



# ANNUAL REPORT

2024 | ASHDALE SECONDARY COLLEGE

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Ashdale  
Secondary College



# Understanding the Annual Report



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

This report represents a small component of the total reporting process that the College undertakes. As an Independent Public School, Ashdale Secondary College (ASC) develops a Business Plan together with an Operational Plan. The Principal has entered into a Statement of Expectations with the Director General. The College Board has endorsed this Plan and Agreement. The 2024 Annual Report reflects the College's Priorities and Targets, as outlined in the 2024 - 2026 ASC Business Plan.

These documents should be read in conjunction with student reports, newsletters and other College publications to clearly understand the College's purpose and progress.

## College Board Endorsement

The 2024 Ashdale Secondary College Annual Report was presented to the Ashdale Secondary College Board and endorsed by Steve Sartain on 19 March 2025.

## College Information

**Principal:**  
Jacquie Bogunovich

**College Board Chair:**  
Steve Sartain

# Our College



## College Mission

Preparing our students for a positive future.

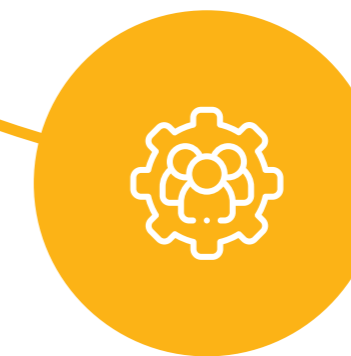
## College Vision

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



## Respect

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



## Cooperation

The process of working together in harmony towards a common goal.



## Independence

The capability to think or act for oneself.

## College Overview

It is my pleasure to present the 2024 Ashdale Secondary College (ASC) Annual Report.

Please note that this report does not tell the story of the College's many notable achievements and milestones over the 2024 school year but attempts to provide a comprehensive snapshot, including our successes, challenges and continual improvement plans as we move into 2025.

The 2024 school year began with some 1,880 students and 200+ staff arriving at the College to kick off the year. The first weeks of a new year are always exciting, and 2024 was no exception. Our Welcome BBQ and Meet the Mentor event in Week 3 of Term 1 is a College tradition and provides a wonderful opportunity for parents (particularly the parents of our new Year 7 students) to come along to the College, enjoy a sausage sizzle and have a chat with our staff in a relaxed and informal atmosphere.

Another community event the College hosts each year is the end-of-year Art Exhibition and Showcase. The Art Exhibition runs for the whole of Week 9 in Term 4 and displays work created by each of the year groups throughout the year. The opening of the Art Exhibition also marks the opening of the Showcase. Our Showcase includes displays and exhibits from every Learning Area and hundreds of community members enjoying an evening of fun activities, meeting staff members, enjoying yummy food, and interacting with the College on a different level than that usually associated with schools. We would like to take this opportunity to thank our retiring and much-loved local member for Landsdale, Margaret Quirk, who once again took this opportunity (for the final time) to open the event officially. Margaret has been a constant advocate and supporter of ASC over the last few years, and we wish her all the very best in her retirement.

Students at ASC are offered so many varied and exciting opportunities to grow their knowledge, understanding and appreciation of the world through hundreds of excursions and incursions offered throughout the school year. Students also have a chance to travel with teams and groups to experience interstate and overseas life. 2024 saw our Specialist Soccer students travel to Singapore, our Specialist Netball teams attend a competition on the Gold Coast, and 30 selected HaSS students spend a week in Canberra investigating the nation's capital. In 2025, we expect another trip to Canberra and the first ASC trip to Japan visiting Hikone Higashi Senior High School.

The Ashdale Cluster of schools including ASC, Landsdale Primary School, Landsdale Gardens Primary School, Ashdale Primary School, Carnaby Rise Primary School and Madeley Primary School, continue to work together to ensure a seamless K-12 Learning Environment for our Cluster students. ASC continues to welcome more than 80%+ of the eligible students from the Cluster and to work with our partners to ensure the success of these students from their first days in kindergarten through to the end of Year 12.

The data from our graduating students of 2024 was outstanding and continues to raise the bar of expectation and achievement at the College. With 99% of the eligible cohort achieving their WACE (Western Australian Certificate of Education) which is the highest ever at the College and 8th across the entire state, we can certainly say that as a collective, the 2024 class worked tirelessly alongside their dedicated teachers and support staff to ensure the best possible outcome whether studying General courses, ATAR courses, VET courses or a combination of all of these. Our median ATAR rank of 84.1 continues to place ASC as a high-performing College across the region and the state. Our ATAR DUX scored an incredible 99.35, and 64% of the ATAR cohort scored above 80. We were thrilled to see 29 cohort members win SCSA awards, the highest number of awards in the last 5 years. Our Vocational Education Training (VET) courses provided 86% of the cohort with qualifications ranging from Certificate II through to diploma level.

Over the 2024 school year, the College continued to drive and support our thriving House system and ensure, with the continued growth in numbers, that our students experience both connection and a sense of belonging as they strive for collective success in their Houses. There is significant research indicating that experiencing connection at school supports student success in school. The College offers numerous clubs, activities, sports, games, and quizzes for students to get involved in and grow their pride in themselves, their House, and the College. As we move into 2025, we continue this important initiative and urge students and their caregivers to support our House spirit. At the end of the 2024 school year, it was once again Newton House who took away the Shield, and I look forward to the competition getting underway again in 2025.

As the College continues to grow, so does our need for more space, specialist learning areas, and general classrooms. In 2025, we will finally begin our new building program, which includes a two-story specialist science, STEM, Technologies and Hospitality building and a new purpose-built Design and Tech building. This building is long-awaited, and although it will cause some disruption to traffic and parking in and around the College, it will be so well worth the pain when it is delivered for use in 2027.

2024 was another highly successful year for the College. I want to extend heartfelt thanks and congratulations to our students, parents, caregivers, and staff for their dedication and commitment to our collective achievements. The beginning of 2025 will see us move into our new ASC Business Plan, which will provide our goals, directions, and aspirations for the near future and beyond.

I extend our sincere thanks and gratitude to the members of the College Board and the College P&C. These members of our local community freely give their time, energy and expertise to support ASC and its improvement planning, and we are so very grateful. Unfortunately, the end of 2024 saw the retirement of our long-standing Board Chair, Mr Ian Brotherton, as his eldest daughter completed her secondary education. Ian has been an outstanding advocate, supporter, cheerleader, and sounding board during his time with us, and we will miss his sage counsel and tremendous presence around the College.

2025 brings us new opportunities and occasions to grow and learn. I look forward to working with the greater Ashdale Secondary College community as we work toward our vision for the future.



*Jacquie Bogunovich*

Jacquie Bogunovich  
Principal



*Ian Brotherton*

Ian Brotherton  
College Board Chair

# 2024 Highlights



### Harvest: Second Edition

The College produced its second edition of Harvest: An Anthology.



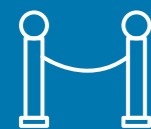
### House Shield Winner

Newton won the 2024 House Shield for the second year in a row.



### Art Exhibition

Margaret Quirk MLA opened our annual art exhibition one last time before retiring.



### St George's Cathedral Art Exhibition

Allie Tran (Class of 2024) showcased her artwork at St George's Cathedral.



### Interschool Athletics Carnival

Placed 6th overall, securing our position in Division 2 for 2025.



### Ashdale Showdown

Held our inaugural Showdown of games and activities to kickstart House Points for 2025.

We are proud to share the highlights of 2024 in this Annual Report, celebrating the hard work and dedication of our students, staff, and College community.



### Raised for No Limits Perth

The College raised nearly \$3,000 for No Limits Perth in 2024.



### Median ATAR Score

The College's Median ATAR score was 84 with 16 students added to the 95 Club.



### WACE Achievement

99% of our Year 12 students achieved WACE in 2024.

2024 was a year of growth, achievement, and community spirit at Ashdale Secondary College. Our students have excelled in academics, sports, and the arts, while our staff have fostered excellence and inclusivity. From strong ATAR and VET results to national competition success, this year reflects our commitment to innovation and helping our students achieve a positive future.





# Priority 1

## Successful Students

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

**TARGET 1.1** In NAPLAN, the progress achieved by the stable cohort will equal or exceed Like Schools in Reading, Writing and Numeracy.

**The National Assessment Program:** The National Assessment Program has entered its second year of testing, evaluating students against four newly established proficiency standards of achievement. These standards are categorised as follows:

- Exceeding
- Strong
- Developing
- Needs additional support

In 2024, valid longitudinal comparisons with previous years' data can only be made in two specific areas:

- 1 The proportion of students about the national mean compared to previous years.
- 2 Compared to previous years, the proportion of students who achieved within the middle 60% of Australian students.

The Ashdale Cluster has continued its collaborative efforts to develop skills and monitor progress across all year groups. Literacy and Numeracy remain key priorities for the Cluster, with teachers gaining access to NAPLAN student data from Year 3 onwards and ensuring that evidence-based, targeted strategies are employed.

The College has actively implemented strategies to maintain high performance in NAPLAN testing, including but not limited to:

- Literacy Intervention Teacher (0.4 FTE);
- Year 7 Literacy Intervention classes;
- Literacy Micro Lessons to support literacy development within content and subject-specific terminology
- One additional period of Literacy and Numeracy for Year 7 and 8 students;
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Testing for Year 7 students to assist with earlier intervention and support;
- Literacy and Numeracy NAPLAN conferencing (3.4 FTE in 2024), NAPLAN support classes focusing on targeted Literacy and Numeracy intervention;
- NAPLAN pre-testing and analysis;
- Whole school use of SAIS Dashboard and the data provided to embed strategies within teaching programs; and
- The extensive use of the Lexile Reading Program, which assists in measuring students' current reading level and extends vocabulary and comprehension, has also aided in the success of the NAPLAN results.



### Year 7 Reading

	School			Like Schools		
	2022	2023	2024	2022	2023	2024
<b>Top 20%</b>	18%	17%	18%	22%	21%	23%
<b>Middle 60%</b>	67%	74%	68%	65%	67%	65%
<b>Bottom 20%</b>	15%	9%	14%	13%	12%	12%

#### Findings:

- 86% of ASC students achieved in the Top 20 and Middle 60% range

### Year 7 Writing

	School			Like Schools		
	2022	2023	2024	2022	2023	2024
<b>Top 20%</b>	22%	26%	27%	26%	27%	26%
<b>Middle 60%</b>	67%	63%	66%	64%	63%	65%
<b>Bottom 20%</b>	11%	10%	7%	10%	10%	9%

#### Findings:

- 93% of ASC students achieved in the Top 20 and Middle 60% (+3%) compared to Like Schools.

### Year 7 Numeracy

	School			Like Schools		
	2022	2023	2024	2022	2023	2024
<b>Top 20%</b>	23%	24%	21%	23%	21%	23%
<b>Middle 60%</b>	64%	67%	66%	64%	67%	66%
<b>Bottom 20%</b>	13%	8%	12%	13%	12%	12%

#### Findings:

- ASC results comparative to Like Schools across all three levels.

**Year 9 Reading**

	School			Like Schools		
	2022	2023	2024	2022	2023	2024
<b>Top 20%</b>	18%	21%	22%	21%	21%	23%
<b>Middle 60%</b>	70%	66%	67%	65%	65%	64%
<b>Bottom 20%</b>	12%	13%	11%	15%	13%	12%

**Findings:**

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

**Year 9 Writing**

	School			Like Schools		
	2022	2023	2024	2022	2023	2024
<b>Top 20%</b>	29%	20%	24%	26%	23%	26%
<b>Middle 60%</b>	59%	70%	63%	61%	65%	63%
<b>Bottom 20%</b>	11%	11%	10%	13%	12%	11%

**Findings:**

- ASC achieved comparative results with Like Schools across all three categories.

**Year 9 Numeracy**

	School			Like Schools		
	2022	2023	2024	2022	2023	2024
<b>Top 20%</b>	21%	24%	25%	19%	21%	23%
<b>Middle 60%</b>	69%	66%	62%	65%	66%	65%
<b>Bottom 20%</b>	10%	10%	13%	15%	13%	12%

**Findings:**

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

In 2024, Year 9 students at ASC surpassed Like Schools in the Top 20% for Numeracy for the third time in three years. Despite the strong showing, our reading and writing results fell slightly below those of Like Schools in the Top 20% of students.

The College also maintained its positive trend of having fewer students falling within the bottom 20% bracket compared to Like Schools in Year 9 Reading and Year 7 Writing.

Across all Year 7 and 9 tests, results consistently demonstrated equal or lower percentages of students in this category, indicative of the College’s dedication to providing comprehensive support and intervention to all students to ensure progress is evident at all levels.

**Recommendations**

- Continue DIBELS testing with Year 6 Cluster students to assist in earlier identification of students who require targeted literacy support
- Continuation of Year 7 Literacy Intervention and Introduction of Year 8 Literacy Intervention Classes.
- Continual use of data and explicit teaching of Literacy and Numeracy skills in English and Mathematics classrooms, focusing on improving reading skills.
- Continuation of Micro Lessons across several MESH classes to build on literacy deficits identified through triangulation of student data.
- Continue using the Literacy & Numeracy Conferencing model – specialist staff implementing gap analysis strategies to provide targeted support to small student groups across Years 7-12.
- Targeted Literacy and Numeracy strategies, especially those that support writing improvement, are employed across every classroom and Learning Area.
- The College’s Literacy & Numeracy Committee will continue as a support source for teachers and offer professional learning on a Termly basis.
- Ongoing collaboration and data-sharing with the Ashdale Cluster schools to address Cluster priorities and implement data-driven strategies for Literacy and Numeracy improvement across the Cluster.
- Multiplication program to be supported across K-12 to enhance skill acquisition of students’ basic numeracy skills.



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

As an essential part of the College's continuous improvement cycle, a thorough analysis of student performance data is conducted at every level, from the Executive Team to individual classroom teachers. This comprehensive process involves a comparative study of Learning Area grade distributions within the College, comparing them with similar distributions in Like Schools, and benchmarking them against the grade allocations across all State Schools. By employing this systematic approach, the College can identify key areas of investigation, highlight development needs and devise targeted interventions to boost overall student achievement. This meticulous process fosters a culture of continuous improvement and ensures that instructional practices are data-driven and aligned with the objective of maximising educational outcomes for every student.

In 2024, Year 7 students performed well across Learning Areas compared to Like Schools and State Schools (DoE), achieving a higher proportion of A grades in English, Arts, Mathematics, Science, Humanities and Social Sciences, Languages, Health and Physical Education and Technologies.

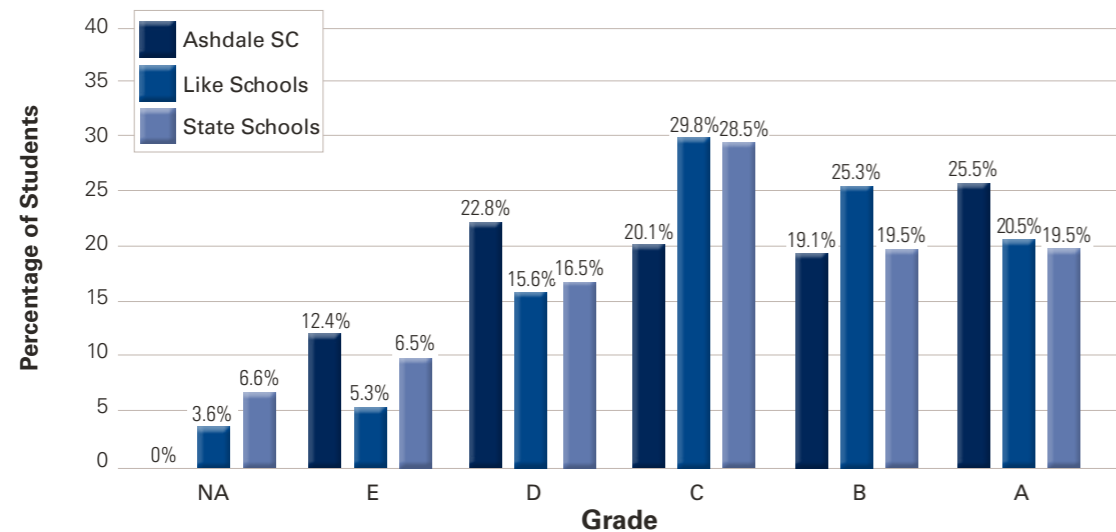
Students who achieve an A grade are deemed to have achieved well above the expected standard for that particular year group. In contrast, a student achieving a C or B grade demonstrates performance at or above the expected standard for that year group.

The number of students in Year 8 achieving an A grade or higher was greater than Like and State Schools across Mathematics, English, Science, The Arts, and Technologies. Students achieving an A-C grade distribution in Year 8 at Ashdale SC outperformed Like Schools in Science and Technologies. In the Year 9 cohort, the number of students achieving an A grade or higher was stronger than Like and State Schools across English, Mathematics, Science, and the Technologies Learning Areas.

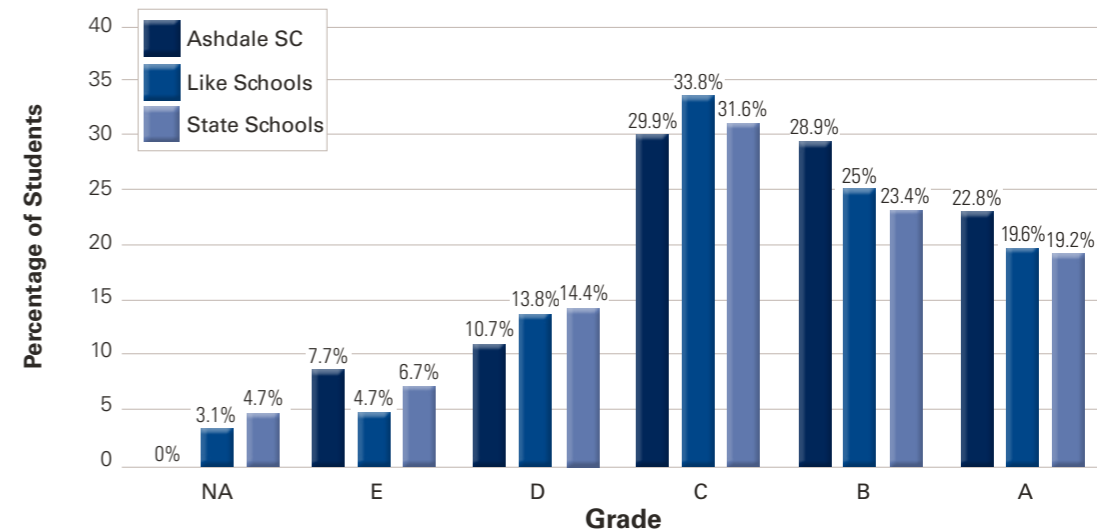
Students in Year 10 Mathematics, English, Mathematics, Science, Humanities and Social Sciences and Technologies all recorded a higher proportion of A grades than both State and Like Schools.



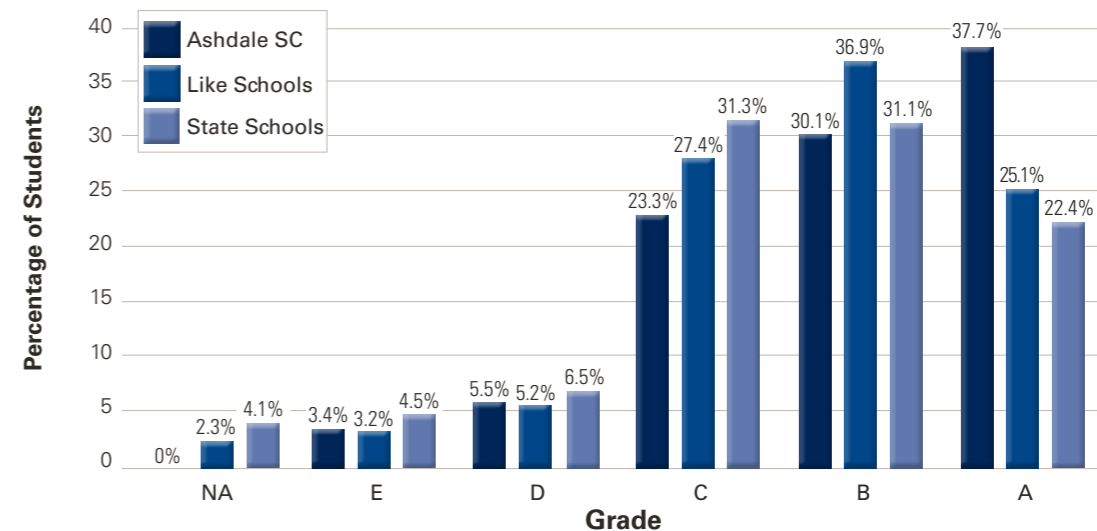
**Year 7 Grade Distribution: Mathematics, Semester 2 2024**



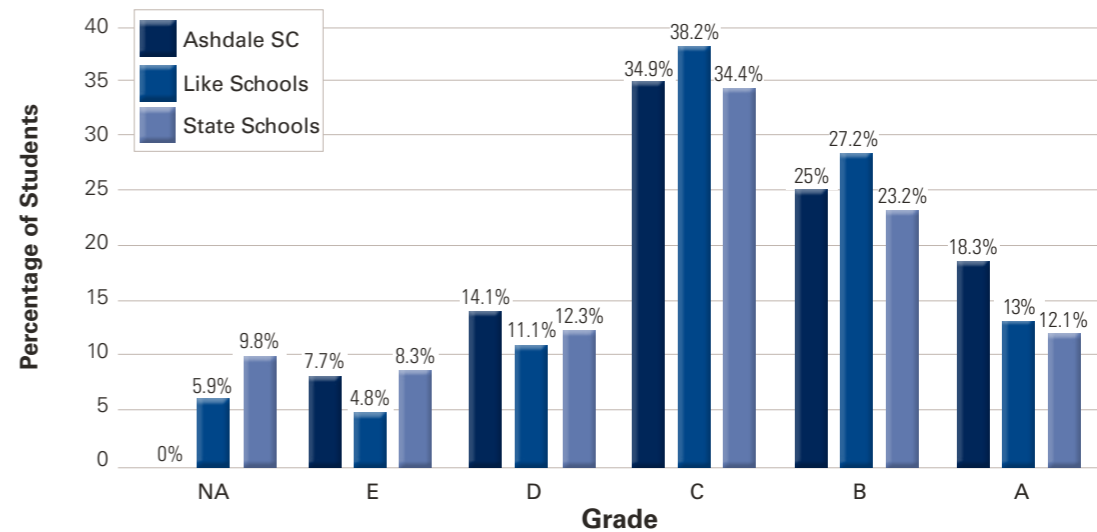
**Year 7 Grade Distribution: Science, Semester 2 2024**



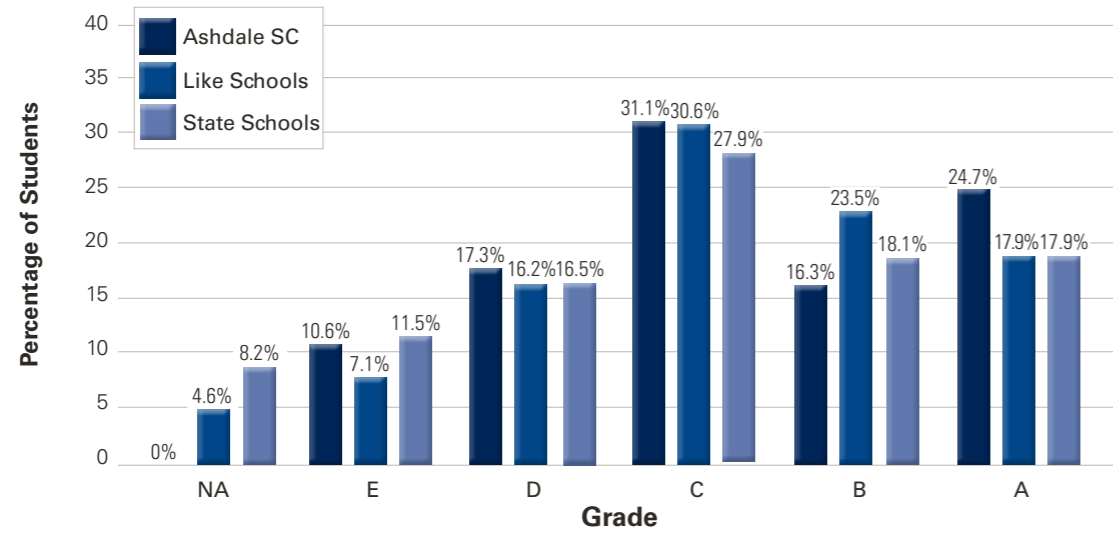
**Year 7 Grade Distribution: Technologies, Semester 2 2024**



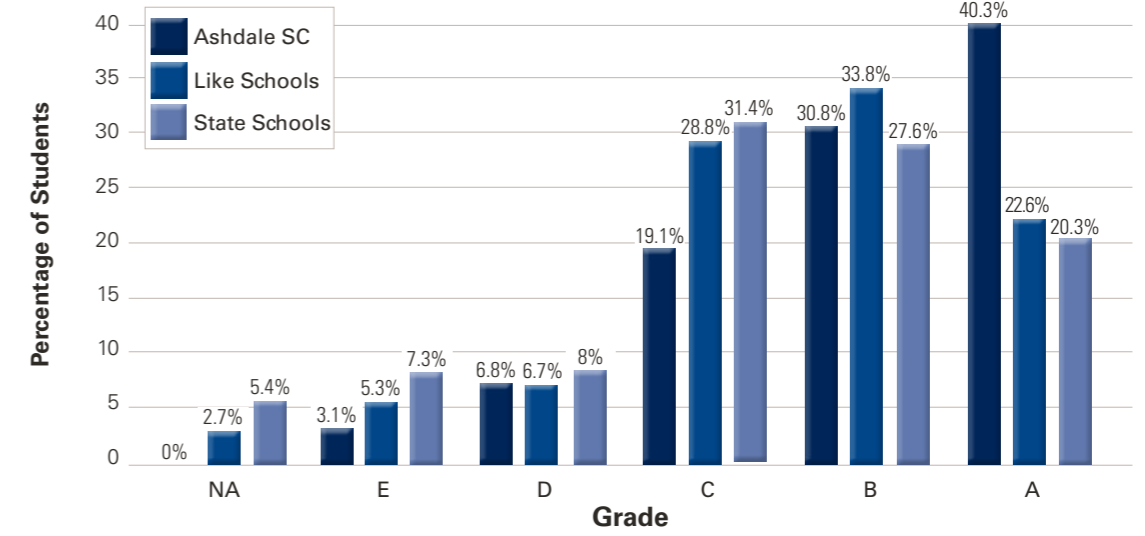
**Year 8 Grade Distribution: English, Semester 2 2024**



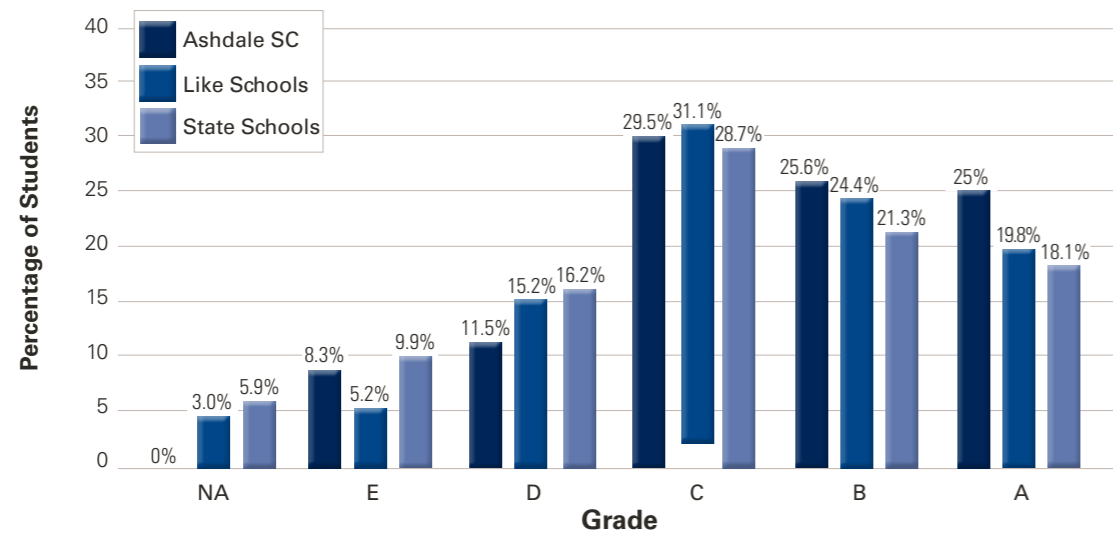
Year 8 Grade Distribution: Mathematics, Semester 2 2024



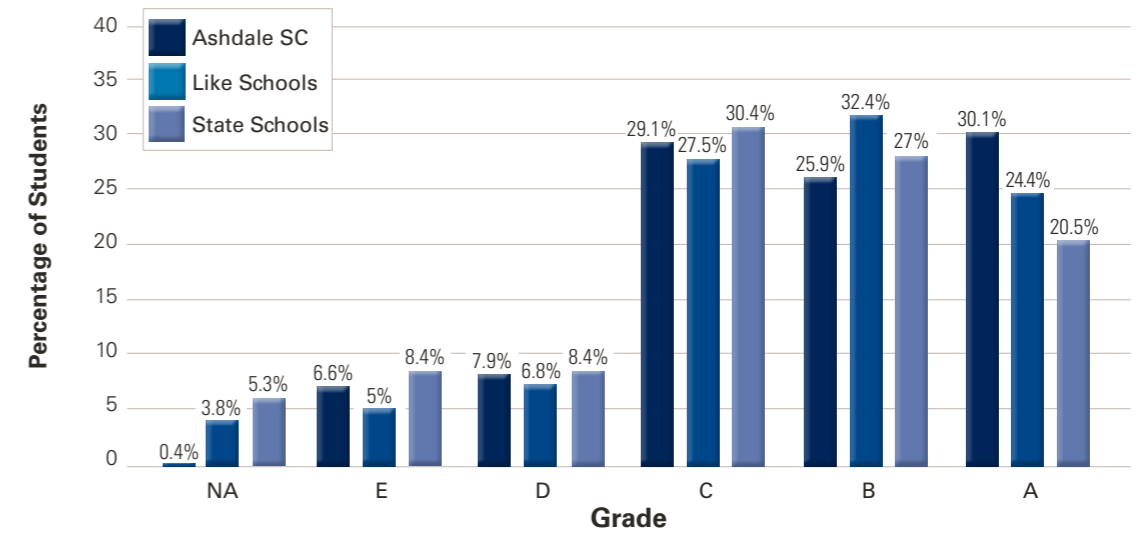
Year 8 Grade Distribution: Technologies, Semester 2 2024



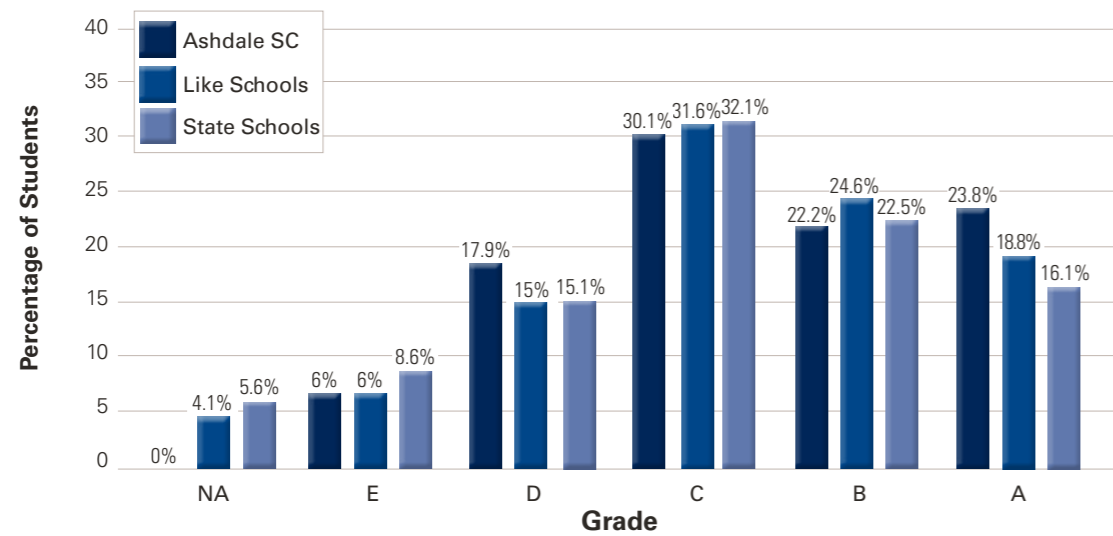
Year 8 Grade Distribution: Science, Semester 2 2024



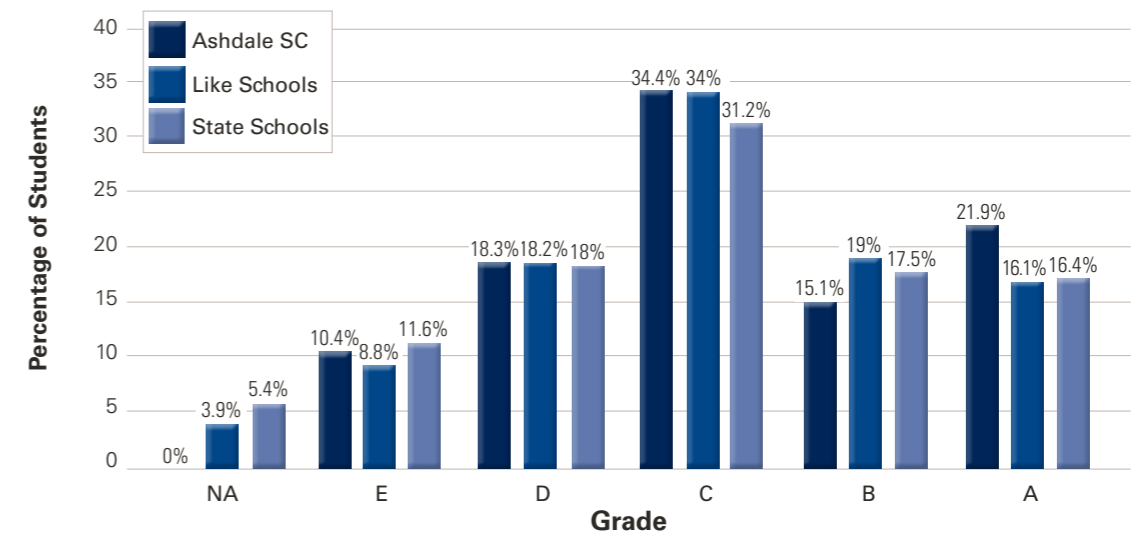
Year 9 Grade Distribution: Technologies, Semester 2 2024



Year 8 Grade Distribution: Humanities and Social Sciences, Semester 2 2024

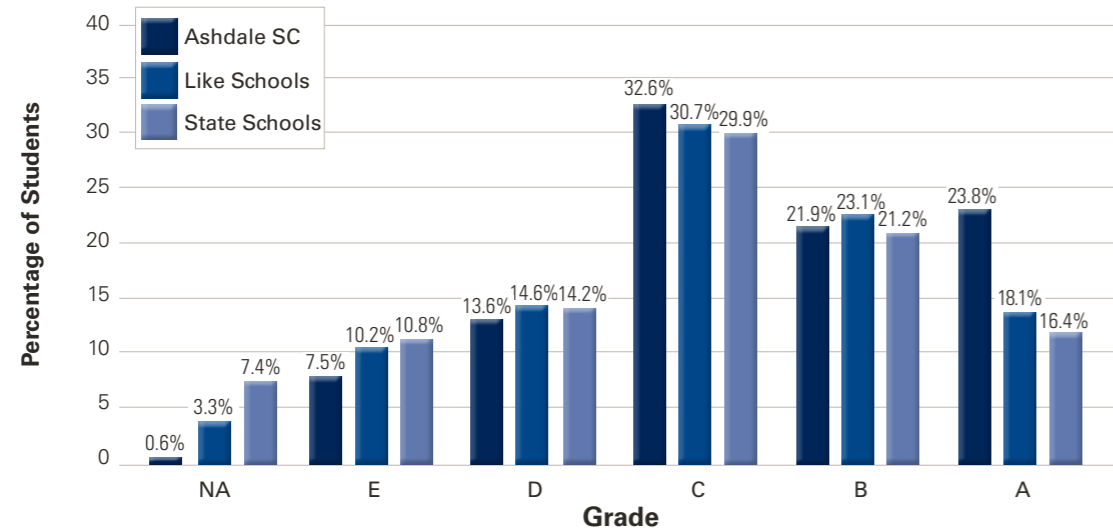


Year 10 Grade Distribution: Science, Semester 2 2024

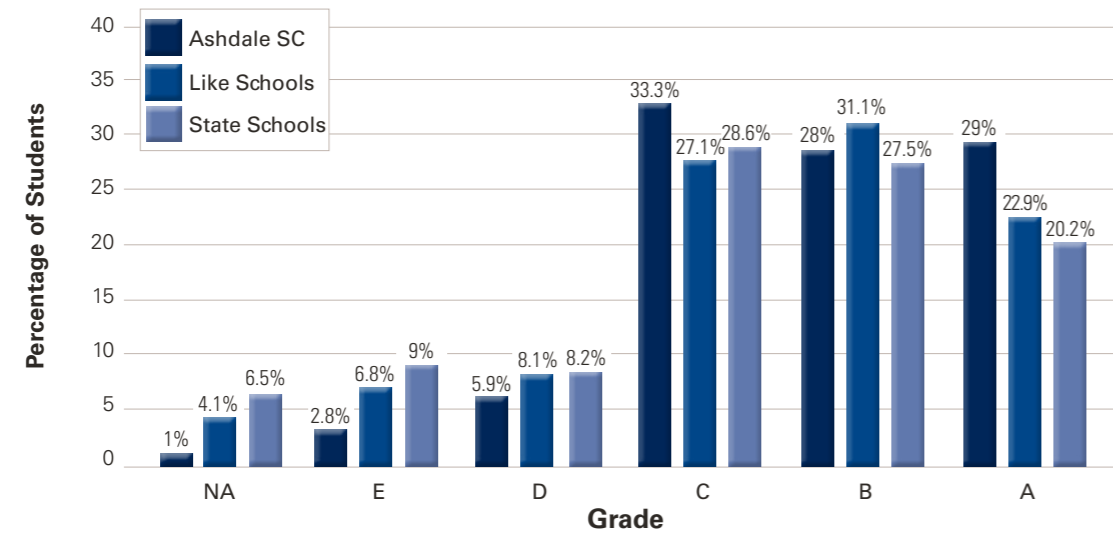




Year 10 Grade Distribution: Humanities and Social Sciences, Semester 2 2024



Year 10 Grade Distribution: Technologies, Semester 2 2024



Recommendations

- **Continuation of PoLTS:** Foster collaborative professional development among teachers, focusing on sharing best practices and strategies to enhance student learning outcomes. Integration of Technology in Classrooms: Promote educational technology tools to support differentiated instruction and engage students in interactive learning experiences.
- **Regular Student Feedback Mechanisms:** Continue to use feedback systems, such as PIVOT and student surveys, to gather insights on teaching effectiveness and areas for improvement, ensuring student voices are heard and considered in the learning process.
- **Enhanced Parental Engagement:** Develop initiatives to increase parental involvement in their children's education, such as regular communication across various mediums to enhance the partnership between the college and its parents.
- **Targeted Professional Development:** Provide ongoing professional development opportunities for teachers, focusing on areas such as differentiated instruction, classroom management, and the use of data to inform instruction.
- **Focus on well-being:** Implement programs and activities that promote students' and staff's well-being and mental health, creating a supportive and nurturing school environment.
- **Data-Driven Decision-Making:** Encourage the use of data analytics to inform school-wide decisions, track progress, and identify areas for improvement.
- **Consistent delivery of our Teaching and Learning Framework, Learn and Grow** focusing on promoting higher-order thinking and a safe and inclusive classroom environment. The consistent use of the framework assists staff in maximising student outcomes through an evidence-based best practice approach.
- **Extensive use of WA Curriculum Grade A-E exemplars** in Learning Area moderation to determine the accuracy of grade cut-offs and ensure an increased achievement of WA Curriculum A-C grades in Years 7 - 10.
- **Learning Area reviews review tasks** to ensure that tasks and marking keys are created in line with WA Curriculum grade descriptors.
- **Explicit use of WA Curriculum A grade descriptors and exemplars** in all Year 7 - 10 courses. Participation, where possible, in Year 7 - 10 moderation between schools.
- **All teachers to utilise system data**, such as the P-10 analysis NAPLAN SAIS Dashboard, when analysing student performance in Learning Area contexts.
- **Ongoing collaboration with Ashdale Cluster schools** to identify and address areas of improvement across all years K-12.
- **Collaborative analysis of data** to use as evidence in determining the direction for progress and achievement as well as the alignment of teacher judgement data with Learning Area grade allocations.



**TARGET 1.3** Students in Year 12 achieving the minimum standard in Literacy and Numeracy (via the NAPLAN or the OLNA) will equal or exceed Like Schools and/or the State Average

The percentage of last year’s Year 12 cohort that exceeded the College’s minimum Literacy and Numeracy standards was significantly higher than both Like and State Schools. Remarkably, 100% of Ashdale students met this standard by the completion of Year 12. This outstanding achievement surpasses the Like School percentage of 93% and the 95% State School percentage. This exceptional performance in this critical metric, which is required to achieve the WACE, continues a trend evident at Ashdale since introducing this requirement in 2016.

This sustained success is attributed to refining the highly effective conferencing model and the College-wide approach to Literacy and Numeracy. The conferencing model, which continued into 2024, involves explicitly teaching students Literacy and/or Numeracy skills in small groups or one-on-one settings. This targeted approach utilises specific individual feedback from previous OLNA and NAPLAN assessments to tailor teaching and learning programs to meet individual student needs. These learning plans are used in the conferencing sessions throughout the year, are posted on Connect for easy access, and are discussed with parents to support the educational partnership and student outcomes.

Conferencing teachers accessed specific professional learning opportunities to ensure the most recent and relevant strategies are implemented across the College. The Literacy and Numeracy committee supported each Learning Area by providing explicit Literacy and Numeracy strategies that are embedded throughout the year. For example, the Mathematics Department practised non-calculator Maths, as required for OLNA testing, with their Year 9 and 10 classes in the lead-up to the online OLNA testing. Our Focus classes engage in a comprehensive seven-week program prior to the OLNA testing to familiarize students with the content. Literacy strategies have been embedded into every Learning Area’s course outlines to ensure literacy is a core component of every course offered at Ashdale. This comprehensive suite of strategies supports students in meeting the minimum Literacy and Numeracy requirements.

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

	2024	2023	2022
<b>Reading</b>	282 (100%)	232 (100%)	244 (100%)
<b>Writing</b>	281 (100%)	230 (99%)	245 (100%)
<b>Numeracy</b>	282 (100%)	232 (100%)	244 (100%)
<b>Met Literacy and Numeracy requirement</b>	282 (100%)	229 (98%)	244 (100%)

**Recommendations**

- Continued collaboration with the Cluster primary schools will enable the College to access student data earlier, share strategies with the primary schools, and provide additional support for Year 7 students.
- A Literacy Intervention Team will offer ongoing and intensive literacy support for our Students at Educational Risk.
- Since 2023, a Program Coordinator for Learning Support has been in place to work closely with the Literacy and Numeracy team to develop targeted and effective Individual Education Plans.

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

Ashdale Secondary College has consistently outperformed Like Schools in WACE achievement and median ATAR. These metrics highlight the positive student outcomes achieved by the 2024 cohort and demonstrate that students at the College successfully fulfil their pathways to positive futures.

The College’s WACE achievement rate was 99%, the highest since the introduction of OLNA. This remarkable accomplishment is a testament to the dedication of our staff and students, significantly surpassing the Like Schools achievement rate of 93% and the State School achievement rate of 90%.

WACE Achievement versus Like Schools	2024	2023	2022
<b>Ashdale SC</b>	99%	97%	95%
<b>Like Schools</b>	93%	90%	91%

These outstanding results for our Year 12 students culminate up to six years of attendance at the College and reflect the ongoing and productive educational partnerships between Ashdale staff, students, parents, and the community.

A broad range of strategies were employed to enhance students’ skill sets and improve outcomes. These strategies focused on student health, well-being, pathway planning, academic achievement, and goal setting.

**Strategies employed for 2024:**

<b>Senior School Enrichment program</b>	Various targeted lessons built into the Senior School timetable cover topics, including study skills, exam preparation, university entrance requirements, the early offer process, goal setting, and calculating predicted ATAR.
<b>WACE achievement program</b>	One-hour weekly sessions built into the Senior School timetable provided at-risk students with targeted teacher support to complete tasks, pass courses and achieve their WACE.
<b>Case management of all Students at Educational Risk (SAER)</b>	Ongoing support is provided to all SAERs through teaching staff, Student Services, external partners, and parent/guardian collaboration.
<b>Subject-specific tutoring</b>	College staff ran out-of-hours tutorials across ATAR, General and Certificate courses.
<b>Mental Health and Wellbeing seminars</b>	Several seminars were provided to Year 12s focussing on mental health and wellbeing.
<b>Follow the Dream program</b>	The Polly Farmer Foundation-funded program was designed to assist Aboriginal students in reaching their career potential through mentoring, case support, and after-school tuition.
<b>Future Individual Pathway Planning program</b>	This program allows students to be mentored and work one-on-one with staff to review current pathway progress and aspirations and set goals for their future.
<b>Weekly assemblies</b>	These will be held to ensure students were informed of WACE requirements and deadlines.



**Median ATAR**

The ATAR is the ranking that reports students' position relative to all students within the Western Australian Year 12 cohort. The median ATAR score highlights the middle ATAR score of all the ATAR students at ASC.

In 2024, the median ATAR for ASC was 84. These results are highly commendable and reflect this cohort's academic prowess and rigorous approach. The second year of our "Year 12 Rollover," which allows Year 12 curriculum to commence during the Year 11 academic year, providing staff and students with additional time to delve into the curriculum in greater detail and implement a comprehensive revision program before the WACE exams. This has contributed to our median ATAR rising from 78.1 in 2021 to 81.3 in 2022, to 84.3 in 2023 and maintaining this high level at 84 in 2024. In 2024, 95 students completed the ATAR pathway, representing 34% of the cohort—an 81% increase in student numbers compared to 2023. When including students who completed the ECU Uniprep course at Ashdale and those who gained university entry through the Portfolio pathway, the percentage of students who gained direct entry to university was 42%. This percentage underscores the diverse pathways available to ASC students.

One of our students achieved an ATAR above 99, placing them in the top 1% across the state. Additionally, 26 students achieved an ATAR of over 90, meaning 28% of our students were in the top 10% statewide. Furthermore, 64% of our students achieved an ATAR of 80 or higher, making them eligible for direct entry to all universities in WA.

In 2024, 29 Ashdale students received Schools Curriculum and Standards Authority (SCSA) Awards.

**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 ten Year 11 and 10 Year 12 units of study. In 2024, five students achieved a Certificate of Distinction.

**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 and 10 Year 12 units of study. In 2024, 24 students achieved a Certificate of Merit.

ATAR performance - count of students (% of ATAR students)	
99+	1 (1%)
90 - 98.95	26 (27%)
80 - 89.95	34 (36%)
70 - 79.95	17 (18%)
55 - 69.95	16 (17%)
<55	1 (1%)

**Strategies offered by the College to achieve these results included:**

<b>Revision seminars</b>	Seminars ran during the Term 2 and Term 3 holidays, revising key concepts to prepare for the Semester 1 and end of Year WACE examinations. Mastermind Australia coordinated the seminars in Semester 1. In Term 3, students could attend seminars by ASC teachers and external providers. These interactive sessions incorporated elements such as Q&A sessions, group discussions, and hands-on activities to engage students more effectively. Comprehensive materials were provided to students with revision materials, including practice exams, summary notes, and key concept guides.
<b>Subject-specific tutoring</b>	Out of hours tutorials run by College staff.
<b>P&amp;C Scholarship fund</b>	A program funded by the P&C provides students access to externally run ATAR revision seminars. Students participated in these seminars in Semester 1 and Semester 2. The P&C kindly increased its funding in 2024 for this program.
<b>Year 11 ATAR 'rollover'</b>	Year 11 students commence Year 12 content in the Year 11 calendar year for more in-depth exploration of content and a more rigorous revision program prior to exams.
<b>95 Club</b>	Development of the 95 Club to include ongoing mentoring to high-achieving ATAR students.
<b>Future Individual Pathway Planning</b>	This program allowed students to be mentored and work one-on-one with staff to review current pathway progress and aspirations and set goals for their future.

**Recommendations**

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



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

Ashdale Secondary College established the STEM Institute in 2017. It offers an enriched and accelerated curriculum in STEM, aimed at nurturing high-achieving students towards careers in various STEM professions. The curriculum is delivered through an interdisciplinary approach, with lessons designed to address real-world problems. The STEM Institute fosters critical thinking and problem-solving skills, creating an environment encouraging innovation, collaboration, and an entrepreneurial mindset.

Students in the STEM Institute benefit from access to tertiary and industry partners, providing exposure to professionals within STEM fields. Participants can showcase their work in various forums, including expos, competitions, and projects. Incursions and excursions are integral to the program, enriching and enhancing the learning experience. In 2024, STEM Institute students were involved in using and managing the Creative Lab and 3D Print Factory, had access to Class Pads in Mathematics, and utilized the mechatronics workshop for laser cutting and prototyping.

The median ATAR for STEM Institute alums in 2024 was 88. Eighteen cohort members achieved an ATAR of 85 or above, demonstrating the strong foundation provided by their involvement in the STEM Institute.

**Recommendations**

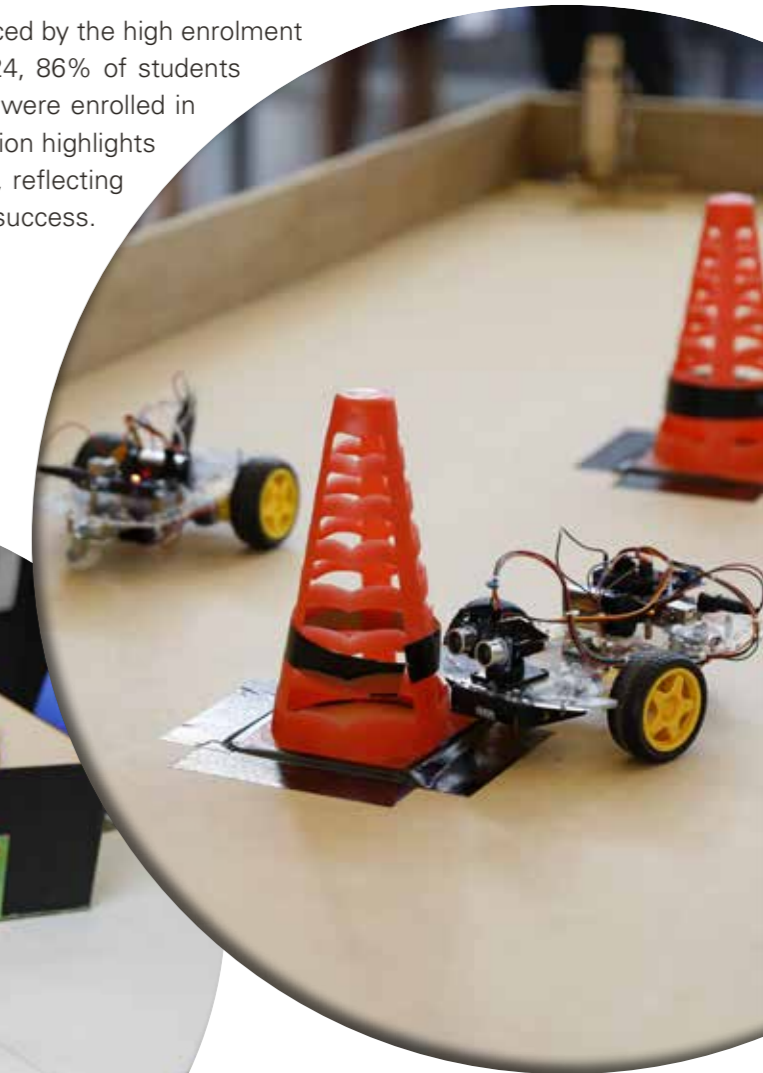
- Case management during the course counseling process helps students transition into Senior School. This approach facilitates student enrollment in courses that align with their strengths and capabilities.
- Mentoring of STEM students through Senior School Enrichment Program.



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

The College is committed to STEM education, as evidenced by the high enrolment rates among Year 12 students in STEM courses. In 2024, 86% of students were enrolled in two or more STEM courses, and 57% were enrolled in three or more STEM courses. This high level of participation highlights the breadth and popularity of STEM courses at Ashdale, reflecting the College's dedication to preparing students for future success.

	2024
<b>2+ STEM courses</b>	162 (57%)
<b>2 STEM courses</b>	81 (29%)
<b>1 STEM course</b>	39 (14%)



**Recommendations**

- Continue to remain at the forefront of industry standards and events by actively participating in various activities, such as attending STEM conventions and conferences, touring robotic labs, participating in presentations, hosting industry professionals, and fostering connections with universities in Western Australia.
- **Expand Industry Partnerships:** Strengthen existing partnerships and establish new collaborations with leading STEM industries and tertiary institutions. This can give students more opportunities for internships, mentorships, and real-world project experiences.
- **Enhance Curriculum Integration:** Continue to develop and refine the interdisciplinary approach to STEM education. Incorporate more project-based learning that addresses current global challenges and encourages innovative solutions.

# Specialised Autism Learning Program SALP

Ashdale Secondary College's SALP is one of 12 selected secondary programs across Western Australia. The program supports 18 students with autism spectrum disorder in Years 7 - 12 to enhance their academic, social and emotional outcomes. The program is evidence-based, reflects academic research and is supported by the School of Special Education Needs (SSEN:D).

During 2024, the SALP supported Years 7 - 12 students, including a Year 11 student (ATAR pathway) and a Year 12 student (ATAR pathway). All students received support from experienced teachers and education assistants for their mainstream classes and achieved pleasing results. In 2024, our Year 12 student graduated after six years at the College and has since gained successful enrolment in the university course of his choice.

A key feature of the SALP is the Homeroom, designed to support student well-being and development. The Homeroom is a versatile space where students engage in Social and Emotional Learning (SEL) and a dedicated Mentor group. The Homeroom is also a safe environment for students who need to self-regulate, with support from experienced staff. Additionally, the SALP Homeroom offers a multipurpose outdoor working area, which serves as an outdoor classroom, meeting area and a private space for students to take individual breaks, manage their emotions and access a variety of regulation strategies.

The SEL Program addresses personal and social capabilities, increasing social awareness, exploring expected and unexpected behaviours, promoting self-management of anxieties and anger, and organisational skills. The success of SEL lessons can be measured by how well the student applies these strategies and understandings within their mainstream classes and throughout their school day. Community Access Programs (CAPs) are integral to the social and emotional lessons, providing regular community-based excursions that enhance individual student resilience, independence, understanding and adaptability to local surroundings.

A Comprehensive Autism Plan (CompPAS) is a significant step for our students as they transition to Senior School. This individual pathway planning utilises the CompPAS for those on the Autism Spectrum and was undertaken for Year 9 students. This transitional process involves all stakeholders and allows the students to identify clear pathways with regular reviews.

Throughout the year, staff participated in SALP professional learning opportunities. Mainstream teachers had ongoing support from SALP to meet the needs of autistic students. The experienced SALP staff possess exceptional knowledge and skills, attending professional learning sessions to stay updated with evidence-based best practices.

ASC is committed to continuously growing and enhancing this program, collaborating with the School of Special Needs: Disability (SSEND) to implement programs and strategies based on the latest research.



## 2024 Highlights

<b>Transition and Additional Supports Expo</b>	This inaugural event showcased a wide array of providers and organisations available to students (K - Y12) and their families, both within the College and the broader community. The Expo aimed to enhance the community's knowledge and understanding of the many available services, including support providers, employment services, tertiary education providers, sports/social groups and advocacy groups. This wonderful event has been added to the annual calendar, with expectations for it to be even more expansive and impressive each year.
<b>Lunch at a Restaurant</b>	To practice the skills learnt in their social and emotional lessons. Students were able to develop their skills in the hidden rules of restaurant etiquette, conversation skills and ordering.
<b>Visit to Landsdale Farm</b>	Students socialised with their peers to practice skills learnt in their social and emotional lessons.
<b>Book Week</b>	Students loved showing their creativity and sharing their favourite book characters with others.
<b>Cyber Set</b>	Cyber Set is a Curtin University initiative to strengthen employability skills for students with a keen interest in technology and cyber security. Participation in the program offered the possibility of continuing to Stage 2, with opportunities to have real-world mentorships from individuals within the cybersecurity industry.
<b>Cooking classes</b>	Students were able to work in small groups to choose and cook recipes of their choice. Further to developing group work and independence skills, students were able to shop for the ingredients, building on their social and budgeting/money skills.
<b>Excursion to North Metro TAFE and ECU</b>	Year 9 students were offered the opportunity to consider different pathways after school and potential job opportunities.
<b>AQWA Excursion</b>	Students spent time exploring AQWA whilst practicing and developing their social and emotional regulation skills when ordering their lunch and perusing the gift shop.
<b>Transport Training</b>	Students participated in travel training in the wider community, developing their skills and independence when using public transport.
<b>Team Building Day</b>	A wonderful day where all students, including transitioning Year 6 students, came together for a day filled with fun and engaging activities and games to promote communication and collaboration, rapport building and friendship.
<b>Year 12 Graduation</b>	One student completed ATAR and successfully enrolled in the course of their choice at Edith Cowan University.



## Priority 2

### Excellence in Teaching

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

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

The College remains committed to fostering a high-quality teaching and learning culture, aligning with the DoE's Strategic Directions for Public Schools 2020 - 2024.

We have successfully completed our eighth year of implementing the LEARN and GROW teaching framework. This framework, developed by the College's Teaching & Learning Committee in collaboration with teaching and administrative staff, is based on evidence-based practices from state, national, and international educational standards. It provides a standardised methodology for teaching and learning, ensuring consistent and high-quality experiences for all students.

In 2024, we focused on enhancing staff proficiency in the planning and execution phases of our new GROW model, specifically R-Routines and W-Work Hard. A comprehensive professional development agenda was implemented, featuring school-wide sessions on all School Development Days throughout the academic year. Additionally, capacity-building initiatives were integrated into Senior Leadership meetings and termly ASC professional learning sessions, focusing on LEARN & GROW priority areas, facilitated by Teaching & Learning Committee members and expert teaching staff.

To evaluate the efficacy of the LEARN & GROW Framework, the College Executive team continued using the instructional rounds model for Learning Areas. This approach involves visiting various staff within a specific Learning Area, gathering observational data, and providing synthesised feedback to the Head of Learning Area, highlighting commendable practices and areas for further development.

In 2024, ASC proudly had six Level 3 Classroom Teachers and 32 Senior Teachers among its staff. As part of our commitment to nurturing future educators, the role of Conference Accreditation Trainers (CATs) has been consistently supported, with three more CAT staff joining the Teaching and Learning Team. During the same period, ASC accommodated 36 pre-service teachers, many of whom secured fixed-term or permanent positions for the subsequent academic year, with eight securing positions at the College.

#### Recommendations

- Focus on refined Teaching & Learning Framework implementation within each learning area, supported by professional development from the Teaching & Learning Committee and Teaching & Learning Team.
- Focus on refined implementation of GROW aspects of the framework supported by the College's in-house Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE) professional learning.
- Implement regular peer observations and feedback sessions, fostering teacher collaboration and continuous improvement. This approach encourages sharing best practices and provides opportunities for constructive feedback.
- Provide access to graduate teacher coaching programs that pair experienced educators with newer teachers, facilitating knowledge transfer, skill development, and emotional support.
- Establish a framework for ongoing evaluation and feedback, incorporating multiple measures such as student performance data, classroom observations, and self-assessment.

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

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

Ashdale SC has an extensive and extended transition process for students entering Year 7 from our Cluster Primary Schools and beyond. This early involvement significantly streamlines the transition into secondary school. A comprehensive communication and data-gathering approach with all stakeholders at our Cluster Primary Schools has supported early identification of students with specific social and learning needs, facilitating a smoother transition to the College.

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

College staff undergo continuous and comprehensive professional development in quality differentiated teaching practices, classroom diagnostics, and Individual Education Plans (IEPs) for students requiring additional support. In 2024, our Level 3 Program Coordinator was instrumental in advising and guiding new and existing staff on effective strategies, systematically sharing successful approaches with identified College staff to enhance student support. A significant achievement in 2024 was the expansion of 'Student Voice', which engaged students in the IEP process. This allowed students to share how they learn and the best support in the classroom, empowering them to advocate for themselves and providing invaluable information and insight for College staff.

The positive outcomes stemming from these targeted, supportive, and systematic processes have ensured that all students are afforded opportunities to thrive across diverse college environments. Surveys conducted at the end of 2024 revealed that 89% of our staff consistently apply data-informed differentiated teaching, ensuring active engagement and successful learning for every student. This is an increase of 5% from 2023. Additionally, 70% of our community affirmed that the College's teaching and learning programs meet their children's needs, another 5% increase from 2023.

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

#### Recommendations

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

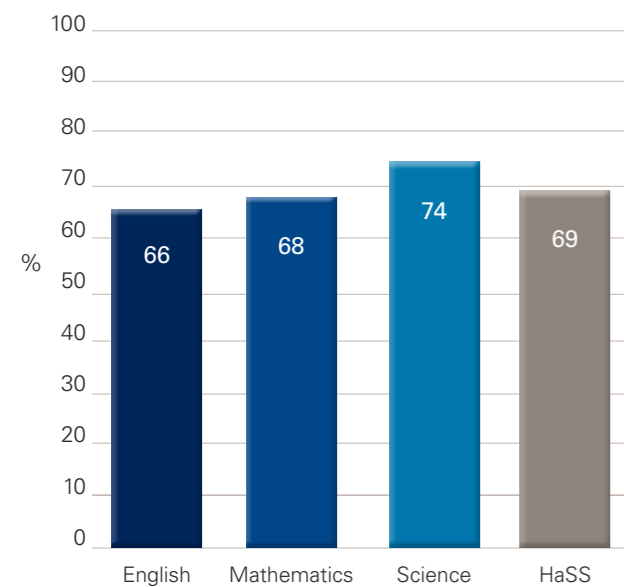
**TARGET 2.3 All staff will embed differentiated teaching practices, leading to 80% of students who are identified as LBOTE or Aboriginal and Torres Strait Islander achieving a C grade average or better.**

As a crucial component of the College’s continuous improvement framework, student performance data is meticulously analysed and evaluated at all levels, from the Executive Team to classroom teachers. Teachers employ differentiated pedagogical strategies to support the academic growth of all learners. According to the 2024 School Culture survey, 92% of staff reported creating and maintaining a culturally responsive and safe learning environment. Meanwhile, 89% consistently applied differentiated teaching practices to ensure every student engages and learns successfully.

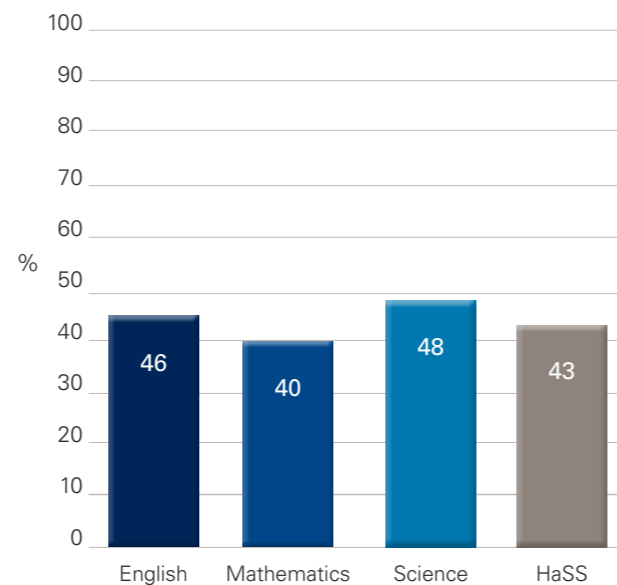
In 2024, students identified as Language Background Other Than English (LBOTE) demonstrated consistent achievements across various learning areas, including English, Mathematics, Science, and Humanities and Social Sciences, with most LBOTE students in the mainstream pathway achieving highly. Achieving a C grade signifies meeting the expected standard for their year cohorts, while grades of B or A indicate surpassing these standards. The proportion of LBOTE students achieving a C grade or higher is illustrated in Chart 2.3A.

In 2025, increased focus will be placed on the performance outcomes of Aboriginal and Torres Strait Islander students, particularly in achieving an average grade of C or above in English, Mathematics, Science, and Humanities and Social Sciences. Academic achievement among Indigenous students at ASC remains a priority, with efforts to promote educational equity and inclusion. Addressing these challenges requires a comprehensive and culturally responsive approach, including targeted support programs, culturally relevant curriculum, and meaningful engagement with Indigenous families. The percentages of Aboriginal and Torres Strait Islander students achieving a C grade or higher are detailed in Chart 2.3B.

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



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



**Recommendations**

- Provide ongoing professional development for teachers focused on differentiated instruction and culturally responsive teaching practices, ensuring all staff are equipped with the latest strategies and tools to support diverse learners effectively.
- Implement a more robust system for tracking and analysing student performance data, helping identify specific areas where LBOTE and Aboriginal and Torres Strait Islander students may need additional support, allowing for earlier targeted interventions.
- Strengthen partnerships with Indigenous families and communities through regular communication, cultural events, and collaborative decision-making to create a more inclusive and supportive learning environment.
- Develop and integrate a curriculum that reflects the cultural backgrounds and experiences of LBOTE and Aboriginal and Torres Strait Islander students.
- Expand targeted support programs, such as tutoring, mentoring, and after-school activities, specifically designed to address LBOTE and Aboriginal and Torres Strait Islander students’ unique needs.

**TARGET 2.4** Students' Pivot survey responses will assess the following standards at an average of 4.68/6 or above:

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

In 2024, the College continued implementing Pivot surveys to gather insights into student perspectives. These surveys, completed by students across all year levels and Learning Areas, provide valuable feedback on teaching and learning at the College. According to the DoE's Focus 2024 document, all public educational institutions in Western Australia must "promote and use student voice in decision making." This critical data set enables the triangulation of student progress. Staff can evaluate classroom teaching and learning with student results and teacher observations. Reports at the whole College, Learning Area, and individual teacher levels highlight strengths and areas for development across all classes at ASC. These student insights serve as lines of inquiry and foundational elements for staff planning in 2025.

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

This teacher explains things in a way I can understand **4.95 (83%)**  
 This teacher makes learning interesting **4.93 (82%)**



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

This teacher knows a lot about the topics in this class **5.18 (86%)**  
 This teacher gives me time to think when I need it **4.87 (81%)**



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

This teacher makes changes in response to my feedback **4.89 (82%)**  
 This teacher connects their teaching to my life **4.76 (79%)**



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

This teacher's feedback helps me improve **4.94 (82%)**  
 This teacher believes I can succeed in school **5.04 (84%)**



The 2024 Pivot survey results indicate high student satisfaction with the quality of teaching and learning in their courses, showing improvements across all metrics. Teachers effectively explain the curriculum (83%) and design interesting and engaging lessons (82%). Students are particularly pleased with the teachers' knowledge (86%) and appreciate being given time to think about solutions independently (81%). Additionally, students firmly believe that teachers provide valuable feedback to enhance their learning (82%). Teachers are utilising ongoing student feedback (82%) to shape their instructional strategies and believe in the potential success of all students at the College (84%). This comprehensive positive data underscores the quality of teaching at ASC.

School leaders have recognised and commended the College's classroom observation and reflective process practices. The LEARN & GROW teaching framework, implemented in 2017, promotes higher-order thinking and a safe, inclusive classroom environment. Continuous reflection on the College's core teaching and learning mission ensures that staff possess the professional knowledge, practice, and engagement necessary to improve student outcomes. The framework's use has gained momentum, resulting in positive changes in the classroom.

**Recommendations**

- Additional teacher training on effective communication strategies is provided to further curriculum clarity.
- Incorporate more technology or interactive activities within pedagogical delivery to boost engagement.
- Classroom teachers implement more structured and frequent feedback sessions to help students benefit from personalised and actionable feedback.
- Expand reflective practices across Learning Areas to include peer observations and collaborative reflection sessions among staff to foster a more comprehensive approach to professional development and continuous improvement.







# Priority 3

## School Development and Wellbeing

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

The “Every School Day Counts” initiative remains a pivotal message within the Ashdale Cluster. The College has implemented various measures to support families and individual students, ensuring their attendance at the College is as frequent as possible, with accurate and sustainable attendance recording methods firmly in place.

The College has proactively enhanced support measures to boost regular attendance, fostering a strong sense of belonging within the community. A crucial element of this approach has been the clear communication of our attendance priorities. Continued efforts to raise awareness about the importance of regular attendance (above 90%) on student outcomes have been intensified. This message has been conveyed through multiple channels, including increased Mentor Teacher-parent communication, social media, newsletters, assemblies, Connect, SEQTA, and the College’s website.

In 2024, we implemented various strategies to understand the reasons behind student absences. These strategies included SMS, phone calls, SEQTA communication, discussions, and meetings with parents/guardians, Mentor Teachers, and Year Coordinators. Early intervention is pivotal in identifying students’ challenges, developing attendance plans to address these issues, and ensuring their swift return to classes. Our processes are data-driven and supported by the understanding that school attendance is a critical indicator of positive student outcomes – the more students attend, the more successful they will be.

Therefore, seeing ASC outperforming WA Public Schools and being comparable with Like Schools in our Attendance rates in 2024 was pleasing. ASC’s regular attendance was -1.2% below Like schools and 3.5% above WA Public Schools.

#### Secondary Attendance Rates

Year	Ashdale Secondary College	Like Schools	WA Public Schools
2021	86.4%	87.2%	84.4%
2022	87.2%	84.8%	80.4%
2023	86.2%	85.5%	82.5%
2024	85.7%	86.9%	82.2%

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

The DoE and ASC prioritise regular attendance, which is defined as a student attending school 90% or more of the time. Achieving this benchmark is essential, as educational research indicates that attendance rates below this threshold adversely affect students’ educational, social, and emotional development and their quality of life post-graduation.

In 2024, Ashdale’s regular attendance rate was 52.6%, reflecting a 1.8% increase from 2023 and surpassing the State School average of 48%. Despite this improvement, the attendance rate remains below the desired level. The College aims for at least 60% of students to achieve regular attendance, which will be a focal point for 2025 and beyond.

#### 2024 Attendance Category

	Regular	At risk		
		Indicated	Moderate	Severe
ASC 2022	49.6%	30.6%	14.3%	5.5%
ASC 2023	56.5%	24.4%	13.6%	5.5%
ASC 2024	50.8%	29.5%	13.5%	6.2%
Like Schools	51.6%	26.6%	13.9%	8.0%
WA Public Schools	47.0%	26.0%	16.0%	11.0%

The College’s Whole School Attendance Strategic Plan is a comprehensive, multi-layered approach to enhance attendance at school. This plan focuses on three key areas:

1. Encouraging students to attend school daily.
2. Ensuring students and the community recognise the importance of attendance and its direct correlation with achievement.
3. Making students and parents aware of current attendance rates and motivating them to maintain or improve their attendance.

Our Strategic Plan’s first full implementation year coincided with the COVID-19 pandemic, significantly impacting attendance. Since then, we have implemented several key strategies, including frequent recognition of regular and improved attendance and increased communication with students and parents/guardians about the importance of attendance and its impact on student achievement. These strategies have received positive feedback from students, parents, and the broader community and are now embedded across the College.





**Key initiatives included:**

- **Embedding House Attendance Awards**, closely linking the new House System with attendance to acknowledge students and enhance the connectedness of students, staff, and the wider community. This program has significantly increased student engagement by fostering a sense of belonging and competition among Houses.
- **Ongoing communication** with students, parents/guardians, and staff to reinforce the importance of attendance.
- **A tiered approach to attendance case management** to address individual student needs effectively.
- **Monitor student attendance through the SEQTA system** and analyse this data daily and weekly. Since implementing the SEQTA system, we have observed a 10% increase in daily attendance rates.
- **Mentor teachers actively track attendance** and communicate its importance to students and families.
- **Professional learning for staff** on improving attendance rates, including evidence-based research on the impact of student attendance on achievement.
- **A Cluster approach to attendance issues**, including distributing an 'Every School Day Counts' pamphlet to raise awareness of the implications of lower attendance on student outcomes.
- **Utilising Individual Attendance Plans** to support students in maintaining or improving their attendance.

**Recommendations**

- Prioritise attendance by expanding the House Attendance Awards program.
- Increase attendance-focused professional development opportunities for staff.
- Integrate the ASC House System into the Senior School to enhance the sense of connectedness among students and the broader community.
- Launch a promotional campaign targeting students and the community to raise awareness and engagement.
- Youth Engagement and Support Officer will lead student health and wellbeing initiatives.
- Recognise and reward students during fortnightly Mentor assemblies to reinforce positive attendance and achievements.

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

As a culturally responsive College, ASC fosters an environment that supports Indigenous students. In 2024, the attendance rate of Aboriginal and Torres Strait Islander students at ASC was 77.3%, reflecting a notable 3.6% increase compared to Like Schools and a substantial 19.7% difference compared to the public school system.

Recognising the importance of fostering inclusivity and a sense of belonging among Indigenous students, ASC has implemented deliberate efforts to promote an environment conducive to Indigenous academic engagement.

Key initiatives include the establishment of the Follow the Dream Program in 2022 and the Ashdale Deadly Mob in 2020. These initiatives help Aboriginal and Torres Strait Islander students connect with their cultural heritage while enrolled at the College.

Activities include culturally enriching incursions, including smoking ceremonies, NAIDOC week celebrations, the expansion of a Bush Tucker Garden as a communal gathering space for Deadly Mob students, and weekly tutoring sessions by Indigenous university students from Edith Cowan University to support academic progress and foster a sense of educational aspiration.

**Attendance Overall**

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2022</b>	87.5%	85.4%	83%	67.2%	65.5%	55.2%	87.2%	84.8%	80.4%
<b>2023</b>	86.4%	86%	84.9%	72.5%	68.3%	59.2%	86.2%	85.5%	82.5%
<b>2024</b>	85.8	87.2%	84.7%	77.3%	73.7%	57.6%	85.7%	86.9%	82.2%

**Recommendations**

- Continue to implement a school-wide curriculum focus that incorporates Indigenous perspectives, history, and culture.
- Collaborate with Indigenous students, their parents and families, and the local Indigenous community to develop and implement strategies for improving Indigenous student attendance, behaviour, and engagement in learning.
- Ensure the school environment is culturally safe, welcoming, and inclusive for Indigenous students by incorporating Indigenous symbols and artwork, promoting cultural celebrations and events, and providing culturally competent staff training.
- Increase the number of Indigenous students enrolled in the Follow the Dream program.
- Empower Indigenous students to take an active role in shaping their educational experience. The Ashdale Deadly Mob provides opportunities for students to voice their perspectives, ideas, and concerns and actively contribute to decision-making processes within the school community.

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

Ensuring a safe and conducive learning environment across all classrooms is a paramount priority at ASC. Such conditions are fundamental prerequisites for fostering productive learning experiences among all students. Every student must perceive the College as a sanctuary of safety. Effective management of student behaviour by staff plays an instrumental role in upholding this sense of security. Notably, students have demonstrated their confidence in behavioural management, as evidenced by their commendable rating of **5.24 out of 6 in response to the statement, “I know how I am supposed to behave in class,”** as recorded in the Pivot survey conducted in 2024.

that this emphasis on classroom safety resonates throughout the entire College. Results from the Staff Culture Survey support the Pivot results, with 92% of staff reporting that they use student voice to examine the impact of their teaching, and 93% of staff consistently apply our Learn and Grow Framework in practice.

At ASC, we firmly believe in the potential of all students to attain a positive future, and we recognise that nurturing supportive learning environments plays a crucial role in realising this belief. In all our classrooms, the LEARN & GROW framework facilitates student learning through structured learning experiences in every lesson. This entails articulating learning intentions to provide clarity and purpose for each lesson, outlining success criteria to inform what students need to accomplish, and

offering exemplars to underscore best practices, with a Pivot rating of **4.90 out of 6 for ‘this teacher displays learning intentions and success criteria at the start of each lesson.’**

**This teacher displays learning intentions and success criteria at the start of each lesson 4.90/6**

Establishing a psychologically safe classroom environment is foundational to cultivating a practical learning setting. Psychological safety within a classroom pertains to a setting where students do not feel threatened by humiliation or failure. They should feel included, esteemed, and at ease when making contributions, taking risks, embracing errors as learning opportunities, and posing questions in their educational journey. Educational research underscores the need for classroom culture to be rooted in interpersonal trust and mutual respect so that students flourish and reach their highest potential. At ASC, this constitutes a pivotal focus within our LEARN & GROW pedagogical framework and continuous professional development for staff. The affirmation provided by students in the Pivot survey, with ratings of **5.21 for “This teacher knows a lot about the topics in this class”** and **5.20 for “This teacher makes sure that all cultures are welcome in this class,”** affirms

**This teacher knows a lot about the topics in this class 5.21/6**



Furthermore, teachers consistently assess students’ comprehension and furnish them with feedback to ensure individual progress. IEPs are collaboratively formulated with students and parents to ensure that the unique needs of each student are addressed across all learning domains. These plans outline specific student goals and practical strategies tailored to the individual learner and undergo evaluation on a semester basis. The efficacy of these supportive classroom structures and processes across all learning domains is corroborated by students’ favourable rating of **5.04 out of 6 for the statement, “The lessons build on what we already know.”**

**The lessons build on what we already know 5.04/6**

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

The College’s Learning Enrichment Centre aids our Year 7-11 students develop their social and emotional intelligence. ASC also offers a SALP tailored to support students with ASD in Years 7-12, focussing on attaining positive academic, behavioural, social, and emotional outcomes to maximise independence and access to further education and successful employment.

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

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

#### Recommendations

- Continue to conduct the Pivot student survey to gain student voice.
- Additional training for staff on advanced behavioural management techniques, including CMS, ISE, and Trauma Informed Practices, should be provided to strengthen the classroom’s sense of security and safety.
- Enhance the process of creating and evaluating IEPs by incorporating more frequent reviews and adjustments, engaging both students and parents more actively in setting and reviewing goals to ensure that the plans remain relevant and practical.
- Continue to diversify the curriculum to include more culturally relevant content and learning experiences.



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

Ashdale SC places a considerable emphasis on the professional advancement of its staff members. Our Workforce Development Plan meticulously delineates strategies to foster and promote leadership development across various career stages, encompassing graduate teachers, emerging leaders, and experienced professionals within the College. We are committed to ensuring our workforce evolves and is supported to access professional learning to further their own growth and development in line with the College Business Plan. We will focus on upskilling staff to deliver an array of current Certificate courses at the College and supporting their interest in undertaking appropriate training to provide new courses for our students in the coming years.

A comprehensive array of support mechanisms and strategies has been made available to our staff to facilitate the attainment of Level 3 Classroom Teacher or Senior Teacher status. These encompass Professional Learning sessions, workshops, mentoring initiatives, and the option to participate in externally facilitated Professional Learning sessions. In 2024, we continued to support several College staff working towards achieving their Level 3 Classroom Teacher status in both Stage One and Stage Two. The pivotal role played by our Level 3 Classroom Teachers in delivering and supporting high-quality teaching and leadership is of paramount importance to the College. Concurrently, a substantial cohort of Senior Teachers actively engages in diverse initiatives related to mentoring, teacher development, and other crucial priorities within the institutional framework.

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



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

In 2024, ASC continued the role of Lead School as part of the Quality Teaching Strategy (QTS) introduced by the DoE. As a lead school, ASC has worked with schools around the state to support implementing and sustaining effective evidence-based teaching strategies within their contexts.

Professional development initiatives in CMS were consistently administered throughout 2024 to bolster the sustained implementation of pedagogical excellence within our LEARN & GROW framework. Across the course of the year, 18 members of the College staff completed CMS: Foundation, either through enrolment in a state-wide program or our established in-house curriculum. In comparison, two additional staff members completed ISE.

Remarkably, more than 107 College staff members have undergone CMS training, complemented by 36 participants in ISE Training. Presently, the College boasts four (4) staff members accredited to deliver CMS professional learning, alongside two (2) staff members accredited to facilitate ISE professional learning, and a cohort of nine (9) accredited teacher coaches (CATs).

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

In addition to supporting the strong collegiality between the staff from the six (6) schools, the CMS professional learning allows for a common language and a common best-practice approach to ensuring the success of all of our students and continues to enhance the seamless pathway between primary and secondary education within the Cluster.

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

### Recommendations

- Increase the number of CATs across Cluster Primary Schools to provide coaching support for staff and continue to seek out and provide targeted professional learning opportunities for staff.
- Increase the number of staff trained in CMS across the Cluster Schools.
- Increase the number of staff trained in ISE across the Cluster Schools.
- Continue a one-on-one coaching program for first-year Graduate Teachers to support their transition into teaching.
- Continue a one-on-one coaching program for second-year Graduate Teachers to support their transition into teaching, focusing on 'Learning from Students'.

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

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

In 2024, the College continued to survey our staff and community using the DoE's QTS Culture Survey tool. The survey results provide insight into College culture. They can be seen as a significant indicator of the degree to which plans are successfully implemented and embedded to ensure continuous improvement and staff satisfaction at the College.

As the questions in the survey are slightly different from those in the original survey used in 2022, we extrapolate the data to provide tangible and credible references to compare the culture of the College.

In 2024, 75% of staff reported being **'actively engaged in school improvement'**, with 87% of staff reporting **'their opinions are treated as valuable and worthwhile'**. ASC has vigorous and rigorous planning and self-assessment processes that embed and support reflection and review at all levels. Our distributed leadership model ensures that all stakeholders are provided a voice in decision-making. Our drive to excel is supported by 87% of staff reporting **'the College looks for ways to improve.'**

**'actively engaged in school improvement' 75%**

and **'the College looks for ways to improve' 87%**

In response to the question **'staff are well supported at this school'**, 90% of staff report, **'we collaborate to interrogate whole school data**

**and evidence to better understand student behaviour.'** 85% and 95%, respectively, reported that the **'professional learning activities that we are offered align with the College strategic plan'** and that **'our College culture supports staff professional growth.'**

**'are a better teacher for working at the College' 90%**

The most revealing data point is that 90% of the College staff responding to the survey agreed they **'are a better teacher for working at the College'**.

With this target met, the College continues to be proud of our staff and their commitment to the students and the College as a whole.

### Recommendations

- Continue to provide opportunities for reflective practice, collaboration and growth across all levels of experience of our staff.
- Ensure we support the aspirations of our staff, our community and the greater system through professional learning opportunities.
- Provide opportunities for staff to share their expertise and experience both within the College and across the system as a QTS Lead School.



## Priority 4

### Community Engagement and Educational Partnerships

**TARGET 4.1** Maintain or increase the retention of students from Cluster primary schools to maintain a K-12 environment.

The Ashdale Cluster is dedicated to fostering a comprehensive K-12 learning community with a unified purpose and shared vision to enhance student outcomes across the six schools. With a student population exceeding 1,860, the College plays a pivotal role within the Cluster. The review and implementation of the updated and refined 2023-2026 Cluster Strategic Plan, along with the ongoing promotion, have reinforced the collective focus of the network, showcasing strong leadership, clear priority areas and improved communication with the broader Cluster community.

The Phase of Learning Teams (PoLTS), which focuses on Instructional Intelligence and is underpinned by action-based research, continues to enhance and grow the level of teacher expertise across the network of schools. The three-year PoLTS Instructional Strategies plan is built upon the previous plan's foundational skills, focussing on 'reading' and developing skills for reading that apply across all educational settings. The direct impact of our PoLTS focus has seen marked improvements in school-based assessment, NAPLAN data in both the Year 7 and Year 9 cohorts and the consistent increase in the College's median ATAR results, which in 2024 achieved its highest-ever result (84.10) up from 84.00 (+0.10) in 2023.

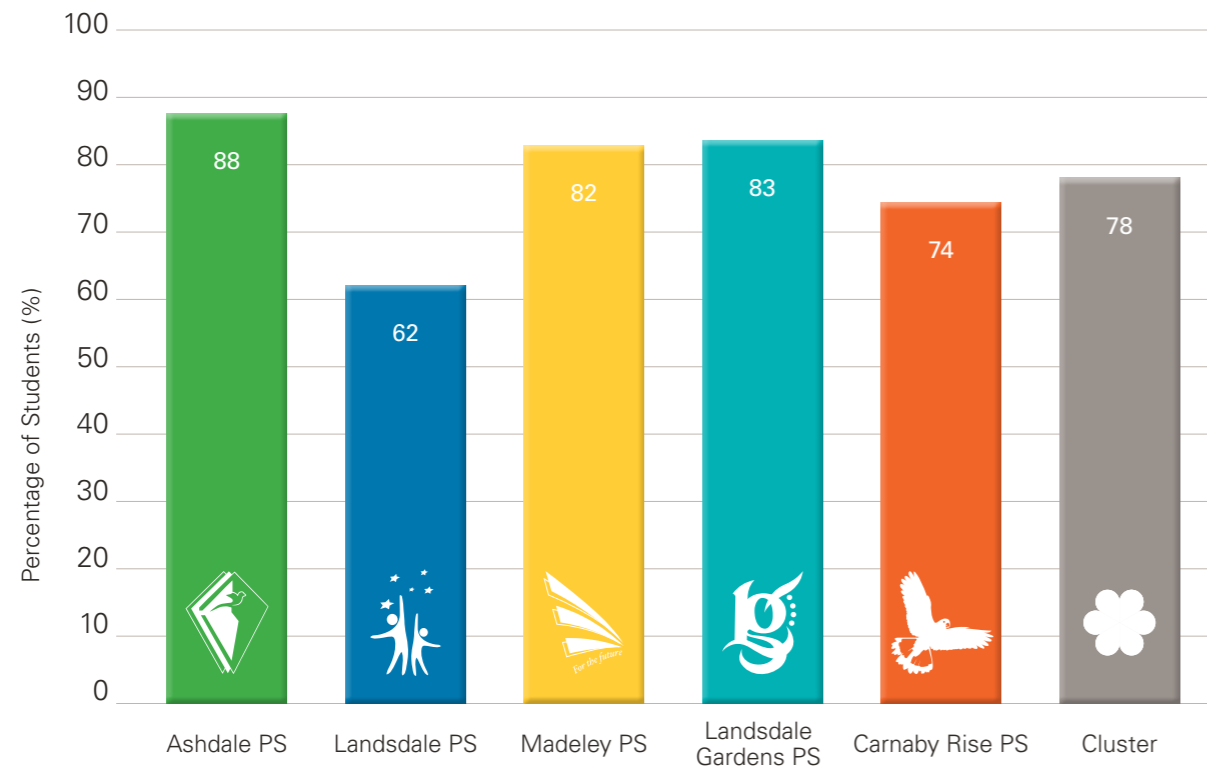
The success of our highly effective transition program ensures all incoming students are fully prepared for the move to high school. With the addition of DIBELS to further inform our staff and ensure earlier identification of students who require targeted literacy intervention as well as the continuation of activities taking place from Year 4 and 5 and our solidified House system, has significantly attributed to students quickly feeling a sense of belonging and connectedness to the College.

In 2024, ASC experienced a decline in retention rates. Destination data from the five primary schools indicated an increase in the number of students enrolling in their local feeder high schools, primarily due to living outside of the ASC catchment zones. Additionally, there was a notable rise in the percentage of students opting for the private education system compared to previous years.

The rise was notable across all primary schools and particularly evident in Landsdale Primary, which observed a 35% decrease in students attending the College compared to 97% in 2024.



Percentage % of students from Cluster in 2024



**Recommendations**

- Continue with the restructured Year 7 Transition Program during Term 3 and 4.
- Continuation of DIBELS testing for incoming Year 6 students as a set of measures for assessing reading skills and to:
  - To identify students who may be at risk of reading difficulties
  - Oral Fluency testing for students requiring targeted literacy support
  - To document students’ progress in reading skills as a consequence of special intervention programs through progress monitoring
  - To provide minimum levels of performance for all students to reach to be considered on track
- Continuation of Year 7 Literacy Intervention Classes (3x week) and introduction of Year 8 classes for students who have been identified through extensive data interrogation and consultation with cluster schools as requiring significant literacy support .
- Continuing the fifth year of PoLTs with a focus on instructional intelligence in all years, these PoLTS will be supported through Statewide Services’ expertise and the ASC QTS – Lead School network.
- Continue to provide professional learning to PoLT leaders through leadership development strategies and programs.
- Continue to offer various programs that engage students and families in ASC from Year 5 onwards.
- Support Health and Physical Education and The Arts to continue with our Cluster Musters and collaborative activities.
- Ensure that Cluster initiatives are effectively communicated to the community and that parents are fully aware of the seamless transition (six schools, one learning environment) from their primary school to the College.

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

In 2024, the College continued to seek feedback from the parents of caregivers in the ASC community through our survey tool.

From our long-established position at the heart of the Ashdale community, we have demonstrated our capability, responsiveness and adaptability to our community’s growing needs and aspirations over time. We are cognizant that, no matter how well we are performing, there are always areas in which we could improve. The College undertakes a rigorous self-assessment process every six months to support this improvement journey. This way, we can ascertain exactly how we are doing and establish strategies and practices to improve.

**2024 Survey Results**

QUESTION	PARENT
I feel well informed about the activities of the College.	95%
I am comfortable to approach the College to discuss my children’s needs and progress	77%
Teachers at the College provide me with feedback about my children’s achievement and progress	87%
The College’s teaching and learning programs meet the needs of my children	70%

**Recommendations**

- Continue to ask for, acknowledge and act on feedback provided to the college from students, parents, caregivers and the broader community to support our improvement journey.
- Continue to ensure we cater to all students and their learning needs through established, embedded processes and high-quality teaching and learning.
- Ensure equity of access to the college through our commitment to meet the needs of the entire ASC community.

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

### Mentoring Pre-Service Teachers and University Partnerships

Throughout 2024, ASC diligently maintained its prestigious Teacher Training School Status, a distinction awarded to the College in 2014. The College continued to uphold its well-established program, dedicated to mentoring pre-service teachers and furnishing them with an exceptionally high standard of support and educational guidance. A paramount objective during this period was the unwavering commitment to delivering superior-quality mentoring with maximum efficacy. This commitment was manifested through a strategic approach involving reducing the number of offered placements and a longer duration. This deliberate measure aimed to afford pre-service teachers an extended period of collaboration with their mentor teachers, thereby fostering a more profound impact on their professional development and growth.

In alignment with its steadfast commitment to excellence, the College maintained strong partnerships with various universities. Notably, the closest partnership endured with ECU, hosting 18 teachers. Furthermore, the College continued its placement opportunities with Curtin University (10), University of Western Australia (UWA) (1), and Deakin (1) while increasing placement numbers with Notre Dame (2) and Murdoch (3). An endorsement of the program's value was evident as over half of the College's teaching staff volunteered to mentor teachers, underscoring the elevated commitment to this pivotal initiative. The mentorship program also experienced growth, welcoming new mentors to hosting 35 pre-service teachers in 2024.

Ashdale Secondary College supported the ECU's Scholar in Residence program the same year by hosting three students. This immersive experience, spanning six months, allowed students to partake in a diverse range of opportunities and experiences, effectively preparing them for their future roles in teaching. The success of our partnership with the universities and our commitment to developing the next generation of teachers is evidenced by the number of students gaining employment at the College. During the 2024 school year, six teachers who had completed their placements were employed at the College, with a further six gaining employment for the 2025 school year.

The College was honoured to participate in the DoE's Pre-Service Development Program again, and an exclusive invitation was extended to four secondary schools. This program focuses on delivering high-quality placements for pre-service teachers in STEM, accompanied by STEM professional learning opportunities. In 2024, the ASC's Teaching and Learning Team delivered highly effective professional learning sessions for those Pre Service Teachers attending the DoE inductions each term. Through this partnership, the College formed relationships with several pre-service teachers, employing one for the 2025 school year.



In 2024, the College focused on building relationships with external partners to enhance student outcomes. These partnerships spanned various tertiary institutions and industries. Approximately 60% of our Year 11 and 12 General students participated in Workplace Learning, providing them with opportunities to experience a range of industries and employers during their senior schooling. This exposure enables students to make informed decisions about their future pathways, with many securing employment and apprenticeships through the program. We have established partnerships with over one hundred local employers, offering students diverse choices and improved outcomes.

The Careers Team led the Careers Week at Ashdale in Term 4 of 2024, during which all Year 9 students explored different careers within each Learning Area for an entire week. Highlights of Careers Week included guest panels from various industries and excursions to tertiary institutions, which all Year 9 students had the opportunity to attend. Feedback from students and the community was overwhelmingly positive.

All Western Australian universities conducted information sessions for our Year 10, 11, and 12 students, ensuring they received relevant and up-to-date information. Our ongoing relationship with ECU facilitated the offering of the ECU Uniprep course in 2024. This course allows Year 12 students to complete a university preparation course while still enrolled at Ashdale. Upon completion, students are granted an equivalent ATAR score between 70-84 for entry to ECU the following year. All our students successfully completed the ECU Uniprep course in 2024.



### Recommendations

- Provide professional learning to staff to continue their development as highly effective mentors.
- Provide professional learning opportunities for pre-service teachers in various teaching and learning foci.
- Explore partnerships with emerging industries and technology companies to expose students to cutting-edge fields.
- Implement regular feedback sessions with students and employers to refine the Workplace Learning program and address any gaps.
- Organise alum panels and networking events to connect current students with graduates who can offer guidance and support.
- Feature success stories in school publications and on social media to showcase the positive impact of these initiatives.
- Deploy the Workplace Learning Program to Year 12s in Semester 2 on a needs basis, encouraging the College, students and caregivers to formulate a plan of action to support student's achievement of WACE best.

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

After completing Year 12, students are asked to complete a 'destination survey' to provide data on their post-school intentions. The data provided is progressive, so the destination survey for 2024 students will be published in 2025. The data in this area compares student intentions in 2023 and their destination in 2024.

	Intention in 2023 %	Destination in 2024 %
<b>Return to school</b>		
University	60.3	49.0
Uni Offer - No Placement		2.5
TAFE	15.4	10.3
Apprenticeship	8.3	3.4
Traineeship	2.6	2.0
Other Training	2.6	1.0
Employment - Full-time	7.1	4.4
Employment - Part-time	1.9	17.2
Employment assistance		2.9
Other	1.9	0.5
Deferred Study/Training		6.9

You will note from the data that most of our students leave to pursue further study or enter the workforce. As our mission statement describes, our goal is for all of our students to achieve a positive future, which is supported by the data.

The College provides numerous opportunities and pathways for students to plan and investigate a variety of career pathway options, including:

- Year 9 Careers week
- Year 10 Course information sessions
- The Senior School Enrichment program
- University Preparation course information and enrolment seminars
- ECU UniPrep Course offered on-site
- Try a Trade
- Workplace Learning Opportunities
- Career Education/Information sessions available for parents and caregivers

**Recommendations**

- Continue to drive and develop pathways and links to our Ashdale Alumni and the opportunities they represent in working with the college to expand our career and post-school pathways information.
- Continue to drive career education into the lower secondary years of high school education, including opening career conversations with Year 8 students as a link to Year 9 Careers Week.
- Expand our stakeholder information sessions to provide contemporary, accurate, user-friendly career information to parents/caregivers and students.
- Ensure our staff have up-to-the-minute information on career options to share with students about their interests and passions.

# Financial Report

The following information represents the financial performance of ASC during the year 2024.

The collection rate for compulsory charges for Years 7–12 reached 83.3%, including the Education Program Allowance. This represents a 2.2% improvement from the previous year, where the collection rate was 81.1%.

Similarly, the collection rate for voluntary contributions in 2024 was 77.71%, including the Education Program Allowance. This marked a notable 3.24% increase compared to 2023, where the rate was 74.47%.

The positive growth in charges and voluntary contributions reflects an encouraging trend in payments made by families. It demonstrates our school community's strong engagement and support, vital for funding our teaching and learning initiatives.

ASC's budget is closely monitored throughout the year by the College Board, the College Executive, and the Finance Committee, ensuring financial transparency, effective planning, and the successful implementation of new initiatives across the College.

<b>ONE LINE BUDGET</b>		
	Current Budget (\$)	Actual YTD (\$)
<b>Carry Forward (Cash)</b>	<b>1,472,283</b>	<b>1,472,283</b>
<b>Carry Forward (Salary)</b>	<b>1,268,569</b>	<b>1,268,569</b>
<b>INCOME</b>		
Student- Centred Funding (including transfers and adjustments)	22,686,553	22,686,553
Locally Raised Funds	1,404,228	1,339,543
<b>Total Funds</b>	<b>26,831,633</b>	<b>26,766,947</b>
<b>EXPENDITURE</b>		
Salaries	21,530,902	21,530,902
Goods and Services (Cash)	4,400,441	2,879,548
<b>Total Expenditure</b>	<b>25,675,931</b>	<b>24,340,271</b>
<b>VARIANCE</b>	<b>1,155,702</b>	<b>2,426,677</b>



<b>INCOME</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>1,472,283</b>	<b>1,472,283</b>
<b>Carry Forward (Salary)</b>	<b>1,268,569</b>	<b>1,268,569</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	18,973,052	18,973,052
School and Student Characteristics	2,326,626	2,326,626
Disability Adjustments	3,620	3,620
Targeted Initiatives	1,413,017	1,413,017
Operational Response Allocation	11,885	11,885
<b>Total Funds</b>	<b>22,728,200</b>	<b>22,728,200</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers - Salary	(985,874)	(985,874)
School Transfers - Cash	988,909	988,909
Department Adjustments	(44,682)	(44,682)
<b>Total Funds</b>	<b>(41,647)</b>	<b>(41,647)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	217,492	155,406
Charges and Fees	913,219	913,010
Fees from Facilities Hire	28,864	26,739
Fundraising / Donations / Sponsorships	82,740	82,740
Commonwealth Government Revenues	15,300	15,300
Other State Government/Local Government Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	146,613	146,348
Transfer from Reserve or DGR	0	0
<b>Total Funds</b>	<b>1,404,228</b>	<b>1,339,543</b>
<b>TOTAL</b>	<b>26,831,633</b>	<b>26,766,948</b>

<b>EXPENDITURE</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>SALARIES</b>		
Appointed Staff	19,739,087	19,739,087
New Appointments	0	0
Casual Payments	1,762,232	1,762,232
Other Salary Expenditure	29,584	29,584
<b>Total Funds</b>	<b>21,530,903</b>	<b>21,530,903</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	236,884	157,819
Lease Payments	26,400	39,316
Utilities, Facilities and Maintenance	616,655	644,902
Buildings, Property and Equipment	647,251	666,514
Curriculum and Student Services	2,365,449	1,099,880
Professional Development	55,902	64,127
Transfer to Reserve	44,933	0
Other Expenditure	148,122	136,810
Payment to CO, Regional Office and Other Schools	3,434	0
<b>Total Funds</b>	<b>4,145,030</b>	<b>2,809,368</b>
<b>TOTAL</b>	<b>25,675,933</b>	<b>24,340,271</b>



## College Board

### What does it do?

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

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

#### Take part in:

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

#### Approve of:

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



Ian Brotherton  
Board Chair

## P&C Association

### Parents & Citizens Association

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

In 2024, the P&C Association has approved/funded the following programs/items, many of which would not have been possible without their dedicated support;



Jonelle Carstens  
P&C President

Welcome BBQ sausages	\$500	Year 12 Graduation Awards	\$1,4000
Mock Law transport & registration fees	\$1,007.29	360° Camera	\$1,090
RAC Bstreetsmart bus hire	\$3,413.06	Concert bass drum	\$3,931
Sydney Arts Tour t-shirts	\$700	Health & Physical Education Honour Boards	\$1,500
Breakfast Club	\$2,000	P&C Scholarship Program	\$2,759
Science & Engineering Challenge	\$1,070.91	Hospitality Barista Machine	\$5,507

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**TOTAL \$42,907.90**

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# Ashdale Secondary College

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