



WOODVALE
SECONDARY COLLEGE



Woodvale Secondary College

2024 **ANNUAL** **REPORT**

CONTENTS

Context	03
Foreword	04
Workforce	05
Student Profile	06
Student Services	07
Leadership Academy	09
Student Council	10
Student Achievement and Progress	11
Class of 2024 Results	14
Vocational Education and Training	15
Financial Summary as at 31 December 2024	16
Building & Grounds Expenditure	18
Goal Focused Students	19
Successful Learners	21
Positive Student Wellbeing	23
Shared Vision and Culture	24





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 35% 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, extra-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 meant that the College had to give up some of its best features of ICT provision. We now operate with a BYOD program across all years.

Enrolment has dipped slightly over the past couple of years with 2024 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 2024 for our 2025 Year 7 enrolment).
- In 2024 (for the Year 7 cohort of 2025), 49 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 2024 was 8.1% (an increase of 0.5% 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%	62%	25%

FOREWORD

It is my pleasure to present to you the 2024 Annual Report. This was a year of re-building after the three years of COVID and a very challenging post-COVID year in 2023.

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:

- Year 7 barbecue
- Numerous parent nights
- Assemblies during Mentor Group
- Our College retaining its Division B status in the School Sports WA Athletics competition.
- Our Music concerts, 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, extra-curricular and sporting activities, interaction with inter-agencies or expert help.
- Numeracy and Literacy clubs.
- Academic mentoring day
- Smooth running of NAPLAN
- Student led Fundraiser for Fiona Stanley
- Outstanding wrap around support of students
- Careers expo
- NAIDOC celebrations
- Launching of Follow the Dream shirts for staff
- Very successful Public School Review
- Engagement of staff with professional learning
- Visit of our Aboshi sister school
- R U OK day
- Staff engagement with Year 12 Dress Up Day- 101 Dalmations theme
- One staff member achieving Level 3 Classroom Teacher status
- Year 5 high school experience day
- Australian Schools Basketball Tournament to the Gold Coast where students won the Under 17 Division 2.

2024 saw time drawn on our signature soccer program. Our Department approved specialist program had a very successful 25 year run which achieved many milestones including:

- 60 Champions/ runners up state SSWA championships
- 10 International tours of Malaysia
- 2013 - Won all four divisions
- 2014 - Junior boys won all of their games in the year
- 2018 - Five teams represented WSC in the Champions Schools competition
- 2024 - Senior Girls – runners up in the Northern Futsal championship
- 2024 - Intermediate boys – runners up State champions
- 12 National representatives.

Congratulations to Tony Ratcliff who led the program for most of its 25 years!

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 Mrs Ailsa Toneman, and well supported by hard working executive and sub-committee members, the P& C made a considerable contribution to our College.

This included:

- paying for new lockers
- paying for our STILE subscription (used extensively in Science)
- considerable financial contributions to the basketball and music programs.

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

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 2024, 150 people were employed at Woodvale, comprising 97 (93.2FTE) teaching staff and 53 (41.34 FTE) support staff. All teaching staff at our College met the professional requirements to teach in Western Australia and are listed on the public register of the teachers of the Teacher Registration Board (TRB).

Woodvale continues to boast a good balance of experienced and graduate teachers across learning areas, including 33 Senior Teachers and nine 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 and 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
- Primary Liaison
- Learning Area Second in Charge (2iC)
- Network Leaders Positions

During 2024, we employed one Limited Registration Teacher in order to ensure that all classes were fully staffed with professionals with appropriate curriculum background. This teacher was retained for the 2025 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. Many of these sessions were delivered by staff, giving them an opportunity to showcase their skills to their colleagues.

Over the Christmas break, our greatly respected Head of Arts resigned her position to take up an opportunity at SCSA. A statewide process was run to fill the position with Mrs Simone Reid being the successful applicant. 2024 also saw the retirement of several long-standing Woodvale staff members: Carmel Agnello (English); David Hopkins (Health and Physical Education); Sheryl Hudson (HaSS); Phil Mullane (Music).

Throughout the year, numerous staff engaged in professional learning.

This included:

- Gaining industry currency.
- External providers: differentiation and learning area specific content.
- SCSA changes to curriculum workshops.
- Attendance at the Geography Association of WA conference.
- Attendance at the Mathematics Association of WA conference.
- Consensus moderation.
- ATOM WA conference.
- One Maths staff member completed the Leap Program for Mathematics Methods.
- Planning days for all learning areas at the end of the year in readiness for 2025.
- One staff member had their portfolio signed off thereby moving from graduate to proficient status.
- Leadership modules at PLIS.

In addition, staff engagement in school committees- including Finance- was strongly encouraged. Three teaching staff continued in their roles as staff representatives on our 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, SCSA Curriculum Advisory Board members, NAPLAN markers, teaching practicum supervisors and small group moderation mentors.

STUDENT PROFILE

During 2024, the number of students at Woodvale who qualified for special provisions in timed assessments and who had an Individual Education Plan (IEP) remained stable at 207. The steady incline over the past two academic years has largely been due to an increase in the diagnosis of ADHD in girls across all year groups. ADHD is largely diagnosed with other co-existing conditions that include Specific Learning Disorders such as dyslexia or other mental health conditions such as anxiety. This pattern is true of students at the College with many having co-existing conditions in the neuro-diverse space.

IEPs by Year Group and Diagnosis (some overlap where students have multiple diagnoses)							
Year	Physical Disability	Senses	Anxiety	Autism Spectrum Disorder	ADHD	SLD	IQ/Other
Y07	2	2	5	6	24	11	3
Y08	1	0	1	8	17	7	0
Y09	0	1	4	4	26	9	1
Y010	2	0	7	3	16	5	0
Y011	2	1	7	4	27	8	0
Y012	3	0	2	4	16	7	0
Total	10	4	26	29	126	47	4

Of the incoming Year 7 cohort, 40 were identified during the transition process, as needing an IEP, an increase from the 28 of 2023. This included nine students who were allocated Disability Resourcing for disabilities such as Autism Spectrum Disorder, hearing and sight impairments.

The Learning Support Team consisted of 12 Education Assistants, nine of whom completed Team Teach training (as per last year's report recommendations), Anaphylaxis training and Levels 1 and 2 of Epilepsy training during the year. The learning support team continued their work on defining their role in the College by creating a document and Professional Learning session for teaching staff on how to utilise their skills in the classroom. This will be presented early in 2025. Feedback from teachers and EAs alike informed the need for this action, as recommended in last year's annual report, and will support the needs of many of the new career teachers as well as improve student outcomes. A working party of two EAs, the LSC and an Associate Principal designed the document and professional learning session based on the EA JDF, the EA Competency Framework and the needs of the students.

The Macqlit program continued and expanded into the Year 8 cohort through an intensive literacy class for the students identified as having the greatest need in reading and spelling through NAPLAN, class and Macqlit data. Year 7 students continued to progress through the Macqlit units with eight of the 25 students graduating out of the program. Students in both support programs were monitored with both Dibels and the Whedall Assessment of Reading Passages (WARP) tests and these evidenced the increased reading pace of all but one student with diagnosed processing difficulties.

The LSC introduced an initiative, "Learning Support Coordinator in Residence," to increase the profile of students with educational needs and the role of the learning support team across the college. The LSC works from learning area offices during a time of the week when most staff are on DOTT, encouraging communication about students with learning needs, discussions about teaching practices to support students, advising on parent communications and working through assessment accommodations.

Recommendations for 2025

- Consider trialing SEN planning and reporting for students with Disability Resourcing who are not working at year level.
- Whole staff PL in ADHD – bring these strategies into 'best practice' and reduce the number of full IEPs, thus reducing workload of teachers to manage so many plans.

STUDENT SERVICES

Student Attendance

When comparing this data to 2023 it is much the same, with one 1-2% difference. This indicates the need to review further and refine our Attendance Process to manage the new norm (post-COVID) of individual attendance. Key areas of development highlighted by the data include:

- Connect more with our community, to increase understanding of the importance of good attendance.
- Explore new or more effective ways to increase communication from parents/caregivers to the College.
- Parents/ caregivers be provided with feedback on the new process.
- Explore new ways to engage our severe non-attenders.

2024 was our first full year/cycle of the altered attendance process as the changes were made halfway through 2023. We made some adjustments after the first six months to improve the process for 2024 and clarified this with a flowchart for reference. This included adapting parent attendance letters based on feedback and changing the person responsible for categorising students' attendance percentages. Based on individual student needs, this process was altered so that HoYs reviewed students' attendance percentage on a case-by-case basis to determine the appropriate attendance letter parents/carers would receive.

Towards the end of 2024 we discovered the need to celebrate regular attendance. Historically students would receive a reward in 'homeroom'. We are now celebrating regular attendance via SEQTA Commendations. This is directly linked to our College's established Positive Behaviour Reward System and recorded on the Attendance SAER Spreadsheet.

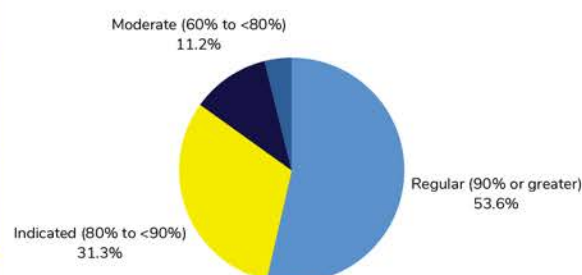
Further work with attendance included updating the school refusal process to identify and support students who are regularly absent or show a sudden drop in attendance. This included improved analysis of data, case conferences, and the development of Individual Attendance Success Plans. A very structured approach ensures early intervention, collaboration between school and family, and tailored strategies to support student re-engagement in school.

Recommendations

- To improve overall attendance data across all attendance categories, conduct more individual meetings for Individual Attendance Success Plans (target 80% of students at risk having a plan).
- Continue refining incomplete rolls, unexplained absences and truancy processes among staff as it impacts our data.
- Develop strategies to measure the effectiveness of different stages of the process.
- Survey parents/caregivers on their perception of the process and support offered.

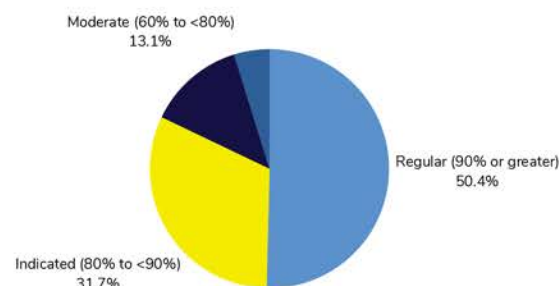
2024 - Semester 1 Collection (Finished for the Year/Semester)

Year	Att Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Y07	90.6%	152	54	14	7	84%	16%
Y08	88.2%	120	79	30	5	84%	16%
Y09	86.0%	110	86	30	11	81%	19%
Y010	85.3%	98	79	29	18	76%	24%
Y011	88.1%	105	80	25	6	80%	20%
Y012	90.1%	137	44	23	6	76%	24%
Compulsory	88.0%	722	422	151	53	80%	20%



2024 - Semester 2 Collection (Finished for the Year/Semester)

Year	Att Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Y07	88.0%	116	75	31	7	82%	18%
Y08	86.5%	107	79	28	15	78%	22%
Y09	83.5%	87	87	44	19	79%	21%
Y010	83.8%	75	79	40	15	82%	19%
Y011	88.7%	118	65	20	7	78%	22%
Y012	93.4%	161	33	9		75%	25%
Compulsory	87.2%	664	418	172	63	79%	21%



STUDENT SERVICES

Positive Behaviour Support (PBS)

As part of our review of our Positive Behaviour Support approach, we made some adjustments to our reward system, allocating points to positive and negative SEQTA entries. This was communicated succinctly to staff. The initiative of a termly reward system for staff who had made commendation entries into SEQTA encouraged staff buy-in and continued engagement with the initiative. HoLAs are now building this into their LA plans.

As a result of the improvements:

- 93% of students were in positive points under our PRS system.
- 120 different staff entered commendations.
- 64 staff entered more than 40 commendations (approx. one or more per week)
- 119 different staff entered behaviour entries
- 29 staff entered more than 40 behaviour entries (approx. one or more per week)
- 904 mobile phone infringement entries.
- 1085 Mentoring entries.

This data highlights to us that compared to 2023, staff in particular were engaged and supported the Positive Reward System by increasing their commendation entries by 4 520.

Recommendations

- Explore other ways to recognise positive behaviours through point allocation.
- Communicate system to parents/caregivers in first SS Newsletter
- Communicate system to students in first MG assembly
- Add +5 for mentor group conversations to support the Academic Mentor Day
- Implement Boombox Friday
- Review Good Standing Policy and align with the Positive Reward System.

Resource Construction

Woodvale Secondary College implemented a range of individual plans and additional resources in 2024 to support students and teaching staff in managing attendance, behaviour, and classroom engagement.

Individual Plans Templates Created/Modified and Their Impact

- Individual Attendance Success Plan
- Individual Behaviour Support Plan
- Risk Management Plan
- Safety Plan
- Escalation Profile – Helps staff recognise early warning signs of student distress and outlines appropriate de-escalation strategies to prevent conflict.
- Individual Education Plan – Provides targeted academic support for students with specific learning needs, ensuring inclusivity and tailored instruction.

These plans have proven effective in:

- Providing clear guidance for staff to address individual student needs.
- Improving communication between students, staff, and parents.
- Creating structured interventions that prevent issues from escalating.

Additional Resources Developed in 2024

- SEQTA Snapshot
- Restorative Conversation Cards
- Student Council and Leadership Academy Programs and Overviews
- Parent Newsletter with School TV Resources
- Individual Behaviour Monitoring Flowchart

These resources have enhanced the school's ability to:

- Support students in self-regulation and personal growth
- Provide teachers with practical tools to manage classrooms effectively
- Strengthen collaboration between students, staff, and parents.

LEADERSHIP ACADEMY

2024 saw the commencement of our Leadership Academy as a pathway for developing leadership skills in our youngest students.

- **Total Applicants:** 28 (13 Year 7s, 12 Year 8s, 3 Year 9s)
- **Accepted:** All 28 applicants
- **Dropouts:** 2 Year 7 students (resulting in a final group of 26)
- **Sessions:** Weekly meetings and structured leadership development activities.

Participation/attendance percentage was greater or equal to 80% for the whole year for all except one student. The Leadership Academy follows a **term-based thematic structure** focused on leadership development through mentoring, community engagement, and school initiatives.

Leadership Academy members were surveyed about the program and its effectiveness and enjoyment.

- On a scale of excellent (5) to poor (1), 81% of members rated the program as excellent, 6% rated very good, 6% good and 6% fair.
- On a scale of exceeded expectations (3) to below expectations (1), 81% of members rated the program to exceed their expectations, 6% rated met my expectations and 12.5% below expectations.
- When asked what aspects the members found the most valuable, they rated the following highest to lowest (could choose more than one):
 - Interactive Lessons/Projects 69%
 - Leadership Development Sessions with Student Council 63%
 - Guest Speakers 56%
 - Course Content 44%
 - Networking 13%
- 100% of members said they would recommend the program to their peers.

The data reflects the effectiveness and impact of the program on the individuals, which has a flow on effect to our College community.

- Stronger Student Leadership Culture – clear leadership pathway and more equipped leaders. Increased student voice and advocacy led to meaningful improvements within the College, as students pitched ideas for change to the Student Council.
- Greater Community Engagement – Through the compassion project (Zero2Hero) and relationship with Woodvale Primary School.
- Personal Growth & Emotional Development – building confidence, teamwork and a sense of responsibility.
- Incentives and Résumé Building – certificates, co-curricular points, personal references.

Recommendations

- HoY managing Leadership Academy no longer manage Student Council, therefore more dedicated and consistent approach.
- Increase number of applications.
- Increase students' involvement in the College and wider community.
- Develop a stronger working relationship with Student Council.
- Modify program and strategies to enable growth for second year participants.
- Leadership Academy branding.

STUDENT COUNCIL

Prefects engaged in two weekly meetings, one being their Student Council meeting which alternated with a Leadership Development session across a fortnight and one being their subcommittee meeting.

- Greater number of students accepted to be Prefects (via application)
 - Year 12 – 6 (including 2 Head Prefects)
 - Year 11 – 4
 - Year 10 – 4

This led to an increased profile and presence among the College community for Student Councillors.

- Attendance for twice-a-week meetings was equal to or above 80% for all but one Prefect.
- An additional meeting was held once a term to complete logbook for "Community Service". Endorsed Program Points for Year 11&12 Prefects go towards their WASSA. Eight of the nine students achieved an Endorsed Program point.

There were seven successful Leadership Development sessions presented to the Student Council by Executive team members and HoYs. Students were then accountable for presenting their learnings to the Leadership Academy students the following term, where all seven sessions were re-presented.

- Anecdotal feedback from the Prefects was they found learning from our College leaders extremely beneficial.
- Leadership Academy members indicated that they valued these sessions the most (63%).

Our Prefect sub-committees were restructured in 2024 to Health and Wellbeing and House System as our foci. Prefects, peers and staff were largely involved in many initiatives run by this committee throughout the year.

- Harmony Day/Week, R U OK Week, Study packs
- Fiona Wood Foundation Fundraiser, which included Free Bottoms Day, Prize Spin Wheel, Sausage Sizzle. \$695.65 was raised and donated, which was presented to a representative of the Fiona Wood Foundation at the Whole College Assembly.
- House Competitions where \$250 was used for canteen vouchers. Keeping attendance records for incentives for House Points. Announcement of Constellation Cup winner.

Recommendations

- 2 HoYs lead Student Council
- Create resource to outline the expectations and commitments required by Prefects.
- Explore Student Host system.
- Increase student voice.
- Continue implementing initiatives to support PBS. E.g. Boom Box Friday.
- Continue building on Health & Wellbeing and House sub committees.
- Build on competitiveness between houses through use of house points from competitions and sharing this with students through MG assemblies and whole College assemblies.
- Improve student leadership capabilities through sub-committee event organisation.

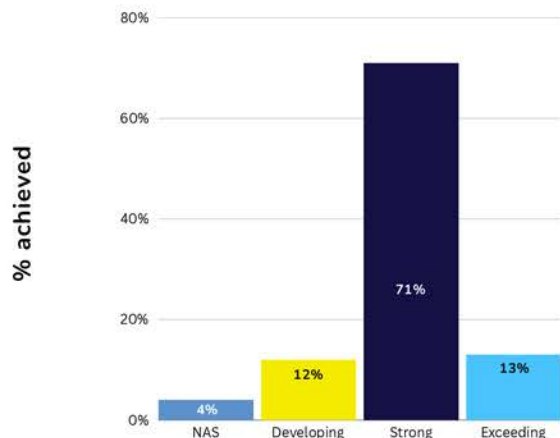


STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN Year 7 Semester 1

NAPLAN (Numeracy) Test Achievement

Number of students - 224



Strength: The cohort demonstrates a strong grasp of fundamental numeracy skills, with a significant majority (71%) achieving *Strong* proficiency in NAPLAN. 13% of students are *Exceeding* expectations, indicating a strong foundation for advanced mathematical concepts.

Targeted Support: A combined 16% of students (*Developing* and *Needs Additional Support*) require focused intervention to address gaps in foundational numeracy skills.

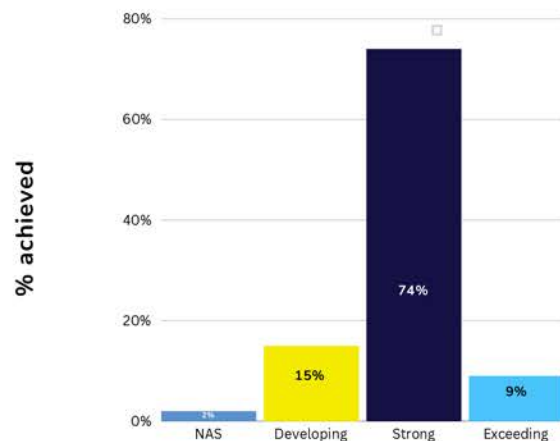
Targeted Intervention: While a small percentage (4%) *Needs Additional Support*, addressing their specific learning barriers is critical to ensure equitable learning outcomes.

Enhance Extension and Challenge: The percentage of students *Exceeding* (13%) indicates a need to enhance extension and challenge opportunities to push high-achieving students towards greater mastery and higher levels of mathematical reasoning.

NAPLAN Year 9 Semester 1

NAPLAN (Numeracy) Test Achievement

Number of students - 224



Strength: The Year 9 cohort demonstrates a generally strong level of numeracy, with a large majority (74%) achieving *Strong* proficiency in NAPLAN.

Addressing Learning Gaps: A significant proportion (15%) of students are at the *Developing* level, suggesting a need to address specific learning gaps to ensure they can access more complex mathematical concepts.

Targeted Intervention: While a small percentage (2%) *Needs Additional Support*, providing targeted interventions is crucial to prevent further disengagement and ensure they can achieve basic numeracy skills.

Enhance Extension and Challenge: The low percentage of students *Exceeding* (9%) indicates a need to enhance extension and challenge opportunities to push high-achieving students towards greater mastery and higher levels of mathematical reasoning.

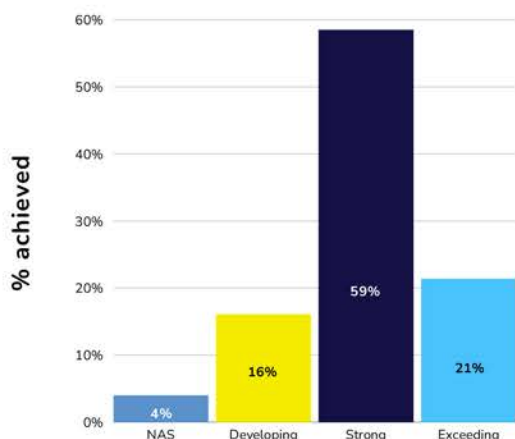
Recommendations for 2025

- Focus on students in the lower achievement bands to provide targeted support and streaming in mathematics.
- Planned small group intervention sessions with EAs to facilitate.
- Implement the Math Mastery program as the primary intervention for students in the Developing Group (run in Year 7-10 focus classes -two per year group).
- Create differentiated accelerated programs for extension and accelerated pathways to challenge students in mathematics Years 7-10.
- Increase focus on critical thinking and problem-solving learning experiences and assessments to promote higher-order mathematical reasoning across Years 7 & 8 mathematics programs.
- Numeracy Coordinator to collaborate with other learning areas to integrate numeracy across the College, embedding critical thinking mathematically as a process.

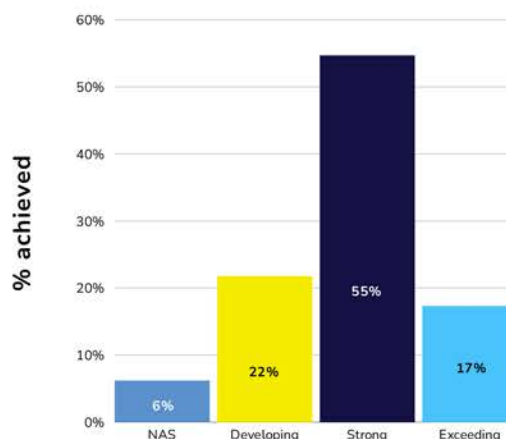
STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN Year 7 Semester 1

NAPLAN (Reading) Test Achievement
Number of students - 224

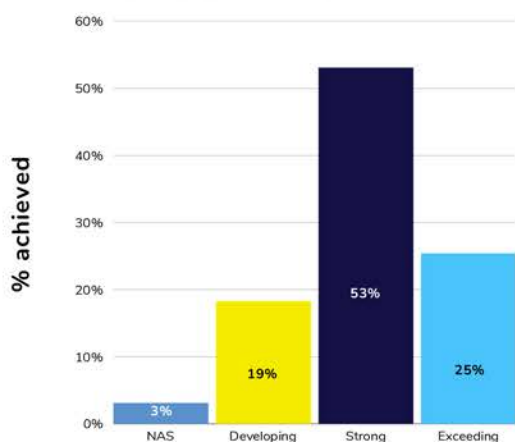


NAPLAN (Writing) Test Achievement
Number of students - 225

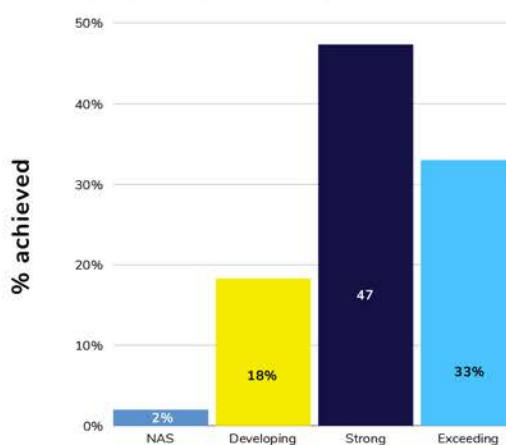


NAPLAN Year 9 Semester 1

NAPLAN (Reading) Test Achievement
Number of students - 216



NAPLAN (Writing) Test Achievement
Number of students - 216



The 2024 results show that Year 7 achievement was highest in Reading and Spelling. While most students performed in the *Strong* category for all tests, there were more in *Developing* for Writing and Grammar and Punctuation. Year 9 results show excellent achievement in Writing with a higher proportion of students demonstrating *Exceeding*. Reading and Spelling results were also strong with Grammar and punctuation continuing to be an area for improvement.

When compared to previous years, both cohorts have a smaller proportion of students achieving *Exceeding* and a greater proportion being placed in the *Developing* category of achievement for Reading and Writing. It is interesting to note that when compared to 'Students with a similar background' nationally, Woodvale Year 9s' performance is above in Reading and Writing. Year 7 results and Year 9 Spelling and Grammar are close to expectation. There is significantly higher achievement when compared to 'All Australian' with Year 7 Writing, and Spelling for both cohorts, close to expected performance while achievement in all other areas is above expected performance. While a greater proportion of Year 9 students achieved in the *Strong* category performance is only 'close to' the performance of Year 9s nationally. English teachers individually and as a group dedicated a School Development Day 4 session to analysing their class results and reviewing students' scripts with class foci to improve achievement for Semester 2. Year 10 courses have been updated for 2025 with our General pathway offering targeted support for OLNA preparation.

STUDENT ACHIEVEMENT AND PROGRESS

Online Literacy And Numeracy Assessment (OLNA)

We recognise OLNA as a key milestone in developing Successful Learners and achieving WACE.

	2023	2024
Reading	198 (100%)	203 (100%)
Writing	198 (100%)	203 (100%)
Numeracy	194 (98%)	200 (98.5%)
Met literacy and numeracy requirements	194 (98%)	200 (98.5%)

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 approved NOAs.

Still required to sit:	Class of 2025	Class of 2026
Reading	4	6
Writing	12	15
Numeracy	8	16

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
2024	77	96	32
	37.6%	46.8%	15.6%
Like Schools	38.4%	37.9%	23.7%

Year 11 Students - Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2024	54	113	19	18
	26.5%	55.4%	9.3%	8.8%
Like Schools	39.2%	35.4%	15.7%	9.7%

Year 12 Students - Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2024	82	92	17	10	4
	40.0%	44.9%	8.3%	4.9%	2.0%
Like Schools	42.8%	36.5%	11.7%	4.8%	4.1%

We continue to see fewer students pre-qualifying for OLNA through NAPLAN in Year 9 than like schools, but the gap narrows as they progress. By Year 12, a greater proportion meet the OLNA standard, exceeding like schools. With 98% of Year 12 students meeting literacy and numeracy requirements, targeted support is addressing this disparity. Literacy and Numeracy Coordinators use diagnostic data and tailored remediation to support at-risk students.

Access to OLNA WA and personalised teacher support remains key to student preparation. These strategies will continue to improve early achievement and long-term outcomes.

CLASS OF 2024 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: English ATAR
- 1 student achieved an ATAR of above 99
- 13 students achieved ATARs between 90 - 98.95
- 16 students achieved ATARs between 80-89.95

- 3 Certificates of Distinction
- 17 Certificates of Merit
- 25% of our Year 12 cohort enrolled in 4 or more ATAR subjects
- 78% 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
2023	198	98%	35%	74	54%	123
2024	200	99.5%	25%	81.7	68%	156

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 2024 was a vast improvement from previous years and reflects the rigorous counselling process from Year 11 to 12.



VOCATIONAL EDUCATION AND TRAINING (VET)

- 1 School Based Traineeship (Hospitality) moving into Certificate III Hospitality in 2025.
- 1 School Based Apprenticeship moved to full time apprenticeship in 2025.
- 100% of Certificate II Hospitality achieved full qualification.
- 100% of Certificate III Business achieved full qualification.
- 22 students offered and accepted apprenticeships.
- 7 Career taster opportunities for Year 9s (up from 5 in 2023).
- 35 students attended Whitecard training (a ticket that allows students onto a worksite).
- 28 Exhibitors attended the Career Expo (up from 18 in 2023). 270 Year 10-12 students attended and 100 parents and students visited after school.
- 222 students enrolled in VET courses in 2024.
- 12 students completed Certificate IV Preparation for Health and Nursing Studies.
- Significant jump in Endorsed programs numbers (from 100 in 2023 to 225 Years 10-12 in 2024).



FINANCIAL SUMMARY AS AT 31 DECEMBER 2024

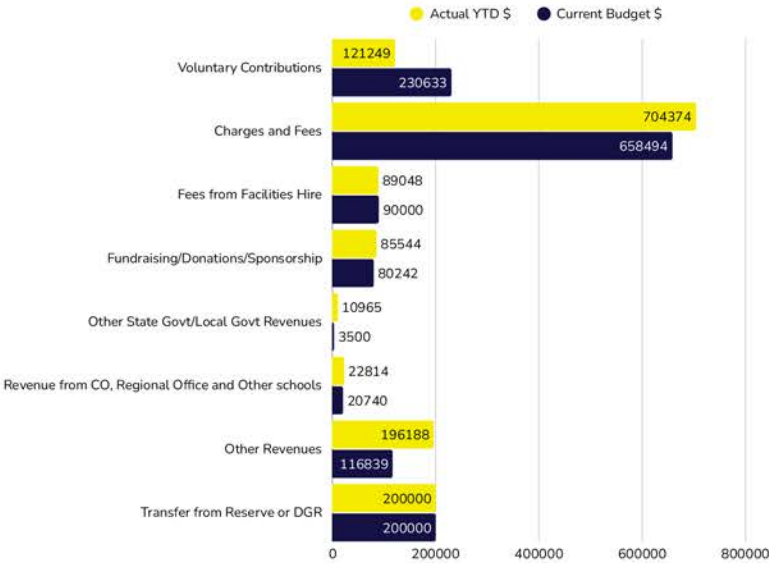
Income - Dec 2024 (Verified Dec Cash)

One Line Budget - Dec 2024 (Verified Dec Cash)

	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	1,711,081	1,711,081
Carry Forward (Salary)	1,323,057	1,323,057
Income		
Student-Centred Funding (incl Transfers & Adjustments):	15,441,200	15,411,200
Local Raised Funds:	1,290,337	1,430,182
Total Funds:	19,765,675	19,905,521
Expenditure		
Salaries:	14,699,408	14,699,408
Goods and Services (Cash)	3,401,619	1,937,244
Total Expenditure:	18,101,027	16,636,652
VARIANCE:	1,664,649	3,268,869

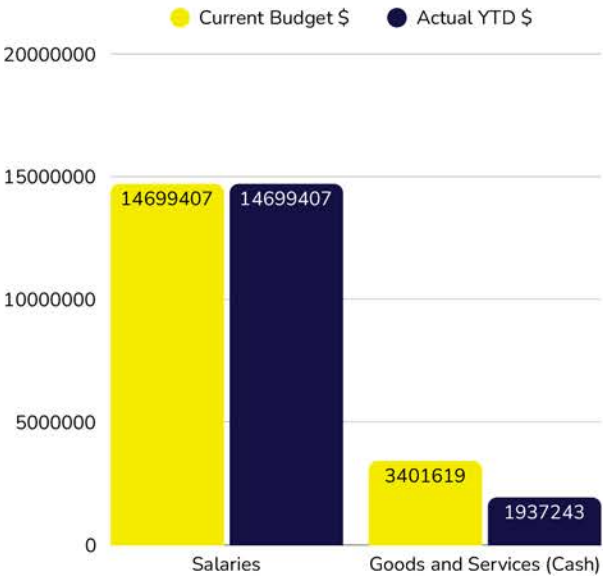
	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	1,711,081	1,711,081
Carry Forward (Salary)	1,323,057	1,323,057
Student-Centred Funding		
Per student	13,991,316	13,991,316
School and Student Characteristics	859,328	859,328
Disability Adjustments	121	121
Targeted Initiatives	588,456	588,456
Operational Response Allocation	20,583	20,583
Total Funds:	15,459,804	15,459,804
Transfers and Adjustments		
Relocation Allocation	10,500	10,500
School Transfers- Salary	(506,764)	(506,764)
School Transfers - Cash	500,000	500,000
Department Adjustments	(22,341)	(22,341)
Total Funds:	(18,605)	(18,605)
Locally Raised Funds (Revenue)		
Voluntary Contributions	120,522	121,249
Charges and Fees	658,494	704,374
Fees from Facilities Hire	90,000	89,048
Fundraising/Donations/ Sponsorship	80,242	85,544
Commonwealth Govt Revenues	0	0
Other State Govt/ Local Revenues	3,500	10,965
Revenue from CO Regional Office and Other schools	20,740	22,814
Other Revenues	116,839	196,188
Transfer from Reserve or DGR	200,000	200,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	1,290,337	1,430,182
TOTAL	19,765,674	19,905,519

Locally Generated Revenue – Budget vs Actual - Dec 2024 (Verified Dec Cash)

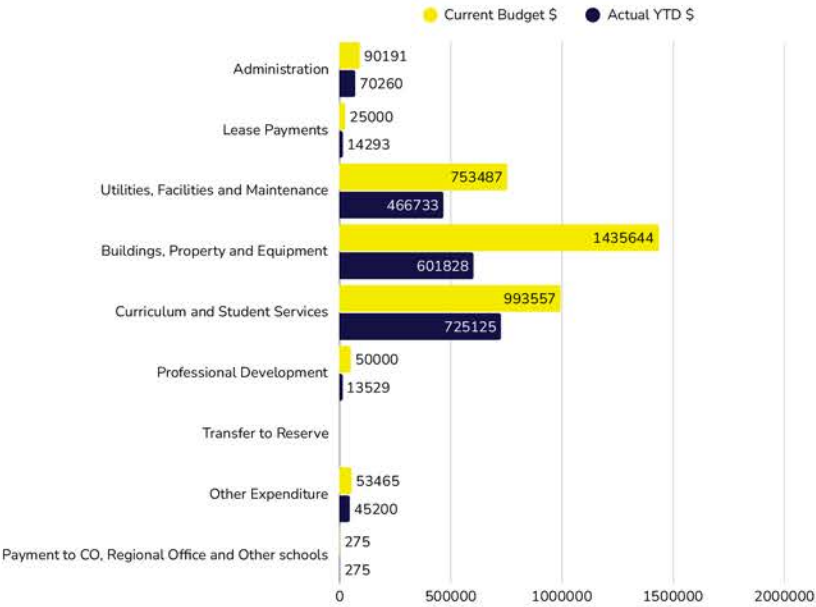


FINANCIAL SUMMARY AS AT 31 DECEMBER 2024

Goods and Services vs Salary Expenditure - Dec 2024
(Verified Dec Cash)

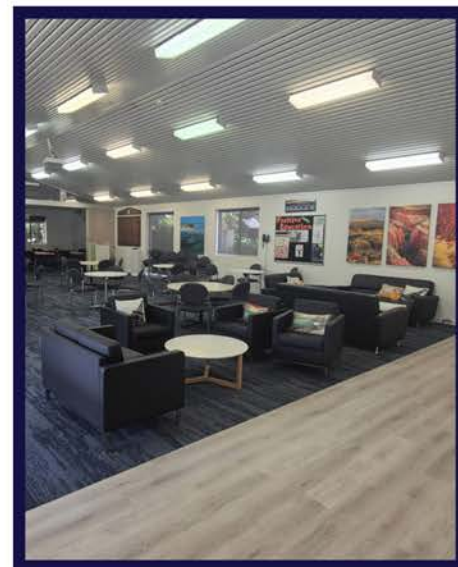


Goods and Services Expenditure– Budget vs Actual
Dec 2024 (Verified Dec Cash)



Expenditure - Dec 2024 (Verified Dec Cash)

	Current Budget \$	Actual YTD \$
Salaries		
Appointed Staff	13,866,495	13,866,495
New Appointments	0	0
Casual Payments	788,587	788,587
Other Salary Expenditure	44,325	44,325
Total Funds:	14,699,407	14,699,407
Goods and Services (Cash Expenditure)		
Administration	90,191	70,260
Lease Payments	25,000	14,293
Utilities, Facilities and Maintenance	753,487	466,733
Buildings, Property and Equipment	1,435,644	601,828
Curriculum and Student Services	993,557	725,125
Professional Development	50,000	13,529
Transfer to Reserve	0	0
Other Expenditure	53,465	45,200
Payment to CO, Regional Office and Other schools	275	275
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:	3,401,619	1,937,243
TOTAL	18,101,026	16,636,650



BUILDING & GROUNDS EXPENDITURE

Projects completed 2024

- New projectors for 15 classrooms (as per rolling replacement schedule)
- Trip hazard remediation \$45k DoE funded
- Roof works (Lower gym/Visual Arts x 2/Home Ec)
- HED cabinetry and window treatments (DoE funded)
- Transportables refurb (Eng10, Sci9, Sci10, Hass9, Hass10) DoE funded
- Welding extraction relocation
- Science staff office refurbishment
- Pin boards replaced, whiteboards replaced – across school site
- New Entry sign, and new updated directional signage around college
- Outdoor courts remediated
- Entry wall on Woodvale Drive
- Carpark bitumen remediation
- Staff Room refurb (new flooring, painted and projector)

Projects that remain on the list from 2024

- Sports Centre carpark.

Projects to be completed in 2025

- Visual Arts storeroom
- Possible additional CCTV in D&T (due to students using commercial equipment)
- More covered areas for wet weather
- Student Services refurb to ensure there is more than one entry/exit point for staff and visibility windows in staff office doors

Additional projects for 2025

- New auditorium build
- Replacement student services rebuild
- Whole school retic replacement
- Whole school roof replacement
- Toilets/changerooms and disability ramp access for the Sports Centre
- Adequate heating & cooling for D&T

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

STRATEGIC PLAN TARGETS

1. GOAL FOCUSED STUDENTS

Target: *In the Tell Them From Me Student Survey, there is a positive shift in student engagement.*

The following tables of data will be used as baseline data for the next three years. Review of the data will take place in the next annual report.

In 2024, the College employed the Tell Them From Me survey to measure student engagement. Years 7 to 9 students were asked to indicate the extent they agreed or disagreed with a number of statements (10-point scale) related to the three measures of student engagement. The table indicates the percentage of students who scored 6 or above (considered mildly engaged).

Aspect	percentage of students above rating of 6	Woodvale	TTFM Norm
Social: Students with a positive sense of belonging		54	58
Social: Students with positive relationships		86	80
Institutional: Students that value schooling outcomes		60	61
Institutional: Students with positive attendance		93	93
Institutional: Students with positive behaviour at school		89	89
Institutional: Students with positive homework behaviours		37	43
Intellectual: Students who are interested and motivated		11	21
Intellectual Effort		58	58
Intellectual Students who are appropriately challenged		40	36

The data indicates more work is required to address a slight variation in attitude to homework and a larger concern for interest and motivation.

Research by the Learning Bar (TTFM) found four school-level drivers were consistently related to student engagement.

Driver	means on a 10-point scale	Woodvale	TTFM Norm
Quality Instruction		5.9	6.1
Positive teacher-student relations		5.6	5.8
Positive learning climate		5.6	5.9
Expectations for success		6.7	7.0

The data indicates the consistently similar result for the College compared to the norm.

STRATEGIC PLAN TARGETS

1. GOAL FOCUSED STUDENTS

Target: Teacher perception has indicated an improvement in student engagement.

Attitude, Behaviour & Engagement Reported by Teachers in Semester Reports				
Mean result for all subjects for all students in cohort				
2024 Year 10	2024	2023	2022	2021
Accepts feedback and shows evidence of making positive choices	3.59	3.58	3.49	3.63
Cooperates productively and builds positive relationships with others	3.31	3.32	3.35	3.58
Displays sound work ethics and habits	3.41	3.44	3.44	3.7
Participates responsibly and productively in activities	3.49	3.47	3.47	3.67
2023 Year 10	2023	2022	2021	2020
Accepts feedback and shows evidence of making positive choices	3.61	3.59	3.69	3.73
Cooperates productively and builds positive relationships with others	3.34	3.43	3.54	3.60
Displays sound work ethics and habits	3.47	3.49	3.62	3.68
Participates responsibly and productively in activities	3.51	3.52	3.65	3.72

4 consistently 3 Often 2 Sometimes 1 Seldom - Top result is 4.0

Teachers conclude a very high level of engagement with all responses - above 3 (often). There is a consistent drop from Years 7 to 8 to 9 and an improvement in some areas in Year 10.

Target: Attendance rate is consistently at 5% or higher than the WA Public Schools' rate.

Our attendance rate compared to WA public schools is at or above by 5%.

	Woodvale	WA Public Schools	Difference
2024	88.0%	82.2%	+5.8%
2023	87.4%	82.5%	+4.9%

STRATEGIC PLAN TARGETS

2. SUCCESSFUL LEARNERS

Target: 98% WACE achievement.

	2024	2023	2022
Woodvale	99.5%	98%	96%
Public Schools	89.7%	90%	89%

Target: Maintain satisfactory achievement year on year.

Grades for Lower School Students

Year 10 2024 Cohort – Grade Average based on 5 marks for an A, 4 marks for a B etc. Subjects that all students from a cohort are not enrolled in are not shown.

	2024 - Yr 10	2023-Yr 9	2022 - Yr 8	2021-Yr 7
English	3.25	3.23	3.52	3.55
Science	2.96	3.25	3.62	3.56
Mathematics	3.21	3.15	3.28	3.39
HaSS	3.48	3.52	3.75	3.70
Physical Education	3.56	3.56	3.53	3.85
Health Education	3.67	3.23	3.57	3.57
Reduction in result from previous year		Increase in result from previous year		

Further exploration around the consistent drop in grades across learning areas in Year 9 to be explored in 2025.
Year 9 2024 Cohort – Grade Average based on 5 marks for an A, 4 marks for a B etc. Subjects that all students from a cohort are not enrolled in are not shown.

	2024 - Yr 9	2023-Yr 8	2022 - Yr 7
English	3.21	3.61	3.67
Science	3.25	3.52	3.37
Mathematics	2.91	3.12	3.36
HaSS	3.59	3.47	3.59
Physical Education	3.57	3.57	3.84
Health Education	3.53	3.74	3.39
Reduction in result from previous year		Increase in result from previous year	

STRATEGIC PLAN TARGETS

2. SUCCESSFUL LEARNERS

Target: Our student Gain Measurement will be above those of ‘students with same starting scores’ in NAPLAN 7-9.

The reporting of NAPLAN results was significantly changed in 2023. Therefore, we cannot show gain measure from Year 7 2022 to Year 9 2024.

Target: Continued strong results for students in special programs in comparison to other cohorts in the College.

Grades for special Programs

	2023 - Yr 9	2022-Yr 8	2021 - Yr 7
English	3.23	3.52	3.55
AEE CC- English	4.32	4.32	5.00
Science	3.25	3.62	3.56
AEE STEM - Science	4.81	4.86	4.42
Physical Education	3.56	3.53	3.85
Basketball	3.52	4.54	4.61
Music			

Results indicate a clear distinction in the positive between the performance of the special program students and the whole cohort.

STRATEGIC PLAN TARGETS

3. POSITIVE STUDENT WELLBEING

Target: Above “comparison schools” in the Tell Them From Me Survey for areas of wellbeing.

The following tables of data will be used as baseline data for the next three years. Review of the data will take place in the next annual report.

In 2024, the College employed the Tell Them From Me survey to measure student emotional and social wellbeing. Years 7 to 9 students were asked to indicate the extent they agreed or disagreed with a number of statements (10-point scale). The table indicates the percentage of students who scored a high level of positive wellbeing.

percentage	Year 7		Year 8		Year 9	
Social-emotional Outcomes	Wood	Norm	Wood	Norm	Wood	Norm
Have moderate or high levels of anxiety	31	27	28	28	32	27
Have moderate or high levels of depression	22	21	24	24	24	24
Have positive self-esteem	58	66	63	57	53	53
Have positive eudaimonic wellbeing-a sense of purpose	57	65	55	57	46	52
Have positive hedonic wellbeing - pursue activities and interests	91	90	89	87	85	82
Have positive goal orientation	51	56	41	47	46	43
Have positive self-regulation	41	55	48	50	46	48

Research by the Learning Bar (TTFM) found school-level drivers which are consistently related to student wellbeing.

percentage or mean on a 10-point scale	Year 7		Year 8		Year 9	
Driver	Wood	Norm	Wood	Norm	Wood	Norm
Bullying, exclusion and harassment	31	28	25	30	36	28
Feeling safe attending school	42	56	46	50	45	52
Advocacy-someone to turn to for advice/encouragement	2.6	3.4	2.2	2.9	2.6	2.7
Students with positive relationships	89	81	85	80	82	79
Students with positive behaviours at school	91	92	89	88	88	87

While the data indicates strong results around positive relationships and positive behaviours, there is scope to investigate further data that does not exceed the norm.

Target: Enhancements are made to learning and social spaces.

The following spaces were enhanced in 2024: Languages open area provided with new furniture to enhance the dark undercroft space; the STEM build from late 2023 was timetabled for use by a variety of classes; an outdoor gym was installed onto the school oval; and a range of special needs desks and chairs were placed across the campus. Classrooms were enhanced with new projectors and whiteboards.

STRATEGIC PLAN TARGETS

4. SHARED VISION AND CULTURE

Target: 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

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. Max is 5.00.

Social-emotional Outcomes		Rating
1	Teachers at this Woodvale expect my child to do their best.	4.21
2	I can talk to my child's teachers about my concerns.	4.26
3	Teachers at Woodvale motivate my child to learn.	3.87
4	My child's learning needs are being met at Woodvale.	3.87
5	My child's teachers are good teachers.	4.00
6	My child feels supported at Woodvale.	4.03
7	Student behaviour is well managed at Woodvale	3.60
8	Woodvale works with me to support my child's learning.	3.80
9	My child is making good progress at Woodvale.	3.83
10	I am satisfied with the overall standard of education achieved at Woodvale.	3.96
11	I would recommend Woodvale to others.	4.01
12	Woodvale has a strong relationship with the local community.	3.53
13	Woodvale is well maintained.	3.91
14	Resources from Woodvale bulletins are useful.	3.94
15	Woodvale provides useful whole school information in a timely manner	3.96
16	I am satisfied with the range of course on offer (Year 9-12)	4.12

Parents have voted very strongly in their support of the College through surveys collected at various parent evenings at the beginning of the year.

Target: As surveyed, staff will report a positive school culture that supports them as professionals.

Staff recognise a positive school culture if they are being supported with professional development, feel part of a collaborative group, work in a safe and support environment, and feel they are well led. The following feedback collected in Term 3, 2024 indicates a strong positive professional culture exists at Woodvale.

	Strongly Agree	Agree	Neither A or D	Disagree	Strongly Disagree	NA
Professional relationships between staff are enabled through collaboration	38%	46%	9%	6%	0	1%
Professional learning builds staff teaching capability	35%	49%	11%	2.5%	1.5%	1%
Staff are provided with opportunities to lead	32.5%	47.5%	15%	3.75%	0%	1.25%
Professional review provides performance feedback for staff	26.5%	51%	16%	3%	1%	2.5%
The learning environment is safe, caring, inclusive and culturally responsive	30%	54%	10%	5%	0%	1%
School planning is evidence-based and aligns with the learning needs of students	42%	50%	6.5%	0%	0%	1.5%
School vision/priorities and direction align with the Department's expectations	56%	39%	2.5%	0%	0%	2.5%
Leaders provide guidance and instructional support to staff	36.5%	47.5%	7.5%	5%	2.5%	1%