

Four schools,  
one learning environment



Ashdale  
Secondary College



Ashdale Cluster and  
Ashdale Secondary College Annual Report 2012

# Ashdale Cluster



## Ashdale Cluster

Ashdale Secondary College, Landsdale Primary School, Ashdale Primary School and Madeley Primary School are an integrated, holistic K-12 learning community. Four school sites, one learning environment. As a collaborative partnership we have a developed shared identity assisted by geographical proximity and a strong sense of being an inclusive community. As a cluster we have a common purpose, a joint vision for the improvement, attainment, achievement and progression of young people.

The autonomy and flexibility provided by the Independent Public Schools initiative assists cluster schools to raise standards and student performance.

As an Independent Public School Cluster we have the ability to employ more flexible approaches to better address the needs of our local community.

The cluster has been prepared to commit both time and resources to the initiatives and priorities to ensure its effectiveness and sustainability.

The four schools have developed common goals and protocols, making decisions in areas such as curriculum, student support, human resource management and financial reporting.

## Numeracy

Good numeracy skills are important for learning across all curriculum areas and are essential for life after school.

- Each school through their planning have developed a whole school approach to numeracy.
- Each school has a Numeracy committee and an appointed co-ordinator to monitor implementation.
- The primary schools use First Steps as a planning and monitoring tool. Common assessment tasks are developed from this planning.
- Schools provide cluster professional development for teachers in Numeracy.

NAPLAN testing provides the Ashdale Cluster with important information regarding student's numeracy learning. The cluster prepares students through rigorous programs that focus on key numeracy skills.

We are able to demonstrate improvement trends in Years 3, 5, 7 and 9 across the Cluster and this information is collected and reviewed each year.

teamwork

## Literacy

The Ashdale Cluster views literacy as a priority from the early years of education through to senior schooling. The ongoing analysis of student achievement data provides schools with a basis to build literacy programs based on areas of student need. Although each school identifies and develops its own literacy targets and planning there are key elements that are common across the Cluster schools. These elements include:

- Selection of staff with post graduate qualifications in literacy, access to regular and relevant professional learning.
- School planning processes focusing on literacy outcomes.
- Careful monitoring, assessment and reporting of literacy skills.
- Partnerships with specialist providers.
- Schools provide cluster professional development for teachers in Numeracy.

NAPLAN testing provides the Ashdale Cluster with important information regarding student's literacy learning. The cluster prepares students through rigorous programs that focus on key literacy skills.

We are able to demonstrate improvement trends in Years 3, 5, 7 and 9 across the Cluster and this information is collected and reviewed each year.

## Science

The Ashdale Cluster is a collective of schools focused on developing 21st Century Scientists. Across the cluster Science programs are designed to equip our students with the skills to probe and explore problems, to find and critically evaluate information, to work productively as a member of a team and to effectively communicate research findings to others. These are all key skills for success in the global community.

As a Cluster some of the Science Programs we have in place include:

- Primary Extension Program - Year five students are selected into this program based on both their interest and academic performance in Science. This weekly program is held at Ashdale Secondary College with students taught by secondary science teachers in specialty science laboratories
- Primary Engagement Program - This program focuses on engaging students in hands on science experiments and learning activities. Through this program students focus on Investigating skills and scientific literacy to promote both an interest and confidence in student's scientific skills.
- Science Leaders Program - This program is based at Ashdale Secondary College and selection into the program is through competitive entry. Science Leaders take on a mentor role with primary students, promote science through Open Days and take on a leadership role in the annual Science Spectacular.

## Early Childhood

The Ashdale Cluster of primary schools endeavour to promote a set of principles that effectively guide early childhood practice in a number of key areas including:

- Teaching to enhance learning
- Curriculum development
- Productive environments
- Authentic Assessment and
- Professionalism

In 2012 particular focus has included developing:

- Strong oral language skills, particularly the ability to recognise and manipulate the sounds in words and the relationships between sounds and letters providing the best foundations for learning to read.
- Early identification of those children who might have difficulties with literacy and develop appropriate intervention plans.
- Integration of school resources within a whole school literacy and numeracy plan.
- Links with the wider community to support language acquisition in the early childhood years.

## Early Childhood Targets

- Acceptance that early participation in the non-compulsory years of education reduces the likelihood of children having later difficulties with literacy and numeracy.
- A focus on strong oral language skills, particularly the ability to recognise and manipulate the sounds in words and the relationships between sounds and letters, provide the best foundations for learning to read.
- Early identification of those children who might have difficulties with literacy and develop appropriate intervention plans.
- Implementation of First Steps in Literacy and First Steps in Mathematics.
- Integration of school resources within a whole school literacy and numeracy plan.
- Establish links with the wider community to support language acquisition in the early childhood years.
- Focus on Fundamental Movement Skills to improve the physical development skills of students in the Early Childhood Years.



## English as an Additional Language or Dialect (EAL/D)

The 2012 Ashdale EAL/D cell is comprised of Ashdale SC, Ashdale, Landsdale and Madeley Schools. The following performance indicators are used to monitor and assess student progress:

- To increase the oral and written competency of EAL/D students.
- Increase awareness and understanding of the needs of EAL/D students.
- Increase the involvement of parents of EAL/D students in decisions affecting their child's education.

In 2012 particular focus has included developing:

- Collaboration with classroom teachers for formal assessment and planning across associated areas of support.
- Effective utilization of EAL/D Assistants, supporting classroom teachers and students.
- Professional Learning opportunities to enhance teaching and learning programs.
- Further develop and refine efficient and effective practices and procedures relating to enrolment, identification and census data gathering for EAL/D student demographics.

## Positive Education

Reflecting on the nature of life in the 21st century, the National Declaration on Educational Goals for Young Australians (2008) outlines general capabilities that schools should help students to develop throughout the curriculum. In addition to literacy, numeracy and ICT, thinking skills, creativity, self-management, teamwork, intercultural understanding, ethical behaviour and social competence are identified as important general capabilities for schools to develop in their students.

It is the belief of the Ashdale Cluster of schools that by approaching teaching and learning from a positive psychology perspective we give our students the knowledge and skills to deal with these changes in a positive and fulfilling way.

In 2012 the Ashdale Cluster:

- Continue to develop a shared vision and rationale for the development of Positive Education.
- Continue to develop their policy for Student Engagement to ensure consistent procedures, processes and strategies across the Cluster.
- Full implementation of the Aussie Optimism program in the Primary Schools and Mind Matters in the Secondary College.
- Continue to develop our Virtues and Strengths focus across the cluster to implement a consistent "language" and procedures to explicitly develop social, optimism and resiliency skills.



## Information Communication Technology

The Ashdale Cluster of Schools are working to create a learning environment that is technology-smart, technology rich, that facilitates learning both on and off campus, inside and outside of school hours.

To facilitate this in 2012 the Cluster:

- Developed a cluster vision for the role of ICT in the development of the Cluster educational philosophy.
- Began the process of involving the community as partners in bringing 21st Century technology into the schools.
- Developed collaborative learning partnerships with staff across the cluster and within each school.
- Began embedding the Context for Learning and ICT into classroom practice.
- Continuation of a One to One Program.
- Employment of a Cluster ICT Technician.

## Parent and Community Engagement

The Cluster will continue to develop and implement strategies to encourage and grow community engagement in the four learning environments.

- Each school has a representative on the Cluster Board.
- Community planning is based at a cluster level with a co-ordinator from each school who meet on a regular basis.
- The collection of books for each primary school is based at the Secondary College.
- Through the cycle of the business plan the cluster reports on parent/student/staff satisfaction via survey.

## Workforce Management

A strategic plan for workforce management for the next three years is being developed to account for the ongoing and rapid growth of the cluster schools.

A key target of the cluster workforce management plan will be to select 'flexible' staff that can teach across learning areas and sites as required, thereby addressing the needs of a K-12 learning environment.

# Ashdale Secondary College



## Our Purpose

Ashdale Secondary College provides students with a world class educational experience. We promote opportunities for intellectual, social, physical, creative and experimental learning through high quality teaching and strong pastoral care relationships.

## Our Mission

To provide students with an excellent and holistic education. This will allow them to transform into global citizens who think creatively, reason critically, communicate effectively and develop necessary life skills to truly become lifelong learners.

## Understanding the Annual Report

The Annual Report provides parents, caregivers and members of the community with an overview of Ashdale Secondary College's performance over the past year. It provides information about student academic performance, attendance, school programs and staff development.

This report is a small component of the total reporting process that the College undertakes. As an Independent Public School, Ashdale Secondary College develops a Business Plan together with an Operational Plan. As Principal, I will enter into a Performance Agreement with the Director General. This Plan and Agreement will be endorsed by the College Board.

These documents should be read in conjunction with student reports, newsletters and other College documents to gain a clear understanding of the College Purpose.



enterprise

# Highlights and Opportunities 2012

- Positive student behavioural and attendance data and proactive planning to support and maximise student's potential
- Development of effective learning programs in all learning areas
- Development of assemblies and a culture of celebration
- WA Symphony Orchestra music appreciation program
- Reward Excursions linked to academic and behavioural goals
- Guest Speaker Program
- Formation of clubs; Chess Club, Dead Poets Society, Modelling Club, Photography
- Society & Environment Canberra Tour
- National Geographic Competition entry
- Recognition as a Waterwise School
- Numeracy & Literacy Week
- Book Week
- NAPLAN & WAMSE Testing
- NAPLAN Revision Seminars
- Primary Reading Program
- Mathletics and MathsOnline Program
- Australian Mathematics Competition
- Year 8 Camp
- Year 10 Exams
- Year 11 Exams
- Year 11 Dinner Dance
- Specialist Technology Science Program
- Careers EXPO
- Work Experience
- Trades North
- National Science Week
- Year 5 Primary Science Extension Program
- Year 6/7 Primary Science Visitation Program
- Dance Program
- Cluster Muster Arts Festival
- Telethon 2012 Performance
- Arts Performance Night
- Cluster Music Concerts
- Cluster Band Program
- Music Performances at Ronald McDonald House
- ACHPER Dance Festival
- Visual Arts Exhibition
- Sports Carnivals
- Expansion of Interschool Sporting Teams
- AEP - Community Access Program
- Autism Awareness Week
- Cyber Bullying Student & Parent Presentation
- Year 8 Community BBQ Meet and Greet
- College Partnership Afternoon Tea
- Federal Government Online Use Forum
- Fundraising/Awareness for Cerebral Palsy Week
- Naidoc Week
- Wear a Footy Jumper for Cancer Day
- ABC Mental Health Program
- Health & Wellbeing Expo
- Study Skills Seminar
- Movember
- 40 Hour Famine
- Cerebral Palsy Week





Throughout 2012 in various public forums we repeatedly measured our students (and therefore the school) in terms of their individual and collective successes in the intellectual (academic), physical (sporting), cultural (creative) and social (civic) domains.

Student cultural engagement was exemplified through the vibrant Ashdale SC Arts program which is high in quality, extensive and very successful. Throughout 2012 arts students were involved in exhibitions, performances or competitions. These included the Arts Performance Night, Cluster Music Concerts, Cluster Band Program, music performances at Ronald McDonald House, ACHPER Dance Festival, Visual Arts Exhibition and the Drama Production. In terms of sporting successes 2012 not only saw numerous individual student achievements at the local, state, and in some cases national level but also the creation of Soccer and Netball Academies for Year 8 students. 2012 also saw the continuation of a number of large and small scale government and school funded projects together with the commencement of the Stage 3 Building Program in preparation for Year 7s in 2015. Finally, the fact that many of our students are involved in community service, both inside and out of our school is something of which we can be justifiably proud.

In short, 2012 was another very successful year for students at Ashdale SC. Clearly this would not be the case without a motivated, caring and talented staff and we would like to acknowledge and thank them for the professionalism with which they approach this most challenging (and rewarding) of professions - teaching. This said, what we achieve also requires students to engage in their own learning program and at Ashdale, simply put, we have polite, well behaved, pleasant and for the most part, students who are prepared to 'have a go'. As a school we try to embrace a culture of continual improvement (see improvement priorities and targets in the Business Plan 2012-2015) and we look forward to 2013 being another year of growth with every confidence that it will also be a year of great success. If you would like further or more detailed information on school performance, please don't hesitate to contact the relevant member of the school Executive Team.

Kind regards,

Carol Strauss  
Principal, Ashdale Secondary College



## Introduction

It is our pleasure to introduce the 2012 Ashdale Secondary College Annual Report to the school and wider community. As a school we are very proud of our achievements for 2012 and we are sure that you will find it an interesting and informative document.

2012 was another very successful year for Ashdale SC with the headline academic data showing that in national and/or state side standardised testing, our Year 9 students exceeded the State, so called 'like socioeconomic schools' and Australia wide achievement averages in NAPLAN (literacy and numeracy) testing and State and like socioeconomic school averages in WAMSE science and society & environment testing. With the progressive development of our senior school structure, students have into Year 11 for the first time. Many of them achieving outstanding results.

2012 is our third full year as an Independent Public School (IPS). The IPS program is intended to provide highly capable public schools with greater decision making autonomy than would otherwise be the case. One of the key features of Ashdale SC being an IPS has been the development and implementation of a three year Business Plan linking the school vision, ethos, values and beliefs about learning and teaching to strategic and operational planning to improve student outcomes. This is done through the clear description and implementation of improvement targets.

Central to our Business Plan 2012-15 is the vision of being the school of choice for the local and wider community, thus providing a safe and attractive learning environment to support students in the achievement of academic, sporting, social and cultural success. A key measure of this vision is the growth of our student population and it is encouraging to see that we had an overall growth in our student numbers as we continue to march towards 1,480 student by 2016. Larger student numbers of course make it easier for us to offer the range of subjects that we consider necessary to be a successful, comprehensive secondary college. It also allows for greater autonomy when it comes to resource use and allocation.

guidance



## Ashdale Cluster Vision

Ashdale Secondary College, Landsdale PS, Ashdale PS and Madeley PS are an integrated, holistic K-12 learning community. Four school sites, one learning environment. As a collaborative partnership we have developed a shared identity assisted by geographical proximity and a strong sense of being an inclusive community. As a cluster we have a common purpose, a joint vision for the improvement, attainment, achievement and progression of young people.

As a Federation of Schools, our collaborative partnership has, and is continuing to develop, sustained cohesive leadership across all levels of our schools. Trust between the schools is fundamental to the effective collaboration and management of the cluster. We share an openness and willingness to operate in a united way. As schools we have been prepared to commit both time and resources to the cluster to ensure its effectiveness and sustainability. We are committed to raising standards and achievements of each of our schools. Capacity building of individuals and teams provides opportunities for self-worth and innovation, that will ultimately achieve greater connectedness, focus and integration within our local context and environment. The collective power of staff in providing pedagogical leadership, program coherence, service management and student wellbeing is emerging and being used across the Cluster.

Over the last three years the Ashdale Cluster has been operating as a 'soft federation' (a term recognised internationally to describe schools that effectively collaborate). Each school has maintained its uniqueness while a strategic committee (school principals) with delegated powers has established the overarching directions and vision for K-12 education across the cluster. The four schools have developed common goals and protocols, making decisions in areas such as curriculum, student support, human resource management and financial reporting. As strategic directions have been set, the committee has delegated responsibilities through school leadership structures, identifying and employing administrative and teaching capacity and strengths. We have also concentrated on the effective sharing of this knowledge and expertise across each site.

This collaboration has led to outstanding progress and achievements in areas such as literacy and numeracy, science and technology, student and staff health and wellbeing, facilities management, budgeting and visionary educational thinking based on research for our future development as a cohesive group. We are currently operating in a model that builds capacity, coherence and sustainability across the cluster. As an Independent Public School Cluster we envisage the continued expansion of our federation with the ability to employ more flexible approaches to better address the needs of our local community.

## Pathways to a Successful Future

To ensure that each student maximises their potential academically through their secondary education at Ashdale Secondary College, we will provide pathways that extend them academically, as well as promoting student endeavour in the fields of sport, culture and service to our community. Our aim is to successfully prepare our graduates for post school destinations such as university, TAFE, employment and life as Australian citizens.

At the College we have developed teaching and learning programs aimed at reducing the gap between the real world and the school environment. We work to achieve this through the inclusion of technology into the curriculum and exposing our students to the global community using the latest technology. Life for an Ashdale student and in fact all students of the 21st century, is very different to our traditional view of a school environment. At the College, students have instant connectedness to immeasurable amounts of information via the internet. Our role is to ensure that we foster skills in our students that allow them to work their way through this information, synthesizing it to make informed decisions in a creative and critical manner.

With these considerations in mind, Year 11 and 12 pathways are being designed to provide students with a wide range of opportunities and pathways that will help facilitate their future lives and promote continued success.

community

## Academic Review 2012

Academic achievement at Ashdale Secondary College continued to progress in all facets in 2012 across the range of key performance indicators used to judge performance in Western Australian Government schools.

Analysis of Ashdale Secondary College academic data for Years 8, 9 and 10 relates to the comparisons within the College between English, Mathematics, Science and Society & Environment, comparisons with the State figures and comparisons with schools classified as our "Like" schools.

Key analysis categories relate to the percentage of students who:

- Fail a subject,
- Attain a D grade (Unsatisfactory pass), and
- Achieve excellence through attainment of an A grade.

Consistent academic tracking, clear guidelines for staff, clear guidelines for students, heightened expectations and continual analysis and reflections about student performance ensured that the 2012 academic data demonstrated that:

- 99.2% of students across Years 8-10 passed Maths, English, Science and Society & Environment (MESS) within Ashdale Secondary College which is significantly ahead of the figures presented State and "Like" Schools figures.
- The percentage of students attaining a D Grade in MESS subjects in Years 8 & 9 is significantly lower (in most learning areas more than 50% lower) than the State and "Like" Schools figures.
- Students in Year 10 Mathematics and Science attaining a D Grade are lower than the State average and "Like" schools.
- In the area of exemplary achievement, attainment of an A grade, students at Ashdale Secondary College in 2012 either matched or significantly achieved above the State and "Like" school figures in all MESS areas.

Of particular note in the exemplary category were the performance of students attaining an A grade (as compared with the State and "Like" schools) at Ashdale Secondary College in:

### Year 8

Mathematics -1.5% above State and "Like" schools  
S&E -4% above State and 5% above "Like" schools  
Science -4% above State and 8% above "Like" schools

### Year 9

English -1% above State and 4% above "Like" schools  
Mathematics -2% above State and 3% above "Like" schools  
S&E -10% above State and 11% above "Like" schools  
Science -5% above State and 8% above "Like" schools

### Year 10

Mathematics -6% above State and 8% above "Like" schools  
S&E -0.4% above State and 1% above "Like" schools  
Science -7% above State and 9% above "Like" schools

Figures quoted are verified through a variety of moderation procedures mirroring those of Senior School including, but not limited to, individual, class, cohort and cross school marking, assessment verification and cross marked materials.

While these figures take no account of the intangible benefits made for students in the areas of pastoral care,

individual attention and character development which are more difficult to equate, the figures clearly point out that the assessment practices and standards at Ashdale Secondary College ensure that students achieve at or beyond those in other schools across the State or in our category of "Like" schools.

## NAPLAN Data 2012

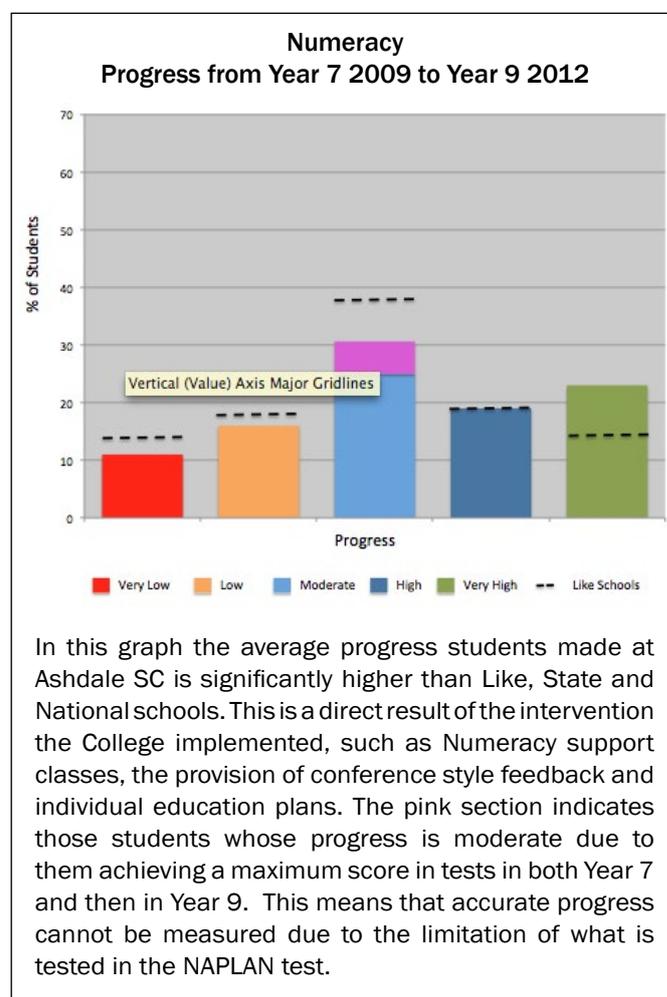
The National Assessment Program Literacy and Numeracy (NAPLAN) assess all students in Australian schools in Years 3, 5, 7 and 9. In 2012 210 Year 9 students sat the testing during May, over a four day testing period.

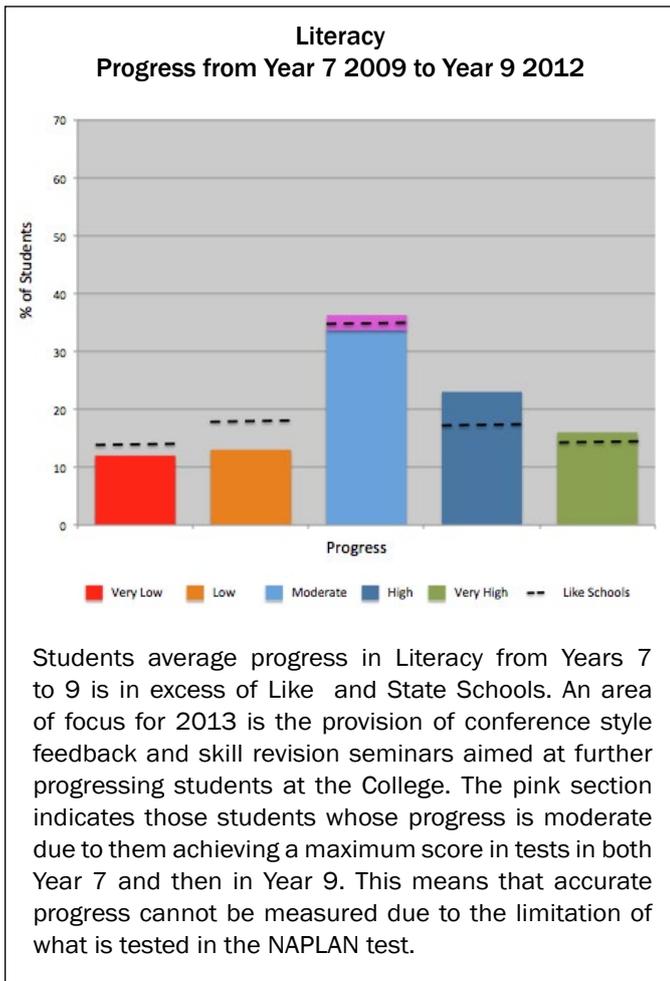
The College was committed to building on the successes in the area of numeracy in 2011 and as such applied the "student coaching" model across both English and Mathematics in 2012. The College employed specially trained teachers to work one on one with top performing students on the areas of test literacy and targeting teaching, ensuring that students had the best opportunity to achieve their potential during the testing period.

Achievement in the tests indicate that our cohort is achieving very close to or above the WA School Mean in all tests.

A more indicative indicator of student achievement was the progress from Year 7 to Year 9. The College significantly outperforms like schools in the progress made to students.

The graphs below represent the progress or 'value adding' students have made between Years 7 and 9 in NAPLAN testing.





## Attendance

There is strong evidence that links high attendance to positive educational outcomes for students. The focus for the commencement of the year was to ensure that Ashdale SC had in place accurate and sustainable methods of recording attendance and follow up processes.

In 2012 Ashdale SC's attendance was 89.1%. The biggest impact on student attendance was holidays during school time, a severe winter flu season and family related issues.

To assist students who are absent for an extended period of time for a variety of reasons the College implemented Individual Attendance Monitoring Plans (IAMP's). Staff, students and parents worked collaboratively to implement strategies to support learning when extended absences occurred. The IAMP's were successful as they maintained and then improved attendance, which in turn enhanced academic achievement.

### Strategies for Improvement of Attendance:

A number of support mechanisms are in place to encourage student attendance rates. These include:

- Implementation of the "Message You" SMS system.
- Implementation of the Absentee Phone Line.
- Staff entry directly into SIS attendance module.
- A cluster approach to attendance issues, including a pamphlet for the purpose of raising awareness of the impact holidays have on student outcomes.
- Case management of identified students through home

and agency partnerships.

- Open and ongoing communication between student services team and families.
- Intervention by District Attendance Officers.
- Use of online teaching and learning systems to provide long term absent students with the opportunity to continue teaching and learning programs remotely.
- Phone calls home to support student attendance.
- Newsletter reminders.
- An item at assemblies.
- Attendance discussed at all parent information evenings.
- Implementation of Individual Attendance Monitoring Plans.
- Referral to the Behaviour and Attendance Team (BAT) Year 8-10
- Referral to the Participation Team Year 11-12

## Student Numbers & Future Growth

### Student Numbers 2009 - 2012

Year	Total	Yr 8	Yr 9	Yr 10	Yr 11
2009	151	151			
2010	280	124	156		
2011	529	245	132	152	
2012	721	244	221	122	134

In 2012 the College has continued to expand in line with the anticipated growth of the Cluster of schools. Year 9 and 10 cohorts have decreased slightly between 2011 and 2012.

While it was initially anticipated that the school would expand at a faster rate than it has, we are still receiving a significant number of out of area expressions of interest. Parents have identified that we are an Independent Public School and that we have a strong reputation for excellence throughout the community. Our predicted enrolment numbers for 2014 are 1,200.

## Transition

The purpose of the Cluster transition program is to build positive relationships with students, parents, community and partner primary schools. Key strategies included primary school visits and student visits for specialist programs such as the Science Spectacular, Cluster Muster and Year 7 transition days. This resulted in over one hundred expressions of interest from families outside of our intake area, wishing to enrol at Ashdale SC.

To support student's transition to high school, students were invited to the College to participate in classes and to meet new friends during November, with parents provided with the same opportunity at the annual 'Meet the Teachers Night'. The Year 7 parent night was well received with over 250 parents and students attending.

As part of the planning for Year 7s entering high school in 2015, the College has commenced planning for a transition program to start with the current Year 4s who will be the first group of Year 7s to attend the Secondary College.



## Specialist Technology Science Program

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Last year, the students involved in the Specialist Technology Science Program at Ashdale SC completed a sustainability project which demanded that they take on the role of an architect by designing a home that complied with the principles of sustainability.

To complete this project, the students had to draw on, and develop, a range of skills including researching and gathering environmental information, time management, creating accurate scale models and mapping. As a result of the project, the students are now proficient at using a variety of web-based architectural programs such as Google Sketchup and Floorplanner.com.

In addition, the students were able to present their completed projects to the wider community through the Sustainable Homes Showcase held at Ashdale SC in June. The Showcase allowed the students the forum to demonstrate their detailed understanding of the principles of sustainable design.

Throughout the project, the students had the benefit of working with an industry expert from Solar Dwellings who ran a workshop with the students and presented awards at the Sustainable Homes Showcase.

Phase two of the project required that students draw on their newly attained knowledge of sustainable design to draft a 'Sustainability Audit' which was then used to assess the surrounding neighbourhood's compliance to the principles of sustainable living.

Based on the information gathered, the students created an awareness campaign that both highlighted and educated the general public in the ways they can become more sustainable. A number of students designed brochures for a 'pamphlet drop' which was held in the local neighbourhood. Some students created short documentaries which were posted on "Youtube" whilst other students utilised social networking services like 'Facebook' to create their awareness campaigns.

Another major project was the collaboration of students to form the Ashdale SC App Team. The College was approached by Federal MLA Member for Cowan, Luke Simpkins to create two Applications for smart phones and tablets. Both Apps are directed towards assisting the community by identifying the location of dumped shopping trolleys, graffiti tags, abandoned vehicles, damaged local government infrastructure like park play equipment and broken footpath pavers. These Apps support the community by responding to communal issues that detract from the quality of life and appearance of the electorate.

As part of this project students got to collaborate with the Luke Simpkins to discuss ideas and design solutions. They worked in groups to produce design solutions which they had to pitch to the client. Once the Apps were designed they were launched on the App Store allowing free access to all community members.

## Autism Extension Program

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This Program is designed to support students with a diagnosis of high functioning autism to achieve their academic potential. During 2012 the Autism Extension Program continued to provide student support in mainstream classes whilst providing additional courses that enhanced individual student resilience, independence, understanding and adaptability to community surroundings.

The further development of Ashdale SC as an inclusive schooling environment continued with activities to acknowledge Autism week, whole staff professional learning and on-going support for mainstream teachers in meeting the needs of students with autism.

Ashdale SC continues to grow and build this program in collaboration with the Centre of Inclusive Schooling with the model being based on the latest research.

innovation

## Primary Science Extension Program

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The 2012 Ashdale Cluster Primary Science Program consisted of two parts; the Year 5 Enrichment Program and the Year 6/7 Visitation Program.

The Year 5 Enrichment Program involved 8 students from each of our cluster primary schools attending the Ashdale SC laboratories two hours per week for a whole term. Term 1 and 3 involved extension students from each school, term 2 and 4 involved students who had a passion for Science. The teaching program incorporated practical learning experiences spanning Biological, Chemical and Physical sciences with real life application. These sessions were delivered by one of our specialist science teachers from Ashdale SC.

In 2012 the primary Visitation Program was delivered in two ways. Either a specialist teacher attended the primary school with two Science leader representatives to deliver a series of lessons based around the individual needs of the school.

Madeley PS chose this method of delivery and focused the learning around the Earth and beyond strand. This involved 2 lessons of investigation in which students tested the effect of drop height on crater size using large trays of sand and various model craters. The lessons then looked at sustainability of the Earth and the story of the polluted river. This involved students understanding how everyday actions can lead to pollution. Students produced a poster to raise awareness of pollution and how we could keep the Swan River clean.

Ashdale PS and Landsdale PS chose to attend Ashdale SC as part of their Visitation Program using our specialised laboratories. Ashdale PS focused their learning around Energy and change with lessons involving scientific enquiry and investigation skills. One of the aims was to investigate the effect of distance of light source on output of a solar panel and relate this to everyday life.

Landsdale PS also chose to focus on investigation skills but via a chemical science approach. Students investigated different separating techniques such as filtration and evaporation to remove salt from a salt and pepper mixture. Students used the Bunsen burner safely and all received a Bunsen burner licence!

The Visitation Program has been a huge success, feedback from the primary schools has been very positive. The students have really benefited from access to our specialised staff and laboratories.

## Teacher Qualifications

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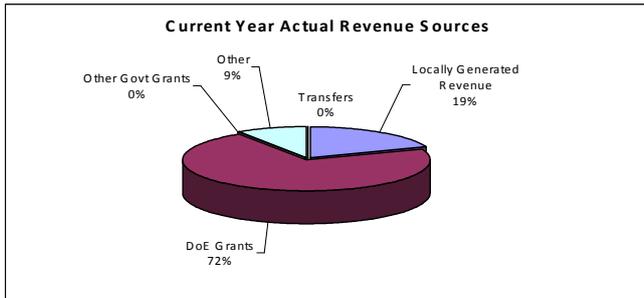
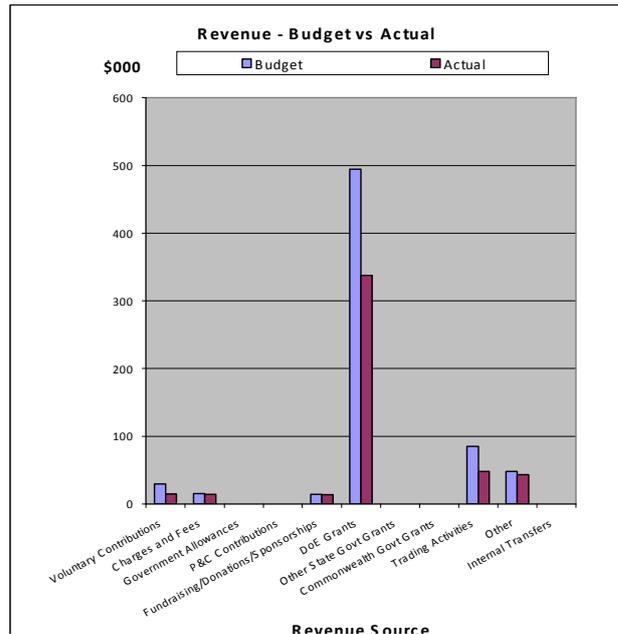
In 2012 there were 88 staff employed at Ashdale SC comprising 53 teaching staff and 35 support staff. All teaching staff at Ashdale SC meet the professional requirements to teach in WA public schools and can be found on the public register of teachers of WA College of Teaching. All staff hold the relevant 'Working with Children' clearance. Within the teaching staff three are senior teachers, four are level 3 teachers and 6 are currently engaged in further study for higher degrees.

Ashdale SC recognises the importance of building the quality of future teachers. Ashdale SC through its partnership with ECU, started the Residency Program in 2010 and had a number of pre service teachers completing teaching practicum within the school over the course of the year.

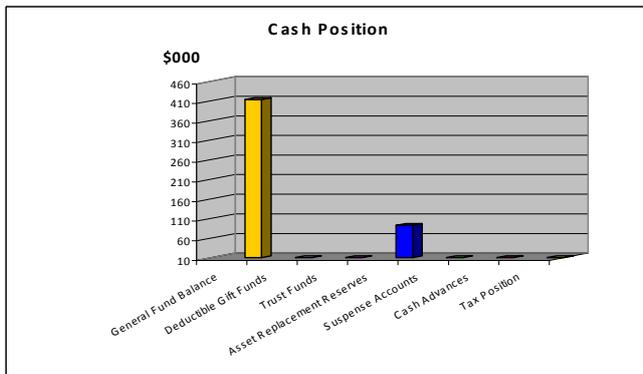
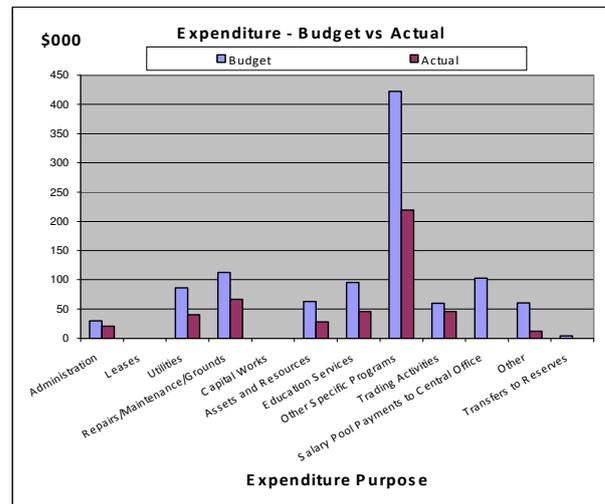


## Financial Summary

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 29,640.00	\$ 14,575.50
2	Charges and Fees	\$ 15,362.00	\$ 14,390.04
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 14,177.00	\$ 13,630.84
6	DoE Grants	\$ 494,133.47	\$ 337,511.95
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 85,000.00	\$ 48,248.86
10	Other	\$ 48,164.00	\$ 43,204.05
11	Internal Transfers	\$ -	\$ -
	<b>Total</b>	\$ 686,476.47	\$ 471,561.24
	<b>Opening Balance</b>	\$ 419,975.47	\$ 419,975.47
	<b>Total Funds Available</b>	\$ 1,106,451.94	\$ 891,536.71



	Expenditure	Budget	Actual
1	Administration	\$ 30,214.00	\$ 20,769.13
2	Leases	\$ -	\$ -
3	Utilities	\$ 86,023.84	\$ 40,289.28
4	Repairs/Maintenance/Grounds	\$ 112,305.00	\$ 66,728.66
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 62,907.00	\$ 28,379.39
7	Education Services	\$ 95,725.00	\$ 45,697.84
8	Other Specific Programs	\$ 421,919.00	\$ 219,135.30
9	Trading Activities	\$ 59,918.00	\$ 45,533.79
10	Salary Pool Payments to Central Office	\$ 103,063.00	\$ -
11	Other	\$ 60,311.00	\$ 11,791.36
12	Transfers to Reserves	\$ 4,000.00	\$ -
	<b>Total</b>	\$ 1,036,385.84	\$ 478,324.75



Cash Position as at:	
<b>Bank Balance</b>	\$ 498,690.46
Made up of:	\$ -
1 General Fund Balance	\$ 413,211.96
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 92,109.95
5 Suspense Accounts	\$ 1,474.08
6 Cash Advances	\$ 879.67
7 Tax Position	\$ 7,225.86
<b>Total Bank Balance</b>	\$ 498,690.46



The 2012 Ashdale Cluster & Ashdale Secondary College Annual Report was presented to and accepted by the Ashdale Cluster Board at the meeting on Monday 10th June 2013:

.....  
Cluster Board Chairperson

.....  
Principal