

2020 Annual Report

Woodvale Secondary College



RESPECT

RESPONSIBILITY

RELATIONSHIPS



WOODVALE
SECONDARY COLLEGE



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FOREWORD FROM THE PRINCIPAL



Lea Fairfoul-Hutcheon
Principal

There is no doubt that 2020 was incredibly challenging and taxing. I believe that WSC can look back on it with pride given numerous positives and significant achievements against a backdrop of uncertainty and challenge. These included:

- ✓ Unlike many other schools, we reported on student achievement for Semester 1 using grades- this was optional in view of the interruption to students' learning.
- ✓ There was very little that students missed out on- numerous excursions were re-scheduled rather than cancelled.
- ✓ Our College retained its a Division A status in the School Sports WA Athletics competition.
- ✓ Our WSC Co-Curricular program was launched with 331 students participating with over 2000 entries.
- ✓ A wonderful Presentation Night was held in our Sports Centre giving each Year 12 student (and two guests) the opportunity to celebrate their significant achievement on concluding their schooling against a background of momentous global events.
- ✓ We completed our annual report as normal - which for the first time was not compulsory.
- ✓ The completion of one business plan and the workshopping of another, engaging all staff in data analysis and the subsequent decision making process of determining our priorities.
- ✓ A very positive public school review.
- ✓ Ongoing upgrading of facilities in the College.
- ✓ Further developments in the presentation of our grounds.
- ✓ A continuing development in leadership demonstrated by our students with the Student Council gaining in confidence and influence. In particular, their commitment to sustainability was impressive.
- ✓ The continuing upskilling of the Board.
- ✓ The many opportunities offered to support students in their learning whether through study skills programs, co-curricular and sporting activities, interaction with interagencies or expert help.
- ✓ The successful implementation of the new Department mobile phone policy.

A small but dedicated group of parents continued to work for the College through their efforts on the P & C and specialist program sub-committees. Under the leadership of Mr Oliver Wolf, the financial acumen of Mr Kieron Strahan and well supported by hard working executive and sub-committee members, the P& C made a considerable contribution to our College. This included:

- contributing to costs for the planned nature playgrounds
- ongoing support of Student Council activities
- management of the College canteen.

My very grateful thanks for their ongoing support and commitment to our College and wider community.

Our community very much came together throughout 2020 as we sought to support each other through challenges experienced at a personal, community, state, national and global level. I am very proud of our ICT capabilities, staff and students for the way in which our College community demonstrated agility and adaptability in withstanding and surmounting the many challenges of the year.

BOARD CHAIR REPORT

On behalf of the College Board I would like to extend our gratitude to the entire college community for their resilience and ongoing commitment to learning throughout an ever-changing year. The COVID-19 pandemic has been a challenge for many, however the College adapted quickly and innovatively throughout the year. The College's commitment to ensuring a high standard of technological offerings meant that the students and teachers were able to promptly adapt to ensure a continued high quality of teaching was offered – even if it was from home!

In 2020 the Board welcomed two new parent representatives, Kim Rigoll and Lize Verhoef, community representative Judith King (Principal at North Woodvale Primary School), and teacher Darrin Carter. Thank you to farewelled members Helen Demiris, David Castelanelli and Tania Lamb for their contribution to the Board during their terms.

Throughout the year the College Board continued to meet to discuss and contribute to the development of the new business plan and assess the College's performance against the existing business plan. We had the opportunity to learn and celebrate the success of a number of programs and initiatives provided by the school. These included the Woodvale Co-curricular Program which highlighted that every child should go through school and experience a whole range of activities to encourage a more rounded education and lifelong skills, and the new Home Room class introduced at the beginning of the year which provided an opportunity to deliver programs related to social and emotional wellbeing.

Student Representatives Kara Shortland and Katie Gauld provided the Board with regular insight of the student voice and other exciting initiatives led by the school leaders. Their contribution to the Board was invaluable and we wish them well in their new adventures beyond secondary school.

Kim Rigoll and I had the honour of participating in the school review assessed by the Department of Education. It was a great opportunity to be exposed to the depth and breadth of the College functions, administration and leadership; the level of preparedness by the College Executive was admirable and the feedback from the Department is commendable. I also had the opportunity to attend my first end of year Presentation Night as Board Chair; the sense of pride in the room was overwhelming and it was an honour to see so many students awarded for their achievements.

On behalf of the College Board, I would like to thank Principal Lea Fairfoul-Hutcheon and her team for their hard work and dedication to ensure the success of the College and student performance, particularly during such a challenging year.

Participation on the Board is a great opportunity to contribute to the ongoing strategic development of College and I encourage our community to engage either as a Board member or contribute through an existing member by contacting woodvale.sc@education.wa.edu.au. Details regarding the College Board, including existing Board members can be found at <https://www.woodvale.wa.edu.au/community/college-board>.

Katie Russell
Board Chair

CONTEXT

Woodvale Secondary College enjoys an excellent reputation within the wider community. The comprehensiveness of the school's curriculum reflects the wishes and career aspirations of the community, embracing tertiary entrance as well as preparation for TAFE and the workforce. Regularly 45% of Year 12 students study at tertiary entrance level, while the remaining students engage in Certificate courses and/or a General pathway. The College has a tradition of outstanding achievement in VET in particular. Analysis at many levels within the College (classroom, senior leadership, executive and Board) of the plethora of data collected across multiple domains indicates that Woodvale Secondary College is a 'good' school (Department of Education 2008, Classroom First Strategy) which has 'earned the respect of the community for the quality of the education it offers.'

The College is also recognised for the many opportunities it offers students, ranging from specialist programs, co-curricular opportunities, academic extension, engagement in sporting or arts programs and leadership opportunities. Along with excellence in teaching, the opportunities available to Woodvale students ensures a low student transience rate.

Since its inception, the College has prided itself on its superior ICT focus, currently maintaining a one-to-one program that is the envy of many schools. This allows for uninterrupted delivery of teaching and learning online. The readiness of the College to deliver many curricula online was amply demonstrated during the COVID-19 pandemic when our infrastructure and preparation resulted in a seamless transition to learning at home.

Enrolment is consistently around 1400-1550 students across Years 7 to 12. The average cohort size is approximately 250.

Data collected during school tours and conversations with families, tells us that families actively research the best school for their children before moving into an area. Woodvale is, therefore, competing for market share on the basis of the curriculum provided, pastoral care and facilities.

Further elements of context:

- ✓ A high percentage of the students come from out of boundary areas through the specialist programs of Soccer, Music and Basketball.
- ✓ In 2020 (for the Year 7 cohort of 2021), 46 different primary schools were represented in the applications made for our specialist programs.
- ✓ The student population does not mimic the cultural diversity of many Perth metropolitan schools with approximately 0.4% of the population being Aboriginal/TSI students and 91% of students being born in Australia, the United Kingdom or South Africa.
- ✓ Stable staff numbers of approximately 150, with approximately 100 teaching staff and 50 support staff.
- ✓ Student transiency for 2020 was 5.2%.

The current catchment area for the College encompasses the middle socio-economic range of the suburb of Woodvale, with the northern half of Kingsley shared with Greenwood Secondary College. The College has an Index of Community Socio-Economic Advantage (ICSEA) rating of 1064 with the distribution below;

	Bottom Quarter	Middle quarters		Top quarter
School Distribution	11%	28%	35%	27%

PROGRESS AGAINST COLLEGE PRIORITIES

Through our curriculum, co-curriculum and pastoral care programs, our mission is to empower, challenge and support students to achieve their personal best and engage as responsible global citizens.

We plan to achieve these outcomes through three interconnected priorities:



HIGH QUALITY TEACHING AND LEARNING

- ▶ At the end of their secondary schooling, students will achieve a Western Australian Certificate of Education (WACE) and/or show evidence of value adding to their Western Australian Statement of Student Achievement (WASSA).

The achievement of a WACE or WASSA starts in Year 7. Our College works very hard to support every student to achieve their best. Staff review student achievement on an individual basis and use this to plan interventions within their teaching programs. Curriculum Leaders review their learning area data at the conclusion of each semester and this data analysis is included in the Learning Area Plan that is constructed to support the overall School Business Plan. Learning area leaders use this data to adjust their learning area programs and develop targeted interventions that support student learning.

- Continuous, efficient and proficient academic review processes are in place to support Senior School student success. The extra effort of the Senior School Review team in 2020 is noted in response to the disappointing Year 12 results in 2019 and in recognition of the need to minimise as much as possible the impact of COVID-19.
- Upskilling of students and parents in regards to WACE, WASSA and grading processes at information sessions.
- Increased endorsed program depth and breadth of achievement.
- Focus on excellence in special programs with students required to accept greater responsibility for their performance across the College.
- Authority awards received by Year 12 students as a result of early tracking of high achievers.
- Successful review of provision of programs and assessments offered to Year 9 and 10 students which resulted in more engagement of students in curriculum. Particular strategies included teachers providing comprehensive course outlines on Moodle and due dates on Connect, establishment of a regular and balanced homework and assessment schedule, examinations suited to pathways students were in, more alternative lessons offered to the extension students.
- Learning areas are continually reviewing how we set up students for senior school success. For example, English streamed pre-ATAR students into a timetable that allowed greater collaboration and use of guest speakers. Student performance early in Year 11 indicated an improvement in preparation for the rigour of Year 12.

- Commitment to counselling students into the most challenging pathways that they are capable of has resulted in 'expected' proportion of Year 12 cohort choosing ATAR pathways.
- Investment in Elevate as a targeted, phase of development-appropriate study skills program.
- OLNAs: The College invests considerable resources into the support of students to meet the OLNAs standard. This includes backward mapping to curriculum areas, upskilling staff in specific skills that are targeted (including whole school professional learning sessions), the employment of both a Literacy and Numeracy Coordinator, individual sessions and tracking by the senior school Team. Students engage with OLNAs testing and see it as high stakes testing.

► **Students show progress across the phases of schooling in a range of the general capabilities.**

All learning areas have plans and curriculum interventions in place to address Literacy, Numeracy, ICT and Personal and Social capabilities. For example, Literacy is not solely owned by English teachers. This approach puts at the forefront for students the importance of these capabilities for life-long learning and the provision of a concerted approach to further develop these knowledge and skills to be an active member of society. The other three capabilities (Critical and Creative Thinking, Ethical Understanding and Cultural Understanding), while addressed across the school, are under exploration to be formally addressed by each learning area.

The general capabilities in Literacy and Numeracy are regularly measured by both NAPLAN and OLNAs assessments (see these sections) and within learning area assessment items. The measure of Personal and Social capability is completed in the SEW yearly questionnaire (see SEW section) and covered in the Health Education curriculum.

► **Staff work collaboratively and reflect upon their effectiveness in delivering the best outcomes for students and other staff.**

- Staff were given opportunities to engage in performance development processes and collaborative opportunities e.g. learning area meetings, classroom observation, work shadowing linked to either the AITSL standards or relevant competency frameworks.
- Ongoing use of Woodvale Secondary College developed classroom observation tools, including tools for staff providing professional learning. All documents encouraged self-reflection and collegial discussion.
- Ongoing induction was provided for new and graduate staff throughout the year, including mentoring from Executive members.
- The use of the iCentre as a collaborative space enabled teachers from different learning areas to share in activities which provided students with opportunities to engage in solving real world problems. The sharing of approaches between teachers further developed their repertoire of techniques.

ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

The ongoing development of the whole school Literacy and Numeracy plan provides significant support to students with the aim of achieving the OLNAs standard by the end of Year 12.

% of students that have achieved the OLNAs Standard OR prequal in each relevant component of OLNAs by 2020.

YEAR	NUMERACY	READING	WRITING
10	89.5%	93.4%	95.7%
11	93.6%	97.3%	96.4%
12	98.6%	100%	99.0%

NAPLAN

Due to COVID-19 NAPLAN tests were cancelled in 2020

CLASS OF 2020 RESULTS

College staff look forward to reviewing Year 12 results as an indicator of the effectiveness of our programs and practices.

- 43% (100) of our Year 12 cohort enrolled in 4,5 or 6 ATAR courses.
- Three Courses recognised as containing the "Highest Performing Students"- Accounting and Finance, Politics and Law and English Literature.
- 1 student achieved an ATAR of above 99.
- 17 students achieved ATARs between 90 - 98.5
- 26 students achieved ATARs between 80-89.5
- 1 student achieved a Subject Certificate of Excellence (Human Biology)
- 5 students achieved Certificates of Distinction.
- 22 students achieved Certificates of Merit.
- 99% of students achieved *attainment*.
- 99% of students met minimum standards for literacy and numeracy.

Year 12 Participation

	Eligible Year 12 Students	WACE Achievement %	ATAR Participation %	Median ATAR	VET Participation rates	VET participation rates %
2014	153	99	52	79.30	105	69
2015	247	98	48	75.70	203	82
2016	272	100	45	82.15	272	100
2017	220	95	41	82.43	217	90
2018	192	98.44	43.75	82.80	187	97
2019	222	93	41	74.80	183	82
2020	210	99	43	77.63	199	85

- The Department of Education determines how many students are "expected" to undertake an ATAR pathway based on previous academic performance and participation at *like schools*. Woodvale Secondary College had only 2% below what was "expected".

University Pathways

Many of our 2020 students took advantage of the early offers that universities advertised as a COVID-19 strategy. Students could also apply for courses directly through certain universities. Universities do not share data on these processes. In 2020, 55 of the 100 (55%) students with an ATAR applied for university through TISC with a median ATAR of 76.85. In previous years around 90% of our ATAR cohort applied for university through TISC.

VOCATIONAL EDUCATION AND TRAINING (VET)

Year 12

- 178 Year 12 students were enrolled in at least one qualification
- 96% of the Year 12 cohort (214) were VET students
- 258 full qualifications were delivered to Year 12s
- 247 full qualifications were achieved (96% completion rate)
- 112 Year 12 students participated in two or more Certificate courses over 2019/20.
- 1 student achieved five Qualifications by 2020
- 154 full Certificate II qualifications were delivered (10 part delivery) with 151 students achieving full certification (98% completion)
- 100 full Certificate III qualifications were delivered with 92 students achieving full certification (92%)
- 4 Certificate IV qualifications were delivered with all 4 students achieving full certification
- 24 different qualifications were undertaken by Year 12 students

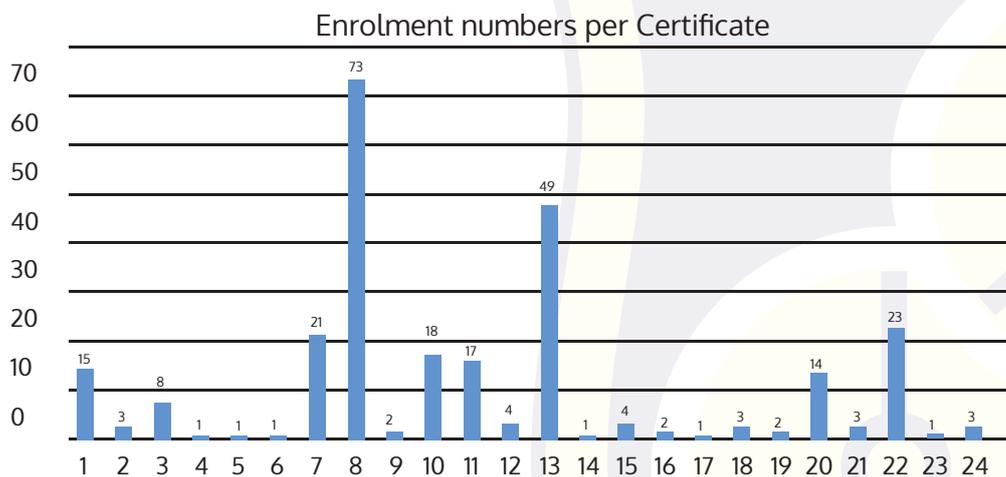
Note: All students are enrolled in full qualifications initially. When a student withdraws or leaves school their qualification becomes a part enrolment.

Qualification Achievement Rates & Enrolment Numbers

	Qualification	Ach %
1	Certificate II in Animal Studies	100
2	Certificate II in Building and Construction (Pathway Trades)	100
3	Certificate II in Business (one year course)	100
4	Certificate II in Community Services	100
5	Certificate II in Computer Assembly and Repair	100
6	Certificate II in Electro Technology (Career Start)	WD
7	Certificate II in Engineering Pathways	90
8	Certificate II in Kitchen Operations	90
9	Certificate II in Music Industry	100
10	Certificate II in Outdoor Recreation	100
11	Certificate II in Sports Coaching	100
12	Certificate II in Visual Arts	100

	Qualification	Ach %
13	Certificate III in Business	92
14	Certificate III in Dance	100
15	Certificate III in Early Childhood Education and Care	100
16	Certificate III in Education Support	100
17	Certificate III in Engineering - Technical	W/D
18	Certificate III in Events	100
19	Certificate III in Make-Up	100
20	Certificate III in Music Industry	71
21	Certificate III in Population Health	100
22	Certificate III in Visual Arts	100
23	Certificate III in Community Services	100
24	Certificate III in Education Support	100

Enrolment Numbers



YEAR 11

- 199 Year 11 students were enrolled in at least one qualification
- 96% of the Year 11 cohort (220) were VET students
- 208 enrolments in Certificate II with 84 Certificates achieved (others ongoing in 2021)
- 35 enrolments in Certificate III with three achieved (32 ongoing)
- 12 Cert II school based traineeships (SBTs) started
- 3 Cert III SBTs started
- 1 school based apprenticeship started
- 33 different qualifications were undertaken by Year 11s

Full qualifications achieved in Year 11

- Certificate II in Animal Studies
- Certificate II in Automotive Vocational Preparation
- Certificate II in Business
- Certificate II in Community Services
- Certificate II in Electro technology (Career Starts)
- Certificate II in Engineering Pathways
- Certificate II in Music Industry (School delivery)
- Certificate II in Visual Arts
- Certificate III in Aviation (Cabin Crew)
- Certificate III in Accounts Administration
- Certificate III in Education Support

School based trainees/apprentices

- School based traineeships program extended to include Cert III in Allied Health Assistance
- 15 SBTs and one school based apprentice
- **HGT first year school based apprentice winner**

Qualifications

- 416 qualifications delivered as school based
- 99 qualifications delivered through external provider partnerships
- 16 partnerships with RTOs (Registered Training Organisations)
- 16 Certificate IV trainers at WSC – 14 delivered training in 2020

Workplace Learning and endorsed program achievements

- 50 Year 12 students attended 147 placements with 55 employers
- 46 Year 11 students attended 102 placements with 61 employers
- 4 Year 10 students attended five placements with 4 employers

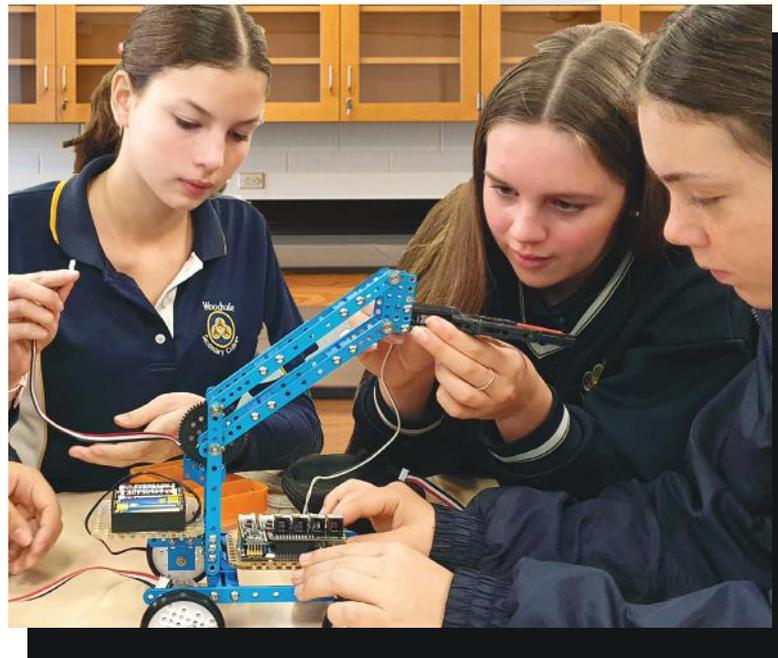
Woodvale Secondary College partnered with 113 employers to provide 254 placements. Students attended an average of 14 days at each placement. 309 students across Years 10 to 12 participated in a range of SCSA endorsed programs including school based and externally delivered community service, music, leaderships and sporting activities. These points contribute to WACE as well as value adding to the WASSA (Western Australian Statement of Student Achievement).

Transition / Career Education Highlights

- Homeroom introduction of focused career sessions for senior students.
- 12 small group parent information sessions conducted for Year 10 parents of 100 VETdSS and ADWPL students.
- 1:1 University sessions for Year 11 and 12 students.
- School based group sessions on university/TAFE information.
- 2 Try a Trade programs, delivered through (NECA-electrical, NMTAFE- Balga construction) were attended by Year 10 students.

RECOMMENDATIONS 2021

- ▶ Further upskilling in fine grain data analysis by curriculum leaders and teachers to improve teaching and learning.
- ▶ Sharing of this at a whole school level.
- ▶ Focus on a whole school shared Pedagogical Framework based on high impact teaching strategies.
- ▶ Build a comprehensive Careers Program which will enable students to have a better understanding of future pathways.
- ▶ Build a process to enable students to leave high school with a comprehensive portfolio.
- ▶ Trial an approach to develop teacher's engagement with latest research.
- ▶ Appoint a teaching support coordinator to work with staff as one means of driving the College priority of quality teaching.



EFFECTIVE LEADERSHIP

Woodvale Secondary College is fortunate to have a very dedicated, enthusiastic team of teaching and non-teaching staff who are committed to the College motto, Pursuing Excellence. In 2020, 164 people were employed at Woodvale Secondary College, comprising 107 teaching staff and 57 support staff.

Woodvale Secondary College continues to boast a good balance of experienced and graduate teachers across learning areas, including 38 Senior Teachers and 12 Level 3 Classroom Teachers.

Developing a shared leadership model across the College has been a priority for several years. Steps have been made in opening up genuine opportunities to all staff, rather than limiting opportunities to those who had previously enjoyed them. While this may appear limited in its ambition, it is significant at a school like Woodvale, a “leafy green” school that due to its size, strong academic performance history and homogenous student population, has a history of limited challenges.

The creation of multiple leadership roles with time and/or financial allocation over the past several years has afforded many teaching staff the opportunity to experience working at a whole school level, rather than only at a curriculum or year level. This has gone a long way to developing an awareness of the breadth of understanding required as a leader in a large, complex senior high school.

With Effective Leadership a key priority of the College Business Plan, new workforce-transparent, competitive processes were run that allowed teachers to apply for a range of leadership opportunities:

- STEM Coordinator
- Numeracy Coordinator
- Academic Enrichment Coordinators
- 2iC of ICT
- Co-Curricular Coordinator
- House Coordinator
- Home Room Coordinator
- Media Coordinator
- Learning Area Second in Charge (2iC)

In addition, staff engagement in school committees including Workforce Advisory (WAC), Finance, Building and Grounds was strongly encouraged. Three teaching staff continued in their roles as staff representatives on the College Board.

Woodvale Secondary College staff continue to be outward thinking and recognise the importance of engaging with external organisations. Teaching staff actively engage as ATAR and Externally Set Task (EST) markers, Authority curriculum writers, teaching practicum supervisors and small group moderation mentors.

PROGRESS AGAINST RECOMMENDATIONS 2020

► Continue to improve planning, communication and promotion of student led initiatives

This was achieved especially through the Student Council sub-committees. During 2020, the Health and Wellbeing subcommittee worked on addressing physical and mental health concerns as well as helping to host events such as the food stall at the Athletics Carnival. They encouraged increased participation in sports and extracurricular activities and for students to be proactive with their own health by accessing the many physical and human resources that the College provides.

The Social and Cultural subcommittee's main aim was to provide and promote awareness throughout the year. Harmony day aimed to celebrate cultural diversity, inclusivity and respect. The committee organised posters to increase student engagement, promoted wearing orange accessories, liaised with the canteen to sell international foods for the day and had notices with greetings in other languages. The major event of the year was R U OK day where, together with the Health and Wellbeing committee, students promoted awareness surrounding mental and physical health.

The Sustainability subcommittee focused on improving the environmental sustainability of the school. They did so by promoting environmental awareness days throughout the year via notices and posters. Additionally, they coordinated the first school-wide clean up event. The major event was National Recycling Week, whereby various events were organised regarding recycling, ecologically conscious activities and the promotion of plastic recycling in the school by setting up our first Containers for Change initiative.

► Focus on promoting the achievement of students across the College in intra and extra-curricular activities

The Woodvale Co-Curricular Program was established in 2020, after consultation with the entire school community to oversee, engage and motivate students to participate in and celebrate their engagement in intra and extra-curricular activities.

Throughout Semester 2, the program was promoted to Year 10s, 11s and staff. This was a trial of the process and the established monitoring tools on SEQTA. Throughout this time staff and students were able to record student engagement. Staff participated in a working party and the Student Council assisted with the establishment of the program, contributing to displays, presentations and promotion. Students individual participation was monitored, managed and communicated directly with participants fortnightly. The school community drove the expansion of the program to 'high flyers' in other year groups. This culminated in students in Year 10-11 having their participation printed on their academic report including hours completed, points received and level attained. Students in other year groups received a certificate of participation with the level attained. For Semester 2, 331 students engaged and there was over 2000 entries recorded.

For 2021, based upon staff and student feedback the program will be extended to the entire school. It now has different methods of access for various year groups, to cater to their age and stage of development, as well as to ensure long term engagement and sustainability. The focus of the program has shifted to encouraging students to not only engage in extra-curricular opportunities, do their personal best and develop their leadership skills, but to also expand their repertoire of skills and the range of activities they are participating in.

► **Use funds raised by the Council to improve student engagement at school.**

This is still to be achieved as COVID restrictions during the year limited activities

► **Continue to be involved in projects aimed at beautifying College grounds as well as student comfort and wellbeing**

The Student Council Sustainability committee had an increased focus on working with our STEM Coordinator to improve student awareness and involvement in caring for our environment. They held several "clean-up" afternoons and promoted "Containers for Change" in all Learning Areas and at break times. Councillors in this subcommittee ran a Homeroom activity for Years 7 & 8 in which students were encouraged to learn about sustainability, complete a Kahoot quiz and create an original promotional poster on a specific topic for entry into their Sustainability competition. The lesson plan and resources were designed by the Student Councillors themselves which highlighted their skills not just at working with each other but also other staff. It also demonstrated their ability to engage with and encourage students within the College to participate in whole school priorities. Bins were purchased in each House colour to further develop this initiative, with the aim of fundraising for Student Council expenditure.

2020 HIGHLIGHTS

- Four staff members: Attained Senior Teacher status.
- One staff member: Completed Master of Education Studies.
- One staff member: Chair of SCSA Arts Curriculum Advisory Committee.
- One staff member: On the selection panel for Media Production & Analysis to select student entries for Perspectives viewing.
- One staff member: On the ACARA review panel for the Arts, (one of two Western Australian Arts teachers invited to join).
- All HPE staff members: Have First Aid qualifications.
- Eight HPE staff members: With Surf Rescue Certificate.
- Seven support staff members: Completed their First Aid certificate.
- Two staff members: Completed the emerging MSC course.
- One staff member: Completed a two day course – Hazardous Chemical Management for Laboratory Technicians.
- One staff member: Completed an online course – White Card (VET).
- One staff member: Current DoE Level 3 Classroom Assessor.
- One staff member: Judge for SCSA VET awards.
- One staff member: Completed Senior Leadership qualification.
- Our Associate Principal presented the WSC Wellbeing Journey at a National Conference.
- Mr David Prince First Aid Examiner and Aquatic Trainer Certificates Surf Lifesaving WA.
- Mr D Hopkins examiner/instructor/First Aid for Royal Life Saving Society.
- Many staff members continue to be members of Connect communities, linking them to colleagues in other schools across the state.
- Four WACE markers.

2020 Graduate and New Staff Support at WSC

Induction of new staff and graduates is an important aspect of WSC culture of engagement. In 2020 WSC had 14 graduates in various stages of their journey to proficiency. Graduates met with the Associate Principal twice a term for professional learning and networking opportunities.

Based on feedback from the 2019 graduate group, graduates participated in visiting Level 3 Classroom teachers for specific viewing and reporting back to the group. Feedback at the end of 2020 was that graduates considered this as “highly valuable professional learning”.

Further opportunities during 2020

- Induction day before school commences.
- Time to conduct modules and on-line professional learning.
- The Associate Principal in charge of graduates visiting their classrooms and giving feedback.
- Every graduate is also mentored by their HoLA and a learning area buddy teacher.
- At the end of the year, graduates developed a booklet for next year’s graduates and agreed to act as a support team in 2021. Feedback from graduates and new staff was that they felt fully supported and that leadership at WSC was welcoming and accommodating. They were confident to access support on a number of levels.

Professional Learning

All staff across the College actively engaged in professional learning in 2020, in school based and on-line learning opportunities. External professional learning opportunities were limited at various times throughout the year due to COVID restrictions. The professional learning plan for 2020 incorporated seven school development days as well as after school meetings linked to Enterprise Bargaining Agreement (EBA) conditions. A change to the EBA structure meant that learning areas could determine how learning areas used two of their EBAs per term with the Executive team organising the other two. This ensured a good balance between the provisions of system-wide, College and more personal preferences.

Support Staff

Workforce stability and collegiality at a senior level during 2020, enabled the College to meet the demanding challenges posed by COVID-19. This stability ensured support staff continued to be provided with multiple opportunities to thrive and excel during a turbulent year of change management. Multiple aspirational support staff in various departments within the college including administration, science, IT and the library benefited by guidance and mentorship using both internal and external mechanisms. These mechanisms strengthened the capacity of the College to provide for and create a multi-skilled workforce to maintain high level service delivery to all stakeholders. A strong commitment to Workforce Management forward-planning saw multiple recruitment processes undertaken to fortify operational capacity and maintain alignment with the core vision for our College.

Student Leadership

Student leadership has been a strength of our College in the time slice under discussion, with significant opportunities for student voice at whole school, Board, year group and community level. Greater education around College processes will further inform students' understanding of their role in change management.

In order to build student councillors' leadership skills; they were given the opportunity to engage with leadership challenges such as: Perth Youth Leadership Conference; student planning day at Time's Up Escape Rooms; year group workshops and resources uploaded to the student council communications moodle page; GRIP Leadership Conference; Year 12 Head Prefect led leadership skill sessions.

Although the year started well, the effect of COVID-19 on the ability to action large group events limited many planned activities. Despite this, there were several successful events held including Wellness Week and the WACT (Woodvale Arts, Culture and Technologies) Day. For the first time our College invited Year 5 students from local primary schools to attend this event.

- At the end of Term 1 the Student Council organised a 'Wear your favourite sport jersey to school day' to promote mental health and as a reminder of the sports we love despite not being able to participate in them due to COVID-19 restrictions. The popularity of this day meant that we revisited the activity again in Term 2.
- In Term 2, student councillors collaborated with their year coordinator to create a social activity for their final Homeroom activity. This resulted in the successful participation of each cohort in a social activity that was highly engaging, student driven and organised, and created stronger connections between students within their year groups.
- In Term 3 the Student Council collaborated with the Academic Enrichment Coordinator to run a sausage sizzle fundraiser for the Write a Book in a Day competition during the Parent Interview Evening. They successfully raised \$434.60 which was donated to Kids Cancer Project.
- Term 3 was also the sausage sizzle fundraiser during the Athletics carnival. The students not only volunteered their time to cook and sell sausages, but organised a roster to share the duties. Additionally, they collaborated with the school chaplain and the WCP coordinator to run a stall for RU Ok day and promotional material regarding the new WCP.
- In Term 4 the Student Council again coordinated the Canned Food drive for Foodbank Australia which resulted in our College community donating 116kg (the equivalent of 209 meals).

RECOMMENDATIONS 2021

- ▶ Embed recycling into College culture through regular promotion and modelling of appropriate behaviour.
- ▶ Continue to develop collaborative relationships between the Student Council and other established whole school groups to create an integrated leadership model.
- ▶ Continue to build student leadership capacity within the College through opening up opportunities for student leadership to non-councillors, creating more Student Councillor led initiatives and offering training sessions in organisation, accountability and effective communication.
- ▶ Ongoing promotion and feedback to the student population by creating a Student Council section of SEQTA homepage.
- ▶ Continue to create staff leadership opportunities in line with our new business plan.
- ▶ Continue to engage middle leaders in change management practices.
- ▶ Update the performance management process to ensure staff have tools to engage in self reflection and leaders are able to provide targetted feedback.
- ▶ Build the 2021-2023 workforce plan inclusive of a leadership component.



POSITIVE SOCIAL EMOTIONAL WELLBEING

PROGRESS AGAINST RECOMMENDATIONS 2020

► **Put programs in place to address revealed areas of low SEW in all students.**

During 2020, data on lower school students was analysed and the following was identified as key challenges: social skills and changing friendship groups; keeping up with school work and being organised; and not getting enough sleep. Students felt supported by Year Coordinators, friendly teachers and having their own area to socialise in at break times.

Senior School students responding to the National Mission Australia survey were again 10% higher than the national average for feeling prepared for post compulsory schooling. Our students were also above the National average for optimism.

Senior school students identified their top concerns as: coping with stress; mental health and body image; school or study problems. These issues will continue to be addressed through targeted interventions in home room and flexi day arrangements.

Home Room was developed (40 minutes per week) for implementation in 2020 for Years 7-12. Feedback from staff was positive, so the program will continue in 2021. As well as timetabling for year group assemblies and house competitions. Home Room was used for the explicit teaching of positive psychology interventions to Year 7-9 groups. Senior school Home Room focus was on mentoring, career planning and stress management.

Students also conducted SEW activities such as RU OK? day, raising awareness of the importance of good mental health.

WCP Woodvale Co-Curricular Program was launched in 2020 with a lead teacher given time to promote and embed the program. Commitment by students to the program was high.

► **Focus on Positive School Culture**

Both staff and students have been immersed in conversations, key messages at assemblies and staff meetings, and provided with resources which focus on building a positive school culture. In 2020 we maintained our focus on engagement, house activities and Home Room.

► **Manage In-School Community Service in a stronger way to encourage more uptake by staff and students.**

As a part of the Co-Curricular Program, community service was recorded for students against their WACE achievement.

► **Maintain Chaplain's programs plus introduce a Year 10 gents program.**

With two new Chaplains in 2020, we expanded the Reach Out programs that target identified students.

► **Provide three parenting seminars including Triple P – Raising Responsible Teenagers and Anxiety in Today's Teen.**

Triple P workshops were conducted as well as a Parent Forum on Resilience During COVID. Parents who attended these workshops completed feedback sheets and the overwhelming response was that they found them useful and enjoyed meeting other parents. They also found the guest speaker on Resilience, Dr Mandie Shean, very engaging and helpful.

► **Introduce further emotional regulation skills into our SEL programs with a view to enabling a flow on effect into improving peer/family relationships.**

A number of interventions were completed with a target focus of lower school boys whose data identified challenges with self-regulation, anger management and sleep. The lower school girls are more affected by changing friendship groups. This is ongoing and continued to be addressed in a structured approach in Home Room 2020. Students developed their own posters on Bystander Behaviour. Building positive student relationships was greatly enhanced through the school game of Wooball which was developed by students and played as a House activity. Student feedback was highly positive.

► **Source those specific target groups who will achieve maximum benefit from the additional support and training that these programs offer.**

A number of students were identified through SAER meetings and invited to attend the small group special focus interventions run by the Chaplains. This is an on-going strategy that works very well with a small group of high needs students.

► **Provide opportunity for parents to nominate their child for specific programs.**

This occurred in 2020 through the Chaplains and Student Services personnel.

► **Improve targeted and informed advertising of programs.**

Use of Connect and the College electronic sign improved the advertising of our programs. WSC also employed a Marketing and Events Officer to improve our communication with the wider community and organise events to meet the community needs.

► **Home Room Coordinator 2020**

This strategy was effective for one year as it gave time for embedding of resources for teaching of Home Room Years 7-12. In 2021 Home Room will be monitored and managed by the Lower and Senior School Program Coordinators.

2020 HIGHLIGHTS

WSC is recognised as a positive organisation by its community where students and staff are enabled to flourish.

- 2019/20 data gathered ACER SEW Survey Years 7-9; Mission Australia Survey Years 10-12; Student Services data on engagement and behaviour.
- Explicit teaching of PERMAH in Health Education Years 7 - 10 (ongoing).
- Transition SEW Questionnaire for longitudinal study analysed and a number of target areas identified such as a need for peer support/mentoring and home room.
- Parent feedback from number of workshops very positive.
- Staff feedback show they feel their wellbeing is targeted appropriately at WSC.
- Psychologist developed website on our web-page to inform parents about common anxieties.
- Each learning area promoted a SEW focus: HASS-Resilience, Maths and Languages – Growth Mindset, English – Appreciative Inquiry, Phys Ed – Engagement, Arts – Mindfulness, Science – Solutions Focused Approach, Technologies – Positive Relationships.
- Positive community attention about use of therapy dogs.
- Several members of Student Services Team trained in Positive Schools.
- After school exercise program for staff wellbeing.
- Review of Positive Parents Guide based on parent feedback.
- Attendance intervention package streamlined and shifted online.
- Increase use of attendance data at SAER meetings enabled tailored supports for students and their families.
- The high level of support provided to families for students working at home during Covid-19.
- An increased focus to reward students for positive behaviour and attendance across the year
- Increased recognition of student achievements by offering a variety of options to cater for individuals.

ATTENDANCE

Secondary Attendance Rates by Year Level

	Y07	Y08	Y09	Y10	Y11	Y12
2018	94%	93%	92%	90%	91%	90%
2019	93%	91%	90%	90%	91%	90%
2020	92%	90%	90%	90%	90%	89%
WA Public Schools 2020	90%	87%	85%	85%	86%	87%

Note: The 2020 attendance rates are not comparable to previous years as they were adversely affected by the COVID - 19 pandemic

Woodvale SC continues to maintain a higher than average attendance rate across all year groups, but a priority was made to streamline processes utilising all available attendance data at SAER meetings to identify individual student disengagement as early as possible.

The school avoidance package (including parental support strategies, School Refusal Assessment Scale (parent and student) as well as IAPs targeting different levels of disengagement) were all adjusted to ensure a consistent, compliant, resource-sensitive approach is taken by all stakeholders.

The School Attendance Officers worked closely with the Program Coordinators to provide support for teachers to ensure that classroom attendance is taken in an accurate and timely manner to increase the reliability of the data.

During the COVID – 19 lockdown period the Student Services team developed numerous online materials and information packages to ensure credible information was available to our community on dealing with the stay at home / online environment. Student Services staff were allocated groups of students identified as being at greater risk to ensure that regular contact was maintained with the individual students and their families. Where possible, extra support was provided.

POSITIVE BEHAVIOUR SUPPORT AND BEHAVIOUR MANAGEMENT

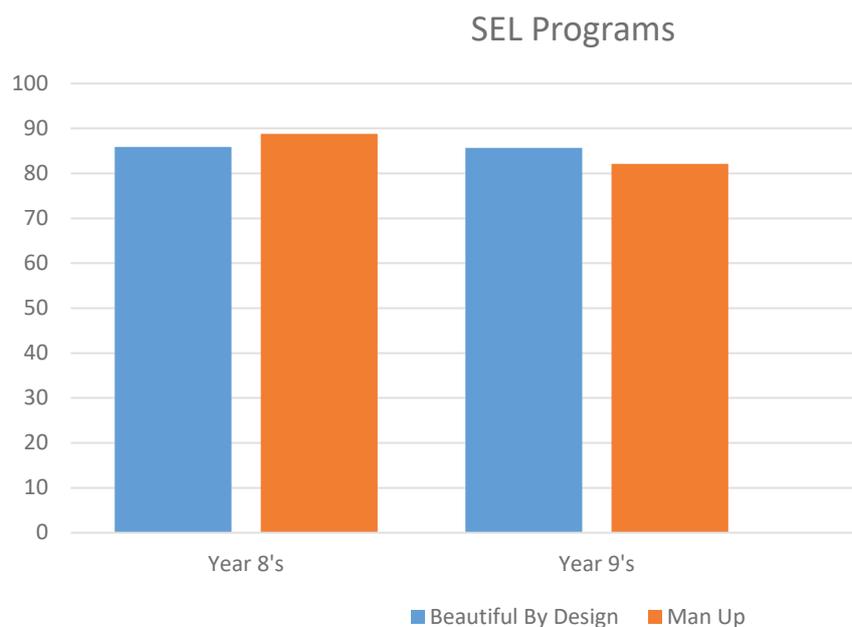
Woodvale Secondary College has a documented whole school plan to support positive student behaviour. College Code of Conduct and expected behaviours are explicitly taught, promoted and reinforced. The vast majority of students at Woodvale Secondary College maintain positive behaviour, reflected by the high percentage of students being eligible for reward activities each term. Eligibility is determined by attendance and behaviour data.

The Student Services team, as part of our College approach, provides and encourages students to engage in a range of social events and activities in order to create a positive school climate. Increasing a sense of belonging and connectedness to the College helps to minimise unproductive and negative behaviours. We adopt a whole school approach to applying a multi-tiered system of supports and interventions to assist students who experience challenges with achieving or maintaining pro-social and expected behaviours.

A significant amount of work went into developing an enjoyable end of year reward day where students were able to choose from 19 different activities ranging from Cake Decorating, Hip Hop Dance, Martial Arts and our very own Wooball to Movies, Virtual Reality Gaming and an online tournament on the big screen in the I-Centre. The overwhelmingly positive feedback gathered from students reflected the enjoyment and flexibility offered by the day.

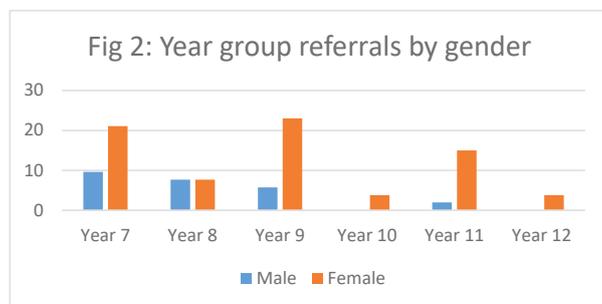
CHAPLAINCY SERVICE

- Beautiful By Design and Man Up are both programs created and facilitated by trained volunteers from City Youth.
- Programs have a holistic approach targeted specifically to relevant topics for males and females. Some topics include respect, resilience, friendship and healthy relationships.
- Student engagement was high with the students who attended responding well to content and discussion, and engaging well with the facilitators.
- Invitation to participate was based on recommendations from Year Coordinators and personal engagement with students.
- One on one meetings: of the 92 recorded meetings with students, 76 (82.6%) were with students in Years 7-9.
- Breakfast Club commenced (Tuesdays and Fridays) in Term 3 in the Year 12 area, coinciding with R U Ok Week. Run by the chaplains and student volunteers, approximately 30 to 60 students attend every week.
- Students reported that they believe Breakfast Club to be a good opportunity for student volunteers to gain points for the cocurricular program.
- As a result of identifying resilience as a key life skill for our students to develop, during Term 4 the chaplains offered a Building Resilience Program for selected Year 7s. Over six weeks, students attended sessions that incorporated self-reflection, interactive activities and group discussions. Student reported finding the program both interesting and helpful. They were able to identify ways to manage stress, to deal with anxiety and to bounce back from challenges.



PSYCHOLOGY SERVICE

Annual distribution of School Psychology Service (SPS) referrals for 2020 – by reason – is provided in Fig.1 below. Cognitive assessments were reduced for 2020 compared with 2019 following consultation with the Learning Support Coordinator and encouraging external referrals for full educational assessment. Some of the data in this report will have been influenced by COVID-19; the assignment of two School Chaplains; and greater clarity around the filtering processes prior to a referral to the SPS. Qualitatively, there were greater numbers of year coordinators referral parents and families to external providers, though no quantitative data is available.



As is typical from previous years, the vast majority of referrals were mental health – related across all years. Two new Chaplains in 2020 worked on referrals of other types (e.g. social-emotional, peer-conflict, mediations).

25% of total referrals across all years were male and 75% female which is typical of previous years. It is interesting to note that referrals from Year 10 were the lowest in 2020 yet this same year group was the highest in 2019 (23%). This may be due to an increased push towards external service providers; a feature of that particular cohort; or increased Chaplaincy referrals.

Total referrals in 2020 were down by approximately 22%. This may have been affected by COVID-19 conditions.

Year	Fig 3: Percentage of total referrals in 2020
7	30.7
8	15.4
9	28.8
10	3.8
11	17.3
12	3.8

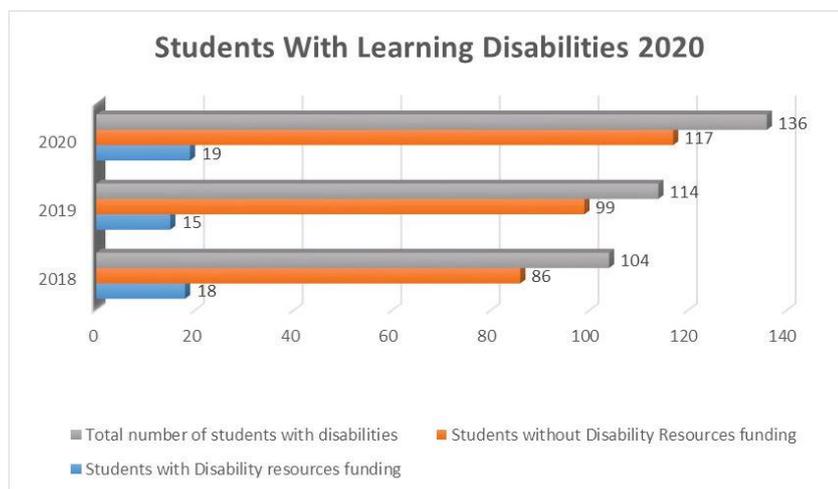
A new early intervention program was trialled in 2020 for students whose attendance put them at severe educational risk. Approaches in the past have been very time consuming and with an expected success rate -with best-practice- of around 50%. The new process commenced at the start of the second semester 2020. Benefits of the new program are: the speed of school response to the concerns (which impact outcomes); thorough response to parental concerns; responsibility for attendance improvement is shared with parents who need to complete sections of the package prior to intervention; and intervention can be begun prior to a referral to SPS. Complete records are difficult to obtain due to multiple staff using the packages but outcomes for students seen by SPS over second semester 2020 indicated a success rate of approximately 70%.

LEARNING SUPPORT COORDINATOR

In 2020, 9.5% of Woodvale Secondary College (WSC) students had a diagnosed learning disability which is below the national average of 12 – 15%. This is a 2% increase on 2019. WSC continued to demonstrate significant improvement in its ability to identify and support students with learning disabilities, and assist parents seeking a diagnosis for students with serious learning difficulties. This consistent trend for improvement is reflected in the chart below, showing that a total of 136 Individual Education Plans (IEPs) were constructed in 2020 – an 11.9% increase in the number of IEPs constructed in 2019.

Individual Education Plans are constructed to support all students with learning disabilities, with comprehensive communication processes involving parents, teachers, and students working together to optimise student success. Significant changes in the structure of IEPs in 2020 have resulted in more efficient implementation of support strategies across the College.

WSC has a holistic approach to supporting SEN students and worked closely with a variety of external support providers. In 2020, WSC hosted 117 visits from external support providers, including the Autism Association of Western Australia, the Schools of Special Educational Needs: Sensory (SSEN: S), Disabilities (SSEN: D), Behaviour (SSEN: B), Dyslexia SPELD, private psychological services and paediatricians. Our seven Special Needs EAs worked with 31 identified students in classrooms every day and our Intensive Reading Program supported 22 low literacy students across the year.



RECOMMENDATIONS 2021

- ▶ Home Room to address revealed areas of low SEW in all students. (engaged student’s priority).
- ▶ Focus on Positive School Culture with staff nominating to be 2021 Wellbeing Champions. (clear vision, values and culture).
- ▶ Continue SEL programs.
- ▶ Create a survey template that can be used both before and after the program to gauge engagement and effectiveness as well as student enjoyment and learnings.
- ▶ Introduce two new four week programs, one targeting resilience and the other anger management/ emotional regulation.
- ▶ Update the ‘Chaplain’ tab to include sub-categories that cover extensively topics discussed. This will allow more accurate data recording and the recognition of any trends within year groups.
- ▶ Return Breakfast Club to the Year 12 area (once the kitchen is repaired) since most students pass by the area and there is better seating.
- ▶ If the budget permits, serve pancakes at least once per month/term.
- ▶ Engage a speaker to address students and have some fun activities.
- ▶ Recruit student volunteers.
- ▶ Maintain Co-curricular Program.
- ▶ Senior school resilience intervention.

BUILDINGS AND GROUNDS IMPROVEMENTS

Once again, many projects were completed and some others commenced. This was a significant achievement in a year when tradesman were difficult to source and schools were limited with the number of external people who could be on site for several months of the year.

Projects completed

- OH&S paving repairs and step hazards ameliorated around the College.
- New block labelling.
- Outdoor basketball courts resurfaced.
- Pathway and garden re-established around English sea container.
- Shade sails added to Year 8 and 10 yard areas.
- Home Economics office refurbished along with preparation and classroom storage.
- Entrance doors to major buildings renewed - HaSS, staff rooms.
- Completion of the Science extension.
- Replacing of lights throughout many areas of the College e.g. English block and library.
- Canteen - repainted and appliances purchased.
- Commencement of the remodelling of the Admin block: MCS office moved; photocopiers moved to new print room.
- 35-year-old vinyl replaced in Science.
- Year 8 Area: stage built, paving purchased, paving laid.
- 10-year-old globes replaced in Sports Centre with LED lights purchased.
- 280 m of purlins and angle replaced on verandahs.
- Nature playground built.
- New concrete for recycle bin area.
- Totem poles reinforced with concrete in native garden.
- Four square game line marking.
- Sewage pits fixed above and below maths building.
- All demountables on northern side of the school now have refrigerated air.
- Roof leaks continue to be fixed.
- Photo equip sorted and given to Alkimos, Kalamunda and Greenwood.
- Drainage system fixed near totem poles and checked for 60 metres down line.
- Upgrading outdoor seating around the College.
- Invasive tree removal and new gardens created.
- Gym roof fixed (3000 screws).
- Jewellery floors fixed.
- New kiln in Art.
- New Science demountables.

Projects that remain on the list for 2021

- ▶ Further shade sails.
- ▶ New Year 7 area in yard.
- ▶ New Year 9 area in yard.
- ▶ Admin remodel including new Student Services area.
- ▶ New lawn to be installed for top oval.

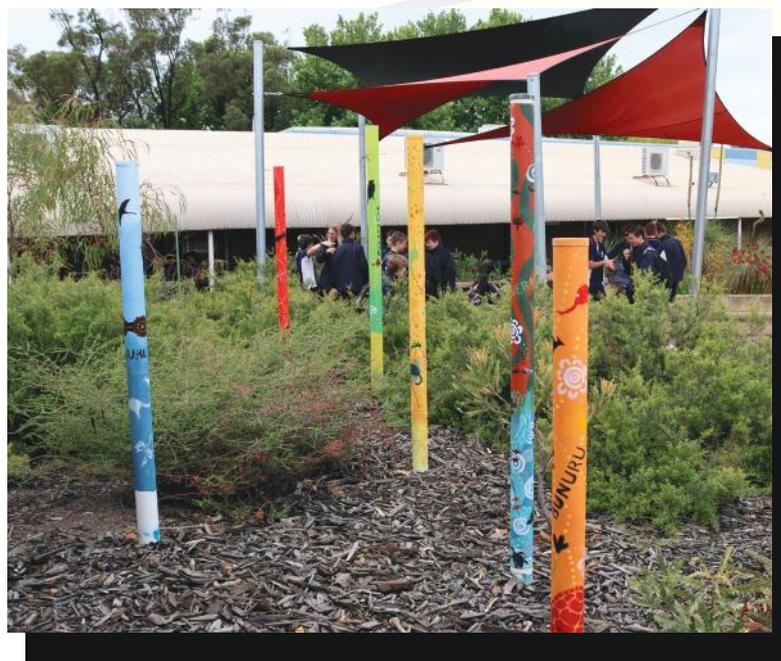
Additional Projects for 2021

- Continue to investigate and explore cost saving measures.
- Further explore staffroom makeover.
- Addition of toilets to the Sports Centre.
- New Front of College landscaping.

Auditorium

It has long been a goal of the College to have its own auditorium. Numerous local schools have received funding for such a project, many of which do not have such a large Music program as we do. We engaged architects to complete a scoping of works. The estimate cost of approximately \$3.5m was considered excessive. We are actively lobbying members of parliament for some commitment towards this project in the near future.

The College would like to acknowledge the ongoing support of our Board in this endeavour.



FINANCE

The College budget of approximately \$16,000,000, is consistently monitored by the Manager Corporate Services, Principal, College Board, School Executive and Finance Committee to ensure full financial accountability and transparency in-line with Departmental directives and Treasury. The budget is aligned with the Business, Workforce and Operational plans of the College to ensure key targeted initiatives and goals remain viable. Prior to implementation, the fiscal school budget is prepared by the Manager Corporate Services in close consultation with the Principal before being tabled and ratified by the Finance Committee and subsequently endorsed by the School Board.

A strong collegial foundation has been forged with members of the Finance Committee, Building and Grounds Committee and School Board to ensure continued growth and prosperity for the college. Developing the correct strategy for financial success requires a holistic approach by the College leadership team to define the school's precise objectives, identify and quantify all current and potential resources and ensure adequate liquidity to cover the needs of the school community. As a collective of innovative and forward-thinking leaders, we are not just thinking for today, or even tomorrow, but considering all options available to ensure we make wise decisions that will still benefit the school community well into the future.

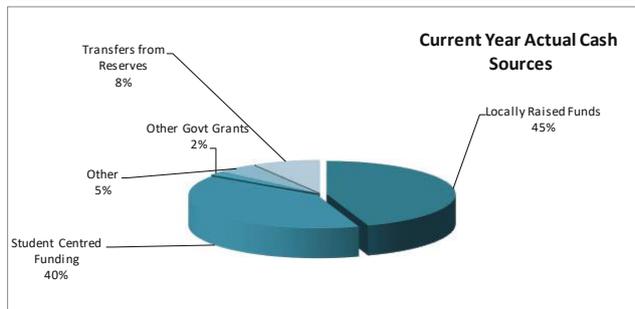
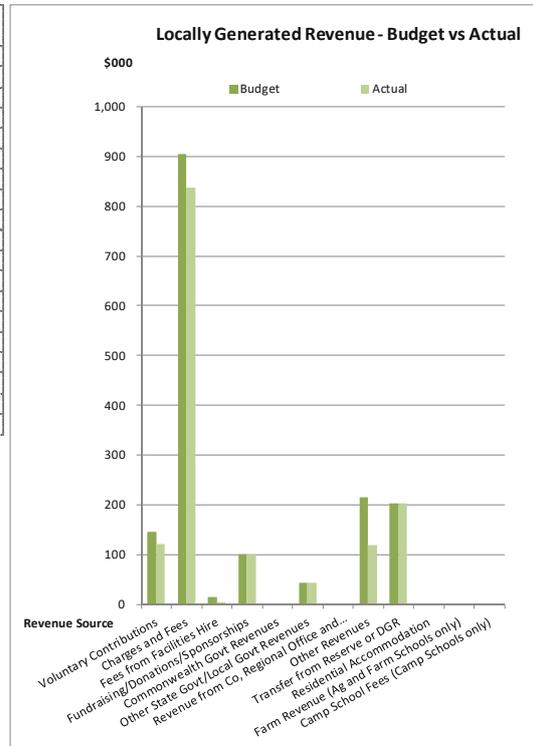
RECOMMENDATIONS 2021

- ▶ Continue to upskill staff to ensure that their financial skills are of the necessary standard to ensure sound budget management.
- ▶ Continue to investigate and explore cost saving measures for the College.
- ▶ Continue to review the cash and staffing budget submissions very closely to ensure spending aligns with the College priorities.
- ▶ Continue to ensure that the student characteristics funding (Aboriginality, Disability, Social Disadvantage) is used to implement appropriate teaching and learning adjustments to support improved outcomes for groups of students facing potential disadvantage, with a greater focus on Aboriginality.
- ▶ Develop further Program Coordinator capacity to deliver and manage programs across the school.

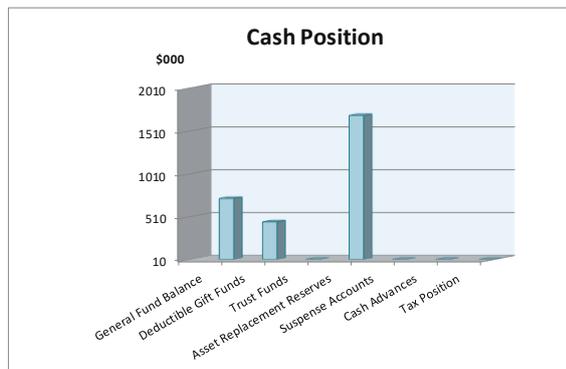
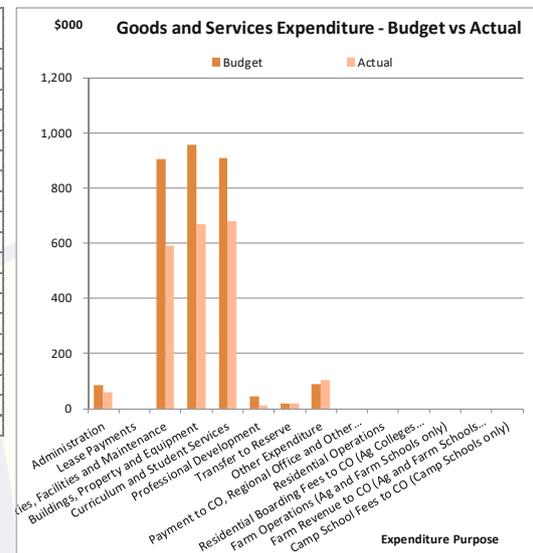
Financial Summary

as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 144,760.00	\$ 121,808.93
2 Charges and Fees	\$ 903,883.67	\$ 836,759.35
3 Fees from Facilities Hire	\$ 15,000.00	\$ 4,754.53
4 Fundraising/Donations/Sponsorships	\$ 100,992.48	\$ 100,675.88
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 42,630.00	\$ 42,630.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 214,569.67	\$ 120,047.06
9 Transfer from Reserve or DGR	\$ 203,418.88	\$ 203,418.88
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,625,254.70	\$ 1,430,094.63
Opening Balance	\$ 478,574.00	\$ 478,573.95
Student Centred Funding	\$ 944,439.14	\$ 944,439.14
Total Cash Funds Available	\$ 3,048,267.84	\$ 2,853,107.72
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 3,048,267.84	\$ 2,853,107.72



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 85,930.13	\$ 60,290.30
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 904,095.65	\$ 589,076.91
4 Buildings, Property and Equipment	\$ 955,830.20	\$ 667,554.06
5 Curriculum and Student Services	\$ 907,513.65	\$ 679,388.26
6 Professional Development	\$ 45,523.64	\$ 12,364.50
7 Transfer to Reserve	\$ 18,866.00	\$ 18,866.00
8 Other Expenditure	\$ 89,157.12	\$ 104,489.39
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 3,006,916.39	\$ 2,132,029.42
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 3,006,916.39	\$ 2,132,029.42
Cash Budget Variance	\$ 41,351.45	



Cash Position as at:	
Bank Balance	\$ 2,847,830.47
Made up of:	\$ -
1 General Fund Balance	\$ 721,078.30
2 Deductible Gift Funds	\$ 448,193.49
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,690,498.84
5 Suspense Accounts	\$ 5,871.84
6 Cash Advances	\$ (2,475.00)
7 Tax Position	\$ (15,337.00)
Total Bank Balance	\$ 2,847,830.47

STUDENT HIGHLIGHTS

ACADEMIC

- Year 7/8 Have Sum Fun Maths Quiz
- Year 7 Archaeology incursion
- Year 7-10 Write a book in a day
- Year 7-12 Australian Maths Competition
- Year 9 Science Lab Rats at ECU Joondalup
- Year 9/10 Have Sum Fun Maths Quiz
- Year 10 Frank Drysdale Numero Competition Grand Final
- Year 10 Keys 4 Life Plus Program
- Year 10/11 Mock Trials Competition
- Year 11 Politics and Law Symposium
- Year 11 Harry Perkins Institute
- Year 11/12 Have Sum Fun
- Year 11-12 Media Perspectives
- Year 12 Geography CBD/M2 fieldtrip
- Year 12 Harry Perkins Institute
- Year 10 Teen Mental Health First Aid

SPORTING

- Year 7 Winter Carnival
- Year 7-8 Soccer Fitness testing
- Year 7/8 Elite basketball tournament
- Year 7-9 Interhouse Swimming Carnival
- Year 7-10 Surf Cadets Camp Rottnest Island
- Year 7-12 Interschool Athletics Carnival
- Year 7-12 Champion School Soccer
- Year 9 Outdoor Education Camp to Rottnest
- Year 9 Day Excursion to Rottnest Island
- Year 10 3 x 3 Specialist Basketball Competition
- Year 10 Day Excursion to Rottnest Island
- Year 10-11 Surf Cadets Leadership Camp Rottnest Island
- Year 11 Outdoor Recreation Vasse Camp
- Year 11 Physical Education Studies General at the Squash Factory
- Year 11 Outdoor Education body boarding
- Year 11 Outdoor Recreation at Yellagonga Regional Park
- Year 11 Hiking Camp Cape to Cape Track (Sugarloaf Rock to Injinup Car Park) 3 days
- Year 12 Outdoor Recreation Contos Camp
- Year 12 Outdoor Recreation Terms 1,2 and 3 offsite activities
- SSWA Primary Schools Football Championships
- Champion Schools Interschool Senior Basketball
- Junior Champion Interschool Basketball

SOCIAL

- Year 7 Social Event – Latitude
- Year 8 Christmas movie marathon
- Year 10 Dinner and prison tour
- Year 11 Social Event at AQWA
- Year 12 College Ball
- Wind Orchestra Team Building
- Emergency Services Cadets Darklight excursion

CULTURAL

- Year 12 Certificate Performance Evening
- Certificate III in Music to Perth Concert Hall
- Combined Junior and Senior Music Concert at Perth Concert Hall

LIFE SKILLS

- Year 7/8 In Your Head Youth Mental Health Forum
- Year 10 Try a Trade
- Year 10 PARTY workshop
- Surf Lifesaving Cadets Senior First Aid, CPR
- Careers Expo -INSTEP
- WACT Showcase

SERVICE

- Year 7-12 GRIP Leadership Conference
- Year 7-11 Surf Cadets (62 students) Swimming and Surfing Program
- Year 7 Surf Cadets Rottnest Camp
- Junior Jazz Band Presentation Evening Performance
- Primary School Music Concerts Halidon and North Woodvale Primary Schools
- Whitfords City Shopping Centre Music concert

COMMUNITY LINKS

- WSC continues to maintain a strong industry partnership with Vetwest Animal Hospitals as part of the Certificate II in Animal Studies work placement program
- Local community Timberside Retirement Village regularly attended functions in the TTC.
- Continued link with ECU Education – Home Economics faculty for yearly mentor visit aimed at second Year Students prior to their first practicum
- Careers Expo – INSTEP
- Year 10 Childcare: Share the Dignity campaign
- Foodbank donation after WACT
- Woodwork donation: rocking horses to Men's shed
- Meerlinga Community Recognition morning tea
- Ian Goodenough Community Groups Morning Tea - TTC Hospitality Students
- Jessica Stojkovski Volunteers Recognition Morning Tea - TTC Hospitality Students
- Collection of Santa Sacks for Children in Foster Care – whole school/staff initiative.

ACARA	The Australian Curriculum, Assessment and Reporting Authority	OSH	Occupational Safety and Health
ACER	Australian Council for Education Research	PD/PL	Professional Development / Professional Learning
ADWPL	Authority Developed Work Place Learning	PE	Physical Education
AE	Academic Enrichment	PM	Performance Management
AITSL	Australian Institute for Teaching and School Leadership	RAMS	Recruitment Advertising Management System
ATAR	Australian Tertiary Admission Rank	RED	Regional Executive Director
ATSI	Aboriginal and Torres Strait Islander	RTO	Registered Training Organisation
DCPFS	Department for Child Protection and Family Support (formerly DCP)	RTP	Reporting To Parents
DoE	Department of Education	SAER	Students at Educational Risk
DOTT	Duties other than teaching	SAIS	Student Achievement Information System (available through the DoE portal)
DPA	Delivery and Performance Agreement	SEW	Social Emotional Wellbeing
ECU	Edith Cowan University	SEL	Social Emotional Learning
ESL	English as a Second Language	SCSA	School Curriculum and Standards Authority (or The Authority)
FTE	Full time equivalent	SRA	Special Responsibility Allowance
HaSS	Humanities and Social Sciences	SSTUWA	State School Teachers Union Western Australia Inc.
HoLA	Head of Learning Area	STEM	The learning of Science, Technology, Engineering and Mathematics in an integrated approach
HRMIS	Human Resources Management Information System	TAFE	Technical and Further Education
IBP	Individual Behaviour Plan	TiC	Teacher in Charge
ICSEA	The Index of Community Socio-Educational Advantage	TISC	Tertiary Institutions Service Centre
ICT	Information and Communications Technology	TOIL	Time off in lieu
IEP	Individual Education Plan	TRBWA	Teacher Registration Board of Western Australia
IPS	Independent Public School	TTC	Trade Training Centre
IT	Information Technology	UoC	Unit of Competency
LA	Learning Area	USI	Unique Student Identifier (required for all VET students)
LSC	Learning Support Coordinator	UWA	University of Western Australia
LSL	Long Service Leave	VET	Vocational Education and Training
MAWA	Mathematics Association of Western Australia	VETdSS	Vocational Education and Training Delivered to Secondary Students
MOU	Memorandum of Understanding	WACSSO	The Western Australia Council of State School Organisations
NAPLAN	The National Assessment Program - Literacy and Numeracy	WACE	The Western Australian Certificate of Education
OLNA	Online Literacy and Numeracy Assessment	WASSA	Western Australian Statement of Student Achievement
		WL/WPL	Workplace Learning



WOODVALE SECONDARY COLLEGE

Woodvale Secondary College

110 Woodvale Drive, Woodvale WA 6026
08 9309 0808

woodvale.sc@education.wa.edu.au

www.woodvale.wa.edu.au

Office Hours: 8:15am-3:45pm

Absentees (Year 7-9): 08 9309 0864

Absentees (Year 10-12): 08 9309 0811

Absentee Email: woodvale.sc.absentee@education.wa.edu.au

SMS: 0407 988 306

VET: 08 9309 0835