



Ashdale
Secondary College



"Achieving a Positive Future"

ASHDALE SECONDARY COLLEGE 2019 ANNUAL REPORT



*Preparing our students
for a positive future*



College Mission

Preparing our students for a positive future.

College Vision

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

College Values

Respect: having esteem for or a sense of worth or excellence of a person.

Co-operation: the process of working together in harmony towards a common goal.

Independence: the capability to think or act for oneself.

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 2019 Annual Report reflects the College's Priorities and Targets, as outlined in the 2019 - 2021 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

The 2019 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board and endorsed on 16 March 2020.

College Information

Principal:
Mrs Kylie Bottcher

College Board Chair:
Professor Mark Hackling



COLLEGE OVERVIEW

We believe that the 2019 Ashdale Secondary College Annual Report will make gratifying reading for the College and our wider community. The achievements documented within this report clearly illustrate that the College moves forwards from strength to strength. In a year that saw us growing to 1,700 with our largest Year 7 cohort, we had a great many successes.

As in previous years throughout 2019, we repeatedly measured our students in terms of their individual and collective successes across numerous domains. The culmination of this academic data 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 students coming from our Cluster Schools. Evidence has shown us that the longer a student has been in the Ashdale Cluster, the more successful they will be.

In 2019, our Year 12 students achieved outstanding results while completing the Western Australian Certificate of Education (WACE). Once again, Ashdale Secondary College can identify as a top-performing public school. Our students achieved: 98.4% WACE achievement (above both like schools 91% and public schools 88%); 100% Attainment; top 19th ranking for a public school for achieving a median ATAR of 78.90; one student receiving a 99 ATAR, four Certificates of Distinction and 30 Certificates of Merit. Finally, we were also delighted to see 59% of our students receive an ATAR of 70 meaning these students were able to gain 'front door' entry into university, with a further 26% eligible with additional 'boosts' through our university links. These results show us that the College graduates our students with a WACE and that these same students are equipped for entry into university, TAFE or the workplace. This is something that we believe we can be proud of as a school community, not only because it tells us that we can establish successful pathways for all students and continue to create positive futures.

Further to these excellent Year 12 results, 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 Reading, Writing and Numeracy. Our students showed significant progress in performance from Year 7 to Year 9, which is further evidence that Ashdale Secondary College adds value to each student's accomplishments.

Ashdale Secondary College continues to advance and lead the way in students' engagement in STEM (Science, Technology, Engineering and Maths). Work behind the scenes in teacher development and professional learning saw staff examine how these important 21st-Century learning skills could be enhanced and further embedded across the curriculum, ensuring that our students are equipped with the skills they will need to secure the jobs of the future.

Links with the Cluster primary schools continued in providing a Science and STEM curriculum to the students of these schools as extension activities. Our popular STEM Champion workshops were attended by well over 250 students and their parents/caregivers. Our ever-popular STEM Girls' Day Camp, saw 70 Year 4 and 5 students from our Cluster Schools attend a weekend of targeted STEM activities based on aviation with mentors from the Science Community. The day was enhanced by the attendance of a number of RAAF pilots and included an ultra-low fly over for the girls to see. At the completion of 2019, Ashdale Secondary College was, once again, recognised as a leader in STEM education and extended for 2020 as a Teacher Development School in STEM (one of three secondary schools in WA).

Cultural engagement was exemplified through the high-quality, extensive and very successful Ashdale Arts program. Throughout 2019 our students and staff prepared for the College's production of Disney's High School Musical. During Term 3 over 50 students from Years 7 - 12 performed to almost sold-out shows. The students rehearsed for over six months, ensuring that they were ready for opening night. In July, the cast and crew had spent three days

at Kerem Adventure Camp in Bullsbrook rehearsing. The Board commends the hard work and dedication from the cast, Arts staff and others in achieving such a quality production. We look forward to the next production in 2021.

Arts students were also involved in multiple exhibitions, performances or competitions. This, along with the Art exhibition and the ongoing performances from 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. In addition to school-based achievements, we were also proud of the numerous individual student accomplishments throughout 2019 at local, state, national and international level. These many successes illustrate not only the breadth and depth of sporting talent, but they also demonstrate that our sports program is paying dividends in terms of student achievement as well as engagement.

Many of our students are involved in community service, both inside and out of our College. Perhaps the strongest demonstration of this commitment in 2019 was through the Student Leaders who raised funds across the College for the Pat Giles Centre and other worthy causes. In 2019, we also strengthened our Student Leadership opportunities by having Mentor Captains from Years 7 - 10. By providing additional leadership opportunities and programs to a broader number of students, the College has also been able to seek a higher level of student feedback and voice. As a College, we are also delighted to acknowledge the many individual students (and indeed staff) who displayed their sense of justice, humanity and civic responsibility through fundraising activities in and out of school time.

At the end of 2019, we finalised staffing plans to ensure the strengthening of our program

delivery and also preparing for the delivery of six new transportable classrooms throughout 2020, including specialist Science, Home Economics and Metalwork. This planning will ensure that Ashdale Secondary College is well equipped to cater for our growing numbers and continue to offer world-class educational opportunities to all our students.

We want to acknowledge that our achievements across the College are greatly assisted by having students who engage in their learning program and the support of our community. At Ashdale Secondary College, we are proud to have students who uphold our values of Respect, Co-operation and Independence. In the majority, our students are highly motivated, 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 robust and unique Cluster model of which we are fortunate to be a member.

In closing, we note that our success as a College is strengthened by our productive collaborations with our Cluster primary schools, a supportive School Board 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 the wider community at Ashdale Secondary College are exemplified by reaching the finals for Secondary School of the Year in the Australian Education Awards and yet again having another staff member Secondary Teacher of the Year in the WA Education Awards. As a College, we embrace a culture of continual reflection and improvement, and we look forward to 2020 being another highly successful year.

Professor Mark Hackling

Mrs Kylie Bottcher
Principal

College Board Chair





2019 COLLEGE HIGHLIGHTS



Julie Hughes - named as finalist for the WA Beginning Teacher of the Year award - WA Education Awards.

2019 median ATAR score

78.9

Placed 2nd in the Science and Engineering Challenge at the Claremont Showgrounds.

Held ANZAC Day Ceremony on 9 April 2019.



Ben Hangan - awarded the "Premier Health & Physical Education Graduate from Edith Cowan University for 2018"



Recognised as a Mentally Healthy School by Act-Belong-Commit.

Announced as Secondary School of the Year - Government Finalist in the 2019 Australian Education Awards.

Celebrated our 10-year anniversary on 15 May where past students, staff and the community attended the celebration.





Hosted the 2019 WiTWA Tech-Trails event featuring keynote speaker Lyndsey Scott, Model, Software Developer and Actress.

95

Seven students added to the 95 High Achievers Club.

Two HASS Mock Law teams participated in Round Three of Mock Trials at the Supreme Court of WA.

Ashdale Recycle repaired and donated 19 bikes with bikes travelling to Broome, remote Aboriginal communities throughout WA and Mozambique, Africa through Dismantle and Bicycles for Humanity.



From over 2,000 submissions across Australia, Ashdale SC was selected as one of five high schools to pilot the Barefoot Investor's Money Movement Program created by Scott Pape.

Launched its Breakfast Club in Term 2 so no student needs to start the day hungry.

50 students performed in the production of Disney's High School Musical to an almost sold out season.

Margaret Quirk MLA officially opened Collective - Ashdale's Annual Art Exhibition.





2019 COLLEGE HIGHLIGHTS

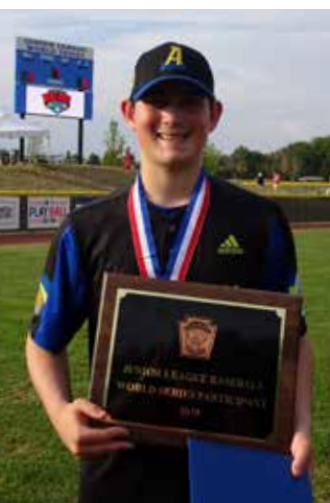
- **Andrew Taddei, Year 7** - achieved Best in School Award and a High Distinction in the Australian Mathematics Competition for his year group. (Pictured below).
- **Chloe Ross-Williams, Year 7** - achieved a High Distinction in the Australian Mathematics Competition for her year group. (Pictured below).
- **Denis Hudec, Year 7** - won silver in the State



Championships for judo.

- **Tom Hewett and Lucas Santich, Year 7** - represented WA in the 2019 Australian Little League National Championship.
- **Jessica Knight, Year 8** - selected to represent WA in the state team at the Under 16's National Girls Baseball Championships.
- **Selma Halilovic, Year 8** - represented Australia at the World Taekwondo competition for cadets in Uzbekistan.

- **Jacob Santich, Year 9** - participated in international tournaments; Dubai Invitational Baseball Tournament & the Singapore Baseball Games. (Pictured left).



- **Dawson George, Rhys Kelly and Charlotte Yates, Year 8** - competed in the Intermediate League Baseball World Series in California, USA early August 2019. (Pictured above).
- **Susan Fahnbulleh, Year 8** - awarded Gordon Ellis Award for playing the 2019 WABL season for the Warwick Senators.
- **Alexander Polkaposki, Year 8** - awarded the under 14/4's MVP for playing the 2019 WABL season for the Warwick Senators.
- **Larissa Teav, Year 8** - awarded the under 16/3's Coaches Award for playing the 2019 WABL season for the Warwick Senators.
- **Amber Scorer, Year 8** - represented the Perth Ice Allstars Synchronised Skating Teams at the Australian Figure Skating Championships in Melbourne.
- **Austin Chapman, Year 8** - ranked #3 in Australia for under 16s 200m hurdles. (Pictured below).



- **Tyler Paul, Jayden Paul and Jacob Santich, Year 9** - won gold for WA in the 2019 Junior League National Championship and compete in the World Series in California in August 2019.
- **Chelsea Calder, Year 10** - won gold in the Perth Taekwondo Cup.
- **Raz Abdullah, Year 10** - chosen to represent WA at the 2020 National Schools' Constitutional Convention in Canberra. (Pictured right).
- **Jacob Evitt, Year 10** - represented WA in the 2019 AFL 15s Boys Championship at the School Sport Australia National Championships in Launceston, TAS. Selected in the 2019 All Australian SSA AFL Boys Team.
- **Chelsea Calder, Year 10** - won bronze in the 2019 Australian Open Championship and the 2019 Oceania President's Cup in Taekwondo.
- **Makayla George, Year 10** - selected to represent WA in the state team at the Under 16's National Girls Baseball Championships.
- **Daniel Cooper, Year 10** - selected to represent the WA State Team for Men's Gymnastics to compete at the Australian Gymnastics Championships.
- **Radhika Swain, Year 10** - represented WA in the Under-17 State Badminton Team in Adelaide.
- **Chelsea Calder, Year 10** - won a silver medal at the National Taekwondo Championships in Queensland.
- **Jarred Hutchins, Year 11** - represented WA in the State Team for the 2019 Australian Youth Baseball Under 18s Championships in Blacktown, Sydney where his team won bronze.



- **Tamati Mako, Year 11** - awarded MVP at the Under 18s Touch Football National Youth Championship in Queensland.
- **Sharad Jessani, Year 11** - selected in Western Australian U/17 Cricket team to compete in the National Cricket Championships.
- **Chaise Greary, Year 11** - awarded a Bronze - World Skills Award at the VETis Automotive Services Competition.
- **Raathi Chota, Year 12** - had her books "Caught" and "Flawed" published.
- **Samuel Allison, Year 12** - won the Class Clown Comedy Competition State Final at WAAPA and performed at the International Comedy Festival representing WA.
- **Samuel Allison, Year 12** - selected to represent WA in the under 19s national Gridiron competition in New South Wales.
- **Keren Cobel, Year 12** - won Highly Commended Award at the 2019 St George's Art Exhibition.
- **Diya Teli, Year 12** - achieved ATAR of 99.0. (Pictured below).



- **Jayden Doan, Jordan Franklin, Tiara Harper, Tamara Molan, Agatha Okon, Shubhamkumar Patel, Diya Teli, Year 12** - achieved an ATAR of 95.0 or higher.



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 and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) testing occurs in May each year, with students in Years 3, 5, 7 and 9 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 remain 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.

Ashdale Secondary College is a leader in innovative practice, and rigorous methods are put in place each year by the College for testing to be completed online. In 2019, the College supported two cohorts of students, Year 7 and Year 9, to complete the online testing over nine days.

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' concerning student achievement. Our students not only achieve strong results but that they make good progress from year to year in their Literacy and Numeracy skill development. The College actively implements strategies to achieve this, including:

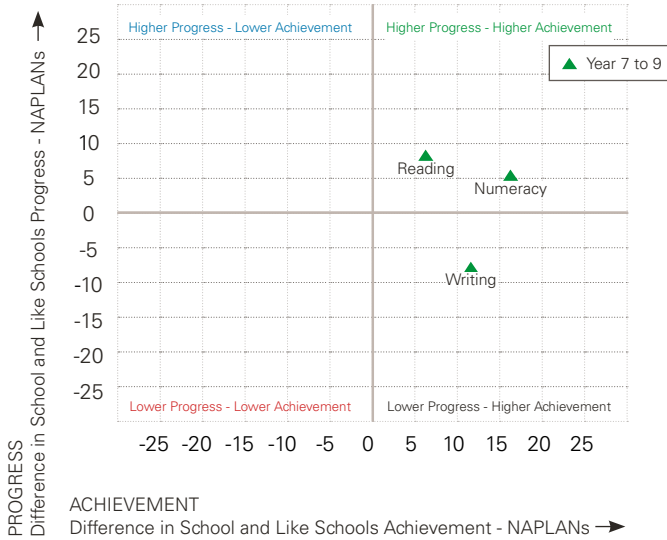
- Literacy and Numeracy NAPLAN conferencing (3.4 FTE in 2019);
- NAPLAN support classes focusing on literacy and numeracy;
- NAPLAN pre-testing and analysis;
- whole-school use of the Customised NAPLAN Analysis Platform (CNAP) and the data provided to embed strategies within teaching programs; and
- the continued growth of a Lexile Reading Program, which measures students' current reading level and assists in matching them with appropriate text, aiming to extend vocabulary and comprehension.

In the areas of Reading and Numeracy, Year 9 students made significantly higher progress and higher achievement from 2017 to 2019 than Like Schools. These students achieved higher in Writing when compared with Like Schools while achieving lower progress in the area of Writing compared to Like Schools. (See Student Progress and Achievement Compared with Like Schools and Australian Schools Chart). Year 9 students made significantly higher progress and achievement when compared with Australian schools. The College will monitor this data and continue to implement strategies and recommendations as per this target achievement.

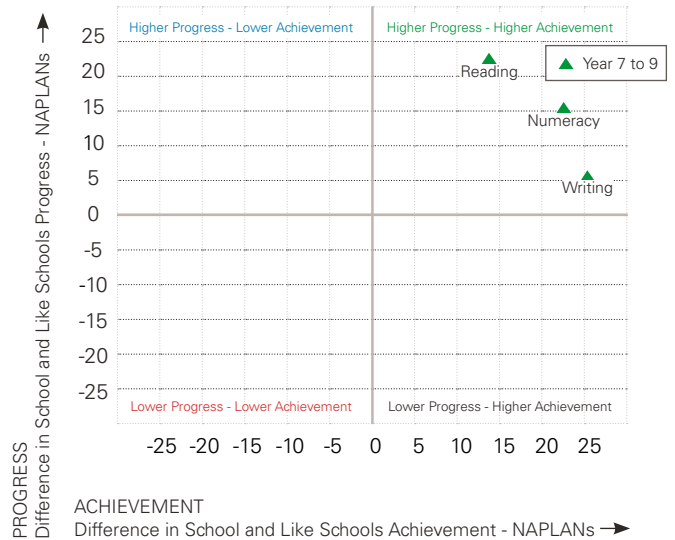


The average test score in both Numeracy and Writing for students in Year 7 increased from 2018 to 2019 at Ashdale. The average test score in both Numeracy and Writing for students in Year 9 slightly decreased from 2018 to 2019 at Ashdale, though the average scores remains higher than Like Schools.

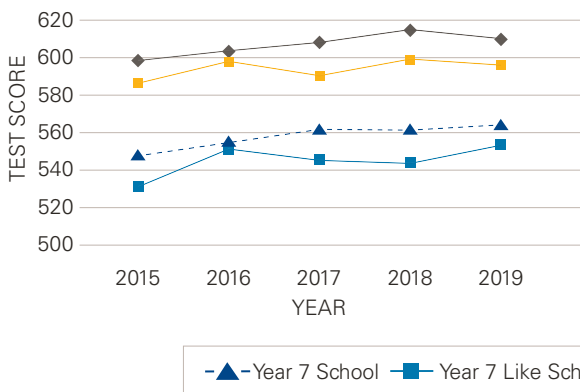
Student Progress and Achievement compared with Like Schools NAPLAN Year 7 2016 to Year 9 2019



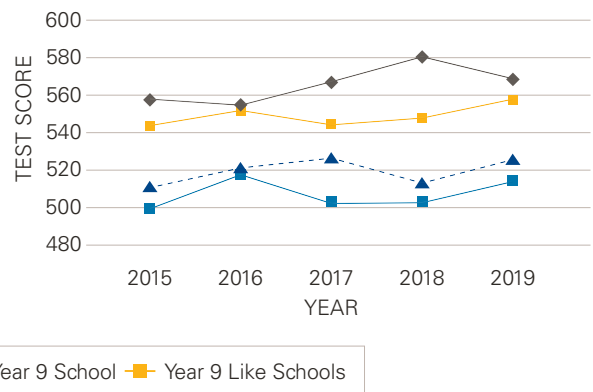
Student Progress and Achievement compared with Australian Public Schools NAPLAN Year 7 2016 to Year 9 2019



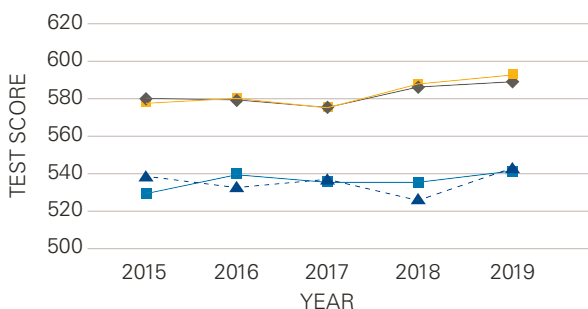
NAPLAN Average Numeracy Score



NAPLAN Average Writing Score



NAPLAN Average Reading Score



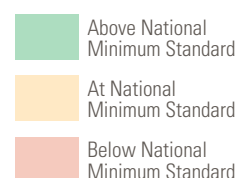
Average test score in Year 7 Reading increased from 2018 to 2019 and results now mirror the achievement of Like Schools in the area of Reading. The average test score in Reading for Ashdale students in Year 9 increased from 2018 to 2019, the average score for Reading for students in Like Schools decreased over the same period, resulting in Ashdale students slightly exceeding achievement in comparison to Like Schools. An increase in achievement in Reading remains a focus for the College and the Cluster.

In 2019 more students in Year 9 at Ashdale SC achieved in Band 8 or higher (meaning prequalification for Online Literacy and Numeracy Assessment testing (OLNA)) when compared with Like Schools, with 66% compared to 56% doing so in Numeracy, 46% compared to 41% doing so in Writing, and 57% compared to 54% achieving Band 8 or higher in Reading. This percentage of students achieving Band 8 or higher has increased by 2% in the area of Reading from 2018 to 2019.

Year 9 saw none of Ashdale Secondary College students achieve below the National Minimum Standard compared to 1% of Like Schools in Numeracy, 10% doing so compared to 12% of students in Like Schools in Writing, and 2% of students achieving below the National Minimal Standard compared to 4% of students in Like Schools in Reading. Ashdale Secondary College has reduced the number of students achieving below the minimum standard in Numeracy from 2018 to 2019.

Although achieving Band 8 or higher in Year 7 does not guarantee prequalification for OLNA, it demonstrates a strong likelihood of achieving similar band allocations or higher in Year 9 therefore, achieving OLNA prequalification. It also indicates the extent to which students are supported to achieve strong academic results in Literacy and Numeracy. In Year 7, 41% of students achieved in Band 8 or Band 9 in Numeracy compared with 33% of students in Like Schools, 19% achieved in those bands compared with 16% of students in Like Schools in Writing and 26% of students achieved Band 8 or Band 9 in Reading which is same achievement as students in Like Schools.

| Band | NAPLAN Score Range | Numeracy Proficiency Bands | | | | | | | |
|------|--------------------|----------------------------|-------------|--------|-------------|--------|-------------|--------|-------------|
| | | Year 7 | | | | Year 9 | | | |
| | | 2018 | | 2019 | | 2018 | | 2019 | |
| | | School | Like School | School | Like School | School | Like School | School | Like School |
| 10 | 686 & Above | | | | | 16% | 9% | 10% | 6% |
| 9 | 634 - 685 | 11% | 10% | 16% | 12% | 22% | 18% | 26% | 18% |
| 8 | 582 - 633 | 24% | 17% | 25% | 21% | 30% | 29% | 30% | 32% |
| 7 | 530 - 581 | 32% | 31% | 27% | 30% | 22% | 32% | 25% | 30% |
| 6 | 478 - 529 | 25% | 29% | 19% | 24% | 9% | 11% | 8% | 13% |
| 5 | 426 - 477 | 6% | 11% | 9% | 10% | 2% | 2% | 0% | 1% |
| 4 | 374 - 425 | 1% | 1% | 3% | 4% | | | | |
| 3 | 322 - 373 | | | | | | | | |
| 2 | 270 - 321 | | | | | | | | |
| 1 | Up to 269 | | | | | | | | |



| Band | NAPLAN Score Range | Writing Proficiency Bands | | | | | | | |
|------|--------------------|---------------------------|-------------|--------|-------------|--------|-------------|--------|-------------|
| | | Year 7 | | | | Year 9 | | | |
| | | 2018 | | 2019 | | 2018 | | 2019 | |
| | | School | Like School | School | Like School | School | Like School | School | Like School |
| 10 | 686 & Above | | | | | %% | 4% | 4% | 4% |
| 9 | 634 - 685 | 5% | 2% | 6% | 3% | 14% | 8% | 11% | 10% |
| 8 | 582 - 633 | 17% | 11% | 13% | 13% | 33% | 23% | 31% | 27% |
| 7 | 530 - 581 | 21% | 21% | 28% | 25% | 25% | 24% | 30% | 27% |
| 6 | 478 - 529 | 27% | 29% | 30% | 33% | 10% | 24% | 13% | 21% |
| 5 | 426 - 477 | 21% | 27% | 19% | 20% | 10% | 17% | 10% | 12% |
| 4 | 374 - 425 | 10% | 9% | 4% | 6% | | | | |
| 3 | 322 - 373 | | | | | | | | |
| 2 | 270 - 321 | | | | | | | | |
| 1 | Up to 269 | | | | | | | | |

| Band | NAPLAN Score Range | Reading Proficiency Bands | | | | | | | |
|------|--------------------|---------------------------|-------------|--------|-------------|--------|-------------|--------|-------------|
| | | Year 7 | | | | Year 9 | | | |
| | | 2018 | | 2019 | | 2018 | | 2019 | |
| | | School | Like School | School | Like School | School | Like School | School | Like School |
| 10 | 686 & Above | | | | | 4% | 5% | 2% | 4% |
| 9 | 634 - 685 | 5% | 8% | 6% | 7% | 17% | 15% | 17% | 16% |
| 8 | 582 - 633 | 12% | 17% | 20% | 19% | 34% | 34% | 38% | 34% |
| 7 | 530 - 581 | 30% | 29% | 35% | 32% | 32% | 30% | 31% | 30% |
| 6 | 478 - 529 | 29% | 30% | 26% | 26% | 11% | 12% | 9% | 12% |
| 5 | 426 - 477 | 16% | 13% | 10% | 12% | 2% | 4% | 2% | 4% |
| 4 | 374 - 425 | 7% | 4% | 3% | 3% | | | | |
| 3 | 322 - 373 | | | | | | | | |
| 2 | 270 - 321 | | | | | | | | |
| 1 | Up to 269 | | | | | | | | |

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

Recommendations:

- The continued use of data and explicit teaching of literacy and numeracy skills in English and Mathematics classroom, with a particular focus on improving reading skills.
- The continued implementation of a Literacy and Numeracy Conferencing model with specially selected staff (recommended to maintain or increase FTE for 2020) implementing 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 who support improvement in writing, employed across every classroom, in every learning area.
- Monitor writing progress and ensure staff are implementing individual programs to address learning gaps.
- The College’s Literacy and Numeracy Committee will continue to be a source of support for teachers, especially in the teaching of writing 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, focusing on improving reading outcomes.

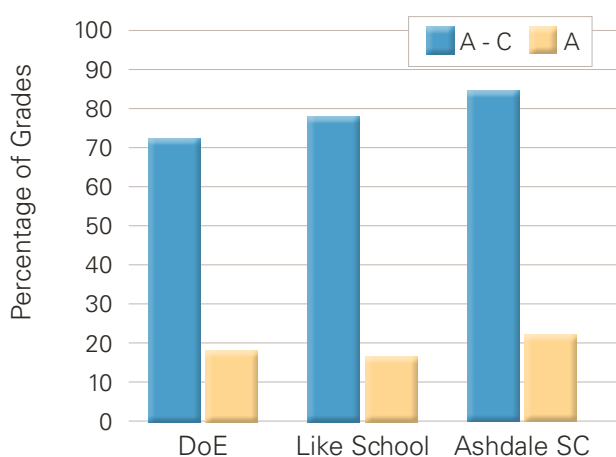


Target 1.2 Students in Year 7-10 cohorts will equal or exceed Like School performance in all Learning Areas

As part of Ashdale SC's school improvement cycle, student performance data is analysed, 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 analysed systematically to determine trends and areas for improvement.

In 2019, Year 7 students performed well across several Learning Areas in comparison to Like Schools and State Schools (Department of Education), achieving higher A - C grades in English, Maths, Science, The Arts and Health and Physical Education. Also, with a percentage of markedly higher A grades achieved in Science, Humanities & Social Sciences, The Arts, Health & Physical Education and Digital Technologies 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 is performing above or well above the expected standard for that year group.

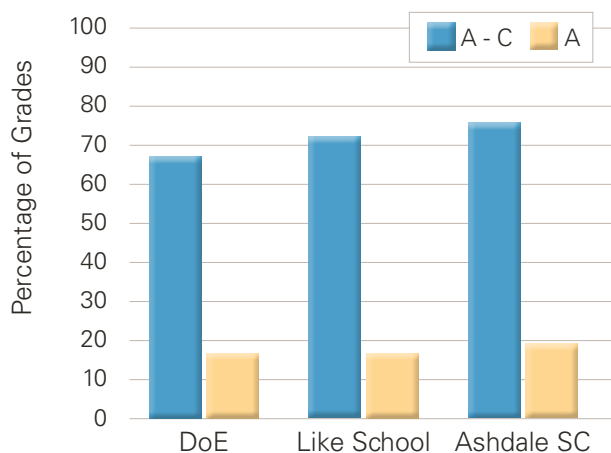
Year 7 Grade Distribution: Science 2019



The number of students in Year 8, achieving a C grade or higher was stronger than Like and State schools across the areas of Maths and Health & Physical Education. Students achieving an A grade in Year 8 at Ashdale SC outperformed Like Schools in Maths, Science, Health & Physical Education and Digital Technologies. Year 8 students performed slightly below Like Schools learning area performance in English, Science, Humanities &

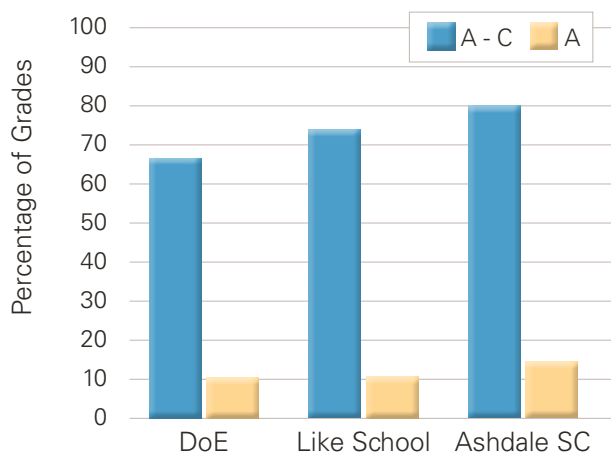
Social Science, Design & Technology, The Arts and Digital Technologies. Therefore, it is evident that the change in data for Ashdale SC and strategies have been implemented for the specific cohort as they move to Year 9 in 2020.

Year 9 Grade Distribution: Maths 2019

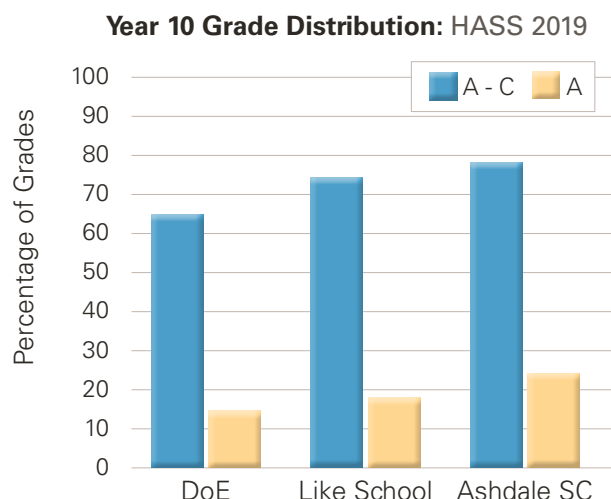


In the Year 9 cohort, performance again exceeded Like Schools in many areas with regards to C or higher grade allocation and A grade allocation. Distribution of A grades was especially strong in English, Science, Humanities & Social Sciences, The Arts, Health & Physical Education, Design & Technology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

Year 8 Grade Distribution: English 2019



Students in Year 10 Health & Physical Education strongly outperformed both Like and State schools in A - C and A grade achievement. The performance of Year 10 students in Humanities & Social Sciences was also strong in comparison to Like and State Schools, with 78% of students achieving a C grade or higher and A grade achievement being 6% greater than both Like and State schools. The Year 10 learning areas of Maths and Science 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.



Recommendations:

- Use, or creation of WA Curriculum Grade A-E exemplars in Learning Area 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.
- Learning Area reviews of assessment tasks, ensuring tasks and marking keys are in line with WA Curriculum grade descriptors.
- Target literacy and numeracy conferencing to Year 9 cohort to address gaps in student understanding.
- Explicit use of WA Curriculum A grade descriptors and exemplars in all courses in Year 7.
- Participation, where possible, in Year 7 - 10 moderation between schools.
- Teachers in all Learning Areas to utilise system data, such as NAPLAN and OLNA, when analysing student performance in Learning Area contexts.

Target 1.3 Students in Year 12 achieving the minimum standard in Literacy and 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 may be demonstrated through achieving Band 8 or higher in NAPLAN or passing the Online Literacy and Numeracy Assessment (OLNA).

The conferencing model previously established was continued into 2019, ensuring that students yet to meet the minimum standard were provided with intensive tutoring with literacy and numeracy specialists either 1-on-1 or in small groups. Each Learning Area has been supported by the Literacy and Numeracy committee, providing explicit Literacy and Numeracy strategies implemented throughout the year, encouraging students to meet the minimum requirement. This year Ashdale SC had all students meet the minimum standard in Numeracy and Reading, an outstanding result. Overall 98% of the Year 12 cohort met the minimum standard in all three components exceeding Like (90%) and State School average (97%).

Students still required to meet the minimum standard

| | Year 10 | Year 11 | Year 12 | Total qualified |
|-------------------|---------|---------|---------|-----------------|
| ASC 2019 | 24% | 14% | 2% | 98% |
| Like Schools 2019 | 30% | 28% | 10% | 90% |

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

Ashdale Secondary College's WACE achievement rate for 2019 was 98%, a slight improvement from 2018. This result is significantly higher than Like (91%) and State Public schools (88%) and highlights the College's commitment to providing a positive future for all students.

| | 2019 | 2018 | 2017 |
|--------------|------|------|------|
| Ashdale SC | 98% | 97% | 96% |
| Like Schools | 91% | 90% | 90% |

34% of the Year 12 cohort 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.

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** – one-hour sessions 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. ASC teachers coordinated Semester 1 seminars, while external providers facilitated the Term 3 seminars.
- **Mental Health and Wellbeing seminars** – several seminars provided to Year 12 students focussed on mental health and wellbeing, for example Red Frogs – a support agency for school leavers.
- **Subject specific tutoring** – tutorials run by College staff out of school hours.
- **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 Semester 2.
- **Follow the Dream program** – tertiary aspirations strategy designed to assist Aboriginal students in reaching their career potential through mentoring, case support and after school tuition.

Median ATAR

In 2019, a total of 85 Ashdale SC students engaged in the WACE exams, equating to 34%, which was an increase in students completing this pathway from 2018 (31%). The cohort achieved a median ATAR of 78.9, outperforming Like and State Schools. While this was a slight decrease from 2018, it is essential to note that both Like and State schools experienced a decline in median ATAR and this decrease was to a greater extent than Ashdale Secondary College. The College was ranked the 19th best public school in Western Australia.

| | Ashdale SC | Like Schools | State Schools |
|-------------|------------|--------------|---------------|
| Median ATAR | 78.9 | 75 | 78.2 |

Ashdale Secondary College continues to outperform Like Schools in terms of the percentage of students achieving in the top third of ATAR performance.

| | Ashdale SC % | | Like Schools % | |
|--------------|--------------|------|----------------|------|
| | 2019 | 2018 | 2019 | 2018 |
| Top third | 26 | 30 | 19 | 21 |
| Middle third | 38 | 33 | 36 | 34 |
| Bottom third | 36 | 37 | 45 | 45 |

In 2019 the College offered 16 ATAR courses, 12 of which had an average scaled score above the state averaged scaled score. Seven students (8%) achieved an ATAR of over 95, placing them in the top 5% of the state. The College would like to acknowledge and congratulate Diya Teli, who achieved an ATAR of 99.

Certificates of Distinction. A Certificate of Distinction is awarded to each eligible student who, in their last three consecutive years of senior secondary WACE enrolment, achieves 190 - 200 points. The points are accrued from 20 Year 11 units and 10 Year 12 units of study.

In 2019, the following four students achieved Certificates of Merit:

- Jordan Franklin
- Tiara Harper
- Tamara Molan
- Diya Teli

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 2019, The following 30 students achieved a Certificate of Merit:

- | | |
|---------------------|----------------------------|
| • Chelsea Beach | • Sarah Johnson |
| • Dominique Cumming | • Marija Jovceska |
| • Jayden Doan | • Patrick Khakhum |
| • Tien Doan | • Kristijan Korunoski |
| • Elisabeth Drugas | • Emily Macri |
| • Amber Fanelli | • Max Naumovski |
| • Darby Gartlan | • Agatha Okon |
| • Isabella Gerryn | • Taliah Ord |
| • Georgia Giamov | • Parthe Patel |
| • Rachel Glasson | • Shubhamkumar Patel |
| • Katie Gray | • Danica Pizzino |
| • Danielle Gullotti | • Callum Senft |
| • Josh Hobley | • Anja Snellenburg |
| • Karis Italiano | • Paris Sparks |
| • Sophia Jamshed | • Charlize Thornton-Elliot |



It is further pleasing to note that a total of 67% 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)

After four years of the STEM Institute being in operation students have had the ongoing opportunity to have input into their learning, work on solutions to real-world problems, engage with current research initiatives and form relationships with our community and industry partners. In 2019 students graduated from the Approved Specialist Program in STEM had the option of being part of the new Year 10 elective of STEM Integrated. The new subject extends and upskills STEM students and provide a natural pathway for students to excel in STEM-related learning from Year 7 through to Year 12.

The College continued to invest heavily both in staffing and infrastructure in the area of STEM. In 2019 the College continued funding for a Level 3 Program Coordinator STEM and the two Level 2 STEM Coordinators showing our commitment to success in this area. Makerspace was incorporated into our Creative Lab and experienced further upgrades including the installation of workbenches and tool boards, a flexible Mechatronics workshop, STEM Garden with an outdoor classroom, three iMac labs, a newly installed dual-screen software lab, a Recording Studio and Virtual Reality equipment. These upgrades ensure students are fully immersed in STEM learning experiences and developing essential skills for success in the future.

The development and upskilling of our staff have been instrumental in the success of the program. Staff were upskilled in the use of a whole-school STEM matrix focusing on six critical cross-curricular STEM/21st-Century skills. Through this process, Learning Areas have started to develop cross-curricular connections, working on similar projects with a STEM skill focus. The incorporation of STEM skills is now a part of standard program design.

In 2019 Ashdale SC established a STEM partnership with Hikone Higashi High School in Japan (a specialist Science School), which has grown from international teleconferences between students from each country to the visit of Japanese students in 2019. Planning is in place for another visit from Japanese students in 2020 with selected Ashdale students visiting Hikone Higashi in 2020/2021. This partnership has further widened our students' exposure to STEM in the international community.



During Term 2, Year 9 and 10 Ashdale SC girls were invited to attend our STEM Girl's High Tea. With guest speakers from tertiary education and Year 11 students currently studying in the STEM field, the girls gained a wealth of information around future STEM careers and STEM subjects.

The hugely successful STEM Girls Day Camp continued with 75 girls learning about aviation in 2019. This day camp involved a flypast of a RAAF aircraft and visits by RAAF pilots as well as an inspirational keynote speaker – a female ex US Airforce pilot/instructor. Mentors included female aeronautical engineers, pilots and range of scientists and other engineers.

Providing Senior School pathways for our STEM students remains a focus. Eleven students completed the first Mechatronics program with a focus on Drone Technology in 2019 with eight out of the eleven students achieving their CASA accredited drone pilot licence. The continuation of STEM Integrated into Year 10 will provide an avenue for students exiting the approved specialist program at the end of Year 9 to achieve success in their senior school studies.

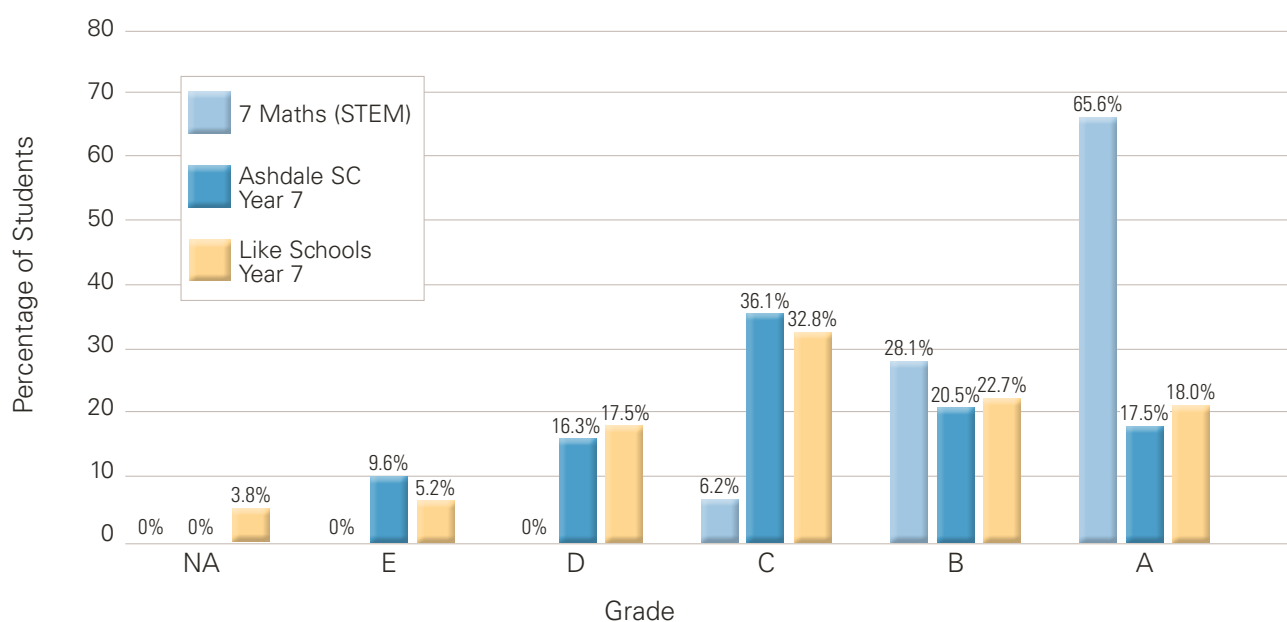
The five schools of the Ashdale Cluster continued to work closely together through a combined STEM cluster committee, coming together to launch the STEM Cluster Cup at the Ashdale Showcase in December 2019. Four teams from the primary schools completed STEM challenges in front of their parents and community members. STEM Champions workshops continued each term with parents and students from the Cluster coming to after school workshops to complete STEM activities led by ASC staff.

Being a STEM Teacher Development School (TDS) for the last two years has allowed us to not only to share expertise with staff across the state but also invest and upskill our team in the process. The data below shows how the STEM institute is leading to improved academic outcomes for our students.

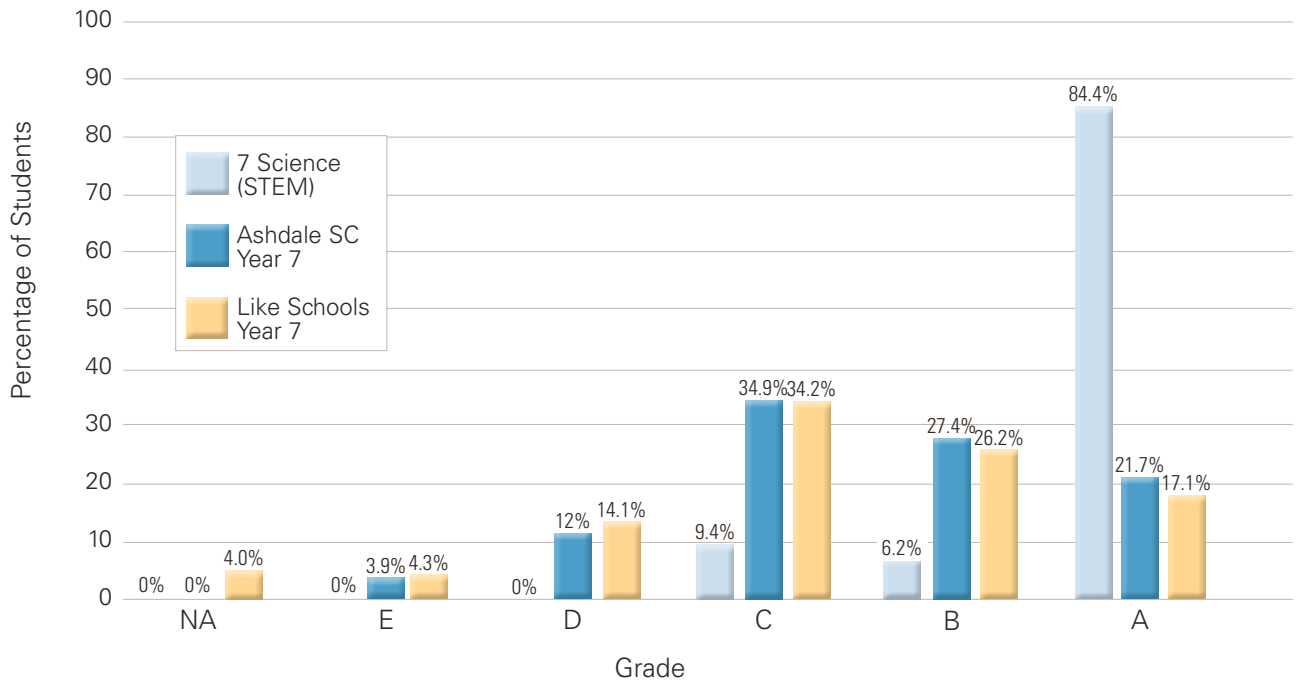
Year 7 STEM Institute

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

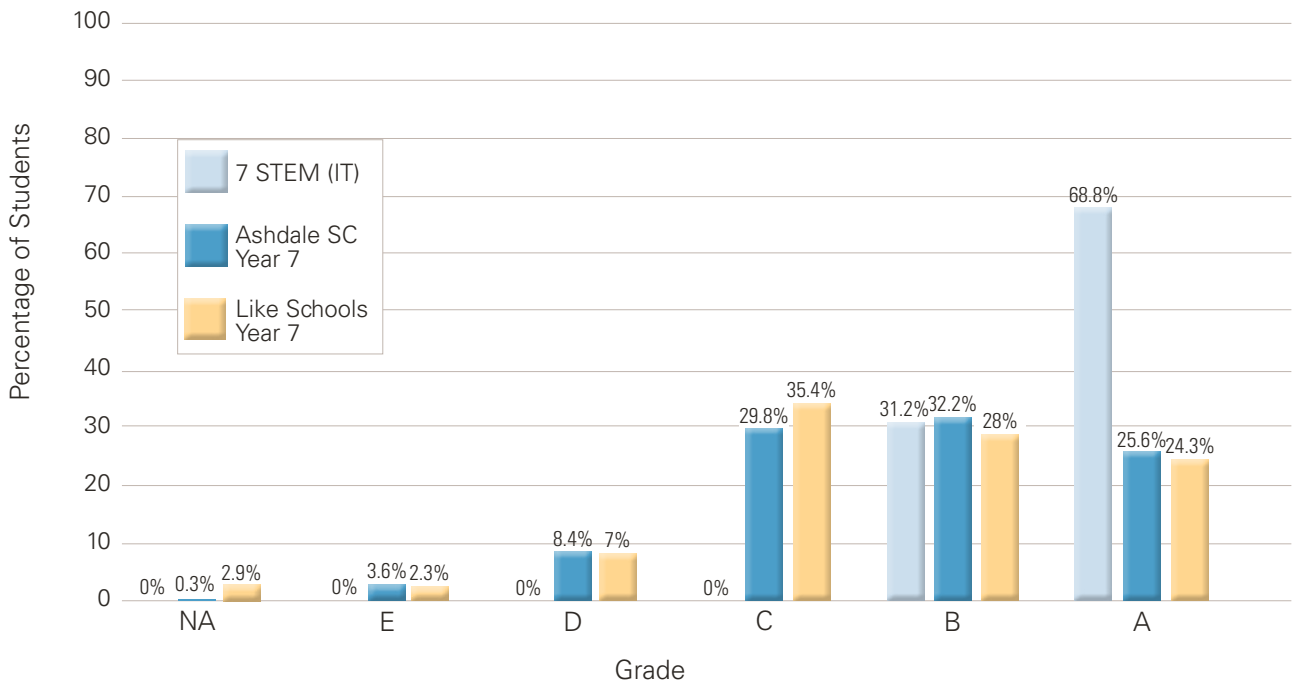
Year 7 Grade Distribution: STEM Mathematics, Semester 2 2019



Year 7 Grade Distribution: STEM Science, Semester 2 2019



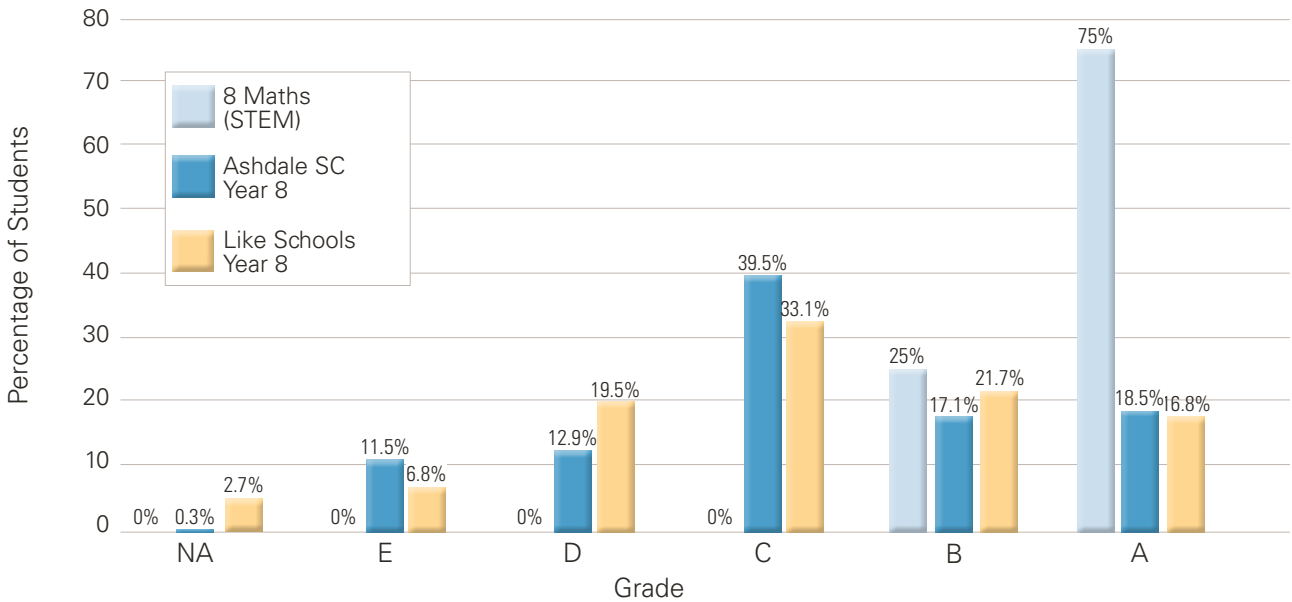
Year 7 Grade Distribution: STEM IT, Semester 2 2019



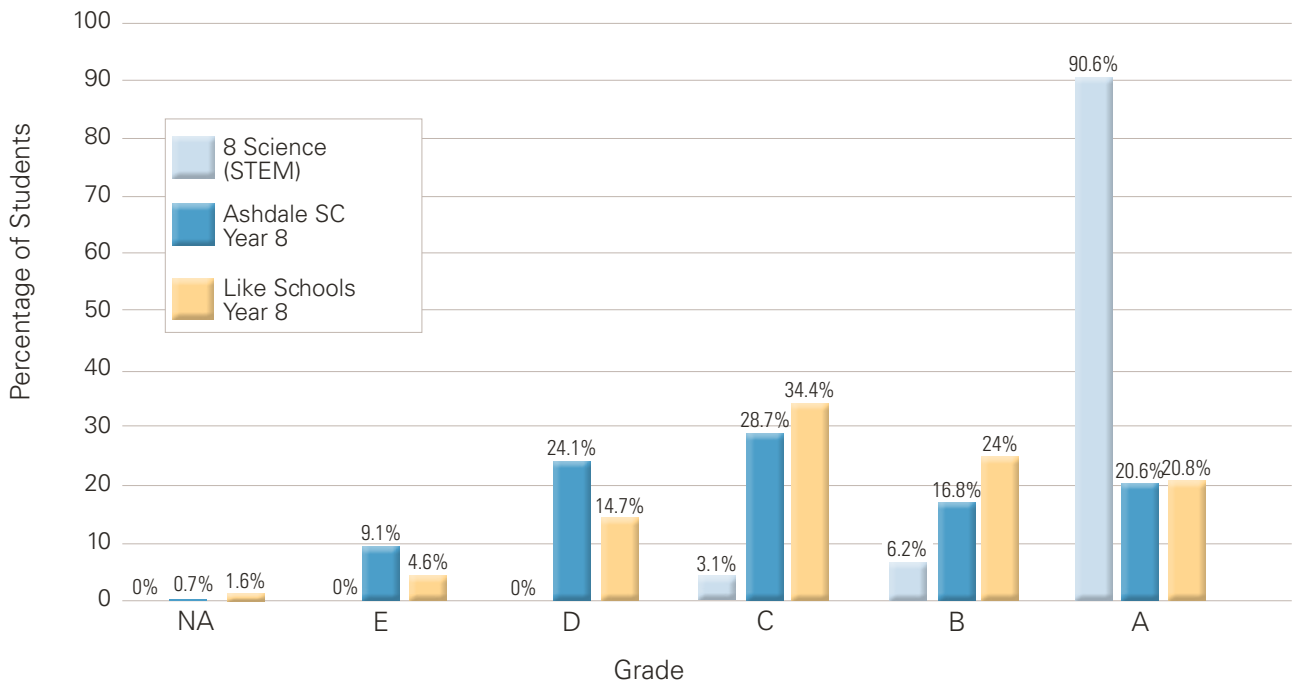
Year 8 STEM Institute

The continued high achievement was evident across the Year 8 STEM Institute. In Mathematics and Science, STEM students obtained more than four times the percentage of A grades compared to their Year 8 cohort and Like Schools. In ICT, students also strongly outperformed their cohort and Like School grades.

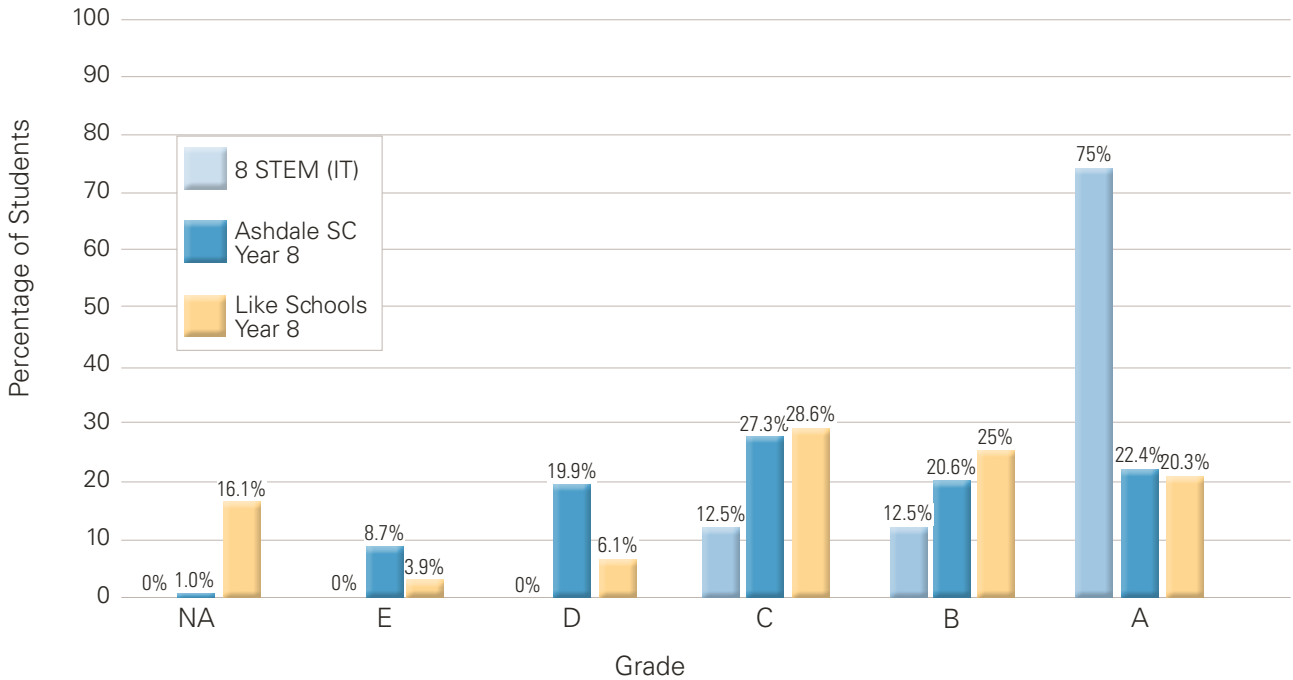
Year 8 Grade Distribution: STEM Mathematics, Semester 2 2019



Year 8 Grade Distribution: STEM Science, Semester 2 2019



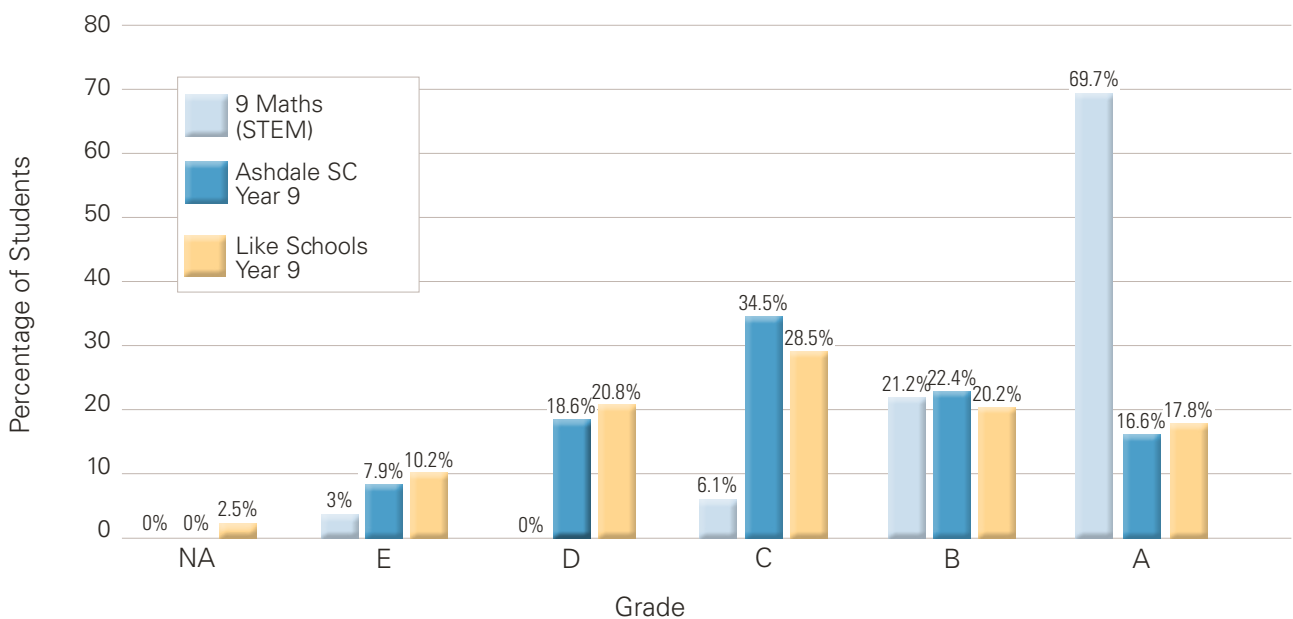
Year 8 Grade Distribution: STEM IT, Semester 2 2019



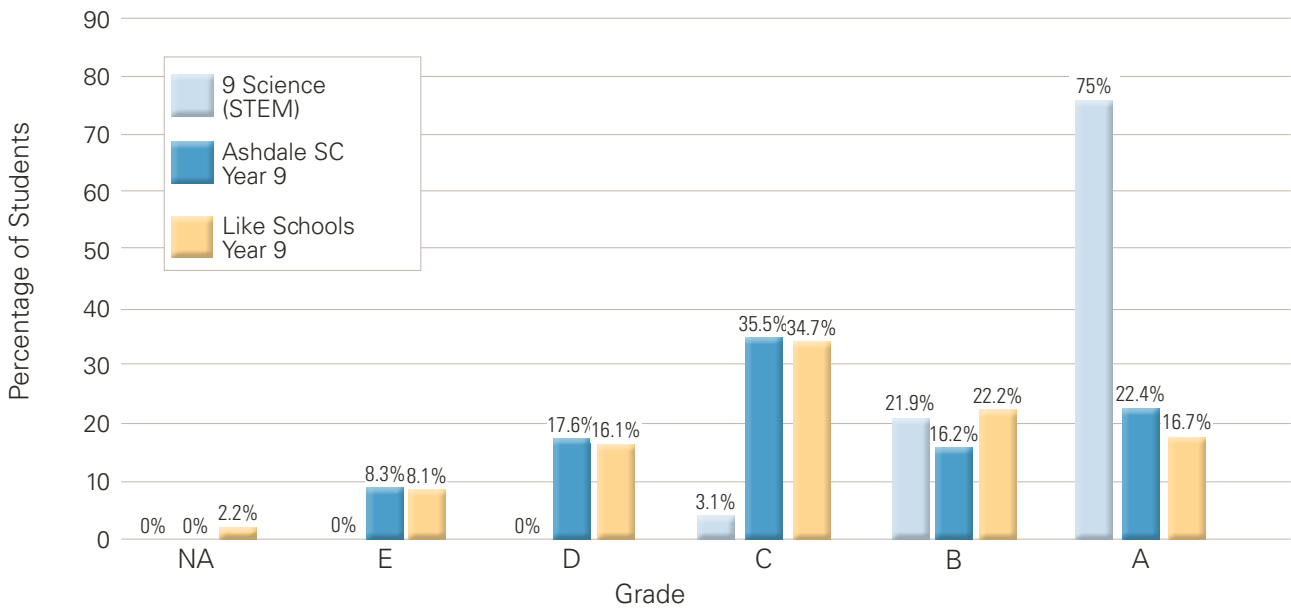
Year 9 STEM Institute

High performance continued across the Year 9 STEM Institute subjects with Mathematics students achieving more than four times the percentage of A grades compared to their Year 9 cohort and Like Schools. In Science, students obtained close to four times the A grades compared to school and Like Schools. STEM IT students achieved more than 80% A or B grades, with strong results from other Ashdale SC students in Year 9 due to our ICT Specialist Program; and achieved double the A grades compared to Like Schools.

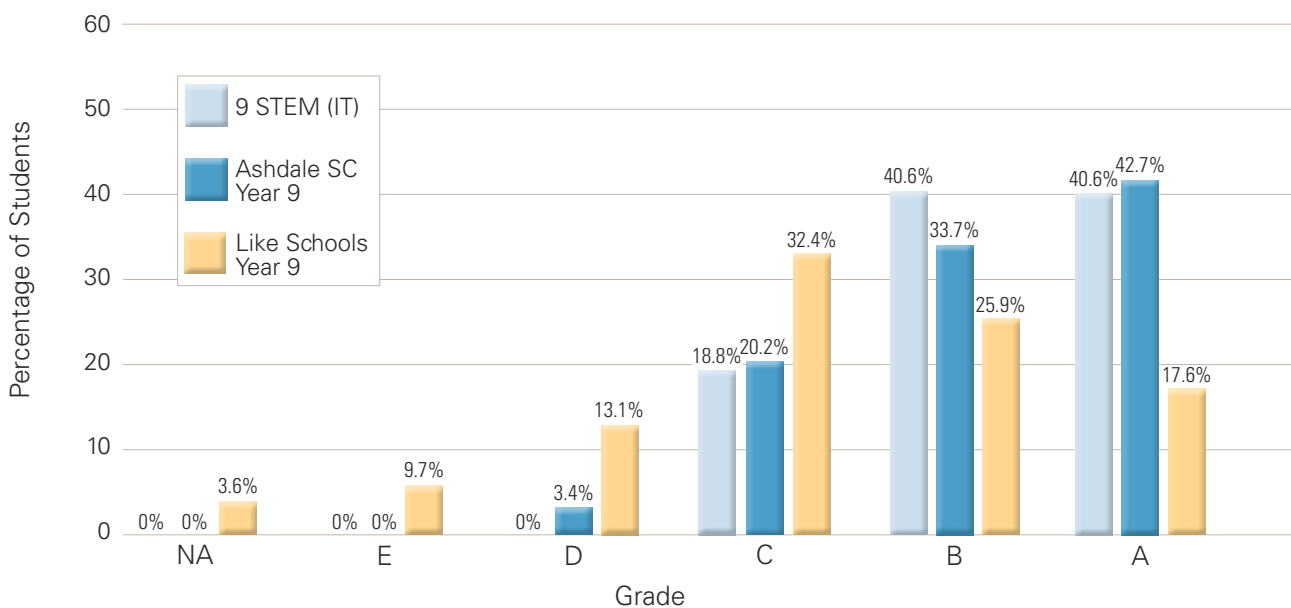
Year 9 Grade Distribution: STEM Mathematics, Semester 2 2019



Year 9 Grade Distribution: STEM Science, Semester 2 2019



Year 9 Grade Distribution: STEM IT, Semester 2 2019



The STEM Institute model has been very successful since its inception in 2016, and the first cohort of students 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:

- Continued consolidation of STEM/21st-Century skills into curriculum programs across the College.
- Continuation of the TDS model to support staff across the College and State.
- Provision of ATAR Engineering as a 2021 subject option to support STEM Institute students in Senior School in 2021.
- Strengthening of the STEM partnership with Hikone Higashi.
- Continue STEM initiatives within the Ashdale Cluster.

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

The College continues to prioritise the building and fostering of a culture of quality teaching and learning, with a relentless focus on the best possible teaching practices, in alignment with the final year of the Department of Education’s Strategic Plan 2016 - 2019 of High Performance, High Care, and Focus 2019.

As a College, we have now completed our third year of implementing the LEARN and GROW teaching framework. In 2019 our focus aimed at refining staff capacity within the planning and delivery of *L – Learning Intentions, E - Engage, A – Activate and G – Greet* while implementing structured professional development to develop staff capacity in *R – Review and N – Next Steps*. A year-long professional development plan included whole-school sessions on all School Development Days throughout the year. The plan also included input and capacity building through our Senior Leadership meetings along, with a tailored ‘Pop Up PL’ series being led by our Teaching and Learning Coordinator and delivered by a range of expert teaching staff.

In 2019 the College continued the expansion of the Ashdale SC Teaching Portal. The teaching portal contains resources and video examples of LEARN

and GROW from teachers across the College enabling teachers to access standards of best practice from a variety of teachers, across several different learning areas that has not been possible in the past.

Having completed the second year of Instructional Intelligence training with Barrie Bennett, members of the teaching and learning focus group have become accredited as Instructional Intelligence facilitators, and continue to support the professional growth of our staff through tailored professional development session targeting aspects of the LEARN and GROW instructional pedagogical framework.

As part of the ongoing evaluation and impact of the LEARN and GROW Framework, the College Executive team continued its implementation of the instructional rounds model for all learning areas. This process involved visiting several staff in a particular learning area, collecting observation data and then feeding the collated data back to the HOLA with clear strengths and areas for development identified. The process continued throughout the year and data collected was compared and analysed to that obtained earlier.



Ashdale SC was one of five finalists in The Australian Education Awards as Secondary School of the Year; a national award program which recognises the high standards of teaching and learning present at the College. Ashdale SC also had seven staff members in the 2019 National Excellence in Teaching Awards (NEiTA). Ashdale Secondary College also nominated Ms Julie Hughes for the WA Education Awards, in the category of Beginning Teacher of the Year, and was proud of Julie being one of four teachers in Western Australia to reach the finals in this category. In 2019 we had nine Level 3 Classroom Teachers, along with twenty-five Senior Teachers, three of whom achieved Senior Teacher status this year.

As part of our commitment to the growth of future teachers, Ashdale SC has continued to finance the role of Teacher Training Coordinator. In 2019, ASC was host to 46 pre-service teachers, many of whom have gained a position in a fixed-term or permanent capacity for 2019 with seven gaining a position here at the College.

Recommendations:

- Continued expansion of the Teaching and Learning Portal including data analysis of Portal usage to be undertaken to determine specific content value and expansion requirements.
- Focus on refined implementation of *R – Review and N – Next Steps* aspects of the Framework, supported by professional development from the Teaching and Learning Committee.
- Focus on refined implementation of GROW aspects of the Framework supported by Classroom Management Strategies Professional Learning.
- Continuation of instructional rounds model.
- Learning areas to continue to implement the model and update their Excellence in Teaching Plan according to progress and achievements, and in relation to feedback from instructional rounds and lesson observation.



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 our staff are skilled in using a range of data sources, from school and state-based to national and international, to set challenging yet realistic academic targets and improve educational outcomes for our 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 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 continually improve teaching and learning practices that support high achievement.

The table below provides an overview of the alignment of Ashdale SC 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 does allow the College to identify lines of enquiry where there is a significant misalignment between the NAPLAN results to the grade allocations and to assist the development of targets in improving that alignment where appropriate.

The NAPLAN Alignment to Grade Allocations

overview indicates substantial alignment result with 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 2019.

In Writing, Year 7 results at Ashdale Secondary College had strong alignment with the WAPS mean for the respective previous two semesters. Year 9 Writing results did not have as strong an alignment, achieving 4% below the WAPS Mean for Semester 1 in 2019, with students performing better than expected in the NAPLAN in comparison to school grades. However, Year 9 Writing results were equal to the WAPS Mean in Semester 2.

In Reading, students achieved slightly below the WAPS Mean, 1% (Year 7) and 4% (Year 9) in Semester 1 2019. Year 7 Reading results were 3% below the WAPS Mean in Semester 2 while Year 9 Reading results achieved 3% above the WAPS Mean in Semester 2, with students again achieving better than expected in the NAPLAN in comparison to school grades.

Year 7 and 9 Numeracy results were below the WAPS Mean for Semester 1 in 2019, 5% in Year 7 and 1% in Year 9. Numeracy results were equal to the WAPS mean in Semester 2 for Year 7, and 4% above the WAPS mean for Year 9.



NAPLAN Alignment to Grade Allocations

| 2019 (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 | 335 (95%) | 65% (10%) | 60% (5% Below) | 5% | 34% |
| English / Reading | 335 (98%) | 61% (8%) | 60% (1% Below) | 15% | 25% |
| English / Writing | 335 (99%) | 60% (8%) | 60% (At) | 21% | 19% |

Year 9

| | | | | | |
|------------------------|--------------|--------------|-------------------|-----|-----|
| Mathematics / Numeracy | 289 (98%) | 58% (10%) | 57% (1% Below) | 9% | 34% |
| English / Reading | 289 (98%) | 58% (7%) | 54% (4% Below) | 27% | 19% |
| English / Writing | 289 (99%) | 57% (8%) | 53% (4% Below) | 21% | 19% |

| 2019 (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 | 335 (94%) | 64% (10%) | 65% (1% Above) | 5% | 30% |
| English / Reading | 335 (96%) | 61% (7%) | 58% (3% Below) | 17% | 25% |
| English / Writing | 335 (96%) | 58% (8%) | 59% (1% Above) | 21% | 19% |

Year 9

| | | | | | |
|------------------------|--------------|--------------|-------------------|-----|-----|
| Mathematics / Numeracy | 289 (95%) | 59% (10%) | 63% (4% Above) | 6% | 30% |
| English / Reading | 289 (96%) | 57% (8%) | 60% (3% Above) | 16% | 24% |
| English / Writing | 289 (96%) | 56% (9%) | 56% (At) | 29% | 15% |

Recommendations:

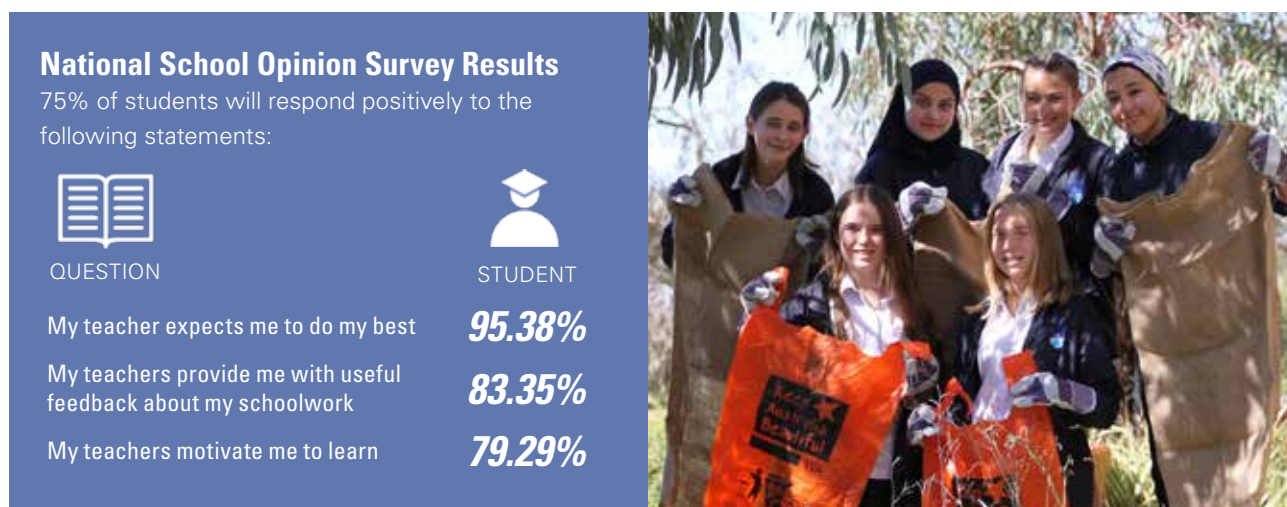
- Ashdale SC Executive and Senior Leadership Team continue to provide professional learning for staff on data use, especially that which correlates NAPLAN data with school based grades, such as the P-10 analysis tool.
- All teaching staff to utilise data triangulation and other data to analyse the alignment 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 75% or higher: *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 continues to be an invaluable part of our whole school planning. The last round of National Surveys took place in 2018, allowing students, staff and parents the opportunity to voice their opinions on many areas across the College. All questions in the survey are on a five-point scale ranging from one – Strongly Disagree to five – Strongly Agree. The data, as shown below, has been used in 2018 and 2019 as a stimulus to implement strategies that support an increase in student belief and understanding that teachers provide them with useful feedback about their work and that their teachers motivate them to learn.

In 2019, our Good Standing Policy was implemented, which supported the setting and maintaining of high expectations inside and outside of the classroom. The policy, which forms part of the broader Student Engagement Policy, aligns with the GROW framework and balances the need for students to follow expectations of the Code of Conduct with rewards for maintaining those expectations, such as morning teas, excursions and engaging cohort events.

In the classroom, College staff continue to train and develop competence in implementing all aspects of the LEARN and GROW, including a focus on *E – Engage* strategies, which directly aim to create a learning environment that motivates students while using best practice approach to ensuring the acquisition of knowledge and skills. Whole College professional learning on L - Learning Intentions was conducted to support teaching staff to write concise and relevant learning goals that include expectations of achievement from their students.



Data shows that students rated all three attributes higher than our 75% target, with students reporting teachers having high expectations of them.

Recommendations:

- Conduct National School Opinion surveys in Term 3 to obtain data from which to assess progress against the targets.
- Use of the LEARN model with a focus on engaging the students and a continued focus on *R – Review* and *N – Next Steps*, providing effective feedback to students whilst reinforcing the learning.
- Use of the GROW model with a focus on students on *O – On Task* and *W – Work Hard*, especially on supporting students to track their own progress and to successfully act upon feedback provided by their teachers.
- Select staff members to attend Instructional Strategies for Engagement (ISE) professional learning, and share professional learning with their colleagues upon return to the College.

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

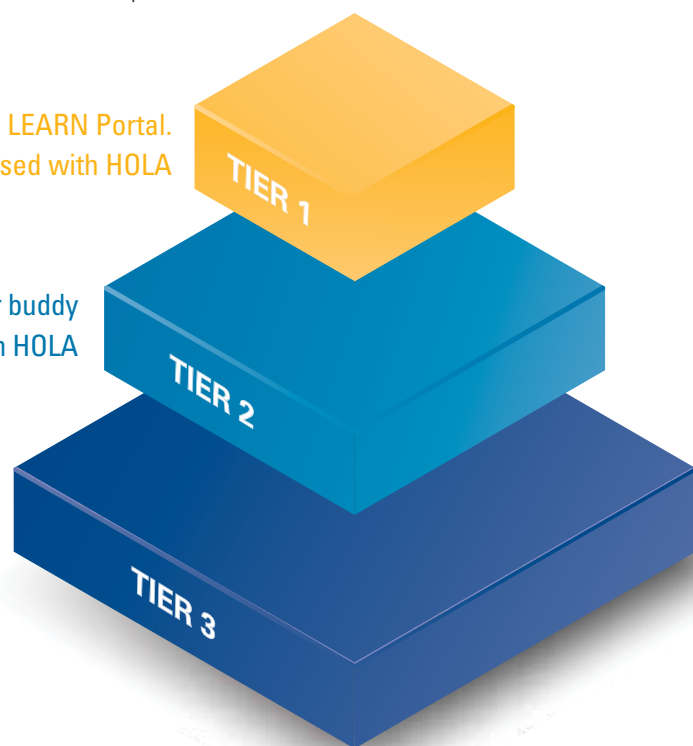
Systemic direction for 2019 continued to place Teaching Quality as a key priority in the continued drive for the creation of a high performance and high care culture. Implementation of an explicit teaching methodology (LEARN and GROW) and use of evidenced based feedback (ASC Instructional Rounds) have placed teaching and learning at the forefront of our planning.

In 2019 the College continued to consolidate our 3 - Tier reflective practice model (illustrated below) to support teacher growth at all levels. At Ashdale SC, self-reflection is part of our culture; however, all staff engage at a level that is appropriate for their own development.

Production of videos for the LEARN Portal.
Personal or joint analysis - targets discussed with HOLA

Use of Observation Classroom recording of self or with Mentor or buddy
Personal or joint analysis - targets discussed with HOLA

Classroom based recording of self on Go Pro, Swivl Cam or iPad.
Personal analysis, targets discussed with HOLA



Throughout 2019, staff across the College engaged in reflective practice in several ways. With the upgrades of the Edith Cowan University Observation Classroom and the purchase of additional in-class recording equipment, the use of video recording for self-reflection increased across the College.

The expansion of the Teaching and Learning Portal allowed a higher level of reflection, allowing staff to share their practice as well as gain insights from others. Uploading videos to the portal allowed staff to view at their own pace at a time suitable for them, without the restrictions of the timetable. Footage of

best practice teaching and learning strategies were also used to enhance professional learning sessions. Continuing the focus on Performance Development and time dedicated for staff to plan and review have led to increased ownership of the process.

The priority given to our Cluster Phases of Learning Teams (PoLTs) has also been instrumental in sharing and reflecting on best practice across the Cluster. Significant 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, with a new three-year focus on the teaching of Reading Comprehension

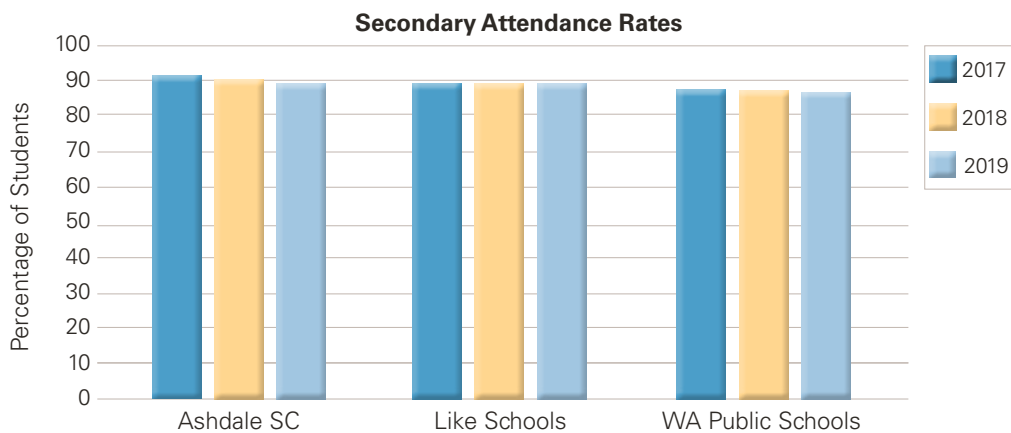
PRIORITY 3: School development and wellbeing

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

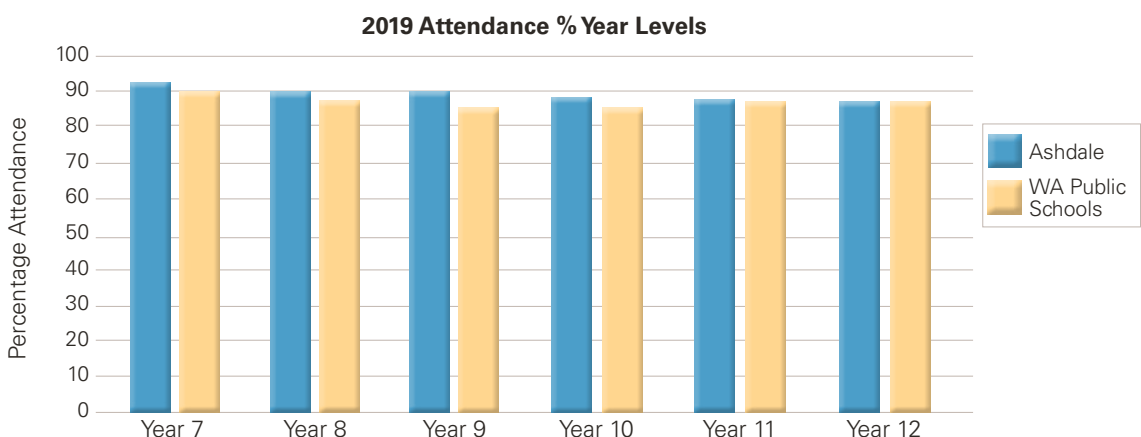
Target 3.1 The whole school attendance will equal or exceed WA Public Schools and Like School averages.

‘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.

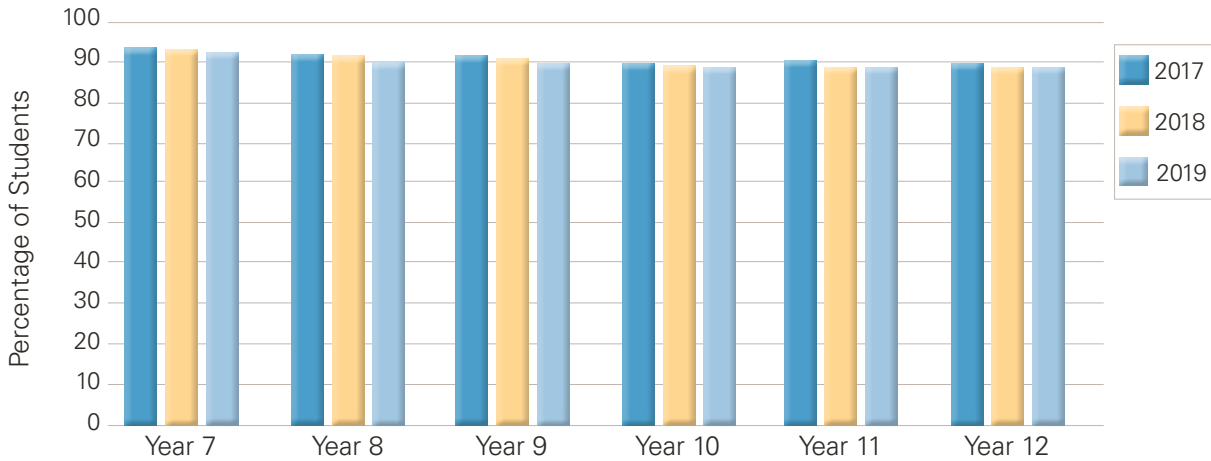
Ashdale SC continues to implement measures that support families and individual students to ensure that their attendance at the College is as regular as possible and that accurate and sustainable methods of recording attendance and following up on non-attendance are in place. The measures put in place continue to be successful. From 2017 - 2019, Ashdale SC has consistently exceeded WA Public Schools and Like School attendance averages in its Secondary Attendance Rates, with attendance slightly decreasing from 90.3% to 89.3% in 2019. To put this in context, the Secondary Attendance Rates for WA Public schools decreased from 87.6% in 2018 to 86.8% in 2019, and Like School attendance decreased from 89.7% to 88.7% in the same period.



All of the year groups at Ashdale Secondary College achieved an attendance rate greater than or equal to WA Public Schools, with our Year 7 group achieving an attendance of 92%, compared to 90% in WA Public Schools. Our Year 8 group achieved an attendance rate of 90% compared to 87% in WA Public Schools. Our Year 9 group achieved an attendance rate of 90% compared to 85% in WA Public Schools, and our Year 10 group achieved an attendance rate of 88% compared to 85% in WA Public Schools. Our Year 11 group achieved a 1% stronger attendance rate when compared to WA Public Schools (86%) with Year 12 attendance matching WA Public Schools (87%).

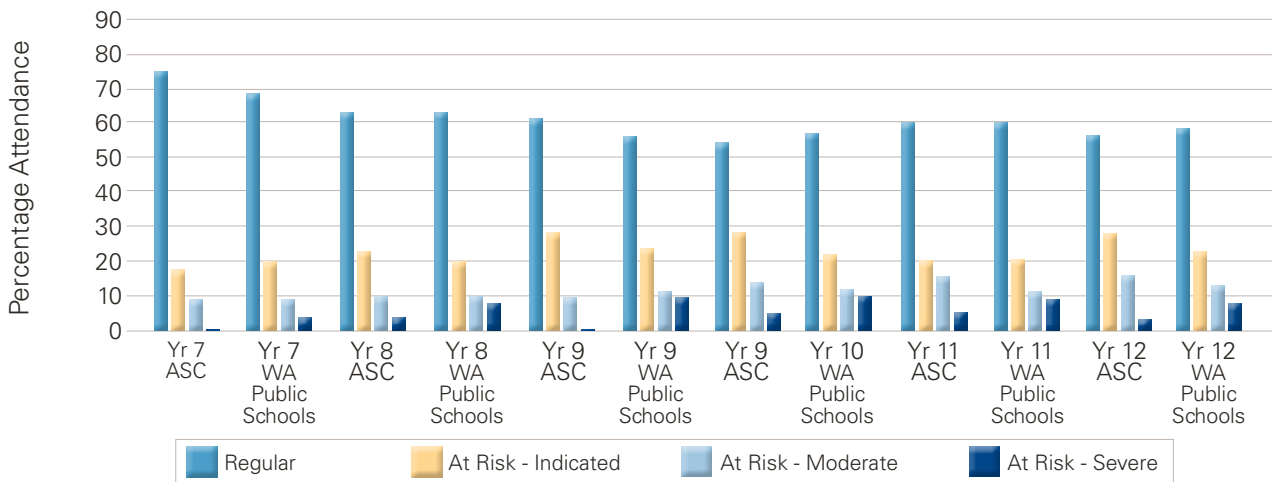


2017 - 2019 Attendance % Year Levels



The 2019 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. Attendance rates for the College are defined as Regular (90% or higher) for a large number of students in Year 7 - 12. However, the Regular attendance of Year 10 students was below the WA Public School average. The percentage of students falling into lower categories of attendance (At Risk - Indicated (80% to <90%) was higher for students in Year 8, Year 9, Year 10 and Year 12 in comparison with the WA Public School average. At Risk - Moderate (60% to <80%) attendance was greater for students Year 10 and Year 12 in comparison with the WA Public School average, while all year groups were significantly below the WA Public school average for At Risk - Severe (<60%) attendance.

2019 Attendance Year Group Breakdown





Several 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
- 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) for Years 7 - 10
- Referral to the Participation Team for Years 11 - 12

Recommendations:

- Continue with current support mechanism.
- Increase School Psychologist time to 1.4 full time equivalent (FTE) to allow work with increased student numbers.
- Increase the Year Coordinator time in Year 7 and 8 by 0.4 FTE to work with larger cohorts.
- Continue the implementation of strategies developed through the Attendance Innovation Pilot program.

To further develop innovative strategies to address and improve attendance, selected members of the Student Services team and College Executive participated in the Attendance Innovation Pilot program. The program facilitated the analysis of fine-grain attendance data previously not available and the use of ethnographic research of students, parents and community members. The data analysis identified the need to develop specific strategies to target students within the 80 - 90% attendance range to improve overall attendance rates. The ethnographic research identified some key aspects that the College could address to improve the attendance of these students. The development and implementation of these strategies commenced in 2019 and will continue into 2020 to reduce the percentage of students in the At Risk-Indicated range and move them into Regular Attenders.

In light of strong comparative attendance rates across a number of years the recommendation for 2020 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 on targeting individual improvement in attendance, focusing on improving students' attendance from categories of risk to those of less risk or regular attendance. Increasing regular attendance, especially in Years 10 and Year 12, through continued implementation of the above strategies, remains a recommendation for 2020.

Ashdale SC has invested significant funding into its Student Services model, with \$1,276,828 being invested in providing a dedicated team of staff, including two Year Coordinators for Years 7 - 12, overseen by a Program Coordinator for Years 7 - 8, 9 - 10 and 11 - 12, and a dedicated and appropriately skilled Student Services support staff, comprising one Psychologists, 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.



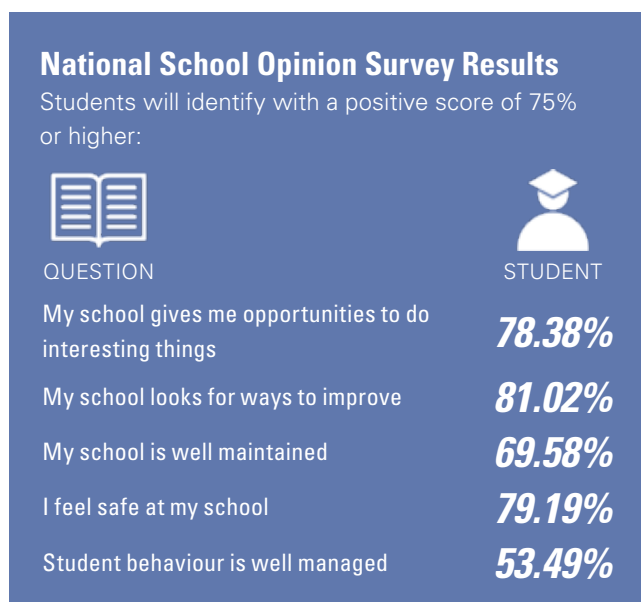
Target 3.2 In the National School survey 75% or more students will respond positively to statements about the College

- My school gives me opportunities to do interesting things.
- My school looks for ways to improve.
- My school is well maintained.
- I feel safe at my school.
- Student behaviour is well managed.

One thousand one hundred fifty-seven students across the College completed the National School Student Survey in 2018. The results were utilised in 2018 and 2019 as a stimulus to implement actions to increase not only the survey scores but to improve the below items:

- the actuality of students feeling they have the opportunity to do exciting things;
- that the College collectively looks for ways to improve;
- that the College is well maintained; and
- that they feel that they attend a safe place where behaviour is well-managed.

The data collected in 2018 relating to our targets is illustrated below:



A strong focus on the engagement and involvement of our students in all aspects of College life is embedded in the ethos and culture of Ashdale Secondary College. A large, active and well-established Student Leadership Team provides a strong student voice in the future directions of the College, and Student Leaders represent the College and their year cohorts at numerous events throughout the College calendar. Leadership training through the Wolf Pack and Sigma programs was provided to Student Leaders so that students were able to develop specific leadership skills for use in the College and beyond.

The College continued to implement and facilitate broader avenues for student voice, including a Mentor Captain forum, a body consisting of over 50 representatives from mentor groups. The Mentor Captains body has the agreed goals of strengthening the voice of our students, improving outcomes concerning student wellbeing, behaviour, engagement and ultimately academic results. The Mentor Captain student body met twice a term in 2019 to discuss positives and ways the College could improve, and develop action plans to implement positive change. All feedback from this student voice initiative continues to be shared with

the College's Senior Leadership Team. Student initiatives completed included provision of soap dispensers in student requested locations, implementation of a reservation system for users of Learning Hub computers and the rollout of a student-led paper recycling initiative. Mentor Captains provided positive feedback on behalf of all students on the College's purchase and installation of umbrellas and seating near the Anzac garden and the increased range of Lexile books and resources purchased for students through the Literacy and Numeracy Committee and the Parents and Citizens Committee.

The students sense of wellbeing is an integral part of how they learn at Ashdale Secondary College and across the Cluster. In Term 3 of 2019, Year 5 and 7 students took part in the South Australian Wellbeing Census, a survey which originated from the South Australian Department of Communities and has been expanded for use across several states of Australia and in international settings. The purpose of the survey was to seek students' views about their social and emotional wellbeing; school relationships, engagement and learning at the College, their physical health and wellbeing and participation in after-college activities. The results of the survey indicate many positives regarding high levels of wellbeing of ASC students across several categories when compared with the mean scores from other schools:

| | Social Bullying: High Well-being | Emotional Wellbeing - Happiness: High Wellbeing | Connectedness to adults at school: High Wellbeing | Peer Belonging: High Wellbeing | Cognitive Engagement: High Wellbeing |
|------|-------------------------------------|---|--|-----------------------------------|--|
| ASC | 63% | 62% | 65% | 60% | 52% |
| MEAN | 57% | 55% | 60% | 54% | 49% |





The information collected was used by the College in 2019 to plan for the needs and support of students in programs across the College to support their health and wellbeing. The South Australian Wellbeing Census will continue to be implemented and expanded to older year cohorts in future years to track the progress of programs and initiatives achieved. The survey will become an invaluable measure of our students as they transition in the Cluster across Years 5 - 12.

Throughout 2019 the College put in place many activities and initiatives to engage and involve our students. 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. These include participation in 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, Canberra Tour, Outdoor Education activities and many others, including our first visit by students from our STEM partner school in Japan, Hikone

Higashi, have provided students with opportunities to engage with others and experience something new.

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 maintained and updated as needed. 2019 saw further refinements to the Student Services office space, allowing for greater collaboration between all members of this essential large and growing staff team. The wraparound support provided by the Student Services team ensures that students have access to staff who can help them with social/emotional, medical or psychological concerns. 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 more comprehensive 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, R U Legal and Cyber Safety have ensured our students are equipped with the skills to develop and grow. Additional actions from the maintenance plan enabled the construction of an additional bus shelter to house our fleet of student transport options, the creation of a new Literacy Conferencing room and the continued expansion of the College's security camera system.

An active 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 updated in 2019 to include a Good Standing Policy, which supports and reinforces positive behaviour aligned with the College values.

A well-established and multi-faceted 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 is 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 give 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 some time, knowing that a space is available for them and belongs to them provides a safety net at 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.

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 to ensure that we continue to improve academically, socially and personally.

Recommendations:

- Continuation of out of hours' activities for our students.
- Provision and expansion of lunchtime clubs, especially those requested through student voice and transition surveys.
- Continued provision of the extensive and growing Student Services team to support student wellbeing.
- Continued development of the LEARN & GROW portal, especially in relation to best practice around classroom management and excellence in teaching.
- Upskilling of College staff through Classroom Management Strategies (CMS) professional learning.
- Additional Year Coordinator time for Years 7 and 8 to reflect cohorts of 340+ students.
- Gathering of information from Mentor Captains and Student Leadership Team throughout the year through student voice opportunities that support school planning and actions relating to maintenance, safety and behaviour within the College.
- Continuation of the school maintenance plan to update areas of the College requiring upkeep, with a focus on providing areas of shade.



Target 3.3 Workforce 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 an innovative leadership team. In 2019, 177 staff were employed, comprising 114 teachers and 63 support staff. Ashdale Secondary College had a total salary bill of \$16,422,155 which equated to 85.62% 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). Also, all teaching and non-teaching staff have the necessary Working with Children clearance. There is a 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 the College have engaged in postgraduate qualifications or are working toward these.

| Qualification | Number of staff |
|--|-----------------|
| PhD | 2 |
| Masters Degree | 9 |
| Bachelor Degree with Honours | 7 |
| Bachelor Degree | 53 |
| Bachelor of Education | 32 |
| Graduate Diploma | 40 |
| Post Graduate Certificate | 5 |
| Graduate Certificate | 3 |
| Diploma | 3 |
| Certificate IV Training and Assessment | 25 |
| Certificate IV | 8 |
| 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 |

National School Opinion Survey Results

75% of staff will respond positively to the following statements:



QUESTION



STAFF

This school looks for ways to improve

98.90%

Staff are well supported at this school

93.90%



Ashdale SC has a focus on career development for all staff. In 2019, there were nine Level 3 Classroom Teachers, with several 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 essential role at the College in providing and supporting high-quality teaching and leadership. Also, 25 teachers have achieved their Senior Teacher status. This status is 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 two years. Staff with this recognition are then required to work on a variety of initiatives around mentoring, teacher development and other vital priorities with the College. Three staff achieved this accreditation in 2019. 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. In contrast, secondary teachers could gain the content knowledge to teach in an additional, in-demand, specialist subject area. In 2019, the College retained five staff who had completed SWITCH, with one being primary trained initially. Two Science teachers previously completed the Senior School SWITCH program to teach Chemistry. The SWITCH program has been replaced by the LEAP program and one Science Teacher and one Maths Teacher completed courses to teach an additional ATAR subject area.



Mentoring Pre-Service Teachers and University Partnerships

Throughout 2019 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. The College saw a consolidation of our approach in 2019 to ensure we are providing high quality mentoring with the maximum impact including the commitment to reducing the number of placements offered, but increasing the length of placements. Therefore, the pre-service teachers can spend more time with their mentor teachers leading to a more significant impact on their development and growth.

We have maintained strong partnerships with all the universities with our closest partnership still being with Edith Cowan University (ECU) hosting 19 teachers. We increased our number of placements at the other universities with Curtin (8), Murdoch (6), Notre Dame (5) and UWA (8). In 2019 ECU replaced the Intern Program with the 'Scholar in Residence' program and we hosted two students in this program. This involved students completing a six-month placement at the College, which enables them to engage in a broader range of opportunities

and experiences, more effectively preparing them for teaching. The placement combined a ten-week practicum with a ten-week education research units where they are supported by a mentor teacher and other staff at the College. As a direct result of this program, the College employed one 'Scholar' before the end of 2019, who then gained a contract for 2020.

The success of our partnership with the universities and our commitment to developing the next generation of teachers is evidenced by the number gaining employment at the College. Of the 2019 teaching staff, over 24% have completed a pre-service placement at the College. Over the course of the Intern/Scholar Program, we have employed five staff who successfully completed their placements at the College. A pre-service teacher joined the College for Semester 2 after completing their ATP in Term 2. After 2019 we recruited seven new members of the Ashdale staff in 2020 who were formerly pre-service teachers at the College. 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 three new mentors in our growing list of 36 teachers hosting pre-service teachers in 2019.





Target 3.4 In the national School Survey, 75% or more staff will respond positively to statements about the College:

- 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 responding positively to the statement ‘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 responding positively to the statement ‘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.
- Implement the Department of Education’s Future Leaders Framework to identify and develop those with leadership aspirations.



PRIORITY 4: Community Engagement and Educational Partnerships

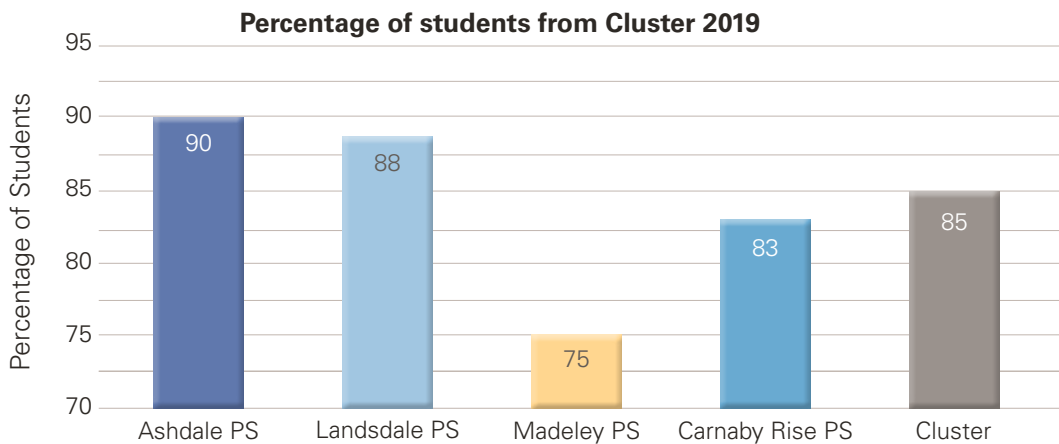
OUR FOCUS: Build and strengthen Cluster and community partnerships to provide a diverse range of opportunities and career pathways for our young citizens

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 1700, the College plays an integral role in the Ashdale Cluster of schools. The implementation of the 2019 - 2021 Cluster Strategic plan and continued promotion of the Cluster Statement have solidified the shared focus across the schools resulting in strong leadership and understanding of priorities and better communication to the broader Cluster community.

The continuation of the PoLTS (Phase of Learning Teams) has provided an avenue for collaboration and sharing of best practice across the Cluster. Each PoLT previously developed and finalised its own action plan during 2019. Data from the Year 5 - 8 PoLT which focused on Numeracy showed a definite improvement in the NAPLAN data across the PoLT. The Cluster schools worked together to devise common assessments and worked on moderation practices.

An effective transition program spanning across the Ashdale Cluster ensured that students are fully prepared for the move to high school. With transition programs and activities taking place from Year 4 and 5 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 continued to provide an avenue for students to become familiar with the College, its staff and each other. Alongside our Netball, Soccer and Music Academies, this has ensured that our Cluster retention is high, with over 85% of students transitioning from Cluster Schools into the College.



Recommendations:

- Begin a new phase of PoLTs with a focus on Reading in all years, these PoLTS will be supported through regional office expertise.
- Provide Professional Learning to PoLT leaders on leadership development.
- Continue programs that engage students and families in Ashdale SC from Year 4 onwards.
- Provide support for Health and Physical Education and Music to continue with our Cluster Musters.
- Ensure that Cluster initiatives are effectively communicated to the community and parents know about the seamless transition (5 schools 1 learning environment) from primary schools to the College.

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

Data from the destinations survey in 2017 provided the baseline data for this target. For the 2018 cohort, 78.8% responded with the data indicating a slight decline in the percentage of students engaged in further education or the workforce. While this is only minor, it does present the possible need to have further targeted strategies across the College to assist students in planning for future pathways.

| | Ashdale SC | | State Schools | |
|-------------------------------|------------|-------|------------------------|-------|
| | 2018 | 2017 | 2019 | 2018 |
| University / Further Training | 62.8% | 76.3% | Data not yet available | 60.3% |
| Employment | 19.7% | 8.1% | | |
| Total | 82.5% | 84.4% | | |

Current strategies in place:

- Year 10 Course Information and Career Expo evening
- Year 11 General Pathway;
 - Compulsory enrolment in Careers and Education course
 - Compulsory Work Place Learning
- Individual pathway planning
- Futures program
- Presentation from external providers (TAFE, Universities)
- Profile courses offerings and support

TARGET 4.2 Maintain or increase parent satisfaction with 75% or more parents responding positively to statements about the College on the National School survey:

- 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 at the heart of the Ashdale community, proving that it is a capable and responsive organisation now and into the future. School improvement is crucial to the College, and the continuing and evolving nature of the College has is supported through the regular seeking of feedback from staff, students and parents. The 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 over the page.



National School Opinion Survey Results

Maintain or increase parent satisfaction to indicate “strong support” for positive statements related to the school. In National School Survey parents with a positive score of 75% or higher:



QUESTION

This school works with me to support my child’s learning

I am satisfied with the overall standard of education achieved at this school

I would recommend this school to others



PARENT

85.22%

82.07%

89.69%



Extensive and broad strategies are in place 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, Qkr!, Facebook and the Ashdale Download Newsletter. The College Website was updated late 2019 to be more informative and user-friendly by displaying short cuts to the most visited pages. Daily promotion of student successes and events at the College via the College’s Facebook page is another strategy the College uses to communicate regularly with parents.

Community events such as Parent Teacher BBQ, Visual Arts Showcase, Dance and Drama Showcases, Ashdale Showcase, Music Showcase, School Tours, Cyber Safety, Triple P, BYOD and our Parent Information Evenings and Arts Exhibition provide plentiful opportunities for our parent community to be informed and engaged in their child’s education. The Bi-annual Parent-Teacher Interview Night has been extended to five hours to ensure that more parents can attend the event.

Recommendations:

- Continued updates to College Website to be informative and user friendly
- Ongoing promotion of parent information events and workshops.
- Use of Connect / SEQTA by all teachers to keep parents informed
- Continued high quality marketing and branding of College
- Further use of our Facebook page to promote successes and events at the College
- Increase in public relations through the publication of College articles in local newspapers





FINANCIAL REPORT

As at 31 December 2019

The following information outlines the financial performance for the year 2019.

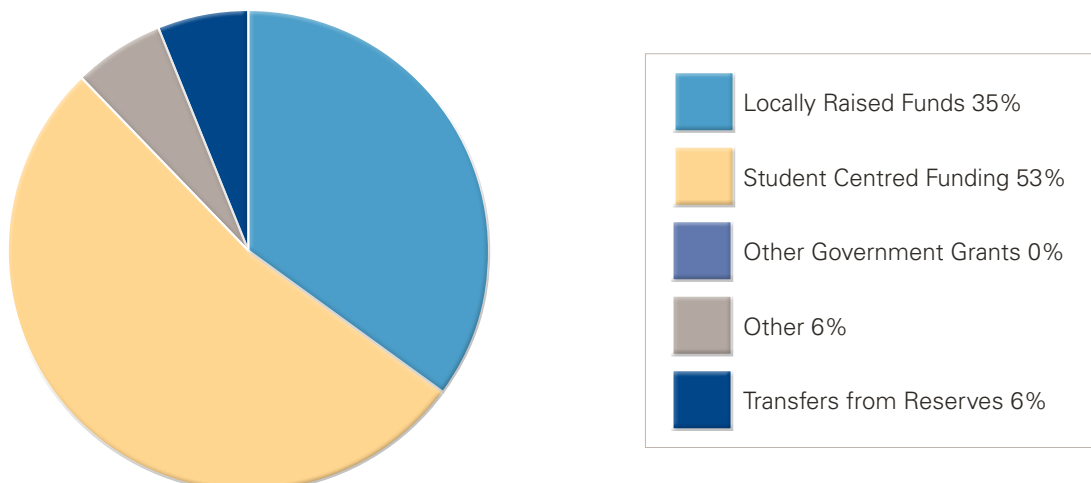
Our compulsory charges collection rate for 2019 was 96.80% inclusive of the Education Program Allowance received. This was 1.37% lower than 2018 at 98.17%.

The voluntary contributions collection rate for 2019 was 77.68% inclusive of the Education Program Allowance. This was 2.84% higher than 2018 at 74.84%.

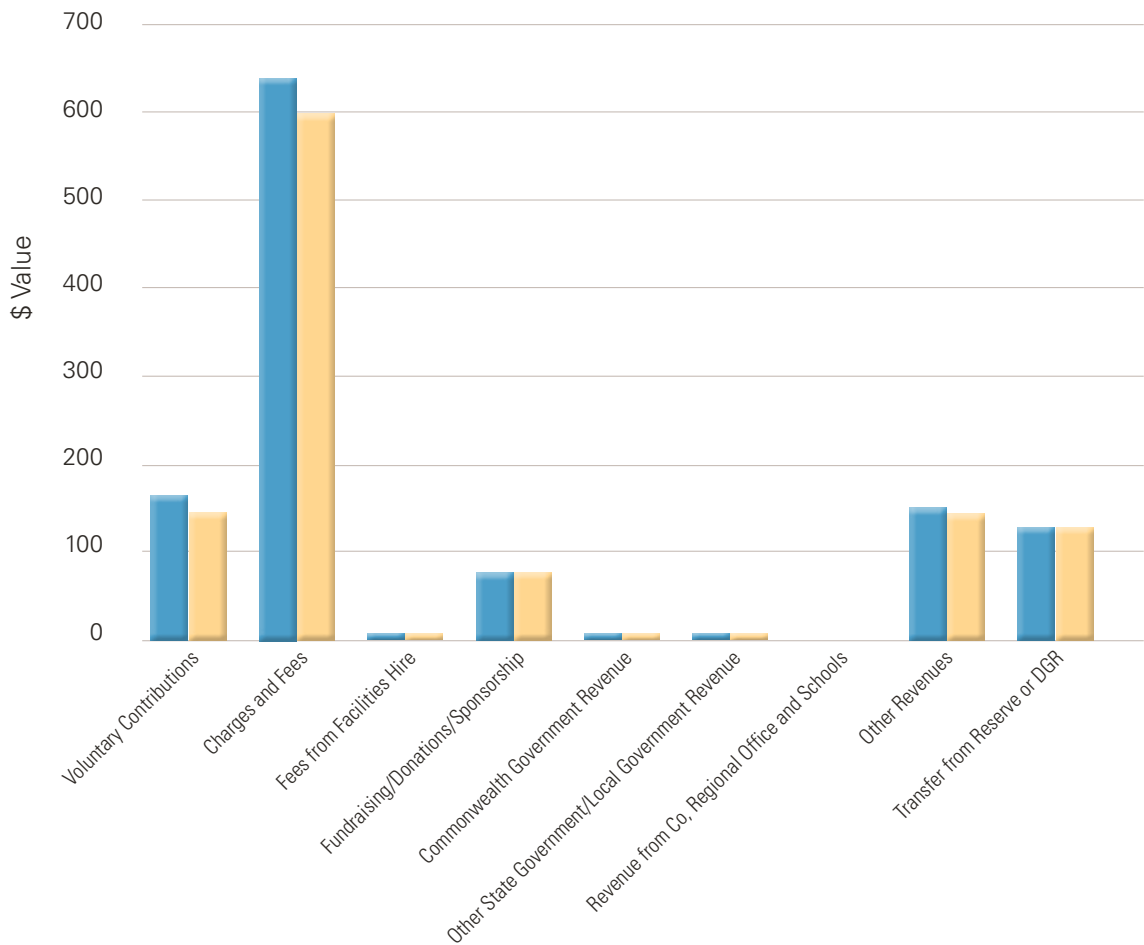
The Ashdale Secondary College school budget is monitored on a regular basis by the School Board, the School Executive and the Finance Committee, which ensures financial accountability as well as effective planning and new initiatives for future projects.

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|------------------------|------------------------|
| 1 | Voluntary Contributions | \$176,955.00 | \$163,959.40 |
| 2 | Charges and Fees | \$630,686.05 | \$599,640.66 |
| 3 | Fees from Facilities Hire | \$7,000.00 | \$6,363.64 |
| 4 | Fundraising/Donations/Sponsorships | \$83,634.62 | \$83,634.62 |
| 5 | Commonwealth Government Revenues | \$9,300.00 | \$9,300.00 |
| 6 | Other State Government/Local Government Revenues | - | - |
| 7 | Other Revenues | \$163,300.86 | \$157,998.09 |
| 8 | Transfer from Reserve or DGR | \$139,792.00 | \$139,792.00 |
| Total Locally Raised Funds | | \$1,210,668.53 | \$1,160,688.41 |
| Opening Balance | | \$641,864.00 | \$641,864.00 |
| Student Centred Funding | | \$1,315,729.05 | \$1,315,729.05 |
| Total Cash Funds Available | | \$3,168,261.58 | \$3,118,281.90 |
| Total Salary Allocation | | \$18,681,344.00 | \$18,681,344.00 |
| Total Funds Available | | \$21,849,605.58 | \$21,799,625.90 |

Current Year Actual Cash Sources

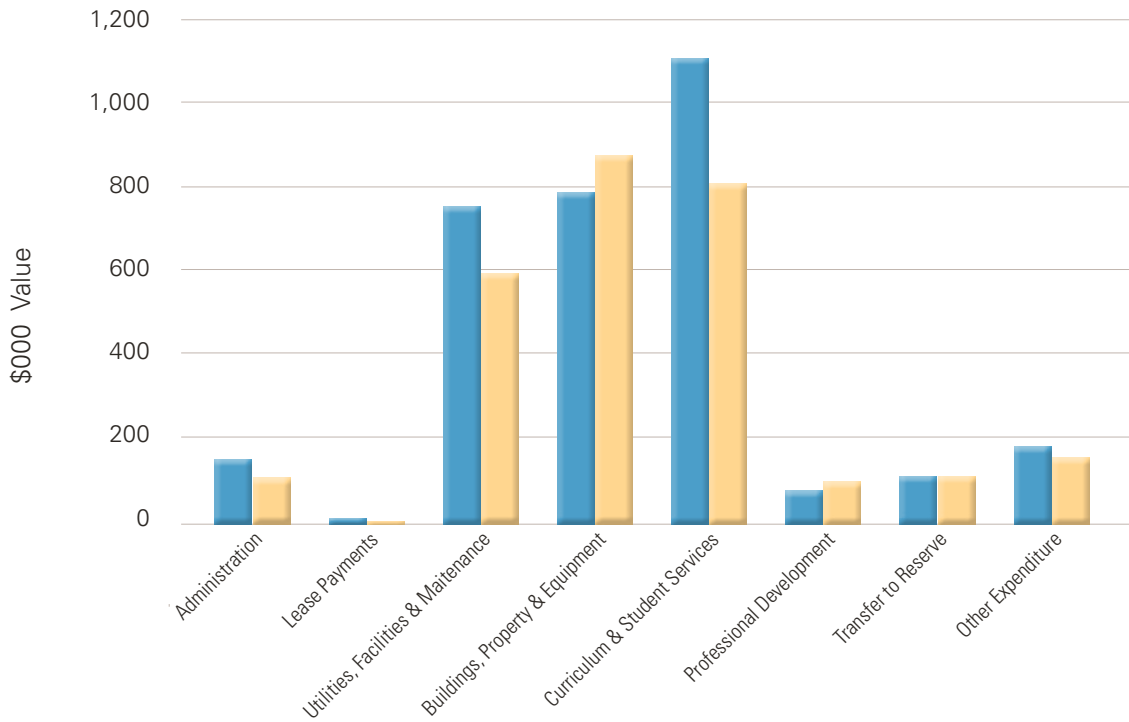


Locally Generated Revenue - Budget vs Actual

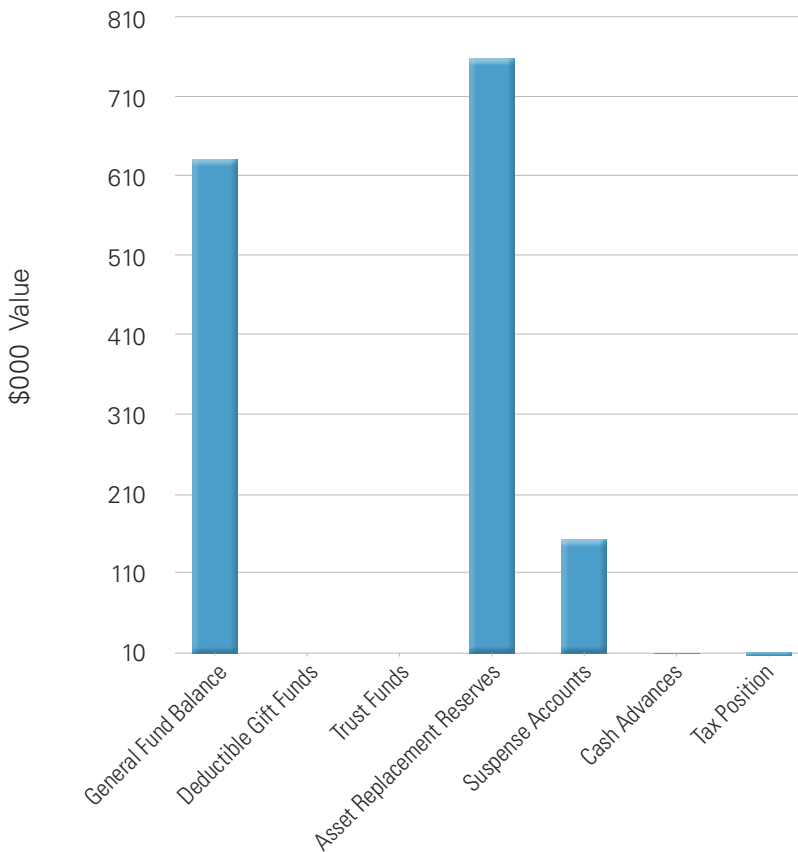


| Expenditure - Cash and Salary | | Budget | Actual |
|-------------------------------|---|------------------------|------------------------|
| 1 | Administration | \$124,816.89 | \$134,810.82 |
| 2 | Lease Payments | \$12,146.40 | \$10,741.15 |
| 3 | Utilities, Facilities and Maintenance | \$768,010.68 | \$594,098.16 |
| 4 | Buildings, Property and Equipment | \$792,003.91 | \$881,205.19 |
| 5 | Curriculum and Student Services | \$1,123,450.53 | \$805,142.26 |
| 6 | Professional Development | \$57,345.97 | \$68,287.21 |
| 7 | Transfer to Reserve | \$114,868.28 | \$114,868.28 |
| 8 | Other Expenditure | \$175,618.92 | \$149,032.71 |
| | Total Goods and Services Expenditure | \$3,168,261.58 | \$2,758,185.50 |
| | Total Forecast Salary Expenditure | \$16,422,155.00 | \$16,422,155.00 |
| | Total Expenditure | \$19,590,516.58 | \$19,180,340.50 |
| | Cash Budget Variance | \$0 | \$0 |

Goods and Services Expenditure - Budget vs Actual



Cash Position



| Cash Position at: 31 December 2019 | | |
|------------------------------------|----------------------------|-----------------------|
| | Bank Balance | \$1,236,168.42 |
| 1 | General Fund Balance | \$360,096.40 |
| 2 | Asset Replacement Reserves | \$753,877.31 |
| 3 | Suspense Accounts | \$145,644.71 |
| 4 | Cash Advances | (\$300.00) |
| 5 | Tax Position | (\$23,150.00) |
| | Total Bank Balance | \$1,236,168.42 |

Ashdale
Secondary College



"Achieving a Positive Future"

An Independent Public School
75 Westport Parade Darch WA 6065
T: 9302 7100
E: ashdale.sc@education.wa.edu.au
W: ashdalesc.wa.edu.au