



Achieving excellence together

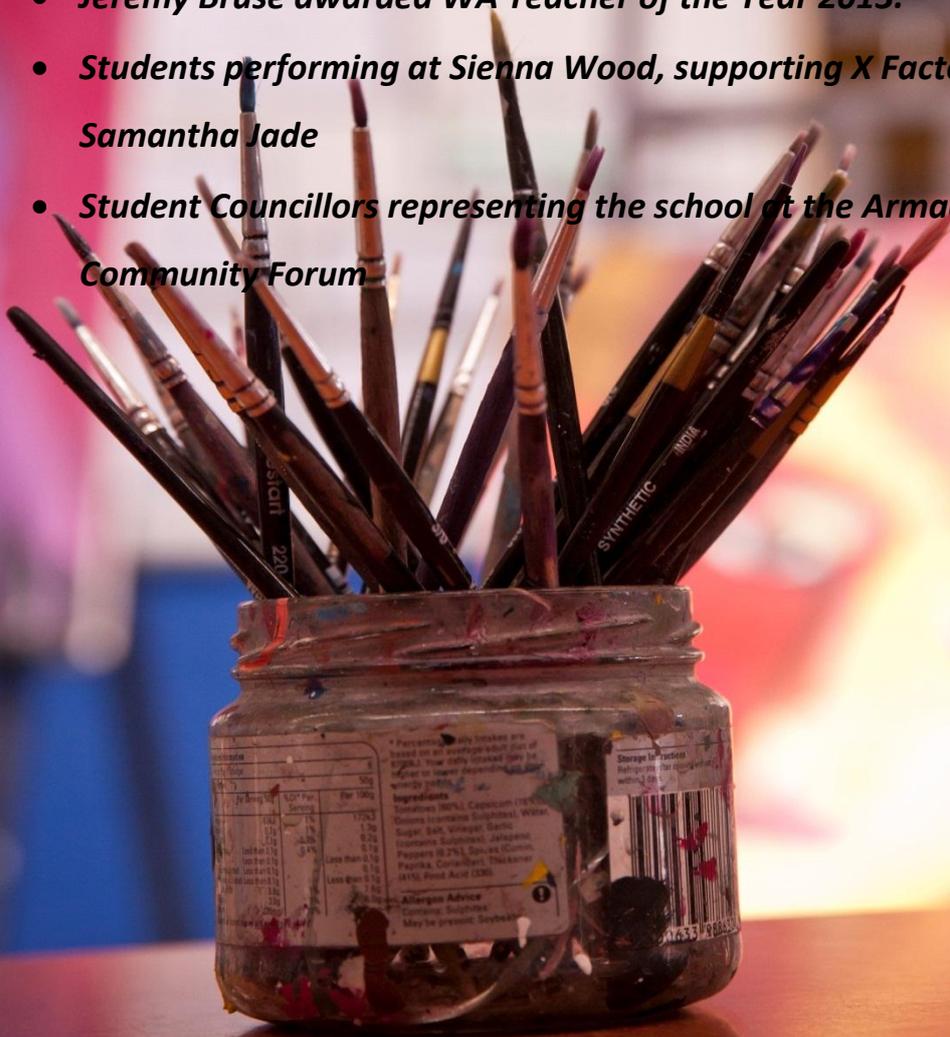
# CECIL ANDREWS SENIOR HIGH SCHOOL

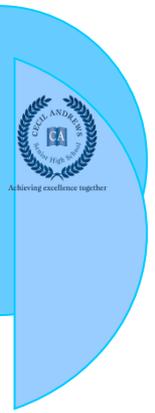


## ANNUAL REPORT 2013

## ***Highlights of 2013***

- ***One year 12 student accepted into the Western Australia Academy of Performing Arts (WAAPA).***
- ***Reconciliation Choir touring and performing in Germany***
- ***Jeremy Bruse awarded WA Teacher of the Year 2013.***
- ***Students performing at Sienna Wood, supporting X Factor Winner Samantha Jade***
- ***Student Councillors representing the school at the Armadale Community Forum***





2013 has been an innovative and productive year for Cecil Andrews Senior High School. We are embarking upon an exciting journey as we prepare to apply to be an Independent Public School (IPS). This will bring great benefits in terms of our ability to manage our finances, greater flexibility in staff selection and improved student outcomes. We welcome the opportunity for staff and community members to work collaboratively in new and innovative ways to forge exciting learning opportunities for students.

We can be proud of our many achievements over the year. Our new branding and school uniform has fostered a sense of belonging and pride in our school community. A new website, free phone 'app' for parents and students along with our Facebook page has improved communication within the school community and increased the Cecil Andrews profile and sense of identity. Our gardens are looking fabulous, providing an inspiring and vibrant learning environment.

We have embraced Information Technology to empower teachers with the introduction of Apple TVs and iPads, accompanied by staff training in the latest IT teaching.

Cecil Andrews has outstanding social and emotional intelligence programs which are invaluable in lifting student morale and increasing engagement across all areas of school activities. We have adopted the proven 'Positive Behaviour in Schools' model and Coaching to enhance the health and wellbeing of students.

Through their dedication and collaboration staff are improving the academic rigour of our students, offering quality teaching and enabling students to achieve their potential. We are extremely proud that our Specialist AFL teacher, Mr Jeremy Bruse, who won the Premier's WA Teacher of the Year Award this year. He will inspire and share his exemplary teaching practice with teachers across the State and especially in our education cluster.

As a result of the successful strategic planning and advances made by the school we have been selected to be a Teacher Development School in the areas of Transition and Science. Academic enrichment is also occurring, with Year 5-6 programs in Dance and Science. This means that our staff will be equipped with the most current curriculum knowledge and exemplary practice, with the know how to train staff all over WA.

We are growing successful partnerships with the community which widens the scope of what we can offer students. Students following our excellent Vocational Education programs have demonstrated a high standard of workplace performance and the high level of support from local businesses which our school receives is much appreciated.

Arts and sports accomplishments continue to go from strength to strength with our specialist programs in AFL and Performing Arts. Our Reconciliation Choir performed to standing ovations on its tour of Germany as well as becoming renowned in the local area.

**Stella Jinman - Principal**



## Our Vision

2013 has been a remarkable and fulfilling year at Cecil Andrews Senior High School. The whole school community: staff, parents and students have embraced the modern and exciting vision of Cecil Andrews.

Our vision is that by establishing a Professional Learning Community forming a coalition of schools and working collaboratively we can achieve the following outcomes:

- Development of a progressive and innovative learning environment that encourages the development of life- long learners.
- All students realise their potential academically, socially and physically.
- A focus on ICT will prepare and engage students in 21<sup>st</sup> century learning.
- A strong focus on quality teaching and prioritising of literacy and numeracy.

### Our vision for students is for them to:

- Aspire to reach their potential.
- Demonstrate respect for self, others and environment.
- Have compassion for others and work co-operatively with members of the school community.
- Be proud of their school.

### Our vision for staff is for them to:

- Model respect, pride and compassion.
- Believe they can make a difference for students by caring for them and their right to the best possible education.
- Understand their role in establishing a positive working environment school-wide.

## Behavioural Expectations

We have developed four key expectations which we encourage and expect our students to adhere to and demonstrate at all times:

- *Be My Best*
- *Choose Respect*
- *Treat Everyone Decently*
- *Take Pride*



## Values

We strive to ensure that all students in our care are provided with a safe and supportive environment in which to learn and grow. The values embedded in the Department of Education and Training Curriculum Framework are of fundamental importance in fostering a sense of community at our school, and we are proactive in empowering our students to embody these values.

- A pursuit of knowledge and commitment to achievement of potential. Each person is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.
- Self-acceptance and respect of self. The acceptance and respect of self, resulting in attitudes and actions that develop each person's unique potential.
- Respect and concern for others and their rights. Sensitivity to and concern for the well-being of other people; and respect for life and property.
- Social and civic responsibility. This includes the encouragement of each person to participate in democratic process, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.
- Environmental responsibility. The commitment to developing an appreciative awareness of the interdependence of all elements of the environment.

## Priorities 2013

### LITERACY

*Improve all students literacy skills*

*Promote a whole school approach to the teaching of literacy through all Learning Areas*

*Cater for the learning needs of all students*

*Involve parents and the community in the literacy program*

### STUDENT ENGAGEMENT AND PARTICIPATION

*Retention rate (8-12) to stabilise*

*Reduce number of students choosing to leave to go to other schools*

*Improve overall attendance level*

*Improve behaviour management and review policy*



The teachers in the Maths Department have again gone far beyond their normal classroom duties to help students achieve to their highest potential. They have provided a range of teaching techniques in the classroom and offered out of class assistance for students who want it to increase their mathematical understandings.

This year our Year 9 students sat for the Naplan tests again and performed to the best of their ability. We also gave the Year 8 students a practice Naplan test which was marked by external providers so we could gather valuable data on areas of strengths and weaknesses in our students' understandings. This information has been reviewed and will guide us in developing programs to suit our students as we progress towards implementation of the Australian Curriculum next year.

The Academic Extension program for Years 8-10 has continually allowed teachers to extend and challenge our high achieving students. The majority of students should be congratulated on their class work and assessment pieces. In addition the extension classes sat for the Australian Mathematics Competition and performed admirably with one certificate of distinction and 22 Credit Certificates being awarded. The Mathematics curriculum is continually changing and all teachers and students in Senior School should be congratulated on some fantastic marks. The courses offered in 2013 were 3A/B, 2C/D, 2A/B, 1D/E and 1 B/C. These will continue to be offered in 2014 and we look forward to some excellent results from next year's students.

The preparation for 2014 has been in full swing with programming for the implementation of the Australian Curriculum for Years 8 to 10 well under way. We have purchased a series of new text books and this includes a homework book so students can keep track of their progress over the year and practise those much needed skills necessary for good performance in their classes. These resources will be supplemented with our continued subscription to the "Mymaths" online website that students can access from home to practise what they have learnt in class.

Students have definitely improved this year through continuity and consistency in the teaching and learning within the department and I would like to thank all staff and students for their efforts this year and look forward to 2014.

**Trevor Theunissen**



In recognition of the future direction in education, our school took the step midway through the year to amalgamate English and the Society & Environment learning areas under the Humanities banner. This exciting initiative addresses the needs of the Australian Curriculum and has already resulted in staff members working together as a team to embed cross curricular activities into the classrooms to enhance learning opportunities for students at Cecil Andrews Senior High School. Whilst English and Society & Environment lessons have continued to be delivered in separate buildings, staff members have been working collaboratively on content and literacy strategies and this has resulted in positive outcomes for both students and the teachers.

### **ENGLISH**

The English building this year has transformed into a modern technology hub complete with an Apple TV and new furniture for students to work with in the large centrally appointed activity area. Add to this the capacity to use the iPads and it is easy to see why both teachers and students have become very excited about the new initiatives. Students have enjoyed the opportunity for learning at their “fingertips” and have felt greater ownership of their education.

Throughout the year various year groups have engaged in some exciting learning experiences. The war theme in the lead up to Anzac Day saw the Year 8 students going back in time with the Memorial Box which contained some unique pieces of history; the First World War “great coat”, two up coins, old postcards and photos, an original helmet used in the trenches and various other paraphernalia which allowed them to imagine the historical context. Students also participated in the ANZAC G'day drama incursion, gaining more insight about this event.

Our Year 10 group explored the changing attitude of society towards war over the past century and how it has been represented through poetry. Other interesting text studies included the Year 8 students’ engagement with gothic texts and picture books with a focus on Asia and literacy. The Year 10 students looked at indigenous experiences through their study of ‘Deadly Unna’. A lot of interesting work has been produced in both the lower and senior school with Senior School students working towards achieving graduation through Courses of Study units.

The study of English has many benefits beyond getting a job or contributing to a vocation. Language is the most powerful tool that we have to make a change, not only in our lives but the lives of others.

### **SOCIETY AND ENVIRONMENT**

During the year we have had many interesting and highly educational activities happening in Society and Environment. We took part in “Clean Up Australia Day” and produced a mountain of waste from our school grounds setting the tone for the amazing transformation of our school gardens. Our students in Years 8, 9 and 10 Academic Extension participated in the Curtin Link Up program, which is aimed at immersing our students in university life, to demystify it and give them some education pathways to aim for. The Year 11 History students attended an excursion to the Holocaust Museum as part of their studies.

Twenty five of our students participated in the Year 9 Goals Program run by ABCN, Stockland, Navitas and Ernst and Young. This is designed to support students in goal setting and career choices. In Term 3 we had the pleasure of a local Noongar elder and her family come to our school every Friday to provide our Year 8 students with Aboriginal Language and Cultural knowledge. The students were extremely engaged and respectful during these sessions. There are exciting times ahead for the Humanities learning area with a wealth of experience and range of skills at our disposal which contribute to the growth and success of our students.

**Kerry Mansell**



Our dedicated Science Staff have been working hard to keep our students on track for graduation. Literacy has been a big focus in Science this year as in past years. We continue to revise our teaching practices and assessments to support the students in improvements in this area. We consider the needs of our students on a daily basis, building keywords into our lessons, and examining the structure of texts to extract information. We scaffold assessment tasks to suit the diversity of students, and incorporate literacy skills into them. Our aim is to improve scientific literacy and communication, as well as to improve the general literacy skills of the student.

Extra tuition was provided after school for Year 11 and 12 students, to build on their knowledge and exam skills. We continue to be strong communicators with parents, endeavouring to bring out the best in our students.

We have plunged into the world of ICT embracing the use of iPads and other electronic devices. We are active learners and users of technology and keen to share this enthusiasm with our students. We have received outside expert tuition, gaining skills in using online tools and ways to encourage our students to be creative, not just users of technology.

Midyear, eight of our academic students attended UWA to participate in the Science Café, a morning tea run by Scitech. The students had the opportunity to quiz visiting scientists from diverse fields, learning about their careers, and the pathways taken to get to there. We were very proud of the students representing our school. They demonstrated confidence and thoughtfulness, posing interesting questions to lead scientist Doctor Chris Smith, also known as the Naked Scientist.

The CSIRO Lab on Legs visited some of our Year 8 and 10 classes, providing the students with forensic evidence from a crime scene to analyse. Students welcomed this opportunity to flex their scientific inquiry muscles and examine the evidence stationed around the laboratory.

To get the Year 10 students thinking about how science fits into their daily lives and careers, Scitech came out to present their engaging show titled Beyond the Beaker.

The Year 12 Human Biology class attended the Perth Zoo as part of their course of study. The students observed the features of primates, noting their evolutionary significance.

During Term 4 Cecil Andrews SHS had the privilege to work with Armadale's up and coming young scientists, by offering the Eureka! Scholarship Program to students from feeder primary schools. Our goal was to engage and educate the students through scientific inquiry. Each week a new problem was presented and received with enthusiasm from these young aspiring students.

**Amanda Tressler Smith**



Our Learning Area has been very busy this year running a number of events for the benefit of our students. Some of these activities included Lightning Carnivals; where students competed in Basketball, Netball and Football. There were also after school football competitions and Lunchtime competitions where students had the opportunity to test their skills out against the staff!

Beach Carnival – This was well attended and enjoyed by students and staff - a great way to start the new school year. As always the focus is on participation and fun, with events such as the Goofy and Novelty Relays, Beach Flags and even just a chance to paddle in the water. It was hard not to enjoy ourselves.

Athletics Carnival - Students were encouraged to participate as much as possible and it was great to see that the vast majority of students took this on board and involved themselves with a variety of activities. There were some great achievements witnessed and next year we aim to get a staff team in to show the students how it is done! Congratulations to all students, in particular the Year Champions and Runner-up Champions.

The Beach and Athletics Carnivals are significant whole school events and both require assistance from a variety of people in order for them to run smoothly. School staff carry out a variety of roles including; coordinating events, recording, supervision of the students and encouraging participation and their work on these days is invaluable. Most importantly, thank you to the students for making the days enjoyable. Students' willingness to participate in the events and to assist when required made both days successful.

### Senior School Courses

Physical Education Studies prepares Year 11 and 12 students for a possible career in the Sport and Recreation Industry. Students worked hard to gain the knowledge and understandings to perform in practical settings and apply concepts learned in theory based lessons into real life sporting situations. Students enrolled in a Certificate II in Sport and Recreation are given resources and time to practice skills relevant to all facets of the sporting industry including; Media, Nutrition, Planning Events and First Aid.

### Health

Health is taught in Years 8-10 giving students the opportunity to make informed choices about health issues and maintaining a healthy lifestyle. Some of the topics covered include: Cyber Bullying, Party Planning, Drug Awareness, Mental Health and most importantly Making Safe Choices. Students were assessed on the different areas using class discussions, oral presentations and even script writing to create their own health related movies.

### General Physical Education

Students participated in Basketball, Badminton, Soccer, Netball, Football, Bocce, Croquet, Rugby, Hockey and Cricket. It was really impressive to see how our Year 8 group conducted themselves this year; there is a lot of sporting talent and a real emphasis on participation amongst the group. There has been substantial growth and development in many of the students both in regards to their sporting ability and the leadership that they demonstrated. This year students engaged in SEPEP programs which are student facilitated. Students take on the roles of a Coach, Captain, Sport Scientist, Public Relations Manager and most importantly players. Engagement in this program was high and students enjoyed having ownership over their own learner!

### Interschool Basketball Carnival – Special Needs students

During Term 1, a group of students from our former Special Needs Unit in Years 8 -12, travelled to Ray Owen Basketball Stadium in Kalamunda to take part in the annual Metropolitan Special Educational Needs Interschool Basketball Carnival. They all had a good time and their behaviour was a credit to the school.

**Jeremy Bruse**



We have had a productive year for students and staff involved with the Specialist Australian Rules Football Program.

During Term 1 a group of students assisted me at a number of Primary Schools around the area The 'Roadshow' as we called it, was an important method of promoting both the Specialist Australian Rules Football Program and the calibre of students we have at Cecil Andrews Senior High School. At each school we ran a number of football activities for the Year 6 & 7 students, we also had an opportunity to answer many questions that the Primary School students had. All students represented the school with great distinction which has been evidenced by the standard of the students that have been accepted into the program for 2014.

Students began the hard work very early on through a 'Preseason', similar to that of AFL players, aimed at preparing them for the football season – not just at school, but hopefully helping them with club and district commitments. Whilst the focus was on improving fitness levels, when the footballs came out there was a high level of skill demonstrated by all students.

In Term 2 the Senior School Team took part in the Sports Ready Cup and performed exceptionally well. Just as in previous years, we fielded a large number of Year 10 students, in a competition predominately for Year 11 & 12 students. Despite this we had some really great wins. The Lower School Football team participated in the School Boys Cup where they played against various schools from around the East Fremantle District, finishing second overall.

During Terms 2 & 3, each group took part in their Lightning Carnivals displaying some great football mixed in with other games where the results reflected the commitment.

The focus during Term 3 and Term 4 switched slightly. With many students taking part in community football finals, we were careful not to overload the students with too much football. No matter what sport or activity the students were asked to take part in – they did so with great enthusiasm and willingness to learn. The theory aspect of football forms a significant part of the students learning covering topics such as including injury rehabilitation, interview methods and designing training programs. The Year 10 students gained both their umpiring and coaching accreditations – which we hope they will utilize both at school and community levels. Each year group also took part in the AFL Dream Team Competition a Fantasy Football Competition run by the AFL.

It has definitely a busy year with many high points and a lot of growth shown by most students. 2014 looks set to be another massive year. We will again be travelling to Melbourne in early May, as well as participating in school competitions and running Primary School clinics.

### Jeremy Bruse



The Arts have been working non-stop enabling students to express themselves and apply high order thinking, learning and knowledge construction.

The Arts staff have been impressed with the dedication from students across all year levels. From Year 11 & 12 students creating masterpieces for the school ball, music students performing at the Sienna Wood concert and broadcast on 92.9fm, the Reconciliation Choir being formed and flown to Germany for numerous performances, students awarded prizes at the Kelmscott show, and school ambassadors impressing the community at the Armadale Forum we have been kept busy guiding, directing, supporting and teaching unique individuals.



The Performing Arts Variety night provided Year 8 students with their first taste of performance at Cecil Andrews and received rave reviews. The upper school drama students accepted the challenge of Hamlet and provided a stylised performance set on a modern day suburban train station. Another great sell out show for students to remember for ever.

Term 3 was a busy term with the annual Specialist Performing Arts Dance-a-thon in August, raising that go towards the staging of productions and events. Thank you for your kind donations. Year 11 & 12 Production and Design students managed the day with students being the DJs and rockin' the PA.

The dancing didn't stop for long after the dance-a-thon as the Music Concert followed on August 28th at 7pm. Miss Melanie Fowler worked hard teaching various genres of music to enable music students from all years to perform songs of their choice in a relaxed gig setting. The PA was transformed into a music venue with dance floor, various levels and of seating and atmospheric lighting once again designed and organised by students.

Dance students took to the stage in September for the Dance Concert, showcasing their choreographic and design skills.. The students performed to a high level yet again with several students rising to the occasion and performing solo dance pieces. This took guts and determination. Well done!

In Term 4 Year 10 students produced Lockie Leonard live on stage. The Australian flavour and well performed characters made audiences laugh and remember their time as a thirteen year old. The year 10 drama class is to be commended for their hard work and ongoing commitment to achieve excellence.

Year 8's are rehearsing for their production of Alice in Wonderland. The interactive show sees characters involving the audience requiring a high level of confidence and ability. The demands on these young performers are huge but the outcome is massive. Year 8's come out of the production process with a new sense of identity and pride.

The Year came to an end with the Art exhibition. This evening always promises a wide variety of visual arts pieces and installations. Students are completing their masterpieces up to the last minute as this is the first time many have had to meet a real deadline, another reason we stage these events. Year 9 music provided entertainment throughout the evening creating an arts event aural backdrop complimenting the various styles of Art on show.

**Glen Myles**



Many of our Senior School students have excelled in their chosen vocational areas of studies. The number of students who have attained a VET qualification that opens up their chosen career pathway continues to grow every year. Well done to everyone!

### **Certificate II Music**

This certificate continues to train and up-skill already amazingly talented Students who have all completed this qualification while making significant contributions to the schools lunchtime performances, music concerts and outside community events.

### **Certificate II Live Production, Theatre & Events**

This certificate has grown in strength and we had eight talented students achieve the full qualification. They have been dedicated, ambitious and engaged students who have contributed significantly to the school.

### **Certificate II Sport & Recreation**

Seven of our graduating have worked very hard towards achieving this qualification and demonstrated enormous passion for the industry.

### **Certificate II Information Technology & Digital Media**

This certificate is a very popular choice for many of our students with many current Year 11 and 10 students choosing to enrol for 2014.

### **In Partnership**

Many students have combined their studies here at school with courses from other training providers. This year our students have achieved :

Cert III Events	Cert II Sampling & Measuring.	Cert III Engineering - Technical.
Cert III Tourism	Cert II Automotive Vehicle Body	Cert II Automotive Vehicle Servicing
Cert IV Business	Cert II Engineering (Fabrication).	Cert IV Preparation for Enrolment into Nursing

### **School Based Trainees**

Three Year 11 students have started traineeships that will carry on through 2014 and all are working hard at their places of employment.

### **Workplace Learning (WPL)**

Students have shown a great commitment to diversifying their skills this year. Many Year 11 and 12 students have been able to develop the important employability skills while exploring options for outside school. Some have also secured jobs from these placements.

### **Career Development**

Year 10 students participated in various career development activities in 2013. These included a "Try a Trade" excursion that covered Painting & Decorating, Plumbing & Gas Fitting. This was a very successful two day event with a couple of the students deciding to apply for Painting Pre-Apprenticeships in 2014. In-school talks were given by representatives from over six industry areas and students completed a career pathways portfolio. They then met with course counsellors to choose the senior school program best suited to their career aspirations, skills and knowledge. Year 11 and 12 students also completed the "Apply First Aid" course and learnt valuable skills to take into the workplace

### **Looking into 2014**

Six students are applying for School Based Traineeships and three that will be completing in that year. Over forty students have applied for Pre-Apprenticeships in School (PAiS) or Profile courses. These outside specialised courses include: Business, Baking, Bricklaying, Community Services, Events, Tourism, Education Support, Animal Studies, Security Operations, Digital Gaming, Building and Construction, Metal Fabrication, Painting and Decorating, Plumbing, Vehicle Painting and Servicing, Hospitality, Outdoor Recreation and Hairdressing. These choices reveal a marvellous diversity of interests and career aspirations.

### **Dara O'Donoghue**

**NAPLAN Average Test Score/Comparative Performance 2013**
**Percentage of Students Above, At and Below National Minimum Standard (NMS)**

Year 9	2011	2012	2013
<b>Numeracy</b>			
Above NMS	51%	39%	37%
At NMS	25%	43%	30%
Below NMS	25%	17%	32%
<b>Reading</b>			
Above NMS	55%	50%	35%
At NMS	17%	29%	45%
Below NMS	28%	21%	20%
<b>Writing</b>			
Above NMS	38%	21%	33%
At NMS	23%	23%	15%
Below NMS	40%	56%	52%
<b>Spelling</b>			
Above NMS	57%	49%	49%
At NMS	20%	20%	28%
Below NMS	22%	31%	23%
<b>Grammar &amp; Punctuation</b>			
Above NMS	44%	32%	31%
At NMS	31%	45%	34%
Below NMS	24%	23%	35%

**Numeracy** : The school has sustained achievement in the above NMS category at NAPLAN. There has been an increase in outcomes in the below NMS category and the school has responded by making numeracy a whole school priority for 2014.

**Literacy**

*Reading:* A slight decrease in percentage of students achieved scores above or below the National Mean while there was an increase in the percentage in the number of students who achieved the National Mean.

*Writing:* A slight increase in the number of students who were above the National Mean while 52% of students were below the National Mean

*Spelling:* There was an improvement in the percentage of students who achieved the National Mean and a decrease in the percentage below the National Mean while the percentage above the National Mean was stable.

*Grammar and Punctuation:* There has been a decrease in the percentage of students who achieved the National Mean while the percentage above and below have remained fairly consistent.

The overall literacy results indicate that we need to focus on improving writing skills and should include this as a whole school approach.



The Student Services team who worked tirelessly all year to ensure the best possible outcomes for student development and wellbeing. Through the efforts of Year Coordinators, AIEO's, the Chaplain, Nurse, School Psychologists and Follow the Dream Coordinator many positive and proactive programmes have been implemented. These are aimed at enhancing student self-esteem, resiliency and personal management and include:



Resiliency programs – sessions on enhancing the physical and emotional wellbeing of female students and on anger management, choices and consequences for male students.

Rainbows – to help students deal with the emotional impact of grief and loss.

Breakfast Club – run 5 days a week this program has fostered a great community spirit amongst students who come for something to eat and to catch up with friends.

Peer Support programs - this program develops students' leadership and team building skills and empowers them to become mentors to younger students.

Follow the Dream – an aspirational program for Indigenous students

AIME ( Australian Indigenous Mentoring Experience)

At Risk and Risky Behaviour Programs

Immunisation Programs

Motivational Speakers Positive Psychology Groups

**Attendance**

	Attendance Rate				
	Year 8	Year 9	Year 10	Year 11	Year 12
<b>2011</b>	83%	83%	78%	78%	86%
<b>2012</b>	83%	79%	80%	75%	87%
<b>2013</b>	85%	75%	77%	76%	84%
<b>WA Public Schools 2013</b>	90%	87%	85%	87%	89%

The following strategies have been implemented during 2013 to address attendance issues:

- Clarification of staff roles and procedures to ensure more cohesive and ongoing follow up.
- Reward scheme for high attendance
- Parent/student education program to emphasise the need for regular attendance.
- Prompt interventions when issues arise.
- Early involvement by Year Coordinators, AIEO's Reward Excursions

Our school commitment to the professional growth of all staff results from the expectation that we provide the best possible learning environment for all students.

Each teacher and support staff member plays an important role in the growth and development of each student so that they have every opportunity to reach their full potential. By ensuring our staff are engaged in high quality professional learning, we are investing in the provision of opportunities for each student to be their best.

Teaching staff and school leaders undergo professional learning which takes into account their individual needs and aspirations as well as their performance against the AITSL Standards for teachers and School Leaders. Each staff member develops a detailed professional learning and development plan which also takes into account the school Business Plan, our school priorities and the evidence which we regularly review about student performance.

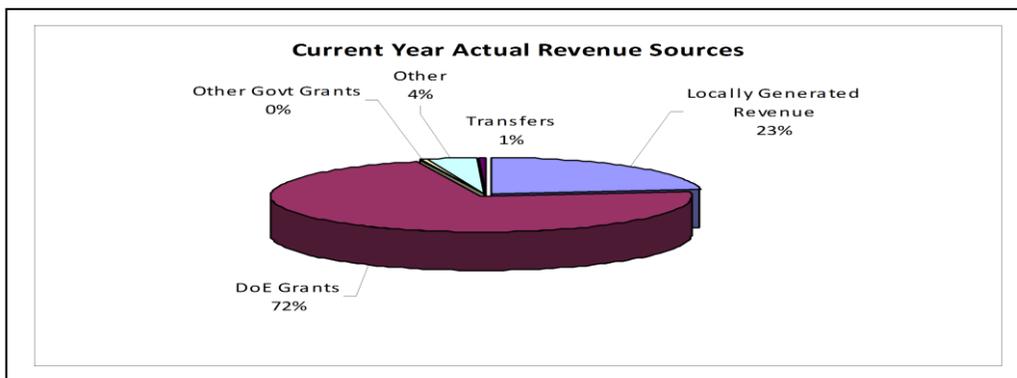
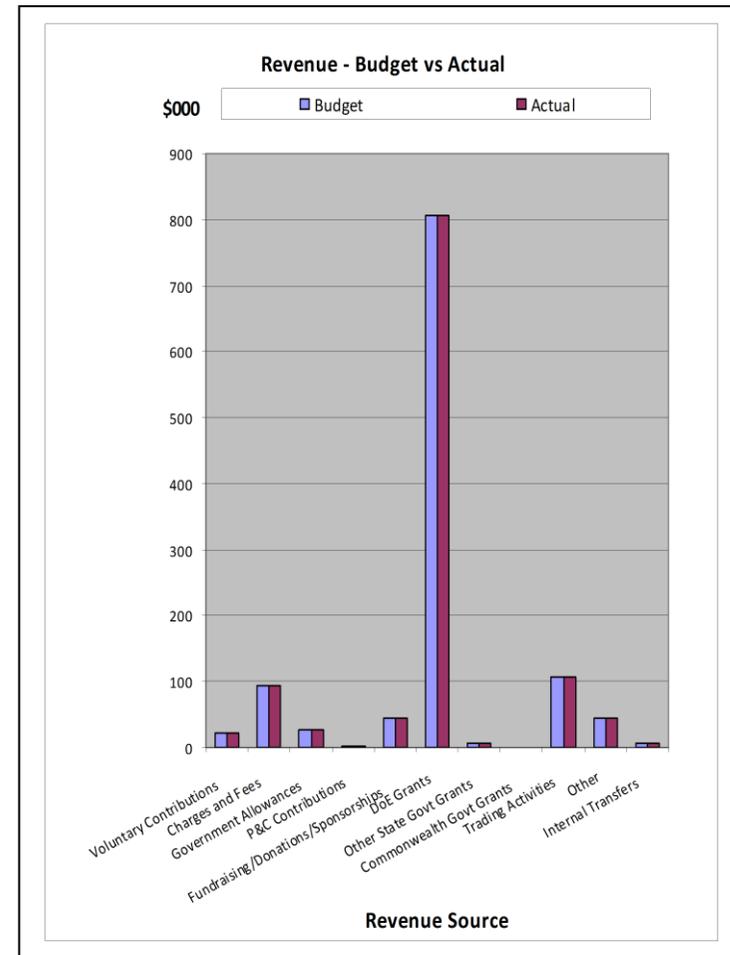
### Workforce Composition

	No	FTE	ATSI No
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	3	3.0	0
Program Coordinators	2	2.0	0
Total Administration Staff	6	6.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	25	22.6	1
Total Teaching Staff	27	24.6	1
<b>School Support Staff</b>			
Clerical / Administrative	8	6.0	0
Gardening / Maintenance	2	1.4	0
Instructional	2	1.6	2
Other Non-Teaching Staff	11	6.7	0
Total School Support Staff	23	15.7	2
<b>Total</b>	<b>56</b>	<b>46.3</b>	<b>3</b>

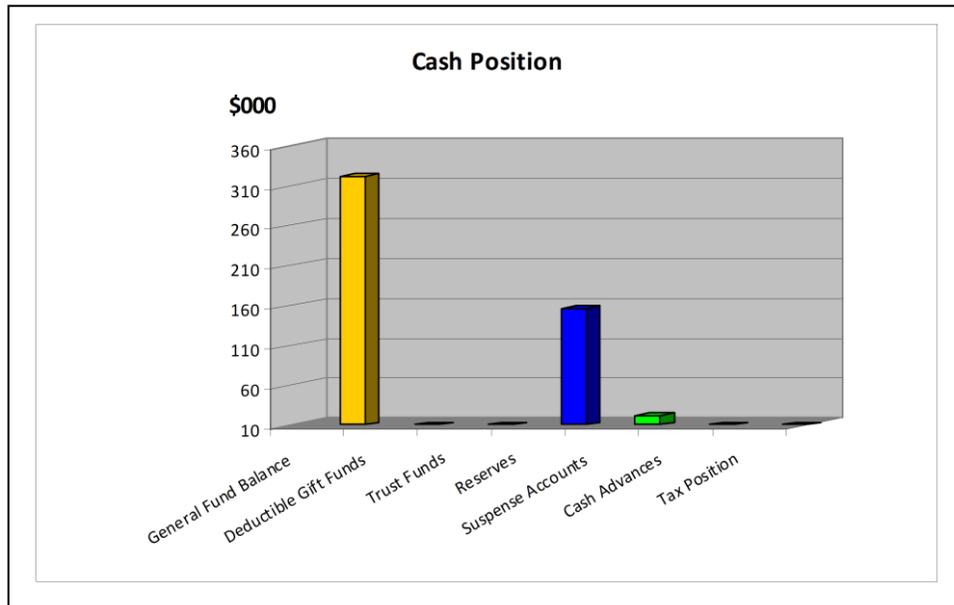
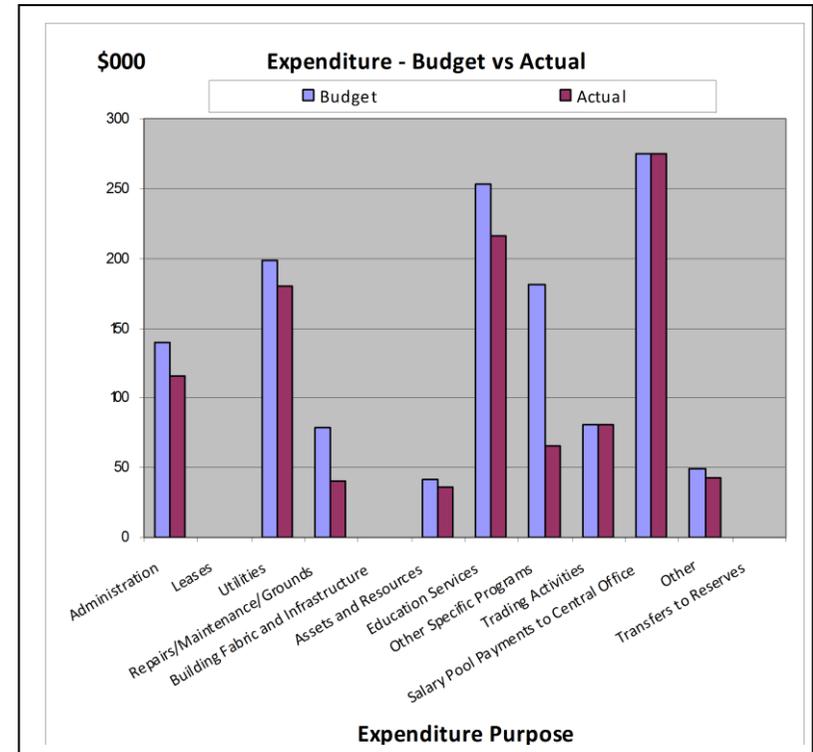
All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of the Teacher Registration Board of Western Australia.

## Finance - Cecil Andrews SHS -Financial Summary as at 31 Dec 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 21,656.00	\$ 21,656.38
2	Charges and Fees	\$ 93,618.00	\$ 93,617.01
3	Government Allowances	\$ 26,087.00	\$ 26,087.00
4	P&C Contributions	\$ 2,565.00	\$ 2,565.00
5	Fundraising/Donations/Sponsorships	\$ 44,187.70	\$ 44,187.58
6	DoE Grants	\$ 806,242.21	\$ 806,242.04
7	Other State Govt Grants	\$ 5,620.82	\$ 5,620.93
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 106,086.00	\$ 106,086.30
10	Other	\$ 43,903.00	\$ 43,902.47
11	Internal Transfers	\$ 7,660.40	\$ 7,660.40
	<b>Total</b>	<b>\$ 1,157,626.13</b>	<b>\$ 1,157,625.11</b>
	<b>Opening Balance</b>	<b>\$ 213,078.00</b>	<b>\$ 213,078.32</b>
	<b>Total Funds Available</b>	<b>\$ 1,370,704.13</b>	<b>\$ 1,370,703.43</b>



	Expenditure	Budget	Actual
1	Administration	\$ 140,156.59	\$ 115,101.02
2	Leases	\$ -	\$ -
3	Utilities	\$ 198,220.21	\$ 180,125.81
4	Repairs/Maintenance/Grounds	\$ 78,142.71	\$ 39,880.49
5	Building Fabric and Infrastructure	\$ -	\$ -
6	Assets and Resources	\$ 41,656.40	\$ 35,839.17
7	Education Services	\$ 53,442.79	\$ 215,747.32
8	Other Specific Programs	\$ 181,334.36	\$ 65,108.36
9	Trading Activities	\$ 80,635.00	\$ 80,634.59
10	Salary Pool Payments to Central Office	\$ 275,000.00	\$ 275,000.00
11	Other	\$ 9,623.42	\$ 42,822.73
	Transfers to Reserves	\$ -	\$ -
	<b>Total</b>	<b>\$ 1,298,211.48</b>	<b>\$ 1,050,259.49</b>



Cash Position as at:		
<b>Bank Balance</b>	<b>\$</b>	<b>489,339.10</b>
Made up of:	\$	-
1 General Fund Balance	\$	320,443.94
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Reserves	\$	155,863.14
5 Suspense Accounts	\$	21,558.02
6 Cash Advances	-\$	2,870.00
7 Tax Position	-\$	5,656.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>489,339.10</b>



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