



2022 ANNUAL REPORT



Achieving excellence together

The Story of Our Annual Report Cover Art:

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 at Cecil Andrews College. 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 one of our past students who sadly passed on. The kaardas are guided by the six Noongar seasons and supported by families, who bring them strength on their journeys.

Thank you to the Polly Farmer Foundation, Dandjoo Darbalung at St Catherine's College, UWA and the Packer Foundation for enabling Moort Nganahkup come to life.

A special thank you to all the students, families and staff who helped create this exceptional artwork.

Cecil Andrews College acknowledges and
pays respect to the past, present and future
Traditional Custodians and Elders of this
land, the Noongar people.

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FROM THE PRINCIPAL



CECIL ANDREWS COLLEGE IS AN INDEPENDENT PUBLIC SCHOOL, WHICH OPERATES WITH THE FLEXIBILITY OF A ONE LINE BUDGET TO MANAGE ITS OWN AFFAIRS, SELECT STAFF AND DELIVER A CURRICULUM THAT BEST SUPPORTS OUR STUDENTS TO BECOME VALUED, USEFUL, INNOVATIVE AND PURPOSEFUL MEMBERS OF OUR SOCIETY

In 2022 we were presented with the ongoing challenges of COVID-19. However, staff and students alike showed strength and resilience during a time of uncertainty. Our Year 12's completed their final year with us and showed determination to get to the finish line and I am proud of their efforts.

Cecil Andrews College is situated in Seville Grove. Our students come from diverse backgrounds and cultures, with Aboriginal students making up 25% of the population. We are proud of our partnership with our Noongar Community and the achievements of our Aboriginal students.

The College opened in 1980 and in 2015 we became an Independent Public School. The College has an Index of Community Socio-Economic Advantage (ICSEA) of 890 and at the end of 2022 had population of 874 students from Year 7 through to Year 12. At Cecil Andrews College, we deliver world class education and provide students with pathways that support their achievement and increase their opportunities through quality education, training and learning.

Our College's vision is strategic and founded on innovation and action. We focus on strong shared leadership that is the guiding principle for all that we set out to achieve. We see our future in the hands of caring teachers with high levels of expectation and proficiency. We want them to constantly challenge themselves and aim higher. We encourage and expect decision making to be evidence based and motivated by data driven initiatives in a culture of sharing and collegiality.

Our professional learning community emphasises the building of teacher and leadership expertise together.

Our teachers commit to improving outcomes for students who may experience challenges in their lives, we provide high care and make a difference in our community. Our teachers embrace our whole-school pedagogies. Our collaborative approach to teacher development supports staff to enhance expertise in these areas.

Specialist programs in Science, Technology, Engineering, Arts and Mathematics (STEAM), Australian Rules Football and the Performing Arts provide our students with unique pathways to success.

Our Academic Extension program is also setting new standards for the area and specially trained teachers are creating challenging learning opportunities so each student can meet their potential and become successful in their field of endeavour. Our P-TECH (Pathways in Technology) program - a new way of skilling students for the workforce of the 21st century - means unique learning and mentoring partnerships with industry.

The College has formed strong Business, Industry and Tertiary Education partnerships that are long term and sustainable.

Through self-respect and respect for others, 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".

CECIL ANDREWS COLLEGE 2022 HIGHLIGHTS

Aquatics Carnival

In February students competed in our annual Aquatics Carnival. They day not only saw some keen competition but also helped students build positive relationships with their peers and teachers. Congratulations to Bradman who took the win for the day.



Legally Blonde JR The Musical

Our Performing Arts program created an amazing show in 2022. Our impressive cast and backstage crew spent many, many hours rehearsing and gave it their all during their performances. They did an amazing job, and we are so proud of the talent have within our College!



Compass

In 2022 we introduced Compass, a new student management system. Parents and caregivers can access Compass to view period by period attendance, enter absence notes for students, book parent/teacher meetings, consent/pay for events, read the College newsletter, and stay updated with College related news and information from teachers.

Curtin Ahead

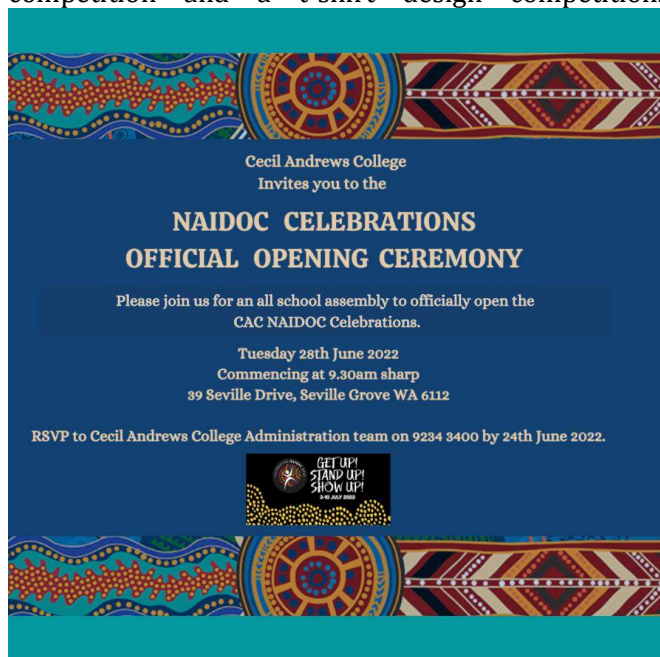
The Year 10 academic extension class attended an excursion as a part of the Curtin Ahead program. This program takes place at Curtin University where students are exposed to university life and a campus tour. The students participated in workshops that helped them research their future studies and career paths. They had an opportunity to visit some of the faculties and see how different university life is compared to high school.



CECIL ANDREWS COLLEGE 2022 HIGHLIGHTS

NAIDOC Week

This year we enjoyed a week of NAIDOC celebrations where students and staff alike joined in activities to celebrate our wonderful First Nations community. Our Yarning Circle was opened with a Smoking Ceremony from local Elders. There were a host of other activities organised including a creative writing competition and a t-shirt design competition.



NAIDOC AFL Cup

A game played in great spirits, and it shined a light on the contribution that First Nations players have made to our national game!



The NAIDOC AFL Cup was followed by the inaugural NAIDOC Staff v Students netball game.



Yarning Circle

In Term 2, Wayne Ninnette's dream of a yarning circle in the College came to fruition. The Yarning Circle was officially opened with a traditional smoking ceremony from local elders.



CECIL ANDREWS COLLEGE 2022 HIGHLIGHTS

Science & Engineering Challenge

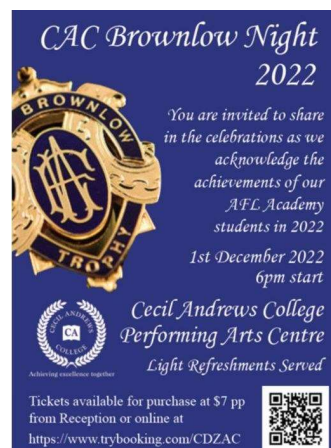
Year 10 Academic Extension students participated in the Science and Engineering Challenge 2022. This is a national challenge that is run by local Rotary Clubs to engage students from all backgrounds in activities that have direct, real-world applications.

The students were pitted against six other schools from across Perth. Each activity was different, but all required innovation, creative, and critical thinking skills. Students enjoyed working together in their groups to take these challenges head on to successfully complete the challenges.



CAC Brownlow Medal Night

As usual, our Brownlow Medal Night was a night to remember. The Brownlow night is designed to recognise the great achievements of our AFL Academy students throughout the year and is based around our College wide expectations in STARR. 2022 was a fantastic year for our Academy and our awards night really showcased our students' achievements throughout the year. In 2022 we were fortunate enough to celebrate a great deal of firsts for our AFL Academy, we had our first ever dual Brownlow winners in Rilee Hodges and Dakota Dyson, we had our first ever female Brownlow winner in Shaya Yarran, we had our first ever female inductee into the hall of fame in Teija Morrison, and our first ever 3 time Brownlow medal winner in Taiwhio Morrison.



Barber Shop

The Student Services team worked with Armed for Life to run a Barber Shop program with the goal to create a safer community in the College. This was used as a tool to influence positive change to students who were quite disengaged and those experiencing difficulties at school, home and in the community.

The students involved were trained and mentored by a highly qualified barber. By the end of the 8-week program students had improved in attendance and behaviour in school and the community.



CECIL ANDREWS COLLEGE 2022 HIGHLIGHTS

Anniversary Assembly

On 20 October, we held our 42nd Anniversary Assembly to farewell our Year 12's. The assembly included performances from our Arts students and

annual awards and certificates were presented to students.



CECIL ANDREWS COLLEGE 2022 HIGHLIGHTS

Year 12 Presentation Night

On 25 October we farewelled our Year 12 cohort with an uplifting Presentation Night Ceremony. The night included awards, presentation night certificates for all

Year 12 students, performances by our Arts students and an inspiring speech from our guest speaker, Ali Mohammadi.



NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

Average Test Score

	2022		2021		2019	
Numeracy	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average score	481	537	494	543	490	533
Reading	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average score	488	530	488	512	490	512
Writing	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average score	470	507	477	501	463	475

Percentages of students Above, At and Below National Minimum Standard (NMS) Levels

	2022		2021		2019	
Numeracy	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	51%	54%	56%	58%	58%	48%
At NMS	23%	36%	25%	31%	22%	43%
Below NMS	26%	10%	20%	11%	20%	10%
Reading	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	60%	59%	55%	60%	59%	50%
At NMS	21%	22%	27%	29%	21%	24%
Below NMS	19%	19%	18%	11%	20%	26%
Writing	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	50%	44%	57%	44%	47%	30%
At NMS	28%	25%	22%	27%	25%	30%
Below NMS	22%	31%	21%	29%	27%	40%

ONLINE LITERACY & NUMERACY ASSESSMENT (OLNA)

Achievement Categories

Year 10	Numeracy	Reading	Writing
Category 1	11/122 = 9%	7/122 = 6%	10/122 = 8%
Category 2	39/122 = 32%	26/122 = 21%	26/122 = 21%
Category 3	49/122 = 40%	62/122 = 50%	65/122 = 53%
Category NSA	23/ 122 = 19%	27/122 = 22%	21/122 = 17%
Totals	100%	99%	99%
Year 11	Numeracy	Reading	Writing
Category 1	6/143 = 4%	5/143 = 3%	9/143 = 6%
Category 2	31/143 = 21%	24/143 = 17%	25/143 = 17%
Category 3	94/143 = 65%	99/143 = 69%	95/143 = 66%
Category NSA	12/145 = 8%	15/143 = 10%	14/143 = 10%
Totals	98%	99%	99%
Year 12	Numeracy	Reading	Writing
Category 1	3/99 - 3%	13/99 - 13%	8/99 - 8%
Category 2	27/99 - 27%	18/99 - 18%	27/99 - 27%
Category 3	63/99 - 63%	66/99 - 67%	58/99 - 58%
Category NSA	6/99 - 6%	2/99 - 2%	6/99 - 6%
Totals	99%	100%	99%

Category 1 – students who have not demonstrated the standard.

Category 2 – students who have not yet demonstrated the standard.

Category 3 – students who have demonstrated the minimum standard through the OLNA.

Category NSA – students who did not sit the assessment or assessment results not available.

ONLINE LITERACY & NUMERACY ASSESSMENT (OLNA)

% Who Have Demonstrated the Standard

Year Level	Numeracy		Reading		Writing	
	R1	R2	R1	R2	R1	R2
Year 9	-	-	-	-	-	-
Year 10	29%	38.2%	36.8%	46.5%	36.8%	48%
Year 11	57.8%	64.6%	59.6%	67.7%	61.4%	64.6%
Year 12	54%	65.9%	61%	70.6%	56%	62.3%

Analysis

In 2022 our Year 9 students did not engage in the new early OLNA round, efforts were directed to being better prepared for OLNA in Year 10, 2023.

For 2023, we have continued to refine our processes of tailored individual assistance to increase the number of students passing OLNA and as a result achieving WACE. Strategies include:

- Purchasing OLNA practice tests to allow students to prepare and received feedback.
- Staff are working with targeted groups of students providing tailored interventions and support.
- Developing resources that target the deficiencies as described in the individual diagnostic sheets to really hone in on the gaps in learning to best prepare students to pass.
- Diagnostic sheets have also been provided to students and teachers to allow for greater partnering and clearer targeting any areas of concern. A more informed, coordinated and collaborative approach is being established.
- College operational plans are including strategies that will support more students pre-qualifying in NAPLAN, so that OLNA progression is less of a barrier to students achieving WACE.

Year 12 Pathways

Year	Year 12 Students	ATAR Only	ATAR and Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2022	93	0 (0.0%)	12 (12.9%)	37 (39.8%)	43 (46.2%)	1 (1.1%)
2021	112	8 (7.1%)	4 (3.6%)	70 (62.5%)	30 (26.8%)	0 (0.0%)
2020	106	1 (0.9%)	19 (17.9%)	41 (38.7%)	43 (40.6%)	2 (1.9%)

PRIORITY FOUR: SENIOR COLLEGE

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

Year	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2022	0	0.0%	43	87.8%	6	12.2%
2021	0	0.0%	67	90.5%	7	9.5%
2020	1	1.6%	51	83.6%	9	14.8%

WACE Achievement

Year	Eligible Year 12 Students	Percentage Achieving WACE
2022	63	54%
2021	83	65%
2020	75	60%

ATTAINMENT RATE (% of students with an ATAR \geq 55 and / or Certificate II or Higher)

	2022	2021	2020	2019	2018	2017
Cecil Andrews College	47 (75%)	61 (73%)	62 (84.5%)	51 (89%)	48 (87%)	46 (87%)
Like Schools	72%	71%	92%	90%	89%	94%
Public Schools	80%	82%	96%	96%	96%	96%

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

Year	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2022	13	0	0
2021	12	0	0
2020	20	0	0

PRIORITY FIVE: ATTENDANCE

Secondary Attendance Rate

Year	Attendance Rate	
	School	WA Public Schools
2022	66.5%	80.4%
2021	75.2%	84.4%
2020	78.8%	87.3%

Attendance % - Secondary Year Levels

Year	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2022	72%	70%	63%	67%	64%	63%
2021	81%	76%	74%	68%	73%	81%
2020	83%	81%	75%	72%	86%	74%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

Student Numbers (as at Semester 2, 2022)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	Total
Full Time	138	171	176	140	140	78	843

Secondary	
Male	459
Female	383
Total	843

PRIORITY SIX: BEHAVIOUR

Suspensions – Total Days Suspension

Year	Y07	Y08	Y09	Y10	Y11	Y12	Total
2022	21.5	412	363.5	353	153	121	1424
2021	26.5	38	335.5	549	336	262.5	1547.5
2020	357.5	260	319.5	73.5	63	21.5	1095

Suspensions – Total Days Gender Overview

Year	Y07		Y08		Y09		Y10		Y11		Y12		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2022	21.5	0	317	95	177	186.5	261.5	91.5	95	58	85.5	35.5	957.5	466.5
2021	26.5	0	18	20	255	80.5	373.5	175.5	264	72	193.5	69	1130.5	417
2020	247.5	110	209.5	50.5	201	118.5	54	19.5	50.5	12.5	13	8.5	775.5	319.5

Suspensions – School Summary Number of Students Suspended

Year	Y07		Y08		Y09		Y10		Y11		Y12		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
39+	39	14	51	14	54	32	34	25	22	10	10	11	210	106
2021	23	11	32	21	30	8	10	11	8	1	1	1	104	53
2020	33	24	25	9	23	21	22	10	11	3	3	3	117	70

Suspensions – Total Number of Students Suspended

Year	Y07	Y08	Y09	Y10	Y11	Y12	Total
2022	44	65	86	59	32	21	307
2021	34	53	38	21	9	2	157
2020	38	34	44	32	14	6	168

LEARNING AREA REPORT: HUMANITIES

2022 In Review

In the HASS Learning Area in 2022, we aimed to develop active and informed citizens, through a combination of inquiry based and project based tasks and using Explicit Direct Instruction.

The teacher's role is to foster empathetic and accepting global citizens, modelled by the way our teachers interact with each other and the students.

Students are encouraged to be the best they can be, and we maintain high expectations of student achievement.

Special Programs

Years 7 and 9 students participated in the **Talk Money Program** conducted by Ecstra Foundation. This program is designed to help Australian students learn money lessons for life, to be confident talking about money and to make informed financial decisions. The students benefitted from this during our Economics term.

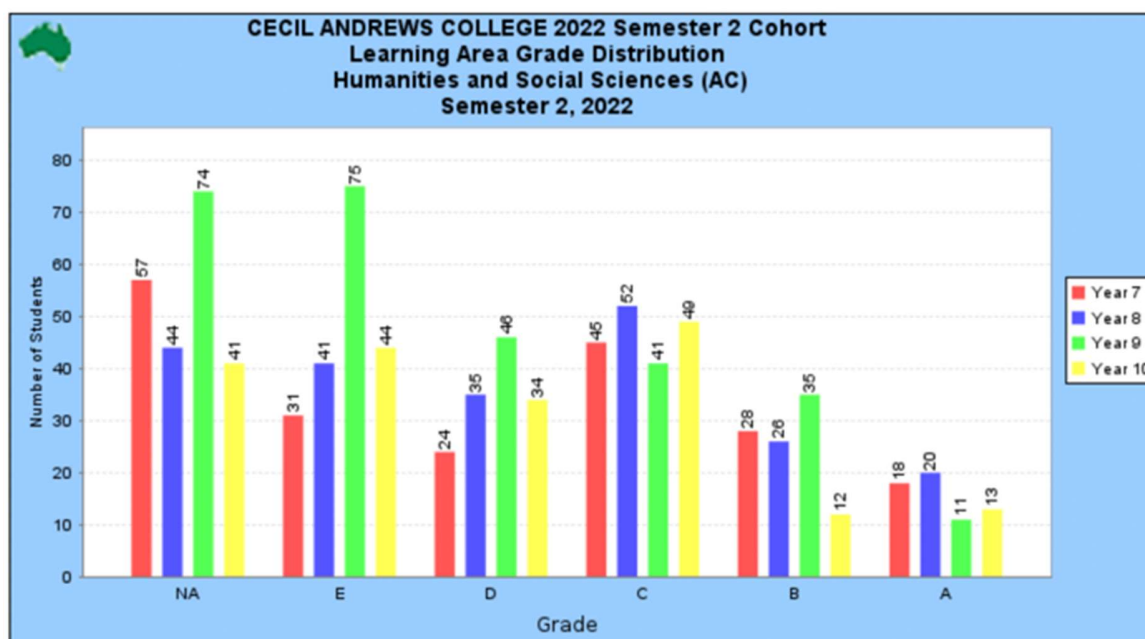
HASS ran a STEAM course which is endorsed by SCSA as a semester based course. This is the **Shark Tank** course and is run by MEI Lab in the eastern states. It is backed by industry such as Santos, UWA, University of Adelaide, FIXE and Black sheep advertising.

Highlights & Achievements

The College DUX received the top Modern History grade in the College.

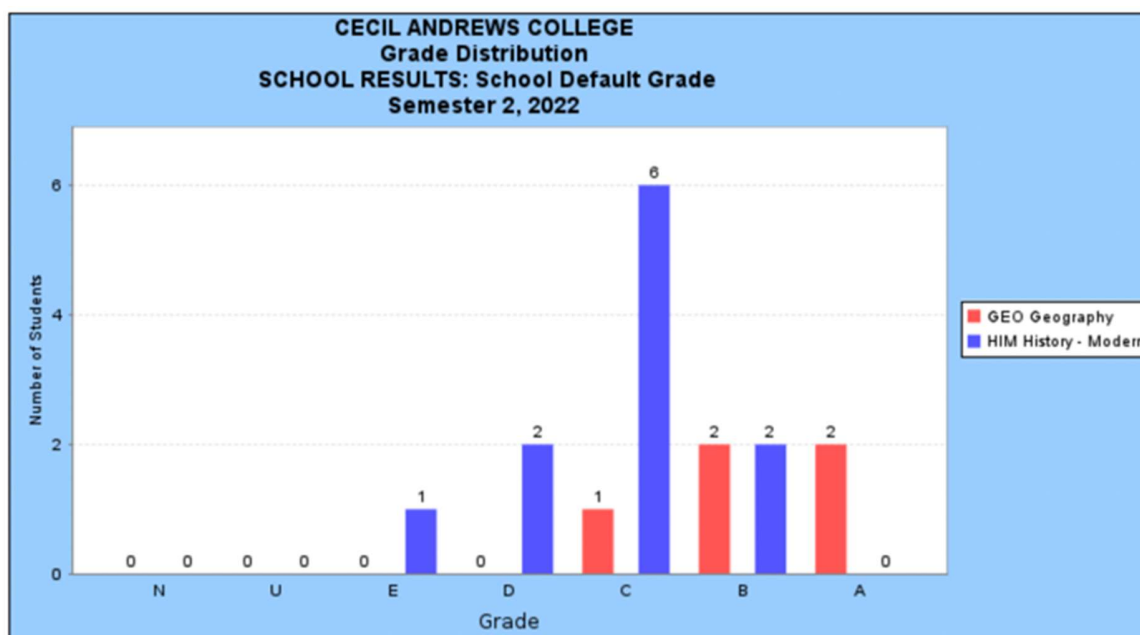
Year 10 students entered Shark Tank. Students were able to attend an excursion to UWA to fine tune their communication and entrepreneurial skills. The students follow a structured approach to identifying a local problem and creating a solution for the problem identified. Students then presented their prototypes to a panel of sharks and gave amazing speeches. Two groups were sent through to the semi-finals and one group VR Schooling won the national championship. The winning group won a cash prize and beat both public and private schools from around Australia. Students who made an effort and participated in this program not only achieved grades from C-A but were given a certificate to use towards WACE points.

Learning Area Grade Distribution



LEARNING AREA REPORT: HUMANITIES

Learning Area Grade Distribution



Analysis

Large number of students getting an “NA” grade across all year groups.

No students achieved an “E” grade in Year 8 Humanities & Social Sciences.

Large number of Year 9 students failing to achieve a passing grade.

Small cohorts of Senior School classes and low number of courses available.

Skewed data given low attendance across all year groups.

Strategies For Students At Educational Risk

More scaffolding and differentiating within instruction.

Embed literacy development activities within the classroom.

Introduction of word walls and posters on the wall.

Use of specific resources - coloured paper, technology, index cards – to improve content retention.

Chunking of content and fair assessments.

Strategies For High Performing Students

Challenging work and more higher order thinking work to extend students.

Use of Connect for providing further resources for self-directed learning.

Inclusion of cooperative learning tactics, research based assessment tasks and engaging extension classes in accelerated programs.

Summary

There is a discrepancy in the grades from year to year, for example one year 7-9 class that was analysed, showed all students passed in Term 1, however they have slumped in 2023, why? It would’ve been expected to be the opposite due to Covid in Term 2.

Marking guides need to be available and more moderation, for consistency.

Potentially some marking is too hard / easy.

LEARNING AREA REPORT: ENGLISH

2022 In Review

The English Learning Area team is a dynamic and passionate group that believes that strong communication and language skills are the key to success and happiness in both one's personal as well as professional lives and careers.

In 2022, the shared goal was to support students to engage in their English classes and all achieve success. Staff used a range of strategies including Explicit Direct Instruction, Tactical Teaching and Writing Revolution to deliver an inclusive and varied curriculum to students across Year 7 to Year 12. The team regularly reviews programs, considers the Aboriginal Cultural Standards Framework, achievement reports, especially the annual WACE Report, and continues to fine-tune their outcomes to address data-based student outcomes information. One of the new approaches was the use of technology tools such as Brightpath to set individualised writing targets for students, enabling them to track their progress and improve their writing skills. It is a strong and cohesive staff and the quest for improvements based on the guidance of the Business Plan was evident in the calm and engaged students across the Learning Area classrooms.

In 2022, we embedded The Writing Revolution strategies into the Year 8 program. At a sentence level, we focused on fragments, coordinating conjunctions and subordinating conjunctions. At a planning/paragraphing level, we introduced the Single Paragraph Outline (SPO).

In 2023, to extend this cohort, the Year 9 program has embedded the above strategies (Semester 1) and added appositives and Multi-Paragraph Outline (Semester 2) to extend students.

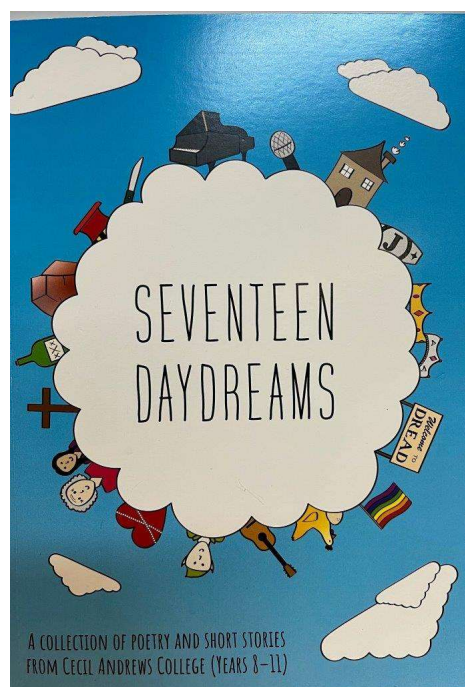
Special Programs

Students in the English Learning Area had the opportunity in 2022 to attend a Creative Writing program in partnership with Centre For Stories.

Eight students participated in the after-school Creative Writing program, mostly Year 11 and 12 students. In addition to writing narratives with Annabel Smith, students learned how to do oral storytelling with Jay Anderson. Several students chose to record their oral stories.



The end of 2022 saw a culmination of student work being submitted for publication. The anthology, *Seventeen Daydreams; A Collection of Poetry and Short Stories From Cecil Andrews College (Years 8 to 11)*, is an inspiring testimony to the wonderful talent of students at Cecil Andrews College as well as the dedication of staff in the English Learning Area to support this initiative, led by Mr Ryan Steed.



In 2023, program has expanded to appeal to students from Years 7 to 10 as well. On average, 8-10 students have attended weekly after-school sessions on Tuesdays. In 2023, the participating group includes neurodiverse students, and the main goal is to create a safe and nurturing space for these students to express their creativity.

Students in the English Learning Area have also continued to learn about the collaboration we have had with Education Earthquake Nepal since the devastating earthquake of 2015.

LEARNING AREA REPORT: ENGLISH

Special Programs

Since that time, students have supported Ms Vearer and the Student Council with fundraising to support various projects related to the rebuilding of a school near the epicentre in Pokhara. These have included financing the plastering of classroom walls, purchase of building materials, funding clothing for the children as well as assisting with the purchase of livestock. Previously students' fundraising was used to purchase some cows. In 2022, their fundraising contributed to buying some goats that joined the agri-project that had also been established through global supporters of this initiative, including Cecil Andrews College students. Ms Jane Vearer has promoted this important cause and enabled students to learn more about the significance and change that can come from such humanitarian endeavours.

Highlights & Achievements

In the Creative Writing program:

Students' work was published in an anthology titled Seventeen Daydreams.

Parents, community and invited guests attended an afternoon celebration of the students' writing where their work undertaken through tutoring from writers from the Centre For Stories was displayed and readings shared with the audience.

Teachwell

Cecil Andrews College English Learning Area teachers continued to hone their instructional strategies in 2022. The first English teachers to participate in Teachwell, an intensive suite of instructional strategies to accelerate student learning, are now members of its alumni. The founding participants were Mr Steed and Ms Mansell who engaged with the program in 2019. Other teachers followed in the years that have followed and enabled the team to deliver curriculum and skills with a consistent and supportive approach, that has strengthened the capacity in the English Learning Area. The evidence is visible in the engaged learners in our English classrooms. Teachers at the College have been fortunate to have access to a wide range of performance development as supported by the Business Plan priority for Quality Teaching, Leadership and Staff Learning.

Major Events

The Young Writers Competition hosted by the City of Armadale was a huge success.

The largest number of students in the past decade, submitted entries to the competition. This is further evidence that students in the English Learning Area have become more confident and competent in their writing skills.

Students visited Curtin University as part of the **Curtin AHEAD** program.

Students in Academic Extension English classes in Years 10 to 12, visited Curtin University as part of the Curtin AHEAD program which the English learning area hosts. They engaged in various activities from exploring faculty and career options to critical thinking as well as learning what it is like to be a university student. Engagement in the program always ends up being a lot of fun as well as an inspiration for those involved.

Teachers attend the **Curtin University English Conference**.

In November 2022, some academic extension and ATAR teachers attended a professional learning opportunity at Curtin University engaging with academics, learning about innovative texts and ways to teach them and networking with peers to share best practices with participants from all over the state. Ms Mansell, Mr Steed and Ms Markowski were able to bring back some exciting new ideas to share with their colleagues at the school.

LEARNING AREA REPORT: ENGLISH

Learning Area Grade Distribution

Various data sets inform the English Learning Area, allowing staff to reflect on their progress and success of strategies employed. Standardised tests are a reliable but not exclusive measure to inform planning as well as celebrate success. English Learning Area staff annually examine NAPLAN data when modifying teaching and learning programs and make decisions on teaching focus. It is important to consider two factors; firstly COVID has had a global impact on students' academic and emotional progress. Secondly, NAPLAN data for Year 7 students is not a reliable indicator of the impact of our English teachers. NAPLAN testing takes place in the first part of the year when teachers have had limited time to employ our

Learning Area teaching skills as far as concept and skill attainment. The tables below sourced from the Schools Online report for the College, suggest that English teachers have successfully sustained an upward trajectory by improving the Average Score in Year 9 Writing and Reading between 2019 and 2022 despite global challenges affecting education throughout the nation. The College's strong focus on data interrogation through Ed Companion (now Elastik), a strategic Professional Learning focus to develop teachers and a Business Plan with a priority on Student Learning, Achievement, and Progress have provided the necessary support that underpins the operation of the English Learning Area at all times.

NAPLAN Average Test Score

NAPLAN - Reading	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	490	512	488	442	488	530

NAPLAN - Writing	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	463	475	477	501	470	507

LEARNING AREA REPORT: MATHEMATICS

Special Programs

An online mathematics program, **Mathspace**, was purchased for all students enrolled at Cecil Andrews College. The benefits of this included an enhancement of the numeracy skills of the students, more engaging lessons during College hours, differentiated and tailored homework and a general increase in confidence in utilising computers for mathematics; a skill necessary for obtaining optimal individual results in any online testing, such as OLN.

Additionally, students in Year 7 were given access to another online program, **Edrolo**, during semester 2 of 2022. This trial allowed students to learn at their own pace, as the content is taught through a series of short video lessons with student practice interspersed throughout. As well as the videos, there were online questions that students could obtain immediate feedback on, as well as a textbook for each student that contained numerous understanding worksheets and sets of questions that promoted higher order thinking from the students.

A regular **Homework Club** was accessed by students each week of Semester 1 and 2, on a Wednesday, from 3–4pm. At least two staff members of the mathematics faculty were available at this time to provide tutoring and support to those students who attended. A maximum of 20 students attended at this time each week. Additional **Tutoring** was made available to students on other days, if they were unable to attend on Wednesdays, and there were students that were regularly present on Tuesdays and Thursdays each week for an hour after school to receive assistance in building on their numeracy skills.

Additionally, mathematics staff supported the Follow The Dream program and assisted in after school tutoring in maths to the students enrolled in that program.

NAPLAN Results – Numeracy

Year 7 NAPLAN results were similar to previous years, with a slight decrease in those students achieving excellent (1.4%), good (2%) and satisfactory (0.9%) results and more students (4.3%) achieving a limited result.

Year 9 NAPLAN results showed a more positive pattern, with an increase in excellent results (0.5%) and a decrease in good results (0.8%). There was also a shift between limited (an increase 5.5%) and satisfactory (a decrease of 5.3%) between 2022 and 2021.

OLNA Results - Numeracy

During 2022, over Years 10, 11 and 12, 49% of students had either pre-qualified, or passed OLN, achieving a Category 3. This was a 14% decrease from the previous year (2021 – 63%), whereas the previous years to 2022 all showed an increase in Category 3 achievement (2020 – 60%; 2019 – 58%; 2018 – 54%).

The majority of the remaining students (66%) had achieved a Category 2, and so are predicted to achieve a Category 3 by the end of their secondary education. The remaining 17% of the students had either achieved a Category 1 or had not sat the assessment. COVID-19 and subsequent decreases in student attendance could account for these results.

When the Year 12 OLN data was analysed, there was a clear pattern in that all students who had been achieving at a Category 1 level had increased to either a Category 2 or 3 – there were zero students who achieved a Category 1 by the end of Year 12, 2022.

Reframing Mathematical Futures (RMF)

At the beginning of Semester 1 2022, students in Year 7 were assessed on their level of ability to apply multiplicative thinking to mathematical problems. Throughout the year, students were given problems in their lessons that were scaffolded to their individual level of ability, with the goal to achieve higher order multiplicative thinking by the end of Semester 2. In order to quantify whether this goal was achieved, students were assessed at the end of Semester 2. It was found that, overall, 81% of the Year 7 cohort stayed at or increased their ability in multiplicative thinking, with the largest increases being measured at one or two levels higher than the beginning of the year. However, it should be noted that only half of the cohort actually completed both assessments, due to the large percentage of student absences from school.

LEARNING AREA REPORT: MATHEMATICS

Highlights & Achievements

Top Performing Students in 2022	
Year 7	Yeng Suba Jenny Knowler Bridget Afolayan
Year 8	Ariana Secretario Noah Pearce
Year 9	Emily Aird Nic Liddiard
Year 10	Seth Secretario Faraz Ziraki Ryker Donaldson
Year 11 General Essentials	Christopher Jessett Jessica Pao Aiden Warner
Year 11 ATAR Applications	Aussie Maluka
Year 11 ATAR Methods	Jacob Leivers
Year 12 General Essentials	Bree Foster
Year 12 ATAR Applications	Shevon McCormack
Year 12 ATAR Methods	Rafael Espineli Aiden Statham

The **Maths Empowering Girls Day** event was held in collaboration with The Mathematical Association of Western Australia and Curtin University's School of Education and Professional Learning Hub for Educators enabled ten Year 9 girls to spend the day at Curtin University, allowing them to meet professionals in Mathematics and related disciplines who were passionate about its study and application. Along with hundreds of students from other schools across WA, the girls were split into two groups who spent the day attending workshops where they put their Mathematical skills to the test. Feedback from the day was very positive, with the students especially enjoying using forensic (mathematical) skills to solve a crime and using mathematics to unravel genetics problems.

LEARNING AREA REPORT: SCIENCE

2022 In Review

In Science in 2022 we aimed to increase the number of students in Year 7 who received a pass grade or better. In addition, we aimed to support students in Year 7 transition into high school Science. The Science Learning Area looked at PAT data and NAPLAN data and identified students who were still lacking in comprehension skills and basic literacy skills. Science teachers reached out to experienced teachers in our English and Maths Learning Areas and looked at research to support students to improve simple literacy and numeracy.

During planning day 2021, teachers collaboratively worked together to come up with ideas to build in STEM activities into the program for 2022. This was targeted to improve engagement and to better prepare students for the ever evolving world that we live in today. In addition, we aimed to provide students with the opportunity to develop their general capabilities which are highly desired in the workplace.

The Science Learning Area also identified the need to reduce the number of assessments given and focus on delivery of scientific concepts using a range of teaching and learning styles so that all students were catered for in the classroom.

Special Programs

Einstein-First was introduced to the Science Learning Area through the Principal. Einstein-First is an evidence based curriculum that takes students on a journey of modern history. Starting with foundations, the program resolves the disconnect in schools and science of the modern world. The whole Year 7 cohort will be completing the program in 2023.

A computer-based Science program **Edrolo** was trialled in 2022 to support students by providing interactive tailored work for individual students. Students were able to work at their own pace and get instant feedback on how they were progressing with content.

Year 7-10 students were introduced to numerous **Writing Revolution** strategies. The Writing Revolution aims to enable all students, especially those from historically marginalised communities, to become proficient writers, readers and critical thinkers.

Maths 300 activities are starting to be embedded into our Science programs where applicable across Years 7-10. The Maths 300 resources have been used by teachers in Australia for many years. Their ongoing popularity is testament to the effectiveness and high quality of the lessons. The underlying principle of each lesson is to encourage students to learn through inquiry, to collaborate.

The Year 9 academic extension class completed the **NXplorers program**, which is an educational program to help young people develop critical thinking and creative problem solving skills throughout their school, college, university and professional lives.

Highlights & Achievements

Increase in Year 7 students achieving A, B and C grades.

Trained 3 teachers from the Science Learning Area in STEM Writing Revolution strategies to support literacy.

Teachers collaboratively working together to build and develop resources for the Writing Revolution.

Upskilled a staff member by introducing Maths 300. He then delivered an amazing professional learning workshop.

Science teachers trialled reading questions to students who struggled to read. Those students who normally failed every Science test passed. This increased student confidence and success in Science.

LEARNING AREA REPORT: SCIENCE

Major Events



Year 7 Outreach Program Water Rockets 2022

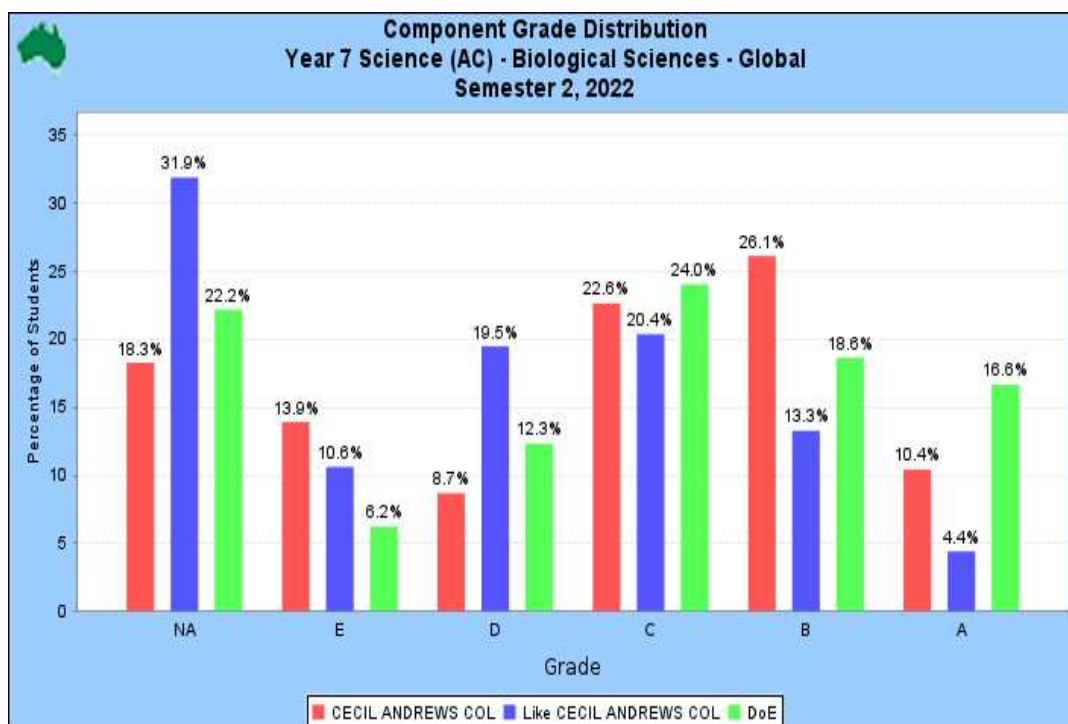
Year 7 and 10 students attended the Outreach excursion at Murdoch University which engages students through fun, curriculum-linked STEM workshops and activities. This program is designed to align with the Australian National Curriculum. This was also a great opportunity for students to network and discover the many benefits of choosing a university pathway.



Year 9 NXplorers showcase Scitech

The Year 9 academic extension class attended the Nxplorers showcase which allowed students to pitch their amazing ideas to schools from across Western Australia and also to industry partners from Shell and other mining companies. It was a valuable experience and students rose to the occasion.

Learning Area Grade Distribution



LEARNING AREA REPORT: SCIENCE

Learning Area Grade Distribution

Yr	GRADE					
	NA	E	D	C	B	A
2021-Semester 2	23.9% (39)	19% (31)	17.8% (29)	19.6% (32)	10.4% (17)	9.2% (15)
2022-Semester 2	18.3% (21)	13.9% (16)	8.7% (10)	22.6% (26)	26.1% (30)	10.4% (12)

Analysis

The year 7 cohort were allocated more A, B and C grades compared to previous years. This could be due to modified assessments reflecting judging standards. New assessments included in 2022, which allow for A grade attainment. Compared to previous years there was a decrease in D, E and N/A grades. The Year 7 cohort achieved more A and B grades compared to Like Schools. C and E grades were similar to Like Schools and there were less D grades compared to Like Schools. The number of students not assessed in Like Schools was significantly higher. This could account for the discrepancies in other grades.

Strategies For Students At Educational Risk

Assessments were read to students and checklists recorded verbal assessments to those students who have low literacy skills.

Writing Revolution strategies included in "Do Now" tasks, concept development and check for understanding where applicable.

Homework club offered to support students who need more help.

Decrease number of assessments to allow more time to teach curriculum well.

Interleaving practice revision of key concepts in "Do Now" tasks which will help with students remembering and cater to low attenders.

PBS support and STEM projects to increase student engagement.

Strategies For High Performing Students

Providing students with the opportunity to take leadership roles within the classroom.

Cooperative learning strategies to give students opportunities to work with other students who are gifted and allow them to extend each other.

Building thinking classrooms – teaching students to think and using application questions rather than fluency.

Summary

The goal for 2023 is to upskill teachers, build resources from the research and workshops completed in 2022.

Improve year 9 students achieving band 8 in NAPLAN by 5%.

Increase year 7-10 students passing Science by 6%.

Increase year 11-12 passing ATAR Science subjects by 10%.

Develop programs and assessments to incorporate the essential skill needs in Science fields.

Include innovative programs that engage students and increase attendance.

LEARNING AREA REPORT: STEAM

2022 In Review

In 2022 the STEAM area selected two core goals: to increase student involvement in STEAM learning through the promotion of STEAM learning opportunities currently being implemented across learning areas and to begin the process of developing clear STEAM teaching and learning programs for the STEAM electives being offered in Years 9 and 10.

Under the umbrella of DigiTech Schools the primary goal for 2022 was to meet the requirements of the QTS DigiTech Schools agreement through the provision of DigiTech support to staff and schools across Western Australia. To ensure we were well positioned to provide this support, the secondary goal was to benchmark current levels of expertise related to ICT integration into teaching and learning across the College.

A more wholistic goal for 2023 was to facilitate the transition of STEM to STEAM through open dialogue about the importance of Arts within the STEM contexts.

Special Programs

First Lego League.



First Robotics/WARP.

Specialist STEAM electives.

Young ICT Explorers.

Highlights & Achievements

Delivery of a range of PL opportunities across Western Australia via Webex.

Future Schools Tour.

Launch of HP Reinvent The Classroom project.

Professional Learning opportunities with Brett Salakas

Six ICT Lead Teachers selected to form the lead teacher team for ICT capabilities leadership in 2023.

Six staff commenced journey to become Microsoft Educators.

Professional Learning opportunities for ICT Lead Team commenced with WA EdTech event at Microsoft.

Participation in the Neerigen Brook Primary School Compass Expo day.

Improved engagement within STEAM classes.

Increased numbers of students coming to the STEAM building during recess and lunch.

Observed improvement in student resilience and problem solving skills.

Increased participation in First Lego League club.

STEAM resources audit completed.

Clear STEAM budget plan developed.

2023 STEAM learning themes identified (sustainability and STEAM in Industry).

Commenced process of re-establishing partnership links – Global Drone Solutions, Microsoft and HP.

Working partnership with P-TECH established to facilitate greater integration of P-TECH opportunities across the College.

Early discussions with the Arts Learning Area took place to foster a working relationship between STEAM and the Arts.

LEARNING AREA REPORT: STEAM

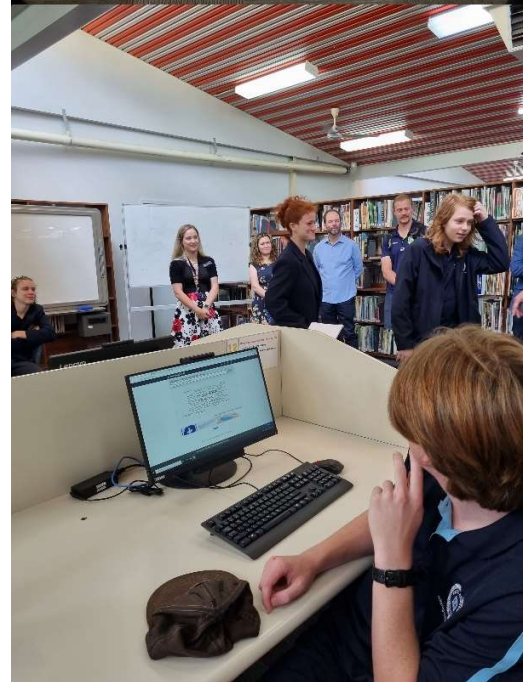
Major Events

FRC competition.

First Lego League competition

Young ICT Explorers.

Future Schools Tour.



LEARNING AREA REPORT: STEAM

Learning Area Grade Distribution

SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION						
Students enrolled in STEM courses. Count (%) of WACE Eligible students. (Source: SCSA data files)						
	2022	2021	2020	2019	2018	2017
>2 STEM courses	22 (35%)	30 (36%)	32 (43%)	20 (35%)		
2 STEM courses	30 (48%)	37 (45%)	32 (43%)	23 (40%)		
1 STEM course	11 (17%)	16 (19%)	11 (15%)	14 (25%)		
Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files)						
>1 STEM qualification				1 (2%)		
1 STEM qualification	8 (13%)	5 (6%)	12 (16%)	10 (18%)		
OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data files)						
School (% WACE eligible)	52 (83%)	70 (84%)	64 (85%)	45 (79%)		
School (% Semester 2 census)	59 (76%)	76 (84%)	64 (82%)	45 (78%)		
School count (% Cohort)	64 (53%)	80 (65%)	67 (51%)	48 (44%)		

Analysis

The overall trend for students enrolled in 2 STEM courses continues to trend upwards with an increase of 3% from 2021 figures while there was a small decline (1%) in percentage of students enrolled in 3 or more STEM subjects and a 2% decline in number of students enrolled in 1 STEM course. This may possibly be a result of the smaller cohort size impacting the distribution, or subject availability.

The percentage of students enrolled in a STEM VET qualification more than doubled between 2021 and 2022, rising from 6% of the cohort to 13%.

Strategies For Students At Educational Risk

Scaffolding of learning.

Targeted differentiation for learning activities and assessments.

Flexibility of project topics to increase engagement.

“Do Now” tasks and activities.

Multimodal options for completing theory work and demonstrating learning prior to assessment tasks (audio recordings, dictation, use of a scribe).

Assessment against the grade descriptors or performance criteria (VET).

Opportunities to engage in small group/1:1 targeted support during lunchtimes and/or advocacy/study classes.

Strategies For High Performing Students

Opportunities to demonstrate how learning and concept attainment relate to industry career pathways.

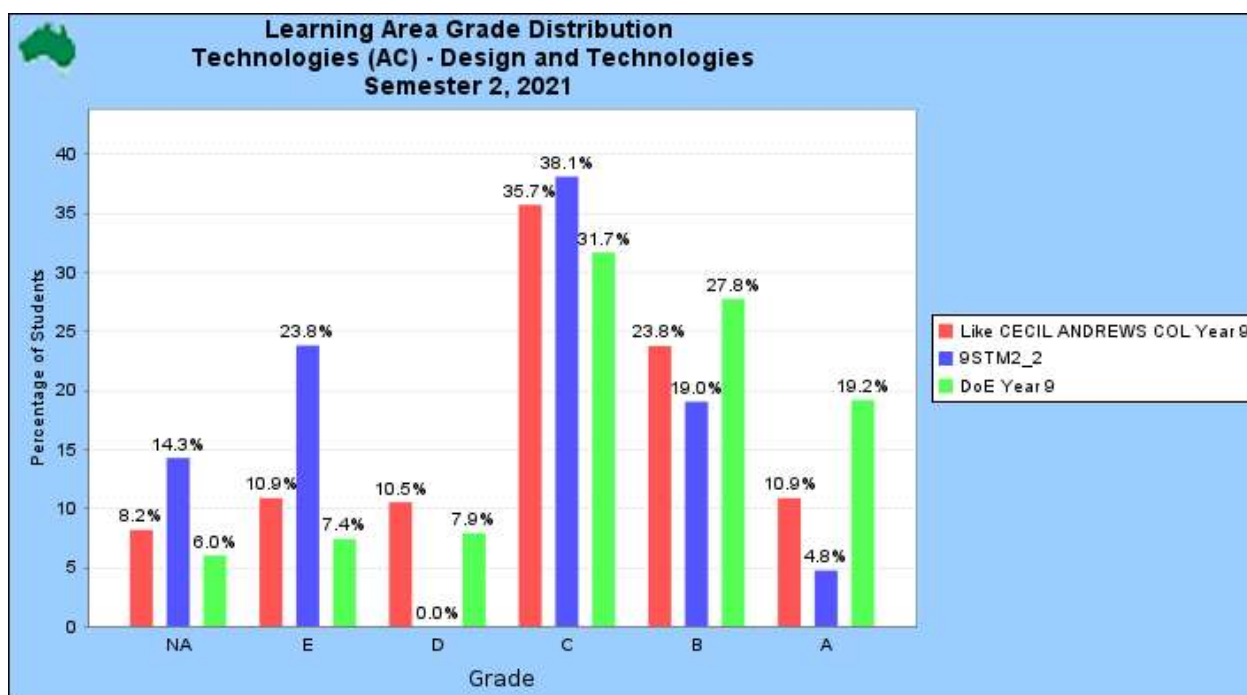
Opportunities to participate in STEAM clubs such as FRC where classroom skills and knowledge may be applied in practical application.

Engagement in higher order thinking and cognitive skills through reflective practices and independent learning.

LEARNING AREA REPORT: STEAM

Summary

While there has been a slight decline in the percentage of WACE eligible enrolled students undertaking 2 or more STEM subjects (1%), the enrolments remain close to the priority target of 85%. It is recommended that during Year 10 subject selection, STEAM subjects are clearly identified and the benefits of engaging in these courses is promoted to students and parents. Engagement with industry experts such as the P-TECH Partners and the College World of Work Day will act as a vehicle for these discussions and provide a platform for discussion around STEAM industry career pathways. It is also recommended that STEAM learning areas incorporate regular discussion within teaching and learning related to career pathways relevant to the curriculum content students are engaged with.



	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Like CECIL ANDREWS COL Year 9	70	8.2	93	10.89	90	10.54	305	35.71	203	23.77	93	10.89
9STM2_2	3	14.29	5	23.81	0	0	8	38.1	4	19.05	1	4.76
DoE Year 9	1191	6.03	1466	7.42	1566	7.93	6257	31.68	5481	27.75	3790	19.19

Analysis

Lower number of A's and B's in comparison to Like Schools and Department of Education. This may be attributed to the small class cohort (21 students). When compared as a percentage of the cohort this group performed only slightly below Like Schools, this may be a result of the move to incorporating research and reflective practices into the course assessment in line with the SCSA curriculum content. Across the class cohort, A and B grades accounted for approximately 24% of the group. When the non-attending students are removed from the cohort this raises the percentage of higher achieving students to approximately 28% bringing the group closer to the Like Schools percentage of approximately 34%.

Within the C grade band this cohort performed better than both Like Schools and the Department of Education cohort. This can be attributed to the differentiation and support provided to students within the D band which allowed those students to achieve success within the course. As a result, no D grades were allocated to the group.

LEARNING AREA REPORT: STEAM

Analysis continued

The high number of E and NA grades within the cohort are a result of poor attendance. From this group of 8 students, 5 students attended class sporadically, but did attempt work when present. Despite opportunities to complete work online or work on modified tasks, these 5 students did not engage with work outside of the class sessions. The 3 NA students did not attend any classes.

Strategies For Students at Educational Risk

Scaffolding of learning.

Targeted differentiation for learning activities and assessments.

Flexibility of project topics to increase engagement.

“Do Now” tasks and activities.

Worked examples.

Multimodal options for completing theory work (audio recordings, dictation, use of a scribe).

Moderation of assessments.

Use of comparative judgement and peer feedback.

Increased focus on the role of formative assessment throughout the teaching and learning cycle.

Strategies For High Performing Students

Open ended, rich tasks.

Opportunities to demonstrate learning and concept attainment from achievement standards in the higher year level in assessments.

Engagement in higher order thinking and cognitive skills through reflective practices and independent learning.

Moderation of assessments.

Increased focus on the role of formative assessment throughout the teaching and learning cycle.

Summary

While overall engagement and achievement has remained stable or improved for students attending class regularly, poor attendance from a small percentage of the cohort remains a barrier to satisfactory achievement. The students with poor attendance in this course exhibit poor attendance across most, in some cases all, of their subject areas. The implementation of a thematic approach to STEAM electives may improve student enrolment and engagement across the full year, as students will be able to select second semester electives with the certainty that they will be engage in new content and learning.

LEARNING AREA REPORT: THE ARTS

2022 In Review

In the Arts in 2022, we have multiple disciplines under one banner that work collaboratively to produce artistic creations such as Whole School Productions, Drama Performances, Dance Concerts, Music Concerts, Art Gallery showings and more to provide opportunities for students to create portfolios for their futures in the Arts.

Our Specialist Performing Arts program provides unique opportunities to engage with industry partnerships and real world experiences to build tertiary pathways beyond Cecil Andrews College. Our certificate courses have grown as students are acknowledging the advantage this course can provide after secondary education.

Special Programs

Specialist Performing Arts Program including Dance, Drama and Music.

Highlights & Achievements

DUX award was awarded to a Performing Arts student, Shevon McCormack.

WAAPA Scholarship – Leah Bennell.

YOH Fest award to Ms Edge and Year 11-12 students.



META Art Competition/Gallery – Novalee Smith.

Cecil Andrews College Alumni reported they pursued WAAPA pathway.

Jasmine Farmer awarded the NAIDOC teacher award.

Major Events

Legally Blonde The Musical JR.



Filming at the Pioneer Village.



Year 7/8 Drama showcase.

Year 9/10 Drama showcase.

Swan Lake Ballet Excursion.

WA Ballet Company Class Excursion – tour, costume department.

Co3 Contemporary Dance incursion workshop.

WAAPA Indigenous Storytelling Workshop.



LEARNING AREA REPORT: THE ARTS

Major Events

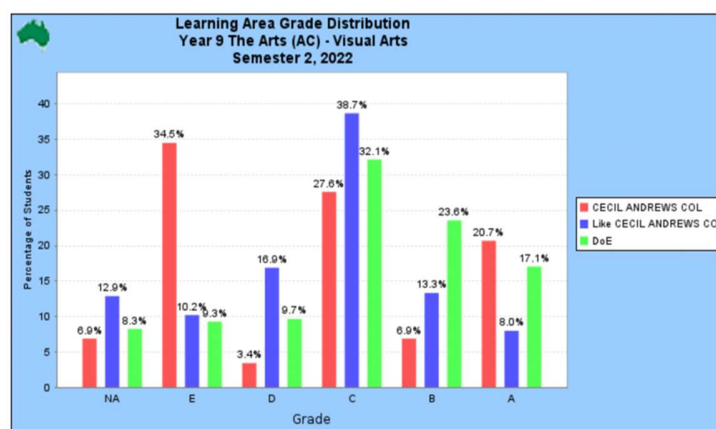
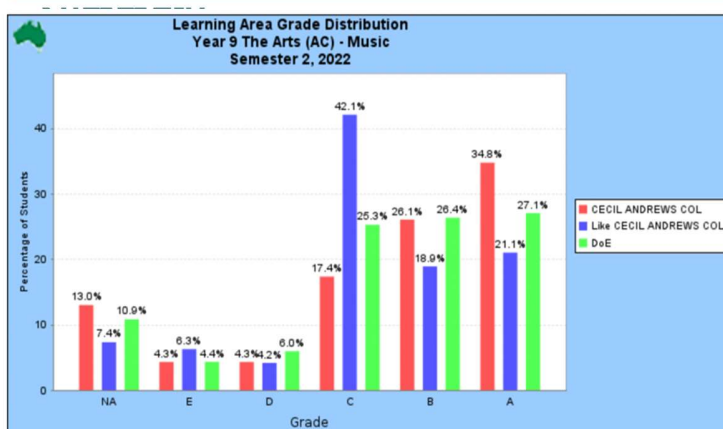
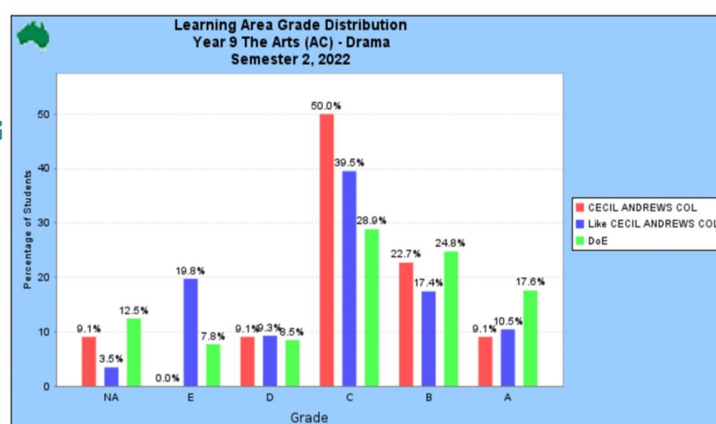
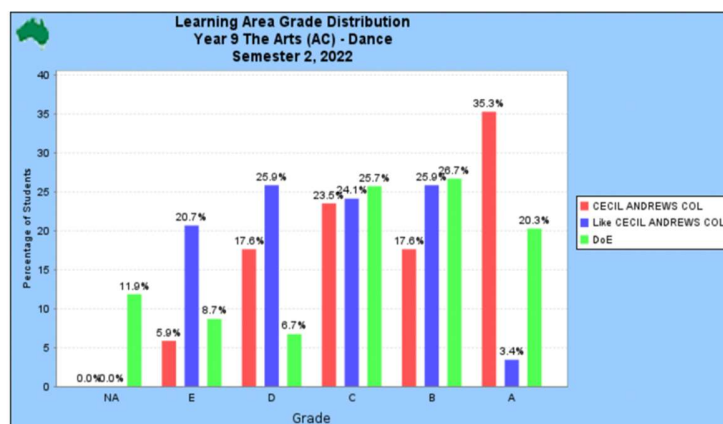
WAAPA Musical Theatre Workshops – sponsored by Smith Family.



Nexus



Learning Area Grade Distribution



LEARNING AREA REPORT: THE ARTS

Analysis

Our College context shows a contrast between the results of the Department of Education and Like Schools, to the College.

There is a large proportion of students achieving above average grades in Music.

Visual Arts have a larger proportion of C, D and E grades in the Cecil Andrews College context.

Strategies For Students At Educational Risk

Engaging with programs such as the Stars Foundation, Clontarf Academy, Follow the Dream, Wellbeing Hub, Academic Extension Coordinators and Year Coordinators as well as communication with parents.

Letters of concern sent to parents and caregivers in addition to phone calls home.

Creating classroom routines and Explicit Direct Instruction for pedagogical delivery.

Strategies For High Performing Students

For high performing students in general performing arts, they are encouraged to join the specialist program, if students remain in the general course, they are partnered in groups that are of a similar skill set and with a medium level to help develop leadership and confidence

Assessments are designed to extend students through written response and the practical skill development.

Students are extended by engaging in higher order thinking and advanced concepts relevant to the area of study.

Summary

Further moderation is required to align with Like Schools and the Department of Education results.

Responding task results are lower than the making tasks.

Achievements in the Performing Arts Specialist Program are above satisfactory.

LEARNING AREA REPORT: TECHNOLOGIES

2022 In Review

Technologies enables students to learn real world skills and knowledge, both in traditional and 21st century technologies. This equips students with the necessary skills and knowledge to pursue careers in industry through our P-TECH partnerships, apprenticeships, TAFE and university pathways.

Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments. In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges and real world issues.

The Design and Technologies curriculum enables students to become creative and responsive designers. They consider ethical, legal, aesthetic and functional factors as well as economic, environmental and social impacts of technological change. They choose and use technologies that contribute to a sustainable future, while developing the knowledge, understanding and skills to become discerning decision-makers.

The use of Information and Communication Technology (ICT) is integral to the functioning of the modern classroom, where our students work alongside teachers in the discovery of new information, skills and approaches to problems.

Students and teachers use ICT tools to interact with the cyber world and each other in a seamless process where the students, our “technology natives”, guide the teaching and learning process in a direction that best supports their individual needs.

In Technologies in 2022, we aimed to increase the number of students selecting a Technologies class. Within these classes, we had highly skilled staff raising the profile of the courses and setting higher expectations with our students. Staff at the College used key strategies to increase student engagement and academics.

Special Programs

Six students participated in **CISCO Networking**.

Forty students participated in **STEAM Club** over the Year.

Year 7 **STEM Scholarship** Award.

Increased engagement through Year 7 **Transition** day.

Highlights & Achievements

Teacher collaboration with Future Schools Alliance from around Australia.

Home Economics staff catered for various VIP & College functions.



Cecil Andrews College was a lead Digital Technologies School with multiple Professional Learning opportunities delivered to teachers across the state.

Students participated in the Design Engineer Construct (DEC) program. This program is designed to address the skills gap in the construction industry by providing students with practical skills, knowledge, and experience. The program is taught in secondary schools and is open to students aged 11 to 18.



Alison Simmonds was appointed the Teacher Development School and STEM Coordinator Role.

LEARNING AREA REPORT: TECHNOLOGIES

Major Events

First Lego League Training.

Participation in WA Robotics Competition (WARP).

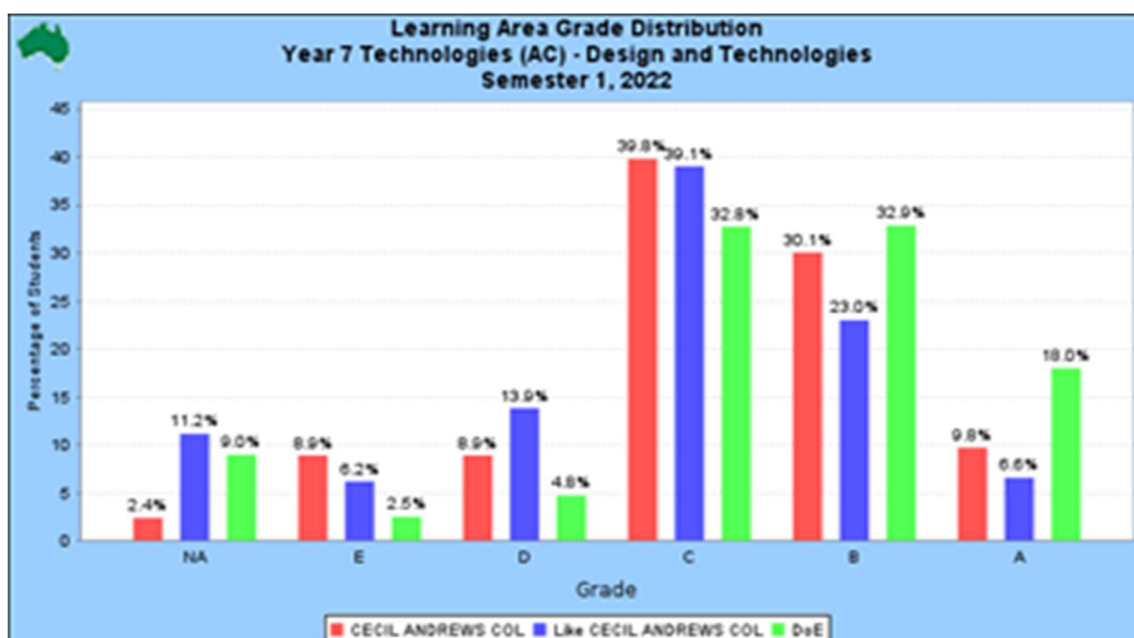
Design Engineer Construct mentoring students.

Students attended the It Takes a Spark STEM Conference. The conference brings together students and teachers to connect with inspiring industry role models, share their current school based activities and projects using an authentic sharing and experiential model, create networks of teachers and student teams, and solve social justice design challenges.

Students participated in the Young ICT Explorers (YICTE) excursion. This is a competition to encourage students to solve real-world problems or showcase their passions using technology.



Learning Area Grade Distribution



	GRADE					
	NA	E	D	C	B	A
School	2.4% (3)	8.9% (11)	8.9% (11)	39.8% (49)	30.1% (37)	9.8% (12)
Like School	11.2% (88)	6.2% (49)	13.9% (109)	39.1% (307)	23% (181)	6.6% (52)
DoE	9% (1408)	2.5% (398)	4.8% (745)	32.8% (5124)	32.9% (5142)	18% (2819)

LEARNING AREA REPORT: TECHNOLOGIES

Strategies For Students At Educational Risk

Students work alongside Indigenous mentors, academies and stake holders.

Improve facilitates to maximise student engagement and student career aspirations.

Increase student participation in theoretical components in class by engaging mentors and Indigenous academies.

Set up partnerships with other schools to enhance moderation opportunities.

Increase print rich environments, including large posters and vocabulary walls.

Develop new Common Assessment tasks to be implemented across each year level.

Explicit Direct Instruction and “Do Now” activities.

Targeting Externally Set Task questions.

Strategies For High Performing Students

Academic Extension programs.

Increase Explicit Direct Instruction and Teacher Sprint strategies.

Moderation with Like Schools.

Professional learning on the SCSA’s Judging standards.

Further Professional Development in CAD and 3D food printing.

Summary

The 2022 school year brought about some COVID interruptions for the College. Staff maintained communication with students and ensured many stayed on track.

Technologies students have displayed the STARR Values throughout the course of the year and this has contributed to their achievement.

LEARNING AREA REPORT: HEALTH & PHYSICAL EDUCATION

2022 In Review

The Health & Physical Education Learning Area aimed to make it a “business as usual” year after two years of COVID-19 affecting program delivery. Despite some hurdles at the start of the year, which led to some postponements, we managed to facilitate our full range of subjects, programs and events, even adding few new ones. After program delivery alterations and reduced student attendance, the focus for us for the year was on the social and emotional wellbeing of our students, the development of positive, respectful relationships and the establishment of classroom routines and structures. We also continued to make excellent progress in our classroom practices, incorporating Teach Well’s evidence proven high quality teaching strategies to improve student achievement.

Special Programs

The Health & Physical Education Learning Area delivered a wide variety of subjects to cater for student interest and needs including:

Health Education, Physical Education & AFL Academy for Year 7-10 students.

Basketball, Outdoor Education (NEW) and Training, Fitness & Conditioning for Year 9-10 students.

ATAR & General Physical Education Studies, General Health Studies and Certificate II in Sport & Recreation for Year 11-12 students.

The **AFL Academy** continued to be a highly sought after program experiencing its highest number of participants contributed by an increase in female footballers joining the academy.

Highlights & Achievements

The Health & Physical Education Learning Area were able to facilitate its full suite of events including:

Whole school Aquatics Carnival and Athletics Carnival as well as Interschool Athletics.

Year 7-10 Lightning Carnival (AFLX, Basketball, Beach Volleyball (NEW), Netball & Soccer).

3 x AFL Boys Competitions (Year 7 (NEW), Year 8/9 Eagles Schoolboys Cup, Year 10-12 Simply Energy Cup).

2 x AFL Girls Competitions (Year 7-9 Freo Dockers Schoolgirls Cup & Year 10-12 Freo Dockers Cup).

3 x Basketball Competitions (Junior Boys, Senior Boys & Girls (NEW)).

5 x Netball teams at the South Metro Day Carnival (2 x Lower, 1 x Middle, 1 x Open, 1 x Open Boys (NEW)).

Intermediate Boys (Year 9/10) Football (Soccer) Competition.

AFL Academy’s Brownlow Night – an award night for our academy students that best demonstrate our PBS expectations of STARR.

Year 9 Outdoor Education excursions of Orienteering, Bushwalking, Camping, Snorkelling, High Ropes Course.

Year 10 Outdoor Education (NEW) excursions of Fishing, Bushwalking, Camping and Mountain Biking.

Year 10 Health Education students attended the **RAC bstreetsmart** excursion to compliment their **Keys For Life** pre-driver education program.

Year 9-10 Training, Fitness & Conditioning students undertaking Rowing WA’s **Making Waves Rowing Program**.

Staff & Student AFL, Basketball, Netball, Soccer & Volleyball matches.

Major Events

The College finished 4th at Interschool Athletics with six students finish in the Top 3. Champion Students Award including 2 x Champions (Year 7 & 8 Boys), 2 x Runner Up (Year 11 & 12 Boys), 2 x 3rd Place (Year 8 & 11 Girls).

The Senior School Basketball teams both won their zone carnivals with the girls team making to the ¼ finals and the boys team to the semi finals of the All Schools competition. The best result the school has had!

The Year 8/9 Boys AFL team also won their zone and were grand finalists in the Eagles Schoolboys Cup.

LEARNING AREA REPORT: HEALTH & PHYSICAL EDUCATION

Major Events

A number of students AFL representative squads including:

- 4 x AFL Next Generation Academy.
- 1 x Flying Boomerangs.
- 1 x WA State 16s.
- 1 x Subiaco WAFL Colts.
- 1 x West Coast Eagles Naitanui Academy.
- 3 x Perth WAFL Futures.
- 1 x South Fremantle WAFL Futures.
- 2 x South Fremantle WAAFL Futures.
- 3 x Perth Futures/Rogers Cup.

Learning Area Grade Distribution

Physical Education

- ↑ Year 10 results better than previous year.
- ↑ Year 9 & 10 results better than Like Schools.
- ↑ Year 7 – 10 AFL Academy results better than school and like schools
- ↑ Year 9 AFL Academy results better than state schools.
- ↑ Year 9 & 10 Basketball results better than school and Like Schools.
- ↑ Year 9 Basketball results better than state schools.
- ↑ Year 9 & 10 Training, Fitness & Conditioning results better than previous year.

Health Education

- ↑ Year 7 – 10 results better than previous year.
- ↑ Year 7, 9 & 10 results better than Like Schools.

Health Studies

- ↑ Year 11 General results better than Like Schools and previous year.

Physical Education Studies

- ↑ Year 11 ATAR results better than previous year.
- ↑ Year 11 General results better than Like Schools and previous year.

Strategies For Students At Educational Risk

In theoretical subjects, a strong focus was applied this year to engage our students at educational risk. Building on previous years success in using Explicit Direct Instruction (EDI) to teach new content in a smaller, more effective manner, scaffolding these students so they experienced success. Incorporating Rosenshine's Principles of Instruction to prevent cognitive overload and using the TAPPLE method of lesson delivery provided a strong evidence based approach to enhance student learning.

In practical subjects, attention was given to lesson plan structure to allow more time for students who needed more practice with their fundamental movement skills and basic sport skills before progressing through static and dynamic skill performance and incorporating them into gameplay.

Strategies For High Performing Students

In theoretical subjects, attention was given to adding differentiated practice to the lesson's skill practice component. By providing a range of questions or tasks ranging from easy to difficult students could work through the questions to where their ability enabled them.

In practical subjects, we used leadership, coaching and officiating opportunities to allow higher level students to demonstrate their full range of abilities. Peer teaching and assessment strategies were also used to extend students. Students were also grouped against opponents of similar ability to provide appropriate challenge. Challenge by choice activities were also incorporated into learning programs to allow students to choose appropriate level activities to challenge themselves.

Summary

Greatest improvements in results were in theoretical subjects. Through the use of effective teaching and learning strategies, we found that once our students experienced success, they were more willing to engage in future learning. This resulted in our biggest shift in achievement coming from the percentage of previous D & E grade students to C grade or higher.

LEARNING AREA REPORT: VOCATIONAL EDUCATION & TRAINING

2022 In Review

In Vocational Education and Training (VET), we strived to achieve an improved number of students achieving their Certificates at the College through either accessing External Training Organisations or Auspicing Arrangements delivered at the College. We also worked alongside industry partners to identify ways to ensure our students are employable after leaving the College. We aim to offer the students courses that suit their interests and set them up and we always endeavour to achieve and ensure students are engaged and achieve excellence.

Special Programs

CISCO.

Certificate III Engineering.

Workplace Learning.

Certificate II in Sport and Rec, Sampling and Measurement, Visual Arts and Music.

Certificate III in Business.

Employment advantage program.

Highlights & Achievements

More students participating in VET than in the previous year.

More students completing 2 qualifications (up from 4% to 8%).

All students fully enrolled in Certificate III Engineering completed the qualification.

Certificate II achievement is on the improve from 68% -> 84% -> 88%.

Attainment improved from 73% to 75% granted it was a difficult year.

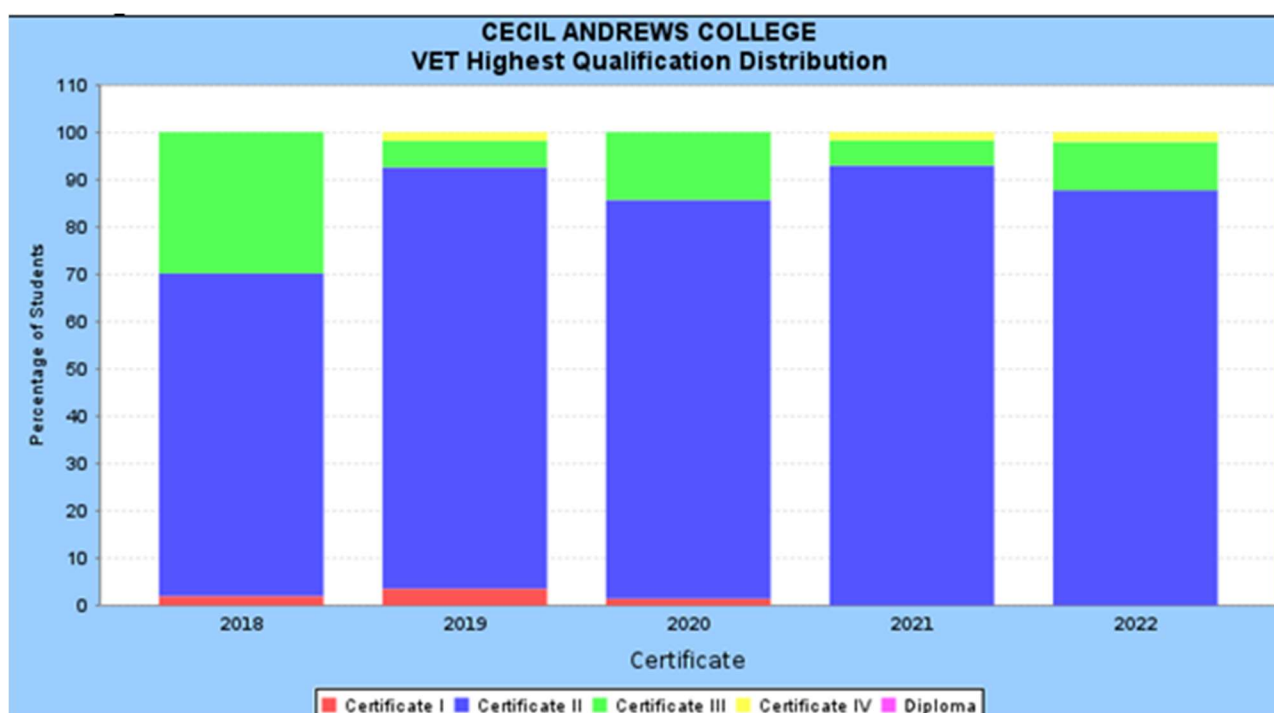
Major Events

WoW event- Course Counselling.

Engaged with Austal to commence working on a Rat Trap Car Challenge for 2023.

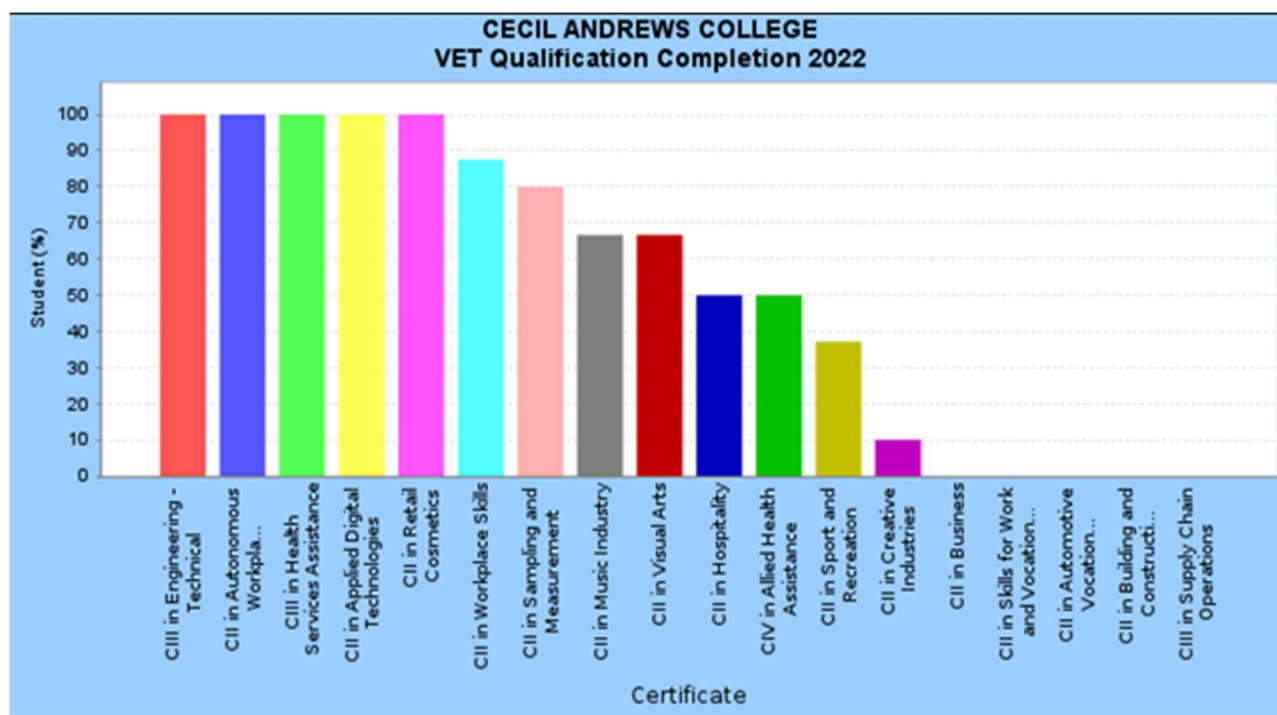
Engaged with CIVMEC to engage with the Steel Blue Tree project again. Traction gained.

Learning Area Grade Distribution



LEARNING AREA REPORT: VOCATIONAL EDUCATION & TRAINING

Learning Area Grade Distribution



ATTAINMENT						
Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)						
	2022	2021	2020	2019	2018	2017
School (WACE eligible)	47 (75%)	61 (73%)	60 (80%)	51 (89%)	48 (87%)	46 (87%)
Like schools	72%	71%	92%	90%	89%	94%
Public schools	80%	82%	96%	96%	96%	96%
School (Semester 2 census)	49 (63%)	62 (68%)	59 (76%)	51 (88%)	48 (87%)	46 (81%)
School (cohort)	49 (40%)	62 (50%)	60 (45%)	53 (49%)	49 (49%)	48 (44%)

Analysis

We are seeing an increase in the number of students completing Certificate III qualifications due to the completion of the Certificate III Engineering and profile courses. In 2023 we will see more students complete Certificate III level qualifications as 2022 saw students in Year 11 partially complete a Certificate III in Business. We have also identified the need to have students complete higher Certificate III qualifications and started working towards a Certificate III in Sport and Recreation. Creative Industries has been removed from the College's offerings due to its poor performance in student attainment over the last few years.

Certificate IV in Allied Health would have had 100% however one student did not pay fees in time for results to be released. Every other qualification saw successful completion and the numbers unfortunately reflect poorly due to student non-attendance and disengagement at school. The College also saw slight improvement in attainment from the previous year due to the successful completion of a Certificate II or above. The ATAR attainment of 55+ included 1 student, meaning the rest was due to the completion of the qualification.

LEARNING AREA REPORT: VOCATIONAL EDUCATION & TRAINING

Strategies For Students At Educational Risk

Qualifications allow for reasonable adjustment and for students to demonstrate competence in a variety of ways. Trainers delivered assessment tasks designed and approved by relevant RTO's and where required, worked with RTOs to discuss alternate assessment methods for approval before delivering the task to student/s.

For students present that were disengaged/not performing, trainers were encouraged to communicate that their child is not performing and is at risk of not completing their qualification. After sending the correspondence, they were to log information into SIS/Compass so I was able to support if necessary.

Use of Individual Education Plans for students starting late and supporting course delivery to enhance achievement.

Strategies For High Performing Students

VET is undergoing modifying offerings to students where students who would only be expected to complete a Certificate II will complete this level of qualification and begin adding Certificate III courses for high achieving students.

Summary

Student achievement is progressing considering the 2022 data, as the year group as a collective was a bit challenging at times, however the majority of students managed to complete their VET qualifications and have Workplace Learning contribute towards their WACE achievement. The data has been taken into consideration and we are looking at how to improve student performance and offer higher level qualifications to improve their pathways post schooling. 2023 will see the first lot of the Certificate III data collected for Business, and 2024 will see a Certificate III in Sport and Recreation offered.

LEARNING AREA REPORT: FOLLOW THE DREAM

2022 In Review

The Follow the Dream (FTD) program at Cecil Andrews College (CAC) had an exciting year filled with many challenges and achievements. The number of enrolments in FTD at CAC increased from 49 students throughout 2021 to 61 students throughout 2022. The FTD community demonstrated their commitment, work ethic and resilience throughout a year filled with many COVID-related challenges. As a result, students achieved excellence across multiple domains, including academic achievement, cultural leadership and engagement in learning.

Highlights & Achievements

Roelands Camp

Following a pilot Cultural Immersion camp in 2021, we expanded the experience in 2022 and were fortunate enough to take a group of FTD students from CAC, Armadale Senior High School, Byford Secondary College and Kelmscott Senior High School on a 3 day/2 night cultural camp to Roelands Village, a reclaimed historical mission, to engage in on Country learning experiences, exploring their cultures, histories and identities.

Students engaged in a range of cultural enrichment activities. In a follow-up survey, 100% of students agreed that the camp gave them the opportunity to learn more about their cultures, identities, histories and families.



NAIDOC

Several FTD students had the opportunity to develop and demonstrate their leadership during CAC's



NAIDOC week. FTD students ran the opening ceremony and spoke with a maturity and eloquence well beyond their age. The ceremony was attended by many esteemed guests, including local Elders Pop Mort Hansen and Nan Vivien Hansen. Students also played key roles in facilitating NAIDOC

activities throughout the week. It was a fantastic celebration of First Nations cultures and we received positive feedback from many in attendance.

Challis Community Primary School Faction Logo Project

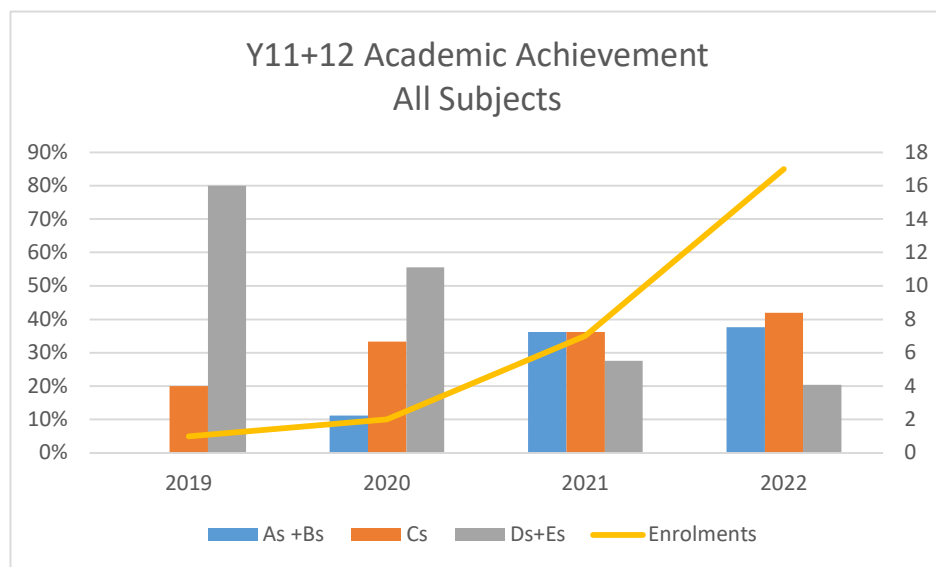
Challis Community Primary School (CCPS) approached CAC with the purpose of commissioning some of our emerging Aboriginal artists to re-design their school faction logos. Two FTD students were selected by the CAC First Nations Education Committee to participate and completed their designs with the support of FTD. We were then invited to the CCPS NAIDOC ceremony as VIP guests to present the new school faction logos. The finished logos are outstanding, and this was a wonderful opportunity for students to engage in cultural leadership and develop their artistic skills.



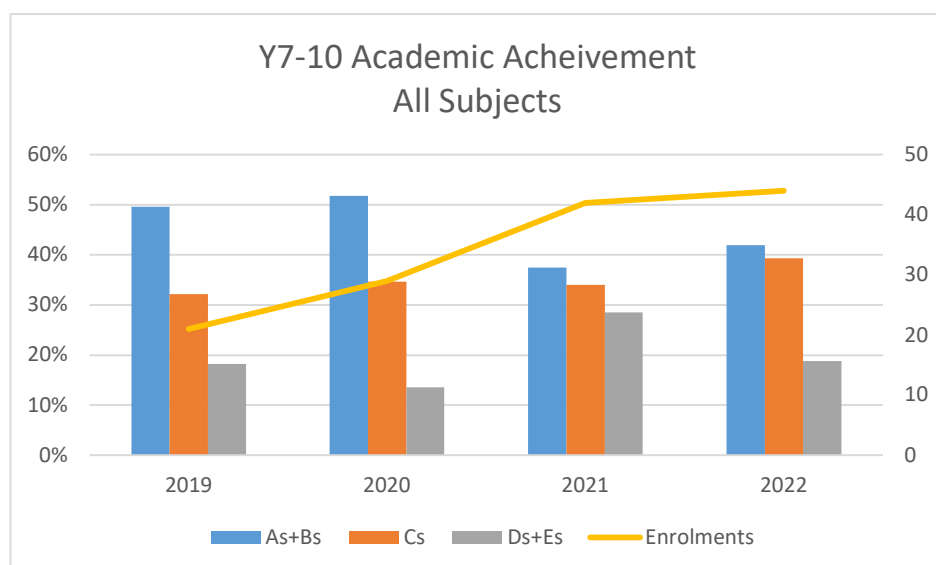
LEARNING AREA REPORT: FOLLOW THE DREAM

Academic Achievements

The CAC FTD students worked extremely hard throughout the year and overcame many challenges. FTD students demonstrated an outstanding commitment to their education, attending over 1800 hours of after-school tuition to complete assessments and extend their learning. As a result, the FTD students achieved some exceptional results which can be seen below.



Year 11 and 12 students receive one-on-one targeted tuition wherever possible and consequently maintained a high level of achievement of A and B grades in 2022, continuing the upward trend over the last 4 years. The achievement of C grades has also been steadily increasing. It is worth noting that between 2019-2020 there were low numbers of Upper school students, which needs to be taken into consideration when interpreting results.



Year 7 - 10 students showed improvement in attainment of A, B and C grades between 2021 and 2022. Lower school students receive small group tuition informed by identified goals, regular feedback from stakeholders and summative assessment data. This will continue into 2023 with a focus on ensuring students submit all assessment tasks.

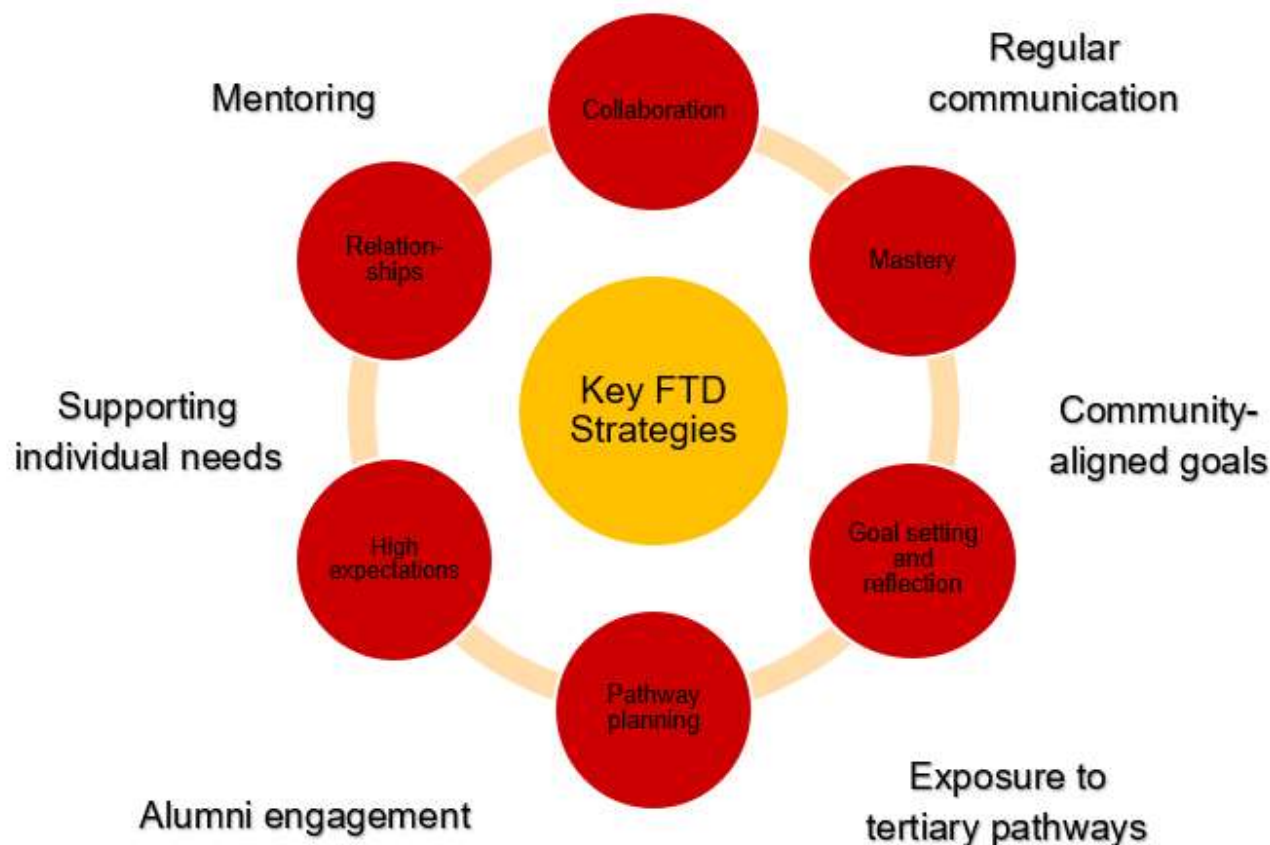
LEARNING AREA REPORT: FOLLOW THE DREAM

Further Highlights

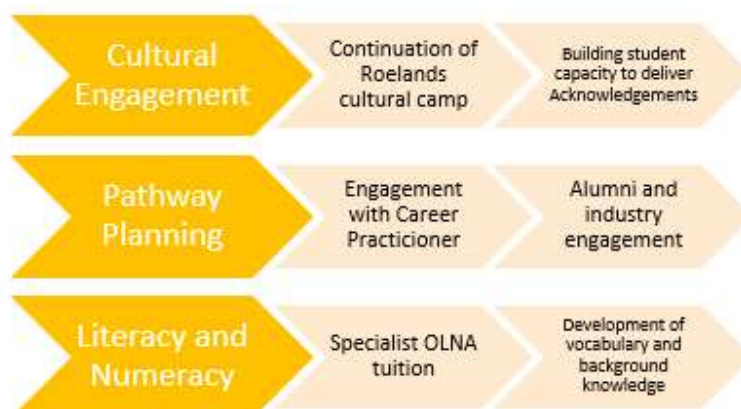
All 4 FTD Year 12 students achieved their WACE in 2022.

Year 12 student, Shevon McCormack, achieved the highest ATAR rank at CAC and was DUX of the cohort.

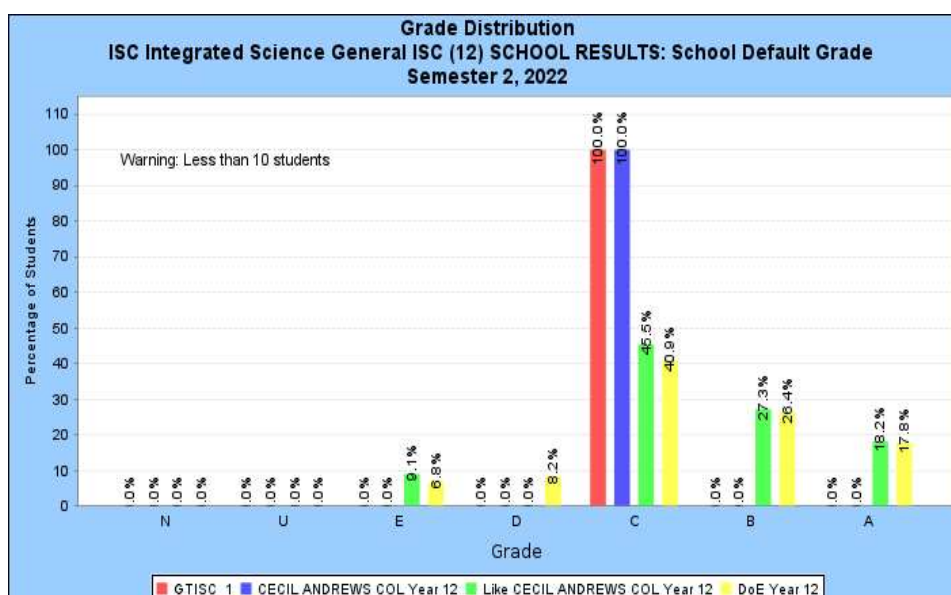
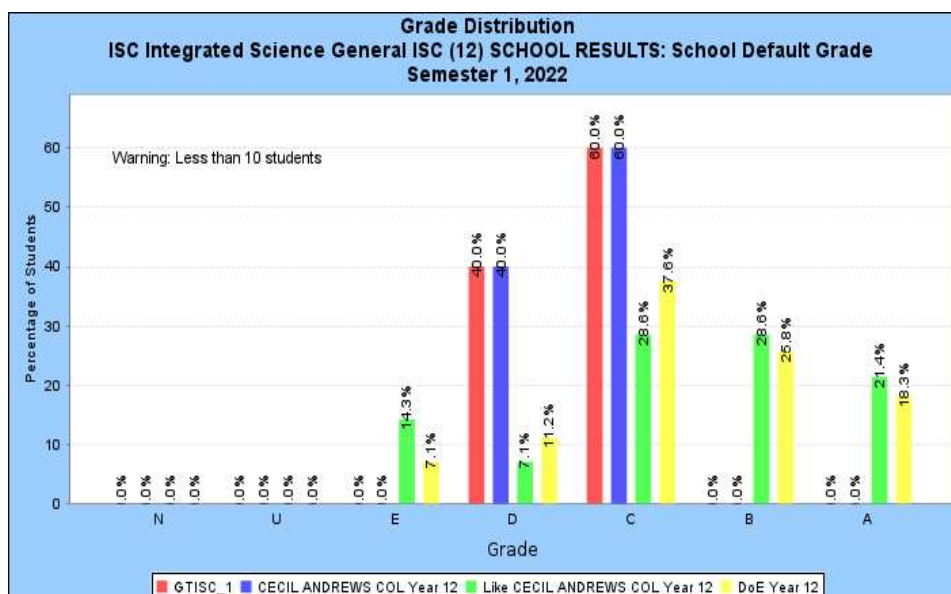
Three students received offers to study at university and will now go on to complete their tertiary studies in Teaching, Law and Criminology. This was a result of targeted excursions, mentoring and pathway planning. A fourth student secured meaningful employment following a fast-tracked traineeship.



Opportunities for growth and future directions:



SAIS DATA ANALYSIS – INTEGRATED SCIENCE YEAR 12



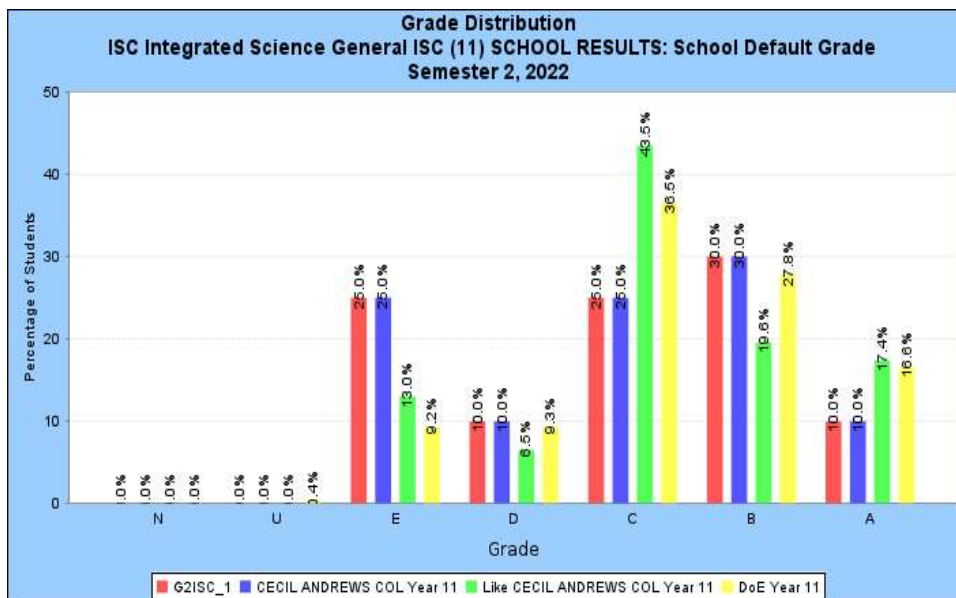
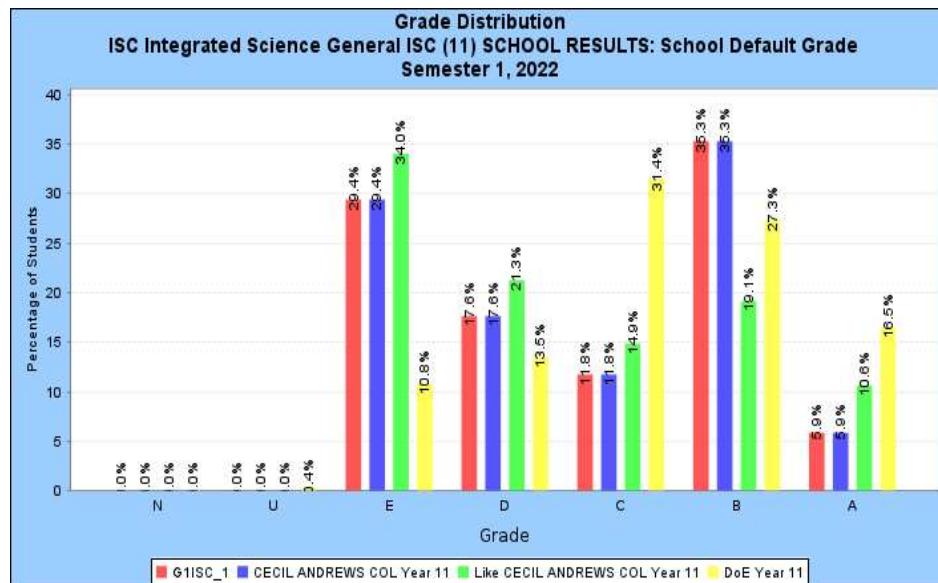
Analysis

These graphs show grade distribution for Year 12 Integrated science students in comparison to like schools and the DoE average. In semester 1 grades were clustered in C and D with semester 2 showing some progression with all students earning a C grade. This differs from like school and DoE trends with no students earning higher than a C grade. This distribution could be linked to an enrolment size of 5 students. Clustering of grades aligns with analysis of task mark reports which reflect the capacity of students.

Recommendations

Teachers are focused on modifying the strategies used to ensure differentiation is present to support and challenge students, it is recommended that these efforts continue. Collaboration with informal moderation partners is established. Efforts to increase engagement through hands on tasks and embedding the College's Instructional Playbook is also encouraged.

SAIS DATA ANALYSIS – INTEGRATED SCIENCE YEAR 11



Analysis:

These graphs show grade distribution for Year 11 Integrated science students in comparison to like schools and the DoE average. Higher enrolment numbers are recorded in this cohort and numbers increased in semester 2. Semester 1 shows an increase in B and E grades when compared to like and DoE schools. In semester 2 an increase in A, B and C grades and a decrease in E grades showing improvement in student outcomes across all areas.

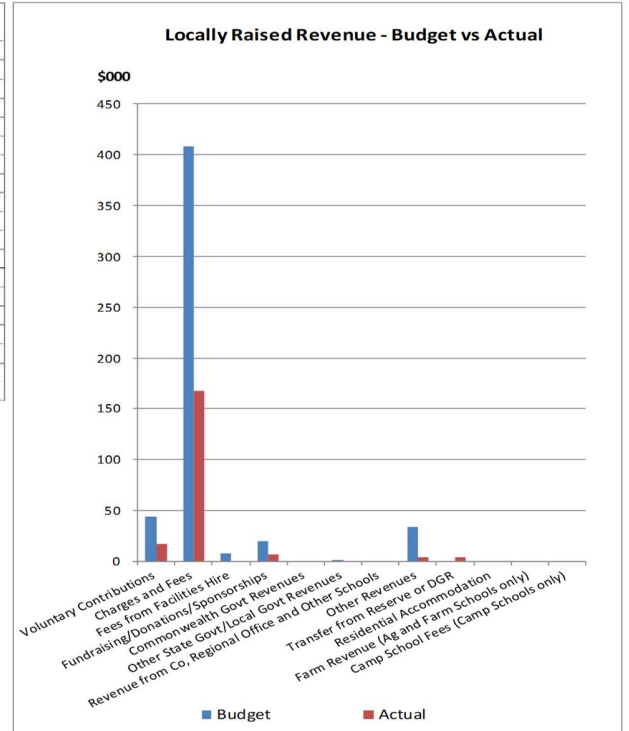
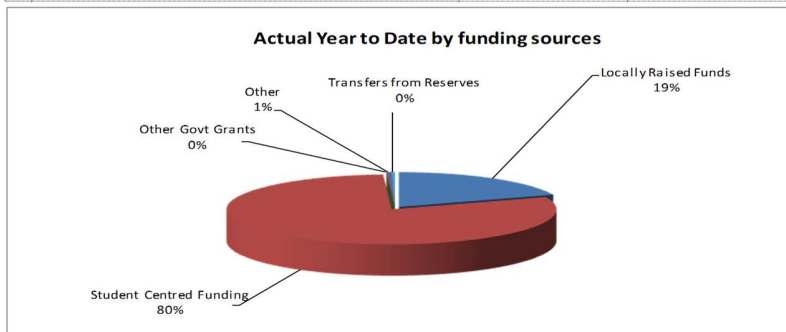
Recommendations:

Modified programs are supporting individual learners to progress, embedding whole school instructional practices are improving outcomes and are recommended to continue. Attendance remains an ongoing challenge for some students.

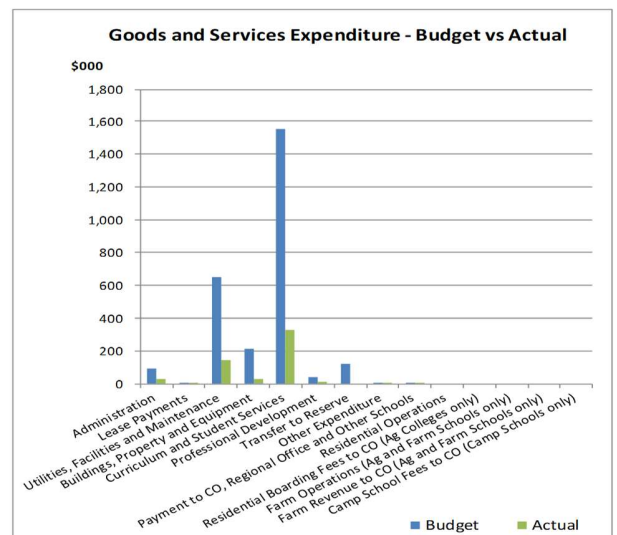
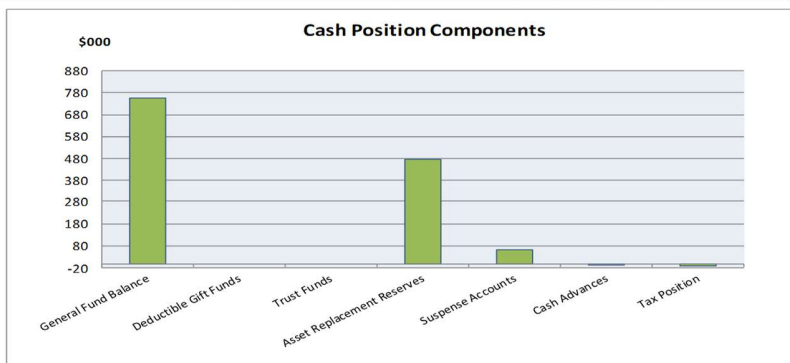
FINANCE REPORT

Cecil Andrews College
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 44,212.00	\$ 17,371.50
2	Charges and Fees	\$ 408,180.00	\$ 167,054.08
3	Fees from Facilities Hire	\$ 7,600.00	\$ -
4	Fundraising/Donations/Sponsorships	\$ 19,590.00	\$ 7,077.95
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 33,997.00	\$ 4,363.08
9	Transfer from Reserve or DGR	\$ -	\$ 3,636.36
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 515,079.00	\$ 199,502.97
	Opening Balance	\$ 315,723.00	\$ 316,722.92
	Student Centred Funding	\$ 2,276,179.00	\$ 794,171.63
	Total Cash Funds Available	\$ 3,106,981.00	\$ 1,310,397.52
	Total Salary Allocation	\$ 11,353,997.00	\$ 11,353,997.00
	Total Funds Available	\$ 14,460,978.00	\$ 12,664,394.52



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 94,749.41	\$ 29,982.36
2	Lease Payments	\$ 8,544.00	\$ 2,359.59
3	Utilities, Facilities and Maintenance	\$ 652,008.50	\$ 142,732.98
4	Buildings, Property and Equipment	\$ 213,770.50	\$ 28,570.49
5	Curriculum and Student Services	\$ 1,555,690.88	\$ 326,066.67
6	Professional Development	\$ 43,000.00	\$ 14,025.07
7	Transfer to Reserve	\$ 119,163.00	\$ -
8	Other Expenditure	\$ 8,635.00	\$ 2,213.51
9	Payment to CO, Regional Office and Other Schools	\$ 4,800.00	\$ 7,200.00
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	\$ 2,700,361.29	\$ 553,150.67
	Total Forecast Salary Expenditure	\$ 2,078,387.00	\$ 1,768,331.00
	Total Expenditure	\$ 4,778,748.29	\$ 2,321,481.67
	Cash Budget Variance	\$ 406,619.71	



Cash Position Components	
Bank Balance	\$ 1,283,839.48
Made up of:	
1 General Fund Balance	\$ 757,246.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 475,565.03
5 Suspense Accounts	\$ 62,366.60
6 Cash Advances	\$ (199.00)
7 Tax Position	\$ (11,140.00)
Total Bank Balance	\$ 1,283,839.48



Achieving excellence together