the whole cohort, the red shows students who sat the tests in Year 7 and 9, and the dark yellow shows students who were enrolled and tested twice at Coodanup College during the period 2015 to 2017. The pale blue, pink and light yellow columns enable comparisons to be made between the progress of Coodanup students and those from like schools, WA Public Schools and Australian schools.

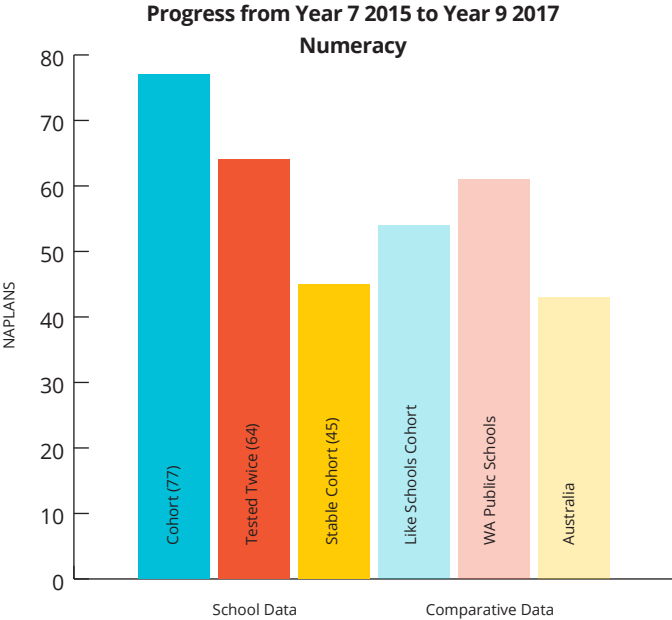
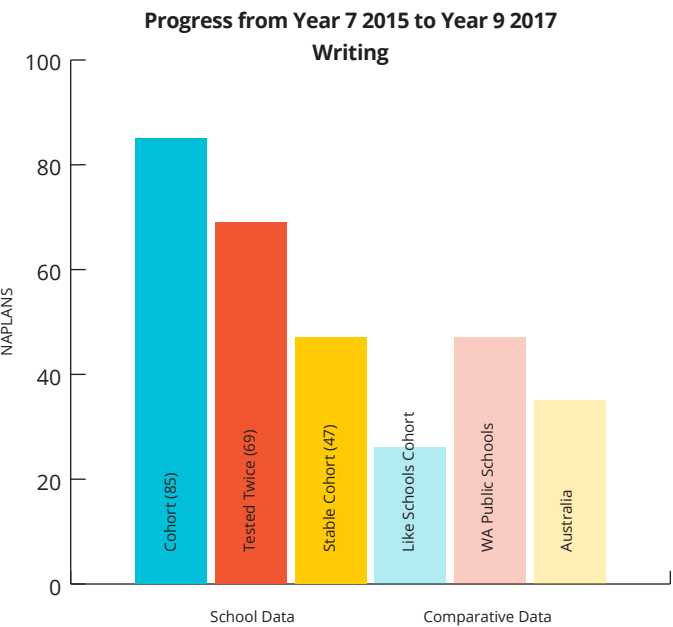
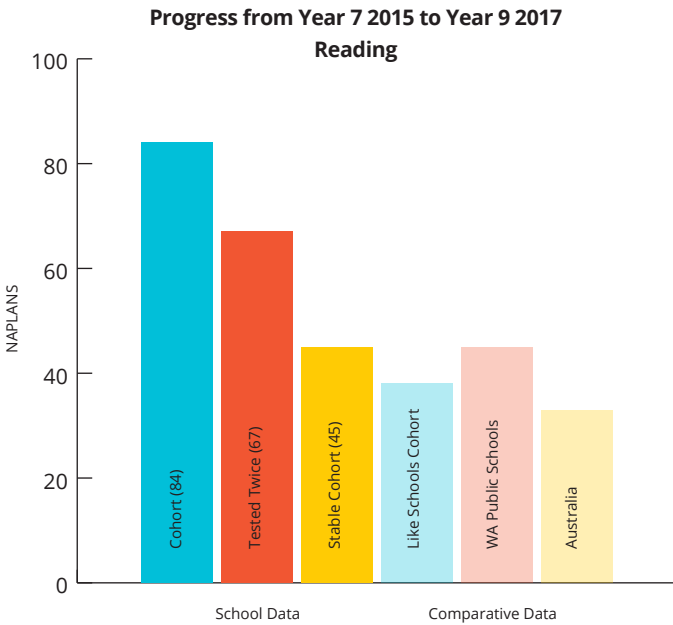
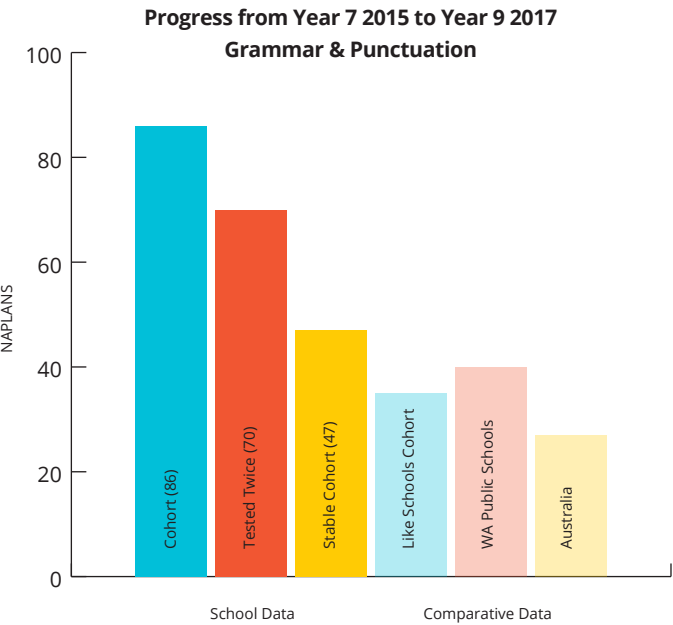
In Spelling and Punctuation and Grammar, Coodanup College progressed at rates better than Like Schools, WA Public Schools and All Australian Schools; in Reading and Writing, our progress was better than Like Schools and All Australian Schools and similar to WA Public Schools; and in Numeracy, the College's progress was equal to Australian Schools and lower than that of Like Schools and WA Public Schools.

It is important to note that Coodanup College's starting point was lower than the comparative groups and that sound progress was made across the two years for this cohort who will be in Year 10 in 2018.



Our NAPLAN data indicates that Coodanup College students are making sound progress between Year 7 and Year 9.

NAPLAN Progress between Year 7 2015 and Year 9 2017



Attitude, Behaviour and Effort at College

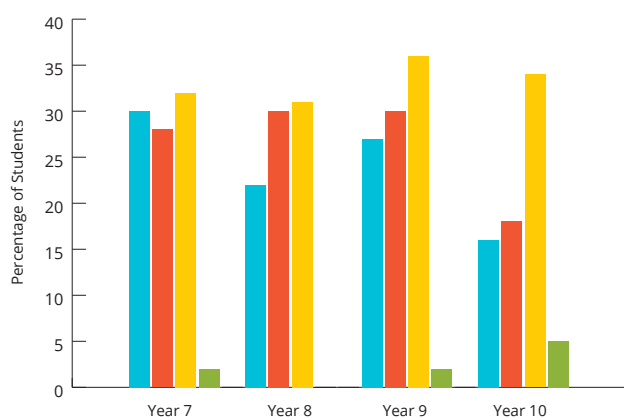
The following graphs are collated from information teachers provide on semester reports. Teachers make assessments about how students are behaving and the effort they are putting into their study.

Year group data on two areas of evaluation are shown in the graphs below: the first row is about the extent to which students work to the best of their ability in Humanities and Social Sciences and Science; the next row is about whether students are cooperative and building productive relationships in those same classes.

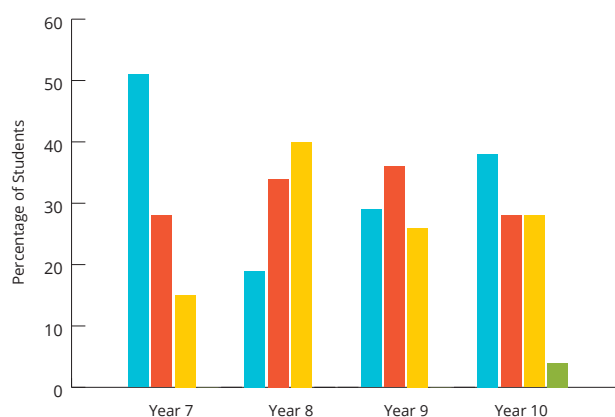
The four year groups (Year 7 to Year 10) are shown; the legend above the graphs describes how frequently the desired class behaviours are observed.

■ Consistently ■ Seldom ■ Sometimes
■ Often ■ Not Assessed ■ Not Specified

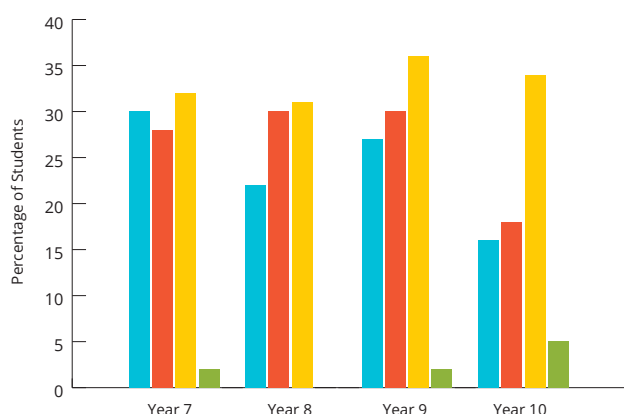
Humanities and Social Sciences
Works to the best of his/her ability



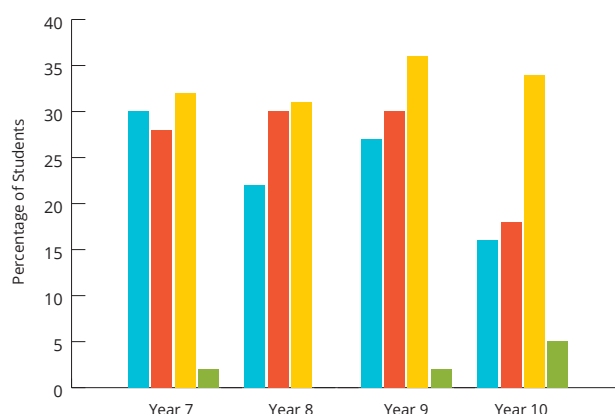
Science
Works to the best of his/her ability



Humanities and Social Sciences
Cooperates productively and builds positive relationships with others



Science
Cooperates productively and builds positive relationships with others



Student Attendance

Attendance Overall

The table below shows the Coodanup College's mean (average) attendance percentages compared with Like Schools and all WA Public Schools. The information is provided for Non-Aboriginal students, Aboriginal students, and the combination of all students.

It is pleasing that for each of the three years shown and for 2013 and 2014, Coodanup College's attendance rates have improved. A further highlight is that Coodanup Aboriginal students have mean attendance rates that are greater than for Like Schools and for WA Public schools.

The college has a focus on continuing to improve students' attendance patterns because regular punctual attendance is closely related to high level academic achievement. We are endeavouring, with the support of students, families and staff, to have students attending as well as or better than the average of WA Public Schools.

Attendance by Year Group

Parents and carers can use the table below to judge how well their children are attending school. A student in Year 10 attending at a rate of 85% is absent from school for approximately five and a half weeks during the year. Information about student attendance patterns is provided on each semester's academic report. Regular attendance is considered by the Department of Education to be 90%.

Experience in many schools strongly suggests that it takes a whole community to ensure students make the most of their education – we are grateful to our parents and carers for their encouragement of attendance and for using our systems to inform us when their children are absent with permission.

Suspensions from School

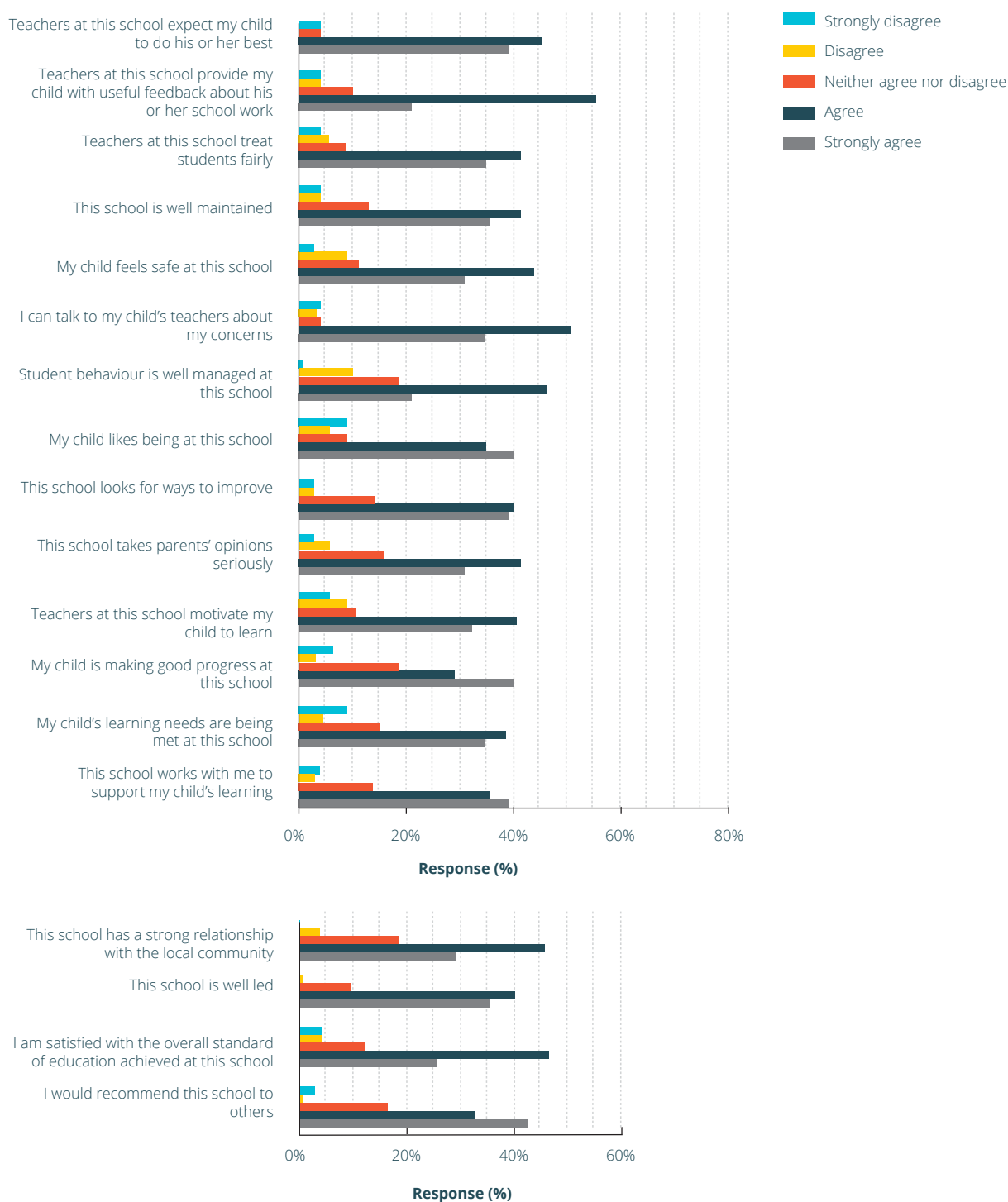
In 2017 in Year 10, 16 students were suspended for a total of 57.5 days. In Year 11, 9 students were suspended for a total of 27 days. In Year 12, 5 students were suspended for a total of 16 days.

Attendance Overall									
	Non-Aboriginal			Aboriginal			All Students		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	80.1%	86.2%	89.7%	71.5%	62.4%	68%	78.4%	78.8%	87.9%
2016	82.9%	85.2%	89.5%	75.3%	62.4%	67.4%	81.5%	79.1%	87.7%
2017	83.8%	86.4%	89.7%	77.7%	67.1%	66.6%	82.5%	81.9%	87.8%

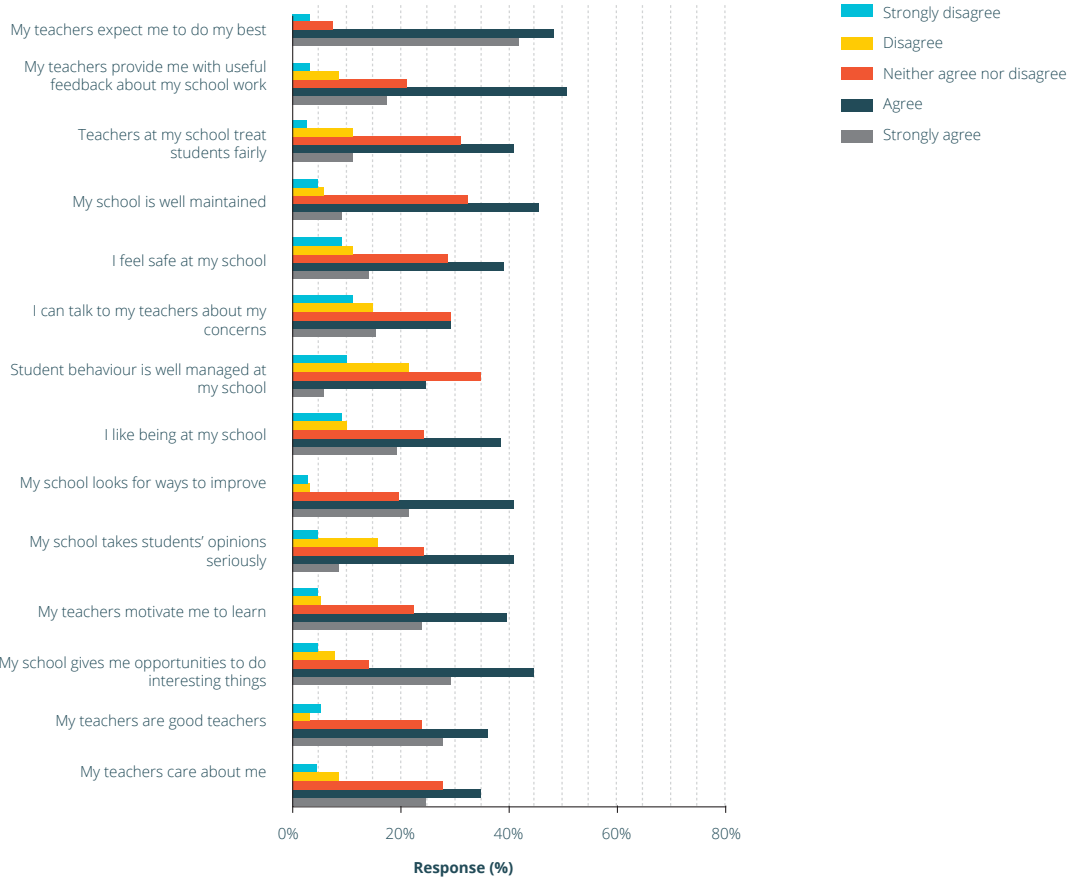
Attendance By Year Group						
	Y7	Y8	Y9	Y10	Y11	Y12
2015	85%	82%	74%	75%	79%	78%
2016	88%	82%	76%	82%	79%	79%
2017	85%	87%	81%	80%	80%	81%
WA Public Schools 2017	91%	89%	87%	85%	87%	88%

Community Surveys

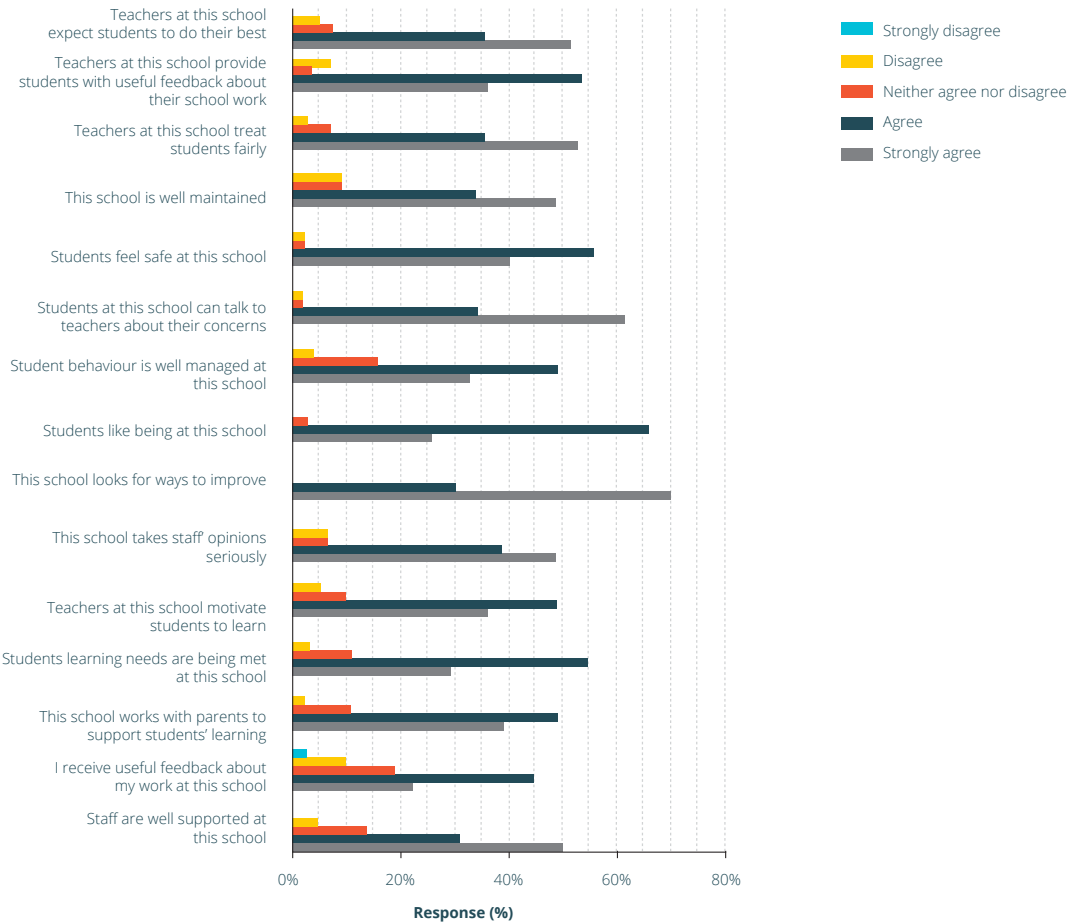
Coodanup College - Parent Survey



Coodanup College - Student Survey



Coodanup College - Staff Survey

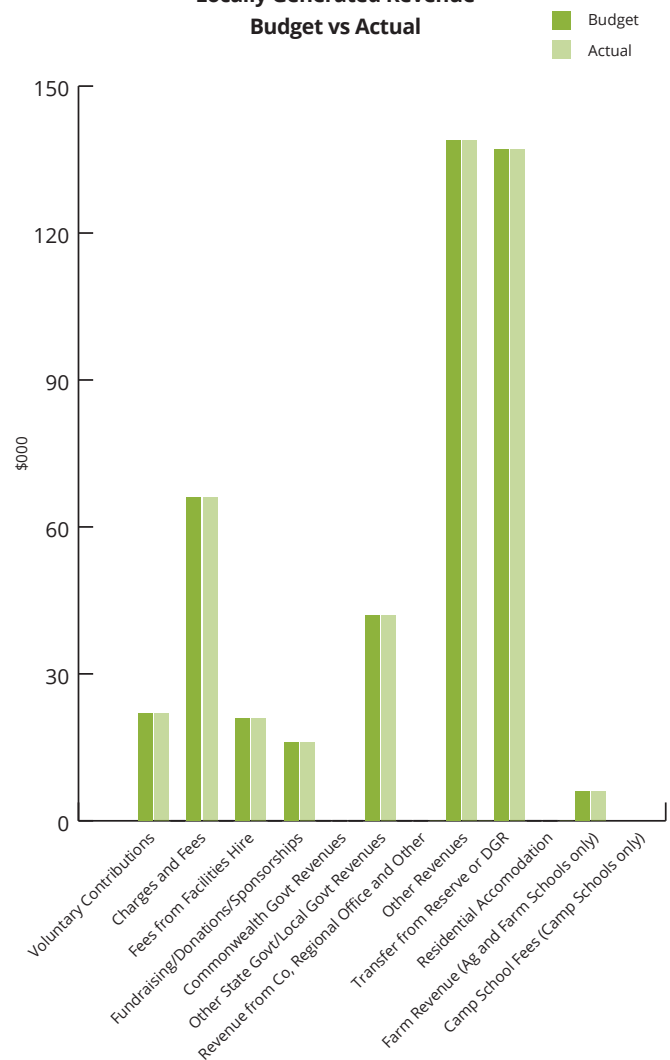


Financial Reports 2017

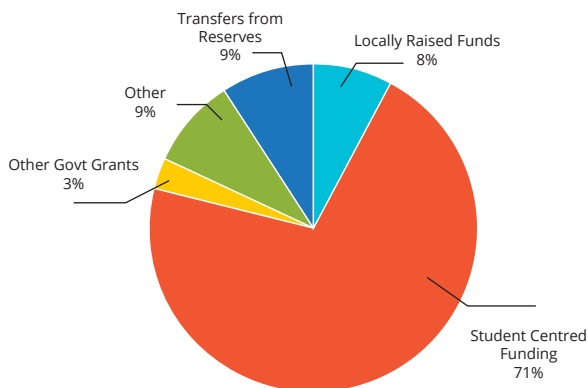
Financial Summary

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$22,088.20	\$22,088.20
2. Charges and Fees	\$66,386.12	\$66,386.12
3. Fees from Facilities Hire	\$21,615.31	\$21,615.31
4. Fundraising/Donations/Sponsorships	\$12,061.77	\$12,061.77
5. Commonwealth Govt Revenues	\$-	\$-
6. Other State Govt/Local Govt Revenues	\$43,227.50	\$43,227.50
7. Revenue from Co, Regional Office and Other Schools	\$-	\$-
8. Other Revenues	\$138,637.42	\$138,653.85
9. Transfer from Reserve or DGR	\$137,180.00	\$137,180.00
10. Residential Accommodation	\$-	\$-
11. Farm Revenue (Ag and Farm Schools only)	\$3,615.00	\$3,615.00
12. Camp School Fees (Camp Schools only)	\$-	\$-
Total Locally Raised Funds	\$444,811.32	\$444,827.75
Opening Balance	\$97,314.00	\$97,314.42
Student Centered Funding	\$1,085,249.87	\$1,085,249.87
Total Cash Funds Available	\$1,627,375.19	\$1,627,392.04
Total Salary Allocation	\$7,643,506.00	\$7,643,506.00
Total Funds Available	\$9,270,881.19	\$9,270,898.04

Locally Generated Revenue
Budget vs Actual



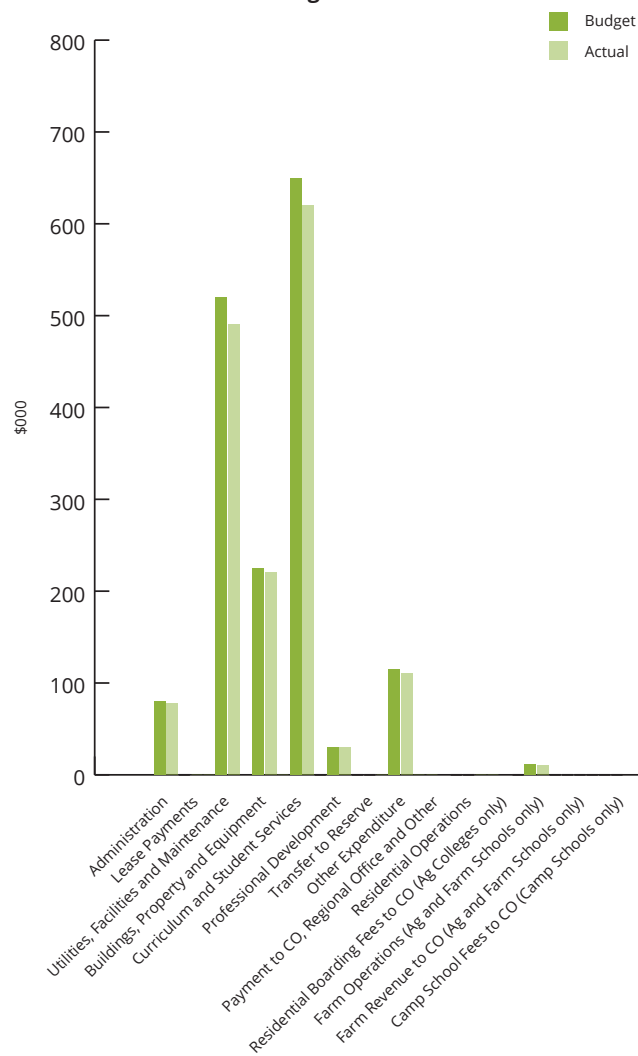
Current Year Actual Cash Sources



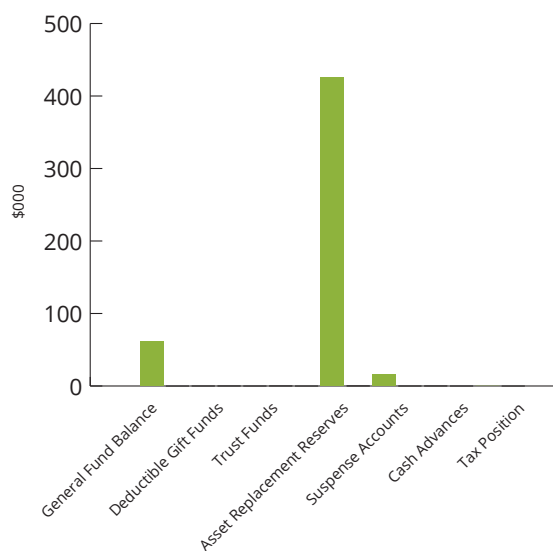
Financial Summary

Expenditure - Cash & Salary	Budget	Actual
1. Administration	\$75,876.89	\$75,475.30
2. Lease Payments	\$-	\$-
3. Utilities, Facilities and Maintenance	\$512,789.23	\$496,217.05
4. Buildings, Property and Equipment	\$219,381.34	\$215,868.90
5. Curriculum and Student Services	\$650,055.29	\$617,858.33
6. Professional Development	\$32,820.78	\$32,820.78
7. Transfer to Reserve	\$-	\$-
8. Other Expenditure	\$112,184.99	\$110,482.16
9. Payment to CO, Regional Office and Other Schools	\$-	\$-
10. Residential Operations	\$-	\$-
11. Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12. Farm Operations (Ag and Farm Schools only)	\$16,888.28	\$16,656.01
13. Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14. Camp School Fees to CO (Camp Schools only)	\$-	\$-
Total Goods and Services Expenditure	\$1,619,996.80	\$1,565,378.53
Total Forecast Salary Expenditure	\$7,425,262.00	\$7,425,262.00
Total Expenditure	\$9,045,258.80	\$8,990,640.53
Cash Budget Variance	\$7,378.39	

**Goods and Services Expenditure
Budget vs Actual**



Cash Position



Cash Position as at: 10 April 2018	
Bank Balance	\$499,643.11
Made up of:	\$-
1. General Fund Balance	\$62,013.51
2. Deductible Gift Funds	\$-
3. Trust Funds	\$-
4. Asset Replacement Reserves	\$425,525.14
5. Suspense Accounts	\$15,849.46
6. Cash Advances	\$-
7. Tax Position	-\$3,745.00
Total Bank Balance	\$499,643.11



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