Coodanup College

Annual Report 2014

Explore. Dream. Discover.

Executive Summary

In 2014 Coodanup Community College became Coodanup College following extensive consultation with the entire school community. It was agreed that the College had made the gains necessary during recent years to successfully rebrand the college.

In 2014 our target was for all eligible students to successfully attain their WACE Certificate. This was achieved for the first time since the reestablishment of Coodanup College as a senior high school catering for Years 8 to 12.

We said that more students would achieve a Certificate II. Of our Year 12 students, 52 out of 74 achieved a Certificate II.

We said that we would close the achievement gap between Coodanup College and like schools in the Year 9 NAPLAN. In 2014 we achieved in the expected range in all testing domains.

We said 'we continue to actively pursue the goal of a safe and positive school environment'. In 2014 our suspension rate fell within the expected range.

We said 'we would partner with Murdoch University to improve our students' aspirations to attend University'. We were proud of our 4 Year 12 students who achieved university entrance commencing 2015. These students are the first to gain direct entry to tertiary education since the school's senior school restructure in 2010.

We committed to 'making further improvements in student attendance'. In 2014 Coodanup College improved its attendance against like schools and all WA public schools.

Introduction

The overriding theme for 2014 was about planning for the many exciting changes to the newly named Coodanup College in 2015. These included: rebranding the college; preparing the Year 7's move into high school for the first time; transitioning the college finances to the Department of Education's new Student Centred Funding Model; and the implementation of significant changes to WACE course and graduation criteria for our senior school students.

We are very proud that over the past few years the college has improved its reputation considerably within the education system and the Mandurah community. These improvements have occurred due to the hard work by the whole school community and particularly the College Leadership Team, who have strategically raised expectations in the areas of leadership, teaching, student learning and behaviour. To acknowledge the new era, our college has launched the College Board and ratified that our branding should reflect these changes and our ongoing commitment to greater school improvement. All changes were made after rigorous research, surveying of the college community and advice from the Department of Education.

Thus, in 2015, our name will change to become Coodanup College. Visible changes in the form of a new college logo, college motto and colours, stationery, a new website and signage about the grounds will be visible to the community. Importantly, we have adopted a new, more formal school uniform. The decision to change the uniform was made to reflect our commitment to excellence and to parallel similar changes that are taking place in all other WA secondary public schools. These changes reflect my vision that Coodanup College will be a successful learning organisation and regarded as the school of choice for students and parents within our community.

The College Business Manager and I have worked towards preparing for the roll over to the Department of Education's new Student Centred Funding Model, which has been specifically designed to place funds where they are most needed in terms of student support and achievement. This change to the amount we regularly receive, along with the cessation of the generous National Partnership Funding, required detailed auditing and evaluation of the impact and the necessity of the many programs we offer, and the ways in which we have previously spent our resources. As an Independent Public School, we had prior experience in using a one line budget to flexibly target financial resources to areas of most need, however we needed to know how to operate within a funding model whereby funds coming into the school were based on the needs of students enrolled at the college. From the beginning of 2015, a base amount is received per student depending on year of study and additional funds are provided for students most at need including those with disabilities, social disadvantage and Aboriginality. We have had to 'tighten our belt', as have most other schools, which upon reflection has been a very worthwhile and important process in targeting the areas of most need within the school community.

Implementing the mandatory requirement for all Year 7 students to enrol in secondary school has been a very complex, in-depth process. This significant change to Western Australian schooling will provide students with access to the specialist teaching and facilities required to meet the requirements of the new Australian Curriculum. Planning has been underway since the move was first announced and a tremendous amount of work occurred to ensure a smooth transition for our youngest students. The transition team worked extensively throughout the year with the local primary schools to gather information on each individual student and to assist in communicating with parents and carers. In working with our families and primary schools, the overwhelming concern was that their young children would be attending the college alongside 17-18 year old students. To respond to this concern we have

allocated significant resources to create a designated teaching block and outdoor space for the incoming Year 7 students.

One of my highest priorities as Principal is to market the very real and measurable improvements the college is making. I want all parents to know that Coodanup College is a school of excellence and devoted to the success of every student. In Mandurah there has been a tendency for parents to look towards the private system. I want to assure parents that public education is a high quality, cost-effective option for their children.

Much of our recent growth and success is based upon our ability to provide many pathways of opportunity. These pathways are often made available and underpinned by partnerships with community organisations. For example, we have built many effective partnerships that have allowed a broadening of our Vocational Education and Training offerings in recent years and in 2014 our partnership with Murdoch University through our Inspire Academy saw the first Year 12 students complete the program and enrol into university. We have observed the positive impact this program is having on the aspirations of our Inspire students and its impact on the whole school cohort in raising the expectations for learning and the very real opportunity for our students to enter tertiary education at the conclusion of their formal schooling.

In Term 1, 2014, 66 Coodanup Community College students from Years 8 to 11 participated in the Murdoch Aspirations and Pathways for University (MAP4U) survey. Almost 70% agreed or strongly agreed that they would like to have a university degree in the future. Close to 60% believed that they could realistically go on to get a university degree and expected to do so. This is very encouraging as it indicates to us that an ATAR pathway, with good planning and support for our students, will be a valuable inclusion in the school's course offerings.

The School Curriculum and Standards Authority, upon recommendation from the wider community, is raising the standards required of students to earn a Western Australian Certificate of Education (WACE). To graduate, students will need to complete a range of newly designed courses, attain a Certificate II and pass some new tests called the Online Literacy and Numeracy Assessments. These considerable changes have required Coodanup College to restructure its senior school programs and reallocate resources to ensure that all students are on the appropriate pathway and the college continues its recent success of 100% graduation of eligible students.

Finally, I want to thank all members of the college community for your belief in the college and its journey of continual improvement. It has taken the collective efforts of the Leadership Team, all teaching and support staff, parents, students, community partners and our School Board to have achieved so much in 2014.

Vicki McKeown – Principal

The School Board

Coodanup Community College became Coodanup College during 2014. The name change, which was decided upon after wide consultation, signalled further development and restructuring to follow. This year was certainly an interesting and exciting time to be a student at Coodanup College; similarly, being a part of the College Board at this time provided Members with the opportunity to contribute to a school that is clearly striving to maximise opportunities for its school community.

This year has seen the planning and organisation of the following new initiatives: the introduction of a new school uniform, which will be worn from the commencement of 2015; the construction of a new electronic sign, to be positioned at the front of the school, and a new website to promote the school and provide up-to-date information; and some major improvements to the school curriculum.

Supported by Murdoch University, the first group of students in the College's INSPIRE Program will undertake an ATAR program with the goal of achieving university entrance in 2016. The reintroduction of ATAR subjects will mean that Coodanup College students will be able to qualify for university after studying at their own school.

A Trade Training Centre is being constructed and from the beginning of 2016, additional vocational opportunities will be offered to students who meet the entry requirements. Programs provided at the Centre will also be available to eligible students from other local schools.

The Board was very interested in understanding the transition of the Year 7 and 8 students entering high school in 2015. Throughout the year we were kept informed about the collaborative processes with local feeder primary schools to ensure the students settle smoothly into their new environment.

The School Board congratulates the 2014 Year 12 students on a successful year. Four students gained university entrance via alternative pathways; 100% of the college's eligible students achieved the Western Australian Certificate of Education (WACE), and 70% of the Year 12 students achieved a Certificate II or higher. These results were without doubt due to the combination of dedicated students and enthusiastic, skilled and hardworking staff.

The Board also congratulates the school Leadership Team for the positive change processes, skilful management and successful outcomes we have observed during the year.

Looking to the future and acknowledging the progress that has been made, the Board recognises that there remain significant challenges. A major focus now and in the future must be directed towards high quality teaching, leading to continual improvement in student literacy and numeracy and overall academic attainment.

The 2014 School Board consisted of:

David Templeman MLA	Community Representative
Professor Andrew Taggart	Local Community Business/Industry
Mellisa Teede	Local Community Business/Industry
Russell Trowbridge	Local Community Business/Industry
Alan Cottrell	Local Community Business/Industry
Irene Mooney	Local Community Business/Industry
Shirley Viti	Local Community/Parent/ Indigenous
Tracey Gillett	Local Community Business/Industry
Phillip Hays	Staff Member
Vicki McKeown	Principal
Beth Aitken	Board Chair

On behalf of the Board I extend thanks to two resigning Board Members – Mr Phillip Hays for his contribution as a staff representative, and Mr Russell Trowbridge, who as a Transition Coordinator with the Chamber of Commerce and Industry, was instrumental in establishing the Board with the College Principal.

The 2014 year provided the opportunity for the Board to develop as it became more familiar with the College's operations, processes and priorities, and examined ways member's skills may support the College's objectives. We look forward to the coming 12 months, believing the foundations have been established for success for the College into the future.

Beth Aitken - Chair of School Board

Coodanup Community College Highlights 2014

- Of the eligible Year 12 students, 100% achieved WACE Graduation, 70% gained a Certificate II and 4 students participating in the Murdoch University supported INSPIRE Program gained direct entrance into university.
- Our NAPLAN results showed improvement in each of the literacy and numeracy tests applied in 2014.
- Our Aboriginal student attendance improved by 3%. Their attendance rate was higher than the State Average.
- The AgLinkEd Scholarship was awarded to a Coodanup College student in 2013 and 2014. This is the first time the scholarship has been awarded to the same school in consecutive years.
- Coodanup Community College Clontarf Year 10 to 12 school football team won the Peel Region Championship and were Semi Finalists in the South Metropolitan Region.
- Our Visual Art students participated in a number of learning experiences to increase their exposure to the Arts. One of our students was a prize winner in MM@K14 Mandurah Masterpieces and YOH Fest Awards. Another achieved a Shaun Tan Young Art Award.
- Coodanup Community College students were involved in making a short film on Zombies, while being mentored by the film and media industry professionals. The film was unveiled at the Murdoch University Open Day.
- Professor Lyn Beazley, Western Australia's Australian of the Year spoke to our senior school, on her experiences and achievements with science. Professor Beazley's aim is always to inspire young people to become involved in science.
- Our Centre of Literacy and Numeracy Program continued to go from strength to strength in 2014. Achieving our goal for the program, 8 acquired the skills to transition back into mainstream schooling.
- Twenty eight Lower School students participated in various Try a Trade Courses, enabling them to get an insight into the world of work.
- Twelve students took part in the 'Shell Prelude Work Inspiration Program'. This program aims to provide students with an understanding of the commitments needed in Industry.
- The City of Mandurah/Stretch Festival Winjan Project was work-shopped with our Indigenous students, providing them with the opportunity to be involved in this community event.
- Deputy Principal Aaron Gregory returned from his secondment with the Department of Education's Low SES Communities Project. Our School Improvement Plan has been influenced by some of this work.
- The school board continued to support the school as it rebrands and restructures to reflect the changing needs of the community. Mr Alan Cottrell, a more recently co-opted member, has supported the Leadership Team in strategic planning.
- The Student Leaders and Beacon Ambassadors again provided inspirational leadership to the school. Our partnership with the Beacon Foundation enabled the students to be involved in a number of wonderful initiatives including: the Polish Program and our Business Breakfast where our Hospitality Students catered for 50 guests. Thank you to SKM our major sponsor.
- Our NAIDOC celebrations were again a highlight this year. The Aboriginal Reference Committee arranged an exciting day's events, which included student performances and traditional food sampling.
- Staff were privileged to spend a day on a cultural tour of local Noongar sites though our association with the Learning Communities Project. Some 20% of our student population is of Aboriginal or Torres Strait Islander decent, and it is vital for staff to have an understanding of culture. Local Noongar presenters shared emotional recounts of the Pinjarra Massacre and about the traditional ways before colonisation.

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.

The Ngalang Koondarm (Our Dreaming) Program: The aim of this program is to provide students with the literacy, numeracy, work readiness and cultural identity required for life beyond school. A strong focus on Noongar language and cultural learning is an integral component of this program.

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.

Academic Achievements

NAPLAN

The NAPLAN testing provides parents and the school with valuable information about students' achievement in a single set of tests to determine their literacy and numeracy skills. Because the test is taken by most students in Years 3, 5, 7 and 9, it provides one measure of attainment at each of these stages of schooling. Parents receive a report, detailing the progress that has been made by their child/children in relation to the school mean, the State mean and the National mean for each area tested.

The information below is specific to Coodanup College and has been collated from the NAPLAN results for Year 9 students.

Each of the tested areas of Numeracy, Reading, Writing, Spelling and Punctuation and Grammar are shown below; the first table for each tested area provides the number of students who sat the test in each of the years; the table directly below shows the percentage of Year 9 students for each year who performed at or above the National Minimum Standard.

Numeracy - Number of students with a test score.

	Year 9 Numeracy				
	2010	2011	2012	2013	2014
Total Students	103	42	98	84	80

	Students at or above the NMS - Numeracy				
	2010	2011	2012	2013	2014
Coodanup	75%	83%	80%	72%	90%
WA Public schools	88.6%	88.4%	90.0%	87.2%	92.4%

Reading - Number of students with a test score.

	Year 9 Reading				
	2010	2011	2012	2013	2014
Total Students	101	46	96	83	79

	% Students at or above the NMS				
	2010	2011	2012	2013	2014
Coodanup	68%	78%	72%	89%	80%
WA Public schools	84.6%	86.8%	86.6%	89.7%	88.8%

Writing - Number of students with a test score.

	Year 9 Writing				
	2010	2011	2012	2013	2014
Total Students	103	42	98	84	80

	% Students at or above the NMS				
	2010	2011	2012	2013	2014
Coodanup	68%	48%	50%	52%	69%
WA Public schools	80.9%	76.3%	77.1%	77.1%	80.2%

Spelling - Number of students with a test score.

	Year 9 Spelling				
	2010	2011	2012	2013	2014
Total Students	104	47	99	86	80

	Students at or above the NMS in Spelling				
	2010	2011	2012	2013	2014
Coodanup	68%	78%	72%	81%	72%
WA Public schools	83	83.5	85.7	88.3	86.4

Punctuation and Grammar - Number of students with a test score.

	Year 9 Punctuation and Grammar				
	2010	2011	2012	2013	2014
Total Students	104	47	99	86	80

	% Students at or above the NMS – P & G				
	2010	2011	2012	2013	2014
Coodanup	69%	78%	62%	62%	73%
WA Public schools	84.5%	82.5%	85.5%	82.5%	86.2%

The 2014 NAPLAN results for Coodanup College suggest improvement in Literacy and Numeracy; this group of Year 9 students is achieving at the standard of similar schools.

The following tables provide a snapshot of the 2014 achievement of the Year 8 to 10 Year Groups in the English, Mathematics, Science and Humanities and Social Sciences programs delivered throughout the year at school. Assessment information is collected by teachers; it is shown below as the percentage of students in the year group achieving each grade.

2014 Year 8 Achievement in the School Delivered Curriculum %					
	A	B	C	D	E
English	0%	2%	60%	21%	0%
Mathematics	2%	15%	53%	19%	11%
Science	0%	2%	53%	37%	8%
Humanities	2%	20%	44%	17%	17%

2014 Year 9 Achievement in the School Delivered Curriculum %					
	A	B	C	D	E
English	0%	4%	32%	46%	16%
Mathematics	4%	10%	33%	27%	26%
Science	0%	9%	49%	22%	20%
Humanities	0%	19%	18%	38%	25%

2014 Year 10 Achievement in the School Delivered Curriculum %					
	A	B	C	D	E
English	8%	13%	39%	36%	4%
Mathematics	0%	18%	47%	34%	0%
Science	2%	11%	48%	31%	8%
Humanities	8%	8%	35%	34%	15%

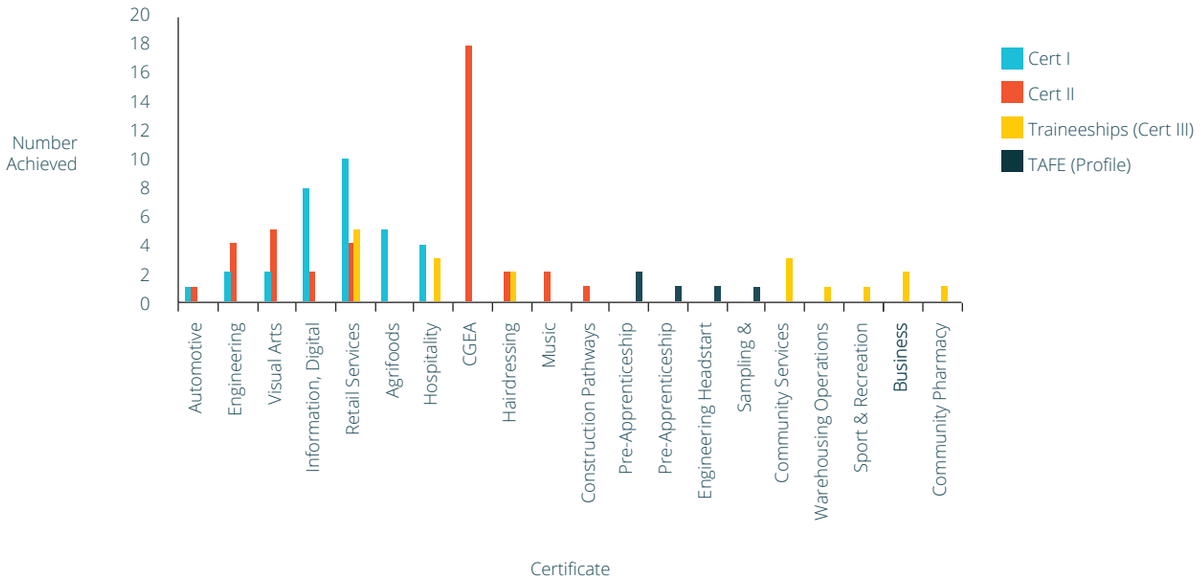
Coodanup College has a clear focus on improved outcomes for all students; in 2015 the college will be adding ATAR Courses to its existing programs to broaden the opportunities for students aspiring to undertake a course that will provide university entry.

Year 12 Achievement

Year	Eligible Year12 Students	Number Acquiring an ATAR		VET- Number of Students		VET – Number of students completing a Cert II or higher	
2012	27	0	0%	27	100%	18	67%
2013	34	0	0%	33	97%	13	38%
2014	20	0	0%	20	100%	13	65%

Eligible Year 12 Students	Percentage achieving WACE	
2012	27	81%
2013	34	74%
2014	20	100%

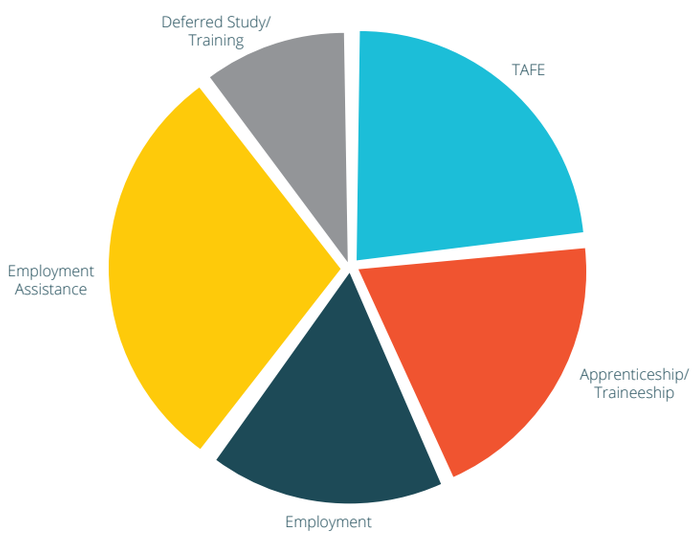
Certificates Achieved 2014



Destination 2014

Destination of Year 12's after school completion.

These students (30) represent 30% of the second semester cohort.

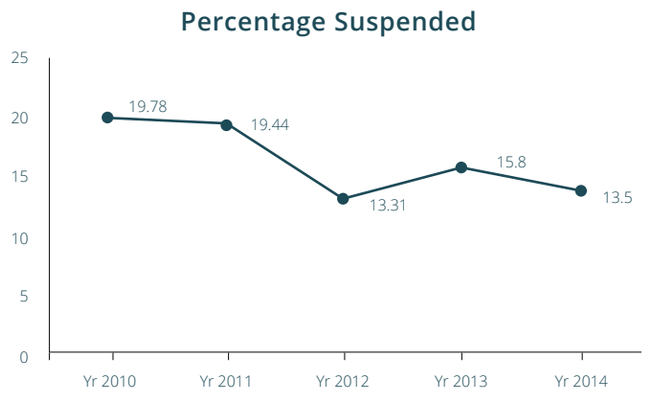


Trends in Enrolment Patterns for Coodanup College

Semester 2	2010	2011	2012	2013	2014
Lower Secondary	265	271	288	333	293
Upper Secondary	60	89	170	162	180
Total	325	360	458	495	473

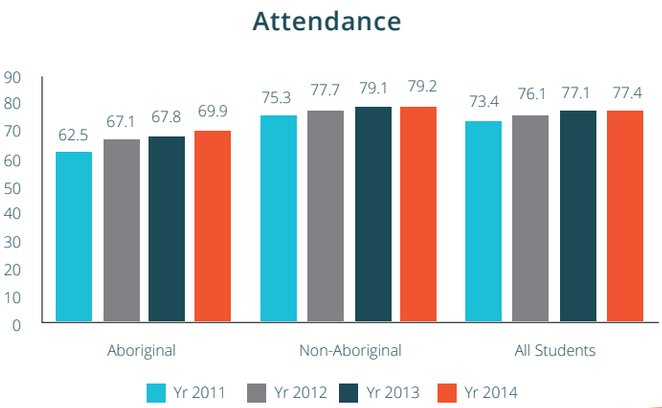
Student Behaviour

In 2014 the college began implementing the Positive Behaviour Support (PBS) Framework. A group of eight staff members have been provided professional development in leading PBS in the college. An Expected Behaviour Matrix has been developed through analysis of behaviour data and consultation with the college community. The more consistent approach to managing student behaviour has resulted in improvements in student suspension data.



Student Attendance

Coodanup College attendance improved for the third successive year in 2014. Whilst Like Schools and All WA schools trended lower, we were pleased with this outcome. However, we remain committed to ongoing improvement in our attendance rates, and strategies are in place to achieve this.



Management of non-attendance

Students increasingly understand the link between attendance and academic achievement. Improved monitoring and attendance procedures, timely communication regarding student absences with parents via text messages and letters, and the efforts of the staff in supporting students and families, have resulted in a small but consistent improvement in attendance across the past three years.

	% Attendance Data	
	Coodanup College	WA Schools Mean Attendance
2012	76.1	87.7
2013	77.1	87.4
2014	77.4	86.9

The following table shows student attendance by year group and highlights further areas on which the school needs to continue to focus.

	% Attendance Data				
	Y8	Y9	Y10	Y11	Y12
2012	83	75	72	75	73
2013	81	77	75	75	79
2014	86	74	78	75	77
WA Public Schools	89	86	85	87	88

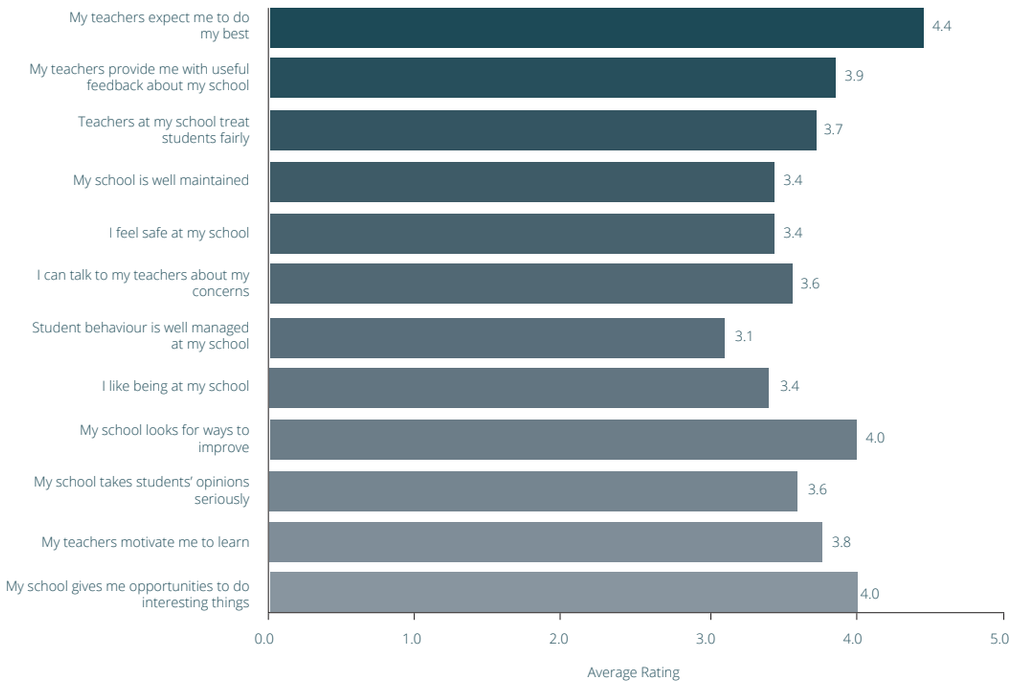
College Community Surveys 2014:

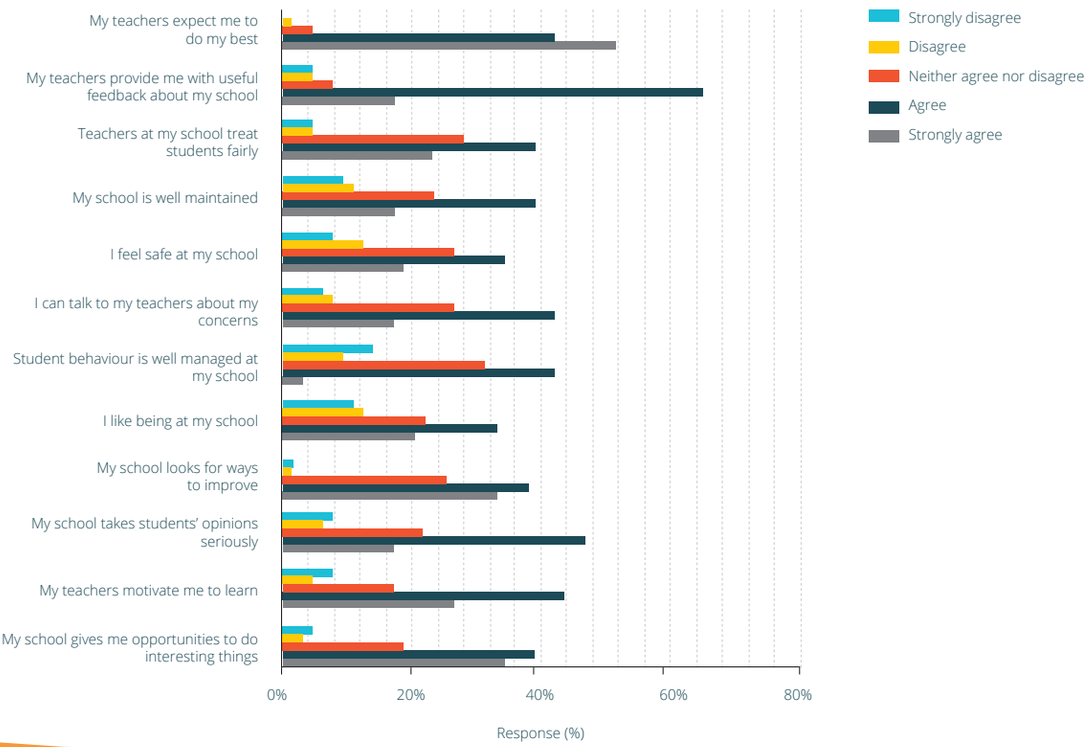
As part of our college self-assessment it is important to seek the opinions of the college community. This information is vital as a measure of progress against our priorities.

Student Survey: Students have indicated strongly that their teachers expect them to do their best. This reflects our priority of Raising Expectations to improve student outcomes.

Students indicate there is still work to be done around the college's response to student behaviour. This is to be expected as we completed the first full year of implementation of Positive Behaviour Support (PBS) in 2014.

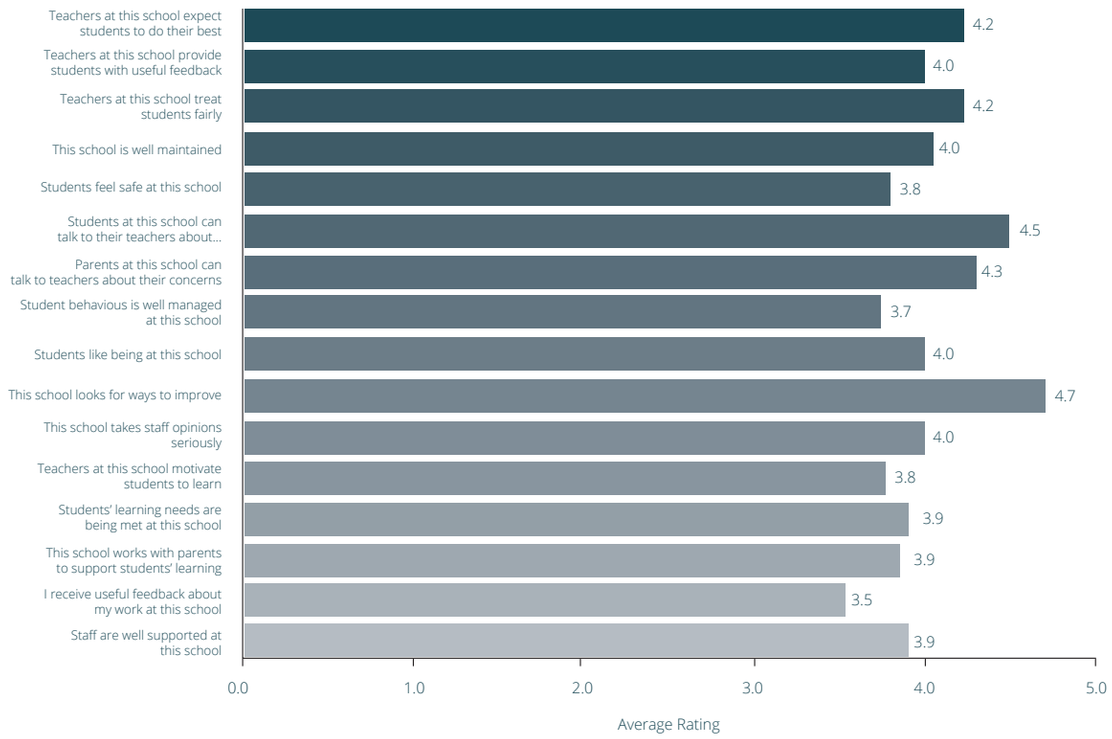
Coodanup College - Student Survey

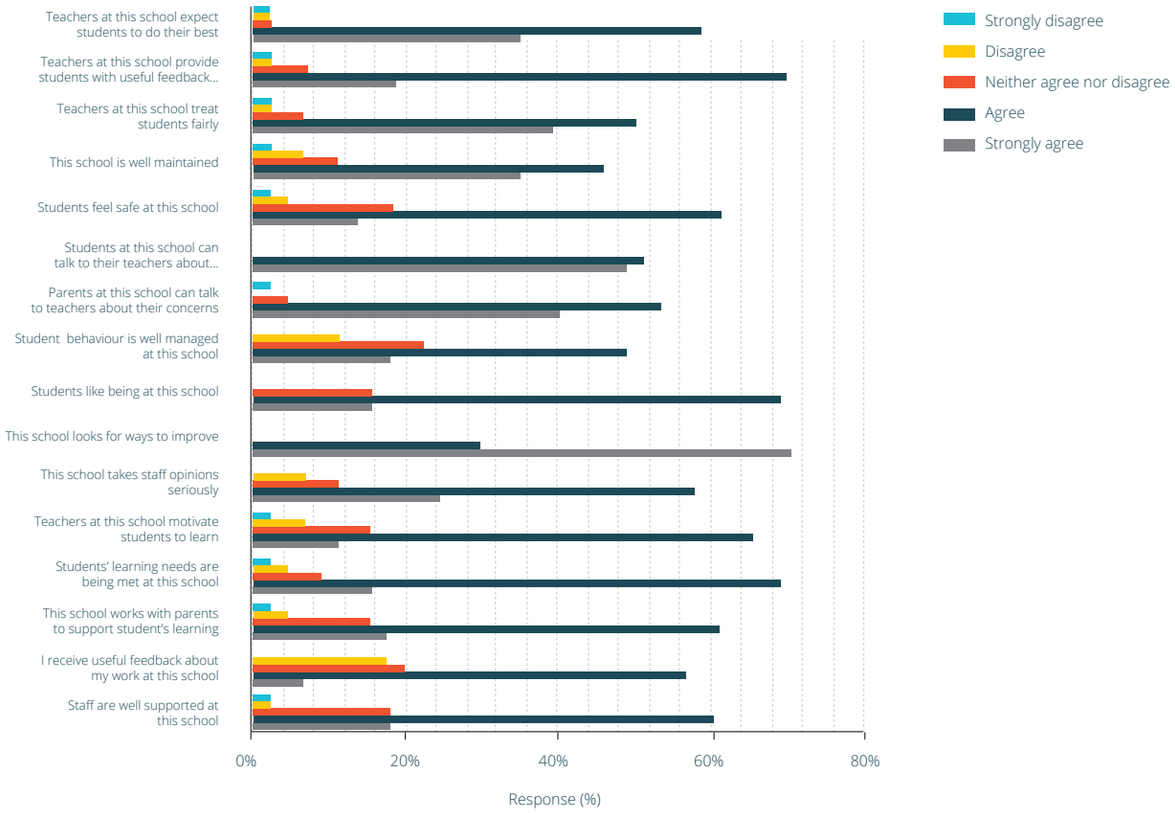


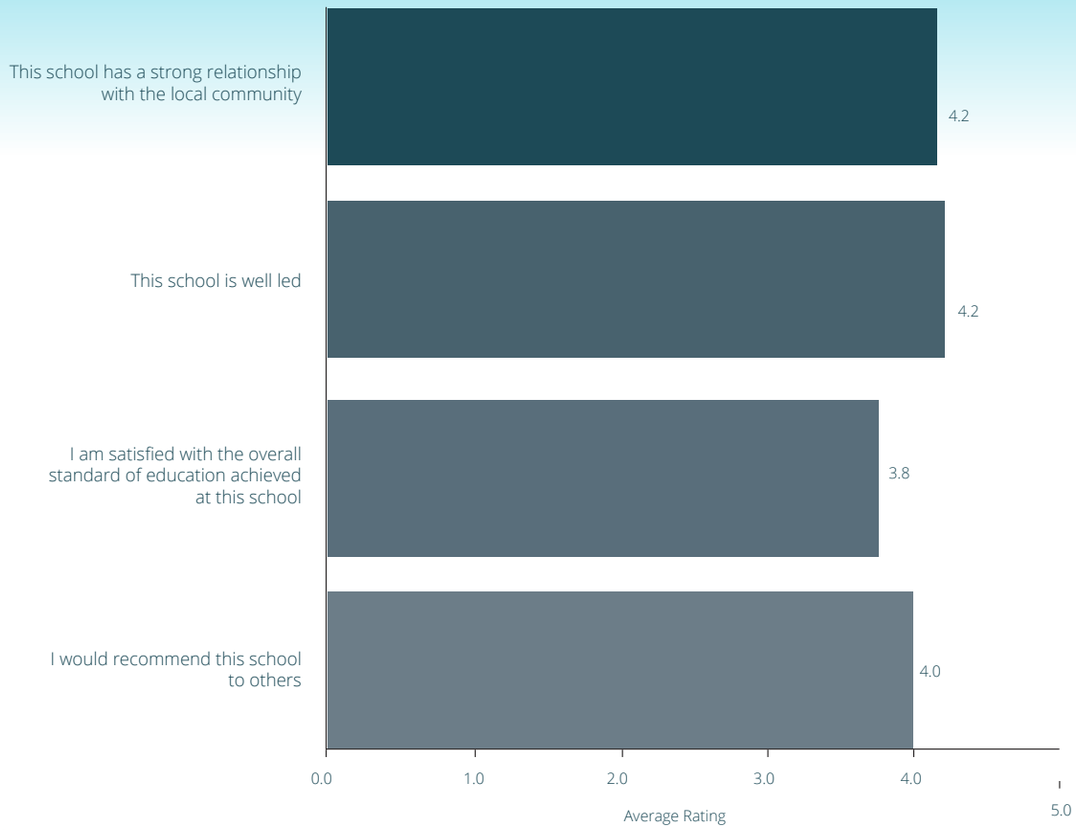


Coodanup College - Staff Survey

Staff Survey: Staff have highlighted the college's commitment to improvement. We believe that working collaboratively to share best practice, improves the quality of teaching and learning for our students. Staff feel that they value greater feedback about their performance. This needs to be targeted to the work they do to improve their teaching and reflect the college's priorities.







Coodanup College – Staff

Progress on Priorities

The college has undergone a major transformation of its strategic planning and school improvement goals. This process has been led by Deputy Principal, Aaron Gregory who in 2013 completed a secondment at DoE Central Office in the Performance, Innovation and Research division. He helped oversee the federally funded National Partnership Low Socio-Economic Schools Program and during this time he visited 100+ low SES schools across the State. During these visits he held extensive meetings with Principals and provided feedback and support for their strategic planning. Aaron has returned to Coodanup with considerable, research-based knowledge on how to coordinate effective school improvement processes. The key messages that have underpinned our improvement planning are that the organisation needs the work of all individuals to be aligned to common goals, a positive staff culture and clear, measurable objectives.

In the late stages of 2014, the nine members of leadership team participated in four days of strategic planning. Time was given to reviewing the business plan, gathering evidence and data of school performance, engaged with research and organisational theory and developed team norms. The team finally developed an explicit, long term theory of action/trajectory for improvement that was focused upon achieving three key priorities.

1. Effective teaching that raises student performance.
2. A positive school culture that promotes learning.
3. Strong leadership that raises expectations.

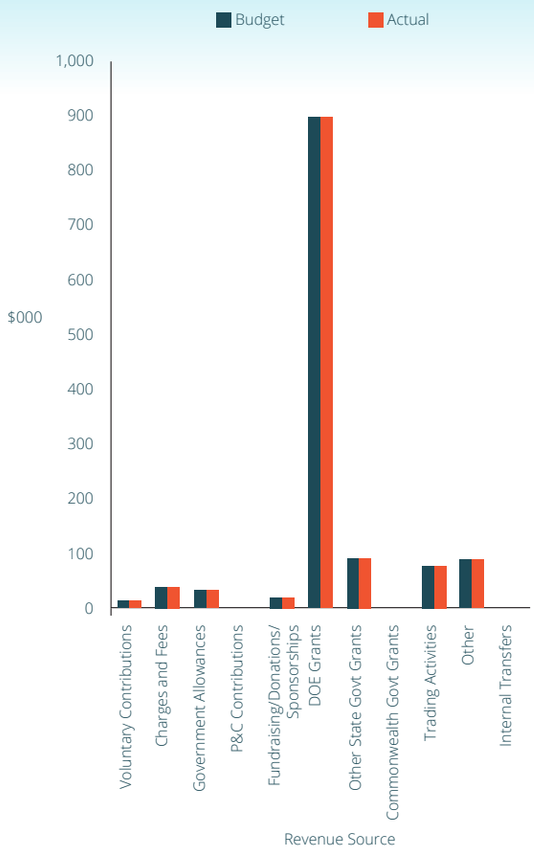
The next stage of planning related to identifying and developing a hierarchy of all the work required to be done by the leadership team in 2015. We then assigned the operational and strategic improvement work to individual portfolios and ensured that strategic improvement work was achievable and aligned to the three key priorities.

In developing the 2015 operational plans, we needed a year to consolidate the important work already being implemented. Some of this included implementing the next phases of PBS, curriculum planning, formative assessment and the continued transformation of the college leadership team.

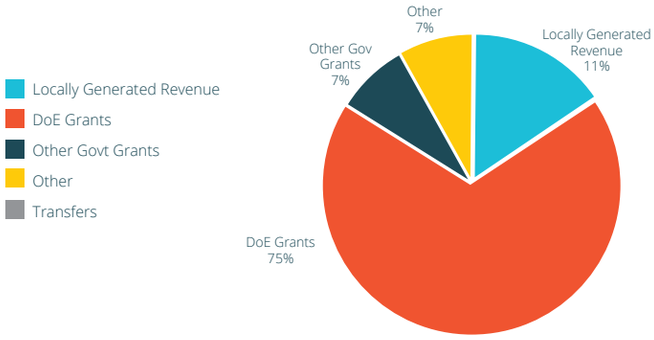
Financial Summary as at 31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	$12,853.49	$12,853.49
2	Charges and Fees	$37,126.47	$37,126.47
3	Government Allowances	$31,881.00	$31,881.00
4	P&C Contributions	$ -	$ -
5	Fundraising/Donations/ Sponsorships	$15,582.20	$15,582.20
6	DoE Grants	$897,549.91	$897,549.91
7	Other State Govt Grants	$90,094.67	$90,094.67
8	Commonwealth Govt Grants	$ -	$ -
9	Trading Activities	$74,603.00	$74,603.00
10	Other	$88,669.38	$88,669.38
11	Internal Transfers	$ -	$ -
	Total	$1,248,360.12	$1,248,360.12
	Opening Balance	$475,368.00	$475,367.72
	Total Contingency Funds Available	$1,723,728.12	$1,723,727.84
	Total Salary Allocation	$1,115,000.00	$1,115,000.00
	Total Funds Available	$2,838,728.12	$2,838,727.84

Contingencies Revenue - Budget vs Actual

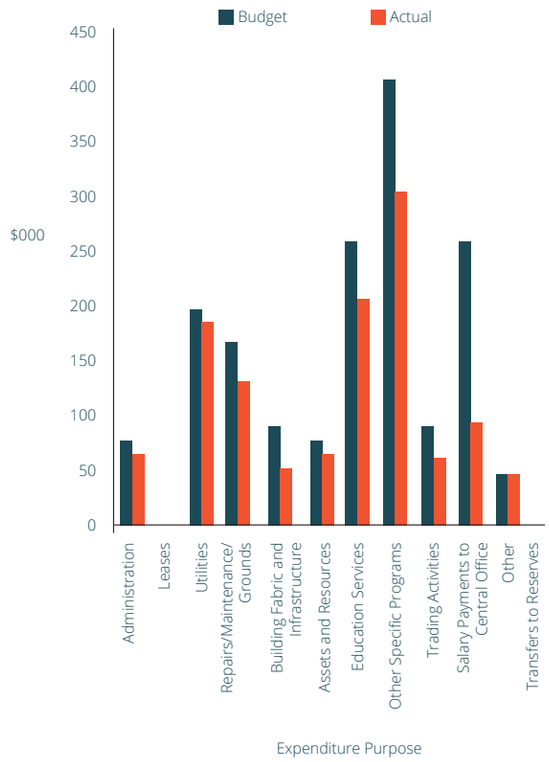


Current Year Actual Contingencies Revenue Sources

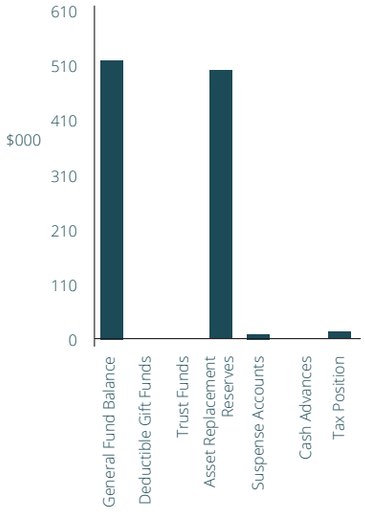


	Expenditure	Budget	Actual
1	Administration	$73,220.30	$57,614.55
2	Leases	$ -	$ -
3	Utilities	$195,600.00	$180,950.56
4	Repairs/Maintenance/Grounds	$157,888.81	$120,285.04
5	Building Fabric and Infrastructure	$80,000.00	$49,129.42
6	Assets and Resources	$77,632.00	$69,592.48
7	Education Services	$265,516.80	$210,816.31
8	Other Specific Programs	$401,784.30	$304,380.06
9	Trading Activities	$84,603.00	$69,717.82
10	Salary Payments to Central Office	$255,412.00	$100,000.00
11	Other	$41,009.57	$40,929.86
12	Transfers to Reserves	$ -	$ -
	Total Contingencies Expenditure	$1,632,667.08	$1,203,416.10
	Total Salary Expenditure	$1,115,000.00	$992,068.00
	Total Expenditure	$2,747,667.08	$2,195,484.10

Contingencies Expenditure - Budget vs Actual



Cash Position



	Cash Position as at:	
	Bank Balance	**$1,001,891.71**
	Made up of:	$ -
1	General Fund Balance	$520,311.74
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$483,013.80
5	Suspense Accounts	$10,344.17
6	Cash Advances	$500.00
7	Tax Position	$11,278.00
	Total Bank Balance	**$1,001,891.71**

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"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails. *Explore. Dream. Discover.*"

Mark Twain