

2021 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).
- 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 2021 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 28 April 2022 at 12:20 PM by Brett Moore (Principal)

- This 2021 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 28 April 2022 at 07:56 PM by Nicola Dear (School Council President)

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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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.

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.

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

School context

Ashwood High School is a Years 7-12 co-educational government school in the inner east of Melbourne (North-Eastern Victoria Region, DET). The school provides an outstanding holistic educational experience led by educators who seek to inspire students to be positive global contributors. Our \$36 million state-of-the-art facilities situated on 17-hectares of landscaped grounds include contemporary and innovative building design; multiple sporting ovals; 12 full sizes 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 will enable the construction of a new Science, Technology, Engineering, Arts and Mathematics (STEAM) and Research Centre, commencing in 2022 and opening in 2023.

Over the past few years, Ashwood High School has undergone significant transformation and is experiencing the highest demand for enrolment in Year 7 since opening in 1968. Ashwood High School has experienced an enrolment increase for the sixth successive year with 654 students. In 2021, Ashwood High School's 'The Path Forward – New Direction at Ashwood' 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 and clear discipline processes.

Ashwood High School is the only secondary school in the area that offers an 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. Ashwood High School is also an accredited International Student Program provider (CRICOS Provider No. 00861K) with 39 International Students enrolled in 2021. 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.

Ashwood High School is ethnically diverse, and half of our students come from language backgrounds other than English (LBOTE). Ashwood High School has a Student Family Occupation (SFO) of 0.3506 and a Student Family Occupation Education (SFOE) of 0.2263 with 23% of students receiving CSEF (Camps, Sports and Excursions Fund). 654 students were enrolled at the school in 2021. Amongst these students, 11% (60 students) were English as an Additional Language (EAL) students and 1% (6 students) Aboriginal and Torres Strait Islander (ATSI) students. Our school comprises an Executive Principal, two Assistant Principals, five Leading Teachers and two Learning Specialists. Our overall staff breakdown in 2021 was 49.7 Full Time Equivalent Teaching Staff, 2.0 Equivalent Instrumental Staff, and 16.0 Equivalent Full Time Education Support Staff.

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, Physical Education/Health, Languages Other than English (French and Chinese as a First Language - Mandarin), and Technology including Science, Technology, Engineering, Arts and Mathematics (STEAM). A wide range of elective subjects in Years 7 to 10 include: Visual Art, Computing, Design Technologies – Digital, Digital Animation and Design, Drama, Food Studies, French, Media Studies, Music, Outdoor Studies, Sports Science, Theatre Studies, and Visual Communication Design. 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 students. The breadth of the VCE offerings continues to expand and change 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

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 next phase of school improvement, outlined in our current Strategic Plan (2019-2022) is centred on 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.

Framework for Improving Student Outcomes (FISO)

In 2018, Ashwood High School undertook a comprehensive School Review. This consultative process, conducted by an independent reviewer with external expert educators as critical friends, enabled the school to quantify the significant improvements made as a result of our shared commitment to 'The Path Forward – New Direction at Ashwood'. The School Review Team worked to analyse a range of performance indicators relevant to the school's achievements from 2015 through 2018. This evaluation led to an evidence-based understanding of the school's position and the next stage of work required to complete the school's transformation from good to great; great to exceptional. The current Strategic Plan began implementation in 2019 and will be reviewed in 2022.

All data sets show that Ashwood High School has firmly established strong pre-conditions for excellence in teaching and learning. The school continued to maintain its stance as a school of high trust in the context of the significant challenges presented in 2020 and 2021. This high trust was maintained through clear and coherent communication to the school community. The emphasis placed on structure, routine and an orderly learning environment ensured predictability during a period of potential uncertainty.

The principal's strong and decisive leadership set the symbolic tone for the school's response over the duration of 2021. The decision to proceed with the school's scheduled timetable during the numerous bouts of Remote and Flexible Teaching and Learning (RaFTaL), including the use of WebEx with cameras at the commencement of each teaching period, ensured a predictable and purposeful routine for all members of the school community. It is also important to acknowledge the hard work of teachers and support staff to support the academic progress, engagement, and wellbeing of students throughout this period.

During Remote and Flexible Teaching and Learning (RaFTaL) our actions were based on five clear objectives that prioritised learning as well as preventing community transmission of the coronavirus, including:

- 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 virtual learning environment
- maintaining our school's CHOIR values with an emphasis on optimism and innovation
- ensuring purposeful, supported, stimulated and valuable learning.

As a school community we gained a wealth of knowledge and skills in a relatively brief period. Together, we successfully negotiated the three phases of remote learning:

- Phase 1: Rapid change and innovation
- Phase 2: Adaptive practice
- Phase 3: Opportunity.

In the adaptive practice phase, we realised that some areas of our teaching and learning processes were working more

efficiently. Feeling more confident about our adaptive skills, we entered the opportunity phase of best and next practice.

Strong and decisive school leadership provided clarity of purpose for all stakeholders (students, staff, families). It is as a result of this that the school has received overwhelming positive feedback on the support offered to our school community during the unprecedented time of COVID-19. The Parent Opinion Survey yields 91% satisfaction (6% neutral) in student connectedness.

At the end of 2021, several key performance improvement targets set for achievement by 2022 had already been met, some surpassed. A theme of the school's current Strategic Plan (2019-2022) is reducing change to increase improvement (Robinson, 2017). The Jewel of the East has been created. The latter part of the current Strategic Plan has been 'polishing the Jewel of the East' through a collective focus on 'The Path Forward at Ashwood High School'. The school has implemented various initiatives linked to 'The Path Forward', the school's vision and values and the Framework for Improving Student Outcomes (FISO). The school-wide teaching and learning model, PIVOT (Planning, Implementation, Voice, Optimise, Transform) was developed by an action research team of teachers, informed by current best practice, evidence, and research. PIVOT strengthens the capacity of teachers and students to build positive relationships and work together with common terms of reference for teaching and learning. PIVOT was conceptualised and developed in partnership with the Science of Learning Network of Schools (SOLNOS) – Graduate School of Education at The University of Melbourne.

A strategic partnership with Deakin University has allowed pre-service teachers (PSTs) to work collaboratively with experienced teachers on programs focusing on improved outcomes, including PIVOT and high-reliability literacy and numeracy strategies. The Ashwood Alliance is a partnership comprising 10 local partner schools and Deakin University and is part of the Melbourne Teaching Academies for Professional Practice (TAPP). The Alliance facilitates PSTs' learning and researching in local network schools, focused on strategic priorities negotiated to assist all schools in improving student agency through quality and frequent teacher to student feedback.

Our teachers are committed to building practice excellence through curriculum planning, testing, research, and review. PIVOT reflects the school's agreed principles on teaching and learning including the use of learning intentions and success criteria in every classroom. Effective teaching and learning protocols across the school include VCE moderation of assessment and coursework to ensure consistency of practice. Our online Student Management System ensures 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. 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. Informed and explicit instruction empowers students in their learning and further builds learner confidence. High Impact Teaching Strategies (HITS) have been aligned to PIVOT and play a key role in guiding instructional leadership and teacher collaboration, affecting teachers' efficacy, beliefs, and ultimately improved student learning. The implementation of a practice GAT at Years 11 and 12 in 2021 further assisted in conducting a fine-grained analysis of student ability and achievement. The school's Student Outcomes Leader works with the Learning Area Coordinators to ensure all teachers have access to and understand student learning data, extending the school's focus on targeted teaching designed to improve student outcomes.

Achievement

Teacher Judgements – Victorian Curriculum

In the three English areas of Reading and Viewing, Speaking and Listening, and Writing, more Ashwood High School students, in Years 7-10, are judged by their teachers to be at or above the expected level for their age group than is the case for students in similar secondary schools. On average there are an additional 10% of students in the top two bands at Ashwood High School than is the State average.

In the three areas of Mathematics, there is an average of 4% more Ashwood High School students performing at or above the expected level in Measurement and Geometry and Statistics and Probability than in like schools. Our students perform similarly well to like schools in Number and Algebra. In all three areas of Mathematics, an additional 12% of students are at or above the expected level compared to the State average.

NAPLAN 2021

Across every NAPLAN assessment area at Year 7 and Year 9, the number of students in the bottom two bands has

decreased. There are significantly more students achieving within the middle two bands and at the expected level.

Numeracy

The percentage of students in the top two bands at Year 7 (39%), is higher than the State average (30%).

The number of Year 9 students in the top two bands (31%) is higher than the results of students in similar secondary schools (26%) and considerably outranking the State average (19%).

At Year 9 our students demonstrate the highest relative growth not just in Numeracy (our students: 28%, similar schools: 25%, State: 24%) but also in the areas of in the areas of Writing (our students: 32%, similar schools: 27%, State: 24%); Reading (our students: 27%, similar schools: 27%, State: 24%) and Spelling (our students: 37%, similar schools: 29%, State: 24%) all of which are integral to students ability to read and understand the written component of Mathematical questions on tests and exams.

Reading

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

The percentage of students demonstrating above benchmark growth at Year 9 is 27% on par with similar schools' average of 27% and above the State average of 24%.

Writing

The number of Year 7 students demonstrating high relative growth is above similar schools and well above State outcomes in Writing (our students: 32%, similar schools: 28%, State: 22%) and Spelling we rank well above similar schools and the State (our students: 32%, similar schools: 27%, State: 24%).

In Year 9, students demonstrating high relative growth is below similar schools and on par with the State in Writing (our students: 23%, similar schools: 27%, State: 23%) and Spelling (our students: 37%, similar schools: 29%, State: 24%).

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.

These improvements reflect the strong focus on developing a guaranteed and viable curriculum that has a clear focus on differentiated and personalised learning and assessments, enabling all students to improve based on their zone of proximal development.

VCE

Ashwood High School's VCE results in 2021 reflect a complete generational change, from a school that was considering closure due to declining enrolments in 2014, to a school that outperforms the traditional high-performing schools. The following VCE results were obtained in 2021:

- Mean Study Score of 33.17 - this score ranked equal highest of any local entry government secondary school, as well as sixth highest in the State, only behind select-entry school settings
- School Dux received an Australian Tertiary Admission Rank (ATAR) of 98.50
- 25% of students received ATARs of 90+
- 60% of students received ATARs of 80+
- 10.8% of students received study scores of 40+
- 1 student received a perfect study score of 50 in Further Mathematics
- 25% of students received a study score of 37+
- In the Class of 2021, all but five students received their first University preference, with four of these five receiving their second university preference and one receiving their fourth preference.

In 2021 a VCE Directions Paper was developed and implemented for the class of 2022. The class of 2022 is the first cohort of Year 7 students commencing at the school after the appointment of the Executive Principal – a change of name 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. We anticipate that the Year 12 Class of 2022, like the Year 12 Class of 2021, 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 (Ashwood High School Mean of 33.17, as compared against 28.44 State Mean and 28.82 Region Mean)
- Business Studies (Ashwood High School Mean of 35.50, as compared against 29.62 State Mean and 30.38 Region Mean)
- Health and Human Development (Ashwood High School Mean of 39.80, as compared against 28.80 State Mean and 29.32 Region Mean)
- Further Mathematics (Ashwood High School Mean of 35.60, as compared against 29.05 State Mean and 29.88 Region Mean)

Region Mean)

- Biology (Ashwood High School Mean of 31.60, as compared against 28.99 State Mean and 29.38 Region Mean)
- Physics (Ashwood High School Mean of 30.67, as compared against 29.35 State Mean and 30.17 Region Mean)
- Psychology (Ashwood High School Mean of 36.10, as compared against 28.91 State Mean and 29.20 Region Mean)
- Food Studies (Ashwood High School Mean of 30.86, as compared against 28.76 State Mean and 29.59 Region Mean)
- Studio Arts (Ashwood High School Mean of 35.33, as compared against 28.95 State Mean and 29.18 Region Mean)
- Visual Communication and Design (Ashwood High School Mean of 30.50, as compared against 28.69 State Mean and 29.09 Region Mean).

In line with State expectations, 100% of students satisfactorily completed their VCE studies in 2021, well above the State average. 81% of students enrolled in Year 12 VCAL successfully completed either an Intermediate or Senior Certificate in 2021. Overall, 71% of graduates have applied for further study in 2021. The percentage of students from Years 10 to 12 going on to further studies or full-time employment is higher than the median of all Victorian government secondary schools. Of the 96% of students who applied for further study, 94% received at least one offer for further education. 77% of students were successful with their first preference, or second tertiary preferences (up from 63% in 2020). 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 lessons also run after school for local students to assist them in achieving their best possible results in the only compulsory VCE subject, English.

Students on the Program for Students with Disabilities were supported demonstrate learning progress throughout 2021. These supports were facilitated by the Program for Students with Disabilities (PSD) Coordinator and Integration Aides. 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.

Engagement

Student attendance at Ashwood High School has significantly increased since 2015. Throughout the period of Remote and Flexible Teaching and Learning, Ashwood High School maintained the same daily timetable and high expectations. Student engagement was maintained through synchronous lessons that were delivered via WebEx six periods per day. 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. Student attendance was closely monitored. When students fell below the 90% expected attendance rate, phone calls were made to parents and families by members of the Student Management and Wellbeing Teams. Attendance Improvement Plans were also constructed with students and their families to support re-engagement. The school also worked well with external agencies to make referrals to students requiring further support.

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.

During the period of COVID-19, staff reported they felt that school leaders care about staff health and safety at 76% positive. It was also reported that the school provides a safe and supportive work environment at 79% positive. Staff report 75% positive endorsement of the school climate, with our school's average 14% above the similar school average of 61% and 19% above the State average of 56%.

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 (modules include general school improvement, general school satisfaction, physical environment, and school pride and confidence) - with 94% positive responses— well above similar schools with an average of 75%

positive and the State with an average of 73% positive responses. Ashwood High School's core values – 'CHOIR' are central to the school's protocols, impacting upon students' 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).

The school culture at Ashwood High School is calm, purposeful, and inclusive with highly positive results in the domain of school ethos and environment. In the 2018 School Review, Ashwood High School received a rating of 'Excelling' in the dimension of 'Setting High Expectations and Promoting Inclusivity' (on the FISO continuum).

The Parent Opinion Survey shows that parents are 88% positive (and 12% neutral) when questioned on their satisfaction with the education their child receives from the school. Parent Opinion also advised that 92% were positive (and 8% neutral) when asked whether they feel confident that the school provides a good standard of education for their child.

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:

- A Study Advance Program for Year 12 students with follow-up parent information sessions assisting parents to understand how they can best help and support their child's academic success in the Senior School.
- Ongoing information and guidance to Senior School students (Years 11 and 12) on the requirements needed to be 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 official move to 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, conceptualised in 2018 and planned in 2019 and 2020.
- The creation of Middle and Senior School identities through the appointment of two Assistant Principals aligned with each mini-school - to focus on the curriculum, pedagogy and wellbeing needs of students at their stage of learning.
- The development of policies and procedures to support the official launch of Ashwood High School's movement to two mini-schools in 2021.
- The launch of Tutor Groups (Years 7 to 9) – a skills-based framework in an online gamified platform 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.
- The launch of Form Groups (Year 10) to enable students in their first year of the Senior School to obtain key skills to support their organisation, study skills, pathways/careers support, and wellbeing practices.
- The roll out of a new student leadership structure in 2021 (conceived in 2019, ratified at School Council and planned and resourced in 2020) – with increased opportunities for student leadership positions – including Year 11 Prefects, Middle and Senior School Captains and Vice Captains, and Middle and Whole School Captains.
- The hiring of a School Psychologist to support the school community via three main domains:
 - o Direct Support – through 1:1 sessions with students
 - o Indirect Support – to assist students, staff, and parents/families with professional guidance, such as strategies to support student learning
 - o Whole School Service – supporting large subsets of the school community, through the running of programs to support student resilience, for example.
- Enhanced parent engagement in Student-Led Conferences focused on learning goals, student autonomy and empowerment; with record numbers of families in attendance each year.
- The development of Individual Education Plans that are more detailed and comprehensive, to identify the

strengths, interests and supports of students. These are then clearly communicated to Teachers and Educational Support Staff.

- Parents are strategic partners in their child's learning and have 24-hour access to engagement, wellbeing and learning materials via the Compass portal. Through Compass, parents can contact staff members directly, monitor attendance and co-develop individualised interventions to support student learning and engagement.

Wellbeing

The school utilises both preventative and interventionist strategies as evidenced by the tranquil yet highly purposeful atmosphere that pervades the school. These strategies continue to be documented, consolidated, and monitored to ensure a comprehensive, yet targeted approach that is consistent with best practice in student management, advocacy, and agency. All of this is made possible by the high level of 'Staff trust in colleagues' (88% positive) and 'Collective responsibility' (93% positive) as reported in the School Staff Survey (SSS).

Authentic relationships are built on mutual respect and high expectations. Students are supported by the Middle and Senior School Student Management Teams and Wellbeing team that includes the School Psychologist, Student Voice, Leadership and Agency Coordinators, House/Year Level Coordinators, VCAA Curriculum Services Manager and International Student Program (ISP) Coordinator, Program for Students With Disabilities (PSD) Coordinator, School Chaplain, Leading Teachers (Middle School Engagement, Wellbeing and Transitions Leader and Senior School Engagement, Wellbeing and Pathways Leader) and Assistant Principals. Additional supports are provided through close liaisons with other DET and community agencies. Individual Education Plans and regularly scheduled Student Support Group meetings enable identification of individual needs and development of agreed strategies and plans of action. This positive school climate is evidenced not just in students AtoSS responses, but also in those of staff in the School Staff Survey with 75% of teachers responding positively in this area, outranking the State average of 56%. A specialised Transition Program assists students in their move from primary to secondary schooling. Individual subject counselling, preparatory programs and provision of individual Careers and Pathways counselling have aided transition at other levels, alleviating concerns and increasing levels of confidence. Ashwood High School firmly believes that students' needs, and outcomes are best met through close collaboration between home and school. Whilst still above similar schools in parent community engagement at 77% positive endorsement (similar schools 68% and the State at 67%), the school acknowledges that, after the period of COVID-19, we will seek to improve the opportunity for parent participation and involvement (our school: 67%; similar schools: 61% and the State: 61% positive endorsement). Student Wellbeing will be further enhanced in 2022 through:

- Continued monitoring of and provision for individual student's needs
- The hiring of a Wellbeing Support Officer to assist the Wellbeing Team with administration tasks and the running of indirect supports
- Provision of additional, targeted programs that meets students point of need – including the use of partnerships (through Monash University and Headspace) for targeted Tier 2 interventions to support student wellbeing.

To further enhance students' school life and deep learning, Ashwood High School provides a stimulating curriculum that is accessible to all students. Teachers consistently demonstrate high quality instructional practice and are passionate and highly skilled in their subject areas. Individually targeted support is available through a differentiated and personalised curriculum. Learning Tasks and Common Assessment Tasks are designed to ensure multiple student abilities are catered for, to provide targeted extension, enhancement, and support. The positive impact of such initiatives is evident in improved student retention data. The positive impact of consistency in practice was maintained anecdotally through the period of COVID-19 and still maintained today. Ashwood High School believes that increased student aspirations are the result of a continued emphasis on high expectations and authentic relationships. Academic teaching and learning practices coupled with consistent protocols such as the use of Learning Intentions and Success Criteria ensure that students enter and positively engage in a predictable and safe learning environment based on a culture of mutual respect. Increased student enrolments will lead to increased subject choices for students and a greater variety of academic pathway options. The ability to be able to select and study subjects that have a high intrinsic interest will further lead to increased student motivation and learning confidence. Increased academic rigor and high expectations are embedded in all programs at Ashwood High School and the 100% VCE completion rate evidences this success.

Fostering student engagement and wellbeing 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. The processes for selection are formal and rigorous. Ashwood High School values and invests in the training, knowledge, and acquisition of skills in areas such as: collaborative group work, leadership, public speaking, decision and policy making, organisational structures, time, and events management. In 2021, students' responses reflected a growth trend in 'Student voice and agency', demonstrating they understand their importance and place within the school community, and the priorities the school has put in place to encourage agency over their own learning and ensures they are provided opportunities to give feedback to help inform school decisions. To complement and extend students' academic studies and development of additional skills, students are provided a broad range of co-curricular programs and opportunities.

Regular celebrations were also held throughout 2021 to formally recognise student achievement, effort and contributions 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 to occur via WebEx, to further build a sense of community as well as growing pride and achievement. Assemblies are run to emphasise ritual, symbolism and ceremony and focus on celebrating the achievements of students and staff. Student representatives participate in School Council and Education Sub-Committee, providing valuable student reports at school meetings.

Finance performance and position

Ashwood High School has a strong financial position due to the efficient use of school resources, orchestrated by the Executive Principal, and in support of the Director of Business, School Council and the Finance and Resources Sub-Committee.

In 2021, the school had an increase of 64 students to the school from 2020. This gave the school an increase in our Student Resource Package of \$1,030,287. This increase also saw the employment of 12 new staff to support the student numbers.

Equity funding had an increase of \$6,800 from the previous year. There is a continued emphasis on improving student outcomes and Equity Funding which is a vital part in supporting the school's literacy and numeracy programs. Staff professional learning continued to be supported both onsite and externally. Families continued to support the parent payments system, and this contributed to the purchase of student curriculum resources, supporting educational outcomes; these purchases met budget areas and were approved by the School Council.

The maintenance of the school's buildings and grounds was extensive and kept within the allocated budget.

Occupational Health and Safety inspections were of high priority and Essential Services throughout the school were thoroughly maintained and passed a Department of Education and Training audit.

The STEAM and Research Centre planning progressed throughout the year, and, at the end of 2021, the school paid \$1,800,000 to the Department of Education and Training as part of its contribution to the new building. There is a further \$300,000 committed to this project for 2022.

The preparation of the final drawings for the STEAM and Research Centre was a highlight of 2021. After a year of engaging, connecting, and collaborating with local MPs and Monash Councillors, in November of 2020 the school was delighted to learn of an extra \$9.724 million funding for the new building, bringing the school's funding total to over \$10,000,000. As this building would be the centrepiece of the 'Jewel of the East', the school worked with architects throughout 2021 to ensure that Ashwood High School students received the best possible facility for learning. The school resolved to allocate \$1,800,000 of its revenue to the Department of Education and Training as part of the school's contribution towards the new building which will provide outstanding facilities in 2023.

For more detailed information regarding our school please visit our website at
<https://www.ashwood.vic.edu.au/>

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.

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 655 students were enrolled at this school in 2021, 291 female and 364 male.

20 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).

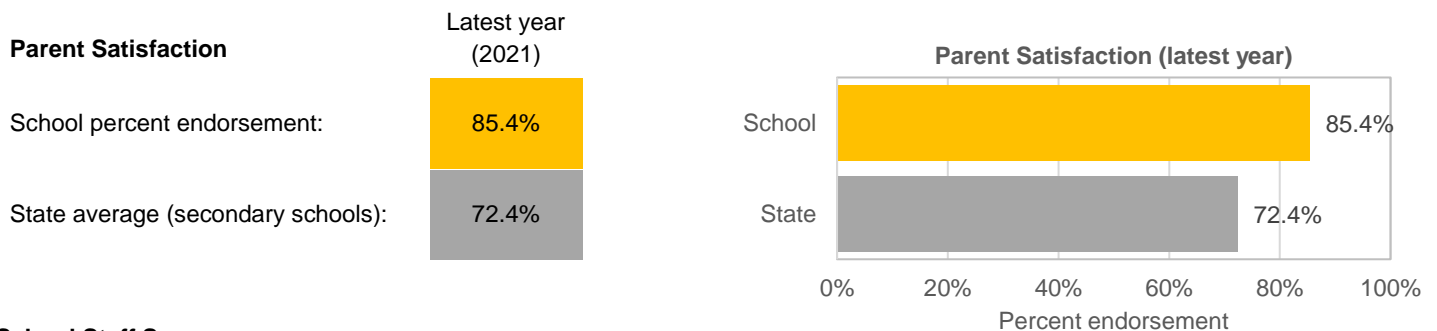
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

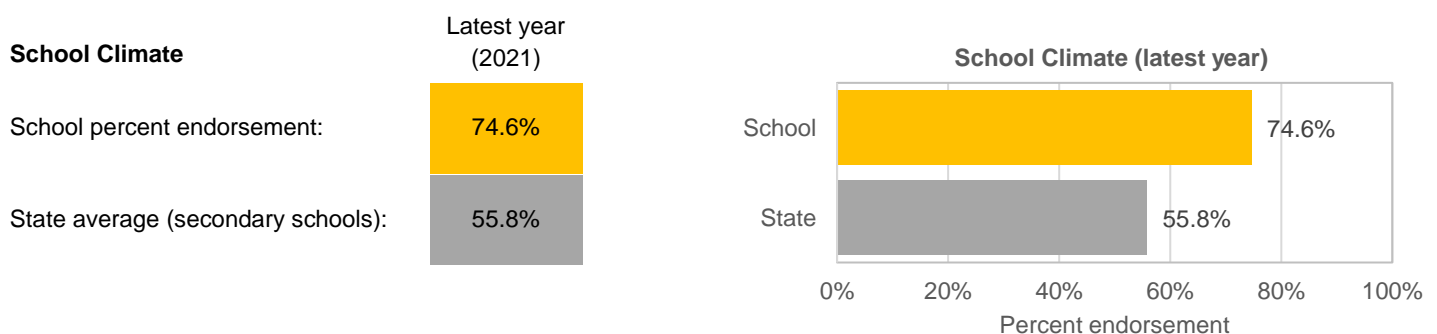


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

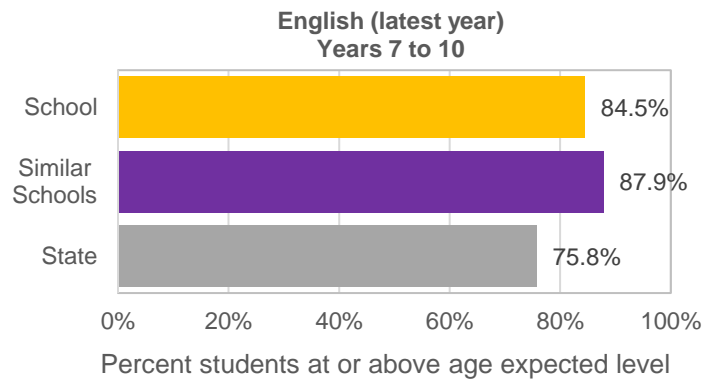
84.5%

Similar Schools average:

87.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

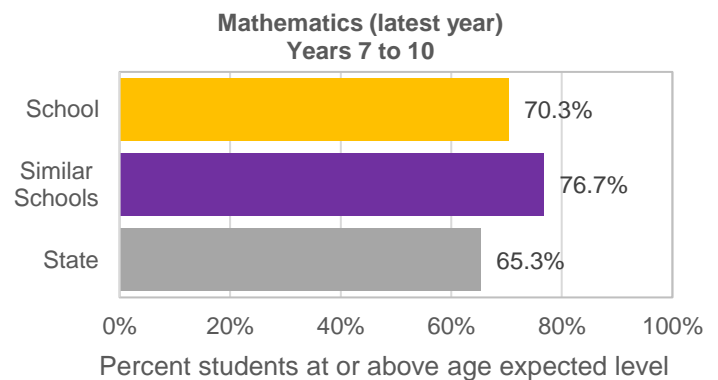
70.3%

Similar Schools average:

76.7%

State average:

65.3%



ACHIEVEMENT (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.

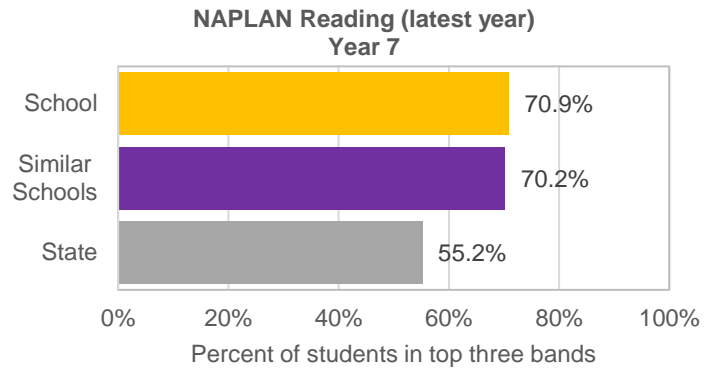
NAPLAN

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 2018, 2019 and 2021 data.

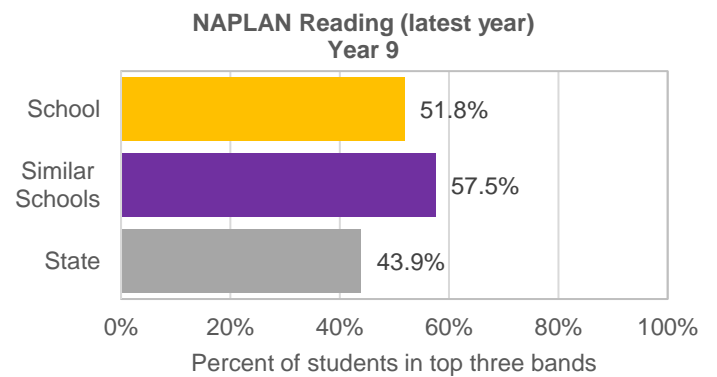
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.9%	68.2%
Similar Schools average:	70.2%	69.3%
State average:	55.2%	54.8%



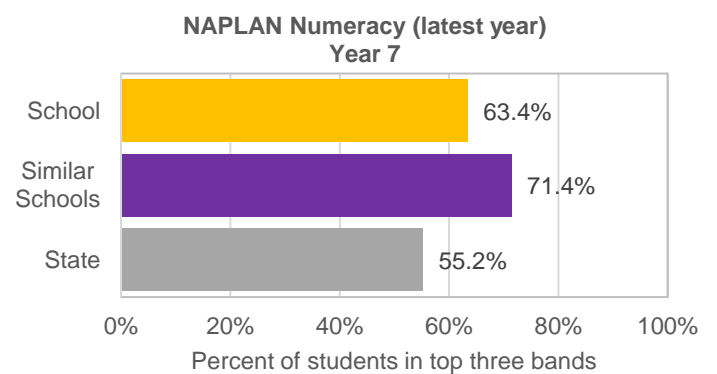
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.8%	48.4%
Similar Schools average:	57.5%	58.2%
State average:	43.9%	45.9%



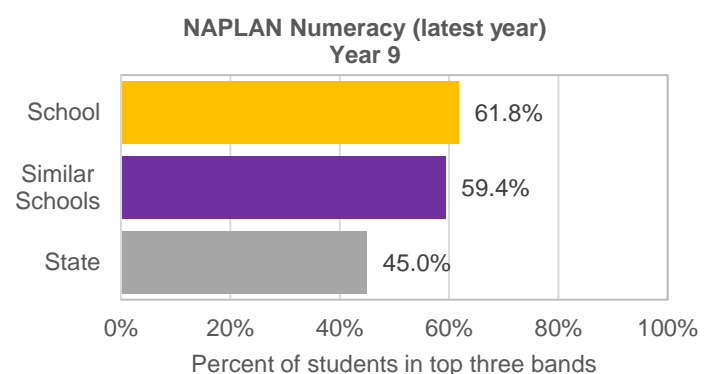
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.4%	68.0%
Similar Schools average:	71.4%	70.6%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.8%	61.1%
Similar Schools average:	59.4%	60.3%
State average:	45.0%	46.8%



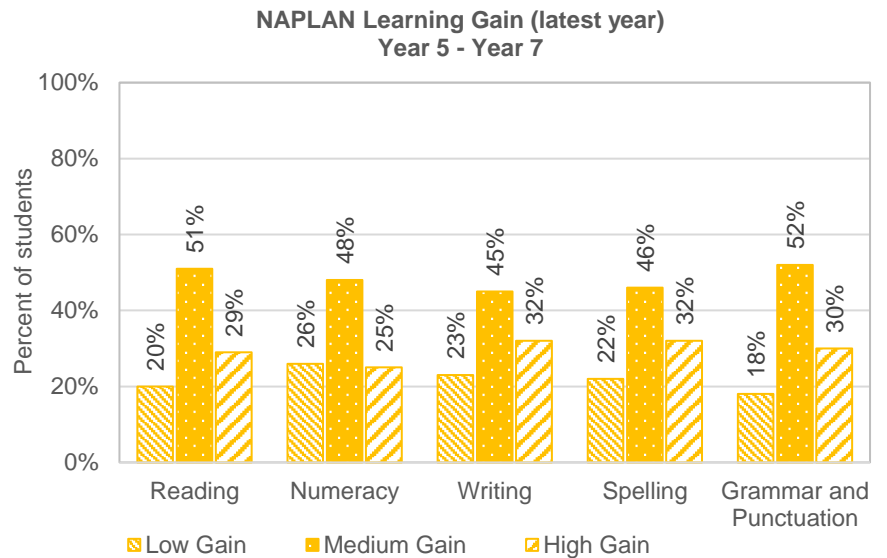
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

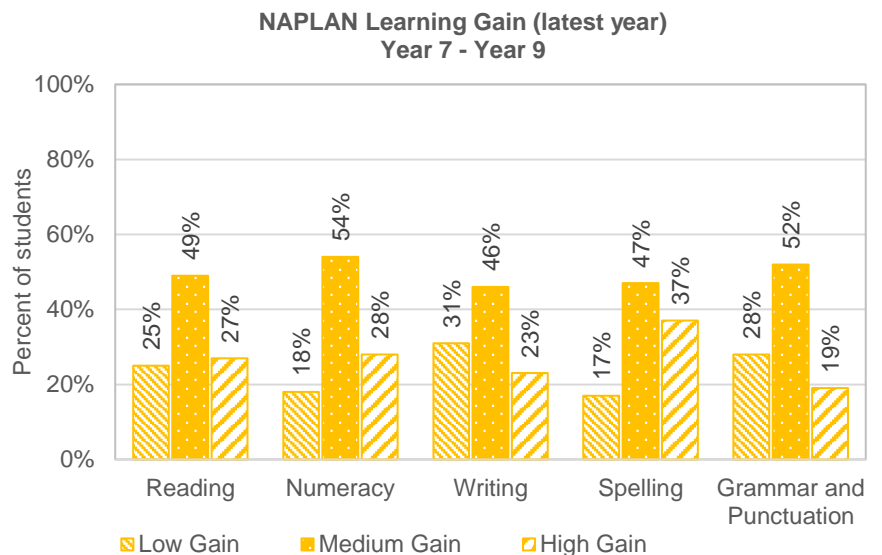
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	51%	29%	28%
Numeracy:	26%	48%	25%	27%
Writing:	23%	45%	32%	28%
Spelling:	22%	46%	32%	27%
Grammar and Punctuation:	18%	52%	30%	28%



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	49%	27%	27%
Numeracy:	18%	54%	28%	25%
Writing:	31%	46%	23%	27%
Spelling:	17%	47%	37%	29%
Grammar and Punctuation:	28%	52%	19%	26%



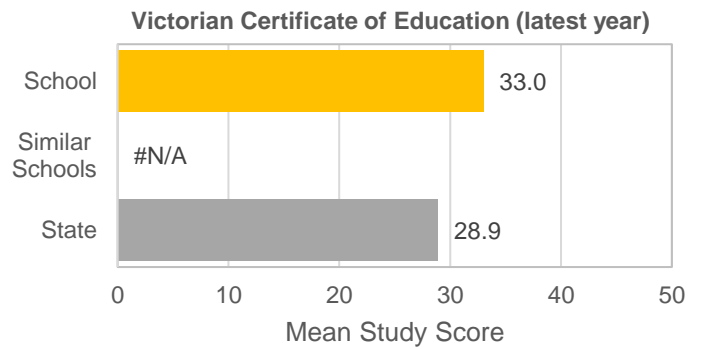
ACHIEVEMENT (continued)

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.

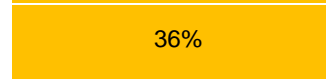
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	33.0	29.9
Similar Schools average:	29.5	NDA
State average:	28.9	28.9



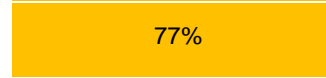
Students in 2021 who satisfactorily completed their VCE:



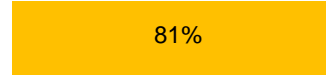
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

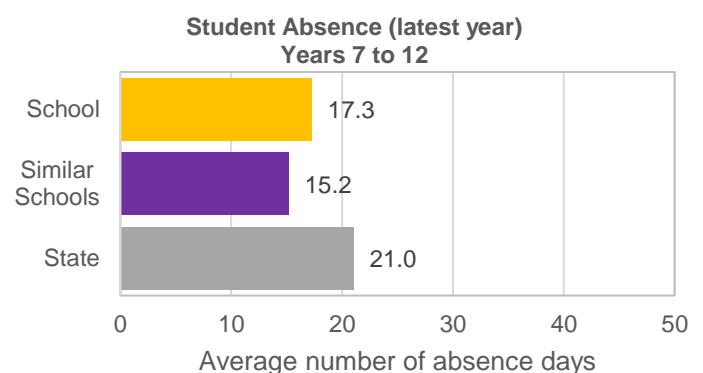
ENGAGEMENT

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	17.3	18.6
Similar Schools average:	15.2	15.4
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

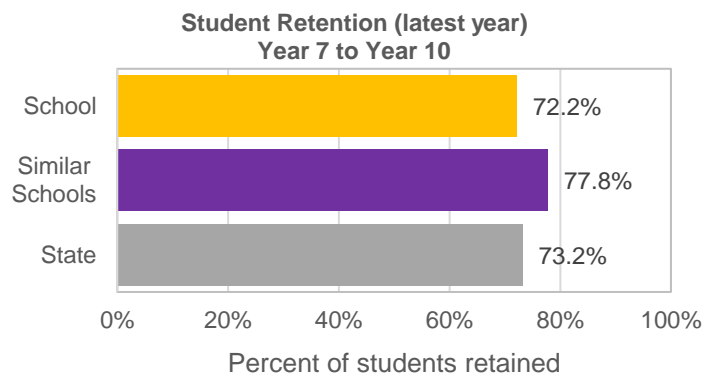
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	91%	90%	90%	93%	97%

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 (2021)	4-year average
School percent of students retained:	72.2%	66.5%
Similar Schools average:	77.8%	76.1%
State average:	73.2%	72.9%



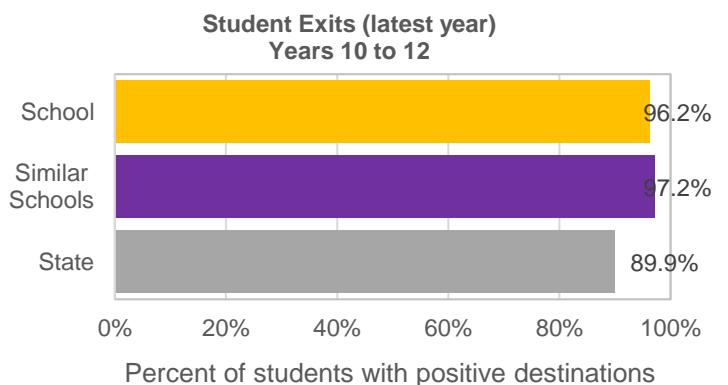
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	96.2%	93.7%
Similar Schools average:	97.2%	95.9%
State average:	89.9%	89.2%



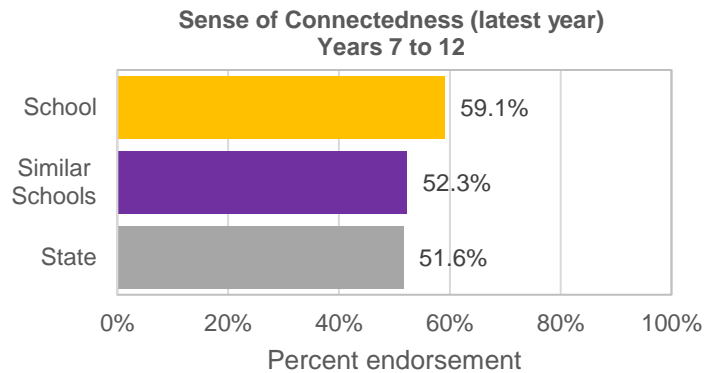
WELLBEING

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 (2021)	4-year average
School percent endorsement:	59.1%	66.2%
Similar Schools average:	52.3%	54.8%
State average:	51.6%	54.5%

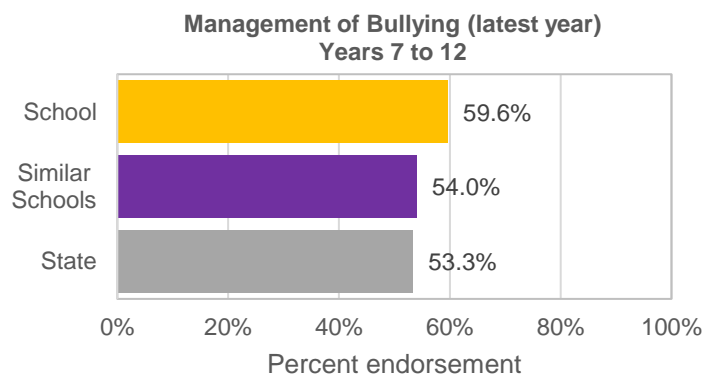


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	59.6%	66.6%
Similar Schools average:	54.0%	57.3%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,534,949
Government Provided DET Grants	\$924,342
Government Grants Commonwealth	\$0
Government Grants State	\$5,535
Revenue Other	\$46,931
Locally Raised Funds	\$572,862
Capital Grants	\$0
Total Operating Revenue	\$8,084,619

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,784
Equity (Catch Up)	\$27,901
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$71,686

Expenditure	Actual
Student Resource Package ²	\$6,498,463
Adjustments	\$0
Books & Publications	\$4,926
Camps/Excursions/Activities	\$204,617
Communication Costs	\$31,809
Consumables	\$133,332
Miscellaneous Expense ³	\$23,582
Professional Development	\$22,561
Equipment/Maintenance/Hire	\$210,638
Property Services	\$138,863
Salaries & Allowances ⁴	\$110,440
Support Services	\$294,912
Trading & Fundraising	\$8,164
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$74,136
Total Operating Expenditure	\$7,756,443
Net Operating Surplus/-Deficit	\$328,176
Asset Acquisitions	\$1,829,900

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$284,560
Official Account	\$99,602
Other Accounts	\$51,068
Total Funds Available	\$435,230

Financial Commitments	Actual
Operating Reserve	\$190,698
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$73,601
School Based Programs	\$37,149
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$561
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$13,918
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$615,928

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.