SEDA™ COLLEGE NSW

2017

ANNUAL SCHOOL REPORT

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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 second year of operation with enrolled students, 2017.

The SEDA College NSW 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 NSW develops as a confident learner, cares for and about others and is optimistic about their future. We aim for students to graduate from SEDA College NSW with an HSC qualification, a clear idea of what they want to achieve, and the skills and attributes they will need to be successful in their life and future endeavours.

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

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

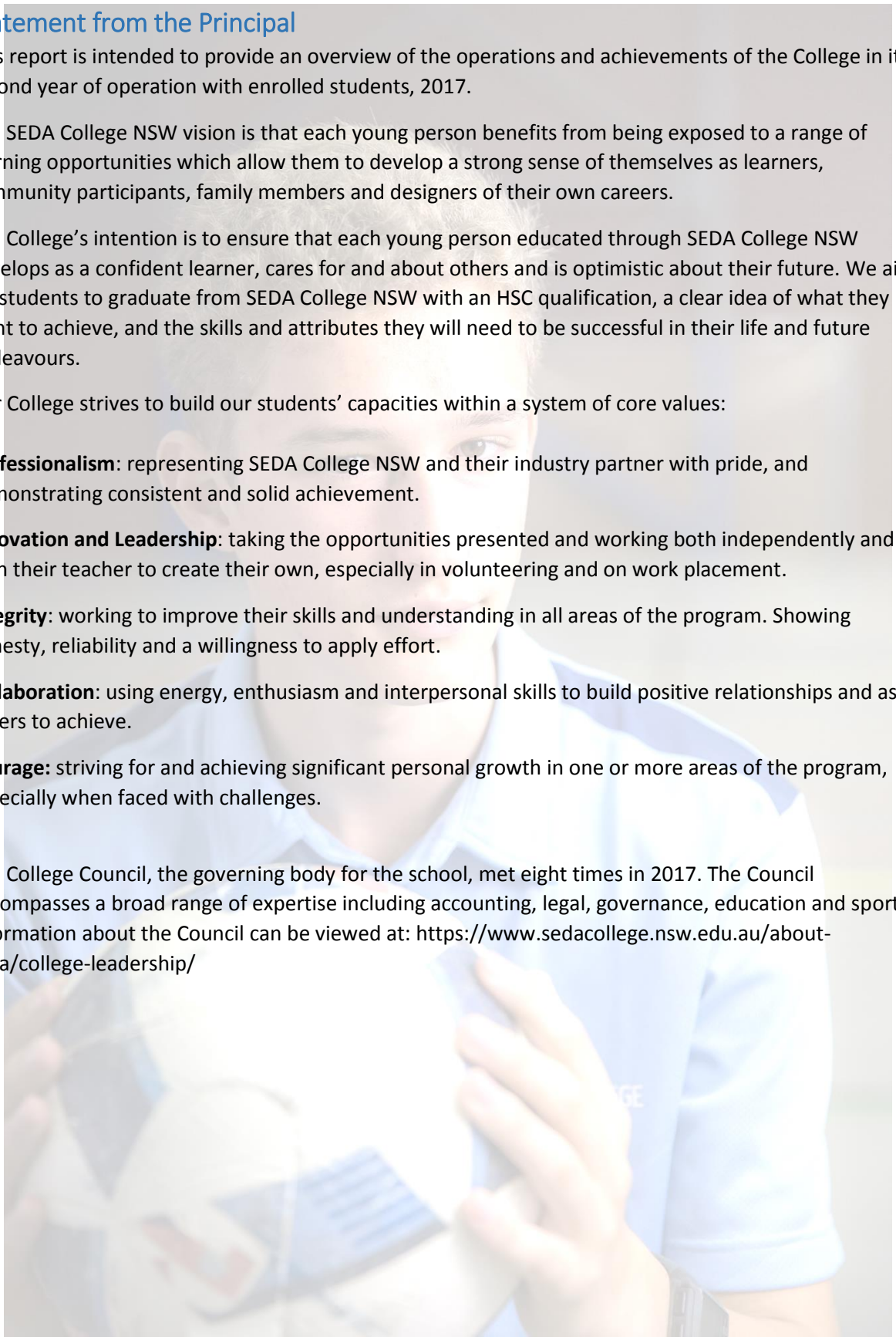
Innovation and Leadership: taking the opportunities presented and working both independently and with their teacher to create their own, especially in volunteering and on work placement.

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 2017. The Council 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 NSW Context

SEDA College NSW 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 2017 we partnered with Cricket Australia, Cricket NSW, South Sydney Rabbitohs and Souths Cares, Sydney FC, Western Sydney Wanderers FC and Netball NSW 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 NSW, 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. In 2017 the school grew to 73 students with a new intake of Year 11 students. All students at SEDA 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 NSW having disengaged with education in their previous school, for a variety of reasons. However, the school enrols students with a wide range of abilities and strengths and we are proud of the community, life and academic outcomes our students achieve. A number of students at the school have disabilities and special needs, including learning difficulties. In 2017, 8 percent of students are Aboriginal or Torres Strait Islanders.

Student outcomes in standardised national literacy and numeracy testing

SEDA College NSW does not participate in NAPLAN as we are a senior secondary school.

Senior Secondary Outcomes

In 2017, 100% of Year 11 and Year 12 students participated in vocational (VET) or trade training as part of their HSC.

Qualification	Number completed	Percentage of cohort completed
Cert II Sport and Recreation	74	99% (year 11 and 12)
Cert III Sport and Recreation	24	92% (year 12)
Cert II Business Services	25	100% (year 12)

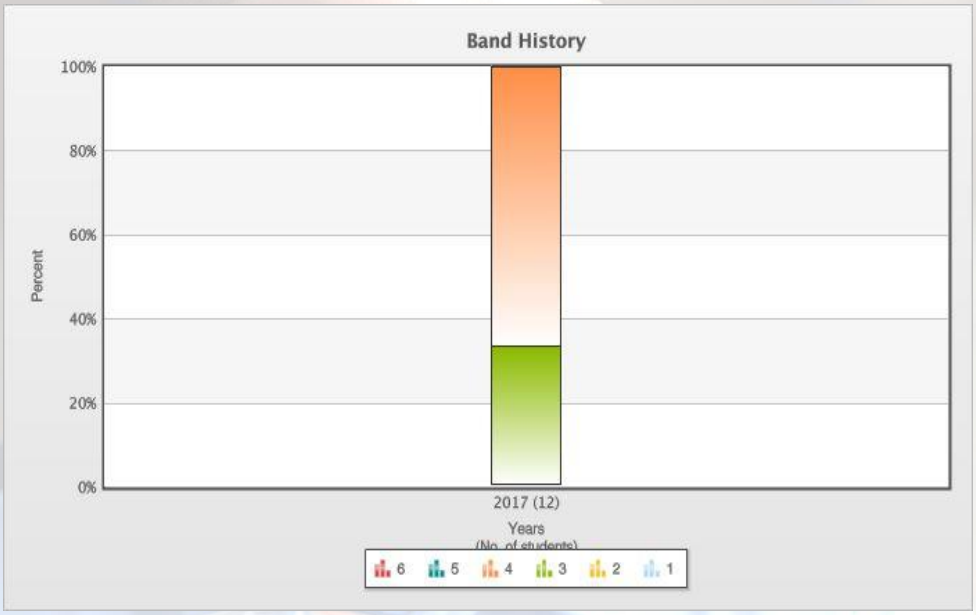
Qualification	Number completed	Percentage of cohort completed
Preliminary HSC	48	98%
HSC	25	100%

HSC examination outcomes

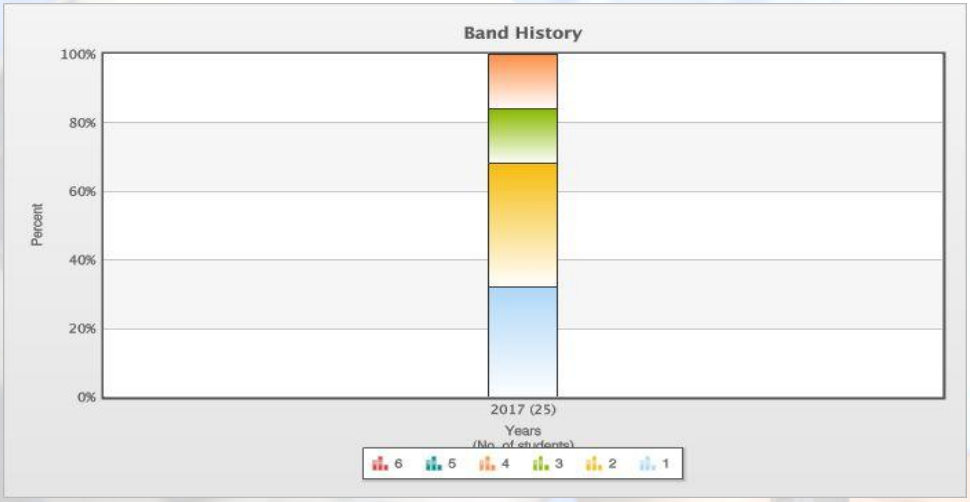
All year 12 students at SEDA College completed a non-ATAR HSC course. 100% of students sat the PDHPE HSC exam in 2017, and just under 50% sat the optional Business Services HSC exam. mean and band results are shown below.

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean
Business Services Examination 2 unit	26199	12		70.45	75.39
Personal Development, Health and Physica	15320	25		54.04	71.03

BUSINESS SERVICES 2U



PDHPE 2U



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 Australian Indigenous **Mentoring** Experience (**AIME**) school, and attendance at local Aboriginal Education Consultative Group (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. The College provides sessions with motivational speakers, especially from sporting associations, and presentations from Mental Health Advocacy and Support services.

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	6
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 2017:

Description	**Number of staff involved**
Aboriginal learning seminar	5
First aid	5
Level 1 Sports Trainer	2
Vocational Education network days and meetings	5
Curriculum Development workshops (x2)	5
PDHPE teachers association conference	3

ACHPER stage 6 conference	6
VET Industry currency activities	6
Sport specific qualifications	4
Business Services (VET) accreditation	3
Sport and Recreation (VET) accreditation	2
Flipped learning	6
Teacher Accreditation Processes for teachers	1
Assessment of Experienced teacher applications (AISNSW)	1
Literacy training	1
Literacy data analysis for PDHPE	1

Workforce Composition

School Staff	**TOTAL STAFF = 8**
Teaching staff	6
Full time equivalent teaching staff	6
Non-teaching staff	4
Full time equivalent non-teaching staff	2
Aboriginal and Torres Strait Islander staff	1

Student attendance and retention

2017 Year Level	**Attendance Rate**	**Retention rate**
11	91.0%	94%
12	94.5%	NA

Attendance at SEDA College NSW 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

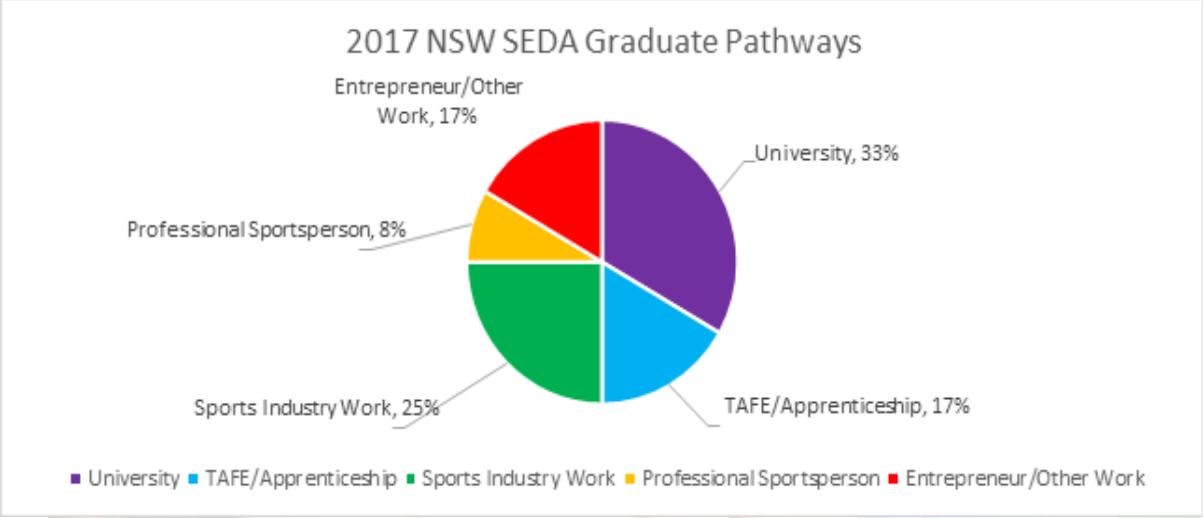
Student retention and post school destinations

97% (69 of 71) of enrolled students in the Year 11 cohort completed Year 11 in 2017.

100% of enrolled students in the Year 12 cohort completed Year 12 in 2017.

Post school destinations.

- Three-month destination data for 2017 Year 12 graduates is as follows:



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 NSW. 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 NSW will base any decision about offering a place to a student on:

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

   SEDA College NSW:
   - 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 NSW.

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

5. SEDA College NSW 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 NSW 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 NSW 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 and at the start of each school year.

Policy	Changes in 2017	Access to full text
Student wellbeing 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.	Logo update	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.	Logo update	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 NSW. The College has a policy of fostering responsibility and trust and all students are supported to	Logo update	The full text of the school's anti-bullying policy can be accessed on request from the

develop the maturity to be successful within this environment. 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:	Logo update	The full text of the school's anti-bullying policy can be accessed on request from the principal, and from the school intranet.

- Do so as soon as possible after the issue occurs and to provide complete and factual information about the complaint.
- 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.

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 and feedback data from their students.

Staff also completed a satisfaction survey based in part on the most recently available results from the OECD Teaching and Learning International survey (TALIS). Results are below.

TALIS asks teachers and school leaders about working conditions and learning environments at their schools to help countries face diverse challenges.

100% of staff responded to the survey. The maximum score in a category is 100%.

QUESTIONS 2018 - STAFF ***PERCENTAGE RESPONSE (of teaching staff): 100%***	**2018**	**2013 TALIS**	**2013 TALIS**
Percentage of staff answering "Strongly agree" or "Agree".	**SEDA NSW**	**Australia[1]**	**OECD Average[2]**
All in all I am satisfied with my job.	100.0	90.0	91.2
In this school, teachers and students usually get on well with each other.	100.0	96.9	95.3
Most teachers in this school believe that students' well-being is important.	100.0	98.5	96.5
Most teachers in this school are interested in what students have to say.	100.0	95.4	91.8
If a student from this school needs extra assistance, the school provides it.	100.0	94.3	91.4
I would recommend my school as a good place to work.	100.0	85.5	84.0
I would still like to be working for SEDA College NSW NSW in 12 months.	100.0	NA	NA
My work gives me a sense of personal enjoyment - it is more than just a job.	100.0	NA	NA
I feel that I am making a significant educational difference in the lives of my students.	100.0	NA	NA
I usually know how to get through to students.	100.0	NA	NA
Teachers in this school are well respected by administration.	100.0	NA	NA

[1] The OECD Teaching and Learning International Survey (TALIS) 2013 Results - Excel Figures and Tables, http://www.oecd.org/education/school/talis-excel-figures-and-tables.htm#Chapter2

[2] The OECD Teaching and Learning International Survey (TALIS) 2013 Results - Excel Figures and Tables, http://www.oecd.org/education/school/talis-excel-figures-and-tables.htm#Chapter2

PARENTS

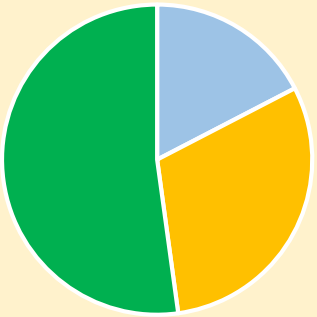
54% of parents responded to the parent survey. The maximum score in any category is 1.

QUESTIONS 2018 - PARENTS	2017	
	SCORE	AVG
OVERALL SCHOOL SCORE AVERAGE		**0.86**
student improvement		0.80
How much has SEDA College NSW improved your child's confidence?	0.80	
relationships		0.87
How respectful are teachers to students at SEDA College NSW?	0.92	
How well does SEDA College NSW consider the individual needs of students?	0.88	
How strong are the relationships between your child and his/her teachers at this school?	0.86	
How comfortable does your child feel asking questions in class at this school?	0.82	
responsiveness		0.86
How quickly do staff at this school respond to questions from parents?	0.84	
How satisfied are you with the overall quality of teaching at SEDA College NSW?	0.90	
How well does SEDA College NSW meet its objectives?	0.86	
How well does SEDA College NSW meet your child's needs?	0.84	
overall satisfaction		0.87
Are the facilities at SEDA College NSW what you expected?	0.76	
How satisfied with SEDA College NSW are you?	0.94	
How likely are you to recommend SEDA College NSW to other families?	0.92	

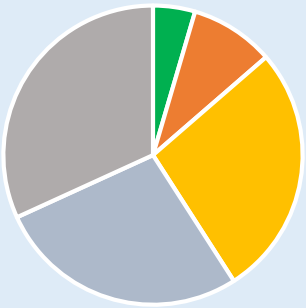
Summary of parent/carer questions specific to Year 11 students:

How often did your child struggle to get organized at previous school?

How often does your child struggle to get organized for school NOW?



How much did your child enjoy their previous school?



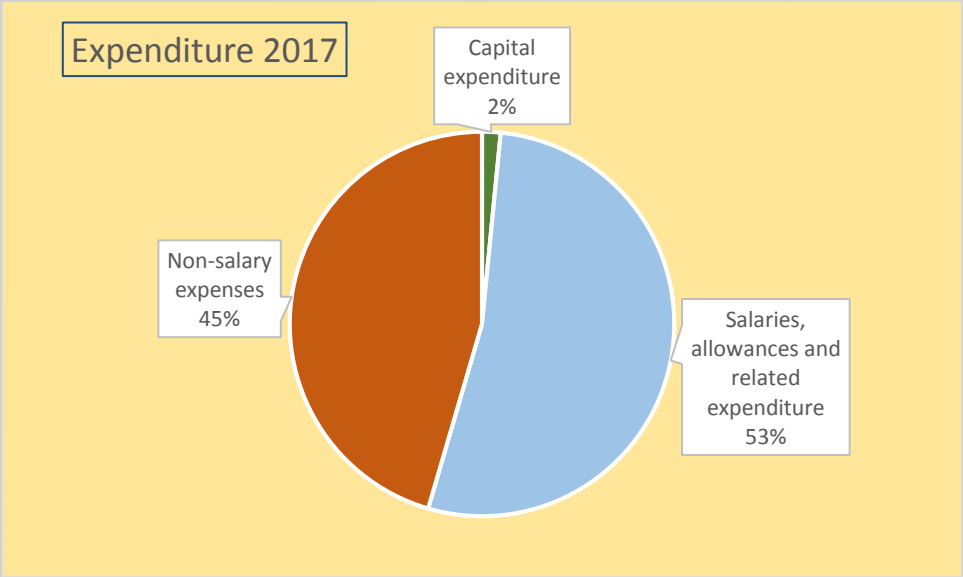
How much does your child enjoy school now at SEDA?

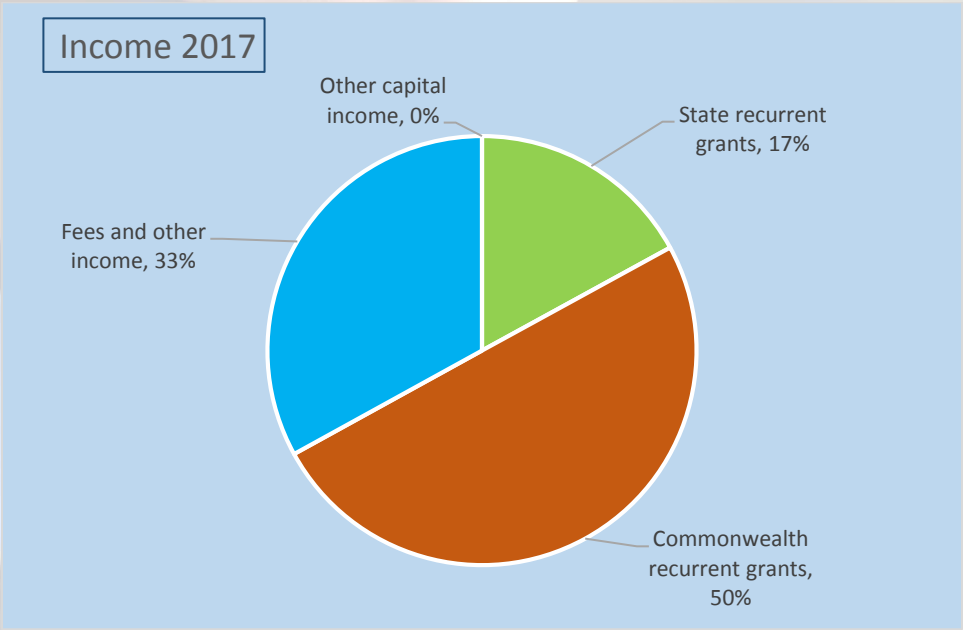
STUDENTS

75% of students responded to the survey. The maximum score in any category is 1.

QUESTIONS 2017 - STUDENTS	SCORE	AVG
What I learn		0.81
I am learning new information (things I know)	0.90	
I am learning new skills (things I can do)	0.88	
I enjoy what I am learning	0.73	
I am confused about what I am learning	0.68	
What I am learning is valuable or important	0.90	
I get opportunities to solve problems that matter	0.78	
How I am assessed		0.90
I know how my learning will be assessed	0.88	
The way I am assessed is fair	0.93	
It is more important to understand what I am learning than to memorise answers	0.90	
How I learn		0.80
I get opportunities to work with others	0.93	
I have enough time to think in class	0.83	
I understand what I have to do to improve	0.85	
I try again when I get something wrong	0.78	
I want to give up because I do not understand what I am learning	0.68	
I ask for help when I need it	0.73	
Goal setting		0.70
I set goals for myself	0.73	
My teacher sets goals for me	0.68	
I plan my work to meet my goals	0.68	
I achieve my personal goals	0.73	
Relationships		0.87
I feel confident to ask my teacher questions	0.85	
My teacher understands how I learn	0.83	
My teacher knows the subject content really well	0.98	
My teacher tries to help me	0.93	
I am happy at school	0.78	

Summary financial information





School determined priority areas for improvement

2017 Achievements:

- Established new Board endorsed course with NESA: Certificate III in Sport and Recreation for HSC.
- Achieved Professional Competence for teacher currently at Provisional accreditation level.
- Established new Industry partnerships with Western Sydney Wanderers and Netball NSW and new teaching venue at Sydney Olympic Park.
- Conducted external social media audit and implement recommendation for all students and staff.
- Improved and streamlined attendance recording procedures.
- Created a finance manager position to continue to meet our compliance obligations and provide better service to parents.
- Streamlined the College online portal (MySEDA).

2018 Goals:

- Improve student goal setting feedback from 2017 scores and maintain or improve scores in other areas.
- Submit and have approved by NESA, School Based Professional Development courses, to establish SEDA College NSW as a NSW Professional Development Approved provider.
- Streamline and improve online systems, software and hardware for curriculum delivery and management.
- Undertake testing of Literacy and Numeracy for all students and develop strategies for improvement in preparation for implementation of Minimum standards for HSC attainment in 2020.
- Establish a committee for identification and management of learning for students with disabilities.
- Establish areas of expertise and leadership within the school staff to promote staff development and autonomy and contribute to the effective running of the school.
- Improve access for parents to finance information and payments via a payment portal.

SEDA
COLLEGE
NSW
netball
AFL
NSW/ACT