ANNUAL REPORT 2017

ASHDALE
SECONDARY COLLEGE

Ashdale
Secondary College

An Independent Public School

Achieving a Positive Future

WE OFFER WORLD CLASS
EDUCATION FOSTERING
INNOVATION AND
CREATIVITY

Our Vision

Our Purpose

Ashdale Secondary College provides students with a world class educational experience. We promote opportunities for intellectual, social, physical, creative and experimental learning through high quality teaching and strong pastoral care relationships.

Our Mission

To provide students with an excellent and holistic education. This will allow them to transform into global citizens who think creatively, reason critically, communicate effectively and develop necessary life skills to truly become lifelong learners.

Understanding the Annual Report

The Annual Report provides parents, caregivers and members of the community with an overview of Ashdale Secondary College's performance over the past year. It provides information about student academic performance, attendance, school programs and staff development.

This report is a small component of the total reporting process that the College undertakes. As an Independent Public School, Ashdale Secondary College develops a Business Plan together with an Operational Plan. The Principal has entered into a Performance Agreement with the Director General. This Plan and Agreement has been endorsed by the College Board. The 2017 Annual Report reflects the College's Priorities and Targets, as outlined in the 2017-2019 Ashdale Secondary College Business Plan.

These documents should be read in conjunction with student reports, newsletters and other College publications to gain a clear understanding of the College Purpose.

The 2017 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board and endorsed on 12 March 2018.

Kylie Bottcher
Principal

Professor Mark Hackling
College Board Chair

College Overview

It is our pleasure to present the 2017 Ashdale Secondary College (ASC) Annual Report to the College and the wider community. We commend this report to you, noting that it makes extremely gratifying reading for anyone with an interest in the College.

Throughout 2017, we repeatedly measured our students individual and collective successes across numerous domains. The headline academic data is, of course, reflected in the final results of our Year 12 students. These students have completed 12 or more years of primary and secondary education, the majority of these as members of our cluster primary schools.

Our Year 12 students achieved outstanding results in 2017 while completing the Western Australian Certificate of Education (WACE). Once again, Ashdale Secondary College has confirmed its position as a top performing public school: we recorded a 95.6% WACE achievement (above both Like Schools and State) and Secondary Attainment (an ATAR of 55 or a Certificate II or higher) was at 100%; we were the 18th-ranked public school with a median ATAR of 80.65. Our students received one Subject Exhibition, two subject Certificates of Excellence, three Certificates of Distinction and 18 Certificates of Merit. Finally, we were also delighted to see 77% of our students receive an ATAR of 70+ which placed them in the top 30% of the state. These results show that Ashdale Secondary College is able to graduate our students with a WACE and that these same students are well set up for entry into university, TAFE or the work place. This is something that we can be proud of as a school community, not only because it tells us that we are enabling our students to achieve great results, but also in creating opportunities for positive futures.

Further to this excellent Year 12 achievement data, our Year 7 and 9 students, in national standardised testing, exceeded state, 'like' socio-economic schools and Australia-wide achievement averages in NAPLAN testing in Writing and Numeracy. More importantly, of course, our students also showed significant improvement in performance from Year 7 to Year 9, which is evidence that Ashdale Secondary College is able to value add to each student's individual performances.

Ashdale Secondary College continues to advance and lead the way in students' engagement in STEM (Science, Technology, Engineering and Maths).

Work behind the scenes in teacher development and professional learning saw staff examine how these important 21st Century learning skills could be embedded across the curriculum, ensuring that our students are equipped for the jobs of the future. Links with the cluster primary schools continued with ASC providing a Science and STEM curriculum to the students of these schools as extension activities. The College also developed the STEM garden, giving students real-life opportunities to problem-solve and work on STEM learning projects in the areas of sustainability, water and shade. The popular STEM Champion workshops were run in each term: the six workshops run were attended by 360 students and their parents. In addition, the College continued to run the popular STEM girls' day camp, an initiative which strongly encourages girls to consider future career and study pathways within the field of STEM. Ashdale Secondary College was recognised as a leader in STEM education and was awarded Teacher Development School status for STEM education at the end of 2017 for the next two years; one of three secondary schools in WA to achieve this status. This will see ASC staff work with other schools to provide best practice examples and lead schools in developing their students STEM skills.

Cultural engagement was exemplified through the vibrant, high-quality, extensive and very successful Ashdale Arts program. Throughout 2017, Arts students were involved in a wide range of exhibitions, performances or competitions. The highlight of this program was the school performance of "Grease".

The Board would like to particularly acknowledge the significance of having six students selected to exhibit their work in the 2018 Year 12 Northern Perspectives. This exhibition is reserved for the most talented artists in the cities of Wanneroo, Joondalup and Stirling. Two of our talented students were recognised for their efforts: Yasmine Mnahy received the Resident Encouragement Award and Joanne Le took home the Overall Encouragement Award. These results, along with the Art Exhibition and the ongoing performances of the Concert Bands, the numerous instrumental ensembles, and the Vocal Ensemble demonstrate the growth and development of a vibrant Arts Program here at ASC.

Our sporting academies, netball and soccer, proved competitive and had considerable success winning at various levels within their respective codes.

Membership of these academies provides our students with opportunities from inter-school to international competition. The highlight of 2017 was our results in the Gold Coast Netball competition, and our soccer players are working hard preparing for the 2018 Singapore Soccer Competition. In addition to school-based achievements, we were also proud of the numerous individual student accomplishments throughout 2017 at local, state and national levels. These many successes illustrate not only the breadth and depth of sporting talent but they also illustrate that our sports program is paying dividends in terms of student achievement as well as engagement.

Many of our students are involved in community service, both inside and out of our College. Perhaps the strongest demonstration of this commitment in 2017 was through the Student Leaders who raised funds across the College for the Pat Giles Centre and other worthy causes. This said, we are also delighted to acknowledge the many individual students (and indeed staff) who displayed their sense of justice, humanity and civic responsibility through fund raising activities in and out of school time.

In addition to the ongoing provision of academic and non-academic programs throughout the year, 2017 was the third year that we welcomed Year 7s to secondary school and we maintained a school population of around 1,600 students. The Year 7 students have adapted well to secondary schooling and have continued to contribute to our excellent achievements in the academic, sporting, cultural and citizenship domains. At the end of 2017, we finalised staffing plans to ensure the continuation of success of our Student Services and Care team. Our ability to provide a safe, supportive environment for all our students is a vital element of the College's mission. Considerable work had been done throughout the year to ensure we are meeting the Department of Education's brief of not only addressing High Performance but also providing High Care, and that our all-important pastoral care programs continue to support student wellbeing and development.

We would like to note that our achievements across the College are greatly assisted by having students who engage in their own learning program. At ASC, we are proud to have polite, well-behaved, pleasant and highly motivated students who are prepared to 'have a go' and, as a result, achieve outstanding success.

These students are a credit to the College and the wider community, including the strong, unique cluster of which we are all part.

In closing, we note that our success as a school is greatly enhanced by a supportive School Board, our extensive partnerships with universities, especially Edith Cowan University, other industries including SciTech, Women in Technology WA and TESLA and a motivated, caring and talented staff. The Board would like to acknowledge and thank our teachers for the professionalism with which they approach this most challenging and rewarding of roles. The quality of teaching and non-teaching staff, and the links with our students, parents and wider community at Ashdale Secondary College, is exemplified by yet another staff member being named as the 2017 Beginning Teacher of the Year in the WA Education Awards. As a school, we embrace a culture of continual improvement, and we look forward to 2018 being another highly successful year. If you would like further or more detailed information on College performance, please do not hesitate to contact the relevant members of the College Executive Team.

Kylie Bottcher
Principal

Professor Mark Hackling
College Board Chair

2017 Highlights

- Act, Belong Commit PhotoVoice Competition - 5 finalists, Divyesh Varsani, Christian Saluto, Reehana Hourani, Noemi Talpa & Louise Bolos with Divyesh Varsani taking out 1st Place and Reehana Hourani taking out 3rd place.

- ATAR and WACE results - 4 students received an ATAR score of 95+ placing them in the top 5% of the state, Median ATAR score of 80.65 and WACE result of 95.6%, placing ASC as 12th best public school

- Australian History Competition - Years 7-10 Awarded Merit and Credit Attainment Certificates.

- Australian Mathematics Competition - 29 students achieved a Distinction, and 55 students achieved a Credit.

- Bebras & CAT Competitions, hosted by CSIRO - ASC awarded 9 High Distinctions, 15 Credits and 10 Merits

- Design an Ad Competition, hosted by The West Australian - ICT Year 9/10 - Winners Miguel Lima Year 10, Reehana Hourani Year 9 for their print advertisements.

- Duke of Edinburgh Award - Year 10 Keren Cobel and Karis Italiano earned Bronze Awards.

- FameLab Competition - Year 12 Science - Winner, Anthony Pham and Student's Choice award Ben Waterfield.

- Mock Trials - Year 10/11 - ASC won 3 out of 6 rounds with Team B winning against Perth Methodist Ladies College.

- National Computer Science School Python Coding Challenge - 21 Perfect scores of 100%, 11 High Distinctions, 19 Distinctions and 10 Credits.

- Futsal State Championships - Soccer Academy Students selected to compete in the Annual Championships with Samuel Andrioff, Year 7 selected for the National Championships in Brisbane.

- Netball Academy - Year 10 competed in the Queensland National Competitions, A Team finishing 5th out of 19 teams.

- Northern Perspectives Art Exhibition - 6 Year 11/12 ATAR and General Visual Arts students; Gabriela Nad, Isabella Drew, Ivy Nguyen, Joanne Le, Samuel Hales and Yasmine Mnahy were selected to exhibit their work. Joanne Le took out the Overall Encouragement Award with Yasmine Mnahy a joint recipient of the Encouragemewnt Award, Ivy Nguyen took out the People's Choice Award with Gabriala Nad receiving the Principal's Choice Award.

- Regal Theatre National Story-Dance - Certificate II Dance Extension class performed Wakakirri "The Killing Fields" winning; best individual hair and makeup; Best World History; Excellent Solo Dance; Best Direction for the combination of Dancing and Acting; and Excellent Ensemble

- School Sport Australia - Year 7 Mythiaz Heather selected to represent WA as a Referee at the Touch Football Championship in Adelaide

- Science and Engineering Challenge - Year 10 - ASC won Champion School for their division

- Harry Perkins Institute of Medical Research Bio-Engineering Masterclass - Year 11 students Libby Bartlett, Jordan Franklin, Fanija Calevska and Diya Teli selected to participate for half day masterclass

- Science Talent Search Awards - ICT Year 9 student Patricia Lima 1st place for video category awards

- Shaun Tan Awards - Joanne Le selected to showcase her oil painting for the 2nd year in a row

- State Choral Festival - ASC Vocal Ensemble won Outstanding Award for Open Choir

- WA Education Awards - Beginning Teacher of the Year, Ms Deb Yates, along with finalist Ms Ashley Wright

- Young ICT Explorers - Year 8 student Alyssa Yates won a Merit award

- 40th Archery Youth National Championships - ASC siblings Meagan and Harrison Locke represented WA.

The College Business Plan 2017-2019 sets out four priorities, in turn each priority has a clear focus and a target. The measurement against each of these targets enable clear reporting against each priority.

PRIORITY 1: SUCCESSFUL STUDENTS

OUR FOCUS: At Ashdale Secondary College, we believe all students should be successful students and have access to the best education possible.

Target 1.1: In the NAPLAN, the progress achieved by the stable cohort will equal or exceed Like Schools in each test area.

The National Assessment Program – Literacy and Numeracy (NAPLAN) testing occurs in May each year, with students in Years 3, 5, 7 and 9 being tested across a range of literacy and numeracy skills. The Ashdale Cluster of schools works cooperatively and collaboratively to build skills and track progress across all year groups. Success in literacy and numeracy remains a priority of the Ashdale Cluster and its teachers have access to NAPLAN student data from Year 3 onwards, allowing for targeted strategies to be employed.

In 2017, ASC supported two cohorts of students, Year 7 and Year 9, to complete the testing over a four-day period. As ASC is a leader in innovative practice, rigorous preparations were put in place by the College for testing to be completed online. However, due to a national delay, the online testing process was postponed until 2018.

Students at ASC have continued to perform strongly in all areas of NAPLAN and the results show that the College continues to 'value-add' with regards to student achievement. Our students not only achieve strong results but they make good progress from year to year in their literacy and numeracy skill development. The College has actively implemented strategies to achieve this performance, including literacy and numeracy NAPLAN conferencing (3.6 FTE in 2017), NAPLAN support classes focusing on literacy and numeracy, NAPLAN pre-testing and analysis, whole-school use of the Customised NAPLAN Analysis Platform (CNAP) and the data provided to embed strategies within teaching programs, and the continued growth of a Lexile Reading Program, which measures students' current reading level and assists in matching them with appropriate text, aiming to extend vocabulary and comprehension.

In the areas of Writing, Numeracy, Grammar and Punctuation and Spelling, ASC Year 9 students made greater progress and attained achievement from 2015 to 2017 than Like Schools. In Reading, students achieved higher than Like Schools but their progress was marginally lower.

The average test score in both Numeracy and Writing for students in both Year 7 and Year 9 increased from 2016 to 2017 at ASC, whereas the average score for students in Like Schools in those assessments for both cohorts decreased over the same period, widening the extent to which ASC exceeded achievement in comparison to Like Schools.

NAPLAN Year 7 2015 to Year 9 2017
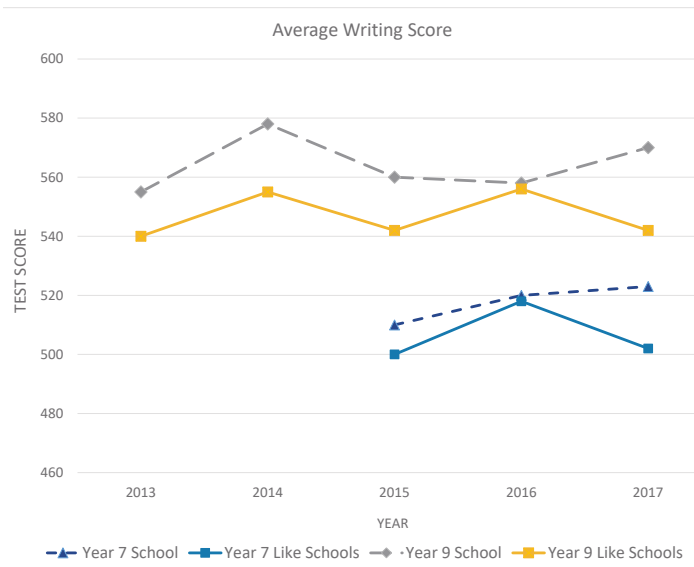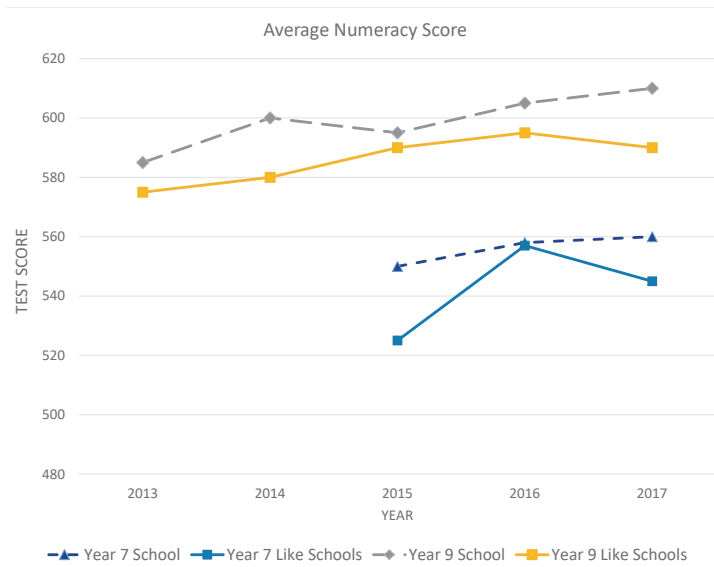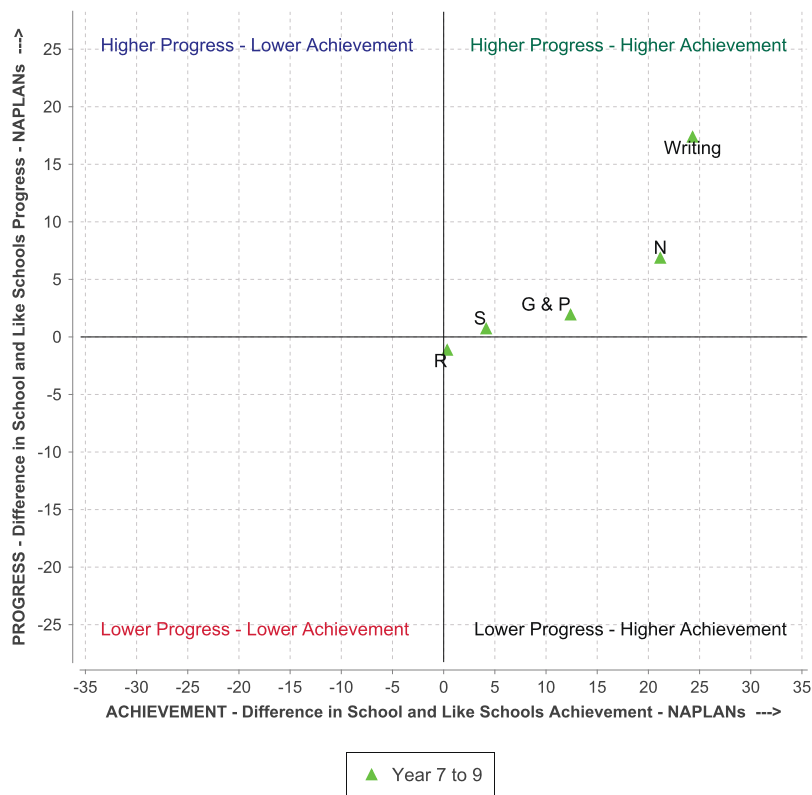
Average test scores in Year 7 Reading in 2016 were lower than Like Schools, though achievement in this area increased in 2017: ASC students achieved slightly higher than Like Schools in Year 7, and equalled Like School achievement in Year 9.

Average Reading Score
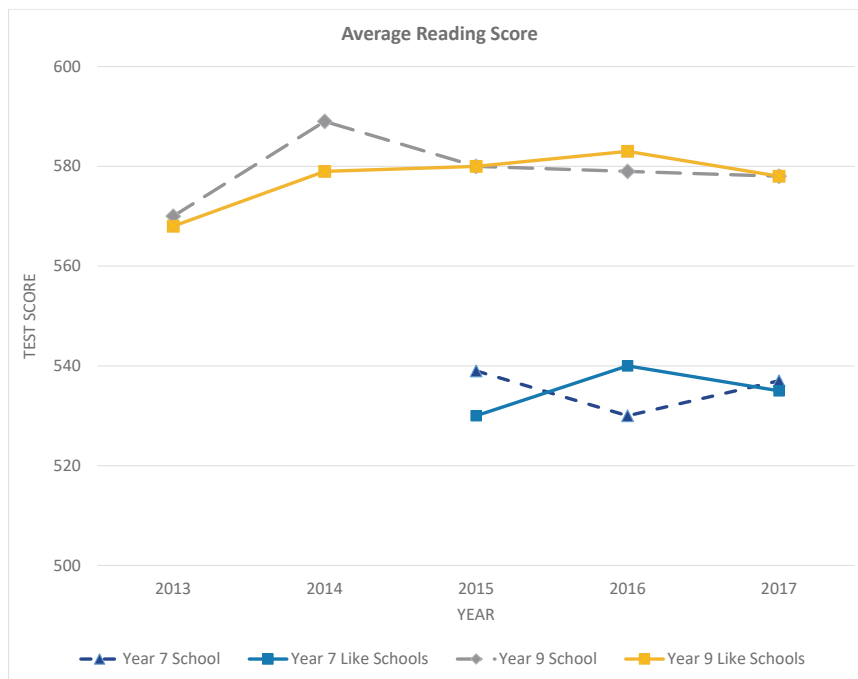
As evident in the Proficiency Band Summary tables for Numeracy, Writing and Reading, in 2017, more students in Year 9 at ASC achieved in Band 8 or higher - meaning pre-qualification for Online Literacy and Numeracy Assessment testing (OLNA) - when compared with Like Schools, with 66% compared to 52% doing so in Numeracy, 43% compared to 35% doing so in Writing, and 51% compared to 50% achieving Band 8 or higher in Reading.

Year 9 saw 0% of Ashdale SC students achieve below the National Minimum Standard compared to 1% of Like Schools in Numeracy, 11% doing so compared to 17% of students in Like Schools in Writing, and 5% of students achieving below the National Minimal Standard compared to 6% in Reading.

Though achieving Band 8 or higher in Year 7 does not guarantee pre-qualification for OLNA, it demonstrates a strong likelihood of achieving similar band allocations or higher in Year 9 and, therefore, achieving OLNA prequalification. It also indicates the extent to which students are being supported to achieve strong academic results in literacy and numeracy. In Year 7, 34% of students achieved in Band 8 or Band 9 in Numeracy compared with 27% of students in Like Schools, 22% achieved in those bands compared with 14% of students in Like Schools in Writing, though only 18% of students achieved Band 8 or Band 9 in Reading compared to 22% of students in Like Schools.

Band	NAPLAN Score Range	Year 7				Year 9			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					9%	9%	10%	5%
9	634 - 685	10%	12%	10%	10%	20%	17%	23%	14%
8	582 - 633	25%	18%	24%	17%	34%	30%	33%	33%
7	530 - 581	29%	31%	33%	33%	28%	31%	22%	32%
6	478 - 529	21%	24%	23%	25%	9%	12%	12%	15%
5	426 - 477	12%	12%	8%	12%	0%	1%	0%	1%
4	374 - 425	3%	2%	1%	2%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Band	NAPLAN Score Range	Year 7				Year 9			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					2%	3%	9%	4%
9	634 - 685	2%	4%	4%	3%	6%	8%	10%	8%
8	582 - 633	12%	14%	18%	11%	28%	24%	24%	23%
7	530 - 581	30%	25%	26%	21%	33%	30%	28%	25%
6	478 - 529	35%	32%	30%	30%	23%	23%	18%	23%
5	426 - 477	17%	20%	20%	25%	8%	11%	11%	17%
4	374 - 425	3%	7%	3%	9%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Band	NAPLAN Score Range	Year 7				Year 9			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					3%	4%	3%	4%
9	634 - 685	7%	10%	7%	3%	13%	17%	13%	13%
8	582 - 633	16%	17%	13%	15%	35%	28%	35%	33%
7	530 - 581	27%	25%	38%	33%	30%	30%	27%	27%
6	478 - 529	27%	29%	33%	28%	17%	16%	17%	18%
5	426 - 477	18%	14%	9%	12%	3%	4%	5%	6%
4	374 - 425	5%	5%	2%	5%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

The Ashdale Community can be proud of the achievements of its students in the NAPLAN. For continued development in relation to NAPLAN achievement and progress, it is recommended that, in 2018:

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

- The ongoing implementation of a Literacy and Numeracy Conferencing model – specially selected staff (planned 3.8 FTE for 2018) implementing gap analysis strategies to provide targeted support to small groups of students across Years 7, 8 and 9

- Targeted literacy and numeracy strategies, especially those which support improvement in reading, employed across every classroom, in every learning area

- The ongoing role of the College's Literacy and Numeracy Committee in being a source of support and professional development for teachers, especially in the teaching of reading skills

- Ongoing collaboration and data-sharing with Ashdale Cluster schools to address Cluster priorities and implement data-driven strategies for literacy and numeracy improvement across the Cluster.

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

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

In 2017, Year 7 students performed well across the majority of Learning Areas in comparison to Like Schools and State Schools (Department of Education schools - DoE), achieving higher A-C grades and A grades in most areas. A student who achieves a C grade is deemed to have achieved at the expected standard for students in their year group, whereas a student achieving a B or A grade are performing above or well above the expected standard for that year group. The percentage of A grades in Year 7 was markedly higher in comparison to Like Schools in English, Science and Digital Technologies.

Year 7 Grade Distribution English 2017
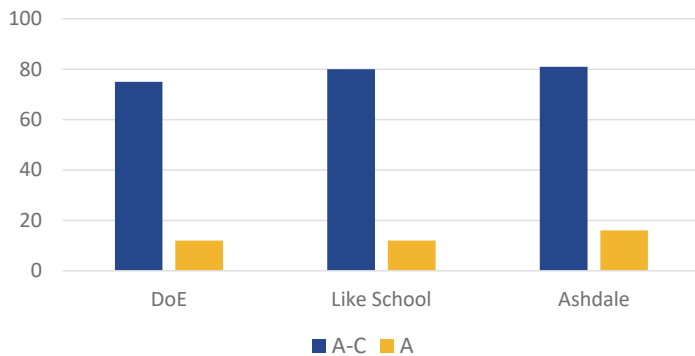
### Year 8 Grade Distribution HASS 2017
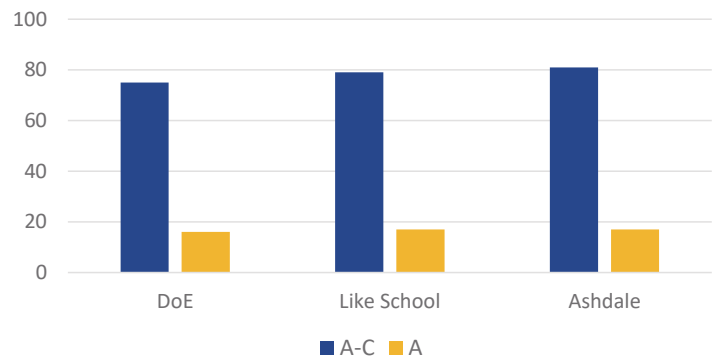
The number of students in Year 8 achieving a C grade or higher was noticeably higher than Like and State schools, across the breadth of learning areas. Students achieving an A grade in Year 8 at ASC outperformed Like Schools in English and Digital Technologies. A grade allocations were equal to Like Schools in Maths (18% of the cohort), Humanities and Social Sciences (HASS) (17% of the cohort) and The Arts (16% of the cohort).

Year 9 Grade Distribution Maths 2017
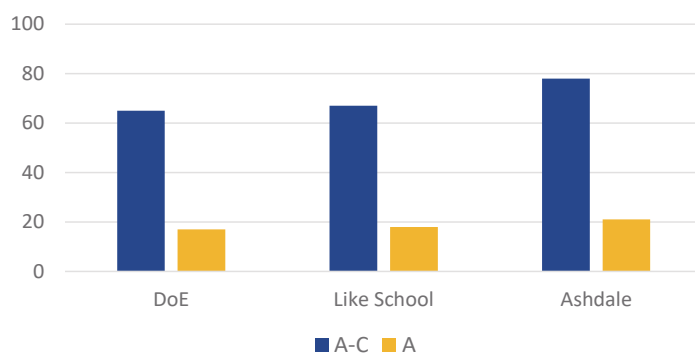
Year 10 Grade Distribution Health & Physical Education 2017
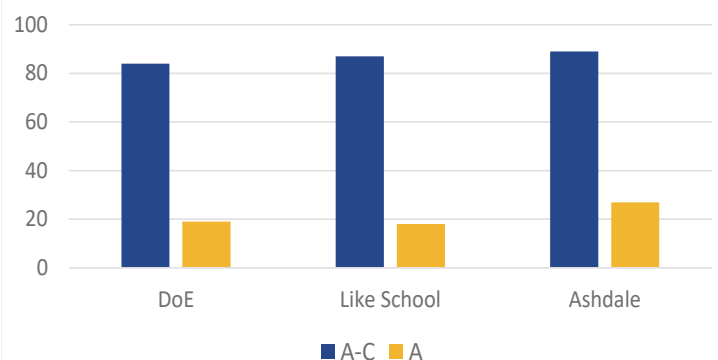
In the Year 9 cohort, performance again exceeded Like Schools in many areas with regards to C or higher grade allocation and to A grade allocation. Allocation of A grades was especially strong in Maths, Science, Humanities and Social Sciences and Health and Physical Education, with an equally strong performance in comparison to Like Schools in these areas.

Students in Year 10 Health and Physical Education strongly outperformed both Like and State Schools in A-C and A grade achievement. The performance of Year 10 students in Humanities and Social Sciences was comparable to Like and State Schools, with 72% of students achieving a C grade or higher equalling the performance of Like Schools and outperforming all state schools, with A grade achievement being just 2% under Like Schools.

Some learning areas in Year 10 slightly underperformed against Like Schools, with an improvement in academic performance in these areas being a recommendation for development. It is important to note that although grade allocations in most Learning Areas are higher than Like Schools, there is a need to ensure that standards for A-C grades are consistently applied.

In this area it is recommended that, in 2018:

- Use, WA Curriculum Grade A-E exemplars in Learning Area moderation and determination of grade cut-off boundaries, especially in D&T in Years 7 and 8; and, where necessary create new exemplars.
- Learning Area reviews of assessment tasks, to ensure that tasks and marking keys are consistent with WA Curriculum grade descriptors.
- Explicit use of WA Curriculum A grade descriptors and exemplars in all courses in Year 10.
- Participation, where possible, in Year 7-10 moderation of work samples between schools.
- Teachers in all Learning Areas to utilise system data, such NAPLAN and OLNA, when analysing student performance in Learning Area contexts.

Target 1.3: Students in Year 12 achieving the minimum standard in Literacy & Numeracy (via the NAPLAN and the OLNA) will exceed Like Schools and/or the State average.

One of the criteria for WACE achievement is meeting the minimum standard in literacy and numeracy. Students not achieving Band 8 or higher in Year 9 NAPLAN are required to sit the Online Literacy and Numeracy Assessment (OLNA). The conferencing model that has students working in small groups with specialist teachers continued into 2017, supporting students to achieve the minimum standard. The College is pleased with the results for 2017 which clearly show ASC once again outperforming Like Schools and the state average of 93.5%.

2017 Year 12 students - Qualified in:

	Yr 10	Yr 11	Yr 12	Not Qualified	Total Qualified
Ashdale SC	29.8%	25%	10.1%	2.4%	97.6%
Like Schools	26.6%	28.4%	7.2%	13.4%	86.6%

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

It is pleasing to report that, in 2017, this target was achieved. The WACE achievement was 95.6%, which placed the College above Like Schools and State Schools (DoE), and was a significant improvement from 2016.

In 2017, a total of 205 students completed Year 12 at Ashdale Secondary College. Of these, 63% were enrolled in Vocational Education and Training (VET) courses. All eligible students completed a Certificate II or higher. Thirty-seven percent of the cohort studied four or more Western Australian Certificate of Education (WACE) examination courses, resulting in an ATAR (Australian Tertiary Admissions Ranking) score. In conjunction with high quality teaching and learning programs, Year 12 students were exposed to a wide range of targeted strategies to ensure success. While the majority of these were focussed on academic achievement, there were also opportunities for students to access mental health and wellbeing seminars to maximise their potential.

The strategies implemented included:

- Senior School Enrichment program - A variety of targeted lessons built into the Senior School timetable. Examples of topics covered included study skills, exam preparation, University entry requirements and calculating ATAR and ATAR predictions.
- WACE achievement program - A one hour session built into the Senior School timetable where students at risk of not meeting WACE requirements had teacher support to develop the skills needed to complete assessment tasks.
- Revision Seminars – Seminars were run during Term 3 holidays revising key concepts to prepare ATAR students for their end of year and WACE examinations.

- Elevate education seminars – An external agency that specialises in improving student performance in ATAR courses.
- Mental Health and Wellbeing seminars – Several seminars provided to Year 12 students focussing on, for example, Red Frogs - a support agency for school leavers.
- Subject specific intense tutoring – Out of school hours tutorials run by College staff.
- Follow the Dream program – Tertiary aspirations strategy designed to assist Aboriginal students to reach their career potential through mentoring, case support and after school tuition.

WACE Achievement

Secondary attainment (an ATAR of 55 or a Certificate II or higher) was at 100%. On this measure ASC outperformed Like Schools, continuing the trends in these data.

	2017		2016	
	WACE Achievement	Attainment	WACE Achievement	Attainment
Ashdale SC	96%	100%	93%	100%
Like Schools	91%	97%	92%	98%

A total of 76 ASC students engaged in the WACE exams in 2017 (37% of the Year 12 cohort) this is an expected level of ATAR participation in line with our Like Schools. The cohort achieved a median ATAR of 80.65, the highest median ATAR in the history of the College and significantly higher than Like and State Schools. Ashdale Secondary College was ranked 55th across all schools in the state and 18th out of all state schools.

	Ashdale	Like Schools	State Schools
Median ATAR	80.63	76.25	78.45

As highlighted in the table below the College significantly outperformed Like Schools in terms of the percentage of students in the top and middle third of ATAR students across the state. There was also an improvement from 2016.

	Ashdale		Like Schools	
	2016	2017	2016	2017
Top 33%	17%	30%	20%	20%
Middle 33%	30%	39%	35%	35%
Bottom 33%	53%	30%	45%	44%

The College offered 18 ATAR courses in 2017, of which 14 courses had an average scaled score at, or above, the average scaled score across the state.

Eighteen students (24%) received an ATAR of 90 or over. The following students received an ATAR of 95 or over, placing them in the top 5% of the state; Cathy Vo, Callum Darch, Olivia Sullivan, Dior Etherton, Taylor Gorringe, Waice Mher, and Jainam Desai.

Subject Exhibition award; A subject exhibition award is awarded to the top eligible student obtaining the highest examination mark in an ATAR course. In 2017, this was achieved in Earth and Environmental Science by Olivia Sullivan.

Subject Certificates of Excellence; A subject certificate of excellence is awarded to students who are in the top 0.5 per cent of candidates based on the examination mark or the top two candidates (whichever is the greater) in an ATAR course.

In 2017, this honour was achieved in:

Earth and Environmental Science	Olivia Sullivan
English	Dior Etherton

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

In 2017, Certificates of Distinction were awarded to:

Callum Darch	Cathy Vo	Kate Branston

Certificates of Merit. A certificate of merit is awarded to each eligible student who, in their last three consecutive years of senior secondary WACE enrolment, achieves 150-189 points. The points are accrued from 20 Year 11 units and 10 Year 12 units of study.

In 2017, the following 18 students achieved Certificates of Merit:

Dior Etherton	Ella Bennett	Jainam Desai	Lihini Wanigasekera	Taylor Gorringe
Dylan Hunter	Ivy Nguyen	Jayce Graham	Nish Kerai	Vivian Nguyen
Eden Planjar	Jack Atkinson	Kia Roberts	Olivia Sullivan	Yasmine Mnahy
Elaine Truong	Jade Woodhouse	Krisha Patel	Rahmatullah Mher	

It is further pleasing to note that a total of 77% of students who completed their ATAR scored an ATAR of 70 or higher, which is of particular importance as it is the minimum entrance requirement for "front door entry" into university.

It is recommended that, in 2018, the College maintain existing strategies and investigate:

- Provision of ATAR revision seminars during Term 2 holidays.
- Academic scholarship funding to provide students with the opportunity to access external revision courses.
- Scheduled revision sessions for ATAR students after their official last day and prior to the WACE examinations.

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

In 2016, Ashdale Secondary College launched a new school-based program – Ashdale STEM Institute. As part of the Institute, students have the opportunity to have input into their own learning and work on solutions to real world problems, while, at the same time, developing their entrepreneurial skills. They also have the opportunity to engage with current research initiatives and form relationships with our tertiary partners.

The College has invested heavily both in staffing and infrastructure for the STEM Institute. The incorporation of a makerspace, digital learning Hub, mechatronics workshop, STEM Garden, three IMac labs and a recording studio ensure students are fully immersed in STEM learning experiences.

The upskilling and development of staff is a priority to ensure they are at the forefront of developments in STEM education. There have been many successes across the Institute, the snapshot of data below shows how the STEM Institute is leading to improved academic outcomes for our students.

The Year 7 STEM Institute students out-performed both mainstream ASC and like school students across all STEM disciplines. In Mathematics and Science, STEM Institute students obtained more than double the percentage of A grades compared to their Year 7 cohort and Like Schools. In ICT, students achieved 3 times more A grades, with no students achieving less than a B grade in this discipline.

Year 7 STEM Mathematics
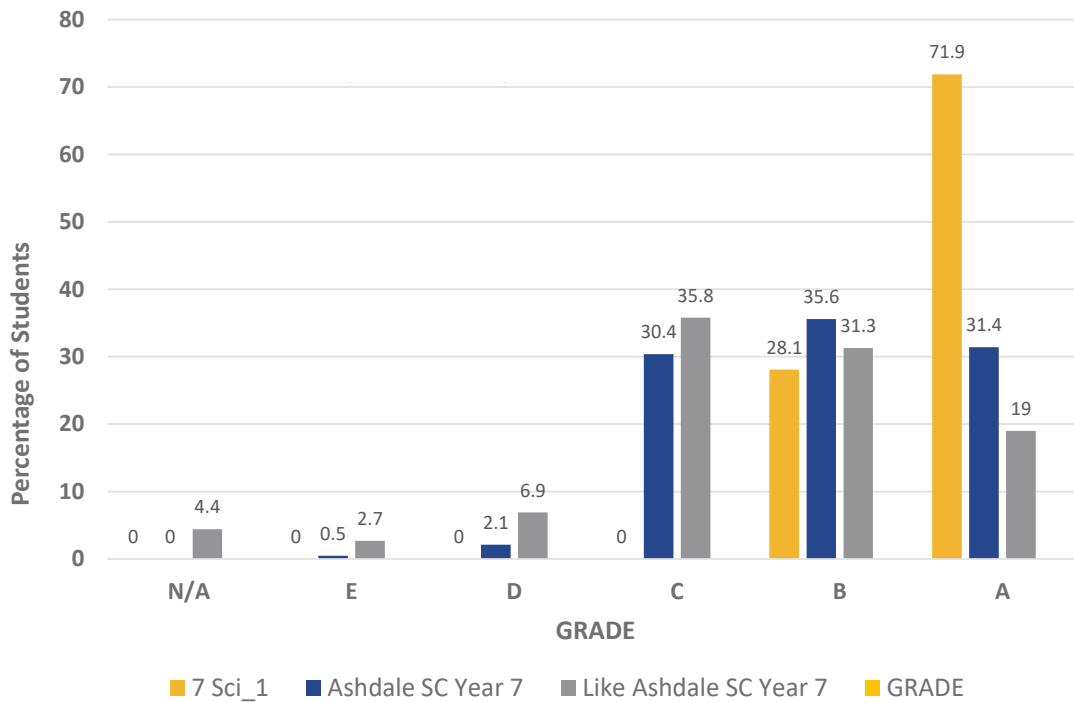### Learning Area Grade Distribution - Mathematics (AC) Semester 2, 2017
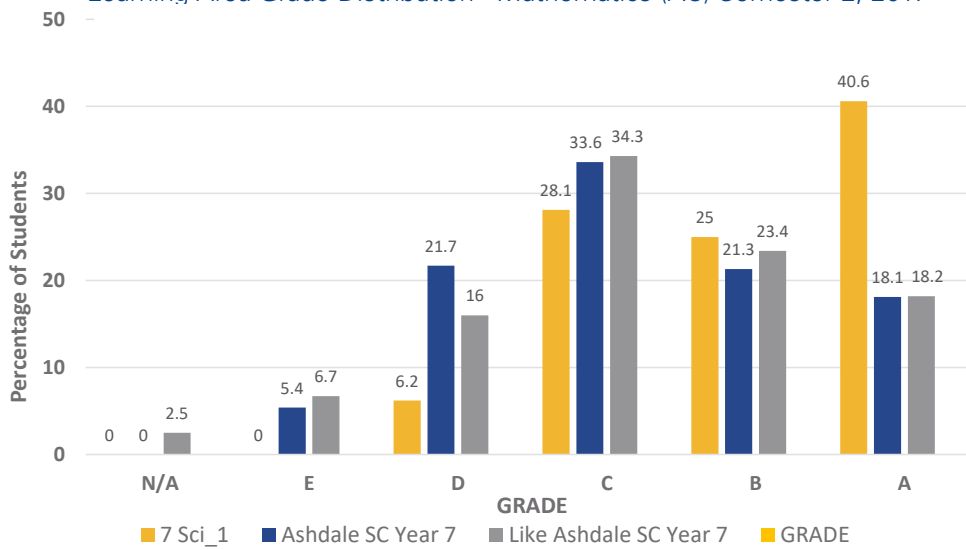
Year 7 STEM Science
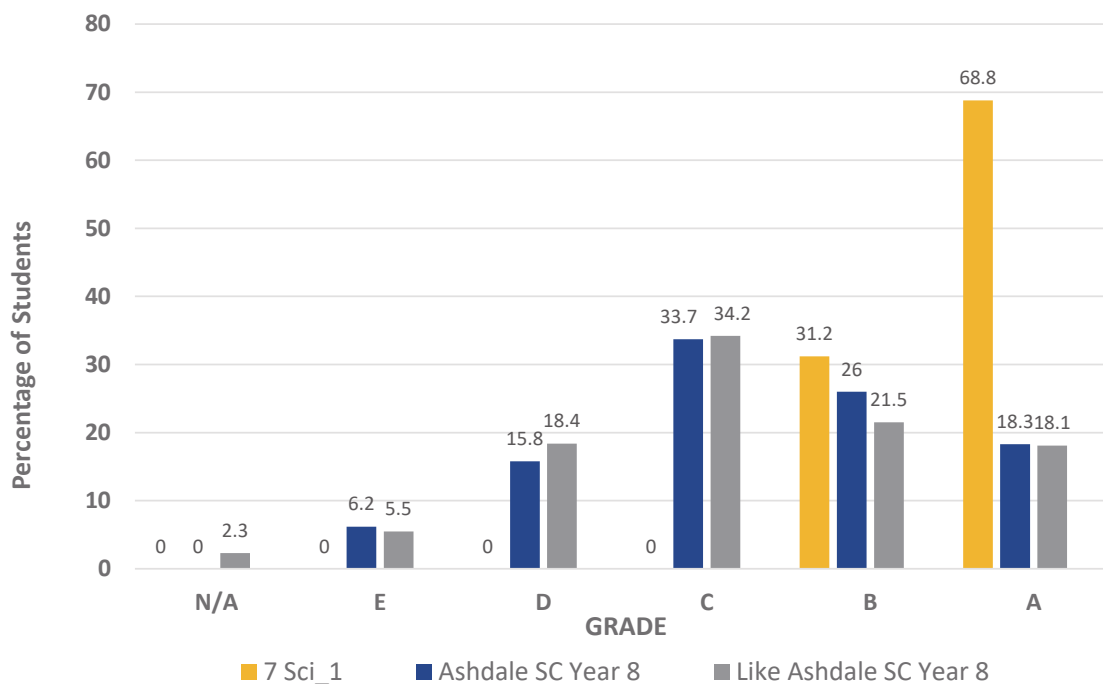### Learning Area Grade Distribution - Science (AC) Semester 2, 2017
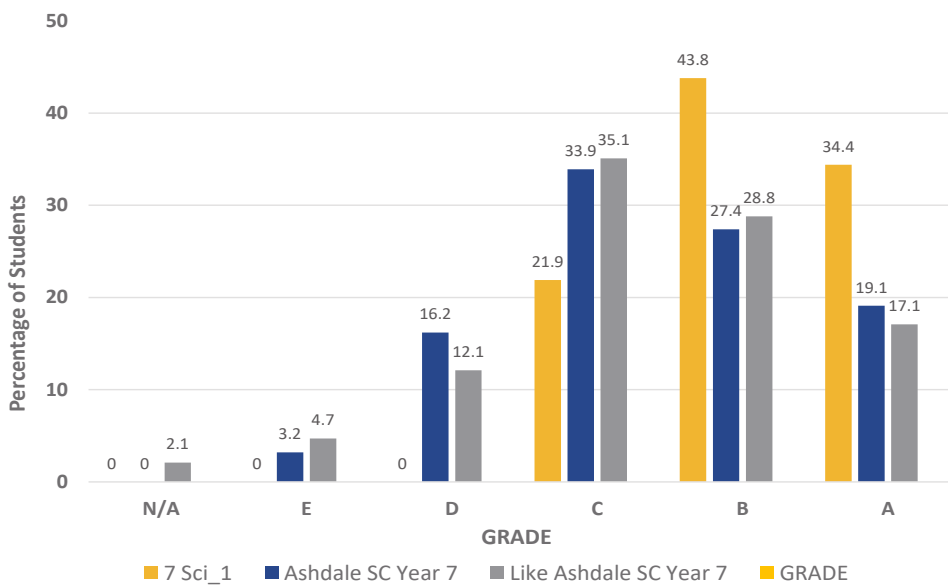
Year 7 STEM Information Technology
Learning Area Grade Distribution - Technologies (AC) Digital Technologies Semester 2, 2017

Chart: Percentage of Students by Grade

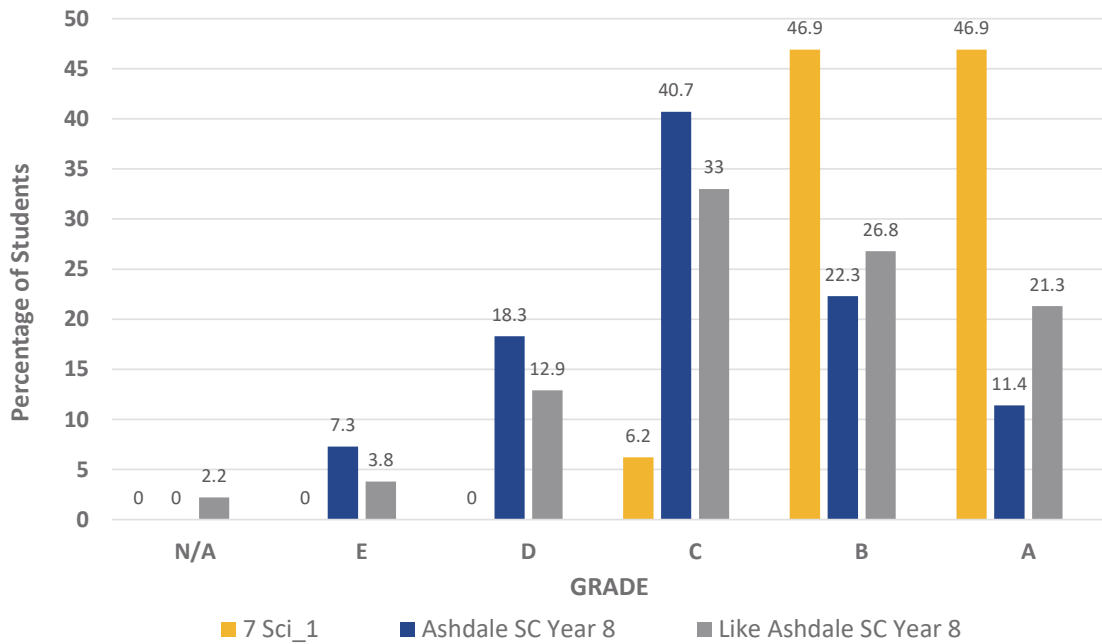| Grade	7 Sci_1	Ashdale SC Year 7	Like Ashdale SC Year 7
N/A	0	0	4.4
E	0	0.5	2.7
D	0	2.1	6.9
C	0	30.4	35.8
B	28.1	35.6	31.3
A	71.9	31.4	19

This achievement trend was also seen across the Year 8 STEM Institute. In Mathematics, STEM institute students obtained more than three times the percentage of A grades compared to their Year 7 cohort and Like Schools. In ICT, students achieved four times more A grades, with 90% of students achieving an A or B grade in this discipline.

Year 8 STEM Institute
Learning Area Grade Distribution - Mathematics (AC) Semester 2, 2017
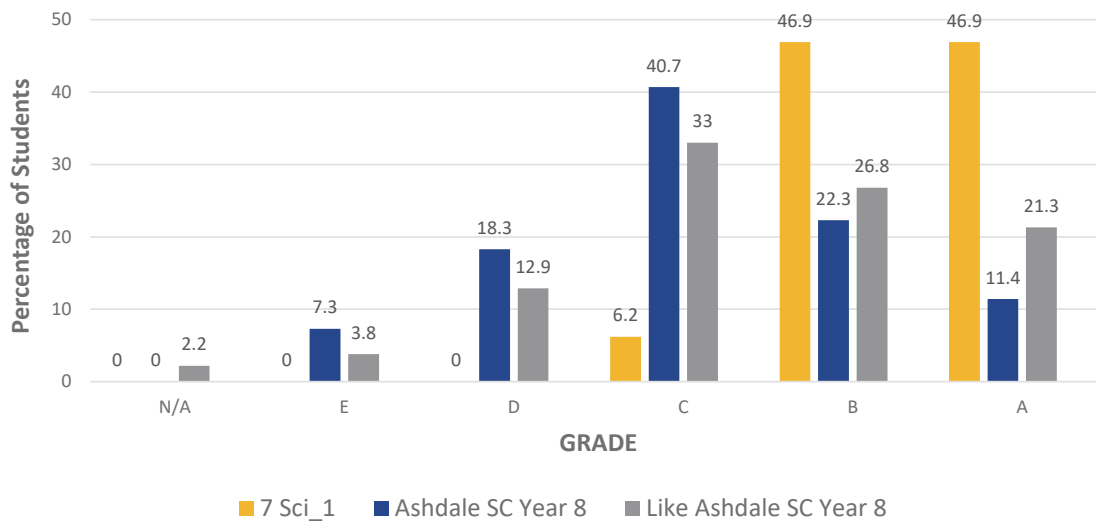

Grade	7 Sci_1	Ashdale SC Year 8	Like Ashdale SC Year 8
N/A	0	0	2.3
E	0	6.2	5.5
D	0	15.8	18.4
C	0	33.7	34.2
B	31.2	26	21.5
A	68.8	18.3	18.1

Year 8 STEM Science
Learning Area Grade Distribution - Science (AC) Semester 2, 2017

Percentage of Students

	N/A	E	D	C	B	A
7 Sci_1	0	0	0	6.2	46.9	46.9
Ashdale SC Year 8	0	7.3	18.3	40.7	22.3	11.4
Like Ashdale SC Year 8	2.2	3.8	12.9	33	26.8	21.3

GRADE

■ 7 Sci_1 ■ Ashdale SC Year 8 ■ Like Ashdale SC Year 8

Year 8 STEM Information Technology
Learning Area Grade Distribution - Technologies (AC) Digital Technologies Semester 2, 2017

Percentage of Students

	N/A	E	D	C	B	A
7 Sci_1	0	0	0	6.2	46.9	46.9
Ashdale SC Year 8	0	7.3	18.3	40.7	22.3	11.4
Like Ashdale SC Year 8	2.2	3.8	12.9	33	26.8	21.3

GRADE

■ 7 Sci_1 ■ Ashdale SC Year 8 ■ Like Ashdale SC Year 8

The STEM institute model has been very successful since its inception in 2016 and will progress into Year 9 in 2018. The program will continue to be supported by the College in terms of infrastructure and teacher development.

Recommendations for 2018 include the continuation of the STEM Institute Model at the College. The tracking of the student data for those who have been part of the Institute needs to continue into Senior School. The College also aims to expand STEM education across all learning areas, mapping into our teaching and learning programs and providing opportunities for a true cross-curricular, interdisciplinary approach to learning. ASC achieved Teacher Development School status for STEM education at the end of 2017. We hope to use this status over the next two years to share our ideas and help develop and grow STEM education in schools across the state.

PRIORITY 2: EXCELLENCE IN TEACHING

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

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

In line with the Department of Education's Strategic Plan 2016-2019 of High Performance, High Care and Focus 2017, building a culture of quality teaching and learning across the College is our priority.

Hattie's (2016) Visible Learning educational research provides concrete evidence that it is what the teacher does in the classroom that has the biggest impact on student learning. Hattie's research shows that many of the factors with the greatest effect sizes can be controlled within our lesson structures. With the vision of improving teacher quality and consistency, in 2017, Ashdale Secondary College launched its new Instructional Framework – LEARN & GROW.

The **LEARN** model is built around an explicit five-part lesson design structure.

Learning Intentions aims to establish the learning goals of the lesson as well as identify success criteria.
Engage details how the students will be hooked into the lesson.
Activate looks at building on prior knowledge, identifying misconceptions using an "I do, we do, you do" approach.
Review reinforces key points, questions learning and focuses on feedback and self-evaluation.
Next Steps evaluates student progress using both qualitative and quantitative data and finds the "where to from here".

The framework was constructed and implemented through the formation of a Teaching and Learning Focus group, with a timeline of 12 months to full implementation. For quality teaching to take place, the classroom climate must be conducive to learning.

The ASC **GROW** model aims to put the high care ethos into the classroom to ensure that children and young people are nurtured to grow and develop, providing the best possible platform for future success.

Greet, aims to welcome students into the classroom, set the expectations for learning and build relationships.
Respect focuses on respectful relationships between teacher and student, students and their peers and the classroom environment.
On Task focuses on students working at their best, completing work in a timely manner and cooperating with others when appropriate.
Work Hard aims to develop students' ability to self-track, set meaningful targets and act upon feedback.

The Teaching and Learning Focus group consisted of Leaders and Teachers with strong knowledge, passion and experience in teaching and learning. The planning phase included input from all learning areas to develop an instructional model that was accessible for all staff regardless of learning area.

After much consultation, a final model was agreed upon and plans for implementation put into place. Initiatives were rolled out through a number of forums, including School Development Day sessions, ASC Professional Learning, Learning Area time and access to external professional learning, including the highly regarded, four-day Barrie Bennett Professional Learning: Supporting Instructional Leadership Through Observation, Reflection and Conversations.

As part of our commitment to teaching and learning, ASC was able to send seven staff members on this course. On their return, these staff members have shared their learning with others in their learning area and across the College by delivering and recording targeted Professional Learning for staff to access.

All seven teachers will remain on the Teaching and Learning Focus Group for 2018 and will play a major role in the ongoing development and implementation of the framework.

As part of the implementation and ongoing evaluation of the impact that the LEARN and GROW Framework had in the College, an Executive Team classroom visit program was established for Semester 2, 2017. Throughout the semester, 93 staff were visited by one or more of the executive team, to recognise staff members embracing the initiative. The Executive team developed the Excellence in Teaching Postcard which contains written feedback of praise and was delivered to those teachers modelling best practice. Of the 93 staff visited, 28 received a Postcard of Excellence to recognise their work in the classroom.

Further evidence of the high standards of teaching and learning present at ASC is evidenced by the inclusion of 7 staff members in the 2017 NEiTA Awards (National Excellence in Teaching Awards). One of these teachers was announced as the recipient of the WA State Winner's award and has subsequently progressed to the national final.

The WA Education Awards is the most prestigious awards event of the year. In 2017, four teachers were nominated by Ashdale Secondary College; two teachers in the category of Secondary Teacher of the Year, Ms Alexandra Myer and Ms Laura Bateson, and two in the category of Beginning Teacher of the Year, Ms Deb Yates and Ms Ashley Wright, both of whom were successful in gaining places as one of the four finalists in this category. To our delight, Deb Yates was successful in being announced as the overall winner of the Beginning Teacher of the Year.

As the award winner, Deb Yates is able to access Professional Learning to the value of $12,500.

Other evidence that ASC is developing and growing teachers with the necessary skills and abilities to deliver a world class curriculum was our success in having three additional teachers gaining their Level 3 Classroom Teacher status, along with seven others achieving Senior Teacher status.

One of our most important roles as educators is to share best practice and equip our teachers of tomorrow with the skills and knowledge to be successful and ensure that all students achieve a positive future. ASC has been recognised as providing a suitable environment that has been able to develop and grow these essential skills in teacher training and the College has been funded as a Teacher Training School. This has meant ASC has been able to appoint a Teacher Training Coordinator who organizes and monitors the progress of interns and pre-service teachers from all universities across the state. In 2017, ASC was host to 50 pre-service teachers. Many of these pre-service teachers, upon completion of their qualifications, have successfully gained fixed term or permanent employment for 2018.

With the LEARN and GROW framework in place across the College and continuing improvements seen in our NAPLAN and WACE data, our target has been achieved.

Teacher Achievements 2017
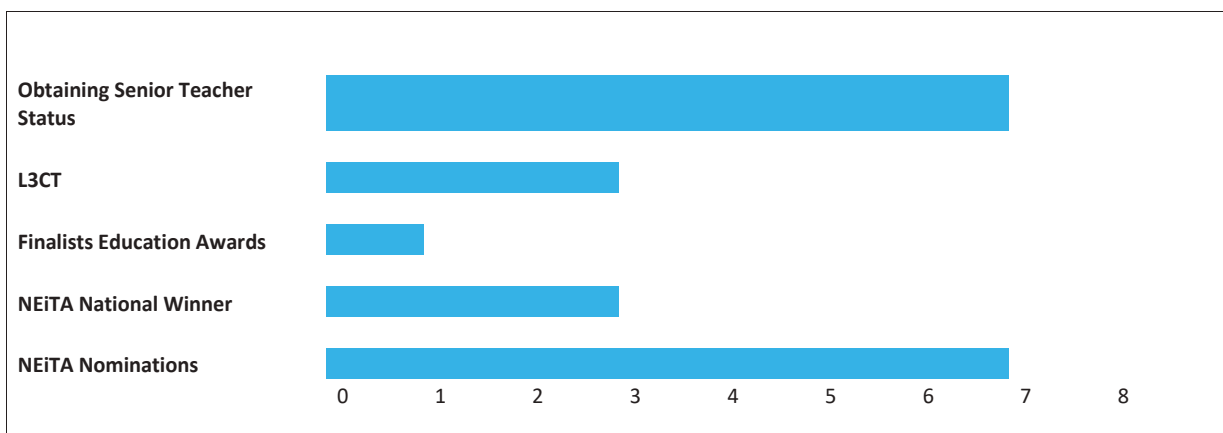
Recommendations for 2018 include the development of the LEARN and GROW Portal. This will be a teaching portal containing resources and video examples of best practice of LEARN and GROW from teachers across the College. This will enable teachers to access practice from a greater range of teachers across a number of different learning areas, an opportunity that has not been possible in the past due to timetable restrictions.

Classroom observation will become more structured with a LEARN and GROW Observation Proforma developed to provide structured feedback to teachers on their practice. The Senior Leadership Team will take greater ownership and responsibility of leading and developing LEARN and GROW in their learning areas. This will be monitored and developed through a year-long plan in which learning areas showcase best practice during our weekly Senior Staff meetings. A new performance development structure will also streamline the development process along with supporting teachers to improve their practice in the classroom.

Target 2.2: Teacher judgment data has a strong correlation to system assessment data in both NAPLAN and WACE.

Ashdale Secondary College is a data-rich environment, and its staff are skilled in using a range of data sources, from school and state-based to national and international, in order to set challenging yet realistic academic targets and improve educational outcomes for its students.

Years 7 and 9 students complete the National Assessment Program - Literacy and Numeracy (NAPLAN) in May each year, with detailed results and feedback provided to schools on the performance of individual students and on the cohort as a whole. In addition to celebrating the strong results of our students and the progress that we support our students to make, processes of analysis and enquiry are employed to ensure that as a college we can continue to implement teaching and learning practices that support high achievement and develop practices that data shows could be further improved.

The following table provides an overview of the alignment of ASC students' NAPLAN results with their teacher grade allocations. It is unreasonable to expect a perfect alignment of the NAPLAN results to the grade allocations due to many reasons, including individual student performance on the day of NAPLAN; incremental improvement by students over the school year post NAPLAN testing; and, differences in the competencies assessed in NAPLAN and the learning areas. The data available does allow the College to identify lines of enquiry where there is a significant misalignment between the NAPLAN results and the grade allocations and to assist the development of targets to improve that alignment where appropriate.

NAPLAN Alignment to Grade Allocations

	Students/ (%) of students with alignment results	Alignment Results		Results no Aligned		Students/ (%) of students with alignment results	Alignment Results		Results no Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation	NAPLAN Result is above the Grade Allocation		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation	NAPLAN Result is above the Grade Allocation
Year 7										
Mathematics / Numeracy	259 (94%)	60% (11%)	61% (1% Above)	15%	24%	259 (94%)	60% (11%)	61% (1% Above)	15%	24%
English / Reading	259 (95%)	58% (9%)	57% (1% Below)	36%	8%	275 (97%)	63% (8%)	45% (18% Below)	15%	39%
English / Writing	259 (96%)	55% (9%)	67% (12% Above)	24%	9%	275 (97%)	58% (8%)	63% (5% Above)	13%	23%
Year 9										
Mathematics / Numeracy	271 (97%)	55% (10%)	58% (3% Above)	4%	38%	252 (98%)	57% (10%)	57% (At)	2%	41%
English / Reading	271 (97%)	58% (9%)	56% (2% Below)	22%	22%	252 (99%)	61% (7%)	52% (9% Below)	19%	29%
English / Writing	271 (98%)	50% (8%)	50% (At)	38%	12%	252 (98%)	56% (8%)	57% (1% Above)	16%	27%

The NAPLAN Alignment to Grade Allocations overview indicates that the alignment result is strong in comparison to the Western Australian Public School (WAPS) Mean in both Numeracy and Writing, for both Year 7 and Year 9 cohorts. In Numeracy, Year 7 results at ASC had a 1% greater alignment than the WAPS mean for the previous two semesters, with students achieving better than expected in the NAPLAN in comparison to school grades.

Year 9 Numeracy showed a similar alignment, with an even stronger performance by students in NAPLAN testing compared with school grade allocations. In Year 7 Writing, grade alignment with NAPLAN had a much stronger result than the WAPS Mean (12% above and 5% above respectively for the previous two semesters), with a comparative alignment in Year 9 writing. Like Numeracy, the grade allocation for Writing has tended to be below the NAPLAN result.

Year 7 and Year 9 Reading have not had as strong an alignment as the WAPS Mean for the last two semesters, with the first semester of 2017 suggesting a fairly strong misalignment of school grade and NAPLAN results. This is an area for focus for the College.

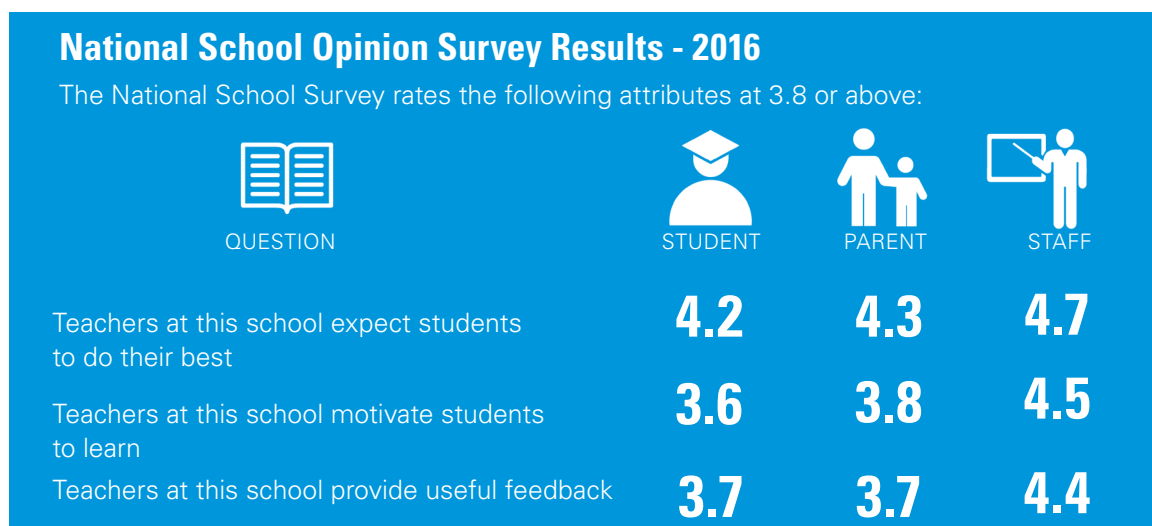In this area, it is recommended that in 2018:

- ASC Executive and Senior leadership team continue to provide Professional Learning for staff on data use, especially that which correlates NAPLAN data with school-based grades, such as the P-10 analysis tool.
- All teaching staff, especially English learning area staff, utilise data triangulation and other data to analyse the alignment of NAPLAN results (especially Reading) and school-based grades, and monitor student progress in relation to their NAPLAN performance.
- Use of CNAP and P-10 data analysis software for teachers to monitor and track student achievement and progress on class, small group and individual bases.

Target 2.3: National Student survey rates the following attributes at 3.8 or above:

- My teacher expects me to do my best.
- My teachers provide me with useful feedback about my schoolwork.
- My teachers motivate me to learn.

The voice of the ASC community is a vital part of improving practice at ASC. Our last round of National Surveys took place in 2016 in which our students, staff and parents were surveyed to voice their opinions on a number of areas across the College. A snapshot of some of the data is shown below.

All questions in the survey are rated on a five-point scale ranging from one - strongly disagree through to five - strongly agree. Students from the College rated two out of three of these attributes at 3.8 or higher. The attribute "Teacher's at this school motivate students to learn" was the lowest rated at 3.6.

National School Opinion Survey Results - 2016

The National School Survey rates the following attributes at 3.8 or above:

QUESTION	STUDENT	PARENT	STAFF
Teachers at this school expect students to do their best	4.2	4.3	4.7
Teachers at this school motivate students to learn	3.6	3.8	4.5
Teachers at this school provide useful feedback	3.7	3.7	4.4

It is recommended that in 2018 teachers incorporate specific goal setting strategies with students, and "hook" students into their learning by activating prior knowledge and display learning intentions to provide students with a purpose. These recommendations are all part of the continuing implementation of the LEARN framework.

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

The Department of Education Western Australia strategic plan 2017-2019 places teaching quality as a key focus. Increasing staff collegiality and promoting a culture in which staff support their colleagues are key to the College's success. Providing opportunities for staff to reflect on their practice and share their expertise with others promotes a climate of learning and growth. Research shows that building teacher capacity is the number one school level factor that has a positive effect on student outcomes, therefore, investment in this area is key to leading school improvement.

Throughout 2017, staff across the College engaged in a variety of learning experiences that allowed them to reflect on their practice. Some teachers used our purpose-built Observation Classrooms, equipped with state of the art technology to record their lessons. Teachers were able to take the recordings away and reflect both individually, or with their mentors and peers, on their practice. However, the observation classrooms are not always the most appropriate space for some subject teachers to reflect on their practice. Many of the practical-based subjects find it difficult to recreate the normal class dynamic in a space such as this, therefore, these teachers are more likely to opt to use a variety of in-class devices such as I-Pads, Go Pros and Swivl Cams to capture their practice for later reflection.

Another forum that allowed teachers to share best practice with teachers from across the cluster was via our Cluster Professional Development sessions. Once per term, teachers from all five Cluster schools engage professionally in Phase of Learning Teams (POLTs) to develop a specific priority from our Cluster Strategic Plan. Our main POLT groups consist of a Kindy and Pre-Primary group, Year 1-3, Year 4-8, Art, HPE, Science, and Education Assistants from across the Cluster, along with a range of secondary POLT groups covering teachers of Year 9-12. The Cluster POLTs provided an avenue for reflection, providing all instructional staff the opportunity to work with others beyond their learning area and across the four primary schools.

Recommendations for 2018 include a relaunch of the ASC reflective practice program. With changes in staff in 2017, and more predicted for 2018, it is important that all staff are engaged in the ASC Reflective Practice Model. At the start of the 2018 school year, a new three-tiered reflective practice model will be launched. Tier 1 will involve staff recording and making videos for the ASC LEARN Portal. Tier 2 will involve staff using the ECU Observation Classrooms to record practice, and Tier 3 will cater for staff using classroom-based technology to record and reflect on their practice.

Any areas for development that have been identified, can be built into Performance Development plans enabling staff to access support and resources to further their growth. This, alongside the new Classroom Observation model, will provide a more holistic approach to reflective practice. The recommendation to renew the agreement with ECU to strengthen our reflective practice model will also be addressed in 2018.

PRIORITY 3: SCHOOL DEVELOPMENT AND WELLBEING

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

Target 3.1: The whole school attendance will equal or exceed State Schools (DoE) and Like School Averages.

'Every School Day Counts' is the clear message that both ASC and the cluster primary schools communicate with the community, highlighting the strong evidence linking high attendance rates with positive educational outcomes for students. ASC continues to implement measures that support families and individual students to ensure that attendance at the College is as regular as possible, and that, in turn, accurate and sustainable methods of recording attendance and following up on non-attendance are in place. The measures put in place continue to be successful. From 2015-2017, Ashdale has consistently improved its Secondary Attendance Rates, with attendance increasing from 90.4% to 91.5% in 2016, and from 91.5% to 91.6% in 2017.

To put this in context, the Secondary Attendance Rates for WA Public schools have declined since 2015, from 87.9% to 87.7% in 2016 with a slight reversal of the trend taking the figure to 87.8% in 2017.
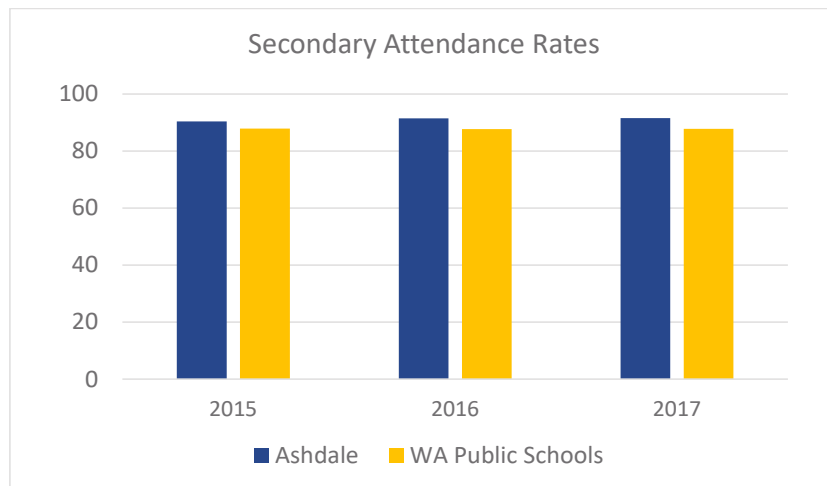

All of the year groups at Ashdale Secondary College achieved an attendance rate of 90% or greater in 2017, with our Year 7 group achieving attendance of 94% (compared to 91% in WA Public Schools) and Year 10 and Year 12 each achieving a 90% attendance rate (compared to a respective 85% and 88% in WA Public schools).
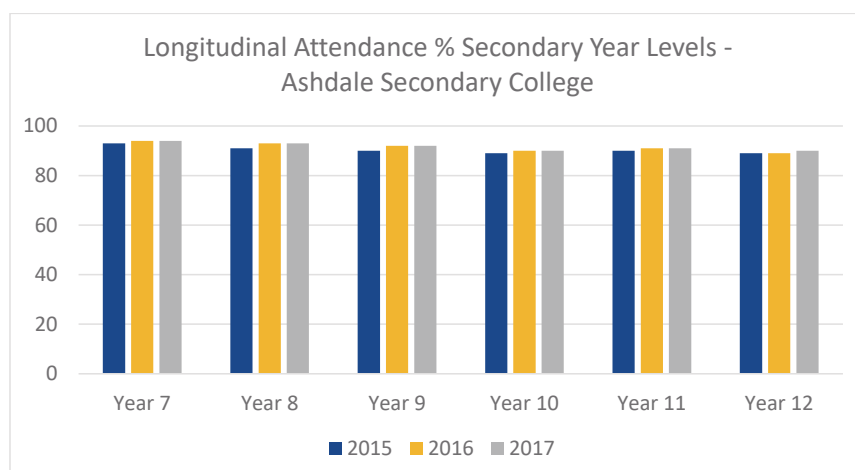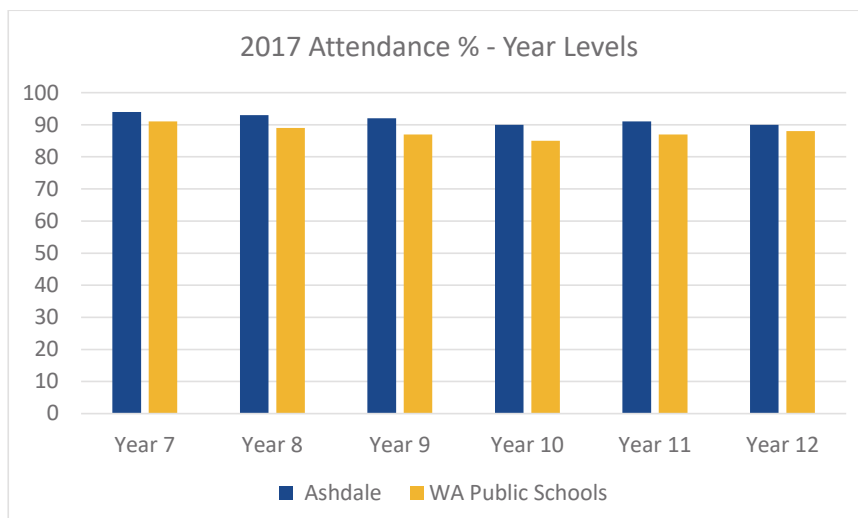
Year Group breakdown data (2017) shows that students attend more regularly in all year groups at ASC in comparison with the WA Public school average. While attendance rates for the College were Regular (90% or greater) for a large number of students in Years 7-10, the percentage of students falling into lower categories of attendance (At Risk - Indicated (80% to <90%), At Risk - Moderate (60% to <80%) and At Risk - Severe (<60%) was greater for students in Years 11 and 12.
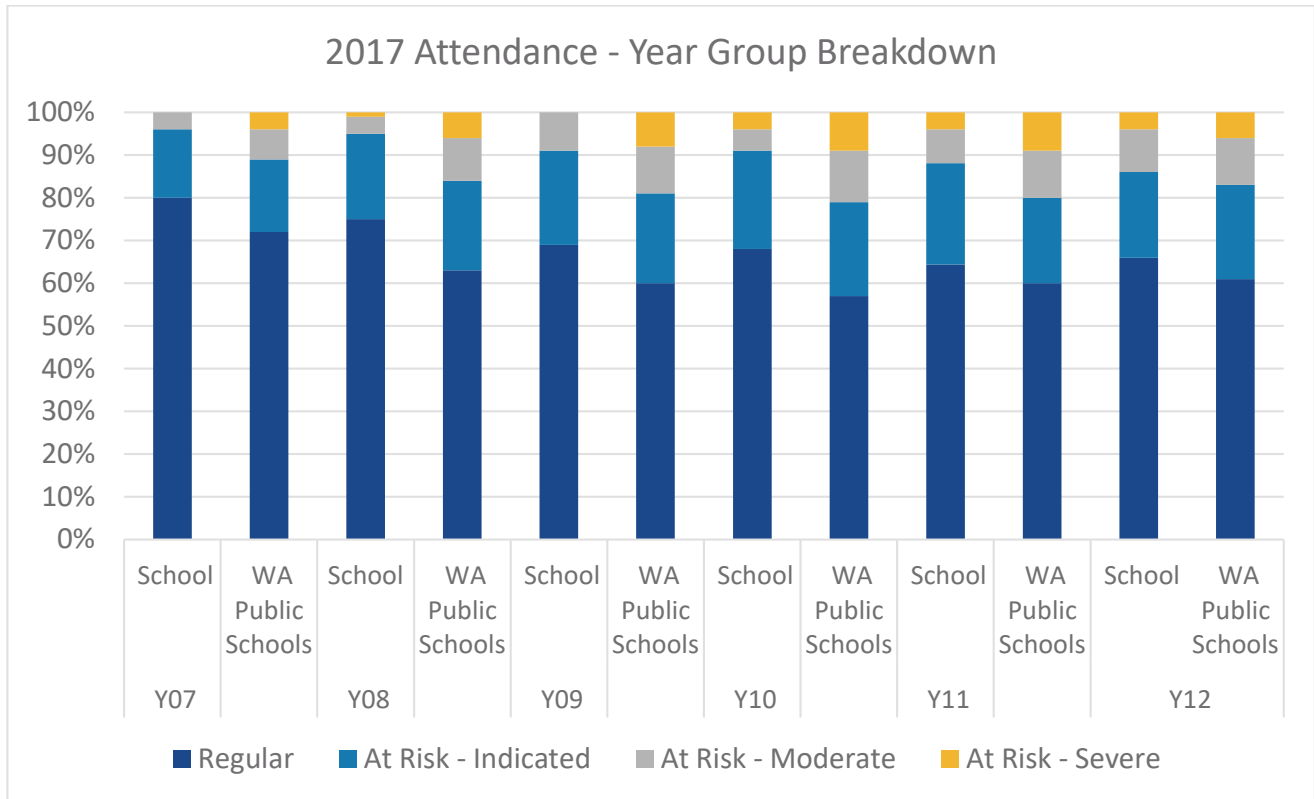
A number of support mechanisms are in place to encourage high attendance rates across all year groups, and to improve the attendance of individuals within year groups. These include:

- The use of school attendance officers with a dedicated attendance office space.
- Use of the Message You SMS system
- Use of the Absentee Phone Line
- Staff entering attendance directly into the Saron Education Quality Teaching and Administration Software (SEQTA) system within the first fifteen minutes of each lesson.
- Close tracking of student attendance movement through the SEQTA system and analysis of this data on a daily and weekly basis.
- A Cluster approach to attendance issues, including an 'Every School Day Counts' pamphlet for the purpose of having a common language to raise awareness of the implications of lower attendance on student outcomes.
- Professional Learning for staff around improving attendance rates, including evidence-based research on the impact of student attendance on student achievement.
- Mentor teachers continue to play an active role in tracking attendance and communicating the importance of attendance with students.
- Program Coordinators and Year Coordinators closely tracking attendance and implementing the North Metro School Engagement Team (SET) Attendance Phases to support students and parents.
- Case management of identified students through home visits and agency partnerships.
- Open and ongoing communication between Student Services and families.
- Intervention by Regional Attendance Officers.
- Letters and phone calls home to support student attendance.
- Use of online teaching and learning resources to provide students with long-term absences the opportunity to continue their learning programs remotely, thereby increasing the likelihood of ensuring a seamless return to on-campus education.
- Newsletter and assembly reminders to students and acknowledgement of students with 100% attendance.
- Attendance discussed at all parent information evenings.
- Use of Individual Attendance Monitoring Plans.
- Referral to the Student Engagement Team (SET) in Years 7-10.
- Referral to the Participation Team for Years 11-12.

In light of continuous improvement and consistently outperforming Like Schools across the state, the recommendation for 2018 against this target is to maintain the current structure, process and funding, with small developments in process with regard to improving Senior School attendance. These include a greater consistency and application of consequences when dealing with known truancy, and rewarding students who achieve 100% attendance throughout the year. Increasing regular attendance, especially in Years 11 and 12, through continued implementation of the above strategies, remains a goal for 2018.

ASC has invested significant funding into its Student Services model, with $1,044,130 being invested to provide a dedicated team of staff, including two Year Coordinators for each year group, overseen by a Program Coordinator for each of Years 7-9 and 10-12, and a dedicated and appropriately skilled Student Care Team, comprising a Psychologist, Learning Support Coordinator and Student Support Coordinator. The Student Services model, in addition to providing wrap-around care and support, enables the College to prioritise and improve the attendance of its students.
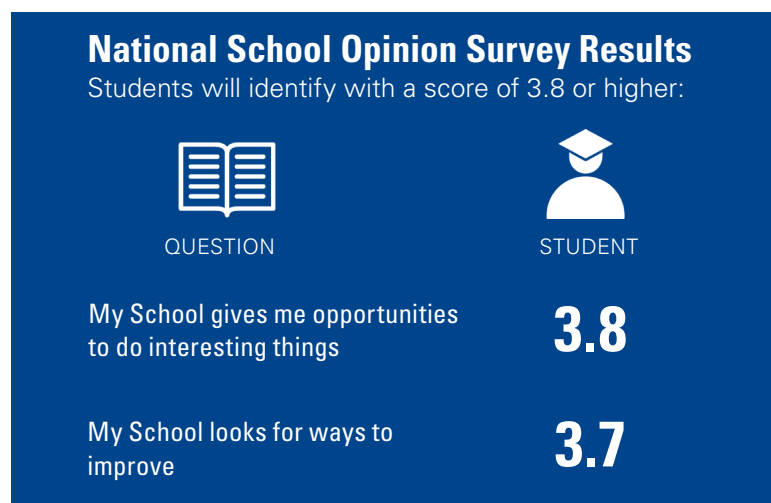
Target 3.2: In the National School Survey, students will identify with a score of 3.8 or higher:

- My school gives me opportunities to do interesting things.
- My school looks for ways to improve.

The National School Student Survey was completed in 2016 by students across the College. As part of our commitment to the development of connectedness and belonging across the College community, it is important that our students feel we are invested in their personal growth and wellbeing. Throughout the year, the College put in place a number of strategies to engage and involve our students. The provision of 'out of hours' activities in the academic, sporting, cultural and citizenship domains has provided a variety of opportunities for students to become involved, such as being part of our school production of Grease, Code Club, STEM champions, ATAR tutorial sessions, homework club, Cheerleading and our many sporting teams. Excursions and Camps, such as Biology and Earth Camps, Geography Field Trip, Gold Coast Netball Tour, Canberra Tour, Outdoor Education activities and many others, have provided students with opportunities to engage with others and experience something new.

School improvement is at the centre of our planning; a strong Student Leadership team provides an avenue for student voice which is incorporated into whole school planning. The College is always looking for ways to improve, academically, socially and personally.

Recommendations include: the continuation of the extensive out-of-hours activities on offer for our students; the inclusion of a variety of recess and lunchtime clubs into our extracurricular program; and, repeat the National School Survey across the student population in 2018 and incorporate that feedback into our planning.

National School Opinion Survey Results
Students will identify with a score of 3.8 or higher:

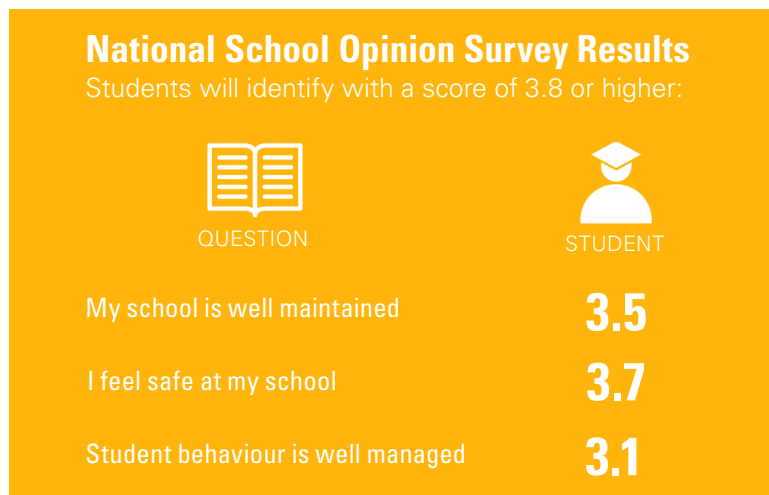| QUESTION	STUDENT
My School gives me opportunities to do interesting things	3.8
My School looks for ways to improve	3.7

Target 3.3: In the National School Survey, students will identify with a score of 3.8 or higher:

- My School is well maintained.
- I feel safe at my school.
- Student behaviour is well managed.

High Care for our students is at the centre of our strategic planning. In 2017, the College put a number of strategies in place to ensure our students felt safe and cared for at school. The wrap around support of our Student Services and Care Team ensures that students have access to staff who can support their needs, whether they be medical, emotional or physiological. Each year group has two Year Coordinators and each class has a mentor teacher allocated to provide pastoral care throughout the year.

The Care Team, consisting of a Community Health Nurse, School Psychologist, Student Support Worker and Learning Support Coordinator, ensures that students' every need is met. Two Level 3 Coordinators, supported by two Deputy Principals, ensure broad and diverse structures are put into place throughout the year to support our students' wellbeing. Programs such as Youth Mental Health First Aid, Respectful relationships and Cyber Safety have ensured our students are equipped with the skills to develop and grow.

A strong student engagement policy, coupled with our new LEARN and GROW model, promotes student engagement and ensures behaviour is managed in a positive, but firm, manner. In addition, a detailed College maintenance plan, supported with extensive funds, ensures all aspects of the College are well kept and updated as needed.

National School Opinion Survey Results
Students will identify with a score of 3.8 or higher:

QUESTION	STUDENT
My school is well maintained	3.5
I feel safe at my school	3.7
Student behaviour is well managed	3.1

A strong transition program, spanning across Years 4-6 in our Cluster, provides students many opportunities to attend Ashdale Secondary College before the final move to ensure that they feel comfortable in the high school environment.

Primary programs in Science, STEM, Dance and IT, along with our Reading Program, provide numerous opportunities for primary students to become a part of the College. The continuation of the Year 7 area in the College grounds aims to provide a sense of belonging and safety for our new students.

The area is staffed at recess and lunch with staff members known to the Year 7 cohort including their Year Coordinator. Although many students move away from this area after a period of time, knowing that a space is available for them if required provides a safety net in times of need. The provision of a range of lunchtime clubs provides a means for students to meet and interact with students of similar interest and build friendships with others that may not be possible in their class or even year group.

Recommendations for 2018 include the continuation of the Student Services and Care Team structure and the roll out of a new Cyber Safety program across the College and Cluster.

The development of the LEARN and GROW model including the LEARN and GROW teacher portal will help solidify our classroom practice and promote excellence in teaching across the College, while being supported by the continuation of the College Maintenance Plan to update areas of the College. It is expected that with the full implementation of the GROW model centred around pastoral care and behaviour expectations being clear that the score for student behaviour being well managed will increase.

To gain up-to-date insight into the opinions of our community, all three National Surveys: Student, Staff and Parent will be conducted again during Term 2 and Term 3. Data analysis will take place and findings will be implemented into 2019 Operational and Business Planning.

Target 3.4: Workforce Development Plan will show an increase in the number of staff engaging in career progression opportunities

Teacher and Administrator Qualifications

Ashdale Secondary College is served by exemplary teaching staff and a leadership team that is innovative. In 2017, 166 staff were employed at ASC, comprising 105 teachers and 62 support staff. This is a slight decrease from 2016 with a stabilisation in student numbers and consolidation of structures across the College. Ashdale Secondary College had a total salary bill of $14,724,320 which equated to 83% of the College's total expenditure. All teaching staff at ASC met the professional requirements to teach in WA and can be found on the public register of the Teacher Registration Board WA (TRBWA). In addition, all teaching and non-teaching staff have the necessary Working with Children clearance. There is a good balance of experienced and graduate teachers who support each other to strive to achieve exemplary standards and deliver a world class educational environment. Many teaching staff at ASC have engaged in post-graduate qualifications or are working toward these.

QUALIFICATION	No. of Staff	QUALIFICATION	No. of Staff
PhD	1	Certificate IV Training and Assessment	20
Master's Degree	9	Certificate IV	2
Bachelor Degree with Honours	7	Certificate III	3
Bachelor Degree	51	Certificate II	12
Graduate Diploma	28	Certificate I	3
Post Graduate Certificate	5	Trade Certificate	2
Graduate Certificate	2	Undertaking further study including: Masters of Teaching Post Graduate Certificate in Education: Learning Difficulties and Disabilities Master of Education: Secondary Advanced Diploma in Sound Production	4

ASC has a focus on career development for all staff. In 2017, there were six Level 3 Classroom Teachers, with another three staff members attaining this qualification by the end of 2017. Level 3 Classroom Teachers are exemplary teachers recognised and rewarded for their exceptional teaching practices.

They play an important role at the College in providing and supporting high quality teaching and leadership. In addition, 19 teachers have achieved their Senior Teacher status (this is a status awarded to staff who can show evidence of an extended length of service within teaching) and who have completed a minimum of 42 hours of Professional Learning within a two year period. Staff with this recognition are then required to work on a variety of initiatives around mentoring, teacher development and other key priorities with the College), with six of those achieving this accreditation in 2017. A wide range of support and strategies have been provided to staff to achieve their Level 3 Classroom Teacher or Senior Teacher status.

This includes Professional Learning sessions, workshops, and mentoring, as well as the opportunity to attend externally provided Professional Learning sessions. The College has implemented a range of career development programs including: Aspirant Leaders, Women in Leadership, Innovation Grants and Teacher Projects.

The SWITCH program was a program introduced to provide an opportunity for graduate and primary teachers to train to teach in secondary schools, while secondary teachers could gain the content knowledge to teach in an additional, in demand, specialist subject area. In 2017, the College had six staff who had completed SWITCH, with one being primary trained originally, three additional staff have completed SWITCH in an additional Learning Area to their original qualification and two Science teachers are completing the senior school SWITCH program to teach Chemistry.

Teacher Training School Status

After being awarded Teacher Training School status at the end of 2014, Ashdale Secondary College embarked on the Department of Education Intern Program for training beginning teachers. This involves pre-service teachers completing a one-year placement at the College under the guidance of an experienced Teacher Mentor.

One of the elements that make this program unique is the weekly professional seminar that the interns attend to facilitate reflective practice with a Level 3 Classroom Teacher. In 2017, Ashdale SC hosted seven Interns with six from Edith Cowan University and one from Murdoch. The comprehensive training program enabled all of our interns to successfully complete the course and those seeking employment all gained positions. One intern was employed by the College during Term 4 in the final phases of his course. In 2017, the University of Western Australia continued their own version of the Intern Program at Ashdale SC. The UWA internship is a part of their two-year Master of Education program in which ASC hosted four students.

The College increased its capacity to host pre-service teachers through the professional development of our teacher mentors via Professional Learning (PL) delivered by College staff, which resulted in being able to offer 52 preservice placements in addition more than 10% of our teaching staff have previously completed one or more of their practicums at ASC. After further mentoring PL, the number of teachers offering to mentor either a preservice teacher or fellow colleague has reached over 45% of the staff; with some staff mentoring multiple placements. The request for some students to return for their next placement at the College is a testament to the quality and success of our program.

PRIORITY 4: COMMUNITY ENGAGEMENT & EDUCATIONAL PARTNERSHIPS

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

Target 4.1: Maintain or increase the retention of students from Cluster primary 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. With a student population of 1536 (Semester 2, 2017), the College plays an integral role in the Ashdale Cluster of schools.

In 2017, the re-alignment of the Cluster Board and the Implementation of a Cluster Strategic Plan provided clear focus and direction for the Cluster moving forward. The four key focus areas of Effective Teaching and Learning, Common Data Collection, STEM and Cluster leadership and Community Partnerships, and the formation of Phase of Learning Teams (POLTs), all aim to solidify the seamless K-12 environment for our students.

A broad and comprehensive transition program spanning the Ashdale Cluster ensures that students are prepared for the move to secondary school. Transition activities take place from Year 4 in many areas across the College, with a full program in place during Year 6. Cluster initiatives, including primary programs in D&T, The Arts, Science, IT, Physical Education and our Primary Reading Program, all support student transition across the Cluster.

The data collected shows that in 2017 Ashdale SC had an 80% retention of students from the cluster. With the cluster aiming to provide a seamless educational program from Kindergarten through to Year 12, this figure represents that the vast majority of the cluster parents choose to continue their child's education within the cluster. The implementation of school-based programs such as the STEM Institute, Netball, Soccer and Music Academy and our Department-approved ICT Specialist Program, all contribute to our strong retention of students from within our Cluster.

It is recommended that we relaunch our Approved Specialist Program and continue the strong marketing of our school-based programs with a view to encouraging a greater percentage of cluster parents to send their children to ASC.

The continuation of our successful transition programs and a realignment of our Year 4 and 5 Science Programs with current STEM initiatives will enhance our retention. Further work is also needed with the Cluster Board, examining ways in which the Cluster can retain more of our students through to completion of Year 12 at Ashdale Secondary College.

% of students from cluster 2017
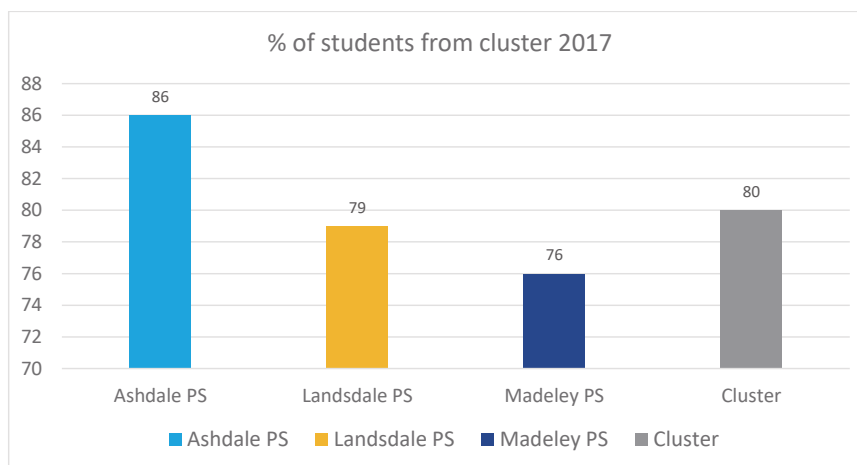
Target 4.2: Maintain or increase the percentage of students gaining positions in further education and/or the workforce

Data from 2017 forms the baseline for this target in the College Business Plan. The destination survey for students returned a response rate of 88 percent. Of the students who responded: 63.2% are engaged in University, TAFE or other training, outperforming State schools at 58.4%; and, school leavers engaging in traineeships, apprenticeships or employment was 18.4%, slightly lower than the state figure of 20.2%.

It is recommended, now the baseline data for the 2017-2019 Business Plan target has been collected, that the College look into specific strategies to address the needs of each individual student. ASC will continue working with staff across a committee structure to address careers and individual pathway planning for each student.

It is further recommended that all VET students engage in Workplace Learning (WPL). This has been a successful avenue for students gaining traineeships and/or apprenticeships and will continue in 2018.

Target 4.3: Maintain or increase parent satisfaction to indicate "strong support" for positive statements related to the school. In the National School Survey, parents will identify with a score of 3.8 or higher:

- This school works with me to support my child learning.
- I am satisfied with the overall standard of education achieved at this school.
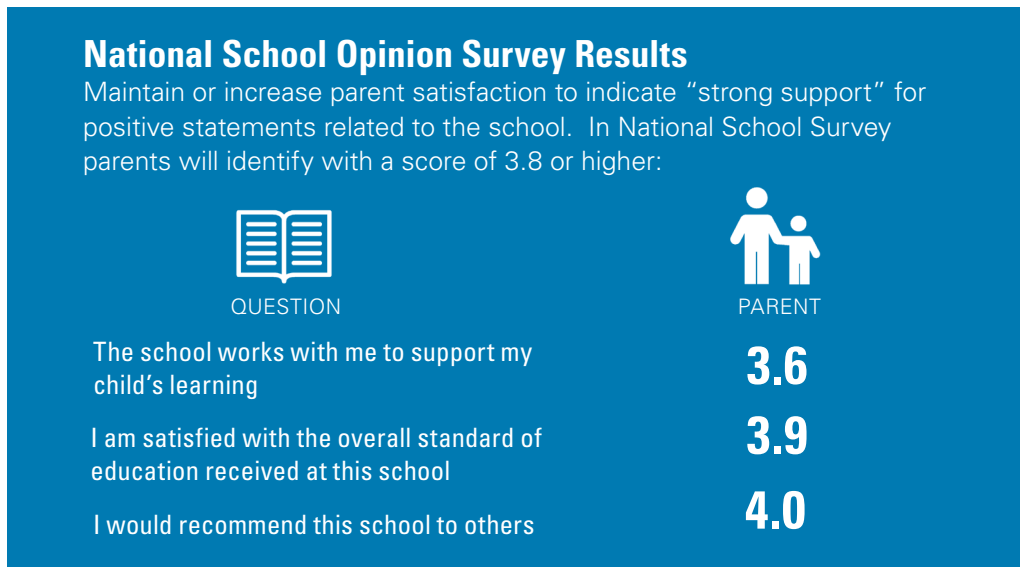- I would recommend this school to others.

Ashdale Secondary College is a vibrant learning community characterised by effective leadership and a dedicated staff body. Strong support for the College from the community highlights the effective leadership that has been promoted; in addition, a governance system that is influential and supportive underpins this sustainable leadership across the school.

School improvement is a priority of the College for its community and adapting to its continually evolving nature has been accomplished through regularly seeking feedback from staff, students and parents, as such feedback forms a vital part of the College's self-assessment process.

In 2016, the National School Parent Survey was conducted to gain vital feedback regarding the College. A snapshot of the data collected can be seen below.

National School Opinion Survey Results

Maintain or increase parent satisfaction to indicate "strong support" for positive statements related to the school. In National School Survey parents will identify with a score of 3.8 or higher:

QUESTION	PARENT
The school works with me to support my child's learning	3.6
I am satisfied with the overall standard of education received at this school	3.9
I would recommend this school to others	4.0

Extensive and broad strategies to communicate with parents regarding their child's progress are in place across the College such as the use of Connect, Reporting to Parents, SMS, Email, Facebook, Ashdale Download Newsletter, and the new and updated School Website.

The College has also encouraged community engagement and cluster participation in many ways to support student achievement. Providing the community with opportunities to engage with the College has been a major focus. Events such as Meet the Parents BBQ, Parent Information Evenings, School Tours, STEM Parent Expo, Performing Arts Showcase and the School Production, are just a few of the strategies we have used to engage our community.

Recommendations for 2018 include: the incorporation of more parent information workshops e.g. how to use Connect, using a Mac for beginners, and others that may arise on a needs basis; and, the expansion of the Primary STEM Champions parent and child sessions into the secondary years with the aim of engaging a wider section of our community. A cluster-wide approach to Cyber Safety is also recommended with parent workshops throughout 2018.

Number of attendees at ASC Community Events
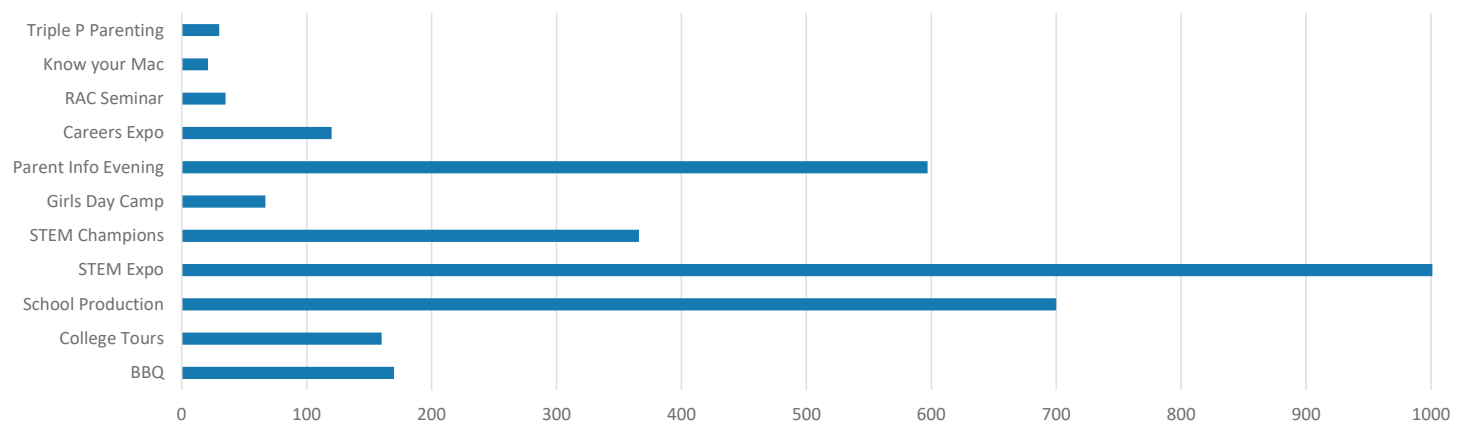
Financial Report

As at 31 December 2017

The following information outlines the financial performance for the year 2017.
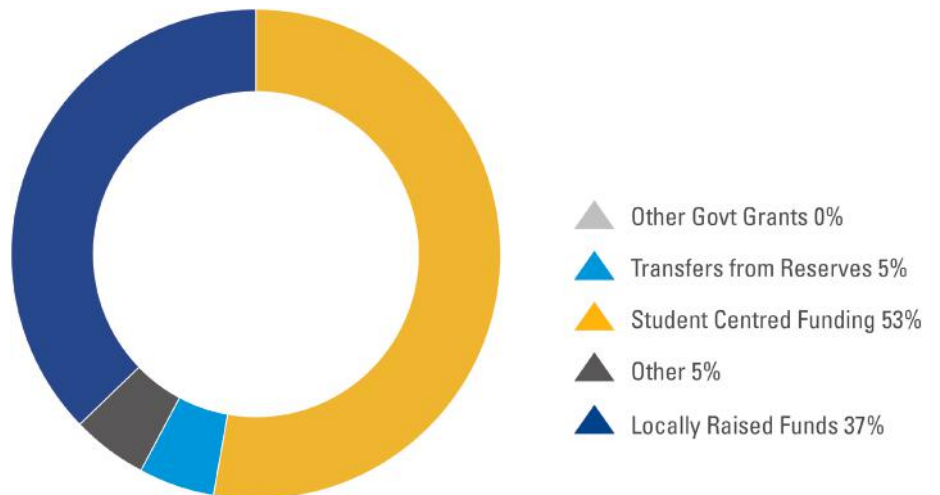
Our compulsory charges collection rate for 2017 was 96.94% inclusive of the Education Program Allowance received. This was lower than 2016 at 97.5%.

The voluntary contributions collection rate for 2017 was 76.92% inclusive of the Education Program Allowance. This was higher than 2016 at 76.89%.
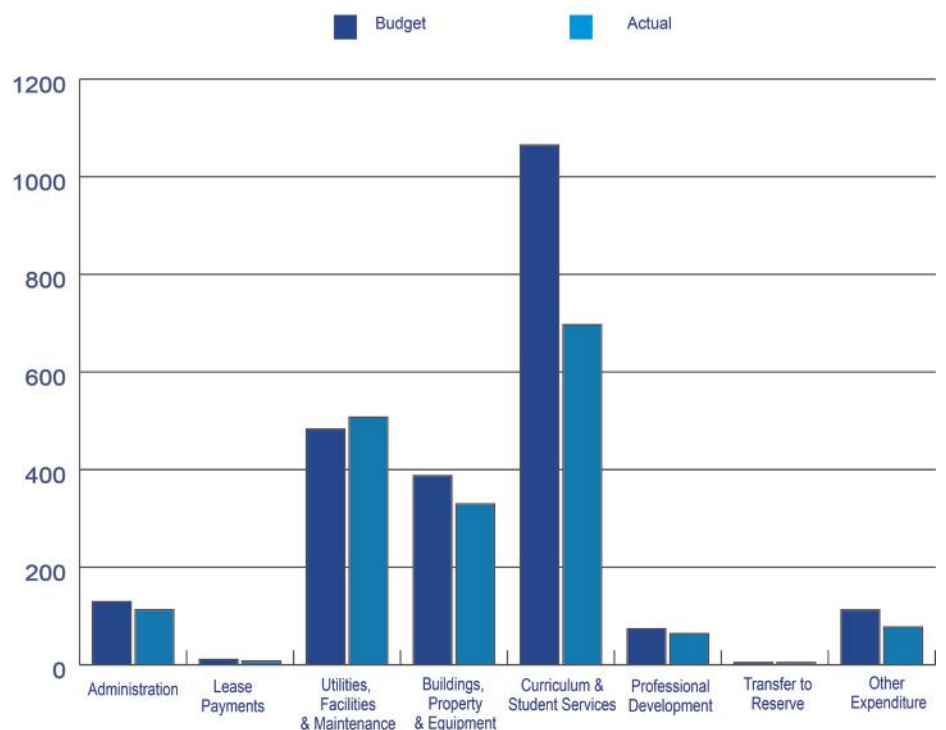
Each calendar year the Department of Education allocates funding to schools based on student numbers, characteristics and targeted initiatives. From the total funds allocated the College agrees to spend a minimum of 96% in that calendar year. By far the largest expenditure item is the salary component. In 2017 the College allocated $15,521,014.00 to salaries which equated to 87% of the total available revenue. At the completion of 2017 Ashdale Secondary College's actual spend on salaries was $14,724,320.00, with the savings coming from reduced spending on casual relief requirements.

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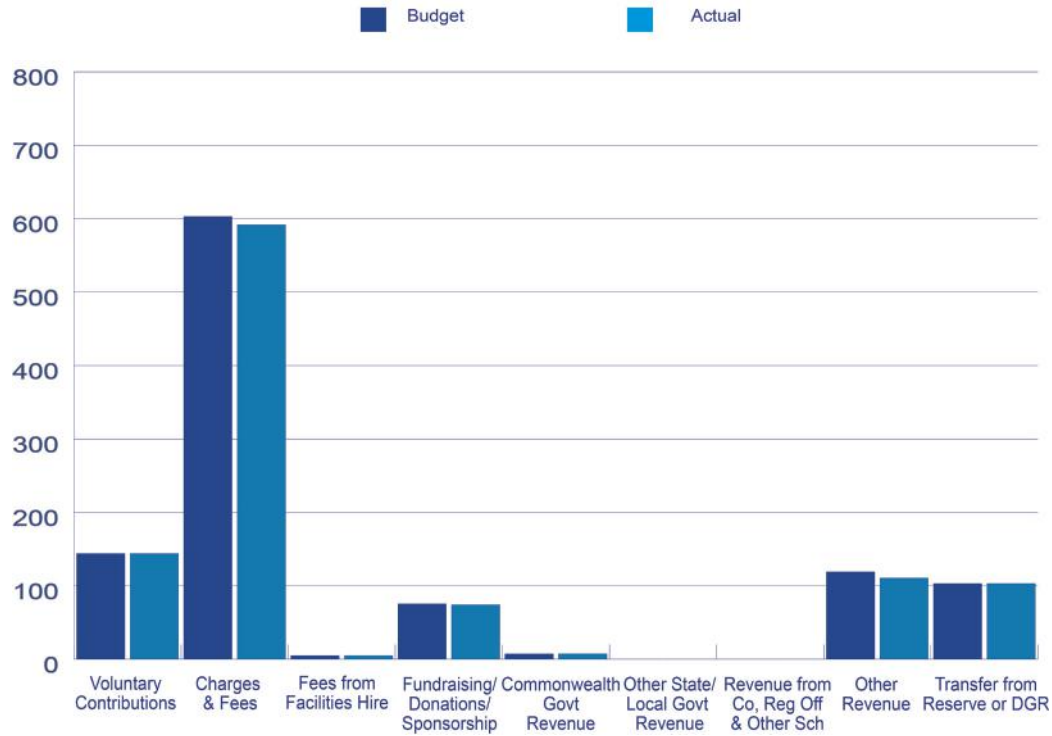
CURRENT YEAR ACTUAL CASH SOURCES

- Other Govt Grants 0%
- Transfers from Reserves 5%
- Student Centred Funding 53%
- Other 5%
- Locally Raised Funds 37%

GOODS AND SERVICES EXPENDITURE - BUDGET vs ACTUAL ($000s)

LOCALLY GENERATED REVENUE - BUDGET vs ACTUAL ($000s)

CASH POSITION ($000s)