



Ashdale  
Secondary College



"Achieving a Positive Future"

# ASHDALE SECONDARY COLLEGE 2021 ANNUAL REPORT

The image shows the exterior of Ashdale Secondary College. The building has a modern design with a mix of tan, grey, and dark blue colors. Large windows are visible, and a sign above the entrance reads "ASHDALE SECONDARY COLLEGE". A modern sculpture made of black and silver metal poles stands in the foreground. The sky is clear and blue.

ASHDALE SECONDARY COLLEGE

*2021 Secondary School of the Year*  
WA Education Awards





# OUR COLLEGE

## College Mission

Preparing our students for a positive future.

## College Vision

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

## 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 2021 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 2021 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board and endorsed on 25 March 2022.

## College Information

**Principal:**  
Jacquie Bogunovich

**College Board Chair:**  
Ian Brotherton

# COLLEGE OVERVIEW



The 2021 school year – began in a delayed fashion due to the continued impact of the COVID 19 pandemic. As with all schools, this meant that Ashdale Secondary College hit the ground running when students returned for Term 1. Of course, this also meant we were all in masks, sanitising at every opportunity, increasing our whole of College cleaning and generally learning to operate in a COVID safe environment.

We are very fortunate to be part of a community that bands together in times like these. Whilst the year threw up many hurdles to overcome, our staff and students – with the support of the greater Ashdale community proved their resilience countless times across the year by adapting and working within the ever-changing environment.

A testament to our ability to overcome these challenges is that the 2021 student achievement data represents the most successful set of outcomes for our students in the history of the College. Not only this, but Ashdale SC was a finalist and the winner of the prestigious WA Education Awards, Secondary School of the Year. Further, our success continued as Ashdale was announced the winner of the Best STEM Program in the national Australian Education Awards.

As in previous years, throughout 2021, we repeatedly measured our students' individual and collective successes across numerous domains. This data is reflected in the results of our students who complete 12 or more years of primary and secondary education 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 2021 our Year 12 students achieved outstanding results, including for the first time, our median ATAR exceeding 80. The College achieved 81.45 as a median ATAR outperforming Like Schools at 79.7 and Public Schools at 80.25. Our WACE achievement rate at 98% outperformed both Like Schools at 92% and Public Schools at 89%. We had three (3) very high performing students who achieved an outstanding ATAR of 99+. Ashdale SC Year 12 students earned three Certificates of Distinction and 14 Certificates of Merit. Finally, we were also delighted to see 72% of our students receive an ATAR of 70+, meaning these students could gain 'front door' entry into university. Many of our students also took advantage of early offers due to enrolment changes made by Universities in response to COVID 19. ASC offered 19 different 'general courses', and our students outperformed both like and state schools in 16 of these courses. Our VET programs were highly successful, with 118 students completing courses ranging from Diploma level, Cert IV, Cert III, Cert II and Cert I.

As the College will continue to grow over the next few years, planning has begun for the promised \$29.7 million upgrade to accommodate our growing numbers. These facilities will enable us to continue providing world-class educational opportunities in purpose-built facilities for our students.

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 supported staff to enhance these crucial 21st-century learning skills and embed them across the curriculum, ensuring that our students are equipped for society's future needs. Links with the Cluster Primary Schools continued providing a Science and STEM curriculum to these schools' students as extension activities. Our popular



STEM Girls Day Camp saw 68 of Year 4 and 5 students from our Cluster Schools participating in a weekend of targeted STEM activities with mentors from the Science Community. ASC has continued to be recognised as a leader in the STEM arena with our continued recognition as a Teacher Development School in STEM.

In addition to these achievements, the College has continued to offer our students a range of opportunities, including the College Production (Back to the 80s - the totally awesome musical!), Book Week, Athletics carnivals, a range of camps and excursions, College hospitality students and recess café. One of the significant achievements was the completion in 2021 of the building of the aircraft fuselage, which was supported by the Sports Aircraft Association of Australia's (SAAA) 'Build and Fly' program. This project was unique to ASC, with the fuselage housed at Jandakot airport. SAAA will eventually send it to NSW, which will be integrated into the plane.

In one of the many changes in 2021, we farewelled our Principal Kylie Bottcher at the end of Term 3 following her appointment as the new Principal at Melville Senior High School. Kylie has been an important part of the College community for four years, and her leadership provided the foundation for the current success of the College and our students. I would like to take this opportunity to acknowledge Kylie's leadership and commitment to the College and wish her all the best as she leads Melville to greater heights. For Term 4 2021, the College was admirably led by Ms Deb Doyle. I want to thank Deb for her fantastic leadership and am very grateful that she remains an integral part of the College leadership team.

In closing, we note that our successes as a College are greatly enhanced by our supportive School Board and a motivated, caring and talented staff. The Board would like to acknowledge and thank our teachers for their professionalism in approaching these most challenging and rewarding roles.

Jacquie Bogunovich  
Principal

Ian Brotherton  
College Board Chair



# 2021 COLLEGE HIGHLIGHTS



Secondary School of the Year at the 2021 WA Education Awards.

2021 Meritorious Leadership Award at the Governor's School STEM Awards.



Junior Boys Soccer Team won the 2021 State Championship.



2021 Best STEM Program at the Australian Education Awards.

Featured in The Australian newspaper for outperforming similar schools in the NAPLAN tests.



81.45

2021 median ATAR score



95

Nine students added to the 95 High Achievers Club.



Margaret Quirk MLA attended opening night for our College production of 'Back to the 80s - the totally awesome musical!'

Raised in excess of

\$1,900

for No Limits Perth.





## 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 being tested across a range of Literacy and Numeracy skills.

The Ashdale Cluster of schools works cooperatively and collaboratively to build skills and track progress across all year groups. Literacy and Numeracy remains a priority of the Ashdale Cluster, and its teachers have access to NAPLAN student data from Year 3 onwards, allowing for targeted strategies to be employed.

The College has actively implemented the below strategies to achieve high performance in NAPLAN testing:

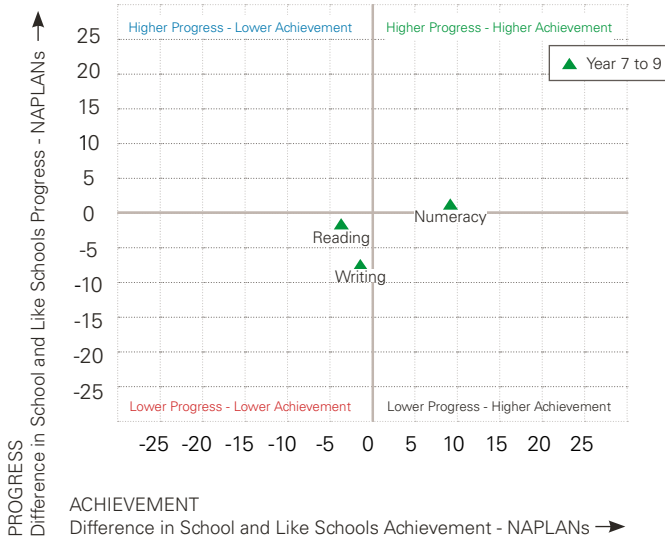
- The continuation of literacy and numeracy NAPLAN conferencing (3.4 FTE in 2021), NAPLAN support classes focusing on Literacy and Numeracy;
- NAPLAN pre-testing and analysis;
- Whole College use of the Customised NAPLAN Analysis Platform (CNAP) and the data provided to embed strategies within teaching programs; and
- The continued growth of a Lexile Reading Program measures students' current reading level and assists in matching them with appropriate text, aiming to extend vocabulary and comprehension.

In Numeracy, Year 9 students made higher progress and recorded higher achievement from 2019 to 2021 than Like Schools. However, these students made lower progress and recorded lower Reading and Writing achievement than Like Schools. (See Student Progress and Achievement Compared with Like Schools and Australian Public Schools charts). Year 9 students recorded higher achievement than Australian Public Schools in Reading, Writing and Numeracy. Progress from Year 7 to 9 was comparable to Australian Public Schools in Reading and Numeracy but lower for Writing.

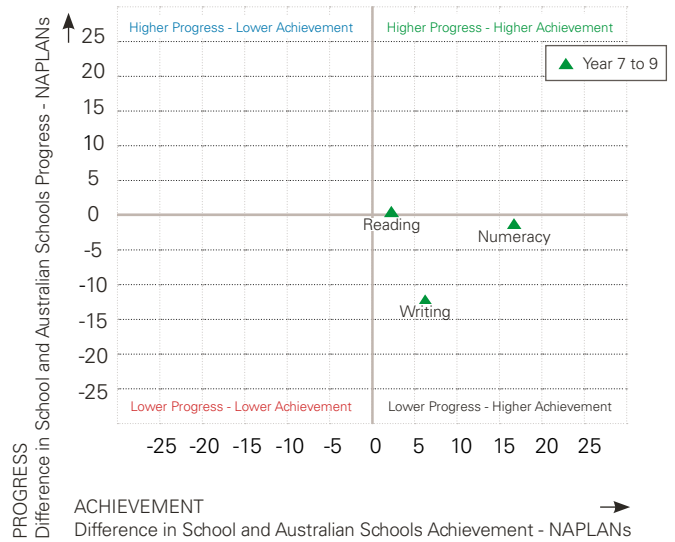




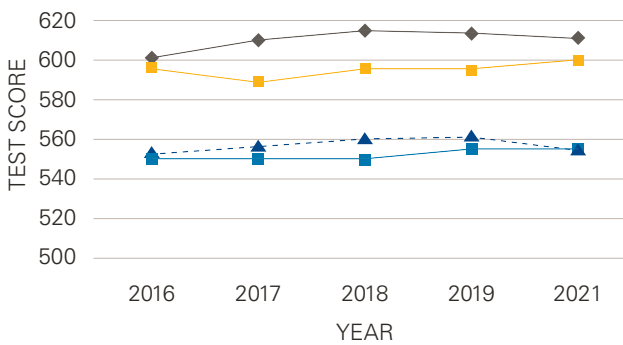
**Student Progress and Achievement compared with Like Schools**  
NAPLAN Year 7 2019 to Year 9 2021



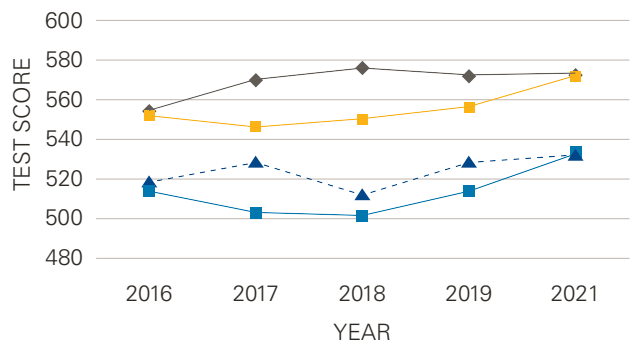
**Student Progress and Achievement compared with Australian Public Schools**  
NAPLAN Year 7 2019 to Year 9 2021



**NAPLAN Average Numeracy Score**

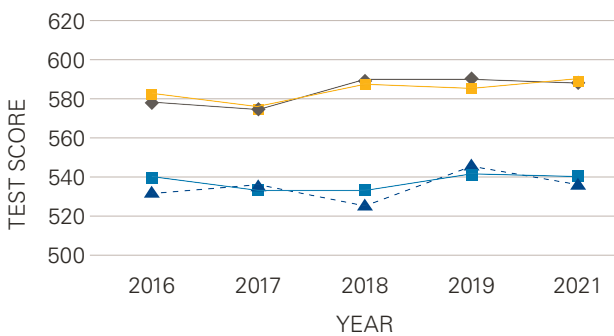


**NAPLAN Average Writing Score**



-▲- Year 7 School  
 ■ Year 7 Like Schools  
 ◆ Year 9 School  
 ■ Year 9 Like Schools

**NAPLAN Average Reading Score**



The average test score for Year 7 Writing increased from 2019 to 2021 but decreased in Numeracy and Reading; however, both scores are in line with the five-year averages at the College. In Year 9, the average score in all areas remained relatively stable from 2019 to 2021. The Year 9 scores are all at, or above, the long-term average at the College and are equal to or above Like Schools.

Band	NAPLAN Score Range	Numeracy Proficiency Bands							
		Year 7				Year 9			
		2019		2021		2019		2021	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					10%	6%	10%	9%
9	634 - 685	16%	12%	15%	14%	26%	18%	21%	18%
8	582 - 633	25%	21%	20%	21%	30%	32%	38%	37%
7	530 - 581	27%	30%	33%	30%	25%	30%	23%	27%
6	478 - 529	19%	24%	19%	21%	8%	13%	9%	8%
5	426 - 477	9%	10%	9%	8%	0%	1%	1%	2%
4	374 - 425	3%	4%	3%	5%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Band	NAPLAN Score Range	Writing Proficiency Bands							
		Year 7				Year 9			
		2019		2021		2019		2021	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					4%	4%	3%	4%
9	634 - 685	6%	3%	5%	5%	11%	10%	10%	10%
8	582 - 633	13%	13%	20%	21%	31%	27%	35%	32%
7	530 - 581	28%	25%	26%	29%	30%	27%	31%	30%
6	478 - 529	30%	33%	30%	27%	13%	21%	13%	17%
5	426 - 477	19%	20%	14%	13%	10%	12%	9%	8%
4	374 - 425	4%	6%	5%	5%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Band	NAPLAN Score Range	Reading Proficiency Bands							
		Year 7				Year 9			
		2019		2021		2019		2021	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					2%	4%	4%	5%
9	634 - 685	6%	7%	6%	7%	17%	16%	18%	19%
8	582 - 633	20%	19%	19%	21%	38%	34%	33%	32%
7	530 - 581	35%	32%	28%	30%	31%	30%	28%	29%
6	478 - 529	26%	26%	29%	27%	9%	12%	14%	11%
5	426 - 477	10%	12%	12%	10%	3%	5%	4%	5%
4	374 - 425	3%	3%	6%	5%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

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

In 2021, 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 69% compared to 64% doing so in Numeracy, 48% compared to 46% doing so in Writing, and 55% compared to 56% achieving Band 8 or higher in Reading.

The number of students in Year 9 below the minimum standard was lower than Like Schools for Reading and Numeracy and slightly above for Writing (9% compared to 8%). In Year 7, the College had less than or equal proportion of students below minimum standard than Like Schools for Numeracy and Writing.

**For continued development concerning NAPLAN achievement and progress, it is recommended that in 2022:**

- Continually use data and explicit teaching of Literacy and Numeracy skills in English and Mathematics classrooms, focusing on improving reading skills.
- Continue using the Literacy & Numeracy Conferencing model – specially selected staff implementing gap analysis strategies to provide targeted support to small student groups across Years 7, 8 and 9.
- Whole staff implementation of Ed Companion data to highlight areas of greatest need.
- Targeted Literacy and Numeracy strategies, especially those that support writing improvement, are employed across every classroom and Learning Area.
- The College's Literacy & Numeracy Committee to continue as a source of support for teachers and offer professional learning on a Termly basis.
- Ongoing collaboration and data-sharing with the 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**

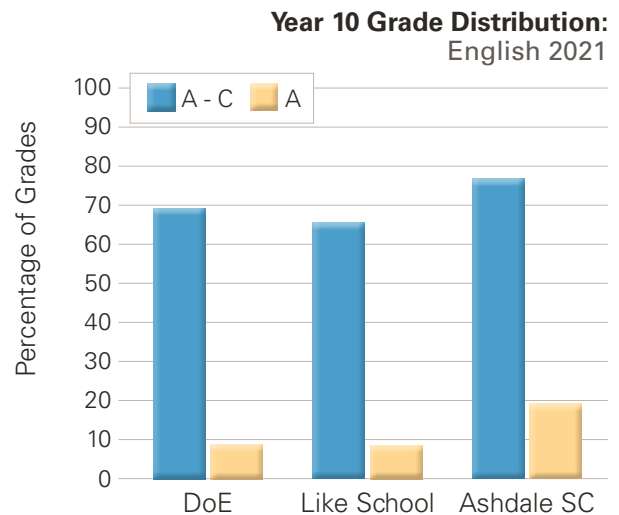
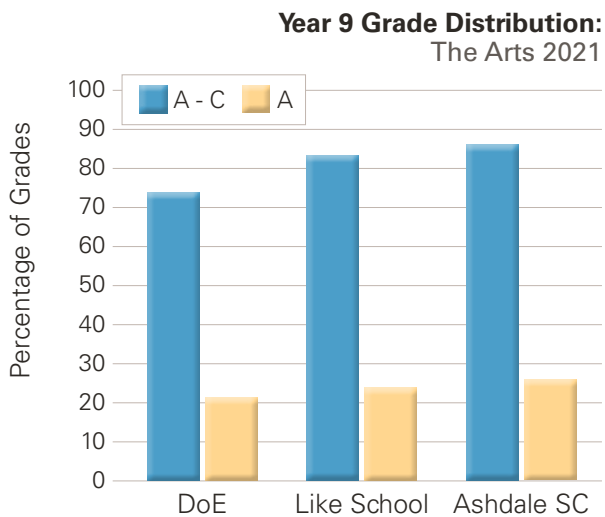
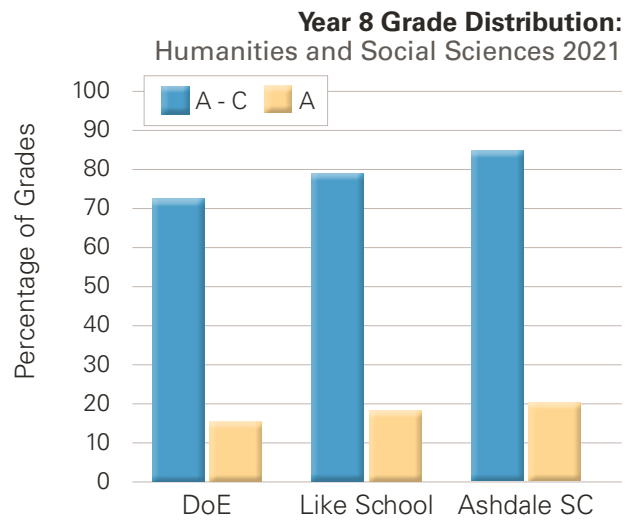
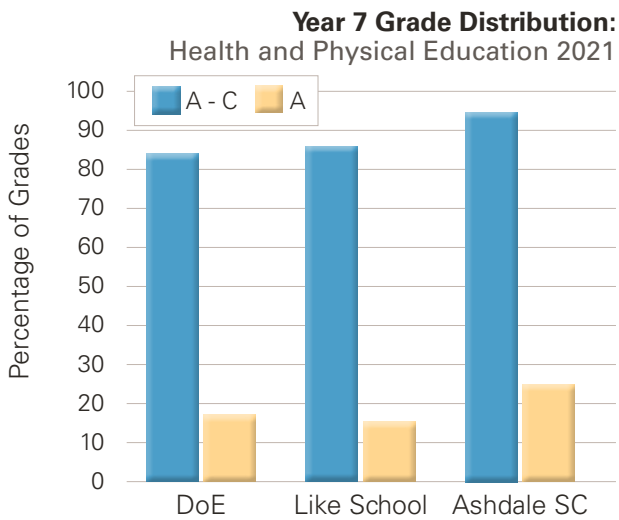
As part of Ashdale SC's school improvement cycle, focused data analysis of student performance is discussed and reviewed at every level, from the Executive Team to the classroom teacher. Learning Area grade allocations, compared to grade allocations by Like Schools and as an average across all State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

In 2021, Year 7 students performed well across several Learning Areas compared to Like Schools and State Schools (DoE), achieving higher A-C grades in English, Maths, The Arts, Health and Physical Education, Design and Technology and Digital Technologies. Furthermore, the percentage of A grades achieved in English, Science, Humanities and Social Sciences, The Arts, Health & Physical Education and Digital Technologies exceeded those recorded in 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 stronger than Like and State schools across English, Humanities and Social Sciences and The Arts. 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, which is 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 A grade allocation. The number of students in Year 9 achieving a C grade or higher was stronger than Like and State schools across Maths, Science, Humanities and Social Sciences and The Arts. Allocation of A grades was especially strong in English, Maths, Science, Humanities and Social Sciences, The Arts and Digital Technologies.

Students in Year 10 English strongly outperformed both Like and State schools in A-C and A grade achievement. Science, The Arts and Health and Physical Education all recorded a higher proportion of A grades than both Like and State Schools.



**Recommendations:**

- Use, or create, WA Curriculum Grade A-E exemplars in Learning Area moderation and determine grade cut-off boundaries, focusing on ensuring an increased achievement of WA Curriculum A-C grades in Year 7 and Year 9.
- Learning Area reviews of 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 Year 7 - 10 courses.
- Participation, where possible, in Year 7 - 10 moderation between schools.
- All teachers to utilise system data, such as P-10 analysis and previous NAPLAN, 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 OLN) will equal or exceed Like Schools and/or the State Average

Year 12 students achieving the minimum standard in Literacy and Numeracy at the College in 2021 exceeded both Like and State School averages. This results from the College’s strategic processes and the ongoing implementation of the highly successful conferencing model.

The conferencing model has continued into 2021, providing explicit teaching to students on Literacy and/or Numeracy skills in small groups or a 1-on-1 setting. This targeted approach utilises the specific individual feedback from previous assessments, both OLN and NAPLAN, to tailor teaching and learning programs to suit individual student needs. Conferencing teachers accessed specific professional learning opportunities to ensure the most recent and relevant strategies are implemented across the College.

The Literacy and Numeracy committee has supported each Learning Area by providing explicit Literacy and Numeracy strategies to be implemented throughout the year. This whole College approach helps the students meet the minimum Literacy and Numeracy requirements.

In 2021, all students at Ashdale Secondary College met the minimum standard in Reading and Writing, 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 (93%).

	Year 9	Year 10	Year 11	Year 12	Not qualified
ASC 2021	104	90	34	18	5
	41.4%	35.9%	13.5%	7.2%	2.0%
Like Schools 2021	31.0%	37.5%	15.8%	5.9%	9.8%

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

Ashdale Secondary College’s Year 12 WACE achievement rate and median ATAR exceeded Like schools in 2021. The solid educational partnerships at the College facilitated the highest level of achievement in Ashdale’s successful history. The fact that this occurred during a global pandemic highlights the resilience and dedication of our students, the ability and commitment of staff to deliver high-quality teaching and learning programs and the ongoing support of parents and guardians. To achieve their Western Australian Certificate of Education (WACE), students must demonstrate a minimum standard of literacy and numeracy, complete a minimum number of units, meet breadth and depth requirements, and achieve the required standard within their courses of study. The College’s WACE achievement rate of 98% was significantly higher than Like (92%) and State Public schools (89%).

	2021	2020	2019
Ashdale SC	98%	96%	98%
Like Schools	92%	91%	91%

The College provided a multi-layered approach to support students to achieve these outstanding results. These strategies targeted academic achievement, skill development, goal setting, and students’ health and wellbeing.



The strategies offered in 2021 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, the early offer process, goal setting and calculating predicted ATAR.
- **WACE achievement program** – a one-hour session built into the Senior School timetable where students at risk of not meeting WACE requirements had teacher support to develop.
- **Mental Health and Wellbeing seminars** – several seminars provided to Year 12 students focussing on mental health and well-being. This year The College offered more seminars to assist students in managing stress and anxiety due to COVID-19.
- **Subject specific tutoring** – out of hours' tutorials run by College staff across ATAR, General and Certificate courses.
- **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

The Australian Tertiary Admissions Rank (ATAR) is the ranking that reports students' position relative to all students within the Western Australian Year 12 cohort. The median ATAR score highlights the middle ATAR score of all the ATAR students at Ashdale Secondary College.

A total of 80 Ashdale SC students engaged in the WACE exams in 2021. This equated to 33% of the Year 12 cohort completing the ATAR pathway. The cohort achieved a median ATAR of 81.45, the highest in the College's history. This is an outstanding outcome, considering this occurred during the COVID-19 pandemic. Ashdale SC outperformed Like Schools for the fifth straight year and was above the State School median.

	Ashdale SC	Like Schools	State Schools
Median ATAR	81.45	79.7	80.25

The tricile comparison shows a significant increase in the percentage of students achieving in the top third of ATAR performance. This was an outstanding achievement for students and ensures they are eligible for the more competitive courses at university.

	Ashdale SC %		Like Schools %	
	2021	2020	2021	2020
Top third	28%	15%	26%	21%
Middle third	39%	48%	37%	34%
Bottom third	33%	37%	37%	44%

In 2021, the College offered 17 ATAR courses, of which 12 (70%) had an average scaled score above the State average scaled score. This is a 20% increase in the 2020 ATAR course results.

Three students achieved an ATAR of 99 or higher, placing them in the top 1% within the State.

These students are:

- Dhyan Patel
- Yuvraj Gill
- Cooper Riccadonna

Twenty students (25%) achieved an ATAR of over 90, placing them in the top 10% of the State. This is the highest percentage of the cohort to accomplish this in the College's history.

Ashdale Secondary College had a Subject Certificate of Excellence Award for Physics, recognising Yuvraj Gills placing in the top 5% for the State in the course.

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 2021, three students achieved Certificates of Distinction:

- Harrison Gerreyn
- Peter Howman
- Cooper Riccadonna

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 2021, the following 14 students achieved a Certificate of Merit:

- |                  |                  |
|------------------|------------------|
| • Lauren Cangemi | • Dhyan Patel    |
| • Yuvraj Gill    | • Prit Patel     |
| • Brandon Kang   | • Naweed Ranjbar |
| • Darren Lim     | • Sahar Ranjbar  |
| • Isabella Mola  | • Dev Shah       |
| • Atila Nad      | • Catherine Vu   |
| • Jacqlin Parker | • Alyssa Yates   |

The strategies offered in 2021 by the College to achieve these outstanding results included;

- **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. Mastermind Australia coordinated the seminars in Semester 1. In Term 3, students could attend seminars run by ASC teachers and external providers.
- **Subject-specific tutoring** – Out of hours' tutorials run by College staff
- **P&C Scholarship fund** – A program funded by the P&C providing students with access to externally run ATAR revision seminars. Students participated in these seminars Semester 1 and Semester 2

### **Establishment of the 95 Club**

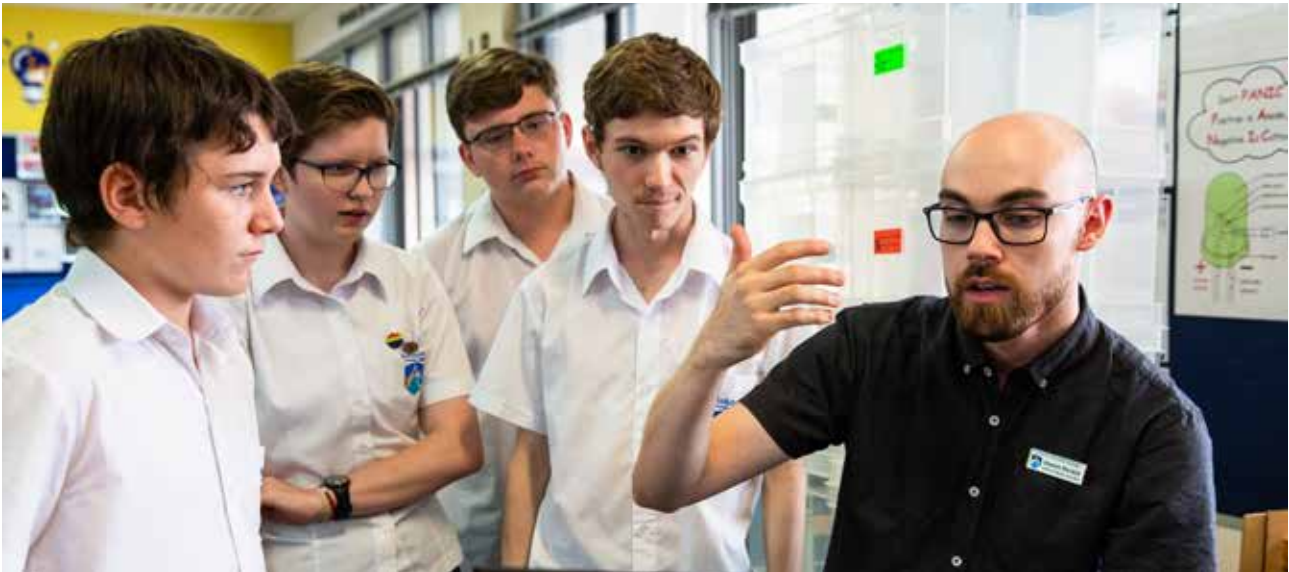
At the end of 2021, the College increased the contact time within the Year 11 calendar year for 2022. This is to provide students with a more significant amount of time with the Year 12 syllabus and a more balanced approach over the two years of Senior School. The 2021 Year 11 cohort was the first ATAR cohort to be involved in this change.

Recommendations for 2022 are to develop the 95 Club into a mentoring program to help guide and assist the College's high achievers.

The Follow the Dream program will be delivered onsite for the first time, in collaboration with Ashdale staff, to facilitate enhanced targeted support to our Aboriginal and Torres Strait Islander students.

### **Recommendations for 2022:**

- Develop the 95 Club into a mentoring program to help guide and assist the College's high achievers.
- Deliver the Follow the Dream program onsite, in collaboration with Ashdale staff, to facilitate enhanced targeted support to our Aboriginal and Torres Strait Islander students.



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

Last year proved to be an excellent year for STEM at Ashdale Secondary College, with the College winning the National Best Stem Program in the Australian Education Awards. The College was also awarded the Meritorious Leadership in the Governor's School STEM Awards and the Spirit Award in the WA Robotics Playoffs. It is an excellent reflection of the College's work in STEM throughout the years.

The development and upskilling of our staff are instrumental in the success of the STEM program. The College upskilled staff uses a whole-College STEM matrix focusing on six critical cross-curricular STEM/21st-century skills. Learning Areas continue to develop cross-curricular connections through this process, working on similar projects with a STEM skill focus. The incorporation of STEM skills is now part of standard program design.

The College continues to invest heavily both in staffing and infrastructure in STEM. In 2021 the College continued funding for a Level 3 Program Coordinator STEM and two Level 2 STEM Coordinators, showing our commitment to success in this area.

After six years of the STEM Institute being in operation, students have had the ongoing opportunity to be involved in their learning, work on solutions to real-world problems, engage with current research initiatives and form relationships with our community and industry partners.

In 2021, though unable to plan 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 had grown from international teleconferences between students to the visit of Japanese students to our College grounds. This partnership widens our students' exposure to STEM in the international community. There is a firm intention to build on the partnership and complete ongoing exchange visits once the global pandemic subsides.

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. The event featured a guest speaker, Elise Young, Software Developer and Engineer from Starling Energy and ASC alumni now studying or working in the STEM field. The insights gained from this event contributed to the girls earning a wealth of information around future STEM careers and STEM subjects.

The hugely successful STEM Girls' Day Camp continued in 2021 with 68 enthusiastic young Year 4 and Year



5 Cluster girls learning about natural disasters. Attendees met industry mentors, worked through a series of workshops to investigate natural disasters, and learned what STEM skills and knowledge are used to defend against them. The girls were immersed and challenged as they researched, designed and created a real-world project, growing their innovation, teamwork and leadership skills in STEM fields.

In Term 2, a new STEM innovation, Speedy Careers, was launched. The STEM Speedy Careers afternoon allows students to hear from industry experts from various STEM careers. Industry experts spoke to students about their career pathway and the STEM skills they use every day, rotating between tables. Students heard from experts in engineering, the police force, medical technology, information technology and many more.

Our Year 8 students became Waste Warriors in Term 4, a STEM initiative that challenges students to become active global citizens by designing solutions to waste at a local level. Students collaborated as 'tribes' to raise awareness and create sustainable change at ASC to reduce waste by actively participating in project work. ASC staff across all Learning Areas led the tribes to ensure a cross-curricular STEM focus. STEM Champions workshops also continued with parents and students from the Cluster coming to after school workshops to complete STEM activities led by ASC staff.

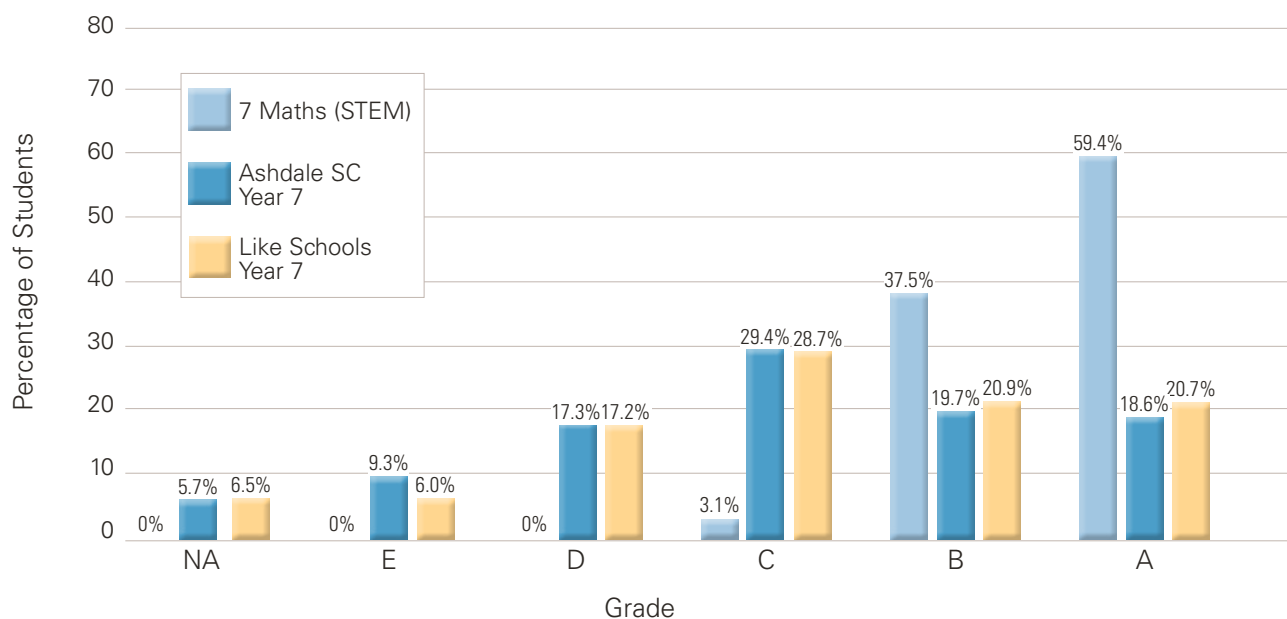
Providing Senior School pathways for our STEM students remains a focus. In 2021 ATAR Engineering ran for the first time to support an increased range of pathways for STEM Institute students in Senior School. The continued offering of STEM Innovation into Year 10 provides an avenue for students exiting 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 leads to improved academic outcomes for our students.

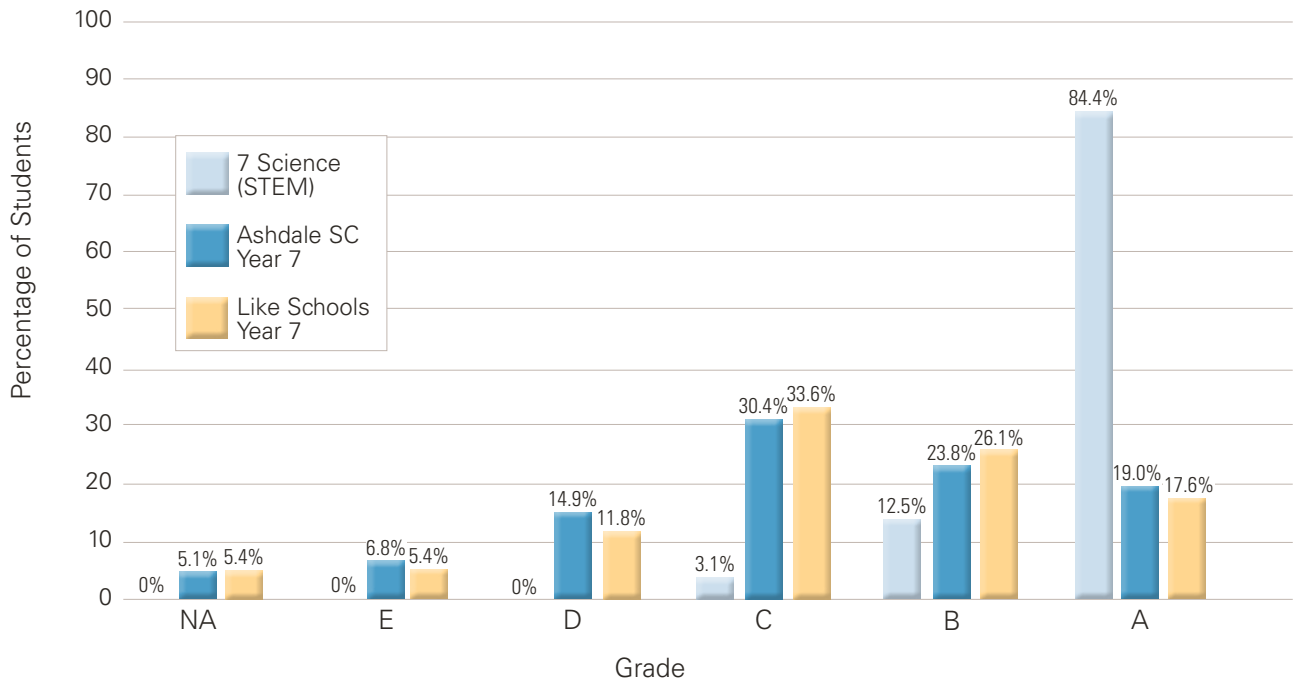
### Year 7 STEM Institute

The Year 7 STEM Institute students outperformed Like School students across all STEM disciplines. In Science, more than 84% of students achieved an A grade, with STEM Institute students obtaining nearly four times the percentage of A grades compared to Like Schools. In Mathematics, students achieved more than double the percentage of A and grades compared to like schools, while in Digital Technologies students achieved nearly three times the percentage of A grades compared to Like Schools.

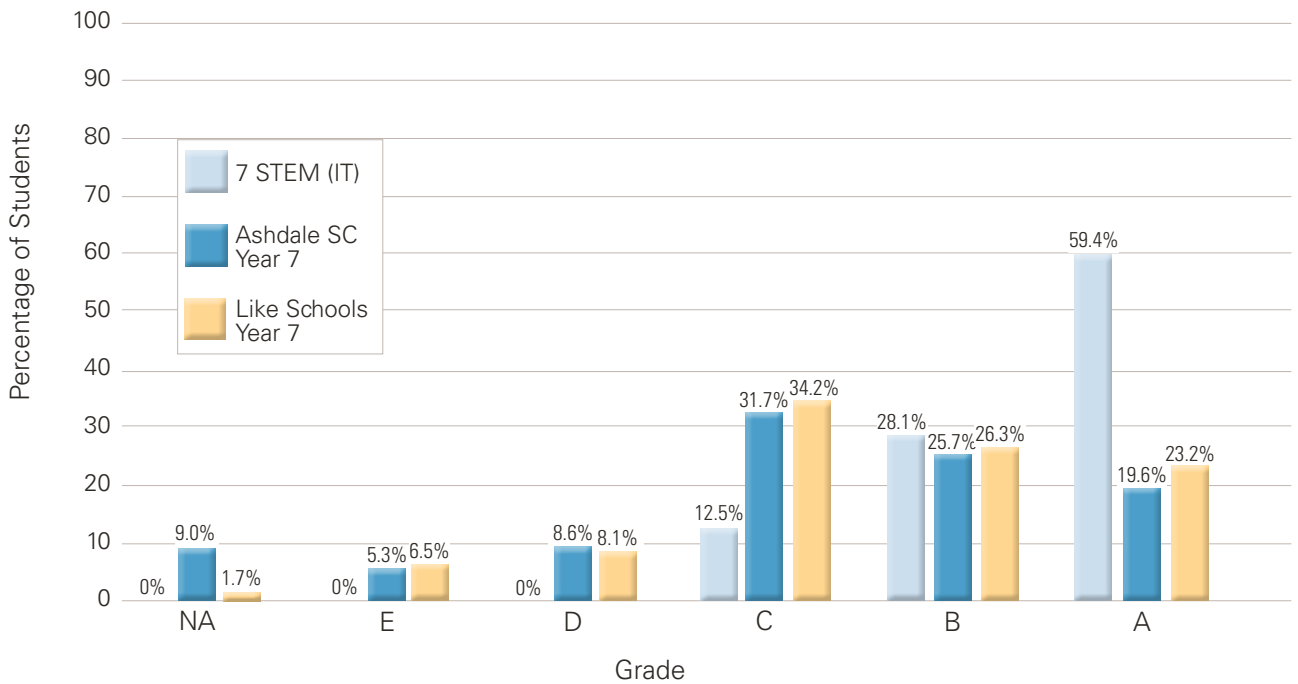
### Year 7 Grade Distribution: STEM Mathematics, Semester 2 2021



**Year 7 Grade Distribution: STEM Science, Semester 2 2021**



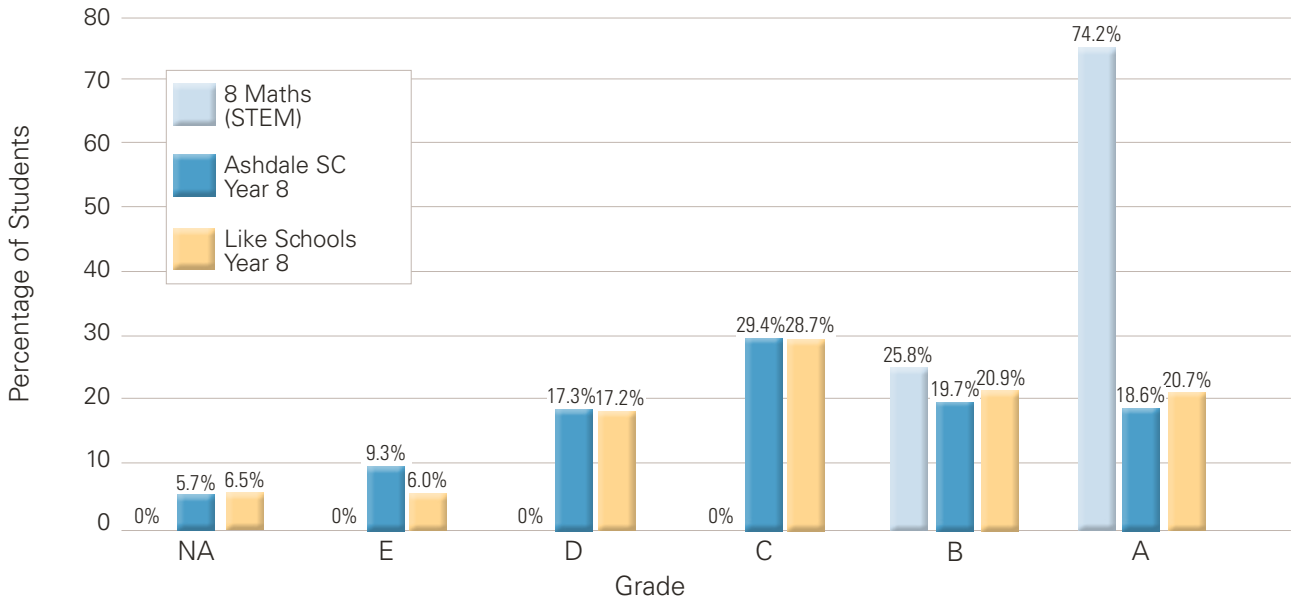
**Year 7 Grade Distribution: STEM IT, Semester 2 2021**



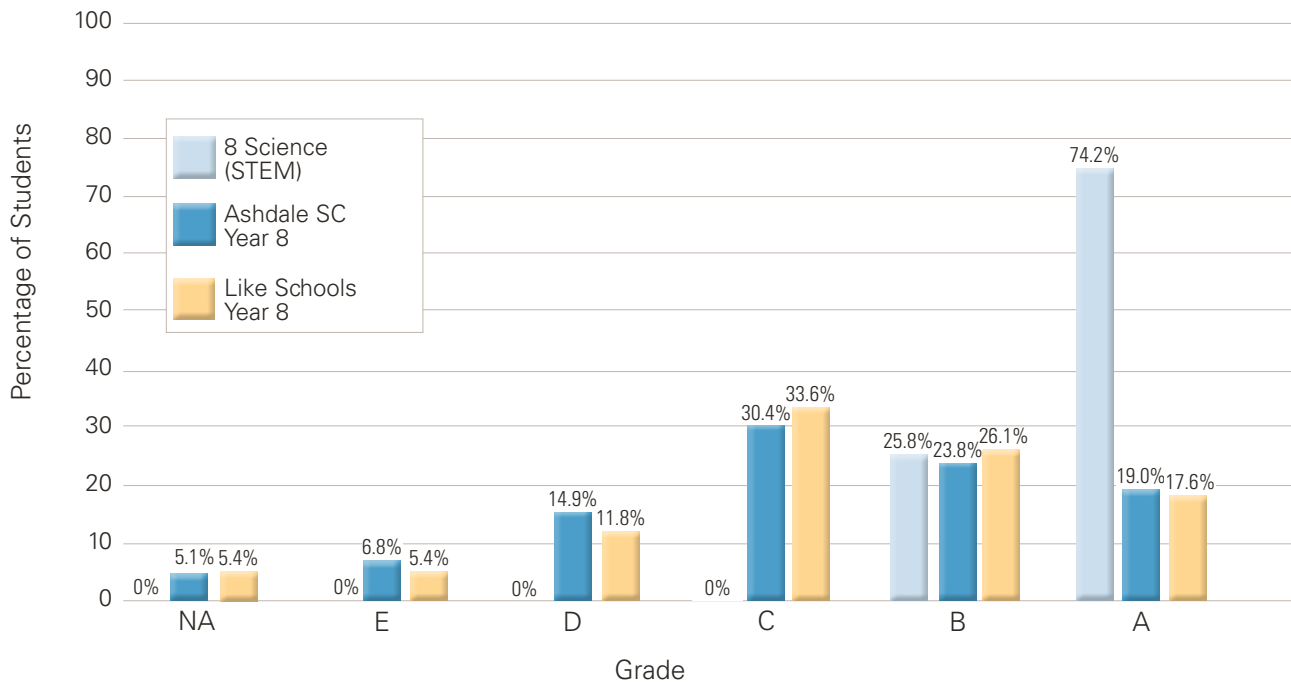
### Year 8 STEM Institute

The continued high achievement was also seen across the Year 8 STEM Institute. In Digital Technologies and Science, STEM students obtained more than 3 times the percentage of A grades compared to students in Like Schools. In Mathematics, more than 74% of students achieved an A grade, with STEM Institute students obtaining nearly four times the percentage of A grades compared to Like Schools.

#### Year 8 Grade Distribution: STEM Mathematics, Semester 2 2021

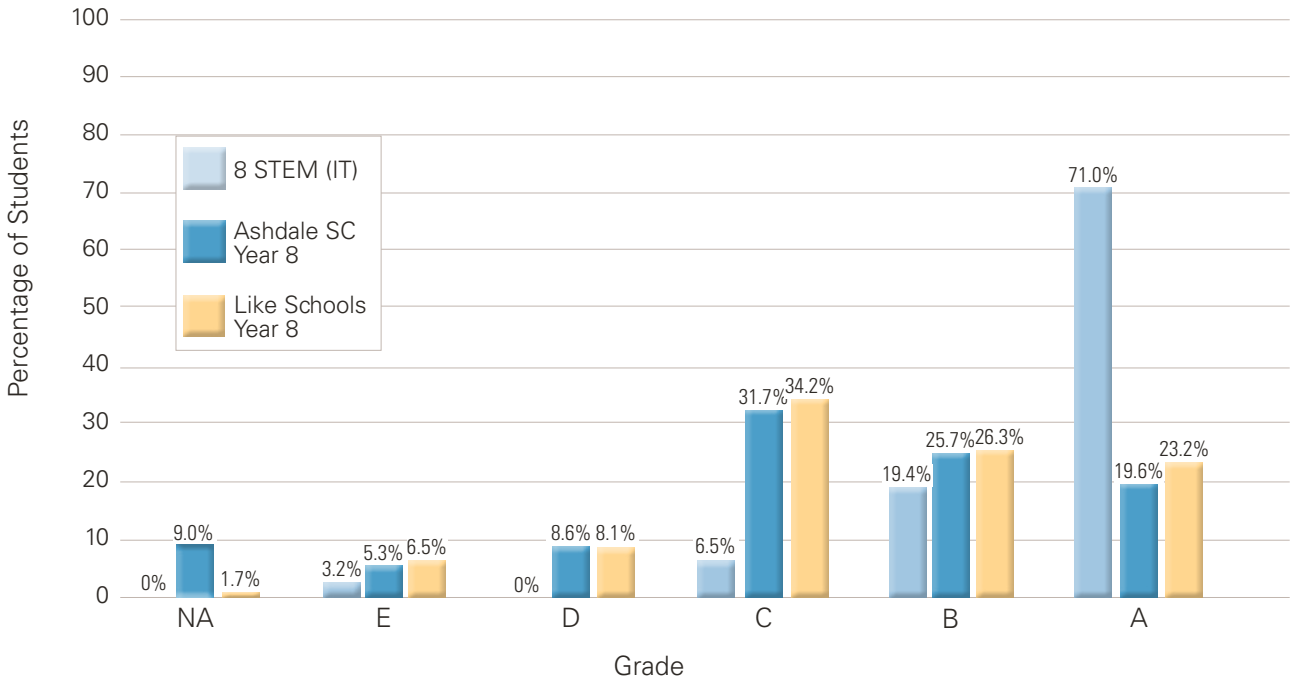


#### Year 8 Grade Distribution: STEM Science, Semester 2 2021





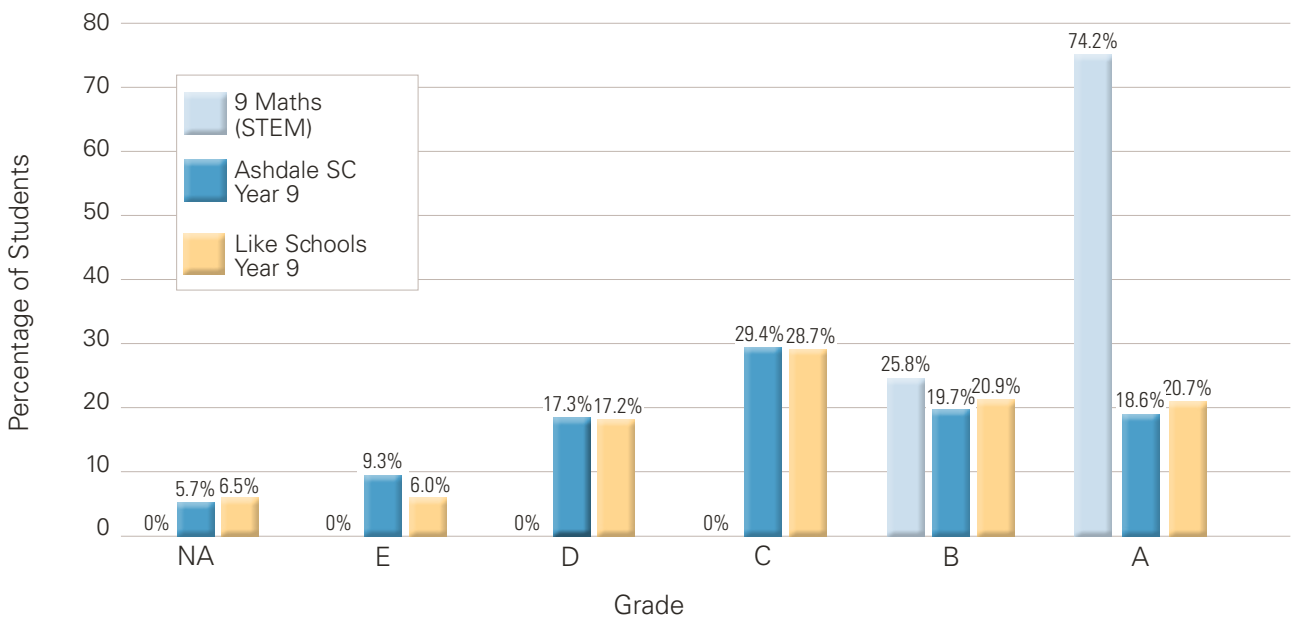
**Year 8 Grade Distribution: STEM IT, Semester 2 2021**



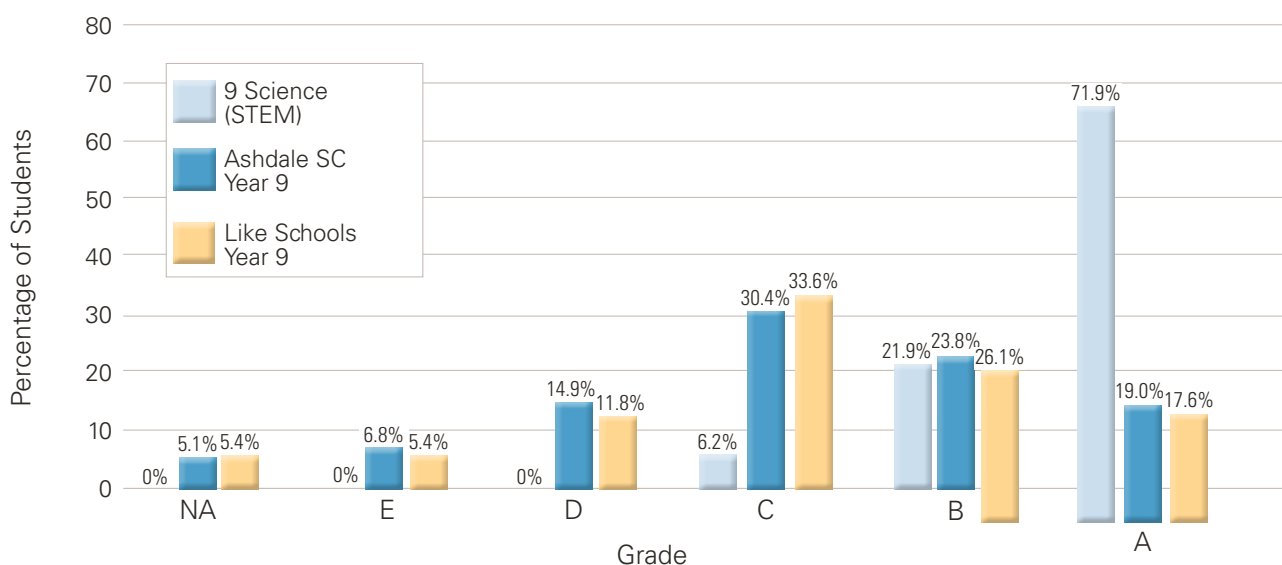
**Year 9 STEM Institute**

High performance was also seen across the Year 9 STEM Institute subjects. In Mathematics students in the STEM institute achieved more than three times the percentage of A grades compared to Year 9 students Like Schools, with over 74% of students achieving an A grade. In Digital Technologies, students achieved close to three times the A grades compared to Like School performance. In Science, students achieved four times the A grade percentage compared to Like Schools, with over 71% of students achieving an A grade.

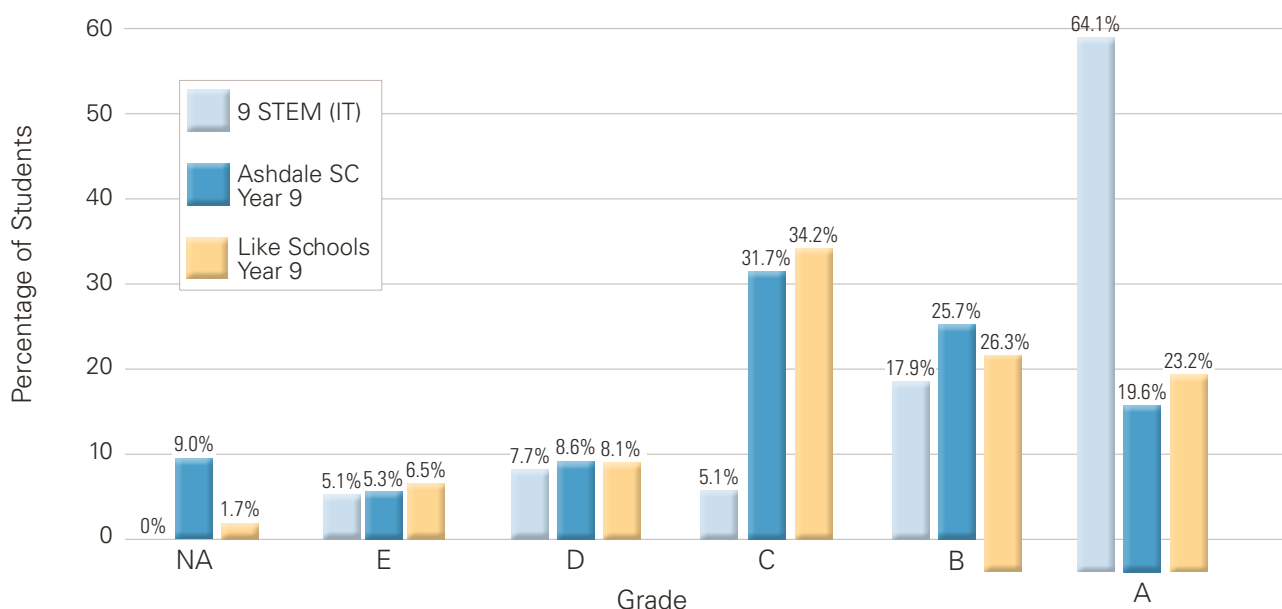
**Year 9 Grade Distribution: STEM Mathematics, Semester 2 2021**



### Year 9 Grade Distribution: STEM Science, Semester 2 2021



### Year 9 Grade Distribution: STEM IT, Semester 2 2021



The STEM Institute model has been very successful since its inception in 2016 with the first cohort of students graduating in 2021. The 2016 STEM Institute Year 7 cohort achieved an average ATAR of 86+ and ten of the students achieved an ATAR of 90+.

Data demonstrates that the STEM Institute supports strong 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/21<sup>st</sup>-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 - 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 secondary programs across Western Australia. The program funds a Program Coordinator, 2.5 FTE specialised teachers and 4.0 FTE education assistants. The 18 students (Years 7-12) selected for this program must have an autism diagnosis and can be outside 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 diagnosed with autism, which 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 homeroom teaching area, and within community settings.



In 2021, the SALP supported 18 students, including one Year 11 (ATAR pathway) and one Year 12 (ATAR pathway). All students received specialist teacher and education assistant support in their mainstream classes and achieved pleasing results. Most of these students access the Western Australian Curriculum relevant to each Learning Area. The Year 12 ATAR student gained successful enrolment into the course of her choice at UWA.

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 expand student interactions within the local community (Darch Plaza, Kingsway Shopping Centre, Waldeck's Nursery, Latitude) and increase travel training into the broader community like visiting Edith Cowan University and North Metro TAFE. These excursions resulted in students' ability to order food, pay at checkouts, and access public transport.

The SEL program addresses personal and social capabilities, increasing social awareness, exploring expected and unexpected behaviours. It promotes self-management of anxieties, anger and organisational skills. SEL lessons' success can be measured by how well students apply 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 exemplary, with regular professional learning from outside agencies.

Ashdale SC continues to grow and build this program to collaborate with the School of Special Needs: Disability (SSEND) 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 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 fifth year of implementing the LEARN and GROW Teaching Framework. In 2021 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-College sessions on all School Development Days throughout the year. It had input and capacity building through our Senior Leadership meetings, with a tailored 'Pop Up PL' series led by our Teaching & Learning Coordinator and delivered by a range of expert teaching staff.

As part of the ongoing evaluation and impact of the LEARN and GROW Framework, the College Executive team continued its instructional rounds model for Learning Areas. This process involves Learning Area classrooms being visited throughout one day, collecting observation data then feeding the collated data back to the HOLA with clear strengths and areas for development identified.

In 2021 we had seven Level 3 Classroom Teachers and 28 Senior Teachers. As part of our commitment to the growth of future teachers, Ashdale SC has continued to finance the role of Teacher Training Coordinator. In 2021, ASC was host to 40 pre-service teachers, many of whom have gained a fixed-term or permanent position for 2022, with four gaining a place at Ashdale SC.

#### **Recommendations:**

- Continued expansion of the Teaching and Learning Portal. This will 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 the Framework's GROW aspects supported by the College's in-house Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE) professional learning.
- Review instructional rounds model and observation template.
- Learning Areas to continue implementing the model and updating 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 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. As a College, we continue to implement teaching and learning practices that support high achievement with room for improvement based on collected data.

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 cohorts. 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 on the following page 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 for 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 with the Western Australian Public School (WAPS) mean in Numeracy, Reading and Writing, for both Year 7 and Year 9 cohorts.



## NAPLAN Alignment to Grade Allocations

		2019 (2)					2021 (2)				
		Students / (%) of students with alignment results	Alignment Result		Results not aligned		Students / (%) of students with alignment results	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*		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%	308 (94%)	65% (9%)	64% (1% Below)	11%	25%
	English / Reading	335 (96%)	61% (7%)	58% (3% Below)	17%	25%	308 (98%)	59% (8%)	58% (1% Below)	28%	14%
	English / Writing	335 (96%)	58% (8%)	59% (1% Above)	21%	19%	308 (98%)	58% (8%)	57% (1% Below)	29%	14%
Year 9	Mathematics / Numeracy	294 (95%)	59% (10%)	63% (4% Above)	6%	30%	331 (94%)	59% (9%)	57% (2% Below)	18%	25%
	English / Reading	294 (96%)	57% (8%)	60% (3% Above)	16%	24%	331 (96%)	58% (8%)	57% (2% Below)	20%	23%
	English / Writing	294 (96%)	56% (9%)	56% (At)	29%	15%	331 (98%)	56% (8%)	45% (11% Below)	38%	17%

Year 7 Semester 2 results at Ashdale Secondary College had strong alignment with the WAPS mean in Numeracy, Reading and Writing, with all areas within 1% of the WAPS benchmark. Of the grades that were not aligned, more students achieved a better school grade than their NAPLAN score in Reading and Writing. This was reversed in Numeracy, with the NAPLAN result being above the grade allocation for 25% of students. Year 9 Numeracy and Reading results also aligned with the WAPS mean. However, Year 9 Writing results did not have as strong an alignment, achieving 11% below the WAPS mean for Semester 2 in 2021, with students performing better than expected in their school grades compared to NAPLAN.

### Recommendations:

- Ashdale SC Executive and Senior Leadership Team continue to provide professional learning for staff on data use, significantly correlating 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 Ed Companion and P-10 data analysis software for teachers to monitor and track student achievement and progress on a class, small group and individual basis.
- Continuation of Literacy and Numeracy conferencing for students throughout Years 7 - 9.
- The Literacy and Numeracy committee analyse data from NAPLAN results to identify common errors and provide professional learning to staff targeting these areas.



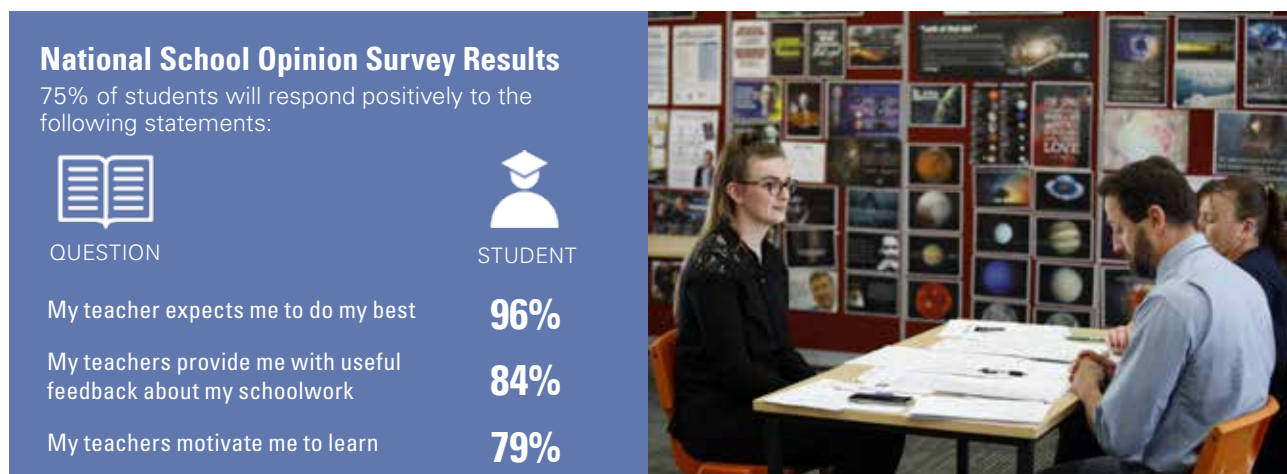
## Target 2.3 National Student survey rates the following attributes at 75% or higher:

- 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 the College community and gaining feedback remains an invaluable part of our 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 several areas across the College. All questions in the survey are rated on a five-point scale ranging from one – strongly disagree to five – strongly agree. The data, as shown below, is used as a stimulus to determine progress and to implement strategies that support an increase in student belief and understanding that teachers provide them with helpful feedback about their work and that their teachers motivate them to learn.

In 2021 the College implemented Pivot surveys as one of the data sets to gain insight into student voice. Pivot surveys are completed by students in all years, across multiple Learning Areas, and provide students with an opportunity to give feedback on the teaching and learning at the College. Teachers receive a report outlining their strengths and areas to develop within their teaching practice.

In the classroom, College staff continue to train and develop competence in implementing all aspects of the LEARN and GROW. With the team focusing on A – Activate Learning, a range of teaching strategies that encompass explicit teaching, and whole College development in R – Review and N – Next Steps, utilising best practice approaches to evaluate student progress, provide and receive student feedback, and use data for informed planning for future teaching and learning. Whole College professional learning in LEARN & GROW focussed on the strong effect sizes of collective teacher efficacy and teachers having high 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.

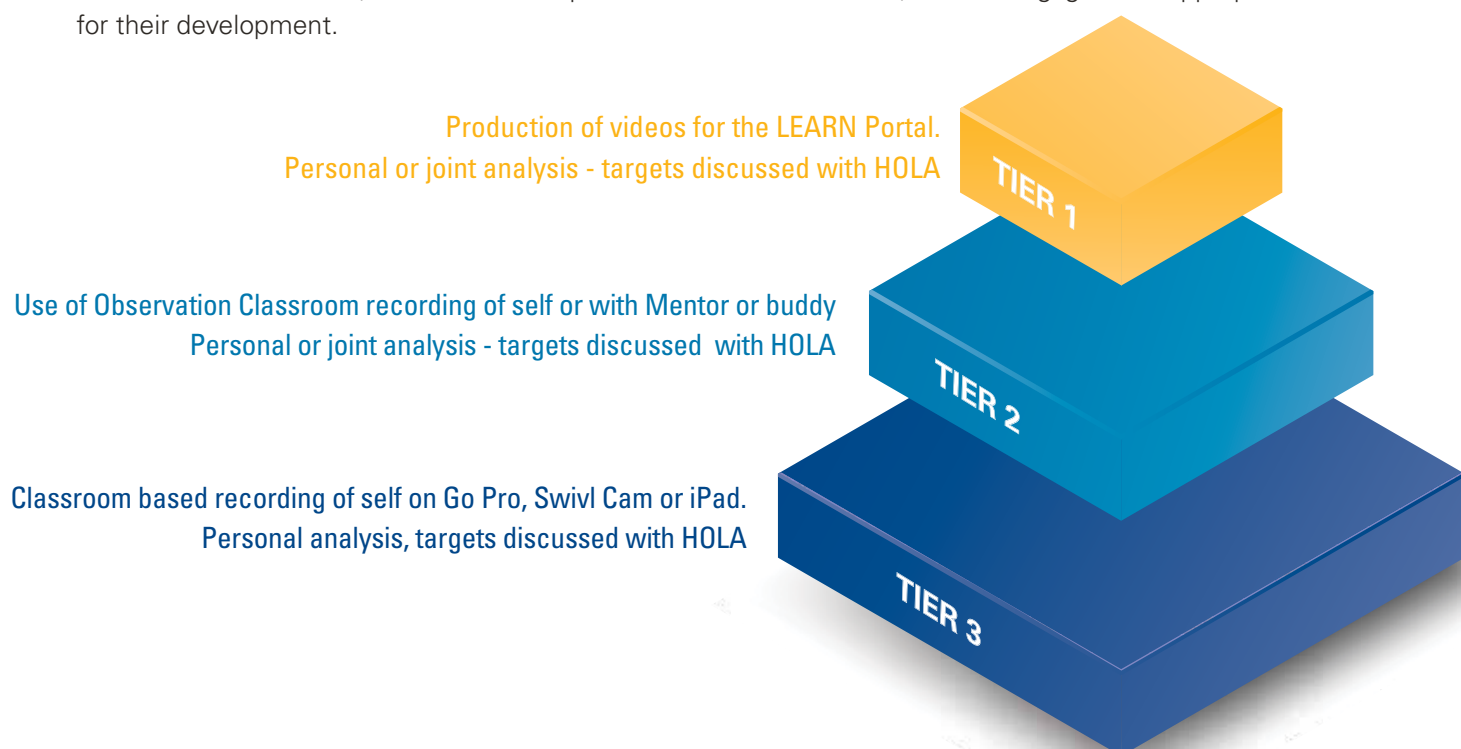
### Recommendations:

- Use the LEARN model to focus on student engagement and a data-driven focus on A-Activate, R –Review and N – Next Steps, providing effective feedback to students whilst reinforcing the learning.
- Use the GROW model to focus on O – On Task and W – Work Hard, especially on supporting students to successfully track their progress and act upon feedback provided by their teachers.
- 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 upon 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 2021 strengthens support for 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 the use of evidence-based feedback (ASC Instructional Rounds) have placed teaching and learning at the forefront of our planning.

In 2021 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 an appropriate level for their development.



Throughout 2021 staff across the College engaged in reflective practice by having a group of leaders and/or teachers visit multiple classrooms as part of structure feedback. This feedback was provided to staff on the ASC Classroom observation LEARN proforma, and the collated Learning Area data was supplied to the HOLAs with recommendations to support departmental development.

The continuation of Cluster Phases of Learning Teams (PoLTs) has also been instrumental in sharing and reflecting on best practices. In 2020 the three-year Cluster Reading Comprehension Strategy (K-12) commenced, improving student outcomes due to greater collaboration and consistency across the Cluster.

### Recommendations:

- Further development of the Teaching and Learning Portal, ensuring all areas on LEARN and GROW are represented.
- Continued allocation of time for Performance Development planning and review during Staff Development Days.
- Strengthening of existing partnerships with ECU and Curtin Universities through university visits
- Continuation of Cluster POLTs as they develop planning and implement strategies 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.

Ashdale SC implements a range of measures to support families and individual students to ensure that their attendance at the College is as frequent as possible, and those accurate and sustainable methods of recording attendance are embedded. Since March 2020, the COVID-19 pandemic has caused significant disruption to education across the state, resulting in schools having limited numbers of students attending at times. This has required alternative learning programs and virtual classrooms to be implemented. 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 whole school attendance rate remained very close to State School and Like School averages.

The College implemented a range of strategies to ensure we know why students are absent when they miss their classes. These include SMS messaging, phone calls, SEQTA communication, discussions and meetings with parents/guardians, Mentor teachers and Year Coordinators. This early intervention is crucial to ensuring we can identify the obstacles students face, formulate attendance plans to address these issues and get them back in classes as soon as possible. These processes are driven by the data-driven and supported understanding that school attendance is a key indicator of positive student outcomes – the more they attend, the more successful they will be. Therefore, it was pleasing to see Ashdale significantly outperform public and like schools in our percentage of authorised absences in 2021, signifying our understanding of student absences when they occur.

	Authorised Absences	Unauthorised Absences
ASC	87%	13%
Like	75%	25%
State	65%	35%

Any improvement in attendance rates in such a challenging year can be seen as a positive. Therefore, it was pleasing to see an improvement in the attendance rates in Years 7, 9, 10, 11 and 12 in 2021. This can serve as a launching pad for continued improvement in student attendance moving into our next Business Plan cycle.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	89.7%	89.9%	87.2%	83.8%	88.8%	83.4%
2019	90.2%	87.6%	87.4%	82.7%	82.7%	80.4%
2020	89.8%	88.2%	86.6%	84.6%	85.3%	79.7%
2021	90.3%	86.1%	86.8%	85%	86.1%	83.1%



Considering the decreasing trend in student attendance across the College from 2017-2019, and through the involvement in the Attendance Innovation Pilot program, the College developed a Whole School Attendance Strategic Plan in 2020. The three foci of the strategic plan are;

1. Students want to attend College every day
2. Students and the community understand that attendance is important and directly linked to achievement

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 has been difficult; however, several strategies of the Attendance Plan implemented in 2021. These strategies included the frequent recognition of regular and improved attendance and increased communication with both students and parents/guardians regarding the importance of attendance and its impact on student achievement. There has been positive feedback from students, parents and the broader community concerning these strategies. 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.

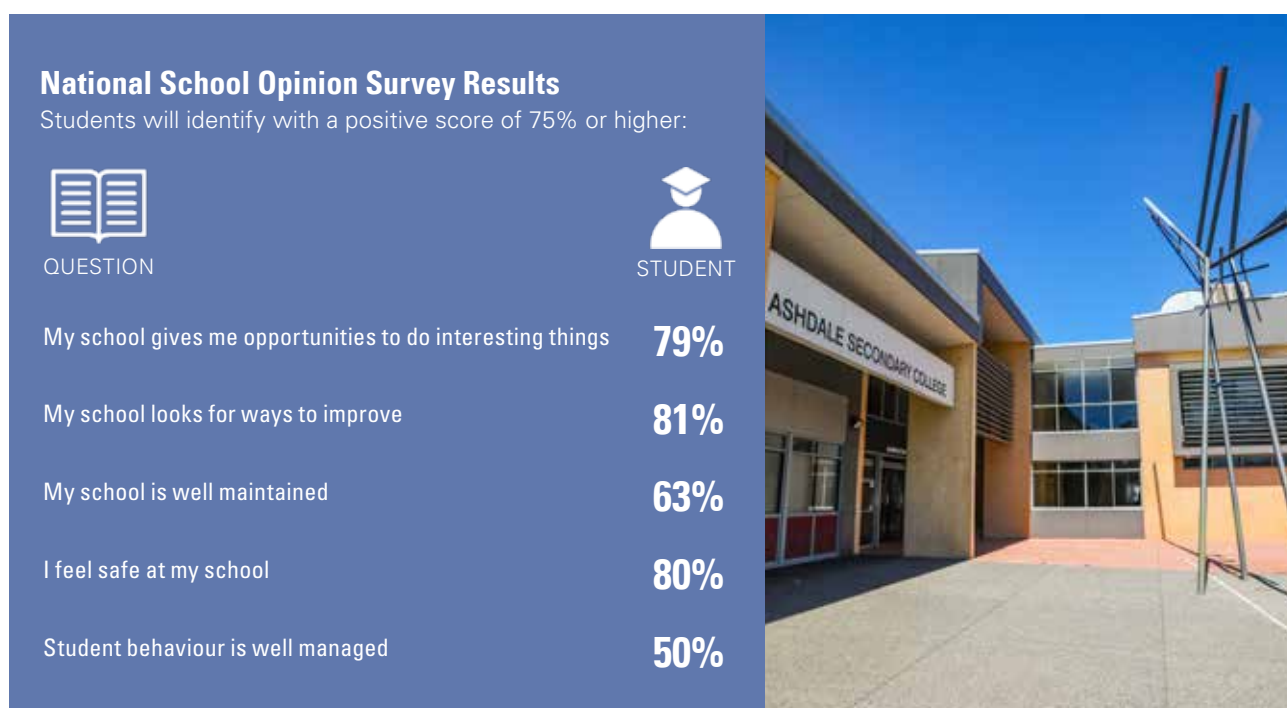
### **Recommendations:**

- Review and implementation of the Whole School Attendance Strategic Plan
- Mentor teacher, Year Coordinator and Program Coordinator focus on students in The Indicated Risk attendance category (80-89%)
- Development of ASC House System to increase 'connectedness' amongst the students
- Increase in Year Coordinator time in Year 10 by 0.2FTE, providing the continuation of support from Years 7, 8 and 9 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 (1,276) 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 can 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 the engagement and involvement of our students in all aspects of College life is embedded into the ethos and culture of Ashdale Secondary College. A large, effective, 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 leadership opportunities, students could develop specific leadership skills in the College and beyond.

The College continues to implement and facilitate broader avenues for student voice, including a Mentor Captain forum, a body consisting of over 70 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 the voice of our student body to improve outcomes concerning student wellbeing, behaviour, engagement and ultimately academic results. The Mentor Captain student body met twice a Term in 2021 to discuss positives and ways the College could improve and develop action plans to implement positive changes. This included designing a new student seating area, redesigning the House Logos, and our continued effort to reduce the amount of litter left behind after recess and lunch.

## Year 7 and 8 Wellbeing Survey

Young peoples' sense of wellbeing is an integral part of learning at Ashdale Secondary College. In Term 3 of 2021, Year 4 – 9 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-school activities. The College used the information collected to plan for students' needs and support programs to support young people's health and wellbeing. The below data is taken from the Wellbeing and Engagement Census 2021 and compares Ashdale SC to Western Australian schools.

	Absence of Physical Bullying	Absence of Cyberbullying	Absence of Social Bullying
ASC	69%	78%	59%
MEAN	64%	74%	50%

Throughout 2021 the College implemented 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. Numerous events, incursions and excursions such as Biology and Earth camps, Geography Field Trip, Outdoor Education activities and many others provided students with opportunities to engage with others and experience something new. Our range of interstate and overseas tours was postponed in 2021, though we remain on standby for implementation for future cohorts when the travel situation allows it.



The College continues to review and implement actions from its maintenance plan, supported with extensive College funds to ensure that all aspects 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 student 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 shaded seating near the transportable. 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.

A well-established and multi-faceted transition program, spanning Years 4 - 6 in our Cluster, provides students many opportunities to attend Ashdale Secondary College before the final move to ensure 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 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 Learning Review practices through the LEARN & GROW model.
- Gathering information from Lead Captains, Mentor Captains and the Student Leadership Team throughout the year to support College planning.
- Updates to the Year 7 Area to provide more shade and seating and redesign the area's aesthetics to be more student-friendly.



### 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 2021, 198 staff were employed, comprising 131 teachers and 67 support staff. Ashdale Secondary College had a total salary bill of \$18 million, which equated to 85.78% 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). 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	2
Bachelor Degree with Honours	7
Bachelor Degree	55
Bachelor of Education	45
Bachelor of Arts: Education (3 years)	13
Graduate Diploma	45
Post Graduate Certificate	25
Master of Teaching (2 years)	5
Graduate Certificate	1
Diploma	4
Certificate IV Training and Assessment	23
Certificate IV	11
Certificate III	9
Certificate II	5
Certificate I	1
Trade Certificate	1

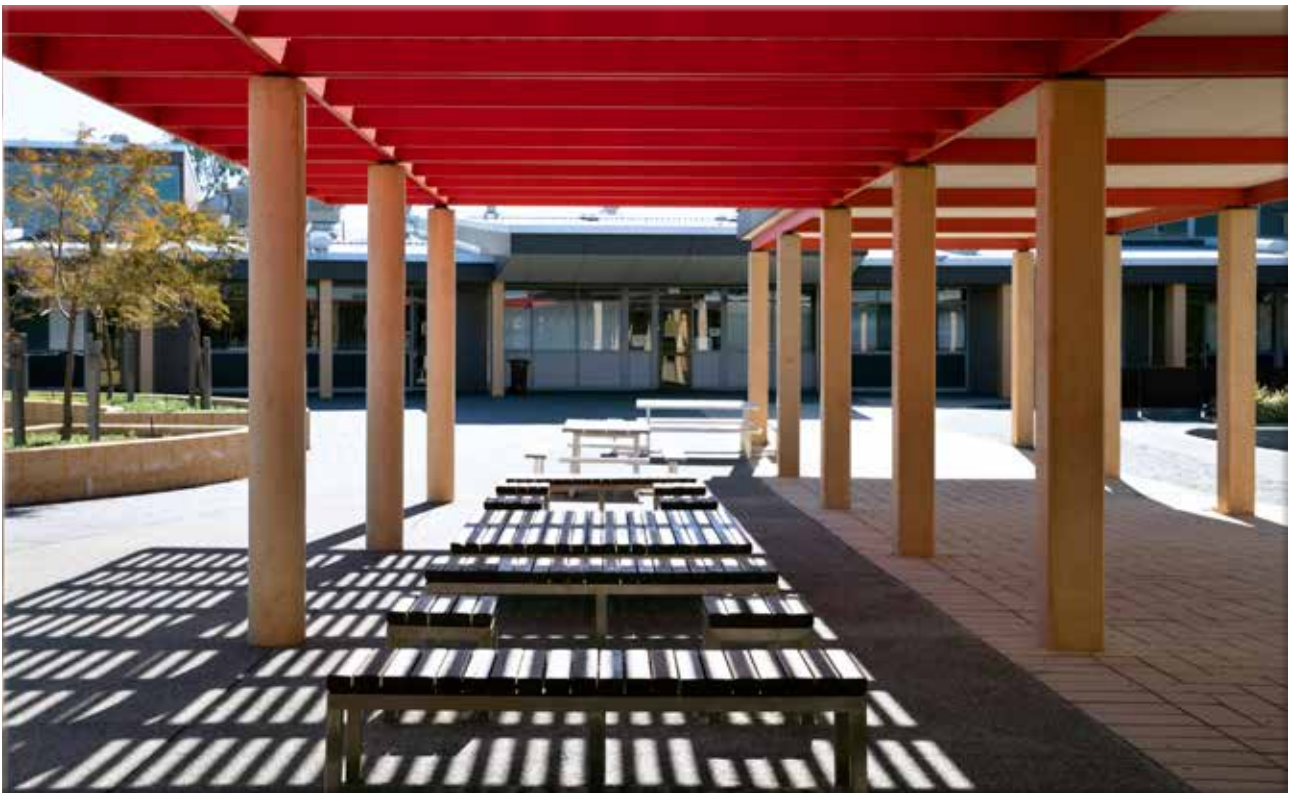


Ashdale SC has a focus on career development for all staff. In 2021, there were six Level 3 Classroom Teachers, with several staff members working towards attaining this qualification and one staff member being successful. Level 3 Classroom Teachers are exemplary teachers recognised and rewarded for their exceptional teaching practices. They play an essential role at the College in providing and supporting high-quality teaching and leadership. Also, 30 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 various initiatives around mentoring, teacher development and other vital priorities with the College. Four staff achieved this accreditation in 2021. 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, 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 allow 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 2021, 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 we have three staff who have completed courses to teach an additional ATAR subject.

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

Throughout 2021 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 22 teachers. We maintained or increased our number of placements at the other universities with Curtin (7), Notre Dame (6) and UWA (6).



In 2021 we hosted ECU 'Scholar in Residence' students again, with two students completing the program at the College. 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 ten-week education research units supported by a mentor teacher and other staff at the College. We also hosted two interns from Curtin University. Our successful partnership with universities and commitment to developing the next generation of teachers is evidenced by the number gaining employment at the College.

Late 2020 saw the College invited to participate in the STEM Hub initiative whereby four secondary schools are selected to provide high-quality placements for pre-service teachers in STEM and provide STEM professional learning opportunities for pre-service teachers. We offered over 15 professional learning sessions and provided many opportunities for pre-service teachers to observe and participate in our specialist program classes. Over 59 pre-service teachers attended our sessions, including one we offered and who accepted a position at the College for 2022. In 2021 we extended our partnership with Curtin University establishing an initiative that enables Curtin students to observe a lesson in our state of the art observation classrooms and listen to a live commentary by a member of our Teaching and Learning Team. We aim to expand this to UWA in 2022.

Of the 2021 teaching staff, over 25% 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. At the completion of 2021, we recruited six new Ashdale teaching staff for 2021 who were formerly pre-service teachers at the College. With over half of the College teaching staff nominated to be mentor teachers, this demonstrates the high level of commitment and value we place on this program. Our program expanded to incorporate new mentors in our growing list of 42 teachers hosting pre-service teachers in 2021. We also took the opportunity to offer placements to students from ECU completing the Community Education Links Program. We hosted five students who completed 20 hours in our SALP to build their understanding of specialist support programs for students with special needs.

### **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

College teaching staff completed the National School Staff Survey in 2020. Our strength in this area is affirmed with 99% of staff again responding positively to the statement 'this school looks for ways to improve'. The College has vital planning that embeds reflection and review, focusing on improving everything we do. The College has a multi-layered approach to supporting staff. This 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 2021, 13 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 13 staff have completed CMS: Instructional Strategies for Engagement through Statewide Services. Additionally, two staff members successfully completed the CMS Presenter Course. Another staff member completed 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.

Staff support commences with a comprehensive Staff Induction Program, including a high level of support provided to teachers beginning and in the early stages of their careers. Staff are also supported through access to Professional Learning at a whole College and individual level.

#### **Recommendations:**

- Expand the in-house CMS professional development opportunities to include a One-to-One Coaching model.
- 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.





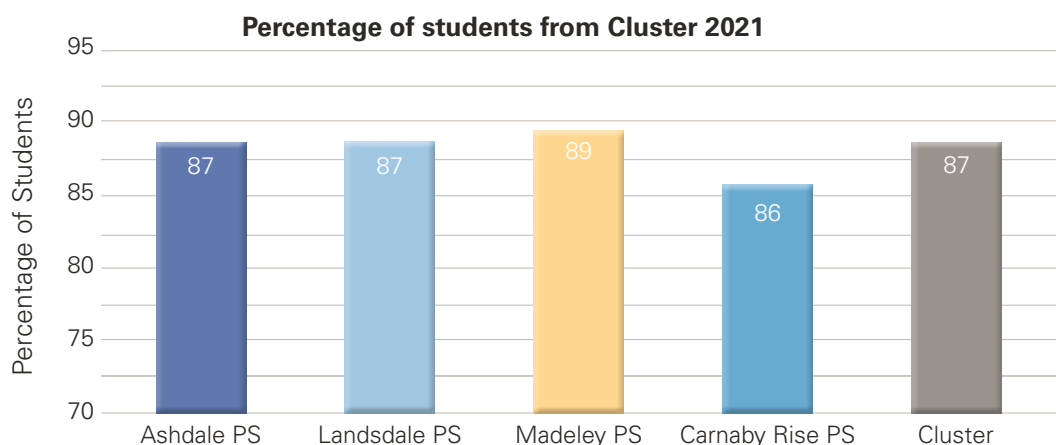
# PRIORITY 4: Community Engagement and Educational Partnerships

## 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 1,750, 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 schools' shared focus, resulting in strong leadership and understanding of priorities and better communication to the wider cluster community.

The continuation of the PoLTS (Phase of Learning Teams), with a renewed focus on Reading across all K-12 PoLTS, have 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, and during 2020 these were rewritten with a focus on a reading model that applies across all educational settings. In 2021, each school continued to work together to devise common strategies following the Before During and After (BDA) approach to improving reading proficiency at all year levels.

A highly 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 complete program 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, have ensured that our Cluster retention is high, with 87% of students transitioning from Cluster Schools into the College.



### Recommendations:

- Continuation of the third 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 (five schools, one learning environment) from primary schools to the College.
- Implementation of 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

The College achieved this target, increasing the percentage of students who gained further education and the workforce. The 2020 cohort increased this percentage by 7.7% compared to the 2019 cohort. This data is obtained through the Year 12 Intentions and Destinations survey conducted by the Department of Education. 79% of the 2020 cohort responded to these surveys, providing a reliable indication of the pathways students have engaged in post-schooling. Whilst there was only a minimal increase in the number of Ashdale students engaged in further education, it is a significantly higher average than State Schools. It is positive to see students continuing their education and training, 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 their chosen paths. There was a significant increase in the percentage of students employed, reflecting the strong labour market in Western Australia generally and the positive role of Ashdale's Careers and Enterprise courses and Workplace Learning Program in preparing our students for the workforce.

	Ashdale SC		State Schools	
	2020	2019	2020	2019
University / Further Training	69.7%	68.8%	51.3 %	56.3%
Employment	16.3%	11.7%	19.5%	17.7%
Deferred Study/Training	9.9%	7.7%	9.4%	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 Workplace Learning
- University Preparation Course information and enrolment seminars
- Senior School Enrichment Program
- ECU UniReady Course
- Futures program
- Presentation from external providers (TAFE, Universities)
- Portfolio pathways
- Try a Trade
- Profile courses offerings and support

### Recommendations:

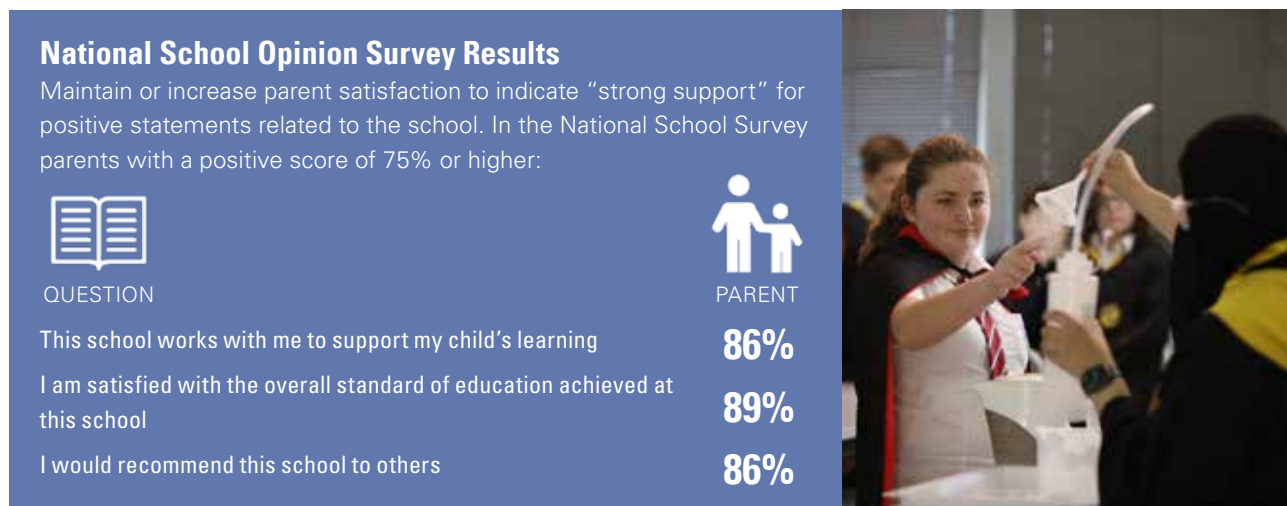
- Process for post-school tracking of student pathways developed.
- Increased mentoring, goal setting and pathway planning with Senior School students.

## TARGET 4.3 Maintain or increase parent satisfaction to indicate “strong support” for positive statements related to the school:

- 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 it is capable and responsive. 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 vital feedback regarding the College. A snapshot of the data collected can be seen below.



Strong and open communication between the College and home is crucial to maximising student success, and 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 regularly provides information relating to educational activities and events. The College Website was regularly monitored and maintained throughout 2021 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, and the College featured in the Wanneroo Times and other print media for events and academic achievements.

Community events such as Parent Teacher BBQ, Dance and Drama showcases, Ashdale Showcase, Music Showcase, School Tours, Cyber Safety, Triple P 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 which is over five hours ensures that more parents can attend the event.

College staff continued to use a range of online platforms in order to provide a very high standard of online learning and were prepared should the need have eventuated.. A continuity of learning plan was developed however we were lucky the situation in Western Australia meant the effects of the COVID-19 pandemic on attendance to the school site was for short time only.

### 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
- Continued use of our Facebook page to promote successes and events at the College
- Continue public relations through the publication of College articles in local newspapers

# FINANCIAL REPORT

## As at 31 December 2021

Our compulsory charges collection rate for all years in 2021 was 77.91%, inclusive of the Education Program Allowance received. This was 4.12% higher than 2020 at 73.79%.

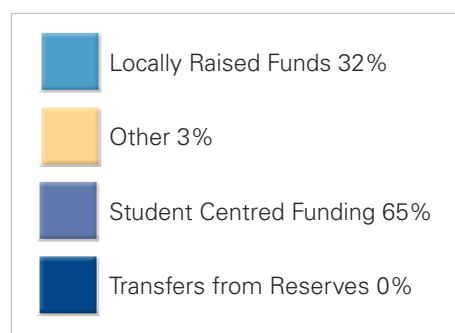
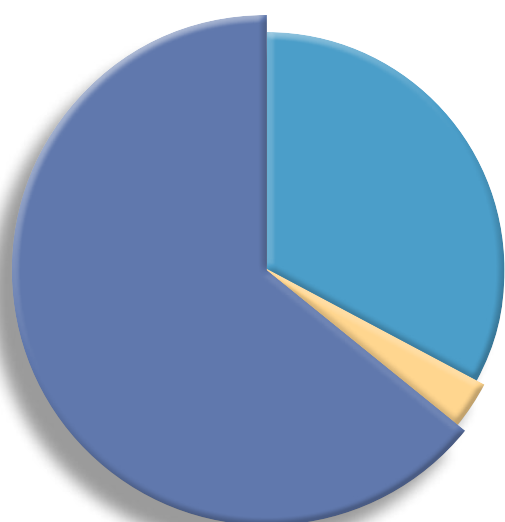
The voluntary contributions collection rate for 2021 was 81.78%, inclusive of the Education Program Allowance. This was 3.54% higher than 2020 at 78.24%.

Considering COVID-19 brought financial hardship to many families in WA, the College achieved an increase in both charges and voluntary contributions, showing continued support by our families and community.

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

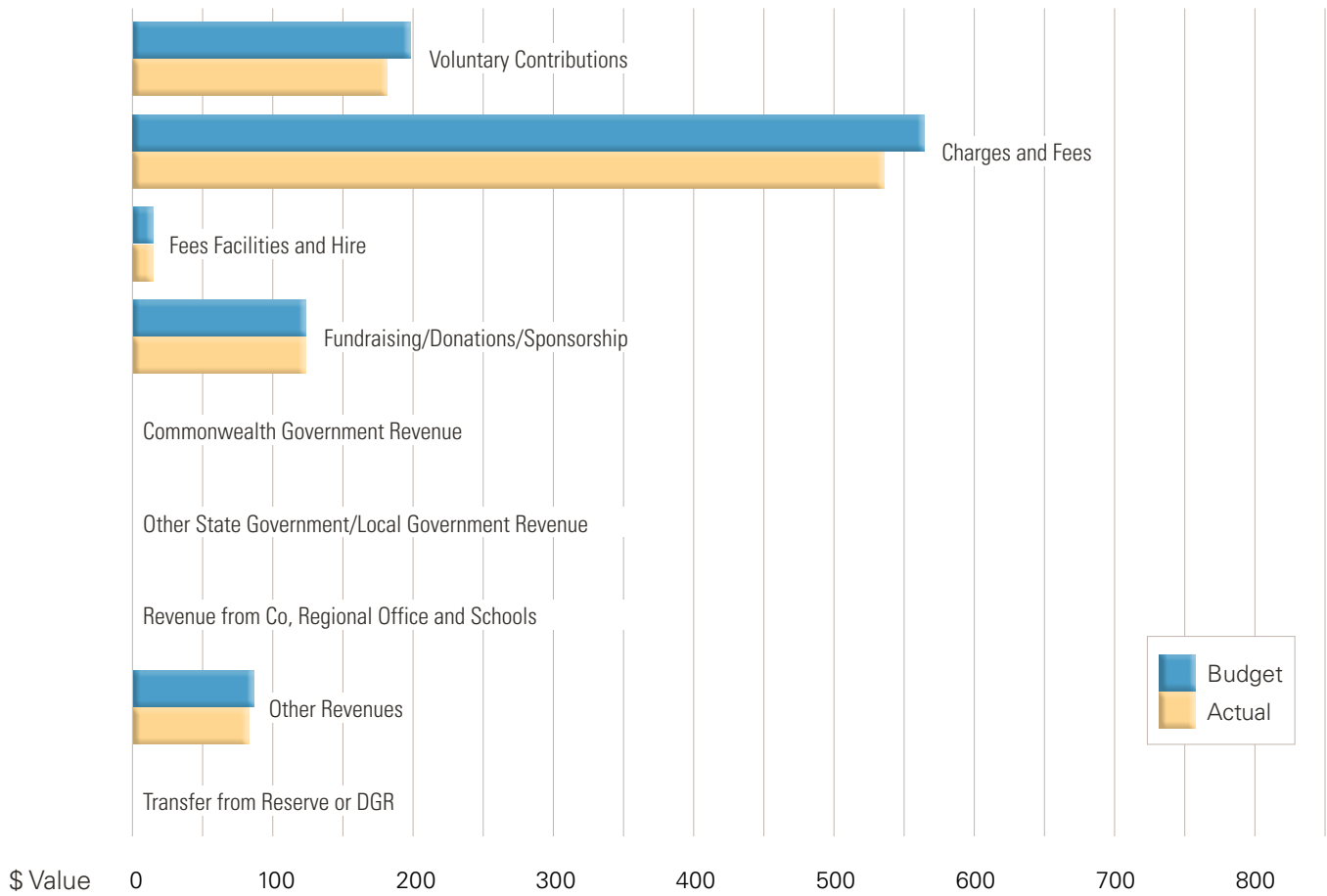
Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$195,814.00	\$178,867.00
2	Charges and Fees	\$562,091.50	\$534,720.85
3	Fees from Facilities Hire	\$8,500.00	\$8,500.00
4	Fundraising/Donations/Sponsorships	\$118,324.45	\$118,326.95
5	Commonwealth Government Revenues	-	-
6	Other State Government/Local Government Revenues	-	-
7	Other Revenues	\$82,227.75	\$74,470.37
8	Transfer from Reserve or DGR	-	-
<b>Total Locally Raised Funds</b>		<b>\$970,957.70</b>	<b>\$914,885.17</b>
Opening Balance		\$333,617.33	\$333,617.33
Student Centred Funding		\$1,680,276.64	\$1,680,276.64
<b>Total Cash Funds Available</b>		<b>\$2,984,851.67</b>	<b>\$2,928,779.14</b>
Total Salary Allocation		\$19,402,912.00	\$19,402,912.00
<b>Total Funds Available</b>		<b>\$22,387,763.67</b>	<b>\$22,331,691.14</b>

Current Year Actual Cash Sources



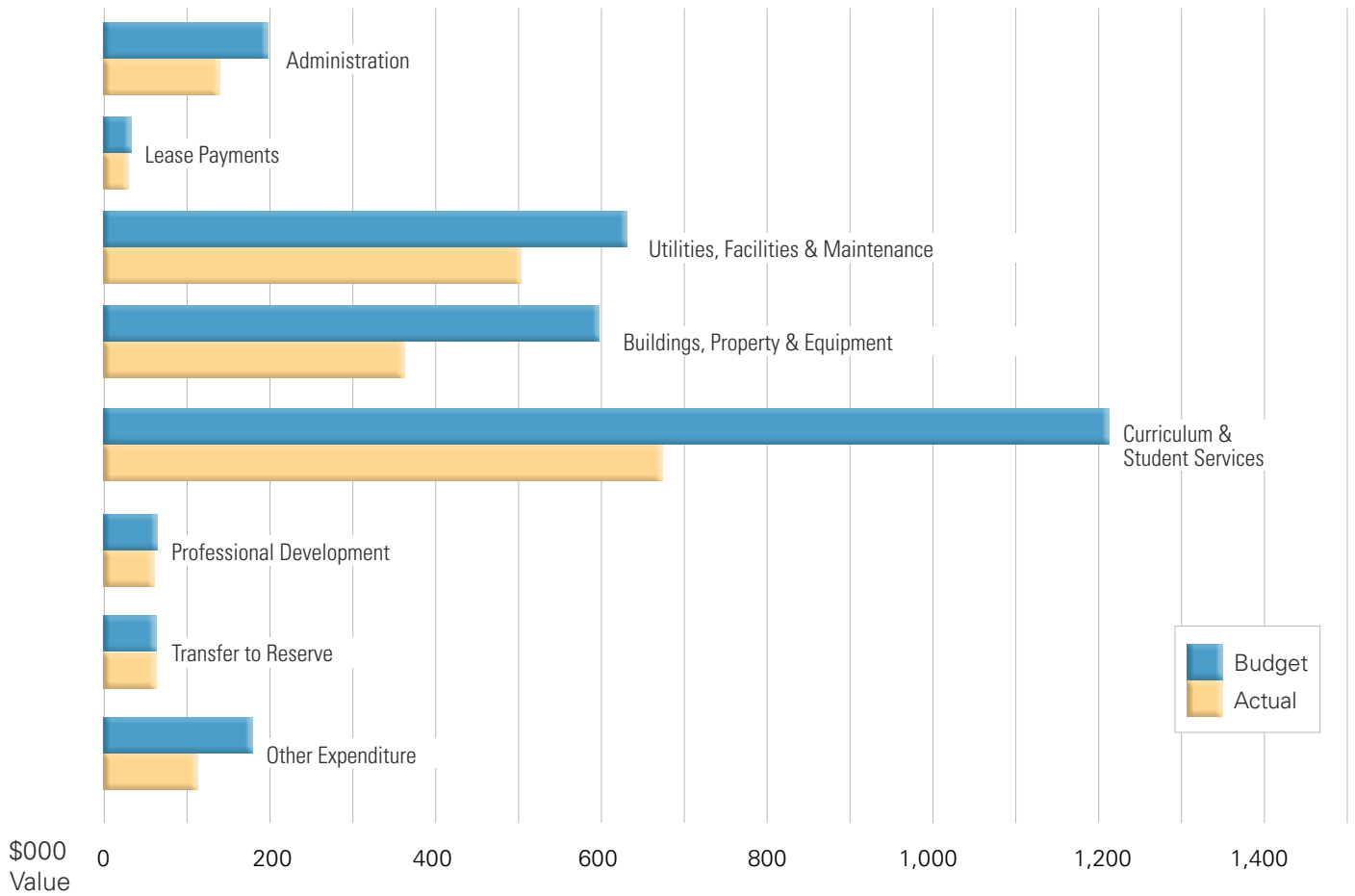


### Locally Generated Revenue - Budget vs Actual

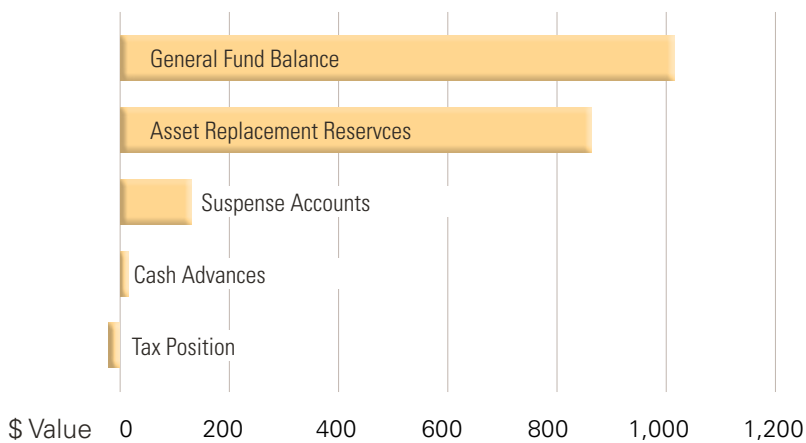


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$197,386.76	\$136,900.58
2	Lease Payments	\$16,661.00	\$15,864.36
3	Utilities, Facilities and Maintenance	\$616,964.67	\$473,362.30
4	Buildings, Property and Equipment	\$597,046.87	\$350,398.28
5	Curriculum and Student Services	\$1,277,601.13	\$683,135.38
6	Professional Development	\$53,377.00	\$51,789.43
7	Transfer to Reserve	\$54,801.11	\$54,801.00
8	Other Expenditure	\$171,013.50	\$109,663.49
	<b>Total Goods and Services Expenditure</b>	<b>\$2,984,852.04</b>	<b>\$1,875,914.82</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$18,019,246.00</b>	<b>\$18,019,246.00</b>
	<b>Total Expenditure</b>	<b>\$21,004,098.04</b>	<b>\$19,895,160.82</b>
	<b>Cash Budget Variance</b>	<b>(\$0.37)</b>	<b>\$0</b>

### Goods and Services Expenditure - Budget vs Actual



### Cash Position



Cash Position at: 31 December 2021		
	Bank Balance	\$2,011,237.76
1	General Fund Balance	\$1,052,864.32
2	Asset Replacement Reserves	\$863,462.31
3	Suspense Accounts	\$126,749.13
4	Cash Advances	(\$300.00)
5	Tax Position	(\$31,538.00)
	<b>Total Bank Balance</b>	<b>\$2,011,237.76</b>

**Ashdale**  
Secondary College



"Achieving a Positive Future"

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