



Annual School Report 2019

SEDA College Victoria
ABN: 39 612 321 865



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Statement from the Principal

At SEDA College (Victoria), we change students' lives by developing real skills and preparing them for a successful future.

The SEDA model places student interest at the forefront of their Senior Secondary education, alongside a practical connection to industry and an individual approach to teaching and learning. The College is able to access leading industry partners including Cricket Australia, Cricket Victoria, Netball Victoria, Basketball Victoria, Melbourne Victory, Melbourne City, Tennis Victoria, Swimming Victoria, Australian Sailing, Life Saving Victoria, AFL Victoria and a number of AFL Clubs.

The SEDA College Board chose the SEDA model as the foundation for the College as a result of the model's success in engaging, educating and empowering young people in Victoria, New South Wales, Western Australia and the Northern Territory. What makes for an engaging education? For us, the key component is interest-based learning. Young people and their families choose SEDA College because we connect with their interests and students move outside of the classroom to learn directly from industry.

Our 'one teacher, one classroom' model also allows our teachers to take on a true mentoring approach, where they walk alongside and support the individual journey of our students as they complete their secondary education. Teachers work with each student to develop their confidence as learners. Amongst other skills, our staff are specifically recruited for their capacity to build healthy and respectful relationships with students and develop their skills for life.

SEDA College delivers the Victorian Certificate of Applied Learning (VCAL) certification using an applied learning pedagogy where hands-on learning happens both inside and outside of the classroom. Through this applied learning model, students have a deeper connection to their education, resulting in

enhanced engagement levels.

Students also undertake work and industry placements and community project work to develop their work readiness and community awareness.

Our vision is that students benefit from being exposed to a range of learning opportunities. Each student is supported to develop a career plan that is specific to their aspirations and goals and one that makes direct links to the learning activities they undertake and their chosen career pathway.



Heath McMillin
Principal



SEDA College Context

SEDA College is an independent, co-educational Year 11 to Year 12 School, established in 2017, which provides VCAL programs in a hands-on, industry based environment.

The College's aim is to develop an engaging and caring learning environment which fosters the growth of each young person, and provides pathways to lifelong learning. At SEDA College, students benefit from being exposed to high standards and a range of learning opportunities, both inside and out of the classroom, allowing them to reach their personal and career goals.

As a school we are committed to a culture of child safety and we have zero tolerance of child abuse of

any form. We have policies and practices in place and regularly provide training to our staff and Board. We embed a culture of child safety in our day to day actions.

In 2019 we saw the final year of our initial strategic plan which resulted in the successful achievement of all our targets.





Senior Secondary Outcomes

All SEDA College students undertake the VCAL program which consists of a number of Areas of Study and a Vocational Education and Training (VET) qualification related to Sport and Recreation, or Building and Trade. Each Area of Study is linked to the specific VCAL strands of Literacy and Numeracy Skills, Personal Development Skills, Work Related Skills and a VET qualification which meets The Industry Specific Skills strand.

In creating our Areas of Study we work closely with our Industry and Sporting Partners to identify the key areas that will engage students, develop their knowledge and skills and prepare them for either further education or the workforce. To ensure we achieve this we obtain feedback directly from students and staff through surveys and interviews. The feedback provided for the 2019 program was extremely positive with students indicating that they enjoyed the program, found the delivery and content engaging, and the work relevant to their interests.

In 2019, 88.9% of our Year 11 students undertaking the Intermediate VCAL qualification successfully completed the program. The other 10.1% includes students that were identified as having specific learning needs and therefore their programs were modified to allow these students to complete the Intermediate VCAL over two years.

Of the Year 12 students that undertook the Senior VCAL qualification, 98.2% successfully completed the program which is an outstanding achievement and an indication of the program's success in engaging and empowering our Year 12 students.

Relative to the state average the SEDA College rates of completion are very strong.

Table 1. VCAL Completions

Qualification	% of Student Completions
Intermediate VCAL	88.9%
Senior VCAL	98.2%



The College is proud of the number of successful completions of the VET qualifications (see Table 2). Year 11 students who undertook the Certificate II in Sport and Recreation as part of their program finished with 86.45% successfully completing the course. The completion rate was similar to VCAL with a number of students having modifications made to their program allowing them to undertake a partial completion of the qualification. The Year 12 students undertook the Certificate III in Sport and Recreation where the completion rate was also in line with VCAL, with 93.8% of students successfully completing the course.

In 2019 to further extend some of our students the College introduced a partial completion of a Certificate IV in Sport and Recreation allowing students to complete an additional six units of which three provided credit towards the Diploma of Sport Development program. Of the seven students that undertook the qualification, 100% successfully completed the course.

The Building and Trade program involved students completing the Certificate II in Building and Construction over two years. Of the Year 12 students who undertook the second year of the certificate, 80% successfully completed the course. Although the other 20% of students did not fully complete the Certificate they were still able to successfully complete their Year 12 Senior VCAL.

Table 2. VET Completions

Qualification	% of Student Completions
Cert II in Sport and Recreation	86.45%
Cert III in Sport and Recreation	93.8%
Cert IV in Sport and Recreation	100%
Certificate II in Building and Construction	80%

Student Outcomes in Standardised National Literacy and Numeracy Testing

SEDA College is a Senior Secondary school and as such, does not participate in NAPLAN.

Student Attendance

The Student Attendance Rate is defined as the number of actual full-time equivalent student days attended by full time students as a percentage of the total number of possible student days attended over the reporting period.

The SEDA College Student Attendance Rates are set out in Table 3. The Approved Absences data takes into account any absence that has been notified to the College such as illness, medical appointments and other parent approved absences.

Table 3. Student Attendance Rates		
Year	Raw Attendance	Attendance including Approved Absences
11	89.46%	99.99%
12	88.75%	99.99%

The nature of the SEDA model with a focus on; highly engaging and practical curriculum, strong teacher-student relationships, links to elite sport partners, high profile industry speakers and high levels of physical activity has significant impact on improving students' attendance and engagement.

Attendance is collected three times daily and staff are required to complete their roll electronically. In the event that a student is absent from class they are expected to contact their Teacher at least half an hour before the scheduled starting time.

If a student is running late for a particular session they must inform their Teacher as early as possible via a phone call or text message.

In line with the College guidelines, students need to satisfy a minimum level of 90% attendance. A student who is repeatedly absent from the program and who fails to attend 90% of their timetabled sessions will place their on-going involvement and successful completion of Senior Secondary Certificates at risk.

Staff are required to follow up any extended/regular student absence (three or more days) with their Regional Manager so that plans can be implemented to support the student with their learning.

Strategies to improve attendance will be centred around understanding the reasons for absence and may include:

- Assistance with public transport costs
- Modification of academic program
- Modification of full time attendance to part time
- Late starts or early finishes on occasions
- Support with social skills
- Support with academic skills
- Positive reinforcement for improved attendance

Student Retention

The proportion of Year 11 students retained in Year 12 was 92.1%.

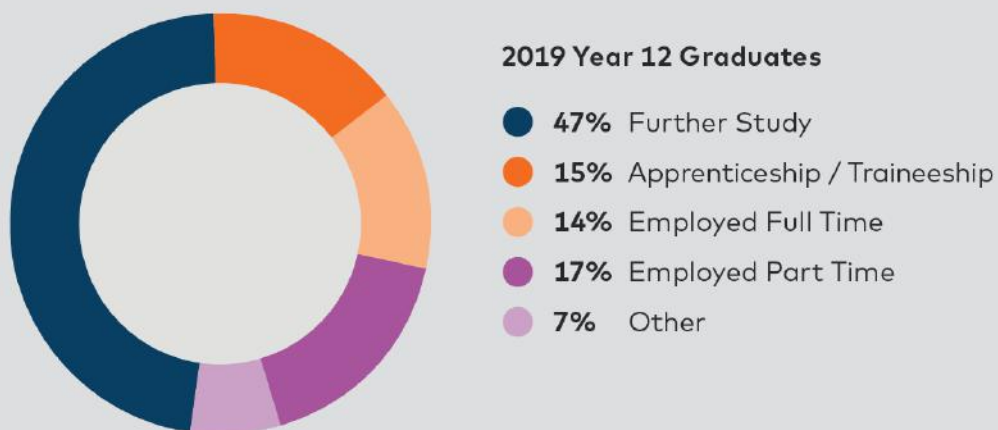


Post School Destination Data

SEDA College Graduates

In 2019 over 300 students completed Year 12 at SEDA College. The following diagram illustrates the chosen pathways for our graduates.

SEDA College Career Pathways



Further Study

47% of students have enrolled in further education, choosing this pathway as a means of meeting the requirements to access university, employment or further training. 79% of these students are completing courses at Diploma level that provide direct study pathways to specific university degrees in the areas of sport, health sciences, paramedicine, massage, ministry, childcare, education, event management, business, graphic design, and aviation. Students completing Certificate II to IV level courses include the following industries; health, recreation, disability, agriculture, animal studies, fitness and pre-apprenticeship training.

Apprenticeship/Traineeship

15% of students chose an apprenticeship/traineeship pathway in areas of plumbing, electrical, carpentry and education. The high percentage of students choosing this pathway is a reflection of the applied learning model and transferable skills obtained at SEDA College and the encouragement of students to explore all pathway options through Structured Workplace Learning.

Full Time Employment

14% of students transitioned to full-time employment in areas such as arts and recreation, accommodation and food services, retail trade,

education and training, construction, transport, administration, agriculture and other services. A number of these positions were secured through Structured Work Placement experiences.

Employed Part Time

17% of students have secured part-time work, some in multiple jobs. The majority of students are continuing to work part-time while making decisions around further education or are seeking full-time employment. Many students are working in their chosen sport in areas such as coaching, fitness training and umpiring as well as administration, retail trade, building and accommodation, and food services.

Other

7% of students are engaged in other activities including a focus on sport, seeking work, or accessing health and well-being support. All students complete the SEDA program with an up to date MyPLAN and resume summarising their achievements, skills and career objectives, to assist with applications for future employment.



Initiatives Promoting Respect and Responsibility

Student Well-being

The well-being of students is the foundation of the SEDA College approach to student management.

Our model requires our Teachers to take on a mentoring role where they support the individual journey of each student. Our Teachers' capacity to build healthy and respectful relationships with each student is integral to our 'whole of school' approach to well-being. Our Teaching staff are provided with regular professional development to equip them to effectively support students in the development of their social and emotional skills.

The 'Student Connect' service offered to students and their families at SEDA College, relies on a partnership between Teachers, Regional Managers, students, parents and the Student Connect Co-ordinators. This enables the development of informed strategies and a consistent approach to student well-being and case management. The College takes this a step further, by developing an individual student's capacity to actively engage with community support services and online resources when necessary. The 'Student Connect' page and regular bulletins offered on MySEDA (the SEDA College learning management platform), provides relevant well-being resources for students and parents. Self-help is encouraged, as we work together to grow our students into more independent and self-sufficient young adults. The College has two full-time Student Connect Co-ordinators, thereby acknowledging the importance we place on ensuring each and every student has access to well-being support during their SEDA College journey.

An important aspect of SEDA College's Educational program involves proactively raising our students' awareness of well-being issues, in order to prepare them for the myriad of challenges facing young people today. For example; in each of the first three terms, at least one well-being event is promoted across the College. Additionally, relevant community organisations are regularly invited to present to classes. Within the curriculum, the 'Healthy Living' and 'The Power of Sport' Areas of Study completed

by Year 11 and Year 12 students have components that have been specifically designed to assist in the development of a positive and healthy lifestyle.

The Education Department's Respectful Relationships Initiative has provided a highly relevant whole-school framework for SEDA College that facilitates the development of the school's culture, environment and teaching and learning. We have been a Partner School since 2017 and are mindful of the need for our students to be equipped with the knowledge and skills to foster respectful relationships.

Events Promoted:

- The Resilience Project
- One Wave
- Bullying No Way
- International Women's Day
- Indigenous Leadership Day
- National Reconciliation Week
- Men's Health Week
- Respectful Relationships
- R U OK Day

In Class or Regional Activities:

- Headspace sessions on relevant youth mental health topics
- Mindfulness colouring and meditation in each class on a regular basis
- Student Connect well-being sessions
- Safe Partying – Drugs and Alcohol
- IMPACT Driver Education



Human Resources

Workforce Composition

Table 4. Workforce Composition

School Staff	Number	%
Female	28	40%
Male	42	60%
Aboriginal and Torres Strait Islander	0	0%

Teacher Qualifications

Table 5. Teacher Qualifications

Classification	% of Staff
Master's Degree	12%
Graduate Diploma	41%
Bachelor's Degree or equivalent	100%
Victorian Institute of Teaching (VIT) Registration	100%

Professional Learning

The SEDA College strategic plan identifies staff development and engagement as a key priority in continuous school improvement. Accordingly, College staff are afforded significant opportunity to participate in professional development. We believe that attendance at conferences, and one-off development days are important in staff remaining current with best practice. At the same time, we recognise that internally run sessions, the opportunity to shadow, taking on special projects and higher duties, and access to mentoring also make valuable contributions to staff development. To complement specific professional development, the College also utilises structured performance and development processes, based around annual goal setting with respect to specific measurable outcomes, and monthly meetings with line managers throughout the year.

Staff, Parent, and Student Satisfaction

SEDA College engages significantly with its communities to seek feedback and understand how its stakeholders are experiencing their interactions with the College. Most significantly this occurs through Staff, Student and Parent surveys conducted twice annually. All surveys are held in the first two weeks of Term 2 and the first two weeks of Term 4. Results are shared with staff soon after completion and targets are set for the following six-month period. The October 2019 results are reported below as the relevant results for 2019.

Staff

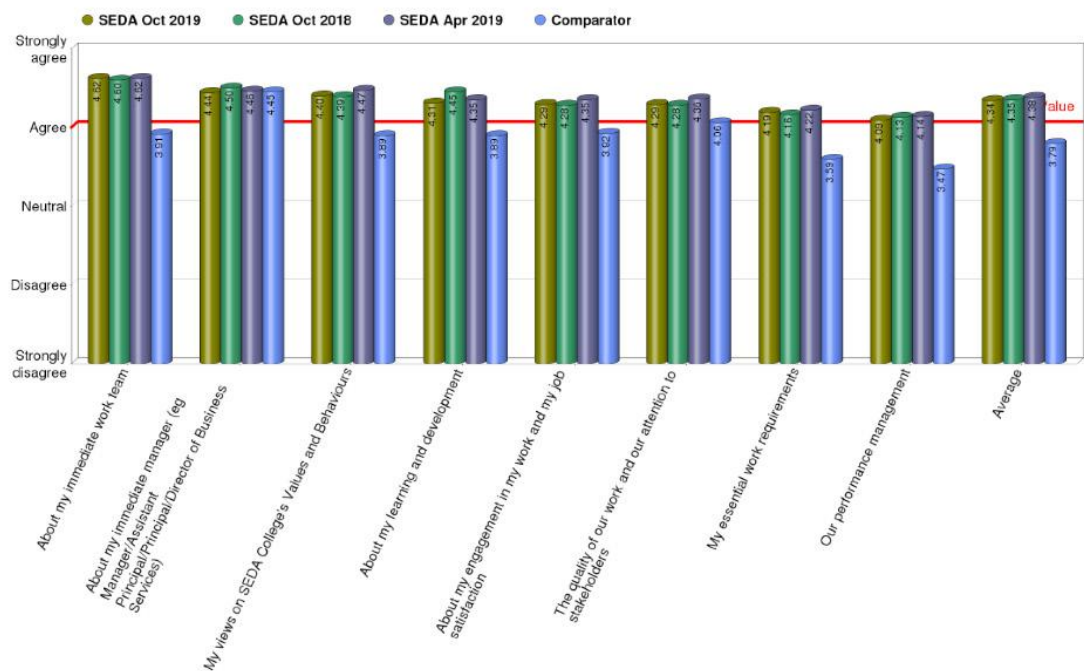
Staff are surveyed using an external company and are asked to respond to 74 questions which focus on specific areas of the organisation and its culture. Staff are also able to provide comments in addition to their responses.

Table 6 below indicates the high rates of completion for the staff survey.

Table 6. Staff Survey Respondents		
Response Rate	Number	Percentage
Total Survey Population	94	100%
Number of Respondents	83	88.3%

The survey questions are rated on a scale from 1 to 5 with 5 being the highest. Chart 2 shows the results which in October were similar to the earlier survey and had an average response value of 4.34. This is an exceptionally high score and reflects the level of employee engagement held by all staff with the College.

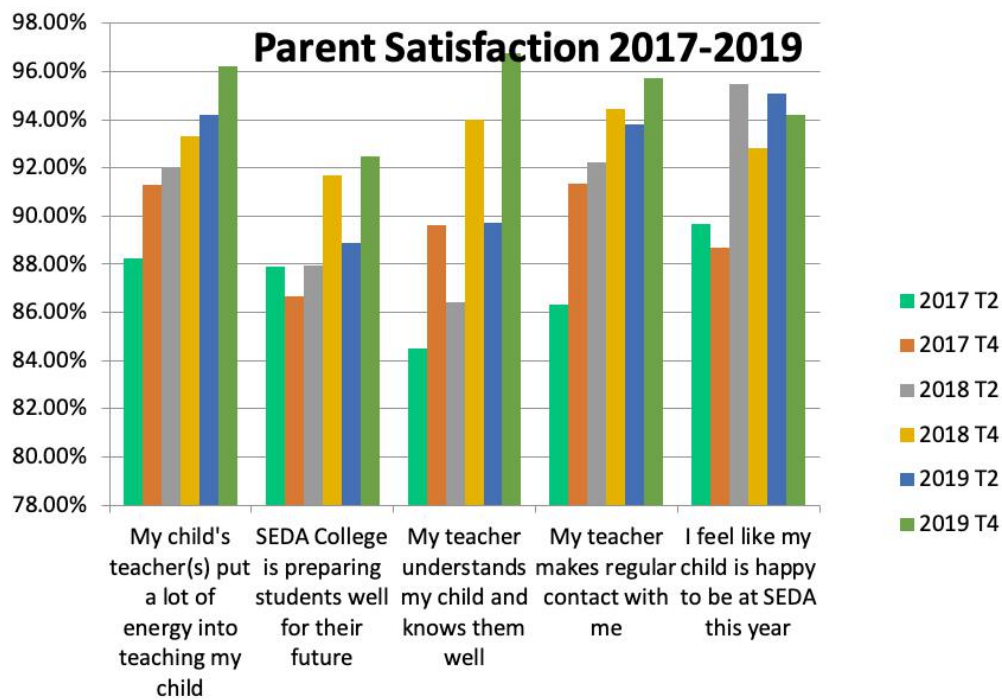
Chart 2. Summary of Staff Survey Results



Parents

Parents are asked six program and six demographic questions as well as being given an opportunity to comment. This is an approach that is short and user friendly has been taken to increase engagement and attempt to maintain strong response rates. In 2019, 467 parents completed the survey, and approximately half took the time to make comments. Chart 3 indicates very high levels of parent satisfaction, with a high percentage of parents either strongly agreeing or agreeing with a series of positive statements. Parents overwhelmingly hold the view that their child's teacher both knows their child well and puts a great deal of effort into teaching them. The survey data is consistent with anecdotal feedback regularly received from parents. With three years of data we can see consistent improvement from year to year.

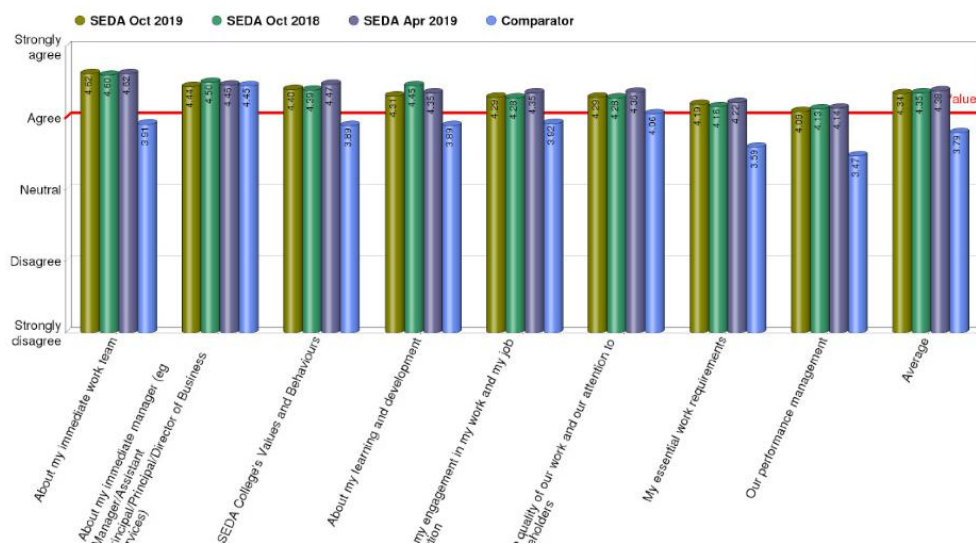
Chart 3. Parent Satisfaction



Students

Students participate in a 47 question survey that is based on the Victorian Department of Education Student Attitudes to School Survey. The survey is undertaken in class. The responses are rated on a scale of 0 to 5 with 5 being the highest. The 2019 data is shown in Chart 4 and indicates very positive feedback in all areas with all scores over 4. We are unable to compare the data to previous years as there were changes to the wording of the questions. In comparing Term 2 and Term 4 we can see highly engaged students who show consistent responses throughout the year. In historical surveys we have identified student perceptions of behaviour in class as a focus for us, and we are pleased to see responses are strong in this area in 2019.

Chart 4. Student Attitudes to School



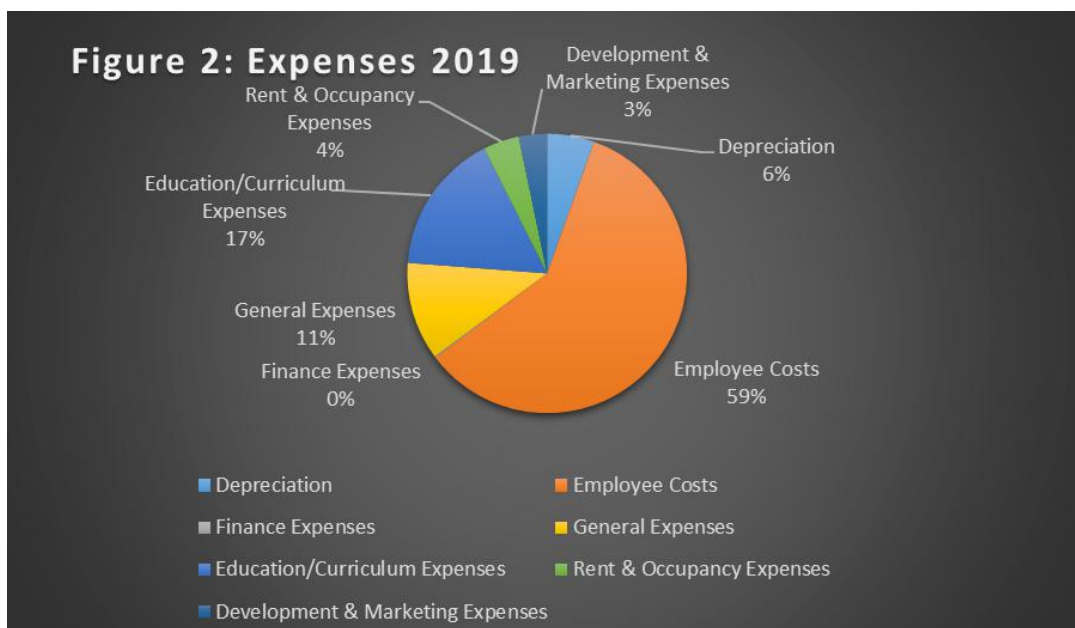
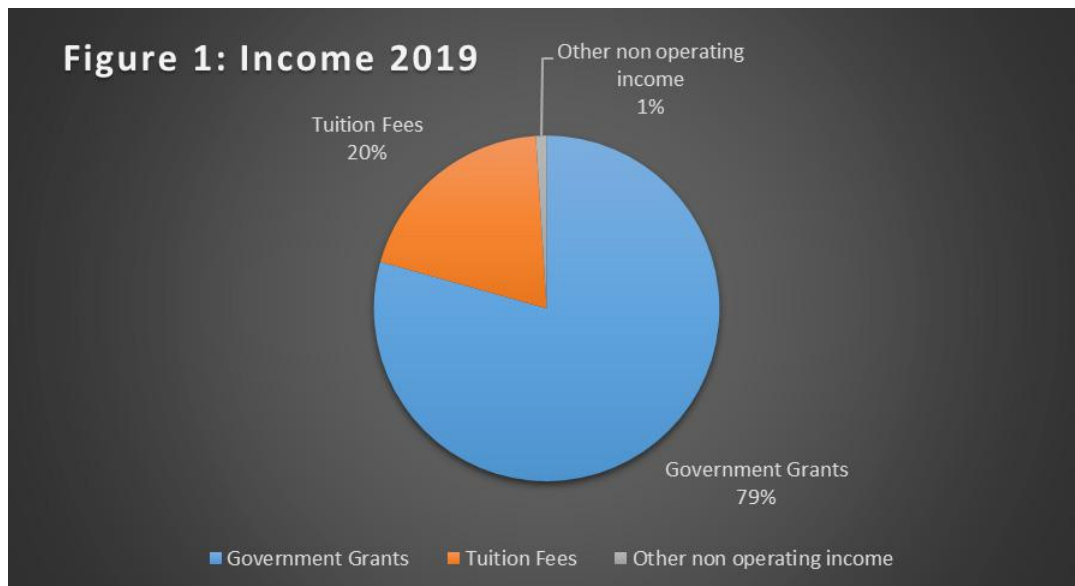
Summary Financial Information

SEDA College (Victoria) is a not-for-profit organisation, but seeks to generate an annual surplus from operating activities in order to adequately invest in the ongoing development and enhancement of the College facilities and programs. This is essential for the College to ensure the high quality of education we aim to provide for our students.

SEDA College's Finance Sub-Committee currently comprises six members and meets seven times annually. This Sub-Committee has direct responsibility for overseeing the financial operations of the College and for risk management, in particular approving the annual budget, reviewing the monthly results and annual financial statements. This Committee reports to the College Board.

The College prepares annual financial statements which are audited by ShineWing Australia. SEDA College derives the majority of its operating revenue from Government grants and tuition fees (see Figure 1).

During 2019 the majority of the operational expenditure related to staffing and curriculum costs (see Figure 2). The College achieved a total profit in this year of trading of \$1.005 million. This was achieved due to strong enrolments and a sustained focus on prudent expenditure control. The accumulated surplus has been retained for future development of the College's facilities.



Distribution of the Annual Report

The Annual Report is located on the College website and is provided to the relevant Federal and State Regulators. If a parent is unable to access the report via this medium then a copy will be supplied upon request.

Annual Report Summary

In conclusion, the College community can be proud of the outcomes that have been achieved in the first years of operation. The College Board and Leadership Group has the data and tools to diagnose both strengths and areas of opportunity. The College has clear measures of stakeholder engagement, including for parents, students and staff. As we move into our second strategic plan we are well placed to continue to achieve our goals. From a financial perspective, throughout 2019 the College extended the base formed in 2018.

The focus for 2020 will be to:

- Continue to build a culture of Child Safety
- Continue to maintain strong stakeholder feedback and engagement
- Improve student perceptions of classroom climate
- Continue to create career pathways for staff
- Maintain high levels of engagement with industry partners

