



2018 Annual Report

Explore. Dream. Discover.

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Introduction

As an Independent Public School, Coodanup College ensures it meets the expectations set out in the Delivery and Performance Agreement with the Director General of Education. This agreement outlines the responsibilities of the Department of Education, 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 an outstanding 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.



Message

from the Principal

Ms Vicki McKeown



I am proud to provide the Coodanup College parents, carers and community with information about the achievements and development of the students at Coodanup College during 2018. The report highlights the achievements and successes of our school community across a broad range of academic, social, sporting and artistic areas. It also describes some of the excellent programs and outcomes achieved throughout the year.

The College has continued to grow in student numbers during 2018, increasing by 60 to 701 students. The key area of growth has been in the Junior School, where each year since 2015, when the Year 7 students first enrolled in high school, our numbers have grown. We take this to be due to the increasing confidence in our College by parents, students and the local community.

The Coodanup College staff always has a strong focus in improving students' attendance. Again, this year, our attendance rate grew and the gap between the Mean attendance for the State and for Coodanup College narrowed. We are particularly proud of our Aboriginal students' attendance, which is greater than the Mean of

Like Schools and the State Mean.

The development of an *Australian Tertiary Admission Rank* (ATAR) program has been a priority throughout 2016 to 2018. This year, for the first time since the College was a middle school, a group of students studied a four course Year 11 ATAR program delivered by our teachers at the College. In 2019, those students will be undertaking a full ATAR program at the College in Year 12. This means that when parents are making decisions with their children about Years 11 and 12, they will know that Coodanup College will be able to cater very well for the full range of student needs, including a university pathway.

The College priority '*Effective teaching that raises Student Performance*' has teachers working effectively to improve student outcomes. The teaching staff is collaboratively developing the best possible set of strategies to ensure their lessons are enjoyable, interactive and provide the means to improve students' knowledge, skills and abilities in each learning area.

The College is well into the implementation of the Positive

Behaviour Support program. Our student services provision continues to support staff in explicitly teaching the required school behaviours and attitudes, leading to settled and hard-working classes, an orderly environment, and students gaining more outcomes and greater enjoyment.

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 grateful to the parents and the community for their interest, enthusiasm and practical support for all students.

A handwritten signature in black ink, consisting of a stylized 'V' and 'M' with a horizontal line extending from the end.

Vicki McKeown
Principal

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 school has been: a specialist middle school for students in Years 8 to 10; an 8 – 12 community College, with a senior school focus on preparing senior students for training and employment; and more recently, since 2013 when the school was granted Independent Public School status, 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 902, compared with the Mean ICSEA for Australian Schools of 1000.

Our student numbers grew from 640 in 2017 to 701 in 2018. Indigenous students account for 22% of the College's enrolments, and there is increasing diversity

with a further 18% of our students coming from families where English is not the main language used at home.

The College has a student services focus with positive working relationships with many outside agencies who provide practical or financial support and programs for students and their families. An emphasis on academic achievement through our Inspire Program 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 2018, the College's first small group of Year 11 students in many years, studied a full ATAR Program delivered on site, 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.

Acknowledging that students have individual needs and hopes for the future, the College offers a range of flexible learning programs. A considerable number of our students enrol 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 work with them to ensure students make successful transitions to the College;
- Productive relationships with our business community;
- Ongoing professional learning for staff - our focus is on developing consistent teaching practice across the school; and
- A partnership with Murdoch University that enables our students to access special programs and events and supports capable students to gain entry to university, often through alternative means of access.

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

College Board Report

It is my pleasure to provide this report on behalf of the College Board as the whole school reflects on its academic progress, programs, special events over the past year. There has been recent strong interest in Board participation, and we have been delighted to welcome new members in 2018.

It is a privilege to be a member of the College Board and to be able to engage in decision making and leadership as the Executive and staff plan and implement improvement strategies to achieve the targets that have been collaboratively established.

The Board has supported the College Administration in 2018 by: deepening our understanding of the College context and community; having input into the College strategic directions; endorsing changes and improvements, examining and participating in decisions about the College targets; and reviewing the College's academic attainment.

The Board very much appreciates the involvement of all staff in striving to achieve the outcomes set out in the College Business Plan. We acknowledge: the positive cultural and educational changes that have been thoughtfully implemented; the year by year improvement in the facilities and grounds; and the improvement in students' average attendance each year since the College became an *Independent Public School*. Our members are encouraging of the Positive Behaviour Support Program being implemented across the College and we have seen evidence of improved behaviour among students and strong teacher collaboration to achieve this. We endorse the College's efforts to broaden its curriculum to cater for every student; and we have been very interested in the work being done to introduce a full ATAR

program for senior students. The Board fully supports the Executive Leadership that holds strongly to the principle that all students, including those who have previously disengaged from or fallen behind in their studies, are entitled to an education in which they can succeed. The College provides the programs for these students, where the focus is on school engagement and VET Certification rather than the achievement of the *Western Australian Certificate of Education* (WACE). Our goal remains, however, that over time, the WACE will be the end goal for most Coodanup College 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 College'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 academic and non academic targets. Board Members are always welcome to attend the special events that are provided throughout the year and we attend a range of these.

The College Executive appreciates that Board participation is dependent

on the willingness of our member's 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 year. On behalf of the College Board, I extend sincere thanks to the Principal and the staff for their dedication and commitment to providing, engaging education and high quality co-curricular programs and care for all students.

Beth Aitken

Coodanup College Board Chair

The Board members for 2018 were:

Beth Aitken

College Chair

Ms Vicki McKeown

College Principal

Hon. David Templeman

Community

Professor Andrew Taggart

Business/Community

Mrs Anne Louise Newnham

Parent Representative

Ms Karen Lowe

Staff Representative

Ms Nichola Johansen

Secretary

Kristie Tonkin

Business/Community

Nick Benson

Business/Community

Mr Mark Sena

Community

College Highlights 2018

For the sixth consecutive year, the College's overall student attendance average improved. Our attendance rate is gradually closing in on the State average with this year's average attendance improving from 82.5% in 2017 to 83.7% in 2018; our students are attending more regularly than those in Like Schools; and our Indigenous students are attending at rates better than Like Schools and well above the State average for Indigenous students.

Our staff members are delighted with the increasing number of students who transition from Year 6 to our College into Year 7. We attribute this increase to our carefully implemented transition program, the change in the College culture, and the enthusiastic staff members who work tirelessly to make the College the best it can be. We also believe our increasing enrolments are due to greater parent confidence in the College. This year we welcomed 160 Year 7 students.

Coodanup College was the top of the nine Mandurah schools for Year 12 Vocational Education and Training (VET) achievement. This was a wonderful result for the College and a credit to the students participating and staff members supporting the delivery of the program.

Coodanup College's Western Australian Certificate of Education (WACE) achievement rate improved again this year to 77%.

The College became a Positive Behaviour Support (PBS) school five years ago. At this time the student expectations and core values were introduced. Late in the year, when our PBS was evaluated using a PBS evaluation tool, we were delighted that our College's overall result was a very commendable 88%.

Ms Vicki McKeown, Principal, was selected to be a part of the Principal Fellowship Program's visit to Harvard University in the USA. There she attended lectures and workshops, and developed a research project, which she will use to assist in the leadership of the College.

We believe our student services provision is second to none, with extra and co-curricular programs including boxing, hairdressing, drum beat, basketball, art therapy, build a bike, and volunteer mentoring supporting students social and emotional needs during the school year.

Coodanup College was the first public school in Peel to participate in the Western Australian Debating League's Mandurah competition. We had three teams of Year 7s and 8s competing against other schools in the Mandurah region. The debating program enhanced our students' confidence in public speaking and critical thinking and was enjoyed by all who took part.

We had an exciting year for the Centre for Literacy and Numeracy (CLAN) students, who trialled new initiatives to increase parent participation. We conducted a CLAN parent evening to discuss students' progress and to enable the parents to network in a friendly social setting. This style of evening seemed to suit parents who attended in numbers greater than when the meetings were more formal. Our awards night was also well received with parents letting us know how much they enjoyed the less formal meeting structures.

RU OK? Day provided a whole College focus and was a real highlight of 2018. This was the College's fifth year of running RU OK? Day, and it was the biggest one yet. The focus was one of celebration of our community whilst delivering the important message – 'it's important to ask each other, 'are you OK?' and start that conversation'. One of our staff members wanted students to feel worthy and important, and sent letters to many well-known celebrities asking them to give Coodanup College a 'shout out' on RU OK? Day. Over 30 celebrities returned video clips, which were turned into an RU OK? presentation for the whole school to see on the day. This was wonderful publicity for the College as it was shown on television and was enjoyed immensely by students and all associated with the College.

Our Girls Academy, a new program for Indigenous girls, was introduced in 2017. The Girls Academy held their annual Academy Awards Night at Coodanup College, and with over 50 guests, including students' families, community members, guest speakers and College staff, a wonderful, celebratory evening was enjoyed by all.

The College celebrated NAIDOC, an important day on our calendar, with an assembly where a number of Indigenous students were acknowledged for their achievements. The assembly included a spectacular performance by the Kongal Marawar Ngooons Dance Group, who taught dance to our students during the preceding weeks.

Our Inspire Academy Program (directed towards supporting students with high academic goals to achieve tertiary entrance after Year 12) provided students with many enriching and challenging activities and events throughout the year. The College entered a team of Inspire students to compete in the 2018 Scitech STEM (Science, Technology, Engineering and Mathematics) Challenge Day. Our students competed against gifted and talented student teams from a range of private and public schools. Our Inspire students were the overall prize winners of the challenge activities on the day, which was an outstanding result and one of which we are proud.

During the year, some of the Inspire Program students were also participants in a trip to Canberra, lunch with the Hon. David Templeman at Parliament House, a three day leadership camp at Geographe Bay, the Robotics Challenge, and participation in the Murdoch University Learning for Tomorrow (TLC) program, which facilitates for them, a pathway to university.

The Western Australian Governor, Ms Kerry Sanderson, visited the College during the year. Ms Sanderson shared high praise for the College, noting our reputation for taking students from all backgrounds and supporting them by providing ongoing programs to assist in their education and well-being.

Justus and Charlie, Education Assistance Dogs, added value to the College and to the education of many students during the year. Justus and Charlie are well known to our students, and quite famous in Mandurah, and are involved in the Year 6 to 7 Transition Program, working with students needing the calmness a dog can bring to a situation and supporting Year 11 and Year 12 students undertaking examinations. Students can sit with the dogs in the Zen Den, or be involved in their training. The Zen Den, in which Justus and Charlie work, was greatly improved with the installation of a fabulous kitchen, generously donated by Bunnings of Mandurah.

The College focused on several special days during the year, Harmony Day, ANZAC Day and the National Day of Action against bullying and violence were actively recognised throughout the College with special events and activities.

During Term 1, the annual Year 7 Fun Day was conducted. The Fun Day provides faction sports, a

disco and games to assist students in Year 7 to make new friends and begin by enjoying their high school commencement.

We were delighted with the participation of parents in our assemblies, casual morning or afternoon teas and parent teacher meetings throughout the year. Parents are always welcome at the College.

A range of Try A Trade programs were offered during the year. Carpentry and Gyprock and Painting and Decorating were two of these programs delivered in our new Training Centre. Try A Trade programs are provided to encourage students to think about possible careers and courses they may opt into at the end of their schooling.

We were proud of our students' participation in Country Week. Our girls did extremely well to win six out of seven volleyball games. The boys competed in Touch Rugby with a win against Cape Naturalist, losses against Albany Senior High School and Tom Price Senior High School, and a draw against Geraldton Senior High School. A real highlight was the fun in the mud after the games.

The Year 12 Finishing Ceremony was an outstanding conclusion to our Year 12 students formal schooling. Everyone looked wonderful as they filed through and received their certificates and folders, watched by parents, friends and College staff.

The eagerly awaited Great Gatsby Ball, held at the Bendigo Stadium, was an outstanding success, with all students looking sensational and having a fantastic time.

The Clontarf Program is an important part of the College for Indigenous boys. Activities such as: the Annual Employment Forum, the clean-up of Doddies Beach, the Clontarf Southern Challenge; and the Clontarf Finishing Ceremony at the end of the year, are elements of the program, which supports the education and welfare of Indigenous boys.

The Goals 4 Girls Program continued its theme of building strong, resilient young women who enjoy a challenge. A range of in-school and community events supported the development of the girls involved again this year.

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.

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.

Goals 4 Girls: Goals 4 Girls is a program for Year 7 and Year 8 students that uses a variety of recreational, creative and performing arts as the vehicle to provide girls with the opportunity to develop essential life skills.

The development of effective interpersonal skills through the program will enable the girls to participate in meaningful and fulfilling relationships in their family, at school, in recreation and in community activities.

This program will include one annual camp that aims to empower the girls by developing teamwork and relationships through challenging practical activities. This along with other learning experiences forms an important part of the program.

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.

Students will learn essential knowledge and practical skills and receive workplace experience for entry into the 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

1. Strong Leadership that raises expectations.

The College has restructured its Student Services provision into Students at Educational Risk Tier 3: Behaviour; Mental Health; and Students with Special Needs. As a participant in the Fogarty Program, the College was assessed during the year using the Organisational Health Index. The College score was nine evaluation points above the Mean for Like Schools and was found to be above a range of other organisations and industries in terms of its organisational health. Collaborative leadership across the College is now very strong. The PBS program at the College was also evaluated during the year and scored over 90 points out of 100 for its implementation.

There has been significant staff buy-in to whole school priorities, particularly in relation to the Explicit Classroom Teaching Model. Staff Performance Management goals are directed towards improved teacher capacity in the classroom.

Leadership opportunities have been broadened. Additional Level 3 Heads of Department and a Teacher in Charge have been appointed to strengthen formal leadership.

A whole school data plan has been written and Heads of Learning Areas have trialled a team reflection activity to interpret Learning Area data.

All Learning Areas have set targets aligned to the next Business Plan.

A four course ATAR program has been introduced; Mathematics

Applications, Health, Human Biology and ATAR English are being studied by the first class to participate in a full program delivered by the College.

Year 12 course and career outcomes have improved.

Year 7 and 9 NAPLAN tests show improved literacy and numeracy outcomes. The College students are now achieving at or above Like Schools across the NAPLAN assessments.

2. Effective teaching that raises student performance.

The building of teacher skills and the application of exemplary teaching practice is an expectation of our teaching staff. All teachers participated in a formal lesson observation and feedback cycle.

A Deputy Principal with relevant skills and experience has been assigned a curriculum development/ staff development role and works with teams of teachers on improving teaching and learning practices. The Curriculum Team has developed a teaching and learning framework called The Coodanup Compass, which supports classroom practice. Teachers are accountable for using the framework to improve their practice and to use for reflection.

Consistent implementation of the PBS is having a very positive impact in classrooms and the College environment in general. PBS training has been provided for all staff; all staff use the PBS Matrix with their students to ensure positive behaviours are taught and managed consistently and appropriately.

The PBS Team keeps the whole school motivated by providing PBS explicit behaviour lessons, formally scheduled every term, and by highlighting the weekly or fortnightly, College values for all classes. Our PBS Evaluation provided strong evidence of school wide explicit teaching of the PBS values.

3. A positive school culture that promotes learning.

The PBS, now in its sixth year in the College, was reviewed in 2018 (successful outcomes already described).

Tentative hypotheses about improved behaviour, classroom engagement and cooperation and their relationship to the PBS, may be drawn from the Attribute data, which is collated from student reports. It shows an emerging settling and improved respect and classroom work ethic in several cohorts.

The College's Vivo program was enhanced this year, enabling students to score behaviour and leadership points and thus purchase items from a store in the College library.

The move towards more students studying challenging courses has been slower than the Leadership Team predicted in the Business Plan and targets. However, the College has allocated funds to delivering a full ATAR program on site rather than through the School of Isolated and Distance Education.

The College's Inspire Program prepares Junior School students for rigorous study in Years 11 and 12.

Progressing the College Priorities

The College's Clontarf Program for Indigenous boys, the Girls Academy for Indigenous girls, and the Goals 4 Girls Program have continued to build on supporting our students.

The College uses appropriate funding to provide a leader and a team of Education Assistants, who support the education provision for a large number of students with special educational needs.

The College's Success Program,

for students who have previously disengaged from schooling, has been transferred to an off site centre.

The Innovations Institute successfully ran an entrepreneur program in Years 7 and 10. A Water Wise STEM project was successfully conducted across the lower school curriculum.

The College provides an extremely broad range of extra and co-curricular activities, which are enjoyed by many students.

The College now has a fully functioning House System, which is valued and enjoyed; a Good Standing Policy was introduced in 2018.

There has been an increase in parent participation at the College. Parents attend in significant numbers, all major events throughout the year.



College Achievement Targets

	Target	Current/Comparative Data	Progress
1	Attendance and Engagement. In each year of 2016 – 2018 of the Business Plan, the attendance rate will improve towards the State Mean.	2017 overall attendance rate 82.5%; 2018 overall attendance rate – 83.7%.	This target has been met this year and for the previous 5 consecutive years.
	The attendance of Indigenous students will be above Like Schools and the State Mean, and trending towards the Mean for all students.	2017 overall attendance rate for Indigenous students 77.7%; 2018 overall attendance rate for Indigenous students 80.1%.	The attendance of Indigenous students is well above Like Schools and the State Mean. The target was achieved.
	Reduce the percentage of students receiving Seldom and Sometimes in the Attribute data.	Tentative conclusions can be made about the positive impact of the College's PBS program in classes. Fewer students are assessed by teachers as 'seldom'; Year 8 students are assessed more positively in the attribute data than they were as Year 7s.	This target has been partially achieved. Further refinement of this target will be undertaken.
2	The retention of students enrolled in ATAR courses will increase during each year from 2017 and beyond.	It was recognised in 2016 that this target would take much longer than initially planned.	This target has not been achieved. Two students studied a full ATAR in 2018. Progress will be made towards this target in 2019 with on-site delivery of ATAR courses for Year 11 and Year 12 students.
	By 2018 20% of Coodanup College's eligible students will be enrolled in an ATAR Program with a minimum of 4 ATAR courses.		This target was not achieved.
3	NAPLAN – In 2018 the stable cohort will equal or exceed Like Schools for high and very high progress between Year 7 and Year 9 in each NAPLAN test area.	The tests reflected cohort differences and the need for ongoing focus on students' literacy and numeracy development.	This target was achieved in 2018 with the College's performance being similar to Like Schools.

College Achievement Targets

4	Attainment. The Attainment Rate in VET Certificate II or better will be equal to or better than Like Schools and progressing towards the State Mean.	100% of WACE eligible students achieved a VET Certificate II or better; 95% of all Year 12 students achieved a VET Certificate II or better.	This target was achieved in 2018.
	The WACE achievement for eligible students will be better than 70%.	The 2018 WACE achievement for eligible students was 77.78%.	This target was achieved in 2018.
5	The Positive Behaviour Support System will be strong in its implementation during 2018.	There has been improvement in all Set Features of the PBS during 2018.	This target has been achieved.



Academic Achievement

Year 12 School Statistics for 2018

Year 12 School Statistics 2018

Student Population

Number of students commencing in Year 12 85

Number of full time students in Year 12 at the Semester 2 Census 82

Western Australian Certificate of Education (WACE)

Number of full-time students eligible to achieve the WACE 44

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

Number and % of full-time students who achieved the WACE 34 (77%)

ATAR

Number of full-time students with 4 or more ATAR combined scores 2

2 Students' Mean scores were between 50% and 70%

General and Combination Courses

Number of students studying General Courses only 30

Number of students studying combination (ATAR and General) courses 15

Number of students studying Foundation Courses 1

Vocational Education and Training (VET)

Percentage of full-time eligible and ineligible VET funded students who achieved a VET Certificate II or higher in Year 12 95%

Endorsed Programs

Number of Endorsed Programs achieved by Year 12 students 15

Comments:

In 2018, 44 students or 37% of the College's Year 12 cohort met the eligibility requirements for a *Western Australian Certificate of Education (WACE)*. Of these 77% achieved the WACE. Of our eligible students, 2% chose an Australian Tertiary Admissions Rank (ATAR) pathway and 79% of our Year 12 students chose a *Vocational Education and Training pathway (VET)*. Our eligible Year 12 student's Attainment Rate (that is students achieving an ATAR equal to or better than 55 and/or a VET Certificate II or higher) was 98%. This highlights students enthusiasm for VET pathways at this stage of Coodanup College's development.



Course Grades

The table below shows the Year 12 Courses delivered and the grades achieved by students.

It provides a summary of the College grades achieved for Foundation, General and ATAR courses.

Course	A	B	C	D	E	U	Total
English (Foundation)	0	1	12	1	4	0	18
Mathematics (Foundation)	2	6	3	1	2	0	14
English (General)	0	2	23	4	1	0	30
Career and Enterprise (General)	0	5	15	2	9	0	31
Food Science and Technology (General)	0	1	5	5	0	0	11
Integrated General Science (General)	2	4	9	0	2	0	17
Mathematics Essentials (General)	2	13	16	3	1	0	35
Outdoor Education (General)	0	1	10	5	0	0	16
Physical Education Studies (General)	0	2	11	2	1	0	16
English (ATAR)	0	0	5	1	1	0	7
Mathematics Applications (ATAR)	0	1	1	2	1	0	5
Totals	6	36	110	26	22	0	200

Notes: 200 General, ATAR and Foundation courses were studied by Coodanup College Year 12 students in 2018. Of these, 76% were achieved at C or better.



Vocational Education and Training Delivery and Achievement

The table below highlights the opportunities for students in 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 or university.

Qualification completion rate Year 12 students: Number and % of enrolments	
Qualification	Completion Number and Percent
Certificate II in General Education for Adults	13 (62%)
Certificate II in Building and Construction (Pathway - Trades)	5 (100%)
Certificate II in Automotive Vocational Preparation	7 (76%)
Certificate II in Construction Pathways	7 (100%)
Certificate II in Community Services	10 (100%)
Certificate II in Visual Arts	3 (100%)
Certificate II in Hospitality	4 (67%)
Certificate II in Salon Assistant	9 (100%)
Certificate II in Business	5 (100%)
Certificate II in Engineering Pathways	5 (80%)
Certificate II in Agriculture	6 (86%)
Certificate II in Animal Studies	1 (100%)
Certificate II in Automotive Servicing Technology	2 (100%)
Certificate II in Retail Services	7 (88%)
Certificate II in Sport and Recreation	2 (100%)
Certificate I in Hospitality	8 (80%)
Certificate II in Business	6 (100%)
Certificate II in Retail Cosmetics	1 (50%)
Certificate II in Sport Coaching	11 (46%)

Notes:

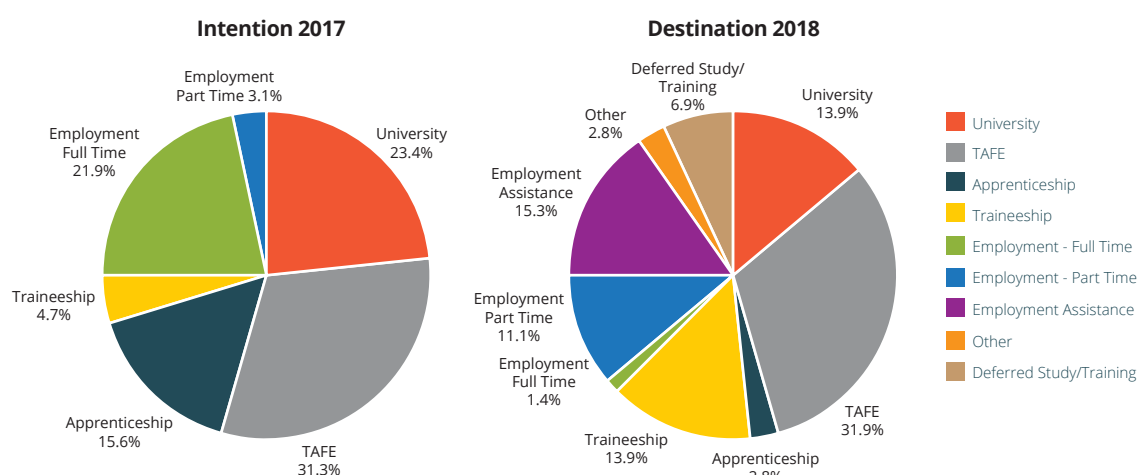
- Coodanup College was ranked the Top of nine Senior High Schools in Peel for VET
- 6 Year 12 students achieved at least 3 VET Qualifications
- 31 Year 12 students achieved 2 VET Qualifications
- 15 Year 12 students achieved unit equivalents by studying Endorsed Programs (School or Community developed programs that contribute to the achievement of the WACE)
- 75 students were enrolled in Work Place Learning and 97% of these students successfully completed this program. Several were offered part-time jobs as a result of their performance whilst in the workforce.

Year 11 Intentions 2017 and Year 12 Destinations 2018

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 their senior school studies.

The pie graphs show the post school intentions for students when they commence Year 11, and their destinations after finishing school in 2018.

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.



Note: In 2018, all students who were successful in accessing a university placement did so by alternative pathways.

	Intention 2017 School	Intention 2017 State	Destination 2018 School	Destination 2018 State	Variation School	Variation State
University	23.4%	47.1%	13.0%	34.7%	-9.5%	-12.4%
TAFE	31.3%	19.3%	31.9%	24.4%	0.7%	5.1%
Apprenticeship	15.6%	11.2%	2.8%	2.2%	-12.8%	-9.0%
Traineeship	4.7%	2.4%	13.9%	2.4%	9.2%	0.0%
Employment Full-time	21.9%	10.8%	1.4%	4.1%	-20.5%	-6.7%
Employment Part-time	3.1%	1.6%	11.1%	11.1%	8.0%	9.5%
Employment Assistance			15.3%	8.4%		
Other		4.4%	2.8%	1.6%		-2.8%
Deferred Study/Training			6.9%	9.6%		
Total	100%	100%	100%	100%		
% Students Responding	77%	0.0%	87%	0.0%		

Notes: As can be seen from the above data, students' intentions about what they will do after the end of Year 12 change quite significantly. This can be due to their own changes of preference or to changes in the job market and the economic environment. For example, 23.4% of Coodanup Year 11 students felt they would like to go to university after Year 12. Subsequently 13.0% enrolled in university at the beginning of 2018. 15.6% of our students believed they would take an apprenticeship; 2.8% took on an apprenticeship at the beginning of 2018. A key factor here is that there were fewer apprenticeships available in the job market.

It is useful to understand the above table because it can be helpful when choices are being made about post school options by students about to enter Year 11.

Year 7 and 9 Academic Achievement

The information provided below details achievement and progress of the College's Year 7 and Year 9 students. Each of the areas tested by NAPLAN are shown.

Comparisons between Coodanup College achievement and Like Schools indicate that our students are performing similar to or better than Like Schools in most of the test areas.

The blue columns show the same student cohort across two years. This enables some comparisons to be drawn about the progress of the same group between 2016 to 2018.

Year 7 and 9 NAPLAN Reading												
	Year 7 NAPLAN Reading						Year 9 NAPLAN Reading					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Top 20%	8%	10%	5%	8%	11%	7%	10%	7%	10%	9%	9%	9%
Middle 60%	56%	53%	60%	51%	58%	55%	56%	63%	53%	57%	59%	55%
Bottom 20%	36%	37%	35%	44%	31%	38%	34%	30%	37%	34%	32%	36%

Year 7 and 9 NAPLAN Writing												
	Year 7 NAPLAN Writing						Year 9 NAPLAN Writing					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Top 20%	7%	8%	5%	10%	12%	11%	8%	6%	12%	9%	10%	9%
Middle 60%	70%	60%	46%	55%	58%	50%	68%	62%	50%	55%	59%	55%
Bottom 20%	23%	32%	49%	36%	29%	39%	25%	32%	39%	35%	31%	36%

Year 7 and 9 NAPLAN Spelling												
	Year 7 NAPLAN Spelling						Year 9 NAPLAN Spelling					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Top 20%	14%	6%	11%	9%	13%	8%	2%	7%	12%	10%	13%	10%
Middle 60%	59%	68%	56%	59%	61%	55%	66%	59%	45%	54%	60%	55%
Bottom 20%	27%	37%	32%	33%	26%	37%	38%	34%	42%	35%	27%	35%

Year 7 and 9 Academic Achievement

Year 7 and 9 NAPLAN Punctuation												
	Year 7 NAPLAN Punctuation						Year 9 NAPLAN Punctuation					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Top 20%	9%	5%	8%	7%	11%	8%	8%	7%	5%	10%	14%	6%
Middle 60%	68%	60%	52%	57%	60%	53%	62%	63%	54%	55%	58%	55%
Bottom 20%	23%	35%	40%	36%	30%	39%	30%	30%	41%	35%	28%	38%

Year 7 and 9 NAPLAN Numeracy												
	Year 7 NAPLAN Numeracy						Year 9 NAPLAN Numeracy					
	Coodanup			Like Schools			Coodanup			Like Schools		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Top 20%	2%	2%	5%	5%	10%	7%	0%	4%	1%	6%	7%	5%
Middle 60%	57%	55%	51%	55%	55%	51%	56%	64%	54%	56%	60%	54%
Bottom 20%	40%	42%	44%	40%	35%	42%	44%	32%	45%	38%	33%	42%

Notes:

It is important to appreciate that although valuable, the NAPLAN assessments represent a single set of tests that occur in high schools, early in Year 7 and in Year 9. By contrast, classroom teacher assessments of student achievement and progress are made throughout each year.

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

Students' progress and achievement at the College is provided on their academic reports, which are distributed by the College at the end of Semester 1 and Semester 2 each year. Parent teacher meetings are conducted at the College on set dates and upon request.

Achievement of the National Minimum Standard in Literacy and Numeracy

The following table provides information about the achievement of the National Minimum Standard (NMS) in the NAPLAN tests by Year 7s and Year 9s.

The table shows areas of strength and relative weakness, in relation to All Australian schools. The 2018 Year 7 group data (highlighted in blue below) indicates that priority will need to remain in all areas of literacy and numeracy, with a focus on improving writing during their Junior School years.

Support from home in terms of regular attendance, homework supervision, and encouragement of reading

each evening will make a positive difference to students' academic progress. The 2018 Year 9 students, who are in Year 10 in 2019, will also benefit from ongoing high levels of support as they prepare for the senior years.

The table below shows the Mean or average percentage of Coodanup College students who achieved At or Above the NMS in Year 7 and Year 9, and the Mean or average of students in All Australian Schools.

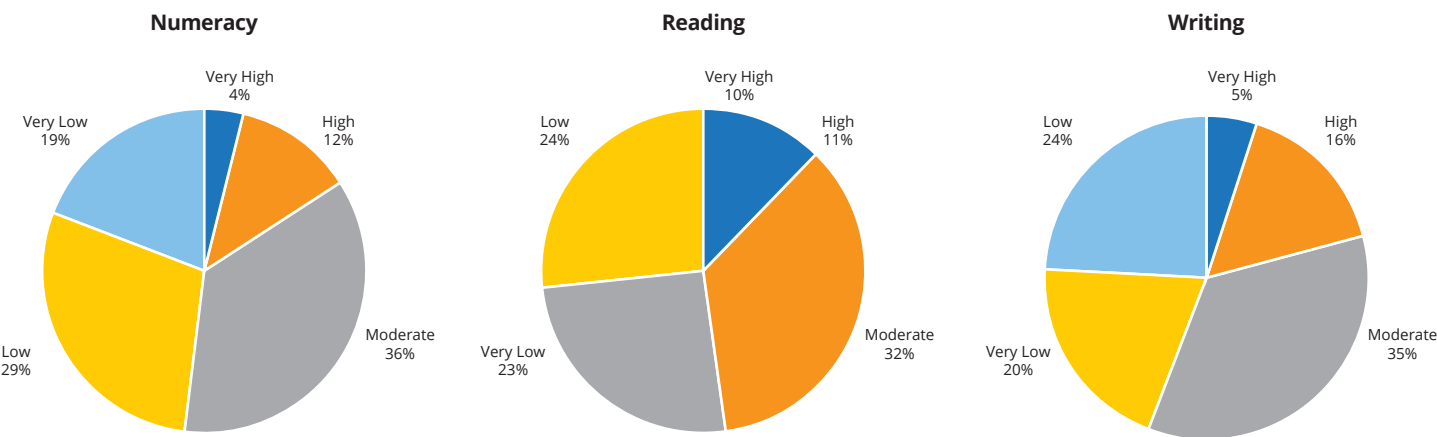
Achievement of the National Minimum Standard in Literacy and Numeracy												
	Year 7 Coodanup			Year 7 All Australian			Year 9 Coodanup			Year 9 All Australian		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Numeracy	88%	89%	97%	96%	89%	96%	96%	96%	89%	95%	96%	95%
Reading	86%	80%	89%	95%	94%	94%	90%	86%	87%	87%	92%	94%
Writing	84%	71%	68%	90%	88%	88%	76%	60%	62%	83%	81%	80%
Spelling	81%	81%	89%	93%	94%	93%	77%	82%	75%	90%	90%	91%
Grammar	86%	74%	85%	93%	93%	92%	83%	77%	76%	91%	96%	91%

Note:

It is important to mention that in all NAPLAN areas, there were fewer Coodanup College students achieving *Above* the NMS compared to All Australian students, and more achieving *At* the NMS compared to All Australian students. This means that although Coodanup College students have high numbers achieving the NMS, many are close to being below it.

NAPLAN Progress Between Year 7 2016 and Year 9 2018

The following pie graphs provide information about the Coodanup College Year 7 and Year 9 students' progress in the NAPLAN tests between 2016 and 2018.



The data in the pie graphs confirms that over 55% of our students are making very high to moderate progress, whilst close to 45% percent are struggling with their literacy and numeracy.

Prequalification Through NAPLAN and OLNA

One of the eligibility requirements for the WACE in Year 12 is the achievement of Band 8 in the Year 9 NAPLAN assessments, or a pass in the Online Literacy and Numeracy Assessment (OLNA), which is taken by students who have not achieved Band 8 in Year 9.

The OLNA is available in each of the Years 10 to 12 to give students the opportunity to attain eligibility status as early as possible. Students who achieve Band 8 in the Year 9 NAPLAN tests are said to have prequalified for this component of the WACE requirements and do not need to sit the OLNA. The College has a special focus on assisting students to prequalify by achieving Band 8 and supporting those who need to do the OLNA during the years after the NAPLAN.

The achievement of the required literacy and numeracy skills represents a challenge for a significant number of Coodanup College students. In 2018, 51 of our students were ineligible to achieve the WACE because they did not meet the literacy and numeracy requirements. Very few of our students achieved Band 8 in Year 9.

Year 12 Students prequalified in					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2018	3	13	20	8	51
	3.2%	13.7%	21.1%	8.4%	53.7%

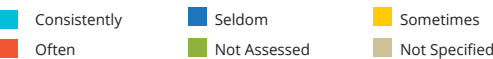
Attitude, Behaviour and Effort at College

The following graphs are compiled from information teachers provide on each student’s semester reports. Teachers assess their students attitude, behaviour and effort in their regular classes.

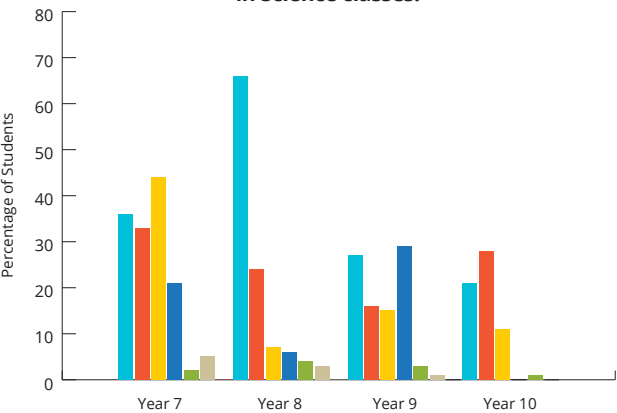
Two areas of evaluation are shown in the tables; one is about the extent to which students cooperate productively and build positive relationships with others; the other is the extent to which students show self-respect and care for others. The assessment shown below was made by teachers of Years 7 to 10 Science and Humanities subjects. The legend describes how frequently the desired class

behaviours are seen. Parents can check their own children’s reports to see how they are progressing in the learning areas assessed.

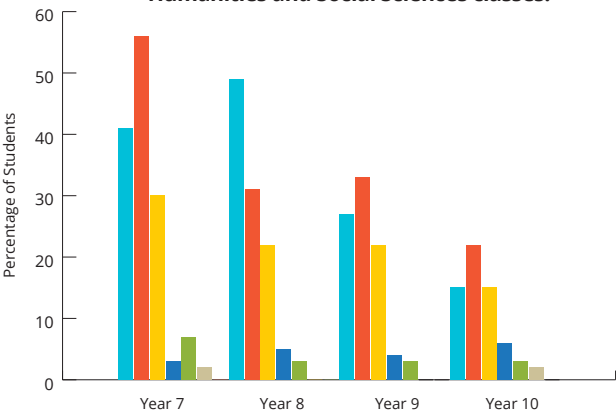
The Positive Behaviour Support system is being successfully implemented across the College. The purpose of this is to ensure students are explicitly taught appropriate school behaviours and attributes.



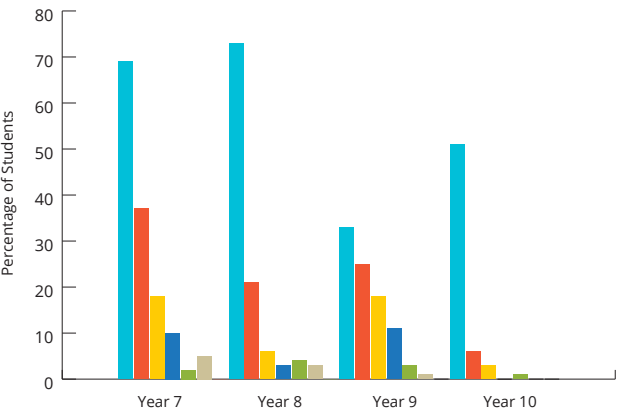
Graph showing the extent to which students cooperate productively and build positive relationships with others in Science classes.



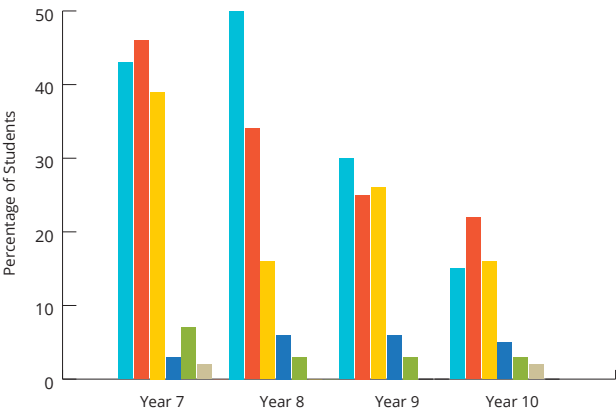
Graph showing the extent to which students cooperate productively and build positive relationships with others in Humanities and Social Sciences classes.



Graph showing the extent to which students show self-respect and care for others in Science classes.



Graph showing the extent to which students show self-respect and care for others in Humanities and Social Science Classes.



Note: Year 7 seems to be a settling year for many students. By Year 8, we are seeing more positive and appropriate classroom behaviour.

Attendance

Tables show Coodanup College's Mean attendance percentages compared with *All WA Public Schools*. Information is provided for all students including Aboriginal students and then for Aboriginal students separately.

Our students' attendance patterns have improved for each of the past 6 years. We are gradually closing the gap between our College and the Mean for WA Public Schools.

The attendance of the College's Aboriginal students is shown separately because their strong attendance in relation to Like Schools and WA Public Schools can be clearly seen.

Attendance Rate Whole School		
	Coodanup College	WA Public Schools
2016	81.5%	87.7%
2017	82.5%	87.8%
2018	83.7%	87.6%

Attendance Rate for Aboriginal Students			
	Coodanup College	Like Schools	WA Public Schools
2016	75.3%	62.4%	67.4%
2017	77.7%	67.1%	66.6%
2018	80.1%	63.2%	66.8%

Attendance Rate Secondary Year Levels						
	Y7	Y8	Y9	Y10	Y11	Y12
2016	88%	82%	76%	82%	79%	79%
2017	85%	87%	81%	80%	80%	81%
2018	88%	84%	84%	80%	81%	84%
WA Public Schools 2018	91%	88%	87%	85%	87%	88%

Note: Our attendance target for students is that they attend at least 90% of the time.

Attendance at Risk Categories

The table below shows the percentage of students attending regularly, and those who are likely to be at some level of risk, those who are moderately at risk and those at severe risk regarding attendance. Students with poor attendance are known to be at risk of not making the necessary academic progress because they miss crucial knowledge and skill development whilst they are absent. Coodanup College places a high priority on students having strong attendance patterns. The College's attendance is gradually and consistently improving; the at risk categories below, however, show that a considerable number of our students remain at varying levels of risk because of their attendance patterns.

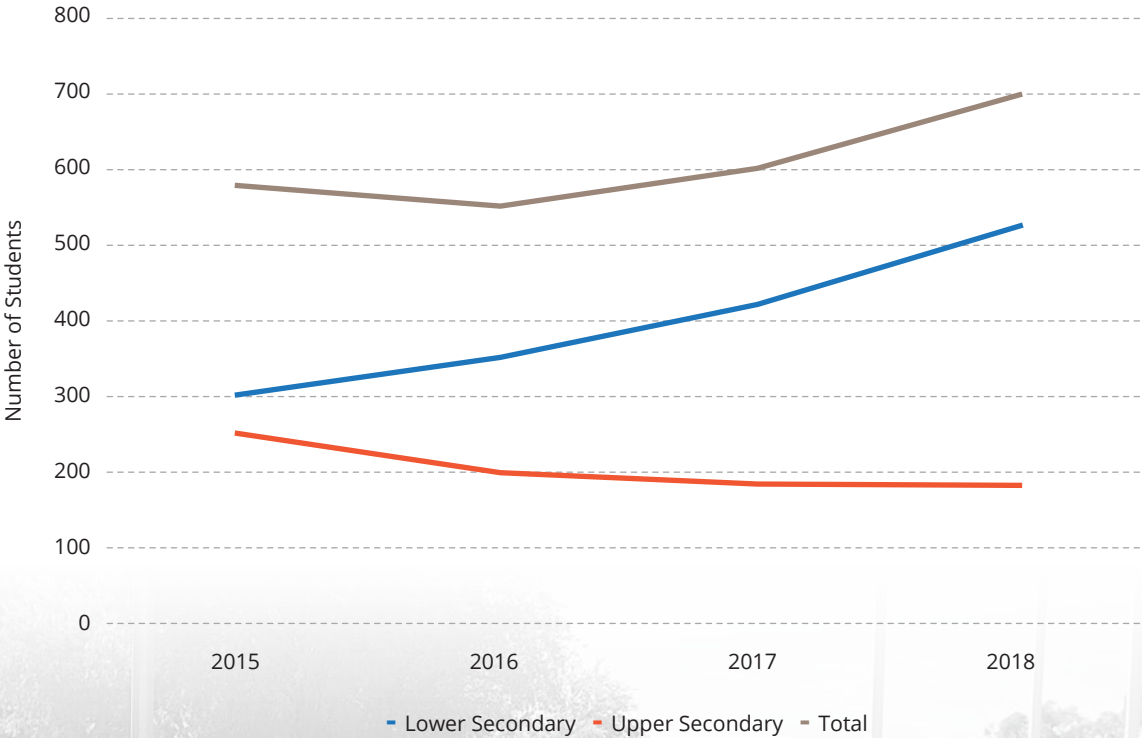
Attendance Category				
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	44.1%	21.4%	19.3%	15.0%
2017	43.0%	24.2%	21.4%	11.3%
2018	45.5%	21.8%	22.6%	10.1%
Like Schools 2018	44.1%	21.5%	16.5%	17.9%
WA Public Schools 2018	62.0%	20.0%	11.0%	7.0%

Student Numbers

The College has seen a healthy growth in student numbers, particularly in the Junior School, in recent years.

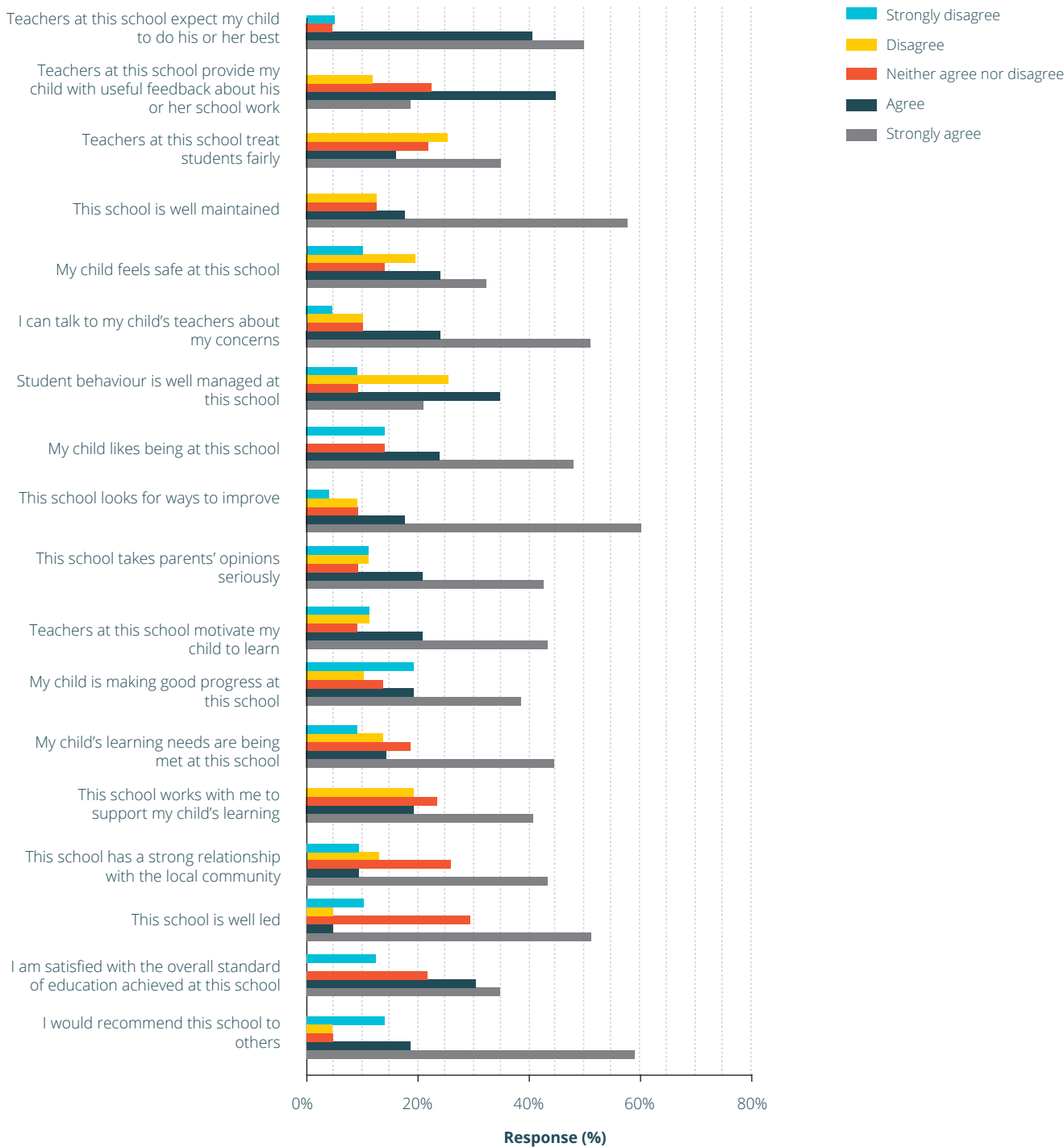
After a very small cohort arriving for the introduction of Year 7s to the high school, Year 7 student numbers have grown in each subsequent year. The collaborative Transition Program run by our staff with our local feeder primary schools, combined with the observable

cultural and academic changes made by the College, have contributed to our growth in numbers. The decline in Senior School numbers reflects workplace opportunities and students choosing some of these options over Year 12 completion.

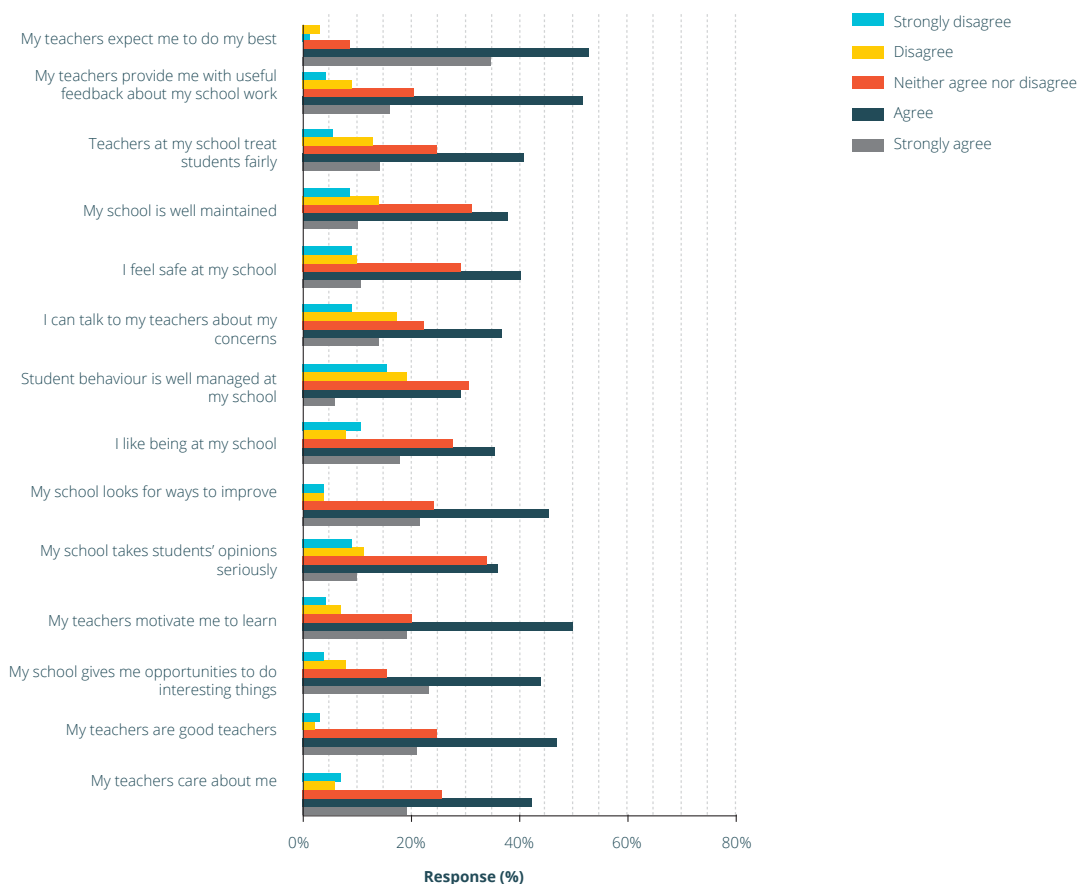


Community Surveys

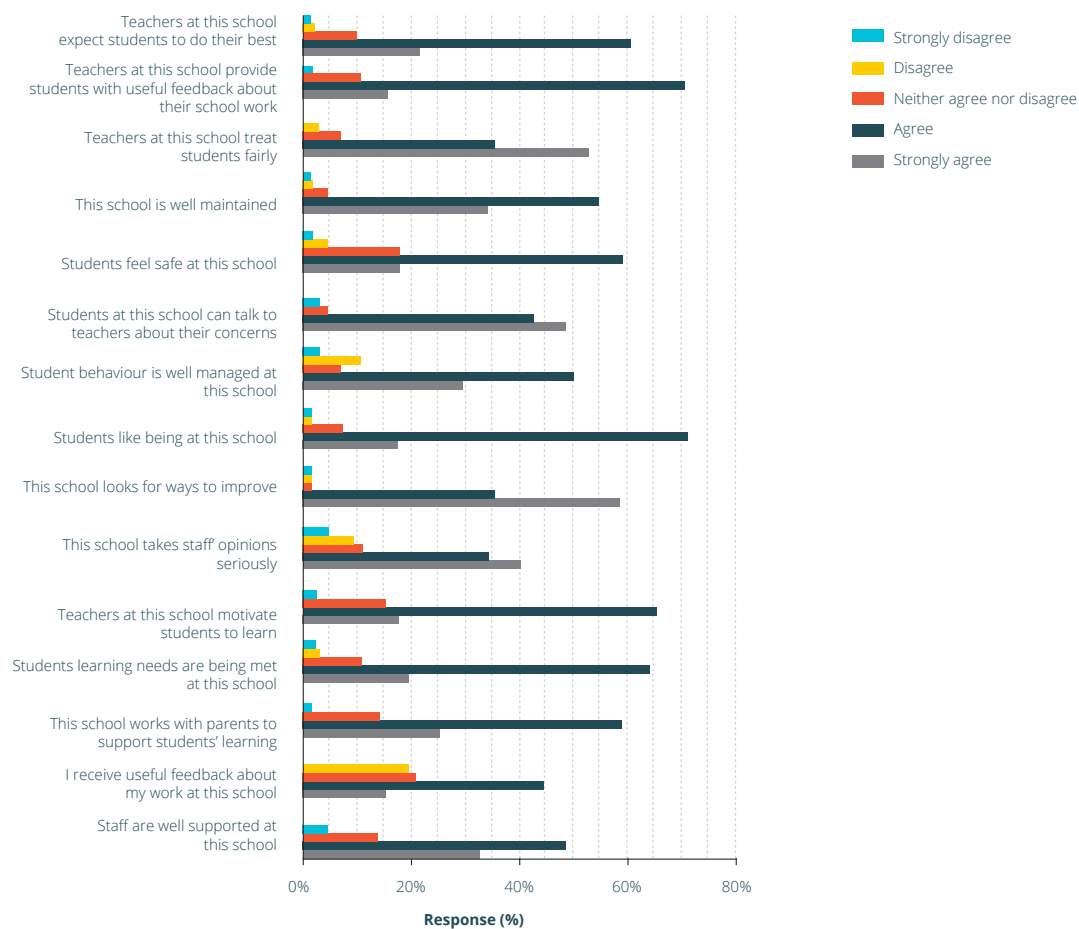
Coodanup College - Parent Survey



Coodanup College - Student Survey



Coodanup College - Staff Survey

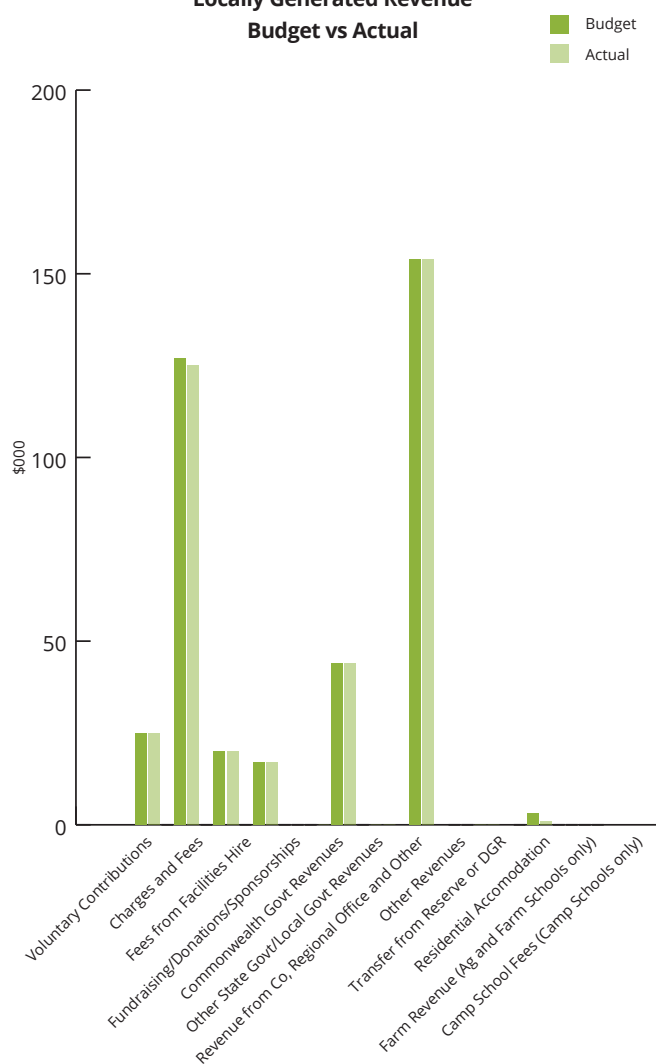


Financial Reports 2018

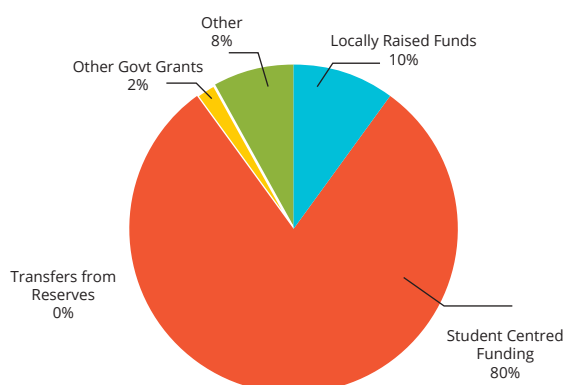
Financial Summary

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$25,170.25	\$25,169.65
2. Charges and Fees	\$127,908.00	\$125,167.50
3. Fees from Facilities Hire	\$20,894.61	\$20,894.61
4. Fundraising/Donations/Sponsorships	\$17,354.75	\$17,354.75
5. Commonwealth Govt Revenues	-	-
6. Other State Govt/Local Govt Revenues	\$44,002.50	\$44,002.50
7. Revenue from Co, Regional Office and Other Schools	-	-
8. Other Revenues	\$154,221.53	\$154,223.71
9. Transfer from Reserve or DGR	-	-
10. Residential Accommodation	-	-
11. Farm Revenue (Ag and Farm Schools only)	\$3,726.00	\$1,609.50
12. Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds	\$393,277.64	\$388,422.22
Opening Balance	\$62,014.00	\$62,013.51
Student Centred Funding	\$1,539,552.54	\$1,539,552.54
Total Cash Funds Available	\$1,994,844.18	\$1,989,988.27
Total Salary Allocation	\$8,385,783.00	\$8,385,783.00
Total Funds Available	\$10,380,627.18	\$10,375,771.27

Locally Generated Revenue
Budget vs Actual



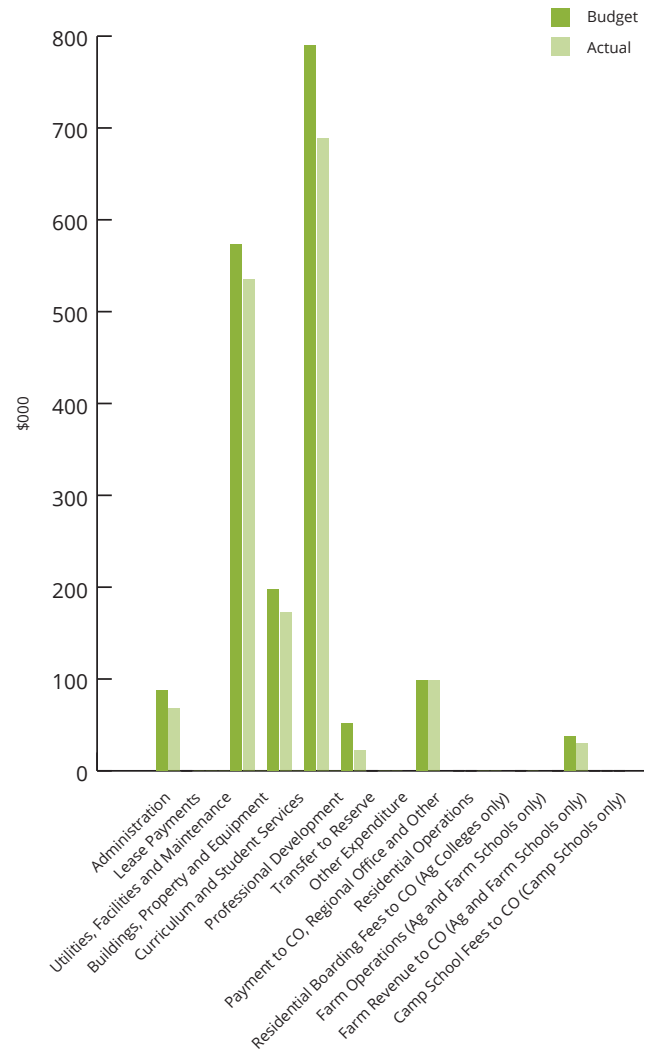
Current Year Actual Cash Sources



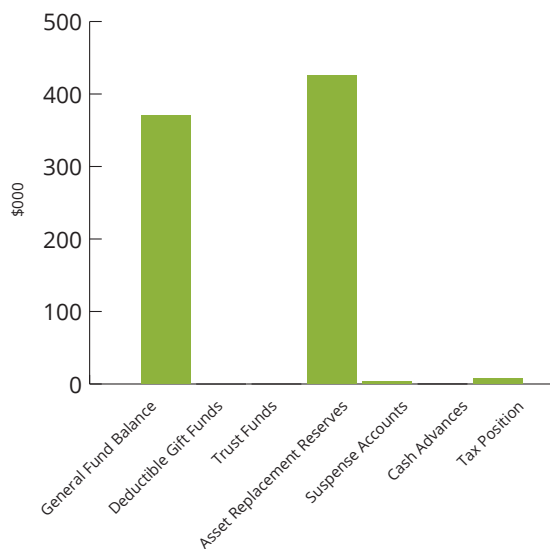
Financial Summary

Expenditure - Cash & Salary	Budget	Actual
1. Administration	\$88,626.81	\$68,720.73
2. Lease Payments	-	-
3. Utilities, Facilities and Maintenance	\$573,737.13	\$535,852.99
4. Buildings, Property and Equipment	\$198,275.00	\$173,669.11
5. Curriculum and Student Services	\$790,128.46	\$689,880.13
6. Professional Development	\$52,618.00	\$22,596.67
7. Transfer to Reserve	-	-
8. Other Expenditure	\$98,748.03	\$98,155.54
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)	\$38,693.00	\$30,635.97
13. Farm Revenue to CO (Ag and Farm Schools only)	-	-
14. Camp School Fees to CO (Camp Schools only)	-	-
Total Goods and Services Expenditure	\$1,840,826.43	\$1,619,511.14
Total Forecast Salary Expenditure	\$8,335,795.00	\$8,335,795.00
Total Expenditure	\$10,176,621.43	\$9,955,306.14
Cash Budget Variance	\$154,017.75	

**Goods and Services Expenditure
Budget vs Actual**



Cash Position



Cash Position	
Bank Balance	\$793,338.58
Made up of:	
1. General Fund Balance	\$370,477.13
2. Deductible Gift Funds	-
3. Trust Funds	-
4. Asset Replacement Reserves	\$425,525.14
5. Suspense Accounts	\$4,550.31
6. Cash Advances	-
7. Tax Position	\$7,214.00
Total Bank Balance	\$793,338.58



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