



2025 ANNUAL REPORT



Ellenbrook
Secondary College

Contents

PRINCIPAL'S FOREWARD	2	2. STUDENT ACHIEVEMENT AND PROGRESS.....	33
BOARD CHAIR FOREWARD.....	4	2.1 Student Achievements (SCSA) Review	
ABOUT THE COLLEGE	6	2.2 National Assessment Program – Literacy and Numeracy (NAPLAN)	
College Overview		2.3 Online Literacy and Numeracy Assessment (OLNA)	
Curriculum		3. HEALTH AND WELLBEING	35
College Staff		3.1 Year 6 to 7 Transition	
1. EXCELLENCE IN TEACHING AND LEARNING.....	8	3.1.1 Familiarise students	
1.1 Staff Develop		3.1.2 Establish clear benchmarks	
1.2 Gifted and Talented		3.1.3 Establish clear communication and collaboration	
1.3 STEM		3.1.4 Peer and group development	
1.4 VET-Workplace Learning		3.2 Building Belonging	
1.5 Curriculum Highlights		3.2.1 House Systems	
1.5.1 English		3.2.1.1 Positive Behaviour Support (PBS)	
1.5.1.1 EALD		3.2.2 Student Council	
1.5.2 Health and Physical Education (HPE)		3.2.3 Multicultural Committee	
1.5.3 Humanities and Social Sciences		3.3 Attendance	
1.5.4 Mathematics		3.4 Behaviour Management	
1.5.5 Science		4. BUILDING A STRONG COMMUNITY	43
1.5.6 Technologies		4.1 Community Engagement	
1.5.6.1 Design and Technologies		4.2 Parental Involvement	
1.5.6.2 Digital Technologies		4.2.1 Parent and Citizens Association (P&C)	
1.5.6.3 Home Economics		4.3 Finance Budget	
1.5.7 The Arts		4.4 College Facilities	
1.5.8 Inclusive Education			

Principal's Foreword

The 2025 Year was one of transition. ESC was merging the previous Strategic Plan into the developing 2026- 2028 plan. This planning process has helped us make significant steps toward building a “College for All”, providing an education for the diverse cultural backgrounds and students with different learning capacities. The focus on major developmental priorities is continuing; and our Associate Principals have worked with staff to consolidated some meaningful change initiatives from the 2021-2024 Strategic Plan.

Whilst we draw attention to significant changes that were occurring over 2025, we have highlighted in the following three sections that reflect our three key values: Engagement, Success, and Community. When you value something, it drives what you do.

Engagement

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

Over 2025, Student Services consolidated their offices and continued to develop their processes to support the development of positive, safe, and caring learning environments for students and staff. Most staff have developed their capacity to engage students in learning through their Classroom Management Support (CMS), and the school continues to build an effective school-wide pedagogy that centres on the Instructional Intelligences (II) initiative. There was also the re-visiting of a focus on Restorative processes with



students returning from suspension needing to restore their relationship with the teacher.

Through the formal curriculum and extra-curricular experiences, we are upholding a common good that underpins our democracy, where people can belong and participate positively in school life without fear of discrimination or violence. The Humanity and Social Sciences (HASS) learning area are emphasizing their lower school curriculum on Civics. Part of this focus is ensuring every student that attends ESC becomes aware of the origin and importance of the College's value Charter that reflects the School Curriculum and Standards Authority (SCSA) overarching values for the state of Western Australia.

The 2025 school year was a re-building of the Vocational Education and Training (VET), General and Australian Tertiary Admission Ranking (ATAR) courses, and in NAPLAN (National Assessment Program – Literacy and Numeracy) supports the claim that we are engaging students in the curriculum.

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

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

Success

The summary of our annual performance indicates that we are upholding our values of engaging students and laying a foundation so they can be successful in life. Over 2025, we made steps to plan for a whole-school literacy initiative that would be a major part of the 2006–2028 College Plan. Being literate and numerate is of paramount importance in being successful in our society.

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

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

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

Community

Our school has the responsibility of helping our students with diverse cultural backgrounds and academic capacities to learn to live together in a school community that prepares them to find their place in adult Australian society. The Learning Area Reports describe the variety of educational experiences that help students find an academic pathway leading to employment.

The College's Multicultural Committee is comprised of staff that meet regularly with approximately 20 students from Year 7-12. This committee is seeking to strengthen student voice and cultural representation. They assisted in the organization and running of a number of key cultural events.

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

Our College is embracing the Department's Positive Behaviour Support program, where teachers are being upskilled to positively engage students. Over 2025, we continued the implementation of this program. We are striving to reward students who do their best academically and socially and who support the ethos of the school. The introduction of Koda Points was a major highlight for the year.

Our formal partnerships with community groups, such as the Clontarf Academy, Stars, and the AFL through the Health and Physical Education Learning Area, are particularly important to our school.

Finally, the Board and the Parents and Citizens (P&C) are another formal partnership that adds value to the culture of the school. I would like to thank the Board for their efforts throughout 2025. This Annual School Report highlights that we are all working together to support students so they can successfully engage with learning and build a better community within and beyond the school gate.

Dr Peter Havel



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 about the College Plan 2021-2024. At the commencement of 2025, I was delighted to be re-elected as the Board Chair of Ellenbrook SC. Our Board has continued to work hard to develop and oversee the implementation of strategic direction at our College, to improve outcomes for all our students. 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 2025. Our elite sports students have participated in a variety of carnivals and games and continue to grow in skill and in their unity as teams as they compete. Our presence in the community has been noticed in 2025. I have received a significant amount of feedback on the positive and

mature way in which our students handle themselves in public. We have had students participating in large community events such as the amazing ANZAC Day Ceremony, cultural events and much more. In all they do, our students demonstrate great effort and competence, 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 are provided for all students.

It has also been great to see the continued excellent work with our program partner, Clontarf Foundation, who work hard to provide unique and exciting opportunities for our indigenous students within our Ellenbrook SC community. I was proud to attend their graduation night at the end of 2025. Programs such as this, as well as our STARS Foundation for female indigenous students, 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 theatre production of 'Holes' was brilliant. Our students and staff worked so hard, even undertaking full-day holiday

rehearsals to prepare for their performances over many nights. What a funny, well-produced show it was. Of course, our annual music specialist showcases were outstanding as usual!

I have been continually pleased with the work of the staff in our Learning Support area. They work hard to provide unique and appropriate educational opportunities for our students who require varying levels of extra scaffolding and assistance to achieve their full potential.

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

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

I am always impressed by the dedication to public education of our staff. Our students are amazing young adults who are always eager to embrace the challenges and opportunities given to them. It is exciting to reflect on 2024 as a success but also look ahead to the new opportunities and challenges which await us as we commence a new year of engagement, success and community in 2026!

Congratulations everyone.

Chris Spencer
Board Chair



ABOUT THE COLLEGE

College Overview

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

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

Students at Ellenbrook Secondary College have access to a diverse range of learning pathways tailored to their aspirations. Our ATAR program prepares students for university, while our award-winning Vocational Education and Training (VET) program has earned the College the prestigious WorldSkills VETiS Best School Award in 2022 and 2024. Specialist programs in music and sports further enhance opportunities for student achievement, with music students performing at school events, participating in overseas excursions, and gaining local and international recognition.

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

The College boasts state-of-the-art facilities designed to support student learning and development. These include a fully equipped Trade Training Centre, a Performing Arts Centre, a modern gym, a barista café, and a shared library in collaboration with the City of Swan. Our extensive extracurricular offerings, including clubs, sports teams, and leadership programs, ensure that students have ample opportunities to explore their interests and develop valuable life skills.

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

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

The Learning Support program is seeking to engage our students with undiagnosed (imputed) disabilities in mainstream classrooms

supported by the Hub. Our students with diagnosed disabilities, that receive funding, are mainly being supported in mainstream classrooms with educational assistants. If required, these students can have access to the Hub. There are a few students who need the support of a specialized teacher and a classroom setting where educational assistants support the teacher in engaging the students in individually tailored programs.

Ellenbrook Secondary College values strong partnerships with parents and the wider community. Through the P&C and College Board, parents play an active role in decision-making and school initiatives. Our engagement with local primary schools and community organisations enables students to contribute meaningfully to their surroundings through projects and activities, reinforcing our commitment to fostering responsible and engaged citizens.

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

Curriculum

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

We continue to have a strong focus on Literacy and Numeracy, as these disciplines underpin all learning. The development of the Whole School Literacy Plan ensures all Learning Areas are explicitly reinforcing fundamental literacy skills and providing a consistent framework to support improved student outcomes. All Learning Areas undertake rigorous internal and external moderation processes referencing the Judging Standards to ensure course content is delivered, assessed and graded accurately against state-wide standards. Decision making and allocation of grades is supported by rigorous analysis of results in state and national testing programs, including the Online Literacy and Numeracy Assessment (OLNA), National Assessment Program Literacy and Numeracy (NAPLAN) and WACE course reports. Staff monitor student progress, so we can identify and apply teaching strategies that will ensure all students can achieve their personal best.

Our pedagogical approach allows for staff to utilise an extensive range of evidence-based teaching approaches from teacher led explicit instruction approaches right through to student centred inquiry-based approaches. The integration of opportunities for students to learn and master research skills in our modern library, shared with the City of Swan, or utilising digital technologies and 21st century innovative technologies including virtual reality, robotics, and modelling software ensure the learning

different learning styles and needs of all students is catered for. By researching and identifying other cross-curriculum initiatives including life skills programs, the embedding of School Curriculum and Standards Authority's (SCSA) general competencies and integrating Information and Communication Technologies (ICT) across many areas of the curriculum, we ensure our students are provided with a range of traditional, modern and innovative teaching and learning experiences.

Several specialist programs enrich the curriculum offerings. The Music Program is of vital importance to our school. Teachers from the Instrumental Music School Services (IMSS), as well as our own talented music team, provide students with opportunities to learn an instrument, participate in multiple College ensembles and bands, sing in the College choir or be a part of special events behind the scenes. We offer a range of both regular and co-curricular specialist Physical Education courses including Volleyball, Netball, and Football which allow keen students to further their skills in these sports under the guidance of passionate and trained teachers. The Gifted and Talented (GAT) Program is a specialist program that student can enrol across boundaries, but this is governed by state testing to establish if a student is eligible to join. This program has grown significantly since its inception in 2021 and now has classes from Year 7 through Year 10, and GAT students in Years 11 and 12 for 2026. Our holistic approach to GAT education provides students with an enriched curriculum as well as classes to support personal development and the use of innovative technologies to support accelerated learning.

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

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

College Staff

Ellenbrook Secondary College is structured to support both academic excellence and student wellbeing through a well-organized staffing framework and has a focus on career development for all staff. In 2025, 153 staff members were employed,

College Executive Team - The Executive team leads the school's strategic direction, operations, and educational priorities. This team includes the Principal, Associate Principals and Manager Corporate Services, who oversee key portfolios such as curriculum, student services, and operations.

Learning Areas - ESC is divided into multiple Learning Areas, each led by Heads of Learning Area (HOLAs) and supported by dedicated teaching teams. These areas cover core subjects like English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, Technologies, The Arts, and Languages, ensuring a broad and balanced curriculum.

Pastoral Care Team - The Student Services and Pastoral Care Team focuses on student wellbeing, behaviour support, and engagement. This includes Year Coordinators, Student Support Coordinators, and roles like the Aboriginal and Islander Education Officer (AIEO), working together to foster a positive and inclusive school environment.

Teaching Staff - The College has a large team of committed teachers across all learning areas, delivering high-quality education and supporting differentiated learning to meet diverse student needs. Several teachers also run extra-curricular sporting teams and clubs to help develop positive relationships with students and foster passion for learning.

Allied Professionals - Supporting both staff and students are various Allied Professionals, including school psychologists, chaplains, nurses, and administrative staff. These professionals play vital roles in providing counselling, health services, and operational support.

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

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	5	5.0	0
Heads of Departments and Learning Areas	15	15.0	0
Total Administration Staff	20	20.0	0
Teaching Staff			
Other Teaching Staff	84	78.4	1
Total Teaching Staff	84	78.4	1
Allied Professionals			
Clerical / Administrative	29	25.8	0
Gardening / Maintenance	5	3.4	0
Instructional	2	2.0	2
Other Allied Professionals	28	23.6	0
Total Allied Professionals	58	54.8	2
Total	168	153.3	3

Source: Schools Online 2025

EXCELLENCE IN TEACHING AND LEARNING



1.1 Staff Development (Instructional Intelligence & CMS)

A continuing priority of Ellenbrook Secondary College is to support all new and graduate staff in ensuring high-quality teaching and learning through participation in the Classroom Management Strategies Foundation (CMS: F) program.

All new staff in 2025 were offered the opportunity to attend a three-day workshop, delivered in-house by Ellenbrook Secondary College staff, with corresponding one-on-one conferencing by a CAT (Conference Accredited Trainer) local to the College. This training provides practical classroom management strategies, focusing on positive, proactive, and low-key interventions to improve student engagement and reduce unproductive behaviour.

A focus was also placed on reintroducing our whole-school pedagogy of Instructional Intelligences, led by Loren Richardson. The 4 pillars of lesson design, Active Participation, Bloom's Taxonomy and Perkins' 4 questions were introduced or refreshed to new and existing staff at a Professional Learning session, with a focus on Lesson Design in Term 3 and Active Participation in Term 4. Staff engaged in coaching with experienced staff, reflecting on their teaching practice and having meaningful discussions with their coaches and colleagues about the key elements of a lesson and the importance of a safe and accountable classroom to maximise student engagement.

1.2 Gifted & Talented

The Gifted and Talented (GAT) Program at our college continues to provide an academically rigorous and enriching learning pathway for students from Years 7 to 12. Throughout the year, the program focused on extending students' critical and creative thinking skills, fostering independent inquiry, and supporting excellence across all learning areas.

In the lower school, Years 7 to 10, students engaged in a differentiated curriculum designed to challenge high ability learners through accelerated content, project-based learning, and opportunities for enrichment beyond the classroom. Collaborative problem solving tasks, competitions, and targeted extension workshops enabled students to develop confidence, resilience, and intellectual curiosity.





Students in the senior years (11 to 12) were supported through personalised academic coaching, subject acceleration where appropriate, and preparation for ATAR level demands. Many students achieved outstanding results across a range of learning areas, and several represented the college in regional and state academic competitions and enrichment programs.

A strong focus this year was on the development of cross-curricular opportunities, allowing students to apply advanced skills in real-world contexts. Partnerships with external agencies, universities, and online learning providers expanded the range of specialised learning pathways available to students within the program.

The success of the Gifted and Talented Program continues to be reflected not only in academic achievement but also in the growth of students as independent, motivated, and reflective learners. We remain committed to ensuring that high ability students are challenged, supported, and inspired as they progress through their secondary schooling.

1.3 STEM

In 2025, Ellenbrook Secondary College continued to provide enriching STEM experiences that connected students with emerging technologies, real-world applications, and community engagement opportunities.

Excursions and Incursions

Year 9 STEM students attended the Perth Resources Technology Showcase (RTS), where they explored a wide range of future-focused technologies shaping the world of science, engineering, and innovation. The excursion provided students with valuable insight into cutting-edge developments in robotics, automation, virtual systems, and advanced engineering solutions. By interacting with industry exhibitors and demonstrations, students gained a deeper understanding of potential STEM career pathways and the skills required for the future workforce.

Year 9 students also participated in a specialised drone incursion delivered by SHE Maps, an organisation dedicated to empowering young people through drone technology education. During the workshop, students explored the diverse use of drones across industries, including environmental monitoring, emergency services, agriculture, and infrastructure inspection. Students gained practical experience learning how to safely operate drones and program them to complete specific tasks. This experience combined coding, engineering, and problem-solving skills, demonstrating the interdisciplinary nature of modern STEM fields.

Science Fair

As part of Science Week celebrations, the STEM team collaborated closely with the Science Department to deliver a highly successful Science Fair. Year 8 STEM students played an active leadership role by designing and facilitating an interactive drone workshop for visiting students and community members. Participants had the opportunity to learn about drone technology, flight principles, and real-world applications, while experiencing hands-on flying activities. This initiative highlighted the confidence, communication skills, and technical expertise developed by our students, while strengthening cross-department collaboration within the College.

These initiatives reflect Ellenbrook Secondary College's ongoing commitment to providing authentic, future-focused learning experiences that inspire curiosity, innovation, and confidence in STEM. Through partnerships with industry organisations, community events, and collaborative programs, students are empowered to develop the skills and knowledge needed to thrive in an increasingly technological world.

1.4 VET / Workplace Learning

In 2025, Ellenbrook Secondary College continues to set a strong benchmark for excellence in Vocational Education and Training (VET) across public Western Australian schools.

This year, 49% of the Year 12 cohort enrolled in a VET pathway, reflecting sustained student interest in practical and career-focused learning. Of these students, 91% successfully achieved a nationally recognised qualification by the end of the year, including:

- 20 Certificate III
- 93 Certificate II

Notably, 34% of VET students completed two or more qualifications, demonstrating exceptional commitment and a strong work ethic. This continued growth over the past five years demonstrates the College's commitment to ensuring students in non-ATAR pathways graduate with both their WACE and an industry qualification, enhancing their post-school opportunities.

Year 12 students also engaged in Endorsed Programs, earning credit towards their WACE through activities such as Workplace Learning, School Production and Performance Ensembles. Endorsed Programs contribute one C-grade equivalent for every 55 hours completed. In 2025, students achieved a total of 50

endorsed program unit equivalents, reflecting strong participation and engagement beyond the classroom.

Our students continued to benefit from valued partnerships with local businesses and community organisations throughout Ellenbrook and the greater Perth region. These partnerships provided students with meaningful workplace learning opportunities and industry insight, strengthening their employability skills and career readiness.

A highlight of 2025 was the College's continued success in the WorldSkills National Competition. Of the 29 students selected to represent Team WA at the National WorldSkills Competition, nine students were from Ellenbrook Secondary College - an exceptional achievement that reflects the calibre of our programs and the dedication of our students and staff. From the 9 students

who participated in the National Competition, 5 students won awards: a Gold Medal for Tourism, 2 Silver Medals, one for Tourism and for Wall and Floor Tiling, a Bronze Medal for Automotive and a Medallion for Excellence in Carpentry.

In addition to these achievements in the WorldSkills National Competition, 2 students were awarded SCSA VET Certificates of Excellence in Automotive and Business.

Overall, 2025 has been another outstanding year for VET and Workplace Learning at Ellenbrook Secondary College, reinforcing our commitment to providing diverse, high-quality pathways that prepare students for further education, training and employment.



1.5.1 English

2025 was a busy year in our Learning Area, as we embarked on the full implementation of Version 9 of the Western Australian Curriculum for English. As a department, we spent the previous year collaborating and developing new teaching and learning programs that align with the new syllabus's focus on the explicit teaching of functional literacy. As the year progressed, we reflected, reviewed and amended assessment tasks and sequencing to ensure that our students were being provided the best opportunities for success.

A key initiative introduced this year was the introduction of our own explicit instruction model in Year 7 English. This approach was designed to improve student engagement and reduce the "transition shock" which many of our students experience when moving from primary to secondary school. Year 7 students need to navigate multiple teachers, subjects and learning spaces for the first time. Teachers in English provided predictable routines based on those many had experienced in primary school, as well as explicit modelling of concepts. Our instructional model emphasised consistent lesson structures, clear learning intentions and success criteria, guided practice and frequent feedback. By utilising students' knowledge and understanding of existing learning routines, we were able to provide a more predictable and familiar learning environment for our students in English. Early indicators suggest improved classroom focus, smoother transitions between activities and greater clarity for students about what successful learning looks like in English.

The English Learning Area has benefited from a stable and experienced team over several years, providing continuity in curriculum planning and consistent classroom practice. In 2025, we were pleased to welcome several new team members (Maddison Simmonds, Lesley Stace, Shanaaz Morseth and Aron Morris-Black), whose fresh perspectives, diverse experiences, and enthusiasm have enriched professional dialogue and strengthened our collective practice.

Throughout 2025, we sought to build on the success of previous years in ensuring that students in English are provided with the very best opportunities to achieve personal success in every classroom, every day.

Achievement in ATAR English

Twenty students completed ATAR English with Ellenbrook Secondary College's overall scaled performance (52.5) being below that of 'Like Schools' (54.1) for the first time in several years. The availability of alternative English courses, such as ATAR EALD may be a contributing factor to the decrease in the average performance of our students ATAR English for 2025. More than 60% of students (13) achieved a scaled score above 50. English was the best performing or second-best performing ATAR subject for 75% of our students when counted toward their ATAR ranking. The Moderated Mean score for ATAR English in 2024 was greater (7.3) compared to the year before (4.9). This tells us that our students are performing better in their exam (on average) compared to their school-based assessments. The difference between the school mark and scaled score for students studying ATAR English at Ellenbrook Secondary College was closer (1.9) compared to like schools (-6) and the state average (-3.4). The closer to 0 this score is, the more accurate the marks for each student enrolled in the course. The English Learning Area uses this information to inform our planning in the ATAR English course so that it better reflects the needs of our students so that we can continue to build on the success moving into 2026.

Achievement in NAPLAN

In 2025, students in Year 9 were the first cohort to have their progress measured against the 4 Achievement strands in more than one testing cycle. This allows us to compare the progress made and value added over the course of these two years.

Year 7 - 2025

Reading: Greater than 51% of students demonstrated 'Strong' or 'Exceeding'.

Writing: Greater than 48% of students demonstrated 'Strong' or 'Exceeding'.

Year 9 - 2025

Reading: Greater than 54% of students demonstrated 'Strong' or 'Exceeding', compared to 51% of students when they sat the test as Year 7s in 2023. Pleasing to note was a decrease of almost 50%





of the number of students achieving 'Needs Additional Support' in Year 9 (10%) compared to when they sat the test in Year 7 (17%).

Writing: Greater than 52% of students demonstrated 'Strong' or 'Exceeding', compared to 42% of students when they sat the test as Year 7s in 2023. Pleasing to note was an increase of more than double the number of students achieving 'Exceeding' in Year 9 (10%) compared to when they sat the test in Year 7 (4%).

Achievement in OLNA

- Our Year 12 cohort attainment rate for Round Two was 94% in Reading and 92% in Writing. These numbers are slightly lower than previous years; however, they remain within the limits of historical data for the College.
- Changes introduced in 2025 to the way in which we prepare our students for the Reading and Writing components of OLNA in English should allow us to better cater for those students who need additional assistance with OLNA attainment. These initiatives include:
 - Doubling the number of OLNA support accounts from 50 to 100.
 - A renewed focus on OLNA-related skills in the first Unit of Study in both Year 11 and Year 12 Foundation English.
 - Remedial OLNA Intervention for Round 1 in Year 12.
 - Introduction of the OLNA Intervention class for our Year 10 students.

External Partnerships and Relationships

City of Swan Library Service – Visiting Authors

Our Year 10 ATAR and Year 12 General Literature students had the opportunity to meet visiting Australian Author, Karleah Olsen, in August of this year. Karleah shared her experience and writing process, specifically around the genre of Coastal-Gothic fiction. Her session focused on the reasons we write and our affinity to place and how that can be reflected in our writing. Karleah encouraged students to share their own writing experience and encouraged them to think outside of the box when it comes to specific genres. This unique opportunity for our students to engage with a published author was hosted by the City of Swan Library Service, for which we are greatly appreciative of the experience.

Fremantle Interschool Debating League

This year, Ellenbrook Secondary College's Gifted and Talented students participated in the prestigious Fremantle Interschool Debating League. In teams of 3, our students in Years 7-10 went head-to-head with some of Perth's top public schools, where their knowledge and wits were put to the ultimate test. All our teams saw success, especially our Year 10s who finished the competition undefeated. This was the first time that the trophy had crossed the river in the competition's decades-long history. For many of our students, this was the first time they had ever debated - a fantastic effort from all who competed. We will certainly be back next year to build on our success.

Celebrations

Literacy Week

Literacy Week was celebrated in Week 8 Term 3 using the 2025 Book Week theme: *Book an Adventure*. Students participated in a range of activities throughout the week, including the 100 Word Flash Fiction writing competition and a bookmark-making session in The Yarning Circle. The highlight of the week is always the Dress Up Day on Thursday. At ESC, we recognise that literacy is not just the responsibility of English teachers as reading and writing underpin all learning. The bar was raised this year as staff from other Learning Areas dressed up in a coordinated theme. Characters from *Shrek* (English), *Despicable Me* (Arts), *Where's Wally?* (Science) and the *Mister Men and Little Miss* book series (HPE) roamed the school. Students dressed as their favourite character from a book or film. All participants were handed a raffle ticket with the opportunity to win a range of fantastic prizes. It was a fun way to celebrate the importance of literacy across the College.

Excursions and Incursions

Write a Book in a Day

The Year 7-10 Gifted and Talented classes participated in the *Write a Book in a Day* competition in support of the Children's Cancer Project. Students had to plan, draft, illustrate and publish a book that met strict conditions and defined word count in less than 12 hours. In teams of 5 to 10, they were presented with the parameters and conditions at 7:00 am in the morning and

completed the task 12 hours later. They used their critical thinking and problem-solving skills to produce books that were more than 4,000 words in length. All students enjoyed the challenge and experience and look forward to competing again next year.

A Night at the Theatre

On Friday, 2 May, our Year 12 General Literature Students had the exciting opportunity to attend the play *Shadow of Doubt* at the Blue Room Theatre in Northbridge. The play explored the themes of coercive control and violence within a relationship, with all four characters portrayed by two actors on a multi-levelled minimalist set. At the conclusion of the performance, students engaged in a Q&A session with the director and actors. This immersive experience forms part of their assessment, where they were required to write a critical review of the performance. At the conclusion of the year, many students shared that attending the play and conversing with the production team was a highlight of their final year at the College.

State Library and Crown Theatre Excursion

During Term 3, Year 7 and Year 9 Gifted and Talented (GAT) students visited the State Library of Western Australia (SLWA). Here, they learned about the role the library plays in preserving the history and heritage of the state, spending time looking at photographs and newspaper broadsheets detailing famous (and infamous) events from the past. They also learned about how libraries have changed to cater for the vast needs of people across our great state.

Later in the day, students attended a matinee performance of *Walt Disney's Beauty and the Beast* at the Crown Theatre. As part of their enrichment, our GAT students study the conventions of plays and musicals. The excursion allowed students to experience a live performance and observe how music, dialogue, and staging work together to tell a story. Following the performance, students were tasked with creating their play reviews and their own version of the play set in a different context, applying their understanding of dramatic techniques and creative storytelling.



1.5.1.1 EALD

2025 was successful year for the Department of English as an Additional Language or Dialect (EALD) and Languages, which was established in 2024 to reflect the multicultural diversity of our College. Over 30% of our students have another language at home and this is something we all celebrate. In our second year of operation at the College, we ran Year 7 EALD, Year 10 EALD, Year 11 ATAR EALD, Year 12 General EALD and Year 12 ATAR EALD courses, as well as Year 7 and Year 8 Indonesian courses.

Students received extra support in Year 7 and Year 10 EALD classes by completing similar tasks to mainstream English classes with greater emphasis placed on the development of their grammar through sentence structure and explicit vocabulary instruction. Year 10 EALD students also benefited from more intense, OLNA-specific teaching and tasks to boost their chances of attaining their Online Literacy and Numeracy Assessment (OLNA). Attaining OLNA is one of the prerequisites for achieving the Western Australian Certificate of Education (WACE) by the end of Year 12 and eligible EALD students are also entitled to 10 minutes extra time to complete their Reading, Writing as well as Numeracy tests. Year 7 and 10 EALD students were further assessed against EALD Progress Map, which is a tool developed by WA Department of Education to guide the teaching, learning, monitoring and assessment of EALD students with specific focus not only on reading and writing but also on speaking and listening skills.

Our Year 12 EALD students also performed well in their General as well as ATAR courses. The vast majority of our 12 General EALD students were successful in obtaining their OLNA, which subsequently enabled them to attain their WACE. The College had particular success with its first cohort of Year 12 ATAR EALD students scoring 5% above the state average in their WACE EALD exam. Furthermore, the top performing ATAR EALD student, Poonam Khetia, went on to become the ESC ATAR Dux with a final ATAR score of 92.85!

In 2025, the College ran the Year 11 ATAR EALD course for the first time with students already seeing improved marks in comparison to ATAR English results. This is because the EALD course is specifically designed for bilingual and multilingual students with the exam design being structured like a language exam rather than an English exam. Students are therefore able to demonstrate their skills in listening, speaking, writing plus reading and viewing while being allowed to refer to a monolingual dictionary.

Since 2022, language learning has been compulsory in the lower years of secondary schooling, and we provide our Year 7 and 8 students with the opportunity to study Indonesian at our College.

Mr Aksa has been at the helm of our Indonesian program since its inception, which enables students to learn the language from the beginner level or refine what they have learned in primary school. In 2025, our Year 7s engaged with a variety of multimedia texts that modelled simple interactions, namely: Petualangan Sherina, Ngeri-Ngeri Sedap, Keluarga Cemara, and Ada Apa Dengan Cinta. Towards the end of Semester 1 and 2, students were introduced to the casual speech that Indonesian teenagers commonly use. Those who showed the aptitude and the desire to learn, have been placed in the 2026 Year 8 program.

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





1.5.2 Health and Physical Education

Health Education – Senior School

Year 11 General Health Studies:

19 students enrolled, 78.9% of students achieved a C grade or higher (11.2% regression from 2024).

Year 12 General Health Studies:

22 students enrolled (an increase of 9 students), 84.61% of students achieved a C grade or higher (10.8 % improvement from 2024).

Year 11 and 12 Health Studies students collaborated to plan and deliver a whole-school Health and Wellness Expo. Early in the year, they attended the Cyril Jackson Senior Campus Health Expo to research ideas, explore different presentation styles, and gain insight into effective ways to engage an audience. This experience helped shape the context, structure, and focus of their own event.

The students selected a range of relevant health topics, including contraception, smoking, vaping, underage drinking, unplanned pregnancy, and sun safety. They designed and facilitated interactive activities to actively engage their peers and encourage meaningful conversations. In addition, they created informative resources—such as posters, question cards, infographics, and brochures—to educate attendees about their chosen topics.

In the afternoon, students extended their learning beyond the school by presenting their expo to members of the wider community. This provided an authentic audience for their work and further developed their communication, leadership, and advocacy skills while promoting important health and well-being messages.

Health Education – Lower School

Year 7:

Puberty and Hygiene Incursion

Are You Legal: Incursion program provides young people with information about the criminal justice system and the laws that affect them. Topics included School Fights and Cyberbullying.

Year 8:

Are You Legal: Incursion program provides young people with information about the criminal justice system and the laws that affect them. Topics included Cyberbullying and Sexting/Image-based abuse.

Year 9:

The Prevent Alcohol and Risk-related Trauma in Youth (P.A.R.T.Y) Program

Respectful Relationships and exposure to explicit online content incursion

Alcohol and Other Drugs: Virtual Reality in-class sessions

Year 10:

BStreetSmart excursion to RAC Arena. The program aims to promote positive road safety messages, demonstrate the consequences of distracted driving, speeding and drink and drug driving, and inform students on how to reduce risk-taking behaviour.

Life Choices Incursion: Positive Decision Making

PPEP Talk: The incursion is an age-appropriate information session incorporating the modern neuroscience of period pain



Physical Education – Senior School:

Year 11 ATAR Physical Education Studies

9 students enrolled, 55.6% of students achieved a C grade or higher (course did not run in 2024).

Year 11 General Physical Education Studies:

53 students enrolled, 77.3% of students achieved a C grade or higher (20.3% improvement from 2024).

Year 12 General Physical Education Studies:

40 students enrolled, 60% of students achieved a C grade or higher (18.8% regression from 2024)

Certificate II in Sports Coaching

33 students enrolled, 100% attained their Certificate II (8% improvement from 2024).

Certificate II in Sport and Recreation

19 students enrolled, 100% attained their Certificate II (equal to 2024's cohort)

The dual qualification in Certificate II in Sport and Recreation, and Sports Coaching engaged students in practical-based coursework, which provided the students with foundational knowledge and skills in sport participation, event support, coaching assistance, and safe recreation practices. The course prepares them for entry-level roles in the sport and leisure industry. This year, the students played a key leadership and service role in supporting the delivery of the local primary school's EISA Winter Sports Carnival. Their responsibilities included preparing and organising playing areas, setting up and packing away sport-specific equipment, and ensuring venues were safe and competition-ready. Throughout the carnival, students coached and guided primary participants

by demonstrating fundamental skills, providing tactical advice, reinforcing fair play, and supporting positive participation. They also officiated matches across AFL, Netball, Soccer, and Hockey tournaments, applying rules consistently, managing game flow, and assisting with scoring and timekeeping.

In addition, Certificate II students contributed to the school's Athletics program by supporting the coaching and participation of Year 10 ESC students, providing encouragement, modelling correct techniques, and assisting with event organisation. They further demonstrated officiating competence by serving as event officials at ESC's House Athletics Carnival and at School Sport WA's Interschool Track and Field Carnival, where they undertook duties such as marshalling competitors, recording results, supervising field events, and upholding competition procedures. These experiences strengthened their practical leadership skills, communication, organisation, and understanding of safe and inclusive sport delivery.

Physical Education – Lower School:

ATAR Physical Education Studies Pathway: Year 10 Sport Science:

21 students enrolled, 95.2% of students achieved a C grade or higher (13.1% improvement from 2024).

AFL Academy:

Academy enrolments: 97 students (8 more enrolments than 2024)

Year 7: 29 students

Year 8: 25 students

Year 9: 23 students

Year 10: 20 students

AFL at ESC

The AFL Specialist Program at Ellenbrook Secondary College continues to grow and strengthen. In 2025, nearing 100 students represented the AFL program, with many also participating in external lightning carnivals, game days, and tournaments beyond the College.

The future goal of establishing Senior School AFL as a sustained and embedded component of the College's sporting excellence pathway is well within reach. Continued curriculum development is focused not only on improving students' playing skills and knowledge of AFL, but also on expanding opportunities in coaching and umpiring, ensuring a well-rounded and sustainable program for years to come.

Year 11/12 Eagles Senior Schoolboys Cup – Glendinning Division (B Grade)

The Senior Schoolboys team finished 1st in the group stages, winning all three matches. The team advanced to achieve one of Ellenbrook Secondary College's most significant milestones by securing an elimination final victory against Eastern Hills Secondary College. In the quarterfinals, the boys were defeated by Chisholm Catholic College, bringing a highly successful campaign to an end.

Year 8/9 Eagles Schoolboys Cup – Eagle Division

It was a challenging season for a young junior boys AFL team. The boys finished with two wins from five matches, recording





strong victories against Ballajura Community College and Aveley Secondary College. With Year 7 and 8 students bolstering the squad, the team has built a solid foundation. With another year of growth and development, the group is expected to be stronger and more competitive in 2026.

Year 7–9 Girls Dockers Schoolgirls Cup (Division 2)

In their second year of junior girls AFL, the team continued to build on their 2024 success. With increased experience and confidence, the girls secured three wins from five matches, defeating Eastern Hills Secondary College, Swan Christian College, and John Forrest Secondary College. On a countback, the team narrowly missed a place in the Grand Final — a testament to the significant progress made throughout the season.

Year 10–12 Girls Dockers Schoolgirls Cup

2025 marked the inaugural season for the Senior Girls AFL team at Ellenbrook Secondary College. Competing against strong opposition, the team recorded one win from three matches, defeating La Salle College. A total of 30 students represented the senior side throughout the season, including several enthusiastic Year 9 students who stepped up to compete at the senior level. This demonstrates the promising future of the Senior Girls program, as players continue to develop their skills, experience, and leadership.

WAFL Talent Pathways:

Futures: This program is for 16-year-old boys who play in a short competition representing their WAFL Clubs.

East Perth Colts: Ethan Bellomo

East Perth Futures: Ethynn Davies, Kane Stack, Jerome Coyne

Specialist Netball:

Year 9-10: 48 students enrolled (16 more enrolments than 2024)

The Year 9–10 Netball Specialist Program continued to thrive, with 49 students enrolled across both year levels.

As part of their development pathway, Year 9 students successfully completed a Netball Umpiring Course, building their confidence, knowledge of the rules, and leadership skills. Year 10 students undertook a Netball Coaching Course, equipping them with the skills to plan and deliver effective training sessions. To further enhance their understanding of elite performance, Year 10 students also attended a West Coast Fever game, gaining valuable insight into high-performance environments.

Students benefited from specialist coaching, with an Advanced Accredited coach from Netball WA delivering four high-quality clinics throughout the year.

ESC teams actively participated in a wide range of competitive opportunities. The school entered:

Four teams in the SSWA Netball Day Carnival, Netball WA Multicultural Carnival, Hills Cup Carnival, and the North-East Region Year 9–10 Lightning Carnival.

Three teams in the Year 8 North-East Region Lightning Carnival.

Three teams in the Year 7 North-East Region Lightning Carnival.

From these competitions, our top Year 9 team achieved outstanding success, advancing to the Grand Final at the Hills Cup Carnival, and the top Year 8 team progressed to the Grand Final in the Gold Division.

At the senior level, ESC entered a Year 10 to 12 Senior Boys team and a Year 12 Senior Girls team in the SSWA Netball Carnival, as well as a Year 11 Girls team in the Netball WA Multicultural Carnival.

ESC also proudly hosted the House Netball Specialist Tournament. This event provided Year 9 and 10 Netball Specialist students,

alongside invited Year 8 students, the opportunity to showcase their skills in a competitive yet supportive environment. The initiative strongly reflected the school's values of Engagement, Success, and Community by fostering teamwork, leadership, and school spirit.

The program's long-term impact is evident, with two former students selected for the Fever in Time program, both of whom have now progressed to represent in the Fever Futures State Competition — a significant achievement and testament to the strength of the ESC Netball Specialist pathway.

Athletics:

Highly successful House Athletics carnival – Stirling House 2025 Champions.

SSWA Interschool Track and Field Carnival: Division 3, 2nd Position, earning promotion to Division 2.

130+ students representing ESC

Individual Champion Data:

Year 8 Boys Champion – Kamil Lawal

Year 8 Girls 4th place - Savannah Randall

Year 9 Boys Champion – Jayden Crosby

Year 10 Boys 3rd place - Norman Hayes

Year 11 Boys Champion- Tate Miller

Year 12 Boys Champion – Ethan Bellomo

Outdoor Education – Senior School:

Year 11 General Outdoor Education

33 students enrolled, 98.6% (1.4% regression from 2024) achieved a C grade or higher.

Snorkelling, Bushwalking, and Orienteering excursions

Year 11 Orienteering School State Championships

Rottneest Island Snorkelling Camp – 2x classes, 3-day duration

Bibbulmun Track Bushwalking Camp – 2x classes, 2-day duration

Orienteering excursions (Whiteman Park)

Bushwalking excursion (Bells Rapids)

Beach clean-ups – collecting rubbish along WA's coastline as part of an environmental management initiative with non-profit organisation "Keeping Australia Beautiful" (this included being invited to a Beach Clean-Up on Rottneest Island -we were the only school to be invited to this event)

Year 12 General Outdoor Education

19 students enrolled, 98.6% (1.4% regression from 2024) achieved a C grade or higher.

Mountain Bike Riding, Bushwalking, and Kayaking excursions

Dwellingup Mountain Bike Camp – 2x classes, 3-day duration



Local MTB rides around the Ellenbrook Community

2x day trips to harness MTB skills (1x Heritage Trail, 1x Lake Leschenultia)

Walyunga Kayaking Camp – 2x classes, 2-day duration

Bushwalking (King Fisher Trail)

Flat water kayaking lessons (Swan River)

White water kayaking lessons (Walyunga & Bells Rapids)

Outdoor Education – Lower School:

Year 10 Outdoor Education

50 students enrolled, 96% (1.9% regression from 2024) achieved a C grade or higher.

Snorkelling, Bushwalking, Orienteering, and Kayaking excursions

Year 10 Orienteering School State Championships

Snorkelling excursions (Hillary's Boat Harbour & Marmion Marine Park)

Orienteering excursions (Whiteman Park)

Bushwalking excursions (Whiteman Park)

Flat water kayaking (Swan River)

Margaret River Camp – 3x Yr 10 classes, 1 week duration

Beach clean-ups – collecting rubbish along WA's coastline as part of an environmental management initiative with not-for-profit organisation "Keeping Australia Beautiful" (this included being invited to a Beach Clean-Up on Rottneest Island -we were the only school to be invited to this event)

Non-Specialist Interschool/Extra-Curricular Sports

Interschool: North East Region Physical Education Association (NERPEA) Lightning Carnivals.

Year 7: AFL Boys and Girls, Netball, Basketball, and Soccer.

Year 8: AFL, Netball, Basketball, Soccer, and Volleyball.

Year 9 and 10: AFL, Netball, Basketball, Soccer, and Volleyball.

State and National representation

WA & Australia Trampoline: Sienna Williams. 2025 National Clubs Champion Gold Medallist (U22).

Community Engagement:

College Clubs:

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

Basketball Development Club – Thursday 3-4pm. Coaching provided by Swan City Snipers.

Affiliations:

Junior Volley: Volleyball WA Coaching – Wednesday 5.00-6.00pm

Team Connect Cricket – Year 7- 8 Girls Ellenbrook Rangers Cricket Club

Team Connect Cricket is an engagement program designed specifically for Year 7 and 8 girls who are considered at risk, offering them a supportive and empowering pathway to build confidence and connection. Through weekly training sessions and the opportunity to play cricket at a local club level on weekends as a team, the program helps students form stronger bonds with each other and with the broader school community. The environment is built on encouragement and teamwork—participants consistently display incredible support for one another as they grow their social skills, resilience, and physical activity levels. By fostering positive relationships and a sense of belonging, Team Connect Cricket helps these young girls feel more engaged, capable, and connected both on and off the field and within the Ellenbrook Secondary College.

Grants

Sporting School: Bringing schools and sports together to help Aussie kids get active.

Sporting Schools totalling \$4 500.

The funds were utilised increase student engagement in extracurricular activities, including Volleyball, Netball, Athletics, and AFL.

Healthway's Healthy Schools Grant

Totalling \$5,000

The grants were utilised to purchase 4 x outdoor soccer goals for lessons, lunch time and community use. The goals are to:

Increase individual knowledge and skills and change behaviour.

Increase student engagement in physical activity, improve wellbeing and social connection by fostering inclusivity and teamwork through soccer.

Through a shared hiring facilities agreement, the soccer goals are also accessible to community members to enhance an active and healthy lifestyle.



1.5.3 HASS

2025 had proven to be a progressive year in Humanities and Social Sciences (HASS). The diversity of courses on offer, within HASS for Senior School, has been evidently popular by students. The senior school structure of HASS courses has provided a solid variety for students to choose albeit general course, VET courses or ATAR. New courses in all pathways have required significant collaboration by staff and financing to allow for the successful roll out of these courses. All three pathways have clearly been successful, with Modern History ATAR achieving the second-best overall average. Further refinements in moderation of assessments will close the gap between the school mark and SCSA moderated grades.

Junior school has continued the streaming of classes to differentiate and support student progression in the K-10 Curriculum. This year the application of diagnostic testing has been used by teachers to better target individual students learning needs. Summative testing of student learning has seen a general overall improvement in student learning. Collectively, this improvement has been about a 30% improvement in students embedding knowledge, skills and understandings.

The new roll out of the Australian Curriculum V7 has required substantial changes in Year 7 to 10 learning strands outlines and assessments. Although HASS has made pivotal changes to be ready for the curriculum, there is still an extraordinary amount of work to further develop supports. 2026 will see the HASS team develop literacy and numeracy to reflect the curriculum changes, as well as Connect content to upload for students and Teams resourcing. By the conclusion of 2025, HASS had purchased, accessioned and covered the new Cambridge HASS student texts at a significant cost.

HASS has engaged the school community with many opportunities to enrich student learning through excursions, and incursions. HASS Week had an entire week in Term 1 dedicated to students through various activities every Lunch 1 and 2, culminating in a coat of arms sausage sizzle.

The challenges for 2026 will see many new teachers being mentored to manage student behaviour and to tackle the curriculum. Further work will be required in developing the new curriculum and resourcing these changes. This is likely to come at a cost of providing extra curricula activities for students due to resourcing.





1.5.4 Mathematics

2025 was a successful year for our students and staff in Mathematics. We engaged in a variety of competitions and challenges that allowed students to explore beyond their regular class content and collaborated with our feeder primary schools to help prepare Year 6 students for the content they would experience in High School.

- The Year 12 enrolments for Mathematics ATAR courses: Mathematical Applications, Mathematical Methods, or Mathematics Specialist, totalled 36 at the start of the year. A small decrease in the number of students compared to the previous year. Year 12 ATAR Mathematics results stood out among the results for all ATAR 12 courses, as the majority of students in those courses had their Mathematics score as either their best or second-best score. 63% of Methods 12 students had Methods as either their best or second best, while a very pleasing 68% of Applications 12 students had Applications as their best or second best.
- Methods 12 and Applications 12 both had positive course differentials, meaning choosing the course was of a benefit for those students on average and increased their ATAR rank. Unfortunately for both courses, lower than expected WACE exam results did cause each course to be moderated down by SCSEA. Meaning students ended the course with final schools lower than what they had achieved during the standard school year. Regardless, students still achieved impressive results in both course with the highest scaled score in Applications 12 being 76% and in Methods 12 being 73%.
- This year many outstanding results were achieved by our Year 7 and Year 9 students during their NAPLAN assessment. 22 Year 7s and 13 Year 9s achieved in the 'Exceeding' proficiency level (the highest level), whilst 91 Year 7s and 101 Year 9s achieved in the 'Strong' proficiency level (the second highest level). Both Year 7 and Year 9 NAPLAN averages were above our like school's average, with Year 7s being 14.99 points above and Year 9s being 1.9 points above. 83 Year 9 students pre-qualified for OLNA through their impressive NAPLAN achievement.
- The 2025 Year 10 cohort also achieved pleasing results in their first attempt at the OLNA. Of the 237 students in the year group, 168 students (71%) finished the year with OLNA Numeracy passed. The vast majority of Year 10 students who are yet to pass, have also been classified as 'Category 2', which indicates they are expected to pass soon. These are very good results and an indication of the hard work being put in by both students and teachers in Mathematics.
- ESC Mathematics staff ran the ACE (Academic Challenge and Enrichment) program with our feeder primary schools. This extension program introduced Year 6 students to Algebraic concepts and techniques across five lessons over five weeks. Students were challenged with content from older years and encouraged to think outside the box to discover clever solutions to practical problems. This program has run for several years and serves to extend capable primary school students while also preparing them for the challenges that await when they transition to high school. A big thank you to Mrs Ahinekura Crawford for arranging this great initiative.
- The Maths Talent Quest (MTQ) ran again this year with students from Year 7 and 10 entering. The MTQ allows students to explore the mathematical concepts inherent in a topic of their choice. This year three Year 8 students were recognised for their outstanding project titled 'Spaghetti Ladder to the Moon' which received a cash prize. Well-done to all the students who participated and submitted their projects. A special thank you to Mr Jake Eyre for supporting the students and teachers in the running of MTQ this year.
- Throughout the year, a selection of our strongest students participated in a range of Mathematical competitions through the Australian Maths Trust. Students competed in the Kangourou sans Frontières, Bebras Challenge, and Australian Mathematical Competition. Congratulations to our many certificate winners whose hard work and Mathematical prowess was recognised through these competitions. A big thank you to Mrs Nicole Cannon for her work organising and facilitating these competitions.
- Staff once again volunteered to run the Maths Homework club on Tuesday afternoons, providing students with tutoring and guidance. This provided a resource for those who needed assistance with take home investigations, exam notes preparations, or access to online learning services. A special thank you to Michael Knowles for his efforts at keeping this important program running.

1.5.5 Science

2025 was a busy year within the Science Department as we prepared for the induction of the new lower school curriculum courses. Our new lower school courses for biology, chemistry, physics, and earth and environmental science, together with science inquiry skills, include strategic foci in both literacy and numeracy to improve student outcomes. We aim to provide a responsive and relevant learning experience for all students. Collecting and analysing data to ensure both strategies and interventions are evidence-based and likely to benefit students in reaching their true potential.

During the year, students and staff participated in both incursions and excursions. The Year 12 Psychology students went on a trip to the zoo to study how the psychology theories and techniques they have studied in class are used in the zoo setting to help train the animals, provide them with enrichment, and safely deal with their medical needs. The Year 9 and 10 GAT students attended SciTech Discovery Centre to explore the Mission to Mars exhibit, and the Year 11 ATAR and general Biology students undertook an excursion to Herdsman Lake to get real-world experience in water sampling techniques and aquatic invertebrate identification.

The annual Science Fair was spectacular, with the standout being so many students proudly making presentations to the visitors and fellow students. The enthusiasm and motivation to do so impressed all in the audience. All our lower school students conducted open-ended scientific investigations and entered their work into numerous display competitions. These included Applied Physics, Applied Biology, Botany, Biology, Chemistry, Consumer Science, Data Analysis, Engineering, Environmental Science, Physics, Sports Science and Psychology. Other awards included the Principal's Award, Community Award, People's Choice Award, and the Ellenbrook P&C Award.

The range of topics investigated provided 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 were given the opportunity to vote for the People's Choice Award.





The Science Fair Investigations Awards went to:

Award	Winner	Judge
Engineering Award: Bridge Bending	Tyler Martin	Dr Paul Glazier
Principal's Award: Effect of Colour on Memory Retention	Finn Smith and Xylon Reutens	Dr Peter Havel
P & C Award: The One and Only Electric Sailing Boat	Alec Fourie and Archie Rogers	Ms Jane Rhodes
Botany Award: Effects of Different Types of Soils on Plants	Virat Suvarna, Ethan Ho, Samuel Lupa and Jacque Wood	Mr Brian Kettle
Data Analysis and Presentation Award: Saltwater Freezing	Mason Whiter	Dr Peter Brown
Consumer Science Award: Dog Treat Preference	Tallulah O'Connor, Violet D'souza, and Mittra Suresh Kumar	Ms Donna Hallett
Environmental Science Award: Turrarium Project	Katya Kazmierczak	Mrs Jane Hyland
Sports Science Award: Push Beyond the Limits	Hevin Othmon and Amia Moses	Mr Michael Cross
Community Award: What Music Genre is Best for Memorising?	Savannah Fang	Mrs Mary Ford
Biology Award: Effect of HR when Drinking Different Drinks	Lexi Brindley, Jessica Downi, Faith Amule, and Sara Kata	Mr Rory Bennett
Chemistry Award: Electrolysis	Cooper Jones	Mr Alasdair Ness
Physics Award: Levels of Density	Hadley J Whiter	Mr Alan Twaite
Psychology Award: Does Music Influence how People Write Stories?	Ashley A. Daladin and Xariah D. Best	Mrs Jane Mulcahy
Applied Physics Award: Wavy Baby One More Time	Denzel Mampusti and Mark Mhandire	Dr Peter Brown
People's Choice Award: Sweet Science	Ten GAT: Jackson Davis, Aceline Villazor, Erma Fahad, Agatha Villazor, Elma Husic, Japjit Grewal, Simar Singh, Bisha Patel, Marianne Sularte and Claire Wen	Community
Applied Chemistry Award: Which Activator makes the best Slime	Myka Laserna, Brianna Bibby and Samantha Sorbito	Mr. Paul Crosby
Applied Biology Award: Musical Plants	Jack Cross	Professor Stuart Hodgetts
Scitech Awards: What Brand of Gum?	Siarra Cruz-Garvey, Hailee Thompson, and Morgan Smith	Joint second-place awards i.e. Child Passes to Scitech donated by the P & C Association.
Which Sunscreen brand has the most protection?	Alexa Greenaway, Skyla Fortes and Dallis Hicks	

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

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

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

Thanks to Ms Smith for the super cool demonstrations, and Ms Potter for the Making Slime workshop, and to Mr Bennier for the STEM Drone Obstacle Course. Special thanks to all students and Science staff for making our Fair happen. To all the Judges, College staff, both non-teaching and teaching, who assist and visit, but especially to our visiting families. It is always good to gather and enjoy the Fair together. Our college values of Engagement, Success, and Community were happily celebrated.

1.5.6 Technologies

1.5.6.1 Design & Technologies

2025 has been an exciting year in Design and Technologies, with our Year 7 to 10 students diving into hands-on projects that challenge their creativity and technical thinking. From their first cuts of timber to their final polished designs, students explored real-world problem-solving in woodwork, metalwork, and home workshop environment, all while upholding a strong culture of safety in the workshop. These practical experiences have not only built their confidence but also equipped them with skills that will support their success in senior years and future career pathways.

For our senior students, 2025 offered engaging and meaningful opportunities. Year 11 and 12 students once again had the choice to complete the two-year Certificate II in Engineering, while Year 11 students were able to undertake the one-year Certificate II in Building and Construction. Delivered in partnership with North Metro TAFE, this qualification introduced students to bricklaying, carpentry, and tiling, equipping them with practical industry-aligned skills and an understanding of workplace expectations.

Our general courses in wood, metal, and building and construction continued to shine in 2025, attracting strong student interest and highlighting the strength of our Design and Technologies program. These courses empowered senior students to build on the skills developed in lower school and take on ambitious, real-world design and fabrication projects. With expanded access to industry-standard machinery and specialised equipment, students gained hands-on experience that mirrors modern workplace expectations. This enhanced practical exposure not only boosted their confidence but also equipped them with the advanced technical capabilities that employers are actively looking for in today's trade and construction industries.

In 2025, we further strengthened the Mechatronics program for Year 9 and 10 students, building on the solid foundation set up in previous years. The courses again attracted high interest, with students exploring circuits, systems, and computer-based design. They created exciting projects such as remote-controlled electronic vehicles and other engineering challenge projects, encouraging



them to problem-solve and adapt their designs as challenges arose during construction.

Design and Technologies continue to provide students with opportunities to use a wide range of hand and power tools across wood, metal, and building and construction contexts. With a sustained emphasis on safety, skill development, creativity, and real-world applications, the program stays a vital part of preparing students for future vocational and academic pathways.

1.5.6.2 Digital Technologies

Digital Technologies aims to develop our students' ICT skills, equipping them with the capabilities they need to succeed throughout their schooling and providing a strong foundation for future study and the modern workplace.

In Years 7 and 8 at Ellenbrook Secondary College, the focus is on introducing and strengthening these skills through a range of software-based projects. Students learn essential computer skills within networked systems and are introduced to the fundamentals of programming using Micro:bits. They apply this knowledge in STEM activities, designing technological solutions to various bridge-building challenges.

Year 9 students had an exciting year in Digital Technologies, exploring both Coding and Computer Science through creative, hands-on, and industry-relevant projects. In Coding, students began by creating their own Scratch games to learn core programming concepts before progressing to Python, where they developed a terminal-based Magic 8 Ball program. They also applied logic concepts in Minecraft, building Redstone contraptions and working collaboratively to design functional trap bases, which they later presented to the class.

Meanwhile, Computer Science students expanded their understanding of how technology operates behind the scenes. They studied computer networks and cybersecurity, used Fusion 360 to design laser-cut-ready box prototypes, and developed website creation skills using HTML and CSS. Students also explored emerging technologies like smart homes, machine learning, the Internet of Things, and AI developments, gaining valuable insights into the rapidly growing digital industries shaping future careers.

Year 10 students experienced a dynamic and hands-on year, building advanced skills in both Coding and Digital Design.



Coding students strengthened their Python abilities and gained practical electronics experience by constructing basic circuits and learning to solder components onto PCB boards. They applied their coding skills in robotics, using Lego Mindstorms to design PID linefollowing robots that competed to navigate a mapped course with speed and accuracy. Students also extended their coding knowledge to Arduino microcontrollers, creating simple circuits that responded to their programmed inputs.

In Digital Design, students explored the creative aspects of technology, learning the differences between bitmap and vector graphics, studying colour theory, and gaining hands-on experience with Adobe Illustrator. They applied these skills to produce polished digital products—including icons, infographics, display

boards, and personalised avatars—enhancing both their creativity and technical design abilities.

In Years 11 and 12, General Computer Science offered students the opportunity to further extend their digital expertise and address meaningful, realworld challenges through innovative software solutions. Students strengthened their problem-solving and computational thinking skills as they designed, built, and tested programs tailored to user needs. In addition to software development, they explored key foundations of modern digital systems, including networking, data management, and cybersecurity. This blend of practical development and theoretical understanding equipped students with valuable, industry-relevant skills that prepare them for further study, emerging technologies, and the rapidly evolving digital workforce.



1.5.6.3 Technologies – Home Economics

Home Economics

Design and Technologies – Home Economics continues to provide a diverse and engaging curriculum across Lower School, encompassing Food, Textiles and Childcare. Across all year levels, students participate in direct practical learning experiences that underpin essential theoretical knowledge and understanding. These experiences equip students with practical life skills, promote healthy lifestyles, and support pathways toward future employment. The courses support fundamental life skills such as creativity, independence, and critical thinking skills.

Lower School Food subjects continue to play a vital role in developing students' practical capabilities and confidence in the kitchen. Students learn fundamental cookery skills, safe and hygienic food handling practices, meal planning, and an understanding of nutrition and healthy eating principles. Through practical investigations and recipe modification tasks, students develop food preparation skills, time management, and teamwork. These experiences encourage independence and empower students to make informed food choices, supporting lifelong health and wellbeing.

Throughout 2025, interest in Lower School Textiles remained strong. Students further developed their skills in garment construction techniques, producing quality individual projects. Year 9 Child Care and Year 10 Child Development continued to be popular elective choices. Students engaged in both theoretical and practical learning related to pregnancy, birth, developmental stages, and childcare practices. A highlight of these courses was the Virtual Baby program, which provided students with a practical insight into the responsibilities of parenthood.

In Senior School, students continued to enrol in both General and Certificate pathways, including Food Science and Technology, Certificate II in Community Services, and Certificate II in Hospitality. These courses provide meaningful opportunities for students to develop transferable skills and industry-relevant knowledge, preparing them for employment and further training.

Certificate II in Hospitality enabled students to demonstrate and refine their skills through the catering of school-based and community functions. Upon completion, students leave school with an industry-recognised qualification. Units in hygiene, workplace safety and First Aid further enhance students' work readiness across a range of hospitality settings. During the year, students successfully operated an on-site coffee shop, catering for staff meetings, VIP visits, and Staff Development Days for approximately 150 staff members. These authentic learning experiences strengthened both confidence and competence in a competitive industry.

The Certificate II in Community Services supports students in developing skills to work with young children and the elderly, with a strong focus on industry standards in Child Care and Aged Care. Across the two-year course, students completed structured workplace learning placements within childcare and aged care settings, providing valuable real-world experience, and strengthening post-school employment pathways.

1.5.7 The Arts

Dance and Drama

Arts in Motion – Semester One Showcase – To celebrate a semester of dedication and creative development, we welcomed audiences to two vibrant evenings of performances at our Arts in Motion showcases. The events featured our Dance and Drama students presenting class pieces, production work, extra-curricular routines, assessment performances, and original solos. Students took to the stage with confidence and professionalism, demonstrating enthusiasm, teamwork and impressive growth in both skill and stage presence. The showcases continue to be a highlight of the College calendar, providing an enjoyable and memorable experience for students, staff, and families alike. Audiences were impressed by the calibre of talent on display, and staff were incredibly proud of the commitment and progress shown by all performers throughout the semester.

Seniors Night – The Year 12 General Dance and General Drama students performed their final assessment task for an audience in late Term 3. For the drama students, this was an original



monologue or duologue, a piece which the students scripted and staged themselves. The dance students performed their final class dances in the genres of contemporary and jazz, as well as solo performances in other genres, including hip-hop.

Dance

School to Stage Competition – Ellenbrook Secondary College competed again in a school dance competition, ‘School to Stage’. The Elite Dance Troupe who rehearses before school, and our Hip Hop Tribe *Steppaz*, performed amazingly and represented the college beautifully in Jazz, Lyrical, and Hip-Hop categories. While we did not place this year, we were proud of all our dancers and their efforts over the weekend to represent the College against elite dance schools from WA.

Semester Two Dance Showcase – To conclude another outstanding year in Dance, we proudly presented our Semester Two Dance Showcase, and it was a truly memorable evening. Students performed with confidence and commitment, delivering polished routines that highlighted their growth, teamwork, and dedication throughout the year. The stage came alive with an exciting variety of styles, from expressive contemporary pieces to dynamic, high-energy hip-hop performances. Each item reflected the creativity and passion of our dancers, captivating the audience from beginning to end. Congratulations to all award recipients for their well-deserved recognition, and special acknowledgement to Tahnee J on receiving the prestigious *Star Performer* award. We are incredibly proud of the talent and spirit demonstrated by all students involved.

Drama

Year 9 Class Production – Students in the Year 9 Drama class designed and performed “Snapshots” to audiences in Term 4. The story involves looking at Year 3 students only to get glimpses of how their lives turned out 40 years later. The story then challenges audiences with the age-old question of whether you would want to know your future. They teased us with the knowledge that one of the Year 3s died at the age of 18, but left audiences hanging by never revealing which one it was. The invited 7-8 classes as an audience then drew their own conclusions and debate whether they would want to find out. The Year 9s, under the direction of Miss Hallett did an amazing job in creating the costumes, props, sounds and lighting designs to bring this show to life. The audience was very complimentary, and the Year 9s thrived in this challenge.

Media/Photography

ENCOM Radio – Students enrolled in the Creative Industries course have continued to play an active role in developing and producing ENCOM Radio alongside Mr Lance. Throughout the year, the team successfully delivered a new episode to the airwaves each fortnight during Homeroom, maintaining a consistent and professional broadcast schedule. ENCOM Radio remains a vibrant platform for celebrating student achievements, sharing important College updates, and adding an upbeat, energetic start to our Fridays. The program not only strengthens our school community but also provides students with valuable, real-world media production experience.



Creative Arts Brochure – as part of the Certificate II in Creative Industries course, students researched a creative career they're enthusiastic about and designed an eye-catching brochure that highlights what the job involves, how to get there, and what life in the industry is really like. It's a firsthand, creative way to build design, research, and communication skills while helping future students discover exciting opportunities in film, media, music, design, and beyond.

Production Filming – Our Certificate II Creative Industries students gained valuable direct industry experience while filming the College production of *Holes*. Working as part of a live production team, students operated professional camera equipment and responded in real time to directions delivered through headsets by the director and vision mixer. This authentic learning opportunity mirrored the challenging environment of a live broadcast, requiring focus, communication, and technical precision. The experience provided students with practical skills and insight into the collaborative nature of media production, further preparing them for pathways in the creative industries.

Music

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

Semester One Music Showcases – In June, our end-of-semester concerts staged as two events in the Performing Arts Centre — a Junior Showcase and a Senior Showcase — reflecting the strength and size of our Music program. The Junior Showcase featured the Junior Concert Band, Guitar Ensemble, Strings, Rock Band and Choir, along with Years 9 and 10 performance classes and selected auditioned acts, with Year 7 and 8 students making their public debut to an enthusiastic audience of family and friends. The Senior Showcase highlighted outstanding performances

from the Senior Concert Band, Jazz Band, String Ensemble, Guitar Ensemble, Rock Band and Choir, as well as selected acts, and included a preview of repertoire prepared for the Canberra Music Tour.

Canberra Music Tour – From 1–9 July, 62 students and nine staff represented Ellenbrook Secondary College on the successful Canberra Music Tour. The tour displayed the outstanding talent and professionalism of our Music students, significantly enhancing the College's reputation within both educational and public communities.

Students participated in workshops with the Canberra Concert Band and Canberra City Band and performed at local schools and in Canberra's City Walk. Highlights included major performances at the Australian War Memorial—where the College was the first group to perform in the newly opened Southern Entrance—and in the Great Hall at Parliament House before an audience of more than 1,000 people, including politicians and parliamentary officials.

Beyond performances, students enjoyed enriching experiences including a private session at Questacon, a guided ride around Lake Burley Griffin, and a tour of the Australian Institute of Sport.

The tour's success was made possible through the dedicated support of the College Executive, dedicated staff, Instrumental Music School Services, and the generous \$40,000 contribution from the Ellenbrook Secondary College P&C Association. Special thanks to all staff, contributors, and families whose efforts ensured a memorable and rewarding experience for our students.

Primary School Tours - Students involved in the Senior Ensembles of the Specialist Music program toured six primary schools, performing three 1-hour shows each day to enthusiastic audiences. The primary school students were treated to performances from a range of ensembles that we have here at the College. What a fabulous way for our Specialist Music students to end 2025 and to set the standard for our new incoming music students.

Year 11/12 ATAR Music Recital Night – Our senior Music students joined with members of our moderation partner schools for a memorable evening of performance at the Performing Arts Theatre. The recital highlighted the exceptional talent and commitment of our Year 12 students, each presenting one of their selected ATAR examination pieces. Their technical skill, musical expression, and stage presence were evident throughout the evening, captivating the audience and reflecting the many hours dedicated to refining their craft. The event was particularly meaningful for our Year 12 cohort, marking their final solo recital after six years of Music study at the College, ahead of their ATAR examinations and the Semester Two Showcase in November.

Semester Two Music Showcases – Our Semester Two Music Showcases provided a wonderful opportunity to recognise the hard work and progress of students in the Specialist Music Program. With strong audience attendance across the Friday (Junior) and Monday and Tuesday (Senior) evening concerts, families and the wider community well supported the events.

Across more than two and a half hours of performances, students presented a diverse program featuring all ensembles. The concerts highlighted their technical development, teamwork, and growing confidence as performers. It was pleasing to see the high standard achieved across the program and the positive response from those in attendance.

Farewell Concert at Churchlands SHS – On Sunday, 14 December, Ellenbrook Secondary College hosted a Music Alumni Showcase to raise funds for the College's Music Scholarship program. College Board Chair Chris Spencer served as MC for the evening and joined Stuart on stage for a dedicated performance. The concert marked Stuart Rhine-Davis's final showcase with the College. During the evening, he was presented with a medal and a letter signed by the Director General of the Department of Education in recognition of his 36 years and 8 months of service in Western Australian public schools, contributing to a total teaching career of 43 years. The event brought together alumni and current students, including many who were taught by Stuart at Ellenbrook and other schools. Their performances reflected the strong music community he has helped to build over the years. The evening concluded with a standing ovation, acknowledging Stuart's longstanding contribution to music education and the College community.

Production

Production Camp – The cast of this year's theatre production of *Holes* set off to Lake Leschenaultia for our annual Production Camp. Staff and students worked hard over the three days to ensure a productive yet incredibly fun camp, in the lead up to putting our show on stage. The camp was a crucial step in the process as it brings the cast together, developing relationships amongst the array of students and allows for targeted and focused work on bringing characters to life. The students also had





a lot of fun creating hilarious improvised performances for an evening of side-splitting laughter. The team were fed very well – a camp to be remembered!

Holes Production – Over 30 talented cast and crew members were members of this year’s phenomenal School Production of *‘Holes’*. The dedication of all the cast and crew members must be commended - they devoted countless hours during weekdays, weekends, and holidays for rehearsals. Their hard work was clearly reflected in the impressive performances. Based on a novel and the cult classic movie, the production challenged our amazing students to play characters who made less-than-pleasing life choices to find themselves digging up the desert at Camp Green Lake. Audiences were digging the show, as were the staff and students involved in this unforgettable undertaking.

Visual Arts

2025 Art Exhibition – This year, we displayed a range of projects from across years 7-12. It displays works from both 2D and 3D mediums covering a variety of topics from identity, cultural patterns, still life arrangements, family portraits, and famous landscapes etc. We had seven awards chosen and awarded by members of our school community, as well as the broader community of Ellenbrook, including members of Ellenbrook Arts and Youth Centre. The following students were our 2025 winners as voted by the quest judges.

Budding Artist Award – Amaya Bresser

Celebrating Culture Award – Maddie Vearing

Choice of Medium Award – Zebo Juramirzaeva

Community Award – Bella Paikos

Principal’s Choice Award – Jazmine Chamacho

The World Around Us Award – Kayley Carter

Youth Art Award – Rayyaan Jacobs (whose work is now proudly displayed in the City of Swan Youth Centre until the following year’s winner is crowned.)

Public Exhibitions – Two Year 12 students, Cassy Nacino and Jazmine Chamacho, and year 10 student Amaya Bresser had artworks exhibited at the St George’s Art Exhibition in the city. This is an exhibition like no other. With the stunning backdrop of St George’s Cathedral, the artworks explore youth themes and issues and are a testament to all the young artists.

Year 9 Mentor Project – This year, our Year 9 2D Visual Arts students once again partnered with Year 6 students from Arbor Grove to create the next instalment of artwork for the banners displayed along the fence of the onsite Anglicare Parent and Child Centre. These vibrant new works are now displayed at the centre and continue to be appreciated by families, visitors, and passers-by. This ongoing collaboration provides valuable opportunities for Year 6 students to connect with college staff and students, helping to build familiarity and confidence as they prepare to transition to ESC in Year 7.

Year 7 Tiles – As part of their introduction to Visual Art at Ellenbrook Secondary College, every Year 7 student begins the year by designing a personal tile that captures their identity, interests, and aspirations as new members of the College community. This tradition continues to foster connection, helping students and staff get to know one another while strengthening a sense of belonging. Once completed, the tiles then brought together and permanently displayed in the Year 7 courtyard, forming a vibrant and lasting installation. It remains a highlight to see older students revisit their tiles in later years—often with a mix of pride and amusement—while the collection provides a meaningful snapshot of each new cohort. This year’s tiles once again reflect the evolving trends, passions, and personalities of our newest intake.

Motor Museum Mural – Building on the success of the project’s initial stage, our Year 10 Visual Arts students completed the next instalment of the mural at the Motor Museum of Western Australia. Following the strong foundations laid in 2024, students worked collaboratively to design, create and install the new section of the artwork alongside Miss Roberts. The mural now proudly welcomes visitors from around the world into the museum space, adding colour and creativity to this iconic destination. Each student artist has been recognised on a commemorative plaque produced by the museum team, celebrating their contribution. The project will continue in the years ahead, with future Year 10 cohorts returning to complete the next chapter of the mural.

1.5.8 Inclusive Education

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

In Education Support, learning has an integrated 'direct' approach, with students engaged in practical activities to promote the skills required to achieve personal independence and success beyond school. Students have a modified curriculum reflecting their individual needs, and experienced Education Assistants support them to promote success. Parents are involved with planning each student's educational development and progress and the implementation of authentic and meaningful Special Education Needs (SEN) plans tailored to each student's needs.

Our program reflects a 'skills for life' focus where students work to develop functional literacy, numeracy, and social skills. Using explicit instruction, students develop the skills needed to participate actively and safely at school, home, and within the community. The curriculum within the Education Support

program, led by the Western Australian curriculum, is clustered into functional cross-curricular Learning Areas:

- English
- Mathematics
- Community Connections
- Employability Skills – Work Skills and Work Readiness
- Independent Living
- Health, Physical Education, and Wellbeing
- Digital Technologies
- The Arts

The Learning Hub has been operational since 2022 to support students with diverse learning needs within the whole school setting. It offers a regulation space, social modelling, and an alternative space for classwork and assessments. The hub is staffed by Education Assistants and the Head of Inclusive Education. Approximately 200 students from Years 7 to 12 are currently accessing the Learning Hub across all Learning Areas, and both its support of students and use by students are increasing steadily.

The Learning Hub also provides a safe and supervised space before school and at lunchtimes for socialising that is open to all students.



STUDENT ACHIEVEMENT AND PROGRESS

2.1 Student Achievements & SCSA Review

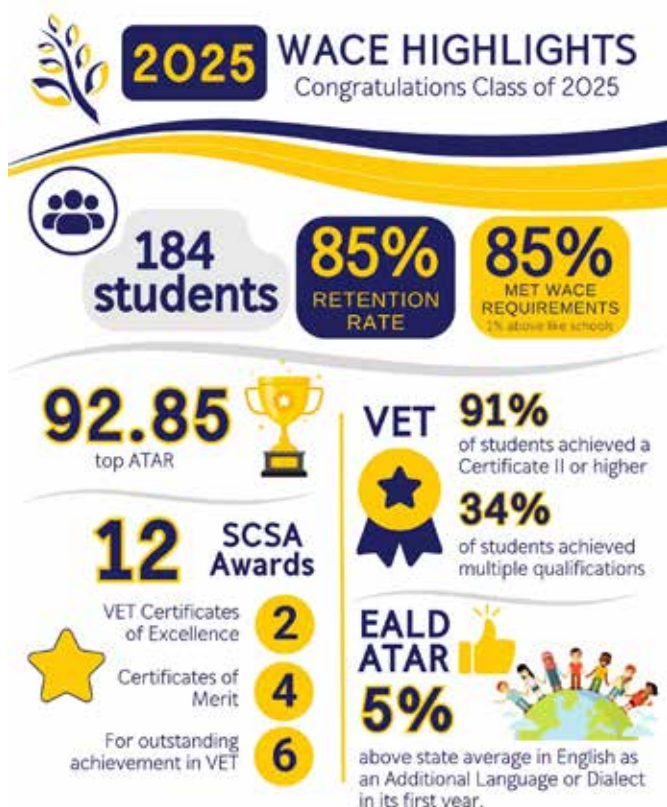
The Year 12 leaving class of 2025 had several success stories in academia. Yet again the College proves to be a leading Vocational Education and Training (VET) school in Western Australia, with 2 students, Kashvi Panchal and Archie Babich, obtaining VET Certificates of Excellence in Business and Financial Services: Information and Communications Technology and Automotive, Engineering and Logistics respectively. This is in addition to Ellenbrook Secondary College claiming the WorldSkills Best Performing School for VETiS, 4 students claiming Certificates of Merit, and 6 students receiving acknowledgement for outstanding achievement in VET.

The College Dux was awarded to Poonam Khetia, who achieved an ATAR of 92.85. The VET Dux was awarded to Archie Babich, who amounted over 600 hours of Workplace Learning across Years 11 and 12.

Overall, Ellenbrook Secondary College had 184 Year 12 students, with 85% of WACE-eligible students meeting graduation requirements. This is the second consecutive year where the College has performed higher than like schools.

91% of our VET students who commenced a qualification at the beginning of Year 11 achieved a Certificate II or higher, with 34% of students achieving multiple qualifications.

In its first year of delivery at Ellenbrook Secondary College, English as an Additional Language or Dialect ATAR performed 5% better than the state average. This is a remarkable achievement and a testament to the commitment and aptitude of our staff and students.



2.2 National Assessment Program - Literacy and Numeracy

NAPLAN 2025 was administered in Term 1. The NAPLAN proficiency bands are described below:

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

Year 7 Achievement Data

Category	Reading 2025 (%)	Writing 2025 (%)	Numeracy 2025 (%)
Exceeding	8.6	6.5	10.3
Strong	47.7	42.4	43.2
Developing	23.9	34.1	30.5
Needs Additional Support	19.8	17	16

Year 9 Achievement Data

Category	Reading 2025 (%)	Writing 2025 (%)	Numeracy 2025 (%)
Exceeding	7.4	9.6	5.3
Strong	47.4	41.7	46.5
Developing	34.8	36	35.4
Needs Additional Support	10.4	12.7	12.8

2.3 Online Literacy and Numeracy Assessment

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 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.

OLNA Completion Rates 2025

Reading – 94%

Writing – 92%

Numeracy – 91%

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 OLNA 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 OLNA. 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 OLNA by the end of Year 12.



HEALTH AND WELLBEING

3.1 Year 6 to 7 Transition

3.1.1 Familiarise students

Familiarise Year 6 students with Ellenbrook Secondary College (ESC) to reduce anxiety associated with transitioning to a large secondary school setting. This included:

- Primary school visits by an Associate Principal, Year 7 Coordinator and Enrolments Officer to explain secondary school processes and respond to student questions. These visits included the viewing of a video filmed and produced by ESC Media students in collaboration with the Media teacher, Mr Lance. The video featured former primary school students sharing their experiences transitioning to Ellenbrook Secondary College.
- Transition activities were provided prior to commencement, including Year 6 Orientation Day and multiple Learning Support transition days held on site. In addition, an Aboriginal and Torres Strait Islander Mentoring Day supported Indigenous Year 6 students to participate in cultural activities alongside older student mentors, fostering a sense of belonging and establishing relationships with Clontarf Academy and Stars Foundation staff.
- ESC Year 9 Visual Arts students partnered with Year 6 students from Brabham Primary School to deliver a clay art workshop. Year 6 students were paired with Year 9 mentors who provided guidance and encouragement throughout the session, strengthening engagement and supporting positive transition relationships.
- Senior School Certificate II Sport Coaching students supported the Eastern Intercollegiate Ski Association (EISA) Winter Sports Carnival through coaching and umpiring roles. This provided students with authentic leadership opportunities to apply their skills in a practical setting while supporting the delivery of a successful interschool event. The initiative strengthened relationships with local schools, supported sport within the wider community and created opportunities for prospective students to engage positively with older ESC students.
- ESC staff conducted a range of activities both at the College and at local primary schools to familiarise students with staff, highlight curriculum opportunities and promote specialist programs, including:
 - ◇ The ACE Mathematics Extension Program
 - ◇ STEM Warriors events
 - ◇ Science Fair participation
 - ◇ Specialist Music performances
 - ◇ Specialist AFL clinics

3.1.2 Establish Clear Benchmarks

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

- Discussions with the Principals of the Ellenbrook Network of Schools supported by the Nmero to establish processes around effective data sharing. This enabled planning and progress monitoring from K-12, with an emphasis on the Year 6 to 7 transition phases.
- Further collaboration with network primary schools to track attitude, behaviour and effort data longitudinally, to monitor and support student social and emotional development.
- College staff including an Associate Principal, Student Services personnel including the Year 7 Coordinator and Student Services Manager, EALD Coordinator, Enrolments Officer, Learning Support personnel and Learning Hub Coordinator visited all feeder primary schools. This information is provided to Year 7 teachers prior to commencement of the 2026 school year to ensure adequate supports are in place for incoming students.
- Providing support and planning for students with high-level complex needs in collaboration with College Psychologists and the Community Health Nurse.
- Consultation with primary school staff regarding planning for students with special needs requiring educational support.
- Consultation with primary staff in the construction of class lists and allocation of support resources.

3.1.3. Establish clear communication and collaboration

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

- Parent information sessions and College tours held throughout the year to highlight the College facilities and specialist programs.
- The College's prospective parent night evening included:
 - ◇ Displays of student work
 - ◇ Display of programs offered to students across all the Learning Areas including Vocational Education and Training (VET), Learning Support, Student Services, Gifted and Talented, STEM education, Specialist Music, Specialist AFL, Specialist Netball, and Outdoor Education
 - ◇ A viewing of a promotional video created by Media teacher Mr Nick Lance
 - ◇ Specialist Music performances

- ◇ Presentation from the School Board, Ms Felice Morris, and behalf of the Chair of the board Chris Spencer
- ◇ Presentation from Parents and Citizens Association President, Mrs Jane Rhodes
- ◇ Gourmet food provided by the schools Hospitality class.
- Opportunities for parents and caregivers of the Year 7 student cohort to attend the College to engage with special initiatives, including:
 - ◇ Maths Talent Quest
 - ◇ Science Fair
 - ◇ Dance and Drama Showcases
 - ◇ College Theatre production
 - ◇ Junior Music Showcases

Specialist Music students tour to all feeder primary schools highlighting the College's bands and ensembles to promote the Specialist Music Program.

Use of Compass and Connect portals by staff to provide timely communication to support the academic, social, and emotional development of students.

Sponsorship of "ESC" Awards for feeder primary schools, awarding a Year 6 student enrolling at the College who has consistently displayed the values of Engagement, Success, and Community.

Attending milestone events at feeder primary schools including graduation ceremonies, assemblies, and presentations.

3.1.4. Peer and group development Year 7

This included:

- Resilience Project wellbeing program to support student mental health. Focusing on the core principles of gratitude, empathy and mindfulness, the program was delivered in Year 7 Homerooms.
- 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 – only accessible by Year 7 students. Year 7 students created personal tiled artwork that has

become a permanent feature in the Year 7 courtyard and foster belonging of students.

- Lunch time activities run by City of Swan Youth Engagement staff.
- Workshops targeted at building resilience and developing skills to empower students including a Cyber Safety and Digital Wellbeing workshop presented by eSafeKids.
- Positive Lifestyle Program for identified students, developing self-awareness and communication skills to build healthy relationships.
- Kindness awards to foster positive relationships amongst students.

3.2.1 House System

The House System remains a key component of the College's strategy to foster a positive learning environment and strengthen whole school culture. In 2025, Mr McClaine Thomson further strengthened the system through the leadership and coordination of House Leaders Wilbur Bissett (Avon), Anthony Tonani (Henley), Ruby Isidori (Swan) and Michael Knowles (Stirling). The House Leaders were supported by Year 11 and 12 House Captains and Female Engagement Captains in the organisation and delivery of sporting events and carnivals.

The primary purpose of the House System is to recognise and reward student participation and positive contributions to ESC life. Students accumulated individual House points for achievements both within and beyond the classroom. The Compass system streamlined the allocation of House points, increasing staff engagement in the process and reinforcing a culture of belonging, inclusivity, and positive competition. House Captains also facilitated a range of lunchtime sporting competitions including basketball, futsal, and volleyball to further promote engagement.

A major highlight of the program was the annual Sports Carnival, with Stirling House claiming overall victory. To acknowledge achievement, students from the winning House participated in end of year reward activities, with senior students attending a bowling excursion and lower school students enjoying a day at Outback Splash. These initiatives continue to function as strong motivators, encouraging sustained student engagement in the House System.





3.2.1.1 Positive Behaviour Support

In 2025, Ellenbrook Secondary College reached an exciting milestone in its Positive Behaviour Support (PBS) journey with the introduction of *KODA Points* and the *KODA Shop*. The framework that is based around explicitly teaching positive behaviours, encourages students to demonstrate the College values of Engagement, Success, and Community, with points earned for positive behaviours, participation in school activities, and contributions to ESC life. House points are now known across the College as Koda points, aligning both the House system and PBS framework.

As part of this initiative, this year the College also introduced KODA, the PBS Warrior mascot. Building on the College's sporting "Warrior" history, the PBS committee developed the name from the Noongar animal mascots representing each House: *Kwili* (Avon) gave the K, *Yonga* (Henley) the O, *Dwert* (Stirling) the D, and *Swan* (Maali) the A – together forming KODA. Koda is now the name for our warrior featured on the PE shirts, as well as across the College in collective artworks alongside the House mascots, symbolising the unity and values of the College.

Within our PBS poster, Koda represents our values in action: "engagement" is shown with Koda and the Houses whom are focused on their tasks, "success" is celebrated with everyone together, and "community" is depicted as Koda bringing the Houses together in an embrace – reflecting the sense of belonging and respect the College fosters. The name "Koda" also carries meanings beyond ESC: friend or ally in Native American culture, a spirit or "rice paddy of happiness" in Japanese, and "bearer of peace" in Hebrew—all reflecting friendship, respect, and harmony which are sought in our multicultural school environment, making Koda a fitting notion for our mascot.

Throughout 2025, the KODA Shop opened at lunchtime, giving students the opportunity to redeem their hard-earned points for a variety of fun and meaningful rewards. Ranging from fidgets to gaming vouchers, the Koda Shop featured something for everyone. Teachers also offered up their services to the shop offering to put their name alongside the items available at the shop, like a 1 Vs 1 basketball games with Mr Thresher, or having Mr Tonani cook pasta for you and three mates were big hits in the catalogue!

In addition to personal purchases, students' points were also used to determine the recipients of new positive behaviour acknowledgements. Events included icy poles for top point earners, a pizza lunch for students with the highest points, and chocolates for homerooms with the most collective points. To end the year, the top 20 students from each year group enjoyed an ice cream van on the oval and movie afternoon as a celebration of their achievements. These activities, along with unique experiences such as the inaugural "Crisp High Five" redemption and personalized rewards like a staff-prepared lunch, made earning and using KODA Points an engaging and memorable part of the school year.

The 2025 rollout of KODA Points and Koda events has strengthened positive behaviour, recognised student effort, and brought the College community together, setting the tone for continued engagement, success, and connection in the years ahead. The committee responsible for developing our behaviour lessons, which were then delivered in homerooms by teaching staff, as well as our acknowledgement events, has worked tirelessly, and we look forward to their continued efforts in promoting positive behaviour across the College.

3.2.2 Student Council

In 2025, under the guidance of Mr Watkins, Ellenbrook Secondary College continued to strengthen student leadership, fostering a culture where responsibility, initiative and integrity are lived values.

Student Councillors are carefully selected from across 5-year groups, creating a strong and consistent leadership presence within the College. They model the College's vision and core values through their behaviour, attendance and attitude, demonstrating respect, resilience and integrity in everyday situations.

Student leaders are supported to develop their skills in communication, collaboration and service. Through their actions, they positively influence their peers, set high expectations for behaviour and engagement, and contribute to a strong sense of pride and belonging across the College community.

A highlight of the year was the 3-day Bickley Leadership Camp, where Councillors participated in team-building challenges, problem-solving activities and reflective workshops designed to strengthen their leadership capacity. The experience encouraged

students to step outside their comfort zones, build trust within their teams and develop practical leadership strategies they now apply within the College environment.

Throughout the year, Councillors confidently represented the student voice at assemblies and events. They joined Dr Havel, Principal, in leading the ANZAC Day memorial assembly, demonstrating respect and strong leadership on this significant national occasion.

Student Councillors also worked collaboratively with the P & C Association to organise Mother's Day and Father's Day raffle draws, raising funds to support future College initiatives. They played an important role in major College events, including the Dinner Dance and Presentation Night, assisting with organisation, welcoming guests and supporting students and families.

In addition, Councillors contributed to homeroom engagement resources, the initial design concepts for the Leavers' Jacket and the 2025 Yearbook.

Through these initiatives, our student leaders have grown in confidence and capability while making a meaningful contribution to the culture, pride and connectedness of the Ellenbrook Secondary College community.





3.2.3 Multicultural Committee

The Multicultural Committee reflects the rich cultural and linguistic diversity of the College community. Chaired by Mrs Ahinekura Crawford and supported by Ms Julia Rydell, the 2025 committee included approximately twenty students from Years 7 to Year 12, with a mix of returning and new members.

The Committee met every Thursday during Home Room and at lunchtime to plan and coordinate multicultural events throughout the year. Key events included:

- Harmony Week, celebrating our school's diversity and culminating in a free dress day where students wore traditional cultural attire. Lunchtime activities included bracelet making, flag making, and multicultural face painting.
- NAIDOC Week 2025, acknowledging the theme "The Next Generation: Strength, Vision and Legacy." The committee worked alongside the leadership team to support the planning of events, including the whole-school assembly, aiding where needed to ensure a meaningful and respectful celebration.

One of the highlights of 2025 was the Multicultural Showcase, held over two days during Lunch 1. Students proudly shared their talents and cultural traditions. The showcase opened with a powerful performance from our Indigenous boys from Clontarf, followed by African dance, Samoan singing and dance, Indonesian dance, and a Kapa Haka performance. Students represented their cultures with pride, celebrating the diversity of the ESC community.

Goal for 2026: To further strengthen student voice and cultural representation by increasing leadership opportunities within the committee, expanding the Multicultural Showcase, and providing students with the opportunity to perform at the Ellenbrook Multicultural Festival.

3.3 Attendance

Ellenbrook Secondary College continues its focus on improving educational outcomes of students through emphasising the importance of regular attendance. The Department of Education defines attendance by the following thresholds:

Regular Attendance: 90% or above

At-Risk – Indicated: 80-89%

At Risk – Moderate: 60-79%

Severe: less than 60%

Student Services promote and monitor attendance, overseen by the Associate Principal. They assist administration to contact parents and carers when students are absent unexplained for two or more days. They will also follow up on students whose absence percentage falls below 90%. Student Services staff case manages students who have entered the At-Risk non-attendance.

Student Services Managers and their team are highly trained in intervention and support strategies and can use the support of external agencies to improve each student's individual circumstances. Thorough implementation of the Attendance Implementation Plan and increased awareness of parents to

prioritise notifying the school of a reasonable absence will see our attendance data improve significantly.

Managing and improving attendance is a school-wide priority and responsibility of all staff, and collectively we are committed to doing so. The College works with Regional Office to support disengaged students in Years 7 and 10 through the Engagement and Transition Program, and Participation for Year 11 and 12 students. With targeted intervention from Participation Coordinators, our students receive support in re-engaging with school life or to assist with exploring alternate options to find an appropriate pathway to success.

Cohort Attendance Rate

Sem 1 2025 Attendance Rate	Sem 2 2025 Attendance Rate
Year 7 – 86.4%	Year 7- 79.9%
Year 8 – 81.2%	Year 8 – 76.6%
Year 9 – 80.3%	Year 9 – 75.9%
Year 10 – 78%	Year 10 – 75.6%
Year 11 – 73.6%	Year 11 - 69.3%
Year 12 – 86%	Year 12 – 82.9%



3.4 Behaviour Management

Positive Behaviour Support

As a Positive Behaviour School (PBS), we recognise that supporting students to follow the core values of *Engagement, Success and Community*, is imperative for students to develop their own set of values and behaviours.

By providing a supportive environment and utilising strategies that underpin PBS, we can continue to realise the core values for Ellenbrook Secondary College. A school-wide approach to behaviour management was adopted, including processes, procedures and initiatives that allowed for targeted intervention for individual students. With consistency and clear expectations and guidelines for students to follow, the platform provided opportunities to explicitly teach expected behaviours.

Reward assemblies occurred each term, displaying positive student behaviour, which not only supports motivation and drive for students but creates a positive culture across the school.

The Classroom Management System continues to be used to provide a consistent approach to the maintenance of positive and supportive classrooms, enabling a focus on student learning. This, alongside a school-wide Behaviour Management Plan, allowed for staff to have a specific focus and processes to follow to maintain rules and for students to feel emotionally safe and supported.

Ongoing individual case management and liaison with internal and external agencies is used to support mental health and wellbeing. Support may be provided through the Student Services Managers, School Psychologists, Community Health Nurse, Chaplain, Year Coordinators, Student Support Officers, AIEO, STARS and Clontarf. We promote a culturally responsive, safe, and inclusive environment and provide break-out safe spaces to support emotional wellbeing. We refer to internal supports and external agencies if further support is required. Incursions and programs were organised for specific groups such as the Positive Lifestyle Program, Constable Care, Mental Health Expo and RUOK? Day, to support emotional wellbeing. Through a special grant to

support wellbeing, The Resilience Project was introduced. It is in its third year of implementation to the Year 7 cohort through Health Education. Mindfulness activities and information have been provided to the Year 7 cohort during Homeroom.

Suspensions

The number of total suspensions has increased slightly in 2025 from the previous year, from 725 to 812.

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

Suspension Statistics 2025

Total number of suspensions for the year: 812
Year 7 – most suspended year group: 248 suspensions
Year 12 – least suspended year group: 27 suspensions

Main category of suspensions overall:

- Violation of Code of Conduct or school/classroom rules: 307 suspensions
- Physical aggression towards students: 155 suspensions
- Abuse, threats, harassment or intimidation of staff: 173 suspensions
- Abuse, threats or harassment of students: 77 suspensions





BUILDING A STRONG COMMUNITY

4.1 Community Engagement

At Ellenbrook SC, we remained committed to building strong community connections through programs that enriched both our students and the wider community. Throughout 2025, our engagement initiatives promoted service, sustainability, creativity, and local partnerships, reinforcing our focus on social responsibility and meaningful community contribution.

Sustainability remained a key priority and a visible strength of our College. Our recycling program raised \$1,100, diverting thousands of containers from landfill. Students participated in Clean Up Australia Day, removing a significant volume of litter from local areas. Our Outdoor Education students further extended this commitment during a Beach Clean Up at Salmon Bay on Rotttnest Island, collecting 50 kilograms of litter. Their dedication did not go unnoticed, earning commendation from members of the public and representatives from local councils and environmental agencies.

Our students demonstrated exceptional community spirit through two weeks of volunteering at Dreambuilders Care. They prepared

evening meals, packed food hampers, organised donated clothing, cleaned the centre, and provided frontline customer service support. Their efforts made a huge difference and were recognised in a local community news article.

Students partnered with the Meningitis Centre to champion Meningococcal Type B awareness through the #KNOWACTVAX campaign. Their leadership and commitment resulted in two Ellenbrook SC students being recognised globally as teenage ambassadors, an outstanding accomplishment that reflects their initiative and courage.

The College proudly welcomed the community to a wide range of events, including the Science Fair, Arts Exhibition, Health Expo, and Parent Information Nights supporting transitions from primary to secondary school and into Senior School. We also strengthened alumni engagement through the launch of a dedicated Ellenbrook Secondary College Alumni LinkedIn page, reconnecting former students with the College community.

Community partnerships continued to enrich College life. Local Members of Parliament, the Mayor, the RSL, Rotary, and other

valued community groups attended significant events such as ANZAC Day and the Year 12 Presentation Evening. Parents were continuously included to all whole-school assemblies, which were also livestreamed to ensure accessibility for families unable to attend in person.

Our Knitting Club, bringing together both mainstream and Education Support students continued its proud tradition by donating handmade beanies to Integration and Empowerment Services WA. Gracelife Church Perth further demonstrated community support by hosting an Appreciation Tea in recognition of the dedication and hard work of our staff.

In the Arts, our students once again collaborated with the Motor Museum of WA in Whiteman Park, creating vibrant murals that enhanced the museum's visitor experience. Ellenbrook SC students also contributed to the wider community ANZAC Day Commemoration, with our music students performing at the dawn service, a powerful tribute to service and remembrance.

Through the Healthway Healthy Schools Program, the College secured four outdoor soccer goals, expanding opportunities for physical activity. Importantly, these facilities were made available for community use after school hours through the City of Swan's facility hire process, further strengthening our shared community spaces.

Across all of these initiatives, Ellenbrook SC continued to cultivate a strong culture of service, creativity, leadership, and collaboration. Our students not only developed a deep sense of civic responsibility but also made a measurable and meaningful impact on the community. We look forward with confidence and pride to continuing this vital work in the years ahead.

4.1.1 Aboriginal and Indigenous Support

Ellenbrook Secondary College is proud to work in strong partnership with the Clontarf Foundation and the Stars Foundation to support, mentor, and empower our Aboriginal students. In 2025, five Year 12 students from the Clontarf Academy and three students from the Stars Foundation successfully completed their secondary education, with seven of these students graduating with their WACE: a significant and inspiring milestone for the students, their families, and our College community.

Throughout the year, more than 100 First Nations students actively participated in these programs, which are dedicated to fostering leadership, strengthening resilience, nurturing cultural pride, and supporting positive pathways beyond school.

Both programs concluded the year with meaningful awards ceremonies that celebrated the achievements, growth, and dedication of our Aboriginal students. It was particularly heartening to see families and community members come together to honour these accomplishments, reflecting the strong sense of connection, collaboration, and shared pride.



4.2 Parental Involvement

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

The College's technology platforms provide an efficient and accessible way for parents and carers to engage with their child's academic and personal development. Through the online gateways Compass and Connect, parents can monitor progress, access key information, and communicate constructively and in a timely manner with teachers.

Parents and carers are also regularly invited to attend major assemblies, Colours Awards ceremonies, student exhibitions, health expos, and other community-wide events. In addition, the College continues to livestream major events, including the ANZAC Service, college assemblies, and the Year 12 Presentation Ceremony, enabling parents to participate remotely when work or other commitments prevent attendance in person.

The College promotes transparency and connection with the wider community by regularly sharing news and celebrating College, student, and staff achievements through the College website and Facebook page.

Parent involvement is further supported through representation on the College Board and the Parents and Citizens (P&C) Association. Details of their contributions are outlined in the separate reports provided by these entities.



4.2.1 Parent and Citizens Association

The College actively engages with the community through the Ellenbrook Secondary College Parents and Citizens (P&C) Association, which brings together students, families, and staff through fundraising and social events. Popular initiatives such as the Bunnings Sausage Sizzle, Quiz Night, Community Garage Sale, and the Sausage Sizzle at the Ellenbrook Event foster strong connections while supporting school projects and student resources through grant schemes, fundraising efforts, and voluntary parent contributions (VARs). In 2025, the P&C Association successfully raised substantial funds towards various projects that included places at the leadership camps, pizza for parent teacher evenings, purchase of the rights for the Musical Theatre production. A generous grant of \$2,000 from the City of Swan assisted with funding for the Community Garage Sale, along with \$5,000 from Bendigo Bank towards a project to install more shade sails at the college.

Throughout the year, the P&C also supported a range of school initiatives, including funding airbrush tattoos and prize vouchers for the Arts Exhibition and Science Fair, sponsoring prizes for the College Year 12 Awards, and complimentary ice creams for the top KODA points earners. They also provided pizzas for guests at the Art Exhibition, Parent Teacher Interviews, and the Health and Physical Education Health Expo. Kiosk sales were organised to support the Music and Arts Showcases, as well as the annual College Musical Production. These initiatives not only foster strong community connections and school spirit but also encourage parents and caregivers to be actively involved in their child's education at Ellenbrook Secondary College. The P&C were actively connected with the onsite Police Rangers team, who have partnered with the P&C to help with support of the events as volunteers.



4.3 Finance Budget

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	587,380	587,380
Carry Forward (Salary):	1,098,279	1,098,279
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	20,461,548	20,461,548
Locally Raised Funds:	1,096,077	1,156,481
Total Funds:	23,243,284	23,303,688
EXPENDITURE		
Salaries:	17,977,168	17,977,168
Goods and Services (Cash):	3,843,864	3,492,286
Total Expenditure:	21,821,032	21,469,454
VARIANCE:	1,422,253	1,834,234

4.4 College Facilities

Ellenbrook SC continues to invest in highquality resources to support student learning, ensuring computer access is readily available across the campus. The College still operates without a Bring Your Own Device (BYOD) requirement, helping families keep educational expenses manageable. Throughout 2025, further upgrades were made to the school's digital environment, building on previous improvements and strengthening network capacity to support teaching, learning and curriculum delivery.

Students benefit from a wide range of contemporary facilities, including specialist science laboratories, a gymnasium, a canteen and barista training space, dedicated studios for filming, radio, and dance, a weights and fitness room, 13 IT and media laboratories, a STEM Centre, and fully equipped Design and Technology workshops used for Trade Training programs. The Commonwealth Government's commitment to initiating a new Trade Training Centre in Building and Construction and Hospitality continues to progress, providing additional momentum for the College's highly regarded VET programs. Ellenbrook SC has previously been recognised as the Best School in the WorldSkills VETIS Regional Competition, acknowledging strong student achievement in both 2022 and 2024. Planning and project scoping for the new facilities advanced further during 2025.

The College also shares a well-equipped library with the City of Swan and is home to The Couch TV Studio, a dedicated production space that showcases local stories and community successes. Students interested in media production are offered hands-on training in sound and television broadcasting, further enriching the College's arts curriculum and creative opportunities.

The Performing Arts Theatre (PAT), seating 190 guests, remains a central venue for Music and Drama programs and continues to be utilised by community groups for a range of events. During 2025, with support from the P&C Association, additional technical improvements were made to enhance production quality, contributing to a more immersive experience for both performers and audiences at school and community showcase events.

Facilities

In 2025, Ellenbrook SC continued to enhance its learning environment through a range of significant upgrades and partnerships. A key development was the College's new collaboration with STARS, which led to a major refurbishment of T9 demountable, including the installation of a new kitchen, laundry, and storeroom. These improved facilities have been well received by both staff and students, providing a more versatile space that now supports lifeskills education such as cooking, food preparation, personal care, and laundry.

Shade improvements remained a strong priority throughout the year. The Inclusive Education Hub relocated to a newly fitted-out area designed to better support staff and student needs. To complement this move, a new shaded courtyard area was constructed, offering a safe, calming environment during

both summer and winter. The Hub's garden has thrived with the addition of this shaded space, creating a functional outdoor learning area.

Additional shade structures were also installed around the Gym and Canteen, reducing heat and improving comfort in these hightraffic zones. Over in the Library precinct, the College Library Ave bike rack received a full shade covering – an upgrade that encourages more students to ride to school, now that secure and shaded bike parking is available.

Growing student interest in sport prompted the setup of an additional volleyball court on the oval. With participation numbers increasing, one court was no longer sufficient, and the new setup has helped meet demand during both curriculum and cocurricular activities.

To improve safety and ease of movement across the campus, the College removed outdated internal fencing. This change has noticeably improved student flow, creating safer and more open pathways. Additional seating has been installed throughout these areas, offering students more outdoor places to gather and relax. The College also engaged additional services to better maintain the outer oval areas, resulting in a cleaner, more attractive environment and reducing potential risks such as grass fires.

The Main Street entrance garden beds were refreshed with hardy native plants chosen to reflect the College colours – giving the entrance a fresh look. These plants require minimal water, contributing to sustainability efforts.

In line with its commitment to environmental responsibility, the College was awarded a WasteSorted grant of \$5,500. This funding enabled the installation of new Containers for Change collection baskets, giving the recycling program a fresh, modern update and increasing student engagement in sustainability initiatives.





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