



Annual Report 2015

Explore. Dream. Discover.

"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





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Executive Summary

In 2015 Coodanup College continued its journey of revitalisation and renewal, as we planned intensely for the education and well-being of our students. Whilst retaining the successful elements of the college prior to its inclusion as an Independent Public School, many improvements and changes are now more evident.

The commencement of 2015 saw in our first year as Coodanup College, following the rebranding in 2014 after consultation with the school community. The more obvious aspects of the school's renewal are the upgrades to the facilities, the electronic sign positioned at the front of the school, the new Trade Training Centre that is almost complete on the school site, and more noticeably, the new school uniform that looks stunning in the school and when students are representing us in the community.

There has been a very positive response from parents in ensuring their students are dressed in the uniform, and we frequently receive positive comments from community members about the positive behaviour and dress of students when they are out and about in the local area.

One of our goals was to provide senior students with the opportunity to study the subjects at the college that will enable them to gain direct entry to university. Our first Year 11 group since 1999 will undertake a full ATAR program in 2016. In 2015, four Year 12 students gained direct entry into Murdoch University and 11 gained a placement in the university's Ontrack Program as a result of their achievements and efforts and because of the willingness of the university to enable alternative entry to its programs by capable students.

From the beginning of 2015 our school grew, with the movement of Year 7s into secondary schools. An enormous amount of planning, preparation and collaboration with the three primary schools in our area enabled the 7s to move seamlessly into the high school environment.

In 2015 we continued to embed our Positive Behaviour Support Culture, resulting in further improvement in behaviour and the launch of the Faction House System. We are pleased with the response of our local community in sharing the improvements they see in student behaviour.

We understand the impacts of poor attendance on student achievement, and through a collective effort have seen further improvements in the attendance patterns of our students. We have improved attendance in each of the past three years and come closer to Like Schools and the State mean attendance rates. We celebrate that our Aboriginal attendance is higher than the State and that of Like Schools.

We completed our first 3 years as an Independent Public School and were pleased with the findings of our first Independent IPS Review held in November.

The school library was transformed into a state of the art Information Technology Centre, ensuring our students have the access needed for successful 21st Century learning.

We revitalised our Performing Arts Centre. The 'Treasure Box Theatre' was host to the College Show Case which saw many of our students demonstrate their amazing talents in the Performing Arts.

The school's key work during our first three years as an Independent Public School has involved: re-establishing the College as the school of choice for local families; rebranding and revitalising the school with a new uniform, new signage, a school website and Facebook page, ensuring that the school is attractive on the inside for students and outside for students and visitors; and ensuring that we have the conditions right to focus on specific improved outcomes for our students into the future.

Vicki McKeown
Principal



Introduction

Coodanup College became an Independent Public School in 2013; at the end of 2015 we completed our first three year term in accordance with the requirements of the Department of Education's Delivery and Performance Agreement (DPA).

Also In 2015 our College launched the new look brand as Coodanup College, following a two year consultation and implementation process. We believe the brand, inspired by the Mark Twain Quote 'Explore, Dream, Discover', reflects our school improvement journey and promotes our desire for all students to have the belief in themselves, with the support of the staff, to be successful in achieving their goals regardless of the challenges they may face. The college has received very positive feedback in relation to the changes within the school community, and our students are responding very well to our high expectations around their performance.

At the beginning of 2013 we contracted the Australian Council for Education Research (ACER) to complete a review to assist us to gain baseline information about the school's performance. The ACER Review Process makes judgements against nine interrelated domains of effective school practice and involved reviewers speaking with students, staff, families, the School Board and the Administration. The review provided a set of commendations, affirmations and recommendations to assist us in future planning, and inform the progress of the College Business Plan 2013 - 2015.

In 2015, ACER conducted a follow-up review, which gave us insight into our progress throughout the life of the DPA. The review noted:

'There is strong evidence that the college has improved in all nine domains of the National School Improvement Tool. The most significant improvements have been in Domain 1: An explicit improvement agenda, Domain 3: A culture that promotes learning and in Domain 6: Systematic curriculum delivery.

We deliberately focussed on these domains as we felt they were imperative to get right as leverage to real improvement in student outcomes.

In November 2015 the college underwent its first Independent Public School Review, which validated the college's self-assessment and the findings of the ACER review. The review concluded that a diligent effort has been made across the college to meet its targets, and that whilst there has been no significant improvement in student performance, it was evident that a culture of change has reinvigorated the college and translated into improvements in both attendance and engagement.

We believe the college now has the conditions in place to ensure we meet the performance targets identified in the 2016 - 2018 Business Plan. This will require on-going monitoring at all levels of the organisation with a clear focus on targeting sustainable improvements in student outcomes. (IPS Review).

This year was unique in that it was the inaugural year for the entry of Year 7s into secondary schools. For these students we decided to use a primary school model of organisation and teaching for all programs other than Science and specialist courses. Using the flexibilities provided through the IPS initiative, we deployed significant resources into the transition processes to assist us to gain a thorough understanding of the needs of each student, and to establish positive relationships with the parents and carers. Our working partnership with the three primary schools in our intake area has proven to be vital in preparing incoming students for high school. We have had requests from other schools wishing to learn from our Year 7 transition successes.

Following the reintroduction of a senior school program in 2010, we have gradually broadened the choice of courses to provide a comprehensive program for all students, including those who aspire to university. We were not at the stage of offering a full ATAR program in 2015, however, our partnership with Murdoch University supported 12% of the college's Year 12 Cohort in gaining placements into University Courses and a further 11 students or 31%, into the Ontrack Program for 2016. Our journey continues in 2016 with our first group of Year 11 students in many years, studying a full ATAR program.

Research highlights the importance of parental involvement in education. In 2015 we were delighted with the engagement and participation of parents and carers in the learning process and in school activities and ceremonies. We are finding better ways of communicating with families and have been pleased with the response to our website and Facebook pages that were launched during the year.

As Principal, my highest priority is to ensure the college is in a continuous cycle of improvement. I am privileged to have staff who are enthusiastic about working collectively to improve student opportunities and outcomes. I am excited heading into our second Delivery and Performance Agreement and feel a united sense of commitment from the staff to ensure we make significant gains over the next three years.

Finally I would like to thank the College Board for its dedication and inspiration and support for me and my leadership team. Board members provide expertise in many fields, and thought provoking conversations about the direction of the college and the quality of the service we provide for our students and their families.

Vicki McKeown
Principal

The College Board

During the course of the past three years of Coodanup College as an Independent Public School, the Board has been successful in acquiring capable, enthusiastic people to fill our positions.

The College Board has been engaged in the requirements for school Boards as outlined in the Department of Education's Delivery and Performance Agreement. Five of the thirteen Board members, including the school Principal, have been with the Board for the full three-year term.

The Board has been enthusiastically involved in: understanding the school's financial matters, including the allocative mechanism and the distribution of funds across the school's priority and management areas; discussing and contributing to the school's planning for improved academic performance; participating in external reviews by the Australian Council for Educational Research, which the school commissioned, and in the Department of Education's Independent Public School Review process, which took place at the end of the year. Each of those reviews provided evidence that the school has the elements in place to support improved academic achievement by its students.

Our Board's main aims have been to understand the college, the nature of its students and the community, and to provide whatever support we can to ensure the college is as effective as it can be in providing an excellent educational experience for its students. The Board has no role in the day to day management of the school, nor does it have authority over staff, students or funds. Our members enjoy the advisory and support role we have and are dedicated to Coodanup College students succeeding academically, and in the range of practical, creative, sporting, social and cultural programs.

The Board has been supportive of the College broadening its course choices to once again include a full ATAR Program. After a great deal of discussion and action within the school, the first group of Coodanup students in many years will commence this program in 2016.

After some delays, the Trade Training Centre is almost completed. 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 Trade Training Centre will provide further outstanding opportunities for students.

Of the College's Year 12 eligible students, 94% achieved the Western Australian Certificate of Education (WACE), and 40% 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. During 2015, the Board was involved in the establishment of a range of improvement targets – we look forward to observing progress in these in the coming three-year planning period.

On behalf of the Board I extend thanks to resigning Board Members – Mrs Mellisa Teede, Alan Cottrell, Tracey Gillett, John Elliott and Shirley Viti - for their contribution during their time with us.

The 2015 school 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 members' 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

The 2015 School Board consisted of:	David Templeman MLA	Community Representative
	Professor Andrew Taggart	Local Community Business/Industry
	Mellisa Teede	Local Community Business/Industry
	Allan Cottrell	Local Community Business/Industry
	Irene Mooney	Local Community Business/Industry
	Shirley Viti	Local Community Parent/Indigenous
	Tracey Gillett	Local Community Business/Industry
	Tim Bateman	Local Community Business/Industry
	John Elliott	Parent
	Larissa Whiskin	Parent
	Paul Pearce	Staff Member
	Vicki McKeown	Principal
	Beth Aitken	Board Chair
	Nichola Johansen	Board Secretary



Coodanup College Highlights 2015

Of the eligible Year 12 students, 94% achieved a Western Australian Certificate of Education (Secondary Graduation), 40% achieved a Vocational Education and Training Certificate II, and 12 students were accepted into university programs.

Our NAPLAN results indicated that our school is achieving results that match like schools in Numeracy, Writing, Spelling and Punctuation and Grammar.

The College's overall attendance improved for the third year in succession; our Aboriginal students' attendance exceeded the means of Like Schools and of All Australian Schools.

Planning for the reintroduction of ATAR Programs has been consolidated; the first group of students undertaking a full ATAR Program will commence their studies in Year 11 in 2016. The staff are extremely pleased to be able to offer these new pathways, which will broaden the range of opportunities for students.

Some important changes to the school were visible from the commencement of 2015. The new name – Coodanup College, along with the new school logo, the website and Facebook page all signalled that the school is on an improvement journey. The new uniform for students looked wonderful on the first day and we have been delighted that families are supporting this initiative. Almost all students are dressed in uniform each day.

The historic Year 7 cohort of 2015 had a fabulous start to their high school career. Commencing the transition whilst still in Year 6, students visited Coodanup College for a number of weeks during the previous year, joining in on the scheduled weekly classes. With the year underway, the Year 7s participated in the first Orientation Overnight Sleepover at school during Term 1, which was partly funded by City of Mandurah Youth

Development. This set the tone for the rest of the year, with the Year 7's being an active, fun, social and challenging group of young people.

Twelve Inspire Students and two staff members visited Canberra in 2015. This was the first interstate tour for the Academy; students visited the important historical and commemorative sites during their visit to the nation's capital, and came back with a deeper understanding of their country.

The 'Eyes Wide Open' program was a great success in 2015. It was wonderful to see the participating Year 12 students at their Graduation, proudly holding their graduation folders, whilst having photos taken with their children, parents and their support workers from Peel Youth Services. 'Eyes Wide Open' assists school aged mothers and expectant mothers to combine being a parent with completing school.

With the support of local businesses, we designed a new area in the school called the Zen Den. The Zen Den provides a calming and safe place for students needing emotional support.

NAIDOC Day was a very successful student oriented day where Indigenous cultural heritage was shared, our own Aboriginal boys performed a traditional Noongar dance, and awards were presented at a whole school assembly.

Focus had another fantastic year with a high graduation rate and seven of our students gaining entry into the Ontrack program at Murdoch University.

The Goals 4 Girls (G4G) program was an outstanding success in 2015. Kindly sponsored by ALCOA and the SGIO, the program aims to build 'strong women' in our community. Highlights of this year's program included: a motivational talk by Olympian Priya Cooper, hip hop,



boxing, drumbeat, wearable art, circus and community events. The girls provided a luncheon for the Minister for Aboriginal Affairs, and had the opportunity to sit with him and discuss the program's successes.

The College was privileged to have Charlie, the Assistance Trainee Dog in the school. It was a proud moment and huge accomplishment when he boarded his flight for Advanced Training at the National Training Centre in Sydney in early February 2015.

Coodanup College also welcomed their newest four-legged class member in August 2015. Justus the Labrador was trained in Sydney, by Assistance Dogs Australia. He was chosen for the Coodanup job because he has a real love of people and a sensitive nature, which makes him perfect for working with children. Justus offers emotional support, recognises signs of anxiety, and helps students improve concentration and communication skills. Justus is one of just five education assistance dogs around the country and is the first ever education assistance dog in Western Australian schools.

The highlight of the year for the Year 11 and 12 Agriculture students was their three day Muresk Excursion. Each student succeeded in attaining at least one Unit of Competency towards their Certificate II in Agriculture. In many cases this was the students' first experience of riding quad bikes, working on a property and handling sheep.

The College's Inspire Academy, sponsored by Murdoch University, had many highlights in 2015. Our Year 8 students were placed third out of 19 teams in the SciTech Brain Storming Challenge, and the Inspire Robotic Team, competed for the first time in Robocup Jnr. Our team, called 'Disco Pals', was placed into the grand final, and came away as fifth in the State. Four Inspire students enrolled in the TLC 110 Learning for Tomorrow program at Murdoch University. Successful completion of the program along with their success at school, earned the students sufficient credits to enrol in a degree program at Murdoch University.

Our Drama students once again had the privilege of working with well-known actor Myles Pollard and the Arts Team from Murdoch University in the creation of a film called 222. The presentation of the film was a sensational success for all concerned.

Workplace Learning was again very successful in 2015, and resulted in several students being offered either apprenticeships or casual weekend and after school jobs. A number of our students made decisions on career paths, based

on their Workplace Learning. We are grateful to the wonderful employers who continue to support our program and without whom we could not offer the broad variety of workplace opportunities.

The 'Clontarf' Art Exhibition, which was organised and held for the first time was a great success. Many parents and VIPs attended, providing excellent opportunities for the Clontarf boys to showcase their creative talents. The success of the exhibition has motivated us to work towards an even bigger event in the future.

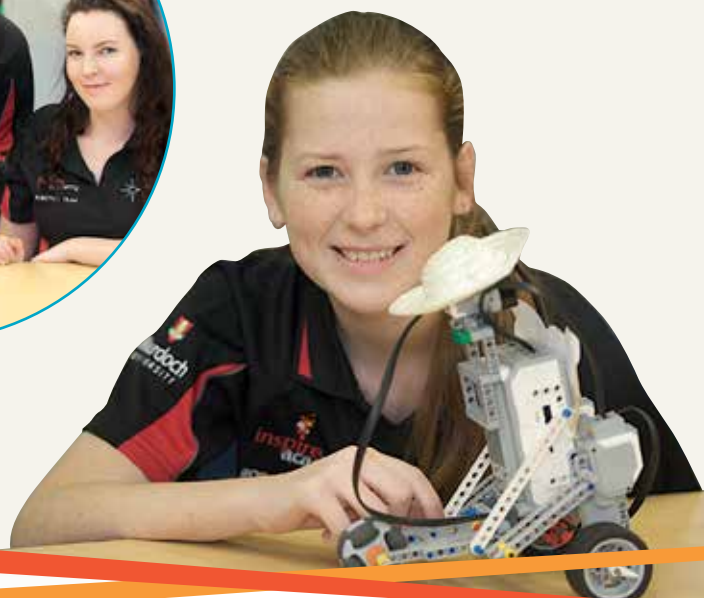
The 'VIVO' Rewards Program for the recognition of individual student achievement was successfully initiated during the year. Staff act to 'catch' and acknowledge students doing the 'right thing' and award them with VIVO Points which can be spent on a range of rewards.

The wealth of Community engagement invested in Coodanup College was again vitally important in 2015. The support provided came from individuals, businesses, Government agencies, tertiary institutions, volunteer organisations, church groups, sporting groups and health organisations to name just some of the supporters of the college. Many programs and services can only be provided with support provided generously in this way.

The renovated and reappointed 'Treasure Box Theatre' held a sensational opening Gala Night, which was a sell-out. The evening showcased many of the creative works of the College's students. The efforts and professionalism of our students across a range of creative arts made the night a huge success.

The number of positive stories in the media about the achievements of Coodanup students and staff was a key highlight this year.

The full range of educational programs, artistic, creative, cultural and sporting opportunities that were available throughout the year were only possible because of the willingness and generosity, and the commitment of the Coodanup staff.





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 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.

• **Trade Skills Centre:** The Mandurah Regional Trade Skills Centre is part of the Commonwealth Government's Education Revolution policy framework. This enables secondary students from Years 9-12 to access vocational education and training through Trade Skills Centres (TSCs) in schools.



Academic Achievements

In 2015, Year 7s became high school students for the first time at Coodanup College. The NAPLAN testing occurred during their first semester of high school.

The first table below shows how the Year 7s performed in each of the tests in relation to the top 20%, the middle 60% and the bottom 20% of all Australian students'

performance. The table also provides information about the performance of Coodanup College and schools similar to our school.

The second of the two tables for Year 7s shows the percentage of students who performed at or above the National Minimum Standard in each of the test areas.

YEAR 7 NAPLAN RESULTS

Percentages of Year 7 Students in the top 20%, middle 60% and bottom 20% of WA Public Schools and among Like Schools.

	Numeracy		Reading		Writing		Spelling		Grammar	
	School	Like	School	Like	School	Like	School	Like	School	Like
Top 20%	6	7	4	9	4	9	3	8	3	6
Middle 60%	52	58	55	52	60	56	70	56	51	57
Bottom 20%	42	35	40	39	36	35	27	36	46	37

	Year 7 Students at or above the National Minimum Standard				
	Numeracy	Reading	Writing	Spelling	Grammar
All Coodanup	93%	83%	62%	72%	72%
Indigenous St	100%	94%	66%	67%	72%
All Australia	96%	94%	95%	93%	92%

YEAR 9 NAPLAN RESULTS

The following NAPLAN tables show the percentage of students from Coodanup and the Means of WA public schools achieving at and above the National Minimum Standard.

NUMERACY

Coodanup	Number of students with a test score - Numeracy				Indigenous
	2012	2013	2014	2015	2015
	98	84	80	61	12

	Students at or above the NMS - Numeracy				Indigenous
	2012	2013	2014	2015	2015
Coodanup	80%	72%	90%	90%	75%
WA Public Schools	90.0%	87.2%	92.4%	96%	

READING

Coodanup	Number of students with a test score - Reading				Indigenous
	2012	2013	2014	2015	2015
	96	83	79	64	12

	Students at or above the NMS - Reading				Indigenous
	2012	2013	2014	2015	2015
Coodanup	72%	89%	80%	68%	69%
WA Public Schools	86.6%	89.7%	88.8%	92%	

WRITING

Coodanup	Number of students with a test score - Writing				Indigenous
	2012	2013	2014	2015	2015
	98	84	80	64	12

	Students at or above the NMS - Writing				Indigenous
	2012	2013	2014	2015	2015
Coodanup	50%	52%	69%	47%	41%
WA Public Schools	77.1%	77.1%	80.2%	80%	

SPELLING

Coodanup	Number of students with a test score - Spelling				Indigenous
	2012	2013	2014	2015	2015
	99	86	80	65	12

	Students at or above the NMS - Spelling				Indigenous
	2012	2013	2014	2015	2015
Coodanup	72%	81%	72%	62%	59%
WA Public Schools	85.7%	88.3%	86.4	90%	

GRAMMAR AND PUNCTUATION

Coodanup	Number of students with a test score - Grammar and Punctuation				Indigenous
	2012	2013	2014	2015	2015
	99	86	80	65	12

	Students at or above the NMS - Grammar and Punctuation				Indigenous
	2012	2013	2014	2015	2015
Coodanup	62%	62%	73%	67%	33%
WA Public Schools	85.5%	82.5%	86.2%	89%	

The 2015 NAPLAN results indicate some areas of improvement in Literacy and Numeracy; the 2015 Year 9 students generally achieved at the standard of schools similar to Coodanup College. The results show strengths among the areas tested (the Year 7 Numeracy results for the whole cohort and for Indigenous students; and the relatively strong Spelling results for Year 7s and Year 9s). The results also highlight that a strong focus on literacy and numeracy as students progress through school, will be important.

Results from Classroom Teachers

The following tables provide a snapshot of the 2015 achievement of the Year 8 to 10 cohorts 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.

	2015 Year 7 Achievement in the School Delivered Curriculum %				
	A	B	C	D	E
English	0%	32%	22%	36%	10%
Mathematics	2%	10%	31%	32%	25%
Science	5%	30%	45%	16%	4%
Humanities	7%	12%	44%	22%	15%

	2015 Year 8 Achievement in the School Delivered Curriculum %				
	A	B	C	D	E
English	12%	35%	37%	10%	6%
Mathematics	8%	11%	28%	36%	17%
Science	8%	26%	26%	10%	30%
Humanities	0%	12%	39%	33%	16%

	2015 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%

	2015 Year 10 Achievement in the School Delivered Curriculum %				
	A	B	C	D	E
English	3%	7%	66%	17%	7%
Mathematics	3%	15%	25%	34%	23%
Science	4%	15%	29%	32%	20%
Humanities	0%	22%	22%	8%	48%



Year 12 Participation and Achievement

Year 12 Western Australian Certificate of Education Achievement

	Eligible Year 12 Students	Number acquiring an ATAR		VET – No of students		VET – No of students completing a Cert II or higher in Year 12	
2013	34	0	0%	33	97%	13	38%
2014	20	0	0%	20	100%	13	65%
2015	35	0	0%	28	80%	14	40%

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2013	34	74%
2014	20	100%
2015	35	94%

WACE Achievement

Course	School Percentages					WA Public Schools Percentages				
	A	B	C	D	E	A	B	C	D	E
Career and Enterprise	24	40	23	4	9	20	28	40	6	7
English	9	38	36	5	13	14	30	47	5	4
Food Science and Technology	18	24	24	12	24	21	32	38	6	4
Mathematics	2	33	49	11	5	22	27	38	8	5
Workplace Learning	26	22	31	3	18	30	30	27	4	9

Coodanup College has a clear focus on improved outcomes for all students; in 2016 our first group of Year 11s will be undertaking a full ATAR Course. This has been added to existing programs to broaden the opportunities for students aspiring to university entry.

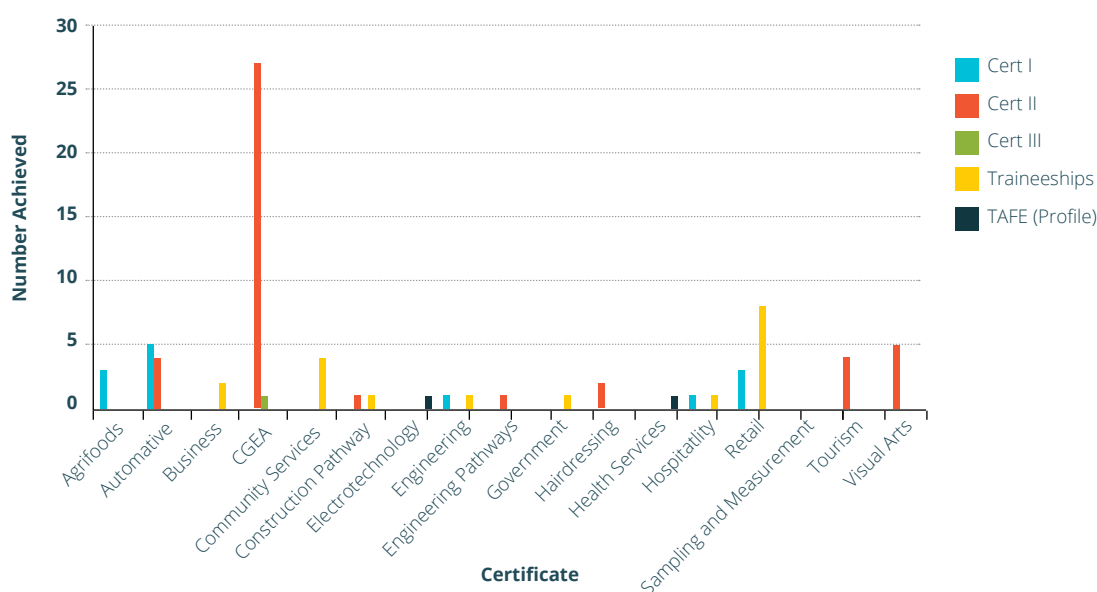
Vocational Education and Training (VET)

Students' success in Vocational Education and Training was a cause for celebration in 2015. A great deal of effort went into supporting many students in the identification of their career directions and the provision of nationally accredited programs to enhance their future study and employment options.

Twenty-one students successfully completed their School Based Traineeships gaining a Certificate II, along

with valuable on-the-job experience in the following industries: Construction; Business; Retail; Community Services (Aged Care); Community Services (Childcare); Hospitality (Kitchen Operations); Hospitality (Front-of-House); and Engineering. A further twelve students successfully completed certificates Vet-in-Schools funded placements at Challenger TAFE (now South Metropolitan TAFE), gaining the shown in the table below.

Certificates Achieved in 2015



Attendance

The following tables present a summary of the attendance patterns of Coodanup College students.

The table immediately below shows the attendance of non-Aboriginal students, Aboriginal students and the attendance of all students. The table compares Coodanup College (School) with Like Schools and WA Public Schools for these three categories.

Coodanup College's overall attendance rate has improved in each of the past three years. It is important

that this pattern continues, as there is a strong correlation between regular, punctual attendance and high levels of academic achievement at school.

Coodanup College's Aboriginal students' attendance has been significantly better than that of Like Schools and better than WA Public Schools for Aboriginal Students for the past three years.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	79.1%	86.0%	89.1%	67.8%	68.3%	67.2%	77.1%	82.9%	87.4%
2014	79.2%	84.8%	88.6%	69.9%	63.6%	66.3%	77.4%	79.6%	86.9%
2015	80.1%	86.2%	89.7%	71.5%	62.4%	68.0%	78.4%	78.8%	87.9%

	Y07	Y08	Y09	Y10	Y11	Y12
2013		81%	77%	75%	75%	79%
2014		86%	74%	78%	75%	77%
2015	85%	82%	74%	75%	79%	78%
WA Public Schools 2015	91%	89%	87%	85%	87%	89%

The College has processes in place to encourage high rates of attendance among all students. During the year, the Attendance Officer supports Year Coordinators in working with students to sustain a 90% attendance pattern. When a student's attendance falls, the team takes a personal approach with families, providing communications about absences, having conversations with parents and carers, facilitating communication about lengthy absences through the school networks,

and providing the support necessary to bring the student's attendance to an appropriate level.

Where attendance remains problematic, case managers and mentors are provided and a plan is developed in consultation with the student and the family. The College's aim is to ensure all students are provided with the support they need to attend school punctually and regularly.

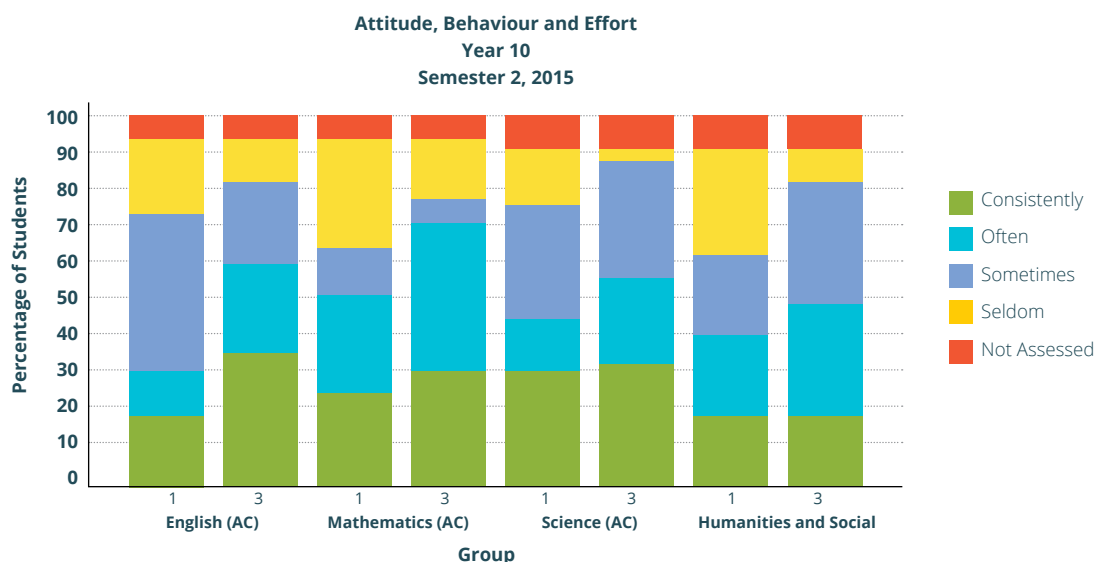
Attitude, Behaviour and Effort at School

The following graph is an example of one cohort's attitude, behaviour and effort in classes at school. The information has been collated from the 2015 final Year 10 reports. The graph is an indication of the responses of students in Years 10 in 2015 to their learning.

The graph below shows teachers assessment of students in relation to the following two questions

- Works to the best of his or her ability.*
- Shows courtesy and respect for the rights of others.*

The rating scale at the right hand side of the graph shows the criteria teachers applied when rating individual students. The graphs were generated from the total set of responses for the Year 10s.



The College has in place a range of strategies to: promote a healthy, safe and caring environment; to ensure that there are programs to enable every student to achieve school success; to encourage a high level of participation; and to assist students to reach to their potential.

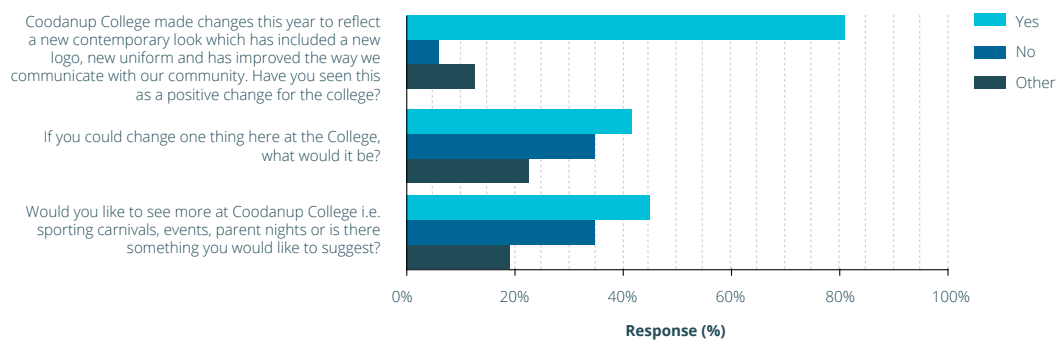
Parents may like to check back on their own child's most recent report to see how the teachers rated his or her attitude, behaviour and effort in class.

College Community Surveys 2015

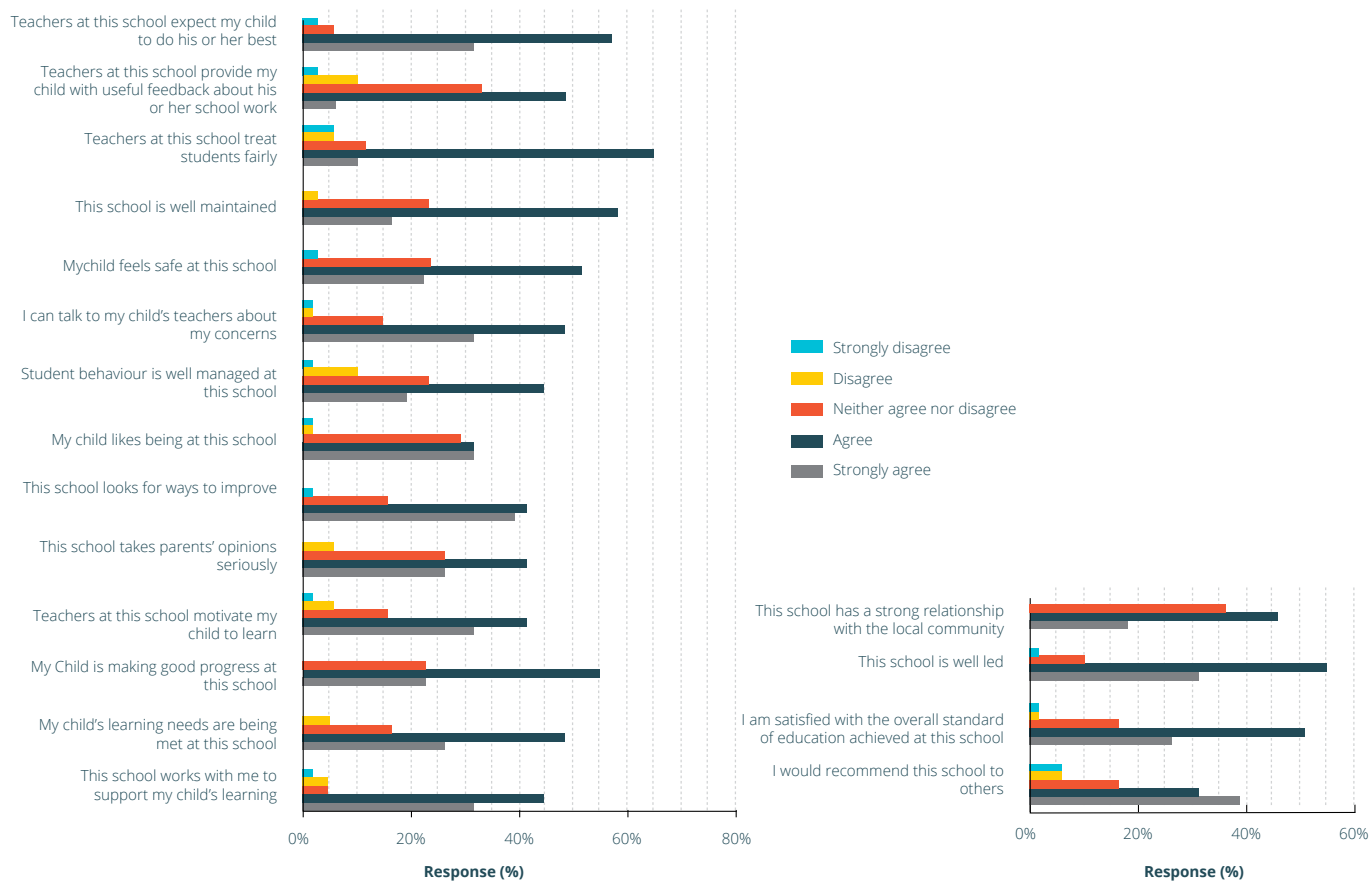
A survey of parents about their perceptions of their children’s education at the college was conducted during the year. Parents were able to respond on paper or online.

The responses of the survey are aggregated below and the graphs in colour highlight the categories into which the responses fell.

Coodanup College - Parent Survey



Coodanup College - Parent Survey



Progressing the College Priorities

The current college priorities are:

- **Effective teaching that raises student performance.**
- **A positive school culture that promotes learning.**
- **Strong leadership that raises expectations.**

At the commencement of the first three years of the College's IPS status, the immediate goals involved: establishing the college as the school of choice for families in the local area; restructuring and reorganising key programs and strategies; revitalising the college through a range of initiatives mentioned elsewhere in this report; and setting a broad agenda for improvement. The college staff has: determined its professional learning needs and goals; clarified its targets for the term of its Business Plan 2016 – 2018; and has a clear focus on improving the academic and non-academic performance of its students. The discussion below is in relation to the final year targets of the Business Plan 2013 – 2015, which were directed towards the achievement of the College priorities.

NAPLAN NUMERACY 2015

Achievement Targets:

- **50% of all Year 7 and 9 students will be above the National Minimum Standard (NMS) in Numeracy.**
- **60% of Aboriginal Students will be at or Above the NMS in Numeracy.**

Year 7 – 43% of the cohort achieved **above the NMS**; 96% of Indigenous students achieved **at and above the NMS**. The target for Indigenous students was achieved in 2015. The target for the full cohort fell short by 7%.

Year 9 – 51% of the cohort achieved **above the NMS**; 75% of Indigenous students achieved **at and above the NMS**. The Year 9 whole cohort target and the target for Indigenous students were achieved.

NAPLAN READING – 2015

Achievement Targets:

- **50% of all Year 7 and 9 students will be above the NMS in Reading.**
- **90% of Indigenous students will achieve at and above the NMS in Reading.**

Year 7 – 47% of the full cohort achieved **above the NMS**.

94% of Indigenous students achieved **at and above the NMS**.

Year 9 – 34% of the full cohort achieved **above the NMS**.

69% of Indigenous students achieved **at and above the NMS**.

The targets for the full cohort were not achieved for Year 7s or Year 9s.

The target for Year 7 Indigenous students was achieved; the target for Indigenous Year 9 students was not achieved.

NAPLAN WRITING

Achievement Targets:

- **30% of the full cohort will achieve above the NMS.**
- **85% of Indigenous students will achieve at and above the NMS.**

Year 7 – 33% of the full cohort achieved **above the NMS**.

62% of Indigenous students achieved **at and above the NMS**.

The target for the full cohort of Year 7s was met; the target for Indigenous Year 7s was not met.

Year 9 – 25% of the full cohort achieved **above the NMS**.

41% of Indigenous students achieved **at and above the NMS**.

The target for the full cohort of Year 9s was not met; the target for Indigenous Year 9s was not met.

SENIOR SCHOOL TARGETS

- **95% of all Eligible Year 12 students will achieve the WACE. 94% achieved the WACE.**
- **10% of students achieving the WACE will gain University Entrance. Four students or 12% gained direct entry to university; a further 11 or 31% students gained entry to Murdoch University's bridging program. Upon successfully completing this program they will be eligible to enrol in degree programs.**
- **85% of all Year 12 students will gain a Certificate II. 40% of Year 12's achieved a Certificate II. The target was not achieved.**

ATTENDANCE TARGETS

- **The overall attendance target is 85%.**

The achievement was 78.5%, falling short of the target by just over 7%.

- **Over 50% of students will attend school 90% of the time.**

In 2015, 38% of students attended school 90% of the time. Although the College's attendance rate has improved steadily over each of the previous three years, there remains the need for all members of the school community to commit to improving students' attendance.

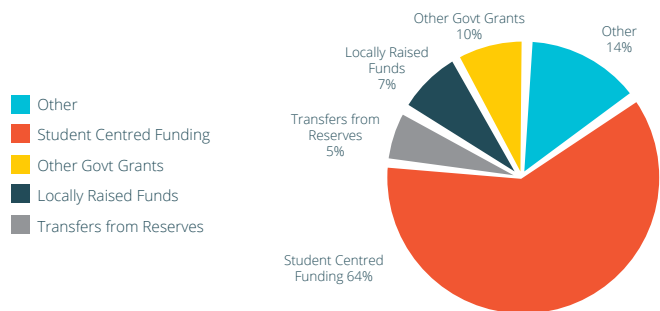
- **The gap between Aboriginal and non-Aboriginal students' attendance will be less than 5%.**

The gap between Aboriginal and non-Aboriginal students' attendance has decreased during each of the past three years; in 2015 it was 8.7%, falling short of the target by just under 4%.

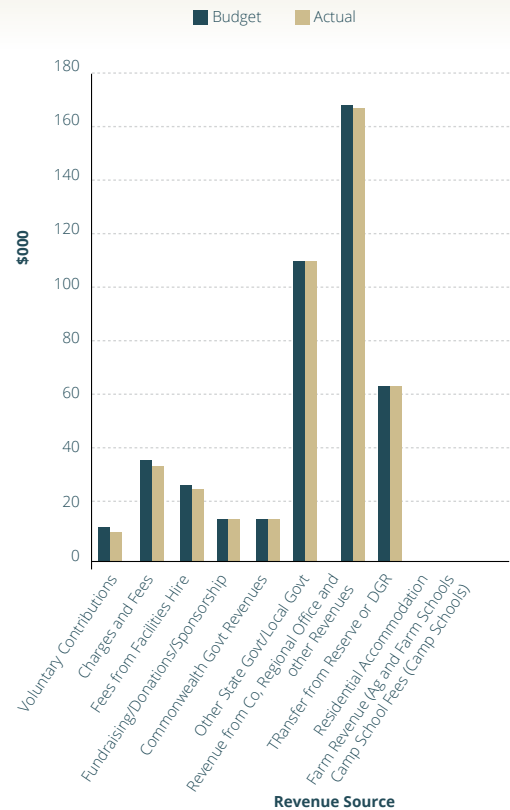
Financial Summary as at 31st December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$12,000.00	\$11,349.50
2	Charges and Fees	\$33,839.21	\$33,281.26
3	Fees from Facilities Hire	\$25,000.00	\$24,069.68
4	Fundraising/Donations/Sponsorships	\$15,165.43	\$15,165.43
5	Commonwealth Govt Revenues	\$15,770.00	\$15,770.00
6	Other State Govt/Local Govt Revenues	\$110,040.01	\$110,040.01
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$167,305.98	\$166,994.64
9	Transfer from Reserve or DGR	\$62,258.66	\$62,258.66
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
	Total Locally Raised Funds	\$441,379.29	\$438,929.18
	Opening Balance	\$520,312.00	\$520,311.74
	Student Centred Funding	\$778,930.76	\$778,930.76
	Total Cash Funds Available	\$1,740,622.05	\$1,738,171.68
	Total Salary Allocation	\$6,694,018.00	\$6,694,018.00
	Total Funds Available	\$8,434,640.05	\$8,432,189.68

Current Year Actual Contingencies Revenue Sources

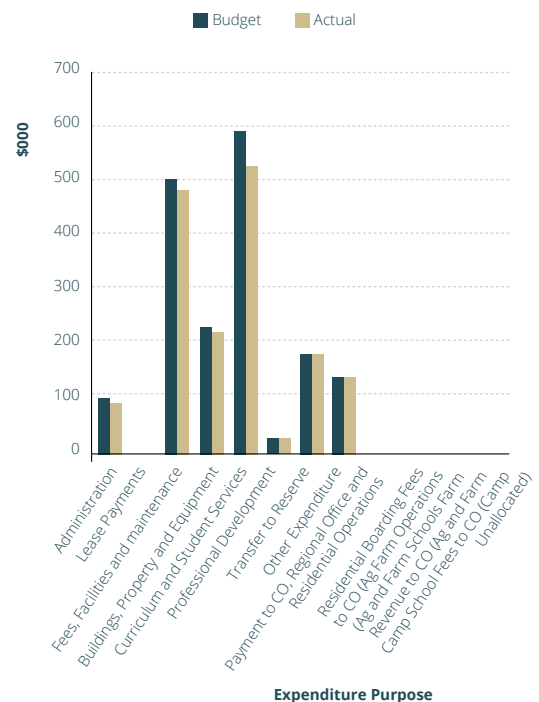


Contingencies Revenue - Budget vs Actual

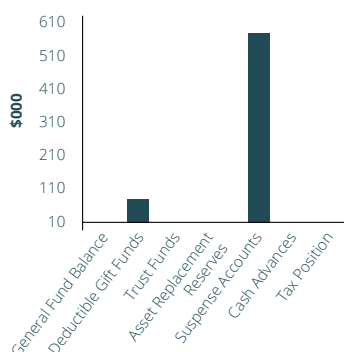


	Expenditure	Budget	Actual
1	Administration	\$91,372.28	\$87,573.03
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$501,546.81	\$485,331.02
4	Buildings, Property and Equipment	\$211,248.47	\$208,259.68
5	Curriculum and Student Services	\$591,580.12	\$531,784.13
6	Professional Development	\$35,000.00	\$34,955.79
7	Transfer to Reserve	\$170,000.00	\$170,000.00
8	Other Expenditure	\$139,873.83	\$139,344.69
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)	\$-	\$-
13	Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14	Camp School Fees to CO (Camp Schools only)	\$-	\$-
15	Unallocated	\$0.24	\$-
	Total Goods and Services Expenditure	\$1,740,621.75	\$1,657,248.34
	Total Forecast Salary Expenditure	\$6,442,350.00	\$6,442,350.00
	Total Expenditure	\$8,182,971.75	\$8,099,598.34

Contingencies Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$673,856.26
Made up of:	
1 General Fund Balance	\$80,923.34
2 Deductible Gift Funds	\$-
3 Trust Funds	\$-
4 Asset Replacement Reserves	\$590,755.14
5 Suspense Accounts	\$6,119.78
6 Cash Advances	\$-
7 Tax Position	-\$3,942.00
Total Bank Balance	\$673,856.26

Explore. Dream. Discover.



"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



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