

2025 - 2027 BUSINESS PLAN



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 journeys toward a positive future.

COLLEGE VALUES

Our Values underpin the nurturing of students who contribute positively to their community and society.

Respect	Thinking and acting in a way that values and expresses care about oneself, others and the environment.
Cooperation	Actively contributing and collaborating towards common goals.
Independence	Showing initiative and resilience both in familiar surroundings and when adjusting to new situations.

CLUSTER CONTEXT

The Ashdale Cluster comprises Ashdale Primary School, Carnaby Rise Primary School, Landsdale Primary School, Landsdale Gardens Primary School, Madeley Primary School and Ashdale Secondary College and unites all our schools towards common goals. As a unique Independent Public-School Cluster, we employ flexible approaches to collectively address the needs of our local community. To do this, the Cluster commits time and resources to shared initiatives.

These resources include the development of teacher teams across the Cluster partners that develop common approaches by identifying strengths and addressing common areas of concern. The Cluster offers a range of professional learning opportunities to grow our staff members and support the development of all young people in our community.

COLLEGE CONTEXT

Officially opened in 2009, Ashdale Secondary College became one of WA's first Independent Public Schools. The College has an Index of Community Socio-Economic Advantage (ICSEA) of 1033, placing it in the third decile of all schools. With a student population of 1,888 (in June 2024) from Year 7 through to Year 12. Ashdale Secondary College plays an integral role in the Ashdale Cluster as the College of choice for the majority of our Cluster Primary School Year 6 graduates. Through promoting and supporting a holistic K-12 learning community with a common purpose and joint vision for improving student outcomes we achieve collective success.

The College is situated on Whadjuk land in the northern suburbs of Perth, which continues to experience new residential development and population growth. With this growth, we are proactively planning the future needs of our student population. With a diverse, multicultural population, the College has over 80 different cultural groups. Approximately 40% of the population come from families with English as an Additional Language or Dialect. Student attendance is above the average for all WA public schools and higher than schools of similar socio-economic backgrounds.

Ashdale Secondary College is a vibrant learning community founded upon distributed leadership and a dedicated staff. Strong community support for the College highlights the effective leadership promoted; an influential and supportive governance system underpins our sustained success. The most recent Ashdale Secondary College Public School Review commended the College for its leadership and commitment to student growth.

Our College culture supports teaching excellence based on staff reflection, collaboration, feedback, trust, and learning, delivering high levels of achievement and wellbeing.

Continual school improvement is a priority of the College and its community. Adapting and adjusting to the ever-evolving educational landscape has ensured both College and student success. Our rigorous self-assessment process is supported by regularly seeking and acting on feedback from students, staff and the wider community.

LEARN & GROW

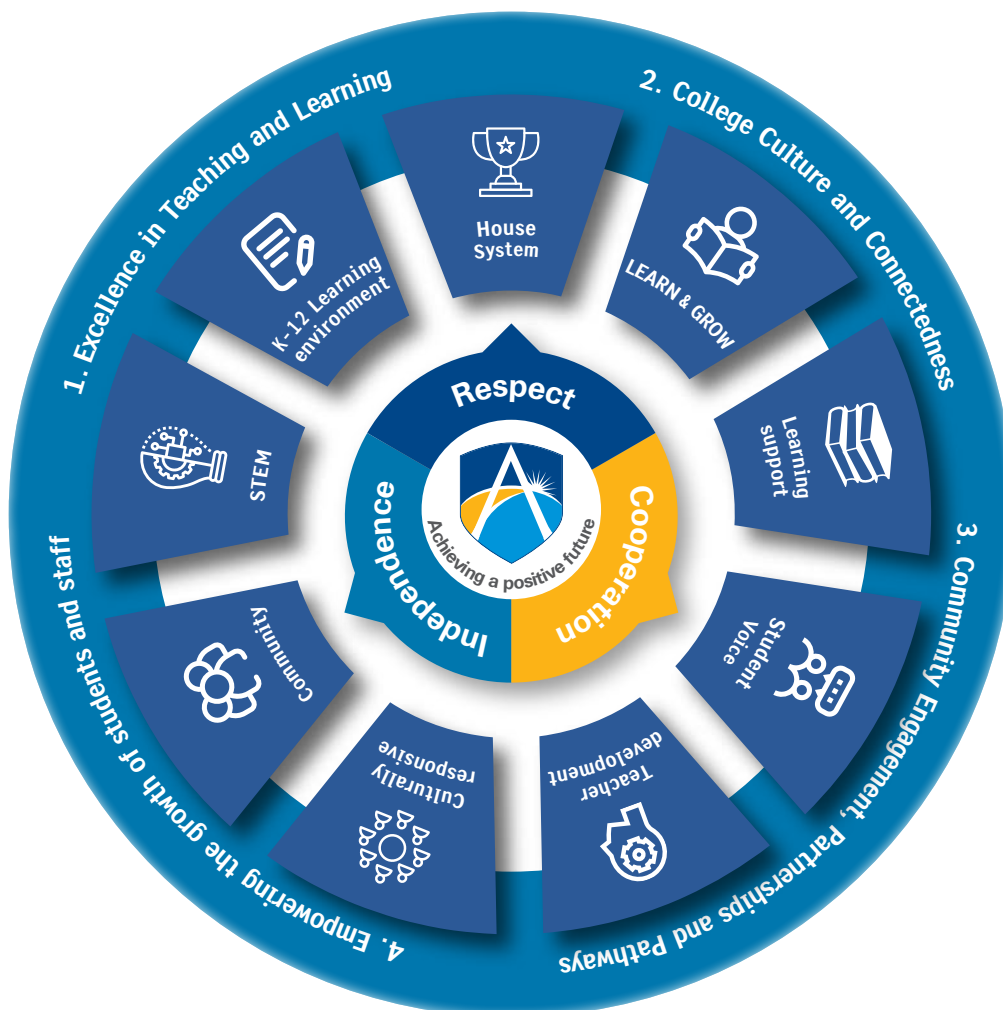
Our teaching framework LEARN & GROW, launched in 2017, continues as the common framework that promotes higher-order thinking and a safe and inclusive classroom environment. The use of the framework is embedded and embraced across the College.

As a leading Science, Technology, Engineering, and Mathematics (STEM) school, we have a cross curricula focus developing our six core STEM skills across Years 7-12. These are critical thinking, problem-solving, creativity, innovation, collaboration, and communication. Preparing our students for a career of the future is our priority.

Our professional and enthusiastic teaching staff have been selected on merit, and all contribute to a caring and supportive College landscape. We work together to maintain a safe and caring environment where students feel well-known, welcome and involved. This is particularly supported by the promotion of connectedness through our thriving House System. A variety of programs are offered to enhance and promote student learning, such as our Specialist ICT Program including institutes in both Creative Technologies and STEM, Specialised Autism Learning Program, Cluster Science Program, Pre-Service Teacher Program, Soccer and Netball Academies, Music Academy, and local, national and international tours.

Ashdale Secondary College prides itself on the learning environment it provides for its students. Our flexible learning spaces, innovative and creative curriculum, focus on Literacy and Numeracy, and development of core STEM skills place our students in an excellent position for a positive future.

Since its inception, the College has established itself at the heart of the Ashdale community and as an Independent Public School that is capable and responsive both now and for the future.



SELF - ASSESSMENT

Ashdale Secondary College's school improvement cycle contains three essential components.

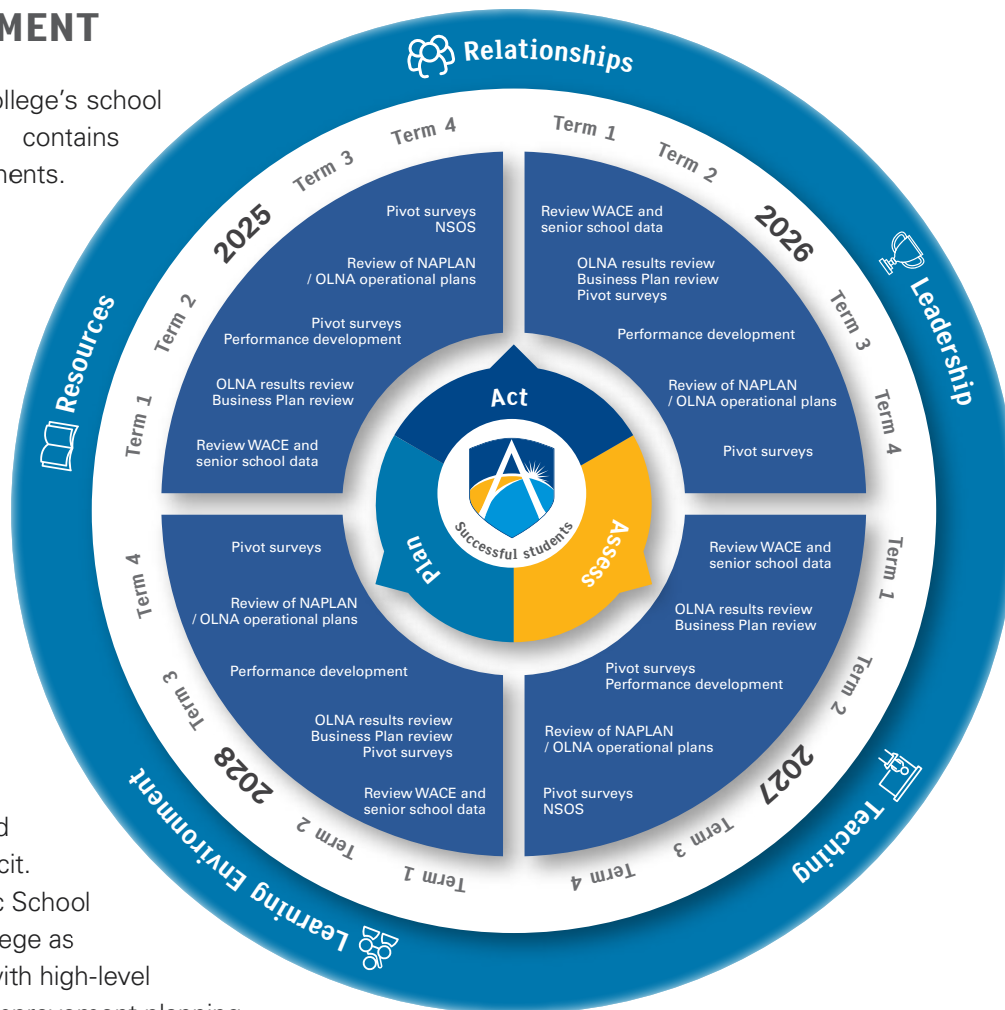
- Assess data and other evidence related to student achievement and College operations.
- Plan to improve the standards of student achievement and wellbeing.
- Act to implement planned strategies.

The College's planning and self-review cycles are rigorous, and documentation is explicit.

The most recent Public School Review, noted the College as an exemplary school with high-level self-assessment and improvement planning processes.

Self-assessment focuses on gathering and evaluating relevant data from various sources throughout the year. Focused data analysis on student performance and the effectiveness of college processes and operations is discussed and reviewed at every level. These findings inform our planning and provide targets for improvement.

Self-assessment is integral to maintaining and improving the College's performance. Our Business Plan is data-driven and guided by our self-review cycle. The Business Plan is translated into the college wide Operational Plan, Learning Area Operational Plans, and classroom planning. All these activities are monitored and reviewed each Semester.



USE OF RESOURCES

At Ashdale Secondary College, the responsible management of financial, human and physical resources is integral to our teaching and learning programs. This involves collaboration among the community, staff and students. We prioritise transparency and efficiency in budgeting, ensuring that funds are allocated effectively to support educational initiatives.

Staff are committed to optimising their expertise and talents, fostering a culture of continuous improvement, professional development and impactful teaching. Students are empowered to contribute meaningfully through peer mentoring programs and student-led initiatives that promote responsible resource allocation. By cultivating a fiscal and human resource stewardship culture, we enhance the quality of education at Ashdale Secondary College and empower individuals to thrive in a dynamic and sustainable learning community.

01

EXCELLENCE IN TEACHING AND LEARNING

- All teachers will embed the ASC Instructional Framework and engage in classroom observations with a minimum 80% Learn and 90% Grow demonstrated in our data collection.
- The PIVOT student survey, 'instruction' responses will be rated consistently as 5+.
- All staff will embed evidence-based teaching and learning adjustments using the Learn and Grow Framework for students with identified learning needs.
- The College aspires to 100% of students meeting the minimum requirement of literacy and numeracy by the end of Year 12.
- The College will aspire to 100% WACE achievement over the course of the Business Plan.
- In NAPLAN, a minimum 70% of students will achieve progress from Year 7-9 in one or more of the testing components.
- The percentage of students in Year 7-10 achieving an A-C grade will be 70% or higher across all learning areas and/or exceed DoE and Like Schools.
- Students undertaking General courses will demonstrate A-C grades exceeding like and DoE schools.
- The College median ATAR will exceed 85 over the course of the Business Plan.
- At least 85% of Year 12 students will be enrolled in two or more STEM subjects.

02

COLLEGE CULTURE AND CONNECTEDNESS

- Our College culture is enhanced with:
 - 80%+ of staff reporting our College culture supports their professional growth.
 - 80%+ of our community members reporting feeling welcome when they visit the College.
- The ASC values are promoted, modelled, and celebrated as measured through College-wide data collection.
- Driving improvement in attendance will continue as demonstrated with:
 - Attendance rate of 90+% across all cohorts
 - Regular attendance rates of 60+%
- 65%+ of students will engage in citizenship activities, including community service, volunteering, co-curricular and lunch time clubs.
- The College House system continues to expand, and success is demonstrated through Year 7-12 wellbeing data.
- Students indicate connection to the College with PIVOT survey 'relationship' questions demonstrating 5+ in the responses.
- Staff wellbeing is supported through a safe orderly learning environment, and established staff support systems.
- The College will continue to build our cultural responsiveness through increasing knowledge and understanding of Aboriginal histories, cultures and ways of being.

03

COMMUNITY ENGAGEMENT, PARTNERSHIPS AND PATHWAYS

- The Cluster partnership demonstrates 90+% of eligible students from the Cluster enrolling at ASC.
- 90+% of community members undertaking the Culture survey state that:
 - The College looks for ways to improve.
 - I am satisfied with the level of communication I receive from the College.
- The College actively develops both internal and external relationships and partnerships to provide every student with a successful pathway.
- The College continues to develop the Ashdale Alumni to strengthen partnerships and connections with former students.
- Comprehensive pathway options and planning is embedded through Year 7-12 enabling all students to achieve a positive future.
- High levels of communication are promoted and shared across the ASC community.

04

EMPOWERING THE GROWTH OF STUDENTS AND STAFF

- Students at the College continue to have voice and agency in their education and college direction.
- Innovation and creativity of staff and students is supported at the college.
- Staff at the College report high levels of career satisfaction.
- Year-on-Year individual student progress is demonstrated by the maintenance or increase of grades across all subject areas.
- Our College community educates, promotes, and celebrates diversity and inclusive practices.
- The College continues to support the growth and development of pre-service teachers, graduate teachers and experienced teachers through a range of established processes.
- The College commits to continuing to increase the % of staff trained in CMS & ISE, Trauma Informed Practice and Conference Accredited Trainers (CAT).




Ashdale
Secondary College



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