



Ashdale  
Secondary College



"Achieving a Positive Future"

ASHDALE SECONDARY COLLEGE  
**2022 ANNUAL REPORT**



### 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.
- Cooperation:** 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 represents a small component of the total reporting process that is undertaken by the College. As an Independent Public School, Ashdale Secondary College develops a Business Plan together with an Operational Plan. The Principal has entered into a Statement of Expectations with the Director General. This Plan and Agreement has been endorsed by the College Board. The 2022 Annual Report reflects the College’s Priorities and Targets, as outlined in the 2022 - 2024 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 and progress.

### College Board Endorsement

The 2022 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board 13 March 2023 and endorsed by Ian Brotherton on 30 March 2023.

### College Information

**Principal:**  
Jacquie Bogunovich

**College Board Chair:**  
Ian Brotherton

## COLLEGE OVERVIEW

The 2022 school year began with the continued impact of COVID-19 on College operations. Our students and staff were required to wear masks, people were queuing for vaccinations, and much of our time in the early part of the year was spent identifying close contacts of positive cases in both students and staff. There were many occasions when we had up to one-third of our workforce out with COVID and, over time, more than half of our students tested positive at some point. Throughout the year, students pivoted backwards and forwards to online learning as they recovered from COVID, and our staff managed to ensure they stayed on track and on task to complete their courses. The College also became the hub of close contact and positive case identification, the community distribution of RAT tests, and ensuring the air in the classrooms was circulating and ventilated.

We are very fortunate to be part of a community that pulls together in such challenging times, and whilst the year threw up many hurdles to overcome, our staff and students – with the support of the greater Ashdale community proved their resilience on countless occasions across the year by adapting and working within the ever-changing environment. It really is a testament to the wonderful staff at Ashdale Secondary College that teaching and learning continued as it did – and the data from 2022 tells a story of students who were not just surviving but flourishing!

A testament to our ability to overcome these challenges is that the 2022 student achievement data represents an outstanding set of outcomes for our students, notwithstanding that the Class of 2022 were in Year 10 as the pandemic took hold – COVID-19 had impacted their entire senior school experience!

As in previous years, throughout 2022, 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 within the Ashdale Cluster of schools. (Excitingly, our Cluster has now grown to six schools, including Landsdale Gardens Primary School). Evidence has shown us that the longer a student remains in the Ashdale Cluster, the more successful they will be at the end of Year 12.

In 2022 our Year 12 students achieved outstanding results, including maintaining our median ATAR in excess of 80. The College achieved 81.25 as a median ATAR, outperforming our Like Schools at 78.52 and commensurate with all Public Schools at 81.9. Our WACE achievement rate at 95% outperformed both Like Schools at 91% and Public Schools at 89%. One (1) very high-performing Ashdale SC student achieved an outstanding ATAR of 99+. A further 19 students achieved an ATAR between 90 and 99. Ashdale SC Year 12 students earned four (4) Certificates of Distinction and 14 Certificates of Merit. We also achieved a Subject Exhibition for Earth and Environmental Science. This award is given to the highest achieving student in the course in the state – a remarkable achievement. We were delighted to see 75% of our ATAR students receive an ATAR of 70+, meaning these students could gain 'front door' entry into most universities in WA. Many of our students also took advantage of early offers due to enrolment changes made by universities in response to COVID-19. Ashdale SC offered 16 different General courses, and our students performed exceptionally well in comparison across the state. Our VET programs were highly successful, with 120 students completing courses ranging from Diploma level, Certificate IV, Certificate III, and Certificate II.

As the College will continue to grow over the coming years, planning has begun for the promised \$29.7 million upgrade to accommodate our increasing numbers. These facilities will enable us to continue providing world-class educational opportunities in purpose-built facilities, and we anticipate this build to go to tender in 2024. In the meantime, the College has undertaken several improvements to various learning spaces throughout 2022.

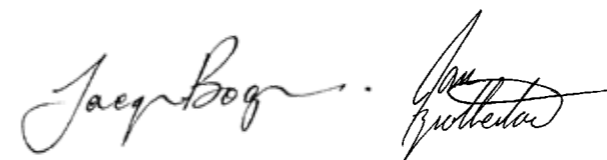
These include completing the upgrades to our gymnasium floor with a state-of-the-art 'rebound impact' surface, providing an all-purpose shade structure to our Specialist Autism Learning Centre and planning to provide a large shade structure to the Year 7 outdoor area for both recreational and teaching and learning purposes.

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. These activities were celebrated and supported, with ASC winning one of Educator Magazine's 5-Star Innovative School Awards for 2022. Links with the Cluster Primary Schools continued providing a Science and STEM curriculum to these students as extension activities. Our popular STEM Girls Day Camp saw 81 Year 4 and 5 students from our Cluster Schools participating in a weekend of targeted STEM activities with mentors from STEM professions. Ashdale SC has continued to be recognised as a leader in the STEM arena with our continued recognition as a Teacher Development School in STEM in 2022.

A particular area of focus for the College throughout 2022 and the years going forward is the revamping of our House system and the collective connectedness we strive to achieve as our numbers climb. Research indicates that the need for students to feel a sense of belonging and support at school is paramount to their success. As the College numbers rise to 2,000+ in the years to come, we are committed to ensuring this initiative supports the spirit and values of the College and the community. This work has begun with the introduction of House sports shirts being available for purchase, House Mentors in Year 7 and Year 8 and, starting with our Year 7 students, the development of House Captains. House competitions ran throughout the year, and points were awarded for various endeavours linked to our values, including Respect, Cooperation and Independence. I look forward to the entire Ashdale SC community embracing the spirit of the Houses and enjoying some healthy competition and House pride.

2022 really was an amazing year – as my first full year as Principal of Ashdale Secondary College, how the whole College staff and the community were prepared to work together to ensure that we could overcome every barrier and obstacle was indeed a demonstration of the true grit, commitment and collaborative connection with the entire ASC community. I would like to extend my thanks to the motivated, caring and talented ASC staff, our wonderful and supportive College Board, our active P&C, our students and, of course, our parents and caregivers.

I look forward to our continued success into 2023 and beyond.



Jacquie Bogunovich  
Principal

Ian Brotherton  
College Board Chair

# 2022 COLLEGE HIGHLIGHTS

Recognised in The West Australian newspaper for outstanding achievement in Mathematics Specialist.



Eloiza's (Year 12) painting "The Greatist Artists" won a position in the 2022 Young Originals Art Exhibition.



Senior Boys Basketball Team reached the SSWA all schools grand final.



Recognised as a 5-Star Innovative School by The Educator Magazine.



WA sculptor Greg James formally opened the annual art exhibition in the Galileo Theatre.



95

Eight students added to the 95 High Achievers Club.

Raised in excess of

\$1,600



for No Limits Perth.



81.25

2022 median ATAR score



## 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 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.

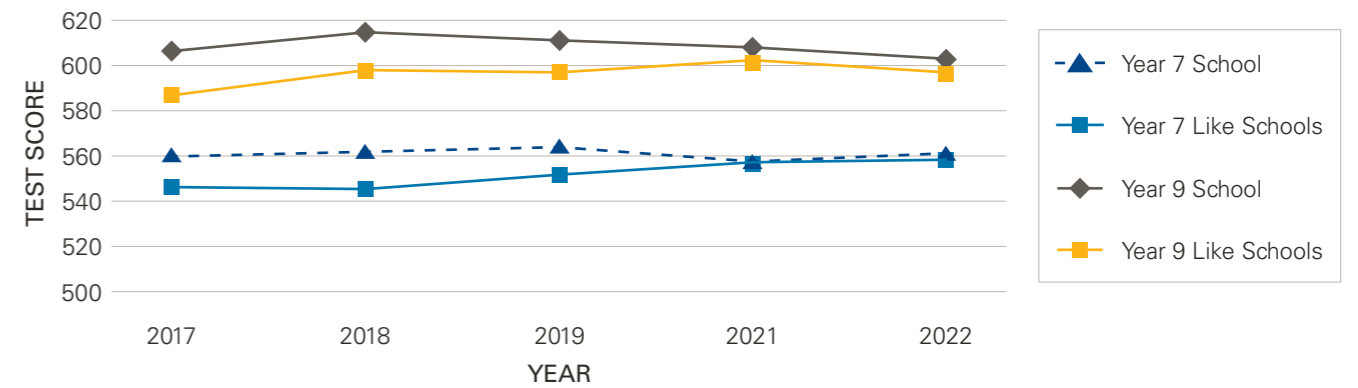
The Ashdale Cluster of schools has continued to work collaboratively to develop skills and monitor progress across all year groups. Literacy and Numeracy remain a key priority of the Ashdale Cluster, and its teachers have access to NAPLAN student data from Year 3 onwards, ensuring evidence-based targeted strategies are employed.

The College has actively implemented strategies to ensure it continues to achieve high performance in NAPLAN testing included, but not limited to the:

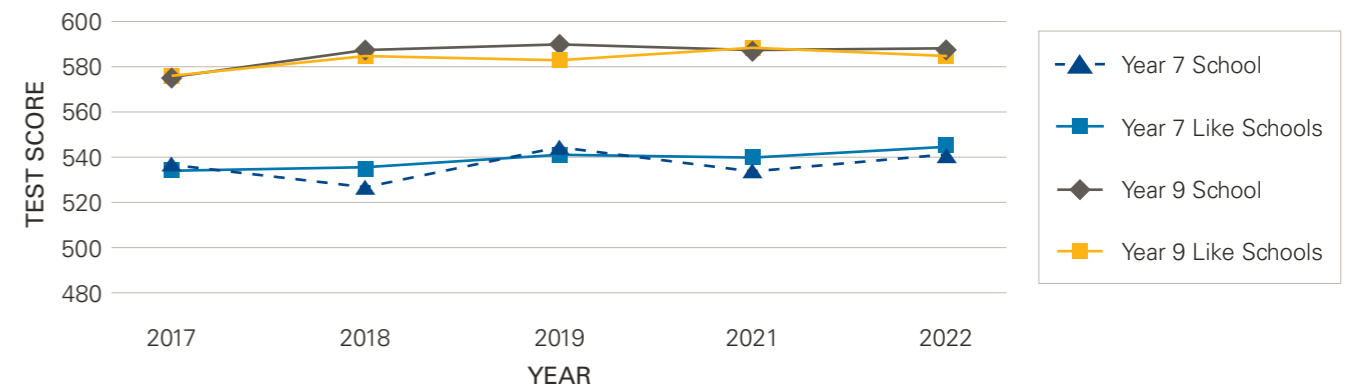
- Literacy and Numeracy NAPLAN conferencing (3.4 FTE in 2022);
- NAPLAN support classes focusing on Literacy and Numeracy;
- NAPLAN pre-testing and analysis;
- The extensive use of the Lexile Reading Program, which assists in measuring students' current reading level and extends vocabulary and comprehension, has also aided in the success of the NAPLAN results.



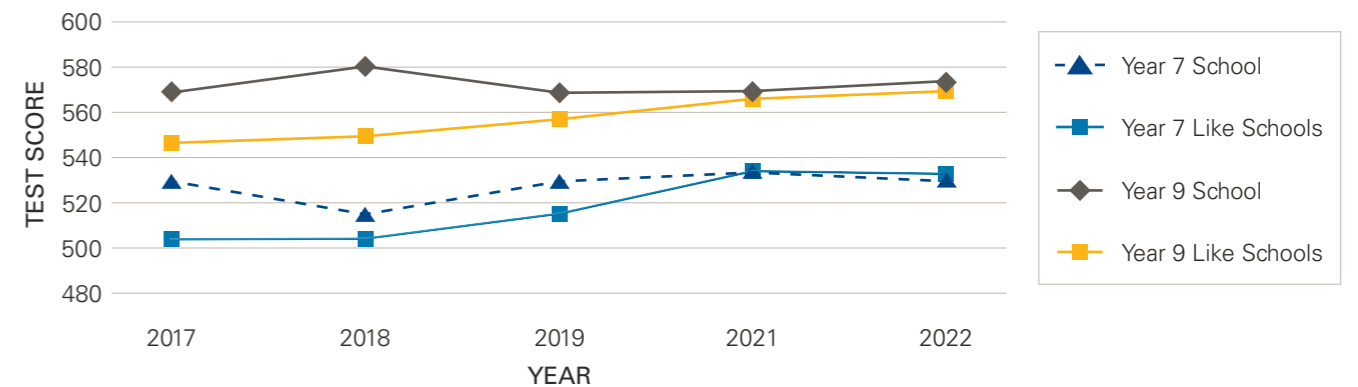
**NAPLAN Average Numeracy Score**



**NAPLAN Average Reading Score**



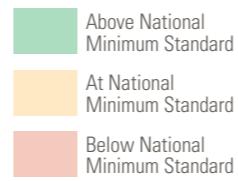
**NAPLAN Average Writing Score**



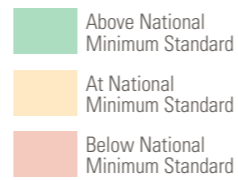
The average test scores for Year 7 Numeracy and Reading increased from 2021 to 2022 but decreased in Writing, with all three (3) scores in line with the College's five (5) year averages. In Year 9, the average scores for Reading and Writing increased from 2021 to 2022; however, they slightly decreased in Numeracy. The Year 9 scores are all at or above the long-term average at the College and equal to or above Like Schools.

In 2022, 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 70% compared to 60% in Numeracy, 57% compared to 56% in Reading, and 52% compared to 46% achieving Band 8 or higher in Writing.

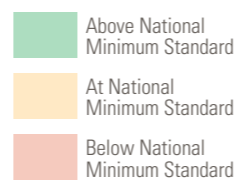
Band	NAPLAN Score Range	Numeracy Proficiency Bands							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					10%	9%	9%	6%
9	634 - 685	15%	14%	17%	15%	21%	18%	21%	20%
8	582 - 633	20%	21%	20%	22%	38%	37%	40%	34%
7	530 - 581	33%	30%	29%	27%	23%	27%	23%	28%
6	478 - 529	19%	21%	19%	21%	9%	8%	7%	10%
5	426 - 477	9%	8%	10%	10%	1%	2%	1%	1%
4	374 - 425	3%	5%	4%	5%				
3	322 - 373								
2	270 - 321								
1	Up to 269								



Band	NAPLAN Score Range	Writing Proficiency Bands							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					3%	4%	4%	6%
9	634 - 685	5%	5%	6%	7%	10%	10%	13%	11%
8	582 - 633	20%	21%	16%	19%	35%	32%	35%	29%
7	530 - 581	26%	29%	28%	28%	31%	30%	27%	30%
6	478 - 529	30%	27%	28%	26%	13%	17%	12%	17%
5	426 - 477	14%	13%	16%	14%	9%	8%	9%	9%
4	374 - 425	5%	5%	6%	6%				
3	322 - 373								
2	270 - 321								
1	Up to 269								



Band	NAPLAN Score Range	Reading Proficiency Bands							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above					4%	5%	5%	6%
9	634 - 685	6%	7%	8%	8%	18%	19%	14%	18%
8	582 - 633	19%	21%	17%	20%	33%	32%	38%	32%
7	530 - 581	28%	30%	32%	32%	28%	29%	28%	27%
6	478 - 529	29%	27%	29%	27%	14%	11%	9%	11%
5	426 - 477	12%	10%	12%	9%	4%	5%	5%	6%
4	374 - 425	6%	5%	2%	3%				
3	322 - 373								
2	270 - 321								
1	Up to 269								



The number of students in Year 9 below the minimum standard was equivalent to Like Schools for Writing and Numeracy and slightly below for Reading (5% compared to 6%).

In Year 7, more students achieved in Band 7 or higher when compared with Like Schools, with 66% compared to 64% in Numeracy.

**Recommendations:**

- Continue to use data and explicit teaching of Literacy and Numeracy skills in English and Mathematics classrooms, focusing on improving reading skills.
- Continue to use the established 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.
- Implement targeted Literacy and Numeracy strategies, especially those that support writing improvement, across every classroom and Learning Area.
- Ensure the College’s Literacy & Numeracy Committee continue as a support source for teachers and offer professional learning on a Termly basis.
- Address Cluster priorities and implement data-driven strategies to improve Literacy and Numeracy through ongoing collaboration and data-sharing.
- Expand the trialling of the Brightpath program to build Literacy and Numeracy skills in students.





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

As part of the College’s 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 (DoE), are systematically analysed to determine trends and areas for improvement.

In 2022, Year 7 students performed well across several Learning Areas compared to Like Schools and State Schools, achieving higher A-C grades in English, Maths, The Arts, Humanities and Social Sciences, Health and Physical Education, and Technologies. The percentage of A grades achieved in Science, Humanities and Social Sciences, Languages, Health and Physical Education and Technologies exceeded those recorded in both Like and State Schools.

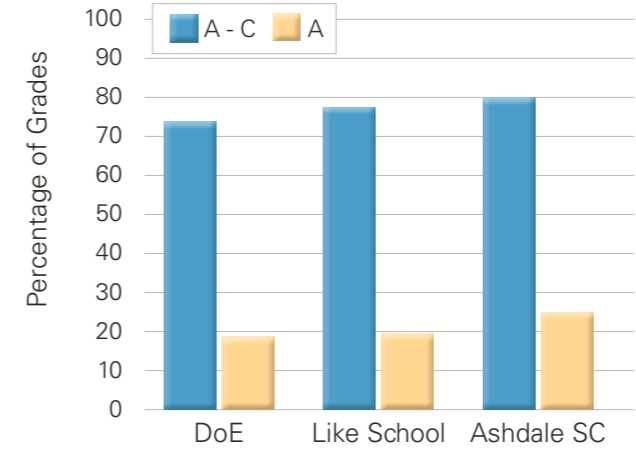
Students who achieve a C grade are deemed to have achieved the expected standard for that particular year group. In contrast, a student achieving a B or A grade demonstrates performance above or well above the expected standard for that year group.

The number of students in Year 8 achieving a C grade or higher was higher than Like and State Schools across English, Humanities and Social Sciences, Health and Physical Education, Technologies and The Arts. Students achieving an A grade in Year 8 at Ashdale SC outperformed Like Schools in Science and Technologies.

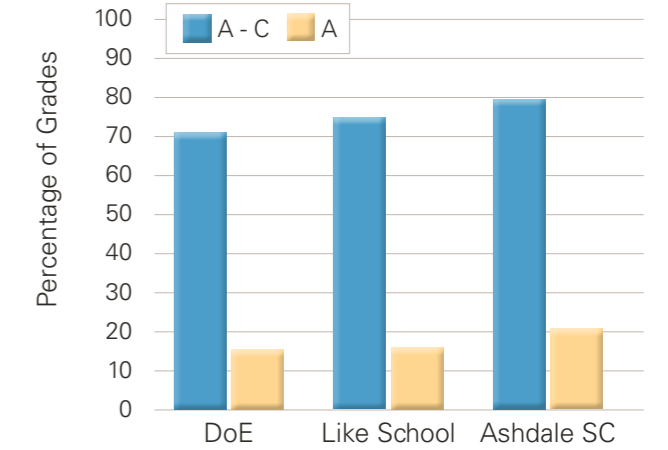
In the Year 9 cohort, performance again exceeded Like Schools in several areas achieving a C or higher grade allocation. The number of students in Year 9 achieving a C grade or higher was stronger than Like and State Schools across The Arts, Health and Physical Education and Technologies Learning Areas. Allocation of A grades was especially strong in the Science, Health and Physical Education and Technologies Learning Areas.

Students in Year 10 Mathematics, Humanities and Social Sciences, Languages, Health and Physical Education and Technologies outperformed both Like and State Schools in A-C achievement. Science, Humanities and Social Sciences all recorded a higher proportion of A grades than both State and Like Schools.

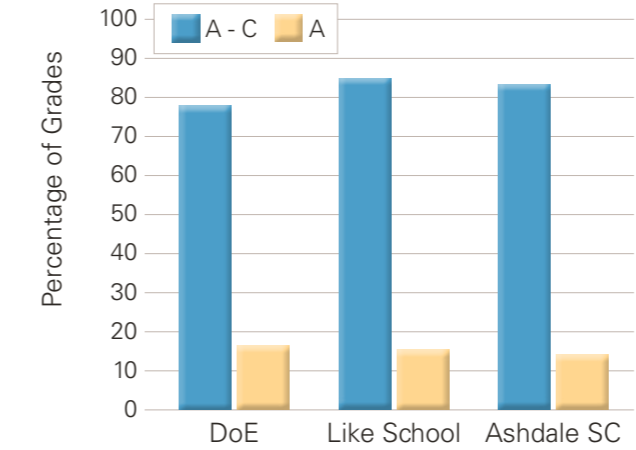
**Year 7 Grade Distribution: Science 2022**



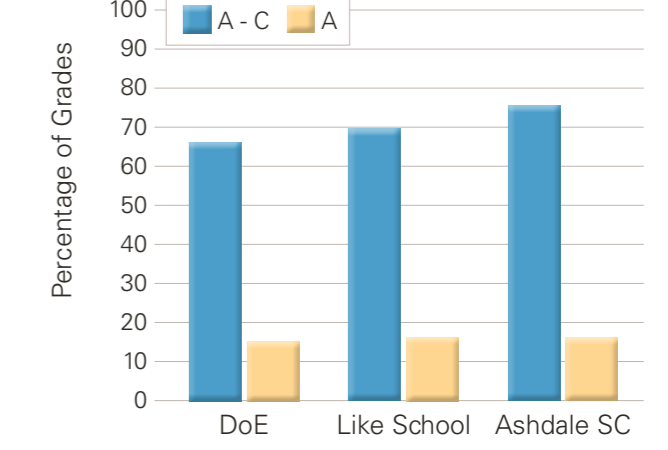
**Year 8 Grade Distribution: Humanities and Social Sciences 2022**



**Year 9 Grade Distribution: Health and Physical Education 2022**



**Year 10 Grade Distribution: Humanities and Social Sciences 2022**



**Recommendations:**

- Extensive use of WA Curriculum Grade A-E exemplars in Learning Area moderation to determine grade cut-offs accuracy and ensure an increased achievement of WA Curriculum A-C grades in Years 7 - 10.
- 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 available system and College data, such as P-10 analysis and previous NAPLAN when analysing student performance in Learning Area contexts.
- Ongoing collaboration with Ashdale Cluster schools to identify and address areas of improvement across all years from K-12.
- Expand the trialling of the Brightpath program to supplement the development of assessment, moderation and making judgments related to student achievement.
- Collaborative analysis of data to use as evidence in determining direction for progress and achievement as well as the alignment of teacher judgement data with Learning Area grade allocations.

**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**

The number of Year 12 students achieving the minimum Literacy and Numeracy standard at the College significantly exceeded both Like and State Schools in 2022. This success is related to the College’s comprehensive approach to Literacy and Numeracy and the ongoing implementation of the highly successful conferencing model.

The conferencing model continued into 2022, explicitly teaching students Literacy and/or Numeracy skills in small groups or one-on-one setting. This targeted approach utilises specific individual feedback from previous OLNA and NAPLAN assessments 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 supported each Learning Area by providing explicit Literacy and Numeracy strategies to be implemented throughout the year. This whole College approach supports students to meet the minimum Literacy and Numeracy requirements.

For the second year in a row, every student at Ashdale met the minimum Literacy and Numeracy standard. This 100% completion rate is outstanding, contributes to students achieving their WACE and exceeds the Like Schools (93%) average.

**Online Literacy and Numeracy Assessments (OLNA)**

Number of students who met the standard: count (%)

	2022	2021	2020
Reading	244 (100%)	237 (100%)	217 (100%)
Writing	245 (100%)	237 (100%)	213 (98%)
Numeracy	244 (100%)	236 (100%)	215 (99%)
Met Literacy and Numeracy requirement	244 (100%)	236 (100%)	213 (98%)

**Recommendations:**

- Use Year 10 as a key focus of the conferencing time allocation. Changes made by the School Assessment and Curriculum Authority (SCSA) allow students to undertake their first OLNA assessment late in Year 9 and will allow data-driven conferencing to occur with students for almost a year before they conduct their second sitting of OLNA at the end of Year 10.



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

Ashdale SC’s Year 12 WACE achievement rate and median ATAR exceeded Like Schools in 2022. This outperformance is exceptionally pleasing as there were significant interruptions to teaching and learning in Western Australia in 2022 due to the global COVID pandemic. This result 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
- achieve the required standard within their courses of study

The College’s WACE achievement rate of 95% was significantly higher than Like (91%) and State Schools (89%).

**WACE Achievement versus Like Schools**

	2022	2021	2020
Ashdale SC	95%	98%	96%
Like Schools	91%	92%	91%

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

Strategies offered in 2022 included;

Case management of all Students at Educational Risk (SAER)	Ongoing support provided to all SAER through teaching staff, Student Services, external partners, and parent/guardians collaboration.
Senior School Enrichment program	A variety of targeted lessons built into the Senior School timetable. Lessons covered various 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 were provided to Year 12s focussing on mental health and wellbeing. 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 were run by College staff across ATAR, General and Certificate courses.
Follow the Dream program	Polly Farmer Foundation-funded program 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 81 ASC students completed the WACE exams in 2022. This equated to 28% of the Year 12 cohort. This represents the same percentage as in 2021, demonstrating a stable pattern, with ~30% of our cohorts completing the ATAR pathway over the last five (5) years. The Class of 2022 achieved a Median ATAR of 81.25. This is only the second time in the College's history that the Median ATAR was above 81 (with 2021 being the last time) and confirmed our new median ATAR benchmark to be a minimum of 80 moving forward.

	Ashdale SC	Like Schools	State Schools
Median ATAR	81.25	77.22	81.9

### ATAR Triciles - percentages of students in the top, middle and bottom thirds of the State

The 2022 cohort consolidated the benchmark established in 2021, with Ashdale SC's overperformance in the Top and Middle thirds and underperformance in the bottom third. These excellent results demonstrate the Ashdale SC ATAR students do well in this pathway, with their scores allowing them to access the more competitive courses at university.

	Ashdale SC %			Like Schools %		
	2022	2021	2020	2022	2021	2020
Top third	25%	28%	15%	23%	26%	21%
Middle third	42%	39%	48%	31%	37%	34%
Bottom third	33%	33%	37%	46%	37%	44%

One (1) of our students, Jay Teli, achieved an ATAR of 99. This fantastic result places him in the top 1% across the state. We had a further 19 students achieve an ATAR of over 90, meaning 24% of our students were in the top 10% state-wide. 54% of our students achieved an ATAR of 80 or more, making them eligible for direct entry to all universities in Western Australia.

ATAR performance - count of students (% of ATAR students)	
99+	1 (1%)
90-98.95	19 (23%)
80-89.95	25 (31%)
70-79.95	14 (17%)
55-69.95	13 (16%)
<55	7 (9%)



In 2022, 22 Ashdale students received Schools Curriculum and Standards Authority Awards. Yves Monique Maney was the top student across the state in Earth and Environmental Science. Her final scaled score of 100 meant she won this course's Subject Exhibition and Certificate of Excellence. This was the fifth time in six (6) years that Ashdale has had the top student in the state in Earth and Environmental Science, and it is a testament to the outstanding work of our Science Learning Area.

**Certificates of Distinction:** A Certificate of Distinction is awarded to each eligible student who, in their last three (3) consecutive years of senior secondary WACE enrolment, achieves 190-200 points. The points are accrued from 10 Year 11 units and 10 Year 12 units of study. In 2022, four (4) students achieved Certificates of Distinction:

- Yves Monique Maney
- Jordan Taddei
- Jay Teli
- One (1) name not for publication

**Certificates of Merit:** A Certificate of Merit is awarded to each eligible student who, in their last three (3) 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 2022, the following 17 students achieved a Certificate of Merit:

- Owen Ansell
- Sienna Bailey
- Dhairya Bhagat
- Neha Bhudia
- Huynh Bui
- Nattellie Dao
- Loris Koknaris
- Kelvin Law
- Kayla Pellegrini
- Kanika Rawat
- Amelia Wilson
- Four (4) names not for publication

Strategies offered in 2022 by the College to achieve these outstanding results included;

Revision seminars	Seminars were 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 provides students access to externally run ATAR revision seminars. Students participated in these seminars in Semester 1 and Semester 2.
Mental Health and Wellbeing seminars	Several seminars were provided to Year 12s focussing on mental health and wellbeing. This year the College offered more seminars to assist students in managing stress and anxiety due to COVID-19.
Year 11 ATAR 'rollover'	Year 11 students commence Year 12 content in the Year 11 calendar year for more in-depth exploration of content and a more rigorous revision program prior to exams.
95 Club	Development of the 95 Club to include ongoing mentoring to high-achieving ATAR students.

### Recommendations:

- Implementing the Future Individual Pathway Planning program with all our Senior School students. This program allows students to be mentored and work one-on-one with staff to review current pathway progress and aspirations and set goals for their future.
- The new structure in Student Services, launched in 2023, will support enhanced case management, support and communication with students and parents to facilitate appropriate pathways and course enrolment for all our students.



**Target 1.5 Students who complete Year 9 in the STEM Institute will achieve their WACE with a median ATAR of at least 85.**

Ashdale Secondary College launched the STEM Institute in 2017 with an intake of 32 Year 7 students. The STEM Institute delivers an enriched and accelerated curriculum across Science, Technology, Engineering and Mathematics (STEM), nurturing high-achieving students to target career paths across various STEM professions. Curriculum delivery focuses on an interdisciplinary approach across STEM subjects. Lessons are designed around finding solutions to real-world problems. The STEM Institute develops critical thinking and problem-solving skills and creates an environment that promotes innovation, collaboration and an entrepreneurial mindset.

Students in the STEM Institute have access to tertiary and industry partners, exposing them to professionals within STEM fields. Participants can showcase their work in various forums, including expos, competitions and projects. Incursions and excursions are a valuable part of the program, enriching and enhancing the learning experience. In 2022, students within the STEM Institute were involved in the use and management of the Creative Lab and 3D Print Factory, provided access to Class Pads in Mathematics and the mechatronics workshop for laser cutting and prototyping.

The median ATAR for STEM Institute alums in 2022 was 88.05. It was very pleasing to exceed this target in the first year of the Business Plan, providing a baseline moving forward. Ten (10) of the cohort achieved an ATAR of 90 or above, demonstrating the strong foundation their involvement in the STEM Institute provided.

**Recommendations:**

- Monitor, case manage and mentor the STEM Institute cohorts as they progress through Senior School. This will occur through the Senior School Enrichment Program and 95 Club.
- Surveying of the students will be conducted to ensure student voice is heard, providing the College with feedback regarding the STEM Institute’s role in the student’s educational journey.

**Target 1.6 At least 85% of Year 12 students will be enrolled in two or more STEM subjects.**

STEM is an approach to learning and development that integrates science, technology, engineering and mathematics. Through STEM, students develop key skills, including problem-solving, creativity, critical analysis, teamwork, independent thinking, innovation, collaboration, and digital literacy. STEM is important because the global economy is changing. Current jobs are disappearing due to automation, and new jobs are emerging daily because of technological advances. The continual advancements in technology are changing how students learn, connect and interact daily. Skills students develop through STEM provide the foundation to succeed at school and beyond.

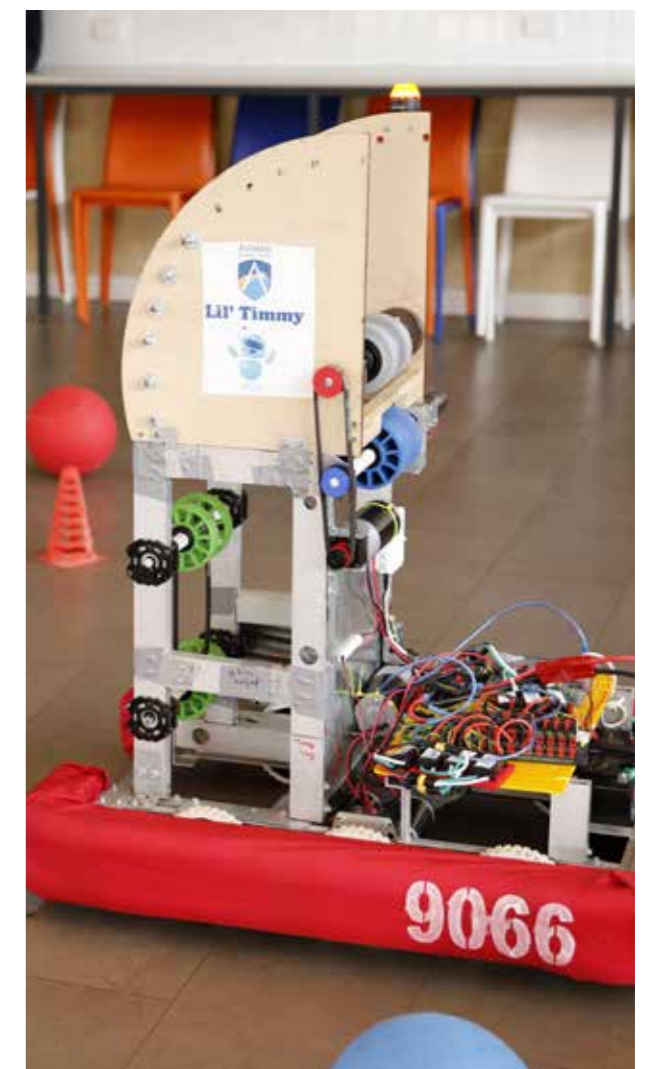
Employer demand for STEM qualifications and skills is high and continues to increase. Currently, 75% of jobs in the fastest-growing industries require workers with STEM skills. To be competitive, the Australian workforce needs people who can adapt to a changing workplace. STEM empowers individuals with the skills to succeed and adapt to this changing world.

STEM has been a Department of Education priority since 2016 and is embedded in the current “Building on Strength” future directions for the Western Australian public school system document. STEM is a historical and entrenched focus at Ashdale SC. This is evident in the high number of Year 12 students enrolled in STEM courses at the College. In 2022, 82% of students were enrolled in two (2) or more STEM courses. One hundred and twenty (49%) of our students were in three (3) or more STEM courses last year, highlighting the range and popularity of these courses at Ashdale.

	2022
2+ STEM courses	120 (49%)
2 STEM courses	82 (33%)
1 STEM course	42 (17%)

**Recommendations:**

- Focus on STEM within the General and VET student pathways. With the current increase in global commodities demand in minerals coupled with the historically low unemployment rates in Western Australia, this will help facilitate a positive future for many Year 12 students in tertiary education and industry. This is particularly relevant in the Ashdale context with approximately 70% of our Year 12 completing non-ATAR pathways.



## Specialised Autism Learning Program (SALP)

As a sizeable targeted initiative funded by the Department of Education, Ashdale Secondary College's Specialised Autism Learning Program is one (1) of eight (8) recognised secondary programs across Western Australia. The program supports a Program Coordinator (PC), 2.5 specialised teachers and 4.0 full-time education assistants. The 18 students (Years 7-12) selected as part of this program must have an autism diagnosis and may 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 Years 7 to 12, resourced by the School of Special Education Needs (SEN) in Western Australia.

The program provides education and support for the social/emotional development of students diagnosed with 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 homeroom teaching area, and within community settings.

During 2022, the SALP supported 18 students, including one (1) Year 11 (General pathway) and one (1) Year 12 (ATAR pathway). 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 Western Australian Curriculum relevant to each Learning Area. The Year 12 ATAR student successfully enrolled in the course of his choice at ECU Joondalup with an ATAR score of 94.5 and was also awarded a Certificate of Distinction.

The SALP key features include using a 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, Joondalup Shopping Centre, Waldeck's Nursery and Whiteman Park) and increased travel training into the broader community including visiting Edith Cowan University and North Metro TAFE. Students' skills in understanding hidden rules within the community when ordering food, paying at checkouts and accessing public transport all improved due to these excursions. Destinations in the community also allow students to consider different pathways after school and potential job opportunities.

SALP gained an additional outdoor working space through construction of a new pergola. This patio has become a valued additional outdoor classroom space whilst also offering a private place for students to have individual breaks to regulate their emotions and an extra chill-out space to be used with friends at recess and lunch.

The SEL program addresses personal and social capabilities, increases social awareness, explores expected and unexpected behaviours, promotes self-management of anxieties and 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. This included sessions presented to third-year Education students at ECU Joondalup by the PC and a specialist teacher. The specialist staff's knowledge and skills within the Specialised Autism Learning Program are of the highest quality, as they regularly attend professional learning and remain informed of current best practices. This is demonstrated in our hosting residencies for training and work shadowing new staff who are aligned to the new SALP programs that DoE is establishing in 2023. We are seen as a benchmark to others, a high-quality specialist program to act as a lighthouse for development of further programs.

In 2022, ASC hosted the Mauritian Ombudsman for Children, Rita Venkatasawmy, who was gathering research to better understand how WA schools including specialist learning programs, approach inclusive education in the secondary setting. She used this data to report back to the President of Mauritius. The Ombudsman spent time in SALP Homeroom, watching the specialist program's daily operations. She was in awe of the specialised support being given to students with autism by staff to access their mainstream education.

Ashdale SC continues to grow and build this program to collaborate with the School of Special Needs: Disability (SSND) with the models implemented based on the most recent, reliable and high-quality evidence and 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** All staff will embed a College-wide pedagogical framework 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.

As a College, we have completed our sixth year of implementing the LEARN and GROW teaching framework. The LEARN & GROW framework was developed by the College's Teaching & Learning Committee with input from all its teaching and administration staff members. The framework is evidence-based on state, national and international best practices. Research provides a uniform approach to teaching and learning and ensures daily quality learning experiences for each student.

In 2022, 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 E- Engage and A - Activate. A year-long professional development plan included whole school sessions on all School Development Days throughout the year. The plan also included input and capacity building through our Senior Leadership meetings along, with termly ASC professional learning focusing on LEARN & GROW priority areas, led by our Teaching & Learning Committee members 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 implementation of the instructional rounds model for Learning Areas. This process involves visiting several staff in an individual Learning Area on one (1) day, collecting observation data and then feeding the collated data back to the HOLA with clear strengths and areas for development identified.

In 2022, ASC boasted five (5) Level 3 Classroom Teachers and 27 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 2022, ASC was host to 47 pre-service teachers, many of whom have gained a position in a fixed term or permanent capacity for 2023, with seven (7) gaining a position at Ashdale SC.

### Recommendations:

- Continued expansion of the Teaching and Learning Portal. This will continue 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 Teaching & Learning Framework, supported by professional development from the Teaching & Learning Committee and Teaching & Learning Team.
- Focus on refined implementation of GROW aspects of the framework supported by the Colleges in house Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE) professional learning.
- Learning Areas to continue implementing the model and update their Excellence in Teaching Plan according to progress and achievements and concerning feedback from instructional rounds and lesson observation.

**Target 2.2** College processes to identify students who require Individual Education Plans (IEP) will be consolidated, resulting in improved student outcomes.

Meeting the needs of students at educational risk or those with a learning difficulty or disability is a whole of College responsibility. Ashdale Secondary College identifies and tailors educational opportunities to enable every student to achieve their best and reach their potential.

Ashdale SC has an extensive and extended transition process for students entering Year 7 from our Cluster Primary Schools and beyond. The College proudly retains up to 94% of the eligible students from our Cluster. These students are frequently engaged with the College from Year 4 onwards, making the transition into secondary school much smoother.

Our close relationship with the Cluster Primary Schools allows for sharing information and identifying student needs before entry into the College. There are specific roles and responsibilities involved with engaging with College staff, parents/caregivers, allied health professionals and the primary school staff.

Staff at Ashdale SC have ongoing and extensive professional learning around quality differentiated teaching practice, classroom diagnostics, and the development of specific IEP for students who may need extra support. Our Learning Support Co-ordinator is on hand to advise and counsel new staff on the strategies identified as being successful with particular students. This is then systematically shared with identified College staff to better support the student.

The outcomes associated with such targeted, supportive and systematic processes have ensured all students are offered an opportunity to thrive in the College environment across various settings. The surveys conducted at the end of 2022 indicated that 95% of our staff report consistently applying differentiated teaching as a strategy to ensure that every student is engaged and learning successfully, 65% of our community agreed that the College's teaching and learning programs meet the needs of their children and 56% stated they see the impact of support provided for specific student needs.

The results achieved via the level of support provided to students are demonstrated in improved outcomes, improved engagement in class, a safe and inclusive working and learning environment, and students are provided with a broader range of post-school opportunities and pathways.

### Recommendations:

- Continue to refine and adapt our IEP process to support all students in reaching their potential.
- Ensure we continue to communicate widely and identify student needs early in their journey.
- Ensure new staff are well inducted into the IEP development process at Ashdale SC.



**Target 2.3 All staff will embed differentiated teaching practices, leading to 80% of students who are identified as LBOTE or Aboriginal and Torres Strait Islander achieving a C grade average or better.**

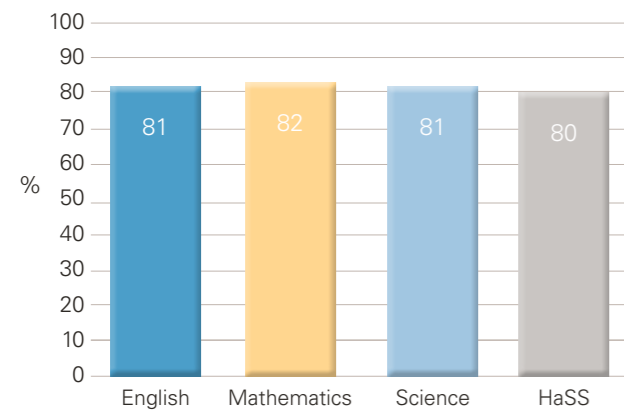
As part of the College’s improvement cycle, focused data analysis of student performance is discussed and reviewed at every level, from the Executive Team to the classroom teacher. Teachers embed differentiated teaching practices to ensure success for all students.

In 2022, students identified as LBOTE (Language background other than English) performed well across several Learning Areas such as English, Mathematics, Science and Humanities and Social Sciences. A student who achieves a C grade is deemed to have achieved the expected standard for students in their year group. In contrast, students achieving a B or A grade are performing above or well above the expected standard for that year group. The percentage of students who were identified as LBOTE who achieved a C grade or better are detailed in Chart 2.3A.

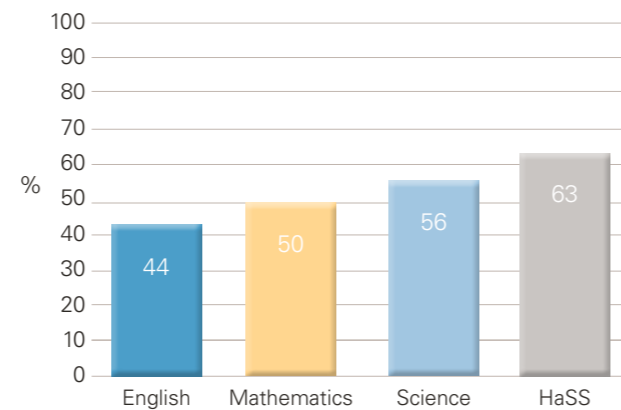
The number of students identified as Aboriginal and Torres Strait Islander achieving a C grade average or higher across the areas of English, Mathematics, Science and Humanities and Social Sciences is an area of focus for 2023. The percentage of students who identify as Aboriginal and Torres Strait Islander who achieved a C grade or better are detailed in Chart 2.3B.

In the 2022 School Culture survey, 95% of staff report consistently applying differentiated teaching to ensure that every student is engaged and learning successfully, while 78% agree their classroom planning is culturally responsive to the needs of Aboriginal and Torres Strait Islander students.

**2.3A Percentage of LBOTE Students achieving a C grade or better**



**2.3B Percentage of Aboriginal and Torres Strait Islander Students achieving a C grade or better**



**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 Students’ Pivot survey responses will assess the following standards at an average of 4.68/6 or above:**


- Teachers know students and how they learn.
- Teachers know the content and how to teach it.
- Teachers plan for and implement effective teaching and learning.
- Teachers assess, provide feedback and report on student learning.

Seeking input from the College community and gaining feedback remains an invaluable part of our reviewing and planning processes. In 2022, the College implemented Pivot surveys as a data set 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. Whole College, Learning Area and individual teacher’s reports outline strengths and areas for development across all classes at Ashdale SC, within a particular faculty and the individual teachers’ classes. These student insights provide lines of inquiry and focus areas for staff in 2023.

**Teachers know students and how they learn (original)**

This teacher explains things in a way I can understand **4.97**  
 This teacher makes learning interesting **4.70**






**Teachers know the content and how to teach it (original)**

This teacher knows a lot about the topics in this class **5.30**  
 This teacher gives me time to think when I need it **4.81**

**Teachers plan for and implement effective teaching and learning (original)**

This teacher makes changes in response to my feedback **4.74**  
 This teacher connects their teaching to my life **4.62**





**Teachers assess, provide feedback and report on student learning (original)**

This teacher’s feedback helps me improve **4.86**  
 This teacher believes I can succeed in school **5.02**



The student responses to what is occurring in the classroom demonstrate that our staff clearly explain instructions and content (4.97) and have an enormous depth of knowledge regarding the topics they teach (5.30). Teachers are using student feedback to guide future practice within the classroom (4.74), and they are providing the students with valuable and timely feedback to improve their outcomes (4.86). Staff also overwhelmingly believe that all students can succeed and that there are pathways for everyone (5.02).

School leaders have recognised and applauded the College’s practices with classroom observation and reflective processes. Our teaching framework, LEARN & GROW, implemented in 2017, is a common framework that promotes higher-order thinking and a safe and inclusive classroom environment. This constant reflection on the College’s core business of teaching and learning ensures our staff have the professional knowledge, practice, and engagement to improve student outcomes. The use of the framework has gained momentum, with positive change being seen in the classroom.

**Recommendations:**

- Staff Pivot professional learning to facilitate enhanced analysis and response to student data.
- Focus on questioning techniques to create accountability and safety in the classroom.
- Incorporation of the Quality Teaching Strategy into all classrooms.
- Reviewing of key information at the end of each lesson.
- The use of staff and peer assessment to inform information gaps.
- Continued use of data to evaluate student progress.
- Embed academic goal-setting with students



## PRIORITY 3: School development and wellbeing

### Target 3.1 The College attendance rate will equal or exceed secondary State and Like School averages.

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

Ashdale SC implements various strategies to support families and individual students to ensure their attendance at the College is as regular as possible. The College ensures these accurate and sustainable approaches to recording attendance are embedded.

Since our inception, the College has committed to build and embed strong support measures to improve ‘regular’ (90%+) attendance. The impact of COVID-19 has left some students still struggling to attend school. Our goal now is to exceed pre-pandemic levels whilst fostering a sense of belonging and connectedness across the College community.

In 2022 we utilised 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 have them return to classes as soon as possible. Our processes are data-driven and supported by the understanding that school attendance is a key indicator of positive student outcomes – the more they attend, the more successful they are likely be. Therefore, it was pleasing to see ASC outperform WA Public and Like Schools in our Attendance rates in 2022. ASC’s regular attendance was up 0.8% from 2021, with both Like Schools (-2.4%) and WA Public Schools (-4.0%) seeing a decrease in their attendance rates.

Year	Ashdale Secondary College	Like Schools	WA Public Schools
2021	86.4%	87.2%	84.4%
2022	87.2%	84.8%	80.4%



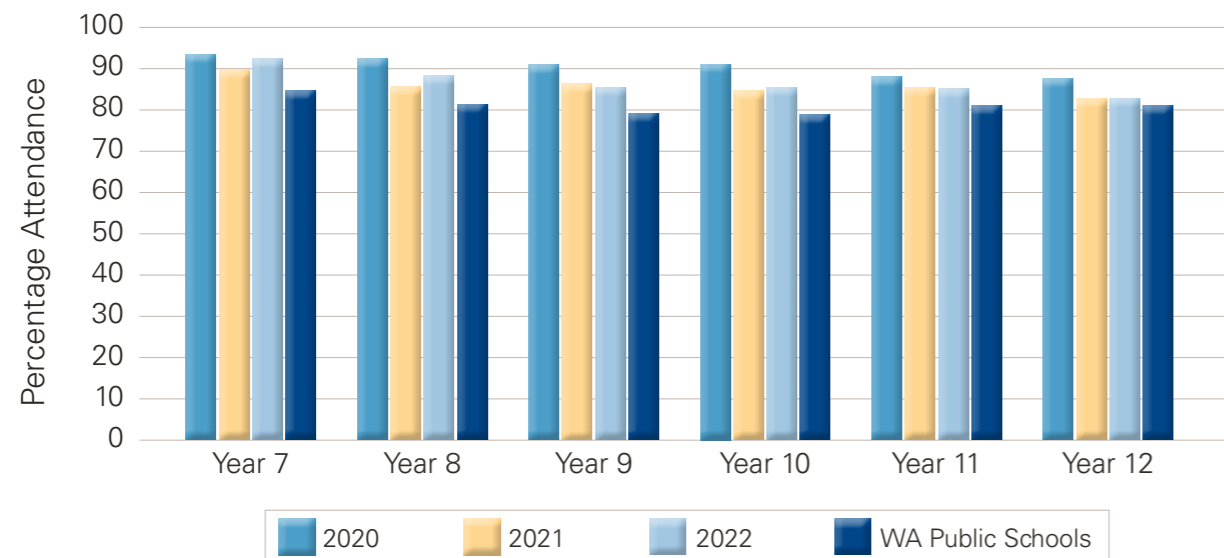
### Target 3.2 The regular attendance rate of regular cohorts will equal or exceed State School averages

Another target area that saw a positive upswing in 2022 was in those students who fell into the 'indicated at risk' 80-89% range of attendance. Research has demonstrated these students are more readily shifted towards regular attendance with supportive strategies in place. It was noted that a 6.2% swing of students is moving towards regular attendance in 2022 compared to 2021.

	At risk			
	Regular	Indicated	Moderate	Severe
ASC 2021	49.6%	30.6%	14.3%	5.5%
ASC 2022	56.5%	24.4%	13.6%	5.5%
Like Schools	49.0%	27.2%	15.6%	8.2%
WA Public	40.0%	29.0%	19.0%	12.0%

Ashdale Secondary College continues to see improvements in individual cohort attendance rates as we strive to bring them back to pre-pandemic levels. Therefore, it was pleasing to see an increase in this area for students in Years 7, 8, and 10 compared to 2021.

#### Aboriginal and Torres Strait Islander Attendance Rates %



A fundamental part of these upward trends has been the Colleges' Whole School Attendance Strategic Plan 2020-2022. This plan contained three foci areas;

1. Students want to attend 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 the current attendance rates and strive to maintain/improve their attendance.

2022 provided the first year of full implementation of our Strategic Plan due to the challenges associated with the COVID-19 pandemic. Key strategies utilised included the frequent recognition of regular and improved attendance and increased communication with students and parents/guardians regarding the importance of attendance and its impact on student achievement. We have experienced high levels of positive feedback from students, parents and the broader community concerning these strategies.

Many support mechanisms encourage high attendance rates across all years and have played a key role in the positive changes demonstrated. These include:

- Use of the Department of Education's 'Every day matters' 10-point plan to improve attendance.
- Introduction of House Attendance Awards, closely linking the new House System with attendance to acknowledge students and enhance the connectedness of students, staff and the wider community.
- The use of attendance officers with a dedicated attendance office space.
- Use of the Message You SMS system.
- Use of the Absentee Phone Line.
- Staff enter attendance directly into the SEQTA system within the first five (5) minutes of each lesson.
- Monitor student attendance movement through the SEQTA system and analyse this data daily and weekly.
- A Cluster approach to attendance issues, including an 'Every School Day Counts' pamphlet 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 and families.
- Program and Year Coordinators closely track attendance and implement 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 or improved attendance rates.
- Attendance discussed at all parent information evenings, supported by current research and the link to greater student outcomes and overall engagement.
- 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.

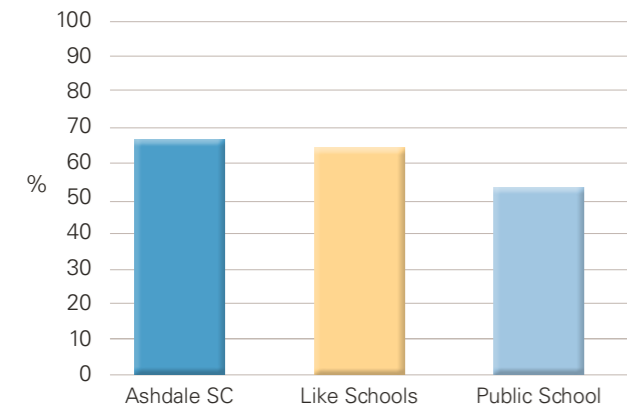
#### Recommendations:

- Creation and development of Whole School Attendance Strategic Plan 2023 - 2025. Mentor teacher, Year Coordinator and Program Coordinator focus on students in the Indicated Risk attendance category (80-89%).
- Embedding ASC House System to increase 'connectedness' amongst the students and wider community.
- Re-structure of Student Services Team, including two Year Coordinators (0.4FTE) per year group providing the continuation of support from Years 7-12.
- Structures in place to support students returning to school after prolonged-non-attendance.
- Emphasis on solid relationships and shared responsibility between the student, family, College, community and service providers.
- Raise community awareness about the importance of school attendance through promotional campaigns. Build on cross-agency initiatives to support the delivery of local attendance strategies.

**Target 3.3 The attendance rate for Aboriginal and Torres Strait Islander students will equal or exceed Like School average for Aboriginal and Torres Strait Islander students.**

Culturally responsive schools build an environment that is welcoming for Aboriginal students. In 2022, the attendance rate of Aboriginal and Torres Strait Islander Students at ASC was 67%, 2% higher than the attendance of Aboriginal and Torres Strait Islander Students at Like Schools and 12% higher than the attendance of Aboriginal and Torres Strait Islander Students at Public Schools.

**Aboriginal and Torres Strait Islander Attendance Rates %**



Ashdale Secondary College understands the importance of creating an inclusive and welcoming environment for all Aboriginal students and how this can impact attendance. Staff support Aboriginal students to feel a sense of belonging and connection to the College by establishing the Following The Dream Program in 2022 and creating the Ashdale Deadly Mob in 2020. Both initiatives encourage Aboriginal and Torres Strait Islander Students to connect with their culture whilst attending the College through different opportunities such as incursions, the creation of artwork with local Indigenous artists that is displayed around the College, the development of a Bush Tucker Garden as a meeting place for the Deadly Mob students and the weekly tutoring provided to Aboriginal and Torres Strait Islander Students by Indigenous University Students from Edith Cowan University.

**Recommendations:**

- Staff continue to use effective case management procedures to monitor the needs of Aboriginal students at educational risk.
- Increase the number of Aboriginal Students enrolled in the Follow the Dream program.
- Staff – in partnership with Aboriginal students, their parents and families, and the school community – continue to work together to establish a sustainable physical environment that reflects Aboriginal students’ cultural and linguistic heritage.
- Staff – in partnership with Aboriginal students, their parents and families, and the local Aboriginal community – continue to develop and implement strategies for Aboriginal student attendance, behaviour and engagement in learning.



**Target 3.4 In the Pivot survey, students will assess Standard 4; “Teachers create and maintain a safe and supportive learning environment”; at an average of 4.56/6 or above.**

Ensuring a safe and supportive learning environment across all classrooms is a key priority at Ashdale SC. These are preconditions to productive learning experiences for all students. All students need to feel safe whilst at the College. Effective behavioural management by teachers is crucial to facilitating this safety. Students highlighted their confidence in the behaviour management skills of our staff through their 5.25 out of 6 rating to the statement “I know how I am supposed to behave in class” within the Pivot survey conducted in 2022.

their learning. Educational research demonstrates that the classroom culture must be underpinned by interpersonal trust and mutual respect for students to thrive and learn to the best of their capabilities. At Ashdale SC, this is a crucial focus of our LEARN & GROW pedagogical framework and ongoing staff professional learning. Student Pivot survey ratings to the statement “This teacher respects me for who I am” of 5.14 and “This teacher helps me focus on learning” of 4.86 confirms that this emphasis on psychological safety permeates across the entire College campus.

**I know how I am supposed to behave in class 5.25/6**

Creating a psychologically safe classroom is a prerequisite to an effective learning environment. Generally, psychological safety in a classroom refers to a situation where students are not under a perceived threat of humiliation or failure. They feel included, valued and comfortable with making contributions, taking risks, embracing errors as learning experiences and asking questions in

At Ashdale Secondary College, we believe all students can achieve a positive future and that providing supportive learning environments facilitates this belief. In all our classrooms, the LEARN & GROW framework supports students learning by providing structured learning experiences in every lesson. This includes the provision of learning intentions to give clarity

**The teacher respects me for who I am 5.14/6**



and purpose for each lesson, success criteria so students understand what they need to produce and exemplars to highlight best practices. All teachers continually check for understanding and provide students feedback to ensure individual progress. Individual Education Plans are formulated with students and parents to ensure individual student needs can be catered for across all learning areas. These plans set goals for the students, provide practical strategies for the particular learner and are evaluated every Semester. These supportive classroom structures and processes across all learning area is validated through the student rating of 5 out of 6 for the statement, "The teacher supports me when I am confused"

The College's Learning Enrichment Centre supports our Year 7-11 students by developing their social and emotional learning.

**The teacher supports me when I am confused 5/6**

Ashdale Secondary College offers a Specialised Autism Learning Program (SALP) for students with Autism Spectrum Disorder (ASD) to support students with ASD in Years 7-12 to achieve their academic goals. The program focuses on achieving positive academic, behavioural, social and emotional outcomes for each student to maximise independence and access to further education and successful employment.

The Flexi Learning Centre aims to develop Year 11 and 12 student skills and knowledge in a flexible, young adult learning environment. Individuals learn at their own pace in a supportive context whilst exploring career pathways and meeting attainment requirements for WACE.

This wide range of pathways and programs provides supportive environments for our students and facilitates a positive future for all members of the Ashdale community.



**This teacher helps me focus on learning 5.25/6**

Providing multiple pathways ensures success for all Ashdale SC students. In Years 7-10, we offer Focus classes to students who need more support in their Mathematics, English, Science and Humanities and Social Sciences (MESH) classes. This is facilitated through smaller class sizes and a modified curriculum. Our Year 7-10 MESH classes also offer Extension classes to help challenge our academically gifted students through a more in-depth exploration of the curriculum.

**Recommendations:**

- New Student Services structure, increasing time for Year Coordinators to 0.4 X two (2) in each year group to cater for early intervention and increased support of all students.
- LEARN and GROW professional learning for staff on creating safe learning environments through effective questioning techniques.
- Continue to conduct the Pivot student survey.
- Expand the Learning Enrichment Centre into Year 11.
- Continue to review and refine Individual Education Plans.

**Target 3.5 The College Workforce Development Plan will outline clear strategies that increase the number of staff engaging in leadership opportunities across the College.**

Ashdale SC has a strong focus on career development for all staff. Our Workforce Development Plan outlines strategies that foster and promote leadership development for staff from graduate teachers, new and upcoming leaders, and experienced leaders at the College. We offer a range of support mechanisms, professional learning and opportunities for growth at each career stage.

Staff have been provided with a wide range of support and strategies 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. Our Level 3 Classroom Teachers are essential at the College in delivering and supporting high-quality teaching and leadership. Our significant number of Senior Teachers undertake a variety of initiatives around mentoring, teacher development and other key priorities within the College.

The College has implemented various career development programs, including the ASC Leadership Development Program, Women in Leadership, Innovation Grants and Teacher Projects, House Leaders, and other working parties that aspirant leaders can contribute to or lead. As the College continues to grow, we will further develop our future leaders to ensure that we are best placed and agile in responding to the changes and opportunities this brings.



**Target 3.6 The College will continue supporting staff training and implementing Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE)**

Professional learning in Classroom Management Strategies (CMS) has continued throughout 2022 as part of a strategic plan to support the ongoing implementation of excellence in teaching through our LEARN & GROW framework.

Throughout 2022, 13 College staff have completed CMS: Foundation through a course at State-wide Services or our now well-established in-house course, and 12 staff completed ISE: Instructional Strategies for Engagement.

Over 84 College staff have completed CMS training, and 28 have completed ISE Training. Additionally, in 2022, two more staff successfully completed the CMS: Conference Presenter course, strengthening the Teaching & Learning Team and ensuring the College can continue to sustain its professional development on-site into the future. The College now has four (4) staff accredited to present CMS PL, one (1) staff member accredited to present ISE PL, and five (5) staff that are accredited teacher coaches (CATs).

As part of the K-12 vision and approach of the Ashdale Cluster and its collective goal of excellence in teaching, the in-house CMS and ISE course was expanded to include attendees from each of Ashdale Primary, Carnaby Rise Primary, Madeley Primary and Landsdale Primary Schools. In addition to supporting the strong collegiality between the staff from the five (5) schools, the CMS professional learning allows for a common language and a common best-practice approach to ensuring the success of all of our students and continues to enhance the seamless pathway between primary and secondary education within the Cluster.

The development of the in-house CMS program at Ashdale, as a component of the continual implementation of the LEARN & GROW framework, is a further example of how the College, and indeed the Ashdale Cluster, works to improve the aim for excellence in all that we do continually.

**Recommendations:**

- Increase the number of staff accredited to present Instructional Strategies for Engagement Professional Learning.
- Increase the number of CATs across Cluster schools to provide coaching support for staff Continue to seek out and provide targeted professional learning opportunities for staff.
- Increase the number of staff trained in Classroom Management Strategies.
- Increase the number of staff trained in Instructional Strategies for Engagement.
- Commence a one-on-one coaching program first year Graduate Teachers to support their transition into teaching.



**TARGET 3.7 Target: In the National School Opinion Survey staff will identify with a positive score of 75% or higher in:**

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

In 2022, the newly minted “Culture Survey” was administered to staff. This survey was undertaken as a Department of Education initiative to support the recently developed Quality Teaching Strategy and aims to gauge the ‘culture’ of the College as one of the determinants of continuous whole-school improvement. Therefore, the questions were slightly different but travelled the same vein in establishing a set of data that tangibly identifies and quantifies the culture within the College.

For this report, we have incorporated several staff responses that support the favourable position of the College staff in terms of looking for ways to improve.

The question “Staff are actively engaged in school improvement” was supported, with 92% of staff agreeing or strongly agreeing with this statement. The College’s vigorous and rigorous planning process embeds and supports reflection and review at all levels. Our focus is to ensure that we, as a whole, recognise the need to ensure our high standards and expectations are not only met but are exceeded year after year. This overwhelmingly positive response recognises the commitment of every member of staff to engage with the improvement process and collectively drive the College improvement agenda.

The question “Staff are well supported at this school” was not directly asked in the ‘Culture Survey’, however responses to questions such as “I am a better teacher for working at this school” 97%; I am clear about what good performance looks like” 97%; and “Our school culture supports staff professional growth” 90%, all clearly demonstrate the high levels of support offered and the collaborative and sustaining nature of the College as well as far exceed our stated target.

As a College, we are incredibly proud of our staff, their achievements and their commitment to our students.

**Recommendations:**

- Ensure we continue supporting staff through professional learning activities aligned with our strategic plan.
- Support reflective practices to improve teaching quality and maximise impact on student learning.
- Ensure we continue to engage with well-being strategies/activities for staff to remain connected to the College.
- Ensure continued value-adding for our staff with opportunities to share their voice and be heard in ways that support and improve the collective culture of the College.





# PRIORITY 4: Community Engagement and Educational Partnerships

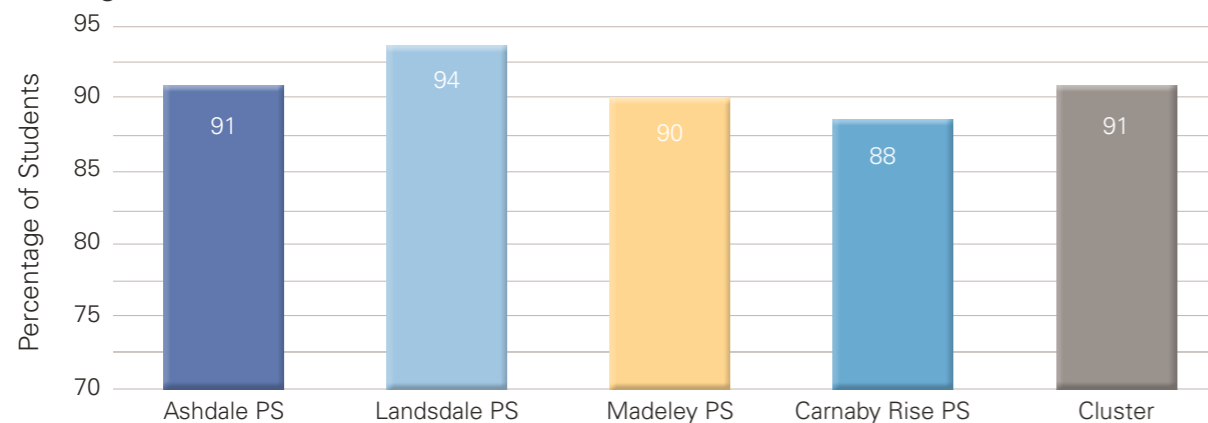
## Target 4.1 Maintain or increase the retention of students from Cluster primary schools to maintain a K-12 environment

The Ashdale Cluster promotes a holistic K-12 learning community with a common purpose and joint vision for improving student outcomes. With a student population of over 1,830, the College is integral to the Ashdale Cluster of schools. The review and implementation of the 2022 – 2024 Cluster Strategic plan and continued promotion have solidified the schools’ shared focus, demonstrating strong leadership, understanding of priorities and improved communication with the broader Cluster community.

Continuing the PoLTS (Phase of Learning Teams), with a renewed focus on Instructional Intelligence across all K-12 PoLTS, will provide a further avenue for collaboration and sharing of best practices across the Cluster. Each PoLT will follow a structured three-year Instructional Strategies plan to support the K-12 learning environment of the Ashdale Cluster. The new three-year plan follows the previous plan, which focussed on ‘reading’ and developing skills for reading that apply across all educational settings. The direct impact of the reading strategy focus has seen marked improvements in NAPLAN data in the Year 7 and Year 9 cohorts.

A highly effective transition program spanning the Ashdale Cluster ensures students are fully prepared to move to high school. With transition programs and activities taking place from Years 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, alongside our Netball, Soccer and Music Academies, have ensured that our Cluster retention is high, with 91% of students transitioning from Cluster Schools into the College.

Percentage of students from Cluster 2022



### Recommendations:


- Continuation of the fourth year of PoLTs with a focus on Instructional Intelligence in all years, these PoLTS will be supported through Statewide Services expertise.
- Continue to provide Professional Learning to PoLT leaders through leadership development strategies and programs.
- Continue to offer a variety of programs that engage students and families from Year 5 onwards.
- Provide support for Health and Physical Education and Music to continue with our Cluster Musters and collaborative activities.
- Ensure that Cluster initiatives are effectively communicated to the community and that parents are fully aware of the seamless transition (six schools, one learning environment) from their primary school to the College.

## TARGET 4.2 Maintain or increase parent satisfaction to indicate “strong support” for positive statements related to the College with a positive score of 75%+


In 2022, the newly minted “Culture Survey” was administered to parents/carers/community. This survey was undertaken as a Department of Education initiative to support the recently developed Quality Teaching Strategy and aims to gauge the ‘culture’ of the College as one of the determinants of continuous whole-school improvement. The questions were, therefore, slightly different but travelled the same vein in establishing a set of data that tangibly identifies and quantifies the culture existing within the College.

The table below represents responses from the community and supports our not only meeting – but far exceeding our target.

### Culture Survey Results




QUESTION



PARENT

My school sets high expectations for my children’s learning	<b>84%</b>
I am comfortable to approach the school to discuss my children’s progress	<b>90%</b>
I feel welcome at the school	<b>87%</b>
I receive feedback from teachers about my child’s achievement and progress	<b>86%</b>
The school values the role of parents as partners in education	<b>88%</b>



Ashdale Secondary College has a long-established position at the heart of the Ashdale community, demonstrating its capability and responsiveness as it has grown with the community. Continuous school improvement is crucial to the success of the College, and the ongoing evolving nature of the College is supported through regular feedback from staff, students and the community. The information garnered through numerous sources (including surveys) forms a central part of the College self-assessment process.

Well-established communication processes between the College and parents/caregivers as partners in their children’s education are crucial in maximising student success. The College utilises a range of strategies, including Connect, College Website, Reporting To Parents, SMS, Email, Qkr!, Facebook and the Ashdale Download Newsletter to ensure parents/caregivers are provided with timely feedback about student progress and achievement, information related to college events and updates on matters affecting the College as a whole.

### Recommendations:

- Ongoing updates to College Website.
- Continued promotion of college events across a variety of mediums.
- Continue high-quality marketing and branding strategies, including the use of Facebook to promote College successes and events.
- Promotion through public relations initiatives, including the publication of College articles in local newspapers.
- Continually ask for and act on feedback from the community/parents/caregivers in response to College practices, activities and processes.

**TARGET 4.3 Continue to develop and maintain external partnerships with tertiary institutions and industry which benefit our students, teachers and the wider school community.**

Ashdale Secondary College is involved in numerous external partnerships to benefit our students and staff. The Edith Cowan University Uniprep course allows Year 12 students to complete the program during their last year at the College. Upon completion, students are granted the equivalent of between a 70-84 ATAR score for entry at Edith Cowan the following year. All 22 of the Ashdale students enrolled in 2022 completed the Uniprep course successfully. We organise for all the Western Australian universities to come and speak to our students and parents about their pathways and course offerings, ensuring they can make informed choices. The STEM team organised the “STEM Speedy Careers” event, allowing students to question people within STEM industries about their careers. The Careers Team launched the inaugural Careers Week at Ashdale in Term 4 of 2022. This involved all Year 9 students exploring different careers within each Learning Area for the entire week. Included within the Careers Week were guest speakers from the space industry, fitness, elite sport and career guidance professionals. Our links with all the metro TAFEs resulted in over 70 students studying certificate courses at TAFE campuses within the Profile program in 2022. This allows direct student entry into the workforce or a higher-level certificate post-schooling. All Year 11 and 12 Ashdale students enrolled in the General Pathway complete Workplace Learning. These opportunities for work experience are enabled through our ongoing and successful relationships with industry in our local area. Students gain insights into various sectors and gain employment and apprenticeships from this program.



Throughout 2022 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 continues to focus on ensuring we provide 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 ECU, hosting 22 teachers. We increased our number of placements with Curtin (14) and maintained our placement numbers with Notre Dame (4) and UWA (5). With over half of the College teaching staff nominating to be mentor teachers, this clearly demonstrates our high commitment and value to this program. Our program expanded to incorporate new mentors in our growing list of 42 teachers hosting pre-service teachers in 2022.



In 2022 we continued to support the ECU ‘Scholar in Residence’ program hosting one student in Science. This involved completing a six-month placement at the College, enabling students to engage in a broader range of opportunities and experiences, and preparing them for teaching more effectively. The placement combined a ten-week practicum and ten education research units, where a mentor teacher and other staff at the College support them. We hosted two interns from Curtin University. 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. During the 2022 school year, four (4) teachers who had completed their placements were employed at the College, with six (6) gaining employment for the 2023 school year.

The College was again extended the invite to take part in the STEM Hub initiative whereby four (4) secondary schools are selected to provide high-quality placements for pre-service teachers in STEM and, in addition, provide STEM professional learning opportunities for pre-service teachers. Although COVID decreased the number of professional learning sessions we could offer, we still provided a wide range of options for pre-service teacher engagement.

In 2022 we expanded our partnership with Curtin University, further consolidating the 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. Curtin University selects high-achieving pre-service teachers to take part in this opportunity offered by the College. The students have access to expert teachers before and following the observation lesson to provide greater detail around the teaching and learning that has taken place. From this opportunity, the College has built a stronger relationship with the pre-service teachers, leading to us hosting and, in some cases offering future employment.

**Recommendations:**

- Provide a series of sessions consecutively so that pre-service teachers can build their knowledge and different facets of the art and science of teaching.
- Embed Careers Week across Years 8 and 9.
- Conduct multiple Year 10 assemblies to provide Senior School pathways and course options.
- Year 10 Parent Information Evening to be held over two (2) nights. The first evening will be a presentation, and the second one an opportunity for a Q&A session with parents and staff.
- Staff professional learning outlining Senior School pathways, courses and requirements to facilitate informed conversations with their students.



**TARGET 4.4** The College will develop a process to identify the proportion of students who have transitioned to a meaningful pathway after leaving the College.

After Year 12, students are asked to complete a 'destination survey' to provide data on their post-school intentions. This data is progressive, so the destination survey for 2022 students will not be published until the following year.

This data provides only a snapshot of our students' choices and provides some guidance to the college regarding the pathways and programs we offer now and into the future.

**2021 Post-School Destination Survey Results**

Destination	Ashdale SC	State Schools
University /TAFE/ Further study	59.3%	53.4%
Employment – both part and full-time	19.8%	19.5%
Deferred Study	9.9%	9.4%

The data indicates that most of our students leave us to pursue further study or enter the workforce. Seeing our students continue their education and training is a positive outcome. It supports the ongoing focus across the College on providing successful student pathways and individual pathway planning. Moving forward, we have begun establishing an Alumni record of students to ensure the continued connection of past and present students. Although in its infancy, this process will gradually build to include a repository of Alumni to connect and celebrate with the College as past students reach the potential their chosen pathways provide.

To support the pathways and choices available for students at the College, the strategies currently in place include the following:

- The Year 10 Course Information and Speedy Careers events
- Senior School Enrichment program
- University Preparation Course information and enrolment seminars
- ECU UniPrep Course
- A variety of Try a Trade offerings
- Workplace Learning
- Career education and information sessions for parents
- Guest speakers and seminars around a variety of work and study options.

**Recommendations:**

- Expand and consolidate the development of the ASC Alumni Group.
- Expand the stakeholder information events around pathways, careers and options for students as they enter senior school – parent events, student assemblies, Q&A sessions.
- Ensure a comprehensive and ongoing communication strategy with parents/caregivers/students, and staff to ensure current and accurate pathway planning.
- Provide professional learning to support all staff in their knowledge of senior school pathway options.
- Reach out to the current Alumni on record to speak about their post-school journey to current cohorts.
- Introduce career information earlier – work with the Year 9 students to support their knowledge and choices available – develop and implement a Year 9 Careers Week during Term 4.

**FINANCIAL REPORT**

**As at 31 December 2022**

The following information outlines the financial performance for the year 2022.

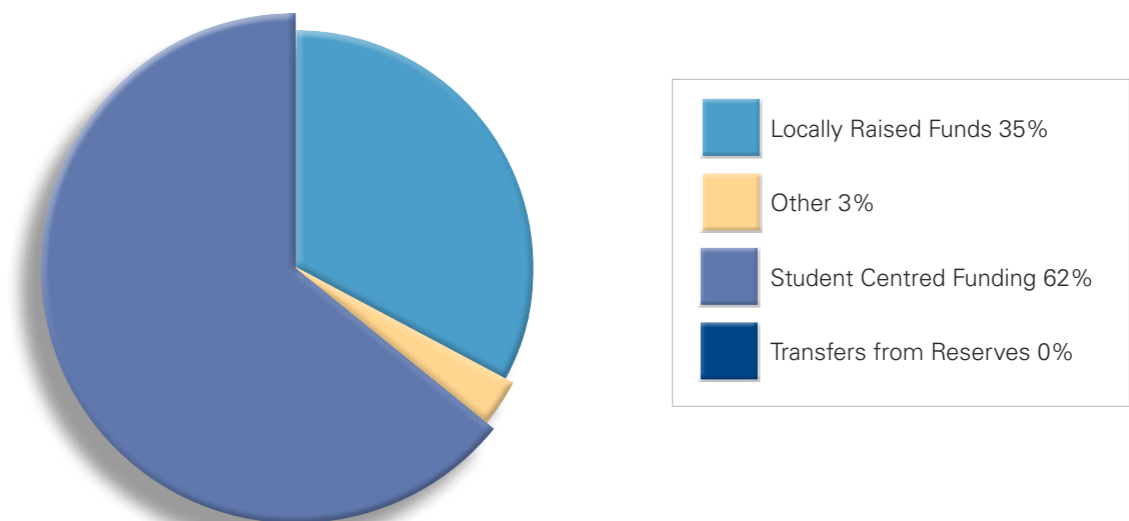
Our compulsory charges collection rate for 2022 was 77.89% inclusive of the Education Program Allowance received. This was 0.02% lower than 2021 at 77.91%.

The voluntary contributions collection rate for 2022 was 80.73%, inclusive of the Education Program Allowance. This was 1.05% lower than 2021 at 81.78%.

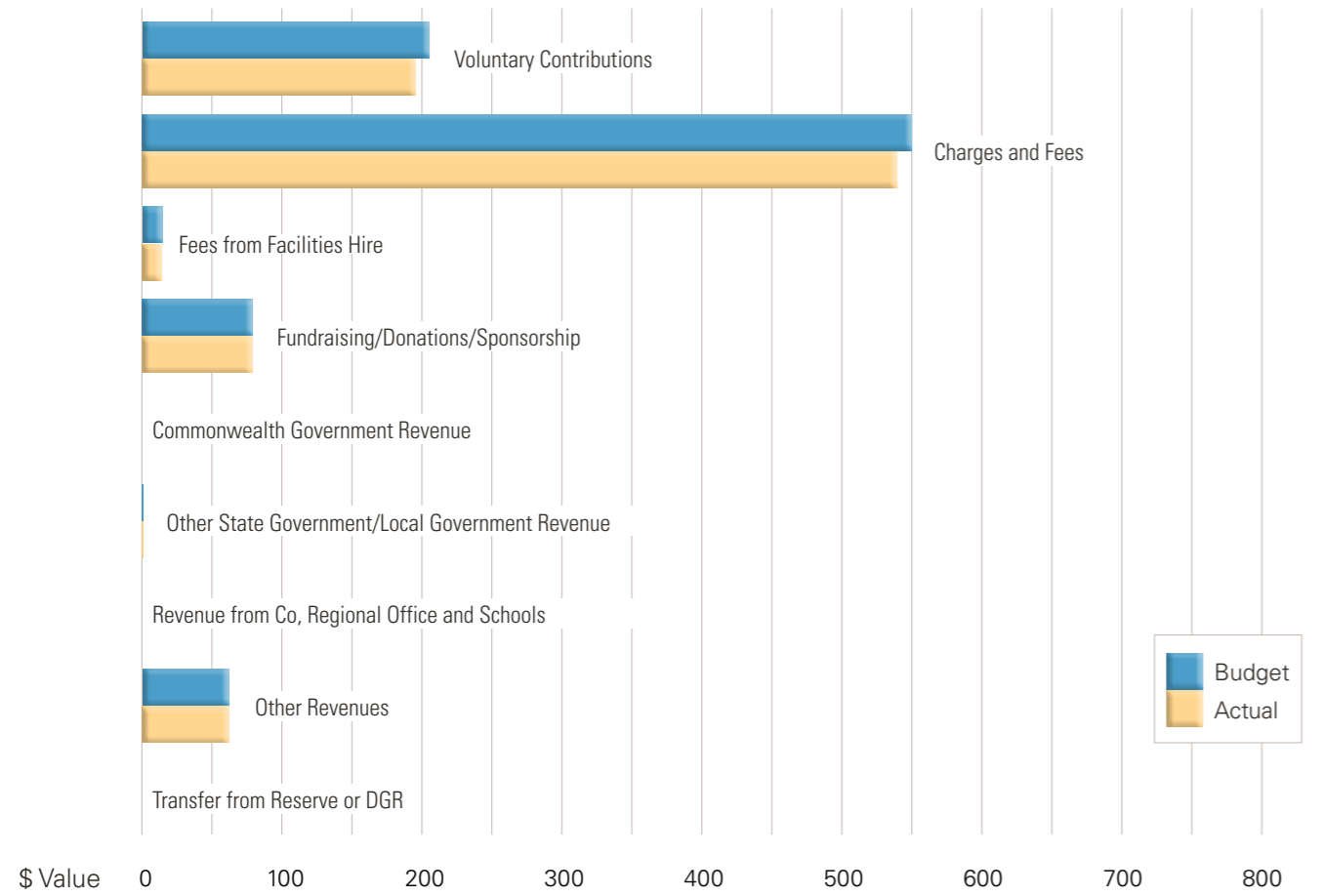
The Ashdale Secondary College school budget is monitored regularly by the College Board, the College Executive and the Finance Committee, ensuring financial accountability, effective planning, and new initiatives for future projects.

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$206,389.00	\$193,935.85
2	Charges and Fees	\$550,923.42	\$538,769.22
3	Fees from Facilities Hire	\$7,545.45	\$6,909.09
4	Fundraising/Donations/Sponsorships	\$75,997.52	\$75,997.52
5	Commonwealth Government Revenues	-	-
6	Other State Government/Local Government Revenues	\$1,650.00	\$1,650.00
7	Revenue from Co, Regional Office and Other Schools	-	-
8	Other Revenues	\$62,730.00	\$62,132.39
9	Transfer from Reserve or DGR	-	-
<b>Total Locally Raised Funds</b>		<b>\$905,235.39</b>	<b>\$879,394.07</b>
<b>Opening Balance</b>		<b>\$1,052,864.32</b>	<b>\$1,052,864.32</b>
<b>Student Centred Funding</b>		<b>\$1,460,217.71</b>	<b>\$1,460,217.71</b>
<b>Total Cash Funds Available</b>		<b>\$3,418,317.42</b>	<b>\$3,392,476.10</b>
<b>Total Salary Allocation</b>		<b>\$19,998,319.00</b>	<b>\$19,998,319.00</b>
<b>Total Funds Available</b>		<b>\$23,416,636.42</b>	<b>\$23,390,795.10</b>

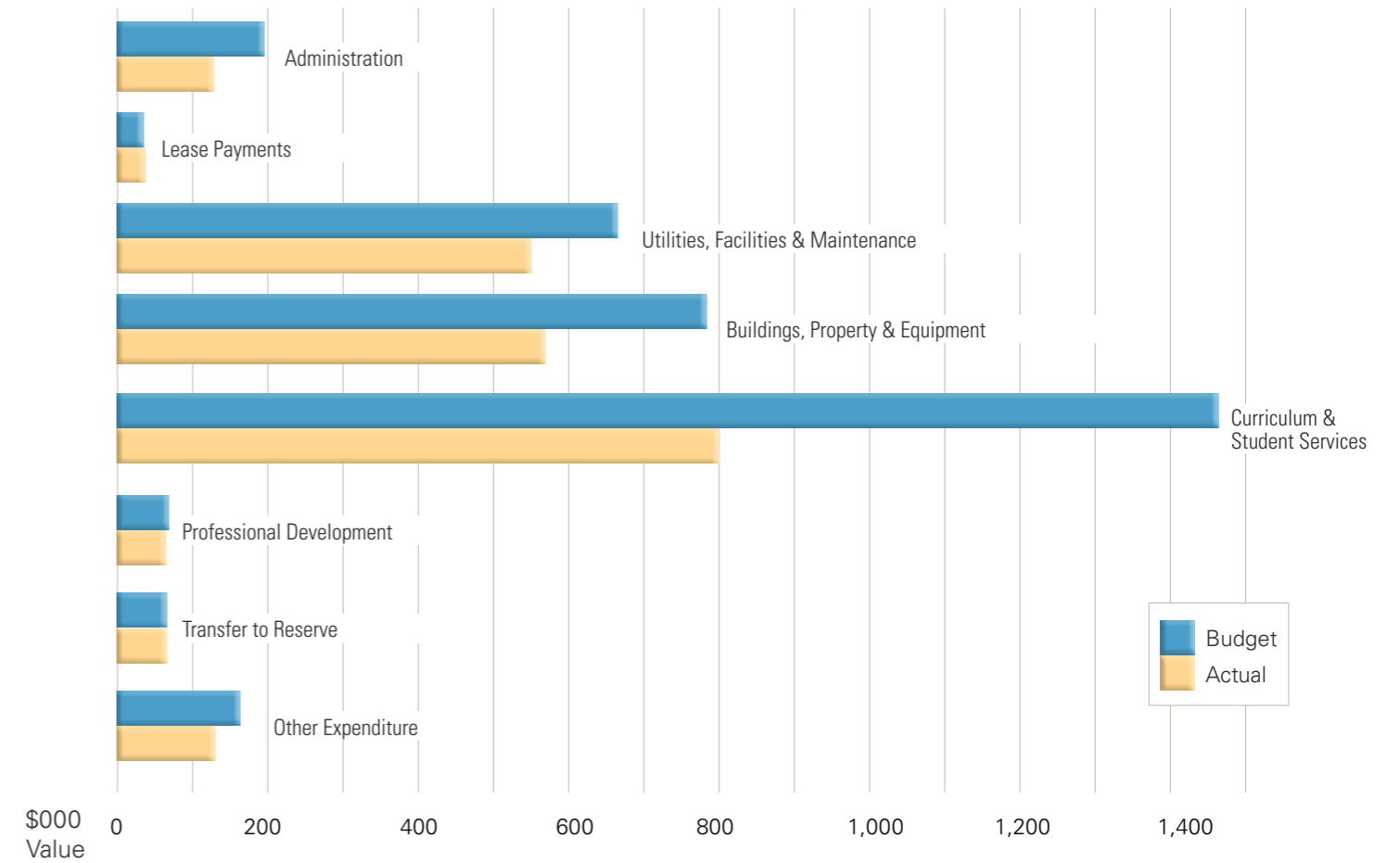
Current Year Actual Cash Sources



### Locally Generated Revenue - Budget vs Actual

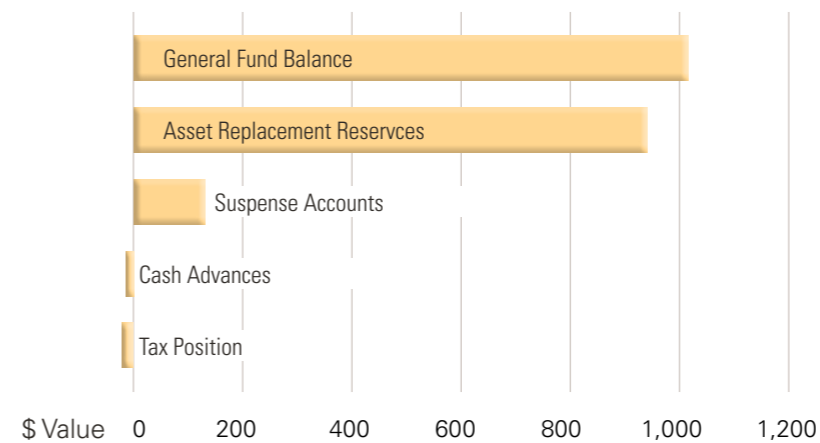


### Goods and Services Expenditure - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$194,186.25	\$122,062.82
2	Lease Payments	\$19,000.00	\$23,751.58
3	Utilities, Facilities and Maintenance	\$659,267.64	\$546,569.93
4	Buildings, Property and Equipment	\$783,509.75	\$561,434.12
5	Curriculum and Student Services	\$1,468,993.97	\$798,563.56
6	Professional Development	\$72,548.43	\$57,993.17
7	Transfer to Reserve	\$64,649.16	\$64,649.00
8	Other Expenditure	\$156,102.42	\$127,88.26
<b>Total Goods and Services Expenditure</b>		<b>\$3,418,257.62</b>	<b>\$2,302,252.44</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$18,060,567.00</b>	<b>\$18,060,567.00</b>
<b>Total Expenditure</b>		<b>\$21,478,824.62</b>	<b>\$20,362,819.44</b>
<b>Cash Budget Variance</b>		<b>(\$59.80)</b>	<b>\$0</b>

### Cash Position







Cash Position at: 31 December 2022		
<b>Bank Balance</b>		<b>\$2,169,926.98</b>
1	General Fund Balance	\$1,090,223.66
2	Asset Replacement Reserves	\$928,111.31
3	Suspense Accounts	\$162,218.01
4	Cash Advances	(\$300.00)
5	Tax Position	(\$10,326.00)
<b>Total Bank Balance</b>		<b>\$2,169,926.98</b>



**Ashdale**  
Secondary College



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