



Government of Western Australia  
Department of Education Services

# Ashdale Secondary College

2016

Independent Review Findings



Independent Review of  
Independent Public Schools

## Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

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## School and Review Details

<b>Principal:</b>	Ms Carol Strauss
<b>Board Chair:</b>	Ms Liz Behjat
<b>School Location:</b>	75 Westport Parade Darch WA
<b>Number of Students:</b>	1512
<b>Reviewers:</b>	Mr David Carvosso (lead) Mr Peter Wilson
<b>Review Dates:</b>	Cluster Review: 26 February 2016 School Review: 6 and 7 April 2016
<b>Original Review:</b>	2012

## Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

## Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students. Prior to the school review Principals and Board Chairs representing the Ashdale cluster of schools met together with their lead reviewers to discuss the achievement of the cluster's purpose.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

## School Context

***What are the important features of this school's context that have an impact on student learning?***

Ashdale Secondary College is located in the Perth suburb of Darch, approximately 20 kilometres north of the Perth CBD. The college comprises attractive buildings and grounds which have been expanded in three stages. The latest extension, completed during the period of the current Business Plan, accommodated the transfer of Year 7 students from primary education to secondary education commencing in 2015. The college prides itself in having 'world class' facilities.

The college opened in 2009 with 140 Year 8 students. It now has a population of 1512 and this number will continue to grow due to increased enrolments in the local primary schools. Currently, the Ashdale, Landsdale and Madeley primary schools together with the Secondary College form the Ashdale Cluster, which provides a holistic, integrated, K-12 learning environment. The geographic proximity of these schools lends itself to partnerships benefitting students, parents and teachers whether they are connected with either the primary or secondary stage of schooling. An additional primary school to be located in East Landsdale is planned to open in 2017. This new primary school will eventually further increase student numbers of Ashdale Secondary College and it is anticipated that the new primary school will also form part of the Ashdale Cluster.

The college has an Index of Community Socio-Educational Advantage of 1027 placing it in the 4<sup>th</sup> decile of all schools. The college's ICSEA has increased since the last IPS review undertaken in 2012, when it was 988, which is below the Australian mean of 1000. This reflects the changing demography of the area. Approximately 35% of students do not speak English at home and this provides challenges for the staff in achieving literacy targets. College research also indicates that 52% of parents completed Year 12. The college also acknowledges the challenge of encouraging students to aim for a tertiary qualification, which may be due to 88% of the parent community not holding a degree.

Student attendance is above the percentage for all Western Australian public schools and above that for schools of similar socio-economic background. The student transiency rate is minimal at 8%.

The college has a detailed and dynamic Workforce Plan covering the period 2014–2017. The teaching staff are generally young with an average age of 32 years. The overall average age of staff is 40.1 years. The college has deliberately employed young, enthusiastic teachers, many coming directly from teacher training courses. Staff transiency is extremely low. This can be attributed to the selection of staff to fit the ethos of the college and their reported high level of job satisfaction.

A number of partnerships have been established to benefit the college community. Not least is the college's relationship with the Edith Cowan, Curtin and Murdoch universities linked to pre-service teacher training. There is an emphasis on technology, and partnerships have been developed with both Apple and Adobe Education. Strong links have been formed with Scitech and the CSIRO in support of specialist programs in the science and technology areas. Numerous other community partnerships have been forged with businesses in the local area in support of workplace learning and to enhance the learning environment and engagement for all students.

Ashdale Secondary College has a strong and capable Board. Members demonstrate an understanding of their role in the governance of the college. Board members have various associations to the college, be that as a parent, staff member, local business partner or a university connection. The skill set of the Board is highly appropriate to good governance of the college.

Ashdale Secondary College presents as a very modern, state-of-the-art learning environment. It is very well resourced, especially in the area of Information and Communication Technology (ICT). There is extensive WiFi connection throughout the college and a significant number of classroom sets of laptop computers are maintained. Students are encouraged to bring their own device. Specialist Technology and Science (STSP); science, technology, engineering and mathematics (STEM), design and technology; the netball and soccer academies and all learning areas in the college are well equipped within attractive learning environments.

## The School's Self-Review Process

### ***How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?***

Ashdale Secondary College has undertaken a rigorous analysis of its performance against the Business Plan 2012–2015. This Business Plan has a minimal number of academic targets focused on literacy and numeracy. The staff and Board have also examined progress in the implementation of strategies as set out in the Business Plan.

Led by a very strong executive, staff have analysed all the extensive data collected in support of making informed decisions. It was noted that board members were well briefed by the college leadership team on this data and had the capacity or were clearly instructed how to interpret it. Communication between the College Executive and the Board was timely, allowing for board members to analyse information and ask for interpretation of findings if necessary. The college also has sound processes for monitoring the requirements as set out in the DPA.

There is a documented self-review cycle that sets out what will be reviewed, term by term over the three-year period of the Business Plan and DPA. This cycle includes, amongst other programmed reviews, the review of learning area evidence against Business Plan targets, the review of Western Australian Certificate of Education (WACE) senior school data, the review of course offerings—course counselling, the review of NAPLAN and OLN data, the analysis and review of Year 6 information from primary schools and the review of the college's finances and budget.

An annual report is compiled each year which covers all required aspects and informs the school community. The reports are available to parents via the school's website. The college also makes available clear, attractive publications for the community detailing its programs and operations.

## School Performance—Student Learning

***How well has the school performed in improving learning (achievement, progress and engagement) for all students?***

The *Ashdale Secondary College Business Plan 2012–2015* states the college vision is to create an educational environment that fosters the development of 21<sup>st</sup> century skills so that students can become innovative thinkers who find solutions to global issues. The college aims to encourage students to think creatively, reason critically, communicate effectively and develop life skills to become lifelong learners.

The 2012–2015 Business Plan sets out targets in four priority areas which link to the vision of the college and its cluster schools. Two of the priority areas contain targets for student academic achievement and well-being. Over the eight-year life of the college, the Business Plan has continued to evolve to better meet the needs of the school as it has grown in student numbers and complexity.

The college has reached a high level of student achievement in its first priority area of whole-school literacy and numeracy. The self-review claims and the target in relation to NAPLAN progress are confirmed by the review. The college has outperformed like schools in the progress of students from Year 5 to 7 and from Year 7 to 9 in all five NAPLAN domains tested: reading, writing, numeracy, spelling, and grammar and punctuation. The progress in numeracy within the first years of these students studying at Ashdale Secondary College is particularly impressive.

A target has been set in relation to NAPLAN that the percentage of students below the national minimum standards will be reduced from the previous years' results. Despite the impressive percentage of students at or above the national minimum standard and much better results than like schools, this target has not been achieved. The number of students below the standard is low, in the 1% to 12% range and particularly low in numeracy. This target is directed toward ensuring that no child is left behind. Due to the small number of students in this category, the percentage is likely to vary considerably from year to year and so is not a good indicator of progress for students who are experiencing difficulty.

Literacy and numeracy achievement is also positive when measured against average State and national achievement and statistically-similar schools.



In all of the NAPLAN domains, achievement was close to, or better than, like schools and State and national averages in 2015 in both Year 7 and 9.

Targets have been set in the area of Year 12 achievement to indicate student improvement in senior school. Three areas are prioritised: achievement of minimum standards of literacy and numeracy; ATAR achievement, and VET achievement. The leadership team has assessed the overall senior school progress in literacy and numeracy by identifying the percentage of students achieving equal to, or better than, like schools. The measure used for this assessment is achievement of minimum literacy standard by Year 12 students (band 8 in NAPLAN or achieving competency as assessed within the OLNA). The college has identified that one of these benchmarks will be a requirement for a student to achieve a WACE. The results for the college are above like schools in NAPLAN and an impressive number of students are already achieving OLNA benchmarks. The college self-assessment in this area is confirmed and the target has been achieved.

The ATAR and VET achievement is another area of high achievement. The college has achieved its goal for Year 12 attainment (above 55 ATAR score and/or gaining a Certificate II qualification) and its VET target of consistent placement in the top 50 VET schools. For the last two years the attainment has been 99% or 100% of Year 12 students. Although not listed as a target in the 2012–2015 Business Plan, the median ATAR scores are also impressive, with scores well above like schools.

A target related to student well-being has also been set and achieved. This has been evaluated using attendance data compared to State averages. Student attendance is on average around 1% higher than like schools and 3% higher than State schools. The percentage of student suspensions for breaches of school discipline is also low. Student responses to attitudinal survey questions about motivation to learn, being able to talk to teachers about concerns, and feeling safe at school, also indicate generally positive student well-being.

The performance of different cohorts is analysed within the college's student population. Its endorsed autism extension program assists autistic children who are high functioning academically. These students receive specialist teacher and education assistant support in mainstream classes. The main success of this program is in enabling students to function well, both in society and within the school environment. Attendance in this program is higher than the school average at 92%. Reviewer interviews with students and staff from

this program, along with student results, confirm the achievement of these students. The success of the college in delivering high quality education across the curriculum to the 35% of enrolled students from language backgrounds other than English can be seen in the outstanding literacy and numeracy results in NAPLAN. There are two programs to encourage high-performing students in science and technology. The endorsed STSP and the school-based STEM programs in Years 7 to 10 focus on enriching the experience for students in science, mathematics and technology subjects. Results from STSP indicate that 100% of these students continue studying ICT and/or science in senior school. The technology and science focus was evident to the reviewers not only within these groups of students, but throughout the college. Of the Year 12 ATAR cohort from 2015, 65% selected courses geared toward science and technology. The percentage of students studying science in senior school courses has also increased significantly over the life of the Business Plan.

There has been successful achievement within locally selected sport-focused academies in netball and soccer. High levels of achievement within the selected sporting fields are evident, with substantial involvement and performance in local and national competitions.

The college has achieved four of the five academic achievement targets in the 2012-2015 Business Plan. A high level of success has been achieved in improving the literacy and numeracy of its student population. This success is very relevant considering the mix of language and educational background of its community and student population. Senior school results are strong in both ATAR and VET pathways and indicate the college is preparing its students well for their post-school futures. Student results also demonstrate the strong science and technology focus seen throughout the college and align well with the college vision.

## School Performance—Quality of the Learning Environment

***How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?***

A culture that focuses on values and educational achievement within the context of a changing technological society is evident. Students are exposed to high-quality teaching and learning. The college is dedicated to a model of learning that uses highly relevant contemporary, research-based educational techniques fostered through strong links to universities. Students develop a strong sense of self-respect and respect for others and the wider society. Academic results are of a high order. Students are well cared for and feel safe and valued. The strong links to the cluster primary schools and the seamless transition of students to the college assists in supporting student well-being and in delivering academic outcomes.

The college vision—for students to develop 21st century skills and become innovative thinkers—is apparent in the science and technology focus seen throughout. The specialist programs, STSP and STEM assist in developing amongst students the higher-order thinking that makes up an intrinsic part of this vision. The academic focus is supported by a strong culture of student respect for one another and the community. This was confirmed during extensive interviews with students, staff, parents and the College Board as well as classroom visits. It was also affirmed through observation during the ANZAC Service assembly and a cluster school sporting event.

Interviews with students, along with school data, indicated the college provides a safe and inclusive environment for students. Parent and student attitude surveys indicate a high level of confidence from the college community that students feel safe and like being at school. Student suspension and absentee data indicate low levels of suspension and absence. Reviewer observation of classrooms and the tone of the school indicate students feel confident and secure.

A particular feature of the college is its strong links with local primary schools. These occur through staff professional learning, the formal links to the Ashdale Cluster, through joint teaching and learning programs with primary schools as well as through the transition program for incoming Year 7 students. The college is the secondary school of choice for 85% to 95% of students in local primary schools. A high level of attention paid by the college

staff to transition has ensured a seamless move of Year 7 students into secondary school. The staff developed a particularly impressive program for primary to secondary transition in late 2014, when both Year 7 and 8 cohorts were due to begin secondary schooling at the start of the 2015 school year. This program involved a four-week series of visits during late 2014. A new, special-purpose Year 7 block, play areas specifically catering for the needs of younger students and an initial separation of Year 7 and 8 students during breaks from older students all contributed to students and parents having lower concern about student safety. The program was supported by professional learning for staff and the employment of primary 'switch' teachers to ensure the most relevant pedagogy was used in classrooms. The program was less intense for the 2016 intake when only one year cohort entered the college, but was nonetheless also very successful.

The links to local primary schools extend further than for transition. Most college assemblies are held in conjunction with cluster primary schools and much of the teacher professional learning is conducted on a cluster basis. The science and technology focus is realised in the primary extension and engagement outreach programs where regular science lessons are delivered by college teachers to Year 5 and 6 students from cluster primary schools. This program is supported by a cluster science committee that assists in developing a rich science curriculum within the cluster schools. Staff from both the college and from cluster primary schools participate in common professional learning for science teaching. Students from these primary schools also participate in a *Science Leaders* program where students are mentored by older science students from the college.

Literacy and numeracy performance across all years is strong. The learning environment that has led to this success is also enhanced by the strong links with primary schools. The college has excellent processes for identification of areas of literacy and numeracy strength and weakness of incoming students. This information is used to inform both the learning programs of individual students and the areas of focus for teachers at a classroom and learning-area level. The initial identification is followed up with regular diagnostic testing, focus classes and an across-school literacy approach. A special conferencing program, where staff work individually or in small groups with students experiencing difficulty, has further enhanced student literacy and numeracy progress. Interviews with students indicated they have a high level of understanding of their own learning needs and are articulate and insightful about their learning.

The college has created a learning community where staff are engaged in a high level of professional learning and support for one another's continued development as teachers. The achievement of the awards of both *Principal of the Year* and *Beginning Teacher of the Year* by college staff attest to this high level of continued professional practice. High numbers of teachers achieve the Level 3 classroom teacher status. The staff development and professional learning program at the college has led to excellent teaching programs and an engaging and interesting educational experience for students. The college makes extensive use of classroom observation through specially constructed observation rooms, in-class video cameras and peer observation. The use of mentoring, coaching and a buddy system for all new teachers and many experienced teachers contribute to the culture of a learning community. The college was awarded Teacher Training School status at the end of 2014. Its strong links to pre-service teacher education programs at the Edith Cowan, Curtin and Murdoch universities and The University of Western Australia foster the continuing learning of teachers and additionally enable the college to offer employment to many of the high achieving pre-service teachers.

Communication between the college and home is clear, regular and well received by parents and students. Survey responses, supported by interviews with stakeholder groups, indicate a high level of confidence from parents and students in communication between home and school. The college makes changes to its operation based on parent and student responses.

Communication takes a variety of forms: regular formal reporting; frequent home phone contact; internet-based communication through email; the college's *Connect* system, and through the school website. Interviews with students indicated that most of the phone contact with home is positive rather than negative and is well received. The college website and social-media strategy is thorough and achieving high numbers of hits, significantly greater than other local secondary schools. The college conducts many face-to-face information tours and evenings for new students, for selective programs and for the families of all students entering Year 11 and 12. These events attract large numbers of parents.

The learning culture in senior school supports students to aim for and achieve high goals. Results in ATAR and VET are strong. There is vigorous tracking of results throughout senior school to ensure strengths and underperformance are identified and supported. An enrichment program is conducted to provide after-school tutorial assistance to students, which involves large numbers of teachers and students and is highly valued by students.

The staff strive to ensure all students achieve success. There is a Flexi-Learning Centre for students who have difficulty with mainstream schooling. 'Flexi' students achieved a 100% attainment in the 2015 WACE.

Twenty-six partnerships with a range of community, industry and external agencies make an effective contribution to the learning environment of the students. The links to local schools contribute to the learning culture and facilitate a flow of student information and teaching skill across the schools. They also add to the sense of community apparent in the college. The VET program is assisted by strong links to local business and commerce, with around 250 local businesses providing support to this program. Five hundred students, on average, are located in workplaces each year, which involves two placement blocks of two weeks in each business. A high level of consultation and collaboration with a range of bodies supports improvements in technology and science education at the college. One of the most important of these is the link to SciTech, represented on the College Board. Partnerships with universities further enhance the learning culture of the college at both a student and a teacher level.

The college has created an inclusive and engaging learning culture that fits well with the school vision. A learning culture has been embedded amongst both students and staff where high achievement is valued and supported. There is effective and innovative communication with parents and the wider community. Strong and relevant partnerships also provide an enormous contribution to the life of the college and its community.

## School Performance—Sustainability

### *How well placed is the school to sustain and improve its performance into the next planning cycle?*

Ashdale Secondary College is entering its second three-year Business Plan phase after being awarded IPS status in the first round of approvals in 2010. This means the college has been an IPS almost since its establishment in 2009 and has been able to develop a culture and ethos well understood by the whole school community.

Part of this culture is the ongoing self-review process which is embedded in practice and documented in the college's Operational Plan and learning area plans. Staff undertake rigorous self-analysis of their own performance as teachers while also undertaking detailed analysis of student performance information from a range of sources. Procedures and timelines are well documented and understood by staff as evidenced in interviews with heads of learning areas, teachers and non-teaching staff.

In discussion with board members, it was evident they are well versed in their role and have a strong understanding of the governance, compared to management, role of the school executive. A number of board members have a tertiary education background and expressed confidence in being able to interpret data and make sound judgements from their analyses. Board members without this background indicated the college ably assists them in understanding data, assisting them to fulfil their oversight role.

It was evident to the reviewers that Ashdale Secondary College has a highly distributed model of leadership. Aside from outstanding leadership from the executive team, all staff are encouraged to take on additional responsibilities. In the area of student services, many positions are duplicated, ensuring staff support and back-up, giving students continuous access to services.

All staff undertake ongoing self-evaluation of their teaching. This is accomplished through embedded self-reflective practices including collegiate classroom observation and discussion. Classroom observation is carried out and a variety of technology is employed by teachers in reviewing their performance against documented effective teaching strategies and the Australian Professional Standards for Teachers.

The reviewers were able to observe that through the ongoing self-reflection practices, staff demonstrate a capacity to implement processes and procedures effectively. Staff display enthusiasm and dedication to teaching and to the college. All staff interviewed indicated a high degree of job satisfaction and a desire to remain on the staff. They are given opportunity to take on additional responsibilities and this is encouraged; however, staff are also encouraged to seek promotional opportunities in other schools. Staff are also supported by the Principal to undertake innovative teaching and learning projects and this is sustained through an innovations grant.

Ashdale Secondary College is well resourced both in terms of appropriate and well-equipped learning areas and teaching and learning resources, especially ICT aids to learning. The reviewers were informed by senior executive that a schedule for the replacement and upgrade of ICT equipment has been established and is an ongoing budget item. The management of finance in the college was noted by the Department of Education auditors in the 2015 college audit as exemplary.

The detailed Workforce Management Plan 2014–2017 sets out in detail the staffing requirements going forward. As the college remains in a growth phase, staff recruitment is continual. The college is seen as an attractive and vibrant place to be employed, which should aid the continuing engagement and retention of high-quality staff.

The leadership of the college is already well advanced in planning for the 2016–2018 Business Plan. Ashdale Secondary College has, through sound planning and ongoing monitoring, ensured the sustainability of high-level student achievement and the ability to maintain and replace resources in support of student learning.



## School and Cluster Performance

### ***Has the cluster met its intended purpose and supported improved student learning?***

Geographical proximity, contextual similarities, visionary leadership and an enthusiastic, inclusive, diverse community aligned to guide the establishment of the Ashdale Cluster of Independent Public Schools in 2010. The cluster, comprising four independent public schools: Ashdale Secondary College, Ashdale Primary School, Landsdale Primary School and Madeley Primary School, is steered by a shared vision focused on the development of an integrated, holistic K–12 learning community—‘Four schools, one learning environment’. Chaired by a community member and guided by the comprehensive *Terms of Reference* statement and draft *Memorandum of Understanding*, the 14-member Ashdale Cluster Board, comprising the principals and one board representative of each member school, together with six representatives drawn from the community, local businesses and educational bodies, provides commendable oversight of the cluster.

During the current DPA, the cluster has focused on advancing its vision with strategies to guide program coherence in the literacy, numeracy and science learning areas, together with common goals and protocols to guide Early Childhood Education, English as an Additional Language or Dialect (EAL/D), Positive Education, ICT, parent and community engagement and workforce planning.

In their presentation, cluster board members provided evidence of the collaborative, professional approach in both science and literacy, highlighting the positive impact on teaching and learning. The continuing focus on the collection of valid data to guide the future development and sustainability of the vision is commended. The collection and analysis of longitudinal K–12 data is now embedded in cluster processes. This data has the capacity to inform successful practice across the cluster schools. It is recommended this significant set of valid data be used to collectively scrutinise current practice in the primary member schools to enhance teaching and learning of students from K–12.

Collegiate networks have been established with regular meetings promoting commendably collaborative interactions. For example, a coordinated approach to professional learning has resulted in increased opportunities for staff members to share their expertise. The understandings gained through

this interaction add value to the education provision and promote a seamless transition for students between primary and secondary school.

Documentation provided by staff, survey feedback and meetings with the Board, staff and students highlighted significant benefits for Ashdale Secondary College staff and students from membership of the cluster. It was evident there is an exchange of data and information from the primary schools to the Secondary College well in advance of the students transferring. This allows for the appropriate placement of students and for teaching to be seamless, taking into account previous learning and interventions.

Secondary staff share their expertise in the primary schools and acknowledge the learning they obtain from the observation of teaching and programs offered in the primary schools. Secondary staff commented that cluster professional learning sessions led to better connections with Year 6 teachers. Primary schools benefit from secondary college facilities; for example, Year 6 students use the science facilities on a rotational basis for enrichment in the field of chemistry, which the primary schools are not well equipped to offer.

There exists potential for innovation and continuing collaboration within the cluster. The *Cluster Review 2016* statement acknowledged the development 'of a formal Cluster Business Plan will support schools to achieve common targets and assist the Cluster Board in its capacity as a guiding body'. Reviewers commend the commitment to the ongoing development of one learning environment to support the growth of all students.

## Conclusion

Ashdale Secondary College is positioning itself to be the heart of the community surrounding it and the cluster primary schools. The college has demonstrated strong commitment to achieving the targets as set out in the Business Plan and the responsibilities agreed to in the DPA.

The college has been able to demonstrate it is adding to student achievement post-primary school, especially in the areas of literacy and numeracy. Strong links have been established with local primary schools sharing facilities, teaching expertise and professional learning opportunities.

A distributed leadership model is supported by strong leadership from the Principal and senior executive. Staff are encouraged to take on additional responsibilities and are supported to be innovative.

Within teaching staff there is a strong culture of self-reflection. The observation and analysis of their teaching performance results in a stimulating learning environment to the benefit of student learning. Both staff and students are seen as learners and this fits well with the college's vision. The college has established sound communication links with parents in support of students. Strong partnerships with universities, other institutions and businesses have been established to support the college in meeting the targets in the Business Plan and the accountabilities of the DPA, all to the benefit of members of the school community.

The leadership of the college, with the oversight of the Board, ensures the sustainability of programs within the college. The college demonstrates leadership of the Ashdale Cluster and this ensures a seamless education from K–12.

Ashdale Secondary College is a vibrant learning community characterised by strong leadership, enthusiastic and dedicated staff, a strong Board and appreciative students.

## Commendations

***The following areas are commended:***

- the college staff for the progress achieved by students in literacy and numeracy, Year 7 to Year 9, in all NAPLAN domains; progress within the numeracy domain is especially noteworthy
- the achievement of WACE attainment levels of 99% and 100% over the past two years of the Business Plan
- the VET program which attracts high numbers of students and has attained 100% Certificate II achievement
- the quality and success of the program for transition of students from cluster primary schools into their first years at Ashdale Secondary College
- the professional learning culture developed through links to universities including a strong collaborative and self-reflective approach to improvement in classroom teaching techniques
- the staff on their embedded self-review and self-reflection practices which results in their critical examination of their performance while at the same time interrogating and improving student performance
- the Board for commitment to the college and to the Ashdale Cluster which ensures a seamless K–12 education for students in the cluster catchment area
- the Principal and leadership team on the leadership they demonstrate and the support for the model which encourages all staff to undertake additional roles within the college
- the staff for their dedication and enthusiasm for teaching, their commitment to students and the college as well as to the parents and schools forming the Ashdale Cluster
- the leadership of the college for developing, maintaining and sustaining an attractive and supportive teaching and learning environment rich in human and physical resources
- the commitment of school leaders, staff, individual school and cluster boards and the community to the ongoing development of one learning environment to support the growth of all students.

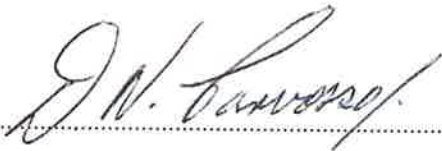
## Areas for Improvement

***The following areas for improvement are identified:***

- examine targets closely to align them with specific areas requiring development and to better measure student progress in priority areas
- use the significant set of valid data collated by the college to collectively scrutinise current practice in the primary member schools to enhance teaching and learning for students from K–12.

## Declaration

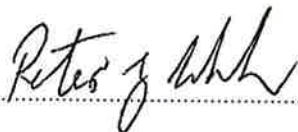
We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Ashdale Secondary College as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mr David Carvosso, Lead Reviewer

31 May 2016

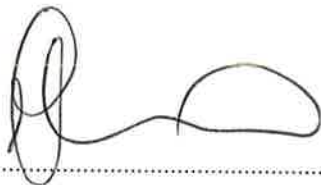
Date



Mr Peter Wilson, Reviewer

1 June 2016

Date



Mr Richard Strickland, Director General,  
Department of Education Services

2/6/2016

Date