

Four schools,
one learning environment



Ashdale
Secondary College



ANNUAL REPORT 2014

Ashdale Secondary College and
Ashdale Cluster Schools



An Independent Public School Cluster // Achieving a Positive Future

ASHDALE SECONDARY COLLEGE ANNUAL REPORT 2014

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.





Introduction

It is with pleasure that we introduce the 2014 Ashdale Secondary College Annual Report to the school and the wider community. As an Independent Public School we are very proud of the achievements of our students and staff throughout 2014 and the information provided herewith supports and acknowledges many of these.

Academically, 2014 was a highly successful year for Ashdale Secondary College. Our second cohort of Year 12 students graduated with excellent results. For the first time our students achieved 100% West Australian Certificate of Education (WACE) and 100% achieved attainment. Our Year 9 students continued to achieve well in NAPLAN with results in Literacy and Numeracy exceeding or equalling National and State averages. High results have been reflected across all year groups and Learning Areas with many subjects out-performing 'Like School' and State averages. Our Year 10 students who did not achieve Band 8 in NAPLAN in 2013 sat the Online Literacy and Numeracy Assessment (OLNA) which is a requirement for the new WACE. The College supported students via a conferencing model to attain OLNA.

As we moved through our fifth full year as an Independent Public School we also entered the third year of our 2012-2015 Business Plan. With full implementation well underway this Plan links the College vision, ethos, values and beliefs about learning and teaching to strategic and operational planning to improve student outcomes. Embedded within this is the vision of being the school of choice for the local and wider community through the provision of a safe and welcoming learning environment that supports students in their academic, sporting, social and cultural endeavours. The ensuing growth in student population, estimated at 1650 by 2016, is central to the completed Stage 3 Building Program, as well as the Transition Program for the Move to Year 7. Continuing to provide our students with a world-class learning environment, state of the art technology and a very high level of pastoral care have all been guiding factors to both of these programs, which were officially launched in 2013.

As the College grew in 2014 so did the variety of events and opportunities provided to our students. Two of the year's highlights were certainly our Year 12 Ball in Term One, and Year 12 Graduation Ceremony held at the University of Western Australia (UWA). Across all Learning Areas students were invited to be involved in a myriad of extra-curricular and subject-specific activities. From the Year 9 Canberra Tour to the Australian Mathematics Competition to the Year 11 and 12 Work Placements, our students excelled and thrived. Within The Arts students were involved in exhibitions, public performances, dance competitions and Cluster concerts. The Netball and Soccer Academies flourished under the direction of the



Physical Education staff, as did our success at inter-school sporting events. Our Specialist ICT Program continued to gain momentum with students successfully entering National competitions that provided them with numerous opportunities to showcase their skills and receive invaluable industry feedback. The on-going involvement of our students with community service, both inside and out of the College, is demonstrative of their strengths and personal aspirations. We are justifiably proud of our students' involvement in different activities and events, and will continue to support their participation within them.

As the information presented shows, 2014 was another very successful year for students at Ashdale Secondary College. This success is only possible due to the motivated, caring and talented staff at the College. The strength of our results is based around quality teaching. It is important to acknowledge the professionalism of our staff and thank them for their continued commitment to improving and enhancing the learning outcomes of our students. It would be remiss not to also recognise the enthusiasm and dedication our students display on a daily basis, embracing the opportunities presented to them. As a school we believe in a culture of continual improvement and look forward to 2015 being another year of growth and success.

Carol Strauss
Principal
Ashdale Secondary College

2014 Highlights

Academic

- Elevate Program
- Senior School Enrichment Program
- Implementation of the Australian Curriculum
- Guest Speaker Program
- Society & Environment Year 9 Canberra Tour
- NAPLAN and OLNA testing
- Literacy and Numeracy conferencing
- West Australian Junior Math Olympiad
- Australian Mathematics Competition
- Year 10, 11 and 12 exams
- Year 12 ATAR exams
- Specialist Technology Science Program
- Infomatics Competition
- Cannabis Awareness Competition
- Screen It
- World Maths Day
- Visual Arts Exhibition
- Work placement
- National Literacy and Numeracy Week
- National Book Week & Spelling Bee
- Arts Performance Night
- ACHPER Dance Festival
- National Science Week
- Halogen Foundation Leadership Conference
- Year 12 Perspectives Exhibitionist
- Young Originals Art Exhibitionist
- Book in a Day Competition
- The IBIS (Ashdale student magazine)
- Commercial radio station broadcast at West Coast TAFE
- EV Challenge
- WA State Band Festival entry
- YOH Fest Drama entry

Sporting

- Sport Academies
- Sporting Carnivals
- Interschool Sporting Competitions
- Netball Academy won Intermediate Shield at the Gold Coast Netball Carnival

Cluster

- Year 5 Primary Science Extension Program
- Cluster Primary Dance Troupe
- Cluster Muster Arts Festival
- Year 6/7 Science Visitation Program
- Primary Reading Program
- Cluster Band Program
- Primary Parent School Tours
- Year 6 and Year 7 Transition Programs

Student Well-Being

- Positive Behaviours in Schools Focus Week
- Onpsych Services involvement
- National Antbullying Day of Action
- Peer Support Program
- Are You Ok? Day
- Active Day In
- Team building day for Year 7 transition
- Reward excursions
- Careers Expo
- Comic Book Club
- AEP Community Access Program
- Autism Awareness Week
- Cyber Bullying presentations for students and parents
- Year 8 Master Mentor Games
- SARC presentations
- Edith Cowan University Mentor Program
- Health and Wellbeing Expo
- New Parent Community BBQ
- Fundraising ventures
- Headspace Seminars for students and parents
- Relationships Australia technology parenting workshop
- Year 12 School Ball
- Graduation Ceremony
- Lego Club
- Community Nurse Positive Relationships workshops





Senior School Review 2014

Ashdale SC has implemented a model of a Junior School and Senior School that will provide a seamless education for our students, yet be distinctive in catering to the needs of their specific cohorts. The Junior School caters for students in Years 7 to 9, whilst the Senior School caters for Years 10 to 12.

The Senior School report addresses Business Plan Priority 1: 'Academic Achievement' in general and Foci 1.5: 'WACE Achievement' in particular.

The 2014 school year culminated in the graduation of our second cohort. These students have experienced a vast array of learning opportunities over the last five years. To ensure their success in Year 12 the following strategies were utilised:

- Senior School Enrichment Program
- Elevate Education seminars
- Subject specific intense tutoring
- Mental health and well-being seminars.

The combined efforts of staff, students and families resulted in an Attainment rate of 100% and a Graduation rate of 100%.

Tertiary Entrance

37 Year 12 Ashdale Secondary College students [35%] engaged in the 2014 Westralian Australian Certificate of Education (WACE) Exams and applied for Tertiary Entrance, with a median Australian Tertiary Aggregate Rank (ATAR) of 75.4. Altogether, 37 (100%) students received an ATAR high enough to get into university by direct entry.

8% of students received an ATAR in the 90s (ie. in the top 10% of the State), 35% received an ATAR greater than 80 (ie. in the top 20% of the State) while 57% received an ATAR greater than 70 (ie. in the top 30% of the State).

57% of our Year 12 ATAR courses had a WACE exam mark higher than the Department of Education state and like school mean average while 75% had a WACE exam mark higher than the Department of Education like school mean average.

In 2014, the top TER of 95.25 was achieved by Konrad Obara. Lizelle Roux was named the College VET Dux. The Dux Awards are recognised for the completion of school based coursework throughout 2014.

Vocational Education

83 Year 12 students (78%) undertook Vocational Education and Training Programs (VET) as stand alone and inclusive programs, complementing their WACE Course studies. All 83 students (100%) completed a Certificate II or higher. This placed Ashdale as one of only six schools in the state to achieve 100% attainment.

Destinations

100% of Ashdale students achieved a post school destination of university, TAFE, an apprenticeship, a traineeship or employment. Specifically, 43 students (41%) accepted university placements, 35 (33%) accepted a place at TAFE, 15 students (14%) have been offered apprenticeships while 13 students (12%) have taken up employment opportunities.

Median Australian Tertiary Admissions Rank 2014

Year	School	Like-Schools	State
2014	75.4	68.9	75.6



Year 12 Participation

Year	Eligible Year 12 Students	Number acquiring an ATAR	VET: No. of students participating in a Cert II or higher	VET: No. of students completing a Cert II or higher
2014	106	37 (35%)	83 (78%)	83 (100%)

Year 11 and 12 Highlights - Academic Summary

- 100% WACE (graduation)
- 100% Attainment - 1st in the State
- One of six schools to achieve 100%
- 78% Certificate participation rate
- 100% attainment of Cert II or higher
- Median ATAR of 75.4
- 8% of our students received an ATAR in the top 10% (90+)
- 35% of our students received an ATAR in the top 20% (80+)
- 57% of our students received an ATAR in the top 30% (70+)
- 100% of our students achieved an ATAR sufficient to make them eligible for university entrance
- 100% ATAR students applied to TISC
- Top ATAR student received an ATAR of 95.25
- Students in all Stage 3 ATAR subjects achieved within the statistically expected range for like schools in ATAR exams
- 57% of our ATAR courses had an average mark higher than all public schools
- 75% of our ATAR courses had an average mark higher than like public schools
- Two Certificates of Commendation

Junior School Review 2014

The College continues to provide comprehensive teaching and learning programs across the Junior School. The development of these programs is informed by student assessment data, moderation and backward mapping processes to ensure students are well prepared as they enter Senior School. Student assessment data continues to indicate that the achievement of ASC students is above like schools in both C and B grades. A focus on Higher Order Teaching Strategies, Assessment Literacy and individualised feedback for students has been implemented to reinforce the focus on student achievement for the top end students.

In 2014 the Learning Areas of English, Mathematics, Society & Environment and Science began implementation of the Australian Curriculum, with full implementation commencing in 2015. The Australian Curriculum aims to improve the learning of all young Australians through world class school curriculum, assessment and reporting.

Ashdale Secondary College is founded on the basis of "Positive Education" and the Junior School team continues to base their work, policy development and planning on this philosophy. Student engagement and behaviour across the school is excellent with only 3.4% of students being suspended and 0.3% being suspended more than once.



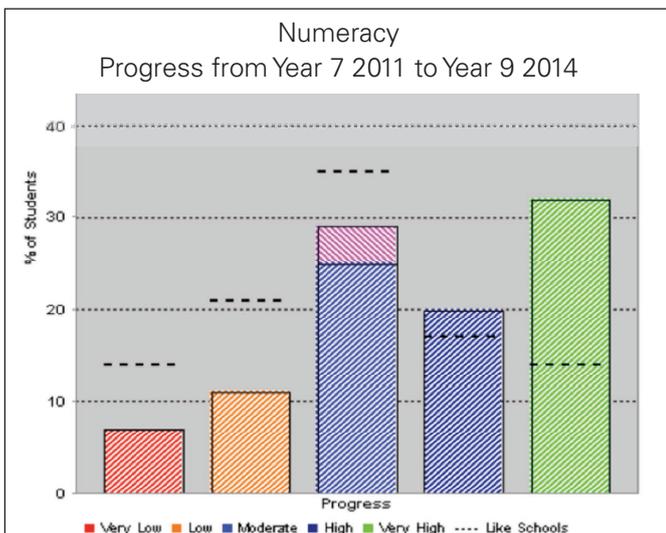
NAPLAN Data 2014

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. In 2014, 249 ASC Year 9 students completed the testing over a four day period in May.

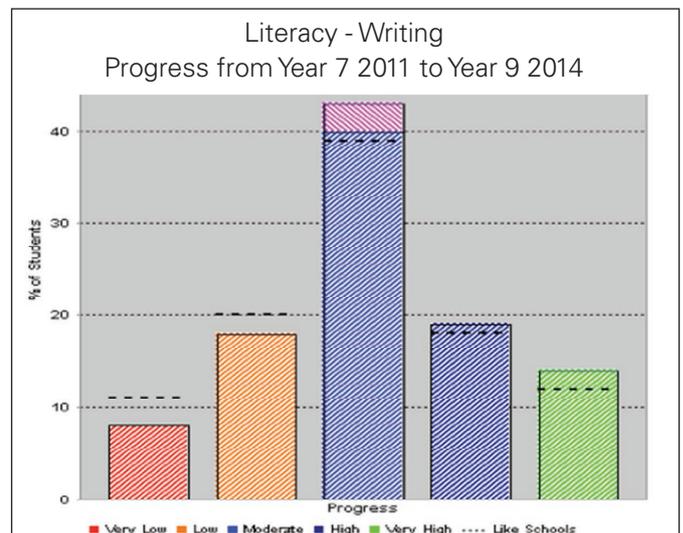
The College was committed to building on the successes achieved in the area of Numeracy and Spelling in 2013 and as such continued a refined student conferencing model for both Literacy and Numeracy, conducted through English and Mathematics in 2014. Following a program of testing and identification of strengths and weaknesses, the College employed specialist teachers to work one on one or in small groups with a large number of students in the areas of assessment literacy and relevant skill deficits. This process ensured that students had the best opportunity to achieve to their potential in the formal tests.

Achievement in the 2014 tests indicate that our cohort of Year 9 students is achieving very close to, or above, both the National and WA School Mean in all tests. Numeracy, Reading and Grammar & Punctuation results were particularly noteworthy this year with ASC performing above expected compared to all other WA public schools.

Another indicator of student achievement was the progress mapped from Year 7 to Year 9 within NAPLAN. The College significantly outperforms like schools in the progress students have made. The graphs represent the progress or value adding students have made from the testing conducted in Year 7 to the testing in Year 9.



As demonstrated within this graph the average progress made by students at Ashdale SC is significantly higher than identified like schools. A large number of students have also been recognised as progressing at a level that is very high. This is a direct result of the support measures the College implemented, such as specialised Numeracy classes, the provision of conference style feedback and individual education plans. The pink shading indicates those students whose progress is deemed as moderate due to them achieving a maximum score in tests in both Year 7 and Year 9. This means that accurate progress cannot be measured due to the limitation of what is tested in NAPLAN.



Within Literacy, and in particular the Writing test, the average progress of students at Ashdale SC exceeded those of like schools. The majority of students have a progression within Writing that is deemed moderate, high or very high. The inclusions of student conferencing, skills-based homework packages and the explicit incorporation of literacy into the general curriculum have all contributed to the progress made by students at the College within all areas of Literacy testing via NAPLAN. The pink shading indicates those students whose progress is deemed as moderate due to them achieving a maximum score in tests in both Year 7 and Year 9. This means that accurate progress cannot be measured due to the limitation of what is tested in NAPLAN.



Transition

Ashdale Secondary College coordinated with the Cluster primary schools: Madeley, Ashdale and Landsdale, to run a four week transition in November 2014 for students entering Year 8 in 2015. Two hundred and eighty students participated in a timetable of core subjects and a taster in Design & Technology, Food, Visual Art, Dance and Physical Education. Eight primary staff joined Ashdale staff to deliver the curriculum.

During the program, students participated in a range of other experiences aimed at building resiliency and teamwork. This included an Active Day where students were able to compete in a variety of fitness activities, Laser Corps Challenge Day and a number of team activities including quizzes, puzzles and memory games.

The students also engaged in a Peer Support Program run by Ashdale's Year 10 cohort. This allowed the transition students to feel comfortable with the 'big kids' and identify mentors in the older years. This program also enabled students to build strong relationships with positive senior role models and have their questions about high school answered.

One of the key goals of the program was to engage students in targeted pastoral care experiences. This provided an opportunity for each child to develop positive relationships with teachers, students and members of the Student Services Team. Additionally, Student Services personnel were able to identify individuals who would require additional support in 2015. As a result, the data collected during this process enabled the Team to formulate and implement pastoral care programs in advance of the new school year.

There have been many positive outcomes arising from such an extensive transition program. All students can confidently read their timetables, locate classes and understand College expectations. Students are familiar with key personnel in the College and are comfortable seeking assistance when they require social, emotional or academic support.

Attendance

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

In 2014 Ashdale SC's attendance was 91.4%. Student attendance was impacted by holidays during school time, winter flu season and family related issues.

To assist students who were absent for an extended period of time, the College implemented Individual Attendance Monitoring Plans (IAMP). Staff, students and parents

worked collaboratively to implement strategies to support learning when extended absences occurred. The IAMPs 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:

- Use of the "Message You" SMS system
- Use of the Absentee Phone Line
- Staff entering attendance directly into SIS system
- 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 on-going communication between Student Services and families
- Intervention by Regional Attendance Officers
- Use of online teaching and learning systems to provide students with long term absences the opportunity to continue their learning programs remotely
- Phone calls home to support student attendance
- Newsletter and assembly reminders
- Attendance discussed at all parent information evenings
- Use of Individual Attendance Monitoring Plans
- Referral to the Behaviour and Attendance Team (BAT) Years 8-10
- Referral to the Participation Team Years 11-12



Student Numbers & Future Growth

Student Numbers 2009 - 2014

Year	Total	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
2009	151	151				
2010	280	124	156			
2011	529	245	132	152		
2012	721	244	221	122	134	
2013	970	250	243	226	126	125
2014	1016	233	231	254	192	106

The College continues to experience growth in student numbers. The Ashdale area is still growing and this year saw further releases of land and housing developments within the boundaries for our local student intake. Growth in student numbers will continue for the next few years as the half cohort exits Year 12, Year 7 students enter secondary school and numbers in middle primary across our Cluster schools continue to grow.

The College continues to receive a significant number of 'expressions of interest' for enrolment from outside of our local intake area, indicating that we are a school of choice.

Teacher Qualifications

In 2014 there were 132 teachers employed at Ashdale SC, comprising 68 teaching and 64 support staff. All teaching staff at Ashdale SC met the professional requirements to teach in WA and can be found on the public Teacher Registration Board (TRB). Many of the teaching staff at Ashdale SC also have post graduation qualifications or are working towards these.

Ashdale SC has a focus on career development for all staff and in 2014 there were seven Level 3 Classroom Teachers, with another three staff attaining this status by the end of the year. In addition, ten teachers have also achieved their Senior Teacher status. The College has developed and is delivering a range of career development programs including: Aspirant Leaders, Women in Leadership, Innovation Grants and Teacher Projects.

The College continued to strengthen its partnership with Edith Cowan University through the Pre-Service Teacher Program, ECU Ashdale Research Centre and Teacher Learning opportunities.



Specialist Technology Science Program

The Ashdale Secondary College Specialist Technology and Science Program (STSP) is a three year program, commencing in Year 8 and progressing through to Year 10. The STSP curriculum is designed and modified to suit the needs of selected students. By utilising the Australian Curriculum and research based learning models, we aim to develop the ICT capability of students as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all Learning Areas at school, and in their lives beyond the school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

The vision of the STSP is to develop a seamless ICT infrastructure and pedagogy, which enables staff and students to easily engage with and develop 21st century fluencies. The STSP strives to be recognised as leading all schools in WA, in the effective use of ICT.

In 2014 the STSP had a total of 90 students across Years 8, 9 and 10, with approximately 30 students per class. For students involved in the STSP there are a variety of Senior School pathways available to them once they have completed the course. Most of our students who have entered Years 11 and 12 follow an ATAR pathway, which allows them to gain entrance into university courses. The WACE courses offered to our students in Year 11 are Applied Information Technology and Computer Science.

One of the guiding principles of the STSP is to develop community partnerships which enhance our students' learning experiences. In 2014 we worked hard to extend our collaborative relationships. Throughout the year students were involved in various activities including:

- Edith Cowan University (ECU) In-class Mentoring Program: Students took part in a 5 week online computer programming competition called the Nation Computer Science School Challenge which is run by the University of Sydney.
- Ashdale Secondary College Innovation Grant: In 2014, the successful application submitted by Alex Myer resulted in the acquisition of a multi-purpose video gaming table enabling students to test games that they have created in the STSP and Year 9 Video games programming course. The assembly of the table involved skills in construction and wiring electronic circuits.
- Scitech Robotics Workshop: Students took part in a workshop that showed how the rapid increase in technology in our everyday lives means we are increasingly using robotics and programming on a day-to-day basis. Students programmed Lego NXT robots to solve a problem requiring the use of four different sensors. The workshop introduced students to the concept of programming as a use of language, the presence of programming in our lives, the commonality of robots and possible careers in IT and robotics.
- Adobe Workshop: Dr Tim Kitchen, Senior Education Advocate for Adobe in the Asia-pacific region ran a full day workshop involving our students in using the latest Adobe software packages to enhance their learning through skills gained in presentation, animation, video production and digital communication.
- CSIRO ICT Partnership: Students benefitted from the expertise of an industry mentor (Alex Hartner) through the setting up and programming of the video table gained through the Innovation Grant.
- The Big Day In event at the Perth Town Hall which showcased careers in ICT
- Fundraising projects where students used their entrepreneurial skills in setting up businesses in cookie sales and face-painting.
- Radio broadcasting where students enjoyed composing and producing an hour of radio programming with Twin Cities Radio.
- Competitions and challenges including the AMT Informatics Competition, the ScreenIT film competition, and the NCSS programming challenge.





Primary Science Extension Program

The 2014 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 eight students from each of our Cluster primary schools attending the ASC Science and computer laboratories two hours per week for eight weeks. The sessions were delivered by one of the specialist Science teachers at ASC. Terms One and Three involved extension students from each school and Terms Two and Four 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.

In 2014 the Year 6/7 Primary Visitation Program was delivered for one hour per week in the laboratories at ASC. The lessons were built around the key concepts of dissolving, solutes, solvents and solutions, students investigated the effect of temperature on the dissolving process.

Both the Enrichment and the Visitation Programs have been a huge success. Feedback from the Cluster primary schools has been very positive. The students have benefited from access to our specialised staff and laboratories, showing improvement in both student engagement and attainment.

Autism Extension Program

Ashdale SC is one of four schools funded by the Department of Education to provide a specialist program to support students with Autism in Years 8, 9 and 10. The Autism Extension Program is designed to support students with a diagnosis of high functioning Autism to achieve positive academic, behavioural, social and emotional outcomes to maximize independence and access to further education and successful employment.

During 2014, the Autism Extension Program supported three Year 9 students and three Year 8 students. All students received Specialist teacher and Education Assistant support in their mainstream classes and achieved pleasing results. The majority of these students are accessing the Australian Curriculum or West Australian Curriculum Frameworks relevant to each Learning Area.

The Autism Extension Program also provides courses such as VILS (Very Important Life Skills) and CAPS (Community Access Programs) that enhance individual student resilience, independence, understanding and adaptability to community surroundings. Regular CAPS visits expanded students' interactions within the local community (Darch Shopping Centre, Kingsway Shopping Centre) and into the wider community (Hillarys Great Escape, Pot Black in Northbridge, Awesome Festival in Perth and Kailis Brothers in Leederville). Students' skills in ordering food, paying at checkouts and accessing public transport all improved as a result of these courses.

The VILS program addresses increasing social awareness, exploring expected and unexpected behaviours, promotes self-management of anxieties and anger, and organizational skills. The success of these VILS lessons can be measured on how well the student is applying these strategies and understandings within their mainstream classes. Individual pathway planning based on the Person Centred planning model was undertaken for students in each year group. This process involves all stakeholders and student progress is monitored against these plans.

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. The knowledge and skills of the specialist staff within the Autism Extension Program are of the highest quality with attendance at Master classes with key international speakers on the latest Autism practices and regular professional learning from outside agencies.

Ashdale SC continues to grow and build this program in collaboration with the School of Special Needs: Disability (SSEND) with the models implemented being based on the latest research.



Financial Summary

One of the principle sources of revenue for Ashdale Secondary College was derived from Department of Education School Grants and Voluntary Contributions and Charges.

Our compulsory charges collection rate for 2014 was 87% inclusive of the Education Program Allowance received. This was higher than 2013 at 80%.

The voluntary contributions collection rate for 2014 was 74% inclusive of the Education Program Allowance. This was lower than 2013 at 76%.

This funding enabled the school to provide quality learning programs for students.

\$274,676 in funding from the National Secondary Schools Computer Fund was expended on computers, ipads, short throw interactive projectors, network ports and switches, photography equipment and set up of the television studio.

The school continues to purchase significant resources in support of new and current courses of study. In addition to over \$61,000 spent on computers and equipment, the Finance Committee approved further funding to learning areas of over \$36,752 in 2014 for resources and student activities and programs.

\$153,676 was spent on building fabric and infrastructure for outfitting the Berners-Lee Learning Hub information and technology in the library space, as well as fencing the soccer pitch, new carpet and relocation of walls and desks in two specialist IT classrooms.

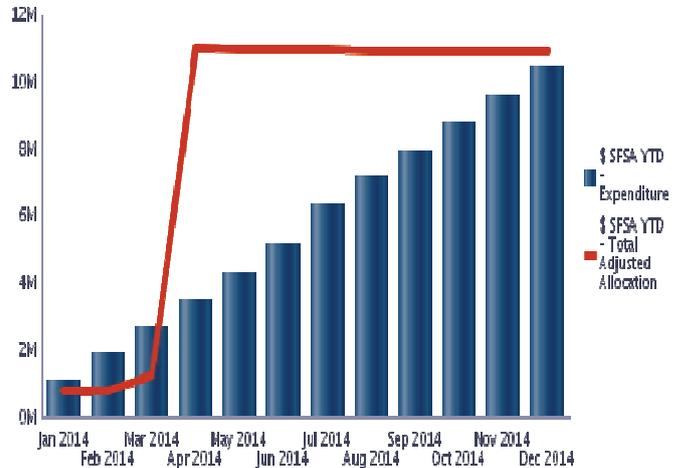
\$155,540 in additional teaching time was allocated to further support Numeracy and Literacy across the school was used in the One Line Budget.

The P&C contributed over \$31,363 to the school in 2014 for purchase of resources such as: \$5000 for graduation gowns, \$10,682 for laser cutter, \$4,686 2 door freezer for café, \$1,080 whiteboard paint, \$500 Lego club, \$218 debating registration, \$2,185 music stands and trolleys, \$1,799 electronic piano, \$1,325 throw back projector, \$660 trolley for Year 7, \$1,542 science equipment, \$1,050 bean bags and \$636 for Art Expo catering.

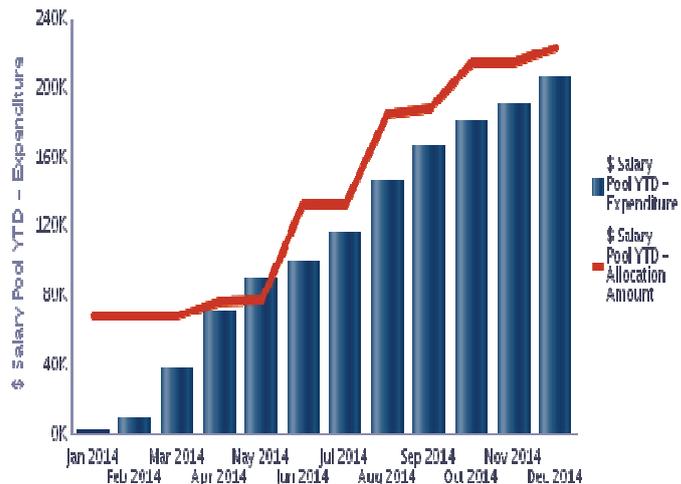
The Ashdale Secondary College school budget is monitored on a regular basis by the School Board, the School Executive and the Finance Committee which ensures financial accountability as well as effective planning and new initiatives for future projects.

ONE LINE BUDGET

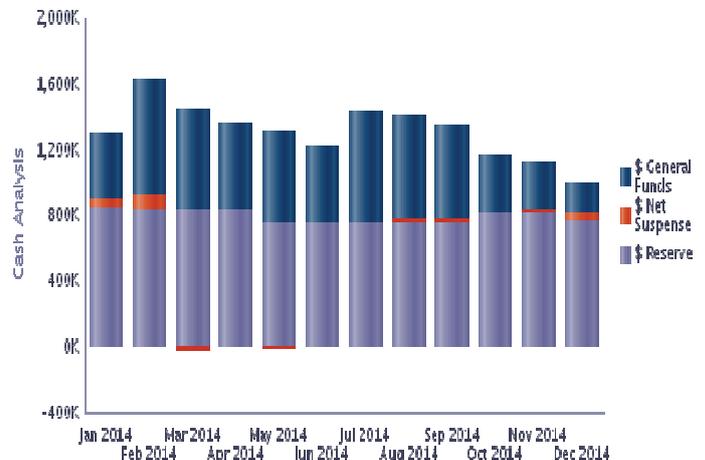
School Flexible Salary Allocation



School Salary Pool



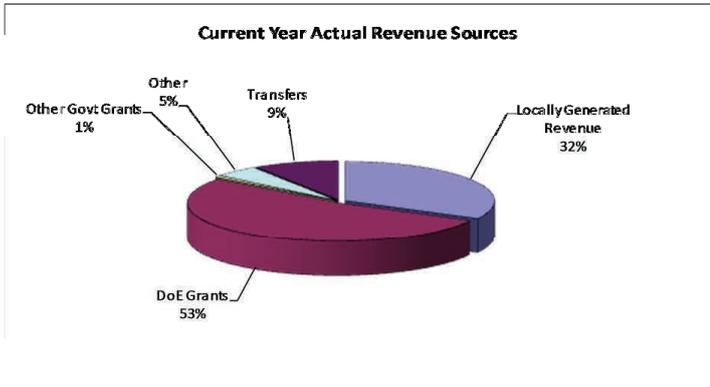
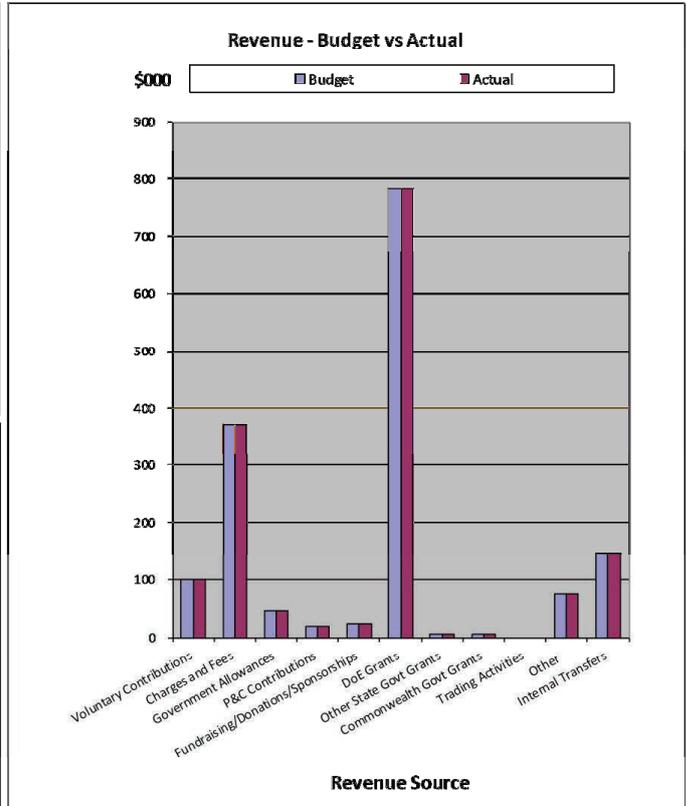
Cash at Bank



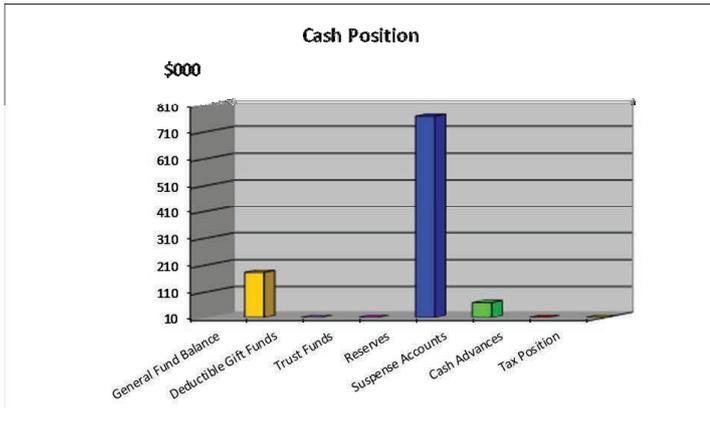
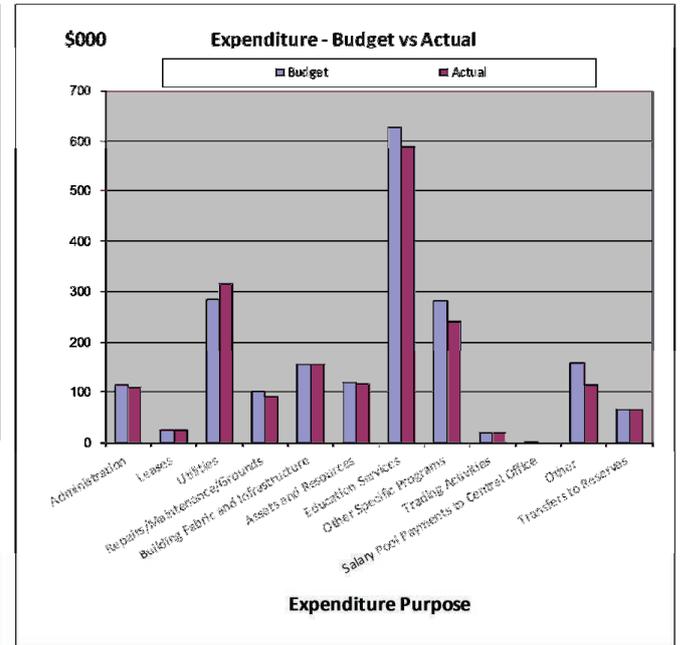


Financial Summary as at: 31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 99,571.00	\$ 99,570.57
2	Charges and Fees	\$ 371,724.00	\$ 371,724.36
3	Government Allowances	\$ 46,765.00	\$ 46,765.00
4	P&C Contributions	\$ 18,805.00	\$ 18,805.24
5	Fundraising/Donations/Sponsorships	\$ 24,476.00	\$ 24,476.74
6	DoE Grants	\$ 783,269.00	\$ 783,268.47
7	Other State Govt Grants	\$ 5,000.00	\$ 5,000.00
8	Commonwealth Govt Grants	\$ 5,760.00	\$ 5,760.00
9	Trading Activities	\$ -	\$ -
10	Other	\$ 75,632.00	\$ 75,632.73
11	Internal Transfers	\$ 146,277.00	\$ 146,277.00
	Total	\$ 1,577,279.00	\$ 1,577,280.11
	Opening Balance	\$ 438,881.00	\$ 438,880.81
	Total Funds Available	\$ 2,016,160.00	\$ 2,016,160.92



	Expenditure	Budget	Actual
1	Administration	\$ 112,783.82	\$ 109,430.07
2	Leases	\$ 24,476.00	\$ 24,475.56
3	Utilities	\$ 282,671.00	\$ 313,753.45
4	Repairs/Maintenance/Grounds	\$ 101,368.00	\$ 89,858.36
5	Building Fabric and Infrastructure	\$ 153,675.82	\$ 153,676.25
6	Assets and Resources	\$ 119,297.00	\$ 115,641.39
7	Education Services	\$ 626,430.45	\$ 589,798.86
8	Other Specific Programs	\$ 281,613.00	\$ 241,576.19
9	Trading Activities	\$ 19,625.00	\$ 19,175.27
10	Salary Pool Payments to Central Office	\$ 1,590.00	\$ -
11	Other	\$ 156,725.97	\$ 112,044.57
12	Transfers to Reserves	\$ 64,320.00	\$ 64,320.00
	Total	\$ 1,944,576.06	\$ 1,833,749.97



Cash Position as at:	
Bank Balance	\$ 1,005,152.10
Made up of:	-
1 General Fund Balance	\$ 182,410.95
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 767,204.71
5 Suspense Accounts	\$ 70,250.44
6 Cash Advances	\$ 600.00
7 Tax Position	\$ 14,114.00
Total Bank Balance	\$ 1,005,152.10

ASHDALE CLUSTER SCHOOLS ANNUAL REPORT 2014

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 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 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.



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 in addition to 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 Literacy.

NAPLAN testing provides the Ashdale Cluster with important information regarding students' Literacy learning. The Cluster develops students' skills 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.

Numeracy

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

- Each school through their planning, has 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 students' 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.

Early Childhood

The Ashdale Cluster of primary schools endeavours 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
- Professionalism

In 2014 particular focus has included:

- 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 development of appropriate intervention plans.
- Integration of school resources within a whole school Literacy and Numeracy Plan.
- Developing links with the wider community to support language acquisition in the early childhood years.



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 2014 the Ashdale Cluster:

- Continued to develop a shared vision and rationale for the development of Positive Education.
- Continued to develop a policy for Student Engagement to ensure consistent procedures, processes and strategies across the Cluster.
- Fully implemented the Aussie Optimism program in the Primary Schools.
- Continued to develop the Virtues and Strengths focus across the Cluster to implement a consistent language and procedures to explicitly develop social, optimism and resiliency skills.

Parent and Community Engagement

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

- 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 Cluster reports on parent/student/staff satisfaction via regular surveys.



Information Communication & Technology

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

To facilitate this in 2014 the Cluster:

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



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

The 2014 Ashdale EAL/D cell is comprised of Ashdale SC, Ashdale, Landsdale and Madeley Primary Schools. The following performance indicators are used to monitor and assess student progress:

- 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 2014 particular focus has included:

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

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 who can teach across Learning Areas and sites as required, thereby addressing the needs of a K-12 learning environment.

Staff within the Ashdale Cluster are continually developing and refining their skills through structured professional learning such as video reflection, Cluster collaboration and involvement with external agencies.

Cluster One Line Budget Summary

Cluster One Line & Contingencies Budget Summary	Ashdale Primary School	Ashdale Secondary College	Landsdale Primary School	Madeley Primary School	Total
School Flexible Salary Allocation (SFSA)	\$7,370,102	\$10,951,236	\$6,852,880	\$4,568,113	\$29,742,331
School Salary Pool	203,716	223,517	118,183	64,115	609,531
Contingencies	868,548	1,005,152	1,093,074	522,611	3,489,385
Total	\$8,442,366	\$12,179,905	\$8,064,137	5,154,839	\$33,841,247