

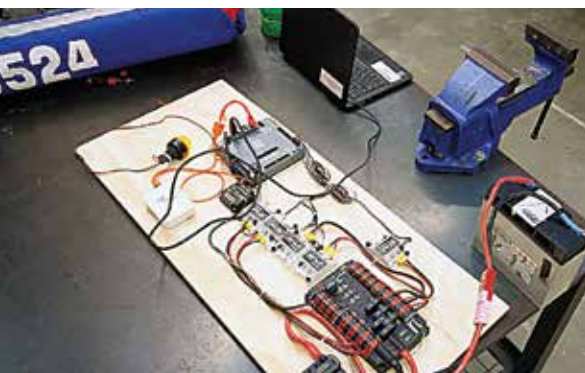


Achieving excellence together



Cecil Andrews College SCHOOL BUSINESS PLAN 2023 – 2025

Moort Nganahkup ('family' in Noongar and Kaiwalgal languages) represents the diversity of families and distinct cultural identities of Aboriginal and Torres Strait Islander students at Cecil Andrews College.



Cecil Andrews College
Leading the Southern Hub in Pathways in Technology (P-TECH)
STEAM Teacher Development School
Supported by a purpose built STEAM Education Learning Hub



Stella Jinman
Principal



Melissa Northcott
Board Chair and Patron

Cecil Andrews College is committed to positive, respectful relationships where we promote a community where everyone values and enjoys learning, takes pride in their College and aspires to achieve their personal best. We believe in 'Achieving Excellence Together'.

MISSION – Our Mission is to provide our students with a passion for learning and to prepare them for a world of innovation and change.

VISION – Our Vision is for our students to gain the skills and attributes to lead a happy and fulfilling life in our ever changing world; for our students to realise that the quality of their education will determine the quality of their lives; and to develop each student's belief in themselves and their ability to take responsibility for the direction of their own lives.



We acknowledge the Wadjuk Nyungar people, the traditional owners and custodians of the land on which we work and learn together.



STARR VALUES AND EXPECTATIONS

SAFETY – considering the wellbeing and safety of themselves and others

TRUST – showing integrity and ethical behaviour so that trust is assured and strengthened

ACHIEVE – participating and striving to achieve personal best in all pursuits, while demonstrating sportsmanship and fair play

RESPECT – having self-respect, respect for others and the environment

RESILIENCE – the capability to deal positively with set-backs and disappointments and to persevere without giving up

MOORT NGANAHKUP

The artwork showcased throughout our Business Plan has provided an inspiring image that connects Aboriginal & Torres Strait Islander culture to the diverse families we have living in our community. The Artwork Moort Nganahkup reinforces our collaborative approach to teaching, learning and community. As one we work together to provide quality education to support students to achieve excellence in their individual pathway or journey.

We would like to acknowledge and thank the Polly Farmer Foundation, Dandjoo Darbalung at St. Catherine's College and the Packer Foundation for enabling Moort Nganahkup to come to life.

Moort Nganahkup ('family' in Noongar and Kaiwalgal languages) is the result of an exciting collaborative project led by the Follow the Dream students at Cecil Andrews College. Moort Nganahkup represents the families and distinct cultural identities of Aboriginal and Torres Strait Islander students. Unique family narratives are weaved throughout the colours of the six Noongar seasons, which symbolise the diversity of the peoples and families in the community. Two kaardas in Aboriginal and Torres Strait Islander flag colours, symbolise the Follow The Dream logo and the legacy of the program's Follow The Dream students. The kaardas are guided by the six Noongar seasons and supported by families, who bring them strength on their journeys.

PBS AT CECIL ANDREWS COLLEGE

Positive Behaviour Support is a school wide framework aimed at improving the academic and behavioural outcomes of all students. At the heart of the PBS is a desire to build positive relationships between all members of the community, and to create a positive culture within the College in which students feel included, supported and encouraged to engage in their education. The aim of PBS is to reduce challenging behaviour by explicitly teaching, modelling and encouraging positive behaviours centred around the school wide expectations of STARR. Our goal is to shape students to:

Be **SAFE** members of the community that look out for one another.

Know the value of being **TRUSTWORTHY** and living a life of integrity.

ACHIEVE and experience success in their learning journey.

Understand that failure is an important part of growth and developing **RESILIENCE**.

Recognise that all people have value and are deserving of **RESPECT**.

College staff help to promote positive behaviours through implementing initiatives and strategies centred around the STARR behaviour matrix. Current College initiatives include the Reward Raffle, Form Showdowns and the STARR Brownlow Medal for AFL Academy students.

HERE AT CECIL ANDREWS COLLEGE WE STRIVE TO BE...

SAFE

We always wear the correct school uniform

We stay in our timetabled classes

We use equipment correctly and in the appropriate area

We follow all school staff instructions

We notify staff if we see anything unsafe or hazardous

TRUSTWORTHY

We accept accountability for our own actions

We follow school guidelines using technology

We show a commitment to keeping our word

We use classroom resources and facilities in a suitable manner

We stay on school grounds during school hours

ACHIEVING

We set goals and seek feedback to improve

We strive to attend school everyday

We attempt all work to the best of our ability

We come to class prepared to learn

We meet all deadlines on time

RESPECTFUL

We use appropriate language at all times

We value other students' right to learn

We strive to have a supportive and encouraging learning environment

We treat school property with care

We support and appreciate those in the community from all walks of life

RESILIENT

We persevere when tasks are challenging

We ask for help when we need it

We show determination to improve and be better

We bounce back from setbacks

We strive for success regardless of our circumstance



PBS INITIATIVES

REWARD RAFFLE

The Reward Raffle is the College's reward system for Years 7-9. Students who demonstrate the school wide expectations of STARR are rewarded with raffle tickets and placed into a weekly draw. Winners of the draw are invited to the Reward Lounge along with two friends that takes place on Friday period five. The Reward Raffle is the main reward system for Years 7-9 while it also serves as the common room for the Year 12 students on the condition that as seniors, they should be modelling the school values, and in return we reward their trustworthiness with using the common room throughout the year during break times.

The Reward Lounge contains game consoles, a pool table and foosball table, guinea pigs, table tennis, mini putt, slot car racing, sumo suits, Lasertag and access to the vending machine among other things.

FORM SHOWDOWNS

Form Showdowns are special events throughout the term for the Year 7s and 8s. Champions from each form group are selected to represent their class in a series of challenges that earn them points with the hope that this fosters collegiality, team spirit and positive encouragement amongst their form groups. This along with STARR bonus points allocated by their form teachers, determines the Form Champions for the term. Form Champions are invited to a reward session on the last week of term.

The Showdowns are used as a platform to provide wisdom, insight and advice to students to help deal with various seasons, challenges and changes they may face during their time in high school. These Showdowns emphasize the importance of the school wide expectations and provides an opportunity for students to learn what it looks like to be respectful members of the community.

AFL ACADEMY STARR BROWNLOW MEDAL

AFL Academy students from Year 7-10 have the unique opportunity to win the prestigious STARR Brownlow Medal. This individual medal is given to the student of each year group who not only is recognised as the best and fairest, but consistently demonstrates and models qualities of a STARR student across the school year. Students are recognised for their efforts through the allocation of Brownlow points that culminates in a live count at the Award Ceremony which takes place at the end of the year.

The Business Plan has two key focus areas underpinned by specific priority areas. The plan responds to the direction of the Department of Education's strategic priorities and focus areas and maintains a focus on learning.

- FOCUS AREAS:**
- Quality Teaching and Learning leading to High Achievement and High Student Engagement
 - An Inclusive, Supportive and Future-focused school culture that empowers all students to meet challenges and achieve excellence

PRIORITY 1: STUDENT LEARNING, ACHIEVEMENT AND PROGRESS

PRIORITY 2: STUDENT ENGAGEMENT AND SUPPORT

PRIORITY 3: QUALITY TEACHING, LEADERSHIP AND STAFF LEARNING

PRIORITY 4: COMMUNITY ENGAGEMENT AND PARTNERSHIPS



GLOSSARY

| | |
|--------|---|
| AITSL | Australian Institute for Teaching and School Leadership |
| ATAR | Australian Tertiary Admission Rank |
| EST | Externally Set Tasks |
| ICT | Information & Communication Technology |
| NAPLAN | National Assessment Program Literacy & Numeracy |
| NCCD | Nationally Consistent Collection of Data |
| NSIT | National School Improvement Tool |
| OLNA | Online Literacy & Numeracy Assessment |
| PAT | Progressive Achievement Tests |
| PBS | Positive Behaviour Support |
| SAIS | Student Achievement Information System |
| SIRS | Student Information Records System |
| STEAM | Science, Technology, Engineering, Arts, Mathematics |
| VET | Vocational Education & Training |
| WACE | Western Australian Certificate of Education |

STRATEGIC PLAN

The state governments document Future jobs, future skills guides our STEAM priority and the goals and targets set out in this plan.

Our strategic planning is guided by the Strategic Directions 2020 – 2024 document released by the Department of Education. This outlines the departments direction and goal and defines the strategic outcomes expected from the education system and from our College.

Cecil Andrews College Business Plan: a three-year plan that defines the strategic direction of the College, its priorities and key focus areas for the College.

PERFORMANCE REVIEW

The College's planning and self-review cycle is rigorous. The focus is on identifying data, analysis and evaluation from a broad range of sources. Student performance and the effectiveness of school processes and operations are discussed and reviewed at every level. These findings inform our planning and provide targets for improvement on which we act.

1. Cecil Andrews College undertakes a yearly cycle of self-assessment that looks at all aspects of the Business Plan.
2. All relevant sources of data and information will be used to inform the self-assessment.
3. Cecil Andrews College commits to a regular cycle of staff, student, parent and community surveys as needed to support the self-assessment process.



STEAM (Science, Technology, Engineering, Arts and Mathematics)

In response to an increasingly technology embedded society, Cecil Andrews College has a strong commitment to providing rich, hands-on learning experiences focusing on real world challenges.

Through the use of project-based learning and the 7 C's of 21st Century Learning (Critical thinking, Creativity, Collaboration, Communication, information, and media literacy, Computing and ICT literacy, Cross-cultural understanding, and Career and learning self-reliance); students are encouraged to explore areas of study aligned to their interests, while developing the essential skills within the modern work environment. These learning pathways are enriched by the many industry partnerships the College has fostered and continues to maintain.

STEAM education at the College is designed to empower students as they move from technology users to technology creators, allowing them to maximise their learning using personalised technologies and learning programs. This process is facilitated through whole school, sustainable processes of professional support for staff, enabling them to focus on the development of rich and immersive learning opportunities which maximise student learning and progress. With a focus on skill building, the STEAM learning environment is transformed into a space where students are engaged, and active learning takes place. Cecil Andrews College aims to provide all students with the opportunity to leave school with a toolkit for success in a dynamic world and produce mindful citizens focused on a positive future for all.

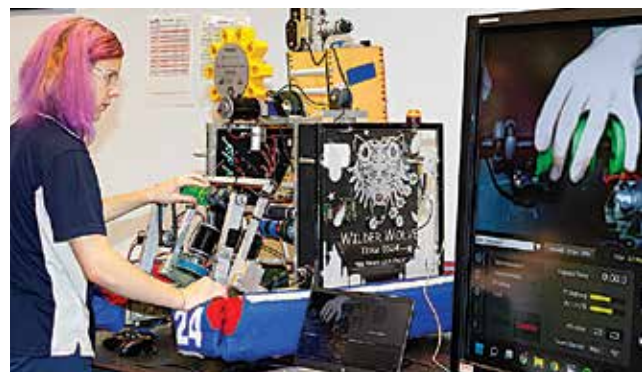
STEAM Curriculum at Cecil Andrews College offers a wide range of STEAM based options for all students across Years 7 to 12 including ATAR and VET pathways. Popular choices include Automation and Robotics, Engineering / Mechatronics and ICT.

Students will have the opportunity to showcase their work and compete in many STEAM based challenges within the school community and nationally. Cecil Andrews College has achieved a number of accolades in the prestigious Governor STEAM and First Robotics awards.

By capitalising on student interests and creating a culture of technological innovation rich in 21st Century skills, Cecil Andrews College seeks to develop students who are at the forefront of rewarding careers, in a rapidly changing world.



Providing students with a passion for learning





SPECIALISED PROGRAMS

Specialist Performing Arts

The Specialist Performing Arts Program at Cecil Andrews College offers year 7-10 students an exciting opportunity to combine their schoolwork with their passion for Performing Arts. It gives them a chance to expand and extend their skills, access a wide range of resources and learning activities, and perform for a variety of audiences in the local and wider community. The program is designed to foster talents in students in the artform of Dance, Drama and Music with students studying all three contexts which aligns with our mission to provide students with a passion for learning.

The Specialist Performing Arts Program enables students to develop music skills through playing an instrument or singing. In all three contexts the students develop performance and production skills, both independently and collaboratively in a supportive environment with like-minded peers. The program progressively develops students' dance technique, performance skills, analysis and choreography through a range of dance genres. It also provides students with a solid foundation to drama movement, vocal skills, improvisation work and broadens their knowledge base with the introduction of form and style.

This Specialist Program reflects Cecil Andrews Colleges motto 'Achieving Excellence Together' and the STARR (Safe, Trustworthy, Achieving, Resilience and Respect) values. The Performing Arts staff are driven by a passion for education and the Arts and are committed to nurturing talented students so they can reach their full potential and achieve excellence together. Using a holistic approach to the students learning, students will grow their self-esteem and acquire life-skills for their future, all while working towards the Western Australian Certificate of Education. The Specialist Performing Arts Program also provides students with experiences that set them up to follow a future pathway in the Creative Industry.

Cecil Andrews AFL Academy

Our AFL Academy takes talented young players and gives them an enviable opportunity to access excellent sporting facilities, accredited coaches and a comprehensive Australian Rules Football and academic educational experience.

The AFL Academy has an emphasis on developing each individual using football as a vehicle to achieve success. By being enrolled into the program, students have already demonstrated a passion for AFL. This passion is enhanced through a rigorous and engaging curriculum that covers all aspects of AFL; including skill development, umpiring, coaching and administration.

All participants are encouraged to set themselves goals at the beginning of each year. Through regular interviews, both individually and with parent involvement, we establish if development has been made towards these goals. Program participants receive guidance from Level 2 AFL Coaches, as well as expert guidance from East Fremantle Football Club, the WA Football Commission and the two West Australian AFL teams.

They also have access to excellent training facilities; including weights rooms and boxing and cardio equipment. Technology also plays a major role in the program, with all students being provided access to technology that will further their development. The program compliments the work students are doing with their clubs and district football, with College coaches liaising with club and district coaches regularly to discuss students' development. The program also provides pathways for students to represent the college as State representatives. The major emphasis will be development of individual and game skills.



STARS FOUNDATION

Stars provides an holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into work for further study.

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

Our full time mentors provide a diverse range of activities to support our Stars to develop self esteem, confidence and life skills they need to successfully participate in school and transition into a positive and independent future.

Cecil Andrews College Stars Foundation currently caters to 48 students with the Year 7s as a largest cohort. Stars currently have seven Year 10s, who we are endeavouring to participate in School based Traineeships for 2023. This year two students graduated with their WACE and have been accepted into further study or employment. Our goal for 2023 is to increase our participant numbers from 48 to 60.





EMBEDDING ENTREPRENEURSHIP EDUCATION AT CECIL ANDREWS COLLEGE

Cecil Andrews is developing an innovative approach to the entrepreneurial mindset. Enterprising skills are in demand in the world of work, and the staff at Cecil Andrews College are working to build students' knowledge and skills to equip them for the 21st century. Embracing the Fourth Industrial Revolution has become a defining factor for economic competitiveness. The Australian economy depends on an education system that provides future workforce of innovators, entrepreneurs and socially conscious individuals.

As our young people enter their final years of formal education and begin the transition from school life to the world of work and active citizenship, they require the tools to engage in an increasingly digital, globally connected society. They should experience the world and explore different work and study opportunities that align with their interests, aspirations and talents.

Students through their MESH courses have looked at the business world exploring how entrepreneurs build businesses and innovate to improve efficiencies and expand in a global market. Students also look at social enterprise and how entrepreneurial thinking helps to build a more supportive and sustainable community. The critical and creative thinking, communication and, collaboration skills developed through entrepreneurial programs equip students to be job capable.



CLONTARF FOUNDATION

The Clontarf Foundation exists to improve the education, discipline, life skills, self esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningful in society.

Some achievements of the Cecil Andrews College Clontarf Foundation over the past couple of years include an average attendance of 80% in the Academy. Clontarf Academy has grown from 30 boys when it initially started to 94 boys and is continuing to grow. Last year we had our biggest cohort of 8 students complete Year 12 here at Cecil Andrews College and 90% have successfully moved into employment or educational pathways.

Our goal is to grow the Cecil Andrews College Clontarf Academy to 100 students and keep an attendance average of 80% or higher. We aim to retain as many students as possible with the goal of having at least 10% of them in Year 12 and completing their secondary education.



FOLLOW THE DREAM

The Follow the Dream program is delivered through a partnership between the Western Australian Department of Education and the Polly Farmer Foundation. It provides enriched educational and experiential opportunities for aspirant Aboriginal and Torres Strait Islander students.

Students are supported to achieve academic excellence through after-school tutoring and individual case management. Tutoring takes place in the designated FTD room on Mondays-Thursdays. Students have access to refreshments, computers and other resources and they work with tutors who are university students and College teachers. Students commit to attending tutoring on a weekly basis. The FTD Coordinator works with the students to help them identify and, ultimately, achieve an inspiring and suitable post school pathway. Throughout their high school years, students are given the opportunity to explore various options through visits and careers advice.



The program at Cecil Andrews College is situated on Whadjuk Noongar boodja (land) and also supports students attending Armadale Senior High School, Kelmscott Senior High School, Byford Secondary College and Lesmurdie Senior High School.

PRIORITY 1: STUDENT LEARNING, ACHIEVEMENT AND PROGRESS

Our aim is to develop students to be confident, active learners who have the literacy and numeracy to pursue their individual pathway



TARGETS

- Improved Year 7 and 9 NAPLAN
- Increase number of students completing OLN
- Increase median ATAR
- Increase EST achievement data
- Increase WACE completion rate
- Increase attainment rate
- Increased numbers of students in STEAM pathways
- Increase the number of students progressing on an individual pathway
- Develop students ICT capabilities



STRATEGIES

- Use achievement data from NAPLAN, PAT and OLN to plan tailored differentiated learning programs, interventions and WACE tracking
- Continue to use documented plans for improvement, increasing outcomes for students
- Transition students with specialised classes in Year 7 and 8
- Continue to increase the academic rigour of courses offered at the College including ATAR and Academic Extension
- Establish a collaborative approach to Literacy and Numeracy across the College
- All teachers explicitly teach literacy and numeracy to students at all levels, in all subject areas
- Promote STEAM & entrepreneurial programs through the implementation of the STEAM Strategic Plan
- Establish more opportunity for student agency, leadership and student voice
- Enhance the tracking of students individual pathways



MEASUREMENT TOOLS

- EdCompanion
- NAPLAN
- SAIS
- OLN
- WACE Tracker
- VET Pathways
- Learners Outcome Rubric – STEAM Strategic Plan Surveys
- Annual Report
- Passport

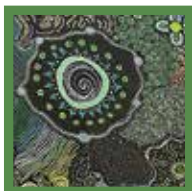


EVIDENCE

- NAPLAN Comparison Report
- OLN Comparison Report
- Median ATAR Report
- EST Comparison Report
- WACE Achievement
- VET Attainment Data
- Report outlining STEAM student numbers Learning Area Operational Plan Learning Area Reports
- Documented Plans
- Literacy and Numeracy Plan
- Portfolios

PRIORITY 2: STUDENT ENGAGEMENT AND SUPPORT

Our aim is to support students holistically to attend, engage and achieve with their learning and wellbeing



TARGETS

- Maintain enrolment rates
- Increase, and then maintain attendance
- Increase, then maintain retention and uptake of senior school students
- Differentiated learning implemented consistently across all learning areas
- Maintain a positive, culturally inclusive and supportive environment within the school community
- Maintain and diversify the engagement programs within the College
- Increase diversity of students engaged in STEAM programs
- Support mental health and wellbeing in the school community



STRATEGIES

- Implementation of Strategic and Operational Plans
- Maintain and refine attendance processes and policy
- Build culturally responsive classrooms for the diversity in our community
- Continue to refine Case Management processes
- Use Positive Behaviour Support to lead a culture of positive behaviour in the College
- Implement and promote Restorative Practices
- Promote and further integrate Clontarf, STARS and Follow the Dream
- Continued commitment to upgrading facilities to ensure students have access to resources that will enhance their learning
- Continue to employ a multi-agency approach to address the needs of students
- Continue to provide and develop strategies, programs and resources to support mental health and wellbeing in the school community
- Enhance the tracking of students individual pathways



MEASUREMENT TOOLS

- SIS
- Aboriginal Cultural Standards Framework SAIS
- RTP
- Compass
- PAT
- PBS Review Rubric
- EdCompanion
- NCCD
- Online Student Information
- Surveys

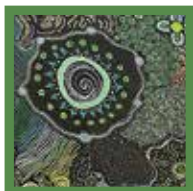


EVIDENCE

- Increased engagement with the Aboriginal Cultural Standards Framework
- Follow the Dream achievement data
- NCCD Data
- IBSP
- FBA
- Student Attendance Data
- Enrolment Numbers
- Retention Numbers
- STEAM Survey
- Surveys and Data
- PBS Review
- Documented Plans

PRIORITY 3: QUALITY TEACHING, LEADERSHIP AND STAFF LEARNING

Our aim is to develop staff to be highly effective, collaborative and reflective professionals



TARGETS

- Consistent teaching practice, assessment, moderation and reporting
- Support leaders to be highly effective
- Support teaching staff to be highly effective
- Support allied professionals to be highly effective
- Graduate teachers achieve proficiency standard
- Develop responsive teaching skills
- Low variance in Teaching and Learning Program
- Support Staff Health & Wellbeing



STRATEGIES

- Implement Teaching and Learning Framework utilising the Strategic and Operational Plan
- Maintain and develop Professional Learning Communities using the Teacher Sprints model
- Increase professional engagement through walkthroughs, growth coaching and modelled teaching
- Develop the Literacy and Numeracy Plan to compliment whole school pedagogy
- Implement the Staff Health and Wellbeing Framework
- Establish a culture of performance and development with high expectations, openness and capacity for learning and reflective practices
- Continue to develop aspirants staff through the Future Leaders Framework
- Instructional coaches and mentors develop and support teachers and allied professionals
- Develop responsive teaching skills through formative assessment, data informed planning, instruction and feedback for students to progress towards learning goals



MEASUREMENT TOOLS

- Teaching and Learning Framework
- Teacher Sprints
- AITSL Standards
- AITSL Performance and Development Framework
- Operational Plans
- Performance & Development
- Aboriginal Cultural Standards Framework
- Instructional rounds
- Instructional coaching and mentoring
- NSIT



EVIDENCE

- Teaching and Learning Strategic Plan Assessment
- Teacher Sprint Report
- Learning Area Operational / Strategic Plans
- Performance and Development documentation
- Self-assessment against the Aboriginal Cultural Standards Framework
- Observation Data
- PIVOT Surveys
- Instructional Coaching and Mentoring Survey

PRIORITY 4: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Our aim is to connect with our community, industry and partners to support student achievement and progress



TARGETS

- Increase parent engagement in the College
- Effective transition of primary school students into the college
- Maintain industry partnerships
- Support development of Noongar languages in the College
- Supporting staff and students to develop an enhanced cultural awareness
- Provide opportunities for students to engage in cultural activities
- Support development of Noongar languages in the College
- Enhance student outcomes through relationships with community, business and industry
- Maintain the multi-agency approach at regional and community level
- Maintain partnerships with universities, TAFE and other training providers
- Strong leadership and governance of the College



STRATEGIES

- Further develop and sustain partnerships with local primary schools
- Develop a plan for parent engagement around Department of Education policies
- Strong partnerships with the Aboriginal Community
- Maintain strong partnerships with STEAM related business, organisations and groups
- Implementation of Strategic and Operational Plan
- Maintain an effective School Board
- Maintain student voice represented on the School Board
- Student engagement in external programs



MEASUREMENT TOOLS

- Partnerships
- Agency Support
- Attendance Data
- Engagement Data
- Social Media
- Aboriginal Cultural Standards Framework Parent Engagement
- Enrolments
- School Board Meetings



EVIDENCE

- Enrolment Data
- Attendance Data
- Behaviour Data
- Parent Survey
- University Partnership report
- P-Tech Partnership data
- School Board Meeting Minutes
- Achievement Data
- ABCN Survey Data
- Smith Family – Achievement and Engagement Data
- Social Media / Anecdotal Feedback



Cecil Andrews College – Achieving Excellence Together

Moort Nganahkup ('family' in Noongar and Kaiwalgal languages) represents the diversity of families and distinct cultural identities of Aboriginal and Torres Strait Islander students at Cecil Andrews College.