



Department of
Education

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Woodvale Secondary College

Public School Review

November 2020



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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Context

Woodvale Secondary College is located approximately 20 kilometres north of the Perth central business district, within the North Metropolitan Education Region. Originally opening as Woodvale Senior High School in 1985, the school changed its name to Woodvale Secondary College and was granted Independent Public School status in 2011.

The college currently enrolls 1436 students from Year 7 to Year 12 and has an Index of Community Socio-Educational Advantage of 1064 (decile 2).

A range of experiences are offered to students, including specialist programs, co-curricular activities, academic extension and engagement in sporting and arts opportunities.

The college works closely with the College Board to develop and monitor priorities, focus areas and strategies.

A dedicated Parents and Citizens' Association (P&C) plays a significant role in the operations of the college including providing support to the canteen.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school's Public School Review was postponed in Term 2, 2020 and rescheduled for Term 4, 2020 due to the impacts of COVID-19.
- The Electronic School Assessment Tool (ESAT) submission was drawn from the college's self-assessment documentation.
- The Principal provided a succinct summary document for each domain.
- A wide variety of people engaged in the validation process.
- The school's self-assessment was enhanced during conversations with staff during the validation visit.

The following recommendation is made:

- Complete annual, internal school self-assessment using the ESAT to progress the school's improvement agenda against the Standard.

Public School Review

Relationships and partnerships	
<p>The college values the importance of building and maintaining positive working relationships within the college and its community.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The college plays an important role within their network. The Year 6 to Year 7 transition program is held in high regard by local primary schools. • The college P&C has made significant gains in governance. Their efforts result in significant funds being available to the college. • The Board advocates for the college with a particular emphasis on sharing the learning opportunities the college affords its students. • The college has longstanding relationships with local businesses and Registered Training Organisations, contributing to the success of the Workplace Learning and VET¹ programs. • Relationships between staff are collaborative and supportive. Heads of learning area and teaching staff openly share resources and new ideas with one another.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Partner with Aboriginal families in supporting improved student engagement and achievement.

Learning environment	
<p>There is a strong emphasis on the wellbeing of students and staff. The college is recognised for knowing its students well and providing many opportunities to develop their social and emotional health.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student voice is valued by the college and influences future planning. The student leaders meet often and have representation on the Board. • Wellness programs are embedded in all learning areas, which complements the work of the student services team. • The building and grounds are well maintained and, through the fundraising work of the P&C, are being enhanced. • The structures and processes around the identification and case management of students at educational risk ensure there are regular check-ins and targeted support when required.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to focus on the college becoming increasingly culturally responsive in its practices. • Continue to maximise student involvement in co-curricular opportunities provided by the college.

Leadership

The leadership team, whose knowledge and skills complement each other, share a common moral purpose. As part of their regular meeting agenda, time is devoted to strategic planning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The college leadership team have involved staff in devising the new mission statement and strategic plan. • Staff are provided with leadership opportunities across the college, and are encouraged to develop their skills through coaching and mentoring. • The leadership team provide a safe environment for staff to introduce new initiatives and are supported with time and/or resources to progress their ideas. • Graduate teachers are well supported and mentored using classroom observation and feedback. • The executive team is visible throughout the college. Classroom walkthroughs are common place and welcomed by staff.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Participate in creating a well-known and clearly defined culture of learning and opportunity for all.

Use of resources

Resources are well managed and aligned to the strategic direction of the college. Careful future planning is being undertaken to ensure any decline in student enrolments has minimal impact on the operations of the college.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The manager corporate services provides discipline and rigour in the management of funds. Systems and processes exist to support cost centre managers. • The extensive ICT² budget provides every student with a device and is strategically managed through family contributions and the planned replacement schedule. • There is a thorough understanding of the future workforce needs of the college. Strategies are in place for succession planning and recruitment, particularly of specialist teachers.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to plan for possible reductions in funding due to student enrolment fluctuations.

Teaching quality

Teachers demonstrate a commitment to continual improvement in their craft. Use of ICT across the college is a particular strength.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Staff are highly skilled in the use of online learning, reporting and assessment. Resources were readily available to support students during the time of COVID-19 interruption. Staff are participating in action research and sharing of practice within learning areas. The learning support coordinator provides training to increase the knowledge of staff around disability and differentiation. Education assistants work in learning areas to become familiar with curriculum content to enhance support for students on Individual Education Plans.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> Develop a common understanding of good teaching practice and establish a whole-school pedagogical framework.

Student achievement and progress

Student achievement and progress are monitored by the leadership team and targets for improvement drive strategic and operational planning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> ATAR³ achievement has been consistent over time. VET results are strong with a high number of students achieving a Certificate III in a variety of courses. Literacy intervention programs are showing positive results. The use of the Western Australian Certificate of Education tracker is encouraging students to take ownership of their learning.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> Continue to engage with the sharing of data analysis across the college. Further refine moderation processes.



Reviewers

Vicki McKeown
Director, Public School Review

Andrew Host
Principal, Margaret River Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Information and communications technology
- 3 Australian Tertiary Admission Rank