



WOODVALE
SECONDARY COLLEGE



Woodvale Secondary College

2023 **ANNUAL** **REPORT**

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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 has earned the respect of the community for the quality of the education it offers.

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

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. Movement to the SOE4 platform at the end of 2021 has meant that the College had to give up some of its best features of ICT provision.

Enrolment has dipped slightly over the past couple of years with 2023 seeing a sub-1400 enrolment for the first time in many years. The average cohort size currently is approximately 230 in lower school and approximately 200 in senior school.

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 (approximately 45% in 2023 for our 2024 Year 7 enrolment).
- In 2023 (for the Year 7 cohort of 2024), 31 different primary schools were represented in the applications made for our specialist programs.
- Stable staff numbers of approximately 140, with approximately 95 teaching staff and 40 support staff.
- Student transiency for 2023 was 7.6% (a decrease of 0.6% 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 1064 with the distribution below.

	Bottom Quarter	Middle Quarters	Top Quarter
School Distribution	13%	29% + 33%	25%

FOREWORD

It is my pleasure to present to you the 2023 Annual Report. The three years of COVID were exceptionally challenging and demanding. 2023 proved to be equally so as families made the adjustment to life after COVID. I was so impressed with the way in which staff adapted once again, especially to the staff shortage.

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 struggles to show however, is the value that we add.

Over the year, highlights for me included, but were not limited to:

- Assemblies during Home Room.
- The work of our Student Services team to support students in times of challenge, crisis or distress.
- Our College retaining its Division A status in the School Sports WA Athletics competition.
- The continued verve, cohesiveness and personality that the Class of 2023 brought to our College, culminating in a wonderful Presentation Evening held in our own Sports Centre.
- The progress that we made with our focus on high quality teaching.
- 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.
- Recognition of staff who retired.
- Numeracy and Literacy clubs.
- Secret garden themed Year 12 ball.
- Work of Year 12 mentors who made a significant contribution to student success.
- Tottenham Hotspurs coaches' visit to work with students in our soccer program.

- Hosting the Premier and Ministers for the Premier's Community Cabinet.
- Career Taster for Year 9s and 10s.
- STEM Fair.

Finally, as is 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.
- Purchase and installation of fitness equipment on our bottom oval.
- Support of our music program with the purchase of keyboards and music stands.
- Support of our soccer program with funding for specialist coaches and purchase of soccer goals.
- Support of our basketball program with funding for elements of the Presentation Night.

My very grateful thanks for your ongoing support and commitment to our College and wider community. Particular mention to Oliver and Jasmin Wolf for their years of exemplary service to our College as P & C and Music committee members. Oliver's service as President of the P & C for five years was marked by hard work, resilience and a very positive approach.

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 is fortunate to have a very dedicated, enthusiastic team of teaching and allied professionals who are committed to the College motto, Pursuing Excellence.

In 2023, 144 people (a drop of five from 2022) were employed at Woodvale, comprising 91 teaching staff (drop of five) and 53 support staff (same). This was in response to lower student numbers and 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 continues to boast a good balance of experienced and graduate teachers across learning areas, including 37 Senior Teachers and eight 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:

- Teaching and Learning Coaches.
- Academic Extension and Enrichment Coordinator STEM.
- Academic Extension and Enrichment Coordinator Creative Communications.
- Year 12 Mentors.
- Literacy Coordinator.
- Numeracy Coordinator.
- Learning Area Second in Charge (2iC).
- United Nations Project Coordinator.
- Co-Curriculum Coordinator.
- Network Leaders Positions.
- Kingswood Aspirant Leaders Program.

During 2023 we employed four Limited Registration teachers in order to ensure that all classes were fully staffed. Three of these LR teachers were retained for the 2024 staffing profile. Sessions run during General agreement time were differentiated to focus on aspects of our teaching and learning framework, catering for different levels of experience and career stages, thereby increasing engagement.

2023 saw the retirement of a number of long-standing Woodvale staff members: Steve Berry (Science Teacher); Kerry Dobson (Home Economics Assistant); Rachel Graham (Science Teacher); Marc Harris (HOLA Health and Physical Education); William Vos (HOLA Technologies). State-wide processes were undertaken to fill all these positions.

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

- Participation in the Australian Association for the Teaching of English (AATE) National Conference in Canberra.
- Gaining industry currency.
- SCSA changes to curriculum workshops.
- Hazardous Chemical Training for Secondary Science Teachers.
- Attendance at the Geography Association of WA conference.
- Attendance at the Mathematics Association of WA conference.
- Exam revision sessions run by the Politics and Law Education Association of Western Australia.
- GERRIC modules training.
- Consensus moderation.
- Five staff were accepted into the Aspirant Leaders Course run by the Kingswood Network.
- Two days of training on differentiation in alignment with SCSA requirements and the needs of students.
- Planning days for Maths staff at the end of the year in readiness for 2024.
- Attendance at Summer School: Australian Society for Music Education (ASME).
- Three staff had their portfolios signed off thereby moving from graduate to proficient status.
- Three staff commenced work on their Certificate IV in Training and Workplace Assessment, with the expectation that this will be completed in 2024.
- Mrs Sue McKay completed her Graduate Certificate in Career Development Practice.
- Three staff completed White Card training.
- In Physical Education, two more staff qualified as water safety supervisors, bringing our total to six.

Numerous staff also presented professional learning to their colleagues on our School Development Days. This allowed for a differentiated approach and leadership development opportunities.

In addition, staff engagement in school committees - including Finance - was strongly encouraged. Three teaching staff continued in their roles as staff representatives on the College Board.

Woodvale 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, SCSA Curriculum Advisory Board members, NAPLAN markers, teaching practicum supervisors and small group moderation mentors.

STUDENT PROFILE

During 2023, the number of students at Woodvale who qualified for special provisions in timed assessments and who had an Individual Education Plan (IEP) increased from 174 to 205. At our College, 17% of our students are captured by NCCD, which is 1% lower than *like schools*. Ten percent of that group are receiving QDTP adjustments, 7% receiving supplementary support and less than 1% receiving substantial support. The majority of the students on IEPs have a diagnosis of one of the following disabilities: Attention Deficit Hyperactivity Disorder (ADHD); Autism Spectrum Disorder (ASD); Specific Learning Disorder (SLD); or Anxiety.

As per the 2022/23 transition process, the LSC attended meetings at the network schools followed by individual meetings with students and parents. This process was enhanced further through observations made by the Education Assistants on school visits scheduled in Terms 3 and 4. All identified students (28) had IEPs ready for the commencement of the 2024 school year. This included an extended IEP format for three Level 3 ASD students. Teacher feedback informed the LSC's decision to add photographs of the students on all Year 7 IEPs for easy identification of the students with special educational needs in the new cohort.

The Learning Support team consisted of 10 special needs education assistants who support 30 Disability Resourcing funded students across the College. During the year the LSC led the EAs to create a document of shared practices called "How We EA at WSC." This was based on the three Rs of the College code of conduct: respect; responsibility; and relationships. Through a recruitment process we were able to offer two permanent positions to experienced EAs from high school settings.

In response to staff feedback, the LSC designed and collaborated with a number of staff to refresh the IEP format. Being preloaded with evidence-based strategies, this new format has meant a faster turnaround from diagnosis to classroom support.

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

In 2023 the LSC introduced the MacqLit program, a Tier 2 intensive reading and spelling program to support low level readers. The program was delivered by the Education Assistants under the direction of the LSC and with the collaboration of the Literacy Coordinator to improve the learning outcomes of Year 7 and Year 8 students. Of the 25 students taking part in the program, three graduated through all levels and returned to their classes. Of the remainder, 18 moved up 1-6 levels across the course of the year. All but one student was able to increase significantly their reading rate.

The LSC presented a series of professional learning sessions on differentiation in the classroom, utilising the college's Teaching and Learning Framework. These were very well received by staff.

Recommendations for 2023

- Commence Team Teach training.
- LSC to work with teachers on utilising EAs more effectively in classrooms.



STUDENT SERVICES

Student Attendance

Student attendance increased slightly as a whole in Semester 2. Students with Severe attendance decreased (75 to 48, total change of 27 students). Students with At Risk Indicated attendance decreased also (413 to 360, total change of 53 students). This meant that Regular attendance increased by 5% in Semester 2. Strategies implemented in 2023 included:

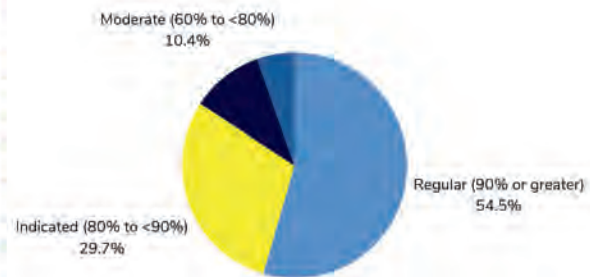
- Restructuring of attendance communication to parents/carers.
- Creation of resources such as "Every Day Counts" and "X Marks the Spot".
- Full time attendance officers.
- Additional Program Coordinator.
- Engagement and Transitions support.

Recommendations for 2024

Student Services will look to further embed the attendance process in 2024, as well as dedicate multiple SAER meetings towards attendance. School TV and its resources will be explored further to assist in linking resources to parents/carers

2023 - Semester 1 Collection (Finished for the Year/Semester)

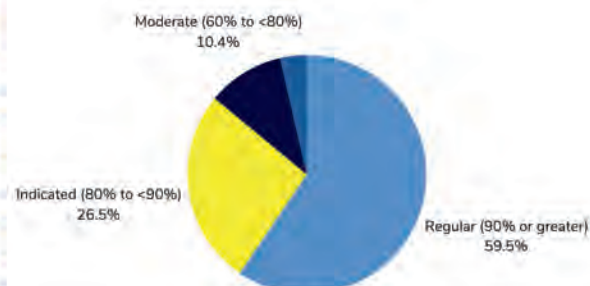
Year	Att Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Y07	91.6%	165	54	14	2	86%	14%
Y08	87.1%	124	74	24	13	80%	20%
Y09	85.9%	124	69	30	16	83%	17%
Y010	85.1%	122	74	30	18	73%	27%
Y011	88.7%	132	64	19	14	76%	24%
Y012	86.3%	91	78	27	12	78%	22%
Compulsory	87.4%	758	413	144	75	79%	21%



Conflicts and Faults - 0

2023 - Semester 2 Collection (Finished for the Year/Semester)

Year	Att Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Y07	90.8%	163	51	18	3	86%	14%
Y08	87.2%	127	74	26	12	79%	21%
Y09	85.7%	115	68	37	11	77%	23%
Y010	84.1%	97	86	41	14	73%	27%
Y011	90.9%	151	47	11	6	75%	25%
Y012	93.1%	155	34	8	2	76%	24%
Compulsory	88.4%	808	360	141	48	78%	23%



Conflicts and Faults - 2 | Zero Attendance - 2

STUDENT SERVICES

Positive Behaviour Support (PBS)

The shift in behaviour management was a positive one. Students learnt that HoLAs had the same authority as Program Coordinators (PC) which created a culture of students following instructions from HoLAs, thus breaking the trend which had been created in 2022. The behaviour management workload of PCs therefore decreased, allowing the tracking of data more closely which resulted in proactive, rather than reactive, approaches being used.

Strategies implemented in 2023 included:

- Creation and implementation of Positive Reward System, increasing commendation data significantly.
- Creation of Whole School Database document. Weekly data analysis to highlight problem areas, shared with Executive Team.
- Implementation and review of PBS Flowchart.
- Implementation and review of Restorative Practice resources, along with professional learning for staff.

Commendation Data

The Student Reward System was implemented to recognise students for following our College values of Respect, Responsibility and Relationships. Points were allocated to various SEQTA entries, allowing students to outweigh negative behaviours with positive ones. Year group rankings were recorded periodically and up to 20 students were rewarded at assemblies with canteen/skip the line vouchers. As a result of this initiative, commendation numbers increased by 1064 in Semester 2. Points were allocated as follows: **Commendation:** +5 points, **Negative behaviour:** -3 points, **Co-curricular:** +3 points, **Mobile phone infringement:** -3 points, **Suspension:** -25 points.

Average number per week of commendations per term and total number of reward vouchers.

Year	T1 Avg	T2 Avg	T3 Avg	T4 Avg	Total # vouchers
Y07	68.2	25.6	74.5	61.8	78
Y08	51.9	49.9	99.2	47.2	81
Y09	58.2	47.6	66.3	56.0	77
Y010	62.3	29.4	50.8	59.1	66
Y011	6.4	12.5	32.6	6.9	NA
Y012	16	8.9	15.4	NA	NA
Total	247.1	173.9	339	231.0	NA

Note: Year 12 students concluded their schooling at the end of Term 3. Year 11 students concluded the year at the end of Term 4, Week 4. The reward system was introduced at the commencement of Term 3. Note the significant increase in commendations as a result of this initiative.

Recommendations for 2024

- Share whole school database with Senior Leadership Team.
- Dedicate one SAER meeting per semester to attendance only.
- School TV promotion and engagement through PC newsletters (year group based). Forward planning by PCs to target specific topics throughout the year. This includes linking the Health curriculum and various other special events such as NAIDOC week.
- Truancy and lateness periodic reports to be run by PCs, to deter students from truanting/attending classes late. Communicating these reports to parents/carers with any concerns.

Areas for Development



Use School TV as a tool to empower parents to support their children's wellbeing.



Maintain focus on attendance process and continue to use resources to increase attendance.



Upskilling senior leaders to use data to inform their decision making to achieve business plan targets.

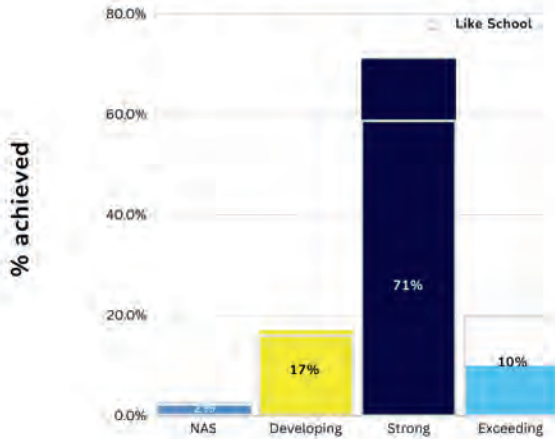


Rollout and development of Student Council changes with Leadership Academy to develop student voice and agency.

STUDENT ACHIEVEMENT AND PROGRESS

Grade Distribution vs NAPLAN Year 7 Semester 1

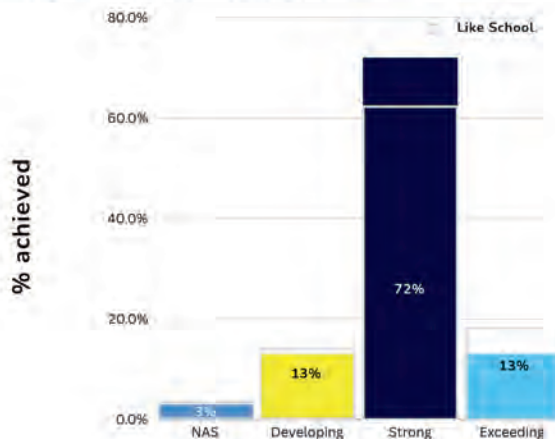
NAPLAN (Numeracy) Test Achievement
Number of students - 227



Compared to like schools our Year 7 cohort have gained a category and moved from *needs additional support* to *developing*. As a College, we have a large number of students in the *strong* category which is better than the state average. However, compared to *like schools* more of those students should be in the *exceeding* category.

Grade Distribution vs NAPLAN Year 9 Semester 1

NAPLAN (Numeracy) Test Achievement
Number of students - 216



The change in the NAPLAN timing and the new way of assessing student achievement in 2023 has caused some disruption in the way Year 9 progress was assessed and measured. Especially when relating to whether students qualified or not for OLNAs. Students in the Year 9 cohort have performed similar to *like schools*. As a College, we have a large number of students in the *strong* category which is better than the state average. However, compared to *like schools* more of those students should be in the *exceeding* category. As a result a larger number of students will need to sit the OLNAs assessment based on the new way of assessing and qualifying system.

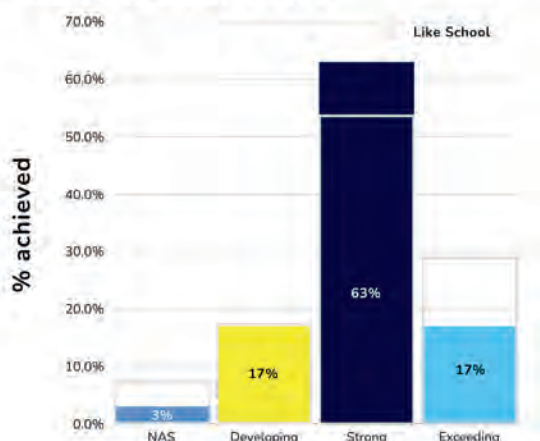
Recommendations for 2024

- Use Elastik and Mathspace at this early stage to remediate gaps in student learning and extend students from the *strong* to the *exceeding* category.

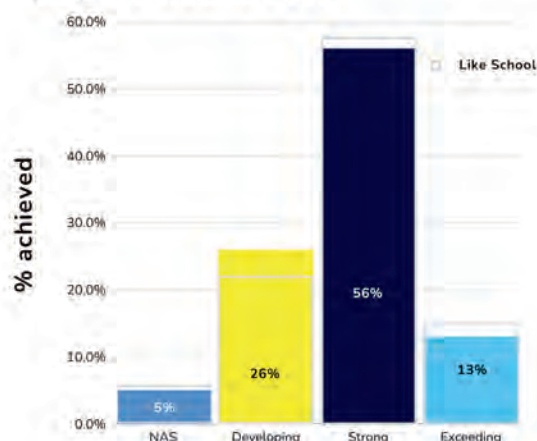
STUDENT ACHIEVEMENT AND PROGRESS

Grade Distribution vs NAPLAN Year 7 Semester 1

NAPLAN (Reading) Test Achievement
Number of students - 227

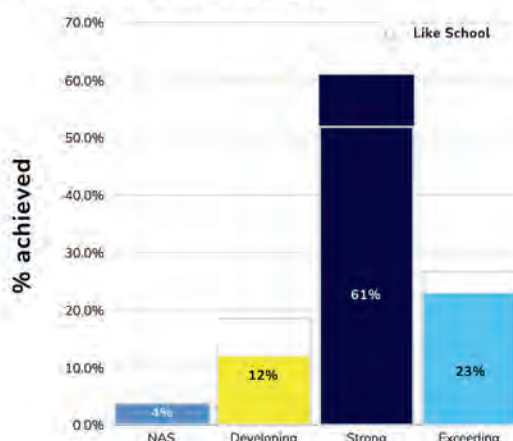


NAPLAN (Writing) Test Achievement
Number of students - 227

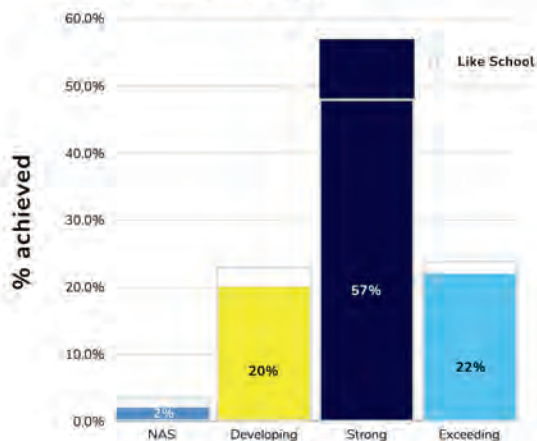


Grade Distribution vs NAPLAN Year 9 Semester 1

NAPLAN (Reading) Test Achievement
Number of students - 216



NAPLAN (Writing) Test Achievement
Number of students - 216



The change in the timing of NAPLAN and the way student achievement was reported in 2023 has caused some disruption to the measurement of student progress in Year 9. All four literacy domains showed achievement above All Australian schools in Year 9. Spelling and Grammar and Punctuation in Year 7 were also above All Australian schools. It was pleasing to see the improvement in Year 9 Reading and Writing achievement this year after the decline in 2022. Both are on par with *like schools* and appear to have returned to our historical trends. The renewal of the Literacy program with a new coordinator and targeted range of strategies has had a positive outcome.

Reading and Writing results in Year 7 continue to show a smaller proportion of students are entering the College with *Exceeding* (or *Excellent* in previous years) achievement. When compared to *like schools*, there are more students achieving in the *Developing* proficiency level for Writing in Year 7. While *Exceeding* achievement for Reading and Writing in Year 9 is lower than *like schools*, the gap is much smaller and more students demonstrated Strong achievement, reflecting the higher achievement of this cohort when compared to 2022.

Recommendations for 2024

- Continue our literacy program led by our Literacy Coordinator.
- Implement a range of strategies to support students in the *Developing* proficiency level in Year 8 in 2024.
- Continue to focus on OLN preparation for students achieving in the *Developing* and *Needs Additional Support* proficiency levels.

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.

	2022	2023
Reading	220 (92%)	198 (100%)
Writing	218 (91%)	198 (100%)
Numeracy	217 (90%)	194 (98%)
Met literacy and numeracy requirements	214 (89%)	194 (98%)

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 2024	Class of 2025
Reading	2	15
Writing	5	23
Numeracy	6	25

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
2023	61	131	42
	26.1%	56.0%	17.9%
Like Schools	38.0%	37.4%	24.6%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2023	85	98	20	13
	39.4%	45.4%	9.3%	6.0%
Like Schools	43.4%	38.6%	8.3%	9.7%

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2023	147	31	13	3	4
	74.2%	15.7%	6.6%	1.5%	2.0%
Like Schools	68.2%	18.8%	6.5%	2.5%	4.0%

We have fewer students pre-qualifying for OLNA through NAPLAN in Year 9 compared to *like schools*; however, more students met the minimum standard for OLNA at the end of Year 10, 11 and 12. With 98% of students meeting literacy and numeracy requirements in 2023, the performance of the Year 12 cohort in 2023 is particularly pleasing.

The Literacy and Numeracy Coordinators work closely with at-risk students in Years 11 and 12, using the diagnostic data to remediate any concepts. Students have access to OLNA WA to practise their skills in preparation, with both Coordinators offering students personalised support.

CLASS OF 2023 RESULTS

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

- 1 Subject Certificate of Excellence: ATAR Physical Education Studies
- 1 student achieved an ATAR of above 99
- 8 students achieved ATARs between 90 - 98.95
- 19 students achieved ATARs between 80-89.95

- 4 Certificates of Distinction
- 13 Certificates of Merit
- 35% of our Year 12 cohort enrolled in 4 or more ATAR subjects
- 55% of students were enrolled in two or more STEM courses

YEAR 12 PARTICIPATION

	Eligible Year 12 Students	WACE Achievement %	ATAR Participation %	Median ATAR	VET Participation Rates	VET Enrolments
2022	206	95%	37%	80.8	59%	142
2023	198	98%	35%	74	54%	123

It is particularly pleasing to see such a high WACE achievement. This is testament to the hard work of students and staff. The median ATAR in 2023 was disappointing, but not unexpected.

It was affected by:

- Some students continuing against recommendations in courses that were too difficult for them.
- Some students not working at the required level of intensity.
- Early offers affecting students' motivation in the last term and their final exams.



VOCATIONAL EDUCATION AND TRAINING (VET)

- 2 students completing Certificate IV Preparation for Health and Nursing Studies (online).
- 3 students successful in completing School Based Traineeships (2 Government, 1 Supply Chain Operations).
- Increase in students gaining Community Service endorsed units (reflection of school values).
- 5 successful Year 9 Career Tasters (first time offered).
- 2 successful Year 10 Try A Trades (Painting and Block/Brick).
- 13 apprenticeships gained as a direct result of work placements.
- 18 full time TAFE pathways successfully secured for students at WACE risk/disengaged from school.
- RSA unit of competency achieved by 26 students as a Flex Day activity in conjunction with South Metropolitan TAFE.
- 55 students successfully provided with White Card training (increase of 36 from 2022).
- Annual Careers Expo was well received by students who attended. There were 18 providers present.



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		2020	2022	2023
Parent/Carer Response		Avg	Avg	Avg
Staff Response		Result	Result	Result
A	My teachers expect me to do my best.	4.3	4.1	4.1
	Teachers at this school expect my child to do his or her best.	4.3	4.1	4.1
	Teachers at this school expect students to do their best.	4.5	4.3	4.2
B	My teachers provide me with useful feedback about my school work.	3.5	3.3	3.3
	Teachers at this school provide my child with useful feedback about their school work.	3.8	3.6	3.7
	Teachers at this school provide students with useful feedback about their school work.	4.4	4.1	4.0
C	I feel safe at my school.	3.8	3.6	3.4
	My child feels safe at this school.	4.2	3.7	3.8
	Students feel safe at this school.	4.2	3.7	3.8
D	I can talk to my teachers about my concerns.	3.2	3	4.0
	Parents at this school can talk to teachers about their concerns.	4.3	4.3	4.2
E	My teachers motivate me to learn.	3.5	3.2	3.2
	Teachers at this school motivate my child to learn.	3.7	3.5	3.6
	Teachers at this school motivate students to learn.	4.2	4.1	4.1
F	My school gives me opportunities to do interesting things	3.4	3.3	3.2
G	My child is making good progress at this school	3.9	3.7	3.7
H	My child's learning needs are being met at this school.	3.8	3.4	3.5
	Students' learning needs are being met at this school.	4.1	4	3.9
I	My teachers care about me.	3.3	3.3	3.3
	This school works with me to support my child's learning.	3.7	3.4	3.5
	This school works with parents to support students' learning.	4.1	3.9	4.0
J	I am satisfied with the overall standard of education achieved at this school.	4	3.5	3.5
K	I would recommend this school to others.	4	3.5	3.5
	I would recommend this school to others.	4.1	3.6	3.9
L	My teachers are good teachers.	3.6	3.6	3.6
	My child's teachers are good teachers.	3.9	3.7	3.8
	Teachers at this school are good teachers.	4.3	4.2	4.2
M	Teachers at this school care about my child.	3.9	3.7	3.8
	Teachers at this school care about their students.	4.4	4.4	4.3

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

The results from parents in 2020 were some of the highest scores across the surveys. To continue to achieve strong results at the 2020 level was always going to be aspirational. What is pleasing to note is that in 2023 all scores for each surveyed group are recorded at three or higher, which indicates a high level of satisfaction with the school and its staff. It was also pleasing to see the continued high rating given to the statement, Students feel safe at school, by all three groups (Qu C). 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 (Qu D). Measures such as "My child is making good progress at this school" (G) and "My child's learning needs are being met" (H) have been rated very highly by parents along with the perspective that parents feel their child is being treated as an individual (M).

FINANCIAL SUMMARY AS AT 31 DECEMBER 2023

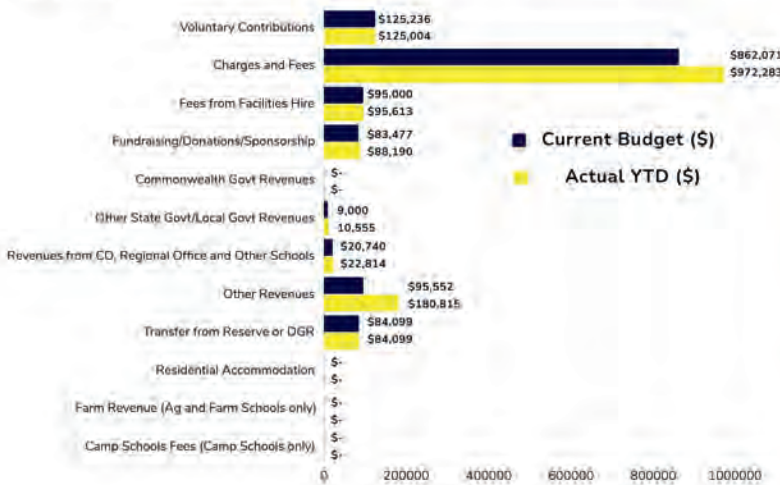
Income - Dec 2023 (Verified Dec Cash)

One Line Budget - Dec 2023 (Verified Dec Cash)

	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	1,091,565	1,091,565
Carry Forward (Salary)	1,486,680	1,486,680
Income		
Student-Centred Funding (incl Transfers & Adjustments):	15,204,344	15,204,344
Local Raised Funds:	1,374,175	1,579,374
Total Funds:	19,156,764	19,361,963
Expenditure		
Salaries:	13,750,653	13,750,653
Goods and Services (Cash)	3,262,240	2,577,173
Total Expenditure:	17,012,892	16,327,825
VARIANCE:	2,143,872	3,034,138

	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	1,091,565	1,091,565
Carry Forward (Salary)	1,486,680	1,486,680
Student-Centred Funding		
Per student	13,811,785	13,811,785
School and Student Characteristics	777,392	777,392
Disability Adjustments	41,917	41,917
Targeted Initiatives	565,671	535,671
Operational Response Allocation	51,834	51,834
Total Funds:	15,218,599	15,218,599
Transfers and Adjustments		
Relocation Allocation	7000	7000
Transition Adjustment	0	0
School Transfers - Salary	(1,496,392)	(1,496,392)
School Transfers - Cash	1,500,000	1,500,000
Department Adjustments	(24,863)	(24,863)
Total Funds:	(14,255)	(14,255)
Locally Raised Funds (Revenue)		
Voluntary Contributions	124,236	125,004
Charges and Fees	862,071	972,283
Fees from Facilities Hire	95,000	95,613
Fundraising/Donations/Sponsorship	83,477	88,190
Commonwealth Govt Revenues	0	0
Other State Govt/ Local Revenues	9,000	10,555
Revenue from CO Regional Office and Other schools	20,740	22,814
Other Revenues	95,552	180,815
Transfer from Reserve or DGR	84,099	84,099
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	1,374,175	1,579,373
TOTAL	19,156,764	19,361,962

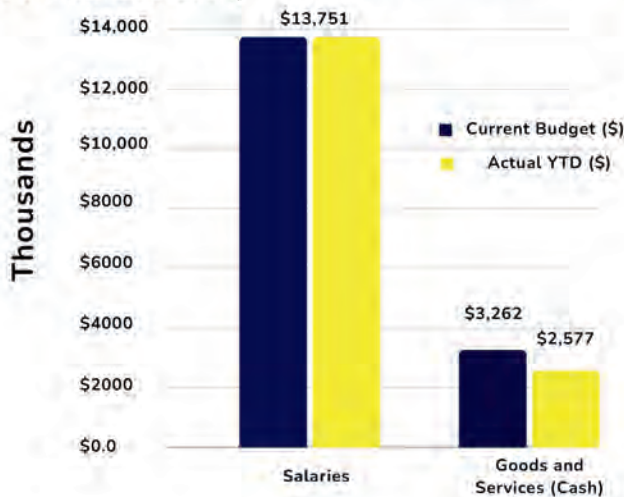
Locally Generated Revenue – Budget vs Actual - Dec 2023 (Verified Dec Cash)



FINANCIAL SUMMARY AS AT 31 DECEMBER 2023

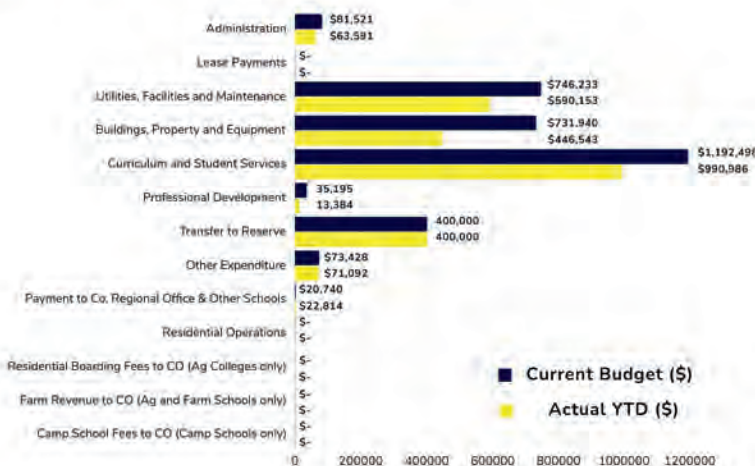
Expenditure - Dec 2023 (Verified Dec Cash)

Goods and Services vs Salary Expenditure - Dec 2023 (Verified Dec Cash)



	Current Budget \$	Actual YTD \$
Salaries		
Appointed Staff	12,895,974	12,895,974
New Appointments	0	0
Casual Payments	820,041	820,041
Other Salary Expenditure	34,638	34,638
Total Funds:	13,750,653	13,750,653
Goods and Services (Cash Expenditure)		
Administration	81,521	63,591
Lease Payments	0	0
Utilities, Facilities and Maintenance	746,233	590,153
Buildings, Property and Equipment	731,940	446,543
Curriculum and Student Services	1,192,498	9980,986
Professional Development	35,195	13,384
Transfer to Reserve	400,000	400,000
Other Expenditure	73,428	71,092
Payment to CO, Regional Office and Other schools	1,425	1,425
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	3,262,240	2,577,174
TOTAL	17,012,893	16,327,827

Goods and Services Expenditure– Budget vs Actual Dec 2023 (Verified Dec Cash)





BUILDING & GROUNDS EXPENDITURE

Projects completed 2023

- Security/flyscreens replaced whole school (DoE funded \$100k).
- Reticulated & portable gas/oxy systems for D&T replaced and made compliant (\$25k).
- Kiln hood and new extraction system in Visual Arts (DoE funded \$20k).
- Safety rails and step alerts (DoE funded).
- Woodwork parquetry floors remediated, sanded and sealed.
- Operable wall installed in English 7/8.
- Hand dryers installed in student toilets.
- Print Room remediation (from original of 1984).
- HPE Staff Office remediated.
- Health Education classroom furniture replacement.
- STEM Build \$1.2million.
- Home Economics laundry works to replace old cabinetry.
- Whole school re-key.
- Whole school alarm system re-set.
- Emergency stop buttons installed on non-compliant D&T machinery.
- Gas kiln removal and disposal.
- Canteen storeroom ceiling, walls and shelving replaced.
- Stools in Home Economics & Art.
- Additional CCTV cameras installed.
- Vape detectors installed.
- Pin up boards replaced.
- Music toilet vanity benches totally replaced.
- Limestone retaining walls installed around grounds.
- New projectors installed across the College (rolling replacement program commenced).
- New blinds installed across the College.
- Lower gym volleyball spigots replaced.
- Divider walls installed in Home Economics.
- TV station fit out.
- Oval sports equipment.

Projects that remain on the list from 2023

- Sports Centre carpark.
- Visual Arts refurbishment.
- Limestone retaining wall in D&T carpark.
- Trip hazards to be remediated.





Additional projects for 2022/23









- New auditorium.
- Replacement student services rebuild.
- Whole school retic replacement.
- Whole school roof replacement.

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

ENGAGED STUDENTS

Progress Against Priority Key

-  Completed
-  Partially completed
-  Did not complete
-  Ongoing

Identified School Targets	Progress Against Priority
<p>Build the co-curricular program.</p> <p>Provide opportunities for students to engage in developing personal and social wellbeing.</p> <p>Refine opportunities and support for every student.</p> <p>Build the House system</p>	<p>Progress against recommendations from 2023</p> <ul style="list-style-type: none">  AEE: 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 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.





Identified School Targets	Progress Against Priority
<p>Build the co-curricular program.</p> <p>Provide opportunities for students to engage in developing personal and social wellbeing.</p> <p>Refine opportunities and support for every student.</p> <p>Build the House system.</p>	<p>Once again in 2023, students were provided with many opportunities to experience success and challenge in different contexts and environments.</p> <p>Highlights included:</p> <ul style="list-style-type: none"> • Our radio station run by interested students and overseen by Media staff. • A Year 10 student participated in Jazz workshops at WAAPA over six weeks- Generations in Jazz. • 20 music performances including at the Creaney Primary School fete and on music tour. • Sold out junior concert and almost sold-out senior concert at the end of Term 3. • One student’s work selected for Meta. • 115 students attended Music camp at the Swan Valley Adventure Centre. • 57 students and five staff attended the very successful music tour: 16 days in North Queensland. • Participation in the Interschool Swimming Carnival and maintaining B grade status (60+ students in the squad and placing sixth against some much larger schools). • Maintaining A grade status (sixth place) in the interschool athletics carnival (126 students in the squad including Year 12 students who returned after they had officially concluded their schooling). • Soft launch of Arts exhibition at our STEM Fair. • Woodvale on Show in Term 4: students from Child Care, Cottage Industries and Woodwork had their work on display. Our Café served refreshments throughout the event with outdoor tables for guests to sit at. Music students played Christmas Carols, and the Arts Department had big displays across multiple contexts. • Year 12 students achieved 223 endorsed program enrolments . • 50 Year 12 students completed 57 work placements. • Year 9 boys runners up SSWA Junior Championship. • Year 7 girls SSWA runners up 3 x 3 basketball. • 350 people attended our Basketball presentation evening. • Co-curricular program: Music and sporting achievements accounted for the bulk of Co-curricular points earned in 2023. The introduction of the reward system by the Student Services team inadvertently set up competition with the Co-curricular program. <p>Two key programs designed to build further engagement are our whole school STEM focus and our in-house Academic Extension and Enrichment (AEE) programs in STEM and Creative Communications. With AEE, students were required to compete in multiple competitions (e.g., Write a Book in A Day, Have Sum Fun and Numero) as well as to engage in co-curricular activities. Project based activities were used to develop 21st century skills such as creativity, collaboration, and cooperation</p>

Identified School Targets	Progress Against Priority
<p>Build the co-curricular program.</p> <p>Provide opportunities for students to engage in developing personal and social wellbeing.</p> <p>Refine opportunities and support for every student.</p> <p>Build the House system.</p>	<p>AEE STEM activities included:</p> <ul style="list-style-type: none"> • Mars Day. • Resource Showcase. • Gold Group incursion - mining exploration. • Bebras 365 Competition (rounds 1 and 2). • RACI Crystal Growing Competition. • Big Science Competition. • Scitech excursion. • Grok Academy- Competition. • Australian Laboratory Services incursion - Life of an ore sample. • Plan and design mining machines. <p>In addition our whole school STEM activities included:</p> <ul style="list-style-type: none"> • Technology and resource showcase. • STEM Fair. • Pedal Prix - trained for 10 weeks and competed in the Busselton Competition. • CME Women in STEM seminar - table sponsored by INPEX through networking and attended with 10 of the top year 10 girls. • Creaney roadshow. • Lab Rats. • Year 8 STEM day. <p>AEE Creative Communications activities included:</p> <ul style="list-style-type: none"> • Weekly workshops. • HeArt Project. • EVATT Model UN camp and small committee. • Angel Wings project. • Literature Centre Poetry Competition (1st place). • Write a Book in a Day. • In-house film festival. • Pens for Poverty writing and in-house poetry slam competitions. • Literature Club for senior students, opened for lower school Creative Communications students in Term 4. • Woodvale Arts Showcase with displays and poetry readings. • Principal's afternoon tea. • Australian Geography Competition. • Cross-curricular activities such as the Geomorphic Hazard Documentaries. • Poetry in Action Incursion. • Black Swan Shakespeare Excursion with English.

Identified School Targets	Progress Against Priority
<p>Build the co-curricular program.</p> <p>Provide opportunities for students to engage in developing personal and social wellbeing.</p> <p>Refine opportunities and support for every student.</p> <p>Build the House system.</p>	<p>Student Performance</p> <ul style="list-style-type: none"> • For the third year running, we performed above the state mean in ATAR Physical Education Studies. • For the second year running, we performed above the state mean in ATAR Physics and Maths Applications. • 99.5% of Year 12 students met the achievement standard for WACE.

Planned Actions for 2024
<ul style="list-style-type: none"> • Based on student feedback and the growing numbers in the program, develop a roster for the after school AEE class which will see classroom teachers supporting the Coordinator and offering small workshops. • Formalise AEE contracts with specific guidelines and expectations for students in the program. This will provide a transparent and consistent process to reengage students or make class changes if necessary. • Include more incursions and excursions for AEE students. • Include more displays and live student performances in the Woodvale Arts Showcase.

FUTURE READY STUDENTS

Identified School Targets	Progress Against Priority
<p>Build and embed a portfolio structure.</p> <p>Provide senior students flexible ways of working.</p> <p>Build practices that target 21st Century capabilities.</p> <p>Foster programs in sustainability and global focus.</p> <p>Build a cohesive Career Education program.</p> <p>Embed cultural understandings.</p>	<p>Progress against recommendations from 2023</p> <ul style="list-style-type: none">  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. <p>As a College, we continue to prepare our students for the world beyond school by promoting community engagement and the concept of volunteering/giving back. Examples of experiences that students engaged with include:</p> <ul style="list-style-type: none"> • Share the Dignity bags (27 bags created). • Year 10 students in Child Care made NICU garments to be donated to Fiona Stanley Hospital. • Community service and community development raised into consciousness by Woodvale Co-Curricular program: students worked towards award points after providing evidence. • The UN program run through a Year 10 HaSS class, involved project-based learning around one of the 17 United Nations Sustainable Development Goals. <p>Sustainability</p> <p>It is evident that students are becoming more environmentally aware with student led initiatives like the Sustainability Club and Woodvale War on Waste.</p> <p>In addition, 2023 saw:</p> <ul style="list-style-type: none"> • Coffee grounds recycled and used in Home Economics / UN projects. • Ferrous and non-ferrous metals recycled. • Sustainability garden cleaned, seeds planted, containers for change set up and a worm farm established. • Sustainable Oceans Competition- Education Perfect. • Incursions focused on sustainability e.g. Petrofac-incursion- Wind turbines and renewable energies, Bee incursion. <p>Flex Day</p> <p>As part of their course, all Year 12 students benefited from Flex Day arrangements and micro courses offered. These included:</p> <ul style="list-style-type: none"> • First aid. • RSA. • mindfulness activities. • TISC talk. • Community service. • Study skills. • Mentoring.






FUTURE READY STUDENTS

Identified School Targets	Progress Against Priority
<p>Build and embed a portfolio structure.</p> <p>Provide senior students flexible ways of working.</p> <p>Build practices that target 21st Century capabilities.</p> <p>Foster programs in sustainability and global focus.</p> <p>Build a cohesive Career Education program.</p> <p>Embed cultural understandings.</p>	<p>Cultural Responsiveness</p> <p>We continued to progress our shared understanding of building a culturally responsive College. The official launch of our Follow The Dream (FTD) program was well received by our Aboriginal families.</p> <p>Activities engaged in over the year included:</p> <ul style="list-style-type: none"> Investigating the cultural significance of the land on which Woodvale is located through the use of the Moora Boodja kit. Designing our cup that represents 'me' at FTD. Beading necklaces that symbolise our mob. Cooking recipes that have native herbs and ingredients. Excursions to the Joondalup library to discover the cultural significance of the land our school is on, with a particular focus on traditional uses, dreamtime stories, images of shelters and buildings. We also looked at artifacts that were found around Yellagonga. <p>Outcomes</p> <ul style="list-style-type: none"> Our awesome artwork designed that will feature on staff and student polo shirts, to be worn in 2024 Attendance doubled at FTD. Greater understanding of our Dreamtime story. Very positive student responses e.g. "It's my favourite part of the week", "I like coming to school on Mondays because we have FTD", "I can't wait to be in Year 12, and we have a whole community of us in FTD".

Planned Actions for 2024

- NAIDOC week added to the calendar.
- Staff polo shirts designed and manufactured.
- Integration of Aboriginal foods in Home Economics in the lead up to NAIDOC week.

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>Develop a Woodvale professional learning institute (Kadadjiny).</p>	<p>Progress against recommendations from 2023</p> <ul style="list-style-type: none">  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 model of sharing best practice through peer observation. <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 2023 we continued to prioritise teaching and learning by embedding our College-wide bespoke Instructional Framework based on High Impact Teaching Strategies and the gradual release model that had been rolled out at the commencement of 2022. While 2022 was dedicated to establishing clear Learning Intentions and Success Criteria, in 2023 we shifted our emphasis towards enhancing feedback mechanisms. Recognising the importance of maintaining the progress achieved in 2022, we integrated the focus on Learning Intentions and Success Criteria with our new objective. This approach allowed us to explore the dynamic relationship between student and teacher feedback and the established success criteria, particularly in terms of verifying comprehension at the end of each lesson and checking for understanding. To support this initiative, we adapted our staff training programs to concentrate on effective feedback strategies.</p> <p>Other actions included:</p> <ol style="list-style-type: none"> 1. Continued upskilling of staff in using NAPLAN and other data to differentiate programs and learning experiences. 2. Learning walk throughs to support staff with embedding Learning Intentions (LI) and Success Criteria (SC) and feedback in their teaching. 3. Regular discussions with our middle leadership group about these learning walks, and the direction of teaching and learning in their learning areas. Senior leadership team (SLT) meetings were utilised to shape a personalised direction of teaching and learning based on the needs of individuals in their learning areas. This enabled identification of training needs and support mechanisms for staff members. 4. Our whole school focus developed throughout the year: staff were using their LI/SC to check for understanding and inform their planning. 5. Staff used general agreement time to write LI/SC into all of their programs using differentiated surface, deep and transfer skills/verbs. 6. Staff development days and training sessions were focused on teaching and learning. Topics included: feedback, CMS – bump theory, using learning intentions and success criteria for differentiation, stretching gifted and talented students, first 15 minutes of a lesson, leadership, embedding data into lesson planning, literacy and numeracy strategies, restorative practices, WACE tracking, SAIS and P-10 analysis, using one note in lessons, using AI to support pedagogy and workload. 7. Existing Teaching and Learning coaches were trained to train and develop a newly recruited group of teaching and learning coaches across the College in using the WSC College-wide framework. 8. All graduate teachers were allocated a coach, thus building capacity for improvement across the College. 9. Trust was built in teachers to ensure an understanding of how the teaching and learning coaches could support consistency in teaching and learning across the College.





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>Develop a Woodvale professional learning institute (Kadadjiny).</p>	<p>10. Our whole school approach to lesson observation using the College Teaching and Learning Framework was embedded through training and support of coaches, HoLAs and a Program Coordinators (PCs) to ensure a consistent approach to observing lessons.</p> <p>11. A review of training and support needs of each learning area was carried out by HoLAs.</p> <p>12. The Teaching and Learning framework continued to be embedded into the interview process to ensure recruitment of high-quality teachers who already have experience of explicit teaching strategies and the gradual release model.</p> <p>13. Staff induction process for new staff joining midway through the year was strengthened to: clearly communicate expectations of teaching and learning at Woodvale ; ensure that staff know how to use policies and procedure effectively; identify areas of support or additional training.</p> <p>Outcomes</p> <ul style="list-style-type: none"> • Staff had a clear vision for teaching and learning in 2023. • Increase in staff confidence with reading student data and their classroom profiles to differentiate. • Learning walks were calendared and happened regularly. Review by HOLAs with SLT meetings was conducted in an open forum. • Learning Walks at a learning area level continued to demonstrate a more uniform approach to "the Woodvale learning space" and pedagogy across the school. This reduced variance across learning areas and the whole school. • College culture is changing with teaching and learning at the forefront of our discussions. HOLAs and staff engage openly about what they see in learning walks, what is going well and areas for development. Colleagues are more comfortable with other colleagues walking through their lessons and learning walks are no longer something that are feared by staff members. • Students are accustomed to staff coming into their classrooms and asking them to describe what they need to do in the lesson to be successful. They are becoming confident in talking to adults about their learning experiences in class. • Teachers' confidence in using Learning Intentions and Success Criteria to check for understanding and for feedback improved throughout the year, with several teachers becoming expert at this. • Classroom observations continued to become more consistent across different learning areas. • High quality teachers were recruited for 2024. • Staff continued to engage in reflective practice through lesson observation. • Improved staff induction process meant new staff had a smooth transition into our College, using our Teaching and Learning Framework effectively, thereby reducing variation when new staff commence. • Development opportunities for staff have become more focused on staff need and reviews completed by HoLAs.

Planned Actions for 2024

- Continue to train staff on differentiation strategies, particularly to stretch and challenge our higher ability students who are coasting.
- Upskill a Teaching and Learning Coordinator in managing our whole school teaching and learning strategy.
- Roll out our vertical skill share community through peer observation – WOW (Watching others work).
- Roll out of coaching to all staff this year (opt in model of support).
- Develop our graduate support program to include a dedicated Teaching and Learning Coach and a targeted development program to support their practice.

CLEAR VISION, VALUES AND CULTURE

Identified School Targets	Progress Against Priority																
<p>Review current programs with the intention to extend them or develop new areas.</p> <p>Promote College success and develop a confident brand.</p>	<p>Progress against recommendations from 2023</p> <ul style="list-style-type: none">  Create an Instagram account.  Purchase updated branding materials including tablecloth and banners for Sports Centre and banners for Specialist Programs.  Purchased updated branded directional signage for College events, administrative purposes and exams.  Subscription to Vivi, a video display device for the Front Office and iCentre. It is used to show videos of subjects, social events, swimming carnival, athletics carnivals and more. <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 GAT 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>AEE Ourschool-based Academic Enrichment and Extension program (AEE) that seeks to accelerate and enhance the depth of learning of students across the MESH subjects continues to grow and develop. We have had an increased number of applicants into the program over the last three years:</p> <table border="1" data-bbox="577 999 1133 1147"> <thead> <tr> <th></th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>CC</td> <td>30</td> <td>38</td> <td>40</td> </tr> <tr> <td>STEM</td> <td>50</td> <td>43</td> <td>55</td> </tr> <tr> <td>AEE</td> <td>55</td> <td>59</td> <td>67</td> </tr> </tbody> </table> <p>We will continue to evaluate these programs and respond to student and parent/caregiver feedback.</p> <p>We have focused particularly on creating a confident brand where our College is known for giving students multiple co-curricular opportunities and student work is celebrated. Examples include:</p> <ul style="list-style-type: none"> • Our Co-curricular Arts, Drama and Media Clubs that run after school. • Visual Art displays in front office. • Year 11/12 Hospitality functions. • Chef ambassador program where all of the Year 11 and 12 Hospitality classes benefited from these visits. 		2022	2023	2024	CC	30	38	40	STEM	50	43	55	AEE	55	59	67
	2022	2023	2024														
CC	30	38	40														
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CLEAR VISION, VALUES AND CULTURE

Identified School Targets	Progress Against Priority																
<p>Review current programs with the intention to extend them or develop new areas.</p> <p>Promote College success and develop a confident brand.</p>	<p>We have reached out further to our community through:</p> <ul style="list-style-type: none"> • Term 4 Year 6 band and guitar ensemble rehearsals culminating in a performance for families. • STEM Fair. • Year 5 Day of Voice and Day of Guitar. • Engagement with Timberside Village for ongoing involvement with TTC functions. • 3 x 3 Basketball Tournament – saw 12 teams of Year 4 and 5 students compete in a 3x3 style round robin game. This was umpired by our Year 11 and 12 Certificate II Sport Coaching students. • Year 5 students from our local network primary schools were invited to join our Year 7 and 8 Lego League teams during Term 3 and 4. They attended the College on Tuesday afternoons during the AEE afternoon session and worked with our students to prepare and compete. • The College runs tours twice a term as well as a Future Students Information Night for prospective parents. • In Term 4 the College welcomed students in Year 5 from Creaney Primary School, Halidon Primary School, Hocking Primary School and North Woodvale Primary School. They trialled some of our programs at the College and had their recess in the lower gym. They participated in activities such as Basketball drills, Badge making, Blackout Poetry, music activities and a Scavenger Hunt in our STEM Hub. • Creaney Roadshow. <p>Our Trade Training Centre (TTC) was once again used for multiple community events:</p> <ul style="list-style-type: none"> • Rotary Club of Hillarys Changeover night. • Host of HGT Taste of the Future Schools Cooking Competition. • Premier’s Community Cabinet, hosted by Jessica Stojkovski. All of the cabinet ministers were in attendance. The emphasis was on education with local principals and select students in local schools attending. • Year 11 Hospitality students catering for the Parent Music Committee end of year function to celebrate the achievements of Year 12 Music students (39 attendees). • High Achievers morning tea acknowledging the success of the cohort of 2022 as well as the success of the Year 11s of that year. <p>Social Media Data for 2023</p> <table border="1" data-bbox="490 1225 969 1473"> <tbody> <tr> <td>Total Facebook Reach</td> <td>51.5k- down 12.3%</td> </tr> <tr> <td>Total Instagram Reach</td> <td>16.9k - up 100%</td> </tr> <tr> <td>Facebook Visits</td> <td>67.4k- up 105.9%</td> </tr> <tr> <td>Instagram Visits</td> <td>6.3K- up 100%</td> </tr> <tr> <td>Facebook Follows</td> <td>329- down 21.7%</td> </tr> <tr> <td>Instagram Follows</td> <td>111</td> </tr> <tr> <td>Paid Reach from Ads</td> <td>Total Spent - 179.98 15,998 - increase 109%</td> </tr> <tr> <td>Paid Impressions from Ads</td> <td>34,945 - increase 127.3%</td> </tr> </tbody> </table> <p>The posts with the most likes/reactions/shares:</p> <ul style="list-style-type: none"> • Swim Carnival Award Winners – 238 • Class of 2023 – 145 • Semester 2 Assembly Winners – 100 • Olivia at META Exhibition - 99 • Geography Competition winners – 98 • Specialist Basketball program promotional video – 98 • Music Tour - 97 	Total Facebook Reach	51.5k- down 12.3%	Total Instagram Reach	16.9k - up 100%	Facebook Visits	67.4k- up 105.9%	Instagram Visits	6.3K- up 100%	Facebook Follows	329- down 21.7%	Instagram Follows	111	Paid Reach from Ads	Total Spent - 179.98 15,998 - increase 109%	Paid Impressions from Ads	34,945 - increase 127.3%
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CLEAR VISION, VALUES AND CULTURE

Planned Actions for 2024

- Implement a Leadership Academy that aligns with our values of respect, responsibility and relationships, to increase skills in leadership in lower school.
- Continue using social media to promote our College.
- Continue to adapt our signature programs in response to community aspirations by exploring further opportunities to stretch and challenge our students.
- Continue to offer a range of community events to promote our College to families of students in primary school.
- Explore further ways to communicate key information to our key stakeholders.
- Examine ways in which we can further develop The Arts profile within our College as a means of promoting College culture.