



Foreword

The Sevenoaks Senior College Annual Report represents an overview of the performance of the College during 2013.

All major programs are reported presenting the outcomes achieved and improvement strategies for the next phase of planning.

Some of the highlights for 2013 included:

Completion of the collaborative School Community Partnership Agreement,
“Moort Baraning Waangkiny – Communities Coming Together”,
between Yule Brook College and Sevenoaks Senior College

100% Graduation of all thirty Aboriginal students

Year 12 student, Hayden Thorne, receiving the Australian Vocational Education
and Training Award

School Curriculum and Standards Authority, Vocational Education and
Training (VET) Exhibition Award to Benita McGinty – a first for Sevenoaks Senior College

The inclusion of Ellie Hoyer’s outstanding painting, ‘Nan’, in the Western Australian
Year 12 Perspectives Art Exhibition. Ellie received 100 marks out of a possible 100 for
her external practical art examination – a first for Sevenoaks Senior College

The College Board, Principal and staff are proud of the achievements of our students during 2013.

The College Board, Principal and staff would like to acknowledge the contribution of Dr Karen Read who, as Principal of the College (2011-2013), worked tirelessly to ensure every student had the very best opportunity to reach their full potential.

*DR KATH PARTRIDGE
PRINCIPAL*



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2013 Award Recipients

Dux

Zi Jing Toh

Outstanding Achievement

Hayley Jacobs

Positive Image Award

Adama Kamara

Citizenship Award

Monique Tancred

Caltex All Rounder

Dureti Said

Aboriginal Achievement Award

Benita McGinty

School Based Traineeship Prize

Benita McGinty

Westcheme Award for Excellence in VET

Adama Kamara

Kertisha Derschaw Sports Award

Day Day Poe

Cultural Navigator Award

Andrew Yarran

1.0 Introduction

This annual report is based on the College Business Plan 2013-2017 which involves the identification and articulation of our purpose in terms of student outcomes and the range of strategies that we have developed to help us achieve our purpose. The strategies are from the perspectives of student learning and our internal business process.

A copy of the College Business Plan is available online at:

www.sevenoaks.wa.edu.au

The College Business Plan provides:

- Strategic direction for the College for the duration of 2013-2017;
- A statement of our purpose outlining the outcomes that we are working to achieve and indicators to determine the extent of our success;
- Guidance and focus for the work of the College Board;
- Direction for the Principal and staff;
- The basis for performance management of the Principal; and
- The basis for reporting the school's performance to the community and the Department of Education.

The College Business Plan (2013-2017) also links directly to the Department of Education Plan for Public Schools 2012 – 2015 *Excellence and Equity* and the *Classroom First* strategy.

Links to the Plan for Public Schools 2012-2015, *Excellence and Equity*

- Priority One:** Success for all students
- Priority Two:** Distinctive schools
- Priority Three:** High quality teaching and leadership
- Priority Four:** A capable and responsive organisation

Links to the *Classroom First* Strategy:

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

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
- Curtin University Learning Environment Survey data
- Edith Cowan Student Participation and Retention survey data
- Curtin University Research: School Organisational Climate Survey
- Parent survey data.

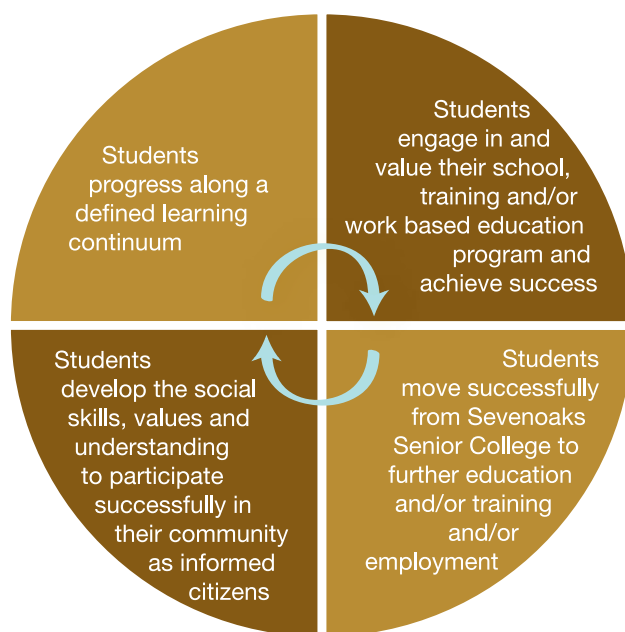


1.1 Our Purpose

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

We will achieve this purpose when our students:

1. progress satisfactorily along a defined learning continuum
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
4. develop the social skills and expertise to participate successfully in their community as informed citizens.



This report presents the strategies used to fulfil each of the four purpose statements and the evidence we used to measure the extent to which we have achieved our purpose followed by plans for further improvement. The College purpose statements are interrelated, reflecting a holistic approach to the development of each student.



2.0 Purpose Statement One

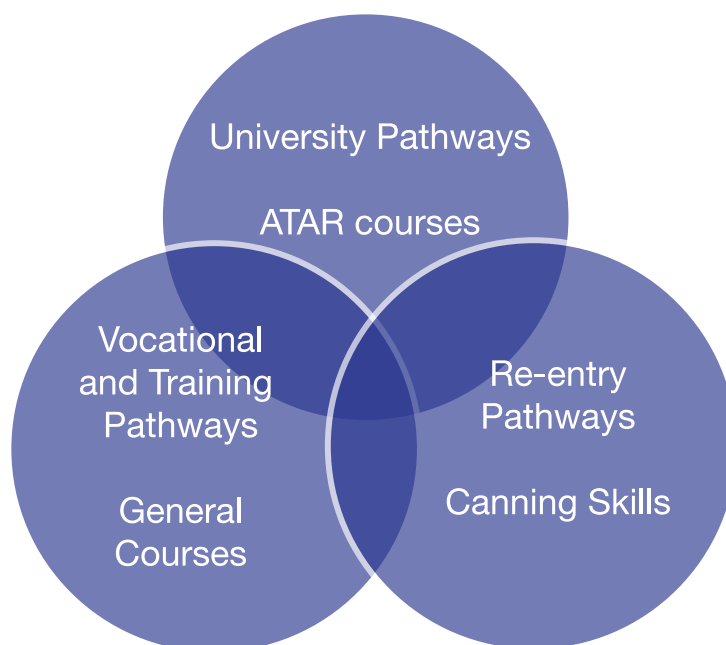
All students progress satisfactorily along a defined learning continuum.

Sevenoaks promotes a young adult ethos for students as they progress through their senior years of schooling which is characterised by an inclusive and supportive learning environment catering for a diverse range of students. Customised learning programs are developed for each student that:

- are contextualised to meet individual learning rates and styles;
- use information technology;
- are available online;
- may incorporate vocational learning and enterprise outcomes; and
- meet School Curriculum and Standards Authority syllabus requirements.

As a result of the Sevenoaks young adult ethos and the extensive range of programs offered we attract a substantial number of students (40%) from out of the designated school boundary.

Sevenoaks delivers three pathway options: Western Australian Certificate of Education (WACE) courses; Vocational Education and Training; and Canning Skills. Each of these programs and the outcomes achieved during 2013 are outlined below.



2.1 Western Australian Certificate of Education (WACE) Courses

In 2013, a range of WACE courses was offered for stage one, two and three units to support students aiming for secondary graduation.

Program Delivery

During 2013 there were 202 year 12 students who participated in WACE courses: 98 per cent of eligible year 12 students achieved a WACE (198 students). Forty-six students achieved an ATAR (23 per cent) with eleven of these students achieving one or more scaled scores of 75+. The range of courses undertaken is highlighted in the following graphs and tables.



Outcomes achieved – year 12

The performance of the 2013 cohort in WACE course examinations is indicated in the following range of tables and graphs.

Table 1 indicates the number of students with an ATAR score from 2009-2013. In 2013, seven students achieved an ATAR above 90 with the highest being 97.30. All but two WACE examination students achieved an ATAR greater than 50.

Year	Total WACE students	95+	90-94.9	80-89	70-79	60-69	50-59	40-49	<40
2009	26	0	2	4	6	6	2	5	1
2010	33	4	1	5	6	7	5	4	1
2011	49	1	3	5	9	8	14	4	5
2012	32	2	6	3	7	7	7	0	0
2013	46	1	8	7	5	9	14	2	0

Table 1: Students with an ATAR ranking from 2009-2013

The median ATAR from 2009-2013 is indicated in table 2 below. The median ATAR was 65.6.

Year	2009	2010	2011	2012	2013
Median ATAR	69.9	69.8	62.3	72.3	65.6

Table 2: Median ATAR 2009-2013

Of the forty-six students who achieved an ATAR, twenty-six (46%) achieved above their predicted ATAR. Nine students were within 5 points of their predicted ATAR and four students were in excess of 5 points outside their predicted ATAR.

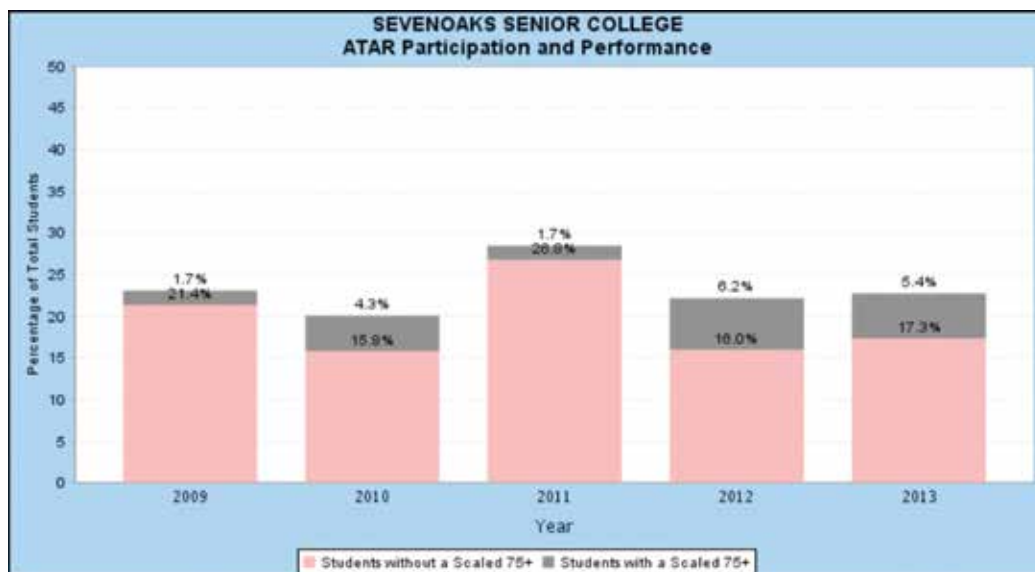


Figure 1: ATAR Participation and Performance 2009-2013

In 2013, 23% (46/202) of year 12 students participated in the WACE course examinations and were awarded an ATAR. There were:

- Seventeen students with courses comprising all stage three courses
- Nineteen students with four stage three courses
- Fourteen students with three stage three courses plus one or two stage two courses; and
- Zero students had more stage two courses than stage three courses.

Eleven students (24 per cent) achieved a scaled score above 75. Two students achieved two scores above 75.

The progression of the tertile data, which represents students in each band compared to state norms, has improved over the past five years.

State %	2009	2010	2011	2012	2013
High (33)	7	24	16	25	22
Mid (33)	44	24	20	31	24
Low (33)	48	52	63	44	54

Table 3: Percentage ATAR Tertiles 2009-2013

The comparison of school and state average scaled scores is indicated in the figure below.

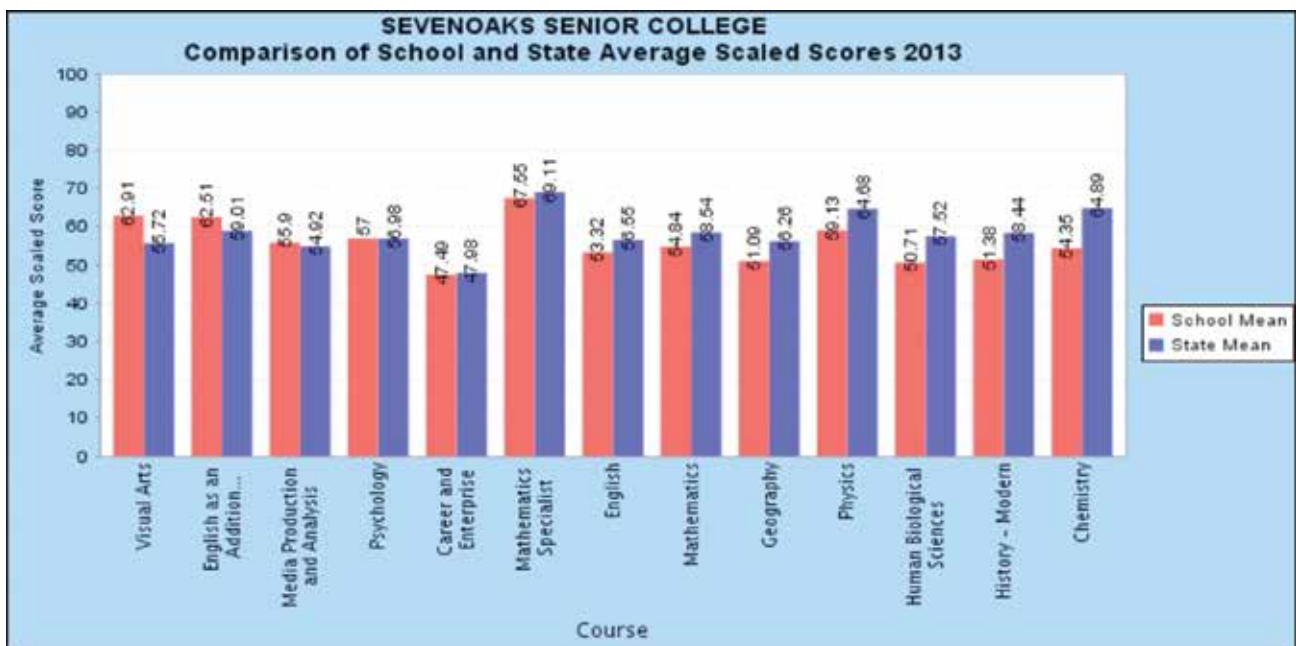


Figure 2: Comparison of state and school scaled scores

The stage three courses English as an Additional Language or Dialect (EALD), Media Production and Analysis, Psychology and Visual Arts all achieved higher than the state average whilst Mathematics Specialist was consistent with the state mean. The stage two courses that were examined and which have performed above the state mean are Career and Enterprise, Applied Information Technology, English as an Additional Language Dialect (EALD), whilst Mathematics 2C/D was consistent with the state mean.

The following figure represents the year 12 cohort progression from year 11 in 2013. As the graph illustrates, there was an improvement in student performance from semester one to semester two in 2013, and again a similar improvement from semester one in year 12 to semester two in year 12. The increase in the proportion of A-C grades awarded is pleasing.

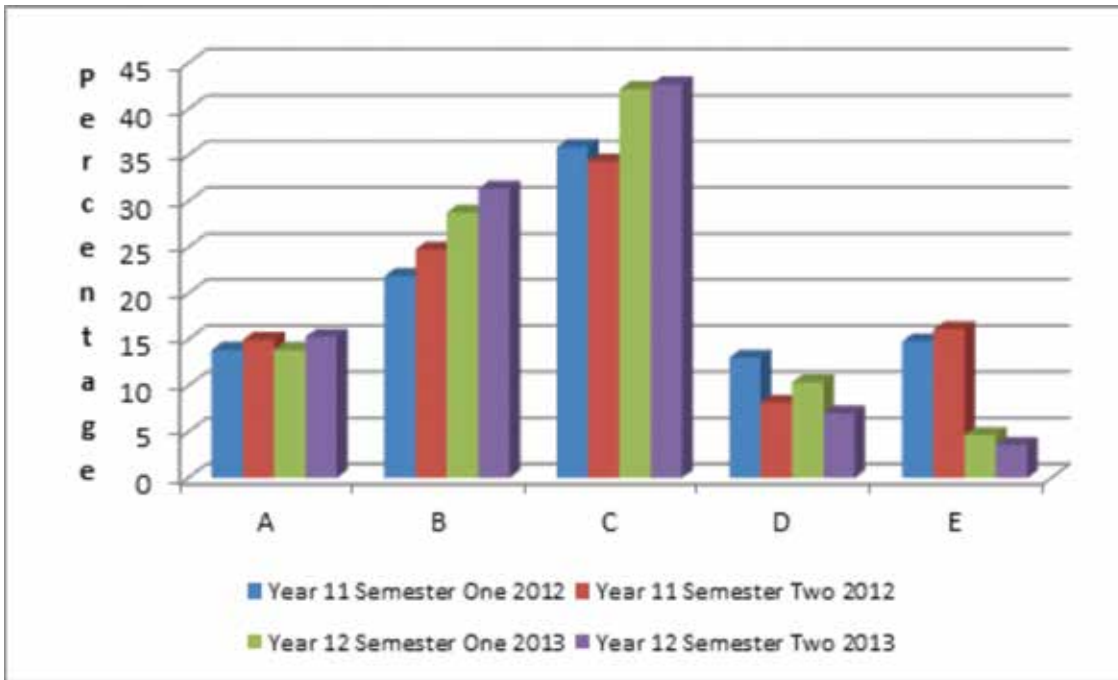


Figure 3: Year 12 cohort progression from year 11 semester one 2012

Outcomes achieved – year 11

A comparison of year 11 grade distributions between semester one and semester two shows an increase in the percentage of students achieving A-C grades through the year.

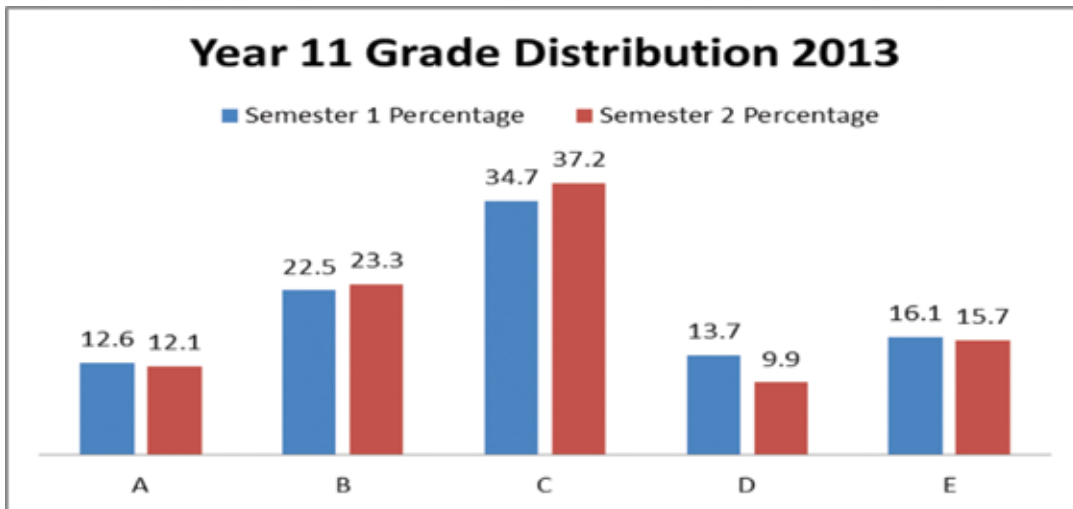


Figure 4: Year 11 grade distribution

Improvement strategies

During 2013 a series of strategies was implemented with a view to improving student attainment:

- Assessment outlines were posted on Reporting to Parents which enabled staff to enter marks on an ongoing basis. This provided Advocates and career and course counselling staff the capacity to access ongoing assessment data for each student through a Cumulative Task Mark Report. Students received timely feedback on progress outside of designated reporting periods.
- Common assessment programs across courses with more than one teacher were continued and staff participated in ongoing planning and evaluation of assessment.
- In school moderation meetings were held to monitor assessment procedures.
- The Advocacy Support Panel met fortnightly to monitor students at risk and to provide ongoing support for teachers and Advocates in working with these students.
- The successful *Pathways to University* program implemented for year 12 ATAR students in 2012 was continued.
- Individual ATAR predictions were generated from the start of term one and were reviewed at the end of semester one and semester two to monitor student progress and likely university entry pathways. The outcome was that Sevenoaks was the top performing public school for students achieving first choice university entry.
- A year 11 *Pathways to Year 12* study skills program that runs for one hour per week was implemented for ATAR students in semester two and will commence earlier in 2014.
- Staff participated in targeted professional learning focused on improving learning strategies and clarity of assessment.

In addition, the year 10 transition program that was developed in 2012 for Cannington Community College and Yule Brook College students who had selected stage two courses continued. This week long program provided students with an opportunity to experience a timetable at Sevenoaks whilst giving teachers an opportunity to establish an understanding of the academic levels of the students.

The implementation of these strategies enabled a consistent and whole College approach to planning for the curriculum. The strategies were effective and added value to student outcomes and will continue as a focus throughout 2014.

Whilst the College is pleased with many of the year 12 results a focus on the overall student attainment rate is paramount; this means staff must continue to work hard to ensure more students achieve an ATAR greater than 55 and/or a Certificate II.



2.2 Vocational Education and Training (VET)

Sevenoaks is a Registered Training Organisation (RTO) and as such, there is a range of training programs which students can access to achieve industry standard qualifications whilst completing their senior secondary schooling. There are also well established auspicing arrangements with service providers, outsourced delivery of training and the School Based Traineeship program. Each of these programs is outlined below.

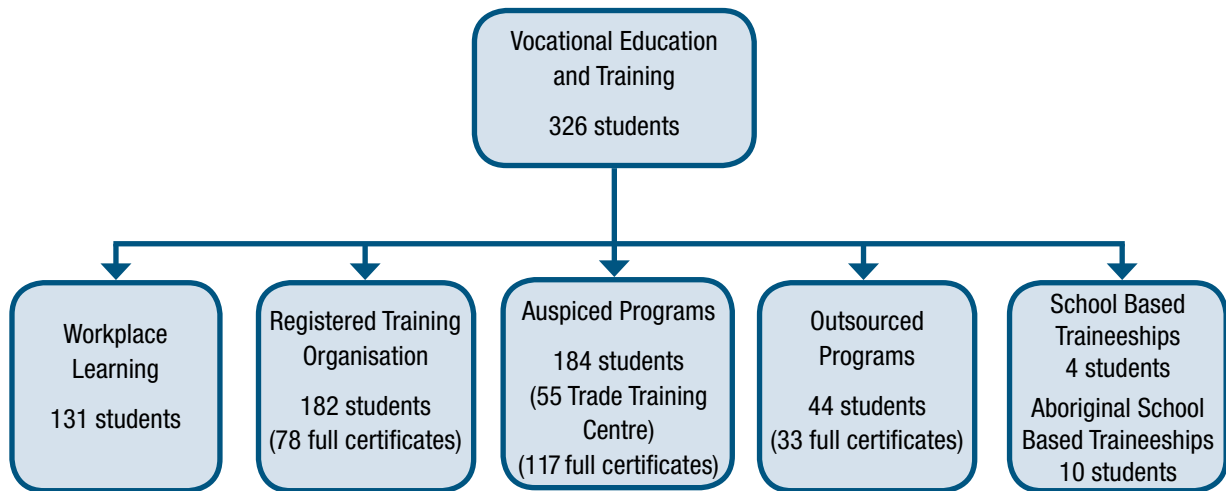


Diagram 1: Vocational Education and Training Programs

In 2013, there was increased interest and participation in the area of Vocational Education and Training. Certificate III Health Support was offered for the first time for students who had completed the Certificate II as part of a dedicated Health pathway.

Students generally enrolled in a full certificate, however many legitimately enrolled in partial certificates, including students who enrolled mid-year, in their first year of a two year program, and/or in individual units of competence as part of other programs.

2.2.1 Registered Training Organisation programs

This is the seventh year that Sevenoaks Senior College was able to issue its own Nationally Recognised Training Accredited certificates. The certificates which have been delivered by Sevenoaks are outlined below.

Program and delivery

Most programs were delivered as stand-alone programs over a one-year period, except Certificate III in Information, Digital Media and Technology (IDMT); and a single unit of competence in the Certificate I Business delivered as part of Workplace Learning Mode One.

In 2013, the main VET focus was to continue to increase the completion rates for full certificate enrolments. Certificate areas continued to improve upon multiple strategies introduced in 2012.

Outcomes achieved

The following table indicates the certificates delivered and achievement rates of students who enrolled in the certificates through either partial enrolment or full enrolment.

Certificate Level	Enrolment		Completion Rates	
	Partial	Full	% completion of full enrolments	change since 2011 (+ or -)
Business I	59	0	N/A	N/A
Business II	24	28	79	12
Hospitality I	8	29	83	-18
IDMT II	2	13	8	-45
IDMT III	11	8	75	75

Table 4: RTO certificate completion rates

The overall completion rate of the five certificate programs was 67.9% which was a small increase from 66.2% in 2012.

This data was significantly influenced by Information and Digital Media Technology (IDMT) Certificate completions. The increase in Certificate III completions was created by the introduction of the new Certificate III over two years starting from 2012. This increase was counterbalanced by the decrease in Certificate II completions by 45%.

Following initial delivery of the new IDMT Training Package in 2012 the Certificate II program was re-written for 2013. At the start of 2013, students were enrolled in the full certificate over one year, however, through the re-writing process, it was identified that the certificate should be delivered over two years to meet student needs. Therefore, while students were enrolled in a full certificate, the majority only participated in a partial certificate.

In 2013 students completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about:

- the clarity and effectiveness of learning activities;
- the quality of feedback, course materials and resources; and
- assistance with learning needs (i.e. literacy and numeracy).

The response to the questions is as follows:

- over 68.6% of responses indicating either high or good (or not applicable), and
- over 90.0% of responses indicating satisfactory or above (or not applicable).
- 98.6% of respondents indicated they 'believe participating in the Certificate has been worthwhile'.

Improvement Strategies

- RTO Management: Continue to implement and trial simplified Assessment Matrix, Judgment Tool and Training and Assessment Strategy (TAS) documentation and processes.
- Review and implement improvements in staff competency and currency recording, evaluation and targeted participation.



2.2.2 Auspiced programs

During 2013, Sevenoaks had auspicing arrangements with Polytechnic West; the Central Institute of Technology (IT); Challenger Institute of Technology; Australian Centre for Advanced Studies; and Royal Life Saving. This enabled students to engage in programs that were delivered on site.

Program Delivery

The Certificates of General Education for Adults (CGEA) and Gaining Access to Training and Employment (GATE) programs were delivered as stand-alone certificates over one year within the Canning Skills programs and a single unit of competence in the Certificate II Health was recognised as part of their first aid training.

The Certificates of Automotive and Engineering were delivered as stand-alone certificates over two years within the Trade Training Centre.

Certificate III in Business was delivered as a stand-alone mainstream eight hour program over one year. A Virtual Enterprise program was successfully implemented to support the delivery of the certificate.

A partial Certificate II in Dance was introduced into the College and Sevenoaks Senior College became the first school in the state to deliver a Certificate II in English as a Second Language (ESL Access).

It was planned to implement a Certificate II in Sport and Recreation during 2013, however due to staffing constraints this was not viable. This certificate will be considered for implementation in 2015.

Outcomes achieved

Model	Certificate	Level	Enrolment Partial	Enrolment Full	Completion rates % completions of full enrolments	Target % (2013 full certificate completion rate)
Central IT	Business	III	0	15	80	80
Polytechnic West	Automotive	II	12	15	100	0
Polytechnic West	Engineering	II	15	13	62	62
Challenger IT	CGEA	I	0	1	100	0
Challenger IT	CGEA	II	0	46	57	-15
Challenger IT	GATE	I	5	7	0	-36
Challenger IT	ESL	II	0	20	45	N/A
ACAS	Dance	II	35	0	N/A	N/A

Table 5: Auspiced certificate program outcomes

The overall completion rate of the six full certificate programs was 60.7%. This was a reduction of 8% since 2012. The number of completions in the GATE certificate contributed to this overall reduction. At the start of the year students were enrolled in the full GATE certificate, however, due to the nature of the program and students' changing needs, the certificates became less of a focus for students' Individual Education Plans.

In 2013 students who participated in auspiced programs also completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about:

- the clarity and effectiveness of learning activities;
- the quality of feedback, course materials and resources; and
- assistance with learning needs (i.e. literacy and numeracy).

The response to the questions is as follows:

- over 84.4% of responses indicating either high or good (or not applicable);
- over 95.3% of responses indicating satisfactory or above (or not applicable); and
- 95.3% of respondents indicated they 'believe participating in the Certificate has been worthwhile'.

Improvement strategies

- Work in collaboration with Polytechnic West to review and improve their new auspicings processes within the Trade Training Centre.
- Investigate and plan for the implementation of new certificates, including Certificate II in Sport and Recreation in 2015 and beyond.
- Look to introduce access to on-line VET certificates via arrangements with Polytechnic West in preparation for the new WACE requirements (2015).

2.2.3 Outsourced programs

A significant number of students completed units of competency towards certificates in a variety of industry areas through profile delivered programs.

Program Delivery

Students participated in a variety of certificate programs through Central Institute of Technology and Polytechnic West with the largest program being Health Support Services. All programs required students to attend the relevant State Training Provider one day per week to participate in their training. Students in the Education Assistant program were required to participate in Workplace Learning in a primary school one day per week as part of their program. The Health Support Services program was especially popular with students and very successful with students moving into their second year to complete their Certificate III.

Outcomes achieved

Model	Certificate	Level	Enrolments Partial	Enrolments Full	Completion rates % completions of full enrolments
Central IT	Accounts Administration	III	1	0	N/A
Polytechnic West	Automotive Vehicle Servicing (Pre-Apprenticeship (Vehicle Servicing Light))	II	0	4	50
Central IT	Business Administration	III	1	0	N/A
Polytechnic West	Digital and Interactive Games	IV	0	3	67
Central IT	Education Assistant	III	4	1	100
Polytechnic West	Electrotechnology (Career Start)	II	3	0	N/A
Polytechnic West	Engineering (Pre-Apprenticeship (Fabrication Heavy))	II	0	5	60
Central IT	Health Support Services	II	2	11	100
Central IT	Health Support Services	III	0	8	62.5
Central IT	Nail Technology	II	0	1	100

Table 6: Outsourced certificate programs

The overall completion rate of the seven full certificate programs was 75.8%.

Improvement strategies

- Investigate opportunities to increase student involvement in Certificates II, III and IV programs through state training providers.



2.2.4 School Based Traineeships and Apprenticeships

The School Based Traineeship (SBT) program is delivered as a flexible model across most programs at Sevenoaks. Students complete their SBT one or two days per week and reduce their College based workload accordingly.

Program Delivery

The new application process introduced in 2012 continued to be successful in 2013 with new SBT students needing to have demonstrated at least 70 per cent attendance at College and a successful work placement prior to sign up as an SBT.

During 2013, Sevenoaks Senior College significantly increased its involvement in the Pre Apprenticeship in Schools (PAiS) program through Polytechnic West. This shift occurred as Sevenoaks accepted and supported multiple students displaced when the Australian Technical College closed.

Outcomes achieved

Year	School Based Traineeship	Pre-Apprenticeship in Schools (formerly School Apprenticeship Link)	School Based Apprenticeship
2008	13	2	0
2009	18	2	0
2010	25	1	1
2011	20	1	2
2012	29	0	0
2013	14	12	0

Table 7: School Based Traineeships and Apprenticeships participation numbers

Ten students completed their School Based Traineeships during 2013, two are continuing in 2014 and two did not complete the traineeship.

Improvement Strategies

- Increase focus through Workplace Learning to identify traineeships.



2.2.5 Workplace Learning - General programs

In 2013 the delivery changed to Workplace Learning 1 – On-the-job Training.

Program delivery

In 2013, the Swan Education Industry Training Association (SEITA) was contracted to deliver a 'full service' model of workplace learning coordination for year 12 and some School Based Traineeship work placements, except those delivered through the Trade Training Centre and Fast Track, which were managed internally by the College. Year 11 work placements were managed internally by the College.

All Workplace Learning students enrolled in Workplace Learning 1 On-the-job Training, which involved training and assessment that occurs in the workplace. Students gathered evidence toward their certificate enrolments in SBTs, SBAs, the Education Assistant and Health Support Services programs and Automotive and Engineering certificates. All other students gathered evidence toward one or two relevant units of competency to enhance their work readiness post College.

Students enrolled in the Workplace Learning program participated in one day per week until they reached a total of 110 hours in the year.

Outcomes achieved

Year	Participants	Achieved course requirements	% achievement	Change since 2011 ^ (+ or -)
Year 11	51	39	76.5%	-3.3
Year 12	80	78	97.5%	+2.0

Table 8: Workplace Learning Outcomes

Improvement strategies

In 2014 all work placement coordination is to be managed internally in the College as SEITA has closed. The main improvement strategies include:

- Include Workplace Learning as a compulsory part of the Health Support Services certificate programs.
- Review and implement processes to manage all coordination internally.

Overall improvement strategies for VET

- Continue to implement Learning Area specific improvement strategies to increase full certificate completion rates to 80% across all certificates.
- Streamline the Training and Assessment Strategy (TAS) process.

Improvement strategies for 2013 included two strategies that have been delayed and will continue into 2014:

- Investigate and develop an efficient data analysis process to effectively review partial certificate performance data.
- Develop and implement a survey to ascertain why students leave VET courses prior to the end of year and/or are non-attenders.



2.2.6 Trade Training Centre

The Sevenoaks Trade Training Centre (TTC) delivers a two year industry based program that is designed to give the students a Certificate II in Automotive or Metals & Engineering as well as graduating year 12. The TTC has now been running for two years and has just seen the inaugural students completing their chosen program. The TTC also continued a taster program with selected year 10s from Cannington Community College. This program was aimed at students who were interested in these industries and wanted a trial placement before committing to the two year course in senior school. They also completed selected units of competency (UOC) towards a Certificate II.

Program delivery

TTC targets vary and are developed through Individual Education Plans (IEP). Developing trade and employability skills along with a strong work ethic continues to be our focus through the Workplace Learning Program. Entrance into the workforce prior to the completion of year 11 or 12 is considered an indicator of success. This could be achieved through a traineeship, apprenticeship, full-time employment, pre-apprenticeship and/or State Training Provider (formally known as TAFE) entry.

The table below indicates the student intake into each of the programs, student background and achievement levels.

	Year 10 Taster	Year 11	Year 12		Total
			Start	End	
Automotive	11	12	15	15	38
Metals & Fabrications	9	14	15	11	34
Total	20	26	30	26	72
Aboriginal	2	1	7		10
ESL	4	7	4		15
English Speaking	16	19	22		57
Completed Cert II with Traineeship			2 SBT		2
Achieved Cert II at School TTC			24 out of 26		15 Auto 9 Metals
Graduated Year 12			25		25
Referred to Participation		1			1
Left School		1	4		5

Table 9: Intake of students into Trade Training Centre

Outcomes achieved

Table 9 also summarises the outcomes achieved by the students. By the end of the year there were seventy-two students engaged in the TTC program. The year 12 students have had two full years in the TTC to complete their certificate. Out of the twenty-six students retained to the end of the year, twenty-four of them obtained their Certificate II in their chosen industry (fifteen Automotive and nine Metals and Engineering).

During 2013, twenty-four year 12 students completed their Certificate II with two partial completions. In addition, one went to another school, one gained a full time job and two year 12s left seeking full time employment. Three of our current year 12 students have also secured apprenticeships by the end of the school year.

In 2013, fifteen students completed a Certificate II in Automotive and nine students completed a Certificate II in Metals and Engineering. Compared to 2012 results this was a great improvement as a result of the students having access to the outstanding TTC facilities for the entire length of their program.

Improvement strategies

- Continue increasing participation for the TTC program and have all students attending above 90%.
- Review programs and links into school agencies to lift grade averages to above a 'C' grade and increase UOC completion rates to above 90%.
- Continue reviewing the four week induction program for year 11 students.
- Develop self-mark mathematics package for students to use in their programs that will assist in the development of the self-paced numeracy program.
- Trade teachers having access to ESL resources and/or support to embed language based activities into the theory component of their courses.
- Restructure of classwork programs to utilise mainstream teachers and implementation of common assessment tasks across the WACE curriculum.
- Implement a workplace learning (WPL) time on the timetable to focus on industry skills learnt and transfers into cross curricular tasks.
- Restructure of the reporting of WACE Units and Certificate II UOCs to meet graduation requirements beyond 2016.

Destination	Year 10 to Year 11	Year 11 to Year 12	Year 12 to Year 13	Finished
Continuing in TTC Program	13	24	-	
Enrolled in different program		1	-	
Other School		-	-	
TAFE		-		16
Apprenticeship		1		3
Part-time Employment		-		11
Seeking Full-time Employment		-		19
Not Known		-		4

Table 10: Destinations of Trade Training Centre students for 2014





2.3 Canning Skills

The Canning Skills program provides three main programs for students: Fast Track General, Fast Track Flexi and the Move-On stream. This year our students have come from an ever widening range of socially, culturally and academically diverse backgrounds, more so than ever before. The common factor among the cohort remains the same: long-term disengagement from mainstream education. The reasons for their disengagement are as diverse as the students themselves.

Table 11 below indicates student enrolments whilst the following Table 12 indicates the destinations of the 2013 cohort.

Student Enrolments 2013	Fast Track General	Fast Track-Flexi	Move-On Year 11	Move-On Year 12	Total
Enrolments	25	45	15	4	89
Male	19	21	8	2	50
Female	6	24	7	2	39
Aboriginal	7	19	5	2	33
English Second Language	4	4	1	0	9
English speaking	21	41	14	4	80
Achieved CGEA 11	11	20			
Achieved Year 11			8		Total
Achieved Year 12 (WACE Certificate)				2	41

Table 11: Canning Skills Enrolment 2013

Destinations	Fast Track (25)	Fast Track-Flexi (45)	Move-On (19)
WACE courses	4	5	0
Other school	0	2	0
Fast Track-Flexi	3	9	n/a
Move-On	1	9	8
TAFE	2	2	0
Employment	0	3	0
Seeking employment	1	2	3
Other program	4	0	2
Participation	6	7	4
Not known	4	3	2
Other	0	3	0

Table 12: Destination Canning Skills students

The following section outlines each of the programs and the outcomes that have been achieved during the year.

2.3.1 Fast Track

Fast Track has been designed to cater for the needs of senior school aged students who require additional assistance and support to engage in their education and reach a year 10 standard. The students typically represent the educationally disengaged youth. We aim to help students to value their learning by adopting the Sevenoaks young adult ethos and enabling the students to pursue their dreams and aspirations.

Program and delivery

The program is delivered in an integrated and topic based approach with an emphasis on engaging students through the context of relevant issues and content. The programs are competency based to give students the opportunity to succeed. The Certificate II for General Education for Adults (22237VIC) is the basis of the program for which students receive a recognised training certificate.

A key component of the program is completing other competency based courses. These include: Certificate I in Information Technology; Workplace Learning; Essential First Aid Certificate; Keys For Life Driver Education Learners Permit; Aboriginal Studies Certificate; Worksafe Certificate (General and Industry); Work Safety in the Construction Industry White Card; and Planet Ark Tree Planting Certificate (Sandalwood/Quandong Tree Project).

Outcomes achieved

Of the twenty-five students enrolled eleven graduated with their CGEA II. This is an improved result from the past four years and since the inception of compulsory age students coming to Fast Track. Seven students achieved their Workplace Learning Mode 1 Endorsed Unit. Several non-graduating students completed a few UOCs and certificates such as the Learners Permit Certificate and Essential First Aid. Seven students also completed a Work Safe White Card. The following table describes the successes of all students compared to past years.

	2013	2012	2011	2010	2009
Enrolments	25	40	40	40	37
Graduates	11	17	16	15	16

Table 13: Fast Track graduating rates

A consistent pattern has developed over the past years indicating the difficulties that some of these students have in managing their education and their social situation.

Improvement strategies

- Introduce financial literacy as a part of the Survival and Wellbeing program.
- Introduce sexual health to the Survival and Wellbeing program.

2.3.2 Fast Track Flexi and Move On

The Fast Track Flexi and Move On programs enable students to access an educational program which will give them the skills to further their education. Many of the students who enrol have been disengaged with education. Issues around lifestyle continue to be the most significant factor experienced by the students. As such, the design and delivery of the program is developed to meet the needs of the young people who come into the programs. Every year the courses are adjusted to account for the effects of these issues. The focus for 2013 was on helping the students to develop a work ethic; to understand individuality and their rights and responsibilities as individuals.

Program and Delivery

The primary focus for the Canning Skills program is the completion of the Certificate II in General Education for Adults (22237VIC) and the successful completion of year 11 for the Move On students. The programs are designed to be responsive to the ongoing and changing needs of each cohort and we have developed, and are developing, whole program initiatives to meet this ever changing need.



Whole Program Initiatives

Many of the students come from multi-generational poverty and as a result are often long term disengaged from schooling. One of the effects of multi-generational poverty is the lack of skills within the family unit to support the student to maintain schooling and any transition to work or further study. In response to this teachers and support staff work very hard to ensure students are provided with the knowledge and skills to be able to move beyond aspects of their life that may work against them reaching their potential. Some specific programs integrated into Fast Track Flexi and Move On are noted below.

Aboriginal Culture: Aboriginal studies are an important component for all programs in Canning Skills. We have offered Aboriginal and Intercultural Studies in Move On with a focus on leadership and technology; an Art Fusion program using Aboriginal storytellers and artists in Fast Track Flexi and a unit of competency in Indigenous History in Fast Track.

Healthy Lifestyles and Personal Development: In 2013 we have concentrated on personal development as well as promoting healthy lifestyles. The community nurse for the Cannington area has worked in each of the three programs throughout the year to educate our students giving them the tools to make educated, safe and healthy choices.

As another strategy employed to promote personal development we again ran the BAM (Body and Mind) program with the girls and, for the first time, a series of LAD (Leadership and Development) workshops to one group of boys. This program has a lot of currency with our students with relevant information on social media and its impact on friendships and privacy.

Netball: To further develop team building skills within the Healthy Lifestyle program we have begun a netball program for the girls. So far this has been a huge success with the girls competing at an interschool carnival. We have plans to work with our feeder schools, Yule Brook College and Cannington Community College, to develop this program across the campuses to aid the transition of at-risk girls from these schools to Sevenoaks.

Health Expo: An ongoing issue in Canning Skills is the chronic health issues that many of our students present with and while we have been running programs as described above for a while we decided that we wanted to highlight "healthy body, healthy mind". This year for the first time we ran a Health Expo across our programs to promote this idea with guest speakers from Headspace, Medicare Local and Queens Park Dental Therapy Centre as well as yoga and fitness workshops.

Outcomes achieved

Of the forty-five students enrolled in Fast Track Flexi, twenty students achieved a Certificate II CGEA. Of the nineteen students enrolled in Move On, ten students achieved a Certificate II CGEA. For the first time at Sevenoaks two students achieved a WACE after having progressed through the suite of Canning Skills engagement programs.

Improvement strategies

- *Advocacy:* To date Advocacy has been something we have done on an individual basis within each program. Starting in 2014 we plan to offer a common Advocacy session across Canning Skills. We will use this session to promote a sense of cohesion across our programs as well as giving out information common to all students. It is also planned to use these sessions to do some team building as well as run a program called *Sensibility*, designed to promote a range of interpersonal skills we believe are important for all of our students.
- *Year 10 Literacy and Numeracy testing:* Focus on developing improvement strategies to make sure we meet the standards.
- *Health checks:* Offering comprehensive health checks (including dental) to all of our students.

3.0 Purpose Statement Two

Students engage in, enjoy and value their school, training and/or work-based education and social development program.

Students' engagement in their senior schooling years is critical to the success that they will have in their post school life. Sevenoaks presents a range of programs, both educational and social, to support students in achieving their goals. The effectiveness of these programs is monitored each year and changes are made when necessary. The curriculum delivery which supports the students, and the following strategies, are integral to the success which we seek for the students: Aboriginal support programs, Advocacy support programs, engagement programs, the Young Parents Program (YAPP) and the student social program.

The outcomes which are achieved are monitored through research conducted by Curtin University with the *Whole of School Learning Environment* survey and Edith Cowan University with the *Retention and Participation* survey.

3.1 Whole School Learning Environment

The first measure of student engagement is provided through the *Learning Environment* research conducted by Curtin University.

Program delivery

The questionnaire is administered annually and identifies students' perspectives of the school climate. Individual teachers and learning areas can use their classroom results from the *Learning Environment* surveys to help them develop and improve classroom practices and seek appropriate professional learning. The outcomes of the research are shared with teaching staff and strategies to address the outcomes are implemented. A post-survey questionnaire is administered later in the year to measure the effectiveness of the strategies.

Outcomes achieved

The figure below indicates the mean actual and preferred scores for students' perceptions of the learning environment.

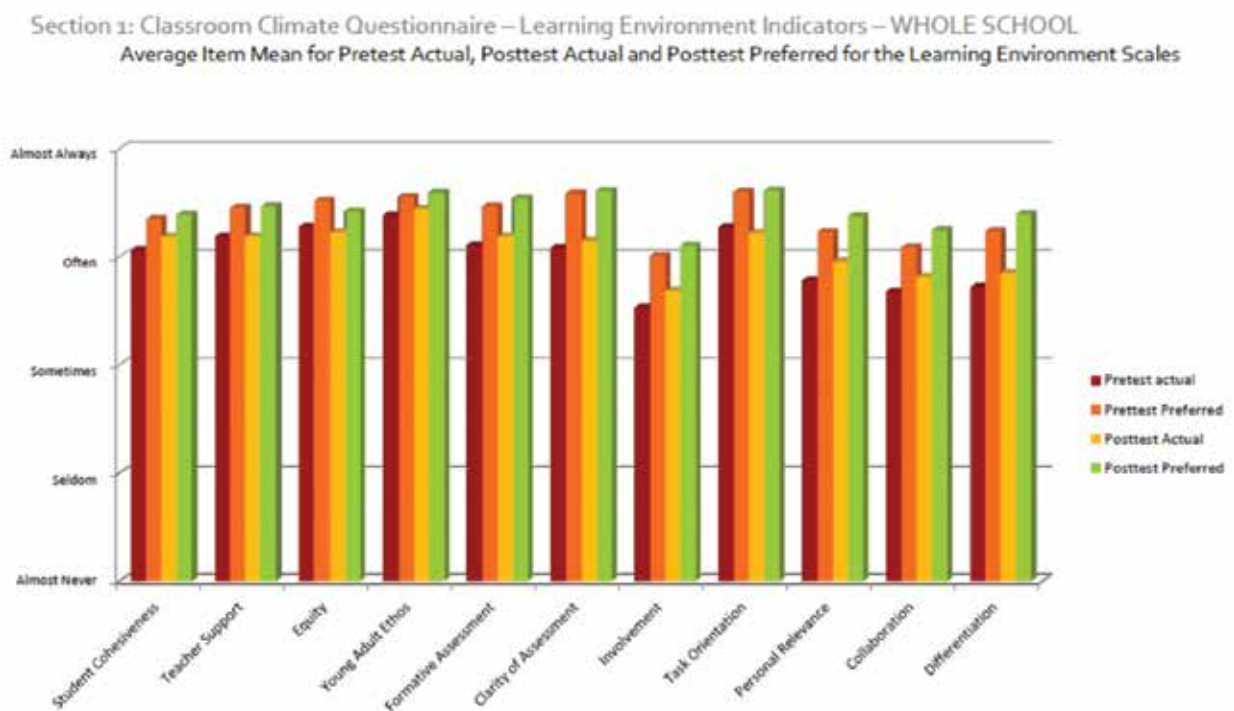


Figure 5: Students' perception of learning environment



Year	Student Cohesiveness	Young Adult Ethos	Attitude to Subject	Academic Efficacy
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
2011	3.95	4.29	3.45	3.39
2012	4.09	4.33	3.64	3.52
2013	4.18	4.44	4.38	4.16

Table 14: Mean scores of learning environment indicators

Table 14 indicates the high levels of student cohesiveness, academic efficacy and attitude to subject which were all improved in 2013 with a high maintenance in the level of young adult ethos. Specifically, these four aspects monitor our overall learning environment. Other aspects that had caused concern were *involvement* and *differentiation* and these too improved significantly. These scales refer to the extent to which students have attentive interest, participate in discussions, ask questions, share ideas and the extent to which they consider that the curriculum is delivered to them in a form that suits their individual learning styles.

Improvement strategies

- Continue to strengthen the year 10 Transition Program to support students' adaptation to senior schooling, beginning with a more intensive orientation program.
- Use a coordinated process to ensure students are in appropriate courses including seeking information from previous schools and advice from a number of staff including program coordinators, classroom teachers and the College Careers Advisor.
- Extended Professional Learning sessions using teachers who participated in the three days *Instructional Strategies Program* to guide teaching staff in cooperative learning strategies.



3.2 Participation and Retention Survey Data

Edith Cowan University conducts research focusing on student participation and retention in the form of an evidence-based inquiry into participation of students in years 11 and 12. The purpose of the research is to improve our understanding of participation issues and student engagement.

Program delivery

Data collection for this research involved year 11 and year 12 students completing a survey. The scales developed within the survey instrument measured students' perceptions of their social connectedness and their level of academic engagement.

Outcomes achieved

Social connectedness measures 'support mechanisms for studies' and 'school belonging'. Academic Engagement measures 'happiness with subject selection', 'involvement in studies', 'confidence with school work' and 'self-efficacy: success with their studies'. The mean for each of these aspects measured on a five-point scale for year 11 was 3.95. A critical score above 3.5 is considered a positive indicator. The year 11 results are pleasing, indicating an upward shift.

Improvement strategies

The engagement of our students is often our biggest challenge and we have a wide range of programs to support and mentor every individual student. Early and intensive intervention is the basis of our improvement strategies. These will be enhanced by:

- Using a team approach to finding the most appropriate course for each student including the Careers Counsellor, Program Coordinator College Operations (timetable), Program Coordinator Student Outcomes and Advocates.
- Ensuring teachers continue to participate in professional learning activities designed to increase their own professional knowledge regarding student engagement and connectedness.
- Using Harmony Day as a focus for lead up activities which recognise and value the cultural background of all students.
- Use of the Advocacy program to support students and build connection with the College.

3.3 Advocacy Program

The role of the Advocate has been an important element of the Sevenoaks Senior College culture since the inception of the school and is regarded by staff and students as integral to establishing and maintaining a positive school environment.

Program delivery

Teachers have a role as an Advocate for students during their time at Sevenoaks and are responsible for monitoring academic progress, goal setting and students' social and emotional well-being. Time is allocated each week for Advocates to counsel students and to contact parents to ensure students are on track to successfully complete their studies. The good work of the Advocacy Support Panel also continued in 2013. The panel conducted meetings once a fortnight with the objective to focus on Students at Educational Risk (SAER) and provide assistance to staff with strategies to address students' issues.



Outcomes achieved

Once again in 2013, the panel focused on year 12 students in semester one identifying a number of students who needed specific assistance and support. The panel worked with staff to develop programs to cater for the identified students' needs. The year 12 support teacher then approached staff to organise study schedules to ensure students completed work tasks. At the end of the year the graduation rate of the 'Class of 2013' was 98%, much of this owing to the work of Advocates and the Advocacy Support Panel.

With the year 11 cohort the panel focused once again on attendance dividing the SAER students into three attendance groups: 81-89%; 56-80% and below 56%. The first group's lack of attendance was mainly the result of short term illnesses and holidays and this improved with support from the Advocate. Assistance for the second group often involved the addition of support staff such as Youth Workers and School Psychologist to try to work through a plan to have students regularly attending class. The third group involved the regional Participation Officers, Vice Principal, Student Services Coordinator, Advocacy Support Panel and other College support personnel.

Records management, parent/guardian letters and parent contact regarding student attendance also form part of the duties of the College office staff.

Improvement strategies

- Continue to use College Advocacy Support Panel to identify students at risk because of low attendance.
- Continue to implement the College Attendance Reward Scheme and other incentives to encourage students to attend.
- Following up all identified at-risk students with their Advocate Teacher and parent contact; very early intervention will prevent bad habits starting.
- Advocates maintain early and close contact with parents and class teachers of their Advocate students.
- Increase the number of parent/guardian meetings at the College so that all parties can work together to encourage better attendance.



3.4 Aboriginal Student Support

Sevenoaks Senior College provides a safe, secure school environment for Aboriginal students. The enrolment of Aboriginal students in 2013 was sixty-five, slightly fewer than 2012 numbers. Several key programs are delivered to support our Aboriginal students achieve success. *Follow the Dream* is one of the programs.

3.4.1 Follow the Dream

The *Follow the Dream* program is now in its tenth year of operation at Sevenoaks Senior College. This year culminated on a historic note with thirty Aboriginal students completing year 12, a record for the College and the highest Aboriginal graduation for the state.

The *Follow the Dream* program, an integral component of the College, has created real change towards closing the gap on Aboriginal educational disadvantage in a meaningful and lasting way. The two fundamental principles that guide our program are that it is 'Aboriginal people centred' and 'relationship driven'. Focused on quality outcomes, our commitment remains to accelerate the academic outcomes for Aboriginal students and work in partnership with Yule Brook College and Cannington Community College.



Program delivery

The program continues to be delivered by creating an environment that gives students immense support through mentoring; personalised individual education plans; life skills; high self-esteem activities; academic and career guidance and work placements. Extensive individual and family support is offered to all students. All Aboriginal students receive professional tutoring to support them with their academic work. The *Follow the Dream* program also targets students who are bound for university.

Outcomes achieved

The *Follow the Dream* partnership has been highly beneficial, enhancing the transition for students from middle school to senior school which enables access to the senior campus, the staff and resources.

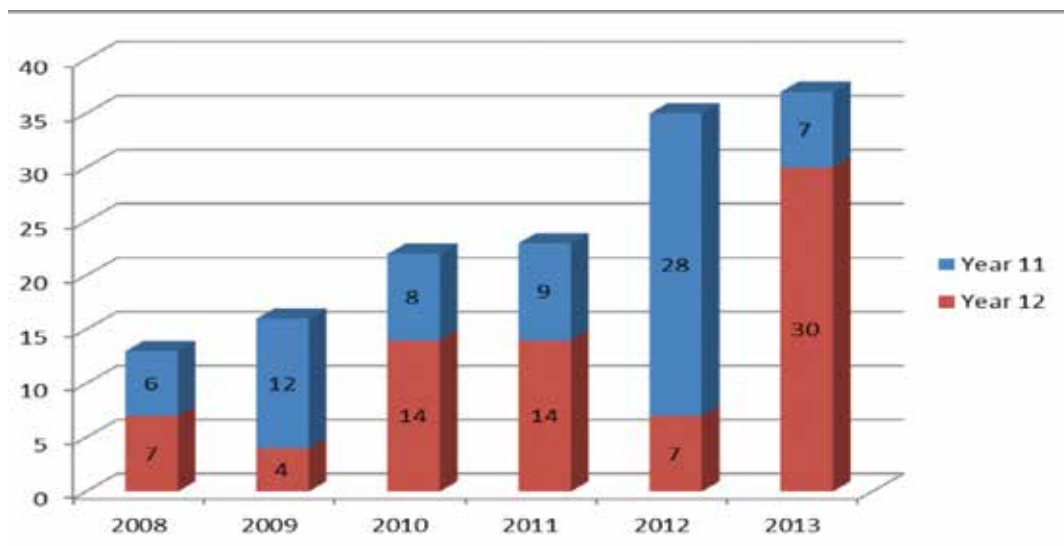


Figure 6: 2008-2013 Follow the Dream enrolments

Enrolments in the 2013 *Follow the Dream* program were greater than 2012, with thirty-seven Aboriginal students (year 11 and year 12) enrolled in the program.

	2008	2009	2010	2011	2012	2013
University Direct Entrance - ATAR score	0	1	1	3	1	3
University Bridging Course	1	1	5	1	1	4
Employment	6	0	2	2	1	3
TAFE	0	0	1	3	1	5
Traineeship	0	1	1	2	1	7
Apprenticeship	0	0	1	0	1	6
Seeking Employment	0	0	2	3	0	1
Other	0	1	1	0	0	1
Year 12 completion	7	4	14	14	6	30

Table 15: Destinations of Follow the Dream students 2008 to 2013

The figure above represents student destinations over the past six years. The *Follow the Dream* program has impacted on the number of students achieving secondary graduation. In 2013, thirty Aboriginal students graduated from year 12 with a WACE certificate, with sixteen achieving a Vocational Education and Training Certificate II.

Awards, Certificates and Accolades:

Many *Follow the Dream* students excelled this year in various areas. The most notable are:

- Hayden Thorne was the winner of the Australian Vocational Education and Training in School Prize.
- Jermaine Miller Lewis has been accepted into the Australian Institute of Sport, with possible drafting into the AFL in 2014.
- Benita McGinty and Bethany Eades won places in the Earn Learn Legend program and spent a week in Canberra gaining work experience with parliamentarians.
- Benita McGinty won a School Curriculum and Standards Authority Vocational Education and Training Exhibition in Business.

Improvement strategies

The *Follow the Dream* strategic plan for 2014 is a consolidation of the strategies we used to achieve our vision in the most effective way, by making a marked difference in the number of Aboriginal students who join the program and achieve secondary graduation. We will do this by aiming to:

- Improve key student transition experiences from year 10 into year 11 by adding an onsite, once a week, tutoring service at Yule Brook College and Cannington Community College and an onsite tutoring service at Sevenoaks Senior College.
- Continue with an intensive English, Maths and Science program for the year 8-10 cohort to provide academic content and rigour.
- Tutoring sessions to be built into student timetable.
- Continue with the newly founded 'Follow the Deadly Dreaming' Career Expo.
- Introduce a new young women's program, 'Maali Girls', to support leadership aspirations, achievement and social development for our female Aboriginal students.

3.5 Attendance and Retention

Attendance and engagement in education is the key to a prosperous future hence every effort is made to ensure that students attend regularly.

Program delivery

Classroom teachers and advocates have key roles in monitoring attendance. Parents are notified of absences via MGM Wireless Messaging System and follow-up phone calls on the day of absence.

During 2013 the Student Services Coordinators and the Vice Principal put in place strategies for students whose attendance dropped below 85%. The Coordinators worked with Advocates to provide early intervention, focusing on strategies to improve attendance.

A rewards program continued for students who attended with greater than 90% attendance.

Outcomes achieved

In 2013 overall student attendance as measured at the end of semester one was 80.5%. As indicated in the table below, compared to the state, student attendance was inferior. Given the demographics of the student cohort and the range of programs this is not unexpected, however there is room for improvement to close this gap.

	Year 11	Year 12	Non-Aboriginal	Aboriginal
School	74	84	79.2	74.97
State	87	89	87.4	72.1

Table 16: Percentage attendance of students

Attendance, which is pivotal to student achievement, remains one of our greatest challenges.

Improvement strategies

- Promote 'attendance, all day, every day'
- Continue to promote a young adult ethos and expectations of a strong work ethic
- Analyse timetable zones to determine attendance patterns of students
- Identify causes of low level attendance
- Provide incentives to encourage greater attendance through the attendance reward program.



4.0 Purpose Statement Three

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

Sevenoaks' motto is *Find your Future* and it is through this that all students are guided and supported to determine their post school options. As a senior school campus, the students are treated as young adults who are preparing to move from schooling into the adult world of further education and employment. The College aim is to use the two or three years students are enrolled to give them the best opportunities to make the transition successfully so they achieve their potential and their goals.

At the commencement of 2013, there were 450 enrolments: 232 year 11 and 218 year 12 students. The College enrolment of Aboriginal students was sixty-five (14.5%). The half cohort impacted this number with enrolments being well down from previous years.

The following section outlines the destination of our students during 2013.

4.1 Graduation Rates

The graduation rate for 2013 is consistent with the previous five years results with 198/202 (98%) students achieving graduation which is a positive outcome for the students.

Year	2013	2012	2011	2010	2009
Graduation Rates	98.0	99.0	99.4	98.8	100

Table 17: Percentage graduation rates

Forty-six students participated in the WACE exams and 146 students (72%) participated in a VET program. The attainment rate (students with ATAR scores above 55 and a Certificate II or higher) was 62%, an improvement from 40% in 2012.

4.2 Career Counselling

Year 12 WACE students received at least two counselling sessions related to the ATAR required to achieve tertiary entrance to the course of their choice. The students' initial interview was to review achievement from year 11 and to set initial targets for year 12. Students were then re-counselled in term three to assess progress and set goals for their final WACE exams. In addition, all students participated in a weekly one hour program to prepare them for university with appropriate sessions on study skills and examination techniques.

The TTC, *Follow the Dream* and Canning Skills programs developed individual career and transition plans for students. Aboriginal students were offered career development opportunities through the Industry Resource tours which included visits to Woodside, Chevron and Rio Tinto over a period of four weeks. In addition, students were given the opportunity to select Workplace Learning, TAFE link programs and traineeships as they explored their post-school options.



4.3 Destination Data

The following figure indicates the destination data of the year 12 cohort. Forty-three WACE students who sat university entrance exams got into the university course of their first choice; this is a considerable increase from 2012 where twenty-nine students gained a placement to university. Overall fifty-four Sevenoaks Senior College students gained university acceptance. Of the remaining year 12 cohort, eighty accepted offers to TAFE; thirty gained employment; eight accepted apprenticeships; five returned overseas; fifteen were seeking employment and the remaining ten students were unable to be contacted.

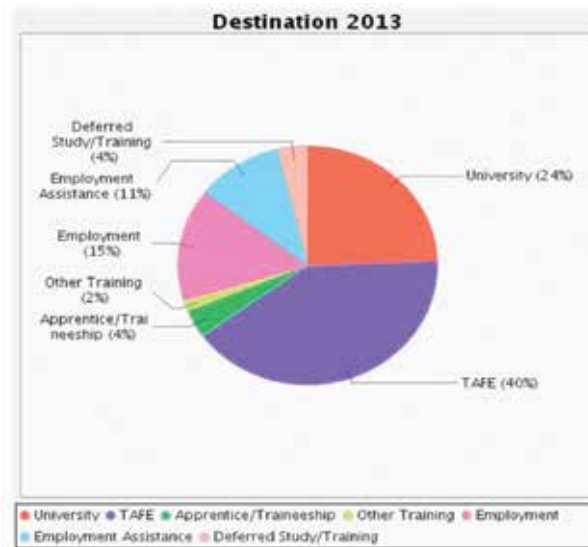


Figure 7: Destination data year 12 cohort in 2013

Overall, the post-school outcomes of most of our year 12 students were very pleasing. The table below indicates the destination of students who left during the school year and from what program they exited.

Destination	2013	Canning Skills	Mainstream	Trade Training Centre	Access Industry Program	Participation
Post Compulsory	40	15	22	1		2
Received Notice Arrangement	19	6	12	1	2	17
TAFE/Training	3		5	2		2
Another School	19	6	11	1	1	3
Overseas/Interstate	7	2	5			3
Other	4		4			2
Total	92	27	56	5	3	29

Table 18: Destination of students who left during 2013

Of the ninety-two students who left during the year, twenty-nine were registered on the 'DoE Participation' list. These students failed to engage with their schooling because of a range of complex social issues and required additional support from the Regional Participation Coordinators. These students received a *Notice of Arrangement* linking the student to further education or training or employment.

Maintaining year 11 students into year 12 was a focus to ensure students maximised their post school options. The value of completing secondary schooling was promoted to students and parents supported by ongoing counselling of students to further define their year 12 pathways.

Improvement strategies

- Refine processes of tracking and monitoring students' levels of engagement and re-enrolment from year 11 to year 12.
- Develop pathways to enable all students the opportunity to access either a Certificate II course or an ATAR program.



5.0 Purpose Statement Four

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

A range of programs are offered to support the social development of students which include:

- Health, Social and Emotional Support Program through Student Services
- Student Activities Program
- Aboriginal Support Program

Overall, these programs provide students an opportunity outside the normal classroom to participate in activities to develop their sense of being a part of a community.

5.1 Health, Social and Emotional Support Program

The Student Services team consisted of the College Vice Principal, Level 3 College Operations Coordinator, Year Coordinators, College Psychologist, Youth Workers, Aboriginal Support Teacher and Careers Advisor. These staff met on a fortnightly basis to implement strategies to support students in achieving their educational goals.

The Vice Principal and the College Operations Coordinator monitored attendance and engagement of year 11 and year 12 students. The Student Services team met fortnightly to develop strategies to support students who have significant life issues. This team utilised the strong links to the Regional Office Retention and Participation 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.

The Young Active Parents Program (YAPP) continued in 2013 involving the Parenting WA, Communicare and Canning Coalition. This program operates off-site one day a week for young mums and dads with the aim to support them back into education. The program has met with some success and has attracted additional funding through the Education, Training and Participation funds enabling the program to continue to run in 2013. Five young parents participated in 2013, all managing to keep some engagement with their educational programs.

5.2 Student Activities Program

Sporting Teams

Sevenoaks Senior College has continued with student sporting teams in 2013. A Sports Breakfast was held in term three 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. Harmony Day promoted our multicultural diversity with carnival-like celebrations. The theme was “Everyone Belongs” and involved more than forty cultures represented at the College. Students took part in a choice of cultural workshops including henna tattooing, African drumming, reptile handling, tribal mask making, boomerang throwing, an Ethiopian coffee ceremony, boomerang decorating, tribal face painting and belly dancing. After the workshops 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 reflecting the global diversity of the College.



Showcase Day

Showcase Day enabled prospective students to attend the College to gain a taste of the courses they had selected for the following year. Feedback from the prospective clients was very positive. Showcase Day was well received and teacher feedback indicates that it will be continued into the future.

Canning Show

Sevenoaks students were again actively involved in the Canning Show, with many students exhibiting prize winning products. Students who received awards were:

- Monique Tancred received the Champion Photography Award in the youth section.
- Beau Mattreax was awarded the Champion Industrial Arts Award.

Student Guild

Students enjoyed the opportunity to participate in an official election process that used the preferential voting system (run by the Australian Electoral Commission) to elect their 2013 Student Guild. In 2013 the Guild had six year 11 students (Poe Poe, Lily Noordin, Tarsha Ford, Milly Veikoso, Klara Pacak and Arhell Dasmarinas); six year 12 students (Monique Tancred, Christian Solatoro, Dureti Said, Andre Kena and Mathew Freeman); and two Educational Support members, (Henry Trancollias and Aiden Clyde). Monique Tancred was elected Head Girl and Christian Solatorio was elected Head Boy.

The Guild attended a leadership camp in April. Some Guild members and other student leaders attended a leadership conference and participated in the 40 Hour Famine. The Guild initiated several fundraising events such as sausage sizzles, ice-cream sales, chocolate coated fruit, M&M count and loose change collections. Money raised was donated to an orphanage in Rwanda. The Guild was also involved with ‘Interact’, a Rotary Club initiative that focused on community issues and engagement.

College Events

The Year 12 Ball was held on 8 March at the Novotel Langley Hotel in Perth. Over 160 students and staff attended this great event organised by a small but diligent committee. The theme of the 2013 Ball was ‘Hollywood Red Carpet’ and many beautiful dresses and smart suits were worn.

The College Yearbook continues to be a colourful record of the College year. A dedicated team of teachers and students were able to produce the new yearbook that was well received by the College community.

The 2013 Presentation Ceremony was held on Saturday 16 November at Curtin University. Two hundred and four students attended the event with over 550 guests, parents and staff members. Dignitaries who attended and presented awards at the Presentation Ceremony included: Mr Albert McNamara; Mr David Griffiths, Mayor City of Gosnells; Mr Bill Johnston, MLA Member for Cannington; Mr Steve Irons, MP Federal Member for Swan; Mrs Margaret Collins, Regional Education Director for the South Metropolitan Region; Dr Karen Read, outgoing College Principal; Mr David Wood, Inaugural Principal; Dr Kath Partridge, substantive College Principal; Mr Andrew Wilson, Principal, Cannington Community Education Support; and Professor Marnie O’Neill, Chair of the Sevenoaks Senior College Board.



5.3 Aboriginal Support Program

A major achievement of the College in 2013 was to be recognised as a Department of Education Aboriginal Innovation School. Sevenoaks has formed a partnership with Yule Brook College to develop programs for: extended services to key agencies for support; a girls program; improved transitions between schools and to post school options; and a shared agreement between the two Colleges relating to these programs. Sevenoaks Senior College staff enjoyed working with Yule Brook College staff and community members to develop a school and community partnership agreement, *'Moort Baraning Waangkiny – Communities Coming Together'*. The agreement focuses on a number of core areas including transition, connectedness of programs at Sevenoaks and Yule Brook College, learning together, cultural awareness, cultural celebrations, Noongar LOTE, reconciliation and communication.

Ongoing programs include extensive support for Aboriginal students through the work of the Aboriginal Support Teacher and the Clontarf Football Academy. The Clontarf Football Academy provides opportunities for students to combine their education with a football program which enables students to compete against other teams in competition and to participate in camps all connected to attendance and academic performance.

Of interest is the data received from the ECU research indicating that the Clontarf Football Academy students have a strong sense of belonging (4.23) to our College. A score above the critical level of 3.5 is deemed very positive.

All Aboriginal students receive additional tuition through either the ATAS program or the *Follow the Dream* program.



5.4 Student Scholarship Program

At the beginning of 2013 two Wayne Lyon Memorial Scholarships were presented. Emilee Plater was awarded a scholarship for her contribution to sustainability and the environment and Say Say Wah Win was awarded a scholarship to support her in achieving her personal goals with her education. Two students will be the recipients of these \$1000 awards annually.

The 2013 Scott Scholarship award winners were Ellie Hoyer, Jermaine Lewis and Emmanuel Karkouer, each receiving \$1000 to contribute to their education at Sevenoaks Senior College.



'Nan' by Ellie Hoyer

6.0 Internal Business Process Perspective

6.1 Integrated Information Management System

Our vision to have a totally integrated information management system has been realised. In 2013 we again managed all College finances through the SIS school management system Cash, Billing and Assets modules. The Vocational Education and Training (VET) Module continues to be used to manage and report on our Vocational Education and Training student achievement and outcomes. As an Independent Public School greater flexibilities have been built into our financial management with one-line budget tools supporting our quality financial systems. We continued to use the Library Management System (AMLIB) to record and manage College resources, including library resources.

6.2 Marketing Plan and Program

The College utilised the following major marketing tools in 2013:

- Advertisement in local newspapers.
- *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 year 10 students from Cannington Community and Yule Brook College.
- College website continually updated and refined to promote College activities, events and achievements.
- Meetings with primary and secondary principals of schools in catchment area to promote Sevenoaks Senior College.

6.3 Broad-Based Committee Structure

In 2013 thirty-seven staff were involved on the ten committees that provided excellent input into aspects of College operations and future directions with the following two committees approving initiatives and funding across the College:

- Finance Committee
- Facilities, Security, Occupational Health and Safety, and Equipment and Grounds Committee

A number of collegiate groups continue to plan and run our special events such as the College Ball, Presentation Ceremony and Showcase Day. Our committees and collegiate groups provide a very practical way of developing broad ownership of initiatives across the College and provide all staff with leadership opportunities.





7.0 Financial Perspective

7.1 Finances

Our financial management systems continue to be refined and budget monitoring processes have operated very effectively. Despite some movement to a 'pure' single one-line budget, we have developed a process to bring all staffing and contingency costs together and exercise a degree of flexibility. The College Board approved charges and contributions and budgets. The school-level finance committee provided ongoing input to the financial processes.

In 2013 we were allocated a total of 39.46 fte for teaching staff which included School Administrators (6.0). We were allocated 14.43 fte for school support staff.

	Allocation	Spent
School Flexible Salary	\$6 153 403	\$6 125 963
Relief Flexible Salary	\$327 623	\$83 741
School Salary Pool	\$278 758	\$193 507

Table 19: One-line budget expenditure

The unspent funds of the flexible salary and the salary pool will be placed into reserve accounts to manage the half cohort whilst the relief salary pool will be reserved for future demands of sick leave.

Opening Balance Allocation 2013	\$623 184.00
Revenue	\$2 197 795.25
Expenditure	\$2 084 032.00
Reserves	\$1 448 805.81
Suspense Account	\$23 312.00
\$ Tax	\$4 109.00
Bank Account	\$214 987.97
Carryover Funds	\$640 959.11

Table 20: Summary revenue and expenditure 2013

The College operated within budget allocations, maintaining a viable carry-over figure for the commencement of 2014.



7.2 Funding Submissions

to support and enhance core strategies, particularly those that impact on student progress and achievement

Successful funding submissions received in 2013;

- \$3 500 Fast Track Literacy Grant
- \$389 PALS
- \$14 000 Young Active Parents' Program
- \$15 000 SSEP Engagement Programs
- \$183 770 National School Computer Funds (NSSCF)

7.3 Reserves and Lease Strategy

The College has in place a process for maintaining adequate funds in our reserve account to enable the continued four-yearly replacement of computers across the college. The Standard Operating Environment system which operates the information technology continues to work effectively.

7.4 Full Fee Paying Students

In 2013 there were seven full fee paying students. The fees associated with these seven students totalled \$51 450.

7.5 Professional Learning

In total, staff engaged in 88 days of professional learning requiring 33.5 days relief. Expenditure on internal relief and external relief support was \$9150 with the cost of the professional learning sessions equating to \$8835.37.

7.6 Use of Facilities by External Bodies

Santa's Workshop continues 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 2013 we raised \$24 743 compared to \$18 601 for 2012 and \$22 506 for 2011. The increase in 2013 is as a result of a number of new clients. We will continue to look at raising extra revenue with greater advertising of our facilities to the general community via the College newsletter and the College website.

The College continues to access and use suitable outside providers to support some educational programs. Teachers of the Physical Education Studies and Outdoor Education programs again accessed several external providers to provide specialised opportunities for our students.



8.0 Staff Learning and Growth Perspective

8.1 Curtin University School Level Environment

Each year, teachers participate in the Curtin University research related to their attitude to their work. The outcomes are indicated on the table below. Teachers have responded to this data to determine strategies which will be implemented to close the gap between actual and preferred. This will continue to be a focus for 2014.

School Level Environment Survey 2013		
	Actual n=44	Preferred
Staff Collegiality	3.99	4.51
Work Pressure	3.76	3.05
Staff Freedom	4.56	4.17
Resource Adequacy	4.56	4.81
Shared Mission	4.52	4.83
Leadership Support	4.31	4.68
Parent Involvement	3.72	3.08
Rule Clarity	4.24	4.76
Student Support	4.53	4.80

Table 21: School Level Environment Survey (Curtin University, 2013)

The following graph reflects the progress of the School Level Environment since 2009. Generally, there are positive movements upwards. Work pressure will be monitored and structures to support staff collegiality developed. In 2014 the College's professional learning community will ensure opportunities to review and discuss both of these areas are provided.

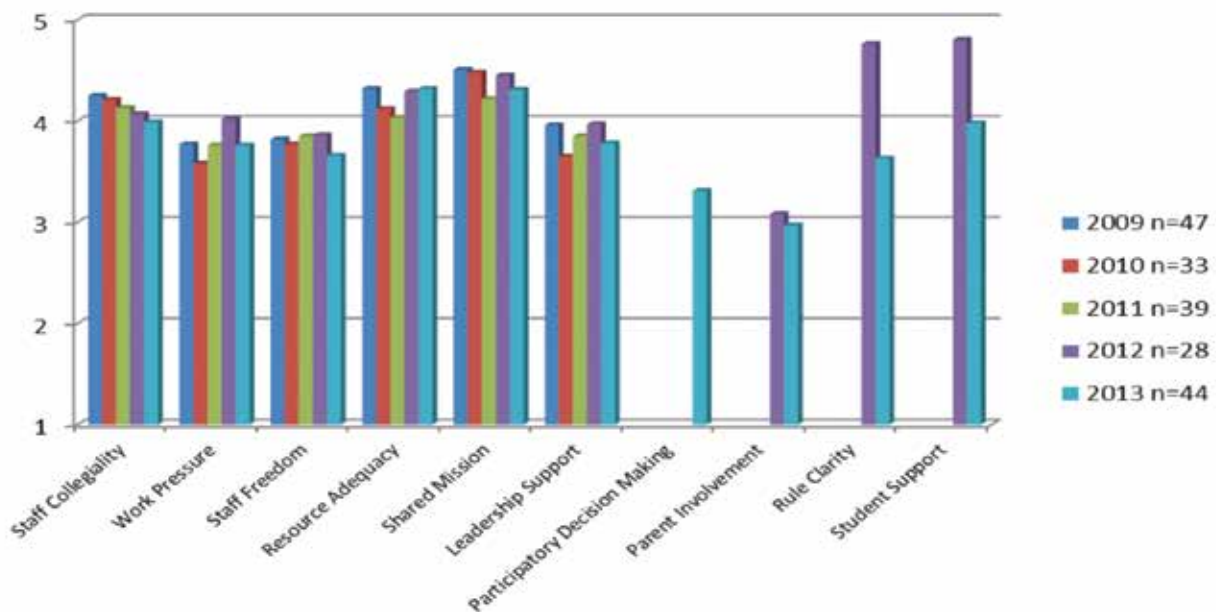


Figure 8: School Level Environment Survey 2009-2013

8.2 Professional Learning Program

All teaching staff participated in a minimum of six professional learning days. The teachers continued to implement strategies from *Understanding Poverty*. Monitoring and analysing student performance data continued to be an integral part of the work of teachers as they were led through the use of the School Administration and Information System (SAIS) to monitor individual student performance and course monitoring processes to manage whole of course performance. The use of co-operative learning strategies was introduced, supported by key literacy strategies. Staff also continued their knowledge of the national curriculum and proposed new senior school courses.

Teaching and non-teaching staff engaged in a variety of professional learning. *Leading Teaching and Learning* professional learning was undertaken by an experienced staff group of teachers to help facilitate the College Learning Community. A group of staff also completed the Gate Keeper professional learning.

To support development and understanding of our ESL population, teachers continued to complete *Difference Differently* professional learning to support understanding of cultural difference.

Improvement strategies

During 2014 there will be continued focus on establishing sustainable Professional Learning Communities including;

- the establishment of Professional Learning Community teacher leaders;
- regular Professional Learning Community meetings
- the development and implementation of enhanced pedagogical approaches in line with specific classroom teacher needs;
- work to ensure aspects of the School and Community Partnership Agreement *Moort Baraning Waangkiny – Communities Coming Together* are implemented;
- further development of literacy strategies for use in the classroom;
- progression of the *Difference Differently* learning; and
- continued development of teachers' understanding of the school planning process and associated layers of accountability.





9.0 Parent Feedback

Parent feedback was positive as indicated in the parent survey conducted in May. Responses were received from fifteen families. The mean average (out of four) of the survey scores indicates the following:

- *The school encourages a sense of pride in achievement and a sense of self-worth 3.47;*
- *Teachers at the school are professional, committed and enthusiastic 3.67;*
- *Teachers at this school care about how my child is going 3.67;*
- *I am informed promptly if my child has a problem 3.43;*
- *Staff at this school address my concerns 3.42;*
- *The school assists my child with the knowledge and understanding needed to move successfully from school 3.58;*
- *The school assists with my child's personal and social skills 3.25; and*
- *Overall I am satisfied with my child's progress at this school 3.46.*

The ethos and direction of the College is well received by the community with comments received such as:

- *my child was supported even during her illness;*
- *the students are treated like young adults which encourages them;*
- *this school is flexible and caters for my son's needs;*
- *all staff are open, friendly and helpful, and*
- *I like the focus on student achievement to meet their goals.*

