



WOODVALE  
SECONDARY COLLEGE

# 2022 Annual Report

Respect  
Relationships  
Responsibility



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## 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 40% 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 which has 'earnt 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.

Enrolment is consistently around 1400 students across Years 7 to 12. The average cohort size is approximately 230.

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 Music, Basketball and Academic Enrichment and Extension.
- In 2022 (for the Year 7 cohort of 2023), 35 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 0.09% of the population being Aboriginal/TSI students and only 16% of students with a language background other than English.
- Stable staff numbers of approximately 140, with approximately 95 teaching staff and 40 support staff.
- Student transiency for 2022 was 8.2% (an increase of 3% from the previous year).

The current catchment area for the College encompasses the middle socio-economic range of the suburb of Woodvale, with the southern half of Kingsley shared with Greenwood Secondary College. The College has an Index of Community Socio-Economic Advantage (ICSEA) rating of 1063 with the distribution below;

|                     | Bottom Quarter | Middle Quarters | Top Quarter |
|---------------------|----------------|-----------------|-------------|
| School Distribution | 11%            | 31% + 33%       | 24%         |

# FOREWORD

It is my pleasure to present to you the 2022 Annual Report. While we thought that 2020 and 2021 were years like no other, nothing prepared us for the challenges of 2022! We operated in an environment of constant change and were required to adapt quickly, especially in regard to COVID rules for quarantining and the extra jobs that schools were required to perform- like RAT distribution! My thanks to everyone involved in each logistical response which were executed successfully with minimal disruption.

Once again, our College rose to the challenges and learning continued in much the same way as it always has. Despite huge challenges with staffing and managing COVID absences, there was very little that students missed out on: numerous excursions and activities were re-scheduled rather than cancelled.

The data in this report provides a window into life in our College. The analysis demonstrates the way in which we reflect on performance, our constant search for ways to improve and ways to progress the performance of our students. What the data struggle to show however, is the value that we add. Over the year, I was particularly impressed by:

- Assemblies during Home Room
- The work of our Student Services team to support students in times of challenge, crisis or distress.
- The resilience demonstrated by staff during our particularly tough Term 2. Many staff shone with their support of students and colleagues in the aftermath of the tragedies experienced.
- Recognition of staff who retired.
- Our College retaining its Division A status in the School Sports WA Athletics competition.
- A wonderful Presentation Night held for the first time at Winthrop Hall.
- The progress that we made with our focus on high quality teaching.
- The gratitude demonstrated by our Year 11s at their dinner dance.
- The amazing Book Week morning tea provided by our English Department.

- Our Music concerts, once again held in our lower gym.
- The willingness of staff to host pre-service teachers.
- The many opportunities offered to support students in their learning whether through study skills programs, co-curricular and sporting activities, interaction with inter-agencies or expert help.
- Positive engagement of Year 12s with the mentor program and Flex day opportunities.

Finally, as is most often the case, 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, well supported by hard working executive and sub-committee members, the P& C made a considerable contribution to our College. This included:

- Ongoing support of Student Council activities.
- Management of the College canteen.

My very grateful thanks for your ongoing support and commitment to our College and wider community. Particular mention to the Music Committee for their fundraising efforts, especially the Bogan Bingo evening that was enjoyed by many! Thank you also to our College Board who were a great source of encouragement over the year.

Thank you to everyone in our College community for your continued focus on what matters most- the achievement of positive outcomes for our students to ensure that they have a pathway to a successful future.

**MRS LEA FAIRFOUL-HUTCHEON**  
PRINCIPAL

# WORKFORCE

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 2022, 149 (a drop of 15 from 2021) people were employed at Woodvale Secondary College, comprising 96 (drop of 14) teaching staff and 53 support staff (one fewer). This was in response to lower student numbers and a more efficient timetabling. All teaching staff at the College met the professional requirements to teach in Western Australia and are listed on the public register of teachers of the Teacher Registration Board (TRB).

Woodvale Secondary College continues to boast a good balance of experienced and graduate teachers across learning areas, including 39 Senior Teachers and 10 Level 3 Classroom Teachers.

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 contributed to developing an awareness of the breadth of understanding required as a leader in a large, complex senior high school.

Competitive processes were run that allowed teachers to apply for a range of leadership opportunities:

- STEM Coordinator.
- Year 7 Coordinator.
- Year 12 Mentors.
- Literacy Coordinator.
- Academic Enrichment Coordinators.
- 2iC roles across the College.
- Learning Area Second in Charge (2iC).
- Teaching and Learning coaches.
- UN Project Coordinator.
- Co-Curriculum Coordinator.

During 2022 we employed three Limited Registration teachers in order to ensure that all classes were fully staffed. Two of these LR teachers were retained for the 2023 staffing profile.

2022 saw the retirement of a number of long-standing WSC staff members: Colin Payne (HoLA - HaSS), Mr Paul Snelling (Teacher - HaSS), Mrs Yolanda Montana (Home Economics Assistant) and Ms Lesley Wellington (Laboratory Technician). State-wide processes were undertaken to fill all these positions.

Following the departure of our Learning Support Coordinator (LSC) at the end of Term 2, we were successful in enticing Ms Jude McIntyre from the primary sector to take on the role in Term 4. She subsequently won the position substantively in another state-wide process.

Throughout the year numerous staff engaged in professional learning. This included:

- Mr Phil Christmas presented a jewellery workshop at the DATTA Conference.
- Following his time as "Scholar in Residence" Mr Sam Randall graduated as a teacher and accepted a position at our College for 2023.
- Two staff had their portfolios signed off thereby moving from graduate to proficient status.
- Two staff gained their Certificate IV in Training and Workplace Assessment.
- Two staff gained their MR licences, enabling them to drive our school bus.
- In Physical Education, five staff requalified for their Senior First Aid, six requalified for their Senior Resuscitation Certificate and another two completed the course for the first time, three requalified for Keys 4 Life.
- Mr Mark Soraru was recognised by the Emergency Services Cadets for his contribution.
- Ms Fiona May contributed to a STAWA publication for General Year 11 Human Biology.
- Range of other professional learning including Gifted and Talented, and TransWA.

In addition, staff engagement in school committees - including 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 markers, ATAR exam writing panel members, teaching practicum supervisors and small group moderation mentors.



## STUDENT PROFILE

During 2022, the number of students at Woodvale Secondary College (WSC) who qualified for special provisions in timed assessments and who had an Individual Education Plan (IEP) increased from 155 to 174 (12.7%). Of the College cohort of 1365 students, 296 were identified via the Semester 2 NCCD process as needing a greater level of educational support, indicated via the levels of adjustment to planning, quality differentiated teaching practice (QDTP)- supplementary, substantial and extensive. The national average of NCCD students is 16% with the College reaching 22% by the end of 2022.

Of the identified SEN students attending WSC in 2022, 103 (59%) were diagnosed with ADHD, an increase of 9% over the course of the year. Students with Specific Learning Disorder (dyslexia, dysgraphia or dyscalculia) made up 24% of SEN students. Students suffering from a Severe Mental Disorder (SMD) made up 14% as do students on the Autism Spectrum.

The Learning Support Coordinator calendar was brought forward in Term 4 so that the Year 7 transition process could commence. All students identified by the local area intake primary schools as being Special Education Needs (SEN) or Students at Educational Risk (SAER), were interviewed by the new LSC and transitional IEPs issued prior to the commencement of the new school year.

The Learning Support team consisted of nine special needs education assistants and one general assistant who provided support to 42 high need students across the school. In Term 4 the support programs in place were reviewed and suspended. These included Toe-by-Toe, Nessie and Reading Eggspress.

The College collaborated with a number of outside specialists to support the learning success of the students and to enhance the capabilities of the teachers, including the Department SENSES team, SSEN-D educational consultants, Occupational Therapists, Speech Therapists and NDIS clinicians.

### Recommendations for 2023

- Introduce the highly effective MacqLit program, a Tier 2 intensive reading and spelling program to support low level readers.
- Provide professional learning in differentiated practice and Smart Goal writing for IEPs for all classroom teachers.



# STUDENT SERVICES

## Student Attendance

Student attendance reduced slightly across most year groups from Semester 1 to 2; however, the overall attendance rate for the College was maintained. The number of students identified as At Risk Severe and At Risk Moderate increased across most year groups in Semester 2. This is indicative of the trauma the College experienced in Term 2, the effects of which continued into Semester 2. In addition, there was a higher turnover in staff, one fewer attendance officer, one fewer Level 3 Program Coordinator, no LSC for Term 3 and limited parental engagement for these at risk students. This resulted in a lack of consistency for Term 4 in addressing attendance. The number of unauthorised absences increased in Semester 2. This is mostly explained by the increased opportunity for travel and families planning holidays during term. In addition, school refusal due to mental health also increased.

### 2022 - Semester 1 Collection (Finished for the Year/Semester)

| Year       | Att Rate % | Regular | At Risk Indicated | At Risk Moderate | At Risk Severe | Auth % | Unauth % |
|------------|------------|---------|-------------------|------------------|----------------|--------|----------|
| Y07        | 89.3%      | 140     | 69                | 16               | 5              | 85%    | 15%      |
| Y08        | 85.9%      | 90      | 111               | 27               | 8              | 85%    | 15%      |
| Y09        | 83.9%      | 98      | 94                | 50               | 12             | 79%    | 21%      |
| Y010       | 84.5%      | 103     | 89                | 40               | 17             | 78%    | 22%      |
| Y011       | 87.1%      | 110     | 75                | 31               | 11             | 87%    | 13%      |
| Y012       | 85.0%      | 90      | 72                | 48               | 11             | 78%    | 22%      |
| Compulsory | 85.9%      | 631     | 510               | 212              | 64             | 82%    | 18%      |

### 2022 - Semester 2 Collection (Finished for the Year/Semester)

| Year       | Att Rate % | Regular | At Risk Indicated | At Risk Moderate | At Risk Severe | Auth % | Unauth % |
|------------|------------|---------|-------------------|------------------|----------------|--------|----------|
| Y07        | 87.5%      | 130     | 65                | 32               | 7              | 81%    | 19%      |
| Y08        | 86.1%      | 99      | 88                | 33               | 9              | 85%    | 16%      |
| Y09        | 83.2%      | 89      | 92                | 53               | 11             | 76%    | 24%      |
| Y010       | 82.7%      | 87      | 86                | 48               | 18             | 74%    | 27%      |
| Y011       | 87.4%      | 117     | 59                | 35               | 8              | 84%    | 16%      |
| Y012       | 82.1%      | 79      | 62                | 45               | 22             | 82%    | 18%      |
| Compulsory | 85.9%      | 601     | 452               | 246              | 75             | 79%    | 21%      |

## Positive Behaviour Support (PBS)

Throughout 2022, it was observed the College PBS model was being applied inconsistently with referrals to SS increasing for issues that could be resolved at LA level. In addition, the number of negative behaviour records on SEQTA was increasing. Feedback from staff stated that they found the model confusing and were unsure how to follow the process including when to refer to HOLA or Student Services. To remedy this, teachers volunteered to consult on reviewing the PBS model to improve clarity for consistency purposes. The model developed from this process reflected the College Teaching and Learning Framework. Supplementary documents that support the PBS model were reviewed and based on feedback from students, and the Class Reflection sheet was simplified to reflect the principles of restorative practice.

## Recommendations for 2023

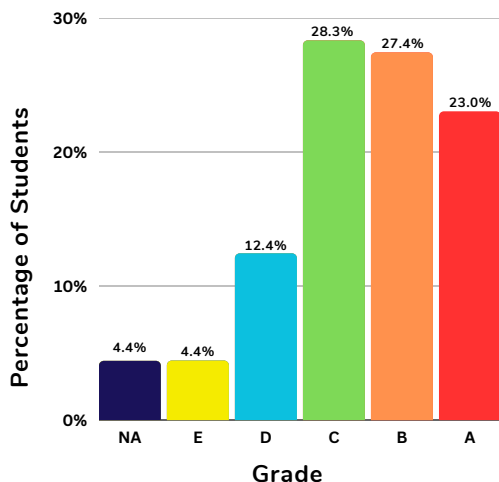
- Appoint a third Level 3 Head of Year (HOY) with each HOY responsible for two year groups that they will follow through.
- Increase the allocated time for the Learning Support Coordinator (LSC) thereby raising the availability of a consistent point of contact for families.
- Continue to focus on recording attendance accurately.
- Continue to engage with parents/caregivers and Participation to address significant attendance concerns.
- Implement and regularly review new PBS model with varied stakeholders

# STUDENT ACHIEVEMENT AND PROGRESS

## Grade Distribution vs NAPLAN Year 7 Semester 1

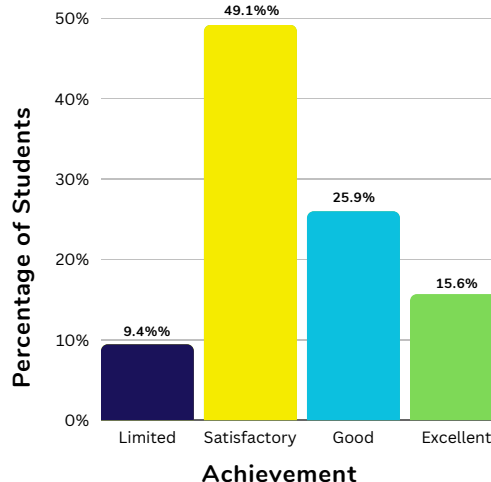
### Mathematics Results

226 results for estimated 225 students



### NAPLAN (Numeracy) Test Achievement

225 results for estimated 225 students

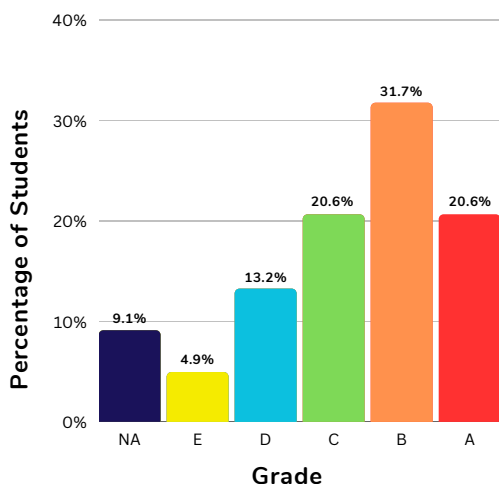


There is a slight negative trend in NAPLAN achievement for Year 7. This is largely due to an anomalous lower result in 2019. While, the allocation of A and B grades in Semester 1 (50.4%) in Mathematics is slightly higher than the NAPLAN Excellent and Good achievement (41.5%), it should be noted that NAPLAN data is not available when Semester 1 grading is completed. In 2023 the expected earlier release of NAPLAN data will enable teachers to assess whether distribution of grades is within expectation.

## Grade Distribution vs NAPLAN Year 9 Semester 1

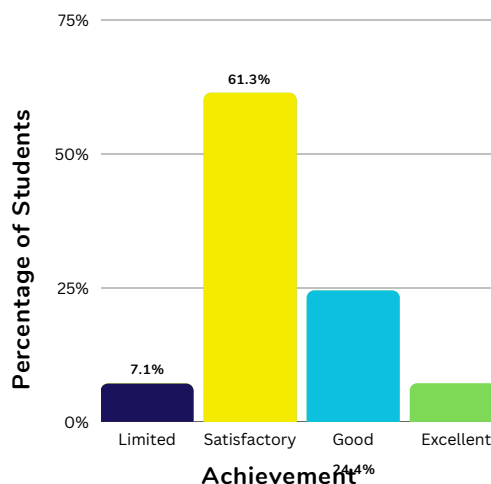
### Mathematics Results

243 results for estimated 244 students



### NAPLAN (Numeracy) Test Achievement

238 results for estimated 244 students



Numeracy in Year 9 has maintained a positive trend. However, the allocation of A and B grades in Semester 1 (52.3%) in Mathematics is significantly higher than the NAPLAN Excellent and Good achievement (31.5%). However, it should be noted that NAPLAN data is not available when Semester 1 grading is completed.

### Recommendations for 2023

- Maintain the current assessment structure and moderation processes
- Continue to refine the practice of not scaffolding A and B grade questions and maintaining an unfamiliar context for A grade questions.
- Explicitly teach and practise use of the NAPLAN browser tools especially the NAPLAN calculator.

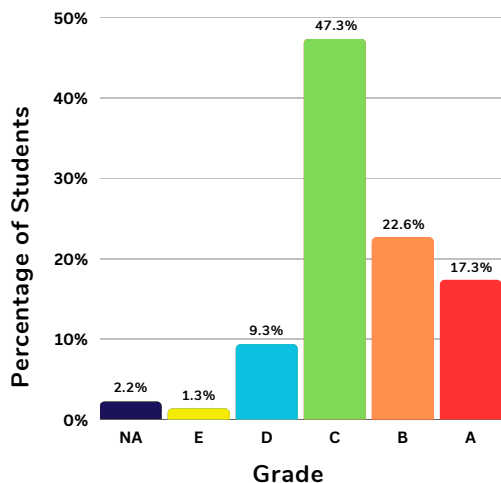


# STUDENT ACHIEVEMENT AND PROGRESS

## Grade Distribution vs NAPLAN Year 7 Semester 1

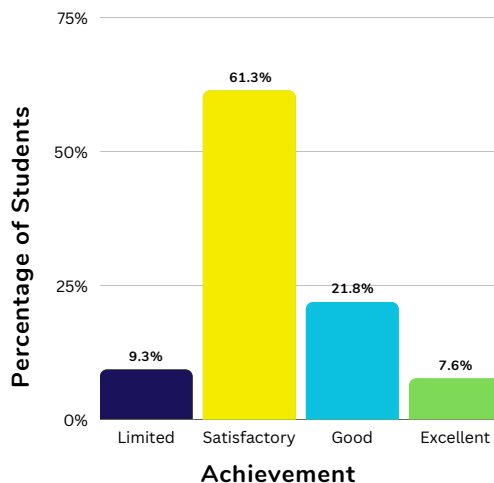
### English Results

226 results for estimated 225 students



### NAPLAN (Reading) Test Achievement

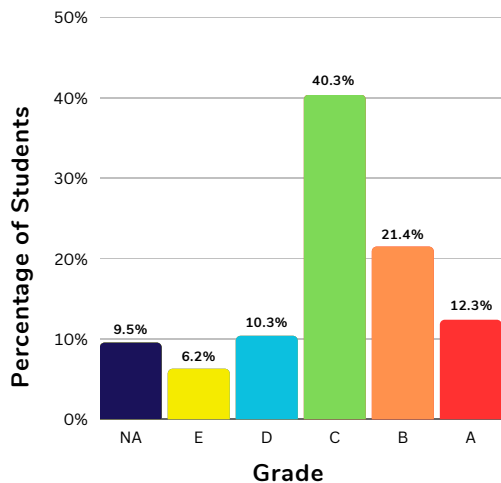
225 results for estimated 225 students



## Grade Distribution vs NAPLAN Year 9 Semester 1

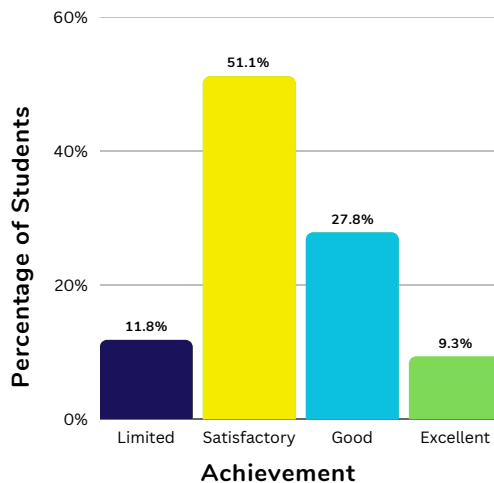
### English Results

243 results for estimated 244 students



### NAPLAN (Reading) Test Achievement

237 results for estimated 244 students



Reading has maintained a positive trend in Year 9 with student achievement as expected when compared to other schools. Reading results are also in line with the grades awarded for this cohort. While the trend line for Year 7 Reading remains negative, students performed as expected in this assessment. It was pleasing to see the improvement in the 2022 mean which was above the results for the 2019 and 2021 cohorts. (There was no NAPLAN in 2020.)

The grade comparison suggests the awarding of A grades has been generous and this will need monitoring in 2023. Improving reading skills is an ongoing focus in Year 7 and 8 English classes through reading opportunities in class and regular use of the library.

Writing has maintained a positive trend in Year 7 and Year 9 with both cohorts performing as expected when compared to other schools. Fewer students achieved Band 8 in Year 9 and OLNA preparation will be a focus for this cohort in 2023.

Achievement in Grammar and Punctuation, and Spelling in Year 7 and 9 is above All Australian schools.

# STUDENT ACHIEVEMENT AND PROGRESS

## Online Literacy And Numeracy Assessment (OLNA)

In our drive to produce Future Ready Students, OLNA achievement remains an important gateway to achieving WACE.

|  | 2021      | 2022      |
|--|-----------|-----------|
| Reading                                | 198 (88%) | 220 (92%) |
| Writing                                | 199 (89%) | 218 (91%) |
| Numeracy                               | 198 (88%) | 217 (90%) |
| Met literacy and numeracy requirements | 194 (87%) | 214 (89%) |

**Table 1:** These figures are calculated on the total number of students in the cohort at the beginning of Year 12 and do not factor in students who have left the College during Year 12.

| Still required to sit: | Class of 2023 | Class of 2024 |
|------------------------|---------------|---------------|
| Reading                | 3             | 10            |
| Writing                | 4             | 17            |
| Numeracy               | 8             | 20            |

**Table 2:** the number of students in each year group still required to meet minimum requirements. There has been a noted reduction in the number of students required to meet the minimum standard for OLNA at the beginning of Year 11 and 12.

| Year 10 Students - Qualified In |        |         |               |
|---------------------------------|--------|---------|---------------|
|                                 | Year 9 | Year 10 | Not Qualified |
| 2022                            | 89     | 107     | 42            |
|                                 | 37.4%  | 45.0%   | 17.6%         |
| Like Schools                    | 40.4%  | 40.0%   | 19.5          |

| Year 11 Students - Qualified In |        |         |         |               |
|---------------------------------|--------|---------|---------|---------------|
|                                 | Year 9 | Year 10 | Year 11 | Not Qualified |
| 2022                            | 161    | 34      | 16      | 9             |
|                                 | 73.2%  | 15.5%   | 7.3%    | 4.1%          |
| Like Schools                    | 61.2%  | 18.4%   | 12.5%   | 7.8%          |

| Year 12 Students - Qualified In |        |         |         |         |               |
|---------------------------------|--------|---------|---------|---------|---------------|
|                                 | Year 9 | Year 10 | Year 11 | Year 12 | Not Qualified |
| 2022                            | 78     | 109     | 17      | 1       | 2             |
|                                 | 37.7%  | 52.7%   | 8.2%    | 0.5%    | 1.0%          |
| Like Schools                    | 42.6%  | 36.2%   | 13.0%   | 4.9%    | 3.2%          |

Compared to like schools, we have slightly fewer students pre-qualifying for OLNA through NAPLAN in Year 9; however, we have slightly fewer students not meeting the minimum standard for OLNA at the end of Year 10, 11 and 12.

The Literacy and Numeracy Coordinator work closely with at-risk students in Year 11 and 12, using the diagnostic data to remediate any concepts. Students have access to OLNA WA to practise the skills in preparation. The College will continue with these roles in 2023, with both coordinators running before school clubs as an added initiative to support students.

## CLASS OF 2022 RESULTS

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

1 student achieved an ATAR of above 99

18 students achieved ATARs between 90 - 98.5

28 students achieved ATARs between 80-89.5

Four Certificates of Distinction

37% of our Year 12 cohort enrolled in 4 or more ATAR subjects

40% of students were enrolled in two or more STEM courses

25 Certificates of Merit

## YEAR 12 PARTICIPATION

|      | Eligible Year 12 Students | WACE Achievement % | ATAR Participation % | Median ATAR | VET Participation Rates | VET Enrolments |
|------|---------------------------|--------------------|----------------------|-------------|-------------------------|----------------|
| 2021 | 194                       | 98%                | 35%                  | 82.1        | 73%                     | 163            |
| 2022 | 206                       | 95%                | 37%                  | 80.8        | 59%                     | 142            |

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 3% more then what was “expected” according to historical patterns.





## VOCATIONAL EDUCATION AND TRAINING (VET)

15 Year 10 students completed a Certificate II in Applied Languages (Japanese)

70 Year 11 students completed a full Certificate II/III qualification

109 Year 12 students completed a full Certificate II/III qualification

SBT's successfully completed:

- 2 Certificate III (Allied Health Assistance)
- 2 Electrotechnology Career Start (Certificate II)
- 2 Certificate II Plumbing



- Runner up Master Plumbers SBT awarded to a Woodvale student (Year 11)
- Woodvale student chosen to speak at a skills expo for Health (Allied Health SBT student)
- Two rounds of White Card training provided to get students ready for working in the Construction Industry
- Try A Trade (Year 10) at Clarkson campus of North Metro TAFE completed by 16 students
- 91 employers hosted 84 students for Work Place Learning with an average of 90 hours per student
- Successful Career Expo held Term 2
- Record number of Year 11 and 12 students enrolling in VETdSS for 2023 providing excellent individual career pathways for students (over 50)

## COLLEGE COMMUNITY NATIONAL SURVEYS

A mean of 3.0-3.9 indicates a high level of satisfaction.

A mean of 4.0 and higher indicates a very high level of satisfaction.

| Student Response      |  | 2016   | 2018   | 2020   | 2022   |
|-----------------------|--|--------|--------|--------|--------|
| Parent/Carer Response |  | Avg    | Avg    | Avg    | Avg    |
| Staff Response        |  | Result | Result | Result | Result |
| 1                     | My teachers expect me to do my best.   | 4.3    | 4.3    | 4.3    | 4.1    |
|                       | Teachers at this school expect my child to do his or her best.                         | 4.2    | 4.2    | 4.3    | 4.1    |
|                       | Teachers at this school expect students to do their best.                              | 4.7    | 4.6    | 4.5    | 4.3    |
| 2                     | My teachers provide me with useful feedback about my school work.                      | 3.6    | 3.5    | 3.5    | 3.3    |
|                       | Teachers at this school provide my child with useful feedback about their school work. | 3.8    | 3.7    | 3.8    | 3.6    |
|                       | Teachers at this school provide students with useful feedback about their school work. | 4.5    | 4.3    | 4.4    | 4.1    |
| 3                     | Teachers at my school treat students fairly.   | 3.4    | 3.4    | 3.4    | 3.1    |
|                       | Teachers at this school treat students fairly.   | 3.9    | 3.8    | 3.8    | 3.5    |
|                       | Teachers at this school treat students fairly.   | 4.5    | 4.4    | 4.4    | 4.1    |
| 4                     | My school is well maintained.  | 3.7    | 3.7    | 3.7    | 3.2    |
|                       | This school is well maintained.  | 4.2    | 4.2    | 4.2    | 3.8    |
|                       | This school is well maintained.  | 4.1    | 4.1    | 4      | 3.7    |
| 5                     | I feel safe at my school.  | 3.9    | 3.7    | 3.8    | 3.6    |
|                       | My child feels safe at this school.  | 4.2    | 4.1    | 4.2    | 3.7    |
|                       | Students feel safe at this school.   | 4.2    | 4.3    | 4.2    | 3.7    |
| 6                     | I can talk to my teachers about my concerns.   | 3.3    | 3.2    | 3.2    | 3      |
|                       | I can talk to my child's teachers about my concerns.                                   | 4      | 4      | 3.9    | 3.8    |
|                       | Students at this school can talk to their teachers about their concerns.               | 4.3    | 4.6    | 4.2    | 4.1    |
|                       | Parents at this school can talk to teachers about their concerns.                      | 4.5    | 4.4    | 4.3    | 4.3    |
| 7                     | Student behaviour is well managed at my school.  | 3.1    | 3.6    | 3.4    | 3      |
|                       | Student behaviour is well managed at this school.                                      | 3.7    | 3.6    | 3.7    | 3.1    |
|                       | Student behaviour is well managed at this school.                                      | 3.9    | 4.1    | 3.7    | 2.9    |
| 8                     | I like being at my school.   | 3.4    | 3.4    | 3.4    | 3.1    |
|                       | My child likes being at this school.   | 4      | 4.1    | 4.1    | 3.6    |
|                       | Students like being at this school.  | 4.2    | 4.2    | 4.1    | 3.5    |
| 9                     | My school looks for ways to improve.   | 3.6    | 3.6    | 3.6    | 3.1    |
|                       | This school looks for ways to improve.   | 3.8    | 3.8    | 3.9    | 3.5    |
|                       | This school looks for ways to improve.   | 4.4    | 4.5    | 4.1    | 3.9    |
| 10                    | My school takes students' opinions seriously.  | 3.1    | 3.3    | 3      | 2.6    |
|                       | This school takes parents' opinions seriously.   | 3.6    | 3.5    | 3.6    | 3.4    |
|                       | This school takes staff opinions seriously.  | 3.2    | 3.7    | 3.2    | 3.3    |
| 11                    | My teachers motivate me to learn.  | 3.5    | 3.6    | 3.5    | 3.2    |
|                       | Teachers at this school motivate my child to learn.                                    | 3.7    | 3.6    | 3.7    | 3.5    |
|                       | Teachers at this school motivate students to learn.                                    | 4.3    | 4.3    | 4.2    | 4.1    |
| 12                    | My school gives me opportunities to do interesting things                              | 3.8    | 3.8    | 3.4    | 3.3    |
| 13                    | My child is making good progress at this school  | 3.8    | 3.8    | 3.9    | 3.7    |
|                       | My child's learning needs are being met at this school.                                | 3.7    | 3.8    | 3.8    | 3.4    |
|                       | Students' learning needs are being met at this school.                                 | 4.1    | 4.2    | 4.1    | 4      |

## COLLEGE COMMUNITY NATIONAL SURVEYS

| Student Response      |  | 2016   | 2018   | 2020   | 2022   |
|-----------------------|--|--------|--------|--------|--------|
| Parent/Carer Response |  | Avg    | Avg    | Avg    | Avg    |
| Staff Response        |  | Result | Result | Result | Result |
| 14                    | My teachers care about me.   | 3.5    | 3.5    | 3.3    | 3.3    |
|                       | This school works with me to support my child's learning.                      | 3.6    | 3.6    | 3.7    | 3.4    |
|                       | This school works with parents to support students' learning.                  | 4.2    | 4.4    | 4.1    | 3.9    |
| 15                    | This school has a strong relationship with the local community.                | 3.6    | 3.5    | 3.6    | 3.2    |
|                       | This school has a strong relationship with the local community.                | 3.9    | 4      | 3.6    | 3.4    |
| 16                    | This school is well led.   | 3.5    | 3.6    | 3.7    | 3.2    |
|                       | This school is well led.   |        | 3.5    | 3.6    | 3.2    |
|                       | Staff are well supported at this school.                                       | 3.3    | 3.9    | 3.5    | 3.3    |
|                       | I receive useful feedback about my work at this school.                        | 3.3    | 3.9    | 3.5    | 3.4    |
| 17                    | I am satisfied with the overall standard of education achieved at this school. | 3.8    | 4      | 4      | 3.5    |
|                       | I am satisfied with the overall standard of education achieved at this school. | 4.1    | 4.2    | 4.2    | 3.7    |
| 18                    | I would recommend this school to others.                                       | 3.9    | 4      | 4      | 3.5    |
|                       | I would recommend this school to others.                                       | 4.3    | 4.4    | 4.1    | 3.6    |
| 19                    | My teachers are good teachers.   | 3.8    | 3.7    | 3.6    | 3.6    |
|                       | My child's teachers are good teachers.   | 3.8    | 3.9    | 3.9    | 3.7    |
|                       | Teachers at this school are good teachers.                                     | 4.5    | 4.3    | 4.3    | 4.2    |
| 20                    | Teachers at this school care about my child.                                   | 3.7    | 3.8    | 3.9    | 3.7    |
|                       | Teachers at this school care about their students.                             | 4.5    | 4.5    | 4.4    | 4.4    |

Annually we collect evidence of student, parent and teacher satisfaction through the National Survey.

The 2022 survey targeted all parents/carers, teachers and the 2022 Year 10 to 12 cohorts. In 2022, 15% of our families responded, 67% of the Year 10 to 12 cohorts responded and 97% of the teaching group. Listed above are the average results for questions asked in 2016, 2018, 2020 and 2022. The scores are out of a maximum of five and five is referenced to strongly agree.

What is pleasing to note is that in 2022 all scores for each surveyed group are recorded at three or higher, which is referenced in the survey to neither agree nor disagree. One exception is the student voice has reduced below 3.0. There has been a drop in positive responses both in the parent group and the student group. The student group can be mostly attributed to the reduced positive responses by the Year 11 group. The number of parent responses was the lowest number ever surveyed which may account for the reduction in positive responses.

It was also pleasing to see the continued high rating given to the statement, **Students feel safe at school**, by all three groups (Qu5). These results confirm ongoing feedback received about the College's high level of concern for student safety and wellbeing, and the attention given to support for and pastoral care of, students. Parents also indicate very strongly that they can talk with teachers about their child's concerns (Qu6).

In contrast, the perception that student behaviour is being well managed continues to be an issue staff at the College reflect on, with constant reviews of current and new strategies (Qu7).

The College has been working hard in recent years encouraging more student voice. However, the results indicate the students feel they are not engaging in College decisions (Qu10).

### NOTES

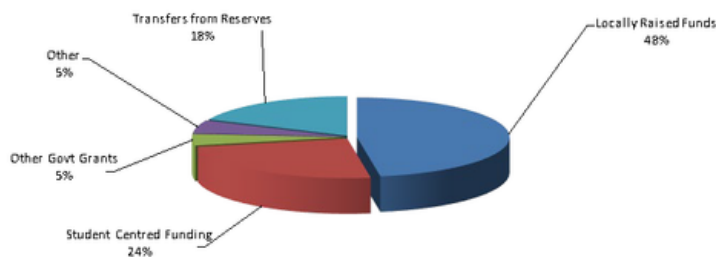
Year 10-12 students are surveyed because those students are able to give a long-term view of their opinions and thus adding weight to them.



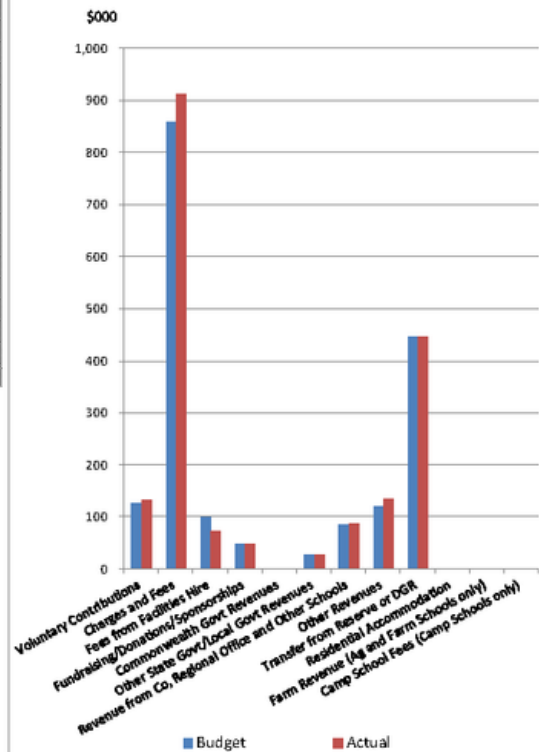
# FINANCIAL SUMMARY AS AT 31 DECEMBER 2022

|    | Revenue - Cash & Salary Allocation                 | Budget                  | Actual                  |
|----|--|-------------------------|-------------------------|
| 1  | Voluntary Contributions                            | \$ 125,213.00           | \$ 131,395.85           |
| 2  | Charges and Fees                                   | \$ 856,889.99           | \$ 911,501.01           |
| 3  | Fees from Facilities Hire                          | \$ 100,227.27           | \$ 72,424.65            |
| 4  | Fundraising/Donations/Sponsorships                 | \$ 47,724.13            | \$ 47,666.99            |
| 5  | Commonwealth Govt Revenues                         | \$ -                    | \$ -                    |
| 6  | Other State Govt/Local Govt Revenues               | \$ 27,140.00            | \$ 27,140.00            |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ 85,964.26            | \$ 87,001.26            |
| 8  | Other Revenues                                     | \$ 120,103.95           | \$ 134,468.95           |
| 9  | Transfer from Reserve or DGR                       | \$ 445,018.31           | \$ 445,018.31           |
| 10 | Residential Accommodation                          | \$ -                    | \$ -                    |
| 11 | Farm Revenue (Ag and Farm Schools only)            | \$ -                    | \$ -                    |
| 12 | Camp School Fees (Camp Schools only)               | \$ -                    | \$ -                    |
|    | <b>Total Locally Raised Funds</b>                  | <b>\$ 1,808,280.91</b>  | <b>\$ 1,856,617.02</b>  |
|    | Opening Balance                                    | \$ 1,191,776.99         | \$ 1,191,776.99         |
|    | Student Centred Funding                            | \$ 589,353.93           | \$ 589,353.93           |
|    | <b>Total Cash Funds Available</b>                  | <b>\$ 3,589,411.83</b>  | <b>\$ 3,637,747.94</b>  |
|    | Total Salary Allocation                            | \$ 14,325,950.00        | \$ 14,325,950.00        |
|    | <b>Total Funds Available</b>                       | <b>\$ 17,915,361.83</b> | <b>\$ 17,963,697.94</b> |

Actual Year to Date by funding sources

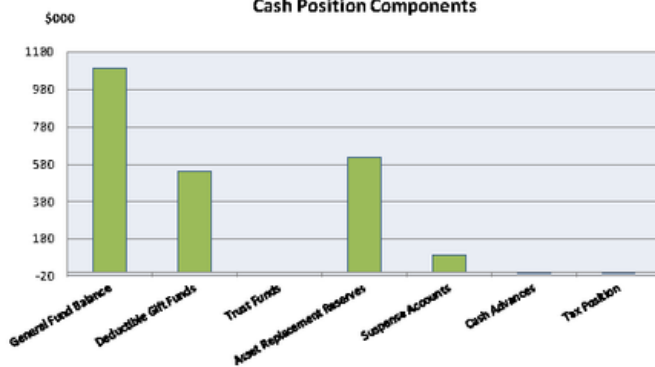


Locally Raised Revenue - Budget vs Actual

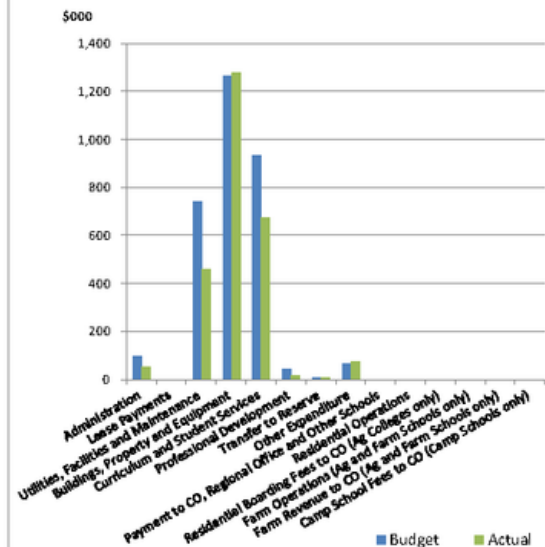


|    | Expenditure - Cash and Salary                      | Budget                  | Actual                  |
|----|--|-------------------------|-------------------------|
| 1  | Administration                                     | \$ 92,735.60            | \$ 51,289.57            |
| 2  | Lease Payments                                     | \$ -                    | \$ -                    |
| 3  | Utilities, Facilities and Maintenance              | \$ 739,986.41           | \$ 455,190.58           |
| 4  | Buildings, Property and Equipment                  | \$ 1,265,830.44         | \$ 1,281,643.71         |
| 5  | Curriculum and Student Services                    | \$ 932,917.13           | \$ 670,161.23           |
| 6  | Professional Development                           | \$ 40,000.00            | \$ 13,350.74            |
| 7  | Transfer to Reserve                                | \$ 1,200.00             | \$ 1,200.00             |
| 8  | Other Expenditure                                  | \$ 63,933.04            | \$ 73,346.64            |
| 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)         | \$ -                    | \$ -                    |
|    | <b>Total Goods and Services Expenditure</b>        | <b>\$ 3,136,602.62</b>  | <b>\$ 2,546,182.47</b>  |
|    | Total Forecast Salary Expenditure                  | \$ 13,976,588.00        | \$ 12,839,269.00        |
|    | <b>Total Expenditure</b>                           | <b>\$ 17,113,190.62</b> | <b>\$ 15,385,451.47</b> |
|    | Cash Budget Variance                               | \$ 452,809.21           |                         |

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components

|                              |                        |
|------------------------------|------------------------|
| Bank Balance                 | \$ 2,336,572.29        |
| Made up of:                  |                        |
| 1 General Fund Balance       | \$ 1,091,565.47        |
| 2 Deductible Gift Funds      | \$ 544,438.61          |
| 3 Trust Funds                | \$ -                   |
| 4 Asset Replacement Reserves | \$ 619,054.59          |
| 5 Suspense Accounts          | \$ 91,050.62           |
| 6 Cash Advances              | \$ (400.00)            |
| 7 Tax Position               | \$ (9,137.00)          |
| <b>Total Bank Balance</b>    | <b>\$ 2,336,572.29</b> |



## BUILDING & GROUNDS EXPENDITURE

### Projects completed 2022

- Mathematics & Science air con replacement (DoE funded \$140k).
- Complete ceiling fan replacement (DoE funded \$100k).
- Trip hazards remediated.
- Outdoor Ed shed replacement.
- Blind/window treatment replacement English/Science/Mathematics.
- Gas & oxyacetylene system replacement (D&T).
- Roof remediation program (\$385k DoE funded in initial works, then an additional \$160k funded by DoE for secondary works).

### Additional projects for 2022/23

- Student Services upgrade.
- Auditorium.

The Department of Education has been approached to assist with both projects.

### Projects that remain on the list from 2022

- New operable wall replacement between English 7 & 8.
- Parquetry flooring in Woodwork undergoing repair and remediation.
- Comprehensive security/fly screen replacement approved and funded by DoE \$100k (approx completion mid-June 2023).
- Total roof, ceiling and air conditioning replacement program submitted by DoE to Treasury.
- Sound/lighting system in Sports Centre to be upgraded.
- TV Station completed.
- Kiln hood & vent due (to be completed April).
- Total reticulation replacement program request submitted by DoE to Treasury (approx \$1 million).
- New handrails and visual safety strips being installed for vision impaired students (funded by DoE \$130k).
- HPE staff office refit.
- Administration Office Print Room refit.
- STEM building commencing April 2023, due for completion 17/10/23 (\$1.5million).

Progress Against Priority Key

-  Completed
-  Partially completed
-  Did not complete
-  Ongoing

| Identified school targets | Progress against priority   |
|---------------------------|---|
|                           | <p data-bbox="517 901 1088 930"><b>Progress against recommendations from 2022</b></p> <div data-bbox="403 933 450 978"></div> <p data-bbox="517 949 1928 1008">Continue to promote the Co-curricular program as a means of engaging students affording them the opportunity to be involved with activities/events/personal development outside of school</p> |



| Identified school targets   | Progress against priority  |
|---|--|
| Provide opportunities for students to engage in developing personal and social wellbeing. | <ul style="list-style-type: none"> <li>Once again in 2022, students were provided with many opportunities to experience success and challenge in different contexts and environments. Despite the interruptions and adjustments that had to be made due to COVID, students were still able to participate in many events during and outside of school hours.</li> </ul> <p><b>Highlights included:</b></p> <ul style="list-style-type: none"> <li>Year group socials: two per year group.</li> <li>Various rewards targeting positive behaviours e.g. high attendance % and low negative behaviours.</li> <li>Creation of the Quiet Space in HaSS building for prayer or meditation.</li> <li>Participation in the Interschool Swimming Carnival.</li> <li>Maintaining A grade status in the interschool athletics carnival.</li> <li>Arts Showcase in College staff room featuring art exhibition, drama footage, media cinema and live Christmas carols.</li> <li>Inviting primary school Year 6 students to participate in Drama Llamas and then showcase their performances.</li> <li>Music concerts in shopping centres.</li> <li>Respectful Relationships and E-Safety programs run during homeroom.</li> <li>Extremely well attended Basketball presentation evening held at ECU Joondalup.</li> <li>Mental health awareness: R U OK.</li> <li>Blue tree project.</li> <li>Engagement and Transitions: individualised external case management of students to engage them further in their learning and/or training in readiness for post-school pathways.</li> <li>Follow The Dream program for Aboriginal students.</li> <li>Year 7 and 8 students performing at after school arts exhibition to entertain parents and visitors.</li> <li>Cadets – outdoor activities included Clean up Australia day, outdoor cooking, building resilience and independence.</li> <li>Art Club – to complete art works outside of curriculum restrictions.</li> <li>Basketball: Year 7/8 Elite Schools Tournament – Division 1 Boys and Division 2 Girls won; Year 9/10 Elite School Tournament – Division 1 and 2 Girls won.</li> <li>School Sport WA Senior Competition – Girls Semi Finalists of North of the River Division.</li> <li>Year 8 Basketball camp.</li> </ul> |
| Student Performance   | <p>For the third year running, we performed above the state mean in ATAR Physical Education Studies. ATAR English results were also above the state mean. Literature results were above like schools. Mathematics Applications and Mathematics Methods students achieved a scaled score above the state mean in both courses. 75% of students enrolled in Mathematics Methods achieved their best or second-best ATAR score in this course. This was the subject with the highest best achievement in the school. Australian Mathematics Competition 2022: 124 students participated in this with 62 students achieving a Credit, 15 students achieving a Distinction, two students achieving a High Distinction and one Year 12 student achieving High Distinction (Best in School) for the sixth year in a row.</p>  |

| Identified school targets                          | Progress against priority  |
|--|--|
| Refine opportunities and support for every student | <p><b>Highlights included:</b></p> <ul style="list-style-type: none"> <li>• Student work selected for state display: META artwork display and St Georges Cathedral Art Gala Awards Night.</li> <li>• Visual Arts displays in our front office.</li> <li>• Our radio station run by interested students and overseen by Media staff.</li> <li>• Music performances outside of school time in primary schools.</li> <li>• Concerts, including the main concerts held at our College gymnasium that was modified to look like a performance venue, including tiered seating</li> <li>• Co-curricular clubs: Drama Llamas for Year 6 local intake area school students; Media Club; Art Club; Lingo Club; Japanese Club.</li> <li>• Gutting of the old Photography room to make way for the new TV studio expected to come online in 2023. This will then allow our Creative Communication students a further avenue to develop their skills.</li> <li>• Junior music camp held at Fairbridge Village: 56 students and all staff caught COVID as a result.</li> <li>• Year 7 Morning/Afternoon Teas.</li> <li>• Year 9 Food Expo.</li> <li>• Christmas Drive Donation for the Care bags - children in care matter organisation.</li> <li>• Yr 10 students in Child Care made NICU garments to be donated to King Edward Memorial Hospital.</li> <li>• Hospitality functions use of TTC for community groups.</li> <li>• Rotary Changeover night.</li> <li>• STEM breakfast.</li> <li>• Healthy Poetry Competition, three students shortlisted in the top 20, 1st place winner.</li> <li>• Two students were one of seven people in their category to receive a highly commended award in the Tim Winton Award for Young Writers.</li> <li>• Student entries in Peter Cowan Short Story Competition, The Great Australian Yarn.</li> <li>• Electronics and Technology Year 9 and 10 showcase day – where students present the electronic project they have been working on.</li> <li>• Year 8 successful café simulation activity where students served each other as waiters using their Japanese language skills.</li> <li>• Jessica Stojkovski - Local Member Volunteer Morning Tea.</li> <li>• Chef Ambassador program.</li> <li>• Year 6 band Term 4 Monday afternoons, culminating in a mini-performance in Week 9.</li> <li>• Ed Connect Volunteer program.</li> </ul> |
| Build the House system.                            | <ul style="list-style-type: none"> <li>• Student Council ran staff vs student games</li> <li>• We continue to explore ways in which we can engender house spirit. This is a challenge when our College is not built around houses, but Home Rooms that have students in each of the four houses.</li> </ul>  |

| Identified school targets         | Progress against priority   |
|-----------------------------------|---|
| Build the co-curricular program   | WCP continued to be advertised to all students. It relies heavily on students being self-driven and on a staff member constantly following up. Sadly, during COVID, with so many other distractions, this program was not as well patronised as in previous years.  |
| Academic Extension and Enrichment | <p>The Woodvale Academic Extension and Enrichment program engages students through a range of challenges and projects both within the core curriculum and in the Co-Curricular program. It explicitly teaches thinking strategies to develop students' entrepreneurial abilities and cultivates a cooperative, collaborative and a 21st Century approach to learning for students to reach their full academic potential. The foci in 2022 included:</p> <ul style="list-style-type: none"> <li>• Attracting more able students into the College through this program through improved marketing, communications and relationships with local primary schools and the community.</li> <li>• Refining our AE program into two pathways STEM and CC and renamed as Academic Enrichment and Extension with a goal of bringing other LAs into the program.</li> <li>• Appointing two new leaders to each pathway to develop cross curricular learning.</li> <li>• Gathering feedback from students and parents to improve 2023 programs.</li> <li>• Development of 21st century skills in students including teamwork, communication and problem solving.</li> <li>• Analysing data including academic results, behaviour, attendance, and NAPLAN to ensure that we have identified all students who would benefit from the program.</li> <li>• Improving engagement from students in extracurricular sessions, with students competing in a range of competitions and activities.</li> <li>• Some Creative Communication examples include: <ul style="list-style-type: none"> <li>◦ Weekly workshops.</li> <li>◦ EVATT Model UN competition at Butler College.</li> <li>◦ SoapBox at ECU (1st place Year 8, 2nd place Year 7).</li> <li>◦ Literature Centre Poetry competition (1st place and 3 shortlisted).</li> <li>◦ Smartfone Flicks Documentary competition.</li> <li>◦ Write a Book in a Day.</li> <li>◦ Pens for Poverty writing competition.</li> <li>◦ In house poetry slam competition.</li> <li>◦ Literature Club for senior students, opened for lower school Creative Communications students in Term 4.</li> <li>◦ Principal's afternoon tea.</li> <li>◦ Angel Wings cross curricular project for Year 7 English and Visual Art.</li> </ul> </li> </ul> |











| Identified school targets         | Progress against priority   |
|-----------------------------------|---|
| Academic Extension and Enrichment | <ul style="list-style-type: none"> <li>Some STEM examples include               <ul style="list-style-type: none"> <li>Sustainability Club.</li> <li>Número Competition.</li> <li>Solar Car Challenge.</li> <li>Virtual Reality projects.</li> <li>Engineering STAWA Science Talent Search.</li> <li>Gamechangers.</li> <li>Big Science Competition.</li> <li>RACI Chemistry Quiz.</li> <li>Harry Perkins Excursion.</li> <li>Lego League.</li> <li>Tournament of the Minds STEM.</li> <li>Grok Learning.</li> </ul> </li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Having two leaders has enabled the leaders to be more focused on their specialised pathway refining the programs effectively.</li> <li>Students' uptake in competitions and events has increased.</li> <li>Students have become more confident with their teamwork communication and problem solving.</li> <li>We have been able to move some of our most academic students into this program which supports with pathway planning.</li> </ul> |

### Planned Actions for 2023

- Continue to attract more able students into the College through this program via improved marketing, communications and relationships with local primary schools and the community.
- Develop new leaders and improve leadership of the programs.
- Upskill new leaders on using most effective strategies for challenging our most able students.
- Train teachers of courses on how to challenge our most able students.
- Expand the weekly workshops to boost engagement.
- Develop the "creative" aspect to be more robust. Offer students more methods of expressing themselves and their ideas.
- Develop and position the program as a pathway to the more rigorous subjects in Year 11 and 12 e.g. Literature and Politics & Law, Mathematics Methods, Physics.
- Look at academic data to ensure students are maintaining standards. Establish standard operating procedures for this process.

## FUTURE READY STUDENTS

| Identified school targets              | Progress against priority  |
|--|--|
|  | <p><b>Progress against recommendations from 2022</b></p> <ul style="list-style-type: none"> <li> Incorporate feedback into Flex Day 2022</li> <li> Examine options where students can engage in activities beyond school</li> <li> Take up option to join Nmero's Year 10 Engagement and Transitions Program</li> <li> Continue to explore best methods of curriculum delivery for Career Education</li> <li> Creation of a murals at the College entrance Admin building</li> <li> Expand the FTD program</li> <li> Continue to upskill staff in fine grain data analysis</li> <li> Maintain mentor program for Year 12 students according to pathway and predicted ATAR</li> </ul> |
| Build and embed a portfolio structure. | <ul style="list-style-type: none"> <li>• Community service and community development raised into consciousness by Woodvale Co-Curricular Program: students worked towards award points after providing evidence.</li> <li>• Résumé work in homeroom and through HASS, as well as careers investigations.</li> <li>• Students use SEQTA to build their portfolio.</li> </ul>  |

## FUTURE READY STUDENTS

| Identified school priority                             | Progress against priority   |
|--|---|
| Build practices that target 21st Century capabilities. | <p>As a College, we continue to prepare our students for the world beyond school by:</p> <ul style="list-style-type: none"> <li>• Promoting community engagement.</li> <li>• Educating students in the concept of volunteering/giving back.</li> <li>• Providing opportunities for students to solve problems related to sustainability.</li> <li>• Providing many opportunities for students to build their skill sets across many domains.</li> </ul><br><ul style="list-style-type: none"> <li>• Two rounds of White Card training provided to prepare students for working in the construction industry.</li> <li>• Try A Trade (Year 10) at Clarkson campus of North Metro TAFE completed by 16 students.</li> <li>• Successful Career Expo held Term 2.</li> <li>• Hospitality Group Training "Taste of the future school cooking competition"- second place and \$300 prize money to a Year 12 student.</li> <li>• Runner up Master Plumbers SBT awarded to a Woodvale SC student (Year 11).</li> <li>• Woodvale SC student chosen to speak at a skills expo for Health (Allied Health SBT student).</li> <li>• Year 12 EES introduced to the Gold Group Industry experts who talked about job opportunities in the industry and how to achieve pathways in mining employment.</li> <li>• 91 employers hosted 84 students for Work Place Learning with an average of 90 hours per student.</li> <li>• Year 10 UN program collected toys and blankets to donate to a local dog shelter.</li> <li>• Year 10 UN program Period Product Collection: significant donation to Share the Dignity.</li> <li>• All Year 9, 10 Metals students extensively used ICT to design and fabricate Garden and Wall Art design projects utilising CNC Plasma cutter as current manufacturing process.</li> </ul> |
| Foster programs in sustainability and global focus.    | <ul style="list-style-type: none"> <li>• Year 10 UN Program upcycling and recycling - as part of the UN Sustainability Program students in Year 10 collected clothes and materials to upcycle and reduce landfill.</li> <li>• Year 7 Creative Communications cross curricular unit with English and HaSS focused on sustainability.</li> <li>• DT Year 11, Engineering student recycling project: designed and built a large turtle wall feature. Year 12 Engineering students recycled old worn-out bicycles, re purposing them into downhill trikes.</li> <li>• Home Economics – provision of keep cups for take away coffee, phasing out the use for single use plastic products.</li> <li>• Year 11 EES students grew plants from seed and sold these.</li> <li>• Sustainability Group – bought three types of recycling bin – these were placed around the school and 10c containers collected for further recycling initiatives.</li> <li>• Compost containers purchased and used in conjunction with the gardeners – to produce compost.</li> <li>• Reticulation and fencing around the sustainability compound, which enabled vegetables to be grown which were used in the Trade Training Centre and Home Economics.</li> <li>• Science learning area members attended the Local Science Network meetings on "War on Waste and Waste Wise schools".</li> </ul>   |

## FUTURE READY STUDENTS

| Identified school priority                        | Progress against priority  |
|---|--|
| Build a cohesive Career Education program.        | <p>Homeroom has allowed for data-driven, age-appropriate intervention for specific year groups based on patterns and issues identified by pastoral care staff, community, student council and teachers.</p> <p><b>In 2022 this included:</b></p> <ul style="list-style-type: none"> <li>• Year 12s and 11s empowered to track their own data using WACE Checker and Connect.</li> <li>• Year 12s multiple surveys and sessions focused on Presentation Night and end of year activities.</li> <li>• Year 10 exam preparation; Careers Department program – elevator pitch, career exploration, résumés; Keep Australia Beautiful; RU OK ; Harmony Week; vaping.</li> <li>• Year 9: The Careers Department program – My Future, ePortfolio, résumés; study skills; vaping; Bushfire Planning; Respect; Healthy and unhealthy relationships; the internet and the law; Keep Australia Beautiful; RU OK ; Harmony Week; Talk Like a Pirate day.</li> <li>• Years 7 and 8: Organisational skills; how to use OneNote; study plans; goal setting; student leadership; reflection on performance and resetting goals; social skills including National Reconciliation Week, bullying and dealing with the bully, safety online; filming a fight; knowing your rights; vaping; individual pathway planning (careers resources).</li> </ul>  |
| Provide senior students flexible ways of working. | <ul style="list-style-type: none"> <li>• Year 11 Hospitality students catering for the Year 12 Music graduation dinner.</li> <li>• 34 weeks of coffee morning rosters for students in Years 10, 11 and 12.</li> <li>• RSA training / qualification for all Year 12 Hospitality students.</li> <li>• The College hosted the Taste of the Future Competition for HGT in the Trade Training Centre (TTC).</li> <li>• Handmade crafts and gowns made by our Year 10 Child Care students for FSH maternity ward.</li> <li>• Engagement with Timberside Village for ongoing involvement with TTC functions.</li> </ul> <p>Hosting of the Changeover Night for the Rotary Club of Hillarys. The dinner is a sit down three course dinner prepared and served by our Hospitality students. Each dinner is for approximately 60 people. It is an annual event held at the end of the financial year – the biggest event of the year for the club.</p> <p>Flex Day was continued through 2022. Through Flex Day, students were given multiple opportunities to engage in activities that will support them beyond school. Some of these courses provided students with valuable qualifications to complement their portfolio. 19 students completed their Responsible Service of Alcohol (RSA), 13 completed their First Aid and 21 completed a school-based barista course. In addition, students had opportunity to participate in a RAC basic car maintenance, meditation, renting a house, learning about superannuation, social sports and study skills. Very few students opted not to participate in any of these activities (approx. six out of the entire cohort).</p> <p>The College made the choice not to continue with the ECU UniPrep in Schools program as it proved not to provide a viable pathway for our students into tertiary studies. In 2021, 29 students started in the program: 19 completed the course; 13 enrolled in a course at ECU for Semester 1 and four students passed their Semester 1 units successfully. We still await on data from ECU for 2022 cohort. However, we will continue to provide information about the course as part of the Flex Time activities schedule.</p> |












## FUTURE READY STUDENTS

| Identified school priority     | Progress against priority   |
|--------------------------------|---|
| Embed cultural understandings. | <p>Our College continues to explore ways in which we can be more culturally responsive. Cultural understandings were enhanced through multiple activities:</p> <ul style="list-style-type: none"> <li>• One Year 8 class completed a class picture book Yesterday, Today and Tomorrow: a graphic novel set on Noongar Boodjar.</li> <li>• Science curriculum embedded indigenous science – through Year 7 Earth and Space Science activities – seasons posters.</li> <li>• The completion of the mural at the front of the College connecting Follow The Dream students with an Aboriginal artist (Justin Martin) facilitated by two staff members. This was funded by an application to PALS the year before. The mural was taken on as a project after advice was sought from Kristy Gamble (Follow The Dream Coordinator). This now provides a very welcoming school entrance for Noongar people.</li> <li>• One staff member self-published a book of Noongar stories with some of our students with permission of Noongar elders, with illustrations by our students (non-Aboriginal students). This was displayed at the parent night.</li> <li>• We are currently in negotiation with Ken Farmer to use the Yellagonga mural to make tablecloths for school events.</li> <li>• Follow the Dream tutoring (funded by The Polly Farmer Foundation,) was offered every Monday and Wednesday for an hour after school.</li> <li>• Noongar season mural completed in Science block.</li> <li>• Embedding indigenous elements to curricula: Science through Year 7 Earth and Space Science activities.</li> <li>• The Executive team invited respected Aboriginal Elder and Educator, and the Department of Education's Principal Advisor in Aboriginal Education Teaching and Learning, Kevin O'Keefe OAM, to discuss future directions and projects to advance our cultural responsiveness.</li> </ul> |

### Planned Actions for 2023

- Expand the Follow the Dream program.
- Continue to explore best methods of curriculum delivery for Career Education.
- Examine options where students can engage in activities beyond school.
- Continue to deliver skills sessions for work readiness.

## QUALITY TEACHING

| Identified school targets   | Progress against priority   |
|---|---|
| <p>Form a College-wide instructional framework based on high impact teaching strategies.</p> <p>Emphasis given to classroom observation to support the application of HITS.</p> | <p><b>Progress against recommendations from 2022</b></p> <ul style="list-style-type: none"> <li> Roll out the College-wide Instructional Framework based on High Impact Strategies developed this year.</li> <li> Development of a whole school approach to observation using the College Teaching and Learning Framework.</li> <li> Train and develop Teaching and Learning coaches to coach classroom teachers using the WSC college wide framework.</li> <li> Train and develop HOLAs on a consistent approach to observing lessons.</li> <li> Embed reflection of teaching practice and lesson observations into performance management.</li> <li> Develop a skills map of best practice in the college to improve collaboration and share best practice.</li> <li> Develop a model of sharing best practice through peer observation.</li> <li> Develop a school-based video database of best practice.</li> <li> Develop a coaching and peer support programme for graduates to support them to become excellent teachers.</li> </ul> <p>As a College we are committed to ensuring that our teachers are using the most up to date pedagogy to improve outcomes for all students. In 2022 we rolled out our College-wide bespoke Instructional Framework based on High Impact Teaching Strategies, developed by a team of teaching and learning coaches in consultation with all teaching staff. The model addressed several problems staff felt they wanted to be supported in including:</p> <ul style="list-style-type: none"> <li>■ Consistency (while still allowing staff freedom and creativity).</li> <li>■ Differentiation (low and high ability).</li> <li>■ HIT strategies.</li> <li>■ Positive behaviour management.</li> </ul> <p>It became evident throughout the year that clarity on Learning Intentions and Success Criteria was needed. Training was modified accordingly and became the focus of the trade-off reading activities and ongoing professional learning.</p> <p>Other actions:</p> <ul style="list-style-type: none"> <li>• Continued upskilling of staff in using NAPLAN data to differentiate programs and learning experiences.</li> <li>• Learning walk throughs were introduced to support staff with embedding Learning Intentions (LI) and Success Criteria (SC) in their teaching.</li> <li>• Our whole school focus developed throughout the year: staff started to differentiate LI/SC by using surface, deep and transfer skills/verbs to support the least able and stretch the more able students.</li> <li>• Staff were given General Agreement time to write LI/SC into their Year 7 programs using differentiated surface, deep and transfer skills/verbs.</li> </ul> |

## QUALITY TEACHING

| Identified school targets   | Progress against priority   |
|---|---|
| <p>Form a College-wide instructional framework based on high impact teaching strategies.</p> <p>Emphasis given to classroom observation to support the application of HITS.</p> | <ul style="list-style-type: none"> <li>• In 2022 training sessions were run on CMS, differentiation, learning intentions and success criteria, embedding data into lesson planning, literacy and numeracy strategies, restorative practices.</li> <li>• A staff development day was dedicated to a shared network development session with five schools on Visible Learning by Corwin.</li> <li>• A group of eight Teaching and Learning coaches was trained and developed to coach classroom teachers using the WSC College - wide framework focusing on graduate teachers, thus building capacity for improvement across the school and distributed leadership.</li> <li>• Trust was built in teachers so that they were clear on understanding how the teaching and learning coaches could support consistency in teaching and learning across the college.</li> <li>• A coaching and peer support program was developed for graduates to support them to become excellent teachers.</li> <li>• A program of classroom management strategies (CMS) was developed and rolled out for graduates.</li> <li>• A whole school approach to lesson observation using the College Teaching and Learning Framework was developed.</li> <li>• HOLAs were trained on a consistent approach to observing lessons.</li> <li>• A review of training and support needs of each learning area was carried out by HOLAs.</li> <li>• The Teaching and Learning framework was embedded into the interview process to ensure recruitment of high quality teachers who already have experience of explicit teaching strategies.</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Staff had a clear vision for teaching and learning in 2022.</li> <li>• Teachers' confidence in using Learning Intentions and Success Criteria improved throughout the year with several teachers becoming expert at embedding surface/deep and transfer skills into their LI/SC.</li> <li>• There is now less variation to the start of all lessons across the College.</li> <li>• Staff became used to HOLAs/Learning Coaches walking through their classrooms to support them in implementing LI/SC.</li> <li>• By the end of the year, students were able to describe what they needed to do in the lesson to be successful. They had not been able to do this at the beginning of the year.</li> <li>• Teaching and Learning coaches worked with graduates across the College to improve outcomes of students. This built capacity of leadership within the College.</li> <li>• Classroom observations became more consistent across different learning areas.</li> <li>• High quality teachers were recruited for 2023.</li> <li>• The success of the coaching program has meant that more staff want to be involved and 9 more staff were recruited to the program to be trained in 2023.</li> <li>• Learning Walks at a learning area level have demonstrated a more uniform approach to "the Woodvale learning space" and the use of LI/SC</li> <li>• Students' arrival to class on time improved and the expectations of being <b>ready to learn</b> meant there were fewer students leaving the classroom than the previous year.</li> <li>• Staff engaged in reflective practice through lesson observation.</li> <li>• HIT strategies implemented with metacognition a focus. Year 8 Japanese listening test data showed significant improvement across cohort compared to prior years.</li> </ul> |

## QUALITY TEACHING

| Identified school targets                                       | Progress against priority   |
|---|---|
| Develop a Woodvale professional learning institute (Kadadjiny). | <p><b>Progress against recommendations from 2022</b></p> <div data-bbox="427 411 472 456" style="display: inline-block; width: 15px; height: 15px; background-color: #4CAF50; margin-right: 10px;"></div> <p>Teachers choose GA activities that align with their professional learning needs.</p>   |
|   | <p>We continue to work towards this target, primarily through differentiated professional learning presented on School Development Days and for trade-off activities. We have also recognised that a differentiated model can be used in LI/SC. This will be a focus for 2023 - to cater for teachers operating at graduate, competent, HA &amp; LT levels in alignment with AITSL standards.</p> |

## Planned Actions for 2023

- Train staff on effective feedback strategies and how they can link this to LI/SC.
- Train and develop the new coaches in lesson observation and coaching techniques.
- Develop a skills map of best practice in the College to improve collaboration and share best practices.
- Embed reflection of teaching practice and lesson observations into performance management.
- Develop a skills map of best practice in the college to improve collaboration and share best practice.
- Develop a model of sharing best practice through peer observation.



## CLEAR VISION, VALUES AND CULTURE

| Identified school priority  | Progress against priority   |
|---|---|
| Examine expectations of stakeholders.   | <p>We know that we are in competition with almost 20 schools within a nine-kilometre radius, public and private. Some of those public schools have benefited from a new Year 7 build, a STEM build, an auditorium and/or the creation of a GATE program. We recognise that we need not only to maintain our level of success but add to it in order to remain competitive.</p> <p>COVID restrictions meant that it was challenging inviting groups into our College as well as meeting in person outside of the College. However, the evolution of the Woodvale Learning Community from its original five schools (Creaney, Halidon, North Woodvale and Woodvale PS plus Woodvale SC), into the Kingswood Network (with the addition of four more schools (Greenwood College, Goollelal , Dalmain and West Greenwood PS) will provide an ongoing forum to gauge the needs and aspirations of our immediate and wider community.</p> <p>It is planned, post COVID, to offer more opportunities for potential students to engage in tours of the College and taster activities like the Drama Llamas.</p>   |
| Review current programs with the intention to extend them or develop new areas. | <p>Our AEE program continued to build in 2022. Facebook, reach data is one measure of this with our AEE advertisement reaching 5507 people. Interest in enrolment is growing steadily each year.</p> <p>With the departure of our specialist basketball coordinator unexpectedly at the end of 2021, Miss Hedley and Miss Horne willingly fulfilled the role of basketball teachers. During 2022, further improvements were made to the program with regular monitoring of student progress, attendance and behaviour. The Parent Basketball Committee sponsored a well - patronised presentation evening. The appointment of a new Specialist Basketball Coordinator for the commencement of the 2023 school year, establishes a path forward for a bigger and more inclusive basketball program that focuses not just on physical skills but the development of the whole young person.</p> <p>Our music program continues to be successful with students regularly going on to pursue music as a career or as an important adjunct to students' lives as they move into the wider work. It is becoming increasingly difficult for the College to compete with other music programs when we are the only school in the vicinity who offers a music program with no auditorium or purpose-built performance space.</p> |

## CLEAR VISION, VALUES AND CULTURE

| Identified school targets                              | Progress against priority  |                     |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
|--|--|---------------------|-------------|----------|----------------|------|------|----------------|------|------|----------------|-------|------|----------------|-------|------|----------------|------|------|--------------|------|------|------|-------|---------------------|-------------|----------|--------|--------------------------------|------|----|---|---|---|-------------|------|-----|-----|-----|----|-------------------------------------|------|----|----|----|---|-------------------------------------|------|----|----|---|---|---------------------------|------|----|---|---|---|------------------------|------|----|---|----|---|-------------------|------|----|----|---|
| Promote College success and develop a confident brand. | <p><b>Progress against recommendations from 2022</b></p> <div><div></div>Continue to pursue all avenues to secure a commitment to an auditorium build in the near future.</div> <div><div></div>Work closely with our WLC to understand primary school and family expectations re transition and programs offered at the College.</div> <div><div></div>To refine our AE program into two pathways STEM and CC and renamed as Academic Enrichment and Extension with a goal of bringing other LAs into the program.</div>  |                     |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
|  | <p>We continue to explore ways in which we can market our College both to promote our successes and to encourage enrolment.</p>  |                     |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
|  | <p>The employment of a Marketing and Events Officer has had a significant impact as the data below demonstrates.</p>   |                     |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
|  | <p>Facebook Data from Jan 1 2022 to Dec 31 2022</p> <ul style="list-style-type: none"><li>• Facebook page reach – 65,827 - increase of 22.4%.</li><li>• Facebook page visits – number of times Facebook page was visted – 35,368 – increase 130.3%.</li><li>• Paid reach (from sponsored ads) – 7,654 – paid impressions – 15,374.</li><li>• New followers – 420 (41% increase).</li><li>• New likes – 306 – 12.1% increase.</li><li>• Facebook Audience – 91.5% Perth, 76.8% Women, 23.2% Men.</li></ul>  |                     |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
|  | <div><div><p>(Reach = the number of accounts that saw any content from the page)</p><table><tr><th></th><th>Female</th><th>Male</th></tr><tr><td>Audience 18-24</td><td>5.9%</td><td>4.1%</td></tr><tr><td>Audience 25-34</td><td>6.9%</td><td>3.0%</td></tr><tr><td>Audience 35-44</td><td>27.9%</td><td>6.6%</td></tr><tr><td>Audience 45-54</td><td>29.6%</td><td>7.7%</td></tr><tr><td>Audience 55-64</td><td>4.6%</td><td>1.0%</td></tr><tr><td>Audience 65+</td><td>1.9%</td><td>0.8%</td></tr></table></div><div><p>Data from Top Posts</p><table><tr><th>Post</th><th>Reach</th><th>Likes and reactions</th><th>Link clicks</th><th>Comments</th><th>Shares</th></tr><tr><td>Football West Soccer Ball Gift</td><td>8900</td><td>92</td><td>7</td><td>6</td><td>2</td></tr><tr><td>Alumni Post</td><td>8628</td><td>174</td><td>131</td><td>150</td><td>13</td></tr><tr><td>Enrolments Open for Year 7, 8 and 9</td><td>8099</td><td>13</td><td>36</td><td>12</td><td>6</td></tr><tr><td>Specialist Basketball Program Video</td><td>7202</td><td>85</td><td>13</td><td>7</td><td>3</td></tr><tr><td>Year 12 Flex Presentation</td><td>6546</td><td>41</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Class of 2004 Pictures</td><td>5743</td><td>62</td><td>-</td><td>59</td><td>6</td></tr><tr><td>AEE Advertisement</td><td>5507</td><td>17</td><td>68</td><td>1</td><td>17</td></tr></table></div></div> |                     | Female      | Male     | Audience 18-24 | 5.9% | 4.1% | Audience 25-34 | 6.9% | 3.0% | Audience 35-44 | 27.9% | 6.6% | Audience 45-54 | 29.6% | 7.7% | Audience 55-64 | 4.6% | 1.0% | Audience 65+ | 1.9% | 0.8% | Post | Reach | Likes and reactions | Link clicks | Comments | Shares | Football West Soccer Ball Gift | 8900 | 92 | 7 | 6 | 2 | Alumni Post | 8628 | 174 | 131 | 150 | 13 | Enrolments Open for Year 7, 8 and 9 | 8099 | 13 | 36 | 12 | 6 | Specialist Basketball Program Video | 7202 | 85 | 13 | 7 | 3 | Year 12 Flex Presentation | 6546 | 41 | 1 | 2 | 3 | Class of 2004 Pictures | 5743 | 62 | - | 59 | 6 | AEE Advertisement | 5507 | 17 | 68 | 1 |
|  | Female   | Male                |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Audience 18-24   | 5.9%   | 4.1%                |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Audience 25-34   | 6.9%   | 3.0%                |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Audience 35-44   | 27.9%  | 6.6%                |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Audience 45-54   | 29.6%  | 7.7%                |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Audience 55-64   | 4.6%   | 1.0%                |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Audience 65+   | 1.9%   | 0.8%                |             |          |                |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Post   | Reach  | Likes and reactions | Link clicks | Comments | Shares         |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Football West Soccer Ball Gift                         | 8900   | 92                  | 7           | 6        | 2              |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Alumni Post  | 8628   | 174                 | 131         | 150      | 13             |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Enrolments Open for Year 7, 8 and 9                    | 8099   | 13                  | 36          | 12       | 6              |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Specialist Basketball Program Video                    | 7202   | 85                  | 13          | 7        | 3              |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Year 12 Flex Presentation                              | 6546   | 41                  | 1           | 2        | 3              |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| Class of 2004 Pictures                                 | 5743   | 62                  | -           | 59       | 6              |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |
| AEE Advertisement                                      | 5507   | 17                  | 68          | 1        | 17             |      |      |                |      |      |                |       |      |                |       |      |                |      |      |              |      |      |      |       |                     |             |          |        |                                |      |    |   |   |   |             |      |     |     |     |    |                                     |      |    |    |    |   |                                     |      |    |    |   |   |                           |      |    |   |   |   |                        |      |    |   |    |   |                   |      |    |    |   |

## CLEAR VISION, VALUES AND CULTURE

| Identified school priority                             | Progress against priority   |
|--|---|
| Promote College success and develop a confident brand. | <ul style="list-style-type: none"> <li>• Academic Extension &amp; Enrichment program application numbers increased by 6 applicants.</li> <li>• Basketball Boys numbers increase by 19 applicants.</li> </ul> <p><b>College Tour Statistics</b></p> <ul style="list-style-type: none"> <li>• We hosted an information night which was attended by over 45 families.</li> <li>• Tour attendance – 90 families attended our school tours.</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• Hosted Scitech workshop for Years 4 and 5. Attended by over 35 students.</li> <li>• Year 12 Presentation Night – attended by 864 dignitaries, students, parents/caregivers and Woodvale staff members.</li> </ul> |

### Planned Actions for 2023

- Create an Instagram account.
- Purchase updated branding materials including tablecloth and banners for Sports Centre and banners for Specialist Programs.