



# EXTERNAL REVIEW 2016



ASHDALE  
SECONDARY COLLEGE

Ashdale  
Secondary College



— An Independent Public School

Achieving a Positive Future



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## COLLEGE INFORMATION

Classification: SHS Class 6A

School Code: 4181

Principal:  
Mrs Carol Strauss  
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College Board Chair:  
Mrs Liz Behjat  
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School ICSEA: 1027

Students Enrolled 2016: 1492

College Staff 2016: 175

pathways for our students,  
offering them choices and  
opportunities in emergent fields  
and careers of the future

# Our Vision



Ashdale Secondary College is a distinctive, world class, educational community of excellence where all students are motivated to strive to achieve their best and to realise their potential in a values-rich environment. The focus of the College is on student engagement and wellbeing so that they feel valued at all times. The College measures its effectiveness through the achievement and character of our students and the integral part it plays in the community. A partnership founded on strong relationships between students, teachers, parents and the community is the enduring platform upon which the College is built.

An Independent Public School that has the autonomy to be able to adjust its practice to address the needs of its students, Ashdale Secondary College is driven by the belief in success for all students. High quality teaching and learning provide students with the skills and knowledge necessary to achieve their potential throughout their lives. The combination of rich and engaging teaching and learning programs, and high quality classroom instruction, allow for the delivery of the Western Australian Curriculum that is stimulating and innovative. Quality professional learning experiences and engagement

with authoritative educational research ensure the staff at Ashdale Secondary College is confident, practiced and responsive to the evolving needs of the students, offering an environment of high performance and high care.

All students at Ashdale Secondary College will be equipped with, and confident in the use of, new blends of skills and knowledge necessary to achieve their individual potential throughout their lives. They will develop the capabilities necessary for healthy living and lifelong learning. They will build social and emotional resilience, supported by clear, ethical and



## Ashdale Secondary College is driven by belief in success for all students

quality pastoral care. Students are given the opportunities to develop the confidence they need to play an active part in the life of their school, family, community and nation, while being successfully prepared for future transitions from home to school to work or further study.

Ashdale Secondary College is technology-smart and technology-rich. Embedded

technology in all teaching and learning programs using a strong pedagogical base encourages transparent and highly effective learning outcomes. Innovation and creativity are embraced by staff, students and the wider community, providing opportunity to advance and hone skills such as problem solving, and create new knowledge from existing information. A Specialist Technology and Science Program school (STSP), Ashdale Secondary College is committed to further developing excellence and innovation in high performing students through the forwarding of the Science Technology Engineering and Math (STEM) agenda.

As recognised within the Strategic Plan for WA Public Schools, Ashdale Secondary College is committed to the provision of programs in the areas of technology and science, math and engineering, with the aim to provide pathways for our students, offering them choices and opportunities in emergent fields and careers of the future. Strategic directions and important government programs will continue to be supported in the pursuit of excellence and equity. With a clear focus on outstanding classroom practice, self reflection and whole school self assessment, every student at Ashdale Secondary College can achieve a positive future.

# Our Context

Officially opened in 2009 with one cohort of Year 8 students, Ashdale Secondary College is now a future focused learning environment with a capable and responsive workforce. An Independent Public School with a student population of 1500 from Year 7 through to Year 12, the College plays an integral role in the Ashdale Cluster of schools, a strong partnership that has been formed with the surrounding primary schools. It is an integrated, holistic K-12 learning community that is inclusive and collaborative and has been established with a common

purpose, that of a joint vision for the improvement, attainment, achievement and progression of young people into successful pathways.

Situated within an area that continues to experience new housing development and an increasing community population, Ashdale Secondary College's enrolment numbers have continued to grow. With a diverse multi-cultural population, the College has over 50 different cultural groups, and 35% of the population speaks English as a second language. A demographic

study completed in 2015 identified a shift in dominant cultural backgrounds within the area, highlighting the importance of knowledge of the community. Aboriginality makes up less than 1% of the student population however these students' needs are still catered for with programs such as Follow The Dream offered. Emphasizing the importance of education and school attendance every day for a successful future has been a priority of the College and a culture of positive acceptance of this has been cultivated within the community. The College's location has a high ICSEA, which belies the backgrounds of the community, meaning that students are not necessarily conversant with higher education or the opportunities that can be afforded them upon successful graduation. A proposed fourth primary school in the area will impact on future secondary numbers and planning and it is the goal of the College to remain the secondary school of choice in

the area, and a desired education institution for those living out of area.

Strong support for the College from the community highlights the effective leadership that has been promoted, in addition to the confidence displayed in the sustainability of leadership. A governance system that is strong and supportive underpins this leadership. A model of distributive leadership within the College supports professional growth and builds capacity for individuals. A program to fast-track potential leaders has led to successful workforce development and succession planning. School improvement is a priority of the College for its community and adapting to its continually evolving nature has been accomplished through the regular seeking of feedback from staff, students and parents, and forms a vital part of the College's self assessment process. This feedback informs the delivery of programs and how staff can assist students. Increased awareness of mental health concerns and current issues facing young people has impacted on the College community, which is working together to maintain a safe and caring environment where students continue to feel welcome and involved.

The College has connected with its community, and beyond, enhancing and strengthening the relationships, through the integration of social media. Communication with the College community assist to build confidence and this has been achieved through the use of the College's website, a dedicated Facebook page, the DoE's Connect program, regular sms and the introduction of the new Ashdale Secondary College mobile app. The use of these avenues for communication all continue to assist in developing the community's understanding of what education is able to offer and the opportunities that the College can provide. The development of strong partnerships with universities and other organisations, both in and out of the education sector, have been successfully promoted through the College's communication and exemplify their support of the enterprises offered.

A successful model for Independent Public Schools, Ashdale Secondary College has established itself at the forefront of educational reform and the school of choice to assist with the promotion of DoE initiatives. The College's practice with classroom observation and reflective processes has been recognised and applauded

by school leaders. As a lead Network school and a Teacher Training School, support is proffered to experienced staff and beginning teachers alike. The trialing of programs such as the online NAPLAN, the engagement in research with organisations like AITSL, becoming a Teacher Development School for STEM and the involvement in the marketing of The Bigger Picture Education are all representative of the College's involvement in the transformation of education. Its agility as an organization and learning environment to adapt to systemic change, both within the areas of curriculum and departmental strategic directions sets it apart, and the College has been able to empower its school community.

Ashdale Secondary College prides itself on the environment it provides for its students, its innovative and creative curriculum, and its demonstrated understanding of its community. In less than eight years, the College has established itself firmly at the heart of the Ashdale Community and as an Independent Public School that is a capable and responsive organisation for now and into the future.



*An Independent Public School that is a capable and responsive organisation for now and into the future*

## Our Curriculum

Ashdale Secondary College offers a broad curriculum that is designed for the needs of its students, as well as allowing for the needs of the future and the context of the College. New courses and changes to our curriculum are made in a flexible and timely way. The Western Australian Curriculum has been implemented in line with the School Curriculum and Standards Authority and offers extensive pathways of choice. Pioneering programs that are innovative and distinctive, students' creative skills are developed and extended, in addition to providing students with differing educational needs with support and guidance.

As Ashdale Secondary College's student population expanded in 2013 to include the inaugural graduating class of Year 12 students, new courses were introduced and post-schooling pathways interrogated. Students in Years 11 and 12, completing their Western Australian Certificate of Education (WACE), have had made available to them pathways that will lead to further tertiary studies, apprenticeships and employment. The College currently offers over 25 different Certificate courses for students in Years 10 to 12, providing them with nationally recognised qualifications and assists with entry into industry specific workforce. These Certificate

courses may be completed as part of a Vocational Education and Training (VET) pathway, which prepares students for the workforce with practical experience, or alongside ATAR courses.

The Specialist Technology and Science Program (STSP), one of the Department of Education's Specialist Academic programs, offers students an accelerated IT curriculum, with access to specialised teachers and facilities, in addition to links to accredited learning and university programs for school aged children. The continued success of the STSP has resulted in greater connections to industry and strong community partnerships. Dedicated classes are available for students from Year 7 through to Year 10, with many continuing studies within the areas of Science and Technology in Senior School. With the advent of the Ashdale STEM Institute in 2016 it is anticipated that student numbers and courses available will increase, particularly with the introduction of the College's maker space in the Creative Lab.

In 2012, Ashdale Secondary College launched the Soccer Academy and Netball Academy, specifically for those students with the talent and interest to pursue their chosen sport to a higher level. With one class

group per sport from Years 7 to 10, students accepted into the Academies are provided with intensive skills training, specialist Physical Education teachers, team building activities and are exposed to an elite level of their chosen sport. Selection into the Academies is very competitive and students participating have experienced a high level of success. In addition to developing physical skills, students are mentored by their coaches and supported in their future endeavours.

Support with Literacy and Numeracy, future pathways and student well-being have been embedded into the timetable for students in Years 7 to 10. Structured programs have been established to further students' Literacy and Numeracy skills in Years 7 and 8, and are primarily delivered by specialist English and Math teachers. These programs are contributing to a greater level of achievement in the NAPLAN and OLN, as well as improving students' functional skills for future success and attainment of positive student outcomes. Health programs are designed for all students to be educated in an array of aspects of personal health, including drug education, sex education, mental health and well-being, and nutrition. 'Futures' prepares students in Year 10 for life outside of school, as well as

*Pioneering programs that are innovative and distinctive, students' creative skills are developed and extended*

Year 11 and 12. Study skills, goal setting and career planning are undertaken, in addition to recognised programs such as Keys for Life and Smart Move. Curriculum support is provided for students accessing alternative pathways in Years 11 and 12 through the Flexi Learning program, as well as focus groups created in all core Learning Areas for those students requiring sustained academic support or a modified curriculum. Additionally, the Autism Extension Program offers an inclusive environment to focus on the achievement of positive academic, social and emotional outcomes for each student to maximise access to further education and employment success.

As the curriculum evolves and new courses are implemented, the success for all students will always be the primary focus for the College, with support, programs and initiatives that are reflective of the College's commitment to a culture of high performance and high care.



## Our Staff

As an Independent Public School, Ashdale Secondary College has had the flexibility and autonomy to build a staff that is committed to excellence in education. Explicit expectations are set and the conditions in which to develop both personally and as a distinctive organization have been established. The staff of Ashdale Secondary College, both teaching and non-teaching, are cognisant of the context of the community and how best to meet their needs; they embody loyalty and enthusiasm in providing a future for young people, as well as in their own professional growth; and they are dedicated to the delivery of a culture of high performance and high care. College staff regularly work with research groups, such as those looking into the use of technology in the classroom, and are members of consultative committees on the development of leadership and university teaching program development. Staff also have close affiliations with universities and other educational organizations such as Scitech, to further their own professional knowledge and enhance the learning experiences for students.

The shift from four year groups in 2012 to six year groups in 2015 positively impacted on staffing at Ashdale Secondary College, allowing for greater opportunity with curriculum delivery and

a higher level of support for students. Additionally, teaching and non-teaching staff have been presented with a number of opportunities to further their own professional learning and undertake new roles within the College. An internal leadership development program has been implemented to fast track leaders at all levels, for both teaching staff and support staff.

Staff development continues to be a priority at Ashdale Secondary College and professional learning programs have been structured around the AITSL Professional Standards for Teachers, the Department of Education's Focus documents and the College's Business Plan.

*they embody loyalty and enthusiasm in providing a future for young people*

Pedagogy, improving teaching and learning, and developing staff capacity have all been priorities on the College's professional learning calendar. Purpose built observation classrooms also contribute to staff's personal reflective practice and professional journey. To assist staff in furthering their own professional knowledge, the

College has conducted sessions on Job Application Writing, for teaching and school leadership positions, and created programs for Aspirant Leaders, Graduate Teachers and Aspirant Level 3 Classroom Teachers. With changes in College leadership, quality succession planning has been implemented. Promotional roles, Level 3 and Level 4, have been successfully filled, and pools have been created for future positions, highlighting the sustainability of leadership within the College.

The growth of Senior School subjects on offer, in addition to Certificate courses, has resulted in an increased number of specialist teaching staff joining the College. Teachers who specialise in that subject, and who are supported by effective professional learning and relevant external agencies, deliver ATAR classes on offer across all Learning Areas. The College ensures that teachers delivering Certificate courses are appropriately up-skilled and have the necessary qualifications to effectively deliver the content. The Heads of Learning Area, Senior School Coordinator and the College's Executive team oversee curriculum delivery, compliance and staff support. The 2015 Move to Year 7 resulted in increased staff numbers and the formation of a new Year 7 structure. Specialist

Year 7 teachers joined the College, as well as teachers who had successfully completed the Department of Education's Switch Program, and they were supported by existing College teaching staff and a dedicated Year 7 Team Leader. The growth of staff numbers in the four core subjects of English, Math, Science and Humanities has led to the appointment in 2016 of a second in charge in each Learning Area, with a time allocation and set responsibilities.

In addition to an increased number of teaching staff, the model for Student Services has continued to evolve as the College aspires to uphold a high level of pastoral care to all students. The roles of Junior School and Senior School Coordinators have been introduced, and they oversee the academic performance and social welfare of all students. With a large increase in student numbers from 2015, this has expanded to include a third Program Coordinator, each one monitoring two year groups. Similarly, Year Coordinator numbers across the College have doubled in 2016, with two now allocated per year group, not only providing a greater level of pastoral care for students, but also providing opportunity for staff to build on their own professional experience. The Student Care Team, who provide

social and emotional care for students in need, is lead by the Learning Support Coordinator and includes full time support from a Psychologist, Nurse and Student Support Coordinators.

Major industry partnerships with Women in Technology WA and Kinetic IT have been established, which are aimed at the professional growth of staff, including the raising of awareness around changing global trends. High quality leadership, teaching and support have all been recognised with a number of College staff nominated for the annual WA Education Awards. Beginning Teacher of the Year and Secondary School Leader of the Year are two titles that Ashdale Secondary College staff have been awarded.

In addition to supporting and developing College staff, the mentoring of pre-service teachers is an integral part of workforce development. Following on from the Teacher Residency Program with Edith Cowan University, in 2015 Ashdale Secondary College was recognised as a Teacher Training School (TTS), one of only four in Western Australia, working with a number of tertiary institutions. Education students are provided with a mentoring teacher and also work closely with the TTS coordinator. The College supports over 30 students per year, many of who

are appointed to teaching positions at Ashdale Secondary College upon completion of their Education degree. As a Teacher Training School staff are given the opportunity to work with and support pre-service teachers, and are in turn afforded insights into current practices in teacher education.

Embedding a culture of high performance and high care into the College is indicative of the moral responsibility all staff have to our students and community. The development of staff to provide our students with the tools for success results in ownership of the outcome, and empowers the College community.



# Our Future



*a school that makes a genuine difference to the lives of our students*



The future for Ashdale Secondary College, its students and staff, is one of infinite possibilities and the continued attainment of excellence.

Ashdale Secondary College is highly regarded in the local community and demand for student enrolment continues to grow. A new primary school in Landsdale, proposed to open in 2017, together with continued housing expansion, will result in greater student numbers from primary schools within the catchment area. This will result in the College reaching student enrolment capacity and a strategic plan will need to be implemented to assist with the College's continued growth. In addition to the increase in student numbers, the new Cluster primary school will require the implementation of an updated strategic plan to incorporate the school into programs such as Transition and the Primary Science Program, as well as Cluster professional learning and collaboration.

Specialist programs at the College will develop and expand, not only to accommodate the increased student numbers, but also to further education agendas and innovation. The Ashdale STEM Institute has been launched in 2016 with one class and this will continue to grow, as each year another cohort

will be invited to participate. The College anticipates further progressing the STEM agenda as a Teacher Development School, collaborating with and supporting other public schools in Western Australia. New approaches to the use of IT will be implemented across the College to ensure all students are confident and adaptive users of technology. Curriculum offerings will evolve as the College aspires to increase the number of students completing an ATAR pathway; this will include attracting and extending students of high academic ability by implementing courses such as Literature. Planning is also underway to provide a greater level of academic support to Senior School students through the introduction of Foundation courses in English and Math, EAL/D for eligible students and increasing the number of Certificate III courses on offer.

In response to the anticipated increase in student numbers, the growth of the College staff will continue to be prioritised. Greater structures will be designed to support the needs of the students, and create a visible high performance, high care culture, and this will result in greater staffing levels. The College's Workforce Management Plan, currently projecting through

2017, has identified the need for an additional Level 4 Deputy Principal, an increased number of Level 3 Program Coordinators specifically within Student Services, as well as increased staff numbers across Learning Areas and in College programs such as Senior School Engagement and the Autism Extension Program. With an explicit focus on strengthening school leadership and teacher effectiveness, induction processes for new staff will be refined and professional learning for all staff will be tailored to the needs of College. As a Teacher Training School, Ashdale Secondary College will continue to support pre-service teachers during their intensive, extended practicum, or internship. Recognised for the high quality mentoring, culture of professional learning and commitment to building the teaching profession, the College aims to expand the future number of interns supported each year.

The Student Centred Funding Model employed by the College allows for future development with innovation, to assist with developing solutions to address the challenges of tomorrow. Supporting the potential of those within education, Ashdale Secondary College will continue to host leadership programs for the Institute of Professional

Learning (IPL), leading the research into classroom observation and developing a culture of effective feedback. Future engagement with AITSL research on professional conversations will also impact positively on College staff. The College will remain at the forefront of innovation, having trialed for the Australian Curriculum and the new online NAPLAN, students will also have the opportunity to collaborate with Scitech on an international program, established in Japan, on the future of happiness in our world.

Ashdale Secondary College will continue to uphold a culture of high performance and high care. The review and refining of processes will be upheld and standards will be constantly improving. The College's self review processes will be consistent across all Learning Areas and teams, and all staff will be fully cognisant and supportive of the purpose of such practice. Within the community Ashdale Secondary College will continue to be appreciated as unique and distinctive, and a school that makes a genuine difference to the lives of our students.



## Supporting Document Links

- [BUSINESS PLAN 2012-2014](#)
- [BUSINESS PLAN 2015-2017](#)
- [DELIVERY & PERFORMANCE AGREEMENT](#)
- [SELF-REVIEW CYCLE](#)
- [PROSPECTUS](#)
- [ANNUAL REPORT 2013](#)
- [ANNUAL REPORT 2014](#)
- [ANNUAL REPORT 2015](#)
- [WORKFORCE MANAGEMENT PLAN 2014-2017](#)
- [COLLEGE ORGANISATIONAL STRUCTURE](#)
- [COLLEGE BOARD MEMBERSHIP](#)
- [COLLEGE BOARD MINUTES 2013, 2014, 2015](#)
- [SENIOR SCHOOL PATHWAYS](#)
- [DEMOGRAPHIC STUDY](#)
- [ASHDALE CLUSTER REVIEW](#)



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