

ANNUAL REPORT 2018



ASHDALE

Ashdale
Secondary College

SECONDARY COLLEGE



— An Independent Public School

Achieving a Positive Future



*Preparing our students
for a positive future*



OUR COLLEGE

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.

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 2018 Annual Report reflects the College's Priorities and Targets, as outlined in the 2017-2019 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 Board Endorsement

2018 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board and endorsed on 18 March 2019.

College Information

Principal:
Mrs Kylie Bottcher

College Board Chair:
Professor Mark Hackling



COLLEGE OVERVIEW

It gives us great pleasure to introduce the 2018 Ashdale Secondary College (ASC) Annual Report to the College and wider community. We present this report to you, noting that it makes extremely gratifying reading for anyone with an interest in our College.

Throughout 2018 the College engaged in data collection and evaluation of performance to ensure continued improvement of our programs and student achievement. The culmination of these initiatives is reflected in the results of our Year 12 students who complete 12 or more years of primary and secondary education, the majority of these coming from our Cluster Schools.

In 2018, our Year 12 students achieved outstanding results while completing the Western Australian Certificate of Education (WACE) and once again Ashdale Secondary College is able to be identified as a top performing public school. We received this recognition for: 97% WACE achievement (above both like schools 90% and state 89%); 100% Attainment; top 25th ranking for a public school for achieving a median ATAR of 79.95; one student receiving a subject exhibition, two subject certificates of excellence, two certificates of distinction and 18 certificates of merit. Finally, we were also delighted to see 75% of our students receive an ATAR of 70 meaning these students were able to gain “front door” entry into university. These results show us that Ashdale Secondary College is able to graduate our students with a WACE and that these same students are well prepared for entry into university, TAFE or the work place. This is something that we believe we can be proud of as a College community, not only because it tells us that we are doing a great job with our students academically but also because it is evidence that Ashdale Secondary College is creating positive futures.

Further to this excellent Year 12 achievement data, our Year 7 and 9 students, in national and state-wide standardised testing, exceeded State and Like Schools and Australia-wide achievement averages in NAPLAN testing in both Writing and Numeracy. More importantly, of course, our students also

showed significant progress in performance from Year 7 to Year 9, which is evidence that the College is able to value add to each student’s individual performances.

Ashdale Secondary College continues to advance and lead the way in students’ engagement in STEM (Science, Technology, Engineering and Maths). Teacher development and professional learning examined how these important 21st Century learning skills could be embedded across the curriculum, ensuring that our students are equipped for society’s future needs. Links with the Cluster primary schools continued in providing a Science and STEM curriculum to the students of these schools as extension activities. The College also developed the STEM learning programs, giving students real life opportunities to solve and work on STEM learning projects around the College and wider community. The popular STEM Champion workshops were run in each term: over the ten workshops run, 250 students and their parents attended; and a continuation of the STEM Girls’ Day Camp, saw over 60 Year 4 and 5 students from our Cluster Schools attend a weekend of targeted STEM activities with mentors from the science community. Ashdale Secondary College was recognised as a leader in STEM education and continued our Teacher Development School status (1 of 3 secondary schools in WA). As important recognition of the work and opportunities available in the STEM space to all students at Ashdale Secondary College we were selected as one of four finalists in the Governor’s STEM Awards in Secondary Education.

Cultural engagement was exemplified through the high-quality, extensive and very successful Ashdale Arts program. Throughout 2018, Arts students were involved in multiple exhibitions, performances and competitions. The Board would like to particularly acknowledge the significance of having six students selected to exhibit their work in the 2019 Year 12 Northern Perspectives. This, along with the Art exhibition and the ongoing performances of the Concert Bands, the numerous instrumental ensembles and the Vocal Ensemble demonstrates



the growth and development of our vibrant Arts Program.

Our netball and soccer sporting academies proved competitive and had considerable success, winning at various levels within their respective codes. Whilst also competing in the Fiji Netball and the Singapore Soccer Tour our students had many opportunities to demonstrate their sporting skills. In addition to school based achievements we were also proud of the numerous individual student accomplishments throughout 2018 at local, state and the national level. These many successes illustrate not only the breadth and depth of sporting talent but they also illustrate that our sports program is paying dividends in terms of both student achievement and engagement.

Many of our students are involved in community service, both inside and out of the College. Perhaps the strongest demonstration of this commitment in 2018 was through the Student Leaders who raised funds across the College for the Pat Giles Centre and other worthy causes. This said, we are also delighted to acknowledge the many individual students (and indeed staff) who displayed their sense of justice, humanity and civic responsibility through fund raising activities in and out of school time.

At the end of 2018 we finalised staffing plans to ensure the strengthening of Student Services and the Student Support team, which throughout the previous year has worked to ensure we are meeting the Department of Education's brief of providing High Performance and High Care, and our all-important pastoral care programs continue to support student wellbeing and development. This planning also meant that the proposed State Government changes to the Autism Extension Programs across WA were put into action and, as of 2019, this program is renamed as the Specialised Autism Learning Program and has a changed staffing structure with a dedicated team of staff catering for double the number of students.

We would like to note that our achievements across the College are greatly assisted by having students who engage in their own learning programs. At Ashdale Secondary we are proud to have polite, well-behaved and highly motivated students who

are prepared to 'have a go' and, as a result, achieve outstanding success. These students are a credit to the College and wider community including the strong unique Cluster model of which we are fortunate to be part.

In closing, we note that our success as a College is greatly enhanced by a supportive College Board, P & C and a motivated, caring and talented staff. The Board would like to acknowledge and thank our teachers for the professionalism with which they approach this most challenging and rewarding of roles. The quality of all staff, the links with our students, parents and wider community at Ashdale Secondary College is exemplified by yet again having another staff member reaching the finals for Secondary Teacher of the Year in WA Education Awards and the Governor's STEM Awards. As a College, we embrace a culture of continual improvement and we look forward to 2019 being another highly successful year.

Mrs Kylie Bottcher
Principal

Professor Mark Hackling
College Board Chair



2018 HIGHLIGHTS

- Subject Exhibition (top student) Earth and Environmental Science – Jacqueline Le.
- Year 11 Karis Italiano earned her Bronze Award in the Duke of Edinburgh Awards.
- In February over 200 cluster students and parents attended the College for our first Mega STEM Champions event.
- West Coast Eagles School & Community Coordinator, James Grabski delivered an important message to our Year 7's on cyber awareness and resilience.
- 451 students took the opportunity to participate in vocational training courses, including 25 who trained at external sites.
- Six students from the graduating class of 2017, exhibited their artworks in the Northern Perspectives Art Exhibition.
- In March, ASC students attended Murdoch University for the Global Goals Youth Forum, this required students to collaborate with other schools in the pursuit of developing innovative solutions to achieve positive global change.



Joanne Le, overall encouragement award winner at the City of Wanneroo, Northern Perspectives Art Exhibition 2018

- The Ashdale Athletics Carnival was one of the closest contests in history. 2017's champion house Curie, held off some very strong competition from Newton to win back to back championships by just 22 points.



STEM Champions event



Athletics Carnival

- Year 11 students attended the B-Streetsmart event during April. The students gained valuable information regarding the impact of poor decision making involving young drivers.
- In March the Year 11 and 12 ATAR and Year 12 General Visual Arts students attended the 2018 Sculptures by the Sea exhibition at Cottesloe Beach and the 2017 Year 12 Perspectives exhibition at the Art Gallery of Western Australia.
- Year 8 ICT Specialist Program and STEM Institute female students attended a day at Murdoch University about women in STEM careers during March.
- Four Year 10 students attended a “Try A Trade” event held at the College of Electrical Training (CET) in Joondalup. The students were shown around the facilities at electrical industries leading training provider.
- Year 11 student Paris Sparks was cast in the “We Will Rock You” theatre production, which opened at His Majesty’s Theatre on 23 March.
- The Year 8 and 9 female soccer students competed in the Futsal Tournament and won.
- Year 7 student Charlotte Yates, represented Western Australia in the National Youth Women’s U15 Baseball Championships in Geelong, Victoria over the Easter long weekend. She was the only 11-year-old selected for the team.
- Associate Professor Kirsten Nowak BSc (Hons), PhD from the Harry Perkins Institute of Medical Research gave an insightful presentation at our STEM Girls High Tea in May. Ms Nowak shared her STEM study and career pathway with our Year 8, 9 and 10 STEM girls.
- Year 10-12 students participated in the Law Society Mock Trial Competition. Ashdale SC Team 1 was the first team from Ashdale Secondary College to qualify for the finals.
- Ashdale Secondary College was invited to feature on the front cover of The West Australian ED lift out by interviewing our Year 11 student, Diya Teli in the May issue. The article discussed the Gender Gap and how schools are encouraging girls to consider ‘STEM’ careers.
- Year 8 student, Kayla Pelligrini bravely faced up to The World’s Greatest Shave in March in front of family, friends, classmates and staff. Kayla



fundraised over \$4,000 via her 'Go Fund Me' page. Ashdale staff supported her by adding an additional \$430 to assist her to reach her goal.

- The third annual STEM Girls Day Camp was held in June. 65 girls attended and learned about drones and robotics and their uses in the world, and had the chance to engage and have fun with the technology.
- The Student Leadership team conducted a fundraising week and raised over \$1300 for the support of The Pat Giles Centre, a local charity providing counselling and associated services for women and children who have been subjected to domestic violence.
- Year 11 Certificate II in Hospitality student, Jonathan Lasconi competed in the Taste of the Future Competition and achieved 5th place.
- Three Year 8 students, Jayden Paul, Jacob Santich, and Tyler Paul, were selected to play for the Northern Metros baseball team, which is a Charter team consisting of the best players from all the northern baseball clubs. They played in the National Intermediate Baseball League Tournament held in Lismore (NSW) in May and won the grand final.
- Year 11 student, Samuel Allison, was selected to represent Australia in Gridiron at the Under 19 World Championships held in Mexico in July. Sam was the youngest player on the team.
- Three students Amy Lien (Year 12), Janna Noor Effendi (Year 12) and Agatha Okon (Year 11) participated in the St George's Art Exhibition in the unique setting of the Cathedral.
- Eight Ashdale STEM Institute students attended the Bankwest Curtin Economics Centre launch of the Focus on WA report: Falling Through the Net: The Digital Divide in Western Australia.
- The College held its Women in Leadership Afternoon Tea in August. Liz Behjat, College Fellow facilitated a panel discussion consisting of Dr Anne Aly MP, Margaret Quirk MLA and Mayor Tracey Roberts about their roles in all three levels of government.
- 18 students participated in a Mt Hotham Ski Trip during the second week of the July school holidays.
- Students from Years 8, 10 and 11 and parent helpers competed in the eV (Electric Vehicle) Challenge in Wundowie. Ashdale students finished the race in 3rd place.
- In October 12 Year 8 and 9 mathematics students attended UWA to compete in the annual WA Junior Mathematics Olympiad competition.
- In October over 100 students braved the rain and trying conditions to compete in the 2018 Interschool Athletics Carnival. The College was placed 2nd overall in D Division, which will mean a promotion to C Division for 2019.
- Selma Halilovic (Year 7) and Chelsea Calder (Year 9) both competed in the Australian Taekwondo 2018 National championships, in Bendigo, representing the WA State team. They won bronze (Chelsea) and gold (Selma) medals.
- In November, students from the Year 9-10 Soccer Academy flew to Singapore and participated in the Singa Soccer Cup. The team participated in the Under 16s group of the competition, which included teams from Indonesia, India and Malaysia and the Philippines.
- Ashdale Secondary College was selected to form a partnership with Hikone Higashi High School in Japan as part of their Super Science program.
- The participants of the ASC reCycle Bike club all worked together during the Bicycle Try A Trade sessions held this year, 12 bikes were repaired and were donated to two charities.
- In November, thirty Year 9 students attended the annual Canberra Tour.
- Twenty Year 8-12 students headed to Sydney during July to attend The Arts tour. They completed dance classes at the Sydney Dance Company, drama workshops at NIDA (National Institute of Dramatic Art), visited galleries and attended a theatre performance.
- The Year 10 Netball Academy students flew to Fiji in December to compete against a variety of National and International netball teams. They won three games and drew another.



Canberra Tour



Harmony Day



PRIORITY 1: Successful Students

OUR FOCUS: At Ashdale Secondary College, we believe all students should be successful students and have access to the best education possible.

Target 1.1 In the NAPLAN, the progress achieved by the stable cohort will equal or exceed Like Schools in Reading, Writing & Numeracy.

The National Assessment Program – Literacy and Numeracy (NAPLAN) testing occurs in May each year, with students in Years 3, 5, 7 and 9 being tested across a range of literacy and numeracy skills. The Ashdale Cluster of schools works cooperatively and collaboratively to build skills and track progress across all year groups. Literacy and Numeracy skills development remains a priority of the Ashdale Cluster and its teachers have access to NAPLAN student data from Year 3 onwards, allowing for targeted strategies to be employed.

As Ashdale Secondary College is a leader in innovative practice, rigorous preparations were put in place by the College for testing to be completed online. In 2018, ASC supported two cohorts of students, Year 7 and Year 9, to complete the online testing over a nine-day period.

Students at the College have continued to perform strongly in all areas of NAPLAN and the results show that the College continues to value-add with regard to student achievement. Our students not only achieve strong results but they also make good progress from year to year in their literacy and numeracy skills development. The College has actively implemented strategies to achieve this performance, including literacy and numeracy NAPLAN conferencing (3.8 FTE in 2018), NAPLAN support classes focusing on literacy and numeracy, NAPLAN pre-testing and analysis, whole-school use of the Customised NAPLAN Analysis Platform (CNAP) and the associated data provided to embed strategies within teaching programs, and the continued growth of a Lexile Reading Program, which measures students' current reading level and assists in matching them with appropriate texts, aiming to extend vocabulary and comprehension.

In the areas of Writing and Numeracy, Year 9 students made significantly higher progress and achievement from 2016 to 2018 than Like Schools. These students also made higher progress in Reading when compared with Like Schools but in measuring achievement the results were comparable (see Student Progress and Achievement Compared with Like Schools chart).



The average test score in both Numeracy and Writing for students in Year 9 increased again from 2017 to 2018 at Ashdale Secondary College, and though the average score for those contexts for students in Like Schools also increased over the same period, the extent to which Ashdale exceeded achievement in comparison to Like Schools was significantly higher in Writing. The average test score in both Numeracy and Writing for students in Year 7 remains higher than Like Schools (see average graphs).

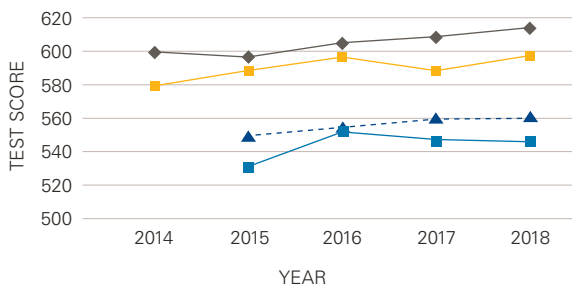


Student Progress and Achievement compared with Like Schools

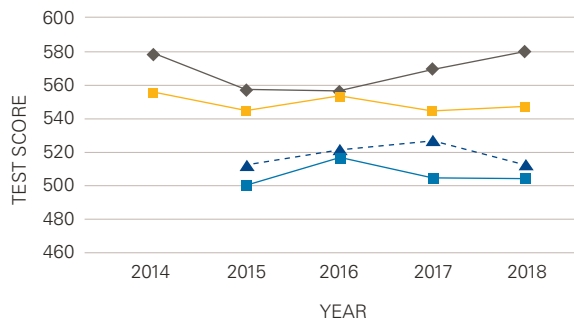
NAPLAN Year 7 2016 to Year 9 2018



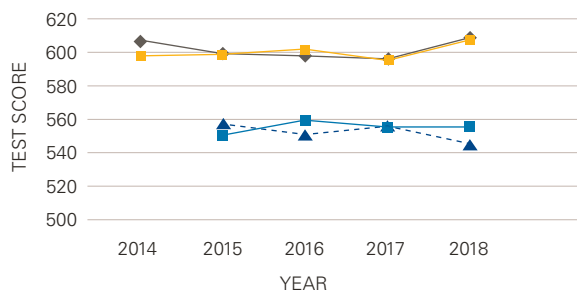
NAPLAN Average Numeracy Score



NAPLAN Average Writing Score



NAPLAN Average Reading Score



Year 7 Reading is an area to focus on for improvement as the average test scores in 2018 were lower than Like Schools. An increase in achievement in Reading remains a focus for the College and it was pleasing to see an increase in achievement in Year 9 Reading which has mirrored the increase in Like School achievement.



As evident in the Proficiency Band Summary tables for Numeracy, Writing and Reading, in 2018 more Year 9 students at the College achieved at Band 8 or higher when compared with Like Schools, with 68% compared to 56% doing so in Numeracy, 55% compared to 35% in Writing, and 55% compared to 54% achieving Band 8 or higher in Reading. This percentage of students achieving Band 8 or higher has increased in each area from 2017 to 2018, with Writing seeing a significant 12% increase in the number of students achieving within these bands. The achievement of Band 8 gives exemption to students from Online Literacy and Numeracy testing (OLNA).

Year 9 saw the same low percentage (2%) of Ashdale Secondary College students achieve below the National Minimum Standard compared to that of Like Schools in Numeracy, 10% doing so compared to 17% of students in Like Schools in Writing, and 2% of ASC students achieving below the National Minimal Standard compared to 4% Like Schools in Reading. Ashdale Secondary

College has reduced the number of students achieving below the minimum standard in Writing and Reading from 2017 to 2018.

Though achieving Band 8 or higher in Year 7 doesn't guarantee pre-qualification for OLNA, it demonstrates a strong likelihood of achieving similar band allocations or higher in Year 9 and therefore achieving OLNA prequalification. It also indicates the extent to which students are being supported to achieve strong academic results in literacy and numeracy. In Year 7, 35% of students achieved in Band 8 or Band 9 in Numeracy compared with 27% of students in Like Schools, 22% achieved in those bands compared with 13% of students in Like Schools in Writing, though only 17% of students achieved Band 8 or Band 9 in Reading compared to 25% of students in Like Schools.

Band	NAPLAN Score Range	Numeracy Proficiency Bands							
		Year 7				Year 9			
		2017		2018		2017		2018	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					10%	5%	16%	9%
9	634 - 685	10%	10%	11%	10%	23%	14%	22%	18%
8	582 - 633	24%	17%	24%	17%	33%	33%	30%	29%
7	530 - 581	33%	33%	32%	31%	22%	32%	22%	32%
6	478 - 529	23%	25%	25%	29%	12%	15%	9%	11%
5	426 - 477	8%	12%	6%	11%	0%	1%	2%	2%
4	374 - 425	1%	2%	1%	1%				
3	322 - 373								
2	270 - 321								
1	Up to 269								





Band	NAPLAN Score Range	Reading Proficiency Bands							
		Year 7				Year 9			
		2017		2018		2017		2018	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					3%	4%	4%	5%
9	634 - 685	5%	7%	5%	8%	13%	13%	17%	15%
8	582 - 633	13%	15%	12%	17%	35%	33%	34%	34%
7	530 - 581	38%	33%	30%	29%	27%	27%	32%	30%
6	478 - 529	33%	28%	29%	30%	17%	18%	11%	12%
5	426 - 477	9%	12%	16%	13%	5%	6%	2%	4%
4	374 - 425	2%	5%	7%	4%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Band	NAPLAN Score Range	Writing Proficiency Bands							
		Year 7				Year 9			
		2017		2018		2017		2018	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					9%	4%	8%	4%
9	634 - 685	4%	3%	5%	2%	10%	8%	14%	8%
8	582 - 633	18%	11%	17%	11%	24%	23%	33%	23%
7	530 - 581	26%	21%	21%	21%	28%	25%	25%	24%
6	478 - 529	30%	30%	27%	29%	18%	23%	10%	24%
5	426 - 477	20%	25%	21%	27%	11%	17%	10%	17%
4	374 - 425	3%	9%	10%	9%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Above National Minimum Standard
 At National Minimum Standard
 Below National Minimum Standard



Recommendations:

- The College continues to use data and explicit teaching of literacy and numeracy skills in English and Mathematics classrooms, with a focus on improving reading skills
- The ongoing implementation of a Literacy & Numeracy Conferencing model, in which specially selected staff (planned 3.8 FTE for 2019) who implement gap analysis strategies to provide targeted support to small groups of students across Years 7, 8 and 9
- Targeted literacy and numeracy strategies, especially those which support improvement in reading, employed across every classroom, in every learning area
- The ongoing role of the College’s Literacy and Numeracy Committee in being a source of support and professional development for teachers, especially in the teaching of reading skills
- Ongoing collaboration and data-sharing with Ashdale Cluster schools to address Cluster priorities and implement data-driven strategies for literacy and numeracy improvement across the Cluster, with a particular focus on improving reading outcomes.

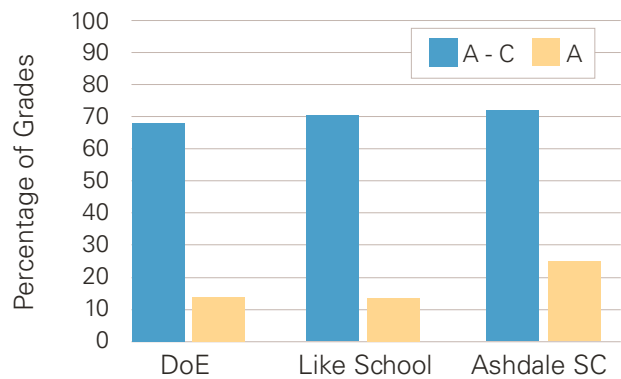
Target 1.2 Students in Year 7-10 cohorts will equal or exceed Like School performance in all Learning Areas.

As part of Ashdale Secondary College’s continuous improvement cycle, focused data analysis of student performance is discussed and reviewed at every level, from the Executive Team to the classroom teacher. Learning Area grade allocations, in comparison to grade allocations by Like Schools and as an average across all State Schools, are systematically analysed to determine trends and areas for improvement.

In 2018, Year 7 students performed well across a number of Learning Areas in comparison to Like Schools and State Schools (DoE), achieving higher A-C grades in The Arts, Health & Physical Education, Design & Technology and Digital Technology, with a percentage of markedly higher A grades achieved in Humanities & Social Sciences, The Arts and Health & Physical Education when compared with Like and State Schools. A

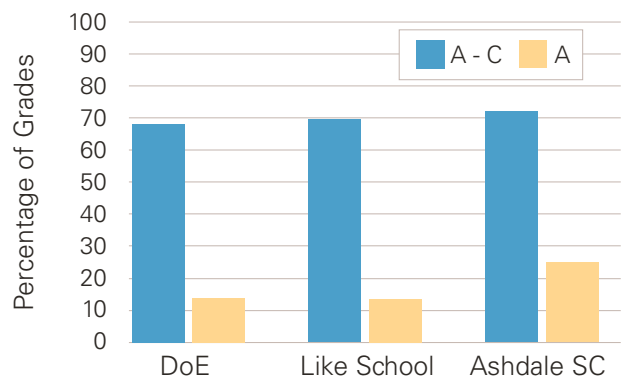
student who achieves a C grade is deemed to have achieved at the expected standard for students in their year group, whereas a student achieving a B or A grade are performing above or well above the expected standard for that year group. Year 7 students performed slightly below Like School learning area performance in English, Maths and Science, which is an area of development for the College.

Year 7 Grade Distribution: The Arts 2018



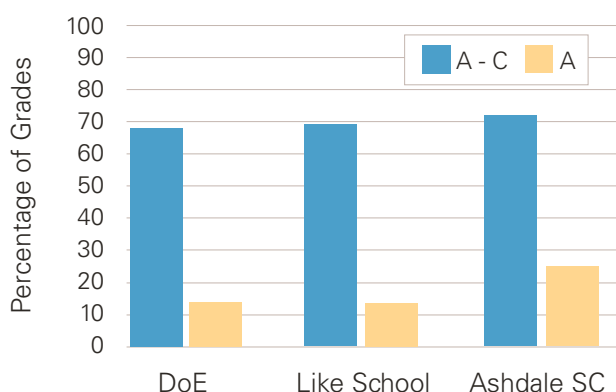
The number of students in Year 8 achieving a C grade or higher was noticeably stronger than Like and State schools, across the breadth of learning areas. Students achieving an A grade in Year 8 at Ashdale Secondary College outperformed Like Schools in English, Science, The Arts, Health & Physical Education and Digital Technologies. A grade allocations were equal to Like Schools in Design & Technology (21% of the cohort).

Year 8 Grade Distribution: English 2018



In the Year 9 cohort, performance again exceeded Like Schools in many areas with regards to C or higher, and A grade allocations. Allocation of A grades was especially strong in English, Maths, Humanities and Social Sciences, The Arts, Health and Physical Education and Digital Technology, with an equally strong performance in comparison to Like Schools in A-C grade allocation these areas.

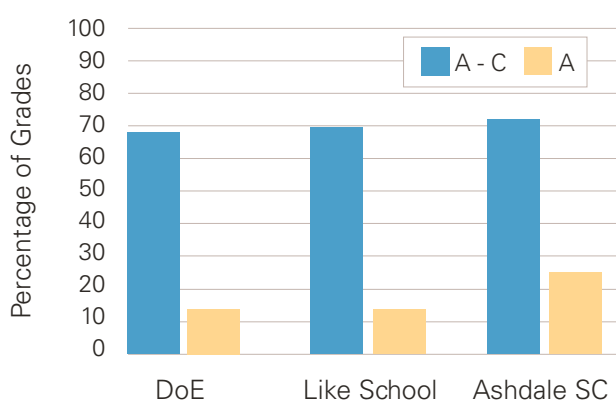
Year 9 Grade Distribution: Maths 2018



Students in Year 10 Health and Physical Education strongly outperformed both Like and State schools in A-C and A grade achievement. The performance of Year 10 students in Maths and Humanities and Social Sciences was also strong in comparison to Like and State Schools, with 72% of students achieving a C grade or higher and A grade achievement being 11% greater than both Like and State schools in Humanities and Social Sciences.

Some learning areas in Year 10 slightly underperformed against A-C grade achievement when compared to Like Schools, with an improvement in academic performance in these areas being a recommendation for development.

Year 10 Grade Distribution: HASS 2018



Recommendations:

- Strengthen the number of WA Curriculum Grade A-E exemplars in Learning Areas to assist with moderation and determining grade cut-off boundaries, with a focus on ensuring an increased achievement of WA Curriculum A-C grades in Year 7 and Year 10
- Create Learning Area reviews of assessment tasks, to ensure that tasks and marking keys in line with WA Curriculum grade descriptors
- Ensure consistent and explicit use of WA Curriculum A grade descriptors and exemplars in all courses in Year 7
- Participate, where possible, in Year 7-10 moderation between schools
- Teachers in all Learning Areas utilise available system data, such as NAPLAN and OLN, when analysing student performance in Learning Area contexts





Target 1.3 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.

To successfully meet the requirements of the WACE students must demonstrate a minimum standard of literacy and numeracy. This minimum standard is regarded as essential to meet the demands of everyday life and work and can be demonstrated through achieving Band 8 or higher in NAPLAN or passing the OLNA.

The conferencing model has continued into 2018 ensuring that students yet to meet the minimum standard were provided with intensive tutoring with literacy and numeracy specialists, either one-on-one or in small groups. Each learning area

has been supported by the Literacy and Numeracy Committee, which has provided explicit literacy and numeracy strategies to be implemented throughout the year, supporting students to meet the minimum requirement. While there has been a slight decrease in the percentage of students qualified from 2017 it is pleasing that ASC has exceeded like school and the state average of 94.3%, meeting the target 1.3.

	Year 10	Year 11	Year 12	Total qualified
ASC 2018	53.1%	12.5%	3.5%	94.1%
Like Schools 2018	36.1%	16.5%	4.2%	82%
ASC 2017	29.8%	28.4%	7.2%	97.6%

The percentage of eligible full time students demonstrating minimum literacy and numeracy was 98.11%

Target 1.4 Year 12 WACE achievement rate and median ATAR will equal or exceed Like Schools.

The College WACE achievement rate for 2018 was 97%, exceeding Like and State Schools and being a slight improvement from 2017. In 2018 a total of 245 students completed Year 12 at Ashdale Secondary College. Of these 69% were enrolled in Vocational Education and Training (VET courses).

Of the Year 12 cohort, 31% completed four or more Western Australian Certificate of Education examination courses resulting in an ATAR (Australian Tertiary Admissions Ranking) score. In conjunction with high-quality teaching and learning programs, the Year 12 students were exposed to a wide range of targeted strategies to ensure they achieved success. To ensure that the students achieved to their potential, the strategies ranged from a targeted focus on academic achievement to maintaining and improving mental health and well-being.

The strategies included:

- Senior School Enrichment program – A variety of targeted lessons built into the Senior School timetable. Lessons covered a range of topics including study skills, exam preparation, university entrance requirements, goal setting and calculating predicted ATAR.
- WACE achievement program – A one-hour session built into the Senior School timetable where students at risk of not meeting WACE requirements had teacher support to develop the skills needed to complete course assessment tasks.
- Revision seminars – Seminars run during Term 2 and Term 3 holidays revising key concepts to prepare for the Semester 1 and end of Year WACE examinations. Semester 1 seminars were coordinated by ASC teachers while the



Term 3 seminars were facilitated by external providers.

- Mental Health and Well-Being seminars – Several seminars provided to Year 12 students focussing on mental health and well-being. An example of this is Red Frogs, a support agency for school leavers.
- Subject specific tutoring – Out of school hours tutorials run by College staff.

- P&C Scholarship fund – A program funded by the P&C providing students with access to externally run ATAR revision seminars. Students participated in these seminars in Semester 1 and 2.
- Follow the Dream program – Tertiary aspirations strategy designed to assist Aboriginal students to reach their career potential through mentoring, case support and after school tuition.

WACE Achievement

Secondary attainment is a measure of students achieving either an ATAR equal to or greater than 55 or completing a Certificate II. Secondary attainment for the College was at 100%, exceeding Like and State schools for this measure. This is a consistent trend for ASC.

A total of 76 ASC students engaged in the WACE exams in 2018 (31% of the Year 12 cohort). The cohort achieved a median ATAR of 79.93. While this is a slight decrease from 2017 it outperformed Like and State schools, placing Ashdale as the 55th ranked school in WA and the 25th ranked public school.

	2018		2017		2016	
	WACE Achievement	Attainment	WACE Achievement	Attainment	WACE Achievement	Attainment
Ashdale SC	97%	100%	96%	100%	93%	100%
Like Schools	90%	96%	91%	97%	92%	98%

Ashdale Secondary College continues to outperform Like Schools in terms of the percentage of students achieving in the top third of ATAR performance. In 2018 there was a decrease in the percentage of students achieving in the

bottom third which has resulted in an increase in the students achieving in the middle third for ATAR performance, outperforming Like Schools.

	Ashdale SC	Like Schools	State Schools
Median ATAR	79.93	76.2	79.5



	Ashdale SC %		Like Schools %	
	2018	2017	2018	2017
Top third	30	30	21	20
Middle third	33	39	34	35
Bottom third	37	30	45	44

In 2018 the College offered 19 ATAR courses, of which 12 courses had an averaged scaled score above the average for the state. Twelve students (16%) achieved an ATAR of over 95 placing them in the top 5% of the state, an increase of 7% from 2017.

Once again, Ashdale Secondary College students were successful in gaining award recognition by SCSA, including a Subject Exhibition award. A subject exhibition award is awarded to the top eligible student obtaining the highest examination mark in an ATAR course. In 2018, this was achieved in Earth and Environmental Science by Jacqueline Le. This is the third year in a row that an Ashdale Secondary College student has achieved this award for Earth and Environmental Science.

Subject Certificates of Excellence: A subject Certificate of Excellence is awarded to students who are in the top 0.5 per cent of candidates based on the examination mark or the top two candidates (whichever is the greater) in an ATAR course.

In 2018, this honour was achieved by;

- Jacqueline Le
- Samantha Hough

Certificates of Merit: A Certificate of Merit is awarded to each eligible student who, in their last three consecutive years of senior secondary WACE enrolment, achieves 150-189 points. The points are accrued from 20 Year 11 units and 10 Year 12 units of study. In 2018, the following 18 students achieved Certificates of Merit:

- Varisha Lall
- Jacqueline Le
- Euan Ansell
- Lachlan Arland
- Anika Fuglsang

- William Jackson
- Dhillan Kara
- Nathan Lim
- Sarita Mardania
- Natasha Mugavu
- Neer Ramji
- Joshua Rocca
- Darshan Shah
- Alexa Silverio
- Bikramjit Singh
- Sophie Townsend
- Emma Wyllie
- Syed Yousef
- Kayla Ziegler

It is further pleasing to note that a total of 75% of students who completed their ATAR scored an ATAR of 70 or higher, which is of particular importance as it is the minimum entrance requirement for “front door entry” into university.

Recommendation:

- Utilising the time after Year 11 exams to better prepare students for the requirements of Year 12 courses.



Target 1.5 Students enrolled in the STEM Institute to exceed Like School performance in STEM subjects (WACE performance from 2021).

The Ashdale Secondary College Approved Specialist Program - STEM Institute has completed its first three-year cycle of operation. Over this three-year period, students have the opportunity to have input into their own learning, work on solutions to real world problems, engage with current research initiatives and form relationships with our community and industry partners.

The College has invested heavily both in staffing and infrastructure in the area of STEM. The addition of a Level 3 Program Co-ordinator STEM and the continuation of two Level 2 STEM Co-ordinators show our commitment to success in this area. The incorporation of a Makerspace in our Creative Lab, a flexible Mechatronics workshop, STEM Garden with outdoor classroom, three I-Mac labs, a Recording Studio and new Virtual Reality equipment ensure students are fully immersed in STEM learning experiences.

The development and upskilling of our staff has been instrumental in the success of the program. During 2018 we have used our School Development Days to implement the use of a whole school STEM matrix focusing on 6 key cross curricular STEM skills. Learning Areas have been given time to map these skills into their teaching programs to further support their development. Through this process, Learning Areas have started to develop cross-curricular connections, working on similar projects with a STEM skill focus.

Our Year 7 cohort took part in a collapsed STEM day at the end of the year; they focussed on recycling of waste and formed part of the Waste Warrior Challenge. The final products produced by the students of this day were showcased at an event attended by local government and STEM partners.

During Term 2, our Year 10 girls were invited to attend our inaugural STEM Girl's High Tea. With guest speakers from tertiary education and Year 12 students currently studying in the STEM field, the girls gained a wealth of information around future STEM careers and STEM subjects.

Providing Senior School pathways for our STEM students has been a focus for 2018. Pre-planning has occurred for a new ATAR course in Engineering, along with an additional Mechatronics program with a focus on Drone Technology. The continuation of STEM integrated in Years 9 and 10 will provide an avenue for students exiting the Approved Specialist Program at the end of Year 9, being well prepared for Senior School study.

Completing our first year as a STEM Teacher Development School has allowed us to not only to share expertise with staff across the state, but also invest and upskill our own staff in the process. The data shows how the STEM Institute is leading to improved academic outcomes for our students.

Year 7 STEM Institute

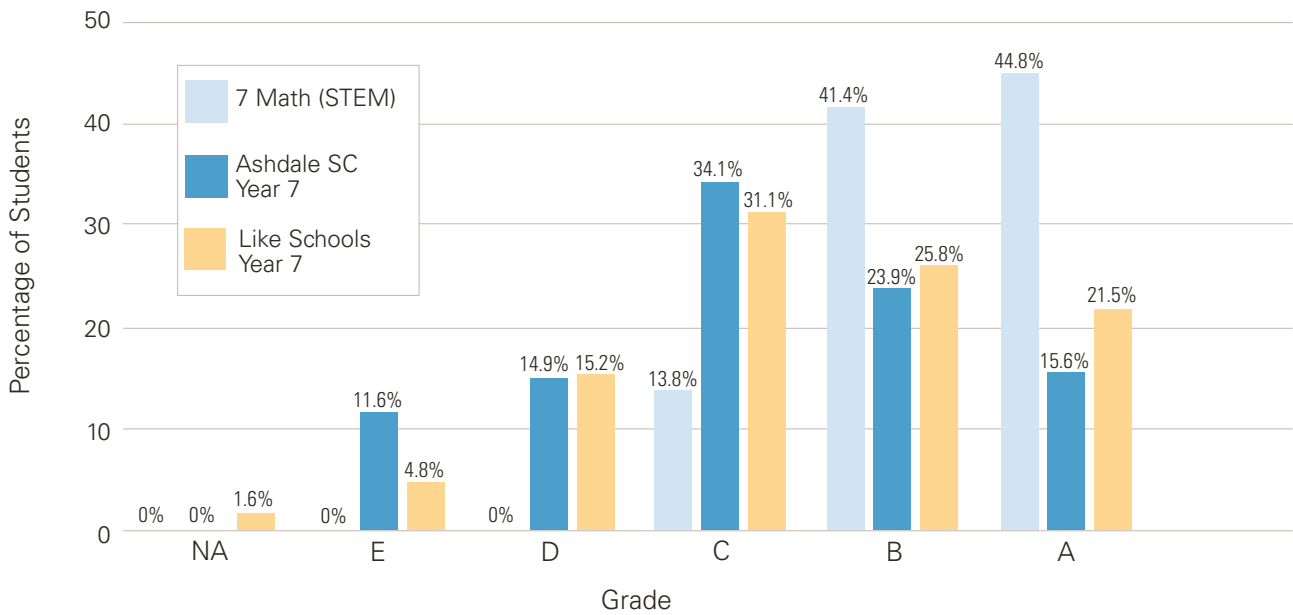
The Year 7 STEM Institute students outperformed both mainstream Ashdale Secondary College and Like School students across all STEM disciplines. In Mathematics and Science, STEM Institute students obtained more than double the percentage of A grades compared to their Year 7 cohort and Like Schools. In IT, students achieved four times more A grades, with no students achieving less than a B grade in this discipline.





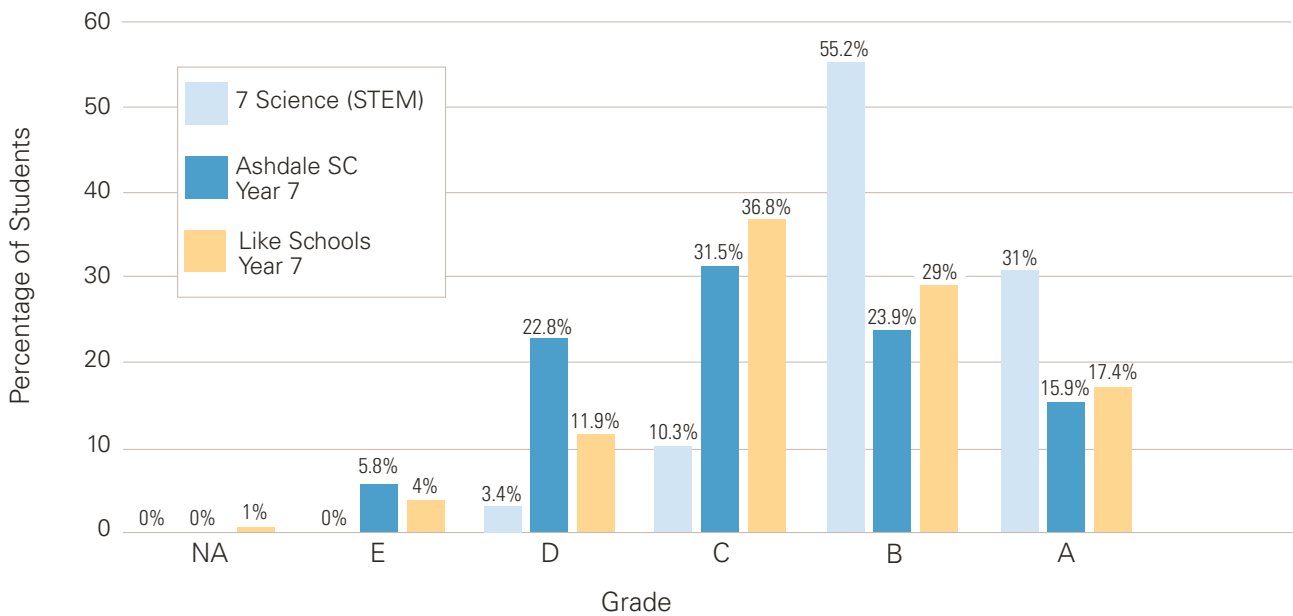
Year 7 STEM Mathematics

Learning Area Grade Distribution: Mathematics (AC), Semester 2, 2018



Year 7 STEM Science

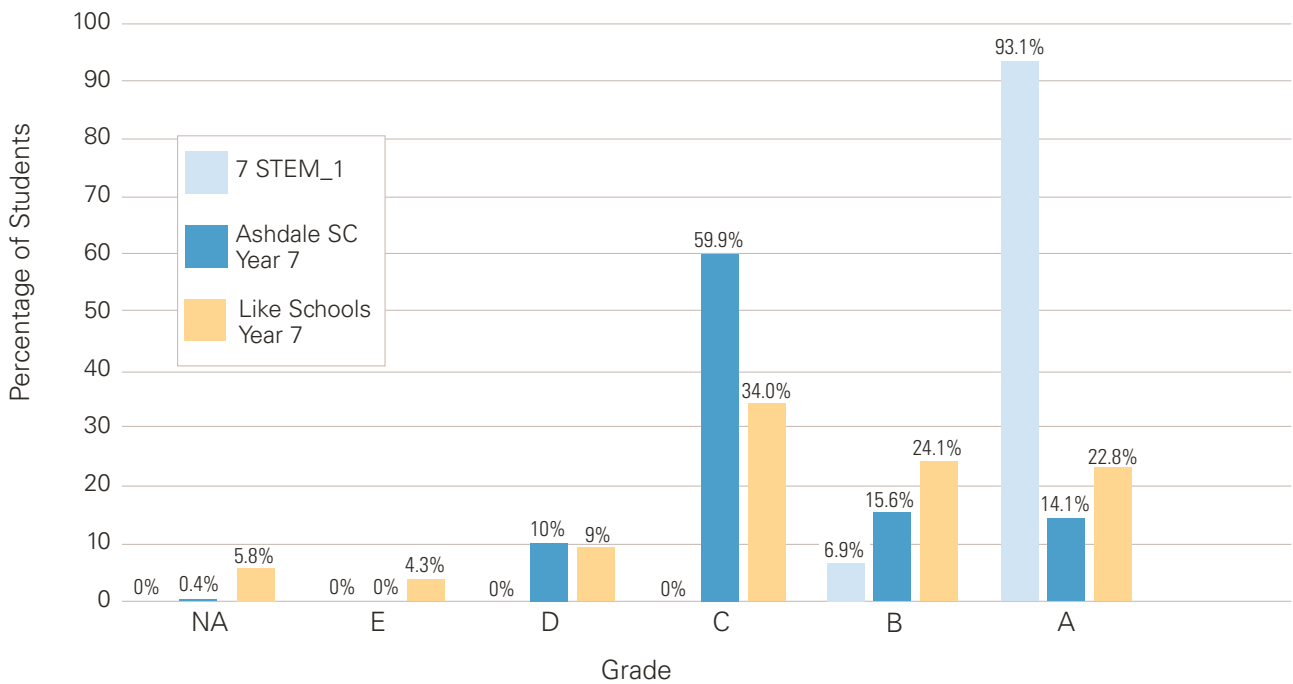
Learning Area Grade Distribution: Science(AC), Semester 2, 2018





Year 7 STEM IT

Learning Area Grade Distribution: Technologies (AC), Semester 2, 2018



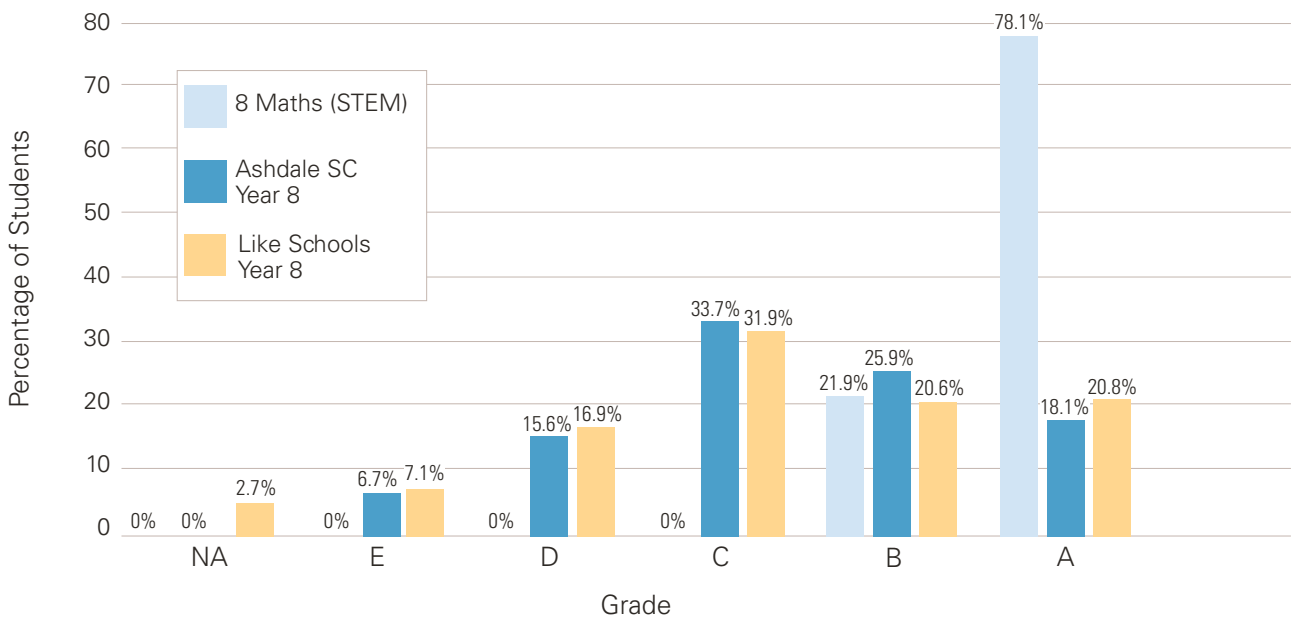
Year 8 STEM Institute

Continued high achievement was also seen across the Year 8 STEM Institute. In Mathematics and Science, STEM students obtained nearly four times the percentage of A grades compared to their Year

8 cohort and Like Schools. In ICT, students also outperformed their cohort and Like School grades.

Year 8 STEM Mathematics

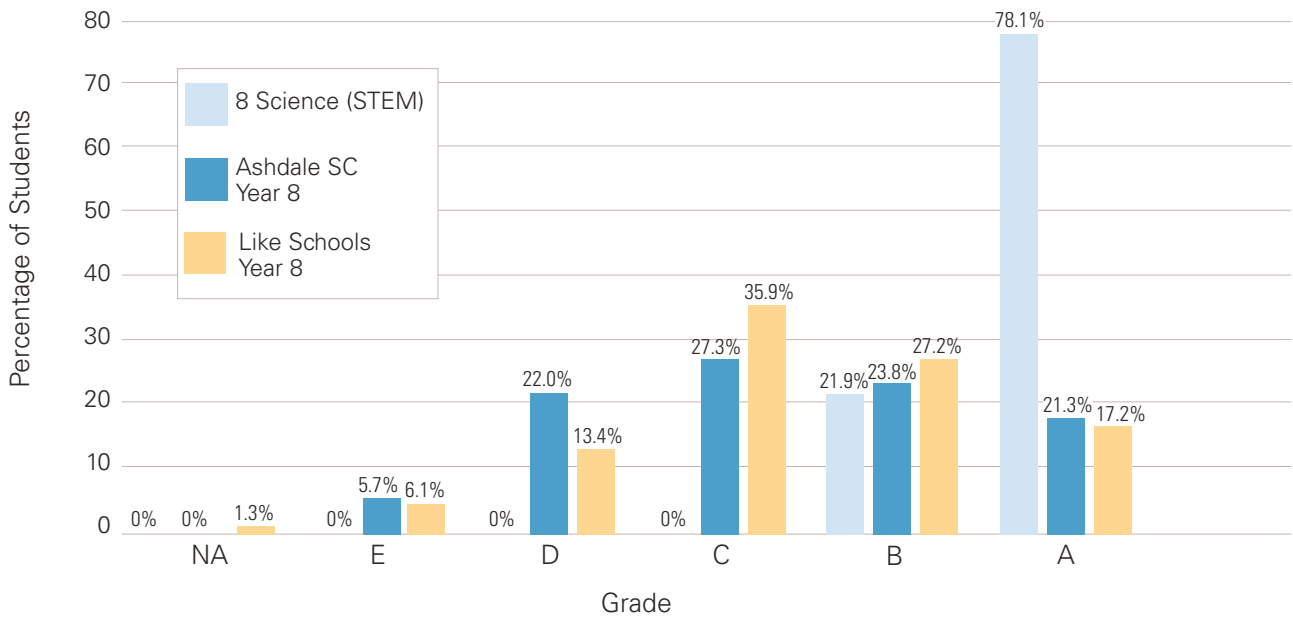
Learning Area Grade Distribution: Mathematics (AC), Semester 2, 2018





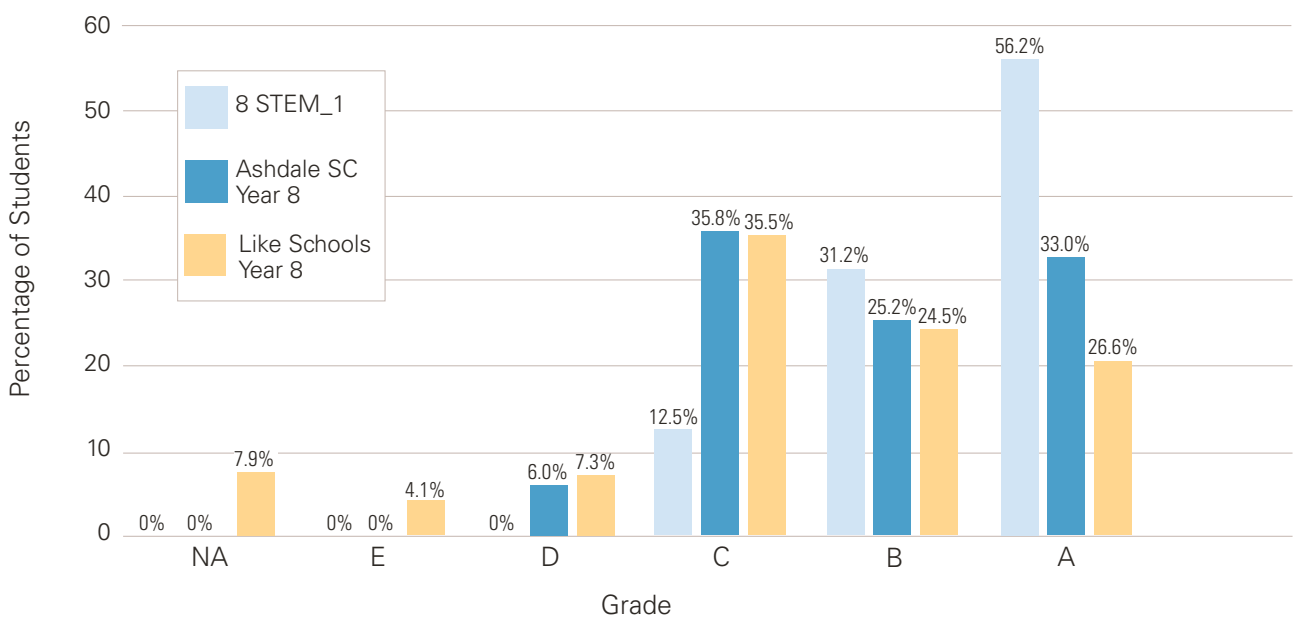
Year 8 STEM Science

Learning Area Grade Distribution: Science (AC), Semester 2, 2018



Year 8 STEM IT

Learning Area Grade Distribution: Technologies (AC) - Digital Technologies, Semester 2, 2018





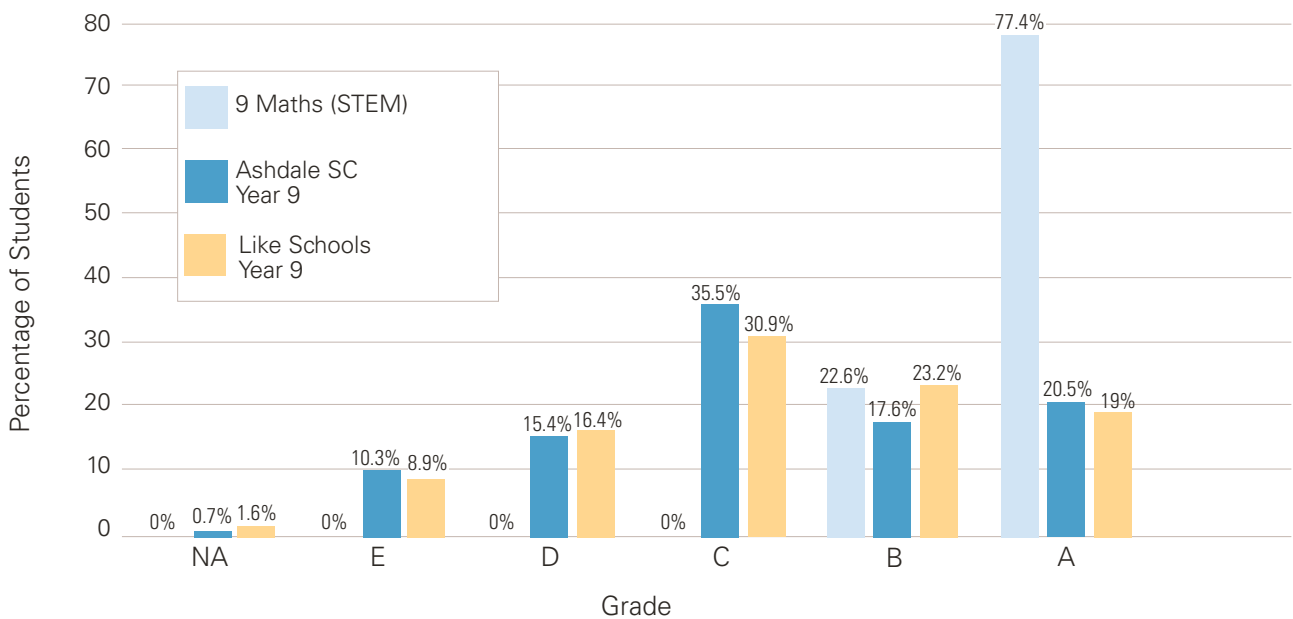
Year 9 STEM Institute

High performance was also seen across the Year 9 STEM Institute subjects. In Mathematics students in the STEM institute achieved nearly four times the percentage of A grades compared to their Year 9 cohort and like schools. In Science, students achieved close to three times the A grades

compared to school and Like School performance. In STEM IT students achieved 80% A/B grades, similar to Ashdale Secondary College Year 9 due to our ICT Specialist Program, however, achieved double the A/B grades compared to Like Schools.

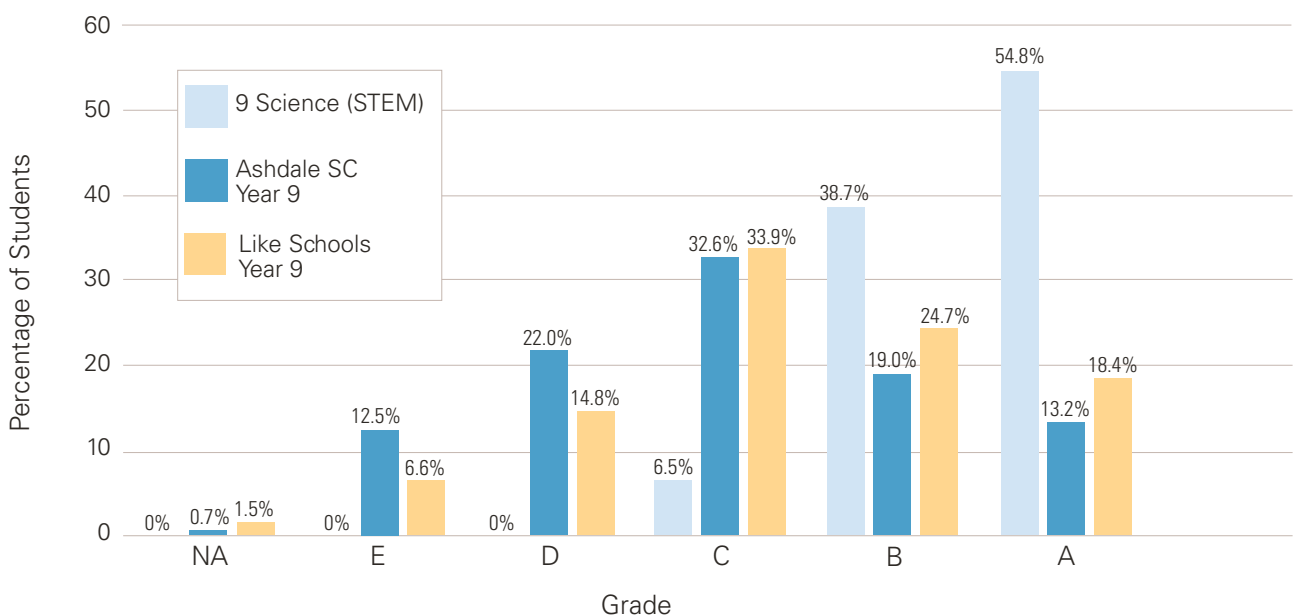
Year 9 STEM Mathematics

Learning Area Grade Distribution: Mathematics (AC), Semester 2, 2018



Year 9 STEM Science

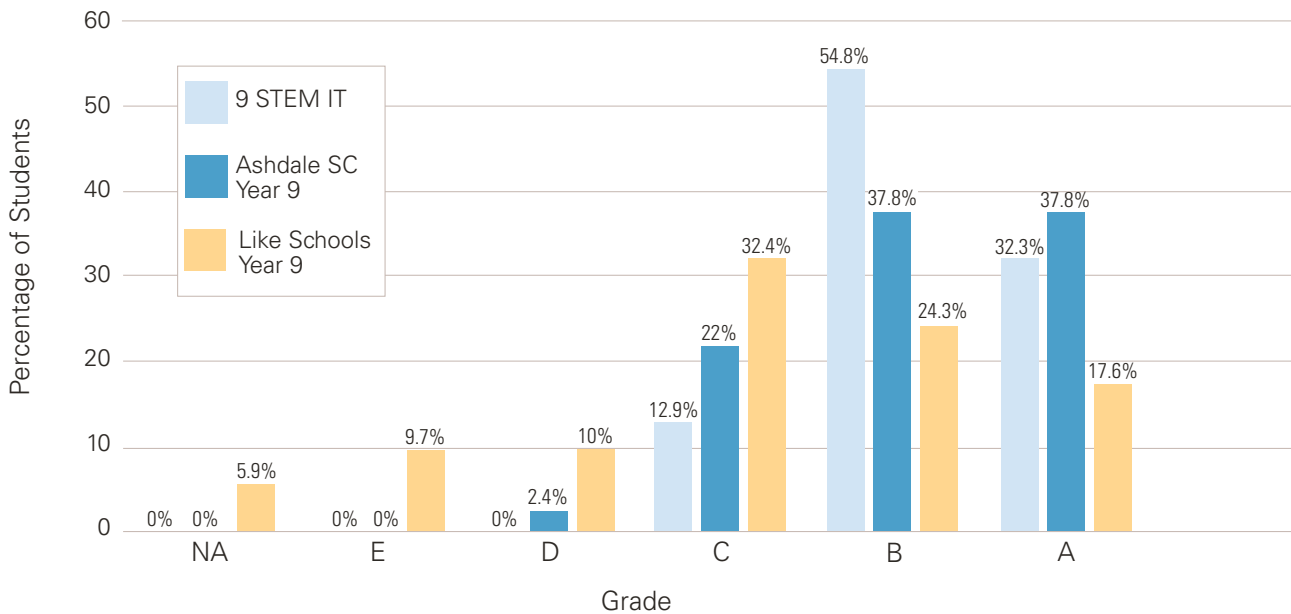
Learning Area Grade Distribution: Science (AC), Semester 2, 2018





Year 9 STEM IT

Learning Area Grade Distribution: Technologies (AC) - Digital Technologies, Semester 2, 2018



The STEM institute model has been very successful since its inception in 2016 and will progress into Senior School in 2020. The program will continue to be supported by the College in terms of infrastructure and teacher development.

Recommendations:

- STEM integrated subject to be included in Year 9/10 subject options in 2019 to support those students completing the Year 7-9 Specialist Program and providing an option for those students who did not gain entry
- Continued development of STEM learning spaces – update of ICT room to become a dual screen software lab
- Further mapping of STEM skills into curriculum programs across the College
- Continuation of the TDS model to support staff across the College and State
- Planning for ATAR Engineering to support STEM Institute students in Senior School in 2020.





PRIORITY 2: Excellence in teaching

OUR FOCUS: Provide a learning environment that engages and motivates our students to achieve the best possible outcomes.

Target 2.1 A school wide pedagogical framework is implemented and adopted by the majority of staff to enhance student outcomes and progress.

Continuing our alignment with the Department of Education’s Strategic Plan 2016-2019 of High Performance, High Care and Focus 2018, building a culture of quality teaching and learning across the College is our priority.

As a College, we have completed our second year of implementing of the LEARN and GROW teaching framework. In 2018 our focus aimed at building staff capacity within the planning and delivery of L – Learning Intentions, E - Engage, A – Activate and G - Greet. A year-long professional development plan was put into place which included whole school sessions on all College Development Days throughout the year. The plan also included input and capacity building through our Senior Leadership meetings along with Pop Up PL on a needs basis throughout the year.

A key development in 2018 was the implementation and expansion of the Ashdale Secondary College Teaching Portal. The teaching portal contains resources and video examples of LEARN and GROW from teachers across the College. This has enabled teachers to access examples of best practice from a greater range of teachers, across a number of different learning areas that has not been possible in the past.

Continuing to support the professional growth of our staff, the teaching and learning focus group completed the second year of Instructional Intelligence training with Barrie Bennett. This led to a personal visit from Barrie Bennett to Ashdale Secondary College in which he spent the day working alongside our teaching staff, as well as delivering professional development sessions to small groups and the Ashdale Cluster. The sessions were recorded and placed on our new teaching portal.



As part of the ongoing evaluation and impact of the LEARN and GROW Framework, the College Executive team implemented an instructional rounds model for learning areas. This process involved visiting a number of staff in an individual learning area on the one day, collecting observation data and then feeding the collated data back to the HOLA with clear strengths and areas for development identified. The process was repeated in Term 4 and data collected were compared and analysed to those collected earlier in the year.

Further evidence of the high standards of teaching and learning present at ASC is evidenced by the inclusion of 5 staff members in the 2018 National Excellence in Teaching Awards (NEITA). Three teachers were also nominated by Ashdale Secondary College for the WA Education Awards, with one teacher in the category of Secondary Teacher of the Year, Ms Nikki Pullella, reaching the finals. In 2018 we had nine Level 3 Classroom Teachers, along with twenty four Senior Teachers, five of whom achieved Senior Teacher status.

As part of our commitment to the growth of future teachers, Ashdale Secondary College has continued to finance the role of Teacher Training Coordinator. In 2018, ASC was host to 34 pre-service teachers, many of whom have gained a position in a fixed term or permanent capacity for 2019 with four gaining a position here at Ashdale Secondary College.

Recommendations:

Further expansion of the Teaching and Learning Portal. This will include greater variety of subject areas sharing expertise and progression through the model.

- The purchase of LEARN magnetic strips for classroom boards as a visual prompt and to ensure the use of learning intentions
- Continuation of instructional rounds model
- Purchase of further video cameras for recording of best practice
- Learning areas to fully implement the model and formalise their Excellence in Teaching Plan.

Target 2.2 Teacher judgement data has a strong correlation to system assessment data in both NAPLAN and WACE.

Ashdale Secondary College is a data-rich environment, and its staff are skilled in using a range of data sources, from school and state-based to national and international, in order to set challenging yet realistic academic targets and improve educational outcomes for their students.

In Years 7 and 9, students complete the National Assessment Program - Literacy and Numeracy (NAPLAN) in May each year, with detailed results and feedback provided to schools on the performance of individual students and on the cohort as a whole. In addition to celebrating the strong results of our students and the progress that we support our students to make, processes of analysis and enquiry are employed to ensure that, as a College, we can continue to implement teaching and learning practices that support high achievement and develop practices that data show could be further improved.

The table overleaf provides an overview of the alignment of Ashdale Secondary College students' NAPLAN results to their teacher grade allocations. It is unreasonable to expect a perfect alignment of the NAPLAN results to the grade allocations due to many reasons including individual student performance on the day of NAPLAN and incremental improvement by students over the school year post NAPLAN testing. The data available allows the College to identify lines of enquiry where there is a significant misalignment between the NAPLAN results and the grade allocations, and to assist the development of targets to improve that alignment where appropriate.



NAPLAN Alignment to Grade Allocations

2018 (1)					
	Students / (%) of students with alignment results 30%	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation	NAPLAN Result is above the Grade Allocation

Year 7

Mathematics / Numeracy	276 (97%)	60% (10%)	49% (11% Below)	3%	49%
English / Reading	276 (99%)	60% (8%)	65% (5% Above)	18%	17%
English / Writing	276 (100%)	59% (10%)	61% (2% Above)	24%	15%

Year 9

Mathematics / Numeracy	276 (98%)	57% (10%)	49% (8% Below)	2%	49%
English / Reading	276 (98%)	59% (8%)	57% (2% Below)	18%	25%
English / Writing	276 (98%)	57% (9%)	61% (4% Above)	21%	17%

2018 (2)					
	Students / (%) of students with alignment results	Alignment results		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation*	NAPLAN Result is above the Grade Allocation*

Year 7

Mathematics / Numeracy	280 (97%)	61% (10%)	61% (At)	9%	30%
English / Reading	280 (98%)	60% (8%)	64% (4% Above)	19%	17%
English / Writing	280 (99%)	59% (9%)	62% (3% Above)	25%	13%

Year 9

Mathematics / Numeracy	277 (97%)	58% (11%)	62% (4% Above)	4%	34%
English / Reading	277 (97%)	58% (8%)	57% (1% Below)	15%	27%
English / Writing	277 (97%)	56% (10%)	61% (5% Above)	18%	21%



The NAPLAN Alignment to Grade Allocations overview indicates that the alignment result is strong in comparison to the Western Australian Public School (WAPS) Mean for the previous semester in Numeracy, Reading and Writing, for both Year 7 and Year 9 cohorts, with Numeracy having improved its alignment from Semester 1 to Semester 2 in 2018.

In Writing, Year 7 and 9 results at Ashdale Secondary College had a 2% and 3% (Year 7) and 4% and 5% (Year 9) greater alignment than the WAPS mean for the respective previous two semesters. Year 7 Reading showed a similar greater alignment in comparison to the WAPS mean, though Year 9 Reading alignment was slightly below the mean in both semesters.

Year 7 and 9 Numeracy did not have as strong an alignment as the WAPS Mean for Semester 1 in 2018, with students achieving better than expected in the NAPLAN in comparison to school grades, though this was equal to the WAPS mean

in Semester 2 for Year 7 and 4% above the WAPS mean for Year 9.

Recommendations:

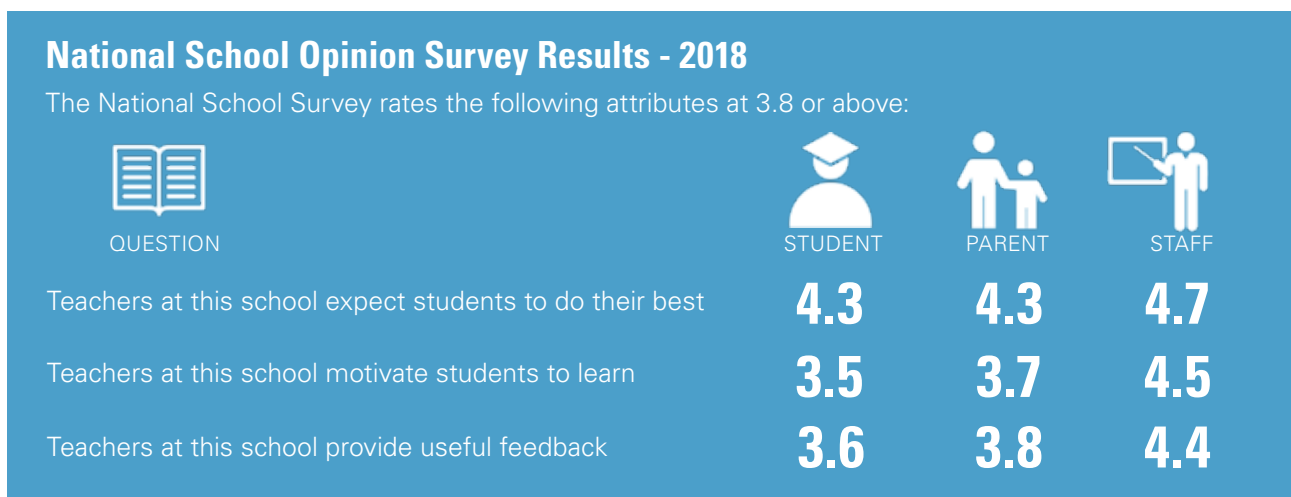
- Ashdale Secondary College Executive and Senior Leadership team continue to provide professional learning for staff on data use, especially that which correlates NAPLAN data with school-based grades, such as the P-10 analysis tool
- All teaching staff to utilise data triangulation and other data to analyse the alignment of NAPLAN results (especially Numeracy) and school-based grades, and monitor student progress in relation to their NAPLAN performance
- Use of CNAP and P-10 data analysis software for teachers to monitor and track student achievement and progress on class, small group and individual bases.

Target 2.3 National Student survey rates the following attributes at 3.8 or above: My teacher expects me to do my best. My teachers provide me with useful feedback about my schoolwork. My teachers motivate me to learn.

Listening to our school community and gaining feedback is invaluable as part of our whole school planning. Our last round of National Surveys took place in 2018 in which our students, staff and parents were surveyed to voice their opinions on a number of areas across the College. All questions in the survey are rated on a five-point scale ranging from one – strongly disagree to five – strongly

agree. A snapshot of some of the data is shown below.

Data show that Staff at the College rated all three attributes higher than our 3.8 school target, Parents rated two of the attributes above target, while students rated only one of these attributes above target.





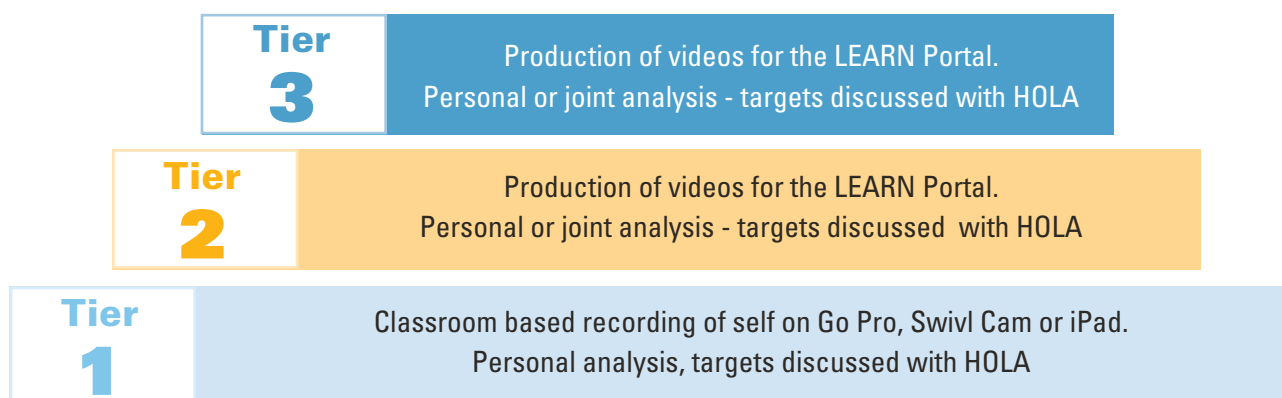
Recommendations:

- Use of the LEARN model with a focus on engaging the students and R – Review, and providing effective feedback to students while reinforcing the learning.
- New Good Standing Policy to be implemented in 2019, setting high expectations inside and outside of the classroom, aligned with the GROW framework.

Target 2.4 All staff will engage in the whole-school Reflective Practice Model.

Systemic direction for 2018 places Teaching Quality as a key priority in the continued drive for the creation of a high performance and high care culture. Implementation of an explicit teaching methodology (LEARN and GROW) and use of evidenced based feedback (ASC Instructional Rounds) have placed teaching and learning at the forefront of our planning.

In 2018 the College modified our 3-Tier reflective practice model to support teacher growth at all levels. At Ashdale Secondary College, self-reflection is part of our culture, however, all staff engage at a level that is appropriate for their own development. The 3 Tier structure can be seen below;



Throughout 2018 staff across the College engaged in reflective practice in a number of ways. With the upgrades of the ECU Observation Classroom and the purchase of additional in-class recording equipment, the use of video recording for Self-reflection increased across the College.

The launch of the Teaching and Learning Portal allowed a greater level of reflection, giving staff the opportunity to share their own practice as well as gaining insights from others. The upload of videos to the portal allowed staff to view at their own pace at a time suitable for them, without the restrictions of the timetable.

The implementation of new Performance Development documentation and the addition of time for staff to plan and review have led to increase ownership of the process.

The continuation of Cluster Phases of Learning

Teams (POLTs) has also been instrumental in sharing and reflecting on best practice across the Cluster. Major inroads have been made in many of the POLTs, resulting in greater collaboration and consistency across the Cluster.

Recommendations;

- Further development of the Teaching and Learning Portal
- Allocation of time for Performance Development planning and review
- Strengthening of existing partnerships with ECU
- Continuation of Cluster POLTs.



PRIORITY 3: School development and wellbeing

OUR FOCUS: Provide a sense of connectedness and belonging across the school community that promotes physical and mental wellbeing and personal growth.

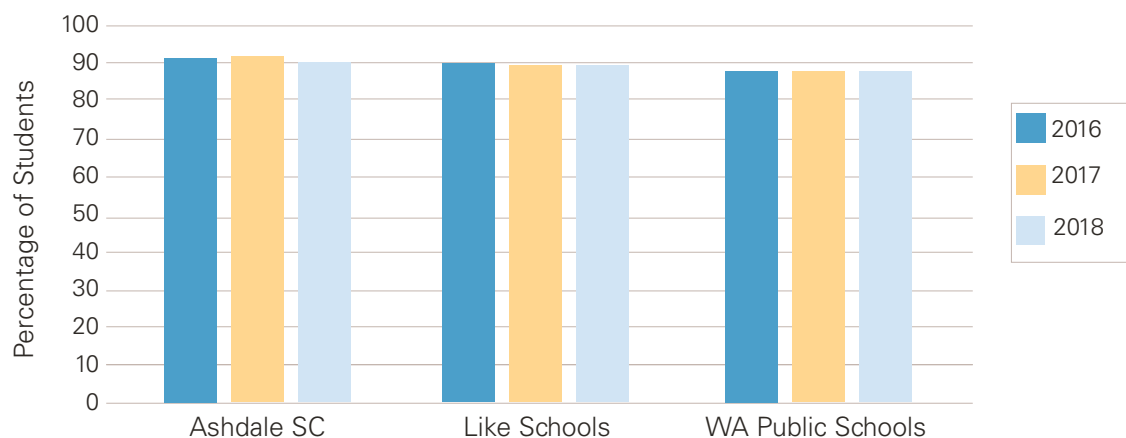
Target 3.1 The whole school attendance will equal or exceed secondary state and like school averages

‘Every School Day Counts’ is the clear message that both Ashdale SC and the cluster primary schools communicate with the community, highlighting the strong evidence linking high attendance rates with positive educational outcomes for students.

Ashdale SC continues to implement measures that support families and individual students to ensure that their attendance at the college is as regular as possible, and that in turn accurate and sustainable methods of recording attendance and following

up on non-attendance are in place. The measures put in place continue to be successful. From 2016-2018, Ashdale has consistently exceeded secondary State and Like School attendance averages in its Secondary Attendance Rates, with attendance increasing from 91.5% to 91.6% in 2017, with a slight decrease from 91.6% to 90.3% in 2018. To put this in context, the Secondary Attendance Rates for WA Public schools decreased from 87.8% in 2017 to 87.6% in 2018, and Like School attendance increased slightly from 89.5% to 89.7%.

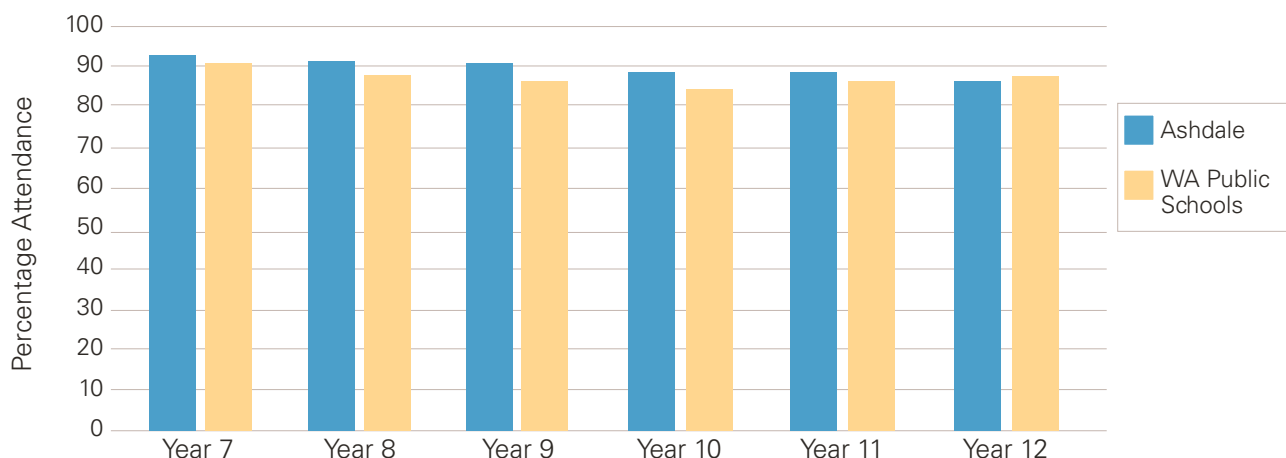
Secondary Attendance Rates



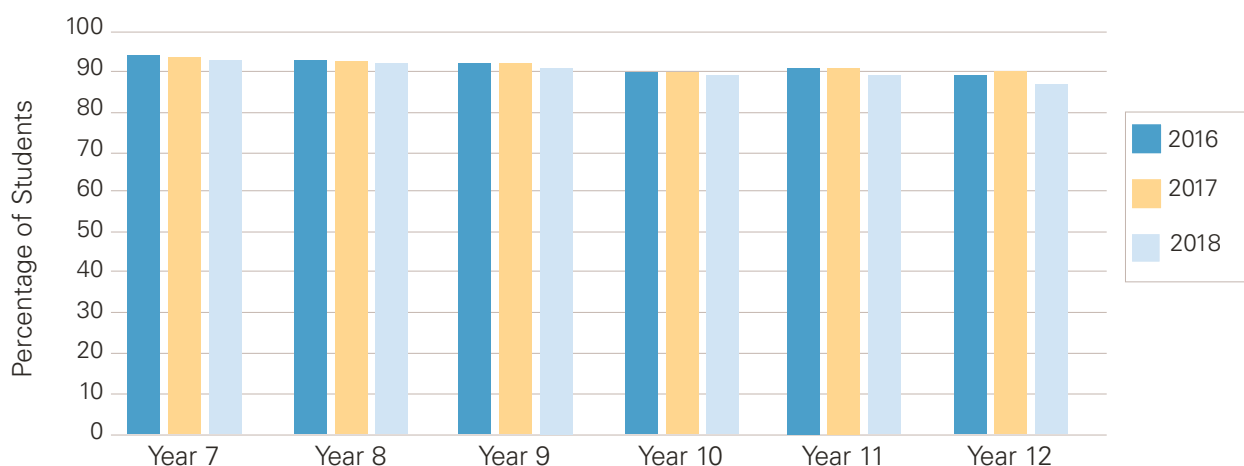
All of the year groups at Ashdale Secondary College, with the exception of Year 12, achieved an attendance rate greater than WA Public Schools, with our Y7 group achieving an attendance of 93% (compared to 91% in WA Public Schools) and

Year 8 (92%), Year 9 (91%) and Year 10 (89%) each achieving a 4% stronger attendance rate when compared to WA Public Schools (88%, 87% and 85% in the respective year groups in WA Public schools).

2018 Attendance % Year Levels



2018 Attendance % Year Levels



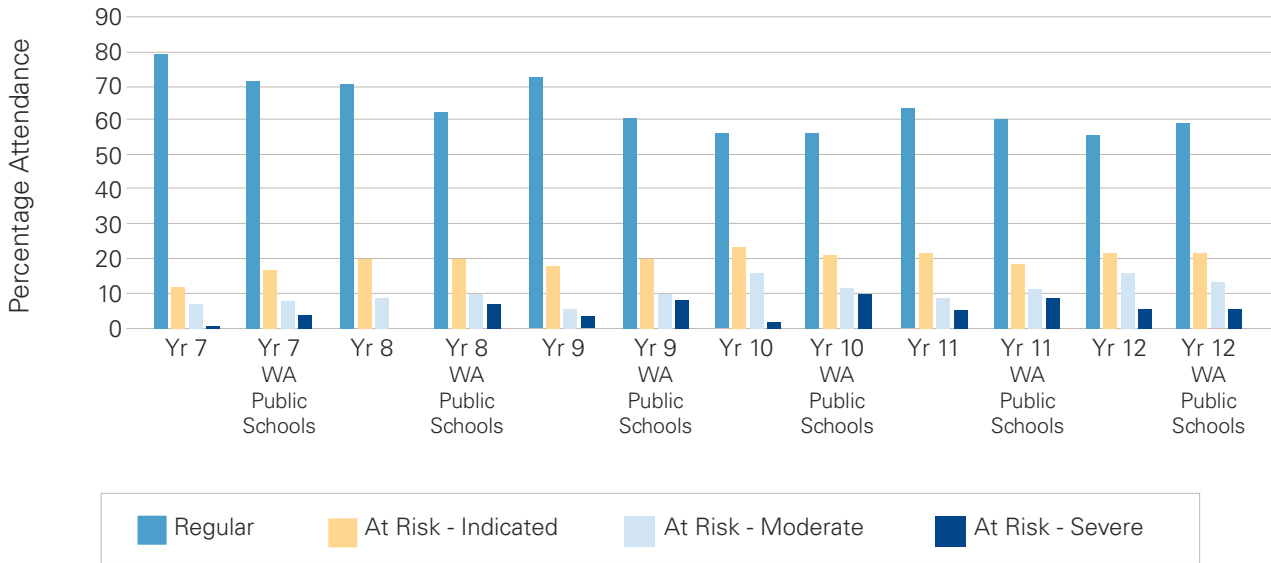
2018 Year Group Breakdown data shows that students attend more regularly across the majority of year groups at Ashdale in comparison with the WA Public school average. While attendance rates for the college were Regular (90% or greater) for a large number of students in Year 7-11, the percentage of students falling into lower categories of attendance (At Risk - Indicated (80% to <90%), At Risk - Moderate (60% to <80%) and At Risk - Severe (<60%)) were greater for students in Years 12.

A number of support mechanisms are in place to encourage high attendance rates across all year groups, and to improve the attendance of individuals within year groups. These include:

- The use of school attendance officers with a dedicated attendance office space
- Use of the Message You SMS system
- Use of the Absentee Phone Line
- Staff entering attendance directly into the SEQTA system within the first fifteen minutes of each lesson
- Close tracking of student attendance movement through the SEQTA system and analysis of this data on a daily and weekly basis
- A Cluster approach to attendance issues, including an 'Every School Day Counts' pamphlet for the purpose of having a common language to raise awareness of the implications of lower attendance on student outcomes
- Professional learning for staff around improving attendance rates, including evidence based research on the impact of student attendance on student achievement
- Mentor teachers continue to play an active role in tracking attendance and communicating the importance of attendance with students



2018 Attendance Year Group Breakdown



- Program Coordinators and Year Coordinators closely tracking attendance and implementing the North Metro School Engagement Team (SET) Attendance Phases to support students and parents
- Case management of identified students through home visits and agency partnerships
- Open and ongoing communication between Student Services and families
- Intervention by Regional Attendance Officers
- Use of online teaching and learning resources to provide students with long-term absences the opportunity to continue their learning programs remotely, thereby increasing the likelihood of ensuring a seamless return to on-campus education
- Letters and phone calls home to support student attendance
- Newsletter and assembly reminders to students and acknowledgement of students with 100% attendance
- Attendance discussed at all parent information evenings
- Use of Individual Attendance Monitoring Plans
- Referral to the Student Engagement Team (SET) Years 7-10
- Referral to the Participation Team Years 11-12

In light of strong comparative attendance rates across a number of years the recommendation for 2019 against this target is to maintain the current structure, process and funding, with small

developments in process with regard to improving senior school attendance, including a greater consistency and application of consequences when dealing with known truancy, and rewarding students who achieve 100% attendance throughout the year. An increased emphasis will be placed on targeting individual improvement in attendance, focusing on increasing students' attendance from categories of risk to those of less risk or to regular attendance. Increasing regular attendance, especially in Years 10 & Year 12, through continued implementation of the above strategies, remains a recommendation for 2019.

Ashdale SC has invested significant funding into its Student Services model, with \$1,044,130 being invested to provide a dedicated team of staff, including 2 Year Coordinators for each year group overseen by a Program Coordinator for Years 7-9 and 10-12, and a dedicated and appropriately skilled Student Services support staff, comprising a Psychologist, Learning Support Coordinator and Student Support Coordinator. The Student Services model, in addition to providing wraparound care and support, enables the College to prioritise and improve the attendance of its students.

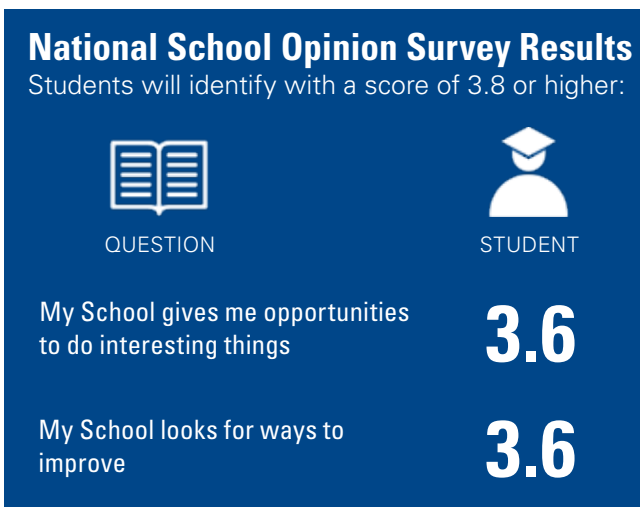
Target 3.2 In the National School survey students will identify with a score of 3.8 or Higher:

- My school gives me opportunities to do interesting things
- My school looks for ways to improve.

The National School Student Survey was completed in 2018 by students across the College. As part of our ongoing commitment to the

development of connectedness and belonging across the College community, it is important that our students feel we are invested in their personal growth and wellbeing.

The data collected relating to our targets in this area can be seen below:



The provision of out of school hours activities in the academic, sporting, cultural and citizenship domains has provided a variety of opportunities for students to become involved, such as being part of Music and Dance productions, STEM Champions, ATAR tutorial sessions, homework club and our many sporting teams. Events, incursions and excursions such as Biology and Earth camps, Geography Field Trip, Fiji Netball Tour, Singapore Soccer Tour, Canberra Tour, Outdoor Education activities and many others, have provided students with opportunities to engage with others and experience something new.

The College continues to implement and facilitate avenues for student voice, including through the Mentor Captain forum, a body consisting of over 50 representatives from mentor groups across all years, and through the Student Leadership Team, a well-established body for student representation and leadership.

School improvement is at the centre of our planning, and the College continues to conduct,

analyse and act upon survey results, and works with all stakeholders in order to do so to ensure that we continue to improve academically, socially and personally.

Recommendations:

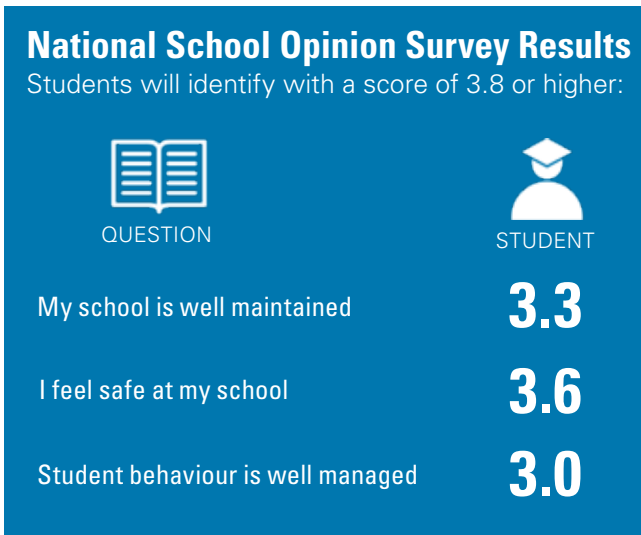
- Continuation of the extensive out-of-hours activities on offer for our students
- Increase of recess and lunchtime club opportunities in our extracurricular program, especially those requested through student voice
- Expansion of student voice opportunities to allow for increased student input into planning and actions relating to student activities across the College
- Development of Learning Review practices through the LEARN & GROW model



Target 3.3 in the National School Survey, students will identify with a score of 3.8 or higher:

- My School is well maintained.
- I feel safe at my school.
- Student behaviour is well managed.

High Care for our students is at the centre of our strategic planning. The data collected relating to our targets in this area can be seen below.



In 2018 the College put a number of strategies in place to ensure our students felt safe and cared for at school and to ensure that the College remains a well-maintained environment.

The College continues to review and implement actions from its school maintenance plan, supported with extensive school funds to ensure that all aspects of the College are well kept and updated as needed. 2018 saw the entire refurbishment and redesign of the Student Services staffing and student area, allowing for greater collaboration between all members of this large and important staff team. The wraparound support provided by the Student Services team ensures that students have access to staff that can help them with social/emotional, medical or physiological concerns. Each year group has two coordinators and every student belongs to a mentor group with a mentor teacher who provides daily pastoral care throughout the year. The team also consists of a school nurse, School Psychologist and Student Support Coordinator to provide wider support and links to external agencies. Three Level 3 Program Coordinators, supported by two Deputy Principals, ensure broad and diverse structures are put in place throughout the year to support our students' wellbeing. Programs such as Youth Mental Health First Aid, Respectful Relationships

and Cyber Safety have ensured our students are equipped with the skills to develop and grow. Additional actions from the maintenance plan have seen the upgrade of the Learning Hub ICT Lab, the redevelopment of the central grassed area of the quadrangle to include seating and naturally shaded areas, and the expansion of the College's security camera system.

A strong Student Engagement Policy, coupled with the College's LEARN and GROW model, promotes student engagement and ensures behaviour is managed in a positive but firm manner, utilising best practice principles relating to restorative practice. The Student Engagement Policy was rewritten in 2018 to include a new Code of Conduct, which was created with input from the student body through Mentor Captains and endorsed by the Student Leadership Team.

A strong transition program, spanning across Years 4-6 in our Cluster, provides students many opportunities to attend Ashdale Secondary College, before the final move, to ensure that they feel comfortable in the high school environment. Survey data are collected during the Year 6 transition program and the results are incorporated into the planning for the subsequent year ahead.

Primary programs in Science, STEM, Dance and IT provide numerous opportunities for primary students to become a part of the College. The continuation of the Year 7 area in the College grounds aims to provide a sense of belonging and safety for our new students. The area is staffed at recess and lunch with staff members known to the cohort, including their Year Coordinators. Although many students move away from this area after a period of time, knowing that a space is available for them and belongs to them provides a safety net in times of need. The provision of a range of recess and lunchtime clubs provides a means for students to meet and interact with others of similar interests and build friendships that may not be possible in their class or even year group.

Students continue to have input into maintenance, safety and behaviour decisions that affect them through student voice practices at the College, including Mentor Captains and the Student Leadership Team.

Recommendations:

- Continued provision of the extensive Student Services team to support student wellbeing
- The ongoing development of the LEARN & GROW portal, especially in relation to best practice around classroom management and excellence in teaching
- Continuation of the College maintenance plan to update areas of the College requiring upkeep, with a focus on providing areas of shade
- Expansion of student voice opportunities to allow for increased student input into planning and actions relating to maintenance, safety and behaviour within the College

Target 3.4 Workplace Development Plan will show an increase in the number of staff engaging in career progression opportunities.

Teacher and Administrator Qualifications

Ashdale Secondary College is served by exemplary teaching staff and a leadership team that is innovative. In 2018, 171 staff were employed at ASC, comprising 114 teachers and 57 support staff. This is a slight increase from 2017 with the expansion of the Specialised Autism Learning Program contributing to the increase. Ashdale Secondary College had a total salary bill of \$15,246,913.00 which equated to 84.37% of the College's total expenditure. All teaching staff at ASC met the professional requirements to teach in WA and can be found on the public register of the Teacher Registration Board WA (TRBWA). In addition, all teaching and non-teaching staff have the necessary Working with Children clearance. There is a good balance of experienced and graduate teachers who support each other to strive to achieve exemplary standards and deliver a world-class educational environment. Many teaching staff at ASC have engaged in post-graduate qualifications or are working toward these.





Qualification	Number of staff
PhD	1
Masters Degree	9
Bachelor Degree with Honours	7
Bachelor Degree	51
Bachelor of Education	30
Graduate Diploma	38
Post Graduate Certificate	5
Graduate Certificate	2
Diploma	3
Certificate IV Training and Assessment	23
Certificate IV	7
Certificate III	1
Certificate II	12
Certificate I	1
Trade Certificate	2
Undertaking Further Study including: <ul style="list-style-type: none"> • Masters of Teaching • Post Graduate Certificate in Education: Learning Difficulties and Disabilities • Master of Education: Secondary • Advanced Diploma in Sound Production 	4

ASC has a focus on career development for all staff. In 2018, there were nine Level 3 Classroom Teachers, with a number of staff members working towards attaining this qualification. Level 3 Classroom Teachers are exemplary teachers recognised and rewarded for their exceptional teaching practices. They play an important role at the College in providing and supporting high quality teaching and leadership. In addition, 24 teachers have achieved their Senior Teacher status. This is a status awarded to staff who can show evidence of an extended length of service within teaching and who have completed a minimum of 42 hours of Professional Learning within a two-year period. Staff with this recognition are then required to work on a variety of initiatives around mentoring, teacher development and other key priorities with the College. Four staff achieved this

accreditation in 2018. A wide range of support and strategies has been provided to staff to achieve their Level 3 Classroom Teacher or Senior Teacher status. This includes Professional Learning sessions, workshops, and mentoring, as well as the opportunity to attend externally provided Professional Learning sessions. The College has implemented a range of career development programs including: Aspirant Leaders, Women in Leadership, Innovation Grants and Teacher Projects.

The SWITCH program was introduced to provide an opportunity for graduate and primary teachers to train to teach in secondary schools, while secondary teachers could gain the content knowledge to teach in an additional, in demand, specialist subject area. In 2018, the College had five staff who had completed SWITCH, with one being primary trained originally. Two additional staff



have completed SWITCH in an additional Learning Area to their original qualification and two Science teachers have completed the Senior School SWITCH program to teach Chemistry.

Mentoring Pre-Service Teachers and University Partnerships

Throughout 2018 Ashdale Secondary College maintained its Teacher Training School Status awarded in 2014 with its established program of mentoring pre-service teachers and providing them with a very high standard of support and educational instruction. Following the review of the 2017 program, adjustments were made to the overall approach to ensure high quality mentoring with the maximum impact. The main adjustment made was reducing the number of placements we offered, but increasing the length of placements. This meant we completed 34 placements with 26 of those being for at least 6 to 10 weeks in length. This enabled the pre-service teachers to spend more time with their mentor teachers, which had a greater impact on their development and growth.

Our partnerships with the universities was expanded in 2018 with the College forming a new partnership with Notre Dame, which will continue in 2019. We maintain our close partnership with ECU with the greatest proportion of pre service teachers (18) coming from there and smaller

numbers from Curtin (5), Murdoch (4), Notre Dame (4) and UWA (3). The College developed our commitment to the Department of Education Intern Program, hosting six Intern students and five Master of Teaching students. This involves students completing a one-year placement at the College which enables them to engage in a wider range of opportunities and experiences, more effectively preparing them for teaching. One of the elements that make this program unique is the weekly professional seminar that the interns attend with a Level 3 Classroom Teacher and our Pre-Service Teacher Coordinator. Two of the 2018 Interns have been employed at the College in 2019 and the others were successful in gaining employment at other schools. In total four new members of the College staff in 2019 were formerly pre-service teachers at the College.

The College continued its commitment to building the capacity of our own staff as mentors by delivering PL sessions. Thirty staff attended these sessions with an additional four staff accessing external PL on mentoring in the last 18 months. With over half of the College teaching staff nominating to be mentor teachers, this clearly demonstrates the high level of commitment and value that we place on this program. Our program expanded to incorporate 7 new mentors hosting a pre-service teacher in 2018, for one of the short placements.





Target 3.5 In the National School Survey, staff will identify with a score of 3.8 or higher:

- This school looks for ways to improve
- Staff are well supported at this school

The National School Staff Survey was completed in 2018 by teaching staff across the College. School improvement is at the centre of our planning with reflection and feedback forming key elements. Our strength in this area is affirmed with 99% of staff identifying a score of 3.8 or more in the area of 'This school looks for ways to improve'. The College has strong planning that embeds reflection and review with a focus on improvement into everything we do.

The College has a multi layered approach to supporting staff and the success of this is shown by 94% of staff identifying with a score of 3.8 or

higher in the survey for 'Staff are well supported at this school'. This support commences with a comprehensive New Staff Induction Program including a high level of support provided to teachers beginning and in the early stages of their career. Staff are also supported through access to Professional Learning at a whole school and individual level.

Recommendations:

- Continue to build programs that support staff in their own professional development and This school looks for ways to improve.

PRIORITY 4: Community Engagement and Educational Partnerships

OUR FOCUS: Build and strengthen Cluster and community partnerships to provide a diverse range of opportunities and career pathways for our young citizens.

Target 4.1 Maintain or increase the retention of students from Cluster primary school to maintain a K-12 environment.

The Ashdale Cluster aims to promote a holistic K-12 learning community with a common purpose and joint vision for improving student outcomes. With a student population of 1650, the College plays an integral role in the Ashdale Cluster of schools. The joint development of a new Cluster Strategic plan for 2019 and a new Cluster Statement have solidified the shared focus across the schools resulting in strong leadership and understanding of priorities and better communication to the wider cluster community.

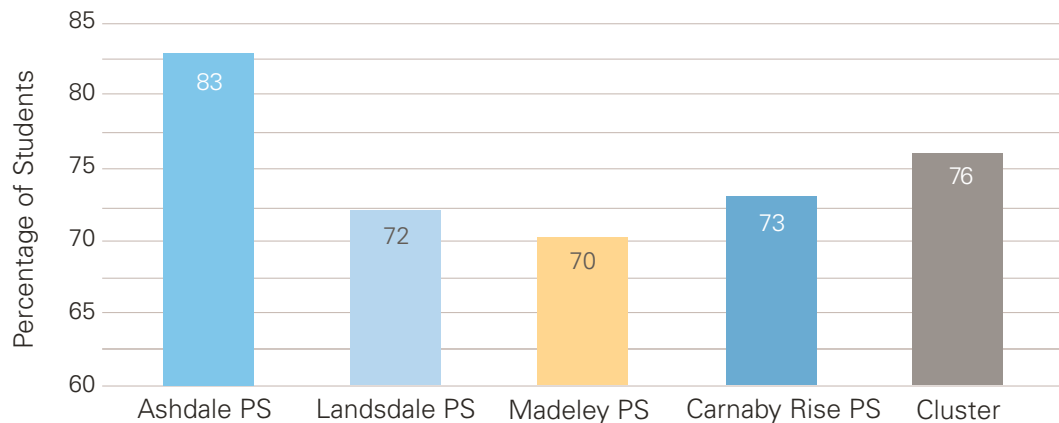
The continuation of the POLTS (Phase of Learning Teams) have provided an avenue for collaboration and sharing of best practice across the Cluster. Each POLT has developed its own action plan

linked to the Cluster Strategic Plan.

An effective transition program spanning across the Ashdale Cluster ensures that students are fully prepared for the move to high school. With transition programs and activities taking place from Year 4 in many areas and a full program in place for Year 6 students, the move to high school has been seamless. Our STEM Champions (student and parent program) and STEM Girls Day Camp have also provided an avenue for students to become familiar with the College, its staff and each other.

The update and rebranding of the ICT Approved Specialist Program has gained traction in the local community, increasing interest and applications into the program. This program, along with our Netball, Soccer and Music Academies, have ensured that our Cluster retention is high with over 75% of students transitioning from Cluster Schools into the College.

Percentage of students from Cluster 2018



Recommendations:

- Maintain current POLTs but plan for a stronger focus on reading across the cluster
- Ensure that Cluster initiatives are effectively communicated to the community and parents

know about the seamless transition (5 schools 1 learning environment) from primary school to the College

TARGET 4.2 Maintain or increase the percentage of students gaining position in further education and/or the workforce.

Data from 2017 form the baseline for this target in the College Business Plan. The destination survey for students returned a response rate of 85%. Of the students who responded: 76.3% are engaged in University, TAFE or other training, outperforming State schools at 60.3%.

It is recommended that, now the baseline data for the 2017-2019 Business Plan target has been established, that the College look into specific strategies to address the needs of each individual student. ASC will continue working with staff across a committee structure to address careers and individual pathway planning for each student.





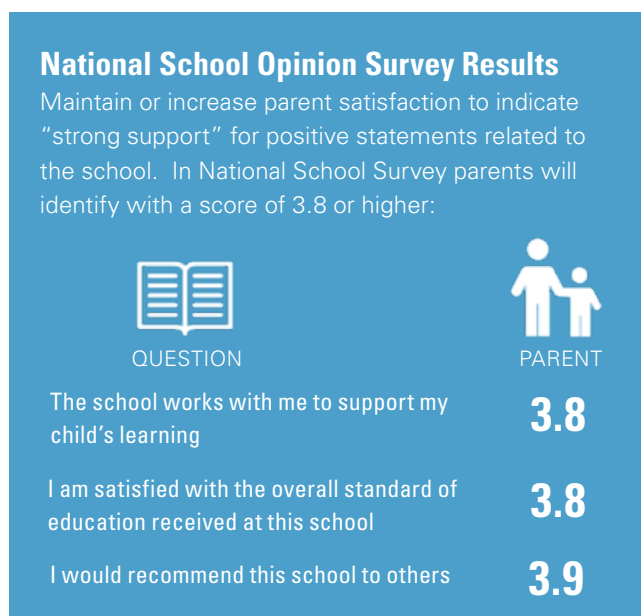
TARGET 4.3 Maintain or increase parent satisfaction to indicate “strong support” for positive statements related to the school. In National School Survey parents will identify with a score of 3.8 or higher:

- 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.

Ashdale Secondary College has established itself firmly at the heart of the Ashdale community proving that it is a capable and responsive organisation now and into the future. School improvement is a key priority of the College, and the continuing and evolving nature of the College

has been supported through the regular seeking of feedback from staff, students and parents. Information gained from our community has formed a vital part of the College’s self-assessment process.

In 2018 the National School Parent Survey was conducted to gain vital feedback regarding the College. A snapshot of the data collected can be seen below:



Extensive and broad strategies to communicate with parents regarding their child progress are in place across the College such as the use of Connect, College Website, Reporting to Parents, SMS, Email, Facebook and the Ashdale Download Newsletter.

Community events such as Parent Teacher BBQ, Visual Arts Showcase, Dance and Drama showcases, STEM EXPO, Music Showcase, School Tours, Cyber Safety, Triple P, BYOD and our Parent Information Evenings, provide rich opportunities for our parent community to be informed and engaged in their child’s education.

Recommendations:

- Further updates to College Website to be informative and user friendly for parents
- Continuation of parent information events and workshops
- Use of Connect / SEQTA by all teachers to keep parents informed
- Continued high quality marketing and branding of the College
- Further use of our Facebook page to promote successes and events at the College.



FINANCIAL REPORT

As at 31 December 2018

The following information outlines the financial performance for the year 2018.

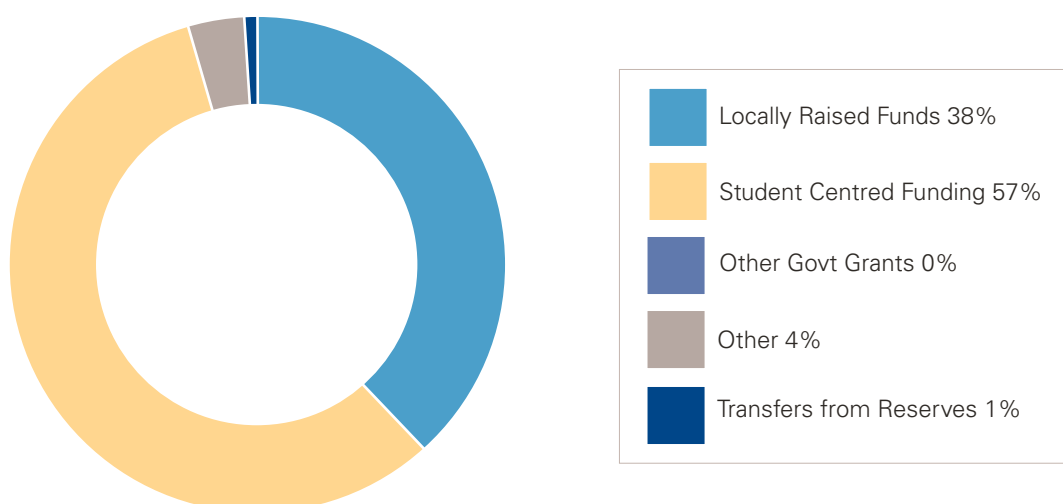
Our compulsory charges collection rate for 2018 was 98.17% inclusive of the Education Program Allowance received. This was higher than 2017 at 96.94%.

The voluntary contributions collection rate for 2018 was 74.84% inclusive of the Education Program Allowance. This was lower than 2017 at 76.92%.

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.

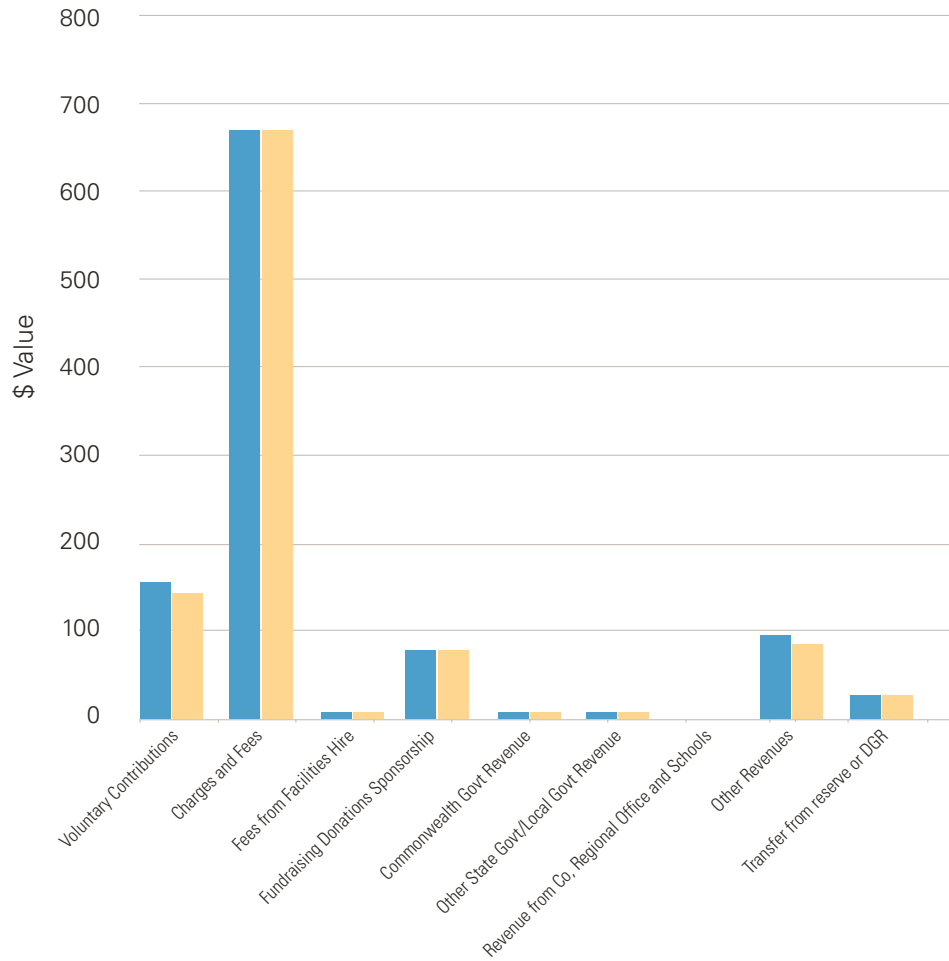
Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$155,805.00	\$142,275.35
2	Charges and Fees	\$670,006.63	\$669,674.81
3	Fees from Facilities Hire	\$7,000.00	\$6,363.64
4	Fundraising/Donations/Sponsorships	\$76,619.24	\$76,619.24
5	Commonwealth Govt Revenues	\$7,200.00	\$7,200.00
6	Other State Govt/Local Govt Revenues	\$5,545.45	\$5,545.45
7	Other Revenues	\$94,090.15	\$84,318.97
8	Transfer from Reserve or DGR	\$26,652.00	\$26,652.00
	Total Locally Raised Funds	\$1,042,918.47	\$1,018,649.46
	Opening Balance	\$446,107.37	\$446,107.37
	Student Centred Funding	\$1,336,319.27	\$1,336,319.27
	Total Cash Funds Available	\$2,825,345.11	\$2,801,076.10
	Total Salary Allocation	\$16,276,548.00	\$16,276,548.00
	Total Funds Available	\$19,101,893.11	\$19,077,624.10

Current Year Actual Cash Sources





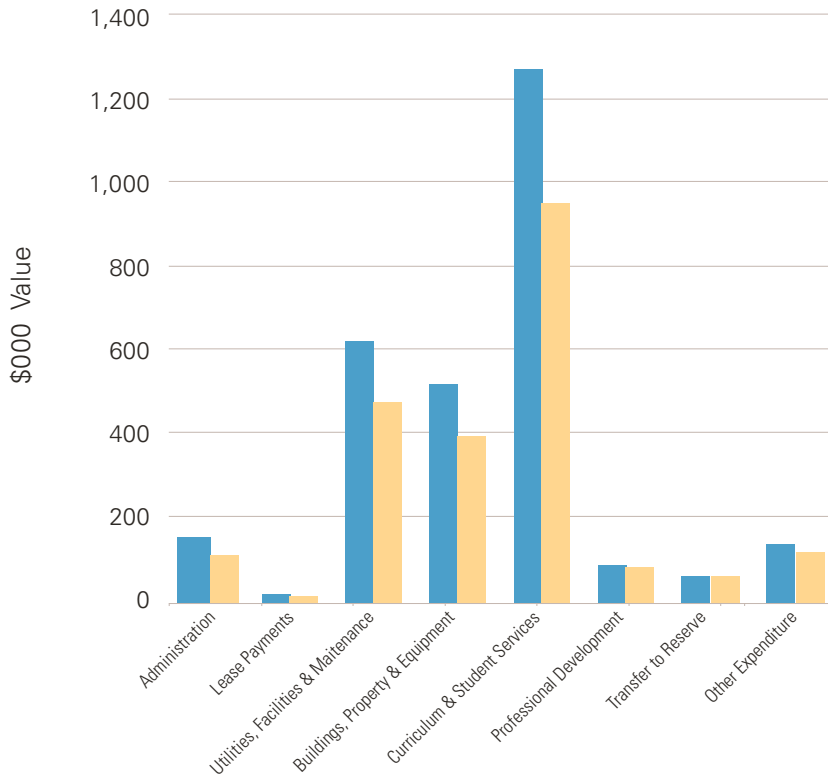
Locally Generated Revenue - Budget vs Actual



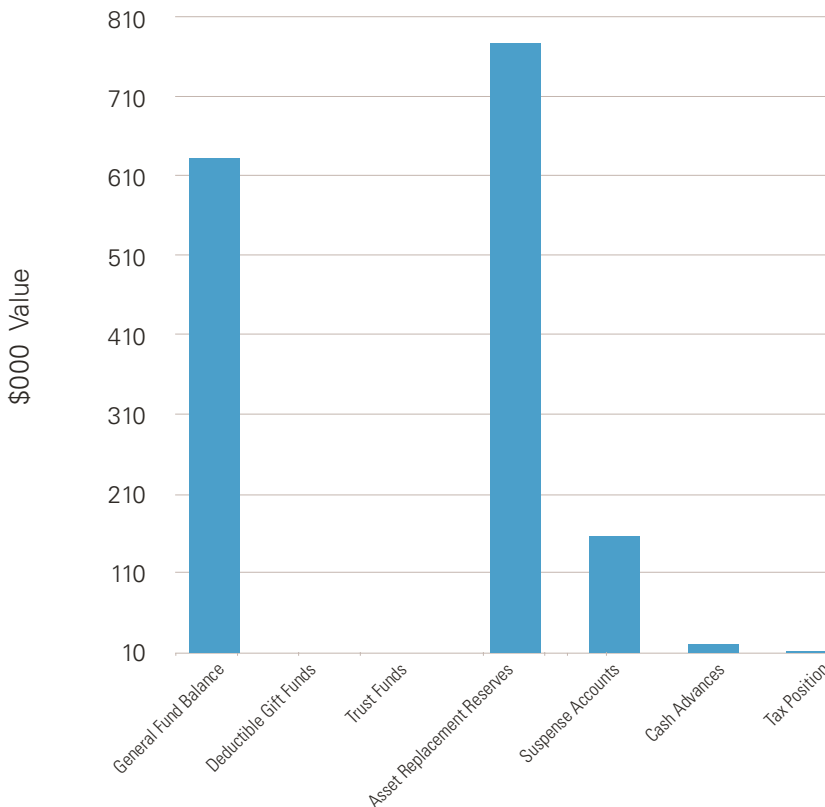
Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$144,354.07	\$105,146.30
2	Lease Payments	\$12,058.20	\$6,823.89
3	Utilities, Facilities and Maintenance	\$617,492.49	\$469,696.52
4	Buildings, Property and Equipment	\$518,648.00	\$385,680.29
5	Curriculum and Student Services	\$1,264,220.20	\$946,086.08
6	Professional Development	\$82,200.20	\$79,143.56
7	Transfer to Reserve	\$57,873.06	\$57,873.00
8	Other Expenditure	\$128,499.13	\$108,762.02
	Total Goods and Services Expenditure	\$2,825,345.35	\$2,159,211.66
	Total Forecast Salary Expenditure	\$15,246,913.00	\$15,246,913.00
	Total Expenditure	\$18,072,258.35	\$17,406,124.66
	Cash Budget Variance	\$0	\$0



Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position at: 31 December 2018

	Bank Balance	\$1,568,185.33
1	General Fund Balance	\$641,864.44
2	Asset Replacement Reserves	\$778,801.31
3	Suspense Accounts	\$159,573.58
4	Cash Advances	-\$300.00
5	Tax Position	-\$11,754.00
	Total Bank Balance	\$1,568,185.33

Ashdale
Secondary College



Achieving a Positive Future

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