



Sevenoaks Senior College

ANNUAL REPORT 2020



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 2020.

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

While 2020 was a year of challenges we continued to witness many instances of success at Sevenoaks Senior College. We are proud of the achievements of our students, but the resilience of the Year 12s in the face of uncertainty caused by the global pandemic is particularly noteworthy. Students continued to apply themselves to their studies and the achievement of personal goals. The relative safety of Western Australia has enabled our Year 12 students to enjoy significant College milestones such as the College Ball, Sevenoaks' Got Talent and the Presentation Ceremony. Moreover, the restrictions imposed on some other parts of the country and internationally have highlighted just how important our school community is; indeed many students have a new appreciation of how Sevenoaks Senior College and its staff provide much more than an excellent education – it also provides opportunities for friendship, social connection and access to support networks.

I would like to thank the College staff for their relentless dedication to improving the outcomes for our students. Teachers extended their professional knowledge throughout the year. During the brief period when students were required to work from home, teachers focused on extending their ICT skills and developing other methods of course content so that no student was disadvantaged.

I also thank our parents and community for their continued support of the College. Thank you to our many local industries and businesses who provide workplace learning for students; our local and national consortium partners; our University and RTO partnerships; the Aboriginal support programs and services; our generous scholarship providers; and the community and health services who provide additional support for our students. The outstanding opportunities and support provided ensures our students have every chance to gain valuable information and skills as they find their future in their chosen pathway.

The academic results, and findings of research conducted through Curtin and ECU, show that, in spite of the difficulties of the year, our students continue to value the College and the support it offers.

The College Public School Review was delayed due to COVID-19 and will take place at the start of 2021. In light of this, the decision was made to continue working with the current Business Plan in 2021 and develop a new plan following the findings of the review.

Some of the highlights for 2020 included:

- Three Year 12 students who were recognised in the School Curriculum and Standards Authority's (SCSA) Exhibition and Award announcements. Congratulations Mara Busoy, Mohammed Saif Kaimkhani and John Sarana on achieving a Certificate of Merit.
- A \$15,000 scholarship awarded to Mara Busoy to Curtin University.
- Six students awarded a \$1500 University of Western Australia Hackett (Fairway) scholarship for three years. Congratulations to Mohammed Saif Kaimkhani, Lorna Nigige, Rimjhin Baghel, Mariam Motawea, Ashley Champion and Jasmine Hickey.
- 100 per cent WACE achievement by our Year 12 Follow the Dream Aboriginal students.
- Thirty-eight ATAR students (95 per cent) who applied for university were offered placements with twenty-five General pathway studies students also gaining entry via university preparation pathways.

The College Board, Principal and staff are proud of the achievements of our students during 2020.

KATIE EDWARDS
PRINCIPAL



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2020 Award Recipients

Dux

Muniera Jibril

Outstanding Achievement

Kiera-Lee Baker

Cultural Navigator Award

Matthew Harris

Positive Image Award

John Sarana

Citizenship Award

Sarah Osborne

Caltex All Rounder

Mohammed Saif Kaimkhani

Aboriginal Achievement Award

Haylie Raven

School Based Traineeship Prize

Regine Kaye Ramos

Australian Super Award for Excellence in VET

Regine Kaye Ramos

Cummins Trade Training Centre VET Award

Nathan Baker

BG&E ATAR Aboriginal Student Award

Matthew Harris

Kertisha Derschaw Sports Award

Christian Banagbanag

1.0 Introduction

This annual report is based on the College Business Plan 2016-2020 (revised 2018) which involves the identification and articulation of our purpose in terms of student outcomes and the range of strategies that we have developed to help us achieve our purpose. The strategies are from the perspectives of student learning and our internal business process.

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

www.sevenoaks.wa.edu.au

The College Business Plan (revised 2018) provides:

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

The College Business Plan 2016-2020 (revised 2018) also links directly to the Department of Education'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.

It should be noted that the current College Business Plan will continue to provide direction in 2021 due to the impact of COVID and the College Public School Review in 2021. A new Business Plan will be developed in 2021 for 2022.

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
- Curtin University School Organisational Climate Survey
- Edith Cowan Student Participation and Retention Survey data.

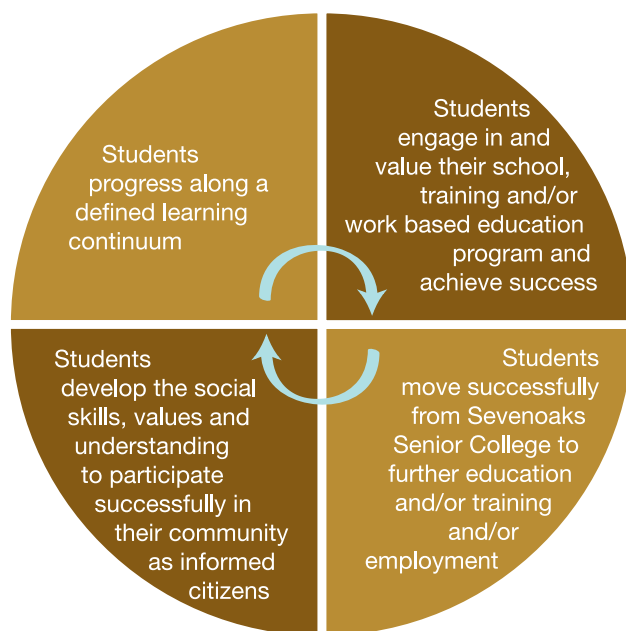


1.1 Our Purpose

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; and
- 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

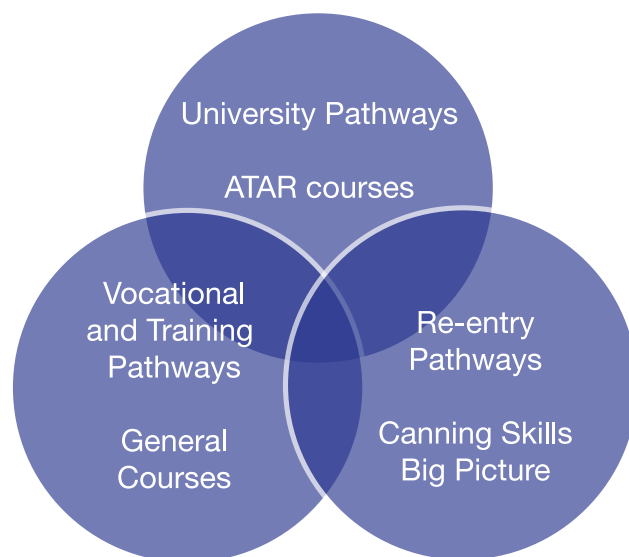
All students progress satisfactorily along a defined learning continuum.

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 2020 are outlined below.



2.1 Western Australian Certificate of Education (WACE) Courses

In 2020 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 2020.

Program delivery

During 2020 there were 155 Year 12 students who participated in WACE programs. Seventy-one per cent of eligible Year 12 students achieved a WACE (110 students). Thirty-nine students achieved an ATAR (25 per cent) with nineteen of these students achieving one or more scaled scores of 70. The median ATAR for the College was 70.5. The range of courses undertaken is highlighted in the following graphs and tables.



Outcomes achieved – Year 12

The performance of the 2020 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 2015-2020. In 2020, two students achieved an ATAR above 90 with the highest being 93.6. Twenty-nine students achieved an ATAR greater than 50. The median ATAR in 2020 was 70.05. The median ATAR Business Plan target for the College is to achieve and maintain a score at or above 70.

Year	Total ATAR students	94.9+	90-94.8	80-89	70-79	60-69	50-59	40-49	<40
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
2020	39	0	2	6	11	4	6	3	7

Table 1: Students with an ATAR ranking 2015-2020

The median ATAR from 2015-2020 is indicated in table 2 below. The median ATAR for 2020 was 70.05.

Year	2015	2016	2017	2018	2019	2020
Median ATAR	70.70	80.45	70.35	71.9	71.8	70.05

Table 2: Median ATAR 2015-2020

The College median ATAR score of 70.05 for 2020 is lower than the 2019 median score of 71.8. The disruption of the 2020 year and all students gaining early offers at University may have contributed to this. Nineteen students, however, performed above their predicted 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 Quality Teaching Model strategies and explicit teaching methodology.

The College attainment rate, which is calculated when a student achieves an ATAR greater than 55 and/or a Certificate II or higher, was 96 per cent which is similar to 2019 at 95.6 per cent.

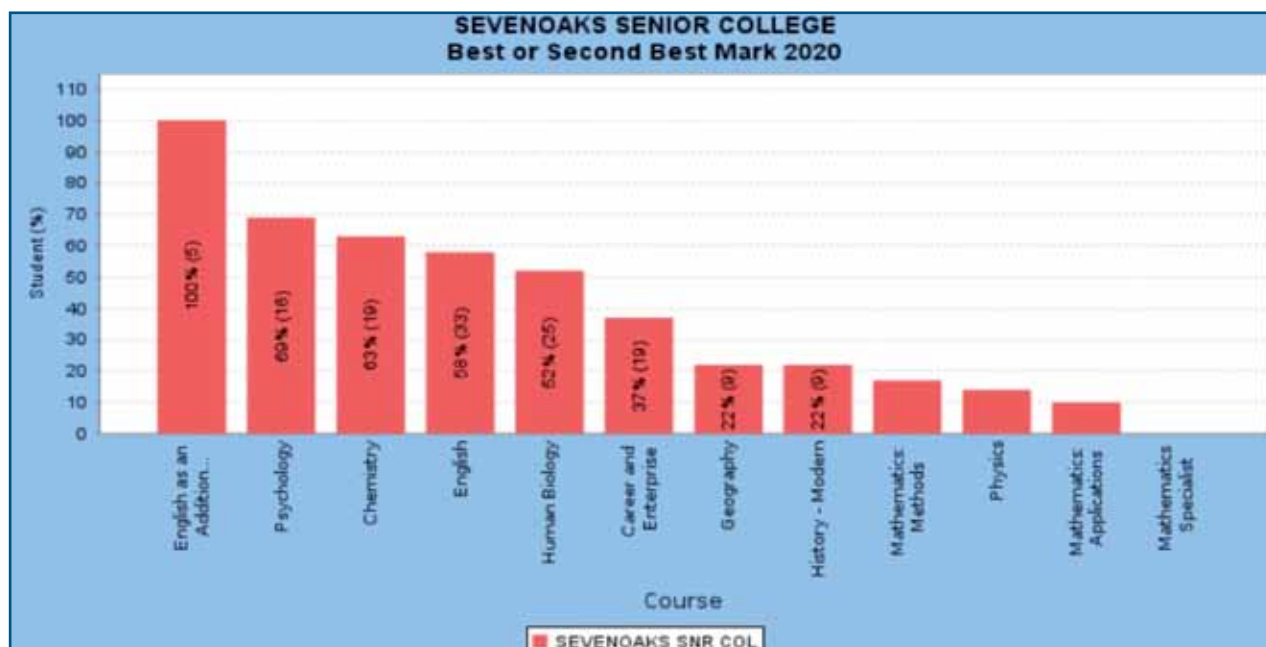


Figure 1: Best or second best ATAR result 2020

In 2020, 25 per cent (39/155) of Year 12 students participated in the WACE course examinations and were awarded an ATAR. There were nineteen students (49 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. An increase in the low tricile is indicative of the 2020 year but still needs to be addressed at the College level.

State %	2015	2016	2017	2018	2019	2020
High (33)	14	27	13	14	11	15
Mid (33)	36	30	28	32	32	21
Low (33)	50	39	57	52	51	59

Table 3: Percentage ATAR Triciles 2015-2020

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

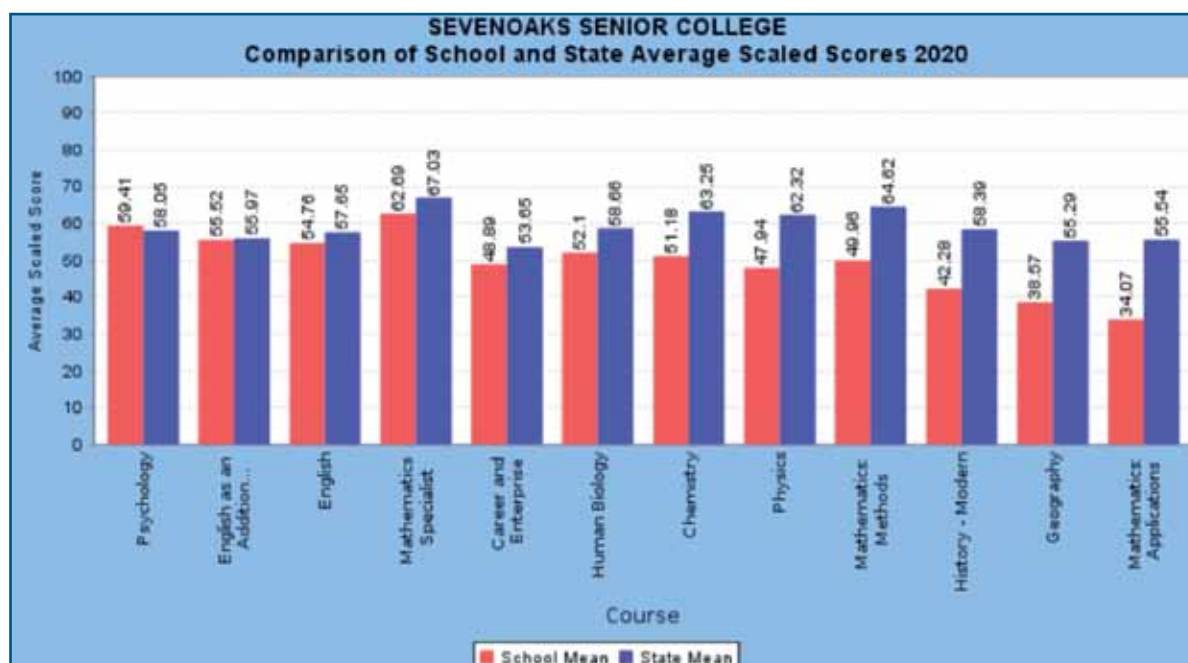


Figure 2: Comparison of state and school scaled scores 2020



Psychology students achieved higher than the state average which should be commended. Once again English as an Additional Language/Dialect and English performed strongly and were close to the state average in 2020. Mathematics Specialist and Career and Enterprise performed considerably better than 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. It should be noted, however, that changes in WACE requirements from 2021 mean students are able to study a general pathway without the completion of a Certificate II or higher. A continued focus on moving the ATAR students in the lowest tricile into the mid tricile and, indeed, the mid tricile to the high tricile, needs to remain a constant priority in 2020 and beyond.

Outcomes achieved – Year 11

Year 11 students in 2020 showed improvement in achievement of B and C grades between semester one and semester two. The number of D and E grades reduced between semesters which has been a consistent pattern. The percentage of A grades did not improve in 2020 between semesters which may be indicative of the impact of COVID-19.

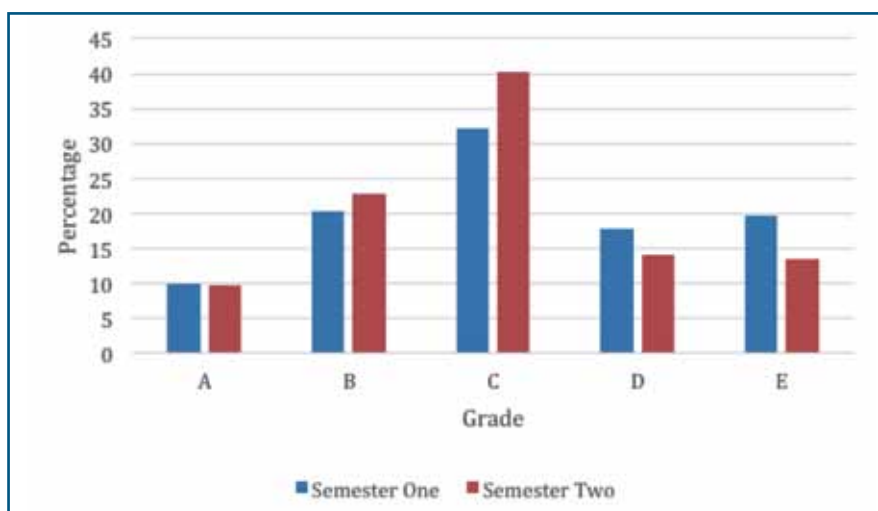


Figure 3: Year 11 percentage grade distribution 2020

Improvement strategies

In 2021 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 to develop the use of student achievement data to inform specific teaching strategies.
- 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 OLNA 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 2020.
- 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 continued into 2020 and remains a focus for 2021.
- 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 2020 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 2020 (174). Ninety-three per cent of Year 12 students who sat the OLNA achieved Category 3 in reading, ninety-two per cent of students achieved Category 3 in writing and eighty-four per cent achieved Category 3 in numeracy. The target for Year 12 Category 3 achievement is eighty per cent. Although each individual category achievement has improved the percentage of students who achieved all three categories was seventy-six 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 296 tests sat by Year 11 students in August, sixty-five per cent achieved Category 3 in reading, sixty-one per cent achieved Category 3 in writing and sixty-four per cent achieved Category 3 in numeracy. The target for Year 11 OLNA Category 3 achievement is eighty per cent.

English and mathematics staff conducted additional OLNA support classes leading up to the assessments in 2020. This additional OLNA staffing support will continue in 2021.

The OLNA WACE requirement has had an obvious impact on the 2020 College WACE achievement rate which was 71 per cent (110 students). 41 students who did not achieve a WACE was due solely to not achieving one or more OLNA categories. 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 2020, there will be a large number of students who will need to sit the March 2021 OLNA once they move into Year 12.

It should be noted that the percentage increase of students who have not achieved Band 8 in NAPLAN and who achieve the OLNA by the end of Year 12 was sixty-three per cent in reading, seventy-two per cent in writing and fifty-six per cent in numeracy. This is a significant improvement and should be celebrated.

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. This continued in 2020 and helped those students that chose to engage with the program in achieving category 3.

In 2021, English support will be timetabled for students who require extra tuition and the development of further strategies to support numeracy skills will be a priority.



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 (note: figure totals are impacted by students completing multiple certificates).

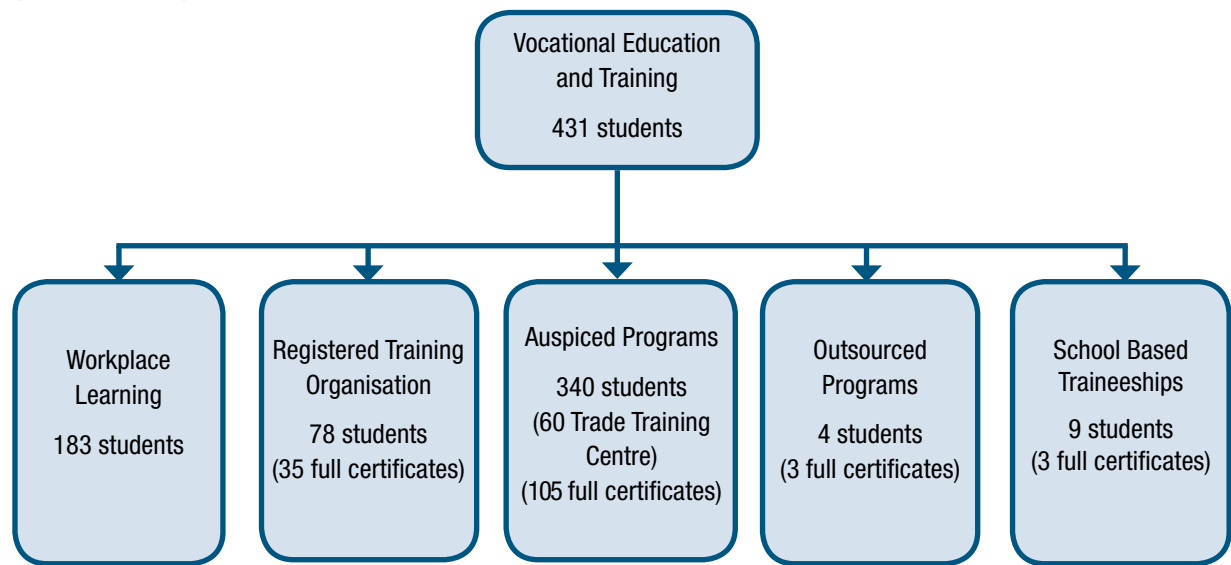


Diagram 1: Vocational Education and Training Programs

In 2020, there was a focus on the successful introduction of new partnerships between Registered Training Organisations and Sevenoaks Senior College 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 2020, the College achieved an overall VET completion rate contributing towards attainment of 92 per cent for the full Certificate II or higher.



2.3.1 Registered Training Organisation (RTO) programs

This is the fourteenth 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 2020, 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 2019 (+ or -)
	Total	Total	Total	%	%
BSB20115 Certificate II in Business	43	35	34	97	-3

Table 4: RTO certificate completion rates 2020

The overall completion rate of the full certificate program was 97 per cent. This is a very pleasing result with students fully embracing the opportunity to complete training qualifications in their school setting.

In 2020, 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 54.55 per cent[^] of responses indicating either high or good (or not applicable), and
- a minimum of 93.17 per cent of responses indicating satisfactory or above (or not applicable).
- 90.02 per cent of respondents indicating they believe 'participating in the certificate has been worthwhile'.

[^] This figure is an anomalous event over the prior 10 years. The second lowest response was 75.76 per cent which is consistent with prior years. The low figure of 54.55 per cent relates to 'The assessment requirements were clear' and has been identified to a specific class group.

Improvement strategies

- Transition to BSB20120 Certificate II In Workplace Skills
- Improve clarity of assessment requirements.



2.3.2 Auspiced programs

During 2020, Sevenoaks had auspicings arrangements with North Metropolitan TAFE, South Metropolitan TAFE, COSAMP, IVET Institute Pty Ltd, Skills Strategies International, Hospitality Group Training (WA) Inc. and Communicare Inc. This enabled programs to be delivered on-site for students.

Program delivery

In 2020, the first group of students finished their 22472VIC Certificate I in General Education for Adults (CGEA), 22473VIC Certificate II in CGEA and/or FSK20113 Certificate II in Skills for Work and Vocational Pathways delivered as stand-alone certificates over two years. Previously, all three certificates were delivered over one year within the Canning Skills Big Picture program.

During 2020, Sevenoaks worked to implement a new third-party partnership with IVET Institute Pty Ltd to continue delivery of the ICT20115 Certificate II in Information and Digital Media Technology and SIS20115 Certificate II in Sport and Recreation. Both groups of students achieved 100% completion rates.

Outcomes achieved

Model	Certificate	Enrolment		Completion Rates		
		Partial	Full	% completions of full enrolments		change since 2019 (+ or -)
		Total	Total	Total	per cent	
North Metropolitan TAFE RTO52786	CUA20715 Certificate II in Visual Arts	1	17	16	94	+4
South Metropolitan TAFE RTO52787	AUR20716 Certificate II in Automotive Vocational Preparation	30	11	9	81	+21
Communicare Inc. RTO50548	22472VIC Certificate I in CGEA	5	6	1	16	N/A
Communicare Inc. RTO50548	22473VIC Certificate II in CGEA	28	15	14	93	N/A
South Metropolitan TAFE RTO52787	MEM20413 Certificate II in Engineering Pathways	17	2	2	100	+20
Hospitality Group Training (WA) Inc RTO0386	SIT20316 Certificate II in Hospitality	53	22	21	95	+5
IVET Institute Pty Ltd RTO40548	ICT20115 Certificate II in Information and Digital Media Technology	9	11	11	100	+5
IVET Institute Pty Ltd RTO40548	SIS20115 Certificate II in Sport and Recreation	18	17	17	100	0
Skills Strategies International RTO2401	FSK20113 Certificate II in Skills for Work and Vocational Pathways	7	7	6	85	N/A
Skills Strategies International RTO2401	FSK20119 Certificate II in Skills for Work and Vocational Pathways	26	0	0	0	N/A
Skills Strategies International RTO2401	BSB30115 Certificate III in Business	17	1	1	100	N/A
COSAMP RTO41549	CUA20615 Certificate II in Music Industry	11	9	9	100	0

Table 5: Auspiced certificate program outcomes 2020

The overall completion rate of the nine full certificate programs (including Certificates I and II CGEA) was 90 per cent. This was a decrease of one per cent from 2019.

In 2020 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 77.02 per cent of responses indicating either high or good (or not applicable), and
- a minimum of 93.17 per cent of responses indicating satisfactory or above (or not applicable).
- 89.63 per cent of respondents indicating they believe 'participating in the certificate has been worthwhile'.

Improvement strategies

- Implement a new online learning platform in Canning Skills to deliver the FSK20119 Certificate II in Skills for Work and Vocational Pathways through IVET Institute Pty Ltd
- Develop specific instructional strategies for the teaching of certificates in conjunction with the College coach.





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 and North Metropolitan TAFE.

Outcomes achieved

Registered Training Organisation	Certificate	Enrolment		Completion Rates % completions of full enrolments	
		Partial	Full		
		Total	Total	Total	per cent
South Metropolitan TAFE RTO52787	5282WA Certificate II in Building and Construction (Pathway – Trades)		1	1	100
North Metropolitan TAFE RTO52786	CUA31015 Certificate III In Screen and Media		1	1	100
North Metropolitan TAFE RTO52786	SIT30516 Certificate III in Events	1			N/A
North Metropolitan TAFE RTO52786	MEM30505 Certificate III in Engineering - Technical		1	1	100

Table 6: Outsourced certificate programs 2020

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

Improvement strategies

- Review and plan increased monitoring and support for outsourced students.



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 2020 nine students participated in a School Based Traineeship. Seven students were in Year 12.

Outcomes achieved

Year	School Based Traineeship	School Apprenticeship Link	School Based Apprenticeship
2015	29	1	0
2016	22	0	1
2017	27	0	0
2018	13	0	0
2019	13	0	0
2020	9	0	0

Table 7: School Based Traineeships and Apprenticeships participation numbers 2015-2020

Of the three potential completions in 2020, all three Year 12 students completed their School Based Traineeships. One Year 11 student left to attend another school and has continued their ASBT. Three Year 12 students withdrew from their ASBT early in 2020 and another withdrew mid-year.

Improvement strategies

- Increase Aboriginal cultural support through the Aboriginal School Based Traineeships.

Overall Improvement strategies

- Continue to implement learning area specific improvement strategies to increase full certificate completion rates across all certificates.
- Support the implementation of new certificates and introduction of new partnerships with Registered Training Organisations.





2.3.5 Workplace Learning – General programs

In 2020, Workplace Learning was delivered across mainstream, the Canning Skills Big Picture Academy and the Trade Training Centre. Dedicated staff operated these programs in each area focusing upon the specialist needs of the respective student groups.

Program delivery

In 2020, 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 26 students from 2019 to 2020 with a proportional staffing reduction. However, there was an increased achievement rate from 80% to 83%.

All placements were managed within the College during 2020. This process worked well and students achieved positive results as indicated in Table 8.

These outcomes were very impressive taking into account the impact from COVID and reduced access to work placement venues. These results were a testament to the work and relationships developed by the workplace learning staff and the engagement of local employers.

In 2020, Year 11 students continued to complete a two-week block placement during the end of year break. This was especially successful in assisting students to complete their Year 11 program impacted by delayed placements due to COVID. The usual carry-over of hours to Year 12 will be impacted in 2021.

The trial one zone per week classes at the start of semester one in mainstream workplace learning will not continue into 2021 however, after returning to stand-alone inductions, the strategy will be revisited for 2022.

Outcomes achieved

Year	Participants	Achieved course requirements	% achievement	Change since 2019 (+ or -)
Year 11	110	92	83	+14
Year 12	73	61	83	-9

Table 8: Workplace Learning outcomes 2020

Improvement strategies

- Focus upon Year 12 completion to gain required hours due to less carry-over of hours due to COVID.
- Review work readiness identification during 2021 for future planning.



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 2020, 43 Year 11 and 17 Year 12 students were enrolled in the Trade Training Centre. In total, 60 students were given places at different stages and a number of factors influenced the final numbers (see table 9) by the end of the year.

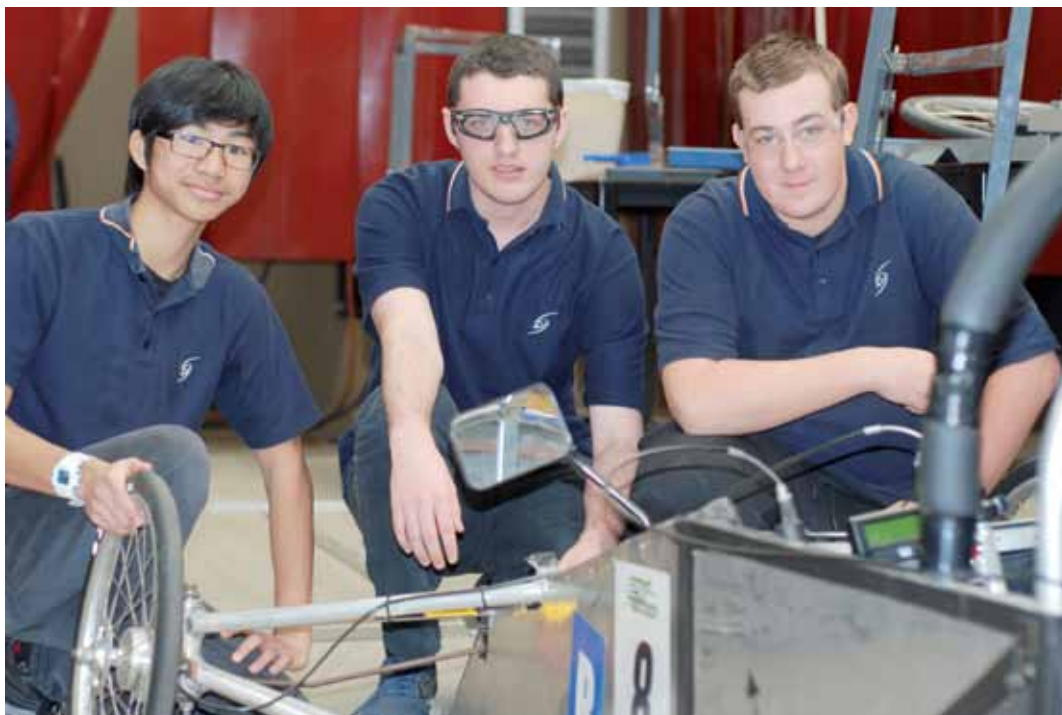
2020 also saw the continuation of the Year 10 Trade Taster Program, with Cannington Community College sending 15 students and Yule Brook College sending 12 students to the Friday classes. Southern River College once again did not take up this opportunity to enrol students into the program. This Taster course continues to be offered to all TTC consortium schools to engage students in the Metals and Automotive industries and it is anticipated engaged students will transition into the senior school program the following year. New enrolments for 2021 saw 16 of the Taster Students enrol in the Year 11 2021 Trade Training programs.

Program delivery

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

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

In 2020, COVID-19 saw placements paused from mid-March until mid-June. This gave students the opportunity to develop interview skills and speak to our consortium members through zoom meetings and online interviews. Once we were able to continue with work experience most of our consortium employers were quick to welcome students back and two of our Year 12 students left mid-year to take up apprenticeship opportunities. Our Workplace Learning program continues to grow with word of mouth, seeing various other local companies coming on board, creating more opportunities for our trade students. In 2020, the prestigious Cummins International Achievement trophy was awarded to Nathan Baker for his overall efforts in the Trade Training program and successful work placements in the automotive industry.





	Year 10 Taster	Year 11	Year 12	Total
Automotive	Metals and Auto Friday Taster Program Class size 16 Schools had the opportunity to send groups of students each term. Extra spaces were made available in term four when Year 12's left. The program was split and focused on Metal and Auto specific tasks.	27 Students were enrolled as Year 11 Automotive students. (25 enrolled in the first year of AUR20716 Certificate II, and 2 were continuing from Year 11 in 2019.) Of those: • 10 meet the requirements to transition into Year 12 for 2021. • 1 is switching to MEM20413 as a Year 12. • 1 left to undertake an apprenticeship. • 1 left to full time employment. • 1 is leaving to attend a new school. • 5 students are continuing their studies as Year 11 auto students in 2021. • 3 are leaving the Auto program and re-enrolling in Year 11 Mainstream. • 2 students are switching over to the Canning Skills program. • 3 students have left to attend TAFE. • 1 student referred on to participation.	14 Students completed the requirements to transition into Year 12 in 2020. (2 students left mid-year to full time employment and 1 as a mature age seeking employment) Of those: • 9 completed the AUR20716 Certificate II • 2 did not achieve the certificate. Year 12 Achievements • 4 students. achieved WACE and Certificate II. • 5 students gained a WASSA that included a Certificate II. • 2 students achieved WASSA only.	
	Year 10 Taster	Year 11	Year 12	Total
Metal	Total students undertaking the program Cannington 15 Students Yule Brook 12 Students	16 students were enrolled as Year 11 Metals and Engineering Students (15 enrolled the first year of MEM20413 Certificate II and 1 was continuing on from Year 11 in 2020.) Of those: • 8 meet the requirements to transition into Year 12 for 2021. • 1 left to undertake an apprenticeship. • 1 left to full time employment. • 1 is leaving the Metal program and re-enrolling in Year 11 Mainstream. • 1 left to attend TAFE. • 1 referred to participation. • 1 changed schools. • 1 left as a mature age, seeking employment.	3 students completed the requirements to transition into Year 12 in 2020. (2 students left mid-year to apprenticeships, of which 1 had obtained the complete MEM20413 Certificate II) Of those: • 1 student completed the MEM20413 Certificate II Year 12 Achievements • 1 student achieved WACE and Certificate II.	
Total	27	43	17	87
Demographics				
	Auto	Metal		
Aboriginal	3	1		4
EALD	9	3		12
Left the Trade Training Centre program during 2020				
	Year 11	Year 12		
Mainstream	0	0		0
Move On or Canning Skills Big Picture programs	0	0		0
Participation or other	1	0		1
Apprenticeship or employment	2	4		6
Changed schools or TAFE	2	0		2
Mature age, seeking job	1	1		2
Total	6	5		11
Final figures				
Completed certificate course outside of TTC				0
Completed Certificate II TTC				11
Achieved WACE in Year 12				5

Table 9: Intake of students into Trade Training Centre 2020

Outcomes achieved

The Trade Training Program provides students with multiple opportunities to succeed. In 2020 we had 27 students try the Taster course, 43 students enrol in Year 11 and 17 students enrol in Year 12. Of these:

- 5 Year 12 students that enrolled at the start of 2020 achieved a WACE and a Certificate II in their chosen vocation.
- 5 Year 12 students achieved a WASSA that included Certificate II.
- 2 Year 12 students achieved WASSA only with a partial Certificate II.
- 4 Year 12 students left the program mid-year as they gained an apprenticeship/job in their chosen industry.
- 1 student left the program as a mature age, seeking employment.

Students in the Trade Training Program have a good chance of obtaining an apprenticeship or a full-time industry position either during or at the end of their studies. It is a significant achievement that 6 Year 11 students left the College at the end of Year 11 as they had gained an apprenticeship/job in their chosen industry.

	2015		2016		2017		2018		2019		2020	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Auto	14	12	5	2	7	7	12	10	4	2	11	8
Metal	12	6	6	5	8	7	5	4	5	4	1	1
Total	26	19	11	7	15	14	17	14	9	6	12	9
Per cent		73%		64%		93%		82%		67%		75%
Cumulative total*	81	63	92	70	107	84	124	98	133	104	145	113
Cumulative percentage		78%		76%		79%		79%		78%		78%

Table 10: Certificate II completion rates – longitudinal 2015-2020

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

Improvement strategies

Timetabling:

- OLN specific classes to be timetabled into the weekly classes for 2021 to assist the growing ESL population and increased enrolments without OLN.
- Timetable workplace learning classes to work on induction programs and preparing students for the industry including showcasing their skills learnt by producing artefacts for their portfolios.
- Create a specific timetable for the Centre to improve attendance analysis.

Programming:

- Continue the development of a Year 11 four-week program that gives students an understanding of what to expect in the different courses.
- Identify students who need to be placed in Foundation English and Mathematics classes.
- English classes will be taught by an EALD specialist and will include strategies to help our ESL students close gaps in their OLN and gain skills and techniques to help in their understanding of Certificate and industry specific class work.
- The first four weeks will be used to determine if the students are suited to the Trade Training Centre or need to switch to other programs in the school.



- Industry specific trade mathematics tasks will continue to be incorporated into the mathematics curriculum. This ensures students are applying the numeracy skills required in their chosen industry.
- The Cummins Soft Skills program will continue to be delivered via our Year 11 advocacy teachers.
- The Year 12s will complete the Cummins Soft Skills modules during their workplace learning timetabled classes as they were impacted by COVID-19 in 2020.
- Year 12 Advocacy teachers will be given an overview of each Year 12 student so they can use this information alongside the WACE Tracker to monitor students' progress and support Year 12 WACE and completion rates.

Suitability to a Trade Training Certificate Course:

- Each new enrolment will be interviewed in order to identify 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.
- All Year 11 students will be on a trial for the first four weeks with their progress recorded on a checklist and discussed at the Trade Training Centre staff meeting. Parents will be informed that their child has successfully fulfilled the requirements of the Trade Training Centre program.

Attendance:

- Rates will continue to be closely monitored and timely parental contact will remain a priority. Regular attendance is essential for success in a Trade Training Centre program.
- Specific 'at risk' letters will be developed for the Trade Training Centre and will follow the structure as outlined in the whole school attendance policy.

Workshop:

- Real project-based tasks will continue to be sought from our employers in 2021. This gives the skills delivered in the certificate courses increased relevance and meaning.
- Continue receiving vehicles from Sims Metal that are used in the Automotive course for engine removal, strip downs and enriched tasks to enhance the WACE courses or certificate tasks.

Workplace Learning:

- The Year 11 2021 student cohort will be changed to complete at least one Workplace Learning module (minimum 55 hours) when participating in either of the certificate courses. This will be organised once the student is deemed work ready and is safe in the workshops.
- Meetings will be held with the parents of students who are not deemed work ready and alternative pathway options will be discussed if they are showing no improvement by the end of semester one. All students should have at least one placement by the end of their first year in the program.
- Advocacy teachers will use advocacy zones to help students complete logbooks once they have finished their placement so they can link it to skills learnt in their courses and keep track of their WACE requirements.

Parental and Industry Links:

- The Trade Training Centre staff will continue to independently develop and maintain strong, sustainable partnerships with parents and industry employers through interactions such as shared BBQs and parent information nights.
- Our highly valued Technical Education for Communities (TEC) Consortium of local and national industry partners will continue to meet to develop opportunities for students. On-line meetings with our partners and students commenced in 2020 to discuss the skills and requirements for traineeships and apprenticeships. This was deemed to be highly valuable and will continue in 2021.
- Excursions to our consortium partners will be broken down into smaller industry specific visits that focus on students' goals and are more specific to their career planning. Students that show they are work ready will have the opportunity to select one or more of these excursions so they can plan for their future.
- Letters will continue to be sent to parents with an overview of students' progress in the Trade Training Centre so that meetings can be organised and teachers can work with parents to try and promote success in the course.

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 and 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 wide range in ability levels and social and emotional needs. In 2020 the trend has 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 growing number of students were joining us from trauma affected backgrounds and/or severely impoverished home lives. All Canning Skills students this year had issues accessing educative opportunities at their previous schools. The key reasons for this were low attendance, anxiety, severe behavioural issues and/or mental health concerns, and learning difficulties.

The Big Picture learning design at the Sevenoaks Academy supports our students using personalised learning plans, teacher facilitation and guidance. We aim to give our students access to an education that is relevant and interesting to each individual, harnessing 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 General Education for Adults (CGEA) and we ensure that our students are work ready by offering the Certificate II Skills for Work and Vocational Pathways (FSK). For students who are ready there is an opportunity to access Workplace Learning and, if appropriate, School Based Traineeships.

In February 2020 sixty-one students were originally enrolled across three Advisories. While working in their Advisories students were given opportunities to be able to pursue their passions by working on special interest projects. Students were also able to access a variety of excursions and incursions, had access to experts from the community and were able to participate in sport, cooking and arts and crafts activities.

Whilst the measures of our success are linked to the College Business Plan, our evidence is taken in a variety of ways and is often anecdotal, shared through informal feedback sessions, weekly formal discussions during team meetings as well as with parents through student exhibitions. There is a formal feedback of progress and learning through the validation and moderation processes with our Registered Training Organisations (Communicare and Skills Strategy International) and exhibitions.

Canning Skills did not suffer a noticeable negative impact as a result of COVID-19; both attendance and achievement remained consistent throughout term two. Attendance remained at approximately 80 per cent. The college IT audit showed that almost two-thirds of students did not have access to the internet and/or a computer at home; consequently, work uploaded to Connect was not a success.

In 2020 more Canning Skills students attended the Year 12 Ball and Presentation Ceremony, 10 and 12 students respectively. Three Canning Skills students were also given subject awards for their outstanding work and commitment to their certificate course.

Attendance		
61 enrolled	2 students enrolled but never attended. 44 students remained engaged until the end of the year: 45 students achieved their Individual Learning Programs for 2020 (some exiting the program before the end of the year) 7 students were referred to participation throughout the year 1 student left for full time employment 4 students left to attend other educational opportunities including TAFE.	Target: 50% Actual: 67%
Program Achievement		
22236VIC Certificate I in General Education for Adults	1	Full Certificate Target: 50% Actual: 70%
22237VIC Certificate II in General Education for Adults	14	
20113 Certificate II in Skills for Work and Vocational Pathways	6	
ASBT Traineeship	1	
TAFE (private student)	1	
* Due to the nature of the 2-year program some students are currently partway through the course but are on track to complete in 2021		
Certificate I General Education for Adults	5	
Certificate II General Education for Adults	28	
Certificate II Skills for Work and Vocational Pathways	25	

Table 11: Canning Skills Big Picture Academy 2020



Student exhibitions of work are a requirement of the Big Picture learning design and add another level of accountability for our students and staff. In 2020 exhibitions have been problematic and limited due to the pandemic. Exhibitions are a valuable experience for students, providing them with an opportunity to present orally, use technology and discuss their understanding and knowledge about a special interest project. The aim is that all students complete at least two exhibitions next 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 2021 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 and career exploration activities, expert guest speakers and opportunities to visit local workplaces and educational institutions. All students will be encouraged to participate in shadow days and/or work experience opportunities. Career portfolios will be developed. The focus in 2021 will continue to be the encouragement of real and authentic learning, building relationships with mentors and transitioning students to full time work or further education. In 2021 all students will leave the college with a post school action plan.
- In 2021 staff members will continue to work collaboratively to foster a supportive and flexible team environment. Weekly staff meetings will be held, and the minutes will be recorded and forwarded to the Principal. Resources will be developed and shared centrally and reviewed regularly.
- Advisory staff will focus more closely on the Big Picture pedagogy and work more effectively with our Big Picture coach. In 2021 there will be a renewed emphasis on the learning cycle and the inclusion of parents and carers in this cycle.
- In 2021 staff will continue to improve relationships with all stakeholders, in particular our Aboriginal families. Some strategies will include offsite activities and greater use of our Aboriginal staff onsite. Timetabled Advocacy sessions for both male and female Aboriginal students will be maintained. Exhibitions will be scheduled each semester and members of the student's learning team will be encouraged to attend.
- Canning Skills will continue to cater for at risk students and offer Certificate I (22472VIC) and Certificate II General Education for Adults (22473VIC) working closely with our new RTO Communicare. Certificate III General Education for Adults will also be offered to appropriate students.
- An on-line version of Certificate II in Skills for Work and Vocational Pathways (FSK20119) will see a renewed focus on employability skills, work readiness and financial literacy. This on-line platform will also improve digital literacy.
- Advisory staff will continue to liaise with Youth Workers to ensure students have access to a variety of additional programs to support social, emotional and life skills development.
- A new Canning Skills Big Picture Award will be created to commend a student who has shown outstanding commitment to the program, demonstrating that they have completed several learning cycles, found and followed an interest, completed a work placement and connected with the community in a positive way.



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 2020 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. This also encouraged 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 which celebrates our students' diversity and ethnicity unfortunately did not take place in 2020 due to the COVID restrictions.

Outcomes achieved

In 2020, overall student attendance as measured at the end of semester one was 79 per cent* (see below), similar to 2019 (78 per cent). As indicated in the table below, 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. The Canning Skills Big Picture program continued its pleasing attendance levels. The impact of COVID affected attendance levels, however, of note is that our attendance levels did not drop significantly, with the majority of students re-engaging in their education. The College continued its focus on supporting individual students with strategies to increase their attendance.

	Year 11	Year 12	Aboriginal
School	78%*	81%*	69%*

Table 12: Percentage attendance of students 2020

** Semester one 2020 attendance was severely impacted by the COVID-19 pandemic. In order to validly compare semester one attendance, the data excludes term one weeks 7 -10.*

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 2021 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.
- Analyse the findings of the ECU *Participation and Retention in Senior Secondary Schooling* report to identify specific issues around non-attendance.



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, *Being a Young Adult* (formerly *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.



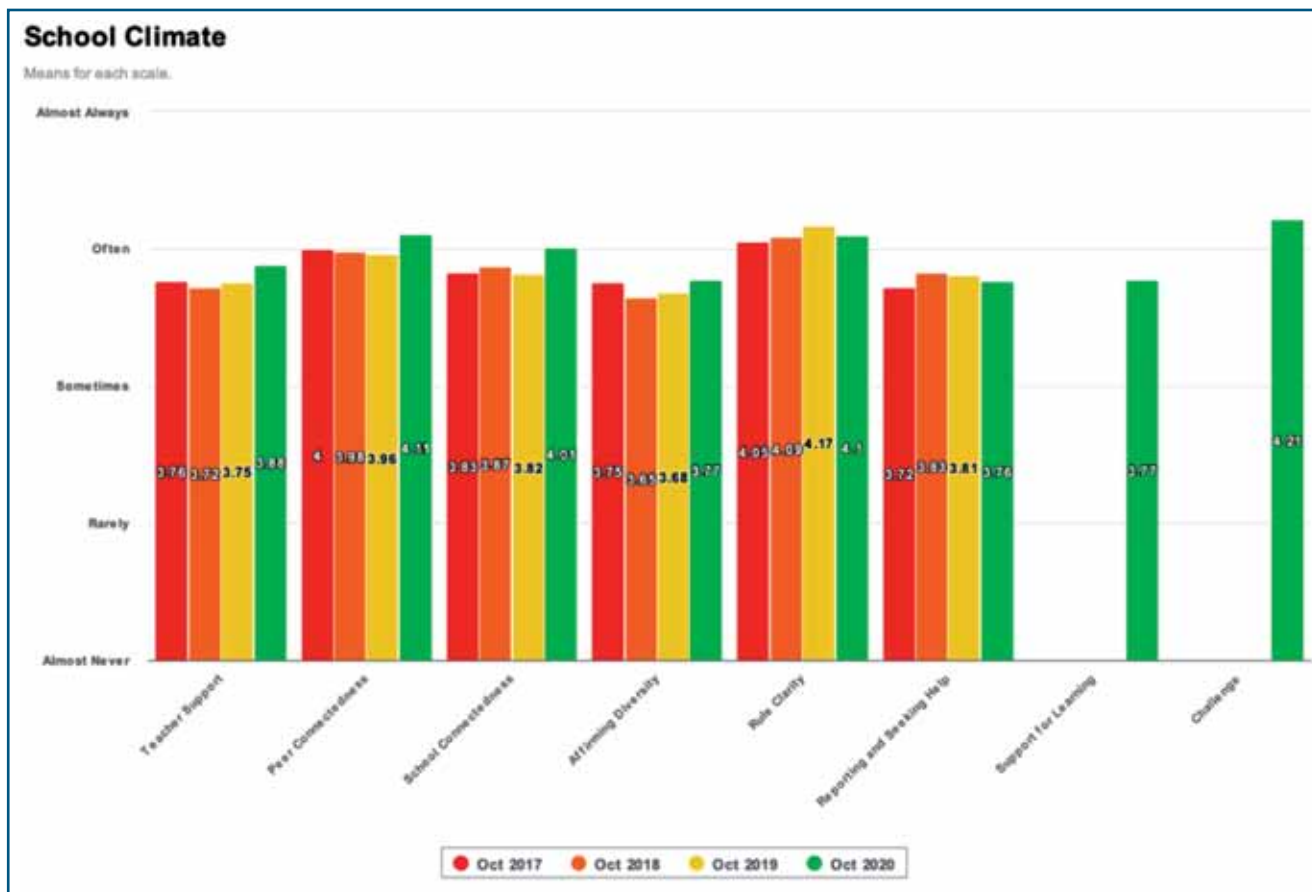


Figure 4: Students' view of *What's Happening in this School* (WHITS) (Curtin University 2020)

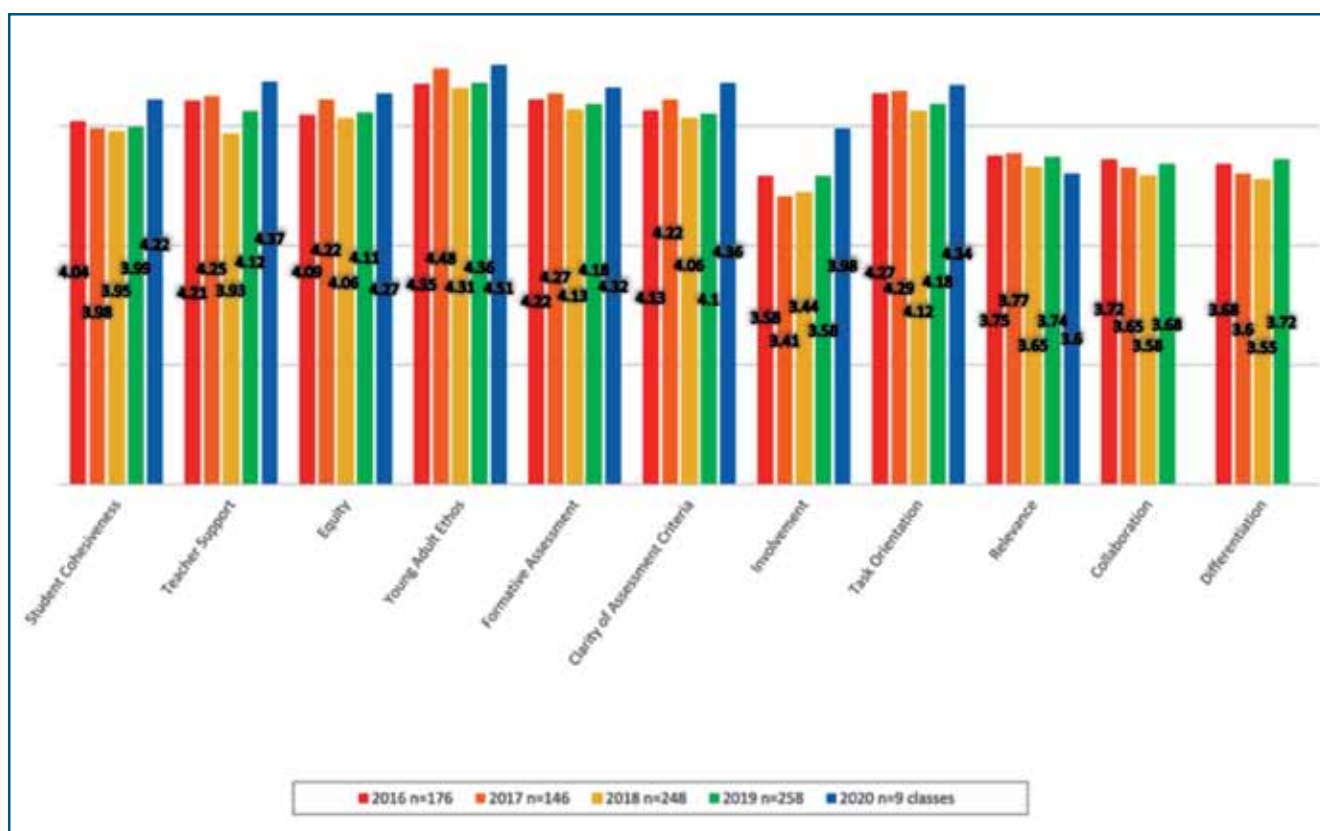


Figure 5: Students' view of learning environment indicators (Curtin University 2020)



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 student modules *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. In addition, the survey included a scale (set of questions) exploring students' perceptions of how the school has impacted on their preparedness for the future. Students' future pathways in terms of career choices and aspirations were explored. Focus group interviews were conducted at the end of the year to follow up the findings from the survey. The results reflect any changes in perceptions from the first survey early in term two and the follow-up survey and interviews in term four. The analysis provided in the final report is supported by comprehensive data tables that outline specific results in terms of year group, gender, program, home language, and by Aboriginal or refugee status.

Outcomes achieved

The 2020 data show that social and academic engagement at Sevenoaks Senior College remains high, in spite of the additional challenges of COVID-19. Typical to previous years, many of the issues identified by students at the beginning of the year were resolved by the end of the year.

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 most students 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, but this continues to have the lowest mean of all items in this scale.

The greatest increase in future preparedness was for students who identify as Aboriginal and/or Torres Strait Islander (from 3.64 to 3.94). The greatest improvement was seen in the Trade Training Centre, with an increase of 0.25 between surveys and the highest mean of 4.16.

Dealing with change scored consistently well but was particularly strong for Trade Training (4.16), ATAR (4.01) and EALD students (4.13).

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). Students in Trade Training (4.25), ATAR (4.27) and EALD (4.35) rated most highly in the importance of regular attendance. Tiredness was the most common reason for non-attendance, and this reason was the most common amongst females (3.48, 3.35), and students who identify as Aboriginal (3.05, 3.25). This challenge remained throughout the 2020 school year.

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 the 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 15 per cent to 13 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 46 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 47 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 42 per cent to 52 per cent over the 2020 school year.

It was encouraging to note male students becoming more confident in their studies over the year, with 15 per cent of males feeling they performed better than most other students in survey two, compared to only 12 per cent in survey one. Females became a lot more confident in their studies throughout the year, with the 'not as well as most' category decreasing from 20 per cent in survey one to 12 per cent in survey two.



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, although female students (3.81, 3.78) and students who speak a language other than English at home (3.98, 3.91) experienced a decrease in connectedness.

Students born outside Australia and with a refugee status experienced a marginal decrease. 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. Belonging increases at each time point from students' entry into the College at Year 11 to the point they finish their studies in Year 12. It is highly encouraging to see the increase in students' belonging by Year 12 survey two. As the data suggests, students have a strong connection to the College community.

The survey data suggests students feel their sense of support from teachers and peers remained similar across the year. All scores for all students were well above the critical cut-off point of 3.50/5.00. Students identify subject teachers highest in terms of support and advocate teachers continued to rate highly. In particular, the 2020 data showed the importance of teachers. Students explained how teachers' empathy helped them to improve their self-efficacy and gave them confidence to ask for help when needed. They commented on how positive relationships with teachers helped them academically, but also supported their socio-emotional wellbeing.

Academic engagement remained high with most scores > 3.80, but there was a slight decrease from 2019 scores where most scores were over 4. Importantly, all student groups showed an increase in overall academic engagement over the year. In addition, the majority of student groups improved in all subscales of academic engagement, showing an improvement in subject satisfaction, involvement in their studies, confidence in their schoolwork and self-efficacy. While all groups were consistently academically engaged, gender analysis showed males are more engaged than female students at the College. Most programs maintained or improved academic engagement with Trade Training students improving the most out of all programs (3.84 to 4.17). Canning Skills students reported lower confidence with schoolwork on both occasions but greatly improved their involvement with studies (3.59, 3.71) and their self-efficacy (3.49, 3.75) over the year.

Most students in both year groups were able to articulate a clearly defined future pathway to their goals (Year 11, 57 per cent and Year 12, 79 per cent). It is also positive that over half of the student body had either a clearly defined occupation or pathway, or an incremental pathway to achieve their occupation. Where students did not have a defined pathway, they were generally still aspiring to complete further education.

There were a number of unique challenges in 2020 and the results of the survey were significant in demonstrating the value students place in the College. They were confronted with on-line learning and this posed a significant challenge to their motivation, enjoying returning to the campus. The young adult ethos is valued by most students and perceived as being highly valuable in preparing them for future post compulsory pathways.



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.
- Ensuring 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.
- Analysis of the findings of the ECU research and identifying key foci and strategies to address concerns.





3.3 ACARA School Opinion Surveys

These surveys were not completed in 2020 due to COVID.



Top left: Kiera-Lee Baker
Outstanding Achievement Award

Top right: Matthew Harris, Cultural
Navigator Award and BG&E
Aboriginal Achievement Award

Middle left: Mohammed Saif
Kaimkhani, Future Innovator
Award and Caltex All Rounder
Award

Middle right: Muniera Jibril,
Dux Award

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 2020. 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 2020, 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 the 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

- Develop the Advocacy program to provide guidance to staff to address key concerns across the College.
- Continue to improve the use of data to inform targeted support for students.
- 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 2020 enrolment of Aboriginal students was forty-one. 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 is moving into its 17th year of operation. Follow the Dream is the story of a collective journey – a shared commitment to empower and position Aboriginal and Torres Strait students as leaders, enabling them to investigate and enquire about ways to develop their sense of leadership within the College and broader community. Education is the key to achieving genuine long-term generational change in breaking the cycle of disadvantage. The Follow the Dream program supports Aboriginal students who aspire to successfully complete their secondary schooling, who show aptitude for learning, and demonstrate a positive approach towards education.

The Follow the Dream Program has and will continue to:

- understand and meet the holistic needs of Aboriginal students on the program;
- utilise a strengths-based approach;
- provide support to the College to ensure a positive and welcoming learning environment which is culturally inclusive, valuing both family and community engagement;
- use an appropriate network of collaborators;
- set high performance standards and expectations;
- build quality teacher-student relationships; and
- ensure students access appropriate course content and delivery.

The twelfth Closing the Gap report showed Aboriginal children still trail far behind non-Aboriginal children in literacy, numeracy and writing skills. In 2020 the global pandemic and COVID-19 school closures also turned a spotlight on inequities and other shortcomings among Aboriginal communities. The Follow the Dream program immediately set up initiatives to ensure students were still connected to their learning. Some of the initiatives included:

- Home delivered learning packages;
- Connect Flexible Classes;
- Web Ex on-line Tuition Support;
- Zoom On-line Tutoring & Collaboration;
- Video Podcasts; and
- YouTube Tutoring Videos.

These initiatives and the targeted support through Follow the Dream resulted in our students resuming their studies and our Year 12s achieving 100 per cent secondary 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.

Matthew Harris won Top Aboriginal Student Award which is sponsored by our partner BG&E and the Cultural Navigator Award. He was also the recipient of three BG&E scholarships. Matthew was also a valued member of the Student Guild and a proud and strong advocate for his Aboriginal heritage.

Moving into 2021 the program will continue to deliver:

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

The following is a historical overview of program enrolment and results.

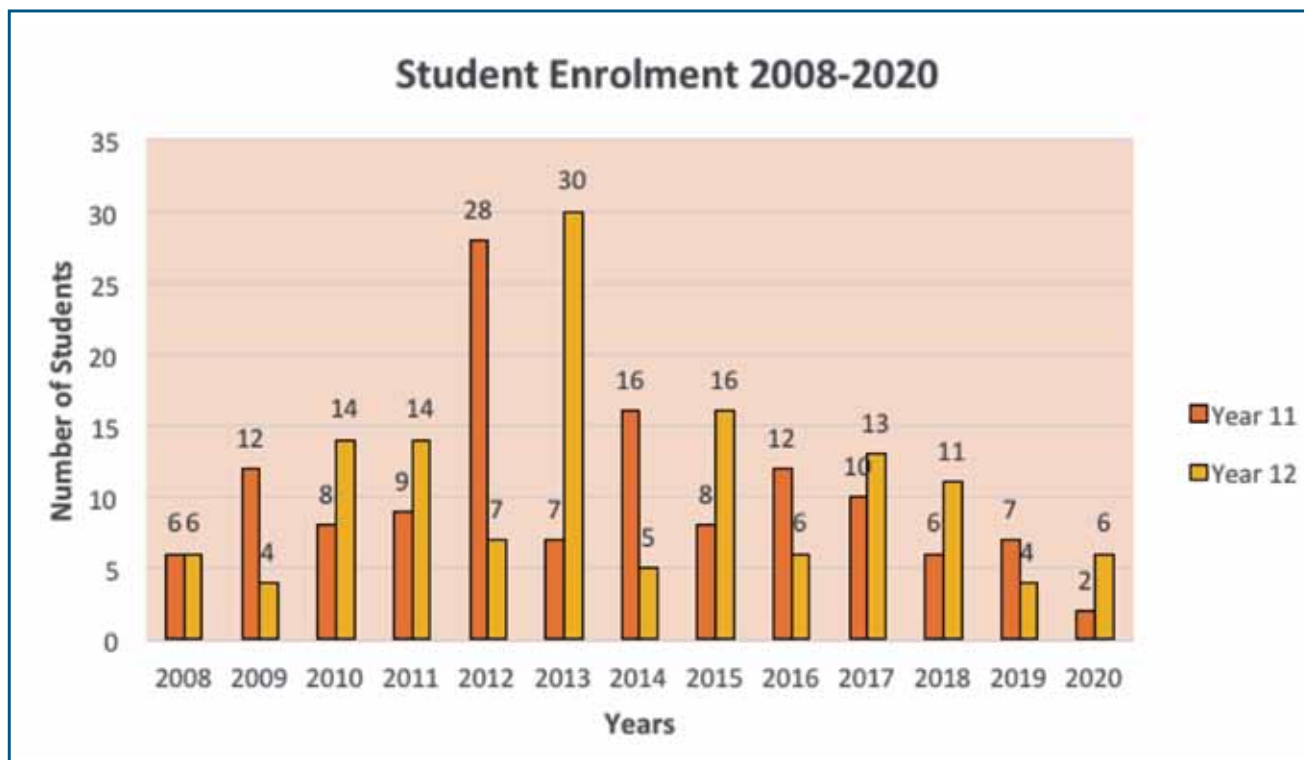


Figure 6: Overview of Follow the Dream enrolments 2008-2020

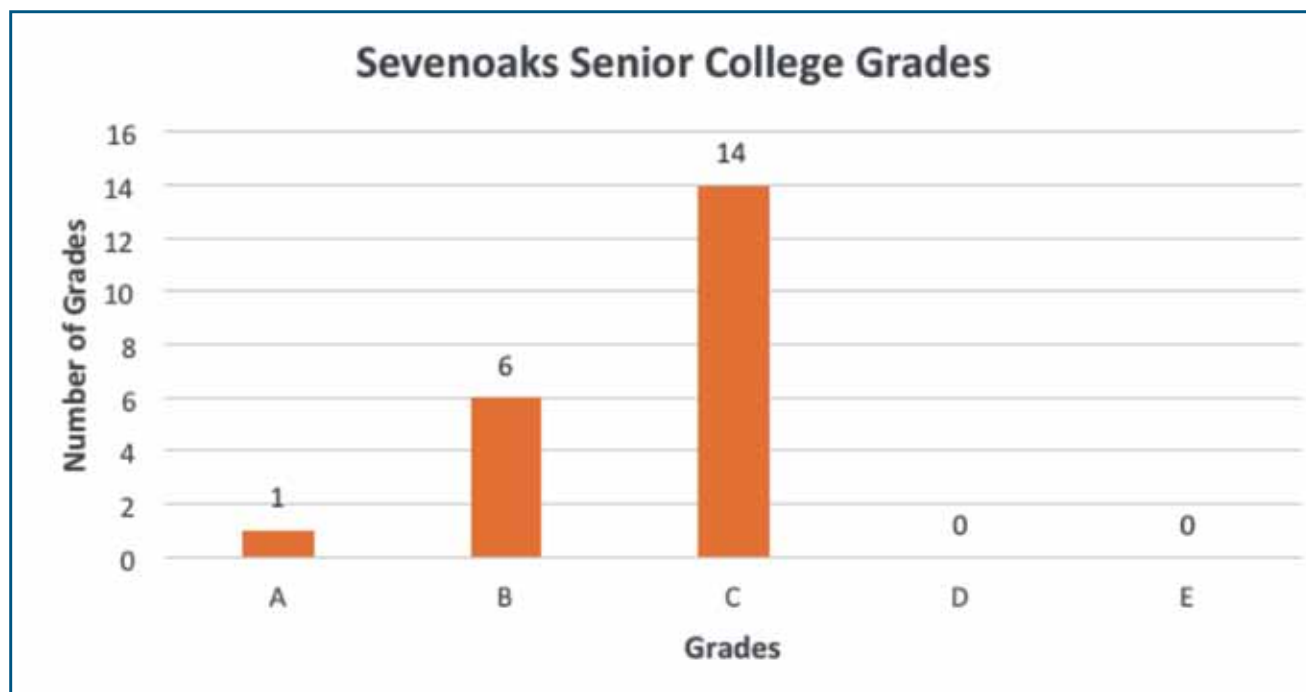


Figure 7: Follow the Dream Year 11 and 12 student grades



Follow the Dream Year 12 Post School Destinations

All six Follow the Dream students in Year 12 achieved their WACE certificate. One student gained direct entry to the University of Western Australia through their ATAR pathway. All other students achieved a Certificate II in their studies. Three students gained places at Curtin University in their alternative pathway program and one gained a place at the Western Australian Academy of Performing Arts (WAAPA). One student is studying at TAFE.

The Follow the Dream program at Sevenoaks Senior College helps students aspire to become whoever they want to be and achieve new heights. Our alumni continue to feature across Western Australia in various sectors, some of which include qualified nurses, an engineer, business administrators, justice officers, managers, mine site staff and students at universities, TAFEs and other learning environments.

Partnerships

Follow the Dream continues to have strong community, government and business partnerships. These partnerships complement and reinforce our values, culture and the learning opportunities they provide for our students have enhanced their outcomes. Two continuing partnerships into 2021 include Langford Aboriginal Association (LAA) and the Moorditj Koolungka Kaadadjiny (MKK) Program.

Members of LAA visit the students at Follow the Dream fortnightly and deliver programs in the areas of cultural, social and emotional wellbeing. They also run classes in Nyoongar language and provide a healthy meal at each visit.

BG&E Partnership

Sevenoaks Senior College and BG&E engineering company enjoy a collaborative relationship with activities involving school staff, students, parents and the community. BG&E are strongly committed to honouring Aboriginal and Torres Strait Island peoples as the First Peoples of Australia, and their Reconciliation Action Plan (RAP) was launched in 2019. The focus of the RAP is to improve education and employment pathways, as well as procurement practices, to sustain economic development in first nation communities. Our exciting partnership with BG&E began in 2019 and, despite the restrictions of COVID in 2020, has developed throughout the year. BG&E are proud of their partnership with the College and have committed to the following initiatives:

- four College scholarships;
- one University scholarship;
- a NAIDOC partnership;
- introduction and sponsorship of a TAFE course as a pathway to engineering with preference to Sevenoaks students;
- work placements/internships; and
- site visits, excursions and incursions.

The Follow the Dream Djinda Dancers were proud to perform at the BG&E 2020 NAIDOC celebration, followed by a tour of the office.



Targeted initiatives for 2020

The 2021 period will be a challenging and exciting time as our program adapts to a rapidly changing environment. Our initiatives encapsulate a commitment to remaining comprehensive while emphasising the importance of collaboration, diversity and partnered innovation as a critical means of solving complex global challenges.

We will strive to transform our students into game-changing graduates ensuring that they are not only prepared to succeed in their chosen pathway but will also provide the leadership necessary to create change.

The 2021 initiatives of the Follow the Dream program are underpinned by the Department of Education policies which include the:

- *Strategic directions for public schools 2020-2024, Building on Strength: Future directions for the Western Australian public-school system;*
- *Sevenoaks Senior College/Outreach Schools Aboriginal Education Plans;*
- *Follow the Dream: Partnerships for Success Program Guidelines;*
- *The National Indigenous Reform Agreement - COAG Closing the Gap; and*
- *Aboriginal Cultural Standards Framework* document which is aligned with the Australian Professional Standard for Principals and Australian Professional Standards for Teachers to improve outcomes for Follow the Dream students. The framework supports behaviours, attitudes and practices of all concerned with the program with a view to progressing from cultural awareness to cultural responsiveness to maximise learning outcomes for Follow the Dream students.

Follow the Dream will:

- 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.





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 2020, there were 487 enrolments: 313 Year 11 and 174 Year 12 students. The College enrolment of Aboriginal students was 41 (8 per cent).

The following section outlines the destinations of our students during 2020.

4.1 WACE Achievement

The WACE achievement rate for 2020 reflects the students' achievement of the On-line Literacy and Numeracy Assessment (OLNA).

Year	2015	2016	2017	2018	2019	2020
WACE Achievement percentage	98.0	77.4	64.0	72.0	72.4	72

Table 13: Percentage graduation rates 2015-2020

The attainment rate (students with ATAR scores above 55 and/or a Certificate II or higher) was 96 per cent, similar to 2019 (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.

All students had the opportunity of expert advice from the Careers Advisor regarding post school options. All Year 12s were interviewed to support them with the transition from Sevenoaks to their preferred destination. Information is regularly displayed to assist students and support is offered with TAFE and University applications. The advice and support of the Careers Advisor, Mrs Earl, is highly utilised and valued across the College.

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

Sixty-three students including thirty-eight ATAR students gained university entrance (thirteen UWA, thirty-one Curtin, two ECU, and seventeen Murdoch). Of the remaining Year 12 cohort, seventy-five students have applied to TAFE; twenty-eight are seeking or have gained employment; four have gained apprenticeships; one is entering the defence force; and a small number of students are travelling overseas, deferring further study.

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 2020 school year and from which program they exited.

Destination	Canning Skills Big Picture	Mainstream	Trade Training Centre
Post-Compulsory	0	6	2
Apprenticeship	0	1	2
TAFE/Training	2	9	0
Another School	2	3	1
Overseas/Interstate	0	2	0
Employment	0	4	0
Other	1	0	0
Total	5	25	5

Table 14: Destination of students who left during 2020

Thirty 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. Six 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 students continue to be supported with information and guidance for post school options.
- Ensure additional supports are in place for pathways that enable all students to access and complete either a Certificate II or III course or an ATAR program, including OLN support classes.
- 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 are offered to support the wellbeing of students which includes:

- Health, Social and Emotional Support Program through Student Services;
- Student Guild initiatives;
- Student sports program;
- Stay on Campus Program;
- Wraparound service in conjunction with external agencies, such as MercyCare and ASeTTs;
- Aboriginal Support Program;
- Clontarf Football Academy; and,
- Sista Girlz Aboriginal young women's 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 Wellbeing Support Program

In 2020 the Student Services team consisted of a College Vice Principal, Level 3 Program Coordinator Student Services, 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. There were many issues that were experienced by students in 2020 including access to food, relationships and mental health.

The Student Services team supported students with those presenting issues via the following strategies:

- Providing food for lunch donated by St. Mary's Outreach Service. We have developed a relationship with this charity over the past three years.
- Working with teachers, students and their families in formulating timetables that allowed them flexibility with their school/home/work balance to combat stress and anxiety.
- Working with students to develop and maintain respectful and healthy relationships.
- Collaborating with external support services to maintain consistency and improve therapeutic outcomes for students. Students were at varying stages of understanding their own mental health issues and our Youth Workers and Psychologist were able to guide them through some of the challenges they faced while maintaining their education.

The Advocate Teacher and Advocacy Support Panel 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 2020 the College participated in Act Belong Commit initiatives to support student mental health and wellbeing. There is an emerging trend worldwide 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 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, which encourages people to take action to improve their mental health and wellbeing. Sevenoaks has a partnership with Mentally Healthy Schools WA. 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.

In 2020 the Student Services team developed a Wellbeing Expo, which ran across a week in term three. The event highlighted strategies to improve wellbeing; these included activities linked to diet and nutrition, physical exercise, mindfulness and social connectivity. The program included blending health smoothies via push bikes, physical fitness sessions, mindfulness art activities, self-pampering stations, making a healthy breakfast smoothie bowl and interactive sessions with outside support agencies, such as Headspace and the Freedom Centre.

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 Sevenoaks. The program involved various student activities that encouraged them to stay onsite during their free time. The program is also aligned with our Act Belong Commit program.

In 2020, our program ran throughout the year, except for part of term one and all of term two due to COVID-19 restrictions, and included the following:

- Lunar New Year craft
- Valentine's Day card making
- Bollywood and hip-hop dance classes
- Table tennis tournaments
- Multicultural activities, including naming the flags
- R U OK? Day activities
- Book Week dress-up and special morning tea
- Science Week activities
- NAIDOC Week celebrations



Sporting Teams

Although student sporting teams continued in 2020 activities were significantly reduced due to COVID-19 restrictions. Students were able to participate in the competitions in soccer, volleyball and basketball. Unfortunately, there were limited opportunities as most interschool sport was cancelled.

The highlight of the year was the Champion Schools Volleyball competition. Three of our four teams qualified for the finals. The Black Division Girls and the White Division Boys both won their respective grand finals.





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 coin donation. This afforded the students an opportunity to have a healthy lunch or recess and raise awareness about the importance of healthy eating.

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 ran an inaugural Wellbeing Expo, during the time of Mental Health Week, in collaboration with Act Belong Commit. The Program has been covered above in 5.1 Wellbeing Support Program.



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 2020 Student Guild members. For each year group there were up to 20 nominations.

In 2020 the Student Guild had:

- six Year 11 students, Alisha Hussain, Ryan Haynes, Aron Biju, Tegan Smith, Bismillah Moqaddam and Mick Malaluan; and,
- six Year 12 students, electing Head Boy, Mohammad Saif Kaimkhani and Head Girl, Kate Germino, Matthew Harris, Sarah Osborne, John Sarana and Christian Banagbanag.

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 July 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 2020. Students learnt how to submit event proposals, write budgets, use various promotion techniques and coordinate events big and small. 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 \$500 for Wheelchairs for Kids.





College Events

On 21 February 2020 the annual Year 12 Sevenoaks Senior College Ball was once again held at the Novotel Langley Hotel in East Perth. The 'masquerade' theme inspired a beautiful arrangement of crystal and feather centrepieces and sparkly 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 2020 School Ball and hope the night remains memorable to them for years to come.



The 2020 Year 12 Presentation Ceremony was held on Saturday 7 November at the Curtin Stadium. Approximately 220 students attended the event with over 600 guests, parents and staff members. Dignitaries who attended the Presentation Ceremony included: Ms Ingrid Cumming; 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 Patrick Hall, City of Canning; Mayor David Goode, City of Gosnells; Ms Suzie Grdosic, Cummins South Pacific; Mr Grant Morgan, Komatsu Australia and College Board Deputy Chair; Professor Jan Gray ECU, Sevenoaks Senior College Board Member; Dr Tristan Fielder, UWA; and Mr Andrew Wilson, Principal, Cannington Community Education Support Centre. Our distinguished guests joined our Principal, Ms Katie Edwards, and Vice Principal, Ms Fiona Thomson, in presenting the awards.

The Ceremony was opened by Mrs Ingrid Cumming, a Nyungar Cultural Advisor from Curtin University. The national anthem was performed by one of our very talented students, Jessica Zeal Vum. The prestigious College Excellence Awards were presented, comprising the Dux Award, the Outstanding Achievement Awards, the College Awards and the Course Awards. The 2020 Year 12 student cohort are congratulated on their efforts for the uplifting community spirit they have demonstrated during their final year at the College. This is particularly noteworthy considering the uncertainty and implications of the COVID-19 pandemic.



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* Wirrpanda 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.

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 2020 two Wayne Lyon Memorial Scholarships were presented. Akeshia Murihy-Jones was awarded a scholarship for her contribution to sustainability and the environment, and Jesse Constable Drysdale was awarded a scholarship to support him in achieving his personal goals with his education. Two students are the recipients of these \$1000 awards annually.

This year was the start of a new scholarship. The Jordan Thorsager scholarship of \$1000 was established by his family in his memory and is awarded to a student who needs financial assistance to reach their goals and who also loves to play sport. Jordan was a past student of Sevenoaks, who sadly passed away in 2019. This year's recipient was Telia Donovan.

Following the introduction of the BG&E Engineering Scholarships in 2019 several students received scholarships in 2020. Matthew Harris and Tenika Gazeley received \$500 in recognition of their work ethic and continued commitment to their studies. In addition, Mathew Harris received a \$500 prize for the top Aboriginal ATAR student at the presentation ceremony.





5.5 Student Excursions

In 2020, many planned excursions were cancelled due to COVID-19 restrictions. However, students were still fortunate to enjoy a range of excursions throughout the year.

Date	Term	Program or Course	Excursion Location
11 Feb 2020	1	Clontarf Football Academy	Cannington Leisureplex
13 Feb 2020	1	Canning Skills Big Picture	WA Art Gallery
14 Feb 2020	1	Clontarf Football Academy	Clontarf Induction (Mandurah)
19-21 Feb 2020	1	Clontarf Football Academy	Clontarf Year 12 Leadership Camp
20 Feb 2020	1	Canning Skills Big Picture	Construction Futures
25 Feb 2020	1	Clontarf Football Academy	Optus Stadium
5 Mar 2020	1	Canning Skills Big Picture	Cannington Leisureplex
12 Mar 2020	1	Student Guild	Year 12 Leadership Conference Student Guild
26 Mar 2020	1	Canning Skills Big Picture	Foodbank
2 Apr 2020	1	Canning Skills Big Picture	Kings Park
24 Jun 2020	2	Clontarf Football Academy	White Card training
24 Jun 2020	2	Clontarf Football Academy	Basketball Leisureplex
1 Jul 2020	2	Clontarf Football Academy	Football scratch match
1 Jul 2020	2	Follow the Dream	Hollywood Nails/Carousel Foodcourt
2 Jul 2020	2	Clontarf Football Academy	Wembley Golf Course
29 Jul 2020	3	Year 11 Cert II in Music	Crank Recording Studio
29 Jul 2020	3	Year 12 ATAR Geography	Fieldwork
30 Jul 2020	3	Trade Training Centre	Westrans
31 Jul – 2 Aug	3	Student Guild	Ern Halliday Leadership Camp
6 Aug 2020	3	Year 12 Human Biology	Harry Perkins Institute
13 Aug 2020	3	Trade Training Centre	Consortium Partner Visit - 1
18 Aug 2020	3	Year 12 Foundation EALD	Mundaring Weir Pump
20 – 21 Aug	3	Clontarf Football Academy	Overnight Camp
25 Aug 2020	3	Trade Training Centre	Consortium Partner Visit - 2
26 Aug 2020	3	Canning Skills Big Picture	Kent Street Weir
27 Aug 2020	3	Canning Skills Big Picture	Foodbank
28 Aug 2020	3	Volleyball team	School Sport WA Competition
9 Sep 2020	3	Trade Training Centre	Consortium Partner Visit - 3
10 Sep 2020	3	Canning Skills Big Picture	AQWA
17 Sep 2020	3	Year 11 Human Biology	Perth Zoo
23 Sep 2020	3	Trade Training Centre	Consortium Partner Visit - 4
24 Sep 2020	3	Canning Skills Big Picture	Kings Park

Date	Term	Program or Course	Excursion Location
14 Oct 2020	4	Clontarf Football Academy	Clontarf Corporate Cricket
15 Oct 2020	4	Canning Skills Big Picture	Bowling/CREEC
27 Oct 2020	4	Clontarf Football Academy	Clontarf Super Training
29 Oct 2020	4	Canning Skills Big Picture	Thornlie TAFE
29 Oct 2020	4	Clontarf Football Academy	Senior Football game
5 Nov 2020	4	Canning Skills Big Picture	Bentley TAFE
5 Nov 2020	4	Clontarf Football Academy	Awards lunch - Sizzler
18 Nov 2020	4	Clontarf Football Academy	Clontarf Reward Day
19 Nov 2020	4	Clontarf Football Academy	Keys4Life – Canning College
22 – 26 Nov	4	Clontarf Football Academy	End of Year camp - Broome

Table 15: List of Student Excursions 2020





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 2021.

School Level Environment Survey 2020		
	Actual n=36	Preferred
Staff Collegiality	4.24	4.32
Staff Freedom	3.88	4.09
Resource Adequacy	4.44	4.74
Shared Mission	4.51	4.61
Leadership Support	4.2	4.45
Parent Involvement	2.7	4.06
Student Support	4.05	4.74
Participation in Decision Making	3.47	3.79
Job Satisfaction	4.49	
Self-Efficacy	4.07	
Wellbeing	4.03	

Table 16: School Level Environment Survey (Curtin University 2020)

The following graph reflects the progress of the School Level Environment since 2017. 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 Business Plan following the College Public School Review at the start of 2021.

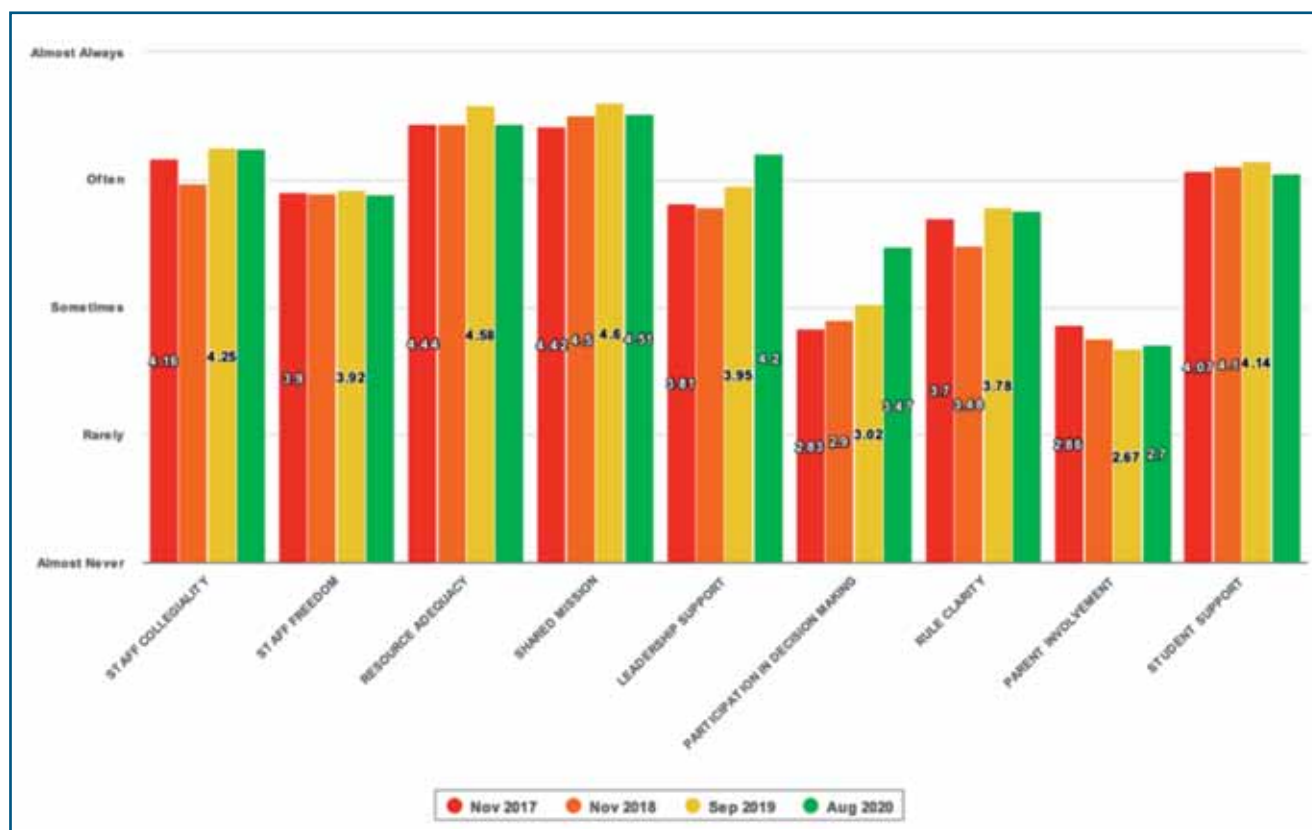


Figure 8: School Level Environment Survey 2017-2020

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 *Being a Young Adult* (formerly *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.

External professional learning was limited in 2020 but staff took every opportunity to engage in on-line professional development wherever possible. Access to quality professional learning online was a positive outcome of the year. In addition, two of our teaching staff were commended on their contribution to the development of department resources in the Connected Learning Hub during COVID-19.

Teachers involved in the Canning Skills Big Picture Academy continue their professional learning in Big Picture and have access to a Big Picture coach who regularly visits the College to provide support.

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 2021 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;
- continuing 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);
- exploration of a whole school numeracy strategy;
- developing data literacy in analysing student performance;
- implementation of the 2021 *Being a Young Adult* modules; and
- continuing to develop teachers' understanding of the school planning process and associated layers of accountability.



7.0 Financial Perspective

7.1 Finances

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

As at 3 September 2020 we employed a total of 44.10 FTE for teaching staff which included School Administrators (5), Executive (2) and 22.10 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 2020.

	Spent
Allocation \$6 679 904	
School Salary	\$6 295 990
Casual Relief Payments	\$61 082
Casual Payments (1346)	\$186 178
TOTAL:	\$6 543 250

Table 17: One-line budget expenditure 2020

The unspent funds of \$386 499 for school salary will be rolled over into 2021.

Opening Balance Allocation 2020	\$13 783
Revenue	\$1 328 150
Expenditure	\$1 426 278
Reserves	\$1 408 180
Suspense Account	\$12 521
Tax	\$10 843
Bank Account	\$1 396 985
Carryover Funds	\$13 783

Table 18: Summary revenue and expenditure 2020

The College operated within budget allocations.



7.2 Funding Submissions

to support and enhance core strategies, particularly those that impact on student progress and achievement

Successful funding submissions received in 2020:

- \$5 000 - STEM Enterprise Pioneer Schools
- \$20 000 - STEM Local Schools Community Fund
- \$15 000 - Engagement Program

7.3 Reserves and Lease Strategy

The College has in place a process for maintaining adequate funds in our reserve account to enable the continued four-yearly replacement of computers across the college. The Standard Operating Environment system which operates the information technology continues to work effectively.

7.4 Full Fee Paying Students

In 2020 there were two (2) full fee paying students. The fees associated with these four students totalled \$28 690.

7.5 Professional Learning

In total, staff engaged in 116.5 days of professional learning requiring 18 days relief. Expenditure on internal relief and external relief support was \$10 197 with the cost of the professional learning sessions equating to \$3 320.

7.6 Use of Facilities by External Bodies

In 2020 we raised \$10 940, compared to \$19 336 for 2019 and \$18 431 for 2018. The decrease in 2020 is as a result of COVID-19, as clients were unable to use our facilities for a period of time, in addition to the new policy of all clients requiring a Certificate of Currency.

We will continue to look at raising extra revenue with greater advertising of our facilities to the general community via the College newsletter and website.

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



Major Outcomes	Strategies	Performance Indicators	Targets	2020 Outcomes	Resources
Students receive a standard of support which enables them to participate in their selected pathway and achieve their academic potential	Course Counselling	WACE			
	Careers Advisor: All ATAR Year 11-12	<ul style="list-style-type: none"> Percentage of students achieving the attainment standard Certificate II or +55 ATAR. 	Aspire to maintain all ATAR students with an ATAR at 55 or above Incrementally increase Certificate II achievement to 90 per cent	Working towards	Professional Learning for all teachers and support staff to develop counselling skills
	Enrolment Coordinators: On-entry meeting for all students	<ul style="list-style-type: none"> Median ATAR ATAR participation and performance 	Increase the percentage of students enrolled in ATAR courses whilst gradually increasing to 66 per cent those students who achieve an ATAR above 75	Achieved	
				Working towards (effect of COVID and early offers)	Professional Learning budget
	Advocacy support and monitoring of student progress	<ul style="list-style-type: none"> Percentage ATAR terciles ECU Engagement Project Advocacy support for studies criteria 	Move the low tercile toward 33 per cent Maintain a scaled score of 4.00 for ECU Advocate Support of Studies	Working towards	Advocacy support panel
	Whole College Literacy Strategy to support On-line Literacy and Numeracy Assessment (OLNA) achievement	<ul style="list-style-type: none"> Percentage of students achieving Category 3 OLNA – reading, writing and numeracy 	80 per cent of Year 12 students achieve Category 3 for reading, writing and numeracy 80 per cent of Year 11 students achieve Category 3 for reading, writing and numeracy	Achieved individually Working towards for all three Working towards	

Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2020 Outcomes	Resources
Students are connected into their learning programs through effective transition processes and programs	Transition Plans All students have a transition plan from Year 10 to post-school pathways which is monitored and supported through the following processes: Year 10-11: General and ATAR information sessions Year 11-12: Pathway Program Year 12 to post-school: Careers Advisor Orientation programs	<ul style="list-style-type: none"> Year 12 students with three or more grades at or above C 	Increase the overall percentage of C grade attainment: Year 11 to 80 per cent Year 12 to 90 per cent	Working towards	
	Workplace learning induction	<ul style="list-style-type: none"> All workplace learning students participate in an induction 	<ul style="list-style-type: none"> 80 per cent of workplace learning students complete one unit of ADWPL 	Achieved	

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Teaching and Learning: Safe and Accountable Classrooms

Major Outcomes	Strategies	Performance Indicators	Targets	2020 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	Quality Learning Environment Implement <i>safe and accountable classrooms</i> concepts Continue to develop a range of cooperative learning and instructional strategies which enable student success Whole-school literacy strategy	<ul style="list-style-type: none"> Reducing the gap between actual and preferred in the <i>delivery</i> aspect of the Curtin CCQ survey Percentage of students above the critical point in the ECU <i>academic engagement</i> domain Mean of the ECU <i>satisfaction to subject</i> and <i>academic confidence</i> to trend upwards 	Incrementally move the <i>delivery</i> aspect rating toward the scale of 4.0 Maintain student score above 3.5, moving toward 4.0 in Year 11 and above 4.0 in Year 12 Incrementally move <i>attitude to subject</i> score from 3.8 toward 4.0 Incrementally move <i>academic efficacy</i> from 3.8 to 4.0 90 per cent of teachers participate in Collegial Classroom Observations All students take part in the <i>Harmony and Diversity</i> program in Advocacy 75 per cent of Aboriginal students access the Follow the Dream tutoring on a regular basis	Achieved Achieved Year 11 Working towards Year 12 Achieved Working towards Achieved Achieved Achieved	Leading Teaching and Learning Professional Learning Research budget Curtin University research Edith Cowan research Follow the Dream Graham 'Polly' Farmer Foundation – BHP funding
	Harmony and Diversity Incorporate <i>Harmony and Diversity</i> (renamed <i>Being a Young Adult</i> in 2020) modules into the classroom and Advocacy				
Student academic support programs ensure there is additional support for students to achieve success with their learning	Academic Support Programs Year 11 Pathway to Year 12 Year 12 University Pathway Program Follow the Dream Deadly Mathematics tutoring	<ul style="list-style-type: none"> EALD cohort mean for <i>sense of belonging</i> trending upwards Qualitative feedback from ECU focus groups related to academic support and efficacy 	EALD cohort mean for <i>sense of belonging</i> trending towards 4 Qualitative data from ECU focus groups related to academic support and efficacy demonstrates that students feel supported in their studies 90 per cent of Year 11 and Year 12 ATAR students participate in the Pathways programs 90 per cent attendance of Follow the Dream students participating in the FTD tutoring	Achieved Achieved Achieved	Elevate Universities TAFE Representatives College teachers Past students



Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2020 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	Re-shaping the Curriculum Develop pathways which reflect the Australian Curriculum, the WACE, vocational pathways and the Big Picture Design (Canning Skills)	<ul style="list-style-type: none"> Percentage of students moving to employment and training throughout Year 11 and Year 12 Percentage of students moving to: <ul style="list-style-type: none"> Training providers University Employment 	90 per cent of students who leave during the year are connected into either employment or training Actual versus preferred destination of students reflects <i>minimal variation</i>	Working towards Achieved	Construct a timetable which supports and reflects flexibility to deliver the next phase of curriculum reform Professional Learning Budget SCSA PD
	Certificate II Develop a range of Certificate II courses which will enable students to achieve the attainment standards of the WACE	<ul style="list-style-type: none"> Students have access to either Certificate II courses or ATAR courses 	All students enrolled in either ATAR, General course or Certificate II course	Achieved	
Canning Skills adopts and embeds Big Picture design across all Advisories	Canning Skills Develop the Canning Skills model to be inclusive of the minimum standards of literacy and numeracy as defined by the WACE	<ul style="list-style-type: none"> All completing Canning Skills (CS) students attain the Year 10 minimum standards of literacy and numeracy – Certificate II General Education for Adults (22237VIC) 	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 50 per cent of completing CS students achieve the Year 10 minimum standard of literacy and numeracy Certificate II CGEA (22237VIC)	Achieved Achieved	Big Picture Australia resources
	Big Picture university portfolio entry		Capable CS students access Murdoch university via portfolio entrance	Available	

Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2020 Outcomes	Resources
Student academic support programs ensure there is additional support for students to achieve success with their learning	English and English as an Additional Language or Dialect				
	Implement whole school literacy policy	Whole school literacy strategies employed across all programs and courses in the College	A whole school literacy strategy is developed and implemented for all students	Achieved	EALD funding from Department of Education
	OLNA support sessions and foundation class support	OLNA support strategies and discrete sessions for students who have not achieved category 3 in OLNA	80 per cent Year 12 students achieve OLNA category 3 in reading, writing and numeracy	Achieved individually Working towards all three	Appropriate professional development
	Additional English foundation classes when necessary	Additional English foundation classes when necessary	80 per cent Year 11 students achieve OLNA category 3 in reading, writing and numeracy	Working towards	OLNA support classes
	The Sevenoaks International Centre continues to incorporate the strategies for students: <ul style="list-style-type: none"> • in-class support • across learning area support • three year program for identified <i>stage one</i> EALD students 	EALD students have access to additional support in developing their English language skills			

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Teachers: Professional Learning Community

Major Outcomes	Strategies	Performance Indicators	Targets	2020 Outcomes	Resources
Teachers are active members of a <i>Professional Learning Community</i> who work collaboratively to address students' academic and social development	Collaboration Establish the structures, processes and time to enable teachers to share practices, collectively reflect on student performance, the Sevenoaks Quality Teaching Model and contribute to a positive school climate including participating in Collegial Classroom Observations	Curtin University School Organisational Climate Survey (SOCS) provides positive indicators	Move the actual scores toward the preferred scores 90 per cent of teachers participate in Collegial Classroom Observations	Working towards	Research budget Implementation of AITSL standards through performance management Sevenoaks Quality Teaching Model
	Teachers' participation in the action research learning through Curtin University: Classroom Climate Questionnaire (CCQ)			Achieved	
Teachers' capacity is developed to meet the needs of the changing educational context	Capacity Building Build teacher capacity to deliver effective strategies in the classroom to meet the needs of the emerging EALD population	Teachers have access to learning to develop their current skills	Teachers participate in two in-school moderation activities each year	Achieved	SCSA & College Professional Learning program Professional Learning budget
	Teachers implement whole school literacy policy	Teachers participate in literacy professional learning			
	Maintain teachers' Certificate IV and vocational qualifications	Teachers participate in relevant professional learning to support VET qualifications	VET teachers maintain vocational qualifications.	Achieved	Schools Curriculum and Standards Authority Literacy tool kit (resources) Department of Education budget allocations Training costs to up-skill teachers and maintenance of currency to deliver Certificate II qualifications



Management Systems: Administration

Major Outcomes	Strategies	Performance Indicators	Targets	2020 Outcomes	Resources
The College finances are managed strategically to maximise student outcomes	Finances Effective operation of the SCFM and one-line budget Developing funding submissions to support delivery of programs Reserves maintained to deliver future needs of the College	Maintain a surplus with the one-line budget	One-line budget remains in surplus	Achieved	The finances of the College: • one-line budget • student fees • schools resourcing budget • external funding allocations are aligned to the priorities of the College plan
The College manages the physical resources in accordance with Department policy and processes	Facilities and Equipment 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	Working towards	
The quality of the management systems supports overall strategic planning	Systems The management of systems is reviewed annually and reported on when requested	RTO audits Financial audits Curriculum audits Other compliance audits as directed	Audits receive positive findings when conducted	Achieved	
A workforce plan is in place to enable sustainability of programs delivered at the College	Workforce Planning Develop a succession plan for the period under review Maintain effective recruitment processes to ensure internal capacity of staff is maintained Develop a vocational training plan to meet the delivery requirements of the WACE standards	Seamless transition with appointment processes which enable the College programs to continue	College is fully staffed at all points of the year	Achieved	
		Specific teachers trained to deliver Certificate II courses in selected industry areas	Adequate teachers trained to enable all students access to a Certificate II course and vocational currency is maintained	Achieved	

Towards 2021

