



Sevenoaks Senior College

ANNUAL REPORT 2014



Sevenoaks Senior College is a Registered Training Organisation
and an Independent Public School



Foreword

The Sevenoaks Senior College Annual Report represents an overview of the performance of the College during 2014.

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

Some of the highlights for 2014 included:

100 per cent success in getting students into their first choice university course
– the only public or private school to achieve this milestone

100 per cent Graduation of all Follow the Dream Aboriginal students

Jermaine Miller-Lewis (Sevenoaks Clontarf Football Academy)
selected in the AFL rookie draft by the Hawthorn Football Club
– a first for the College

The College Board, Principal and staff are proud of the achievements of our students during 2014.

*DR KATH PARTRIDGE
PRINCIPAL*



Table of Contents

	2014 Sevenoaks Award Recipients	iv
1.0	Introduction	1
1.1	Our Purpose	2
2.0	Purpose Statement One	3
2.1	Western Australian Certificate of Education (WACE) Courses	3
2.2	Vocational Education and Training (VET)	8
2.2.1	Registered Training Organisation (RTO)	8
2.2.2	Auspiced Programs	10
2.2.3	Outsourced Programs	11
2.2.4	School Based Traineeships and Apprenticeships	12
2.2.5	Workplace Learning – General Programs	13
2.2.6	Trade Training Centre (TTC)	14
2.3	Canning Skills	16
2.3.1	Fast Track	17
2.3.2	Fast Track Flexi and Move On	17
3.0	Purpose Statement Two	19
3.1	Whole School Learning Environment	19
3.2	Participation and Retention Survey Data	21
3.3	Advocacy Program	21
3.4	Aboriginal Student Support	23
3.4.1	Follow the Dream	23
3.5	Attendance and Retention	27
4.0	Purpose Statement Three	28
4.1	Graduation Rates	28
4.2	Career Counselling	28
4.3	Destination Data	28
5.0	Purpose Statement Four	30
5.1	Health, Social and Emotional Support Program	30
5.2	Student Activities Program	30
5.3	Aboriginal Support Program	34
5.4	Student Scholarship Program	34
6.0	Internal Business Process Perspective	35
6.1	Integrated Information Management System	35
6.2	Marketing Plan and Program	35
6.3	Broad Based Committee Structure	35
7.0	Financial Perspective	36
7.1	Finances	36
7.2	Funding Submissions	37
7.3	Reserves and Lease Strategy	37
7.4	Full Fee Paying Students	37
7.5	Professional Learning	37
7.6	Use of Facilities by External Bodies	37
8.0	Staff Learning and Growth Perspective	38
8.1	Curtin University School Level Environment	38
8.2	Professional Learning Program	39
9.0	Parent Feedback	40

List of Figures

Figure 1	ATAR participation and performance 2010-2014	4
Figure 2	Comparison of state and school scaled scores	5
Figure 3	Year 12 cohort progression from Year 11 in semester one 2014	6
Figure 4	Year 11 grade distribution	6
Figure 5	Students' view of school climate	19
Figure 6	Students' view of reports	20
Figure 7	2008-2014 Follow the Dream enrolments	24
Figure 8	Destination data Year 12 cohort in 2014	29
Figure 9	School level environment survey 2010-2014	38

List of Tables

Table 1	Students with an ATAR ranking from 2010-2014	4
Table 2	Median ATAR 2010-2014	4
Table 3	Percentage ATAR tertiles 2010-2014	5
Table 4	RTO certificate completion rates	8
Table 5	Auspiced certificate program outcomes	10
Table 6	Outsourced certificate programs	11
Table 7	School Based Traineeships and Apprenticeships participation numbers	12
Table 8	Workplace Learning outcomes	13
Table 9	Intake of students into Trade Training Centre	14
Table 10	Certificate II completion rates – longitudinal	15
Table 11	Canning Skills enrolment 2014	16
Table 12	Destination Canning Skills students	16
Table 13	Mean scores of learning environment indicators	20
Table 14	Destinations of Follow the Dream students 2008 to 2014	24
Table 15	Follow the Dream student destination data	26
Table 16	Percentage attendance of students	27
Table 17	Percentage graduation rates	28
Table 18	Destination of students who left during 2014	29
Table 19	One-line budget expenditure	36
Table 20	Summary revenue and expenditure 2014	36
Table 21	School Level Environment Survey (Curtin University, 2014)	38

List of Diagrams

Diagram 1	Vocational Education and Training Programs	8
-----------	--	---



2014 Award Recipients

Dux

Siqi Zhang

Outstanding Achievement

Sarah Campbell

Positive Image Award

Chelsea Griffiths

Citizenship Award

Ba Blu Poe

Caltex All Rounder

Siti Noordin

Aboriginal Achievement Award

Brett Woods

School Based Traineeship Prize

Brett Woods

Westcheme Award for Excellence in VET

Sarah Campbell

Kertisha Derschaw Sports Award

Ba Blu Poe

Cultural Navigator Award

Rahila Haidari

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.

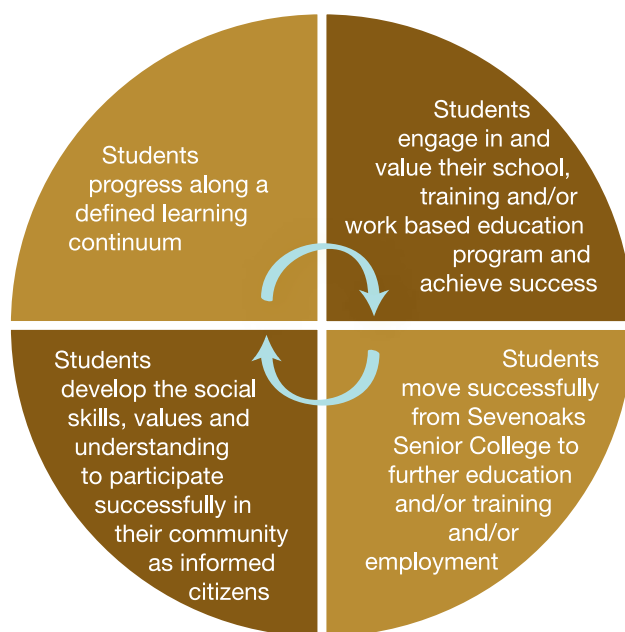


1.1 Our Purpose

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

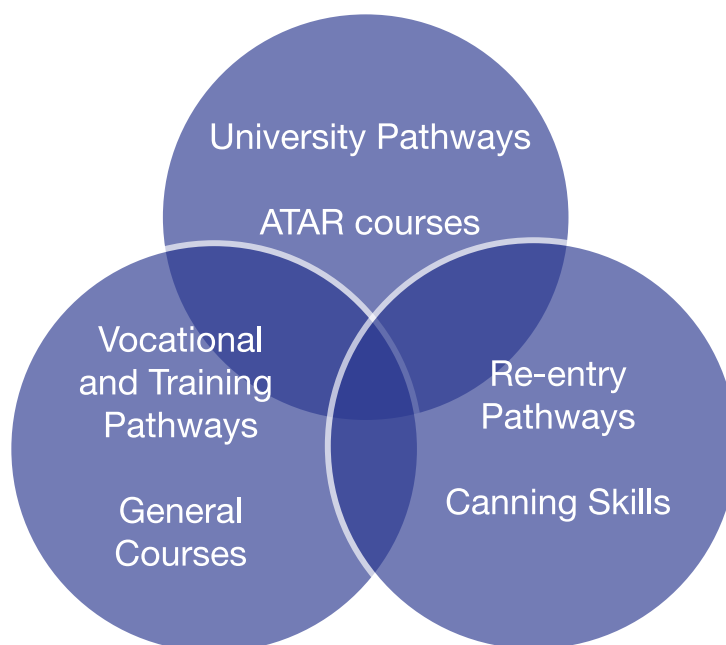
All students progress satisfactorily along a defined learning continuum.

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 (45 per cent) 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 2014 are outlined below.



2.1 Western Australian Certificate of Education (WACE) Courses

In 2014, a range of WACE courses was offered for stage one, two and three units to support students aiming for secondary graduation.

Program Delivery

During 2014 there were 129 Year 12 students who participated in WACE courses: 96 per cent of eligible Year 12 students achieved a WACE (124 students). Twenty-eight students achieved an ATAR (22 per cent) with two 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 2014 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 2010-2014. In 2014, two students achieved an ATAR above 90 with the highest being 91.10. 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
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
2014	28	0	1	3	6	7	9	1	1

Table 1: Students with an ATAR ranking from 2010-2014

The median ATAR from 2010-2014 is indicated in table 2 below. The median ATAR was 65.6.

Year	2010	2011	2012	2013	2014
Median ATAR	69.8	62.3	72.3	65.6	65.1

Table 2: Median ATAR 2010-2014

Of the twenty-eight students who achieved an ATAR, two students achieved above their predicted ATAR. Nine students were within 5 points of their predicted ATAR and two students were in excess of 10 points outside their predicted ATAR.

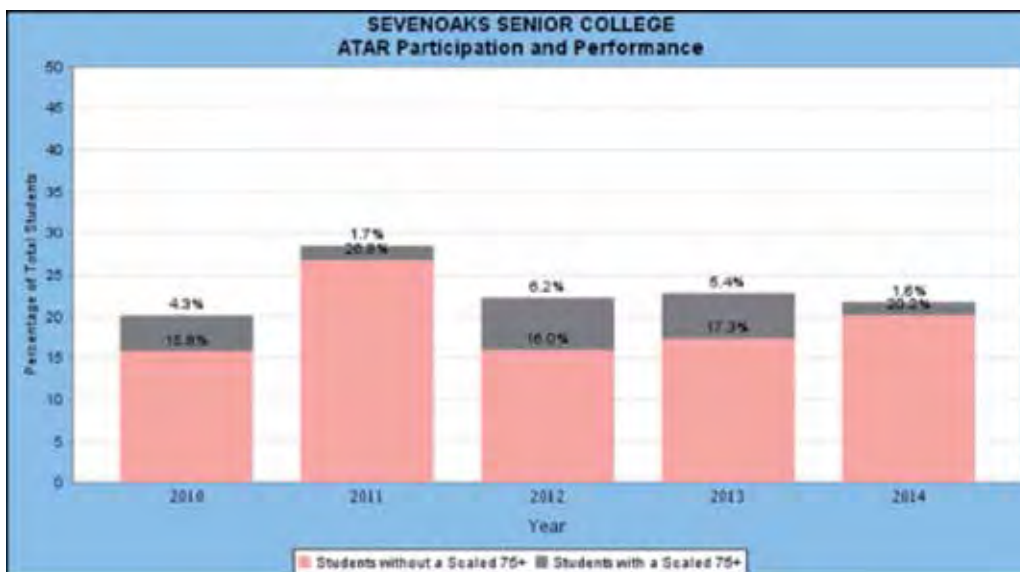


Figure 1: ATAR participation and performance 2010-2014

In 2014, 22 per cent (28/129) of Year 12 students participated in the WACE course examinations and were awarded an ATAR. There were:

- Fifteen students with courses comprising all stage three courses
- Six students with four stage three courses
- Six students with three stage three courses plus one or two stage two courses; and
- Two students had two stage two and two stage three courses
- Zero students had more stage two courses than stage three courses.

Two students (7 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, reflects the differing cohorts over time.

State %	2010	2011	2012	2013	2014
High (33)	24	16	25	22	11
Mid (33)	24	20	31	24	21
Low (33)	52	63	44	54	68

Table 3: Percentage ATAR tertiles 2010-2014

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

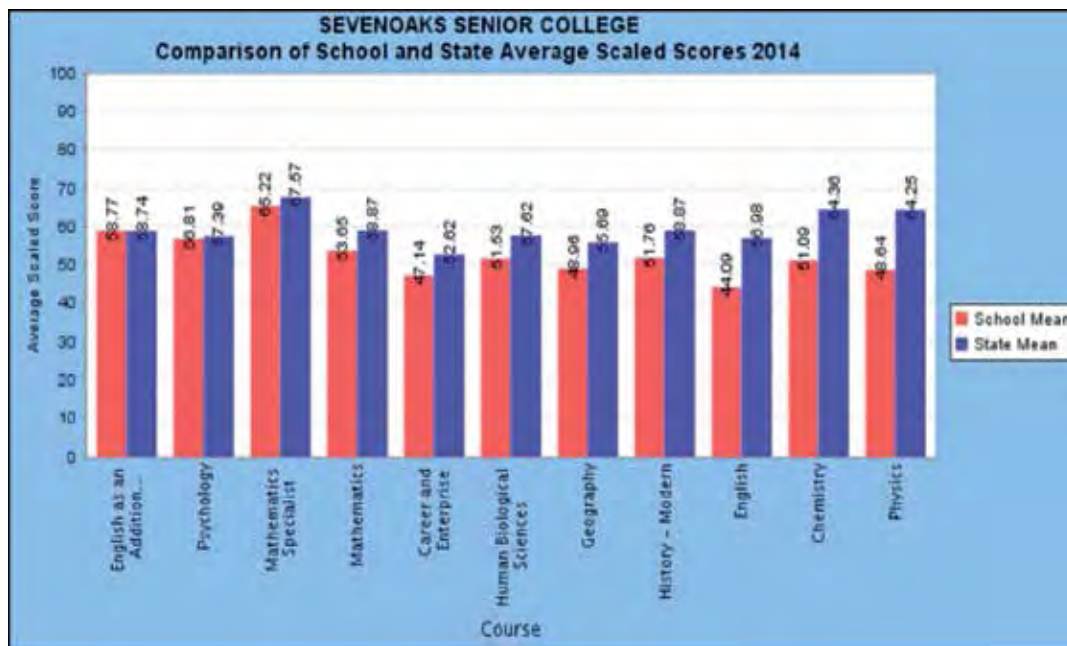


Figure 2: Comparison of state and school scaled scores

The stage three courses English as an Additional Language/Dialect achieved higher than the state average, and Mathematics Specialist and Psychology were comparable with the state mean. The stage two course that was examined and which has performed above the state mean was Career and Enterprise.

The following figure represents the Year 12 cohort progression from Year 11 in 2014. As the graph illustrates, there was an improvement in student performance from semester one to semester two in 2014, 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.

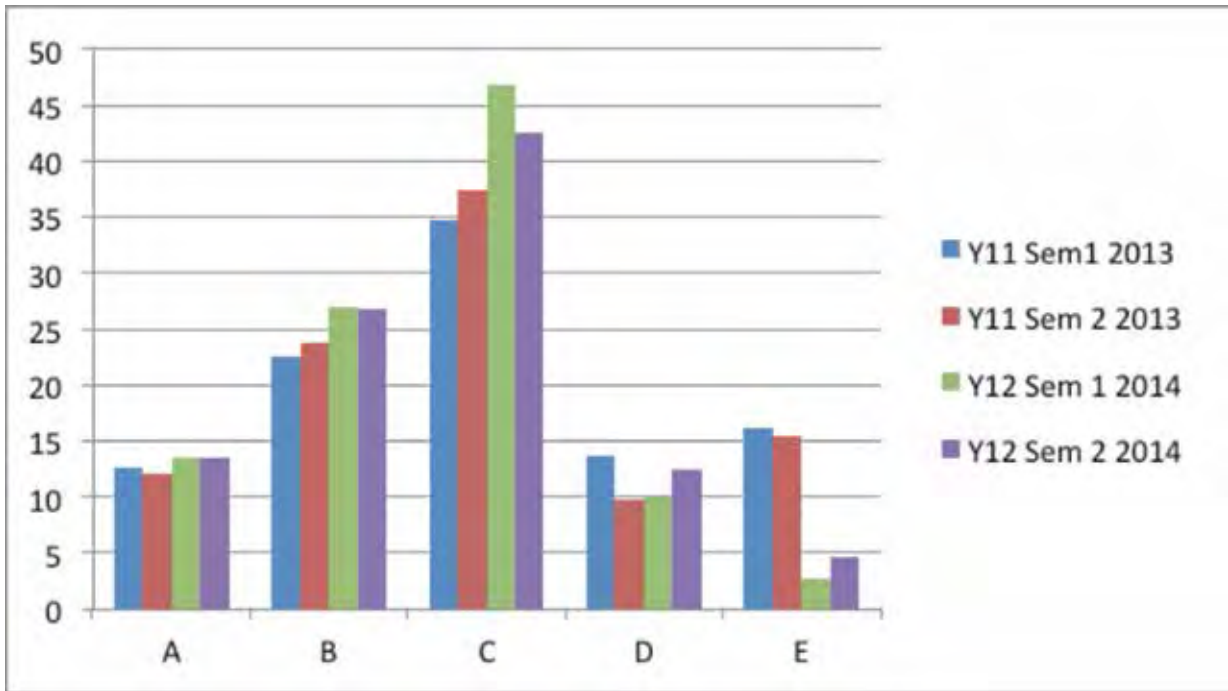


Figure 3: Year 12 cohort progression from Year 11 semester one 2014

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.

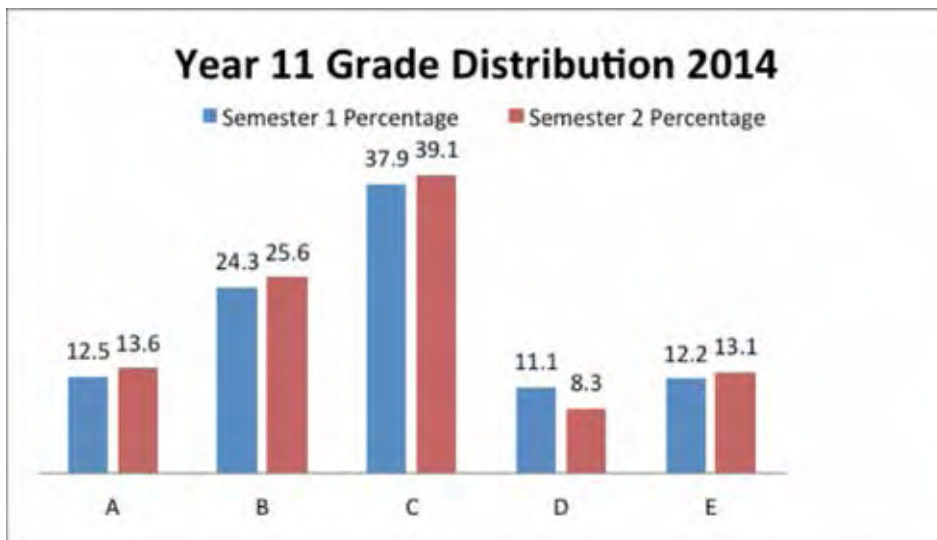


Figure 4: Year 11 grade distribution

Improvement strategies

In 2014, a continued focus on student assessment and monitoring was maintained. Strategies included:

- Continued use of the Cumulative Task Mark report by Advocate teachers to monitor student progress. This was increasingly used as a feedback tool and many students were proactively asking to see their reports.
- Professional Learning sessions were conducted with staff focused on approaches to classroom practice including feedback strategies and clarification of assessment which is an area that many students find difficult.
- In-school moderation meetings continued with on-going consensus marking to continue in 2015.
- Continued function of the Advocacy Support Panel to identify and monitor students at academic risk and to work with Advocates for intervention strategies. The Year 11 students who had some concerns regarding their performance at the end of the year reduced from 24 in 2013 to 17 in 2014. Given the larger cohort in 2014, this suggests that the on-going intervention is assisting students to make better decisions regarding their studies.
- The successful *Pathways to University* program for Year 12 ATAR students continued and focused on the use of ATAR predictions to guide Year 12 ATAR students to their post-school pathways.
- Year 11 *Pathways to Year 12* study skills program was brought forward to the start of term 1 so that it commenced prior to Year 11 semester one examinations for ATAR students.
- Use of Elevate Education sessions for Year 11 and Year 12 ATAR students each term provided a research based focus on effective study and exam techniques delivered by a young and dynamic team of presenters. Student feedback was 100 per cent positive.
- In 2015, Elevate Education sessions will be supported with the use of a student planner and teaching resources for staff so that the sessions' information becomes integrated into the daily learning activities for students.
- Staff participated in targeted professional learning focused on new WACE course content and requirements.
- Year 10 students planning to enter Year 11 remained on campus at Sevenoaks for one week during term four. This Year 10 transition program for Cannington Community College and Yule Brook College students who were thinking about studying ATAR courses provided 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 2015.

Whilst the College is pleased with a number 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 are 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 program is outlined below.

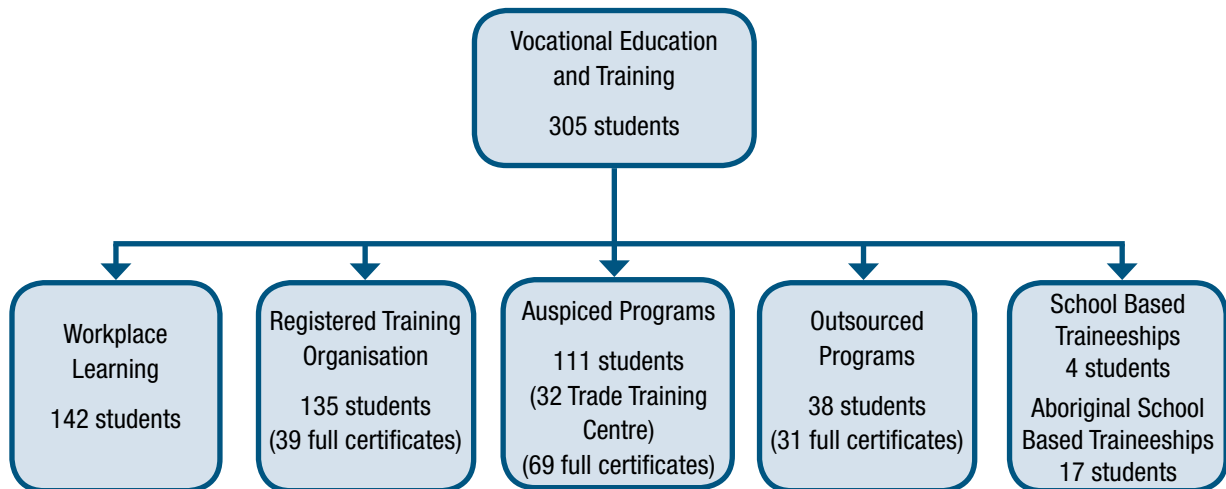


Diagram 1: Vocational Education and Training Programs

In 2014, there was a focus on re-structuring Vocational Education and Training certificate delivery over two years rather than one in order to provide students a greater opportunity to participate in more rich and experiential vocational learning. The goal is to get more students through a complete certificate.

Many students enrolled in a full certificate, however some 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 studies.

2.2.1 Registered Training Organisation (RTO) programs

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

Program and delivery

In 2014 certificates were delivered as stand-alone programs over a two-year period. A Training and Accreditation Council Strategic Industry Audit was conducted relating to Certificate II in Business and Information and Digital Media Technology (IDMT). Some non-compliances were identified and satisfactorily rectified.

Overview of results

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

Certificate Level	Enrolment		Completion Rates		
	Partial	Full	% completion of full enrolments		change since 2013 (+ or -)
	Total	Total	Total	%	
Business I	33		N/A	N/A	N/A
Business II	58	4	4	100%	+21
Hospitality I	10	26	18	69%	-14
IDMT II	0	4	2	50%	+42
IDMT III	10	5	0	0%	-75%

Table 4: RTO certificate completion rates

The overall completion rate of the five certificate programs was 62.0 per cent which was a decrease from 67.9 per cent in 2013.

This data was influenced by multiple factors, the most significant being a major drop in the actual numbers of Certificate II students enrolled in the full Certificate II that amplified the reduction in Certificate I Hospitality and Certificate II IDMT completions.

2014 was a transition year for Certificate II Business, moving from a one-year to two-year delivery model. This resulted in the drop in actual numbers of students completing a full Certificate II. The four students who did complete the certificate were either re-enrolling or were extended.

In 2014 students completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about the:

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

All questions had:

- over 69.2 per cent of responses indicating either High or Good (or not applicable), and
- over 94.9 per cent of responses indicating satisfactory or above (or not applicable).
- 91.14 per cent of respondents indicating they 'believe participating in the certificate has been worthwhile'.

Improvement Strategies

- Creation and implementation of new Registered Training Organisation processes to meet the *New Standards for VET Regulation*.
- Introduction of the new Student Units Identifier (SUI) for Sevenoaks VET students.
- Implementation of new Assessment Matrix structure to enhance focus on the following two improvement strategies and a more stringent validation process.
- Focus on providing practical experience and assessment through delivery and assessment.
- Focus on ensuring all aspects of evidence are gathered through assessment processes.
- Improving internal VET audit strategies and continuing to work with VET staff to support classroom and workplace practices and processes.



2.2.2 Auspiced programs

During 2014, Sevenoaks had auspicing arrangements with Polytechnic West, the Central Institute of Technology (IT); and Challenger Institute of Technology. This enabled programs to be delivered on site for students.

Program Delivery

The Certificates of General Education for Adults (CGEA) 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 the students' first aid training.

The Certificates in 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.

Outcomes achieved

Model	Certificate	Level	Enrolment		Completion Rates		
			Partial	Full	% completions of full enrolments		change since 2013 (+ or -)
			Total	Total	Total	per cent	
Central IT	Business	III	0	11	7	63%	-17
Polytechnic West	Automotive	II	16	8	8	100%	0
Polytechnic West	Engineering	II	16	11	6	55%	-7
Challenger IT	CGEA	I	1	1	0	0	-100
Challenger IT	CGEA	II	2	38	32	84%	+27
Challenger IT	CGEA	III	7	0	0	N/A	N/A

Table 5: Auspiced certificate program outcomes

The overall completion rate of the six full certificate programs was 77.0 per cent. This was an increase of 16.3 per cent since 2013. The increase in completions in the Certificate II in CGEA contributed to this overall increase.

In 2014 students involved in auspicing programs completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about the:

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

All questions had:

- over 78.0 per cent of responses indicating either High or Good (or not applicable), and
- over 90.0 per cent of responses indicating satisfactory or above (or not applicable).
- 96.0 per cent of respondents indicating they 'believe participating in the certificate has been worthwhile'.

Improvement strategies

- Based upon industry feedback it is planned to introduce the following certificates in the Trade Training Centre: Certificate II in Automotive Vocational Preparation and Certificate II in Engineering Pathways.
- Support the re-implementation of Certificate II in English as an Additional Language/Dialect (EAL) in 2015 and beyond.

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 and Notices of Arrangement.

Program Delivery

Students participated in a variety of certificate programs through Central Institute of Technology and Polytechnic West with the largest program continuing to be the Health Support Services. All programs required students to attend the relevant State Training Provider one day per week to participate in their training. Four of the programs required students to participate in a second day in the workplace. 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. Anecdotally this program has been especially successful for English as a Additional Language/Dialect students who were supported in their development through a scaffolded health related pathway.

Outcomes achieved

Model	Certificate	Level	Enrolment		Completion Rates % completions of full enrolments	
			Partial	Full	Total	per cent
			Total	Total		
Polytechnic West	Business	III	0	11	7	63%
Polytechnic West	Aeroskills	II	0	1	1	100%
Polytechnic West	Engineering	II	16	11	6	55%
Polytechnic West	Applied Fashion Design	II	0	1	1	100%
Polytechnic West	CGEA	II	2	38	32	84%
Polytechnic West	Building and Construction	II	3	0	N/A	N/A
Polytechnic West	Retail Baking Assistance	II	1	1	0	0%
Polytechnic West	Business	IV	0	1	1	100%
Polytechnic West	Digital and Interactive Games	IV	3	1	1	100%
Polytechnic West	Electrotechnology (Career Start)	II	0	3	2	67%
Central IT	Events	III	0	1	0	0%
Central IT	Health Support Services	II	0	14	12	86%
Central IT	Health Services Assistance	III	0	7	5	71%
Central IT	Education Support	III	0	1	1	100%

Table 6: Outsourced certificate programs

The overall completion rate of the seven full certificate programs was 77 per cent.

Improvement strategies

- Review enrolment processes and student counselling for certificate 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 in the College. Students complete their SBT one or two days per week and reduce their College based workload accordingly.

Program Delivery

During 2014 four Year 12 students participated in a SBT/Apprenticeship. This number was lower than other years due to the impact of the half-cohort and reduced numbers of Aboriginal students within the half-cohort.

Outcomes achieved

Year	School Based Traineeship	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	0	0
2014	20	3	1

Table 7: School Based Traineeships and Apprenticeships participation numbers

Three students completed their SBT during 2014, one is continuing their School Based Apprenticeship as an Apprentice and 17 are continuing as SBTs in 2015.

Improvement Strategies

- Create documentation and processes to support the implementation of the new School Curriculum and Standards Authority Workplace Learning endorsed program.



2.2.5 Workplace Learning - General programs

In 2014 Workplace Learning was delivered across mainstream, Canning Skills and Trade Training Centre. Dedicated staff operated these programs in each area focusing upon the specialist needs for the respective student groups.

Program delivery

In 2014 all Workplace Learning students enrolled in WL1 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.

All placements were managed within the College during 2014. This process worked well from an operational perspective and students achieved positive results as indicated in Table 8.

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

Year 11 students completed a two-week block placement during the end of year break. This was successful in reducing the amount of days students needed to be out of College to complete the 110 hours in Year 12.

Outcomes achieved

Year	Participants	Achieved course requirements	% achievement
Year 11	91	76	84%
Year 12	51	49	96%

Table 8: Workplace Learning outcomes

Improvement strategies

- Create documentation and processes to support the implementation of the new School Curriculum and Standards Authority Workplace Learning endorsed program.
- Continue to refine and improve the Workplace Learning student induction forum.

Overall improvement strategies for VET

- Continue to implement Learning Area specific improvement strategies to increase full certificate completion rates across all certificates.
- Implement the upgrade to VET-SIS and Reporting to Parents for VET students to provide increased progress reporting to parents/guardians.
- Implement increased internal review of student progress within certificate programs during the year.



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 pathway to completion of both:

- a WACE graduation and
- a Certificate II (in either Light Vehicle Automotive or Metal Fabrication/Welding)

At the start of 2014, 38 Year 11s and 21 Year 12s were enrolled – 59 in total.

2014 also saw the expansion of the Year 10 taster program for Cannington Community College and Yule Brook College, which began during term 1 and continued every Friday through to late term 4. More than 20 Year 10s ‘tasted’ the TTC with about half of them attending regularly for the full year.

Program Delivery

The primary role of the Trade Training program is to help facilitate the transition of students from school to industry. To that end the development of trade and employability skills remains the focus of the program with a large emphasis on successful completion of Workplace Learning. Students who make that transition are deemed successful within the context of our program. A number of students are offered an apprenticeship in their chosen field before the completion of their studies and some move to full time employment, traineeships or further training with State Training Providers (STPs).

	Year 10 Taster	Year 11	Year 12	Total
Automotive	0	17	10	27
Metal	20	21	11	32
Total	20	38	21	59
Aboriginal	5	6	1	7
ESL	3	8	8	16
Moved to mainstream		6	0	6
Year 11 to 12 in TTC		21		21
Apprenticeship or employment		3	3	6
Completed Certificate II Traineeship		0	1	1
Completed Certificate II TTC		0	13	13
Graduated Year 12		0	18	18

Table 9: Intake of students into Trade Training Centre

Outcomes achieved

The Trade Training Program provides the students with an opportunity to succeed.

- Students graduate with a WACE certificate. (All 18 students who remained in the program until the end of Year 12 graduated with a WACE certificate in 2014.)
- Students complete a Certificate II in the chosen industry. As seen in Table 10, after an outstanding 92 per cent in 2013, the completion rate for 2014 was 72 per cent.
- Students have a very good chance of obtaining an apprenticeship or full time industry position either during or at the end of their studies. In 2014 only 2 of our Year 12s left early – one to an apprenticeship and one to full time employment.

	2012		2013		2014	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Auto	6	6	15	15	7	7
Metal	5	1	11	9	11	6
Total	11	7	26	24	18	13
Percent		64%		92%		72%
Cumulative total	11	7	37	31	55	44
Cumulative %		64%		84%		80%

Table 10: Certificate II completion rates – longitudinal

Improvement strategies

- Classroom: In 2015 the new Year 11 English course and the existing Year 12 course of study will be taught by mainstream teachers to ensure comparability across the college population. English as an Additional Language/Dialect students identified as requiring support will be supported by trained staff.
- Mathematics class time will be increased for Year 11s with the introduction of the new WACE courses of study. All Year 11s will commence with Essential Mathematics until the results of the Year 10 OLN tests are made available to our college. The increase in Mathematics content will help ensure the new 2016 graduation requirements can be met. Year 12s will continue with 1B, 1C or 1D Mathematics as per their Individual Education Plans from 2014.
- Workshop: Certificate II completion rates are an area that will receive early and regular attention in 2015 in an attempt to move back above 90 per cent completion and develop a mindset in the students more in line with 2016 graduation requirements.
- Workplace: The TTC will continue to focus on the development of an industry standard work ethic across the WACE and VET components of the program, preparing the students for a successful transition to the workplace and/or further training. Workplace learning will continue to be the core of our aim to have students who are work ready. This should assist students who are seeking apprenticeships and/or entry to alternative School Traineeship Partnership courses.
- Continue to develop strong, sustainable industry partnerships ensuring students have access to quality employment pathways.





2.3 Canning Skills

In 2014 the Canning Skills program offered four learning programs for our students: two Fast Track programs offering Certificate II in General Education for Adults (CGEA) and Year 11 and Year 12 Move-On programs. Our student cohort continues to be as widely diverse as ever with increasing numbers of Aboriginal students and students whose origins are in the Middle East and the Asian subcontinent.

As a result of this diversity our measures of success are wide ranging. They are always linked to our College Business Plan and academic measures of success but are often anecdotal and shared amongst staff and students on a daily basis. We see continual signs of engagement through: compliance with uniform; body language; verbal engagement, happiness in class and behavioural changes, especially with punctuality.

The Certificates in General Education for Adults continue to be the best curriculum package to deliver to our students. The College will continue to use these certificates as long as they provide the basic entry into TAFE as this is the pathway forward for most of our students.

As Certificate II in General Education for Adults is no longer recognised by the School Curriculum and Standards Authority (SCSA) as being an appropriate academic program to support graduation, the College has introduced a Certificate I in Information Technology (for Year 11) and Certificate II in Business (for Year 12) to increase VET subject equivalents for students.

Student Enrolments 2014	Fast Track General	Fast Track-Flexi	Move-On Year 11	Move-On Year 12	Total
Enrolments	17	36	9	10	72
Male	10	14	2	5	31
Female	7	22	7	5	41
Aboriginal	9	12	2	2	25
English Second Language	1	4	3		8
Achieved CGEA I	1	1			
Achieved CGEA II	12	23			
Achieved Year 11	0	0	6		
Achieved Year 12 (WACE Certificate)	0	0	0	8	

Table 11: Canning Skills enrolment 2014

Destinations	Fast Track (17)	Fast Track-Flexi (36)	Move-On (19)
WACE courses	0	1	0
Other school	0	0	0
Fast Track-Flexi	2	8	0
Move-On	8	7	6
TAFE	1	5	4
Employment	1	1	2
Seeking employment	3	5	4
Other program	2	3	0
Participation	0	0	0
Not known	0	3	3
Other	0	3	0

Table 12: Destination Canning Skills students

The following section outlines each of the programs offered through Canning Skills.

2.3.1 Fast Track General (FTG)

The FTG 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 program is delivered using an integrated and topic-based approach, with an emphasis on engagement using relevant issues and content.

Fast Track Flexi (FTF)

FTF is a self-paced learning program designed to ensure access for students with significant lifestyle issues that keep them away from school and gaining a reasonable level of education. The flexible entry and exit dates mean students can start their learning journey when they are ready.

Move On 11

In Move On students who are not ready to re-engage in mainstream or 'move on' to employment have the opportunity to build on their achievements in one of the Fast Track programs and complete Year 11. This group is designed to build up interpersonal skills and confidence through small group work. Emphasis is placed on individual responsibility for learning.

Move On 12

In response to the need to keep young people in school until Year 12 we have introduced a program for Year 12. This program offers a combination of mainstream and Move On. Students are involved in the study of Mathematics, English, Career and Enterprise, Certificate II in Business and have two option subjects available to them in mainstream classes.

2.3.2. Whole Program Initiatives

Advocacy: For the first time in 2014 Canning Skills staff conducted a weekly one-hour Advocacy session for Move On students and a separate Advocacy session for Fast Track students. Both sessions were tailored to the needs of the two different groups. The aim of the sessions was to help students understand and develop personal, career and wellbeing strategies to assist in all aspects of their lives.

Fitness Program: An eight-week fitness program ran through Term 3 which was funded through Heathway and a Health Promoting School Grant. The program consisted of four different activities, including use of the Cannington Leisureplex. The program was designed to promote health and fitness as well as encouraging students to work in teams. Prizes were awarded to the group that had exercised the most over the duration of the program as well as recognising individual winners. Feedback was very positive as many students tried activities they had not tried before and felt that they had learned something about their own health and fitness.

Art Fusion: The Canning Skills Art Fusion program involved all students. The Canning Skills area now has a wonderful piece of artwork in the learning area completed by the students. The painting was developed from stories told by Cherry Hayward of the history of the Derbyl Yerrigan (Swan River as it is known today) and Aboriginal beliefs and customs. Students also completed their own individual artworks which were inspirational.



Improvement strategies for 2015:

- *Skill Development Groups:* Many Canning Skills students are presenting with low level writing ability. In 2015 staff will be looking at doing small group work with a number of students that have been identified. This is to help students recognise and develop strategies to assist with their reading and writing and also to help them gain in confidence. We will also be using these groups to make sure students are building skills towards passing their OLNA.
- *Advocacy and team building:* The Advocacy program for 2014 was very successful. In 2015 staff will be looking to build on the existing program to further develop students' team building skills.
- *Reading Programs:* Another SRA reading box has been purchased for use with the Fast Track General group. This box offers the variety of text types needed for students to develop their skills. A different reading program will also be developed for students in the Move On program to build on and improve the existing reading programs. The current enrolment process has identified that many of the students entering the Canning Skills program in 2015 have not sat the OLNA and we need to make sure we are preparing students for this testing as well as developing the overall literacy skills.



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 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 (school climate).

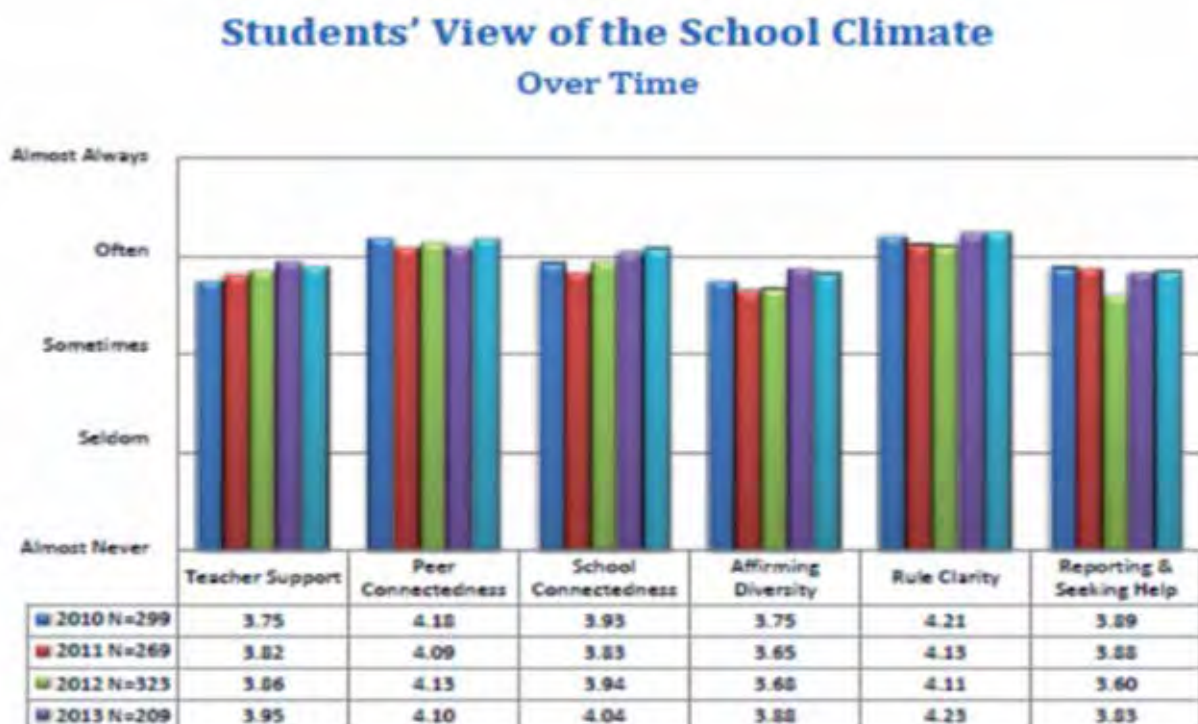


Figure 5: Students' view of school climate



Self-Reports of Identity, Resilience, Wellbeing, Bullying and Behaviour Over Time

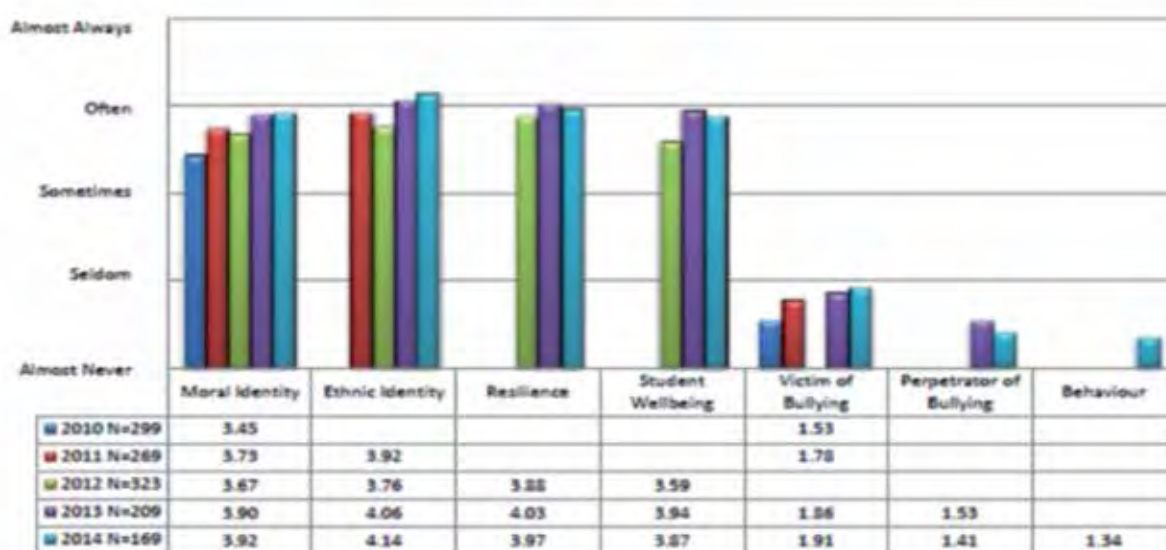


Figure 6: Students' view of reports

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
2014	4.34	4.49	4.07	3.79

Table 13: Mean scores of learning environment indicators

Table 13 indicates the high levels of student cohesiveness and young adult ethos were improved from 2013 with a high maintenance in the level of attitude to subject. There was a slight drop off in academic efficacy. 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.
- Staff engagement with 'Understanding Poverty' professional learning to support pedagogical strategies and improve teacher interactions with students around the College campus.

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 2014. 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 2014, 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 2014 was 96 per cent, 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 per cent; 55-80 per cent and below 55 per cent. 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 the 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.
- Continue to implement the Stay on Campus program to encourage better student engagement and attendance.
- 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 February enrolment of Aboriginal students in 2014 was seventy, five more than 2013 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 at Sevenoaks Senior College continues to grow, and has achieved a high level of success compared to national Aboriginal indices in promoting school attendance, completion and transition into further education and employment. Year 12 completion rates for Follow the Dream students continued at 100 per cent. Students that exited the program continue to achieve and break records in the community, as showcased at a 10th year anniversary celebration where 109 Follow the Dream alumni were acknowledged and celebrated.

The testament to the influence of the program is demonstrated by the post school destinations of some of the alumni:

- Follow the Dream started at Sevenoaks Senior College in 2004 in partnership with Cannington Community College and Yule Brook College. In total, 109 students have graduated Year 12 since its inception.
- The very first tertiary entrance examination (TEE) student was Matt Isaacs. Matt is now a mining engineer and works at an underground mine, Red October, in the Goldfields.
- Erin Hill has completed a double degree in Indigenous and Indonesian studies.
- Sevenoaks Senior College first Aboriginal head girl was Melanie Shanks now studying Anthropology at Deakin University.
- Sevenoaks Senior College first Aboriginal head boy was T.J. Armstrong who is completing his degree in Cyber Forensics at Murdoch University. Trevor is also the recipient of the inaugural Defence Scholarship as well as a Woodside Cadetship.
- Allira Sinclair is pursuing a Bachelor of Commerce and has a cadetship with the Department of Defence. Allira was also a recipient of the Rodger Indigenous Award for academic achievement and community contribution.
- Elle O'Rourke is pursuing a Bachelor of Arts in Politics and International Studies and Security, Terrorism and Counter Terrorism and a minor in History.
- Rein O'Rourke is in the navy.
- Ashleigh Lindsay is in her second year at Murdoch University studying law and is a recipient of the Rodger Indigenous Award for academic achievement and community contribution and the NTEU Indigenous Scholarship.
- Andrew Yarran is pursuing a Bachelor of Screen Production.
- Nyima McNamara has an electrical apprenticeship at EGT.
- Courtney Eades is a customer service officer at Polytechnic West.
- Shamone Eades is a customer service representative at the Water Corporation.
- Corin Masatora works at Leighton Contractors and was a recipient of the Prime Minister's Award for excellence in VET.
- Mitchell Mead is a surveyor at Survey Dynamics and owns his own home.
- Hayden Thorne has an apprenticeship with Dale Alcock Homes and was also the recipient of the 2013 Vocational Student Prize valued at \$2000.
- Shannon Whitfield is working in the resources industry and was a winner of the WA Youth Award.
- Jermaine Miller-Lewis has been drafted by the Hawthorn Football Club.

Instrumental to the Follow the Dream success are a number of important targets that sit at the heart of the program:

- Understanding/meeting holistic needs of Aboriginal students on the program
- Utilising a strengths-based approach
- Providing support to the College to ensure a positive and welcoming learning environment which is culturally inclusive, valuing both family and community engagement
- Using appropriate network of collaborators
- Setting high performance standards and expectations
- Building quality teacher-student relationships
- Ensuring students access appropriate course content and delivery.



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.

Outcomes Achieved

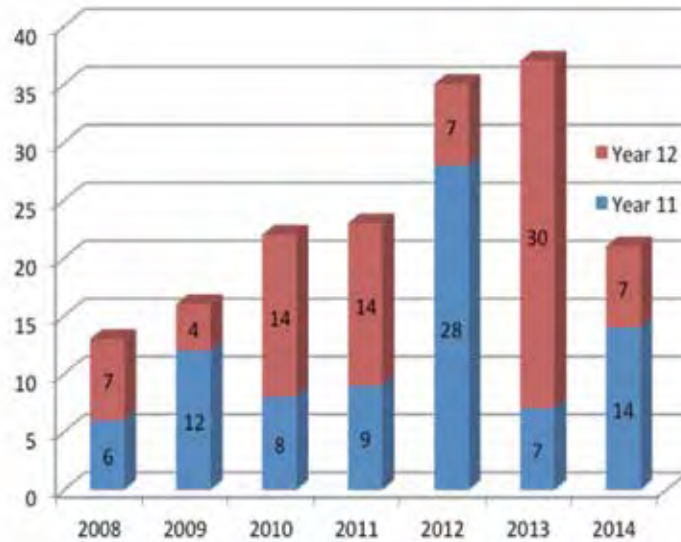


Figure 7: 2008-2014 Follow the Dream enrolments

Destination	2008	2009	2010	2011	2012	2013	2014
University Direct Entrance - ATAR score	0	1	1	3	1	3	2
University Bridging Course	1	1	5	1	1	4	3
Employment	6	0	2	2	1	3	2
TAFE	0	0	1	3	1	5	0
Traineeship	0	1	1	2	1	7	2
Apprenticeship	0	0	1	0	1	6	1
Seeking Employment	0	0	2	3	0	1	0
Other	0	1	1	0	0	1	0
Year 12 completion	7	4	14	14	6	30	6

Table 14: Destinations of Follow the Dream students 2008 to 2014



Targetted initiatives for 2014

Introduction of the Follow the Dream Maali Girl Program

- Follow the Dream Maali Girls was started at the College to deliver a program that would inspire Aboriginal girls to be strong, smart and 'deadly', and equip them to achieve academically; lead healthy and physically active lives; manage money; navigate social media; and discover an interest in science, technology, engineering and mathematics. 2014 saw the first Aboriginal girl at the College who is enrolled in Chemistry and succeeding in this course of study. The girls designed their own logo for their Maali girl shirt and participated in the following programs through the year:



- Curtin Science Engagement Program
- Department of Health : Healthy Eating and Lifestyles Program (Aboriginal Providers)
- Department of Health: Sexual Health (Aboriginal Providers)
- Student Edge: Social Media : impact on health and well being
- Ab Music Respect Yourself Respect Your Culture showcasing career opportunities in music/sound engineering
- UWA Year 12 Seminar.

Continuation of the Deadly Dreaming Expo

Follow the Dream continued to be involved in this initiative to encourage Aboriginal youth to successfully meet aspirations in employment, training and higher education. Students had the opportunity to attend the expo at Murdoch University where they were able to sit down and discuss job requirements, bridging programs and career opportunities with a large number of employer groups including the mining industry and the defence force.

Maintaining and enhancing the 2013 Yule Brook College and Sevenoaks Senior College Community Partnership Agreement

Staff and students at Sevenoaks have been engaged in a variety of activities involving Yule Brook College including football get togethers, Follow the Dream Steering Committee meetings, parent meetings and course and program counselling/transition meetings.

Yule Brook College students continue to have the opportunity to participate in Sevenoaks Senior College Showcase Day and end of year Year 10 transition program where time is spent helping students get to know the staff and courses delivered at the College.

Enhancing Aboriginal School-Based Traineeships

2014 saw the highest number of Aboriginal students enrolled in school-based traineeships.

- 6 students placed at Leighton Contractors (Certificate II in Business)
- 3 students placed at Brother Boy (Certificate II in Business)
- 3 students placed in Animal Care (Certificate II in Veterinary Studies)
- 1 student placed at East Perth Football Club (Certificate II in Sport and Recreation)
- 1 student at Qantas (Certificate II Business)
- 1 student at Champion Centre (Certificate II Business)



Graduating Class of 2014: Results and Destinations

Student	Post School Destination	Grades	Awards
1 WACE	Bridging Course Murdoch /ECU Bachelor of Social Work	Sem 1: B, B, B, C, B Sem 2: A, B, B, C, A	Top Students 2014: Health Stage 1
2 WACE + Cert II Business	Bridging Course Murdoch Bachelor of Education Physical Education Teacher	Sem 1: D, B, B, B Sem 2: C, B, C, B	
3 WACE + Cert III Sport and Rec	Cert III in Sport and Recreation Traineeship	Sem 1: D, C, C, C, C Sem 2: B, C, B, B, B	School Based Traineeship Award Top Aboriginal student 2014
4 WACE + Cert II Engineering	BHP Apprenticeship	Sem 1: C, B, B, C Sem 2: B, B, B, B	Top Student: Cert II Engineering
5 WACE + Cert II Business	Bridging course Curtin University	Sem 1: C, B, B, D, D Sem 2: C, B, B, C, D	
6 WACE	Crown - hospitality	Sem 1: C, D, D, C Sem 2: B, C, B, C	
7 WACE + Cert II	Traineeship Woodside	Sem 1: C, C, B, B Sem 2: C, C, A, B	

Table 15: Follow the Dream student destination data

Awards, Certificates and Accolades for 2014

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

- Irene McNamara won a place on the Earth Watch Challenge in Melbourne.
- Jermaine Miller Lewis was drafted to Hawthorn Football Club.
- Patsy McGinty won a place on the UWA Revision Camp.
- Brett Woods proceeded to the interview stage for the SCASA VET Awards.
- Letitia Bain won a Millennium Kids Scholarship.

Improvement strategies 2015

- Improve key student transition experiences from Year 10 into Year 11 by increasing the onsite tutoring service at Sevenoaks Senior College to two days per week.
- Continue with an intensive English, Mathematics and Science program for the year 8-10 cohort to provide academic content and rigour.
- Include the tutoring sessions of senior school students into their timetables.
- Continue with the newly founded Follow the Deadly Dreaming Career Expo.
- Strengthen the Follow the Dream Maali Girl program to increase a variety of opportunities for the Follow the Dream girls.

Support and Partnerships

BPH Billiton have made an important contribution over the past two years and has provided the contingency funds for the Follow the Dream Program at Sevenoaks Senior College. The Graham (Polly) Farmer Foundation (GPFF) has been instrumental in establishing this partnership. The Graham (Polly) Farmer Foundation is a not-for-profit organisation working in partnership with schools, communities, industries and governments in Western Australia to assist Indigenous students reach their potential. The Sevenoaks Senior College Follow the Dream Program is a GPFF site. Through the BHP partnership students are able to access more opportunities, such as scholarships and jobs with BHP and also have a chance to meet high profile people in Western Australia like a personal meeting with Nic Natinui (West Coast Eagles AFL player) which was arranged through BHP events manager only for Follow the Dream students at BHP /GPFF sites.

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 Systems and follow up phone calls on the day of absence.

During 2014 the Student Services Coordinator and the Vice Principal put in place strategies for students whose attendance dropped below 80 per cent. The Coordinator worked with Advocates to provide early intervention, focusing on strategies to improve attendance.

A reward program continued for students who attended with greater than 90 per cent attendance.

During the first half of term one, the Student Services Coordinator, Student Outcomes Coordinator and Youth Worker initiated and ran a 'Stay on Campus' program. The rationale behind this program was to reduce the issues associated with student transition such as relationship building and becoming comfortable with the new College environment (entire Year 11 cohort) and to encourage attendance and belonging at the College. The program involved various activities aimed at students and encouraged them to stay onsite during their free time. The College Harmony Day took place at the end of these activities and was a great way to celebrate our students' diversity and ethnicity.

Outcomes achieved

In 2014 overall student attendance as measured at the end of semester one was 77.6 per cent, a slight decrease from 2013 (80.8 per cent). As indicated in the table below, compared to the state, student attendance can improve. Given the demographics of the student cohort, the range of programs and students' increased use of the College 24 hour on-line curriculum platform, this result is not unexpected, however staff and administration understand the need to increase student attendance in all programs. The table below provides information relating to student attendance.

	Year 11	Year 12	Non-Aboriginal	Aboriginal
School	74%	81%	76.5%	65%
State	87%	88%	87%	67.5%

Table 16: Percentage attendance of students

Improvement strategies

- Continue the 'Stay on Campus' program during term one.
- Promote 'attendance, all day every day'.
- Continue to promote a young adult ethos and expectations of a strong work ethic.
- Continue to analyse timetable zones to determine attendance patterns of students.
- Identify causes of low level attendance and work with students and families to remedy these issues.
- 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 school into the adult world of further education and employment. The College's aim is to use the two or three years that 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 2014, there were 457 enrolments: 304 Year 11 and 153 Year 12 students. The College enrolment of Aboriginal students was 70 (14.5 per cent). The half cohort impacted this number with enrolments being well down from previous years.

The following section outlines the destination of our students during 2014.

4.1 Graduation Rates

The graduation rate for 2014 is slightly lower than the previous year's result with 124/129 (96 per cent) students achieving graduation which is a positive outcome for the students.

Year	2014	2013	2012	2011	2010
Graduation Rates	96.0%	98.0%	99.0%	99.4%	98.8%

Table 17: Percentage graduation rates

Twenty-eight students participated in the WACE exams and 74 students (57 per cent) participated in a VET program. The attainment rate (students with ATAR scores above 55 and a Certificate II or higher) was 59 per cent.

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 Trade Training Centre, 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. Twenty-two WACE students who sat university entrance exams got into the university course of their first choice. Overall thirty-one Sevenoaks Senior College students gained university acceptance. Of the remaining Year 12 cohort, forty-seven accepted offers to TAFE; thirty gained employment; nine accepted apprenticeships; three returned overseas; nineteen were working, ten were seeking employment, one has a police cadetship, one has joined the defence forces and the remaining six students were unable to be contacted.

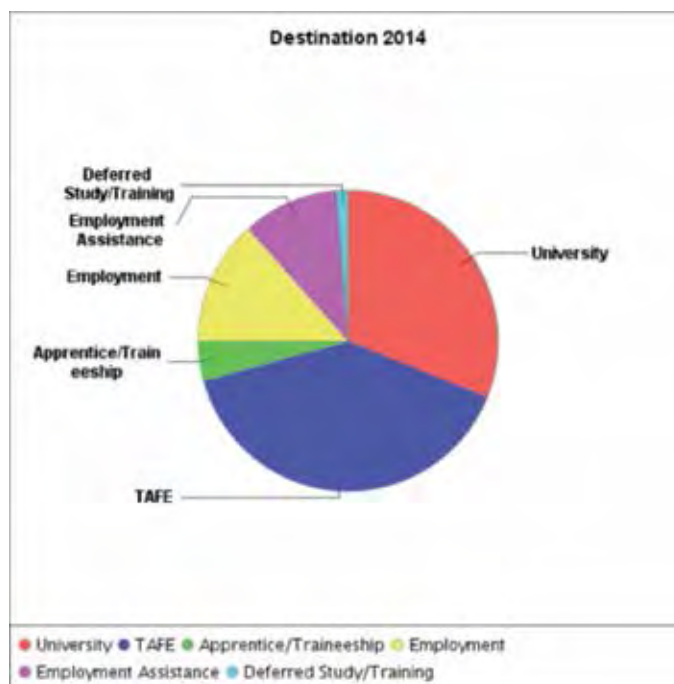


Figure 8: Destination data Year 12 cohort in 2014

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	2014	Canning Skills	Mainstream	Trade Training Centre	Participation
Post Compulsory	29	13	15	1	0
Received Notice Arrangement	5	1	0	0	4
TAFE/Training	16	0	2	2	12
Another School	6	1	3	0	2
Overseas/Interstate	8	2	3	2	1
Employment	15	1	6	3	6
Other	6	0	2	0	4
Total	86	18	31	8	29

Table 18: Destination of students who left during 2014

Of the eighty-six students who left during the year, twenty-eight 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. Most of 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 on-going 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
- Student Guild Initiatives
- Aboriginal Support Program
- Clontarf Football Academy.

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.

5.2 Student Activities Program

Sporting Teams

Sevenoaks Senior College has continued with student sporting teams in 2014. Over 100 students represented the College in six different sports including Aussie Rules Football, Basketball, Netball, Soccer, Touch Football and Volleyball.

A sports breakfast was held in term three to thank staff, coaches and students for their efforts over the sporting season. 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, animal handling, tribal mask making, boomerang throwing, an Ethiopian coffee ceremony, boomerang decorating, tribal face painting and belly dancing, bounce soccer, sumo wrestling and bucking bull challenge. Staff, students and their families and community groups enjoyed a free global food market. Dishes were prepared by students and their families. The festival also included international performances reflecting the ethnic diversity of the College. Representatives from various organisations attended Harmony Day, including Mission Australia, Save the Children, Communicare, Mercy Care and the Red Cross.

Health Awareness Events

The Student Services Team organised health promotion events throughout term three to raise awareness of potential health issues that can impact on young adults. The first event took place in week 7, which was Fruit ‘n’ Veg Week. Students were provided with education and healthy options to build their own sandwiches and fruit kebabs. This afforded the students an opportunity to have a healthy lunch/recess and raise awareness about the importance of healthy eating.

The next event that took place was in week 9, which was R U Ok? recognition day. This day was all about raising awareness of how starting a conversation with someone can change their life for the better by encouraging them to seek help if they need it. Students were encouraged to write positive messages on yellow balloons to share with their peers. Students also received a wristband, stickers and temporary R U OK? tattoo. It was a different but effective way to show young people that three words can change a person’s life.



Our last event of the year involved blowing bubbles, a Headspace stall (the national youth mental health foundation), writing positive messages on cut outs of people and students playing their favourite contemporary hits. This was to raise awareness of Mental Health Week. The idea of students blowing bubbles and enjoying music was to set an uplifting atmosphere for the students and to see a smile across their faces, which we encountered more than once. Headspace were invited to provide students with information about the range of support services that young people can access if they need help.

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 Awards

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

- Jessica Lutter – Most Points Award Winner in Youth Photography
- Alessandra Benesisto – Champion Award Winner in Youth Photography
- Damien Marshall – First Prize in Portrait Enlargement Photography
- Loriebelle Solver - Champion Award Winner in Photography
- Adriena Bacani – Second Prize in Portrait Photography
- August John – Most Points and Champion Award Winner for Youth Industrial Arts
- Connor Bayley – First Prize in Furniture Woodwork
- Enya Serna Rodriguez – Second Prize in Open Woodwork
- Blake Tranter – First Prize in Decorative Metalwork
- Adam Tranter – Second Prize in Decorative Metalwork

Canning Arts Awards

Sevenoaks Photography and Woodwork students were once again winners at the annual City of Canning Art Awards. The following students won prizes and awards:

- Enya Serna Rodriguez – Youth 3D for her red hammock chair
- Jardon McLean – Resident Award
- Charlis Dang – Youth Photography
- Yonas Gebregziabher's chair was purchased by the City of Canning.

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 2014 Student Guild.

In 2014 the Guild had six Year 11 students (Vito Yusuf, Melissa Staniland, Brayden Jones, Lyndon Issacs, Carlos Engelbretsen and Hilman Isvandiar); six Year 12 students (Lily Noordin, Ba Blu Poe, Tarsha Ford, Nathan Lazzarini, Pamela Sawie, and Sarah Campbell); and two Educational Support members, (Ajay Shrestha and Aiden Clyde). Lily Noordin was elected Head Girl and Ba Blu Poe was elected Head Boy.

The Guild attended a leadership camp in April. Some Guild members and other student leaders attended leadership conferences and camps, such as the Grip Leadership Conference and the Fogarty Leadership Camp. 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 the Red Cross.



College Events

The Year 12 Ball was held on 7 March at the Novotel Langley Hotel in Perth. Over 120 students and staff attended this great event organised by a small but diligent committee. The theme of the 2014 Ball was 'The Night Garden' 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 2014 Presentation Ceremony was held on Saturday 15 November at the Cannington Exhibition Centre. 158 students attended the event with over 300 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, past College Principal; Mr David Wood, Inaugural College 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

Sevenoaks Senior College staff continue to enjoy working with Yule Brook College staff and community members to implement 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.

On-going 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 Edith Cowan University research indicating that the Clontarf Football Academy students have a strong sense of belonging to our College. The Aboriginal students in the Clontarf Football Academy scored a mean score of 5.0 (out of a possible 5.0) for the item 'It is very important to me to complete Year 12'. They also score a mean score of 4.83 (out of a possible 5.0) for the item 'I will continue coming to school even if I cannot play football'. 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 2014 two Wayne Lyon Memorial Scholarships were presented. Sarah Campbell was awarded a scholarship for her contribution to sustainability and the environment, and Bla Blu Poe was awarded a scholarship to support him in achieving his personal goals with his education. Two students are the recipients of these \$1000 awards annually.



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 2014 we again managed all College finances through the SIS school management system Cash, Billing and Assets modules. The College operated a one-line budget. 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 2014:

- Advertisement in local newspapers and The Sunday Times.
- *Enrolling Now* banner displayed at the front of the College.
- Full colour Year Book circulated to students and friends of Sevenoaks.
- Televisions located throughout the College advertising the College and courses.
- Sevenoaks newsletter sent to parents of Year 10 students from Cannington Community and Yule Brook College.
- Transition counselling meetings with Cannington Community College and Yule Brook College staff and students.
- 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 2014 twenty-eight staff were involved on the eleven 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, Harmony Day, 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 on-going input to the financial processes.

In 2014 we were allocated a total of 39.38 FTE for teaching staff which included School Administrators (6.0). We were allocated 14.44 FTE for school support staff.

	Allocation	Spent
School Flexible Salary	\$5 948 184	\$5 904 996
Relief Flexible Salary	\$141 069	\$92 254
School Salary Pool	\$178 892	\$170 742

Table 19: One-line budget expenditure

The unspent funds of the school, relief flexible salary and the salary pool will be rolled over into the 2015 finances.

Opening Balance Allocation 2014	\$640 959.11
Revenue	\$2 008 390.45
Expenditure	\$2 176 207.64
Reserves	\$1 640 947.90
Suspense Account	\$15 564.99
\$ Tax	\$9 776.00
Bank Account	\$2 153 232.36
Carryover Funds	\$473 141.92

Table 20: Summary revenue and expenditure 2014

The College operated within budget allocations, maintaining a viable carry-over figure for the commencement of 2015.

7.2 Funding Submissions

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

Successful funding submissions received in 2014:

- \$1 650 PALS
- \$2 750 Healthway Program
- \$1 500 Everyone Belongs Festival

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 2014 there were five full fee paying students. The fees associated with these seven students totalled \$44 356.

7.5 Professional Learning

In total, staff engaged in 115.8 days of professional learning requiring 21.74 days relief. Expenditure on internal relief and external relief support was \$11 616 with the cost of the professional learning sessions equating to \$9 437.70.

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 2014 we raised \$19 963 compared to \$24 743 for 2013 and \$18 601 for 2012. The decrease in 2014 is as a result of a number of clients procuring their own premises. We will continue to look at raising extra revenue with greater advertising of our facilities to the general community via the College website.





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 2015.

School Level Environment Survey 2014		
	Actual n=34	Preferred
Staff Collegiality	4.13	4.36
Staff Freedom	3.99	4.24
Resource Adequacy	4.49	4.65
Shared Mission	4.53	4.68
Leadership Support	3.92	4.29
Parent Involvement	2.92	3.67
Rule Clarity	3.82	4.24
Student Support	4.15	4.53

Table 21: School Level Environment Survey (Curtin University, 2014)

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.

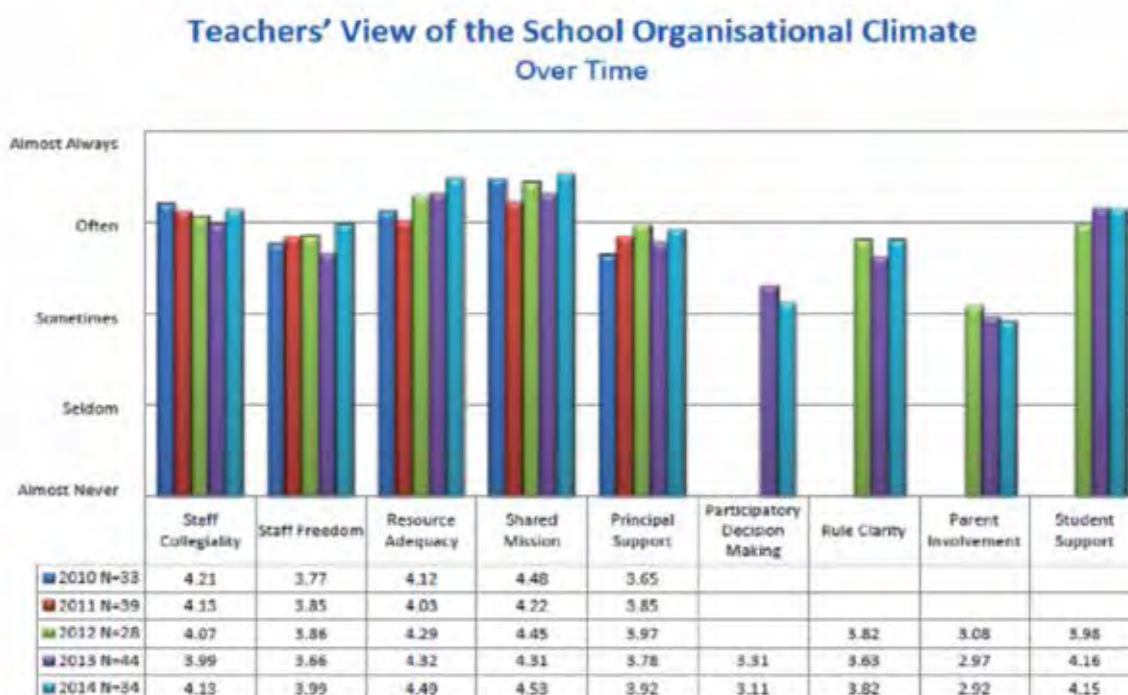


Figure 9: School Level Environment Survey 2010-2014

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.

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

Vocational Education and Training teachers participated in a number of learning opportunities not only to help them deliver and assess training modules but to also gather industry experience to keep their knowledge and skills current.

Improvement strategies

During 2015 there will be continued focus on establishing sustainable Professional Learning Communities including:

- ensuring Professional Learning Community teacher leaders are involved with staff;
- regular Professional Learning Community meetings;
- regular learning area meetings to ensure new WACE courses are implemented appropriately;
- regular VET teacher meetings with VET Coordinator and administration to ensure VET and RTO compliance is occurring;
- 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* continue to be implemented;
- further development of literacy strategies for use in the classroom;
- implementation of the *Difference Differently* modules;
- continued development of teachers' understanding of the school planning process and associated layers of accountability; and
- all staff participate in *A Framework For Understanding Poverty Ten Actions for Educators* professional learning.





9.0 Parent Feedback

Parent feedback was positive as indicated in the ACARA surveys that were conducted in August and September. Responses from the Parent Survey were received from thirty-one families. The mean average (out of five) of the survey scores indicates the following:

- *Teachers at this school expect my child to do his or her best 3.9;*
- *Teachers at this school provide my child with useful feedback about his or her school work 3.8;*
- *Teachers at this school treat students fairly 4.0;*
- *The school is well maintained 4.0;*
- *My child feels safe at this school 3.9;*
- *My child likes being at this school 4.2;*
- *The school works with me to support my child's learning 3.9; and*
- *My child is making good progress at this school 3.9.*

In September the ACARA School Survey was also completed by one hundred and sixty-one students. The mean average (out of five) of the survey scores indicates the following:

- *My teacher expects me to do my best 4.4;*
- *My teachers provide me with useful feedback about my school 4.0;*
- *Teachers at my school treat students fairly 4.0;*
- *My school is well maintained 4.2;*
- *I feel safe at my school 4.2;*
- *I can talk to my teachers about my concerns 3.9;*
- *Student behaviour is well managed at my school 3.7;*
- *I like being at my school 4.0;*
- *My school looks for ways to improve 4.0;*
- *My school takes students' opinions seriously 3.9;*
- *My teacher motivates me to learn 4.0;*
- *My school gives me opportunities to do interesting things 4.1.*





Sevenoaks Senior College

275 Sevenoaks Street Cannington WA 6107

phone 9356 4900

fax 9258 5918

website www.sevenoaks.wa.edu.au