



# Annual School Report 2021





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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.

While 2021 brought challenges on a scale never before seen, our community responded in a way of which we can all be proud. To see outstanding results in completions, attendance and satisfaction says a great deal about who we are at SEDA College. It has always been a privilege to be Principal here, but never more so than in 2021.

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 2021 we saw the second year of our second strategic plan which resulted in the successful achievement of all our targets for this period.







# 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 2021 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 2021, 97% of our Year 11 Sport Development students and 100% of our Building and Trade students undertaking the Intermediate VCAL qualification successfully completed the program. The other 3% includes students that were identified as having specific learning needs and therefore their programs were modified to allow them to complete the Intermediate VCAL over two years.

Of the Year 12 students that undertook the Senior VCAL qualification, 98.7% of our Sport Development students and 100% of our Building and Trade students 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, SEDA College rates of completion are very strong. The College also has over 100 students that complete the Senior VCAL over two years as part of the High Performance program in which 100% of the students successfully completed the program.

**Table 1. VCAL Completions**

Qualification	Program	% of Student Completions
Intermediate	Sports Development	97.00%
	Building and Trade	100.00%
Senior	Sports Development	98.70%
	Building and Trade	100.00%
	High Performance	100.00%



The College is proud of the number of successful completions of the VET qualifications. For our Sports Development program 97.5% of students undertaking the Certificate II in Sport and Recreation qualification successfully completed the course while 96.2% of students undertaking the Certificate III in Sport and Recreation qualification successfully completed 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 College also has a small number of students, approximately 10, that complete the Certificate III in Sports Coaching as an extension program in which 100% of the students 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, 100% successfully completed the course.

**Table 2. VET Completions**

Qualification	% of Student Completions
Cert II in Sport and Recreation	97.50%
Cert III in Sport and Recreation	96.20%
Certificate II in Building and Construction	100.00%
Certificate III in Sports Coaching	100.00%

## 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 & 12	92.97%	100.00%

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 are expected to satisfy a minimum level of 90% attendance. A student who is repeatedly absent from the program and falls below 90% attendance places 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 are centered 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 99.3%.





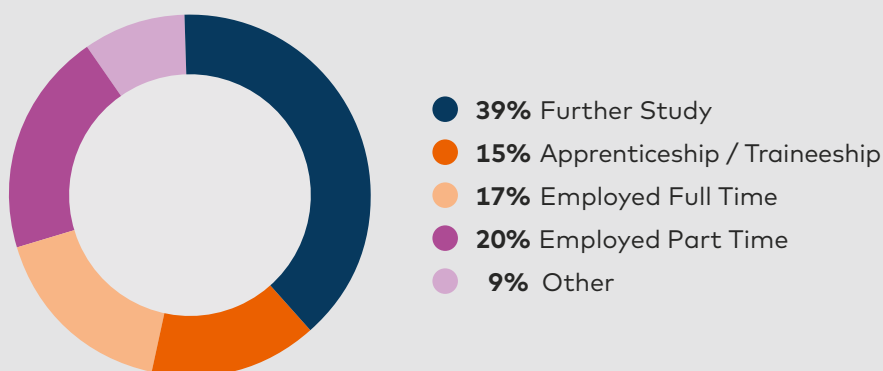
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# Post School Destination Data

## SEDA College Graduates

In 2021 over 300 students completed Year 12 at SEDA College. The following diagram illustrates the chosen pathways for our graduates.

### 2021 Graduate 3 Month Destination





## Further Study

39% of students have enrolled in further education which has seen a slight decrease from previous years with more students moving into the labour market. Students have chosen this pathway as a means of meeting the requirements to access university, employment or further training. 97% of these students are completing courses at Diploma and above level that provide direct study pathways to specific university degrees in the areas of sport, education, health sciences, paramedicine, nursing, remedial massage, cyber security, construction, civil engineering, horticulture, business, and marketing.

## Apprenticeship/Traineeship

15% of students chose an apprenticeship/traineeship pathway in areas of plumbing, electrical, carpentry, manufacturing, automotive and agriculture. The high percentage of students choosing this pathway reflects 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

17% of students transitioned to full-time employment in areas such as arts and recreation, accommodation and food services, retail trade, education and training, construction, education, mining, administration, agriculture, transport, manufacturing, and other services. A number of these positions were secured through Structured Work Placement experiences.

## Employed Part Time

20% of students have continued in or 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, and umpiring as well as education, warehousing, retail trade, construction, transport and accommodation and food services.

## Other

9% of students are engaged in other activities including a focus on sport, traveling, finalising course enrolments, seeking work, or accessing health and well-being support. All students complete the SEDA College program with an up to date MyPLAN and resume summarising their achievements, skills and career objectives, to assist with applications for future employment.



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# Initiatives Promoting Respect and Responsibility

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

## Student Well-being

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. All teaching staff complete the Mental Health First Aid certificate.

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 team. 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 Student Connect Team has a full time Educational and Developmental Psychologist and a full-time Social Worker, 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' Area of Study completed by Year 11 and Year 12 students has 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.



### 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:

- › External support sessions on relevant youth mental health topics including Headspace, Tomorrow Man and Tomorrow Women
- › Mindfulness colouring and meditation in each class on a regular basis
- › Student Connect well-being sessions
- › Well-being Wednesdays



# Human Resources

## Workforce Composition

Table 4. Workforce Composition

School Staff	Number	Percentage
Female	52	50%
Male	51	50%
Aboriginal and Torres Strait Islander	1	1%

## Teacher Qualifications

Table 5. Teacher Qualifications

Classification	% of Staff
Master's Degree	12%
Graduate Diploma	40%
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. In 2021 student and parent surveys were conducted in October. The College engaged Great Places To Work (GPTW) to undertake the staff survey in May. Results are shared with staff soon after completion and targets are set for the remainder of the year.

## Staff

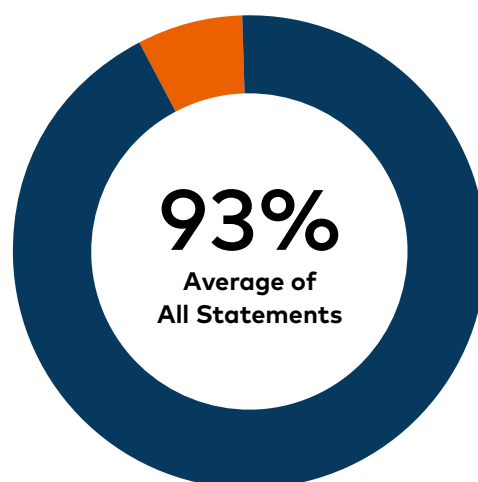
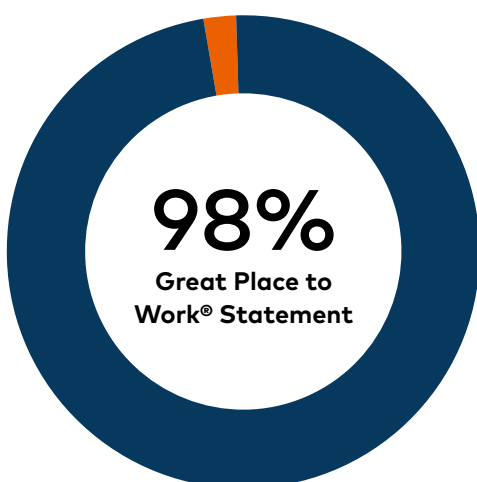
Permanent staff are surveyed using GPTW and were asked to respond to a series of questions which focus on specific areas of the organisation and its culture. Staff are also able to provide comments in addition to their responses.

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

Table 6. Staff Survey Respondents

Response Rate	Number	Percentage
Total Survey Population	69	100.0%
Number of Respondents	65	94.2%

Chart 2. Summary of Staff Survey Results



## Parents

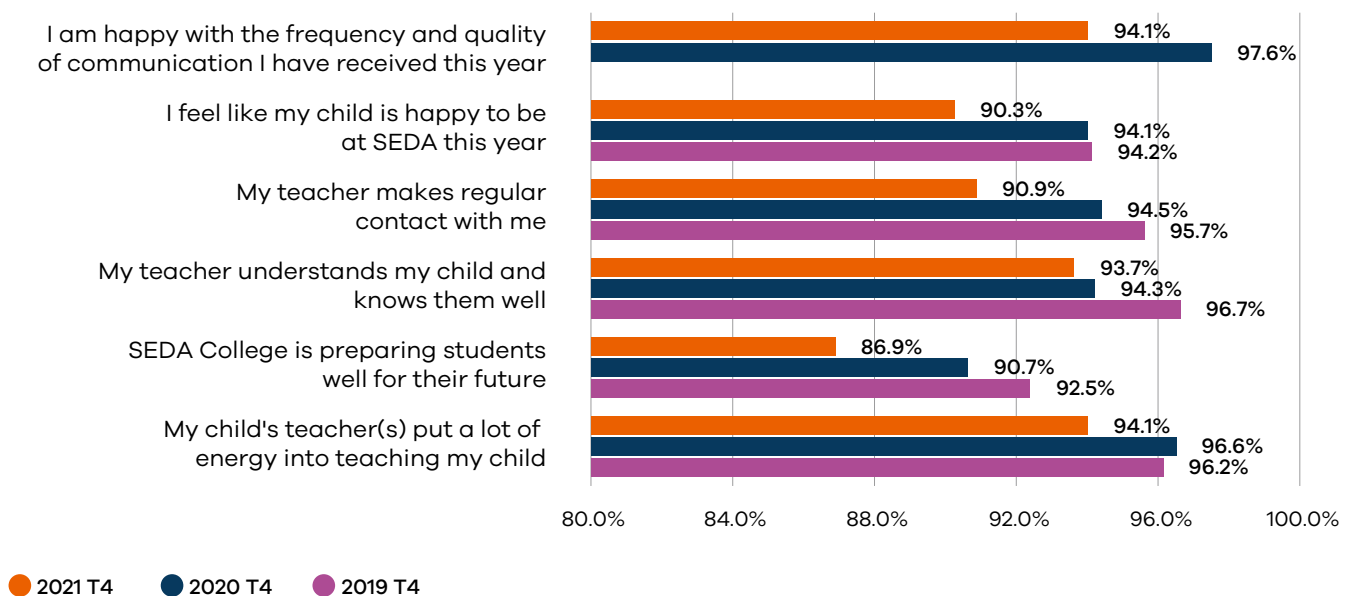
Parents are asked six program and six demographic questions as well as being given an opportunity to comment. This is an approach that is short and user friendly has been taken to increase engagement and attempt to maintain strong response rates.

In 2021, 482 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.

**Chart 3. Parent Satisfaction**

### 2019 - 2021 Parent Satisfaction



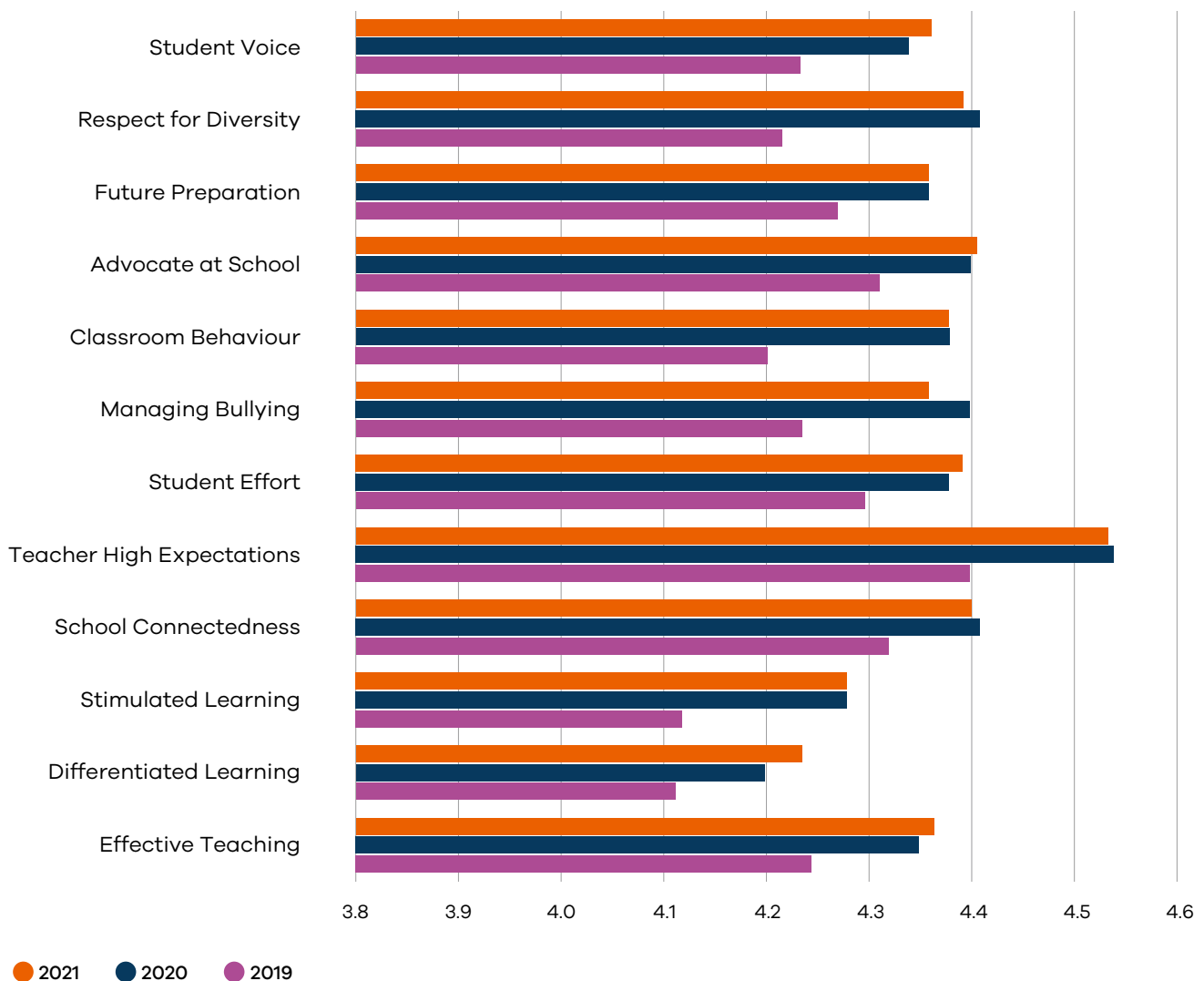
## Students

Students participate in a 54 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 2021 data is shown in Chart 4 and indicates very positive feedback in all areas with all scores over 4.

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 2021.

Chart 4. Student Attitudes to School

### Student Survey 2019-2021





# 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.

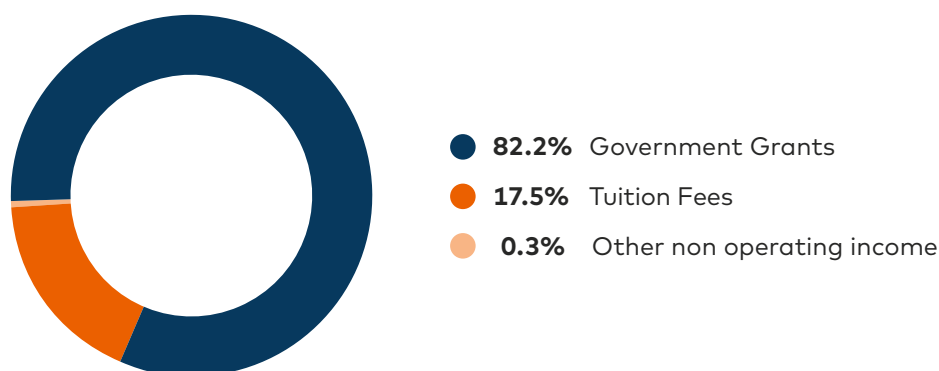
SEDA College's Finance Sub-Committee currently comprises five members and meets several times annually. This Sub-Committee has direct responsibility for overseeing the financial operations of the College and for risk management, in particular approving the annual budget, reviewing the monthly results 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). In recognition of the impacts of the COVID-19 pandemic the College provided all families with a rebate against their 2021 fees.

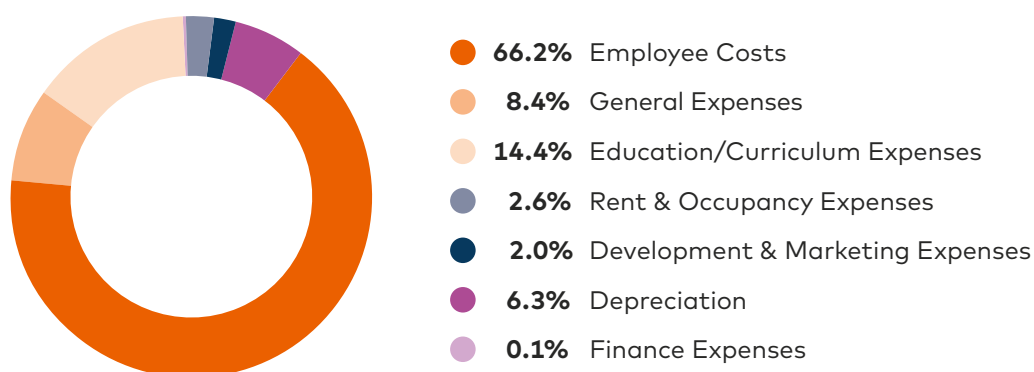
During 2021 the majority of the operational expenditure related to staffing and curriculum costs (see Figure 2). The College achieved a total profit in this year of trading of \$1.95 million.

This was achieved due to strong retention of students and a sustained focus on prudent expenditure control. The accumulated surplus has been retained for future development of the College's facilities.

## Figure 1: Income 2021



## Figure 2: Expenses 2021





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# 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

The 2021 year was a challenging one for everyone but the College community can be proud of the outcomes that have been achieved. 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 2021, the College extended the base formed in 2020.

### **The focus for 2022 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







