CECIL ANDREWS COLLEGE

Achieving excellence together

2023 ANNUAL REPORT

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, the University of Western Australia and the Packer Foundation, for enabling Moort Nganahkup to 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

I'm pleased to share the highlights of our journey at Cecil Andrews College for 2023. Situated in Seville Grove, our college is home to a diverse student body, with Aboriginal students comprising 23% of our student population. We're proud of our partnership with the Noongar Community.

Cecil Andrews College was established in 1980, and in 2015, we transitioned to become an Independent Public School. We serve a diverse student population from Year seven through to Year 12.

Our specialist programs are committed to fostering each student's potential within a supportive and inclusive environment that recognises and values their unique strengths and needs.

Our AFL Academy is designed to harness students' passion for Australian Rules Football while nurturing student's individual growth and success. Through a dynamic curriculum encompassing skill development, umpiring, coaching and administration, students receive comprehensive training tailored to their interests.

Cecil Andrews College Performing Arts is a vibrant program focusing on Dance, Drama, and Music. Students engage in a comprehensive study of all three disciplines. Alongside classroom learning, students participate in performances, excursions, and critical discussions, cultivating a deep appreciation and understanding of the arts.

Alongside our specialised courses, our college extends an opportunity through the P-TECH program, providing students pursuing their WACE (Western Australian Certificate of Education) with an industry-supported pathway towards STEM-related fields.

At Cecil Andrews College, we are committed to delivering high quality learning, offering students pathways that enhance their achievements and broaden pathway opportunities.

Throughout the past year, we've seen our students grow academically, socially and personally. Looking ahead, we're committed to maintaining an inclusive and supportive learning environment. We are excited about future opportunities and remain dedicated to achieving excellence together.

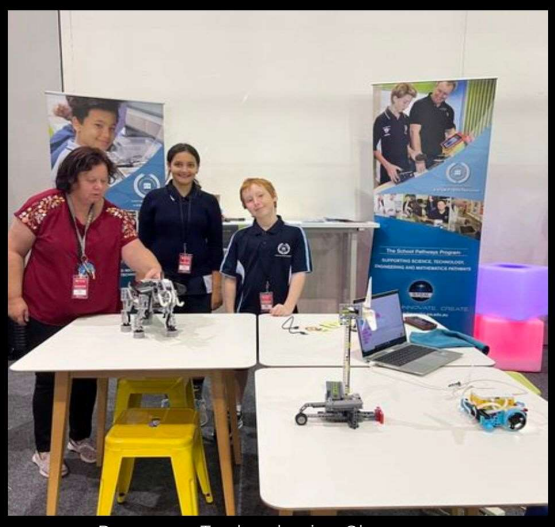
Mario Tufilli
Principal

Cecil Andrews College 2023 Highlights

Aquatics Carnival

Burt Leadership Forum

STEAM Fest

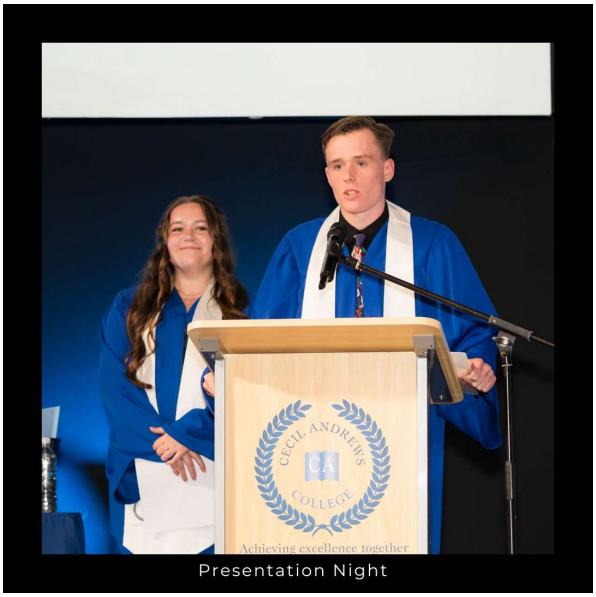


Resource Technologies Showcase

NAIDOC AFL Game

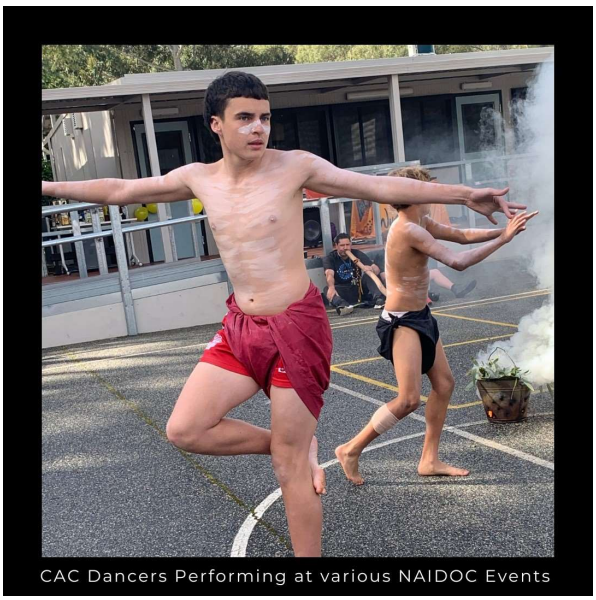
Hip Hop Artist Bitter Belief's Performance

Presentation Night



Presentation Night

Creative Dance Residencey with Co3 Contemporary Dance Australia



CAC Dancers Performing at various NAIDOC Events

CAC Clontarf Academy Won Indoor Soccer Cup

CAC Clontarf Academy Team Won Senior Basketball Carnival

The Bike Project

National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is completed by students in Years 7 and 9 each year.

From 2023 new proficiency standards with 4 levels of achievement for each year level replaced the previous 10-band structure that covered all 4 levels.

Domain	Year 7				
	Exceeding	Strong	Developing	Needs Additional Support	Average Score
Reading	4%	29%	31%	36%	461
Writing	3%	27%	42%	28%	466
Numeracy	1%	27%	35%	36%	463

Domain	Year 9				
	Exceeding	Strong	Developing	Needs Additional Support	Average Score
Reading	4%	31%	36%	29%	507
Writing	5%	28%	39%	28%	503
Numeracy	1%	37%	37%	25%	509

ONLINE LITERACY & NUMERACY ASSESSMENT (OLNA)

Achievement Categories

Year 10	Numeracy	Reading	Writing
Category 1	48 (28.7%)	37 (22.2%)	45 (26.9%)
Category 2	41 (24.6%)	50 (29.9%)	48 (28.7%)
Category 3	32 (19.2%)	34 (20.4%)	32 (19.2%)
Category NSA	17 (10.2%)	14 (8.4%)	12 (7.2%)

Year 11	Numeracy	Reading	Writing
Category 1	11 (7%)	10 (6%)	12 (7%)
Category 2	38 (23%)	17 (10%)	28 (17%)
Category 3	98 (59%)	117 (71%)	106 (64%)
Category NSA	18 (11%)	21 (13%)	19 (11%)
Totals	165	165	165

Year 12	Numeracy	Reading	Writing
Category 1	2 (1%)	3 (2%)	7 (5%)
Category 2	22 (15%)	16 (11%)	17 (12%)
Category 3	116 (81%)	119 (83%)	115 (80%)
Category NSA	3 (2%)	5 (3%)	4 (3%)
Totals	143	143	143

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)

Number of Year 12 students who met the standard: count (%)

	2023	2022	2021
Reading			
School (WACE eligible)	106 (94%)	51 (81%)	73 (88%)
School (Cohort)	117 (66%)	63 (52%)	80 (65%)
Writing			
School (WACE eligible)	103 (91%)	49 (78%)	71 (86%)
School (Cohort)	112 (64%)	57 (47%)	76 (61%)
Numeracy			
School (WACE eligible)	103 (91%)	48 (76%)	73 (88%)
School (Cohort)	114 (65%)	62 (51%)	83 (67%)

Year 12 Pathways

Year	Year 12 Students	ATAR Only	ATAR and Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2023	146	6 (4.1) %	3 (2.1%)	76 (52.1%)	61 (41.8%)	0 (0.0%)
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%)

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
2023	0	0.0%	56	70.9%	23	29.1%
2022	0	0.0%	43	87.8%	6	12.2%
2021	0	0.0%	67	90.5%	7	9.5%

WACE Achievement

Year	Eligible Year 12 Students	Percentage Achieving WACE
2023	115	81%
2022	63	54%
2021	83	65%

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

	2023	2022	2021
Cecil Andrews	81 (72%)	47 (75%)	61 (73%)
Like Schools	70%	72%	71%
Public Schools	80%	80%	82%

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+
2023	10	0	0%
2022	13	0	0%
2021	12	0	0%

Attendance

Secondary Attendance Rate

Year	Attendance Rate	
	School	WA Public Schools
2023	73.6%	82.5%
2022	66.5%	80.4%
2021	75.2%	84.4%

Attendance % - Secondary Year Levels

Year	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2023	81%	71%	71%	68%	75%	77%
2022	72%	70%	63%	67%	64%	63%
2021	81%	76%	74%	68%	73%	81%
WA Public Schools 2023	87%	83%	81%	80%	82%	83%

Student Numbers (as at Semester 2, 2023)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	Total
Full Time	150	134	177	158	129	124	872

Secondary	
Male	470
Female	402
Total	872

Learning Area Report: HASS

2023 In Review

In Humanities and Social Sciences (HASS), through a combination of inquiry based and project based tasks using Explicit Direct Instruction, we focussed on developing active and informed citizens.

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

Some highlights included students participating in mock elections, creating artifacts from Medieval times and drawing the Bayeux Tapestry with chalk outside their classroom.

Special Programs

Year 10 students competed in the Shark Tank program, where they had to pitch their ideas to sharks, (i.e. investors).

As part of expanding course offerings for students in the senior years, for 2024, Year 11 students will have the opportunity to select and study Psychology.

Highlights & Achievements

The College DUX received the top Geography grade in the College.

The Year 10 students entered Shark Tank, where the students follow a structured approach to identify a problem and create a solution. Students then presented their prototypes to a panel of sharks (investors) and gave amazing speeches. Two groups participated in the National Semi-Finals, competing against other teams around Australia.

One member of the HASS team worked with students to design and paint a masterpiece on the HASS outside wall.

A member of staff presented at the BEWA Conference, on the Business Studies we were completing at the school.

Students and staff completed a NAIDOC painting. A new painting was completed on the HASS building for NAIDOC week in collaboration with the Art Learning Area. Two HASS students designed the mural while classes took part in painting.

Strategies To Support Students

Literacy and numeracy strategies are embedded into the programs for every year group.

Every class has a word wall for every topic and across every year group.

Differentiation and scaffolding of curriculum for students, on request.

Literacy embedded within each lesson.

Chunking of content and moderation of assessments.

Continue with challenging work to extend students.

More problem based learning to develop their curiosity and build skills that are transferable.

Use Connect, to provide further resources for students.

HAS

SNAPSHOTS

Learning Area Report: English

2023 In Review

In English, we aimed to foster student engagement through high-impact teaching strategies. We maintained a safe and positive learning environment through routines. We worked on improving student outcomes in standardised testing (NAPLAN and OLNA). A number of our teaching staff engaged in professional learning in Teachwell or Shaping Minds and has enabled them to focus on explicit and high-impact teaching strategies based on current research about what works well in teaching and learning. The learning area teachers in Years 7 and 8 also explored Brightpath and commenced using the relevant assessment protocols to improve student results in Writing. Toward the end of the year, three of our teachers took on the Lead Marker training for Narrative Writing in preparation for working with the students in 2024.

Special Programs

Creating Writing Club – Workshops through the Centre for Stories

Led by Jay Anderson and Annabel Smith from the Centre for Stories, the Creative Writing Club met once a week after school to engage in a program of Creative Writing and Oral Storytelling. This had been facilitated by Ryan Steed and was open to students in all year groups across the school. In 2023 students from Years 7 to 11 participated in the program to develop their work and skills. At the end of the program, students presented their work through a peer sharing and showcase afternoon.

Curtin AHEAD

The Curtin AHEAD program is designed to inspire students to acknowledge secondary school as the ideal time to start planning for a future career, particularly to engage students and foster a sense of curiosity about university life, various academic possibilities, and pathways that could lie ahead. Based at Curtin University, the program supports and promotes career pathways offered by all Western Australian universities. Students from Years 7 to 12 engaged in various incursions and excursions to develop their awareness and understanding of pathways to university as well as the range of degrees universities offer. By engaging in this program students gained an increased confidence in their abilities as well as a taster of academic life. The program has been a major support for academic extension students at the College, motivating them to explore and seriously consider tertiary options. Our students were involved in workshops at the college as well as several campus visits which included faculty visits, critical thinking and problem-solving, growth mindset, university student for the day, support with enrolments, and scholarship activities.

United Nations Association of WA Young Women's Leadership Development Program

Miss Tahlia Campbell's involvement with UNAWA before joining our team at Cecil Andrews College allowed our female students to attend a forum on gender equality and leadership. This took place at Curtin University over two days in October 2023. The girls were involved in mentoring, future planning and leadership skills on their weekend course.

Highlights & Achievements

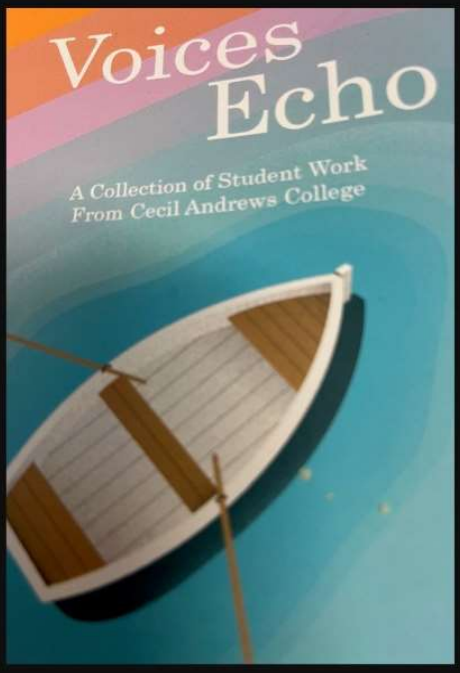
The Creative Writing Club has always been a reservoir of great talent. Supported by the Centre For Stories, student work has again been selected for inclusion in an anthology of writing. Voices Echo, released in early 2024, will feature work from a range of our students at Cecil Andrews College. The pocket-sized collection contains tales of longing and belonging. These outstanding pieces are testimony to the mentorship of Centre For Stories writers who have supported the students as well as the ongoing commitment of Mr Ryan Steed and teachers from the English Department who have facilitated the group's ongoing presence in our school.

The Young Women's Leadership Development Program – Hosted by the United Nations

Major Events

The Young Women's Leadership Development Program – Hosted by the United Nations.

Curtin AHEAD.



ENGLISH

SNAPSHOTS

Learning Area Report: Mathematics

Special Programs

The 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 school 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 OLNA.

Additionally, students in Year 7 and 8 were given access to another online program, Edrolo. This program 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 get 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.

Highlights & Achievements

Reframing Mathematical Futures was conducted at the beginning of Semester 1 2023, where students in Year 7 were assessed on their level of ability to apply multiplicative thinking to a range of mathematical problems. Throughout the year, students were given problems in their lessons that were scaffolded to 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, 72% 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.

Major Events

Maths Empowering Girls Day was an event that was held in collaboration with The Mathematical Association of Western Australia and Curtin University's School of Education and Professional Learning Hub for Educators that enabled 10 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 mathematical skills to model sustainable fisheries and using mathematics in fashion design.

All Maths staff attended the annual MAWA (Mathematical Association of Western Australia) conference in November, held at the Crown Convention Centre. This three-day event was attended by staff from across hundreds of schools within WA, and included a variety of sessions and speakers that all followed the theme of Maths – unlocking potential.

Strategies To Support Students

For those students requiring additional support, class work was scaffolded to their level of understanding. For example, a few Year 8 students were taught with the Year 5 curriculum. The Year 7's utilised the hands-on RMF problems, which was differentiated by the zones the students were assessed at in the beginning of the year. It has generally been found that the majority of students who struggle with numeracy do so because they struggle with literacy.

Learning Area Report: Mathematics

Employing the relevant tactical teaching techniques will enhance student's literacy skills, which will aid them in their numeracy (e.g. using the Frayer model). Many students also feel defeated in Mathematics because they find it difficult to retrieve information from their long-term memory, and their working memory becomes overloaded. Continual practice of the 2-12 multiplication tables will start to place this information into long-term memory, which will considerably assist students to gain the ability to work more productively with all other Mathematical content.

For students who were high performing, class work was extended for them, e.g. Year 8 students were given higher order questions and problems to solve. In Year 7, RMF activities were differentiated so that those in the higher zones were set the more complex tasks.

The use of Mathspace meant tasks could be individually set for students, whether they were educationally at risk or high performing.

NAPLAN and OLNA questions were practiced in classes as part of the "Do Now" component of the lesson. Practice tests were also given to students as homework.

Other strategies implemented include:

- Curriculum delivery in the form of low variance programs and resources (e.g. EDI PowerPoints).
- Early analysis and therefore detection of students struggling in ATAR courses.
- Assessments given and reporting on grades that aligned to the SCSA judging standards.
- Use of student portfolios of work (for students with erratic attendance / avoidance of assessments).

LEARNING AREA REPORT: Science

2023 In Review

In Science we aimed to upskill teachers in restorative practice and shaping mind strategies, build resources from research and workshops.

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 needed in Science fields.

Include innovative programs that engage students and increase attendance.

Special Programs

In 2023, a computer-based Science program, **Stile**, underwent a trial with Year 7-10 students to enhance student support through personalised, interactive coursework. This innovative platform allowed students the flexibility to learn at their own pace while receiving immediate feedback on their progress.

Integration of STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities into science programs proved to be a dynamic approach to engage students in hands-on and interdisciplinary learning experiences. With the guidance and support of a STEAM coordinator, students were encouraged to unleash their creativity by designing their own animals, combining principles of biology, engineering, and artistic expression.

The Einstein-First School Program was embedded into Year 7 programs. It was recently launched in Australia, aiming to inspire a new generation of young minds with the spirit of curiosity and scientific inquiry. Named after the iconic physicist Albert Einstein, the program incorporates innovative teaching methods and hands-on activities to make science more accessible and engaging for Australian students. By bringing Einstein's legacy to the classroom, the initiative seeks to ignite a passion for learning and discovery, fostering the development of future scientists and critical thinkers across the country.

Highlights & Achievements

Teachers were trained in shaping mind teaching strategies to improve student educational outcomes.
"Shaping Minds" is a comprehensive educational initiative that focuses on moulding and developing cognitive abilities, critical thinking, and holistic growth in learners. This program employs innovative teaching methods, emphasizing both academic excellence and the cultivation of essential life skills. By incorporating a diverse range of educational strategies, "Shaping Minds" aims to prepare students for success in various aspects of life, fostering a well-rounded and adaptable mindset.

A teacher completed Kagan Cooperative Learning training to trial in their classrooms, with the intention of providing workshops and collaborating with other teachers to improve student outcomes and engagement in Science.

Two teachers upskilled and attended Real Schools workshop to improve restorative practice and to reflect the whole school PBS initiative.

Major Events

During Science Week at Cecil Andrews College, students embarked on a thrilling exploration of scientific wonders through a series of engaging activities. The week-long event featured an array of hands-on experiments that captivated the diverse student body. From the exhilarating Mentos rockets launching into the sky to the mesmerizing creation of homemade lava lamps, students were immersed in the excitement of discovery.

The Science department visited Neerigen Brook Primary School and completed a straw tower challenge. The Straw Tower Challenge is an engaging and hands-on educational activity where participants are tasked with constructing a tower using only straws and other basic materials. This challenge encourages creativity, teamwork, and problem-solving skills as individuals or groups work to design and build the tallest and most stable tower within given constraints. The activity not only promoted collaboration but also provided a practical and fun way to explore principles of engineering and structural stability.

LEARNING AREA REPORT: Science

Analysis

The Year 7 cohort were allocated more A, and C grades compared to like schools. This could be due to an introduction of new programs targeted to engage students. An assessment audit conducted by the Science team has enabled more students to demonstrate an A grade. Compared to like schools there was a decrease in D and E grades. However, there was an increase in students not assessed this is because of attendance, teacher relief and behaviour. Three out of five of the classes had relief teachers due to the difficulties of retaining teachers.

The Year 10 cohort showed an improvement compared to historical data. There was an increase of C-grade allocated compared to 2022 by 4%, also there was an increase of A and B grades allocated to Year 10 students. There was a decrease in students not assessed by 14.7% this is due to a stable cohort and possibly improved attendance.

Strategies To Support Students

Teachers develop writing revolution resources to implement in the Science classes for 7-10

Teachers will use repeated exposure using shaping mind strategies. Reviewing and revisting material multiple times helping solidify understanding for students with low literacy.

Introduction to the Einstein-first program to itegrate tangible objects and manipulatives into Implementation of graphic organisers to help students visualise information. These tools provide a clearer structure for understanding relationships between ideas.

Lessons to make abstract concepts more concrete. This can aid understanding and retention of information.

All materials modified to cater for a diverse range of students that can be easily tailored to match the indivdual readiness and learning styles of gifted students through the use of differentiated instruction.

Problem-based learning: present complex, open-ended problems that encourage critical thinking, creativity and collaboration among gifted students

Technology integration: Incorporate technology tools and resources to enchance learning experiences, allowing students to explore advanced content and pursue self-directed research

SCIENCE

SNAPSHOTS

LEARNING AREA REPORT: STEAM

2023 In Review

The STEAM area selected two core goals:

1. To increase student involvement in STEAM learning through the promotion of STEAM learning opportunities currently being implemented across learning areas; and
2. 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 2023 was to meet the rquirements 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 improve current levels of expertise related to ICT integration into teaching and learning across the College and facilitate opportunities for staff to trial teaching and learning activities which included a planned ICT integration opportunity.

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.

CSIRO STEM Professionals in Schools partnership secured for commencement in 2024.

Highlights & Achievements

Appointed STEAM Coordinator.

53% of Year 12 WACE students enrolled in at least 2 STEAM subjects.

Maintained and appointed Digital Technologies Coordinator, continued as a lead Digital Technologies school and provided feedback on the Digital Capabilities Framework for Statewide Services.

Finalised collaboration with HP via the Reinvent the Classroom program.

Mentoring staff in ICT.

General capabilities and improving classroom environment and pedagogy. 10 staff were given high spec HP elitebooks as part of the professional development.

Two staff delivered profesisonal learning PLIS events related to Digital Technologies.

Students mentored by staff participated in the FLL and FRC / WARP Robotics competitions.

Four students and 2 staff participated in hosting a booth at the the WA Resource and Technology Showcase.

A CSIRO STEM Professionals in Schools mentor was established for the College.

Increase in teachers embedding ICT and STEAM activities into teaching and learning as a whole school initiative.

Six staff continued journey to become Microsoft Educators.

Four staff became Adobe Creative Educators Level 1.

Two staff became Adobe Creative Educators Level 2.

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 the FLL club.

STEAM resources audit completed.

Clear STEAM budget plan developed and executed.

2024 STEAM learning themes identified (Sustainability, STEAM in Industry and Robotics).

Continued process of resetablishing partnership links – Global Drone Solutions, Microsoft and HP.

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

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

LEARNING AREA REPORT: STEAM

Major Events

Staff and students represented Cecil Andrews College at the Education space during the Resource Showcase at the Perth Convention Centre.

STEAM Festival was a success in engaging community members.

STEAM Club – First Lego League Competiton.

STEAM Club – First Robotics Challenge / WARP.

Participation in the Neeragin Brook Primary School Year 6 Compass transition day.

Year 7 – 9 STEAM Day incursion.

Metalwork facilities had a major upgrade to bring the Learning Area up to compliance with new Oxy Acetylene equipment and two new MIG / TIG Welders capabale of welding alimumium and steel.

Two new 3D printers purchased to replace obsolete devices.

One laptop trolley upgraded to enable STEAM software installation.

Sublimation equipment purchased to support implementation of Creative Digital Design skills.

Ten Tello EDU drones purchased to support cross curricular integration of coding concepts.

Young ICT Explorers Competition.

Analysis

There has been a consistent increase in the number of students enrolled in 2 or more STEM senior school courses, with an increase of 5% (30 student increase) in the 2 courses group and an increase of 6% (24 student increase) in the more than 2 courses group, based on the 2022 / 2023 intake cohorts.

There has been a decline in the number of students enrolled in 1 STEM senior school course. This decline and corresponding increase in the 2 or more subject cohort can be attributed to clearer course councilling regarding the career pathway opportunities available to students enrolled in multiple STEM courses.

Strategies To Support Students

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 performace criteria (VET).

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

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.

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 congative skills through reflective practices and independent learning.

Opportunities to participate in genuine production tasks being used by, or promoted through the College.

Increased focus on the role of formative assessment and student / peer ongoing reflection throughout the teaching and learning cycle.

LEARNING AREA REPORT: STEAM

Summary

While the overall trend in enrollment shows a positive trend, there is a need to continue to proactively promote STEM subjects as a valuable pathway to post secondary success and future employment opportunities. To further support the upward trend in STEM subject enrolments during Year 10 subject selection, STEM subjects are clearly identified and the benefits of engageing 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 act as a vehicle for discussions and provide a platfrom for STEM industry career pathways. It is also reccommended that STEAM learning areas incorporate regular discussion within teaching and learning related to career pathways relevant to the curriculum content.

LEARNING AREA REPORT: The Arts

2023 In Review

In the Arts Learning Area, we have multiple diciplines 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 teritary 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

Cecil Andrews College Alumni reported they pursued WAAPA pathway.

Major Events

Matilda Jr the Musical.

WAAPA Indigenous Storytelling Workshop.

Year 9 / 10 Drama showcase.

Ballet Excursion.

Behind the Curtin – Moulin Rouge excursion.

Co3 Contemporary Dance incursion workshop.

WAAPA Musical Theatre Workshops – sponsored by Smith Family.

Nexus Concert.

Music Concert – Sping in the Courtyard.

Dance Concert.

Mary Poppins Excursion.

STEAM Fest Activities.

Analysis

Our school context shows a contrast between the results of Department of Education “like schools” and Cecil Andrews College.

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

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

Strategies To Support Students

Engaging with programs such as STARS, Clontarf Academy, Follow the Dream and the Wellbeing Hub.

Engaging with the Academic Extension Coordinators and Year Coordinators as well as communication with parents.

Letters of Concern sent via email or mail to home in addition to phone calls home.

Creating classroom routines and explicit direct instruction for pedagogical delivery.

Creating low variance curriculum for consistent approach to delivery.

High performing students in general performing arts, are encouraged to join the Specialist program. If these students remain in general performing arts, they are partnered in groups that are in the similar skill set and also 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.

Creating low variance curriculum for consistent approach to delivery.

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 Specialist Performing Arts program are above satisfactory.

THE ARTS

SNAPSHOTS

Learning Area Report: Technologies

2023 In Review

The Technologies Learning Area empowered students to learn from real world problems whilst gaining skills and knowledge in both traditional and 21st century technologies. These skills will equip students with the necessary skills and knowledge to pursue careers in industry through our P-TECH partnerships, apprenticeships, TAFE and university pathways.

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 throughout 2023, we aimed to increase the number of students selecting Technologies classes. 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 including Explicit Direct Instruction strategies, "Do Now" activities and daily review.

Special Programs

Year 9 & 10 classes completed the Design Engineer Construct program and worked alongside industry mentors.

Cisco Networking, an engineering project.

Highlights & Achievements

Appointed a STEAM Coordinator.

53% of Year 12 WACE students enrolled in at least 2 STEAM subjects.

Maintained an appointed Digital Technologies Coordinator and continued as a lead Digital Technologies school and provided feedback on the Digital Capabilities Framework for Statewide Services.

Continued Collaboration with HP with Reinvent the Classroom. Mentoring staff in Digital Technologies and improving classroom environment and pedagogy. Ten staff were given high spec HP elitebooks as part of the professional development.

Appointed Technologies Technician role to support staff in class preparation and facilities management.

Four staff attended the Design and Technology Teachers Association (DATTA) National Conference.

Two staff attended the ICT in Schools Summit.

Three staff attended the ECAWA State Conference.

Two staff delivered professional learning PLIS events related to Digital Technologies.

Staff were mentored by Shaping Minds.

Students mentored by staff participated in the FLL and FRC / WARP Robotics competitions.

Four Students and 2 staff participated in hosting a booth at the the WA Resource and Technology Showcase.

A CSIRO STEM Professionals in Schools mentor was established for the College.

Increase in teachers embedding ICT and STEAM activities into teaching and learning across the whole.

Major Events

STEAM Festival was a success in engaging community members.

Staff and students represented Cecil Andrews College at the Education space during the Resource Showcase at the Perth Convention Centre.

STEAM Club – First Lego League Competiton.

STEAM Club – First Robotics Challenge / WARP.

Participation in the Neerigen Brook Primary School Year 6 Compass transition day.

Year 7 – 9 STEAM Day incursion.

Metalwork facilities had a major upgrade to bring the Learning Area up to compliance with new Oxy Acetylene equipment and two new MIG / TIG Welders capable of welding aluminium and steel.

Introduction of of Design Technology theory and practical Safety Induction competencies.

Learning Area Report: Technologies

Strategies To Support 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.

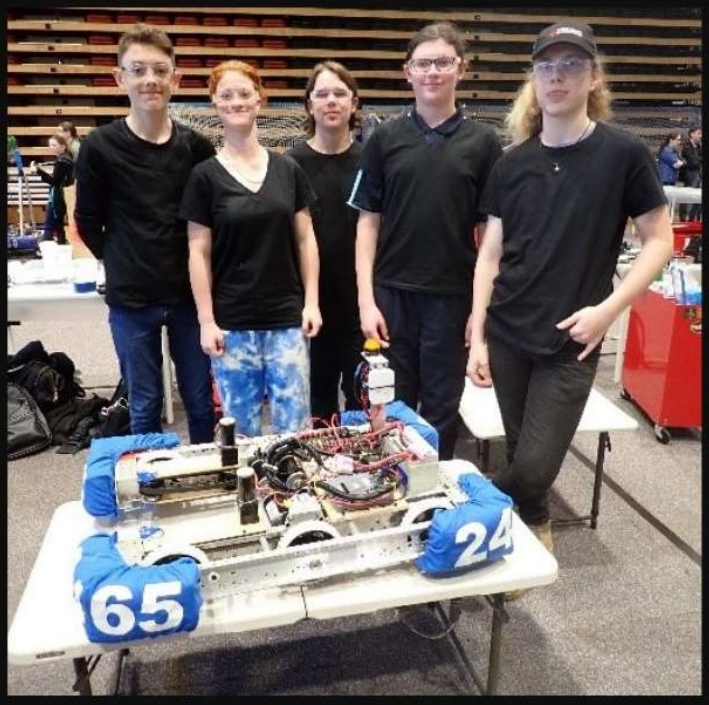
To raise underperforming student achievement (1 B to A, 1 x C to B) 2.

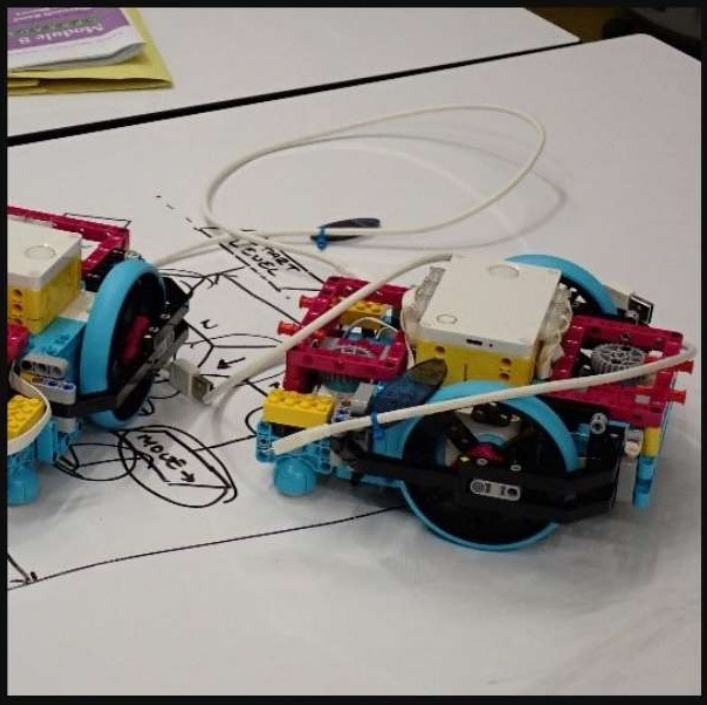
Maintain achievement and support for SAER student.

Summary

The 2023 Semester 1 cohort comprises of a range of students with varying academic achievement.

The 2 students excelling in the course display outstanding work ethic with a strong commitment to their studies and a desire to perform to their highest capacity. These students readily take onboard feedback, participate in additional but optional review activities and engage in active goal setting. All students chose to engage in a range of support strategies including lunchtime study sessions, soft submission of written tasks to provide feedback and opportunities to review and improve work, comparative judgement opportunities for sample writing activities, and flexible methods of engaging in extended response validation. This allowed these students to attain a passing grade. A strong emphasis was placed on ensuring passing grades were met and a review of work practices every few weeks during the semester. Students who fell below the 50% benchmark were expected to attend lunchtime study sessions to address gaps in their understandings and ensure success in the next assessment.





TECHNOLOGIES

SNAPSHOTS

Learning Area Report: Health & Physical Education

2023 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 it's 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 and 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 girl's team making to the ¼ finals and the boy's 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 To Support Students

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.

As part of extending students learning, 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.

PE & HEALTH

SNAPSHOTS

Learning Area Report: Vocational Education & Training

2023 In Review

In VET, we strived for students to complete at least one qualification if there were participating in the General Program at Cecil Andrews College, as it is a great fall back mechanism for students if they don't complete OLNA before completing Year 12 and want to pursue a career or further training in higher qualifications. Students who were engaged in ATAR were not recommended to complete a qualification but some students had chosen a Certificate course as part of their studies. Being a P-TECH Pathway, we are exploring additional qualifications to enhance Pathway options.

Special Programs

There were 88 Year 10 students engaged in ADWPL at the end of 2023.

Utilised the employment advantage program through Empowrd for students to achieve another unit towards WACE. This was a great pivot to assist some students WACE.

Highlights & Achievements

The P-TECH program is still running strong with active involvement from all partners.

Secured the running of a Rat Trap Car / Boat challenge for 2024 through Austal Ships.

Are re-engaging CIVMEC in the development of a steel blue tree outside H4.

Datacom providing hacking programs for high school students.

THALES assisting in the Robotics program after school.

Working with all Senior School staff members to achieve an amazing result in WACE achievement.

79 students achieved a Certificate II or higher.

Major Events

World of Work Event is the biggest event on the VET calendar.

Re-exploring excursions to Austal and CIVMEC for student engagement.

Analysis

Looking at the data through SCSA utilising the student achievement by school resource, we have seen a big increase in students successfully completing a Certificate III or higher in 2023. The Certificate III in Business and Certificate III in Engineering are the programs promoted at Cecil Andrews College, and both are P-TECH Pathways. Overall, we have over 70% of our students engaged in P-TECH programs which are endorsed by our industry partners. Not all general students completed a qualification hence why the percentage is lower compared to the previous year.

Strategies To Support Students

Students performed to a high standard in qualifications, as they were able to access content and assessments from home. Teachers were prompted to liaise with home often in regard to student performance which aided in support from home. Education Assistant support was provided for students on plans.

Engage students to complete higher qualifications.

Summary

In conclusion, the VET Learning Area performed to a high standard and a lot of students were able to successfully complete their qualifications to aid them on their future pathways through a variety of arrangements including:

- Pre-Apprenticeships.
- Traineeships.
- Profile Courses.
- Fee For Service.
- Auspicing.

These programs enabled us to successfully place students in the right form of training to achieve success. As the college is very diverse in cultures, there was a lot of success in catering for each student's training needs.

VET plays a pivotal role in the college in assisting students not only achieve their WACE, but also in providing a backup plan for students to access further training moving forward. Moving forward, we are looking into how to begin a student's VET journey in Year 10 and are making some amazing headway in how to implement effective and sustainable processes.

Learning Area Report: Follow The Dream

2023 In Review

The Follow the Dream ("FTD") program had an exciting year filled with many challenges and achievements. The FTD Program supported 44 Aboriginal and Torres Strait Islander students with the highest number of Year 12 students to date (5), all retained from lower school. Students receive support through targeted small-group tuition, mentoring, experiential opportunities and pathway planning. FTD engagement in voluntary after school tuition sessions increased, with students attending a total of 1823 hours, an increase from an average of 30.9 hours per student in 2022 to 41 hours per student in 2023. As a result, students achieved excellence across multiple domains including academic achievement, cultural leadership and engagement in learning.

Highlights & Achievements

Djurandi Dreaming

FTD students participated in an on-Country learning day provided by Justin Martin, from Djurandi Dreaming who taught students how to look for bush tucker, animals, insects, the interconnections between the seasons and the environment, the significance of Kings Park and the importance of spiritual acknowledgement for Noongar people. Students learnt through First Nations ways of teaching, through stories, yarning circles and art.

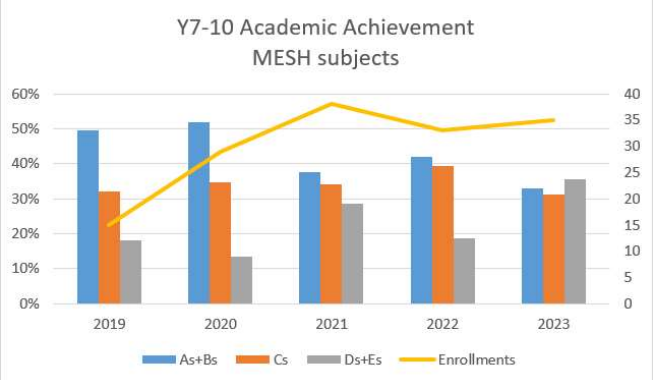
We were also joined by local Elder and AIEO, Uncle Wayne Ninyette, who provided invaluable mentoring and knowledge about the cultural significance of Kings Park. A big thank you to Uncle Wayne for his generosity in sharing his knowledge. We also extend a big thank you to Djurandi Dreaming for providing the workshop, and our sincerest thanks to the Polly Farmer Foundation and Worley for their financial support.

Curtin Indigenous Futures Challenge

FTD students from Armadale Senior High School, Byford Secondary College and Cecil Andrews College attended the first Curtin Indigenous Futures Challenge on 13 and 15 November. We were personally invited to attend this exciting event where students participated in a series of workshops to address the question: what do Indigenous futures look like? Students were treated to several tours, workshops with leading academics and industry professionals and a "You can't ask that" style seminar where students could begin to challenge some stereotypes and develop their understanding of what is possible for them to achieve at university.

Academic Achievements

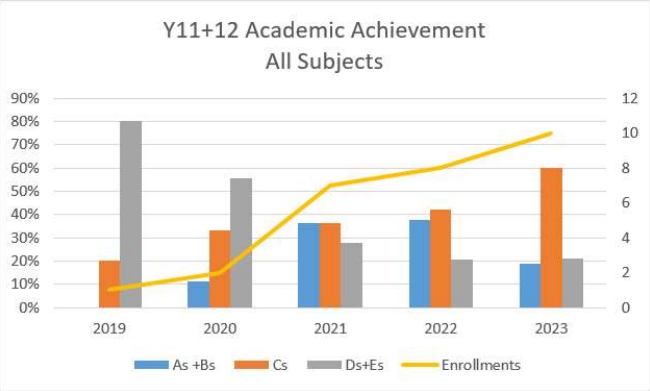
Students worked extremely hard throughout the year and subsequently, many students achieved or exceeded their personal goals with the support of FTD. The program is facing continuing financial challenges that impact the resources we can deploy to support the achievement of all students' academic goals. The following Year 7-10 Academic Achievement graph shows that students achieved less A, B and C grades than previous years. An analysis of the summative assessment data shows a major contributing factor was incomplete or non-submission of summative assessment tasks. Supporting the development of students' executive functioning skills will be a focus of 2024.

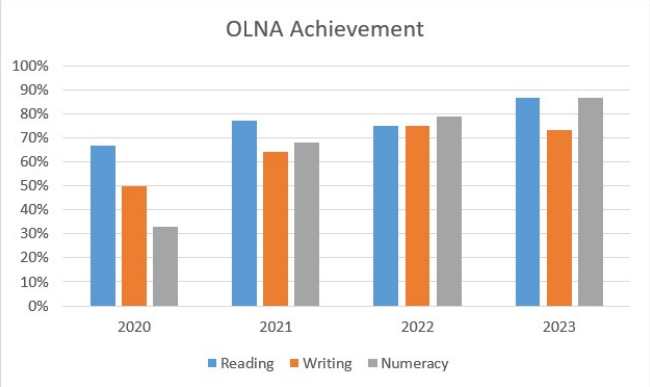


Resources were strategically deployed to areas that would have the greatest impact on student outcomes: supporting WACE achievement. This included using WACE tracker to provide targeted tuition in Years 10, 11 and 12 to enable students to achieve national standards in Reading, Writing and Numeracy domains and meet the achievement standards for WACE.

Learning Area Report: Follow The Dream

Subsequently, Year 11 and 12 OLNA attainment and C grade achievement improved in 2023, continuing the upward trend that can be observed in the following graphs.





Further Highlights

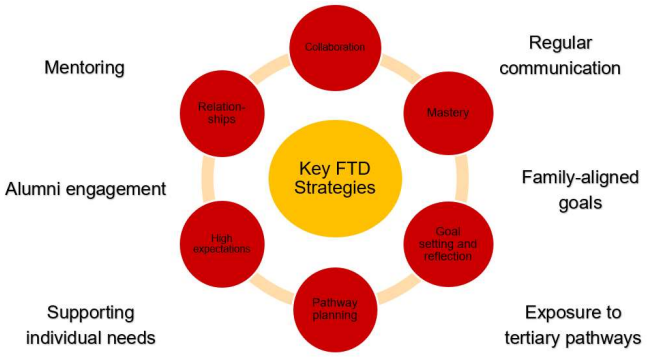
FTD supported the successful transition of 2 students into the Academic Extension program in 2023.

The 5 FTD Year 12 students achieved 1 Certificate III and 4 Certificate II qualifications.

All Year 12 students transitioned successfully into the workforce post Year 12.

Key FTD Strategies

FTD at Cecil Andrews College is underpinned by the "Circle of Courage" framework, an evidence-based model informed by Indigenous philosophies of youth development. FTD employs strategies that support the universal needs of students: Belonging, Mastery, Independence and Generosity (Brendtro, Brokenleg & Van Bockern, 2005).



2023 Finance Report

Operational One Line Budget Statement

Issued on 1 July 2024

School: Cecil Andrews College **School Year:** Dec 2023 (Verified Dec Cash)

Region: South Metropolitan Region **Aria:** 0

Distance to Perth (km): 24.29

One Line Budget – Dec 2023

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	316,723	316,723	
Carry Forward (Salary):	$	597,938	597,938	
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	13,449,336	13,449,336	
Locally Raised Funds:	$	384,315	331,858	52,457
Total Funds:	$	14,748,312	14,695,856	52,457
EXPENDITURE				
Salaries:	$	11,767,878	11,767,878	
Goods and Services (Cash):	$	2,561,869	2,219,855	342,014
Total Expenditure:	$	14,329,747	13,987,733	342,014
Variance:	$	418,565	708,122	-289,557

2023 Finance Report

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	**$316,723.00**	**$316,723.00**	**$0.00**
Carry Forward (Salary)	**$597,938.15**	**$597,938.15**	**$0.00**
Student-Centred Funding (including School Transfers & Department Adjustments)	**$13,449,336.08**	**$13,449,336.08**	**$0.00**
Per Student	$9,669,368.00	$9,669,368.00	$0.00
School and Student Characteristics	$2,169,078.32	$2,169,078.32	$0.00
Disability Adjustments	$1,300.38	$1,300.38	$0.00
Targeted Initiatives	$1,151,629.12	$1,151,629.12	$0.00
Operational Response Allocation	$481,739.27	$481,739.27	$0.00
Regional Allocation	$15,000.00	$15,000.00	$0.00
School Transfers – Salary	-$1,161,322.83	-$1,161,322.83	$0.00
School Transfers - Cash	$1,158,165.65	$1,158,165.65	$0.00
Department Adjustments	-$35,621.83	-$35,621.83	$0.00
Locally Raised Funds (Revenue)	**$384,314.95**	**$331,858.36**	**$52,456.59**
Voluntary Contributions	$44,212.00	$33,626.10	$10,585.90
Charges and Fees	$230,783.95	$214,366.47	$16,417.48
Fees from Facilities Hire	$7,827.00	$727.27	$7,099.73
Fundraising/Donations/Sponsorships	$24,963.00	$19,680.73	$5,282.27
Commonwealth Govt Revenues	$0.00	$0.00	$0.00
Other State Govt/Local Govt Revenues	$1,800.00	$300.00	$1,500.00
Revenue from CO, Regional Office and Other schools	$57.00	$57.00	$0.00
Other Revenues	$49,637.00	$38,062.43	$11,574.57
Transfer from Reserve or DGR	$25,035.00	$25,035.00	$0.00
Residential Accommodation	$0.00	$0.00	$0.00
Farm Revenue (Ag and Farm Schools only)	$0.00	$0.00	$0.00
Camp School Fees (Camp Schools only)	$0.00	$0.00	$0.00
Total	**$1,891,173.72**	**$14,695,855.59**	**$52,456.59**

2023 Finance Report

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	**$11,767,877.95**	**$11,767,877.95**	**$0.00**
Appointed Staff	$10,951,518.07	$10,951,518.07	$0.00
New Appointments	$0.00	$0.00	$0.00
Casual Payments	$654,346.99	$654,346.99	$0.00
Other Salary Expenditure	$162,012.89	$162,012.89	$0.00
Goods and Services (Cash Expenditure)	**$2,561,868.93**	**$2,219,855.31**	**$342,013.62**
Administration	$100,911.39	$100,911.39	$0.00
Lease Payments	$10,259.47	$10,259.47	$0.00
Utilities, Facilities and Maintenance	$652,675.01	$568,795.17	$83,879.84
Buildings, Property and Equipment	$182,896.50	$133,198.59	$49,697.91
Curriculum and Student Services	$1,399,893.61	$1,225,086.48	$174,807.13
Professional Development	$49,655.49	$49,655.49	$0.00
Transfer to Reserve	$143,902.00	$119,163.00	$24,739.00
Other Expenditure	$10,947.00	$5,585.72	$5,361.28
Payment to CO, Regional Office and Other schools	$19,611.40	$7,200.00	$12,411.40
Residential Operations	$0.00	$0.00	$0.00
Residential Boarding Fees to CO (Ag Colleges only)	$0.00	$0.00	$0.00
Farm Operations (Ag and Farm Schools only)	$0.00	$0.00	$0.00
Farm Revenue to CO (Ag and Farm Schools only)	$0.00	$0.00	$0.00
Camp School Fees to CO (Camp Schools only)	$0.00	$0.00	$0.00
Total	**$14,329,746.88**	**$13,987,733.26**	**$342,013.62**