



Annual School Report 2024



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, Western United, Melbourne United, AFL Victoria and a number of AFL Clubs.

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 (Victoria) 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 the 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 2024 we saw the fifth year of our second strategic plan which resulted in the successful achievement of all our targets for this period.





Senior Secondary Outcomes

In 2024 the College implemented the full VCE Vocational Major (VCE VM) with the Year 11 students and Year 12 students completing the VCE VM. 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 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 2024 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 2024, 98% of our Year 12 Sports Development program (SDP) students, and 97% of our Year 12 High Performance program (HPP) students and 100% 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	98%
HPP Year 12 VCE VM	97%
B&T Year 12 VCE VM	100%

The College is proud of the number of successful completions of the VET qualifications. Students complete the qualification over two years with 99% of our SDP students and 99% of our HPP students undertaking the Certificate III in Sport and Recreation successfully completing the course.

The College also had a small number of students that completed the Certificate II in Sports Coaching as an extension program in which 83% 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	99%
HPP Year 12 Certificate III in Sport and Recreation	99%
Certificate II in Sports Coaching	83%
B&T Year 12 Certificate II in Building and Construction	100%

Student Outcomes in Standardised National Literacy and Numeracy Testing

SEDA College (Victoria) 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	86.79%	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.

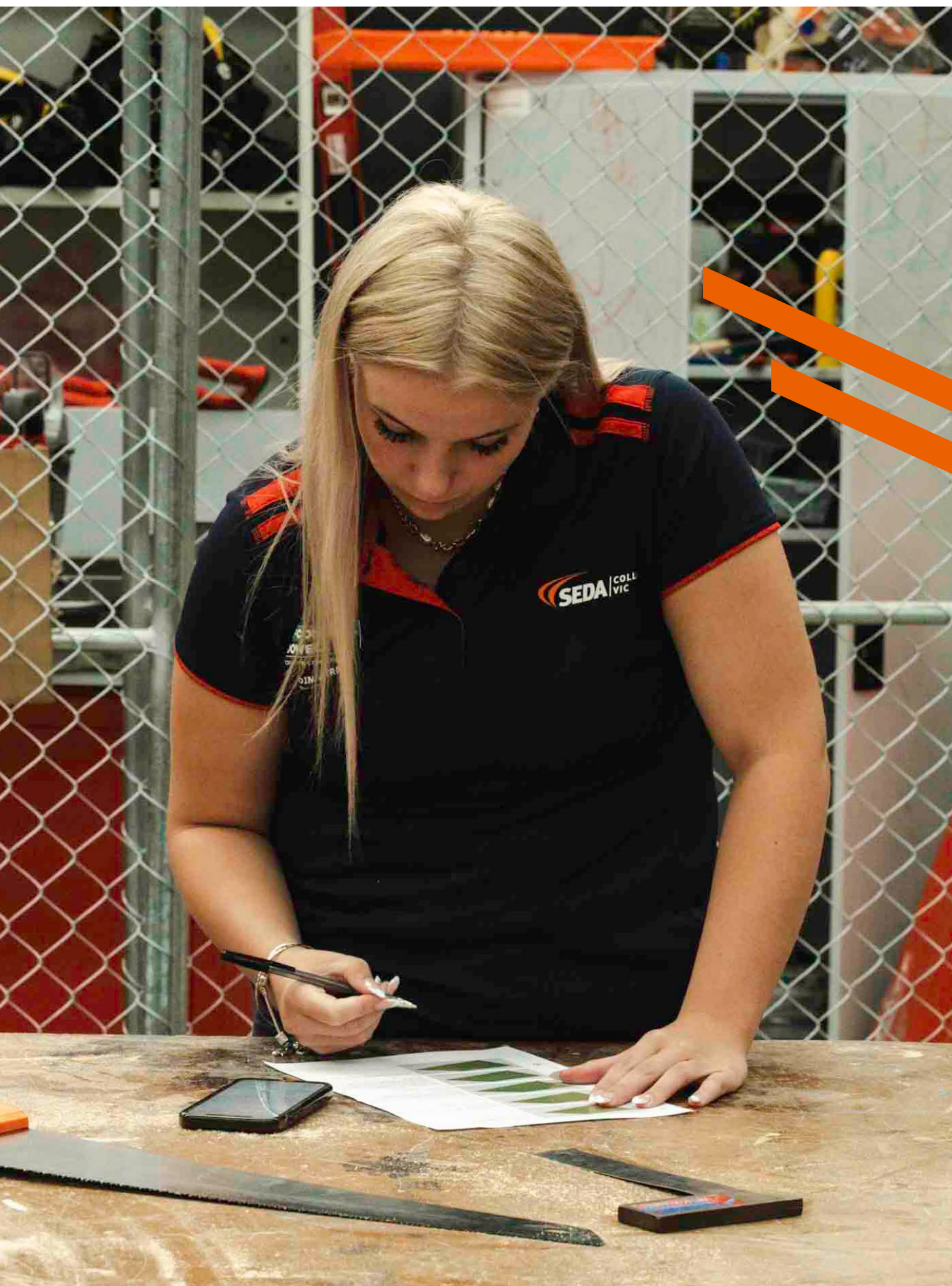
Staff are required to follow up any extended/regular student absence (three or more days) with their Regional Manager so that plans can be implemented to support the student with their learning.

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 92%.

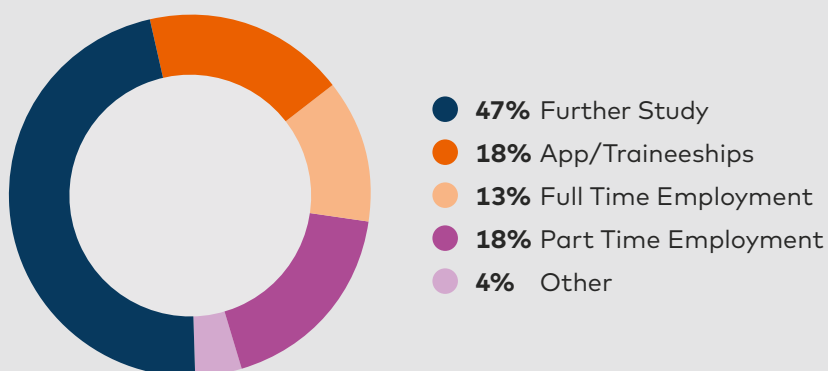


Post School Destination Data

SEDA College Graduates

In 2024 over 300 students completed Year 12 at SEDA College. The following diagram illustrates the chosen pathways for our graduates.

Chart 1. 2024 Destination Data Breakdown



Further Study

The percentage of 2024 graduating students who have enrolled in further education has increased by 6% from the previous year, now standing at 47%. Among these, 69% are pursuing courses at a Diploma level or higher allowing for a potential direct pathway to specific university degrees upon successful completion.

Pre apprenticeships, bridging programs and certificate qualifications help make up the 47% of those who are undertaking further study. However, the most popular option for graduates were sporting diplomas offered among sporting clubs or associations, which made up 56% of those choosing to do further study.

Further study options being worked towards by graduates do vary, with sport being the most popular option. Other areas include youth work, IT, outdoor recreation, animal care, early childhood education, allied health, justice, construction management, business, event management, nutrition, teaching, nursing, social media, fitness, real estate, remedial massage and pre apprenticeships.

It also worth noting that nearly all students who are undertaking further study are also working part time.

Apprenticeship/Traineeship

From the graduates of 2024, 18% of students chose an apprenticeship or traineeship pathway. These are being undertaken in the areas of automotive, barbering, cabinet making, carpentry, diesel mechanics, early childhood education, education support, electrical, landscaping, panel beating, plumbing, roofing, sports development and turf management.

Many students who elected to do an apprenticeship or traineeship used their structured workplace learning (SWL) to gain valuable experience before committing to the option. The hands-on applied learning approach to apprenticeships and traineeships is a popular option as it allows the students to earn whilst they learn.

Employed Full Time

In total, 13% of last year's graduates are now working full time. The areas students are working in include sales, disability work, fitness, floristry, hospitality, IT, labouring, working within rail, real estate, retail, traffic control and warehousing.

Employed Part Time

Within the graduating students of 2024, 18% have continued in or secured part time work. Many students are working in their chosen sport in roles such as coaching, umpiring and game development. Other part time options amongst students include working within education, fitness, hospitality, labouring, lifeguarding, retail, warehousing and administration.

Some key observations from those who are in employment include:

- › Many working part time roles have multiple jobs which add up to near full-time hours, particularly in regional areas
- › Several students are overseas or plan to head overseas in the coming months
- › Multiple students who are keen to join the ADF or Police Force in the near future
- › A number of students who have chosen to work this year but have accepted and deferred studies for 2026
- › SWL being used to obtain their employment opportunity

Other

From the 2024 graduates, 12 students (4%) fit into the category of Other. The breakdown of these 12 students is as follows:

- › Six students have joined the Australian Defence Force with one of them doing the ADF gap year program
- › One student who is recovering from major surgery and is unable to work at time of collecting the data
- › One student who is about to travel overseas so not looking for work or study options
- › Four students who are currently job hunting and looking for opportunities

Those students that have communicated they are job hunting have had contact with a Pathways Advisor to provide additional support if required. A six month contact with them will be organised.

Initiatives Promoting Respect and Responsibility

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

Student Well-being

Our model focuses on each of our student's individual journey in education and well-being, requiring our teachers to take on a mentoring role, supporting our students during their final years of school. 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 and complete the Berry Street Education Model training. This amongst other well-being professional development is key to ensuring a consistent approach to well-being throughout the school.

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 is our school's 'Winning Your Well-being' Program. This program is designed to proactively raise our students' awareness of well-being issues, the school's flagship program is designed in order to prepare them for the myriad of challenges facing young people today and create a positive and supportive culture in all of our classrooms. We also ensure that we promote well-being events across the college. For example; in each of the first three terms, the school will celebrate well-being events. These include International Women's Day, Men's Health Week and RUOK Day.

Each class also participates in a surfing day, linked with a non-profit organisation called OneWave. Through this we promote mental health by wearing fluoro and starting conversations about an invisible issue.

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
- › OneWave
- › NAIDOC week
- › International Women's Day
- › Indigenous Leadership Camp
- › National Reconciliation Week
- › Men's Health Week
- › Respectful Relationships
- › R U OK Day
- › Wear it Purple Day
- › IDAHOBIT

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	53	49%
Male	55	51%
Aboriginal and Torres Strait Islander	1	.9%

Teacher Qualifications

Table 5. Teacher Qualifications	
Classification	% of Staff
Master's Degree	33%
Graduate Diploma	33%
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

The 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 2024 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

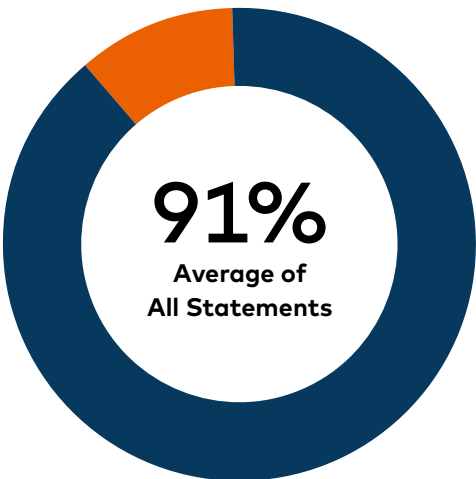
Staff are surveyed using GPTW and were asked to respond to a series of questions which focus on specific areas of the organisation and its culture. Staff are also able to provide comments in addition to their responses.

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, 94% of staff agreed or strongly agreed with the statement. For all other positive statements in the survey, the overall average result was that 91% of staff agreed or strongly agreed with the statements. An outstanding result.

Table 6. Staff Survey Respondents		
Response Rate	Number	Percentage
Total Survey Population	90	100%
Number of Respondents	83	92%

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.

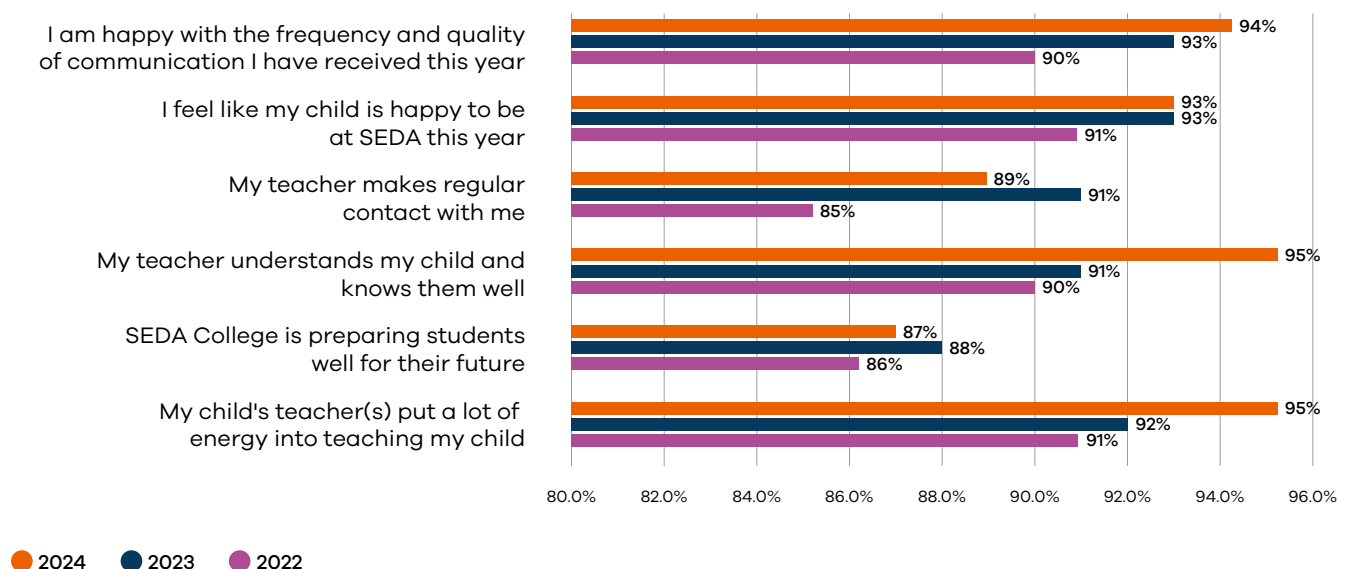
In 2024, 224 parents completed the survey, and approximately half took the time to make comments.

Chart 3 shows very strong data with an average of 92% strongly agree or agree, and 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 as in this year most data sets were slightly lower post COVID. We have focused on teachers knowing their students well and catering for strong parent communication which has been the big mover from 91% up to 95%.

Chart 3. Parent Satisfaction

2022-2024 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 2024 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 School Connectedness (51% Agree or Strongly Agree) and Management of Bullying (53% Agree or Strongly Agree).

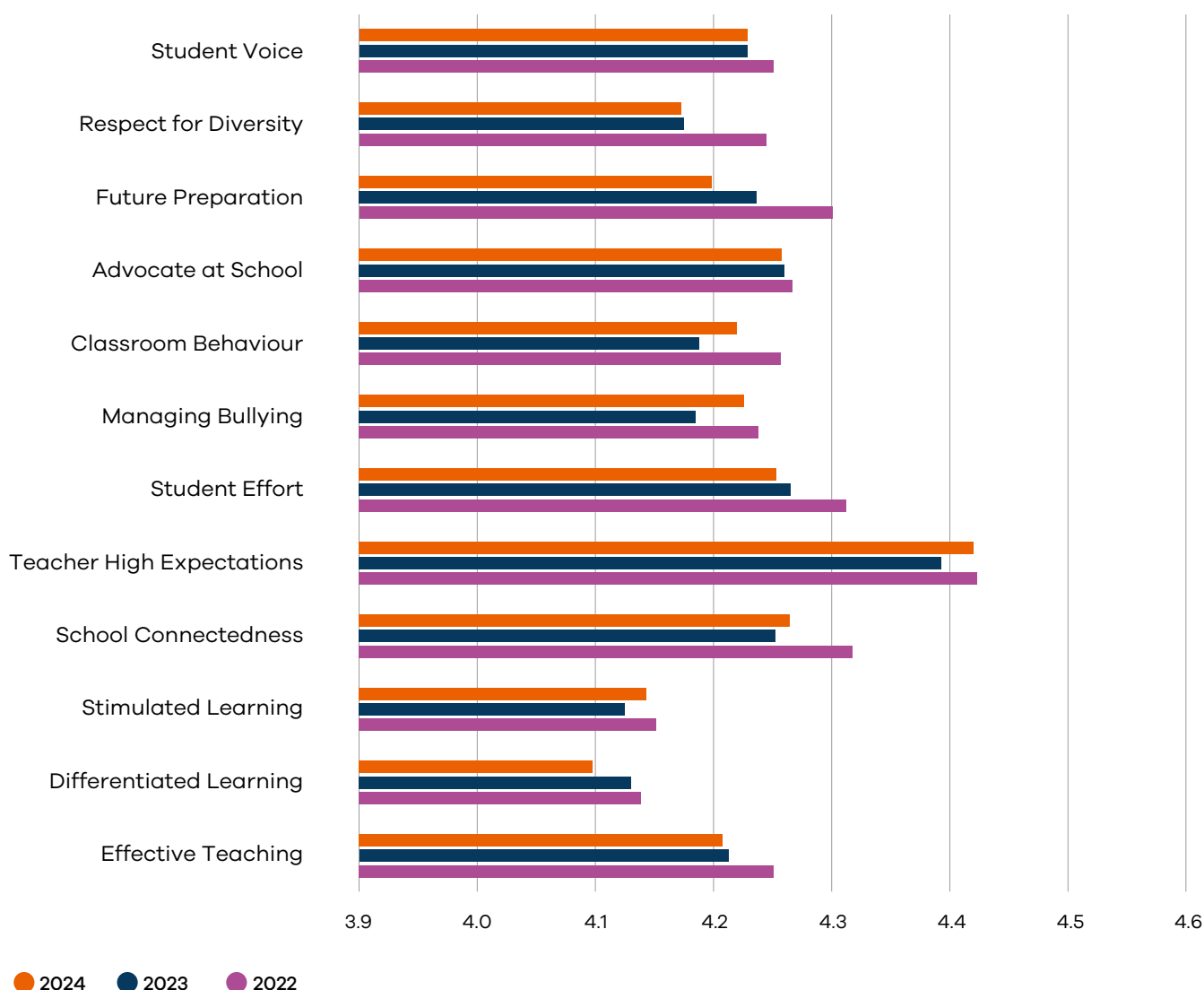
The College's results were 86% Agree or Strongly Agree for Management of Bullying and 87% Agree or Strongly Agree for School Connectedness. The College can be proud of these exceptional results.

Table 7. School Connectedness and Management of Bullying

	State Average	SCV 2023	SCV 2024
School Connectedness	51%	86%	87%
Management of Bullying	53%	84%	86%

Chart 4. Student Attitudes to School

Student Survey 2022-2024



Summary Financial Information

SEDA College (Victoria) is a not-for-profit organisation but seeks to generate an annual surplus from operating activities so that it has funding available for the ongoing development and enhancement of the College facilities and programs. Through this the College aims to ensure we can always provide a high quality of education and experiences for our students.

The College's Finance and Risk Committee currently comprises seven 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 2024 the majority of the operational expenditure related to staffing and curriculum costs (see Figure 2). The College achieved a total profit this year of \$2.07 million. This was achieved due to a strong focus on prudent expenditure control and a high retention of students. The accumulated surplus has been retained for future development of the College's facilities.

Figure 1: Income 2024

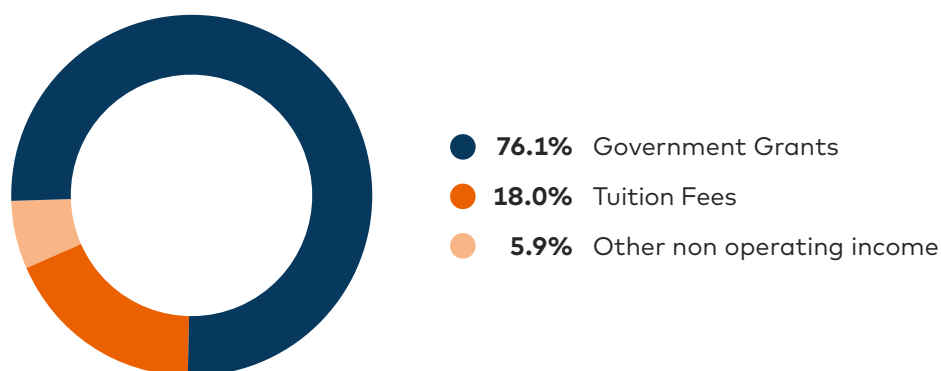
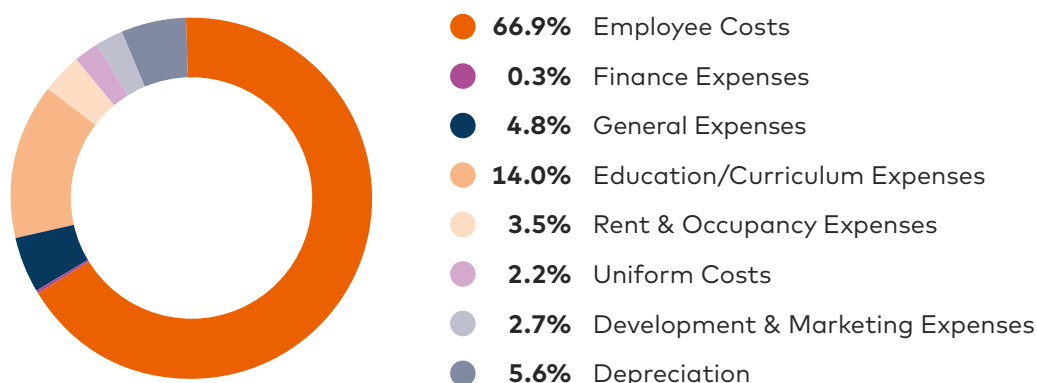


Figure 2: Expenses 2024





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 2024, the College continued to build on the base formed in 2023.

The focus for 2025 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



