



CAPE NATURALISTE
COLLEGE

Cape Naturaliste College

Annual Report 2018



Principal's Report

Welcome to the Cape Naturaliste College Annual Report for 2018. The report provides information about our College's performance and associated activities to parents and members of our wider community. We are a strong and vibrant school and that the community can be assured and encouraged that the College is making the progress they expect. The trends and perceptions of the College from students, staff and the wider community should make all associated with the college proud of their efforts. The College has again embraced the Business Plan and targets with energy and enthusiasm knowing that these will result in positive outcomes for our students. The College undertook a leading school improvement program in 2018 with the intention of reviewing its practices and directions.

The Annual College Report should be read in conjunction with other information such as College Board minutes, individual student reports, newsletters, parent evenings, and P&C minutes. The College prides itself on continuing to be an open and welcoming place and continues to guide its development through the consultation with the community. The College maintains a positive identity in the community; a place where students are safe to achieve and one that values the role of its community in supporting the educational process. Evidence has shown that we have already provided our students with both challenging and exciting learning opportunities. I strongly believe that we can look forward to the future with optimism, confidence and high expectations for continued achievement. Of course we must never stop questioning or reflecting on what we do and how we are doing it. This also must define our approach to student learning and become a part of our reputation as a school that evolves to meet the needs of its students.

The College was involved with the new review process for Independent Public Schools and after an exhaustive process, the school's performance in relation to the learning environment, teaching quality, leadership, relationships and partnerships, use of resources, and student achievement and progress was rated as: **HIGHLY EFFECTIVE**. Of great importance for the College is the opening observation that,

"The shared belief that 'every student is every person's responsibility' underpins a positive learning environment. Strong systems of support and processes of regular review complement established and attractive facilities that underscore a welcoming learning environment for students."

It is clear from reading student reports, observing students in class, attending events and watching school learning programs unfold that the overwhelming majority of our students are keen to engage in what we have to offer. College staff continues with research projects and willingly undertook ongoing professional development with the goal of further enhancing their teaching practices. They lead the provision for professional learning through the College and drive the school's priority focus strategies, and were accountable for their implementation into the classroom.

The capacity of our College continues to be positively reflected in the performance of our students. Our Year 12 students ATAR performance was the best to date with the median ATAR exceeding the states median ATAR for the second year and our VET performance was equally creditable and added to the groups excellent graduation rate and attainment rates. Our NAPLAN results, WACE results and other academic indicators demonstrate the high level of achievement of students, a standard that we continue to strive for.

The year also saw the school continue to collaborate with Busselton Senior High School and our Primary Schools through the highly successful Geographe Bay Music Program. Specifically, the Program again sparkled at the prestigious Queens Cup, enthralled the community through attendance at a variety of fetes and festivals and excelled in providing the opportunity for personal development for all of its members.

The growth of the College enrolments has promoted the investment of a \$32.4 million second stage building program that will provide a performing arts centre, upgrading science and design and technology facilities and sporting facilities. Planning is underway with State Government representatives and appointed architects. This exciting development will again enhance the Colleges capacity to support the students.

I believe that 2018 has been one that has produced milestones for our performance that we have strived for since opening

Mark Gillett-Principal

CONTENTS

| | |
|--|----|
| About the College | 4 |
| Excellence in Teaching and Learning | 4 |
| Safe and Caring Learning Environment | 6 |
| Learning with ICT | 6 |
| Attendance | 6 |
| Retention and Progression | 8 |
| Student Participation – Apparent Retention and Progression | 8 |
| Student Performance – WACE Examination – Overall | 9 |
| WACE Examination Participation | 9 |
| Median Australian Tertiary Admissions Rank | 9 |
| Percentages of students in the top, middle and bottom thirds of the State | 10 |
| Student Performance – Stage 2 and/or 3 Courses | 10 |
| WACE & ATAR | 11 |
| Student Performance – Stage 1 Courses – Grade Distribution | 11 |
| ATAR 2018 | 12 |
| NAPLAN 2018 | 15 |
| Cape Naturaliste College Financial Summary | 21 |
| Student Opinion Survey 2018 | 23 |
| Teacher School Opinion Survey 2018 | 25 |
| Parent School Opinion Survey 2018 | 29 |

About the College

Cape Naturaliste College opened in 2008 and was built in Vasse to accommodate the students from Dunsborough, Vasse and West Busselton Primary Schools. The College serves a fast growing region of the South-West, renowned for its natural beauty, tourism and wine industry and continues to attract local development. The College's first building stage is set on 8 hectares of its grounds and offers a warm, welcoming and modern environment for students and parents alike. It has a unique teaching space design and supports the teaching and learning needs of its students through its Learning Communities. These ensure a wide range of learning styles and learning approaches that focus on individual needs and the attainment of personal excellence and direct students to acquiring knowledge, skills and community values for the future. Underpinning this is a focus on a strong and supportive pastoral care system. The high level of pastoral care is supplemented by the support of a chaplain and a school psychologist. The students will progress from the middle school approach in Year 7 to a pathways model for Years 9 to 12. The College has also begun its \$32 million second stage-building program to accommodate the steady growth in enrolments.

The College appoints its staff via merit selection and has chosen a blend of experienced staff and those beginning their teaching careers. This brings a mix of experience and knowledge accompanied by enthusiasm for teaching. The College Leadership Team comprises of the Principal, two Associate Principals and four Heads of Departments. These positions ensure area specific expertise and also more responsibility through the College and for the pastoral care provision. The year learning team consists of teachers with expertise in Mathematics, Science, English, HASS and HAPE. The specialist team offers elective choices in the Arts and Technology and Enterprise. The College also offers academic support and extension for identified students. The College has recently joined with Busselton Senior High School Music Program to form a collaborative Geographe Bay Music Program for students at both schools.

The College was planned and developed collaboratively with community members and a strong interest from the community continues. This group was responsible for the production of a vision and ethos, the College logo and the design of the College uniform. The College successfully won the status of Independent Public School in July 2012. This now provides the opportunity to manage the College with flexibility and better meet the needs of its students. The College believes that the application for Independent Public School status was enhanced by the successes during our brief history.

The teachers continue to work tirelessly to produce and maintain a unique and positive College environment. A new school is never an easy place to work. Our parents were both supportive and willing to join us when challenges were presented and a strong relationship is now in place. While we are only at the end of our seventh year; the College continues to build a positive reputation in our community.

Excellence in Teaching and Learning

At Cape Naturaliste College we believe that effective teaching and learning is at the centre of everything we do. We must reflect on our practice and constantly strive to improve. Reflection should include both what current research and also our school and personal practice tell us.

High levels of challenge and support are required for positive learning outcomes, including academic rigour and a thorough coverage of essential subject area content.

We must also ensure that we maintain a sound understanding of the needs of young adolescence and provide a relevant and challenging curriculum, teaching and learning that responds to the diversity of student needs, assessment procedures that promote learning, effective student support services, organisational structures that support meaningful relationships between students and teachers and a safe school environment. A strong collaborative culture (staff and student) will enhance student outcomes and provide a rewarding work environment.

Strategy

- All staff will engage in analysis of student's past performances in order that they may strategically plan for the appropriate teaching and learning processes for a class as a whole and to cater for the needs of individual students.
- Staff will adopt a reflective and collaborative approach to their professional development to include peer observation and coaching and ensure they provide highly effective teaching and learning that is consistent with the beliefs and culture at Cape Naturaliste College
- To increase the capacity of all staff to address specific learning needs of students to maximise their potential, through ongoing development of best practice classroom management and instructional strategies, differentiating the curriculum and ensuring students develop the skills to ensure that they are successful in their studies.
- Develop and implement a College wide approach to improving the standards of student literacy (reading, writing and language conventions).

Targets

- All staff engages in collaborative professional development, including peer observation and coaching.
- The median ATAR is more than 0.5 standard deviations above the predicted school median based on the colleges ICSEA or SEI measures
- 100% of students undertaking an ATAR course attain an ATAR above 55 and are therefore eligible for an offer from a university.
- The graduation rate is equal to or above that of the state.
- The attainment rate is equal to or above state.
- Student performance in NAPLAN tests (reading writing, grammar & punctuation, spelling) is at or above like schools.
- Progress of the stable cohort (NAPLAN 7 to NAPLAN 9) – measured in NAPLAN scores) is equal to or higher than like schools.
- NAPLAN proficiency bands show the percentage of students at, or below, the minimum standard is less than that of like schools.
- All school grade distributions (Lower school to General WACE) show that the percentage of students achieving an A or B at Cape Naturaliste College is equal to, or higher than, the percentage for like schools.

The recent IPS Review stated, "There is a school-wide commitment to quality teaching, which drives an unrelenting focus on improving teacher practice. A sophisticated program of support and oversight assists staff to understand and adopt agreed evidenced-based approaches, ensuring consistency and coherence of teacher practice."

Safe and Caring Learning Environment

A safe and caring learning environment is critical to both academic success and effective personal development of our students. At Cape Naturaliste College we provide a supportive environment where students will be engaged, resilient, independent and function as effective members of our College Community.

Targets

- Parent, staff and student group responses to the National School Opinion Surveys (NSOS) rate the school at 3.8 or higher on all items (five-point scale) that relate to student well-being, resiliency and relationships.
- Data from formal review of implemented programs to target resiliency and effective relationships indicate all areas are equal to, or above, national or state means.
- The attendance rate for Cape Naturaliste College is equal to, or above, that of like schools and WA public schools.
- The percentage of students in the 'indicated', 'moderate' and 'severe' at risk categories are below the percentage for WA public schools.
- The percentage of unauthorised absences is below the SW Education Region target of 26%.

The recent IPS Review stated, "The school's leaders actively seek to build organisational trust. They value stakeholder feedback and use this to enhance the quality of communications and relationships. The school operates from a basis of strong relationships resulting in an embracing and inclusive culture."

Learning with ICT

Cape Naturaliste College will provide a supportive information, communication and technology environment for students and staff to allow them to seamlessly integrate current and emerging technologies into their daily teaching and learning. We will strive to engage students by ensuring that learning opportunities are relevant to the expectations of the post school work force and that student creativity is maximised by the use of leading teaching and learning practice. The College will also use technology to ensure parents are able to access information to support their child's learning and remain informed about their progress.

Attendance

Attendance Rates and Absence Types

The College community encourages attendance. Since 2011, the College attendance rate has been equal to or higher than WA Public Schools. The College is committed to maintaining regular school attendance 90% or greater across each year group and parents understand the importance of attendance and academic progress.

Student Attendance Summary for Cape Naturaliste College 2018 Semester 1

Attendance Overall Secondary

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2016 | 89.4% | 88% | 89.5% | 86% | 73.7% | 67.4% | 89.3% | 87.3% | 87.7% |
| 2017 | 88.2% | 88.9% | 89.7% | 84.2% | 79.3% | 66.6% | 88.1% | 88.5% | 87.8% |
| 2018 | 87.9% | 89.4% | 89.6% | 76.3% | 82% | 66% | 87.7% | 89.2% | 87.6% |

Attendance Overall Secondary

Rectangular Snip

| | Attendance Category | | | |
|-------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2016 | 61.7% | 24.5% | 10.5% | 3.2% |
| 2017 | 60.2% | 24.1% | 10.9% | 4.8% |
| 2018 | 57.7% | 26.0% | 10.6% | 5.7% |
| Like Schools 2018 | 64.7% | 21.0% | 9.8% | 4.5% |
| WA Public Schools | 62.0% | 20.0% | 11.0% | 7.0% |

Note:

Attendance rates are provided in respect of the first semester each year. Care must be taken when interpreting data for schools with small student numbers in any category.

Data Source: 3 Year Overview - Student Attendance Reporting System (Sourced from school administrative systems)

Interpreting the Data: Attendance rates are provided in respect of the first semester each year. Attendance rates are calculated based on the formula below:

Attendance data are aggregated from individual student data: Available half days – (Authorised ½ day absences + Unauthorised ½ day absences) x 100 Available half days.

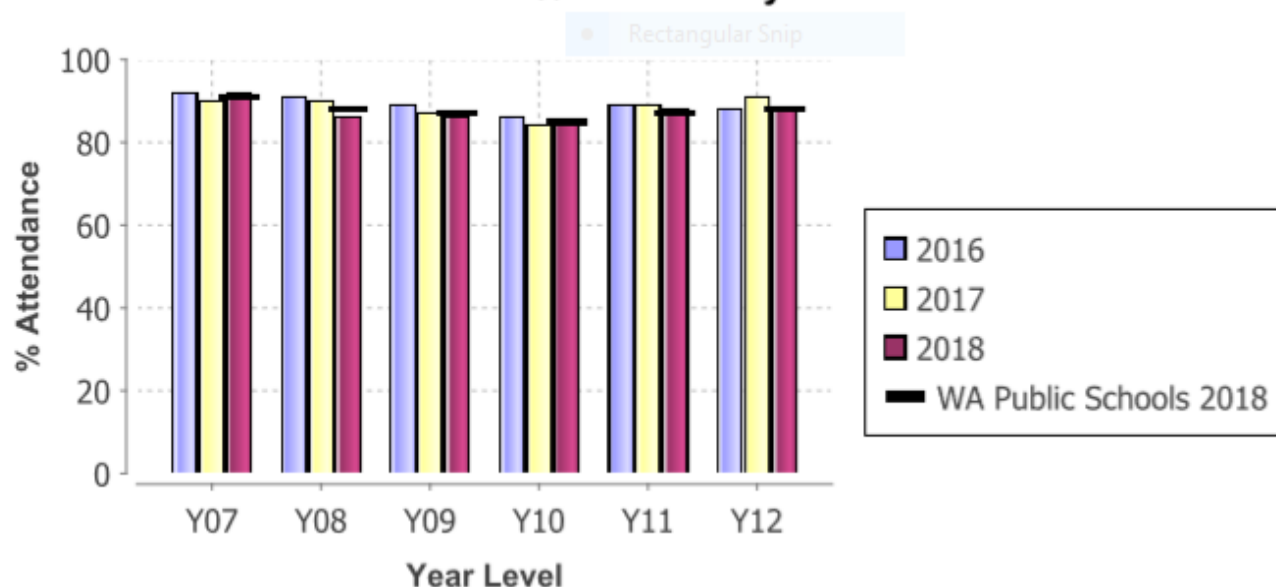
The reported State attendance rate is based on data from all public schools.

Link to Additional Data:

Attendance rates data and graphs, including like school comparisons are provided following analysis of the data in September/October each year. For queries call School Performance Branch on 9264 4966. School administrative systems and the student Attendance Reporting system provide a range of useful attendance reports based on the school's recording student attendance.

Attendance – By Level – Secondary Year Group Breakdown

Attendance % - Secondary Year Levels



Attendance Category Secondary as at Semester 1, 2018

| | Y07 | | Y08 | | Y09 | | Y10 | | Y11 | | Y12 | |
|---------------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|
| | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch |
| Regular | 74% | 72% | 53% | 63% | 54% | 61% | 52% | 57% | 56% | 61% | 54% | 60% |
| At Risk - Indicated | 20% | 17% | 30% | 20% | 25% | 20% | 29% | 21% | 25% | 19% | 29% | 22% |
| At Risk - Moderate | 5% | 8% | 8% | 10% | 11% | 10% | 10% | 12% | 16% | 11% | 15% | 13% |
| At Risk - Severe | 1% | 4% | 9% | 7% | 9% | 8% | 9% | 10% | 3% | 9% | 1% | 6% |

Retention and Progression

Student Participation - Apparent Retention and Progression

Apparent Retention and Progression

Apparent retention and progression rates (%) – secondary

| | Years 8-10 | Years 8-12 | Years 10-12 | Years 10-11 | Years 11-12 |
|------|------------|------------|-------------|-------------|-------------|
| 2015 | 116% | 68% | 58% | 88% | 77% |
| 2016 | 101% | 78% | 69% | 76% | 78% |
| 2017 | 103% | 71% | 61% | 86% | 81% |

Student Performance – WACE Examination – Overall

Overall ATAR Performance

| | Relative Performance |
|------|----------------------|
| 2016 | 1.1 |
| 2017 | 1.2 |
| 2018 | 0.6 |

Rectangular Sni

The relative performance is based on the median ATAR and ICSEA of the school.
There must be at least 10 Year 12 students acquiring an ATAR.

| | |
|--|---|
| | Above Expected - more than one standard deviation above the predicted school median |
| | Expected - within one standard deviation of the predicted school median |
| | Below Expected - more than one standard deviation below the predicted school median |
| | No data available or number of students is less than 10 |

WACE Examination Participation

WACE Examination Participation

| | Eligible Year 12 Students | ATAR Students | % ATAR Students |
|------|---------------------------|---------------|-----------------|
| 2016 | 79 | 34 | 43% |
| 2017 | 75 | 28 | 37% |
| 2018 | 92 | 23 | 25% |

Year 12 students are those full time students eligible to graduate at the end of the year.
There must be at least 20 Year 12 eligible students in the cohort for data to be displayed.

Median Australian Tertiary Admissions Rank

Median Australian Tertiary Admissions Rank

| | School | Like-Schools | WA Public Schools |
|------|--------|--------------|-------------------|
| 2016 | 80.2 | 71.0 | 78.2 |
| 2017 | 81.9 | 71.8 | 78.7 |
| 2018 | 77.2 | 72.6 | 79.5 |

Like-Schools calculations are the average median ATAR for all schools in each school's 'like schools' grouping.
WA Public Schools calculations are the median ATAR for all public school students.
There must be at least 10 Year 12 students acquiring an ATAR.

Percentages of students in the top, middle and bottom thirds of the State

Percentages of students in the top, middle and bottom thirds of the State

| State | ATAR Students | | | | | |
|------------|---------------|------|------|--------------|------|------|
| | School | | | Like-Schools | | |
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Top 33% | 29% | 36% | 13% | 15% | 17% | 18% |
| Middle 33% | 32% | 29% | 48% | 30% | 30% | 30% |
| Bottom 33% | 38% | 36% | 39% | 54% | 53% | 52% |

ATAR: Australian Tertiary Admissions Rank

State is based on all students from both public and private schools.

Like-Schools percentages are based on students in each school's 'like schools' grouping.

Percentages are based on the student's ATAR.

Percentages may not add to 100 due to rounding.

There must be at least 10 Year 12 students acquiring an ATAR.

Student Performance – Stage 2 and/or 3 Courses

WACE Examination Courses

Rectangular Snip

Student Performance - ATAR Courses

| Course | Performance | | | Students | | |
|-------------------------------|-------------|------|------|----------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Chemistry | 1 | 2 | 2 | 12 | 14 | 7 |
| Economics | | | 2 | | | 9 |
| English | 2 | 1 | 2 | 46 | 32 | 24 |
| Geography | 1 | 2 | | 7 | 19 | |
| Human Biology | 2 | 2 | 2 | 30 | 21 | 9 |
| Mathematics Applications | 2 | 2 | 2 | 27 | 26 | 21 |
| Mathematics Methods | 3 | 2 | 2 | 8 | 8 | 6 |
| Media Production and Analysis | 1 | 1 | 1 | 16 | 11 | 11 |
| Modern History | 1 | 1 | 2 | 19 | 9 | 11 |
| Physics | 2 | 2 | 2 | 7 | 7 | 7 |

1 Above Expected - more than one standard deviation above the predicted school mean

2 Expected - within one standard deviation of the predicted school mean

3 Below Expected - more than one standard deviation below the predicted school mean

No data available or number of students is less than 6

Footnotes

Data Source:

The aggregate data in these tables are based on student data provided by the School Curriculum and Standards Authority and the Tertiary Institutions Service Centre.

Interpreting the Data:

This table provides a 'traffic light' style assessment of the school's WACE course performance over the last three years. Only data from public schools are used in the analysis.

The results are reported as

above expected - more than one standard deviation above the predicted school mean

below expected - more than one standard deviation below the predicted school mean

or expected - within one standard deviation of the predicted school mean

✖ Rectangular Snip

Limitations of the Data:

Data will only be displayed for a subject if the school has at least 6 students with a scaled score in the course and there were at least 20 schools with students undertaking the course.

Links to Additional Data:

For queries contact School Performance on 9264 8955.

WACE & ATAR

- WACE Achievement – 88%, down from 93% in 2017
- ATAR Participation rate – 19% in 2018 (-8% on expected)
- Median ATAR 77.25
- Median ATAR was 0.63 standard deviations above expected
- Triciles (high/mid/low)
- The median ATAR who applied to TISC was 77.45
- 20 students with an ATAR applied to TISC
- 19 out of 23 received an offer for their 1st preference
- 22 of our 23 students received an offer
- 12 have enrolled and 7 have deferred
- VET participation rate 77% - funded at 74%
- 97% of our students met the Cert 2 or ATAR graduation requirement
- Attainment Rate = ATAR 55+ and Cert 2 or higher – 95% in 2018. Like schools 95%
- Subjects with Course Mean Scaled Score more than 1 Standard Deviation above expected
- Media Production and Analysis
- Course Differentials – how the students went in relation to their other courses. Strong results in:
- Maths Methods (6.88)
- Media Production and Analysis
- 82% ATAR students achieved an ATAR above 55, 86% in 2017 and 100% in 2016

Student Performance – Stage 1 Courses – Grade Distribution

General Courses

Student Performance - General Courses - Grade Distribution

| Course | School Percentages | | | | | WA Public Schools Percentages | | | | |
|----------------------------------|--------------------|----|----|----|----|-------------------------------|----|----|----|---|
| | A | B | C | D | E | A | B | C | D | E |
| English | 16 | 27 | 51 | 6 | 0 | 10 | 27 | 51 | 7 | 5 |
| Food Science and Technology | 19 | 28 | 49 | 5 | 0 | 14 | 29 | 44 | 8 | 5 |
| Materials, Design and Technology | 7 | 14 | 69 | 10 | 0 | 10 | 24 | 50 | 9 | 7 |
| Outdoor Education | 6 | 18 | 35 | 18 | 24 | 11 | 29 | 44 | 10 | 6 |
| Physical Education Studies | 16 | 32 | 53 | 0 | 0 | 9 | 29 | 49 | 9 | 4 |
| Visual Arts | 20 | 40 | 37 | 0 | 3 | 10 | 29 | 45 | 9 | 7 |

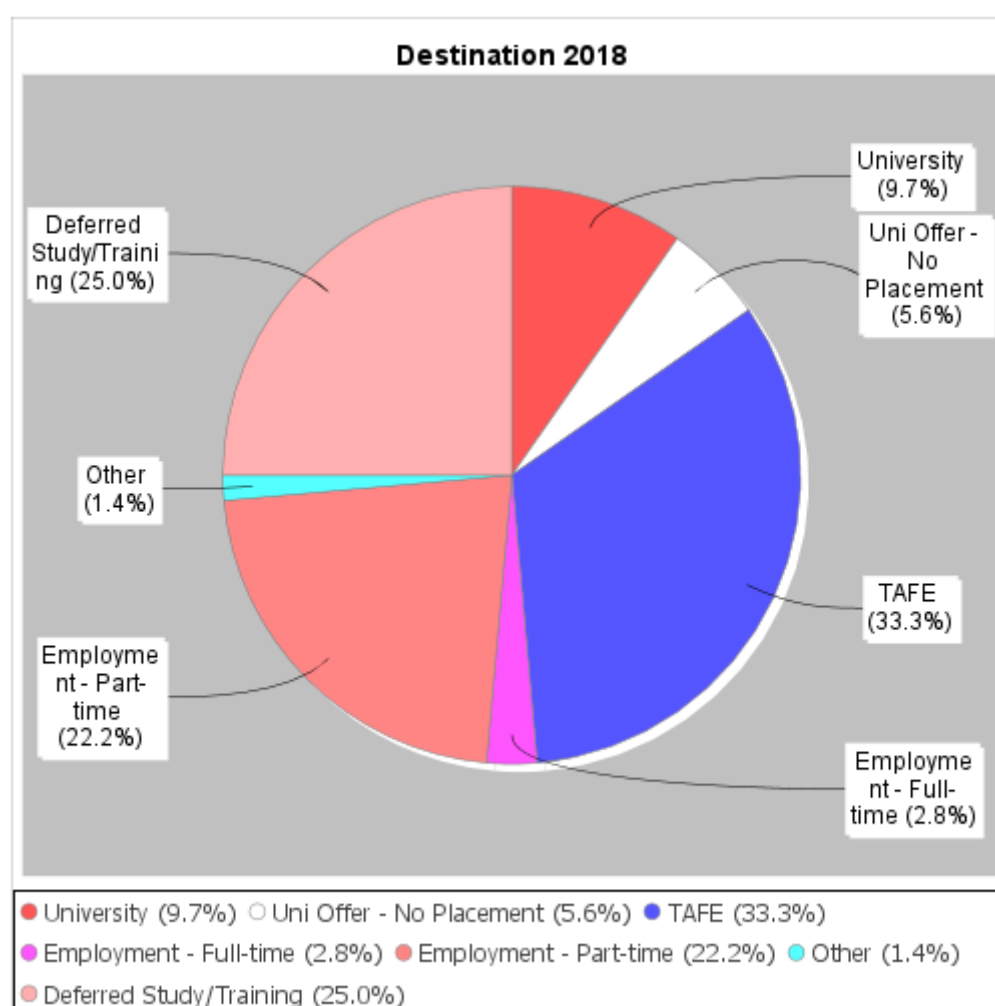
ATAR 2018

Year 12 Participation

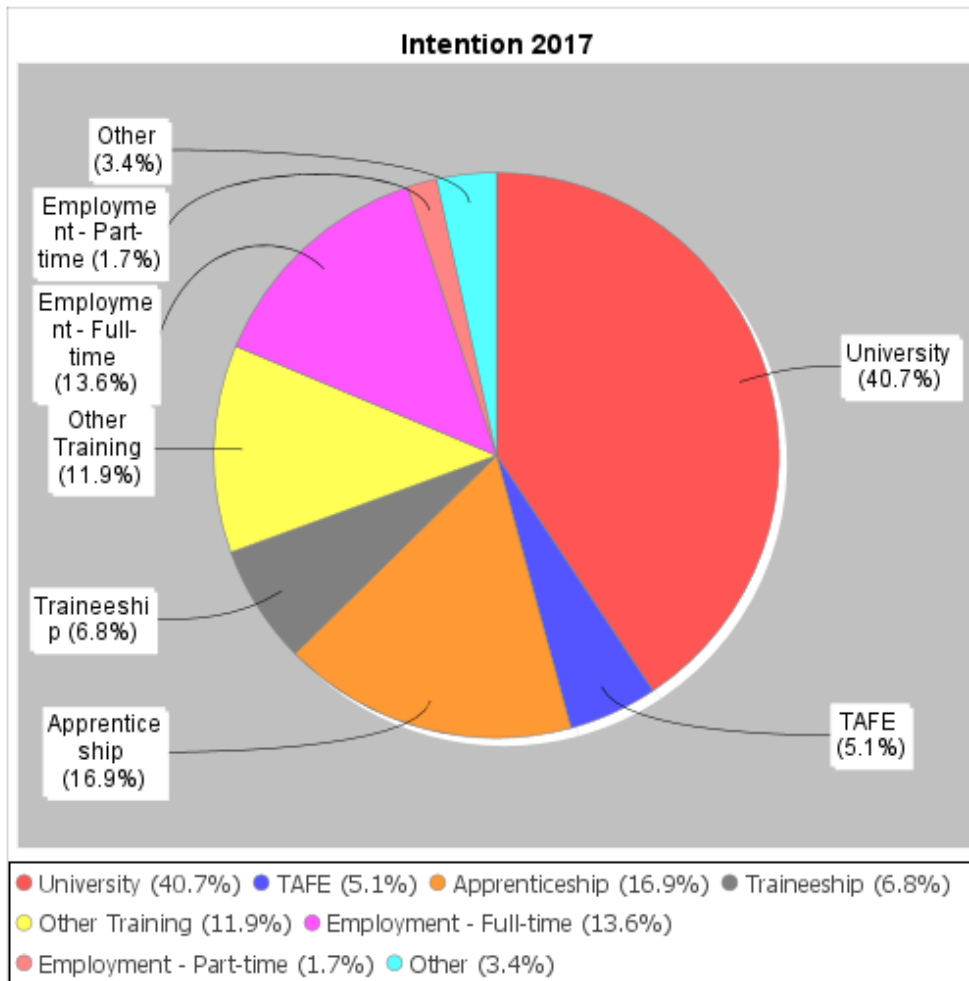
WACE Achievement

| | Eligible Year 12 Students | Percentage achieving WACE |
|------|---------------------------|---------------------------|
| 2016 | 79 | 92% |
| 2017 | 75 | 93% |
| 2018 | 92 | 88% |

Year 12 Destinations



Year 12 Intentions and Destinations



| | Intention 2017 School | Intention 2017 State | Destination 2018 School | Destination 2018 State | Variation School | Variation State |
|--------------------------|--------------------------|-------------------------|----------------------------|---------------------------|---------------------|--------------------|
| Return To School | | 0.5% | | 0.2% | | -0.3% |
| University | 40.7% | 47.1% | 9.7% | 34.7% | -30.9% | -12.4% |
| Uni Offer - No Placement | | | 5.6% | 2.1% | | |
| TAFE | 5.1% | 19.3% | 33.3% | 24.4% | 28.3% | 5.1% |
| Apprenticeship | 16.9% | 11.2% | | 2.2% | | -9.0% |
| Traineeship | 6.8% | 2.4% | | 2.4% | | 0.0% |
| Other Training | 11.9% | 2.7% | | 1.2% | | -1.5% |
| Employment - Full-time | 13.6% | 10.8% | 2.8% | 4.1% | -10.8% | -6.7% |
| Employment - Part-time | 1.7% | 1.6% | 22.2% | 11.1% | 20.5% | 9.5% |
| Employment | | | | | | |
| Employment Assistance | | | | 6.4% | | |
| Other | 3.4% | 4.4% | 1.4% | 1.6% | -2.0% | -2.8% |
| Deferred Study/Training | | | 25.0% | 9.6% | | |
| Total | 100% | 100% | 100% | 100% | - | - |
| % of students responding | 78% | 0.0% | 95% | 0.0% | - | - |

Note

Percentages may not add to 100 due to rounding

Senior Secondary

Year 12 Pathways

| | Y12 Students | ATAR Only | ATAR & Cert II or Higher | VET Cert II or Higher | Other | |
|------|--------------|------------|--------------------------|-----------------------|------------|------------|
| | | | | | Verified | Unverified |
| 2018 | 93 | 19 (20.4%) | 4 (4.3%) | 74 (79.6%) | 1 (1.1%) | 0 (0.0%) |
| 2017 | 83 | 23 (27.7%) | 5 (6.0%) | 48 (57.8%) | 6 (7.2%) | 1 (1.2%) |
| 2016 | 95 | 25 (26.3%) | 9 (9.5%) | 47 (49.5%) | 14 (14.7%) | 0 (0.0%) |

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

| | Certificate I | | Certificate II | | Certificate III or Higher | |
|------|---------------|------------|----------------|------------|---------------------------|------------|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| 2018 | 0 | 0.0% | 71 | 91.0% | 7 | 9.0% |
| 2017 | 0 | 0.0% | 47 | 88.7% | 6 | 11.3% |
| 2016 | 1 | 1.8% | 47 | 82.5% | 9 | 15.8% |

WACE Achievement

| | Eligible Year 12 Students | Percentage achieving WACE |
|------|---------------------------|---------------------------|
| 2016 | 79 | 92% |
| 2017 | 75 | 93% |
| 2018 | 92 | 88% |

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

| | Number acquiring an ATAR | Number achieving one or more scaled scores of 75+ | Percentage achieving one or more scaled scores of 75+ |
|------|--------------------------|---|---|
| 2016 | 34 | 14 | 41% |
| 2017 | 28 | 9 | 32% |
| 2018 | 23 | 1 | 4% |

Note

ATAR: Australian Tertiary Admissions Rank

VET: Vocational Education and Training

Eligible Year 12 students are those full time students eligible to graduate at the end of the year.

Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

Year 12 Pathways

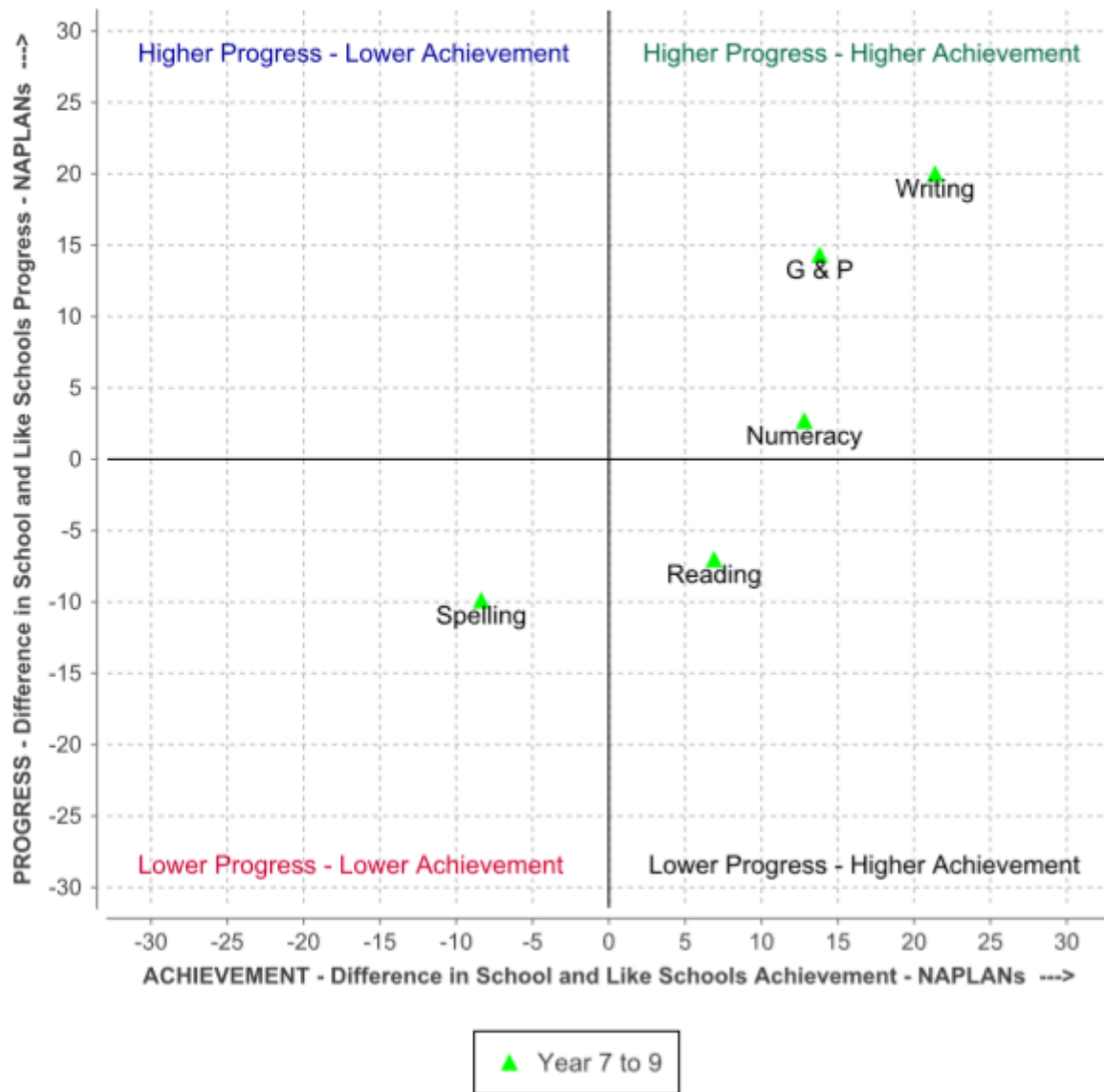
Year 12 students are those full time students enrolled at the school

Other - Verified: Either didn't achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc

Other - Unverified: Unverified reason for leaving school early

Student Progress and Achievement Compared with Like Schools

NAPLAN (2016 to 2018)



Proficiency Summary Grammar and Punctuation

Number of students with a Test Score

| | School Year 7 Grammar & Punctuation | | |
|----------------|-------------------------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 127 | 118 | 143 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 7 Grammar & Punctuation | | | | | | | | |
|---------|--------------------|------------------------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 9 to 10 | 634 & Above | 6% | 1% | 8% | 8% | 6% | 9% | 12% | 10% | 9% |
| 8 | 582 - 633 | 15% | 14% | 22% | 12% | 13% | 13% | 13% | 14% | 17% |
| 7 | 530 - 581 | 28% | 36% | 30% | 25% | 29% | 27% | 24% | 28% | 28% |
| 6 | 478 - 529 | 24% | 24% | 18% | 24% | 25% | 26% | 20% | 23% | 21% |
| 5 | 426 - 477 | 21% | 18% | 21% | 23% | 14% | 18% | 22% | 13% | 15% |
| 1 to 4 | Up to 425 | 6% | 8% | 1% | 8% | 12% | 8% | 9% | 12% | 10% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Number of students with a Test Score

| | School Year 9 Grammar & Punctuation | | |
|----------------|-------------------------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 109 | 137 | 125 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 9 Grammar & Punctuation | | | | | | | | |
|--------|--------------------|------------------------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 10 | 686 & Above | 4% | 2% | 7% | 5% | 5% | 5% | 8% | 7% | 4% |
| 9 | 634 - 685 | 10% | 11% | 13% | 10% | 9% | 15% | 12% | 11% | 14% |
| 8 | 582 - 633 | 22% | 32% | 31% | 18% | 25% | 31% | 18% | 24% | 28% |
| 7 | 530 - 581 | 36% | 23% | 34% | 33% | 30% | 21% | 30% | 26% | 29% |
| 6 | 478 - 529 | 21% | 21% | 15% | 21% | 20% | 21% | 19% | 19% | 15% |
| 1 to 5 | Up to 477 | 7% | 10% | 1% | 13% | 11% | 7% | 12% | 13% | 10% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Proficiency Summary Numeracy

Number of students with a Test Score

| | School Year 7 Numeracy | | |
|----------------|------------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 128 | 116 | 144 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 7 Numeracy | | | | | | | | |
|---------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 9 to 10 | 634 & Above | 6% | 4% | 7% | 5% | 8% | 7% | 10% | 12% | 9% |
| 8 | 582 - 633 | 17% | 14% | 24% | 15% | 15% | 13% | 15% | 15% | 16% |
| 7 | 530 - 581 | 30% | 34% | 38% | 29% | 30% | 30% | 27% | 28% | 27% |
| 6 | 478 - 529 | 34% | 26% | 23% | 28% | 27% | 33% | 24% | 25% | 27% |
| 5 | 426 - 477 | 9% | 18% | 8% | 18% | 16% | 15% | 17% | 16% | 14% |
| 1 to 4 | Up to 425 | 5% | 4% | 1% | 5% | 4% | 2% | 5% | 4% | 6% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Number of students with a Test Score

| | School Year 9 Numeracy | | |
|----------------|------------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 109 | 135 | 123 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 9 Numeracy | | | | | | | | |
|--------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 10 | 686 & Above | 5% | 7% | 5% | 4% | 4% | 5% | 9% | 8% | 8% |
| 9 | 634 - 685 | 18% | 20% | 17% | 12% | 12% | 14% | 14% | 14% | 16% |
| 8 | 582 - 633 | 33% | 27% | 45% | 26% | 30% | 30% | 25% | 28% | 29% |
| 7 | 530 - 581 | 27% | 33% | 25% | 36% | 33% | 34% | 31% | 29% | 29% |
| 6 | 478 - 529 | 16% | 12% | 6% | 19% | 20% | 15% | 18% | 20% | 13% |
| 1 to 5 | Up to 477 | 2% | 1% | 2% | 2% | 2% | 3% | 3% | 2% | 5% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Proficiency Summary Reading

Number of students with a Test Score

| | School Year 7 Reading | | |
|----------------|-----------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 126 | 116 | 147 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 7 Reading | | | | | | | | |
|---------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 9 to 10 | 634 & Above | 8% | 5% | 6% | 5% | 5% | 5% | 9% | 8% | 6% |
| 8 | 582 - 633 | 13% | 16% | 20% | 12% | 13% | 14% | 15% | 14% | 15% |
| 7 | 530 - 581 | 33% | 32% | 33% | 22% | 30% | 28% | 21% | 28% | 27% |
| 6 | 478 - 529 | 30% | 24% | 22% | 33% | 30% | 32% | 28% | 26% | 28% |
| 5 | 426 - 477 | 13% | 16% | 16% | 21% | 16% | 16% | 19% | 14% | 15% |
| 1 to 4 | Up to 425 | 2% | 8% | 3% | 7% | 7% | 6% | 8% | 9% | 8% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Number of students with a Test Score

| | School Year 9 Reading | | |
|----------------|-----------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 109 | 135 | 127 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 9 Reading | | | | | | | | |
|--------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 10 | 686 & Above | 2% | 4% | 3% | 3% | 2% | 4% | 6% | 5% | 3% |
| 9 | 634 - 685 | 12% | 12% | 13% | 11% | 11% | 12% | 15% | 13% | 13% |
| 8 | 582 - 633 | 45% | 38% | 35% | 28% | 30% | 31% | 26% | 31% | 30% |
| 7 | 530 - 581 | 28% | 23% | 35% | 31% | 27% | 32% | 28% | 23% | 31% |
| 6 | 478 - 529 | 11% | 20% | 11% | 21% | 22% | 16% | 19% | 19% | 15% |
| 1 to 5 | Up to 477 | 3% | 3% | 2% | 5% | 8% | 5% | 6% | 9% | 7% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Proficiency Summary Spelling

Number of students with a Test Score

| | School Year 7 Spelling | | |
|----------------|------------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 127 | 118 | 143 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 7 Spelling | | | | | | | | |
|---------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 9 to 10 | 634 & Above | 6% | 3% | 4% | 5% | 6% | 6% | 9% | 9% | 9% |
| 8 | 582 - 633 | 19% | 26% | 17% | 17% | 23% | 19% | 17% | 23% | 18% |
| 7 | 530 - 581 | 26% | 25% | 32% | 26% | 28% | 26% | 25% | 27% | 27% |
| 6 | 478 - 529 | 26% | 21% | 27% | 29% | 22% | 28% | 24% | 20% | 24% |
| 5 | 426 - 477 | 17% | 21% | 15% | 16% | 15% | 12% | 16% | 12% | 12% |
| 1 to 4 | Up to 425 | 6% | 4% | 4% | 7% | 6% | 8% | 9% | 8% | 10% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Number of students with a Test Score

| | School Year 9 Spelling | | |
|----------------|------------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 109 | 137 | 125 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 9 Spelling | | | | | | | | |
|--------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 10 | 686 & Above | 3% | 4% | 2% | 5% | 5% | 5% | 7% | 7% | 6% |
| 9 | 634 - 685 | 12% | 14% | 9% | 13% | 17% | 14% | 15% | 18% | 15% |
| 8 | 582 - 633 | 28% | 23% | 32% | 27% | 22% | 29% | 27% | 22% | 27% |
| 7 | 530 - 581 | 32% | 35% | 32% | 26% | 31% | 29% | 23% | 28% | 26% |
| 6 | 478 - 529 | 17% | 19% | 21% | 18% | 17% | 15% | 15% | 16% | 16% |
| 1 to 5 | Up to 477 | 8% | 6% | 4% | 12% | 8% | 8% | 12% | 9% | 11% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Proficiency Summary Writing

Number of students with a Test Score

| | School Year 7 Writing | | |
|----------------|-----------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 126 | 118 | 147 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 7 Writing | | | | | | | | |
|---------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 9 to 10 | 634 & Above | 2% | 4% | 2% | 1% | 2% | 1% | 3% | 4% | 3% |
| 8 | 582 - 633 | 11% | 5% | 12% | 9% | 8% | 8% | 11% | 12% | 9% |
| 7 | 530 - 581 | 27% | 15% | 25% | 21% | 20% | 20% | 22% | 19% | 20% |
| 6 | 478 - 529 | 28% | 30% | 27% | 33% | 29% | 29% | 30% | 26% | 29% |
| 5 | 426 - 477 | 25% | 30% | 26% | 25% | 28% | 30% | 22% | 25% | 22% |
| 1 to 4 | Up to 425 | 7% | 15% | 8% | 11% | 14% | 12% | 12% | 14% | 18% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Number of students with a Test Score

| | School Year 9 Writing | | |
|----------------|-----------------------|------|------|
| | 2016 | 2017 | 2018 |
| Total Students | 109 | 136 | 128 |

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 9 Writing | | | | | | | | |
|--------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 10 | 686 & Above | 3% | 4% | 4% | 3% | 3% | 2% | 4% | 5% | 3% |
| 9 | 634 - 685 | 7% | 7% | 12% | 6% | 7% | 6% | 8% | 9% | 8% |
| 8 | 582 - 633 | 24% | 26% | 23% | 22% | 23% | 21% | 22% | 22% | 18% |
| 7 | 530 - 581 | 28% | 23% | 29% | 27% | 25% | 26% | 26% | 23% | 25% |
| 6 | 478 - 529 | 25% | 22% | 22% | 26% | 21% | 24% | 23% | 20% | 23% |
| 1 to 5 | Up to 477 | 14% | 19% | 9% | 17% | 21% | 20% | 17% | 21% | 23% |

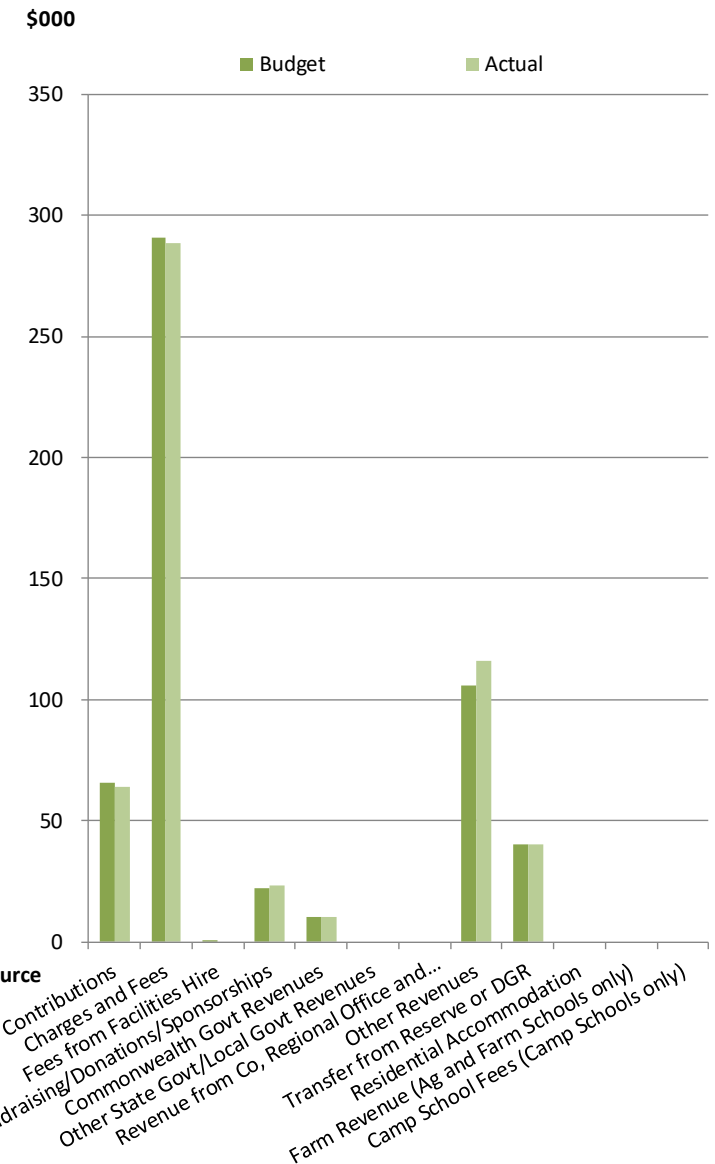
| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Cape Naturaliste College Financial Summary

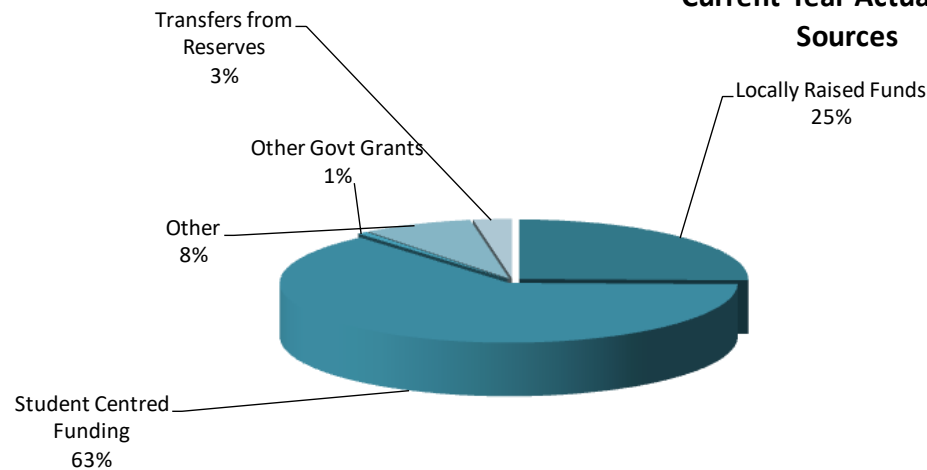
as at 31 December 2018

| | Revenue - Cash & Salary Allocation | Budget | Actual |
|----|--|-----------------|-----------------|
| 1 | Voluntary Contributions | \$ 65,800.00 | \$ 63,787.15 |
| 2 | Charges and Fees | \$ 290,937.00 | \$ 288,503.94 |
| 3 | Fees from Facilities Hire | \$ 100.00 | \$ - |
| 4 | Fundraising/Donations/Sponsorships | \$ 21,881.00 | \$ 23,197.77 |
| 5 | Commonwealth Govt Revenues | \$ 10,140.00 | \$ 10,140.00 |
| 6 | Other State Govt/Local Govt Revenues | \$ - | \$ - |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 | Other Revenues | \$ 105,769.00 | \$ 116,061.54 |
| 9 | Transfer from Reserve or DGR | \$ 40,465.00 | \$ 40,465.00 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 535,092.00 | \$ 542,155.40 |
| | Opening Balance | \$ 248,520.00 | \$ 248,520.52 |
| | Student Centred Funding | \$ 940,997.00 | \$ 940,137.68 |
| | Total Cash Funds Available | \$ 1,724,609.00 | \$ 1,730,813.60 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 1,724,609.00 | \$ 1,730,813.60 |

Locally Generated Revenue - Budget vs Actual



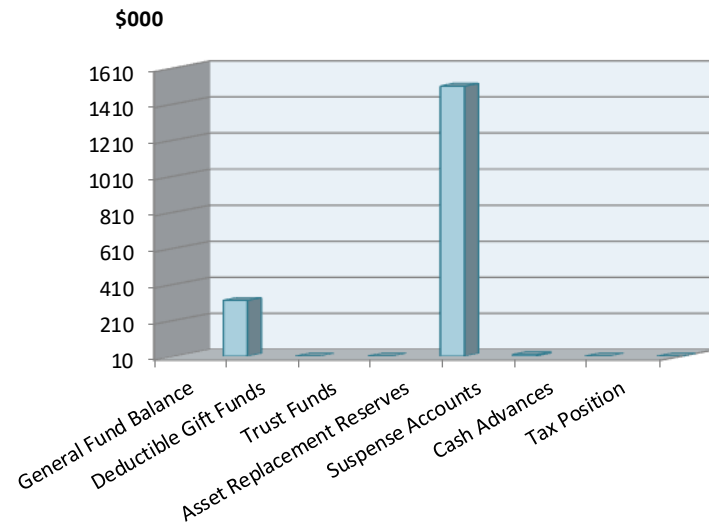
Current Year Actual Cash Sources



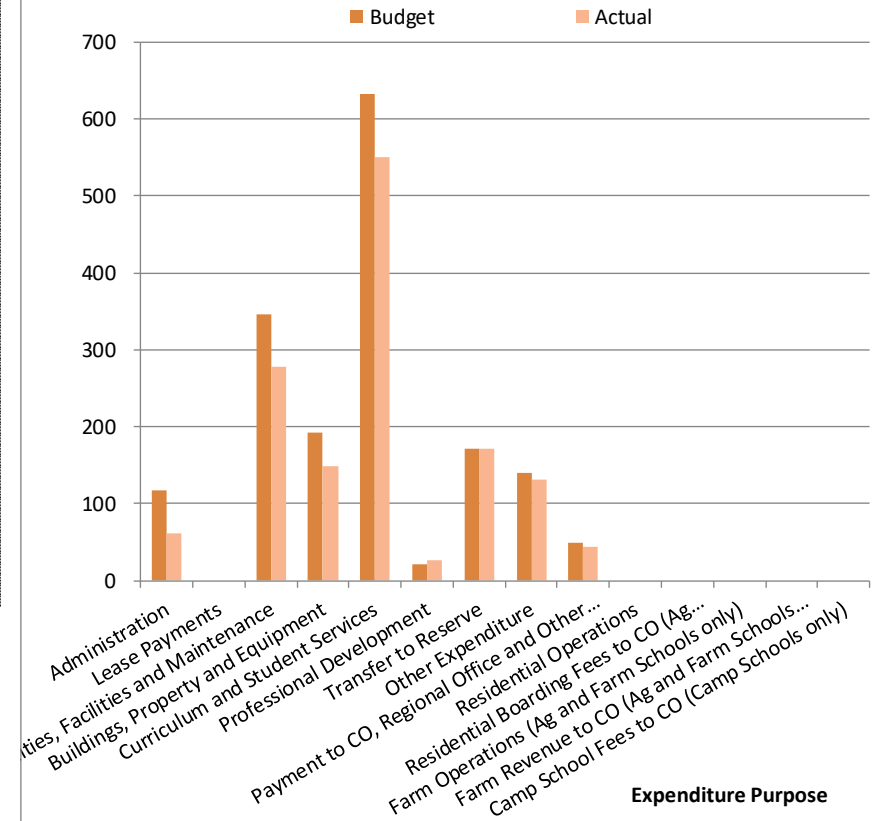
Financial Summary as at 31 December 2018

| | Expenditure - Cash and Salary | Budget | Actual |
|----|--|------------------------|------------------------|
| 1 | Administration | \$ 116,703.24 | \$ 61,290.96 |
| 2 | Lease Payments | \$ - | \$ - |
| 3 | Utilities, Facilities and Maintenance | \$ 345,823.25 | \$ 278,485.22 |
| 4 | Buildings, Property and Equipment | \$ 192,218.00 | \$ 147,880.21 |
| 5 | Curriculum and Student Services | \$ 632,769.09 | \$ 549,723.44 |
| 6 | Professional Development | \$ 22,000.00 | \$ 27,113.63 |
| 7 | Transfer to Reserve | \$ 171,500.00 | \$ 171,500.00 |
| 8 | Other Expenditure | \$ 140,469.17 | \$ 130,409.64 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 48,837.00 | \$ 44,685.16 |
| 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) | \$ - | \$ - |
| | | | |
| | Total Goods and Services Expenditure | \$ 1,670,319.75 | \$ 1,411,088.26 |
| | Total Forecast Salary Expenditure | \$ - | \$ - |
| | Total Expenditure | \$ 1,670,319.75 | \$ 1,411,088.26 |
| | Cash Budget Variance | \$ 54,289.25 | |

Cash Position



Goods and Services Expenditure - Budget vs Actual

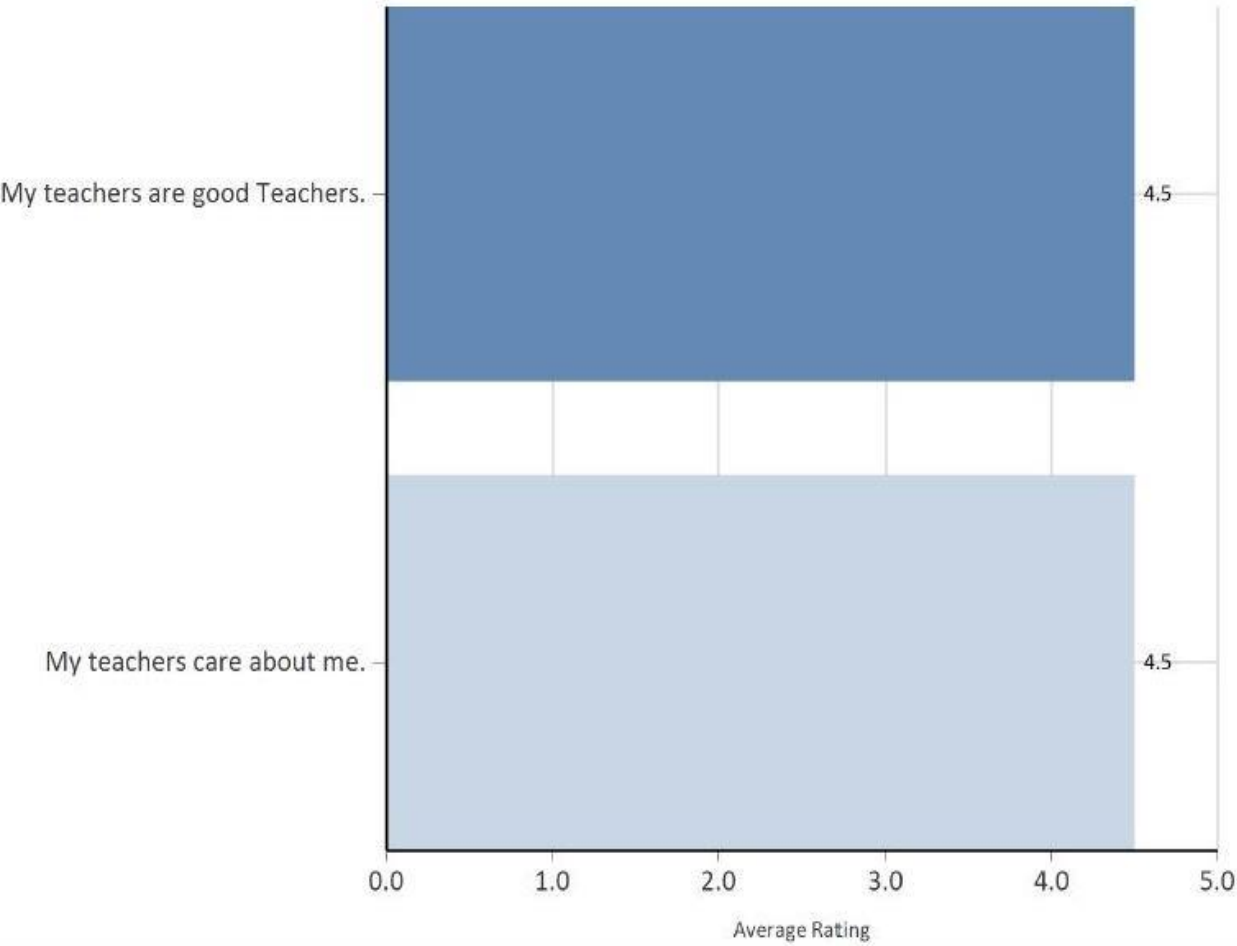


| Cash Position as at: | | |
|------------------------------|-----------|---------------------|
| Bank Balance | \$ | 1,839,346.97 |
| Made up of: | \$ | - |
| 1 General Fund Balance | \$ | 319,725.34 |
| 2 Deductible Gift Funds | \$ | - |
| 3 Trust Funds | \$ | - |
| 4 Asset Replacement Reserves | \$ | 1,507,949.24 |
| 5 Suspense Accounts | \$ | 18,754.39 |
| 6 Cash Advances | -\$ | 250.00 |
| 7 Tax Position | -\$ | 6,832.00 |
| Total Bank Balance | \$ | 1,839,346.97 |

Student Opinion Survey 2018

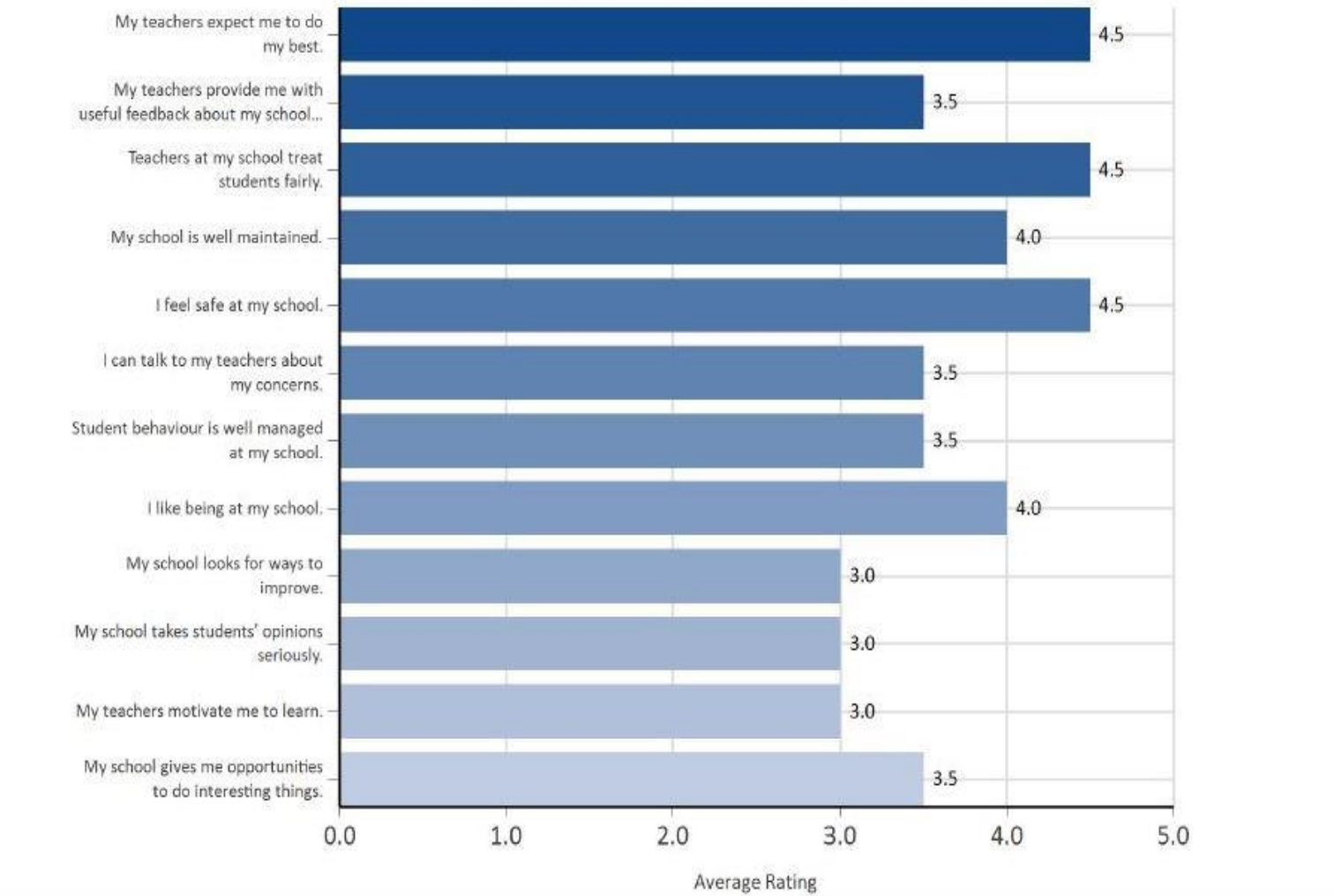
5 . Please rate the items below.

| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |



Student Opinion Survey 2018

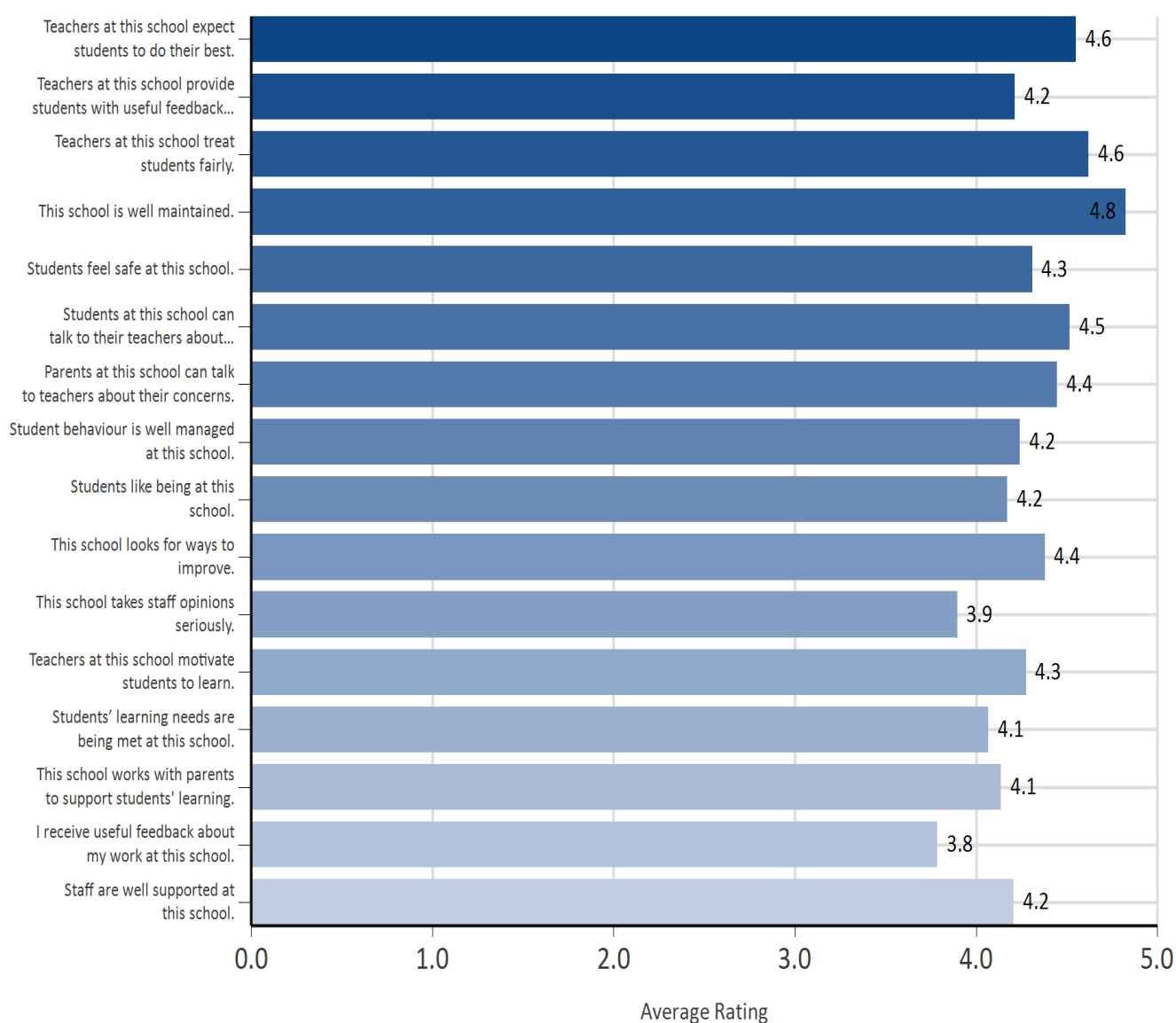
| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |



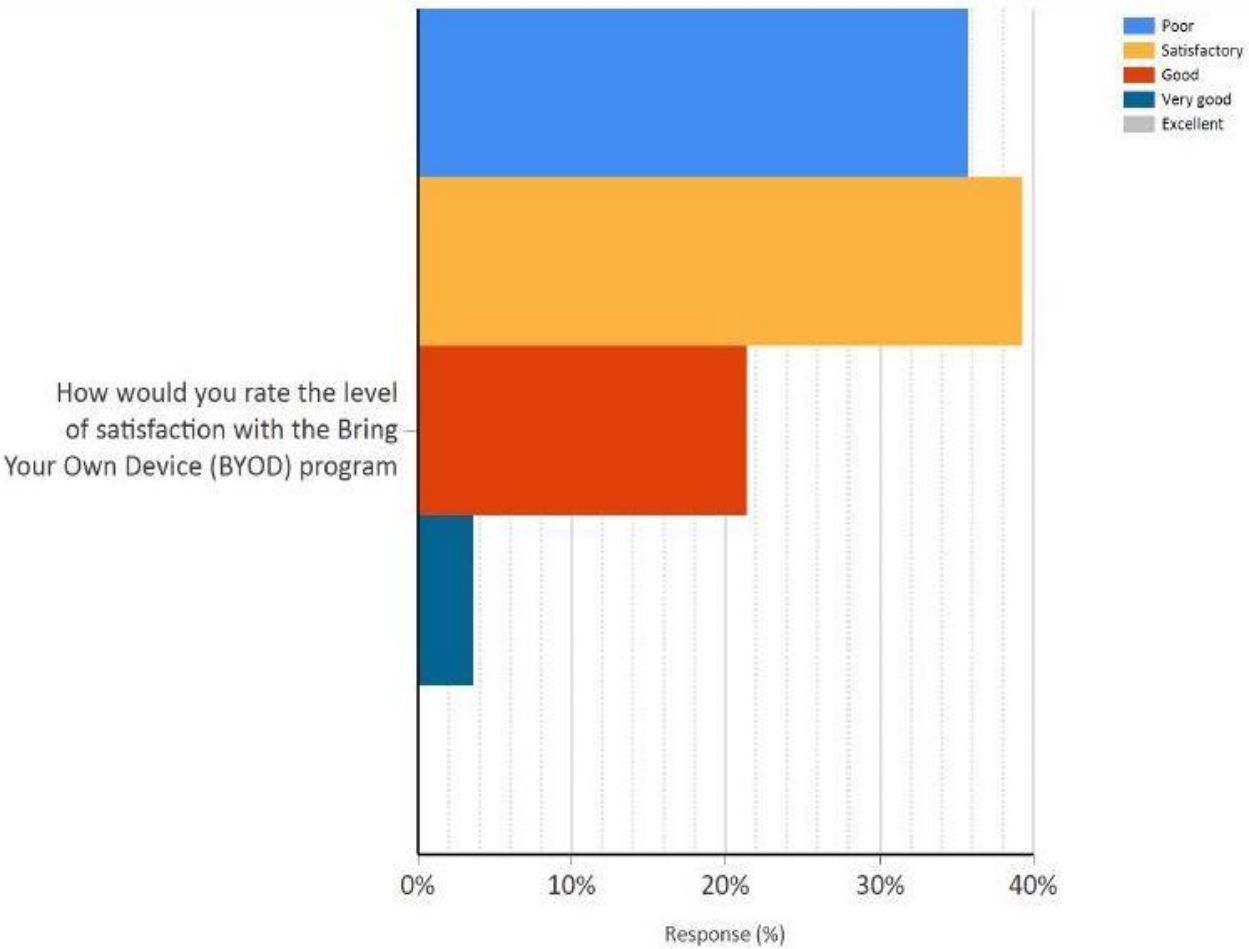
Teacher School Opinion Survey 2018

1 . Please rate the items below

| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

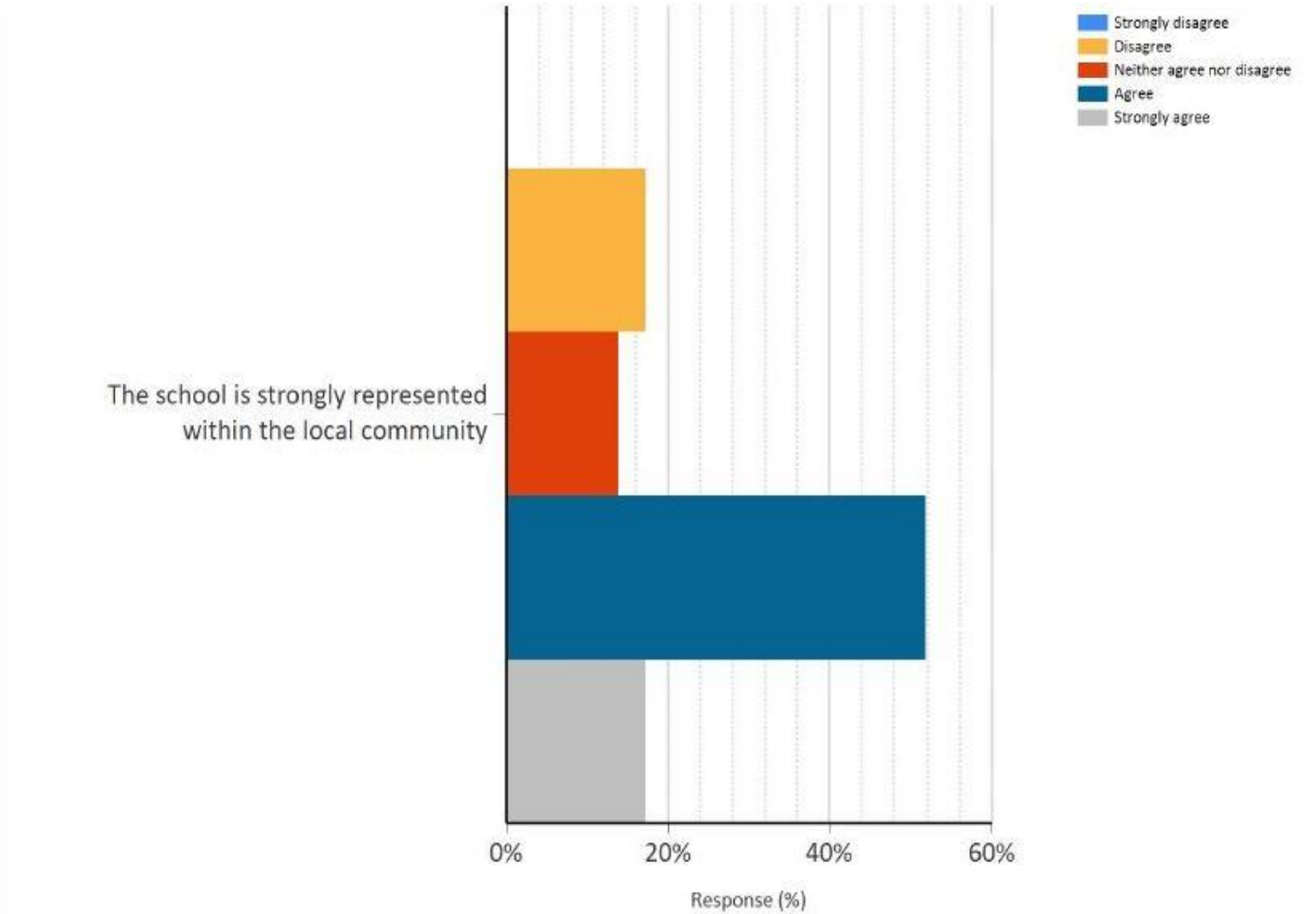


Teacher School Opinion Survey 2018



| | Poor | | Satisfactory | | Good | | Very good | | Excellent | |
|--|------|-----|--------------|-----|------|-----|-----------|----|-----------|---|
| | Num | % | Num | % | Num | % | Num | % | Num | % |
| How would you rate the level of satisfaction with the Bring Your Own Device (BYOD) program | 10 | 36% | 11 | 39% | 6 | 21% | 1 | 4% | - | - |

Teacher School Opinion Survey 2018

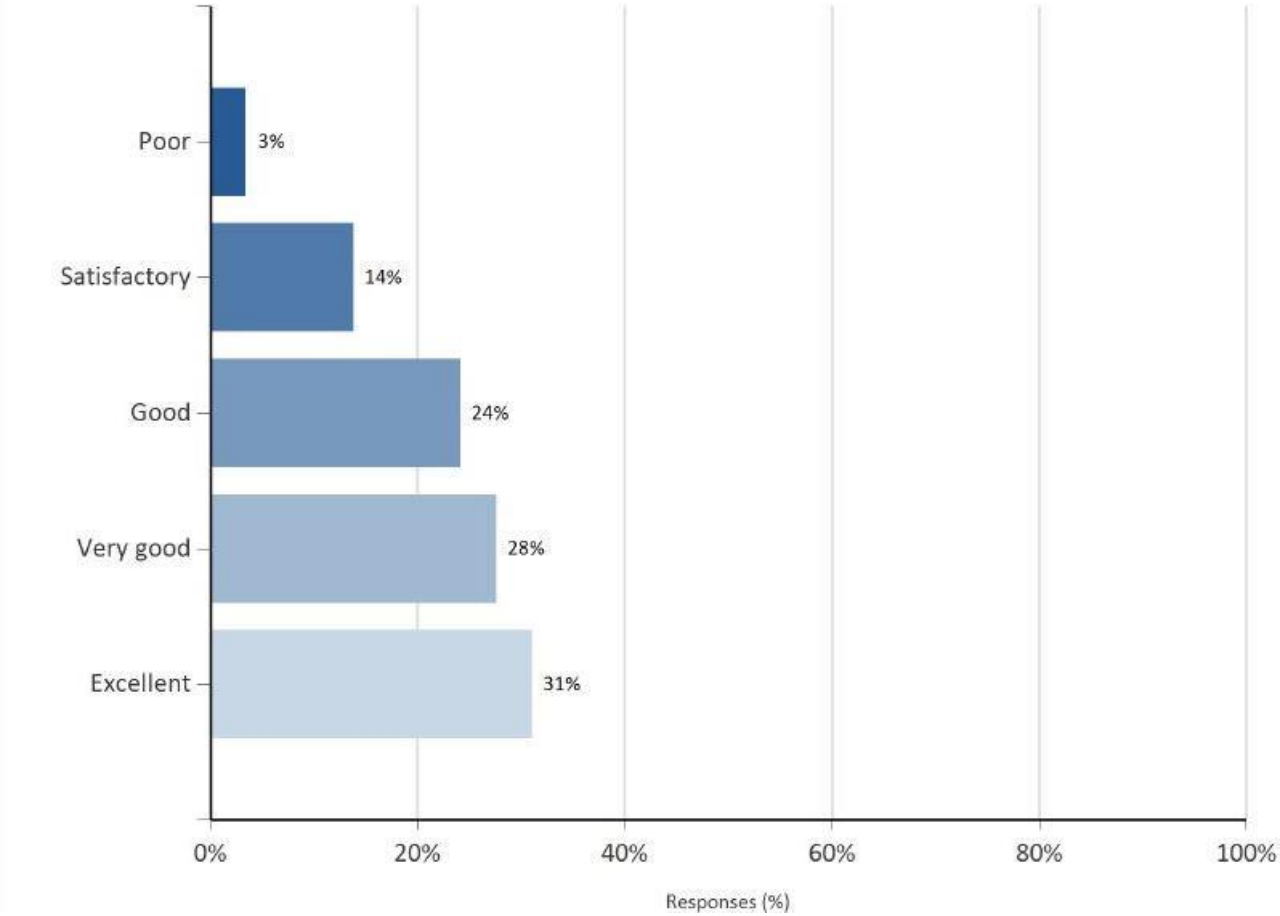


| | Strongly disagree | | Disagree | | Neither agree nor disagree | | Agree | | Strongly agree | |
|---|-------------------|---|----------|-----|----------------------------|-----|-------|-----|----------------|-----|
| | Num | % | Num | % | Num | % | Num | % | Num | % |
| The school is strongly represented within the local community | - | - | 5 | 17% | 4 | 14% | 15 | 52% | 5 | 17% |

Teacher School Opinion Survey 2018

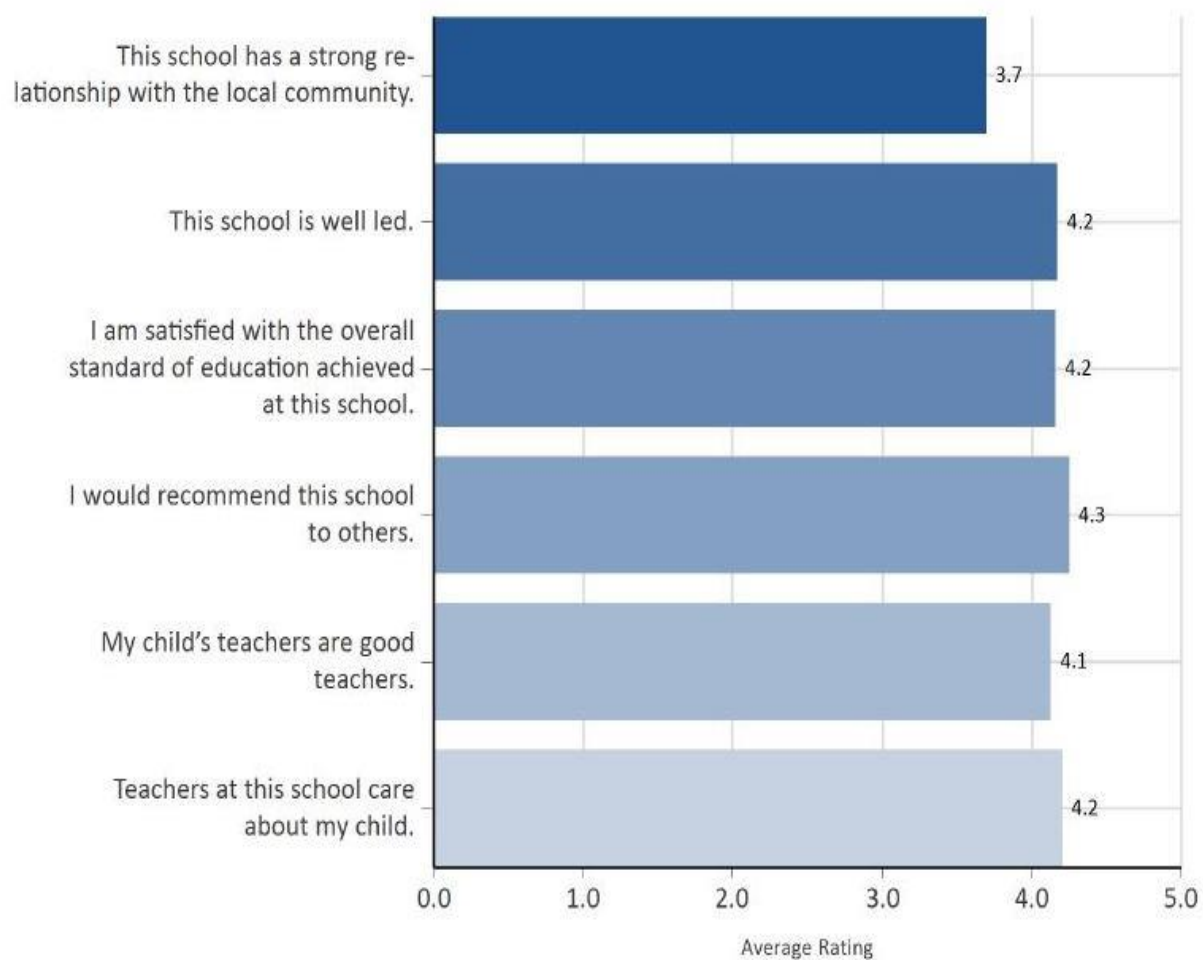
Level of satisfaction with ICT Support

| Rating | Score |
|--------------|-------|
| Excellent | 5 |
| Very good | 4 |
| Good | 3 |
| Satisfactory | 2 |
| Poor | 1 |



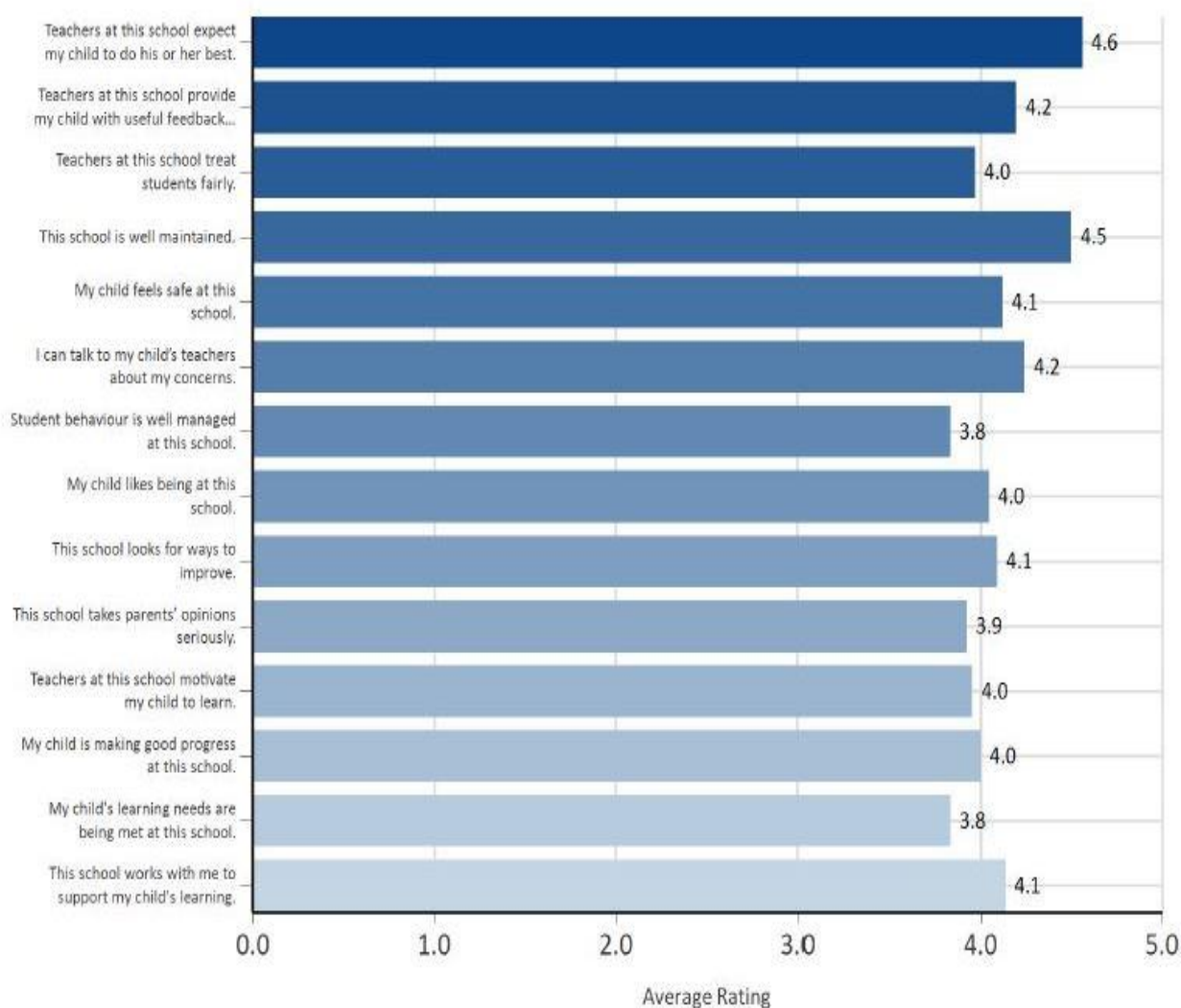
Parent School Opinion Survey 2018

| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |



Parent School Opinion Survey 2018

| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |



Parent School Opinion Survey 2018

10 . Do you believe that communication with teachers online is more convenient than meeting face to face

| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

