



Annual Report 2016

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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Introduction

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

Message From The Principal



Following a positive Independent Public School Review towards the end of 2015, the school entered its second Delivery and Performance Agreement in 2016.

The college's 2016-2018 Business Plan, which was developed during 2015 and incorporates recommendations from the IPS Review, focuses on the following three main improvement priority areas:

- strong leadership that raises expectations;
- effective teaching that raises student performance;
- a positive school culture that promotes learning.

The College Board played a significant role in shaping the plan, particularly through the development of improvement targets. We believe the targets are realistic yet challenging and have been clearly articulated to the college community. We have seen good gains toward many of our targets in 2016 and remain clearly focussed on the need for further progress over the next two years.

Our student attendance continues to improve through the partnership with parents and carers to ensure students attend school regularly. Our student attendance is higher in comparison to schools like Coodanup College, and closing in on the overall state average.

Student progress in the NAPLAN tests in 2016 was also celebrated by the college community. Our student progress was better than that of Like Schools in all test types and better than WA Public Schools and all Australian Schools in three of the five test types.

The 2016 Year 12 cohort was our first group to complete their studies under the new WACE (*Western Australian Certificate of Education*) requirements. The changes to the WACE, including the achievement of the Online Literacy and Numeracy Assessments, led to more demanding requirements for senior school students. Our 2016-2018 Business Plan target for WACE achievement was met in 2016, and 100% of our students who were eligible for a WACE achieved a Vocational Education and Training (VET) Certificate II, which is now a compulsory component of the new WACE requirements.



An exciting development for the school and for students was the enrolment of a small group of Year 11 and 12 students in an ATAR pathway in 2016. Successful achievement in this pathway gives students greater choice about the studies they may undertake at the end of their formal schooling. We have plans in place for growth in the number of students enrolling in an ATAR program during the life of the current Business Plan.

University entrance can be achieved in several ways - and the number of our students accessing university increased in 2016. Nine students received a direct offer into university and another six students have been accepted into a bridging program. We are very pleased that 40% of our students who achieved the WACE, have commenced their higher education studies in 2017.

I am very proud of our achievements in recent years, and 2016 continued to show a trajectory of improvement. Our staff are very clear about the college vision and priorities and are committed to bringing about improved outcomes for students, through self-assessment and collaboration and the ongoing development of their

teaching skills. Their hard work has been recognised by the Department of Education - we have recently been asked to take part in producing a video for a new attendance toolkit for schools entitled *High Expectations for Attendance and Embedded Whole School Practices*. This resource will assist all schools in developing good practices to improve attendance. We have also been asked to contribute to a review on the successful transition from primary to secondary school; and most recently, Coodanup College is one of a group of five schools invited to participate in a research project that takes a 360-degree view of students, and practices that most successfully engage them in their schooling.

The recognition of the school through the requests for our involvement in these projects is testament to the hard work and willingness of the Coodanup College staff to do whatever it takes to best support our students to achieve positive outcomes.

Vicki McKeown
Principal

School Background

Our Vision

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

Our Mission

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

School Context

Coodanup College is a co-educational college located 80 kilometres south of Perth in the beautiful coastal City of Mandurah. The college has a school community, executive, teaching and support staff dedicated to contemporary teaching and pastoral practices, and to developing future focused students, able to move successfully into their chosen careers.

The college has undergone several structural and educational changes since it first opened as Coodanup Senior High School in 1989. Since those early years, in response to changing education priorities and the growth and development of the region, the school has been: a specialist middle school for students in Years 8 to 10; an 8 – 12 community college with a senior school focus on preparing senior students for training and employment; and more recently, since 2013 when the school was granted Independent Public School status, it has been rebranded and reshaped as Coodanup College, catering for students of all abilities from Year 7



to Year 12. It is our aim to assist all students to develop the confidence and skills to complete school and be qualified for further study at any level, and for training or for employment.

Coodanup College has a student enrolment of 527 with a 19% Indigenous population and increasing cultural diversity. The college has a pastoral care focus and has positive working relationships, with many outside agencies providing support and programs for students and their families. An emphasis on literacy and numeracy programs has enabled our students to make recent gains in national testing results. The excellent facilities at the college provide opportunities for participation in a range of experiences including agriculture, performing arts, music, science enrichment, and special sporting programs.

Late in 2015 the college underwent its first Independent Public School Review. It was commended for its inclusive culture that provides a sense of belonging and purpose for all students, and for the dedicated staff working to make a difference. The review highlighted the expectation that the college will strive for continuous improvement in student performance, particularly in literacy and numeracy.

We offer a range of flexible learning programs, as we appreciate that students have individual needs

and hopes for their futures. Our staff members are committed to the success of every student, providing outstanding teaching and real world experiences to cater for all interests, skills and backgrounds.

Coodanup College has:

- strong relationships with our local primary schools and works with them to ensure students make successful transitions to the college;
- productive relationships with our business community;
- regular professional learning for staff across the school and within departments – our focus is on developing consistent practice;
- pre-service teachers undertaking a part of their training at our school; and;
- a significant partnership with Murdoch University that enables our students to access special programs and events and supports an increasing number to gain entry to university.

We see our college as progressively developing as a leading school and the school of choice for families in our community.





College Board

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

Our members have been variously involved in: providing parent, business and community perspectives for the college's consideration; influencing programs that stimulate students' thinking about their careers and futures; business planning at the discussion and practical development phases; considering the school's academic data and reflecting with the college on

improvement strategies; pressing for change in some curriculum areas; and supporting the establishment of targets for improvement. We have been kept informed about and been invited to have input into planning the school's finances, facilities and improvements in these areas. Board Members are always welcome to attend the special events that are provided throughout the year by the school, and we attend a range of these.

Observing the impacts of the renewal and improvement strategies the school has worked on during the past four years, and particularly during 2016, has been interesting and exciting. We look forward to the next phase of Coodanup College's development in 2017.

I would like to thank the Board members for their contributions and for supporting the College Executive Team during the past 12 months.

The Board members for 2016 were:	Hon. David Templeman	Community
	Professor Andrew Taggart	Business/Community
	Mrs Irene Mooney	Business/Community
	Mr Tim Bateman	Business/Community
	Mr Stephen Markham	Business/Community
	Mrs Larrissa Whiskin	Parent/Community
	Mrs Anne Louise Newnham	Parent Representative
	Mr Paul Pearce	Staff Representative
	Mr Craig Watt	Business/Community
	Ms Vicki McKeown	College Principal
	Ms Nicky Johansen	Secretary

Beth Aitken
Coodanup College Board Chair

College Highlights 2016

Of the eligible Year 12 students, 72% achieved the Western Australian Certificate of Education (WACE). All of the eligible students achieved a Vocational Education and Training Certificate II or better, and nine students or 19% attained direct entry to university and a further six students or 12% were accepted into university bridging courses.

Our NAPLAN results show that the Year 7s are continuing to make progress at high school. A highlight is in writing where the Year 7s performed significantly better than Like Schools (schools with similar socioeconomic circumstances) and close to the State Mean (average) in Writing, and better than Like Schools in Spelling and Punctuation and Grammar. Year 9 Writing results improved in 2016 with more students achieving in the middle 60% and far fewer in the bottom 20%.

Our Aboriginal students' attendance exceeded the mean of Like Schools and WA Public Schools for Aboriginal attendance. The college's overall attendance improved for the fourth year in succession.

ATAR courses were reintroduced this year with our first class of twelve students studying an English course at this level.

This was our inaugural year of the Science, Technology, Engineering and Mathematics (STEM) Committee, which assisted staff to develop their understandings about STEM is and how important this will be for the delivery of future programs at the college.

Nine Year 12 students participated in the Murdoch University TLC Program, which provided crucial skill development for students wishing to undertake future university studies.

The school's comprehensive, year-long Transition Program, led by the Junior School Team has resulted in strong links with the local primary schools and a more effective, happy entry to high school for the Year 7 students. As one teacher noted - "it was evident that the Year 7s who came to Coodanup in 2016 wanted to be here. The work produced by many was incredible, the attendance rate was very high and the relationships they have with staff is excellent. The Year 7s are showing that high school suits them and that they are aspiring to be outstanding citizens of the Coodanup Community with a focus on high achievement".

Staff members have been delighted that Coodanup College is being increasingly seen as the school of choice by families in the area. Increased enrolments into Year 7, greater engagement of parents in school activities, parent evenings, social occasions and surveys, and an overall improvement in attendance rates are clear evidence of this.

Senior students have experienced another excellent year in the community on Work Place Learning (WPL) program. WPL is available because of the willingness of businesses in the community to host our students at their work places and provide them with training and support.

The Alcoa sponsored *Goals 4 Girls Program* commenced in 2016. The program focuses on building strong, healthy young women at the college who will be positive role models in their school and community.

The opening of the sensory area the 'Zen Den' and the establishment of the Justus Corner provided additional resources and support for students needing this at times. Students are able to read with our Assistance Dog Justus, or train, groom or walk with him.

The Inspire Program for students who are working towards high academic achievement, provided strong learning programs and outcomes. The program provided: the Inspire Camp at Busselton; a Canberra Excursion; the Lego Robotic Teams Competition; a visit to the University of WA for maths activities; and other events to engage and extend the students.

The transformation that occurred in most Year 11 Focus Program students in the following areas was a highlight: they improved their attendance; were willing to attempt all tasks; achieved passing grades; met deadlines; and took pride in their work.

The *Eyes Wide Open Program*, which enables school aged mums and mums-to-be to finish their studies had a great year with all students achieving well, balancing the demands of parenting and their studies. One student received an award at the Graduation Ceremony and was accepted into the Bridging Program at Murdoch University; another completed her school based traineeship in Childcare.

The highly anticipated college ball for senior school students celebrating the end of their formal schooling was a wonderful event.

The staff at the college proudly provide the broadest range of extra and co-curricular activities to assist students to engage with and enjoy school. The following are just a sample of the activities available throughout the year: participation in the *Youth On Health Festival*, where the Year 9s produced wearable art; working with Noongar artist, Derek Nannup, in collaboration with the *Community Arts Network*, to develop a performance around the life of Yaburgurt, a historical Aboriginal leader from Mandurah; reward days and free dress days; the opportunity to participate in the Murdoch University MAP4U film production; Harmony Day; a whole school Beach Fun Day; the 2016 faction captain's first leadership camp – a celebration of our first sports leaders; a 10 week after school cooking class; sports carnivals; and movie nights. This is not a comprehensive list – these and other activities are available largely due to the generosity of spirit of the college's staff.

Surveys completed during 2016 clearly show high levels of satisfaction with the school by parents, students and staff. There is general agreement that Coodanup College has high expectations of students, consistently seeks to improve, and that students are provided with useful feedback about their learning.



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 new facility will enable secondary students from Years 9-12 to access vocational education and training through Trade Skills Centres (TSCs) in schools. Our centre's official opening will occur during 2017.



Progressing The College Priorities

Priority 1: Strong leadership that raises expectations.

Purpose

We will:

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

Progress towards achieving improvement measures	
Improvement measure summary.	Progress/milestones achieved this year During the past 4 years, the leadership has focused on rebranding, including introducing a new uniform, improving communication with families, providing a range of online services for parents, focusing on staff training and improved classroom practice, and seeking greater engagement of students. An important aspect of this priority is the distribution of leadership across the school to enable the priority focus. The following summarises some of the progress towards Priority 1 during 2016.
Evidence of behavioural and organisational change.	The school has commenced the reintroduction of an ATAR program for students needing strong backgrounds for study after Year 12. This has meant the engagement and effort of staff to prepare and teach these courses. Leadership and uptake of a whole school focus on attendance monitoring and improvement. Leadership teams have been established in all key curriculum improvement areas of the College.

Progress towards achieving improvement measures

<p>Evidence of a collective staff focus on improving performance.</p>	<p>In 2016, we developed a team of teachers to collaboratively research and trial new teaching ideas. The WOW Team (Watching Others Work), established their purpose statement, developed protocols around learning walks and lesson observations, seeking feedback and pre-lesson observation preparation. Team members observed each other teaching and trialled feedback sheets they created. They identified areas for improvement in their process. In Term 3 Training in Growth Coaching was provided, which improved teachers' ability to provide feedback and participate in coaching conversations. The college has made inroads into whole school staff development and efforts to improve the literacy and numeracy skills of students.</p>
<p>Evidence of improved performance.</p>	<p>Leadership opportunities have been broadened by the WOW Team strategy – a Deputy and a team accessing training and experience to lead a whole school improvement strategy.</p> <p>In 2016, the first group of twelve students graduated with ATAR English.</p> <p>Improved attendance for the past four years.</p> <p>Reduction in behaviour incidents and suspensions.</p> <p>Increased compliance with the school dress code.</p> <p>Evidence of improved academic performance in the Year 7 and 9 NAPLAN tests.</p>
<p>Evidence of the application of data to drive improvement.</p>	<p>OLNA data is acted upon to ensure more students have the background to succeed when in senior years. All but four students had achieved their OLNA by the end of Year 12. Staff members have heightened their understanding of whole school and class data as a means to improved learning outcomes.</p> <p>The attendance management system has been developed and its improvement strategies, recognised for their broad applicability to other schools.</p> <p>NAPLAN analysis has led to a whole school literacy and numeracy focus, which is under implementation. Staff have a set of strategies to use within their classes; they also receive weekly numeracy activities to use with their students. Work is emerging from the analysis of fine grained data collected across the lower school.</p>

Progress towards achieving improvement measures

Evidence of college Improvement Teams driving whole school expectations.	<p>The collaborative development of the WOW Team's purpose statement - "Our purpose is to build a self-reflective school culture where teachers strive to continually improve their practice".</p> <p>The Executive Team, supported by the School Board, has lead change in relation to program offerings at Coodanup College.</p> <p>The Inspire Program, supported financially and practically, by Murdoch University, has provided the means to prepare Years 7 to 10 for rigorous senior school programs.</p> <p>Delivery of data awareness programs; participation in the <i>District Case Management Training</i> and processes for lower school cohorts.</p> <p>The development of curriculum leadership teams and the provision of meeting time.</p> <p>The Learning Support Team's focus on supporting individual and groups of students in class.</p>
Evidence of parent engagement and changes in student behaviour, performance and attendance.	<p>Increased parent membership on the School Board.</p> <p>Increased numbers of responses to the college survey for parents.</p> <p>Clear parental support for improved attendance.</p> <p>Enthusiastic parent involvement in the transition of their children into high school.</p>
Evidence of the application of IPS flexibilities to meet student and the college needs.	<p>ATAR students are being supported through the Inspire Academy which is dedicated to tracking their progress and resolving issues they may be facing.</p> <p>Nine students were accepted into university degree courses.</p> <p>Professional development has been provided to support the re-entry of the school into ATAR Courses.</p> <p>Equity funds are used to provide additional support for students with special needs. The Learning Support Team has a leader also available through these funds, the Zen Den and Assistance Dogs have been provided for students at risk.</p> <p>The school runs a Success Program to enable students who have previously dropped out of school to re-enter.</p>

Further development of Priority 1 in 2017

Further rollout of peer observation and feedback by the WOW Team, using the processes, documents and protocols developed in 2016. The inclusion of a broader staff group in this strategy.

In 2017 a small group of students will graduate with ATAR English, Maths Applications and Human Biology; some of these students will complete their ATAR Program with the study of one course through the School of Isolated and Distance Education.

Focused staff development in data literacy and application. Ongoing implementation, refinement and analysis of the impact of the PBS Program.

Progressing The College Priorities

Priority 2: Effective Teaching that raises student performance.

Purpose

We will:

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

Progress towards achieving improvement measures	
Improvement measure summary.	Progress achieved this year Through a range of professional development opportunities and participation with colleagues in leading reform, there has been a strong focus on teacher practice and its importance in raising the standard of student learning outcomes. There is increasing evidence that progress is being made in teaching and learning and academic performance at Coodanup College.
Evidence of the implementation of collaborative teacher observation and feedback to improve classroom practice.	Documented protocols, processes and observation frameworks have been developed by staff, trialled and refined. Professional development in Growth Coaching has been provided and practised. Teachers have conducted and reviewed the trial cycle of Classroom Observation and Peer Feedback and this will be progressed in 2017.
Progress in increasing teacher data literacy and its application to differentiate students' learning and improve outcomes.	The Administration and a small group of teachers have been trained in using the District Case Management Model of understanding and working with the NAPLAN data. Staff have been exposed to whole school NAPLAN data with the view to implementing general improvement strategies in literacy and numeracy. Relevant staff have received information and professional development on senior school data awareness and improvement practices. By understanding their data, teachers are adjusting the learning for individuals and groups.

Progress towards achieving improvement measures

Evidence of increased consistency of agreed teaching practices.

Staff have implemented a number of the John Munro strategies to ensure students know prior to lessons what they will learn. Staff also use their own strategies to determine at the end of lessons, what students have learned.

The Classroom Observation and Peer Support Program is designed to support consistent practice.

The Positive Behaviour Support program training has been provided; all staff use the PBS matrix with their students to ensure positive behaviours are taught and managed appropriately and consistently. The Classroom Management Strategies professional development program is being provided.

Progress in cross curricula literacy and numeracy practices.

A whole school literacy strategy has been initiated with the expectation that all staff will use the strategies that are being rolled out across the school. Staff are provided with numeracy activities to be done with their Home Room students each week.

Further development of Priority 2 in 2017

Further development and broadening of the WOW Team. The goal is to ultimately involve all staff in this professional development program. Training that enables all staff to commence working with their class data and whole school data, including PAT data, with the view to differentiated instruction across the school. Further the staff development on increasing consistency across the school in pedagogy and the PBS System and strategies.



Progressing The College Priorities

Priority 3: A positive school culture that promotes learning.

Purpose

We will:

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

Progress towards achieving improvement measures

Improvement measure summary.	Progress achieved this year Coodanup College is in the process of cultural and educational change. Many supports have been placed to ensure staff are prepared for the expectation of improved outcomes; a great deal of staff and community effort has been made to provide a broad range of extra-curricular activities and programs to assist students to engage with a positive culture. Evidence is emerging that these changes are leading to improved attendance, enjoyment at school, and student outcomes.
Evidence of the impact of the Positive Behaviour Support culture; evidence of staff application of the agreed strategies of PBS.	<p>The PBS System, a set of processes which bring consistency to the school community and raise expectations, has been a whole school focus, driven by a diverse self-nominated team for the past four years. The last review showed: progress in all domains of the system; the existence of school-wide behaviour expectations, and visuals to support this; improved staff familiarity with the system; explicit teaching in some classrooms; and the implementation of a school-wide encouragement/reward system to encourage specific behaviours. Progress was made in 2016; a formal review is due in 2017.</p> <p>The PBS system has had a positive influence on students' wellbeing, and because desirable behaviours are taught more explicitly, there are fewer suspensions, particularly among Years 7 and 8 after the implementation of the program. The impacts are not yet as clearly observed among some school programs.</p>

Progress towards achieving improvement measures

Evidence of a changing school culture where more students are accessing strong courses, more students are showing improvement gains and more are accessing post school destinations of their choice.	<p>The school's Inspire Program provides rigor and prepares lower school students for studies in the higher-level courses in their senior years. This program has all available places accessed each year. In 2016, twelve students, mostly from previous participation in Inspire, completed Year 12 ATAR English. There are signs, and encouragement from the school, that a small group of students will study four ATAR courses in 2017. The college's Clontarf Program has shown significant growth in student numbers during the past two years.</p> <p>There is evidence (see data section of this report) that students are producing improved results in NAPLAN, and more are accessing post school placements of their choice (also see data section). University study is now considered as a definite possibility by our students.</p>
Evidence of increased student uptake of school provided extra curricula activities and programs.	<p>The school offers many extra curricula activities and most cannot be described here. As qualitative evidence of a changing culture and greater engagement in school, programs such as: Drum Beat (13 students per term with many wishing to repeat); Build a Bike; Beautiful by Design; Man Up (run by external mentors); Bush Ranger Cadets; (which has grown from twelve participants in 2015 to 110 enrolled for 2017); enrolment in external youth groups and engagement with camp opportunities has risen; behaviour issues are far fewer; students who were low in confidence have grown and are now participating in programs enthusiastically; all lead us to believe that many more students are enjoying school and that this assists them to engage with their regular curriculum more fully.</p>
Evidence of improved student and family engagement in the school's attendance data.	<p>Parents are supportive of the school's efforts to raise their children's attendance rate. Each parent of a child entering Year 7 attends a formal meeting with a Deputy Principal, which has the function of welcoming the child and the parent to the school and setting the child up for success – parents have willingly taken this opportunity and appreciated it. Attendance data has improved in each of the previous four years, and most particularly among the Year 7s who have been recipients of this welcome and induction.</p> <p>Strengthening numbers during the past two years has led us to believe that the number of parents choosing Coodanup College for their Year 7s is increasing.</p>

Further development of Priority 3 in 2017

Further development towards the targets for ATAR Courses offered at the school.
Further professional development for staff in data understanding and subsequent action.
Ongoing development of the whole school focus on literacy and numeracy skills.
Continuation and increase in the strategies to promote improved attendance.
Further opportunities for parents to engage with the college.
Ongoing attention to the Positive Behaviour Support System and staff development. Formal review of PBS.
Induction of staff into each of the priority areas.



College Achievement Targets

1. Attendance and Engagement

- In each year of 2016 to 2018 of the Business Plan, the attendance rate will improve towards the State Mean. **Target for 2016 was achieved.**
- Reduce the percentage of students receiving Seldom and Sometimes in the Attribute Data. This target and strategies are under discussion.
- The attendance of Indigenous students will be above like schools and the state mean and trending towards the state mean for all students. **Target Achieved in 2016.**

2. ATAR

- The retention rate of students enrolled in ATAR courses will increase during each year of the Business Plan. **This target pertains to 2017 and beyond.** Work is in progress to prepare students for ATAR classes and to attract them to these courses.
- By 2018, 20% of Coodanup College students will be enrolled in an ATAR Program with a minimum of four ATAR Courses. This target will pertain to 2017 and beyond. The 2016 Year 11s were the first group of students to have undertaken a four ATAR subject pathway at Coodanup College. This year, nine students or 19% gained direct entry to university programs; a further six or 12% were accepted into university bridging programs. **Progressing towards this target.**

3. NAPLAN

- In 2017, the stable cohort will equal or exceed Like Schools for high and very high progress between Year 7 and 9 in each NAPLAN test area.
- **In Numeracy and Reading the target was achieved. In writing, Coodanup Students' making very high progress was slightly below Like Schools in 2016.**

4. School Assessment Data

- Consistent individual student improvement across Years 7 to 12 will be demonstrated in the Student Grade Summary. **This Target is under consideration.**

5. Attainment

- The Year 12 Attainment Rate in Vocational Education and Training (VET) (Certificate II or better) will be equal to or better than Like Schools and progressing toward the state mean. **This target was achieved in 2016.**
- The WACE achievement rate for eligible students will be equal to or exceed 63%. **This target was achieved with a 71.70% WACE Achievement.**
- During the period 2016 to 2018, the college will increase the number of students eligible for WACE achievement. **Our baseline for this target is 47 students.**

6. Student Support Program

- These targets will be reported on in 2017.

Academic Achievement Year 12

Year 12 School Statistics for 2016

This was the first year since 2000 that ATAR subjects have been taught at our school. Our intent is to provide an ATAR Pathway for an increasing number of aspiring students over the next few years. The following information is about the performance of the 2016 Year 12 class.

Number of students in Year 12	85
Number of students repeating	1
Number of students eligible to achieve the WACE	47
Number of students who demonstrated the literacy and numeracy standard required for the WACE	35
Number of full time students who achieved the WACE	34
Number of students with four or more ATAR combined scores	0
Number of students who sat one ATAR examination	10
Number of eligible students who achieved a VET Certificate II or higher in Year 10, 11 or 12	47
Eligible and ineligible full time students achieving a Certificate II or higher	56
Number of students achieving a Certificate I	2
Percentage of all Year 12 students achieving a VET Certificate	65
Number of students who gained direct entry to university	9
Number of students who gained entry to university bridging courses	6

Of our 85 Year 12 students, 38 were ineligible to achieve the Western Australian Certificate of Education (WACE) in 2016. This was known in advance of the end of the year by the school and the students. A significant number of this group of 38 students returned to school during Year 11 or Year 12 and were not able to study enough subjects to qualify for the WACE and were therefore called ineligible.

We had 47 students eligible to attain the WACE (because they had enough subjects and had achieved satisfactory results in literacy and numeracy, either through their Year 9 NAPLAN assessments or by satisfactorily passing the subsequent Online Literacy and Numeracy Assessment. Of these students, 34 achieved the WACE.

Our 47 eligible students, or 100%, attained a VET Certificate II or higher.



Academic Achievement Year 12

Summary of Year 12 school Results by Grades for WACE Courses

		Number and Percentage with Grades					
Course Name	Sex of Student	A	B	C	D	E	Total
Career and Enterprise	Male	4	7	16	2	2	31
	Female	0	0	9	7	4	20
English ATAR	Male	0	2	6	0	0	8
	Female	0	0	2	1	1	4
English Foundation	Male	0	1	3	3	0	6
	Female	0	0	2	2	0	4
English General	Male	0	2	14	1	1	18
	Female	0	0	8	6	0	14
Food Science and Technology	Male	0	2	4	0	1	7
	Female	0	0	0	0	0	0
Integrated Science	Male	4	2	3	0	0	9
	Female	0	1	3	0	0	4
Mathematics Essential	Male	1	9	11	3	1	25
	Female	0	2	12	4	0	18
Mathematics General	Male	0	0	5	2	0	7
	Female	0	1	2	1	0	4
Media Production and analysis	Male	1	1	1	0	0	3
	Female	0	1	6	2	1	10
Outdoor Education	Male	0	2	0	0	2	4
	Female	0	2	4	2	0	8
Visual Arts	Male	0	2	2	3	1	8
	Female	0	1	0	0	0	1
Totals for Course Grades		10	38	113	38	14	213
% of Total Course Grades		4.5%	18%	53%	18%	6.5%	100%

The table above shows the results for Year 12 students achieved in their school classes in 2016.

Academic Achievement Year 12

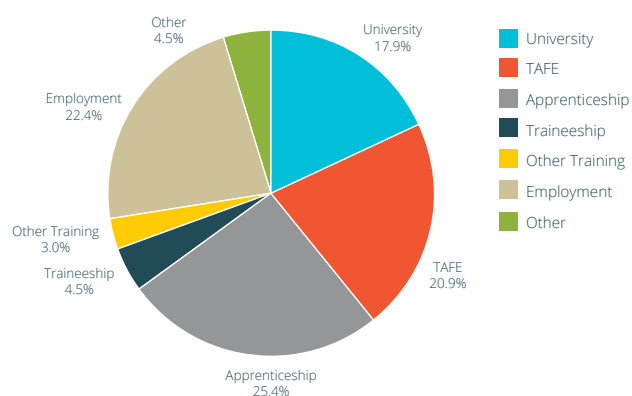
VET Certificates completed in 2016 (by eligible and ineligible students) in Year 12.

Certificate	Cert I	Cert II	Cert III
Automotive, Engineering and Technology	5	5	
Mechanical and Industrial Engineering and Technology		2	
Electrical and Electronic Engineering and Technology		1	
Building		1	
Agriculture			5
Veterinary Studies	1		
Health	1		
Sales and Marketing		8	1
Tourism		4	
Office Studies		2	
Political Science and Policy Studies		1	
Human Welfare Studies and Services		4	
Visual Arts and Crafts		7	
Food, Hospitality and Personal Services		2	
General Education	1	32	7
VET Certificates	2	69	13

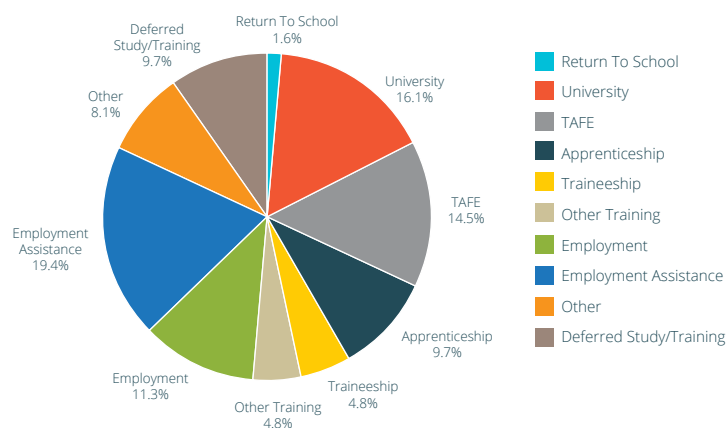
Year 12 Intentions and Destinations

The information in the pie graphs below provides insight into students' thoughts and plans about their employment and/or training futures after Year 12. Students complete the initial survey at the commencement of their Year 11 studies; the second survey is completed after they have finished Year 12. It is important to note that the information is collected via student surveys and not all are returned. **Note:** Because some surveys were not completed, there are unavoidable inconsistencies between the data below and some other data presented in this report.

Intention 2015



Destination 2016



Year 7 and 9 Academic Achievement

It is important to note that the NAPLAN results show achievement in a single set of tests, which are based upon what the students have learned.

The following information is to provide an insight into how Coodanup College's lower school students are achieving and progressing. There is growing evidence that students are gaining in academic strength and making progress.

The first five tables show the Year 7 NAPLAN achievement for Coodanup College and Like Schools in 2015 and 2016 and for the Year 9s in 2014, 2015 and 2016. Parents have received copies of their children's NAPLAN reports and can compare their results with the school's mean (average) results.

The numbers at the top of each table, next to the Year group, show how many students sat the tests.

Year 7 and 9 NAPLAN Numeracy

Year 7 2015 – 69

Year 9 2014 - 80

Year 7 2016 – 87

Year 9 2015 - 61

Year 9 2016 - 50

WA Public Schools	Year 7 NAPLAN Numeracy				Year 9 NAPLAN Numeracy					
	Coodanup		Like Schools		Coodanup			Like Schools		
	2015	2016	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	3%	2%	6%	5%	4%	0%	0%	7%	4%	6%
Mid 60%	51%	57%	57%	55%	51%	62%	56%	57%	62%	56%
Bottom 20%	46%	40%	37%	40%	45%	38%	44%	36%	34%	38%

Year 7 and 9 NAPLAN Reading

Year 7 2015 – 67

Year 9 2014 - 79

Year 7 2016 – 88

Year 9 2015 - 64

Year 9 2016 - 50

WA Public Schools	Year 7 NAPLAN Reading				Year 9 NAPLAN Reading					
	Coodanup		Like Schools		Coodanup			Like Schools		
	2015	2016	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	6%	8%	7%	8%	8%	2%	10%	8%	7%	9%
Mid 60%	52%	56%	58%	51%	54%	46%	56%	58%	52%	57%
Bottom 20%	42%	36%	35%	44%	38%	52%	34%	34%	41%	34%

Year 7 and 9 NAPLAN Writing

Year 7 2015 – 67

Year 9 2014 - 81

Year 7 2016 – 87

Year 9 2015 - 64

Year 9 2016 - 53

WA Public Schools	Year 7 NAPLAN Writing				Year 9 NAPLAN Writing					
	Coodanup		Like Schools		Coodanup			Like Schools		
	2015	2016	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	4%	7%	9%	10%	2%	3%	8%	10%	9%	9%
Mid 60%	55%	70%	52%	55%	56%	50%	68%	52%	51%	55%
Bottom 20%	40%	23%	39%	36%	42%	47%	25%	38%	40%	36%

Year 7 and 9 Academic Achievement

Year 7 and 9 NAPLAN Spelling

Year 7 2015 – 67
Year 7 2016 – 88

Year 9 2014 - 80
Year 9 2015 - 65
Year 9 2016 - 53

WA Public Schools	Year 7 NAPLAN Spelling				Year 9 NAPLAN Spelling					
	Coodanup		Like Schools		Coodanup			Like Schools		
	2015	2016	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	4%	14%	9%	9%	5%	5%	2%	10%	10%	10%
Mid 60%	60%	59%	56%	59%	54%	49%	60%	59%	56%	54%
Bottom 20%	36%	27%	35%	33%	41%	46%	38%	30%	34%	36%

Year 7 and 9 NAPLAN Punctuation

Year 7 2015 – 67
Year 7 2016 – 88

Year 9 2014 - 80
Year 9 2015 - 65
Year 9 2016 - 53

WA Public Schools	Year 7 NAPLAN Punctuation				Year 9 NAPLAN Punctuation					
	Coodanup		Like Schools		Coodanup			Like Schools		
	2015	2016	2015	2016	2014	2015	2016	2014	2015	2016
Top 20%	3%	9%	8%	7%	5%	5%	8%	11%	8%	10%
Mid 60%	70%	68%	56%	57%	56%	52%	62%	55%	54%	55%
Bottom 20%	27%	23%	36%	36%	39%	43%	30%	33%	38%	35%

Interpreting the results

The following table shows the percentage of students achieving at and above the National Minimum Standard for Year 7 and Year 9 and the mean (average) percentage of Year 7 and 9 for All Australian Schools.

The table shows areas of Coodanup College's strength and weakness, in relation to All Australian schools.

Percentage of Year 7 and 9 Students – Coodanup College, and All Australian Schools at or above the National Minimum Standard in the NAPLAN tests

Test	Year 7				Year 9					
	Coodanup		All Australian		Coodanup			All Australian		
	2015	2016	2015	2016	2014	2015	2016	2014	2015	2016
Numeracy	93%	88%	96%	96%	90%	90%	96%	94%	90%	95%
Reading	93%	86%	95%	95%	79%	68%	90%	91%	90%	87%
Writing	62%	84%	87%	90%	58%	47%	76%	82%	80%	83%
Spelling	72%	81%	93%	93%	90%	62%	77%	72%	90%	90%
Grammar	72%	86%	92%	93%	90%	67%	83%	74%	89%	91%

Year 7 and 9 Academic Achievement

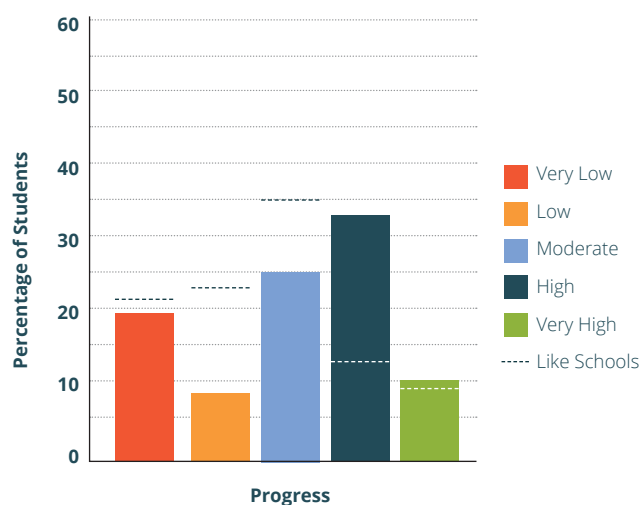
Year 7 and 9 NAPLAN test means comparing Coodanup College, WA Schools and All Australian Schools in 2016

The figures in the table are in NAPLAN test points (NAPLANs).

Test	Year 7			Year 9		
	Coodanup	WA	All Australian	Coodanup	WA	All Australian
Numeracy	488	548	550	538	594	589
Reading	498	537	541	544	585	581
Writing	478	512	515	516	554	548
Spelling	506	540	543	534	583	580
Grammar	494	537	540	531	573	570

Year 7 to Year 9 Academic Progress

Numeracy Stable Cohort Year 7 - Year 9 Progress

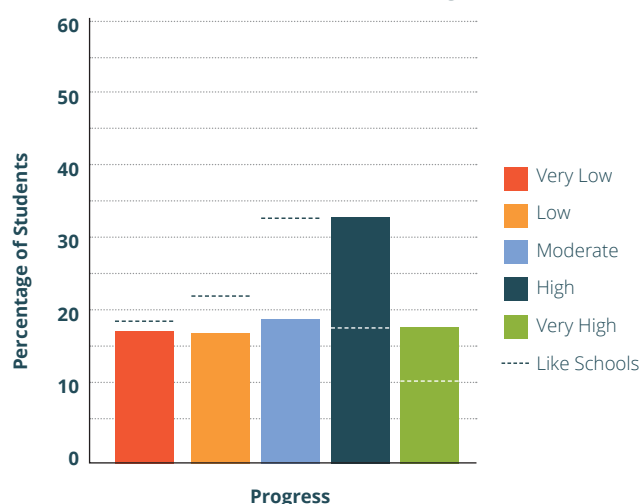


This graph shows the mean Numeracy progress of the 2016 Year 9 students between Year 7 and Year 9.

Approximately 68% of Year 9s made moderate to very high progress across these two years. Low to very low progress has been made by approximately 32%.

Coodanup Students have progressed at greater rates than Like Schools in numeracy. The dotted lines show Like School progress. Fewer students at Coodanup made low and very low progress and many more made moderate and high progress.

Reading Stable Cohort Year 7 - Year 9 Progress



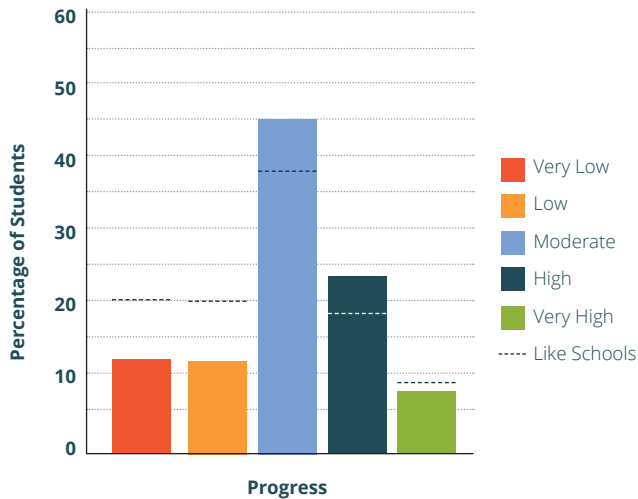
In Reading, 67% of students made moderate to very high progress; 33% made low to very low progress.

Fewer students at Coodanup College than at Like Schools made low to very low progress, fewer are making moderate progress, and many more made high and very high progress.

The dotted lines show the progress of Like Schools.

2014 Year 7 to 2016 Year 9 Academic Progress

**Writing Stable Cohort
Year 7 - Year 9 Progress**

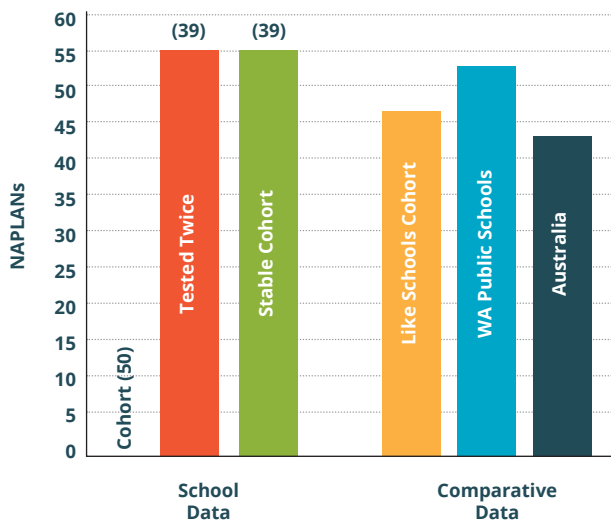


In Writing, approximately 76% of Coodanup College students made moderate to very high progress and 24% made low to very low progress.

There has been a significant movement of students from the low and very low categories into the moderate and high categories.

Coodanup College students made slightly lower progress than like schools in the Very High category.

**Progress from Year 7 2014 to
Year 9 2016 - Numeracy**



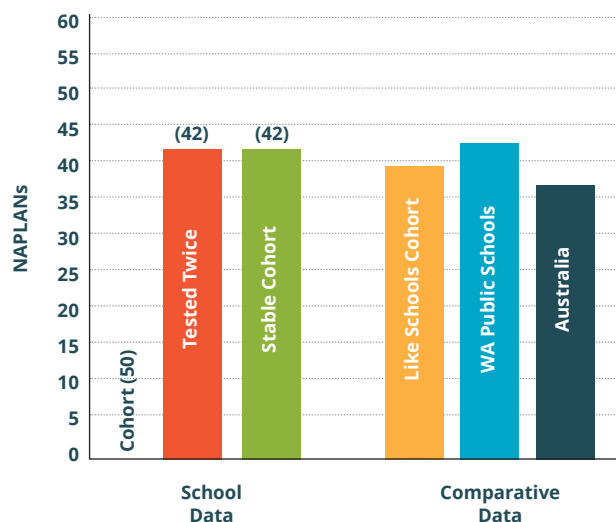
The following graphs provide another view of the progress in NAPLAN test points, made by students between 2014 when they were in Year 7 and 2016 as Year 9s.

The tan and green graphs show progress and the number of students who were tested in 2014 and 2016 at Coodanup College. The yellow bar shows the performance of Like Schools, the blue shows the progress of WA Public Schools, and the black shows the progress of All Australian Schools.

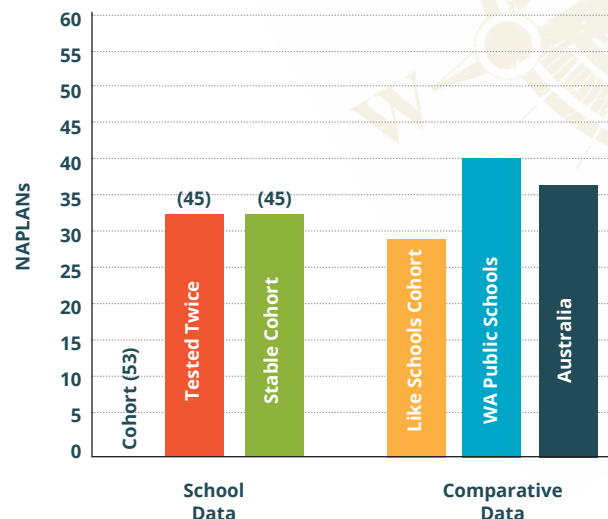


2014 Year 7 to 2016 Year 9 Academic Progress

Progress from Year 7 2014 to Year 9 2016 - Reading



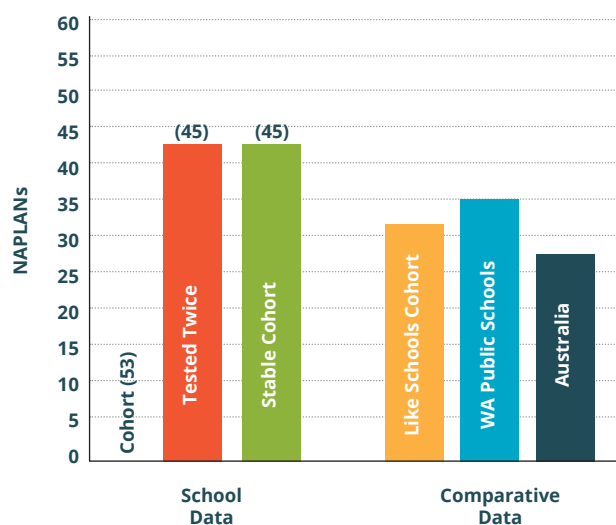
Progress from Year 7 2014 to Year 9 2016 - Writing



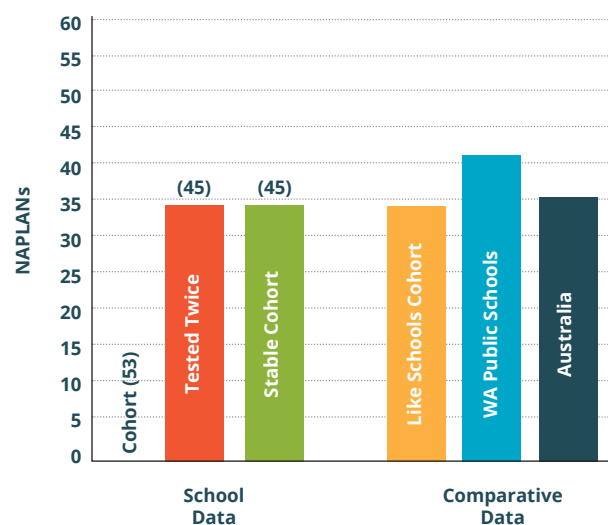
In Numeracy and Reading our students progressed at greater rates than Like Schools and All Australian Schools; in Writing they progressed at a greater rate than Like Schools; in Spelling, they made progress similar to Like Schools and All Australian Schools; and in Punctuation and Grammar, their progress exceeded that of Like Schools, WA Schools and All Australian Schools.

It is important to note that for Coodanup College to make academic progress that is equal to or better than WA Schools and Australian Schools, this pattern of high levels of progress between the two testing years, will need to be maintained.

Progress from Year 7 2014 to Year 9 2016 - Grammar & Punctuation



Progress from Year 7 2014 to Year 9 2016 - Spelling



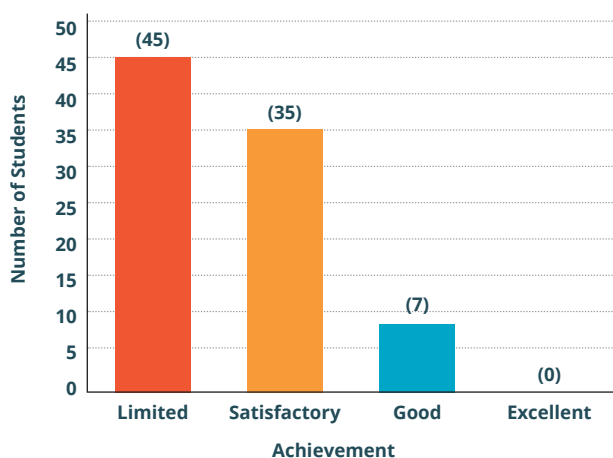
NAPLAN Test and School Grade Alignment Information

The following graphs show the Year 7 and Year 9 NAPLAN Numeracy and Reading results and the school Mathematics and English results provided by teachers at the end of Semester 2 in 2016. The NAPLAN tests occur during one week in the first semester of each year; teachers gather information throughout the year and they base their final grades on this.

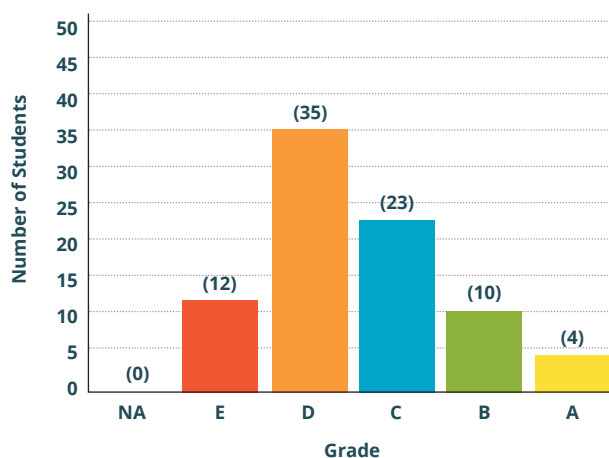
Seventy five percent of the Year 7 students received results in NAPLAN Numeracy, Reading and school allocated grades. It is unlikely that every child's NAPLAN results will be exactly like those achieved in class, however, the two sets of results when compared, provide information to inform the education programs and teaching at the school.

Year 7 NAPLAN Numeracy and school Mathematics Grades Compared

**NAPLAN Moderation Year 7
Mathematics (AC) Global Numeracy
2016**

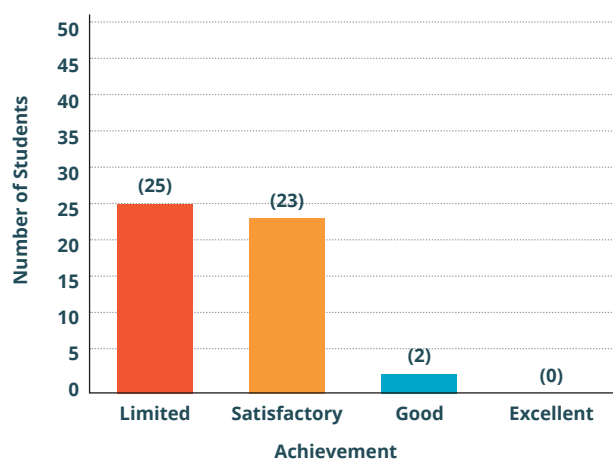


**Grade Distribution Year 7
Mathematics (AC) Global Numeracy
2016, Semester 2**

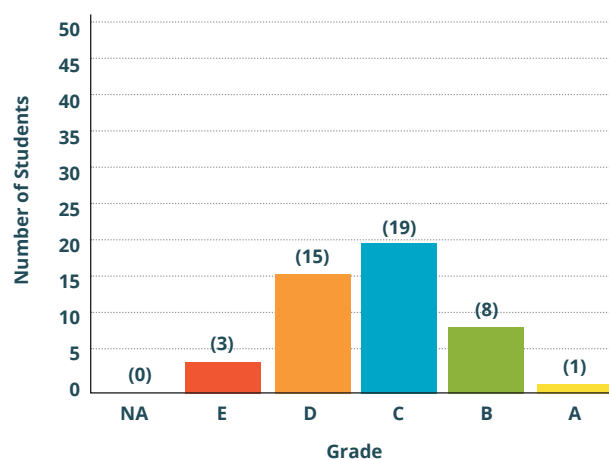


Year 9 NAPLAN Numeracy and school Mathematics Grades Compared

**NAPLAN Moderation Year 9
Mathematics (AC) Global Numeracy
2016**



**Grade Distribution Year 9
Mathematics (AC) Global Numeracy
2016, Semester 2**

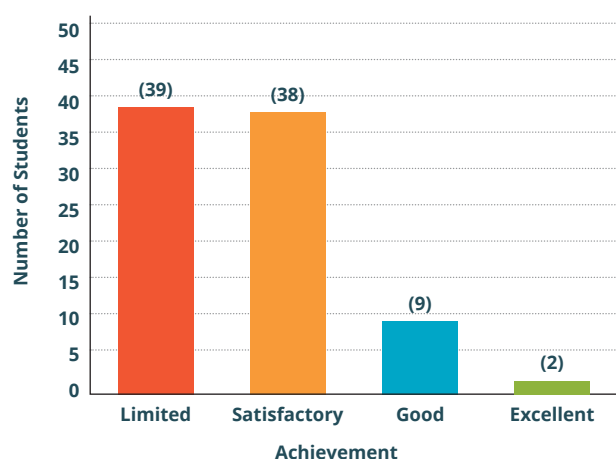




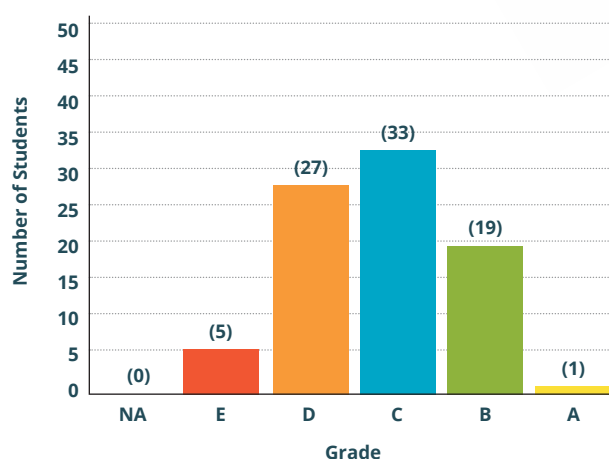
NAPLAN Test and School Grade Alignment Information

Year 7 NAPLAN Reading and school Reading Grades Compared

**NAPLAN Moderation Year 7 English
(AC) Global Reading 2016**

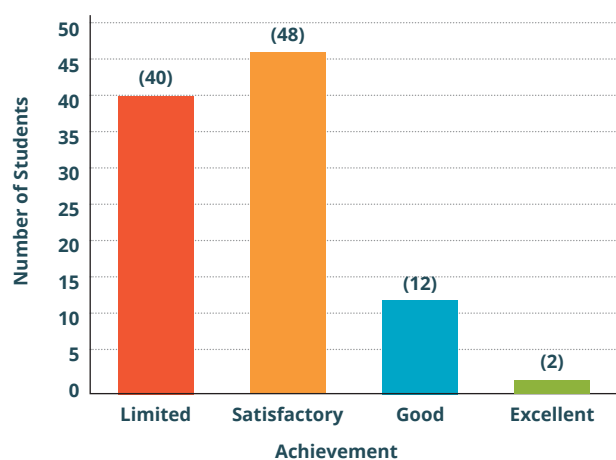


**Grade Distribution Year 7 English (AC)
Global Reading 2016, Semester 2**

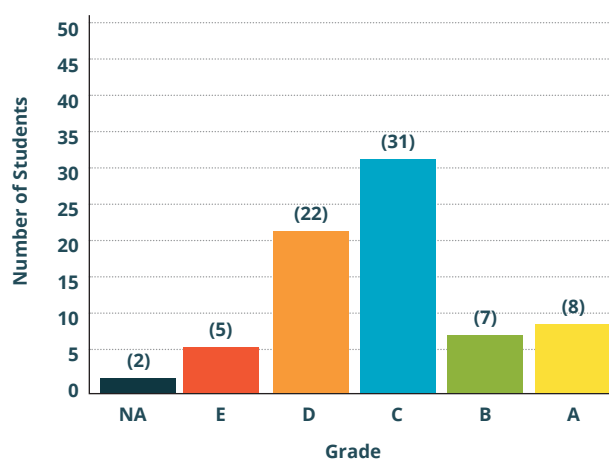


Year 9 NAPLAN Reading and school Reading Grades Compared

**NAPLAN Moderation Year 9 English
(AC) Global Reading 2016**



**Grade Distribution Year 9 English (AC)
Global Reading 2016, Semester 2**

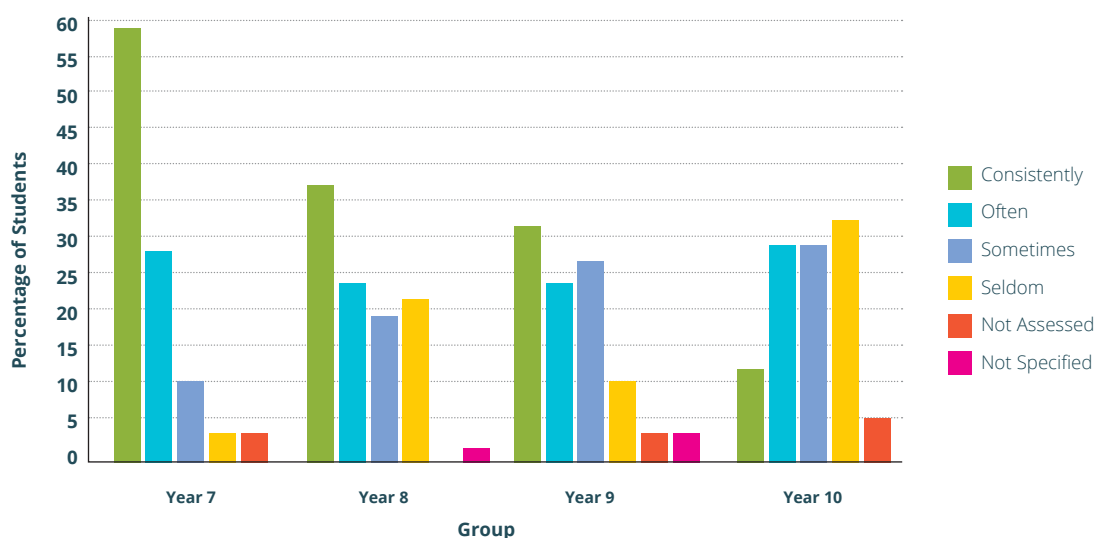


Attitude, Behaviour and Effort At School

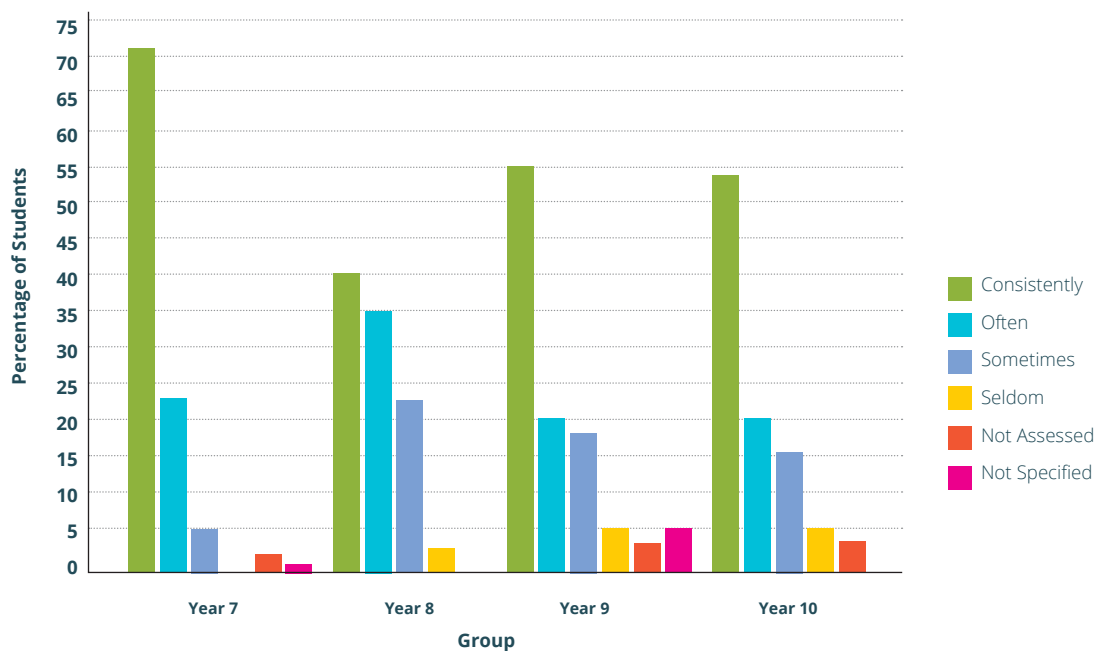
The following graphs are compiled from information provided on each individual student's semester reports. Teachers make an assessment about how students are progressing in terms of their attitude, behaviour and effort in their regular classes. Two areas of evaluation are shown in the tables; one is about the extent to which students work to the best of their ability in English; and the other is about whether the students are cooperative in their mathematics classes.

The four lower school groups (Year 7 to 10) are shown and the legend in the small box describes how frequently the desired class behaviours are seen. Parents can check on their own children's reports to see how they are progressing in the learning areas assessed.

Works to the best of his/her ability - Semester 2, 2016



Cooperates productively and builds positive relationships with others - Semester 2, 2016



Attendance Overall

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

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

Years	Non-Aboriginal			Aboriginal			Combined		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	79.2%	84.8%	88.6%	69.9%	63.6%	66.6%	77.4%	79.6%	86.0%
2015	80.1%	86.2%	89.7%	71.5%	62.4%	68.0%	78.4%	78.8%	87.9%
2016	82.9%	85.2%	89.5%	75.3%	62.4%	67.4%	81.5%	79.1%	87.7%

At Risk Categories For Attendance

The information below shows the college's mean attendance percentages in the categories of Indicated Risk, Moderate Risk and Severe Risk. Regular attendance is considered to be that students attend 90% of the time or better.

For each of the years shown, the percentage of students attending regularly has increased, and the

percentage of students in each of the at-risk categories has decreased. These are pleasing improvements.

If we take the WA Public Schools percentages as a benchmark against which to judge our school, we can see that our priority of regular attendance must continue to be worked on by the school and our community.

Years	Attendance Category			
	Regular Attendance	At Risk		
		Indicated	Moderate	Severe
2014	32.5%	20.6%	26.3%	20.4%
2015	37.9%	21.7%	21.9%	18.3%
2016	44.1%	21.4%	19.3%	15.0%
Like Schools	44.0%	20.3%	17.2%	18.3%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

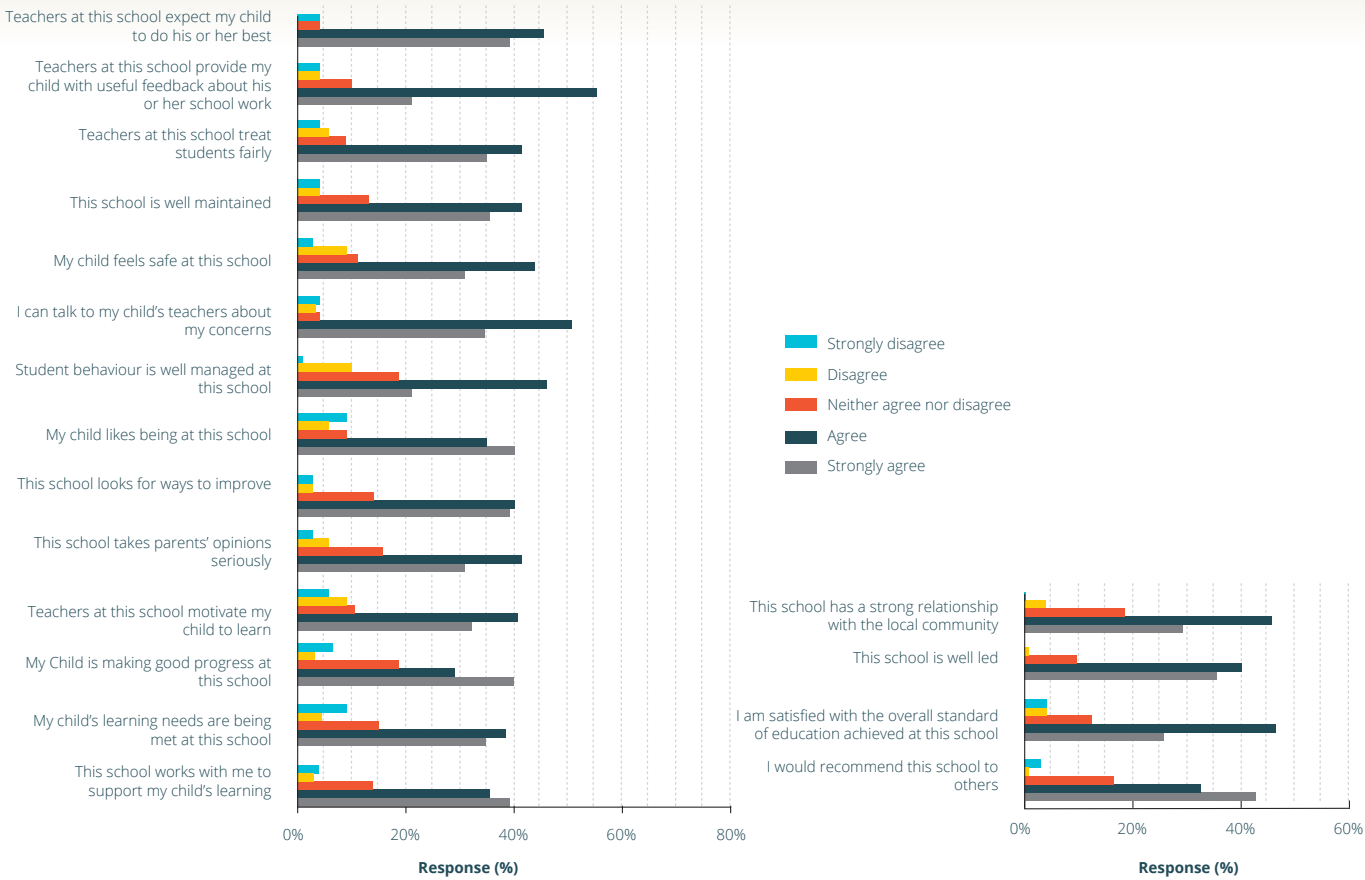
Attendance Percentages by Year Level

The table below breaks the attendance patterns into Year groups and data is provided for the past three years. The school is making good progress towards the mean attendance percentages of WA Public Schools.

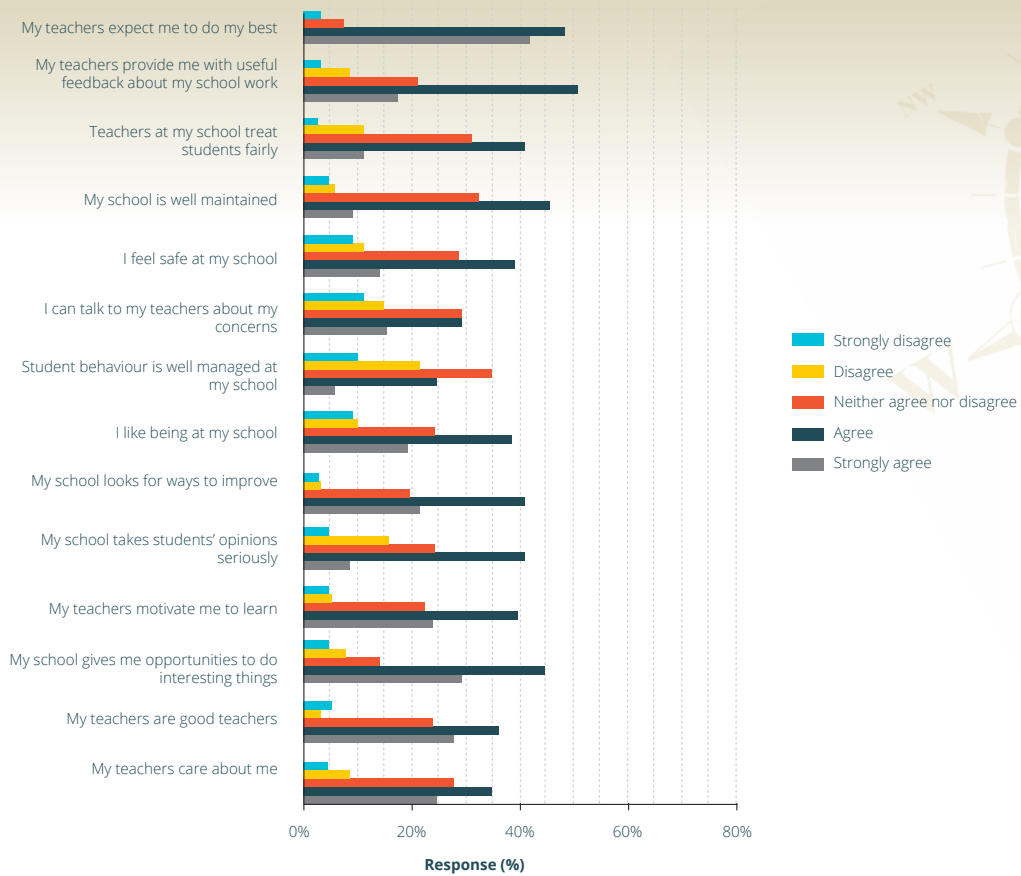
Years	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		86%	74%	78%	75%	77%
2015	85%	82%	74%	75%	75%	78%
2016	88%	82%	76%	82%	79%	79%
WA Public Schools 2016	91%	88%	87%	86%	87%	88%

College Community Surveys 2016

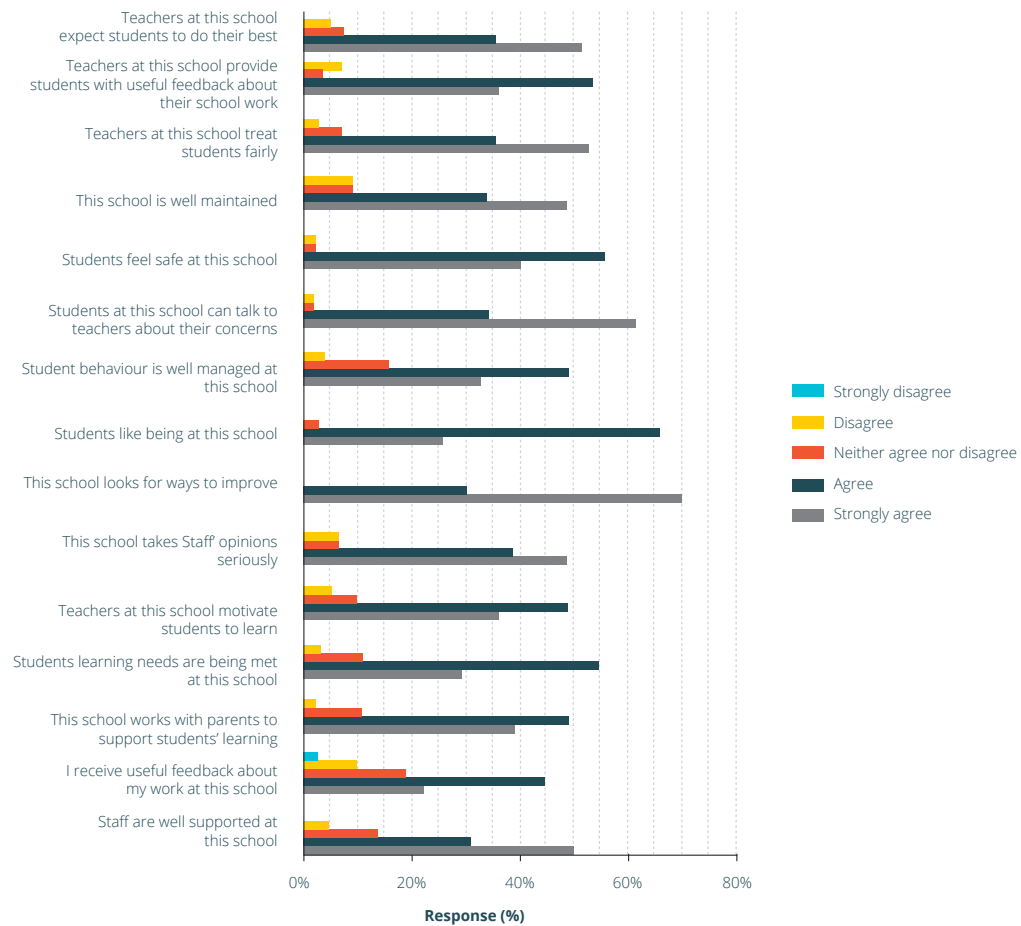
Coodanup College - Parent Survey



Coodanup College - Student Survey



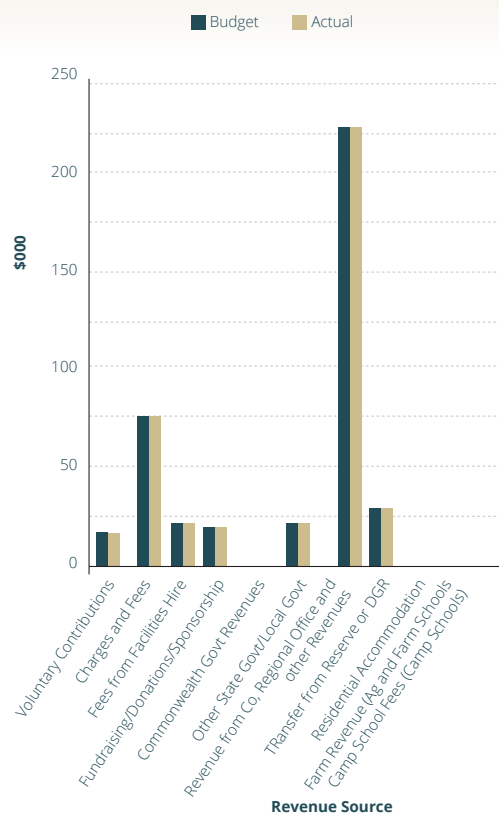
Coodanup College - Staff Survey



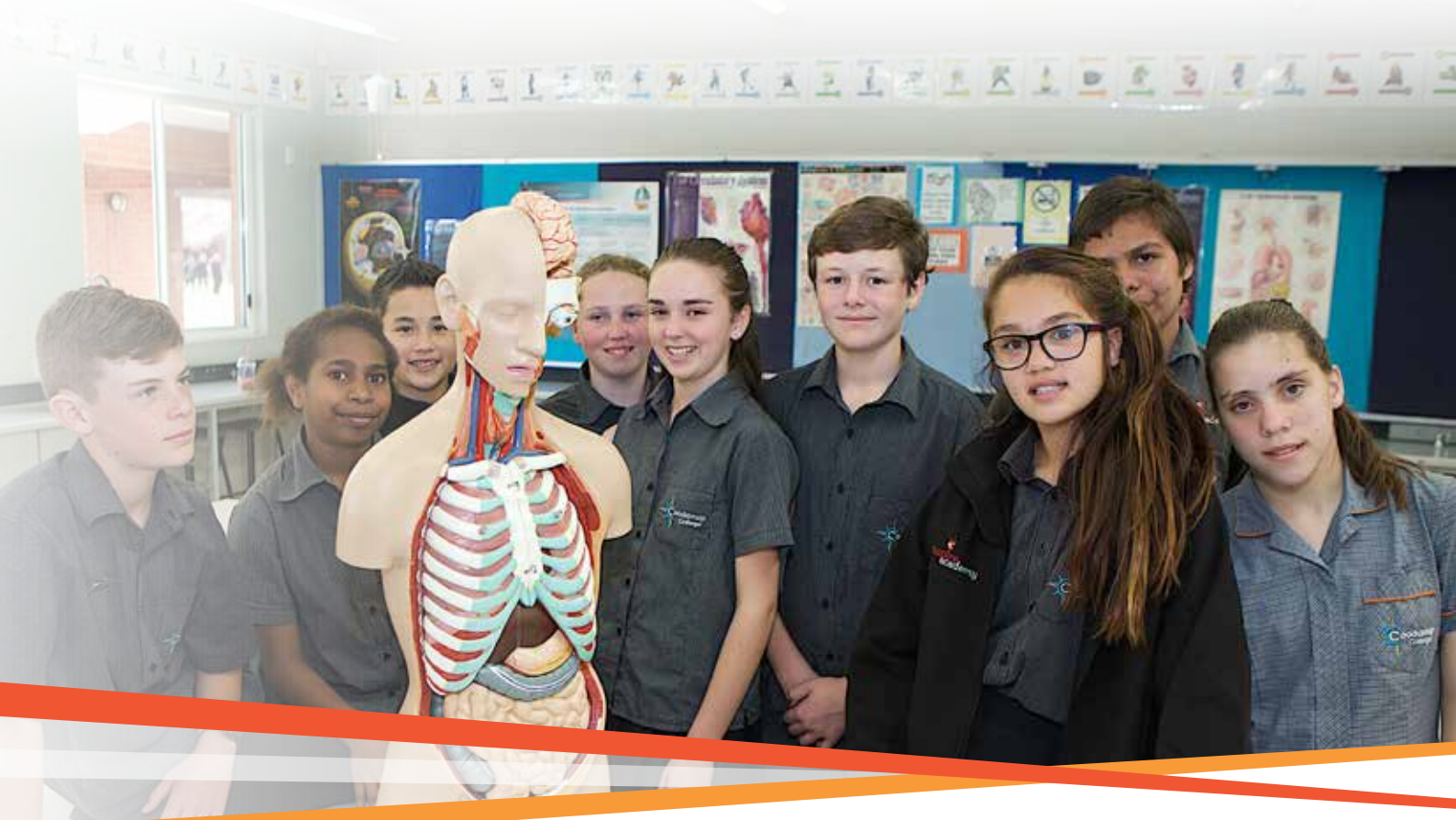
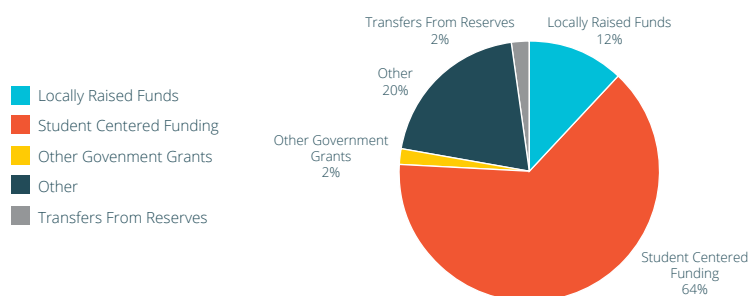
Financial Summary as at 28 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$18,525.60	\$18,525.60
2	Charges and Fees	\$74,985.90	\$74,985.90
3	Fees from Facilities Hire	\$22,701.40	\$22,701.40
4	Fundraising/Donations/Sponsorships	\$21,913.12	\$21,913.12
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Govt Revenues	\$23,532.50	\$23,532.50
7	Revenue from Co, Regional Office and Other Schools	-	-
8	Other Revenues	\$228,188.93	\$228,166.66
9	Transfer from Reserve or DGR	\$28,050.00	\$28,050.00
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$417,897.45	\$417,875.18
	Opening Balance	\$80,923.00	\$80,923.34
	Student Centred Funding	\$756,638.97	\$756,638.97
	Total Cash Funds Available	\$1,255,459.42	\$1,255,437.49
	Total Salary Allocation	\$6,946,934.00	\$6,946,934.00
	Total Funds Available	\$8,202,393.42	\$8,202,371.49

Contingencies Revenue - Budget vs Actual

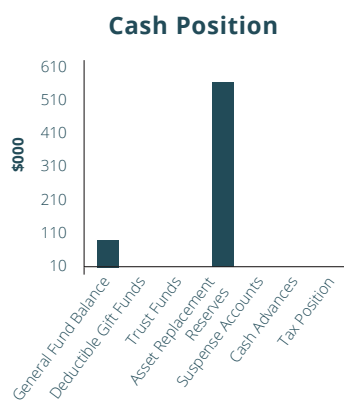


Current Year Actual Cash Sources



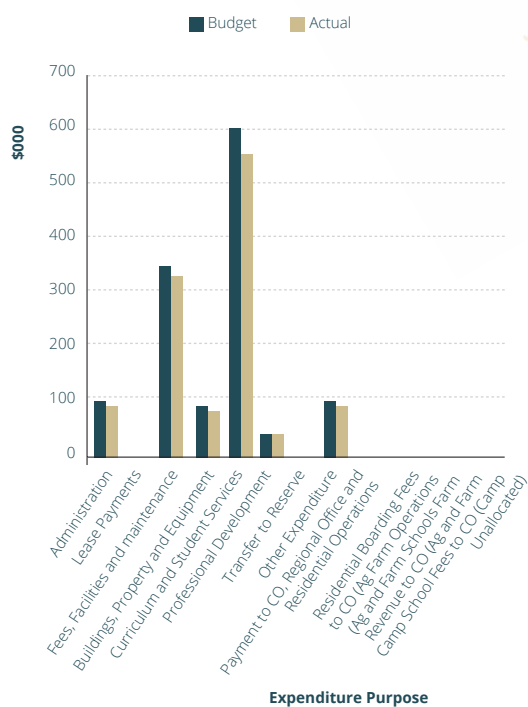


	Expenditure	Budget	Actual
1	Administration	85,522.70	79,453.92
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	353,541.47	322,142.65
4	Buildings, Property and Equipment	79,042.73	76,231.83
5	Curriculum and Student Services	601,837.87	560,971.94
6	Professional Development	34,563.95	34,563.95
7	Transfer to Reserve	-	-
8	Other Expenditure	96,033.16	84,758.78
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	-	-
	Total Goods and Services Expenditure	1,250,541.88	1,158,123.07
	Total Forecast Salary Expenditure	6,736,220.00	6,736,220.00
	Total Expenditure	7,986,761.88	7,894,343.07



Cash Position as at:	
Bank Balance	\$664,627.18
Made up of:	-
1 General Fund Balance	\$97,314.42
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	\$562,705.14
5 Suspense Accounts	\$7,426.62
6 Cash Advances	-
7 Tax Position	\$2,819.00
Total Bank Balance	\$664,627.18

Contingencies Expenditure - Budget vs Actual







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