



Annual School Report 2023





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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, Western United, Melbourne United, 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, 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 Education (VCE) Vocational Major (VM) 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.

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 educational 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 2023 we saw the fourth year of our second strategic plan which resulted in the successful achievement of all our targets for this period.





Senior Secondary Outcomes

In 2023 the College implemented the new VCE Vocational Major (VCE VM) with the Year 11 students completing all VM units while the Year 12 students completed a mixture of VCE VM and Senior Victorian Certificate of Applied Learning (VCAL) units. The new qualification, like the VCE, is a two-year program requiring students to complete a minimum of 16 units over the two years. The program included a number of Study Areas and a Vocational Education and Training (VET) qualification related to Sport and Recreation or Building and Trade. Each Study Area is linked to the specific VCE VM or Senior VCAL subjects including Literacy and Numeracy Skills, Personal Development Skills, Work Related Skills and a VET qualification which meets Industry Specific Skills.

In creating our Study Areas, 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 2023 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 2023, 97% of our Year 12 Sports Development program (SDP) students, 93% of our Year 12 High Performance program (HPP) students and 87% of our Building and Trade (B&T) students successfully completed the VCE Vocational Major. This 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 College rates of completion are very strong.

Table 1. VCE VM Completions

Program	Completion %
SDP Year 12 VCE VM	97%
HPP Year 12 VCE VM	93%
B&T Year 12 VCE VM	87%

The College is proud of the number of successful completions of the VET qualifications. Students complete the qualification over two years with 97% of our SDP students and 90% of our HPP students undertaking the Certificate III in Sport and Recreation qualification successfully completing the course.

The College also had a small number of students that completed the Certificate III in Sports Coaching as an extension program in which 88% 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

Program	Completion %
SDP Year 12 Certificate III in Sport and Recreation	97%
HPP Year 12 Certificate III in Sport and Recreation	90%
Certificate III in Sports Coaching	88%
B&T Year 12 Certificate II in Building and Construction	100%

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 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	87.36%	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 twice a day 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.

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 91%.

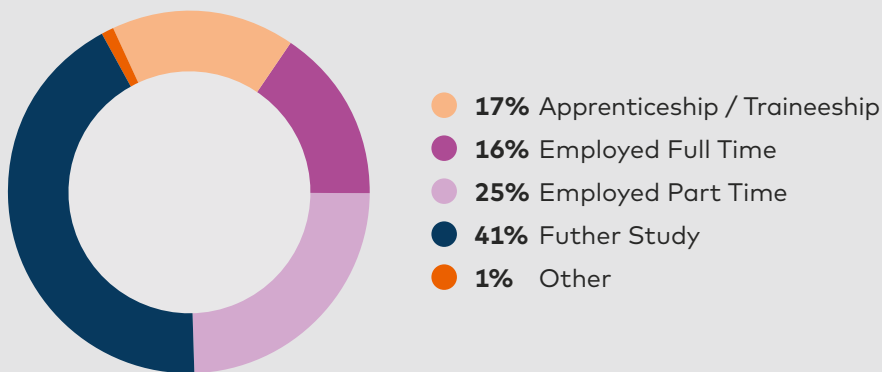


Post School Destination Data

SEDA College Graduates

In 2023 over 300 students completed Year 12 at SEDA College. The following diagram illustrates the chosen pathways for our graduates.

Chart 1. 2023 Graduates - 3 Month Destinations



Further Study

41% of students are undertaking further education to meet prerequisites for university admission, employment, or additional training. Among these, 66% are pursuing courses at Diploma level or higher, offering direct pathways to specific university degrees. Notably, many students have selected study paths aligned with Australia's top growing industries in healthcare and social assistance, construction, education and training, as well as arts and recreation. Specifically, these include: sport, education, health sciences, paramedicine, nursing, remedial massage, construction, business, marketing, hospitality, education, IT, Real Estate, sound production, criminology, allied health, fitness, sport coaching, and pre-apprenticeship training. The majority of these students are also engaged in part time employment.

Apprenticeship/Traineeship

17% of students chose an apprenticeship/traineeship pathway in areas of education, sport and recreation, construction, plumbing, electrical, carpentry and automotive. The high percentage of students choosing this pathway reflects the applied learning model and transferable skills obtained at the College and the encouragement of students to explore all pathway options through Structured Workplace Learning.

Employed Full Time

Despite a general decline in employment figures within the Australian Youth labor market, including a 3.2% decrease in full-time employment (Jobs and Skills Australia, February 2024), our data reveals a positive trend: 16% of our students successfully transitioned into full-time employment, a slight increase from the previous year's 14%. These placements span various sectors such as arts and recreation, accommodation and food services, retail trade, education and training, construction, administration, agriculture, transport, and other services. Notably, several of these opportunities were obtained through Structured Work Placement experiences.

Employed Part Time

25% of students have continued in or secured part-time work, some in multiple jobs, this has seen a 10% increase from the previous year and is reflective of the of current labour market trends reporting an ongoing shift away from full-time employment towards part-time jobs growth (Jobs and Skills Australia, February 2024). Many students are working in their chosen sport in areas such as coaching, and umpiring as well as education, warehousing, retail trade, administration, construction, transport and accommodation and food services.

Other

1% of students are involved in various activities, including sports, travel, finalising course enrolments, job hunting, or accessing health and well-being support. Upon completion of the College program, all students obtain an updated MyPLAN and resume detailing their accomplishments, skills, and career goals, aiding them in future applications.



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 as well as professional development through organisations such as Berry Street.

The 'Student Connect' service offered to students and their families at the 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 College's 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 two Educational and Developmental Psychologists and a 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 the 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. These include International Women's Day, Men's Health Week and RUOK Day.

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.

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
- › Wear it Purple 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	59	50%
Male	59	50%
Aboriginal and Torres Strait Islander	1	.8%

Teacher Qualifications

Table 5. Teacher Qualifications

Classification	% of Staff
Master's Degree	13%
Graduate Diploma	42%
Bachelor's Degree or equivalent	100%
Victorian Institute of Teaching (VIT) Registration	100%

Professional Learning

The College's 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 2023 student and parent surveys were conducted in October. The College engaged Great Place 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

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.

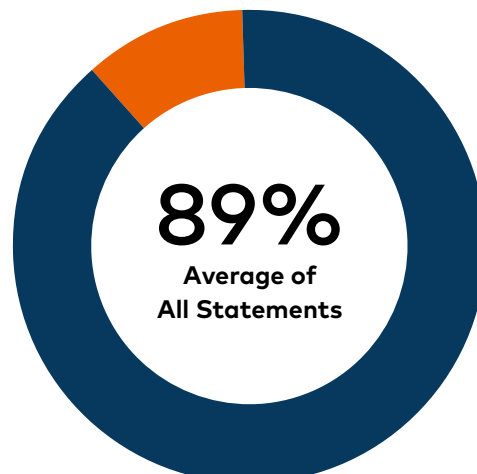
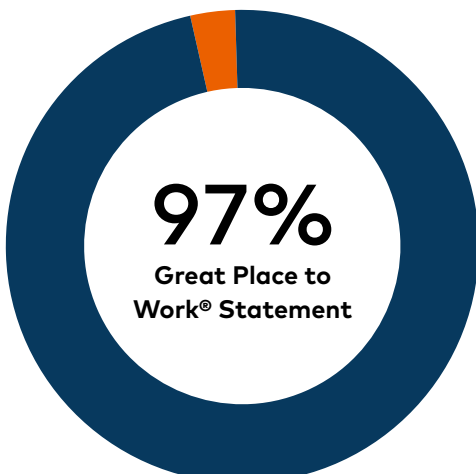
Table 6 indicates the high rates of completion for the staff survey.

The survey questions are rated on a scale from 1 to 5 with 5 being the highest. We can see that with respect to the "This is a Great Place to Work" statement, 97% of staff agreed or strongly agreed with the statement. For all other positive statements in the survey, the overall average result was that 89% of staff agreed or strongly agreed with the statements. An outstanding result.

Table 6. Staff Survey Respondents

Response Rate	Number	Percentage
Total Survey Population	70	100%
Number of Respondents	65	93%

Chart 2. Summary of Staff Survey Results



Parents

Parents are asked seven 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.

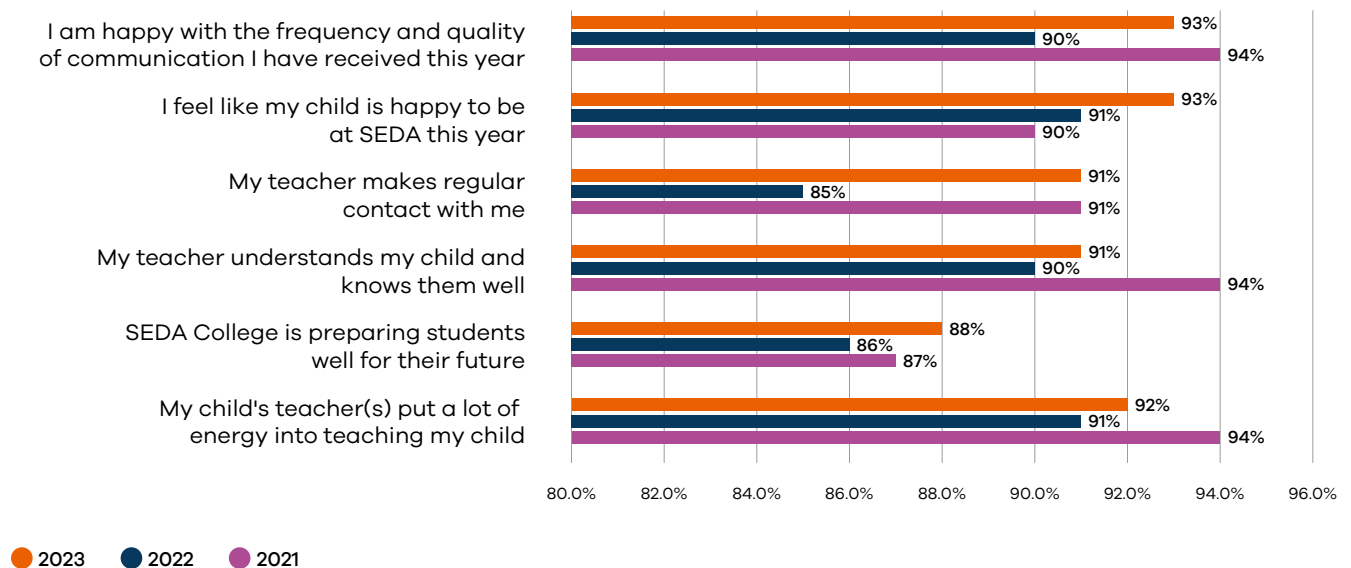
In 2023, 377 parents completed the survey, and approximately half took the time to make comments.

Chart 3 data is very strong with an average of 91% strongly agree or agree, we can see an uptick across the board since 2022. By contrast, Victorian Government School averages for parent satisfaction sit at around 72%.

It is pleasing to see this improvement since 2022 when we saw most data sets sliding slightly. We have focused on strong parent communication which has been the big mover from 85% up to 91%.

Chart 3. Parent Satisfaction

2021-2023 Parent Satisfaction



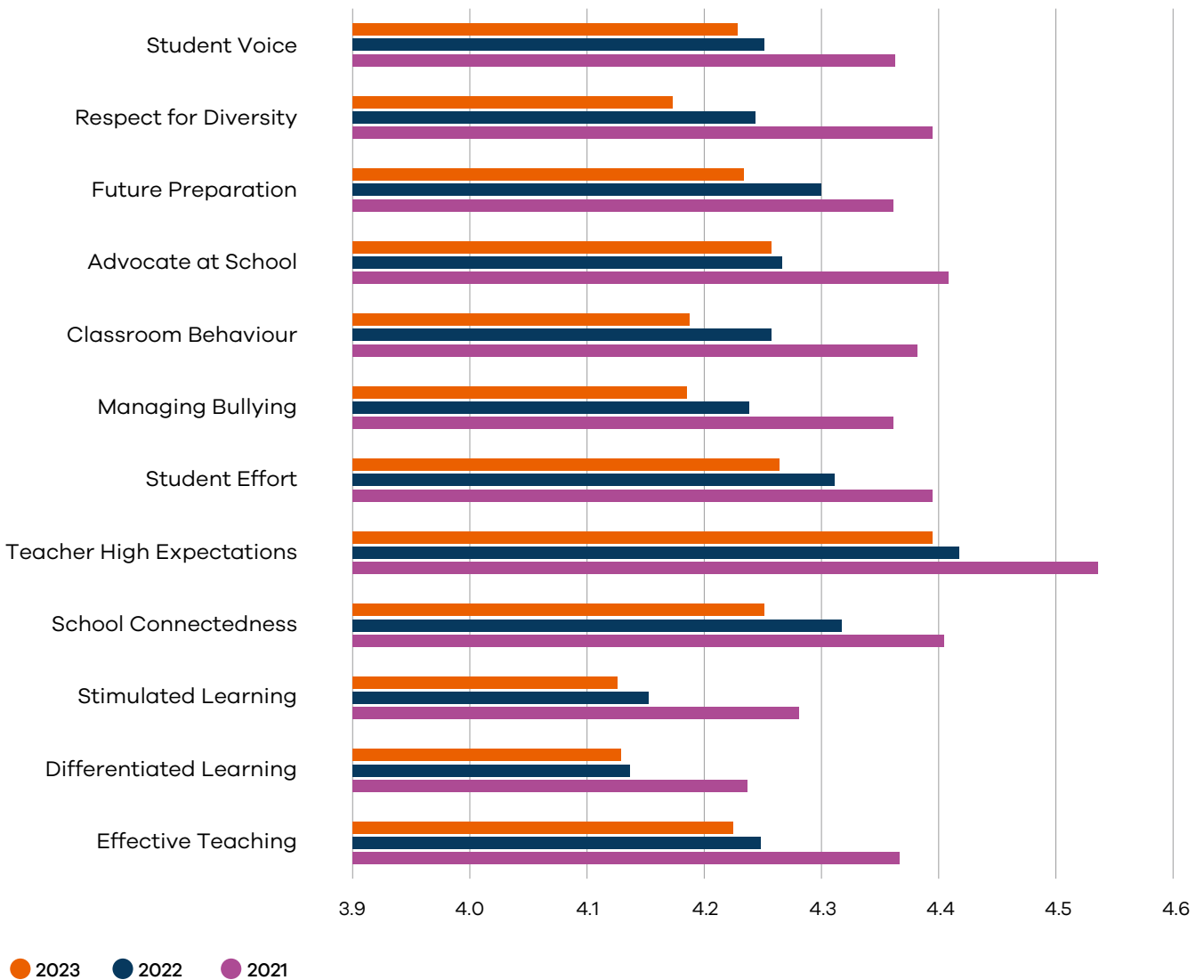
Students

Students participate in a 57-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 2023 data is shown in Chart 4 and indicates very positive feedback in all areas with all scores over 4.

To compare to the percentage of students endorsing the statements to the state average the only areas publicly reported are Student Connectedness (51% Agree or Strongly Agree) and Management of Bullying (53% Agree or Strongly Agree). The College's results were 84% Agree or Strongly Agree for management of bullying and 86% Agree or Strongly Agree for school connectedness. The College can be proud of these exceptional results.

Chart 4. Student Attitudes to School

Student Survey 2021-2023



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.

The 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 SW Accountants. The College derives the majority of its operating revenue from Government grants and tuition fees (see Figure 1).

During 2023 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 \$2.27 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 2023

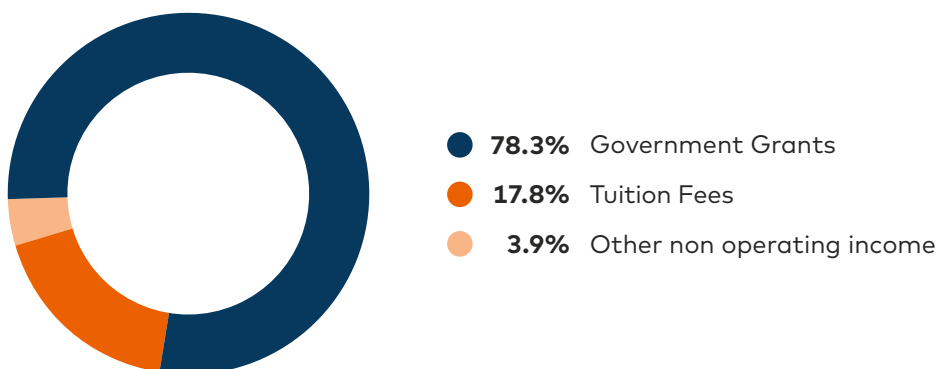
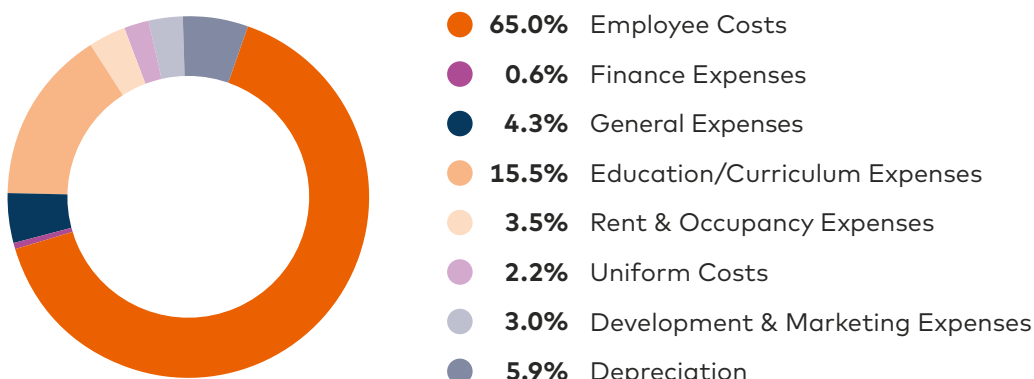


Figure 2: Expenses 2023





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 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 are into our second strategic plan we are well placed to continue to achieve our goals. From a financial perspective, throughout 2023, the College continued to build on the base formed in 2022.

The focus for 2024 will be to:

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



