



Explore. Dream. Discover.



COODANUP COLLEGE
AN INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT

2022



CONTENTS

- 3** College Overview
- 4** Message from the Principal
- 5** Message from the Board Chair
- 6** Student Numbers and Characteristics
- 7** Workforce Composition
- 8** Student Attendance
- 9** Student Achievement and Progress - Year 9
- 12** Student Results
- 14** Year 12 Outcomes
- 15** Post School Destination
- 16** Parent/Student/Teacher Satisfaction
- 25** Progressing the College Priorities
- 28** School Income by Funding Source
- 29** Financial Summary 2022 Revenue
- 30** Financial Summary 2022 Expenditure



COLLEGE OVERVIEW

Located in the south-eastern area of the picturesque City of Mandurah, Coodanup College caters for local intake students in Years 7 to 12, providing them with access to exceptional secondary education programs, excellent teaching, and support, within great learning facilities.

The College places a high priority on encouraging our students through our motto: 'Explore. Dream. Discover', to explore through their learning, dream about what they want to achieve at school and beyond and discover ways to be the best they can be.

College staff members work together to assist students to achieve to their full potential, and our continued focus on engaging and personalised education during Years 7 to 10, and on ATAR performance, Vocational Education and Training and General Pathways in Years 11 and 12, provide students the knowledge and skills they need to select from a wide range of options, in line with their interests and goals, at the completion of their college education. We have three Academies onsite: the Clontarf Academy and the Stars Foundation,

which aim to improve the education, skills, abilities, and opportunities for our Indigenous students, and the Inspire Academic Pathway, which focuses on supporting our lower school students to strive for high academic performance, which, provides entry to a tertiary pathway.

Coodanup College is one of just eight public secondary schools selected to have a Specialised Autism Learning Program, which provides specialised teaching to enable the students in the program to achieve their academic goals.

Students also have access to a broad range of programs in purpose-built facilities, such as Science, Agriculture, Automotive Technology, Media, and The Arts. Programs such as these, combined with excellent teaching and support staff, ensure that students receive a personalised, high-quality education.

Our Positive Behaviour Support Program, and our College values guide everything we do, and the way we treat each other, and these ensure our students thrive in a positive learning environment.

MESSAGE FROM THE PRINCIPAL



It gives me great pleasure to present our College Annual Report for 2022. Firstly, I would like to thank our Coodanup College community for your ongoing support of our school and for working together after what has been some difficult years. The ongoing pandemic has

affected learning with interruptions and limitations; however, I can now report that our parent and student engagement levels within the school are returning to pre-COVID-19 levels. Our strong focus on student health and wellbeing, attendance, and teaching and learning have ensured that our work in the school priority areas improved during the 2022 year. The support shown in the introduction and successful uptake of our new everyday polo shirt at the commencement of the school year, is an example that demonstrates the ongoing connection the College has with our community.

Our staff members have all worked hard to ensure that our students have the best opportunity to further their learning and this report reflects the school's operations and achievements throughout the 2022 school year. The report provides a detailed account

of the progress the school has made to provide high quality educational opportunities for all students, and prioritise improvements in student achievement, academic performance, attendance, and reporting processes.

NAPLAN and OLNA testing resumed in 2022 as did other events and activities like our annual athletics carnival, R U OK? Day, Harmony Day, NAIDOC, the Year 12 graduation ceremony, the school ball and award ceremonies. Our dedicated staff, proactive School Board, strong relationships and partnerships with our community, industry, businesses, TAFE, and organisations have enabled the College to provide flexible pathway options for students. We also celebrated the announcement of the 2022 Ragdoll Foundation ATAR Bursary, designed to provide bursaries worth up to \$3,000 per student over Years 11 and 12. These bursaries will enable students to purchase tutoring, attend exam preparation classes and access additional educational resources.

The strategic focus and completion of our 2022-2024 Business Plan, will ensure that the aims and objectives within the plan will continue to have the impact of improving outcomes in our identified priority areas, and that the intended achievements are relevant and current, with continual growth to inspire our students to be positive lifelong learners.

Principal - Mark Utley



MESSAGE FROM THE BOARD CHAIR

The past three years were, in many ways, the most challenging in Coodanup College's history. The uncertainties brought about by COVID-19 made it difficult for the College, the students and their parents, staff, and our community of families. That said, we have been fortunate to be relatively clear of infection and proud of the way in which the exceptional efforts of all concerned, have enabled the education programs to continue in good spirit. This year, the College returned to a full in school program of classes for students and our Board Meetings.

The COVID-19 pandemic has had a negative impact on the attendance of students in many schools, including Coodanup College. The goal of the College staff, with the interest and support of the Board, is to support full attendance as soon as possible.

The past few years have seen a continual growth in student numbers from just over 500 in 2016, to over 800 in 2022. A range of new programs have been added to ensure Coodanup College provides meaningful pathways for all students, and that the College remains the school of choice for families in our catchment area.

The growing realisation in our school community that all students can aspire, has led to more students gaining entrance to tertiary education via College pathways and alternative methods. The Board has been enthusiastically involved in encouraging the development of strong ATAR pathways and providing a mentoring program to support students who choose to study at the highest level possible. We are fortunate to have Board members with the capacity to attract and influence these programs, and we are looking forward to reporting on the success of these over time.

Throughout 2022, the Board has been provided with regular consultation and updates about student results and financial management; been consulted about new initiatives; received reports from staff leaders; examined school planning and data; and in 2021, participated in the External School Review. Our meetings have been made more interesting through invited guests who spoke on a range of topics throughout the year. These involvements added to our understanding of the directions and improvement plans of the College.

The School Board has worked on projects with the objective of supporting students. A mentoring program for Year 11 and 12 ATAR students has been developed in conjunction with Curtin University students and in 2022 managed by a board member and we also sought feedback from the student body about the aspects of the College that they appreciate and enjoy, and areas they would like to see improved or developed. Students' ideas are considered, and some have already been implemented.

A further new initiative funded by the Ragdoll Foundation and managed by the College involves a range of programs and practical elements to ensure students undertaking courses leading to tertiary or TAFE study have the supports and resources to enhance their likelihood of success. Students undertake mentoring, tutoring, and are able to access and own relevant text resources and physical resources that suit their needs, and they may receive financial support to assist them to access their post school training/education. Students attain these benefits by demonstrating their progress through their academic attainment during Years 11 and 12. We are optimistic about the positive difference this will make to students' aspirations and success. We are extremely grateful to the Ragdoll Foundation for their generous financial support for this program.

The Board congratulates the 2022 Year 12 students on a successful year. Their final outcomes were without doubt due to the combination of their dedication and efforts and the support of enthusiastic, skilled, and hardworking staff.

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

Mr Mark Utley, an experienced educator with a wide range of experience, has been appointed as the permanent Principal of Coodanup College.

Chair of the School Board – Beth Aitken

STUDENT NUMBERS AND CHARACTERISTICS*

* Source: Schools Online

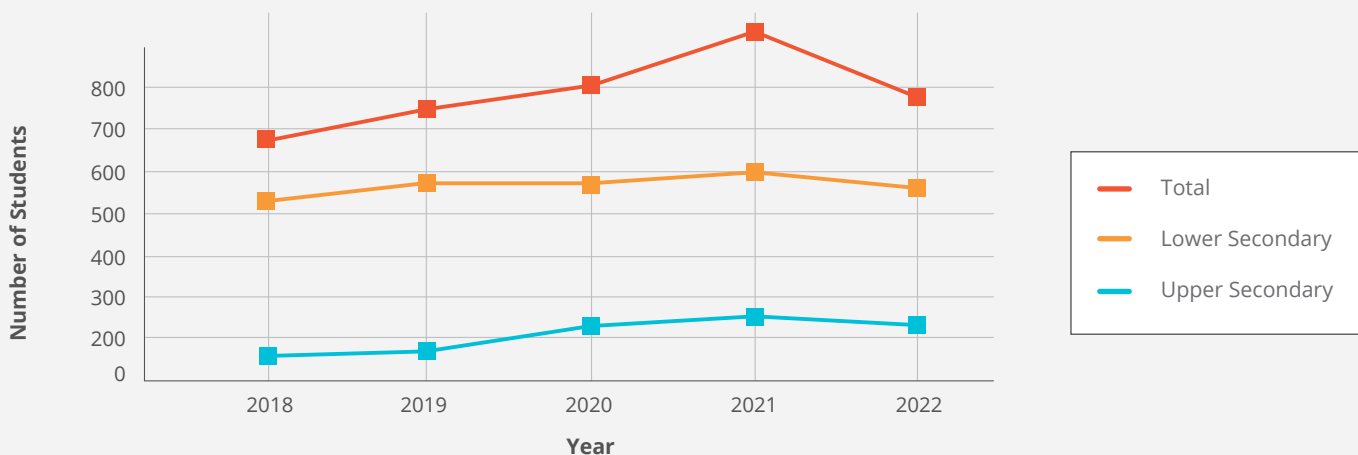
Coodanup College has grown in numbers in the last 5 years. We are pleased with the increase in percentage of students choosing to attend our College whilst living in shared local school boundaries with other public high schools. The College is located in a low socio-economic area, and we work with our community to provide opportunities for learning for students from families experiencing situational and generational poverty.

Student Numbers (As at 2022 Semester 2)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	USE
141	159	140	130	109	109	
Total						788

Gender

	Kin	PPR	PRI	SEC	Total
Male				414	414
Female				371	371
Total				788	788

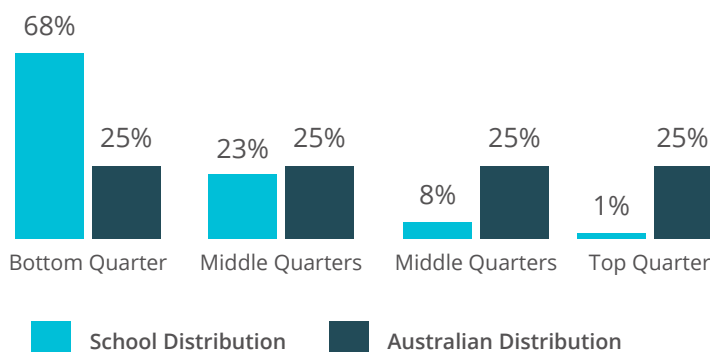


Student Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	895
Average ICSEA value	1000
School ICSEA percentile	9

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

WORKFORCE COMPOSITION*

* Source: Schools Online

As a College, we have made the decision to employ three Deputy Principals to best manage the College and our rapid growth in student numbers, having grown from 500 to 800 students in the last four years. The College has also worked on a distributed leadership model, employing Program Coordinators who have a curriculum and student services/SAER portfolio which builds on the skills of these staff and shares the load of Tier 2 and 3 student behaviours. We also employ a high number of Education Assistants and AIEOs to cater for our College student profile and to aid learning in our classrooms.

Staff Information

Administration Staff	Number	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	2	1.8	0
Program Coordinators	3	3.0	0
Total Administration Staff	9	8.8	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	54	47.1	1
Total Teaching Staff	55	48.1	1
Allied Professionals			
Clerical / Administrative	26	23.2	0
Gardening / Maintenance	4	3.4	0
Instructional	5	3.5	4
Other Allied Professionals	38	30.4	0
Total Allied Professionals	73	60.5	4
Total	137	117.4	5

Note: All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register, the Teacher Registration Board of Western Australia.

STUDENT ATTENDANCE*

* Source: Schools Online

Coodanup College is an educational setting located in a low socio-economic area. The College had maintained an increasing trending attendance prior to the impacts of COVID in 2021. This impact was heightened in 2022, with the majority of the school population contracting COVID and quarantining at some point throughout the year. With COVID in the community, some parents demonstrated anxiety in sending their students to school, leading to a further decrease in on-site attendance. Although our attendance rate has decreased, we are still above like schools in our total school attendance, and our Aboriginal attendance continues to surpass that of WA public schools.

The College has identified the decreasing attendance rate as an opportunity for growth. We developed a role for a Level 3 Attendance Officer to intervene with students considered severely at risk (60% and

below), putting in place strategies to improve their attendance or finding engaging alternatives for them.

The school engaged a data analysis company to develop an attendance tracking system to compliment Compass in allowing Pastoral and Attendance staff to analyse trends and intervene earlier when a student's attendance falls below determined thresholds.

Learning Labs have been provided to Homeroom and Classroom Teachers, highlighting their role in not only accurate record keeping processes, but strategies to improve attendance. Staff have been empowered by resolving unexplained attendance at a class/homeroom level, allowing the Attendance Team to engage in more proactive approaches such as home visits and exploring alternative arrangements such as the Year 10 Engage Program.

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	83.4%	85.1%	89.2%	74.5%	61.1%	65.9%	81.3%	77.9%	87.3%
2021	79.3%	82.9%	86.5%	69.0%	57.4%	62.6%	76.8%	75.7%	84.4%
2022	73.2%	76.2%	83.0%	57.6%	52.2%	55.2%	69.5%	69.2%	80.4%



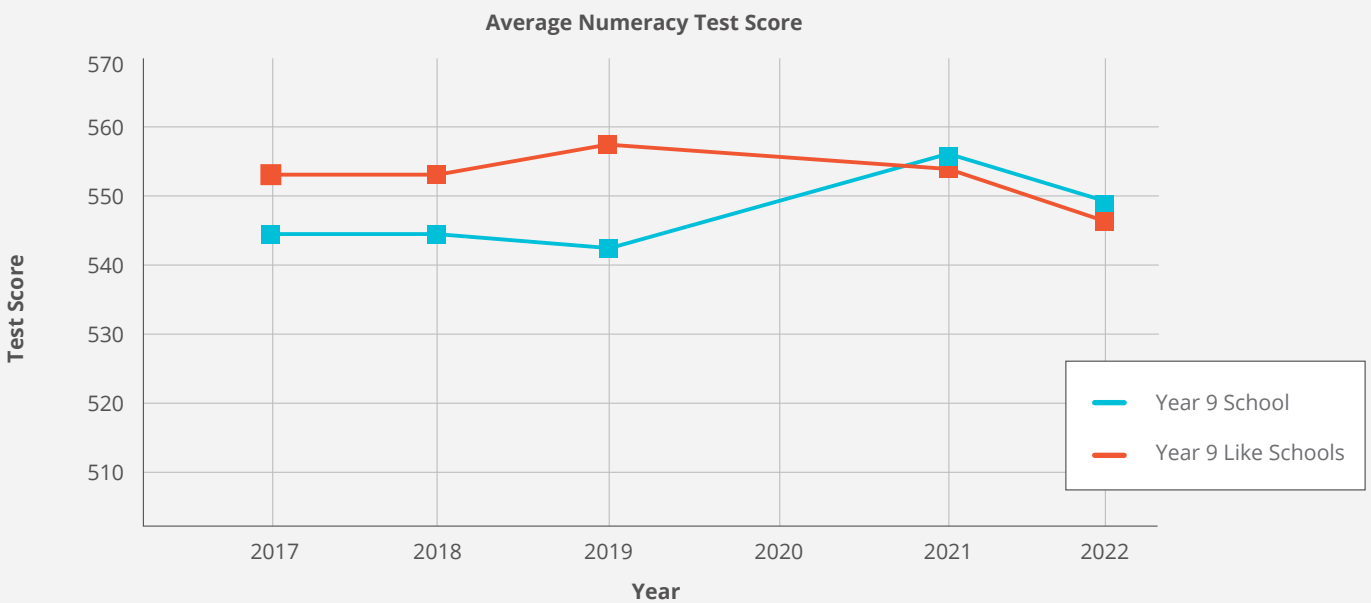
STUDENT ACHIEVEMENT AND PROGRESS*

* Source: Schools Online, SAIS

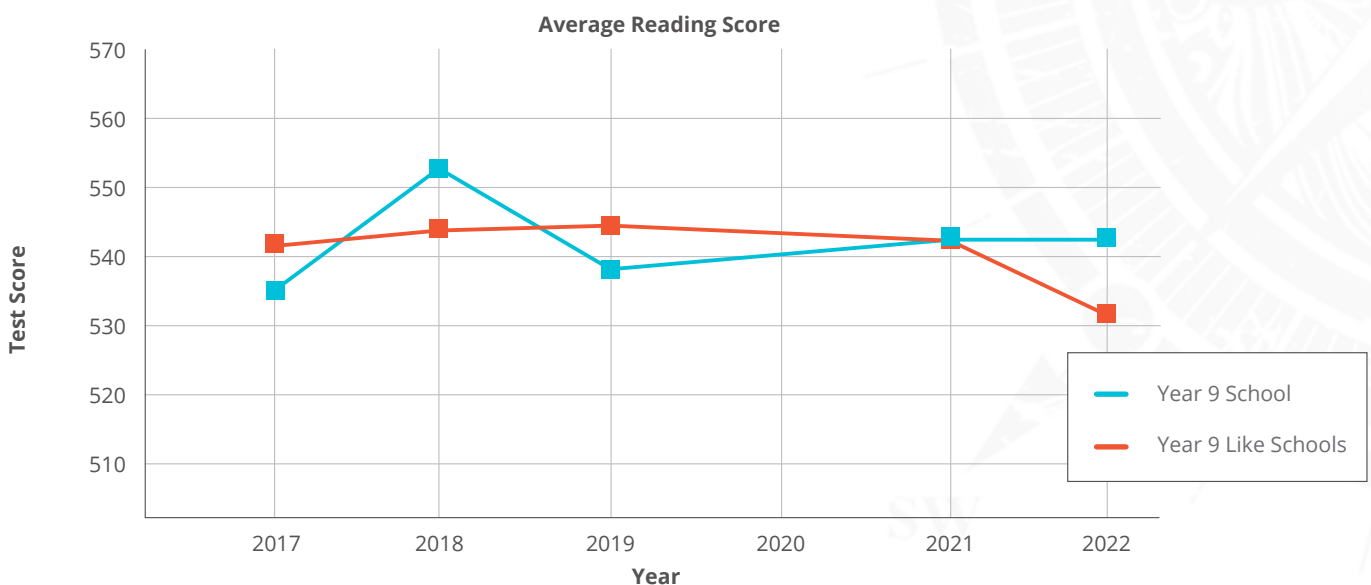
2022 - YEAR 9 NAPLAN

Note: In 2020 a Government decision was made that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Average Test Score Standards



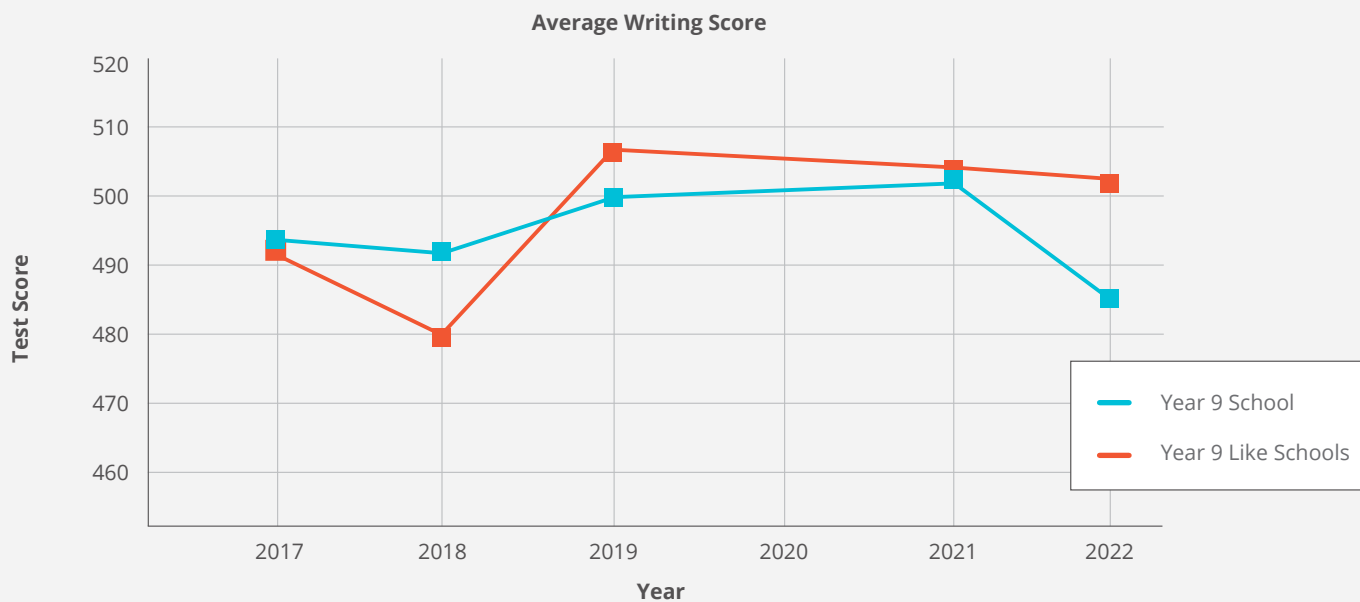
Despite a decrease in achievement, we continue to be above Like Schools in numeracy. With Like schools falling at a greater rate.



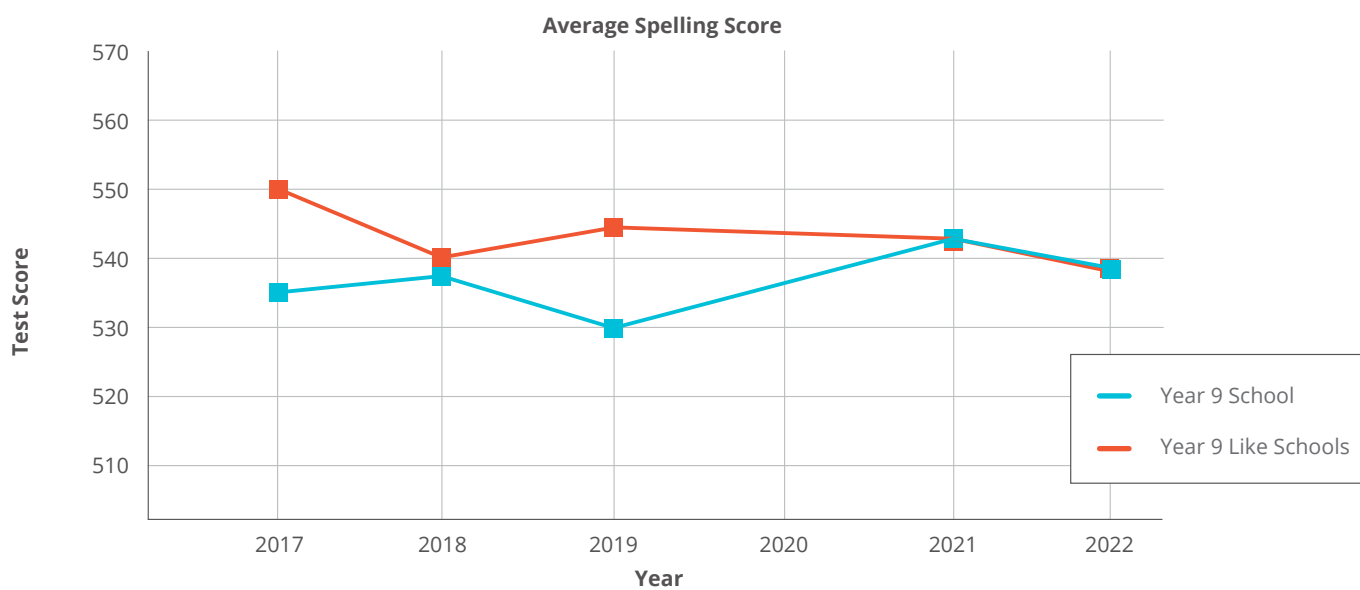
Despite a decrease in student achievement within Like Schools, Coodanup College went against the trend and improved our reading scores.

2022 - YEAR 9 NAPLAN*

*Source: Schools Online, SAIS



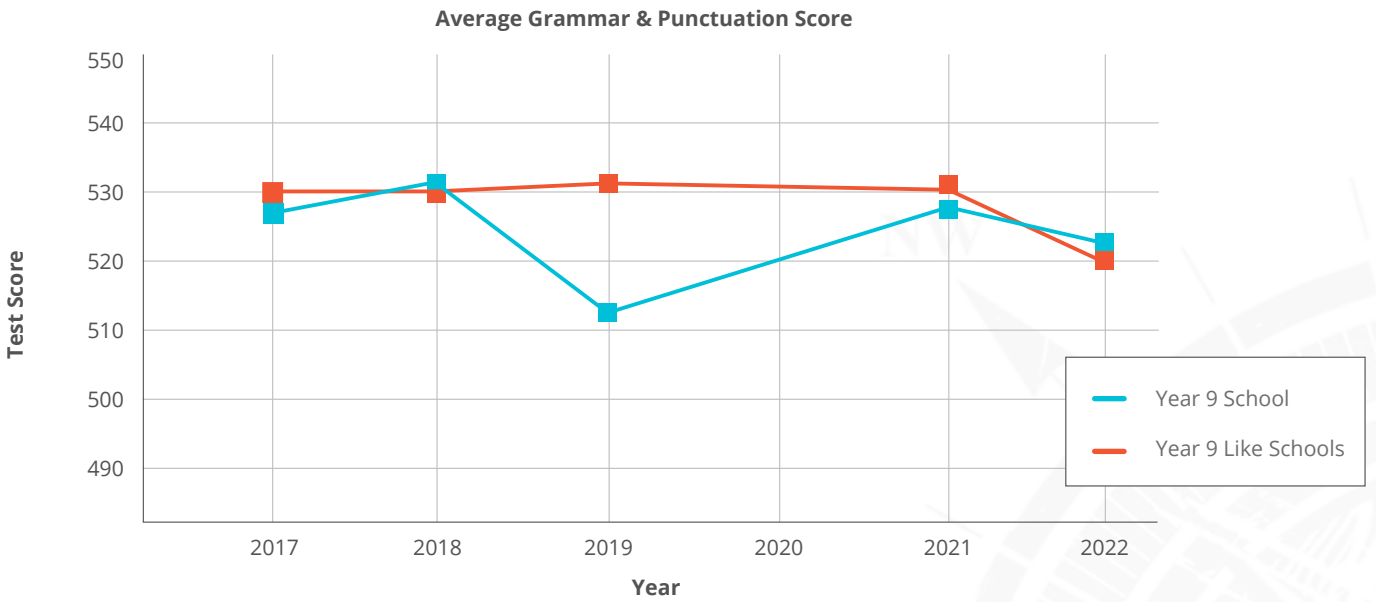
We recognise that we need to implement a writing program to support our students – targeting OLNA support and Junior School.



Average spelling remained on trend with Like Schools. Year 7 have developed a spelling program to be used in mainstream classes.

2022 - YEAR 9 NAPLAN*

*Source: Schools Online, SAIS



Coodanup College rose above Like Schools for the first time since 2018.



STUDENT RESULTS

Over the past five years we have focused on improving student achievement and learning in the classroom. OLNA and NAPLAN Reading, Writing and Numeracy results have all demonstrated improved progress and an upward trend in achievement. We have worked to implement an Explicit Instruction Model across classrooms at the College and Explicit Direct Instruction (EDI) in all Year 7 and 8 classrooms. We believe that this has demonstrated improvement in the learning of our students. Teaching and Learning is identified as a major focus of the new Business Plan with EDI.

A pleasing result has also been the increased number of students that have achieved high and very high achievement in Year 9 NAPLAN. This has enabled us to create an ATAR stream at the College, something we previously have not had for a number of years. We are looking to grow this number through an increase of resources in our Inspire Academic Pathway, identifying necessary pedagogy for high level achievement and working with our school and community to identify and provide the necessary resources and attributes that students require for high level secondary achievement.

Our Heads of Learning Areas (HOLAs), work strategically with staff to maximise student outcomes and plan for improved performance. This is completed through data informed practices.



STUDENT RESULTS*

* Source: Schools Online, SAIS

AVERAGE STUDENT RESULTS FOR 2022

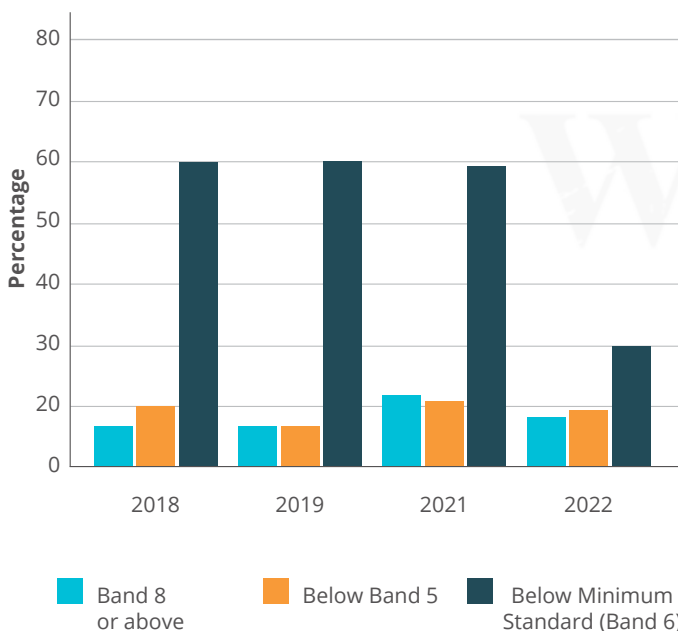
NAPLAN Longitudinal Study

The table below shows the Year 7 and Year 9 NAPLAN student results in Reading, Numeracy and Writing.

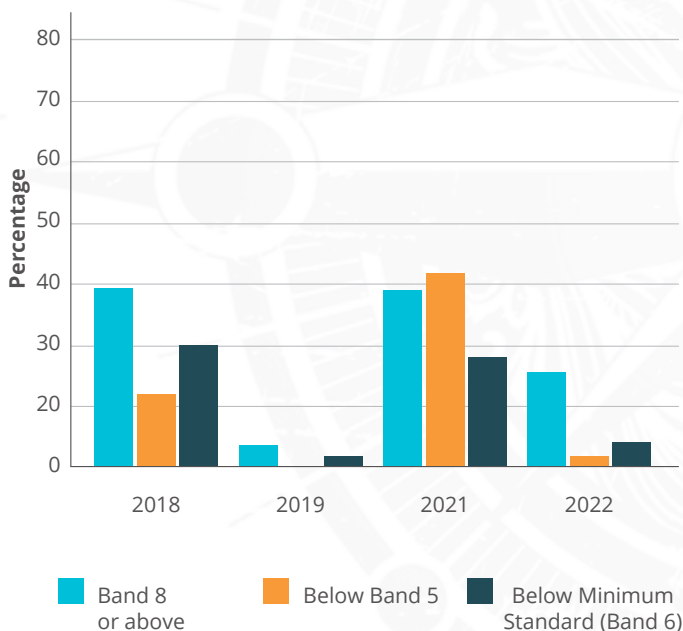
2022	Year 7		Year 9	
	School	Like School	School	Like School
Reading	503	484	543	532
Numeracy	496	480	548	546
Writing	472	466	485	502

NAPLAN Year 9 Longitudinal Achievement

Writing



Numeracy



Note: In 2020 a Government decision was made that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

YEAR 12 OUTCOMES

Although we are still growing our ATAR offerings, we are delighted to report that eleven students have accepted courses and pathways at WA Universities for 2023. We have therefore seen an increase of students achieving their WACE through an ATAR pathway.

Name	Destination
Student 1	Murdoch University - Criminology Degree
Student 2	Murdoch University - Education, Geography and Business and Enterprise Degree
Student 3	Murdoch University - Criminology Degree
Student 4	ECU - Bridging Course, Speech Pathologist
Student 5	Murdoch University - Cyber Security Degree
Student 6	Murdoch University - Media and Computer Science
Student 7	Curtin University Bridging Course - Looking to do a Science Degree
Student 8	UWA - Criminal Law
Student 9	Certificate IV Veterinary Nurse - Rejected Murdoch University Medical Science Bridging Course
Student 10	Murdoch University - Graphic Design
Student 11	Further Education Certificate

Our Vocational, Education and Training Courses (VET), have been strong with a mixture of students studying VET courses at the College and/or completing courses externally at TAFE. Achievement of Certificate III and IV courses at Coodanup College has increased. The Career Practitioner has processes in place to mentor students in conjunction with the VET Team to provide post school opportunities to all students.

On review of our 2022 VET performance and in line with our Business Plan, the College will be implementing strategic initiatives to our timetable, which will allow students to attend a TAFE pathway or Workplace Learning without missing out on content knowledge from other subjects.

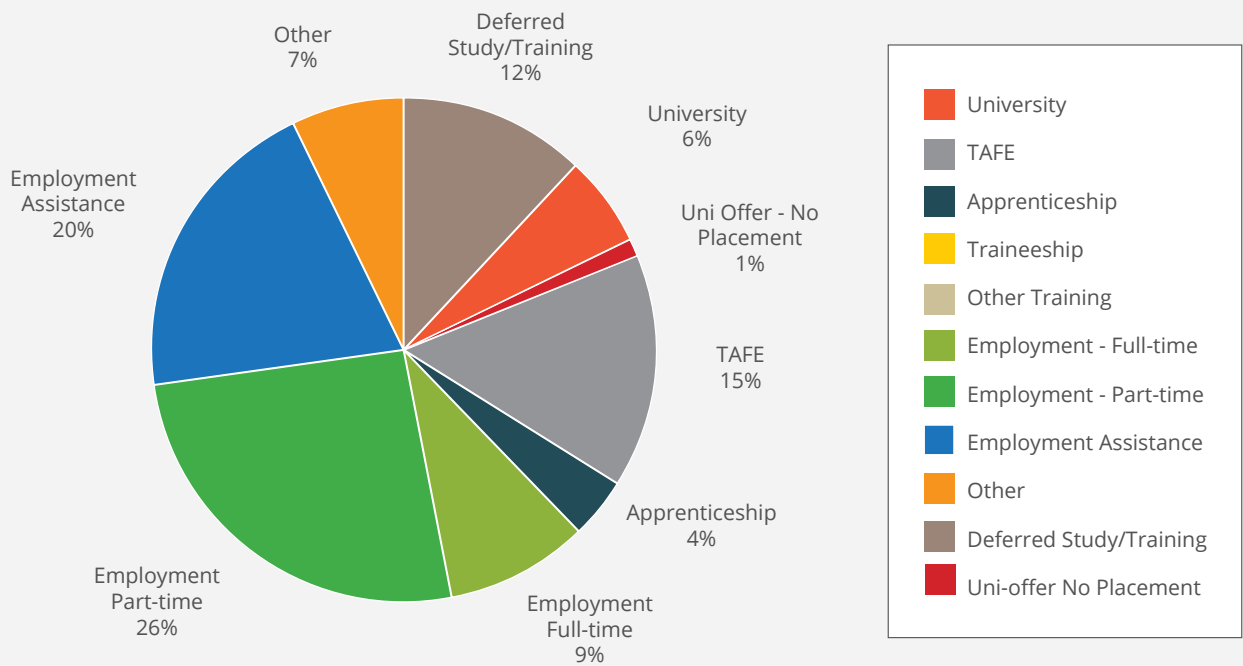
POST SCHOOL DESTINATION*

* Source: Schools Online

As demonstrated in our data, we have a small percentage of students who see post compulsory education as what they desire beyond the College. This trend has been evident for a number of years as students want employment straight from school to help provide for themselves and their family. Anecdotally, we see a number of students who work for a few years after secondary school before returning to post compulsory education with the desire of gaining skilled employment options for themselves.

Year 12 Destinations

Post-School Destination - 2021 Year 12 Cohort
Destination 2022



PARENT/STUDENT/TEACHER SATISFACTION*

* TTFM and/or school-based data

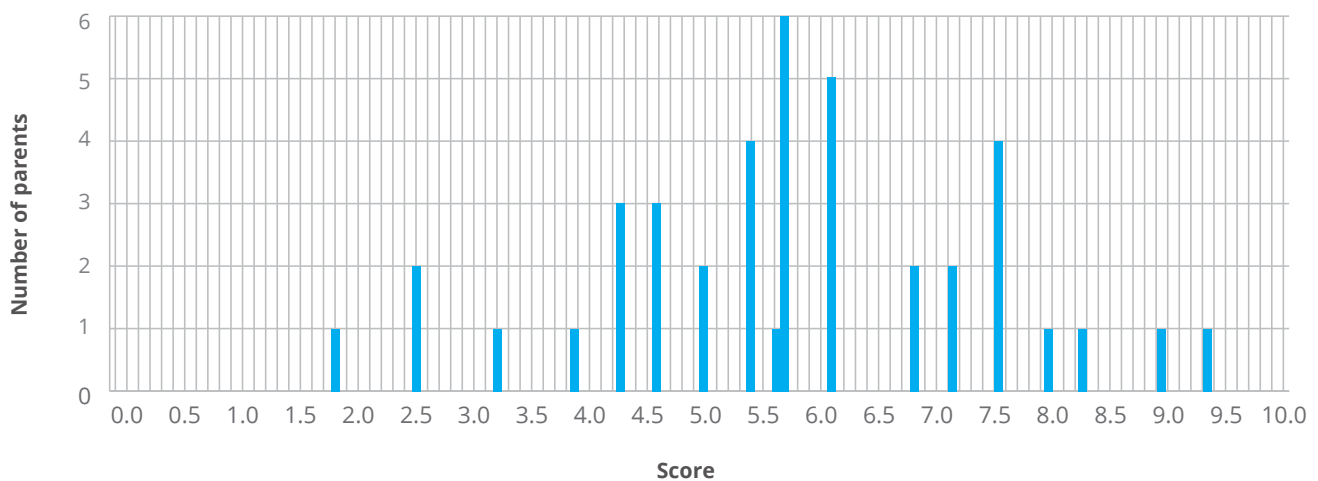
PARENT SURVEY

Tell Them From Me (TTFM) is a national survey tool used by public and private schools across the country to gain feedback. The following results will provide staff with information to plan the social and emotional outcomes for our staff, students, and community.

Parents feel welcome

School Mean	5.7
I feel welcome when I visit the school.	6.5
I can easily speak with my child's teachers.	5.3
I am well informed about school activities.	5.6
Teachers listen to concerns I have.	5.6
I can easily speak with the school principal.	5.2
Written information from the school is in clear, plain language.	7.2
Parent activities are scheduled at times when I can attend.	4.6

Distribution of parents' average scores



We identified a drop in average in the above survey question, when compared to 2020. We anticipate a rise in future years in this domain, as we adapt to living with COVID-19.

PARENT/STUDENT/TEACHER SATISFACTION*

* TTFM and/or school-based data

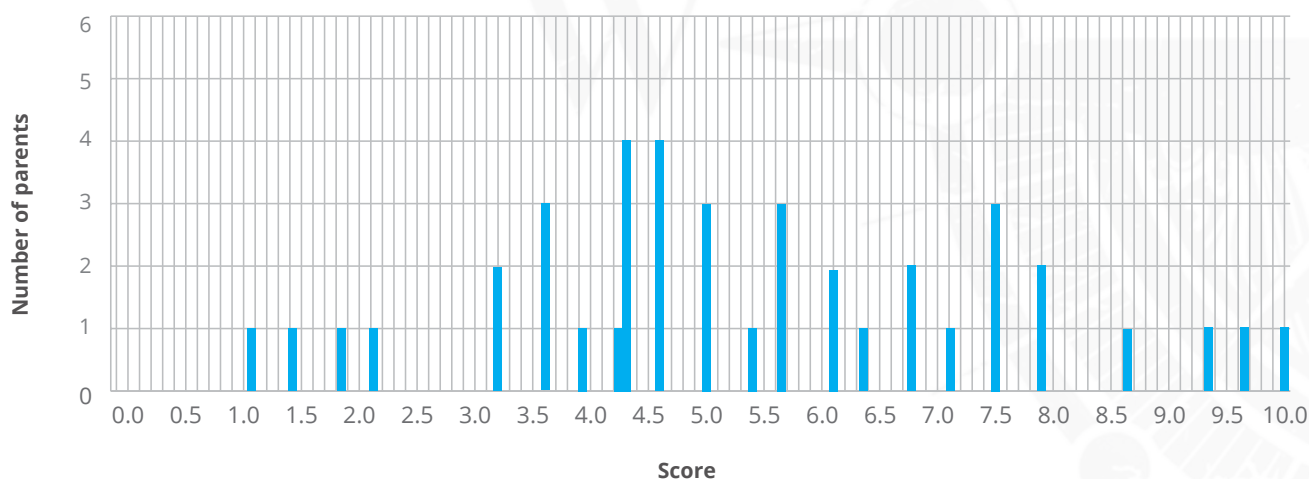
PARENT SURVEY

During 2022, the College introduced a computer management application called Compass. Compass will improve parent communication and will include increased messaging allowing the College to further develop parental engagement with the school.

Parents are Informed

School Mean	5.4
Reports on my child's progress are written in terms I understand.	7.3
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	5.9
I am informed about my child's behaviour at school, whether positive or negative.	5.1
The teachers would inform me if my child were not making adequate progress in school subjects.	5.2
I am well informed about my child's progress in school subjects.	4.9
I am informed about opportunities concerning my child's future.	5.1
I am informed about my child's social and emotional development.	4.0

Distribution of parents' average scores



PARENT/STUDENT/TEACHER SATISFACTION*

* TTFM and/or school-based data

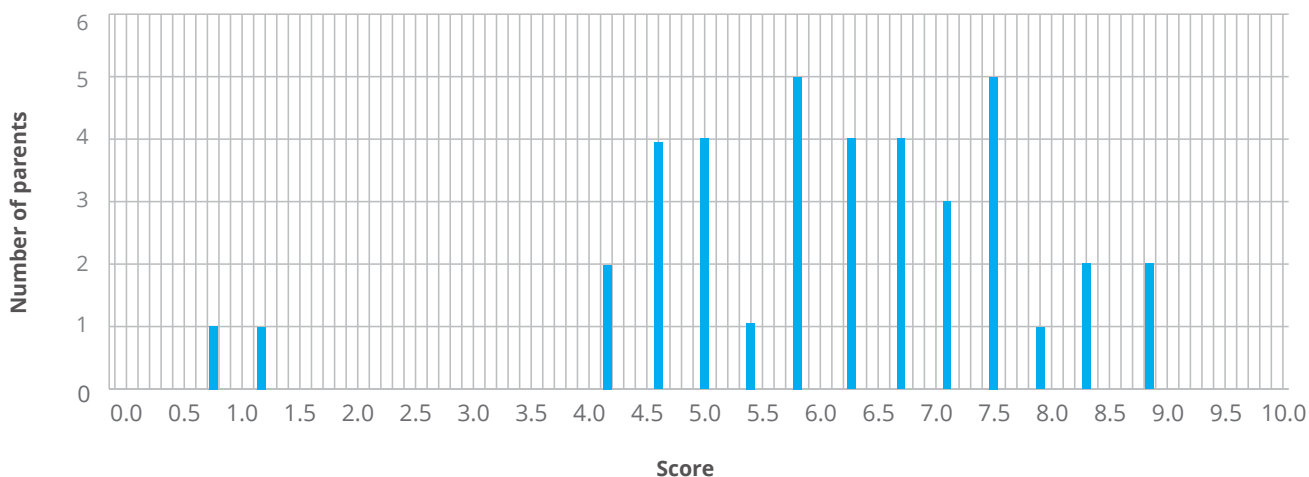
PARENT SURVEY

Coodanup College is below the TTFM norm for the school supports learning, however this is not unusual for low SEI public schools. With the embedding of our new College Business Plan, our target is to close this gap.

School supports learning

School Mean	6.1
Teachers have high expectations for my child to succeed.	6.0
Teachers show an interest in my child's learning.	6.0
My child is encouraged to do his or her best work.	6.0
Teachers take account of my child's needs, abilities, and interests.	4.9
Teachers expect homework to be done on time.	6.3
Teachers expect my child to work hard.	7.1

Distribution of parents' average scores



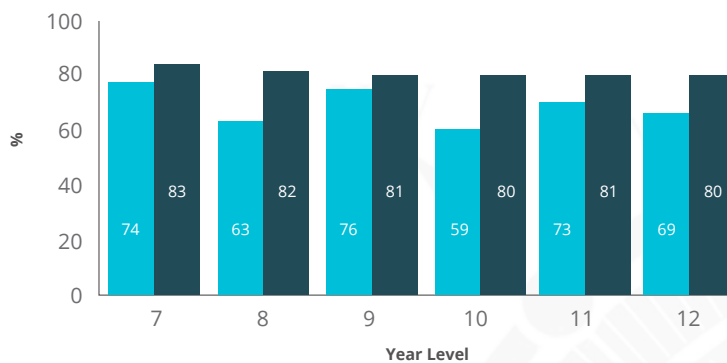
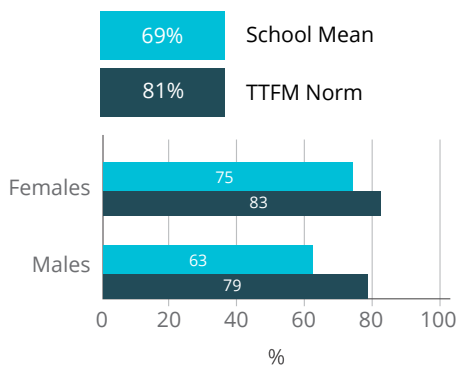
PARENT/STUDENT/TEACHER SATISFACTION*

* TTFM and/or school-based data

STUDENT SURVEY

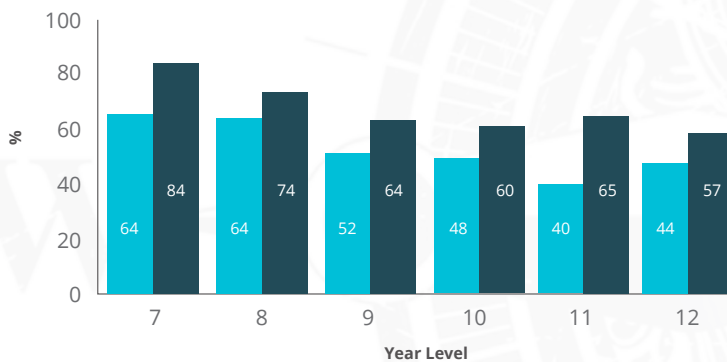
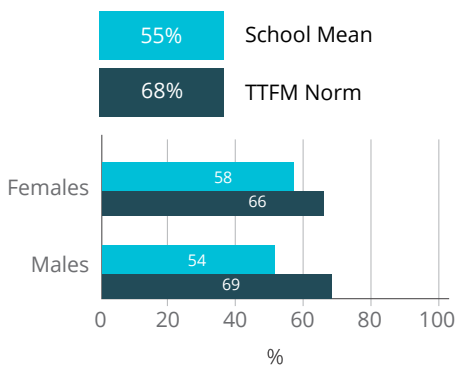
Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



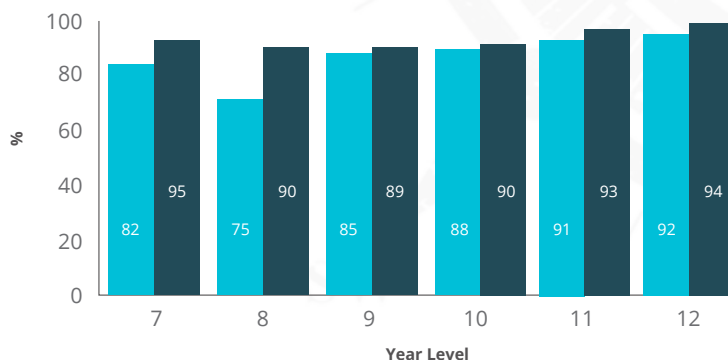
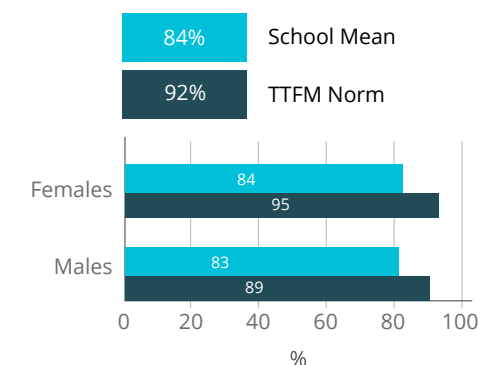
Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



PARENT/STUDENT/TEACHER SATISFACTION*

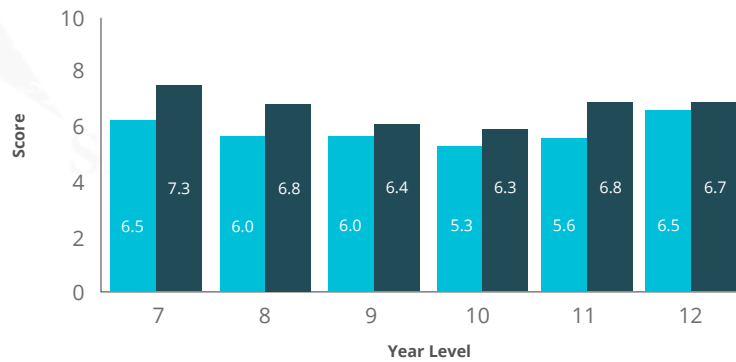
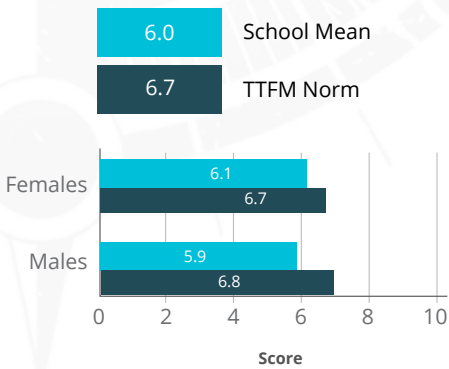
* TTFM and/or school-based data

STUDENT SURVEY

The College has a Teaching and Learning Team that work with data including the TTFM results to improve student outcomes.

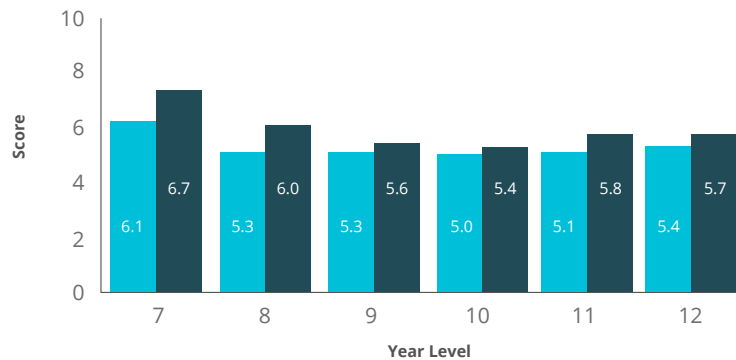
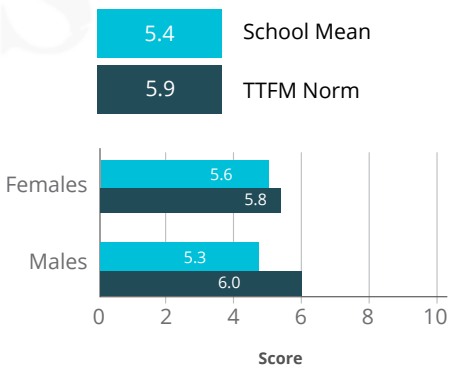
Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.



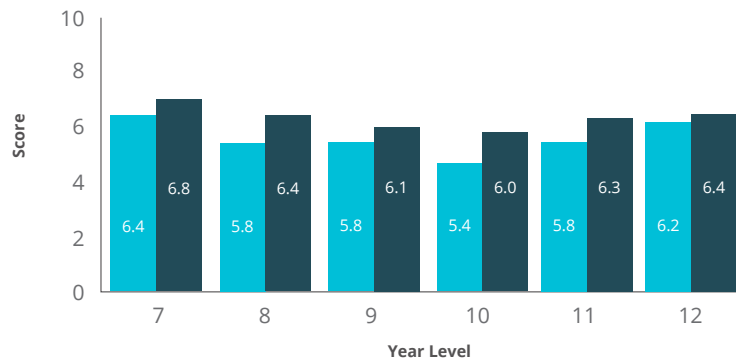
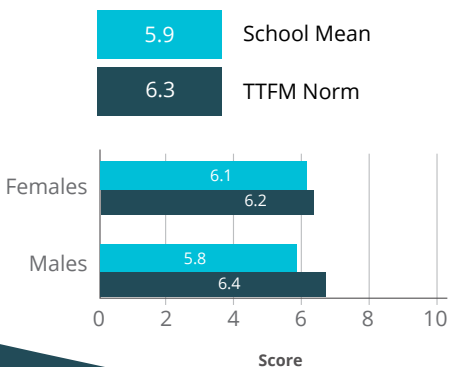
Relevance

Students find classroom instruction relevant to their everyday lives.



Rigour

Students feel classroom instruction is well-organised, with a clear purpose, and immediate feedback that helps them learn.



PARENT/STUDENT/TEACHER SATISFACTION*

* TTFM and/or school-based data

TEACHER SURVEY

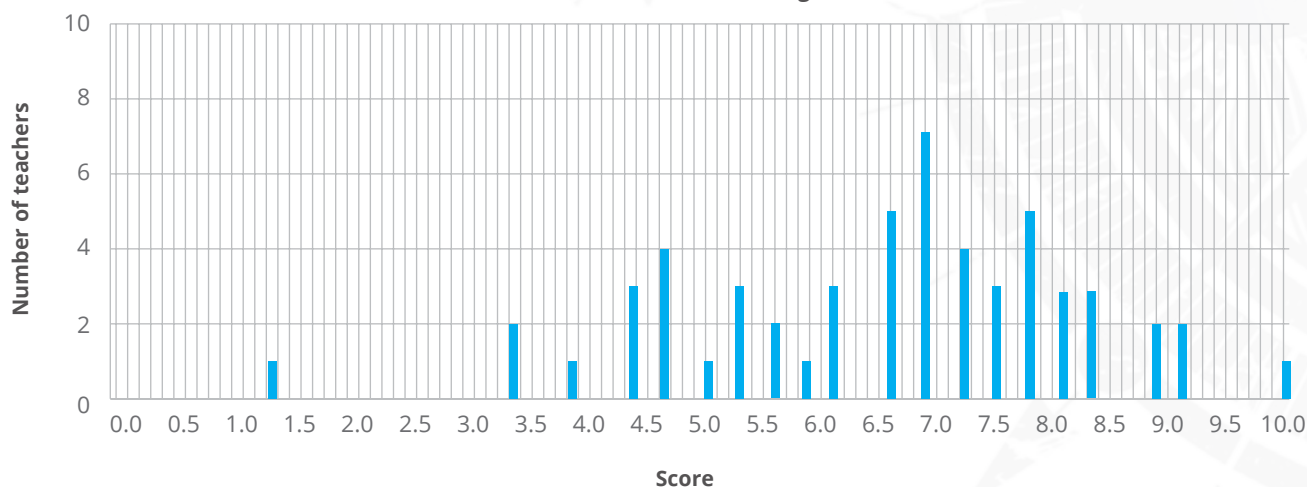
The teacher survey had a high completion rate, and the results are comparable to 2020.

The Leadership Team had significant role changes in 2022, with a settled leadership group going into 2023, it is hoped that we can improve teacher perceptions in the future.

Leadership

School Mean	6.6
School leaders have helped me establish challenging and visible learning goals for students.	6.8
School leaders have helped me create new learning opportunities for students.	6.2
School leaders have provided me with useful feedback about my teaching.	5.9
School leaders have helped me improve my teaching.	6.3
School leaders have provided guidance for monitoring student progress.	6.2
I work with school leaders to create a safe and orderly school environment.	7.7
School leaders have taken time to observe my teaching.	6.0
School leaders have supported me during stressful times.	7.2

Distribution of teachers' average scores



PARENT/STUDENT/TEACHER SATISFACTION*

* TTFM and/or school-based data

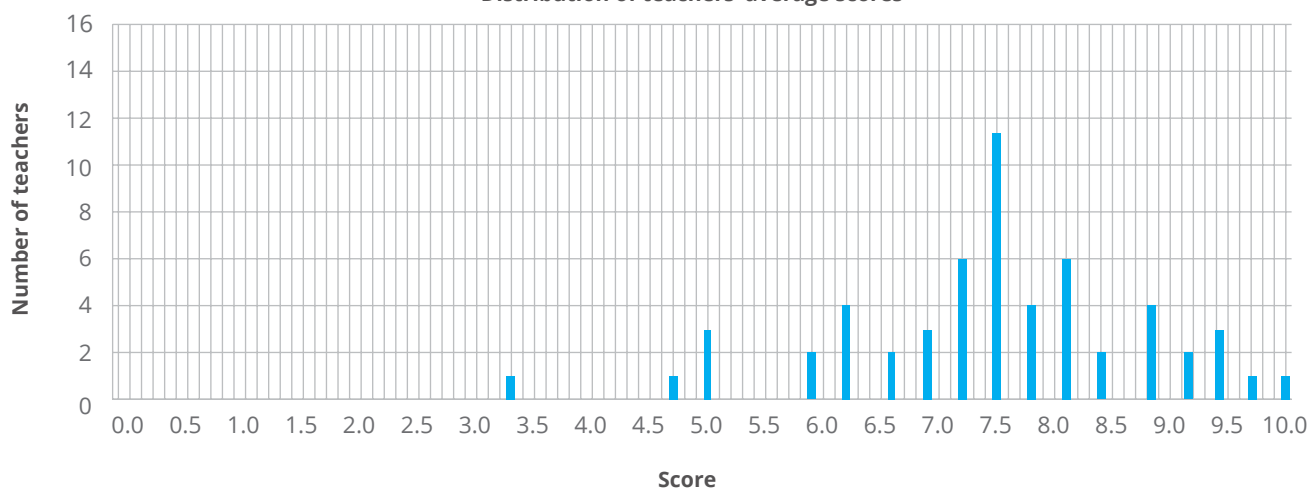
TEACHER SURVEY

Coodanup is an inclusive school, and through our specialised teams and learning areas the College has provided support to a wide range of students and teachers. The Clontarf Academy and Stars Foundation also provide additional support to teachers of our Indigenous students.

Collaboration

School Mean	7.4
I work with other teachers in developing cross-curricular or common learning opportunities.	6.7
Teachers have given me helpful feedback about my teaching.	6.8
I talk with other teachers about strategies that increase student engagement.	8.3
Other teachers have shared their learning goals for students with me.	6.9
Teachers in our school share their lesson plans and other materials with me.	7.3
I discuss my assessment strategies with other teachers.	7.9
I discuss learning problems of particular students with other teachers.	8.2
I discuss my learning goals with other teachers.	7.5

Distribution of teachers' average scores



PARENT/STUDENT/TEACHER SATISFACTION*

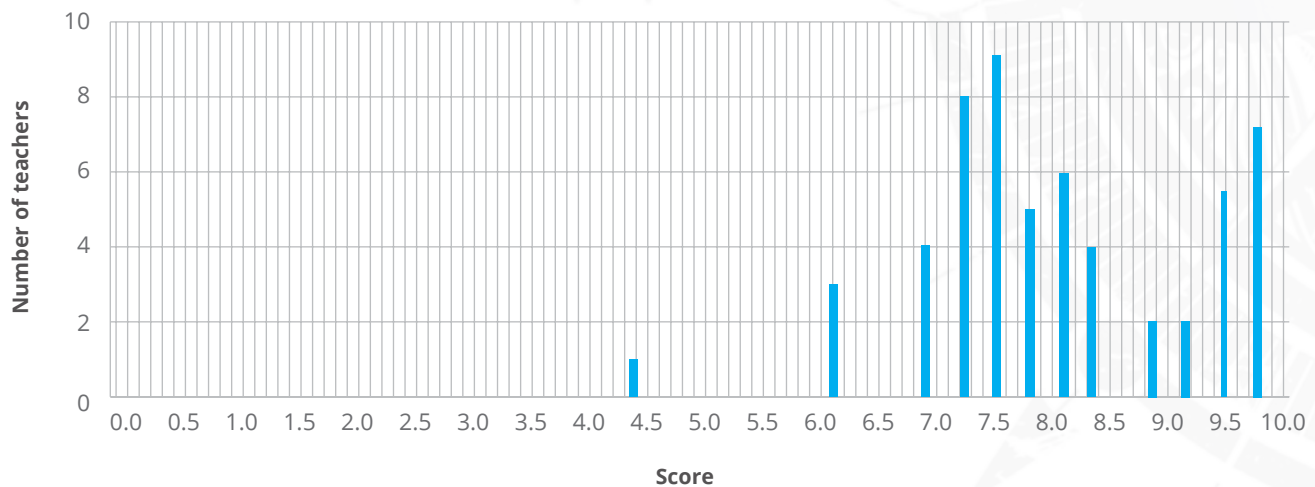
* TTFM and/or school-based data

TEACHER SURVEY

Inclusive School

School Mean	8.0
I am regularly available to help students with special learning needs.	8.0
I strive to understand the learning needs of students with special learning needs.	7.9
I establish clear expectations for classroom behaviour.	8.9
I help low-performing students plan their assignments.	7.9
I make sure that students with special learning needs receive meaningful feedback on their work.	7.4
I make an effort to include students with special learning needs in class activities.	8.1
I use individual education plans to set goals for students with special learning needs.	7.5
I create opportunities for success for students who are learning at a slower pace.	8.1

Distribution of teachers' average scores



PARENT/STUDENT/TEACHER SATISFACTION*

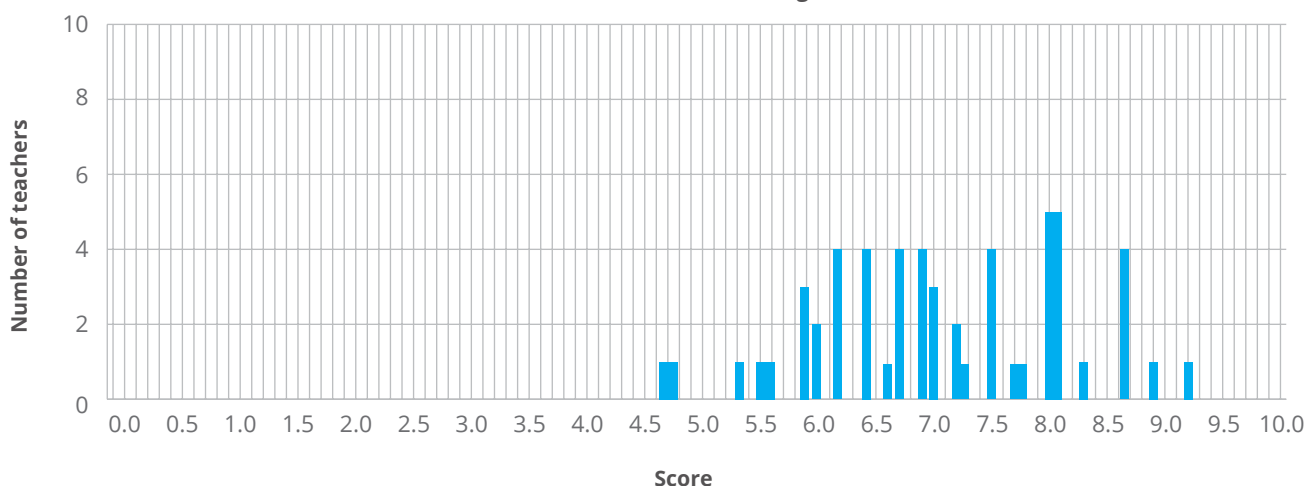
* TTFM and/or school-based data

TEACHER SURVEY

Planned Learning Opportunities

School Mean	7.1
I work with other teachers in developing cross-curricular or common learning opportunities.	6.7
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	5.8
School leaders have helped me create new learning opportunities for students.	6.2
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.3
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.1
I use strategies to engage parents in their child's learning.	6.8
Students become fully engaged in class activities.	6.2
I help low-performing students plan their assignments.	7.9
Teachers in our school share their lesson plans and other materials with me.	7.3
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.9
I work with school leaders to create a safe and orderly school environment.	7.7
I use two or more teaching strategies in most class periods.	8.3
I use results from formal assessment tasks to inform my lesson planning.	7.6
I make an effort to involve parents and other community members in creating learning opportunities.	5.7
Students find class lessons relevant to their own experiences.	7.2
I create opportunities for success for students who are learning at a slower pace.	8.1

Distribution of teachers' average scores



PROGRESSING THE COLLEGE PRIORITIES*

*Source: SCSA

A. Leadership and Management	
A1: Utilise Compass to streamline data analysis across the school	The attendance and chronicle modules have been rolled out across the College, making data entry and analysis easier and more effective in regard to student attendance, wellbeing, and behavioural concerns. Regular training is conducted through toolbox sessions and school development days and how to guides have been created to ensure staff follow data entry requirements in line with Department of Education policy. The next module to be implemented will be events, allowing for a more streamlined excursion process.
A2: Develop the leadership development steps: self, emerging, team, school and system	Leadership development was highlighted as an opportunity for further growth through 2022, with COVID placing restrictions on many of the opportunities. The majority of the Future Leaders initial cohort have received promotions through the College or at other schools. Due to COVID, the Future Leaders program was put on hold for 2022, with a relaunch planned for 2023. In October, two Deputies attended the Future Leaders Institute in preparation for the relaunch in 2023. The College will be engaging in the program as part of the PACT network of schools in order to vary the expertise available as mentors.
A3: Distribute leadership across all College Improvement Teams (CITS)	Learning Areas have been investigating internal leadership opportunities for staff. Heads of Learning Areas have been utilising distributed leadership by having the staff take ownership of the programming of a particular year group or topic and representing their Learning Areas in different external CIT's, e.g. Teaching and Learning, Positive Behaviour Support (PBS) or Finance. College Leaders report back to Learning Area Teams and take ownership of implementation lead within their team.
B: Teaching and Learning	
B1: Embed teaching strategies that are explicit, reducing variability in classrooms	As a College we continue to provide internal and external professional development to teachers with a focus on explicit instruction. Within our Business Plan there is a commitment to invest in quality training to supplement our teacher's skills and knowledge base. Teachers successfully completed Teach Well and Seven Steps training to improve whole school literacy. The Teaching and Learning Team promote explicit instruction through learning areas.
B2: Increase the number of teachers who are skilled in the use of data to set targets that improves achievement	Teachers are required to create assessment outlines and have been educated in the use of task mark reports to provide realistic goals, progress reports and feedback to students and parents.
B3: To improve student achievement in literacy and numeracy	In 2022 we introduced additional literacy and language lessons in Year 7/8 and OLNA revision for Year 11 and 12. These initiatives have seen improvement in the Colleges NAPLAN results and students achieving their OLNA.
B4: Embed pathways and processes that increase student attainment	With a higher level of student attainment in 2022, the College identified the need to increase the ATAR offerings and options for 2023. Coodanup College has also provided increased higher level certificate options in line with the Business Plan. Our aim is to increase student options beyond school.

PROGRESSING THE COLLEGE PRIORITIES*

*Source: SCSA

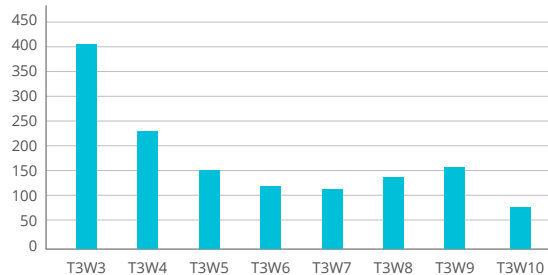
C. Conditions for Learning

C1: Strengthen our strategic whole school approach to consistent and positive behaviour support systems

2022 saw a focus from the Student Services Team to roll-out clear and consistent processes to uphold student compliance and demonstrate productive behaviours around wearing the College uniform and abiding by the *Student Mobile Phones in Schools Policy 2020*. In Term 3, Compass chronicle entries were utilised to immediately communicate home to parents and carers. This increased students wearing our College uniform with pride from less than 50% to over 90% compliance on a daily basis.

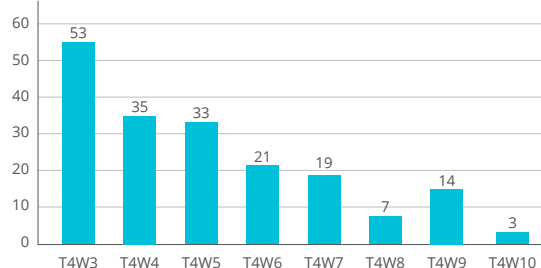
As demonstrated by the graph, there were over 400 uniform breaches in the first week of implementation, decreasing to an average of less than 100 uniform breaches per week. Families were also provided with uniforms if deemed in need of support, through our relationship with Uniting Church Mandurah. Over 70 families received this uniform support.

Term 3 Total Uniform Breaches Week by Week



This same process was put in place in Term 4 to relaunch the *Student Mobile Phones in School Policy 2020*, to curb the unproductive use of mobile devices at the College which was impacting on student’s ability to engage in their learning. The renewed approach to mobile phone breaches has resulted in a steady decline of devices being seen or heard at school as can be evidenced in the graph.

Total Mobile Phone Breaches Week by Week



Both of these approaches demonstrated to all staff that consistent practice and timely communication home has a powerful impact on positively improving student behaviours at the College. In 2023 we are looking to utilise the capabilities of Compass and chronicle entries to monitor Good Standing in Senior School.

PROGRESSING THE COLLEGE PRIORITIES*

*Source: SCSA

C. Conditions for Learning	
<p>C2: Enhance staff expertise through social and emotional evidence-based learning</p>	<p>Coodanup continues to have a strong SAER and Student Services focus with staff receiving professional learning in Gatekeeper Training and Youth Mental Health First Aid, as well as all staff having the opportunity to engage in professional learning on Supporting Gender Diverse Students delivered by the School Psychology service.</p> <p>In 2023 we are looking to implement a Lighthouse Group to investigate the Berry Street Education Model as a viable evidence-based whole school social and emotional program to implement at the school in 2024.</p>
<p>C3: Further our positive school culture where health and wellbeing is a shared responsibility</p>	<p>We continue to demonstrate a best practice model in Student Services and have had many other schools visit to see our model in practice in 2022. Coodanup College continues to be a strong Positive Behaviour Support (PBS) school, however with the restrictions in place at the beginning of the year with COVID-19 and industrial action, the PBS team could not promote and educate staff on the College's PBS. In Semester 2, the PBS team were able to relaunch, with a new and reinvigorated team. We have expanded the PBS Team to have Student Leader representation, and this has been a successful avenue for Student Voice.</p> <p>Events and whole school activities promoting health and wellbeing were impacted by the aforementioned restrictions, however in Semester 2 we were able to celebrate R U OK? Day, NAIDOC Day and Bullying No Way Day! and look forward to more events in 2023.</p>
<p>C4: Promote an inclusive and engaging school community</p>	<p>Coodanup College continues its partnership with the Clontarf Academy and Stars Foundation to support Aboriginal students and has six AIEOs on staff to engage students and teachers in Bridging the Gap. Aboriginal students had the opportunity to participate in a Surfing and Cultural Program throughout Term 1, and also a Healthy Cooking Program all year in partnership with Winjan and Murdoch University. Additionally, the SAER team provide a range of engagement and social and emotional programs to support young people with attending school, managing emotions, and having positive experiences and relationships at school. Programs delivered in 2022 were: Fishability; Barista Program; Social Cooking; Confident Me; and Boxing.</p> <p>Finally, the school has strong partnerships with external agencies and providers to support our young people and families with health and wellbeing programs and interventions.</p>

SCHOOL INCOME BY FUNDING SOURCE*

* Source: Schools Resourcing System

Coodanup College has a Specialised Learning Program – Autism (SLP-A), in which the College benefits from Schedule B funding. This funding is allocated to the employment of four staff members including a Program Coordinator (1 FTE) and 3 Teachers (2.4 FTE). The program allows students from outside catchment areas to enrol at Coodanup College and provides guaranteed DRS funding of Level 2. This funding has provided six Education Assistants (EAs) (5.6 FTE) to work within the program. The program has been utilised in such a way that the benefits are experienced throughout the school. The Program Coordinator has additional whole school responsibilities not limited to SEN. All teachers have retained a mainstream class to maintain links with their subject area and one teacher has a specific leadership role based around our Inspire students. Our EAs although attached to the SLP-A program may support other resourced or prioritised students in the classroom and we also have an EA that works specifically with the alumni students (students who have transitioned out of the program) to maintain that connection.

The SLP-A staff provide whole school support to teachers based around SEN reporting, autism education and behaviour in the classroom. Autistic students who are not in the program are invited to participate in Very Important Life Skills (VILS) classes and their parents are invited to autism networking events that have been run by the Program Coordinator to support our community.

Resourced students at the College are integrated into mainstream classes, utilising best practice, research-based strategies and with the support of trained Education Assistants.



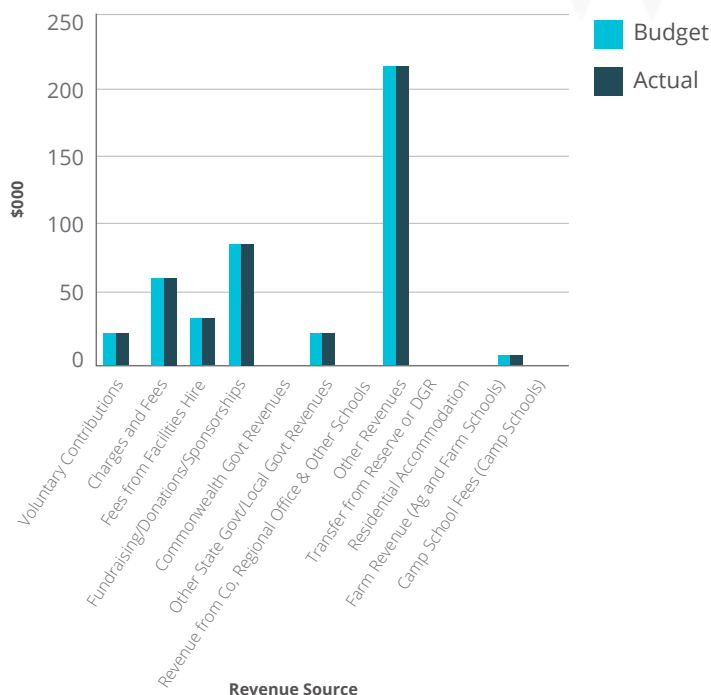
FINANCIAL SUMMARY

2022 REVENUE*

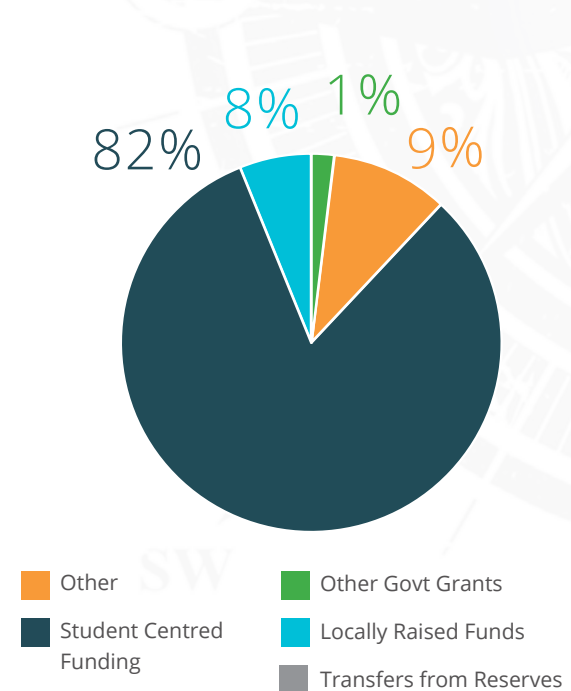
* Source: Schools Resourcing System

REVENUE - CASH & SALARY ALLOCATION		BUDGET	ACTUAL
1	Voluntary Contributions	\$25,026.05	\$25,026.05
2	Charges and Fees	\$53,584.47	\$53,584.47
3	Fees from Facilities Hire	\$31,120.76	\$31,120.76
4	Fundraising/Donations/Sponsorships	\$79,288.01	\$ 79,288.01
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Govt Revenues	\$22,185.00	\$22,185.00
7	Revenue from Co, Regional Office and Other Schools	-	-
8	Other Revenues	\$210,439.81	\$210,442.95
9	Transfer from Reserve or DGR	-	-
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	\$3,936.50	\$3,936.50
12	Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds		\$425,580.60	\$425,583.74
Opening Balance		\$275,960.00	\$275,959.61
Student Centred Funding		\$1,984,899.42	\$1,984,899.42
Total Cash Funds Available		\$2,686,440.02	\$2,686,442.77
Total Salary Allocation		\$11,530,564.00	\$11,530,564.00
Total Funds Available		\$14,217,004.02	14,217,006.77

Locally Raised Revenue - Budget vs Actual



Actual Year to Date by Funding Sources



FINANCIAL SUMMARY 2022 EXPENDITURE*

* Source: Schools Resourcing System

EXPENDITURE - CASH AND SALARY		BUDGET	ACTUAL
1	Administration	\$ 144,973.35	\$ 124,735.03
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$ 736,901.01	\$ 679,022.31
4	Buildings, Property and Equipment	\$ 116,405.66	\$ 90,053.23
5	Curriculum and Student Services	\$ 896,222.81	\$ 798,842.03
6	Professional Development	\$ 60,000.00	\$ 31,799.28
7	Transfer to Reserve	-	-
8	Other Expenditure	\$ 134,881.60	\$ 125,287.76
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)	\$ 69,140.50	\$ 62,942.18
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
Total Goods and Services Expenditure		\$ 2,158,524.93	\$ 1,912,681.82
Total Forecast Salary Expenditure		\$ 11,073,487.00	\$ 11,076,487.00
Total Expenditure		\$ 13,232,011.93	\$ 12,989,168.82
Cash Budget Variance		\$ 527,915.09	

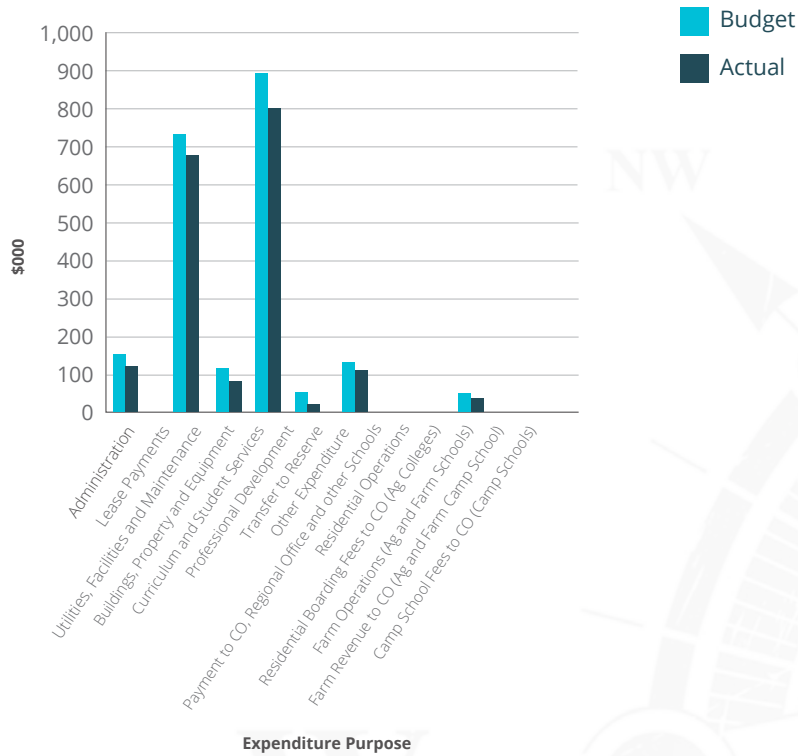


FINANCIAL SUMMARY

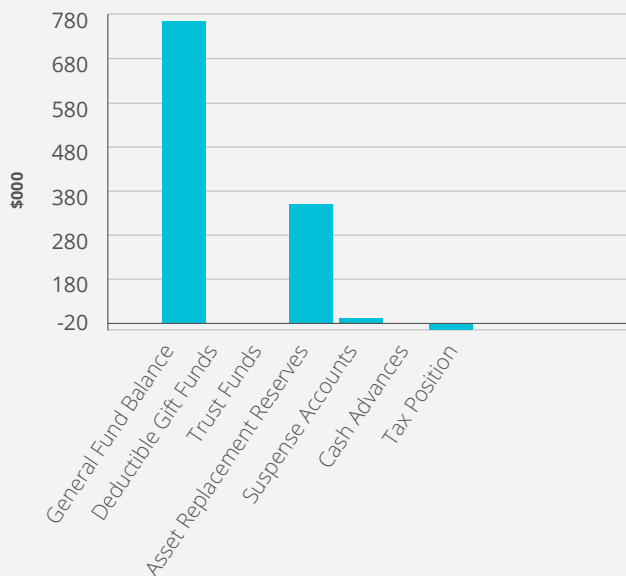
2022 EXPENDITURE*

* Source: Schools Resourcing System

Goods and Services Expenditure - Budget vs Actual



Cash Position



CASH POSITION COMPONENTS		
	Bank Balance	\$1,101,959.88
	Made up of:	
1	General Fund Balance	\$773,760.95
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$334,360.44
5	Suspense Accounts	\$3,512.49
6	Cash Advances	-
7	Tax Position	\$(9,674.00)
	Total Bank Balance	\$1,101,959.88

"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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