

Business Plan 2016-2020



Sevenoaks Senior College

www.sevenoaks.wa.edu.au



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

Our Vision

Our vision is to empower our students through their engagement in education and training so they fulfil their own educational, career and social expectations and participate positively in Australian society.

Purpose

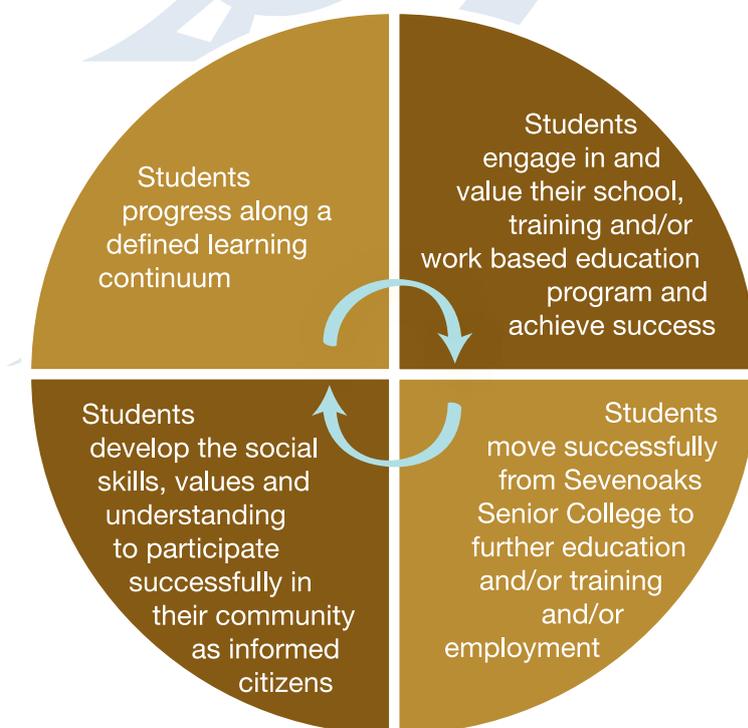
Our purpose is to ensure that students develop the knowledge, skills and confidence to achieve their potential and contribute positively to their society.

We provide a full range of programs that give all students the opportunity to maximise their potential within an adult learning environment with work-based learning opportunities and flexible delivery of educational programs through learning technologies.

Sevenoaks Senior College will achieve this purpose when our students:

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

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



Sevenoaks Senior College embraces and implements the core shared values from the *National Values for Schooling*. These values are:

- self-acceptance and respect for self, including initiative, enterprise, self-reliance and work ethic
- pursuit of knowledge and achievement of potential and excellence in chosen areas of endeavour
- respect and concern for others and their rights
- tolerance and being inclusive of others
- social and civic responsibility
- environmental responsibility.

We are a very dynamic and diverse educational community. Our College Board works hard to ensure that every opportunity is made available to every student, that all students can learn and that every student at Sevenoaks matters. At Sevenoaks, students and their teachers, together with parents, community members and industry partners, work collaboratively within a team environment. In particular, we value a young adult ethos between staff and students.

We value education and training as the key means to individual growth and empowerment for the future. Care and respect for the individual is based on trust, open communication, pride in and recognition of achievement.

Constructive feedback and open communication are encouraged and valued because they lead to improvement and positive attitudes and optimism in response to challenges.

Students, staff and College Board members share a belief in lifelong learning. Young people in our community are given a fresh start and varied opportunities to improve on previous learning.



Mission

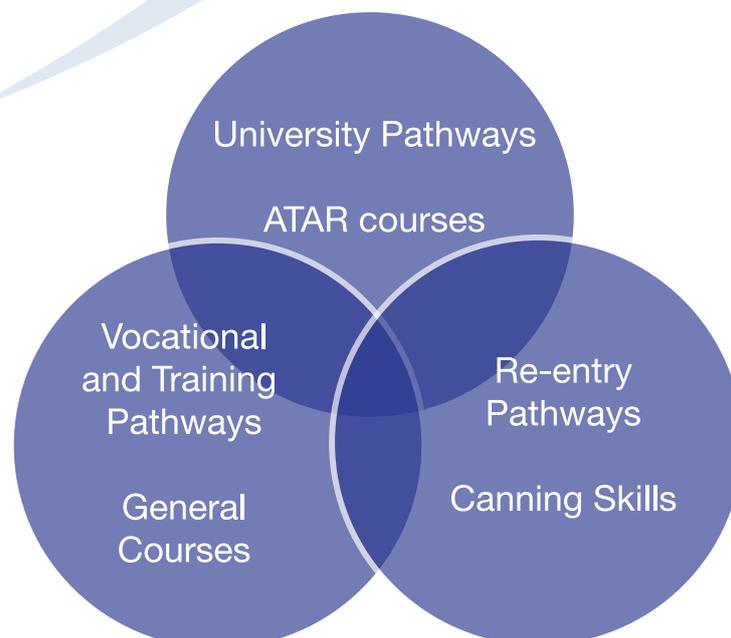
We will achieve our vision and purpose when we offer a full range of programs within our values framework through innovative curriculum, student support and contemporary management approaches. These include:

- the application of innovative learning approaches including learning support strategies and scheduling
- vocational education and training and work placement and/or employment opportunities for all students
- the application of information and communications technology both for the delivery and the management of our education programs
- our advocacy program to support all of our young people
- specific programs developed for young people with specific needs
- a cohesive and sharing staff culture that is responsive to and embraces change
- our adoption of innovative management approaches such as those available to Independent Public Schools.

Sevenoaks Senior College Community Profile

Established in 2001, Sevenoaks Senior College provides access to secondary education for a wide range of 16-19 year olds. The three main pathways of University; Vocational and Training; and Re-entry provide access to an extensive range of courses and programs designed to meet the needs of the students who enrol in the College. As illustrated below, the pathways are not mutually exclusive, enabling students the opportunity to develop a program of study which supports their post-school options.

The College profile is presented with a summary of the student demographics, enrolment trends, staffing profile and College Board.





Student Demographics

Since 2009, there has been a notable change in the profile of the student population. The Aboriginal population has grown from 14% to 17%. An emerging trend has been the change in the cultural diversity of the College. There is a notable second generation Turkish population residing in the Cannington area, and the College has also steadily enrolled a growing Filipino cohort which is now one of the largest groups in the College. The change in student enrolments identifying as English as an Additional Language/Dialect (EALD) has been significant over the past few years: 20.6% in 2013, 20% in 2014 and increasing to 22% in 2016.

Many of these students arrive from a range of backgrounds including refugee status, limited prior educational opportunities, limited English language and an extensive range of cultural experiences.

All of these students add further cultural diversity to the school population. The changing student demographic presents new challenges as we respond to the cultural diversity and the implications of English as an Additional Language/Dialect for the students and the delivery of the teaching and learning program by our teachers.

The ICSEA figure for the College is 913.8, located in the bottom 8th percentile of all Australian schools.



Enrolment Trends

Cannington Community College and Yule Brook College are the two main feeder schools which form the basis of the Year 11 cohort, typically 46-49%. The remaining Year 11 cohort comprises students who enrol from another 48 schools.

Enrolments for the period 2013-2015 have been affected by the half cohort of students moving through the College. In the 2013-2015 period student enrolments were 450, 462 and 484. Student numbers rebounded positively in 2016 with 513 student enrolments.

Staffing Profile

The staffing profile remains constant with little staff movement, however there has been a slight reduction in FTE due to half cohort student numbers. A comparison of 2013 to 2015 confirms this point:

- non-teaching staff 20.74 FTE in 2013 to 17.46 FTE in 2014 and 18.45 FTE in 2015;
- teaching staff 44 FTE in 2013 to 39.8 FTE in 2014 and 40.8 FTE in 2015;
- and school administrators 7.0 FTE across 2013 to 2015.

Moving into the next phase of planning will require attention to the demographics of the teaching workforce. An estimate indicates that at least 10 teaching staff will leave the profession to retirement in the next five years. Recruitment and selection in this context will be vital to ensure sustainability of the programs along with the necessary expertise to deliver a teaching and learning program in the context of Sevenoaks Senior College.

Other factors relating to the ageing workforce need to be monitored. As the recent curriculum reform is embedded, a new level of energy will be required to meet the new demands and workload. For many teachers nearing retirement, this is perhaps the sixth or seventh curriculum reform they would have delivered. In particular, it follows rather quickly the recently implemented WACE. Maintaining teacher expertise during this phase will be a priority.

College Board

The College Board is made up of representatives from universities, training providers, business, industry, parents and community groups. The College Board has a proud record of achievement since its inception in 2000 and continues to provide strong strategic leadership to the College.



The Policy Context

Sevenoaks Senior College has established an education and training model which aims to meet the needs of our student population. We are responsive to both the overall education standards required by the Department of Education and the policy requirements of the Schools Curriculum and Standards Authority. As a Registered Training Organisation we comply with the Australian Quality Training Framework (AQTF) standards of training delivery.

Western Australian Public Schools

In planning for the next phase, we are also guided by several strategic plans which will support us in our planning. The strategic plan for WA Public Schools 2016-2019, *High Performance – High Care*, provides four priorities which are reflected in our plan:

- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support.

National Goals for Schooling

Similarly, the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Melbourne Declaration on Educational Goals for Young Australians (2008) are also reflected in our plan:

- Equity and excellence
- Ensuring our students are successful learners
- Confident and creative individuals
- Active and informed citizens.





Aboriginal and Torres Strait Islander Cultural Standards Framework

Sevenoaks Senior College staff work hard to respond to and embed the principles of the Aboriginal Cultural Standards Framework (2015) and understand the importance of this framework as part of the broader Department of Education reform to deliver the best possible education for all students.

Staff understand the need for Sevenoaks to be a culturally responsive school and have a strong ethos based on respecting and valuing diversity. The Aboriginal Cultural Standards Framework provides an important structure for all staff to reflect on their practices and identify opportunities for improved action to build on existing knowledge and skills.





Vocational Education and Training

As a Registered Training Organisation (RTO), Sevenoaks Senior College, Code: 51891, has BSB20115 Certificate II Business on scope for delivery and assessment.

Since 2015 as an RTO we have been operating and will continue to operate under the *Standards for Registered Training Organisations 2015*. We continue to implement improvements based upon a structured Quality Assurance Plan which addresses compliance to the *Standards* and contributes to this Business Plan.

The Western Australian Training Accreditation Council Strategic Industry Audit Report of Delivery of VET in Schools in Western Australia (2014) also impacts vocational education and training practices and procedures at Sevenoaks. Prior to 2014 Vocational Education and Training in Schools (VETiS) had been identified as a concern at both national and state levels, particularly in regard to stakeholders' and industry's perceived issues around the quality of training, outcomes of the VETiS programs and the role that VET plays in the broader spectrum of Australia's capabilities.

The introduction of the new 2016 Western Australian Certificate of Education (WACE) requirements requires students who are not eligible to receive an ATAR to successfully complete a Certificate II or higher in order to complete the requirements for a WACE. This has meant that Sevenoaks has many more students involved in vocational education and training programs.

As a Registered Training Organisation it is imperative that the College delivers, assesses and certifies qualifications to our students that meet all appropriate standards. It is also imperative that the College's auspicing arrangements with other Registered Training Organisations are of the highest standard so that there is ongoing industry confidence in the achievement of qualifications of our students.



Towards 2020

Connecting what we do now to the future needs of the College community is the aim of this plan.

As we move toward 2020 we will continue the work of our embedded practices as these have laid the foundations of a strong, vibrant, diversified community. Our priority focus areas will continue to construct:

- a diversified curriculum which meets the needs of all students, encompasses the Australian Curriculum and meets the graduation standards identified in the Western Australian Certificate of Education (WACE);
- an environment which engages students in their learning whilst being responsive to issues which constrain student engagement with schooling in general;
- transition and support processes which enable students to move effectively through each phase of their schooling to their post-school options;
- a model of instruction and delivery which supports students with English as an Additional Language/Dialect (EALD) achieve their academic potential; and
- a professional learning community which enables full staff participation in setting the direction of these priorities whilst actively engaging staff with the implementation of our priorities.

Evidence-based research is an integral component of what we will be guided by, particularly the outcomes of longitudinal research conducted within Sevenoaks, the Curtin University *Effective School Improvement Programme*. The following three components will inform our planning as we respond to our student and teacher population:

- School Organisational Climate (SOCS)
- Classroom Climate Questionnaire (CCQ)
- What's Happening in this School (WHITS).

The Edith Cowan University *Student Engagement Research* will monitor students' perceptions of their social connectedness and academic engagement.

We will be guided by research which identifies successful strategies for learning, e.g. Hattie, *Visible Learning* (2008), whilst employing the evidence-based research of Payne (2010) in *Understanding Poverty*.

Our **intercultural understanding** will be developed through the College's professional learning module, *Harmony and Diversity*, which promotes a whole school approach for staff and students. *Harmony and Diversity* is aligned to the Australian curriculum.

The 2016-2020 Business Plan is framed from the following processes and policy:

- the Independent Review 2016
- *High Performance – High Care* (Department of Education Strategic Plan 2016-19)
- consultation with teaching staff
- consultation with the College Board
- base-line data from 2015.



Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	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 	<p>Aspire to maintain all ATAR students with an ATAR at 55 or above</p> <p>Incrementally increase Certificate II achievement to 80 per cent</p> <p>Incrementally increase Attainment standard to 80 per cent</p> <p>Maintain a median ATAR at or above 70</p> <p>Increase the percentage of students enrolled in ATAR courses whilst gradually increasing to 8 per cent those students who achieve scaled scores above 75</p> <p>Move the low tertile toward 33 per cent</p> <p>Maintain a scaled score of 4.00 for ECU Advocate Support of Studies</p> <p>80 per cent of Year 12 students achieve Category 3 for reading, writing and numeracy</p> <p>70 per cent of Year 11 students achieve Category 3 for reading, writing and numeracy</p>	<p>Professional Learning for all teachers and support staff to develop counselling skills</p> <p>Professional Learning budget</p> <p>Advocacy support panel</p>

Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	Resources
<p>Students are connected into their learning programs through effective transition processes and programs</p>	<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:</p> <p>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 	



Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	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>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>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	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</i> to 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>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>			
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>	



Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	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> <p>Actual versus preferred destination of students reflects <i>minimal variation</i></p>	<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>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> <p>Big Picture university portfolio entry</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> <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>Big Picture Australia resources</p>

Students: Pathways to the Future

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



Students: Every Student Counts

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

Teachers: Professional Learning Community

Major Outcomes	Strategies	Performance Indicators	Targets	Resources
Teachers are active members of a <i>Professional Learning Community</i> who work collaboratively to address students' academic and social development	<p>Collaboration</p> <p>Establish the structures, processes and time to enable teachers to share practices, collectively reflect on student performance, the Sevenoaks Quality Teaching Model and contribute to a positive school climate including participating in Collegial Classroom Observations</p>	Curtin University School Organisational Climate Survey (SOCS) provides positive indicators	<p>Move the actual scores toward the preferred scores based on the 2012 outcomes</p> <p>90 per cent of teachers participate in Collegial Classroom Observations</p>	<p>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)			
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	<p>SCASA & College Professional Learning program</p> <p>Professional Learning budget</p> <p>Schools Curriculum and Standards Authority</p>
	Teachers implement whole school literacy policy	Teachers participate in literacy professional learning		<p>Literacy tool kit (resources)</p> <p>Department of Education budget allocations</p>
	Maintain teachers' Certificate IV and vocational qualifications			<p>Training costs to up-skill teachers and maintenance of currency to deliver Certificate II qualifications</p>



Management Systems: Administration

Major Outcomes	Strategies	Performance Indicators	Targets	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	The finances of the College: <ul style="list-style-type: none"> • one-line budget • student fees • schools resourcing budget • external funding allocations are aligned to the priorities of the College plan
The College manages the physical resources in accordance with Department policy and processes	Facilities and Equipment Monitoring the IT capacity across the College Maintain effective network capacity to deliver the business of the College Monitor general standards of facilities across the College Monitor the capacity of facilities to deliver requirements of the AQF qualifications Maintenance of depreciation schedules for replacement of equipment	IT network is maintained The network is reliable and monitored for improvement Facilities committee meets regularly to monitor AQF qualification certificates are delivered in facilities which meet industry standards	1:1 student computer ratio is maintained 'Downtime' is less than 1 per cent Facilities are maintained at Department standards	
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	
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 Specific teachers trained to deliver Certificate II courses in selected industry areas	College is fully staffed at all points of the year Adequate teachers trained to enable all students access to a Certificate II course and vocational currency is maintained	

Towards 2020

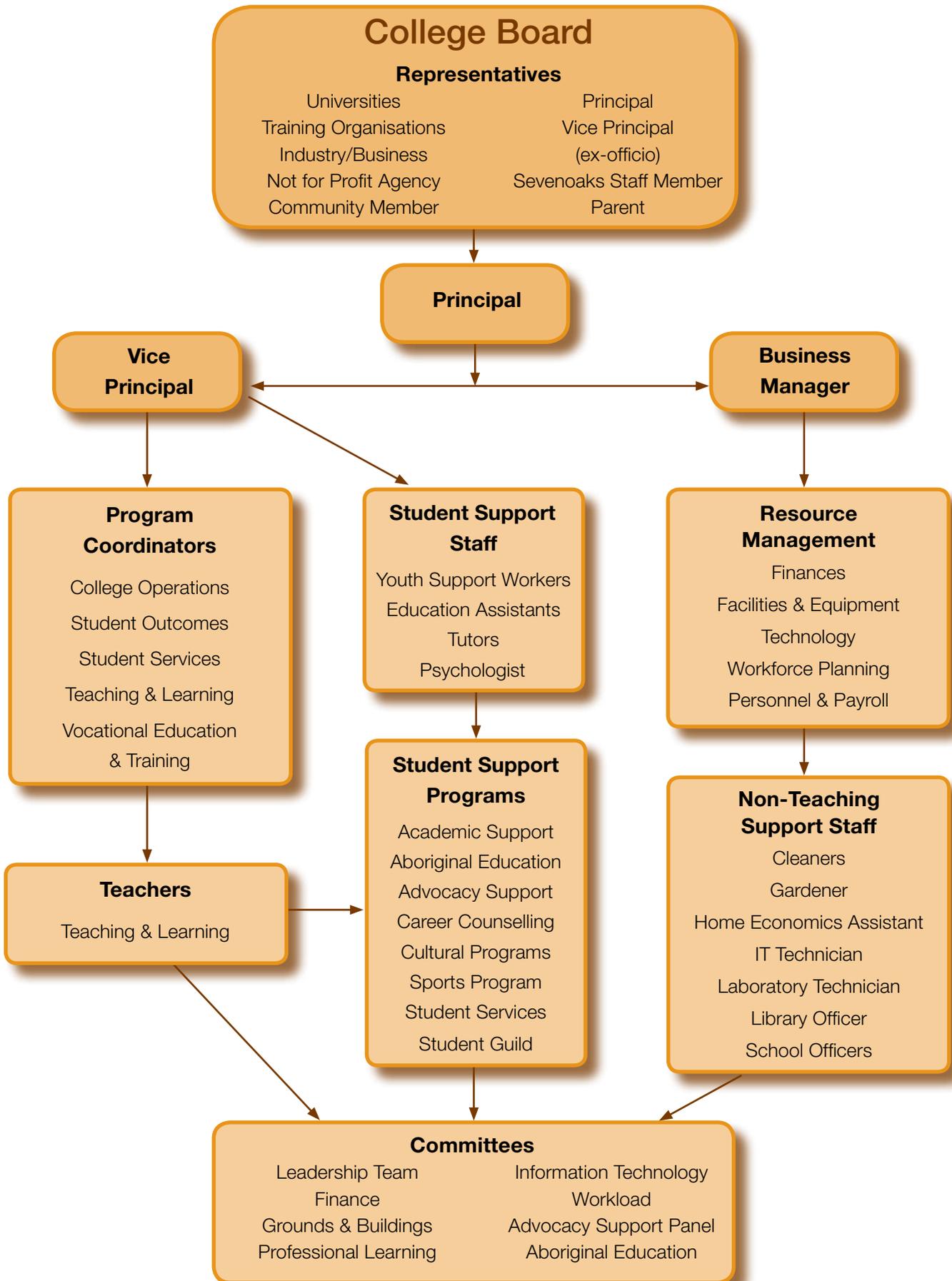




Sevenoaks Senior College

Registered Training Organisation

Organisational Structure





Moort Koorliny Quarnt Kaatidjin

Families coming together in the place of learning

Sevenoaks acknowledges the past and present traditional owners of this land, the Wadjuk people of the Noongar Nations, whose land is upon where we meet.

We also acknowledge the contributions of Aboriginal and non-Aboriginal Australians to the education of all people in this country we all live in and share together – Australia.



Sevenoaks Senior College

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