



ANNUAL REPORT 2016



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 2016 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 2016 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 to their potential and beyond throughout their lives. It is their achievements throughout 2016, and those of our staff, that we acknowledge within this Annual Report.

As an Independent Public School, Ashdale Secondary College is required to undergo an External Review every three years, conducted by the Department of Education Services. The purpose of the Review is to verify that the College has worked toward and achieved the Targets in its Business Plan. Additionally, the Ashdale Cluster is reviewed and it focuses on how the four schools in the Cluster work together to support students and staff. The College External Review took place during Week 10 of Term One over two days and involved a number of College staff, students and community members. The Reviewers were impressed with the achievement of Targets and commended College staff on areas such as gains in literacy and numeracy, WACE attainment, continual staff reflective processes and the commitment of staff to the growth of the school. The findings from the External Review have, in turn, formed the basis for updating the College's Business Plan, to be

implemented from 2017. Similarly, the Ashdale Cluster Review was well received and has resulted in the drafting of a Cluster Business Plan for the continued progress of the Ashdale education community.

Academic progress of Ashdale SC students continues to be positive, as evidenced in the results from the 2016 NAPLAN for both Year 7 and Year 9 students. Numeracy results in Year 9 identified that 100% of our students are performing at or above the National Minimum Standard, along with 97% of students in Year 7. In all test areas, the student mean is above that of WA schools. 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, from Year 10, to complete the Online Literacy and Numeracy Assessment (OLNA). The Year 12 Class of 2016, the first to undertake the new WA Curriculum in Senior School, completed their school years with 93% of students achieving their WACE, 100% attainment of a Certificate II qualification and a median ATAR of 71.85. One student achieved an ATAR of 99+, identifying him as being in the top 1% of ATAR students in the State. Similarly, the Earth and Environmental Science course was recognised with a Subject Exhibition for the top achieving student in the state.





Academic and extra-curricular programs continued to provide opportunities for students throughout the year. The Netball and Soccer Academies, as well as the Music Academy, expanded to accommodate students in Year 7, and continued to achieve a high level of success in local, state and national competitions. Interest in the Specialist ICT Program increases every year, highlighting the positive impact this endorsed program has on our students. Increasing students' access to future technologies and innovation, the Ashdale Stem Institute was launched with high performing students in Year 7, excelling their studies in the learning areas of Science, Technology, Engineering and Mathematics. The College hosted a series of STEM-based workshops and exhibitions for our students, as well as those from the Cluster primary schools, and was recognised for its Meritorious Leadership in the Governor's School STEM Awards. 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 environments offered within the Autism Extension Program and the Learning Enrichment Centre have maximised students' access to further education and employment success, as well as social resiliency.

Student, staff and parent participation in numerous events throughout the year 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 and staff across the College; community engagement with the Year 12 Graduation evening, inaugural STEM Expo, opportunities to meet our teaching staff and involvement with Arts events, such as the first school production, 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 reflective practice 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 2016 were only possible due to the hard work and commitment of the staff at 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 are what makes Ashdale Secondary College a distinctive educational community of excellence. Being named a Finalist in the WA Secondary School of the Year category at the 2016 WA Education Awards is high recognition of this. Our achievements throughout 2016, 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, supporting them to achieve a positive future.

Sharon Lyon
Principal



Highlights

MATHEMATICS

- Australian Maths Competition – approximately 118 students were invited and tutorials offered for students. Results included 2 High Distinctions and 30 Distinctions.
- West Australian Junior Mathematics Olympiad - two students from Year 9 participated at UWA in October.
- Australian Intermediate Mathematical Olympiad - six 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. We gained 1 Credit and 5 Participation awards.
- 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. Year 7 STEM students were given a tutorial on the basics of the Class Pad calculator and how to better use it.

ENGLISH

- 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.
- Shakespeare, As You Write It – incursion for Year 9 English students that was a comedic look at Shakespeare's plays.
- Lemons For You – a short story anthology of student works.
- Primary Reading Program – Year 8 students buddied up with students from Ashdale PS, reading picture books then creating one for their primary buddy.
- Lexile Reading Program – implementation for Year 7 students to assist with literacy levels.



National School Opinion Survey Results - PART I



QUESTION



STUDENT



PARENT



STAFF

Teachers at this school expect students to do their best

84% 86% 94%

Students feel safe at this school

74% 86% 86%



SURVEY SAMPLE SIZE:

Students - 966

Parents - 173

Staff - 103



Highlights

SCIENCE

- National Science Week – each day of the week was dedicated to a different area of Science with hands on activities in class and exciting events for the whole school at lunch.
- Fame Lab – Our inaugural competition where senior school students answered the question, “Have you ever wondered” by explaining a scientific concept in a clear and engaging way.
- Chicken Hatching – watching the process of hatching of chickens over a two week period to learn about embryo development.
- STEM Expo – Ashdale’s very first STEM Expo running across two days and open to the community, these engaging and interactive workshops and displays helped to boost the excitement in STEM areas.
- Primary Science – ongoing lessons for engaging and extending Year 5 students, working with Year 6 primary teachers in delivering a chemical science program.
- Transition – providing an engaging and inspiring environment, in partnership with the Cluster primary schools, for the Year 6s in preparing them for entry into their 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 Science week and the STEM Expo.
- Aurecon Bridge Building Competition – two teams competing in the bridge building competition at Scitech and one of our teams winning \$500 for the school for most innovative design.
- Big Science Competition – a national quiz on a range of science topics, in which some of our STEM students achieved extremely highly.
- National Chemistry Quiz – some of our top performing students competing and achieving highly in a national quiz.
- Project Happiness – A group of Ashdale students addressed the question of “What is happiness?” and, in partnership with Scitech, were able to create a visual representation of their ideas presented at the Planetarium.
- Get Into Resources – Ashdale students were invited to the Get into Resources event where they won a trip to the De-Grussa copper mine site near Meekatharra.
- Earth and Environmental Science ATAR – Ashdale SC was one of the top performing schools in the State for ATAR EES and had the Subject Exhibition winner - the top performing student in the state.
- Science Olympiad – a national competition aimed to find the best of the best in a range of science fields. One of our students was in the top 20 in Earth and Environmental Science in Australia and travelled to Canberra to train for possible selection in the national team.
- Mendel’s Garden – Construction started on the new outdoor learning space and environmental garden.





HUMANITIES & SOCIAL SCIENCES

- Competitions – an increase in the number of students entered into both the History Competition and the Geography Competition since 2015.
- 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, Humanities and Social Sciences 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 and Sydney excursion.
- Guest Speakers - HASS has continued the fostering of ongoing development of community education partnerships through incursions and guest speakers, including the Electoral Education Centre and Constitutional Centre.
- Western Australian Curriculum – implemented the Western Australian Curriculum ahead of 2017 timeline. Developed and proposed Year 10 elective for 2017 – student selections have enabled two new short courses on Travel & Tourism and Crime & Criminology to be added to the timetable.
- 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.
- Mock Trials – Students in Years 10-12 participated in the Ashdale SC inaugural entry into the Law Society of WA state-wide Mock Trial completion. Students took on a variety of roles including barrister, solicitor and witnesses, participating against other schools over three rounds at the Supreme Court of WA.

HEALTH & PHYSICAL EDUCATION

- Galileo was the winning house of the annual whole school Athletics Carnival.
- Year 10 and 12 boys' teams were runners up in the State Futsal competition.
- Intermediate Boys Soccer team won the Intermediate Community Shield in the School Sport WA competition.
- Year 8 and 9 Girls' Netball completed the School Sport WA competition undefeated, with the Year 9 team coming fourth in the round of finals.
- Students competing in the annual Gold Coast tournament won the Intermediate shield. This was the third consecutive year Ashdale SC has won this division.
- Students in the Certificate II in Sport and Recreation facilitated the Cowan Cup as Ashdale SC, a basketball competition between 6 primary schools in the local area.
- Physical Education Studies results 2015 – An average of 63.1% compared to 54.7% for like schools and 53.5% for DOE schools. Physical Education Studies was in the top three courses in the school.
- 90% of students achieved a higher score in Physical Education Studies than the average of their scores in other courses.





Highlights

INFORMATION & COMMUNICATIONS TECHNOLOGY

- Innovation Festival at SciTech - students from the Specialist Technology Science Program (STSP) and Ashdale STEM Institute attended full day excursion involving exhibits and guest speakers in the fields of science and engineering (creation of the vortex flame), psychology (development of the adolescent brain), microscopy (CSIRO marine biology), robotics (robo-football), virtual reality and astronomy (WA fireballs project) among others.
- Primary and Secondary STEM Coordinators presented at STEM Teachmeets at Scitech - a teachmeet is a form of professional development where teachers have 10 minutes to talk on a topic that will interest and inform others. The teachmeet at Scitech was a little different in that it was our students who were talking to teachers. Three of our Year 11 AIT students presented a very engaging talk about the production of a 3D video project that they had been working on and premiered their work.
- 89.7FM Twin Cities radio broadcast - students attended Edith Cowan University where they broadcast a radio programme, created over a period of time at school involving interviews and music, primarily targeting an audience of their peers.
- Young ICT Explorers - Year 8 STSP students entered the Young ICT Explorers competition with one team of three girls being receiving a Merit award for their Stress Less invention.
- CAT - As part of their courses, STSP and STEM students undertook a study in computational and algorithmic thinking leading to successful participation in two national competitions hosted by the Australian Mathematics Trust and the BEBRAS competition sponsored by the Australian Government, GE and CSIRO. Our students performed very well in both competitions with a number receiving awards of Distinction.
- Coding - with the significant emphasis placed on coding skills, our students are well placed to take advantage of future opportunities in the ICT field. Junior school students are introduced to basic principles and more sophisticated ideas through participation in Code Academy and the Hour of Code online in their digital literacy lessons and students in the STSP and STEM groups take part in the National Computer Science School Competition run by the University of Sydney. Our results in this competition were remarkable with a significant number of students receiving perfect scores in what is a challenging learning environment.
- Virtual and Augmented Reality - one of the more significant acquisitions of the year was an HTC Vive virtual reality headset and controllers together with a state of the art computer system to allow our students to engage with the increasingly important area of virtual and augmented reality in 3D simulation, engineering, design, the Arts and entertainment.
- AV Club - with regular attendance, students were able to coordinate putting together the TV Studio and live streaming the Year 12 Graduation.

STEM

- Launch of the Ashdale STEM Institute - the ICT department has been heavily involved in the planning and successful implementation of the Ashdale STEM Institute. Staff were active in resourcing the technology aspect of the curriculum content involving electronic and computer-based projects.
- STEM Girls Day Camp - ICT Teachers provided mentoring to groups of primary school girls inspiring them to pursue an interest in STEM fields.
- STEM Champions Workshops for primary school students and parents - ICT Teachers facilitated a session to improve the understanding of STEM and teach parents and primary school students how to code, do chemical experiments and build a rocket car.
- STEM Expo - undoubtedly, the event of the year, held over two days, involving local VIP's, academics, teachers and students from both Ashdale Secondary College and our feeder primary schools. Students and visitors were able to engage with presentations from universities and guest speakers, get hands-on experience with coding, robotics, mechatronics, virtual and augmented reality, drones and digital illustration and experience the flexible learning area of the creative lab.



DESIGN & TECHNOLOGY

- Design and Technology entered two electric vehicles for the third year into the 2016 annual EV Challenge. The ASC electric vehicles came overall in fifth place amongst private and public school, and came overall second place again amongst public schools. This EV challenge will be formalised into a General Engineering course in 2018.
- Continual development of the Arduino circuit boards programs for Years 7 and 8. Staff have been trained, so that they are prepared in delivering the new Design and Technology Curriculum that uses motion, force and energy to manipulate and control electromechanical and mechanical systems.
- Development and uptake of the Mechatronics course in Years 9 and 10. The Mechatronics course has one Year 9 class and two Year 10 classes. This course develops basic circuitry and identification of components. Development of open circuit boards and construction of PCB boards and integrated components. Students then work in collaborative groups and design and construct an Obstacle Avoidance Robot.
- Continuation of the STEM engagement program with the Years 5 and 6 students in the Ashdale Cluster. Students work in a collaborative group to problem solve engineering challenges, such as bridge construction, catapult construction and the development of a Mars rover suspension system.
- The stabilisation of the Design and Technology Department with five teachers specialised in Design and Technology now employed to deliver the Technologies curriculum.
- Development of the Design and Technology STEM and electronics lab with the purchase of specialized stainless steel work benches worth \$21,500.00 and the establishment of specialized equipment for Mechatronics and electronics.
- Ongoing high end use of the laser profile cutter, with it being used to develop projects for students, used across various learning areas and used to promote the school by the development of specialised signs.
- Design and Technologies high end involvement in the STEM Expo with a variety of static and interactive displays; and the series of engineering challenges delivered to the Year 5 students from the Ashdale Cluster.

- Design and Technology and ICT teachers coming together to share the same office space. This allows a continuous level of professional conversations about STEM and the integration of the Technologies curriculum. This collaborative approach also gives D&T and ICT the opportunity to deliver PL to each department by a resident expert.

HOME ECONOMICS

- Year 7 Textiles – 2016 saw the first full semester of the Textiles program implemented with Year 7 students. This cross-curricula approach saw the integration of skills from Science, Art and Design and Technology. Students enthusiastically designed and produced their own pencil case and apron to use when they further their studies in Home Economics in 2017.
- Year 12 Graduation – Students from the Certificate I and II in Hospitality Studies prepared and served a delicious breakfast for the Graduating Class of 2016 to share with the school teaching and support staff. The Hospitality students worked to decorate the school theatre as a fitting celebration of 12 years of formal schooling.
- Hospitality students were very active throughout the year as they developed their skills in the hospitality industry. The recess 'Coffee Club' allowed students to gain their Barista Certificate and staff to purchase a hot beverage. Students also prepared and served morning teas, afternoon teas and a range of finger foods at events held at the College. These included the Women in Leadership seminars and The Arts evening.





Highlights

THE ARTS

- St Georges Art Exhibition – two Year 11 Visual Arts ATAR students had their artworks accepted in this prestigious art exhibition.
- 'Collective' ASC Art Exhibition – the fifth year of the Ashdale SC Art Exhibition was officially opened by Dr Paul Uhlmann, Arts Lecturer ECU.
- Excursions – Senior School Visual Arts students attended two excursions, to Sculpture by the Sea and the Art Gallery of WA.
- ASC ANZAC Day Choir - this was the second time the ASC was involved in the school ANZAC Ceremony. The choir performed the hymns during the wreath laying.
- 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 65 students.
- 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 - received an "Excellent" adjudicated result in the competition.
- WA State Schools' Choral Festival Open Division - second entry for ASC in the Festival and received an "Outstanding" adjudicated result. Our choir was also accompanied by a Year 12 student on piano.
- 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).
- META Exhibition at North Metro Regional Office - two entries by an ATAR Year 11 student.
- Cluster Band workshop with 35 students attending
- Sound workshops with Milkman Recording Studios for the Certificate II in Music Industry students.
- David Lasconi and Hannah Waddell performed at the WAGSMS festival at the Crown Theatre
- Guitar Ensemble entered the State Guitar festival and achieved an Outstanding adjudicate result in the competition
- First College production – A Midsummer Night's Dream was held at the College with great success
- Dance students performed in the ACHPER Secondary Schools dance evening for the 6th consecutive year
- Drama and dance students performed at YOH Fest in Subiaco achieving outstanding results
- Mid-Year (June) and End of Year Dance and Drama evenings – two sell out performances featuring Year 7-12 students
- Year 10 and 11 Dance students performed at the annual Cluster Muster held at the College in Term 2.
- Cluster Dance Extension Troupe performed in Wakakirri at the Regal Theatre in Subiaco to wonderful results and comments from the adjudicators.





JUNIOR SCHOOL

INCURSIONS, EXCURSIONS & COMPETITIONS

- Cyber Bullying Seminar
- Yanchep National Park for a Sustainability project
- Lightning Carnival
- Bowling reward excursion
- Warwick Cinemas reward excursion
- Water Wise information
- Water Wise competition
- PBS poster competition
- Year 7 Thrive WA
- Changing Minds Year 7 and 8 and 9
- TransPerth Safety – Year 8 and 9
- Mentor Captain Breakfasts
- World Asthma Day
- Year 8 School Disco
- World No Tobacco Day
- Year 8 Immunisations
- National Day Against Bullying
- Lazer Tag Reward Excursion
- Footy Colours Day
- R U OK Day
- Junior School Auction

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
- Year 11 Dinner Dance
- Year 10 River Cruise
- Changing Minds Year 10
- Mentor Captain Breakfast
- Peer Support
- National Day against bullying
- Thailand Trip
- Footy Colours
- Try a trade
- Get into It Resources Careers Event
- Flexi P.A.R.T.Y. excursion
- Skills West Expo





Senior School

PRIORITY 1: ACADEMIC ACHIEVEMENT

2016 culminated in the graduation of our fourth cohort and 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 WACE achievement rate of 93% and an attainment rate of 100%.

Graduation Rate	Attainment Rate	Certificate II	ATAR 55+
93%	100%	100%	91%

Tertiary Entrance

A total of 95 Ashdale Secondary College Year 12 students (47% of cohort) engaged in the 2016 Western Australian Certificate of Education (WACE) Exams, scoring a school median ATAR of 71.85. The median ATAR of all students state wide was 78.2.

87 out of 95 students applied for Tertiary Entrance. Ashdale Secondary College was ranked 38th out of 161 state school with a median ATAR score of 71.85. Altogether, 77 (86%) students received an ATAR high enough to enrol directly into university.

Significantly, 14 students (16%) received a scaled score of 75+ in one or more courses and 35% of our Year 12 ATAR courses had a WACE exam mark higher than the Department of Education 'State' mean average. As highlighted in the table below, the College also significantly outperformed the State cohort in the percentage of students who achieved ATAR scores above 70, 80 and 90.

	Percentage of Students	Percentage of the State
90+	15%	10%
80+	33%	20%
70+	52%	30%

In 2016, Harshil Patel, who also was awarded the school Academic Dux, achieved the top ATAR score. Harshil was Ashdale's first student to receive a score of 99, and this puts him in the top 1% for the state. This is an accomplishment both Harshil and the College are very proud of. Majenta Bracken received the College VET Dux for the completion of her school-based coursework throughout 2016.

Thirteen students achieved an ATAR of 90 or over: Maddison Andrioff, Tyler Etherton, Rohitt Lal, Claudia Menlove, Anisa Moosa, Nikki Nguyen, Harshil Patel, Tarun Patel, Jake Puglia, Caitlyn Sepkus, Paris Tenaglia, Kishul Varsani and Caitlyn Watts.

Vocational Education

151 Year 12 students (75%) 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. 47(19%) students completed a Certificate III in Year 12, thus providing them with a solid foundation for TAFE entrance in 2017.

Online Literacy and Numeracy Assessment (OLNA)

In 2016, 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.

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 credits toward achievement of their WACE. It is also highly regarded by our industry partners. It is aligned to the Senior School Careers and Enterprise subject.

During 2016 the Workplace Learning office placed 238 students from Years 10-12 into 503 placements in a myriad of industries and trades based on students' career aspirations.

As a result of the students undertaking WPL, 18% of students gained employment in Year 11-12:

- 15 Casual employment
- 12 Part time
- 7 Full time
- 5 Apprenticeships
- 3 Full time Traineeships
- 3 students turned down Apprenticeships

OLNA Data Evaluation 2016

Year 10 258 Students	March 2016 - students attempting OLNA	No. of students still required to pass OLNA in 2017	Success Rate
Numeracy	84	37	56%
Reading	94	32	66%
Writing	93	31	67%
Year 11 240 Students	March 2016 - students attempting OLNA	No. of students still required to pass OLNA in 2017	Success Rate
Numeracy	43	34	21%
Reading	39	12	91%
Writing	41	15	91%
Year 12 202 Students	March 2016 - students attempting OLNA	No. of students still required to pass OLNA in 2017	Success Rate
Numeracy	17	7	59%
Reading	11	6	55%
Writing	12	7	42%



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 2016, 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 2016 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 above that of WA schools in all areas for Years 7 and 9. These positive results highlight the progress students have made at Ashdale SC and are indicative of the support provided by College staff. Particularly noteworthy are the high results within Year 9 Numeracy, having every child at or above the national minimum standard.

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	97	92.9	100	93.9
Reading	95	91	97	91.2
Writing	97	85	92	80.2
Spelling	95	89.1	93	87
Grammar & Punctuation	94	88.1	93	87.7

NAPLAN mean:

TEST	Year 7 All		Year 9 All		Year 9 All	
	Year 7 Aust	WA Schools	Year 7 ASC	Year 9 Aust	WA Schools	Year 9 ASC
Numeracy	550	539	555	589	587	606
Reading	543	527	531	580	575	578
Writing	515	501	521	548	544	556
Spelling	543	532	545	580	575	586
Grammar & Punctuation	540	526	537	570	565	572



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 2016 Ashdale SC's attendance was 91.5%. 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 several Year Coordinators per year group and the Program Coordinators 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 the 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
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
2016	1483	255	243	269	265	240	211

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 the fourth cluster primary school, Carnaby Rise, opening in 2017. Having a new primary school in the area will impact greatly on future secondary numbers and planning is in progress to meet this demand.

As a component of the Strategic Plan for WA Public Schools 2016-2019 and the ASC Business Plan 2017-2019, Ashdale Secondary College is committed to the provision of advanced programs in the areas of Science, Technology, Engineering and Math. The progression 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 inclusion of the College's maker space in the Creative Lab.

The Ashdale 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.





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 commencing in Term 3, for the incoming Year 6 students into Year 7. Students from within the Cluster and Out of Area were invited to attend. A total of 310 students participated in 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 College staff to assist over the four days.

A prime focus of the 2016 Transition Program was to provide students with identified pastoral care programs and allow an opportunity for each child to develop positive relationships with teachers, students and members of the Student Services team. The four day transition allowed the Student Services team to collaboratively work with the primary staff to identify individuals who required additional support. This enabled staff to set up programs and support networks for these students, for example counselling with the student Counsellor, School Nurse, Psychologist or external agencies, prior to them commencing their schooling at the College in 2017.

As part of our focus on student resiliency, the College facilitated a visit to the University of Western Australia, where 257 Year 7 students attended 'Thrive – Everyday Leader'. This involved team-building activities and listening to inspirational guest speakers from around the world.

Students were provided the opportunity to be involved in the College Peer Support Program. This program allows students to feel comfortable with the 'big kids' and identify mentors in the older years. The Year 10s remained positive role models throughout the program, allowing the Year 7s to build strong relationships.

There have been many positive outcomes of running the extensive Transition Program for the

students. There was an improvement in attendance data from the start of 2016 for the current Year 7s, feedback indicated each child felt comfortable in reading a timetable, finding classes and had a solid understanding of the College expectations. Very few students attended out of uniform and the behaviour of the cohort was exceptional. Overall, the Transition Program enabled staff from the primary schools and secondary college to build strong working relationships and provide a seamless K-12 approach.

Primary Science Program

The 2016 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 for two hours per week for eight weeks. Terms 1 and 3 involved extension students from each school and Terms 2 and 4 involved students who had a passion for Science. The sessions were delivered by one of the specialist Science teachers at ASC and the teaching program incorporated practical learning experiences spanning Biological, Chemical and Physical Sciences with real life application. The Year 6 Visitation involves a primary class and their teacher attending the ASC science laboratory for one hour per week for four weeks. The lessons were built around the key concepts of dissolving, solutes, solvents, solutions and separation of mixtures to support the primary schools in delivery of these parts of the Year 6 WA Curriculum. 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 program to provide the most benefit for students. The students have benefited from access to our specialised staff and laboratories, showing improvement in both student engagement and attainment.



Staff Profile

Staff Qualifications

Our College is served by exemplary teaching staff and a leadership team that is innovative. In 2016, 162 staff was employed at ASC, comprising 105 teachers and 57 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 toward these.

Ashdale SC has a focus on career development for all staff. In 2016 there were eight Level 3 Classroom Teachers, with another staff member attaining this by the end of the year. In addition, twelve 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 2016 the College had seven staff who had completed SWITCH, with one being Primary Trained originally, three staff having completed SWITCH in a different Learning Area and three Science teachers completing the senior school SWITCH program to teach Chemistry.

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 2016 included:

ALL STAFF

- Curriculum – Data Analysis including using SAIS to inform planning
- Peer Observation and Observation Classroom Technology

- Curriculum – Western Australian Curriculum
- Reflective Practice and Goal Setting
- Incorporating ICT into the classroom
- Incorporating ICT in curriculum planning
- Learning Support – supporting students with different learning needs within the classroom including Autism
- Health and Well-being/mindfulness
- Cooperative Learning Strategies including effective group work
- Positive Education – Ian Lillico
- Lesson Design with a focus on starters and plenaries

OTHER

- Course specific moderation meetings conducted by the School Curriculum and Standards Authority (SCSA)
- Learning Area/course specific PL run by relevant TDS and Professional Organisation (for example GAWA)
- Induction Program for new staff
- Differentiation of the Curriculum
- Future Schools
- Mentoring of pre-service teachers
- Application Writing
- Aspirant Groups – L3CT, HOLA and Deputy Principal
- SIS for beginners and SIS for intermediate
- RTP
- STEM Creative Lab and 3D printing
- Teaching and Learning Strategies
- Graduate Teachers Sessions
- First Aid
- Excel Training
- SEQTA

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. In 2016, ECU and UWA successfully launched their own versions of the Intern Program at Ashdale SC and have both expanded the number of interns within the school to 10 in 2017. The UWA internship is a part of their two year Master of Education program.

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, 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 SC. After further mentoring, the number of teachers offering to mentor either a pre-service teacher or fellow colleague has reached over 40% of the staff.

Further to the strength of our Teacher Mentors, the College hosted three SWITCH teachers in 2015 and two in 2016.





Specialist Programs

Information & Communication Technology

Innovation, Imagination and Creativity

This program gives students access to the latest technology, methods, content delivery and opportunities to explore this exciting fast paced industry. The curriculum of this course is enriched Digital Technologies curriculum, introduction students to various areas of ICT such as graphic design, photo media, coding, lego robotics, circuitry, entrepreneurial skills, STEM, project management, videogame design and the latest innovations in the technology industry. Through the ICT Specialist Program students have access to competitions, excursions, guest speakers, industry partnerships, and latest technologies.

Course Aims

The ICT Specialist Program offers students an opportunity to engage in specially designed curriculum that works to the 21st century learner, while fostering creativity and adventure in the learning experience.

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

The program is offered in a learning environment that is technology smart and rich. Parents are required to supply a MacBook and Adobe Creative Cloud Software for students in this program.

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 ICT Specialist 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.

Pathways

Many students have chosen a pathway in Senior School and beyond that involves IT in areas such as Graphic and Web Design, Networking, Video Game Design, Computer Science, and Cyber Security. We also have many students selecting STEM career pathways such as Life Sciences, Accounting, Civil engineering, Psychology, Statistics, Electrical Engineering and Computer Programming.



Specialist 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 7, 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 2016, the Autism Extension Program supported seven 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 West 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 the 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 (SSND) with the models implemented being based on the latest research.





National and International Tours

Canberra & Sydney Tour

30 College students travelled to Canberra and Sydney in September 2016. They visited Parliament House, Australian War Memorial, Royal Australian Mint and the Governor General's House, where we met His Excellency, General, The Honourable, Sir Peter Cosgrove.

The tour allowed students to explore their historical and artistic sides when they visited the National Gallery, National Museum, National Library and the Dinosaur Museum, with the favoured politics and law side emerging when they visited the High Court.



Gold Coast Netball Tour

Year 10 students from the Ashdale SC Netball Academy travelled to the Gold Coast in the 2016 July school holidays to compete in the Gold Coast Netball Carnival.

After four days of competition against national, international and specialist teams, the girls defeated South Australia's St Mary's undefeated team by two goals. This victory was the third championship title in the Intermediate Plate Division in the three years students from the Ashdale SC Netball Academy have been competing.



Thailand Antipodeans Tour

The Antipodeans community service tour in December 2016, allowed students to volunteer in a remote community in Thailand. Students developed skills in leadership, global perspective, responsibility, self reflection, team work and problem solving all in a safe and supportive program.

The trip has had a positive impact on our students health and wellbeing, both physically and mentally. The experience has allowed students to develop human endeavour and personal and social skills outside of the school curriculum.



Mt Hotham Ski Tour

In July 2016, 33 Year 11 and 12 students travelled to Victoria for the College's inaugural ski trip. They stayed in Mt Hotham and were all enrolled in compulsory ski lessons to enable them to improve their skills and participate in a safe environment.

The trip was a great success with commendations received from the hotel proprietors on the outstanding behaviour of the students. The students and their parents also provided overwhelming positive feedback on the great planning and organisation by College staff.



National School Opinion Survey Results - PART II



QUESTION



STUDENT



PARENT



STAFF

The school looks for ways to improve

74% **78%** **92%**

Teachers at this school motivate students to learn

76% **76%** **90%**



SURVEY SAMPLE SIZE:

Students - 966

Parents - 173

Staff - 103



Financial Summary

AS AT JANUARY 2017

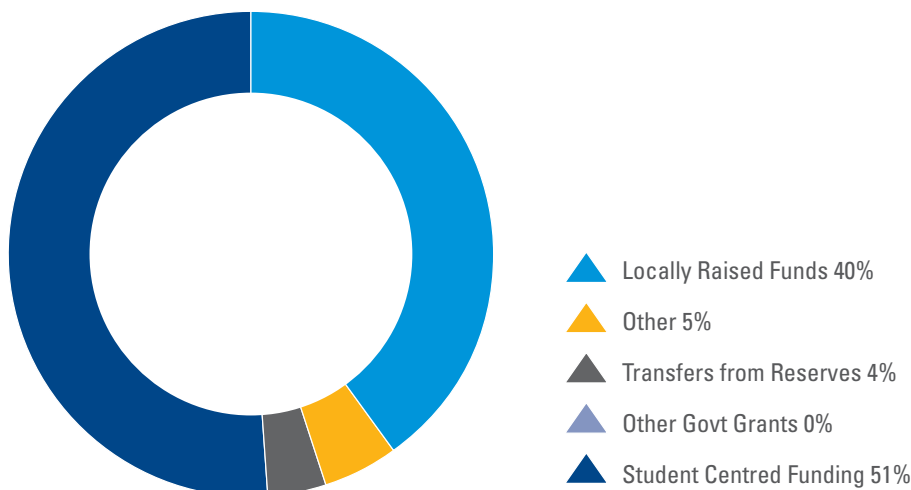
The following information outlines the financial performance for the year 2016.

Our compulsory charges collection rate for 2016 was 97.5% inclusive of the Education Program Allowance received. This was higher than 2015 at 95%.

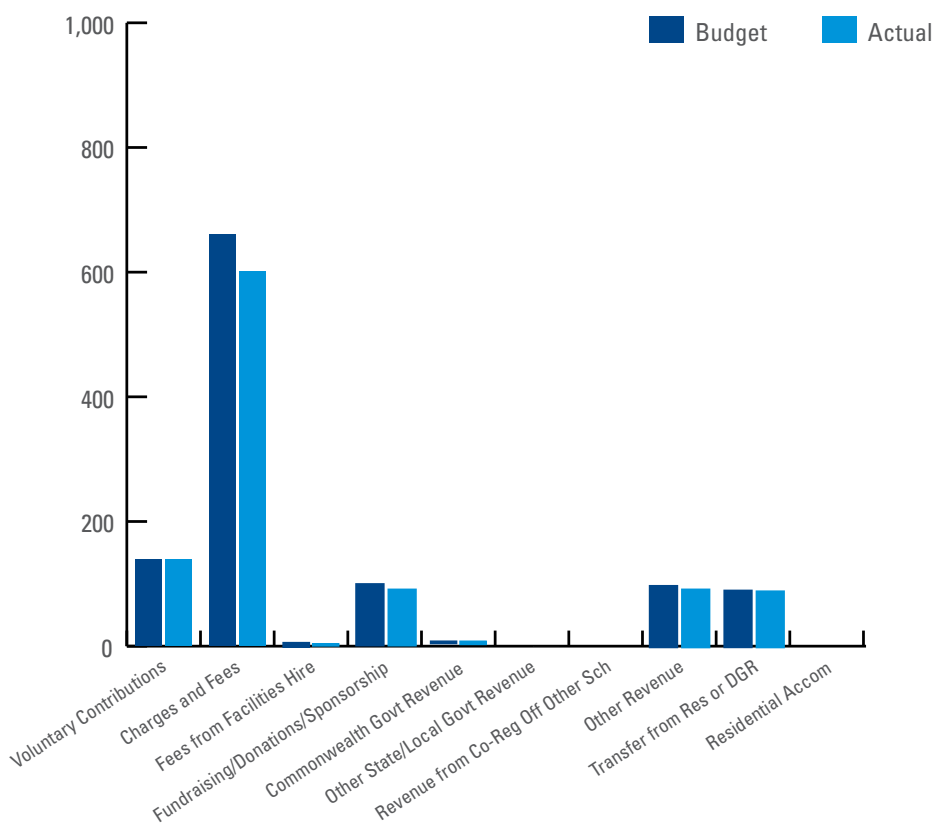
The voluntary contributions collection rate for 2016 was 76.89% inclusive of the Education Program Allowance. This was higher to the rate for 2015.

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.

CURRENT YEAR ACTUAL CONTINGENCIES REVENUE SOURCES

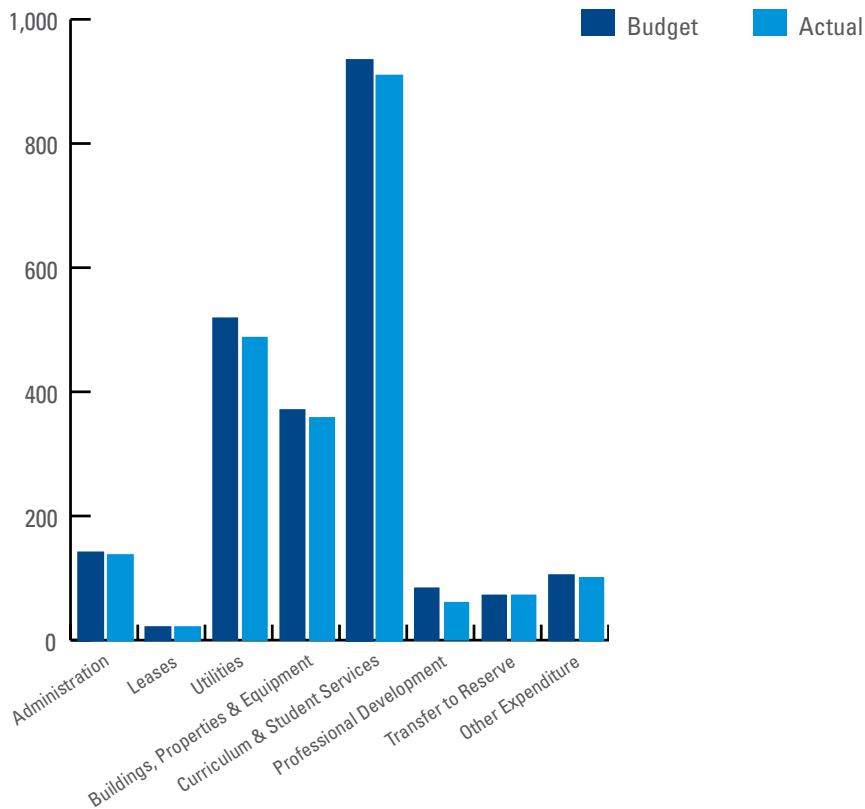


CONTINGENCIES REVENUE - BUDGET vs ACTUAL (\$000s)

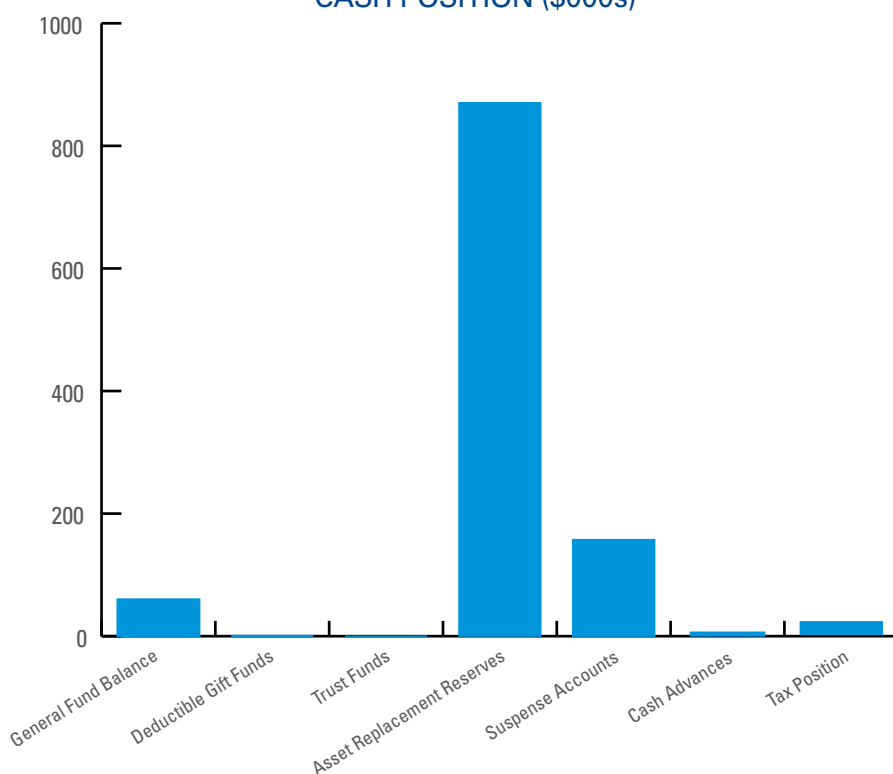




CONTINGENCIES EXPENDITURE - BUDGET vs ACTUAL (\$000s)



CASH POSITION (\$000s)



Ashdale

Secondary College



Achieving a Positive Future

An Independent Public School

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