

2021@ASMS OVERVIEW



**EXTRAORDINARY LEARNING.
INSPIRED BY PASSION & CONFIDENCE.
DRIVEN BY CURIOSITY & CHALLENGE.**

362 Students

51 Staff

21% students
with English as an
Additional Dialect

STUDENT ACHIEVEMENTS

5 students were successful in
being awarded Department
for Education STEM
Scholarships (\$7k each)

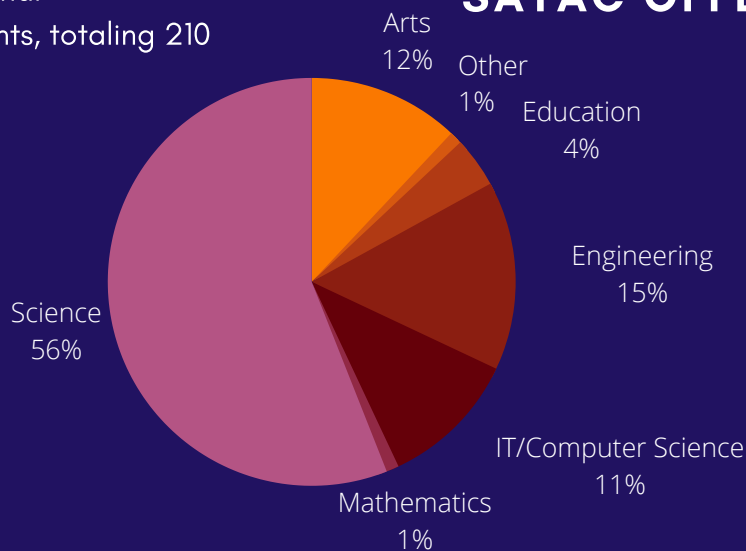
2 students received
Governor's Citizenship
Awards

6 students accepted into the
SA Government Space
Industry Work Experience
Program

IMPACT & INFLUENCE

ASMS staff completed
4448 hours of
professional learning

ASAM facilitated
professional learning for
436 external
participants, totaling 210
hours.



INNOVATIVE PATHWAYS

9 students successfully
completed their ASMS
Portfolio Accreditation
Tertiary Entrance (PATE)

87 students received offers
through Flinders University
Assesment Centre

26 students students
completed a first year
University Education
subject at Flinders
University as part of their
Year 12 studies

2021 YEAR 12 SATAC OFFERS

POSITIVE LEARNING CULTURE

'I constantly critically think and
re-evaluate my progress, to
ensure that I am on the right track
and not falling behind. Hence, I
have also gained confidence in
myself as a learner and my
abilities to succeed in the future.'

-2021 Year 11

'The capacity I have developed in
numeracy is recognising & using
patterns, and identifying
relationships. I have developed
this capacity through creating
graphs, analysing trend lines, or
identifying the relationships
between the x, and y axis, and
explaining what the pattern
means.'

-2021 Year 11

'I looked at the feedback that I
had received and I understood
that I am required to focus on
using more language features. By
being able to include more
stylistic and language features for
future tasks I will be able to
develop my writing skills.'

-2021 Year 10

SCHOOL IMPROVEMENT PLAN

CHALLENGES OF PRACTICE

2019-2021

Literacy

Students used feedback on fluency and precision in their writing and speaking to discuss their learning goals for literacy improvement and evidence of progress in Learning Conversations each semester.

Student comments in their end of semester reports reflected on evidence of their growth in literacy capabilities.

Numeracy

Students' confidence in their numeracy capability was evident in students' feedback, participation and achievement.

Learner agency was demonstrated by students' ability to provide evidence of their growth in numeracy and mathematics learning across contexts.

STRATEGIC DIRECTIONS CURRICULUM FUTURE

17 students worked with their teachers to successfully develop and follow their own learning and assessment plan for SACE Stage 2 Extraordinary Learning and/or Industrial Design.

22 Year 10 & 11 students co-designed one of their Semester 2 Central Study programs, setting challenging goals and reflecting on their growth as learners.

CONNECTED TO COMMUNITY, INDUSTRY & INTERNATIONALLY

International Science Fair involved 252 ASMS students as well as staff and students from Canada, Japan, Thailand and SA rural and northern metropolitan schools in a range of challenge based learning activities.

Students were inspired by their visits to Flinder's University Tonsley campus in Engineering a Monster, learning more about innovative responses to engineering problems.

SPECIAL MENTION/MESSAGE

We acknowledged the contribution of three long serving ASMS staff members who moved on to new roles in education.

Jayne Heath: Principal

Dr Andrew Stone: Leader- Learning Design Central Studies

Catherine Stone: Leader- Learning Studies



AUSTRALIAN
SCIENCE &
MATHEMATICS
SCHOOL



Government of South Australia
Department for Education