SEDA™ COLLEGE NSW

2020

ANNUAL SCHOOL REPORT

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Statement from the Principal

The College's intention is to ensure that each young person enrolled with us 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, as well as coaching and Vocational qualifications, 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.

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 prerequisite to attend the College.

Our vision and the measure of our success in achieving the vision is encapsulated below.

Our students

- Believe in their personal value, and know they can learn
- Are treated with respect and treat others with respect
- Become skilled and connected, and sure of their direction after graduation.

Our parents

- See their children succeed
- Know their children are happy
- Have confidence their children are respected and supported.

Our staff

- Love their work and know they are making a difference
- Know they are trusted to make decisions in the best interests of our students
- Feel valued as part of a successful team.

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.

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.

During 2020, the College was impacted by the Government restrictions put in place during the early stages of the COVID-19 pandemic. Because we are a fully online school, classwork was already delivered through the Google Classroom platform, and the College was able to quickly transition to the remote delivery of lessons with minimal disruption to student learning. The College provided and paid for internet access for some students as needed, to ensure that no students were left behind because their families did not have sufficient internet access.

From term 3 we also provided all students with the ability to attend school in person if they needed to do so. Teaching staff were rostered on to make sure campuses remained open for students who needed to attend in person. Online lessons also continued after school resumed for students who had complex health issues and could not safely return to school with their peers.

Our staff worked collaboratively and creatively to ensure that schoolwork remained engaging and relevant despite difficult circumstances and physical distance. The College engaged key industry and motivational speakers, players and coaches to complement the syllabus and our wellbeing programme.

Although interschool sport, major sporting events and primary school sporting clinics were interrupted by Government restrictions, students were involved in comprehensive, whole school, physical exercise challenges at home, and curriculum was structured for students to develop coaching videos to replace in-person primary school sporting clinics.

Many student work placements were largely able to continue uninterrupted once the initial lock-down had lapsed. Each work placement was carefully assessed by College staff to ensure students were safe and COVID plans were in place at the workplace. We also implemented comprehensive COVID safe plans for the school, so that students and staff were safe attending school in terms 3 and 4. We implemented a successful live stream for Year 12 graduation, and moved Year 12 formal so it could go ahead after exams.

Despite the challenges that we all faced in 2020, the College continued to achieve wonderful outcomes. We have had students graduate in 2020 and go into work with high level sporting clubs, gain apprenticeships, be accepted into Colleges in the U.S.A on sporting scholarships, attend a range of universities within NSW, and play professionally at state, national and international level.

Our retention of students remained very high, attendance in online classes was very good,

We are also extremely proud of the first in the state achievement by one of our students in Standard Mathematics, and having 6 students listed on the Distinguished Achievers List for the 2020 HSC.

Context of Our School

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. We partner with high-profile sports organisations to deliver our program.

In 2020 our partnerships in the sports industry included Cricket Australia, Cricket NSW, South Sydney Rabbitohs and Souths Cares, Parramatta Eels, Sydney FC, Western Sydney Wanderers FC, Netball NSW, Sydney Swans, AFLNSW and ACT, Sydney Kings, and Basketball NSW.

Our partnerships allow us 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, whether that be in the Sport and Recreation Industries or in other areas. The Industry partners provide:

- vocational industry currency to our program
- network opportunities for students
- internship opportunities and work placements for students across many career areas
- volunteering and paid work at game days and other high-profile events
- coaching training and qualifications to our students and staff
- relevant input on all areas of the sport and recreation industry and work within that industry.

In 2016, the first year of enrolment, 26 Year 11 students were enrolled. In 2020, the College achieved enrolments of 226 students across our two campuses.

Many students commence Year 11 at SEDA College NSW having disengaged with education in their previous school, for a variety of reasons. These include having:

- an established or potential interest in working in the sport and recreation industries that is not met at the current school
- a desire to develop their confidence, employment skills, and professional networks at the same time as gaining an HSC qualification
- difficulty in managing their sport commitments alongside a traditional senior schooling model
- a need for a more individual, student focussed learning environment and support with learning barriers
- time restraints related to participating in elite sport

The school enrols students with a wide range of abilities and strengths, both in sport and in academic learning. We are immensely proud of the academic, sporting, life and volunteering outcomes our students achieve.

Student outcomes in standardised literacy and numeracy testing

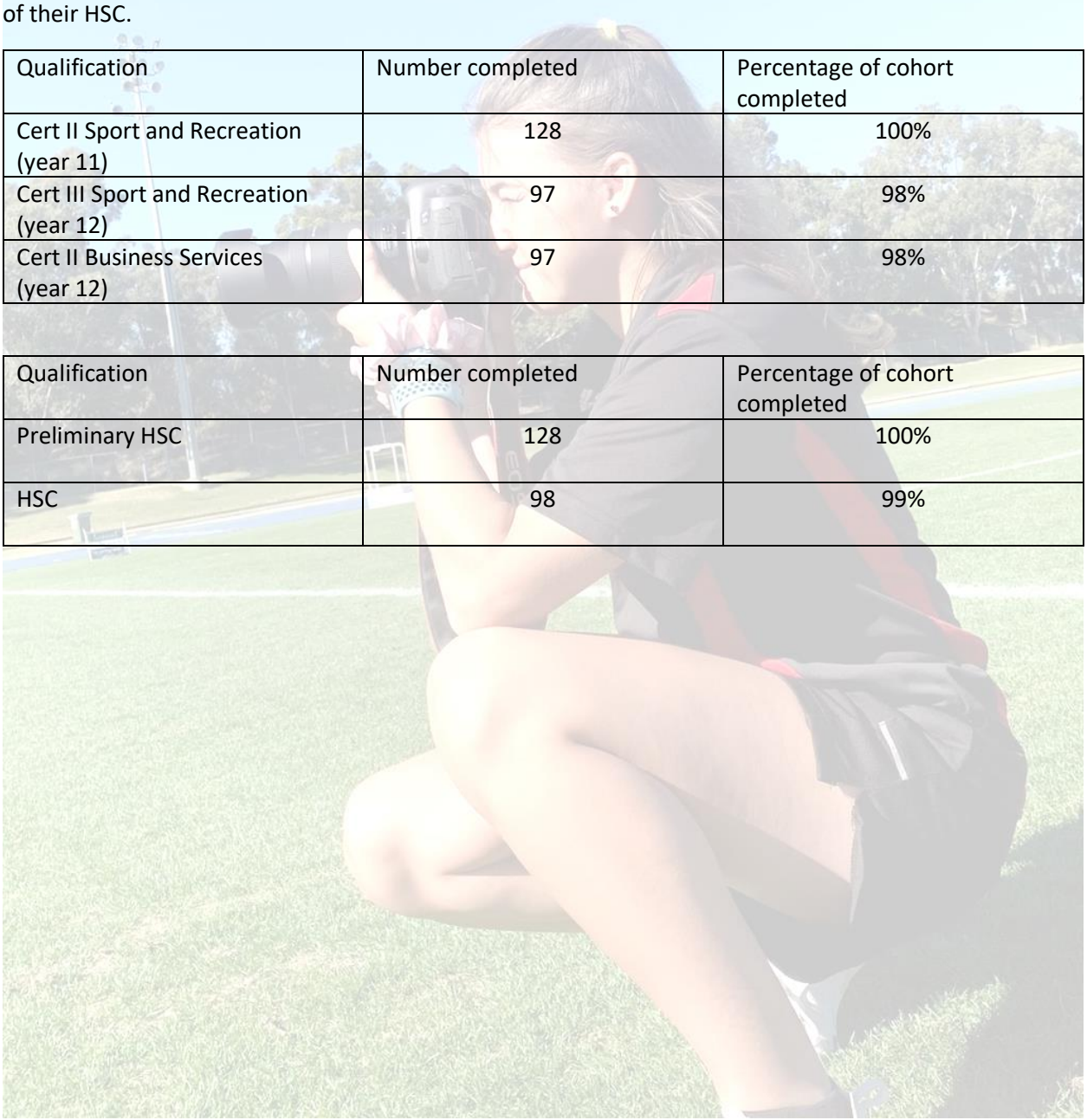
SEDA College NSW does not participate in NAPLAN as we are a senior secondary school. We assess all students' literacy and numeracy levels on entry to SEDA College NSW and where needed, support them to achieve the NSW minimum numeracy and literacy standard required to be awarded the HSC.

Senior Secondary Outcomes

In 2020, 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 (year 11)	128	100%
Cert III Sport and Recreation (year 12)	97	98%
Cert II Business Services (year 12)	97	98%

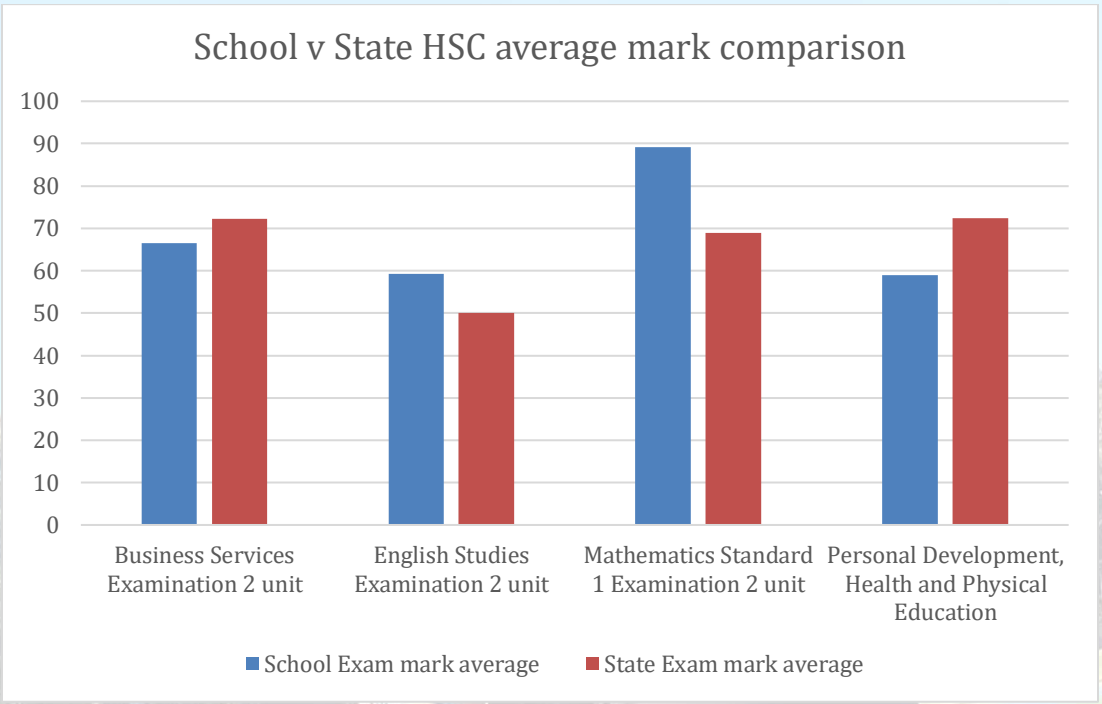
Qualification	Number completed	Percentage of cohort completed
Preliminary HSC	128	100%
HSC	98	99%



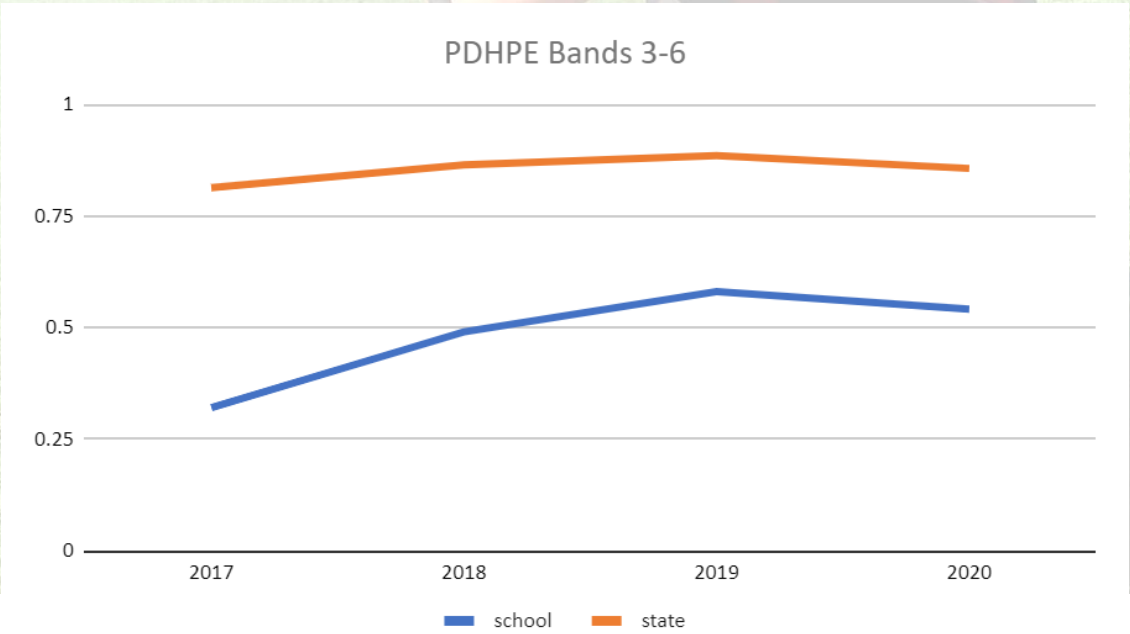
Higher School Certificate Band Results

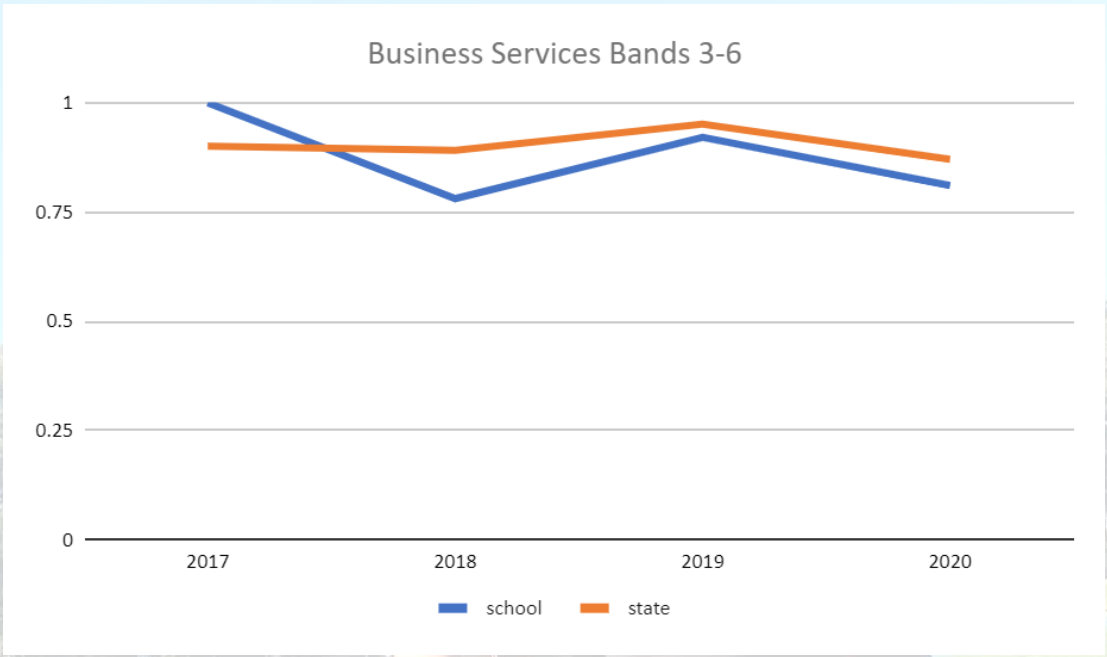
Subject	Year	No. of students	Bands 3-6	Bands 1-2
PDHPE	2020	98	School: 54.1% State: 85.6%	School: 45.9% State: 14.4%
	2019	71	School: 58% State: 88.5%	School: 42% State: 11.5%
	2018	51	School: 49% State: 86.4%	School: 51% State: 13.6%
	2017	25	School: 32% State: 81.3%	School: 68% State: 18.7%
Business Services	2020	62	School: 80.6% State: 87%	School: 19.4% State: 13%
	2019	48	School: 91.7 % State: 95.2 %	School: 8.3 % State: 4.8%
	2018	30	School: 76.7% State: 89.2%	School: 23.3% State: 10.8%
	2017	12	School: 100% State: 90.1%	School: 0% State: 9.9%
English Studies	2020	83	School: 50.6% State: 31.2%	School: 49.4% State: 68.8 %
	2019	60	School: 40% State: 45.5%	School: 60% State: 64.5%
Standard Mathematics 1	2020	10	School: 100% State: 82.01%	School: 0% State:17.99%

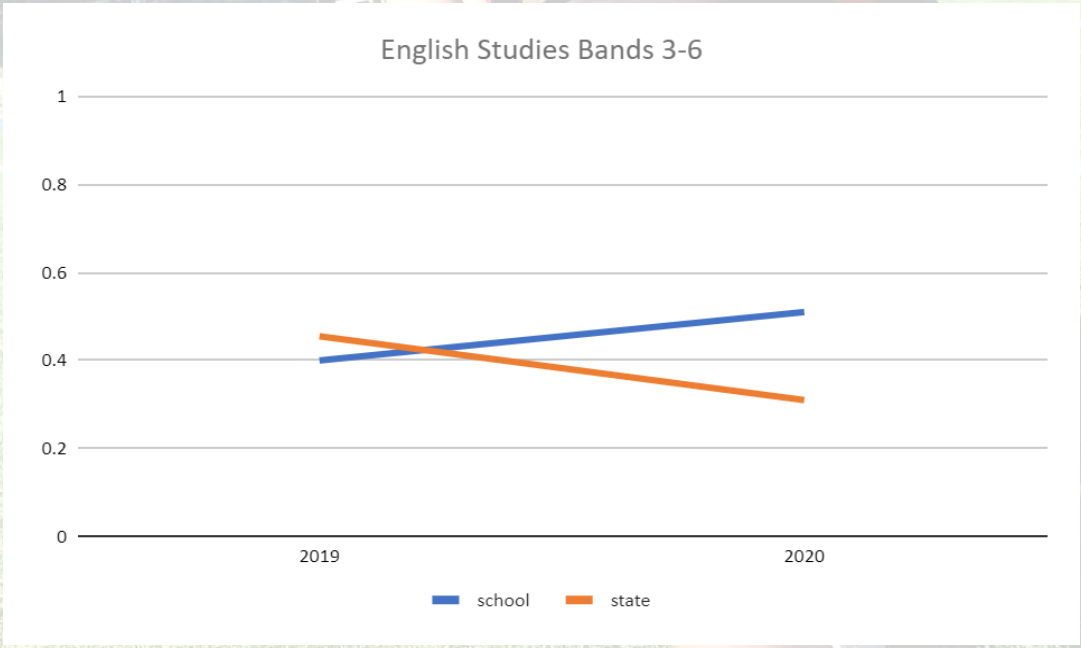
HSC Exam mark comparison to State



HSC Band results over time




Business Services Bands 3-6
1
0.75
0.5
0.25
0
2017
2018
2019
2020
school
state


English Studies Bands 3-6
1
0.8
0.6
0.4
0.2
0
2019
2020
school
state

Initiatives promoting respect and responsibility

The College wants each student to recognise that they are a valued and integral part of the school community, with parents and staff providing the support that engenders self-esteem, mutual respect, leadership 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. These include responsibility, resilience, professionalism and effective communication.

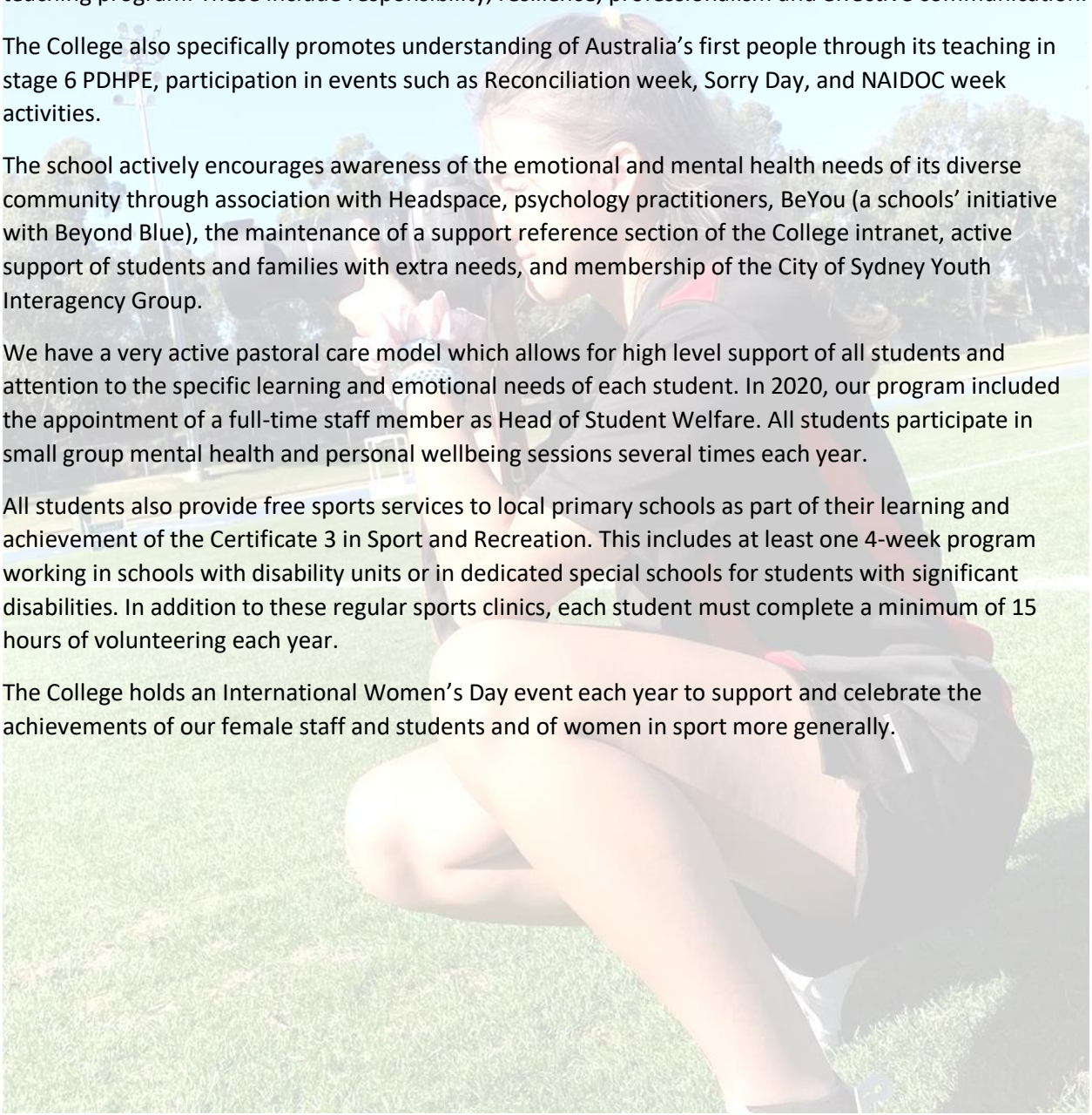
The College also specifically promotes understanding of Australia's first people through its teaching in stage 6 PDHPE, participation in events such as Reconciliation week, Sorry Day, and NAIDOC week activities.

The school actively encourages awareness of the emotional and mental health needs of its diverse community through association with Headspace, psychology practitioners, BeYou (a schools' initiative with Beyond Blue), the maintenance of a 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.

We have a very active pastoral care model which allows for high level support of all students and attention to the specific learning and emotional needs of each student. In 2020, our program included the appointment of a full-time staff member as Head of Student Welfare. All students participate in small group mental health and personal wellbeing sessions several times each year.

All students also provide free sports services to local primary schools as part of their learning and achievement of the Certificate 3 in Sport and Recreation. This includes at least one 4-week program working in schools with disability units or in dedicated special schools for students with significant disabilities. In addition to these regular sports clinics, each student must complete a minimum of 15 hours of volunteering each year.

The College holds an International Women's Day event each year to support and celebrate the achievements of our female staff and students and of women in sport more generally.



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	16
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

All teaching staff participated in one week of professional learning prior to the start of term 1 about mandatory reporting, emergency procedures, and curriculum, and one further week of school mandated professional development at the start of term 4.

In addition, the following professional learning activities were undertaken by staff throughout 2020.

Description	Number of Staff
College student welfare sessions each fortnight	16
Child Protection Update	16
Managing Challenging Behaviour	16
Unit Design Workshop	16
COVID and remote learning training	16
Annual Industry Partner meetings	12
PBL Covid PD	11
Observation and Discussions	10
HLTAID001 - Provide cardiopulmonary resuscitation (CPR)	7
Numeracy Stage 6 CEC Pilot Conference: Surveying the Landscape (Day 1)	5
Assessment and Programming Workshop	4
Curriculum Planning Overview	3
HLTAID003 - Provide First Aid	2
Community Coaching General Principles	1
Colleague / Teacher Observation	1
Stage 6 Mathematics Standard Syllabus Professional Development Program	1
Numeracy CEC Pilot 2: Following the Clews	2

Information Evening	1
Online/At Home Assessment - Strategies to Safeguard Authenticity	1
Australian Dream Staff PD Workshop	1
Reconciliation Week/Australian Dream School Briefing	2
Advanced First Aid Training Course	1

Teacher Accreditation 2020

Level of Accreditation	Number
Conditional	1
Provisional	0
Proficient Teacher	15
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
TOTAL	**16**

Workforce Composition

School Staff	Number
Teaching staff	16
Full time equivalent teaching staff	15.5
Non-teaching staff	4
Aboriginal and Torres Strait Islander staff	1

Student attendance and retention

Retention rate is the percentage of students who were counted in the Federal student census in 2019 and who stayed on into year 12 the following year at SEDA College. Students who left SEDA College during the Year 11 school year (including those who left to go to other schools or other study destinations such as TAFE) are counted as **not** retained. Retention is not stated for year 12 as these students do not continue at the school after graduation.

2020 Year Level	Attendance Rate	Retention rate
11	85.93%	99%
12	87.57%	NA
School	86.75%	99%

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 completion of courses

100% of enrolled students in the Year 11 cohort at census date completed Year 11 in 2020.

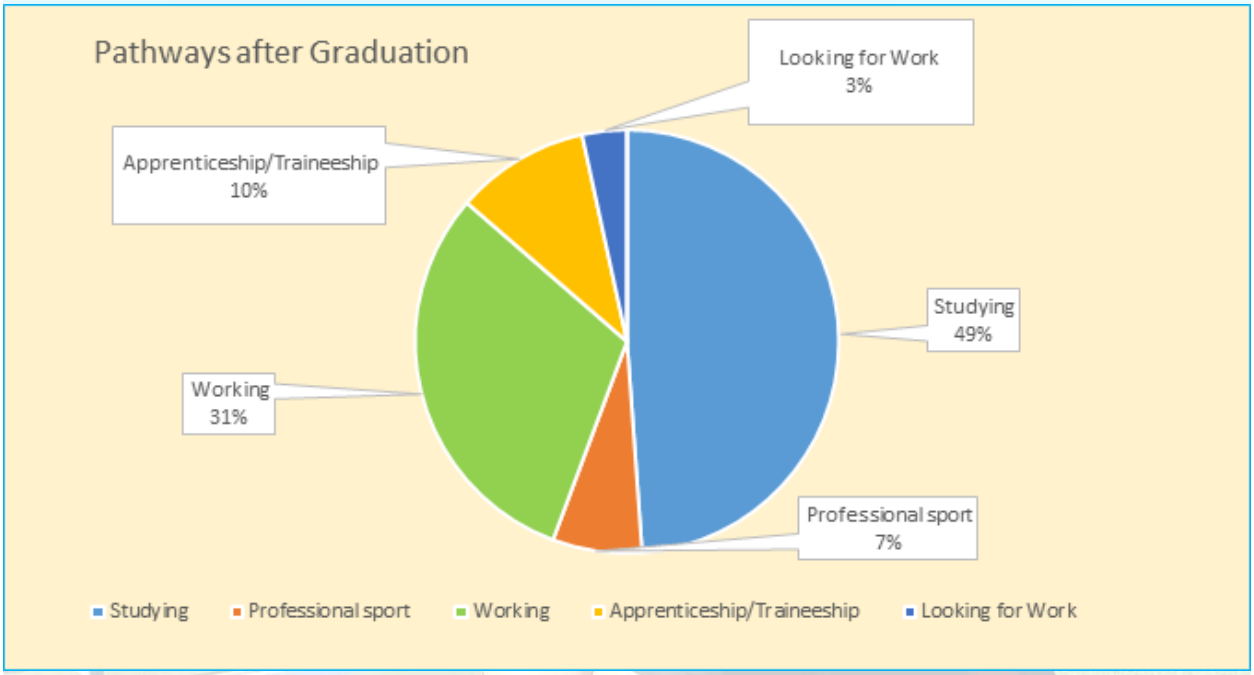
99% of enrolled students in the Year 12 cohort completed Year 12 and gained an HSC in 2020.

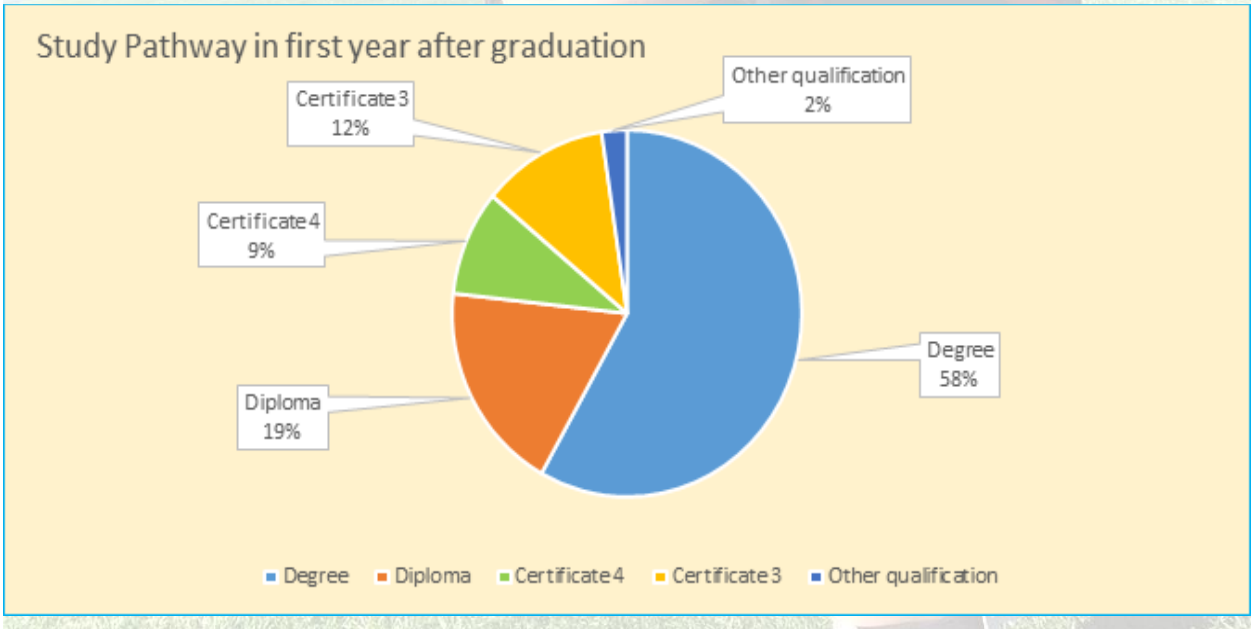
100% of enrolled students in the Year 11 cohort at census date completed the full requirements of their VET courses (Business Certificate II and Sport and Recreation Certificate II) in 2020.

98% of enrolled students in the Year 12 cohort at census date completed the full requirements of their VET courses (Business Certificate II and Sport and Recreation Certificate III) in 2020.

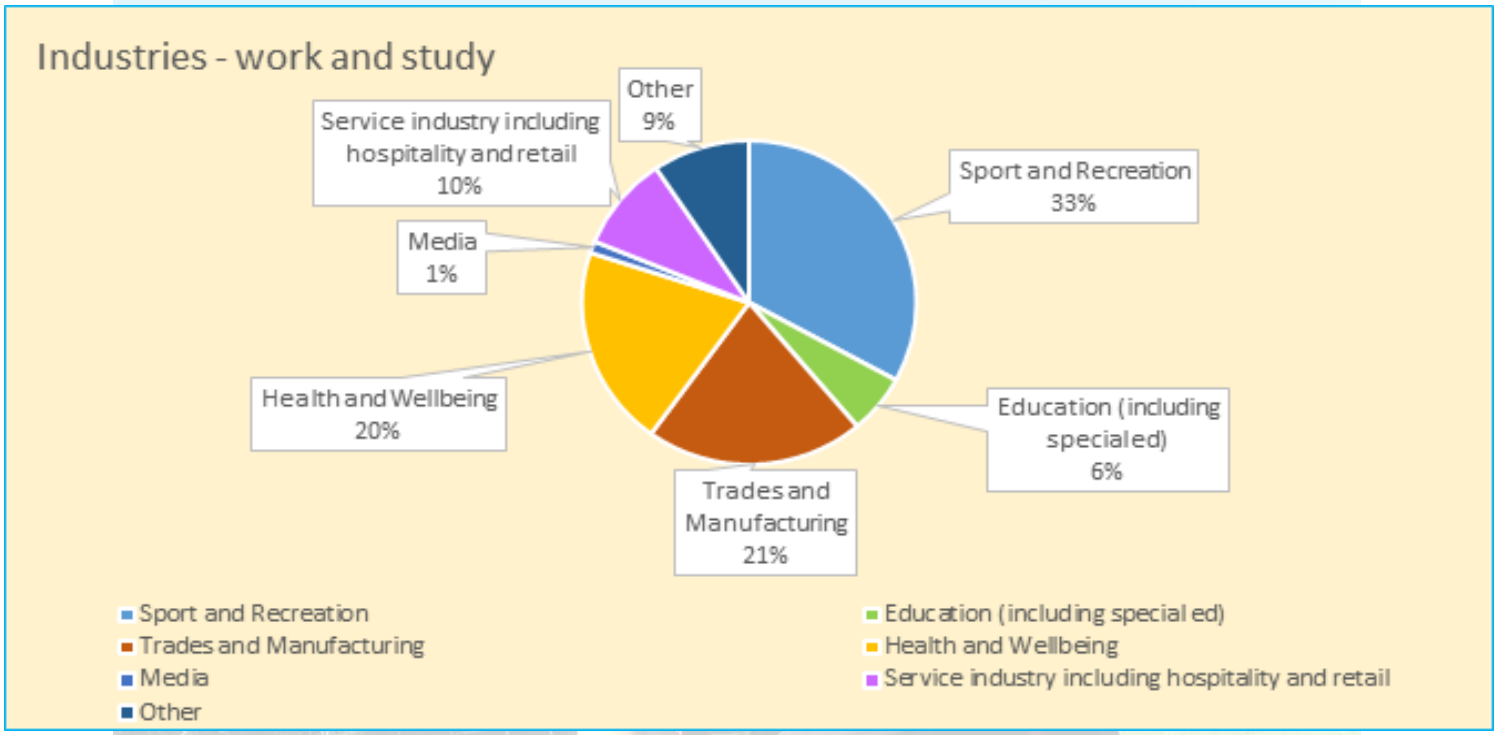
Post school destinations – 2020 graduates

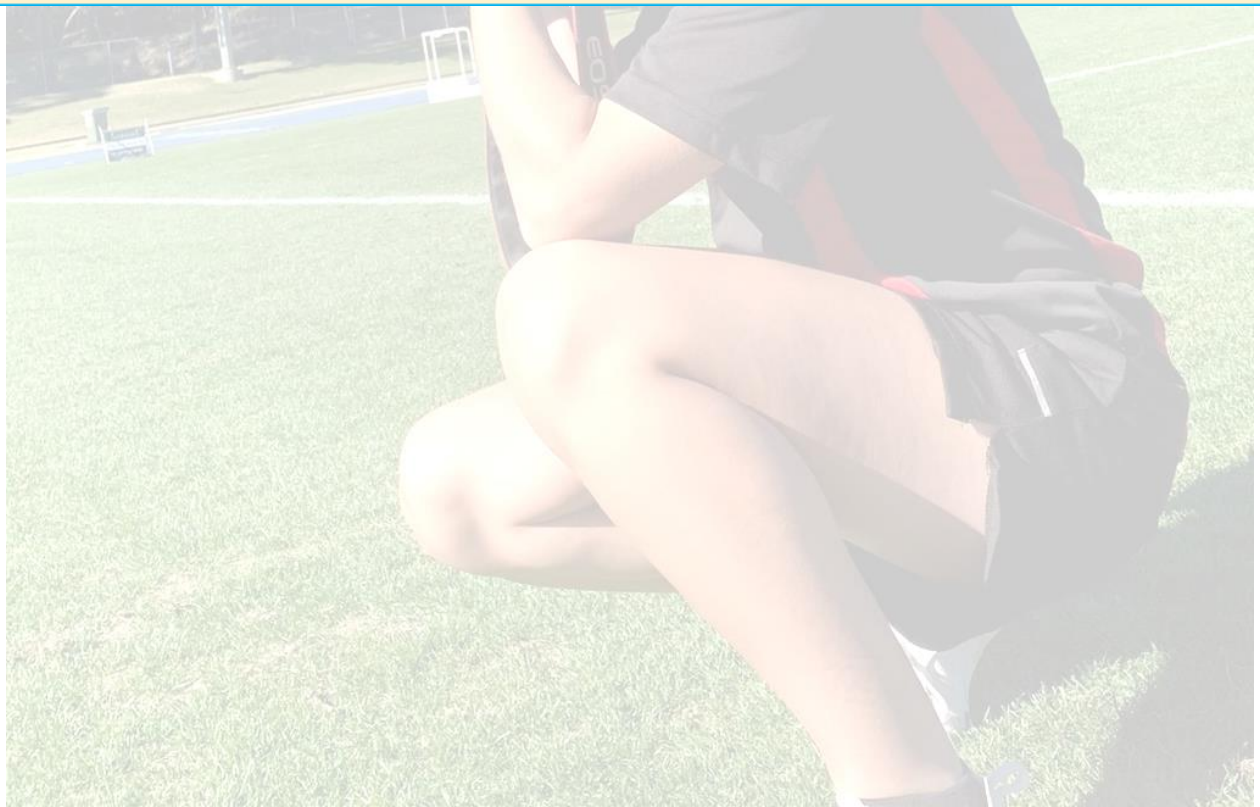
91% of 2020 graduate students responded to the post destination survey conducted in March 2021.





Represents only those 2020 graduates who are studying in 2021


Industries - work and study
Other 9%
Service industry including hospitality and retail 10%
Sport and Recreation 33%
Media 1%
Health and Wellbeing 20%
Education (including special ed) 6%
Trades and Manufacturing 21%
Sport and Recreation
Education (including special ed)
Trades and Manufacturing
Health and Wellbeing
Media
Service industry including hospitality and retail
Other



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 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 2020	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.	Nil	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.	Nil	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	Updates related to definitions to align with the revised registration manual	The full text of the school's discipline policy can be accessed on request from the

develop the maturity to be successful within this environment.		Principal, and from the school intranet.
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.		
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.	Nil	The full text of the school's Complaints policy can be accessed on request from the Principal, and from the school intranet.

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.
- 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

The maximum score in a category is 100%.

QUESTIONS 2020 - STAFF *PERCENTAGE RESPONSE (of teaching staff): 100%*	2020	2018 TALIS[1]	2018 TALIS
Percentage of staff answering "Strongly agree" or "Agree".	**SEDA NSW**	**Australia**	**TALIS Average**
All in all I am satisfied with my job.	95	90	90
In this school, teachers and students usually get on well with each other.	100	97	96
Most teachers in this school believe that students' well-being is important.	100	99	96
Most teachers in this school are interested in what students have to say.	100	96	92
If a student from this school needs extra assistance, the school provides it.	100	94	92
I would recommend my school as a good place to work.	100	84	83
I would still like to be working for SEDA College NSW in 12 months.	95	NA	NA
My work gives me a sense of personal enjoyment - it is more than just a job.	95	NA	NA
I feel that I am making a significant educational difference in the lives of my students.	100	NA	NA
Teachers in this school are well respected by administration.	95	NA	NA

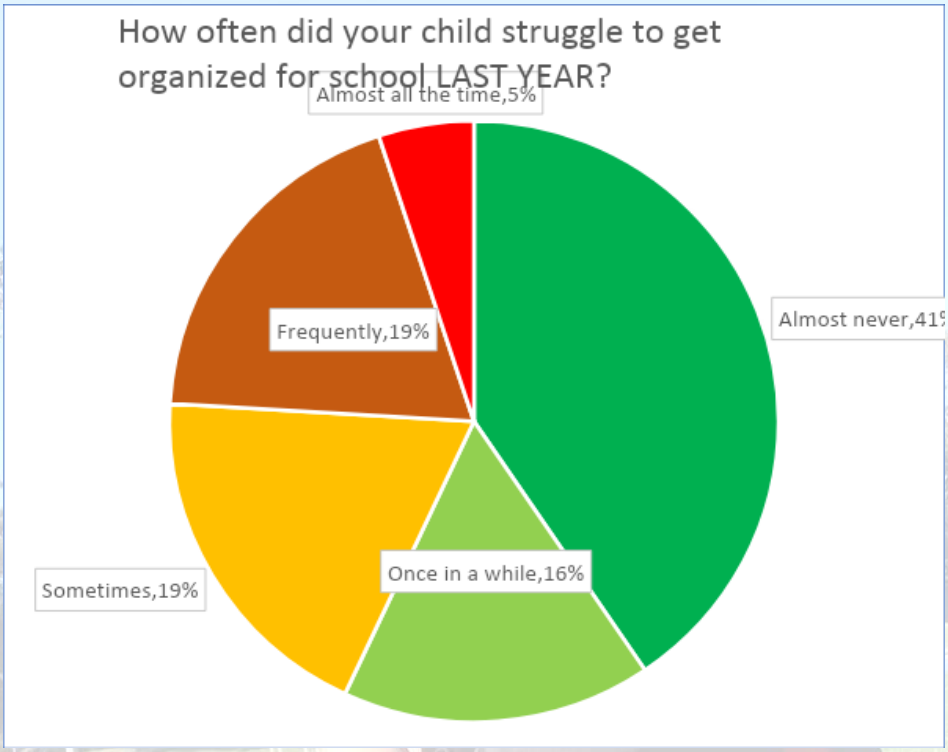
[1] **TALIS 2018, The Teaching and Learning International Survey, Australian Report, Volume 1 - https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=talis**

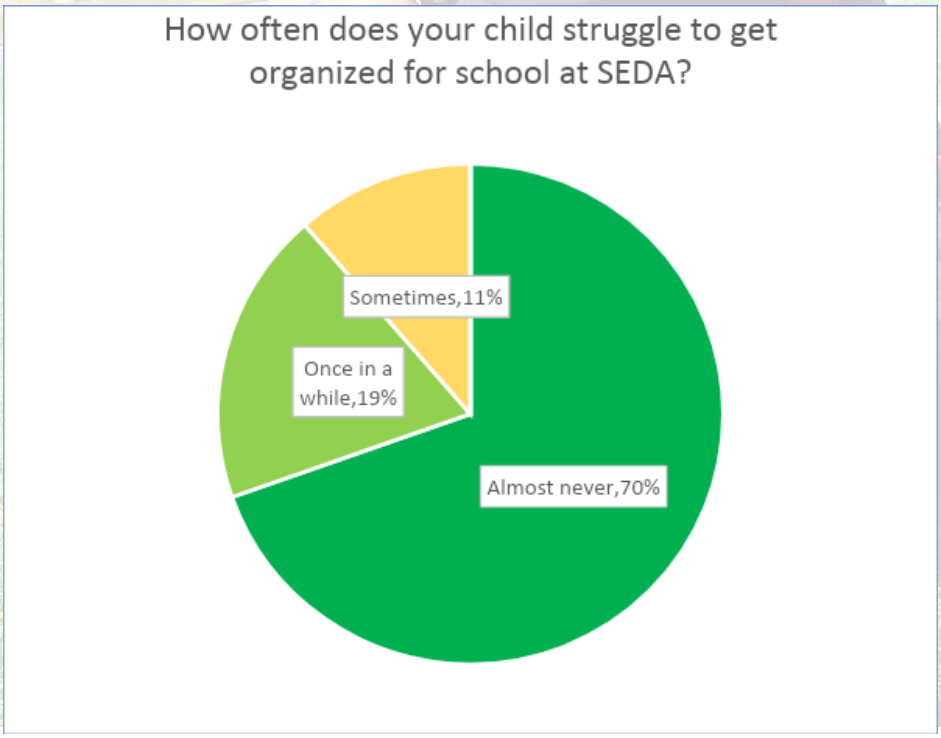
PARENTS

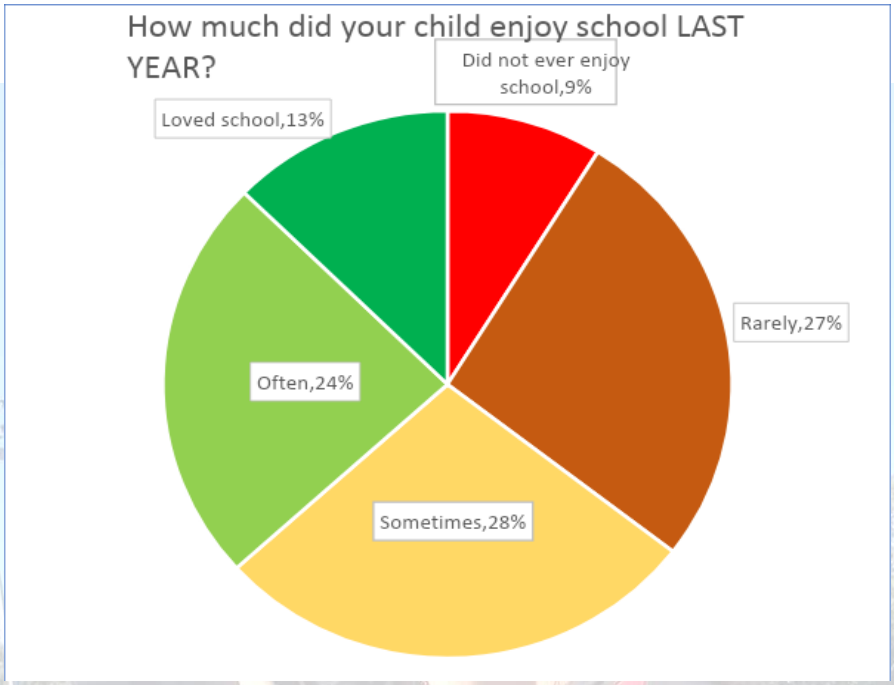
QUESTIONS 2020 - PARENTS	2017		2018		2019		2020	
PERCENTAGE RESPONSE	*54%*		*64%*		*69%*		*64%*	
Measure what Matters	**SCORE**	**AVG**	**SCORE**	**AVG**	**SCORE**	**AVG**	**SCORE**	**AVG**
OVERALL SCHOOL SCORE AVERAGE		**0.86**		**0.77**		**0.85**		**0.85**
student improvement		**0.80**		**0.78**		**0.79**		**0.78**
How much has SEDA College improved your child's confidence?	0.80		0.78		0.79		0.78	
relationships		**0.87**		**0.77**		**0.85**		**0.83**
How respectful are teachers to students at SEDA College?	0.92		0.84		0.90		0.91	
How well does SEDA College consider the individual needs of students?	0.88		0.79		0.87		0.87	
How strong are the relationships between your child and his/her teachers at this school?	0.86		0.77		0.83		0.80	
How comfortable does your child feel asking questions in class?	0.82		0.69		0.80		0.75	
responsiveness		**0.86**		**0.81**		**0.89**		**0.88**
How quickly do staff at this school respond to questions from parents?	0.84		0.90		0.93		0.87	
How satisfied are you with the overall quality of teaching at SEDA?	0.90		0.80		0.91		0.94	
How well does SEDA College meet its objectives?	0.86		0.77		0.85		0.85	
How well does SEDA College meet your child's needs?	0.84		0.77		0.85		0.85	
facilities		**0.76**		**0.68**		**0.7**		**0.71**
Are the facilities at SEDA College what you expected?	0.76		0.68		0.70		0.71	
overall satisfaction		**0.93**		**0.81**		**0.91**		**0.91**
How satisfied with SEDA College are you?	0.94		0.75		0.92		0.93	
How likely are you to recommend SEDA College to other families?	0.92		0.86		0.90		0.89	
Net Promoter Score (NPS) [2]		**53**		**58**		**51**		**64**

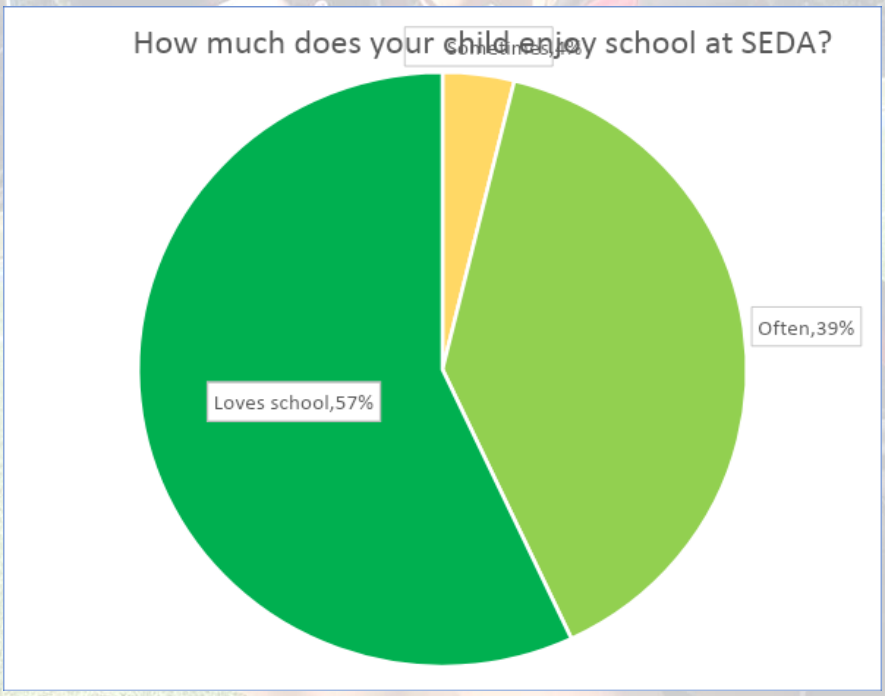
[2] *Sourced from a single 'NPS question' in Parent MWM Survey (ie. 'would the promoter recommend ….'); scored over a range of -100 to +100,* ***where a positive score above zero is considered 'good', >50 is considered 'excellent', and >70 is considered 'world class'.*** https://www.questionpro.com/blog/nps-considered-good-net-promoter-score/

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






How much did your child enjoy school LAST YEAR?
Did not ever enjoy school,9%
Loved school,13%
Rarely,27%
Often,24%
Sometimes,28%


How much does your child enjoy school at SEDA?
Often,39%
Loves school,57%

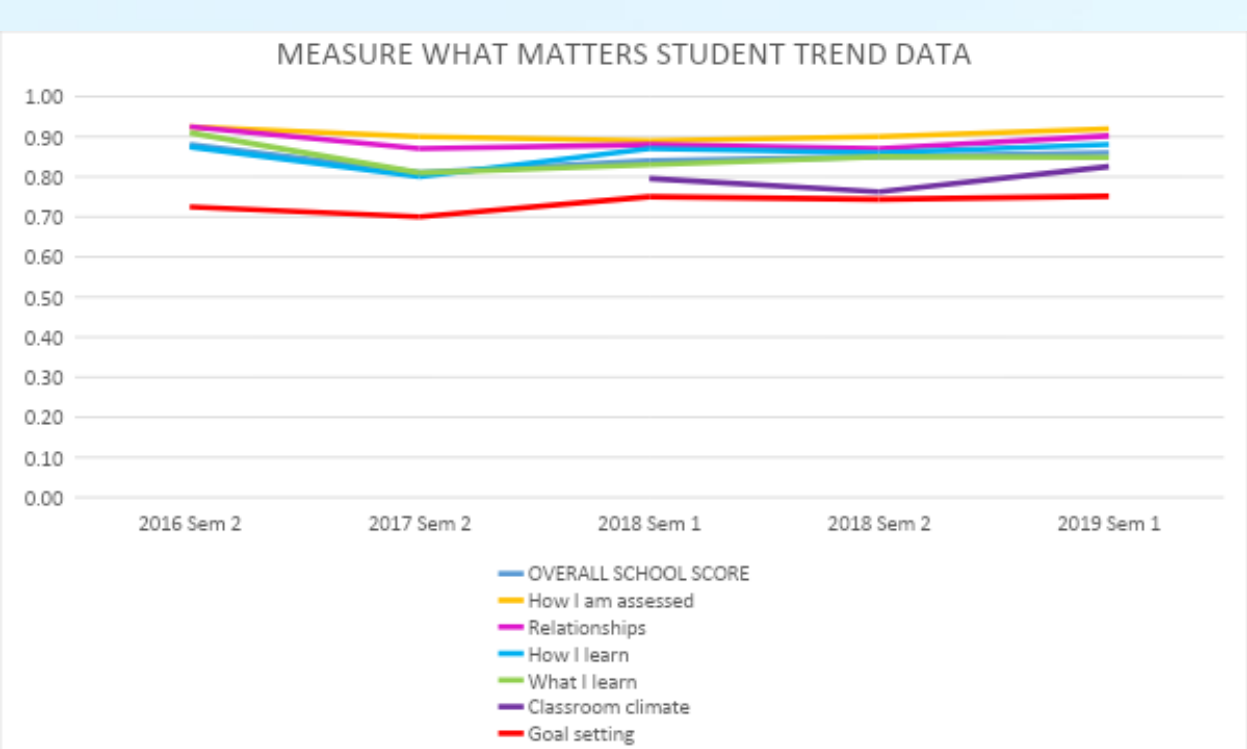
STUDENTS

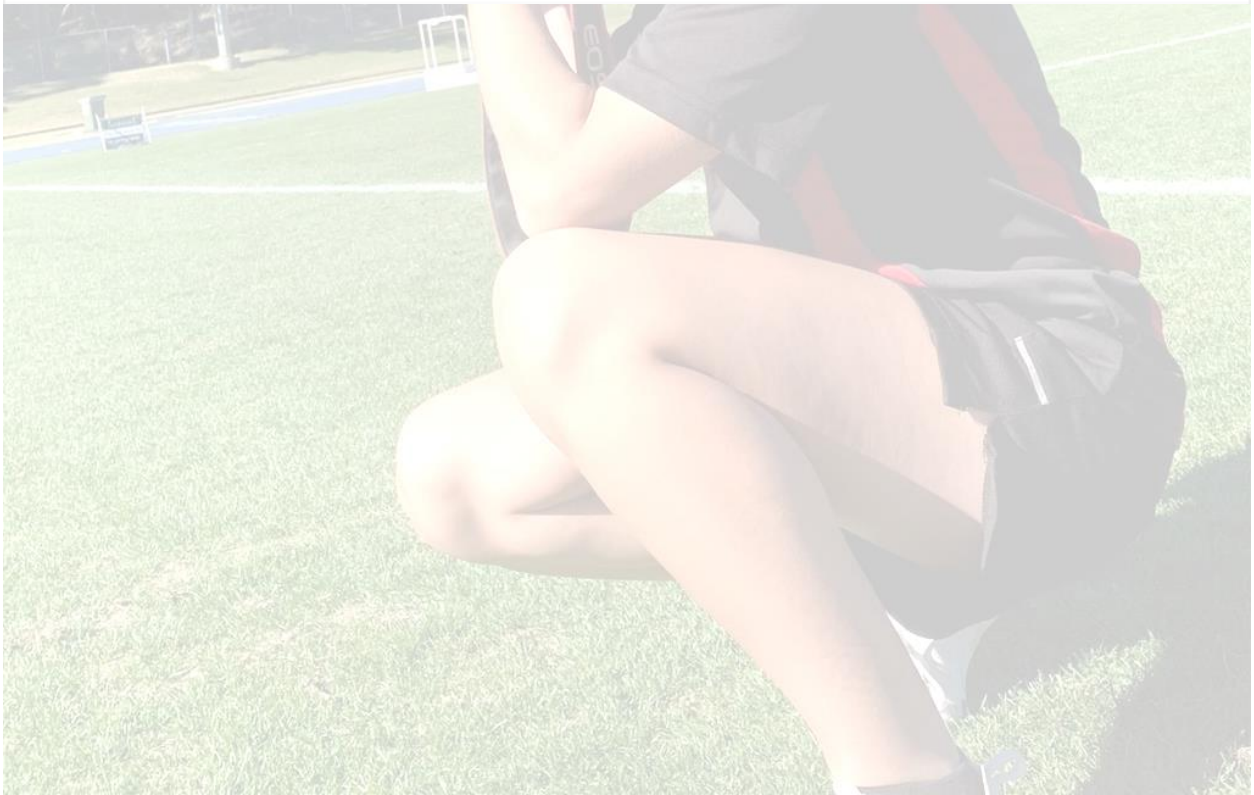
*Note: Questions marked with an * have had the scores reversed to show the outcomes in a way that is consistent with all other questions, and to allow averages to be calculated.*

	QUESTIONS 2020 - STUDENTS	2017		2018		2019		2020	
	PERCENTAGE RESPONSE (of school population)	75%		95%		94%		94%	
	Measure what Matters: MAXIMUM SCORE IS 1	SCORE	AVG	SCORE	AVG	SCORE	AVG	SCORE	AVG
TOTAL	OVERALL SCHOOL SCORE - 2017 measures		0.81		0.84		0.86		0.86
TOTAL	OVERALL SCHOOL SCORE - 2018 measures		NA		0.85		0.87		0.86
CATEGORY	What I learn		0.81		0.85		0.87		0.86
	I am learning new information (things I know)	0.90		0.93		0.93		0.89	
	I am learning new skills (things I can do)	0.88		0.90		0.92		0.89	
	I enjoy what I am learning	0.73		0.80		0.81		0.81	
	I am confused about what I am learning*	0.68		0.80		0.85		0.83	
	What I am learning is valuable or important	0.90		0.88		0.85		0.87	
	I get opportunities to solve problems that matter	0.78		0.80		0.86		0.87	
CATEGORY	How I am assessed		0.90		0.90		0.92		0.92
	I know how my learning will be assessed	0.88		0.88		0.91		0.88	
	The way I am assessed is fair	0.93		0.93		0.95		0.94	
	It is more important to understand what I am learning than to memorise answers	0.90		0.90		0.91		0.93	
CATEGORY	How I learn		0.80		0.86		0.88		0.87
	I get opportunities to work with others	0.93		0.93		0.89		0.91	
	I have enough time to think in class	0.83		0.83		0.88		0.87	
	I understand what I have to do to improve	0.85		0.85		0.90		0.91	
	I try again when I get something wrong	0.78		0.85		0.89		0.88	

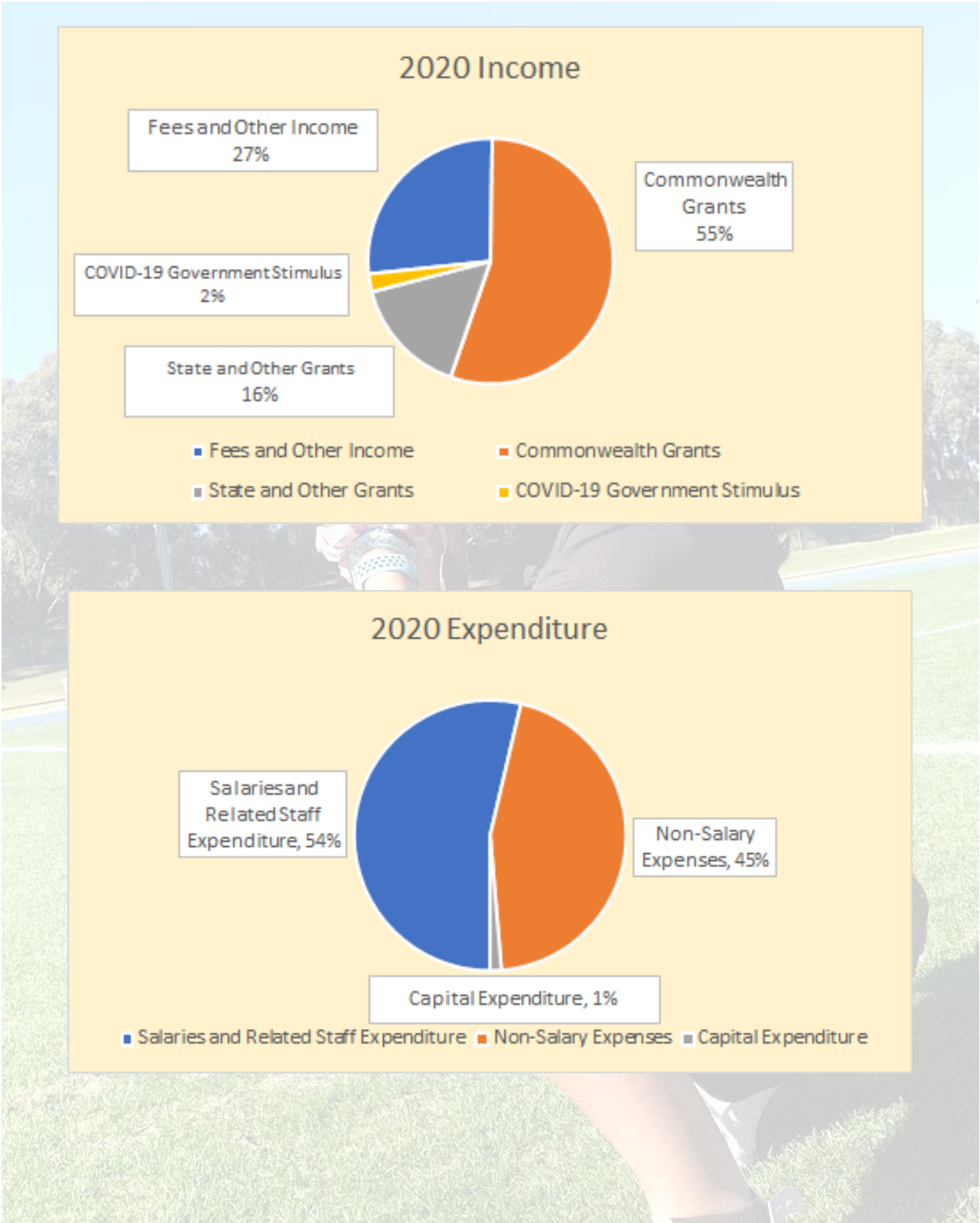
	I want to give up because I do not understand what I am learning*	0.68		0.85		0.83		0.81	
	I ask for help when I need it	0.73		0.83		0.88		0.87	
CATEGORY	**Goal setting**		0.70		0.74		0.75		0.77
	I set goals for myself	0.73		0.75		0.68		0.76	
	My teacher sets goals for me	0.68		0.73		0.83		0.76	
	I plan my work to meet my goals	0.68		0.73		0.71		0.78	
	I achieve my personal goals	0.73		0.78		0.79		0.79	
CATEGORY	**Relationships**		0.87		0.87		0.90		0.89
	I feel confident to ask my teacher questions	0.85		0.85		0.91		0.89	
	My teacher understands how I learn	0.83		0.88		0.89		0.85	
	My teacher knows the subject content really well	0.98		0.93		0.97		0.96	
	My teacher tries to help me	0.93		0.90		0.94		0.95	
	I am happy at school	0.78		0.80		0.80		0.81	
CATEGORY	**Classroom climate**		NA		0.76		0.78		0.82
	My teacher is usually fair in dealing with behaviour issues in the class	NA		0.80		0.89		0.85	
	It is hard for me to concentrate and work in class because of other students	NA		0.73		0.66		0.79	

Student Survey Trend Data





Summary financial information



School determined priority areas for improvement 2020

ACHIEVED IN 2020

AREA	ACHIEVEMENT
TEACHING AND LEARNING	Established a Deputy, Curriculum role to oversee teaching staff development in Quality Teaching practices.
	Improved the band results in English. Established a baseline for Mathematics examination band results. First in state in Standard Mathematics 1 examination. 6 students on distinguished achiever list for HSC 2020.
STUDENT SATISFACTION	Continued to expand the support for EVET (vocational) course study at TAFE. Enrolled a small number of students into University level courses as an extension of their Year 12 studies. (Through CQU)
	Improved the high level of student satisfaction scores in the Measure What Matters Survey, even under the difficult circumstances of COVID.
	Established a Head of Student Welfare role to better support students and their families, especially in the area of mental health support.
	Improved the College's internal processes for applications for Special Provisions for the HSC.
STAFF DEVELOPMENT	Established once per term one-on-one feedback meetings with all staff.
	Established a school executive team made up of existing staff members to assist the Principal operationally and strategically.
	Trained a support role to the partnerships manager within the school teaching staff to support the work with Industry partners and local primary schools.
	Teacher who was working on accreditation achieved Professional Competence.
FACILITIES AND RESOURCES	Updated the website to be more interactive and easier to navigate. Negotiated better access to facilities at Olympic Park.

School determined priority areas for improvement 2021

2021 GOALS

AREA	GOAL
TEACHING AND LEARNING	Reintroducing practical and physical activity as a regular, timetabled part of the curriculum following COVID restrictions
	Increase EVET participation and completion for year 12 students
	Restructure curriculum so all students will achieve a Cert 3 in Sport and Recreation over two years without the need to complete a Cert 2 in year 11, and complete planning to introduce a Cert 3 in Business in 2023
STUDENT SATISFACTION	Reintroducing participation in interschool sport competitions
	Maintain or improve the Measure What Matters student satisfaction results
	Implement regional and interstate trips with sport partners for students
	Increase numbers of Year 12 students in internship work placements with sporting partners
STAFF DEVELOPMENT	Employ a second mathematics teacher and train all core staff in stage 6 Numeracy course
	Develop a dedicated clinic administration role
FACILITIES AND RESOURCES	Establish a fully functional Gym at Glebe campus
	Establish a third campus at ACPE for year 12 students at Sydney Olympic Park
	Appoint a trained school counsellor to support whole school focus on mental and emotional wellbeing for all students
COMPLIANCE	Ensure records are current for Work placement, including site checks
	Update staff Code of Conduct and Child Protection Policy and procedures to reflect recent changes
	Gain NESA re-accreditation and re-registration for the maximum 5 year period