2024 Annual Report to the School Community

School Name: Ashwood High School (8743)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 02 April 2025 at 09:53 AM by Brett Moore (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 02 April 2025 at 09:53 AM by Brett Moore (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Ashwood High School is a Years 7-12 co-educational government school in the inner east of Melbourne (North-Eastern Victoria Region (NEVR) in the Department of Education (DE). The school provides an outstanding holistic educational experience led by educators who inspire students to be positive global contributors. Our $54.3 million state-of-the-art facilities situated on 17-hectares of landscaped grounds include contemporary and innovative building designs; multiple sporting ovals; 12 full sized competition grade netball courts; Performing Arts Centre and the Ashwood Wetlands, offering an unparalleled educational environment. In 2020, further funding of $9.742 million (Total Estimated Investment (TEI) or $10.3 million including planning funding) through the Capital Works Program was announced. This funding enabled the construction of a new Science, Technology, Engineering, Arts and Mathematics (STEAM) and Research Centre, which opened in 2023.

It is widely recognised that Ashwood High School has undergone significant transformation and is experiencing the highest demand for enrolment at Year 7 since opening in 1958. In 2024, Ashwood High School experienced an enrolment increase for the ninth successive year with 974 students. *'The Path Forward'* – New Direction at Ashwood High School, developed and implemented in 2015/16 by the newly appointed Executive Principal, Dr Brett Moore, has involved not merely a change of school name and uniform, but a focus on enhancing our school's shared sense of community, with high expectations, authentic relationships, and clear discipline processes.

Ashwood High School offers a prestigious Accelerated Curriculum and Enrichment (ACE) Program for academically able students. Introduced in 2016, the ACE Program is an approved SEAL Program with select-entry enrolment. This high demand program extends students through a challenging curriculum that includes early commencement of at least one VCE subject in Year 10. Ashwood High School is also an accredited International Student Program provider (CRICOS Provider No. 00861K) with 61 International Students enrolled in 2024. Our commitment to diversity, cultural literacies and understandings is reflected in the significant growth and the success of our International Student Program (ISP), largely at Years 10-12.

In 2024, our school comprised an Executive Principal, two Assistant Principals, five Leading Teachers and four Learning Specialists. Our overall staff breakdown in 2024 was 63.01 Full Time Equivalent Teaching Staff, 3.6 Full Time Equivalent Instrumental Staff, and 22.43 Full Time Equivalent Education Support Staff. No staff members identify as Aboriginal or Torres Strait Islander.

Ashwood High School is an academic school with a strong emphasis on the core subjects: English, Mathematics, Science and Humanities which are complemented by rigorous programs in the Arts, Music, Languages Other than English (French and Chinese as a First Language - Mandarin), Health/Physical Education and Technology including inter-disciplinary electives in Science, Technology, Engineering, Arts and Mathematics (STEAM). The vast scope of the elective program, in addition to rigorously taught core subjects, equips students for their senior years of schooling. A wealth of VCE subjects are available to our Senior School students (Years 10, 11 and 12). The breadth of VCE offerings continues to expand as our student population increases. Across all Learning Areas, our teachers deliver engaging lessons using evidence-based explicit curriculum, pedagogy, and assessment.

Good to Great, Great to Exceptional, Ongoing Growth and Sustained Success

Our students are provided with an outstanding array of curricular and co-curricular programs to cultivate student talent across what we believe are the four elements of a GREAT school and these pillars are reflected in our School Crest.

- Strong Emphasis on Academic Excellence
- Sporting Excellence Program
- Significant Commitment to the Creative Arts
- Focus on Civics, Citizenship and Leadership.

The 2024 Annual Report reflects the second year of the Strategic Plan (2023 – 2026), representing an exciting period of ongoing growth, improvement and prosperity for our school. The goals of the Strategic Plan (2023 – 2026) are as follows:

- Goal 1: To maximise achievement for all students
- Goal 2: To enhance student voice and agency in their learning
- Goal 3: To improve student wellbeing and holistic learning growth for all students.

Ashwood High School *CHOIR* Values

At Ashwood High School, students and staff behaviours are guided and informed by our belief and commitment to our School Vision and *CHOIR* Values:

- Community (community of learning and trust)
- High Expectations (aspire to your personal best)
- Optimism (reflection and resilience)
- Innovation (creativity and sustainability)
- Respect (respect for teachers, students, school, and self-respect).

Our school motto, *Vision Inspired Action*, is reflected in the behaviours and actions of staff, students, parents, and partners. Together, we are committed to creating and sustaining a proud school culture of empowerment and excellence based on mutual respect. Deep learning is facilitated through outstanding teaching that is strengthened by supportive and authentic relationships. The Ashwood High School community is proud of our students' achievements, contributions to the community, conduct, personal presentation, courtesy, and manners.

Ashwood High School is committed to realising student achievement, engagement, and wellbeing through a focused effort on the School's four key priorities to ensure continuous school improvement:

- Enhancing student culture
- Growing pride and achievement
- Valuing staff and building capacity
- Increasing positive parental and community engagement.

Progress towards strategic goals, student outcomes and student engagement

Learning

Strong and decisive school leadership with a clear focus on the safety, health, and wellbeing of the school community, continued to build a community of high trust at Ashwood High School in 2024. Ashwood High School's shared sense of community, with high expectations, authentic relationships and clear discipline processes, results in the continuation of a highly engaging and rigorous academic environment, delivering high social and academic outcomes for all students

The Parent Opinion Survey yields a 94% endorsement by parents on their school satisfaction level, a result significantly above the state average of 72% for secondary schools.

The theme of the school's Strategic Plan (2023-2026) is *Ongoing Growth and Sustained Success*.

The main goals for our current Strategic Plan are as follows:

- Goal 1: To maximise achievement for all students
- Goal 2: To enhance student voice and agency in their learning
- Goal 3: To improve student wellbeing and holistic learning growth for all students.

Unprecedented enrolment growth and prosperity at Ashwood High School has provided a platform to fortify the strength of the school's workforce, a critical factor in realising our school strategic goals and has enabled an opportunity to strengthen and diversify the quality of the school workforce in support of the school *Vision*. Despite the highly publicised work force shortages in education across Australia and the world, the Principal, having established Ashwood High School as a high performing school and school of first choice, has strategically allocated resources to attract exceptional teachers and aspiring leaders to the school and ensure that Ashwood High School was fully staffed in 2024. 21 newly appointed teachers commenced at Ashwood High School in 2024, building upon the 36 newly appointed staff members in 2023. Growth in quality teachers and education support staff continues to strengthen student achievement through the School's focus on retaining, attaining and developing quality teachers.

In light of the significant growth at the school, the school-wide teaching and learning model; *PIVOT* (Planning, Intentional Learning, Voice, Optimise and Transform), informed by current best practice, evidence, and research, implemented in 2022 was reviewed, refined and reinforced within the school community to achieve consistency of implementation. The Teaching and Learning Model reflects the school's agreed principles on teaching and learning, including the use of learning intentions and success criteria in every classroom and is reflective of the Victorian Teaching and Learning Model (VTLM) 2.0. Our teachers are committed to building practice excellence through curriculum planning, testing, research, and review; with effective teaching and learning protocols across the school, including VCE moderation of assessment and coursework to ensure consistency of practice. In 2024, Ashwood High School's elective and VCE Study Design offerings grew to enable our students greater innovative learning opportunities. A STEAM Framework was conceived and interdisciplinary curriculum designed to develop greater critical and creative thinking, ethical understanding and sustainability, to be delivered in Ashwood High School's newly unveiled, state-of-the-art STEAM and Research Centre. Year 9 Engineering and Medical Science were the first STEAM Electives offered to students with exciting new electives to follow in the coming years. Additions were also made to our VCE Study Design offerings with

Literature, Physical Education, Music Contemporary Performance and Music Repertoire offered for the first time in 2024.

The school's use of *Compass* continues to ensure transparency of teaching and learning, enhancing parent/carer engagement in the learning process. Parents/carers have access to lesson plans, student homework tasks and due dates allowing parents to contribute to their child's learning, growth, and success. Teachers work together in teams within Learning Areas and Communities of Practice (COPs) to further strengthen their teaching practice and achieve improved student outcomes for all. These subject-based curriculum teams facilitate the analysis of student achievement data at all levels and compare students' results in school-assessed coursework, NAPLAN and VCE to identify specific skills, concepts and understandings that can be improved through targeted instruction. Leadership Staff in collaboration with Learning Area Coordinators, ensure all teachers have access to and understand student learning data, extending the school's focus on targeted teaching designed to improve student outcomes. The high expectations of Ashwood High School in alignment with our *CHOIR* values (Community, High expectations, Optimism, Innovation and Respect) continue to positively influence student social and academic outcomes.

Teacher Judgements – Victorian Curriculum

In the three English areas of Reading and Viewing, Speaking and Listening, and Writing, teachers assessed 95% of Ashwood High School students in Years 7-10 to be at or above the expected level for their age group, which is considerably higher than the state average of 75%.

NAPLAN 2024

In 2023, the National Assessment Program - Literacy and Numeracy (NAPLAN) was revised, shaping a new era of assessment and learning for all stakeholders. The Australian Curriculum, Assessment and Reporting Authority (ACARA) introduced new proficiency standards with 4 levels of achievement replacing the previous 10-band structure aligned with the hardcopy NAPLAN test and the old national minimum standard set in 2008.

The new assessment scheme features four distinct levels of achievement:

- Exceeding
- Strong
- Developing
- Needs Additional Support.

This new assessment scheme provides clearer and earlier information about student progress to all key stakeholders.

Across every NAPLAN assessment area at Year 7 and Year 9 levels our students' results align very closely with similar schools. In Reading, 79% of Year 7 Ashwood High School students achieved results of 'Strong' or 'Exceeding' compared to 82% of similar schools and the state average of 65%. At Year 9, 67% of Ashwood High School students achieved results of 'Strong' or 'Exceeding' compared to the average of 77% of Similar Schools and the state average of 60%. In Numeracy, Year 7 Ashwood High School student performance in 'Strong' or 'Exceeding' levels is above similar schools and well above the State, with 83% 'Strong' or 'Exceeding' Achievement, compared to 81% in Similar Schools and the state average of 62%. At Year 9 level, 77% of Ashwood High School students achieved 'Strong' or 'Exceeding' results, the same as Similar School average of 77% and significantly above the state average of 59%. Our students' NAPLAN results reflect positively on the quality of instructional practice at Ashwood High School as well as

students' motivation to learn. A culture of high expectations at Ashwood High School is enabling all students, including high ability students, to demonstrate high gains in their learning growth.

VCE

Ashwood High School's VCE results in 2024 reflect the school's capacity to deliver outstanding academic results. 98.9% of students in 2024 satisfactorily completed their VCE, above both Similar School and state completion rates. Once again, the school has achieved outstanding academic outcomes that reinforce the generational change and transformation, from a school that was considering closure due to declining enrolments in 2014, to a school that outperforms high fee paying Independent schools and traditionally high-performing government schools.

The following VCE results were obtained in 2024:

Mean Study Score of 31.4 - which led to Ashwood High School being featured in a Herald Sun article naming Ashwood High School as a 'Top State Schools for Getting into University'.

In addition, Ashwood High School received the following accolades in 2024:

- School Dux received an Australian Tertiary Admission Rank (ATAR) of 99.15
- 20% of students received ATARs of 90+
- 39% of students received ATARs of 80+
- 56% of students received ATARs of 70+
- 17.6% of students received study scores of 40+.

The Year 12 Class of 2024 represents the fourth cohort of Ashwood Revealed graduates commencing at the school after the appointment of the Executive Principal – a change of school name from Ashwood College to Ashwood High School, new school crest, Vision and Values, a new academic uniform and the introduction of the Accelerated Curriculum and Enrichment (ACE) Program, and continues the proud recent tradition of outstanding academic results.

Our engaging and rigorous academic program at Ashwood High School continues to deliver excellent VCE results, enabling our students to embark on a variety of highly significant and aspirational tertiary courses. We are a very proud school community. We anticipate that the Year 12 Class of 2025, like the Year 12 Class of 2024, will reflect the positive impact of these strategies due to the capabilities of this highly aspirational cohort.

Ashwood High School students achieved Study Scores of 40+ in the following subjects:

- Art Making and Exhibiting
- Biology
- Business Management
- Chemistry
- English
- Food Studies (including a perfect Study Score of 50)
- General Mathematics
- Health and Human Development
- Mathematical Methods
- Physics

- Psychology
- Visual Communication Design.

In 2024, 100% of students enrolled in Year 12 VCE VM were awarded the VCE Vocational Major or Victorian Pathways Certificate. Overall, 78% of graduates applied for further study in 2025. Additional language support classes were timetabled to address the specific learning needs of VCE International and EAL students to support their language acquisition and achievements across all subject areas. Additional English support classes occurred after school for local students to assist them in achieving their best possible results in the only compulsory VCE subject, English. 82% of Year 12 students in 2024 undertook at least one of General Mathematics, Mathematical Methods or Specialist Mathematics, reflecting the high expectations of both Ashwood High School and our students and a focus on successful pathways to high performing universities.

Students on the Program for Students with Disabilities (PSD) were supported to demonstrate learning progress throughout 2024. These supports were facilitated by the PSD Coordinator and Learning Support Staff. Termly Student Support Group (SSG) meetings with students and their families ensured that Individual Education Plans (IEPs) reflected sound goals and strategies to support students' learning progress.

Wellbeing

Ashwood High School's research and evidence-based approach to wellbeing and learning is premised on the importance of authentic relationships combined with high expectations and incorporates responsive, tiered and contextualised methods to support student learning, wellbeing and inclusion. Effective use of resources and active partnerships with families/carers, specialist providers and community organisations are engaged to provide responsive support to students.

Our whole school approach for wellbeing; *CREATE* demonstrates the school's innovative and evidence-informed approach to enhancing Curiosity, Relatedness, Empathy, Autonomy, Thankfulness, and Exercise. This framework, aligned with our school's creative ethos, empowers students, staff, and families to create positive wellbeing and provides a common language to discuss and develop a shared understanding of wellbeing in classrooms and across the school program. CREATE is embedded in our Tutor Group and Form Group programs at Ashwood High School.

The Mini-School Structure (Middle and Senior) at Ashwood High School supports students' holistic development at targeted age and stages of learning and development, with additional tiered approaches such as Student Support Group Meetings (SSGs) and Individual Education Plans (IEPs) engaged where appropriate to enable the identification of individual needs and the development of agreed strategies, plans of action and goal setting for students in order to achieve excellence, equity and inclusion for every student.

During this period of the school's unprecedented and unparalleled growth and prosperity, school leadership has developed a highly effective and reputable transition program preparing for the transition of over 180 Year 7 students in 2024 from a broad catchment of over 32 feeder primary schools. New students to Ashwood High School in Year 7 have positively endorsed the transition program at the school with 67% of students reporting a positive transition to Ashwood High School in comparison to 63% and 64% respectively for similar schools and the State. The Mini-School Structure, individual course counselling, preparatory programs and provision of individual Careers

and Pathways counselling have aided transitions at other year levels across the school with 58% of Ashwood High School students confidently and positively transitioning within the school compared to 55% and 57% of students in similar schools and across the State. Parents have also positively endorsed the highly effective and reputable transition programs at Ashwood High School with 84% of parents recording positive transition experiences for their children compared to 71% and 72% at similar schools and at the state levels.

The Mini-School Structure in addition to Tutor Group (Years 7-9) and Form Group (Year 10) has also positively influenced student wellbeing and learning by further developing student connectedness to school through connection with an advocate at school; with 52% of Ashwood High School students positively endorsing their connectedness to the school, safety and wellbeing through having an authentic relationship with a staff advocate, compared to 48% and 47% at similar schools and across the State. Parents continue to recognise the positive influence that a student advocate at school can have with 86% positively endorsing student connectedness to school, significantly above both similar schools with 79% and the State with 79%.

Fostering student engagement and wellbeing at Ashwood High School is centred on the school's vision of developing a school of high trust focused on students' academic and social outcomes. Student voice, advocacy and agency are strongly encouraged, and student leadership opportunities are numerous and available to students at all year levels. The number of applicants for student leadership positions far exceeded the number of positions available and students are to be commended for aspiring to develop their leadership skills to support fellow students and benefit the wider community. Student representatives also participate in School Council and the Education Sub-Committee, sharing valuable student insights and voice at these school governance meetings. Students recognise the positive influence student voice through leadership has on their wellbeing and engagement in learning at the school, with 44% of students positively endorsing student voice and agency at Ashwood High School compared to 40% in similar schools and 42% across the State, although there remains some room for growth in this area. Enhancing student voice and agency will continue to be a goal in the Strategic Plan (2023 – 2026). Parents of Ashwood High School strongly endorsed student leadership at the school and the associated benefits such as student voice and agency (79%), school pride and confidence (94%) and confidence and resiliency skills (86%), indicators all significantly above similar schools and the State, in ultimately achieving strong wellbeing and learning outcomes for students.

Regular celebrations to formally recognise student achievement, effort and contributions were held throughout 2024 through events and ceremonies such as the Principal's Awards, School Colours Awards and Presentation Awards. Whole School Assemblies also provided an opportunity to grow pride and achievement and further build a sense of community with 94% of parents positively endorsing school pride and confidence and its influence on student wellbeing at the school, Ashwood High School again rating above similar school and the State measures in this area.

The School is exceptionally proud of the outstanding holistic educational outcomes our students continue to achieve.The students and parents of Ashwood High School also positively endorse the inclusivity of the school, with 65% of Ashwood High School students reporting no experience of bullying in 2024, an increase of 12% from our 2023 figures. This statistic supports the school's strong commitment to our *CHOIR* values of Respect and Community. Parent endorsement of the effective management of bullying is also reported as being above that of similar schools and the State at 70%. Wellbeing and learning are equally important in achieving the best outcomes for students and, as a direct result of the visionary and exemplary leadership and quality staff at the school, Ashwood High School is exceptionally well placed to continue to achieve strong holistic outcomes for all students.

Engagement

Ashwood High School has clear and consistent student management policies, structures and processes that are implemented with consistency and care, with a 'firm but fair' approach to student discipline. Our school community is proud of the exemplary conduct, courtesy and manners demonstrated by Ashwood High School students. Creating a safe and orderly learning environment sets the pre-conditions for quality teaching and learning through positive and respectful relationships. An imperative for the school is the holistic development of each child with a focus on their emotional, physical and intellectual development.

Ashwood High School is a school of high trust. Teachers know, challenge and support students as young people and as learners. The Parent Opinion Survey reports that parents have high levels of appreciation for the school's Ethos and Environment, with 89% positive endorsement of Ashwood High School, 20% above both similar schools and the State.

81% of parents positively endorse Student Development, 13% above similar schools and 11% above the State and 81% of parents positively endorse Student Cognitive Engagement at the school in comparison with 64% and 66% of parents in similar schools and the State, reflecting the calm, purposeful and inclusive school culture of Ashwood High School. Ashwood High School's core values – 'CHOIR' are central to the school's routines and protocols, impacting upon the school's positive climate for learning and students' positive growth mindset. The development of students' learning dispositions is aligned with shared understandings of the importance of *Community, High Expectations, Optimism* (reflection and resilience), *Innovation* (creativity and sustainability) and *Respect* (for teachers, students, school, and self).

67% of Ashwood High School students also positively endorsed their engagement at the school in 2024, equal to similar schools and outperforming the State by 4%. The strong sense of community and connectedness at Ashwood High School is additionally reflected in our student retention data, with a 5-year average of 68.7%, 15.5% above the state average of 53.2%. Ashwood High School is a school of first choice and students and families are choosing to complete their secondary education with us as they align strongly with our school Vision and *CHOIR* Values and it becomes increasingly obvious, as evidenced by our outstanding academic results, that we provide excellent academic and holistic learning growth for all students with a focus on their emotional, social, physical, and intellectual development.

As a transformed school, Ashwood High School remains future focused. We offer several exciting student wellbeing and leadership initiatives focused on building students' optimism, reflective capabilities, and resilience. In 2024, the *STRIDE* Framework for Sporting Excellence Program - 'Enhancing the Student Culture', 'Four Pillars of a GREAT school' was conceived. The *STRIDE* Framework for Sporting Excellence is a core part of Ashwood High School's commitment to fostering both athletic and academic achievement. This program, aligned with the Four Pillars of the great school, continues to advance through the collaboration of staff, parents and academics from Deakin University's Sports Science Department and will be further refined and implemented, to support our student's holistic growth, in 2025.

Further examples of these initiatives include but are not limited to:

- Ongoing information and guidance to Senior School students (Years 10, 11 and 12) on the characteristics of a good learner, including the expectations of students and key points of contact for ongoing input into the academic, social, and emotional development of students required at this stage of learning

- The development of two mini-schools – Middle (Years 7 to 9) and Senior (Years 10 to 12) to support students' holistic development at a targeted age and stage of their learning and development
- The introduction of a new Student Leadership Structure, to align with the opening of the two mini-schools, increasing student opportunities for leadership experience, enhancing engagement, building pride and achievement and increasing student voice and agency at Ashwood High School
- Tutor Group Program (Years 7 to 9) – a skills-based framework, targeting specific age and stage needs, to support student wellbeing, engagement, and the opportunity to learn skills to support their learning in all areas, both curricular and co-curricular. This includes enterprise skills, cyber safety, self-management skills, ways to support wellbeing and balance, plus much more
- Form Group Program (Year 10) - enabling students in their first year of the Senior School to develop key skills such as organisation, study skills, wellbeing practices and access pathway and careers support to promote holistic learning growth and support VCE Pathways
- Middle School Study Hall to support student learning growth, running twice per week with a core subject focus (English/Humanities/Maths/Science) and Senior School Study Hall running daily after school. Both Study Halls are very well attended with extra help sessions for individual subject areas (e.g., Maths and English) also available to students
- The hiring of a Student Wellbeing Manager to support the school community via three main domains:- Direct Support - through 1:1 sessions with students- Indirect Support - to assist students, staff, and parents/families with professional guidance, such as strategies to support student learning- Whole School Planning and Provision - supporting the learning and wellbeing of the school community, through the running of programs to enhance student resilience, enabling them to thrive and be happy
- The development of the Wellbeing Team at Ashwood High School to include: a Mental Health Practitioner and Chaplain to offer tiered support to student cohorts, small group and individual students in addition to supporting staff and parents/families
- A wide range of co-curricular activities available to students at Ashwood High School. These include: Sporting Clubs (Ashwood Premier League, Ashwood Basketball League, Running Club, Badminton Club), Art Club, Debating Club, Animation Club, E-Sports Club, French Club, A to Z Community, School Magazine Committee, Student Newsletter Committee, Chess Club, Ashwood 'Unplugged' (Lunchtime Music Concerts), Media Crew, Musical and Drama productions, Interact, Premiers' Reading Challenge and academic competitions. Ashwood High School's co-curricular program now rivals many prestigious Independent schools.

Ashwood High School continues to strengthen from Good to Great, Great to Exceptional as evidenced in the 2022 School Review, with the theme of the current Strategic Plan (2023-2026) : Ongoing Growth and Sustained Success. Continued positive engagement with Ashwood High School and strong endorsement of all areas of the school from students, staff, parents and the community has seen student enrolment increase from 325 students in 2015 to 913 in 2024, with numbers projected above 1000 in 2025. The principal managed a highly successful recruitment process throughout 2023 that secured 21 new and high-quality teachers at Ashwood High School for the commencement of the 2024 academic year. Sound strategic planning and resourcing and induction occurred in the context of state-wide work force supply challenges, effectively

addressing the school's high expectations, as well as safeguarding ongoing growth and sustained success.

Financial performance

In 2024, the school's enrolments increased for the nineth consecutive year. Equity Funding was $118,814.80 ($12,249.60 more than 2023). These funds were vital in supporting the school's investment in additional Literacy and Numeracy resources, staffing and learning resources. Grounds allowance enabled our garden contract to continue at a high standard. The Maintenance and Minor Works funds was quickly absorbed into our routine maintenance and unexpected maintenance as it occurred. A new storage area was created under Building B with the approval of School Council. Soil was removed, ground levelled and concrete was poured. This was completed over the Christmas break. In doing this work it was discovered that some posts had been compromised over the years and this was also rectified during the works at an additional cost. Our instrumental program had an increase in funds of $90,549.71 from 2023. This assisted with the instrumental staff salaries. Career Education Funding and Jobs, Skills and Pathways Coordination funding has enabled further employment of staff to assist with the growing student population and to provide a very successful program. National Student Wellbeing Program funding was successfully applied for to assist with staffing the program. The funding is available for three years 2024 – 2027. All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the purposes for which funding was provided or raised. Through strong leadership and School Council support, the school's financial position is sound.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 933 students were enrolled at this school in 2024, 380 female and 551 male.

21 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

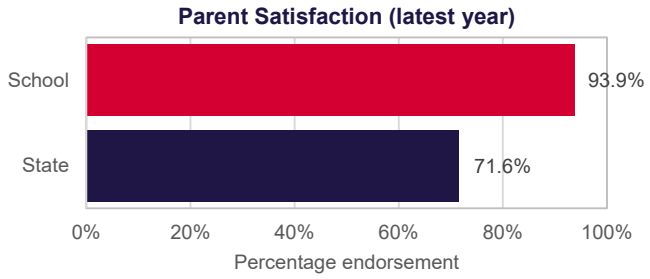
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	93.9%
State average (secondary schools):	71.6%



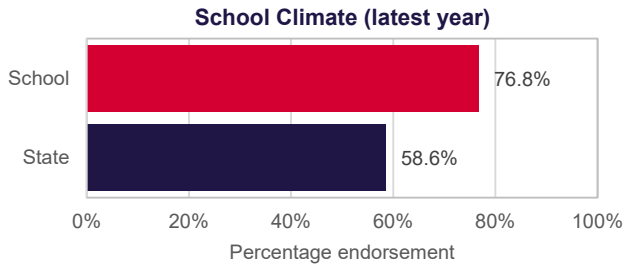
School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2024)
School percentage endorsement:	76.8%
State average (secondary schools):	58.6%



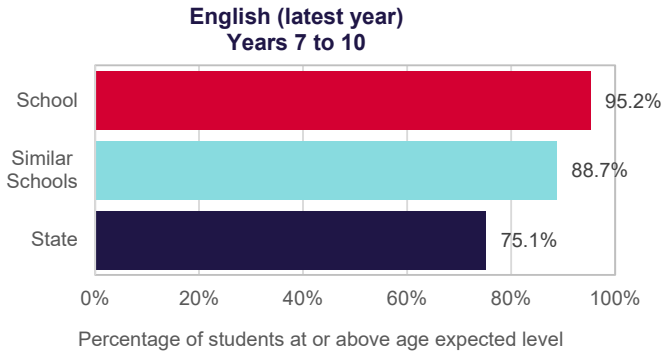
LEARNING

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

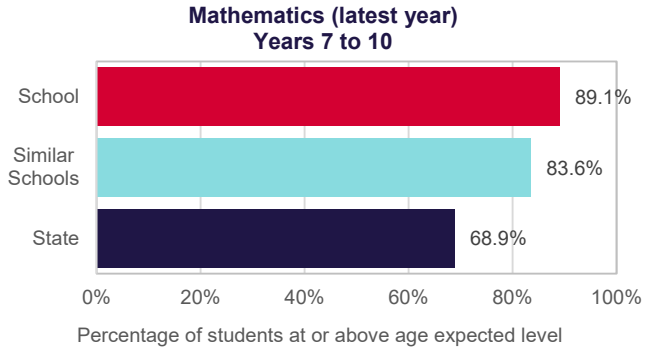
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	95.2%
Similar Schools average:	88.7%
State average:	75.1%



Mathematics **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	89.1%
Similar Schools average:	83.6%
State average:	68.9%



LEARNING (continued)

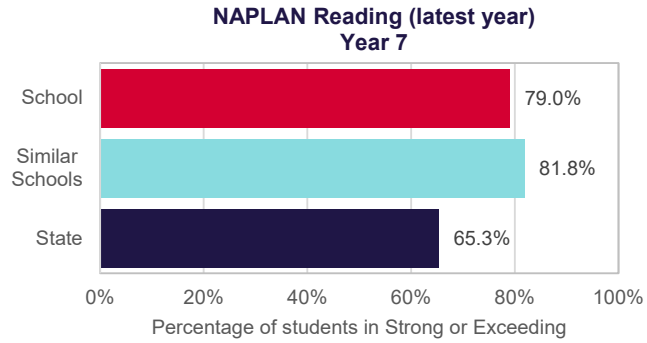
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NAPLAN

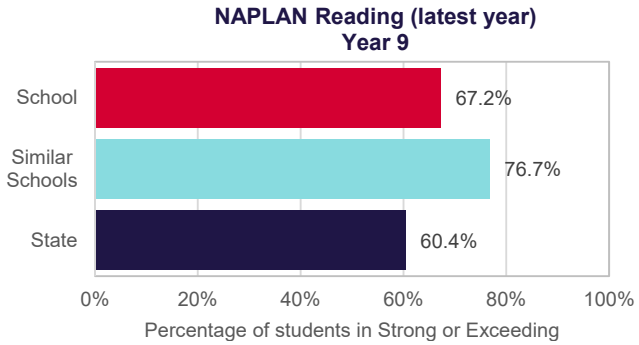
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

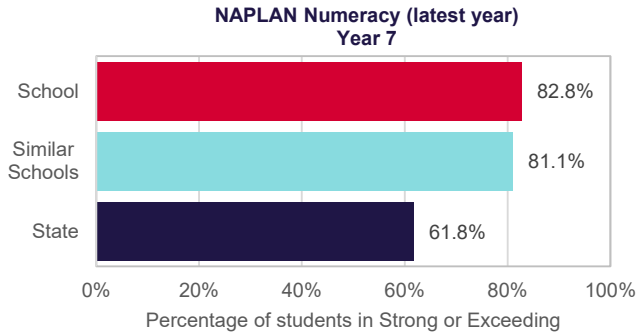
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.0%	80.4%
Similar Schools average:	81.8%	82.3%
State average:	65.3%	65.7%



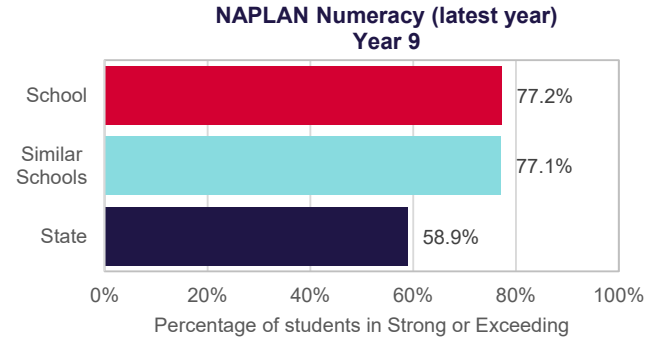
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.2%	68.1%
Similar Schools average:	76.7%	77.1%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.8%	82.9%
Similar Schools average:	81.1%	81.3%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.2%	76.6%
Similar Schools average:	77.1%	77.8%
State average:	58.9%	59.4%



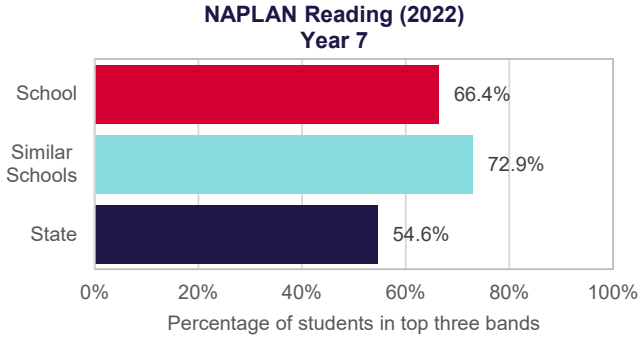
LEARNING (continued)

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NAPLAN (continued)

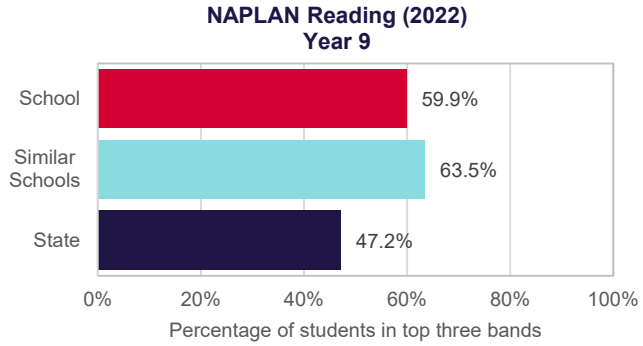
Reading
Year 7

	(2022)
School percentage of students in the top three bands:	66.4%
Similar Schools average:	72.9%
State average:	54.6%



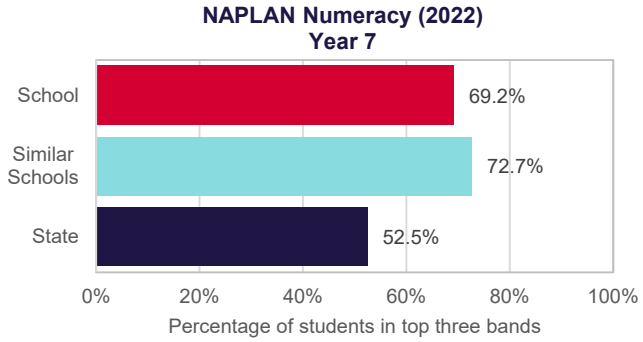
Reading
Year 9

	(2022)
School percentage of students in the top three bands:	59.9%
Similar Schools average:	63.5%
State average:	47.2%



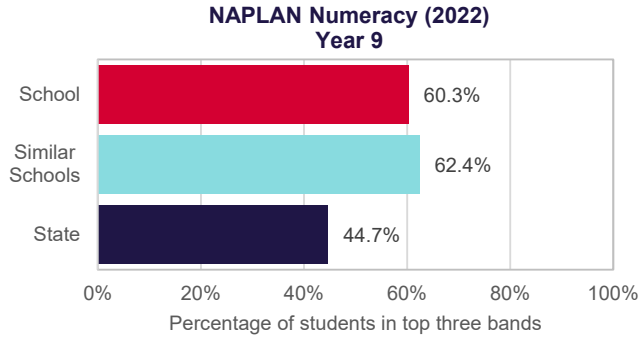
Numeracy
Year 7

	(2022)
School percentage of students in the top three bands:	69.2%
Similar Schools average:	72.7%
State average:	52.5%



Numeracy
Year 9

	(2022)
School percentage of students in the top three bands:	60.3%
Similar Schools average:	62.4%
State average:	44.7%



LEARNING (continued)

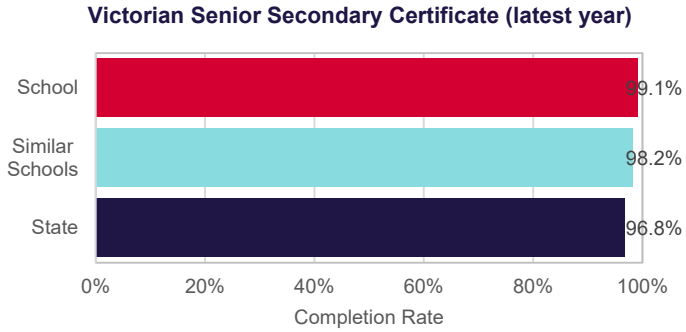
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Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	99.1%	99.2%
Similar Schools completion rate:	98.2%	98.4%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	31.4
Number of students awarded the VCE Vocational Major	18
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	18%
Percentage VET units of competence satisfactorily completed in 2024:	79%

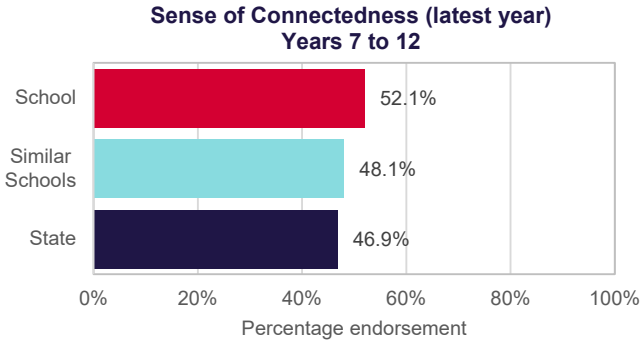
WELLBEING

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

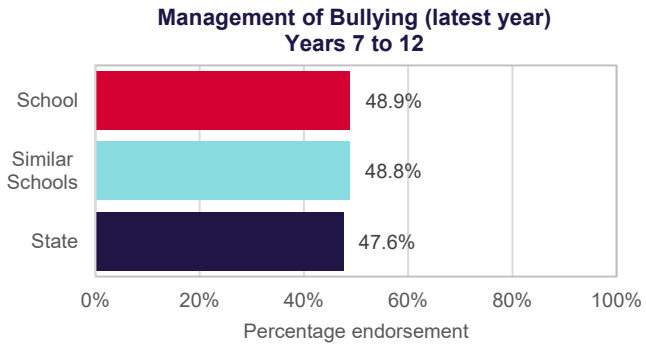
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	52.1%	55.1%
Similar Schools average:	48.1%	48.8%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	48.9%	54.1%
Similar Schools average:	48.8%	49.9%
State average:	47.6%	49.1%



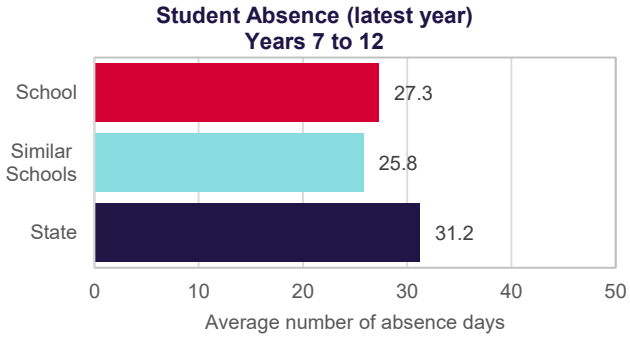
ENGAGEMENT

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Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	27.3	24.5
Similar Schools average:	25.8	21.7
State average:	31.2	27.2



Attendance Rate (latest year)

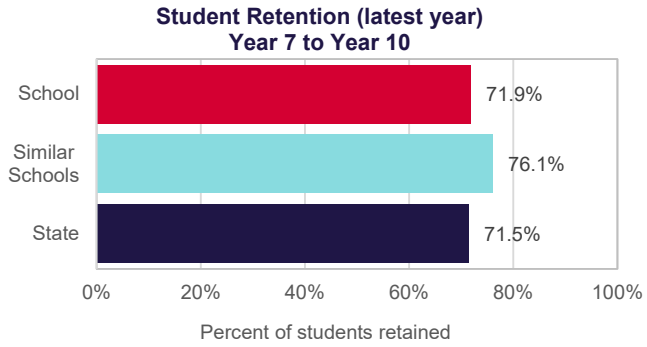
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	88%	86%	83%	85%	89%	88%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	71.9%	72.7%
Similar Schools average:	76.1%	76.8%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

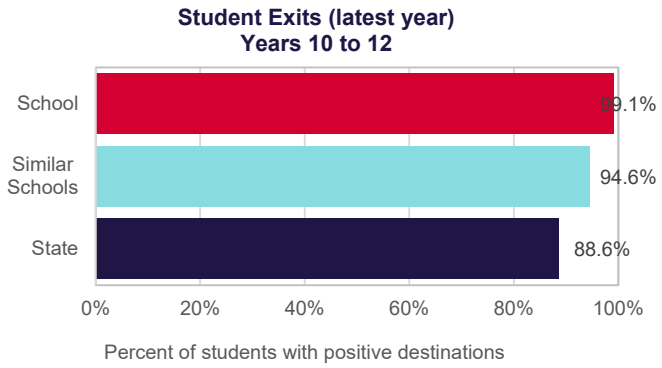
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Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	99.1%	96.0%
Similar Schools average:	94.6%	95.0%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$10,174,987
Government Provided DET Grants	$1,208,028
Government Grants Commonwealth	$21,402
Government Grants State	$2,000
Revenue Other	$128,514
Locally Raised Funds	$1,205,795
Capital Grants	$466,577
Total Operating Revenue	**$13,207,303**

Equity [1]	Actual
Equity (Social Disadvantage)	$65,350
Equity (Catch Up)	$36,948
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$102,298**

Expenditure	Actual
Student Resource Package [2]	$10,469,035
Adjustments	$0
Books & Publications	$12,038
Camps/Excursions/Activities	$414,829
Communication Costs	$27,289
Consumables	$192,507
Miscellaneous Expense [3]	$464,934
Professional Development	$52,836
Equipment/Maintenance/Hire	$264,218
Property Services	$229,300
Salaries & Allowances [4]	$124,568
Support Services	$505,582
Trading & Fundraising	$25,479
Motor Vehicle Expenses	$0
Travel & Subsistence	$7,343
Utilities	$129,470
Total Operating Expenditure	**$12,919,429**
Net Operating Surplus/-Deficit	**$287,874**
Asset Acquisitions	**$28,800**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 03 Mar 2025 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$2,172,392
Official Account	$3,719
Other Accounts	$110,153
Total Funds Available	**$2,286,264**

Financial Commitments	Actual
Operating Reserve	$408,399
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$497,302
School Based Programs	$166,440
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$72,665
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$38,986
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$492,923
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,676,715**

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.