



Sevenoaks Senior College

ANNUAL REPORT 2015



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 2015.

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

Some of the highlights for 2015 included:

All 36 ATAR students were offered university placement and 38 non-ATAR students were also offered university placement via preparation pathways.

This is the largest number of Sevenoaks Year 12 students (74 in total) that have been offered access to university programs.

100% graduation of all 17 Follow the Dream and Trade Training Centre Aboriginal students.

Siti Shahida Hill winner of her division and placed third in the Olympic Division at the International Taekwondo Championship in Vietnam.

The College Board, Principal and staff are proud of the achievements of our students during 2015.

*DR KATH PARTRIDGE
PRINCIPAL*



Table of Contents

| | | |
|------------|--|-----------|
| | 2015 Sevenoaks Award Recipients | iv |
| 1.0 | Introduction | 1 |
| 1.1 | Our Purpose | 2 |
| 2.0 | Purpose Statement One | 3 |
| 2.1 | Western Australian Certificate of Education (WACE) Courses | 3 |
| 2.2 | Vocational Education and Training (VET) | 8 |
| 2.2.1 | Registered Training Organisation (RTO) | 8 |
| 2.2.2 | Auspiced Programs | 10 |
| 2.2.3 | Outsourced Programs | 11 |
| 2.2.4 | School Based Traineeships and Apprenticeships | 12 |
| 2.2.5 | Workplace Learning – General Programs | 12 |
| 2.2.6 | Trade Training Centre (TTC) | 13 |
| 2.3 | Canning Skills | 16 |
| 2.3.1 | Fast Track and Move On | 17 |
| 2.3.2 | Whole Program Initiatives | 18 |
| 3.0 | Purpose Statement Two | 19 |
| 3.1 | Whole School Learning Environment | 19 |
| 3.2 | Participation and Retention Survey Data | 21 |
| 3.3 | Advocacy Program | 22 |
| 3.4 | Aboriginal Student Support | 23 |
| 3.4.1 | Follow the Dream | 23 |
| 3.5 | Attendance and Retention | 27 |
| 4.0 | Purpose Statement Three | 28 |
| 4.1 | Graduation Rates | 28 |
| 4.2 | Career Counselling | 28 |
| 4.3 | Destination Data | 28 |
| 5.0 | Purpose Statement Four | 30 |
| 5.1 | Health, Social and Emotional Support Program | 30 |
| 5.2 | Student Activities Program | 30 |
| 5.3 | Aboriginal Support Program | 34 |
| 5.4 | Student Scholarship Program | 34 |
| 6.0 | Internal Business Process Perspective | 35 |
| 6.1 | Integrated Information Management System | 35 |
| 6.2 | Marketing Plan and Program | 35 |
| 6.3 | Broad Based Committee Structure | 35 |
| 7.0 | Financial Perspective | 36 |
| 7.1 | Finances | 36 |
| 7.2 | Funding Submissions | 37 |
| 7.3 | Reserves and Lease Strategy | 37 |
| 7.4 | Full Fee Paying Students | 37 |
| 7.5 | Professional Learning | 37 |
| 7.6 | Use of Facilities by External Bodies | 37 |
| 8.0 | Staff Learning and Growth Perspective | 38 |
| 8.1 | Curtin University School Level Environment | 38 |
| 8.2 | Professional Learning Program | 39 |
| 9.0 | Parent Feedback | 40 |

List of Figures

| | | |
|----------|--|----|
| Figure 1 | ATAR participation and performance 2011-2015 | 4 |
| Figure 2 | Comparison of state and school scaled scores | 5 |
| Figure 3 | Year 11 grade distribution 2015 | 6 |
| Figure 4 | Students' view of school climate | 19 |
| Figure 5 | Students' view of reports | 20 |
| Figure 6 | Overview of Follow the Dream enrolments at Sevenoaks Senior College | 24 |
| Figure 7 | Destination data Year 12 cohort in 2015 | 24 |
| Figure 8 | Attendance of Sevenoaks Senior College Follow the Dream students in 2015 | 24 |
| Figure 9 | School level environment survey 2012-2015 | 38 |

List of Tables

| | | |
|----------|--|----|
| Table 1 | Students with an ATAR ranking from 2011-2015 | 4 |
| Table 2 | Median ATAR 2011-2015 | 4 |
| Table 3 | Percentage ATAR Triciles 2011-2015 | 5 |
| Table 4 | RTO certificate completion rates | 8 |
| Table 5 | Auspiced certificate program outcomes | 10 |
| Table 6 | Outsourced certificate programs | 11 |
| Table 7 | School Based Traineeships and Apprenticeship participation numbers | 12 |
| Table 8 | Workplace Learning outcomes | 13 |
| Table 9 | Intake of students into Trade Training Centre | 14 |
| Table 10 | Certificate II completion rates – longitudinal | 15 |
| Table 11 | Canning Skills enrolment 2015 | 16 |
| Table 12 | Destinations of Canning Skills students | 16 |
| Table 13 | Mean scores of learning environment indicators | 20 |
| Table 14 | Percentage attendance of students | 27 |
| Table 15 | Percentage graduation rates | 28 |
| Table 16 | Destination of students who left during 2015 | 29 |
| Table 17 | One-line budget expenditure | 36 |
| Table 18 | Summary revenue and expenditure 2015 | 36 |
| Table 19 | School Level Environment Survey (Curtin University, 2015) | 38 |

List of Diagrams

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



2015 Award Recipients

Dux

Lyndon Issacs

Outstanding Achievement

Jasmine Troy

Positive Image Award

Jessica Lutter

Citizenship Award

Yikira Venagiam

Caltex All Rounder

Damien Manu

Aboriginal Achievement Award

Patsy McGinty

School Based Traineeship Prize

Brayden Jones

Westcheme Award for Excellence in VET

Jamie Hubon

Kertisha Derschaw Sports Award

Ayela Santa

Cultural Navigator Award

Vito Yusuf

1.0 Introduction

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

A copy of the College Business Plan is available on-line at:

www.sevenoaks.wa.edu.au

The College Business Plan provides:

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

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

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

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

Links to the *Classroom First* Strategy:

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

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

- Student achievement data
- Student retention data
- Teachers' reports on specific programs
- Student post-school data
- Curtin University Learning Environment Survey data
- Edith Cowan Student Participation and Retention survey data
- Curtin University Research: School Organisational Climate Survey
- Parent survey data.

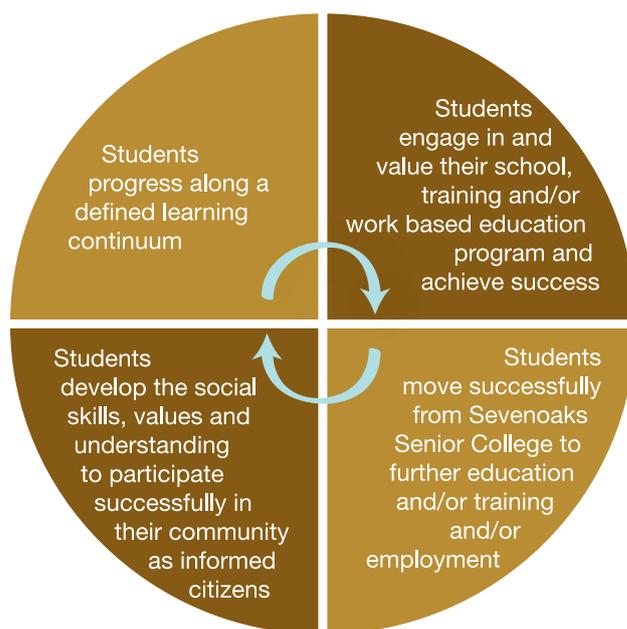


1.1 Our Purpose

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

We will achieve this purpose when our students:

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



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



2.0 Purpose Statement One

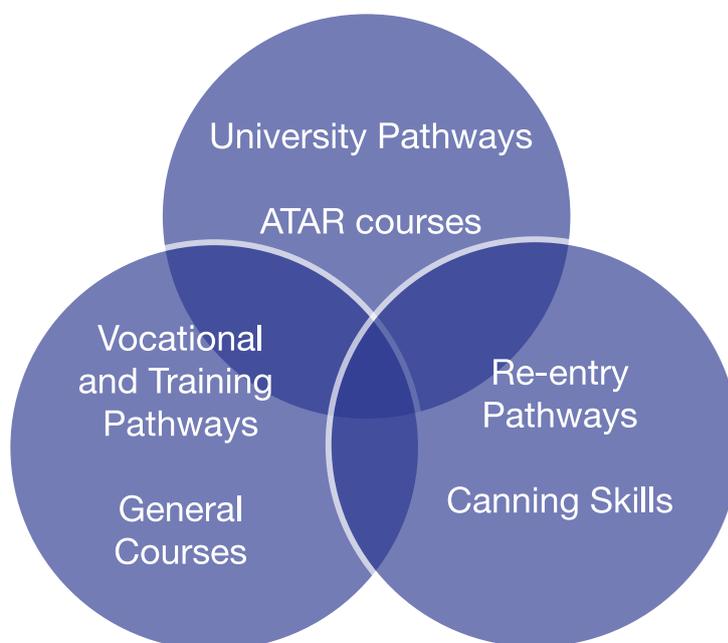
All students progress satisfactorily along a defined learning continuum.

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

- are contextualised to meet individual learning rates and styles;
- use information technology;
- are available 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%) from out of the designated school boundary.

Sevenoaks delivers three pathway options: Western Australian Certificate of Education (WACE) courses; Vocational Education and Training; and Canning Skills. Each of these programs and the outcomes achieved during 2015 are outlined below.



2.1 Western Australian Certificate of Education (WACE) Courses

In 2015, a range of WACE courses was offered for stage one, two and three units to support students aiming for secondary graduation. New WACE courses were also introduced in Year 11 with new Year 12 courses to be implemented in 2016.

Program delivery

During 2015 there were 174 Year 12 students who participated in WACE courses: 98 per cent of eligible Year 12 students achieved a WACE (170 students). Thirty-six students achieved an ATAR (21 per cent) with five of these students achieving one or more scaled scores of 75+. The range of courses undertaken is highlighted in the following graphs and tables.



Outcomes achieved – Year 12

The performance of the 2015 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 2011-2015. In 2015, five students achieved an ATAR above 90 with the highest being 94.0. All but three WACE examination students achieved an ATAR greater than 50. The median ATAR in 2015 was 70.7, an improvement from 2014 (65.1).

| Year | Total WACE students | 95+ | 90-94.9 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | <40 |
|------|---------------------|-----|---------|-------|-------|-------|-------|-------|-----|
| 2011 | 49 | 1 | 3 | 5 | 9 | 8 | 14 | 4 | 5 |
| 2012 | 32 | 2 | 6 | 3 | 7 | 7 | 7 | 0 | 0 |
| 2013 | 46 | 1 | 8 | 7 | 5 | 9 | 14 | 2 | 0 |
| 2014 | 28 | 0 | 1 | 3 | 6 | 7 | 9 | 1 | 1 |
| 2015 | 36 | 0 | 5 | 8 | 6 | 10 | 4 | 2 | 1 |

Table 1: Students with an ATAR ranking from 2011-2015

The median ATAR from 2011-2015 is indicated in table 2 below. The median ATAR was 70.7.

| Year | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------|------|------|------|------|------|
| Median ATAR | 62.3 | 72.3 | 65.6 | 65.1 | 70.7 |

Table 2: Median ATAR 2011-2015

Of the thirty-six students who achieved an ATAR, ten students achieved above their predicted score. Sixteen students were within 5 points of their predicted ATAR and four students were in excess of 10 points outside their predicted ATAR.

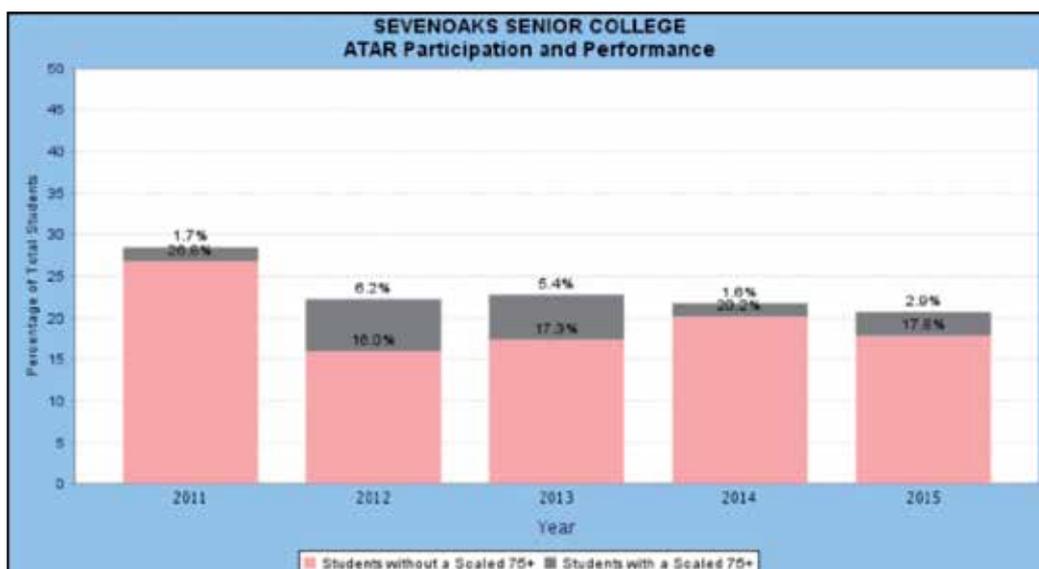


Figure 1: ATAR participation and performance 2011-2015

In 2015, 21% (36/174) of Year 12 students participated in the WACE course examinations and were awarded an ATAR. There were:

- Nineteen students with courses comprising all stage three courses;
- Thirteen students with four stage three courses;
- Three students with three stage three courses plus one or two stage two courses; and
- Zero students had two stage two and two stage three courses.

Five students (14 per cent) achieved a scaled score above 75. The progression of the tertile data, which represents students in each band compared to state norms, reflects the differing cohorts over time.

| State % | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------|------|------|------|------|------|
| High (33) | 16 | 25 | 22 | 11 | 14 |
| Mid (33) | 20 | 31 | 24 | 21 | 36 |
| Low (33) | 63 | 44 | 54 | 68 | 50 |

Table 3: Percentage ATAR Triciles 2011-2015

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

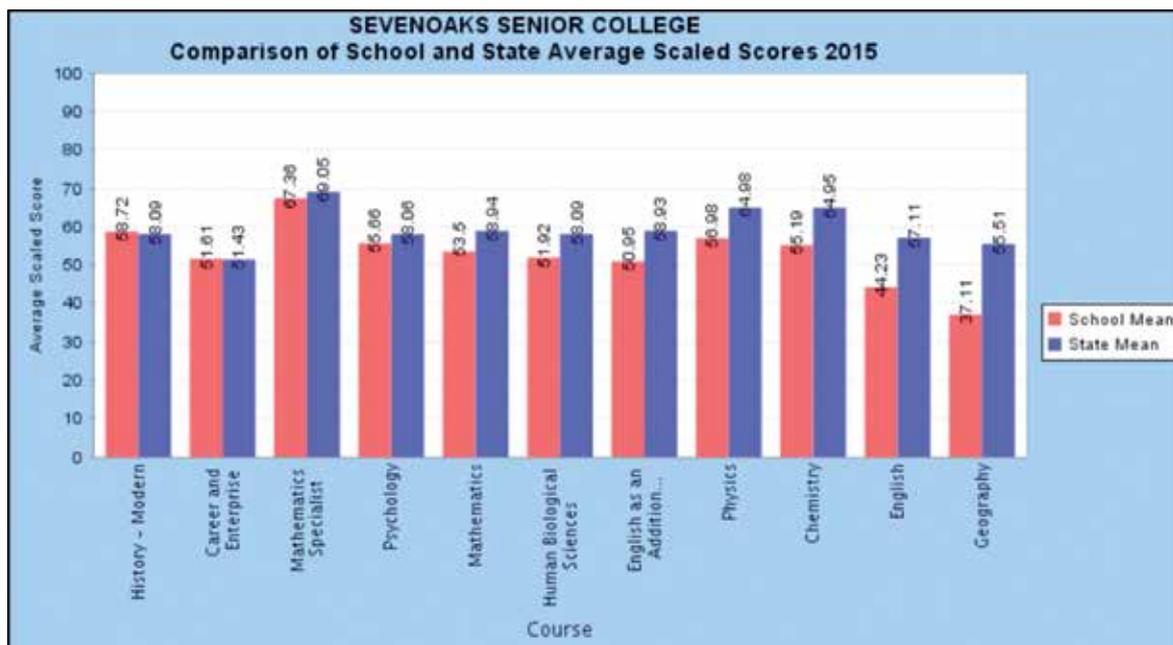


Figure 2: Comparison of state and school scaled scores

The stage three courses in History and Career and Enterprise achieved higher than the state average with Mathematics Specialist and Psychology comparable with the state mean in 2015. The stage two course that was examined and which has performed above the state mean was Career and Enterprise.

Outcomes achieved – Year 11

A comparison of Year 11 grade distribution between semester one and semester two shows an increase in the percentage of students achieving A, B and C grades through the year.

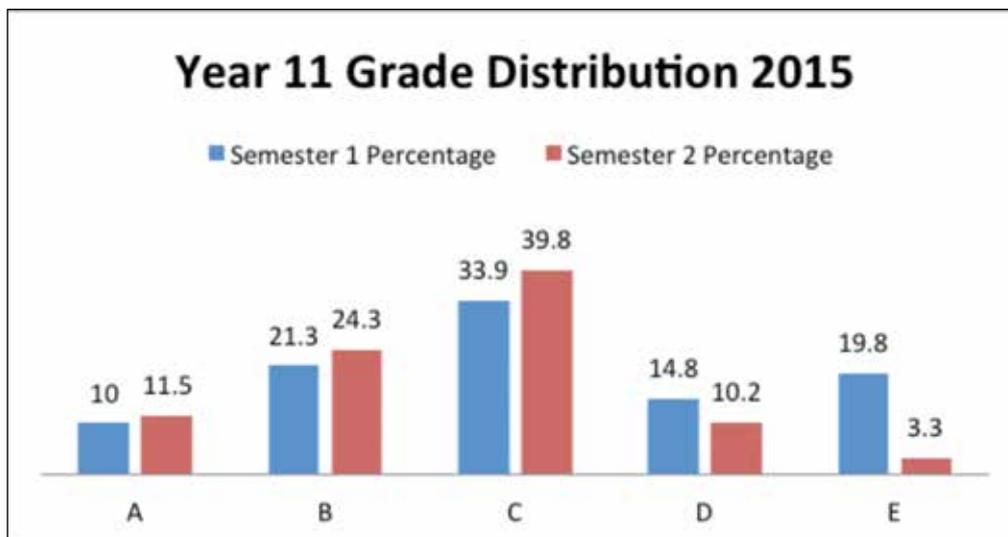


Figure 3: Year 11 grade distribution 2015

Improvement strategies

In 2015, a continued focus on student assessment and monitoring was maintained. The following strategies will apply in 2016:

- Continued use of the Cumulative Task Mark report by Advocate teachers to monitor student progress. This was increasingly used in 2015 as a feedback tool and many students were proactively asking to see their reports. In addition, Advocate teachers used the Reporting Data Entry facility to gain an overview of student achievement.
- Professional Learning sessions will once again be conducted with staff focusing on approaches to classroom practice including feedback strategies and clarification of assessment which is an area that many students find difficult.
- In-school moderation meetings will continue with ongoing consensus marking to take place in 2016.
- Continued function of Advocates and the Advocacy Support Panel to identify and monitor students at academic risk and to work with staff for intervention strategies. The number of Year 11 students who had some concerns regarding their performance at the end of the year reduced from 17 in 2014 to 14 in 2015.
- The successful *Pathways to University* program for Year 12 ATAR students continued in 2015 and focused on the use of ATAR predictions to guide Year 12 ATAR students to their post-school pathways. This program will also continue in 2016.
- *Elevate Education* sessions for Year 11 and Year 12 ATAR students each term provided a research-based focus on effective study and exam techniques delivered by a young and dynamic team of presenters. Student feedback remains 100% positive. *Elevate Education* presented to the teachers to inform teachers of the two-way support.
- The introduction of the Year 11 *Pathways to Year 12* study skills program at the start of term one to better prepare ATAR students for the Year 11 semester one examinations.

- The Online Literacy and Numeracy Assessment (OLNA) was introduced to Sevenoaks this year and reviews of the statistics are used to plan ahead to better meet the graduation demands for 2016. Students who did not achieve a Category 3 in 2015 have been enrolled in Foundation classes and some borderline students were identified for *Pathways to OLNA* program at the beginning of 2016 that will focus on the OLNA demands. OLNA brings with it an array of issues for our students, and ensuring students have the best possible chance of achieving Category 3 is a priority in 2016.
- Year 10 students planning to enter Year 11 remained on campus at Sevenoaks for one week during term four. The Year 10 transition program for Cannington Community College and Yule Brook College students thinking about studying ATAR courses have an opportunity to experience a timetable at Sevenoaks whilst giving teachers an opportunity to establish an understanding of the academic levels of the students. An *Elevate Education* session was included in the Year 10 Transition program for 2015 to provide students with a road-map for the year ahead and the demands of study.
- In 2016 teachers will participate in Improving Student Learning through Classroom Observation and Feedback, a new initiative to provide feedback to teachers about their teaching and to support them as they refine and review their teaching practices.

Whilst the College is pleased with a number of the Year 12 results, a focus on the overall student attainment rate is paramount. This means staff must continue to work hard to ensure more students achieve an ATAR greater than 55, meet the required literacy requirements for university entrance and/or a Certificate II and meet the requirements of OLNA in order to meet the WACE requirements.



2.2 Vocational Education and Training (VET)

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

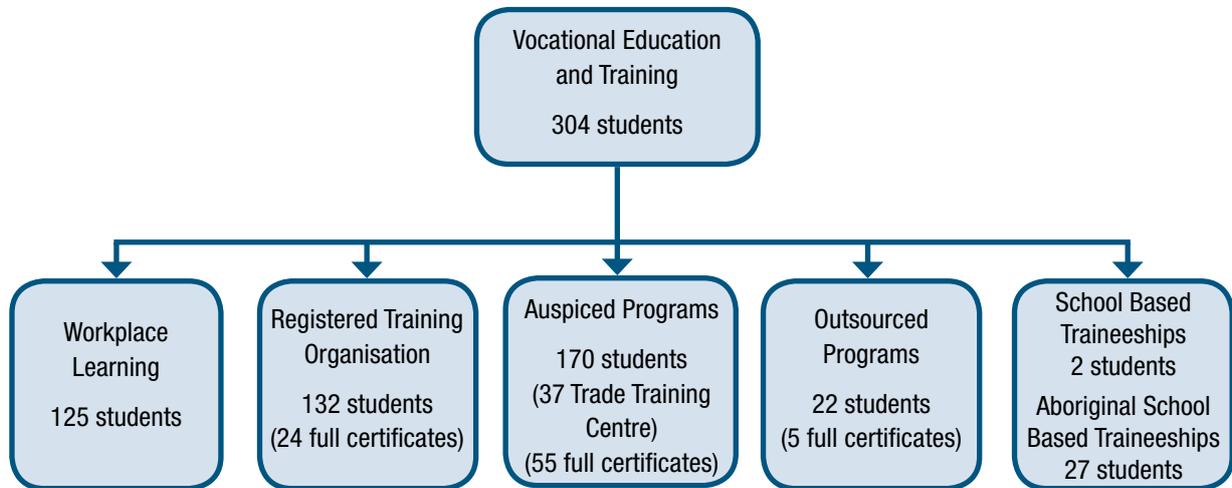


Diagram 1: Vocational Education and Training Programs

In 2015, there was a focus on the development and implementation of new processes and policies to address the *New Standards for VET Regulation*. Delivery and assessment on site at the College was focused on greater levels of practical involvement and assessment.

All General Year 11 students enrolled in a full certificate, the majority being delivered over two years rather than one year.

Many students in Year 12 enrolled in a full certificate, however some legitimately enrolled in partial certificates, including students who enrolled mid-year or selected a certificate for the first time in Year 12.

2.2.1 Registered Training Organisation (RTO) programs

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

Program and delivery

In 2015 certificates were delivered as stand-alone programs over a two-year period. A Training and Accreditation Council Strategic Industry Audit was conducted relating to Certificate II in Business and Information and Digital Media Technology (IDMT). Some non-compliance issues were identified and satisfactorily rectified.

Overview of results

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

| Certificate Level | Enrolment | | Completion Rates | | |
|-------------------|-----------|-------|---------------------------------|-----|----------------------------|
| | Partial | Full | % completion of full enrolments | | change since 2014 (+ or -) |
| | Total | Total | Total | % | % |
| Business II | 76 | 13 | 12 | 92% | -8% |
| Hospitality I | 1 | 0 | | | |
| IDMT I | 0 | 10 | 8 | 80% | |
| IDMT II | 29 | 6 | 3 | 50% | 0 |

Table 4: RTO certificate completion rates

The overall completion rate of the two full certificate programs was 79.0%. This was an increase of 17% since 2014. It should be noted that while there was a percentage decrease in the number of full certificate completions in the Certificate II Business this was based on an increase in the number of eligible students from four to thirteen. In 2015 students completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about:

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

All questions had:

- over 77.4% of responses indicating either high or good (or not applicable), and
- over 94.6% of responses indicating satisfactory or above (or not applicable).
- 92.6% of respondents indicating they 'believe participating in the certificate has been worthwhile'.

Improvement strategies

- Implement an increased and prompt use of Reporting to Parents by staff to record VET progress.
- Improve prompt parent/guardian notification regarding students at risk of not being competent in individual units of competency.
- Incorporate use of Work Placement Logbooks as supplementary evidence.



2.2.2 Auspiced programs

During 2015, Sevenoaks had auspicing arrangements with Polytechnic West, the Central Institute of Technology (IT), and Challenger Institute of Technology. This enabled programs to be delivered on-site for students.

Program delivery

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

The Certificates in Automotive and Engineering were delivered as stand-alone certificates over two years within the Trade Training Centre. The Engineering Pathways and Automotive Vocational preparation certificates were introduced for Year 11 students following feedback from industry.

The Certificate II in EAL (Access) was reintroduced into the College in 2015. As this program had been recently updated the whole course was redeveloped during 2015.

Outcomes achieved

| Model | Certificate | Level | Enrolment | | Completion Rates | | |
|------------------|-----------------------------------|-------|-----------|-------|----------------------------------|----------|----------------------------|
| | | | Partial | Full | % completions of full enrolments | | change since 2014 (+ or -) |
| | | | Total | Total | Total | per cent | |
| Central IT | Visual Arts | III | 13 | 0 | | | |
| Polytechnic West | Automotive Servicing | II | 0 | 11 | 11 | 100% | 0 |
| Polytechnic West | Automotive Vocational Preparation | II | 5 | 0 | | | |
| Polytechnic West | Engineering | II | 1 | 10 | 5 | 50% | -5 |
| Polytechnic West | Engineering Pathways | II | 10 | 0 | | | |
| Polytechnic West | Hospitality | II | 52 | 3 | 3 | 100% | |
| Challenger IT | EAL (Access) | II | 14 | 16 | 16 | 100% | |
| Challenger IT | CGEA | I | 1 | 1 | 1 | 100% | 0 |
| Challenger IT | CGEA | II | 20 | 13 | 13 | 100% | +16 |

Table 5: Auspiced certificate program outcomes

The overall completion rate of the six full certificate programs was 91.0%. This was an increase of 14% since 2014. Certificate II Hospitality was introduced for the first time in the College and the three students who had completed their Certificate I Hospitality in Year 11 were able to progress to the full certificate in Year 12.

The Certificate II in EAL (Access) program was originally intended as a two-year program, however a number of students participated in extra work to achieve a full certificate in one year.

In 2015 students involved in auspice 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 67.6% of responses indicating either High or Good (or not applicable), and
- over 92.6% of responses indicating satisfactory or above (or not applicable).
- 97.1% of respondents indicating they 'believe participating in the Certificate has been worthwhile'.

Improvement strategies

- Implement an increased and prompt use of Reporting to Parents by staff to record VET progress.
- Improve prompt parent/guardian notification regarding students at risk of not being competent in individual units of competency.

- Support the alignment of certificate programs to new Registered Training Organisations through auspice arrangements, including Automotive, Engineering and Hospitality.
- Support the implementation of Certificate II in:
 - English as an Additional Language (Employment) in 2015 and beyond;
 - Visual Arts (General);
 - Visual Arts (Fashion).

2.2.3 Outsourced programs

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

Program delivery

Students participated in a variety of certificate programs through Central Institute of Technology and Polytechnic West with the largest program continuing to be the Health Support Services.

Outcomes achieved

| Model | Certificate | Level | Enrolment | | Completion Rates % completions of full enrolments | |
|------------------|--|-------|-----------|-------|---|----------|
| | | | Partial | Full | Total | per cent |
| | | | Total | Total | | |
| Polytechnic West | Media | III | | 1 | 1 | 100% |
| Polytechnic West | Applied Fashion Design | II | | 1 | 0 | 0% |
| Polytechnic West | Building and Construction (Pathways – Trades) | II | | 2 | 1 | 50% |
| Polytechnic West | Automotive Servicing Technology | II | | 1 | 1 | 100% |
| Polytechnic West | Business | IV | 1 | 0 | | |
| Polytechnic West | Animal Studies | II | 1 | 0 | | |
| Polytechnic West | Electrotechnology (Career Start) | II | | 1 | 1 | 100% |
| Central IT | Business | IV | | 1 | 1 | 100% |
| Central IT | Health Support Services | II | | 1 | 1 | 100% |
| Central IT | Health Services Assistance | III | | 8 | 8 | 100% |
| Central IT | Education Support | III | 3 | 0 | | |
| Central IT | Retail Make-up and Skin Care | II | | 1 | 0 | 0% |

Table 6: Outsourced certificate programs

The overall completion rate of the six full certificate programs was 82%. It should be noted that the student completing the Certificate II in Applied Fashion Design is currently continuing enrolment in the certificate to achieve the one unit of competency required to gain the certificate.

Improvement strategies

- Refine College and lecturer communications.



2.2.4 School Based Traineeships and Apprenticeships

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

Program delivery

During 2015 eighteen Year 12 students participated in a SBT/Apprenticeship.

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 |

Table 7: School Based Traineeships and Apprenticeships participation numbers

Ten Year 12 students withdrew from their ABST at the start or early in the year, either because they changed programs, left College or focused on WACE course completion.

Of the remaining eight potential traineeship completions, five Year 12 students completed their SBT during 2015.

Improvement strategies

- Create and implement a new culturally appropriate and engaging induction program specifically for Aboriginal students entering Workplace Learning and School Based Traineeships, called *Deadly Induction*.

2.2.5 Workplace Learning – General programs

In 2015 Workplace Learning was delivered across mainstream, Canning Skills and Trade Training Centre. Dedicated staff operated these programs in each area focusing upon the specialist needs for the respective student groups.

Program delivery

In 2015 all Workplace Learning students enrolled in the new endorsed course ADWPL Workplace Learning.

The new course required increased student review and analysis of their experiences through the Skills Journal. This was managed through direct follow-up by Workplace Learning staff and Advocates.

Some students gathered evidence toward their certificate enrolments in:

- SBTs;
- SBAs;
- the Education Assistant and Engineering Certificates.

All placements were managed within the College during 2015. This process worked well and students achieved positive results as indicated in Table 8.

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

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

Outcomes achieved

| Year | Participants | Achieved course requirements | % achievement | Change since 2014 (+ or -) |
|---------|--------------|------------------------------|---------------|----------------------------|
| Year 11 | 48 | 35 | 73% | -9 |
| Year 12 | 77 | 76 | 99% | +3 |

Table 8: Workplace Learning outcomes

Improvement strategies

- Create and implement a new culturally appropriate and engaging induction program specifically for Aboriginal students entering Workplace Learning and School Based Traineeships, called *Deadly Induction*.
- Introduce an ADWPL specific letter for communication with parents/guardians who cannot be contacted via phone.

Overall improvement strategies for VET

- Continue to implement Learning Area specific improvement strategies to increase full certificate completion rates across all certificates.
- Increase and enhance use of Reporting to Parents for VET students to provide increased progress reporting to parents/guardians and monitoring by relevant staff.
- Review and monitor the implementation of new Registered Training Organisation processes to meet the *New Standards for VET Regulation*.

2.2.6 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; and
- a Certificate II (in either Automotive Prevocational Preparation or Engineering Pathways).

Through the course of 2015, 28 Year 11 and 26 Year 12 students were enrolled, 54 in total. A number of the Year 11 enrolments were taken later in the year, with the understanding that those students (6 in total) would most likely be repeating Year 11 in 2016.

2015 also saw the continuation of the Year 10 trade taster program. Cannington Community College supplied a steady stream of Year 10 students for our 'taster' class each Friday. Yule Brook College did not supply any students this year although the program continues to be offered to all TTC consortium schools. The program began during term one and continued every Friday through to late term four with two discreet groups participating in consecutive semesters. There were 20 students in this program.



Program delivery

The primary role of the Trade Training program is to successfully facilitate the transition of students from school to their chosen industry. To that end, 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 in their chosen field before the completion of their studies. Some students move to full time employment, traineeships or further training with State Training Providers (STPs) upon completion.

| | Year 10 Taster | Year 11 | Year 12 | Total |
|---|------------------------------|---|---|-------|
| Automotive | 20 Averaged to 10 of each | 13 taken in over the year. 5 will transition into Year 12 as Certificate IIs and 1 as an SBT. 1 will repeat Year 11, 3 will have moved to Fast Track, 1 gained employment and 3 moved to participation | 14 transitioned into Year 12, 12 graduated (12 completed Year 12 with Certificate IIs, 2 of those were an SBT), 2 didn't complete certificate due to attendance. *See note in final figures section below | 37 |
| Metal | | 15 taken in over the year, 5 will transition into Year 12 as Certificate IIs, 1 went to mainstream schooling, 2 gained employment, 3 will/have moved to Fast Track and 4 moved to participation | 12 transitioned into Year 12, 9 graduated (6 completed Year 12 with Certificate IIs, 1 of those was an SBT), 1 gained employment, 1 moved to another school and 1 moved to participation | 37 |
| Total | 20 | 28 | 26 | 74 |
| Demographics | | | | |
| Aboriginal | 2 | 6 | 3 | 11 |
| ESL | 3 | 2 | 7 | 12 |
| Left the Trade Training Centre program during 2015 | | | | |
| • mainstream | | 1 | 0 | 1 |
| • Move On or Fast Track programs | | 6 | 0 | 6 |
| • participation or other | | 7 | 2 | 9 |
| • apprenticeship or employment | | 3 | 1 | 4 |
| Total | | 17 | 3 | 20 |
| Final figures | | | | |
| Completed certificate course outside of TTC | | | 3 *One student completed one SBT and a Trade Training Certificate II over the two years. | 3 |
| Completed Certificate II TTC | | | 15 | 15 |
| Graduated Year 12 with WACE | | | 21 | 21 |

Table 9: Intake of students into Trade Training Centre

Outcomes achieved

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

- 21 of the 23 students enrolled until the end of Year 12 graduated with a WACE in 2015.
- Students complete a Certificate II in their chosen industry. This year, one Year 12 student managed to complete a School Based Traineeship and a Trade Training Centre Certificate II over the two years he was enrolled. The completion rate for Certificate II in 2015 was 78%
- Students have a very good chance of obtaining an apprenticeship or full time industry position either during or at the end of their studies. In 2015, one of our Year 12 students left early to take up a sheetmetal apprenticeship with RN Sheetmetal in Maddington. One Year 11 student was offered an apprenticeship, but chose to stay to complete his studies. Another three Year 11 students gained employment and chose to leave. Two more students finished Year 12 and began apprenticeships the following week.

| | 2012 | | 2013 | | 2014 | | 2015 | |
|------------------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| | Enrolled | Completed | Enrolled | Completed | Enrolled | Completed | Enrolled | Completed |
| Auto | 6 | 6 | 15 | 15 | 7 | 7 | 14 | 12 |
| Metal | 5 | 1 | 11 | 9 | 11 | 6 | 12 | 6 |
| Total | 11 | 7 | 26 | 24 | 18 | 13 | 26 | 19 |
| Percent | | 64% | | 92% | | 72% | | 73% |
| Cumulative total | 11 | 7 | 37 | 31 | 55 | 44 | 81 | 63 |
| Cumulative % | | 64% | | 84% | | 80% | | 78% |

Table 10: Certificate II completion rates – longitudinal

Improvement strategies

- **Classroom:** With all students studying the new WACE courses in 2016 (along with their chosen certificate program), greater continuity across the teaching programs will ensure staff are familiar with syllabus requirements and this will provide greater scaffolding opportunities across Years 11 and 12. Also English as a Second Language (ESL) students identified as requiring additional support will be helped by trained ESL staff.
- **Application to Trade Training:** More scrutiny will be placed on Year 10 OLN test results. This information will make up part of the criteria when potential students are interviewed for future positions in Trade Training. This will assist in identifying the students with the potential to leave the program prematurely when they find the work too difficult. Alternative recommendations can then be made for those students so they can still be successful in the TTC.
- **Workshop:** Certificate II completion rates are an area that will receive early and regular attention in 2016. In an attempt to achieve above 90% completion of all student work (submitted on time) and the development of a 'work ready' mindset, staff regularly meet with students to ensure everyone knows what has been achieved and what further work needs to take place.
- **Workplace Learning:** The TTC will continue to focus on the development of an industry standard work ethic across the WACE and VET components of the program, preparing the students for a successful transition to the workplace and/or further training.
- **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.



2.3 Canning Skills

In 2015 the Canning Skills program offered four learning programs for our students: two Fast Track programs offering Certificate II in General Education for Adults (CGEA), and Year 11 and Year 12 Move On programs. Our student cohort continues to be as widely diverse as ever, with increasing numbers of Aboriginal students and students whose origins are in the Middle East and the Asian subcontinent.

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

The Certificates in General Education for Adults continue to be the best curriculum package to deliver to our students. The College will continue to use these certificates as long as they provide the basic entry into TAFE as this is the pathway forward for most of our students. In 2016 a new pedagogical focus will be introduced with the Big Picture design forming the basis of the teaching approach.

| Student Enrolments 2015 | Fast Track General | Fast Track-Flexi | Afternoon Program | Move On Year 11 | Move On Year 12 | Total |
|--|--------------------|------------------|-------------------|-----------------|-----------------|-----------|
| Enrolments | 19 | 31 | 9 | 23 | 8 | 90 |
| Male | 10 | 20 | 0 | 13 | 3 | 46 |
| Female | 9 | 11 | 9 | 10 | 5 | 44 |
| Aboriginal | 6 | 14 | 1 | 13 | 2 | 36 |
| English Second Language | 4 | 5 | 2 | 1 | 3 | 13 |
| Partial CGEA I | 1 | 3 | 3 | 7 | 6 | |
| Achieved CGEA I | 0 | 1 | 0 | | | |
| Combined CGEA I/CGEA II | 0 | 2 | 0 | | | |
| Achieved CGEA II | 6 | 12 | 2 | | | |
| Partial CGEA II | 8 | 6 | 2 | | | |
| CGEA Reading & Writing | 0 | 1 | 0 | | | |
| CGEA II Numeracy & Maths | 0 | 1 | 1 | | | |
| Completed Year 11 | | | 0 | | | |
| Completed 1 semester Year 11 | | | 0 | 8 | | |
| Started but didn't complete Semester 1 | | 5 | 1 | 8 | | |
| Year 12 (WACE) | | | | | | |

Table 11: Canning Skills enrolment 2015

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

2.3.1 Fast Track and Move On

Fast Track Flexi (FTF)

FTF is a self-paced learning program that has continuous enrolments, designed to ensure access for students with significant lifestyle issues that keep students away from school and accessing an education. Students are able to achieve competency and progress at a pace that caters for their individual academic strengths and weaknesses.

Fast Track General (FTG)

The FTG learning program ensures students can build on prior knowledge and experience successes, with many opportunities provided for students to catch up. The program is delivered using an integrated and topic-based approach, with an emphasis on explicit teaching and using relevant issues and content.

| Destinations 2015 | Fast Track (19) | Fast Track - Flexi (31) | Fast Track - Flexi Afternoon Group (9) | Move On 11 (23) | Move On 12 (9)+ |
|------------------------------|--------------------|-------------------------------|---|-----------------------|-----------------------|
| WACE courses (mainstream) | 0 | 2 | | 1 | 0 |
| Fast Track-Flexi | 6 | 6 | 1 | 0 | 0 |
| Move On | 3 | 5 | 1 | 8 (MO11) 6 (MO12) | 0 |
| TAFE | 0 | 2 | 0 | 0 | 4 |
| Employment | 2 | 2 | 0 | 1 | 2 |
| Seeking employment | 0 | 3 | 2 | 1 | 1 |
| Other program/school | 1 | 0 | 2 | 2 | 1 |
| Participation | 5 | 8 | 1 | 3 | 0 |
| Not known | 2 | 0 | 0 | 1 | 0 |
| Other | 0 | 3 | 2 | 0 | 1 |

Table 12: Destinations of Canning Skills students

Move On 11

To accommodate the growing number of students who want to stay on at school, in 2015 Move On 11 offered students the chance to complete Year 11 in one or two years. We offered two 17-week semesters to accommodate students who had part-time jobs, family commitments or who had entered the program late. This meant that rather than try and manage a whole group-learning program Move On took on more of an individual focus.

Move On 12

This year's Move On 12 program gave students the opportunity to achieve a WACE. Students studied two mainstream courses as well as doing English, Mathematics, Career and Enterprise and Certificate II in Business in Canning Skills.



2.3.2. Whole program initiatives

Advocacy: Advocacy sessions were again focused on helping students understand and develop personal, career and wellbeing strategies to assist in all aspects of their lives. We had an impressive guest speaker program as well as delivering the *Respectful Relationships* program. Alongside Advocacy we ran the *Healthy Lifestyles* program with Community Nurse, Jo Rees and our in-house cooking program was once again a huge success.

Teamwork, especially increasing skills and awareness, was one of our improvement strategies for 2015 and we used whole program activities to promote this. In particular we used small group work to promote a whole group understanding of 'respect'. While our Advocacy program focused on skills for the individual, we also encouraged group/team protocols to enhance ownership and support to encourage students to fully participate in Advocacy content and activities.

Fitness Program: Teamwork was also the focus of our eight-week fitness program funded through Heathway and a Health Promoting School Grant. Increased numbers of students participated this year with activities in the school gym; an outside program entitled *Jungle Sports* that conducted three introductory workshops; and a taster program at the local Leisureplex.

Art Fusion: This year we used our PALS grants (awarded through the Department of Indigenous Affairs) to create a series of mosaics based on the six Noongar seasons. The mosaics are to be displayed in the Aboriginal Garden which is being created between the school gym and the Enterprise wing. Aboriginal artist, Cherry Hayward, led this inspirational project.

Improvement strategies for 2016

The 2015 Canning Skills review resulted in the team identifying a number of areas we would like to develop and improvement strategies in 2016. After completing a week of professional learning with Viv White, Director of Big Picture Australia, Canning Skills will work within the Big Picture design in 2016 focusing once again on academic rigour and achievement, tapping into students' particular interests, workplace and special interest internships, exhibitions and portfolios.

We will also focus on:

- *Skill Development Groups:* We looked at a strategy to get all students into groups based on need for 20 minutes three times a week to work on identified Literacy and Numeracy skills.
- *Workplace Learning and Internships:* Next year we will have a team-based approach to learning around work, special interest community placements and development of student portfolios.
- *Sports Skills Expos:* To continue to develop our Health and Fitness whole program focus in 2016 we will hold summer and winter Sports Skills Expos. We hope to encourage our students to access start-up grants that will allow them to participate in community-based sport.



3.0 Purpose Statement Two

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

Students' engagement in their senior schooling years is critical to the success that they will have in their post-school life. Sevenoaks presents a range of programs, both educational and social, to support students in achieving their goals. The effectiveness of these programs is monitored each year and changes are made when necessary.

The curriculum delivery which supports the students, and the following strategies, are integral to the success which we seek for the students: Aboriginal support programs, Advocacy support programs, engagement programs and the student social program.

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

Program delivery

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

Outcomes achieved

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

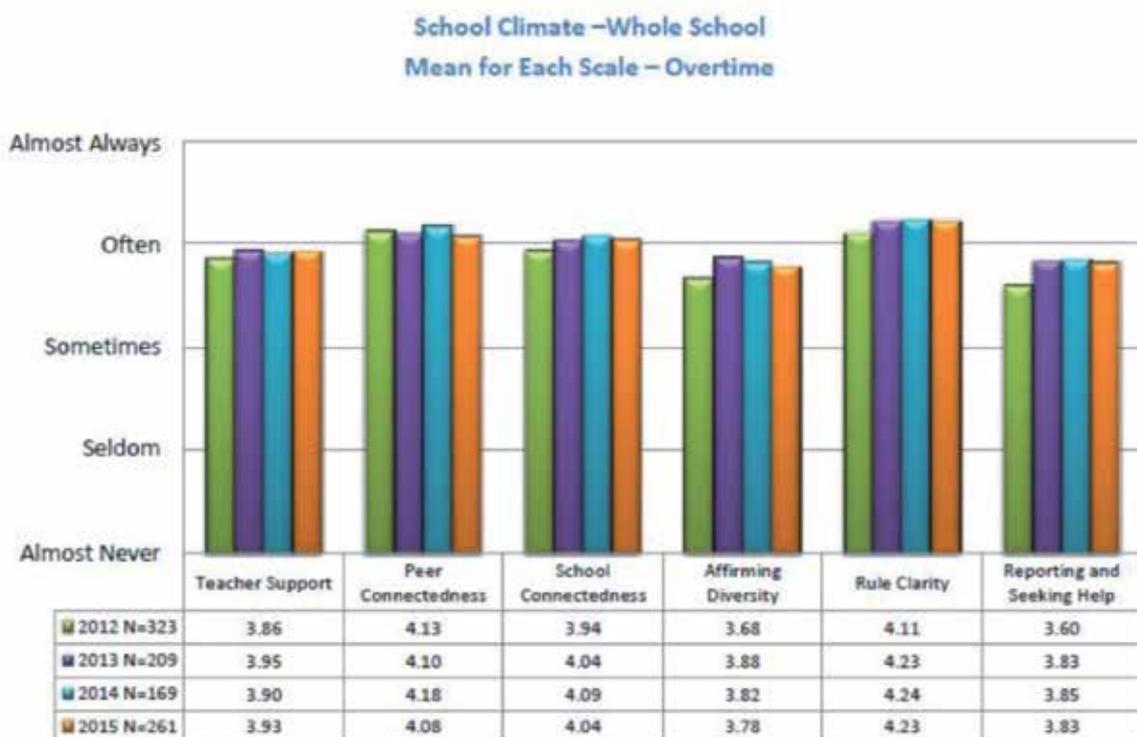


Figure 4: Students' view of school climate



Student Agency –Whole School
Mean for Each Scale – Overtime

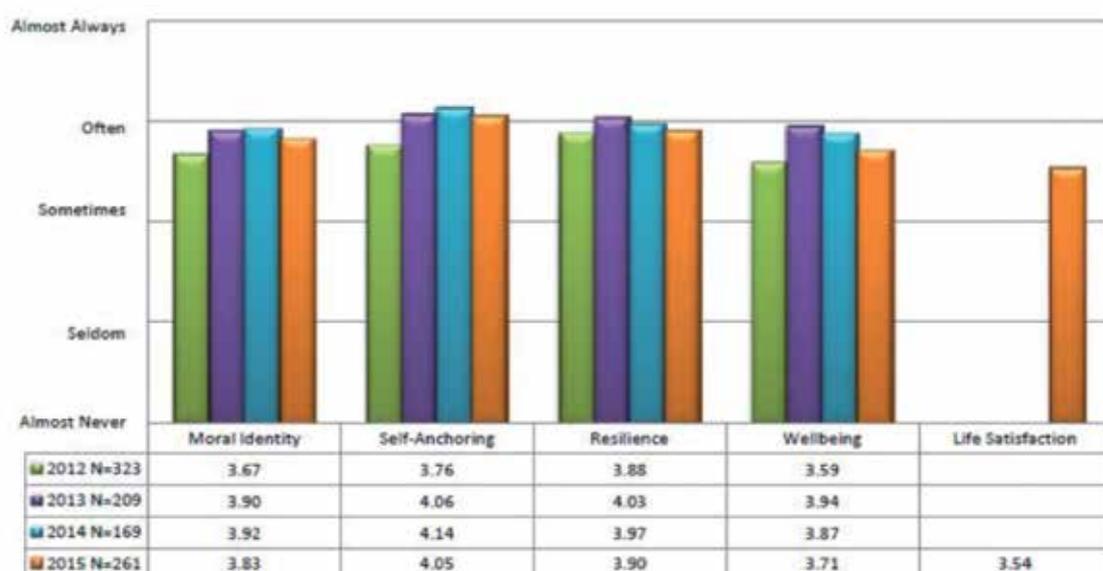


Figure 5: Students' view of reports

| Year | Student Cohesiveness | Young Adult Ethos | Attitude to Subject | Academic Efficacy |
|------|----------------------|-------------------|---------------------|-------------------|
| 2008 | 4.16 | 4.33 | 3.58 | 3.44 |
| 2009 | 3.99 | 4.31 | 3.43 | 3.35 |
| 2010 | 4.21 | 3.89 | 3.82 | 3.6 |
| 2011 | 3.95 | 4.29 | 3.45 | 3.39 |
| 2012 | 4.09 | 4.33 | 3.64 | 3.52 |
| 2013 | 4.18 | 4.44 | 4.38 | 4.16 |
| 2014 | 4.34 | 4.49 | 4.07 | 3.79 |
| 2015 | 4.19 | 4.35 | 4.13 | 3.83 |

Table 13: Mean scores of learning environment indicators

Table 13 indicates the high levels of learning environment satisfaction with all but academic efficacy measuring over 4.00.

Improvement strategies

- Continue to strengthen the Year 10 Transition Program to support students' adaptation to senior schooling, beginning with a more intensive orientation program.
- Use a coordinated process to ensure students are in appropriate courses, including seeking information from previous schools and advice from a number of staff including program coordinators, classroom teachers and the College Careers Advisor.
- Extended Professional Learning sessions using teachers who participated in the three days *Instructional Strategies Program* to guide teaching staff in cooperative learning strategies.
- Staff engagement with *Understanding Poverty* professional learning to support pedagogical strategies and improve teacher interactions with students around the College campus.
- Introduce a *Classroom Observation Strategy* supported by Curtin University as a means of informing teachers about their classroom practices and student learning.

3.2 Participation and Retention Survey Data

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

Program delivery

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

Outcomes achieved

In 2015 a number of scaled scores improved compared to previous data. It was encouraging to see the scaled scores increase for 'involvement in studies' across the four points of survey, from semester one in Year 11 (3.9) to the final measure in semester two in Year 12 (4.2). 'Student confidence' also improved across the four measures with a recording of 3.5 in semester one in Year 11 to 3.8 by semester two in Year 12. Student 'self-efficacy' recorded the same results as 'student confidence' across the measures.

A strong sense of social connectedness is particularly evident for Year 12 students (4.14); for students who speak languages other than English at home (4.15); It is also very pleasing to note that the students who feel most supported in the school environment are the Aboriginal students (4.22), and those students who have the strongest sense of belonging are those with refugee background (4.41). The growth in social connectedness from mid-Year 11 through to the end of Year 12 is also worth noting. Students' level of social connectedness in semester one of Year 11 was 3.8 and by semester two this had increased to 3.9. Year 12 students reported a level of social connectedness in semester one of 4.1 which increased to 4.14 by the end semester two 2015.

Improvement strategies

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

- Using a team approach to finding the most appropriate course for each student including the Careers Counsellor, Program Coordinator College Operations (timetable), Program Coordinator Student Outcomes and Advocates.
- Ensuring teachers continue to participate in professional learning activities designed to increase their own professional knowledge regarding student engagement and connectedness.
- Using Harmony Day as a focus for lead up activities which recognise and value the cultural background of all students.
- Use of the Advocacy program to support students and build connection with the College.
- 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 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 2015. The panel conducted meetings once a fortnight with the objective to focus on Students at Educational Risk (SAER) and provide assistance to staff with strategies to address students' issues.

Outcomes achieved

Once again in 2015, the panel focused on Year 12 students in semester one, identifying a number of students who needed specific assistance and support. The panel worked with staff to develop programs to cater for the identified students' needs. The Year 12 support teacher then approached staff to organise study schedules to ensure students completed work tasks. At the end of the year the graduation rate of the class of 2015 was 98%, much of this owing to the work of Advocates and the Advocacy Support Panel.

With the Year 11 cohort the panel focused once again on attendance, dividing the SAER students into three attendance groups: 81-89%; 55-80% and below 55%. The first group's lack of attendance was mainly the result of short-term illnesses and holidays, and this improved with support from the Advocate. Assistance for the second group often involved the addition of support staff such as Youth Workers and School Psychologist to try to work through a plan to have students regularly attending class. The third group involved the regional Participation Officers, Vice Principal, Student Services Coordinator, Advocacy Support Panel and other College support personnel.

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

Improvement strategies

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

3.4 Aboriginal Student Support

Sevenoaks Senior College provides a safe, secure school environment for Aboriginal students. The February enrolment of Aboriginal students in 2015 was seventy-seven, seven more than in 2014. Several key programs are delivered to ensure our Aboriginal students achieve success. Follow the Dream is one of the programs.

3.4.1 Follow the Dream

The Follow the Dream program at Sevenoaks Senior College continues to mobilise young Aboriginal students to become pioneers of change. Currently the program is in its eleventh 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 main targets that are core to the program continue to be:

- understanding / meeting holistic needs of Aboriginal students on the program;
- utilising a strengths-based approach;
- providing support to the College to ensure a positive and welcoming learning environment which is culturally inclusive, valuing both family and community engagement;
- using 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.

Follow the Dream started at Sevenoaks Senior College in 2005, in partnership with Yule Brook College and Cannington Community College. This partnership has now extended to Thornlie Senior High School. An in-school model operates at Sevenoaks Senior College in a custom-designed demountable which operates daily, while an after-school model works at Yule Brook College, Cannington Community College and Thornlie Senior High School.



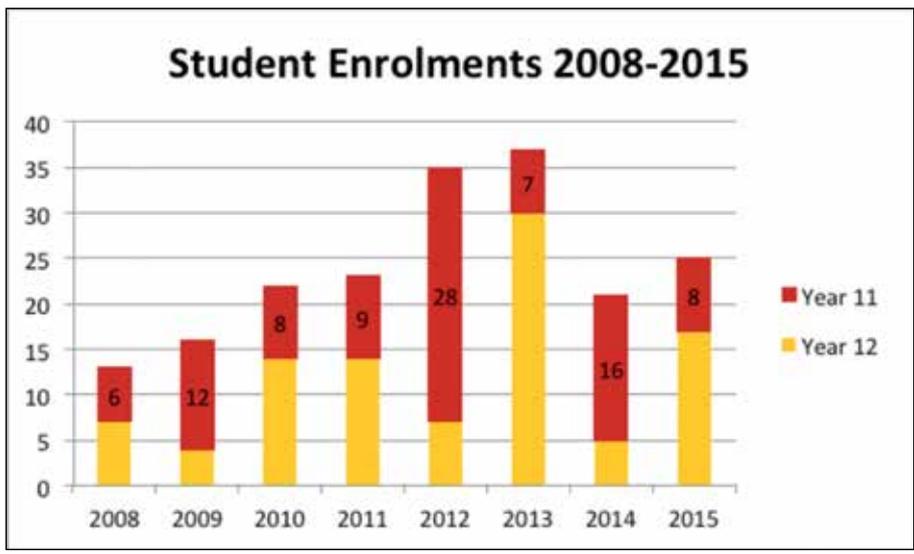


Figure 6: Overview of Follow the Dream enrolments at Sevenoaks Senior College

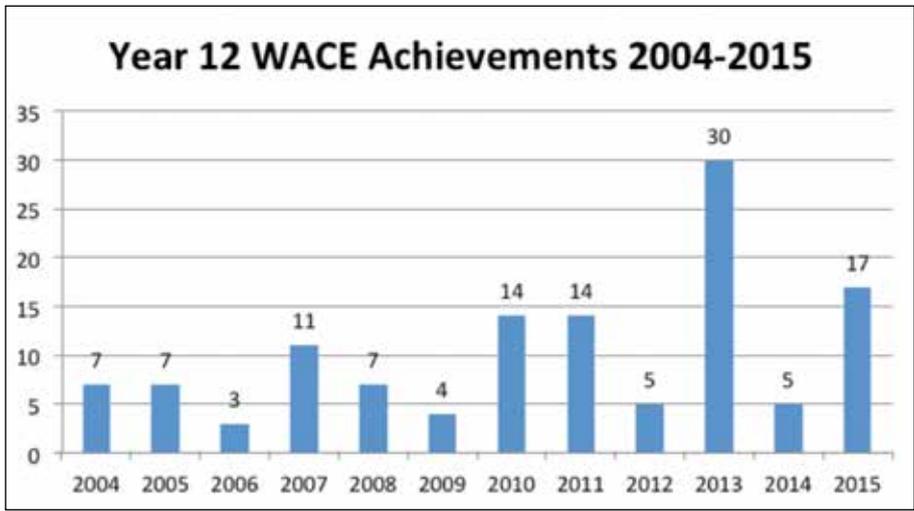


Figure 7: Year 12 WACE achievement 2004-2015

In 2015, 25 students were selected for the Follow the Dream Program, 17 Year 12 students and 7 Year 11 students.

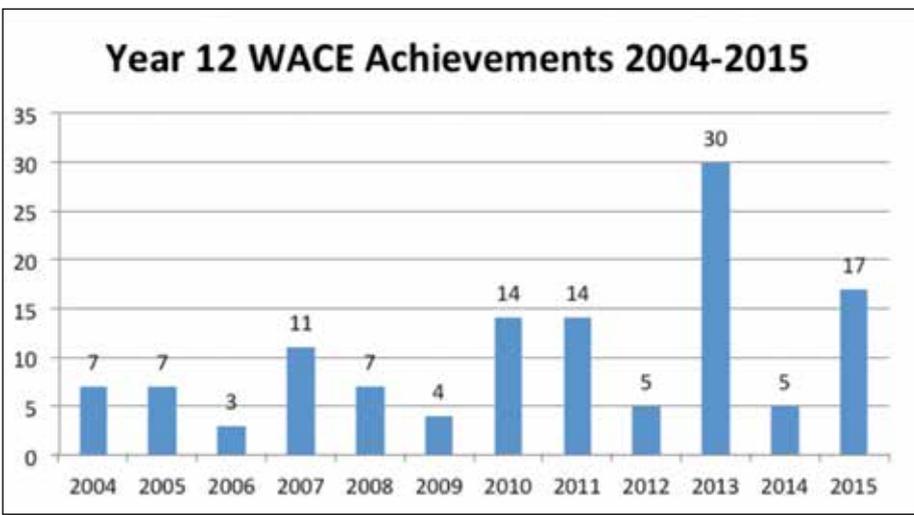


Figure 8: Attendance of Sevenoaks Senior College Follow the Dream students in 2015

All 17 of the Year 12 students achieved a WACE and 5 students additionally completed a Certificate II.

All 7 of the Year 11 students have successfully completed their courses to enter Year 12 in 2016.



Professor Marnie O'Neill, College Board Chair, presenting Jamie Hubon with his award for Certificate II Engineering at the 2015 Presentation Ceremony.



Regional Executive Director, Margaret Collins, presenting Patsy McGinty with the Aboriginal Achievement Award at the 2015 Presentation Ceremony.



Targetted initiatives for 2016

Enhance the *Follow the Dream Maali Girl* program

Keeping Aboriginal boys in school has been a national project for many years and at Sevenoaks the Clontarf Academy exists to support this aim. For girls, however, there is a scarcity of such programs. *Follow the Dream Maali Girls* was implemented in 2014 to bridge this gap and delivered a program to inspire Aboriginal girls to be strong, smart and 'deadly'; and to equip them to achieve academically; lead healthy and physically active lives; manage money; navigate social media; and discover an interest in science, technology, engineering and mathematics.

As the program is still in its infancy, the goal for 2016 is to increase the strength of the program with more school and community-led solutions to reduce the barriers that prevent Aboriginal girls from completing their education and reaching their full potential. Some items to be included for 2016 are:

- teen pregnancies and safe, respectful relationships
- resilience;
- cultural connections;
- leadership camp;
- personal care;
- introduction of sporting activities; and
- event management.

Reinstate the Deadly Dreaming Expo

This year the Deadly Dreaming Expo was cancelled. As post-school transition planning is crucial, the goal for 2016 is to reinstate the Deadly Dreaming Expo to support students to develop career, education, training and employment pathways.

Maintain and enhance the middle school transition program

With the introduction of OLNA as a prerequisite for a WACE, a considerable amount of time will be invested into middle school participants to ensure that they are equipped with the necessary literacy and numeracy skills to successfully gain a band 8 in NAPLAN or pass the OLNA.



3.5 Attendance and Retention

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

Program delivery

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

During 2015 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.

A reward program continued for students who attended with 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 2015 overall student attendance as measured at the end of semester one was 84.29, an increase from 2014 (77.6%). As indicated in the table below, compared to the State, student attendance can improve. Given the demographics of the student cohort, the range of programs and students' increased use of the College'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. The table below provides information relating to student attendance.

| | Year 11 | Year 12 | Non-Aboriginal | Aboriginal |
|--------|---------|---------|----------------|------------|
| School | 69% | 81% | 81% | 72% |
| State | 81% | 89% | | |

Table 14: Percentage attendance of students

Attendance, which is pivotal to student achievement, remains a constant focus for staff at the college.

Improvement strategies:

- Continue the 'Stay on Campus' program during term one.
- Promote 'attendance, all day every day'.
- Continue to promote a young adult ethos and expectations of a strong work ethic.
- Continue to analyse timetable zones to determine attendance patterns of students.
- Identify causes of low level attendance and work with students and families to remedy these issues.
- Provide incentives to encourage greater attendance through the attendance reward program.



4.0 Purpose Statement Three

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

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

At the commencement of 2015, there were 484 enrolments: 273 Year 11 and 211 Year 12 students. The College enrolment of Aboriginal students was 77 (16%).

The following section outlines the destinations of our students during 2015.

4.1 Graduation Rates

The graduation rate for 2015 is higher than the previous year's result with 170/174 (98%) students achieving graduation which is a positive outcome for the students.

| Year | 2015 | 2014 | 2013 | 2012 | 2011 |
|------------------|------|------|------|------|------|
| Graduation Rates | 98.0 | 96.0 | 98.0 | 99.0 | 99.4 |

Table 15: Percentage graduation rates

Thirty-six students participated in the WACE exams and 101 students (58%) participated in a VET program.

The attainment rate (students with ATAR scores above 55 and a Certificate II or higher) was 55%. The median ATAR of students was 71% compared to 65% in 2014.

4.2 Career Counselling

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

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

4.3 Destination Data

Fifty-six students (including 36 ATAR students) have applied for university entrance (24 Curtin, 9 ECU, 15 Murdoch, and 8 UWA). Of the remaining Year 12 cohort, fifty students have applied to TAFE; thirty are seeking or have gained employment; ten are applying for or gained apprenticeships; and a 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. The table below indicates the destination of students who left during the 2015 school year and from what program they exited.

| Destination | Canning Skills | Mainstream | Trade Training Centre | Post compulsory who are on Participation |
|-----------------------------|----------------|------------|-----------------------|--|
| Post Compulsory | 10 | 15 | 0 | 10 |
| Received Notice Arrangement | 0 | 0 | 0 | 2 |
| TAFE/Training | 0 | 1 | 1 | 10 |
| Another School | 0 | 3 | 0 | 1 |
| Overseas/Interstate | 0 | 1 | 0 | 0 |
| Employment | 0 | 3 | 2 | 6 |
| Other | 2 | 5 | 1 | 1 |
| Total | 12 | 28 | 4 | 30 |

Table 16: Destination of students who left during 2015

Of the seventy-four students who left during the year, thirty 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. Most of these students received a Notice of Arrangement linking the student to further education or training or employment.

Maintaining Year 11 students into Year 12 was a focus to ensure students maximised their post-school options. The value of completing secondary schooling was promoted to students and parents supported by 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.





5.0 Purpose Statement Four

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

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

- Health, Social and Emotional Support Program through Student Services;
- Student Activities Program;
- Student Guild Initiatives;
- Aboriginal Support Program;
- Clontarf Football Academy; and
- Maali Girls program.

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

5.1 Health, Social and Emotional Support Program

The Student Services team consisted of the College Vice Principal, Level 3 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.

The Vice Principal 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.

This year, a group of staff volunteered to form a Health Committee. The purpose of this Committee is to develop strategies and programs that would support the health, both physical and mental, of our students. It was coordinated by the Teaching and Learning Program Coordinator and supported by the Student Services Coordinator and other teaching staff. One of the biggest initiatives that commenced was the establishment of food centres around the College. These areas provided nutritious food, provided by Foodbank WA, to students who were hungry. The food centres were managed by the EALD teachers, Canning Skills teachers and the Aboriginal Support Teacher.

5.2 Student Activities Program

Sporting Teams

Sevenoaks Senior College has continued with student sporting teams in 2015. Over 100 students represented the College in six different sports including Aussie Rules Football, Table Tennis, Netball, Soccer, Touch Football and Volleyball.

A sports breakfast was held in term three to thank staff, coaches and students for their efforts over the sporting season. This was well attended and trophies were awarded to Most Valuable Players.



Harmony Day

Harmony Day was a major highlight during the year. Harmony Day promoted our multicultural diversity with carnival-like celebrations. The theme was ‘Everyone Belongs’ and involved more than forty cultures represented at the College. Students took part in a choice of cultural workshops including henna tattooing, African drumming, animal handling, tribal mask making, gladiator-style games, Asian umbrella painting, American rodeo bucking bull, boomerang decorating, tribal face painting, Spanish flamenco dancing, didgeridoo playing, turban making and Chinese lion dancing. Staff, students, their families and community groups enjoyed a free global food market. Food was prepared by our students and their families. The festival also included international performances reflecting the ethnic diversity of the College. Representatives from various organisations attended Harmony Day, including Mission Australia, Communicare, Mercy Care and the Red Cross.



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 education and healthy options to build their own sandwiches and fruit spiral. This afforded the students an opportunity to have a healthy lunch/recess and raise awareness about the importance of healthy eating.



We also took part in the ‘Bullying No Way!’ national event to promote a learning environment that does not support bullying. Students were given t-shirts with the official artwork ironed on to them and they were encouraged to write positive and friendly messages on each other’s shirts. They were also given official wristbands. This event was very popular amongst the students.

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

During term three, the College Psychologist and the Youth Worker delivered the *Respectful Relationships* workshop. *Respectful Relationships* is a national initiative by the Australian Government’s Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA). It was developed by WA’s Sexual Assault Resource Centre (SARC) in 2009. The program is about educating and

encouraging young people to understand the importance of respectful relationships, including on-line behaviours.

The content of the workshop included:

- consent and The Law;
- sexual abuse, sexual assault and sexual harassment;
- drink spiking and date rape; and
- sexting, on-line predators and cyber bullying.

27 female students and 17 male students, with parental permission, attended separate one-hour workshops. Feedback has been positive but we are exploring the possibility of extending the length of the sessions.



Showcase Day

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

Outside the Frame Awards

Sevenoaks students were again actively involved in the prestigious City of Armadale awards. The student who received an award was:

- Grace Ramos – First prize in the sculpture section for her contemporary rocking chair.

Canning Show

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

- Princess Morris – First prizes in both sewing and any garment category and Champion in the Youth Sewing section. Therefore she was invited to the exclusive celebratory dinner.
- Eva Foard – Second prize in the Painting (portrait) category.
- Isabela Jordan – Second prize in Embroidery
- Jamie Hubon – First prize in Metalwork
- Caleb Fetterroll – Second prize in Metalwork
- Thaw Thee Wah – Second prize in Decorative Metalwork
- Mason Goldsworthy – First prize in Woodwork (article of furniture), Second prize in Woodwork (any other article) and he earned most points in the Youth Industrial Arts category.
- Elisha Blott – Second prize in Photography (sunrise/sunset) and Third Prize in Photography (portrait)
- Alex Benesisto also received Ray & Rose Humphry Centenary Perpetual Trophy for Best Exhibit in Youth Exhibits.

Canning Arts Awards

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

- Jake Vitaljich – First prize in the Youth Photography category
- Royce Dine – Winner of the School Attendee Award of Excellence for his photography titled “Christmas in Summer”.

Student Guild

Students enjoyed the opportunity to participate in an official election process that used the preferential voting system (run by the Australian Electoral Commission) to elect their 2015 Student Guild.

In 2015 the Guild had seven Year 11 students (Farzana Syed Abdul Ahmed, Mary Macdonald, Danai See, Eunice Robless, Rituja Ganguli, Chloe Dodds and Lalitha Ail); ten Year 12 students (Jenny Dutosme, Lyndon Issacs, Patsy McGinty, Melissa Staniland, Vito Yusuf, Damien Manu, Alessandra Benesisto, Joy Abogado, Tendai Muchacha and Yakira Vanagiam); and two Educational Support members, (Aiden Clyde and Mary-Jane Middlecoat). Jenny Dutosme was elected Head Girl and Lyndon Issacs was elected Head Boy.



The Guild attended a two-night leadership camp in April. Some Guild members and other student leaders attended leadership conferences and camps, such as the Grip Leadership Conference and the Fogarty Leadership Camp. The Guild initiated several fundraising events such as sausage sizzles for UNESCO and the 40-Hour Famine, with an overnight sleepover at the College that raised over \$1200 for World Vision. The Student Guild also coordinated 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 Foodbank WA. \$500 was raised and donated to our community organisation partner, Foodbank.

College Events

The Year 12 Ball was held on 6 March at the Novatel Langley Hotel in Perth. Over 200 students and staff attended this great event organised by a small but diligent committee. The theme of the 2015 Ball was 'Venetian Carnivale' and many beautiful dresses, smart suits and masks were worn.



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

The 2015 Presentation Ceremony was held on Saturday 7 November at the Crown Astral Ballroom. 205 students attended the event with over 600 guests, parents and staff members. Dignitaries who attended the Presentation Ceremony included: Mr Albert MacNamara, Aboriginal Elder; The Honourable Mr Bill Johnston, MLA Member for Cannington; Professor Marnie O'Neill, Chair of the Sevenoaks College Board; Ms Margaret Collins, Regional Executive Director, Department of Education; Mr David Wood, Chief Learning, Teaching and Innovation Officer, Catholic Education and first Principal of Sevenoaks; Mayor Paul Ng, the new Mayor, City of Canning; Councillor Julie Brown, Deputy Mayor, City of Gosnells and Mr Andrew Wilson, Principal Cannington Community Education Support Centre.





5.3 Aboriginal Support Program

Sevenoaks Senior College staff continue to enjoy working with Yule Brook College staff and community members to implement a school and community partnership agreement, '*Moort Baraning Waangkiny – Communities Coming Together*'. The agreement focuses on a number of core areas including transition, connectedness of programs at Sevenoaks and Yule Brook College, learning together, cultural awareness, cultural celebrations, Noongar LOTE, reconciliation and communication.

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

Of interest is the 2015 data received from the Edith Cowan University research indicating that the Clontarf Football Academy students have a strong sense of belonging to our College. The Aboriginal students in the Clontarf Football Academy scored a mean score of 4.22 (out of a possible 5) for the item 'I get on well with my teachers'. They also recorded a score of 4.29 for the item 'I feel happy at College'. What is also pleasing is the attitude that these young men have to their studies recording a result of 4.06 to the item 'I can get good results at College'; 4.64 for the item 'It is very important for me to complete Year 12'. Their attitude to their football is very positive with students reporting that they are 'proud' of their ability as a footballer (4.54).

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

5.4 Student Scholarship Program

At the beginning of 2015 two Wayne Lyon Memorial Scholarships were presented. Jenny Dutosme was awarded a scholarship for her contribution to sustainability and the environment, and Alessandra Benesisto was awarded a scholarship to support him in achieving his personal goals with his education. Two students are the recipients of these \$1000 awards annually.



6.0 Internal Business Process Perspective

6.1 Integrated Information Management System

Our vision to have a totally integrated information management system has been realised. In 2015 we again managed all College finances through the SIS school management system Cash, Billing and Assets modules. The College operated a one-line budget. The Vocational Education and Training (VET) Module continues to be used to manage and report on our Vocational Education and Training student achievement and outcomes. As an Independent Public School greater flexibilities have been built into our financial management with one-line budget tools supporting our quality financial systems. We continued to use the Library Management System (AMLIB) to record and manage College resources, including library resources.

6.2 Marketing Plan and Program

The College utilised the following major marketing tools in 2015:

- Advertisement in local newspapers and The West Australian.
- *Enrolling Now* banner displayed at the front of the College.
- Full colour Year Book circulated to students and friends of Sevenoaks.
- Televisions located throughout the College advertising the College and courses.
- Sevenoaks newsletter sent to parents of year 10 students from Cannington Community and Yule Brook College.
- Parent and community barbeques.
- Parent information evenings.
- P&C meetings.
- Harmony Day community invitations.
- Two College Open Days.
- Transition counselling meetings with Cannington Community College and Yule Brook College staff and students.
- College website and College App continually updated and refined to promote College activities, events and achievements.
- Meetings with primary and secondary principals of schools in catchment area to promote Sevenoaks Senior College.
- Year 12 Presentation Ceremony (Crown Entertainment Complex).

6.3 Broad-Based Committee Structure

In 2015 twenty-nine staff were involved on the eleven committees that provided excellent input into aspects of College operations and future directions, with the following two committees approving initiatives and funding across the College:

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

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



7.0 Financial Perspective

7.1 Finances

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

In 2015 we employed a total of 40.8 FTE for teaching staff which included School Administrators (6.0) and 18.45 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 of salaries in 2015.

| | Spent |
|------------------------|-------------|
| Allocation \$6 079 155 | |
| School Salary | \$5 296 020 |
| Casual Relief Payments | \$184 689 |
| Casual Payments (1346) | \$122 092 |
| TOTAL: | \$5 602 801 |

Table 17: One-line budget expenditure

The unspent funds of the school salary will be rolled over into 2016 if not already recouped back to the school.

| Opening Balance Allocation 2015 | \$473 141.92 |
|--|---------------------|
| Revenue | \$990 983.54 |
| Expenditure | \$1 306 358.41 |
| Reserves | \$1 672 800.96 |
| Suspense Account | \$18 023.13 |
| \$ Tax | \$23 959.25 |
| Bank Account | \$1 858 347.11 |
| Carryover Funds | \$157 767.00 |

Table 18: Summary revenue and expenditure 2015

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 2015:

- \$1 650 PALS
- \$2 310 Healthway Program

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 2015 there were five full fee paying students. The fees associated with these five students totalled \$45 953.

7.5 Professional Learning

In total, staff engaged in 90.65 days of professional learning requiring 12.92 days relief. Expenditure on internal relief and external relief support was \$6 715.80 with the cost of the professional learning sessions equating to \$16 783.10.

7.6 Use of Facilities by External Bodies

Santa's Workshop continues to operate at the College. This charity group collects and restores toys and distributes them to needy families at Christmas. The new Men's Group Wood Shed facility has been very well received and is used frequently throughout the week. In addition, several community groups continue to use our facilities. In 2015 we raised \$28 364 compared to \$19 963 for 2014 and \$24 743 for 2013. The increase in 2015 is as a result of a number of new 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.





8.0 Staff Learning and Growth Perspective

8.1 Curtin University School Level Environment

Each year, teachers participate in the Curtin University research related to their attitude to their work. The outcomes are indicated on the table below. Teachers have responded to this data to determine strategies which will be implemented to close the gap between actual and preferred. This will continue to be a focus for 2016.

| School Level Environment Survey 2015 | | |
|--------------------------------------|----------------|-----------|
| | Actual n=33 | Preferred |
| Staff Collegiality | 4.05 | 4.27 |
| Staff Freedom | 3.83 | 4.18 |
| Resource Adequacy | 4.45 | 4.73 |
| Shared Mission | 4.40 | 4.58 |
| Leadership Support | 4.02 | 4.53 |
| Parent Involvement | 2.67 | 3.78 |
| Rule Clarity | 3.74 | 4.55 |
| Student Support | 4.08 | 4.57 |

Table 19: School Level Environment Survey (Curtin University, 2015)

The following graph reflects the progress of the School Level Environment since 2012. Generally, there are positive movements upwards. Work pressure will be monitored and structures to support staff collegiality developed. In 2016 the College's professional learning community will ensure opportunities to review and discuss both of these areas are provided.

Teachers' View of the School Organisational Climate Over Time

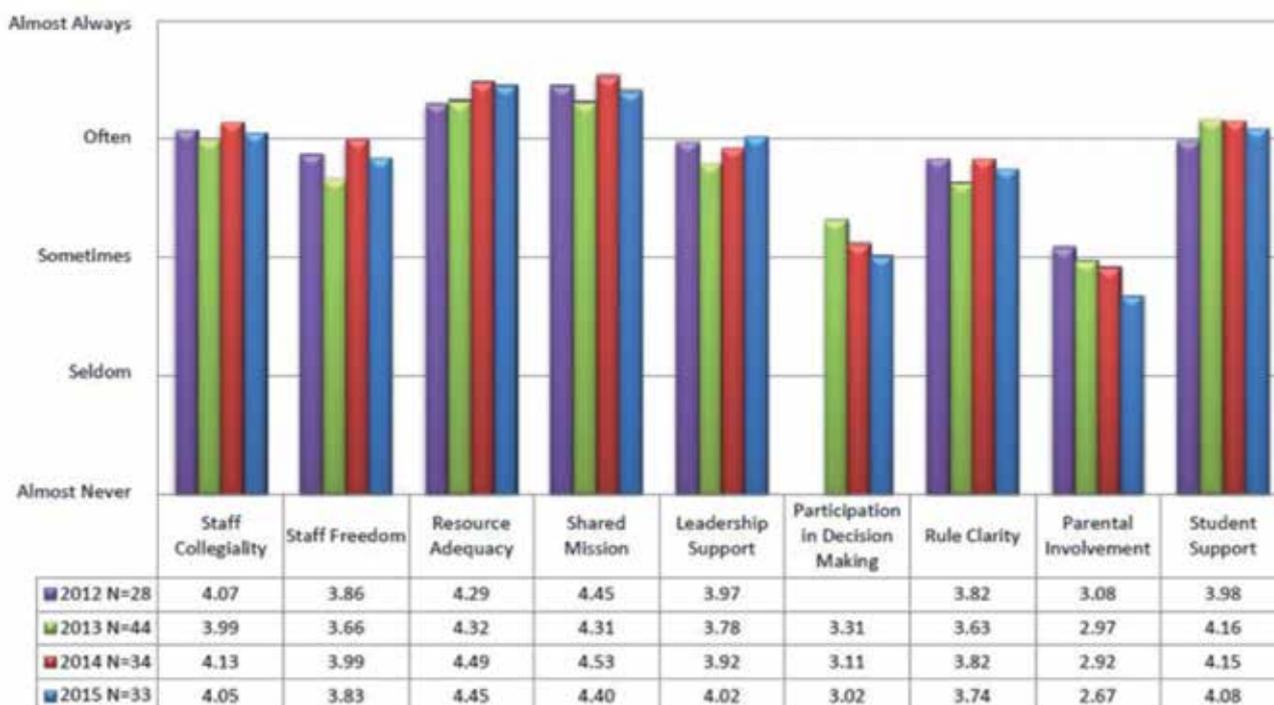


Figure 9: School Level Environment Survey 2012-2015

8.2 Professional Learning Program

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

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

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

Canning Skills staff, along with Kath Murray, Co-ordinator of Teaching and Learning, and the College Principal participated in a week-long Big Picture induction to begin implementing the Big Picture design in 2016.

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

Improvement strategies

During 2016 there will be continued focus on establishing sustainable Professional Learning Communities and there will be the implementation of a new Collegial Classroom Observation strategy across the College. 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;
- staff to participate in the new Sevenoaks Classroom Observation Strategy in conjunction with Curtin University of Technology to begin in term two 2016;
- ongoing Big Picture design review and reflection sessions as part of the Canning Skills program for 2016;
- ensuring Professional Learning Community teacher leaders are involved with staff;
- regular Learning Area meetings;
- regular learning area meetings to ensure new WACE courses are implemented appropriately;
- regular VET teacher meetings with VET Coordinator and administration to ensure VET and RTO compliance is occurring;
- the development and implementation of enhanced pedagogical approaches in line with specific classroom teacher needs;
- work to ensure aspects of the School and Community Partnership Agreement *Moort Baraning Waangkiny – Communities Coming Together* continue to be implemented;
- further development of literacy strategies for use in the classroom, especially to support OLNA requirements;
- implementation of the *Difference Differently* modules;
- continued development of teachers' understanding of the school planning process and associated layers of accountability; and
- all staff participate in *A Framework For Understanding Poverty: Ten Actions for Educators* professional learning.



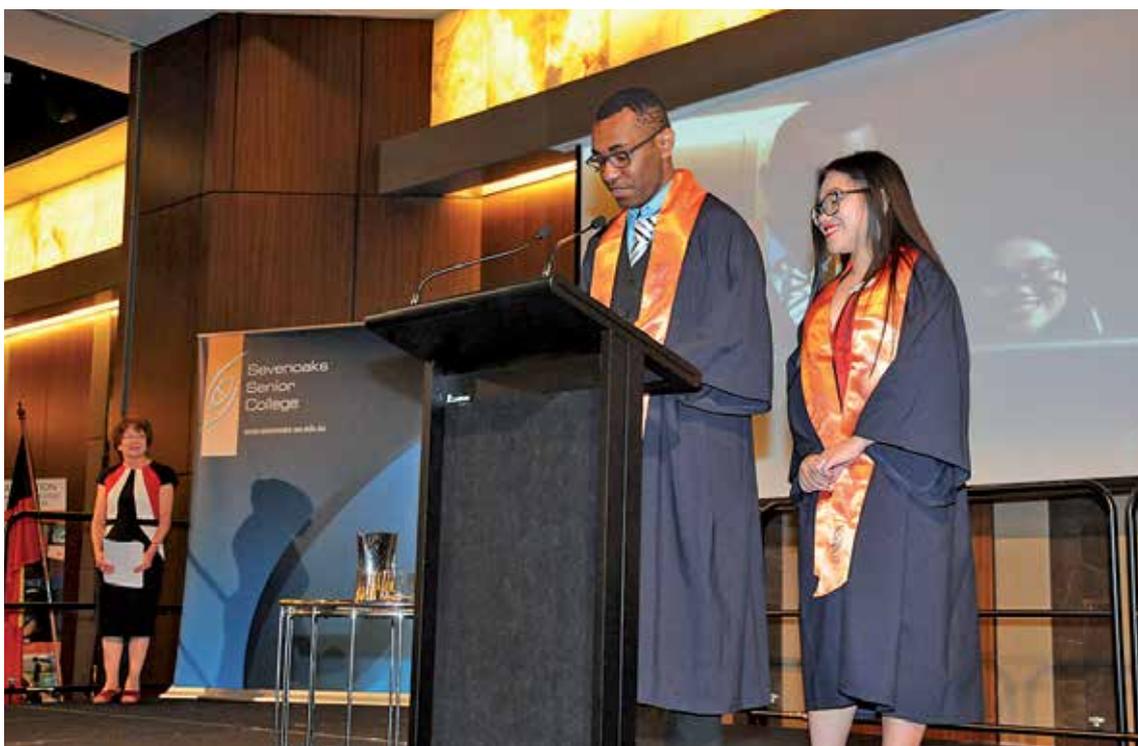
9.0 Parent Feedback

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

- *Teachers at this school expect my child to do his or her best* 4.7
- *Teachers at this school provide my child with useful feedback about his or her school work* 4.6
- *Teachers at this school treat students fairly* 4.7
- *The school is well maintained* 4.6
- *My child feels safe at this school* 4.7
- *My child likes being at this school* 4.7
- *The school works with me to support my child's learning* 4.3
- *My child is making good progress at this school* 4.5

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

- *My teacher expects me to do my best* 4.5
- *My teachers provide me with useful feedback about my school* 4.6
- *Teachers at my school treat students fairly* 4.8
- *My school is well maintained* 4.3
- *I feel safe at my school* 4.6
- *I can talk to my teachers about my concerns* 4.5
- *Student behaviour is well managed at my school* 4.3
- *I like being at my school* 4.7
- *My school looks for ways to improve* 4.7
- *My school takes students' opinions seriously* 3.9
- *My teacher motivates me to learn* 4.2
- *My school gives me opportunities to do interesting things* 4.1





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