



Sevenoaks Senior College

# ANNUAL REPORT 2019



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 2019.

All major programs are reported presenting the outcomes achieved and improvement strategies for the next phase of planning. Some of the highlights for 2019 included:

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

Certificate of Merit	Mark Espedillon
	Michelle Galvin
	Kham Liankar
	Roshielle Ocampo
	Yna Alexandria Santos
	Smriti Singh

Six students were awarded prizes and scholarships to universities in Western Australia including four scholarships to the University of Western Australia. Congratulations to Ashish, Taylah-Jay Browne, Raneen Rihan and Yna Alexandria Santos.

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

Thirty-eight ATAR students (86 per cent) who applied for university were offered placements with twenty-one General studies students also gaining entry via university preparation pathways.

A major highlight for 2019 was the introduction of a suite of BG&E Engineering scholarships for students. The scholarships form part of BG&E Engineering's Aboriginal and Torres Strait Islander Reconciliation Action Plan. Three (of four) scholarships of \$500 were awarded to Year 11 and 12 students in recognition of their impressive attendance record, strong work ethic and focused commitment to their studies and career goals. The inaugural recipients were Matthew Harris, Tenika Gazeley and Rebekah Delaney.

BG&E also provided a \$500 prize presented at the end of year presentation ceremony to Rebekah Delaney, our top Aboriginal ATAR student of 2019.

Finally, BG&E have also provided a very generous scholarship to an Aboriginal and Torres Strait Islander student who completes Year 12 and chooses to study at a recognised university or TAFE (engineering or related fields, environmental science, commerce or business administration). The value of this scholarship is \$5000 per annum for a maximum of five consecutive, successful academic years.

The College Board, Principal and staff are proud of the achievements of our students during 2019.

*DR KATH PARTRIDGE  
PRINCIPAL*



# Table of Contents

<b>2019 Sevenoaks Award Recipients</b>		<b>iv</b>
<b>1.0</b>	<b>Introduction</b>	<b>1</b>
1.1	Our Purpose	2
<b>2.0</b>	<b>Teaching and Learning: Achieving Success</b>	<b>3</b>
2.1	Western Australian Certificate of Education (WACE) Courses	3
2.2	On-line Literacy and Numeracy Assessment (OLNA)	7
2.3	Vocational Education and Training (VET)	8
2.3.1	Registered Training Organisation (RTO) programs	9
2.3.2	Auspiced programs	10
2.3.3	Outsourced programs	12
2.3.4	School based traineeships and apprenticeships	13
2.3.5	Workplace Learning – General programs	14
2.3.6	Trade Training Centre (TTC)	15
2.4	Canning Skills Big Picture Academy	19
2.5	Attendance and Retention	21
<b>3.0</b>	<b>Teaching and Learning: Safe and Accountable Classrooms</b>	<b>22</b>
3.1	Whole School Learning Environment	22
3.2	Participation and Retention Survey Data	25
3.3	ACARA School Opinion Surveys	28
3.4	Advocacy Program	29
3.5	Aboriginal Student Support	30
3.5.1	Follow the Dream	30
<b>4.0</b>	<b>Students: Pathways to the Future</b>	<b>34</b>
4.1	Graduation Rates	34
4.2	Career Counselling	34
4.3	Destination Data	35
<b>5.0</b>	<b>Students: Every Student Counts</b>	<b>36</b>
5.1	Health, Social and Emotional Support Program	36
5.2	Student Activities Program	37
5.3	Aboriginal Initiatives	41
5.4	Student Scholarship Program	41
5.5	Student Excursions	42
<b>6.0</b>	<b>Teachers: Professional Learning Community</b>	<b>44</b>
6.1	Curtin University School Level Environment	44
6.2	Professional Learning Program	45
<b>7.0</b>	<b>Internal Business Process Perspective</b>	<b>47</b>
7.1	Finances	47
7.2	Funding Submissions	48
7.3	Reserves and Lease Strategy	48
7.4	Full Fee Paying Students	48
7.5	Professional Learning	48
7.6	Use of Facilities by External Bodies	48

<b>Did we achieve our College Business Plan 2016-2020 Targets in 2019?</b>	<b>49</b>
Teaching and Learning: Achieving Success	50
Teaching and Learning: Safe and Accountable Classrooms	53
Students: Pathways to the Future	54
Students: Every Student Counts	56
Teachers: Professional Learning Community	57
Management Systems: Administration	58

### List of Figures

Figure 1	Best or second best ATAR result 2019	5
Figure 2	Comparison of state and school scaled scores 2019	5
Figure 3	Year 11 grade distribution 2019	6
Figure 4	Students' view of <i>What's Happening in this School</i> (WHITS) (Curtin University 2019)	23
Figure 5	Students' view of learning environment indicators (Curtin University 2019)	23
Figure 6	Follow the Dream enrolments 2008-2019	32
Figure 7	Follow the Dream overall student grades 2019	33
Figure 8	School Level Environment Survey 2015-2019	44

### List of Tables

Table 1	Students with an ATAR ranking 2012-2019	4
Table 2	Median ATAR 2014-2019	4
Table 3	Percentage ATAR Triciles 2014-2019	5
Table 4	RTO certificate completion rates 2019	9
Table 5	Auspiced certificate program outcomes 2019	10
Table 6	Outsourced certificate programs 2019	12
Table 7	School Based Traineeships and Apprenticeships participation numbers 2008-2019	13
Table 8	Workplace Learning outcomes 2019	14
Table 9	Intake of students into Trade Training Centre 2019	16
Table 10	Certificate II completion rates – longitudinal 2012-2019	17
Table 11	Canning Skills Big Picture Academy 2019	19
Table 12	Percentage attendance of students 2019	21
Table 13	Percentage graduation rates 2014-2019	34
Table 14	Destination of students who left during 2019	35
Table 15	List of Student Excursions 2019	42
Table 16	School Level Environment Survey (Curtin University 2019)	44
Table 17	One-line budget expenditure 2019	47
Table 18	Summary revenue and expenditure 2019	47

### List of Diagrams

Diagram 1	Vocational Education and Training Programs	8
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## 2019 Award Recipients

*Dux*

*Smriti Singh*

*Outstanding Achievement*

*Michelle Galvin*

*Cultural Navigator Award*

*Carols Fobizi*

*Positive Image Award*

*Shane Tido*

*Citizenship Award*

*Savannah Smith Watson*

*Caltex All Rounder*

*Son-Thia (Jack) Le*

*Aboriginal Achievement Award*

*Rebekah Delaney*

*School Based Traineeship Prize*

*Michaela Mort*

*Australian Super Award for Excellence in VET*

*Michaela Mort*

*Cummins Trade Training Centre VET Award*

*Nicolas Chapman*

*BG&E ATAR Aboriginal Student Award*

*Rebekah Delaney*

*Kertisha Derschaw Sports Award*

*Connor Whitely*

## 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](http://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's Strategic Directions for Public Schools 2020-2024, *Every student, every classroom, every day*.

### Links to the Strategic Directions for Public Schools 2020-2024

Improvement Driver One:	Providing every student with a pathway to a successful future
Improvement Driver Two:	Strengthening support for teaching and learning excellence in every classroom
Improvement Driver Three:	Build the capacity of our principals, our teachers and our allied professionals
Improvement Driver Four:	Support increased school autonomy within a connected and unified public school system
Improvement Driver Five:	Partner with families, communities and agencies to support the educational engagement of every student
Improvement Driver Six:	Use evidence to drive decision-making at all levels of the system.

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

- Student achievement (including OLNA) 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.

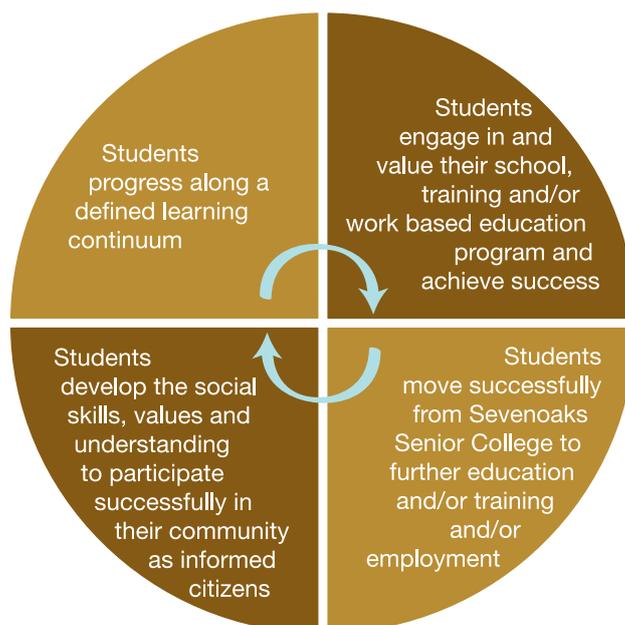


## 1.1 Our Purpose

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

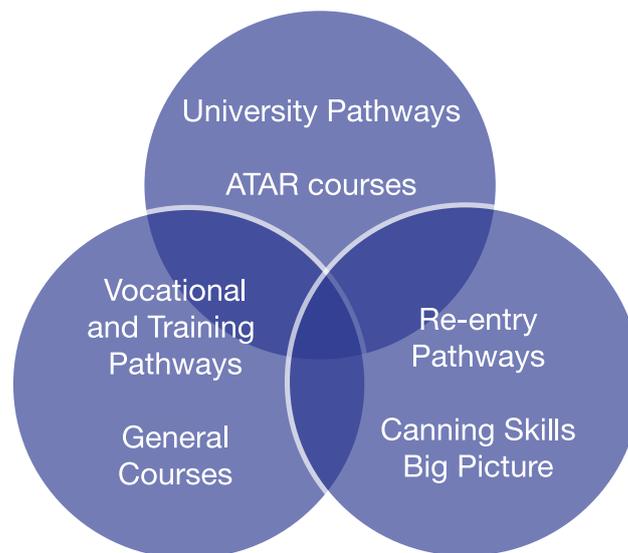
#### **All students progress satisfactorily along a defined learning continuum.**

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 2019 are outlined below.



## 2.1 Western Australian Certificate of Education (WACE) Courses

In 2019 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 2019.

### Program delivery

During 2019 there were 173 Year 12 students who participated in WACE programs. Seventy-two per cent of eligible Year 12 students achieved a WACE (125 students). Forty-four students achieved an ATAR (25 per cent) with twenty-two of these students achieving one or more scaled scores of 70. The median ATAR for the College was 71.8. The range of courses undertaken is highlighted in the following graphs and tables.



## Outcomes achieved – Year 12

The performance of the 2019 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 2012-2019. In 2019, three students achieved an ATAR above 90 with the highest being 94. Thirty-two students achieved an ATAR greater than 50. The median ATAR in 2019 was 70.35. The median ATAR Business Plan target for the College is to achieve and maintain 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
2019	44	0	3	11	10	6	6	3	5

**Table 1: Students with an ATAR ranking 2012-2019**

The median ATAR from 2014-2019 is indicated in table 2 below. The median ATAR for 2019 was 71.8.

Year	2014	2015	2016	2017	2018	2019
Median ATAR	65.10	70.70	80.45	70.35	71.9	71.8

**Table 2: Median ATAR 2014-2019**

The College median ATAR score of 71.8 for 2019 is almost identical to the 2018 median score of 71.9. Sixteen students performed above their predicated semester one ATAR.

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 92 per cent.

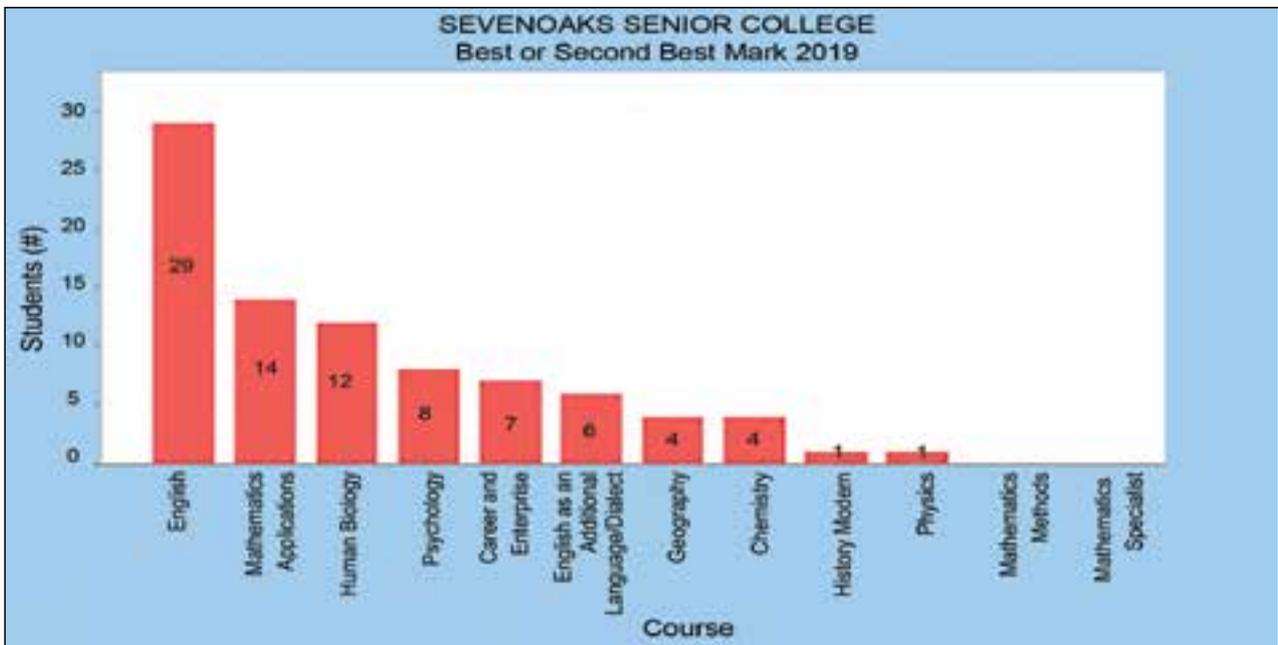


Figure 1: Best or second best ATAR result 2019

In 2019, 25 per cent (44/173) of Year 12 students participated in the WACE course examinations and were awarded an ATAR. There were twenty-two students (50 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 %	2014	2015	2016	2017	2018	2019
High (33)	11	14	27	13	14	11
Mid (33)	21	36	30	28	32	32
Low (33)	68	50	39	57	52	51

Table 3: Percentage ATAR Triciles 2014-2019

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

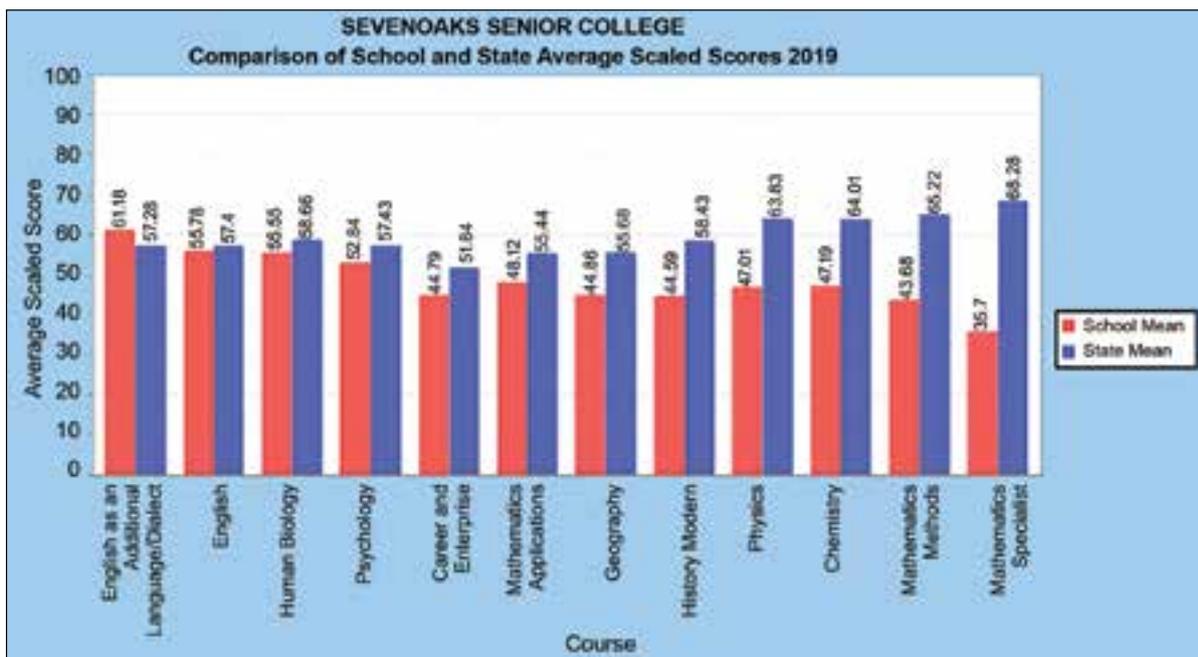


Figure 2: Comparison of state and school scaled scores 2019



Once again English as an Additional Language/Dialect achieved higher than the state average. English also performed close to the state average in 2019.

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 2020 and beyond.

## Outcomes achieved – Year 11

Year 11 students in 2019 showed improvement in achievement of A, B and C grades between Semester 1 and Semester 2. An improvement in achievement of A and B grades countered the trend from previous years where grades in Semester 2 tended to aggregate at the C level. The number of D and E grades reduced between semesters which is a consistent pattern.

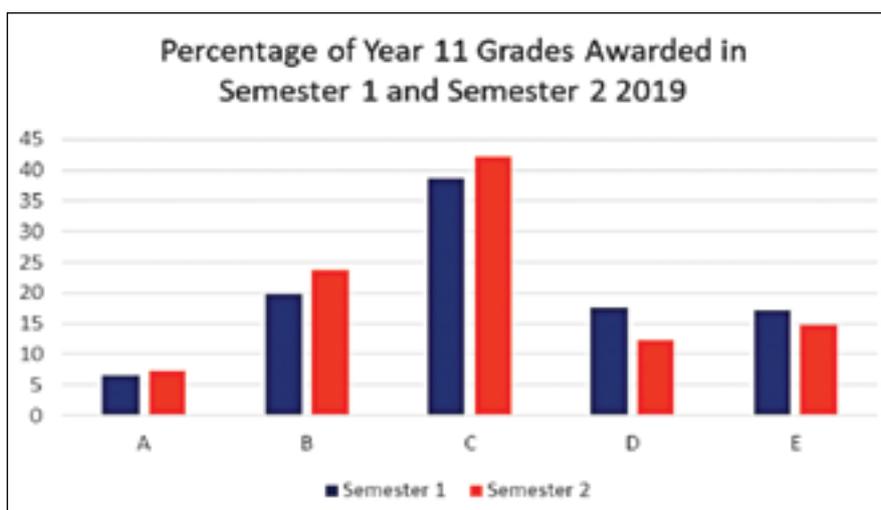


Figure 3: Year 11 grade distribution 2019

## Improvement strategies

In 2020 the following strategies will be utilised:

- Continue emphasis on the construction of assessments that extend students into the higher levels of achievement, especially within General and Foundation courses where, historically, students tend to aggregate around C grades.
- Continue emphasis on support for students with special needs and low literacy and/or numeracy, with increased professional learning for staff in this area.
- Year 11 and 12 ATAR courses will continue to develop exam-ready strategies to support higher attainment and to scaffold this between Year 11 and Year 12.
- Ongoing emphasis on the production of Course and Assessment Outlines that exemplify clear and comprehensive syllabus and assessment delivery sequences.
- Ongoing professional learning and collaborative activities with staff to evaluate and improve assessment task structure to extend formative as well as summative feedback.
- Extension of the use of explicit literacy strategies across all courses in the curriculum to build on the established Tactical Teaching Reading application.
- Ongoing promotion of explicit teaching of Reading and Writing strategies relevant to each course to support student efficacy and achievement for OLN and Externally Set Tasks (Year 12).
- Year 11 ATAR students will continue to attend the *Pathways to Year 12* program. There will be increased focus on course specific strategies and introduction to the importance of combining effective study techniques and wellbeing strategies in line with student feedback from 2019.
- Year 12 ATAR *Pathways to University* will continue to provide students with practical and effective support to prepare them for University and ATAR exams. Students continue to support the program with excellent attendance and positive feedback.

- Elevate Education sessions for ATAR students in both the Year 11 and Year 12 Pathways programs will continue. Student feedback from these sessions remains 100 per cent positive and students verbally express that these continue to be sessions that they look forward to.
- Additional OLNA preparation classes will run throughout the year to support the large number of OLNA candidates at the College.
- The use of WACE Tracker reporting by Advocates to provide immediate feedback to students about their progress was introduced in 2019 and will continue into 2020.
- Consensus and grading processes to ensure consistency of marking and evaluation of student performance against grade related descriptors rather than rigid cut-off points will continue.
- Ongoing staff participation in ATAR, OLNA and Externally Set Task marking informs teachers of state-wide standards and provides insight into the differentiation of student performance. Continuing support and encouragement will be given to Sevenoaks staff who participate in marking and they will be encouraged to apply for marking positions with SCSA.
- Several staff members are members of Curriculum Advisory Committees and this will continue to be supported.

## 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 2019 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 August 2019 (174). Eighty-seven per cent of Year 12 students who sat the OLNA achieved Category 3 in reading, ninety per cent of students achieved Category 3 in writing and eighty-three per cent achieved Category 3 in 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 254 students who sat OLNA in Year 11 in August, seventy-two per cent achieved Category 3 in reading, sixty-nine per cent achieved Category 3 in writing and seventy per cent achieved Category 3 in numeracy. The target for Year 11 OLNA Category 3 achievement is eighty per cent.

Additional English and mathematics staff conducted additional OLNA support classes leading up to the assessments in 2019. This additional OLNA staffing support will continue in 2020.

The OLNA WACE requirement has had an obvious impact on the 2019 College graduation rate which was 72.41 per cent (126 students). This is an improvement compared to the 2018 graduation rate which was 72 per cent (192 students). All teachers are working to support and help the large volume of students entering the College each year (usually 350 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 achieved Category 3 by the end of Year 11 in 2019, there will be a large number of students who will need to sit the March 2020 OLNA once they move into Year 12.

New software was purchased in 2019 to support student learning. OLNA WA software and licence were purchased for all of the computers in the College allowing students to access the support program from any computer in the library and classrooms across the College. The new software provides very specific OLNA questions across numeracy, reading and writing. Students all received an OLNA WA log-on that also allowed them to access the tasks on their own device in any location. It is hoped that this new software has helped those students that chose to engage with the program.



## 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.

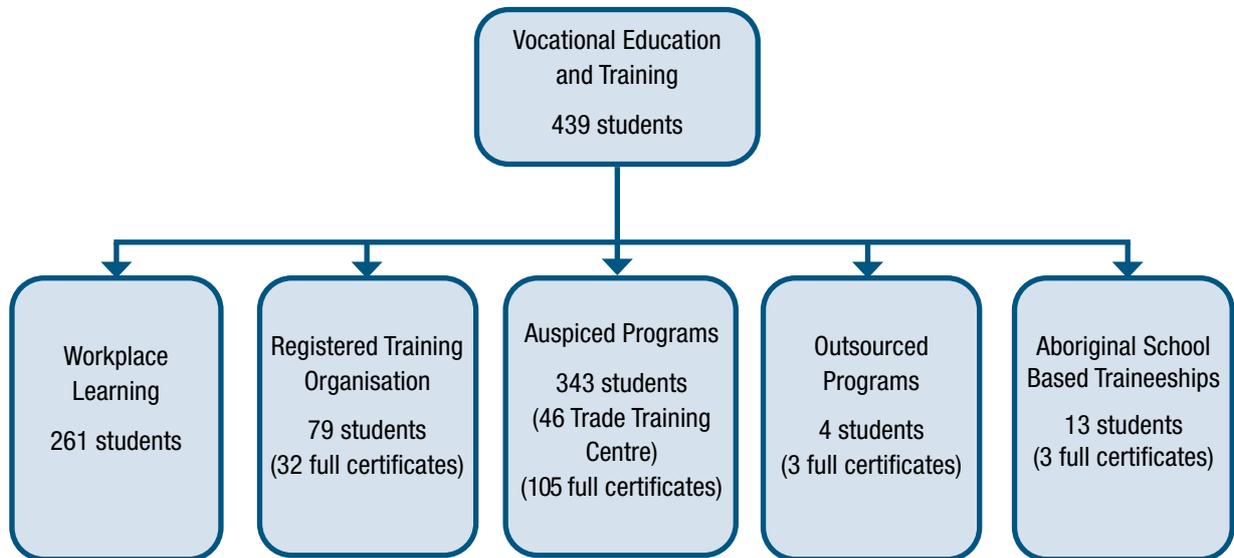


Diagram 1: Vocational Education and Training Programs

In 2019, there was a focus on the successful introduction of new partnerships between Registered Training Organisations and Sevenoaks Senior College, the induction of new staff and the continued implementation of the *Standards for Registered Training Organisations 2015*.

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

The Sevenoaks Senior College Business Plan aimed for an incremental increase in achievement of Certificate II or above to 80 per cent. In 2019 the College achieved an overall VET completion rate contributing towards attainment of 93 per cent for the full Certificate II or higher.



### 2.3.1 Registered Training Organisation (RTO) programs

This is the thirteenth 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 2019 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 2018 (+ or -)
	Total	Total	Total	%	%
BSB20115 Certificate II in Business	47	32	32	100	+2

**Table 4: RTO certificate completion rates 2019**

The overall completion rate of the full certificate program was 100 per cent. This is a very pleasing result with students fully embracing the opportunity to complete training qualifications in their school setting.

In 2019 students completed the VET Student Satisfaction Survey. Feedback was once again very positive. Students were asked about:

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

All questions had:

- a minimum of 71.43 per cent of responses indicating either high or good (or not applicable), and
- a minimum of 95.24 per cent of responses indicating satisfactory or above (or not applicable).
- 93.02 per cent of respondents indicating they believe 'participating in the certificate has been worthwhile'.

#### Improvement strategies

- Implement and support the new five-year Validation Plan.



## 2.3.2 Auspiced programs

During 2019, Sevenoaks had auspicings arrangements with North Metropolitan TAFE, South Metropolitan TAFE, COSAMP, Australian YMCA Institute of Education and Training, Skills Strategies International and Hospitality Group Training (WA) Inc. This enabled programs to be delivered on-site for students.

### Program delivery

In 2019, the two Certificates of General Education for Adults (CGEA) and FSK20113 Certificate II in Skills for Work and Vocational Pathways were delivered as stand-alone certificates. Previously, all three certificates were delivered over one year within the Canning Skills Big Picture program. This year the certificates were transitioned to a two-year delivery.

In 2019 the first group of Year 12 students successfully completed the SIS20115 Certificate II in Sport and Recreation.

Post audit the Registered Training Organisation Australian YMCA Institute of Education and Training RTO3979 made the decision to close. Sevenoaks Senior College worked closely with the YMCA to support students to complete their assessments prior to closure.

### Outcomes achieved

Model	Certificate	Enrolment		Completion Rates		
		Partial	Full	% completions of full enrolments		change since 2018 (+ or -)
		Total	Total	Total	per cent	
North Metropolitan TAFE RTO52786	CUA20715 Certificate II in Visual Arts	23	20	18	90	-5
South Metropolitan TAFE RTO52787	AUR20716 Certificate II in Automotive Vocational Preparation	23	5	3	60	-23
South Metropolitan TAFE RTO52787	22236VIC Certificate I in CGEA	31	0	0	0	N/A
South Metropolitan TAFE RTO52787	22237VIC Certificate II in CGEA	38	0	0	0	N/A
South Metropolitan TAFE RTO52787	MEM20413 Certificate II in Engineering Pathways	13	5	4	80	0
Hospitality Group Training (WA) Inc RTO0386	SIT20316 Certificate II in Hospitality	34	30	27	90	-7
Australian YMCA Institute of Education and Training RTO3979	ICT20115 Certificate II in Information and Digital Media Technology	19	23	22	95	13
Australian YMCA Institute of Education and Training RTO3979	SIS20115 Certificate II in Sport and Recreation	20	14	14	100	N/A
Skills Strategies International RTO2401	FSK20113 Certificate II in Skills for Work and Vocational Pathways	27	0	0	0	N/A
COSAMP RTO41549	CUA20615 Certificate II in Music Industry	10	8	8	100	0

Table 5: Auspiced certificate program outcomes 2019

The overall completion rate of the nine full certificate programs (including Certificates I and II CGEA) was 91.0 per cent. This was an increase of 3 per cent from 2018.

In 2019 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:

- a minimum of 73.99 per cent of responses indicating either high or good (or not applicable), and
- a minimum of 93.64 per cent of responses indicating satisfactory or above (or not applicable).
- 90.96 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.
- Continue the support of the new BSB30115 Certificate III in Business as students complete their certificates in Year 12.





### 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 % completions of full enrolments	
		Partial	Full	Total	per cent
		Total	Total		
South Metropolitan TAFE RTO52787	MST20616 Certificate II in Applied Fashion Design and Technology		1	0	0
North Metropolitan TAFE RTO52786	BSB31015 Certificate III in Business Administration		1	1	100
North Metropolitan TAFE RTO52786	CHC22015 Certificate II in Community Services		1	1	100
North Metropolitan TAFE RTO52786	ICT20115 Certificate II in Information, Digital Media and Technology	1	0	0	N/A

Table 6: Outsourced certificate programs 2019

The overall completion rate of the four full certificate programs was 66.6 per cent.

#### Improvement strategies

- Refine the implementation of 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 2019 thirteen students participated in a School Based Traineeship. Three 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
2019	13	0	0

Table 7: School Based Traineeships and Apprenticeships participation numbers 2008-2019

Of the three potential completions in 2019, all three Year 12 students completed their School Based Traineeships.

#### Improvement strategies

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

#### Overall Improvement strategies

- 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.
- Support the implementation of new certificates and introduction of new partnerships with Registered Training Organisations.



### 2.3.5 Workplace Learning – General programs

In 2019 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 of the respective student groups.

#### Program delivery

In 2019 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 decreased by 52 students from 2018 to 2019 with an increased achievement rate of 9%.

All placements were managed within the College during 2019. 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 more than 110 hours and will use the excess hours as credit in Year 12.

In 2019 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 the College to complete their program in Year 12.

2019 was a year of major change in workplace learning with the introduction of the updated Workplace Learning Public School Procedures which were effective from 1 January 2019. These procedures initiated a significant increase in the level of mandated duty of care requirements and documentation.

#### Outcomes achieved

Year	Participants	Achieved course requirements	% achievement	Change since 2018 (+ or -)
Year 11	114	79	69	+5
Year 12	95	90	94	+6

Table 8: Workplace Learning outcomes 2019

#### Improvement strategies

- Refine implementation of the Workplace Learning Public School Procedures which are effective from 1 January 2019.
- Trial one zone per week classes at the start of semesters one and two in mainstream workplace learning.

### 2.3.6 Trade Training Centre (TTC)

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

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

In 2019, thirty-eight Year 11 and eleven Year 12 students were enrolled. In total, forty-nine students were given places at different stages, and a number of factors influenced the final numbers at the end of the year (see table 9).

2019 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 fourteen students across the year. It is anticipated that ten of these students will enrol as Year 11 students at the Trade Training Centre in 2020.

#### 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 this program.

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

In 2019, the partnership between the College and the consortium of employers has continued to grow. Through this partnership, work placement opportunities were made available to all of the Year 12 students and several of the Year 11 students. In 2019 the prestigious Cummins International achievement trophy was awarded to Nick Chapman for his efforts on work placements in the automotive industry.





	Year 10 Taster	Year 11	Year 12	Total
Automotive	14 students on average over the year	25 students enrolled in the Trade Training Centre program at the start of the year as Year 11 Automotive students. Of those: • 24 enrolled the first year of the AUR20716 Certificate II in Automotive Vocational Preparation. • 1 student completed the full certificate in one year due to credit transfer for prior studies. • 14 completed the requirements of Year 11 and will transition into Year 12 as TTC Cert II Automotive students in 2019. • 1 has left to undertake an apprenticeship • 3 students are continuing their studies as Year 11 students in 2019. • 2 left the Trade Training Centre program but remained at the college. • 3 students have left to seek employment • 2 students referred on to participation for review.	4 students enrolled in the Trade Training Centre program at the start of the year as Year 12 students. Of those: • 2 completed the requirements of the AUR20716 Certificate II in Automotive Vocational Preparation and gained the qualification. • 2 did not achieve the certificate. Of those: • 1 achieved WACE and Certificate II. • 1 gained a WASSA that included a Certificate II. • 1 student achieved WASSA only. • 1 student achieved WASSA and was referred on to participation.	
Metal		13 students enrolled in the Trade Training Centre program during the year as Metals students. Of those: • 13 enrolled the first year of the MEM20413 Certificate II in Engineering Pathways. • 3 completed the requirements of Year 11 and will transition into Year 12 as TTC Cert II Metals students in 2020. • 1 has left to undertake a mechanical fitting apprenticeship. • 1 student is continuing studies as a year 11 student in 2020. • 3 left the Trade Training Centre program, but remained at the college. • 1 left mid-year to go into a TAFE course. • 4 students referred on to participation for review.	7 students enrolled in the Trade Training Centre program at the start of the year as Year 12 students. Of those: • 4 completed the requirements of the MEM20413 Certificate II in Engineering Pathways and gained the qualification. • 2 did not re-enrol in the certificate as they moved into Apprenticeships. • 1 did not achieve the certificate. • 3 achieved WACE and completed the full Certificate II course. • 1 gained a WASSA that included a full Certificate II. • 1 gained a WASSA and no Certificate II due to attendance issues.	
Total	14	38	11	63
<b>Demographics</b>				
Aboriginal	1	8	0	9
EAL/D	2	8	5	15
<b>Left the Trade Training Centre program during 2019</b>				
Mainstream		4	0	4
Canning Skills Big Picture programs		1	0	1
Participation or other		6	1	7
Apprenticeship or employment		2	2	4
Total		13	3	16
<b>Final figures</b>				
Completed certificate course outside of TTC			0	0
Completed Certificate II TTC			6	6
Achieved WACE in Year 12			4	4

Table 9: Intake of students into Trade Training Centre 2019

## Outcomes achieved

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

- Four of the eleven Year 12 students that enrolled at the start of 2019 achieved a WACE and a Certificate II in their chosen vocation.
- Two of the remaining students achieved a WASSA that included a Certificate II.
- 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 2019, two of our Year 11 students gained an apprenticeship at the end of Year 11 and two of our Year 12 students secured apprenticeships at the beginning of the year.

	2012		2013		2014		2015		2016		2017		2018		2019	
	Enrolled	Completed														
Auto	6	6	15	15	7	7	14	12	5	2	7	7	12	10	4	2
Metal	5	1	11	9	11	6	12	6	6	5	8	7	5	4	5	4
Total	11	7	26	24	18	13	26	19	11	7	15	14	17	14	9	6
Per cent		64		92		72		73		64		93		82		67
Cumulative total	11	7	37	31	55	44	81	63	92	70	107	84	124	98	133	104
Cumulative Per cent		64		84		80		78		76		79		79		78

**Table 10: Certificate II completion rates – longitudinal 2012-2019**

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





## Improvement strategies

- **Timetabling:** OLNAs specific classes to be timetabled into the weekly classes for 2020 to assist the growing ESL population and other required areas. There will also be timetabled Workplace Learning and sporting classes.
- **Programming:** The Trade Mathematics program introduced into the Trade Training Centre curriculum in 2017 continues to provide positive results. Mapping will now be initiated to accommodate OLNAs requirements and assessment across the Foundations and Essentials Mathematics areas.
- 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.
- **Suitability to a Trade Training Certificate Course:** We will continue to place a high importance on identifying literacy and numeracy gaps prior to enrolment into a certificate course. This information will be a starting point for consideration and will assist in identifying the students with the potential to leave the program prematurely when they find various aspects of the curriculum too difficult. This will ensure that appropriate supports and strategies are put in place to aid in student retention. A four-week induction program will be introduced to highlight any areas where skills are lacking and to also gauge whether a student has the aptitude for the course they have chosen. Counselling centred around the best pathway for an individual student can then be undertaken as required.
- **Attendance:** Rates will continue to be closely monitored and timely parental contact will remain a priority. Regular attendance is seen to go hand in hand with being successful in a Trade Training Centre program.
- **Workshop:** Real project-based tasks will continue to be sought from our employers in 2020. This gives the skills delivered in the certificate courses more relevance and meaning.
- **Workplace Learning:** The Year 11 student cohort in 2020 will be required to complete Workplace Learning (minimum 110 hours) when participating in either of the certificate courses. 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.
- **Parental and Industry Links:** After the successes of 2019, the Trade Training Centre staff will continue to independently develop and maintain strong, sustainable partnerships with parents and industry employers. This ensures that our parents are kept informed in both the positive and negative aspects of their children's education and is a way of bolstering the students' access to quality work placements and potential employment or training pathways. A renewed focus will be placed on Trade Training Centre excursions to the workplaces of our industry partners.
- **Stronger links to the English Learning Area:** Trade Training Centre staff and English teachers will explore opportunities for cross-curricular approaches to some classroom tasks.



## 2.4 Canning Skills Big Picture Academy

Canning Skills is a two-year re-engagement program for at risk 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. In 2019 the trend continued for students entering the program with very low levels of literacy and numeracy across the three advisories. Further to this it was noted that a large number of students had trauma-affected backgrounds and/or impoverished home lives.

All Canning Skills students in 2019 had issues accessing educative opportunities at their previous schools which included low attendance, anxiety and mental health barriers. The learning design at the Big Picture Academy at Sevenoaks supports our students through personalisation and guidance. We aim to give our students access to an education that is relevant and interesting to each individual, using passion and interest as a foundation for learning. We continue to support and build on literacy and numeracy skills through the delivery of Certificates I and II in General Education for Adults and Certificate II in Skills for Work and Vocational Pathways. There is also an opportunity for students to access Workplace Learning.

In 2019 sixty-one students were enrolled across three 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 and Certificate II in Skills for Work and Vocational Pathways.

While the measures of success are linked to the College Business Plan, 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, and moderation and validation processes with our Registered Training Organisations (South Metropolitan TAFE and Skills Strategy International).

Attendance		
62 enrolled	3 students enrolled but never attended 33 students remained engaged until the end of the year: <ul style="list-style-type: none"> <li>• 29 achieved their Individual Learning Programs for 2019 (some exiting the program before the end of the year)</li> <li>• 15 students were referred to participation throughout the year</li> <li>• 2 students left for employment</li> <li>• 7 left for other educational opportunities including TAFE</li> <li>• 2 students are not included in our final figures due to significant events.</li> </ul>	Target: 50% Actual: 60%
Program Achievement		
22236VIC Certificate I in General Education for Adults	0	Full Certificate Target: 50%  Actual: N/A in 2019
22237VIC Certificate II in General Education for Adults	0	
20113 Certificate II in Foundation Skills for Work	0	
ASBT Traineeship	0	
* Due to a transition to a two-year course no students were at the stage of completing Certificate I and II CGEA and Certificate II FSK		

**Table 11: Canning Skills Big Picture Academy 2019**

Student work exhibitions are a requirement of Big Picture learning design and add another level of accountability for students and staff. Students in 2019 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 understanding and knowledge about a special interest, as well as present their school work with a select group of interested people. All students completed at least one exhibition this year supported by a family member or carer.



## Improvement Strategies

- Learning through Internship (LTI) is a major element of the Big Picture learning design. In 2020 we will continue to build resilience and work readiness, dedicating one day each week to a variety of workplace preparation activities. This will include a formal workplace induction, interest exploration activities, guest speakers and opportunities to visit local workplaces. All students will be encouraged to participate in shadow days and/or internships opportunities when ready. Workplace anthologies will be created. The focus in 2020 will be to encourage real and authentic learning and relationships with mentors and to transition students to work or further education.
- In 2020 staff members will continue to work collaboratively to foster a supportive and flexible team environment. Regular meetings will be held each week and minutes recorded. Resources will be developed and shared centrally and reviewed regularly.
- Advisory staff will build the Big Picture pedagogy and work closely with our Big Picture coach. 2020 will see a new focus on data collection and programming to support the Graduate Portfolio for all students in 2020.
- In 2020 we will continue to improve our relationships with all stakeholders, in particular our Aboriginal families. Some strategies will include off-site activities, involvement of our Aboriginal staff on-site and timetabled Advocacy sessions for both male and female Aboriginal students. Big Picture Exhibitions will be scheduled each semester and members of the student's learning team will be encouraged to attend.
- In 2020 we will improve our Canning Skills formal student mid-year report.
- Canning Skills will continue to cater for at-risk students and offer Certificate I (22472VIC) and Certificate II in General Education (22473VIC) working more closely with our new RTO Communicare.
- An updated version of Certificate II in Skills for Work and Vocational Pathways (FSK20119) will see a renewed focus on employability skills, work readiness, financial and workplace literacy and being part of a community.
- Advisory staff will liaise with youth workers to ensure students continue to have access to a variety of additional support programs to develop social, emotional 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 2019 the Student Services Coordinator and the Vice Principal continued to work on strategies for students whose attendance had 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, and those who achieve 100 per cent attendance have the opportunity to be selected for special reward prizes.

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 2019 overall student attendance as measured at the end of semester one was 78 per cent, a slight increase from 2018 (76 per cent). However, across the year, there was a pleasing increase in attendance by both the Year 11 and Year 12 cohort. As indicated in the table below, compared to the State, student attendance can still improve. Given the demographics of the student cohort, the range of programs and students' increased use of the College's 24-hour on-line curriculum platform, this result is not unexpected; however staff and administration understand the need to increase student attendance in all programs. This continues to be a key message given to students at every opportunity. The table below provides information relating to student attendance. A significant attendance shift was noted in the Canning Skills Big Picture program where student attendance improved from 47 per cent in 2018 to 67 per cent in 2019.

	Year 11	Year 12	Non-Aboriginal	Aboriginal
School	72%	81%	76%	60%
State	87%	88%		

Table 12: Percentage attendance of students 2019

### Improvement strategies

- Continue the 'Stay on Campus' program during terms one to three.
- 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 to support attendance with a timetable structure in 2020 that limits double zones for non-VET courses.
- Continue to engage and make regular contact with parents and carers regarding 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.
- Introduction of a full-time on-site Deadly Sista Girlz Coordinator to work specifically with our Aboriginal young women (supporting our Aboriginal teacher, Kayleen Hayward).
- Continue to ensure Follow the Dream tutoring and Clontarf football mentors are on-site and available to support our Aboriginal students.



## 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 *Harmony and Diversity* 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.



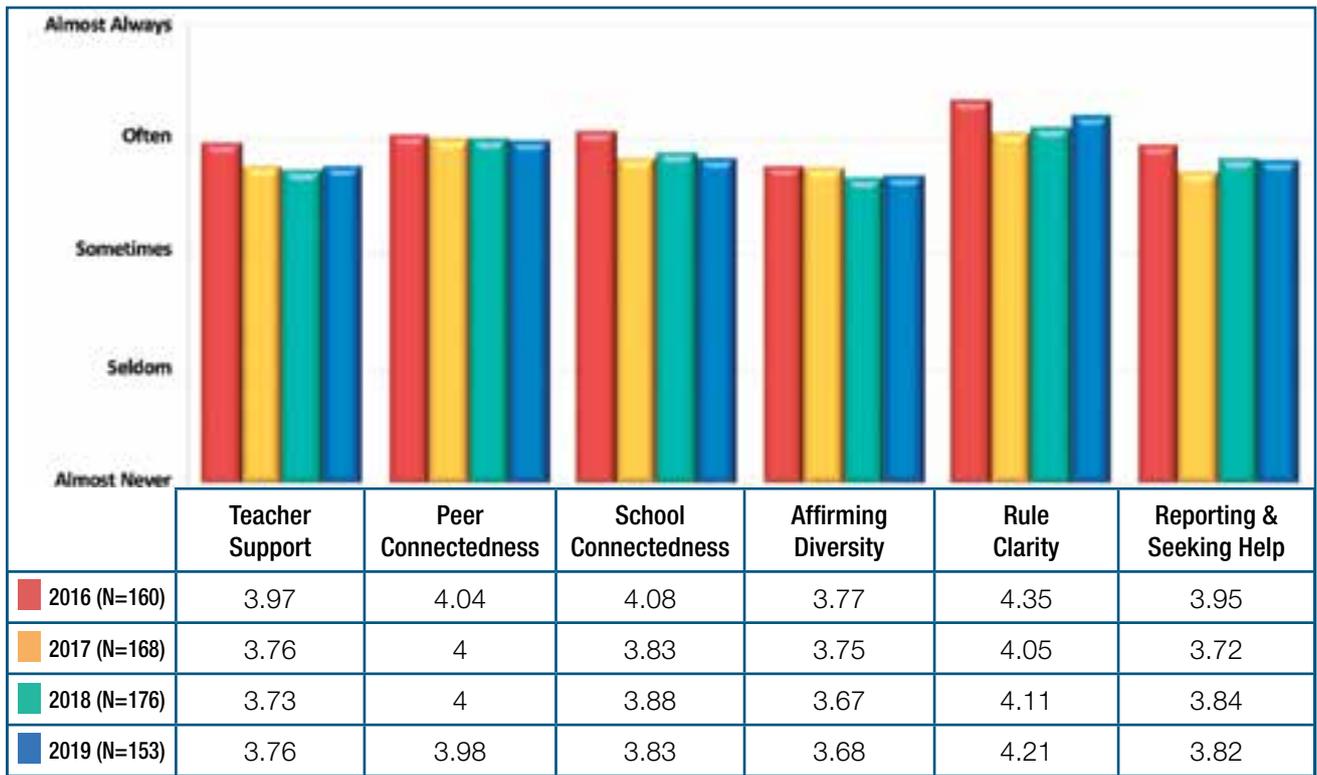


Figure 4: Students' view of *What's Happening in this School* (WHITS) (Curtin University 2019)

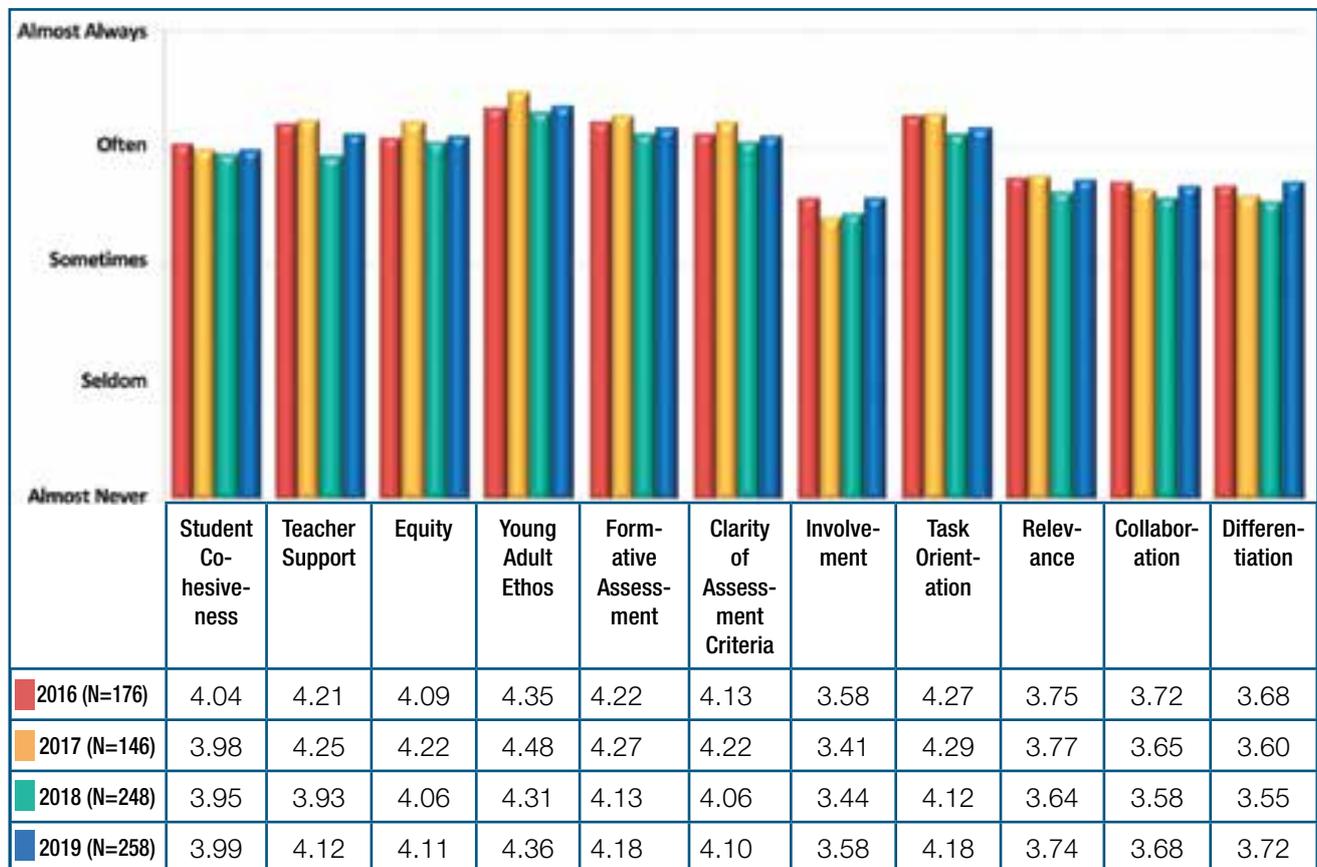


Figure 5: Students' view of learning environment indicators (Curtin University 2019)



## 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.
- Continue to implement the *Harmony and Diversity* student modules (new title in 2020 is *Being a Young Adult*), designed to educate students and inform them about a number of topics including racism, religion, appropriate use of social media, diversity, disability and democracy.



## 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 2019 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 cohorts felt prepared for their future in terms of their ability to collaborate, to solve problems and to be open-minded. The mean score increased for all groups between semester one and semester two. In addition, there was an increase in students' perception that the College had prepared them to be leaders across all student groups. This is a significant change from 2018 where students felt they were not prepared to take on leadership roles. The increase was seen in both Year 11 surveys (semester one = 3.48/5.00, semester two = 3.66/5.00).

Overall students studying General courses, in the Canning Skills Big Picture Program, the Clontarf Football program and the Follow the Dream Aboriginal tutoring program had the greatest increase in their preparedness for the future across the two semester one and two surveys (> .15). The largest change was seen in the Follow the Dream students, with a mean increase of .38 and almost all scores above 4.00/5.00 in the semester two survey.

The Trade Training Centre students maintained their high scores for future preparedness (4.00/5.00), while English as an Additional Language/Dialect students felt less prepared in semester two than they did in semester one.

Open-mindedness scored consistently well across all groups of students but was particularly strong for Follow the Dream students (4.25/5.00), as well as ATAR (4.10/5.00) and football students (4.00/5.00).

The survey investigated students' perceptions of attendance patterns. Consequently, students responded to items about the importance and feasibility of regular school attendance. It is evident from the data that students at the College want to attend school and are overcoming most challenges that impact on consistent attendance. The importance of attendance rated consistently highly across all groups (most means >4.00/5.00). However, attendance in the second half of the year was more challenging, with all scores decreasing at semester two survey. Tiredness was the most common reason for inattendance, and this reason was the most common amongst Year 12 students (3.49/5.00 in semester one and 3.46/5.00 in semester two), native English speakers (3.47/5.00 in semester one and 3.45/5.00 in semester two), Australian born students (3.48/5.00 in semester one and 3.40/5.00 in semester two) and students who identify as Aboriginal (3.29/5.00 in semester one and 3.13/5.00 in semester two). This challenge remained throughout the 2019 school year.

Students in Canning Skills Big Picture (semester two data 4.24/5.00) and Follow the Dream (semester two data 4.34/5.00) rated most highly in terms of understanding the importance of regular attendance. It is not unexpected to see that fatigue becomes a greater challenge for students in the latter part of the school year; however it is positive that students perceive the importance of regular attendance and actively want to come to school.

Analysis was undertaken to explore students' perception of themselves as successful learners in relation to their peers. This analysis provides insights into student efficacy and confidence. It is positive to see that both Year 11 and Year 12 cohorts felt more positive about their past successes by the end of the year than they did at the start, with score for the answer 'in the past year I feel I did not do as well as most' decreasing from 24 per cent to 20 per cent for Year 11 students and from 21 per cent to 12 per cent for Year 12 students. There was minimal difference between semester one survey to semester two survey for Year 11 students in terms of outperforming other students, with 47 per cent of students indicating they performed 'a little bit better than most' or 'a lot better than most' in semester one survey compared to 46 per cent in semester two survey. However, more Year 12 students felt they performed better by the end of Year 12, with responses in the two categories increasing from 46 per cent to 51 per cent over the 2019 school year.



It was encouraging to note male students becoming more confident in their studies over the year, decreasing the frequency of responses of 'not as well as most' from 24 per cent to 18 per cent and increasing in all other categories. Female students had a similar trend with less students selecting 'not as well as most' (from 28 per cent in semester one to 32 per cent in semester two) and 'a little bit better than most' (36 per cent in semester one to 37 per cent in semester two). Students with refugee status were the only group to increase perceptions that they perform more poorly than their peers (14 per cent in semester one to 17 per cent in semester two).

Most students felt their performance in relation to their peers improved over the year. This was most evident in the Trade Training and Canning Skills Big Picture programs, with differences in percentages for 'not as well as most' falling by approximately 15 per cent for Trade Training (37 per cent in semester one to 22 per cent in semester two) and 27 per cent for Canning Skills (80 per cent in semester one to 53 per cent in semester two). Scores in this category also decreased for General course students, the Clontarf Football program and Follow the Dream Aboriginal student tutoring program.

It was evident that students across all year groups consider that they maintain high social connectedness during their time at Sevenoaks Senior College. Social connectedness generally increased throughout the year, with students born outside Australia having the same mean score in semester one and semester two. It was also evident that a sense of belonging at the College increased for Year 11 students as the year progressed and this is very pleasing for a cohort adjusting to a new school environment. The survey data suggests students feel their sense of support from teachers and peers remained similar across the year. All scores for Year 11 students were well above the critical cut-off point of 3.50/5.00.

It is interesting to note that support increased from Year 11 to Year 12, with Year 12 students consistently reporting strong at-school support throughout 2019. Year 12 students' sense of belonging decreased at semester one survey point but improved greatly (semester one 3.64/5.00 and semester two 3.82/5.00) by the end of the school year. It is likely that the semester one Year 12 scores were lower as students adjusted to the demands of Year 12, including settling into their new classes and gaining confidence with their school work as the Year 12 academic scale also improved throughout the year. This data was supported by interviews with focus groups of students (Year 11 and Year 12) where students spoke about the challenges of settling into Year 12 and the realisation that there was only one year left of their education at college. Academic engagement was a higher priority for Year 12 students at the beginning of the year, and by the end of the year students reflected on how the College had provided a positive setting for their Year 12 studies.

It was also positive to note that the two student groups who had belonging scores below 3.50/5.00 at semester one survey point felt a much greater sense of belonging by the end of the year. Students born in Australia had a score of 3.49/5.00 in survey one but this increased to 3.69/5.00 by the end of the year; similarly, students who identified as Aboriginal or Torres Strait Islander had a score of 3.46/5.00 at semester one survey point and this greatly increased to 3.78/5.00 at semester two survey point. Overall the most socially connected students are those who speak languages other than English at home (3.93/5.00), are born outside Australia (3.93/5.00) and have refugee status (3.98/5.00).



## 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 Advocate teachers are working closely with the students in their Advocacy group and are identifying issues that can be addressed at the College to ensure students engage and participate in their schooling.
- 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 *Being a Young Adult* 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 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 July. 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* 4.8
- *Teachers at this school provide my child with useful feedback about his or her school work* 4.6
- *Teachers at this school treat students fairly* 4.6
- *The school is well maintained* 4.7
- *My child feels safe at this school* 4.8
- *My child likes being at this school* 4.8
- *Student behaviour is well managed at this school* 4.4
- *My child is making good progress at this school* 4.6
- *My child's teachers are good teachers* 4.8
- *This school is well led* 4.6
- *I would recommend this school to others* 4.8
- *Teachers at this school care about my child* 4.8

In September the ACARA School Survey was also completed by 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* 4.3
- *My teachers provide me with useful feedback about my school* 4.1
- *Teachers at my school treat students fairly* 4.1
- *My school is well maintained* 4.0
- *I feel safe at my school* 4.1
- *I can talk to my teachers about my concerns* 3.7
- *Student behaviour is well managed at my school* 3.7
- *I like being at my school* 3.8
- *My school looks for ways to improve* 4.0
- *My school takes students' opinions seriously* 4.0
- *My teacher motivates me to learn* 4.1
- *My school gives me opportunities to do interesting things* 4.1
- *My teachers are good teachers* 4.3
- *My teachers care about me* 4.2

## 3.4 Advocacy Program

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

### Program delivery

Teachers have a role as an Advocate for students during their time at Sevenoaks and are responsible for monitoring academic progress, goal setting and students' social and emotional wellbeing. 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 2019. 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 2019, 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 2019 enrolment of Aboriginal students was sixty. 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*
- *Focus 2020*
- *National Aboriginal and Torres Strait Islander Education Strategy*
- *Sevenoaks Senior College Aboriginal Education Plan 2019-2020.*

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 2019, 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
- Year 10 transition
- student leadership opportunities.

With these targeted initiatives in place, the outcomes for 2019 have been pleasing in spite of students experiencing numerous obstacles along their journeys. Year 12 Follow the Dream students achieved 100% WACE graduation. The Closing the Gap Strategy Year 12 attainment target is to halve the gap for Indigenous Australians aged 20-24 in Year 12 attainment or equivalent attainment rates by 2020. It is clear that the Follow the Dream program has certainly impacted this target.

Follow the Dream Year 12 student Rebekah Delaney won both the Aboriginal Achievement Award and the new BG&E ATAR Aboriginal Student Award. During her time at Sevenoaks, Rebekah has demonstrated a committed work ethic and was the highest achieving Aboriginal student studying an ATAR course. Rebekah has applied to study a Bachelor of Law and Environmental Science Degree at the University of Western Australia. She is also the recipient of a cadetship with UGL through Career Trackers.

The following is an overview of program enrolment and results.



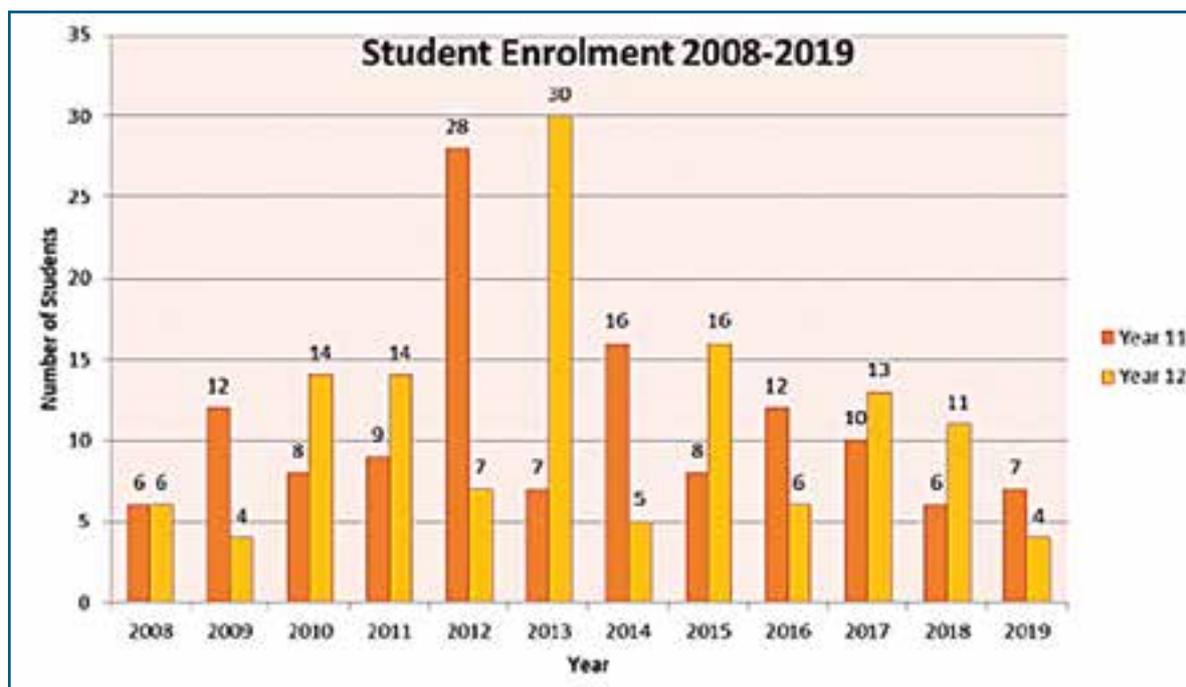


Figure 6: Follow the Dream enrolments 2008-2019

### Follow the Dream Year 12 Post School Destinations

In 2019 four Follow the Dream students completed Year 12. One student has applied for direct entry to university and another has applied to university via alternative entry. Two students have applied to TAFE to continue their education in 2020. One student has applied to study a Certificate II in Business and the other to study a Certificate II in Sport and Recreation.

### Targeted initiatives for 2020

- Continue to work within the Aboriginal Cultural Standards Framework document which is aligned with the Australian Professional Standards 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.
- Aim for Follow the Dream students to achieve A, B and C grades.
- Aim for all Follow the Dream students to achieve OLNA.
- Aim for all Follow the Dream students to reach the attendance target of 90 per cent.
- 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.
- Increase the participation and achievement of Follow the Dream students in STEM with the establishment of a Follow the Dream STEM Academy.

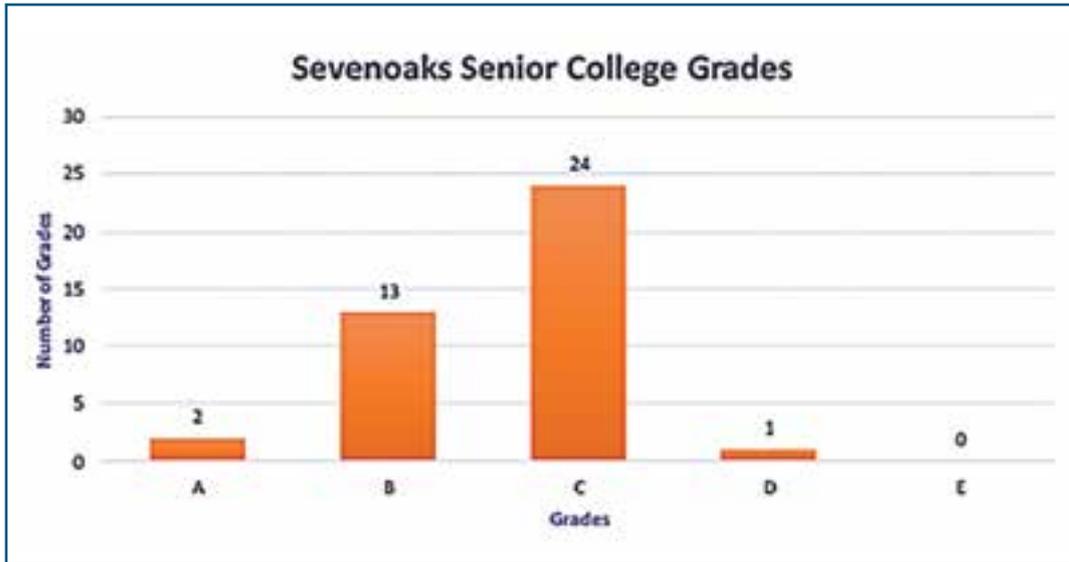


Figure 7: Follow the Dream overall student grades 2019





## 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 2019, there were 488 enrolments: 301 Year 11 and 185 Year 12 students. The College enrolment of Aboriginal students was 60 (12 per cent).

The following section outlines the destinations of our students during 2019.

### 4.1 WACE Achievement

The WACE achievement rate for 2019 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	2014	2015	2016	2017	2018	2019
Graduation Rates Per cent	96.0	98.0	77.4	64.0	72.0	72.4

Table 13: Percentage graduation rates 2014-2019

Forty-four students participated in the WACE and 129 students participated in a VET program (126 students achieving a complete certificate).

The attainment rate (students with ATAR scores above 55 and/or a Certificate II or higher) was 98 per cent, an improvement from 2018 (95.6%).

### 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 Qantas, Woodside, Chevron and Rio Tinto. 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-nine students including thirty-eight ATAR students applied for university entrance (thirty-two Curtin, three ECU, sixteen Murdoch, eight UWA, zero Notre Dame and one at Swinburne University). Of the remaining Year 12 cohort, seventy-one students have applied to TAFE; twenty-five are seeking or have gained employment; two 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 2019 school year and from which program they exited.

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

**Table 14: Destination of students who left during 2019**

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 OLNA support classes.
- In line with 2020 changes to the WACE, enrol Year 11 students in five ATAR or General courses if they are not focused or truly interested in a vocational education and training pathway.



## 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 Extra Music Program.

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

### 5.1 Health, Social and Emotional Support Program

In 2019 the Student Services team consisted of a College Vice Principal, 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 the Vice Principal and the Student Services Coordinator monitored attendance and engagement of Year 11 and Year 12 students. The Student Services team met regularly to develop strategies to support students who have significant life issues. This team utilised the strong links to the Regional Office Retention and Participation Coordinators as well as working with outside agencies such as Mercycare to help keep students actively engaged and to find alternative pathways when required.

In 2019 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 into 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 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 on site during their free time. The program is also aligned with our Act Belong Commit program.

In 2019, 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 2019. 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 teams 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 2019 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 2019 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 2019 Student Guild members. For each year group there were up to 20 nominations.

In 2019 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 2019. 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 2019 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 2019 School Ball and hope the night remains memorable to them for years to come.

The 2019 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 2019 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, AFL football, 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 2019 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 4.02 (out of a possible 5) for the item 'I feel I belong'. They also recorded a score of 4.18 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 (4.13). The young men in the program also believe they 'work hard in class' (4.50) and they actively participate in lessons (4.38).

Follow the Dream students reported that they 'believe I can get good results' in the program, recording a mean score of 4.63 for this item, and also reported that they 'complete their assessment tasks' (4.25) and 'feel confident with their homework and study skills even when it is difficult' (4.14) and they are 'enjoying their studies' (4.00).

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 2019 two Wayne Lyon Memorial Scholarships were presented. Smriti Singh was awarded a scholarship for her contribution to sustainability and the environment, and Ryan Excell 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.





## 5.5 Student Excursions

In 2019 Sevenoaks students enjoyed a range of excursions.

Date	Term	Program or Course	Excursion Location
12 Feb 2019	1	Canning Skills Big Picture	Kent Street Weir Excursion
12 Feb 2019	1	Clontarf Football Academy	Aqua Life Swimming Pools
15 Feb 2019	1	Follow the Dream	FTD/BHP/Polly Farmer Youth Conference St Catherine's UWA
15 Feb 2019	1	Clontarf Football Academy	Clontarf Induction (Perth Wake Park & Serpentine Falls)
20 - 22 Feb	1	Clontarf Football Academy	Clontarf Leadership Camp
21 Mar 2019	1	Clontarf Football Academy	Clontarf Football Game against Fremantle Clontarf
26 Mar 2019	1	Student Guild	Year 12 Leadership Conference Student Guild
28 Mar 2019	1	Student Guild	Parliament House Visit UN Global Goals
2 - 4 Apr	1	Clontarf Football Academy	Clontarf Cup Camp
04 Apr 2019	1	Health and Physical Education	RAC BStreetSmart RAC Arena
5 - 7 Apr	1	Student Guild	Ern Halliday Student Guild Camp
02 May 2019	2	Canning Skills Big Picture	Construction Training Excursion
06 May 2019	2	Soccer	Soccer Interschool Comp
08 May 2019	2	Geography	ATGEO Excursion Canning River
08 May 2019	2	Clontarf Football Academy	Clontarf Football Games Queens Park
09 May 2019	2	Canning Skills Big Picture	Excursion to Art Gallery
13 May 2019	2	Soccer	Girls Soccer Coker Park St Brigid's College
17 May 2019	2	Careers	Year 12 ATAR Careers Expo
30 May 2019	2	Canning Skills Big Picture	IKEA excursion
13 - 14 Jun 2019	2	Clontarf Football Academy	Pinjarra/Dwellingup Camp
20 Jun 2019	2	Canning Skills Big Picture	Kaarakin Excursion
21 Jun 2019	2	Physical Education Studies	Badminton Livelighter (Kingsway Stadium)
25 Jun 2019	2	English / English Literature	Year 12 ATAR English to Curtin Uni (English Literature Conference)
27 Jun 2019	2	Science	Human Bio Perth Zoo excursion
28 Jun 2019	2	Health Studies	Sexual Health Quarters (Northbridge)
28 - 30 Jun 2019	2	Clontarf Football Academy	Clontarf Woodside Cup
03 Jul 2019	2	Follow the Dream	FTD Yanchep Excursion
04 Jul 2019	2	Clontarf Football Academy	Paintball Reward Activity
26 Jul 2019	3	Student Guild	Parliament House Leadership Lunch
31 Jul 2019	3	Geography	ATGEO Excursion Urban Studies Public Transport

<b>Date</b>	<b>Term</b>	<b>Program or Course</b>	<b>Excursion Location</b>
01 Aug 2019	3	Canning Skills Big Picture	Canning Skills Excursion Aviation Museum
02 Aug 2019	3	Science	Year 12 AT Human Biology Harry Perkins
16 Aug 2019	3	Careers	Skills Expo Year 12
22 Aug 2019	3	Music	Crank Recording Music excursion
23 Aug 2019	3	Clontarf Football Academy	Clontarf Pool Champs & Table Tennis Engagement
23 - 24 Aug 2019	3	College Sport	WA Schools Volleyball Cup
26 Aug 2019	3	Physical Education Studies	Cert II Sport & Rec First Aid Incursion
28 Aug 2019	3	Canning Skills Big Picture	Canning Skills Thornlie TAFE Excursion
29 Aug 2019	3	Canning Skills Big Picture	Science Tech Excursion
30 Aug 2019	3	Clontarf Football Academy	Basketball Carnival
05 Sep 2019	3	Canning Skills Big Picture	Shipwreck Museum Excursion
12 Sep 2019	3	Canning Skills Big Picture	SERCUL Excursion
16 Sep 2019	3	English as an Additional Dialect Language	EALD Tamala Park Landfill excursion
17 Sep 2019	3	English as an Additional Dialect Language	EALD Mundaring Weir excursion
17 Sep 2019	3	Clontarf Football Academy	Zone Bowling (Ten Pin) Excursion Cannington
27 Sep 2019	3	Follow The Dream	BG&E NAIDOC Dance Performance
07 Oct 2019	4	Clontarf Football Academy	Suez WSV Mechanical Workshop Visit
16 Oct 2019	4	English	Year 11 and Year 12 English Classes Cannington Leisureplex Author Talk
24 Oct 2019	4	Clontarf Football Academy	WAAKAL MOORT KAADADJINY Festival (Aboriginal Mental Health)
28 Oct - 2 Nov	4	Clontarf Football Academy	End of Year trip to Cairns
02 Nov 2019	4	Engineering Studies	Engineering excursion to Cockburn International Kartway
07 Nov 2019	4	Clontarf Football Academy	Work site visit to Suez Welshpool
14 Nov 2019	4	Canning Skills Big Picture	End of Year Excursion to Zone Bowling (Ten Pin) Cannington
14 - 15 Nov 2019	4	Clontarf Football Academy	Incentive Camp at Fremantle and Adventure World
18 - 21 Nov 2019	4	Follow the Dream	FTD Leadership Camp to Sydney
12 Dec 2019	4	Follow the Dream	End of Year Excursion to Adventure World

**Table 15: List of Student Excursions 2019**



## 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 in 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 2020.

School Level Environment Survey 2019		
	Actual n=31	Preferred
Staff Collegiality	4.25	4.47
Staff Freedom	3.92	4.14
Resource Adequacy	4.32	4.58
Shared Mission	4.60	4.74
Leadership Support	3.95	4.47
Parent Involvement	2.67	4.17
Student Support	4.14	4.78
Job Satisfaction	4.37	
Self-Efficacy	4.15	
Wellbeing	4.07	

Table 16: School Level Environment Survey (Curtin University 2019)

The following graph reflects the progress of the School Level Environment since 2015. Generally, there are positive movements upwards. Staff professional development sessions will continue to ensure teachers have opportunities to review and discuss organisational issues including providing collaborative input into the new 2021 College Business Plan.

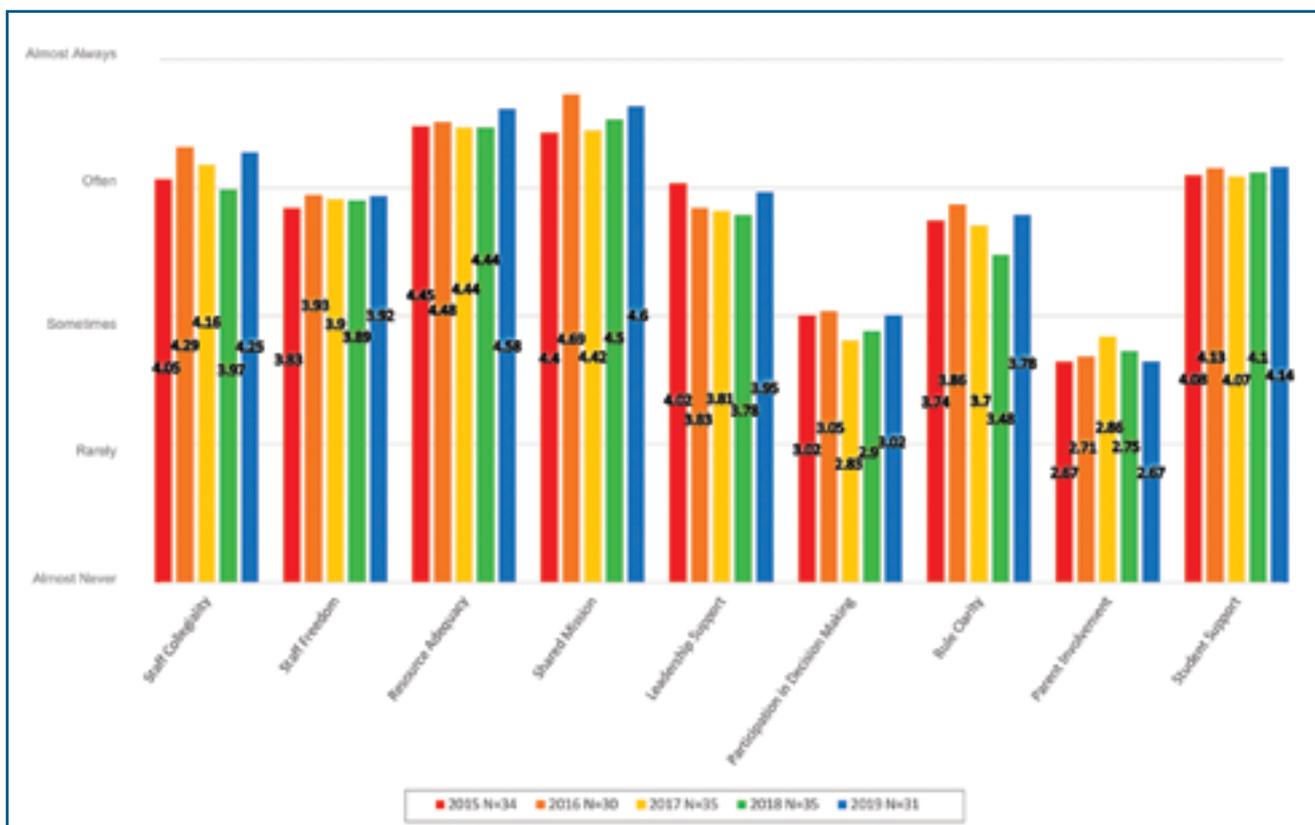


Figure 8: School Level Environment Survey 2015-2019

## 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.

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 Jacqui 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, as well as 'Opt in pop in' sessions.

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.

Teachers of ATAR and General courses participated in Schools Curriculum and Standards Authority (SCSA) moderation and consensus meetings. Learning areas also conducted internal moderation sessions to ensure comparability across classes. Teaching documents were also submitted to SCSA as part of their internal audit of course assessments and outlines. Teachers were involved in a series of professional learning sessions coordinated by Ms Ariell Rose (Level 3 Student Outcomes Coordinator) to ensure documentation submitted to SCSA was correct.

Teachers involved in the Canning Skills Big Picture Academy participated in a number of Big Picture workshops and for the first time since having a Big Picture Academy based at the College (in 2015), Sevenoaks hosted a professional development day for other Big Picture schools from across Western Australia. During the year, both Directors of Big Picture Australia visited Sevenoaks to work with our three Advisory teachers.

Non-teaching staff were involved in professional learning across a number of areas including finance, HRMIS, first aid, occupational health and safety, working with students suffering from trauma and a number of other important sessions.





## Improvement strategies

During 2020 there will be a 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 the instructional pathways 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 Big Picture 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 2020 *Being a Young Adult* 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 ongoing input to the financial processes.

In 2019 we employed a total of 48.5 FTE for teaching staff which included School Administrators (5) and 22.5 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 2019.

	Spent
Allocation \$6 332 993	
School Salary	\$6 094 908
Casual Relief Payments	\$111 242
Casual Payments (1346)	\$145 221
<b>TOTAL:</b>	<b>\$6 251 371</b>

**Table 17: One-line budget expenditure 2019**

The unspent funds of \$81 622 for school salary will be rolled over into 2020.

<b>Opening Balance Allocation 2019</b>	<b>\$42 941</b>
Revenue	\$2 020 219
Expenditure	\$2 011 160
Reserves	\$1 551 077
Suspense Account	\$21 708
\$ Tax	\$10 000
Bank Account	\$1 637 417
Carryover Funds	\$52 000

**Table 18: Summary revenue and expenditure 2019**

The College operated within budget allocations.



## 7.2 Funding Submissions

Successful funding submissions received in 2019:

- \$1100 PALS Grant
- \$47 150 Trade Training Centre Metals Equipment

## 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 2019 there were five full fee paying students. The fees associated with these four students totalled \$67 246.

## 7.5 Professional Learning

In total, staff engaged in 178.26 days of professional learning requiring 39.90 days relief. Expenditure on internal relief and external relief support was \$22 155 with the cost of the professional learning sessions equating to \$13 858.

## 7.6 Use of Facilities by External Bodies

Santa's Workshop no longer operates from Sevenoaks Senior College. This charity group has relocated to other premises.

In 2019 we raised \$19 336, compared to \$18 431 for 2018 and \$21 295 for 2017. In 2019 there was a slight reduction in clients hiring our facilities due to the new policy of all clients requiring an insurance 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.

Did we achieve our  
College Business Plan 2016-2020 Targets  
in 2019?





# Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2019 Outcomes	Resources
Students receive a standard of support which enables them to participate in their selected pathway and achieve their academic potential	<p><b>Course Counselling</b></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><b>WACE</b></p> <ul style="list-style-type: none"> <li>Percentage of students achieving the attainment standard Certificate II or +55 ATAR.</li> <li>Median ATAR</li> <li>ATAR participation and performance</li> <li>Percentage ATAR tertiles</li> <li>ECU Engagement Project</li> <li>Advocacy support for studies criteria</li> <li>Percentage of students achieving Category 3 OLNA – reading, writing and numeracy</li> </ul>	<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	2019 Outcomes	Resources
Students are connected into their learning programs through effective transition processes and programs	<p><b>Transition Plans</b></p> <p>All students have a transition plan from Year 10 to post-school pathways which is monitored and supported through the following processes:</p> <p>Year 10-11: General and ATAR information sessions</p> <p>Year 11-12: Pathway Program</p> <p>Year 12 to post-school: Careers Advisor</p> <p>Orientation programs</p>	<ul style="list-style-type: none"> <li>Year 12 students with three or more grades at or above C</li> </ul>	<p>Increase the overall percentage of C grade attainment:</p> <p>Year 11 to 80 per cent Year 12 to 90 per cent</p>	Achieved	
	<p>Workplace learning induction</p>	<ul style="list-style-type: none"> <li>All workplace learning students participate in an induction</li> </ul>	<ul style="list-style-type: none"> <li>80 per cent of workplace learning students complete one unit of ADWPL</li> </ul>	Achieved	



# Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2019 Outcomes	Resources
Students are connected to a range of programs and services to support them with their engagement in their schooling and/or training	<b>Retention and Participation</b>  Canning Skills Big Picture Academy	<b>Canning Skills Big Picture</b> <ul style="list-style-type: none"> <li>All Canning Skills BP teachers and students working in the Big Picture Academy and immersed in the Big Picture design</li> </ul> Percentage of Canning Skills BP students achieving the Certificate II General Education for Adults (22237VIC) <ul style="list-style-type: none"> <li>Enrolment versus completion rates</li> <li>ECU research: <i>Social Connectedness and Academic Engagement</i></li> </ul>	Learning programs utilise the Big Picture design which involves learning through internship opportunities, maintaining a portfolio and participating in a parent/friend/teacher/carer exhibition each year  Incrementally increase Certificate II achievement from 42 to 50 per cent  Consistently achieve 50 per cent completion rate  Student scores are maintained at a minimum critical score of 3.5 in each of these aspects	Achieved   Working towards  Working towards  Achieved	Big Picture resources and mentor  Youth Workers  Education Assistants  Kayleen Hayward, Aboriginal teacher  Follow the Dream
	<b>Attendance</b>  'Attendance all day, every day'	<ul style="list-style-type: none"> <li>Disaggregate attendance rates into pathway options for Year 11 and Year 12:                ATAR                General                Canning Skills Big Picture                TTC</li> <li>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</li> <li>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</li> </ul> Average Aboriginal male attendance  Average Aboriginal female attendance	Increase attendance profile in the following:  <b>ATAR</b> The majority of students to be in the regular 90 per cent with none below 85 per cent  <b>General courses</b> The majority of students to be in the 85-90 per cent category or higher  <b>Canning Skills BP</b> The majority of students to be attending at least 50 per cent of the time  <b>TTC</b> The majority of students to be in the regular 90 per cent with none below 85 per cent  <b>Aboriginal Students</b> Maintain average attendance levels above 75 per cent  75 per cent  75 per cent	Achieved  Working towards  Achieved  Working towards  Working towards  Working towards	Advocacy support panel  Advocates  Student Attendance Monitoring System (SAMS)  Semester one data  Kayleen Hayward, Aboriginal teacher  Follow the Dream  Clontarf Football Academy  Sista Girlz Program

# Teaching and Learning: Safe and Accountable Classrooms

Major Outcomes	Strategies	Performance Indicators	Targets	2019 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><b>Quality Learning Environment</b></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"> <li>Reducing the gap between actual and preferred in the <i>delivery</i> aspect of the Curtin CCQ survey</li> <li>Percentage of students above the critical point in the ECU <i>academic engagement</i> domain</li> <li>Mean of the ECU <i>satisfaction to subject</i> and <i>academic confidence to</i> trend upwards</li> </ul>	<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><b>Harmony and Diversity</b></p> <p>Incorporate <i>Harmony and Diversity</i> modules into the classroom and Advocacy</p>		<ul style="list-style-type: none"> <li>EALD cohort mean for <i>sense of belonging</i> trending upwards</li> <li>Qualitative feedback from ECU focus groups related to academic support and efficacy</li> </ul>	<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><b>Academic Support Programs</b></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	2019 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><b>Re-shaping the Curriculum</b></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"> <li>Percentage of students moving to employment and training throughout Year 11 and Year 12</li> <li>Percentage of students moving to:               <ul style="list-style-type: none"> <li>- Training providers</li> <li>- University</li> <li>- Employment</li> </ul> </li> <li>Students have access to either Certificate II courses or ATAR courses</li> </ul>	<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><b>Certificate II</b></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><b>Canning Skills</b></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"> <li>All completing Canning Skills (CS) students attain the Year 10 minimum standards of literacy and numeracy – Certificate II General Education for Adults (22237VIC)</li> </ul>	<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	2019 Outcomes	Resources
Student academic support programs ensure there is additional support for students to achieve success with their learning	<b>English and English as an Additional Language or Dialect</b>				
	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"> <li>• in-class support</li> <li>• across learning area support</li> <li>• three year program for identified <i>stage one</i> EALD students</li> </ul>	EALD students have access to additional support in developing their English language skills			



# Students: Every Student Counts

Major Outcomes	Strategies	Performance Indicators	Targets	2019 Outcomes	Resources
A young adult ethos is the philosophy which underpins the manner in which all students are treated	<b>Young Adult Ethos</b> Adult Voice	<ul style="list-style-type: none"> <li>Reducing the gap between actual and preferred on the Curtin <i>WHITS</i> climate indicators and climate outcomes</li> </ul>	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	<b>Stay on Campus</b> Social Support Programs Cultural diversity awareness: - NAIDOC - Harmony Day Clontarf Football Academy Maali Girl program School sports program	<ul style="list-style-type: none"> <li>Reducing the gap between actual and preferred on the Curtin CCQ <i>relationship</i> aspect</li> <li>Mean scale score of students above the critical point on the ECU <i>social connectedness</i> scale</li> </ul>	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  Achieved Year 11 Working towards Year 12	Student Guild College staff Guest speakers
Students respond positively to being a member of a community	<b>Harmony and Diversity Modules</b> Implementation of the <i>Harmony and Diversity</i> cultural diversity modules  Teachers participate in Collegial Classroom Observations to help address students' perception of the school climate – <i>WHITS</i> and develop their own teaching skills  Advocacy	Mean scale score of students above the critical point on the ECU <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





# Management Systems: Administration

Major Outcomes	Strategies	Performance Indicators	Targets	2019 Outcomes	Resources
The College finances are managed strategically to maximise student outcomes	<b>Finances</b> Effective operation of the SCFM and one-line budget Developing funding submissions to support delivery of programs Reserves maintained to deliver future needs of the College	Maintain a surplus with the one-line budget	One-line budget remains in surplus	Achieved	The finances of the College: • one-line budget • student fees • schools resourcing budget • external funding allocations are aligned to the priorities of the College plan
The College manages the physical resources in accordance with Department policy and processes	<b>Facilities and Equipment</b> 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	<b>Systems</b> 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	<b>Workforce Planning</b> 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

