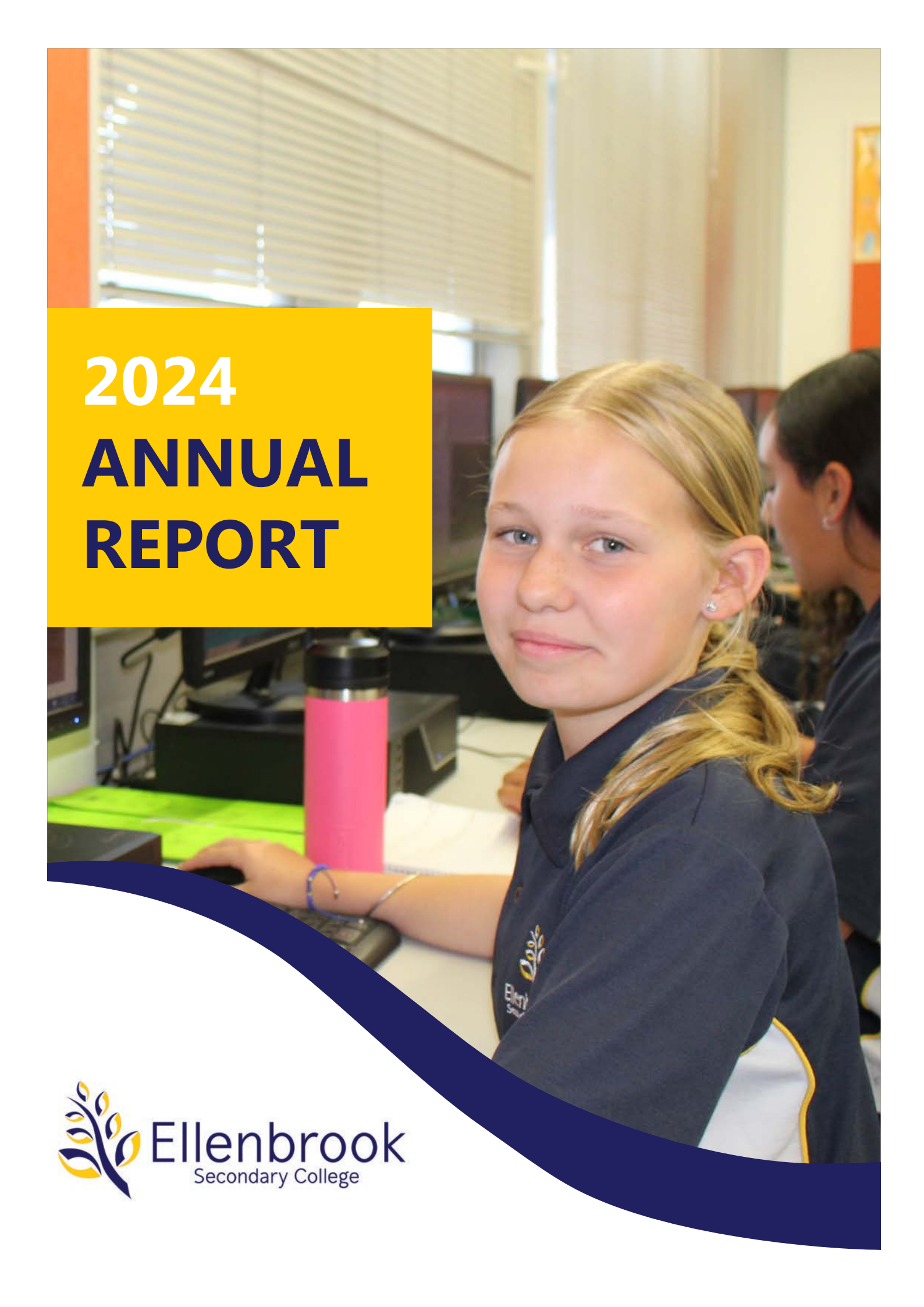


A young woman with blonde hair, wearing a dark blue school uniform, is sitting at a computer desk in a classroom. She is looking towards the camera with a slight smile. In the background, there are computer monitors and a window with blinds. A pink water bottle is on the desk next to her. The text "2024 ANNUAL REPORT" is overlaid on a yellow rectangular background on the left side of the image.

2024 ANNUAL REPORT

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Principal's Foreword

In 2024, our College made considerable progress toward building a School for All. We provided an education for the diverse cultural backgrounds of our students and those students with different learning capacities. In implementing the final year of our 2021–24 College Strategic Plan, we sought to implement and consolidate changes initiated in the previous years.

Our Associate Principals drove some meaningful change initiatives – implemented changes to Student Services (Years 7–9), continuing to support teachers to build safe and caring classrooms. She also played a significant role in establishing our inclusive education initiative, where we looked after students needing special support.

They took accountability for the management of the Senior School (Years 10–12) and continued the focus on building learning pathways. He led the change of Learning Centre 2 (LC2) into a Senior School area of the school. Furthermore, he was the main driver for the whole-school Positive Behaviour Support (PBS) program.

Whilst we draw attention to significant changes that were occurring over 2024, the events and achievements that occurred in 2024 are highlighted in the following three sections that reflect our three key values: Engagement, Success, and Community.

Engagement

When we say a 'School for All', we are engaging all students in a pathway where they can successfully make a transition to the greater community through the school gate. Pathways like the Gifted and Talented program can extend, whereas other pathways can support those who need to learn basic life skills, like how to use public transport and purchase food from a shop. Those who show sporting prowess can pursue a pathway to play a particular sport or become a coach. In all such activities, we expect students to show care and respect for themselves and others.



Our College is embracing the Department's Positive Behaviour Support program, where teachers are being upskilled to positively engage students. Over 2024, we commenced the implementation of this program and are working toward absorbing the House System into it. We are striving to reward students who do their best academically and socially and who support the ethos of the school.

Student Services sought to support the development of positive, safe, and caring learning environments for students and staff. Through the formal curriculum and extra-curricular experiences, we are upholding a common good that underpins our democracy, where people can belong and participate positively in school life without fear of discrimination or violence.

Our success in Vocational Education and Training (VET), General and Australian Tertiary Admission Ranking (ATAR) courses, and in NAPLAN (National Assessment Program – Literacy and Numeracy) supports the claim that we are engaging students in the curriculum.

When you read the Head of Learning Area accounts of what has occurred during the year, you can only admire the hard and dedicated work of the teaching staff. They are committed to their roles as teachers and have provided the students with incredibly rich learning experiences in the classroom, in the yard, and in the wider community. The Learning Area reports give context to any statistical data. A considerable effort has gone into training staff and coaching them to engage students in the classroom.

Most staff have developed their capacity to engage students in learning through their Classroom Management Strategies (CMS), and the school continues to build an effective school-wide pedagogy that centres on the Instructional Intelligences (II) initiative.

The inclusive education initiative is seeking to engage our students with undiagnosed (imputed) disabilities in mainstream classrooms, supported by the Hub. Our students with diagnosed disabilities who receive funding are supported in mainstream classrooms with education assistants, and they have access to the Hub. Furthermore, we have students who need the support of a specialised teacher in a classroom setting, where education assistants support the teacher in engaging the students in individually tailored programs.

There was ongoing training of teachers in Classroom Management Strategies (CMS) and Instructional Intelligence. Part of this change process involved the relocation of Student Services from LC2 (Learning Centre 2) to LC4. A considerable portion of 2024 centred around consolidating the operation of Student Services.

Success

The summary of our annual performance indicates that we are upholding our values of engaging students and laying a foundation so they can be successful in life. Being literate and numerate is of paramount importance in being successful in our society. The Student Achievement and Progress Report highlights a change in emphasis to support students in achieving

the Western Australian Certificate of Education (WACE).

The school has put value on achieving a VET certificate or an ATAR score that would get the student direct entry to a university. This means that a student obtains a qualification that leads to further education, training, or employment. There are now several pathways provided to students to obtain a VET Certificate while enrolling in ATAR or General subjects, especially in English and Mathematics. Furthermore, there are alternative pathways for university entrance.

A focus on WACE indicates that students who are not achieving WACE are not meeting all three components of the OLNA. We will continue to strengthen our counselling efforts to help all students gain the necessary minimum standard of literacy and numeracy needed to be successful in OLNA and gain a WACE.

Over 2024, we made steps to plan for a whole-school literacy initiative that would be a major part of the 2025–2028 College Plan. I would like to formally thank Mr Brown, our Associate Principal, who has driven the process of appointing a Head of the Learning Area English as an Additional Language or Dialect (EALD). Ms Rydel taught EALD classes and is establishing the literacy committee.

Our success in NAPLAN writing, where ESC achieved at a standard higher than the state (not just like-schools), is a testament to the work of the English Department and EALD efforts over 2024.

The Learning Area Reports highlight the extensive work our teachers are doing to assist students. There is evidence of success in these reports, with students achieving outstanding results across all Learning Areas. Whilst there is a focus on engaging all students, some students entered competitions and specialised programs and achieved outstanding success. The ASR highlights a full range of such examples, including student achievements on the national level in the WorldSkills Competition. This is a testament to the staff who have supported these students.

Community

Our school has the responsibility of helping our students with diverse cultural backgrounds and academic capacities to learn to live together in a school community that prepares them to find their place in adult Australian society.

The Learning Area Reports describe the variety of educational experiences that help students find an academic pathway leading to employment in a field they aspire to. Furthermore, the School Multicultural Committee report describes initiatives where we have built strong bridges between the school and the greater community – see Teagan R's report.

Communication is fundamental to building successful relationships. Mr Paul Clarke has put considerable effort into improving communication with parents via Compass and Connect. These platforms will prove vital as we move forward in this important partnership to help students succeed in their academic pathways.

The Positive Behaviour Support report (Mr Baltovich and Ms Hallett) describes our work in creating a culture where students can find a place of belonging and feel safe while choosing a pathway to build their future.

Our formal partnerships with community groups, such as the Clontarf Academy, Deadly Sista Girlz, and the AFL through the Health and Physical Education Learning Area, are particularly important to our school. The Clontarf report highlights that school attendance is foundational for success at school.

Finally, the Board and the Parents and Citizens (P&C) are another formal partnership that adds value to the culture of the school. I would like to thank the Board for their efforts throughout 2024. This Annual School Report highlights that we are all working together to support students so they can successfully engage with learning and build a better community within and beyond the school gate.

Dr Peter Havel
Principal

Welcome to WorldSkills WA 2024 Medal Presentation Ceremony



Board Chair Foreword

As the Ellenbrook Secondary College Board Chair, it is with pleasure that I present this report on behalf of the College Board and reflect on the Board's progress and achievements of the College over the 2024 school year. At the commencement of 2024 I was delighted to be re-elected as the Board Chair of ESC.

Our Board has continued to work hard to develop and oversee the implementation of strategic direction at our college, to improve outcomes for all our students. As a parent, I have been constantly impressed with the commitment to excellence on display from both our staff and students. In the academic domains, we continue to achieve new levels of success, while also continuing to offer a multitude of

innovative and exciting extra-curricular activities for our students.

There were so many amazing achievements in a wide variety of areas by our students in 2024. Our elite sports students have participated in a variety of carnivals and games and continue to grow in skill and in their unity as teams as they compete. Our presence in the community has been noticed in 2024. I have received a significant amount of feedback on the positive and mature way in which our students manage themselves out in public. We have had students involved in groups assisting seniors in refining their tech skills and students participating in large community events such as the amazing ANZAC Day Ceremony.

These noted events, and several others, all demonstrated a significant effort, with plenty to build on for sustained success in the future. I would encourage everyone to follow the College on Facebook, you will see from these how amazing opportunities our college provides for all students.

It has also been great to see the continued planning and implementation with our program partner, Clontarf Foundation, who always works hard to provide unique and exciting opportunities for our Indigenous students within our ESC community. I was proud to attend their



graduation night at the end of 2024. Programs such as this are becoming well known in the local community as brilliant examples of the engagement we have within the school, as well as out of it.

The huge musical production of the show 'The Little Mermaid' was brilliant. Our students and staff worked so hard, even undertaking full day holiday rehearsals to prepare for their performances over consecutive nights. What a funny, well produced show it was. Of course, our annual music specialist showcases were outstanding as usual!

I have been continually pleased with the work of the staff in our Learning Support area. They work hard to provide unique and appropriate educational opportunities

for our students who require varying levels of extra scaffolding and assistance to achieve their full potential.

Our students also make us proud with their achievements in VET areas. We had more amazing success at the WorldSkills Australia Competition. This grows each year with success and opportunity. It is one of the many ways we show how well we focus on allowing every single student at ESC to become successful in a wide variety of areas. Preparing our students for real word success is something we excel at.

Our school leadership has continued to be flexible and show strong skills in managing our school to produce the best outcomes for all students. The Board thanks them all for their continued arduous work.

I am always impressed by the dedication to public education of our staff. Our students are amazing young adults who are always eager to embrace the challenges and opportunities given to them. It is exciting to reflect on 2024 as a success but also look ahead to the new opportunities and challenges which await us as we commence a new year of engagement, success, and community in 2025!

Congratulations everyone.

Chris Spencer
Board Chair

ABOUT THE COLLEGE

College Overview

Ellenbrook Secondary College is a vibrant and inclusive learning community where diversity is celebrated, and success is nurtured. With over 60 languages spoken among our students and families, we embrace multiculturalism as one of our greatest strengths, fostering an environment of respect, confidence, and self-worth. Our commitment to inclusivity ensures that every student is supported to reach their full potential.

We take pride in empowering Aboriginal and Torres Strait Islander students through dedicated programs such as Deadly Sista Girlz and the Clontarf Academy. These initiatives provide mentorship, leadership development, and academic support, ensuring Indigenous students have the resources and opportunities needed for success.

Students at Ellenbrook Secondary College have access to a diverse range of learning pathways tailored to their aspirations. Our ATAR program prepares students for university, while our award-winning Vocational Education and Training (VET) program has earned the College the prestigious WorldSkills VETIS Best School Award for two consecutive years. Specialist programs in music and sports further enhance opportunities for student achievement, with music students performing at school events, participating in overseas excursions, and gaining local and international recognition.

Our Gifted and Talented (GAT) Secondary Selective Academic Program challenges high-achieving students with rigorous coursework in core academic subjects. With a strong emphasis on science, technology, engineering, and mathematics (STEM), we equip students with critical problem-solving skills, innovation, and creativity needed for future careers in an evolving world.

The College boasts state-of-the-art facilities designed to support student learning and development. These include

a fully equipped Trade Training Centre, a Performing Arts Centre, a modern gym, a barista café, and a shared library in collaboration with the City of Swan. Our extensive extracurricular offerings, including clubs, sports teams, and leadership programs, ensure that students have ample opportunities to explore their interests and develop valuable life skills.

We prioritise accessibility in education by providing comprehensive computer resources, removing the need for students to bring their own devices and helping families manage schooling costs effectively.

Our Student Support Centre provides holistic wellbeing services through a dedicated team comprising Student Services Managers, Psychologists, a Chaplain, a Nurse, Aboriginal and Islander Education Officers (AIEO), and specialist teachers. Programs such as the Breakfast Club, RUOK Day, lunchtime competitions, extracurricular clubs, and workshops addressing mental health and digital wellbeing contribute to a safe, nurturing school environment where students feel supported and valued.

The Learning Support program is seeking to engage our students with undiagnosed (imputed) disabilities in mainstream classrooms supported by the Hub. Our students with diagnosed disabilities, that receive funding, are mainly being supported in mainstream classrooms with educational assistants. If required, these students can have access to the Hub. There are a few students who need the support of a specialized teacher and a classroom setting where educational assistants support the teacher in engaging the students in individually tailored programs.

Ellenbrook Secondary College values strong partnerships with parents and the wider community. Through the P&C and College Board, parents play an active role in decision-making and school initiatives. Our engagement with local primary schools and community organisations

enables students to contribute meaningfully to their surroundings through projects and activities, reinforcing our commitment to fostering responsible and engaged citizens.

With a steadfast dedication to academic excellence, student wellbeing, and community engagement, Ellenbrook Secondary College continues to be a place where every student is empowered to succeed.

College Staff

Ellenbrook Secondary College is structured to support both academic excellence and student wellbeing through a well-organized staffing framework and has a focus on career development for all staff. In 2024, 159 staff members were employed,

- College Executive Team - The Executive team leads the school's strategic direction, operations, and educational priorities. This team includes the Principal, Associate Principals and Manager Corporate Services, who oversee key portfolios such as curriculum, student services, and operations.
- Learning Areas - ESC is divided into multiple Learning Areas, each led by Heads of Learning Area (HOLAs) and supported by dedicated teaching teams. These areas cover core subjects like English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, Technologies, The Arts, and Languages, ensuring a broad and balanced curriculum.
- Pastoral Care Team - The Student Services and Pastoral Care Team focuses on student wellbeing, behaviour support, and engagement. This includes Year Coordinators, Student Support Coordinators, and roles like the Aboriginal and Islander Education Officer (AIEO), working together to foster a positive and inclusive school environment.

- **Teaching Staff** - The College has a large team of committed teachers across all learning areas, delivering high-quality education and supporting differentiated learning to meet diverse student needs. Several teachers also run extra-curricular sporting teams and clubs to help develop positive relationships with students and foster passion for learning.
- **Allied Professionals** - Supporting both staff and students are various Allied Professionals, including school psychologists, chaplains, nurses, and administrative staff. These professionals play vital roles in providing counselling, health services, and operational support.

Together, these teams collaborate to ensure a safe, engaging, and supportive learning environment for all students.

Curriculum

As a Department of Education Independent Public School (IPS), the College implements the Western Australian Curriculum in Years 7-10 and students work towards achieving the Western Australian Certificate of Education (WACE) in Years 11-12. We offer a broad range of courses and educational opportunities, particularly in the Senior School years including ATAR courses, College based Certificate courses through approved RTOs and modified timetables to allow students to pursue TAFE and WPL opportunities that supplement their learning experiences. We enhance the delivery of our curriculum through our best practice, whole school pedagogy and Instructional Intelligences that align closely to the DoE Teaching for Impact initiative. Furthermore, we continue to work on embedding the Aboriginal Cultural Standards Framework to ensure our curriculum is sensitive to the needs of indigenous Australians.

We continue to have a strong focus on Literacy and Numeracy, as these disciplines underpin all learning. The development of the Whole School Literacy Plan ensures all Learning Areas are explicitly reinforcing fundamental literacy skills and providing a consistent framework to support improved

student outcomes. All Learning Areas undertake rigorous internal and external moderation processes referencing the Judging Standards to ensure course content is delivered, assessed and graded accurately against state-wide norms. Decision making and allocation of grades is supported by rigorous analysis of results in state and national testing programs, including the Online Literacy and Numeracy Assessment (OLNA), National Assessment Program Literacy and Numeracy (NAPLAN) and WACE course reports. Staff monitor student progress, so we can identify and apply teaching strategies that will ensure all children have the opportunity to achieve their personal best.

Our pedagogical approach allows for staff to utilise an extensive range of evidence-based teaching approaches from teacher led explicit instruction approaches right through to student centred inquiry-based approaches. The integration of opportunities for students to learn and master research skills in our modern library, shared with the City of Swan, or utilising digital technologies and 21st century innovative technologies including VR, robotics, and modelling software ensures the learning different learning styles and needs of all students is catered for. By researching and identifying other cross-curriculum initiatives including life skills programs, the embedding of SCASAs general competencies and integrating Information and Communication Technologies (ICT) across many areas of the curriculum, we ensure our students are provided with a range of traditional, modern and innovative teaching and learning experiences.

Several specialist programs enrich the curriculum offerings. The Music Program is of vital importance to our school. Teachers from the Instrumental Music School Services (IMSS), as well as our own talented music team, provide students with opportunities to learn an instrument, participate in multiple College ensembles and bands, sing in the College choir or be a part of special events behind the scenes. We offer a range of both regular and co-curricular specialist Physical Education courses including Volleyball, Netball, and

Football which allow keen students to further their skills in these sports under the guidance of passionate and trained teachers. The Gifted and Talented Program is a specialist program that student can enrol across boundaries, but this is governed by state testing to establish if a student is eligible to join. This program has grown significantly since its inception in 2021 and now has classes from Year 7 through Year 10. Our holistic approach to Gifted and Talented education provides students with an enriched curriculum as well as classes to support personal development and the use of innovative technologies to support accelerated learning.

We create an abundance of opportunities for our all our students to engage and partner with our community. The Learning Area Reports are full of examples of the collaborative and community minded approach we afford our students.

Our use of Individual Education Plans (IEPs), Group Education Plans (GEPs) and Special Education Needs (SEN) planning is highly developed. ESC staff use these processes extensively to cater for the diverse learning needs of Students at Education Risk (SAER) at both ends of the educative spectrum. We offer an integrated approach to students with learning disabilities and learning difficulties, ensuring these students have opportunities to access the mainstream curriculum and interact with students of a similar chronological age while also providing access to heavily modified curriculum in our education support classes. Our curriculum approach ensures all students receive the supports they need, be it full mainstream curriculum which includes student access to our innovative Learning Hub if needed, right through to an almost full withdrawal model and access to our specialist sensory room or other specialist interventions.

EXCELLENCE IN TEACHING AND LEARNING

1.1 Staff Development

Instructional Intelligence

Ellenbrook Secondary College Instructional Intelligence (II) is a whole-school pedagogy that focuses on explicit teaching, levels of thinking, lesson design, and active participation of students. It is designed to allow teachers the flexibility to choose the most appropriate teaching strategies to meet the needs of their students and to implement those strategies effectively. Ellenbrook Secondary College (ESC) has developed a three-day training course for II that focuses on classroom practice. It is based on the work of Barrie Bennett and includes classroom observations and coaching.

In 2024:

- Staff who previously completed II engaged in peer coaching in Semesters 1 and 2. This involved setting their own goals in the area of instruction they wished to continue developing.
- We encouraged staff who are routine users of II strategies to set goals relating to the implementation of literacy strategies within their practice.
- During the Staff Development Day of Term 4, we presented an overview of the four pillars of II in an interactive workshop. Participants included teaching staff, EAs, and the Executive Team.

Classroom Management Strategies

Classroom Management Strategies (CMS) has continued to be a key part of our Positive Behaviour in Schools Plan, and all staff are expected to use CMS techniques when encouraging students to engage with learning in the classroom. Staff trained in CMS continue to use strategies such as winning over, low-key skills, and

active participation of students to allow teachers to deliver high-quality lessons every day.

Available to all public schools, the CMS Foundation Program aims to develop teachers' teaching practice and equip them with skills to prevent and respond to off-task behaviour, improve social cohesion in the class, and increase students' active participation in the classroom. It is a program of training and ongoing conferencing that allows staff to self-reflect and become conscious of the classroom and behaviour management strategies they employ.

During the CMS Foundation Program, staff attend theory sessions and then several conferences that involve classroom observations, followed by a conference that provides feedback on the teacher's use of specific strategies during the lesson.

The 2024 school year has been a big year for CMS at ESC. Early in the year, two staff members were trained at Statewide Services to be school-based presenters for both the Foundation Program and the Instructional Strategies for Engagement Program. This has enabled ESC to continue to provide professional learning for staff at school, allowing ESC to be flexible and proactive in upskilling staff.

In Term 2, 14 staff members completed their Foundation Program. This has assisted these teachers in refining their behaviour management strategies to improve their teaching efficacy and support the creation of calm, orderly classrooms, enabling all students the opportunity to engage in quality teaching and learning.

1.2 Gifted and Talented

The popularity of the Gifted and Talented (GAT) program at Ellenbrook Secondary College (ESC) can be attributed to several key factors, such as:



- Innovative Learning Experiences and Enrichment – The GAT program emphasizes authentic and enriching learning experiences that prepare students for success in the 21st century. We also run an Enrichment Program across Maths, Science, English and HASS that is linked to core curriculum.
- Rigorous Curriculum – The program offers a differentiated curriculum that challenges students in core subjects such as Science, English, Mathematics, and Humanities. This academic rigor appeals to students seeking an intellectually stimulating environment.
- Real-World Applications – Students participate in practical projects, such as the 'Just Start It' competition, where



they develop technology-enabled solutions to real-world problems. This direct experience enhances their skills in budgeting, marketing, and public speaking.

- **Community Support** – The program is supported by local initiatives and grants, such as those from the City of Swan, which help facilitate student participation in competitions and projects. This community backing adds value to the educational experience.
- **Accessibility** – The establishment of the GAT program in ESC provides local students with access to high-quality education without the need to travel long distances to other schools that offer similar programs. This convenience is particularly appealing to families in the area.

These elements combine to create a highly sought-after program that meets the needs of academically gifted students, making it a popular choice among families in the region. We have 48 students enrolled in our GAT Program across Years 7 to 10. Our first group of GAT students to transition into Senior School are all pursuing ATAR Pathways, with 70% of students doing three Sciences and Mathematics Applications or Specialist.

Student Achievements

Ellenbrook Secondary College proudly celebrates and congratulates the remarkable achievement of our students:

- **Harding Miller Education Foundation Scholarship** – Marianne Sularte

was selected as one of 206 deserving recipients from a competitive pool of 643 applicants. Valued at \$20,000, this scholarship provides students with essential academic resources and ongoing support over four years to help them achieve their educational and career aspirations. This incredible opportunity will empower students to excel in their studies and make the most of their academic journey.

- **'Just Start It' Competition 2024** – Three of our brightest Year 9 GAT students Aceline Villazor, Agatha Villazor, and Simar Singh were crowned winners of 'Just Start It' 2024 competition for their innovative business app, 'FIELD 2 FORK,' which was recognized as the best in the state. Competing against 200 teams across Western Australia, their groundbreaking idea stood out for its ingenuity and potential impact. As part of their success, they were awarded \$5,000 to support the development of their app into a fully operational service benefiting both farmers and consumers.
- **Top Students Award in the entire year cohort**

Year 7
 English – Ishrat Kotwal
 Languages (Indonesian) – Tatiana Catling
 HASS – Ishrat Kotwal
 Mathematics – Mohammad Heidari
 Science – Tatiana Catling

Year 8
 Music – Zachary Sokolenko

Science – Zachary Sokolenko
 STEM – Eevie Elliott

Year 9
 Music – Agatha Villazor
 Media/Photography – Jackson Davis
 English – Claire Wen
 HASS – Japjit Grewal
 Mathematics – Agatha Villazor
 Heath – Claire Wen
 Science – Claire Wen

Year 10
 English – Amal Farhad
 Digital Technologies – Alex Prasek

Campus Connect

Our Year 7, 8, 9, and 10 students had an amazing time at Campus Connect, a social gathering event tailored for GAT students in Grades 7 to 10 at Curtin University. It was a fantastic opportunity for our students to mingle, bond, and forge connections.

Campus Connect is about encouraging inclusivity and building bridges between all students. GAT students had the opportunity to bring along a non-GAT friend, fostering an environment of diversity and friendship. Beyond the fun and games, Campus Connect was set up to enhance social aptitude, foster a broader network of friendships, and encourage mentoring among all attendees. It was heartwarming to see students from different grades come together, share experiences, and learn from each other.

Overall, it has been an incredible year for our GAT students. From engaging in advanced coursework to participating in unique projects, these students have developed critical thinking skills and a passion for learning that will serve them well beyond



the classroom. Whether it was in the sciences, arts, or humanities, our students have shown exceptional dedication and enthusiasm.

We have also placed a strong emphasis on careers and tertiary education pathways. We worked with the Career Practitioner, and ran various sessions for students, including Growth Mindset workshops, university tours and workshops, and Future of Work skills sessions.

As our students move forward in the GAT Program, the learning experiences and friendships they have formed will continue to shape their educational journeys, leaving a lasting impact on their future endeavours.

1.3 STEM

Engaging Primary Schools in STEM Warriors

Ellenbrook Secondary College continued to engage with primary school students from the community through our STEM Warriors Program. Year 5 and 6 students from local primary schools participated in a series of interactive and hands-on activities designed to spark their curiosity and enhance their STEM skills. Through well-structured workshops and experiments, our dedicated staff guided students in developing problem-solving abilities and a deeper understanding of STEM concepts. The program also helped students build essential transferable skills that will benefit them across all learning areas.

As part of this initiative, the College had the pleasure of welcoming the Year 5 cohort from Arbor Grove Primary School for a STEM experience. Throughout the day, students engaged in practical learning activities across Mathematics, Science, Health and Physical Education, and Humanities and Social Science. These activities aimed to develop their critical thinking, problem-solving, and curiosity about the world around them. The visit provided an exciting opportunity for students to experience high school learning environments while strengthening their confidence in STEM.

ESC remains committed to fostering a passion for STEM and supporting young learners as they prepare for their transition to high school. We look forward to continuing our strong partnerships with local primary schools, inspiring the next generation of STEM learners.

Science Fair Collaboration

During Science Week, the STEM team collaborated with the Science Department to host an exciting event showcasing student innovation and hands-on learning. The event featured a variety of impressive projects, including hydraulic bridges, arcade games, and remote-controlled vehicles, all designed and built by STEM students as part of their STEM elective assessments.

The event also provided visitors with the opportunity to explore Science Fair projects, further highlighting the creativity

and critical thinking skills of our students. This collaboration emphasized the strong connections between STEM disciplines and gave students the chance to apply their learning in real-world contexts.

Professional Learning with Questacon STEM Futures

STEM staff at ESC participated in Questacon STEM Futures, a professional learning program designed to equip educators with new skills and activities to enhance student learning in STEM. This training provided valuable opportunities for teachers to explore innovative teaching strategies, develop engaging hands-on activities, and incorporate industry-relevant content into the classroom.

A key aspect of the professional learning was the industry connections it fostered, linking teachers with leading universities such as Curtin University and Edith Cowan University. These partnerships exposed staff to STEM research and industry projects currently underway in Western Australia. One such project is the development of renewable plastics using seaweed, an exciting initiative that highlights the role of STEM in sustainable solutions for the future.

By engaging with universities and industry leaders, staff gained insights into real-world STEM applications, ensuring that students at ESC benefit from the latest advancements in science and technology. These connections will continue to strengthen the STEM experience for our students.

1.4 VET/Workplace Learning

Once again, Ellenbrook Secondary College continues to set the benchmark for success in Vocational Education and Training (VET) across public schools in Western Australia.

In 2024, 44% of our Year 12 student cohort enrolled in the VET program, a slight increase from 2023. Overall, 84% of these students successfully attained a qualification by the end of the year, including:

- 1 Certificate IV
- 43 Certificate III
- 38 Certificate II
- 1 Certificate I

Twenty-four percent of our students completed two or more qualifications, demonstrating their outstanding commitment to their VET studies. This marks a significant increase in our five-

year history of Vocational Education and Training, further emphasizing the growing focus on ensuring non-ATAR pathway students achieve a qualification alongside their WACE.

Year 12 students also had the opportunity to earn Endorsed Program credits for extracurricular activities such as Workplace Learning, School Production, and Performance Ensembles. Endorsed programs contribute one C-grade equivalent towards WACE for every 55 hours completed. Pleasingly, 61 endorsed program unit equivalents were achieved.

Our students benefited immensely from strong partnerships with community organizations and businesses across Ellenbrook and greater Perth, which provided invaluable support and positive feedback throughout the year.

The jewel in the crown of ESC's VET program in 2024 was our outstanding

performance in the WorldSkills Regional Competition. For the second consecutive year, ESC was awarded the WA School Shield, recognizing the exceptional success of our VET programs.

Out of the 29 students selected to represent Team WA at the National WorldSkills Competition, nine students are from ESC – a remarkable achievement.

Additionally, two of our students were recognized with SCSA VET Certificates of Excellence in Hospitality/Tourism and Engineering. Across Western Australia, only 32 VET Certificates of Excellence were awarded, making this an incredible accomplishment for our students and school.



1.5 Curriculum Highlights

1.5.1 English

Academic

- ATAR English

21 students completed ATAR English with Ellenbrook Secondary College's overall scaled performance (61.5) continuing to be above that of 'Like Schools' (55.6). It is also worth noting that our scaled score for ATAR English this year was the highest attained since the Western Australian Curriculum for Senior Secondary Students was introduced in 2016. We also had a greater percentage of students (20% (4 students)) achieve a scaled score above 74%. English was the best performing or second-best performing ATAR subject for 80% of our students when counted toward their ATAR ranking. The difference between the school mark and the scaled score was greater (4.7) than like schools (-7.6) and means that our students performed positively in their final exam. The Moderated Mean score for ATAR English in 2024 was greater (4.9) compared to the year before (4). The difference between the school mark and scaled score for students studying ATAR English at Ellenbrook Secondary College was closer (4.7) compared to like schools (-7.6) and the state average (4). The closer to 0 this score is, the more accurate the marks for each student enrolled in the course.

- NAPLAN

- ◇ Year 7 - 2024

- » Reading: More than 52% of students demonstrated 'Strong' or 'Exceeding'.
 - » Writing: More than 52% of students demonstrated 'Strong' or 'Exceeding'.

- ◇ Year 9 - 2024

- » Reading: More than 58% of students demonstrated 'Strong' or 'Exceeding'.
 - » Writing: More than 59% of students demonstrated 'Strong' or 'Exceeding'.

- OLNA

Our OLNA attainment progression has been pleasing.



- ◇ Our Year 12 cohort attainment rate for Round Two was 96% in Reading and 98% in Writing. These numbers demonstrate a subtle trend upward toward 100% attainment.
- ◇ This highlights the incredible work of our Year 12 General and Foundation English teachers in assisting our Year 12s to attain their OLNA by the end of their formal schooling.
- ◇ Year 10 Round One attainment rates saw 72% of students who attempted the Reading section attain Category 3. 76% of students who attempted the Writing section also attained a Category 3. This is a marked increase on 2023's results, where 69% attained a Category 3 in Reading and Writing.
- ◇ The number of students who sat the test and attained a Category 2 in Reading (29%) and Writing (41%) increased over previous years. Students who attain Category 2 are considered 'likely' to attain Category 3 by the end of Year 10.

External Partnerships and Relationships

- City of Swan Library Service – Visiting Authors
Courtesy of our ongoing relationship with the City of Swan Library Service, our students had the opportunity to meet visiting Australian author Chemutai Glasheen in August of this year. Chemutai is both a teacher and university academic who writes short stories from her experiences working in the field of human rights. The session focused on the importance of giving voice to those in our community who are not as present in the texts that we read. Chemutai shared with our students her writing process and encouraged them all to be open to having a go. We are greatly appreciative of the City of Swan Library Service for hosting this event.
- The Literature Centre and Fremantle Prison
Our Year 7 GAT students went to Fremantle to participate in a two-hour writing workshop at The Literature Centre, specifically designed to help students develop an appreciation and understanding of the writing process. Students participated in a range of activities to hone their creative writing skills. Following this literature journey, students ventured to Fremantle Prison, where they learned the stories of the notorious former inmates and escapees. Students were praised by the hosts of both venues



for their exceptional behaviour and engagement.

- Fremantle Schools Debating Competition
Ellenbrook Secondary College's Gifted and Talented students joined the prestigious Fremantle Schools Debating Competition. In teams of three, our students in Years 8, 9, and 10 went head-to-head with some of Perth's top public schools, where their knowledge and wits were put to the ultimate test. Both our Year 9 and Year 10 teams saw success, beating schools such as Melville, Lakeland, and Harrisdale Senior High School. For many of our students, this was the first time they had ever debated – a fantastic effort from all who competed. We will certainly be back next year to build on our success.

Celebrations

In Term 3, Week 8, we celebrated Literacy Week using the 2024 Book Week theme: Reading is Magic. Students participated in a range of Homeroom activities throughout the week and a bookmark-making session in The Yarning Circle. The highlight of the week is always the Dress-Up Day on Friday. At ESC, we recognise that literacy is not just the responsibility of English teachers, as

reading and writing underpin all learning. Staff from other Learning Areas dressed up in a coordinated theme, raising the bar exceptionally high this year. Characters from Alice in Wonderland (English), The Wizard of Oz (Arts), Where's Wally? (Science), and various famous sports stars (PE) roamed the school. Students dressed as their favourite character from a book or film. All participants were handed a raffle ticket with the opportunity to win a range of fantastic prizes. It was a fun way to celebrate the importance of literacy across the College.

Excursions and Incursions

- Write a Book in a Day
The Year 8, 9, and 10 Gifted and Talented classes participated in the Write a Book in a Day competition in support of the Children's Cancer Project. Students had to plan, draft, illustrate, and publish a book that met strict conditions and a defined word count in less than 12 hours. In teams of 5-10, they were presented with the parameters and conditions at 7:00 a.m. in the morning and completed the task 12 hours later. They used their critical thinking and problem-solving skills to produce books that were more than 4,000 words in length. All students enjoyed the challenge

and experience and look forward to competing again next year.

- Art Gallery of Western Australia (AGWA)
Students in the Year 11 General Literature course are required to produce original texts in several mediums throughout the year. For their final assessment, they were tasked with composing a poem that expressed an idea or conveyed a message. In early Term 4, students visited the Art Gallery of Western Australia to seek inspiration for their poetry compositions. They explored thought-provoking artwork, diverse themes, colours, and emotions conveyed through visual mediums. Students engaged with the exhibits, reflecting on how all forms of art (including poetry) evoke feelings and emotions and convey complex ideas and messages to their respective audiences. This experience provided a unique opportunity for them to connect visual art with literary techniques, enriching their approach to poetry.

1.5.1.1 English as an Additional Language or Dialect (EALD)

2024 saw the introduction of the EALD program at the College in recognition of

the fact that over 40% of our students and families speak a language other than English at home. EALD stands for English as an Additional Language or Dialect, and it is a strand of English recognised by the WA Department of Education and the School Curriculum and Standards Authority (SCSA). A new Head of Learning Area – EALD role was also established, a first in the WA Department of Education, with Ms. Julia Rydel permanently appointed to the role in July 2024.

The linguistic diversity of Ellenbrook Secondary School's student population is significantly higher than the national average of 25%. ESC students come from over 60 countries and speak over 40 languages, with the main ones, apart from English, being Afrikaans, Arabic, Dinka, Filipino, Gujarati, Hazāragi, Kurdish, Māori, Nuer, Shona, Swahili, Urdu, and Vietnamese.

Multilingualism is recognised as a great asset in the world of business and travel but code-switching between languages spoken at home plus within the cultural community while using Standard Australian English (SAE) at school is often taxing on multilingual students and can affect their literacy. Research shows that the acquisition of conversational English takes from 1 to 3 years, but the acquisition of academic English can vary from 5 to 12 years. This means that some ESC students will continue to require EALD support



until the end of their secondary education, particularly given that few primary schools within the area offer EALD support programs.

EALD in Senior School

In Senior School, EALD supports include Year 11 and 12 EALD courses at General and ATAR levels, which are recognised on par with English and English Literature by SCSA. These are discrete courses that follow an EALD syllabus. Five students completed Year 12 ATAR EALD via the School of Isolated and Distance Education (SIDE) in 2024, which enabled them to improve on their Year 11 English results by approximately 20% and significantly increased ESC's average English ATAR score. In addition, the College supports multilingual students to enrol in first and

background language examinations as non-school candidates. These language exam results can count towards and substantially boost student ATAR scores.

In 2024, 20 students were enrolled in the Year 11 General EALD course, and one of the highlights was their excursion to Australia's largest annual outdoor sculpture event, Sculpture by the Sea, at Cottesloe Beach.

Upon completion of an EALD eligibility form, all Year 11 and 12 EALD students are entitled to receive an extra 10 minutes to complete their OLNA Reading, Writing, and Numeracy test.

EALD in Lower School

In the first year of the EALD program, the College offered one Year 7 EALD class with



approximately 24 students. These students followed the same teaching program as other Year 7 English students but were marked against EALD Progress Map levels instead of the English judgment standards. The EALD Progress Maps were developed by the WA Department of Education and assess students against the four main modes of Reading and Viewing, Writing, Speaking, plus Listening. Rather than attributing a specific grade, students are placed on a continuum of 1–8 with detailed descriptions of skills that students are expected to achieve at each level. Placing students on EALD Progress Maps gives them a higher chance of success, which in turn leads to more student engagement and higher academic achievements in the future. The specific EALD Progress Map used at our College is the Secondary EALD Progress Map, which is divided into Early Adolescence for Year 7 to 10 and Late Adolescence for Year 11 and 12.

Furthermore, Year 7 EALD students benefited from having two extra periods of Literacy Support classes, which focused on improving their vocabulary, phonics, grammar, and digital literacy skills. Another Literacy Support class was offered to non-EALD students who were identified as needing literacy intervention and benefited from EALD-based teaching and learning practices.

Japanese Cultural Exchanges

The College hosted three student exchange groups from Japan in 2024. They were all facilitated by Gold Education Tours and consisted of the Japanese visitors shadowing ESC student representatives for the duration of their stay. The College was paid a small remuneration for each student hosted, and many of the Japanese exchange students stayed with local Ellenbrook families, which helped to strengthen the College's engagement with our local community.

The first exchange group came for a one-day visit in May and consisted of students and staff from the prestigious Toyota Technical Academy in Tokyo. This school is part of the Toyota Corporation, with its students becoming the future managers, engineers, and mechanics at Toyota. As such, the welcoming ceremony was

attended by the Honourable Lorna Harper, representing Treasurer Rita Saffioti; the Consul General of Japan, Mr Yasushi Naito; the Executive Director at the Office of Multicultural Interests, Ms. Kate Rowlands; and the Managing Director of Toyota WA, Mr Mark Lauren, amongst other special guests. A select group of Year 9 and 10 students acted as formidable ambassadors for our College by showing the Japanese visitors around the school and taking them along to classes to give them a taste of Australian education and culture. ESC Principal Dr. Havel also gave the Toyota Technical Academy Principal and General Manager a personal tour of our College, with the guests being particularly impressed by the College's Trade Training Centre as well as the spaciousness and presentation of our campus.

In August, the College welcomed the second group of exchange students from Saitama Sakae High School in Japan for a week-long visit. This was followed by a group from Ibaraki Christian College in December who stayed with us for two days. Similarly to the first exchange group, visiting Japanese students were paired with student representatives from Year 9 to 12, who took them to their classes and looked after them for the duration of their stay. There was overwhelming interest from our student population in being a 'Japanese buddy,' with many students keen to learn about Japanese culture and people. As a token of their appreciation, students from Saitama Sakae High School presented a kimono-tying workshop for

our students, while the Ibaraki Christian College students taught their buddies how to make onigiri (a type of sushi) and kabuto (a traditional Japanese hat).

On all three occasions, the Japanese visitors were given an opportunity to participate in special workshops hosted by teachers from the Physical Education Department. Ms. Samantha Rumble led her Specialist Year 9 Netball girls in demonstrating and engaging the visitors in a netball game, while Specialist Year 9 AFL boys showed great leadership skills by teaching the Japanese students a few tricks about footy under Mr Maclain Thomson's guidance. At the end of each visit, the Japanese visitors were farewelled with an afternoon tea consisting of some Aussie classics, such as lamingtons, scones, Tim Tams, and even a freshly baked batch of lemon myrtle Anzac biscuits, courtesy of Ms. Barbara Woulfe and her Home Economics team.

These cultural exchanges were a source of much excitement for our students and an opportunity for collaboration across the College's Learning Areas.

Indonesian

In 2024, Year 7 and Year 8 students reached several milestones in their language learning journey. Special commendations were awarded to Ashley Daladin (Year 8), Tatiana Catling (Year 7), and Aya Khalil (Year 7) for scoring top marks in their respective cohorts.

In the Year 7 program, students either started their language learning journey or



refined what they had learned in primary school. They viewed multimedia texts that modelled simple interactions, namely: Petualangan Sherina, Ngeri-Ngeri Sedap, Keluarga Cemara, and Ada Apa Dengan Cinta. Towards the end of Semester 1 and 2, they were introduced to the casual speech that Indonesian teenagers commonly use. The students who showed both the aptitude and the desire to learn will be placed in the 2025 Year 8 program.

In the Year 8 program, students extended their skills in Indonesian with more verbal interactions and creative activities. They viewed multimedia texts that modelled more authentic and complex interactions, namely: Aruna dan Lidahnya, Laskar Pelangi, and Janji Joni. Towards the end of the year, they visited an Indonesian restaurant and interacted with members of the Indonesian community. Moreover, they also created shadow puppets and developed a simple narrative. By the end of the program, most students showed an increased level of confidence in speaking Indonesian.



1.5.2 Health and Physical Education

Health Studies

Senior School

- Year 11 General Health Studies: 18 students enrolled, 88.8 % of students achieved a C grade or higher (12.2% improvement from 2023).
- Year 12 General Health Studies: 13 students enrolled, 84.61% of students achieved a C grade or higher. (10.1 % regression from 2023).

Year 11 and 12 Health Studies students combined to develop and facilitate a whole-school Health and Wellness Expo. Topics included consent, physical inactivity, mental health, underage/binge drinking, vaping, STIs and safe sex, skin cancer, and mental health. Students used interactive activities to engage those attending the expo, as well as created unique and eye-catching tools (such as posters, question cards, infographics, and brochures) to educate attendees on their chosen topic.

Lower School Health Incursions

Year 7	• Puberty and Hygiene Incursion • Constable Care: Bullying & Respectful Friendships • R U Legal? Is an incursion program facilitated by Legal Aid WA that provides young people with information about the criminal justice system and the laws that affect them.
Year 8	• R U Legal? Incursion
Year 9	• The Prevent Alcohol and Risk-related Trauma in Youth (P.A.R.T.Y) Program. • R U Legal? Incursion.
Year 10	• BStreetSmart excursion to RAC Arena. The program aims to promote positive road safety messages, demonstrate the consequences of distracted driving, speeding and drink and drug driving, and Inform students on how to reduce risk taking behaviour. • R U Legal? Incursion. • Respectful relationships and exposure to explicit online content incursion. • PPEP Talk: The incursion is an age-appropriate information session incorporating the modern neuroscience of period pain.

Physical Education

Senior School

- Year 11 General Physical Education Studies – 47 students enrolled, 57.4% of students achieved a C grade or higher (15.3% regression from 2023).
- Year 12 General Physical Education Studies – 33 students enrolled, 78.8% of students achieved a C grade or higher (10.3% regression from 2023)
- Certificate II in Sports Coaching – 25 students enrolled, 92% attained their Certificate II.

Students assisted in the facilitation of the local primary school EISA and AISA Winter Sports Carnivals. Their roles included assisting with the setup and pack-up of equipment, coaching, and officiating students competing in tee ball, cricket, AFL, netball, soccer, and hockey tournaments. Students also assisted in coaching Year 10 ESC students throughout the athletics program and served as officials at ESC's House Athletics Carnival and School Sport WA's Interschool Track and Field Carnival.

Lower School

- ATAR Physical Education Studies Pathway: Year 10 Sport Science – 28 students enrolled, 82.1% of students achieved a C grade or higher (Sport Science course did not run in 2023).
- AFL Academy enrolments - 89 students
Year 7: 32 students
Year 8: 27 students
Year 9: 30 students
- Years 10-12: RediMed Cup Team - Jakovich Division (North-East) – The senior schoolboys finished 1st in the group stages winning 3 of 3 games, and for the first time in the College's history, progressed to the semi-final against La Salle losing by 8 points.
- Year 8/9 Eagles Schoolboys Cup Team - The junior schoolboys faced a challenging competition finishing fourth with 3 wins of 5 games. The victories included games against Ballajura Community College, Ashdale Secondary College, and John Forrest Secondary College.

- WAFL Talent Pathways (Futures) – This program is for 16-year-old boys who play in a short competition representing their WAFL Clubs: Ethan Bellomo, Desmond Joseph, Jack Lawrence, Samuel Baumgarten, Lincoln White.
- AFL (Girls) – Over 50 Year 7/8 and 9/10 AFL Girls competed in WAFC Freo Dockers Cup Lightning Carnival. A squad of 40 Year 7, 8, and 9 girls united for the Freo Dockers Schoolgirls Cup (home and away competition). The camaraderie and sense of belonging created by these girls should be commended and will only strengthen as we continue to develop the Girls AFL culture at Ellenbrook Secondary College.
- Specialist Netball enrolments – Year 9-10 32 students
 - ◊ Year 9 Netball Specialist students completed a Netball Umpiring Course.
 - ◊ Year 10 Netball Specialist students had the opportunity to put their coaching skills into action by visiting Brabham Primary School to teach Year 5 and 6 students about the game of Netball.
 - ◊ Year 10 Netball Specialist students completed an accredited Sports taping course with Sports Med Australia.
 - ◊ ESC entered 3 teams compete in the SSWA Day Carnival, Netball WA Multicultural Carnival, North-East Region Year 9-10 Lightning Carnival, and Hills Cup Carnival. From these competitions, we had one Year 10 team win Division 3 at the North-East Region Lightning Carnival and our top Year 10 team made it to the Grand Final at the Hills Cup.
 - ◊ ESC entered a Year 10-12 Senior boys' team to compete at the SSWA Netball Carnival.
 - ◊ ESC hosted its inaugural House Netball Fast 5 Tournament at the school. This event provided Year 9 and 10 Netball Specialist students,



along with invited Year 7 and 8 students, a chance to showcase their skills in a competitive yet supportive environment. The initiative aligned with the school's values: Engagement, Success and Community by promoting teamwork, leadership, and school spirit.

- ◇ Students from Years 10-11 umpired the Primary Schools Lightning Carnival.
- ◇ Two students in ESC's netball program were selected to play for their association at the Association Championship Carnival.
- ◇ From the championship carnival one Year 10 student, Sarah Rose Garlett, was selected to join the Fever in Time program for the second year in a row. Sarah also was awarded the Year 10 ADF Long Tan Youth Leadership and Teamwork award for her exceptional leadership in the Netball Specialist program.

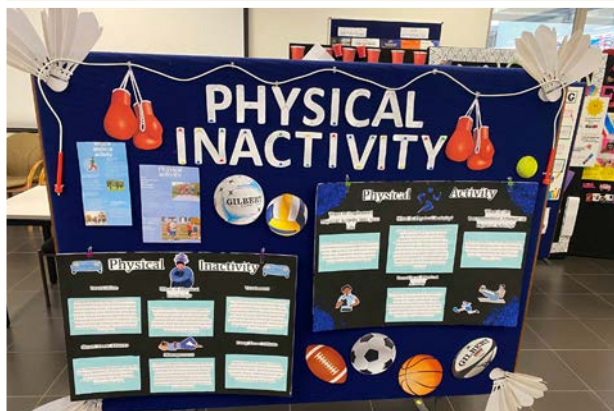
• Athletics

- ◇ Highly successful House Athletics carnival – Stirling House 2024 Champions.
- ◇ SSWA Interschool Track and Field Carnival: C Grade 3rd Position. 130+ students representing ESC
- ◇ Individual champions:
 - » Year 7 Boys Champion – Kamil Lawal (52 points)
 - » Year 10 Girls Runner Up Champion – Grace Vale (47 points)

Outdoor Education

Senior School

- Year 11 General Outdoor Education
 - ◇ 39 students enrolled, 100% achieved a C grade or higher.
 - ◇ Snorkelling, Bushwalking, and Orienteering excursions
 - » Year 11 Orienteering School State Championships



- » Rottneest Island Snorkelling Camp – 2x classes, 3-day duration
- » Bibbulmun Track Bushwalking Camp – 2x classes, 2-day duration
- » Beach clean ups – collecting rubbish along WA's coastline as part of an environmental management initiative with not-for-profit organisation "Keeping Australia Beautiful"
- Year 12 General Outdoor Education
 - ◇ 16 students enrolled, 100% achieved a C grade or higher.
 - ◇ Mountain Biking and Kayaking excursions
 - » Dwellingup Mountain Biking Camp – 2x classes, 3-day duration (cancelled due to bushfire)
 - » Walyunga National Park Kayaking Camp – 2x classes, 2-day duration
 - » Beach clean ups – collecting rubbish along WA's coastline



as part of an environmental management initiative with non-for-profit organisation "Keeping Australia Beautiful"

Lower School

- Year 10 Outdoor Education
 - ◊ 48 students enrolled, 97.9% achieved a C grade or higher.
 - ◊ Snorkelling, Bushwalking, Orienteering, and Kayaking excursions
 - » Year 10 Orienteering School State Championships

- » Margaret River Camp – 3x Year 10 classes, 1 week duration
- » Beach clean ups – collecting rubbish along WA's coastline as part of an environmental management initiative with non-for-profit organisation "Keeping Australia Beautiful"

Non-Specialist Interschool/Extra-Curricular Sports

- Interschool: Northeast Region Physical Education Association (NERPEA) Lightning Carnivals.

- ◊ Year 7: AFL Boys and Girls, Netball, Basketball, and Soccer.
- ◊ Year 8: AFL, Netball, Basketball, Soccer, and Volleyball.
- ◊ Year 9 and 10: AFL, Netball, Basketball, Soccer, and Volleyball.
- Interschool Volleyball
 - ◊ Junior Boys competed in the SSWA Northeast B division tournament.
 - ◊ Junior Girls competed in the SSWA Northeast tournament.
 - ◊ Senior Boys SSWA Northeast B division Champions
 - ◊ Senior Girls SSWA Northeast A Division and were invited to the Champion of Champions Tournament.

Community Engagement

- Volleyball Development Club – Tuesday 3-4pm. Coaching provided by ECU Chequers and Northern Stars.
- Basketball Development Club – Thursday 3-4pm.

Sporting School Grants

Bringing schools and sports together to help Aussie kids get active grant totalling \$6450. The funds were utilised increase student engagement in extracurricular activities including volleyball, netball, athletics, and AFL.



1.5.3 Humanities and Social Sciences (HASS)

HASS has made significant changes over the year to make way for progressive implementation for 2025. As the staffing shortage is experienced by Western Australian schools, and farther afield, HASS has become akin to having to manage many of these staffing issues. These issues have been managed by HASS staff mentoring many practicum teachers, in hope of sourcing quality graduate teachers for 2025. By the end of 2024, HASS had a full profile of teaching staff to see in 2025.

In 2024, HASS had two graduate teachers that were mentored by experienced teachers. This number of graduate teachers has increased to four in 2025, placing additional responsibilities on teachers to promote a collegial department to ensure that quality mentoring is taking place. Mentoring has worked in conjunction with probation meetings to ensure that graduate staff are achieving the graduate AITSL teaching standard. Two teachers passed their probation period in 2024, which addressed their suitability to teach under Section 9 of the Public Sector Management Act.

This accountability, in addition, has resulted in two teachers that were approaching substandard teaching practice to work elsewhere, and I wish them good fortune for 2025 and their teaching career.

The approach to literacy in HASS has had a positive flow-on effect to NAPLAN results for 2024. The refinement of tier 2 and 3 words has assisted students in grasping the subject-specific language. Whilst the editing of assessments has reinforced the teaching of the three 'R's. As the background for these improvements are embedded in Instructional Strategy, HASS staff will continue to have professional conversations and development around this area to upskill students.

The HASS department has made considerable progress above all other departments with the application of software to assist in student marking via Microsoft Forms. This has assisted teachers in summative assessments and provides



direct feedback to staff where students may have a skill and/or knowledge deficit. In 2025, HASS will be using AI-developed diagnostic tools to assist staff in actively targeting teacher inputs for student progress. The diagnostic tools will also allow teachers to ascertain how much of the curriculum is understood by students completing a post-diagnostic survey.

Western Australian schools are moving towards version 9 of the Australian Curriculum; this has some impact for HASS in 2026. 2024 had staff undertake professional learning to understand the inclusions, exclusions, and the adjustments made. These amendments are in the History strand, with notable change between the Year 8 and 9 curriculums. Civics and Citizenship will see movements of curriculum objectives between various years. Hence, 2025 will require substantial adjustments to the curriculum for a 2026 commencement.

2024 had several examples of excellence with multiple medal winners in Tourism

and lower school success. The other stories are of curriculum enrichment for students.

'Just Start It'

In Semester 1, the Year 9 Gifted and Talented students had a fantastic opportunity to work on the 'Just Start It' Program. The program takes engaged learning to the next level through exploration, discovery, and creativity. The program ran for 20 weeks, and the teams were categorised as Hackers, Hawkers, and Hipsters.

At ESC, we had two teams who competed for \$5,000 prize money and pitched their apps and ideas in a Shark Tank-like format. Aceline, Agatha, and Simar pitched their idea, which was titled *Field to Fork*. Their concept was based on the explanation below:

"Grocery prices are becoming expensive for middle-class families. Field to Fork is an innovative app that makes buying and selling produce more accessible.

This helps farmers gain profit from their surplus, reducing drop to rot. Buyers get to purchase quality produce fresh from the farms for affordable prices.”

With a solid business plan, marketing, application design, and presentation, they were successful in beating other schools around the state to be the winners of the competition. Congratulations on winning the competition with a prize of \$5,000 and outpacing two hundred other teams.

Australian History Competition

Students from Years 7-10 sat the 2024 Australian History Competition, which assesses students on content and skills ability to the National Curriculum. We are fortunate enough to have six students who achieved a high distinction: Michael Eaddy, Seth Gazzone, Ashlee Jones, Cameron Johnson, Jackson Davis, and Agatha Villazor. An amazing achievement.

Swan Valley: Where Adventure, Indulgence, and Learning Unite

On 11 to 13 March, the Year 11 and 12 Certificate III in Tourism students were given the opportunity to explore locally accredited tourism businesses in the Swan Valley. Their day began at The Vines Resort, where they delved into the world of hospitality, soaking in the tranquil ambience and modern amenities of this establishment. Next, students engaged in a round of Supa Golf, where laughter echoed across the greens, embracing their competitive side amidst the stunning natural backdrop of the hills.

As hunger beckoned, they gathered at Mandoon Estate for lunch and an enlightening tourism talk, further igniting their passion for the industry. Our adventure concluded on a sweet note at the Margaret River Chocolate Factory. After delivering their final commentaries for the day, the students could indulge



in chocolate bites and creamy ice-cream delights, a fitting end to our tour of the Swan Valley.

The Certificate III in Tourism classes would like to say a huge thank you to the local businesses who welcomed us to their locations. They were not only willing but excited to share their expertise with us, and their dedication to supporting education and fostering a love for tourism is commendable.

Year 11 ATAR and General Geography

On Thursday, 29 August, our Year 11 Geography students embarked on their first fieldwork experience, exploring agritourism and viticulture in the Swan Valley region. This excursion is part of the broader Humanities and Social Sciences (HASS) curriculum at Ellenbrook Secondary College, which emphasises real-world learning and direct experiences.

The day began with a visit to Upper Reach Winery, where students gained insights into the inner workings of a winery and even met a local favourite – the vineyard dog, Indi. The day also included a visit to Mandoon Estate, the Swan Valley Visitor Centre, and a student favourite, the Margaret River Chocolate Company.

The excursion allowed students to put their newly acquired skills into practice and deepen their understanding of the Swan Valley, reinforcing the practical aspects of their HASS skills. Fieldwork skills covered on the excursion included creating annotated sketch maps, identifying, and interpreting natural and cultural features in the Swan Valley region. Finally, students learned about the spatial relationship of land use and changes over time.

ATAR – focused on viticulture, how it moved into the Swan Valley, how the government engages with the industry, and how the winemaking process has changed over time.

General – focused on tourism in the Swan Valley, particularly on what makes the region a tourism hotspot, sustainable development of tourism in the region, and major stakeholders involved in further development.

Year 10 Gifted and Talented (GAT)

The Year 10 Gifted and Talented students compiled an outstanding submission for the 2024 ANZAC awards. This year’s theme was “Discover the Stories of Veterans in Your Local Community.” Students engaged with their local RSL veterans and community to share stories, raise awareness, and respectfully commemorate their service. Our entry received a Certificate of Excellence. The judges praised how students took their learning beyond the school and ran a community event to share veteran stories.

HASS Week 2024

HASS Week ran from 25 to 29 November. Students engaged in homeroom quizzes based around geography and history to win house points. Students engaged in lunchtime activities such as an escape room based around ancient history, with the quickest escape time winning a prize. The annual cultural sausage cook-up was appreciated by students, in addition to Mr Faraone’s recycling competition. Guess Who took a spin with guess the dictator. Students competed with one another to design the best medieval castle using Minecraft to design their fortresses.





1.5.4 Mathematics

2024 was a successful year for our students and staff in Mathematics. We engaged in a variety of competitions and challenges that allowed students to explore beyond their regular class content, and collaborated with our feeder primary schools to help prepare Year 6 students for the content they would experience in High School.

- 39 Student elected to study at least one Mathematics ATAR subject: Mathematical Applications, Mathematical Methods, or Mathematics Specialist. 78% of those who studied Mathematical Methods had this as either their highest or second highest ATAR score. ESC Mathematical Methods students also performed at a higher standard when compared to the WA state average, with our Mathematical Applications students performing on par with their counterparts throughout the state.
- The moderation of Ellenbrook Secondary College Senior School Mathematics courses was excellent in 2024. SCSA defines good moderation as a score between -5 and 5. The closer moderation is to a score of 0, the better, as this indicates an accurate delivery and assessment of the course. However, with small groups of students, inconsistent effort across the year and in the WACE, as exams can have a significant impact on this metric.
- The 2024 NAPLAN Numeracy results for the Year 9 cohort were excellent. 104 students achieved pre-qualification for OLNA, representing approximately 41% of regularly attending students. Year 7 had similar success with over 50% of students classified in the "Strong" or "Exceeding" category.
- Within the Year 10 cohort, there were 149 students who needed to sit OLNA at the end of 2024. Fifty-eight of those students passed their Numeracy component on this first attempt, bringing the total percentage of Year 10 students who have met their Numeracy standard for WACE up to approximately 61%. A further 22% obtained a ranking of Category 2, meaning that students are projected to achieve their OLNA Numeracy by the end of Year 12.
- ESC Mathematics staff ran the ACE (Academic Challenge and Enrichment) program with our feeder primary schools. This extension program introduced Year 6 students to concepts of trigonometry across five lessons. Students learned about the origin of trigonometric ratios, how to implement them, and explore practical use cases like calculating the height of buildings around their school. This program has run for several years and serves to extend capable primary school students while also preparing

them for the challenges that await when they transition to high school.

- The Maths Talent Quest (MTQ) ran again this year with students from Year 7 and 10 entering. The MTQ allows students to explore the mathematical concepts inherent in a topic of their choice. Notable projects included calculating the running costs for a pet shelter, determining the amount of rain that falls on Uluru over a year, and comparing the viability of electric vehicles to traditional internal combustion. Two students received recognition from MAWA for the quality of their entries receiving a Distinction and High Distinction between them.
 - ◊ High Distinction: Alex Praesek. "Is Moore's Law Dead?"
 - ◊ Distinction: Layla Hagan. "Journey to Efficiency"
- Projects were on display in the library for Numeracy week allowing both students and the public to view them.
- Throughout the year, a selection of our strongest students participated in a range of Mathematical competitions through the Australian Maths Trust. Students competed in the Kangourou sans Frontières, Bebras Challenge, and Australian Mathematical Competition. Congratulations to our distinction winners:



Bebras: Tatiana Catling, Seth Gazzone

KSF: Zachary Sokolenko

AMT: Logan Wheeler, Zachary Sokolenko, Bisha Patel, Zain Taji, Simar Singh,

In addition to these, students at ESC accrued a combined 37 Certificates of Credit across the challenges.

A big thank you to Ms Cannon for arranging these competitions.

- The Year 7 Gifted and Talented students represented ESC at the Frank Drysdale Secondary Interschool Numero Challenge. Three teams competed against other schools in a variety of Numero challenges designed to assess their mental computation and teamwork. The teams had an exciting time and represented ESC in a commendable manner.
- Staff once again volunteered to run the Maths Homework club on Tuesday afternoons, providing students with tutoring and guidance. This provided a resource for those who needed assistance with take home investigations, exam notes preparations, or access to online learning services. A special thank you to Ms Sabier and Mr Rankin for helping to make this work so effectively.

1.5.5 Science

2024 was another year of growth within the Science Department as we launched two new upper school subjects. Both General Human Biology and Science in practice proved popular with our Year 11 students. In total, we offer five General and four ATAR subjects across Years 11 and 12. Sadly for 2025 all schools across WA will no longer be able to provide Year 11 General Biology. For Ellenbrook Secondary College, this has been a popular course of study and enjoyed by both students and staff. We wish our final cohort of Year 12 General Biology students all the best in 2025. Our lower school courses for biology, chemistry, physics, and earth and environmental science, together with science inquiry skills, include strategic foci in both literacy and numeracy to improve student outcomes. We aim to provide a responsive and relevant learning experience for all students. Collecting and analysing data to ensure both strategies and interventions are evidence based and likely to benefit students in reaching their true potential.

Students and staff engaged in both incursions and excursions. Lower school students were involved with the University of Western Australia (UWA) Aspire Program, with Year 10 students given the opportunity to visit UWA for a day. GAT and Year 12 Psychology students visited Perth Zoo on excursions engaging in specialised animal behaviour presentations. These demonstrated how psychological studies can improve our understanding of animal behaviour and provide support for animal welfare.

The National Science Week school theme for this year was 'Species Survival: More than just sustainability'. Students participated in home room quizzes,

scavenger hunts, a competition about famous scientists, and staff and students dressed up as their favourite animal, plant, endangered species, or conservationist/wildlife presenter. Science Week was fun with many prizes awarded, but by far both promoting a greater awareness of species survival and the work being done from all around the world was the primary foci for all.

The Science Fair was a spectacular community event taking up the entire upstairs science foyer and seven laboratories. All our lower school students conducted open-ended scientific investigations and entered their work into numerous display competitions. These included Applied Physics, Applied Biology, Biochemistry, Biology, Chemistry, Consumer Science, Data Analysis, Engineering, Environmental Science, Physics, and Sports Science. Other awards included the Principal's Award, Community Award, People's Choice Award, and the Ellenbrook Rotary Club Science Award. The range of topics investigated provided for a diverse and impressive range of findings that captivated the visitors' interests and imaginations. Important questions were asked, and our students applied the scientific method to find answers. The Awards were judged by special guests including research academics from the UWA. Students, parents, families, staff, and community guests were given the opportunity to vote for the People's Choice Award.

The Science Fair Investigations Awards went to:

- Engineering Award: "Swinging Science," by Kya Fernie, Lia Hills, Ruby Kenzier, and Kate Mathieson judged by Mr Nathan Brown.





- Principal's Award: "The Effects of Different pH Levels on Milk Solutions, by Sienna Williams, judged by Dr. Peter Havel.
- Biochemistry Award: "Which Fruit or Veg can Electrify your Day?" by Fareesa Chowdhury, Sophia Commerford, Lashiya Cross, Bitres Achayo, Kehinde Mustapha and Daisy French, judged by Professor Stuart Hodgetts.
- Data Analysis and Presentation Award: "Get that Bread!" by Delan Mawire and Ian Muldong, judged by Dr. Peter Brown.
- Consumer Science Award: "Home-made Ice-cream," by Jackson Davis, Aceline Villazor, Agatha Villazor, Bisha Patel, Claire Wen, Simar Singh, judged by Ms Mary Ford.
- Environmental Science Award: "Wrap Battle," by Marianne Sularte, Japjit Grewal, Erma Fahad and Elma Husic, judged by Mr Jason Remse.
- Sports Science Award: "Sporting Injuries – Dislocated Shoulder" by Jariah Plumridge, judged by Mr Michael Cross.
- Community Award: "The Science of Sleep," by Ashley Daladin, judged by Ms Donna Hallett.
- Biology Award: "Which level of Brightness makes Plants Grow Faster?" by Virat Suvarna, Jacques Wood, and Samuel Lupu, judged by Ms Jane Mulcahy.
- Chemistry Award: "Elephant Toothpaste" by Himanish Panchal, Zain Taji, Brayden Wallace, and

Luca Hedger, judged by Mr Steven Hodgetts on behalf of Professor George Koutsantonis.

- Physics Award: "Building a Ball Launcher," by Lachlan Moore and Dane Thompson, judged by Mr Alan Twaite.
- Ellenbrook Rotary Club Science Award: "Bouncy Egg" by Tyler South, Carter White, Sean Fagan, and Zachary Ringland, judged by Ms Robyn Fitzgerald.
- People's Choice Award: "Down with the Nugget!" by Mady Broun and Sophie Vo.
- Applied Physics Award: "Anti - Gravity," by Zebo Juramirzaeva and Zoe Watts, judged by Dr. Paul Glazier.
- Applied Biology Award: "Human Battery" by Ben Fatholiahi, Arsalan Rahman, Caleb Demonakis, Naoki Lopez and Lenne Tau, judged by Professor Stuart Hodgetts.

Visitors enjoyed the many interactive experimental displays for Biology, Chemistry, Earth and Environmental Science and Physics. These included using microscopes to explore biological

microcosms, discharge tubes with spectrometers to gauge the light emitted from electron transitions in super-heated atoms and the linear air-track for measuring energy and momentum in friction reduced collisions between air gliders.

Demonstrations with dry ice and liquid nitrogen and making slime, captivated audiences with super cool effects in freezing objects and sliming. Examples were frozen rose petals made to crackle and fracture, bananas used as hammers to hammer nails into wood and exploding squash balls that shattered like glass on impact.

Thanks to Mr Harvey, Mr Bradley, and Ms Potter for conducting these entertaining demonstrations. STEM students displayed their projects presenting an exciting cross-curricular frontier. Thanks to all students and Science staff for making our Fair happen. Special thanks to all the judges, College staff both non-teaching and teaching that assist and visit, but especially to our visiting families. It is always good to gather and enjoy the Fair together. Our college values of Engagement, Success, and Community were happily celebrated.



1.5.6 Technologies

1.5.6.1 Design and Technologies

In Design and Technologies, our Year 7-10 students have been actively involved in a variety of practical projects, honing their problem-solving skills to create innovative solutions to design challenges. This year, we maintained a strong focus on safety in the workshop, ensuring that all students behaved appropriately in this environment. Students gained hands-on experience in woodwork, metalwork, and home workshop contexts, using a variety of tools and materials. The skills they acquired during these years were invaluable, setting them up for success in Years 11 and 12 and beyond, into their future careers.

For our senior students, Year 11 and 12 brought exciting opportunities. They had the chance to complete a two-year Certificate II in Engineering, while Year 11 students could complete a Certificate II in Building and Construction within one year. This course, offered in partnership with North Metro TAFE, provided an introduction to bricklaying, carpentry, and tiling. These certificate courses equipped students with practical skills and knowledge of industry processes, preparing them for the workplace. Additionally, we introduced Computer-Aided Design (CAD) into the Year 11 and 12 classes, providing students with modern design tools that are widely used in the industry. The combination of skills learned in Design and Technology and the work experience completed in VET provides context, links, and pathways to industry. The Year 11 and 12 General courses in wood, metal, and building and construction remained popular, allowing students to build on their lower school skills and tackle more complex projects using a wider range of tools, machinery, and materials. These courses emphasized both design and practical skills essential for industry success.

In 2024, we expanded on the solid foundation established in Mechatronics for Year 9 and 10 students. These courses were very popular, with students learning about circuits, systems, and computer design to create projects such as electronic vehicles



with remotes and Ferris wheels. These projects encouraged students to problem-solve and develop flexible solutions to design challenges encountered during construction.

Design and Technologies continues to offer projects that enable students to use a wide range of hand and power tools in wood, metal, and building and construction contexts, with a strong emphasis on safety and skill development.

1.5.6.2 Digital Technologies

ICT Capabilities are currently embedded into all Digital Technologies subjects to develop essential skills students require

to achieve success at school and beyond in our digital age. Year 7 and 8 programs target essential software applications with projects that develop students' skills relevant to the use of personal computers in networked systems. Students also learn the fundamentals of programming using Microbits. This knowledge was applied in a STEM context, creating technological solutions to address various bridge-building challenges. Students were able to combine traditional engineering with technology to create new and creative solutions to real-world problems.

In Years 9 and 10, students undertook electives in a range of Digital Technology

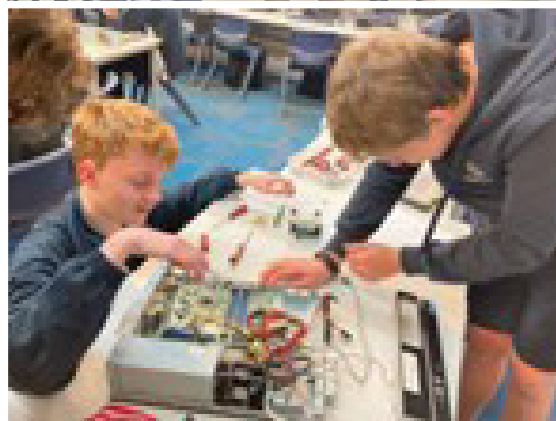
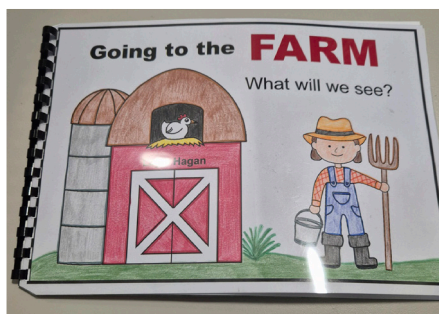
subjects, demonstrating innovation through graphic design, coding, and electronics to develop their own applications and systems.

Year 9 Coding students built games in Scratch to demonstrate basic coding structures in a blocky drag-and-drop interface. They built on these concepts by applying them to a written programming language, completing online coding courses for Python. This knowledge was then used to complete a Python project, creating a terminal-based version of the Magic 8 Ball. Students had fun going back to code basics, looking at logic gates to build redstone contraptions in Minecraft and completing the prescribed challenge in groups by creating a trap base. Students were required to present their designs to the class, explaining what they had made.

Year 9 Computer Science students learnt about computer networks and network security. They were introduced to AutoCAD using Fusion 360 to create laser-cut compatible boxes. They learnt how to use HTML and CSS before creating a basic single-page website. They also learnt about smart homes, machine learning, and the Internet of Things, along with recent developments in AI that presented interesting career and business opportunities.

Year 10 Coding students further developed their coding skills in Python and gained direct experience in electronics through building basic circuits and learning how to solder components to PCB boards. Students combined coding knowledge with Lego Mindstorms to compete in a fun challenge to create a PID line follower robot that could best navigate a pre-mapped course to see whose robot completed it the fastest and with the least amount of assistance. Students cross-applied their coding knowledge to the Arduinos to create simple circuits that relied on their coded input.

Year 10 Digital Design saw students learn about bitmap and vector graphics, as well as the basics of colour theory, while also developing skills in vector graphics using Adobe Illustrator. Students applied this knowledge in the creation of various digital designs such as infographics, icons,



display boards, and personal avatars.

General Computer Science in Years 11 and 12 allowed students to develop, use, and enhance their skills to create innovative digital solutions to real-world problems. In addition to the development of software, they explored the essential concepts of networking, data management, and cyber security.

1.5.6.3 Home Economics

The Design and Technologies – Home Economics program continues to offer a wide range of food, textile, and childcare classes in the Lower School. In all Year groups, students are actively engaged in subjects that provide direct

practical opportunities, supporting essential knowledge and understanding. These classes prepare students for job opportunities and encourage a healthy lifestyle beyond the school environment. Creativity and independence are nurtured across all subjects, allowing students to develop valuable life skills.

In 2024, there was continued interest in the Lower School Textiles classes, where students had the opportunity to develop their skills in fabric dyeing and various construction techniques to produce their own garments. Child Care (Year 9) and Child Development (Year 10) remain popular choices in the Lower School. These classes include both theoretical and

practical components covering pregnancy, birth, stages of development, and child minding. Students also interacted with and took home Virtual Babies, giving them a brief experience of parenthood.

In Senior School, students continue to engage in both General and Certificate courses such as Food Science and Technology, Certificate II in Community Services, and Hospitality. These courses provide students with opportunities to acquire and develop life skills and knowledge, preparing them for future job opportunities. The skills learned will benefit students throughout various stages of their lives.

The Certificate II in Hospitality allows students to develop and showcase their skills through various functions, catering both inside and outside of school hours. Upon completion, students graduate with an industry-standard certificate in coffee service. The study of hygiene, workplace

safety, and First Aid ensures that students are work-ready for a range of hospitality roles. Students also had the opportunity to run a coffee shop for staff, catering for school meetings, VIP visits, and Staff Development Days for 150 staff members. These experiences help them develop the skills and confidence needed in the competitive hospitality industry.

The Certificate II in Community Services enables students to further develop their skills in working with young children and the elderly. This certificate focuses on industry standards for Child and Aged Care, and over two years of study, students complete work placements in either childcare or aged care industries.

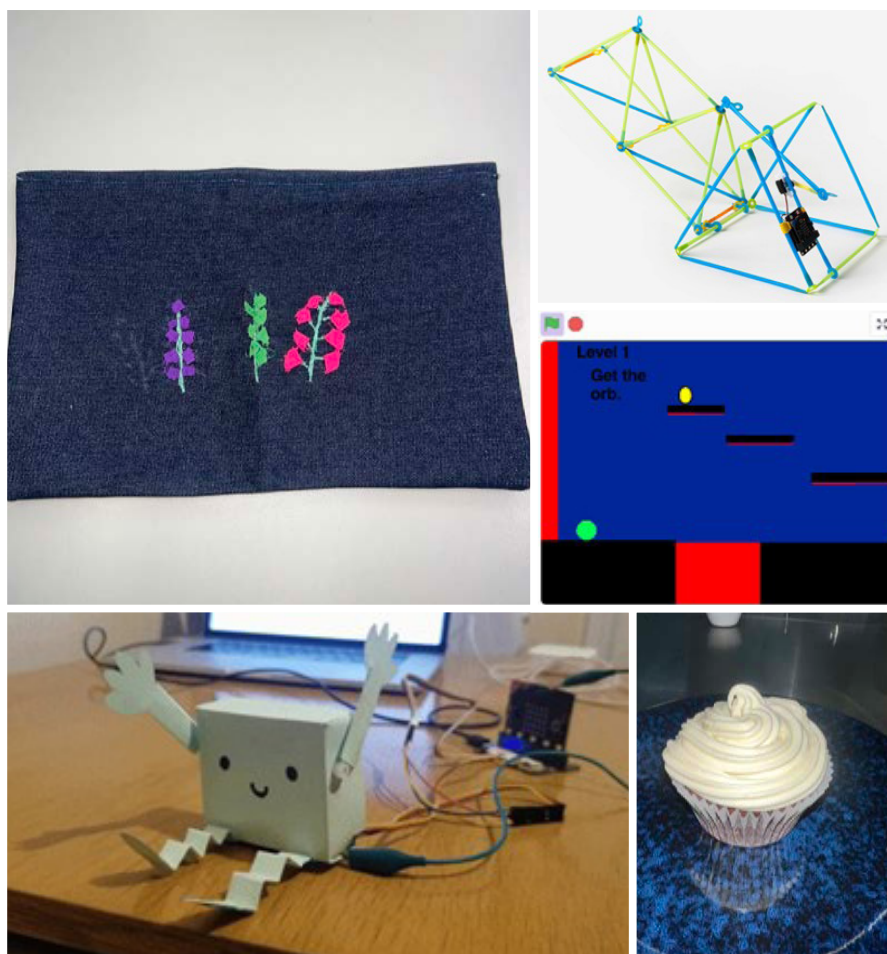
1.5.7 The Arts

Dance and Drama

- **'Grease' Excursion** – Year 12 Dance and Drama students went on an excursion to Crown Theatre to watch 'Grease the Musical'. Students were wowed by the overall performance and were amazed by the choreography, acting, costumes and set. Viewing this performance was a fantastic opportunity for our students, and they were impressed by the talent on stage.
- **Arts in Motion Semester 1 Showcase** – To culminate a semester of challenging work we welcomed audiences to two nights of showcases (Arts in Motion). The showcases consisted of the schools Dance and Drama students who performed class work, production work, extra-circular dance routines, assessment tasks and original solos. All students performed amazingly with great enthusiasm, commitment, teamwork and talent. The showcases at the college are a fun night for all involved, including students, staff and audience members. Everyone was impressed by the talent highlighted on the nights and all teachers involved were proud of the growth and performance of the students.
- **Seniors Night** – The Year 12 General Dance and General Drama students performed their final assessment task for a packed-out theatre. For the drama students this was an original monologue or duologue that the students scripted and staged themselves. The dance students performed their final class dances in the genres of contemporary and jazz.

Dance

- **School to Stage Competition** – Ellenbrook Secondary College (ESC) competed in a school dance competition, 'School to Stage'. The Year 11 and 12 Elite Dance Team and eight students from Year 10, performed amazingly and represented the college beautifully in a solo, duo and trio performance.





A big congratulations to Jessica D. for placing first in her solo and Jhett O. and Libby D. for placing first in their duo.

- **Hairspray Excursion** – Year 11
Dance students had the exciting opportunity to attend the 'Hairspray the Musical' at Crown Theatre. The performance was nothing short of spectacular, with students captivated by the exceptional performance, highlighting remarkable choreography, acting skills, vibrant costumes, and stunning set design. Adding to the excitement, the students had the chance to meet two of the cast members before the show. They eagerly asked questions about the rehearsal process and experience performing in this musical – an invaluable insight for our budding performers. This excursion was not just a memorable outing, but a chance to witness professional talent on stage, inspiring them to apply what they have learned to their own performance. It was an experience that left an impression on everyone who attended.
- **Semester 2 Dance Showcase** – to close another wonderful year we held our Semester 2 Dance Showcase, and it was absolutely spectacular! Each student gave their best, delivering

performances that were a true delight to watch. The energy, creativity, and passion they brought to the stage was truly incredible. The audience thoroughly enjoyed every moment of the show, from the smooth and graceful contemporary dances to the high-energy hip-hop routines. Special congratulations to all the award winners, with a shout out to Jhett O for receiving the 'Star Performer' award.

Drama

- **Year 11 General Drama Performance** – In Year 11 General Drama, the students read and studied the Children's Theatre text, *The Girl who Swallowed a Cactus* by Eric Coble. Adapted for Australian audiences by Mr Thresher and the class they then presented their version for primary school students who visited the College for the show. The primary school students were in fits of laughter as they watched the characters interact with the dingo, kangaroos and emus in a series of events that lead character Shiela eating a cactus. The students worked incredibly hard on the event, creating the set, lighting and costuming pieces as well as shining on the stage. The primary students were able to engage in a Q&A after the event with the

Year 11s and enjoyed asking them all about the process and just how Shiela came to swallow the cactus.

- **WAAPA Excursion** – Year 12
Drama students headed to WAAPA for a double header "Girl Asleep" and "Beautiful Burnout". Two very contrasting plays but both unbelievably engaging and the students were raving about both the pieces. Each had unique styles and staging techniques, offering the students a breadth of insight into the public performance of plays and texts. The students completed a Compare and Contrast assessment about the two works, highlighting text, acting and design differences. The Year 12s thoroughly enjoyed the opportunity to be exposed to two shows within the same evening at the theatre and were impressed by the talent on offer at WAAPA. Many students meeting the casts afterwards to tell them so.
- **Year 10 Drama Performance** – Year 10 Drama students invited family and friends for an evening of laughter and delight. As a class, students designed the set, costumes, and lighting for the show and were very keen to share their hard work with an audience. Students performed the 30-minute play "Jinxed" twice due to split casting,

playing distinct roles in each run. With limited class rehearsal time the way the class approached the task with determination and commitment was impressive. For some students, it was their first time learning lines and performing in front of an audience. Others learned the technical side of theatre production, creating lighting and sound effects to add mood and atmosphere to the show. It was a fun night seeing these students display their drive and passion for the Arts to their audience, and they should be proud of their student-led initiative and hard work.

- **Year 9 Youth Choices Intensive Showcase** – Year 9 Drama students collaborated with Youth Choices and Constable Care Foundation to deliver an interactive theatre performance for their peers. Through engaging and thought-provoking scenes, the performance explored real-world challenges faced by teenagers in high schools today. We were honoured to have special guest, Tanya Richardson Mayor City of Swan, join students on stage to share her valuable insights.

Media/Photography

- **ENCOM Radio** – students in the Creative Industries course assisted Mr Lance in the continued work on the radio station bringing an episode to the airways every fortnight during homeroom. The radio continues to be a terrific way to celebrate student success, pass on important reminders and to bring a fun, boppy vibe into Fridays.
- **Course Videos** – as part of their Certificate II in Creative Industries course, students planned, shot and edited infomercials for the Arts courses of their choice here at ESC. This included the students interviewing staff and students and capturing some “in the moment” footage of the courses. These videos will be used to promote the courses on offer in the Arts to students as they shift into course selections for senior school.

- **STEM Photography** – Year 10 STEM Photography continued in 2024 with a focus on integrating STEM skills into project-based activities including designing and developing a street wear brand. Students were given photography-based tasks to develop their Future Focus Skills which involve creative thought, teamwork and innovation.
- **Production Filming** – Certificate II Creative Industries students received real-world experience filming a live broadcast when they worked on the school’s production of A Little Mermaid. Students operated camera equipment while listening to specific instructions through headsets from the director and vision mixer just like they would on a live broadcast.

Music

- **ANZAC Dawn Service** – 120 dedicated Specialist Music Program came together to honour the fallen soldiers at the Ellenbrook Community Anzac Day Dawn Service at the City of Swan Ellenbrook District Open Space. Arriving at 4:30 am, the effort and commitment put in by the students is truly commendable, especially after completing a full setup the day before and a 2-hour rehearsal. Members of the community commented on how moving and respectful the performance was. The dedication and involvement of this performance allows us a wonderful opportunity to see such a keen sense of community spirit.

- **Primary School Tours** – 68 students involved in the Senior Ensembles of the Specialist Music program toured six primary schools performing three 1-hour shows each day to enthusiastic audiences. The primary school students were treated to performances from the Senior Concert Band, Senior String Ensemble, Senior Guitar Ensemble, Senior Choir, Year 9 Rock Band, Specialist Vocal Choir, Senior Rock Band and Jazz Band. The atmosphere at the primary schools, was like a rock concert, with students from Year 3 to Year 6 students clapping, singing and eventually up on their feet dancing to Rock Band’s version of “Still into You” and the Jazz Band’s final song “Rolling in the Deep” by Adele. They even sang along to the Senior Guitar Ensemble’s performance of “Zombie” by the Cranberries. What a fabulous way for our Specialist Music students to end Semester 1.

- **Rock and Dance Night** – This was our inaugural Rock night where students who were enrolled in Year 9 or 10 Music Performance class, created Rock bands and put together a stage show. The bands each performed their chosen piece and engaged audiences in a set that involved the classics and modern rock. Some students were playing for the public, instruments that they had only been working with for seven weeks or performing live for an audience for the first time ever. Their efforts in their bands were truly commendable and teacher Ms Stella Coskun did



a remarkable job putting the night together. The dance students joined the night too performing a couple of dance pieces that they had been learning in class. It was a great night of rock and roll, students and audiences all remarking on the new addition to the music calendar.

- **Triple J Unearthed** – Music vocalist, Mariae Cassandra, won the prestigious triple j Unearthed Competition for 2024! Her song “Million Billion Trillion” has already garnered thousands of views, captivating listeners far beyond Australia. Mariae visited the college today with the Triple J crew to surprise her friends and teachers with the exciting news. Having attended Ellenbrook Secondary College from Year 7 until Term 1 2024, Mariae left to fully pursue her passion for singing and continued home-schooling. This incredible achievement highlights the creativity, dedication, and talent fostered in our Music Program.
- **Choral Festival** – The Specialist Vocal Choir highlighted their talent at the WA Public Secondary Schools’ Choral Festival held at Churchlands Senior High School. Competing against numerous WA Public schools, the students achieved an “Excellent Award” for their remarkable performance, earning a score of OUTSTANDING in five out of nine in the judging criteria. This accomplishment is a testament not only to the students’ hard work and dedication but also to the outstanding quality of the music program at ESC.
- **Year 11/ 12 ATAR Music Recital Night** – Music students from ESC and Lake Joondalup Baptist College community gathered at the Performing Arts Theatre to perform. The concert showcased the incredible talents of 5 Year 11s and 10 Year 12s students, each performing one of their ATAR pieces. Their dedication to their instrumental and vocal studies shone through, thrilling the audience and highlighting their skills as solo



performers. It was an especially significant night for our Year 12s, who, after dedicating six years to their music studies, marked their final solo performance before the ATAR exams and the Semester 2 Showcase in November.

- **Semester 2 Music Showcases** – a celebration of talent, dedication, and artistic excellence. With an overwhelming response from the audience, this fantastic event reaffirmed the incredible talent nurtured within Ellenbrook Secondary College’s Specialist Music Program. The Monday (Junior) Friday and Saturday (Senior) evening performances were nothing short of extraordinary. Over two and a half hours, our students delivered a showcase of exceptional skill and artistry across all ensembles, raising the bar for standards and leaving the audience thoroughly impressed with their professional-calibre performances.

- **Performance at Opening of the Ellenbrook Train Line** – Ellenbrook Secondary College’s Electi Voice Choir proudly took part in the historic opening of the Morley–Ellenbrook Trainline. Despite having completed their college education for the year, our dedicated Year 11 and 12 students enthusiastically donned their summer performance uniforms to deliver a stunning performance. Braving the heat, they captivated the packed crowd with their renditions of “Mas Que Nada” and “A Million Dreams.”

Production

- **Production Camp** – The cast of 2024’s theatre production of *The Little Mermaid* set off to Ern Halliday for our annual Production Camp. Staff and students worked hard over the three days to ensure a productive yet incredibly fun camp, in the lead up to putting our show on stage. The camp was a crucial step in the process as it brings the cast together,

developing relationships amongst the array of students and allows for really targeted and focused work on bringing characters to life. The students also danced up a storm, practising numbers from the show for hours at a time. The team was very well fed and enjoyed evening games that led to a wealth of laughter and joy.

- **Musical Production** – 45 talented cast and crew were members of 2024's phenomenal School Production 'The Little Mermaid'. The performance truly captivated the audience with students' remarkable vocal prowess and stage presence. The dedication of all the cast and crew members must be commended - they devoted countless hours during weekdays, weekends and holidays for rehearsals. Their hard work was clearly reflected in the impressive performance. Our first attempt at a Disney shows and we could not be prouder of how the students brought the magical world to life. The colours, the bubbles, the fancy new lights all complimented the incredibly work of our students in a brilliant way. Audiences were over the moon with the show as were the staff and students involved in this unforgettable adventure.

Visual Arts

- **2024 Art Exhibition** – We combined our event with the presentation of our multicultural mandala. The afternoon marked the opening of the Multicultural Mandala Art Exhibition by artist Claire Davenhall and Tanya Richardson Mayor City of Swan. This stunning mandala was the culmination of the Creativity for Schools Program, funded by the Department of Local Government, Sport and Cultural Industries (DLGSC). The project was brought to life through the artistic guidance of Claire during a 10-session residency, delivered in collaboration with Ellenbrook Arts and the City of Swan. Under the mentorship of Teagan Roberts and Emma Rushton, our Visual Arts students, alongside members of the multicultural committee, created a breath-taking mandala featuring the flags of nations that are represented within our student body. Now proudly displayed on our walls, it stands as a testament to the rich diversity and multicultural spirit of ESC. The exhibition also celebrated artistic excellence with several awards presented to our talented students:

- ◇ Budding Artist Award – Michellann A
- ◇ Celebrating Culture Award – Arezo M
- ◇ Choice of Medium Award – Cassandra N

- ◇ Community Award – Vennyta S
- ◇ Principal's Choice Award – Michellann A
- ◇ The World Around Us Award – Kayla V
- ◇ Youth Art Award – Orlanda J (who's work is now proudly displayed in the City of Swan Youth Centre until the following year's winner is crowned)

- **Public Exhibitions** – Two Year 12 students, Cassy Nacino and Vennyta Seng's artworks exhibited at the St Georges' Art Exhibition in the city. This is an exhibition like no other. With the stunning backdrop of the St George's Cathedral, the artworks explore youth themes and issues and are a testament to all the young artists.

- **Year 10 Mentor Project** – Our Year 10 Visual Arts students have been supporting Year 6 Arbor Grove students to develop the second instalment of artwork for the banners decorating the fence at the onsite Anglicare Parent and child centre. The works are proudly on display on the fence of the centre and thoroughly enjoyed by all who visit and walk by. These are great initiatives for Year 6s to get to know students and staff from the College before they come to ESC as Year 7s.

- **Year 7 Tiles** – Every Year 7 at ESC takes Visual Art, and their first project is creating a personal tile that reflects who they are as new students. These tiles help staff and students get to know each other and build a sense of belonging. Once completed, the artwork is collated and mounted on the wall in the Year 7 courtyard, creating a lasting display. We love how older students look back and laugh (or cringe!) at what they created, but it serves as a fun and meaningful record of each intake. The Year 7's pieces in 2024 show the next trend of interests and likes for the new cohort.

- **Motor Museum Mural** – Year 10 Visual Arts students completed the first instalment of the Motor Museum



at Whiteman Park mural project. This artwork was designed, created and installed by the students with Ms Rushton and now proudly welcomes tourists from across the globe into the space. All artists also feature on the plaque created by the team at the Museum to celebrate their efforts and contributions. A new group of Year 10s will visit in subsequent years to complete the next section of the mural.

- **Production Creative Team** – In 2024 an afterschool creative team came together under the guidance of Ms Rushton to create and develop costumes, set and prop pieces for the annual production. This instalment saw them making seagull wings and coral (out of pool noodles) for the sea floor for *The Little Mermaid* show.
- **Year 10 Foundation mentor project (Brabham Primary)** – A group of Year 6 Brabham Primary school students bussed over to ESC to use the Art departments clay facilities and develop decorative pots. A team of Year 10 Foundation Visual Art students supported and encouraged the Year 6s with clay hand building techniques and decoration.



1.5.8 Learning Support and Education Support

The College provides support to students with Special Educational Needs across all Learning Areas to support inclusion within our mainstream curriculum. The Education Support program for students now includes mainstream electives in Years 7 to 9 and mainstream Maths and English, as well as electives in Year 10. Those Year 11 and 12 students previously enrolled in Education Support are supported by Education Assistants in VET certificates and Foundation courses to give them the best opportunity to gain WACE.

In Education Support, learning has an integrated 'direct' approach, with students engaged in practical activities to promote the skills required to achieve personal independence and success beyond school. Students have a modified curriculum reflecting their individual needs, and experienced Education Assistants support them to promote success. Parents are

involved with planning each student's educational development and progress and the implementation of authentic and meaningful Special Education Needs (SEN) plans tailored to each student's needs.

Our program reflects a 'skills for life' focus where students work to develop functional literacy, numeracy, and social skills. Using explicit instruction, students develop the skills needed to participate actively and safely at school, home, and within the community. The curriculum within the Education Support program, led by the Western Australian curriculum, is clustered into functional cross-curricular Learning Areas:

- English
- Mathematics
- Community Connections
- Employability Skills – Work Skills and Work Readiness

- Independent Living
- Health, Physical Education, and Wellbeing
- Information and Communication Technology (embedded in teaching and learning)
- The Arts

The Learning Hub has been operational since 2022 to support students with diverse learning needs within a mainstream setting. It offers a regulation space, social modelling, and an alternative space for classwork and assessments, staffed by Education Assistants and a teacher coordinator. One hundred and seventy mainstream students from Years 7-12 are currently accessing the Learning Hub across all Learning Areas, and both its support of students and use by students are increasing steadily.

The Learning Hub provides a safe space before school and at lunchtimes.



STUDENT ACHIEVEMENT AND PROGRESS

2.1 Student Achievements (SCSA) Review

Student Achievement - SCSA Review

Ellenbrook Secondary College had a total of 139 Year 12 students eligible for WACE in 2024. Of this cohort, 88% met the WACE requirement. This included:

- 96% of students meeting the C grade requirement

- 96% of students meeting the OLNA Reading requirement
- 98% of student meeting the OLNA Writing requirement
- 94% of students meeting the OLNA Numeracy requirement

Our WACE achievement of 88% is a gradual increase in our historical results, with the

target of 90% well in reach. Pleasingly, Ellenbrook Secondary College is 4% better than Like Schools in WACE achievement.

With the introduction of the new Senior Secondary Metrics, new data is available to measure the retention, completion and progress and achievement of our 2024 cohort. The highlights a very pleasing 85% retention rate, meaning these students remained at ESC between Year 7 to the end of Year 12.

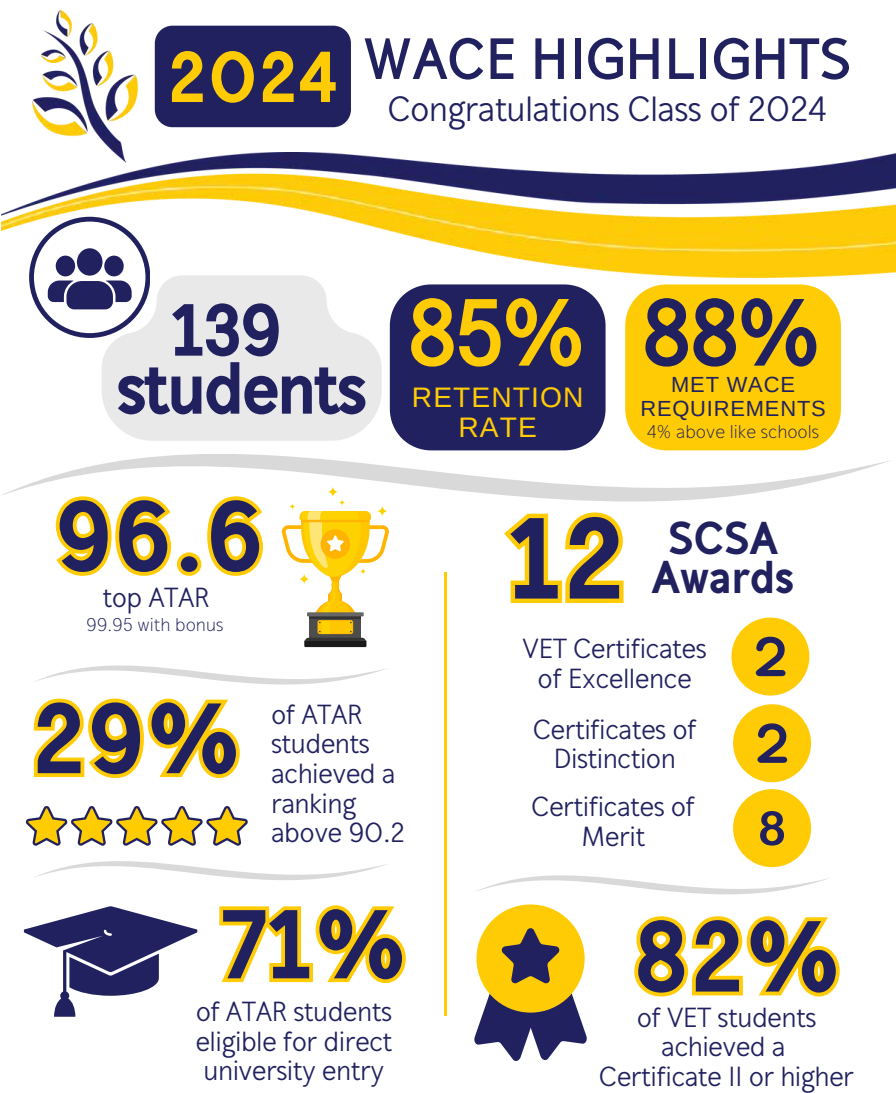
Ellenbrook Secondary College's ATAR results were outstanding. 30% of our ATAR students achieved an ATAR or 90 or higher, with an additional 13% achieving an ATAR of between 80-90. Including the eligible bonuses applicable to students enrolled at ESC, 70% of our students were eligible for university entry.

Our ATAR Dux received an ATAR of 96.6, boosted to 99.95 with the eligible bonus to UWA and Curtin.

2.2 National Assessment Program - Literacy and Numeracy

NAPLAN 2024 was administered in Term 1. The NAPLAN proficiency bands are described below:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



Year 7 Achievement Data

	Reading 2024 (%)	Writing 2024 (%)	Numeracy 2024(%)
Exceeding	7.7	16.9	4.2
Strong	44.7	35.5	48.1
Developing	22.6	24.2	29.6
Needs Additional Support	25	23.4	18

Year9 Achievement Data

	Reading 2024 (%)	Writing 2024 (%)	Numeracy 2024(%)
Exceeding	13.1	23.9	9.3
Strong	45.9	35.8	50
Developing	32	30.6	31.8
Needs Additional Support	9	9.7	8.9

2.3 Online Literacy and Numeracy Assessment

The Online Literacy and Numeracy Assessment (OLNA) is a compulsory requirement for students to achieve the Western Australian Certificate of Education (WACE) at the end of Year 12. To meet the OLNA requirement, students must demonstrate competency in three domains: Reading, Writing and Numeracy.

Students have six opportunities to attempt the OLNA: one at the end of Year 9, one in Year 10, two in Year 11 and two in Year 12.

The OLNA completion rates for the 2024 Year 12 cohort were as follows:

Reading	96%
Writing	98%
Numeracy	94%

Specialist Literacy and Numeracy teachers work with students in the lead up to the testing window to equip them with the skills required to meet the standards.



HEALTH AND WELLBEING



3.1 Year 6 to 7 Transition

3.1.1 Familiarise students

Familiarise students in Year 6 with Ellenbrook Secondary College to decrease anxiety-related to transitioning to a large secondary school site. This included:

- Primary school visits by an Associate Principal, Year 7 Coordinator and Enrolments Officer to explain and answer questions about secondary school. This included showing a video that was filmed and produced by our Media students and Media teacher, Mr Lance. The video featured former primary school students sharing their experience transitioning to ESC.
- Transition days before commencement, with students attending the College including the Year 6 Orientation Day, multiple Learning Support transition days.
- Participation in the North Metropolitan Education Regional Office (NMERO) Year 7 Engagement and Transitions pilot program. This involved working closely with Year 6 students from Arbor Grove Primary School identified as being at risk of

disengagement from school due to complex barriers such as school refusal and attendance concerns.

- ESC Year 10 Visual Arts students partnered with Year 6 students from Brabham Primary School to facilitate a direct clay art workshop. Primary school students were paired with Year 10 mentors who provided guidance and encouragement during the session.
- Senior School Certificate II Sports Coaching students supported the EISA Summer and Winter sports carnivals, and Year 10 Specialist Netball students conducted netball sessions for Year 5 and 6 students at Brabham Primary School. These mutually beneficial initiatives strengthened relationships through

coaching and umpiring supporting schools in the wider community and allowing prospective students to interact with older ESC students.

- ESC staff conducted a wide range of activities both at The College and at the primary schools to familiarise students with staff, highlight curriculum possibilities and promote specialist programs, including:
 - ◊ The ACE Mathematics extension program
 - ◊ STEM Warriors events
 - ◊ Science Fair
 - ◊ Specialist Music performances
 - ◊ Specialist AFL clinics.



3.1.2. Establish clear benchmarks

Establish clear strategies to support students' academic, social, and emotional stages of development. This included:

- Discussions with the Principals of the Ellenbrook Network of Schools supported by the Nmero to establish processes around effective data sharing. This enabled planning and progress monitoring from K-12, with an emphasis on the Year 6 – 7 transition phases.
- Further collaboration with network primary schools to track attitude, behaviour and effort data longitudinally to monitor and support student social and emotional development.
- Visits to all feeder primary schools from a College Associate Principal, Student Services personnel including the Year 7 Coordinator and Student Services Manager, EALD Coordinator, Enrolments Officer, Learning Support Personnel and Learning Hub Coordinator.
- Supporting and planning for students with high-level complex needs with College Psychologists and Community Health Nurse.
- Consultation with primary school staff regarding planning for students with special needs requiring educational support.
- Consultation with primary staff in the construction of class lists and allocation of support resources.
- Introduction of moderation with primary schools in English and Science with a planned expansion in all MESH learning areas. This will ensure key skills required for high school are introduced to students at primary school.

3.1.3. Establish clear communication and collaboration

Establish clear communication and collaboration with parents, caregivers and community members. This included:

- Parent information sessions and College tours held throughout the year to highlight the College facilities and specialist programs.
- The College's prospective parent night evening was expanded to include:
 - ◊ Displays of student work
 - ◊ Display of programs offered to students across all the Learning Areas including Vocational Education and Training, Learning Support, Student Services, Gifted and Talented, STEM education and Specialist Music
 - ◊ A viewing of a promotional video created by Media teacher Mr Nick Lance
 - ◊ Specialist Music performances
 - ◊ Presentation from Chair of the School Board, Chris Spencer
 - ◊ Presentation from Parents and Citizens President, Jane Rhodes
 - ◊ Sausage sizzle provided by the Parents and Citizens Committee
- Opportunities for parents and caregivers of the Year 7 student cohort to attend the College to engage with special initiatives, including:
 - ◊ Maths Talent Quest
 - ◊ Science Fair
 - ◊ Dance and Drama Showcases
 - ◊ College Theatre production
 - ◊ Junior Music Showcases
- Specialist Music students tour to all feeder primary schools highlighting the College's bands and ensembles to promote the Specialist Music Program.
- Use of Compass and Connect portals by staff to provide timely

communication to support the academic, social, and emotional development of students.

- Sponsorship of "ESC" Awards for feeder primary schools, awarding a Year 6 student enrolling at the College who has consistently displayed the values of Engagement, Success and Community.
- Attending milestone events at feeder primary schools including graduation ceremonies, assemblies and presentations.

3.1.4. Peer and group development in Year 7

This included:

- Resilience Project wellbeing program to support student mental health. Focusing on the core principles of gratitude, empathy and mindfulness, the program was delivered in Year 7 Homerooms.
- Big Day Out reward day at the end of Term 1 to build relationships with peers and staff.
- Students from Year 7 included as student councillors in the student leadership team.
- Provide students a safe space through the creation and use of the Year 7 courtyard which can only be accessed Year 7 students.
- Year 7 students created personal tiled artwork that has become a permanent feature in the Year 7 courtyard and foster belonging of students.
- Lunch time activities run by City of Swan Youth Engagement staff.
- Workshops targeted at building resilience and developing skills to empower students including a Cyber Safety and Digital Wellbeing workshop presented by eSafeKids.
- Positive Lifestyle Program for identified students, developing self-awareness and communication skills to build healthy relationships.
- Kindness awards to foster positive relationships amongst students.



3.2.1 House System

The House System is a key part of the College's efforts to foster a positive learning environment. In 2024, Ms Gemma Francis continued her exceptional work in strengthening the system through the leadership of House Leaders: Jake Thresher (Avon), Anthony Tonani (Henley), Ruby Isidori (Swan), and Joshua Hatch (Stirling). The House Leaders were supported by the Year 11 and 12 House Captains, alongside the Female Engagement Captains, in organizing sporting events and carnivals.

The primary goal of the House System is to reward students for their participation and positive contributions to college life. Students earned individual points for their house through achievements both inside and outside of the classroom. The Compass system streamlined the process, making it easier for teachers to award House Points and fostering a sense

of belonging, inclusivity, and friendly competition. House Captains organized various lunchtime sporting competitions, including basketball, netball, and futsal.

A major highlight of the House System is the Sports Carnival, which saw Stirling House claim victory this year.

To celebrate success, students from the winning house, Avon, enjoyed special end-of-year rewards. Year 11 and 12 students went bowling, while lower school students spent a fun-filled day at Outback Splash. This tradition has become a strong motivator, encouraging students to engage with and support the House System.

3.2.2 Student Council

Developing student leadership across the College is an important way of supporting student voice, enabling students to present ideas for improving the school

environment and culture. Ms Gemma Francis has continued to enhance student leadership opportunities across all year levels.

Ms. Francis invested considerable time in selecting and training student leaders. A three-day Student Council Camp at Bickley integrated leadership skills, team-building exercises, and fun activities to strengthen the council.

The Student Council played a significant role in developing the 2024 Yearbook, led by the Year 12s, with contributions from each year group. The cover and inside pages were designed by graduating art students.

The Homeroom Team organized numerous Kahoot quizzes for various events, while the Events Team worked hard to plan and run special activities throughout the year. Our student leaders played key roles

in hallmark events such as the ANZAC Ceremony. Other activities included a Halloween scavenger hunt, an Easter egg hunt, 'Do It for Dolly' Day, and more.

The Ellenbrook Weekly team produced and filmed student-led news videos, sharing important announcements and engaging the school community with fun teacher game segments. A new film studio set was introduced to enhance these productions.

Ellenbrook Secondary College extends its sincere gratitude to Ms Francis for her dedication and contributions over the years. She has been offered a role as the Year Coordinator at Cyril Jackson Senior College for 2025, and we wish her all the best in her new role.

3.2.3 Multicultural Committee

The Multicultural Committee is another reflection of the College population's cultural and linguistic diversity. Chaired by Ms Teagan Roberts, the 2024 committee and its members consisted of approximately twenty-five students from Year 7 to Year 12, including our First Nations students from the Clontarf



Academy and the Deadly Sista Girlz. The Committee met every Thursday during Home Room as well as at lunch times to discuss and organise multicultural events throughout the year. These main events included:

- Harmony Week celebrating our school's diversity culminating in a free dress day, when students were

encouraged to come to school dressed in their traditional dress.

- NAIDOC Week which involved a Home Room competition called *Deadly Doors* for designing the best Indigenous-inspired artwork displayed on classroom doors that reflected the 2024 NAIDOC Week theme of *Keep the Fire Burning*.



- The Ellenbrook Multicultural Festival which featured two of our college-based performance groups: the *Gabba Groovers* who put on a show with their Bollywood dance mash-up, and Lil Brommy who highlighted his Aboriginal identity in a rapping repertoire.

The Multicultural Committee worked closely with the Ellenbrook Youth Centre for events which strengthened the College's engagement with our community.

One of the highlights of 2024 for the Multicultural Committee and the entire school was the Opening of the Multiculturalism Mandala Mural on 26th November 2024. This event was the culmination of a year's work which involved students and staff designing, painting, and assembling ceramic tiles with flags representing the various nationalities of the College's population. At the centre of the Mandala is a mirror, encircled on one side by the Wagul (Rainbow Serpent) representing the College's connection to Aboriginal culture, while the other side around the mirror features the Chinese dragon representative of the College's engagement with Asian cultures. The project was completed as part of the *Creative Schools* program funded by the Department of Local Government, Sport and Cultural Industries and under the creative guidance of artist, Claire Davenhall. ESC's Art teachers, Teagan Roberts and Emma Rushton played key roles in leading students on this artwork, created during a ten-session residency delivered by Ellenbrook Arts and the City of Swan.

3.3 Attendance

Ellenbrook Secondary College continues its focus on improving educational outcomes of students through emphasising the importance of regular attendance.

The Department of Education defines attendance by the following thresholds:

Regular Attendance: 90% or above



At-Risk- Indicated: 80-89%

At Risk- Moderate: 60-79%

Severe: <60%

The role of the Homeroom teacher in promoting and monitoring attendance is vital. Homeroom teachers assist admin in contacting parents and carers when students are absent unexplained for two or more days. They can also follow up on students in their Homeroom whose absence percentage falls between 80-99%.

Senior Teachers case manage students between the 60-80% attendance range. This group of students are at a critical point; with specific, targeted interventions they can improve and achieve success. Without this crucial link, students could continue to fall into the 'severe' non-attendance category which limits their chance of success at school.

Student Services staff case manage students who have entered the 'severe' at risk non-attendance. Student Services

staff are highly trained in intervention and support strategies and can use the support of external agencies to improve each student's individual circumstances.

Thorough implementation of the Attendance Implementation Plan and increased awareness of parents to prioritise notifying the school of a reasonable absence will see our attendance data improve significantly.

Managing and improving attendance is a school-wide priority and responsibility of all staff, and collectively we are committed to doing so.

The College works with Regional Office to support disengaged students in Years 7 and 10 through the Engagement and Transition Program, and Participation for Year 11 and 12 students. With targeted intervention from Participation Coordinators, our students receive support in re-engaging with school life or help them explore alternate options to find success.

Cohort	Attendance Rate Sem 1 2024	Attendance Rate Sem 2 2024
7	86.1%	78.6%
8	82.8%	77.4%
9	80.9%	74.5%
10	77.7%	74.4%
11	72.3% (Includes students engaged with Participation)	67.9% (Includes students engaged with Participation)
12	85.2%	87.6%



3.4 Behaviour Management

Positive Behaviour and Wellbeing Support in Schools

As a Positive Behaviour School, we recognise that supporting students to follow the core values of Engagement, Success and Community, is imperative for students to develop their own set of values and behaviours. By providing a supportive environment and utilising strategies that underpin PBS, we can continue to realise the core values for Ellenbrook Secondary College.

A school wide approach to behaviour management was adopted, including processes, procedures and initiatives that allowed for targeted intervention for individual students. With consistency and clear expectations and guidelines for students to follow, the platform provided opportunities to explicitly teach expected behaviours. Reward assemblies occurred each term, displaying Positive student behaviour, which not only supports motivation and drive for students but creates a positive culture across the school.

The Classroom Management System continues to be used to provide a consistent approach to the maintenance

of positive and supportive classrooms, enabling a focus on student learning. This, alongside a school wide Behaviour Management Plan, allowed for staff to have a specific focus and processes to follow to maintain rules and for students to feel emotionally safe and supported.

Ongoing individual case management and liaison with internal /external agencies is used to support mental health and wellbeing. Support may be provided through the Student Services Managers, School Psychologists, Community Health Nurse, Chaplain, Year Coordinators, Student Support Officers, AIEO, Deadly Sista Girlz and Clontarf. We promote a culturally responsive, safe, and inclusive environment and provide break out safe spaces to support emotional wellbeing. We refer to internal supports and external agencies if further support is required.

Incursions and programs were organised for specific groups such as the Positive Lifestyle Program, Constable Care, Mental Health Expo and RUOK Day, to support emotional wellbeing. During 2024, we were able to second a grant which has enabled many of these programs, incursions, and initiatives to be implemented in future, including The

Resilience Project, which will be available to Year 7's over the next three years and includes a staff wellbeing program.

The number of total suspensions has increased slightly in 2024 from the previous year, with 653 to 725. It is important to note however, that the majority of students from Ellenbrook Secondary College are consistently displaying positive behaviours with the majority of suspensions from a small percentage of students. We continue to build capacity in staff to manage low level student behaviour using CMS procedures and the school wide Behaviour Management plan, allowing for individual accommodations, greater Head of Learning support and intervention followed by targeted intervention from Student Services to manage students requiring further support.

Suspension Statistics 2024

Total number of suspensions for the year: 725

Total number of days suspension: 1933.5 days

Year 8 – most suspended year group: 177 suspensions for 560.5 days (year 7 – 174

suspensions for 409.5 days)

Year 12 – least suspended year group: 36 suspensions for 80.5 days.

Main category overall:

- Violation of Code of Conduct or school/classroom rules: 258 suspensions
- Physical aggression toward students: 155 suspensions
- Abuse, threats, harassment or intimidation of staff: 113 suspensions
- Physical aggression towards students: peaked in year 7 and then decreased each year group (in order).

Suspension Statistics 2024

Year group	Category										Total
	1	2	3	4	5	6	7	8	9	0	
7	3	26	55	23	6	46	9	1	2	3	174
8	1	31	48	20	3	55	2	7	3	7	177
9	1	10	23	10	5	43	29	2	0	4	127
10	1	30	19	5	0	56	12	1	5	2	131
11	2	13	8	1	4	38	9	4	0	1	80
12	1	3	2	4	1	20	5	0	0	0	36
Total	9	113	155	63	19	258	66	15	10	17	725

Category 1:	Physical aggression toward staff
Category 2:	Abuse, threats, harassment or intimidation of staff
Category 3:	Physical aggression toward students
Category 4:	Abuse, threats, harassment or intimidation of students
Category 5:	Damage to or theft of property
Category 6:	Violation of Code of Conduct or school/classroom rules
Category 7:	Possession, use or supply of substances with restricted sale
Category 8:	Possession, use or supply of illegal substance(s) or objects
Category 9:	Negative Behaviour - other
Category 0:	E-breaches

Parents and Carers are reminded that should they require support with their child's behaviour and wellbeing, to please reach out to Student Services.





BUILDING A STRONG COMMUNITY

4.1 Community Engagement

At Ellenbrook Secondary College, we are dedicated to fostering strong community connections through meaningful initiatives that enrich both our students and the wider community. Our engagement efforts in 2024 spanned various programs that promoted sustainability, the arts, charity, and local collaborations, reinforcing our commitment to social responsibility and community development.

Through the Waste Sorted Schools program, the College established dedicated recycling stations, inviting students and the broader community to take part in sustainability efforts. Partnering with Good Sammys and Containers for Change, we collected over 12,500 containers, raising \$1,000 in revenue, while our paper recycling initiative successfully diverted four tonnes of paper from landfills.

Demonstrating the spirit of giving, we partnered with the Ellenbrook Community Collective to donate ten boxes of non-perishable goods, supporting families in need during the festive season. Meanwhile, our Year 11 and 12 music students performed at the historic opening of the Ellenbrook train line, providing the community with a

memorable choir performance.

The College also hosted an Art Exhibition, unveiling the Multicultural Mandala Art, a striking piece featuring flags representing our diverse student body. This project, supported by the Department of Local Government, Sport and Cultural Industries (DLGSC) under the Creativity for Schools Program, was delivered in collaboration with the Ellenbrook Youth Centre, Jacksons Drawing, and Ellenbrook Arts and was open to the community.

Through a \$10,000 federal government grant from the Department of Veterans' Affairs, the College commissioned a commemorative artwork honouring Australian veterans, unveiled as part of our Remembrance Day observances. Strengthening connections with local primary schools, we conducted art, science, and sports workshops, fostering an engaging learning environment for all students involved.

Our Knitting Club, composed of both mainstream and Education Support students, contributed to Ronald McDonald House Charities WA by donating handmade beanies, spreading warmth and compassion. Recognizing the dedication of our staff, Gracelife Church Perth hosted an Appreciation Tea, acknowledging the invaluable contributions of our teachers

and support staff.

In the arts, students from our Arts Faculty collaborated with the Motor Museum of WA in Whiteman Park, volunteering their talents to paint vibrant murals that enhance the museum's aesthetic appeal. In conjunction with ANZAC Day, students partnered with Ellenbrook RSL to uncover and share the stories of local veterans, an integral part of their participation in the 2024 ANZAC Award initiative.

Through these efforts, Ellenbrook Secondary College continues to foster



a culture of service, creativity, and collaboration, ensuring that students develop a keen sense of civic responsibility while making a meaningful impact on the community. We will continue to increase our positive presence in the community in the coming year.

4.1.1 Aboriginal and Indigenous Support

Ellenbrook Secondary College is proud to partner with Clontarf Foundation and Waalitj Foundation to support and empower our Aboriginal students. In 2024, 9 Year 12 students – 5 from Clontarf Academy and 4 from Deadly Sista Girlz (DSG) successfully completed their secondary education, marking an important milestone for themselves, their families, and our College community. Throughout the year, 68 DSG participants and 50 Clontarf participants engaged in the programs, which focus on building leadership, resilience, and cultural pride.

Both programs concluded the year with special awards ceremonies to recognise and celebrate the achievements of our Aboriginal students. It was especially heartening to see families come together to share in these celebrations, highlighting the importance of community, collaboration, and the transformative opportunities these partnerships provide for our First Nations students.

4.2 Parental Involvement

Ellenbrook Secondary College is committed to working closely and respectfully with all members of our college community. We recognise that student learning and academic success are only possible when strong, professional relationships exist between the College, staff, parents, and carers. The ESC values of Engagement, Success, and Community extend beyond the classroom and underpin the collaborative nature of our work. We actively encourage parents and carers to contribute positively and take an active role in supporting their child's education.

The College's technology platforms offer an efficient and accessible way for parents to engage with their child's personal and academic development. Through the online gateways Compass and Connect,



parents can monitor their child's progress and communicate with teachers in a constructive and timely manner.

Additionally, the college has continued to livestream major events, including the ANZAC Service, college assemblies, and the Year 12 Presentation Ceremony, allowing parents to participate remotely when work or other commitments prevent them from attending in person.

4.2.1 Parent and Citizens Association

The College actively engages with the community through the Ellenbrook Secondary College Parents and Citizens (P&C) Association, which brings together students, families, and staff through

fundraising and social events. Popular initiatives such as the Bunnings Sausage Sizzle, Quiz Night, and Movie Night foster strong connections while supporting school projects and student resources through grant schemes, fundraising efforts, and voluntary parent contributions (VARs).

In 2024, the P&C Association successfully raised \$13,302 towards the Music Specialist Tour to Canberra, scheduled for July 2025, in addition to a previous contribution of \$19,500, which included generous donations from RSL Ellenbrook (\$1,500) and the Lions Club of Ellenbrook (\$3,285).

Throughout the year, the P&C also supported a range of school initiatives, including funding airbrush tattoos and prize vouchers for the Athletics Carnival, sponsoring prizes for the College Dux Awards, and supporting the Clontarf and Deadly Sista Girlz presentation ceremonies. They also provided pizzas for guests at the Art Exhibition, Parent-Teacher Interviews, and the Deadly Sista Girlz end-of-year celebration. Kiosk sales were organised to support the Music and Arts Showcases, as well as the annual College Musical Production. Additionally, the P&C contributed \$4,760 towards new lighting for the Performing Arts Centre.

These initiatives not only foster strong community connections and school spirit but also encourage parents and caregivers to be actively involved in their child's education at Ellenbrook Secondary College.



4.3 Finance Budget

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	637,490	637,491
Carry Forward (Salary):	1,105,046	1,105,046
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	18,121,723	18,121,723
Locally Raised Funds:	975,173	1,039,072
Total Funds:	20,839,431	20,903,331
EXPENDITURE		
Salaries:	16,496,547	16,496,547
Goods and Services (Cash):	3,012,669	2,721,124
Total Expenditure:	19,509,217	19,217,672
VARIANCE:	1,330,214	1,685,659

4.4 College Facilities

Ellenbrook Secondary College is well-resourced and ensures students have access to computer facilities whenever needed. We do not implement a Bring Your Own Device (BYOD) program, helping to keep schooling costs lower for families. In 2024, the College improved its network and technology infrastructure, including a significant Wi-Fi upgrade to enhance learning and curriculum delivery.

Our campus features modern science laboratories, a gymnasium, canteen, barista room, dance studio, weights/workout room, 13 IT/media computer labs, a STEM Centre, and fully equipped design and technology workshops (Trade Training). The Commonwealth Government announced its intention to invest to kick-start a Trade Training Centre for vocational education in Building and Construction and Hospitality, further strengthening the college's award-winning VET Program. ESC was named Best School in the WorldSkills VETiS Regional Competition in both 2022 and 2024. Master planning and scope of works for this exciting development were conducted during the year.

Additionally, the College shares a well-resourced library with the City of Swan and houses The Couch TV Studio, a recording studio that produces talk shows highlighting local achievements and stories. The Couch shows offers free training in sound and tv production for interested students, further enriching the College's Arts program.

The College's Performing Arts Theatre (PAT), which seats 190 people, serves as a hub for Music and Drama performances and is also frequently hired by community groups. In 2024, with funding support from the P&C Association, the theatre lighting was upgraded, significantly enhancing the overall experience for both performers and audiences during college productions and showcase events.

Major Works and Maintenance Projects Completed in 2024

Outdoor volleyball area - the volleyball area was relocated to an underutilised space inside the oval fencing, which



has been transformed into a dedicated outdoor volleyball facility for students to enjoy before/after school and during lunch, increasing opportunities for physical activity. The redevelopment project, costing \$22,000, involved soil removal, sand installation, fresh grass, and the construction of an adjacent limestone seating area.

Outdoor Learning – a new Outdoor Learning Space was created near T13, featuring a limestone wall and additional bench seating, providing a functional outdoor classroom set under natural shade from existing trees.

LC4 Courtyard Shade – additional shade was installed in the LC4 courtyard, enhancing staff wellbeing, and providing more shaded areas for students.

Outdoor Table Tennis Table – a new table tennis table was installed to give students additional recreational options and promote physical activity during breaks.

Seating decks – as part of their coursework, Year 11 Certificate II in Building and Construction students built three seating decks near the Technologies grass – a testament to the high-quality education provided by our Design and Technology program.





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