

BUSINESS PLAN 2019-2021



ASHDALE
SECONDARY COLLEGE

Ashdale
Secondary College



 An Independent Public School

Achieving a Positive Future

COLLEGE MISSION

Preparing our students for a positive future.

COLLEGE VISION

- To provide every child with a world class education focused on student achievement, fostering innovation and creativity.
- To develop strong values in a supportive environment, encouraging high level contribution to the global community.
- To inspire lifelong learning and provide flexible career pathways, meeting the needs of all students on their journey toward a positive future.

COLLEGE VALUES

Our College Values underpin the nurturing of students who contribute positively to their community and society.

Respect	Thinking and acting in a way that values and expresses care about oneself, others and the environment.
Co-operation	Actively contributing and collaborating towards common goals.
Independence	Showing initiative and resilience both in familiar surroundings and when adjusting to new situations.



CLUSTER CONTEXT

The Ashdale Cluster comprises Ashdale Primary School, Carnaby Rise Primary School, Landsdale Primary School, Madeley Primary School and Ashdale Secondary College. Our schools are bound together by the Ashdale Cluster Board that establishes and reviews the cluster's general direction and priorities. As a unique Independent Public School Cluster we employ flexible approaches to collectively address the needs of our local community. To do this, the cluster commits both time and resources to shared initiatives. These resources include the development of cross-school teacher teams that develop common approaches by identifying strengths and address common areas of concern. The cluster also offers a range of professional learning opportunities to sustain the growth of staff members.

COLLEGE CONTEXT

Officially opened in 2009, Ashdale Secondary College became one of the first Independent Public Schools in WA. The College has an Index of Community Socio-Economic Advantage (ICSEA) of 1022, placing it in the 4th decile of all schools. With a student population of 1650 from Year 7 through to Year 12, the College plays an integral role in the Ashdale Cluster of schools, a strong partnership that has been formed with our four surrounding primary schools. The Ashdale Cluster aims to promote a holistic K-12 learning community with a common purpose and joint vision for improving student outcomes.

The College is situated in the northern suburbs of Perth, in an area that continues to experience new housing development and population growth. With a diverse multicultural population, the College has over 70 different cultural groups. Approximately 39% of the population come from families with English as an Additional Language or Dialect. Student attendance is above the percentage for all WA public schools and above that for schools of similar socio-economic background. The student transiency rate is minimal at 7%.

Ashdale Secondary College is a vibrant learning community characterised by effective leadership and a dedicated staff body. Strong support for the College from the community highlights the effective leadership that has been promoted; in addition, a governance system that is influential and supportive underpins this sustainable leadership across the school. The 2016 DES Independent Review commended Ashdale Secondary College for its leadership and commitment to student growth.

School improvement is a priority of the College for its community and adapting to its continually evolving nature has been accomplished through the regular seeking of feedback from staff, students and parents, and forms a vital part of the College's self-assessment process.

LEARN & GROW

The College's practices with classroom observation and reflective processes have been recognised and applauded by school leaders. Our teaching framework LEARN & GROW, implemented in 2017, is a common framework focusing on promoting higher order thinking and a safe and inclusive classroom environment. Use of the framework has gained momentum with positive change being seen in the classroom.

As a lead Science Technology Engineering Mathematics (STEM) school there is a clear cross curricular focus on the development of our 6 core STEM skills across years 7-12. These are critical thinking, problem solving, creativity, innovation, collaboration and communication. Preparing our students for a career of the future is our priority.



As a teacher training school, support is provided to experienced staff and beginning teachers alike. Our professional and enthusiastic teaching staff have been selected by merit and all contribute to a caring and supportive school environment. Increased awareness of mental health concerns and current issues facing young people has impacted on the College community, which is working together to maintain a safe and caring environment where students continue to feel welcome and involved. A variety of programs are offered to enhance and promote student learning such as our Specialist ICT Program offering institutes in both Creative Technologies and STEM, Specialised Autism Learning Program, Cluster Science Program, Pre-Service Teacher Program, Soccer and Netball Academies, Music Academy and local, national and international tours.

Ashdale Secondary College prides itself on the learning environment it provides for its students. Its flexible learning spaces, innovative and creative curriculum, focus on Literacy and Numeracy and development of core STEM skills place our students in an excellent position for a positive future.

In our first 10 years, the College has established itself firmly at the heart of the Ashdale Community and as an Independent Public School that is a capable and responsive organisation for now and into the future.



SELF-ASSESSMENT

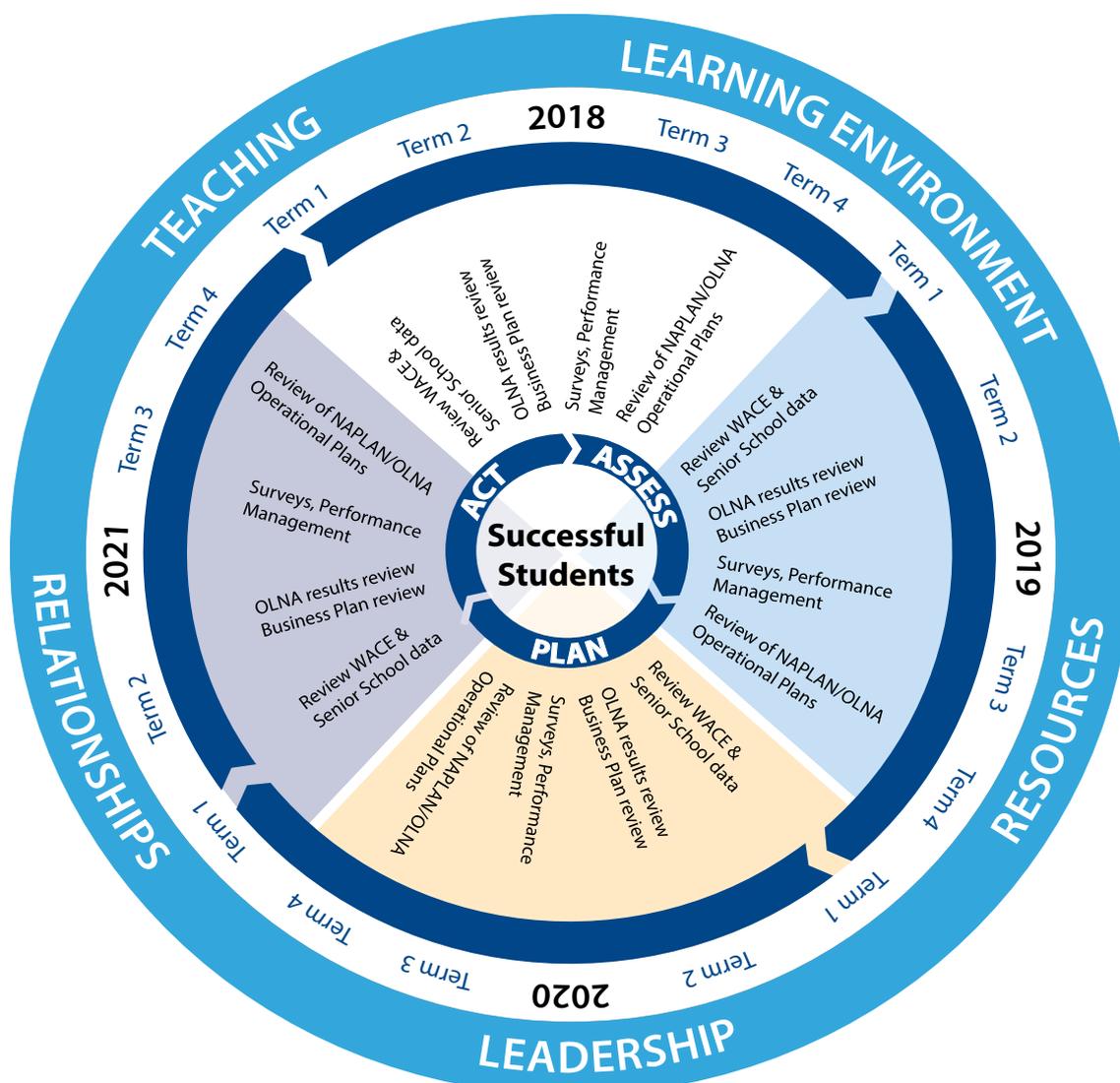
Ashdale Secondary College's school improvement cycle contains three essential components.

- Assess data and other evidence related to student achievement and school operations.
- Plan to improve the standards of student achievement.
- Act to implement planned strategies.

The College's planning and self-review cycle is rigorous and documentation is explicit. Self-assessment focuses on gathering and evaluating relevant data from a variety of sources throughout the year. Focused data analysis on

student performance and the effectiveness of school processes and operations are discussed and reviewed at every level, from the Executive team to the classroom teacher. These findings inform our planning and provide targets for improvement on which we enact.

School self-assessment is an integral part of maintaining and improving the performance of the College. Our three-year Business Plan is data driven and guided by our self-review cycle. The Business Plan is translated into Learning Area Operational Plans which are monitored and reviewed each semester.



ASHDALE SECONDARY COLLEGE TARGETS

1. SUCCESSFUL STUDENTS

- In the NAPLAN, the progress achieved by the stable cohort will equal or exceed Like Schools in Reading, Writing and Numeracy.
- Students in Year 7-10 cohorts will equal or exceed Like School performance in all Learning Areas.
- Students in Year 12 achieving the minimum standard in Literacy & Numeracy (via the NAPLAN or the OLNA) will equal or exceed Like Schools and/or the state average.
- Year 12 WACE achievement rate and median ATAR will equal or exceed Like Schools.
- Students enrolled in the STEM Institute to exceed like school performance in STEM subjects. (WACE performance from 2021).



2. EXCELLENCE IN TEACHING

- A school wide pedagogical framework is implemented and adopted by the majority of staff to enhance student outcomes and progress.
- Teacher judgement data has a strong correlation to system assessment data in both the NAPLAN and WACE.
- In the national School Survey, students will identify with a positive score of 75% or higher:*
- My teacher expects me to do my best.
- My teachers provide me with useful feedback about my school work.
- My teachers motivate me to learn.
- All staff will engage in the ASC whole school Reflective Practice Model.

3. SCHOOL DEVELOPMENT AND WELLBEING

- The whole school attendance will equal or exceed secondary state and Like School averages.
- In the national School Survey, students will identify with a positive score of 75% or higher.*
- My school gives me opportunities to do interesting things
- My school looks for ways to improve.
- My school is well maintained.
- I feel safe at my school.
- Student behaviour is well managed.
- Workforce Development Plan will show an increase in the number of staff engaging in career progression opportunities.
- In the national School Survey, Staff will identify with a positive score of 75% or higher:*
- This school looks for ways to improve.
- Staff are well supported at this school.

4. COMMUNITY ENGAGEMENT & EDUCATIONAL PARTNERSHIPS

- Maintain or increase the retention of students from Cluster primary schools to maintain a K-12 environment.
- Maintain or increase the percentage of students gaining positions in further education and / or the workforce.
- Maintain or increase parent satisfaction to indicate "strong support" for positive statements related to the school. In national School Survey parents will identify with a positive score of 75% or higher:*
- This school works with me to support my child's learning.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.

* After neutral responses have been removed.



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