

Ashdale
Secondary College



2023 ANNUAL REPORT



Achieving a Positive Future



Achieving a Positive Future

College Mission

Preparing our students for a positive future.

College Vision

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

College Values



Respect

Having esteem for or a sense of worth or excellence of a person.



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 2023 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's purpose and progress.

College Board Endorsement

The 2023 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board and endorsed by Ian Brotherton on 11 March 2024.

College Information

Principal:
Jacquie Bogunovich

College Board Chair:
Ian Brotherton



College Overview

It is my pleasure to present the 2023 Ashdale Secondary College (ASC) Annual Report.

This report does not tell the story of all the notable milestones and achievements over the entire year. Still, it attempts to provide a snapshot of College life, our challenges and success stories, and our plans for continual school improvement going forward.

We are thrilled that 2023 took us back to a much more normal 'post-covid' way of life, and all of the excursions, functions, activities, and get-togethers that we were used to were once again on the table and well attended by students, staff and the community. Two (2) particular highlights were an international student trip to Singapore for our Specialist Soccer team, who received the bronze medal in the prestigious 'Singa Cup' and a Humanities and Social Sciences (HaSS) week-long trip to Canberra in Term 4. Both students and staff had a fantastic time creating memories to last a lifetime.

The College is planning another HaSS trip to Canberra, an Arts Tour to Sydney, a netball trip to Brisbane and another soccer trip to Singapore in 2024.

Ashdale Secondary College was appointed as one of only 25 Quality Teaching Strategy (QTS) Lead Schools across the state and has, over the last 12 months, supported the growth of quality teaching and learning within the College and the local area, the regions and indeed across the system. Our long-term higher-than-expected student outcomes determined our selection as a lead school due to the innovative demonstration of best practices by all College staff and our unique connection to the Cluster and community.

2023 was another successful year in state-wide recognition, with our selection as a finalist in the WA Education Awards Teaching and Learning Excellence category. The nomination is a testament to the dedication, passion and relentless pursuit of excellence that defines our staff and students. It reaffirms our collective commitment to nurturing an environment where teaching and learning can flourish, ultimately leading to improved student outcomes and the realisation of every student's full potential.

The Ashdale Cluster activities and connection to the College continued with events, including the STEM Champions workshops, Cluster Muster, and STEM Girls Day Camp, ensuring our future students are building those early connections to the College and supporting their successful and contented transition to secondary school when their time comes.

ASC continues to welcome approximately 94% of eligible enrolments from the five (5) Cluster Primary schools, with a cohort of 311 new Year 7 students in 2024. All of these students were welcomed by our student leaders and staff members on the day and settled in nicely – despite ongoing heat wave conditions that were enough to challenge even the most acclimatised College community.

Other highlights included our Welcome BBQ and Meet the Mentor in Term 1 and our monster Art Exhibition and Showcase in Term 4. The Welcome BBQ is a tradition that the College has undertaken for many years and provides a perfect opportunity for parents (particularly parents of our new Year 7s) to come along to the College, enjoy a sausage sizzle and have a chat with our staff in a relaxed and informal atmosphere. The Showcase included all staff, every Learning Area and hundreds of community members enjoying an evening of fun activities, meeting staff members, some yummy food trucks and the exhibition of just some of the wonderful artworks completed by students throughout the year. Margaret Quirk MLA, Member for Landsdale, kindly opened this event, and we thank Margaret for her constant advocacy and involvement for the betterment of the College.

The data for the 2023 Year 12 cohort can be described as nothing short of outstanding and once again raises the bar of expectation and achievement at the College. Our median Australian Tertiary Admissions Rank (ATAR) score of 84.00 was the highest in the College's history, with 81.25 in 2022 and exceeding both Like and State Schools. Our ATAR DUX scored a fantastic 99.85, with 20 students achieving an ATAR of 90+. The Year 12 cohort received 17 Schools Curriculum and Standards Authority Awards (SCSA) awards in 2023.

The Western Australian Certificate of Education (WACE) achievement rate was 97%, exceeding both Like and State schools. This particular result speaks to the entire eligible cohort, which comprises more than 65% of ASC students who study General courses, demonstrating the overall incredible success of these courses in ensuring successful outcomes for participating students. Additionally, 91% of the students studying VET (Vocational Education Training) courses achieved a Certificate II or higher qualification in 2023. This is a significant uptick from 79% in 2022.

A particular area of focus for the College throughout 2023 has continued to be the driving of our House system and the collective connectedness we strive to achieve as our student 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 we continue to grow, we are committed to ensuring this initiative supports the spirit and values of the College and the community. This work has seen many highlights, including the successful introduction of the House sports shirts, House mentors in Years 7, 8 and 9, Inter-House competitions including sports, academics and the arts, as well as points for supporting and demonstrating our College values of cooperation, respect and independence. The development of the House competition has garnered healthy competition and House pride. I look forward to continuing to see the entire College community embracing the spirit of the four (4) College houses. At the end of the 2023 school year, it was my pleasure to present the inaugural House shield to Newton House. Please watch for our regular updates of House points to ensure you know who is leading the charge in 2024.

2023 was an incredibly successful year for the College, its students, and its staff. I want to thank all our students' parents and caregivers for your support as we partner with you to ensure the best possible outcomes for our students, our Ashdale Cluster and the wider College community. I also thank our wonderful College Board and our active P&C for all the work behind the scenes to support the College's success.

I look forward to our continued growth and collective success throughout 2024 and beyond.



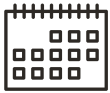
A handwritten signature in black ink that reads "Jacquie Bogunovich".

Jacquie Bogunovich
Principal



A handwritten signature in black ink that reads "Ian Brotherton".

Ian Brotherton
College Board Chair



2023 Highlights



Margaret Quirk MLA formally opened our annual art exhibition in the Galileo Theatre.



Published the first edition of Harvest, a creative writing anthology by Ashdale students.



Newton won the first House Shield.



Raised more than

\$2,000

for No Limits Perth.



WA Education Awards finalist for Excellence in Teaching and Learning (Secondary).



Privileged to have Federal Minister for Education, Hon Jason Clare MP, visit the College on 29 August alongside Dr. Tony Buti MLA - State Minister for Education, Tracey Roberts - Federal Member for Pearce and Hon Margaret Quirk MLA, Member for Landsdale.



Keisha's (Year 11) artwork "Rev head and proud of it!" was selected for the Young Originals Art Exhibition.



84 Median ATAR score (College record) with seven (7) students added to the 95 Club.

97% of our Year 12 students achieved WACE in 2023.



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: The National Assessment Program undertook significant changes in 2023 as Education Ministers agreed to change how NAPLAN results were reported to parents and carers. Now, all students are taking the tests online, with the move to an earlier NAPLAN in March. New proficiency standards with four (4) levels of achievement for each year level will replace the previous 10-band structure that covered all four (4) levels tested and the old national minimum standard set in 2008 when tests were on paper. The new proficiency standards include a baseline benchmark to identify students likely to need additional support.

The numerical four (4) levels of achievement are as follows:

- Exceeding
- Strong
- Developing
- Needs additional support

The descriptors for each category intend to clarify their child's literacy and numeracy skills to parents during NAPLAN testing and support discussions with schools on their child's progress.

As a result of these changes, a new results time series began in 2023, which means results from 2023 onwards cannot be directly compared with results from 2008 to 2022. In 2023, valid longitudinal comparisons with previous years' data can commence. The proportion of students about the national mean compared to the proportion in previous years; and the proportion of students who achieved in the Middle 60% of Australian students compared to the proportion in previous years.

Despite the changes, 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 including, but not limited to:

- Implementation of the Sounds Write Literacy program;
- Literacy Intervention Teacher (0.4 FTE);
- Literacy and Numeracy NAPLAN conferencing (3.4 FTE in 2023), NAPLAN support classes focusing on targeted Literacy and Numeracy intervention; NAPLAN pre-testing and analysis;
- Whole school use of SAIS Dashboard and the data provided to embed strategies within teaching programs; and
- 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.



Year 7 Reading

	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	17%	18%	17%	22%	22%	21%
Middle 60%	68%	67%	74%	66%	65%	67%
Bottom 20%	14%	15%	9%	13%	13%	12%

Findings:

- 91% of ASC students in the Top 20% and Middle 60% compared to Like Schools at 88%
- 9% of ASC students represent the Bottom 20% compared with Like Schools at 12%

Year 7 Writing

	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	26%	22%	26%	26%	26%	27%
Middle 60%	64%	67%	63%	65%	64%	63%
Bottom 20%	10%	11%	10%	9%	10%	10%

Findings:

- ASC results equal to that of Like Schools with 89% of students in the Top 20% and Middle 60%.

Year 7 Numeracy

	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	22%	23%	24%	21%	23%	21%
Middle 60%	66%	64%	67%	66%	64%	67%
Bottom 20%	12%	13%	8%	13%	13%	12%

Findings:

- 91% of ASC students in the Top 20% and Middle 60% compared to Like Schools at 88%.
- Students in the Bottom 20% was 8% at ASC compared to Like Schools at 12%. A decrease of 5% in 2022 and 4% in 2021.

Year 9 Reading

	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	19%	18%	21%	20%	21%	21%
Middle 60%	67%	70%	66%	65%	65%	65%
Bottom 20%	15%	12%	13%	14%	15%	13%

Findings:

- ASC is equal to Like Schools across Top, Middle and Bottom.

Year 9 Writing

	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	25%	21%	24%	20%	19%	21%
Middle 60%	63%	69%	66%	66%	65%	66%
Bottom 20%	12%	10%	10%	13%	15%	13%

Findings:

- ASC outperformed Like Schools by 2% with student percentages in the Top 20 and Middle 60%.

Year 9 Numeracy

	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	25%	21%	24%	20%	19%	21%
Middle 60%	63%	69%	66%	66%	65%	66%
Bottom 20%	12%	10%	10%	13%	15%	13%

Findings:

- ASC outperformed Like Schools by 3% with students in the Top 20 and Middle 60%.

In 2023, there was a notable achievement among Year 9 students at Ashdale SC, surpassing Like Schools in the Middle 60% category. This achievement was particularly evident in several key areas, with 74% of Year 9 students achieving in the Middle 60% in Reading compared to 67% among Like Schools. Similarly, in Writing, 70% of Year 9 students fell within this range, surpassing the 65% reported by Like Schools.

Moreover, the College witnessed a commendable increase in students achieving in the Exceeding category, surpassing Like Schools by 3% in Year 7 and Year 9 Numeracy assessments. This underscores the College's commitment to fostering academic excellence and pushing boundaries in student achievement.

Furthermore, the College maintained its positive trend of having fewer students falling within the bottom 20% bracket compared to Like Schools. Across all Year 7 and 9 tests, results consistently demonstrated equal or lower percentages of students in this category, indicative of the College's dedication to providing comprehensive support and resources to all students.



Recommendations

- Continue Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing with Year 6 Cluster students to assist in the earlier identification of students who require targeted literacy support.
- Introduction of Year 7 Literacy Intervention Class for students who require intensive literacy support.
- Continually use data and explicit teaching of Literacy and Numeracy skills in English and Mathematics classrooms, focusing on improving reading skills.
- Introduce Micro Lessons across several Mathematics, English, Science and Humanities and Social Sciences (MESH) classes to build on literacy deficits identified through triangulation of student data.
- Continue using the Literacy & Numeracy Conferencing model – specially select staff to implement gap analysis strategies to provide targeted support to small student groups across Years 7, 8, and 9.
- Targeted Literacy and Numeracy strategies, especially those that support writing improvement, are employed across every classroom and Learning Area.
- The College's Literacy & Numeracy Committee will continue as a support source for teachers and offer professional learning on a Termly basis.
- Ongoing collaboration and data-sharing with the Ashdale Cluster schools to address Cluster priorities and implement data-driven strategies for Literacy and Numeracy improvement across the Cluster.





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

As an integral component of the College's continuous improvement cycle, a focused analysis of student performance data is conducted at every level, from the Executive Team to the individual classroom teachers. This rigorous process involves a comparative study of Learning Area grade distributions within the College, compared against similar distributions in Like Schools, and benchmarked against the grade allocations across all State Schools [Department of Education (DoE)]. By employing this systematic approach, the College can identify lines of inquiry, determine areas for development, and develop targeted interventions to improve overall student achievement. This systematic process fosters a culture of continuous improvement and ensures that instructional practices are data-driven and aligned with the objective of maximising educational outcomes for every student.

In 2023, Year 7 students performed well across Learning Areas compared to Like Schools and State Schools, achieving higher A - C grades in English, Mathematics, Science and Health and Physical Education. The percentage of A grades achieved in these Learning Areas exceeded those recorded in both Like and State Schools.

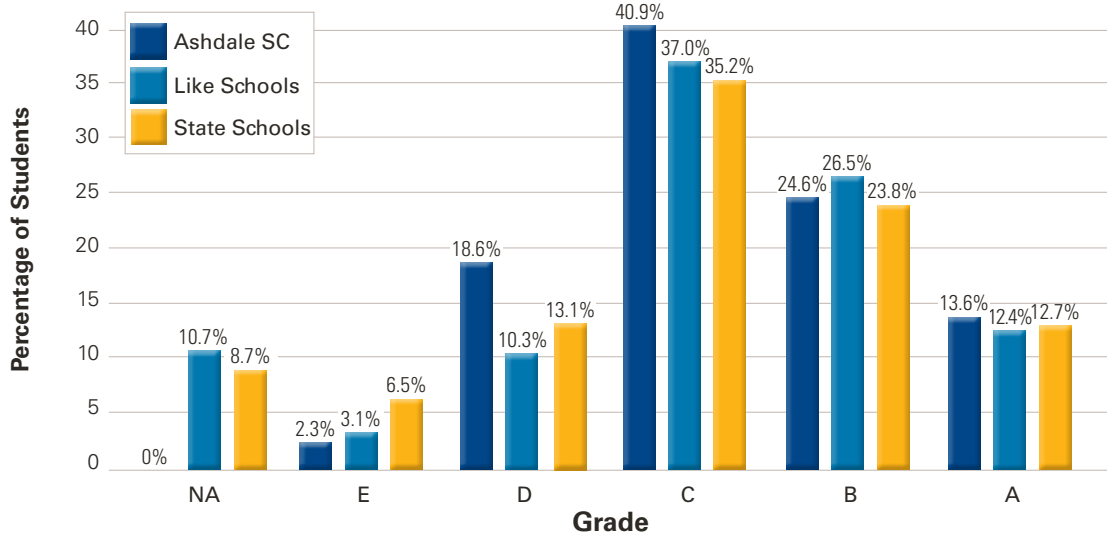
Students who achieve a C grade are deemed to have performed at the expected standard for that particular year group. In contrast, a student achieving a B or A grade performs above or above the expected standard for that year group.

The number of students in Year 8 achieving an A grade or higher was greater than Like and State schools across Mathematics, English, Science, The Arts, Languages and Technologies. Students achieving an A - C grade distribution in Year 8 at Ashdale SC outperformed Like Schools in Science and Technologies.

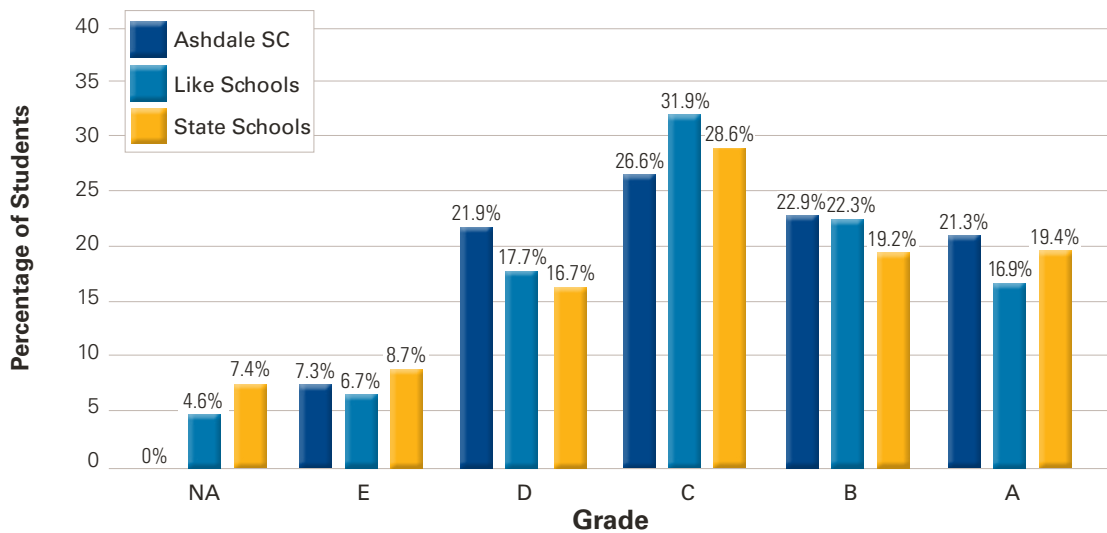
In the Year 9 cohort, performance again exceeded Like Schools in several areas regarding C grade or higher allocations. The number of students in Year 9 achieving an A grade or higher was stronger than Like and State Schools across English, Science, and the Technologies Learning Areas.

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

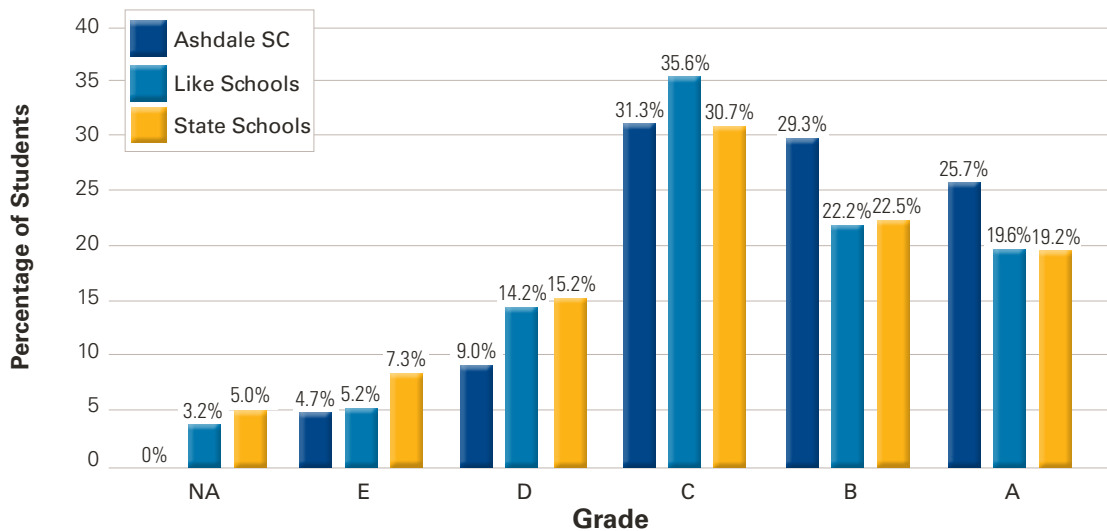
Year 7 Grade Distribution: English, Semester 2 2023



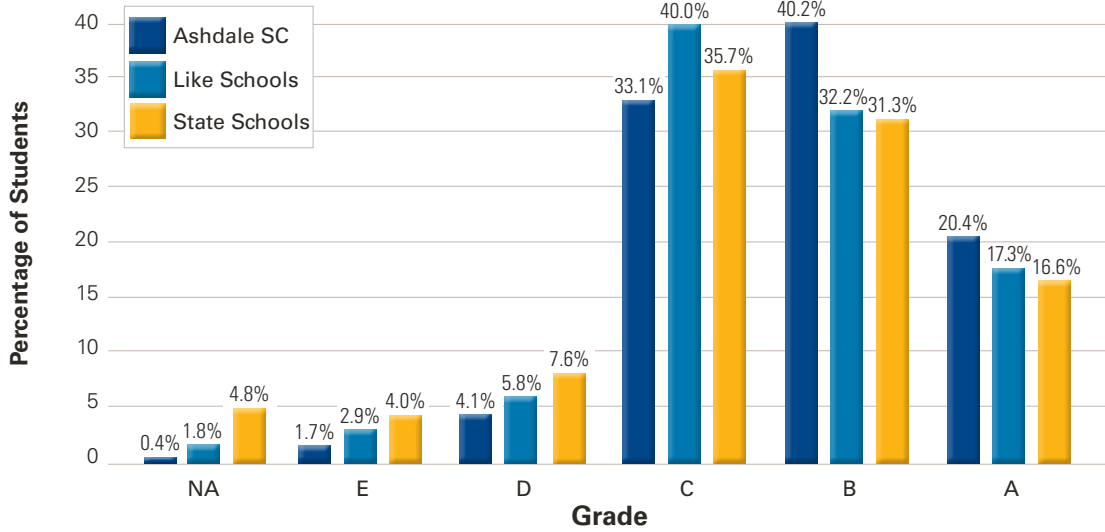
Year 7 Grade Distribution: Mathematics, Semester 2 2023



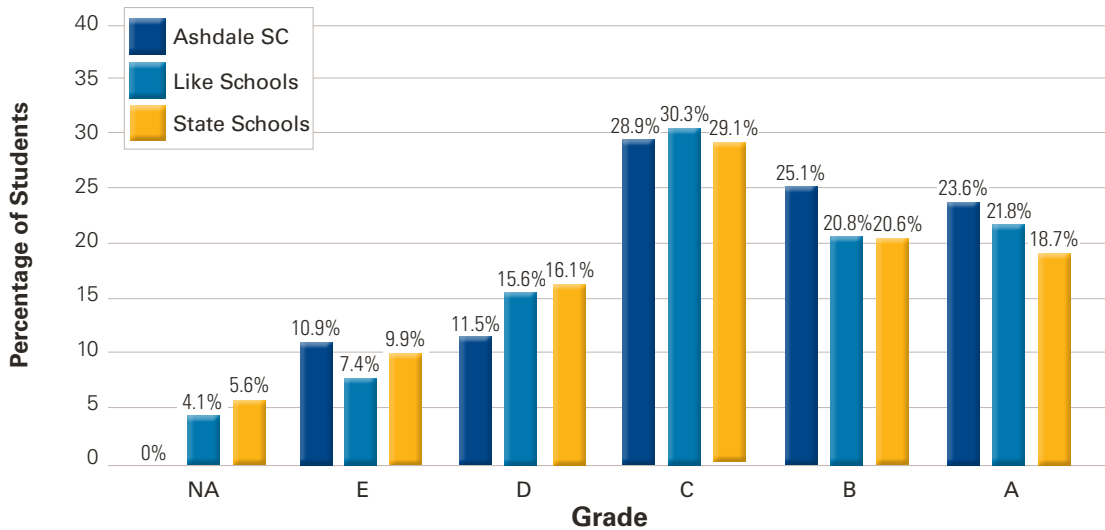
Year 7 Grade Distribution: Science, Semester 2 2023



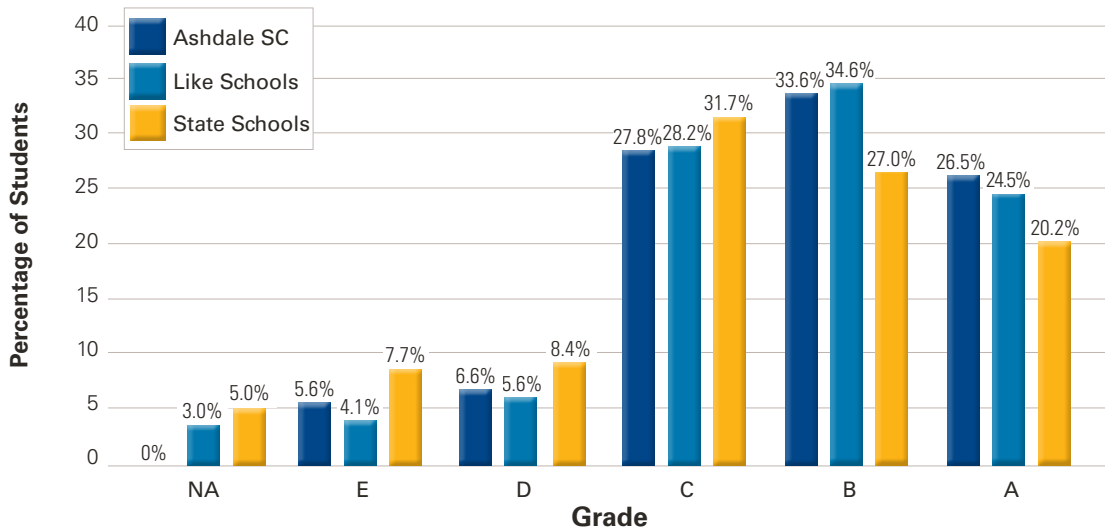
Year 7 Grade Distribution: Health and Physical Education, Semester 2 2023



Year 8 Grade Distribution: Science, Semester 2 2023

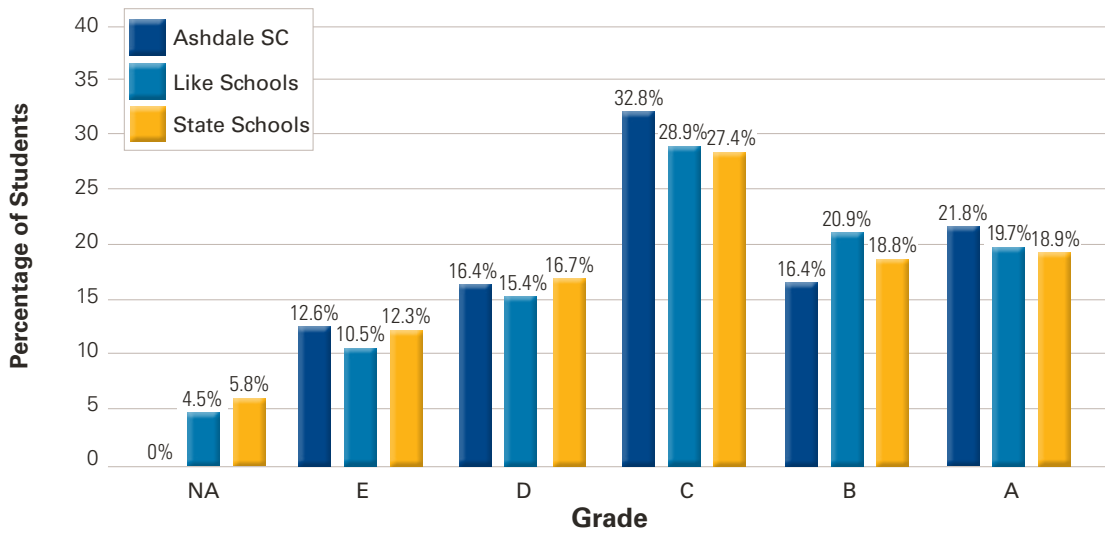


Year 8 Grade Distribution: Technologies, Semester 2 2023

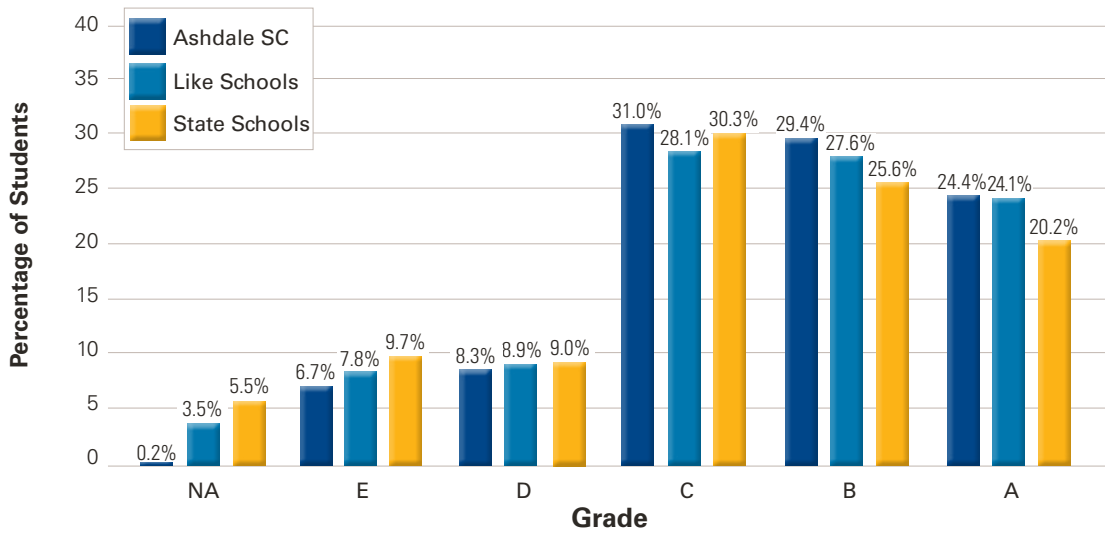




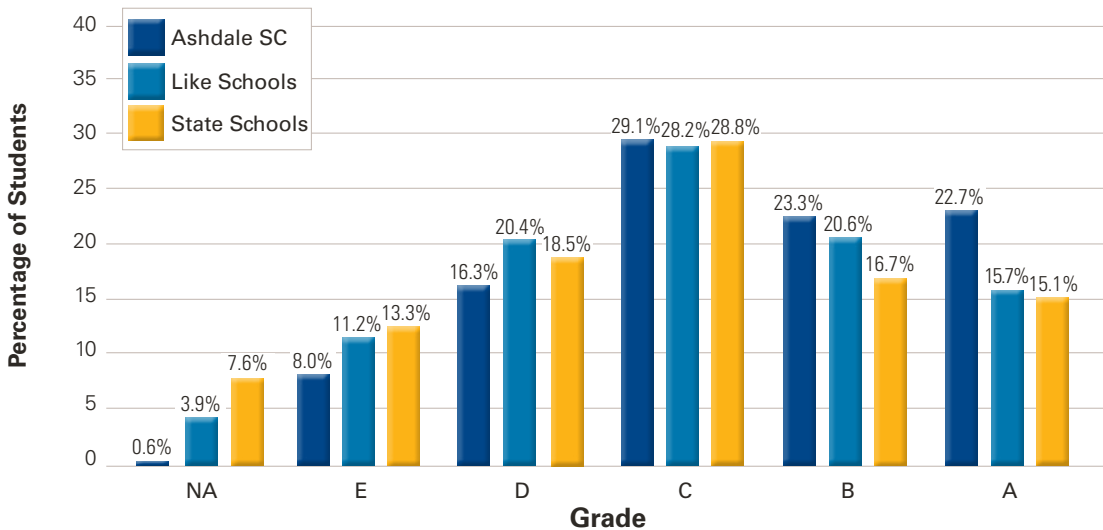
Year 9 Grade Distribution: Science, Semester 2 2023



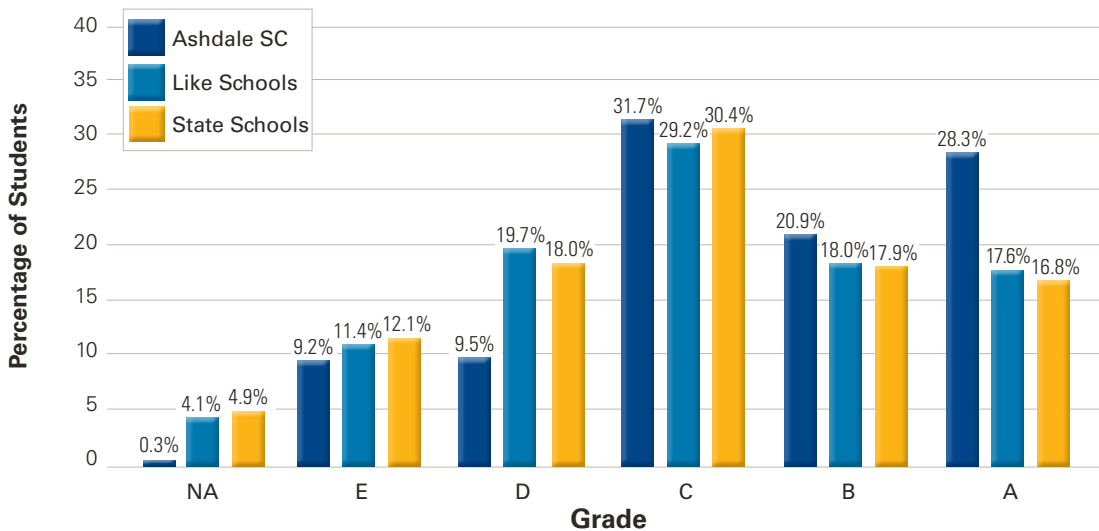
Year 9 Grade Distribution: Technologies, Semester 2 2023



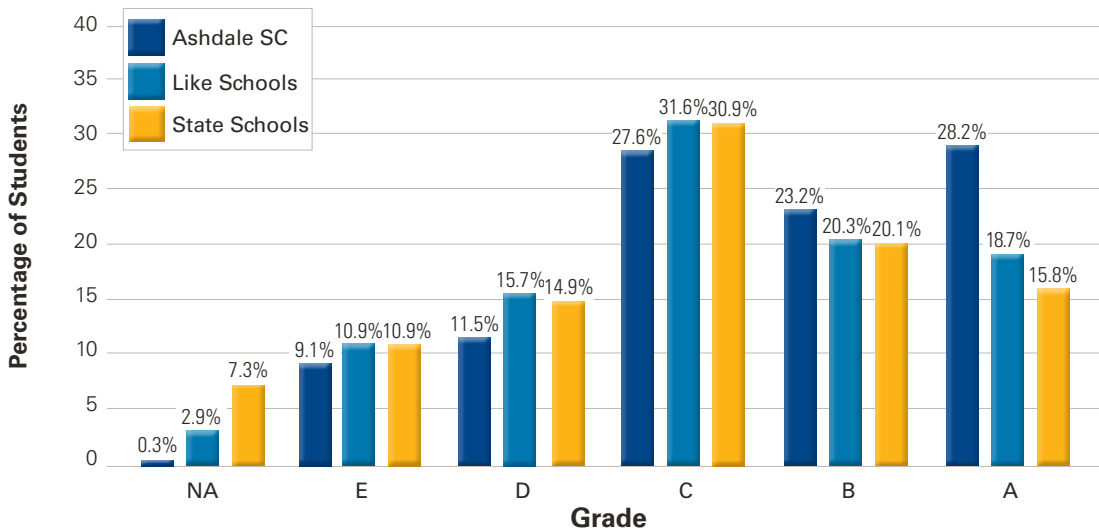
Year 10 Grade Distribution: Mathematics, Semester 2 2023



Year 10 Grade Distribution: Science, Semester 2 2023

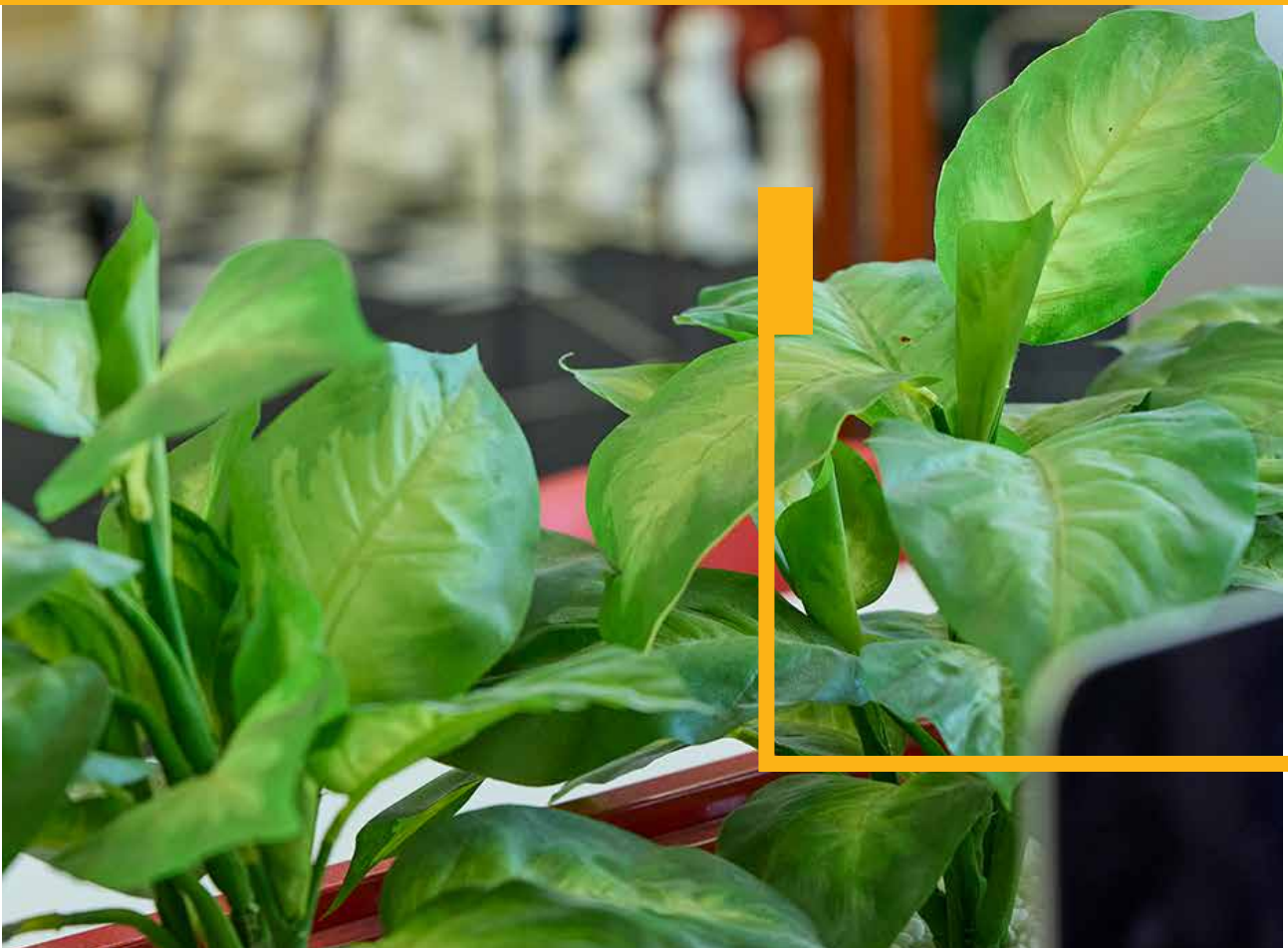


Year 10 Grade Distribution: Humanities and Social Sciences, Semester 2 2023



Recommendations

- Consistent use of our Teaching and Learning Framework, LEARN & GROW, focusing on promoting higher-order thinking, a safe and inclusive classroom environment, and maximising student outcomes through an evidence-based best practice approach.
- Extensive use of WA Curriculum Grade A - E exemplars in Learning Area moderation to determine the accuracy of grade cut-offs and ensure an increased achievement of WA Curriculum A - C grades in Years 7 - 10.
- Learning Areas review assessment tasks to ensure 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 Years 7 - 10 courses.
- Participation, where possible, in Years 7 - 10 moderation between schools.
- All teachers should utilise system data, such as the P-10 analysis NAPLAN SAIS Dashboard when analysing student performance in Learning Area contexts.
- Ongoing collaboration within the Ashdale Cluster to identify and address areas of improvement.
- 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 OLN) will equal or exceed Like Schools and/or the State Average

The percentage of the Year 12 cohort of 2023 that exceeded the College's minimum Literacy and Numeracy standard was substantially higher than both Like and State Schools. 97% of Ashdale students met this standard by completing Year 12. This was significantly higher than the Like School percentage of 91% and the State School percentage of 95%. Outperformance in this key metric, which must be met to achieve WACE, is a continuing trend at Ashdale since the requirement was introduced in 2016.

This long-term success is attributed to refining the highly successful conferencing model and College-wide approach to Literacy and Numeracy. The conferencing model continued into 2023, explicitly teaching students Literacy and/or Numeracy skills in small groups or one-on-one settings. This targeted approach utilises specific individual feedback from previous OLN and NAPLAN assessments to tailor teaching and learning programs to suit individual student needs. These learning plans are used in the conferencing sessions throughout the year, posted on Connect for easy access, and discussed with parents to support the educational partnership and student outcomes. Conferencing teachers accessed specific professional learning opportunities to ensure the most recent and relevant strategies were implemented across the College. The Literacy and Numeracy committee supported each Learning Area by providing explicit Literacy and Numeracy strategies embedded throughout the year. For example, Mathematics practised non-calculator Maths, such as the OLN testing, with their Year 9 and 10 classes leading to the online OLN testing. Our Focus classes engaged in a comprehensive seven-week program before the OLN testing to familiarise these students with the content. Literacy strategies have been embedded into every Learning Area's course outlines to ensure Literacy is a core component of every course offered at Ashdale. This comprehensive suite of strategies supports students in meeting the minimum Literacy and Numeracy requirements.

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

	2023	2022	2021
Reading	232 (100%)	244 (100%)	237 (100%)
Writing	230 (99%)	245 (100%)	237 (100%)
Numeracy	232 (100%)	244 (100%)	236 (100%)
Met Literacy and Numeracy requirement	229 (98%)	244 (100%)	236 (100%)

Recommendations

- Continued enhanced cooperation and collaboration with the Cluster primary schools will allow the College to access student data earlier, share strategies with the primary schools and embed additional support for Year 7 students.
- A Literacy Intervention Team will provide ongoing and intense literacy support for Students at Educational Risk (SAER).
- The College appointed a Program Coordinator for Learning Support in 2023. This role will collaborate with the Literacy and Numeracy team to formulate targeted and effective Individual Education Plans (IEPs) and support the whole of the College in the continued development of highly effective Literacy and Numeracy growth.

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

Ashdale Secondary College outperformed Like Schools in WACE achievement and median ATAR significantly. These metrics demonstrate the positive student outcomes achieved across the 2023 cohort and illustrate that students of the College achieve positive futures through fulfilling their pathways.

The College's WACE achievement rate was 97%. This was substantially higher than the Like Schools achievement rate of 91% and State School achievement rate of 90%

WACE Achievement versus Like Schools	2023	2022	2021
Ashdale SC	97%	95%	98%
Like Schools	90%	91%	92%

These positive results for our Year 12 students are the culmination of up to six (6) years of attendance at the College. They are a tribute to the ongoing and productive educational partnerships between Ashdale staff, students, parents and the community.

A broad range of tactics helped enhance students' skill sets and improved student outcomes. These strategies focussed on student health and wellbeing, pathway planning, academic achievement, and goal setting.

Strategies employed for 2023:

Senior School Enrichment program	A variety of targeted lessons are 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	One-hour weekly sessions built into the Senior School timetable provided students at educational risk with targeted teacher support to complete tasks, pass courses and achieve their WACE.
Case management of all SAERs	Ongoing support is provided to all SAERs through teaching staff, Student Services, external partners, and parent/guardian collaboration.
Subject-specific tutoring	College staff ran out-of-hours tutorials across ATAR, General and Certificate courses.
Mental Health and Wellbeing seminars	Several seminars were provided to Year 12s focussing on mental health and wellbeing.
Follow the Dream program	The Polly Farmer Foundation-funded program was designed to assist Aboriginal students in reaching their career potential through mentoring, case support, and after-school tuition.
Future Individual Pathway Planning program	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.
Weekly assemblies	These were held to ensure students were informed of WACE requirements and deadlines.

Median ATAR

The 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.

The median ATAR for ASC in 2023 was 84. This is the highest median ATAR in the College's history and well above the Like School median of 77. The College also outperformed the State School median of 83. These results were very pleasing and demonstrated this cohort's academic ability and rigorous approach.

	Ashdale SC	Like Schools	State Schools
Median ATAR	84	77	83

Commencing the Year 12 curriculum during the Year 11 academic year provided staff and students with additional time to explore the curriculum in finer detail and embed a comprehensive revision program before the WACE exams. Fifty-three (53) students completed the ATAR pathway in 2023, representing 20% of the cohort. This was a reduced percentage over previous years; however, when the students who finished the Edith Cowan University (ECU) Uniprep course at Ashdale and students who gained entry to university through the portfolio pathway were incorporated, the percentage of students who gained direct entry to university was 35%. This percentage is comparable to previous years and highlights the many pathways available to ASC students.

Two (2) of our students achieved an ATAR above 99, Dhruv Dhawan and Bhadrak Sheladia. This fantastic result places them in the top 1% across the state. We had a further 18 students achieve an ATAR of over 90, meaning 38% of our students were in the top 10% state-wide. 59% 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+	2 (4%)
90-98.95	18 (34%)
80-89.95	11 (21%)
70-79.95	10 (19%)
55-69.95	11 (21%)
<55	3 (6%)

In 2023, 17 Ashdale students received 20 Schools Curriculum and Standards Authority Awards (SCSA). Four (4) students achieved a Subject Certificate of Excellence, awarded to candidates who finish the course in the top 0.5% of the state-wide cohort. These students were:

Course	Student
Business Management and Enterprise	Alexander Polkaposki
Economics	Bhadrak Sheladia
Mathematics Methods	Dhruv Dhawan
Physical Education	Xavier Hickey

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 ten (10) Year 11 and ten Year 12 units of study. In 2023, one student earned a Certificate of Distinction:

- Dhruv Dhawan

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 twenty (20) Year 11 and ten (10) Year 12 units of study. In 2023, the following 15 students achieved a Certificate of Merit:

- Cameron Bywaters
- Ethan Cangemi
- Taylah Cucel
- Jessica Femia
- Devan Full
- Josiah Godfrey
- Edison Lee
- Lochlan Nguyen
- Alexander Polkaposki
- Georgia Rapley
- Bhadrik Sheladia
- Katrina Vu
- Charlotte Yates
- Two (2) x Not For Publication students



Strategies offered by the College to achieve these 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.
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.
Future Individual Pathway Planning	This program allowed students to be mentored and work one-on-one with staff to review current pathway progress and aspirations and set goals for their future.

Recommendations

- The 2024 ATAR cohort will be the first cohort to complete a five-week Year 12 program during the Year 11 academic year. This will facilitate a more in-depth exploration of the curriculum and allow for an extended revision program before the WACE exams.
- All staff have knowledge in study skills, stress management and ATAR understandings. This will provide the students with the skill set to cope with the increased rigours of the ATAR pathway and enhance their appreciation of academic result requirements for university entrance.



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 using and managing the Creative Lab and 3D Print Factory, providing access to Class Pads in Mathematics and the mechatronics workshop for laser cutting and prototyping.

The median ATAR for STEM Institute alums in 2023 was 89. Twelve (12) of the cohort achieved an ATAR of 85 or above, demonstrating the strong foundation their involvement in the STEM Institute provided.

Recommendations

- Case management during the course counselling process as the students transition into Senior School facilitating enrolment into courses best suited to the strengths and capabilities of each individual.

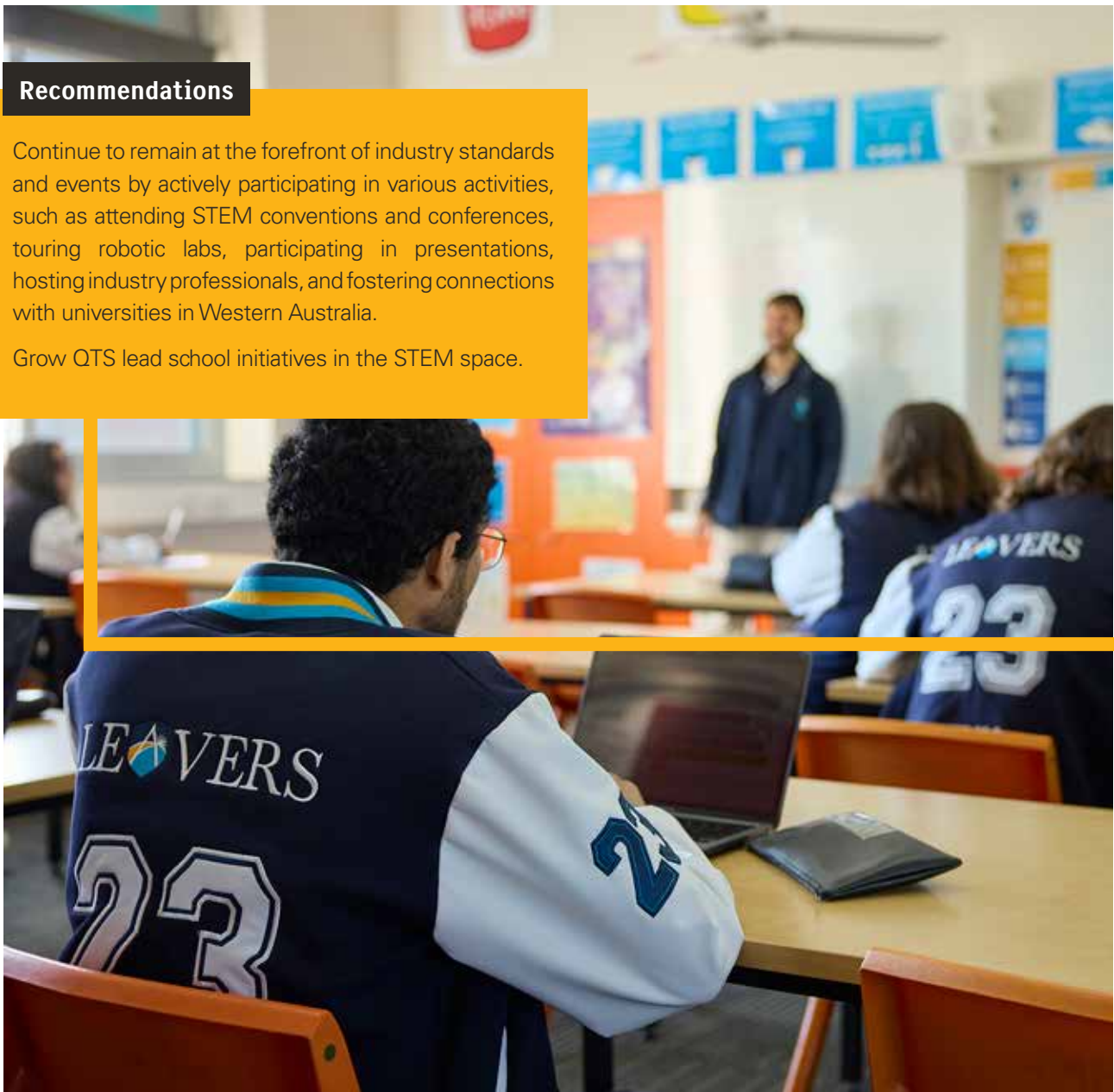
TARGET 1.6 At least 85% of Year 12 students will be enrolled in two or more STEM subjects.

STEM is a historical and embedded focus at Ashdale SC. This is evident in the high number of Year 12 students enrolled in STEM courses at the College. In 2023, 77% of students were enrolled in two (2) or more STEM courses. Forty percent (40%) of our students were enrolled in three (3) or more STEM courses last year. This highlights the range and popularity of these courses at Ashdale Secondary College.

	2023
2+ STEM courses	93 (40%)
2 STEM courses	86 (37%)
1 STEM course	52 (22%)

Recommendations

- Continue to remain at the forefront of industry standards and events by actively participating in various activities, such as attending STEM conventions and conferences, touring robotic labs, participating in presentations, hosting industry professionals, and fostering connections with universities in Western Australia.
- Grow QTS lead school initiatives in the STEM space.



SALP

Specialised Autism Learning Program

Ashdale Secondary College's Specialised Autism Learning Program (SALP) is one (1) of eleven (11) recognised secondary programs across Western Australia. The program funds a Program Coordinator, 2.5 FTE specialised teachers and 4.0 FTE education assistants. The 18 students (Years 7-12) selected as part of this program must have an autism diagnosis and can be located outside of the College's local intake area.

SALP is an endorsed educational program for students with autism from Years 7 to 12, resourced by the School of Special Education Needs.

The program provides education and support for the social/emotional development of students diagnosed with autism, 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 2023, the SALP supported 18 students, including one (1) Year 11 (ATAR pathway) and one (1) Year 12 (General pathway). All students received specialist teacher and education assistant support in their mainstream classes and achieved pleasing results. Most students access the Western Australian Curriculum relevant to each Learning Area. A Year 12 General student was awarded a Certificate II Engineering at graduation. Four (4) other students who had previously been enrolled in the SALP before transitioning into mainstream also graduated from Year 12, including a Year 12 ATAR student who received a score of 98.6 and was awarded the Engineers Australia Certificate of Excellence and a Certificate of Merit for his achievements.



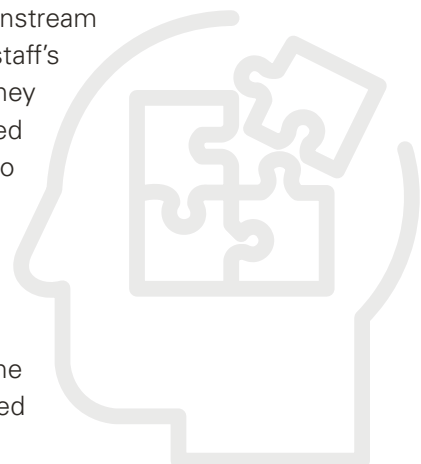
SALP's key features include using a homeroom, which acts as a safe, quiet area for students needing to self-regulate, specialised education assistants and teacher support, and participation in Social Emotional Learning (SEL) and study skills lessons. SALP also has a multipurpose outdoor working space, which is used as an outdoor classroom space, 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 lunchtime.

The SEL Program addresses personal and social capabilities, increasing social awareness, exploring expected and unexpected behaviours, promoting self-management of anxieties and anger, and improving organisational skills. The success of SEL lessons can be measured by how well the student applies these strategies and understandings within their mainstream classes and throughout their school day. Individual pathway planning utilised a model called Comprehensive Autism Plan for those on the Autism Spectrum (CompPAS) 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.

Students are also involved in Community Access Programs (CAPs) that enhance individual student resilience, independence, understanding and adaptability to community surroundings. Regular CAPS visits expanded students' interactions within the local community (including shopping centres at Kingsway and Joondalup, Landsdale Farm, Quirkus Circus in Mount Lawley and Ern Halliday in Hillarys) and increased travel training in the broader community like 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 improved due to these excursions. Destinations in the community also allow students to consider different pathways after school and potential job opportunities.

The further development of an inclusive schooling environment continued with activities such as Autism Week, professional learning, and ongoing support for mainstream teachers in meeting the needs of students with autism. The specialist staff's knowledge and skills within the SALP are of the highest quality, as they regularly attend professional learning and remain informed of evidence-based best practices. This was apparent as the College's SALP was requested to host residencies for the training and work shadowing of the new staff who belong to the programs that were rolled out by DoE in 2023. We are seen as offering a benchmark to others as a high-quality specialist program on which to model the new programs.

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





Priority 2

Excellence in Teaching

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

TARGET 2.1 All staff will embed a College-wide pedagogical framework to enhance student outcomes and progress.

The College remains steadfast in its commitment to cultivating a culture centred on high-quality teaching and learning, emphasising the adoption of optimal pedagogical approaches by the DoE's Strategic Directions for Public Schools 2020 - 2024.

The College has completed our seventh year of implementing the LEARN & GROW teaching framework. Developed by our Teaching & Learning Committee in collaboration with teaching and administrative staff, this framework is grounded in evidence-based practices derived from state, national, and international educational standards. It provides a standardised methodology for facilitating teaching and learning processes, ensuring consistent and high-quality learning experiences for all students.

Throughout 2023, efforts were directed to enhance staff proficiency in the planning and execution phases of LEARN & GROW, A – Activate, R - Review and N – Next Steps. A comprehensive professional development agenda was implemented, featuring school-wide sessions on all School Development Days. Additionally, input and capacity-building initiatives were integrated into Senior Leadership meetings and termly professional learning sessions, explicitly focusing on LEARN & GROW priority areas, facilitated by Teaching & Learning Committee members and expert teaching staff.

Continuing the commitment to evaluating the efficacy of the LEARN & GROW Framework, the College Executive team continued the instructional rounds model for Learning Areas. This approach entails visiting various staff within a specific Learning Area on a given day, gathering observational data, and subsequently providing synthesised feedback to the Head of Learning Area (HoLA), highlighting commendable practices and areas necessitating further development.

In 2023, the College proudly counted five (5) Level 3 Classroom Teachers and 31 Senior Teachers among its staff members. As part of our dedication to nurturing future educators, the role of Teacher Training Coordinator has been consistently supported. In the same year, ASC accommodated 41 pre-service teachers, a significant number of whom secured positions, either on a fixed-term or permanent basis, for the subsequent academic year, with six (6) securing positions at the College.

Recommendations

- Focus on implementing the 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 College's in-house Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE) professional learning.
- Implement regular peer observations and feedback sessions, fostering teacher collaboration and continuous improvement. This approach encourages sharing best practices and provides opportunities for constructive feedback.
- Provide access to Graduate Teacher Coaching programs pairing experienced educators with newer teachers, facilitating knowledge transfer, skill development, and emotional support.
- Establish a framework for ongoing evaluation and feedback, incorporating multiple measures such as student performance data, classroom observations, and self-assessment.

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

Meeting the needs of students at educational risk (SAER) or those with a learning difficulty or disability is the entire College's responsibility. We are committed to identifying and tailoring educational opportunities to enable students to achieve their best and realise their potential.

The College has an extensive and extended transition process for students entering Year 7 from our Cluster Primary Schools and beyond. ASC proudly retains up to 97% of our Cluster's eligible students, with their engagement often commencing as early as Year 4. This early involvement significantly streamlines the transition into secondary school.

Our close collaboration with the Cluster Primary Schools facilitates information sharing and early identification of student needs before entry into the College. Specific roles and responsibilities are delineated for engaging with College staff, parents/caregivers, allied health professionals, and primary school staff.

College staff undergo continuous and comprehensive professional development in quality differentiated teaching practices, classroom diagnostics, and IEPs for students requiring additional support. In 2023, we appointed a Level 3 Program Coordinator to spearhead the whole College approach to Learning Support. The Program Coordinator is instrumental in advising and guiding new and existing staff on effective strategies, systematically sharing successful approaches with identified College staff to enhance student support.

The positive outcomes stemming from these targeted, supportive, and systematic processes have ensured that all students are afforded opportunities to thrive across diverse environments. Surveys conducted at the end of 2023 revealed that 84% of our staff consistently apply data-informed differentiated teaching, ensuring active engagement and successful learning for every student. Additionally, 65% of our community affirmed that the College's teaching and learning programs meet their children's needs, with 40% of respondents acknowledging they could see the impact of support provided for students with specific learning needs.

The impact of the support offered to students is evident in improved outcomes, higher levels of classroom engagement, the establishment of a safe and inclusive working and learning environment, and the provision of a broader array of post-school opportunities and pathways for our students.



Recommendations

- Continue to refine and adapt our IEP process to support all students to reach their potential.
- Use available data to inform early identification of students requiring targeted support.
- Continue to upskill all staff on evidence-based best practices to support students with specific learning needs.
- Continue to develop processes to engage student voice as a component of the IEP process.

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.

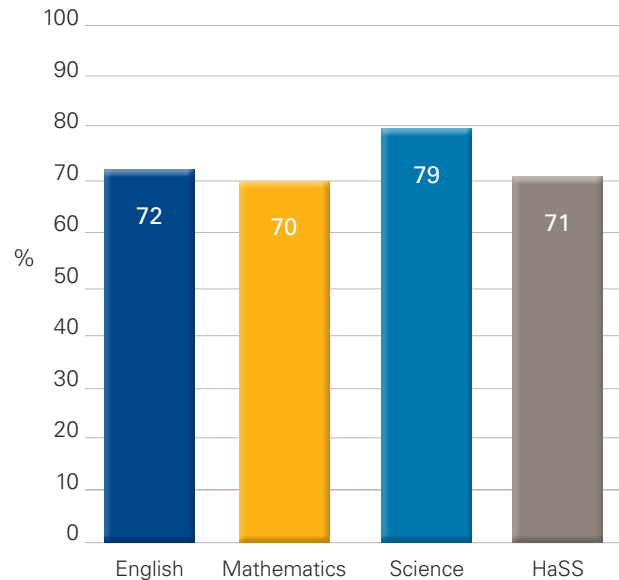
As an integral facet of the College's continuous improvement framework, a meticulous examination of student performance data is routinely deliberated and evaluated across all levels, ranging from the Executive Team to the classroom teachers. Teachers incorporate differentiated pedagogical strategies to foster the academic advancement of all learners.

In 2023, students identified as Language Background Other Than English (LBOTE) exhibited commendable achievement across various learning areas, including English, Mathematics, Science, and Humanities and Social Sciences. Within the framework of academic grading, attaining a C grade denotes meeting the anticipated standard for students within their respective year cohorts. Conversely, students attaining grades of B or A surpass or exceed the expected standards set for their year cohorts. The proportion of LBOTE-identified students who attained a C grade or higher is detailed in **Chart 2.3A**.

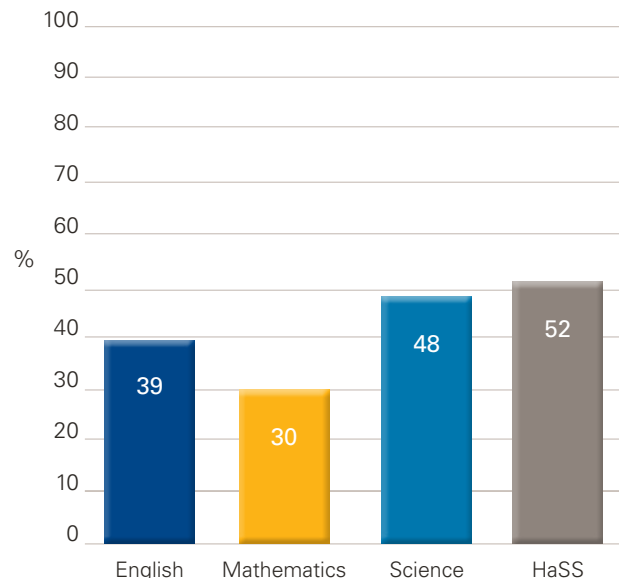
In the upcoming year of 2024, heightened attention will be directed towards the performance outcomes of students identified as Aboriginal and Torres Strait Islander, particularly in achieving an average grade of C or above across the Learning Areas of English, Mathematics, Science, and Humanities and Social Sciences. Academic achievement rates among Indigenous students at the College remain an area of focus, with efforts to promote educational equity and inclusion as a College priority. Addressing these challenges requires a comprehensive and culturally responsive approach, encompassing targeted support programs, culturally relevant curriculum, and meaningful engagement with Indigenous families. The corresponding percentages of Aboriginal and Torres Strait Islander students who attained a grade of C or higher are detailed in **Chart 2.3B**.

In the 2023 School Culture survey, 90% of staff reported creating and sustaining a culturally responsive and culturally safe learning environment, while 83% report consistently applying differentiated teaching to ensure every student is engaged and learning successfully.

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

- Continue implementing teaching practices that incorporate and respect Indigenous culture, history, and perspectives by integrating Indigenous knowledge, stories, and traditions into the curriculum.
- Continuing mentorship programs, such as Follow the Dream, where Indigenous students are paired with supportive role models to provide academic guidance and encouragement.
- Fostering strong partnerships with Indigenous families and the community to support the academic success of Indigenous students through hosting cultural events, workshops, and family engagement activities to create opportunities for collaboration and mutual understanding.
- Create a safe and inclusive school environment where all students feel respected, valued, and supported. By recognising all students' diverse learning styles, strengths, and challenges, staff will adopt personalised learning approaches according to individual students' IEP goals.
- 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.

In 2023, the College continued implementing Pivot surveys 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. The DoE's Focus 2023 document stated all public educational institutions in Western Australia shall "promote and use student voice in decision making". This critical data set facilitates the triangulation of student progress. In conjunction with student results and teacher observations, staff can evaluate the teaching and learning occurring within their classroom. The College, Learning Area, and individual teachers' reports outline strengths and areas for development across all classes. These student insights provided lines of inquiry and the building blocks for staff planning in 2024.

Teachers know students and how they learn (original)

This teacher explains things in a way I can understand **4.97 (80%)**
 This teacher makes learning interesting **4.70 (75%)**



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

This teacher knows a lot about the topics in this class **5.16 (86%)**
 This teacher gives me time to think when I need it **4.72 (79%)**



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

This teacher makes changes in response to my feedback **4.66 (78%)**
 This teacher connects their teaching to my life **4.62 (77%)**



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

This teacher's feedback helps me improve **4.86 (80%)**
 This teacher believes I can succeed in school **5.02 (84%)**





The 2023 Pivot survey results demonstrate a high level of student satisfaction with the quality of the teaching and learning occurring in their courses. Teachers explain the curriculum clearly (80%) and construct interesting and engaging lessons (75%). Students are exceptionally pleased with the knowledge of our teachers (86%) and that they are given time to think about solutions for themselves (79%). Students also firmly believe that teachers provide valuable feedback to improve their learning (80%). Teachers use ongoing student feedback (78%) to inform the formulation of their learning experiences and believe that all our students can succeed at the College (84%). This wide range of positive Pivot data illustrates the quality of teaching delivered at Ashdale SC.

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

- The Senior Leadership Team will lead action research within Learning Areas through reflective questioning to evaluate the use of Teaching for Impact strategies.
- Staff will undertake professional learning to facilitate enhanced analysis and response to student data from Pivot and Wellbeing and Engagement Collection (WEC) surveys.
- The College will focus on creating a child-safe environment by implementing G (Greet) and R (Routines) strategies.
- Focus on promoting active engagement by implementing O (On Task) strategies.
- Focus on reviewing, reflecting and setting goals by implementing W (Work Hard) strategies.
- Develop and implement strategies to enhance the "impact" of teaching on learning and learning in every classroom.



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 strong message across Ashdale Secondary College and the Cluster Primary Schools’ community.

The College implements a range of measures to support families and individual students to ensure that their attendance at the College is as frequent as possible, and those accurate and sustainable methods of recording attendance are embedded.

Since the pandemic, we have continued to build on and embed strong support measures to improve ‘regular’ attendance to pre-pandemic levels whilst fostering a sense of belongingness across the College community. One of the critical aspects of this approach has been through the communication of our attendance priority. Increased communication regarding attendance was introduced to raise awareness of the importance of regular attendance (above 90%) on student outcomes. This communication came through various mediums, including a significant increase in mentor teacher–parent communication, social media, newsletters, assemblies, Connect, SEQTA, and the College website.

In 2023, we utilised various strategies to ensure we knew why students were absent when they missed 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 crucial indicator of positive student outcomes – the more they attend, the more successful they will be. Therefore, outperforming WA Public and Like Schools in our attendance rates in 2023 was pleasing with regular attendance at 0.7% above Like Schools and 3.7% above WA Public Schools.

Secondary 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%
2023	86.2%	85.5%	82.5%





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

Regular attendance is a DoE and ASC priority. Regular attendance is achieved when a student attends school 90% or more of the time. Meeting this attendance benchmark is crucial as educational research demonstrates that when students’ attendance rate is below this level, their educational, social and emotional development is negatively impacted. It also has an impact on a person’s quality of life post-school.

In 2023, the regular attendance rate at Ashdale was 50.8%. This was well above the State School average of 47%. However, the regular attendance rate at the College is not at the desired level. Our target is for at least 65% of our students to attend regularly. This will be a focus for 2024 and beyond.

	Regular	At risk		
		Indicated	Moderate	Severe
ASC 2022	56.5%	24.4%	13.6%	5.5%
ASC 2023	50.8%	29.5%	13.5%	6.2%
Like Schools	51.6%	26.6%	13.9%	8.0%
WA Public Schools	47.0%	26.0%	16.0%	11.0%



The Colleges' Whole School Attendance Strategic Plan is a multi-layered, whole-school approach to improving attendance. This plan contained three (3) 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.

The first year to fully implement our Strategic Plan was during the COVID-19 pandemic, which significantly impacted attendance. Key strategies undertaken since the pandemic have 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. These approaches are now embedded across the College.

- Embedding 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.
- Ongoing communication with students, parents/guardians, and staff.
- Tiered approach to attendance case management.
- Monitor student attendance movement through the SEQTA system and analyse this data daily and weekly.
- Mentor teachers continue to play an active role in tracking attendance and communicating the importance of attendance with students and families.
- Professional learning for staff around improving attendance rates, including evidence-based research on the impact of student attendance on student achievement.
- 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.
- Use of Individual Attendance Plans for students at risk.

Recommendations

- Embedding the House System into Senior School to increase 'connectedness' amongst the students and wider community and understanding of the benefits of regular school attendance.
- Promotional campaign with students and the community.
- Creation of a Youth Engagement and Support Officer role to lead student health and wellbeing.
- Acknowledge and reward students at fortnightly Mentor assemblies for positive attendance outcomes.

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.

As a culturally responsive College, we cultivate an environment to support Aboriginal students. In the year 2023, the attendance rate of Aboriginal and Torres Strait Islander students at ASC stood at 72.5%, exhibiting a notable 4.2% increase compared to attendance rates observed among such Aboriginal students in Like Schools and a substantial 13.3% difference in comparison to attendance rates within the public school system.

Recognising the paramount significance of fostering inclusivity and a sense of belonging among Aboriginal students, the College has undertaken deliberate efforts to promote an environment conducive to Indigenous academic engagement. Integral to this endeavour are initiatives such as establishing the Following The Dream Program in 2022 and the inception of the Ashdale Deadly Mob in 2020. These initiatives facilitate Aboriginal and Torres Strait Islander students' connection with their cultural heritage while enrolled at the College. They encompass various activities, including culturally enriching incursions, collaborative art projects with local Indigenous artists, the cultivation of a Bush Tucker Garden as a communal gathering space for Deadly Mob students, and the provision of weekly tutoring sessions by Indigenous university students from ECU, aimed at supporting academic progress and fostering a sense of educational aspiration.

2023 Indigenous Attendance Rates %

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	86.6%	87.5%	86.5%	72.4%	74.5%	62.6%	86.4%	87.2%	84.4%
2022	87.5%	85.4%	83%	67.2%	65.5%	55.2%	87.2%	84.8%	80.4%
2023	86.4%	86%	84.9%	72.5%	68.3%	59.2%	86.2%	85.5%	82.5%

Recommendations

- Staff continue implementing a curriculum incorporating Aboriginal perspectives, history, and culture.
- 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.
- Ensure the College environment is culturally safe, welcoming, and inclusive for Aboriginal students by incorporating Indigenous symbols and artwork, promoting cultural celebrations and events, and providing culturally competent staff training.
- Increase the number of Aboriginal Students enrolled in the Follow the Dream program.
- Empower Aboriginal students to take an active role in shaping their educational experience. Ashdale Deadly Mob provides opportunities for students to voice their perspectives, ideas, and concerns and actively contribute to decision-making processes within the College community.
- Continue to support Aboriginal students to succeed as Aboriginal people.



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 conducive learning environment throughout all classrooms is paramount at Ashdale Secondary College. Such conditions are fundamental prerequisites for fostering productive learning experiences among all students. Every student must perceive the College as a sanctuary of safety. Effective management of student behaviour by staff plays an instrumental role in upholding this sense of security. Notably, students have demonstrated their confidence in behavioural management as evidenced by their commendable rating of **5.18 out of 6** in response to the statement, “I know how I am supposed to behave in class,” as recorded in the Pivot survey conducted in 2023.

Establishing a psychologically safe classroom environment is foundational to cultivating a practical learning setting.

I know how I am supposed to behave in class 5.18/6

Generally, psychological safety within a classroom context pertains to a setting wherein students do not feel threatened by the prospect of humiliation or failure. They should feel included, esteemed, and at ease when making contributions, taking risks, embracing errors as learning opportunities, and posing questions in their educational journey. Educational research underscores the necessity for classroom culture to be

The teacher respects me for who I am 4.97/6

rooted in interpersonal trust and mutual respect for students to flourish and reach their utmost potential. At ASC, this constitutes a pivotal focus within our LEARN & GROW pedagogical

framework and continuous professional development for staff. The affirmation provided by students in the Pivot survey, with ratings of **4.97** for the statement “This teacher respects me for who I am” and **4.79** for “This teacher helps me focus on learning,” affirms that this emphasis on psychological safety resonates throughout the entire College campus.

This teacher helps me focus on learning 4.79/6

The College firmly believes in all students’ potential to attain a positive future, and we recognise that nurturing supportive learning environments plays a crucial role in realising this belief. In all our classrooms, the LEARN & GROW framework facilitates student learning through structured learning experiences in every lesson. This entails articulating learning intentions to provide clarity and purpose for each lesson, outlining success criteria to inform what students need to accomplish, and offering exemplars to underscore best practices. Furthermore, teachers consistently assess students’ comprehension and furnish them with feedback to ensure individual progress.



IEPs are collaboratively formulated with students and parents to ensure that the unique needs of each student are addressed across all learning domains. These plans outline specific student goals and practical strategies tailored to the individual learner and undergo evaluation on a semester basis. The efficacy of these supportive

The teacher supports me when I am confused

5/6

classroom structures and processes across all learning domains is corroborated by students' favourable rating of **4.89 out of 6** for the statement, "The teacher supports me when I am confused."

Diversifying pathways ensures the success of all ASC students. In Years 7 - 10, we offer Focus classes designed to provide additional support in Mathematics, English, Science, and Humanities and Social Sciences (MESH) classes. This is facilitated through smaller class sizes and a tailored curriculum. Additionally, our Year 7 - 10 MESH classes offer Extension classes aimed at challenging academically gifted students through an in-depth exploration of the curriculum.

The College's Learning Enrichment Centre (LEC) aids Year 7 - 11 students' social and emotional intelligence development. Our SALP is tailored to support students with Autism Spectrum Disorder (ASD) in Years 7 - 12, with a focus on attaining positive academic, behavioural, social, and emotional outcomes to maximise independence and access to further education and successful employment.

The Flexi Learning Centre endeavours to cultivate the skills and knowledge of Year 11 and 12 students within a flexible, young adult learning environment. Individuals progress at their own pace in a supportive context while exploring career pathways and fulfilling the attainment requirements for WACE.

The variety of pathways and programs offered at ASC provides supportive environments for our students and fosters a positive future for all members of the Ashdale community.

Recommendations

- Continue to engage with the Pivot student survey.
- Focus on creating a child-safe environment through the implementation of G (Greet) and R (Routines) strategies. as part of our LEARN & GROW framework.
- Promote active engagement through the implementation of O (On-task) strategies.
- Focus on reviewing, reflecting, and setting goals through the implementation of W (Work Hard) strategies.
- Expansion of Learning Enrichment Centre strategies into Senior School (Years 11 - 12).

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 Secondary College places a considerable emphasis on the professional advancement of its staff members. Our Workforce Development Plan meticulously delineates strategies to foster and promote leadership development across various career stages, encompassing graduate teachers, emerging leaders, and experienced professionals within the College.

A comprehensive array of support mechanisms and strategies has been made available to our staff to facilitate the attainment of Level 3 Classroom Teacher or Senior Teacher status. These encompass Professional Learning sessions, workshops, mentoring initiatives, and the option to participate in externally facilitated Professional Learning sessions. In 2023, one (1) College staff member was supported to achieve his Level 3 Classroom Teacher status, and a number are working towards it. The pivotal role played by our Level 3 Classroom Teachers in delivering and supporting high-quality teaching and leadership is of paramount importance to the College. Concurrently, a substantial cohort of Senior Teachers actively engages in diverse initiatives related to mentoring, teacher development, and other crucial priorities within the institutional framework.

The College has introduced various career development programs, including the ASC Leadership Development Program, Women in Leadership, Innovation Grants, Teacher Projects, and involvement in House Leaders and other working parties. These initiatives allow aspirant leaders to contribute to or lead various projects. As the College continues its expansion, we are committed to further cultivating our future leaders, ensuring that we remain optimally positioned and adaptable in responding to the evolving changes and opportunities that growth brings.



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

In 2023, Ashdale Secondary College was named a Lead School as part of the Quality Teaching Strategy the Department of Education introduced. As a lead school, ASC has worked with schools around the state to support implementing and sustaining evidence-based, effective teaching strategies within their contexts.

Professional development initiatives in CMS were consistently administered throughout 2023 to bolster the sustained implementation of pedagogical excellence within our LEARN & GROW framework. Across the course of the year, 13 members of the College staff successfully completed CMS: Foundation, either through enrolment in a State-wide program or our established in-house curriculum. In comparison, an additional 13 staff members completed ISE.

Remarkably, more than 90 College staff members have undergone CMS training, complemented by 31 participants in ISE Training. Presently, the College boasts four (4) staff members accredited to deliver CMS professional learning, alongside two (2) staff members accredited to facilitate ISE professional learning, and a cohort of eight (8) accredited teacher coaches (CATs).

Aligned with the overarching K-12 vision and the collaborative pursuit of teaching excellence within the Ashdale Cluster, the in-house CMS and ISE courses have been expanded to encompass representatives from Ashdale Primary, Carnaby Rise Primary, Madeley Primary, Landsdale Primary School, and Landsdale Gardens Primary School.

In addition to supporting the strong collegiality between the staff from the six (6) 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 evolution 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 CATs across Cluster schools to provide coaching support for staff and continue to seek out and provide targeted professional learning opportunities for staff.
- Increase the number of staff trained in Classroom Management Strategies across the Cluster Schools.
- Increase the number of staff trained in Instructional Strategies for Engagement across the Cluster Schools
- Continue a one-on-one coaching program for first-year Graduate Teachers to support their transition into teaching.
- Implement a one-on-one coaching program for Second year Graduate Teachers to support their transition into teaching, focusing on 'Learning from Students'.



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 2023, the College continued utilising the DoE Quality Teaching Strategy Culture Survey with our staff and community. The survey aims to gauge the 'culture' of the College as a significant indicator in driving continuous whole-school improvement. For this reason, the questions were slightly different to those in the National School Opinion survey. Still, they provided us with tangible and credible data to quantify and compare the culture of the College.

In response to – **'Staff are actively engaged in school improvement'**, 90% of our staff agreed or strongly agreed with the statement. The College has vigorous and rigorous planning processes that embed and support reflection and review at all levels. Our focus to consistently ensure we recognise and support high standards and expectations is evident across the College and supported in the staff responses to the statement **'Our school has a culture of high expectations of student achievement and progress'** at 92% agree or strongly agree.

In response to our target around statement 2 – **'Staff are well supported in this school'**, 79% of staff agree or strongly agree that 'they are a better teacher for working at this school', and 87% of staff agree or strongly agree that **'Our school culture supports staff professional growth'**.

With this target once again being met, the College continues to be incredibly proud of our staff and their commitment to the College and the local Ashdale community in ensuring we are providing the best possible outcomes for our students.

Recommendations

- Ensure we continue to support staff through professional learning opportunities and develop systems to provide targeted, planned workforce requirements linked to our business plan to drive improvement in teaching and learning.
- Embed reflective practices across the College to continue to support teacher growth.
- Provide opportunities for staff to share their voice, expertise and experience across the College with the acknowledgement of the collective experience and expertise available.



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

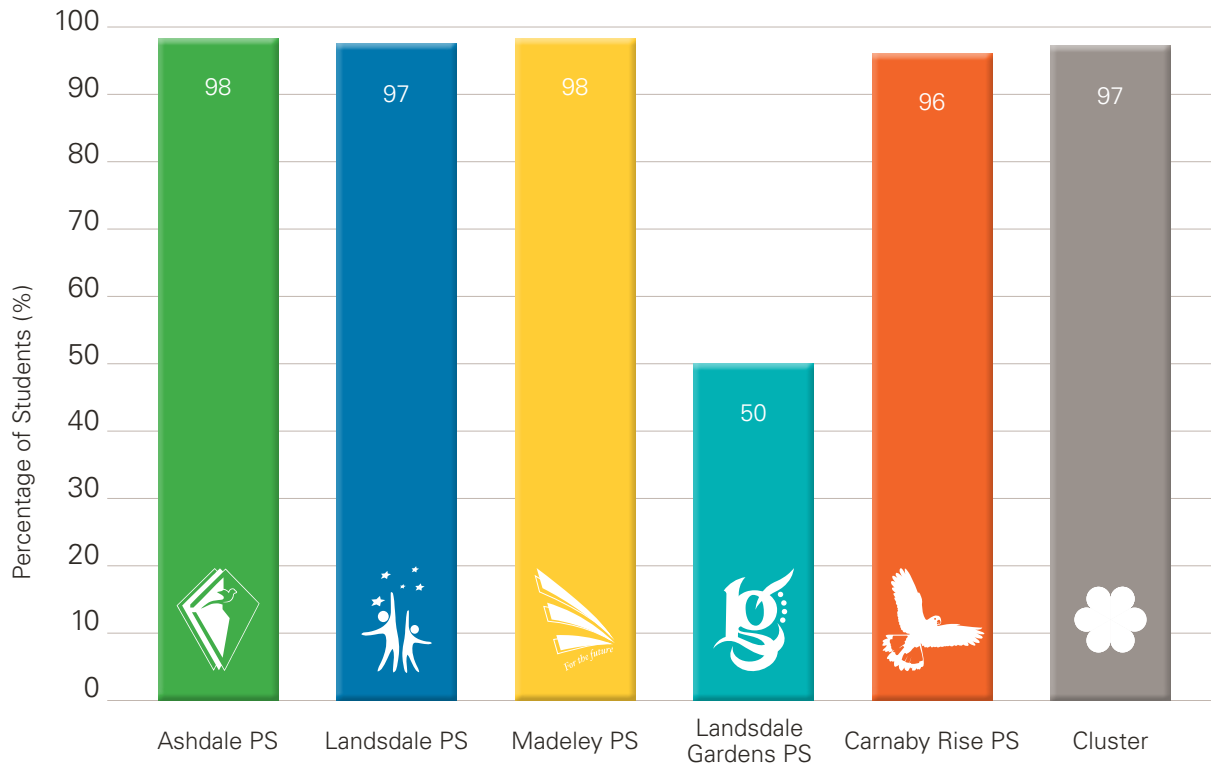
The Ashdale Cluster aims to promote a holistic K-12 learning community with a common purpose and joint vision for improving student outcomes across the six (6) schools, now including Landsdale Gardens Primary School. With a student population of over 1,850, the College is integral to the Ashdale Cluster 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 wider Cluster community.

The continuation of the Phase of Learning Teams (PoLTS), focusing on Instructional Intelligence across all K-12 PoLTS, has engendered collaboration, action-based research and the dissemination of best practice instructional strategies across the Cluster. The three-year PoLTS Instructional Strategies plan is built upon the foundational skills from the previous plan, which focussed on 'reading' and developing skills for reading that apply across all educational settings. The direct impact of our PoLTS focus has seen marked improvements in school-based assessment, NAPLAN data in both the Year 7 and Year 9 cohorts and the consistent increase in the College median ATAR results, which in 2023 achieved its highest-ever result (84.00), up from 81.25 (+2.75) in 2022.

The continued success of our highly effective transition program ensures all incoming students are fully prepared for the move to high school. With the addition of DIBELS to further inform our staff and ensure earlier identification of students who require targeted literacy intervention as well as the continuation of activities taking place from Year 4 and 5 and the highly regarded Year 6 transition program and our House System re-structure, has attributed significantly to students quickly feeling a sense of belonging and connectedness to the College. Our STEM Champions (student and parent program) and STEM Girls Day Camp also provide avenues for students to become familiar with the College, its staff and each other. This, along with our Netball, Soccer and Music Academies, have ensured that our Cluster retention remains higher than in previous years, with 97% (+3%) of students transitioning from Cluster Schools into College.



Percentage of students from Cluster 2023



Recommendations

- Continuation of DIBELS testing for incoming Year 6 students as a set of measures for assessing reading skills and to:
 - To identify students who may be at risk of reading difficulties
 - Oral Fluency testing for students requiring targeted literacy support
 - To document students' progress in reading skills as a consequence of special intervention programs through progress monitoring
 - To provide minimum levels of performance for all students to reach to be considered on track
- Introduction of Year 7 Literacy Intervention Classes (three (3) times a week) for students who have been identified through extensive data interrogation and consultation with Cluster schools as requiring significant literacy support.
- Continuation of the fifth year of PoLTs with a focus on Instructional Intelligence in all years, these PoLTs will be supported through Statewide Services expertise and Ashdale SC QTS – Lead School network.
- Continue to provide Professional Learning to PoLT leaders through leadership development strategies and programs.
- Continue to offer various programs that engage students and families in ASC from Year 5 onwards.
- Support 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 2023, the College continued utilising the DoE Quality Teaching Strategy and Culture Survey as a tool to support the determination of the culture of the College and the connections with both community and parents as partners in the education of young people in our community.

Ashdale holds a long-established position at the heart of the Ashdale community and has consistently demonstrated its capability, responsiveness, and adaptability over time. Continuous school improvement is crucial to the success of the College, and we are cognisant that no matter how well a school is performing, there are always areas in which we could improve. To this end, the College has an established and rigorous self-assessment process undertaken every six (6) months to ascertain where we are and how we will move forward from this position. Our understanding of the ongoing and evolving nature of the education landscape is supported through regular feedback from staff, students, and the wider College community.

Culture Survey Results

 QUESTION	 PARENT
My school sets high expectations for my children’s learning	84%
I am comfortable to approach the school to discuss my children’s progress	75%
I feel welcome at the school	83%
I receive feedback from teachers about my child’s achievement and progress	81%
The school values the role of parents as partners in education	81%

Recommendations

- Continue to develop, drive and support high-quality marketing and branding strategies across various mediums to promote College successes, practices and events.
- Continue to provide up-to-date information and access for the community to engage with the college at the point of need and the whole College community level.
- Ensure equity of access to the college through the commitment of the whole college to meet our community needs.
- Continue to ask for, acknowledge and act on the feedback provided to the college from students, parents, caregivers and the broader community in response to College activities, practices 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.

Throughout 2023, Ashdale Secondary College diligently maintained its prestigious Teacher Training School Status, a distinction awarded to the College in 2014. The College continued to uphold its well-established program, dedicated to mentoring pre-service teachers and furnishing them with an exceptionally high standard of support and educational guidance. A paramount objective during this period was the unwavering commitment to delivering superior-quality mentoring with maximum efficacy. This commitment was manifested through a strategic approach involving reducing the number of offered placements and a longer placement duration. This deliberate measure aimed to afford pre-service teachers an extended period of collaboration with their mentor teachers, thereby fostering a more profound impact on their professional development and growth.

In alignment with its steadfast commitment to excellence, the College maintained strong partnerships with various universities. Notably, the closest partnership endured with ECU, hosting 22 teachers. Furthermore, the College expanded its placement opportunities with Curtin University (21) while sustaining its placement numbers with Notre Dame (1) and University of Western Australia (UWA) (1). New partnerships were forged with Murdoch University (1) and Deakin University (1). An endorsement of the program's value was evident as over half of the College's teaching staff volunteered as mentor teachers, underscoring the elevated commitment to this pivotal initiative. The mentorship program also experienced growth, welcoming new mentors to the roster, totalling 42 teachers hosting pre-service teachers in 2023.

The College supported the ECU 'Scholar in Residence' program the same year by hosting four (4) students. This immersive experience, spanning six (6) months, allowed students to partake in a diverse range of opportunities and experiences, effectively preparing them for their future roles in teaching. The success of our partnership with the universities and our commitment to developing the next generation of teachers is evidenced by the number of people gaining employment at the College. During the 2023 school year, three (3) teachers who had completed their placements were employed at the College, with a further four (4) gaining employment for the 2024 school year.

The College was honoured to again participate in the DoE's Pre-Service Development Program, an exclusive invitation extended to four (4) secondary schools. This program focuses on delivering high-quality placements for pre-service teachers in STEM, accompanied by STEM professional learning opportunities. In 2023, ASC reduced the number of professional learning sessions but extended their duration, providing enhanced developmental opportunities for pre-service teachers. Through this partnership, the College formed relationships with several pre-service teachers, employing two (2) for the 2024 school year.

In 2023, the College paused its partnership with Curtin University (Curtin), which allowed Curtin students to observe lessons in state-of-the-art observation classrooms. Curtin is looking to re-establish this partnership, and the College will work towards this.

Ashdale Secondary College focused on building relationships with external partners to improve student outcomes in 2023. These partnerships were across a variety of tertiary institutions and industries. Our Year 11 and 12 General students, approximately 65% of the cohorts, engage in Workplace Learning. These work experience opportunities allow our students to sample a range of industries and employers during their senior schooling, allowing them to make informed choices about their future pathways, with many students gaining employment and apprenticeships from this program. We have fostered partnerships with over one hundred local employers, providing student choice and improved outcomes.

The Careers Team led the second annual Careers Week at Ashdale in Term 4 of 2023. This involved all Year 9 students exploring different careers within each Learning Area for an entire week. A highlight of the Careers Week was the guest panels that occurred from a range of industries. Feedback from the students and community was very appreciative of this initiative. All Western Australian universities delivered information sessions to our Year 12 students, ensuring the students had relevant and up-to-date information.

Our ongoing relationship with ECU facilitated the offering of the ECU Uniprep course in 2023. This course allows Year 12 students to complete a university preparation course whilst still enrolled at Ashdale. Upon completion, students are granted equivalency for entry at ECU the following year. All students successfully completed the ECU Uniprep course in 2023.

Recommendations

- Reinstate the partnership with Curtin University to provide opportunities for pre-service teachers to observe lessons with live commentary on Teaching and Learning.
- Provide a series of Professional Learning opportunities for pre-service teachers on various teaching and learning foci.
- Deploy the Workplace Learning Program to Year 12s in Semester 2 on a needs basis, allowing the College, students and caregivers to formulate a plan of action to best support students' achievement of WACE.



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 graduating, Year 12 students are asked to complete a 'destination survey' to provide data on their post-school intentions. The data is progressive. Therefore, the destination survey for 2023 students will be published in 2024. The data we use in this particular area is a comparison of the student intention in 2022 and their destination in 2023.

Post-School Destination Survey Results

	Intention 2022 School	Intention 2022 State	Destination 2023 School	Destination 2023 State
Return to school		0.4%		0.0%
University	59.9%	51.0%	52.3%	38.3%
Uni Offer - No Placement		0.0%	4.1%	7.5%
TAFE	16.4%	16.0%	9.3%	11.5%
Apprenticeship	8.6%	11.7%	1.6%	3.4%
Traineeship	2.0%	2.5%	1.0%	2.0%
Other Training	2.0%	2.9%	3.1%	1.5%
Employment - Full-time	5.3%	9.5%	8.3%	6.2%
Employment - Part-time		1.3%	7.3%	13.9%
Employment				
Employment Assistance		0.0%	4.1%	4.8%
Other	5.9%	4.7%	2.1%	1.4%
Deferred Study/Training		0.0%	6.7%	9.6%





As expected, most of our students leave us to pursue further study or enter the workforce. This is a positive outcome for the students and supports the College mission of 'preparing our students for a positive future'. The College's focus on providing successful student pathways and ongoing individual pathway planning continues to develop and drive further into the early years of secondary schooling. To support the pathways and choices available for students at the College, the strategies currently in place include:

- Year 9 Careers week with opportunities to hear from experts in a variety of fields as well as access to opportunities available along personality strength profiles
- Year 10 Course information and Speedy Careers events
- The Senior School Enrichment Program
- University Preparation Courses information and enrolment seminars
- ECU UniPrep Course available on-site
- Try-a-trade
- Workplace Learning opportunities
- Career Education and information seminar sessions for parents/caregivers

A particular area of interest for the College is to continue to build the Ashdale Alumni. As of 2023, the Year 12 cohort will provide their contact details post-school to remain in contact with the College and allow us to identify their progress since leaving the College. This database will provide a more accurate snapshot of post-school life for our students and allow us to invite them back to share their experiences and expertise with the current cohort of students.

Recommendations

- Continue to grow the ASC Alumni Group.
- Expand stakeholder information sessions and events around career pathways and options to ensure students, parents and caregivers have accurate and up-to-date information.
- Provide staff with further professional learning opportunities to support their knowledge and expertise of senior secondary school pathway options.
- Continue driving career information into the lower secondary years with the continued expansion into Year 9 Career Week and forging links into Year 8 conversations.



Financial Report



As at 31 December 2023

The following information outlines the financial performance for the year 2023.

Our combined Year 7 – 12 compulsory charges collection rate for 2023 was 81.14% inclusive of the Education Program Allowance received. This was 3.25% higher than 2022 at 77.89%.

The voluntary contributions collection rate for 2023 was 74.47%, including the Education Program Allowance. This was 6.26% lower than 2022 at 80.73%. It was determined this may have resulted from several home loan interest increases, forcing families to prioritise their spending.

The ASC school budget is regularly monitored by the College Board, the College Executive, and the Finance Committee, which ensures financial accountability, effective planning, and new initiatives across the College.

ONE LINE BUDGET		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	1,090,224	1,090,224
Carry Forward (Salary)	1,937,753	1,937,753
INCOME		
Student- Centred Funding (including transfers and adjustments)	21,626,563	21,626,563
Locally Raised Funds	1,218,639	1,170,025
Total Funds	25,873,178	25,824,564
EXPENDITURE		
Salaries	20,204,165	20,204,165
Goods and Services (Cash)	4,400,441	2,879,548
Total Expenditure	24,604,606	23,083,713
VARIANCE	1,268,573	2,740,852

INCOME		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	1,090,224	1,090,224
Carry Forward (Salary)	1,937,753	1,937,753
STUDENT-CENTRED FUNDING		
Per Student	18,048,300	18,048,300
School and Student Characteristics	2,212,321	2,212,321
Disability Adjustments	53,333	53,333
Targeted Initiatives	1,389,652	1,389,652
Operational Response Allocation	4,040	4,040
Total Funds	21,707,646	21,707,646
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers - Salary	(1,766,066)	(1,766,066)
School Transfers - Cash	(1,768,602)	(1,768,602)
Department Adjustments	(83,618)	(83,618)
Total Funds	(81,082)	(81,082)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	215,730	167,858
Charges and Fees	736,897	736,829
Fees from Facilities Hire	7,545	6,909
Fundraising / Donations / Sponsorships	109,331	109,331
Commonwealth Government Revenues	14,790	14,790
Other State Government/Local Government Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	134,345	134,308
Transfer from Reserve or DGR	0	0
Total Funds	1,218,638	1,170,025
TOTAL	25,873,179	25,824,566



EXPENDITURE

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	18,476,723	18,476,723
New Appointments	0	0
Casual Payments	1,691,732	1,691,732
Other Salary Expenditure	35,709	35,709
Total Funds	20,204,164	20,204,164
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	209,965	134,936
Lease Payments	28,975	37,729
Utilities, Facilities and Maintenance	593,264	476,418
Buildings, Property and Equipment	1,353,769	871,020
Curriculum and Student Services	1,758,063	1,168,848
Professional Development	49,485	45,215
Transfer to Reserve	254,756	0
Other Expenditure	150,014	143,907
Payment to CO, Regional Office and Other Schools	2,150	1,925
Total Funds	4,400,441	2,879,548
TOTAL	24,604,605	23,083,712



College Board

What does it do?

Ashdale Secondary College Board’s fundamental purpose is to enable parents and community members to engage in activities that are in the best interests of students and to enhance the education provided by the College. Their functions are covered by legislation, and the elected members include parents, staff and students. Community members are invited to join to add depth of knowledge to the Board.

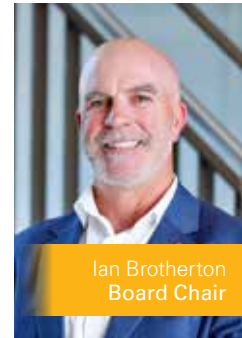
The functions of Boards are prescribed by the *School Education Act 1999* and the *School Education Regulations 2000* as follows:

Take part in:

- Establishing and reviewing the College’s objectives, priorities and general policy directions.
- Planning financial arrangements necessary to fund those objectives, priorities and directions.
- Evaluating the College’s performance in achieving those objectives, priorities and directions.
- Formulating Codes of Conduct for students at the College.
- The selection of, but not the appointment of, the College Principal or any other member of the teaching staff if the Regional Executive Director gives prior approval.

Approve of:

- A charge or contribution determined by the Principal for the provision of materials, services and facilities.
- The costs determined by the Principal are to be paid for participation in an extra cost optional component of the College’s educational program.
- The items selected by the Principal are to be supplied by a student for the student’s personal use in the College’s educational program.
- Any proposed changes to the above.



Ian Brotherton
Board Chair

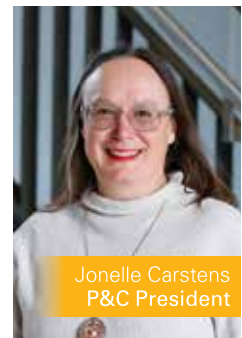


P&C Association

Parents & Citizens Association

The P&C Association is open to all parents and guardians of students attending the College and all citizens within the College community. We promote the interests of the College by bringing parents, citizens, students and teaching staff into close cooperation and by allocating funds to provide facilities and equipment for the College. During the meetings, we discuss College programs and members are fully informed of what is happening at the College.

In 2023, the P&C Association has approved/funded the following programs/items, many of which would not have been possible without their dedicated support;



Jonelle Carstens
P&C President


Netball dresses & bibs	\$2,328	P&C Scholarship Program	\$15,000
Welcome BBQ sausages	\$400	Breakfast Club	\$1,832.27
Grip Leadership Conference	\$1,500	Year 12 Graduation Award prizes	\$1,100
Duke of Edinburgh registration, fees/costs	\$3,220	Harvest Anthology publication costs	\$1,500
Science & Engineering Challenge registration	\$600	Electronic drum kit	\$2,759
Projectors for the gym	\$1,643.63	Y10 Outdoor Education Bodyboarding equipment	\$6,830
Outdoor Education student tents	\$4,352.73	2024 FIRST Robotics Competition registration fee & uniforms	\$4,775
Mamma Mia Production staging	\$8,400		
Robotics Team parts & accessories	\$2,218.34		
		TOTAL	\$58,458.97





Ashdale
Secondary College



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