



Sevenoaks Senior College

ANNUAL REPORT 2016



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 2016.

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

Some of the highlights for 2016 included:

The median ATAR score for Year 12 students was 80.45, the highest score in the sixteen-year history of the College

100 per cent of Year 12 Vocational Education and Training (VET) students completed a Certificate II or higher

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

Thirty ATAR students who applied for university were offered placements with ten General studies students also gaining entry via university preparation pathways

Three VET students received School Curriculum and Standards Authority (SCASA) Excellence Awards. Recipients were Caleb Fetterroll and Peter Pingault (automotive, engineering and logistics) and Richard Indich (tourism, hospitality and events).

Sevenoaks Senior College Clontarf Football Academy won the prestigious Clontarf Cup, a first for our College Academy.

The College Board, Principal and staff are proud of the achievements of our students during 2016.

*DR KATH PARTRIDGE
PRINCIPAL*



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2016 Award Recipients

Dux

James Hall

Outstanding Achievement

Albert Luwi

Cultural Navigator Award

Farzana Syed Abdel Ahmed

Positive Image Award

Caleb Fetterroll

Citizenship Award

Bianca Morgan

Caltex All Rounder

James Hall

Aboriginal Achievement Award

Shania-Lee Kickett

School Based Traineeship Prize

Byron Hall

Westscheme Award for Excellence in VET

Caleb Fetterroll

Cummins Trade Training Centre VET Award

Peter Pingault

Kertisha Derschaw Sports Award

Albert Luwi

1.0 Introduction

This annual report is based on the College Business Plan 2016-2020 which involves the identification and articulation of our purpose in terms of student outcomes and the range of strategies that we have developed to help us achieve our purpose. The strategies are from the perspectives of student learning and our internal business process.

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

www.sevenoaks.wa.edu.au

The College Business Plan provides:

- Strategic direction for the College for the duration of 2016-2020;
- A statement of our purpose outlining the outcomes that we are working to achieve and indicators to determine the extent of our success;
- Guidance and focus for the work of the College Board;
- Direction for the Principal and staff;
- The basis for performance management of the Principal; and
- The basis for reporting the school's performance to the community and the Department of Education.

The College Business Plan (2016-2020) also links directly to the Department of Education Plan for Public Schools 2016-2019 *High Performance - High Care* and the *Classroom First* strategy.

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

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

Links to the *Classroom First* Strategy

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

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

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

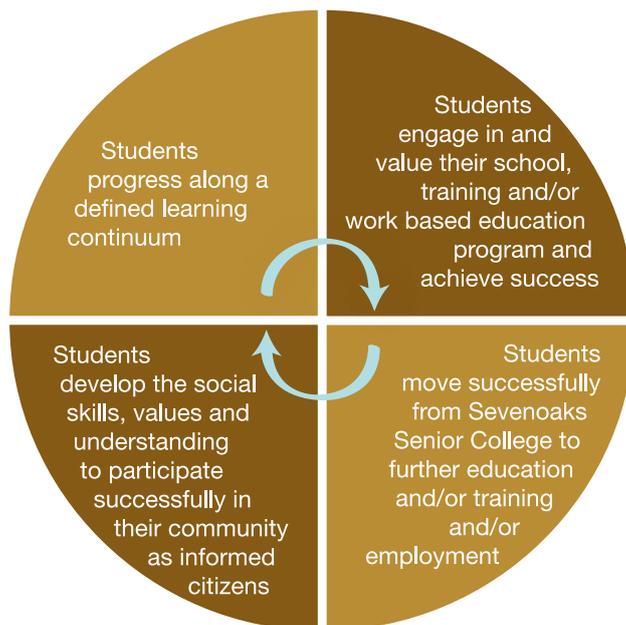


1.1 Our Purpose

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

We will achieve this purpose when our students:

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



This report presents the strategies used to fulfil each of the four purpose statements and the evidence we used to measure the extent to which we have achieved our purpose followed by plans for further improvement.

The College purpose statements are interrelated, reflecting a holistic approach to the development of each student.



2.0 Teaching and Learning: Achieving Success

Purpose Statement One

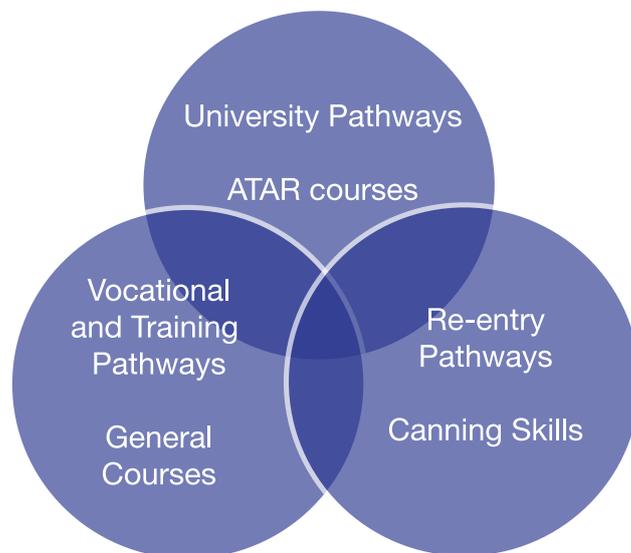
All students progress satisfactorily along a defined learning continuum.

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

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

As a result of the Sevenoaks young adult ethos and the extensive range of programs offered, we attract a substantial number of students (50 per cent) from out of the designated school boundary.

Sevenoaks delivers three pathway options: Western Australian Certificate of Education (WACE) courses; Vocational Education and Training; and Canning Skills Big Picture Academy. Each of these programs and the outcomes achieved during 2016 are outlined below.



2.1 Western Australian Certificate of Education (WACE) Courses

In 2016, a range of WACE courses was offered including Foundation, General and ATAR courses to support students aiming for secondary graduation. New WACE courses were also introduced in Year 12 with Year 11 courses introduced in 2015 now consolidated in the College.

Year 11 and Year 12 students also participated in a new Schools Curriculum and Standards Authority (SCASA) requirement to sit an externally set task (term two), as well as sitting an On-line Literacy and Numeracy Assessment (OLNA) in March and August 2016.

Program delivery

During 2016 there were 162 Year 12 students who participated in WACE programs: 79 per cent of eligible Year 12 students achieved a WACE (103 students). Thirty-one students achieved an ATAR (22 per cent) with twenty of these students achieving one or more scaled scores of 70. The median ATAR for the College was 80.45, the highest score recorded in the sixteen-year history of the school. The range of courses undertaken is highlighted in the following graphs and tables.



Outcomes achieved – Year 12

The performance of the 2016 cohort in WACE course examinations is indicated in the following range of tables and graphs.

Table 1 indicates the number of students with an ATAR score from 2012-2016. In 2016, seven students achieved an ATAR above 90 with the highest being 94.0. All but five WACE examination students achieved an ATAR greater than 50. The median ATAR in 2016 was 80.45, the highest ever median ATAR recorded by the College. This score is a significant improvement from 2015 (70.7), and 2014 (65.1). The median ATAR Business Plan target for the College to achieve and maintain is a score at or above 70.

Year	Total WACE students	95+	90-94.9	80-89	70-79	60-69	50-59	40-49	<40
2012	32	2	6	3	7	7	7	0	0
2013	46	1	8	7	5	9	14	2	0
2014	28	0	1	3	6	7	9	1	1
2015	36	0	5	8	6	10	4	2	1
2016	31	0	7	9	4	2	4	3	2

Table 1: Students with an ATAR ranking 2012-2016

The median ATAR from 2012-2016 is indicated in table 2 below. The median ATAR for 2016 was 80.45.

Year	2012	2013	2014	2015	2016
Median ATAR	72.3	65.6	65.1	70.7	80.45

Table 2: Median ATAR 2012-2016

A number of factors may have contributed to this significant improvement in the College median ATAR score, including the capacity and diligence of the students who sat the examinations, the focus of teachers on classroom pedagogy and curriculum exploration (including the involvement of teachers in the new collegial classroom observation strategy), and a clearer understanding of WACE courses including marking keys and examination requirements.

The College attainment rate, which is calculated when a student achieves an ATAR greater than 55 and/or a Certificate II or higher, was 95 per cent (like schools 92 per cent and all public schools 94 per cent). This is indeed a pleasing result for the College.

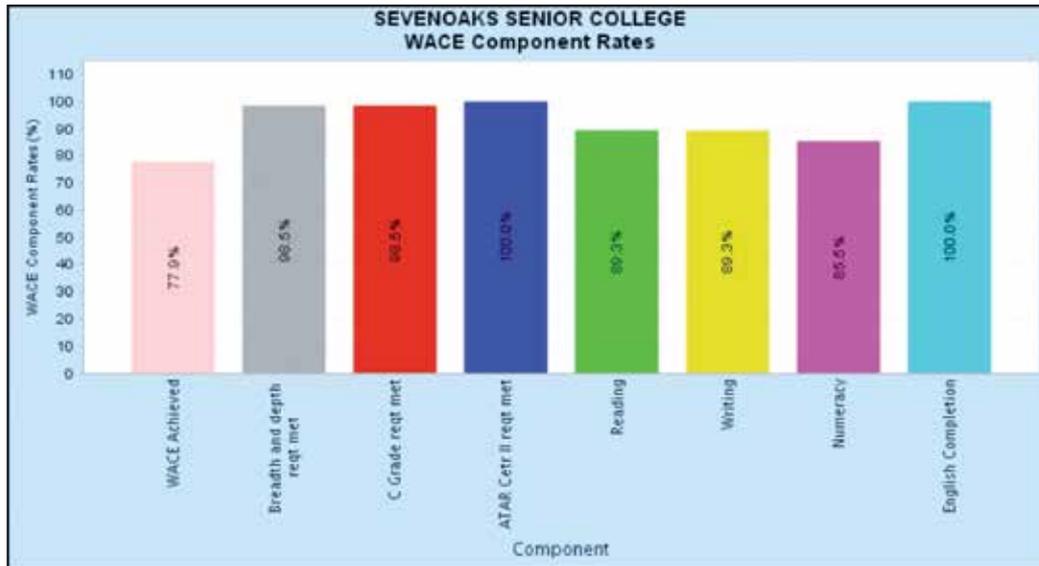


Figure 1: WACE component completion rate 2016

In 2016, 22 per cent (31/162) of Year 12 students participated in the WACE course examinations and were awarded an ATAR. There were eighteen students (58 per cent) who achieved a scaled score above 75. This is a significant increase from 2015 when only five students achieved this feat.

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

State %	2012	2013	2014	2015	2016
High (33)	25	22	11	14	27
Mid (33)	31	24	21	36	30
Low (33)	44	54	68	50	39

Table 3: Percentage ATAR Triciles 2012-2016

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

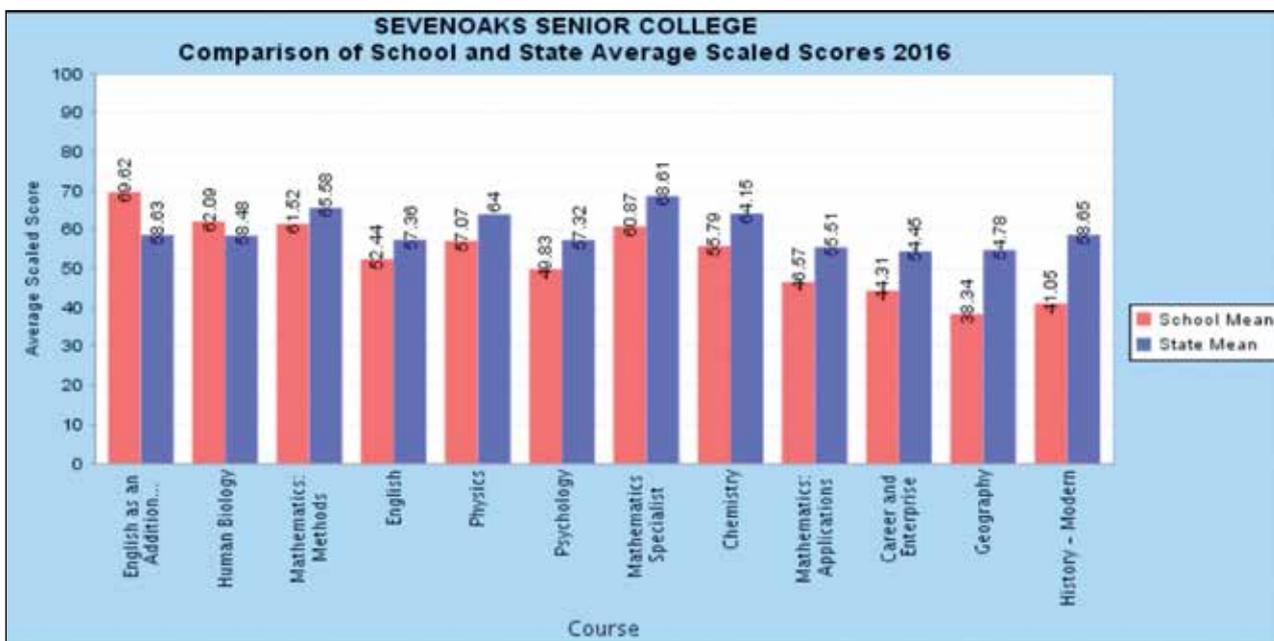


Figure 2: Comparison of state and school scaled scores 2016



ATAR courses in English as an Additional Language or Dialect and Human Biology achieved higher than the state average with Mathematics Methods comparable with the state mean in 2016.

Whilst College staff and Board members are pleased with a number of the Year 12 results, a continued focus on the overall student attainment rate is paramount. This means staff must continue to work hard to ensure more students achieve an ATAR greater than 55 and/or a Certificate II or higher. Our 2016 attainment of 95 per cent exceeded both 'like' schools (92 per cent) and all public secondary schools (94 per cent). This is a very pleasing result given our Business Plan attainment rate target is set at 80 per cent or higher.

Outcomes achieved – Year 11

Year 11 students in 2016 have continued the trend from previous years to show improvement in achievement levels between semester one and semester two. There were some very high performing students in both ATAR and General courses, 10 of whom achieved a pair of A grades in four or more courses.

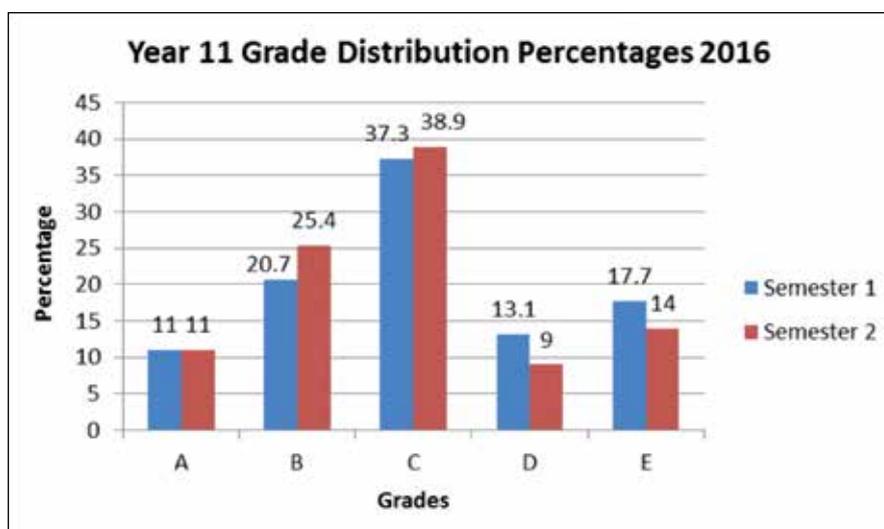


Figure 3: Year 11 grade distribution 2016

Improvement strategies

During 2016, ongoing focus on designing new programs including the development of assessment and monitoring strategies for new courses was maintained. With the completion of a full cycle of the new senior school courses in 2016, staff are now focused on operational program refinements during 2017.

In 2017 the following strategies will be utilised:

- Introduction of a whole College literacy strategy that will provide training and support for teachers across all courses.
- Teaching staff will participate in Tactical Reading training to support their function as teachers of reading across the College. This is an important component of the whole College literacy strategy. Five staff members have completed the facilitator training, enabling them to guide and mentor staff to implement a variety of successful reading and writing strategies across all learning areas and programs.
- Participation in ongoing 'Try it out Tuesdays' and Collegial Classroom Observations will continue. Staff will use these strategies to enhance their teaching practice with a focus on student engagement and assessment clarity.
- *Pathways to Year 12* for Year 11 ATAR students will be modified to further embed the skills taught during these sessions into their courses. A focus on developing student planning for study, homework and assessment completion on a weekly basis will be introduced. Development of exam preparation skills will continue.
- *Pathways to University* for Year 12 ATAR students remains a successful program and will continue to run.

- Elevate Education sessions for ATAR students will continue and were incorporated into the Orientation program during 2016. This will continue in 2017.
- The use of Cumulative Task Mark reporting by Advocates to monitor student progress and provide immediate feedback to students about their progress will be maintained.
- The Advocacy Support Panel will continue to monitor student achievement levels and coordinate intervention in consultation with Student Services and Advocate teachers.
- The introduction of the OLNA has posed a significant challenge for many students. Students who have achieved a Category 1 in OLNA are enrolled in Foundation classes. Those with Category 2 are enrolled in General or Foundation courses on a case by case basis. Foundation classes will attend the College library regularly in the lead up to OLNA to help reduce barriers to student confidence when confronted with an on-line test in an unfamiliar environment.
- Ongoing staff participation in WACE marking informs teachers of state-wide standards and provides insight into the differentiation of student performance. Continuing support and encouragement will be given to Sevenoaks staff who participate in WACE marking and they will be encouraged to apply for positions to mark Externally Set Tasks or to participate in the audit of assessment and course outlines by SCASA.

2.2 On-line Literacy and Numeracy Assessment (OLNA)

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

In 2016 students who had not met the literacy and numeracy requirement had two opportunities to sit OLNA in March and August. Seventy-five per cent of Year 12 students who sat the assessments achieved category three in literacy and numeracy (115/154). Forty-seven per cent of Year 11 students (150/322) achieved category three in literacy and numeracy. The Year 11 students who sat the assessments included Canning Skills Big Picture Academy students along with our Trade Training Centre students.

The new OLNA WACE requirement has had an obvious impact on the 2016 College graduation rate which was 77.4 per cent (103 students). This is a significant decrease compared to the 2015 graduation rate which was 98 per cent (170 students).





2.3 Vocational Education and Training (VET)

Sevenoaks Senior College is a Registered Training Organisation (RTO) 51891. There are also well established auspicing arrangements with service providers, outsourced delivery of training and the School Based Traineeship program. Each program is outlined below.

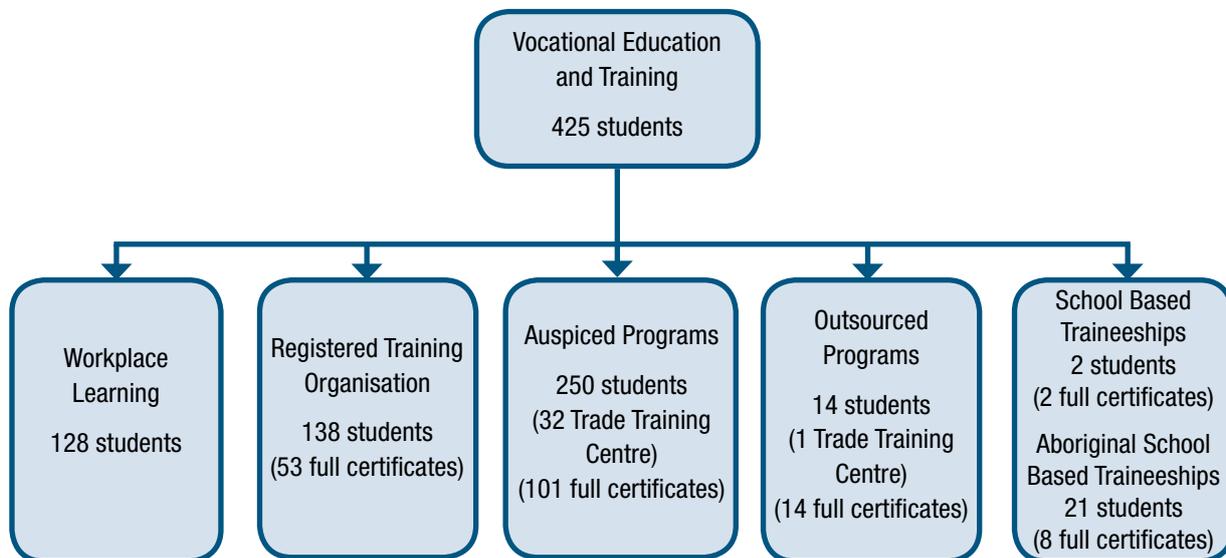


Diagram 1: Vocational Education and Training Programs

In 2016, there was a focus on continuous improvement and on the development and implementation of new processes and policies to address the *Standards for Registered Training Organisations 2015*.

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

The Sevenoaks Senior College Business Plan aimed for an incremental increase in achievement of Certificate II or above to 80 per cent. In 2016 the College achieved an overall VET completion rate contributing towards attainment of 100 per cent for the full Certificate II or higher.

Nine students completed Certificate III level programs during 2016.

2.3.1 Registered Training Organisation (RTO) programs

This is the tenth year that Sevenoaks Senior College 51891 was able to issue its own nationally recognised training accredited certificates. The certificates that have been delivered by Sevenoaks are outlined below.

Program and delivery

In 2016 the certificate BSB20115 Certificate II in Business was delivered as a stand-alone program over a two-year period. A Training and Accreditation Council Re-registration Audit was conducted and Sevenoaks Senior College 51891 was deemed to be fully compliant.

Overview of results

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

Certificate	Enrolment		Completion Rates		
	Partial	Full	% completion of full enrolments		change since 2015 (+ or -)
	Total	Total	Total	%	%
BSB20115 Certificate II in Business	85	53	50	94%	+2%

Table 4: RTO certificate completion rates 2016

The overall completion rate of the full certificate programs was 100 per cent (SCASA VET completion data). This was an increase of 15 per cent since 2015.

In 2016 students completed the VET Student Satisfaction Survey. Feedback was once again very positive. Students were asked about:

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

All questions had:

- over 76.04 per cent of responses indicating either high or good (or not applicable), and
- over 89.58 per cent of responses indicating satisfactory or above (or not applicable).
- 91.75 per cent of respondents indicating they 'believe participating in the certificate has been worthwhile'.

Improvement strategies

- Implement an increased focus on literacy support for students including strategies from the College literacy policy.
- Implement increased review, follow-up and support for students at risk of not being competent in individual units of competency in Year 11.
- Incorporate and review implementation of work placement as contributing experience for VET certificates.



2.3.2 Auspiced programs

During 2016, Sevenoaks had auspicings arrangements with North Metropolitan TAFE, South Metropolitan TAFE, Futurum and Vocational Training Services. 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 Big Picture program.

The Engineering Pathways and Automotive Vocational Preparation certificates were fully introduced for all students in the Sevenoaks Senior College Trade Training Centre.

Sevenoaks Senior College applied for and had approved by the School Curriculum and Standards Authority (SCASA) recognition of the Certificate II in EAL (Employment) toward the Western Australian Certificate of Education. The certificate was given vocational status by SCASA. The certificate was introduced in 2016 for Year 11 students to replace the Certificate II in EAL (Access).

Outcomes achieved

Model	Certificate	Enrolment		Completion Rates		
		Partial	Full	% completions of full enrolments		change since 2015 (+ or -)
		Total	Total	Total	per cent	
North Metropolitan TAFE	CUV20111 Certificate II in Visual Arts	32	5	4	80%	N/A
South Metropolitan TAFE	AUR20712 Certificate II in Automotive Vocational Preparation	10	5	2	40%	N/A
South Metropolitan TAFE	22251VIC Certificate II in EAL (Access)		14	14	100%	0
South Metropolitan TAFE	22236VIC Certificate I in CGEA	2	7	1	14%	-86
South Metropolitan TAFE	22237VIC Certificate II in CGEA	7	23	12	52%	-48
South Metropolitan TAFE	MEM20413 Certificate II in Engineering Pathways	12	5	4	80%	N/A
Vocational Training Services	SIT20213 Certificate II in Hospitality	62	26	23	88%	-12
Vocational Training Services	ICT20115 Certificate II in Information and Digital Media Technology		16	14	88%	+38
Futurum	22252VIC Certificate II in EAL (Employment)	24				

Table 5: Auspiced certificate program outcomes 2016

The overall completion rate of the eight full certificate programs (including Certificates I and II CGEA) was 73.0 per cent. This was a reduction of 23 per cent since 2015. This reduction in certificate completion was impacted by a change of program focus with the introduction of the new Big Picture design within Canning Skills. .

The completion rates of the seven full Certificates II or above (including Certificate II in CGEA) was 78 per cent.

In 2016 students involved in auspiced programs completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about the:

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

All questions had:

- over 75.15 per cent of responses indicating either high or good (or not applicable), and
- over 93.94 per cent of responses indicating satisfactory or above (or not applicable).
- 93.33 per cent of respondents indicating they 'believe participating in the Certificate has been worthwhile'.

Improvement strategies

- Implement an increased focus on literacy support for students including introducing strategies from the College literacy policy.
- Implement increased review, follow-up and support for students at risk of not meeting the requirements of specific units of competency.





2.3.3 Outsourced programs

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

Program delivery

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

Outcomes achieved

Registered Training Organisation	Certificate	Enrolment		Completion Rates % completions of full enrolments	
		Partial	Full	Total	per cent
		Total	Total	Total	per cent
South Metropolitan TAFE	CUF30107 Certificate III in Media	1	1	1	100%
South Metropolitan TAFE	LMT21707 Certificate II in Applied Fashion Design and Technology		1	1	100%
South Metropolitan TAFE	MEA20415 Certificate II in Aeroskills		1	1	100%
South Metropolitan TAFE	BSB30115 Certificate III in Business		1	1	100%
South Metropolitan TAFE	MEM20105 Certificate II in Engineering		1	1	100%
South Metropolitan TAFE	MEM30505 Certificate III in Engineering – Technical		2	2	100%
South Metropolitan TAFE	SIT30612 Certificate III in Events		1	1	100%
North Metropolitan TAFE	HLT21212 Certificate II in Health Support Services		1	1	100%
North Metropolitan TAFE	HLT32812 Certificate III in Health Services Assistance		1	1	100%
North Metropolitan TAFE	CHC30213 Certificate III in Education Support		2	2	100%
Industry Training and Workplace Services	MEM20413 Certificate II in Engineering Pathways		1	1	100%

Table 6: Outsourced certificate programs 2016

The overall completion rate of the eleven full certificate programs was 100 per cent.

Improvement strategies

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

2.3.4 School Based Traineeships and Apprenticeships

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

Program delivery

During 2016, 23 students participated in a SBT or Apprenticeship, ten being Year 12 students.

Outcomes achieved

Year	School Based Traineeship	School Apprenticeship Link	School Based Apprenticeship
2008	13	2	0
2009	18	2	0
2010	25	1	1
2011	20	1	2
2012	29	0	0
2013	14	0	0
2014	20	3	1
2015	29	1	0
2016	22	0	1

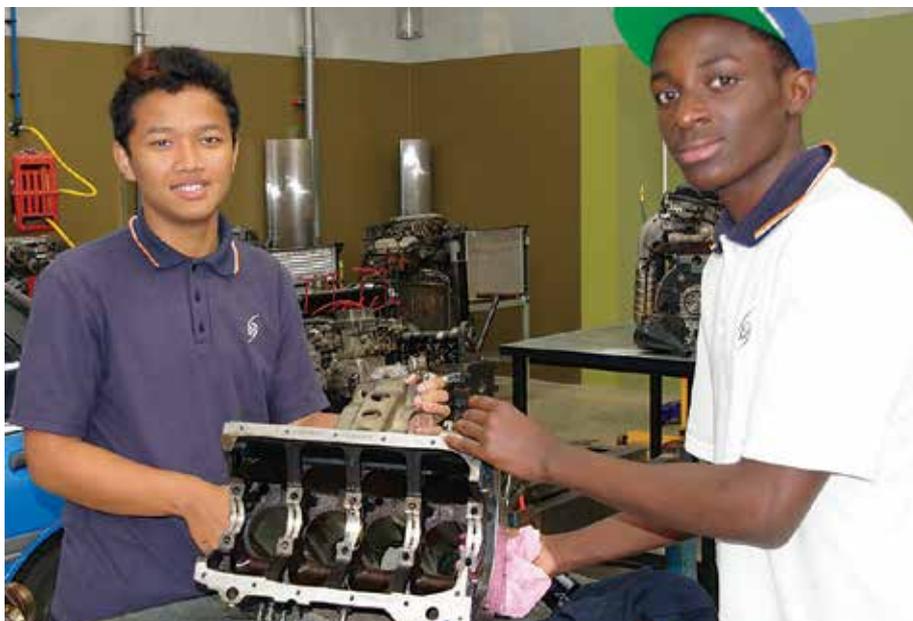
Table 7: School Based Traineeships and Apprenticeships participation numbers 2008-2016

Four Year 12 students withdrew from their Aboriginal School Based Traineeships (ASBT) at the start or early in the year, either because they changed programs, left College or focused on WACE course completion.

Of the remaining ten potential completions, nine Year 12 students completed their SBTs or Apprenticeships during 2016.

Improvement strategies

- During term one, increase focus on review and support for Year 12 SBTs to complete their certificate requirements.





2.3.5 Workplace Learning – General programs

In 2016 Workplace Learning was delivered across mainstream, Canning Skills Big Picture Academy and Trade Training Centre. Dedicated staff operated these programs in each area focusing upon the specialist needs for the respective student groups.

Program delivery

In 2016 all students wishing to participate in workplace learning opportunities enrolled in the endorsed course ADWPL Workplace Learning.

All placements were managed within the College during 2016. This process worked well and students achieved positive results as indicated in Table 8.

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

In 2016 Year 11 students continued to complete a two-week block placement during the end of year break. This was successful in reducing the number of days students needed to be out of College to complete the 110 hours in Year 12. During this period a trial placement of students in the BSB20115 Certificate II in Business was conducted, leading into all Certificate II in Business students participating in placements during 2017.

During 2016 a new culturally appropriate and engaging induction program called *Deadly Induction* was created and implemented specifically for Aboriginal students entering Workplace Learning and School Based Traineeships. Feedback from the Induction was very positive. This program will once again be implemented at the College in 2017.

Outcomes achieved

Year	Participants	Achieved course requirements	% achievement	Change since 2015 (+ or -)
Year 11	65	44	68%	-5
Year 12	63	59	94%	-5

Table 8: Workplace Learning outcomes 2016

In 2016, of the 21 Year 11 students who did not achieve the course requirements, seven did not complete sufficient hours in the placement. Fourteen students completed the required work placement hours but did not complete their logbook and/or skills journal requirements. These students will be supported to complete these requirements and gain recognition for the unit/s in 2017.

During 2016, 21 students were enrolled in the Workplace Learning program and were not classified as participants in Table 8 as they did not engage in the program and were not deemed work ready. Significant support and encouragement was provided to engage these students. Over the full year some of these students have been engaged to be work ready for placement in Year 12.

Improvement strategies

- Increase liaison and support for Aboriginal students through Follow The Dream, Clontarf Football Academy and Workplace Learning staff.
- Identify and implement strategies to support students who keep their logbooks in the workplace (especially SBTs) to complete their logbooks and skills journals.
- Incorporate an increased level of parental contact for students who do not engage.
- Business and Hospitality students will be inducted in Workplace Learning through their certificate programs.
- Interviews for mainstream students will be timed during English classes to improve attendance rates.

Overall improvement strategies for VET

- Continue to implement learning area specific improvement strategies to increase full certificate completion rates across all certificates.
- Implement whole of College literacy strategies such as Tactical Teaching Reading to improve students' literacy abilities.
- Increase and enhance use of Reporting to Parents for VET students to provide increased progress in 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*.





2.3.6 Trade Training Centre (TTC)

The Sevenoaks Trade Training Centre (TTC) delivers a two-year industry-based program that is designed to give the students a pathway to completion of both:

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

In 2016, 34 Year 11 and 18 Year 12 students were enrolled. In total, 51 students were given places at different stages and a number of factors influenced the final numbers (see table 9) at the end of the year.

2016 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 and Southern River 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 31 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 before the completion of their studies. Most students, however, move to full time employment, traineeships or further training with TAFE colleges upon completion of their Trade Training program. In 2016 a successful partnership was established between the College, Cummins International and Komatsu. It is envisaged this consortium will grow in 2017 and be able to support and offer additional work placements and apprenticeships to our students. Cummins International also donated an impressive Year 12 trophy which was presented to the highest achieving Year 12 automotive student. Peter Pingault was the inaugural recipient and Peter has successfully transitioned into an apprenticeship with Komatsu after completing his Trade Training program at Sevenoaks Senior College.



	Year 10 Taster	Year 11	Year 12	Total
Automotive	31 • 17 in semester one • 14 in semester two	17 enrolled in TTC over the year. 10 enrolled in the partial Certificate II. Of these: • 7 will transition into Year 12 TTC. • 2 will transition into year 12 as ASBT's. • 1 gained full time employment. The following students prior to certificate enrolment: • 2 moved out of the TTC and over to mainstream. • 1 gained full time employment. • 1 was moved to a more suitable program. • 3 moved to participation.	8 enrolled over the year. 5 enrolled in the full Certificate II. Of these: • 1 achieved WACE and Certificate II. • 1 gained a WASA and Certificate II. • 3 gained a WASA but not a full Certificate II. The following students prior to certificate enrolment: • 1 left to full time employment. • 1 moved to another school. • 1 was referred to participation.	41
Metal		17 enrolled over the year. 11 enrolled in the partial Certificate II. Of these: • 9 will transition into Year 12 TTC. • 1 gained an apprenticeships. • 1 will repeat year 11. The following students prior to certificate enrolment: • 1 did not attend nor submit an USI and will repeat year 11. • 1 gained an apprenticeship. • 3 referred to participation. • 1 left at 18 years of age to seek employment.	10 enrolled over the year. 5 enrolled in the full Certificate II at TTC of these: • 2 achieved WACE and Certificate II. • 2 gained a WASA and Certificate II. • 1 gained a WASA but not a full Certificate II. 1 enrolled in the full Certificate II in a private RTO (as well as enrolling in a partial Certificate II in the TTC): • 1 achieved WACE and Certificate II. The following students prior to certificate enrolment: • 1 left at 18 years of age to seek employment. • 1 moved to TAFE studies. • 1 was moved to a more suitable program. • 1 was referred to participation.	42
Total	31	34	18	83
Demographics				
Aboriginal	1	8	2	11
EALD	1	2	2	5
Left the Trade Training Centre program during 2016				
Mainstream		2	0	2
Move On or Canning Skills Big Picture programs		1	1	2
Participation or other		7	5	12
Apprenticeship or employment		4	1	5
Total		14	7	18
Final figures				
Completed certificate course outside of TTC			1 *One student came to Sevenoaks as a Year 12 and had mostly completed a Certificate II with an external provider. He completed that certificate with the same provider and finished the balance of Year 12 with Sevenoaks.	1
Completed Certificate II TTC			6	6
Achieved WACE in Year 12			3	3

Table 9: Intake of students into Trade Training Centre 2016



Outcomes achieved

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

- Three of the 18 Year 12 students enrolled at the start of 2016 achieved a WACE. English as an Additional Language or Dialect (EALD) students only made up a small percentage of those who did not achieve a WACE, but their numbers (two) added to the other four students who did not pass the OLNA testing in 2016. There were only eleven students in the Year 12 cohort by the end of 2016 and six of those (or 55 per cent) did not achieve a category three in the OLNA testing. Seven of the eleven students (64 per cent) did, however, complete their certificates.
- Students complete a Certificate II in their chosen industry. WACE and OLNA achievement aside, actual certificate completion rates were 12 per cent lower. It is anticipated that these numbers will improve in 2017.
- 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 2016, three of our Year 11 students gained apprenticeships and one other left to go into full time employment. During Year 12 or immediately after the end of Year 12, three of the students secured apprenticeships and another two gained full time employment. A definite highlight for this year was one of our Year 12 students being offered an apprenticeship for each of the three work placements he attended.

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

Table 10: Certificate II completion rates – longitudinal 2012-2016

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



Improvement strategies

- **Classroom:** Extra classes were trialled this year and will continue next year to assist the students who need some extra help or to give the students an alternative, more suitable time to attend classes and finish work.
- Certificate classes (Engineering Pathways and Automotive Vocational Preparation) will be timetabled with an extra hour per week in 2017 to try to increase completion rates and ultimately boost the number of students achieving WACE.
- Site visits and interviews will be conducted with local industry partners at the end of 2017 to ascertain the types of mathematical tasks and concepts that are required knowledge for our students going into industry. The information gathered from these visits will then be used toward constructing a trade specific set of mathematics tasks that will further prepare the students for their relevant industry.
- Soft Skills training provided by industry partners, Cummins International, was undertaken earlier in the year by our Mathematics and English teachers. It will be delivered to the Trade Training Centre students during advocacy classes in 2017. This will give the students more of an insight into the behaviours and other social expectations associated with a successful career in industry.
- **Application to Trade Training:** We will continue to place a high importance on identifying literacy and numeracy gaps. This information will make up part of the selection 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 and will ensure appropriate supports are put in place.
- **Attendance:** It is noted that the average attendance across all TTC programs for the students completing their WACE was above 95 per cent and the average for those that did not complete their WACE was 66 per cent. The interview process put in place at the beginning of 2017 for the Year 11 cohort will address part of this problem. Other measures will also be implemented to improve attendance.
- **Workshop:** Project-based learning and an introduction to science, technology, engineering and mathematics (STEM) will be a focus in 2017. There is growing evidence that students achieve better results when they work on tasks that integrate science, technology, engineering and mathematics. Through the Trade Training Centre, students will have access to state of the art equipment and the latest forms of technical drawing software.
- **Workplace Learning:** The Year 11 2017 student cohort will need to complete Workplace Learning (minimum 110 hours) when participating in either of the certificate courses. Trade Training is based on the idea that a student will become work ready by the end of Year 12, so it is logical that industry experience is part of their learning. There will be some consideration given to part time employment that a student already has in place, but meetings will be held with the parents of students who are not demonstrating work readiness. Alternative pathway options will be discussed with the parents of students who have low attendance rates or who are unable to effectively complete a work placement.
- **Industry Partnerships:** Sevenoaks Senior College Trade Training staff will continue to develop strong, sustainable industry partnerships, ensuring students have access to quality work placements and potential employment or training pathways. A greater focus will be placed on excursions to industries that are relevant to the certificates delivered at the Trade Training Centre. Successful excursions to VEEM Engineering and Austal Ships in 2016 proved to be a great motivator for some of our students and, as a result, the Trade Training program will involve a number of industry excursions in 2017.



2.4 Canning Skills Big Picture Academy

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

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

In 2016 seventy-two students were enrolled across four Advisories (classrooms). While working in their Advisories students were able to pursue their passions by working on special interest projects and completing either a Certificate II in General Education for Adults or SCASA Year 11 or 12 courses.

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

Attendance		
72 enrolled	46 remained engaged at the end of the year: • 30 achieved their Individual Learning Programs for 2016	Target: 50% Actual: 44%
Program Achievement		
Year 12 Certificate II in General Education for Adults	4	Target: 50%
Year 12 WACE completion including Certificate II in Business	3	Actual: 66%
Year 11 students engaged and working towards Certificate II	39	

Table 11: Canning Skills Big Picture Academy 2016

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

At the end of the year all students who had completed their learning programs were required to give a transition exhibition to their new Advisory teacher as a means of reflecting and re-focusing for their 2017 studies. The students who did not complete their learning programs in 2016 were required to attend a meeting at the end of the school year with members of their Learning Team in an attempt to improve their attendance and refocus their commitment to engaging and learning.

2017 Initiatives

- Learning Through Internship (LTI) is a major element of the Big Picture learning design. Through internships students are encouraged to develop real and authentic learning opportunities. LTIs can take the form of work shadowing, one-off visits or work in an area of interest identified by the student. Ultimately, we would hope that the LTI the student embarks on will lead to them finding a mentor to work with and help them transition to relevant and meaningful work or further learning. To this end the Canning Skills team intends to restructure the school week so students will be working for three days in their Advisories and for two days students will come together as a whole group. One of these days will be an LTI Day. This new design has been developed to create a dynamic learning environment for students that meets individual and group needs.
- Canning Skills Big Picture Academy staff also intend to focus on the implementation of Big Picture learning design through improved strategies to help students develop projects that encourage deeper learning.
- Each Friday students will be involved in a variety of community activities. Students will have the options of participating in fitness and health activities, maintaining the Canning Skills vegetable garden, inviting and interacting with guest speakers and being involved in a healthy cooking program. Students will also work on developing, coordinating and conducting a local, worthwhile community project.

2.5 Attendance and Retention

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

Program delivery

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

During 2016 the Student Services Coordinator and the Vice Principal continued to work on strategies for students whose attendance dropped below 80 per cent. The Coordinator worked with Advocates to provide early intervention, focusing on strategies to improve attendance.

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

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

Outcomes achieved

In 2016 overall student attendance as measured at the end of semester one was 80.30, a decrease from 2015 (84.29). However, overall yearly attendance improved with a pleasing increase in attendance in second semester by the Year 11 cohort. As indicated in the table below, compared to the State, student attendance can still improve. Given the demographics of the student cohort, the range of programs and students' increased use of the College's 24-hour on-line curriculum platform, this result is not unexpected; however, staff and administration understand the need to increase student attendance in all programs. This continues to be a key message given to students at every opportunity. The table below provides information relating to student attendance.

	Year 11	Year 12	Non-Aboriginal	Aboriginal
School	73.0%	80.5%	75.7%	60%
State	87%	88%		

Table 12: Percentage attendance of students 2016

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.



3.0 Teaching and Learning: Safe and Accountable Classrooms

Purpose Statement Two:

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

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

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

The outcomes which are achieved are monitored through research conducted by Curtin University with the *Whole of School Learning Environment* survey and *Difference Differently* modules and data, and also Edith Cowan University's research with the *Retention and Participation* survey.

3.1 Whole School Learning Environment

The first measure of student engagement is provided through the *Learning Environment* research conducted by Curtin University. In particular students are involved in responding to two important questionnaires that are administered each year: *What's Happening in this School* (WHITS) and the *Classroom Climate Questionnaire* (CCQ).

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 provides a longitudinal overview of students' responses to Curtin University's *What's Happening in this School* (WHITS) survey.



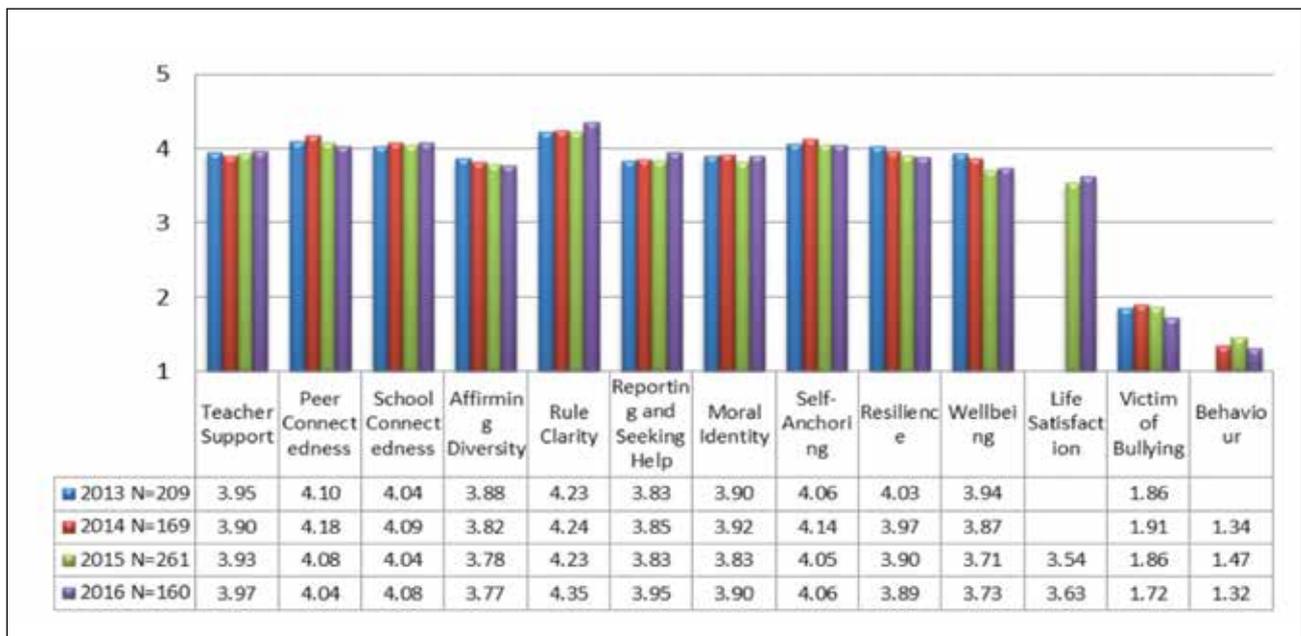


Figure 4: Students' view of *What's Happening in this School (WHITS)* (Curtin University, 2016)

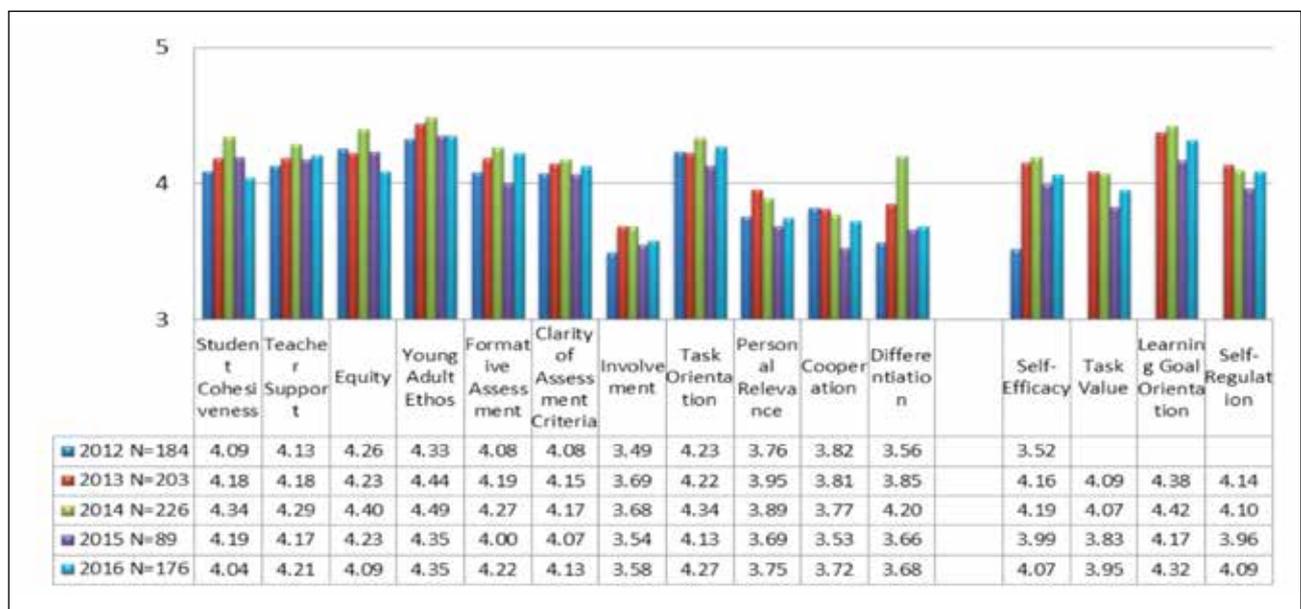


Figure 5: Students' view of learning environment indicators (Curtin University, 2016)

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
2016	4.04	4.35	4.27	4.07

Table 13: Mean scores of learning environment indicators (Curtin University, 2016)



Table 13 on the previous page indicates the high levels of learning environment satisfaction with scores measuring over 4.00 (with 5.00 the highest possible measure).

Improvement strategies

- Continue to strengthen the Year 10 Transition Program to support students' adaptation to senior schooling, beginning with a carefully planned 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.
- Increase the number of visits made to feeder schools to inform students and teachers about courses and expectations at Sevenoaks.
- Incorporate extended Professional Learning sessions using teachers who participated in the three days *Tactical Teaching Facilitator* training as part of the whole College literacy strategy .
- Increase staff engagement with *Understanding Poverty* professional learning to support pedagogical strategies and improve teacher interactions with students around the College campus.
- Continue to develop our *Collegial 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 twice a year. The scales developed within the survey instrument measured students' perceptions of their social connectedness and their level of academic engagement and any changes in perceptions from the first survey and focus group interviews early in Term 2 and the follow-up survey and interviews in Term 4.

Outcomes achieved

The 2016 Edith Cowan University survey included a scale based on a set of questions that explore students' perceptions of the importance and feasibility of regular school attendance. Both Year 11 and Year 12 students indicated their understanding of the importance of regular school attendance, their willingness to attend school, and their efforts to overcome any personal challenges in order to attend school. Overall scores were consistently above 4.00 (out of 5.00) in analysis of program, year group, gender and culture. Across six of the seven groups identified overall scores were above 4.00 (out of 5.00).

Social connectedness at the College was also surveyed. The data supported the claim that students across all year groups and programs maintain a high level of social connectedness within the learning culture of Sevenoaks Senior College. More specifically, scale scores in Year 11 and 12 were close to 4.00, indicating a high level of social connectedness (3.91 semester one and 3.99 semester two). Students indicated a strong sense of being supported to continue their studies (Year 11, 4.00; Year 12, 3.98) and a strong and growing sense of belonging to the school (Year 11, 3.84; Year 12, 4.00). Pleasingly, the strong sense of support and belonging was consistently evident when considering the data by gender, program and culture.

It was also evident in the survey data that students across all year groups and programs considered that they maintained a high level of academic engagement within the learning culture of the College. Both Year 11 and Year 12 students reported a high level of academic engagement (Year 11, 3.81; Year 12, 4.00). Across all groupings, the data indicated that students either maintained or increased their sense of academic engagement over the year. For example, the Clontarf Football students reported an increase in academic engagement over the year from 3.67 to 3.91. Similarly, the Canning Skills students' sense of academic engagement increased from 3.53 to 3.74 over the year. Students across all groupings indicated a very high satisfaction with their subject selection. Scale scores were either close to or above 4.00 in every grouping. Students with refugee status were particularly satisfied with their subject selection (4.27).

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

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

The 2016 Edith Cowan University data indicates the College is successfully maintaining and developing a school culture that promotes both social connectedness and the academic engagement of all students.



Improvement strategies

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

- Using a team approach to finding the most appropriate course for each student including the Careers Counsellor, Program Coordinator College Operations (timetable), Program Coordinator Student Outcomes, and Advocates.
- Ensuring teachers continue to participate in professional learning activities designed to increase their own professional knowledge regarding student engagement and connectedness.
- Using Harmony Day as a focus for lead-up activities which recognise and value the cultural background of all students.
- Implementing a Harmony and Diversity program to be run over five Advocacy sessions.
- Use of the Advocacy program to support students and build connection with the College.
- Encouraging diversity within the College Student Guild and supporting these students to become role models within the College and community whilst also building their leadership capacities and teamwork skills.



3.3 ACARA School Opinion Surveys

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

- *Teachers at this school expect my child to do his or her best* 4.6
- *Teachers at this school provide my child with useful feedback about his or her school work* 4.2
- *Teachers at this school treat students fairly* 4.6
- *The school is well maintained* 4.5
- *My child feels safe at this school* 4.5
- *My child likes being at this school* 4.5
- *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 forty-two students across Year 11 and Year 12. The mean average (out of five) of the survey scores indicates the following:

- *My teacher expects me to do my best* 4.5
- *My teachers provide me with useful feedback about my school* 4.2
- *Teachers at my school treat students fairly* 4.2
- *My school is well maintained* 4.3
- *I feel safe at my school* 4.3
- *I can talk to my teachers about my concerns* 4.0
- *Student behaviour is well managed at my school* 4.0
- *I like being at my school* 4.0
- *My school looks for ways to improve* 4.1
- *My school takes students' opinions seriously* 4.0
- *My teacher motivates me to learn* 4.2
- *My school gives me opportunities to do interesting things* 4.2





3.4 Advocacy Program

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

Program delivery

Teachers have a role as an Advocate for students during their time at Sevenoaks and are responsible for monitoring academic progress, goal setting and students' social and emotional well-being. Time is allocated each week for Advocates to counsel students and to contact parents to ensure students are on track to successfully complete their studies. The good work of the Advocacy Support Panel also continued in 2016. The panel conducted meetings once a fortnight with the objective of focusing on Students at Educational Risk (SAER) and providing assistance to staff with strategies to address students' issues.

Outcomes achieved

Once again in 2016, the panel focused on Year 12 students in semester one, identifying a number of students who needed specific assistance and support. The panel worked with staff to develop programs to cater for the identified students' needs and to help improve student attendance.

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

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

Improvement strategies

- Continue to use College Advocacy Support Panel to identify students at risk because of low attendance.
- Provide funding to support an additional .2FTE to specifically focus on mainstream Year 11 attendance.
- Continue to implement the College Attendance Reward Scheme and other incentives to encourage students to attend.
- Continue to implement the Stay on Campus program to encourage better student engagement and attendance.
- Follow up all identified at-risk students with their Advocate Teacher and parent contact, and ensure early intervention that will prevent bad habits becoming established.
- Ensure 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.

3.5 Aboriginal Student Support

Sevenoaks Senior College provides a safe, secure school environment for Aboriginal students. The February 2016 enrolment of Aboriginal students was seventy-eight. Several key programs are delivered to ensure our Aboriginal students achieve success. Follow the Dream is one of the programs.

3.5.1 Follow the Dream

The Follow the Dream program at Sevenoaks Senior College continues to mobilise young Aboriginal students to become pioneers of change. Currently the program is in its twelfth 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 on-going engagement with Aboriginal parents and community.

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

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

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

- understanding and meeting holistic needs of Aboriginal students on the program;
- utilising a strengths-based approach;
- providing support to the College to ensure a positive and welcoming learning environment which is culturally inclusive, valuing both family and community engagement;
- using an appropriate network of collaborators;
- setting high performance standards and expectations;
- building quality teacher-student relationships; and
- ensuring students access appropriate course content and delivery.

The program continues to be delivered by creating an environment that gives students immense support through:

- mentoring;
- personalised individual education plans;
- life skills;
- high self-esteem activities;
- academic and career guidance;
- work placements;
- extensive individual and family support; and
- professional tutoring.





In 2016, the program focused on the following areas:

- increasing maths and science engagement;
- implementing programs for Aboriginal female students;
- monitoring and enhancing progress in vocational education courses;
- reducing the number of D grades from students;
- enhancing attendance;
- increasing the number of secured post school destinations; and
- ensuring OLN A attainment.

The progress in these areas in 2016 is outlined in the tables below.

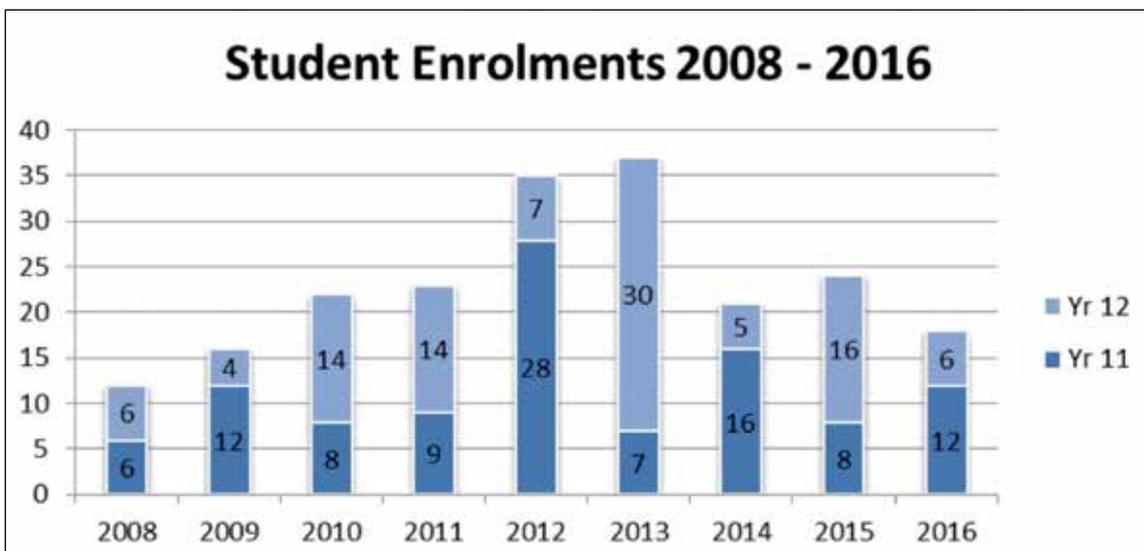


Figure 6: Overview of Follow the Dream enrolments at Sevenoaks Senior College 2008-2016

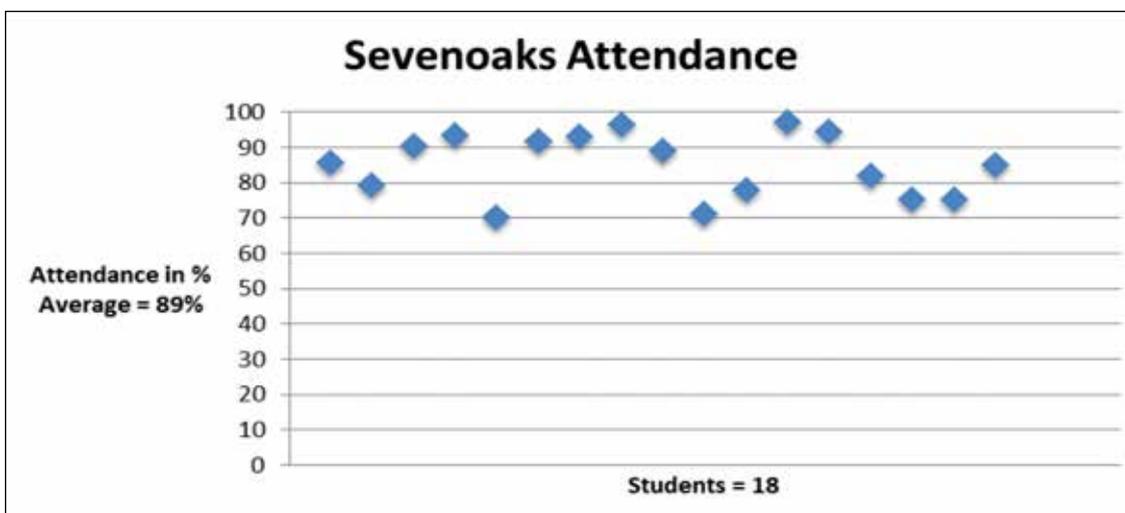


Figure 7: Follow the Dream student attendance at Sevenoaks Senior College 2016

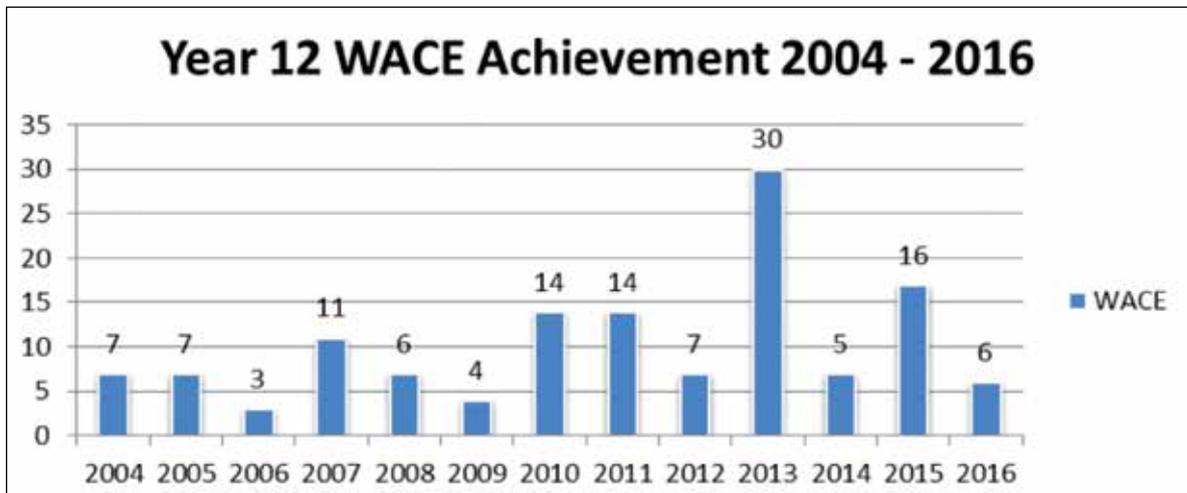


Figure 8: Year 12 WACE achievement 2004-2016

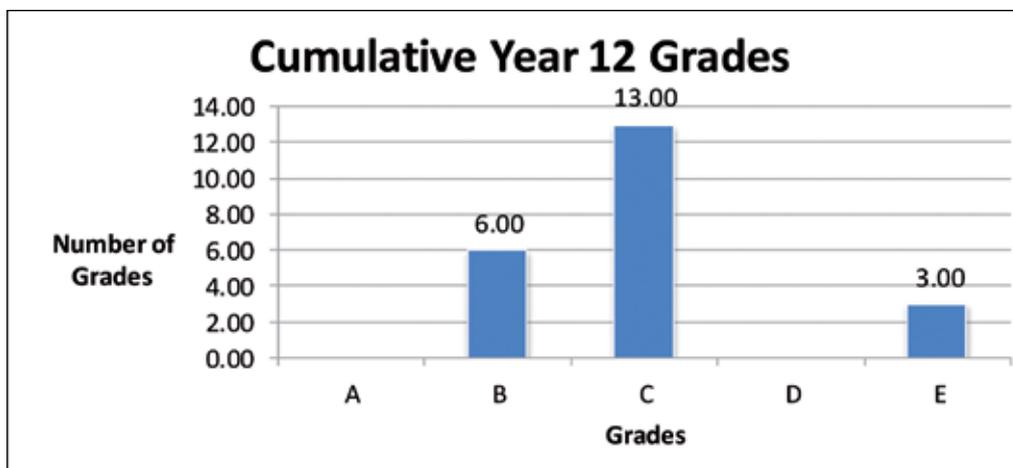


Figure 9: Cumulative Year 12 grades (percentage) 2016

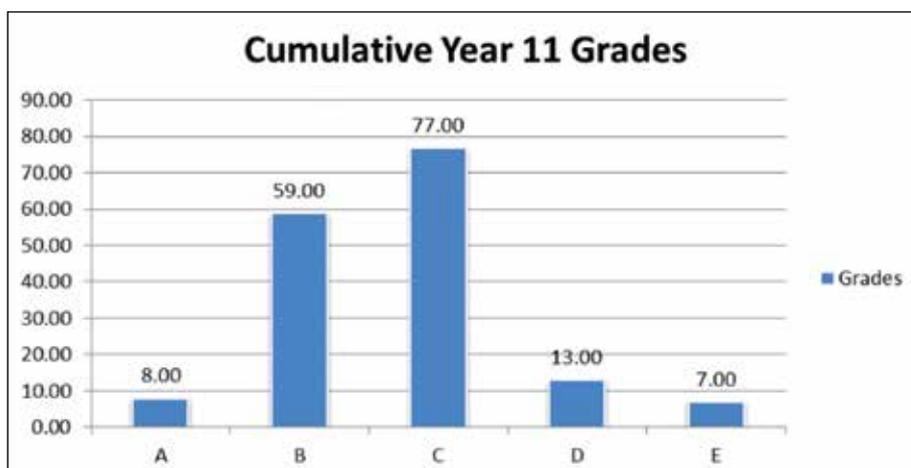


Figure 10: Cumulative Year 11 grades (percentage) 2016



Targeted initiatives for 2017

- Continue to work within the *Aboriginal Cultural Standards Framework* document which is aligned with the Australian Professional Standard for Principals and Australian Professional Standards for Teachers to improve outcomes for Follow the Dream students. The framework will help support behaviours, attitudes and practices of all concerned with the program with a view to progressing from cultural awareness to cultural responsiveness to maximise learning outcomes for Follow the Dream students.
- Continue to catalyse positive change outcomes in mathematics and science for Follow the Dream students by liaising with mathematics teachers and providing more targeted tutoring time for these subjects.
- Ensure all Follow the Dream students achieve OLNA.
- Monitor and provide targeted tutoring for certificate courses to ensure all Follow the Dream students achieve their VET competencies and qualifications.
- Implement more measures to enhance attendance of all Follow the Dream students to reach the 2017 attendance target of 90 per cent.
- Continue to provide more meaningful programs for Aboriginal female participants to improve their retention at school.



4.0 Students: Pathways to the Future

Purpose Statement Three:

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

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

At the commencement of 2016, there were 505 enrolments: 347 Year 11 and 158 Year 12 students. The College enrolment of Aboriginal students was 78 (15.5 per cent).

The following section outlines the destinations of our students during 2016.

4.1 Graduation Rates

The graduation rate for 2016 has been significantly impacted by changes to SCASA's graduation requirements. The decrease in the College graduation rate reflects the students' achievement of Online Literacy and Numeracy Assessment.

Year	2016	2015	2014	2013	2012
Graduation Rates	77.4	98.0	96.0	98.0	99.0

Table 14: Percentage graduation rates 2012-2016

Thirty-one students participated in the WACE and 131 students participated in a VET program.

The attainment rate (students with ATAR scores above 55 and a Certificate II or higher) was 95 per cent. The median ATAR of students in 2016 was 80.45 per cent compared to 71 per cent in 2015. These results are the best in the sixteen-year history of the College.

4.2 Career Counselling

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

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

4.3 Destination Data

Forty students (including thirty ATAR students) applied for university entrance (twenty-five Curtin, two ECU, eight Murdoch and five UWA). Of the remaining Year 12 cohort, fifty-seven students have applied to TAFE; twenty-two are seeking or have gained employment; five are applying for or have gained apprenticeships; and a small number of students are travelling overseas, deferring further study or are on employment assistance.

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

The table below indicates the destination of students who left during the 2016 school year and from which program they exited.

Destination	Canning Skills	Mainstream	Trade Training Centre	Post-compulsory who are on Participation
Post-Compulsory	6	5	1	5
Received Notice Arrangement	0	0	0	0
TAFE/Training	0	3	0	10
Another School	3	5	0	2
Overseas/Interstate	0	11	0	0
Employment	0	3	0	4
Other	2	2	0	1
Total	11	29	3	22

Table 15: Destination of students who left during 2016

Of the sixty-five students who left during the year, twenty-two 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 on-going counselling of students to further define their Year 12 pathways.

Improvement strategies

- Refine processes of tracking and monitoring students' levels of engagement and re-enrolment from Year 11 to Year 12.
- 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 Students: Every Student Counts

Purpose Statement Four:

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

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

In 2016 the College re-established an agreement with Act-Belong-Commit to become a Mentally Healthy School. There is an emerging trend world-wide in the number of young people that experience mental health problems. This is reflected at our College and the Student Services team has adopted a whole-of-school approach to mental health promotion. The framework is based on the positive mental health message of the Act-Belong-Commit campaign. Act-Belong-Commit is a community-based health promotion campaign that encourages people to take action to improve their mental health and wellbeing. The Mentally Healthy Schools Framework (MHSF) provides us with easy-to-follow guidelines to promote positive mental health messages to students to build individual resilience and strengthen community cohesion. It also provides us with physical resources and educational tools that can be incorporated in our existing health promotional activities and also can be utilised within the curriculum.





5.2 Student Activities Program

Sporting Teams

Sevenoaks Senior College has continued with student sporting teams in 2016. Over 100 students represented the College in four different sports including Aussie Rules Football, Basketball, Soccer 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

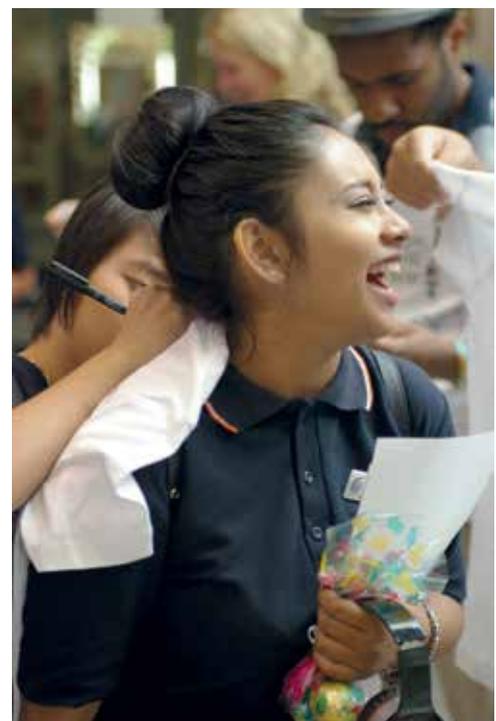


Harmony Day was a major highlight during the year. Harmony Day promoted our multicultural diversity with carnival-like celebrations. The theme was 'Everyone Belongs' and involved more than forty cultures represented at the College. Students took part in a choice of cultural workshops including henna tattooing, African drumming, animal handling, tribal mask making, gladiator-style games, Asian umbrella painting, boomerang decorating, tribal face painting, Turkish belly dancing, ukulele playing 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 and Mercy Care.

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.

Students 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?' day. This event was all about raising awareness of how starting a conversation with someone can change their life for the better by encouraging them to seek help if they need it. Students were encouraged to 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.



The College also participated in Mental Health Week, in collaboration with Act-Belong-Commit. Students pledged healthy commitments onto a pledge wall, played the ABC wheel game and there were visitors from Headspace and Mission Australia Youth Beat. Students learnt about different strategies they could use to promote their wellbeing and what resources are available if they need support.

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.

Twenty-one female students, with parental permission, attended the two-hour workshop.





Showcase Day

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

Canning 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:

- Muhammad Newma – Won the City of Canning Resident Award for his chair.
- Maryel Gilo – Awarded the second prize in the Youth Photography category for her photographic artwork.



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 2016 Student Guild.

In 2016 the Guild had eight Year 11 students (Cherry Banagbanag, Gordon Chin, Jean Davis, Joshua Dutosme, Nazhourah Maulana, Dilara Oz, Jamaica Sto Domingo); eight Year 12 students (James Hall, Sheldon McKrill, Mary Macdonald, Bianca Morgan, Carley O'Neill, Danai See, Cherokee Smith, Farzana Syed Abdul Ahmed); and two Educational Support members (Lleyton Anderson and Mary-Jane Middlecoat). Mary Macdonald was elected Head Girl but was replaced mid-year, due to her leaving the College, by Carley O'Neill. James Hall 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. The Year 11

Student Guild were also part of the inaugural United Nations Association of Australia (WA) global leadership seminar held at Parliament House. The students designed a project that they intend to deliver in 2017 which addresses the 'no poverty' part of the seventeen sustainable goals of the United Nations.

The Guild initiated several fundraising events such as sausage sizzles, plus they 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 The Dog Refuge of WA. It was a very successful and positive event and \$600 was raised for the chosen charity.



College Events

The Year 12 Ball was held on 11 March 2016 at the Novotel Langley Hotel in Perth. Over 200 students and staff attended this great event organised by a small but diligent committee. The theme of the 2016 ball was 'The Great Gatsby' and many beautiful dresses, smart suits and feathers were worn.

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



The 2016 Presentation Ceremony was held on Saturday 5 November at the Crown Astral Ballroom.

150 students attended the event with over 600 guests, parents and staff members. Dignitaries who attended the Presentation Ceremony included: Mr Albert MacNamara, Aboriginal Elder; Mr Steven Irons, Federal Member for Swan; Mr Bill Johnston, MLA Member for Cannington; Councillor Julie Brown, Deputy Mayor, City of Gosnells; Professor Marnie O'Neill, Chair of the Sevenoaks College Board; Mrs Sue Cuneo, Regional Executive Director, Department of Education; The Honourable Fred Chaney, Sevenoaks Senior College Board Member; Associate Professor Jan Gray, School of Education, Edith Cowan University and College Board member; and Mr Andrew Wilson, Principal Cannington Community Education Support Centre.





5.3 Aboriginal Initiatives

Sevensoaks 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 Sevensoaks 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 2016 data received from the Edith Cowan University research indicating that the Clontarf Football Academy students and Follow the Dream students have a strong sense of belonging to our College. The Aboriginal students in the Clontarf Football Academy scored a mean score of 4.22 (out of a possible 5) for the item 'I feel I belong'. They also recorded a score of 4.06 for the item 'I really like to go to College each day'. 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 work hard in my class', and 4.33 for the item 'I actively participate in lessons'. Their attitude to their football is very positive with students reporting that they are 'proud' of their ability as a footballer (4.13).

Follow the Dream students reported being extremely proud of their involvement in the program, recording a mean score of 4.53 for this item, and also reported that they attend school each day before they go to their Follow the Dream sessions (4.06). The attendance of our Aboriginal students in the Follow the Dream program is always very pleasing.

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

5.4 Student Scholarship Program

At the beginning of 2016 two Wayne Lyon Memorial Scholarships were presented. Mary Macdonald was awarded a scholarship for her contribution to sustainability and the environment, and Gobezie Adanew was awarded a scholarship to support him in achieving his personal goals with his education. Two students are the recipients of these \$1000 awards annually.



6.0 Teachers: Professional Learning Community

6.1 Curtin University School Level Environment

Each year, teachers participate in the Curtin University research related to their attitude to their work. The outcomes are indicated on the table below. Teachers have responded to this data to determine strategies which will be implemented to close the gap between actual and preferred. This will continue to be a focus for 2017.

School Level Environment Survey 2016		
	Actual n=30	Preferred
Staff Collegiality	4.29	4.56
Staff Freedom	3.93	4.26
Resource Adequacy	4.48	4.82
Shared Mission	4.69	4.88
Leadership Support	3.83	3.99
Parent Involvement	2.71	4.02
Rule Clarity	3.86	4.69
Student Support	4.13	4.78

Table 16: School Level Environment Survey (Curtin University, 2016)

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 2017 the College's professional learning community will ensure opportunities to review and discuss both of these areas are provided.

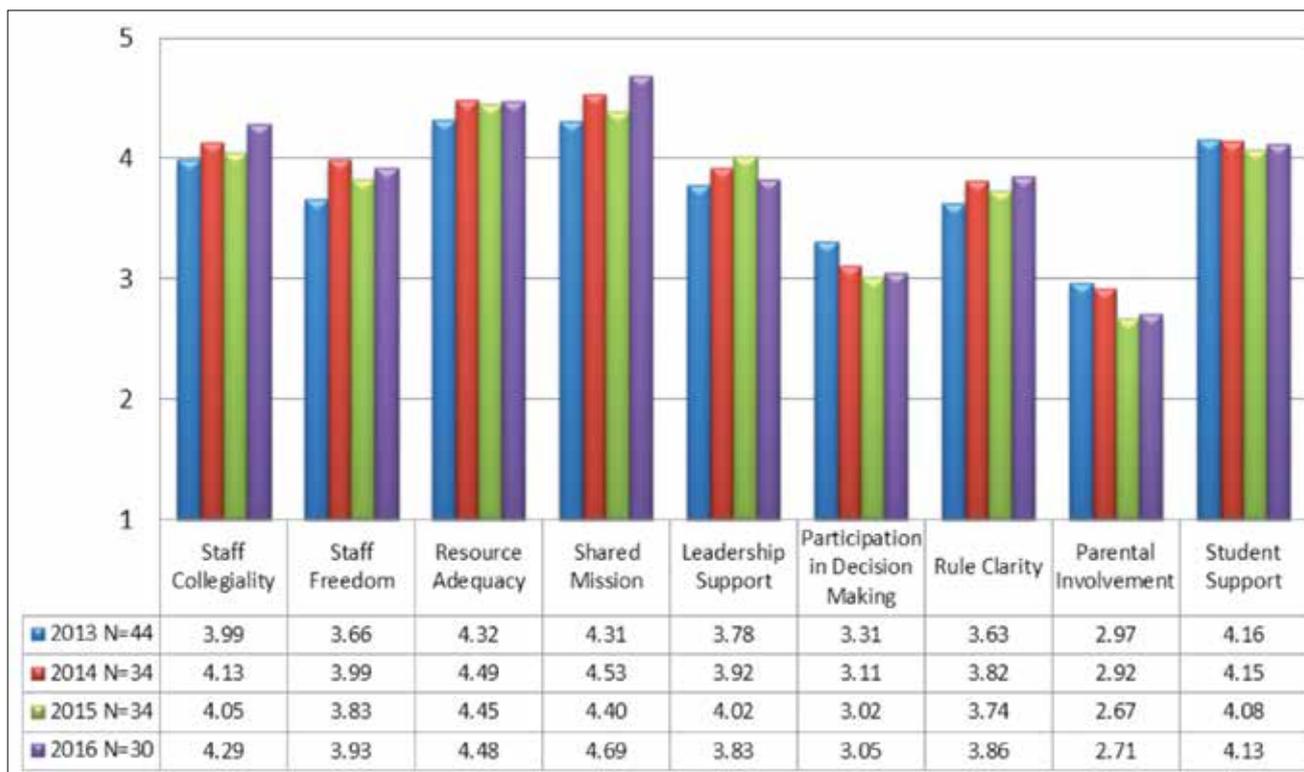


Figure 11: School Level Environment Survey 2013-2016



6.2 Professional Learning Program

All teaching staff participated in a minimum of six professional learning days. The teachers continued to implement strategies from the *Understanding Poverty* program. 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 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 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 and to foster a culture of respect and tolerance.

Canning Skills staff, along with the 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 maintain their knowledge and skills.

Improvement strategies

During 2017 there will be continued focus on establishing sustainable Professional Learning Communities and there will be a continuation of the Collegial Classroom Observation strategy across the College, linked closely to addressing feedback from the Classroom Climate research.

Other strategies include:

- ensuring teachers are working with the College Quality Teacher Model that links the College Business Plan, the AITSL professional teaching standards and our on-going Curtin University of Technology research;
- on-going Big Picture design review and reflection sessions as part of the Canning Skills program for 2017;
- implementation of the new College Whole School Literacy Strategy (including Tactical Teaching - Reading);
- regular Learning Area meetings;
- regular VET teacher meetings with VET Coordinator and administration to ensure VET, WPL and RTO compliance is occurring;
- continued focus on the Trade Training Centre Cummins TEC partnership learning opportunities;
- the development and implementation of enhanced pedagogical approaches in line with specific classroom teacher needs (including Try it out Tuesday opportunities);
- 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 *Harmony and Diversity* modules; and
- continued development of teachers' understanding of the school planning process and associated layers of accountability.



7.0 Internal Business Process Perspective

7.1 Finances

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

In 2016 we employed a total of 45.65 FTE for teaching staff which included School Administrators (6.0) and 21.25 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 2016.

	Spent
Allocation \$6 383 312	
School Salary	\$5 744 345
Casual Relief Payments	\$128 896
Casual Payments (1346)	\$144 176
TOTAL:	\$6 017 417

Table 17: One-line budget expenditure 2016

A roll-over of \$365 895 unspent school salary funds will occur at the start of 2017.

Opening Balance Allocation 2016	\$157 766
Revenue	\$2 059 592
Expenditure	\$2 110 674
Reserves	\$1 732 137
Suspense Account	\$25 154
\$ Tax	\$6 568
Bank Account	\$1 882 185
Carryover Funds	\$106 685

Table 18: Summary revenue and expenditure 2016

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 2016:

- \$1 650 Aboriginal Grant
- \$2 500 AAMTC Maths 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 2016 there were seven full fee paying students. The fees associated with these five students totalled \$74 857.

7.5 Professional Learning

In total, staff engaged in 189.60 days of professional learning requiring 47.48 days relief. Expenditure on internal relief and external relief support was \$25 306 with the cost of the professional learning sessions equating to \$30 760.

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 2016 we raised \$30 345, compared to \$28 364 for 2015 and \$19 963 for 2014. The increase in 2016 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.

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





Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
Students receive a standard of support which enables them to participate in their selected pathway and achieve their academic potential	<p>Course Counselling</p> <p>Careers Advisor: All ATAR Year 11-12</p> <p>Enrolment Coordinators: On-entry for all students</p> <p>Advocacy support and monitoring of student progress</p> <p>Whole College Literacy Strategy to support On-line Literacy and Numeracy Assessment (OLNA) achievement</p>	<p>WACE</p> <ul style="list-style-type: none"> Percentage of students achieving the attainment standard Certificate II or +55 ATAR. Median ATAR ATAR participation and performance Percentage ATAR tertiles ECU Engagement Project Advocacy support for studies criteria Percentage of students achieving Category 3 OLNA – reading, writing and numeracy 	Aspire to maintain all ATAR students with an ATAR at 55 or above	Achieved	<p>Professional Learning for all teachers and support staff to develop counselling skills</p> <p>Professional Learning budget</p> <p>Advocacy support panel</p>
			Incrementally increase Certificate II achievement to 80 per cent	Achieved	
			Incrementally increase Attainment standard to 80 per cent	Achieved	
			Maintain a median ATAR at or above 70	Achieved	
			Increase the percentage of students enrolled in ATAR courses whilst gradually increasing to 8 per cent those students who achieve scaled scores above 75	Achieved	
			Move the low tertile toward 33 per cent	Working towards	
			Maintain a scaled score of 4.00 for ECU Advocate Support of Studies	Achieved	
			80 per cent of Year 12 students achieve Category 3 for reading, writing and numeracy	Working towards	
			70 per cent of Year 11 students achieve Category 3 for reading, writing and numeracy	Working towards	

Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
Students are connected into their learning programs through effective transition processes and programs	<p>Transition Plans</p> <p>All students have a transition plan from Year 10 to post-school pathways which is monitored and supported through the following processes:</p> <p>Year 10-11: General and ATAR information sessions</p> <p>Year 11-12: Pathway Program</p> <p>Year 12 to post-school: Careers Advisor</p> <p>Orientation programs</p> <p>Workplace learning induction</p>	<ul style="list-style-type: none"> Percentage of students achieving the 'C' grade attainment standard in Year 11 and Year 12 All workplace learning students participate in an induction 	<p>Increase the overall percentage of 'C' grade attainment: Year 11 to 80 per cent Year 12 to 90 per cent</p> <ul style="list-style-type: none"> 80 per cent of workplace learning students complete one unit of ADWPL 	<p>Achieved</p> <p>Working towards Year 11 Achieved Year 12</p>	



Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
Students are connected to a range of programs and services to support them with their engagement in their schooling and/or training	<p>Retention and Participation</p> <p>Canning Skills Program – Big Picture Academy</p>	<p>Canning Skills</p> <ul style="list-style-type: none"> All Canning Skills teachers and students working in the Big Picture Academy and immersed in the Big Picture design <p>Percentage of Canning Skills students achieving the Certificate II General Education for Adults (22237VIC)</p> <ul style="list-style-type: none"> Enrolment versus completion rates ECU research: <i>Social Connectedness and Academic Engagement</i> 	<p>Learning programs utilise the Big Picture design which involves learning through internship opportunities, maintaining a portfolio and participating in a parent/friend/teacher/carer exhibition each year</p> <p>Incrementally increase Certificate II achievement from 42 to 50 per cent</p> <p>Consistently achieve 50 per cent completion rate</p> <p>Student scores are maintained at a minimum critical score of 3.5 in each of these aspects</p>	<p>Achieved</p> <p>Working towards</p> <p>Achieved</p>	<p>Big Picture resources and mentor</p> <p>Youth Workers</p> <p>Education Assistants</p> <p>Kayleen Hayward, Aboriginal teacher</p> <p>Follow the Dream</p>
	<p>Attendance</p> <p>‘Attendance all day, every day’</p>	<ul style="list-style-type: none"> Disaggregate attendance rates into pathway options for Year 11 and Year 12: ATAR General Canning Skills TTC Monitor attendance levels in each category of: Regular +90 per cent At risk 80-89 per cent At risk moderate 60-79 per cent At risk – severe 0-59 per cent Monitor attendance levels of Aboriginal students in each category of: Regular +90 per cent At risk 80-89 per cent At risk moderate 60 – 79 per cent At risk severe 0 – 59 per cent <p>Average Aboriginal male attendance</p> <p>Average Aboriginal female attendance</p>	<p>Increase attendance profile in the following:</p> <p>ATAR The majority of students to be in the regular 90 per cent with none below 85 per cent</p> <p>General courses The majority of students to be in the 85-90 per cent category or higher</p> <p>Canning Skills The majority of students to be attending at least 50 per cent of the time</p> <p>TTC The majority of students to be in the regular 90 per cent with none below 85 per cent</p> <p>Aboriginal Students Maintain average attendance levels above 75 per cent</p> <p>75 per cent</p> <p>75 per cent</p>	<p>Achieved</p> <p>Working towards</p> <p>Working towards</p> <p>Working towards</p> <p>Working towards</p> <p>Working towards</p>	<p>Advocacy support panel</p> <p>Advocates</p> <p>Student Attendance Monitoring System (SAMS)</p> <p>Semester one data</p> <p>Kayleen Hayward, Aboriginal teacher</p> <p>Follow the Dream</p> <p>Clontarf Football Academy</p>

Teaching and Learning: Safe and Accountable Classrooms

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
Teachers provide a quality learning environment which promotes student engagement through a range of instructional strategies to cater for student diversity within the classroom	<p>Quality Learning Environment</p> <p>Implement <i>safe and accountable classrooms</i> concepts</p> <p>Continue to develop a range of cooperative learning and instructional strategies which enable student success</p> <p>Whole-school literacy strategy</p>	<ul style="list-style-type: none"> Reducing the gap between actual and preferred in the <i>delivery</i> aspect of the Curtin CCQ survey Percentage of students above the critical point in the ECU <i>academic engagement</i> domain Mean of the ECU <i>satisfaction to subject</i> and <i>academic confidence to</i> trend upwards 	<p>Incrementally move the <i>delivery</i> aspect rating toward the scale of 4.0</p> <p>Maintain student score above 3.5, moving toward 4.0 in Year 11 and above 4.0 in Year 12</p> <p>Incrementally move <i>attitude to subject</i> score from 3.8 toward 4.0</p> <p>Incrementally move <i>academic efficacy</i> from 3.8 to 4.0</p> <p>90 per cent of teachers participate in Collegial Classroom Observations</p> <p>All students take part in the Harmony and Diversity program in Advocacy</p> <p>75 per cent of Aboriginal students access the Follow the Dream tutoring on a regular basis</p>	<p>Achieved</p> <p>Achieved</p> <p>Working towards</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	<p>Leading Teaching and Learning Professional Learning</p> <p>Research budget</p> <p>Curtin University research</p> <p>Edith Cowan research</p> <p>Follow the Dream Graham 'Polly' Farmer Foundation – BHP funding</p>
	<p>Harmony and Diversity</p> <p>Incorporate <i>Harmony and Diversity</i> modules into the classroom and Advocacy</p>		<ul style="list-style-type: none"> EALD cohort mean for <i>sense of belonging</i> trending upwards Qualitative feedback from ECU focus groups related to academic support and efficacy 	<p>EALD cohort mean for <i>sense of belonging</i> trending towards 4</p> <p>Qualitative data from ECU focus groups related to academic support and efficacy demonstrates that students feel supported in their studies</p>	
Student academic support programs ensure there is additional support for students to achieve success with their learning	<p>Academic Support Programs</p> <p>Year 11 Pathway to Year 12</p> <p>Year 12 University Pathway Program</p> <p>Follow the Dream</p> <p>Deadly Mathematics tutoring</p>		<p>90 per cent of Year 11 and Year 12 ATAR students participate in the Pathways programs</p> <p>90 per cent attendance of Follow the Dream students participating in the FTD tutoring</p>	<p>Achieved Year 12</p> <p>Working towards Year 11</p> <p>Working towards</p>	



Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
The College will offer a range of pathways which meet the needs of students and promote access to courses which will lead to viable post-school pathways	<p>Re-shaping the Curriculum</p> <p>Develop pathways which reflect the Australian Curriculum, the WACE, vocational pathways and the Big Picture Design (Canning Skills)</p>	<ul style="list-style-type: none"> Percentage of students moving to employment and training throughout Year 11 and Year 12 Percentage of students moving to: <ul style="list-style-type: none"> - Training providers - University - Employment 	<p>90 per cent of students who leave during the year are connected into either employment or training</p>	Achieved	<p>Construct a timetable which supports and reflects flexibility to deliver the next phase of curriculum reform</p> <p>Professional Learning Budget</p> <p>SCASA PD</p>
	<p>Certificate II</p> <p>Develop a range of Certificate II courses which will enable students to achieve the attainment standards of the WACE</p>		<ul style="list-style-type: none"> Students have access to either Certificate II courses or ATAR courses 	<p>Actual versus preferred destination of students reflects <i>minimal variation</i></p> <p>All students enrolled in either ATAR, General course or Certificate II course</p>	
Canning Skills adopts and embeds Big Picture design across all Advisories	<p>Canning Skills</p> <p>Develop the Canning Skills model to be inclusive of the minimum standards of literacy and numeracy as defined by the 2016 WACE</p>	<ul style="list-style-type: none"> All completing Canning Skills (CS) students attain the Year 10 minimum standards of literacy and numeracy – Certificate II General Education for Adults (22237VIC) 	<p>Learning programs utilise the Big Picture design which involves learning through internship opportunities, maintaining a portfolio and participating in a parent/friend/teacher/carer exhibition each year</p>	Working towards	
	<p>Big Picture university portfolio entry</p>		<p>50 per cent of completing CS students achieve the Year 10 minimum standard of literacy and numeracy Certificate II CGEA (SSS37VIC)</p> <p>Capable CS students access Murdoch university via portfolio entrance</p>	<p>Working towards</p> <p>Available</p>	

Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
Student academic support programs ensure there is additional support for students to achieve success with their learning	English and English as an Additional Language or Dialect				
	Implement whole school literacy policy	Whole school literacy strategies employed across all programs and courses in the College	A whole school literacy strategy is developed and implemented for all students	Working towards	EALD Funding from Department of Education
	OLNA support sessions and foundation class support	OLNA support strategies and discrete sessions for students who have not achieved category 3 in OLNA	80 per cent Year 12 students achieve OLNA category 3 in reading, writing and numeracy	Working towards	Appropriate professional development
	Additional English foundation classes when necessary	Additional English foundation classes when necessary	70 per cent Year 11 students achieve OLNA category 3 in reading, writing and numeracy	Working towards	
	The Sevenoaks International Centre continues to incorporate the strategies for students: <ul style="list-style-type: none"> • in-class support • across learning area support • three year program for identified <i>stage one</i> EALD students 	EALD students have access to additional support in developing their English language skills			



Students: Every Student Counts

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
A young adult ethos is the philosophy which underpins the manner in which all students are treated	Young Adult Ethos Adult Voice	<ul style="list-style-type: none"> Reducing the gap between actual and preferred on the Curtin WHITS climate indicators and climate outcomes 	School climate indicators and outcomes to move toward the scale of 4.0	Achieved	Youth Support Workers
Students are given access to a range of programs and services which enable them to participate as a member of their community	Stay on Campus Social Support Programs Cultural diversity awareness: - NAIDOC - Harmony Day Clontarf Football Academy Maali Girl program School sports program	<ul style="list-style-type: none"> Reducing the gap between actual and preferred on the Curtin CCQ <i>relationship</i> aspect Mean scale score of students above the critical point on the ECU <i>social connectedness</i> scale 	<p>The <i>relationship</i> aspects be maintained above 4.0</p> <p>Move the <i>social connectedness</i> scale toward 4.0 in Year 11 and 4.2 in Year 12</p>	Achieved	Student Guild College staff Guest speakers
Students respond positively to being a member of a community	Harmony and Diversity Modules Full implementation of the <i>Harmony and Diversity</i> cultural diversity modules Teachers participate in Collegial Classroom Observations to help address students' perception of the school climate – <i>WHITS</i> and develop their own teaching skills Advocacy	Mean scale score of students above the critical point on the ECU perceived support from Advocate scale	Move Advocate scale from 3.9 to 4.1	Year 11 achieved Year 12 Working towards	Professional Learning days Curtin University College Research ECU research

Teachers: Professional Learning Community

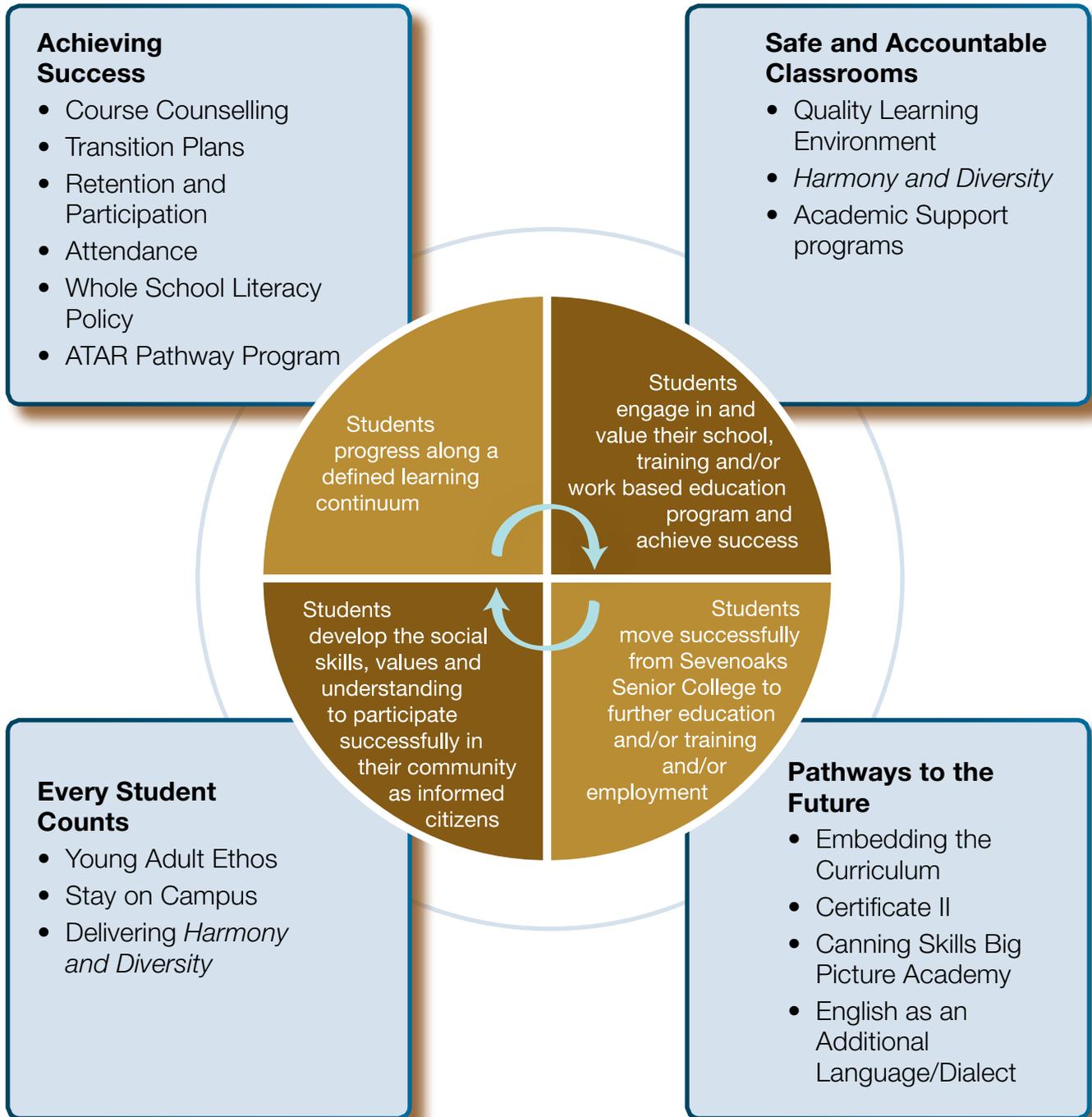
Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
Teachers are active members of a <i>Professional Learning Community</i> who work collaboratively to address students' academic and social development	<p>Collaboration</p> <p>Establish the structures, processes and time to enable teachers to share practices, collectively reflect on student performance, the Sevenoaks Quality Teaching Model and contribute to a positive school climate including participating in Collegial Classroom Observations</p>	Curtin University School Organisational Climate Survey (SOCS) provides positive indicators	<p>Move the actual scores toward the preferred scores based on the 2012 outcomes</p> <p>90 per cent of teachers participate in Collegial Classroom Observations</p>	Working towards	<p>Research budget</p> <p>Implementation AITSL standards through performance management</p> <p>Sevenoaks Quality Teaching Model</p>
	Teachers' participation in the action research learning through Curtin University: Classroom Climate Questionnaire (CCQ)			Achieved	
Teachers' capacity is developed to meet the needs of the changing educational context	<p>Capacity Building</p> <p>Build teacher capacity to deliver effective strategies in the classroom to meet the needs of the emerging EALD population</p>	Teachers have access to learning to develop their current skills	Teachers participate in two in-school moderation activities each year	Achieved	<p>SCASA & College Professional Learning program</p> <p>Professional Learning budget</p> <p>Schools Curriculum and Standards Authority</p> <p>Literacy tool kit (resources)</p> <p>Department of Education budget allocations</p> <p>Training costs to up-skill teachers and maintenance of currency to deliver Certificate II qualifications</p>
	Teachers implement whole school literacy policy	Teachers participate in literacy professional learning			
	Maintain teachers' Certificate IV and vocational qualifications				



Management Systems: Administration

Major Outcomes	Strategies	Performance Indicators	Targets	2016 Outcomes	Resources
The College finances are managed strategically to maximise student outcomes	Finances Effective operation of the SCFM and one-line budget Developing funding submissions to support delivery of programs Reserves maintained to deliver future needs of the College	Maintain a surplus with the one-line budget	One-line budget remains in surplus	Achieved	The finances of the College: • one-line budget • student fees • schools resourcing budget • external funding allocations are aligned to the priorities of the College plan
The College manages the physical resources in accordance with Department policy and processes	Facilities and Equipment Monitoring the IT capacity across the College Maintain effective network capacity to deliver the business of the College Monitor general standards of facilities across the College Monitor the capacity of facilities to deliver requirements of the AQF qualifications Maintenance of depreciation schedules for replacement of equipment	IT network is maintained	1:1 student computer ratio is maintained	Achieved	
		The network is reliable and monitored for improvement	'Downtime' is less than 1 per cent	Achieved	
		Facilities committee meets regularly to monitor	Facilities are maintained at Department standards	Achieved	
The quality of the management systems supports overall strategic planning	Systems The management of systems is reviewed annually and reported on when requested	RTO audits Financial audits Curriculum audits Other compliance audits as directed	Audits receive positive findings when conducted	Achieved	
A workforce plan is in place to enable sustainability of programs delivered at the College	Workforce Planning Develop a succession plan for the period under review Maintain effective recruitment processes to ensure internal capacity of staff is maintained Develop a vocational training plan to meet the delivery requirements of the 2016 WACE standards	Seamless transition with appointment processes which enable the College programs to continue	College is fully staffed at all points of the year	Achieved	
		Specific teachers trained to deliver Certificate II courses in selected industry areas	Adequate teachers trained to enable all students access to a Certificate II course and vocational currency is maintained	Achieved	

Towards 2020







Sevenoaks Senior College

275 Sevenoaks Street Cannington WA 6107

phone 9356 4900

fax 9258 5918

website www.sevenoaks.wa.edu.au