



BUSINESS PLAN 2017-2019



ASHDALE
SECONDARY COLLEGE

Ashdale
Secondary College



— An Independent Public School

Achieving a Positive Future



College Mission

Preparing our students for a positive future.

College Vision

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

College Values

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

Respect: having esteem for or a sense of worth or excellence of a person.

Co-operation: the process of working together in harmony towards a common goal.

Independence: the capability to think or act for oneself.

Cluster Context

The Ashdale Cluster comprises Ashdale Primary School, Carnaby Rise Primary School, Landsdale Primary School, Madeley Primary School and Ashdale Secondary College. Our schools are bound together by the Ashdale Cluster Board that establishes and reviews the cluster's general direction and priorities. As a unique Independent Public School Cluster we employ flexible approaches to collectively address the needs of our local community. To do this, the cluster commits both time and resources to shared initiatives. These resources include the development of cross-school teacher teams that develop common approaches by identifying strengths and address common areas of concern. The cluster also offers a range of professional learning opportunities to sustain the growth of staff members.





College Context

Officially opened in 2009, Ashdale Secondary College became one of the first Independent Public Schools in WA. The College has an Index of Community Socio-Economic Advantage (ICSEA) of 1027, placing it in the 4th decile of all schools. 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 our four surrounding primary schools. The Ashdale Cluster aims to promote a holistic K-12 learning community with a common purpose and joint vision for improving student outcomes.

The College is situated in the northern suburbs of Perth, in an area that continues to experience new housing development and population growth. With a diverse multicultural population, the College has over 50 different cultural groups. Approximately one third of the population come from families with English as an Additional Language or Dialect background. Student attendance is above the percentage for all WA public schools and above that for schools of similar socio-economic background. The student transiency rate is minimal at 8%.

Ashdale Secondary College is a vibrant learning community characterised by effective leadership and a dedicated staff body. Strong support for the College from the community highlights the effective leadership that has been promoted; in addition a governance system that is influential and supportive underpins this sustainable leadership across the school. The 2016 DES Independent Review commended Ashdale Secondary College for its leadership and commitment to student growth.

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. The College's practices with classroom observation and reflective processes have 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. Our professional and enthusiastic teaching staff have been selected by merit and all contribute to a caring and supportive school environment. 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. A variety of programs are offered to enhance and promote student learning such as our Specialist Technology Program, Autism Extension Program, Cluster Science Program, Pre-Service Teacher Program, STEM Institute, Soccer and Netball Academies, Music Academy and local, national and international tours.

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.



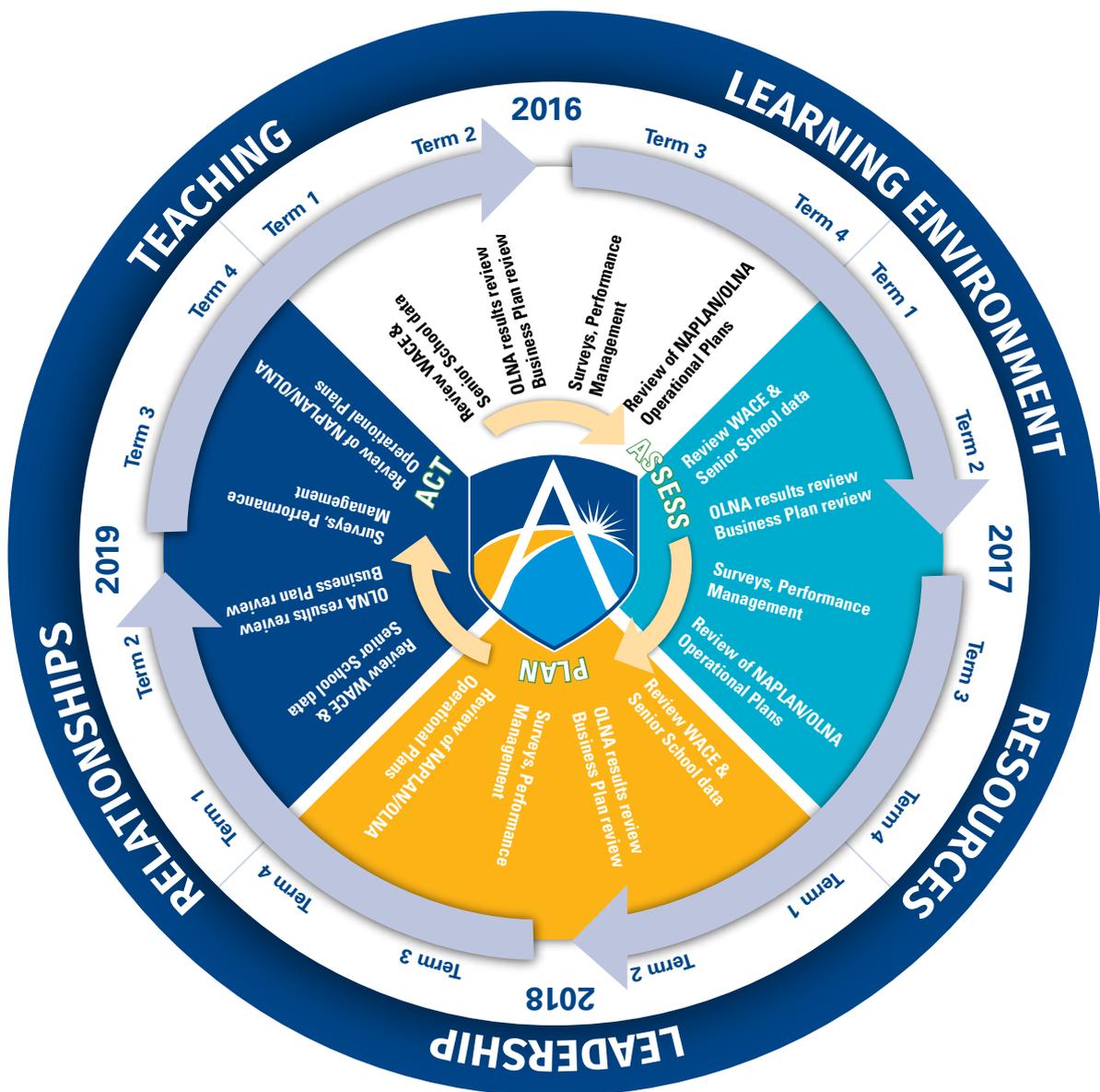
Self-Assessment

Ashdale SC's school improvement cycle contains three essential components:

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

The College's planning and self review cycle is rigorous and documentation is explicit. Self-assessment focuses on gathering and evaluating relevant data from a variety of sources throughout the year. Focused data analysis on student performance and the effectiveness of school processes and operations are discussed and reviewed at every level, from the Executive Team to the classroom teacher. These findings inform our planning and provide targets for improvement on which we enact.

School self-assessment is an integral part of maintaining and improving the performance of the College. Our three year Business Plan is data driven and guided by our self review cycle. The Business Plan is then translated into Learning Area Operational Plans which are monitored and reviewed each semester.





Ashdale SC Targets

1. SUCCESSFUL STUDENTS

- In the NAPLAN, the progress achieved by the stable cohort will equal or exceed Like Schools in each test area.
- Students in Year 7-10 cohorts will equal or exceed Like School performance in all Learning Areas.
- Students in Year 12 achieving the minimum standard in Literacy & Numeracy (via the NAPLAN or the OLN) will equal or exceed Like Schools and/or the state average.
- Year 12 WACE achievement rate will equal or exceed Like Schools.
- Students enrolled in the STEM Institute to exceed like school performance in STEM subjects (WACE performance from 2021).

2. EXCELLENCE IN TEACHING

- A school wide pedagogical framework is implemented and adopted by the majority of staff to enhance student outcomes and progress.
- Teacher judgement data has a strong correlation to system assessment data in both the NAPLAN and WACE.
- The national Student Survey rates the following attributes at 3.8 or above:
 - My teacher expects me to do my best.
 - My teachers provide me with useful feedback about my school work.
 - My teachers motivate me to learn.
- All staff will engage in the whole school Reflective Practice Model.



3. SCHOOL DEVELOPMENT AND WELLBEING

- The whole school attendance will equal or exceed secondary state and Like School averages.
- In the national School Survey, students will identify with a score of 3.8 or higher:
 - My school gives me opportunities to do interesting things.
 - My school looks for ways to improve.
- In national School Survey, students will identify with a score of 3.8 or higher:
 - My school is well maintained.
 - I feel safe at my school.
 - Student behaviour is well managed.
- Workforce Development Plan will show an increase in the number of staff engaging in career progression opportunities.

4. COMMUNITY ENGAGEMENT & EDUCATIONAL PARTNERSHIPS

- Maintain or increase the retention of students from Cluster primary schools to maintain a K-12 environment.
- Maintain or increase the percentage of students gaining positions in further education and / or the workforce.
- Maintain or increase parent satisfaction to indicate "strong support" for positive statements related to the school. In national School Survey parents will identify with a score of 3.8 or higher:
 - This school works with me to support my child's learning.
 - I am satisfied with the overall standard of education achieved at this school.
 - I would recommend this school to others.



Priorities: Targets & Strategies

PRIORITY 1: SUCCESSFUL STUDENTS

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

Targets	Strategies	Outcomes Data Source	Self - Assessment
In the NAPLAN, the progress achieved by the stable cohort will equal or exceed like schools in each test area.	<ul style="list-style-type: none"> Cluster PL program – Literacy and Numeracy NAPLAN conferencing – 4 FTE NAPLAN support focusing on Literacy and Numeracy (period 25) NAPLAN pre-testing and analysis Whole school use of CNAP data to embed strategies within their teaching programs Lexile Reading Program 	Portal - Applications List> Schools Online>Student Performance>NAPLAN Progress 100	
Students in Year 7 -10 cohorts will equal or exceed like school performance in all learning areas.	<ul style="list-style-type: none"> Data driven line management sessions – one per term PL for staff – Curriculum standards New T&L strategy embedded across the College Tutorial schedule after school Collaboration amongst Cluster and sharing of best practice of teaching of Mathematics – Years 5 to 10 	Portal - Applications List> SAIS>Dashboard>School Performance>K-10 School Performance>Select Year Group>Reporting Group Summary (Tab)	
Students in Year 12 achieving the minimum standard in Literacy & Numeracy (via the NAPLAN or the OLN) will equal or exceed like schools and/or the state average.	<ul style="list-style-type: none"> OLNA conferencing 4 FTE GIRN GIRL Maths essentials program – OLN focus Whole School Literacy and Numeracy Committee Clear articulation of Literacy and Numeracy strategies included in teaching programs across all Learning Areas 	SIRS>Reports>Literacy and Numeracy	
Year 12 WACE achievement rate and median ATAR will equal or exceed like schools.	<ul style="list-style-type: none"> Course structure – year 11 students complete Cert (ii) PL - Curriculum standards Elevate – revision seminars WACE tutorials – Weekly Internal and External Moderation ATAR WACE tutorials – Holiday Program Senior School Enrichment Program 	SAIS Senior Secondary report	
Students enrolled in the STEM Institute to exceed like school performance in STEM subjects. (WACE Performance 2021)	<ul style="list-style-type: none"> STEM testing and entry process STEM institute in place 0.4 FTE STEM coordinator STEM coordinator in each cluster primary school identified Range of STEM optional subjects available in year 9-12 Engaging Ashdale Cluster and community to participate in STEM initiatives 	Portal - Applications List> SAIS>Dashboard>Student	



Priorities: Targets & Strategies

PRIORITY 2: EXCELLENCE IN TEACHING

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

Targets	Strategies	Outcomes Data Source	Self - Assessment
A school wide pedagogical framework is implemented and adopted by the majority of staff to enhance student outcomes and progress.	<ul style="list-style-type: none"> Classroom Walk through implementation leading to departmental feedback Cluster PL focused on classroom pedagogy Implementation of a Teaching and Learning Committee to develop a school wide pedagogical framework Reflective practice - self and peer observation Direct observation – (TBC) Graduate Teacher Program to support beginning Teachers PL for staff as identified through Performance Management IT is embedded in curriculum delivery to enhance student engagement and achievement. BYOD implementation 2017 	Observation Data Student Achievement DATA ABE data review	
Teacher judgement data has a strong correlation to system assessment data in both NAPLAN and WACE.	<ul style="list-style-type: none"> Learning area meetings to focus on data and judging standards Use of CNAP – NAPLAN data analysis and EARS to inform planning (student IEP) PAT Testing Line manager meetings to be data driven Moderation within learning areas to develop common understanding of student achievement 	Grade overlay - NAPLAN, EARS Grade alignment - schools online	
National Student survey rates the following attributes at 3.8 or above: <ul style="list-style-type: none"> <i>My teacher expects me to do my best.</i> <i>My teachers provide me with useful feedback about my school work.</i> <i>My teachers motivate me to learn.</i> 	<ul style="list-style-type: none"> Instilling an ethos of high expectations by modelling best practice Use of range of strategies to provide feedback to students including direct, sharing of assessment data and exemplars of student work Implementation of teacher/student surveys across the College 	National Student survey Staff and Student survey ABE data review	
All staff will engage in the whole school reflective practice model.	<ul style="list-style-type: none"> Embed through the Performance Management Process Support provided through Professional Learning Purchasing technology and resources to enable staff to undertake Reflective Practice 	Surveys SAIS - progress over the course of the year??	



Priorities: Targets & Strategies

PRIORITY 3: SCHOOL DEVELOPMENT AND WELLBEING

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

Targets	Strategies	Outcomes Data Source	Self - Assessment
The whole school attendance will equal or exceed secondary state and like school averages.	<ul style="list-style-type: none"> • Home visits • Attendance Improvement Plans • Case Conferences • Tracking through Academy/SEQTA • Promotion of 'every school day counts' and positive recognition of students with high attendance. • Attendance Stage Letters and Advisory Panels – communication with North Metro as required 	Portal - Applications List> Schools Online>Student Details>Attendance>Overall Portal - Applications List> Student Attendance Reporting>Summary (Tab)	
In National School survey students will identify with a score of 3.8 or higher: <ul style="list-style-type: none"> • <i>My school gives me opportunities to do interesting things.</i> • <i>My school looks for ways to improve.</i> 	<ul style="list-style-type: none"> • The school will offer a range of programs that address student and staff health and wellbeing • Provision of out of school hours activities in the academic, sporting and outdoors, cultural and citizenship domains • Staff events – Staff Association, Coffee van, Expo • Events, incursions and excursions including STEM Expo, Book Week, Learning Area related activities • Conduct, analyse and act upon survey results 	Staff survey Student survey Parent survey Care team referrals	
In National School survey students will identify with a score of 3.8 or higher: <ul style="list-style-type: none"> • <i>My school is well maintained.</i> • <i>I feel safe at my school.</i> • <i>Student behaviour is well managed.</i> 	<ul style="list-style-type: none"> • PBiS • Student Services Model • Care Team and LEC model • Underpinned by Student Engagement Policy • Flexi learning for Senior School students • Comprehensive program to maintain and improve facilities 	Suspension data Student Survey Parent Survey Teacher Survey Care team Referral lists Attendance Data	
Workforce development plan will show an increase in the number of staff engaging in career progression opportunities.	<ul style="list-style-type: none"> • The College will continue to implement a range of capacity building initiatives, Aspirant leader program, L3CT, Senior teacher, Graduate teacher program • New Staff Induction Program and Mentoring Program • Leadership day • Women in Leadership program • STEM TDS • Professional Learning Program to support staff development and growth 	Staff survey Workforce Plan Staff profiling document	



Priorities: Targets & Strategies

PRIORITY 4: COMMUNITY ENGAGEMENT AND EDUCATIONAL PARTNERSHIPS

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

Targets	Strategies	Outcomes Data Source	Self - Assessment
Maintain or increase the retention of students from cluster primary schools to maintain a K-12 environment.	<ul style="list-style-type: none"> The continued implementation of the Cluster initiatives in cluster business plan Continued development of the primary engagement programs e.g. D&T, Arts, Physical Education, IT, Reading program to support transition Comprehensive Transition Program over two terms STEM institute, ICT specialist program Promotional visits, use of social media, newsletter 	Schools online – student details - student transition - intake schools	
Maintain or increase the percentage of students gaining positions in further education and or the workforce.	<ul style="list-style-type: none"> The College will continue to strengthen existing partnerships and develop new relationships with industry, business and educational institutions Try a trade WPL Futures Careers Expo University outreach programs and symposiums in various academic areas 	Exit surveys WPL partnerships Parent survey Care team referrals	
<p>Maintain or increase parent satisfaction to indicate “strong support” for positive statements related to the school.</p> <p>In national school survey parents will identify with a score of 3.8 or higher:</p> <ul style="list-style-type: none"> <i>This school works with me to support my child’s learning.</i> <i>I am satisfied with the overall standard of education achieved at this school.</i> <i>I would recommend this school to others.</i> 	<ul style="list-style-type: none"> The College will continue to encourage community engagement and participation to support student achievement and to extend their knowledge of educational opportunities through parents night, information evenings, school tours and the school website Extensive and broad strategies to communicate with parents regarding their child through the use of ‘Connect’, SMS, email Positive promotion of the school both in school based publications but also in community or state wide media 	Parent Survey Parent positive and negative feedback Social media feedback	