2016

ANNUAL SCHOOL REPORT

SEDA COLLEGE | SUITE 1, 134-138 REDFERN ST., REDFERN, NSW 2016

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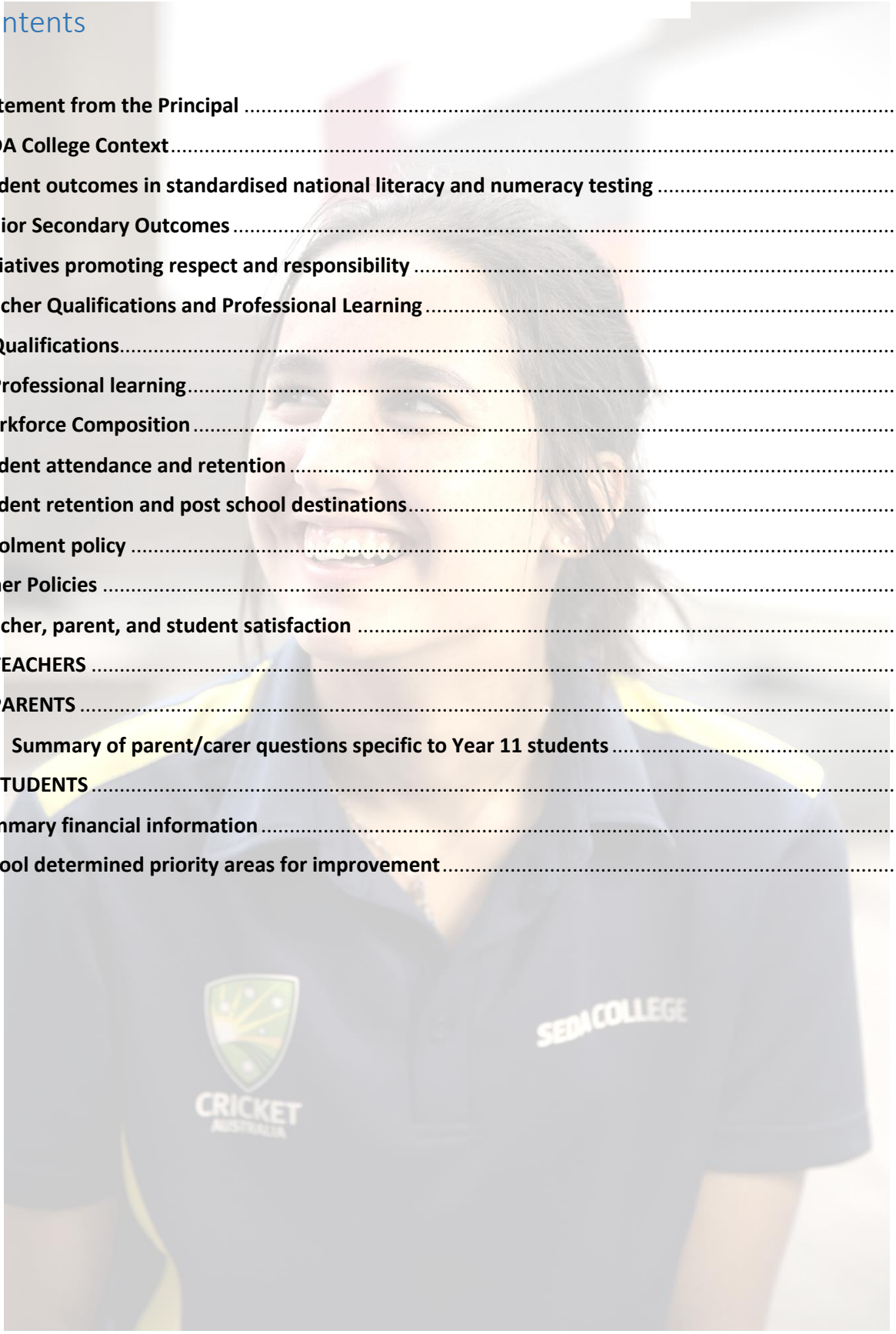


Statement from the Principal

This report is intended to provide an overview of the operations and achievements of the College in its first year of operation with enrolled students, 2016.

The SEDA College vision is that each young person benefits from being exposed to a range of learning opportunities which allow them to develop a strong sense of themselves as learners, community participants, family members and designers of their own careers.

The College's intention is to ensure that each young person educated through SEDA College develops as a confident learner, cares for and about others and is optimistic about their future.

Our College strives to build our students' capacities within a system of core values:

Professionalism: representing SEDA College and their industry partner with pride, and demonstrating consistent and solid achievement.

Innovation and Leadership: taking the opportunities presented and working both independently and with their teacher to create their own, especially in volunteering and on work placement.

Integrity: working to improve their skills and understanding in all areas of the program. Showing honesty, reliability and a willingness to apply effort.

Collaboration: using energy, enthusiasm and interpersonal skills to build positive relationships and assist others to achieve.

Courage: striving for and achieving significant personal growth in one or more areas of the program, especially when faced with challenges.

The College Council, the governing body for the school, met eight times in 2016. The Council grew its membership to 6, and encompasses a broad range of expertise including accounting, legal, governance, education and sport. Information about the Council can be viewed at: https://www.sedacollege.nsw.edu.au/about-seda/college-leadership/

SEDA College Context

SEDA College is an independent, co-educational Year 11 to Year 12 school, established in 2015, which provides HSC programs in a hands-on, industry based environment.

In 2016 we partnered with Cricket Australia, Cricket NSW, South Sydney Rabbitohs and Souths Cares, and Sydney FC to provide a unique hands-on learning program in which students can complete their HSC while becoming ready to confidently face their future after year 12.

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.

In 2016, the first year of enrolment, 26 Year 11 students were enrolled. All students have an interest in and are motivated by sport, and most play sport weekly outside of school. A few students are competing at elite level, but high level sporting ability is not a pre-requisite to attend the College.

Many students commence year 11 at SEDA College having disengaged with education in their previous school, for a variety of reasons. A number of students have special needs, including learning difficulties. Three percent of students are Aboriginal or Torres Strait Islanders.

Student outcomes in standardised national literacy and numeracy testing

SEDA College does not participate in NAPLAN as we are a senior secondary school. In future years we will assess all students on entry to SEDA College and where needed will support them to achieve the minimum numeracy and literacy standard required to receive the HSC.

Senior Secondary Outcomes

Year 12 outcomes are not yet available. The first cohort of students will complete year 12 in 2017.

The formal Record of School Achievement credential was awarded by NESA to 2 Year 11 students.

In 2016, 100% of Year 11 students participated in vocational (VET) or trade training.

In 2016, 88% (23 out of 26) of Year 11 students completed a VET qualification in Sport and Recreation (Certificate II).

Initiatives promoting respect and responsibility

The College wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. There are many opportunities for all students at the College to develop their abilities and to learn through experiences.

The College provides the students with opportunities to develop skills for life as an integral part of the teaching program including responsibility, resilience, professionalism and effective communication.

The College also specifically promotes understanding of Australia's first people through its teaching in stage 6 PDHPE, participation in events such as NAIDOC week, being an AIME school, and attendance at local AECG meetings.

The school actively encourages awareness of emotional and mental health needs of its diverse community through association with Headspace and ReachOut, the maintenance of an extensive support reference section of the College intranet, active support of students and families with extra needs, and membership of the City of Sydney Youth Interagency Group.

Teacher Qualifications and Professional Learning

Qualifications

Classification	Number of staff
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	4
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Professional learning

The School Council participated in Governance courses developed by the Association of Independent School, NSW. All teaching staff participated in a week of professional learning prior to the start of term 1 about mandatory reporting, emergency procedures, and vocational education curriculum.
In addition the following professional learning activities were undertaken by staff throughout 2016:

Description	**Number of staff involved**
Aboriginal learning seminar	4
First aid and emergency fire management	3
Level 1 Sports Trainer	3
Vocational Education network days and meetings	3
Curriculum Development workshops (x2)	3
PDHPE teachers association conference	3
ACHPER stage 6 conference	3
VET Industry currency activities	2
Sport specific qualifications	2
Business Services (VET) accreditation	2
Sport and Recreation (VET) accreditation	2
Teacher Accreditation Processes for teacher leaders (AISNSW)	1
Teacher Accreditation Processes for teachers	1
HSC marking	1
Assessment of Experienced teacher applications (AISNSW)	1
PE Geeks International online conference	1
Literacy data analysis	1
Future PE leaders workshop	1

Workforce Composition

School Staff	Number
Teaching staff	3
Full time equivalent teaching staff	2.5
Non-teaching staff	1.5
Aboriginal and Torres Strait Islander staff	0

Student attendance and retention

2016 Year Level	Attendance Rate	Retention rate
11	91.9%	92%
12	NA	NA

Attendance at SEDA College is managed in accordance with the Attendance Policy as outlined below:

a. Students are expected to attend class every day that instruction is given. Students are required to make contact with their teacher on the day that they are reporting that they will be absent from class (parents/carers may make contact on behalf of students where appropriate).

b. In the case of an unexplained absence, teaching staff will make contact with the student's family for an explanation of the absence.

c. Students absent for an extended period of time (e.g. illness) will be provided with work. Teaching staff will liaise with their Principal to make arrangements with students and their families. Regular contact will be made with students who are absent for extended periods.

d. Where student attendance falls below 80%, the parent/carer will be contacted and a meeting will be convened to develop a plan to best support the student in improving their attendance.

e. In the case that a student ceases to attend class, College staff will contact the student and/or their parent/carer to attempt to convene a meeting. The purpose of the meeting is to have the student recommence class or confirm their new destination. In instances where a meeting cannot be arranged, this process may be facilitated via phone calls, text messages, emails and letters.

f. Where the destination of a student below 17 years is unknown, a NESA liaison officer will be notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student and any known occupational health and safety risks associated with contacting the parents or student.

g. All data will be managed and retained in line with the information security and records management policy

Student retention and post school destinations

92% (24 of 26) of the enrolments in the Year 11 cohort completed Year 11 in 2016.

The 2 students who left school prior to completion of year 11 went to full time work and TAFE study.

Enrolment policy

1. Applications for enrolment may be made at any time by the parent/carer(s) of students who wish to study at SEDA College. However, applications to enter Year 12 must be received and processed prior to the start of the HSC learning year, except at the sole discretion of the Principal.

2. Students enrolling at school into Year 11 will have completed Year 10 in a NSW registered school or home school, or the equivalent level of study in an Australian school outside of NSW or an overseas school. Students applying for Year 12 entry must have satisfactorily completed a Year 11 Preliminary HSC course at a NSW school or the equivalent course of study in an Australian school outside of NSW or an overseas school

3. SEDA College will base any decision about offering a place to a student on:

   The student:
   - the contribution that the student may make to SEDA College
   - The student's reports from previous schools
   - The readiness of the student to participate in the unique learning environment at SEDA College
   - The maturity of the student.

   The student's family:
   - sibling of a current or former student
   - holding attitudes, values and priorities that are compatible with SEDA College's ethos.

   SEDA College:
   - ability to meet the special needs or abilities of the student.

   Other considerations
   - Order of receipt- when the application to enrol and enrolment acceptance is received by SEDA College.

4. SEDA College will meet with both the student and the parent/carer(s) of the student before offering a place.

5. SEDA College has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

6. Continued enrolment at SEDA College is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of SEDA College which are applicable from time to time.

Other Policies

Our College has many policies that support the welfare and safety of our students. Policies are made available to our community of students, teachers, parents and carers via our school intranet. Several of these are also included in the student handbook, and included as an explicit part of our enrolment and induction processes for families, and during training at the start of each year for staff. All staff must have a current Working with Children Check, and sign a code of conduct and child protection policy statement prior to contact with our students.

Policy	Changes in 2016	Access to full text
Student welfare The College will provide a supportive, caring environment which promotes positive student and teacher relationships and fosters a sense of belonging, a positive attitude to learning and the pursuit of excellence in all students. The College will provide a proactive and preventative approach, together with a range of strategies and appropriate levels of support to students, their families and to staff. The College will use appropriate external agencies and departments to support students when and if required. The College will provide staff with appropriate professional development in the area of wellbeing issues affecting students.	New policy for 2016	The full text of the school's student welfare policy can be accessed on request from the principal, and from the school intranet.
Anti-Discrimination, Harassment and Bullying The College has a policy of zero tolerance for any behaviour that is discriminatory, harassing or bullying. All staff and students have a right to a safe and secure environment, which is free from discrimination, harassment or bullying. The College promotes an environment which fosters learning, personal growth and self-esteem. All members of The College community have the right to: be respected by others; learn; participate and teach; and be safe and secure. The College wishes to foster a culture with acceptance and respect for diversity.	New policy for 2016	The full text of the school's anti-bullying policy can be accessed on request from the principal, and from the school intranet.
Student Discipline All students are bound by the Student code of conduct which is signed by students prior to beginning at SEDA College. The College has a policy of fostering responsibility and trust and all students are supported to develop the maturity to be successful within this environment.	New policy for 2016	The full text of the school's student discipline policy can be accessed on request from the

A teacher will implement a strategy or consequence, specifically chosen to best improve the behaviour of each student. Strategies to improve student behaviour may include: • drawing attention to the behaviour referencing the Student Code of Conduct • relocating the student in the learning environment • discussion of the behaviour with the student at break time and reminder of the Student Code of Conduct • temporary suspension by the Program Coordinator from part or all of the program (for less than one day) Broader support strategies may include: • communicating with parents/carers • further counselling • tutoring/peer tutoring • mentoring • developing individual flexible learning, behaviour or attendance plans • involving community support agencies The College expressly prohibits corporal punishment as a measure for student discipline, The College does not sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at The College.		principal, and from the school intranet.
Reporting Complaints and Resolving Grievances A concern can be raised in person with a staff member. A complaint can be made in person or in writing to the student's: • Teacher about issues occurring in their class or group. • Program Coordinator if the issue is across classes or groups or relates to the Teacher. • Principal about any other issue. • Where the complaint is about the Principal, the complaint will need to be made to the College Council Chair. The College expects a person raising a complaint to: • Do so as soon as possible after the issue occurs and to provide complete and factual information about the complaint.	New policy for 2016	The full text of the school's complaints policy can be accessed on request from the principal, and from the school intranet.

- Maintain and respect the privacy and confidentiality of all parties and acknowledge that a common goal is to achieve an outcome acceptable to all parties.
- Act in good faith, and in a calm and courteous manner.
- Show respect and understanding of each other's point of view and value difference, rather than judge and blame.
- Recognise that all parties have rights and responsibilities which must be balanced.

All complaints will be recorded and acted upon promptly in an effort to resolve complaints.

A remedy or action may include one or more of the following:

- An explanation or further information about the issue.
- Acknowledgement of each other's perspective and an agreement on ways to manage differences.
- Agreement on what constitutes acceptable behaviour.
- An undertaking that unacceptable behaviour will change.
- Mediation, counselling or other support.
- An apology or expression of regret.
- A change in decision.
- A change to policy, procedure or practice.
- The cancelling of a debt (such as for the College payments).

The College seeks to use a restorative justice approach to resolve issues that pertain to student behaviours that have impacted on class colleagues, staff or the broader community. These outcomes are negotiated as part of the restorative justice process.

Teacher, parent, and student satisfaction

TEACHERS

100% of teachers completed the teacher reflection process

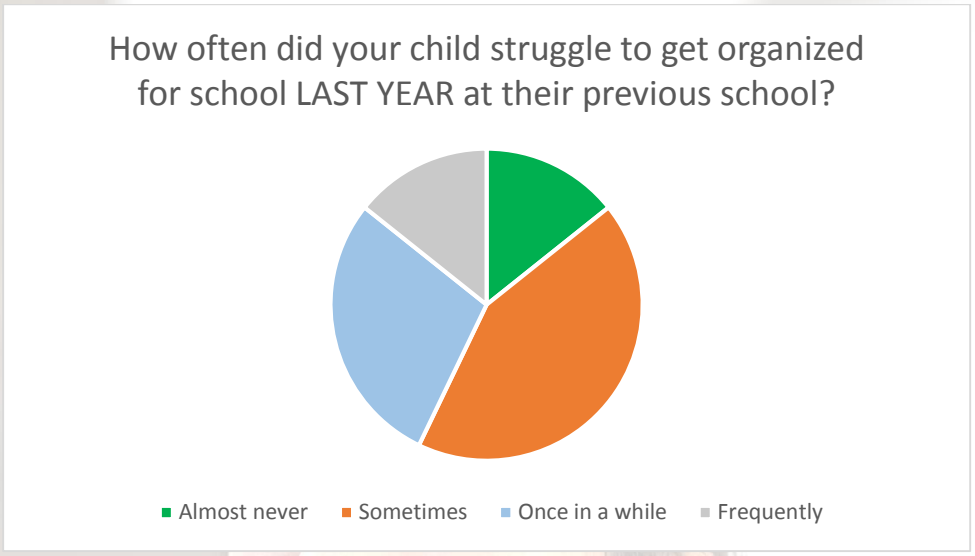
Informal feedback from teachers indicates during 2016 staff were satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work recognition. Staff complete a formal reflection twice per year on their own teaching practice, class management and relationships with students. Teachers also receive de-identified summary survey data from their students.

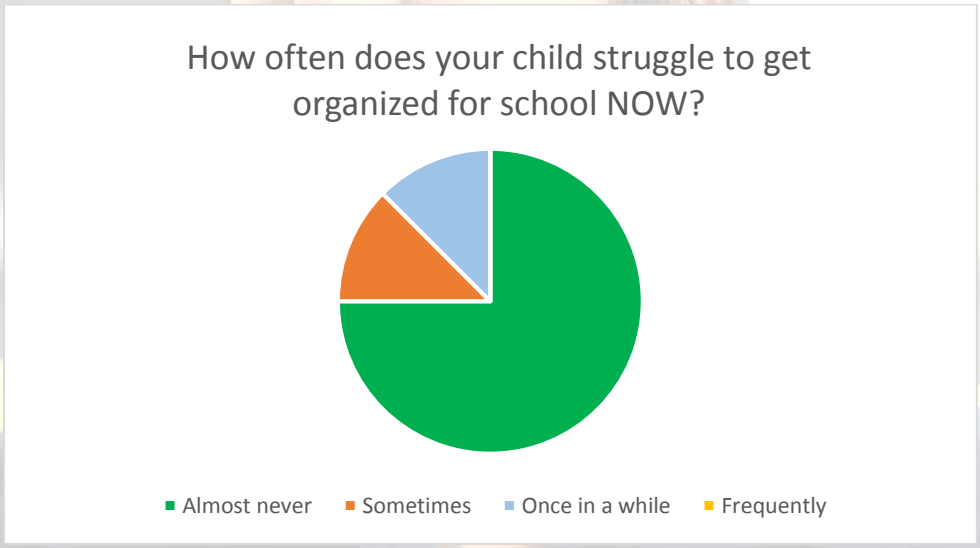
PARENTS

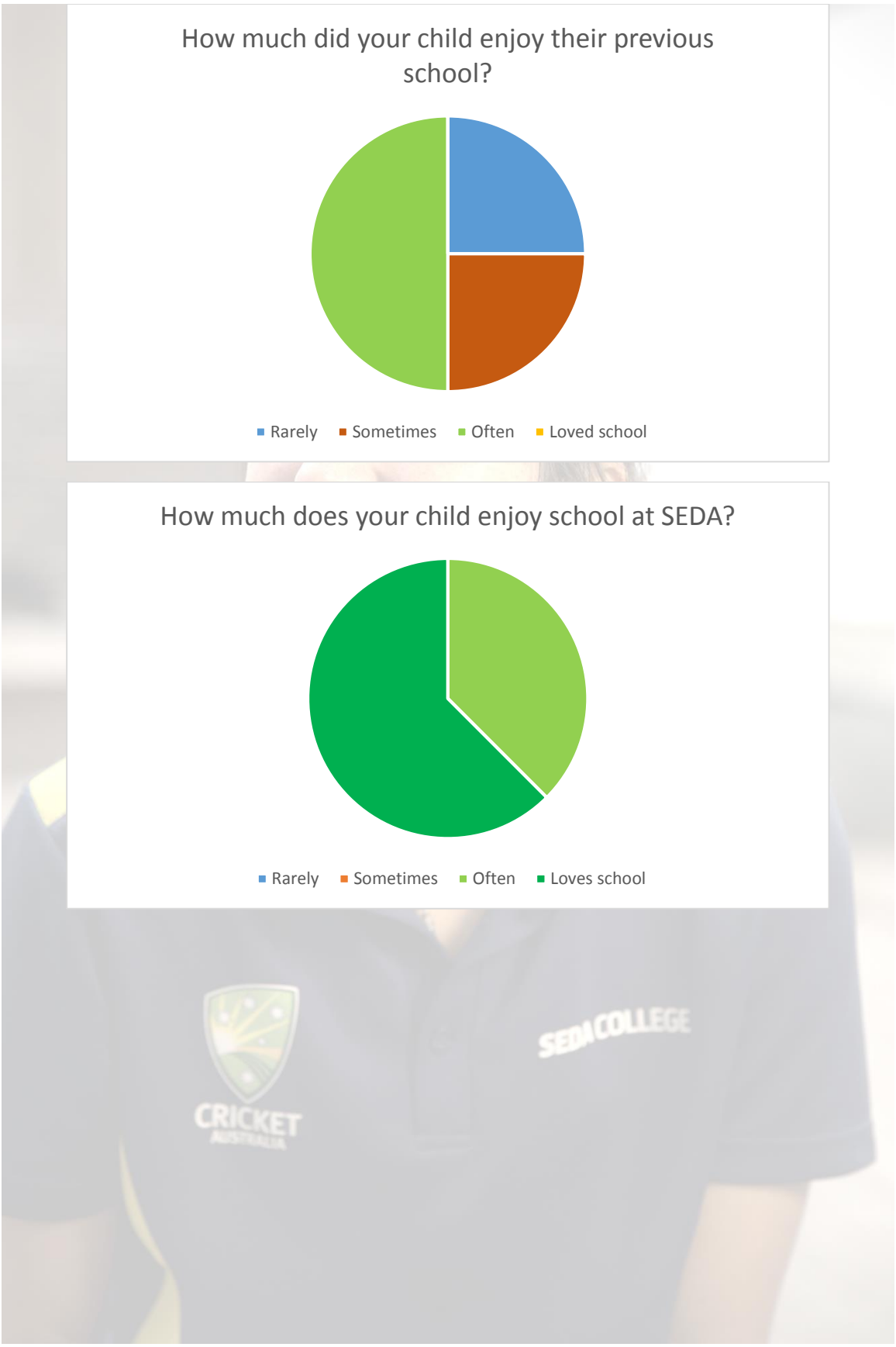
33% of parents responded to the parent survey

Parent Questions 2016	Score out of 5	AVG
student improvement		**4.1**
How much has SEDA College improved your child's confidence?	4.1	
relationships		**4.6**
How respectful are teachers to students at SEDA College?	5.0	
How well does SEDA College consider the individual needs of students?	4.8	
How strong are the relationships between your child and his/her teachers at this school?	4.6	
How comfortable does your child feel asking questions in class at this school?	4.1	
responsiveness		**4.5**
How quickly do staff at this school respond to questions from parents?	3.9	
How satisfied are you with the overall quality of teaching at SEDA College?	5.0	
How well does SEDA College meet its objectives?	4.5	
How well does SEDA College meet your child's needs?	4.8	
overall satisfaction		**4.1**
Are the facilities at SEDA College better than you expected, worse than you expected, or were they about what you expected?	3.1	
How satisfied with SEDA College are you?	4.8	
How likely are you to recommend SEDA College to other families?	4.5	
OVERALL AVERAGE		**4.2**

Summary of parent/carer questions specific to Year 11 students:





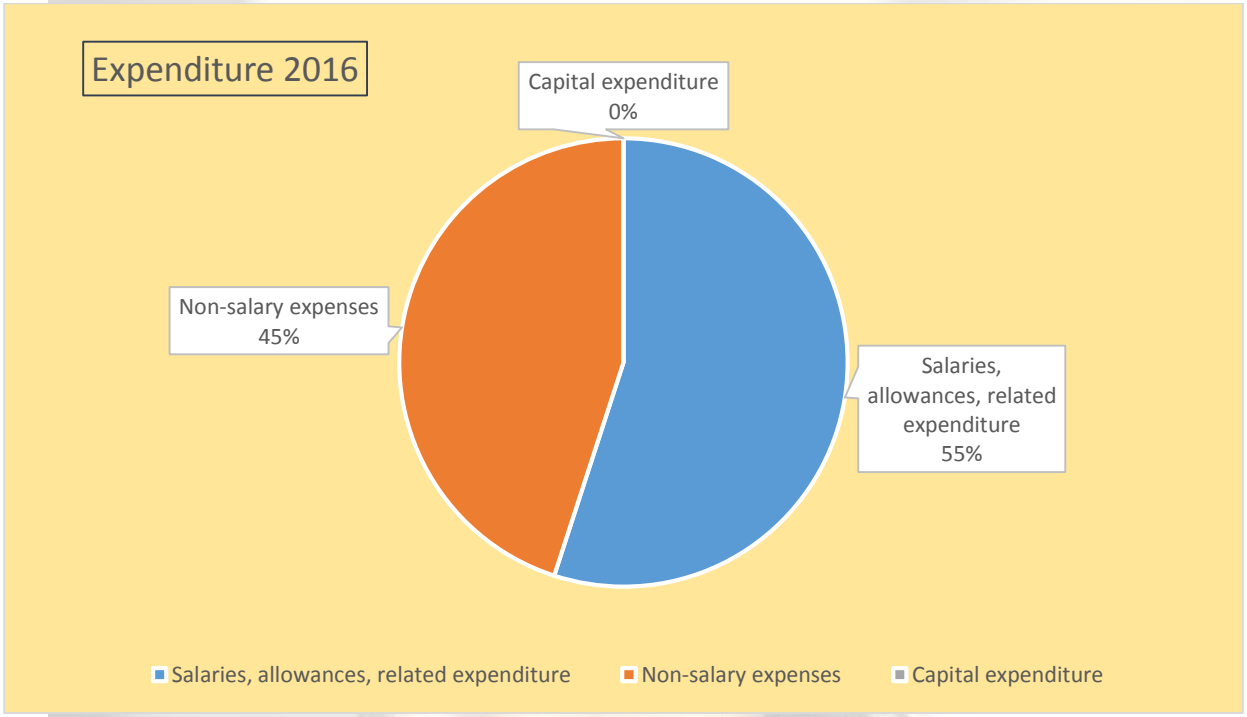

How much did your child enjoy their previous school?
Rarely
Sometimes
Often
Loved school
How much does your child enjoy school at SEDA?
Rarely
Sometimes
Often
Loves school

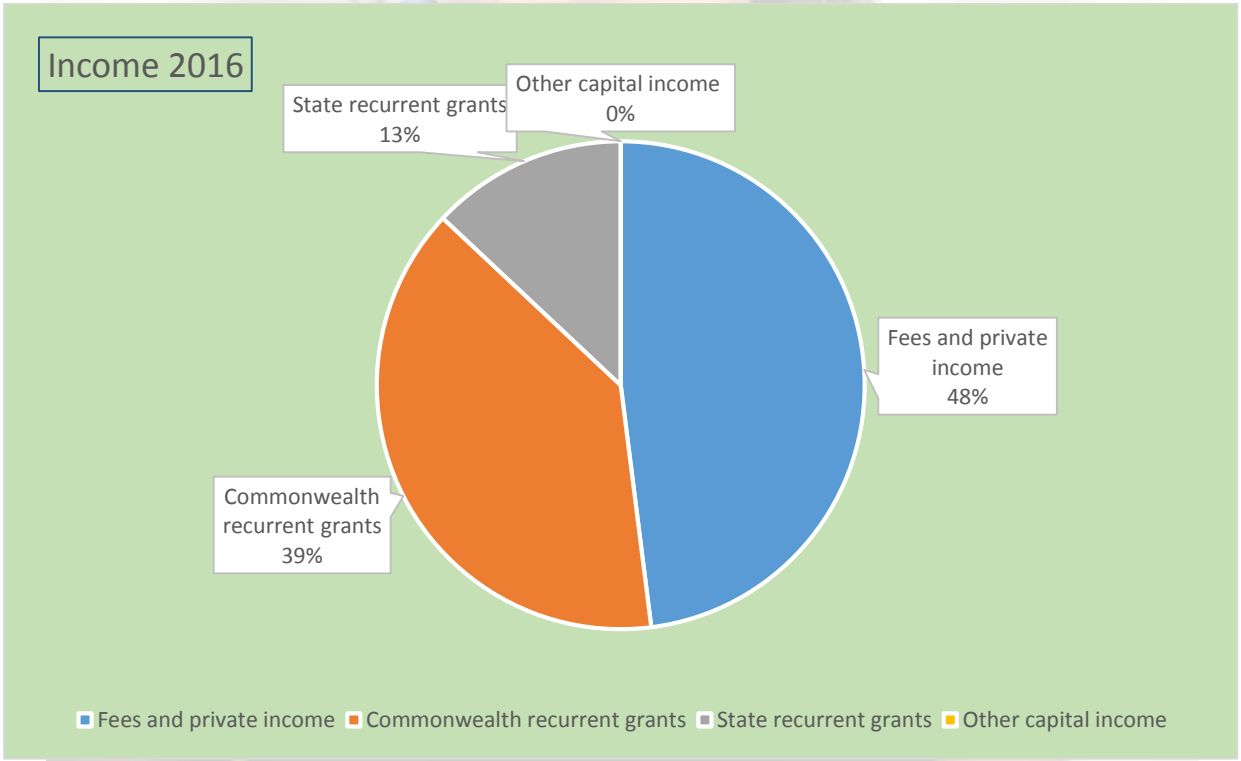
STUDENTS

100% of students responded to the student survey

Student Questions 2016	Score out of 4	AVG
what I learn		**3.7**
I am learning new information (things I know)	3.9	
I enjoy what I am learning	3.5	
What I am learning is valuable or important	3.7	
I get opportunities to solve problems that matter	3.6	
how I am assessed		**3.7**
I know how my learning will be assessed	3.7	
The way I am assessed is fair	3.8	
It is more important to understand what I am learning than to memorise answers	3.6	
how I learn		**3.5**
I get opportunities to work with others	3.7	
I have enough time to think in class	3.5	
I understand what I have to do to improve	3.7	
I try again when I get something wrong	3.5	
I ask for help when I need it	3.3	
goal setting		**2.9**
I set goals for myself	2.8	
I plan my work to meet my goals	2.7	
I achieve my personal goals	3.1	
relationships		**3.7**
I feel confident to ask my teacher questions	3.7	
My teacher understands how I learn	3.5	
My teacher knows the subject content really well	3.9	
My teacher tries to help me	3.7	
AVERAGE OVERALL - MAXIMUM 4		**3.5**

Summary financial information





School determined priority areas for improvement

2016 Achievements:

- Gained full 5 year registration and accreditation, and gained accreditation as a Teacher Administration Authority.
- Established strong working partnerships with Industry
- Gained member status with the Association of Independent Schools NSW

2017 Goals:

- Establish new Board endorsed course with NESA: Certificate III in Sport and Recreation for HSC
- Achieve Professional Competence for teachers currently at Provisional accreditation level
- Establish new Industry partnerships and teaching venues
- Conduct external social media audit and implement recommendation for all students and staff
- Improve attendance recording procedures