



Department of
Education

Shaping the future

Woodvale Secondary College

Public School Review

Public School Review

Purpose

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

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

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

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

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

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Woodvale Secondary College is located approximately 20 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

Opened in 1985, the college gained Independent Public School status in 2011.

The college currently enrolls 1294 students from Year 7 to Year 12. It has an Index of Community Socio-Educational Advantage of 1065 (decile 2).

There is strong parent and community support at the college from the Parents and Citizens' Association (P&C) and College Board.

The first Public School Review of Woodvale Secondary College was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

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

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

- A 'Planning Matrix' drives self-assessment, review and reporting across the college and is informed by 'data wheels' that schedule the collection of data, including feedback sessions with staff, to guide executive review of strategies and planning for school improvement.
- Review of the progress against the 2020 Public School Review recommendations informed progress celebrations and refocused future improvement actions as part of a positive self-assessment mindset.
- The college's Electronic School Assessment Tool (ESAT) submission was comprehensive and constructed in alignment with the Standard. Designated leaders of each domain provided evidence and impact summaries for submission by a lead executive team member.
- Validation visit meetings strengthened the review team's understanding of the evidence in the ESAT submission. A range of staff, student and parent representatives engaged enthusiastically during the visit, contributing authentic reflections in support of the improvement agenda.

The following recommendations are made:

- Include a self-assessment summary as part of the ESAT submission to provide the review team with clarity about the college's self-assessment methodology, including detail about staff engagement and understanding of the Standard.
- Use the foci statements of each domain to guide evidence gathering to ensure a succinct and targeted ESAT submission that showcases college performance and priority areas for improvement.

Relationships and partnerships

A focus on building positive and supportive relationships between students, staff and families is based on shared responsibility for the education of students through community collaboration and partnerships.

Commendations

The review team validate the following:

- Strong staff relationships are built on open staff feedback and collaboration across the college. Lead programs, learning walks, classroom observations and use of the Microsoft Teams platform, support engagement in whole-college initiatives like speed-dating sessions, digital surveys, and committee participation.
- A range of effective strategies are utilised to engage and communicate with staff, students, parents and community. The implementation of SEQTA¹, has streamlined communication across the college.
- Hospitality training is harnessed when entertaining community guests, providing authentic learning experiences and engagement with the community for skilled students. Programs, such as Try-A-Trade and Follow the Dream, expand career opportunities and boost Aboriginal student engagement.
- Strong community partnerships enhance student learning and opportunities. The VET² team collaborate with training organisations and local businesses to offer genuine work experiences, helping students demonstrate competency in their certificate courses and enhancing overall achievement.

Recommendation

The review team support the following:

- Further grow parent engagement by providing regular opportunities for authentic feedback through the development of targeted surveys. Close the feedback loop by publishing feedback themes and identified improvement actions.

Learning environment

A variety of engaging learning environments support a focus and effort by staff on making learning targeted, unique and engaging.

Commendations

The review team validate the following:

- An inclusive, supportive, and culturally responsive environment embeds the core college values into daily practice. Student leadership is promoted, and diversity celebrated. Programs, like the Mentor Group, Room of Reflection and curriculum enrichment, support students to achieve both academic and personal growth.
- Improvements in attendance processes and early intervention strategies have positively impacted individual cases of school refusal, while also educating parents about the effects of poor attendance on academic outcomes. Attendance rates surpass the Western Australian public school average.
- Comprehensive behaviour and engagement strategies, emphasising restorative practices and a Positive Rewards System, have enhanced student engagement, fostering a supportive culture that is increasing participation, providing a stronger sense of belonging, and realising improved academic outcomes.
- A highly connected student services structure links all levels of intervention and support across the college. Significant resourcing provides high level wraparound care for students at educational risk and is reinforced through effective communication with families, and rigorous processes to address student needs.

Recommendations

The review team support the following:

- Continue to develop and embed a focus on student wellbeing into mentor groups and build on the strengths of the inaugural Academic Mentor Day, to reintegrate the 5 PERMA³ model elements and further develop student wellbeing.
- Develop and embed strategies to empower the Student Council and Leadership Academy to engage with the student body to better harness student voice and enhance college decision-making.

Leadership

Leadership at the college is collaborative, with a focus on building staff capacity to enhance learning experiences. There is a clear vision for growth and positioning the college as a school of choice.

Commendations

The review team validate the following:

- Staff confirm that the college supports leadership pathways to attract and retain quality staff, improve induction, provide mentoring and offer early leadership opportunities. The Leadership Framework, aligned with the AITSL⁴ career stages and competencies, enhances the leadership capacity of all teaching staff.
- Instructional leadership is growing effective pedagogy through learning walks, consistent lesson observations, and the integration of learning intentions and success criteria. Teacher leaders, coaches, heads of learning areas (HoLAs) and mentors, guide instruction and are supported by executive leadership.
- The senior leadership team (SLT) drive evidence-based school improvement and curriculum development through systematic data collection, professional learning, and collaboration. This shared capacity enables HoLAs to manage learning areas and deliver professional development effectively.
- The executive team uses data-informed practices to refine strategic plans and are supported by staff who actively contribute to the development and review of whole-college plans.

Recommendations

The review team support the following:

- To support continued effectiveness and growth of the executive leadership team, explore processes that identify individual leadership styles, attributes and opportunities for staff to provide structured feedback about college leadership.
- Continue to implement processes to receive feedback about student perceptions of teaching practices and to enhance the inclusion of student voice in strategic planning.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to college operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Funding allocations are directly linked to strategies for improving educational and non-academic outcomes. Input from learning area leaders and stakeholders guide allocations, including funding for 2 literacy and numeracy coordinators who work directly with students that have limited literacy and numeracy skills.
- Use of the Financial Management Data Wheel aids in ensuring adherence to the Department of Education policies and financial guidelines. The college budget is regularly monitored by the manager corporate services, Principal, School Board, Executive and Finance Committee members to ensure financial accountability.
- A detailed workforce plan informs the college's planning and future capacity to meet immediate, short-term and long-term staffing needs. Planning considerations and challenges are identified and a clear strategic direction for human resource decisions is evident.

Teaching quality

A shared commitment to quality teaching is driven by a collaborative teaching culture and a clear focus on providing opportunities for all students to engage and thrive at the college.

Commendations

The review team validate the following:

- Data-driven differentiation addresses diverse learning needs, fostering an inclusive environment for all students. It informs student placements, optimising progression and ensuring high-achieving students are challenged. Innovative approaches, such as the use of artificial intelligence (AI), elevate instructional quality and are improvement focused.
- The college's Teaching and Learning Framework is a bespoke instructional model focused on lesson observations, coaching, and learning walks. Instructional consistency, differentiation, and positive behaviour management drives staff induction and lesson observation protocols.
- The inaugural Academic Mentoring Day received overwhelmingly positive feedback. The initiative provides a holistic approach to student reporting by emphasising academics, behaviour, attendance, and wellbeing. In-depth discussions with students about their performance and goals, prior to parent meetings, clarifies their progress, achievements, and potential areas for improvement.
- Professional learning is aligned with college priorities and impacts student achievement. An emphasis on data-driven instruction, differentiation, and consistent pedagogy is fostering a professional learning culture that is enhancing staff confidence and directly supports improved student outcomes.
- Alignment with the Western Australian Curriculum ensures consistent, standards-based education across all learning areas. Common assessments, moderation, and regular program reviews create a cohesive learning experience that prepares students for academic and vocational pathways.
- The use of ICT⁵ is positively impacting student achievement, engagement, and progress. The bring your own device program ensures student access to technology, facilitating more interactive, engaging learning and preparing students for the digital world beyond school.

Recommendation

The review team support the following:

- Embed collective accountability to the inclusion of learning intentions and success criteria as an instructional tool in every classroom, to drive consistent implementation of the agreed whole-college instructional model.

Student achievement and progress

There is a collective understanding, ownership and drive to ensure student achievement and progress is continually monitored for improvement.

Commendations

The review team validate the following:

- Data-driven practice is prioritised. Semesterly reviews by HoLAs, who present their findings to the SLT, helps identify successes and enable the setting of stretch goals. Year group data is also analysed by heads of year levels and associate principals to evaluate the effectiveness of interventions.
- A LSC⁶ effectively tracks student progress through RTP⁷, OSI⁸ and SEQTA, with the 2023 MacqLit review confirming strong student progress. The LSC in Residence initiative has also enhanced levels of teacher support and the quality assurance of reporting to parents of students with special needs allocations.
- The college has clarity about its levels of performance and those of individual students through comprehensive tracking processes. Plans are in place to address areas of concern or to further interrogate improvement opportunities.
- The Careers and VET program provides effective pathway planning, offering Certificate IV school-based traineeships, Community Service units, Career Tasters, Try-a-Trade, TAFE⁹ pathways, RSA¹⁰ competency, White Card – WA training and the hosting of providers at the Annual Careers Expo.

Recommendations

The review team support the following:

- Explore ways to monitor more closely the progress and achievement of Aboriginal students and those with English as an Additional Language or Dialect.
- Continue to build staff capacity in assessing student achievement using the SCSA¹¹ Judging Standards.

Reviewers

Steven Dickson
Director, Public School Review

Kerry Chipchase
**Principal, Lesmurdie Senior High School
Peer Reviewer**

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Saron Education Quality Teachers' Assistant
- 2 Vocational Education and Training
- 3 Positive emotion, Engagement, Relationships, Meaning, Accomplishments
- 4 Australian Institute for Teaching and School Leadership
- 5 Information and communications technology
- 6 Learning support coordinator
- 7 Reporting to Parents
- 8 Online Student Information
- 9 Technical and Further Education
- 10 Responsible Service of Alcohol
- 11 School Curriculum and Standards Authority