



Sevenoaks Senior College

ANNUAL REPORT 2018



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 2018.

All major programs are reported presenting the outcomes achieved and improvement strategies for the next phase of planning. Some of the highlights for 2018 included:

Nine Year 12 students were recognised in the School Curriculum and Standards Authority's (SCSA) Exhibition and Award announcements

Certificate of Distinction	Ronald Tun
Certificate of Excellence	Ronald Tun (English) Ashleigh Saringer (Mathematics Applications)
Certificate of Merit	Rian Paolo Cuaresma Lydia Gultom Jia Ying Ku Ashleigh Saringer Naline See Neil Zuniega

Fourteen students were awarded scholarships to universities in Western Australia including three scholarships to Curtin University worth \$15,000 each. Congratulations to Lydia Gultom, Jia Ying Ku and our 2108 College Dux, Ronald Tun (ATAR 99.2)

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

Thirty-nine ATAR students (91 per cent) who applied for university were offered placements with nineteen General studies students also gaining entry via university preparation pathways

The Sevenoaks Cummins Consortium, that supports our Automotive and Metals and Engineering Trade Training students, took out the National HVIA Community Leadership Award for their work at our College

The College Board, Principal and staff are proud of the achievements of our students during 2018.

*DR KATH PARTRIDGE
PRINCIPAL*



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2018 Award Recipients

Dux

Ronald Tun

Outstanding Achievement

Alice Stevens

Cultural Navigator Award

Makirah Miller-Lewis

Positive Image Award

Fah Phetcharak

Citizenship Award

Neil Zuniega

Caltex All Rounder

Jia Ying Ku

Aboriginal Achievement Award

Chloe Calyon

School Based Traineeship Prize

Chloe Calyon

Westscheme Award for Excellence in VET

Chris Bain

Cummins Trade Training Centre VET Award

Connor McDermott

Kertisha Derschaw Sports Award

Rian Cuaresma

1.0 Introduction

This annual report is based on the College Business Plan 2016-2020 (revised 2018) 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 (revised 2018) 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 (revised 2018) 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.

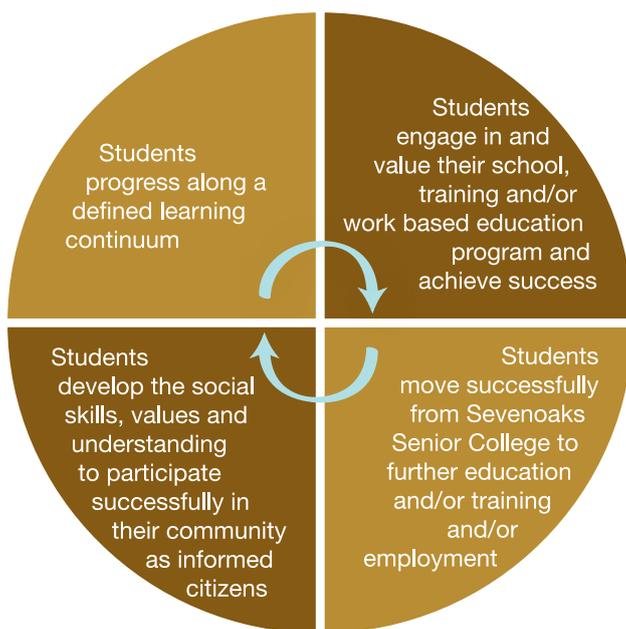


1.1 Our Purpose

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

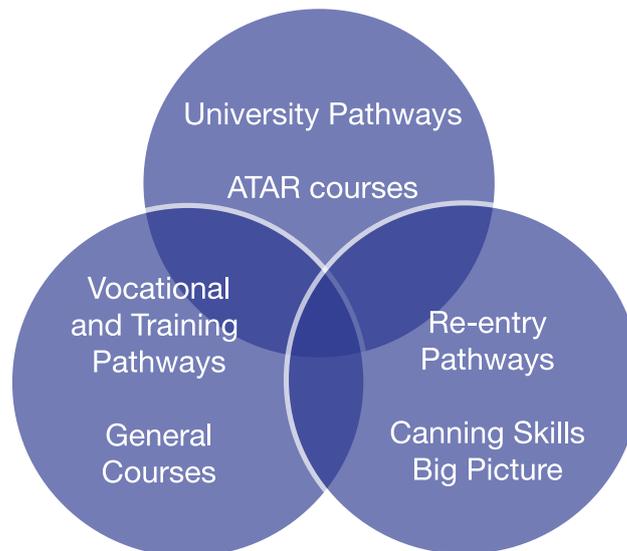
All students progress satisfactorily along a defined learning continuum.

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 2018 are outlined below.



2.1 Western Australian Certificate of Education (WACE) Courses

In 2018, a range of WACE courses was offered including Foundation, General and ATAR courses to support students aiming for secondary graduation. Year 11 and Year 12 students also participated in the Schools Curriculum and Standards Authority (SCSA) requirement to sit an Externally Set Task in term two, as well as sitting an On-line Literacy and Numeracy Assessment (OLNA) in March and August 2018.

Program delivery

During 2018 there were 184 Year 12 students who participated in WACE programs. Seventy-two per cent of eligible Year 12 students achieved a WACE (145 students). Forty-three students achieved an ATAR (23 per cent) with twenty-three of these students achieving one or more scaled scores of 70. The median ATAR for the College was 73.75. The range of courses undertaken is highlighted in the following graphs and tables.



Outcomes achieved – Year 12

The performance of the 2018 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 2012-2018. In 2018, five students achieved an ATAR above 90 with the highest being 99.2 (the College Dux). Thirty-two students achieved an ATAR greater than 50. The median ATAR in 2018 was 70.35. The median ATAR Business Plan target for the College is to achieve and maintain is a score at or above 70.

Year	Total WACE students	94.9+	90-94.8	80-89	70-79	60-69	50-59	40-49	<40
2012	32	2	6	3	7	7	7	0	0
2013	46	1	8	7	5	9	14	2	0
2014	28	0	1	3	6	7	9	1	1
2015	36	0	5	8	6	10	4	2	1
2016	31	0	7	9	4	2	4	3	2
2017	42	1	4	6	12	5	7	4	3
2018	43	3	2	10	8	8	6	3	2

Table 1: Students with an ATAR ranking 2012-2018

The median ATAR from 2013-2018 is indicated in table 2 below. The median ATAR for 2018 was 73.75.

Year	2013	2014	2015	2016	2017	2018
Median ATAR	65.60	65.10	70.70	80.45	70.35	73.75

Table 2: Median ATAR 2013-2018

The College median ATAR score of 73.75 was an improvement from the 2017 median score. The capacity and diligence of the students who sat the examinations appeared to be of a higher order than in 2017. Also there were fewer students sitting WACE examinations who struggled with the volume of course content. Only two students achieved an ATAR in the 30's with a higher number scoring between 75 and 100 (three students scoring over 94.99).

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

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

The College attainment rate, which is calculated when a student achieves an ATAR greater than 55 and/or a Certificate II or higher, was 96 per cent.

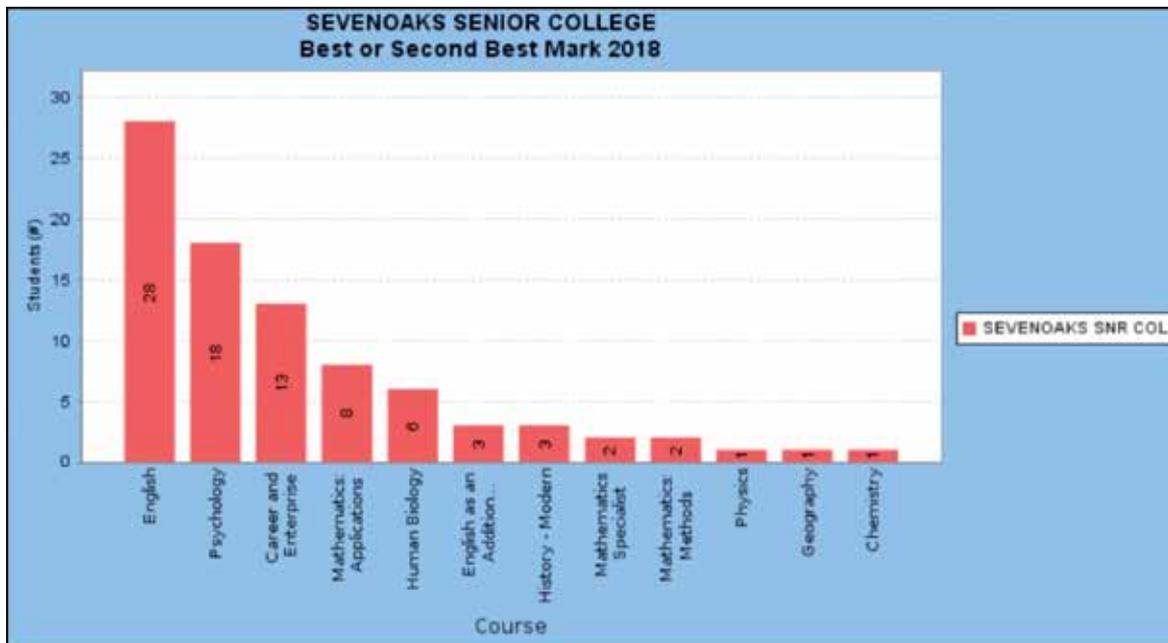


Figure 1: Best or second best ATAR result 2018

In 2018, 23 per cent (43/184) of Year 12 students participated in the WACE course examinations and were awarded an ATAR. There were twenty-three students (53 per cent) who achieved a scaled score above 70.

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

State %	2013	2014	2015	2016	2017	2018
High (33)	22	11	14	27	13	14
Mid (33)	24	21	36	30	28	32
Low (33)	54	68	50	39	57	52

Table 3: Percentage ATAR Triciles 2013-2018

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

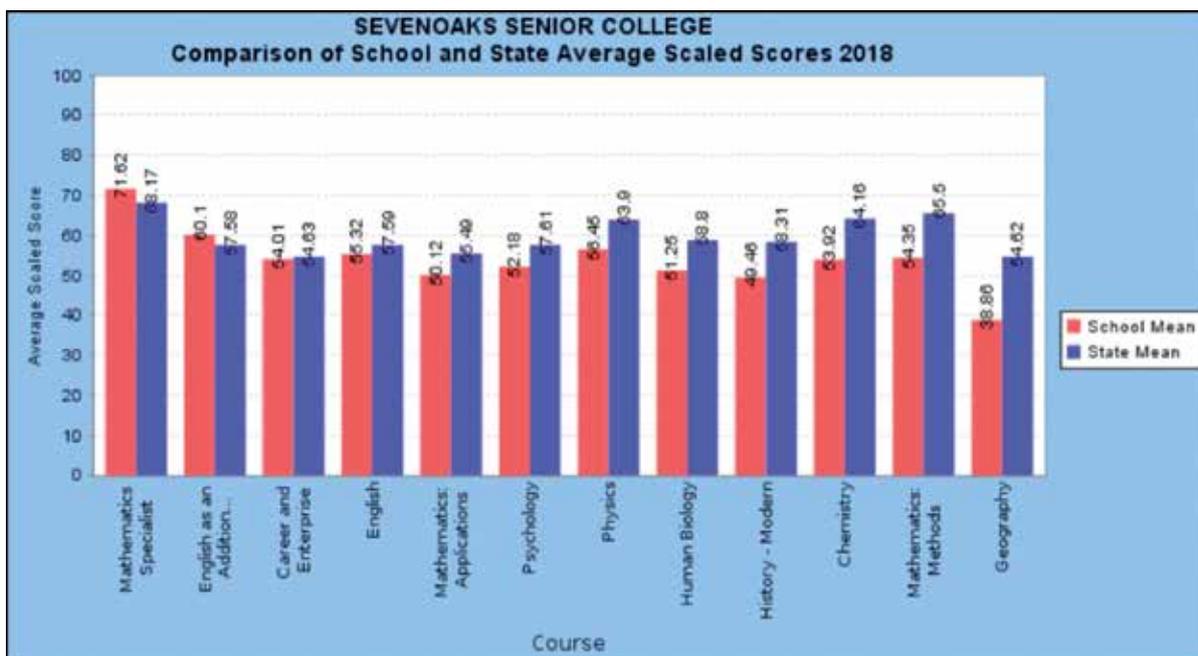


Figure 2: Comparison of state and school scaled scores 2018



Specialist Mathematics and English as an Additional Language achieved higher than the state average while Career and Enterprise was comparable with the state mean. English also performed close to the state average in 2018.

Whilst College staff and Board members are pleased with a number of the Year 12 results, a continued focus on the overall student attainment rate is paramount. This means staff must continue to work hard to ensure more students achieve an ATAR greater than 55 and/or a Certificate II or higher. A continued focus on moving the ATAR students in the lowest tricile into the middle group needs to remain a constant priority in 2019 and beyond.

Outcomes achieved – Year 11

Year 11 student achievement showed an increase in B and C grade achievement between Semester 1 and Semester 2. There was a small decrease in A level achievement from 13.4 per cent in Semester 1 to 12 per cent in Semester 2. D and E grades also decreased between Semester 1 and Semester 2.

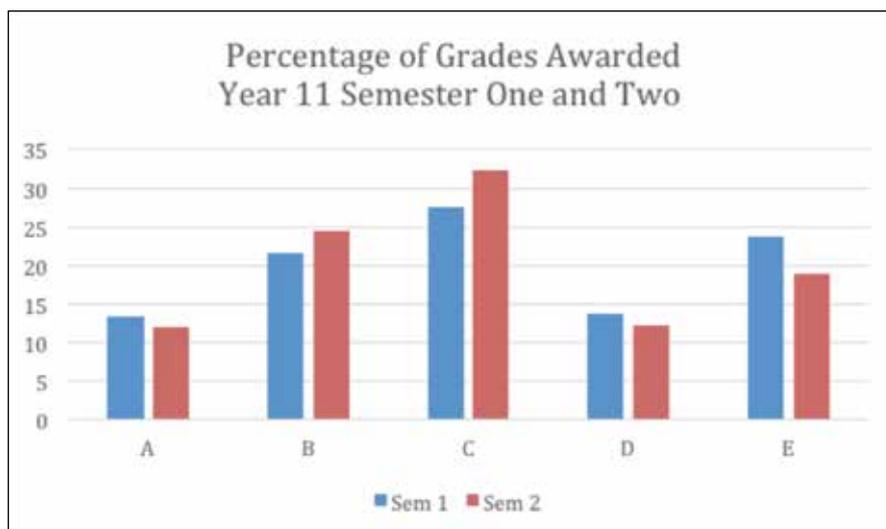


Figure 3: Year 11 grade distribution 2018

Improvement strategies

During 2018, a core focus on the continuing implementation of literacy strategies including Tactical Teaching (Reading) and identification of the success criteria for OLNAs in both Reading and Writing was continued.

Explicit emphasis on grading processes, course standards and review of assessment tasks and marking keys in response to student achievement data at a College and State level was initiated in 2017 and expanded in 2018 to include all Year 11 and Year 12 WACE courses. A focus on higher achievement standards in General and Foundation courses and emphasis on preparation for the Externally Set Tasks was implemented in 2018 and will continue during 2019.

In 2019 the following strategies will be utilised:

- Feedback from SCSA Syllabus Delivery Audits (internal and external) will be used to ensure that all course documentation is accessible and consistent for students with a view to improving student understanding of the Senior College academic environment.
- Ongoing review of the Tasks Descriptions and Marking Keys used across all WACE courses will continue. This will ensure that students have a greater understanding of the standards required to achieve at the higher levels.
- Connect will be used to deliver all documentation to students on-line and to provide them with ongoing access to learning resources and course work materials.
- Students will be encouraged to utilise Connect resources across all their courses and to promote use of Connect to 'catch up' on work missed due to absences.
- Use of recordings of classroom instruction will be trialled during 2019.
- The whole College literacy strategy will continue with a focus on explicit teaching of reading and writing strategies that support OLNAs achievement and also extend students into higher levels of achievement across WACE courses.

- OLNA support packages, created in 2018, will be implemented across the College and delivered via Connect. Advocates will support students to complete these packages.
- OLNA-ready sessions will be held in the lead up to Round 1 and Round 2 of OLNA.
- *Pathways to Year 12* for Year 11 students will continue to provide them with explicit teaching of study, organisation and personal management skills to support success in ATAR courses.
- Year 12 ATAR *Pathways to University* for students continues to receive very positive feedback from students and will continue to run in 2019. This program will continue to focus on the practical preparation for University applications and success.
- Elevate Education sessions for ATAR students continue to get a 100 per cent rating from students in both Year 11 and Year 12. Each year group will attend three Elevate sessions during 2019. The sequence for delivery has been tailor made for our cohort and was reviewed again during 2018 to ensure the 2019 sequence will be delivered at students' point of need.
- The use of Cumulative Task Mark reporting by Advocates to provide immediate feedback to students about their progress will be maintained.
- Consensus grading processes were further refined in 2018 with an extension of cross marking and collaborative marking strategies across all courses with multiple teachers. Feedback from these strategies will inform the design and review of task descriptions and marking keys to support student achievement.
- A number of staff participate in a range of WACE marking and curriculum advisory roles. Ongoing encouragement and support for staff to participate as state-wide markers for ATAR exams, Externally Set Tasks and OLNA will continue during 2019.
- Staff will continue to be encouraged to develop curriculum expertise and currency through participation in activities such as membership of School Curriculum and Standards Authority Curriculum Advisory Committees and active involvement in professional associations.
- Incorporation of a range of teaching and learning activities that respond to the Aboriginal Cultural Standards Framework will be utilised to further engage and improve achievement for our Aboriginal students.

2.2 On-line Literacy and Numeracy Assessment (OLNA)

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

In 2018 students who had not met the literacy and numeracy requirement had two opportunities to sit the OLNA in March and August. There were significant improvements across reading, writing and numeracy for Year 12 students who sat OLNA in 2018 (189). Eighty-nine per cent of Year 12 students who sat OLNA achieved Category 3 in reading. Ninety per cent of students achieved writing and eighty-six per cent achieved numeracy. The target for Year 12 Category 3 achievement is eighty per cent. The Year 11 students who sat the assessments included Canning Skills Big Picture Academy students along with our Trade Training Centre students. Of the 315 students who sat OLNA in Year 11, sixty-one per cent achieved Category 3 in reading; sixty-five per cent achieved Category 3 in writing and sixty-one per cent for numeracy. The target for Year 11 OLNA Category 3 achievement is eighty per cent.

Additional English staff conducted daily OLNA support classes leading up to the assessments in 2018.

The OLNA WACE requirement has had an obvious impact on the 2018 College graduation rate which was 72 per cent (142 students). This is an improvement compared to the 2017 graduation rate which was 64 per cent (192 students). All teachers are working to support and help the large volume of students entering the College each year (usually over 300 students) who have not met Band 8 in Year 9 NAPLAN or reached Category 3 in the OLNA (reading, writing and numeracy). Whilst a sizeable proportion of students achieve Category 3 by the end of Year 11, fifty-four students needed to re-sit the March OLNA in Year 12.



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.

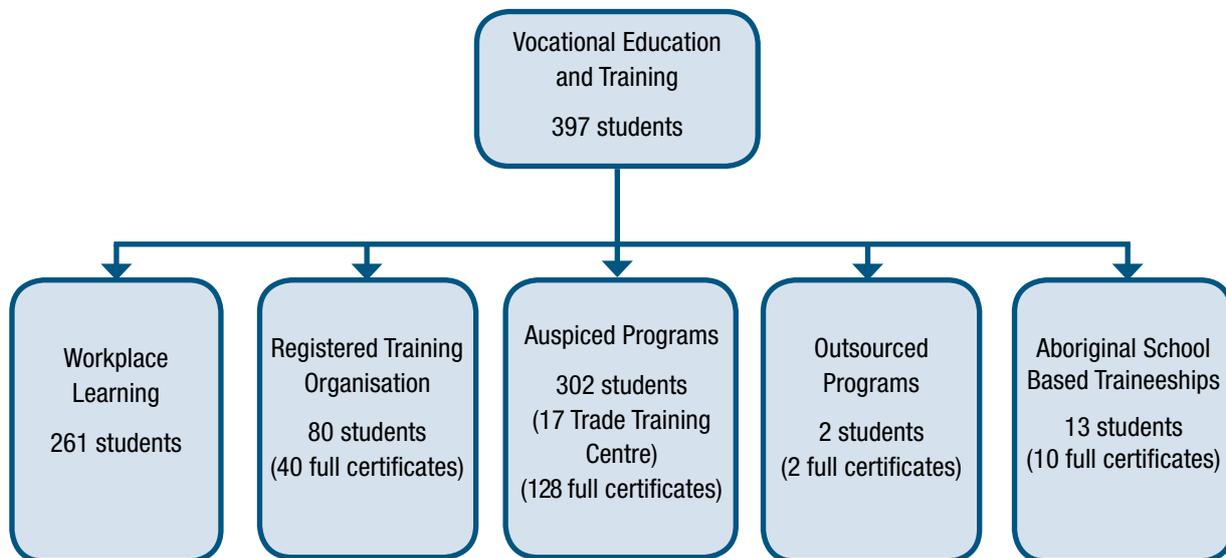


Diagram 1: Vocational Education and Training Programs

In 2018, there was a focus on continued implementation of the *Standards for Registered Training Organisations 2015* and successful introduction of new partnerships between Registered Training Organisations and Sevenoaks Senior College.

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 2018 the College achieved an overall VET completion rate contributing towards attainment of 96 per cent for the full Certificate II or higher.

2.3.1 Registered Training Organisation (RTO) programs

This is the twelfth 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 2018 the certificate BSB20115 Certificate II in Business was delivered as a stand-alone program over a two-year period.

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 2017 (+ or -)
	Total	Total	Total	%	%
BSB20115 Certificate II in Business	40	40	39	98	+1

Table 4: RTO certificate completion rates 2018

The overall completion rate of the full certificate program was 98% per cent. This is a very pleasing result with students fully embracing the opportunity to complete training qualifications in their school setting.

In 2018 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 (ie. literacy and numeracy).

All questions had:

- over 68.63 per cent of responses indicating either high or good (or not applicable), and
- over 90.206 per cent of responses indicating satisfactory or above (or not applicable).
- 96.08 per cent of respondents indicating they believe 'participating in the certificate has been worthwhile'.

Improvement strategies

- Increased focus on already established and successful staff industry currency to add diversity of experience and increase experience in updated units of competency.
- Continue to focus on sourcing suitable placements relating to Business.



2.3.2 Auspiced programs

During 2018, Sevenoaks had auspicings arrangements with North Metropolitan TAFE, South Metropolitan TAFE, COSAMP, Australian YMCA Institute of Education and Training and Hospitality Group Training (WA) Inc. This enabled programs to be delivered on-site for students.

Program delivery

As an established program, the two Certificates of General Education for Adults (CGEA) programs were delivered as stand-alone certificates over one year within the Canning Skills Big Picture program. Also, in 2018 the FSK20113 Certificate II in Skills for Work and Vocational Pathways was introduced into the program.

In 2018 the first group of year 12 students successfully completed the CUA20615 Certificate II in Music Industry and the SIS20115 Certificate II in Sport and Recreation was successfully introduced for Year 11 students.

Outcomes achieved

Model	Certificate	Enrolment		Completion Rates		
		Partial	Full	% completions of full enrolments		change since 2017 (+ or -)
		Total	Total	Total	per cent	
North Metropolitan TAFE RTO52786	CUA20715 Certificate II in Visual Arts	28	21	20	95	-5
South Metropolitan TAFE RTO52787	AUR20716 Certificate II in Automotive Vocational Preparation	10	12	10	83	-17
South Metropolitan TAFE RTO52787	22236VIC Certificate I in CGEA		7	5	71	+17
South Metropolitan TAFE RTO52787	22237VIC Certificate II in CGEA		24	9	38	-20
South Metropolitan TAFE RTO52787	MEM20413 Certificate II in Engineering Pathways	11	5	4	80	-8
Hospitality Group Training (WA) Inc RTO0386	SIT20316 Certificate II in Hospitality	49	32	31	97	-1
Australian YMCA Institute of Education and Training RTO3979	ICT20115 Certificate II in Information and Digital Media Technology	23	22	18	82	N/A
Australian YMCA Institute of Education and Training RTO3979	FSK20113 Certificate II in Skills for Work and Vocational Pathways		15	9	60	N/A
Australian YMCA Institute of Education and Training RTO3979	SIS20115 Certificate II in Sport and Recreation	15	N/A	N/A	N/A	N/A
COSAMP RTO41549	CUA20615 Certificate II in Music Industry	11	7	7	100	N/A

Table 5: Auspiced certificate program outcomes 2018

The overall completion rate of the nine full certificate programs (including Certificates I and II CGEA) was 88.0 per cent. This was the same as 2017.

In 2018 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 66.67 per cent of responses indicating either high or good (or not applicable), and
- over 90.20 per cent of responses indicating satisfactory or above (or not applicable).
- 93.98 per cent of respondents indicating they believe 'participating in the Certificate has been worthwhile'.

Improvement strategies

- Support the introduction of new Registered Training Organisations as partners with Sevenoaks Senior College.
- Support the implementation of the BSB30115 Certificate III in Business.
- Continue the support of the new Certificates as students complete their Certificates in Year 12, including:
 - SIS20115 Certificate II in Sport and Recreation
 - FSK20113 Certificate II in Skills for Work and Vocational Pathways





2.3.3 Outsourced programs

Two students completed units of competency towards certificates in two industry areas through programs supported by VET profile hours.

Program delivery

Students participated in these certificate programs through South Metropolitan TAFE.

Outcomes achieved

Registered Training Organisation	Certificate	Enrolment		Completion Rates	
		Partial	Full	% completions of full enrolments	
		Total	Total	Total	per cent
South Metropolitan TAFE RTO52787	UEE22011 Certificate II in Electrotechnology		1	1	100
South Metropolitan TAFE RTO52787	SHB20216 Certificate II in Salon Assistant		1	1	100

Table 6: Outsourced certificate programs 2018

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

Improvement strategies

- Implement the new Training with External Registered Training Organisations for Public Schools Procedures effective 1 January 2019.



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 2018, thirteen students participated in a School Based Traineeship. Ten students were in Year 12.

Outcomes achieved

Year	School Based Traineeship	School Apprenticeship Link	School Based Apprenticeship
2008	13	2	0
2009	18	2	0
2010	25	1	1
2011	20	1	2
2012	29	0	0
2013	14	0	0
2014	20	3	1
2015	29	1	0
2016	22	0	1
2017	27	0	0
2018	13	0	0

Table 7: School Based Traineeships and Apprenticeships participation numbers 2008-2018

In 2018, changes to the structure of School Based Traineeships and new hour participation requirements impacted upon the number of students deemed work ready and able to participate in their certificate.

Of the ten potential completions in 2018, all ten Year 12 students completed their SBTs during 2018.

Improvement strategies

- Increase the focus on developing students' work readiness to achieve the new hour participation requirements in School Based Traineeships.



2.3.5 Workplace Learning – General programs

In 2018 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 2018 all students wishing to participate in workplace learning opportunities enrolled in the endorsed course ADWPL Workplace Learning. The overall numbers of students enrolled in ADWPL increased by one student from 2017 to 2018.

All placements were managed within the College during 2018. This process worked well and students achieved positive results as indicated in Table 8.

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

In 2018 Year 11 students continued to complete a two-week block placement during the end of year break. This was successful in assisting students to complete their Year 11 program and reducing the number of days students needed to be out of College to complete their program in Year 12.

Business students aimed to complete placements in their relevant industry. There was a successful increased focus on gaining placements in the industry area however sourcing sufficient placements remains an issue into 2019. The sourcing of business placements will remain a priority for 2019.

Outcomes achieved

Year	Participants	Achieved course requirements	% achievement	Change since 2017 (+ or -)
Year 11	137	78	64	0
Year 12	124	109	88	-3

Table 8: Workplace Learning outcomes 2018

In 2018, a number of students completed work placements but did not submit their completed Logbooks. These students will be supported in 2019 to finalise their Workplace Learning Logbooks.

Improvement strategies

- Implement the new Workplace Learning Public School Procedures which are effective from 1 January 2019.
- Focus on sourcing new business placements.
- 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.
- Support the implementation of new certificates and introduction of new partnerships with Registered Training Organisations.

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 AUR20716 Automotive Vocational Preparation or MEM20413 Engineering Pathways).

In 2018, 23 Year 11 and 21 Year 12 students were enrolled. In total, 44 students were given places at different stages during the year and a number of factors influenced the final numbers (see table 9) at the end of the year.

2018 also saw the continuation of the Year 10 Trade Taster Program. Cannington Community College provided a steady enrolment of Year 10 students into the 'taster' class each Friday. Yule Brook College provided two students in the second semester and Southern River College did not supply any students this year. The program continues to be offered to all TTC consortium schools. This program began at the start of term one and continued every Friday through to late term four with a group averaging 12 students across the year. It is anticipated that 10 of these students will enrol as Year 11 students at the Trade Training Centre in 2018.

Program delivery

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

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

In 2018, the partnership between the College and the consortium of employers has continued to grow. Through this partnership, work placement opportunities were made available for all of the Year 12 students and several of the Year 11 students. In 2018, the prestigious Cummins International achievement trophy was awarded to Connor McDermott for his efforts on work placements in the automotive industry.





	Year 10 Taster	Year 11	Year 12	Total
Automotive	12 students on average weekly over the year	Eleven students enrolled in the Trade Training Centre (TTC) program at the start of the year as Year 11 Automotive students. Of those: <ul style="list-style-type: none"> • Ten students enrolled in the AUR20716 Certificate II in Automotive Vocational Preparation. • Four students completed the requirements of Year 11 and will transition into Year 12 as TTC Automotive students in 2019. • One student left to undertake full time employment • Three students are continuing their studies as Year 11 students in 2019. • One student left the TTC and enrolled at Canning Skills • Two students were referred to participation 	Twelve students enrolled in the Trade Training Centre (TTC) program at the start of the year as Year 12 Automotive students. Of those: <ul style="list-style-type: none"> • Ten completed the requirements of AUR20716 Certificate II in Automotive Vocational Preparation. Of those: <ul style="list-style-type: none"> • Eight students achieved WACE. • Two students gained a WASSA. • Two students achieved WASSA only. • Four students are going into apprenticeships in the automotive industry. 	
Metal		16 students enrolled in the Trade Training Centre (TTC) program at the start of the year as Year 11 Metals students. Of those: <ul style="list-style-type: none"> • Eleven students enrolled in the MEM20413 Certificate II in Engineering Pathways • Seven students completed the requirements of Year 11 and will transition into Year 12 as TTC Metals students in 2019. • One student left to undertake a boiler-making apprenticeship. • Two students are continuing their studies as Year 11 students in 2019. • One student left the TTC and enrolled in Mainstream. • One student was mature aged and left to seek employment. • Four students were referred to participation. 	Five students enrolled in the Trade Training Centre (TTC) program at the start of the year as Year 11 Metals students. Of those: <ul style="list-style-type: none"> • Four completed the requirements of the MEM20413 Certificate II in Engineering Pathways. Of those: <ul style="list-style-type: none"> • Two students achieved WACE. • Two students gained a WASSA. • One student achieved WASSA only. • Two are going into apprenticeships in plumbing and boiler-making. • Two students are continuing with studies at TAFE. • One student is seeking employment. 	
Total	12	27	17	56
Demographics				
Aboriginal	1	7	1	9
EALD	0	5	4	9
Left the Trade Training Centre program during 2018				
Mainstream		1	0	1
Move On or Canning Skills Big Picture programs		1	0	1
Participation or other		6	0	6
Apprenticeship or employment		2	0	2
Total		10	0	10
Final figures				
Completed certificate course outside of TTC			0	0
Completed Certificate II TTC			14	14
Achieved WACE in Year 12			10	10

Table 9: Intake of students into Trade Training Centre 2018

Outcomes achieved

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

- Ten of the seventeen Year 12 students that enrolled at the start of 2018 achieved a WACE that included a Certificate II in their chosen vocation.
- Four of the remaining students achieved a WASSA that included a Certificate II in their chosen vocation.
- The one Year 12 Aboriginal student achieved WACE and gained an apprenticeship in the mining sector.
- Students have a very good chance of obtaining an apprenticeship or a full time industry position either during or at the end of their studies. In 2018, one of our Year 11 students gained an apprenticeship and left before completing Year 11. During Year 12 or immediately after the end of Year 12, six of the students secured apprenticeships.

	2012		2013		2014		2015		2016		2017		2018	
	Enrolled	Completed												
Auto	6	6	15	15	7	7	14	12	5	2	7	7	12	10
Metal	5	1	11	9	11	6	12	6	6	5	8	7	5	4
Total	11	7	26	24	18	13	26	19	11	7	15	14	17	14
Per cent		64		92		72		73		64		93		82
Cumulative total	11	7	37	31	55	44	81	63	92	70	107	84	124	98
Cumulative Per cent		64		84		80		78		76		79		79

Table 10: Certificate II completion rates – longitudinal 2012-2018

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





Improvement strategies

- **Timetabling:** Certificate classes (Engineering Pathways and Automotive Vocational Preparation) will continue to be timetabled with an extra hour per week in 2019.
- **Programming:** The Trade Maths program initiated into the Trade Training Centre curriculum last year continues to provide positive results. The students have been noticeably more comfortable in the completion of random maths tasks as they arise in the workshops.
- The Cummins Soft Skills program will continue to be delivered via our advocacy teachers. This goes hand in hand with the existing advocacy program, workplace learning and Harmony Day celebrations held annually at the college.
- Trade Training staff continue to push forward with STEM based learning. The Engineering studies subject area is constantly adding rich learning in the form of robotics, drone making and the Electric Vehicle Challenge.
- **Application to Trade Training:** We will continue to place a high importance on identifying literacy and numeracy gaps prior to enrolment. This information will be a factor in the selection criteria when potential students are interviewed for Trade Training positions. This will assist in identifying the students with the potential to leave the program prematurely when they find the work too difficult and will ensure appropriate supports are put in place.
- **Attendance:** Rates will continue to be closely monitored and parental contact will remain a priority. Regular attendance is a key indicator of success for students enrolled at the Trade Training Centre.
- **Workshop:** Project-based learning and an introduction to science, technology, engineering and mathematics (STEM) will remain a focus in 2019. Through the Trade Training Centre, students will have access to state of the art equipment and the latest technical drawing software.
- **Workplace Learning:** The Year 11 2019 student cohort will be required to complete Workplace Learning (minimum 110 hours) when participating in either of the certificate courses. The Trade Training program focuses on ensuring students will be work ready by the end of Year 12. There will be some consideration given if a student already has part time employment, however meetings will be held with the parents of students who cannot or will not complete a work placement. Alternative pathway options will be discussed with the parents of students who have low attendance rates or who are unable to effectively complete a work placement.
- **Industry Partnerships:** Sevenoaks Senior College Trade Training staff will continue to develop strong, sustainable industry partnerships, ensuring students have access to quality work placements and potential employment or training pathways. A renewed focus will be placed on student excursions to the workplaces of our industry partners.



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’.

Our students continue to come from diverse ethnic, economic and social groups as well as entering the program with a very wide range in ability levels. This year saw a very large group with very low levels of literacy and numeracy, especially those entering the two Advisories offering Certificate I and II in General Education for Adults. One thing all of our students have in common is a lack of success in their previous educational programs. By implementing a Big Picture learning design Sevenoaks aims to give our students access to an education that is relevant and interesting to each individual while at the same time continuing to build on literacy and numeracy skills.

In 2018 seventy-seven 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 also work towards Certificate I or II in General Education for Adults, Certificate II in Foundation Skills for Work or SCSA Year 11 or 12 courses.

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

Attendance		
77 enrolled	38 remained engaged at the end of the year: • 36 achieved their Individual Learning Programs for 2018 (some exiting the program before the end of the year)	Target: 50% Actual: 47%
Program Achievement		
22236VIC Certificate I In General Education for Adults	5	Full Certificate Target: 50% Actual: 40%
22237VIC Certificate II in General Education for Adults	9	
20113 Certificate II in Foundation Skills for Work	9	
Year 12 WACE (includes completion of 2 ASBT's)	4	
Year 11	4	

Table 11: Canning Skills Big Picture Academy 2018

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 wherever possible members 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 2019 studies. The students still engaged at the end of the year who, for whatever reason, had not completed their individual learning programs in 2018 were required to attend a meeting at the end of the school year with their Learning Team to refocus their learning journeys for 2019.



Improvement Strategies

- Learning through Internship (LTI) is a major element of the Big Picture Learning Design. In 2019 students will participate in introduction and safety activities related to gaining an LTI. All students will be encouraged to participate in Shadow Days and/or Internships opportunities when ready. The focus in 2019/20 will be to encourage real and authentic learning, relationships with mentors and transition students to work or further.
- In 2019 staff members will work collaboratively to foster a supportive and flexible team environment. Regular minuted meetings will be held each week, resources developed and shared centrally and reviewed regularly.
- Advisory staff will incorporate Big Picture pedagogy and work closely with our Big Picture coach.
- In 2019 we will endeavour to improve our relationships with all stakeholders, in particular our Aboriginal families. Some strategies will include offsite activities, greater use of our Aboriginal staff onsite, and timetabled Advocacy sessions for Aboriginal Students. Exhibitions will be scheduled each semester and members of the student's learning team will be encouraged to attend.
- In 2019 a Canning Skills formal student report will be provided to parents and caregivers.
- The Canning Skills Big Picture model has been revised for 2019 and students will remain in their Advisory Group for two years.
- Canning Skills will continue to cater for at risk students and offer Certificate I (22472VIC) and Certificate II General Education (22473VIC) and an updated version of Certificate II in Skills for Work and Vocational Pathways (FSK20113). There will be a renewed focus on employability skills and work readiness.
- Ensure students still have access to a variety of additional and supporting programmes to develop social and life skills.



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 2018 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 2018 overall student attendance as measured at the end of semester one was 76 per cent, a decrease from 2017 (78 per cent). However across the year, there was a pleasing increase in attendance by the Year 12 cohort. Attendance for this year group has been trending up for the past three years. As indicated in the table below, compared to the State, student attendance can still improve. Given the demographics of the student cohort, the range of programs and students' increased use of the College's 24-hour on-line curriculum platform, this result is not unexpected; however staff and administration understand the need to increase student attendance in all programs. This continues to be a key message given to students at every opportunity. The table below provides information relating to student attendance.

	Year 11	Year 12	Non-Aboriginal	Aboriginal
School	72%	82%	72%	60%
State	87%	88%		

Table 12: Percentage attendance of students 2018

Improvement strategies

- Continue the 'Stay on Campus' program during term one.
- Promote 'Attendance, all day, every day' as a slogan throughout the College.
- Continue to promote a young adult ethos and expectations of a strong work ethic.
- Continue with a timetable structure in 2019 that excludes double zones for non-VET courses to support attendance.
- Identify causes of low level attendance and work individually with students and families to remedy these issues where possible, especially Aboriginal Year 11 students (male and female).
- Provide incentives to encourage greater attendance through the attendance reward program and prizes.
- Continue to support attendance through the Advocacy Support Panel and Student Services Coordinator.



3.0 Teaching and Learning: Safe and Accountable Classrooms

Purpose Statement Two:

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

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

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

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

3.1 Whole School Learning Environment

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

Program delivery

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

Outcomes achieved

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



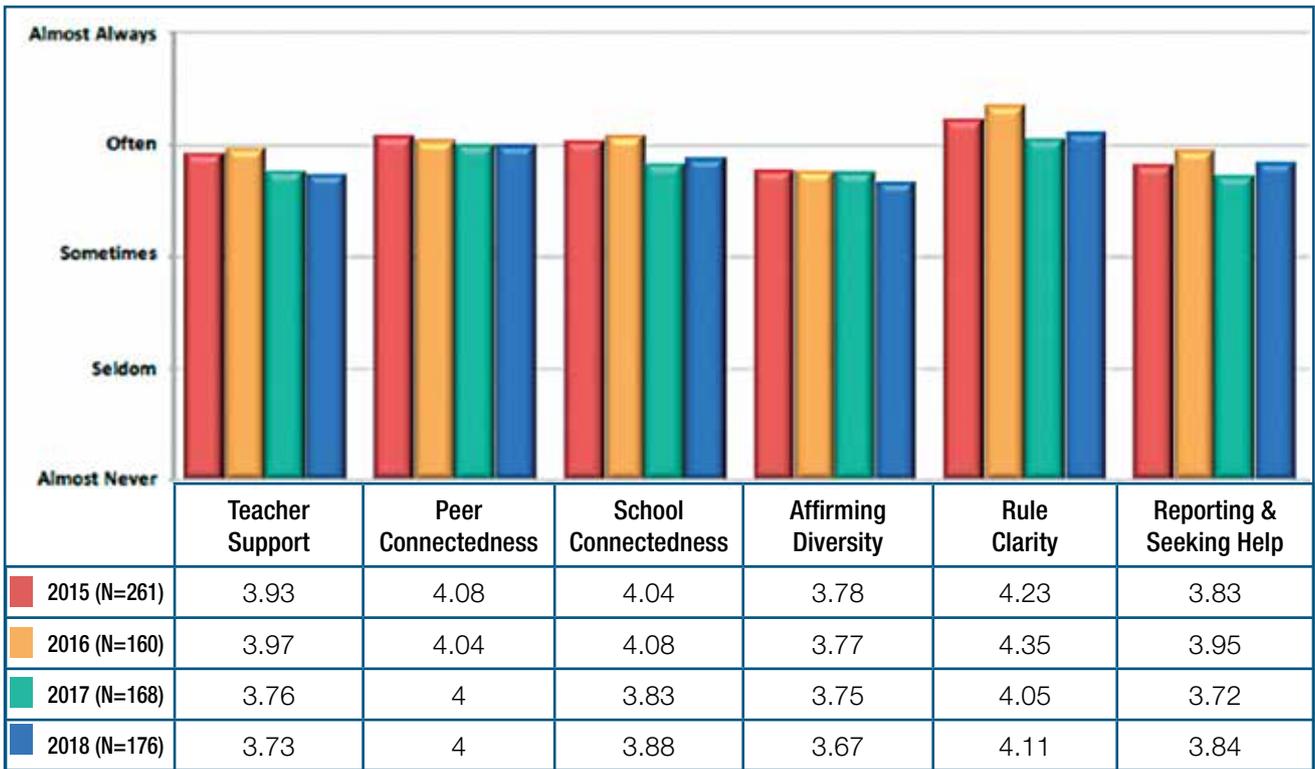


Figure 4: Students' view of *What's Happening in this School* (WHITS) (Curtin University 2018)

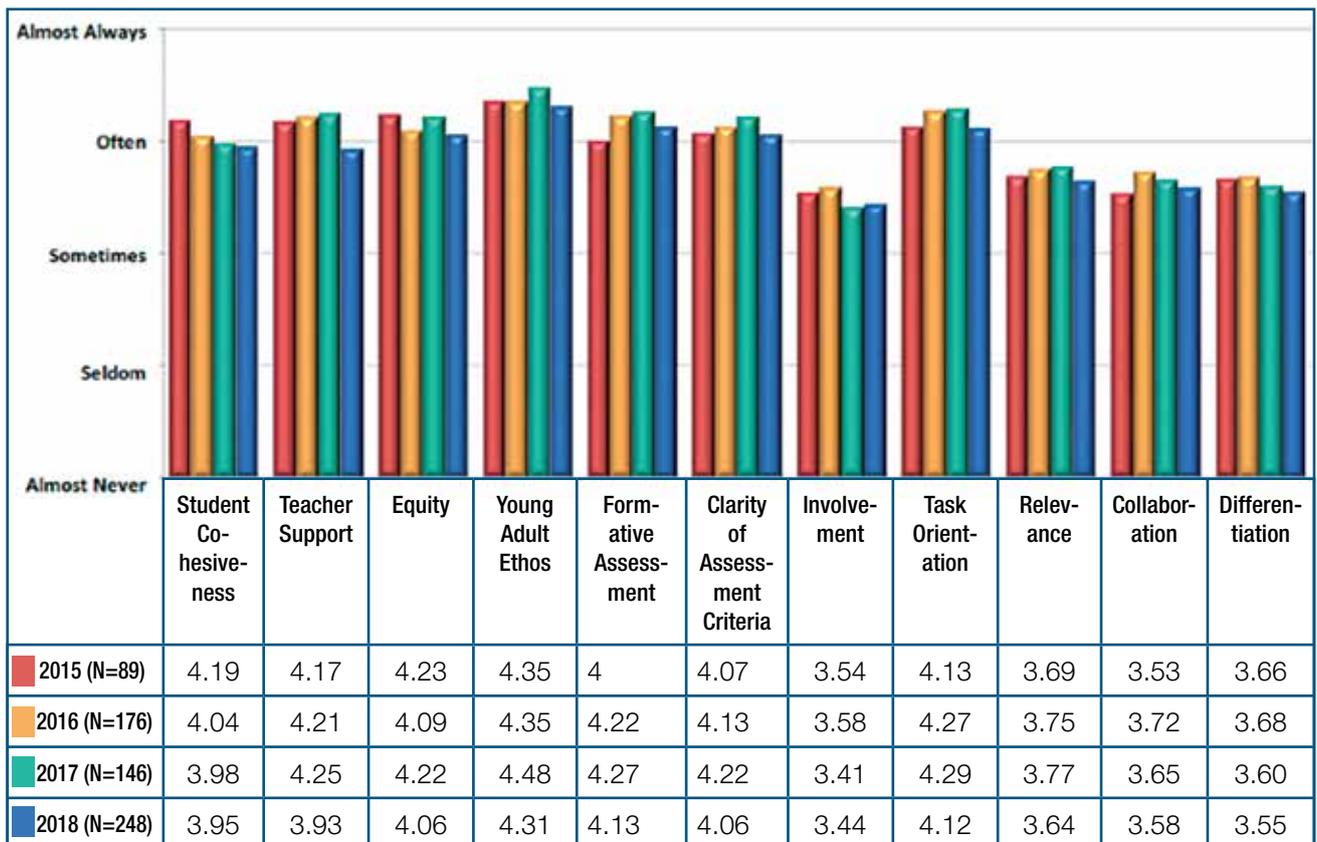


Figure 5: Students' view of learning environment indicators (Curtin University 2018)



Improvement strategies

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



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 two and the follow-up survey and interviews in term four.

Outcomes achieved

For the first time, the 2018 survey included a scale (set of questions) exploring students' perceptions of how the school has impacted on their preparedness for the future. Both Year 11 and Year 12 students believe they are prepared for their future, in terms of confidence and comfort in working as a team member, problem solving and dealing with change. The overall perception of preparedness (a scale out of 5) increases from Year 11 to Year 12 (Year 12 3.76; Year 11 3.86) with similar shifts in perception in all categories of the data. Many students did not consider their time at school had prepared them for taking on a leadership role. Interestingly, the students in the Football Academy (3.80) gave strong indication of their preparedness for undertaking a leadership role.

Most students believed their time at Sevenoaks has improved their problem solving skills. This was particularly evident from Trade Training students and EALD students. Most students considered themselves as open-minded when faced with difficult situations (most scores above 3.9). Students in the Trade Training program and the Follow the Dream program indicated the highest level of perceptions of preparedness for their future (almost all scores above 4.0).

In term of students' social connectedness at Sevenoaks both Year 11 and Year 12 students indicated a high level of social connectedness (3.84; 3.91). These high scores were consistent across all programs (ATAR, General, Trade Training, Follow the Dream, Clontarf and Canning Skills Big Picture); however students in ATAR (4.11), Follow the Dream (4.17) and EALD (4.12) programs indicated the strongest sense of social connectedness.

Pleasingly, students indicate a strong sense of being supported to continue their studies (Year 11 3.96, Year 12 3.93), and a strong sense of belonging to the school (Year 11 3.93; Year 12 3.90). It is particularly pleasing to see the strong sense of support (4.03) and belonging (3.81) of the Canning Skills students. These students further indicated their strong sense of being supported by their teachers (4.45), their Advocate (4.21) and their family (4.17).

Overall scores indicate that students have a strong sense of belonging to the school, which remains consistent from Year 11 through to Year 12 (3.93; 3.90). Both Year 11 and Year 12 students report a high level of academic engagement (Year 11, 3.84; Year 12 3.89). This was particularly evident in the data for EALD students (4.03) and ATAR students (3.99). Students across all groups indicated a very high satisfaction with their subject selection. Scale scores were either close to or above 4.00 in every grouping. Of particular note is the very high level of satisfaction with subject selection indicated by EALD students (4.21). Year 12 students (4.08), students of refugee status (4.12), and Trade Training program students (4.11) were also particularly satisfied with their subject selection.

The data indicates confidence with achieving good results of both Year 11 and Year 12 students (Year 11 3.70 and Year 12 3.79). This pattern was further evident across all programs, and particularly evident in data from the Clontarf football students (4.27) and the Follow the Dream students (4.22). Deeper analysis indicates that many students 'do not yet feel confident undertaking their assigned assessment tasks'. Not surprisingly, this was most evident in data from Year 11 students, female students, students born in Australia and only speak English, Aboriginal students, and students from the re-engagement Canning Skills program.

There is almost no difference evident in the academic confidence scores of male and female students (male 3.79; female 3.68). Also there were no scale scores to indicate major areas of concern in terms of students' sense of self-efficacy. This was particularly evident in the reported sense of expected success for students in the Clontarf football program (4.00) and EALD students (4.03).



Improvement strategies

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

- Using a team approach to finding the most appropriate course for each student including the Careers Counsellor, Program Coordinator College Operations (timetable), Program Coordinator Student Outcomes, and Advocates.
- Ensuring teachers continue to participate in professional learning activities designed to increase their own professional knowledge regarding student engagement and connectedness.
- Using Harmony Day as a focus for lead-up activities which recognise and value the cultural background of all students.
- Implementing the revised Harmony and Diversity program to be run via Advocacy sessions.
- Use of the Advocacy program to support students and build connection with the College.
- Ensure our 'Stay on Campus' activities are culturally inclusive and varied so as to encourage large numbers of students to participate and engage.
- 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* 4.4
- *Teachers at this school treat students fairly* 4.5
- *The school is well maintained* 4.5
- *My child feels safe at this school* 4.6
- *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* 4.4

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

- *My teacher expects me to do my best* 4.5
- *My teachers provide me with useful feedback about my school* 4.4
- *Teachers at my school treat students fairly* 4.3
- *My school is well maintained* 4.2
- *I feel safe at my school* 4.3
- *I can talk to my teachers about my concerns* 3.9
- *Student behaviour is well managed at my school* 3.9
- *I like being at my school* 4.2
- *My school looks for ways to improve* 4.2
- *My school takes students' opinions seriously* 4.1
- *My teacher motivates me to learn* 4.2
- *My school gives me opportunities to do interesting things* 4.2
- *My teachers are good teachers* 4.6
- *My teachers care about me* 4.3



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 2018. 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 2018, 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.
- Continue to implement the College Attendance Reward Scheme and other incentives to encourage students to attend.
- Continue to implement the 'Stay on Campus' program to encourage better student engagement and attendance.
- Follow up all identified at-risk students with their Advocate Teacher and parent contact, and ensure early intervention that will prevent bad habits becoming established.

3.5 Aboriginal Student Support

Sevenoaks Senior College provides a safe, secure school environment for Aboriginal students. The February 2018 enrolment of Aboriginal students was seventy-four. 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 fifteenth year of operation and provides a holistic, whole school approach to supporting Aboriginal and Torres Strait Islander students' engagement with their secondary schooling. The program has demonstrated strong commitment to facilitating the success of Aboriginal and Torres Strait Islander students, as evidenced through their results and post-school destinations, strategies implemented, and the ongoing engagement with Aboriginal parents and community.

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

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

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

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

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

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

In 2018, the program focused on the following areas:

- Targeted support for ATAR students
- Quality VET Outcomes
- Academic Quality and Results
- Quality in Career guidance and pathways
- OLNA attainment through Literacy and Numeracy Support/Intervention



- Improving the overall wellbeing, including social and emotional health of Follow the Dream students through targeted programs and support services.
- Enhancing the support program for Aboriginal female students.
- Introducing the Mooditj Moort Program connecting to Sevenoaks Community to increase engagement, participation and attendance.
- Year 10 Transition.
- Student Leadership Opportunities.

With these targeted initiatives in place, the outcomes for 2018 have been pleasing in spite of initial challenges experienced by the school community. The following is an overview of program results.

Aboriginal Follow the Dream student data for 2018

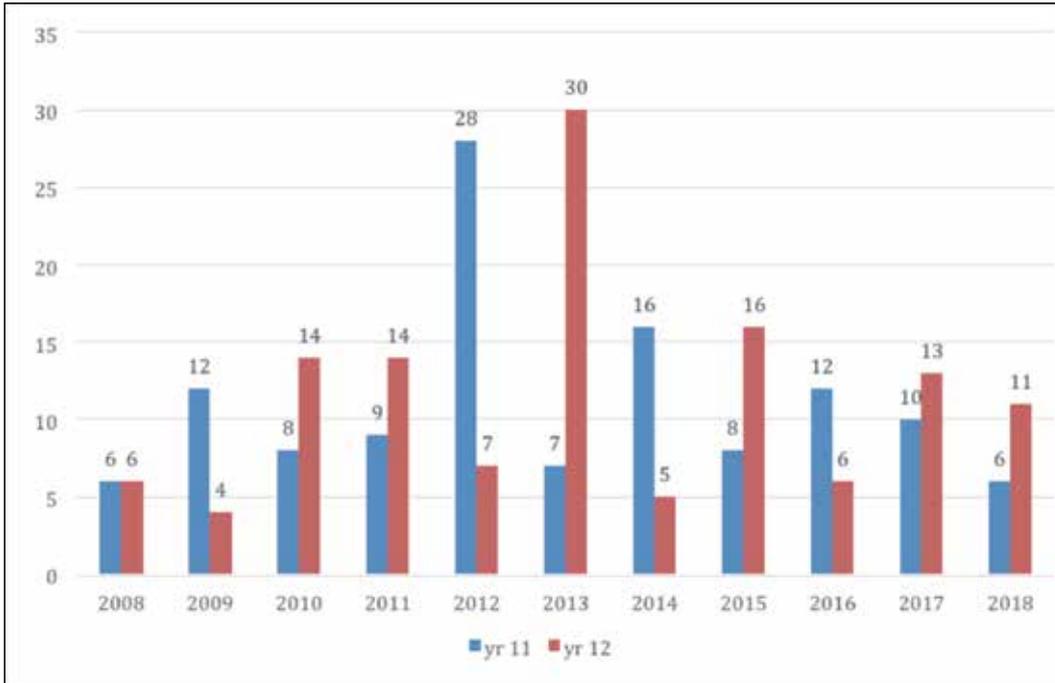


Figure 6: Overview of Follow the Dream enrolments 2008-2018

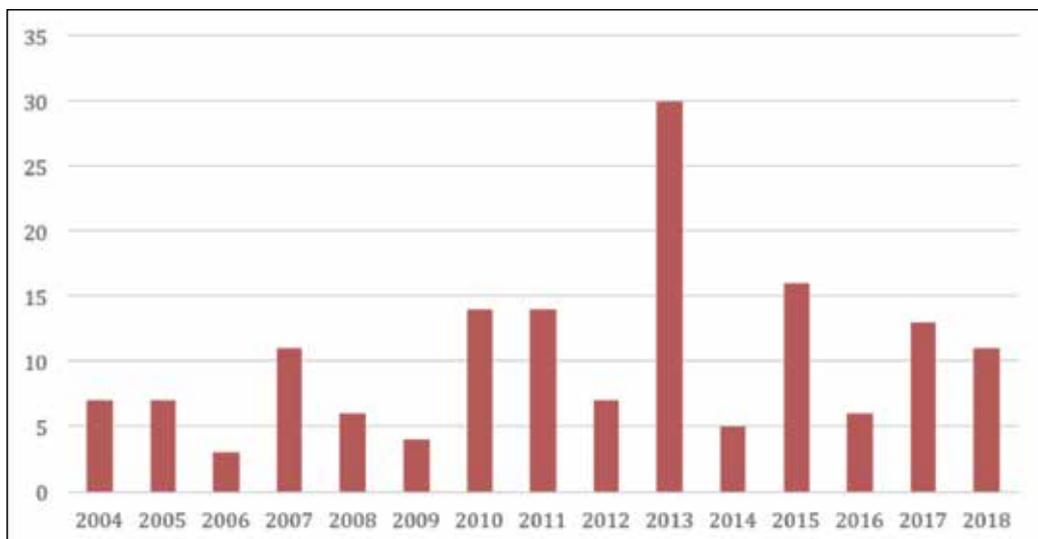


Figure 7: Follow the Dream Year 12 WACE achievement 2004-2018

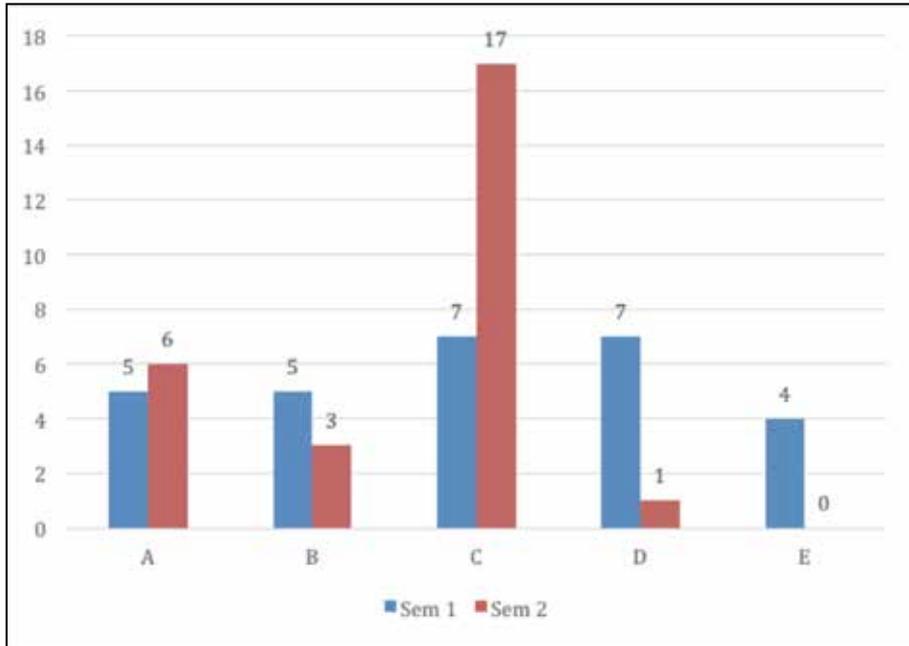


Figure 8: Follow the Dream Year 11 Semester 1 and 2 Grades

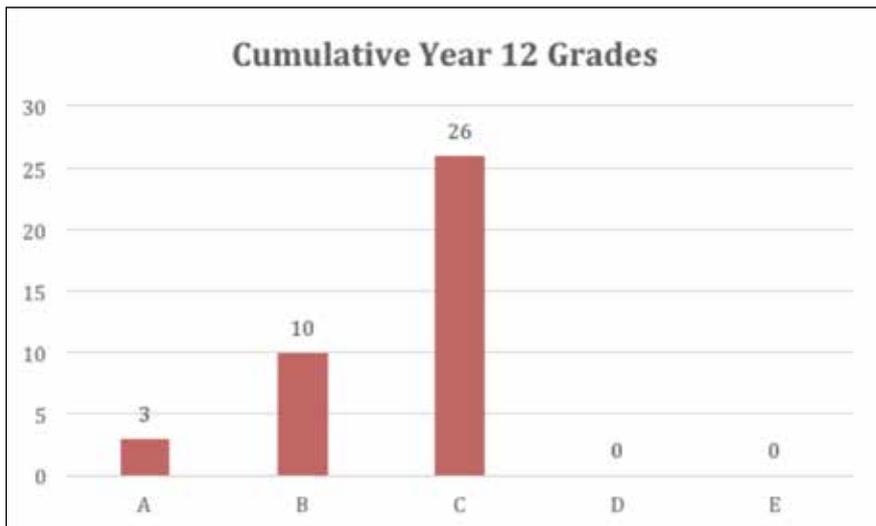


Figure 9: Follow the Dream Year 12 Grades





Targeted initiatives for 2019

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



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 2018, there were 513 enrolments: 312 Year 11 and 201 Year 12 students. The College enrolment of Aboriginal students was 74 (14 per cent).

The following section outlines the destinations of our students during 2018.

4.1 WACE Achievement

The WACE achievement rate for 2018 has once again been impacted by changes to SCSA's graduation requirements. The decrease in the College graduation rate reflects the students' achievement of On-line Literacy and Numeracy Assessment.

Year	2013	2014	2015	2016	2017	2018
Graduation Rates Per cent	98.0	96.0	98.0	77.4	64.0	72.0

Table 13: Percentage graduation rates 2013-2018

Forty-three students participated in the WACE and 133 students participated in a VET program (128 students achieving a complete certificate).

The attainment rate (students with ATAR scores above 55 and/or a Certificate II or higher) was 96 per cent.

4.2 Career Counselling

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

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



4.3 Destination Data

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

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

The table below indicates the destination of students who left during the 2018 school year and from which program they exited.

Destination	Canning Skills	Mainstream	Trade Training Centre
Post-Compulsory	3	2	1
Received Notice of Arrangement	0	2	2
TAFE/Training	1	9	4
Another School	1	2	1
Overseas/Interstate	1	1	0
Employment	0	3	2
Other	1	0	0
Total	7	19	10

Table 14: Destination of students who left during 2018

Twenty-eight students 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. Eleven of these students managed to engage with training and employment opportunities.

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

Improvement strategies

- Refine processes of tracking and monitoring students' levels of engagement and re-enrolment from Year 11 to Year 12.
- Ensure additional supports are in place for pathways that enable all students to access and complete either a Certificate II or III course or an ATAR program, including OLN support classes.

5.0 Students: Every Student Counts

Purpose Statement Four:

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

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

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

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

5.1 Health, Social and Emotional Support Program

In 2018 the Student Services team consisted of two College Vice Principals, Level 3 Student Services Program Coordinator, College Psychologist, Youth Workers and the College Nurse. These staff met on a regular basis to implement strategies to support students in achieving their educational goals.

Both Vice Principals and the Student Services Coordinator monitored attendance and engagement of Year 11 and Year 12 students. The Student Services team met regularly to develop strategies to support students who have significant life issues. This team utilised the strong links to the Regional Office Retention and Participation Coordinators as well as working with outside agencies, such as Communicare, to help keep students actively engaged and to find alternative pathways when required.

In 2018 the College participated in Act-Belong-Commit initiatives to support student mental health. There is an emerging trend world-wide of an increasing number of young people experiencing mental health problems. This is reflected at our College and the Student Services team has adopted a whole-of-school approach to mental health promotion. The framework is based on the positive mental health message of the Act-Belong-Commit campaign. Act-Belong-Commit is a community-based health promotion campaign, operated by Mentally Healthy WA, 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

Stay on Campus activities

The 'Stay on Campus' program was initiated in 2014 with the aim to reduce the issues associated with student transition (entire Year 11 cohort), such as relationship building and becoming comfortable with the new College environment. It was created to also encourage attendance and belonging at the College. The program involved various student activities that encouraged them to stay onsite during their free time. The program is also aligned with our Act-Belong-Commit program.

In 2018, our program ran throughout the year and included the following activities:

- Valentine's Day card making and cookie decorating
- Bollywood and hip hop dance classes
- Chess tournaments
- Table tennis tournaments
- Table tennis master classes with Alvin Jiang
- Flag painting in preparation for Harmony Day
- Mother language activities in preparation for Harmony Day
- Where were you born mapping activities in preparation for Harmony Day
- Yoga classes
- Jump rope for heart
- Poetry slam sessions
- Agency visits such as Headspace, Samaritans, Brightstep and Communicare

Sporting Teams

Sevenoaks Senior College has continued with student sporting teams in 2018. Over 80 students took part in the following sports: Australian Rules football, soccer, volleyball, netball and basketball. Some of the highlights of the sporting year were:

- The Year 12 soccer boys team made the knock out finals and finished in the last 16 schools. The Year 11 boys team missed out on the finals by only one goal.
- At the Champion Schools Volleyball competition both team made the finals. The girls came runner up in the B grade. The boys finished second but lost in the semi-finals. In another inter-school competition our boys were the B Grade champions.
- Our Most Valuable Players for the year were awarded their trophies at a special sports reward lunch, where all students who participated in sports were invited to attend. The reward recipients were:
 - Boys Volleyball Team A - Paolo Cuaresma
 - Boys Volleyball Team B - Gemari Sabilla
 - Girls Volleyball - Catherine Abogado
 - Girls Basketball - Saliha Cetin
 - Boys Basketball - Jonathan Loba
 - Netball - Savannah Smith-Watson
 - Year 11 Boys Soccer - Niko Aben
 - Year 12 Boys Soccer - Mouhanad Akle
 - Girls Soccer - Carols Fobizi



Harmony Day

Harmony Day is undoubtedly one of the highlights of the school year for Sevenoaks Senior College students and staff. In 2018 the event was certainly no exception, given that Sevenoaks includes students from some 40 different cultural backgrounds. The day allows students to celebrate their rich and diverse cultural heritage. The theme 'Everyone Belongs' promotes qualities of acceptance, tolerance and unity within the school community.

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



Students and staff were then treated to an impressive international food buffet, which included a range of appealing exotic dishes cooked by students, staff and their families. The final entertainment of Harmony Day 2018 was an inspiring and celebratory music and dance presentation comprised of many compelling student performances.

Health Awareness Events

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

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

Another event was 'R U OK?' day. This event was all about raising awareness of how starting a conversation with someone can change their life for the better by encouraging them to seek help if they need it. Staff were encouraged to wear yellow t-shirts to promote the event and students wrote positive messages on coloured post-it notes to display as a collage on a pin-up board. A photo booth with fun props and student photographers was also provided in the foyer of the college. Students also received a wristband and stickers. It was a fun way to show young people the simple steps that begin with positive language and how much it can change a person's life.

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

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



Student Guild

Students enjoyed the opportunity to participate in an official election process run by the Australian Electoral Commission using the preferential voting system to elect their 2018 Student Guild members. For each year group, there were up to 20 nominations.

In 2018 the Student Guild had:

- six Year 11 students, Carols Fobizi, Ghathfan Riawan, Wendy Buhari, Shane Tido, Yong Kee Yawm and Kurt Tuiza;
- six Year 12 students, electing Head Boy, Neil John Zuniega and Head Girl, Nalinie See, Rian Cuaresma, Alice Stevens, Ashleigh Saringer and Jia Ying Ku; and
- two Educational Support members, Nosisa Mhlope and Tyson Worthington.

The Year 12 members went to the annual GRIP Leadership Conference in Perth. The Conference is unique in that it concentrates specifically on training student leaders for their role as school leaders and gave them ideas, goals and strategies to use in our College. The Year 12 members utilised this knowledge to mentor the Year 11 Student Guild members at the two-night leadership camp in April at Ern Halliday Recreation Camp. The entire group participated in leadership and group bonding activities through the Department for Sport and Recreation.

The Guild used their time at the leadership camp to plan for activities that they could run in 2018. Students learnt how to submit event proposals, write budgets, use various promotion techniques and coordinate events big and small. The Guild also set up initiatives such as the student suggestion box, where ideas such as slam poetry were instigated. The major fundraising event for the year is our Sevenoaks Got Talent show. Over 100 students attended this event and we had over 10 performers. It is a show that takes a lot of planning by the student leaders and is much enjoyed by all. The Guild raised \$450 for World Vision's Rohingya appeal.

All of the Year 12 Student Guild members were invited in term two to attend a personal tour and lunch at Parliament House by Hon. Bill Johnston, MLA and Member for Cannington.



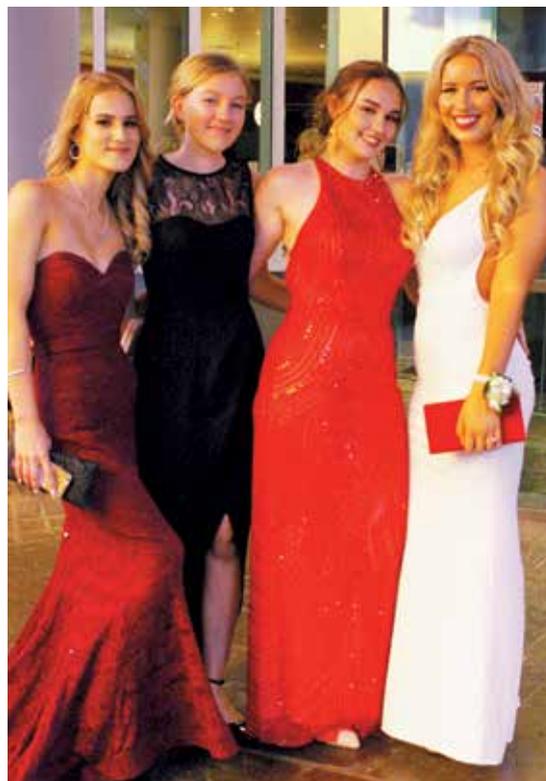
The College gave leadership opportunities to students who nominated for the Student Guild but were not elected. This year, four students decided to attend the City of Canning's inaugural youth forum entitled Illumin8. Students from around the City of Canning identified local youth issues and determined a positive youth engagement mechanism to address them; explored the concept of a dedicated youth precinct in the City; and learnt how to inspire young people to participate in their community. Our student representatives really appreciated the opportunity to get involved in their local community. Some ended up joining the City of Canning Youth Team and helped develop events such as the very successful Youth Fest.

College Events

On 23 February 2018 the annual Year 12 Sevenoaks Senior College Ball was once again held at the Novotel Langley Hotel in East Perth. The 'secret garden' theme inspired a beautiful arrangement of white table centrepieces, floral arrangements and decorations. After indulging in a delicious buffet dinner, students enjoyed a dance to celebrate the exciting night. As always, the occasion allowed a unique chance for students and staff to socialise in a more formal but still supportive and welcoming environment, typical of the Sevenoaks Senior College culture. We are proud of the impeccable appearance and behaviour of all students who attended the 2018 School Ball and hope the night remains memorable to them for years to come.

The 2018 Year 12 Presentation Ceremony was held on Saturday 3 November at the Crown Astral Ballroom. Approximately 215 students attended the event with over 600 guests, parents and staff members. Dignitaries who attended the Presentation Ceremony included: Mr Phillip Walley-Stack; Hon. Fred Chaney, AO, Sevenoaks Senior College Board Member; Hon. Bill Johnston, MLA, Member for Cannington; Hon. Steve Irons, MP, Member for Swan; Dr. Marnie O'Neill, Chair, Sevenoaks Senior College Board; Mayor Paul Ng, City of Canning; Mayor Glenn Dewhurst, City of Gosnells; Mr Steve Nickoli, Cummins South Pacific and College Board Member; and, Mr Andrew Wilson, Principal, Cannington Community Education Support Centre. Our distinguished guests joined our Principal, Dr. Kath Partridge, and Vice Principal, David Proctor, in presenting the awards.

The Ceremony was opened by a didgeridoo performance by internationally acclaimed performer and singer/songwriter, Mr Phillip Walley-Stack. The national anthem was performed by one of our very talented students, Ameera Rashidan. The prestigious College Excellence Awards were presented, comprising the Dux Award, the Outstanding Achievement Awards, the College Awards and the Course Awards. The 2018 Year 12 student cohort are congratulated on their efforts for the uplifting community spirit they have demonstrated during their final year at the College.





5.3 Aboriginal Initiatives

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

Ongoing programs include extensive support for Aboriginal students through the work of the Aboriginal Support Teacher, Mrs Kayleen Hayward, the Clontarf Football Academy, the *Sista Girlz* program and the *Aboriginal and Torres Strait Islander Mental Health First Aid Course* (AMHFA). The Clontarf Football Academy provides opportunities for students to combine their education with a football program. Students compete against other teams in a local competition and also participate in camps and excursions.

Of interest is the 2018 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 4.04 (out of a possible 5) for the item 'I feel I belong'. They also recorded a score of 4.00 for the item 'I really like to go to College each day'. Their attitude to their course teachers is very positive with students reporting that their teacher has a significant effect on their achievement and enjoyment of the learning environment (4.33). They young men in the program also believe they 'can get good results' (4.27).

Follow the Dream students reported being extremely proud of their involvement in the program, recording a mean score of 4.22 for this item, and also reported that they 'actively participate in the Follow the Dream program' (4.53) and 'feel confident with their homework and study skills' (4.53) and they are 'proud of their involvement in the Follow the Dream program' (4.53).

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 2018 two Wayne Lyon Memorial Scholarships were presented. Jia Ying Ku was awarded a scholarship for her contribution to sustainability and the environment, and Kirrilly Edgill was awarded a scholarship to support her in achieving her personal goals with her education. Two students are the recipients of these \$1000 awards annually.



6.0 Teachers: Professional Learning Community

6.1 Curtin University School Level Environment

Each year, teachers participate in the Curtin University research related to their attitude to their work. The outcomes are indicated on the table below. Teachers have responded to this data to determine strategies which will be implemented to close the gap between actual and preferred. This will continue to be a focus for 2018.

School Level Environment Survey 2018		
	Actual n=35	Preferred
Staff Collegiality	3.97	4.36
Staff Freedom	3.90	4.15
Resource Adequacy	4.44	4.73
Shared Mission	4.50	4.76
Leadership Support	3.80	4.60
Parent Involvement	2.75	4.15
Student Support	4.1	4.76
Job Satisfaction	4.21	
Self-Efficacy	4.03	
Wellbeing	3.80	

Table 15: School Level Environment Survey (Curtin University 2018)

The following graph reflects the progress of the School Level Environment since 2015. Generally, there are positive movements upwards. In 2018 staff professional development sessions will ensure opportunities to review and discuss organisational issues.

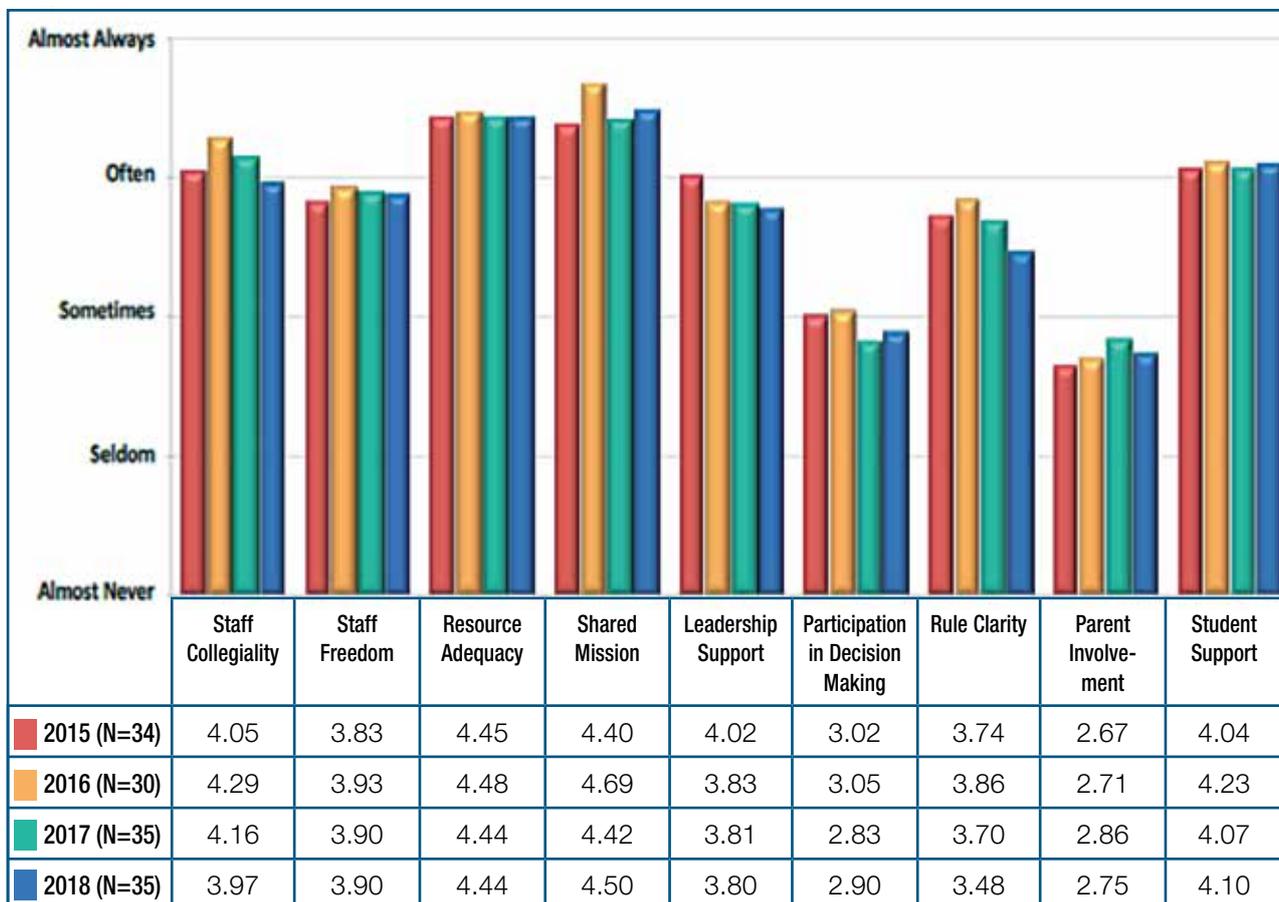


Figure 10: School Level Environment Survey 2015-2018



6.2 Professional Learning Program

All teaching staff participated in a minimum of six professional learning days. The teachers continued to implement strategies from the *Understanding Poverty* program, Tactical Teaching Reading, and Teach Like a Champion educational resource and the Sevenoaks Quality Teaching Model which is linked to the AITSL standards and the Tactical Teaching program. Monitoring and analysing student performance data continued to be an integral part of the work of teachers as they were led through the use of the School Administration and Information System (SAIS) to monitor individual student performance and course monitoring processes to manage whole of course performance. The use of cooperative learning strategies was introduced, supported by key literacy strategies. Staff also continued their knowledge of the National Curriculum and senior school courses.

The Professional Learning Institute continues to offer a suite of professional development programs and courses to staff. Some teachers at the College are pursuing their Classroom teacher level 3 and are being supported by the College Teacher Coach, Ms Jacquie Hills.

Teaching and non-teaching staff engaged in a variety of professional learning. The employment of Jacqui Hills as a teacher coach has also been integral to supporting the College Classroom Observation strategy, 'Try it out Tuesday' pedagogical professional learning sessions, and the focus in 2019 will continue to be on *Instructional Pathways* involving a variety of teaching strategies to support quality classroom practices.

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

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

Improvement strategies

During 2019 there will be continued focus on establishing sustainable Professional Learning Communities and there will be a continuation of the Collegial Classroom Observation strategy across the College, linked closely to addressing feedback from the Curtin University Classroom Climate research.

Other strategies include:

- ensuring teachers are working with the College Quality Teacher Model that links the College Business Plan, the AITSL professional teaching standards and our ongoing Curtin University of Technology research;
- implementing instructional pathway initiative that includes opportunities to participate in 'Try it out Tuesday' sessions where classroom teaching strategies are discussed and presented;
- opt in pop in collegial opportunities for teachers to attend other teachers lessons and view teaching strategies;
- ongoing Big Picture design review and reflection sessions as part of the Canning Skills program;
- implementation of the College Whole School Literacy Strategy (including Tactical Teaching Reading and Instructional Pathway sessions);
- regular Learning Area meetings;
- regular VET teacher meetings with VET Coordinator and administration to ensure VET, WPL and RTO compliance is occurring;
- continued focus on the Trade Training Centre Cummins TEC consortium learning opportunities;
- the development and implementation of enhanced pedagogical approaches in line with specific classroom teacher needs (including Classroom Observation opportunities);
- further development of literacy strategies for use in the classroom, especially to support OLNA requirements (including OLNA support classes and OLNA on-line learning resources);
- implementation of the 2019 *Harmony and Diversity* modules; and
- continuing to develop 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 2018 we employed a total of 46.30 FTE for teaching staff which included School Administrators (5) and 19.84 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 2018.

	Spent
Allocation \$6 669 560	
School Salary	\$6 468 297
Casual Relief Payments	\$139 427
Casual Payments (1346)	\$154 313
TOTAL:	\$6 762 037

Table 16: One-line budget expenditure 2018

The unspent funds of \$201 263 for school salary will be rolled over into 2019.

Opening Balance Allocation 2018	\$471 183
Revenue	\$1 276 351
Expenditure	\$1 704 592
Reserves	\$1 860 132
Suspense Account	\$18 766
\$ Tax	\$4 968
Bank Account	\$1 935 251
Carryover Funds	\$42 941

Table 17: Summary revenue and expenditure 2018

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 2018:

- \$1 100 Culture & The Arts

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 2018 there were three full fee paying students. The fees associated with these students totalled \$44 986.

7.5 Professional Learning

In total, staff engaged in 55.30 days of professional learning requiring 11.28 days relief. Expenditure on internal relief and external relief support was \$6 258 with the cost of the professional learning sessions equating to \$23 942.

7.6 Use of Facilities by External Bodies

In 2018 we raised \$18 431, compared to \$21 295 for 2017. The decrease in 2018 is as a result of a reduction in clients hiring our facilities due to the new policy of all clients requiring a Certificate of Currency. 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.

Santa's Workshop (an enterprise managed and financially supported by Outcare WA) ceased operation in December 2018.

Did we achieve our
College Business Plan 2016-2020 Targets
in 2018?





Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2018 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 meeting 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 90 per cent</p> <p>Increase the percentage of students enrolled in ATAR courses whilst gradually increasing to 66 per cent those students who achieve an ATAR above 75</p>	<p>Working towards</p> <p>Achieved</p> <p>Working towards</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>
			<p>Move the low tertile toward 33 per cent</p>	<p>Working towards</p>	
			<p>Maintain a scaled score of 4.00 for ECU Advocate Support of Studies</p>	<p>Working towards</p>	
			<p>80 per cent of Year 12 students achieve Category 3 for reading, writing and numeracy</p>	<p>Achieved</p>	
			<p>80 per cent of Year 11 students achieve Category 3 for reading, writing and numeracy</p>	<p>Working towards</p>	

Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2018 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"> Year 12 students with three or more grades at or above C 	<p>Increase the overall percentage of C grade attainment: Year 11 to 80 per cent Year 12 to 90 per cent</p>	Achieved	
	<ul style="list-style-type: none"> All workplace learning students participate in an induction 	<ul style="list-style-type: none"> 80 per cent of workplace learning students complete one unit of ADWPL 	Achieved		



Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2018 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>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>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> <p>Sista Girlz Program</p>

Teaching and Learning: Safe and Accountable Classrooms

Major Outcomes	Strategies	Performance Indicators	Targets	2018 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 trend</i> upwards 	<p>Incrementally move the <i>delivery</i> aspect rating toward the scale of 4.0</p> <p>Maintain student score above 3.5, moving toward 4.0 in Year 11 and above 4.0 in Year 12</p> <p>Incrementally move <i>attitude to subject</i> score from 3.8 toward 4.0</p> <p>Incrementally move <i>academic efficacy</i> from 3.8 to 4.0</p> <p>90 per cent of teachers participate in Collegial Classroom Observations</p> <p>All students take part in the <i>Harmony and Diversity</i> program in Advocacy</p> <p>75 per cent of Aboriginal students access the Follow the Dream tutoring on a regular basis</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Working towards</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	<p>Leading Teaching and Learning Professional Learning</p> <p>Research budget</p> <p>Curtin University research</p> <p>Edith Cowan research</p> <p>Follow the Dream Graham 'Polly' Farmer Foundation – BHP funding</p>
	<p>Harmony and Diversity</p> <p>Incorporate <i>Harmony and Diversity</i> modules into the classroom and Advocacy</p>		<ul style="list-style-type: none"> EALD cohort mean for <i>sense of belonging</i> trending upwards Qualitative feedback from ECU focus groups related to academic support and efficacy 	<p>EALD cohort mean for <i>sense of belonging</i> trending towards 4</p> <p>Qualitative data from ECU focus groups related to academic support and efficacy demonstrates that students feel supported in their studies</p>	
Student academic support programs ensure there is additional support for students to achieve success with their learning	<p>Academic Support Programs</p> <p>Year 11 Pathway to Year 12</p> <p>Year 12 University Pathway Program</p> <p>Follow the Dream</p> <p>Deadly Mathematics tutoring</p>		<p>90 per cent of Year 11 and Year 12 ATAR students participate in the Pathways programs</p> <p>90 per cent attendance of Follow the Dream students participating in the FTD tutoring</p>	<p>Achieved</p> <p>Achieved Year 12</p> <p>Working towards Year 11</p> <p>Working towards</p>	<p>Elevate Universities TAFE</p> <p>Representatives</p> <p>College teachers</p> <p>Past students</p>



Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2018 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 Students have access to either Certificate II courses or ATAR courses 	<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>	Achieved	<p>Construct a timetable which supports and reflects flexibility to deliver the next phase of curriculum reform</p> <p>Professional Learning Budget</p> <p>SCSA PD</p>
	<p>Certificate II</p> <p>Develop a range of Certificate II courses which will enable students to achieve the attainment standards of the WACE</p>		<p>All students enrolled in either ATAR, General course or Certificate II course</p>	Achieved	
Canning Skills adopts and embeds Big Picture design across all Advisories	<p>Canning Skills</p> <p>Develop the Canning Skills model to be inclusive of the minimum standards of literacy and numeracy as defined by the WACE</p>	<ul style="list-style-type: none"> All completing Canning Skills (CS) students attain the Year 10 minimum standards of literacy and numeracy – Certificate II General Education for Adults (22237VIC) 	<p>Learning programs utilise the Big Picture design which involves learning through internship opportunities, maintaining a portfolio and participating in a parent/friend/teacher/carer exhibition each year</p>	Working towards	
	<p>Big Picture university portfolio entry</p>		<p>50 per cent of completing CS students achieve the Year 10 minimum standard of literacy and numeracy Certificate II CGEA (22237VIC)</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	2018 Outcomes	Resources
Student academic support programs ensure there is additional support for students to achieve success with their learning	English and English as an Additional Language or Dialect				
	Implement whole school literacy policy	Whole school literacy strategies employed across all programs and courses in the College	A whole school literacy strategy is developed and implemented for all students	Achieved	EALD Funding from Department of Education
	OLNA support sessions and foundation class support	OLNA support strategies and discrete sessions for students who have not achieved category 3 in OLNA	80 per cent Year 12 students achieve OLNA category 3 in reading, writing and numeracy	Achieved	Appropriate professional development
		Additional English foundation classes when necessary	80 per cent Year 11 students achieve OLNA category 3 in reading, writing and numeracy	Working towards	OLNA support classes
	The Sevenoaks International Centre continues to incorporate the strategies for students: <ul style="list-style-type: none"> • in-class support • across learning area support • three year program for identified <i>stage one</i> EALD students 	EALD students have access to additional support in developing their English language skills			



Students: Every Student Counts

Major Outcomes	Strategies	Performance Indicators	Targets	2018 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 <i>WHITS</i> 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 	The <i>relationship</i> aspects be maintained above 4.0 Move the <i>social connectedness</i> scale toward 4.0 in Year 11 and 4.2 in Year 12	Achieved Working towards	Student Guild College staff Guest speakers
Students respond positively to being a member of a community	Harmony and Diversity Modules 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	<ul style="list-style-type: none"> Mean scale score of students above the critical point on the ECU <i>perceived support from Advocate</i> scale 	All Advocates receiving professional development for <i>Harmony and Diversity</i> Modules Move ECU <i>Advocate</i> scale from 3.9 to 4.1	Achieved Achieved	Professional Learning days Curtin University College Research ECU research

Teachers: Professional Learning Community

Major Outcomes	Strategies	Performance Indicators	Targets	2018 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</p> <p>90 per cent of teachers participate in Collegial Classroom Observations</p>	<p>Working towards</p> <p>Achieved</p>	<p>Research budget</p> <p>Implementation of AITSL standards through performance management</p> <p>Sevenoaks Quality Teaching Model</p>
	<p>Teachers' participation in the action research learning through Curtin University: Classroom Climate Questionnaire (CCQ)</p>				
Teachers' capacity is developed to meet the needs of the changing educational context	<p>Capacity Building</p> <p>Build teacher capacity to deliver effective strategies in the classroom to meet the needs of the emerging EALD population</p>	Teachers have access to learning to develop their current skills	Teachers participate in two in-school moderation activities each year	Achieved	<p>SCSA & College Professional Learning program</p> <p>Professional Learning budget</p> <p>Schools Curriculum and Standards Authority</p> <p>Literacy tool kit (resources)</p> <p>Department of Education budget allocations</p> <p>Training costs to up-skill teachers and maintenance of currency to deliver Certificate II qualifications</p>
	Teachers implement whole school literacy policy	Teachers participate in literacy professional learning			
	Maintain teachers' Certificate IV and vocational qualifications	Teachers participate in relevant professional learning to support VET qualifications			



Management Systems: Administration

Major Outcomes	Strategies	Performance Indicators	Targets	2018 Outcomes	Resources
The College finances are managed strategically to maximise student outcomes	Finances Effective operation of the SCFM and one-line budget Developing funding submissions to support delivery of programs Reserves maintained to deliver future needs of the College	Maintain a surplus with the one-line budget	One-line budget remains in surplus	Achieved	The finances of the College: <ul style="list-style-type: none"> • one-line budget • student fees • schools resourcing budget • external funding allocations are aligned to the priorities of the College plan
The College manages the physical resources in accordance with Department policy and processes	Facilities and Equipment Monitor the IT capacity across the College Maintain effective network capacity to deliver the business of the College Monitor general standards of facilities across the College Monitor the capacity of facilities to deliver requirements of the AQF qualifications Maintenance of depreciation schedules for replacement of equipment	IT network is maintained	1:1 student computer ratio is maintained	Achieved	
		The network is reliable and monitored for improvement	'Downtime' is less than 1 per cent	Achieved	
		Facilities committee meets regularly to monitor	Facilities are maintained at Department standards	Achieved	
The quality of the management systems supports overall strategic planning	Systems The management of systems is reviewed annually and reported on when requested	RTO audits Financial audits Curriculum audits Other compliance audits as directed	Audits receive positive findings when conducted	Achieved	
A workforce plan is in place to enable sustainability of programs delivered at the College	Workforce Planning Develop a succession plan for the period under review Maintain effective recruitment processes to ensure internal capacity of staff is maintained Develop a vocational training plan to meet the delivery requirements of the WACE standards	Seamless transition with appointment processes which enable the College programs to continue	College is fully staffed at all points of the year	Achieved	
		Specific teachers trained to deliver Certificate II courses in selected industry areas	Adequate teachers trained to enable all students access to a Certificate II course and vocational currency is maintained	Achieved	

Towards 2020

