

# 2022 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2023 at 12:19 PM by Brett Moore (Principal)

- This 2022 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 06 April 2023 at 05:56 PM by Nicola Dear (School Council President)

## How to read the Annual Report

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### 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.

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### 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)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

# About Our School

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## School context

Ashwood High School is a Years 7-12 co-educational government school in the inner east of Melbourne (North-Eastern Victoria Region, 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 design; multiple sporting ovals; 12 full size competition grade netball courts; a 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 is enabling the construction of a new Science, Technology, Engineering, Arts and Mathematics (STEAM) and Research Centre, which commenced in 2022 and opens in 2023.

It is widely recognised that Ashwood High School has undergone significant transformation and is experiencing the highest demand for enrolment in Year 7 since opening in 1958. In 2022, Ashwood High School experienced an enrolment increase for the seventh successive year with 714 students. *'The Path Forward at Ashwood High School'* – New Direction at Ashwood, developed and implemented in 2015/16, 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 39 International Students enrolled in 2022. Our commitment to diversity, cultural literacies and understandings is reflected in the significant growth in the success of our International Student Program (ISP), largely at Years 11-12.

In 2022, our school comprised an Executive Principal, two Assistant Principals, four Leading Teachers and two Learning Specialists. Our overall staff breakdown in 2022 was 51.5 Full Time Equivalent Teaching Staff, 1.6 Equivalent Instrumental Staff, and 22.9 Equivalent Full Time Education Support Staff. No staff members identify as Aboriginal or Torres Strait Islanders.

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), Physical Education/Health and Technology including 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 is available to our senior school students. 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, these pillars are reflected in our School Crest.

1. Strong emphasis on Academic Excellence
2. Sporting Excellence Program
3. Significant commitment to the Creative Arts
4. Focus on Civics, Citizenship and Leadership.

The 2022 Annual Report reflects the final year of the Strategic Plan 2019 – 2022, representing an exciting period of growth, improvement and prosperity for our school. Important focus areas during this four year period included building practice excellence in teaching and learning and empowering students in their learning through student voice, leadership, and agency.

Ashwood High School *CHOIR* Values

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

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

Our school's 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 four priorities to ensure continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Strong, decisive and compassionate school leadership set the symbolic tone for a successful return to face-to-face learning in 2022. The principal led the Ashwood High School community to a safe and highly successful return to school following two years of significant challenge and potential uncertainty following lockdowns and ongoing and increased transmission of COVID-19 in 2020 and 2021.

Ashwood High School's learning and wellbeing program successfully developed and implemented during COVID-19, including the 2022 academic year, was based on five clear objectives:

- ensuring the safety, health, and wellbeing of the school community
- maintaining a shared sense of community and students' connectedness to school, peers, and teachers
- ensuring routine and a safe, secure, and orderly learning environment
- maintaining our school's *CHOIR* values with an emphasis on optimism and innovation
- ensuring purposeful, supported, stimulated and valuable learning.

A hybrid model of face-to-face and virtual school events and activities such as assemblies, award and cultural celebrations was implemented and complemented in-situ classes for all students, enabling the school to mitigate the risk of transmission of COVID-19, whilst also reaffirming Ashwood High School as a connected and vibrant learning community.

Strong and decisive school leadership in the return to school context 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 and provided all stakeholders (students, staff, families) with the confidence to return to face-to-face learning in 2022. It is as a result of this that the school has continued to receive positive feedback on the support offered to our school community during the unprecedented time of COVID-19 and our state's subsequent recovery. The Parent Opinion Survey yields a 70.5% endorsement by parents on their school satisfaction level, a result consistently above state average for secondary schools.

A theme of the school's Strategic Plan (2019-2022) was from Great to Exceptional - Creating the Jewel of the East. The school-wide teaching and learning model; PIVOT, informed by current best practice, evidence, and research, was implemented consistently across the school in 2022. 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. 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. The school's use of *Compass* continues to ensure transparency of teaching and learning, enhancing parent/carers 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) continues 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 86.5% 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 76.3%.

### **NAPLAN 2022**

Across every NAPLAN assessment area at Year 7 and Year 9 levels our students' results align very closely with similar schools. In Literacy, Year 7 Ashwood High School student results in the top two bands are above similar schools and the State in Reading and Grammar and Punctuation. This pattern is repeated at Year 9, with Ashwood High School students performing above similar schools and the State in the top two bands in Reading, Grammar and Punctuation and Spelling. In Numeracy, Year 7 Ashwood High School student performance in the top two bands is close to similar schools and well above the State. Year 9 Ashwood High School student performance in the top two bands is 10% above similar schools and 19% above the State. There are also significantly more students achieving within the middle two bands and at the expected level in both Literacy and Numeracy, highlighting that at Ashwood High School a culture of High Expectations has led to positive learning growth for all students.

#### **Numeracy**

The percentage of students in the top three bands at Year 7 is 16% higher than the State average.

The number of Year 9 students in the top three bands also considerably outranks the State average. At Year 9 our students demonstrate high relative growth not just in Numeracy but also in the areas of Writing, Reading, and Spelling, all of which are integral to students' ability to read and understand the written component of Mathematical questions on tests and examinations.

#### **Reading**

The number of Year 7 students ranked in the top two bands across all the literacy domains in NAPLAN is on a par with similar schools and significantly above the State averages.

#### **Writing**

The number of Year 7 students demonstrating high relative growth is commensurate with similar schools and well above State outcomes in Writing and Spelling. In Year 9, students demonstrating high relative growth is below similar schools but on par with the State in Writing and Spelling.

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 2022 reflect the school's capacity to deliver outstanding academic results. 100% of students in 2022 satisfactorily completed their VCE. 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 2022:

Mean Study Score of 30.6 - a mean above both similar schools and the state average

- School Dux received an Australian Tertiary Admission Rank (ATAR) of 99.45
- 21% of students received ATARs of 90+
- 32% of students received ATARs of 80+
- 14% of students received study scores of 40+

The Year 12 Class of 2022 represents the second cohort of Year 7 students 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 2023, like the Year 12 Class of 2022, will reflect the positive impact of these strategies due to the capabilities of this highly aspirational cohort.

The average Study Scores of Ashwood High School students out ranked State and Region in the following subjects:

- English
- Mathematical Methods
- Biology
- Media
- Psychology.

In line with the school's high expectations, 100% of students satisfactorily completed their VCE studies in 2022, well above the State average.

In 2022, 73% of students enrolled in Year 12 VCAL successfully completed either a Foundation, Intermediate or Senior Certificate. Overall, 73.3% of graduates applied for further study in 2022. 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. 98% of Year 12 students in 2022 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 2022. These supports were facilitated by the PSD Coordinator and Learning Support. 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 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. The introduction of 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 (SSG) and Individual Education Plans (IEP) 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 200 Year 7 students in 2023 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 76% of students reporting a positive transition to Ashwood High School in comparison to 62% and 61% 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 69% of Ashwood High School students confidently and positively transitioning within the school compared to 51% and 55% of students in similar school and across the State. Parents have also positively endorsed the highly effective and reputable transition programs at Ashwood High School with 78% of parents recording positive transition experiences for their children compared to 73% and 72% at similar schools and at State. The Mini-School Structure in addition to Tutor Group (Years 7-9) and Form Group (Year 10) have also positively influenced student wellbeing and learning by further developing student connectedness to school through the connection with students with an advocate at school; with 72% 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 61% and 62% 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, above both similar schools and the State.

Fostering student engagement and wellbeing at Ashwood High School is centered 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 53% of students positively endorsing student voice and agency at Ashwood High School compared to 39% in similar schools and 41% across the State. 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 agency and voice (77%), school pride and confidence (81%) and confidence and resiliency skills (89%), 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 2022 through events and ceremonies such as the Principal's Awards, School Colours Awards and Presentation Awards, all accommodated to ensure safety, health and wellbeing remained a priority during the period of COVID-19. Whole School Assemblies continued under a hybrid model of in-situ and virtual, to further build a sense of community as well as growing pride and achievement with 81% 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.

Ashwood High School is exceptionally proud of the outstanding holistic outcomes our students have been able to achieve in this time of potential uncertainty following the COVID-19 lockdowns and subsequent return to face-to-face learning. Ensuring the safety, health, and wellbeing of the school community and maintaining a shared sense of community and students' connectedness to school, peers, and teachers has been a key objective driven by the principal of the school and one that has been consistently endorsed through our students' responses to the Attitudes to School Survey, with 58% of students highlighting a positive connection to school in 2022. Ashwood High School consistently outperforms similar schools and the State in this area. Parents also positively endorse student connectedness to school with a positive endorsement of 86% in the Parent Opinion Survey, slightly above similar schools and the State at 83% and 81%. The students and parents of Ashwood High School also positively endorse the inclusivity of the school, supported through our *CHOIR* Values of Respect and Community, with consistently strong support for our management of bullying, again seeing Ashwood High School surpass similar school and State averages with 84% of Ashwood High School students reporting no experience of bullying in 2022 and 73% parent endorsement for the effective management of bullying at the school, above that of similar schools and the State.

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

At Ashwood High School, student enrolments and engagement have significantly increased since 2015. Throughout the period of Remote and Flexible Teaching and Learning (RaFTaL), Ashwood High School maintained the same daily timetable and high expectations, closely monitored student attendance, and supported students through the Student Management and Wellbeing Teams to maintain excellent engagement and attendance. School leadership created and enforced the pre-conditions, including the five objectives of RaFTaL and the compulsory use of cameras during instruction, in support of high-quality teaching and student connectedness to school, wellbeing and learning growth.

In 2022, concern in the community surrounding increased transition of COVID-19 in the context of a return to Face-to-Face Teaching and Learning, saw an increase in student absence in similar schools and across the State from Years 7-12, with parents increasingly endorsing absence from school. Ashwood High School, consistent with similar schools and statewide trends, saw a slight drop in attendance across all year levels. In context, our attendance data remains very strong due to the shared sense of community and connectedness students and families experience with the school, with 86% of parents positively endorsing student connectedness at Ashwood High School, above both the State and similar schools.

70% of Ashwood High School students also positively endorsed their engagement at the school in 2022, outperforming both similar schools and the State by 14% and 17% respectively. The strong sense of community and connectedness at Ashwood High School is additionally reflected in our student retention data, which has significantly increased by 10.4% to 82.6% since 2021 and demonstrates



a positive four-year average. Ashwood High School is a school of 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. Where previously our retention data was below that of similar schools and the State, the strong, strategic and visionary leadership of the principal has now transformed the school and the school's data, to be outperforming both similar schools and the State in this area.

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 80% positive endorsement of Ashwood High School, 10% above both similar schools and the State. 82% of parents positively endorse Student Development, 11% above similar schools and the State and 72% of parents positively endorse Student Cognitive Engagement at the school in comparison with 66% and 67% 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).

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.

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. Examples of these initiatives include but are not limited to:

- Ongoing information and guidance to Senior School students (Years 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 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 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 organization, 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 School Psychologist 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 hiring of a Mental Health Practitioner for commencement in 2023
- 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), Art Club, Debating Club, Animation 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, Running Club, and academic competitions. Ashwood High School's cocurricular program now rivals many prestigious independent schools.

Ashwood High School continues to strengthen from Good to Great, Great to Exceptional as evidenced in the School Review. Undertaken in Term 2, 2022, goals and targets for the 2023 – 2026 Strategic Plan were set. In fact, by the end of Term 2, 2022,

Ashwood High School had surpassed many of the targets the School Review Panel set for 2026 and subsequently, Ashwood High School had to readdress and set its targets for 2026.

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 716 in 2022, with numbers projected above 800 in 2023. The principal managed a highly successful recruitment process throughout 2022 that secured 27 new and high-quality teachers at Ashwood High School for the commencement of the 2023 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, ongoing growth and sustained success.

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## Financial performance

Ashwood High School is in a strong financial position due to sound and competent school leadership, the efficient use of school resources, with the support of School Council.

Increased student numbers added \$725,116 to our Student Resource Package. This increase also saw the employment of 20 new staff in support of student learning and wellbeing.

Equity Funding had an increase of \$4,310 from the previous year. There is a continued emphasis on improving student outcomes. Equity Funding is a vital part in supporting the school's Intensive Mathematics and Intensive English programs. Staff professional learning continued to be supported both onsite and externally.

45.3% of families supported the parent payments system and this contributed to the purchase of student curriculum resources supporting educational outcomes; purchases met budget areas approved by School Council.

The maintenance of the school's buildings and grounds was extensive. Reports show overspending in this area due to the flood that occurred in Building B in August. With this, a re-imbusement claim for the expenses has been submitted to the Victorian School Building Authority (VSBA). Occupational Health and Safety inspections were of high priority and Essential Services throughout the school were thoroughly maintained and passed a Department of Education audit.

Work commenced on the Capital Works Program including the building of a new STEAM and Research Centre, upgrade of Building G (Creative Arts and Technology) and the provision of a school driveway off High Street Road (access road) to enhance the health, safety and accessibility of Ashwood High School.

# 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 717 students were enrolled at this school in 2022, 314 female and 403 male.

19 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).

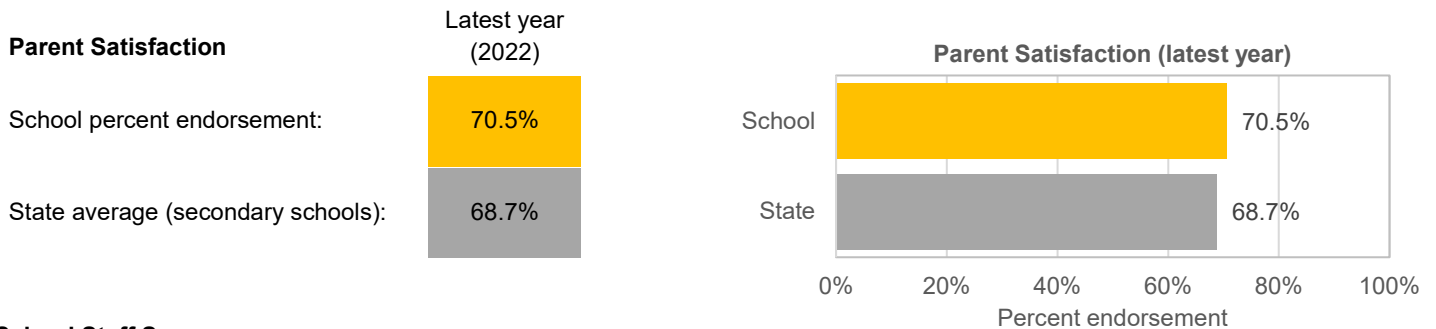
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

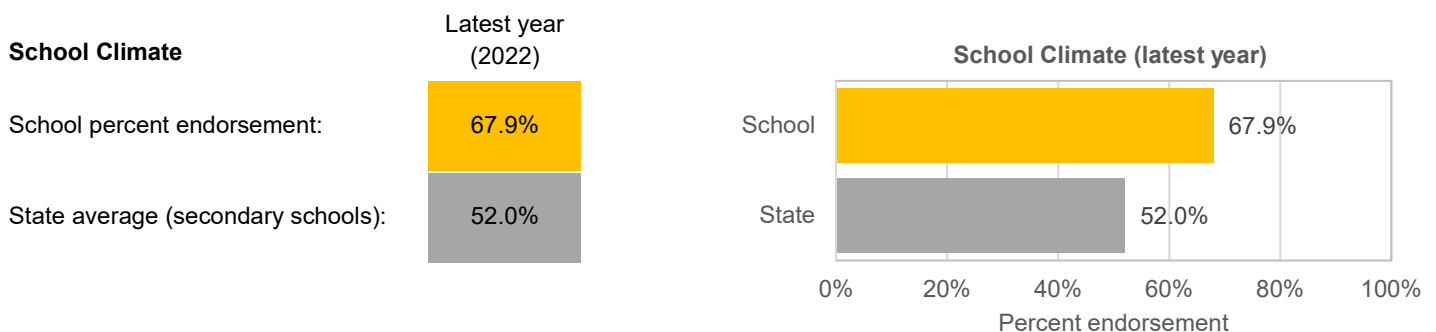


### School Staff Survey

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

Percent 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.



## 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

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

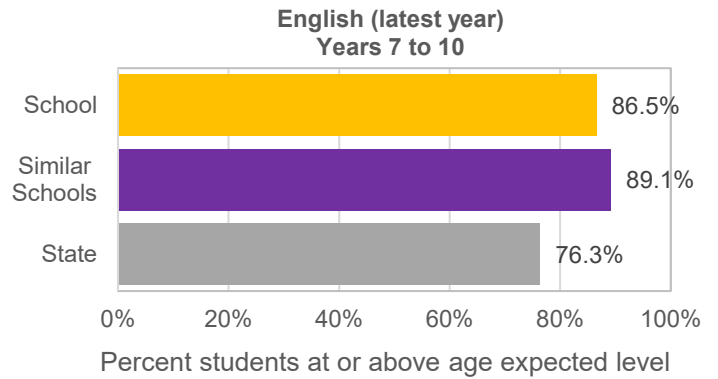
86.5%

Similar Schools average:

89.1%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

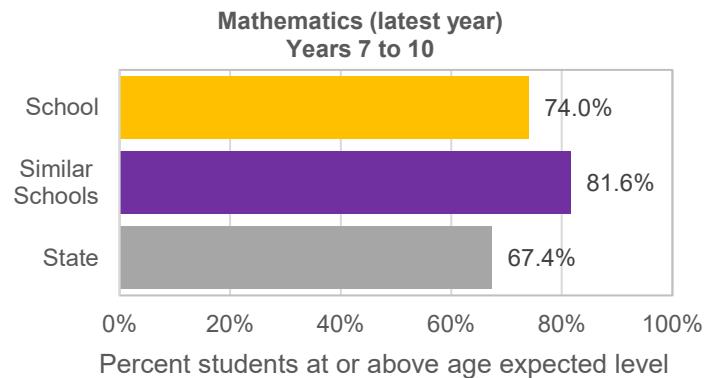
74.0%

Similar Schools average:

81.6%

State average:

67.4%



## LEARNING (continued)

**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.

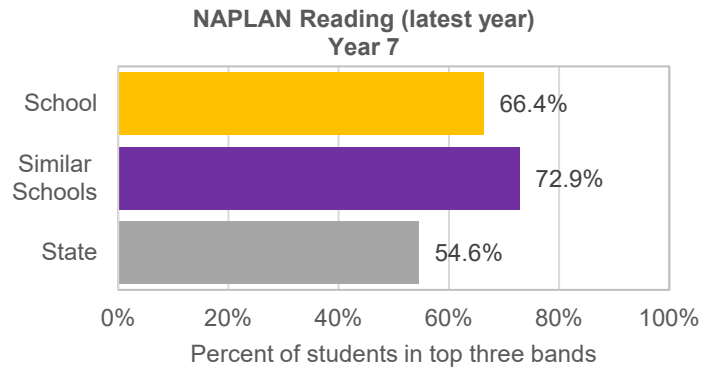
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

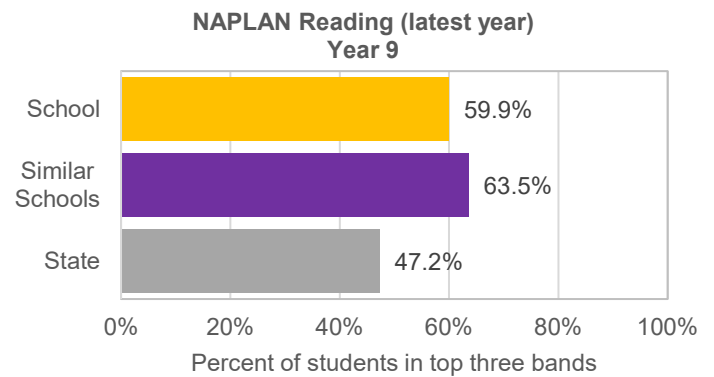
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.4%	68.2%
Similar Schools average:	72.9%	73.1%
State average:	54.6%	55.3%



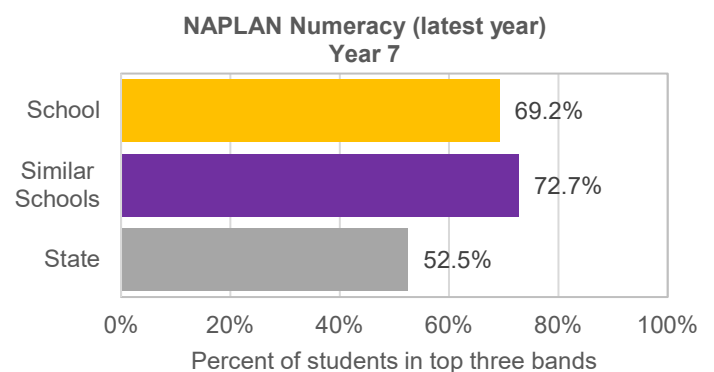
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.9%	54.4%
Similar Schools average:	63.5%	61.9%
State average:	47.2%	46.0%



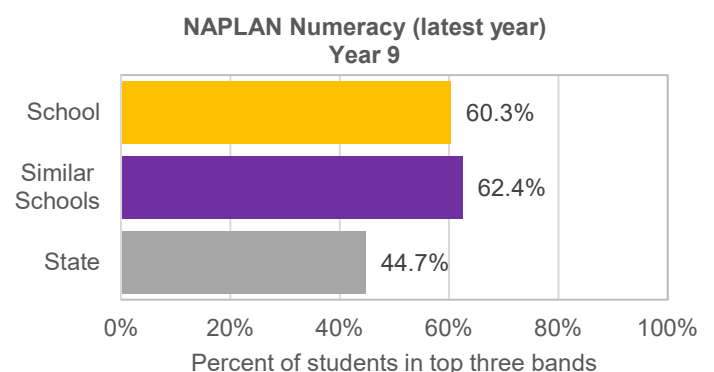
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	68.0%
Similar Schools average:	72.7%	73.5%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.3%	61.5%
Similar Schools average:	62.4%	62.5%
State average:	44.7%	45.6%



## LEARNING (continued)

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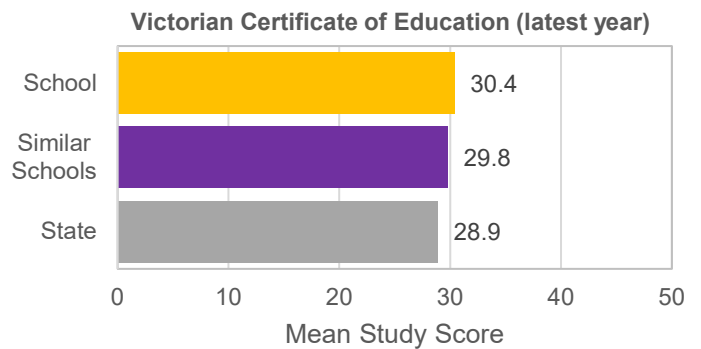
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	30.4	30.4
Similar Schools average:	29.8	29.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

19%

VET units of competence satisfactorily completed in 2022:

77%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

88%



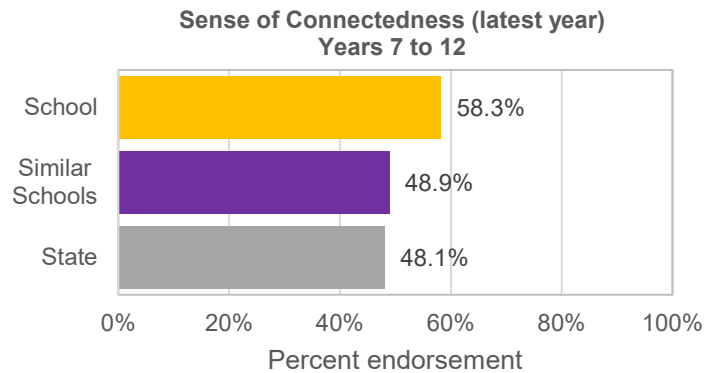
## WELLBEING

**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 percent 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).

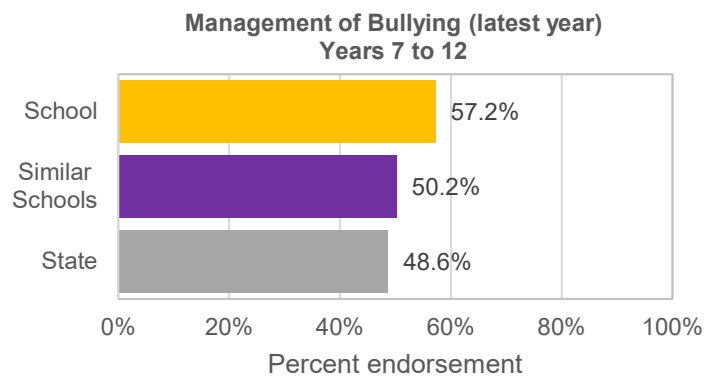
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	58.3%	61.4%
Similar Schools average:	48.9%	53.4%
State average:	48.1%	52.5%



### Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	57.2%	61.5%
Similar Schools average:	50.2%	55.4%
State average:	48.6%	54.0%



## ENGAGEMENT

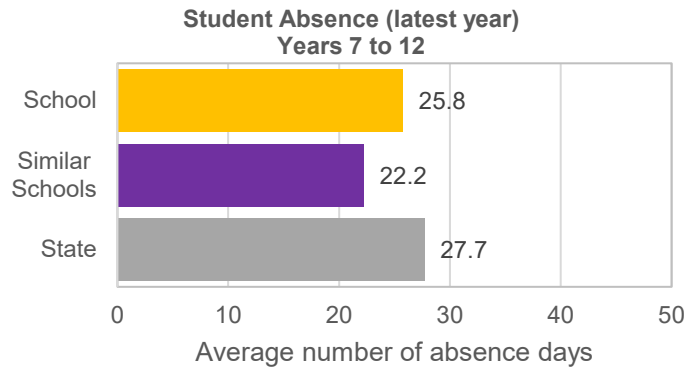
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	25.8	20.5
Similar Schools average:	22.2	16.9
State average:	27.7	21.8



### Attendance Rate (latest year)

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

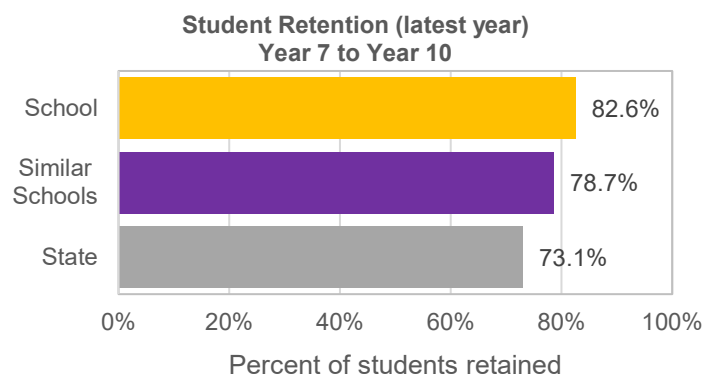
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	86%	86%	89%	92%

### 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 (2022)	4-year average
School percent of students retained:	82.6%	72.3%
Similar Schools average:	78.7%	77.1%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

**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.

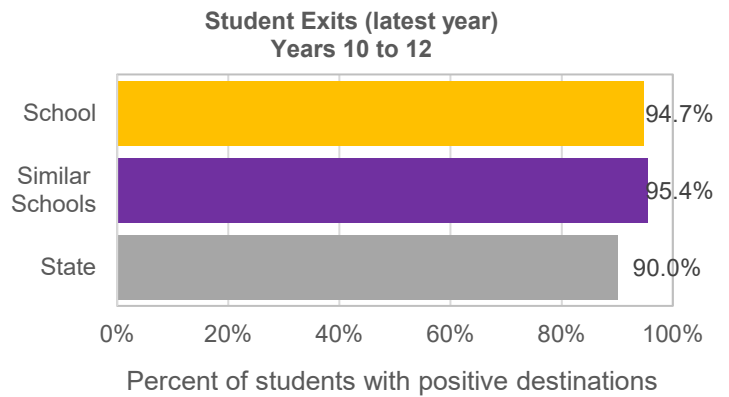
### Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	94.7%	93.7%
Similar Schools average:	95.4%	95.8%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$7,624,796
Government Provided DET Grants	\$1,567,347
Government Grants Commonwealth	\$21,410
Government Grants State	\$0
Revenue Other	\$24,946
Locally Raised Funds	\$975,058
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,213,557</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$46,506
Equity (Catch Up)	\$32,866
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$79,373</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,550,588
Adjustments	\$0
Books & Publications	\$8,098
Camps/Excursions/Activities	\$178,888
Communication Costs	\$28,988
Consumables	\$132,770
Miscellaneous Expense <sup>3</sup>	\$60,653
Professional Development	\$36,687
Equipment/Maintenance/Hire	\$162,203
Property Services	\$267,375
Salaries & Allowances <sup>4</sup>	\$94,873
Support Services	\$330,748
Trading & Fundraising	\$13,487
Motor Vehicle Expenses	\$44
Travel & Subsistence	\$7,429
Utilities	\$86,587
<b>Total Operating Expenditure</b>	<b>\$8,959,416</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,254,141</b>
<b>Asset Acquisitions</b>	<b>\$128,913</b>

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,479,029
Official Account	\$19,145
Other Accounts	\$61,162
<b>Total Funds Available</b>	<b>\$1,559,336</b>

Financial Commitments	Actual
Operating Reserve	\$194,675
Other Recurrent Expenditure	\$10,373
Provision Accounts	\$0
Funds Received in Advance	\$194,443
School Based Programs	\$52,981
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$53,616
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$340,000
Maintenance - Buildings/Grounds < 12 months	\$138,921
Asset/Equipment Replacement > 12 months	\$16,950
Capital - Buildings/Grounds > 12 months	\$22,089
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,024,046</b>

*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 intent/purposes for which funding was provided or raised.*