



Woodvale Secondary College

STRATEGIC PLAN

2024-2026



WOODVALE
SECONDARY COLLEGE

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VISION

Woodvale students are life-long learners with a strong sense of individuality, responsibility and community.

MISSION

We strive to empower, challenge and support our students.

VALUES

Relationships - Our College community builds and nurtures relationships based on a commitment to open communication, trust and collaboration.

Respect - Our College community strives for moral excellence by demonstrating fairness, respect and integrity.

Responsibility - Our College community believes that we all share a responsibility to actively contribute to the success of the students by empowering them to aspire to personal excellence and embrace opportunities to grow.

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 university entrance as well as preparation for TAFE and the workforce.

Analysis of data collected across multiple domains indicates that Woodvale Secondary College is an 'excellent' school which has 'earned the respect of the community for the quality of the education it offers.'

Enrolment is consistently around 1300-1400 students across Years 7 to 12. The average cohort size is approximately 230. At the time of its establishment in 1985, Woodvale competed with very few schools for students, now it is surrounded by 21 high schools within a 10 km radius.

In order for Woodvale to compete and to remain relevant to its community, it needs, like all schools, to be constantly alert to the local, national and international trends and drivers of change, and committed to self-improvement.

FROM THE PRINCIPAL

This three-year plan has student growth and achievement at its heart. As we continue to deliver on the high standards our community expects, it is essential we focus on what is pivotal to student success. Our current goals are focussed on student achievement, engagement and wellbeing. We acknowledge that we are preparing students for a future in which they are empowered to be independent adults.

Supporting this, we seek to have explicit pedagogical practices based on effective high-impact teaching strategies. In this plan, we will focus on the relationships between students and staff and empower both groups to be reflective in their practices and outcomes. It is important to note that in this plan, we have aligned our efforts to the Department of Education's Teaching for Impact, which outlines what effective teachers believe, know and do. Of course, none of this is achievable without our staff being supported and encouraged to be at their best.

In 2022 we launched our bespoke WSC Teaching and Learning Framework, with a focus on the start of every lesson. This framework has provided consistency across our College and supports staff both with their teaching and classroom management skills. In 2024, our focus has moved to differentiation. We are excited to launch our new plan which provides a very clear direction for our College for the next three years.



PLANNING MATRIX

2024 - 2026

Our planning matrix summarises the areas of influence that inform our future planning decisions and it provides an outline of the links between the planning tools. Three-year planning goals are drawn from areas of need as determined from scheduled reviews of key data. Research shows, to be impactful, plans need to be selectively focused (not overly broad) at all levels with common beliefs and common approaches used by all. Our plan has four goals and is based on specific and selected approaches, practices and targets. The College maintains many other high-level practices and regularly collects a large range of performance data about them. They are not the primary focus of this plan or planning cycle.

EXECUTIVE SUMMARY				
OVERVIEW	Budgeting	College Context Annual Report	Public School Review Leadership Relationships & Partnerships Learning Environment Teaching Quality Resources	Data Wheels
				DoE Strategic Plan, Focus Plans and Respected Frameworks
	College Board			College Plans (e.g. Workforce, SEW, Literacy)



STRATEGIC PLAN (Approaches)				
GOALS	GOAL-FOCUSSED STUDENTS	SUCCESSFUL LEARNERS	POSITIVE STUDENT WELLBEING	SHARED VISION AND CULTURE
TARGETS	Positive shift in student engagement and regular attendance	98% WACE achievement and satisfactory achievement	Positive student wellbeing and student engagement	Positive parent and staff feedback
APPROACHES	Build mentoring and leadership programs	Further development of teaching framework	Reintegration of PERMA Principles	Development of strong relationships



OPERATIONAL PLANS (Practices/Evidence)

SERVICE AND LEARNING AREA PLANS (Practices/Evidence)

- The Arts
- Aboriginal Culture/Histories
- Capabilities (Literacy, Numeracy, ICT, Personal and Social, Ethics, Intercultural, Critical & Creative)
- Career Ed
- Communication
- Community Links
- Cultural Awareness
- Curriculum, Assessment & Reporting
- Differentiation
- Digital Literacy & Cyber-safety
- Digital Technology
- Enrolment
- Facilities
- Finances
- Government Policies
- Health & Wellbeing
- Inclusivity
- Learning & Social Spaces
- Marketing
- OHS
- Parents & Citizens
- Performance Management
- Performance Monitoring
- Special Programs
- Staff Matters
- STEM
- Student Leadership
- Student Services
- Student Tracking
- Teaching and Learning
- Timetable
- Trade Training Centre
- Transitions
- VET
- WA Curriculum



GOAL-FOCUSED STUDENTS

Learning Environment

Background – Woodvale recognises some of our students lack direction and engagement with learning and College life. This can be built with a focus on agency. Agency is a person’s capacity and willingness to formulate goals and take initiative to achieve them.

Targets

- In the OurSCHOOL Student Engagement Survey, there is a positive shift in student engagement.
- Teacher perception that student engagement has improved
- Attendance rate is consistently at 5% or higher than the WA Public Schools’ rate.

Approaches in Focus

- Development of a school-wide mentoring program inclusive of pathway planning, organisational and study skills, and extra-curricular programs.
- Enhance the student leadership program.
- Review our attendance strategy and celebrate regular attendance.

SUCCESSFUL LEARNERS

Teaching Quality

Background – Our teachers are the human vehicle through whom we develop student learning. Ensuring our teachers are the most knowledgeable and skilled in their craft requires a professional approach to constant review and development of their practices.

Targets

- 98% WACE achievement.
- Maintaining satisfactory achievement year on year.
- Our student Gain Measurement will be above those of ‘students with same starting scores’ in NAPLAN 7-9.
- Continued strong results for students in special programs in comparison to other cohorts in the College.

Approaches in Focus

- Structures are in place for shared practice and feedback with an emphasis on classroom observation.
- Further develop professional learning opportunities to support the teaching and learning framework with a specific emphasis on differentiation.
- Further build our practices that target the General Capabilities.

POSITIVE STUDENT WELLBEING

Learning Environment

Background – Research tells us that young people who feel connected and secure and have trusting relationships are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Targets

- Above “comparison schools” in the TellThemFromMe Survey for areas of wellbeing.
- Attendance, negative behaviour and positive feedback entries show improvement year on year.
- Enhancements are made to learning and social spaces.

Approaches in Focus

- Reintegrate PERMA Principles into the College to develop student wellbeing.
- Revitalise the reward and house systems.
- Learning and social spaces are enhanced.

SHARED VISION AND CULTURE

Relationships and Partnerships

Background – All members of the school community can impact positively upon student wellbeing, engagement and achievement. Having a shared vision further enhances this impact. To achieve a shared vision requires positive relationships between all.

Targets

- As surveyed, parents will positively score satisfaction of standard of education, recommendation of the College to others and how well the College works with them to support their child.
- As surveyed, staff will report a positive school culture that supports them as professionals, and they see value in whole school programs.

Approaches in Focus

- Develop strong, purposeful relationships between all members of the College community.
- Build programs with outside support.
- Continue to build our brand.
- Continue to embed cultural understandings.
- Foster programs in sustainability.