



**AVELEY**  
SECONDARY COLLEGE

# AVELEY SECONDARY COLLEGE

—  
2018 Annual Report

# Message from the Principal

What a year! What a journey! What a story our inaugural year has been! We were privileged to be able to start a brand new college. When I look back over the year and consider what we have achieved it is an amazing set of accomplishments. Students, teachers, support staff, parents have all made significant contributions to the start of this college.

At the commencement of the year I set a challenge: The challenge I asked students, staff and the community was to use this opportunity to play a part in creating a great school where a culture of excellence and high expectations permeates everything: to show respect, responsibility, appreciation, perseverance and collaboration in our dress standards, involvement in our academies and in the general life of this college. Most importantly I asked our students to share in our journey of creating a culture of excellence in learning.

It has been a year of many firsts: an exciting, ambitious, journey as we met milestone after milestone. Our opening was a great success with the Minister for Education commenting on how wonderful our students were.

Our calendar of activities and events were all a first for us: Anzac Day Ceremony, our first Swimming Carnival, our fabulous Colour Run, the Athletics Carnival, the Interschool overnight camp, the Interschool Athletics, RUOK day, the College Disco, NAIDOC celebrations and the great art produced, and our inaugural STEAM day which set such a high standard. Our Education Support students are a very important part of our school and our specialist Hub facilities and programs are integrated into the College. These events set wonderful standards of participation, responsibility, perseverance, of appreciation: in summary of excellence.

The results in student achievement have shown they are performing at the expected level. I have been very impressed by the significant growth over the year by our students as indicated by their grades. Our attendance is also exemplary and shows that our students are engaged and have set high standards for themselves.

I am very proud of the work the staff have put into becoming leaders and innovating in education. We are at the forefront of Bring Your Own Device (BYOD) education with the work done by our teachers. We are also leading in our implementation of Explicit Direct Instruction.

I certainly want to thank all of our staff and leadership team for the amazing effort they have made this year. I want to thank all of our Teachers, Education Assistants and Support Officers and the staff of Spotless for the sheer amount of innovation, collaboration and hard work that has made this a great year in a great school. I also want to thank the students, parents, the P&C, the Board and community for the wonderful support we have received over the year.

Every year we need to set new goals and challenges. Our aim is to achieve excellence: we have started but we have further to go.

**Stephen Pestana**  
Principal

# Message from the Board Chair

This Annual Report describes what an enormously successful year 2018 was for Aveley Secondary College. It will reflect on the Board's activities, working together to achieve accomplishments of the College in its inaugural year.

I can confidently report that the College has had a great start to its formation. The College opened in 2018 with an inaugural enrolment of 260 students. With dedicated staff and a community of students and parents committed to their school we are well on our way to achieving extraordinary results.

The Board is content with the comprehensive planning and implementation of the College's Business Plan 2018 - 2020 which is reflected in student performance and the optimistic outcomes as detailed in this report.

The College's instructional practice is our signature pedagogy of Explicit Direct Instruction. This is an evidence-based practice comprising daily review, lesson design and delivery that promotes academic engagement and makes students accountable. Our Professional Learning Community is based on the belief that every child matters and is dedicated to the principle that every child deserves to succeed.

It is to be acknowledged that the Principal, Stephen Pestana, and his executive team, have effectively handled the initial development phase while endeavouring to build a positive culture of belonging, mastery, independence and generosity within the school.

I am also pleased to report that the College has commenced with a stable financial position and maintained this position throughout 2018.

Throughout this year the Board has assisted the School Executive with financial and commercial projects including:

- Finalised revisions to the College's strategic and business plan.
- Approval of college budgets and contributions.
- Approved upgrades to the College's security.
- Supporting community partnerships and networks.
- PIVOT & National School Survey Feedback.
- NAPLAN.
- Behaviour Code of Conduct.

The Board plays a vital role in the governance and life of the College. Serving on a School Board is a privilege,

a chance to contribute and create better outcomes for the College, students, staff, parents and community. I would like to take this opportunity to thank all the members of the Board for their contribution for 2018.

**Denise Williams**  
**Board Chair**

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## 2018 BOARD MEMBERS

### Parent Representatives

Michelle Del Nero  
Phillip Hay  
Denise Williams (Chair)

### Community Representatives

Jimmy Cangy  
Cameron Fairbrother  
Jessica Shaw

### Teacher Representatives

Rachael Ball  
Bev Day  
Jaleesa Dearle  
Stephen Pestana (Principal)



## Priority 1 Academic Excellence

Aveley Secondary College is committed to achieving excellence. We believe that every child deserves success every day. We have an unrelenting focus on students learning. Central to our mission is to ensure, regardless of their ability, that we meet each student's needs. Data informed practice is a key to our approach. Students are tested prior to entering the college or on entry for diagnostic purposes and where required students are placed in relevant programs to ensure that student meets benchmarks.

Our emphasis on a guaranteed curriculum for all students is achieved through extensive collaboration in planning, lesson delivery and assessments.

Our emphasis in the Middle School years is to ensure that all students can meet the National Minimum Standard (NMS) in Literacy and Numeracy and we aim

to have students move beyond that NMS by year 9. We plan for all students to have high quality Explicit Direct Instruction (EDI), place students in Direct Instruction (DI) classes where required in English and Mathematics and have developed highly structured interventions with early morning classes for students who requires further support.

Our Academies were launched in second term giving opportunities for extension and engagement for a wide range of students. In term four the College launched its inaugural STEAM (Science, Technologies, English, Arts and Maths) initiative which provided highly engaging activities with a cross curriculum approach. A significant achievement was our BYOD device program which was highly supported by the community with an estimated uptake in excess of 90% of students. Parallel with this

was our teacher coaching professional development resulting in a very high use of effective use of ICT throughout the college.

We have recognised that more work needs to be done with differentiation for students at the mid and higher levels of achievement so they can be comparable to like schools. A key theme in 2018 was staff using external data to have Grading in all Learning Areas to be more consistent with like schools. Our aspiration is that the current benchmark of like schools will in future be replaced by the higher State level benchmarks.





## PROFICIENCY BANDS

### 2018 YEAR 7

	Band	NUMERACY			READING			WRITING		
		Our school	Like schools	State	School	Like schools	State	School	Like schools	State
Above NMS	9	5	4	11	3	4	9	1	2	3
	8	8	14	16	10	13	16	5	8	11
	7	28	30	27	28	28	26	23	20	19
	6	34	32	28	36	30	26	29	27	26
NMS	5	23	18	15	17	18	15	28	30	26
Below NMS	4	2	2	3	6	8	8	14	13	14

## NAPLAN 2018

The NAPLAN results in 2018 suggest that students performed close to like schools. This was noticeably in the middle bands of performance. Students are underperforming at the higher levels of achievement. The percentage of students at the National Minimum standard is relatively higher in Mathematics. This has been an area of focus with further DI classes and adjustment of curriculum for the relevant target groups. A longer term target is to get closer to State levels.

## HIGHLIGHTS

- NAPLAN achievement in Year 7 2018 was close to like schools in Reading, Writing, Numeracy, Spelling and Grammar.
- Performance of Year 7 students at NMS and below is same or slightly better than like schools.
- Grading in Semester Two showed strong correlation with like school's distributions.
- Learning Area collaboration in data analysis is occurring.
- RTI intervention strategies implemented for literacy and numeracy.
- DI strategies were trialled and made a positive difference to targeted students.
- Outstanding Academic Achievement Awards at end of year assembly.

## TARGETS

		Begun	Making Progress	Achieved
1	85% of students will achieve above the National Minimum Standards in Year 9 NAPLAN in Literacy and Numeracy			
2	An increase in performance between Year 7 and Year 9 NAPLAN greater than like schools			
3	Grading in Maths, English, Science and Humanities and Social Science will be within 10% of state distributions			

## COMMITMENTS

- Development of more data analysis to monitor progress and growth in students.
- RTI to be expanded to identified students not meeting benchmarks.
- DI scope to be broadened and developed for literacy and numeracy.
- Curriculum scope and sequence to be adjusted to target higher levels of achievement for students at the mid and upper ends.



## Priority 2 Excellence in Teaching and Learning

Aveley Secondary College is proud of our inaugural achievements especially with the enthusiastic and rapid implementation of our signature pedagogy of EDI. Our unrelenting focus on Teaching and Learning is a hallmark of our practice. Staff collaboration, clear guidelines, targeted high quality professional learning, coaching and mentoring has been a critical emphasis of the College.

Our teachers are committed to improving practice through coaching and lesson observations to create a culture of open classrooms. Students provide feedback on their classroom experience by participating in the externally validated PIVOT survey. We have worked with leaders in EDI pedagogy such as Dr Lorraine Hammond from Edith Cowan University, Joe Ybarra from Dataworks and other EDI schools. We have had early access to the Fogarty EdVance program of specialist Professional Learning for teachers with advanced skills in EDI.

The College employed two Teach for Australia (TFA) Associates and six graduate teachers within their first three years of teaching. These teachers were supported with a dedicated TFA Mentor, high quality inductions and access to a support team comprising line management, Teaching and Learning Coordinator and EDI coach.

In 2018, 43% of teachers were formally observed and coached in EDI Lesson Design and Delivery by Dr Lorraine Hammond. Feedback from Dr Hammond indicated that staff had developed a depth and breadth of understanding above expected progress during our first year of EDI implementation. Additionally, 100% of teaching staff received in house EDI coaching, 50% of teachers and administrators attended Fogarty EdVance Secondary School EDI Workshops, 25% visited lighthouse EDI schools and 25% of teachers attended professional learning presented by Joe Ybarra, author of Explicit Direct Instruction (Hollingsworth and Ybarra).

We recognise this is an ongoing journey. At the end of 2018 we initiated and were successful in entering the Fogarty EdVance program which will be instrumental in supporting our objectives of developing high quality teaching practice, strong data analysis and optimal conditions for learning.

Learning Areas operated as Professional Learning Communities (PLC) based on the College's Moral Purpose *SUCCESS FOR EVERY CHILD EVERY DAY*. The College places a high value on the power of professional collaboration with teachers creating a dynamic culture of continuous improvement with a focus on results. The College has developed a PLC handbook and delivered training on this framework to all staff. PLCs are further supported by dedicated meeting time.



## NATIONAL SCHOOL OPINION SURVEY RESULTS 2018

	Student	Parent	Staff
Teachers at this school expect students to do their best	4.2	4.2	4.7
Teachers at this school motivate students to learn	3.6	3.9	4.5
Teachers at this school provide useful feedback	3.5	4.0	4.4
My teachers are good teachers	3.7	3.9	4.7

## HIGHLIGHTS

- Collaboration has been strong in Learning Areas through the establishment of PLCs.
- Teaching and Learning Guidelines set clear standards and expectations of classroom practice, articulating the evidence base and references to support the signature pedagogy of EDI, ASC expectations, curriculum, assessment and reporting, ICT and iPads, PLCs and Classroom Observation.
- 43% of teachers were formally observed and coached in EDI Lesson Design and Delivery by Dr Lorraine Hammond.
- 100% of teaching staff received in house EDI coaching.
- 50% of teachers and administrators attended Fogarty EdVance Secondary School EDI Workshops.
- 25% of teachers visited lighthouse EDI schools.
- 25% of teachers attended professional learning presented by Joe Ybarra from Dataworks (Explicit Direct Instruction, Hollingsworth and Ybarra).
- Staff capacity in distributed leadership in a range of committees including School Planning Team overseeing the Business Plan 2018 - 2020 development and Operational Plan monitoring.
- High quality selection of teaching staff including Teach for Australia program.
- The ASC Performance Management process is focussed on teacher self-reflection, student PIVOT survey data and classroom observation in line with the Australian Institute for Teaching and School Leadership (AITSL) standards. Implementation has been actively and vigorously adopted.

## TARGETS

	TARGETS	BEGUN	MAKING PROGRESS	ACHIEVED
4	66% of all lessons will use Explicit Direct Instruction lesson design and delivery components with 100% of all lessons using Daily Review and Checking for Understanding			
5	100% of permanent teachers are trained in Classroom Management Skills (CMS) and Explicit Direct Instruction (EDI)			
6	100% permanent teachers use student survey data as part of their feedback process			
7	Extent to which parents, students and staff are satisfied with quality of teaching as measured by National Schools Online Survey.			

## COMMITMENTS

- Implementing EDI Coach and Teacher assessment of EDI Lesson Design and Delivery Proficiency using the Fogarty EdVance EDI Rubric.
- Developing teacher EDI proficiency with clear mastery goals over a two year cycle.
- Formal entry into the Fogarty EdVance program.





## Priority 3 Safe and Caring School Culture

ASC is committed to ensuring success for every child, every day. A range of tailored services was provided to all students to ensure they experienced success in and out of the classroom. This included the formation of varied documented plans, pastoral care programs and initiatives and specialist student services staffing allocations. A safe and caring school culture was developed through the introduction of a House system. This system recognised the positive efforts of the learner and implemented pastoral care initiatives to create a sense of belonging among the cohort, such as a whole School Disco, Colour Run, NAIDOC celebrations and many pastoral care group activities. A student leadership group was established which contributed to the creation of a positive school culture. An extra-curricular Academies

program was also implemented to promote a safe and caring school culture and enrich the learning of students. This was launched in second term and consisted of a variety of cross-curricular activities. 50% of the cohort participated in one or more Academy and several of the sporting Academies competed in inter-school competitions. This initiative will continue in 2019 and cater for Year 7 and 8's.

A Positive Learning Framework (PLF) was developed and embedded within the school, which outlined conditions for learning and defined a highly structured positive behaviour management system. Classroom Management Strategies (CMS) conferencing commenced and a formal CMS program will be delivered in 2019 to capitalise on

the existing PLF. A Positive Schools Committee will be established in 2019 to review and expand on the current House System and PLF. Staff and student wellbeing is of high priority and students engaged in an hour of wellness classes each week. The classes focused on mental health, identity and resiliency with a large focus placed on all forms of bullying. This was a very positive initiative and will be continued in 2019 under the badge of Wellness. Staff supports were also implemented, such as the development of a staff wellbeing committee and social committee. Various initiatives implemented through these committees created safe and supportive working environments for all staff.





## NATIONAL SCHOOL OPINION SURVEY RESULTS 2018

	Student	Parent	Staff
I feel safe at my school	3.4	4.1	4.5
Student behaviour is well managed at my school	3.1	3.5	3.9
I like being at my school	3.5	4.3	4.3
Teachers at my school treat students fairly	3.4	3.8	4.5

## HIGHLIGHTS

- House system developed.
- Varied House activities and events promoted a positive school culture - Disco, Colour Run, lunch time activities and tournaments.
- Academies program saw high student participation rates.
- Wellbeing program promoted positive mental health and student wellbeing with a focus on anti-bullying.
- RUOK Day introduced to promote positive conversations in regards to mental health.
- NAIDOC day celebrations.
- ANZAC Day ceremonies.
- Mutual Agreement awards recognition at assemblies.
- Student leadership program.
- Staff wellbeing committee established to provide tangible support for staff.

## TARGETS

		BEGUN	MAKING PROGRESS	ACHIEVED
8	Extent to which parents, students and staff are satisfied with management of student behaviour as measured by National Schools Online Survey			
9	Student attendance in mainstream Year 7 is at 94% and overall attendance is above 92%			

## COMMITMENTS

- Implementation of the Aboriginal Cultural Standards Framework, to increase Aboriginal student achievement and drive improvement planning, to take place in 2019.
- PLF - conditions for learning to be reviewed.
- A formal CMS program to commence, including the foundations program and conferencing.
- A committee to be created to review concepts related to positive schools with a focus on positive behaviour.
- Develop full support structures for Student Services in 2019.
- Increase pastoral care initiatives and programs.



## Priority 4 Community Partnerships and Networks

A key focus for 2018 has been to connect with our local community, develop links with our feeder primaries, and establish relationships with Explicit Direct Instruction schools and networks. The culture of high expectations was delivered consistently through all forums including newsletters, forum, open nights, school tours and school assemblies.

Our communication has been strongly represented online and digitally. Feedback from community surveys has endorsed the level of communication.

Our relationship with our partner primary schools is enhanced by the Ellenbrook Network of Schools. Shared planning including collecting baseline data and transition to high school occurs in coordinated way.

A positive development has been our initial link with the Fogarty EdVance workshops. Sharing with expert teachers and other EDI schools such as Dawson Park Primary School and Harrisdale Senior High School has been supportive of developing teacher capacity and building networks.

Links with the City of Swan in sharing our sports facilities has been established.

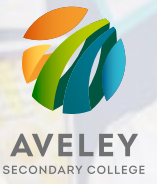
### COMMITMENTS

- P&C will require additional support to establish its role.
- Engage with the Fogarty EdVance school improvement program.
- Internal communication and improved operating procedures.

### NATIONAL SCHOOL OPINION

#### SURVEY RESULTS 2018

	Student	Parent	Staff
My school looks for ways to improve	3.9	3.9	4.5
My school is well maintained	3.8	4.5	4.8
My teachers care about me	3.6	3.9	4.7



# Education Support

The Education Support Hub (ESH) provides the opportunity for students with disability to attend a dedicated facility at a school in their local community, with specialist Education Support Teachers and Education Assistants delivering evidence-based individualised programs.

Individual Documented Plans are written at the beginning of each school year in collaboration with teachers, parents, therapists and other stakeholders. Each goal is programmed, taught, assessed and reported twice per year, with the Documented Plan being updated in Semester Two. Core curriculum programs in literacy, numeracy, social and personal independence skills, plus Humanities and Social Science (HASS) and Science topics are identified in each student's individualised Documented Plan, and are delivered by Education Support Teachers.

## HIGHLIGHTS

- Excellent achievement results on all Documented Plans.
- All students successfully included across the school as individually appropriate.
- All students participated in whole-school activities including Sport and Swimming carnivals, open days, Colour Run, assemblies.
- Representation on the Student Leadership Group.
- 20% of students attended integrated classes in Art, Health and Physical Education, and Drama.
- Hydrotherapy delivered to 30% of students, as per their hydrotherapy / physiotherapy plans.

## COMMITMENTS

- Develop ASDAN programs for 2020.
- Consolidate and extend targeted professional learning opportunities in specialised pedagogy for Education Support staff.
- Increase opportunities for whole-school integration.

Documented Plan achievement data shows that 84% of all student goals were achieved. This indicates that staff are setting goals that are specific and measureable. Data showing that 12% of goals were substantially achieved and 4% of goals were partially achieved indicates that learning objectives are appropriately rigorous and aspirational.

Number of Students	Total number of goals	Percentage goals achieved	Percentage goals substantially achieved	Percentage goals partially achieved
15	183	84%	12%	4%

## TARGETS

BEGUN      MAKING PROGRESS      ACHIEVED

10	Education Support enrolments will achieve 80% of documented plan goals.			
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## Financial Summary

Aveley Secondary College aims to utilise its resources effectively and efficiently to provide a well-resourced environment for optimal teaching and learning outcomes for students. The College expended 94.4% of total funds available in 2018, including 65.8% on salaries, 9% transferred to reserves and 11.1% on resources for our student's use. As a Public Private Partnership (PPP) school, 3.8% of total funds available was for Facility Management.

The College expended \$594,762 of 2018 funding (\$4,526,025) on equipment for student use, ensuring our state of the art facility was well equipped for our inaugural cohort of Year 7 students.

Reserve funds of \$353,942 have been maintained from the initial Establishment Grant, to secure our future capacity to continue expansion of our programs and the required resourcing needs.

REVENUE - CASH & SALARY ALLOCATION	BUDGET \$	ACTUAL \$
Voluntary Contributions	24,186	24,701
Charges and Fees	9,586	9,974
Fees from Facilities Hire	3,030	1,890
Fundraising/Donations/Sponsorships	3,720	3,720
Other State Government/Local Government Revenues	1,000	1,000
Revenue from CO, Regional Office and Other Schools	36,967	38,087
Other Revenues	9,155	10,560
Transfer from Reserve or DGR	149,778	149,778
<b>Total Locally Raised Funds</b>	<b>237,422</b>	<b>239,710</b>
<b>Opening Balance</b>	<b>791,120</b>	<b>791,120</b>
<b>Student Centred Funding</b>	<b>595,936</b>	<b>595,936</b>
<b>Total Cash Funds Available</b>	<b>1,624,478</b>	<b>1,626,766</b>
<b>Total Salary Allocation</b>	<b>3,690,379</b>	<b>3,690,379</b>
<b>Total Funds Available</b>	<b>5,314,857</b>	<b>5,317,145</b>
<b>EXPENDITURE - CASH AND SALARY</b>	<b>BUDGET \$</b>	<b>ACTUAL \$</b>
Administration	62,139	78,300
Lease Payments Lease Payments	-	-
Utilities, Facilities and Maintenance	150,184	109,411
Buildings, Property and Equipment	498,939	519,562
Curriculum and Student Services	97,019	75,200
Professional Development	20,800	20,944
Transfer to Reserve	503,720	503,720
Other Expenditure	12,295	10,901
Payment to CO, Regional Office and Other Schools	269,339	203,616
<b>Total Goods and Services Expenditure</b>	<b>1,614,435</b>	<b>1,521,654</b>
<b>Total Salary Expenditure</b>	<b>3,501,409</b>	<b>3,501,409</b>
<b>Total Expenditure</b>	<b>5,115,844</b>	<b>5,023,063</b>
<b>Cash Budget Variance</b>	<b>10,044</b>	





## 2018 Highlights

### Events and Celebrations

- Opening Ceremony by Minister Sue Ellery (MLC)
- ANZAC Day.
- Emily Copley spoke at Combined Schools ANZAC Day.
- NAIDOC guest artist creation of house panels.

### Leadership Programs

- Youth Out Loud:  
Emily Copley and Jessica White represented the college.

### Partnerships

- City of Swan.
- Fogarty EdVance.

### Student Support and Well Being

- RUOK Day and Disco.
- Colour Run.
- Anti- Bullying poster competition.
- Year Assemblies- Mutual Agreement Awards.
- Attendance Awards.

### Academies

- **Sports**  
Cross country, Netball, Soccer, Rugby, Basketball.
- **Arts**  
Media, Drawing, Music Composition.
- **Academic**  
Homework Club and Study Skills.
- **STEAM**  
Robot building and coding, 3D Printing, Tech-Arts.

### Health and Physical Education

- Inaugural Swimming Carnival.
- Inaugural Athletics Carnival.
- Year 7 Lightning Carnival for soccer, netball and basketball.

### Mathematics

- Ellenbrook HUB Interschool Numero Tournament.
- National Mangahigh Maths Ninja Challenge.
- Successful Direct Instruction before-school program.

### Technologies

- STEAM Academy including 3D printing, robotics, programming and puppet making.
- Cross curriculum STEAM Day .

### The Arts

- STEAM extravaganza incorporating dance and mathematics with Creative Moves artist Rachael Bott.
- Performing and visual artist Phil Doncon painted, danced and spoke about resilience.
- Student entry to Ellenbrook Youth Exhibition.

### ICT

- Highly successful BYOD program with 90% uptake.
- Apple Coaching Program with high impact on ICT uptake.
- High quality ICT usage in classrooms.

Success  
for every child  
every day



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