Woodvale Secondary College is a co-educational independent public school located in Perth’s northern suburbs.

Established in 1985, the college’s mission is to empower, challenge and support students in achieving their personal best, and to engage as responsible global citizens.

Woodvale Secondary College has a long history of providing students with quality Vocational Education and Training (VET) in Schools programs to provide an holistic education for all its students. The college has been delivering VET in Schools programs since 2004.

**School profile**

- Approximately 1300 students
- Years 8 – 12
- Year 11 students enrolled in VET in Schools programs approximately 94%
- Year 12 students enrolled in VET in Schools programs approximately 88%

Woodvale Secondary College has a vision of being a school of choice with an ethos of pursuing excellence. Delivering VET in Schools is one way the college achieves this vision.

The college actively promotes VET in Schools as an equal and valid pathway that can lead to post-school employment or further education and training. The college’s VET in Schools program enables students interested in a vocational pathway to commence training while
at school and Australian Tertiary Admission Rank (ATAR) students to supplement their studies with VET qualifications.

In 2013 the college had the State’s second largest number of Year 12 students undertaking VET in Schools programs.

**Program background**

Woodvale Secondary College offers its students a wide range of VET qualifications and the opportunity to undertake a well-structured workplace learning program. All senior secondary students are offered the opportunity to study VET programs.

The college provides its Year 11 and 12 students with a variety of training options to meet their needs, interests and aspirations, including:

- a vocational pathway in which Year 11 students complete a certificate I or II level qualification and articulate into the next level qualification in Year 12;
- certificate I and II level qualifications completed over two years; and
- stand-alone certificate I, II and III level qualifications completed in either Year 11 or Year 12.

Woodvale Secondary College also offers its students special programs in hospitality, animal studies, music and sports.

In 2012, Woodvale Secondary College, in partnership with Gingin District High School, opened a hospitality trade training centre (TTC). Students attending the TTC undertake the Certificate I in Hospitality in Year 11 or Year 12. Year 11 students who successfully complete the Certificate I can undertake the Certificate II in Hospitality in Year 12. Participants in the program provide catering for a number of school events and operate an onsite café.

Students participating in the animal studies program complete the Certificate II in Animal Studies and attend two three-week work placements at local veterinary clinics over two years.

The school’s specialist music program provides for completion of a Certificate II in Music in Year 11 and Certificate III in Music in Year 12.

The specialist soccer program provides for completion of a Certificate I in Sport and Recreation in Year 11 and 12, while the specialist basketball program provides for completion of a Certificate II in Sport Coaching in Year 11 and 12.

Students in the sports programs conduct training sessions at local primary schools as well as running carnivals, managing equipment and umpiring as part of the completion of these qualifications.

The college is committed to providing its students with the opportunity to undertake workplace learning to support their vocational learning and assist them to make informed career choices. Student workplace learning options are increased through participation in the college’s Innovative Skills Training and Education Program (INSTEP).
**Program partners**

Woodvale Secondary College has established a number of strong partnerships to support the delivery of its VET in Schools and workplace learning programs.

**Employer links**

The college actively seeks potential employers through its parents and local government and community networks. As a result, the college has established an employer database of more than 800 local employers who can assist college students with work placements.

Employers are invited to information breakfasts and the college is active in showing appreciation through college based Certificates of Appreciation. Regular workplace staff visits and contact with the workplace also foster employer appreciation and connection with the school community.

The college also works with a number of large employers, including Crown Perth and Vetwest, to assist staff in maintaining their industry currency and accessing work placements for students.

For example, Crown Perth staff provide short courses for students at the TTC. Students from the college also participate in the ‘Prepare Produce Provide’ project, working alongside local industry professionals and Crown Perth chefs and apprentices to produce meals for Foodbank.

**Community links**

Woodvale Secondary College has also established strong links with the Joondalup Business and Education Precinct to explore employment and further training and education opportunities for students as a way of addressing skill shortages in local government areas.

**Program features**

**Course structure**

Woodvale Secondary College offers students the option of a four day week at school with one day a week in training or workplace learning, or attending workplace learning in the school holidays to cater for the needs and educational demands of its different cohorts.

The college is trialling a ‘parallel delivery’ model where VET classes are combined with ATAR classes. Senior students studying Japanese or Mandarin can choose to complete a VET qualification or the relevant course of study.

The majority of the VET qualifications are offered as Western Australian Certificate of Education (WACE) credit transfer, with several integrated in courses.
**Student entry requirements**

It is expected that students will have a minimum of a 'C' grade in Maths and English to enrol in any VET qualification offered by the college.

Students interested in participating in the animal studies special program and INSTEP must submit an application letter, portfolio and attend a panel interview.

**Student selection process**

Applicants for the animal studies program must undergo a formal selection process which includes a panel interview with the VET Coordinator, Program Coordinator and a member of the school administration team. The purpose of the interview is to determine the student’s:

- interest in the area;
- suitability for their chosen area;
- reliability; and
- capacity to perform.

Students are graded on their interview responses to ensure the college’s decision making process is clear and equitable and to provide feedback to the student’s parents. Students are given the potential interview questions in advance to enable them to prepare for the interview.

INSTEP applicants are subject to the same interview and assessment process, and are interviewed by the VET Coordinator, a member of the school administration team and a workplace learning supervisor.

Specialist music, basketball and soccer program applicants also undergo a rigorous selection process to assess their academic and sporting performance and application to their studies.

Students wishing to participate in external VET programs are subject to the selection process prescribed by the training provider.

The college offers its students a range of career development, advice and counselling activities to help them choose which VET qualifications and pathways suit their abilities, needs and aspirations. These activities begin in Year 10 and
include:

- intensive career pathways and career information sessions;
- Try-a-Trade programs;
- the Hospitality Ambassador Program;
- site visits to local industries and training providers;
- attending career expos;
- individual career counselling; and
- course selection interviews for choosing senior secondary study programs.

The college library also houses a wide range of career information and individual career counselling sessions are available on request for all year groups.

**Parent liaison**

Woodvale Secondary College recognises the important role parents play in helping their children succeed at school, make effective post school transitions and choose viable career pathways. The school engages with parents through:

- parent information sessions for each year group and for parents of students participating in the special programs and INSTEP;
- Year 10 course selection interviews;
- updates regarding their child’s progress and VET in Schools activities via email, phone and face to face meetings; and
- individual career counselling sessions.

**Program results**

In 2013 Woodvale Secondary College had a certificate II or higher completion rate of 85% for Year 12 students.

Woodvale Secondary College students won the VET Beazley Medal in 2011 and 2012.

Two students were among the Western Australian recipients for the 2012 Australian Vocational Student Prize.
Lessons learnt

• Having a whole of school approach in which VET in Schools is an integral part of the school program creates a positive learning environment for students.
• The VET Coordinator is critical to supporting VET in Schools teaching staff.
• Placing compulsory units online, so students commencing a certificate later during the year have the opportunity to complete these units independently and achieve a certificate.
• VET in Schools is a process of continuous evaluation and improvement.
• Ongoing professional development for staff is critical.
• Provide VET in Schools teaching staff offering a new course with time off to build their course to ensure a quality program.
• Regularly review programs, processes and procedures to make the necessary improvements.
• Celebrate success and achievements with rewards at all levels within the college.
## Critical success factors

| **Leadership, continuity and partnerships** | • The Principal has strong support for and involvement in the college’s VET in Schools programs, including the TTC.  
• The VET Coordinator is a member of the executive and senior leadership teams and included in the college’s decision making processes.  
• VET in Schools teaching staff are selected specifically for their specialist skills, knowledge and experience and their commitment to delivering VET in Schools.  
• New VET in Schools teachers are well supported and mentored by existing VET in Schools teachers.  
• As part of the college’s succession planning, each learning area is supported to have a minimum number of teaching staff who can deliver VET qualifications. |
| **Student cohort and parent liaison** | • The college builds its VET in Schools programs around the needs of its students.  
• The college offers a broad range of VET qualifications at varying levels to meet the interests and capability of its various student cohorts.  
• Regular meetings and student progress reports for parents allow for the early identification of and intervention for students at risk. |
| **Vision, place and configuration** | • The college refers to the State Priority Occupation List in ensuring qualifications being offered are closely aligned to the needs of the State.  
• Qualifications offered at the college provide seamless transitions from school into training and employment. |
| **Flexibility** | • Timetabling is flexible to enable all students (including ATAR students) to undertake work placements.  
• Students have access to course lessons and resources online through Moodle.  
• Students are given the option of changing pathways at the end of Year 11. |
| **Course content, structure and evaluation** | • The college undertakes a number of surveys and evaluations to plan and improve its VET in Schools programs, including an annual evaluation of the programs; an annual student survey to obtain feedback from students on how valuable they found the programs; and tracking post school pathways for VET in Schools students.  
• Host employers provide feedback assessments on the work placement process as part of a continuous improvement cycle. |

For further information contact:  
Woodvale Secondary College  
110 Woodvale Drive  
Woodvale, WA 6026  
T: 9309 0808

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