



Sevenoaks Senior College

ANNUAL REPORT 2017



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 2017.

All major programs are reported presenting the outcomes achieved and improvement strategies for the next phase of planning. Some of the highlights for 2017 included:

Twelve Year 12 students were recognised in the School Curriculum and Standards Authority's (SCSA) Exhibition and Award announcements, a record number for Sevenoaks Senior College.

VET Exhibition	Kyle Kerton-Hall
VET Certificate of Excellence	Kyle Kerton-Hall Shakira Celeste Gonzalez-Tammen
Special VET Certificate of Excellence	Macauley John Cunningham
Certificate of Distinction	Nasteha Omar
Certificate of Merit	Lucky Baghel Aquila Aeysha Bashir Joshua Dutosme Mona Mohamed Linh Nguyen Rida Khalilrehman Parekh Sara Putri Khooshil Puttoo Yasmin Sagaale Grace Sarota Julie Anne Vicente Charlotte Wheeler

100 per cent WACE achievement by our Year 12 Follow the Dream Aboriginal students

Thirty-nine ATAR students (93 per cent) who applied for university were offered placements with twenty-four General studies students also gaining entry via university preparation pathways

The Cummins Consortium Memorandum of Understanding was signed by nine leading industry partners heralding a streamlined approach to VET Trade Training Centre students accessing industry placements and apprenticeships in Metals and Engineering and Automotive

The College Board, Principal and staff are proud of the achievements of our students during 2017.

*DR KATH PARTRIDGE
PRINCIPAL*



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2017 Award Recipients

Dux

Aquila Bashir

Outstanding Achievement

Shealie Mullins

Cultural Navigator Award

Nisha Sathvara

Positive Image Award

Julie-Anne Vicente

Citizenship Award

Zane Harper

Caltex All Rounder

Macauley Cunningham

Aboriginal Achievement Award

Blake Little

School Based Traineeship Prize

Blake Little

Westscheme Award for Excellence in VET

Shealie Mullins

Cummins Trade Training Centre VET Award

David Takiwa

Kertisha Derschaw Sports Award

Damien Bennell

1.0 Introduction

This annual report is based on the College Business Plan 2016-2020 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 on-line at:

www.sevenoaks.wa.edu.au

The College Business Plan provides:

- Strategic direction for the College for the duration of 2016-2020;
- 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 2016-2020 also links directly to the Department of Education Plan for Public Schools 2016-2019 *High Performance – High Care* and the *Classroom First* strategy.

Links to the Plan for Public Schools 2016-2019 *High Performance – High Care*

- Priority One:** Success for all students
- Priority Two:** High quality teaching
- Priority Three:** Effective leadership
- Priority Four:** Strong governance and support

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 and attendance 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.

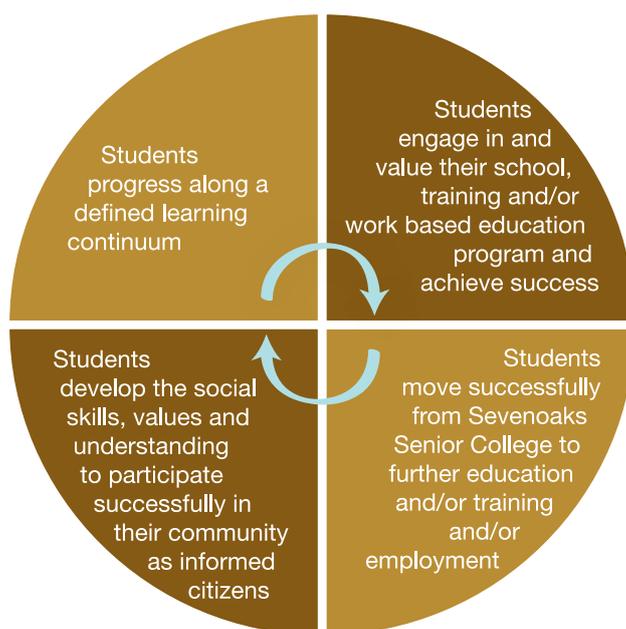


1.1 Our Purpose

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:

- progress satisfactorily along a defined learning continuum;
- engage in and value their school, education and/or work-based education and social development program;
- move successfully from Sevenoaks Senior College to further education and training and/or employment;
- develop the social skills, values and understanding 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 Teaching and Learning: Achieving Success

Purpose Statement One

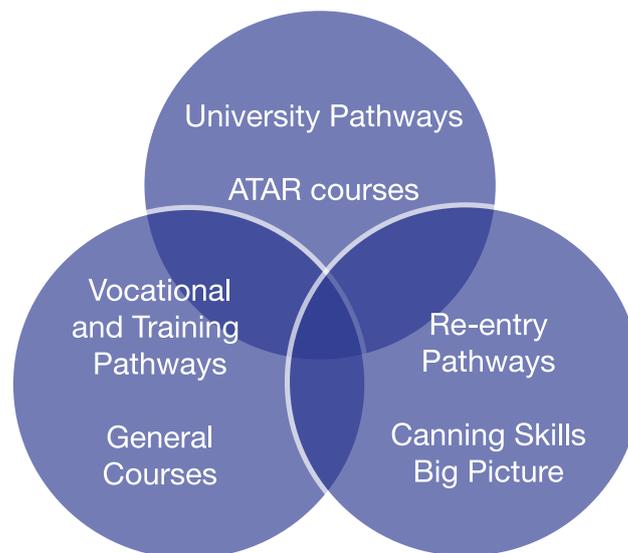
All students progress satisfactorily along a defined learning continuum.

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 on-line;
- 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 (50 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 Big Picture Academy. Each of these programs and the outcomes achieved during 2017 are outlined below.



2.1 Western Australian Certificate of Education (WACE) Courses

In 2017, a range of WACE courses was offered including Foundation, General and ATAR courses to support students aiming for secondary graduation. New WACE courses were also introduced in Year 12 with Year 11 courses introduced in 2015 now consolidated in the College.

Year 11 and Year 12 students also participated in a new Schools Curriculum and Standards Authority (SCSA) requirement to sit an externally set task in term two, as well as sitting an On-line Literacy and Numeracy Assessment (OLNA) in March and September 2017.

Program delivery

During 2017 there were 194 Year 12 students who participated in WACE programs. Sixty-four per cent of eligible Year 12 students achieved a WACE (128 students). Forty-two students achieved an ATAR (22 per cent) with twenty-three of these students achieving one or more scaled scores of 70. The median ATAR for the College was 70.35. The range of courses undertaken is highlighted in the following graphs and tables.



Outcomes achieved – Year 12

The performance of the 2017 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 2012-2017. In 2017, five students achieved an ATAR above 90 with the highest being 97.2 (the College Dux). Thirty-two students achieved an ATAR greater than 50. The median ATAR in 2017 was 70.35. The median ATAR Business Plan target for the College to achieve and maintain is a score at or above 70.

Year	Total WACE students	95+	90-94.9	80-89	70-79	60-69	50-59	40-49	<40
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
2015	36	0	5	8	6	10	4	2	1
2016	31	0	7	9	4	2	4	3	2
2017	42	1	4	6	12	5	7	4	3

Table 1: Students with an ATAR ranking 2012-2017

The median ATAR from 2013-2017 is indicated in table 2 below. The median ATAR for 2017 was 70.35.

Year	2013	2014	2015	2016	2017
Median ATAR	65.6	65.1	70.7	80.45	70.35

Table 2: Median ATAR 2013-2017

A number of factors may have contributed to the College median ATAR score of 70.35, including the capacity and diligence of the students who sat the examinations, the number of students sitting WACE examinations who may have struggled with the volume of course content, and a small group of students who altered their future studies pathways during the year, using only two (not four or five) of their ATAR courses to access university bridging and preparation programs.

Teachers currently participate in SCSA consensus meetings as well as regular in-school moderation activities. Teachers will continue to ensure school assessments and marks are appropriate and that student work is returned in a timely fashion so that feedback can be used for maximum benefit.

Teachers will continue to develop their classroom pedagogy practices and curriculum exploration, including the involvement of teachers in the College Collegial Classroom Observation Strategy, university classroom climate research, Tactical Teaching strategies and explicit teaching methodology.

The College attainment rate, which is calculated when a student achieves an ATAR greater than 55 and/or a Certificate II or higher, was 93 per cent.

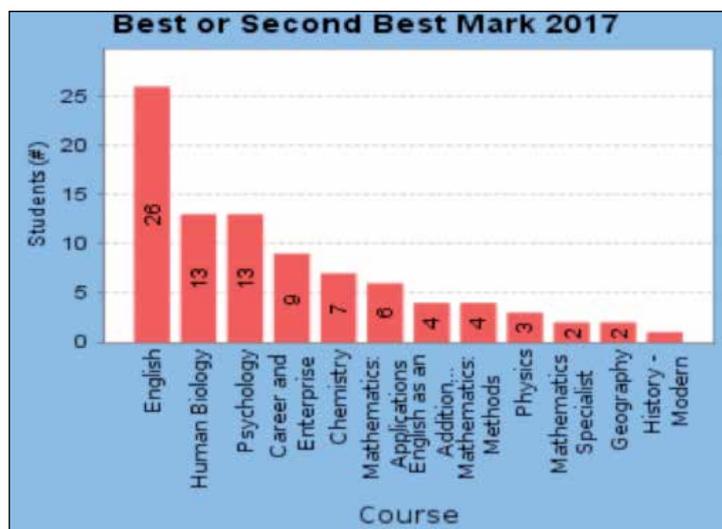


Figure 1: Best or second best ATAR result 2017

In 2017, 22 per cent (42/194) of Year 12 students participated in the WACE course examinations and were awarded an ATAR. There were eighteen students (43 per cent) who achieved a scaled score above 75. This is a significant increase from 2015 when only five students achieved this feat.

The progression of the tricile data, which represents students in each band compared to state norms, reflects the differing cohorts over time.

State %	2013	2014	2015	2016	2017
High (33)	22	11	14	27	13
Mid (33)	24	21	36	30	28
Low (33)	54	68	50	39	57

Table 3: Percentage ATAR Triciles 2013-2017

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

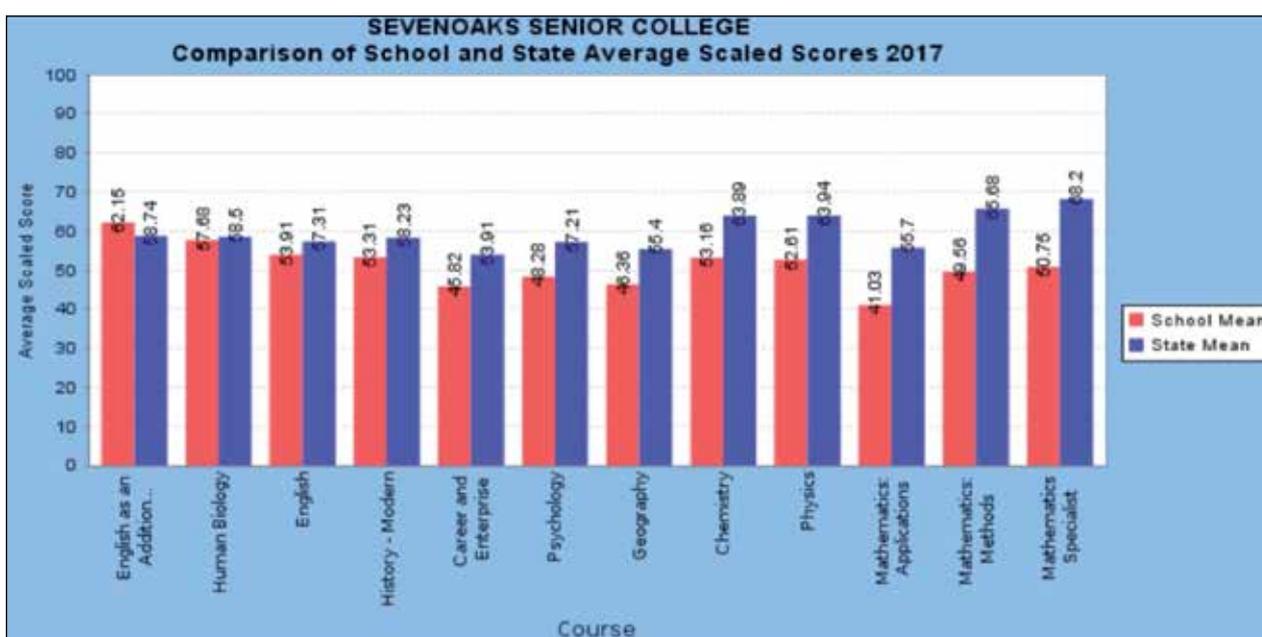


Figure 2: Comparison of state and school scaled scores 2017



ATAR English as an Additional Language achieved higher than the state average while Human Biology was comparable with the state mean. English also performed close to the state average in 2017.

Whilst College staff and Board members are pleased with a number of the Year 12 results, a continued 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 or higher. A continued focus on moving the ATAR students in the lowest tricile into the middle group needs to remain a constant priority in 2018 and beyond.

Outcomes achieved – Year 11

Year 11 students in 2017 showed a trend towards C grade achievement in 2017 with fewer A and B grades in Semester 2 compared to Semester 1. The number of D and E grades reduced between semesters.

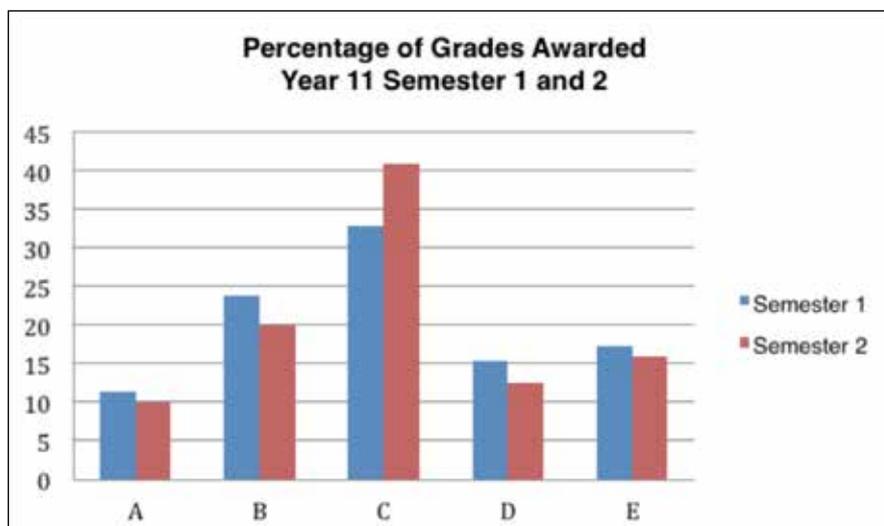


Figure 3: Year 11 grade distribution 2017

Improvement strategies

During 2017, there was a focus on whole of College literacy which included delivery of a Tactical Teaching Reading workshop and operational refinements for assessment tasks and program design. A review of the Year 11 processes for grading and assessment has been ongoing and will continue into 2018.

In 2018 the following strategies will be utilised:

- Continuation of the whole College literacy strategy including Tactical Teaching Reading program to embed the explicit teaching of reading strategies into all courses.
- Year 11 ATAR students will continue to attend the *Pathways to Year 12* program with a focus on improving their transition into the rigour of the ATAR courses.
- Year 12 ATAR *Pathways to University* for students continues to receive very positive feedback from students and will continue to run in 2018.
- Elevate Education sessions for ATAR students will continue and are incorporated into the Orientation program for Year 10s. In 2018, an extra session will be run so that students in Year 11 and Year 12 will attend three seminars per year. Feedback from students has indicated that this is a program they value highly and would like to do more often.
- The OLNA continues to present many challenges for our students. Ongoing efforts to focus on the explicit teaching of literacy and numeracy skills to build student confidence and efficacy in approaching this test will be further refined and utilised. Additional OLNA preparation classes will run throughout the year to support the large number of OLNA candidates at the College.
- The use of Cumulative Task Mark reporting by Advocates to provide immediate feedback to students about their progress will be maintained.

- Consensus grading processes have been refined in 2017 and this will continue into 2018 to ensure that standards and assessment practices are consistent for all programs and classes. These processes provide invaluable information for teachers regarding the performance of our students at all levels and are used to identify areas of strength and to target specific areas for improvement strategies.
- Emphasis in all courses on task design that provides students with greater opportunities to achieve at A and B levels.
- Ongoing staff participation in WACE marking informs teachers of state-wide standards and provides insight into the differentiation of student performance. Continuing support and encouragement will be given to Sevenoaks staff who participate in WACE marking and they will be encouraged to apply for positions to mark Externally Set Tasks or to participate in the audit of assessment and course outlines by SCSA.

2.2 On-line Literacy and Numeracy Assessment (OLNA)

The OLNA is an on-line literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. To successfully meet SCSA literacy and numeracy requirements, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These skills are described in Level 3 of the *Australian Core Skills Framework (ACSF)*. These skills must be demonstrated in literacy (reading and writing) and numeracy. Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in a range of ACSF Level 3 skills in that component and are not required to sit the corresponding OLNA component.

In 2017 students who had not met the literacy and numeracy requirement had two opportunities to sit the OLNA in March and August. Fifty per cent of Year 12 students who sat the assessments in 2017 achieved category three in literacy and numeracy. Forty-nine per cent of Year 11 students (147/297) achieved category three in literacy and numeracy. The Year 11 students who sat the assessments included Canning Skills Big Picture Academy students along with our Trade Training Centre students.

In 2018 additional English staff will conduct daily OLNA support classes leading up to the assessments.

The OLNA WACE requirement has had an obvious impact on the 2017 College graduation rate which was 64 per cent (192 students). This is a decrease compared to the 2016 graduation rate which was 79 per cent (103 students). All teachers are working to support and help the large volume of students entering the College each year (usually over 200 students) who have not met Band 8 in Year 9 NAPLAN or reached Category 3 in the OLNA (reading, writing and numeracy). Whilst a sizeable proportion of students achieve Category 3 by the end of Year 11, sixty-six students needed to re-sit the OLNA in Year 12 in 2017.



2.3 Vocational Education and Training (VET)

Sevenoaks Senior College is a Registered Training Organisation (RTO) 51891. 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.

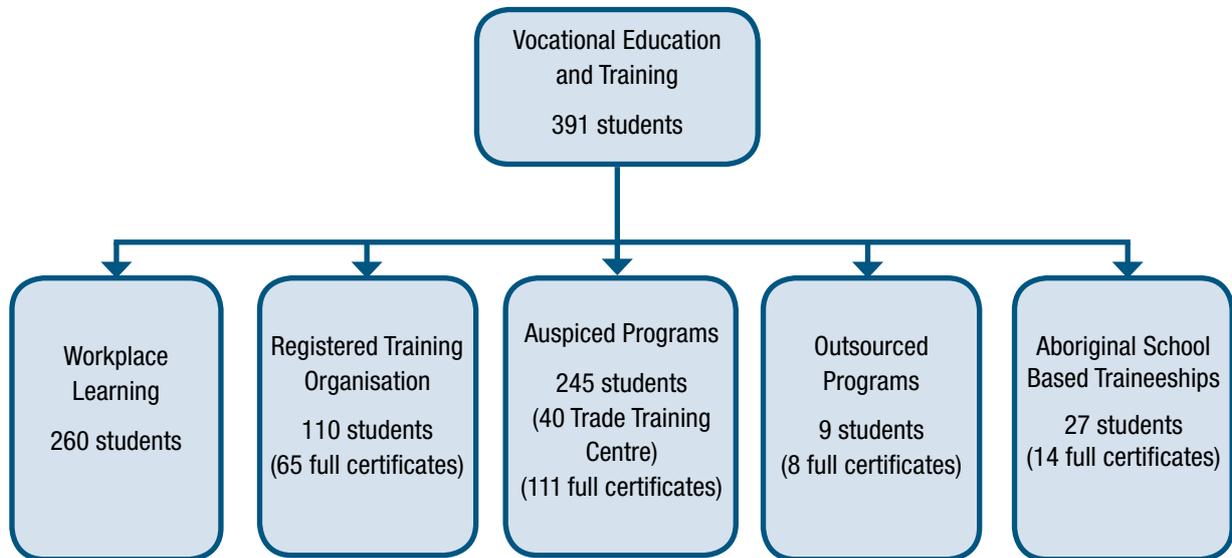


Diagram 1: Vocational Education and Training Programs

In 2017, there was a focus on continued implementation of new processes and policies to address the *Standards for Registered Training Organisations 2015* and successful completion of Year 11 competencies.

Generally, certificate delivery in the College was over two years and there were many students enrolled in partial certificates during the first half of their program in Year 11.

The Sevenoaks Senior College Business Plan aimed for an incremental increase in achievement of Certificate II or above to 80 per cent. In 2017 the College achieved an overall VET completion rate contributing towards attainment of 98 per cent for the full Certificate II or higher.

2.3.1 Registered Training Organisation (RTO) programs

This is the eleventh year that Sevenoaks Senior College 51891 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 2017 the certificate BSB20115 Certificate II in Business was delivered as a stand-alone program over a two-year period. A Training and Accreditation Council Strategic Audit was conducted and Sevenoaks Senior College 51891 was deemed to be fully compliant.

Overview of results

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

Certificate	Enrolment		Completion Rates		
	Partial	Full	% completion of full enrolments		change since 2016 (+ or -)
	Total	Total	Total	%	%
BSB20115 Certificate II in Business	45	65	63	97%	+3%

Table 4: RTO certificate completion rates 2017

The overall completion rate of the full certificate program was 93 per cent. This is a very pleasing result with students fully embracing the opportunity to complete training qualifications in their school setting.

In 2017 students completed the VET Student Satisfaction Survey. Feedback was once again 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).

All questions had:

- over 65.71 per cent of responses indicating either high or good (or not applicable), and
- over 92.86 per cent of responses indicating satisfactory or above (or not applicable).
- 94.37 per cent of respondents indicating they believe 'participating in the certificate has been worthwhile'.

Improvement strategies

- Increased validation/moderation focus including reviewing the clarity of assessment requirements.
- Focus on sourcing suitable placements relating to Business.



2.3.2 Auspiced programs

During 2017, Sevenoaks had auspicing arrangements with North Metropolitan TAFE, South Metropolitan TAFE, COSAMP and Vocational Training Services. This enabled programs to be delivered on-site for students.

Program delivery

The two Certificates of General Education for Adults (CGEA) programs were delivered as stand-alone certificates over one year within the Canning Skills Big Picture program.

Sevenoaks Senior College initially aimed to deliver the 22252VIC Certificate II in EAL (Employment) however due to changed contractual arrangements with the Registered Training Organisation the Certificate delivery was cancelled.

The CUA20615 Certificate II in Music Industry was successfully introduced in 2017 for Year 11 students.

Outcomes achieved

Model	Certificate	Enrolment		Completion Rates		
		Partial	Full	% completions of full enrolments		change since 2016 (+ or -)
		Total	Total	Total	per cent	
North Metropolitan TAFE RTO52786	CUV20111 Certificate II in Visual Arts	24	26	26	100%	+20
South Metropolitan TAFE RTO52787	AUR20712 Certificate II in Automotive Vocational Preparation	14	7	7	100%	+60
South Metropolitan TAFE RTO52787	22236VIC Certificate I in CGEA		3	2	54%	+1
South Metropolitan TAFE RTO52787	22237VIC Certificate II in CGEA	1	24	14	58%	-7
South Metropolitan TAFE RTO52787	MEM20413 Certificate II in Engineering Pathways	11	8	7	88%	+8
Vocational Training Services RTO51843	SIT20213 Certificate II in Hospitality	51	43	42	98%	+10
Vocational Training Services RTO51843	ICT20115 Certificate II in Information and Digital Media Technology	23			N/A	N/A
COSAMP RTO41549	CUA20615 Certificate II in Music Industry	10				

Table 5: Auspiced certificate program outcomes 2017

The overall completion rate of the eight full certificate programs (including Certificates I and II CGEA) was 88.0 per cent. This was an increase of 15 per cent since 2016.

In 2017 students involved in auspiced programs completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about the:

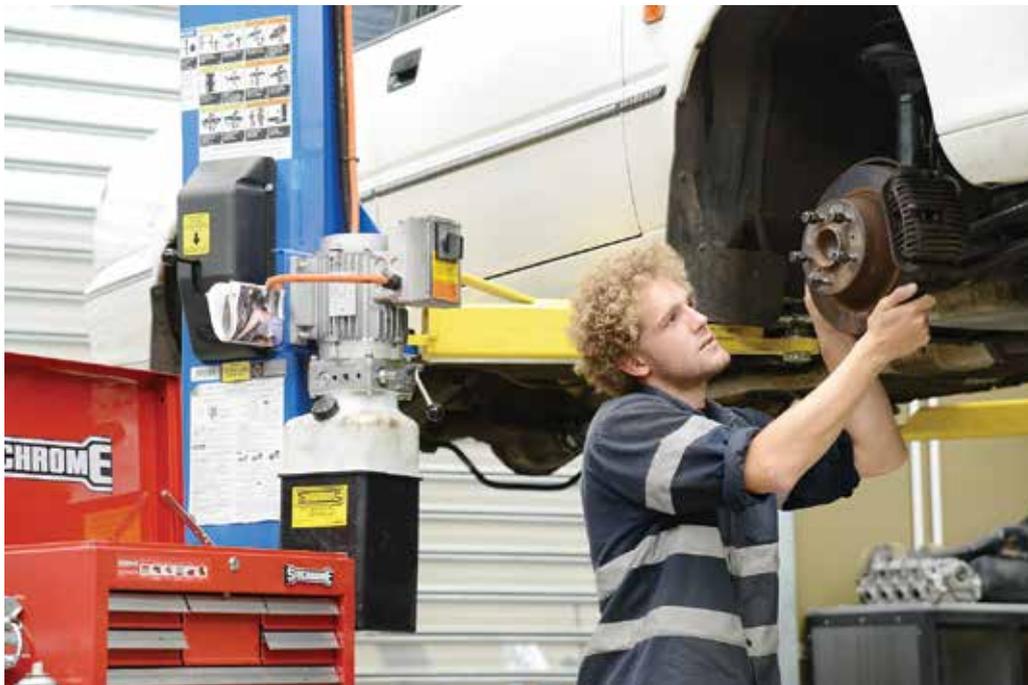
- clarity and effectiveness of learning activities;
- quality of feedback, course materials and resources; and
- assistance with learning needs (i.e. literacy and numeracy).

All questions had:

- over 75.78 per cent of responses indicating either high or good (or not applicable), and
- over 92.97 per cent of responses indicating satisfactory or above (or not applicable).
- 93.98 per cent of respondents indicating they believe 'participating in the Certificate has been worthwhile'.

Improvement strategies

- Support the implementation of programs with new Registered Training Organisations.
- Introduce new Certificates into the College including:
 - SIS20115 Certificate II in Sport and Recreation
 - FSK20113 Certificate II in Skills for Work and Vocational Pathways
 - 10674NAT Certificate II in Functional Literacy





2.3.3 Outsourced programs

A significant number of students completed units of competency towards certificates in a variety of industry areas through programs supported by VET profile hours.

Program delivery

Students participated in a variety of certificate programs through North Metropolitan TAFE and South Metropolitan TAFE.

Outcomes achieved

Registered Training Organisation	Certificate	Enrolment		Completion Rates % completions of full enrolments	
		Partial	Full	Total	per cent
		Total	Total		
South Metropolitan TAFE RTO52787	UEE210911 Certificate II in Electronics		2	2	100%
South Metropolitan TAFE RTO52787	MEM30505 Certificate III in Engineering		1	0	0%
South Metropolitan TAFE RTO52787	MEM20105 Certificate II in Engineering		1	1	100%
South Metropolitan TAFE RTO52787	AVI30116 Certificate III in Aviation Cabin Crew		1	1	100%
South Metropolitan TAFE RTO52787	BSB30415 Certificate III in Business Administration		1	1	100%
South Metropolitan TAFE RTO52787	UEE20511 Certificate II in Computer Assembly and Repair		1	0	0%
South Metropolitan TAFE RTO52787	UEE22011 Certificate II in Electrotechnology	1			N/A
North Metropolitan TAFE RTO52786	HLT26015 Certificate II in Population Health		1	1	100%

Table 6: Outsourced certificate programs 2017

The overall completion rate of the eight full certificate programs was 75 per cent.

Improvement strategies

- Continue to refine College and lecturer communications to ensure students have the best possible chance of completing all of their units of competency.

2.3.4 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 2017, twenty-seven students participated in a School Based Traineeship, fourteen being Year 12 students.

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
2015	29	1	0
2016	22	0	1
2017	27	0	0

Table 7: School Based Traineeships and Apprenticeships participation numbers 2008-2017

Two Year 12 students withdrew from their Aboriginal School Based Traineeships (ASBT), either because they left College or focused on school based WASSA completion.

Of the remaining twelve potential completions, eleven Year 12 students completed their SBTs during 2017. The other student disengaged from their whole College program for personal reasons during term three.

Improvement strategies

- Continue an increased focus on review and support for Year 12 SBTs to complete their certificate requirements early during term one.



2.3.5 Workplace Learning – General programs

In 2017 Workplace Learning was delivered across mainstream, Canning Skills Big Picture Academy 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 2017 all students wishing to participate in workplace learning opportunities enrolled in the endorsed course ADWPL Workplace Learning. The overall numbers of students enrolled in ADWPL increased significantly from 2016 to 2017.

All placements were managed within the College during 2017. This process worked well and students achieved positive results as indicated in Table 8.

Students enrolled in the mainstream Workplace Learning program participated one day per week aiming to reach a total of 110 hours in the year. Some Year 11 students completed above these hours and will use the hours as credit in Year 12.

In 2017 Year 11 students continued to complete a two-week block placement during the end of year break. This was successful in assisting students to complete their Year 11 program and reducing the number of days students needed to be out of College to complete the 110 hours in Year 12.

Both Business and Hospitality students aimed to complete placements in their relevant industry. There were difficulties in both industry areas in sourcing sufficient placements, especially in the Business environment. The sourcing of Business placements will be a priority for 2018.

Outcomes achieved

Year	Participants	Achieved course requirements	% achievement	Change since 2016 (+ or -)
Year 11	118	77	64%	-4
Year 12	142	129	91%	-3

Table 8: Workplace Learning outcomes 2017

In 2017, a number of students completed work placements but did not submit their completed Logbooks. These students will be supported in 2018 to finalise their Workplace Learning Logbooks.

Improvement strategies

- Increase the level of parental contact for students who do not engage.
- Focus on sourcing new Business placements.
- Continued focus on identifying students with part time employment as workplace learning candidates.

Overall improvement strategies for VET

- Continue to implement learning area specific improvement strategies to increase full certificate completion rates across all certificates.
- Implement whole of College literacy strategies such as Tactical Teaching Reading to improve students' literacy abilities.
- Review and monitor the implementation of Registered Training Organisation processes to meet the *New Standards for VET Regulation*.

2.3.6 Trade Training Centre (TTC)

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:

- the Western Australian Certificate of Education (WACE); and
- Certificate II (either AUR20712 Automotive Vocational Preparation or MEM20413 Engineering Pathways).

In 2017, 23 Year 11 and 19 Year 12 students were enrolled. In total, 42 students were given places at different stages and a number of factors influenced the final numbers (see table 9) at the end of the year.

2017 also saw the continuation of the Year 10 Trade Taster Program. Cannington Community College provided a steady enrolment of Year 10 students into the 'taster' class each Friday. Yule Brook College and Southern River College did not supply any students this year, although the program continues to be offered to all TTC consortium schools. This program began at the start of term one and continued every Friday through to late term four with a group of 13 students. It is anticipated that 8 of these students will enrol as Year 11 students at the Trade Training Centre In 2018.

Program delivery

The primary role of the Trade Training program is to successfully facilitate the transition of students from school to their chosen industry. The development of trade and employability skills remains the focus of the program. This is achieved by exposing the students to rich, relevant work placements and by flavouring their theory and practical tasks with current industry content. Students who make the transition successfully from school to meaningful employment after or during the course are deemed successful within the context of our program.

A number of students are offered an apprenticeship before the completion of their studies. Most students, however, move to full time employment, traineeships or further training with TAFE colleges upon completion of their Trade Training program.

In 2017, the partnership between the College, Cummins International and Komatsu has continued to grow. Through the partnership, work placement opportunities were made available for all of the Year 12 students and several of the Year 11 students. In 2017 the prestigious Cummins International achievement trophy was awarded to David Takiwa for his efforts on work placements in the automotive industry.





	Year 10 Taster	Year 11	Year 12	Total
Automotive	13 students	14 enrolled in TTC over the year. Of these: <ul style="list-style-type: none"> • 12 will transition into Year 12 TTC in 2018. • 2 students referred on to participation for review. 	9 enrolled over the year, of those: <ul style="list-style-type: none"> • 7 enrolled in the full Certificate II with the Trade Training Centre. • 2 were enrolled into external Certificate II programs as Aboriginal School Based Trainees. • 9 students completed their Certificate II of whom: <ul style="list-style-type: none"> • 6 achieved WACE and Certificate II. • 3 gained a WASSA that included a Certificate II. • 4 students have an apprenticeship. 	
Metal		9 enrolled in the partial Certificate II over the year. Of those: <ul style="list-style-type: none"> • 4 will transition into Year 12 TTC in 2018. • 2 have been referred to participation for review • 1 left to take up an apprenticeship. • 1 is repeating Year 11 • 1 is moving to specialist sports program 	10 enrolled over the year, of those: <ul style="list-style-type: none"> • 8 enrolled in the full Certificate II over the year • 2 gained apprenticeships and left prior to the completion of their school year. • 7 students completed their Certificate II of whom: <ul style="list-style-type: none"> • 5 achieved WACE and completed the full Certificate II course. • 2 gained a WASSA that included a full Certificate II. • 1 gained a WASSA and no Certificate II due to attendance issues. • 4 students have an apprenticeship. 	
Total	13	23	19	55
Demographics				
Aboriginal	3	2	6	11
EALD	0	0	1	1
Left the Trade Training Centre program during 2017				
Mainstream		0	0	0
Move On or Canning Skills Big Picture programs		0	0	0
Participation or other		4	0	4
Apprenticeship or employment		1	2	3
Total		5	2	7
Final figures				
Completed certificate course outside of TTC			2	2
Completed Certificate II TTC			14	14
Achieved WACE in Year 12			11	11

Table 9: Intake of students into Trade Training Centre 2017

Outcomes achieved

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

- 11 of the 19 Year 12 students that enrolled at the start of 2017 achieved a WACE and a Certificate II in their chosen vocation.
- 5 of the remaining students achieved a WASSA that included Certificate II.
- 4 out of the 6 Aboriginal students in the Year 12 cohort left school and went to apprenticeships in the mining sector and 1 other has been assigned a mentor as a pathway into a traineeship as an operator in the mining sector.
- Students have a very good chance of obtaining an apprenticeship or a full time industry position either during or at the end of their studies. In 2017, one of our Year 11 students gained an apprenticeship and left before completing Year 11. During Year 12 or immediately after the end of Year 12, eight of the students secured apprenticeships.

	2012		2013		2014		2015		2016		2017	
	Enrolled	Completed										
Auto	6	6	15	15	7	7	14	12	5	2	7	7
Metal	5	1	11	9	11	6	12	6	6	5	8	7
Total	11	7	26	24	18	13	26	19	11	7	15	14
Per cent		64%		92%		72%		73%		64%		93%
Cumulative total	11	7	37	31	55	44	81	63	92	70	107	84
Cumulative %		64%		84%		80%		78%		76%		79%

Table 10: Certificate II completion rates – longitudinal 2012-2017

**cumulative total is the total number of students who have completed qualifications since 2012*





Improvement strategies

- Certificate classes (Engineering Pathways and Automotive Vocational Preparation) will continue to be timetabled with an extra hour per week in 2018 as this appears to have had a positive effect on completion rates.
- **Programming:** The new Trade Maths program was initiated into the Trade Training Centre curriculum this year with positive results. The students were surveyed at the end of the course and the majority of comments were positive. The students felt that they were better skilled and more confident to seek a position in industry.
- The Cummins Soft Skills program will continue to be delivered via our advocacy teachers. The first cohort of students to undergo the training will be entering Year 12 in 2018 and their training will become relevant as they complete their workplace learning modules.
- **Application to Trade Training:** We will continue to place a high importance on identifying literacy and numeracy gaps prior to enrolment. This information will be a factor in the selection criteria when potential students are interviewed for future Trade Training positions. This will assist in identifying the students with the potential to leave the program prematurely when they find the work too difficult and will ensure appropriate supports are put in place.
- **Attendance:** Rates will continue to be closely monitored and parental contact will remain a priority. Regular attendance is a key indicator of success for students enrolled at the Trade Training Centre.
- **Workshop:** Project-based learning and an introduction to science, technology, engineering and mathematics (STEM) will remain a focus in 2018. There is growing evidence that students achieve better results when they work on tasks that integrate science, technology, engineering and mathematics. Through the Trade Training Centre, students will have access to state of the art equipment and the latest technical drawing software.
- **Workplace Learning:** The Year 11 2018 student cohort will be required to complete Workplace Learning (minimum 110 hours) when participating in either of the certificate courses. The Trade Training program focuses on ensuring students will be work ready by the end of Year 12. There will be some consideration given if a student already has part time employment, however meetings will be held with the parents of students who cannot or will not complete a work placement. Alternative pathway options will be discussed with the parents of students who have low attendance rates or who are unable to effectively complete a work placement.
- **Industry Partnerships:** Sevenoaks Senior College Trade Training staff will continue to develop strong, sustainable industry partnerships, ensuring students have access to quality work placements and potential employment or training pathways. A renewed focus will be placed on student excursions to the workplaces of our industry partners. In term one 2018 excursions will include visits to Cummins, Komatsu, Centurion Industries, Automotive Holdings Group, GKR and Westrans.

2.4 Canning Skills Big Picture Academy

Canning Skills is a re-engagement program for students aged 16 to 19 years that encompasses the Big Picture learning philosophy of ‘one student at a time in a community of learners’.

While our students continue to come from widely different ethnic groups they have one thing in common and that is a lack of success in other educational programs. By implementing a Big Picture learning design Sevenoaks aims to give our students access to an education that is relevant and interesting to each individual while at the same time continuing to build on existing literacy and numeracy skills.

In 2017 seventy-three students were enrolled across four Advisories (classrooms). While working in their Advisories students were able to pursue their passions by working on special interest projects and completing either a Certificate II in General Education for Adults or SCSA Year 11 or 12 courses.

While the measures of our success are linked to our College Business Plan, our evidence is taken in a variety of ways and is often anecdotal, shared through daily feedback sessions as well as through student exhibitions of their learning.

Attendance		
73 enrolled	35 remained engaged at the end of the year: <ul style="list-style-type: none"> • 44 achieved their Individual Learning Programs for 2017 (some exiting the program before the end of the year) 	Target: 50% Actual: 43%
Program Achievement		
22236VIC Certificate I In General Education for Adults	2	Full Certificate Target: 50% Actual: 46%
22237VIC Certificate II in General Education for Adults	14	
Year 12 WASSA	4	
Year 11 (includes completion of 1 ASBT)	8	
C grade achievement across Advisories	61%	

Table 11: Canning Skills Big Picture Academy 2017

Student work exhibitions are a requirement of Big Picture learning design and add another level of accountability for our students and staff. Students this year enjoyed sharing their learning with members of their Individual Learning Teams, comprising the student, their Advisory teacher and at least one member of their family or care group. This very valuable experience provides students with an opportunity to present orally, use technology (in many instances) and discuss their understandings and knowledge about a special interest, as well as present their school work with a select group of interested people.

At the end of the year all students who had completed their learning programs were required to give a transition exhibition to their new Advisory teacher as a means of reflecting and re-focusing for their 2018 studies. The students who did not complete their learning programs in 2017 were required to attend a meeting at the end of the school year with members of their Learning Team in an attempt to improve their attendance and refocus their commitment to engaging and learning.



Improvement Strategies

- Learning through Internship (LTI) is a major element of the Big Picture learning design. Through internships students are encouraged to develop real and authentic learning opportunities. LTIs can take the form of work shadowing, one-off visits or work in an area of interest identified by the student. Ultimately, we would hope that the LTI the student embarks on will lead to them finding a mentor to work with and help them transition to relevant and meaningful work or further learning. Advisory teachers will provide the opportunity for students to participate in internships throughout 2018.
- Canning Skills Big Picture Academy staff will focus on the implementation of Big Picture learning design through improved strategies to help students develop projects that encourage deeper learning.
- Students will participate in 'Leaving to Learn' opportunities that provide students with excursion visits to a variety of locations including the Perth Zoo, the Art Gallery of Western Australia, AQUA and Fremantle.
- Big Picture 'Town Hall' meetings will continue in 2018. These meetings involve all four Advisories and are designed so that the Big Picture students conduct the meeting and help with content and the meeting agenda. Students who were involved in the 2017 program will help model and organise the initial 'Town Hall' meetings.
- In 2018 two Advisories will focus on engagement and literacy and numeracy skills including completion of either 22236VIC Certificate I or 22237VIC Certificate II in General Education for Adults, Keys for Life and Aboriginal Cultural Awareness. The other two Advisories will focus on work readiness skills and life skills with the implementation of FSK20113 Certificate II in Skills for Work and Vocational Pathways and the introduction of 10306NAT Certificate II in Functional Literacy.
- Each Advisory program will run for 12 months.
- Each Friday students will be involved in a variety of community activities. Students will have the options of participating in fitness and health activities, maintaining the Canning Skills vegetable garden, inviting and interacting with guest speakers and being involved in a healthy cooking program. Students will also work on developing, coordinating and conducting a local, worthwhile community project.



2.5 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 2017 the Student Services Coordinator and the Vice Principal continued to work on 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.

The College has an attendance reward program for students who record greater than 95 per cent attendance.

During the first half of term one, the Student Services Coordinator 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 and to encourage attendance and belonging at the College. The program involved various activities aimed at students and encouraged them to stay on-site 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 2017 overall student attendance as measured at the end of semester one was 78 per cent, a decrease from 2016 (80.0). However across the year, there was a pleasing increase in attendance by the Year 12 cohort. Attendance for this year group has been trending up for the past three years. As indicated in the table below, compared to the State, student attendance can still improve. Given the demographics of the student cohort, the range of programs and students' increased use of the College's 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. This continues to be a key message given to students at every opportunity. The table below provides information relating to student attendance.

	Year 11	Year 12	Non-Aboriginal	Aboriginal
School	73%	84%	76%	61%
State	87%	88%		

Table 12: Percentage attendance of students 2017

Improvement strategies

- Continue the 'Stay on Campus' program during term one.
- Promote 'attendance, all day every day' as a slogan throughout the College.
- Continue to promote a young adult ethos and expectations of a strong work ethic.
- New timetable structure for 2018 (excluding double zones for non-VET courses) to support attendance.
- Identify causes of low level attendance and work individually with students and families to remedy these issues where possible.
- Provide incentives to encourage greater attendance through the attendance reward program and prizes.



3.0 Teaching and Learning: Safe and Accountable Classrooms

Purpose Statement Two:

Students engage in 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. Strategies include 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 *Difference Differently* modules and data, and also Edith Cowan University's research 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. In particular students respond to two important questionnaires that are administered each year: *What's Happening in this School* (WHITS) and the *Classroom Climate Questionnaire* (CCQ).

Program delivery

Both questionnaires are administered annually and identify 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 provides a longitudinal overview of students' responses to Curtin University's *What's Happening in this School* (WHITS) survey.



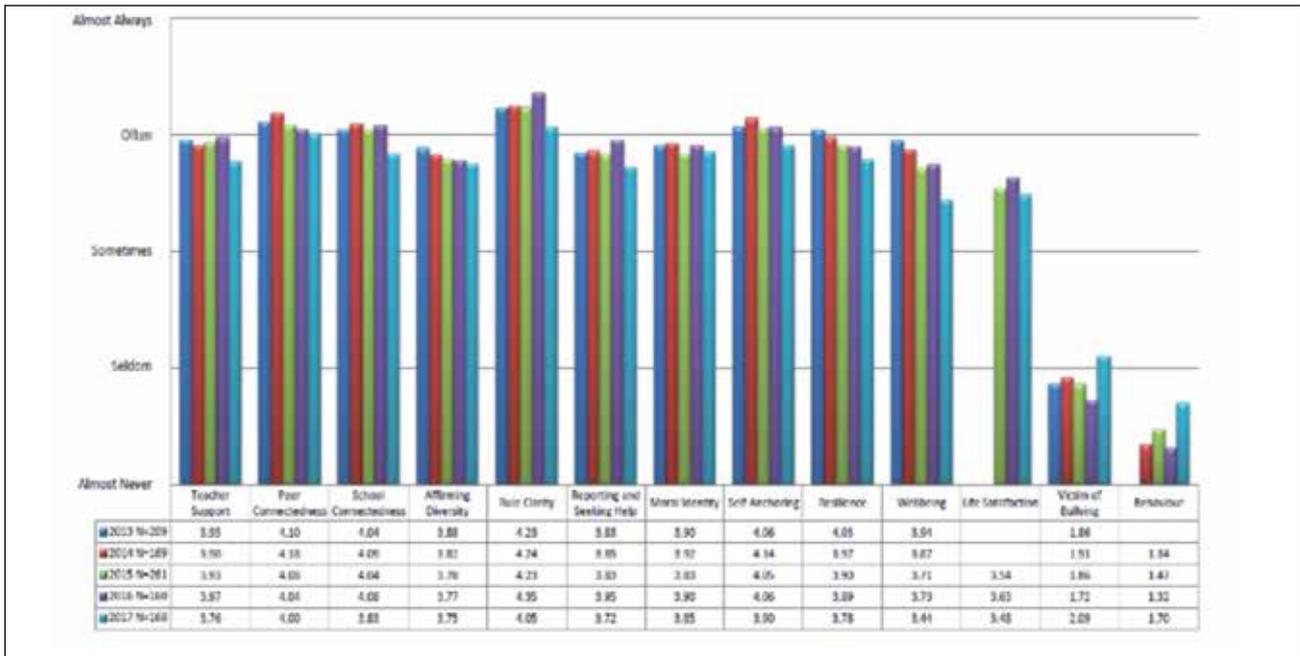


Figure 4: Students' view of *What's Happening in this School (WHITS)* (Curtin University 2017)

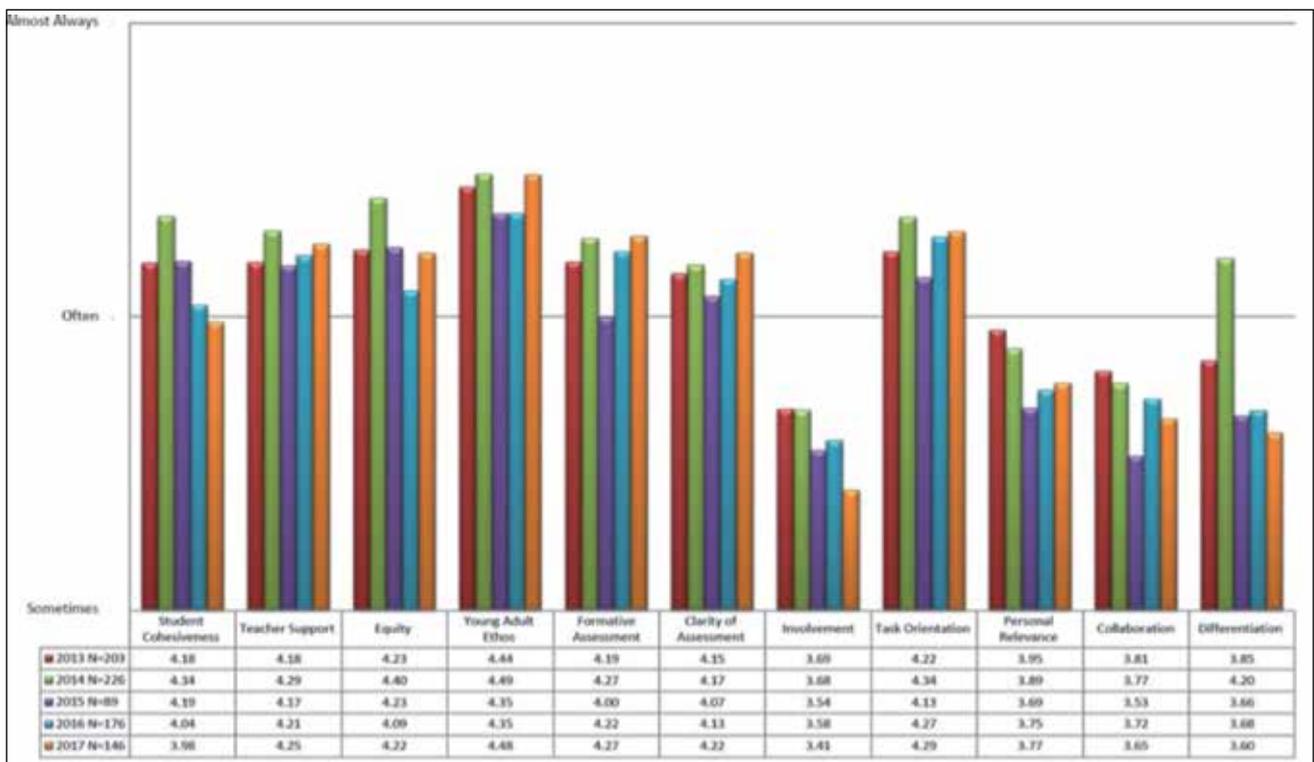


Figure 5: Students' view of learning environment indicators (Curtin University 2017)



Improvement strategies

- Continue to strengthen the Year 10 Transition Program to support students' adaptation to senior schooling, beginning with a carefully planned orientation program and collection of OLN data from feeder schools.
- Clarify the roles of the leadership team in particular the key roles of executive Vice Principals (Year 11 and Year 12 Vice Principal duties).
- 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.
- Increase the number of visits made to feeder schools to inform students and teachers about courses and expectations at Sevenoaks.
- Incorporate extended Professional Learning sessions using teachers to demonstrate and develop classroom teaching strategies to support the whole College literacy strategy.
- Implement new *Instructional Pathway* pedagogical approaches to explicit teaching in classes to help support both literacy and numeracy.
- Increase staff engagement with *Understanding Poverty* professional learning to support pedagogical strategies and improve teacher interactions with students around the College campus.
- Continue to implement the *Collegial Classroom Observation Strategy* supported by Curtin University as a means of informing teachers about their classroom practices and student learning.
- Provide a coordinated approach to *Leadership Coaching* by accessing an experienced educational coach with knowledge of our university research data and college priorities to work with level 3 administrators and the executive so that they have the additional skills necessary to support Sevenoaks teachers.



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 twice a year. The scales developed within the survey instrument measured students' perceptions of their social connectedness and their level of academic engagement and any changes in perceptions from the first survey and focus group interviews early in Term 2 and the follow-up survey and interviews in Term 4.

Outcomes achieved

The 2017 Edith Cowan University survey included a scale based on a set of questions that explore students' perceptions of the importance and feasibility of regular school attendance. Both Year 11 and Year 12 students indicated their understanding of the importance of regular school attendance, their willingness to attend school, and their efforts to overcome any personal challenges in order to attend school. Overall scores were consistently above 4.00 (out of 5.00) in analysis of program, year group, gender and culture. Students in the Clontarf Football Program indicated the strongest understanding of the importance and impact of regular attendance (4.56).

Social connectedness at the College was also surveyed. The data supported the claim that students across all year groups and programs maintain a high level of social connectedness within the learning culture of Sevenoaks Senior College. More specifically, scale scores in Year 11 and 12 were close to 4.00, indicating a high level of social connectedness (3.91 semester one and 4.03 semester two). All students considered the classroom teacher as the main source of support for studies, followed by their Advocate and their family. Year 12 students indicated a particularly strong sense of support from their teachers and Advocates (4.21 in semester one and 4.22 in semester two).

It was also evident in the survey data that students across all year groups and programs considered that they maintained a high level of academic engagement within the learning culture of the College. Both Year 11 and Year 12 students reported a high level of academic engagement (Year 11, 3.83; Year 12, 4.01). Across all groupings, the data indicated that students either maintained or increased their sense of academic engagement over the year. For example, the Clontarf Football students reported an increase in academic engagement over the year from 3.67 to 3.91. Similarly, the Canning Skills students' sense of academic engagement increased from 3.53 to 3.74 over the year. Students across all groupings indicated a very high satisfaction with their subject selection. Scale scores were either close to or above 4.00 in every grouping. Students with refugee status were particularly satisfied with their subject selection (4.27).

Similarly, students reported a strong sense of involvement in their studies, as evidenced by scale scores consistently above 3.80.

Overall, there were no scale scores to indicate major areas of concern in terms of students' sense of self efficacy. There was almost no difference in overall scores for Year 11 and Year 12 (3.71; 3.73). Female students reported a stronger sense of self efficacy than males (female: 3.75; male: 3.69).

The 2017 Edith Cowan University data indicates the College is successfully maintaining and developing a school culture that promotes both social connectedness and the academic engagement of all students.



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 strategies 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.
- Implementing the revised *Harmony and Diversity* program to be run via Advocacy sessions.
- Use of the Advocacy program to support students and build connection with the College.
- Encouraging diversity within the College Student Guild and supporting these students to become role models within the College and community whilst also building their leadership capacities and teamwork skills.



3.3 ACARA School Opinion Surveys

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-eight 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* 4.5
- *Teachers at this school provide my child with useful feedback about his or her school work* 4.2
- *Teachers at this school treat students fairly* 4.5
- *The school is well maintained* 4.4
- *My child feels safe at this school* 4.5
- *My child likes being at this school* 4.6
- *The school works with me to support my child's learning* 4.3
- *My child is making good progress at this school* 4.4

In September the ACARA School Survey was also completed by one hundred and forty-two students across Year 11 and Year 12. The mean average (out of five) of the survey scores indicates the following:

- *My teacher expects me to do my best* 4.6
- *My teachers provide me with useful feedback about my school* 4.4
- *Teachers at my school treat students fairly* 4.3
- *My school is well maintained* 4.4
- *I feel safe at my school* 4.4
- *I can talk to my teachers about my concerns* 4.3
- *Student behaviour is well managed at my school* 3.7
- *I like being at my school* 4.1
- *My school looks for ways to improve* 4.2
- *My school takes students' opinions seriously* 4.2
- *My teacher motivates me to learn* 4.3
- *My school gives me opportunities to do interesting things* 4.1



3.4 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 2017. The panel conducted meetings once a fortnight with the objective of focusing on Students at Educational Risk (SAER) and providing assistance to staff with strategies to address students' issues.

Outcomes achieved

Once again in 2017, 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 and to help improve student attendance.

The panel focus for the Year 11 cohort was once again student attendance. Students at Educational Risk (SAER) were divided into three attendance groups: 81-89%; 55-80% and below 55%. The first group's lack of attendance was mainly the result of short-term illness and holidays, and this improved with support from the Advocate. Assistance for the second group often involved the addition of support staff such as College 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 formed part of the duties of the College office staff.

Improvement strategies

- Additional Vice Principal (level 4) to be appointed to specifically oversee and work with Year 11 student cohort (starting 2018).
- 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.
- Follow up all identified at-risk students with their Advocate Teacher and parent contact, and ensure early intervention that will prevent bad habits becoming established.

3.5 Aboriginal Student Support

Sevenoaks Senior College provides a safe, secure school environment for Aboriginal students. The February 2017 enrolment of Aboriginal students was seventy-seven. Several key programs are delivered to ensure our Aboriginal students achieve success. Follow the Dream is one of the programs.

3.5.1 Follow the Dream

The Follow the Dream program at Sevenoaks Senior College continues to mobilise young Aboriginal students to become pioneers of change. Currently the program is in its thirteenth year of operation and provides a holistic, whole school approach to supporting Aboriginal and Torres Strait Islander students' engagement with their secondary schooling. The program has demonstrated strong commitment to facilitating the success of Aboriginal and Torres Strait Islander students, as evidenced through their results and post-school destinations, strategies implemented, and the ongoing engagement with Aboriginal parents and community.

The Follow the Dream program at Sevenoaks Senior College helps students aspire to become whoever they want to be and achieve new heights. Despite continued effort and investment, outcomes for most Aboriginal students remain disproportionately and unacceptably low in comparison with their non-Aboriginal peers. The Follow the Dream program at Sevenoaks Senior College, however, has demonstrated strong commitment to facilitating the success of the College's Aboriginal and Torres Strait Islander students, as evidenced through their results and post-school destinations. We achieve this success as we continue to link our program to strategic documents such as the:

- *Aboriginal Cultural Standards Framework*
- *Strategic Plan for WA Public Schools 2016-2019 High Performance – High Care*
- *National Aboriginal and Torres Strait Islander Education Strategy*
- *Sevenoaks Senior College Aboriginal Education Plan 2015-2018.*

The main targets that are core to the program continue to be:

- understanding and 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 an appropriate network of collaborators;
- setting high performance standards and expectations;
- building quality teacher-student relationships; and
- ensuring students access appropriate course content and 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;
- work placements;
- extensive individual and family support; and
- professional tutoring.



In 2017, the program focused on the following areas:

- implementing a support program for Aboriginal female students;
- implementing programs to target mental health;
- monitoring and enhancing progress in vocational education courses;
- reducing the number of D grades from students;
- enhancing attendance;
- increasing the number of secured post school destinations; and
- ensuring OLN attainment.

The two main Aboriginal initiatives implemented in 2017 were the *Deadly Sista Girlz Program* and the *Aboriginal and Torres Strait Islander Mental Health First Aid Course (AMHFA)* which both promise to build young Aboriginal students' capability to stay at school, be confident and happy in their school environment and to build resilience and the necessary skills to flourish in their community and society.

Aboriginal Follow the Dream student data for 2017

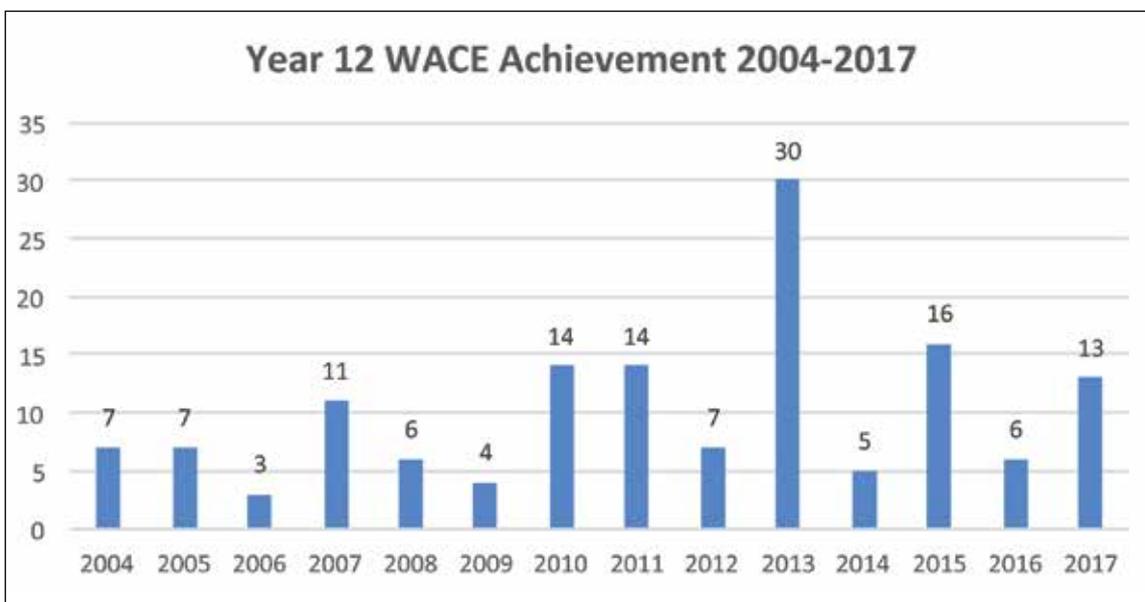


Figure 6: Year 12 Follow the Dream WACE achievement 2004-2017

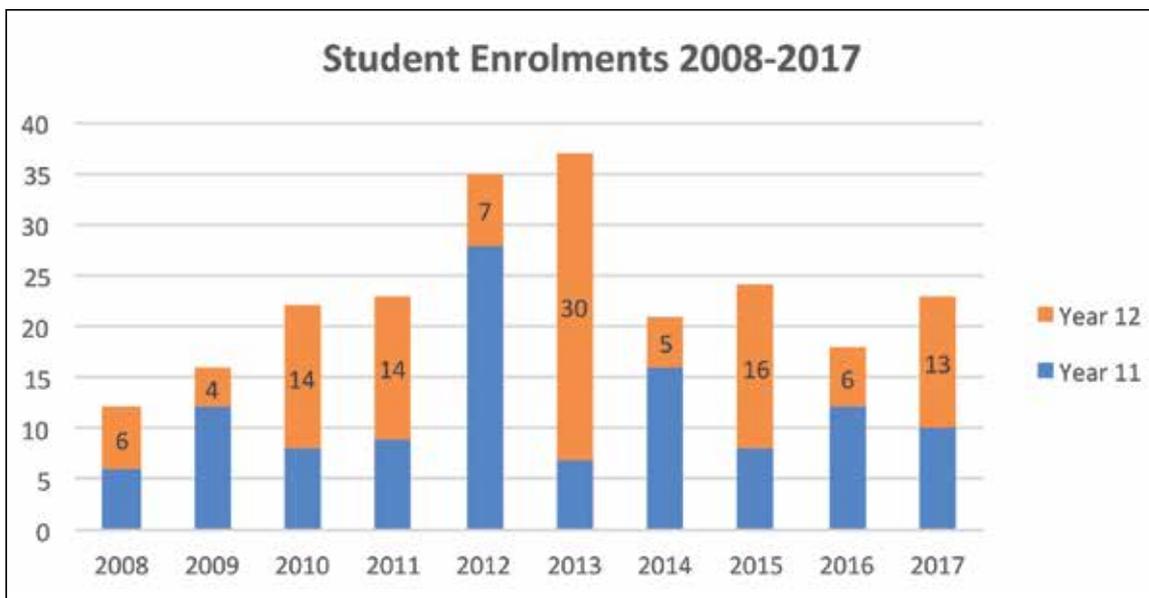


Figure 7: Overview of Follow the Dream enrolments 2008-2017

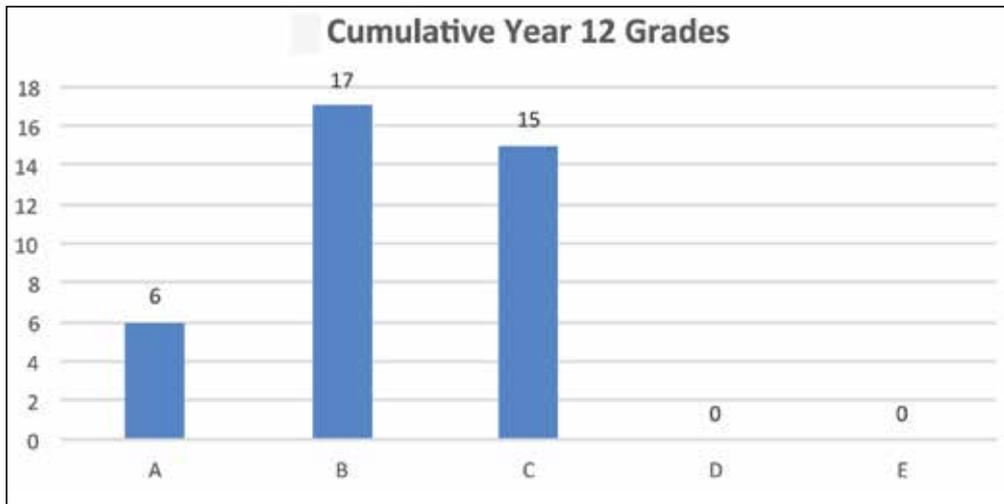


Figure 8: Cumulative Year 12 grades 2017

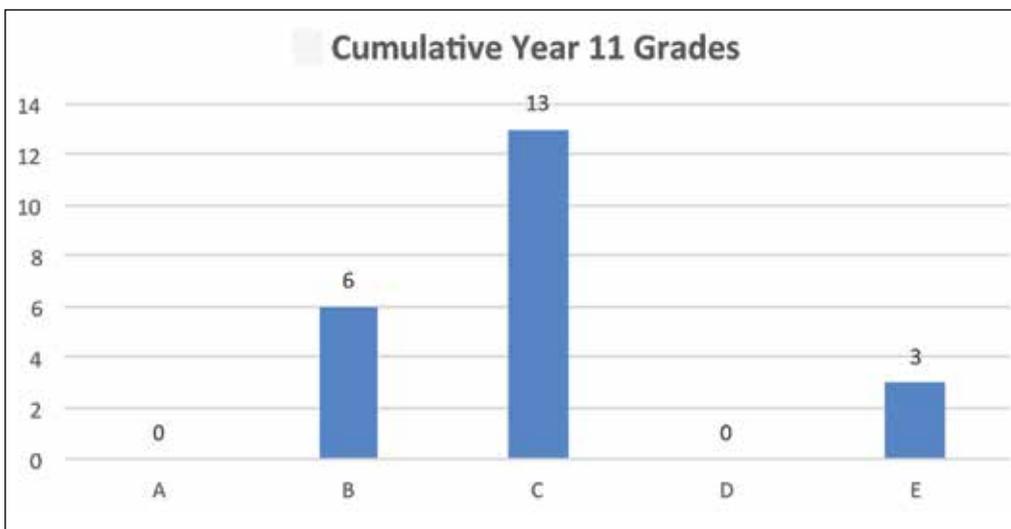


Figure 9: Cumulative Year 11 grades 2017





Targeted initiatives for 2018

- Continue to work within the *Aboriginal Cultural Standards Framework* document which is aligned with the Australian Professional Standard for Principals and Australian Professional Standards for Teachers to improve outcomes for Follow the Dream students. The framework supports behaviours, attitudes and practices of all concerned with the program with a view to progressing from cultural awareness to cultural responsiveness to maximise learning outcomes for Follow the Dream students.
- Continue with the goal of Follow the Dream students only achieving A, B and C grades.
- Support Follow the Dream students to achieve OLNA.
- Monitor and provide targeted tutoring for certificate courses to ensure all Follow the Dream students achieve their VET competencies and qualifications.
- Continue to encourage attendance of all Follow the Dream students to reach the 2018 attendance target of 90 per cent.
- Support the *Deadly Sista Girlz* program and *The Aboriginal and Torres Strait Islander Mental Health First Aid Course (AMHFA)*.



4.0 Students: Pathways to the Future

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 2017, there were 519 enrolments: 300 Year 11 and 219 Year 12 students. The College enrolment of Aboriginal students was 77 (15 per cent).

The following section outlines the destinations of our students during 2017.

4.1 Graduation Rates

The graduation rate for 2017 has been significantly impacted by changes to SCSA's graduation requirements. The decrease in the College graduation rate reflects the students' achievement of On-line Literacy and Numeracy Assessment.

Year	2013	2014	2015	2016	2017
Graduation Rates	98.0	96.0	98.0	77.4	64.0

Table 13: Percentage graduation rates 2013-2017

Forty-two students participated in the WACE and 152 students participated in a VET program (149 students achieving a complete certificate).

The attainment rate (students with ATAR scores above 55 and a Certificate II or higher) was 93 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 with an excursion to their Pilbarra location. In addition, students were given the opportunity to select Workplace Learning, TAFE programs and traineeships as they explored their post-school options.



4.3 Destination Data

Sixty-three students including forty-two ATAR students applied for university entrance (twenty-three Curtin, three ECU, twenty-six Murdoch, five UWA and six Notre Dame). This is a significant increase from 2016 when only forty students applied for university entry. Of the remaining Year 12 cohort, eighty-six students have applied to TAFE (fifty-seven in 2016); thirty-five are seeking or have gained employment; six are applying for or have gained apprenticeships; and a small number of students are travelling overseas, deferring further study or are on employment assistance.

Overall, the post-school outcomes of most of our Year 12 students were very pleasing. Considerable time, effort and resources are invested into career counselling, employment support and destination tracking.

The table below indicates the destination of students who left during the 2017 school year and from which program they exited.

Destination	Canning Skills	Mainstream	Trade Training Centre	Post-compulsory who are on Participation
Post-Compulsory	7	7	1	4
Received Notice of Arrangement	0	0	0	6
TAFE/Training	1	2	0	2
Another School	0	4	1	2
Overseas/Interstate	1	1	0	0
Employment	0	3	2	4
Other	1	0	0	1
Total	10	17	3	19

Table 14: Destination of students who left during 2017

Of the forty-nine students who left during the year, nineteen were registered on the Department of Education 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. A number 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 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.
- Ensure additional supports are in place for pathways that enable all students to access and complete either a Certificate II course or an ATAR program, including OLN support classes.

5.0 Students: Every Student Counts

Purpose Statement Four:

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

A range of programs is offered to support the social development of students which includes:

- Health, Social and Emotional Support Program through Student Services;
- Student Guild initiatives;
- Aboriginal Support Program;
- Stay on Campus Program;
- ASeTTS student support;
- Clontarf Football Academy;
- Sista Girlz Aboriginal young women's program; and
- Student sports program.

Overall, these programs provide students with 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 (an additional Vice Principal was appointed at the end of 2017), Level 3 Student Services Coordinator, College Psychologist, Youth Workers and the College Nurse. These staff met on a regular basis to implement strategies to support students in achieving their educational goals.

Both Vice Principals and the Student Services Coordinator monitored attendance and engagement of Year 11 and Year 12 students. The Student Services team met regularly 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.

In 2017 the College participated in Act-Belong-Commit initiatives to support student mental health. There is an emerging trend world-wide of an increasing number of young people experiencing mental health problems. This is reflected at our College and the Student Services team has adopted a whole-of-school approach to mental health promotion. The framework is based on the positive mental health message of the Act-Belong-Commit campaign. Act-Belong-Commit is a community-based health promotion campaign that encourages people to take action to improve their mental health and wellbeing. The *Mentally Healthy Schools Framework* (MHSF) provides us with easy-to-follow guidelines to promote positive mental health messages to students to build individual resilience and strengthen community cohesion. It also provides us with physical resources and educational tools that can be incorporated in our existing health promotional activities and also can be utilised within the curriculum.



5.2 Student Activities Program

ASeTTS – Services for Refugee Survivors of Torture and Trauma

In 2017, support for refugee survivors of torture and trauma was offered within the College by key support staff in partnership with the ASeTTS Counsellors in order to provide ongoing advocacy to such students. There was a total of 12 male students attending counselling sessions. While the main aim of the group was to develop skills and behaviours that promote safety, independence and resilience in young men, music, sport, games and other fun themes were also used with students as strategies for achieving healing goals.

The following outcomes were achieved with the students:

- facilitating a safe and culturally sensitive space for young individuals' inner growth through exploration, normalisation and validation of internal/external conflicts;
- creating and maintaining healthy personal boundaries and meaningful connections;
- restoring and increasing sense of identity, worth, belonging, safety, meaning and purpose;
- provision of a culturally sensitive and trauma informed psycho-education.

The program was successful with students engaging in each opportunity to meet and participate in the organised activities. The College is considering ongoing support services in partnership with ASeTTS for the 2018 year.

Stay on Campus activities

In 2017 students were offered a vast range of activities each term, from card and cookie decorating, Anzac cookie sales, table tennis tournaments with guest state coach Alvin Jiang, dance sessions throughout each term with The Dance Studio, mindfulness meditation, Jump Rope For Heart, 10,000 Steps challenge, multicultural youth sports with Headspace and Communicare twice in the year, and many visits by agencies which support young people.

A Stay on Campus committee was established to work with the Student Guild and the committee hosted a student lunch to celebrate their collaborative efforts working in such a diverse team of very talented and positive students and most importantly working together autonomously for the benefit of getting the most out of College life.

Sporting Teams

Sevenoaks Senior College has continued with student sporting teams in 2017. Approximately 90 students tried out for netball and basketball. In basketball the boys team reached the semi-finals which was the best performance by Sevenoaks yet. Two of our students also had the opportunity to try out for the state basketball team. In soccer, the College had four teams of students, boys and girls, representing the College at the interschool competition during terms two and three. The teams played a total of 17 games in the group stage of the competition. One boys team and one girls team qualified for the knock-out finals. Both teams won their first knock-out game and ended their competition in the remaining pool of 16 Western Australian schools. It was the first time that Sevenoaks Senior College was represented by four teams, with over 55 students involved.

The College also offered AFL workshops for all girls through the Deadly Sista Girlz program.



Harmony Day

Harmony Day is undoubtedly one of the highlights of the school year for Sevenoaks Senior College students and staff. In 2017 the event was certainly no exception, given that Sevenoaks Senior College includes students from some 40 different cultural backgrounds. The day allows students to celebrate their rich and diverse cultural heritage. The theme 'Everyone Belongs' promotes qualities of acceptance, tolerance and unity within the school community.

The Welcome to Country marked the beginning of the official Harmony Day festivities and was presented by Mrs Kayleen Hayward and Mr Phil Walley-Stack, a representative of the Whadjuk people of the Noongar Nation. Students were then entertained with a traditional Aboriginal dance performed by students from the Clontarf Academy, followed by a spectacular Chinese lion dance presented by the Ging Mo Academy. Numerous culturally-inspired activities followed, the most notable of which included Bollywood dancing workshops, African drumming, henna tattooing, umbrella painting, boomerang and tribal face painting, ukulele workshops, a bucking bull and an Australian baby animal farm.



Students and staff were then treated to an impressive international food buffet, which included a range of appealing exotic dishes cooked by students, staff and their families. The final entertainment of Harmony Day 2017 was an inspiring and celebratory music and dance presentation comprised of many compelling student performances.

Health Awareness Events

The Student Services Team and Health Committee organised health promotion events throughout the year to raise awareness of potential health issues that can impact on young adults. One of the events that took place was Fruit 'n' Veg Week. Students were provided with healthy lunch options to build their own salad roll and enjoy a piece of fruit and yoghurt cup for a gold coin donation. This afforded the students an opportunity to have a healthy lunch or recess and raise awareness about the importance of healthy eating.

The College is also registered as a national school that celebrates the National Day of Action Against Bullying. Students took part in the 'Bullying No Way!' campaign with the students performing musically in the College courtyard. Students were also given t-shirts and they were encouraged to write positive and friendly messages on each other's shirts. They were also given official wristbands, badges and t-shirts. This event provided a relaxed and positive atmosphere for the students and staff.

Another event was 'R U OK?' day. This event 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 wear yellow t-shirts and write positive messages on coloured post-it notes to display as a collage on a pin-up board. A photo booth with fun props and a teacher photographer was also provided in the foyer of the college. Students also received a wristband and stickers. It was a fun way to show young people the simple steps that begin with positive language and how much it can change a person's life.

The College also participated in Mental Health Week in collaboration with Act-Belong-Commit. There were visitors from Headspace, Communicare and Samaritans. Students learnt about different strategies they could use to promote their wellbeing and what resources are available if they need support.

During term three, thirty of Sevenoaks' male students benefited from participating in a Masculinity Workshop which was conducted by Tomorrow Architects. The program works to facilitate an honest conversation amongst young men and their peers about whether the masculine stereotypes that they are measured against and aspiring to, are really working for them. The workshop allowed for both boys and men alike to experience and consider other ways to 'be a man' that they can feel proud of. It involved students participating in various engaging activities such as 'step up to line' and 'your life in 60 seconds'. The versions of manhood examined at the workshop encourage students to develop the strength and freedom to live in an effective and healthy way.



Student Guild

Students enjoyed the opportunity to participate in an official election process run by the Australian Electoral Commission using the preferential voting system to elect their 2017 Student Guild members. The College was proud to see student representatives from all programs offered at the College including Follow the Dream, Trade Training and Canning Skills. For each year group, there were up to 18 nominations.

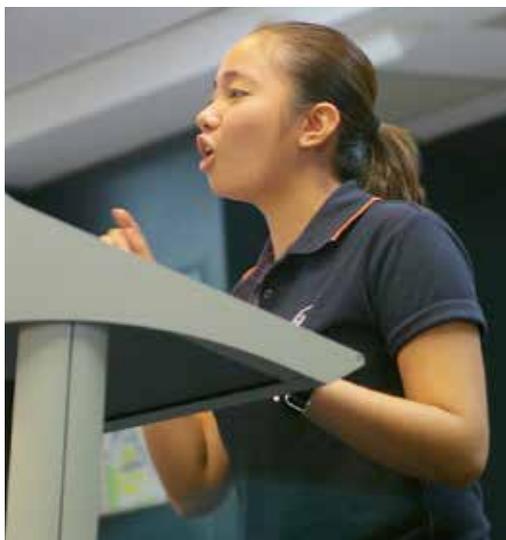
In 2017 the Student Guild had:

- eight Year 11 students, Rian Cuaresma, Timothy Fontanilla, Cassius Loo, Nemika McGrath, Makira Miller-Lewis, Estella Penny, Alice Stevens, Blake Sadler;
- eight Year 12 students, electing Head Boy, Joshua Dutosme and Head Girl, Thahira Hill, Cherry Banagbanag, Jean Davis, Macauley Cunningham, Gordon Chin, Connor Whelan and Julie-Anne Vicente; and
- two Educational Support members, Jasmin Steiner and Nosisa Mhlope.



The Guild attended a two-night leadership camp in March/April at Ern Halliday Recreation Camp and participated in leadership activities through the Department for Sport and Recreation.

The City of Canning began their Loud and Clear Program with all of our Student Guild members during Advocacy in Term 2. The program teaches our young leaders effective public speaking skills and allows them the confidence to model these skills to their peers. This year the focus was on the topic ‘My past, present and future’. The Guild students were very engaged in this initiative and enthusiastically participated in three more sessions before presenting a speech to their fellow Guild members, City of Canning Councillors and parents on Friday 28 July.



The culmination of the students’ hard work and mastery of public speaking skills was evident in their final speeches. We congratulate the Guild members on their impressive endeavours into the intimidating world of public speaking and we are also very grateful to the City of Canning for assisting our students over the past few months as young leaders in the community through the Loud and Clear Program.

The Year 12 Student Guild were also part of the inaugural United Nations Association of Australia (WA) global leadership seminar held at Parliament House. Four of our Year 12 students who participated in the United Nations Young Leaders Program have proudly established a charity drive that helps The Salvation Army Red Shield Appeal, in partnership with other schools and in keeping with the new initiative for the 2017 Sustainable Development Goals (SDGs) for Young Leaders.

These SDGs were chosen as being applicable for our project, working towards goals of abolishing poverty, achieving peace, justice and strong institutions, and partnerships. This initiative was communicated throughout the year during advocacy by our Student Guild members. They discussed how people could help and get involved in the charity drive and how it may help families in our community. All of the Year 12 Student Guild members were then invited to attend a personal tour and lunch at Parliament House during Term 3 by Hon. Bill Johnston, MLA and Member for Cannington.

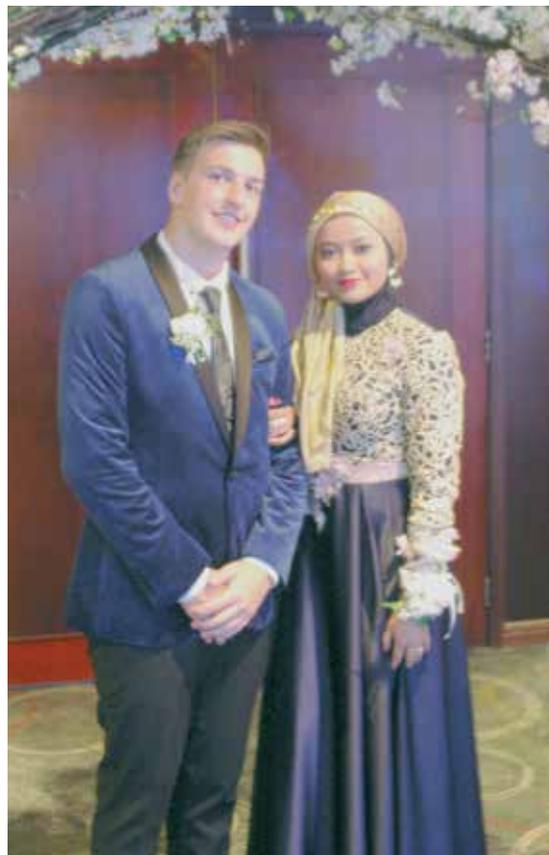
The Guild also initiated several fundraising events and we raised a total of \$1300 for 2017. This allowed the Guild to purchase a new microwave and urn for the College. The events consisted of a parent barbecue report evening sausage sizzle, Jump Rope for Heart, Cupcakes 4 a Cure, Anzac cookie fundraising plus a whole College event, ‘Sevenoaks Got Talent’. The aim of this event was to unite all the learning programs and year levels of the College and to fundraise for two nominated charities, Samaritans and Shenton Park Dog Refuge of WA. It was a very successful and positive event and \$400 was raised for the two chosen charities.

College Events

On 10 March 2017 the annual Year 12 Sevenoaks Senior College Ball was once again held at the Novotel Langley Hotel in central Perth. The 'winter wonderland' theme inspired a beautiful arrangement of white table centrepieces and decorations. After indulging in a delicious buffet dinner, students enjoyed a dance to celebrate the exciting night. As always, the occasion allowed a unique chance for students and staff to socialise in a more formal but still supportive and welcoming environment, typical of the Sevenoaks Senior College culture. We are proud of the impeccable appearance and behaviour of all students who attended the 2017 School Ball and hope the night remains memorable to them for years to come.

The 2017 Year 12 Presentation Ceremony was held on Saturday 4 November at the Crown Astral Ballroom. Approximately, 230 students attended the event with over 600 guests, parents and staff members. Dignitaries who attended the Presentation Ceremony included: Mr Phil Walley-Stack; Hon. Fred Chaney, Sevenoaks Senior College Board Member; Hon. Bill Johnston, MLA, Member for Cannington; Hon. Nick Goiran, MLC, Shadow Minister for Child Protection; Dr Marnie O'Neill, Chair, Sevenoaks Senior College Board; Cr Paul Ng, Mayor, City of Canning; Cr Teresa Lynes, Deputy Mayor, City of Gosnells; Mr David Wood, Inaugural Sevenoaks Senior College Principal; and Mr Andrew Wilson, Principal, Cannington Community Education Support Centre. Our distinguished guests joined our Principal Dr Kath Partridge and Vice Principal David Proctor in presenting the awards.

The Ceremony was opened by an acoustic guitar and digeridoo performance by internationally acclaimed performer, singer/songwriter, Mr Phil Walley-Stack. The national anthem was performed by one of our very talented students, Dilara Oz. The prestigious College Excellence Awards were presented, comprising the Outstanding Achievement Awards, the Dux Award, the Course Awards and the College Awards. The 2017 Year 12 student cohort are congratulated on their efforts for the uplifting community spirit they have demonstrated during their final year at the College.





5.3 Aboriginal Initiatives

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.

Ongoing programs include extensive support for Aboriginal students through the work of the Aboriginal Support Teacher, Mrs Kayleen Hayward, the Clontarf Football Academy, Sista Girlz program and the *Aboriginal and Torres Strait Islander Mental Health First Aid Course* (AMHFA). 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 connected to attendance and academic performance.

Of interest is the 2017 data received from the Edith Cowan University research indicating that the Clontarf Football Academy students and Follow the Dream students have a strong sense of belonging to our College. The Aboriginal students in the Clontarf Football Academy scored a mean score of 4.23 (out of a possible 5) for the item 'I feel I belong'. They also recorded a score of 4.00 for the item 'I really like to go to College each day'. Their attitude to their course teachers is very positive with students reporting that their teacher has a significant effect on their achievement and enjoyment of the learning environment (4.69). Also their Advocates have a significant effect on them (4.70).

Follow the Dream students reported being extremely proud of their involvement in the program, recording a mean score of 4.14 for this item, and also reported that they are very satisfied with their courses (4.30) and are highly engaged in their studies (4.0 for academic engagement).

All Aboriginal students receive additional tuition provided by the College or via the Follow the Dream program.

5.4 Student Scholarship Program

At the beginning of 2017 two Wayne Lyon Memorial Scholarships were presented. Jasmine Helwig was awarded a scholarship for her contribution to sustainability and the environment, and Cassius Loo 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 Teachers: Professional Learning Community

6.1 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 2018.

School Level Environment Survey 2017		
	Actual n=35	Preferred
Staff Collegiality	4.16	4.51
Staff Freedom	3.90	4.26
Resource Adequacy	4.44	4.77
Shared Mission	4.42	4.72
Leadership Support	3.81	4.58
Parent Involvement	2.86	4.01
Student Support	4.07	4.50
Job Satisfaction	4.01	
Self-Efficacy	4.71	
Wellbeing	4.23	

Table 15: School Level Environment Survey (Curtin University 2017)

The following graph reflects the progress of the School Level Environment since 2013. Generally, there are positive movements upwards. In 2018 staff professional development sessions will ensure opportunities to review and discuss organisational issues.

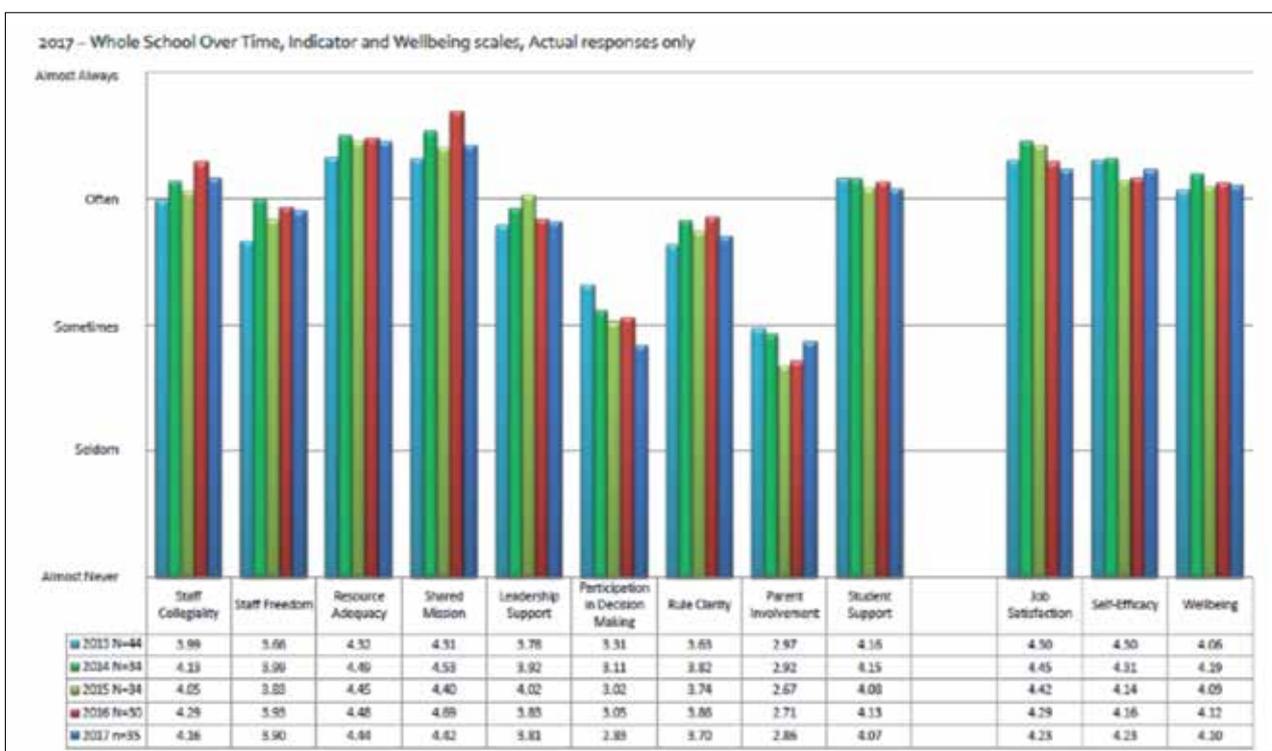


Figure 10: School Level Environment Survey 2013-2017



6.2 Professional Learning Program

All teaching staff participated in a minimum of six professional learning days. The teachers continued to implement strategies from the *Understanding Poverty* program, Tactical Teaching Reading, and Teach like a Champion educational resource and the Sevenoaks Quality Teaching Model which is linked to the AITSL standards and the Tactical Teaching program. 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 cooperative learning strategies was introduced, supported by key literacy strategies. Staff also continued their knowledge of the National Curriculum and 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 group of teachers to help facilitate the College learning community. The employment of Jacqui Hills as a teacher coach has also been integral to supporting the College Classroom Observation strategy, 'Try it out Tuesday' pedagogical professional learning sessions, and the focus in 2018 will be on *Instructional Pathways* involving a variety of teaching strategies to support quality classroom practices.

To support development and understanding of the diversity of our population, teachers continued to implement *Harmony and Diversity* modules through Advocacy sessions. This professional learning has been specifically designed to support understandings of cultural difference and to foster a culture of respect and tolerance.

Vocational Education and Training teachers participated in a number of learning opportunities, not only to help them deliver and assess training units of competency and national qualifications, but to also gather industry experience to maintain their knowledge and skills.

Improvement strategies

During 2018 there will be continued focus on establishing sustainable Professional Learning Communities and there will be a continuation of the Collegial Classroom Observation strategy across the College, linked closely to addressing feedback from the Curtin University Classroom Climate research.

Other strategies include:

- ensuring teachers are working with the College Quality Teacher Model that links the College Business Plan, the AITSL professional teaching standards and our ongoing Curtin University of Technology research;
- opportunities to participate in 'Try it out Tuesday' sessions where classroom teaching strategies are discussed and presented;
- ongoing Big Picture design review and reflection sessions as part of the Canning Skills program for 2018;
- implementation of the new College Whole School Literacy Strategy (including Tactical Teaching Reading and Instructional Pathway sessions);
- regular Learning Area meetings;
- regular VET teacher meetings with VET Coordinator and administration to ensure VET, WPL and RTO compliance is occurring;
- continued focus on the Trade Training Centre Cummins TEC consortium learning opportunities;
- the development and implementation of enhanced pedagogical approaches in line with specific classroom teacher needs (including Classroom Observation opportunities);
- further development of literacy strategies for use in the classroom, especially to support OLNA requirements (including OLNA support classes);
- implementation of the 2018 *Harmony and Diversity* modules; and
- continue developing teachers' understanding of the school planning process and associated layers of accountability.

7.0 Internal Business Process 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 2017 we employed a total of 45.00 FTE for teaching staff which included School Administrators (5.9) and 20.39 FTE for school support staff.

With the new School Centre Funding Model, the College receives a total dollar allocation for all salary payments. The following table presents the expenditure on salaries in 2017.

	Spent
Allocation \$6 403 669	
School Salary	\$5 949 663
Casual Relief Payments	\$138 422
Casual Payments (1346)	\$123 759
TOTAL	\$6 211 844

Table 16: One-line budget expenditure 2017

The unspent funds of \$191 825 for school salary will be rolled over into 2018.

Opening Balance Allocation 2017	\$106 686
Revenue	\$1 940 437
Expenditure	\$1 575 940
Reserves	\$1 414 931
Suspense Account	\$21 849
\$ Tax	\$19 586
Bank Account	\$1 920 937
Carryover Funds	\$471 183

Table 17: Summary revenue and expenditure 2017

The College operated within budget allocations.



7.2 Funding Submissions

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

Successful funding submissions received in 2017:

- \$4 545 Good Practice Program
- \$ 825 Harmony Day

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 2017 there were four full fee paying students. The fees associated with these four students totalled \$53 993.

7.5 Professional Learning

In total, staff engaged in 91 days of professional learning requiring 21.28 days relief. Expenditure on internal relief and external relief support was \$11 732 with the cost of the professional learning sessions equating to \$5 106.

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 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 2017 we raised \$21 295, compared to \$30 345 for 2016 and \$28 364 for 2015. The decrease in 2017 is as a result of a reduction in clients hiring our facilities. We will continue to look at raising extra revenue with greater advertising of our facilities to the general community via the College newsletter and website.

Did we achieve our
College Business Plan 2016-2020 Targets
in 2017?





Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources	
Students receive a standard of support which enables them to participate in their selected pathway and achieve their academic potential	Course Counselling Careers Advisor: All ATAR Year 11-12 Enrolment Coordinators: On-entry meeting for all students	WACE <ul style="list-style-type: none"> Percentage of students achieving the attainment standard Certificate II or +55 ATAR. Median ATAR ATAR participation and performance Percentage ATAR tertiles ECU Engagement Project Advocacy support for studies criteria Percentage of students achieving Category 3 OLNA – reading, writing and numeracy 	Aspire to maintain all ATAR students with an ATAR at 55 or above	Working towards	Professional Learning for all teachers and support staff to develop counselling skills	
			Incrementally increase Certificate II achievement to 80 per cent	Achieved		
			Incrementally increase C grade attainment standard to 90 per cent (Year 12), 80 per cent (Year 11)	Achieved		
				Maintain a median ATAR at or above 70	Achieved	Professional Learning budget
				Increase the percentage of students enrolled in ATAR courses whilst gradually increasing to 30 per cent those students who achieve scaled scores above 75	Achieved	
			Advocacy support and monitoring of student progress		Move the low tertile toward 33 per cent	Working towards
					Maintain a scaled score of 4.00 for ECU Advocate Support of Studies	Achieved
	Whole College Literacy Strategy to support On-line Literacy and Numeracy Assessment (OLNA) achievement		80 per cent of Year 12 students achieve Category 3 for reading, writing and numeracy	Working towards		
			70 per cent of Year 11 students achieve Category 3 for reading, writing and numeracy	Working towards		

Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources
Students are connected into their learning programs through effective transition processes and programs	<p>Transition Plans</p> <p>All students have a transition plan from Year 10 to post-school pathways which is monitored and supported through the following processes:</p> <p>Year 10-11: General and ATAR information sessions</p> <p>Year 11-12: Pathway Program</p> <p>Year 12 to post-school: Careers Advisor</p> <p>Orientation programs</p>	<ul style="list-style-type: none"> Percentage of students achieving the C grade attainment standard in Year 11 and Year 12 	<p>Increase the overall percentage of C grade attainment: Year 11 to 80 per cent Year 12 to 90 per cent</p>	Achieved	
	<p>Workplace learning induction</p>	<ul style="list-style-type: none"> All workplace learning students participate in an induction 	<ul style="list-style-type: none"> 80 per cent of workplace learning students complete one unit of ADWPL 	Achieved	



Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources
Students are connected to a range of programs and services to support them with their engagement in their schooling and/or training	Retention and Participation Canning Skills Program – Big Picture Academy	Canning Skills <ul style="list-style-type: none"> All Canning Skills teachers and students working in the Big Picture Academy and immersed in the Big Picture design Percentage of Canning Skills students achieving the Certificate II General Education for Adults (22237VIC) <ul style="list-style-type: none"> Enrolment versus completion rates ECU research: <i>Social Connectedness and Academic Engagement</i> 	Learning programs utilise the Big Picture design which involves learning through internship opportunities, maintaining a portfolio and participating in a parent/friend/teacher/carer exhibition each year Incrementally increase Certificate II achievement from 42 to 50 per cent Consistently achieve 50 per cent completion rate Student scores are maintained at a minimum critical score of 3.5 in each of these aspects	Achieved Working towards Working towards Achieved	Big Picture resources and mentor Youth Workers Education Assistants Kayleen Hayward, Aboriginal teacher Follow the Dream
	Attendance 'Attendance all day, every day'	<ul style="list-style-type: none"> Disaggregate attendance rates into pathway options for Year 11 and Year 12: ATAR General Canning Skills TTC Monitor attendance levels in each category of: Regular +90 per cent At risk 80-89 per cent At risk moderate 60-79 per cent At risk – severe 0-59 per cent Monitor attendance levels of Aboriginal students in each category of: Regular +90 per cent At risk 80-89 per cent At risk moderate 60 – 79 per cent At risk severe 0 – 59 per cent Average Aboriginal male attendance Average Aboriginal female attendance	Increase attendance profile in the following: ATAR The majority of students to be in the regular 90 per cent with none below 85 per cent General courses The majority of students to be in the 85-90 per cent category or higher Canning Skills The majority of students to be attending at least 50 per cent of the time TTC The majority of students to be in the regular 90 per cent with none below 85 per cent Aboriginal Students Maintain average attendance levels above 75 per cent 75 per cent 75 per cent	Achieved Working towards Working towards Working towards Working towards Working towards	Advocacy support panel Advocates Student Attendance Monitoring System (SAMS) Semester one data Kayleen Hayward, Aboriginal teacher Follow the Dream Clontarf Football Academy Sista Girlz Program

Teaching and Learning: Safe and Accountable Classrooms

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources
Teachers provide a quality learning environment which promotes student engagement through a range of instructional strategies to cater for student diversity within the classroom	<p>Quality Learning Environment</p> <p>Implement <i>safe and accountable classrooms</i> concepts</p> <p>Continue to develop a range of cooperative learning and instructional strategies which enable student success</p> <p>Whole-school literacy strategy</p>	<ul style="list-style-type: none"> Reducing the gap between actual and preferred in the <i>delivery</i> aspect of the Curtin CCQ survey Percentage of students above the critical point in the ECU <i>academic engagement</i> domain Mean of the ECU <i>satisfaction to subject</i> and <i>academic confidence to</i> trend upwards 	<p>Incrementally move the <i>delivery</i> aspect rating toward the scale of 4.0</p> <p>Maintain student score above 3.5, moving toward 4.0 in Year 11 and above 4.0 in Year 12</p> <p>Incrementally move <i>attitude to subject</i> score from 3.8 toward 4.0</p> <p>Incrementally move <i>academic efficacy</i> from 3.8 to 4.0</p> <p>90 per cent of teachers participate in Collegial Classroom Observations</p> <p>All students take part in the <i>Harmony and Diversity</i> program in Advocacy</p> <p>75 per cent of Aboriginal students access the Follow the Dream tutoring on a regular basis</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Working towards</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	<p>Leading Teaching and Learning Professional Learning</p> <p>Research budget</p> <p>Curtin University research</p> <p>Edith Cowan research</p> <p>Follow the Dream Graham 'Polly' Farmer Foundation – BHP funding</p>
	<p>Harmony and Diversity</p> <p>Incorporate <i>Harmony and Diversity</i> modules into the classroom and Advocacy</p>		<ul style="list-style-type: none"> EALD cohort mean for <i>sense of belonging</i> trending upwards Qualitative feedback from ECU focus groups related to academic support and efficacy 	<p>EALD cohort mean for <i>sense of belonging</i> trending towards 4</p> <p>Qualitative data from ECU focus groups related to academic support and efficacy demonstrates that students feel supported in their studies</p>	
Student academic support programs ensure there is additional support for students to achieve success with their learning	<p>Academic Support Programs</p> <p>Year 11 Pathway to Year 12</p> <p>Year 12 University Pathway Program</p> <p>Follow the Dream</p> <p>Deadly Mathematics tutoring</p>		<p>90 per cent of Year 11 and Year 12 ATAR students participate in the Pathways programs</p> <p>90 per cent attendance of Follow the Dream students participating in the FTD tutoring</p>	<p>Achieved</p> <p>Year 12</p> <p>Working towards</p> <p>Year 11</p> <p>Working towards</p>	



Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources
The College will offer a range of pathways which meet the needs of students and promote access to courses which will lead to viable post-school pathways	<p>Re-shaping the Curriculum</p> <p>Develop pathways which reflect the Australian Curriculum, the WACE, vocational pathways and the Big Picture Design (Canning Skills)</p>	<ul style="list-style-type: none"> Percentage of students moving to employment and training throughout Year 11 and Year 12 Percentage of students moving to: <ul style="list-style-type: none"> - Training providers - University - Employment 	<p>90 per cent of students who leave during the year are connected into either employment or training</p>	Achieved	<p>Construct a timetable which supports and reflects flexibility to deliver the next phase of curriculum reform</p> <p>Professional Learning Budget</p> <p>SCSA PD</p>
	<p>Certificate II</p> <p>Develop a range of Certificate II courses which will enable students to achieve the attainment standards of the WACE</p>		<ul style="list-style-type: none"> Students have access to either Certificate II courses or ATAR courses 	<p>Actual versus preferred destination of students reflects <i>minimal variation</i></p> <p>All students enrolled in either ATAR, General course or Certificate II course</p>	
Canning Skills adopts and embeds Big Picture design across all Advisories	<p>Canning Skills</p> <p>Develop the Canning Skills model to be inclusive of the minimum standards of literacy and numeracy as defined by the WACE</p>	<ul style="list-style-type: none"> All completing Canning Skills (CS) students attain the Year 10 minimum standards of literacy and numeracy – Certificate II General Education for Adults (22237VIC) 	<p>Learning programs utilise the Big Picture design which involves learning through internship opportunities, maintaining a portfolio and participating in a parent/friend/teacher/carer exhibition each year</p>	Working towards	
	<p>Big Picture university portfolio entry</p>		<p>50 per cent of completing CS students achieve the Year 10 minimum standard of literacy and numeracy Certificate II CGEA (SSS37VIC)</p> <p>Capable CS students access Murdoch university via portfolio entrance</p>	<p>Working towards</p> <p>Available</p>	

Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources
Student academic support programs ensure there is additional support for students to achieve success with their learning	English and English as an Additional Language or Dialect				
	Implement whole school literacy policy	Whole school literacy strategies employed across all programs and courses in the College	A whole school literacy strategy is developed and implemented for all students	Achieved	EALD Funding from Department of Education
	OLNA support sessions and foundation class support	OLNA support strategies and discrete sessions for students who have not achieved category 3 in OLNA	80 per cent Year 12 students achieve OLNA category 3 in reading, writing and numeracy	Working towards	Appropriate professional development
	Additional English foundation classes when necessary	Additional English foundation classes when necessary	70 per cent Year 11 students achieve OLNA category 3 in reading, writing and numeracy	Working towards	OLNA support classes
	The Sevenoaks International Centre continues to incorporate the strategies for students: <ul style="list-style-type: none"> • in-class support • across learning area support • three year program for identified <i>stage one</i> EALD students 	EALD students have access to additional support in developing their English language skills			

Teachers: Professional Learning Community

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources
Teachers are active members of a <i>Professional Learning Community</i> who work collaboratively to address students' academic and social development	<p>Collaboration</p> <p>Establish the structures, processes and time to enable teachers to share practices, collectively reflect on student performance, the Sevenoaks Quality Teaching Model and contribute to a positive school climate including participating in Collegial Classroom Observations</p>	Curtin University School Organisational Climate Survey (SOCS) provides positive indicators	<p>Move the actual scores toward the preferred scores based on the 2012 outcomes</p> <p>90 per cent of teachers participate in Collegial Classroom Observations</p>	<p>Working towards</p> <p>Achieved</p>	<p>Research budget</p> <p>Implementation AITSL standards through performance management</p> <p>Sevenoaks Quality Teaching Model</p>
	<p>Teachers' participation in the action research learning through Curtin University: Classroom Climate Questionnaire (CCQ)</p>				
Teachers' capacity is developed to meet the needs of the changing educational context	<p>Capacity Building</p> <p>Build teacher capacity to deliver effective strategies in the classroom to meet the needs of the emerging EALD population</p>	Teachers have access to learning to develop their current skills	Teachers participate in two in-school moderation activities each year	Achieved	<p>SCSA & College Professional Learning program</p> <p>Professional Learning budget</p> <p>Schools Curriculum and Standards Authority</p> <p>Literacy tool kit (resources)</p> <p>Department of Education budget allocations</p> <p>Training costs to up-skill teachers and maintenance of currency to deliver Certificate II qualifications</p>
	Teachers implement whole school literacy policy	Teachers participate in literacy professional learning			
	Maintain teachers' Certificate IV and vocational qualifications				



Management Systems: Administration

Major Outcomes	Strategies	Performance Indicators	Targets	2017 Outcomes	Resources
The College finances are managed strategically to maximise student outcomes	Finances Effective operation of the SCFM and one-line budget Developing funding submissions to support delivery of programs Reserves maintained to deliver future needs of the College	Maintain a surplus with the one-line budget	One-line budget remains in surplus	Achieved	The finances of the College: <ul style="list-style-type: none"> • one-line budget • student fees • schools resourcing budget • external funding allocations are aligned to the priorities of the College plan
The College manages the physical resources in accordance with Department policy and processes	Facilities and Equipment Monitoring the IT capacity across the College Maintain effective network capacity to deliver the business of the College Monitor general standards of facilities across the College Monitor the capacity of facilities to deliver requirements of the AQF qualifications Maintenance of depreciation schedules for replacement of equipment	IT network is maintained	1:1 student computer ratio is maintained	Achieved	
		The network is reliable and monitored for improvement	'Downtime' is less than 1 per cent	Achieved	
		Facilities committee meets regularly to monitor	Facilities are maintained at Department standards	Achieved	
The quality of the management systems supports overall strategic planning	Systems The management of systems is reviewed annually and reported on when requested	RTO audits Financial audits Curriculum audits Other compliance audits as directed	Audits receive positive findings when conducted	Achieved	
A workforce plan is in place to enable sustainability of programs delivered at the College	Workforce Planning Develop a succession plan for the period under review Maintain effective recruitment processes to ensure internal capacity of staff is maintained Develop a vocational training plan to meet the delivery requirements of the WACE standards	Seamless transition with appointment processes which enable the College programs to continue	College is fully staffed at all points of the year	Achieved	
		Specific teachers trained to deliver Certificate II courses in selected industry areas	Adequate teachers trained to enable all students access to a Certificate II course and vocational currency is maintained	Achieved	

Towards 2020

