



2022
ANNUAL
REPORT



Ellenbrook
Secondary College

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Principal's Foreword

The 2022 school year was a challenging one. With COVID19 and few teachers available to take up positions, meeting the requirements to run classes to deliver an engaging curriculum was difficult. The fact that we had a timetable that was fully staffed and funded by end of the year is a tribute to the senior staff. Thank you.

Our College is values driven. We have a charter, but focus on three values: Engagement, Success, and Community.

Engaging students

Whilst the 2022 school year has proved challenging, it was rewarding at the same time. When you read the Heads 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 and have provided the students with an incredibly rich learning experience in the classroom, in the yard and in the wider community. The Learning Area Reports are the foundation of the Annual School Report and 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 of the Instructional Intelligences initiative.

Success

The school completed a successful 3-year review through a rigorous process that centred around the use of an Electronic School Assessment Tool (ESAT). Many staff contributed to meeting the required standard for our operation as a school. They are to be commended.

The summary of our annual performance indicates that we are upholding our values of engaging student 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 Online Literacy and Numeracy Assessment (OLNA) results show that the school is value adding or helping students master these basic skills. For example, the number of students who prequalify for OLNA in reading is on par via with like schools when you examine (National Assessment of Literacy and Numeracy



Assessment (NAPLAN) data; however, the percentage of students achieving OLNA at Year 12 exceeds like schools by 4%. This value adding trend can be seen in numeracy, reading and writing. Our teachers are to be commended for their hard work.

The close tracking of student achievement has seen 96% of students achieving the grades required for the Western Australian Certificate of Education: an outcome that is 4% higher than like schools.

Whilst a small number of students (8%) completed 4 or more Australian Tertiary Admission Ranking (ATAR) courses, making them eligible for an ATAR ranking, the school performance was about 3% higher than like schools. Many students are choosing alternative pathways to enter university.

The Learning Area reports highlight the extensive work our teachers are doing to assist students. There is much evidence of success in these reports with students achieving outstanding results across all Learning Areas.

There are two examples of outstanding success I would like to highlight even though a person can find much to talk

about with all the reports. However, the outstanding achievement in the "WorldSkills" – a competition designed to help young people showcase their talents against industry benchmarks – needs to be brought into focus. Section 1.5 needs to be read.

The work of the Clontarf Academy is vital: they have seen massive improvements in attendance and engagement of indigenous students. A big thanks from the College.

Community

Our internal College community has made a conservative effort to work with the larger outside community. Our teachers are being trained to positively engage students, but the overall school environment is enhanced by our House System. Most students are engaging with the House System, seeking to gain the rewards for their engagement. This is supportive of the overall learning environment. I can see the great gains that have been made in the building of our House System.

The School Multicultural Committee is building strong bridges between the school and community and the report on our community engagement is uplifting.

I would like to thank the Board, P&C, staff,



parents, students, and greater community for their support. 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.

Dr Peter Havel
Principal



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 2022 school year. At the commencement of 2022 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 of our students. 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.

Thinking back, we all thought 2022 was going to be a 'normal' school year after the past few years. It turned out there were still some twists and turns to be taken on the COVID road for our College. In Term 1, 2022, on a daily basis there were still COVID reports sent home and daily numbers called out over the PA for students. At times, up to 6 staff had to be set the task of being contact tracers! Not what many expected when they turned up to work some days, but our College staff adapted and just did what needed to be done to keep operations running as close to normal as possible. I

thank the school executive team and all support staff for their amazing efforts.

Despite the rapid changes and adjustments students and staff had to make during 2022, so many amazing achievements and brilliant activities still took place in our ESC community. I want to begin by praising our students and staff for being consistently resilient, flexible and willing to pivot on many occasions.

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 2022. Ellenbrook Secondary College supported WorldSkills again this year by competing in regional competitions in August, as part of the SkillsWest Career and employment Expo at PCEC in the VETis School Categories of Bricklaying and Floor and Wall Tiling. Well done to John Easterday (Bricklaying) and Devan Van Zyl and Lukarn Pairama (Tiling) who were well prepared, and were also fortunate enough to have the knowledge and skills of past National Gold Medal Winner Vince Madnack and a



North Metropolitan TAFE trainer to assist and prepare them. Worldskills has been a fantastic way for our College students to showcase their skills in the past as we have won several medals at regional, state and national level.

Our Senior boys also broke some College records in 2022, being the first Ellenbrook SC Soccer team in the Champion schools knockout stage! The boys played multiple games over Term 2 to make finals but lost in the final game to Lake Joondalup Baptist College. This was a great effort, with much to build on for sustained success in the future. I would encourage everyone to follow the College on Facebook, you will see from this how many amazing opportunities our College provides for all students.

It has also been great to see the continued planning and implementation with our program partners Clontarf/Deadly Sista Girlz, both working hard to provide unique and exciting opportunities for our indigenous students within our ESC community, as well as in local feeder primary schools. Programs such as these 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 2022 musical/drama production of the show 'The Addams Family' was brilliant. Our drama, vocal and dance students and

staff worked so hard, even undertaking many full day holiday rehearsals to prepare for their performances over many nights. What a funny, well produced show it was. After such a disrupted last few years for shows, it was so nice for many events to be back on the regular schedule, even if it was in masks at times!

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. It was excellent to see the College offering an Learning Support class in our STEM specialist program again in 2022 after the inaugural year in 2021. Our students also make us proud with their achievements in VET areas. This again goes to 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 world success is something we excel at.

During 2022, the College took part in an Electronic School Assessment Tool (ESAT) review. This process consisted of a considerable amount of work over a long time, completed by school staff. A team of experts drilled down into all aspects of the school and representatives found us to be an excellent public school. I was proud to

meet with the review team in a meeting with community members that had around 10 people. Present at this meeting were Board and P&C members, parents, local police and other key community representatives. All spoke in support of the evidence provided to the review team,, and outlined the amazing leadership and change in direction of the school over the last few years.

I'd also like to thank Mr Heath Dullard, who did an outstanding job as Principal, after being appointed to the role for 2022 after a selection process. Our school leadership has continued to be flexible and show strong skills in managing our school to produce the best outcomes for all students.

In conclusion, I am proud to say I am a parent of two ESC students. 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 2022 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 2023! Congratulations everyone.

Chris Spencer
Board Chair.



ABOUT THE COLLEGE

College Overview

With nearly 1300 students in attendance, Ellenbrook Secondary College is middle sized Independent Public Schools (IPS) in the North Metropolitan area, catering for students in Years 7-12. Situated in the Ellenbrook town centre and within the City of Swan, this location has allowed College staff and students to be actively involved within the community, thus making positive engagements was a major focus for 2022.

Ellenbrook Secondary College offers multiple ATAR courses of study and practical VET courses across a range of fields such as Building and Construction, Hospitality, Information and Communications Technology, Tourism and more.

Through our many programs and academies, the College seeks to support and encourage every student to engage with the curriculum, find personal success

and become an integral part of the school community. We seek to provide a sense of belonging – a place with an education that meets diverse needs. A school for all.

Our College is served by passionate teaching staff and leadership team. In 2022, 156 staff members were employed, comprising 71 teachers and 48.5 support staff. All teaching staff at Ellenbrook Secondary College met the professional requirements to teach in WA and can be found on the public register of the Teacher Registration Board of Western Australia (TRBWA). There is a balance of experienced and graduate teachers who support each other to achieve exemplary standards. Ellenbrook Secondary College has a focus on career development for all staff.

In 2022, there was one Level 3 Classroom Teachers employed at the College. Teaching staff are supported by our non-teaching staff, including a School Psychologist,

Table 1

	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	5	4.8	1
Heads of Departments and Learning Areas	12	12.0	0
Total Administration Staff	18	17.8	1
Teaching Staff			
Level 3 Teachers	1	0.8	0
Other Teaching Staff	78	70.2	0
Total Teaching Staff	79	71.0	0
Allied Professionals			
Clerical / Administrative	24	20.7	1
Gardening / Maintenance	3	3.0	0
Instructional	1	1.0	1
Other Allied Professionals	31	23.8	0
Total Allied Professionals	59	48.5	2
Total	156	137.3	3

Chaplain, First Aid Officer, Nurse and Special Needs Education Assistants. Many of our teachers also run extra-curricular sporting teams and clubs to help develop positive relationships with students and foster a passion for learning

Curriculum

As an Independent Public School (IPS), the College implements the Western Australian Curriculum in Years 7-10 and the Western



Australian Certificate of Education (WACE) in Years 11-12. We have a strong focus on Literacy and Numeracy, as these disciplines underpin all learning. The English and Mathematics outcomes are moderated; and grades are assigned in reference to national norms, namely the outcomes of the National Assessment Program Literacy and Numeracy (NAPLAN) tests. The 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.

In addition to this, there are several cross-curriculum initiatives that ensure students develop life skills and general competencies and Information and Communication Technologies (ICT) integrates across much of the curriculum, with research skills being taught and students having access to a modern library, shared with the City of Swan.

Additionally, the Specialist 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 also run speciality physical education classes in Netball and Football which allow keen students to further their skills in these sports under the guidance of passionate and trained teachers.

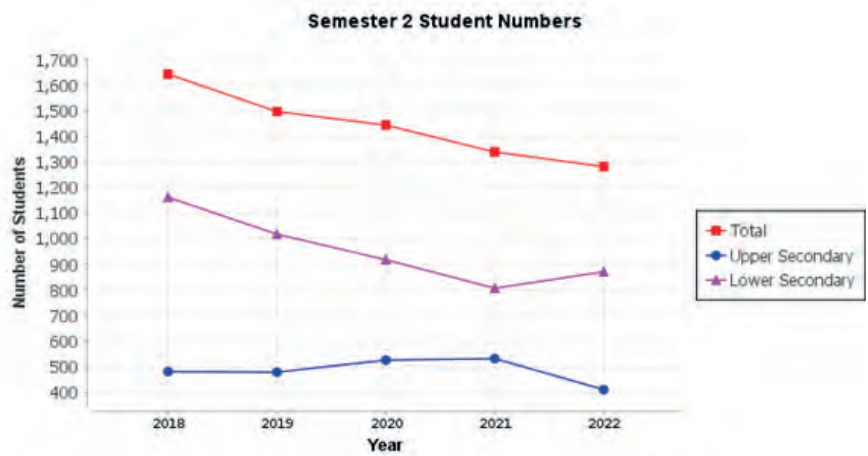


Table 2

Semester 2	2018	2019	2020	2021	2022
Lower Secondary	1162	1018	918	807	871
Upper Secondary	481	479	526	532	411
Total	1643	1497	1444	1339	1282

The Progression Against College Plan

The implementation of the College Plan continued in 2022, building on the achievement of recent years. A key focus is to build a school where everyone feels safe, feels they belong, and somewhere students can achieve personal success as they engage in teaching and learning programs.

There are four priorities:

1. Excellence in Teaching and Learning.
2. Student Achievement and Progress.
3. Health and Well Being.
4. Building a Strong Community.

EXCELLENCE IN TEACHING AND LEARNING



1.1 Staff Development

Ellenbrook Secondary College 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 needs of their students and to implement that those strategies effectively. Ellenbrook Secondary College has developed a 3-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 2022:

- Staff who previously completed II engaged in peer coaching in semester 1 and 2. This involved setting their own goals in the area of instruction they wished to continue developing.

New, untrained staff were also assigned coaches, who adopted a mentor role and introduced them to the basic concept of II and will undertake training in 2023.

1.2 Gifted and Talented.

Ellenbrook Secondary College is one of the Western Australian public secondary schools offering a Gifted and Talented Secondary Selective Academic Program (GAT Program).

The program focuses on rigorous studies in Mathematics, English, Science, Humanities and Social Sciences (MESH subjects). By 2023 we will have classes from Year 7 to 9. These students benefit from being exposed to a differentiated curriculum designed to stimulate and develop the individual's skills in inquiry, analytical and critical thinking, communication and creativity. We will add value to this through personalised planning, identifying strengths, career aspirations and external mentoring and support.

Our new Gifted and Talented Program model is designed to not only focus on academic acceleration, but to encompass enrichment of the whole student so they can reach their full potential. These are the key elements that make up our GAT Program:

- Enriched MESH - MESH subjects are each allocated 4 delivery hours a week. The teaching programs are designed to be delivered in 3 hours allocating 1 hour to enrichment activities, including competitions, incursions and excursions, and guest speakers. All MESH subjects provide personal workbooks for students to take home, as well as online platforms to support students learning.
- Customized electives – Our electives that are offered in Arts, Physical Education, and Technologies are designed to promote high order thinking and more challenging learning activities.
- Personal Development Unit - In Semester 1, students are enrolled in a Personal Development Unit (PDU) for 40 hours. This PDU focuses on

setting up an online portfolio that tracks students' development over the years. It includes learning style quizzes, superpower and resilience activities, discovering strengths and weaknesses, and career pathway planning. Students will also complete an embedded course on goal setting, time management, study skills and note taking.

- Innovation Unit - In Semester 2, students are enrolled in an Innovation Unit (IU) for 40 hours. IU focuses on fostering creativity through developing future focused skills such as critical thinking, problem solving, teamwork, innovation, communication and curiosity. Students will use these skills to complete a Passion Project of their choice.

We will launch our new in 2023 with our Year 7 cohort and carry it through into older year groups gradually.

To ensure that our staff are trained in delivering gifted and talented education, we have implemented a professional development learning plan for staff which encompasses three main targets:

- Annual enrolment of teachers in the Gifted Education, Research, Resource and Information Centre (GERRIC) training. GERRIC is based at the University of NSW, and is devoted to Gifted Education research, professional development of educators, programs for gifted students, and is only one of about 10 centres worldwide. They have produced a series of modules for teachers of gifted students, giving them an understanding of the nature of gifted students, and how to create differentiated programs etc.
- Professional learning was delivered on School Development Day that focused on differentiating curriculum. This was open to all staff schoolwide.



- 3-Day GAT Leadership PL: This was focused on designing challenging learning experiences for G&T students, including questioning, differentiation, higher order thinking, and assessment (pre, formative and off-level.) Designing program options for gifted and talented students, including grouping, acceleration options, and compacting, mentoring and alternative options. This professional learning was conducted by Kylie Bice from Growing Up Greatness.

1.3 STEM STEM Warriors

We had another successful STEM Warriors event in 2022, with Dylan Tilbury and Jake Eyre each welcoming Year 5 and 6 students from surrounding Primary schools. Dylan ran the Photography Skills event in Media, while Jake ran the Drone Obstacle Course event in the Gym.

Students utilised DSLR cameras to capture the movement of light. They used the school's TV studio to spread out and work in

groups using the LED lights to photograph different colours and shapes.

With the help of some Year 8 STEM students, the visitors learnt how to manoeuvre the drones manually to negotiate the various obstacles, and the more advanced course enabled students to code the drones to complete the course with no human intervention. There was a huge amount of positive feedback from the students and schools, with such high demand for tickets that the event was run a second time during Science Fair.



Science Fair Collaboration

During Science Week, STEM collaborated with the Science Department with a repeat of the Drone Obstacle Course event which was run earlier in the year through STEM Warriors. Primary school students who missed out on the STEM Warriors event were given priority access to tickets, with the event being fully booked a second time. Guests were this time given the opportunity to fly drones through obstacle courses which were designed and built by some of the Year 8 STEM students as part of their assessment in the STEM elective. Having the STEM Warriors event in the D&T allowed visitors to also check out the Science Fair projects when the event ended.

Escape Room and Museum Excursion

Year 8 STEM students were given the opportunity to put their Problem Solving, Teamwork and Communication skills into practice with an excursion to Escape This! Escape room in Northbridge, as well as foster Curiosity at the WA Museum during the end of year excursion. In the lead up to the excursion, students had been planning an escape room of their own, utilising some of the various technologies available to them in the STEM room. The puzzles and riddles in the Escape Rooms gave them additional ideas which they were able to use to help improve their own ideas in class.

1.4 VET-Workplace Learning

The College provides an extensive Vocational Education and Training (VET) program that caters for those students wanting to engage in nationally recognised qualifications to develop employability skills to successfully enter the workforce and/or enhance learning pathways by giving students opportunities to explore and experience different industry areas.

At the College, VET can be undertaken both at school through an auspice arrangement with a Registered Training Organisation (RTO) or off campus at TAFE or a private RTO through profile or fee for service, as part of the VET Delivered to Secondary Students (VETDSS) programs.

Programs offered are diverse and include Certificate I through to Certificate IV qualifications. An OLNA focus course is delivered through the Certificate I and II in

Workplace Skills over a two-year period. This provides additional support to enhance the strategies required to achieve OLNA through competency-based learning. Certificates delivered at school include business, hospitality, tourism, sport and recreation/coaching, engineering, construction and community services. Students can apply for external courses such as electrotechnology, plumbing, painting, automotive, health/nursing, education support etc. Some qualifications at a Certificate IV level are available to undertake as a fee for service at external providers. We have seen an increase in higher level qualifications being undertaken by students. The College continues to achieve over 90% attainment in VET qualifications and provides strong pathways for students and effective partnerships with all training bodies.

Profile Qualifications Offered Onsite

In 2022 one major RTO engaged in profile funded courses here at Ellenbrook Secondary College. North Metropolitan TAFE delivered Certificate II in Construction, bricklaying, tiling and plastering.

Desired Skills/Training

Many of our qualifications involve industry recognised programs and skills such as Prepare and Serve Coffee, Whitecard Training, Working at Heights, Responsible Service of Alcohol (RSA) and First Aid, all skills which allow students to be more competitive in the labour market. Our aim is to equip students with skills to provide the best opportunities for them when leaving school.

WorldSkills

The College has always been a keen participant in WorldSkills which is a competition designed to give young people an opportunity to showcase their talents, benchmark industry excellence and explore a skills pathway. Over the years we have had many medal winners and 2022 was no exception with twelve students engaging in WorldSkills competitions with outstanding results, we won 8 medals – 1 Gold for Wall and Floor Tiling, 2 Gold for Tourism, 1 Silver for Bricklaying, 2 Silver for Tourism and 2 Bronze for Tourism in the VET in Schools (VETiS) category. We were also awarded the WorldSkills in Western Australia School

Shield for Best Performance by a School in Western Australia. Four students will be representing Team WA at the WorldSkills National Competition to be held in August 2023 in Melbourne.

Community Involvement Through Workplace Learning

Over 100 businesses provide support to our Workplace Learning program and helped us provide 172 placements in 2022 to students seeking to engage actively in an experience in a chosen industry and to complement their VET qualification. The program is very successful with students often securing casual employment or long-term employment through apprenticeships and traineeships.

Try a Trade

ESC offers a variety of Try a Trades opportunities that students in Year 9 and 10 can engage in. The areas include carpentry, tiling, plumbing, painting, plastering, bricklaying and electrical. Try a Trade gives students the opportunity to have a go at a trade for 2 or 3 days. It allows students to see what pathways are available in their senior school years so they can make informed choices. The Try a Trades are well received by our students with all places in the program being utilised and positive feedback received from participants.

1.5 Curriculum Highlights

1.5.1 MATHEMATICS

The 2022 school year was a very successful year for our students and our staff. We celebrated a number of special events, opportunities and awards which included important recognition for a variety of staff endeavours.

- 31 students from Ellenbrook Secondary College studied at least one of the Mathematics ATAR subjects: Mathematical Applications, Mathematical Methods or Mathematics Specialist (6 of these students studied both Mathematical Methods and Specialist). Of those 31 students, 15 (48%) achieved either their highest or second highest course score in their Mathematics subject.
- The moderation of Ellenbrook Secondary College Senior School





Mathematics courses was excellent in 2022. 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 exams can have a significant impact on this metric.

- The moderation for Mathematics Applications was 0.35, for Mathematics Methods was 6.06, and for Mathematics Specialist was -4.98, all great results.
- Ellenbrook Secondary College Mathematics staff have run the ACE program, an extension program for advanced primary school students, for the last 9 years. The theme of the 2022 program centred on introducing students to early Algebra techniques, with students completing a short 5 lesson course. The program was delivered to four of our feeder primary schools. This program is proving very successful in challenging and engaging the stronger primary school mathematics students and aiding their transition into more rigorous mathematics approaches.
- The NAPLAN Numeracy results for the Year 9 students was excellent.

Of the 164 students who completed their NAPLAN Numeracy, 79 achieved pre-qualification for OLN, which represents 48% of these students.

- We had 88% of students achieving the requirement by the end of 2022, up from 86% in 2020.
- In Term 3, the Mathematics Department engaged the whole school in Mathematics activities in celebration of Numeracy Week. We ran the game 'Letters and Numbers' with Year 11 and 12 students. The winners were officially recognised and were awarded house points.
- As a celebration of all things Maths, the Mathematics Department hosted its Annual Mathematics Gala as a part of Numeracy Week. The Gala is a forum which is used to display some of the creative and innovative projects our students in Year 7 to 10 have completed. The display included a number of works that were submitted to the Western Australian Mathematics Talent Quest Competition (MTQ). Over the course of the week, we had almost 100 parents and members of the public come in to view the display and vote for their favourite projects. Thanks to Mr Hawes for organising the Gala.

Australian Mathematics Competition

On Thursday the 4th of August, 44 students from Years 7 to 10 participated in the Australian Mathematics Competition (AMC). The AMC provided students with an excellent opportunity to be challenged in Mathematics with many of the problems set in familiar situations, showing the relevance of Mathematics in everyday life..

the following students who achieved scores in the top 20% in the Australian Mathematics Competition (Distinctions).

Year 10 - Abby Mullaley - Samantha Seah
 Year 7 - Claire Wen - Agatha Villazor - Aceline Villazor - Joshua Thompson - Bisha Patel

Numero Tournament

Numero Excursion 2022

Numero® is a mental maths resource suitable for all years of primary and secondary education. It can significantly aid development of fluency, problem solving and reasoning. Numero® is ideal for introducing and reinforcing both simple and complex maths concepts within a game situation.

"It was a fun and challenging experience that we had the pleasure of participating in."

-Elma Husic, Agatha Villazor, Japjit Grewal and Marianne Sularte.

“From casual Numero games to competitive events, we brought home 5th place among 19 teams today!”

-Claire Wen, Aceline Villazor, Erma Fahad and Bisha Patel.

Thanks to Mr Costley for organising this competition.

MAWA Have-Sum-Fun (Online)

In Term 4, 9 teams of up to four students from Years 7, 8, 9 and 10 participated in Have Sum Fun Online. This is a mathematics quiz team event consisting of NAPLAN and application style questions designed to foster mathematical problem solving and critical & creative thinking skills. Notable results included one of our Year 7 teams placing 5th out of 142 teams and one Year 8 team coming 28th out of 144 teams. An excellent result! Thanks to Mr Foster for his contribution to this initiative.

Mathematics Talent Quest

Every year, students attempt to dig deep into real-life situations and learn that mathematics is a useful tool in finding the answers to some of life’s most interesting questions. They have the opportunity to do this with the Maths Talent Quest, which allows students to investigate mathematics on an individual, group or class basis with the opportunity to have fun exploring mathematics in real-life situations. The focus of the Maths Talent Quest is on the process of mathematical investigation.

This year’s themes include getting back to travelling in a post-lockdown world, the cost of managing a taco truck, how maths can help you take the perfect selfie and whether or not The Hunger Games is cost effective. As always, students’ work has been displayed in the Library during Numeracy Week and was open to the public.

Daniel Hawes, Mathematics Teacher

Homework Club

The Mathematics’ Department offered homework club during 2022 on Tuesday afternoons with numerous teachers attending each session. The club was very successful as many students greatly benefited from the tutoring. Help was provided with homework, take-home investigations and any other assistance

they required. Thank you to Ms Sabier for organising this and to all the Mathematics teacher who volunteered their time to attend.

1.5.2 English

Literacy Week

Literacy Week was celebrated in Week 9 of Term 3 using the 2022 Book Week theme: Dreaming with Eyes Open. Students completed a range of Homeroom activities and competitions throughout the week including a genre quiz and Guess the Book Face. This year, participating Homerooms were entered into a draw to win a prize. The highlight of the week is always the Dress Up Day on the Friday. Once again, the bar was raised as staff and students across the College dressed as their favourite characters from books and film. This year, all participants were issued a raffle ticket and a draw was held for a range of fantastic prizes. All in all, it was a fantastic and fun-filled celebration of Literacy across the College.

Koor Waangkininy Boodjar

An important part of the English curriculum is the exploration of the context of Aboriginal Australians and their experiences throughout the colonial history of Australia. In Week 5 of Term 3 ATAR English and Gifted and Talented students participated in Koor Waangkininy Boodjar. This immersive activity took our students on a journey through the colonisation of Australia from the perspective of our First Nations People. Students were invited to read historical excerpts and letters from and explore the impact of European laws and practices on Aboriginal people and their culture from 1788 to present day. At the conclusion of the activity students gathered in a yarning circle and shared their thoughts and feelings about what they already knew and what they had learned during the session. Many students expressed that they already had some awareness of the impact of colonisation on Aboriginal people, however the activity provided a visual and spatial experience that consolidated their understanding of the impact on the Stolen Generations.

Indonesian in 2022

2022 was the first year that the Indonesian language was taught at Ellenbrook

Secondary College to our Year 7 cohort. Students learned about the Indonesian language, history, and culture throughout the year, culminating in a feast in the undercover area at the conclusion of the school year. Many students expressed keen interest in learning about our closest regional neighbour and have selected Indonesian as a subject in Year 8.

ATAR English in 2022

20 students completed ATAR English with Ellenbrook Secondary College’s overall scaled performance (59.3) being above that of ‘Like Schools’ (53.0) and the State average (56.7). This is an excellent achievement by our cohort and the first time since the current senior secondary English courses were introduced (2016) that we have achieved a scaled score above 58.

The Moderated Mean score for ATAR English in 2021 was closer (2.6) compared to the year before (4.8). The difference between the school mark and scaled score for students studying ATAR English at Ellenbrook Secondary College was closer (2.4) compared to like schools (-4.5) and the state average (-4.0). The closer to 0 this score is, the more accurate the marks for each student enrolled in the course.

The correlation between school assessments and the exam remained similar from 0.71 in 2021 to 0.63 in 2022 which means we are continuing to prepare our students for the rigour of exams well in class.



NAPLAN

Year 7 Results:

- Reading: Higher good and excellent results than 'Like Schools'.
- Writing: Higher good and excellent results than 'Like Schools'.
- Year 9 Results:
- Due to COVID, NAPLAN testing was cancelled in 2020 so we are unable to compare the progress of the Year 9 cohort from Year 7.
- The number of students demonstrating Satisfactory Achievement in Reading and Writing was greater than 'Like Schools'.

OLNA

Our OLNA attainment progression has been pleasing.

- Our Year 12 cohort attainment rate for Round Two was 93% in Reading and 92% in Writing. This is a considerable progression from Year 11 89% (Reading) and 84% (Writing).
- Year 10 Round One attainment rates saw an increase over 2021 in Writing (57%) to 58%. Reading results decreased slightly from 2021 (62%) to 58%.



1.5.3 Science

The Science Fair was spectacular taking up the entire upstairs science foyer, 7 laboratories and the entrance foyer to Design and Technology. All our lower school students conducted open-ended scientific investigations and entered their work into numerous display competitions. These included Applied Physics, Applied Chemistry, Biology, Biophysics, 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.

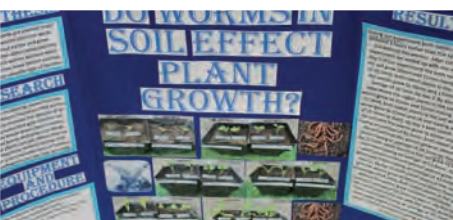
The range of topics investigated provided for a diverse and impressive range of findings that captivated the visitors' interests and imaginations. Important questions were asked, and our students applied the scientific method to find answers. The Awards were judged by special guests including research academics from the University of Western Australia. Students,

parents, families, staff, and community guests including primary school pupils and teachers were given the opportunity to vote for the People's Choice Award.

The Science Fair Investigations Awards went to:

- Engineering Award: "How high can Rockets Fly?", by Benji Marlow, judged by Mr. Nathan Brown.
- Principal's Award: "Car Shapes", by Daphne Talagtag, judged by Mr. Steven Hodgetts on behalf of Mr. Heath Dullard.
- Applied Chemistry Award: "The Improved Lemon Lifecycle", by Kyle Wisniewski, judged by Professor George Koutsantonis.
- Data Analysis and Presentation Award: "How High will Different Volumes of Water Bottles Launch?", by Lily Wowk, Noah Babich, and Nikki Forrest-Slinn, judged by Mr. Paul Clarke.





- Consumer Science Award: “Flour ‘N’ Stuff”, by Kaidence Lewis, Zak Hokin and Zoe Wallace, judged by Ms. Barbara Woulfe.
- Environmental Science Award: “Do Worms in Soil Effect Plant Growth”, by Adrees Abead and Gideon Mang, judged by Mr. Mark Kendall.
- Sports Science Award: “What Exercise Increases Your Heart Rate the Most” by Talia Hinds, Karla Jeremic, and Mariama Bah, judged by Mr. Michael Cross.
- Community Award: “Battle of Batteries”, by Himanish Panchal, Zain Taji, and Ben Fathollahi, judged by Councillor Cate McCullough.
- Biology Award: “Behind the Human Mind”, by Milly Briggs, Ella Poleman, and Stella Connolly, judged by Professor Stuart Hodgetts.
- Chemistry Award: “Crystal Creations” by Lewis Kemp, judged by Professor George Koutsantonis.
- Physics Award: “The Spin Factor”, by Lily Wilson and Jazmine Camacho, judged by Mr. Steven Hodgetts.
- Ellenbrook Rotary Club Science Award: “Counterfeit Covid” by Matilda French, Ashlee Lawrence, and Libby Arnold Jones, judged by Ms Robyn Fitzgerald and Norm and Penny De Grussa.
- People’s Choice Award: “Plants’ Diet”, by Aceline Villazor, Agatha Villazor, Claire Wen, Bisha Patel.
- Biophysics Award: “Does Music Affect Your Heart Rate”, by Erma Fahad, Elma Husic, Japjit Grewal and Marianne Sularte, 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 captivated audiences

with super cool effects in freezing objects. 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. Upper school students volunteered to demonstrate experimental techniques in applied chemistry, biology, and physics. STEM students displayed their pioneering projects presenting an exciting cross-curricular frontier with a STEM Warrior drone obstacle course enjoyed by pilots of all ages. 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.

Field Trips, Tournaments, University Connections, Pyramids

Upper School Biology students went on field trips as part of their mandatory assessments. All students enjoyed their work and applied important techniques in measuring living environments applying statistical analysis to their results. Year 8 students competed in the Solar Car Challenge Tournament enjoying great teamwork and competition against other schools. Aspire with UWA engaged Ellenbrook SC science students with both incursions and excursions. All were educative and much enjoyed by students and staff from both Ellenbrook SC and UWA.

Year 12 Physics students investigated how our understanding of muons and special relativity has revealed the inner worlds of for example pyramids and volcanoes and provide us with the power to change how we see and understand the world around us.

1.5.4 HASS

The HASS Department has had a busy year with plenty of disruption to make the journey through 2022 quite hectic.

The start of the year commenced with HASS Week over week 7 of term 1. Students spent the week completing quizzes in their Homeroom and we had events throughout the week such as The Amazing Race. The week culminated with a Friday Lunch 1 indigenous cultural event. During this event we had a Acknowledgement of Country by Dakota Abraham, followed by our Wern Nop dance group.

The Year HASS seen extensive changes to the HASS Curriculum with the revision of programs and assessments. In essence, the overhaul of assessments has resulted in the better scaffolding and structure to better support student literacy. Other initiatives have resulted in students completing literacy activities for skills development within the contextualised strand of their year curriculum. The 2023 NAPLAN results have shown our focus on spelling to support student improvements. However, there will need to be a continued focus on improving grammar to be inline with reading and spelling.

Year 7 - Reading 93% at or above national standard



Year 7 - Spelling 94% at or above national standard

Year 7 - Grammar 89% at or above national standard

Year 9 - Reading 93% at or above national standard

Year 9 - Spelling 95% at or above national standard

Year 9 - Grammar 89% at or above national standard

Students in HASS engaged in two national competitions with some outstanding results by many students. The best results per year were:

National Geography Competition

Year 7 Aceline Villazor- Distinction

Year 8 Benji Marlow- Distinction

Year 9 Ethan Wicki- Distinction

Year 10 Michellann Aranas- High Distinction

National History Competition

Year 7 Aceline Villazor- Distinction

Year 8 Benji Marlow & Mark Mhandire- Distinction

Year 9 Ava London- Distinction

Year 10 Samantha Seah- High Distinction

Certificate 3 Tourism

Students had great success completing their certificates this year. In addition to their excellent completion rate, many students participated in the State Tourism Awards Competition. Ellenbrook achieved three golds which is a remarkable feat by the students.

ATAR

Year 12 ATAR Economics, Geography and Modern History posted modest achievements for the 2022 year. Most students gained pre- entry into university which appears to temper the fortitude of students of achieving outstanding ATAR Exam results.

1.5.5 The Arts

With 2022 being a year of new challenges and unfaced situations, the Arts Department worked hard to ensure students were still provided with the opportunity to develop and showcase their artistic skills. As an avenue for self-expression, identity development and escape from the domain, The Arts was crucial this year in allowing the students to create works that saw them process and explore the way of the world as we were hit with Covid to the greatest extent we had experienced. As a department, we were determined to push through the masks and student absences to still ensure that our major events still took place. As a major player in the developing sense of belonging at the College, we worked hard to not let the students down.

Drama and Dance

- Seniors Night – performances of Year 12 major assessments. This involved self-devised monologues for drama. In dance, students performed their class dances.
- Yirra Yaakin Theatre Company – Partnership formed with YYTC to work with Year students within the Year 10 Drama class as part of the "Moorditj Wirlyya (Strong Heart) Program which saw students engage with notions of cultural identity and acceptance. Students performed workshopped monologues with the assistance of industry renowned actors, aiding them in finding the best way to tell their stories
- Co3: Australia partnership – Year 9, 11 and 12 Dance students worked with Alex from Co3 in a Act, Belong, Commit program "Connect 2022: The Inside". Within the program students created a work that was performed at showcase. The unit of work included utilising Virtual Reality headsets to experience a range of environments and environmental phenomenon's which then influenced their movement sequences
- Hip Hop Tribe – students met afterschool to choreograph and learn hip hop style dances that were student driven and performed at the showcases.





- Addams Family – our whole school musical production which we didn't know if it would happen was a huge success. Students excelled in their roles and presented a polished and professional delivery of this cult classic. Audiences raved about the performances and commented that it was the best production yet. Students continue to raise the bar with every effort on stage.
- Year 11 Production from the General Drama class. The class performed "King Hit" to family and friends, presenting a heavy storyline with maturity and professionalism. After the success of the assessed performance, Year 10 health classes were brought in to watch the performance to aid discussions in the health program about risk taking behaviour and consequences to poor decisions.
- Our Annual Arts in Motion Semester 1 Showcase also went ahead and showcased the amazing talents of our

Dance and Drama students across years 7-12.

- Our Year 9 Dance class performed their class contemporary dance at the music showcase to audiences in the decked out gym. This dance included a number of amazing lifts and great teamwork.

Visual Arts

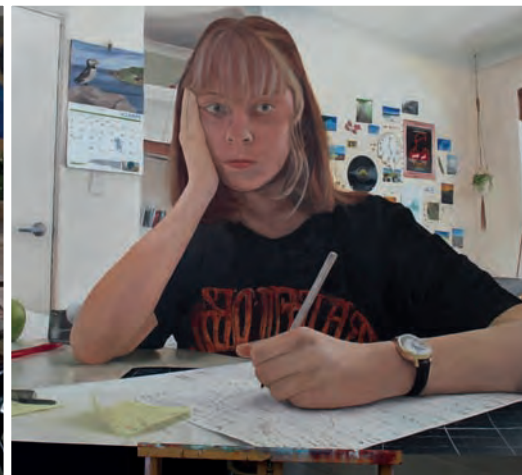
- 2022 Art Exhibition- Visual Art with Media and Photography exhibited artwork in the Café in conjunction with the end of year Music Showcases
- Student artwork displayed in the gym as part of the Senior Health and Art Expo
- 30 artworks exhibited at Ellenbrook Art Gallery in the City of Swan's Ellenbrook Youth Exhibition.
- Student artwork displayed in and outside of classroom for parent interview night
- Three Year 12 student artworks exhibited at the St Georges' Art Exhibition, at which Macey Button was

awarded a Commendation

- Artworks Exhibited in the PAC Foyer during the school production of The Addams Family
- Increased exposure on the school's facebook page
- Year 7 tiles made, mounted and displayed in Year 7 Courtyard
- Artist in Residence Belinda worked with a class of year 9 students in the library to develop watercolour paintings on wood.
- Mini exhibition to celebrate senior school artworks in the Art corridor alcove.

Music

- Colours Evenings – Yr 11 and 12 Music students received awards for 5 year and 6-year long service, performances, and community achievements.
- Performances by Specialist Vocal Ensemble for combined Semester 1 and 2 Colours Awards.





- Selected ensembles performed in the undercover area for the Teacher/Parent evening and was very well received by staff, parents, and students.
- Yr. 11/ 12 ATAR students performed at the Recital Night in front of an assessment panel, family, and friends at Ellenbrook Secondary College along with students from Lake Joondalup Baptist College.
- All Junior and Senior Ensembles performed at the end of year showcase at ESC.

ESC ANZAC assembly and Community ANZAC Day Dawn Service cancelled due to COVID restrictions.

Semester 1 Showcases cancelled due to arm surgery and COVID restrictions for ensemble rehearsals.

Primary school tours cancelled due to arm surgery and COVID restrictions for ensemble rehearsals.

Media

Media/Photography 2022

- Year 12 General Media work Exhibited with best in the state as part of the General Media Perspectives 2022 screening at Midland Ace Cinemas – students submitted their work which was judged and accepted for screening on the big cinema screen in Midland along with work from schools around the state.
- Year 12 General Photography Excursion to Northbridge – students had hands-on, real-world experience taking photos of street photography, interacting with people and posing/composing the image well.

- Year 12 ATAR Photography Excursion to Northbridge – provided students opportunity for real world experience and to utilise our resources using Northbridge as the setting for their photographs
- Media Club created an animation during Term 2 and was accepted into WAnimate 3|Thirty competition and screened at Event Cinemas in Innaloo to a crowd of industry professionals and students
- Media Club was host to Thea Rossen during Term 3 where students learned from her and created an animation using stop motion and added sound effects and music using instrument from Thea's repertoire

- Media and Photography work exhibited to the public during the Art Exhibition in the Staff room, was met with positive feedback from attendees
- Minecraft Club – was home to many students during lunch times and the weekly challenges brought house points to the winners.
- Photography works from Year 11 and 12 General was submitted and exhibited at TAFE in Northbridge as part of the Meta Exhibition
- ESC Youtube Channel – Videos updated and uploaded, increased student participation and online presence.
- ESC Youtube Channel – Hosted online live streaming of several key events throughout the year, including Graduation Assembly and Ceremony.



1.5.6 Health and Physical Education

1.6.6 Health and Physical Education

Health

Year 7: Puberty and Hygiene Incursion

Year 9: Virtual Reality Alcohol and Other Drug (AOD) Education Pilot Project postponed.

Year 10: Outside the Locker Room incursion

BStreetsmart and P.A.R.T.Y. excursions were postponed

Year 11 General Health Studies:

16 students enrolled, 75% of students achieved a C grade or higher

Developed and facilitated Alcohol and other Drugs, Relationships and Sexual Education Expo for 120 Year 10 students.

Year 12 General Health Studies:

34 students enrolled, 73.5% of students achieved a C grade or higher.

Students developed and facilitated Year 7-8 and Year 9-10 Health expos for 250 lower school students. Topics included alcohol and other drugs, puberty, social exclusion, mental health, dangers of sugar and lifestyle diseases.

The student held a Drug Expo for the public during the Ellenbrook Secondary College, Red Frogs and SDERA Drug and Alcohol Community Information evening.

Physical Education

Year 12 ATAR Physical Education Studies:

11 students completed the course with an overall Scaled Course Performance of 46.6 being above that of 'Like Schools' (44.46). The Moderated Mean score for Practical assessments was 53.43 being below 'Like Schools' (55.08). The Moderated Mean score for Written assessments was 51.08 being above 'Like Schools' (47.50).

Year 11 General Physical Education Studies:

56 students enrolled, 46.4% of students achieved a C grade or higher.

Year 12 General Physical Education Studies:

5 students enrolled, 77.6% of students achieved a C grade or higher (2.4% improvement from 2022)

Certificate II Sports Coaching:

20 students enrolled, 19 attained their certificate.

Students assisted in the facilitation of the local primary school EISA and AISA Winter Sports Carnivals. Their roles were to assist with the setup and pack way of equipment, coach and officiate students competing in AFL, Netball, Soccer and Hockey tournaments.

AFL Academy:

Year 7: 29 students enrolled.

2022 was the inaugural year of the Ellenbrook Secondary College AFL Academy. Shannon Fernando the AFL coordinator lead the Year 7 students to further develop their footballing ability through skill development, gameplay strategies and tactics and theoretical understanding.

Achievements:

Year 7 WAFC Lightning Carnival – 2nd place

Year 9-10: 53 students enrolled.

Year 8-9 AFL Boys placed 3rd Central Conference

Year 11/12 AFL Boys placed 3rd in Jakovich Division

East Perth/Swan District WAFL Development Representatives: - Ethan Bellomo, Desmond Joseph, Jack Lawrence and Lochlan Flay.

AFL Representatives: Past student Sebit Kuek pick up by Fremantle in the Mid Season Draft Pick 15.

Specialist Netball:

Year 9-10: The program grew to include over 40 students.

Year 9 cohort have completed a mini course in Umpiring and were given the opportunity to complete the Netball WA Theory Exam, a step that can be used toward gaining a C Badge Umpire Accreditation

School Sport WA: Secondary Champion School Netball, 3 x teams competing in the Middle School Day Carnival

Hills Cup: Year 9 and Year 10 teams competed in Day Carnival.

Athletics:

Highly successful House Athletics carnival –

Stirling House 2022 Champions.

Interschool Athletics Carnival: B Grade 8th Position 120 students representing ESC

Individual champions: - Year 7 Girls Runner Up Taiwo Mustapha, Year 7 Boys Runner Up A Dee Htoo, Year 9 Runner Up Ethan Bellomo.

Extra-Curricular Sports

Rugby Program:

UWA Western Force Cup Northern Zone:

- Girls: Runner Up Champions
- Senior Boys- Semi Finalists
- Junior Boys: Groups stages

Touch:

NRLWA State Under 15's representatives: Malakai Letufuga, Ayede Taw

Western Force SuperW: Past students Juraea Turner and Taiana Graham.

Volleyball:

ESC established inaugural Senior Boys and Girls and Lower School Boys and Girls teams.

Senior School Boys and Girls participated in the School Sport WA Champion Senior Schools Volleyball Carnival (North Region).

- Boys A division 8th position.
- Girls C division 6th position.

Lower School Boys participated in the School Sport WA Champion Junior Schools Volleyball Carnival (North Region).

- Boys B division Champions (undefeated).
- Girls B division Champions (undefeated).

Football (Soccer):

Year 10-12 Boys participated in the School Sport WA Champions Senior Schools Football Tournament (Soccer). Students progressed into the knock out stage for the first time in ESC's history.

Year 10 Outdoor Education

- Snorkelling, Bushwalking, and Kayaking excursions
- Year 10 Orienteering School State Championships

- ◇ Matt Sohun - 2nd Year 10 Boys Individual
- ◇ Abby and Paige Mullaley - 2nd Year 10 Girls Pairs
- ◇ Abbie Barnes and Ella Maison - 1st Year 10 Girls Pairs
- ◇ Nathan Smith and Lincoln Sampson - 1st Year 10 Boys Pairs
- ◇ Zak Hearse and Jackson Buckley - 3rd Year 10 Boys Pairs

• Margaret River Camp

Year 11 General Outdoor Education

21 students enrolled, 100% achieved a C grade or higher.

- Snorkelling and Bushwalking excursions
- Year 11 Orienteering School State Championships
 - ◇ Tom Crofts - 1st Year 11 Boys Individual
 - ◇ Keagan Earle - 2nd Year 11 Boys Individual
 - ◇ Tash Crofts - 1st Year 11 Girls Individual
 - ◇ Hannah Lush - 3rd Year 11 Girls Individual
- Bibbulmun Track Bushwalking Camp

Year 12 General Outdoor Education

98 students enrolled, 95.83% achieved a C grade or higher.

- Mountain Biking and Kayaking excursions
- Walyunga National Park Kayaking Camp
- Keep Australia Beautiful Clean-up excursions at Scarborough Beach, Lilac Hill, and Whitfords Beach
- A total of 116kg rubbish collected, sorted, and correctly disposed.

Grants:

Sporting Schools totalling \$6250.

Volleyball, Athletics and Rugby.





1.5.7 Technologies

Home Economics

Design and Technologies - Home Economics – Food and Material specialisations continues to offer a wide range of food, textile and child care classes with a diverse range of experiences in Lower School. Students in these classes are actively engaged in activities where they can demonstrate their creativity and a variety of situations and develop valuable practical skills.

In Senior School students have undertaken both General and Certificate course such as Food Science and Technology, Certificate II in Community Services and Hospitality. These course provide students with the opportunity to develop life skills and essential knowledge and understandings that will prepare students for job opportunities and the chance to live healthily outside of the school environment.

Creativity and independence is fostered across all subjects and students are able to develop valuable life skills.

Certificate II in Hospitality students continue to develop and display their skills at multiple functions inside and outside of school time. At the end of Year 12 they leave with an industry standard certificate in coffee service, alongside hygiene, workplace safety and First Aid which allows them to be work ready in many industries. Hospitality students also have the opportunity to run a coffee shop in school, catering for school rewards days, meetings and VIP visits which has allowed them to develop their skills and confidence in a very competitive industry.

The Certificate II in Community Service in students continue to develop and refine their skills in working with young children and aged care. This certificate has a focus on

industry standards for Child and Aged Care and across the two years of the Certificate students have the opportunity to complete work placements within industry.

During 2022 there was increased interest in our lower school Textiles classes which was pleasing to see. Students developed their skills in fabric dyeing and researched and used indigenous fabrics to produce a range of garments. Child Care – Year 9 and Child Development – Year 10 continue to be popular choices with lower school students with classes growing each year and new and exciting curriculum being covered in the classes.

Design and Technologies

Design and Technologies Materials Specialisations – Wood, Metal, Jewellery, Home Workshop and Building and Construction contexts have continued to be



very popular in the Technologies Learning Area from Years 7 to 12 for all students in 2022. Classes have undertaken projects which involve problem solving through design, as well as providing applicable skills training through practical application of their skills and knowledge.

Year 11 and 12 students had the opportunity to complete a 2 year Certificate II in Engineering. Students in this course have worked with a range of materials and equipment to further develop their skills and the understanding of engineering concepts in the classroom and the workshop. Year 11 and 12 General courses in wood, metal and building and construction are also very popular with senior students who have built on skills learnt in lower school to develop more complex projects using a wider range of tools, machinery and materials.

In 2022, Mechatronics was implemented in Year 10 as well as Year 9 and both have been very popular. Students have been engaged in learning about circuits and computer design to create their projects such as electronic vehicles with remotes and ferris wheels. These projects allowed students to work with computer design software, then creating their projects on the laser cutter and 3D printer along with the circuits to make them move. This allowed students to create some outstanding items with

more designs and ideas planned for future projects.

Design and Technologies continues to develop projects that enable the students to is a wide range of hand and power tools in both the context of wood and metal with a strong emphasis on safety and skill development.

Digital Technologies

ICT Capabilities continues to be embedded within the Digital Technologies. Essential basic skills such as typing and using word processing effectively underpins our courses. Year 7 and 8 programs combine understanding software applications with projects that develop their understanding of computer and network systems. Students have also learned to program using Microbits and Lego Mindstorms, developing an understanding of the role of electronics and robots in our society.

In Years 9 and 10 we continue to offer electives which will prepare students for Senior School Courses and outside employment. We have a strong foundation of business students who have enjoyed learning about business start-ups and both personal and business finance. Within the computing stream we encourage innovation through graphic design, coding and electronics to encourage students

to develop their own applications and systems. Year 10 students further developed their coding and electronic skills through programming Arduino boards to automate functions such as opening and shutting doors, turning light switches on and off, and setting temperature sensors in a miniature house.

Technology based Certificate courses continue to provide Senior school students with a basic understanding of computer systems and general software and office skills (Certificate 1, II and III Business). Business Management and Enterprise provides students with a grounding in business and management systems.

ATAR Computer Science in Year 11 and 12 has allowed students develop a sound understanding of systems analysis, networking and programming skills.

The After School Robotics Club continued through 2022 and consisted mainly of a dedicated group of year 7 students who used both NXT and EV3 Mindstorms (Lego) systems to develop robots, design gears and systems and generally have fun while programming.



1.5.8 Education Support & Learning Support

The College provides support to students with Special Educational Needs (SEN) across mainstream classes to support inclusion within our mainstream curriculum. The college also provides an Education Support program for students unable to access the mainstream curriculum.

The school-based Education Support program was developed to promote relevant learning pathways for students with special education needs (SEN) and/or intellectual disability. In Education Support classes learning occurs with an integrated 'hands on' approach with students engaged in practical activities to promote the skills required to achieve personal independence and success beyond school. Students are provided with modified curriculum reflecting their individual needs and are supported by experienced Education Assistants who promote success. Parent involvement is actively sought, assisting each student's development and implementation of authentic and meaningful Individual Education Plans (IEPs) tailored to each individual student's needs.

Our program reflects a 'skills for life' focus where students work within their class groups (Juniors and Seniors) with qualified specialist teachers to develop individual functional literacy, numeracy, and social skills. Using explicit instruction, students are taught Community Access, Travel Training, Work Readiness, Social Skills and Protective Behaviours Programs ensuring students develop the skills needed to participate actively and safely at school, home and within the community.

The curriculum within Education Support program is underpinned by Western Australian curriculum, clustered as 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

Students remain primarily with their Ed Support classroom teacher. Where possible, students remain with the same teacher for a minimum of two years to promote a comprehensive and longitudinal approach in delivering targeted teaching and learning responsive to each child's needs. All students have an Individual Documented Plan developed in consultation with key stakeholders including teachers, parents, Education Assistants, therapists and specialists. These plans detail priority learning objectives set against each of the Learning Areas above for each student at school, home and within the wider community. Formal reporting is undertaken at the end of each semester, detailing each student's progress as indicated against their individual plan.

In 2017, Award Scheme Development and Accreditation Network (ASDAN), preliminary

courses in English and Maths, and Level 1 certificates were incorporated into our Education Support program. This added relevance and rigour to the program and ensured students gain academic credit that can be printed on their formal statement of results.

In the last few years of schooling, Education Support students continue their 'skills for life' focus with an exploration of independence in various vocational contexts. Students are encouraged to experience industry pathway learning by developing work skills through their participation in Workplace Learning with weekly community placements. Preparation for the workplace suited to each individual is highly valued and students are provided with ongoing opportunities and support to experience a functional and relevant curriculum tailored to their interests, needs and goals beyond school.

Education Support students have access to a 'Social Club' during break times where development of their social skills is encouraged.

All SEN funded students are supported by specialist Education Assistants when working in the mainstream classes. Teacher support is provided through collaborative partnerships to ensure curriculum planning is responsive to the individual students' needs.

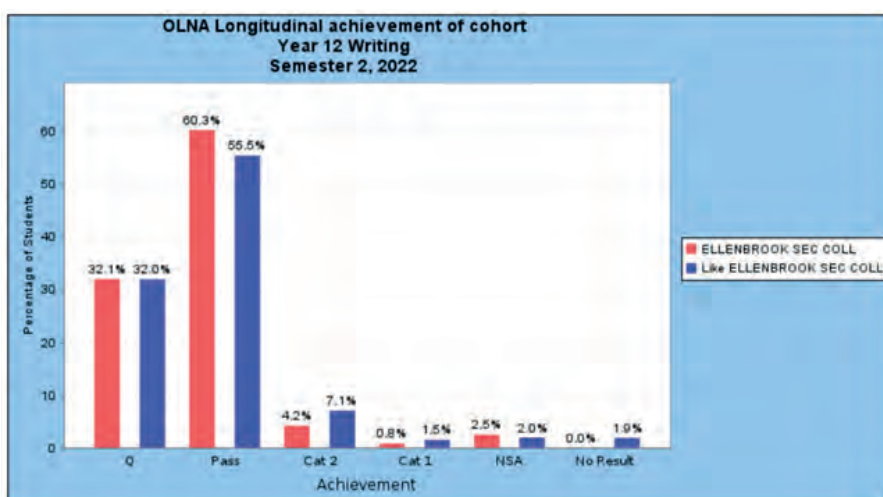
Demographics: Students attending the ESC Education Support program sit within the college intake boundary areas. However, since 2019 increased parental preference for an Inclusive school setting has seen parental demand expand beyond the local boundary intake area.

STUDENT ACHIEVEMENT & PROGRESS

Online Literacy and Numeracy Assessment (OLNA) (2.3)

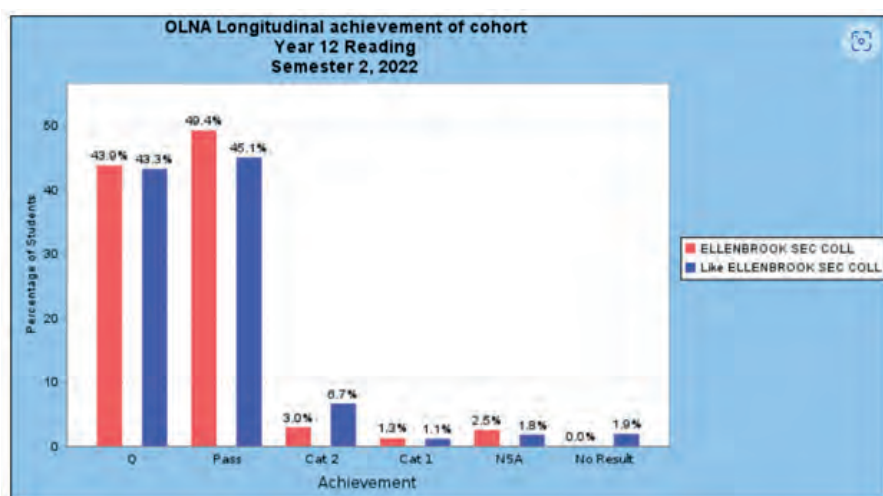
One requirement of achieving a Western Australian Certificate of Education (WACE), is that students need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN or through the Online Literacy and Numeracy Assessment (OLNA). The minimum literacy and numeracy standards are the skills regarded as essential to meet the demands of everyday life and work and it approximately equates to Year 8 content of the Western Australian Curriculum. These skills are described in Level 3 of the Australian Core Skills Framework.

Graph 1: 2022 Year 12 OLNA Writing achievement compared to Like Schools



Graph 1 shows that the percentage of students who pre-qualify for OLNA Writing (via NAPLAN) is on par with Like Schools. The percentage of Year 12s who pass OLNA Writing by the end of senior school exceeds Like Schools by almost 5%.

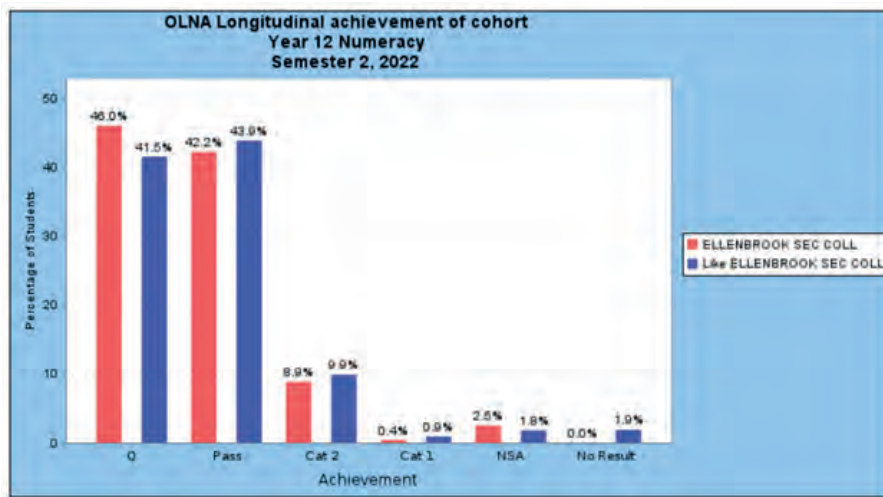
Graph 2: 2022 Year 12 OLNA Reading achievement compared to Like Schools



Graph 2 shows that the percentage of students who pre-qualify for OLNA Reading (via NAPLAN) is on par with Like Schools. The percentage of Year 12s who pass OLNA Reading by the end of senior school exceeds Like Schools by over 4%.



Graph 3: 2022 Year 12 OLN Numeracy achievement compared to Like Schools



Graph 3 shows that the percentage of students who pre-qualify for OLN Numeracy (via NAPLAN) exceeds Like Schools by 5.5%. The percentage of Year 12's who pass OLN Numeracy by the end of senior school exceeds Like Schools by almost 3%

Table 2: Student performance: progress of the same cohort over time – percentage of students who have demonstrated the standard by the end of the year.

	YEAR 10 - 2020	YEAR 11 - 2021	YEAR 12 - 2022
NUMERACY	73%	84%	88%
READING	82%	89%	93%
WRITING	76%	84%	92%

Table 2 shows the progress in Numeracy, Reading and Writing for the same cohort.

We aim to see a greater percentage of our students achieving the minimum numeracy and literacy standard by the end of Year 12. Strategies have been put in place to support students in improving their literacy and numeracy skills. One example the College utilises is explicit usage of the NAPLAN and OLN individual diagnostics to target specific areas of a child's learning that need further development and remediation. Some students benefit from remaining in the Foundation Mathematics and English classes until they have achieved all three components of OLN. Category One students are automatically put into the Foundation classes in Year 11; Category Two students are counselled into Foundation classes based on teacher recommendation from Year 10. Increased numbers in Foundation classes over the past three years appear to have assisted more students to achieve OLN by the end of Year 12.

2.1 STUDENT ACHIEVEMENTS

Principal's Dux Award: Macey Button

VET Dux Award: Victoria Tan

Full Academic Colours:

- MACEY BUTTON
- BEATRICE DE FATIMA
- ELLA MACLEOD
- JORJA MILLAR
- SHANTE MORRISON
- TIA MOSEDALE
- CHRISTIAN JOSH TALLE
- VICTORIA TAN
- TYLER YATES

Lions Community Service Award: Alyssa Lothian

City of Swan Sports Award: Ibere Kasukulu

Member for Swan Hills Performing Arts Award: Chelsea Dunning

Member for West Swan Visual Arts Award: Macey Button

ADF Long Tan Leadership Award: Nicholas Lehmann

ADF Future Innovators Award: Macey Button

College Leadership Award: Dylan Mullaley

Ampol Best All Rounder Award: Dylan Mullaley



2.2 National Assessment Program - Literacy and Numeracy

STUDENT ACHIEVEMENT – NAPLAN 2022

Due to NAPLAN 2020 being cancelled as a result of COVID-19, it is not possible to display the usual 2-year Progress graphs. The graphs below demonstrate the Year 7 and 9 achievement in NAPLAN compared to Like Schools.

The grey rectangle shows the percentage for Like Schools.

Figure 1

Cohort: Year 7 ELLENBROOK SECONDARY COLLEGE

Y07 2022 Reporting Period: 2022 Y07

Numeracy - Achievement

Filters : All Students

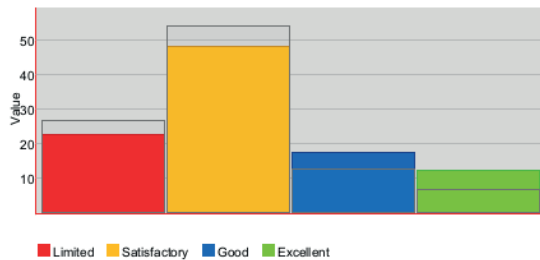


Figure 1 shows that less ESC students demonstrate Limited or Satisfactory achievement in Numeracy compared to Like Schools. More ESC students demonstrate Good and Excellent achievement in Numeracy compared to Like Schools.

Cohort: Year 7 ELLENBROOK SECONDARY COLLEGE

Y07 2022 Reporting Period: 2022 Y07

Reading - Achievement

Filters : All Students

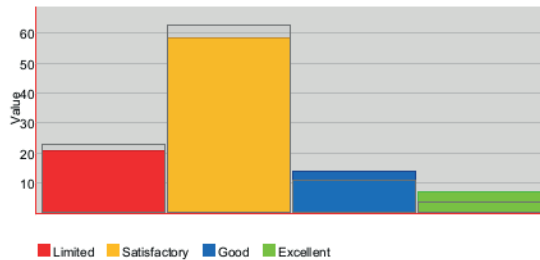


Figure 2 shows that less ESC students demonstrate Limited or Satisfactory achievement in Reading compared to Like Schools. More ESC students demonstrate Good and Excellent achievement in Reading compared to Like Schools.

Figure 3

Cohort: Year 9 ELLENBROOK SECONDARY COLLEGE

Y09 2022 Reporting Period: 2022 Y09

Numeracy - Achievement

Filters : All Students

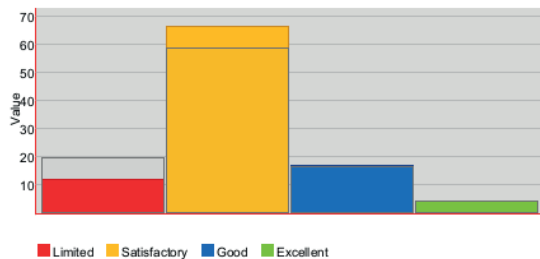


Figure 3 shows that less ESC students demonstrate Limited or Satisfactory achievement in Numeracy compared to Like Schools. ESC students demonstrate equivalent Good and Excellent achievement in Numeracy compared to Like Schools.

Cohort: Year 9 ELLENBROOK SECONDARY COLLEGE

Y09 2022 Reporting Period: 2022 Y09

Reading - Achievement

Filters : All Students

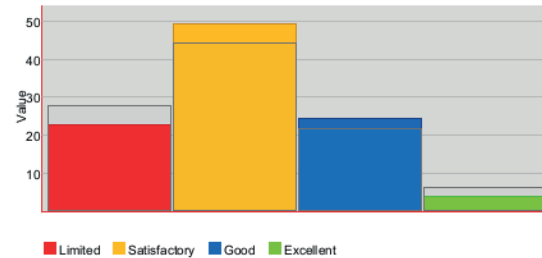


Figure 4 shows that less ESC students demonstrate Limited or Satisfactory achievement in Reading compared to Like Schools. More ESC students demonstrate Good achievement in Reading and slightly less Excellent achievement compared to Like Schools.

Figure 5

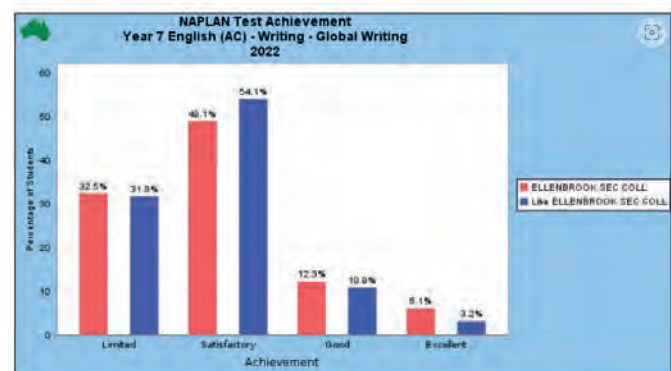


Figure 5 shows that in Year 7 ESC students have a similar percentage of students in Limited achievement for Writing. There are less students in the Satisfactory category but more students demonstrating Good and Excellent achievement.

Figure 6

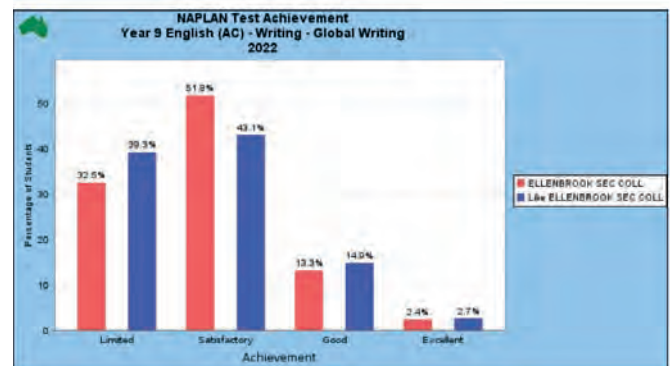


Figure 6 shows that in Year 9, ESC students demonstrate significantly less Limited achievement and significantly more Satisfactory achievement in Writing. Slightly less Good achievement and similar Excellent achievement.

2.3 Online Literacy and Numeracy Assessment

Western Australian Certificate of Education (WACE) (2.1)

In 2022, 216 students were eligible for WACE (see Table 3). Of those 216 students, 189 (88%) were able to achieve WACE, exceeding Like Schools by 4%. Of the students who did not achieve WACE, the vast majority was due to not achieving all three components of OLNA. 96% of students achieved the grades required for WACE. Close tracking of students with regard to passing grades and continued efforts to improve the percentage of students achieving OLNA should contribute to improving the percentage of students achieving WACE in future years.

Table 3: Number of Students Eligible for WACE and WACE Achievement Rate (% of eligible students)

2022	2021	2020	2019	2018
Number of Students Eligible for WACE				
216	224	216	182	222
WACE Achievement Rate: (% of eligible students)				
School 189 (88%)	School 193 (86%)	School 177 (82%)	School 155 (85%)	School 189 (85%)
Like Schools 84%	Like Schools 86%	Like Schools 85%	Like Schools 87%	Like Schools 84%
Public Schools 89%	Public Schools 89%	Public Schools 89%	Public Schools 89%	Public Schools 88%

The requirements for WACE include:

- demonstration of a minimum standard in literacy and numeracy.
- achievement of 14 C grades or higher over Years 11 & 12.
- demonstration of English competence via completion of 4 units of English and
- completion of units from arts/languages/social sciences and mathematics/science/technology

Table 4: Achievement of WACE Requirements

WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files			
	2022	2021	2020
Breadth and Depth Requirement Met WACE Eligible	214 (99%)	221 (99%)	215 (100%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files			
C Grade Requirement Met WACE Eligible	207 (96%)	215 (96%)	213 (99%)
English Complete WACE Eligible	215 (100%)	223 (100%)	216 (100%)
ATAR Or Cert II Requirement Met WACE Eligible	155 (72%)	138 (62%)	214 (99%)

The main reason for students not achieving WACE is due to not demonstrating the minimum standard of literacy and numeracy through NAPLAN or OLNA.

Standards in literacy and numeracy are being addressed as a whole-school initiative and the positive outcomes in terms of students' achievement of the OLNA components should be evident in proceeding years. Students who do not meet the WACE requirements are issued with a Western Australian Statement of Student Achievement (WASSA) instead. Students can apply to the Schools Curriculum and Standards Authority (SCSA) to re-sit the OLNA to obtain their WACE post school.

Table 5: Attainment Rate (percentage of students)

Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)			
	2022	2021	2020
Ellenbrook Secondary (WACE eligible)	70%	59%	96%
Like schools	76%	79%	96%
Public schools	80%	82%	96%

Table 5: Prior to 2021 the Department of Education viewed the attainment rate as a better indicator of students' achievements and post-school success. This was due to a mandated requirement that all students complete Year 12 with an ATAR ranking and / or a Certificate II (minimum). 2021 saw the first year where this requirement for graduation was removed, so many students completed Year 12 without an ATAR ranking or a certificate. 2021 saw a significant decrease in the percentage of students in attainment in Like Schools and Public Schools for this reason. 2022 has shown a significant rise in the percentage of students who completed a certificate. This is probably due to the school offering more Certificate III qualifications which provide more WACE credits and open more pathways to further study or employment.

2.4 Australian Tertiary Admissions Ranking (ATAR)

Of the 216 students eligible for WACE in 2022, 31 (8%) completed four or more ATAR courses, making them eligible for an ATAR ranking to be calculated. This is a reduction on previous years, the highest being 15% in 2019.

The low ATAR participation rate is a reflection of the number of students choosing to study a combination of general and certificate courses, rather than the more challenging ATAR level courses. Students are well informed of the alternative pathways available which can lead to university entrance and more students are choosing to take what is perceived to be a less stressful pathway, albeit with a longer timeline, as a means of achieving university entrance.

As has been done in previous years to further improve the effectiveness of the above processes, all available system-based data was used regularly in 2022 to give an indication of future achievement and success. This information was provided to students continuously and their course structure was reviewed at the end of Year 11 to ensure that they continued into Year 12 with the courses they were most likely to achieve success in.

The median ATAR of ESC students in 2022 was 72.55 (see Table 6), which was a welcome increase on the previous year. The median ATAR of Like-Schools was 69.8 and Public School median ATAR was 81.9.

Processes such as setting ATAR marks targets using the SAIS ATAR predictor and WACE tracker are in place to ensure that ATAR students and their parents are fully informed throughout Years 11 and 12 and counselled appropriately. It should be noted that more than half of our ATAR students received early offers to university and this may have impacted on how well they prepared for examinations towards the end of the year.

Table 6: Median ATAR

Median ATAR (no. of students) Source: SCSA data files and Department calculations				
	2022	2021	2020	2019
School	72.55	66.55	66.25	71.2
Expected performance	+0.4	-0.44	-0.43	+0.19
Like Schools	69.8	72.15	71.1	70.28
Public schools	81.9	80.25	79.25	78.25
School median ATAR				
TISC applicants	71.63	66.4	74.4	72.15

The College would like all students to study courses that give them the best possible chance of success and which will enable them to move confidently into the workforce, further study or training as they choose. To further support students who undertook ATAR level courses, the College staff provided regular after school workshops and tutoring.

Table 7: ATAR performance: number of students (%)

ATAR performance – count of students (% of ATAR students)				
	2022	2021	2020	2019
99+				
90-98.95	3 (10%)	6 (13%)	4 (9%)	
80-89.95	6 (19%)	4 (9%)	8 (19%)	8 (19%)
70-79.95	8 (26%)	7 (16%)	8 (19%)	14 (33%)
55-69.95	7 (23%)	18 (40%)	8 (19%)	12 (28%)
<55	7 (23%)	10 (22%)	14 (33%)	9 (21%)
Uni English Competency (FSS 50+)	17 (55%)	36 (80%)	23 (53%)	30 (70%)

In 2022, 29% of our ATAR students achieved an ATAR of 80.0 or greater which was 7% higher than 2021. In 2022, 55% of ATAR students achieved an ATAR of 70.0 or greater. This is 8% higher than 2021. 46% of ATAR students achieved an ATAR below 70, which is an improvement on the previous 3 years. However, this is still cause for concern as the college has worked hard to prepare and counsel students appropriately into pathways during Years 9 and 10 and then into appropriate Senior School courses.

ATAR Course Summary

Table 8: ATAR Course Summary report

Course	Exam Candidates			Average Scaled Score		
	2020	2021	2022	2020	2021	2022
Biology	0	18	18	-	44.61	50.52
Chemistry	21	17	10	51.74	52.60	49.86
Computer Science	9	11	6	63.06	58.96	53.04
Design	18	10	14	49.19	53.30	48.45
Economics	8	9	8	49.85	49.16	49.09
English	41	44	25	52.84	57.97	59.29
Geography	10	13	14	42.46	42.88	47.48
History - Modern	5	8	4	45.16	50.31	43.05
Human Biology	29	18	14	45.26	46.86	54.16

Course	Exam Candidates			Average Scaled Score		
	2020	2021	2022	2020	2021	2022
Mathematics Specialist	3	4	6	62.05	58.79	59.93
Mathematics: Applications	33	31	23	46.72	48.36	52.87
Mathematics: Methods	9	10	8	64.10	62.00	66.25
Media Production and Analysis	0	10	0	-	53.15	-
Music	4	3	1	43.55	58.45	44.86
Physical Education Studies	0	13	11	-	41.56	46.60
Physics	18	7	10	53.05	46.42	60.63
Visual Arts	8	6	5	48.62	41.29	62.17

	Course mean scaled score more than 1 standard deviation above the expected mean
	Course mean scaled score within 1 standard deviation above or below the expected mean
	Course mean scaled score more than 1 standard deviation below the expected mean

The average scaled scores for four of the ATAR courses offered by the College in 2022 were more than one standard deviation below expected performance. The other 11 courses were within one standard deviation of the expected mean.

All ATAR teachers and HOLAs meet with the Deputy Principal (Senior School) to analyse results and make recommendations for improvement. Maintaining the scaled score within what is expected requires continual refinement and improvement of processes at the learning area level and can be affected in any one year by student performance in the external exam being different to what was predicted through school assessments.

Staff delivering ATAR courses continually update their knowledge in-line with SCSA course related requirements. The support of students' achievement through a number of school-based and external study and revision opportunities throughout the academic year, moderation with other schools and effective counselling of students can also contribute to the course mean scaled score being closer to the expected mean.

2.5 University Offers

19 students applied for university entry through the Tertiary Institutions Services Centre while 17 students applied for university entry through early offers and portfolio entry. Many students applied directly to the universities due to the continuation of early offers based on their Year 11 Predicted ATAR scores. Many students were proactive in applying with their Year 11 Predicted ATAR and were successful in securing an offer before they completed Year 12.

Schools Curriculum and Standards Authority Award Winners 2022

In 2022: 7 SCSA awards were issued to Ellenbrook Secondary College students.

Certificate of Distinction: 1

Certificate of Merit: 6



HEALTH AND WELLBEING

3.1 Year 6 to 7 Transition

3.1.1. Familiarise students in Year 6 with ESC

Familiarise students in Year 6 with Ellenbrook Secondary College to decrease anxiousness related to transitioning to a large secondary school site.

This included:

- Primary school visits by an Associate Principal and the Year 7 Coordinator 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 Tilbury.
- Transition days before commencement, with students attending the College including the Year 6 Orientation Day, multiple Learning Support transition days and Indigenous and/or Torres Strait Islander transition day.
- Indigenous and/or Torres Strait Islander Mentoring Day allows Indigenous Year 6 students to be involved in cultural activities with older mentor students from the

College to build a sense of belonging and establish relationships with Clontarf and Deadly Sista Girlz staff.

- Participation in the North Metropolitan Education Regional Office (NMEMRO) 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.
- Ellenbrook SC 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, including Photography, Drone Obstacle Course, Science Fair,
 - * Specialist Music performances, and
 - * Specialist AFL clinics.

3.1.2. Establish clear benchmarks of students' academic, social, and emotional stages of development.

This included:

- Discussions with the Principals of the Ellenbrook Network of Schools supported by the NMEMRO to establish processes around effective data sharing. This enabled planning and



student progress monitoring from K-12, with an emphasis on the Year 6 – 7 transition phase.

- Collaborating 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, the Year 7 Coordinator, and the Learning Support Coordinator.
- Supporting and planning for students with high-level complex needs with College Psychologists and Community Health Nurse.
- Consultation with primary school staff in regard to planning for students with special needs requiring educational support.
- Consultation with primary staff in the construction of class lists and allocation of support resources.
- Assessment of students in mathematics and literacy using ACER Pat R, C and M testing to provide standardised benchmarks to support school based and NAPLAN assessment data, school reporting and primary school teacher direct input.
- Direct Instruction supplementary testing for students below expected benchmarks to identify student requiring placement in Literacy and Numeracy acceleration program at the College.
- Student assessment being completed by students at their school on a day other than Transition Day to promote a more accurate example of student ability.
- Additional transition arrangements for students with disabilities or complex needs.

3.1.4. Peer and group development in Year 7.

This included:

- Friendship Group (pastoral care program for identified students).



- 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.
- Year 7 Coordinator ran numerous lunch time activities and competitions in the courtyard to aid peer interactions and build positive relationships between students and staff.
- Homeroom events for each of the four houses comprising games, activities, and challenges to build a sense of belonging and inclusion. The winning house received a reward sausage sizzle and earned points towards the annual House Competition.



3.2 Building Belonging

3.2.1 House System

The College House System continued to grow in 2022 with new initiatives introduced to build a sense of belonging in our houses. The College continued to run homerooms as part of our Pastoral Care system allowing students and staff to build positive relationships.

Our four houses – Avon, Henley, Stirling and Swan- compete for the title of Champion House yearly. Students can contribute points to their House individually, as a Homeroom or at whole school events. Teachers can award students points via Academy for various classroom achievements. Students who join extracurricular activities can earn extra house points. We saw an increased engagement in our house system with students thriving on the friendly competition.

Our House Leaders Jessica McAlpine, Anthony Tonani, Joshua Hatch and

Dylan Tilbury, continued to run House competitions assisted by our Year 11-12 House Captains & Female Engagement Captains. These competitions included house basketball, house netball, house futsal and Ellenbrook Secondary College's Got Talent.

Throughout the year, a variety of rewards were given to students including vouchers for local businesses for top House point earners, lucky dip drawn regularly that any student who earned points could win, and an ice cream for the whole House when a milestone level of House points was reached. In 2022, we continued with our Senior School Rewards day for the house that is in the lead at the end of Term 3, our Year 11 & 12 Stirling students enjoyed a trip to Zone Bowling for a fun day out. Stirling continued their dominance, winning back to back House Championships and a second trip to Outback Splash at the end of the year to celebrate with over 100 students attending.



3.2.2 Student Council

Our 2022 student council was comprised of representatives across all six year groups. The council took on numerous roles with a focus on becoming a more visible student body. With such a large student group, the council was split into teams for the year. Each group was responsible for looking after a portfolio.

The Events team ran events such as Zero2Hero Day, Valentines Day, Mothers & Fathers Day raffles, Men's Mental Health fundraiser.

The Yearbook team assisted with writing Yearbook articles, and some of our talented Year 12 students designed the front & back cover and inside cover.

The Homeroom team took responsibility for introducing activities into homeroom, like the weekly quiz and awareness videos.

Our Ellenbrook Weekly, a student-led news broadcast, continued a greater variety of segments to keep our student engaged. Our Year 11 student leaders were also fortunate enough to attend the Zero2Hero Forum to develop their leadership skills. These events were enjoyed by students who came away feeling inspired to use the information they had learnt to improve the College.

We also saw the introduction of a Queer representative on the student council to focus on running our peer lead Safe Space that welcomes LGBTQI+ students and anyone else who needs a safe place.

In 2022 we also introduced a Leadership Day for all student councillors & house captains. Our leadership students attended a day out at Ern Halliday Recreation Camp. This day was about building relationships and developing leadership skills in our students. Students engaged in various activities, including team building activities, the crate climb, rope swing and a search & rescue mission.



3.2.3 Multicultural Committee

This year the Multicultural Committee (MCC) has grown from strength to strength with students continuing to passionately engage in the committee. Building off the success and momentum from last year the MCC has continued to address issues within the college whilst building a sense of community, belonging, respect and cultural safety. Students with a sense of belonging perform better academically and have improved levels of wellbeing and mental health. The committee believes they achieved their 2022 goal of creating a culturally safe space for all students to belong, reporting that there is a different, more positive feel to the school environment. This is supported by the significantly decreased suspension and reportable incident data from the college. Student Services staff also report a marked difference in behaviour and increasing connections with the students.

Students felt that keys to their success were the school activities that celebrated culture and the school executive team genuinely listening and implementing strategies to concerns the committee raised. Students feel valued and listened to which has resulted in their confidence to raise and discuss complicated issues which impact staff and students alike. Students are learning to have those difficult discussions in a respectful and appropriate manner to achieve genuine change, whilst hearing and/or accepting



differing points of view. This growing maturity and leadership in the students is very pleasing to see and something we will continue to foster in the MCC.

The students worked very hard on many events and activities this year. They organised several activities for Harmony week, R U Ok? Day, the college's Wellbeing Day, NAIDOC Week, cultural food in the canteen, and cultural music days. They also worked on building community in the local area by making chocolate treats to hand out at the local shopping centre to spread holiday kindness, performed at the City of Swan's Multicultural event, and again organised, hosted and performed Ellenbrook Secondary

College's own Multicultural event. This event replicated last year's event where students celebrated culture through music, dance and food. Many parents and local community members attended with much positive feedback provided. This was supported by the City of Swan event sponsorship and Ellenbrook Secondary College's P&C.

The MCC has started to become an engrained part of the college's makeup that is valued by staff and students alike. The aim for 2023 is to continue embracing culture as an avenue to build connection and engagement in the college.



3.2.4 Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	86.40%	86.80%
2020	85.90%	87.30%
2021	80.70%	84.40%
2022	80.70%	80.40%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2019	89%	87%	86%	84%	87%	89%
2020	87%	86%	83%	85%	86%	89%
2021	85%	81%	79%	78%	80%	81%
2022	85%	80%	78%	78%	76%	86%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

*Note The 2020 attendance rates have excluded Week 7-10 of Term 1.

During 2022, COVID-19 continued to affect the attendance of students at ESC. The College implemented a number of strategies to try and address attendance, including:

1. To improve the accuracy of the daily attendance records.
2. A review and revamp of College attendance processes
3. Creation of new job roles for homeroom teachers to focus on early intervention and communication with parents.
4. Creation of an attendance committee, comprising of senior teachers, Student Services Managers and Associate Principal who meet regularly and monitor whole school attendance.
5. Increasing the number of badged attendance officers to enable the school to attend home visits.
6. Utilise partner relationships with Clontarf, DSG and multicultural committee to support attendance of specific groups of students.
7. Increased support of department engagement programs for year 7 and 10 students, including closer working links with feeder primary schools.
8. To support the mentoring organisations working with the college to improve the overall attendance rate.



3.2.5 Behaviour Management

Positive Behaviour in Schools

The focus of the 2022 school year was to consolidate the changes to the processes and practises surrounding behaviour management made in 2021, with the intent on maintaining programs and improving outcomes for students There was:

1. A maintenance in the use of the Classroom Management System (CMS). This provided a consistent approach to the maintenance of positive and supportive classrooms environments, enabling a focus on student learning. Student Services continued to support teachers through the use of preventative strategies such as Informal Contracts, Memorandums of Understanding, Formal Agreements and Period by Period checks. These have embedded accountability to student conduct and are a reflection of the College values.
2. Stability in the teaching staff with few staff seeking employment elsewhere. The student services team again had several changes of staff from 2021, including a new manager, a new Associate Principal, 2 new House Support Officer, new psychologist, new chaplain and new Community Nurse.
3. Continuation of the Breakfast Club and other programs, including the addition of an additional day, run through members of the local church. These social and emotional ventures were complimented with an increased presence on site from Youth Focus and Headspace. Student Services staff work diligently to make the College a respectful and supportive place for all its members.
4. Continued development of processes around the engagement of alternative educational options. For example, Curriculum and Reengagement Schools (CARE) were utilised to provide programs that benefited students and their families.

As evidenced in Table 1 below, the number of total suspension incidents and average days of suspension for students remained consistent with the reductions made in 2021. This is likely a result of focussing on the updated school behaviour processes made in 2021. The focus on teaching staff managing low level student behaviour, using CMS procedures and relationship building in the classroom was continued.

Table 1- School Suspension Data

Year	Number of Students	Number of Suspensions	Number of days of suspension	Average number of days per suspension
2018	1643	1034	2499	2.42
2019	1497	1123	3228.5	2.87
2020	1444	1294	3267	2.52
2021	1339	633	1452.5	2.29
2022	1343	682	1726.5	2.53

Table 2 below, shows that's the major categories for suspension have remained similar over the last few years. Suspensions due to physical aggression towards staff and students has continued to decline, with the lowest result achieved in five years. The reduction in Verbal abuse and threats achieved in 2021 was maintained in 2022.



BUILDING A STRONG COMMUNITY

4.1 Building Community

Community Engagement

A continuing focus of 2022 was building a sense of belonging for our students both within the college and the local community. We are hoping to improve student academic and wellbeing outcomes. The Multicultural Committee has worked to establish and maintain several partnerships with local members and organisations, working with our students to embrace culture and foster belonging. This has provided students opportunities to build connections and belonging in the community and the college. Ellenbrook students were invited

and performed at community NAIDOC and Multicultural events and are increasingly participating in a variety of local activities. They featured in the commendations and awards for the City of Swan's Cultural Art Competition.

Staff and students worked together to create opportunities to make connections with the wider community. Celebrating our cultural diversity, students used days such as Harmony Week as an opportunity to share kindness and culture with residents.

Our "Random Acts of Kindness" program spread holiday spirit and allowed students to positively interact with the community.

Students relished the opportunity to spread joy in the community and foster a sense of social connectedness and acceptance as part of the wider Ellenbrook community. This was so well received local businesses have asked to come on board in 2023 to assist us in containing this initiative

We will continue to increase our positive presence in the community through these types of events, making it a goal to build on this in 2023. In addition to these engagements, the College maintains relationships with multiple stakeholders who sponsor awards throughout the year, collaborate and attend events to make the presentations.





4.2 Parental Involvement

We consider parents and caregivers as essential partners and believe that through this mutual relationship of support, a child's learning and potential can be truly maximised. Parents and caregivers are encouraged to be involved in the life of the College and its decision-making processes.

Ellenbrook Secondary College has a Parents and Citizens' Association (P&C) that seeks to support our students in their academic and extracurricular activities.

During 2022, the P&C volunteered, ran, and raised money at staff morning teas and the Multicultural Festival. They are also a

major contributor to the College's Musical showcases and production, coordinating ticket sales and running the food vendors.

4.3 Surveys and Communications

School-wide surveys allow for feedback and satisfaction in areas of school culture, well-being, teaching and learning. The College sees these surveys as an important means to gauge parent, student, and staff opinions, in the process of making improvements in a variety of areas.

The National Schools Survey is a biennial survey that was last conducted in 2020. It was not run in 2022 because of the impact

of the Covid-19 virus. The College intends to the Survey this year and report the results in the Annual 2023 School Report.

The College actively published information across CONNECT, Facebook, Academy, and our website to ensure all stakeholders are informed and all communications streamlined to the appropriate platform. To allow parents to keep up to date with increased COVID-19 communication CONNECT became the sole process to reach parents and students. Highlights were actively shared on Facebook and the College website, with engagement increasingly growing on this platform.

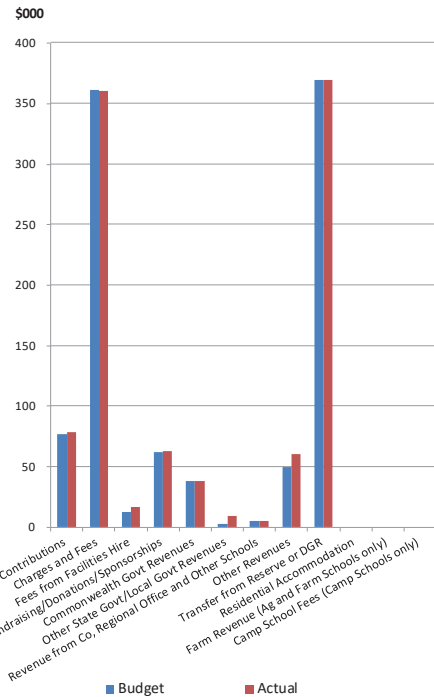
4.4 Finance-Budget



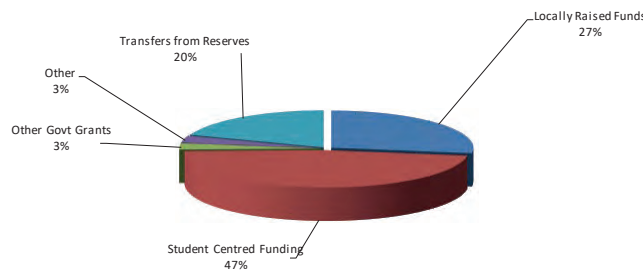
Ellenbrook Secondary College Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 76,576.00	\$ 78,280.29
2	Charges and Fees	\$ 361,268.63	\$ 360,209.35
3	Fees from Facilities Hire	\$ 12,658.00	\$ 16,976.32
4	Fundraising/Donations/Sponsorships	\$ 61,960.20	\$ 62,901.05
5	Commonwealth Govt Revenues	\$ 38,000.00	\$ 38,000.00
6	Other State Govt/Local Govt Revenues	\$ 2,591.00	\$ 9,090.00
7	Revenue from Co, Regional Office and Other Schools	\$ 4,800.00	\$ 4,800.00
8	Other Revenues	\$ 49,980.19	\$ 60,469.50
9	Transfer from Reserve or DGR	\$ 369,339.38	\$ 369,339.85
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 977,173.40	\$ 1,000,066.36
	Opening Balance	\$ 540,944.00	\$ 540,944.39
	Student Centred Funding	\$ 891,540.00	\$ 895,421.27
	Total Cash Funds Available	\$ 2,409,657.40	\$ 2,436,432.02
	Total Salary Allocation	\$ 16,776,658.00	\$ 16,776,658.00
	Total Funds Available	\$ 19,186,315.40	\$ 19,213,090.02

Locally Raised Revenue - Budget vs Actual

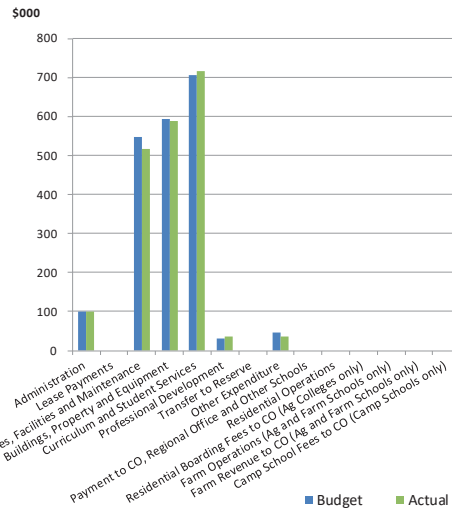


Actual Year to Date by funding sources

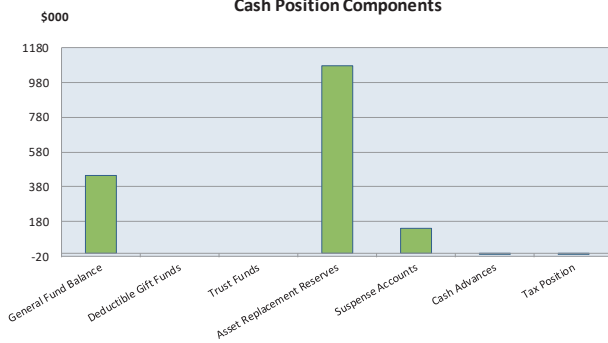


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 100,755.78	\$ 100,110.75
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 546,580.35	\$ 515,312.17
4	Buildings, Property and Equipment	\$ 592,864.62	\$ 588,527.19
5	Curriculum and Student Services	\$ 704,620.39	\$ 714,932.51
6	Professional Development	\$ 30,267.00	\$ 34,867.66
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 45,271.50	\$ 35,067.33
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,020,359.64	\$ 1,988,817.61
	Total Forecast Salary Expenditure	\$ 15,515,382.00	\$ 15,515,382.00
	Total Expenditure	\$ 17,535,741.64	\$ 17,504,199.61
	Cash Budget Variance	\$ 389,297.76	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 1,662,043.12
Made up of:	
1 General Fund Balance	\$ 447,614.41
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,077,140.85
5 Suspense Accounts	\$ 144,076.86
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ (6,489.00)
Total Bank Balance	\$ 1,662,043.12



4.5 College Facilities

The College is well resourced and ensures classes have access to computer resources whenever necessary. We do not subscribe to a Bring Your Own Device (BYOD) program, which ultimately keeps schooling costs lower for parents.

We have modern science laboratories, a gym, canteen, barista room, dance studio, weights/workout room, (13) IT/media computer labs, STEM Centre, design and technology workshops (trade training) and air-conditioned classrooms. The College also shares a well-resourced library with the City of Swan. There is a 190 seat Performing Arts Theatre (PAT), which is often hired out to community groups and is the location for multiple performances by our Music and Drama students. The P&C is a proud supporter of the College and contributes to facilities and College projects. This year,

the P&C continued to support the College through its contributions towards to increasing shade sails to LC4, LC3 and D&T areas, and funding to fit out the second stage of the new Sound Recording Studio through its fundraising activities and parent voluntary approved requests (VARs).

Major works and maintenance projects undertaken through 2022 consisted of:

Western Australia State Government Grant of \$50,000

- Yarning Circle (stage 2) artwork, landscaping and seating and was officially opened by Jessica Shaw MLA on behalf of Rita Saffioti MLA on 4 July 2022.
- School Funded Major Works
- Expansion and replacement of shade sails across the campus supported

by P&C and Parent VAR contribution this year saw additional shade for LC4 Senior school, LC3/D&T amphitheatre.

- Sound Recording Studio (Stage 2) fit out of the new studio with AV equipment, and sound proofing. The studio is home to the College Radio Station ENCOM (ENGAGEMENT & COMMUNITY) which runs each Friday
- Classroom refurbishment program continuation upgrading student desks and chairs.



