



Explore. Dream. Discover.

ANNUAL 2020 REPORT

*We will learn. We will be safe.
We will be fair. We will be proud.*



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



INTRODUCTION

It is my privilege to present the 2020 Annual Report for Coodanup College. I have had the pleasure of working at the College for 10 years and now proudly lead an amazing team as Principal. Our College continues to go from strength to strength, quickly becoming the high school of choice in our local area. I would like to take this opportunity to celebrate our successes and acknowledge the hard work and commitment of our staff.

Our Vision

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 College

The College became an Independent Public School in 2013, and underwent a Public School Review in 2020, receiving overwhelming positive feedback. We submitted a comprehensive and rigorous self-assessment that received commendations in all areas with recommendations that will further strengthen school improvement.

Our Focus Areas

- 1. Leadership and Management:** Strong leadership that raises expectations on teaching and learning
- 2. Curriculum and Teaching:** Effective teaching with teachers learning from each other
- 3. Conditions for Learning:** A school culture that promotes learning

In 2020, we continued to focus on Leadership, Teaching and Learning and Positive School Culture. We completed the second year of the Fogarty EDvance program which has held us accountable to achieving our milestones and supported us on our school improvement journey.

COVID-19 presented a number of challenges for all stakeholders, yet our positive spirit and team approach ensured that no student was disadvantaged. I would like to take this opportunity to thank all of our teaching staff who rallied during these times, embracing new technology, preparing for online learning, face to face teaching and take home work packs. I would also like to acknowledge the true professionalism of our support staff and administration staff. They supported with the preparation of work packages, answered phone calls from concerned parents and students and even drove around the community dropping off and collecting work for students. I couldn't have been more proud of the dedication and commitment to our community during these difficult times.

Kelly Bennett – **Principal**



CLONTARF ACADEMY

The Clontarf Foundation exists to improve the education, discipline, life skills, and self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate meaningfully in society. The Clontarf Foundation uses a unique, innovative and highly successful approach to target one of the most at risk groups in contemporary Australian society – young Aboriginal and Torres Strait Islander men.

Using the existing passion that these boys have for sport allows Clontarf to initially attract them to school, and then keep them coming. It is however, not a sporting programme – it's about developing the values, skills and abilities that will assist the boys to transition into meaningful employment and achieve better life outcomes.

The Foundation partners with schools and communities to create 'Clontarf academies' which are embedded within the school grounds and education programme. Full-time, locally based Clontarf staff mentor and counsel students on a range of behavioural and lifestyle issues while the school caters for their education needs. Any Aboriginal and Torres Strait Islander male enrolled at the school/s is eligible to participate in the Clontarf academy.

Through the use of supportive relationships and environment, the students develop improved self-esteem and confidence which enables them to participate in education, employment and society in a positive way. Academy activities are planned within the focus areas of education, leadership, employment, well-being, life skills and sport. In order to remain in the programme, participants must continue to work at school and embrace the objectives of the Foundation.

The Foundation's approach has been very successful, not only in attracting young men to school and retaining them but also in having them embrace more disciplined, purposeful and healthy lifestyles. The Coodanup Clontarf Academy operates Monday to Friday during school terms.



clontarf
foundation



Stars Foundation provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into full-time work or further study.

Stars has been offering full-time, in-school support programs for Aboriginal and Torres Strait Islander girls and young women in the Northern Territory, Queensland and Victoria since 2015.

During that time the program has achieved consistently outstanding outcomes, with more than 90 per cent of senior students completing Year 12 in each year.

The Stars program model is based on strong trusting relationships. The Stars Room provides a culturally safe, warm environment – a place where the girls and young women in our programs feel nurtured and inspired.

Our full-time Mentors provide a diverse range of activities to support Stars students to develop the self-esteem, confidence and life skills they need to participate successfully in school and move into a positive and independent future.

The Stars program is based around four key pillars of personal development:

- Healthy Lifestyles
- Wellbeing
- Employment, Education & Training
- Community, Culture & Leadership

STARS FOUNDATION



HIGHLIGHTS 2020

Academic

- Connect implementation and teacher use of reporting to parents in lower school
- Highest enrolment in a full ATAR course
- Longitudinal improvement in OLN results
- Access to learning strategies during COVID disruptions
- Implementation of an ATAR mentoring program in partnership with Curtin University
- Have Sum Fun Mathematics competition participation increase and achievement
- Participation in the Mock trials competition in Humanities
- Decrease in the percentage of students not achieving a C grade or better in lower school classes
- Increase in the Schools median ATAR

Camps, Excursions & Incursions

- Bushrangers
- Outdoor Ed

Sporting

- Athletics Carnival
- Faction Winner - Bulls



Cultural, Social & Emotional Health

- RUOK Day mental health and wellbeing activities – Students and Staff
- NAIDOC Day activities
- Vivo Rewards
- Breakfast Club
- Bullying No Way Day
- Harmony Day
- Year 6 Transition day
- Peel Say No to Violence
- Staff appreciation week

School Community

- PTO – Parent Teacher Interviews
- Workplace Learning
- Teacher Aide Appreciation Week
- World Teachers Day
- Award Assembly Year 7, 8, 9 & 10
- Award Assembly Year 11
- Award Ceremony Breakfast Year 12
- Award Ceremony Evening Year 12
- CLAN Celebration Evening



BUSHRANGERS 2020

In 2020, the after school Bushrangers met every Monday afternoon from 3.00-5.00pm. The focus of the sessions were enjoying the native environment and giving back to the local community.

As part of the 2020 program, the Bushrangers canoed the Serpentine River near Eacott Park, took part in revegetating and weeding a number of local parks by assisting the City of Mandurah and were also given the opportunity to assist local wildlife carers and grow muscles with Murdoch University in the marina with the goal of cleaning the Mandurah Waterways.

Some of the milestones of the 2020 program were the two camps. This included a visit to Perth Zoo and an overnight stay at the Aquarium of WA where the Bushrangers were able to see a diverse range of animals and fish found from all around the world. An overnight visit was also made to Dwellingup to discover a number of indigenous cultural experiences.

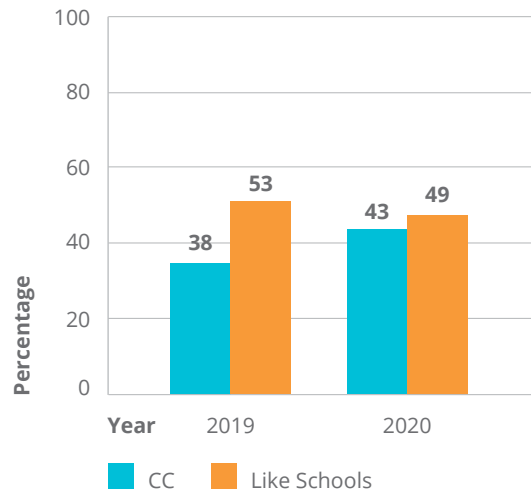


SENIOR SCHOOL HIGHLIGHTS

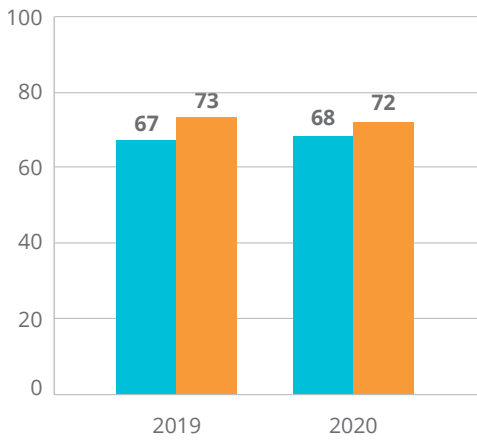
WACE – Western Australian Certificate of Education

There was a 5% increase in the number of students eligible for WACE at Coodanup College from 2019 – 2020 and also a 1% increase in WACE achievement. Three students studied 4 ATAR's in 2020 with the highest achiever receiving an 88.55 ATAR score. Our Median ATAR score rose significantly from 39.45 to 65.2 which is 6.28 above Like Schools. We are also trending in the right direction and narrowing the gap for WACE eligibility and achievement compared to like schools.

COMPARISON
WACE ELIGIBILITY
FROM 2019 - 2020



COMPARISON
WACE ACHIEVEMENT
FROM 2019 - 2020



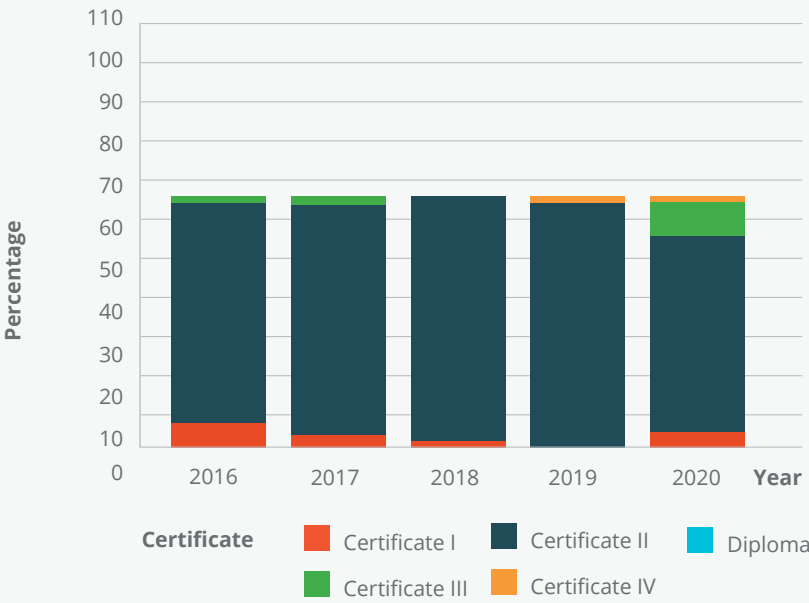
VET – Vocational Education and Training

Coodanup College teaching staff were able to offer the following VET programs on school site in 2020:

- Certificate I in Hospitality
- Certificate II in Business
- Certificate II in Construction Pathways
- Certificate II in Sport Coaching
- Certificate II in Visual Arts
- Certificate II in General Education for Adults
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Salon Assistant
- Certificate III in Micro Business Operations

There were also a further 23 VET courses that students accessed whether through TAFE or a Aboriginal School Based Traineeship (ASBT) or School Based Traineeship (SBT).

VET HIGHEST QUALIFICATION DISTRIBUTION

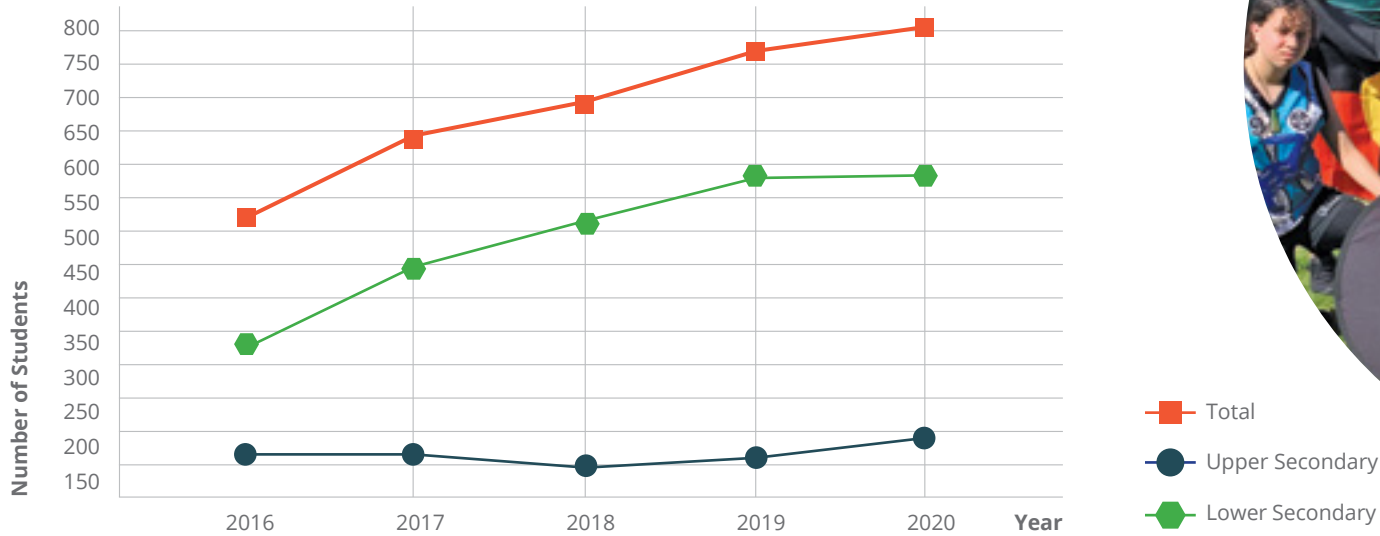


VET HIGHEST QUALIFICATION DISTRIBUTION

VET enrolments increased from 81% to 85% in 2020 with 1 student achieving a Certificate IV, 13 students achieving a Certificate III, 52 students achieving a Certificate II and 3 students achieving a Certificate I.

SEMESTER 2 STUDENT NUMBERS

SEMESTER 2	2016	2017	2018	2019	2020
Lower Secondary	343	454	522	584	589
Upper Secondary	184	186	167	181	210
TOTAL	527	640	689	785	799



NON-ACADEMIC DATA

In 2020, Coodanup College again saw a rise in student numbers, validating that we are fast becoming the school of choice in our local area. What is especially pleasing to report is that our senior school numbers are increasing, which will enable us to continue improving options and pathways for our Year 11 and 12 students. We are working towards increasing course offerings and expanding our ATAR course offerings as this trend continues.

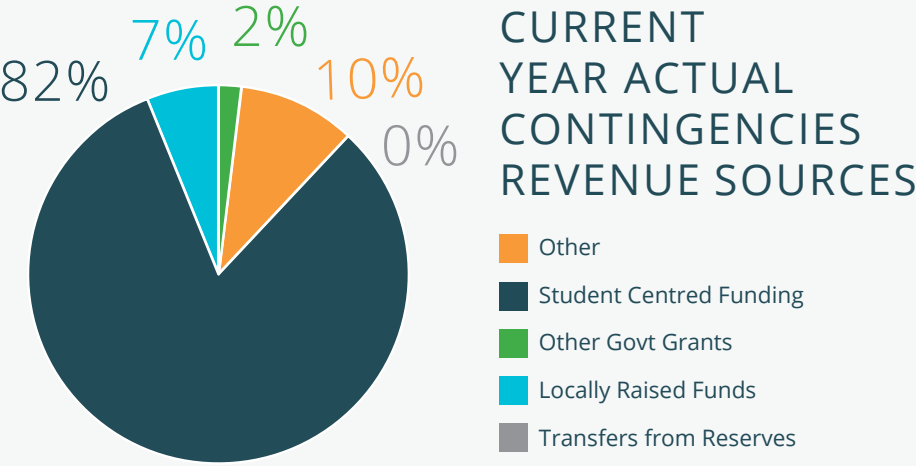
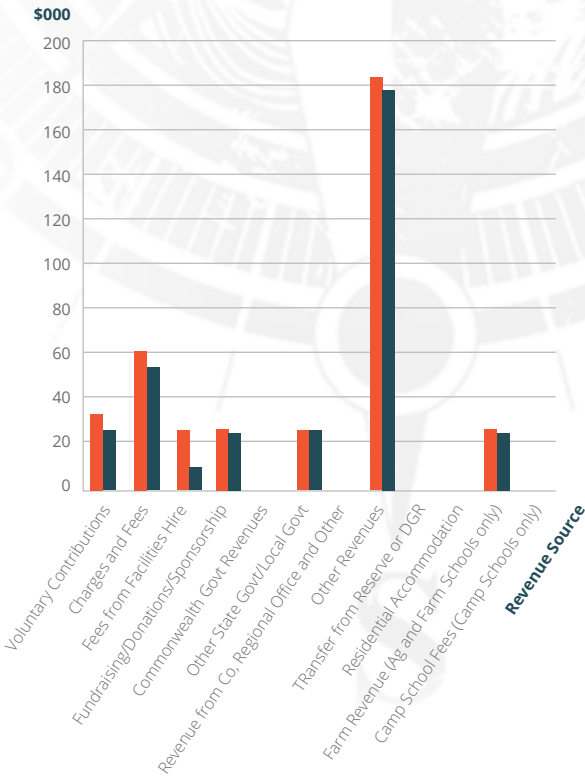


FINANCIAL SUMMARY

REVENUE - CASH & SALARY ALLOCATION		BUDGET	ACTUAL
1	Voluntary Contributions	\$32,571.00	\$27,191.15
2	Charges and Fees	\$59,988.28	\$55,889.28
3	Fees from Facilities Hire	\$25,000.00	\$6,414.06
4	Fundraising/Donations/Sponsorships	\$24,258.88	\$1,767.55
5	Commonwealth Govt Revenues	-	\$ 23,645.88
6	Other State Govt/Local Govt Revenues	\$29,027.05	-
7	Revenue from Co, Regional Office and Other Schools	-	\$29,027.05
8	Other Revenues	\$183,795.29	-
9	Transfer from Reserve or DGR	-	\$179,132.00
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	\$ 1,799.00	-
12	Camp School Fees (Camp Schools only)	-	\$1,799.00
Total Locally Raised Funds		\$356,439.50	\$323,098.42
Opening Balance		\$301,196.00	\$301,196.30
Student Centred Funding		\$1,446,375.61	\$1,446,375.61
Total Cash Funds Available		\$ 2,104,011.11	\$2,070,670.33
Total Salary Allocation		\$11,006,877.00	\$11,006,877.00
Total Funds Available		\$13,110,888.11	\$13,077,547.33

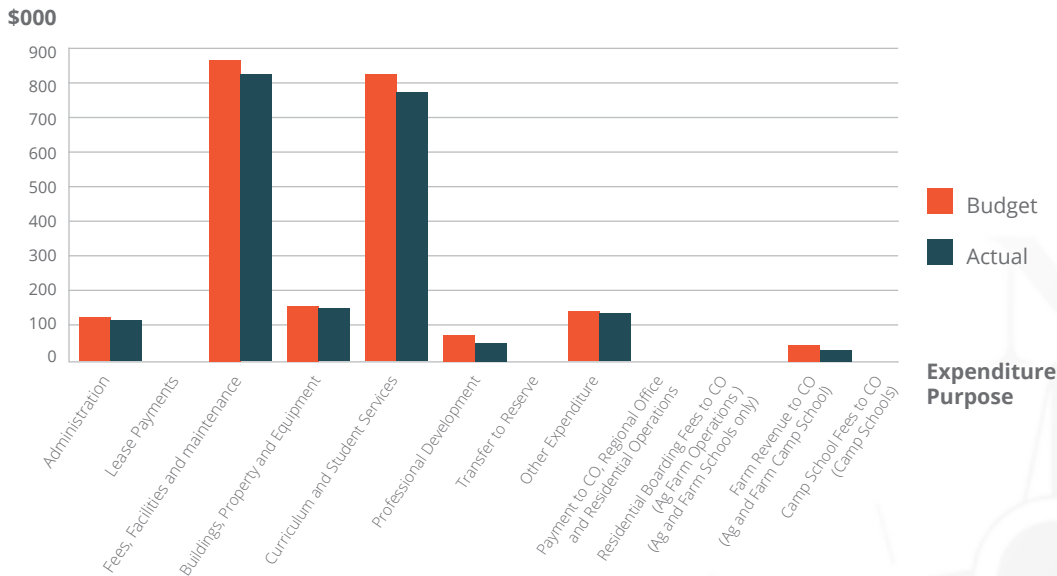
LOCALLY GENERATED REVENUE BUDGET VS ACTUAL

Budget
Actual



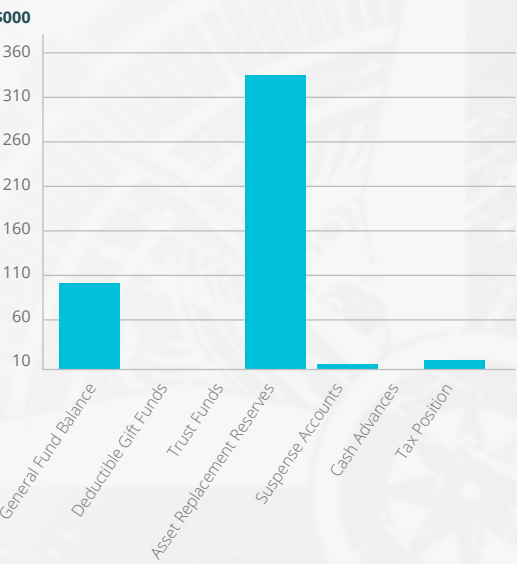
GOODS AND SERVICES EXPENDITURE BUDGET VS ACTUAL

EXPENDITURE - CASH		BUDGET	ACTUAL
1	Administration	\$110,106.82	\$105,488.20
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$854,752.81	\$823,410.86
4	Buildings, Property and Equipment	\$145,583.05	\$129,770.13
5	Curriculum and Student Services	\$813,413.82	\$746,505.05
6	Professional Development	\$45,381.10	\$37,465.11
7	Transfer to Reserve	-	-
8	Other Expenditure	\$118,460.57	\$115,340.95
9	Payment to CO, Regional Office and Other Schools	\$1,035.00	1,035.00
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	\$ 15,709.50	\$ 10,594.49
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
Total Goods and Services Expenditure		\$2,103,407.67	\$1,968,574.79
Total Forecast Salary Expenditure		10,677,999.00	\$ 10,677,999.00
Total Expenditure		\$12,781,406.67	12,646,573.79
Cash Budget Variance		\$603.44	



CASH POSITION*

BANK BALANCE MADE UP OF:		
1	General Fund Balance	\$102,095.54
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$334,360.44
5	Suspense Accounts	\$3,968.64
6	Cash Advances	-
7	Tax Position	\$10,913.00
Total Bank Balance		\$429,511.62



* As at: 31/12/20

OLNA RESULTS

Achievement of OLNA directly impacts the student’s ability to achieve a Western Australian Certificate of Education, (WACE).

YEAR 10 STUDENTS - QUALIFIED IN			
	Year 9	Year 10	Not Qualified
2020	4	15	127
	2.7%	10.3%	87.0%
Like Schools	9.1%	15.6%	75.3%

YEAR 11 STUDENTS - QUALIFIED IN				
	Year 9	Year 10	Year 11	Not Qualified
2020	10	24	8	95
	7.2%	17.4%	5.8%	69.6%
Like Schools	8.4%	27.2%	0.9%	57.5%

YEAR 12 STUDENTS - QUALIFIED IN					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2020	6	25	13	5	51
	6.0%	25.0%	13.0%	5.0%	51.0%
Like Schools	8.9%	28.6%	13.3%	5.1%	44.0%



Coodanup College has worked diligently to increase the student’s achievement of OLNA and this has been a targeted strategy of the Senior School. The following graphs demonstrate our improvement in OLNA against like schools.

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standards of literacy and numeracy. To successfully meet the literacy and numeracy requirement, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. The report from the test identifies the categories of achievement:

Category 1

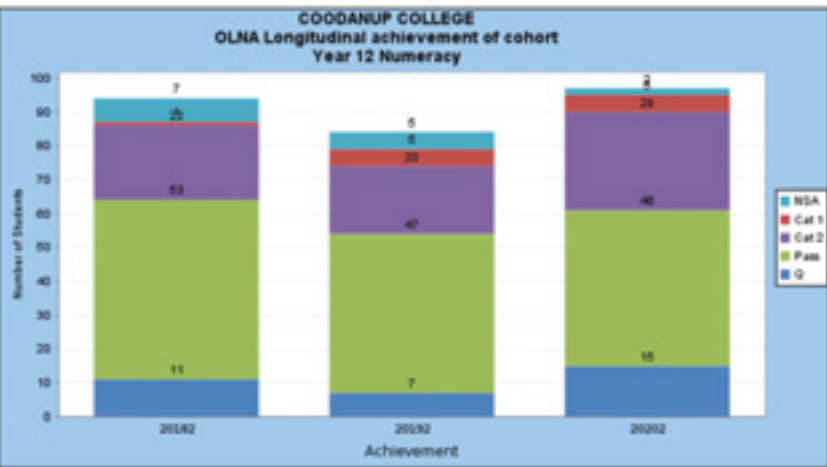
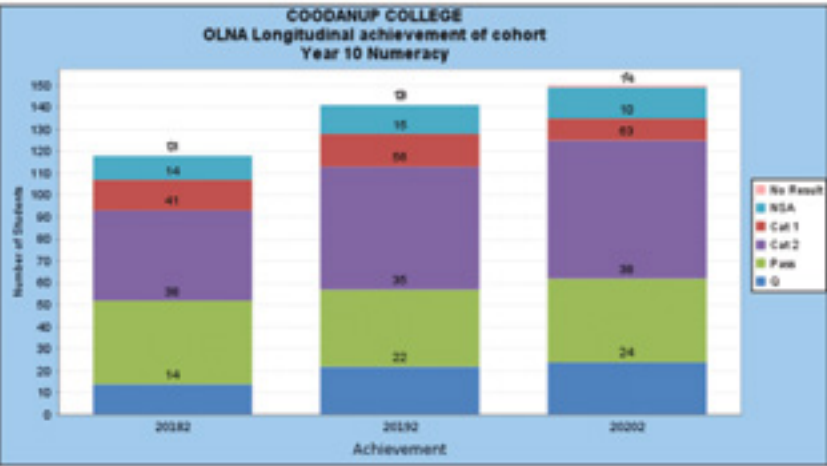
Students who have not demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating some of these skills before the end of Year 12 and therefore require specific learning interventions to enable the student to demonstrate the required standard. Individual student feedback identifies some of the skills students have not demonstrated in this component.

Category 2

Students who have not yet demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating some of these skills and may require specific learning interventions to enable the student to demonstrate the required standard. Individual student feedback identifies some of the skills students have not demonstrated in this component.

Category 3

Students who have demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component, either through an OLNA test or through their performance in NAPLAN Year 9. The following table provides a quick guide to each category and possible enrolment paths.



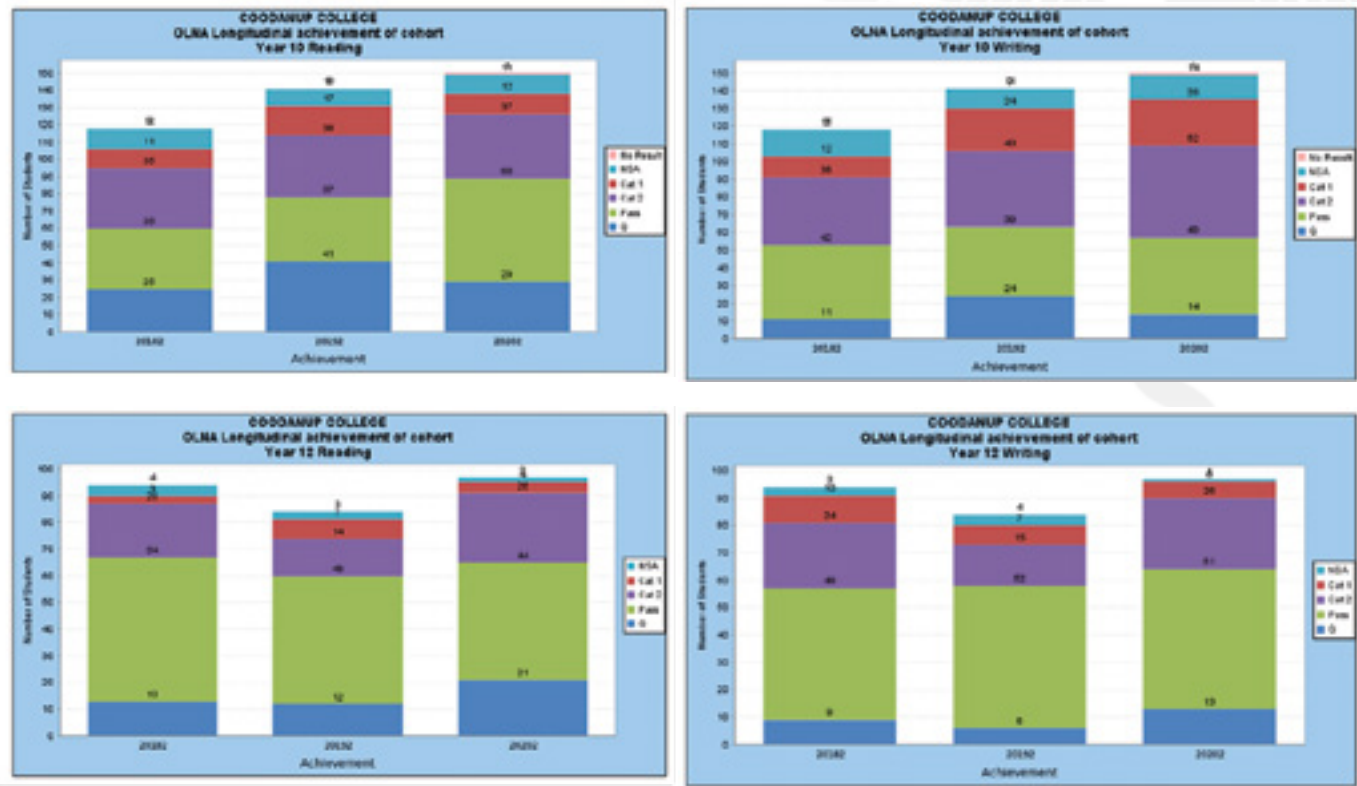
OLNA RESULTS

HIGHLIGHTS

- The decrease in numbers of students not sitting the OLN test
- The general decrease in students achieving CAT 1 in year 10 assessments
- The increased percentage of students achieving Cat 3 in year 12 tests
- The general increase in numeracy achievement
- Reading focus has shown improvement in OLN achievement
- The increased resilience of students towards the OLN assessments

RECOMMENDATIONS

- Continued focus on literacy in our teaching and learning plans
- Continue to promote explicit OLN tutorial classes
- The push for students to sit the test has enabled us to see more accurate data and this needs to continue
- Explore a whole school strategy to improve writing skills as the students are still achieving at lower rates in this assessment





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