



**AVELEY**  
SECONDARY COLLEGE



# **AVELEY SECONDARY COLLEGE**

**2022 Annual Report**

# Message from the Principal

We are living in interesting times, and the capacity of Aveley Secondary College to respond has been remarkable. Although the impact of COVID-19 has lessened, the ongoing challenge of finding staff has presented issues for all schools. Nevertheless, Aveley Secondary College has demonstrated resilience in its ability to respond to these challenges, showcasing the solid foundation on which the school is built. The school has remained focused on its core priorities and moral purpose, which continues to be unrelenting.

Throughout the past year, the vision of Aveley Secondary College as a school of excellence underpinned by its values of integrity and innovation has remained steadfast, with a common goal of becoming a school of choice for the community.

Aveley Secondary College has continued to provide outstanding education, with students supported by their carers and parents, and a culture of collaboration and innovation amongst staff. The school's programs in teaching and learning cater for all students, with the belief that every child can be successful and achieve their best. The school aims to create a safe, respectful place of learning where every student is empowered to learn through high-quality teaching practice and the best conditions for learning knowledge, skills and developing confidence, to achieve success not only while at school but also in their future as lifelong learners.

As Aveley Secondary College enters its fifth year of operation, the school's approach is maturing, and we are seeing positive results in our external benchmarks such as NAPLAN and OLNA. Equally impressive has been our senior students, who continue to set an impressive legacy. Our work was recognized in the Grattan Institute Report published in 2022, where we were 1 of



5 schools in the country. We also continue to host many visitors who come to observe and learn from us, including from other states.

As we approach the final year for our Year 12 students in 2023, Aveley Secondary College looks to continue its journey towards excellence, with a focus on providing outstanding education and creating a thriving community of learners, teachers, and parents.

**Stephen Pestana**  
**Principal**

## 2022 ASC Board Members

### Parent Representatives:

Michelle Anderson  
Matthew Harvey (Deputy Board Chair)  
Shaun Hughes  
Shane Larson

### Community Representatives:

Jimmy Cangy  
Michelle Del Nero (Board Chair)  
Cameron Fairbrother  
Cr Patty Jones

### Staff Representatives:

Bev Day  
Stephen Pestana (Principal)  
Shane Sharma  
Jarrad Stewart-Olsen

### Ex Officio Anne Gilchrist



## School Review Cycle

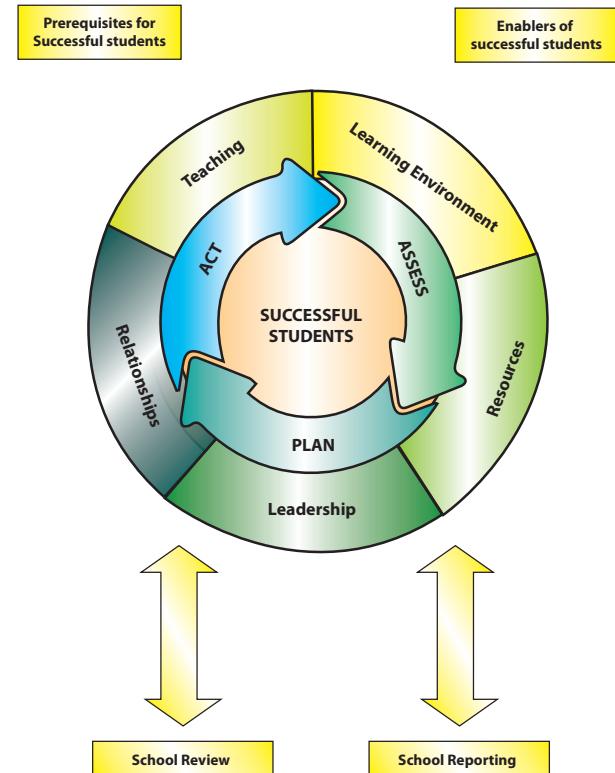
The school improvement cycle is an ongoing process. The following components are dynamic and interactive:

- assessing data and other evidence related to student achievement and school operations
- planning to improve the standard of student achievement
- acting to implement planned strategies

The College completed its first full review in 2021. The School Review process is the summation of an ongoing self-assessment cycle over 6 domains. All staff are involved in collecting evidence and making a judgement about school achievements. These judgements are then validated by a School Review team. In our previous review, the team were highly impressed with all elements of school planning implemented across the College, validating and commending our work. The 6 domains of the School Review align with the College Business Plan and the Focus Areas of our Fogarty EDvance Strategic Directions Document (SDD).

Our aspiration is to move student achievement from like-schools in NAPLAN and OLNA to above like-schools and closer to WA public schools in NAPLAN, OLNA and Year 12 subjects. As part of our current business plan the following KPIs will be used to measure our progress.

Metric used to measure overall progress	Target
Numbers of students in the top tricile in Year 9 NAPLAN	Close to 20%
Year 9 NAPLAN Group and National Mean	At the national mean
NAPLAN Proficiency bands at proficiency standard (above NMS)	At state
OLNA Completion round 2	Better than like schools
Year 12 Median ATAR	Like schools (75%)
Year 12 Achievement Rate	Better than like schools (85%)





### College Business Plan and SDD Focus Area

Priority 1: Curriculum and Teaching

Priority 2: Staff Capacity

Priority 3: Learning Environment

Priority 4: Learning Environment

ALL

All

### School Review Domains

Student Achievement and Progress

Teacher Quality

Learning Environment

Relationships and Partnerships

Use of Resources

Leadership

The Fogarty EdVance Program has continued to influence the strategic development at Aveley Secondary College. We have enrolled in the Alumni program, provided ongoing professional learning for our middle leaders aligned to our School Plan, and continued to receive support from our mentor, Peter Holcz. A notable development in 2022 was our selection to be a part of the Grattan Institute report on effective school collaboration. ASC was 1 of 5 schools across the nation selected in their final report. The Grattan Institute noted the effectiveness of our collaboration, the quality of the teaching materials available to support effective learning, and the quality of the support provided to teachers. The report also noted the strategies we implement to ensure that the Guaranteed and Viable Curriculum is available via comprehensive support for students who are below benchmarks. As a leader in the provision of a comprehensive Explicit Direct Instruction Model for secondary schools, the College continues to host other school leaders and systems.

### Fogarty EDvance Key takeaways include:

- The development of clear curriculum maps and the importance of Guaranteed and Viable Curriculum requires continual reinforcement across all Learning Areas
- Leadership needs to be reflective and agile to monitor the pace and tempo of the school improvement initiatives
- The importance of induction and succession planning in coaching
- The need for role clarity as part of school accountability processes
- Managing accountability and expected standards
- Developing the capacity of middle leaders, sharing their expertise
- Further refinement of knowledge in the science of learning
- Staff wellbeing and staff buy-in requires continuous and conscientious cultivation to ensure that staff morale and focus is optimal

### Future Commitments

- Reengagement with the SDD process in 2023 and beyond
- An effort to maintain a stable leadership and structures to support the improvement agenda
- Ensuring that the Learning Area PLCs are operating optimally to ensure consistency and alignment to the College vision
- PLCs review and analyse data to drive improvement in teaching and learning
- Establishing and consolidating our practice through the 7-12 cohorts



## Academic Review

At Aveley Secondary College, our primary goal is to achieve success for every student, every day. We are dedicated to ensuring that each student's learning needs are met, regardless of their ability. Our approach is heavily reliant on data, as the Leadership Team regularly analyses both systemic and school-based data to determine student performance and inform planning. As a foundation school and with COVID-19 interruptions, we have limited standardised test data for some cohorts and are only just obtaining data sets for comparative analysis. Our student achievement and progress aligns with contextually similar schools and students attain their respective achievement standard in literacy and numeracy.

We focus on ensuring that every student meets the National Minimum Standard (NMS) in Literacy and Numeracy, with the goal of exceeding that standard by Year 9. We believe in providing a guaranteed curriculum for all students, and we achieve this through extensive collaboration in planning, lesson delivery and assessments. Prior to entering the College, or on entry, students are tested for diagnostic purposes, and where required, we place students in relevant programs to ensure they meet the necessary benchmarks. Our approach also includes placing students in Direct Instruction classes as needed for English and Mathematics, as well as developing highly structured interventions, such as early morning classes, for students requiring additional support. We also offer broad streaming, including extension classes in each year level, to enrich and extend the curriculum in preparation for the more challenging WACE courses.

### NAPLAN

We take great pride in the academic achievements of our students at Aveley Secondary College. Our NAPLAN performance has consistently matched that of like-schools since the College first opened, and we continue to strive for excellence in all areas. In fact, our Year 9 students have outperformed students with similar starting scores and backgrounds in Reading, Spelling, Grammar and Numeracy. Although we were unable to collect comparative performance data for our Year 9 cohort due to the absence of Year 7 2020 NAPLAN testing, we are pleased to report that the number of students in the top tricile for Year 9 NAPLAN has remained stable for Reading and increased by 3% for Numeracy, surpassing our target. 2022 results show that our students are coming in with deficits in their writing and this is a key area of focus for the school moving forward.

We have also made significant progress towards our goal of having students achieve above the proficiency bands in Years 7 and 9, with Year 7 Numeracy and Year 9 Reading within 2% of the state average, and Year 9 Numeracy and Year 7 Reading within 3% of the state average. However, our Year 7 and 9 Writing results require further intervention to support student achievement at the state level. We are pleased to report that our comparison against like schools in WA is also positive, with our Year 7 and 9 results consistently at like-schools. Moving forward, we are committed to continuing our progress towards outperforming like-schools, with our ultimate target being to achieve results that are at or better than state schools.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	521	503	530	515	517
Year 9	569	542	574	575	573

Above  
Below

NAPLAN Participation for this school is 98%

NAPLAN Participation for all Australian students is 95%



## OLNA

The graphs below indicate Year 10 and 11 student achievement in all 3 categories of OLNA for 2022. Limited 2022 comparative data is available at the time of this report, however, Year 10 OLNA attainment shows that ASC has 3.8% more students having attained OLNA by round 2 than like-schools. 2021 comparative data showed ASC student OLNA attainment was:

- Better in Reading for both like-schools and WA public schools
- Better than like-schools for Writing and equivalent to WA public schools for Writing
- Lower than both like-schools and WA public schools for Numeracy

From the 2022 results it is pleasing to see that there are no students sitting on a category 1 in the Year 11 cohort. Most category 2 students are expected to achieve their remaining OLNA assessments during the testing rounds this year. There are a number of students that are expected to remain in the NSA category (Not Sat Assessment); this group is mainly comprised of students in our Education Support Hub or who are working with the Participation Team on alternative schooling options.

## OLNA - Current Student Standing

Student Type: All Students

### Year 10 Students - Qualified In

	Year 9	Year 10	Not Qualified
<b>2022</b>	43	104	104
	17.1%	41.4%	41.4%

	Like Schools
	20.8%

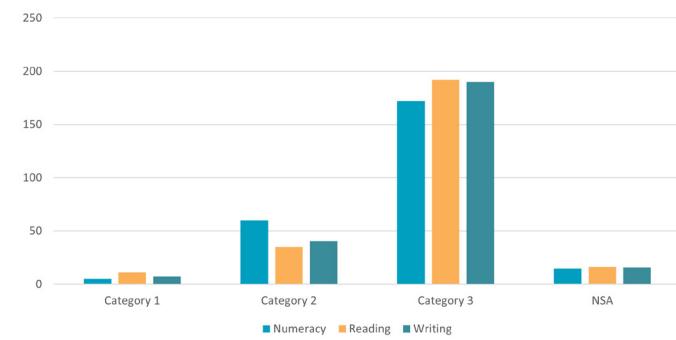
### Year 11 Students - Qualified In

	Year 9	Year 10	Year 11	Not Qualified
<b>2022</b>	73	67	23	58
	34.6%	27.0%	10.9%	27.5%

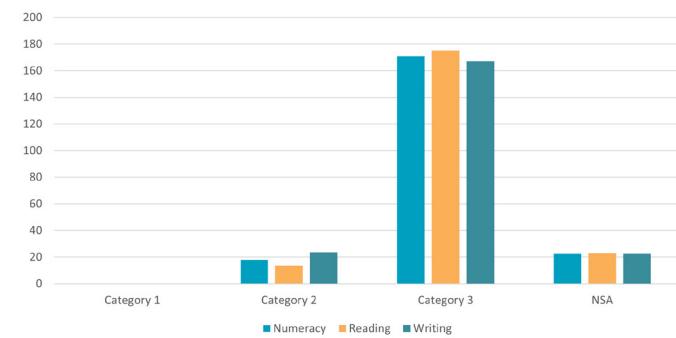
  

	Like Schools
	0.0%

Year 10 OLNA 2022 Round 2



Year 11 OLNA 2022 Round 2





### Teacher Judgement

The College places great emphasis on ensuring that our grading practices are aligned with student achievement. To this end, we continue to focus on using system data to inform our practice and ensure that our teacher judgements are accurate and consistent. We are pleased to report a significant improvement in our overall judgements from 2021 to 2022, moving from more than one standard deviation below the expected grade allocation to between half and one standard deviation.

To achieve closer alignment, our staff continues to use external data to moderate grading in Learning Areas. Our school leaders also ensure that our grading processes are structured, with allocations aligned with judging standards and student formative and summative assessments. By refining our assessments against judging standards, we have achieved closer alignment between proposed grades and like-schools. One of our key initiatives has been the introduction of SSEN reports for Year 7 Semester 1 Direct Instruction students, which addresses the difficulty of grading students who undertake a differentiated curriculum. We believe this will lead to more accurate and fair assessments of student achievement, and we will continue to monitor and refine our grading processes to ensure that they are effective and aligned with our mission to achieve excellence.

### Highlights

- Year 9 NAPLAN and OLNA achievement suggests that the school is making positive comparative progress for student cohorts
- Results show that the school is making progress in some areas to move closer to WA public schools achievement

- Intervention strategies implemented for literacy and numeracy based on data and achievement
- Tier 3 intervention strategies have made a positive difference to targeted students

### Commitments

- Continued focus on grade alignment and moderation, particularly for students in differentiated programs and Senior School courses
- Development of more data analysis to monitor progress and growth in students
- Intervention strategies to be expanded to identified students not meeting benchmarks
- Writing focus and interventions to target closing the gap in the writing NAPLAN and OLNA achievement
- Curriculum scope and sequence to be adjusted to target higher levels of achievement for students at the mid and upper ends

### Metric used to measure overall progress

	2024	Begin	Progress made	Achieved
Number of students in top tricile in Year 9 NAPLAN	Close to 20%			
Year 9 NAPLAN group and National Mean	At National mean			
NAPLAN Proficiency bands at proficiency standard (above NMS)	At state			
OLNA comparative performance (completion of round 2)	Better than like schools			



# Curriculum and Teaching

## Consolidating Pedagogy

At Aveley Secondary College, our commitment to Explicit Direct Instruction (EDI) as our signature teaching pedagogy remains a defining feature of our approach. We place great importance on providing new staff with a thorough and tailored induction process, as this is crucial to the ongoing success of our focus on promoting excellence in both teaching and learning. We prioritise staff collaboration, providing clear guidelines, offering targeted and high-quality professional development opportunities, and providing coaching and mentoring support to ensure that our approach remains effective and impactful.

In 2022, the College appointed 5 EDI coaches to work side by side with teachers for lesson design and in-class coaching, refining the expectations based on feedback and a desire from staff to have more one on one sessions with their coach. We directed resources to release these coaches from classroom commitments to support teachers. Despite the interruptions of COVID-19, we were able to conduct 281 coaching sessions with staff.

## PLCs/GVC

The College highly values the power of professional collaboration with teachers, which fosters a dynamic culture of continuous improvement that prioritises outcomes. Learning Areas operate as professional learning communities (PLCs). Within these PLCs, each team is empowered to work collaboratively and make decisions about all aspects of curriculum planning and

assessment. Some PLCs have developed further structures and lines of responsibilities over individual cohorts.

In 2022, a key focus for Learning Areas was developing and implementing Year 11 courses as well as refining lower school curriculum plans and resources. We were selected by the Grattan Institute as part of their case study on how to improve curriculum planning in schools. Our school was recognised as having superior collaboration and robust guaranteed and viable curriculum structures across the College. Curriculum planning focuses on key concepts, content, and skill acquisition and resources are created collaboratively and delivered by all staff ensuring all students receive a guaranteed and viable curriculum. The PLCs have emphasised assessments and data analysis to enhance teaching and learning using daily reviews to automatise skills and concepts, implementing 'The Writing Revolution' strategies.

We had to pause some of the initiatives planned to be undertaken in PLCs due to the impacts of COVID-19. Moving forward our plan is to emphasise formative assessment and respond to the 4 guiding questions that govern a PLC. These are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

## Differentiated Program

The College persisted in enhancing school and classroom-level initiatives and methodologies to aid students in achieving their individual academic goals. To address any gaps hindering students from accessing the curriculum, tailored English and Mathematics Intensives were offered before and after school. Plans were also set in motion for a whole school approach to Literacy, aimed at supporting students in their writing skills. Additionally, the Academic Elite and Sports Elite Programs were expanded to provide opportunities for students to excel in academics and sports. The Return to School/Reach to Success (RTS) program was also ongoing, enabling students to re-engage in a supportive environment and achieve success based on their individual plans. For senior students in RTS, there was a strong focus on career opportunities and individual target setting.



## Data analysis

Data analysis continued to be a focal point at the Learning Area and whole school levels. A key focus for 2022 was assessment and grading to be in line with like-schools and available system data. In each reporting round, proposed grades were analysed and grade cut offs closely examined against judging standards. Our OLNA data is favourable against like and state attainment, and is stronger when students who did not sit the test (a high number of these are in our Education Support Hub) are removed from the data set.

## Highlights

- Implementation of a refined ASC Coaching Model that aligns coaching practices and prioritises clear standards and expectations for coaching at Aveley SC, with a focus on supporting mastery goals
- 100% staff received EDI Coaching
- Successful implementation of Year 11 ATAR and general courses and certificates
- Hosted school visits for Fogarty, The Grattan Institute, Catholic Education Canberra and Goulburn (CECG) and the YMCA to showcase our implementation of EDI and whole school improvement for teaching and learning
- Selected as 1 of 5 case study schools schools for the Grattan report on 'how to improve curriculum planning in schools'
- Fogarty selected 3 staff to deliver EDI lessons and coach at the Secondary Teachers Intensive Workshops
- Invitation for a teacher to present at Tasmania and demonstrate EDI teaching strategies

- The College plan and the newly released Quality Teaching Framework shows that we are ahead of the Departmental targets and schedule

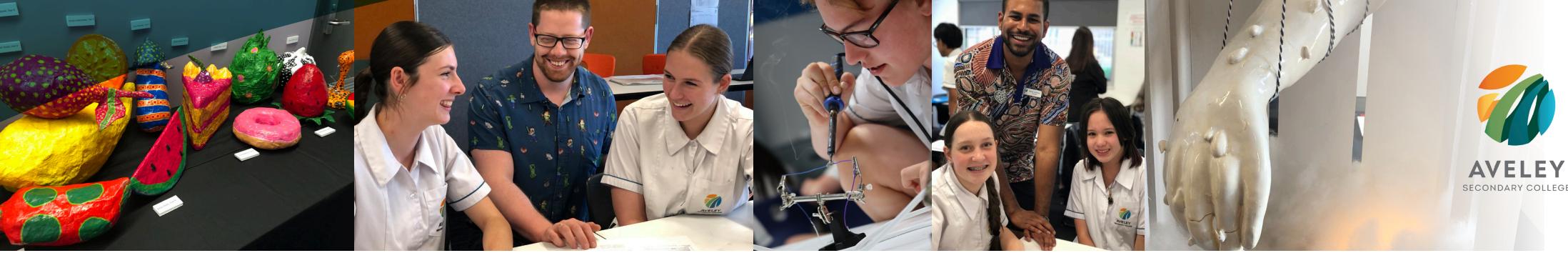
- The College employed 3 Teach for Australia (TFA) Associates and 20 graduate teachers within their first 3 years of teaching. These teachers were supported with a dedicated TFA Mentor, high quality induction and access to a support team comprising line management, Teaching and Learning Coordinator, EDI coaching and CMS conferencing
- Maintained a high level of operational discipline, linked to positive organisational health
- Academies, subject offerings and programs such as RTS, AEP and SEP appear to meeting the needs of target groups of students
- Positive events and participation from students (ASPIRE showcase, Festival performances, excursions and incursions)

## Commitments

- Cyclic review of all curriculum to ensure it is guaranteed and viable
- Continue to implement and expand Writing Revolution and Daily Review strategies
- Implement a Whole School Approach to Literacy
- Hold ongoing Teaching and Learning meetings with Heads of Learning Areas to create goals and actions to review and refine curriculum and assessments based on student achievement data

- PLCs analyse formative classroom/assessment data against the 4 guiding questions to further refine instruction and resources

OBJECTIVES	Begun	Making Progress	Achieved
To consolidate signature pedagogy across the College			✓
To achieve a guaranteed and viable curriculum across the College		✓	
Learning Areas operate as Professional Learning Communities			✓
Embed differentiated programs and courses for students		✓	
Regularly analyse data to review and progress student achievement		✓	



# Staff Capacity

A key area of our planning has been to build the capacity of our teaching staff and influence the quality of teaching in individual classrooms, identify practitioners that are highly skilled and train them to build capacity in others. This has enabled us to recognise the capacity of many of our teachers and support processes that help to develop quality teachers.

## Prioritising the status of teacher and recognising staff excellence

The College's unrelenting focus on teaching and learning elevates the status of our teachers and learning areas. Teachers are encouraged to nominate to have classes observed in our numerous school visits from external bodies such as Fogarty, Grattan, Canberra Education Catholic Goulburn and the YMCA. Feedback from third party visitors recognises and strongly endorses the quality of our teaching staff. These visits provide an authentic opportunity for staff to showcase their skills and acknowledge our high performing teachers. It has also led to further invitations to present externally and across the country for our staff.

Another key initiative that acknowledges and celebrates the work of our teaching staff is our Student Voice Awards. Students nominate teachers and non teaching staff that have made a difference for them (academically or wellbeing). These are then shared with our staff and College Board and 3 of the Student Voice Awards are selected and profiled on our Facebook page each semester.

## Developing distributed leadership

Our involvement in the Fogarty Secondary Teacher Leader program continued in 2022, with a further group of middle leaders undergoing this program and mentoring. All Head of Learning Areas have now completed the program. The College aims to extend involvement through to our 2IC teachers and other school leaders. Leaders who have completed this program have found the content and mentorship highly valuable.

Through our robust coaching model, teachers are observed and coached to develop their pedagogy, planning and classroom management skills. The observation process assists in talent identification to generate future coaches and to encourage teachers to have external visitors view their lessons. A large number of the College's leadership and coaching team have been trained and developed internally. This distributed leadership model has enabled the College to maintain staff development and coaching despite losing some coaches to other leadership positions or parental leave.

In 2022, we recognised the capacity of our instructional coaches to deliver targeted professional learning to improve staff capacity. Our coaches facilitate professional learning during induction to upskill new staff with lesson design and delivery. Significant staff funding was allocated to release instructional and CMS

coaches from classroom commitments to work side by side with teachers to improve practice. Our instructional coaches conducted 304 coaching sessions between 6 coaches and 56 classroom teachers.

## Organisational changes to sustain practise overtime

Two key lines of work occurred in 2022 with organisational changes to sustain our practice overtime. The change in structure and operation to divide into 2 sub-school teams was a major one of these; with each sub-school overseen by a Deputy Principal. The sub-schools enable the school to create more manageable cohort sizes and create teams to support the needs of those groups of students.

Staffing and workforce planning was a challenge in 2022. The impact of COVID-19 related absences and reduced teacher supply increased pressure on College operations and learning areas. Extensive recruitment processes occurred to ensure that we had a full complement of teachers for the commencement of the 2023 school year. Further work will need to occur to support our workforce plan to account for the impact of staff absences and reduced teacher availability.



## Meaningful performance management and development culture

2022 Performance management cycle was completed and staff were able to work and complete key objectives despite the interruptions COVID-19 presented during the school year. Managers follow up with staff to address issues and provide support. Significant resourcing and energy is committed to supporting and developing staff. As a school we continue to refine expectations and written performance goals so that staff have a clear understanding of what they are expected to deliver.

There was further refinement of our induction of new staff processes. We invested resources into enhancing our program, which includes 2 days of specialised professional training led by Dr. Lorraine Hammond and ASC Coaches, who are renowned experts in EDI lesson design and delivery. As part of their induction, all new staff members were given the opportunity to observe at least 2 EDI lessons in action, providing them with a firsthand look at the "Aveley Way" of teaching.

### Highlights

- Two staff attended the TeachWell masterclasses
- Two ICT Coordinator roles were created to build staff and student capacity
- A further 4 leaders attended the Fogarty Secondary Teacher Leader program and developed action plans to analyse and improve their curriculum planning documents.
- Expanded our coaching numbers and established a CMS coaching position
- Three teaching staff were selected as expert teachers by

Fogarty to present at the Secondary Teachers Intensive Workshops

- A high performing teacher and instructional coach was invited by Catholic Education and Shaping Minds to present in Tasmania
- Mentoring of preservice teachers and retainment of some of these staff

### Commitments

- Learning Areas continue to review and analyse grade cut offs and results, compared to like schools.
- Further refine the College workforce plan
- Continued recruitment focus to manage College operations during staffing shortages and to ensure quality teachers are employed
- Four more leaders are planned to complete the Fogarty STL program for 2023
- Two guaranteed and viable curriculum roles created for 2023
- Six Instructional and 2 CMS coaches appointed for 2023

OBJECTIVES	Begun	Making Progress	Achieved
To develop a school culture that prioritises the status of teachers and recognises staff excellence			
To develop distributed leadership			
Identify organisational changes to sustain practices over time			
Build a meaningful Performance Management and Development culture			



# Learning Environment

## Attendance

The College recognises the importance of students maintaining regular attendance and, through the School Business Plan, set an attendance target of 92%. Aveley SC has consistently attained attendance rates above WA public schools and like-schools. This is above expected for a Band 6 school with an ICSEA of 995. This is the result of consistent and clear attendance policies and procedures including whole school initiatives that create safe and supportive learning environments. The College recognises that attendance data for the last 2 years is very inconsistent as a result of the varying health advice and schooling arrangements across the state in response to the COVID-19 pandemic. The overall school attendance rate was 82.6%, below our target of 92%, but above public and WA like-schools. There was a pause in some of the College's attendance interventions due to COVID-19 related absences but the incentives and rewards were maintained. The attendance raffle is well liked and will continue to be a highlight to promote regular attendance and improvement.

## CMS strategies

A new cohort of incoming teachers undertook the Classroom Strategies Program (CMS) in 2022. The College implemented a formalised Teacher Request For Assistance process to streamline HOLAs supporting teachers with classroom management. The College allocated 2 dedicated CMS coaches who engaged in observations and conferences for the newly CMS qualified staff. These coaches also provided support for all teachers in improving their classroom management and assisted in supporting teachers across the College. In 2022 there were over 600 engagements with staff, consisting of formal Observations, Conferences, Walkthroughs, lesson/class base supports and Request for Assistance responses. The CMS team met weekly to check in and ensure that we were responding to staff and student needs and covering any Request For Assistance that was received.

## Student and staff wellbeing

Aveley Secondary College seeks to develop each child and recognises that this can be made possible when students feel safe and supported and have a strong sense of belonging and connectedness to their school community. As well as a focus on academic progress, an emphasis is placed on students' positive mental health and emotional wellbeing. For those students at educational risk, staff support is provided in the way of check ins and help for the whole family if sometimes sought. There was a sense that there were increased demands for student and staff wellbeing support throughout 2022. Some of this could be attributed to the impact of COVID-19, which appeared to have an impact across a range of health, financial and social areas in our school community. Community pressures and stressors have seen an increase in OINS and students self-referrals to Student Services for support. The College continues to build positive effective family-school partnerships to support students and families. Aveley SC continues to promote a culture that students and families are confident, and feel supported, to report concerns and issues as they arise. A student incident report form is available for all students to utilise and a specific school email address is available for parents to report concerns. Despite pressures across the community, a positive school culture exists and students continue to partake in extracurricular Academies and represent the College in sporting events.

School	Like Schools	WA Public Schools
2020	89.7%	88.9%
2021	87.1%	84.5%
2022	82.6%	80.4%



Additional Student Support Officers (Youth Workers) were appointed in 2022 to provide increased support with pastoral care activities and programs, across the student body.

A number of wellbeing events and strategies continued in 2022 including:

- A new Wellbeing role created to support initiatives to support whole school wellbeing.
- Homeroom activities, peer support and inter-house competitions were in full swing this year and assemblies to award and reward students meeting educational targets and mutual agreement values were held with a focus on building connections and belonging to the College.
- Academies - Staff volunteer their time and run a variety of activities such as: Anime, Choir, Minecraft, Video Games, Robotics, Dungeons and Dragons, and Japanese Drumming.
- Skittles lunch club continued - a safe space for our LGBTQIA+ students, their friends and allies.
- Year 9s had Laser Tag and team building activities on the oval and the Year 10s cruised along the Swan River.

#### Positive Learning Framework

Our Positive Learning Framework was strengthened in 2022 with improved school wide policy and procedures. A key improvement was the Student Request of Assistance process, which offered teachers an online platform where they could access the various student referral forms. Staff were able to document student concerns and this information that was then automatically forwarded to the appropriate individual. A

working party was developed to create more consistent guides to support a positive learning environment. They also developed posters that have been placed in all classrooms to outline clear classroom expectations and details of our Mutual Agreements.

#### Partnerships

A number of partnerships were established or strengthened in 2022.

- Our Aboriginal students further prospered in 2022 with expansion of the Follow the Dream Program helping to develop stronger partnerships between Aboriginal families and the school. Aboriginal Education will continue to be a priority in 2023 and we have plans to employ a full time AIEO. We hope to reintroduce families on site, develop reference groups and promote cultural activities and celebrate days of significance.
- OACWA (Organisation African Communities WA) ran a program called Mentor Me which was open to all students of African heritage. This program ran weekly and was delivered by a group of mentors that delivered key content of relevant issues for young African students. This was a successful initiative in supporting a large group of our students.
- Edith Cowan University (ECU) - Dr Lorraine Hammond continues to have strong links to the College. She participates in our annual induction program for new staff and is a key link with external quality teaching forums and external partners (such as Fogarty EdVance). There is also a partnership with ECU for Pre-

Service Teachers placements (PSTs). The College has placed an emphasis on attracting and retaining high-quality staff who are youthful, vibrant, motivated and innovative. This partnership provides PSTs with a high quality pre-service placement and has led in some instances to recruitment of PSTs that fit the business needs of our College. The partnership with ECU not only provides high quality experiences to beginning teachers, it also supports the College's workforce plan as we continue to grow our staff.

• Teach for Australia is a program that recruits talented graduates from specialist fields to teach in schools in low socioeconomic communities while completing their Master of Teaching. The program recognises Aveley Secondary College (ASC) for providing outstanding support to its TFA associates. Since 2018, the College has employed 16 TFA associates, and 7 of them are now TFA Alumni, many who hold leadership roles within the College. Jane Mulder, the regional program delivery manager for WA, described ASC as the "Hollywood" school for the TFA program due to the excellent level of support and development that TFA associates receive at the College. This partnership is mutually beneficial as the TFAs receive a quality experience at ASC, and the College is able to recruit quality staff.



- The College has developed strong communications with the parent body through an extensive network of online and electronic communication. The College uses several surveys of staff, parents and students to review its strategic development. These include the Tell Them From Me Survey of parents, students and teachers on a wide range of measures and the Occupational Health Inventory whereby all staff including teaching and non-teaching staff supply key metrics on the College. Leaders also undertake the Educator Impact survey which is a form of 360 Degree feedback.
- Construction Training Fund and Try-a-Trade Partnership Agreements - As the College moves into the establishment of our Senior School pathways and programs it has created opportunities for new networks and partnerships. The College has entered into an agreement with Construction Training Fund (CTF) & Skill-Hire to offer a Scholarship program for not only our students at ASC but the wider community. The 'HUB' will be based at our Aveley Campus. As well as the 'Scholarship Program' our students will be offered a Try-a-Trade program once a term throughout the year. The impact with our students is highly positive with strong take up on all opportunities.

### Highlights

- Ongoing range of Homeroom programs and activities, tailored for the increasing age of students
- House point reward system - linked to individual, Homeroom, cohort and whole school events and activities
- Breakfast Club occurred weekly
- Follow the Dream program expanded
- RU OK day, Wear it Purple Day, Harmony Day, Laser Tag, River Cruise
- OACWA delivered weekly workshops for students and provided mentorship
- Year assemblies to recognise positive student achievements
- CMS professional learning for staff, appointment of a CMS coaches
- Staff vs students sporting games and activities
- Strong partnership with Fogarty Foundation
- Highly successful engagement with Teach for Australia program
- North Metro Lego League hosted again at the College, our team advanced to the state final at Curtin University. The team finished with a respectable position and our teacher received the coaches award.

### Commitments

- Complete an overarching pastoral care plan inclusive of the range of events and activities
- Restore the full range of attendance strategies. Continue to refine attendance strategies to promote and restore regular attendance
- Refine procedures to align with each sub school - role clarity
- Implement the whole school 'Wellness Framework'
- Expand the RTS program to meet the needs of a targeted group of students
- Build staff capacity in their understanding of being a culturally responsive school.
- Establish parent reference groups to develop better working relationships with parents in learning programs
- Complete the Community Networking Plan and audit of current activities

Targets	Begin	Making progress	Achieved
To build high levels of engagement and attendance			✓
To embed consistent Classroom Management Strategies across the College		✓	
To embed a holistic approach to student and staff wellbeing		✓	
To embed a Positive Learning Framework across the College		✓	
To build parent and community engagement to support student learning		✓	





## Education Support Hub

The Education Support program provides the opportunity for students with a disability and high educational needs to attend a dedicated facility staffed by expert Education Support teachers and Education Assistants, at a school in their local community.

We continued to develop students' Individual Documented Plans in collaboration with teachers, parents, therapists and other stakeholders. As many students transitioned into senior school, planning was tiered at different levels to meet all students' needs. One to one meetings were held with Year 11 and 12 students and parents to begin planning and supporting their post school options. Five year 11 students enrolled in Certificate II - Supply Chain Operations and will continue this into 2023. We met our commitment to ensure all Year 10 students participated in a survey called 'My Future' which assisted staff to identify students' personal interests and goals. We used this information to identify meaningful work experience placements for students and make successful connections with work experience providers in our local community. Three Year 10 students and 1 Year 11 student attended the 10 week work readiness program with external providers.

All students from Year 7 to 11 participated in the Aveley SuperCreators Enterprise Program which has continued into its second year and is a highlight for students. This workplace-readiness program involved students successfully running craft stalls for Mother's Day, Father's Day and Christmas.

### 2022 Highlights

- The College ran the first Graduation ceremony for 3 Year 12 students, which was a special event for the students and their families.
- Aveley SuperCreators Enterprise Program
- Workplace Learning Management Plan developed
- Four students successfully completed 10 week Charged
- One to one Senior School Student planning meetings
- ASDAN Moderations- 48 candidates, total units 16, total samples 13
- All staff engaged in Professional Learning with Barry Munuk

### 2023 Commitments

- Create a Workplace Learning Guideline to support staff and students on work experience
- Create a work placement team of staff with skills and capacity to support students on work experience
- Finalise upper secondary pathways and implement tracking document
- Consolidate whole-school protective behaviors program and tracking document
- Improve outdoor environments to support social interaction and positive behaviour
- Hydro therapy program re-commenced
- Refine the College onsite Therapy Policy
- Engage all staff in Team Teach and Mantention Professional Learning
- Targeted CMS in class support for staff with complex behavioural cases



## Financial Summary

Aveley Secondary College has a notional budget of \$20.475 million.

The expenditure for 2022 complied with the Department of Education's "Minimum Expenditure Requirement" this included Salaries \$16,063,170 and as a Public Private Partnership (PPP) a total of \$891,330 was expended on Facility Management. A further \$181,809 was expended on IT Equipment in classrooms, additional classrooms, office furniture and facility upgrades.

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.

Parent support in terms of making payments for Contributions and Charges is an important component in ensuring this. Voluntary Contributions collection rate at 57.20% and Charges collection rate at 67.98% contributes significantly to classroom budgets. All income generated by Contributions and Charges is allocated to classroom budgets.

	<b>Revenue - Cash and Salary Allocation</b>	<b>Budget</b>	<b>Actual</b>
1 Voluntary Contributions		\$101,591.00	\$89,550.08
2 Charges and Fees		\$224,598.00	\$152,710.00
3 Fees from Facilities Hire	\$ -	\$ -	\$ -
4 Fundraising/Donations/Sponsorships		\$15,462.00	\$15,497.00
5 Commonwealth Govt Revenues	\$ -	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -	\$ -
8 Other Revenues		\$49,840.57	\$49,720.76
9 Transfer from Reserve or DGR		\$15,700.00	\$15,700.00
10 Residential Accommodation	\$ -	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$407,191.57</b>	<b>\$323,177.84</b>
<b>Opening Balance</b>		<b>\$556,171.00</b>	<b>\$556,171.62</b>
<b>Student Centered Funding</b>		<b>\$1,354,034.73</b>	<b>\$1,354,035.07</b>
<b>Total Cash Fund Available</b>		<b>\$2,317,397.30</b>	<b>\$2,233,384.53</b>
<b>Total Salary Allocation</b>		<b>\$18,158,019.00</b>	<b>\$18,158,019.00</b>
<b>Total Funds Available</b>		<b>\$20,475,416.30</b>	<b>\$20,391,403.53</b>



<b>Expenditure - Cash and Salary Allocation</b>		<b>Budget</b>	<b>Actual</b>
1	Administration	\$166,103.30	\$118,188.56
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$236,610.00	\$227,321.90
4	Buildings, Property and Equipment	\$495,439.73	\$403,830.46
5	Curriculum and Student Services	\$434,499.27	\$408,924.41
6	Professional Development	\$30,000.00	\$18,369.97
7	Transfer to Reserve	\$15,455.00	\$15,455.00
8	Other Expenditure	\$41,411.00	\$36,930.00
9	Payment to CO, Regional Office and Other Schools	\$897,879.00	\$891,330.15
<b>Total Good and Services Expenditure</b>		<b>\$2,317,397.30</b>	<b>\$2,120,351.11</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$16,063,170.00</b>	<b>\$16,063,170.00</b>
<b>Total Expenditure</b>		<b>\$18,380,567.30</b>	<b>\$18,183,521.11</b>

**Success  
for every child  
every day**

