



Ashdale  
Secondary College



"Achieving a Positive Future"

# ASHDALE SECONDARY COLLEGE 2020 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 2020 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 2020 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board and endorsed on 15 March 2021.

## College Information

**Principal:**  
Mrs Kylie Bottcher

**College Board Chair:**  
Mr Ian Brotherton





# COLLEGE OVERVIEW

2020 quickly turned into a year that none of us could have expected, a global pandemic resulting in lockdowns, online learning at home, hand sanitiser becoming a new normal and unprecedented being a keyword of the year.

We are fortunate to be a part of a community that bands together in times like these. Where many still have hurdles to overcome, our staff and students proved their resilience countless times across the year by adapting to the changing environment. I want to thank our parents/caregivers who were supportive when we turned to online learning platforms. I know at times it was overwhelming, but as a College, we appreciated everyone's patience as we navigated this change. While the 2020 Annual Report may look a little different, we believe that it will still make for gratifying reading for Ashdale Secondary College and our wider community despite a year of rapid change. This report's results and direction clearly illustrate the strength to strength that the College is continually moving towards. In a year that had our largest Year 7 cohort and saw us growing to near 1750, we had a great many successes.

As in previous years throughout 2020, we repeatedly measured our students' individual and collective successes across numerous domains. 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, in fact, more than ever, coming from the Ashdale Cluster of Schools. Evidence has shown us that the longer a student has been in the Ashdale Cluster, the more successful they will be. In 2020, our Year 12 students achieved outstanding results, despite the disruption of COVID-19. The College re-scheduled exams and modified assessment requirements whilst supporting students through tutorials and online revision programs. This has resulted in Ashdale Secondary College once again performing significantly higher than Like Schools, 96% of students achieved WACE, equal 4th best; Like Schools 91% and Public Schools 88%); 23rd ranking for a public school for achieving a median ATAR of 78.65; one student

receiving a Subject Exhibition, two Certificates of Distinction and 13 Certificates of Merit. Finally, we were also delighted to see 73% of our students receive an ATAR of 70, meaning these students could gain "front door" entry into university, with many of our students also taking advantage of early offers to university as a result of COVID-19. These results show us that Ashdale Secondary College can graduate our students with a WACE and that these same students are well set up 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.

As the College has continued to grow, in 2020, we have had several new additions around the grounds this year with a total of six transportable classrooms added. These included general classrooms and purpose-built Science, Home Economics and Design and Technology classrooms. The College also worked with the Perth Transport Authority and the City of Wanneroo to increase student safety. In partnership, they approved the building of a bus embayment with shelter on Kingsway right outside the oval.

Ashdale Secondary College continues to advance and lead 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 for society's future needs. Links with the Cluster primary schools continued in providing a Science and STEM curriculum to these schools' students as extension activities. Our popular STEM Champion workshops were run and well attended. Our ever-popular STEM Girls' Day Camp saw 65 Year 4 and 5 students from our Cluster Schools participating in a weekend of targeted STEM activities with mentors from the Science Community. After 2020 Ashdale Secondary College was once again recognised as a leader in STEM education and extended for 2021 as a Teacher Development School in STEM.

The end of the College year has brought the fabulous news that after being finalists in 2016 and 2018 for the Governor's School STEM Awards that Ashdale Secondary College was the 2020 Secondary winner. This award acknowledges the Leadership Excellence of the College in the area of STEM Education. Further good news for Ashdale Secondary College came via our Public School Review process; this is a process that all government schools undertake; we provide evidence of our self-review cycles within



six domains. The review found that Ashdale SC is an exemplary school offering an education focused on providing a quality teaching and learning program for all students. The full review report is available on the College's website and makes for very satisfying reading.

We want to acknowledge that our achievements across the College are greatly assisted by having students who engage in their own learning program and our community's support. At Ashdale Secondary, we are proud to have students 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 the wider community, including the strong, unique Cluster model we are fortunate to be part of.

In closing, we note that our successes as a College are greatly enhanced by 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. Late in 2020, our College Board, Cluster Board Chair and College Fellow, Emeritus Professor Mark Hackling, retired from his position on both boards to focus on travelling during his retirement years. Mark was a vital supporter of the College and the Cluster for many years, and he will be sorely missed. He was an integral part of the creation and implementation of the College STEM initiative and, through his partnership with Edith Cowan University, provided ongoing support. The College Board Chair's position has filled by Mr Ian Brotherton, who served throughout 2020 as College Deputy Board Chair. Ian is a long-serving member of the Board, a parent of an Ashdale SC student and is well known in our community.

Mrs Kylie Bottcher  
Principal

Mr Ian Brotherton  
College Board Chair



# 2020 COLLEGE HIGHLIGHTS



Winner of the Leadership Excellence Award in the 2020 Governor's School STEM Awards.

2020 median ATAR score

# 78.65

Two students scored in the top 5% of their year level across every competing school in the Australian Maths Competition.

ICT Approved Specialist Program students Ana Vladic and Olivia Muller won the Western Australian State Finals of Microsoft's AI for Good Schools Challenge.



Year 9 students Ria Mandalia, Yash Vekaria, Olivia Muller and Ana Vladia won the best use of STEM Year 9-10 category in the Game Changer Awards.



Raised over \$2,000 for No Limits Perth.

# 28

28 College staff completed CMS: Foundation.

Two students awarded ATAR Dux Award.





State Champions in Soccer for School Sport WA.

# 95

Four students added to the 95 High Achievers Club.

Hosted our first Recycling Day for the Ashdale Community.

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



Ashdale Secondary College tied as a winner with Butler College in the 2020 Battle of the Bands.

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

Designed the bus embayment mural on Kingsway.







# 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 each in May each year, with students in Years 3, 5, 7 & 9 being tested across a range of literacy and numeracy skills. Due to ongoing disruptions to teaching programs resulting from the COVID-19 Pandemic and school closures, the Department of Education cancelled the National Assessment Program for 2020. Consequently, there is no data for 2020.

Despite NAPLAN's cancellation, The Ashdale Cluster of schools continue to work cooperatively and collaboratively to build skills and track progress across all year groups. Literacy and Numeracy remain priorities of the Ashdale Cluster, and its teachers have access to NAPLAN student data from Year 3 onwards, allowing for targeted strategies to be employed.

The College has actively implemented strategies to achieve high performance in future NAPLAN testing, including the continuation of literacy and numeracy NAPLAN conferencing (3.4 FTE in 2020), 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.

For continued development concerning NAPLAN achievement and progress in this area, it is recommended that in 2021:

- The continued use of data and explicit teaching of literacy and numeracy skills in English and Mathematics classrooms, with a focus on improving reading skills
- The continuation of a Literacy & Numeracy

Conferencing model – specially selected staff (recommended to maintain or increase FTE for 2021) implementing gap analysis strategies to provide targeted support to small groups of students across Years 7, 8 and 9.

- Three School Leaders to participate in the 'Lifting Literacy in Secondary Schools' course aimed to identify specific literacy intervention for struggling readers.
- Targeted literacy and numeracy strategies, especially those which support improvement in writing, employed across every classroom, in every learning area.
- The College's Literacy & Numeracy Committee will continue to be a source of support for teachers, especially in teaching writing skills, by offering professional learning to all staff on a termly basis.
- Ongoing collaboration and data-sharing with Ashdale Cluster schools to address Cluster priorities and implement data-driven strategies for literacy and numeracy improvement across the Cluster, with a focus on improving reading outcomes.





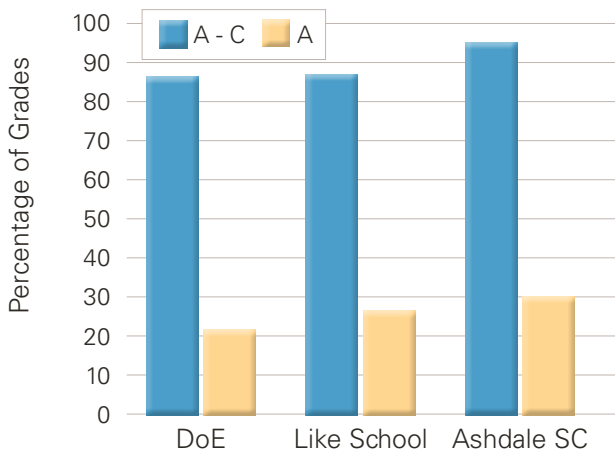


**Target 1.2 Students in Year 7-10 cohorts will equal or exceed Like School performance in all Learning Areas**

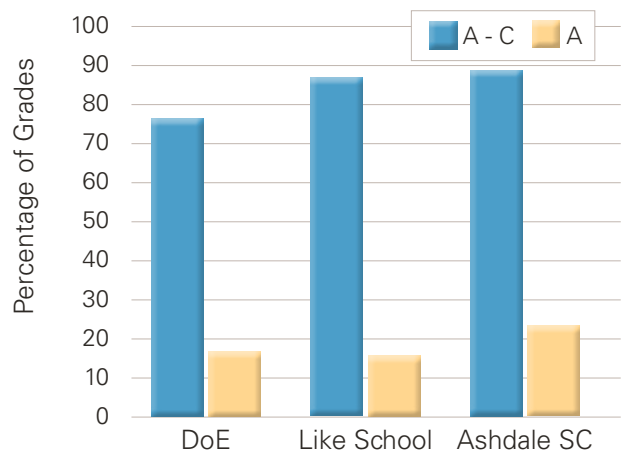
As part of Ashdale SC’s school improvement cycle, focused data analysis of student performance is discussed and reviewed at every level, from the Executive Team to the classroom teacher. Learning Area grade allocations, in comparison to grade allocations by Like Schools and as an average across all State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

Please note due to the effects of COVID-19 on school closures and student attendance, reported performance is based on Semester 2 data only.

**Year 7 Grade Distribution:  
Home Economics 2020**

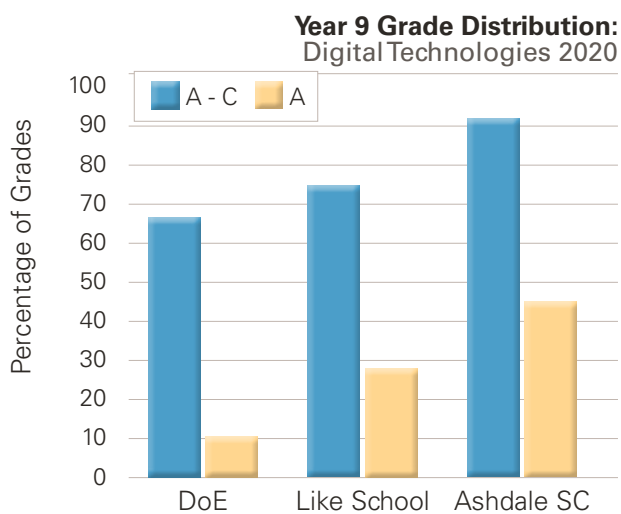


**Year 8 Grade Distribution:  
Health and Physical Education 2020**

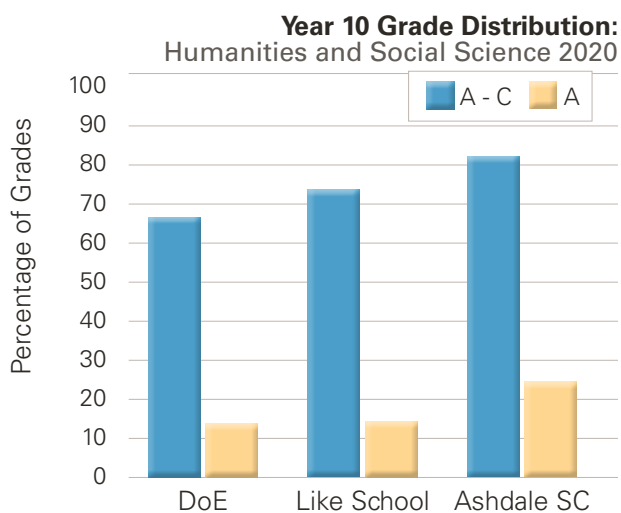


In 2020, Year 7 students performed well across several Learning Areas in comparison to Like Schools and State Schools (DoE), achieving higher A-C grades in Health & Physical Education and Home Economics, with a percentage of markedly higher A grades achieved in English, Science, Humanities and Social Sciences, The Arts, Health & Physical Education, Home Economics, Design and Technology 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. In contrast, a student achieving a B or A grade performs above or well above the expected standard for that year group.

The number of students in Year 8, achieving a C grade or higher, was more substantial than Like and State schools across the areas of Maths, Humanities and Social Sciences, Health & Physical Education and Home Economics. Students achieving an A grade in Year 8 at Ashdale SC outperformed Like Schools in English, Maths, Humanities and Social Sciences, The Arts, and Health & Physical Education. Year 8 students performed slightly below Like School learning area performance in Design & Technology and Digital Technologies, an area of development for the College.



In the Year 9 cohort, performance again exceeded Like Schools in several areas regarding C or higher grade allocation and to A grade allocation. The number of students in Year 9, achieving a C grade or higher was stronger than Like and State schools across Humanities and Social Sciences and Digital Technologies. Allocation of A grades was especially strong in the areas of English, Maths, Science, Humanities and Social Sciences, Health & Physical Education, Design & Technology and Digital Technologies.



Students in Year 10 Humanities and Social Sciences strongly outperformed both Like and State schools in A-C and A grade achievement. The performance of Year 10 students in Digital Technologies was also strong compared to Like and State Schools, with 94% of students achieving a C grade or higher and A grade achievement being 17% greater than both Like and State schools. The Year 10 learning areas



of Maths and Science also showed a significant improvement after highlighting these areas for improvement in 2019. Maths was strong compared to Like and State Schools, as was Science with 77% and 74% of students achieving a C grade or higher.

**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 9
- The Year 8 learning and teaching programs of Design & Technology and Digital Technologies reviewed as an area of development for the College, with a focus on ensuring an increased achievement of WA Curriculum A - C grades
- Learning Area reviews assessment tasks to ensure that tasks and marking keys are created in line with WA Curriculum grade descriptors
- Explicit use of WA Curriculum A grade descriptors and exemplars in all courses in Year 7 - 10
- Participation, where possible, in Year 7-10 moderation between schools
- Teachers in all Learning Areas to utilise system data, such as previous NAPLAN and OLN results, 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

Ashdale SC has consistently met Target 1.3 over the life of the current College business plan. This results from whole school strategic processes and the ongoing implementation of the highly successful conferencing model.

The conferencing model has continued into 2020, providing explicit teaching to students on literacy and/or numeracy skills in small groups or a one-on-one setting. This targeted approach utilises the specific individual feedback from previous assessments, both OLNA and NAPLAN, to tailor teaching and learning programs to suit individual student needs. Conferencing teachers have accessed specific professional learning opportunities to ensure the most recent and relevant strategies are implemented across the College. Each learning area has been supported by the Literacy and Numeracy Committee, which has provided explicit literacy and numeracy strategies throughout the year to support students to meet the minimum requirement. In 2020 ASC had all students meet the minimum standard in Reading, an outstanding result. Overall 96% of the Year 12 cohort met the minimum standard in all three components exceeding Like (92%) and State school average (86%).

#### Students still required to meet the minimum standard

	Year 10	Year 11	Year 12	Total qualified
ASC 2020	41%	13%	9%	96%
Like Schools 2020	38%	19%	6%	92%

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

2020 could be seen as a challenging year for the College's graduating students. They were required to meet the same stringent standards required of the Western Australian Certificate of Education (WACE). Still, as a result of COVID-19, they had less face to face contact time and an unprecedented disruption to their learning program. The ability and commitment of staff to continue to deliver a high-quality teaching and learning program through this period is reflected in the Colleges WACE achievement rate of 96%, significantly higher than Like (91%) and State Public schools (89%).

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

39% 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. To ensure the 2020 cohort had exposure to the wide range of targeted strategies offered in previous years, the College overcome numerous obstacles associated with the COVID-19 pandemic. Revision programs and seminars were offered remotely, and there was an increased focus on a range of mental health and wellbeing seminars. In 2020 Ashdale SC fostered a partnership with Mastermind Australia, an education provider that specialises in subject revision and consolidation and exam preparation courses. Mastermind provided revision seminars for Year 11 and 12 students for 14 different ATAR courses, as well as sessions on study skills and essay writing. The seminars featured limited numbers for face to face as well as a virtual online platform.



Strategies offered in 2020:

- **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, the early offer process, 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. Semester 1 seminars were coordinated by Mastermind Australia. In Term 3 students had the opportunity to attend seminars run by ASC teachers and external providers.
- **Mental Health and Wellbeing seminars** – provided to Year 12 students focusing on mental health and wellbeing. Additional seminars were offered this year to assist students in managing stress and anxiety as a result of COVID-19.
- **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

84 Ashdale SC students engaged in the WACE exams in 2020, equating to 39% of the cohort. This increased students' completion of this pathway from 2019 (34%) and demonstrates an increasing trend over the last three years. The cohort achieved a median ATAR of 78.65, which was a slight decrease from 2019. While Ashdale SC outperformed Like Schools, the College's performance was slightly lower than State Schools. It is important to note that 37 students (44%) achieved an ATAR score but did not apply to University through the Tertiary Institutes Service Centre (TISC). This could be attributed to students receiving 'early offers' from various universities. Ashdale SC was placed as the 75th ranked school in the state and 23rd public school.

	Ashdale SC	Like Schools	State Schools
Median ATAR	78.65	76.65	79.3

The tricile comparison shows a decrease in the percentage of students achieving in the top third of ATAR performance compared to Like Schools. This could be seen as reflective of the slight decreases in median ATAR indicating an area of focus for 2021.

	Ashdale SC %		Like Schools %	
	2020	2019	2019	2019
Top third	15	26	21	19
Middle third	48	38	34	36
Bottom third	37	36	44	45



In 2020 the College offered 16 ATAR courses of which, seven courses had an average scaled score above the State averaged scaled score.

Four students (5%) achieved an ATAR of over 95, placing them in the top 5% of the State. Ashdale Secondary College once again had a subject exhibition award for the top student in the State for Earth and Environmental Science; congratulations to Vinay Hirani on receiving this award. The College would also like to acknowledge that Ms Mia Lennox as the classroom teacher for Earth and Environmental Science, has achieved the top student four out of five years.

In 2020, four students achieved Certificates of Distinction:

- Megan Locke
- Francesco Marsico

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.

- |                   |                       |
|-------------------|-----------------------|
| • Mahlet Asefa    | • Kayla Nguyen        |
| • Daniel Cokorac  | • Olivia Paoella      |
| • Jerome Empeigne | • Antonella Raschilla |
| • Kelsey Hazzard  | • Mya Reid            |
| • Marium Jamshed  | • Kimoh Ung           |
| • Hazem Kanawati  | • Dylan Zaffino       |
| • Connor Morgan   |                       |

**Recommendation:**

- Increase the contact time within the Year 11 calendar year for 2021. This provides students with a more significant amount of time with the Year 12 syllabus and a more balanced approach over the two years of Senior School. The 2021 Year 11 cohort will be the first ATAR cohort to be involved in this change



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

After being finalists in 2016 and 2018 for the Governor’s School STEM Awards, Ashdale Secondary College was named the Secondary winner in 2020. This award acknowledges the Leadership Excellence of the College in the area of STEM Education. It is an excellent reflection of the College’s work in STEM over a number of years.

After five 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 2020 several students who had graduated from the Approved Specialist Program in STEM undertook learning in the new Year 10 elective of STEM Integrated. The new subject extends and upskills STEM students and provides a natural pathway for students to excel in STEM-related learning from Year 7 through Year 12. It will continue to be offered for students as a Year 10 option, in addition to other STEM-related specialist subject offerings.

The College continued to invest heavily both in staffing and infrastructure in the area of STEM. In 2020, 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.

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. Learning Areas continues to develop cross-curricular connections through this process, working on similar projects with a STEM skill focus. The incorporation of STEM skills is now a part of standard program design.

In 2020, though unable to continue planning for the proposed cultural exchange between the two schools, Ashdale SC continued its STEM partnership with Hikone Higashi High School in Japan (a specialist Science School). In 2019, the relationship grew from international teleconferences between students from each



country to the Japanese students' visiting Ashdale Secondary College. This partnership continues to widen our students' exposure to STEM in the international community. Both schools intend to build on the partnership and exchange visits once the global pandemic situation allows for its possibility.

STEM events continue to enrich STEM learning for all students, and Ashdale SC continues to address the issues of gender equity in these areas of study. Year 9 and 10 Ashdale SC girls were invited to attend our STEM Girls' High Tea, with guest speakers from tertiary education and alumni now studying or working in the STEM field, contributing to the girls gaining a wealth of information around future STEM careers and STEM subjects. The hugely successful STEM Girls' Day Camp continued with 65 enthusiastic young Year 4 and Year 5 Cluster girls learning about renewable energy through meeting industry mentors, working through a series of workshops to discover all about wind turbines, circuits, conductors, insulators and solar power, and through building microgrids and power LED lights using solar panels and wind turbines. All demonstrated problem-solving, collaboration and creativity skills to produce spectacular working designs. STEM Champions workshops continued each term (once restrictions were eased) with parents and students from the Cluster coming to after school workshops to complete STEM activities led by ASC staff.

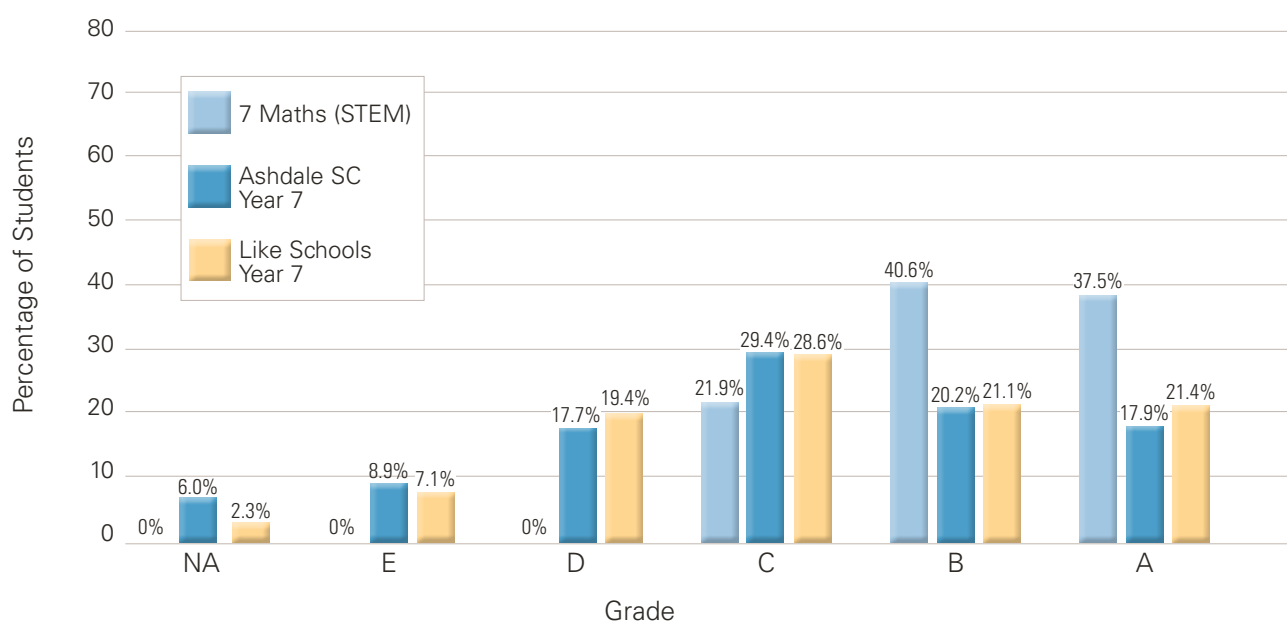
Providing Senior School pathways for our STEM students remains a focus. In 2021 ATAR Engineering will run for the first time to support an increased range of STEM Institute students' pathways in Senior School. The continued offering of STEM Integrated into Year 10 will provide an avenue for students exiting the approved specialist program at the end of Year 9 to succeed in their senior school studies.

Being a STEM Teacher Development School (TDS) since 2018 has allowed us to share expertise with staff across the state and 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.

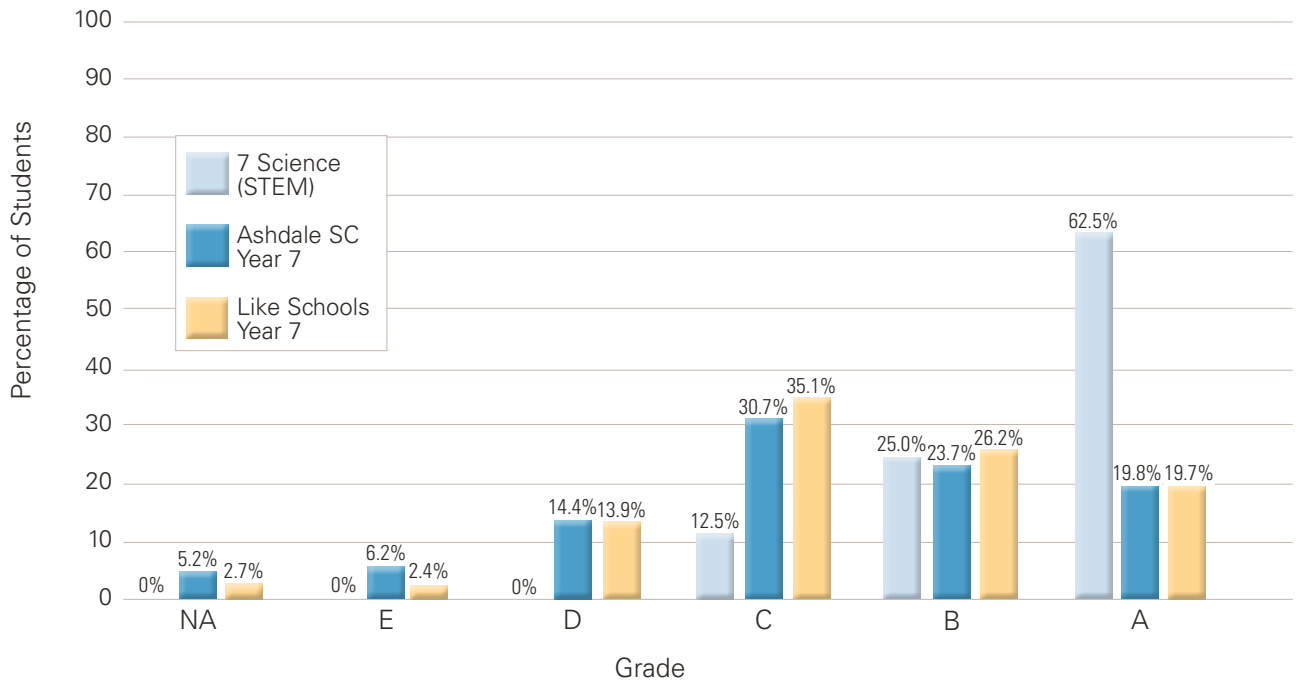
### Year 7 STEM Institute

The Year 7 STEM Institute students outperformed Like School students across all STEM disciplines. More than 70% of students achieved an A grade in IT, with STEM Institute students obtaining nearly three times the percentage of A grades compared to Like Schools. In Mathematics, students achieved nearly double the percentage of A and grades compared to Like Schools, while in Science students achieved three times the percentage of A grades compared to Like Schools.

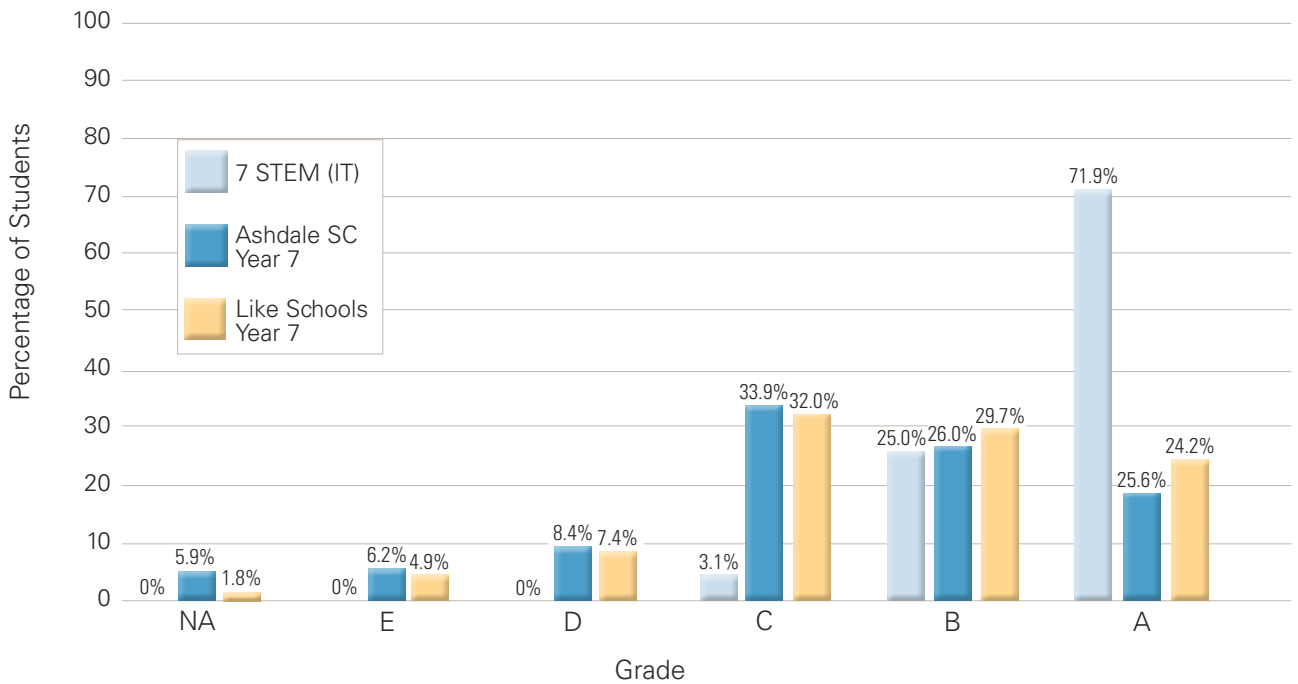
### Year 7 Grade Distribution: STEM Mathematics, Semester 2 2020



**Year 7 Grade Distribution: STEM Science, Semester 2 2020**



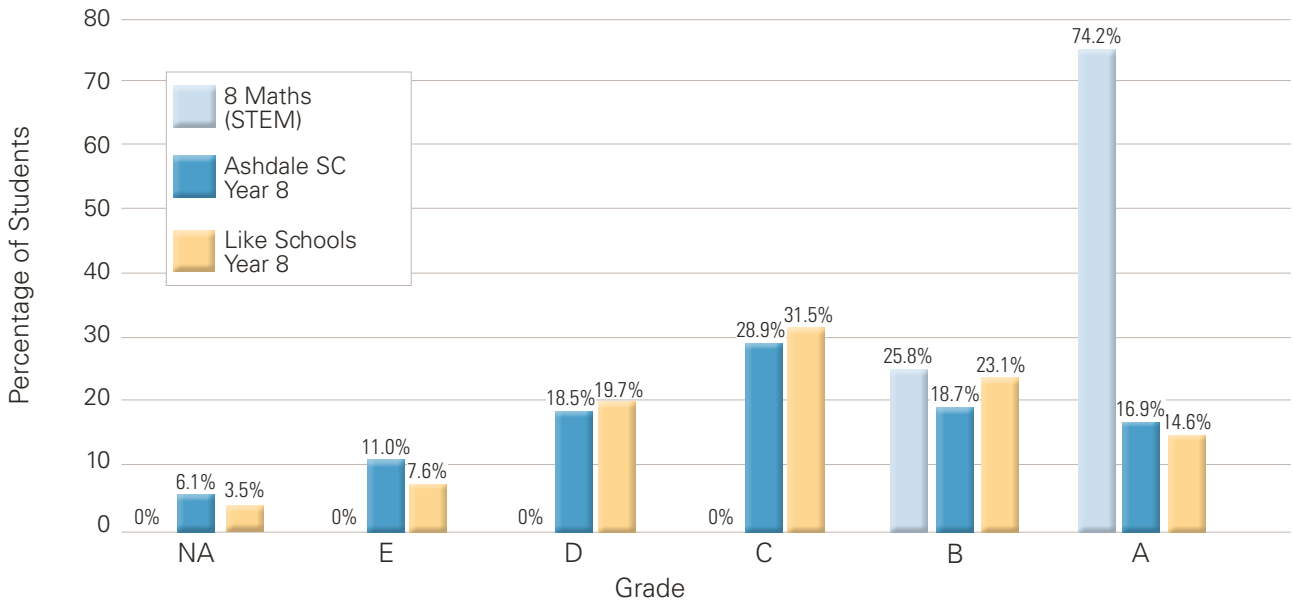
**Year 7 Grade Distribution: STEM IT, Semester 2 2019**



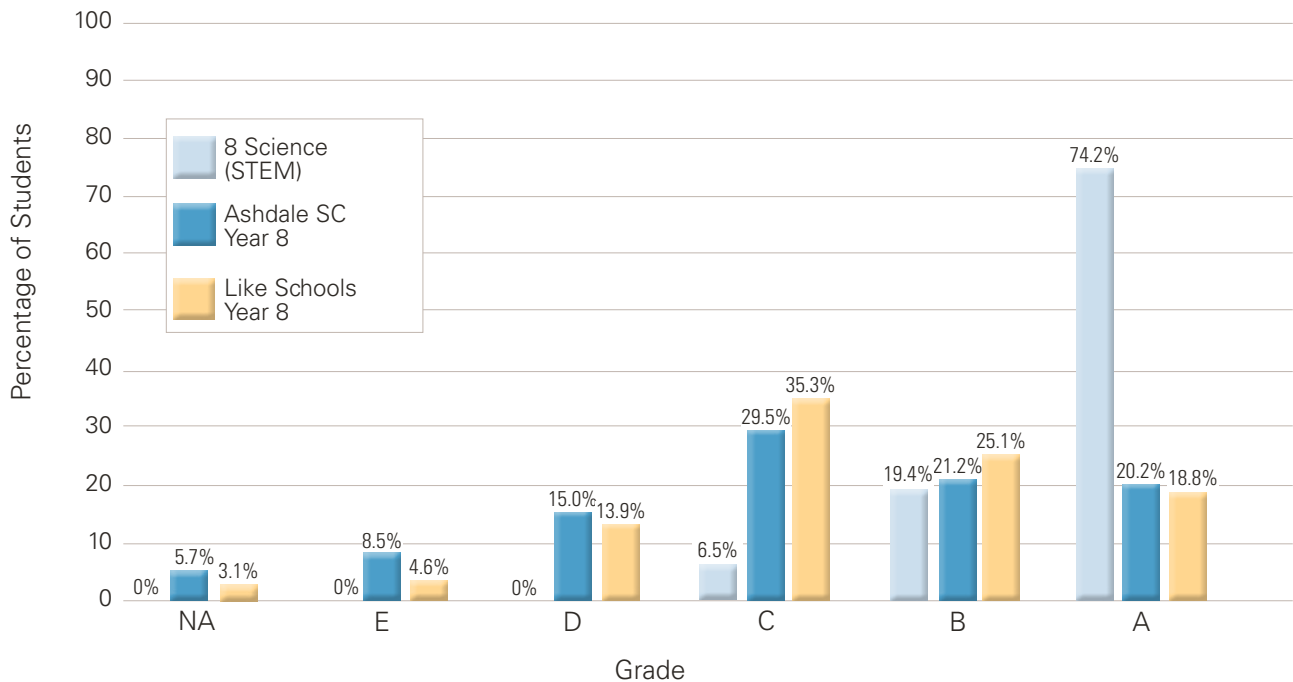
### Year 8 STEM Institute

High achievement continued across the Year 8 STEM Institute. In Mathematics and Science, STEM students obtained more than four times the percentage of A grades than students in Like Schools. In ICT, students also strongly outperformed Like School grades, with more than double the percentage of A grades.

#### Year 8 Grade Distribution: STEM Mathematics, Semester 2 2019

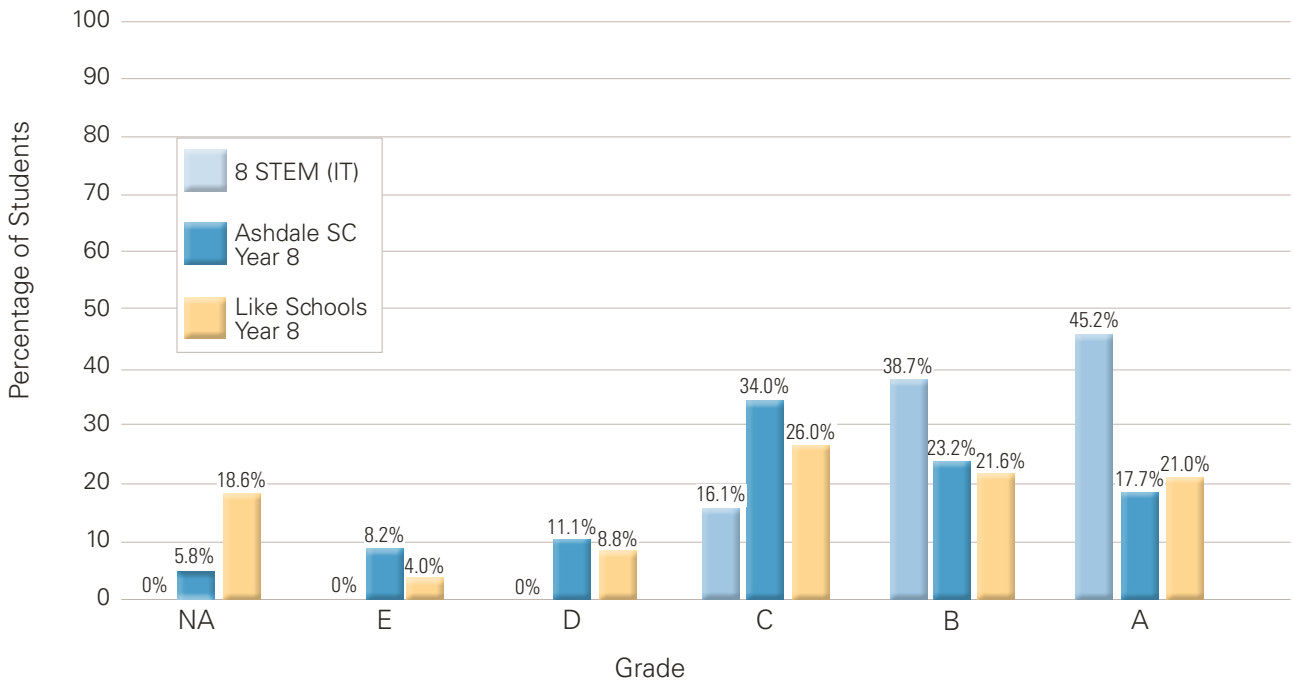


#### Year 8 Grade Distribution: STEM Science, Semester 2 2020





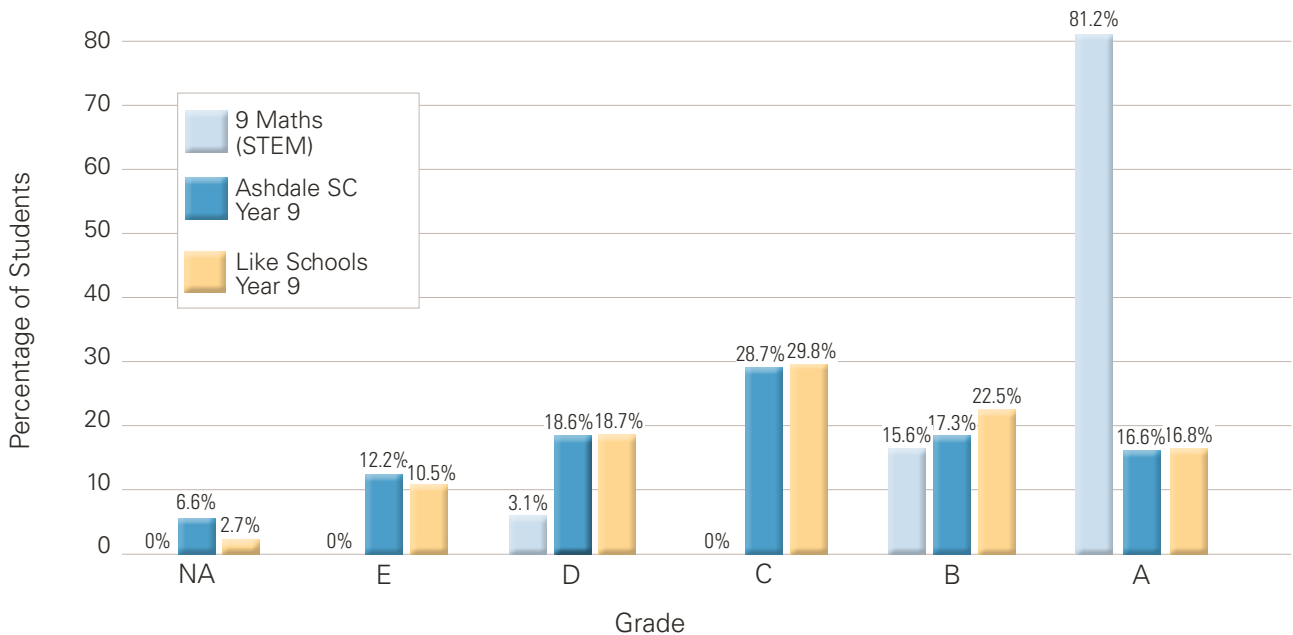
**Year 8 Grade Distribution: STEM IT, Semester 2 2020**



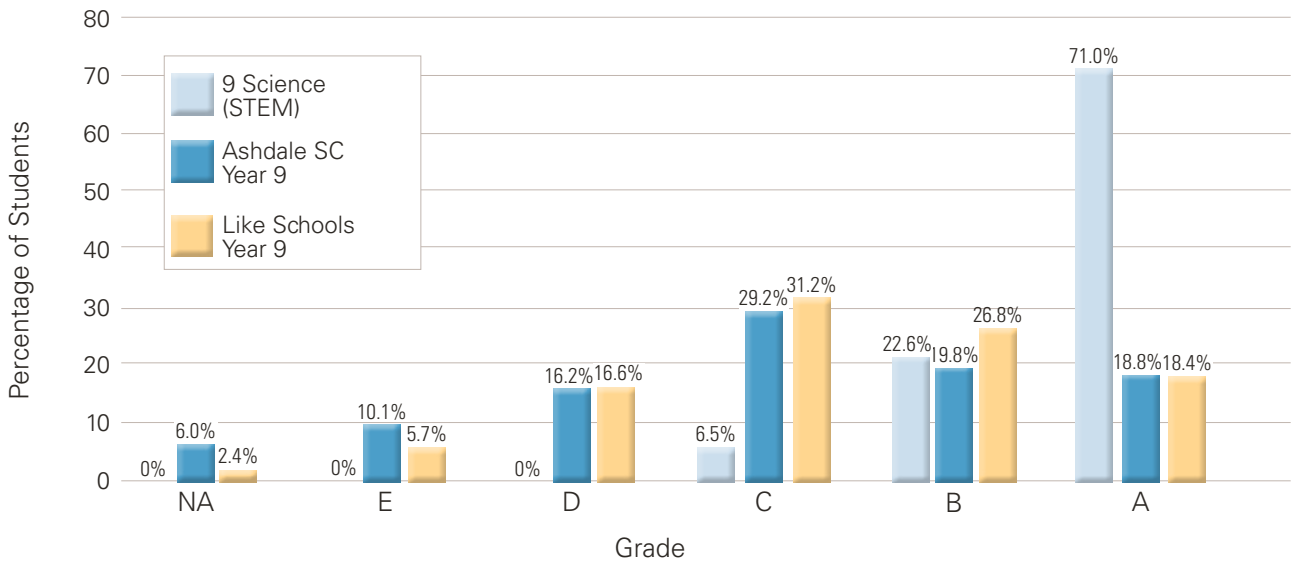
**Year 9 STEM Institute**

The high performance continued across the Year 9 STEM Institute subjects. In Mathematics, students in the STEM institute achieved more than four times the percentage of A grades compared to Year 9 students like schools, with over 80% of students achieving an A grade. In Science, students achieved close to 4 times the A grades compared to Like School performance. In STEM IT, students achieved more than double the A grade percentage compared to Like Schools.

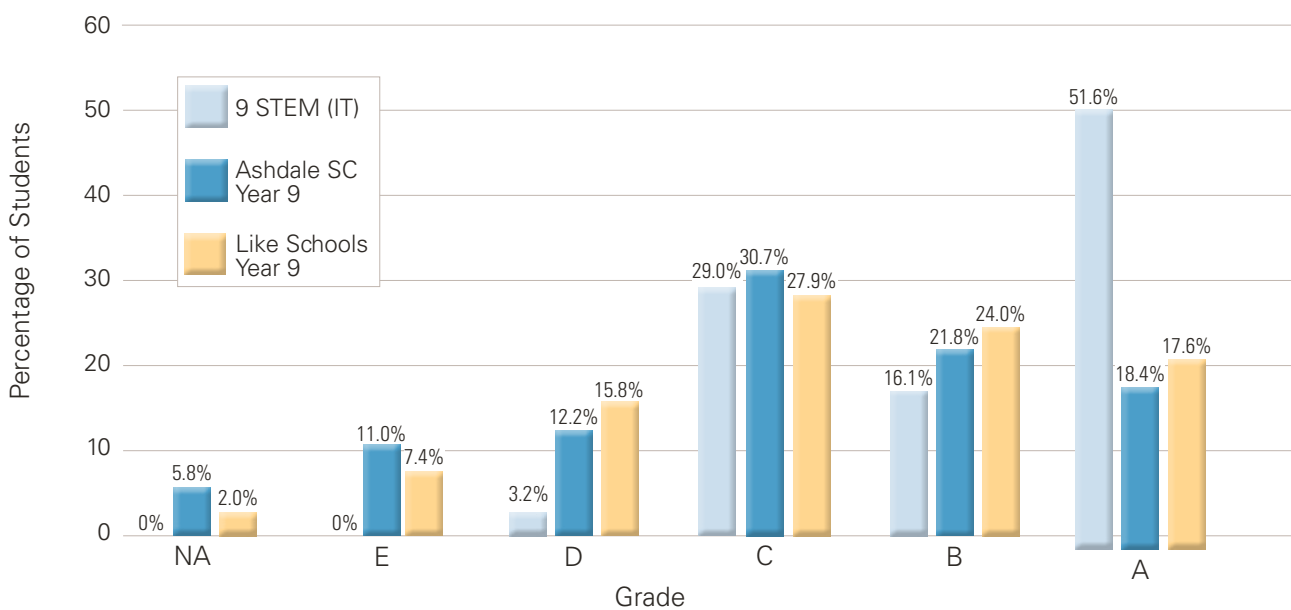
**Year 9 Grade Distribution: STEM Mathematics, Semester 2 2020**



### Year 9 Grade Distribution: STEM Science, Semester 2 2020



### Year 9 Grade Distribution: STEM IT, Semester 2 2020



The STEM Institute model has been very successful since its inception in 2016, and the first cohort of students will progress into Year 12 in 2021, with the STEM Institute Y7 cohort from 2016 predicted to achieve an average ATAR of 88+, and with 15 of the students predicted to achieve an ATAR of 90+. Data demonstrates that the STEM Institute supports substantial student achievement, and it will continue to remain a focus of 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
- Strengthening of the STEM partnership with Hikone Higashi, including through a Japan Club
- Continue STEM initiatives within the Ashdale Cluster
- Ongoing data tracking of STEM Institute students from Year 7 through to Year 12 to determine areas of support required to enable strong WACE achievement



## Specialised Autism Learning Program (SALP)

As a sizeable targeted initiative funded by the Department of Education, Ashdale Secondary College's Specialised Autism Program is one of eight recognised such programs with Western Australia. The program funds a Program Coordinator, three specialised teachers and five education assistants. The 18 students (Years 7-12) selected as part of this program must have an autism diagnosis and can be located outside of the College's local intake area.

The Specialised Autism Learning Program (SALP) is an endorsed educational program for students with autism, from Year 7 to 12, resourced by the School of Special Education Needs.

The program provides education and support for the social/emotional development of students with a diagnosis of autism, who can achieve positive academic, behavioural, social and emotional outcomes to maximise independence and access to further education and successful employment. Students attend lessons in mainstream classes, the SALP home room teaching area as well as within community settings.

During 2020, the SALP supported 18 students, including three Year 11s (one General pathway and two ATAR pathway) and one Year 12 (General pathway including Work Experience block placement). All students received specialist teacher and Education Assistant support in their mainstream classes and achieved pleasing results. The majority of these students are accessing the West Australian Curriculum relevant to each Learning Area.

The SALP key features include the use of homeroom, which acts as a safe, quiet area for students needing to self-regulate, specialised education assistants and teacher support, and participation in Social Emotional Learning (SEL) and study skills lessons. Students are also involved in CAPS (Community Access Programs) that enhance individual student resilience, independence, understanding and adaptability to community surroundings. Regular CAPS visits expanded students' interactions within the local community (Darch Shopping Centre, Kingsway Shopping Centre, Waldecks Nursery) and into the wider community (Hillarys



Fisheries, Perth Museum and Perth Mint in the CBD, Kailis Brothers Fish Market and Cafe in Leederville). Students' skills in ordering food, paying at checkouts and accessing public transport all improved due to these excursions.

The SEL program addresses the personal and social capabilities, increasing social awareness, exploring expected and unexpected behaviours, promotes self-management of anxieties and anger, and organisational skills. SEL lessons' success can be measured by how well the student is applying these strategies and understandings within their mainstream classes. Individual pathway planning utilised a model called CompPAS (Comprehensive Autism Plan for those on the Autism Spectrum) and was undertaken for students in Year 9. This process involves all stakeholders, and student progress is monitored against these plans. A clear pathway is identified for each student with regular reviews.

The further development of Ashdale SC as an inclusive schooling environment continued with activities to acknowledge Autism Week, whole staff professional learning and ongoing support for mainstream teachers in meeting students' needs with autism. The specialist staff's knowledge and skills within the Specialised Autism Learning Program are of the highest quality, regular professional learning from outside agencies.

Ashdale SC continues to grow and build this program to collaborate with the School of Special Needs: Disability (SEND) with the models implemented based on the latest research.







## PRIORITY 2: Excellence in teaching

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

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

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 Department of Education's Strategic Directions for Public Schools 2020-2024 of Every Student, Every Classroom, Every Day and Focus 2020.

As a College, we have now completed our fourth year of implementing the LEARN and GROW teaching framework. In 2020 our focus aimed at refining staff capacity within the planning and delivery R – Review and N – Next Steps, while implementing structured professional development to develop staff capacity in A - Activate. A year-long professional development plan included whole school sessions on all School Development Days. The plan also had input and capacity building through our Senior Leadership meetings and a tailored 'Pop Up PL' series being led by our Teaching & Learning Coordinator and delivered by a range of expert teaching staff.

In 2020 the College continued the expansion of the Ashdale SC Teaching Portal and improved its accessibility for use by College teaching staff. The Teaching Portal contains resources and video examples of LEARN and GROW from teachers across the College. This has enabled teachers to access examples of best practice from a greater range of teachers across a number of different learning areas, and opportunity that has not been possible in the past.

Having completed a two-year course of Instructional Intelligence training with Barrie Bennett, the teaching and learning focus group has become accredited as Instructional Intelligence facilitators and continue to support our staff's professional growth through tailored professional development session targeting aspects of the LEARN and GROW instructional pedagogical framework. In correspondence with the College in late 2020, Barrie Bennett noted that "the work you are doing, to me, exemplifies what it means to be professional and to be a professional organisation...(the work of Ashdale Secondary College is) an example of a group of educators paying attention to research, their own experience, the needs of the students and community



and over time making a difference. It is an example of what it looks like for a group of educators to care.” As part of the LEARN and GROW framework’s ongoing evaluation and impact, the College Executive team continued its implementation of the instructional rounds model for learning areas. This process involved visiting several staff in a particular learning area on one day, collecting observation data and then feeding the collated data back to the HOLA with clear strengths and areas for development identified.

In 2020 we currently had seven Level 3 Classroom Teachers and 28 Senior Teachers, four of whom achieved Senior Teacher status in 2020.

As part of our commitment to the growth of future teachers, Ashdale SC has continued to finance the role of Teacher Training Coordinator. In 2020, ASC was host to 43 pre-service teachers, many of whom have gained a position in a fixed-term or permanent capacity for 2020 with seven gaining a position at Ashdale SC.

### **Recommendations:**

- Continued expansion of the Teaching and Learning Portal to include various subject areas sharing expertise and progression through the model
- Focus on refined implementation of **A** - Activate, **R** – Review and **N** – Next Steps aspects of the framework, supported by professional development from the Teaching and Learning Committee and Teaching & Learning Team
- Focus on refined implementation of GROW aspects of the framework supported by CMS PL
- 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 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. Its staff are skilled in using various data sources, from school and state-based to national and international, to set challenging yet realistic academic targets and improve educational outcomes for its students. In addition to celebrating the strong results of our students and the progress that we support our students to make, processes of analysis and enquiry are employed to ensure that as a College we can continue to implement teaching and learning practices that support high achievement and develop practices that data shows could be further improved.

In 2020, as students in Year 9 were not able to prequalify for OLN through NAPLAN, School Curriculum and Standards Authority (SCSA) provided an additional round of OLN testing for Year 9 students only. The students in Year 9 had the opportunity to sit the Online Literacy and Numeracy Assessment (OLNA) as a means to demonstrate the literacy and numeracy standards required to achieve the Western Australian Certificate of Education (WACE).

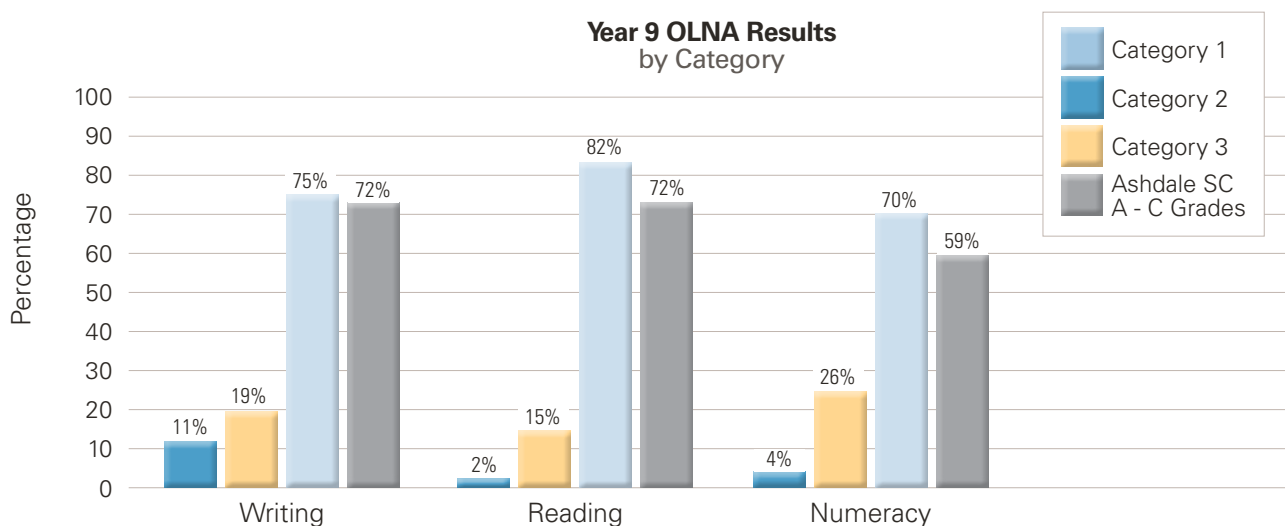
The table below provides an overview of the Ashdale SC Year 9 students’ OLN results. It is unreasonable to expect a perfect alignment of the OLN results to the grade allocations for many reasons, including individual student performance on the day of OLN and incremental improvement by students over the school year post OLN testing. The data available allows the College to identify lines of inquiry where there is a significant misalignment between the OLN results to the grade allocations and assist the development of targets in improving that alignment.

Students are placed into one of three categories based on their performance in the different components of OLNA:

**Category 3** - Students who have demonstrated the standard and met the OLNA requirements.

**Category 2** - Students who have not yet demonstrated the standard.

**Category 1** - Students who have not demonstrated the standard. These students have been identified as at risk of not demonstrating the standard and require specific learning interventions.



In Writing, Year 9 results at Ashdale Secondary College had strong alignment with the OLNA results, with 72% of Year 9 students achieving a C grade or above in English compared to 75% of Year 9 students achieving a Category 3 in OLNA Writing, demonstrating the standard required to meet WACE requirements in literacy.

In Reading, students in Year 9 English achieved slightly below the Year 9 OLNA Reading results, with Year 9 A-C English grades 10% below the Category 3 achievement in OLNA Reading. 82% of Year 9 students achieved a Category 3 in OLNA Reading, demonstrating the standard required to meet WACE requirements in literacy.

Year 9 A-C Mathematics grades were below the Year 9 OLNA Numeracy results in 2020. 59% of Year 9 students achieved a C grade or above in Mathematics compared with 70% of Year 9 students achieving a Category 3 in OLNA Numeracy, demonstrating the standard required to meet WACE requirements in numeracy.

### Recommendations:

- Ashdale SC Executive and Senior Leadership Team, continue to provide professional learning for staff on data use, especially that which correlates NAPLAN/OLNA 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 concerning 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.
- Continuation of Literacy and Numeracy conferencing for students throughout Years 7 -9.
- The Literacy and Numeracy committee analyse data from the OLNA results to identify common errors and provide professional learning to staff targeting these areas.

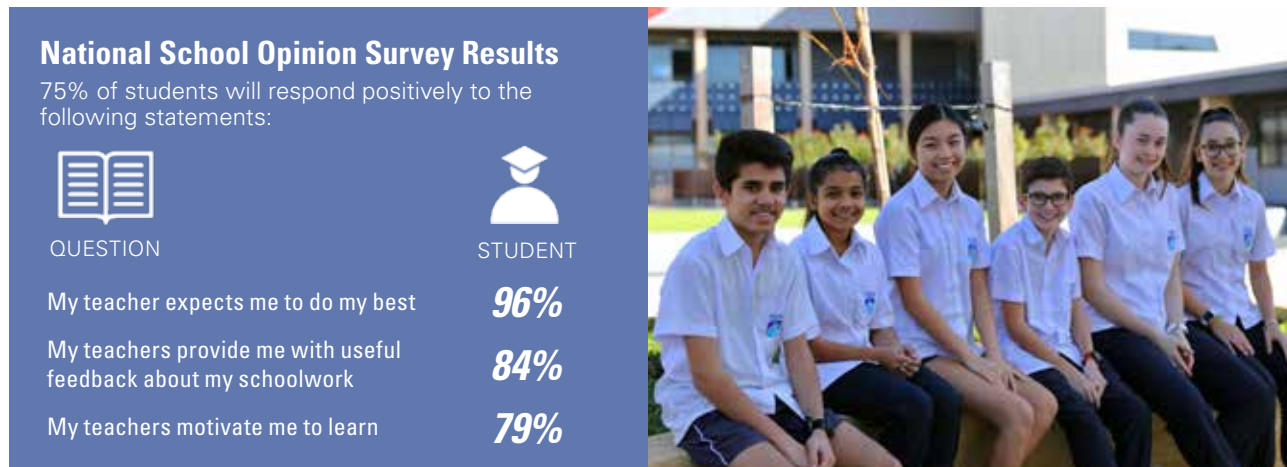
## Target 2.3 National Student survey rates the following attributes at 75% or higher:

- 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 remain invaluable parts of our whole school planning. In 2020 the biennial National School Opinion Surveys were conducted in Term 3. Our students, staff and parents were surveyed to voice their opinions on a number of areas across the College. All survey questions are rated on a five-point scale ranging from one – Strongly Disagree to five – Strongly Agree. As shown below, the data is used as a stimulus to determine progress and 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 2020 our Good Standing Policy continued to support setting and maintaining high expectations inside and outside 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 the Code of Conduct expectations 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, and whole school development in R – Review and N – Next Steps, utilising best practice approaches to evaluate student progress, provide and receive student feedback, and use data to do informed planning for future teaching and learning. Whole College professional learning in LEARN & GROW focused on the solid effect sizes of collective teacher efficacy and of teachers having high expectations of achievement from their students. 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% or higher school target, with teachers having high expectations for their students receiving a positive score well above the target.

### Recommendations:

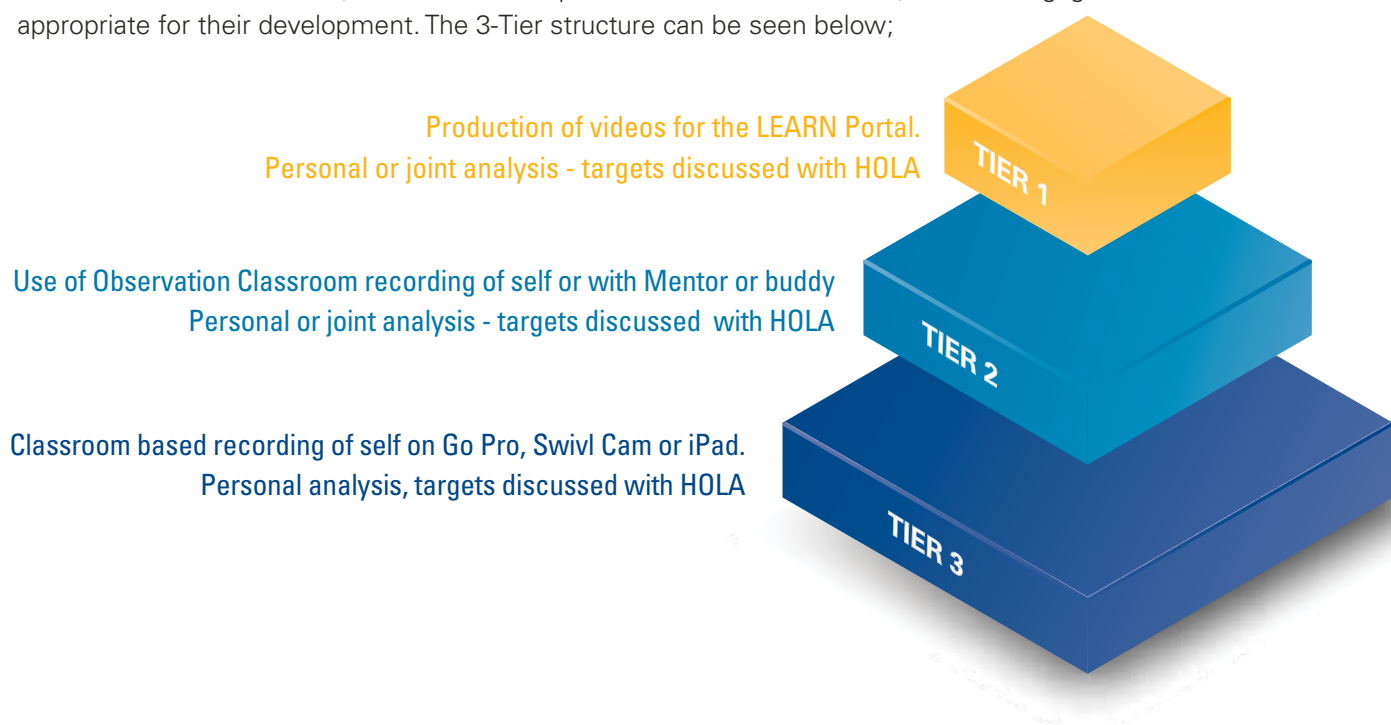
- Use the LEARN model to engage students and a data-driven focus on **A-Activate, R-Review and N-Next Steps**, providing effective feedback to students whilst reinforcing learning
- Use the GROW model focusing students on **O-On Task and W-Work Hard**, especially on supporting students to track their own progress and act upon their teachers' feedback successfully
- Select staff members to attend the in-house Classroom Management Strategies: Foundation and Classroom Management Strategies: Instructional Strategies for Engagement (ISE) professional learning, and ensure attendees' professional learning is shared with their colleagues
- Build student voice initiatives, such as Pivot surveys, that provide student feedback on teaching and learning



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

Systemic direction for 2020 continues to strengthen teaching and learning excellence in every classroom as a critical priority for continuous school improvement. Implementation of an explicit teaching methodology (LEARN and GROW) and use of evidence-based feedback (ASC Instructional Rounds) have placed teaching and learning at the forefront of our planning.

In 2020 the College continued to implement our 3-Tier reflective practice model 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 development. The 3-Tier structure can be seen below;



Throughout 2020 staff were able to engage in reflective practice with the upgrades of the ECU Observation Classroom, the purchase of additional in-class recording equipment, and video recording for self-reflection increased across the College.

The expansion of the Teaching and Learning Portal allowed a greater level of reflection, allowing staff to share their practice and gain insights from others. The ability to upload videos to the portal allows staff to view at their own pace at a time suitable for them, without the timetable's restrictions. To enhance professional learning sessions, footage of best practice teaching and learning strategies were referenced.

Ashdale's Performance Development philosophy and documentation includes the provision of time for staff to plan and review, which has led to increased ownership of the process.

The continuation of Cluster Phases of Learning Teams (PoLTs) has also been instrumental in sharing and reflecting on best practice across the Cluster. In 2020, the 3-year Cluster Reading Comprehension Strategy (K-12) commenced, continuing to improve student outcomes as a result of greater collaboration and consistency across the Cluster.

### Recommendations:

- Further development of the Teaching and Learning Portal
- Continued allocation of time for Performance Development planning and review
- Strengthening of existing partnerships with Edith Cowan University and Curtin University
- Continuation of Cluster PoLTs, with a new three-year focus on the teaching of Reading Comprehension



# PRIORITY 3: School development and wellbeing

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

“Every School Day Counts” continues to be the strong message across Ashdale SC and the Cluster Primary Schools’ community.

Historically, Ashdale SC has implemented a range of measures to support families and individual students to ensure that their attendance at the College is as regular as possible with accurate and sustainable methods of recording attendance and following upon non-attendance is in place. In 2020 the COVID-19 pandemic caused significant disruption to education across the state, resulting in schools with limited numbers of students attending and providing alternative learning programs and virtual classrooms. When schools re-opened, there was a period of time when, through the Department of Education’s direction, parents could decide to keep their children at home to engage with the online learning program. Monitoring and managing attendance during this period was a challenge. Still, with the College’s strong support measures in place and a clear focus on student attendance, the level of students attending the College remained high when compared to 2019 attendance data. In relation to the College target, direct comparison to WA public schools and Like School averages is not possible as the Department has not released attendance data due to the adverse effect of the COVID-19 pandemic.

### Semester 2 Attendance profile for Ashdale Secondary College

	Regular Attendance (90% or greater)	At Risk – Indicated (80% to <90%)	At Risk – Moderate (60% to <80%)	At Risk – Severe (<60%)
2020	54.1%	25.2%	13.9%	6.8%
2019	51.2%	25.3%	16%	7.5%

### 2020 Attendance Rate Year Group Breakdown

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2020	89.8%	88.2%	86.6%	84.6%	85.3%	79.7%
2019	90.2%	87.6%	87.4%	82.7%	82.7%	80.4%
2018	89.7%	89.9%	87.2%	83.8%	88.8%	83.4%

Any improvement in attendance rates in such a challenging year can be seen as a positive, and it is pleasing to see an improvement in the attendance rates in Year 8, 10 and 11. It is also worthy to note that the remaining Year groups only had a slight decrease from 2019.

Considering the decreasing trend in student attendance across the College from 2017-2019, and through the Attendance Innovation Pilot program’s involvement, a Whole School Attendance Strategic Plan was developed, intending for full implementation at the commencement of the 2020 school year. The three foci of the strategic plan are;

1. Students want to attend the College every day
2. Students and the community understand that attendance is important and directly linked to achievement
3. Students and parents are aware of current attendance rates and strive to maintain/improve their attendance.

Due to the impact of COVID-19, the full implementation of the Strategic Plan will commence in 2021. However, there were several strategies of the Attendance Plan implemented in 2020. There has been positive feedback

from students, parents and the broader community concerning these strategies and an improvement in students' percentage with regular attendance (90% or greater) in comparison to 2019. In an uncertain and challenging year, this is a positive result.

	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Year 7	89.8%	242	72	29	14	86%	14%
Year 8	88.2%	194	90	33	17	84%	16%
Year 9	86.6%	163	62	38	16	76%	24%
Year 10	84.6%	128	88	52	22	81%	19%
Year 11	85.3%	135	75	38	21	79%	21%
Year 12	79.7%	88	55	54	30	77%	23%

Several support mechanisms are in place to encourage high attendance rates across all year groups and improve individuals' attendance 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 to have 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

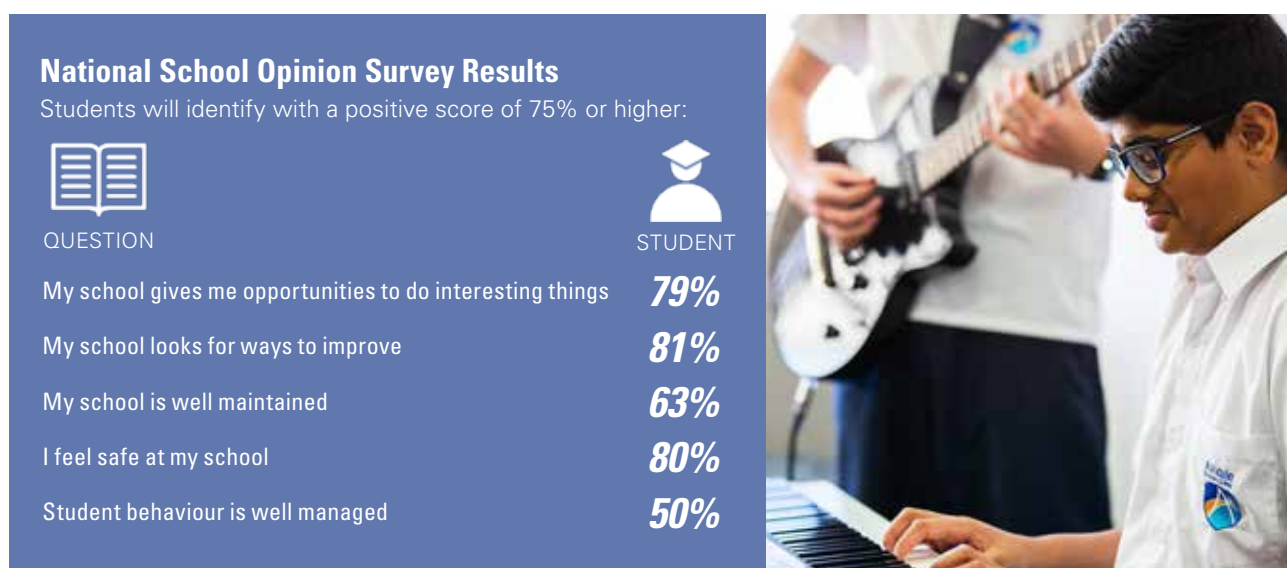
### Recommendations:

- Full implementation of the Whole School Attendance Strategic Plan
- Continue with current support mechanisms
- Increase in Year Coordinator time in Year 9 by 0.2FTE, providing the continuation of support from Years 7 and 8 in recognition of the increased size of each cohort

### 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 two hundred seventy-six students (1276) Ashdale SC students completed the biennial National School Student Survey in 2020. The survey results act as a stimulus for implementing actions that aim to increase the scores concerning students feeling that they have the opportunity to do interesting things and that the College collectively looks for ways to improve. The data collected in 2020 relating to our targets in this area can be seen below.



A strong focus on our students’ engagement and involvement in all aspects of College life is embedded in the ethos and culture of Ashdale Secondary College. A large, influential 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, such as through the PEAK programs, was provided to 40 Student Leaders and Lead Captains. In addition to opportunities to lead, students developed specific leadership skills for use in the College and beyond. The College continues to implement and facilitate broader avenues for student voice, including through the Mentor Captain Forum, a body consisting of over 65 representatives from each mentor group, expanding in 2020 to include the new leadership role of 5 Lead Captains. The Mentor Captain body has the agreed goals of strengthening our student body’s voice to improve outcomes in relation to student wellbeing, behaviour, engagement, and ultimately academic results. The Mentor Captain student body met twice a term in 2020 to discuss positives and ways the College could improve and develop action plans to implement positive change.

A significant focus on reducing the amount of litter left behind after recess and lunch saw the Keep Ashdale Beautiful program’s development. Posters were designed and created to remind students to use the bins provided around the College. A newsletter article included in the termly newsletter sent to parents highlights student concern for the environment. Other actions completed included the provision of soap dispensers and hand dryers in student toilets.



## Year 7 and 8 Wellbeing Survey

Young peoples' sense of wellbeing is an integral part of how they learn at Ashdale Secondary College. In Term 3 of 2020, Year 4 - 8 students in the Ashdale Cluster participated in the South Australian Wellbeing Survey. 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 College used the information collected to plan for students' needs and support programs across the College to support young people's health and wellbeing. The below data is taken from the Wellbeing and Engagement Census 2020 and compares Ashdale SC to Western Australian schools.

	Absence of Physical Bullying	Absence of Cyberbullying	Absence of Social Bullying
ASC	72%	80%	60%
MEAN	63%	75%	49%

Throughout 2020 the College put in place several 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 provided a variety of opportunities for students to become involved, such as Music and Dance productions, STEM Champions, ATAR tutorial sessions, homework club and our many sporting teams. Despite the global pandemic, numerous events, incursions and excursions such as Biology and Earth camps, Geography Field Trip, Outdoor Education activities and many others have provided students with opportunities to engage with others and experience something new. Our range of interstate and overseas tours was necessarily cancelled in 2020, though remain on standby for implementation for future cohorts when the travel situation allows for it.

The College continues to review and implement actions from its maintenance plan, supported with extensive College funds to ensure that all aspects of the College are well kept and updated as needed. The year saw the Student Services team's expansion ensures that students can access staff that can help them with social/emotional, medical or physiological concerns. Year 7 and Year 8 cohorts now have three Year Coordinators. Each other year group has two Coordinators, and every student belongs to a mentor group with a Mentor Teacher who provides daily pastoral care throughout the year. The team also consists of a community health nurse, two College-based Psychologists and a Student Support Coordinator to provide broader 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 and Cyber Safety have ensured our students are equipped with the skills to develop and grow. Further actions from the maintenance plan have seen additional covered walkways and the College's security camera system's continued expansion. A firm Student Engagement Policy, coupled with the College's LEARN and GROW model, promotes student engagement and ensures behaviour is managed positively but firmly, 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.



Professional learning in Classroom Management Strategies (CMS) continued throughout 2020 as part of a strategic plan to support the ongoing implementation of excellence in teaching and support student behaviour through our LEARN & GROW framework. Over the year, 28 College staff completed CMS: Foundation, either through a course at Statewide Services or through the College's now well-established in-house course, and six staff completed CMS: Instructional Strategies for Engagement through Statewide Services. Additionally, three staff members completed the



CMS: Conference Accredited Trainer course, strengthening the Teaching & Learning Team and ensuring the College can continue to sustain its professional development in classroom management on-site into the future.

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 secondary school environment. Survey data is collected during the Year 6 transition program, and results are incorporated into 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 our new students a sense of belonging and safety. 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. The College continues to conduct, analyse, and act upon survey results and work with all stakeholders to ensure that we continue to improve academically, socially, and personally.

### **Recommendations:**

- Continuation of the extensive out-of-hours activities on offer for our students
- Increase of recess and lunchtime club opportunities into our extracurricular program, especially those requested through student voice
- Expansion of student voice opportunities to allow for increased student input into planning and actions relating to student activities across the College
- Continued provision of the extensive and growing Student Services team to support student wellbeing
- Continuation of College staff through Classroom Management Strategies (CMS) professional learning
- Upskilling of College staff through Instructional Strategies for Engagement (ISE) professional learning
- Continuation of Learning Review practices through the LEARN & GROW model
- Gathering of information from Lead Captains, Mentor Captains and the Student Leadership Team throughout the year to support school planning
- Continuation of the school maintenance plan to update areas of the College requiring upkeep, focusing on providing areas of shade over walkways

### 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 2020, 195 staff were employed, comprising 128 teachers and 67 support staff. Ashdale Secondary College had a total salary bill of \$17.5 million, which equated to 87% 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 Teacher Registration Board WA (TRBWA) public register. 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 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	3
Master's Degree	6
Bachelor Degree with Honours	7
Bachelor Degree	46
Bachelor of Education	37
Bachelor of Arts: Education (3 years)	15
Graduate Diploma	43
Post Graduate Certificate	5
Master of Teaching (2 years)	2
Graduate Certificate	5
Diploma	6
Certificate IV Training and Assessment	25
Certificate IV	6
Certificate III	2
Certificate II	10
Certificate I	3
Trade Certificate	2
Undertaking Further Study including: <ul style="list-style-type: none"> <li>• Masters of Teaching</li> <li>• Post Graduate Certificate in Education: Learning Difficulties and Disabilities</li> <li>• Master of Education: Secondary</li> <li>• Advanced Diploma in Sound Production</li> </ul>	4



Ashdale SC has a focus on career development for all staff. In 2020, there were seven Level 3 Classroom Teachers, with several staff members working towards attaining this qualification and one staff member being successful. 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, 28 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 completed a minimum of 42 hours of Professional Learning within two years. Staff with this recognition are then required to work on various initiatives around mentoring, teacher development and other vital priorities with the College. Four staff achieved this accreditation in 2020. 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 and the opportunity to attend externally provided Professional Learning sessions.

The College has implemented a range of career development programs, including the ASC Leadership Development Program, 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 2020, 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 LEAP program has replaced the SWITCH program, and one Science Teacher and two Maths Teachers completed courses to teach additional ATAR subjects.

### **Mentoring Pre-Service Teachers and University Partnerships**

Throughout 2020, 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 continued our approach in 2020 of ensuring we are providing high quality mentoring with the maximum impact. This includes 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 20 teachers. We increased our number of placements at the other universities with Curtin (8), Murdoch (2), Notre Dame (5) and UWA (6).

In 2020 we hosted ECU 'Scholar in Residence' students again, with four students completing the College program. Students completed a six-month

placement at the College, enabling 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 unit supported by a mentor teacher and other staff at the College. As a direct result of this program, the College employed one 'Scholar' on contract for 2021. 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 2020 teaching staff, over 26% have completed a pre-service placement at the College. Over the course of the Intern/Scholar Program, we have employed six staff who successfully completed their placements at the College. After 2020 we recruited seven new members of the Ashdale teaching staff for 2021, formerly pre-service teachers at the College. With over half of the College teaching staff nominating to be mentor teachers, this demonstrates the high level of commitment and value that we place on this program. Our program expanded to incorporate new mentors in our growing list of 43 teachers hosting pre-service teachers in 2020.





**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 again in 2020 by teaching staff across the College. 99% of staff again responding positively to the statement ‘This school looks for ways to improve’. The College has strong planning that embeds reflection and review, focusing on improvement in everything we do. The success of the College’s multi-layered approach in supporting staff is shown by 91% of staff responding positively to the statement ‘staff are well supported at this school’.

A recommendation for improvement from 2019 was to continue to build programs that support staff in their professional development. Throughout 2020, 28 College staff completed professional development in CMS: Foundation, either through a course at Statewide Services or through the College’s in-house course, which was first implemented at the beginning of 2020, and six staff have completed CMS: Instructional Strategies for Engagement

through Statewide Services. Additionally, three staff members successfully completed the CMS: Conference Accredited Trainer course, strengthening the Teaching and Learning Team and ensuring the College can continue to sustain its professional development on-site into the future.

Support for staff commences with a comprehensive Staff Induction Program, including a high level of support provided to teachers beginning and in their early career stages. Staff are also supported through access to Professional Learning at a whole school and individual level. 2020 saw the continuation of our focus on developing staff at each stage of their career with the development and introduction of the ASC Leading for Improvement Leadership Program. This new annual program provides staff with the opportunity to build their knowledge and understanding of leadership to develop themselves and others.

**Recommendations:**

- Expand the in-house CMS professional development opportunities to include Instructional Strategies for Engagement courses
- Refine programs and support processes offered through the Teaching & Learning team
- Continue to seek out and provide targeted professional learning opportunities for staff
- Continue to develop and refine the College’s approach to staff wellbeing



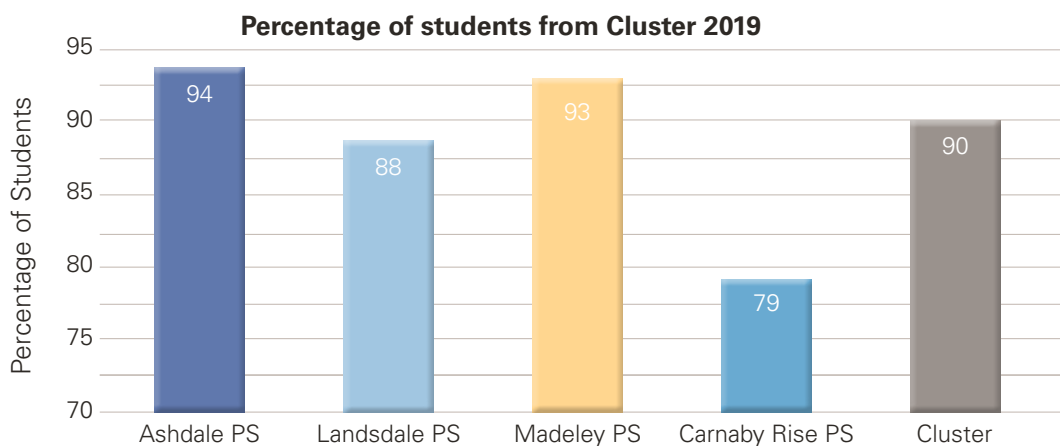
# PRIORITY 4: Community Engagement and Educational Partnerships

## 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 over 1750, 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), with a renewed focus on Reading across all K-12 PoLTS, has provided an avenue for collaboration and sharing best practice across the Cluster. Each PoLT previously developed and finalised its action plan during 2019, and in 2020 they were rewritten with a focus on a reading model that applies across all educational settings. Each school is working together to devise common strategies, assessments and worked on moderation practices.

A highly effective transition program spanning 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 complete 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. This, along with our Netball, Soccer and Music Academies, has ensured that our Cluster retention is high. Over 90% of students transitioned from Cluster Schools into the College; this is an improvement of 5%.



### Recommendations:

- Continuation of the second year of PoLTS with a focus on Reading in all years, these PoLTS will be supported through Statewide Services expertise
- Continue to 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
- Work towards a new strategic plan for the Ashdale Cluster of schools 2022-2024



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

For the intention and destination survey, there was an 89% student response for the 2019 cohort. This provides a reliable indication of the pathways students have engaged in post-schooling. There was a considerable increase in students engaging in University or further training compared to the 2018 cohort. The percentage of students involved in this pathway was also considerably higher than State schools. It is positive to see students continuing their education and training post-school, which can be attributed to the ongoing focus across the College on successful student pathways and individual student pathway planning. Students and parents are well informed of future pathways, requirements, and the opportunities they can provide. Students are supported to ensure they can access and achieve success in the paths they choose.

	Ashdale SC		State Schools	
	2019	2018	2019	2018
University / Further Training	68.8%	62.8%	56.3%	60.3%
Employment	11.7%	19.7%	17.7%	
Deferred Study/Training	7.7	NA	11.1%	

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
- Try a trade
- Futures program
- Presentation from external providers (TAFE, Universities)
- Profile courses offerings and support

## TARGET 4.3 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 Ashdale community's heart, proving that it is a capable and responsive organisation now and into the future. Continuous school improvement is crucial to the College, and the ongoing evolving nature of the College 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 2020, the National School Parent Survey was conducted to gain critical feedback regarding the College. A snapshot of the data collected can be seen on the following 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

86%

89%

86%



Strong and open communication between the College and home is crucial to maximising student success. Extensive and broad strategies to communicate with parents regarding their child's 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. All mediums regularly provide information relating to education and events. The College Website was updated in late 2019 and continued to be monitored and maintained in 2020 to ensure it continues to be 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. The College is featured in the Wanneroo Times for events and academic achievements.

Community events such as the Visual Arts Showcase, Dance and Drama performances, Ashdale Showcase, Community BBQ, Music Showcase, School Tours, Cyber Safety, Triple P and our Parent Information Evenings and Arts Exhibition provide plenty of opportunities for our parents 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.

Though the situation in Western Australia allowed for the effects of the Coronavirus pandemic on attendance to the school site to be for a short time only, the College's staff were in a strong position to provide an excellent provision of online learning and remain equipped should the need rise again in the future. The College received praise for its online program's quality, which was only possible with the effort and support of all members of the College community, including students and parents.

### 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 2020

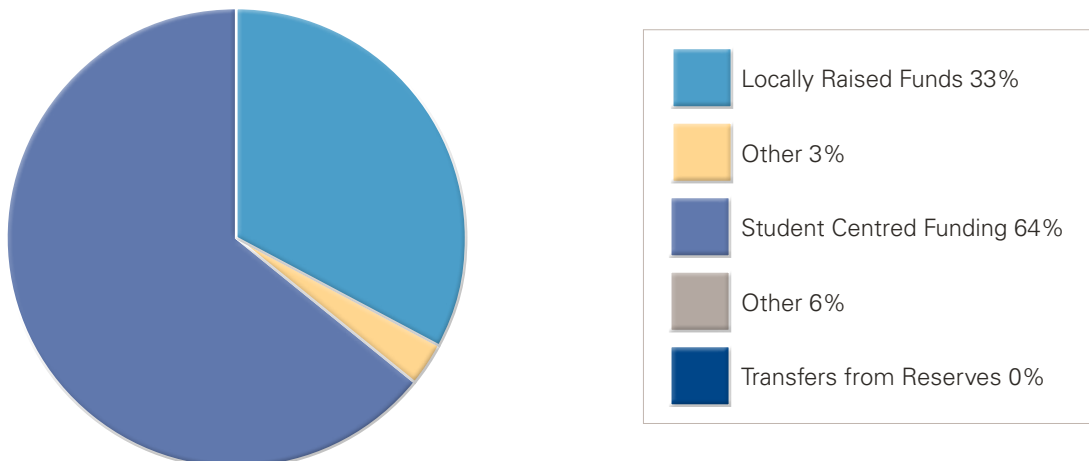
Our compulsory charges collection rate for 2020 was 93.41% inclusive of the Education Program Allowance received. This was 3.39% lower than 2019 at 96.80%. With the onset of COVID-19, it resulted in many curriculum activities being cancelled and refunded to families, creating a decrease in our collection rate for 2020.

The voluntary contributions collection rate for 2020 was 78.24% inclusive of the Education Program Allowance. This was 0.56% higher than 2019 at 77.68%. Considering COVID-19 brought financial hardship to many families in WA, the College achieved an increase in voluntary contributions, showing continued support by our families and community.

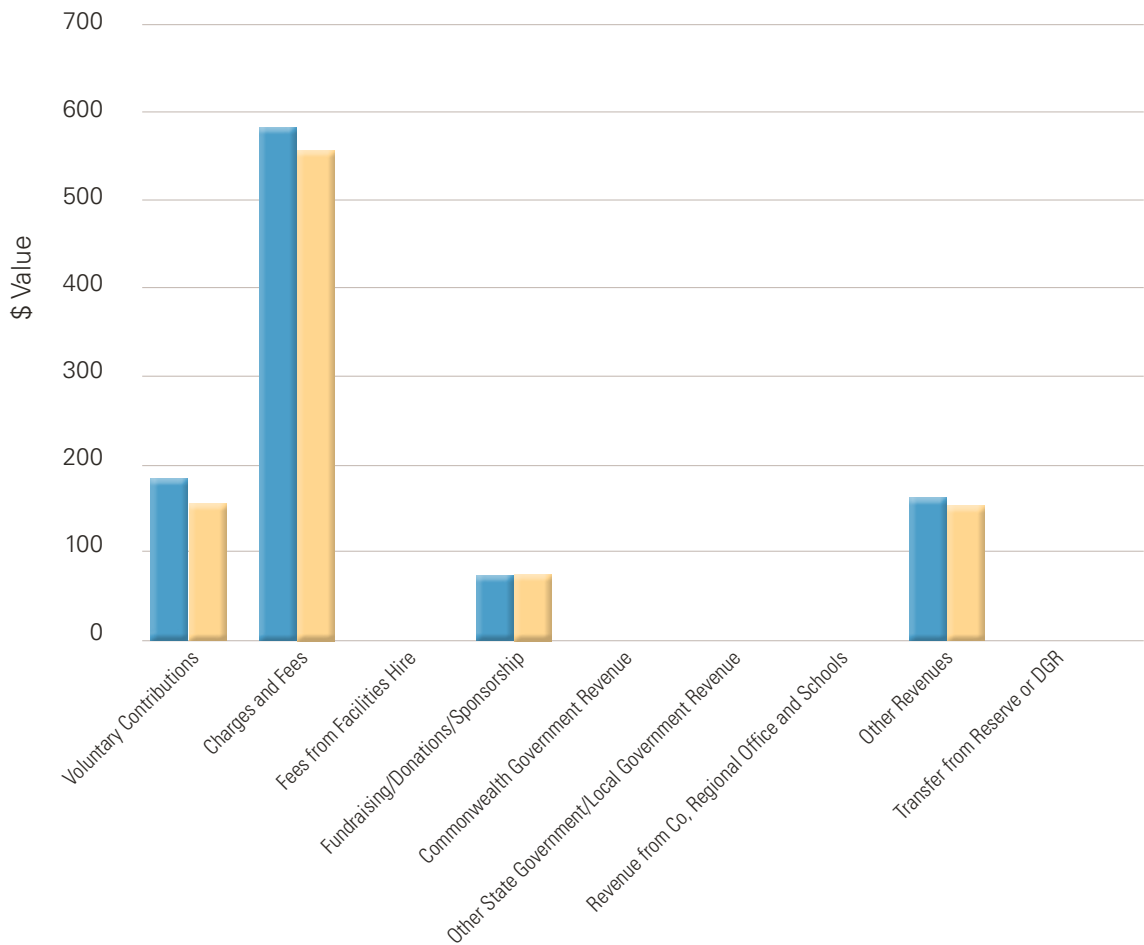
The Ashdale Secondary College school budget is monitored on a regular basis by the School Board, the School Executive and the Finance Committee, which ensures financial accountability as well as effective planning and new initiatives for future projects.

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$191,231.00	\$167,126.42
2	Charges and Fees	\$585,897.21	\$563,959.672
3	Fees from Facilities Hire	\$7,002.00	\$1,592.91
4	Fundraising/Donations/Sponsorships	\$68,892.61	\$69,081.61
5	Commonwealth Government Revenues	-	-
6	Other State Government/Local Government Revenues	-	-
7	Other Revenues	\$78,167.84	\$75,701.53
8	Transfer from Reserve or DGR	-	-
<b>Total Locally Raised Funds</b>		<b>\$931,187.66</b>	<b>\$877,462.19</b>
Opening Balance		\$360,096.40	\$360,096.40
Student Centred Funding		\$1,563,212.04	\$1,563,212.04
<b>Total Cash Funds Available</b>		<b>\$2,854,496.10</b>	<b>\$2,800,770.63</b>
Total Salary Allocation		\$18,582,618.00	\$18,582,618.00
<b>Total Funds Available</b>		<b>\$21,437,114.10</b>	<b>\$21,383,388.63</b>

Current Year Actual Cash Sources

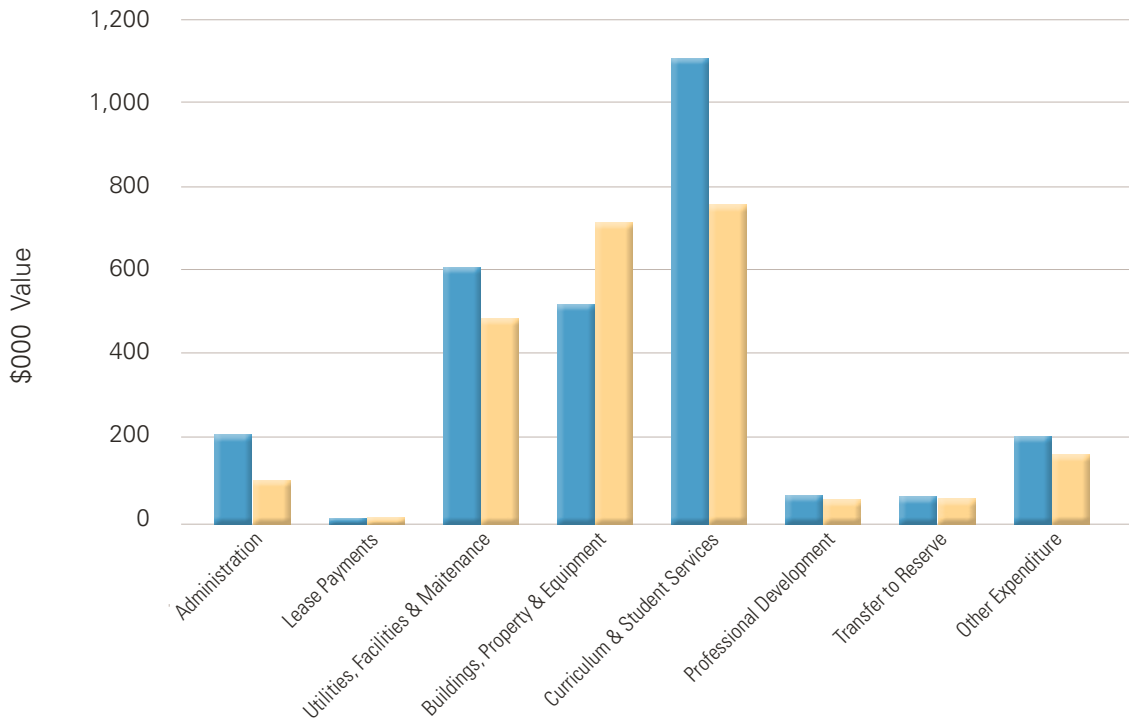


### Locally Generated Revenue - Budget vs Actual

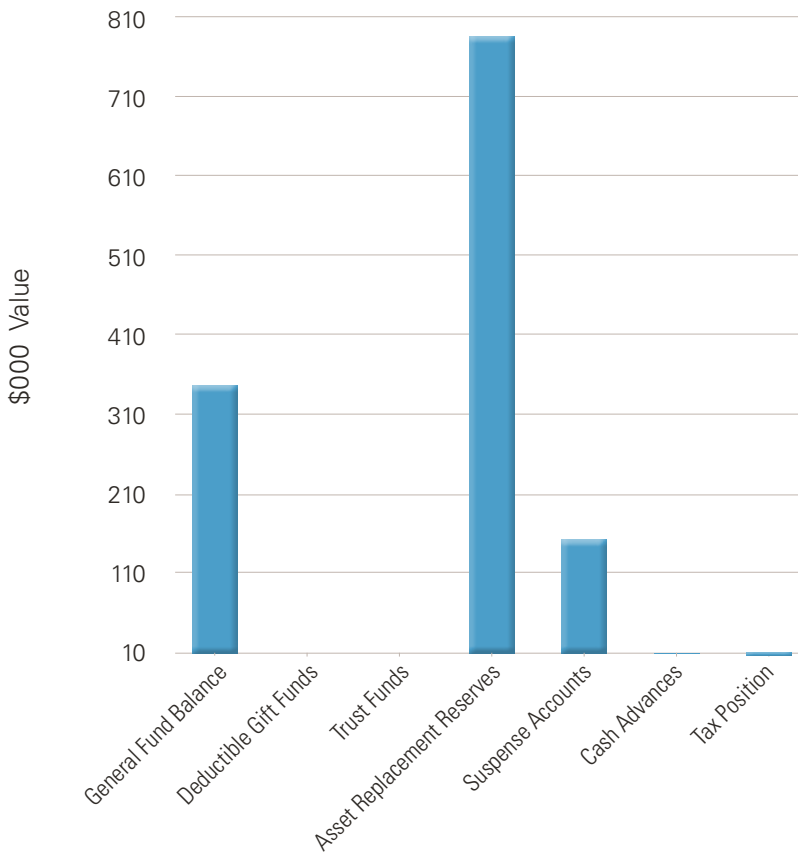


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$201,430.42	\$115,048.35
2	Lease Payments	\$10,421.00	\$11,644.29
3	Utilities, Facilities and Maintenance	\$602,708.17	\$755,840.39
4	Buildings, Property and Equipment	\$559,911.00	\$785,443.62
5	Curriculum and Student Services	\$1,132,802.94	\$785,443.62
6	Professional Development	\$53,815.00	\$36,662.94
7	Transfer to Reserve	\$54,783.65	\$54,784.00
8	Other Expenditure	\$209,843.92	\$170,350.09
Total Goods and Services Expenditure		\$2,825,716.10	\$2,467,153.30
Total Forecast Salary Expenditure		\$17,321,718.00	\$15,925,887.00
Total Expenditure		\$20,147,434.10	\$18,393,040.30
Cash Budget Variance		\$0	\$0

### Goods and Services Expenditure - Budget vs Actual



### Cash Position



Cash Position at: 31 December 2020		
	Bank Balance	\$1,268,240.87
1	General Fund Balance	\$333,617.33
2	Asset Replacement Reserves	\$808,661.31
3	Suspense Accounts	\$143,078.23
4	Cash Advances	(\$300.00)
5	Tax Position	(\$16,816.00)
	<b>Total Bank Balance</b>	<b>\$1,268,240.87</b>





Medical  
CENTRAL LAB  
AUDITORIUM  
CINEMA  
THEATRE  
ADMINISTRATION  
LEARNING LAB



*Achieving a  
positive future*



**Ashdale**  
Secondary College



"Achieving a Positive Future"

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