



Armadale
SENIOR HIGH SCHOOL

2025 Annual Report

Aspire . Strive . Achieve

Tel: 08 9497 6400

Armadale.SHS@education.wa.edu.au

PO Box 189 Armadale WA 6992

169 South Western Highway Armadale WA 6112

Aspire . Strive . Achieve

ashs.wa.edu.au

Principal's Report

Armadale Senior High School is proud to present its 2025 Annual Report, celebrating the achievements, priorities and progress of the year. As a comprehensive public secondary school for Years 7–12, we provide an inclusive, high-quality education that equips students with the skills, knowledge and confidence to thrive in further study, training, employment, and community life. Our vision is simple but powerful: every student is known, valued and supported to achieve their personal best. This belief shapes everything we do, from classroom learning to wellbeing programs and community engagement.

In 2025, a key focus was strengthening the consistency and impact of teaching. Our staff engaged in professional learning grounded in evidence-based strategies, explicit teaching approaches, and differentiated learning to meet the diverse needs of our students. Literacy and numeracy were a priority across all learning areas, with targeted support helping students to grow and succeed. Teachers used data to guide their practice, ensuring every initiative had purpose and aligned with our school's goals.

Digital technologies enriched learning, sparking curiosity, collaboration and real-world problem solving. Specialist programs in Academic Extension, Visual Arts, Information Technology, Music and Performing Arts, and Industry pathways gave students the opportunity to explore passions and extend their strengths. Our broad curriculum supports both academic and vocational pathways, helping students shape their future. Senior students benefited from strong pathways to WACE attainment, vocational qualifications, and meaningful workplace experiences, strengthened through partnerships with local industry and training providers.

Student wellbeing continues to be at the heart of our work as we progress through our Berry Street Model implementation phase. Our Positive Behaviour Support framework nurtured a safe, respectful and inclusive environment where positive behaviours are taught and celebrated. Pastoral care, mentoring, attendance strategies and targeted support ensured every student had the guidance and resources they needed to thrive. Inclusive practices were embedded across the school so that all students, including those with disability, additional learning needs, or diverse cultural backgrounds, could succeed.

Resources were thoughtfully allocated to maximise student outcomes, supporting classroom learning, interventions, specialist initiatives, wellbeing services and staff professional learning. Transparent financial management and ongoing reflection ensured that every decision was evidence-informed and focused on continuous improvement.

Strong partnerships with families, community organisations, and local industry strengthened our school community. Together, we celebrate student achievement, share responsibility for success, and create experiences that foster pride, belonging and connection.

Looking to 2026, we are excited to build on this foundation. Our priorities include deepening teaching excellence, lifting literacy and numeracy outcomes, improving attendance, and supporting senior students to achieve their best. A key focus will be embedding our Multi-Tiered System of Support (MTSS), ensuring consistent academic and behavioural support, early intervention, and data-informed decisions for every learner. With equity, inclusion, and high expectations at our core, we remain committed to giving every student the opportunity to flourish. We thank our staff, students, families and community partners for their dedication, energy and support in 2025, and we look forward to another year of growth, achievement and shared celebration.



Bianca Romagnolo - Principal

Multi-Tiered Systems of Support (MTSS)

Armadale Senior High School has implemented a Multi-Tiered System of Support (MTSS) to ensure students' wellbeing, engagement, and learning needs are identified early and addressed through data-informed, tiered strategies. MTSS reflects the school's commitment to equity, inclusion, achievement, and community partnership, guiding staff to plan supports, monitor progress, and connect students with internal and external services. This framework also strengthens parent and stakeholder engagement and supports priorities in attendance, engagement, wellbeing, and academic growth.

MTSS integrates school data, evidence-based practices, and robust systems to improve outcomes for all students. Staff capability is strengthened through collaborative leadership, planning time, professional learning, peer observation, and coaching. The framework is evidence-based, tiered (universal, targeted, intensive), and explicitly links wellbeing, engagement, and learning, with all supports aligned, interconnected, and woven through each tier.

Tier 1 – Universal Supports

Tier 1 provides whole-school strategies for all students, including an inclusive environment, clear behaviour expectations, high aspirations, and consistent, high-quality teaching. Foundational supports such as Positive Behaviour Support (PBS), the Berry Street Model, and Teach for Impact underpin strong instructional practice and a supportive learning culture, forming the basis for all tiers.

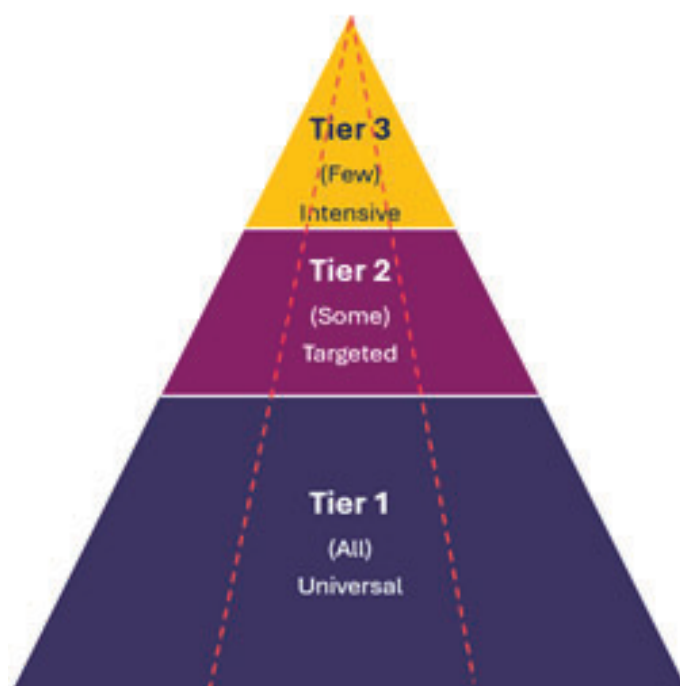
Tier 2 – Targeted Supports

Tier 2 offers group interventions for some students with shared functional needs, providing focused skill development, guided practice, and feedback aligned with Tier 1. These interventions complement core subjects and provide additional opportunities to develop specific skills in a structured, targeted way.

Tier 3 – Intensive Supports

Tier 3 delivers highly individualised support for a few students requiring intensive intervention. Programs include case-managed, personalised plans that provide frequent practice, skill development, and tailored feedback grounded in Tier 1 and Tier 2 strategies, ensuring continuity and cohesion across all supports.

The implementation of MTSS has been deliberate and scaffolded, prioritising engagement, layered with learning, and underpinned by wellbeing. Leadership has been distributed, systems strengthened, and interventions coordinated to ensure a cohesive, sustainable framework that promotes student success and supports staff effectiveness.



Successful Students

Graduation

In 2025, 45 students (32% of the Year 12 cohort) were identified as WACE-eligible, following 51 (37%) in 2024 and 52 (41%) in 2023. For those students who were WACE-eligible, the school maintained strong WACE attainment across recent years, with rates of 76% in both 2023 and 2024 and 63% in 2025. The data provides a clear reference point for continued strengthening of targeted supports to maximise successful WACE completion.

Student pathway participation remains a key strength of the school's senior secondary program. In 2025, 81 students (57% of the cohort) were enrolled in VET pathways, with most students achieving Certificate II (58%) or Certificate III (15%), supporting strong transition opportunities to further training and employment. ATAR participation also continued to grow, reaching 9 students (6% of the cohort).

Graduation snapshot (2025)

Measure	2023	2024	2025
WACE-eligible students (% of cohort)	52 (41%)	51(37%)	45 (32%)
WACE attainment (of eligible students)	76%	76%	63%

Pathway participation (2025)

Pathway	Result
Vet participation	81 (57%)
ATAR participation	9 (6%)

A key strategy in 2025 was the introduction of more structured WACE tracking, including termly monitoring of achievement and course completion to support early identification of students at risk of not meeting requirements. This approach was supported through clear expectations for assessment submission and course completion, structured checkpoints for major tasks, and regular communication with families regarding progress and key milestones. In 2026, the school will further strengthen this approach through more systematic WACE tracking and earlier intervention processes to ensure eligible students are supported to successfully complete graduation requirements.



Successful Students

NAPLAN Summary (Years 7 and 9)

NAPLAN provides an important external measure of student achievement in Numeracy, Reading, Writing, Spelling, and Grammar & Punctuation. The 2025 results highlight areas of emerging strength across the secondary years, with comparatively stronger outcomes in Year 9. They also indicate that continued improvement in foundational literacy and numeracy remains a key focus for the school.

Like many schools, outcomes continue to be influenced by broader external pressures impacting student readiness for learning, including attendance, engagement, and increasing student complexity. In response, the school has prioritised strengthening the preconditions for learning to ensure that classroom teaching can have the greatest possible impact on student progress.

% Strong or Exceeding, Strong or Developing (2025): ASHS vs Like (Public Schools)

Year 7 - Numeracy

Domain	ASHS	Like
Exceeding	3%	7%
Strong	46%	60%
Developing	51%	33%

Year 9 - Numeracy

Domain	ASHS	Like
Exceeding	4%	7%
Strong	62%	58%
Developing	31%	35%

Year 7 - Reading

Domain	ASHS	Like
Exceeding	7%	9%
Strong	37%	59%
Developing	56%	33%

Year 9 - Reading

Domain	ASHS	Like
Exceeding	4%	9%
Strong	45%	57%
Developing	51%	34%

Year 7 - Writing

Domain	ASHS	Like
Exceeding	6%	11%
Strong	52%	61%
Developing	42%	28%

Year 7 - Writing

Domain	ASHS	Like
Exceeding	4%	9%
Strong	49%	59%
Developing	47%	31%

The school continues to strengthen Tier 1 classroom practice through a focus on Teaching for Impact and improving instructional consistency.

Alongside this work, the school has prioritised strengthening the preconditions for learning, including consistent classroom expectations and engagement routines.



Successful Students

OLNA summary (Reading, Writing, Numeracy)

OLNA results for 2025 demonstrate strong literacy and numeracy achievement among students who were WACE-eligible. Of these students, 89% met the Reading standard (64 students), 83% met the Writing standard (60 students), and 74% met the Numeracy standard (53 students). These outcomes indicate that the majority of students on a WACE pathway are successfully meeting the literacy and numeracy requirements necessary for graduation. The results reflect the continued focus on strengthening literacy and numeracy through consistent Tier 1 classroom practice across the school. A whole-school emphasis on explicit instruction and deliberate skill development supports students in building the foundational competencies required to meet OLNA standards and progress successfully through their senior secondary pathway.

OLNA snapshot (2025)

Cohort	Reading	Writing	Numeracy
WACE - eligible	89% (64)	83% (60)	74% (53)

Positive Behaviour Support

In 2025, Positive Behaviour Support (PBS) continued to evolve and strengthen across the school. New staff members joined the team, and the wider school community maintained strong support for the PBS values. PBS lessons designed to support students' understanding of the school values were implemented throughout the year. The PBS team developed at least two lessons per term, which were delivered by all teaching staff. Each lesson was first introduced at a staff meeting and then delivered the following Monday, allowing staff time to become familiar with the content and ask any relevant questions. This process will continue in 2026.

The Fortnightly Focus remained a key feature of PBS. Throughout the year, Compass, Connect, and social media were used to inform parents about both the PBS lessons and the Fortnightly Focus, strengthening communication with the school community.

Towards the end of 2025, the PBS team began reviewing Good Standing processes and developing structured guidelines to further support the PBS values. As a result, a Good Standing policy and updated Uniform Guidelines have been established and will be rolled out in Term 1, 2026.

Students continue to respond positively to Phoenix Points. As in previous years, the Year 7 cohort earned the highest number of points and accessed the PBS Shop most consistently. To increase awareness and engagement across all year levels, students in each year group who achieved over 1,000 points were recognised at year-level assemblies. Looking ahead to 2026, the focus will be on further integrating PBS within a Multi-Tiered System of Supports (MTSS), particularly by strengthening connections with other pillars and aligning PBS practices with Classroom Management Strategies (CMS). We will also place a stronger emphasis on using data to guide a more strategic and structured implementation timeline.



Successful Students

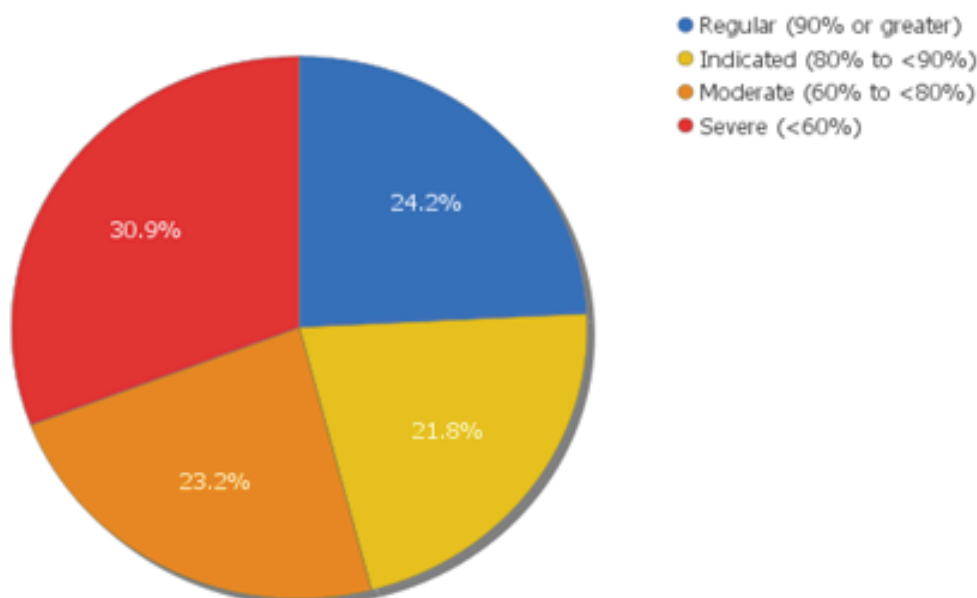
Attendance

ASHS understands regular attendance directly impacts learning outcomes. Students who attend consistently are more likely to understand lessons, complete assignments, and achieve higher grades. The Attendance Policy was updated at the end of 2023 with a strong focus on improving the accuracy of attendance data. Armadale Senior High School uses a three-tier approach to support student attendance. Promotion: Builds strong relationships with students, families, and the community to highlight the importance of attendance and create engaging, supportive school environments. Prevention: Focuses on early detection of attendance issues through positive school culture, strong family partnerships, and early intervention for social or emotional difficulties. Response: Provides targeted support for students with low attendance (0–60%) through improvement or return-to-school plans, involving families and external services to address underlying issues.

With the introduction of Compass attendance, parents are encouraged to regularly update their child’s attendance records to ensure data accuracy. Students were also kept informed of their attendance during form time and encouraged to discuss and follow up with their parents. To further promote engagement, a whole-school reward system was implemented to motivate both students and families to maintain accurate attendance records. A school-wide attendance raffle was introduced to recognise students achieving 80% attendance or higher, with winners announced at assemblies and rewarded with free entry to the Adventure World reward excursion. While the data shows progress, ASHS acknowledges that continued improvement is needed and has allocated a staff member dedicated to developing and implementing strategies to strengthen attendance across the school.

The Year 7 cohort had the highest attendance rate at 74.2%. The Year 12 cohort had the lowest attendance rate at 51.4%, indicating the need for targeted interventions and engagement strategies. Comparing the attendance data from 2024 to 2025 the Year 10 cohort shows the most notable improvement, and the Year 7 cohort remains consistently strong in both years. The Year 12 group improved overall, with fewer students in moderate and severe risk.

Attendance Profile 2025 Semester 2



Professional Learning and Teacher Development

Professional learning remained a strong focus in 2025, supporting staff to strengthen instructional practice and embed the Department's Quality Teaching Strategy – Teach for Impact across the school. Professional learning occurred at whole-school, learning area and team levels, contributing to improved consistency in classroom practice and clearer learning expectations.

A key initiative was a two-day whole-staff professional learning program on the Berry Street Education Model, introducing strategies to support student regulation, engagement and readiness to learn. Staff began implementing practices such as Morning Circle and the Ready to Learn Scale, establishing a shared language for regulation and classroom readiness.

High-impact classroom practice was strengthened through Teach for Impact workshops, supporting teachers to embed learning intentions and success criteria, the Gradual Release of Responsibility, and exit passes to check for understanding and inform next teaching steps. This work was reinforced through learning area meetings, where curriculum leaders facilitated professional learning including assessment moderation, curriculum planning and the sharing of effective teaching strategies, strengthening consistency in curriculum delivery.



Professional learning also supported the implementation of Positive Behaviour Support (PBS). Staff were supported to deliver PBS lessons that explicitly teach expected behaviours and reinforce predictable routines and shared expectations across the school.

Classroom Management Skills

Classroom Management Strategies (CMS) is a priority within our Business Plan. In alignment with this focus, all new staff, along with existing staff who had not yet completed the training, participated in the Foundation Skills workshop. This three-day workshop is supported by a follow up classroom observation to consolidate learning and ensure practical application. The training was delivered in house by our accredited CMS presenter. The aim of the CMS Foundation Skills workshop is to equip teachers with a shared language and practical strategies to prevent and effectively respond to unproductive behaviour in the classroom. In total, 15 staff members completed the workshop.

Additionally, one staff member completed the Instructional Skills for Engagement (ISE) workshop, and another commenced Conference Accreditation Training (CAT).

CMS has also been embedded into staff meetings to refresh and reinforce the common language used by teachers in the classroom.

Looking ahead to 2026, a further 15 new staff members will complete the Foundation Skills workshop in-house, and 8 staff members have elected to undertake the ISE training. The aim is also for all Heads of Learning Areas trained in CAT.

Successful Students

Directions Team 2025 Summary

Achievement

In 2025, qualification achievement was lower than in previous years, due in part to factors such as poor attendance and disengagement by some students for reasons outside of school. Looking ahead to 2026, we will use this data to ensure students are placed on pathways that support greater success, recognising that success can take different forms for everyone.

Subject Selection

In 2025, we continued the strong engagement trend established in 2024, with 80% of parents booking Subject Selection meetings for Years 11 and 12 and attending face to face appointments with our expert team. These meetings provide valuable opportunities for meaningful conversations with families about student progress and the range of pathways available both within the school and beyond, supporting informed decision making for future education and career planning.

Career Practitioner

The Career Practitioner continues to work individually with students across all year levels, providing pathway guidance, resume support, and assistance with securing casual employment or exploring alternative pathways. In addition, the Career Practitioner has collaborated with a range of external agencies to provide opportunities such as mock interviews, Year 9 Career Taster activities, Careers Expos, Speed Career Dating, and other career development experiences for students.

Student Career Engagement Programs

In 2025, students participated in a range of career-focused programs, workshops, excursions, and partnerships designed to build industry awareness, leadership skills, and confidence in future pathways.

- 2 × Beacon Foundation Polish Programs
- 2 × Careers in Beauty Workshops
- 3 × Career Tasters at South Metropolitan TAFE
- 1 × Industry Program site visit to Alcoa
- 1 × Girls on Track Supercars excursion
- 1 × 2-day Try a Trade program with Yalagan
- Year-long partnership with Energy Club
- 3 × workshops with Australian Business and Community Network

One student completed the Edge Employment Program which provides students in Year 12 who have a disability with key life and employability skills.

Scholarships

Armadale Senior High School has a long-established partnership with the Australian Business and Community Network (ABCN). In 2025, we submitted three applications for the Accelerate Scholarship, which provides recipients with \$7,000 across Years 11 and 12 and their first year of tertiary education. The scholarship also includes a three-year mentoring program and access to a range of leadership workshops. We were pleased to have one student successfully awarded the scholarship this year.



Successful Students

Directions Team 2025 Summary

Work experience/Work place learning

Students across Years 10, 11 and 12, along with Year 9 students in the Chrysalis Program, participated in Work Experience/Workplace Learning (WPL). To strengthen engagement for Industry Program students, a full-day induction was implemented. This included presentations and discussions with TAFE representatives, employers, former WPL students, and sessions focused on work health and safety. As a result of their participation, several students secured part-time and full-time employment. Work Experience/WPL provides students with valuable real-world exposure, helping them identify their interests and preferences within workplace environments while building confidence and employability skills

Partnerships

Partnerships are essential to the success of Directions and span Registered Training Organisations (RTO), local and international businesses, TAFE's, and community organisations. In 2025, the Growing Careers Project delivered by The Smith Family concluded following the completion of its federal funding. These partnerships provide significant opportunities for our students, including access to work placements, industry experiences, and exposure to future career pathways.

Qualifications

In line with the Senior School Metrics, we have been working towards expanding the delivery of Certificate III qualifications. Currently, we deliver the Certificate III in Visual Arts in partnership with North Metropolitan TAFE under an auspice agreement. In 2026, we will expand our Senior School offerings to include Certificate III in Sport, Aquatics and Recreation and Certificate III in Information Technology, further strengthening the range of vocational pathways available to students.



Successful Students

Specialist Programs

Specialist IT Program

In 2025, the Specialist IT Program at Armadale Senior High School continues to provide students with dynamic, hands-on learning experiences that develop strong technical knowledge and practical industry skills. Throughout the year, students engage in real-world projects that build expertise in computer maintenance and custom builds, coding, game creation, virtual reality development, data collection, and both software and hardware systems.

By working with emerging technologies and industry-relevant tools, students in 2025 are strengthening their problem-solving abilities, technical proficiency, and collaborative skills. The program equips them with the capabilities and confidence required for further study, apprenticeships, and future careers in the fast-evolving technology sector.



Specialist Visual Art Program

In 2025, the Specialist Visual Art Program at Armadale Senior High School continues to foster creativity, innovation, and technical skill development through a diverse range of practical art experiences. Students refine their abilities in ceramics, painting, and other visual art mediums, gaining hands-on experience that supports the development of key industry skills such as creative thinking, project management, and professional presentation.

A highlight of 2025 was students' involvement in designing and painting the mural for the RSL building in Armadale. This significant community project provided authentic, real-world experience while allowing students to contribute meaningfully to the local area and showcase their artistic talent.



Successful Students

Strive Intervention

At Armadale Senior High School, we are committed to ensuring every student reaches their full potential. To support this goal, we have invested significant resources into our Strive Program - a targeted initiative designed to accelerate student growth and achievement. The Numeracy Program targets all areas of the strand, while the Literacy Program provides direct instruction in reading, writing, and spelling. In 2026, a total of 83 students from Years 7 and 8 benefited from the Strive Program, while 9 students from Years 7 to 11 participated in the Form Intervention initiative. The EA's supported 38 students in the classroom.

Through a rigorous evidence-based programmes, that utilises data and feedback from primary school teachers, students are identified early to accelerate learning that enables sub-level shifts aligned with the Western Australian curriculum. As the program continues to grow, ASHS receives many enquiries from parents who recognise the value of the additional support their children will receive. Grounded in direct and focused instruction, the Strive Program offers a highly structured pathway for students to rapidly develop their skills in English and Mathematics. Through participation, students build the foundational knowledge and confidence needed to achieve success across all learning areas.

Our experienced teachers and Education Assistants deliver this specialised support, ensuring each student receives the guidance they need. The delivery of the intervention is built around Tier 2 and Tier 3 intervention models. Recognising that every minute counts, Education Assistants provided targeted learning support during form intervention to help students strengthen their skills.

Throughout the program, the team closely monitors student progress and wellbeing, providing ongoing support to help every learner thrive. Students with additional learning needs are further supported by our Learning Support Coordinator, who works to ensure success across all subjects through the implementation of a Documented Plan.



Successful Students

Partnerships and School-based Interventions

Strategic partnerships established at the commencement of our Business Plan have continued to strengthen and flourish over the past three years. Through purposeful collaboration with a range of organisations and community partners, we have created authentic learning opportunities that enrich student experiences and strengthen pathways beyond school. These partnerships play a vital role in ensuring learning is relevant, connected to the real world, and responsive to the aspirations of our students.

Deadly Sista Girlz

In 2025, Armadale Senior High School delivered the Deadly Sista Girlz (DSG) program to support Aboriginal and Torres Strait Islander female students through culturally responsive engagement, wellbeing support, leadership development and future pathway planning. The program supported 49 Aboriginal female students across Years 7–12, with particularly strong participation from students in Years 8 and 9, while senior students remained engaged through leadership and pathway-focused opportunities. Across the year, 189 structured DSG sessions were delivered, focusing on cultural identity, community connection, wellbeing, goal setting, healthy relationships, sexual health education, drugs and alcohol awareness, sport and incentive-based activities. Student engagement remained strong, with an overall attendance rate of 75% across sessions.

Students also participated in a range of DSG-approved events, with 84 recorded attendances across 12 events. These included cultural experiences, sporting carnivals, leadership opportunities, career and post-school pathway activities, as well as recognition and reward events. Examples included DSG Basketball and Netball Carnivals, AFL and AFLW curtain raiser events, the Deadly Jobs Careers Expo, and university and post-school pathway excursions.

A key strength of the program was the strong relational support provided to students. Ongoing mentoring, pastoral care and wellbeing check-ins enabled staff to monitor student engagement and respond to individual needs. Case studies throughout the year highlighted the program's role in supporting student transition into secondary school, re-engaging students who had previously disengaged from schooling, developing leadership and peer mentoring among senior students, and strengthening students' connection to culture and community. Participation in the program contributed positively to student engagement and wellbeing, providing a culturally safe space where students could build confidence, strengthen relationships and develop self-regulation skills. In 2025, DSG students recorded more than 200 individual accomplishments, including attendance awards, positive behaviour recognition and participation acknowledgements.

Senior students also engaged in pathway-focused opportunities such as career expos and leadership activities, supporting awareness of post-school options and future aspirations. These activities have also highlighted areas for continued development, particularly in building work readiness skills such as resume preparation and employment documentation.

The program aligns strongly with Closing the Gap priorities, supporting Aboriginal girls' engagement and retention in education, strengthening social, emotional and cultural wellbeing, and promoting aspiration, leadership and future pathways through culturally safe and strengths-based programming. Overall, the Deadly Sista Girlz program continues to play a significant role in supporting Aboriginal female students at Armadale Senior High School to remain connected to education, strengthen their cultural identity and build the confidence and skills required for positive future outcomes.



Successful Students

Partnerships and School-based Interventions Waalitj Boys

The Waalitj Boys Program was established by the Advanced Aboriginal and Islander Education Officer (AIEO) at ASHS, with support from the West Coast Eagles Waalitj staff, who also work alongside the Deadly Sista Girlz Program. The initiative involved 12 Aboriginal boys who were mentored by Dale Kickett, a former AFL player and ASHS staff members.

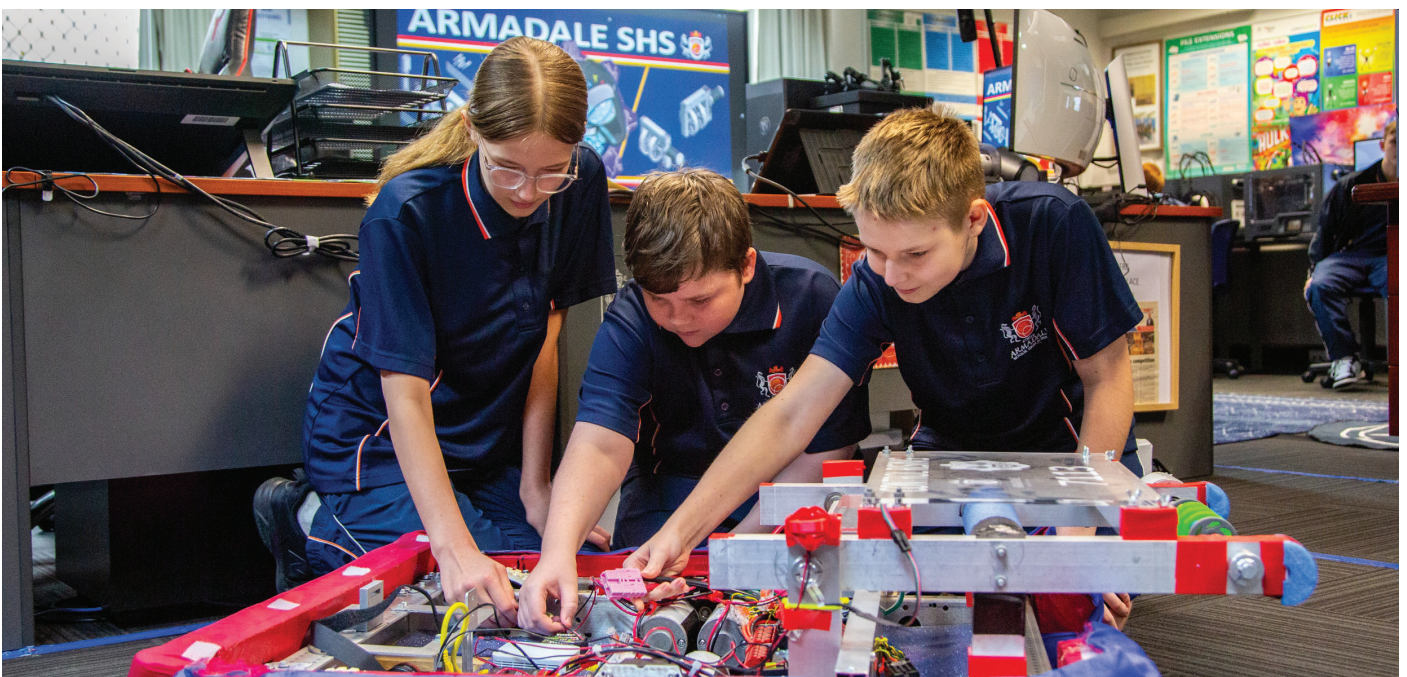
The program focused on engaging students in a range of creative and physical activities designed to strengthen cultural connections and foster positive relationships within the school community. Through these activities, students developed teamwork, confidence, and a deeper understanding of their cultural identity. To acknowledge their participation and positive engagement, the AAIEO organised a reward excursion to the cinema, providing an enjoyable and motivating experience for the students. The program successfully promoted cultural pride, mentorship, and school engagement among participants.

Robotics

Our Robotics Program continues to thrive as a strong and valued partnership between the school, Curtin University, and several other industry and education providers. This collaboration ensures students have access to high-quality technical expertise, resources, and authentic learning opportunities. Each year in mid-March, students attend the FIRST Robotics Competition in Sydney, representing the school with professionalism and enthusiasm. Participation in an event of this calibre provides invaluable real-world experience and the opportunity to engage with peers and mentors from across the country.

Beyond the advanced technical knowledge they acquire, students develop a broad range of essential 21st-century skills, including problem-solving, collaboration, communication, and resilience. These competencies are critical to their future success in further study and the workplace.

Our students are to be congratulated not only on their commitment to the program but also on their leadership within the wider community. They have both attended and hosted several outstanding community events, most notably delivering a two-day presentation at the Dowerin Field Days, where they showcased their expertise and passion for robotics to a broad audience.



Successful Students

Partnerships and School-based Interventions Chrysalis Program

Year 8 and 9 students enrolled in the Chrysalis program successfully undertook a Certificate I in Permaculture, engaging in a variety of practical, hands-on learning experiences with sixteen students achieving their Certificate I.

The program focused on harvesting, garden maintenance, and sustainability projects, with students proudly taking home their own produce—an experience that strengthened family connections and built self-esteem. Chrysalis held a parent function and lunch every term, where students showcased their work and cooked for their families.

Projects included recycling cardboard from around the school to create weed-suppressing mulch paths, enhancing both the structure and appearance of the garden while supporting Permaculture principles. As part of their “Maintaining the Workplace” unit, students took responsibility for mowing, weeding, and repairing the chook pen by replacing and tensioning the netting to improve its functionality.

Weekly Chrysalis barbecue lunches continued to promote teamwork and confidence through shared cooking experiences. Additional sustainability initiatives included installing a rainwater tank and a backyard reticulation system to support fruit trees. Weekly bushwalks to Settler’s Common, Roley Pools Heritage Trail, and Bungendore Park provided opportunities for exploration, sensory engagement, and appreciation of local artwork and the natural environment.

Students participated in numerous off-site excursions to supplement and enrich their work in the Permaculture Certificate. Some of these included visits to Banjup Local (farm and café), Armadale Reptile Centre, fishing at Woodman Point, Cohunu Wildlife Park, picking strawberries at a commercial strawberry farm, tree planting with Armadale Gosnells Landcare, visiting TAFE to explore horticultural careers.

Overall, the program has fostered practical skills, environmental awareness, and a strong sense of pride and accomplishment among students. Chrysalis staff continue to focus on strengthening transitions back to mainstream classes by providing detailed transition information to all staff and maintaining ongoing connections with students to support their continued engagement with school.



Successful Students

Jiu Jitsu with Clear Path Jiu Jitsu

What began in 2022 as a small pilot aimed at reengaging a group of at-risk students has grown into an influential and community shaping initiative. The Jiu Jitsu Program, delivered in partnership with Clear Path Jiu Jitsu, has expanded far beyond its original purpose. It is now a cornerstone of our student engagement strategy and a defining element of our school culture.

Over time, the program has developed into a layered, inclusive model that supports students of all backgrounds and abilities. This structure ensures that every participant, whether they are seeking connection, challenge, or personal growth can access meaningful opportunities. The installation of 90m² of new 40mm mats has further strengthened safety, accessibility, and the overall training environment.

The impact has been both clear and measurable. Across 45 participants from Years 7–12 in 2025, the program has reshaped how students view themselves and how they interact with others. Students report increased confidence, improved emotional regulation, and a stronger sense of belonging. Staff have observed more positive behaviour, greater resilience, and healthier peer relationships. The mat has become a safe space where students learn to manage challenges respectfully, skills that transfer directly into their everyday lives.

The success of the past three years has created strong momentum for the next phase of development. In 2026, the program will expand to include a Year 8 elective, capturing our large 2025 Year 7 cohort and laying the foundation for a future Jiu Jitsu Academy under the Department's specialist program framework.

A short documentary produced in 2025 captures the voices of students, staff, and coaches, showcasing the transformative influence the program has had on individuals and the broader school community. It stands as a testament to how a small pilot can evolve into a powerful, culture shaping force.



Successful Students

Partnerships and School-based Interventions

Pedal Prix

2023–2025, the Armadale SHS Pedal Prix program expanded significantly through strong community partnerships and STEM grant funding. Beginning with a loan trike and workshops delivered in collaboration with the WAHPV Association and GHD Engineering, the program quickly grew to include a brand new race trike in 2024 and further grant support in 2025 to fund race and travel expenses for the Australian International Pedal Prix 24Hour Race in Murray Bridge, South Australia. Across this period, 25–30 students participated in the weekly club, with approximately 90% competing in at least one event. The program has successfully engaged a diverse range of students, from those with low literacy and tiered behaviour needs to high achieving ATAR students. This provided an inclusive, hands-on STEM and teamwork experience.

The 2025 racing season marked the team's strongest year yet, highlighted by the combined Armadale SHS & Pinjarra SHS "Phoenix 1" entry completing 574 km over 24 hours at Murray Bridge with exceptional reliability and teamwork. Locally, the teams delivered strong performances in Bunbury and Busselton, where the fleet expanded from one trike to three, enabling broader student participation and improved race capacity. With continued support from the GHD Foundation and WAHPV, the program is now positioned for long term sustainability and future growth, including plans to acquire a smaller, faster junior trike to further enhance opportunities for students in 2026.



Successful Students

Transition Program

ASHS recognises that a successful transition from primary to high school is vital in establishing a strong foundation for each student's academic, social, and emotional development. To support this process, ASHS implemented a comprehensive Transition Program designed to ease students and families into the high school environment. The program included private orientation days for primary schools, parent and student tours, information sessions, and a dedicated orientation day for enrolled students. These activities provided opportunities for students to familiarise themselves with the school setting, meet staff, and build confidence before commencing high school.

Acknowledging that every student has unique needs, ASHS worked closely with primary schools to identify students who would benefit from additional transition days. This personalised approach ensured that all students received the support necessary for a smooth and positive start to their high school journey and from this extra support ASHS has received praise from the local primary schools.

As part of the Certificate II in Sport and Recreation, students in this course assist and mentored local primary schools with their Athletics Carnivals and physical education classes. This hands-on involvement not only allows the ASHS students to gain valuable practical experience in event coordination and sports instruction but also helps build strong connections between the schools. By supporting younger students, the ASHS participants act as positive role models and mentors, fostering a sense of community and encouraging future enrolments through these meaningful interactions.

ASHS also strengthened connections with local primary schools by actively participating in their school events. In addition, the Student Councillors played an important role in mentoring and supporting younger students during transition activities, helping to create a welcoming and supportive environment for future ASHS students.

The Transition Program continues to play a key role in fostering student readiness, engagement, and a strong sense of belonging within the ASHS community. In 2026, a total of 133 students enrolled at ASHS, representing 21 different primary schools. This reflects the school's strong community connections and the ongoing success of its transition initiatives in supporting students as they move into secondary education.

At the beginning of the year, to support a smooth transition into high school, Year 7 students participate in a team-building excursion supported by staff. This experience helps them develop friendships, build confidence, and strengthen their sense of belonging within the ASHS community. In addition, students are supported through structured classroom transitions and organised programs during lunch and recess, ensuring they feel settled and connected in their new school environment.



Financial Summary

Financial Summary

	2025 Budget	Actual	Variance
Carry Forward (Cash):	\$ 566,598	964,801	-398,203
Carry Forward (Salary):	\$ 888,827	888,827	0
INCOME			
Student-Centred Funding:	\$ 12,732,891	12,732,891	-0
Locally Raised Funds:	\$ 417,331	520,167	-102,836
Total Funds:	\$ 14,600,646	15,101,685	-501,039
EXPENDITURE			
Salaries:	\$ 10,841,946	9,513,535	1,328,411
Goods and Services (Cash)	\$ 1,626,982	1,243,985	382,997
Total Expenditure:	\$ 12,468,928	10,757,520	1,711,408
Variance:	\$ 2,131,719	4,344,165	-2,212,447

Financial Summary

Financial Management Overview – 2025

Armadale Senior High School maintained diligent oversight of the 2025 school budget to ensure responsible and transparent financial management. Resources were allocated in alignment with identified school priorities and improvement targets, maintaining a clear connection between budget decisions and the ongoing commitment to raising standards for all students.

Key financial highlights include:

- The school received 124.64% of the anticipated locally raised funds for 2025.
- Student-centred funding allocations were based on the Semester 1, 2025 Census data of 798 students.
- Staff salaries were managed prudently and remained well within the allocated salary budget.
- All purchasing and procurement processes were conducted in accordance with Department of Education guidelines, ensuring accountability and best value for public funds.
- School funding was overseen by an active Finance Committee and School Board, providing strong governance and oversight.
- In accordance with the Funding Agreement for Schools, the school operated without deficit or significant surplus.

Forward Planning

To sustain strong financial management practices, the following strategies will continue to guide our work:

- Ensuring salary allocations remain aligned to student needs and enrolment trends.
- Ongoing analysis of student data to inform effective planning and resourcing.
- Continued collection of locally raised funds in partnership with parents and caregivers.
- Exploration of alternative and flexible payment options to better support our families.
- Ongoing identification and pursuit of appropriate grants and supplementary funding opportunities.

The 2025 budget remains closely aligned with the priorities articulated in the School's Business Plan, ensuring that financial decisions directly support student achievement and school improvement.

