



Sevenoaks Senior College 2010 Annual Report

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Glossary of Terms and Acronyms

ABST	Aboriginal School Based Traineeship
ANZAC	Australian and New Zealand Army Corps
CDEO	Canning District Education Office
CGEA	Certificate of General Education for Adults
DCP	Department of Child Protection
DEST	Department of Education, Science and Technology
ECU	Edith Cowan University
FTE	Full Time Equivalent
GATE	Gaining Access to Employment and Training
HGT	Hospitality Group Training
IEP	Individual Education Plan
IESIP	Indigenous Education Strategic Initiatives Program
NAIDOC	National Aboriginal Islander Day Observance Committee
OTLS	Online Teaching and Learning System
PCYC	Police and Citizens Youth Club
PSPI	Parents School Partnership Initiative
RAP	Retention and Participation
RTO	Registered Training Organisation
SBT	School Based Traineeship
SIS	School Information System
SSASS	Senior School Academic Standards and Support
TAA	Training and Assessment
TEE	Tertiary Entrance Examination
TER	Tertiary Entrance Ranking
UOC	Unit of Competency
UWA	University of Western Australia
VET	Vocational Education and Training
WACE	Western Australia Certificate of Education
WL	Workplace Learning



Sevenoaks Senior College

Annual Report 2010

Sevenoaks 10th Birthday Celebration

A birthday party was held for this occasion on 16th October at the College. Approximately 300 guests attended consisting of past and present staff, members of the College Board and students and many of our supporters from the Department of Education, Parliamentarians and members of the business community and local government. The Minister for Education, Dr Elizabeth Constable and Mr David Wood, our inaugural Principal, were also present and addressed the gathering. An enjoyable afternoon tea was prepared and served by our hospitality students, coordinated by staff and the entertainment was provided by our music support teacher, Julius Lutero and his band. The happy occasion was made possible by the hard work of many staff members and students.



1.0 Introduction

This annual report is the second based on the College Business Plan 2008 – 2011. A copy of this College Business Plan is available online at:

www.sevenoaks.wa.edu.au

The business planning approach adopted by Sevenoaks is derived from, and thus similar to, the 'Balanced Scorecard Approach'. This involves the identification and the articulation of our purpose in terms of student outcomes and then outlining the range of strategies that we have developed to help us achieve our purpose. The strategies are from four perspectives: student (or client), internal business process, financial and staff development.

1.1 Purpose

Our Plan provides:

- A statement of our purpose outlining how we would determine whether we had been successful;
- Guidance and focus for the work of the Board;
- Direction for the Principal and staff;
- A clear statement to staff about the outcomes that we are working to achieve;
- The basis for the performance management of the Principal, and
- The basis for reporting the school's performance to the community and the Department of Education and Training.

The College Business Plan (2010-2013) also links directly to the Department of Education Plan for Public Schools 2008 – 2011 and the Classroom First Strategy.

In preparing this Report, we have drawn on information from a range of sources:

- Student achievement data;
- Student retention data;
- Teachers' reports on specific programs;
- Student Post-School data;
- Learning Environment Survey data,
- Student interviews;
- Student Participation & Retention Survey data and focus group responses;
- Staff health and wellbeing data and
- Parent survey data.

A summary of our 2010 financial details are included in Appendix 4, page 55.

1.2 Was our Purpose Achieved?

Sevenoaks Senior College provides learning opportunities for all students to maximise their potential through the provision of a workplace and young adult learning environment, work-based learning programs and flexible delivery of educational programs through innovative learning technologies.

We will achieve this purpose when our students:

1. progress satisfactorily along defined learning continua
2. engage in, enjoy and value their school, education and/or work based education and social development program
3. move successfully from Sevenoaks Senior College to further education and training and/or employment, and
4. develop the social skills and expertise to participate successfully in their community

The degree to which each of the elements of the purpose was achieved is outlined. Following this, each of the strategies that were implemented to help achieve the College purpose is analysed in four areas:

- client perspective
- internal business process perspective
- financial perspective
- and
- staff learning and growth perspective

2.0 Purpose Statement 1

All students progress satisfactorily along a defined learning continua.

Links to the *Plan for Public Schools 2008-2011*

Objective One: To make every student a successful student

Objective Two: To have sound teaching in every classroom

Objective Three: To ensure every public school is a good school

Objective Four: To provide practical support for our teachers and support staff

Objective Five: To deliver meaningful accountability

Objective Six: To build public confidence in our schools

Links to the *Classroom First Strategy*:

1. A focus on student achievement: success for all.
2. A classroom orientation: sound teaching
3. Context specific: distinctive schools
4. Practical support: making it possible
5. Meaningful accountability: asking the hard questions
6. Public confidence: trusting public schools

2.1 Secondary Graduation

The graduation rate for 2010 was consistent with the three previous years with 163/164 students achieving graduation. This is a highly commendable outcome, given the high number of students enrolled in year 12.

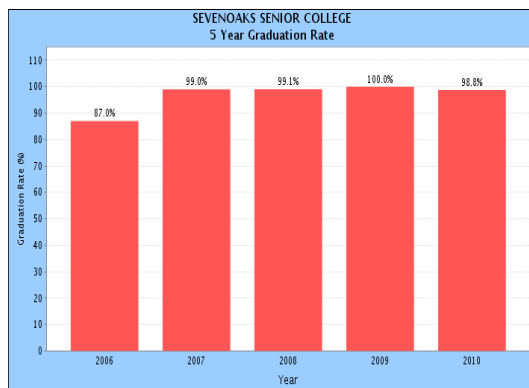


Figure 1: Graduation rates 2006-2010

2.1.1 Participation and Performance

2010 was the first year of full implementation of all stage 2 and 3 courses for examination purposes and, the use of the Australian Tertiary Admissions Rank (ATAR).

In 2010, 20% (34/164) of year 12 students participated in the WACE course examinations and were awarded an ATAR. There were 8 students with courses comprising all stage 3 courses, whilst 26 students had a combination of stage 2/3 courses. For 15 of these students, at least one of their stage 2 courses contributed to the ATAR. 4.3% received a scaled score above 75% which is the highest percentage achieved by the College in this domain.

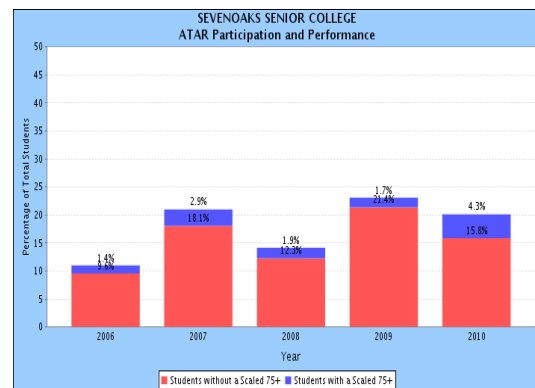


Figure 2: Participation and Performance 2006-2010

The following table shows the number of students in a range of ATAR bands over the past ten years. The achievement of students in the 90+ band for 2010 is commendable.

Year	Tot TEE Pop	No of students within TER Range				
		95+	90-95	80-89	70-79	<70
2001	35	6	1	8	7	13
2002	40	2	6	9	8	15
2003	37	1	3	6	9	18
2004	23	1	1	4	13	4
2005	29	3	1	8	3	14
2006	16	0	3	3	3	7
2007	29	1	2	4	10	12
2008	15	2	1	2	4	6
2009	27	0	2	4	7	14
2010	34	4	1	5	6	18

Table 1: Students with a TEE/ATAR from 2001-2010

The following tertile data indicates a positive improvement in the top tertile to 24% which is a significant gain from 2009, indicating progression from the mid-range to the top-range. The bottom tertile is reasonably consistent with the 2009 performance. Emphasis needs to be applied to ensure that during 2011, the performance of this tertile, moves upward toward the middle, whilst maintaining the significant gains of the top tertile.

ATAR Triciles – High/Mid/Low - %				
2010	2009	2008	2007	2006
24	7	20	17	27
24	44	47	31	0
52	48	33	52	73

Table 2: ATAR Tertiles 2010

2.2 WACE Course Examinations

The performance of the 2010 cohort in WACE course examinations is indicated in the following range of tables and graphs. The median ATAR was 69.75 which is consistent with 2009 (69.9). Five students achieved an ATAR of 90 and above: Kate Parsons achieved the highest ATAR of 98.1 followed by Elizabeth Angola 97.8; Colin Ong 97.8; Renee Jones 95.15; and Andre Pollacchi 90.0.

The outstanding performance of these students and several others elevated Sevenoaks Senior College to 42nd position on the WACE top 50 schools table, ranking 13th overall within the public school system.

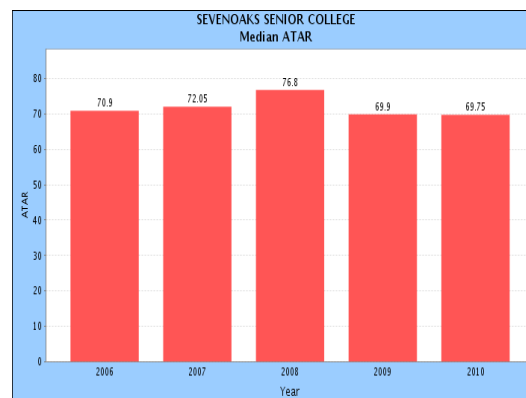


Figure 3: Median ATAR

The comparison of school and state average scaled scores is indicated in the figure below. Psychology, Media Production and Analysis and the Mathematics Specialist scaled scores were higher than the state. Of particular note is the outstanding performance of the Psychology course in which Kate Parsons was awarded a Course Exhibition (highest score in the state). Human Biological Science, English, Applied Information Technology and English as an Additional/Language Dialect were consistent with the state scaled score whilst the remainder courses were below the state scaled average.

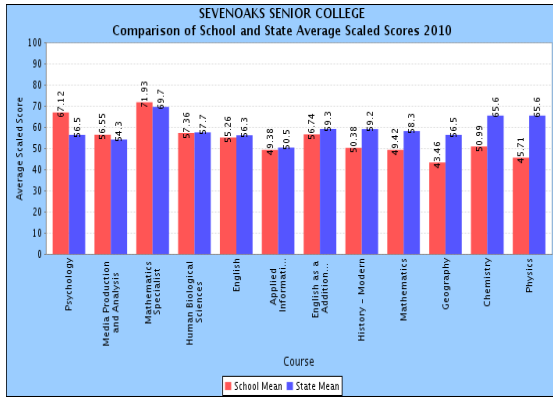


Figure 4: Comparison of school and state average scaled scores 2010

This graph below indicates the courses in which students received their best or second best mark for students.

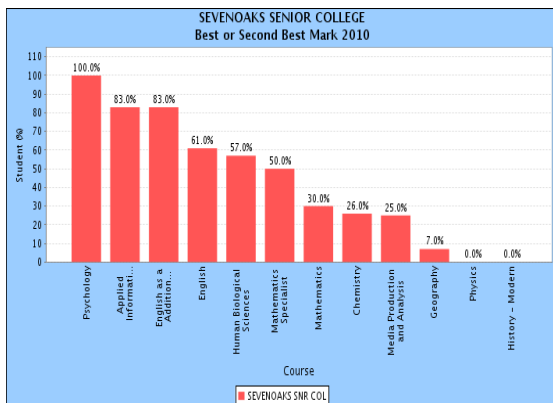


Figure 5: Best or second best mark

2.3 Student Grade Analysis

Year 11 and 12 student grade analysis is represented in the following section.

2.3.1 Year 12 Grade Analysis

Year 12 students continued to be carefully monitored throughout the year to support them to complete their WACE. In the early stages of the year, individual teachers worked extremely hard to instil in students the need to work consistently and to complete work outside the classroom.

Level 3 classroom teachers were available in the library to assist students with assignments and a specialist Maths tutor was also made available. In addition, the majority of Year 12 exam teachers offered sessions outside of timetabled classes for students to revise or extend their understanding in a more individualised and informal context.

During Term Three, the Achievement Teacher focussed on those Year 12 students who were struggling and at risk. Support was given on a case by case basis which remains the most effective tool in supporting students' success.

The availability of English as an Additional Language and Dialect courses at two levels; Stage 2 and Stage 3 has provided students language pathways most suited to their needs. In addition, offering Stage 2 English as well as Stage 3 has enabled students to select examination pathways more suited to their level of achievement.

Figure 6 represents the number of grades awarded in semester one and semester two. The data indicates an improvement of performance from semester one to semester two in year 12.

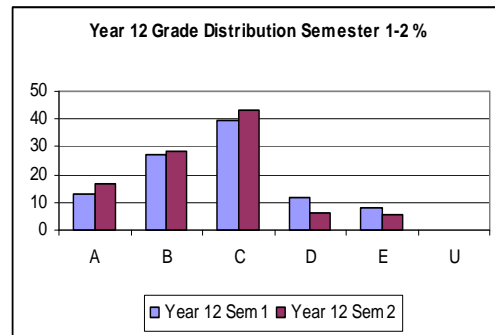


Figure 6: Year 12 Grade distribution Semester 1-2 as a percentage

Student performance in stage one courses undertaken in year 12 is represented in figure 7 (page 12). A noteworthy consideration is the courses which had greater than 50% 'A' and 'B' grades awarded: Applied Information Technology, Computer Science, Workplace Learning, Dance, Drama, Visual Arts, Health Studies, English, Modern History, Geography and, Politics and Law. Stage one courses with an extended number of D and E grades which require monitoring include: Children, Family and Community; Food, Science and Technology; and Mathematics.

Improvement Strategies:

The ongoing monitoring of students who are at risk from Year 11 and through Year 12 remains integral to student success. In 2011, the following strategies will be used:

- Explicit support for exam students in both Year 12 in the form of study sessions in Term 1 and 2 with a follow up session in Term 3.
- Further improve the counselling process for students' course selection with referral to the Careers Information Officer (Brenda) linked more directly to course changes.
- Maintain the Attendance Reward Program.
- Encourage students to use a 13 Year program to maximise access to further studies.
- Work with staff to further improve the task orientation and understanding of assessment processes for new courses.
- Review Stage 2 examination data to ensure that this pathway is viable for students requiring an ATAR.

2.3.2 Year 11 Grade Analysis

The year 11 grade analysis highlights several issues.

Transition for students between Year 10 and Year 11 examination courses remains a challenge across the school. The Parent Information Evening in Term One is attended by a number of parents and provides information for parents regarding the support their child may require in Senior School exam courses.

Stage 1 courses provide many students a wide range of options and, in comparison to schools in our district and cluster, the range of courses available at Sevenoaks is extensive.

Students enrolled in Stage 2 English or English as an Additional Language/Dialect courses are considered to be likely external examination candidates in 2011. There were 50 students enrolled in Stage 2 English and 20 enrolled in English as an Additional Language/Dialect. In Year 12, there are 55 students enrolling in Stage 2 or Stage 3 English courses and 35 in English as an Additional Language at Stage 2 or 3 representing an excellent retention rate for students in examination courses between Year 11 and Year 12.

Teachers have placed a high emphasis on ensuring that the new courses are engaging and relevant to students which is reflected positively in feedback to the

school by students via the LEASA Surveys.

The following data indicates the grades awarded from semester one to semester two. The performance of students in semester 2 improved from semester one.

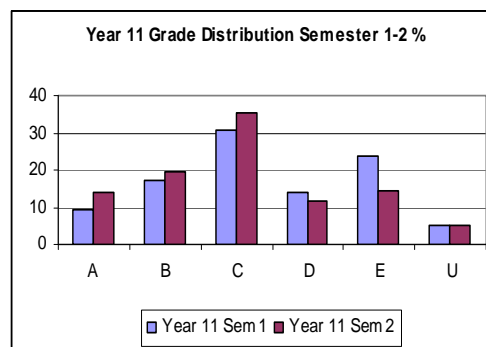


Figure 8: Year 11 Grade distribution Semester 1-2 as a percentage

The following figure illustrates the incremental increase in achievement of grades from year 11 to year 12. Performance peaks in year 12 which would be expected as students have adapted to senior schooling both academically and socially.

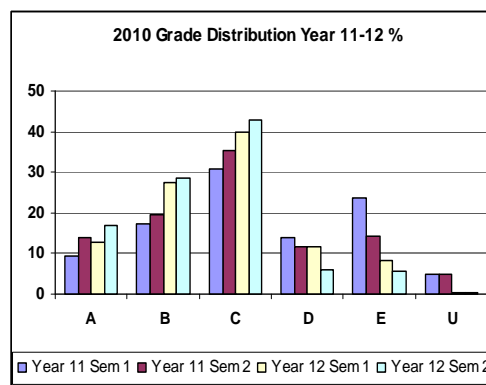
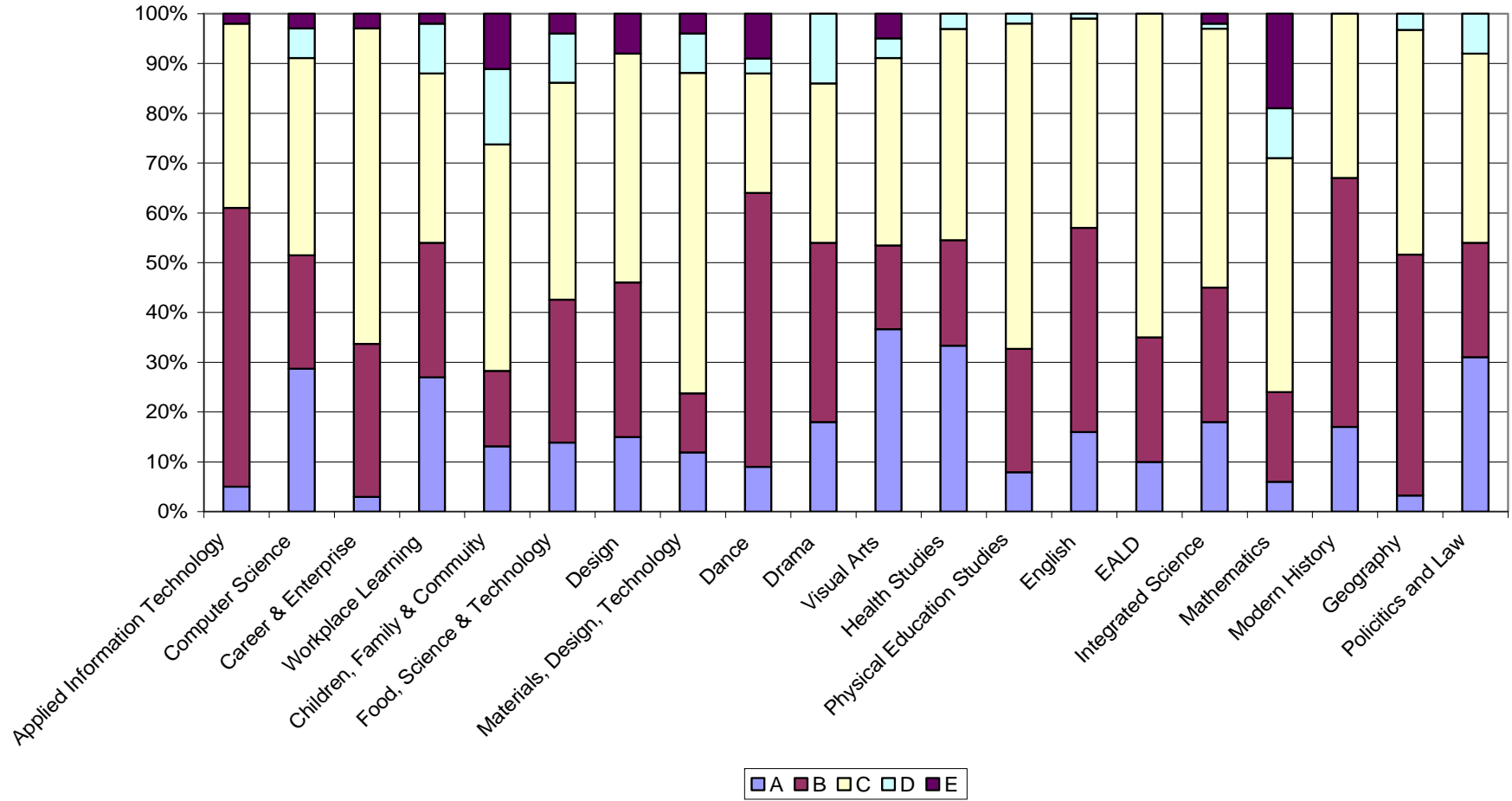


Figure 9: Grade distribution from year 11-12 as a percentage

Improvement Strategies

- Implement introductory sessions for students enrolled in exam courses. The focus will be on clearly establishing expectations for exam students and practical study skills.
- Introduce a broad based English test to establish students' level of reading and writing skills on entry to courses. Use this information to identify students who may benefit from enrolment in more challenging courses and those who may require supportive intervention.
- Use research data to ensure that student engagement and relevance of courses is maintained and assessment processes made clear and comprehensible.
- Utilise the Careers Advice Officer early in Year 11 to assist students to make goal oriented course selections.
- Maintain the Attendance Reward Program and continue to emphasise the link between attendance and performance.
- Monitor enrolment patterns, particularly course changes in Year 11 to ensure that our offerings remain focused on student needs and aspirations.
- Utilise the English as an Additional Language course and the International Centre to support students with non-English speaking backgrounds more directly.
- Analyse student achievement levels in Semester One to identify intervention needs and support requirements for students who are struggling.

Year 12 Stage 1 Courses - Grade Distribution (%)



2.4 Vocational Education and Training (VET)

In 2010, there was continued growth and success in the area of Vocational Education and Training. A number of VET programs were once again offered to students with most delivered off site. In 2010 Certificate II Fashion Design (Bentley TAFE) and Certificate III Teacher Assistant / Education Support (Mt Lawley Campus TAFE) were again extremely well received by students and staff. For the second time, Certificate III Business was delivered on site at Sevenoaks under an auspice arrangement with the Central Institute of Technology.

In 2010 77% of year 12 Sevenoaks Senior College students participated in VET programs with 13% of students achieving a full qualification. Once again Sevenoaks VET students completed their studies in a variety of training arrangements.

During 2010, Sevenoaks had the following auspicing arrangements in place with the following Registered Training Organisations:

- Polytechnics West for Certificate I and II in General Education for Adults,
- Polytechnics West for Certificate I in Engineering,
- Central Institute of Technology for Certificate III in Business, and
- Challenger Institute of Technology for Certificate I in GATE

During 2010, a significant number of students completed units of competency towards certificates in a variety of industry areas through Profile delivered programs, including:

Central Institute of Technology

- Certificate II in Health Support Services
- Certificate II in Make-Up Services
- Certificate II in Tourism
- Certificate III in Beauty Services
- Certificate III in Media (Digital)
- Certificate III in Design Fundamentals
- Certificate III in Teacher Assistant, and
- Certificate III in Education Support

Polytechnic West

- Certificate II in Animal Studies
- Certificate II in Hairdressing

- Certificate II in Metals and Engineering Studies, and
- Certificate III in Applied Fashion Design and Technology

This is the fourth year that Sevenoaks Senior College was able to issue its own Nationally Recognised Training Accredited certificates.

We issued certificates for:

- Certificate II in Information Technology
- Certificate II in Business Services and
- Certificate I in Information Technology
- Certificate I in Hospitality

We also issued Statements of Attainment for Units of Competence in:

- Certificate I in Hospitality
- Certificates I & II in Business Services
- Certificates I, II & III Information Technology.

2.5 Registered Training Organisation Status

- To be a Registered Training Organisation we must be compliant in four Australian Qualification Training Framework standards (recently changed for mid 2010 and beyond). These new standards are yet to be audited, however, the College was audited by the Training and Accreditation Council of Western Australia during November 2006 (Sevenoaks was fully compliant).

In 2010 internal auditing procedures were adhered to with internal and external validation and moderation activities completed.

Improvement Strategies

- Established Industry Advisory Groups to continue to meet to discuss industry best practice and training requirements. These groups will include industry representatives that will have an input into the assessments that we are providing, to ensure they are meeting industry requirements.
- Implement further suitable VET programs on and off site.
- Begin workforce planning and program structures for the new Trade Training Centre.
- Complete Re-registration process during 2011.
- Increase RTO scope to include CGEA I, II and GATE in 2011/12.
- Provide professional learning opportunities for staff involved in delivering and assessing VET UOC's or qualifications.
- Work closely and directly with TAFE Colleges and other RTO's to develop our capacities in the training area.
- Ongoing staff development to embed vocational education and training as an integral part of our school culture.
- Gain access for our students to increased profile hours at TAFE in a large number of areas – Automotive, Metals, Teacher Assistant, Fashion Design, Retail, Tourism, Building and Construction, Beauty, Business and Hospitality. Sport and Recreation.
- Extend the number of mainstream students who are accessing profile at TAFE in areas to complement their mainstream program.

2.6 School Based Traineeships (SBT) and Aboriginal School Based Traineeships (ASBT)

Twenty-six students participated in School Based Traineeships during 2010. Six students completed their SBT qualification during 2010 whilst three are on hold while they consider their industry choice and eight are continuing in 2011.

There was an increase in the number of ASBT's during 2010. New processes were established to manage the ASBT program in the College providing more coordinated support for participants.

In 2010 the College continued to promote Aboriginal School Based Traineeships, School Based Traineeships, School Apprenticeship Link and School Based Apprenticeship Programs through information sessions with parents, meetings with prospective employers and conversion of WPL placements.

Industry Area	NUMBERS								
	2003	2004	2005	2006	2007	2008	2009	2010	
SCHOOL BASED TRAINEESHIP									
Age Care	-	-	-	-	-	-	1		
Automotive	1	5	5	2	2	1	-	2	
Beauty	1	1	1	-	-		-		
Building	-	-	-	-	-	-	1	2	
Business Services	1 2	8	7	8	9	6	8	1 2	
Children's Services	2	3	2	2	1		1		
Hair dressing	-	-	-	-	-	-	1		
Horticulture	-	-	-	-	-	-	4	1	
Hospitality	1	3	7	8	3	1	-		
Information Technology	1	-	-	-	-		-		
Retail Operations	3	2	3	4	5	1	1		
Metal Fabrication	1	-	-	-	-	1	-	5	
Electro technology	-	1	-	-	-		-		
Plant Processing	-	-	-	-	1		-		
Printing/Art	-	1	-	-	-		-	1	
Transport and Warehousing	-	-	1	-	-		-		
Sport & Recreation						3	1	2	
SCHOOL APPRENTICESHIP LINK									
Foods	-	-	3	3	2	1	2	1	
Building and Construction	-	-	-	1	1		-		
Automotive	-	-	5	3	4	1	-		
SCHOOL BASED APPRENTICESHIP									
Chef	-	-	-	1	-		-		
Furniture	-	-	-	1	-		-	1	
Total	2 3	2 4	3 4	3 2	2 8	1 5	2 0	2 7	

Table 3: Number of students involved in School Based Traineeships, School Apprenticeship Link and School Based Apprenticeships in 2004 – 2010.

2.7 Fast Track

Fast Track has now completed its 10th year of operation, consolidating on the successful model that was started in the foundation year of the college. In the second year a second class was established and in the third year a third class, called Fast Track Flexi. In 2006 the Canning Skills Program was developed, building onto the 3 Fast Track Classes. This has since been upgraded to include the Move On Sevenoaks Course.

This report covers the Fast Track class with an initial enrolment of 37 students. This Fast Track program has been designed to cater for the needs of younger students that require additional assistance and support to engage in their education. We offer support at the point of need, using age appropriate programs and tasks, so that the students can be successful. We aim to help students to value their learning by adopting the Sevenoaks Senior College young adult ethos and enable the students to pursue their dreams and aspirations.

In 2009 Sevenoaks Senior College also welcomed an annexe of the Clontarf Football Academy and we have continued to work closely with the academy staff to offer further support our indigenous males.

Delivery

The program continues to be delivered in an integrated and topic based approach, with an emphasis on engaging students through the context of relevant issues and content.

As a competency based program, the implications and the need for all assessment tasks to be completed and signed off are made explicit to all students. Students are made very familiar with the assessment procedures and with their permission, recording charts are visible and available at all times. With the expectations clearly defined, students are supported to achieve competency, with the promise that we, the teachers, will guarantee a success if the

students attend regularly. This has become the “Fast Track Mantra” and referred to often by staff and students alike.

The learning program is carefully paced to ensure students can build on prior knowledge and experience successes, with many opportunities provided for students to catch up. The reality of a program such as Fast Track being that some students may have unavoidable interruptions to their schooling for a variety of reasons. The Fast Track program is intended to set the students up to succeed, build confidence and independence, ultimately, enabling the students to become contributing members of our community.

The 2010 **Survival Skills** course was again very successful with the students being able to access some interesting and relevant support personnel from many agencies such as the Samaritans, Legal Aid and the Police Dept. A more accessible Essential First Aid Certificate was incorporated into the Driving and Owning a Car elective, along with Keys for Life which enables the students to gain their Learner’s permit.

The Survival Skills course was developed to address a number of issues in response to needs identified in the students. An integrated approach, it also supported a number of literacy and IT skills, tasks and assessments. The content of this course included: *Smoking, alcohol, drugs, depression and suicide, sandalwood & quandong tree planting, renting, destinations, legal issues & staying safe, resuscitation and consolidation week.*

Group Profile

This year we enrolled 41 students into the Fast Track Program, with 12 girls and 25 boys (2 indigenous girls, 14 indigenous boys). We were well supported by the three youth workers on site as well as referring three students to the school psychologist. The 2010 cohort included students from quite diverse backgrounds. We welcomed two Muslim students, one from Turkey and the other from Ethiopia, both successfully completed the CGEAll. Our class also included students from Papua New Guinea, the Sudan, New Zealand, England as well

as 16 indigenous students (14 boys and 2 girls).

Of the 41 students enrolled into the Fast Track Program for 2010, four never attended. 22 remained on our list in semester two with 5 failing to re-engage. 15 students successfully completed the full CGEAll and one student gained accreditation for some units of competency enabling all these students to graduated from the Fast Track Program. This year we were also able to support our students with some additional opportunities. Two students gained Aboriginal School Based Traineeships (ASBT), one has been accepted into a School Apprenticeship Link (SAL) and one has been signed up as a School Based Apprentice.

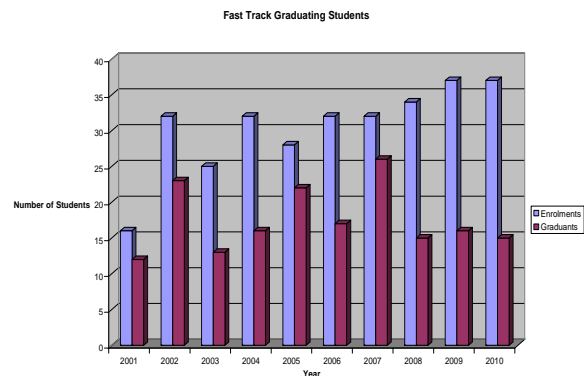


Figure 11: Graduating students for Fast Track 2001-2010.

Summary of course outcomes

- 15 students successfully completed the CGEAll.
- 13 students successfully completed the Certificate I in Information Technology.
- One student completed some Units of Competency of the CGEAll.
- 24 students were successful in completing the Keys For Life Driver Education Program and gaining their Learner’s Permit. Paul, Linda and JP are all qualified to deliver and assess this course.
- Nine students gained their RLS Resuscitation Certificate. At this stage only Paul is qualified to deliver and assess the students in this course.

- 24 students were able to gain a WorkSafe Certificate. Students must complete some online tasks and pass a test in order to achieve this certificate.
- Four students gained their Construction Industry White Card, this allowed them to do work experience on a building site. (Paid for by VET)
- A total of 973.75 hours work experience was accrued by the students in Fast Track this year. 10 students were accredited with Workplace Learning (WL1- CC Endorsed) units.
- Nine students participated in the Planet Ark National Tree Planting Day excursion to Hillside Farm, where quandong and sandalwood trees were planted.
- 15 students were awarded the Fast Track Aboriginal Studies Certificate. To earn this they had to complete the Indigenous History Unit and associated tasks, which included a 3D map and painting.

Destinations

Once again, the students developed a CV portfolio and a clear plan of where they would like to head towards for the following year, in this case 2011 and beyond. The portfolio is a component of the student's career project and includes certificates awarded for various successes throughout the year as well as references, reports and a resume. During Term 3 the students work with the Fast Track staff to refine their destination pathway. Staff assist students to clarify their career choices and complete enrolments for the following year, which may include the various programs offered at SSC, other schools, TAFE, other educational institutions or training facilities. Staff also help the students to gather and send off required information and prepare for interviews. Each student will have a destination chart in their portfolio which outlines the applications they have made, important details, dates and contact numbers. The 2010 cohort has selected a range of realistic options at school or TAFE for 2011.

Feedback

Students have two formal means of providing feedback to staff, one through the report they write at the end of the year and the other through the whole school survey conducted each year through Curtin University.

(i) Student report feedback

The feedback from students is of unanimous support for the Fast Track program with the following aspects appearing regularly in the students' comments:

- Students like having one class with the same teachers all day.
- A later start makes it easier for those students who have a considerable distance to travel to make it on time.
- A shorter teaching day assists students to maintain concentration.
- Staff are fair and give lots of help if it is needed.
- The excursions and outings are interesting as well as fun.
- Fast Track is a great stepping stone for students to re-enter schooling or work.

(ii) Curtin University survey feedback

The Curtin Survey gives us objective research based feedback. It allows us to reflect on aspects of the approach and delivery used. There are several areas that we as teachers of Fast Track consider to be very important for Fast Track to be successful. These are: teacher support, equity, young adult ethos and task orientation. These four areas have scored high based on the 2010 actual post-test results and therefore provide very positive feedback. Cooperation, personal relevance and involvement were all areas that scored lower in 2009 but are much better in the current results. We would put this down to the fact that those students that remained for the post test were generally experiencing a lot of success within the program and formed a really cohesive group.

It is by no accident that relevance rates highly as this course has been carefully structured and developed over the ten years

to suit the immediate and future needs of the students and potential employers.

Workplace learning and work experience

A total of 973.75 hours work experience was accrued by the students in Fast Track this year. Although all students were offered placements throughout the year, 18 took up the chance to gain experience in the workplace (some with several different placements) and 10 students were credited with Workplace Learning (WL1- CC Endorsed) units. Work Experience was commenced in term one, after the initial planning meetings and the development of the student's IEPs.

Two indigenous students were able to sign up for ASBT with SMYL (one male and one female). Two students gained paid part time work from their work experience and one has been able to secure a School Based Apprenticeship. The Clontarf Football Academy staff have also assisted some of our students getting to and from work, TAFE and other appointments.

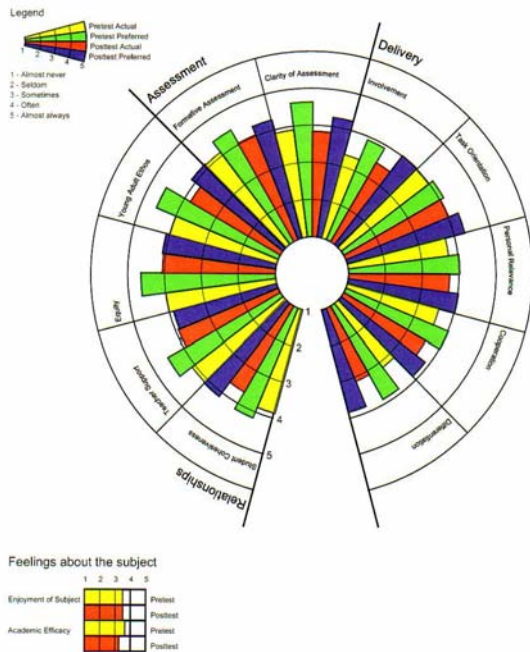


Figure 12: Curtin University Fast Track 2010 survey results

Outcomes

Indigenous students

Our indigenous students experience mixed success this year with four students successfully completed the CGEA II (3 boys, one girl). Two ASBT were commenced in 2010, four did not engage Semester 1. One left to take up a traineeship, one to work, two left to take up other educational opportunities and four did not reengage Semester 2). We continued to work with the staff from the Clontarf Football Academy to support the indigenous students and their families. It would also be beneficial to the students to have an indigenous worker assigned to the Fast Track Program for 2011, we will work with the FTD Coordinator to see if this can be achieved through ITAS funding.

Extra Edge Employment

The partnership with Extra Edge Employment Agency was again modified this year to meet the parameters of the agency's funding. As part of the Career Project, students were taken down to Extra Edge Employment Agency in term one to meet staff and become familiar with the services the agency offered. Staff visited again later in term three to reacquaint students with their facilities and provide a link for those contemplating their options and destinations for 2011.

2.8 Fast Track Flexi and Move On Sevenoaks

2010 has been another interesting and challenging year for us. Having the option of either *Certificate I or II in General Education for Adults (21773 7070) (CGEA)* has proved a successful strategy by providing students in Fast Track Flexi with the opportunity to start at the level best suited for their skills.

Our student base has developed into a diverse and complex group. Particularly, we have increasing numbers in the long-

term disengaged as well as increasing numbers of students with an ESL background. As a result many of these students present with significant lifestyle issues that have and continue to have an impact on their learning.

Access to a youth worker based in our learning area four days a week has been important for us this year and has enabled many issues to be addressed before they have resulted in disengagement. Having said that, attendance continues to be our most momentous issue and we are continually engaged in following up our non-attendees. Indeed, all of our teaching and learning strategies are based on the need to provide as supporting an environment as possible.

ITAS (Indigenous Tutorial Assistance Scheme Program) tutor

Through this scheme our indigenous students are given two hours per week of individual time with a tutor. Our numbers this year meant we were able to have a fulltime tutor. We can measure the success of this strategy as we had 11 successful students across the two programs: six in Fast Track Flexi and five in Move On.

Support staff

Our two education aides provide invaluable support to our students in so many ways, not so easily measured, but they enable our culture of caring, organise our breakfast and lunch programs as well as the assistance they provide students in accessing an education.

Multi-level Certificates in General Education: CGEA I (21772 7069) and CGEA II (21773 7070)

Having access to both of these certificates has enabled us to start students at a level they are comfortable at while we address their literacy and numeracy skills and needs. Some students began with a Certificate 1 maths or English program while they began the Certificate 2 level course in everything else. We had six students complete the CGEA I this year with three also completing the Reading, Writing and Numeracy and Maths modules for the CGEA II.

DESTINATION DATA	
Enrolments	19
Completed full course	11
Partial Completion	3
Destinations	
Mainstream 2011	2
TAFE	1
Fulltime employment	4
Job Seeking	2
Transition to work program 2011	5
Other	5

Table 4: Move On Destination 2010

SRA* 2B Reading Laboratory program (*Science Research Associates, Inc)

Students loved it! This has been a great reading resource purchase. The SRA reading box has 10 levels with 15 reading cards per level and two types of reading activities: One designed to increase reading vocabulary and understanding and the other to increase reading speed. An initial placement test determined the level students started at initially and students were required to chart their progressive scores. The charts were then used to make the required links to the CGEA I and II reading module outcomes. The SRA Reading Box resulted in changes to our daily format with reading becoming integral to each day between 10.30 – 11.30am. Built into the program is meaningful recognition for students' efforts and enthusiasm.

The Arithmetic Licence

The concept of an Arithmetic License we developed in 2009 and have further refined this year to provide students in Fast Track Flexi with the basic skills to begin the maths module work and the students in Move On with the opportunity to review their skills before beginning the IB Maths course work.

We will be continuing to develop ways to empower our students with maths skills with the addition in 2011 of a *S.R.A. Maths Laboratory* and this will replace the Arithmetic Licence and provide students with the opportunity to gain a greater variety of skills. Students will do a placement test at the beginning and end of each new skill undertaken. Effectively this will enable the teaching at point of need for individual students.

2010 Fast Track Flexi – Results & Destination Data		
Enrolments	39	
21 students completed		
CGEA I		7
CGEA II		17
CGEA II Literacy only		2
Destinations		
Mainstream2011	5	
Move On mid- year	1	
To Move On 2010	9	
To Industry Access	1	
To TAFE	4	
Job seeking	1	
+		
Rolled over to 2011		6
Moved from district		4
Never engaged		5
Baby mid-year		1
On streets		1
18+ left to care for family		1

Table 5: Fast Track Flexi Destination 2010

Creating and maintaining program diversity

CAMP: This year we gain spent a couple of days and a night on the Bibbulmun Track that was a wonderful experience for a small group of Move On students and the staff who accompanied them.

KEYS FOR LIFE (PK4L) AND ROYAL LIFE SAVING SENIOR FIRST AID: Next year the PK4L and RLSSA workshops will be part of our certificate work rather than stand alone. We will still suspend our normal timetable for two weeks. Participation in these courses will still be optional but we have developed a dual pathway for students who don't want to participate in the workshops based on topics and issues around smoking, drugs and alcohol, and discrimination. This will also cater for the students who only want to participate in one of the programs.

OUR VIRTUAL BABY: "DEAN"

Significantly this year in our initial enrolment our dad's outnumbered our mum's, 3:2. The boys' attitudes were all similar: "not their responsibility!" As a result we decided to introduce, "Dean" into our classroom dynamic initially to enable us to model care strategies and later to encourage involvement and discussion. Research has shown the value in student involvement with the virtual babies to be in highlighting what is involved in caring for a baby rather than as serving as a deterrent to having one.

Our classroom experiences have confirmed this research and after some early reluctance most students were happy to have a turn at looking after "Dean". We have bought a cot and a baby "pouch" to help manage him. Next year we are hoping to introduce a car seat so he can be transported safely to our various excursions.

LUNCH, GARDEN, COOKING AND OUR SPORTS PROGRAMS - All of these programs continue to be important aspects to our operations. They provide a multitude of continuous opportunities for learning about personal wellbeing, nutrition, fitness and developing interpersonal skills.

Workshops

Our **HEALTHY LIFESTYLES** workshops are run by Jo Rees from *South Metropolitan Public Health Unit* and continue to deliver a variety of relevant information to our students in an informal manner. An addition to these workshops, this year, was a short program on Sexual Ethics.

DRAMA WORKSHOPS – were run in second semester by Yvette Wall from *Frog Prince Productions* across both programs. It took a while for students to warm to this activity and work together as a group, but, the effort of engaging them was well and truly worthwhile. As a result of these workshops our students ended the year on a very positive note functioning as a cohesive group.

New in 2011 We have plans in hand to introduce several new initiatives in 2011. Firstly, we plan to introduce weekly information sharing sessions that will present information identified and collated by our youth worker for all students. Most information sharing sessions will be around twenty minutes long and will present data and statistics on a variety of topics and issues, mainly using visual resources presented through our SmartBoard.

ART/DRAMA WORKSHOPS

Next year we hope to combine a cross cultural program using storytellers and artists from our local community we ran in 2009 with the drama workshops run this year through Frog Prince Productions. We have applied for grants to enable us to do this. Our aim is to instil pride in our indigenous students as well as to initiate understanding and awareness in our wider student group.

TRANSITION TO WORK – past experience has shown us that some students need more time to develop the skills necessary to successfully move on in life. And that given this time they can make a meaningful transition to work. This has been the case with two students this year who have moved on after three years with us. At the end of last year, and even

though they had been engaged, they still needed more time: one student because of a significant loss in her life and the other because of family issues.

Next year, for the first time, we have a small group coming back to do a transition to work program. All students are eligible for A.S.B.T. Students will need to successfully complete a block of work experience at the beginning of the year to access a traineeship and confirm their place with us. Students will then do two days at work and two days at school.

3.0 Purpose Statement 2

Students engage in and enjoy their learning

Links to the *Plan for Public Schools 2008-2011*

Objective One: To make every student a successful student

Objective Two: To have sound teaching in every classroom

Objective Three: To ensure every public school is a good school

Objective Four: To provide practical support for our teachers and support staff

Objective Five: To deliver meaningful accountability

Objective Six: To build public confidence in our schools

Links to the *Classroom First Strategy*:

1. *A focus on student achievement: success for all.*
2. *A classroom orientation: sound teaching*
3. *Context specific: distinctive schools*
4. *Practical support: making it possible*
5. *Meaningful accountability: asking the hard questions*
6. *Public confidence: trusting public schools*

There are four main measures to indicate the degree to which we have achieved this purpose; information from our Learning Environment survey, our Participation and Retention survey, attendance data and retention data.

3.1 Whole School Learning Environment

The first measure of student engagement is provided through our Learning Environment research (Dr Jill Aldridge and Professor Barry Fraser). This provides a comprehensive overview of the nature of our learning environment and indicates that we have established an environment in which students engage with and enjoy their learning. High levels of student cohesiveness, academic efficacy and attitude were maintained in 2010 with a clear improvement in levels of academic efficacy, task relevance and involvement. A very pleasing result was the highest level yet of differentiation (catering for individual needs) and teacher support. An area for focus next year is clarity of assessment items which may be a reflection of the introduction of new courses in which teachers and students are less familiar with the assessment requirements. There was also a slight drop in the young adult ethos. None of the indicators were at levels of concern.

Year	Student cohesiveness	Young adult ethos	Attitude to subject	Academic efficacy
2001	3.90	3.97	3.42	3.17
2002	4.02	4.14	3.55	3.15
2003	3.87	4.01	3.42	3.20
2004	4.05	4.18	3.54	3.36
2005	4.02	4.18	3.68	3.33
2006	4.25	4.28	3.75	3.27
2007	4.02	4.20	3.50	3.10
2008	4.16	4.33	3.58	3.44
2009	3.99	4.31	3.43	3.35
2010	4.21	3.89	3.82	3.6

Table 6: Whole School Learning Environment survey data 2008 – 2010

Teachers continue to use their classroom results from the Learning Environment surveys to help them develop and improve classroom practices. The information obtained from the surveys is considered extremely valuable by the College Leadership Team and teachers. The feedback is reviewed and discussed at a College level. Individual teacher feedback, including graphs and comments, remains

confidential to each teacher. Our three graduate teachers took part in an action research focus group and shared their experiences at a Curtin University seminar. They reported that taking part in the action research provided excellent professional learning.

3.2 Participation and Retention Survey Data

In 2010 the College continued to engage Associate Professor Jan Gray and Professor Mark Hackling to complete research focusing on student participation and retention. The aim of the project was to conduct an evidence based inquiry into participation of students in Year 11 and Year 12. The purpose of the research was to improve our understanding of ways to address participation issues and student engagement. The following is a summary of the outcomes of this research.

Data collection for this research involved Year 11 and Year 12 students completing a survey and then participating in focus group discussions. The scales developed within the survey instrument measured students' perceptions of their:

Social Connectedness

- Support mechanisms for studies
- School belonging

Academic Engagement

- Happiness with subject selection
- Involvement in studies
- Confidence with school work
- Self efficacy: success with their studies.

The table below indicates scaled scores for each cohort. When considering the scale scores for the whole cohort, as outlined below in Table 1, it is encouraging to see that in all cases the scale scores are reasonably cohesive and above the critical score of 3.5. All variables were aligned with a five point scale: Year 11 mean 3.95; Year 12 mean 4.04.

As would be expected there is an upward shift in most of the scores from year 11 to year 12. This is particularly evident in the confidence scale, increasing from 3.59 at the beginning of Year 11 to 3.76 by the end of Year 12.

It is particularly encouraging to see the scores in satisfaction with subject selection improving in the transition from Year 11 to Year 12. Further, it is encouraging to see the scale score increase for involvement in studies steadily increase given the pooled data across all courses includes students from a wide range of programs and backgrounds. It is also of interest to see the increase in scale scores (and hence patterns indicating increasing levels of social connectedness and academic engagement) across the four points of survey from the beginning of Year 11 to the end of Year 12. It is particularly pleasing to see the very high scale scores across all measures for the final Year 12 survey, and the steady levels of self efficacy from the beginning of Year 11 to the end of Year 12.

	Year 11 Mean	Year 12 Mean
Social Connectedness		
Support	3.90 3.83	3.84 3.99
Belonging	3.83 3.85	3.97 4.05
Academic Engagement		
Satisfaction with Subjects	3.96 3.95	4.03 4.04
Involvement in Studies	3.79 3.81	3.80 3.86
Confidence	3.59 3.63	3.64 3.76
Self Efficacy	3.72 3.67	3.68 3.72

Table 7: Student Perception: Social connectedness and Academic Engagement

When students were asked how involved they were in their studies, the response was that they were very involved with their studies: Year 11 mean 3.81; Year 12 mean 3.86.

The scale that measured the perceived level of support given by family, friends, teachers and advocates to remain in school and complete their schooling, "Support for Studies", found that students reported being supported to a high degree by their teachers and by their advocate.

Students were also asked about whether they had a sense of belonging at Sevenoaks. Students reported feeling that they felt a sense of belonging to the College: Year 11 mean 3.85; Year 12 mean 4.05.

Fast Track students once again reported that they were extremely happy with their course and were happy at Sevenoaks.

Specific Aboriginal Student Data

Data systematically collected from students and staff surveys and student interviews from 2001 to 2010 have been used to determine how students' perceptions of the learning environment have changed. Students attached to the Clontarf Football Academy were particularly satisfied with their experience at Sevenoaks. Their sense of belonging (4.11) and support (4.15) was the highest across all programs.

It is encouraging to see that in almost all cases the scale scores are reasonably cohesive and above the critical score of 3.5. It is especially encouraging to see the scores in most scales are over 4.00 – indicating a very high level of connectedness and engagement of this group of students. The boys report a growing sense of belonging to the school (3.95; 4.11), satisfaction with the subjects they are engaged in (3.94; 4.09), confidence in their capacity to cope with the academic expectations of their course (3.62; 3.82), a strong sense of involvement in their sport (4.09; 4.37) and over the year developed a clear appreciation of the link between school and their sport (3.97; 4.12). The data indicates that the boys have a sense of being supported in their endeavour to

remain engaged in their senior school studies (3.93; 4.15). In all scale scores, there was evidence of an increased level of social connectedness and academic engagement over the school year.

Aspects of College involvement (completing homework, completing assignments, studying hard for tests and exams, actively participating in lessons, working hard in class) continue to be lower for Aboriginal students. When taught something that doesn't make sense, Aboriginal students spent time trying to understand it more so than other students. Aboriginal students reported having less support from family and friends to stay at school and complete their studies than other students. However, Aboriginal students' perception of support from their subject teachers, form teachers (influenced by Clontarf support staff), and year coordinator to stay at school and complete their studies is stronger than other students.

All aspects of confidence with studies were lower for Aboriginal students. All aspects of a sense of belonging, with the exception of one item (I have good friends 4.40 – mean variation .05), were higher for Aboriginal students than other students (this was still a very high score 4.40/5.00).

For our Aboriginal students, the College is a place where they feel happy, really like to go each day, get enjoyment from being at College and get on well with their teachers, more so than other students. Aboriginal students' perceptions and expectations about getting good grades and being successful in their studies, however, were at concerning levels. The support mechanisms currently in place for Aboriginal students at Sevenoaks appear to be having a desired effect in terms of developing a strong sense of belonging and support, in particular the Aboriginal Support Teacher, AIEO, Follow the Dream Coordinator and Clontarf Football Academy staff. However, the challenge remains in terms of improving a sense of academic confidence and self efficacy for these young people.

Concluding Comments

The overall pattern of responses for 2010 continues to show a high level of approval of the learning environment. Over the years some levelling out of responses is evident, but students continue to report high levels of teacher support; happiness with studies and environment; involvement in studies; support for studies; College belonging; success with studies and confidence with studies.

The analysis of the data indicates the wellbeing of the learning environment for Year 11 and 12 students at Sevenoaks Senior College. The students' sense of support and sense of success with their studies are indicators of their equally strong sense of belonging to a supportive learning community.

Analysis of qualitative focus group data supports the key factors emerging from the survey data, adding richness to the understanding of the student experience at Sevenoaks Senior College. There are some issues emerging that will be the focus for the College Leadership team and the College staff in 2011. These issues include:

- The early lack of academic confidence of Year 11 students
- The lack of academic confidence of students in the Fast Track program
- The reluctance of Year 12 students to attend school every day
- The low self efficacy of the Year 11 students.
- The lack of understanding reported by students of how to improve in their studies, despite their engagement and tenacity, as reported by all group. This was particularly evident in the focus groups data. The challenge here for the school is a learning and teaching issue.

Despite these concerns the College has a very high sense of social connectedness and academic engagement in both Year 11 and Year 12.

3.3 Retention and Attendance Program

During 2010 one Retention and Participation (RAP) Coordinator was appointed. The Coordinator worked a time allocation of 0.2 FTE and worked in collaboration with the Student Services Coordinator and the Deputy Principal. Their focus for 2010 was the students whose attendance dropped below 85%. The Coordinators worked with Advocates to provide early intervention by drawing student and parent attention to the poor attendance rate and then to focus on how to improve this.

Parents are notified of student absence via MGM Wireless Messaging System and the Student Services secretary contacts parents to determine the reason for the absence. Letters were sent to notify parents of poor attendance. Students with 90% attendance and above regularly (each term) went into the draw for a \$100.00 JB HiFi voucher. Also, in 2010, thirteen students who achieved 100% attendance went into a draw for an LCD television at the end of the year.

Students whose attendance failed to improve were referred to the CDEO Participation Coordinators (PCs). The PCs continued to provide excellent help and support to these students and families – many had major personal issues contributing to the poor attendance. There were 89 students were referred to the CDEO RAP Coordinators.

Attendance continued to be a significant focus in 2010. In 2002 the College appointed a Retention and Participation Coordinator who implemented processes to monitor student attendance and provide additional student support. In 2006 two Retention and Participation Coordinators were appointed who met weekly with Administrative staff to monitor and address particular students, their attendance and engagement. In 2007 one Retention and Participation Coordinator was appointed to work primarily with the large Year 11 cohort. A staff member was appointed again in 2008, 2009 and 2010.

In 2010 overall student attendance was 80.72%. Year 11 attendance was 79.68% and Year 12 attendance was 82.68%.

Aboriginal student attendance increased significantly in both year and gender groups from 2009. Overall attendance for Aboriginal students in Year 11 was 71.32% which comprised attendance rates of 69.62% for males and 70.58% of females. In Year 12, attendance rate for males was 80.15% and 73.91% for females.

136 students responded well to attendance monitoring initiatives and attended 'catch up' classes. More than 60 students worked individually with the Retention and Participation Coordinator and the Student Services Coordinator in their attempts to manage their studies and attendance at the College. Seventeen students did in fact leave the College; however, we believe that if it had not been for this intervention, many more of these students would have dropped out of College.

Due to this intervention, the number of students completing Year 12 increased. Retention of students into 2010 was 46% which improved from the 38% in 2009. Almost all students who exit school without work or a program to move into have had extended absences and despite intensive work by the College, did not respond. These students were referred to the Canning District Office Retention and Participation Coordinator.

Students who have high absenteeism appear to have little chance of success in our setting. From the outset, they simply do not engage in their learning program. The lack of connection to the new learning environment for Year 11 students is particularly of concern and in 2011 strategies will be put in place to increase student's sense of connection with their new learning environment such as our Sport and Recreation Off Grid Program, greater Advocacy intervention and the Sevenoaks Football Academy.

Improvement strategies

- Continue to work with staff to reinforce the benefits of establishing a learning environment which is outcome focussed.
- Continue with the off grid sport and recreation program across the campus.

- The Sevenoaks Football Academy for young Aboriginal men. It is hoped that this will motivate more Aboriginal male students to attend the College more regularly.
- Staff development to again be based on each teacher using feedback from the research program to plan and implement classroom strategies to engage students.
- Continue to use our SMS text messaging system to inform parents of students' absence.
- Good standing attendance policy to be implemented in line with the College Attendance Reward Program (attendance incentives) including a LCD television draw for students with 100% attendance.
- If possible increase the retention and participation teacher time provided to staff.
- Identify and work with repeating students through Advocacy.
- Implement a goal setting program with the retention and participation teachers to complement what is done in Advocacy. This will reinforce the importance of short term and long term goals in achieving success.
- Enhance motivation and self belief by working with at risk students (such as using individual student curriculum and social development planning).
- Recognition of 'excellence' and 'personal bests' across learning areas and community area with 'Student of the Week' initiative.
- Close monitoring and early intervention to help students engage and then stay engaged in their learning.
- Continue with research in Participation and Retention conducted by Associate Professor Jan Gray and Professor Mark Hackling.

4.0 Purpose Statement 3

Students move successfully from Sevenoaks Senior College to further education and training and/or employment.

Links to the *Plan for Public Schools 2008-2011*

Objective One: To make every student a successful student

Objective Two: To have sound teaching in every classroom

Objective Three: To ensure every public school is a good school

Objective Four: To provide practical support for our teachers and support staff

Objective Five: To deliver meaningful accountability

Objective Six: To build public confidence in our schools

Links to the *Classroom First Strategy*:

1. *A focus on student achievement: success for all.*
2. *A classroom orientation: sound teaching*
3. *Context specific: distinctive schools*
4. *Practical support: making it possible*
5. *Meaningful accountability: asking the hard questions*
6. *Public confidence: trusting public schools*

At the commencement of 2010, there were 513 enrolments which included 69 Aboriginal students.

Table 8 indicates the destination of students who left during the school year.

Overall, we were pleased with the post-school outcomes of most of our Year 12 students.

Of the 164 students who completed Year 12, 163 students graduated. 33 students sat the WACE exams in four or more courses, whilst 35 students sat exams for between one to three courses.

The analysis of destinations of students of other programs operating within Sevenoaks are contained within other sections of this report,

Those students who failed to engage with their schooling, were referred to the District Participation coordinator. For many of these students, they are confronted with complex social and emotional issues and require additional support and options for their immediate future.

Destination	Year 11	Year 12
Other School	31	5
TAFE	22	13
Training	5	1
Apprenticeship	6	1
Employment	23	6
Seeking	8	1
Interstate/Oseas	5	6
Not Known	31	21
Notice of Arrangement	13	0
Post-compulsory	6	1
Registered participation	52	0
Completed secondary education		164
Total	202	219

Table 8: Destination of students who left during 2010

Improvement Strategies

- Continue to provide strong student support through the TAFE and University application period. Work with students to advise about mid year TAFE entry.
- Continue to refine the Career and Transition Coordinator position to provide ongoing career counselling and also to support students in their transition from Sevenoaks.
- Provide on going Youth Worker support and career transition support for at risk programs.
- Continue to access agency support to help at risk students with housing, food, Centre link, mental health and health care.
- Provide Year 11 Career Focus sessions linked to goal setting and Advocacy program.
- Work with the District Retention and Participation Officers to provide support to those students who do not engage with their learning at Sevenoaks and opt to seek employment or other training.
- Monitor student destination NOA forms
- Monitor students' destination periodically after students leave school and develop a 'destination map'
- Improve Retention of Year 11 students into Year 12 through greater contact and counselling of students in terms three and four and implement a strategic advertising campaign promoting the benefits of completing Year 12.

The graduating year 12 students' destinations are presented on the following page.

2010 Year 12s Destination

Curtin University 12 applicants	6 accepted offers into Degree program; 1 declined offer 5 successfully applied 6 months <u>UniReady on-line program</u> 1 successfully applied 12 months <u>Enabling program</u>
Edith Cowan University 13 applicants	6 accepted offers, 1 as <u>International student</u> , deferred 1 declined offer 6 Portfolio applications- 2 used, 4 declined
Murdoch University 21 applicants	2 successfully applied <u>Dean of Law Entry Award</u> ; 1 deferred 10 successfully applied <u>ATAR Entry Award</u> ; 1 deferred 4 successfully applied <u>Director of Admissions Entry Award</u> ; 1 deferred 3 successfully applied <u>Kulbardi Wangkiny Indigenous Pre-</u>
<u>Media program</u>	1 successfully applied <u>Wardong Pre-Vet Program</u> 1 successfully applied as <u>International student-deferred</u>
University of Notre Dame Australia 8 applicants	4 successfully applied <u>Early Offer Program</u> , 2 deferred 3 successfully applied into Degree program, 2 deferred 1 successfully applied <u>Enabling Program</u> , deferred
University of Western Australia 2 applicants	2 accepted offers, 1 as International student, deferred.
Central Institute of Technology and Polytechnic West, (formally TAFE) 71 applicants:	We encouraged all students to apply unless parental information to the contrary, hence, 19 TEE students applied as a 'safety net' precaution with 16 declining offers 4 declined offers due to full-time work 48 accepted offers
Employment: 31 students	25 in full/part-time employment 3 in apprenticeships 3 in traineeships
Travel/ other: 7 students	1 overseas soccer scholarship 1 moved to USA 1 returned to NSW 1 motherhood 1 security course 2 family travel plans
Actively seeking employment: Whereabouts unknown:	27 students of whom 4 students declined tertiary offers 10 students

Note: Students receiving two more entry offers are shown in the list for each institution making an offer.

5.0 Purpose Statement 4

Students develop the social skills and expertise to participate successfully in their community.

Links to the *Plan for Public Schools 2008-2011*

Objective One: To make every student a successful student

Objective Two: To have sound teaching in every classroom

Objective Three: To ensure every public school is a good school

Objective Four: To provide practical support for our teachers and support staff

Objective Five: To deliver meaningful accountability

Objective Six: To build public confidence in our schools

In 2010 a number of sporting teams were established and there was a focus on sport and recreation activities. The 'Be in It' Health and Recreation off grid program continued and was very successful with new initiatives set up this year. The Sevenoaks Football Academy (involving up to 40 young Aboriginal men) also flourished.

In 2010 Sevenoaks Senior College had two Australian Rules Football (AFL) teams, men's and women's soccer teams and men's and women's volleyball teams. All teams went particularly well and community support was evident with teams being sponsored by local industry.

Our three soccer teams, which are run as part of our two specialist soccer courses within the Physical Education program, were particularly successful. All teams qualified for the finals in the state inter-school knockout competition. One of our senior men's team reached the top 16 and our women's team finished in the quarter-finals.

This year our 'Be in It' program ran new initiatives that proved popular amongst students. They included Nintendo Wii games, Zumba, Youth Centre and a movie club. These programs were run alongside already existing events such as ping pong competitions, gym sessions, Industry Access

and Fast Track Flexi recreational program, educational diet promotions such as Healthy Bones Week, Fruit & Veg Week, Soup and Sandwich days.

Improvement Strategies

- Continue to measure community perspectives on how our students are contributing to their community via Community Service feedback and Workplace Learning feedback.
- Continue to develop and promote school-wide initiatives that involve the whole school community: Harmony Day; Guild elections; Guild Camp; College Ball; P&C meetings; Sustainable College Priority; Showcase Day, Canning Show participation.
- Continue sporting and recreational activities that encourage students to participate more fully in College-based pursuits.

6.0 Were Our Strategies Successful? Client Perspective

6.1 Customised learning programs

Customised learning programs are developed for each student that:

- Are available online;
- Incorporate vocational learning and enterprise outcomes;
- Use information technology; and
- Are contextualised to meet individual learning rates and styles.

Online learning is an integral part of the delivery of courses at Sevenoaks. In nearly every subject area, students spend some or even most of their class time and much of their follow up work using a computer or graphics calculator.

In many areas course work is available online or on the T Drive in the GetWork folders. Internet and intranet research facilities are used in many subjects and student research skills are well developed. In 2010 we have continued to use Click View, a bank of video and worksheet resources organised under learning area

headings and networked to teachers' and students' computers. In the areas of Information Technology and Learning Skills, Staff also have access to Apple Mac computers and professional learning is available to help 'up skill' teachers where required.

Curriculum Council Courses, across most learning areas, also have documents up and available via Studywiz, our online learning platform. Studywiz professional learning sessions have been continued to provide guidance in using the more sophisticated functions of the program. Studywiz is a very user friendly platform and staff have found it invaluable. Online learning has a major role in the Canning Skills Programs, Fast Track Flexi and Move On Individual self-paced learning with a specific industry focus and embedded units of competency is thereby enabled. Students who are involved in some offsite learning such as TAFE and other training have access to their curriculum, lessons and assessments online.

Physical Education Studies and Health courses make extensive use of online learning for the theory component. Art continues to use online program outlines and resources and Corel Draw software extensively.

We will continue to monitor student computer access in 2011 with the aim of providing one computer per student at College.

6.2 Open and Flexible Scheduling

In our end of year Student Survey, students reported that during their free time they used the library; they stay in class and used computers around the College and used other learning areas. Students also socialised in the Café, played sport and hung out with friends. For the first time students did not indicate they chose to go to the shops. There was an increased use of the College library and this is pleasing. The library is now full most zones of the day. This is a definite improvement and is pleasing in light of the 'Achievement Focus' the College has been working to promote. Students were very pleased with the flexible delivery and timetable table arrangement.

Students once again commented that the timetable helped to create a more relaxed attitude and fostered good relationships between students.

The students who did complain about the timetable appeared to be those who had a long break in the timetable or had early starts coupled with late finishes. If students lived some distance from the school and had no classes for three or more zones it appeared likely that they would miss the last class.

6.3 Advocacy Program

Students commented that their Advocate had helped them with their work, provided advice, met with parents to help sort out issues, helped them by talking with parents about concerns and problems, helped them understand TAFE assignments and with career advice and information. Students also commented that their Advocate was more than a teacher but was someone they could rely on and access early.

Goal setting and monitoring is an important feature of the program. Students had varying degrees of confidence with their studies. Both Year 11 and Year 12 students reported a strong belief in their capacity to get good results. Year 12 students were more confident to tackle difficult set tasks and difficult work at school. The students' continued reluctance to persevere with difficult schoolwork and set tasks is mirrored in the student feedback on their confidence in managing their schoolwork where scores for two items for Year 11 students bordered on critical level (less the 3.5 on a 5 scale). The reported lack of confidence with schoolwork is evident with results of 3.56 for Year 11 and 3.73 for Year 12. Continuing to build students self belief will remain a focus for teachers in 2010.

An important element of our Advocacy Program is the one-on-one relationship that develops between the student and his or her Advocate. To foster this relationship, formal individual meetings should be conducted. These may vary in length, but are nevertheless central to the process. This will need to be an area of ongoing discussions with staff.

Students interviewed were positive about the Advocate program. They felt that the Advocate program was a good idea and that they were able to approach their Advocate teacher with problems that they were experiencing. In all cases, it would seem that Advocates go out of their way to help students. According to the students, the teachers were willing to assist them with personal problems and provide them with feedback from other teachers.

Complaints about the program continue to be centred on the use of time during the allocated timeslot (such as the completion of surveys and guest speakers) rather than efforts or support of the teacher. There were two significant changes to the Advocacy program in 2010 with the time slot being moved to a Tuesday and the time for the session being increased to 30 compulsory minutes for face to face interaction. Staff have provided feedback indicating that the increased compulsory face to face time has resulted in better and stronger relationships with the students.

6.4 Career Education and Counselling

6.4.1 Subject Selections

Our **Find Your Future** career counselling booklet provides comprehensive subject selection information and our Program Coordinator College Operations interviews all students. This booklet underwent considerable revision in 2008 due to the roll out of the new Courses of Study. The **Find Your Future** subject selection booklet is a sought after document with a number of schools requesting copies each year. We also make this comprehensive booklet available online via the Sevenoaks Intranet.

6.4.2 Career Education and Counselling

During 2010 almost all Year 11 and 12 students completed a Career Workshop assessment plan. They were encouraged by their Advocates to register online to access career websites such as:
www.getaccess.gov.au;
www.myfuture.com.au;
www.australianapprenticeships.gov.au;
Polytechnic West; University and private

provider sites, and to view CDs, video and print publications.

Students also participated in a range of initiatives, leading up to the preparation of Polytechnic West and university applications and / the search for apprenticeships, traineeships, full and part time work.

As a result of research data and student qualitative feedback in 2009, an additional full time Career Transition teacher was employed to interview, set life coaching plans and goals for all Year 11 TEE students. This was a very successful strategy that has helped students, but has also helped to increase the retention of Year 11 students into Year 12 in 2010. All Year 11 TEE students were given professional one on one counselling for career and course direction; so too the Year 12 students who were provided with several one on one meetings with our Year 12 Career Transition teacher.

- TEE students (Stage 2 & 3) were required to attend the five University presentations.
- Parent information evening in Term 1 and Term 3 for Stage 2 and Stage 3 students and parents.
- All Year 12s were required to attend the presentation from SWAN TAFE.
- Students were e-mailed career information.
- Following Semester 1 results, a significant number of Year 11 and 12 students sought help in rethinking their career pathways.
- 80 Year 11 and 12 students attended Careers Expos in May.
- All Year 12s intending University or TAFE entry had meetings to discuss their selections and the choice of University.
- All TAFE applications were checked to ensure complete and correct.
- Students were helped with resume writing and interview skills.

	Intention 2009	Destination 2010	Variation
Return To School	0.0%	0.0%	0.0%
University	33.3%	23.3%	-10.0%
TAFE	39.5%	33.3%	-6.1%
Apprenticeship	10.5%	2.2%	-8.3%
Traineeship	3.5%	3.3%	-0.2%
Other Training	1.8%	1.1%	-0.6%
Employment	7.9%	25.6%	17.7%
Employment Assistance	0.0%	7.8%	7.8%
Other	3.5%	3.3%	-0.2%
Total	100%	100%	-

Table 9: Destination data year 12 cohort, 2010

6.5 Health, Social and Emotional Support Program

Natasha Georgiou commenced as Coordinator Student Services in 2010. The Student Service team consisted of the Program Coordinator, College Psychologist, Youth Workers, Aboriginal Support Teacher, Career Coordinators and Retention and Participation (RAP) Coordinator. These people met on a fortnightly basis to discuss the problems and issues that the students were confronting.

The RAP Coordinator and Student Services Coordinator looked after the attendance and engagement of Year 11 and Year 12 students. Fortnightly the Student Services team would meet with the Principal and Vice Principal to develop strategies to cope with a cohort of students who have significant life issues. This team utilised the strong links the Canning District Office RAP Coordinator as well as working with outside agencies such as Youth Pathways, to help keep students actively engaged and to find alternative pathways when required.

6.6 Student Activities Program

Sporting Teams

Sevenoaks College has continued with student sporting teams in 2010. Despite the difficulties of a flexi timetable (8am to 4.30pm each day) and TAFE and WPL commitments, staff and students were able to work together to achieve some amazing results. Seven sporting teams operated in 2010; Australian Rules Football (two boys' teams), Soccer (two boys' and one girls' team) and Volleyball (boys and girls). Once again over 110 students (30% of the total population) participated in a sporting team with the major emphasis being on participation and fun. Teams were fielded at every fixture with the girls' and boys' soccer teams making the finals.

A Sports Breakfast was held in term 3 to thank staff coaches and students for their efforts over the sporting seasons. This was well attended and trophies were awarded to 'Most Valuable Players'.

Harmony Day

Harmony Day and the College Showcase Day were other highlights during the year. The off-grid event promoted our multicultural diversity with carnival-like celebrations. The theme was "Celebrate Community" and involved more than 40 cultures represented at the College. Students took part in a choice of 20 hands-on cultural workshops including henna tattooing, African drumming, umbrella painting, sushi making, tribal mask making, boomerang throwing and belly dancing. After the workshops over 500 students, staff and their families and community groups enjoyed a free international food buffet. Dishes were prepared by students and their families. The festival culminated in an international concert with performances from around the world. The event was partially funded by an Office of Multicultural Interest grant.

Showcase Day

Showcase Day was organised by the VET Coordinator, Gary Hicklin. This event allowed students, who were going to the College in 2011, to attend and gain a taste of the courses on offer. Feedback from the prospective clients was very positive. Student experienced "taster classes" that actually mirrored their subject selections. This structure was well received and teacher feedback indicates that it will be continued in 2011.

Canning Show

Sevenoaks students were again actively involved in the Canning Show, with many students exhibiting prize winning products. The College Music teacher, George Mavros, was involved in organising a 'Battle of the Bands' competition during the show.

Student Guild

Students enjoyed the opportunity to participate in an official election process that used the preferential voting system (run by Australian Electoral Commission) to elect their 2010 Student Guild. In 2010 the Guild had five Year 11 students, eight Year 12 students and two Educational Support members. Trevor Armstrong was elected 'Head Boy' and Renee Jones was elected 'Head Girl' of Sevenoaks Senior College. The Guild was presented with their badges by the Premier of WA, Colin Barnett, who addressed them about the qualities of effective leadership.

The Guild attended a bonding and leadership camp in March, where they participated in an Amazing Race style activity and visited the West Coast Eagles' club rooms in Subiaco. The students also participated in youth leadership activities and fun cat sailing on the Swan River.

Some Guild members and other student leaders attended the National Young Leaders and Student Impact Leadership Conferences. Students were inspired by the variety of high profile guest speakers who talked to the group about their own struggles and how they went about achieving their dreams. Feedback from the students who

attended these events was very positive and they all said they were inspired to take some of the advice given at the Conference and apply it to school and Guild life.

The Student Guild organised an informative and educational health festival promoting the adverse effects of smoking. This was part of the Red Cross Y Challenge that the Guild participated in throughout the year. The students were also part of the Local Drug Action Group as part of the Fogarty Foundation. At the beginning of the year three students as part of the 2009 Student Guild attended the Switchup Youth Forum Camp where they had the opportunity to build upon the skills they learnt in the Fogarty Foundation Youth Leadership workshop, in a supportive and proactive environment amongst like-minded peers from around the state.

Over the year the student body, often led by the Student Guild, fundraised for different charities. Valentine's Day roses were sold and over \$250 was raised for the Red Cross' work in Haiti. For the Australia's Biggest Morning Tea for cancer research, staff and students provided a morning tea to raise nearly \$200. The Guild had sausage sizzles to raise money for World Vision. This was capped by a 40hr Famine sleepover at the College which led to over \$900 being raised to help combat the Global Food Crisis.

Mental Health Week

A new initiative was set up by the College Nurse and the Student Services Coordinator during the national "Mental Health Week". To help reduce the stigma of depression and other mental health disorders, a showbag was given to students to promote how to stay mentally healthy and where they can access help if needed. This was well received by the entire College body.

Year 12 Ball

The Year 12 Ball was held on 25 February at the Novotel Langley Hotel in Perth. Over 240 students and staff attended this great event organised by a small but diligent committee. The theme of the 2010 Ball was 'An enchanted evening' and many beautiful dresses and smart suits were worn. A

couple of new initiatives were started this year with a Ball etiquette and formal table manners information session was offered to the students. There was also a fashion parade for students to promote the 2011 Ball that was organised by the ball committee in conjunction with Dana Mathers, a ball gown boutique store.

The year 12 'leavers' jackets were well supported by Year 12 students who looked smart in their personalised garment.

A fantastic College Yearbook was again produced by a small committee and Student Services Coordinator, Natasha Georgiou.

"Be In It"

Jayde Kazimierczak the College 'Be in It' Coordinator worked hard to encourage a healthy, active lifestyle for staff and students. Some of the initiatives that happened in 2010 were: Nintendo Wii games; Zumba; Youth Centre; a movie club; ping pong competitions; gym sessions; Industry Access and Fast Track Flexi recreational program; educational diet promotions such as Healthy Bones Week, Fruit & Veg Week, Soup and Sandwich days.

Presentation Ceremony

The 2010 Presentation Ceremony was held on Saturday 30 October at Curtin University. A record total of 173 students attended the event as well as over 450 guests, parents and staff members. Dignitaries who attended and presented awards at the Presentation Ceremony included Mr Bruce Mason, Deputy Mayor City of Canning; Mrs Olwen Searle, Mayor City Of Gosnells; Mr Bill Johnston, MLA Member for Cannington; Mr Stephen Irons, MP Federal Member for Swan; Mr David Wood, CEO Curriculum Council of Western Australia; Ms Sharon Buchholz and Ms Sharon Brown, Chair of the Sevenoaks Senior College Board.

The majority of the Sevenoaks Staff attended the Ceremony and many helped with the formalities. Four Year 11 students also assisted with this event.

Our top award winners for 2010 were:

Youth Minister Positive Image Award: Heidi Blundy

Citizenship Award: Nuray Unlu

Caltex All Rounder: Renee Jones

Education Support All Rounder: Shay Duckworth

Education Support Vocational Education Award: Jesse Lally

Aboriginal Achievement Award: Trevor Armstrong

School Based Traineeship Prize: Milca Delos Santos

Westcheme Award for Excellence in VET: Robert Miles

Kertisha Derschaw Sports Award: Zhaccierra Kanari

Cultural Navigator Award: Mcklynne Didiwik

Dux: Elizabeth Angkola

Outstanding Achievement: Tulani Sullivan

Other significant student achievements in 2010 include:

Lance Pickett (Yr 12) was sponsored to perform as part of an Aboriginal dance and music group at the World Expo in Shanghai, China. Lance was involved in the Follow the Dream and Sevenoaks Football Academy.

The Australian Defence Force fully sponsored the inaugural Indigenous Officer Careers Tour this year with the aim of informing 20 young Indigenous Australians about the career options available as an Officer in the ADF and to encourage them to take advantage of these opportunities. Sevenoaks was fortunate enough to send over three Follow the Dream year 12 students: **Trevor Armstrong** (Head Boy), **Chris Dewey** and **Shannon Cardy**.

The artwork of three students was entered in the Victoria Park Art Awards. The following year 12 students were successful:

Adonis Low whose work has been purchased by the Town of Victoria Park for \$500.

Najib Isaac was awarded the Secondary Student Award worth \$200. (Judges commented that his work shows great

knowledge and execution of craftsmanship which pushes the limit of his concept. Very elegant and refined but still allows the wood to speak.)

Brandon Grantham-Spurling was awarded The Indigenous Art Award worth \$750. Judges commented that his work is a very interesting and engaging concept, which shows maturity of craftsmanship and artistic flair. An excellent piece of work.

Year 12 students, **Shannon Cardy** and **Bek Kinnane**, were highly commended for their timber sculptures at the Outside the Frame competition held in Armadale.

Naveed Farro and **Cameron McIntyre**, both year 12 students, won the Red Cross National Harmony Day award for the "Everyone belongs" category with their video of Sevenoaks' Harmony Day celebrations.

Danielle Marchini (yr 11) won a gold medal at the recent Acro Australian Championships in Adelaide.

Leanne Ward (yr 11) was sponsored to attend the Australian Association of Environmental Education Conference in Canberra where she met Tim Flannery.

Year 11 and 12 geography classes were invited to present a workshop at a "Sustainability in Education" conference held at Curtin University. Sevenoaks was the only public school that participated and the feedback was very positive. The following students presented: **Trevor Armstrong, Heidi Blundy, Asiya Hassan, Urji Said, Zion Yaynu, Leanne Ward, Emily Rozario, Ashley Carroll and Matthew Lowry.**

Edward Oversby (year 12) personally raised nearly \$1,000 for the National Breast Cancer Foundation by dyeing his hair pink.

Course	Award Winner
Stage 1 Drama	Samantha Pradella
Stage 1 Career and Enterprise	Alana Clark
Stage 1 Computer Science	Evan Eakin
Stage 1 Dance	Alex Martin
Stage 1 History Politics and Law	Tiffany Hardy
Stage 1 English	Emma Kouka
Stage 1 Design - Photography	Ka Wing Low
Stage 1 Children, Family and Community - Caring for Others	Tulani Sullivan
Stage 1 Children, Family and Community - Living Independently	Tulani Sullivan
Stage 1 English as an Additional Language/Dialect	John Ray Paredes
Stage 1 Geography	Kailah Arbery
Stage 1 Health Studies	Reanne Ryan
Stage 1 Integrated Science	Evan Eakin
Stage 1 Food Science	Allona Sara
Stage 1 Materials, Design and Technology - Woodwork	Shannon Cardy
Stage 1 Mathematics	Brendon Walsh
Stage 1 Media Production and Analysis	Sirichanya Sornchai
Stage 1 Music	Michael Johnson
Stage 1 Outdoor Education	Timothy Hartigan
Stage 1 Physical Education Studies	Brendon Walsh
Stage 1 Physical Education Studies Specialist Soccer	Tuakernah Wantee
Stage 1 Visual Arts	Ka Wing Low
Stage 1 Workplace Learning	Reza Szaak
Stage 2 Applied Information Technology	Cameron McIntyre
Stage 2 English	Naomi Regel
Stage 2 English as an Additional Language/Dialect	Tinashe Chisweto
Stage 2 Geography	Heidi Blundy
Stage 2 Mathematics	Rebecca Walker
Stage 3 Chemistry	Elizabeth Angkola
Stage 3 English	Collin Ong
Stage 3 English as an Additional Language/Dialect	Klyde Bacala
Stage 3 Human Biological Sciences	Kate Parsons
Stage 3 Mathematics	Elizabeth Angkola
Stage 3 Mathematics Specialist	Elizabeth Angkola
Stage 3 Media Production and Analysis	Renee Jones
Stage 3 Modern History	Kate Parsons
Stage 3 Physics	Elizabeth Angkola
Stage 3 Psychology	Collin Ong
CISCO Networking Academy Discovery 2	Cameron McIntyre
Cisco Networking Academy IT Essentials	Stephen Head
Industry Access Automotive Studies	Aaron Clark
Industry Access Building and Construction	Robert Miles
Industry Access Beauty Studies	Alana Clark

Table 10: 2010 Subject Award Winners

6.7 Industry Access Program

Industry Access programs continued to focus on developing students work ethic. This was achieved through self paced, integrated tasks that focused on industry specific standards whilst completing WACE units that contribute to Yr 12 Graduation.

This year saw many changes to the teaching staff and format of the delivery of the course content due to unforeseen departmental issues. Strategies were needed to be implemented to achieve optimum outcomes for the students in order for our targets to be met.

Industry Access targets vary from student to student and are developed through an Individual Student Program (ISP). Building trade and employability qualities along with a strong work ethic continues to be our focus through the Workplace Learning Program. We consider that entrance into the workforce prior to the completion of Year 11 or 12 to be a great success. This could be achieved through a number of successful ways:

- Apprenticeship,
- Full time Employment,
- Pre – App and/or
- TAFE Entry.

Some students in Year 12 were able to continue on with their chosen TAFE studies and achieve great results while others were unable to engage in this opportunity and withdraw from 2010 courses. Those students who completed courses enabled them to complete credits for Yr 12 graduation and helped them in job applications and entrance into further studies.

The Year 11 Students were unable to access TAFE courses as part of their curriculum as in previous years due to the change in VETIS delivery and we lost 4 students to Mid Year TAFE entry into Pre – Apprenticeships.

We continued to build on our partnership with the CLONTARF Football Academy and worked together to assist on reaching goals for each program. 11 CLONTARF boys started with Industry Access Yr 11 & 12 with

9 completing the year at school (2 Yr 12 Graduates, 1 very successful, two partially and four with limited success). One of the Indigenous students also won the IA – Building & Construction award and was offered an apprenticeship at the end of 2010.

SMYL has continued to be an important agency for some Industry Access students with four year 11 students placed (two very successful and two with limited success) and five year 12 students placed (2 very successful and 3 with limited success). SMYL's School Based Traineeships have also led into employment opportunities post year 12.

The Combined year 12 Industry Access Program continued with ISP's and modified courses to suit WACE requirements. Out of the 27 students enrolled at the start of the year:

- 17 Graduated Yr 12,
- One student did not meet the requirements to graduate Yr 12,
- Three were referred to participation,
- Six were enrolled as Yr 11 Status due to not being able to graduate in 2010.

	Year 11 Automotive Metal	Year 11 Building	Year 12 Combined
Successful Completion	2	3	17
Partial Completion	2	-	3
Limited Completion	4	2	2
F/T TAFE	3	1	-
Apprenticeship	1	1	-
F/T Employment	1	1	1
Changed School	-	-	-
Changed Program	2	3	1
Referred to Participation	-	-	3
Other	2	2	-
Total	17	13	27

Table 11: Industry Access Course Summary 2010

6.8 Workplace Learning-General programs

This year was the second year for the implementation of the new Workplace Learning Course and the first year of integration of the investigation task into Career & Enterprise.

There were some late changes to the course at the end of 2009 which required completion of days rather than hours. This change meant that no matter which industry a student was working in all students were able to complete the requirements in the same time frame which was a notional eight days minimum e.g. a student working in an electrical placement working eight hours a day would complete hours more quickly in the past than a teacher assistant working five hours a day in a primary school. This way was more equitable.

At the start of the year all students enrolled in Workplace Learning were also enrolled in Career & Enterprise. Unfortunately this became difficult for a number of reasons, so as the year progressed the original plan had to become more flexible. However for the students enrolled in both courses the integration worked extremely well. Students had a much greater understanding of the world of work in preparation for their work placement. They also had more time to work on the investigation tasks and achieve better results.

Results 2010

- Year 11 were enrolled in 1A/B
- Year12 enrolled in 1C/D.

In 2008 the Sevenoaks Exceptional Performance was introduced in the Workplace Certificate to drive the students to apply themselves whilst in the workplace as well as to give them something to strive for and so improve outcomes for them. This was awarded to students who achieved excellent feedback from the employer. This year we awarded students who achieved a mark of 25 or higher out of a possible 30 marks the certificate. The employer provided a mark out of 4 for several personal employability criteria. This year yielded our best results shown in the table below:

Year 12	Completed course	Exceptional performances awarded
Semester 1	50 students	33 66%
Semester 2	43 students	34 79%
Year 11		
Semester 1	64 students	29 45%
Semester 2	54 students	25 46%

Table 12: Exceptional Performance Awards

This has been an invaluable document to include in the student portfolio and a real confidence booster for many!

Despite the economic crisis making it difficult for employers to host our students we were successful in many cases, in placing students in careers of interest. However it was more difficult than past years finding host employers. More career orientated activities were used to try to find the most suitable workplace for the student and the best student for the employer. I believe that this process was instrumental in the best possible outcomes for the students who participated.

Participation figures in the table below indicate the number of students who completed the course and by doing so were eligible for a grade. In addition to these students there were others enrolled but for a variety of reasons did not fully participate, failed to attend or withdrew from the course.

		10	A	B	C	D	E
Year 11	Participated 1A	64	7	19	22	10	6
	Participated 1B	54	15	18	10	3	8
Year 12	Participated 1C	50	11	15	16	6	2
	Participated 1D	43	14	9	14	4	2

Table 13: Completion of WPL

Employment & training Each year a number of students are offered, and take up some kind of employment or further training as a consequence of Workplace Learning. This year was no exception and many

students were offered casual work, SBT or full time work.

6.9 Aboriginal Student Support

Sevenoaks Senior College provides a safe, secure school environment for Aboriginal students. Good teacher/student relationships, varied programs, Three 'home rooms', Aboriginal support staff and zero tolerance of racism makes it welcoming to Aboriginal students and families. The Participation and Retention survey conducted by ECU of Aboriginal students at the College indicated that students enjoy being at the College (4.02/5.00) and feel well supported (4.19 /5.00).

An Aboriginal Education Plan 2008- 2011 is in place which outlines the school's priority to improve the educational outcomes for Aboriginal students in the areas of literacy and numeracy, attendance, participation, retention and involvement of the Aboriginal community in educational decision making.

The enrolment of Aboriginal students in 2010 was 85, the highest Aboriginal enrolment ever. All students received quality support and numerous opportunities to grow academically and culturally. Support is provided by the Aboriginal Support teacher Kayleen Hayward, Garth Taylor (Clontarf Football Coordinator), Bradley Cox (Academy Operations) Follow the Dream Coordinator, Jennet Hansen plus a number of professional tutors who operate as part of the Follow the Dream program. Students have been involved in various additional programs outside of their curriculum including the Clontarf Football program now based at Sevenoaks Senior College.

In 2010 regular Parent and Community meetings were held. Each term a group of parents would come to the College and have a catch up meeting. The Principal presented at each meeting. The end of year meeting included a lunch and entertainment for the Aboriginal families and community.

The Follow the Dream strategy, now in its 7th year of operation at Sevenoaks Senior College is an important part of the College and its commitment to accelerating academic outcomes for Aboriginal students.

It is still in partnership with Yule Brook College and Cannington Community College. The partnership has been highly beneficial as the transition from Middle to Senior School is smoother especially for Follow the Dream students as they have access to the senior campus, the staff and resources. All Aboriginal students are tutored under this program.

This innovation has impacted on the number of students achieving secondary graduation. This year 14 Aboriginal students graduated from Year 12 with a WACE certificate, 11 graduated from the Move On, Canning skills program, 4 from the Fast Track program. The program achieves this through creating an environment that gives students immense support through mentoring, personalized IEPs, life skills, high self esteem activities, academic and career guidance, and work placements. Extensive individual and family support is offered to all students.

The work and programs which have provided support to our Aboriginal students by our Aboriginal support worker include:

- **Pastoral Care**

Agency referrals and counselling supported our young people as well as parent contact and home visits for students.

- **Millennium Kids**

a) Snake and Reptile handling program.

A selected group of students have undertaken a course with Millennium Kids to participate in this program. They were trained for many weeks on how to handle, identify and teach people the procedures of handling both venomous and non venomous snakes and reptiles. This select group of students then taught other Aboriginal students from the college the procedures of handling and working with reptiles and snakes.

b) City of Armadale Youth Film Makers Opportunities

A competition was held in the South Metropolitan region for young Filmmakers to

make a film for the October film making festival. Several of our students from the Move On and Industry Access program participated in conjunction with Murdoch Media Department. This program has now become a new business adventure and is ongoing. As a result of these two programs, some of our students work towards a Certificate 1 in Leadership.

A range of incursions and excursions are presented throughout the year to support student development. Examples include Harmony Day, Aboriginal Health Planning, Career pathways, guest speakers and an inspirational camp for the students.

6.10 Follow the Dream Program

2010 was a historic year for both Sevenoaks Senior College and the Follow the Dream program. The College celebrated its 10th year and Follow Dream recorded its highest Year 12 graduation numbers.

14 Aboriginal students completed year 12 proving that with the proper support and encouragement Aboriginal students can achieve their dreams. This is all possible with the incredible support from the management at Sevenoaks Senior College which continues to provide a safe, secure school environment for Aboriginal students.

The Aboriginal Education Plan 2008- 2011 is under review and when complete still places as a priority the need to improve the educational outcomes for Aboriginal students in the areas of literacy and numeracy, attendance, participation, retention and involvement of the Aboriginal community in educational decision making.

The Follow the Dream strategy, now in its 7th year of operation at Sevenoaks Senior College is an important part of the College and its commitment to accelerating academic outcomes for Aboriginal students. It is still in partnership with Yule Brook College and Cannington Community College.

The Follow the Dream program has been successful as it creates an environment that gives students immense support through

mentoring, personalized IEPS, life skills, high self esteem activities, academic and career guidance. Follow the Dream started as something small but today it has grown into a highly regarded program that is making changes in Aboriginal education.

2010 was an amazing year. It started early in the year when Follow the Dream student Trevor Armstrong was nominated as the first Aboriginal Head boy of the College.



Trevor was appointed as the first Aboriginal head boy of Sevenoaks Senior College and also won Aboriginal student of the year.



14 Aboriginal students graduated in 2010

STORY OF ENROLMENTS

	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2004	2	11	2	2	7	24
2005	8	4	5	11	7	35
2006	10	5	6	8	5	34
2007	1	10	0	2	11	24
2008	3	1	8	6	7	25
2009	5	6	3	12	5	31
2010	2	3	4	8	14	31

Table 14: Enrolments in Follow the Dream

Year 12 Results

Number of A grades achieved: 10

Number of B grades achieved: 35

Number of C grades achieved: 46

Destinations

Five students have been accepted into University; two students into TAFE; four students have gained apprenticeships or traineeships; one student has secured employment and two other students are engaged in other alternatives (see table over the page).

Conclusion

Increasing success rates for Aboriginal students is one of Australia's most pressing educational challenges. At Sevenoaks Senior College, the Follow the Dream program together with the teaching staff have played an important role in ensuring our Aboriginal students achieve educational, social, cultural and personal success. 2010 was another successful year.



Shannon Cardy
Top year 12 Furniture and Design student



Year 12 student Brandon Spurling
Won the Indigenous and Student Art
Award in the Annual Victoria Park Art

Brandon Spurling gains employment with
the ABC as assistant cameraman.

Year	No. Yr 12's in program	TER Score	Direct Uni Entry	Bridging Course Uni	Employment	TAFEWA	Traineeship	Mining Traineeship	Apprenticeship	Seeking Employment	Indigenous Aerospace Initiative	Other	Total number of FTD students completing Yr 12
2004	7	0	0	0	6	1	0	0	0	0	0	0	7
2005	6	1	1	1	4	0	0	0	0	0	0	0	6
2006	3	1	1	0	2	0	1	0	0	0	0	0	3
2007	11	3	3	1	7	0	0	0	0	0	0	0	11
2008	7	0	0	1	6	0	0	0	0	0	0	0	7
2009	4	1	0	1	0	0	1	0	0	0	0	1	4
2010	14	1	1	5	2	1	1	0	1	2	0	1	14
TOT	52	7	5	9	27	2	3	0	1	2	0	3	52

Comparative Yr 12 Destinations - Follow The Dream

Table 15: Comparison year 12 destinations: Follow the Dream

An inspirational Follow the Dream Awards night was attended by over 100 people to showcase the success of our students.



7.0 Internal Business Process Perspective

7.1 Integrated Learning Management System

At the end of 2009 we have moved to a new integrated learning management system – Studywiz. Prior to this we continued to use WebCT. Teachers moved comfortably from WebCT to Studywiz and have reported finding it much easier to use than WebCT.

In the past we have been involved with the Department of Education and Training's Online Teaching and Learning capacities (OTLS) but in 2010 it was decided to buy and use Studywiz because of its fully developed and supported capacity and functionality. The teacher librarian continued to play a key role in managing the systems we have in place and in providing direct teacher support. In addition, we employed a person on a casual basis to provide additional support. This person is working with our Teaching and Learning Coordinator and Department of Education and Training staff to up skill our teachers in the use of Studywiz and other online tools.

Almost all subjects taught at Sevenoaks are now online. Our engagement programs such as Canning Skills rely heavily on the platform as it is well suited to their students whose attendance is often irregular.

7.2 Integrated Information Management System

Our vision to have a totally integrated information management system has, to a large degree, been realised. In 2010 we again managed all College finances through the SIS school management system Cash, Billing and Assets modules. The Vocational Education and Training (VET) Module was used to manage and report on our Vocational Education and Training student achievement and outcomes, although there were significant training issues with the VET Module. Now as an Independent Public School great flexibilities have been built into our financial management with additional tools such as TRIPS supporting our quality financial systems. We continued to use the Library Management System (AMLIB)

to record and manage College resources, including library resources. In 2010 we completed our annual stock take and updated records. This task was completed by the end of the year.

7.3 Marketing Plan and Program

The successful marketing plan developed in 2009 was continued in 2010. The major marketing tools that were continued into 2010 were:

- “Enrolling Now” banner displayed at the front of the College,
- Full colour Year Book circulated to students and “friends” of Sevenoaks.
- Sevenoaks newsletter sent to parents of Y10's from Cannington Community and Yule Brook Colleges.
- Two half page advertisements were placed in the Sunday Times.
- College website continually updated and refined to promote College activities, events and achievements.
- Meetings with primary and secondary Principals of schools in or catchment.

The Aboriginal Support Teacher, Follow the Dream Coordinator and Clontarf Football Academy staff worked with the Administration of the College to promote the College in the Aboriginal community resulting in strong enrolment numbers for 2011.

The 10th Anniversary celebrations of the College occurred on the 16th of October with a small but enthusiastic group of past students, past and present teachers and special guests helping make it a most enjoyable and rewarding event.

7.4 Broad-Based Committee Structure

38 staff were involved on committees and provided excellent input into aspects of College operations and future directions. The committees were:

- Finance Committee;
- Facilities, Security, Occupational Health & Safety, Equipment and Grounds Committee;
- Professional Development Committee;
- Information and Library Services Committee;

- Health Committee;
- Social Committee;
- Workload Committee;
- Share Sevenoaks Committee and Sustainable Green Group
- Migrant Student Support Committee
(Committees normally met twice per term).

In addition, several collegiate groups plan and run our special events such as the College Ball, Presentation Ceremony, Health Expo and Showcase Day. Our committees and collegiate groups continued to provide a very practical way of developing broad ownership of initiatives across the College and provided all staff with leadership opportunities.

8.0 Financial Perspective

8.1 Financial Monitoring and One-line budget

Our financial management systems have continued to be refined and budget monitoring processes have operated very effectively. In 2009 the College had a full financial audit and was deemed 'good' as a result of this audit, compliant in all areas. As an Independent Public School, the financial flexibilities of the College changed quite dramatically in 2010 with the College being able to manage a 'one line budget'.

The College Board approved Charges and Contributions. The school-level finance committee provided ongoing input to our financial processes.

Appendix 4 provides a financial summary for 2010.

Despite some movement to a 'pure' single line budget, we have been able to develop a process to bring all staffing and contingency costs together and also exercise a degree of flexibility. The only constraint has been that expenditure of the resource converted must be used for human resource-based services. This will not be the case in 2010, with the College having greater flexibilities and capacities.

	2009	2010 (IPS)
Teaching allocation staff	46.28 FTE	49.20 FTE
Direct use	43.6 FTE	45.40 FTE
Conversion	2.68 FTE	2.95 FTE
Teacher costs ¹ salary	\$3,314,007	\$4 494 700
Salary conversion pool	\$245,631	
Non-teach costs ¹ salary	\$629,214	
Contingencies expended	\$937,507	\$1 912 881
Faults and repairs ²	\$160,895	\$70 196
Total cost of operation	\$5,287,254	\$6 477 777
Enrolment	536	540
Average cost per student	\$9,864.28	\$11 996

Table 16: Total Operating Cost, enrolment and cost per student for 2009 and 2010 (IPS)
Does not include on-costs.

² Western Properties provide details of all services provided.

In 2010 we used 2.95 Full Time Equivalent teachers' salaries to 'purchase' our Youth Worker's time, special responsibility allowances for learning area mentors, security guard and support for students who undertook concurrent TAFE studies.

Now that a one-line has been established Sevenoaks is able to optimise flexibility to cater for diverse student needs.

8.2 Contracting for Specific Programs and Resources

As an IPS School with a one-line budget, we can now contract a proportion of our programs to external agencies such as TAFE or other providers, and we can contract specialised services as needed, such as specialist information technology support and a security guard.

Teachers of the Physical Education Studies and Outdoor Education programs again accessed several external providers to provide specialised opportunities for our students.

8.3 Funding submissions to support and enhance core strategies particularly those that impact on student achievement

The College again attracted additional funding for specific programs as outlined below:

- Aboriginal Attendance Program \$4,000.
- School Support Program \$12,700.
- Multicultural Grant \$2,000.
- Senior Engagement Program \$9,000.
- 457 VISA Holders \$10,000.

8.4 Utilities Management

Future opportunities exist to implement power and water saving strategies through our Sustainable Schools Initiative. In 2010 Sevenoaks spent approximately \$62,000 more on Utilities as in 2009, this was mainly due to the increase in Electricity and Water pricing and additional Split System Air Condition units installed around the college. The 'Sustainability Green Group' committee is committed to a more significant involvement in sustainable practices for 2011.

8.5 Buildings and Facilities

Our system to record faults and monitor to ensure contractors rectify these in a reasonable time continues to operate effectively. During the year we requested information on the cost of faults and maintenance from Western Properties, the government agency responsible for our facilities. The costs for 2008, 2009 and 2010 are outlined in Table 19.

Year	2008	2009	2010
Net cost	\$84,699	\$160,895	\$130,246

Table 17: Total maintenance costs 2008, 2009 and 2010

The decrease is mainly attributed to the drop in problems with our air conditioning unit. This has now be upgraded.

8.6 Reserves and lease strategy to ensure ongoing sustainability of IT

During 2006 we reviewed our projected ICT expenditure for the period to 2010 so that we can systematically plan for upgrades. In the review of this model we decided that in future we would purchase computers outright in preference to leasing. We have found that many computers outlast the lease period and costs to return them to the lease company are high. The process ensures that reserves allocated will allow us to sustain and build on our existing infrastructure. In 2010 we installed ninety eight new computers as part of our annual upgrade.

The 100 Schools Project implemented in 2006 has assisted with the replacement of core infrastructure, including servers and switches. In 2007 the College purchased a new server and in 2008 new College power adaptors were purchased along with another additional server and security/surveillance upgrade. The College continues to be responsible for the infrastructure that is used directly by students and staff such as PCs, laptops and printers as well as our surveillance system.

Full Fee Paying Students

In 2010 we had four full fee paying students. In 2011 we currently have a joint agreement to house an International Centre at Sevenoaks. This is currently in operation and at the commencement of Term 3 will be fully operation with the Centre being housed in the newly refurbished Enterprise Wing.

8.7 Use of Facilities by External Bodies

The City of Canning Youth Centre ceased to operate early 2010 and the Sevenoaks Football Academy will move into this very suitable area.

Santa's Workshop continued to operate at the College. This charity group collects and restores toys and distributes them to needy families at Christmas. The new 'Men's Group Wood Shed' facility has been very well received and is used frequently throughout the week.

In addition, several community groups continue to use our facilities. In 2010 we raised \$17,115, this compares favourable with \$14,797 for 2009, but unfavourable with \$15,517 for 2008. The increase in 2010 is as a result of a number of new clients using our facilities. For 2011 we have a number of additional new clients and we will also continue to look at raising extra revenue with greater advertising of our facilities to the general community and on the College website.

8.8 Professional Development Programs

All teaching staff participated in a minimum of six professional learning days. A number of these days involved Curriculum Council Courses Professional Development, however, the following sessions were also held: College Planning Implications for Course of Study Implementation; Excursions and Evacuations; Using and Evaluating Research, Advocacy; and, Engaging Young Adult Learners.

Total College professional learning expenditure, including teaching and non teaching relief was \$18,993.10.

\$14,334.70 was the total enrolment and course costs for all professional development sessions and \$4,658.40 was spent on teacher relief (teacher relief cost \$360 per day).

In total, staff engaged in 122.12 days of professional learning (requiring 12.94 days relief).

9.0 Staff Learning and Growth Perspective

Staff Belief in Purpose and Vision

The College leadership team continually reinforced key messages of our vision and purpose to staff at the beginning of the year and at full staff meetings. In 2010, whole of staff 'Professional Workshops' took place at the start of the year involving teaching staff discussing strategies to continue engaging and delivering relevant curriculum to our students. This included a review of our College Purpose statements.

New staff, are involved in induction meetings and ongoing mentoring by more

senior staff members who work with them to build their understandings about Sevenoaks Senior College.

Ongoing Curriculum Support and Advice

Learning Area Mentors again provided learning area-specific leadership and mentoring within the group. Most of their work occurred in an informal and ongoing way.

On-line Program Development and Support

During 2009 we once again employed an information specialist to work with teachers to provide training in the use of WebCT, Studywiz and OLTS, including using advanced features such as quizzes and collaboration tools. Scott Tetley worked with the Teacher Librarian and Program Coordinator (Teaching and Learning) to encourage teachers to build their level of application of information and communications technology in the classroom. Scott Tetley also took on a role supporting the teacher librarian to develop and produce the 2009 College Year Book.

In 2009 ten teachers continued their involvement with the Department of Education and Training's new Online Teaching and Learning System.

Support Staff Training Program

Support staff participated in a range of training related to the implementation of the School Information System (SIS). This included general SIS Training and also specific training on Finance and Attendance. The Library Assistant participated in update sessions for the library management system AmLib. The College Business Manager was involved in considerable training to manage our one line budget in 2010 as part of our capacity as an Independent Public School.

Our Youth Workers again accessed specific programs to support their work including attending a Student Service Conference, participating in various professional organisation activities (YACWA) and participating in Centre Link online training.

Professional Development Committee

The Professional Development Committee again played a key role in ensuring staff learning and growth remains integral to our College operations and culture. Meetings and ongoing collaboration of members occurred during 2009. The College did find it difficult to collectively gather for whole of school sessions primarily due to the roll out of the new courses and the Professional Development involved in the implementation.

Non teaching staff participated in various professional learning sessions including Laboratory Technician training, SIS computing sessions and other information technology sessions including web management.

Certificate IV Training for Staff

One staff member successfully completed the Certificate IV in Training and Assessment (TAA); one other successfully upgraded their old Certificate IV qualification to the new TAA qualification.

The intention for 2010 is for additional staff interested in completing the TAA to complete it as external study. Current BSZ Certificate IV teacher/trainer qualification may expire in 2012. Most staff members at Sevenoaks Senior College currently hold the BSZ Certificate IV which they need as part of our quality processes to deliver and assess National VET qualifications.

Staff Attendance

Total number of College staff in 2010 was 65.74 FTE. Teaching staff attendance for the year was 96% and non teaching 97%. Total percentage of attendance for the College was 96%.

Staff Retention

Total teaching staff at the start of 2010 was 45.4. Four teachers left Sevenoaks Senior College at the end of 2010 (one on Secondment, one to take up another teaching position, one on Leave Without Pay, one ceased contract). At the start of 2010 Sevenoaks Senior College employed

three new teachers (3 FTE). 97% of the College teaching staff were retained for 2010.

9.1 Staff Feedback

Sevenoaks Senior College staff had the opportunity to provide feedback to the Principal about their work environment and the degree to which they are satisfied with their environment. A comprehensive anonymous staff questionnaire is completed each year.

In 2010 staff indicated (average item mean) that they have extremely high *teacher work satisfaction* rating (4.4 on a scale of 5). Teachers feel they are *supported by the Principal* (3.8 on a scale of 5). *Teacher self efficacy* is high (4.1 on a scale of 5) and believe they are given considerable *freedom to do their job* (3.8 on a scale of 5) and are *resourced adequately* (4.1 on a scale of 5). *Work load pressure* continues to be the only rating well below the preferred model with teachers identifying that they feel work load pressure in their job (3.7 on a scale of 5 compared to a preferred level of 3).

New Staff Perspectives

The Teaching and Learning Coordinator, Mrs Kath Murray works with the College Vice Principal, Mr David Proctor, to ensure new staff are inducted thoroughly. Whilst all staff at Sevenoaks play a part of this induction Kath and Dave take on this particular role and ensure new staff are supported. Regular Meetings (both informal and formal) are conducted and staff has the opportunity to speak with Kath when they need. In 2010 new staff provided the following feedback regarding their induction which was positive:

- Everyone was very welcoming
- I think it is fine as it is. I don't think it could have been better.

10.0 Parent Feedback

Parent feedback was positive as indicated in the parent survey (appendix 5). Strengths include the standards of student achievement which is reflected in the positive feedback about the quality of service provided by the teaching staff. The direction of the College is well received.

APPENDIX ONE: STUDENT PERFORMANCE DATA - 5 Year Report

2010	2009	2008	2007	2006
Number of Students Eligible for Graduation				
164	117	106	139	131
Graduation Rate				
99%	100%	99%	99%	87%
ATAR Participation Rate				
20%	23%	14%	21%	11%
Percentage of ATAR Students With 1or More Scaled Score of 75+				
21%	7%	13%	14%	13%
ATAR Triciles - High/Mid/Low				
24%	7%	20%	17%	27%
24%	44%	47%	31%	0%
52%	48%	33%	52%	73%
Median ATAR and Expected				
69.8	69.9	76.8	72.0	70.9
0.5	0.0	N/A	N/A	N/A
Course Stage Unit Participation – Stage 3/Stage 2/Stage 1 total units completed				
230 (14%)	N/A	N/A	N/A	N/A
201 (12%)	N/A	N/A	N/A	N/A
1178 (73%)	N/A	N/A	N/A	N/A
Course Stage Unit Achievement – %Excellent Prof Band - Stage 3/2 %Pairs of A's - Stage 1				
12%	10%	N/A	N/A	N/A
1%	14%	N/A	N/A	N/A
9%	18%	N/A	N/A	N/A
UoC Participation Rate				
77%	99%	74%	72%	27%
Full Qualification Achievement – Certificate II or higher				
17%	30%	40%	N/A	N/A
Attainment – ATAR >= 55 and/or Cert II or higher				
32%	N/A	N/A	N/A	N/A

APPENDIX TWO: SUBJECT COURSE SUMMARY TABLE

CRSE	Num	Mean/Std Dev	School Assess	Mod Assess	Std Mod Assess	Raw Ex	Std Ex	Comb Score	Scale Score	Mod Diff	Sc-Sch Diff
AIT - Stage 2	10(1)	Mean	57.67	68.36	66.57	56.44	68.36	67.47	49.38	10.69	-8.29
AIT - Stage 2	10(1)	SD	16.53	12.76	13.74	11.78	12.76	12.74	10.49		
CHE - Stage 3	18(0)	Mean	54.28	42.40	40.17	42.83	42.40	41.28	50.99	-11.88	-3.29
CHE - Stage 3	18(0)	SD	20.59	15.76	18.09	18.31	15.76	16.62	13.75		
ELD - Stage 2	15(0)	Mean	65.27	64.99	64.49	62.53	65.49	64.99	52.15	-0.28	-13.11
ELD - Stage 2	15(0)	SD	13.34	10.24	11.76	9.86	10.15	10.64	9.88		
ELD - Stage 3	4(0)	Mean	82.00	72.66	73.58	68.75	70.57	72.08	73.94	-9.34	-8.06
ELD - Stage 3	4(0)	SD	9.92	11.70	13.13	8.95	11.09	11.61	10.34		
ENG - Stage 2	13(0)	Mean	57.38	61.00	59.01	57.46	61.07	60.04	41.12	3.62	-16.26
ENG - Stage 2	13(0)	SD	9.58	9.31	10.45	8.61	9.43	9.49	7.52		
ENG - Stage 3	21(1)	Mean	59.65	63.52	62.55	61.90	63.52	63.04	64.45	3.87	4.80
ENG - Stage 3	21(1)	SD	14.13	12.11	14.42	10.17	12.11	12.07	8.89		
GEO - Stage 2	16(0)	Mean	60.25	63.69	63.41	58.50	63.91	63.66	43.46	3.44	-16.79
GEO - Stage 2	16(0)	SD	7.73	11.52	12.39	12.42	13.73	12.62	10.07		
HBS - Stage 3	23(0)	Mean	63.43	57.22	56.57	44.39	56.89	56.73	57.36	-6.22	-6.08
HBS - Stage 3	23(0)	SD	12.34	14.21	15.30	15.08	14.90	14.80	11.55		
HIM - Stage 3	5(0)	Mean	61.20	50.47	48.41	46.80	50.39	49.40	50.38	-10.73	-10.82
HIM - Stage 3	5(0)	SD	12.35	14.43	15.15	14.13	14.51	14.44	13.03		
MAS - Stage 3CD	3(0)	Mean	68.00	61.18	60.41	58.67	62.01	61.21	71.93	-6.82	3.93
MAS - Stage 3CD	3(0)	SD	11.05	9.04	8.34	12.76	8.98	8.63	7.17		
MAT - Stage 2CD	42(2)	Mean	52.08	56.67	55.32	46.13	56.87	56.10	46.37	4.60	-5.70
MAT - Stage 2CD	42(2)	SD	12.63	13.71	14.51	15.01	14.11	13.87	9.26		
MAT - Stage 3CD	7(0)	Mean	62.43	52.03	50.06	48.71	51.42	50.74	66.86	-10.40	4.43
MAT - Stage 3CD	7(0)	SD	18.90	16.56	18.20	18.01	14.97	16.48	10.30		
MPA - Stage 3	8(0)	Mean	58.25	57.78	56.38	53.25	57.46	56.92	56.55	-0.47	-1.70
MPA - Stage 3	8(0)	SD	11.73	14.80	15.60	13.45	15.59	15.22	12.20		
PHY - Stage 3	7(0)	Mean	53.00	37.62	34.42	33.57	37.45	35.94	45.71	-15.38	-7.29
PHY - Stage 3	7(0)	SD	19.91	17.54	19.52	19.52	17.74	18.43	15.85		
PSY - Stage 3	14(0)	Mean	63.57	67.10	67.81	56.50	67.63	67.72	67.12	3.53	3.55
PSY - Stage 3	14(0)	SD	15.34	16.35	19.14	18.82	17.32	17.79	14.11		

APPENDIX THREE: WACE Course Score Summary Report (Stage 2)

Course	Number of Students	WACE Proficiency Data				
		Excellent (Above 75)	High (75-65)	Satisfactory (65-50)	Limited (50-35)	Inadequate (below 35)
		2010	2010	2010	2010	2010
Applied Information Technology (Stage 2 AIT)	9	0 (0.0%)	6 (66.67%)	2 (22.22%)	1 (11.11%)	0 (0.0%)
English (Stage 2 ENG)	13	1 (7.69%)	5 (38.46%)	7 (53.85%)	0 (0.0%)	0 (0.0%)
English as a Additional Language/Dialect (Stage 2 ELD)	15	0 (0.0%)	6 (40.0%)	8 (53.33%)	1 (6.67%)	0 (0.0%)
Geography (Stage 2 GEO)	16	0 (0.0%)	5 (31.25%)	8 (50.0%)	3 (18.75%)	0 (0.0%)
Mathematics (Stage 2CD MAT)	40	0 (0.0%)	6 (15.0%)	19 (47.5%)	10 (25.0%)	5 (12.5%)

WACE Course Score Summary Report (Stage 3)

Course	Number of Students	WACE Proficiency Data				
		Excellent (Above 75)	High (75-65)	Satisfactory (65-50)	Limited (50-35)	Inadequate (below 35)
		2010	2010	2010	2010	2010
Chemistry (Stage 3 CHE)	18	0 (0.0%)	2 (11.11%)	5 (27.78%)	6 (33.33%)	5 (27.78%)
English (Stage 3 ENG)	20	3 (15.0%)	11 (55.0%)	6 (30.0%)	0 (0.0%)	0 (0.0%)
English as a Additional Language/Dialect (Stage 3 ELD)	4	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)
History - Modern (Stage 3 HIM)	5	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	0 (0.0%)
Human Biological Sciences (Stage 3 HBS)	23	2 (8.7%)	4 (17.39%)	11 (47.83%)	5 (21.74%)	1 (4.35%)
Media Production and Analysis (Stage 3 MPA)	8	0 (0.0%)	4 (50.0%)	3 (37.5%)	1 (12.5%)	0 (0.0%)
Physics (Stage 3 PHY)	7	0 (0.0%)	0 (0.0%)	2 (28.57%)	1 (14.29%)	4 (57.14%)
Psychology (Stage 3 PSY)	14	3 (21.43%)	2 (14.29%)	3 (21.43%)	6 (42.86%)	0 (0.0%)
Mathematics (Stage 3CD MAT)	7	1 (14.29%)	1 (14.29%)	3 (42.86%)	1 (14.29%)	1 (14.29%)
Mathematics Specialist (Stage 3CD MAS)	3	0 (0.0%)	1 (33.33%)	2 (66.67%)	0 (0.0%)	0 (0.0%)

APPENDIX FOUR

Financial Summary as at 31 December 2010

PURPOSE: Overview of the end of year financial situation for Sevenoaks Senior College

1 SUMMARY - Cashflows

- Current anticipated budget revenue for 2010 \$ 2,289,148.00
- Current allocated budget expenditure for 2010 \$ 2,223,024.00

1.1 The actual year to date amount are as follows:

Revenue

- Actual revenue received to date \$ 2,280,060.83

Expenditure

- Actual expenditure to date \$ 1,912,881.48
- Unallocated budget (ZZZZ) \$ 66,124.00

Reserve

- Balance for various reserve accounts \$ 1,049,418.24

Please see the attached Comparative Budget Report.

2 SUMMARY – Charges & Contributions

SIS Billings – Charges & Contributions as at 31 December 2010

- Total Charges & Contributions \$ 313,468.44 100%
- Total received to date \$ 133,143.70 42%
- Outstanding balance to be collected \$ 180,324.74 58%

SIS Cash Accounts – Comparative Budget Report as at 31 December 2010 (breakdown of total collections received to date in Billings)

- C1042 - Secondary Assistance Scheme \$ 32,665.00
- C1051 - Yr 11 Charges \$ 85,971.64
- C1052 - Yr 12 Charges \$ 46,331.93
- C1053 - Other Charges Yr 11 \$ 12,593.50
- C1054 - Other Charges Yr 12 \$ 7,188.45
- C1205 - Yearbook \$ 5,605.03
- C1271- International Year 11 \$ 19,502.00
- C1272- International Year 12 \$
- N3010 - P & C Contributions \$ 4,145.55
- Total** \$ **214,003.10**
- Less D4606 - Charges Refunded \$ 485.50
- Less N3010 - Recoup P & C Contribution \$ 4,145.55
- Less Total** \$ **4,631.05**

BALANCE (Total received to date) \$ 209,372.05 67%
As at 31/12/09 63%

APPENDIX FIVE: 2010 PARENT SURVEY

The table below represents results from the 2010 parent survey. Parents were asked to complete the survey by responding to the four point scale as indicated in the example.

Example:

	Strongly Disagree	Disagree	Agree	Strongly Agree	unable to comment
My child likes this school.	1	2	3	4	uc

- The analysis of the data is reported using a mean average for each question.
- Written comments are included at the bottom of the table.

1	This school is well organised and runs smoothly.				3.3
2	This school encourages a sense of pride in achievement and a sense of self worth.				3.3
3	This school has clear goals and a positive school identity.				3.28
4	This school has high standards of student behaviour.				3.02
5	This school strives for high academic standards.				3.34
6	This school has realistic educational expectations of my child.				3.3
7	Teachers at this school are professional, committed and enthusiastic.				3.34
8	The staff and students at this school respect each other.				2.86
9	My child is encouraged to achieve to the best of his/her ability.				3.3
10	Teachers at this school care about how my child is going.				3.38
11	I receive helpful information about my child's progress and achievement levels.				3.24
12	I feel well informed about the activities of this school and its students.				3.38
13	I am informed promptly if my child has a problem.				2.98
14	The school reports I receive about my child are informative and easy to understand				2.36
15	This school's staff are approachable and are willing to talk about my child's progress				2.74
16	Staff at this school address my concerns.				2.32
17	I am given opportunities to have a say about this school.				2.16
18	This school's goals are consistent with those I have for my child.				2.74
19	This school assists my child with the development of understandings and skills that he/she will need beyond school.				2.8
20	At this school my child is able to learn how to solve problems, to question and to make decisions.				2.44
21	This school assists with the development of my child's personal and social skills.				2.52
22	This school encourages achievement across a broad range of areas.				2.76
23	Overall, I am satisfied with my child's educational progress in this school				2.78
24	The school values the role of parents in the educational process.				2.64

Finally, could you please complete the following:

Gender of your child at this school: Male Female

Year group of your child at this school: Year 11

Comments:

The one aspect I most like about this school is:

* The achievements so far Steven has done plus he actually did some studying - so you must be giving him confidence and I appreciate that. * Students are taught in an adult environment. * Development of child. * My child enjoys being here. * It's acceptance of all, good learning environment. * That Sam is happy here and his timetable (subjects) are pitched correctly for him. * Flexibility and teachers assisting students when required. * Treating the students more like adults. * The interest that they have taken with problems my grandchild has. * Operating hours. * Assist in the development of my child's personal, educational and social skills. * Encouragement for the student. * Absentee report, it's the most important for me and that I get at all times. * The teachers are friendly and willing to listen and help my daughter with her subjects. The staff is also cooperative. * The teachers are enthusiastic about teaching my child and are very informative on where she is. * My daughter is happy. * Flexibility. * All the teachers I have met are very welcoming. Thank You. *

The one aspect I would like to see this school improve is:

* Uniform - nice tops but the bottoms need attending. * None at all. * Not sure, only been at this school for a few months. * More contact about student progress etc. * To have an oval the students can access at lunchtime. * No. * More classes so that student has more chance to attend phys ed/outdoor ed classes. * Sending student report to the parents. * Sport. * That this college would put into consideration the behaviour of some of the students. I would love to share some things/happenings with the teachers regarding this matter. *

Any other comments:

* As far as I can tell the school has been good to my child. The correspondence I have had was listened to by the teacher concerned. Keep it up. * Keep up the good work. * My grand daughter enjoys attending this school and has improved beyond expectation. * Control upon absenteeism. *