2025 ANNUAL REPORT



WOODVALE SECONDARY COLLEGE

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OVERVIEW

Woodvale Secondary College prides itself on serving its community and values greatly its reputation for outstanding pastoral care, excellent academic results, sporting opportunities, and a commitment to supporting every student and their individual needs.

In 2025, Woodvale celebrated its fortieth birthday. Numerous staff have served Woodvale for over 20 years, providing stability and ensuring retention of corporate knowledge. Additionally, 2025 saw the recruitment of graduates and early career teachers, thereby contributing ensuring strong succession planning.

We continue to prioritise supporting students to achieve their potential in their chosen pathway. Our cohort of 2025 was no exception with our Dux achieving an ATAR of 99.35 and many Year 12 students achieving multiple national qualifications.

Since its inception, the College has prided itself on its superior ICT focus. Movement to the SOE4 platform at the end of 2021 saw the College move to a full BYOD program that is well supported by families.

We have a strong connection with our local area intake primary schools through the Kingswood Network. Our students are connected to their local community through workplace learning, music performances, links to Edith Cowan University, sporting engagements and an array of incursions and excursions.

STUDENT NUMBERS AND CHARACTERISTICS

Semester 2	2021	2022	2023	2024	2025
Lower Secondary	960	931	928	883	877
Upper Secondary	436	427	413	411	374
Total	1396	1358	1341	1294	1251

IEPs by Year Group and Diagnosis (overlap where students have multiple diagnoses).								
Year	Physical Disability	Senses (hearing, vision)	Anxiety	Autism Spectrum Disorder	ADHD	SLD	IQ/Other	Total IEPs Year Group
Y07	1	4	2	12	28	12	4	**46**
Y08	3	3	8	9	34	9	3	**57**
Y09	1	0	1	7	29	8	2	**47**
Y010	0	1	7	6	33	12	6	**48**
Y011	2	0	5	4	26	2	6	**39**
Y012	2	1	10	4	29	7	4	**47**
Total	**9**	**9**	**33**	**42**	**179**	**50**	**25**	**284**

Enrolment has dipped slightly over the past couple of years with 2024 and 2025 seeing a sub-1300 enrolment. This drop has not been unexpected since our four local area intake schools have also experienced significant drops. Indications are that this has stabilised. It is hoped that with continued attention to increasing the rigour and scope of our specialist programs, together with a bolder marketing strategy, we will be able to lift numbers above 1400 again within the time of our next strategic plan (2027-29).

During 2025, the number of students at the College who qualified for special provisions in timed assessments and who had an Individual Education Plan (IEP) rose to 284, including 42 students with Disability Resourcing. This increase has largely been associated with a rise in the diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) across all year groups.

ADHD is frequently identified alongside other co-occurring conditions, including Specific Learning Disorders such as dyslexia, as well as mental health conditions such as anxiety. This pattern is reflected within the College cohort, where many students identified as neurodiverse presenting with multiple overlapping learning and wellbeing needs. As a result, a coordinated approach to differentiation, reasonable adjustments, and assessment provisions continues to be an important aspect of supporting equitable access to learning and assessment.

APPARENT RETENTION AND PROGRESSION

Percentage figures	2020	2021	2022	2023	2024	2025
Completion Rate	86	83	80	85	86	83
Apparent Retention Rate	87	88	81	77	81	75
Student Transiency %		**7**	**8**	**7.5**	**8**	**7**

Completion rate: relates to WACE achievement rate for the actual and potential Year 12 cohort.

The drop in the retention rate is consistent with the rate of transiency which has largely been on an upward trend since 2021, although dropping 1% from 2024-2025.

In recent years, we have focused very heavily on finding appropriate pathways for students who have become disengaged from school early on in their secondary career. This has meant that there has been an increase in students exiting the College for another successful pathway in Year 10 or 11 during Year 12. This accounts for the drop in the apparent retention rate over time.

WORKFORCE COMPOSITION

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	7	7.0	0
Program Coordinators	4	4.0	0
Total Administration Staff	**15**	**15.0**	**0**
Teaching Staff			
Level 3 Teachers	5	4.1	0
Other Teaching Staff	69	62.2	0
Total Teaching Staff	**74**	**66.3**	**0**
Allied Professionals			
Clerical/ Administrative	18	15.0	0
Gardening/ Maintenance	3	2.4	0
Other Allied Professionals	19	16.6	0
Total Allied Professionals	**40**	**34.0**	**0**
Total	**129**	**115.3**	**0**

Woodvale continues to boast a good balance of experienced and graduate teachers across learning areas. The introduction of the Senior Teacher Level 2 classification saw numerous staff progress from Level 1 to 2, resulting in 32 Senior Teachers.

In the context of national teacher shortages, our capacity to attract staff remains a major focus for the leadership team. Our comprehensive workforce plan outlines strategies moving forward.

During the COVID years staff transiency was the highest it had been since the inception of the College. However, our strong focus on staff professional development, leadership opportunities and programs of support has seen the transiency drop significantly.

STUDENT ATTENDANCE

	Woodvale	Like Schools	WA Public Schools
2023	87.4%	88.1%	82.5%
2024	88.0%	88.4%	82.2%
2025	88.8%	88.9%	81.7%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2023	92%	87%	86%	85%	89%	86%
2024	91%	88%	86%	85%	88%	90%
2025	92%	89%	87%	87%	90%	89%
WA Public Schools 2025	87%	83%	81%	80%	80%	79%

Attendance rates continue to be well above WA Public Schools. In 2025 we matched our Like School group, yet the Public School rate declined from 2024. Our targeted strategies by our Student Services team, work by our VET and transition team and our mentoring program have had impact on this fine result.

In 2025 our College transitioned from SEQTA to Compass for attendance management. Compass provides families with easier access to real-time data and improved communication channels, creating a more streamlined interface for monitoring their child's attendance.

STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN

Longitudinal Summary of Average Scores, Comparison to WA Public Schools

Same cohort of students

Average Numeracy Score

Year	Y07		Y09	
	Woodvale	WA Public Schools	Woodvale	WA Public Schools
2023	549	526	597	565
2024	557	526	594	565
2025	566	529	591	569

Average Reading Score

Year	Y07		Y09	
	Woodvale	WA Public Schools	Woodvale	WA Public Schools
2023	542	520	591	562
2024	545	517	590	566
2025	550	519	596	565

Average Writing Score

Year	Y07		Y09	
	Woodvale	WA Public Schools	Woodvale	WA Public Schools
2023	540	518	597	558
2024	546	527	613	569
2025	560	523	608	568

NAPLAN results tell a very positive story for Year 9 progress and achievement, with the highlights being student performance in Writing and Reading. This suggests that the focus on reading and writing skills and the scaffolding of expectations in 7-9 English courses has been successful in improving students' achievement. The whole school targeted focus on literacy through the Literacy Coordinator has also had a positive impact on achievement.

Our Numeracy Coordinator position has been a recent initiative and student progress is being monitored closely. It is very pleasing to note the significant gain in Numeracy from 2023-25.

YEAR 12 OUTCOMES

Year 12 Pathways

	Year 12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2023	198	46 (23.2%)	33 (16.7%)	75 (37.9%)	44 (22.2%)	0 (0.0%)
2024	217	28 (12.9%)	27 (12.4%)	113 (52.1)	47 (21.7%)	2 (0.9%)
2025	201	33 (16.4%)	15 (7.5%)	106 (52.7%)	46 (22.9%)	1 (0.5%)

Verified – Either did not achieve an ATAR or VET certificate pathway, but completed Year 12 or left school early for legitimate reasons.
Unverified – Unverified reason for leaving school.

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2023	0	0.0%	60	55.6%	48	44.4%
2024	0	0.0%	67	47.9%	73	52.1%
2025	0	0.0%	55	45.5%	66	54.5%

WACE Achievement

Year	Eligble Year 12 Students	WACE Achievement	ATAR Participation	Median ATAR	VET Participation Rates	VET Enrolments
2025	184	98.0%	22%	81.2%	59%	130
2024	200	99.5%	24%	81.7%	68%	156
2023	198	98.0%	35%	74.0%	54%	123

Year 12 Highlights

- 1 student achieved an ATAR of above 99
- 9 students achieved ATARs between 90 - 98.95
- 17 students achieved ATARs between 80-89.95
- 4 students achieved a Certificate of Distinction
- 10 students achieved a Certificate of Merit

VET Highlights

- 100% full qualification achievement for:
  - Certificate II Hospitality
  - Certificate III Business
- Successful School Based Traineeship completion for Certificate II and III Hospitality
- 17 students offered and accepted traineeship/apprenticeships
- 2 students offered full time PreApp courses after engaging in VETDSS
- Successful Careers Expo
- 40 students completed White Card Training
- 227 students enrolled in VET across 296 qualifications
- 11 Year 9 Career Taster opportunities
- 100 students enrolled in Certificate III or above

YEAR 12 OUTCOMES

Our WACE achievement rate is cause for celebration.

The drop in ATAR participation rates is being seen across most WA public schools with TISC reporting that in 2025, “WA had 27.4% of all people of school leaving age in the state completing the four ATAR courses required for an ATAR”. Our median ATAR continues to be a strong measure of our excellent counselling processes.

Enabling Program

Woodvale partnered with Edith Cowan University to deliver UniPrep in Schools. UniPrep in Schools is a high school-based enabling program that provides a direct pathway to university. The four-unit course and engagement activities prepare high school students for university study and post-school success. Upon successful completion of the course and achievement of WACE, students receive an ATAR equivalent of 70.

Woodvale has repeated its success with 96% of students successfully meeting the demands of the course.
In addition, for the first time Woodvale SC has offered Notre Dame University’s UniPath enabling program. This is a 6-month program where students attend the Fremantle campus one-day per week, allowing students to be a university student while still completing high school. They experience university life, and make friends, all while they learn how to study effectively in preparation for their university degree. In 2025, Woodvale SC had two students complete the program successfully.



SCHOOL INCOME BY FUNDING SOURCE

Income - Dec 2025 (Verified Dec Cash)

	Current Budget $	Actual YTD $
Carry Forward (Cash)	1,792,297	1,792,297
Carry Forward (Salary)	1,476,572	1,476,572
Student-Centred Funding		
Per student	13,834,524	13,834,524
School and Student Characteristics	1,048,505	1,048,505
Disability Adjustments	88,926	88,926
Targeted Initiatives	568,409	568,409
Operational Response Allocation	47,069	47,069
Total Funds:	15,587,433	15,587,433
Transfers and Adjustments		
Relocation Allocation	0	0
School Transfers- Salary	(576,924)	(576,924)
School Transfers - Cash	600,000	600,000
Department Adjustments	(25,838)	(25,838)
Total Funds:	(2,762)	(2,762)
Locally Raised Funds (Revenue)		
Voluntary Contributions	167,979	118,080
Charges and Fees	621,101	602,238
Fees from Facilities Hire	100,853	106,419
Fundraising/Donations/Sponsorship	29,186	37,828
Commonwealth Govt Revenues	0	0
Other State Govt/ Local Govt Revenures	0	0
Revenue from CO Regional Office and Other schools	20,740	23,089
Other Revenues	195,515	186,000
Transfer from Reserve or DGR	426,361	426,361
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	1,561,735	1,500,015
TOTAL	20,415,275	20,353,555

SCHOOL EXPENDITURE BY FUNDING SOURCE

	Current Budget $	Actual YTD $
Salaries		
Appointed Staff	13,859,319	13,859,319
New Appointments	0	0
Casual Payments	882,239	882,239
Other Salary Expenditure	55,916	55,916
Total Funds:	14,797,474	14,797,474
Goods and Services (Cash Expenditure)		
Administration	118,673	75,820
Lease Payments	25,000	20,692
Utilities, Facilities and Maintenance	927,123	474,858
Buildings, Property and Equipment	1,284,395	812,247
Curriculum and Student Services	942,642	764,511
Professional Development	39,963	21,785
Transfer to Reserve	218,647	218,647
Other Expenditure	115,127	82,674
Payment to CO, Regional Office and Other schools	2,850	2,850
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:	**3,674,420**	**2,474,084**
TOTAL	**18,471,894**	**17,271,558**

SUMMARY OF TARGET ACHIEVEMENT FOR 2025

Priority	Target	Achieved
Goal focused students	In the OurSCHOOL Student Engagement Survey, there is a positive shift in student engagement.	
	Attendance rate is consistently at 5% or higher than the WA Public Schools' rate.	
Successful learners	98% WACE achievement	
	Maintain 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.	
Positive student wellbeing	Above "all schools" in the OurSCHOOL student Engagement 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.	
Shared vision and culture	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.	Data not collected

Achieved

Working towards

PRIORITY 1: GOAL FOCUSED STUDENTS

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

The College employed the Tell Them From Me (Learning Bar) 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	2024		2025	
	Woodvale	TTFM Norm	Woodvale	TTFM Norm
Social: Students with a positive sense of belonging	54	58	59	58
Social: Students with positive relationships	86	80	84	80
Institutional: Students that value schooling outcomes	60	61	52	59
Institutional: Students with positive attendance	93	93	93	93
Institutional: Students with positive behaviour at school	89	89	88	89
Institutional: Students with positive homework behaviours	37	43	36	43
Intellectual: Students who are interested and motivated	11	21	13	21
Intellectual Effort	58	58	52	57
Intellectual Students who are appropriately challenged	40	36	39	36

Students have recorded an improved sense of belonging within the campus from last year.
The data indicates more work is required to address a slight variation in attitude to homework and a larger concern for interest and motivation.
Correspondingly, we have seen a drop in students that value schooling outcomes and intellectual effort.

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

Driver means on a 10 point scale	2024		2025	
	Woodvale	TTFM Norm	Woodvale	TTFM Norm
Quality Instruction	5.9	6.1	5.7	6.0
Positive teacher-student relations	5.6	5.8	5.6	5.8
Positive learning climate	5.6	5.9	5.6	5.8
Expectations for success	6.7	7.0	6.6	6.9

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

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

Attitude, Behaviour & Engagement as reported by teachers in semester reports:

Table shows mean result for all subjects for all students in cohort.
Teachers assessed student work habits by awarding either a **4 consistently, 3 Often, 2 Sometimes or 1 Seldom** - Top result is 4.0.
Note the ABE attributes were changed in 2025.

2025 YEAR 10 GROUP	2025	2024	2023	2022
Cooperates productively and builds positive relationships with others	3.65	3.54	3.70	3.62
Displays sound work ethics and habits	3.47	3.22	3.48	3.60
Participates responsibly and productively in activities	3.42	3.40	3.53	3.65
2024 YEAR 10 GROUP	**2024**	**2023**	**2022**	**2021**
Accepts feedback and shows evidence of making positive choices	3.59	3.5	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	3.70
Participates responsibly and productively in activities	3.49	3.47	3.47	3.67
2023 YEAR 10 GROUP	**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

Teachers conclude a very high level of engagement with all responses - above 3 (often). As in all schools, students are highly focused entering Year 7, then there is a consistent drop in approach to high school as students progress through Years 8 to 9. However, as a result of our focus on goal setting, teacher training, work readiness for some students in Years 9 and 10, there has been an improvement in all attributes in 2025 for the Year 10 group. This has not been present in 2023 or 2024.

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%.

Year	Woodvale	WA Public Schools	Difference
2025	88.8%	82.5%	+6.3%
2024	88.0%	82.2%	+5.8%
2023	87.4%	82.5%	+4.9%

Attendance continues to improve year on year across all groups.

Planned actions

- In implementing the College Teaching and Learning framework, focus on pedagogical approaches to facilitate increased student agency, student responsibility and student accountability.
- Pathway mapping of courses 7-12 and clear communication to students in all year levels of how the course they are undertaking or may have chosen is foregrounding the next steps in their school pathway.
- Continue to embed and consolidate Academic Mentoring Day as central to our mentoring program.

PRIORITY 2: SUCCESSFUL LEARNERS

Target: 98% WACE achievement

	2025	2024	2023	2022
Woodvale	98.0%	99.5%	98%	96%
Public Schools	89.8%	89.7%	90%	89%

Our WACE achievement continues to be at a very high percentage that is consistently above WA public schools. This is testament to the hard work of students and staff.

Target: Maintain satisfactory achievement year on year.

Grades for Lower School Students
Table shows the mean result for a subject for all students in year group. Grade Average is based on 5 marks for an A, 4 marks for a B etc. Results are for subjects that enrol the whole year group.

Year 10 2025 Cohort

	2025-Year 10	2024 - Year 9	2023 - Year 8	2022 - Year 7
English	3.23	3.21	3.61	3.67
Mathematics	3.14	2.91	3.12	3.36
Science	2.97	3.25	3.52	3.37
HaSS	3.34	3.59	3.47	3.59
Physical Education	3.89	3.57	3.57	3.84
Health Education	3.57	3.53	3.74	3.39

Reduction in result from previous year
No change
Increase in result from previous year

Year 10 2024 Cohort

	2025-Year 10	2024 - Year 9	2023 - Year 8	2022 - Year 7
English	3.25	3.23	3.52	3.55
Mathematics	2.96	3.25	3.62	3.56
Science	3.21	3.15	3.28	3.39
HaSS	3.48	3.52	3.75	3.70
Physical Education	3.55	3.56	3.53	3.85
Health Education	3.67	3.23	3.57	3.57

Even though great improvement occurs in Year 10, much more work is required with Year 9 and to a lesser extent in Year 8. As a College, we have identified that there is an opportunity to commence transition into the middle years of secondary schooling in Year 8. This will reinforce a clear purpose for students in Year 8 and set them up for greater engagement and success in Year 9.

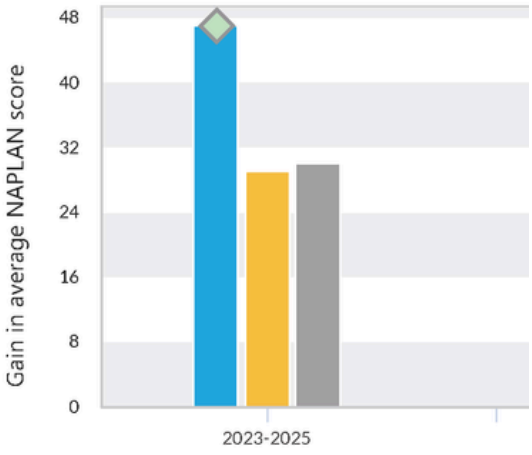
Target: Our student Gain Measurement will be above those of 'students with same starting scores' in NAPLAN 7-9.

NAPLAN 2023 Progress Performance (Gain Measure) for 2025 Year 9 Students Reading

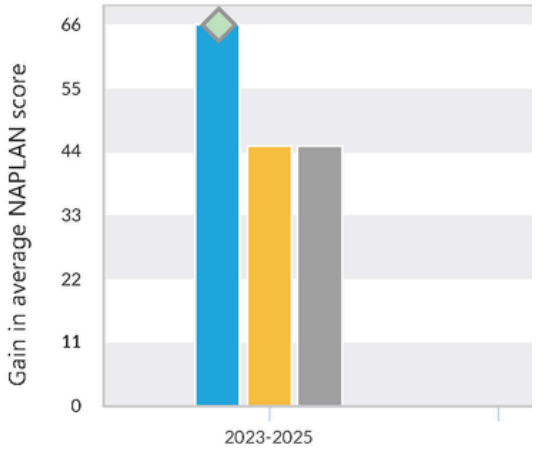
These graphs show how different groups of students at this year level improved their results between two consectuive NAPLAN tests over the same domain. The purpose of these graphs is to show how consistently the College has performed over the last five years in helping students at this year level achieve progress.

- Woodvale Secondary College
- Students with the same starting score and similar background
- All Australian students
- Above average when compared to students with the same starting score and similar background
- Close to average when compared to students with the same starting score and similar background

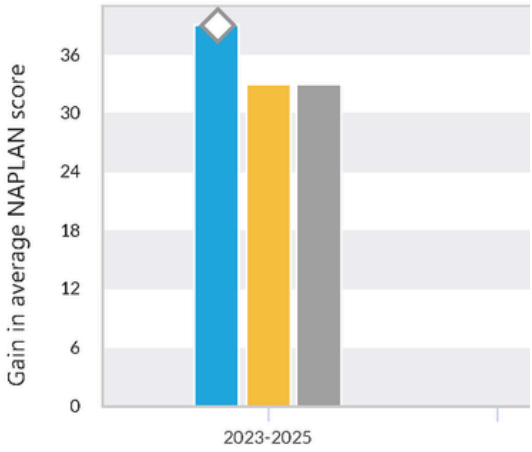
Year 7-9 Reading



Year 7-9 Writing



Year 7-9 Numeracy



NB: In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic. Therefore, there is no 2018-2020 and 2020-2022 student progress.

The College has achieved above average progress in reading and writing and slightly above in numeracy. Due to ACARA changing the way NAPLAN has been resulting performance over the last few years, this is the first set of progress data since 2021.

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

Grades for Lower School Students

Table shows the mean result for a subject for all students in the year group or specialist program group. Grade Average based on 5 marks for an A, 4 marks for a B etc.

	2025 - Yr 9	2025-Yr 8	2025 - Yr 7
English	3.10	3.68	3.29
AEE CC- English	4.40	4.29	4.6
HaSS	3.18	3.70	3.37
AEE CC - HaSS	4.16	4.50	4.20
Science	3.13	3.33	3.50
AEE STEM - Science	4.70	4.17	4.75
Mathematics	3.06	3.53	3.12
AEE STEM - Mathematics	4.70	4.96	4.42
Physical Education	3.86	3.86	3.95
Basketball	4.22	4.18	4.30
Music Result	3.55	4.09	3.55

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

Planned actions

WACE Achievement

- Continue to engage in best practice with subject/pathway counselling, monitoring of student achievement, and ensuring high quality teaching.

Maintain satisfactory achievement year on year

- Continue our school improvement and accountability processes of reviewing data, reflected in academic review process and setting responsive operational plans.
- Continue to support HOLAs in reviewing their data and implementing best practice in the classroom.
- Continue to support teachers in using the judging standards to report on student achievement.

Gain measurement in NAPLAN

- Continue to promote the embedding of literacy and numeracy general capabilities into curricula in all learning areas.
- Explicitly teach the literacy and numeracy demands and academic language in the context of each learning area.
- Continue to encourage students to engage with literacy and numeracy support sessions.

Special programs perform better than other cohorts

- Continue to ensure that HoLAs allocate high quality teachers to AEE classes.
- Continue to promote opportunities for cross-curriculum activities.

PRIORITY 3: POSITIVE STUDENT WELLBEING

Target: Above "all schools" in the Tell Them From Me Survey for areas of wellbeing.

In 2025, the College employed the Tell Them From Me survey to measure student emotional and social wellbeing. Years 7 to 10 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		Year 10	
Social-emotional Outcomes	**Wood**	**Norm**	**Wood**	**Norm**	**Wood**	**Norm**	**Wood**	**Norm**
Have moderate or high levels of anxiety	28	27	31	26	24	27	22	28
Have moderate or high levels of depression	21	21	22	22	24	24	22	26
Have positive self-esteem	63	65	66	57	63	53	61	54
Have positive eudaimonic wellbeing-a sense of purpose	58	65	57	57	56	52	57	55
Have positive hedonic wellbeing - pursue activities and interests	91	90	92	87	88	82	84	86
Have positive goal orientation	51	56	51	47	48	43	43	46
Have positive self-regulation	46	55	46	50	45	48	47	49

While many results are comparable with the norm, areas to note are:

- The high levels of self-esteem of Woodvale students compared to the norm.
- The reduced self-regulation and sense of purpose of the Year 7 cohort in 2025.

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		Year 10	
Driver	**Wood**	**Norm**	**Wood**	**Norm**	**Wood**	**Norm**	**Wood**	**Norm**
Bullying, exclusion and harassment	35	28	31	30	31	28	28	24
Feeling safe attending school	49	56	42	50	54	52	52	55
Advocacy-someone to turn to for advice/encouragement	33	34	25	29	27	27	26	27
Students with positive relationships	86	81	85	80	82	79	83	79
Students with positive behaviours at school	85	92	89	87	89	87	89	89

The data indicates consistently comparable results for the College compared to the norm.

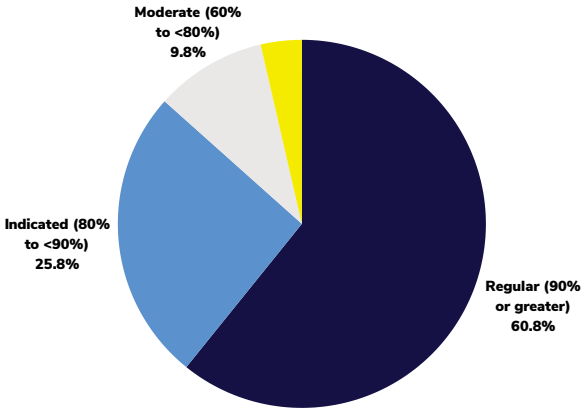
Areas for investigation are the drivers of bullying, exclusion and harassment and feeling safe attending school.

Target: Attendance, negative behaviour and positive feedback entries show improvement year on year

2025 - Semester 1 Collection (Finished for this Year/ Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth.%
Year 7	91.5%	158	52	13	1	88%	12%
Year 8	89.3%	141	55	20	6	80%	21%
Year 9	86.7%	133	56	23	15	77%	23%
Year 10	86.6%	111	71	31	13	78%	22%
Year 11	89.9%	124	50	17	6	83%	17%
Year 12	89.2%	119	49	23	6	78%	22%
Compulsory	88.8%	786	333	127	47	80%	20%

Attendance Profile 2025 Semester 1 Compulsory



2025 was a year of consolidation and continued development in the College's attendance practices. During Semester 1, the College experienced strong improvements across the attendance categories and a noticeable shift of students into higher levels of attendance. Regular attendance commendations continued to be implemented and aligned with the College's Positive Behaviour Support framework, contributing positively to student motivation and engagement.

Behaviours

The number of negative behaviour entries for the year was 2,368, which has decreased from 3 105 during 2024. These were distributed across both semesters and continued to be supported through established case management processes. The College's suspension data reflected a significant increase in total suspension days issued, from 288 in 2024 to 429.5 in 2025, whilst maintaining approximately 5% of students receiving suspension across both years. This data indicates that of 95% of our students are engaging more positively with our College community, and therefore our Code of Conduct and our management of these behaviours are having a more positive impact on our classrooms than in previous years. It also highlights that the 5% of our students are engaging in more challenging behaviours and/or are repeating negative behaviours. This could provoke an enquiry into our return from the suspension process and its impact on student behaviour. Notably, there was a significant reduction in both commendation entries and behaviour entries during Semester 2. This decline was likely influenced by multiple factors including the transition to Compass, improved systems that minimised the need for frequent entries and strengthened case management and early intervention that reduced recurring behaviours. Due to the Compass transition, staff entry data and mentoring entry counts were not retrievable for the second half of the year.

Positive Entries

The College continued to strengthen its Positive Behaviour Support framework throughout 2025 with a strong focus on positive reinforcement, consistency and student engagement. Staff maintained high levels of commitment to acknowledging positive behaviour which contributed to a supportive and encouraging school environment. A total of 10,795 commendations were recorded across the year which reflects the sustained emphasis on recognising and celebrating students meeting College expectations.

Target: Enhancements are made to learning and social spaces.

The following spaces were enhanced in 2025:

- Adaptation of Design Technology space for College Electrical Training to deliver electrical pre-apprenticeship training
- Year 8 break out area refreshed with grass and seating
- Visual Arts refurbishment to improve storage for student work
- Student Services refurb to ensure space is safer and more useable until funding can be approved to replace building
- Fiction Library refurbishment
- Lower oval remediation

Planned actions

Above "comparison schools" in the Tell Them From Me Survey for areas of wellbeing

- Strengthen Year 7 and 8 mentor group program to address student needs revealed in the survey.
- Respond to identified student needs by providing parents with published parenting strategies and hosting practical parenting workshops for WSC parents and the broader community of parents through a partnership with the Kingswood network of schools.
- Continue to prioritise the investment in the Student Services team to respond to student concerns in a personalised/small group, timely and restorative manner.
- Work with parents to implement social media ban and explicitly teach students appropriate behaviour in online message apps and chat groups which continue to contribute to the erosion of the positive face to face school environment.

Attendance, negative behaviour and positive feedback entries show improvement year on year

- Continue to monitor using the Compass platform and other current systems.

Learning and social spaces are enhanced

- Continue to maintain zoned lunch and toilet areas with age appropriate infrastructure to encourage cohort cohesion.
- Continue to consider infrastructure suited to all weather conditions.
- Continue to furnish learning spaces with flexible furniture to enable multipurpose use.

PRIORITY 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		2024	2025
1	Teachers at Woodvale expect my child to do their best.	4.2	4.0
2	I can talk to my child's teachers about my concerns.	4.2	4.0
3	Teachers at Woodvale motivate my child to learn.	3.8	3.8
4	My child's learning needs are being met at Woodvale.	3.8	3.8
5	My child's teachers are good teachers.	4.00	3.8
6	My child feels supported at Woodvale.	4.0	3.9
9	My child is making good progress at Woodvale.	3.8	3.8
11	I would recommend Woodvale to others.	4.0	3.9

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.

While we did not implement the same survey for staff, we have completed multiple surveys on the value of workshops on our School Development Days. Staff report satisfaction with the relevance of professional learning provided.

Additionally 100% of staff participated in the College investment in Pivot round 1 - student perception data in 2025. This was a vehicle for teacher self-reflection and an investment the College has made in staff.

Planned actions

Parents positively score satisfaction

- Create a survey timeline to ensure that we capture data annually or biannually as needed. Aim to improve our survey completion rate to above the current 30%. Fully analyse survey results with targets set and build into strategic plan 2027-2030. Add feedback loop to report analysis and results of interventions.

Staff will report a positive school culture that supports them as professionals

- Create a survey timeline to ensure that we capture data annually or biannually as needed.
- Continue to advertise the way in which we support staff at each stage of their career.