



ANNUAL REPORT 2015



ASHDALE
SECONDARY COLLEGE

Ashdale
Secondary College



— An Independent Public School

Achieving a Positive Future



Our Vision

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. The Principal has entered into a Performance Agreement with the Director General. This Plan and Agreement has been endorsed by the College Board. The 2015 Annual Report reflects the College's Priorities and Targets, as outlined in the 2015-2017 Ashdale Secondary College Business Plan.

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

COLLEGE INFORMATION

School Code: 4181

Principal:
Mrs Carol Strauss

College Board Chair:
Mrs Liz Behjat

School ICSEA: 1027



College Overview

It is with pleasure that we introduce the 2015 Ashdale Secondary College Annual Report to the school and the wider community. As an Independent Public School we are driven by the belief in success for all students, providing them with the skills to achieve their potential throughout their lives. It is their achievements throughout 2015, and those of our staff, that we acknowledge within this Annual Report.

Two new cohorts of students joined the College in 2015, taking our total student population to over 1400. Our first group of Year 7 students were able to use the brand new facilities in Block 9, including Science labs, Art rooms and multi-purpose classrooms. They also enjoyed the use of the outdoor space designed specifically for them. Block 8 was also opened, with a collegiate office for Learning Area teams, a dedicated performing arts room and space for our students in the Flexi-Learning Program. The new buildings have opened up the College campus for all students and have provided them with more wonderful facilities for their academic, social and emotional growth.

As the College entered into a new three year planning cycle, the 2015-2017 Business Plan was implemented. The updated targets are focused on the priorities of Academic Achievement, School Growth and Sustainability, Curriculum Change, the Ashdale Cluster, Community Engagement and the College's response to Emerging Issues. Strategic planning has taken place across all Learning Areas to ensure the targets are achieved and the College continues to provide a teaching and learning program that is driven by the belief in making a real difference to the lives of our students. This has been evident in the results from the 2015 NAPLAN for both Year 7 and Year 9 students. Progress of the stable cohort across both literacy and numeracy exceeded or equalled state and national means, with the College achieving at the expected standard. A whole school approach to improving students' literacy and numeracy skills has assisted with these results, as has the College's small group conferencing model, which also supports those students required to complete the OLNA. The Year 12 Class of 2015 completed their school years with a 100% graduation rate, 99% attainment of

a Certificate II qualification and a median ATAR of 78.75, ranking Ashdale Secondary College as the 14th best performing state school for the year.

Academic and extra-curricular programs continued to provide opportunities for students throughout the year. The Netball and Soccer Academies expanded to accommodate teams in Year 7, and continued to achieve a high level of success in local, state and national competitions. Interest in the Specialist Science and Technology Program (STSP) increases every year, highlighting the positive impact this endorsed program has on our students. Furthering students' access to future technologies and innovation, planning began on the Ashdale Stem Institute, which will focus on forwarding high performing students in the learning areas of Science, Technology, Engineering and Mathematics. The recently completed Creative Lab, located in the Berners-Lee Learning Hub, provides access to maker spaces for students to explore and engage with the latest technology and the challenges of tomorrow. Students in Years 11 and 12 have been supported as they worked toward achieving their Western Australian Certificate of Education (WACE) through the Student Enrichment Program, providing them with access to curriculum experts, study techniques and external health and well-being providers. The inclusive environment offered within the Autism Extension Program has maximised students' access to further education and employment success, and in 2015 they celebrated their first student graduating from Year 12 and enrolling at university.

Student, staff and parent participation in numerous events reinforced the positive relationship the College has with the Ashdale community. School based activities such as Book Week, the Athletics Carnival and the Year 12 Ball were all enjoyed by students across the College; community engagement with the Year 12 Graduation evening, opportunities to meet our teaching staff and involvement with Arts events are indicative of the support our students receive in their endeavours. Continued involvement with the Ashdale Cluster



through initiatives such as our Transition Programs, staff professional learning and the Primary Science Program is confirmation of our commitment to each of the schools and the collaborative partnership we have maintained. Ashdale Secondary College is proud to be a part of the Ashdale community and the support it has again received over the past year reflects highly on the efforts of the College staff and students.

The successes of our students in 2015 were only possible due to the enthusiastic staff of Ashdale Secondary College. Their dedication to a curriculum that is innovative and stimulating, extra-curricular activities that allow for experiences outside the classroom and the high level of pastoral care provided to every student is what makes Ashdale Secondary College a distinctive educational community of excellence. Our achievements throughout 2015, guided by the 2015-2017 Business Plan, are representative of the College's commitment to improving outcomes and cultivating a learning environment that makes a genuine difference in the lives of our students.

Carol Strauss
Principal



Highlights

MATHEMATICS

- Australian Maths Competition – approximately 100 students were invited and tutorials offered for students. Results included 3 High Distinctions and 11 Distinctions, and one Year 8 student was invited to attend an Enrichment program.
- West Australian Junior Mathematics Olympiad – Seven Year 10 students were invited to participate, working through a training program that included team discussions, mental problem-solving skills and reviewed past test questions.
- Australian Intermediate Mathematical Olympiad – three teams from Years 8 and 9 participated at UWA in October.
- BEBRAS Computational Thinking Competition - this challenge is aligned with and supports the new Australian Curriculum: Digital Technologies Curriculum, and a total of 60 students competed in the competition from Years 7 and 8.
- Class Pad Tutorials - Year 11 and 12 ATAR students undertook an hour tutorial where the main theme was improving exam and assessment performance through getting to know the functions of the graphics calculator.
- Math Results 2015 – an average of 63.1% across the three MAT courses compared to 55.5% for like schools and 58% for DOE schools. Students achieved 8% higher than ‘like schools’ and improved by 3% on average compared to 2013 results and by 7% compared to 2014 results. 3CD MAT had the highest raw exam mark of 67% at ASC. Overall 2CD, 3AB, 3CD Mathematics courses and 3CD Mathematics Specialist course all achieved over 60% in their respective raw exam scores. 3CD Mathematics was the highest scaled score, while 3CD MAS was the second highest and 3AB MAT was 6th on the ranking. Overall Mathematics had 3 of its 4 subjects in the top 6 courses within the school.

ENGLISH

- English Competency - 100% of 2015 Year 12 students achieved English competency for the WACE.
- Book Week – a week of activities such as debates, poster competitions and drama presentations, culminated in the Book Week Costume Day where staff and students dress up as their favourite book character.
- Write A Book In A Day Competition – two teams, and staff, spent 12 hours completing a book based on an unseen prompt to donate to children at Princess Margaret Hospital.
- Travelling Picture Book Show – The Literature Centre brought original artwork from Shaun Tan and led students through an interactive analysis of The Viewer.
- 2015 Spelling Bee – annual spelling competition during National Literacy and Numeracy week with the 2015 winner being Ashley from Year 12.
- The Importance of Being Earnest – incursion for Year 11 ATAR English students of an abridged version of the Oscar Wilde classic, performed by actors and puppets.
- Year 12 English Conference – support for the Year 12 Stage 3 English students in a series of mini lectures on the English curriculum at Curtin University.
- Primary Reading Program – Year 8 students buddied up with students from Ashdale PS, reading picture books then creating one for their primary buddy.
- Trudy Graham-Julie Lewis Literary Award for Prose - Year 9 student achieved a Highly Commended for her short story based in Vietnam.



| STAGE | SCHOOL | LIKE SCHOOLS | STATE (DoE) |
|---------------|-----------|--------------|-------------|
| Stage 2CD MAT | 55.0 (7) | 45.5 (348) | 46.3 (1447) |
| Stage 3AB MAT | 61.9 (36) | 56.3 (453) | 57.3 (2053) |
| Stage 3CD MAT | 73.3 (10) | 67.4 (284) | 70.9 (1578) |
| Stage 3CD MAS | 67.9 (7) | 65.5 (106) | 69.7 (624) |

SCIENCE

- National Science Week – running of the expo with a variety of exhibitions, Cluster primary work on display and all of the students, science treasure hunts and meme competitions.
- Chicken Hatching – watching the process of hatching chickens over a two week period to learn about embryo development.
- Primary Science – ongoing lessons for engaging and extending Year 5 students, working with Year 6 primary teachers in delivering chemical science program
- Transition – providing an engaging and inspiring environment, in partnership with the Cluster primary schools, for the Year 6 students to prepare them for entry into secondary schooling.
- Science Leaders – the amazing contribution and leadership skills shown by the Year 9 and Year 10 Science Leaders in assisting with Primary Science and other Science events like the Science Week Expo was again a highlight.
- Aurecon Bridge Building Competition – two teams competed in the Bridge Building Competition at Scitech and one of our teams was in the top 10 across the state.
- Big Science Competition – a national quiz on a range of science topics, in which one of our students achieved so highly he was invited to compete in the international competition.
- National Chemistry Quiz – some of our top performing students competed and achieved highly in a national quiz.
- Scitech Brainstorm – Year 7 and 8 students competed in STEM based challenges.
- Year 11 Biology Camp – Experiencing hands on ecological work at Mundaring, where students were actively involved in the monitoring of native species.
- Reward Excursions for lower school – providing a positive experience for students who demonstrated positive behaviour, taking to the Gravity Centre, Perth Zoo and Scitech.
- Psychology ATAR – Ashdale was one of the top performing schools in the State for ATAR Psychology in 2015.

HUMANITIES & SOCIAL SCIENCES


- Competitions – a greater number of students were entered into both the History Competition and the Geography Competition.
- Excursions - consolidated a number of local educational excursions, including taking the whole Year 9 cohort on an excursion to Fremantle, a Year 11 Politics and Law group to WA State Parliament and state courts, a Year 11 History class to the Holocaust Museum and Year 12 Geography students to Perth City. In addition, S&E planned and ran several new local excursions, including taking Year 12 Economics and Politics students to Notre Dame University for the Symposium, Year 7 students to WA State Parliament and state courts, and Year 12 Politics and Law students to the Federal Courts in Perth to see the high court sitting.
- Canberra Tour – staff facilitated another hugely successful interstate Year 9 Canberra excursion.
- Guest Speakers - continued fostering of ongoing development of community education partnerships through incursions and guest speakers, including the Electoral Education Centre, Constitutional Centre, Verna Vos and UNICEF.
- Western Australian Curriculum – implemented the Western Australian Curriculum ahead of 2017 timeline.
- ATAR Year 12 – students achieved a high level of success in Year 12 ATAR exams across the four subject areas of History, Geography, Politics & Law and Economics.

BUSINESS


- Excursions – students have experienced skills expos, business industry expos and Try a Trade
- Guest Speakers - continued fostering of ongoing development of community education partnerships through incursions and guest speakers.
- Introduction of New Business Courses – new courses in Years 9 and 10; Developing Pathways to Accounting and Finance, and Certificate Courses.
- Continual Growth – Business and Career and Enterprise team has grown with ten teachers now delivering Business and Career and Enterprise curriculum.

Highlights

| DESIGN & TECHNOLOGY | HOME ECONOMICS |
|---|---|
| <ul style="list-style-type: none"> EV Challenge - ASC Design and Technology entered 2 Electric vehicles into the annual EV Challenge. The ASC electric vehicles came overall in seventh place amongst private and public school and came overall second place amongst public schools. Ardiuno Circuit Boards - purchased and staff trained and prepared in delivering the new Design and Technology Curriculum that uses motion, force and energy to manipulate and control electromechanical and mechanical systems. Rocket Program - continuation of the Rocket Program with the Year 6 students in the Ashdale Cluster. Students design a variety of tailfins and attach them to the rockets and evaluate the flight of the rocket. Continual Growth - the Design and Technology Learning Area team has grown with six teachers now delivering T&E curriculum. Remote Control Aircraft Club - development of the Club and ongoing enthusiasm of the students. Laser Profile Cutter - high end use of the laser profile cutter, to develop projects for students, used across various Learning Areas and used to promote the College by the development of specialised signs. | <ul style="list-style-type: none"> World Home Economics Day - With the 2015 theme of 'Sharing food: healthy sustainable choices' all Home Economics staff participated in whole of school activity on the grass quadrangle. Student volunteers made fresh and healthy fruit kebab sticks and then shared them with their peers. NAIDOC Week - Year 7 and 8 Home Economics students immersed themselves in Indigenous food culture, which culminated in an outdoor cookout. Students dined on a main course cooked over an open fire and topped it off with desserts prepared using emu eggs. Year 12 Graduation - Year 10 Certificate I students prepared a range of foods to assist in the 2015 Graduation celebrations. As part of the event they prepared and served a breakfast for Year 12 students and staff. Their talents were then on show again at the Graduation Ceremony where they prepared and served a range of culinary delights for the parents and friends of graduates prior to the ceremony. |



| THE ARTS |
|---|
| <ul style="list-style-type: none"> Northern Perspectives – four Year 12 ATAR students were successful in having their artworks displayed in the Wanneroo Art Gallery's Northern Perspective. St Georges Art Exhibition – four Year 12 Visual Arts ATAR students had their artworks accepted in this prestigious art exhibition. Young Originals – students from Years 9 and 10 had their work showcased in the prestigious annual exhibition at ECU Mount Lawley. Over 150 entries were submitted from over 50 schools in WA and judges selected only 64 entries. We had 3 artworks exhibited in the exhibitions. 'Collective' ASC Art Exhibition – the fourth year of the Ashdale SC Art Exhibition was officially opened by the Tracey Roberts, Mayor of Wanneroo. Black Swan Salon des Refusés – a Year 10 student's artwork was accepted into this popular exhibition, which showcases the works of established artists alongside emerging artists from high schools. The show is in the lobby of Brookfield Place in St Georges Terrace, Perth and our student sold her painting a day after the opening night for \$400. Excursions – Senior School Visual Arts students attended two excursions, to Sculpture by the Sea and the Art Gallery of WA. Year 12 Perspectives – one ATAR Visual Arts student from the graduating class of 2014 had her art pieces accepted in this acclaimed and prestigious exhibition. ASC ANZAC Day Choir - this was the first time the ASC was involved in the school ANZAC Ceremony. The choir performed the hymns during the wreath laying. ASC Wind Ensemble Workshop at Swanleigh - the ASC Wind Ensemble completed a full day rehearsal workshop with our SIM band director, Kate Newnham, in preparation for the WA State Band Festival. SIM Area Band Workshop for Year 5-8 held at ASC - ASC continue to be approached by SIM to host the area SIM Band Workshop for 100+ students. 2015 had a record number of attendees at approx. 120. Mid-Year (June) and End Year (Dec) Music Concerts - two very successful music concerts featuring solos, duets, small groups, large ensembles and a variety of styles and involving students in our Cluster (Year 6) right up to Senior School students. WA State Band Festival C Division - In 2015, we entered in a category higher (from Novice in 2014 to C Division for 2015) and received an "Excellent" adjudicate result in the competition. WA State Schools' Choral Festival Open Division - first entry for ASC in the Festival and received an "Excellent" adjudicated result. Our choir was also accompanied by a Year 11 student on piano. Innovation Grant – Marisa Hobbs was a successful applicant for 2015 Innovation Grant to set up a recording studio in Music Dept. This was used extensively by our Certificate students to achieve some competencies in their courses. Incursion – Sam Pettit was invited to run 6 x weekly 2hrs recording studio workshops for Cert II/III in Music students on recording and editing. Excursion WASO - Year 8 Music Academy class attended the WASO excursion as part of WASO's education week. The workshop was "The Sound of Picture Books" which fitted in with the students' curriculum of Program Music and composition and it also had strong links with literacy (picture books). |





Highlights

INFORMATION & COMMUNICATIONS TECHNOLOGY

- Just Start IT - the Year 9 Specialist Program students commenced the Just Start IT Program run by Curtin University. This is a unique opportunity for high school students to realise their potential as entrepreneurs, marketers, sales-people, business tycoons and also computer programmers.
- Innovation Festival at SciTech - The festival covered the fields of science, technology, engineering and math and was full of challenging and fun activities, special guests and inspiring shows.
- Live on Air! 89.7fm - students attended our local community radio station at Edith Cowan University in Joondalup and hosted their own show called 'School of Thought'.
- Computational and Algorithmic Thinking (CAT) – Year 8 and 9 students competed in the CAT Competition run by the Australian Maths Trust for students in the whole Australasia region. The CAT competition is a one-hour problem-solving competition that seeks to identify computer programming potential. One Year 8 student achieved a Distinction, placing him in the top 15% of all students.
- Digital Illustration Club - one Year 9 student opened a club for College students and Cluster primary students that offers short courses in digital illustration.
- Code Academy - the Code Academy is an extra-curricular course that focuses on teaching students the core fundamentals of computer programming. The course is designed for students to learn to use algorithms as well as various programming languages to solve computational problems.
- Nepal Fundraiser - a group of our Year 10 students spent a day fundraising for the victims of the earthquake in Nepal. The students ran a face painting stall at Kingsway Shopping Centre and raised a total of \$730. They also fundraised at a Cluster primary school fete.
- National Computer Science School Challenge – Year 8 and 9 students participated in a Python Programming Challenge with the University of Sydney, a 5 week online competition. During the Challenge, ECU pre-service ICT teachers attended ASC to mentor students in computer programming and help them progress through the competition.

YEAR 7 TEAM

INCURSIONS, EXCURSIONS & COMPETITIONS

- Parents morning tea
- Master Sanderson to talk about the Magistrate Court
- Parliament House
- Cyber Bullying Seminar
- Yanchep National Park for a Sustainability project
- Gravity Centre for a Science excursion
- Swimming lessons
- Yanchep National Park for a Sustainability project
- Lightning Carnival
- Bowling reward excursion
- Warwick Cinemas reward excursion
- Water wise information and competition
- Indigenous guest speak for Reconciliation Day
- Walk for Water
- Fundraiser for Nepal
- Scitech excursion
- Persuasive writing competition
- PBS poster competition

SENIOR SCHOOL

INCURSIONS, EXCURSIONS & COMPETITIONS

- Elevate Program
- Senior School Enrichment Program
- OLNA and Literacy and Numeracy conferencing
- Year 10, 11 and 12 exams
- Work Placement
- Careers Expo
- Health and Well-being Expo
- Year 12 Ball
- Year 12 Graduation Ceremony
- Headspace seminars
- RAC bStreetsmart

Senior School

PRIORITY 1: ACADEMIC ACHIEVEMENT

2015 culminated in the graduation of our third cohort. These students have experienced a vast array of learning opportunities over the last 5 years. To ensure their success in Year 12 the following strategies were utilised:

1. Senior School Enrichment Program
2. Elevate education seminars
3. Subject specific intense tutoring
4. Mental health and well being seminars
5. Follow The Dream program

The combined efforts of staff, students and family have resulted in a graduation rate of 100% and an attainment rate of 99%.

| Graduation Rate | Attainment Rate | Certificate II | ATAR 55+ |
|-----------------|------------------|----------------|----------------|
| 100% | 99% (170/171) | 100% | 99% (66/67) |

Tertiary Entrance

A total of 67 Ashdale Secondary College Year 12 students (39% of cohort) engaged in the 2015 Western Australian Certificate of Education (WACE) Exams, scoring a school median ATAR of 78.75. The median ATAR of all students state wide was 79.1.

61 of 67 students applied for Tertiary Entrance. Their median ATAR was 79.05. Ashdale Secondary College was ranked the 14th best performing state school with a median ATAR score of 78.75. Altogether, 66 (99%) students received an ATAR high enough to enrol directly into university.

Significantly, 13 students (19.4%) received a scaled score of 75+ in one or more courses and 75% of our Year 12 ATAR courses had a WACE exam mark higher than the Department of Education 'State' and 'Like school' mean average.

| ATAR Range | Percentage of Students | Percentage of the State |
|------------|------------------------|-------------------------|
| 90+ | 17.9% | 10% |
| 80+ | 44.8% | 20% |
| 70+ | 79% | 30% |

In 2015 the top TER of 97.40 was achieved by Michael Belstead who also was awarded the school Academic Dux and Shari Azaman the College VET Dux for the completion of their school based coursework throughout 2015.

Georgia Rose Gosling was the top Indigenous state school ATAR student with an ATAR of 88.35. Twelve students were awarded Certificates of Commendation: Maja Banjac, Michael Belstead, Jasmine Biggs, Renee Carren, Brooke Carter, Jordan Hill, Vivian Le, Sylvanna Mirichlis, Gemma O'Malley, Wendy Tang, Jason Tran and Olivia Vilardi.

The College's first student from the Autism Extension Program, Lachlan Walling, graduated with an ATAR of 88.40. This result is the culmination of 5 years of outstanding work by the AEP team who supported Lachlan in so many ways to help him harness his potential to achieve this success.

Vocational Education

106 Year 12 students (61%) undertook Vocational Education and Training Programs (VET) as stand alone and inclusive programs, complementing their WACE course studies. All students completed a Certificate II or higher. This placed Ashdale as one of only 7 State schools to achieve 100%. Our cohort of 106 students was second in number to John Curtin, with 134 students. The other State schools that achieved 100% had significantly lower student numbers.





Online Literacy and Numeracy Assessment (OLNA)

In 2015, students in Years 10 and 11 who had not achieved Band 8 in Numeracy, Reading or Writing in the Year 9 NAPLAN were required to complete the Online Literacy and Numeracy Assessment to demonstrate a minimum standard of literacy and numeracy to achieve their Western Australian Certificate of Education (WACE). To support students to achieve Category 3 in the OLNA, and therefore attain the minimum standard, the College implemented a conferencing model that has students working in small groups with specialist teachers. The focus of the work is the identified weaknesses based on Year 9 NAPLAN and previous OLNA results. By strengthening these weaknesses students are best equipped to achieve Category 3 and demonstrate the minimum standard of literacy and/or numeracy. Parents are encouraged to support their child with the provision of learning materials that support literacy and numeracy. To facilitate this the College has provided a bank of exercises on Connect for students to access. Parents are constantly informed about their child's involvement in the conferencing model and their performance in the OLNA.

The conferencing model has proved extremely successful in supporting students achieve Category 3 in the OLNA as outlined in the table below.

OLNA Data Evaluation 2015

| Year 10 238 Students | March 2015 - students completing OLNA | September 2015 - students completing OLNA | No. of students to achieve Category 3 in 2016 | Conferencing Success Rate |
|----------------------------|--|---|---|------------------------------|
| Numeracy | 103 | 77 | 60 | 42% |
| Reading | 124 | 57 | 33 | 73% |
| Writing | 139 | 58 | 49 | 65% |
| Year 11 248 Students | March 2015 - students completing OLNA | September 2015 - students completing OLNA | No. of students to achieve Category 3 in 2016 | Conferencing Success Rate |
| Numeracy | 59 | 39 | 26 | 83% |
| Reading | 39 | 21 | 12 | 91% |
| Writing | 41 | 26 | 15 | 91% |

Workplace Learning

Workplace Learning is a vital component in the career development of students at Ashdale Secondary College and a major focus for VET students in Years 11 and 12. It is a Curriculum Endorsed Program and allows students to gain up to four WACE credits towards graduation. It is also highly regarded by our industry partners. It is aligned to the Senior School Careers and Enterprise subject.

During 2015 the Workplace Learning office placed 235 students in over 480 placements throughout a multitude of industries and trades, all of which were based on students' own career aspirations. From those placements, 18 students gained part time employment, four gained apprenticeships, one student became an Education Department employee, and one student commenced her career in Nursing. The Workplace Learning program in 2016 is looking to improve on the excellent employment outcomes for our students from 2015.

NAPLAN

PRIORITY 1: ACADEMIC ACHIEVEMENT

The National Assessment Program Literacy and Numeracy (NAPLAN) tests all students in Australian schools in Years 3, 5, 7 and 9. In 2015, for the first time two cohorts of students at Ashdale SC, Years 7 and 9, completed the testing over a four day period in May.

All schools within the Ashdale Cluster are committed to building the skills of students in literacy and numeracy, and student progress is tracked across all year groups. Classroom teachers have access to student data from Year 3 and are able to further develop students' skills with targeted strategies.

The Ashdale SC English and Math Learning Areas have embedded a skills testing program into the Year 7, 8 and 9 curriculum to identify areas of strength and weakness so that teachers can

best support and extend students. Specialist teachers work with small groups of students, the Conferencing model, on areas that have been identified as deficits, as well as work with whole classes on particular skills. Literacy and numeracy are both College priorities, and practices have been embedded across all Learning Areas to further support the development of students' skills.

Achievement in the 2015 NAPLAN has been positive, with the percentage of Ashdale SC students above the national minimum standard exceeding or equalling that of the percentage of all Australian students in every test. Student mean is below that of WA schools in Reading for Years 7 and 9, however above in all other assessment areas. These positive results highlight the progress students have made at Ashdale SC and are indicative of the support provided by College staff.

Percentage of students at or above national minimum standard in assessed areas:

| TEST | Year 7 ASC | Year 7 Aust Schools | Year 9 ASC | Year 9 Aust Schools |
|-----------------------|------------|------------------------|------------|------------------------|
| Numeracy | 98 | 96 | 98 | 96 |
| Reading | 98 | 95 | 97 | 92 |
| Writing | 93 | 87 | 88 | 80 |
| Spelling | 95 | 93 | 96 | 90 |
| Grammar & Punctuation | 92 | 92 | 95 | 89 |

NAPLAN mean:

| TEST | Year 7 All WA Schools | | | | | |
|-----------------------|--------------------------|------------|-------------|------------|--------------------------|------------|
| | Year 7 Aust | Year 7 ASC | Year 9 Aust | Year 9 ASC | Year 9 All WA Schools | Year 9 ASC |
| Numeracy | 543 | 538 | 549 | 592 | 596 | 597 |
| Reading | 546 | 542 | 539 | 580 | 585 | 580 |
| Writing | 511 | 506 | 513 | 546 | 552 | 557 |
| Spelling | 546 | 542 | 548 | 583 | 584 | 590 |
| Grammar & Punctuation | 541 | 536 | 544 | 568 | 571 | 573 |



Attendance

PRIORITY 2: SCHOOL GROWTH AND SUSTAINABILITY

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 2015 Ashdale SC's attendance was 90.4%. 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. The introduction of an Attendance Officer and close liaison with the Student Services Team has also improved student attendance.

Strategies for Improvement of Attendance

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

- Introduction of a school attendance officer
- Use of the "Message You" SMS system
- Use of the Absentee Phone Line
- Staff entering attendance directly into Academy system within the first 15 minutes of each session
- Close tracking of student attendance and movement through the Academy System and analysis of this data on a daily and weekly basis
- A Cluster approach to attendance issues, including a pamphlet for the purpose of raising awareness of the impact vacations have on student outcomes
- Professional Learning for staff around improving attendance rates and showed evidence based research on the impact of attendance on student achievement

- Mentor Teachers have an active role in tracking attendance and communicating the importance of attendance with students
- Program Coordinators and Year Coordinators closely tracking attendance and implementing the North Metro SET Attendance Phases to support students and parents
- Case management of identified students through home visits 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
- Letters and phone calls home to support student attendance
- Newsletter and assembly reminders to students and acknowledgment of students with 100% attendance
- Attendance discussed at all parent information evenings
- Mapping of % attendance and NAPLAN data communicated to staff and students
- Use of Individual Attendance Monitoring Plans
- Referral to the Student Engagement Team (SET) Years 7-10
- Referral to the Participation Team Years 11-12



Future Growth

PRIORITY 2: SCHOOL GROWTH AND SUSTAINABILITY

| YEAR | TOTAL | 7 | 8 | 9 | 10 | 11 | 12 |
|------|-------|-----|-----|-----|-----|-----|-----|
| 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 |
| 2015 | 1425 | 238 | 273 | 263 | 238 | 239 | 174 |

The College is continuing to experience growth in student numbers. The Ashdale area is going through a significant growth period with the release of further residential land and a fourth Primary school to be opened in 2017. A new primary school in the area will impact greatly on future secondary numbers and planning is in progress to meet this demand.

As recognized within the Strategic Plan for WA Public Schools 2016-1019, Ashdale Secondary College is committed to the provision of programs in the areas of Science, Technology, Engineering and Math. The addition of the Ashdale STEM Institute is expected to retain more of our high

academic end students in the public system. It is anticipated that student numbers and courses available within the STEM program will increase, particularly with the introduction of the College's maker space in the Creative Lab.

The Ashale Secondary College Soccer Academy and Netball Academy have continued to excel with class sizes at capacity across Years 7-10 and entry into the Academies remains highly competitive.

It is the goal of the College to remain the secondary school of choice in the area, and a desired education institution for those living out of area with an increasing number of 'expressions of interest' from those students living out of area.



Transition

PRIORITY 2: SCHOOL GROWTH AND SUSTAINABILITY

Ashdale Secondary College coordinated with the Cluster primary schools of Madeley, Ashdale and Landsdale, to run a four-day transition for the incoming Year 6 students into Year 7. This commenced during Term 2 and again in Term 4.

All students from across the Cluster and also those Out of Area were invited to attend, including students who had planned to attend alternative high schools in 2016. A total of 260 students participated in the Transition, each having a timetable with all of the core subjects and a taster in Design and Technology, Food, Visual Art, Dance and Physical Education. Six primary staff joined the Ashdale team and assisted with the transition over the four days.

The four-day transition allowed Student Services to collaboratively work with the primary staff to identify individuals who require additional support for a variety of reasons. This enabled staff to set up programs and support networks for these children, for example counselling with the student Counsellor, School Nurse, Psychologist or external agencies, prior to them commencing their schooling at the College in 2016.

There have been many positive outcomes of running such an extensive Transition program for the students. There has been an improvement in attendance data from the start of 2016 for the current Year 7s, and each child feels comfortable in reading a timetable, finding classes and has a solid understanding of the College expectations. Very few students attend out of uniform and the behaviour of the cohort has been exceptional. Those individuals identified for increased support are being provided with pastoral care from the Student Services team and we have had additional students confidently approach the Year Coordinator, as they feel comfortable asking for

social and academic help. Overall, the Transition Program has enabled staff from the primary schools and the Secondary College to build strong working relationships.

Move to Year 7

A dedicated teaching Team supported the first cohort of Year 7 students, lead by a Year 7 Team Leader. This team of teachers were curriculum specialists who taught across two Learning Areas. The team included three SWITCH primary teachers, a graduate teacher, five existing staff from different Learning Areas and two additional secondary staff members new to the College. This provided consistency and a high level of support as students worked with two teachers for the majority of the school week. This also allowed for a greater level of parent communication and involvement.

The students followed a set timetable that included Maths and English at the start of every day, exposing them to five periods of each subject a week and enhancing their numeracy and literacy skills. Additionally, a strong focus on these NAPLAN skills throughout the year resulted in structured Mentor activities and regular homework packages. The Genius Hour project, one hour a week, provided students with an outlet for their innovation and creativity. Students were provided with additional academic support as tutoring was run by every staff member on the Year 7 Team, enabling all subjects to have tutoring for the general and focus classes. This assisted to support those students with greater educational needs, as well as extend the higher achievers. Social support was also an important aspect for the Year 7 students and they worked with students in Year 10 on an eight week Peer Support program. One of these sessions coincided with the Year 7 Parent Morning Tea, allowing families to see the positive effects of this program.

Staff Profile

Staff Qualifications

Our College is served by exemplary teaching staff and a leadership team that is innovative. In 2015, 142 were employed at ASC, comprising 86 teachers and 56 support staff. All teaching staff at Ashdale SC met the professional requirements to teach in WA and can be found on the public register of the Teacher Registration Board (TRB). There is a good balance of experienced and graduate teachers who support each other to strive to achieve exemplary standards. Many teaching staff at Ashdale SC have post graduate qualifications or are working towards these.

Ashdale SC has a focus on career development for all staff. In 2015 there were eight Level 3 Classroom Teachers with another staff member attaining this by the end of the year. In addition, eleven teachers have achieved their Senior Teacher status. The College has implemented a range of career development programs including: Aspirant Leaders, Women in Leadership, Innovation Grants and Teacher Projects. In 2015 the College employed five staff who had completed SWITCH, with two being primary trained originally and the remaining two staff having completed SWITCH in a different Learning Area.

Professional Learning

All full time teaching staff have engaged in a minimum of eight days of Professional Learning and are supported to further develop their own professional knowledge. Professional learning offered in 2015 included:

ALL STAFF

- Curriculum – Data Analysis
- Peer Observation and Observation Classroom Technology
- Curriculum – Western Australian Curriculum
- Teaching and Learning Strategies

- HOTs – Literacy and Comprehension
- Incorporating ICT into the classroom
- Learning Support – supporting students with different learning needs within the classroom
- PBS – Whole School focus
- Application Writing
- Health and Well-being/mindfulness
- Leading Effective Group Work
- Literacy Strategies

ADDITIONAL OPPORTUNITIES

- Course specific moderation meetings conducted by the Standards Authority
- Learning Area/course specific PL run by relevant TDS and Professional Organisation (for example GAWA)
- Induction Program for new staff
- Differentiation of the Curriculum
- EDUtech
- Adobe
- Mentoring of pre-service teachers
- Manual Tasks and Manu tension
- Asian Pacific Autism Conference

Professional learning opportunities are always well received as they are tailored to the needs of Ashdale SC's staff.



Teacher Training School

After being awarded Teacher Training School Status at the end of 2014, Ashdale SC embarked on the DoE Intern Program for training beginning teachers. This involves pre-service teachers completing a one year placement at the College under the guidance of an experienced Teacher Mentor. One of the elements that make this program unique is the weekly professional seminar that the interns attend to facilitate reflective practice with a Level 3 Classroom Teacher. The comprehensive training program enabled all of our interns to successfully complete the course and gain full time employment.

The College expanded its partnerships with Tertiary Institutions from our existing partnership

with ECU, to now include Curtin, Murdoch and UWA. This has resulted in Memorandum of Understandings between our tertiary colleagues and us.

The College increased its capacity to host pre-service teachers through the professional development of our teacher mentors via PL delivered by College staff, which resulted in being able to offer 41 successful pre-service placements. More than 10% of our teaching staff has previously completed one or more of their practicums at Ashdale.

Further to the strength of our Teacher Mentors the College hosted three SWITCH teachers in 2015.



Programs

Specialist Technology Science

Innovation, Imagination and Creativity

The Specialist Technology Science Program offers students an opportunity to engage in curricula specifically designed for the 21st century learner, while fostering creativity and adventure in the learning experience.

The successful applicants to the College's Specialist Technology Science Program (STSP) enjoy fast paced and enriched studies of Technology and are provided with cutting edge resources and equipment. The STSP requires a three year commitment (Years 7 to 9) to fully develop the students as self-directed learners with exceptional higher order thinking.

All students enrolled in the STSP who successfully complete their course requirements over three years will have the opportunity to complete ATAR, General or Certificate courses with an ICT focus in Senior School, that will award them WACE accreditation.

The Program is offered in a learning environment that is technology smart and rich. Students are required to have access to a MacBook so that their learning is enhanced with specific resources and the facility for continuous use inside and outside of school hours.

The College staff utilise research-based best practices to meet the needs of gifted students. Research based learning models are used to develop the ICT capability of students as they learn to use technology effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively at school, and in their lives beyond school. Classes are designed to provide students with a unique learning experience, focused on fostering creativity and innovation.



Participation in academic competitions is strongly encouraged for STSP students as part of their academic extension. Competitions offer gifted students an opportunity for involvement at state, national and international levels to gauge their abilities and skills, and at the same time being rewarded for their hard work. Our students have had commendable success in competitions including: Screen It! (a national video game, animation and film competition), NCSS Python programming challenge held by University of Sydney, Australian Mathematics Trust and BEBRAS Computational and Algorithmic Thinking competitions, Little Big Shots international film festival, Australian Informatics Competition, Rio Tinto Photography Competition, and 60-second Science.

Programs

Autism Extension

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 2015, the Autism Extension Program supported three Year 10 students and three Year 9 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 Western Australian Curriculum 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, Perth Mint in the CBD and Kailis Brothers Fish Market and Cafe in Leederville). Students' skills in ordering food, paying at checkouts and accessing public transport all improved as a result of these excursions.

The VILS program addresses increasing social awareness, exploring expected and unexpected behaviours, promotes self-management of anxieties and anger, and organisational 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 2015 APAC Asian Pacific Autism Conference in Brisbane and 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.



Primary Science

The 2015 Ashdale Cluster Primary Science Program continued to provide an engaging and educational program for our Cluster primary students. The Program consisted of two parts: the Year 5 Enrichment Program and the Year 6 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 1 and 3 involved extension students from each school and Terms 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.

Due to the Year 7 students moving into Secondary school in 2015, the Visitation Program was adjusted to involve the Year 6 primary cohort. This was delivered for one hour per week in the laboratories at ASC. The lessons were built around the key concepts of dissolving, solutes, solvents, solutions and separation of mixtures.

Both the Enrichment and the Visitation Programs continue to be a huge success. Feedback from the Cluster primary schools has been very positive and has been integrated into the programs to provide the most benefit for students. The students have gained a great deal from access to our specialised staff and laboratories, showing improvement in both student engagement and attainment.

Financial Summary

AS AT 8 JANUARY 2016

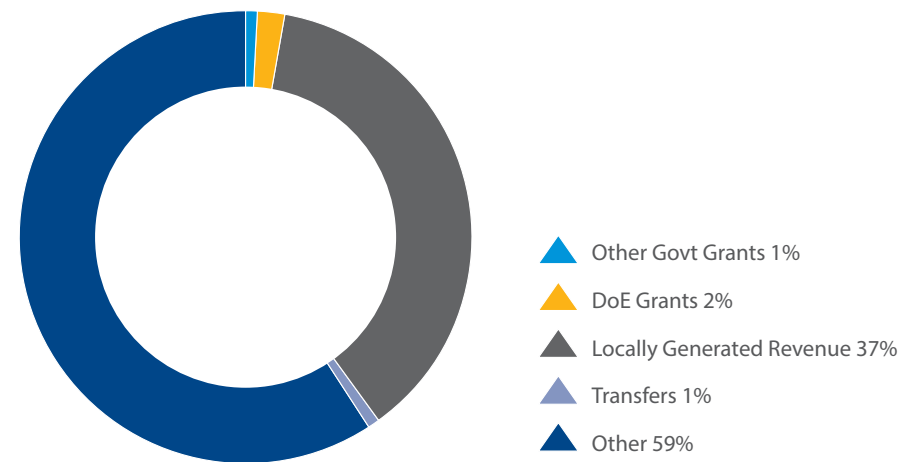
The following information outlines the financial performance for the year 2015.

Our compulsory charges collection rate for 2015 was 95% inclusive of the Education Program Allowance received. This was higher than 2014 at 87%.

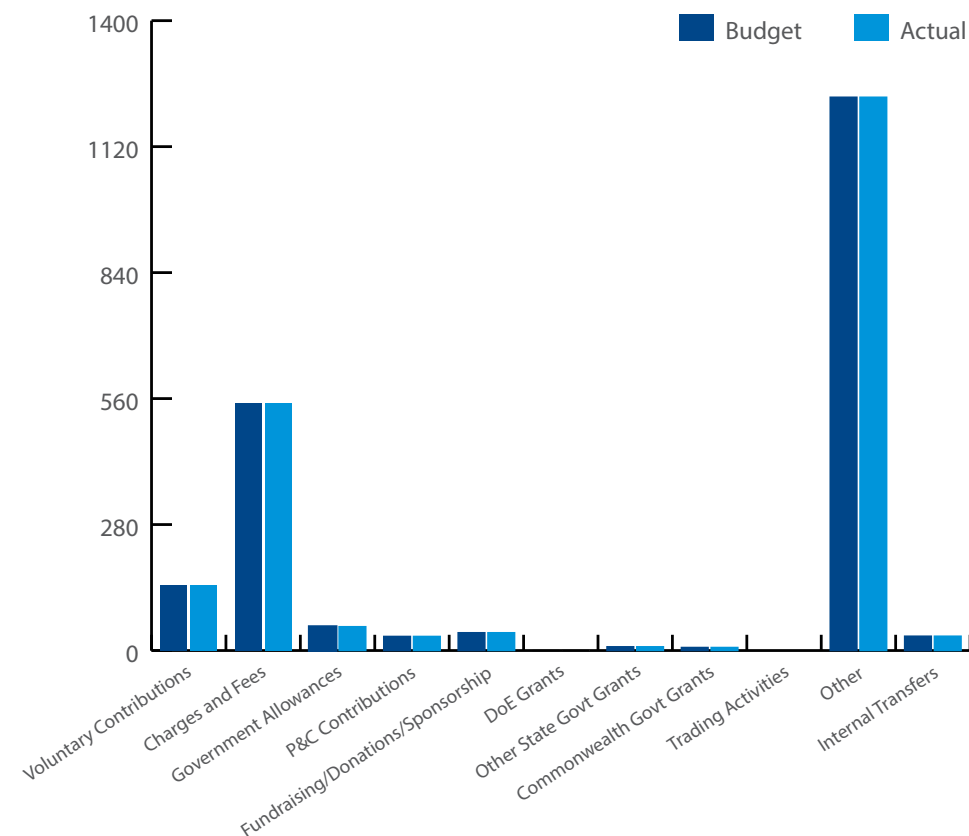
The voluntary contributions collection rate for 2015 was 71.54% inclusive of the Education Program Allowance. Equal to the rate for 2014.

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, and as a result received an "excellent" rating in the 2015 School Audit.

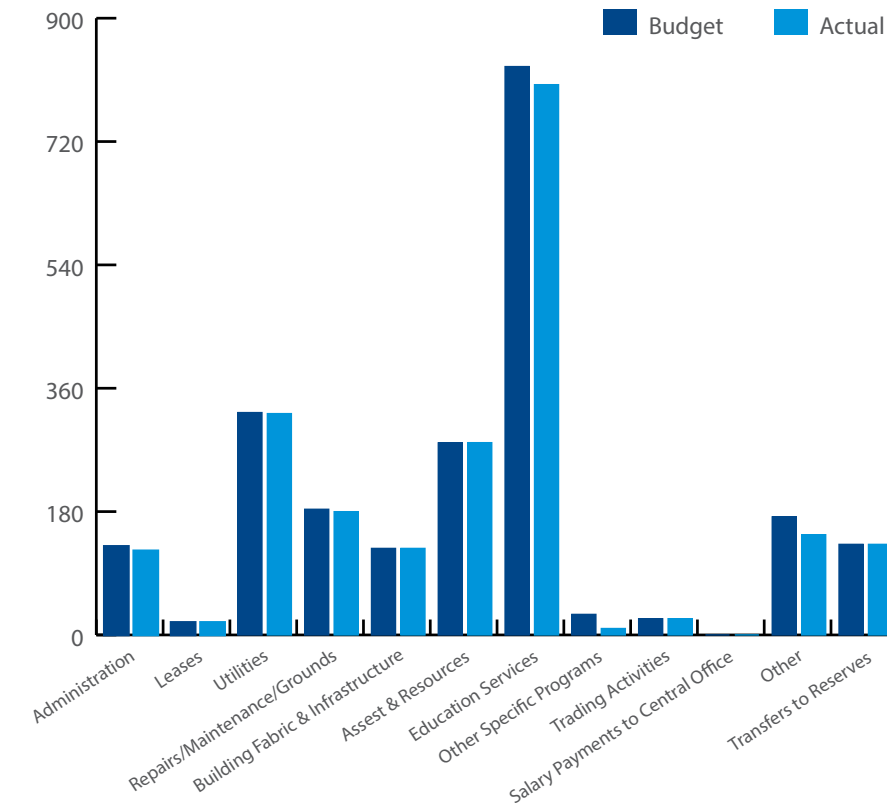
CURRENT YEAR ACTUAL CONTINGENCIES REVENUE SOURCES



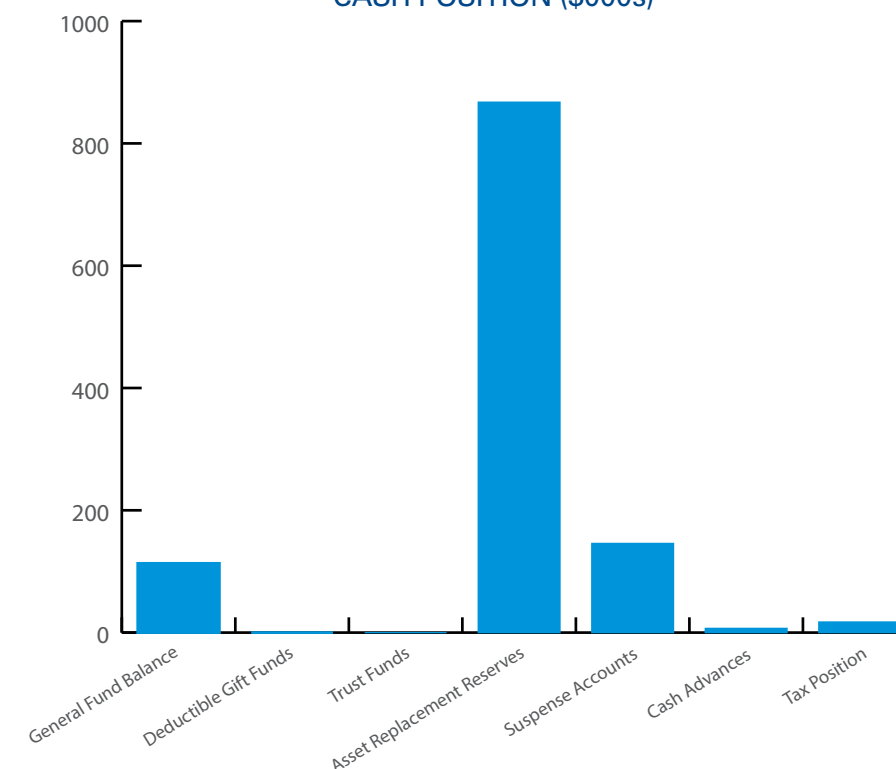
CONTINGENCIES REVENUE - BUDGET vs ACTUAL (\$000s)



CONTINGENCIES EXPENDITURE - BUDGET vs ACTUAL (\$000s)



CASH POSITION (\$000s)



Ashdale

Secondary College



Achieving a Positive Future

An Independent Public School

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