

## 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 journeys toward a positive future.

## COLLEGE VALUES

Our 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.
Cooperation	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, Landsdale South 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 our local community's needs. 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 addressing 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 1034, placing it in the third decile of all schools. With a student population of 1,767 (at November 2021) 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 five 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 residential development and population growth. With this growth, we are proactively planning for the future needs of our student population. With a diverse, multicultural population, the College has over 80 different cultural groups. Approximately 40% 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 higher than schools of similar socio-economic backgrounds. The student transiency rate is minimal at 5%.

Ashdale Secondary College is a vibrant learning community characterised by effective leadership and dedicated staff. Strong support for the College from the community highlights the effective leadership promoted; in addition, a governance system that is influential and supportive underpins this sustainable leadership across the College. The 2020 Public School Review commended Ashdale Secondary College for its leadership and commitment to student growth.

School improvement is a priority of the College for its community. Adapting to its continually evolving nature has been accomplished by regularly seeking feedback from staff, students, and parents, and it 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. The 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 developing our six 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 College environment. Increased awareness of mental health concerns and current

issues facing young people have impacted the College community. We work together to maintain a safe and caring environment where students feel welcome and involved. A variety of programs is 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.

Since its inception, the College has established itself 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

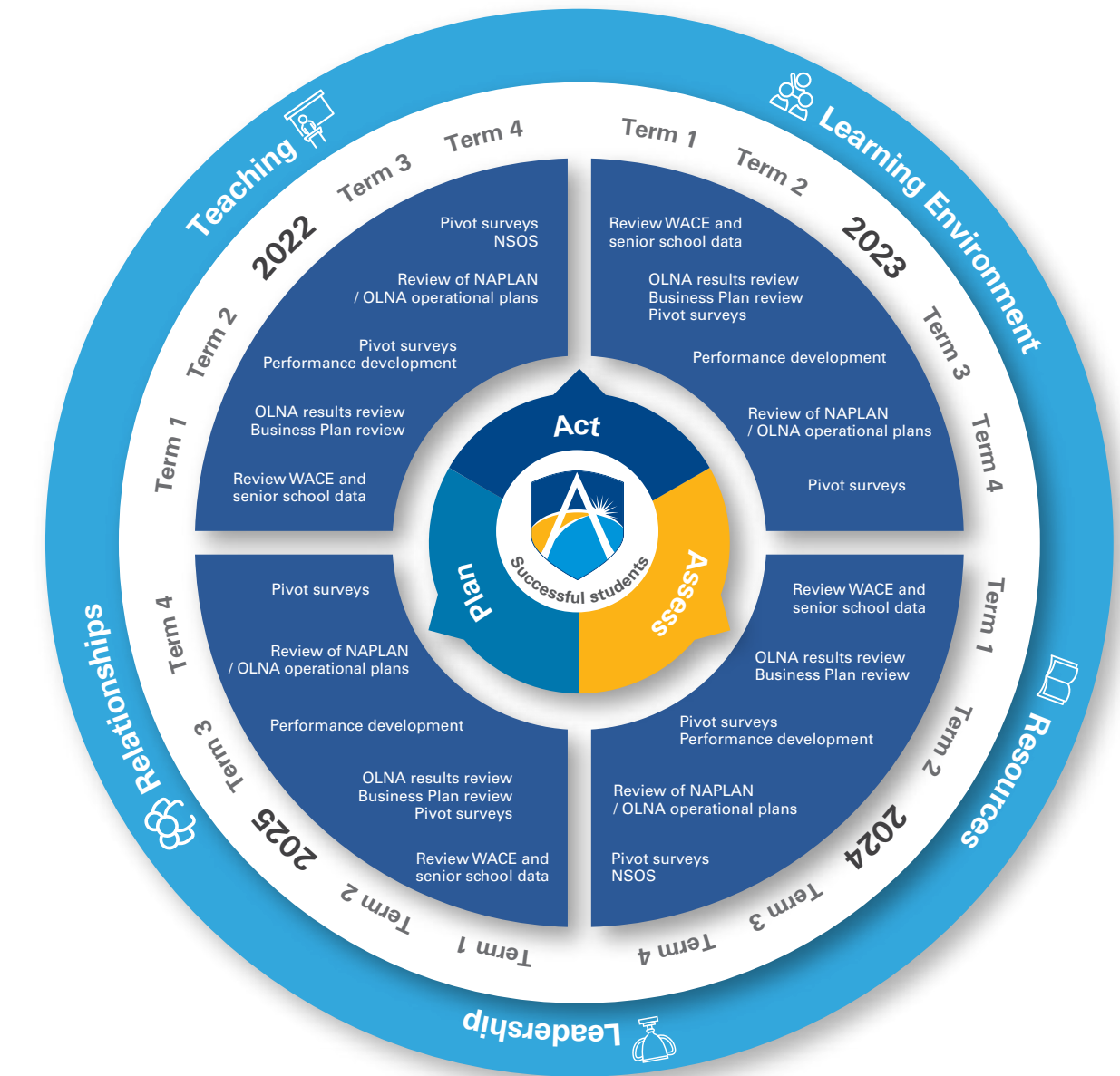
Ashdale Secondary College's school improvement cycle contains three essential components.

- 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 are rigorous, and documentation is explicit. The Public School Review conducted in 2020 noted the College as an overall exemplary school with high-level self-assessment and improvement planning processes scheduling our following review for 2025 (five years is the maximum length allowable between reviews).

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 College 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.





1. SUCCESSFUL STUDENTS

- In NAPLAN, the progress achieved by the stable cohort will equal or exceed Like Schools in Reading, Writing & 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 NAPLAN or 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 who complete Year 9 in the STEM Institute will achieve their WACE with a median ATAR of at least 85.
- At least 85% of Year 12 students will be enrolled in two or more STEM subjects.

2. EXCELLENCE IN TEACHING

- All staff will embed a College-wide pedagogical framework to enhance student outcomes and progress.
- College processes to identify students who require Individual Education Plans will be consolidated, resulting in improved student outcomes.
- All staff will embed differentiated teaching practices, leading to 80% of students who are identified as LBOTE or Aboriginal and Torres Strait Islander achieving a C grade average or better.
- Students' Pivot survey responses will assess the following standards at an average of 4.68/6 or above:
  - Teachers know students and how they learn.
  - Teachers know the content and how to teach it.
  - Teachers plan for and implement effective teaching and learning.
  - Teachers assess, provide feedback and report on student learning.



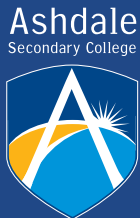
3. DEVELOPMENT AND WELLBEING OF STAFF AND STUDENTS

- The College attendance rate will equal or exceed secondary State and Like School averages.
- The regular attendance rate of Year cohorts will equal or exceed State School averages.
- The attendance rate for Aboriginal and Torres Strait Islander students will equal or exceed Like School average for Aboriginal and Torres Strait Islander students.
- In the Pivot survey, students will assess Standard 4: "Teachers create and maintain a safe and supportive learning environment", at an average of 4.56/6 or above.
- The College Workforce Development Plan will outline clear strategies that increase the number of staff engaging in leadership opportunities across the College.
- The College will continue supporting staff training and implementing Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE).
- 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

- At least 85% of eligible students are retained from Cluster primary schools.
- Maintain or increase parent satisfaction to indicate "strong support" for positive statements related to the College. In the National School Survey parents will identify with a positive score of 75% or higher:
  - This school works with me to support my child learning.
  - I am satisfied with the overall standard of education achieved at this school.
  - I would recommend this school to others.
- Continue to develop and maintain external partnerships with tertiary institutions and industry which benefit our students, teachers and the wider College community.
- The College will develop a process to identify the proportion of students who have transitioned to a meaningful pathway after leaving the College.
- The College will continue to provide opportunities for students to engage in a broad selection of co-curricular activities.

*\*After neutral responses are removed*



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Ashdale  
Secondary College

BUSINESS PLAN  
2022 - 2024