SEDA™ | COLLEGE NSW

2021

ANNUAL SCHOOL REPORT

Contents

Statement from the Principal 2

Context of Our School 3

Initiatives promoting respect and responsibility 4

STUDENT OUTCOMES 5

Student outcomes in standardised literacy and numeracy testing 5

Senior Secondary Outcomes 5

Student completion of courses 5

Higher School Certificate Band Results 6

HSC Exam mark comparison to State 2021 7

HSC Band results over time 7

Student attendance and retention 9

Post school destinations – 2021 graduates 10

11

TEACHER QUALITY 12

Qualifications 12

Professional learning 12

Teacher Accreditation 2021 13

Workforce Composition 13

POLICIES 14

Attendance policy 14

Enrolment policy 14

Other Policies 16

SATISFACTION SURVEYS 20

TEACHERS 20

PARENTS 21

Summary of parent/carer questions specific to Year 11 students 22

STUDENTS 23

Student Survey Trend Data 26

SCHOOL MANAGEMENT 27

Summary financial information 27

School determined priority areas for improvement 2021 28

School determined priority areas for improvement 2022 29

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. Some of students compete 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 and our partners with respect and maturity

Leadership: Setting goals, making decisions and taking positive action to influence others

Integrity: Honesty, reliability and a willingness to apply maximum effort at all times

Collaboration: Building positive relationships and assisting others to achieve

Resilience: Standing up to adversity and persevering through difficult times

Courage: Accepting challenges and making personal improvements

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 2021 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, Basketball NSW and our newest addition, Parramatta 2 Blues Rugby club.

Our partnerships are a contributing element to a 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. Our Industry partners provide:

- Up to date industry knowledge and expertise to our program
- network opportunities for students
- internship opportunities and work placements for students across many career areas
- volunteering 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.

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 need for a more individual, student focused learning environment and support with learning barriers
- a desire to develop their confidence, employment skills, and professional networks at the same time as gaining an HSC qualification, that cannot be met in a traditional school setting
- difficulty in managing their sport commitments alongside a traditional schooling model
- 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.

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.

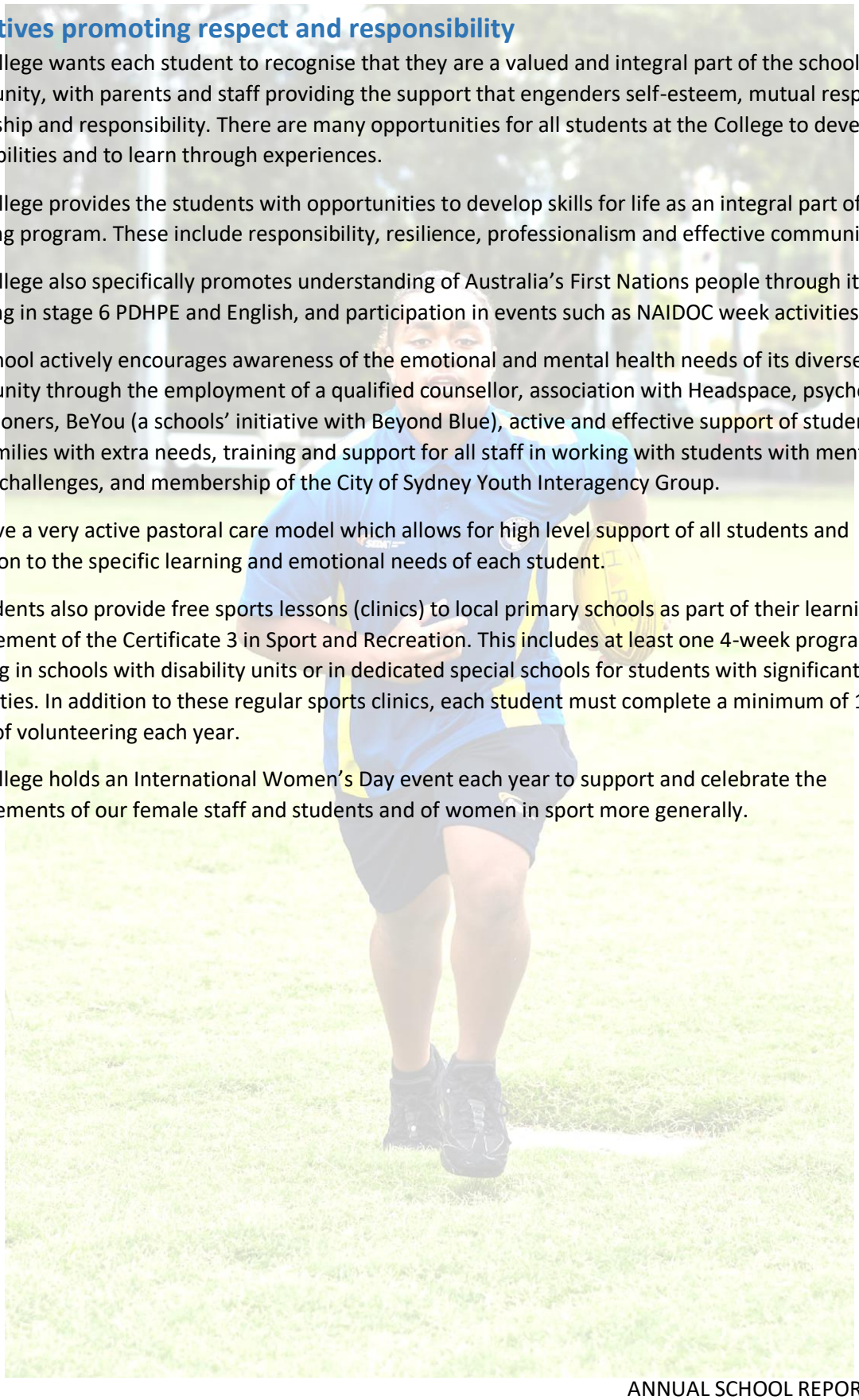
The College also specifically promotes understanding of Australia's First Nations people through its teaching in stage 6 PDHPE and English, and participation in events such as NAIDOC week activities.

The school actively encourages awareness of the emotional and mental health needs of its diverse community through the employment of a qualified counsellor, association with Headspace, psychology practitioners, BeYou (a schools' initiative with Beyond Blue), active and effective support of students and families with extra needs, training and support for all staff in working with students with mental health challenges, 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.

All students also provide free sports lessons (clinics) 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.



STUDENT OUTCOMES

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.

MINIMUM STANDARD

All students at SEDA College NSW are assisted to achieve the minimum standard in Literacy and Numeracy in order to attain their HSC.

In 2021, 36 individual students had not met this requirement when they enrolled with us into Year 11.

Of these 36 students, 15 had not achieved Numeracy minimum standard, 10 had not achieved Reading, and 27 had not achieved the Writing minimum standard.

All of the 36 students had attained the minimum standard in all three areas before completing Year 12.

Senior Secondary Outcomes

In 2021, 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 III Sport and Recreation (Year 12)	107	91%
Cert II Business (Year 12)	115	98%

Qualification	Number completed	Percentage of cohort completed
Preliminary HSC	93	100%
HSC	117	100%

Student completion of courses

100% of enrolled students in the Year 11 cohort at census date completed Year 11 in 2021.

100% of enrolled students in the Year 12 cohort completed Year 12 and gained an HSC in 2021.

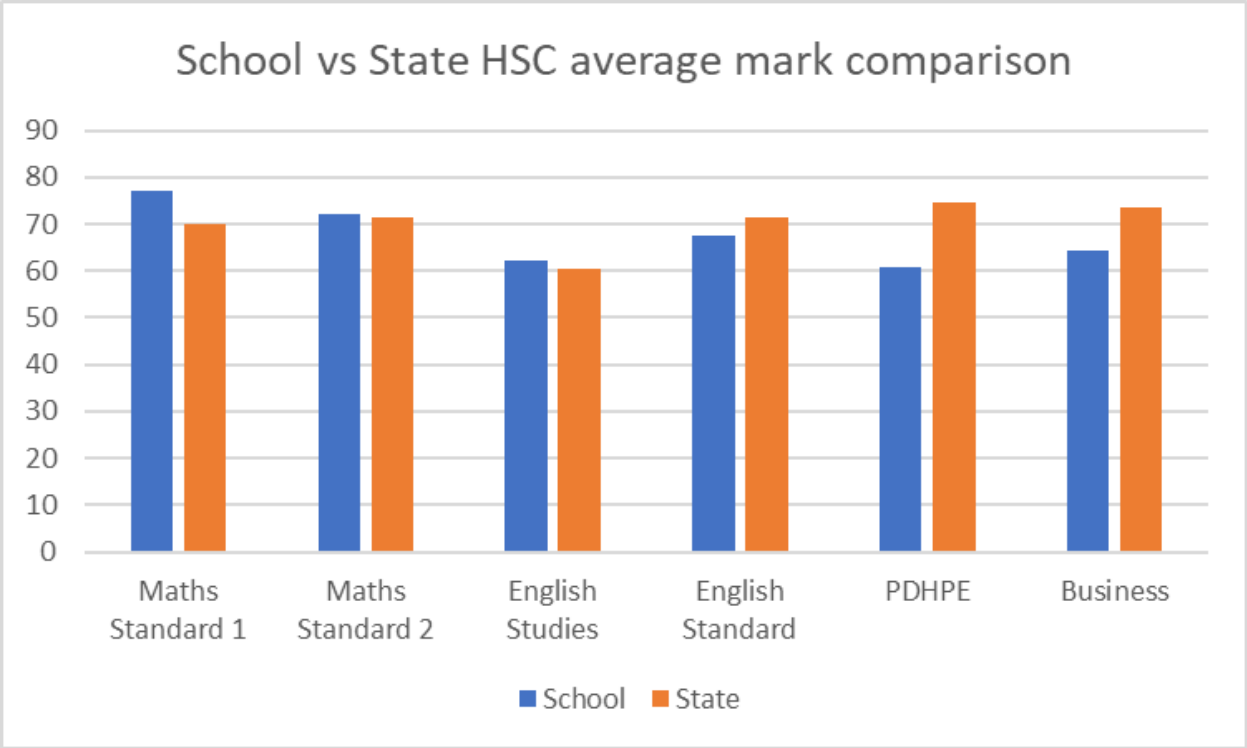
100% of enrolled students in the Year 11 cohort at census date completed the full requirements of their VET courses (Business Certificate II and Sport and Recreation Certificate III) in 2021.

94% 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 2021.

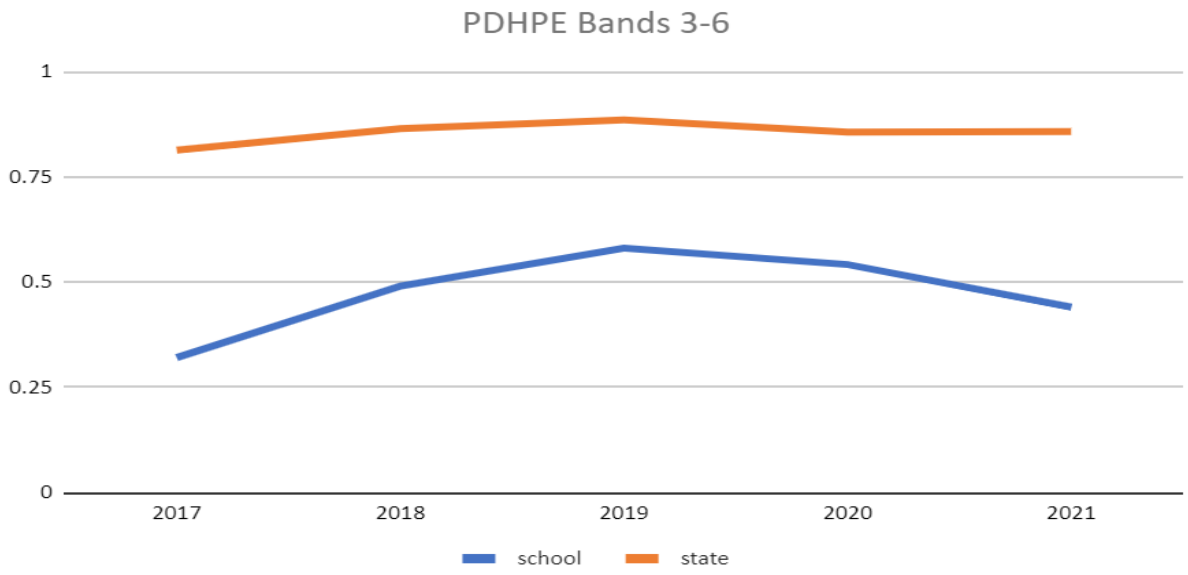
Higher School Certificate Band Results

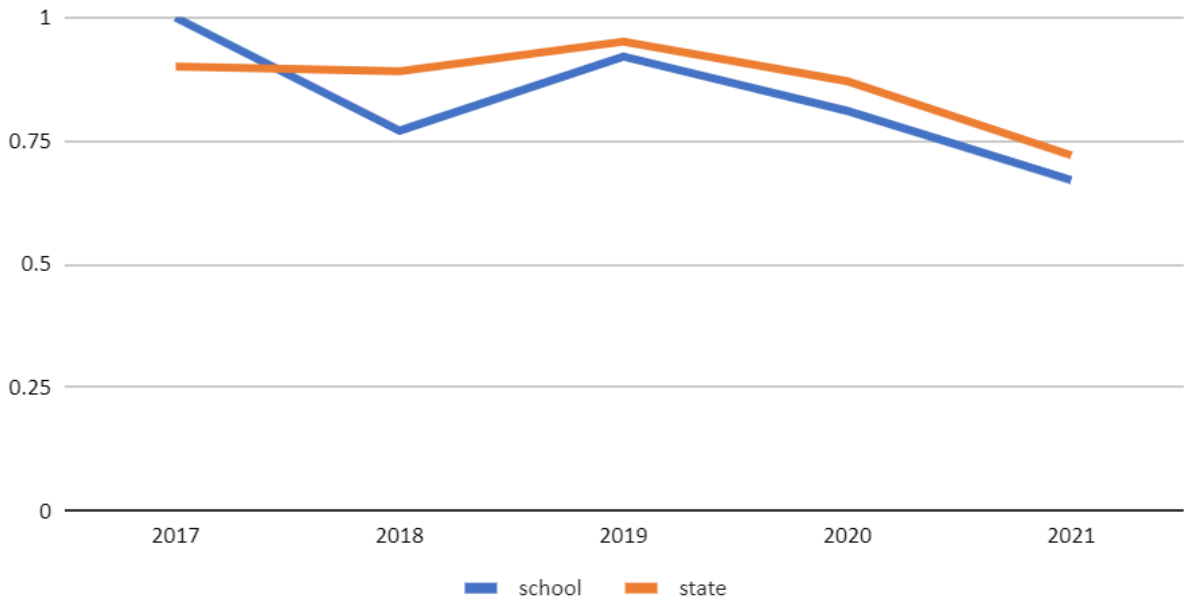
Subject	Year	No. of students	Bands 3-6	Bands 1-2
PDHPE	2021	116	School: 44% State: 85.7%	School: 56% State: 14.3 %
	2020	98	School: 54.1% State: 85.6%	School: 45.9% State: 14.4%
	2019	71	School: 58% State: 88.5%	School: 42% State: 11.5%
	2018	51	School: 49% State: 86.4%	School: 51% State: 13.6%
	2017	25	School: 32% State: 81.3%	School: 68% State: 18.7%
Business Services	2021	76	School: 67.1% State: 71.8%	School: 32.9% State:28.2 %
	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	2021	78	School: 73.1% State: 56.4%	School: 26.9% State: 43.6%
	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 English	2021	5	School: 100% State: 90%	School: 0% State: 10%
Standard Mathematics 1	2021	30	School: 96.7% State: 54%	School: 3.3% State : 46%
	2020	10	School: 100% State: 82.01%	School: 0% State:17.99%
Standard Mathematics 2	2021	7	School: 85.7% State: 77%	School: 14.3 % State: 22.1%

HSC Exam mark comparison to State 2021

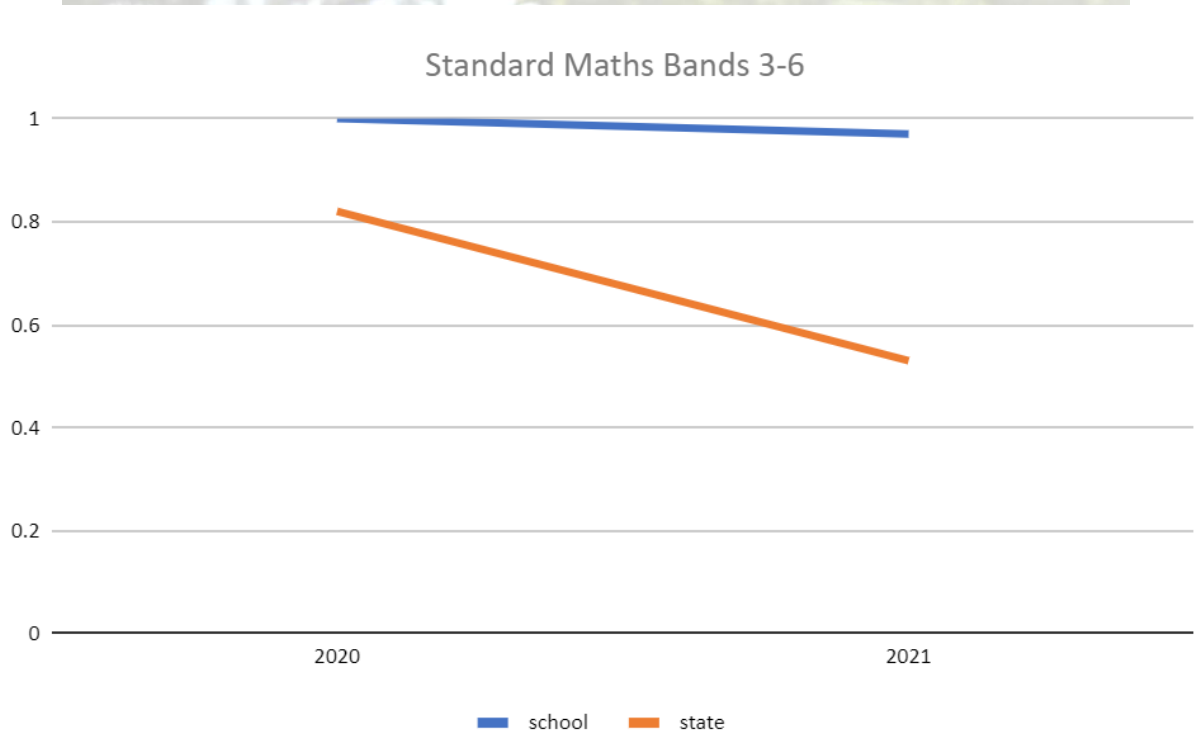


HSC Band results over time




Business Services Bands 3-6
1
0.75
0.5
0.25
0
2017
2018
2019
2020
2021
school
state

English Studies Bands 3-6
1
0.8
0.6
0.4
0.2
0
2019
2020
2021
school
state



Student attendance and retention

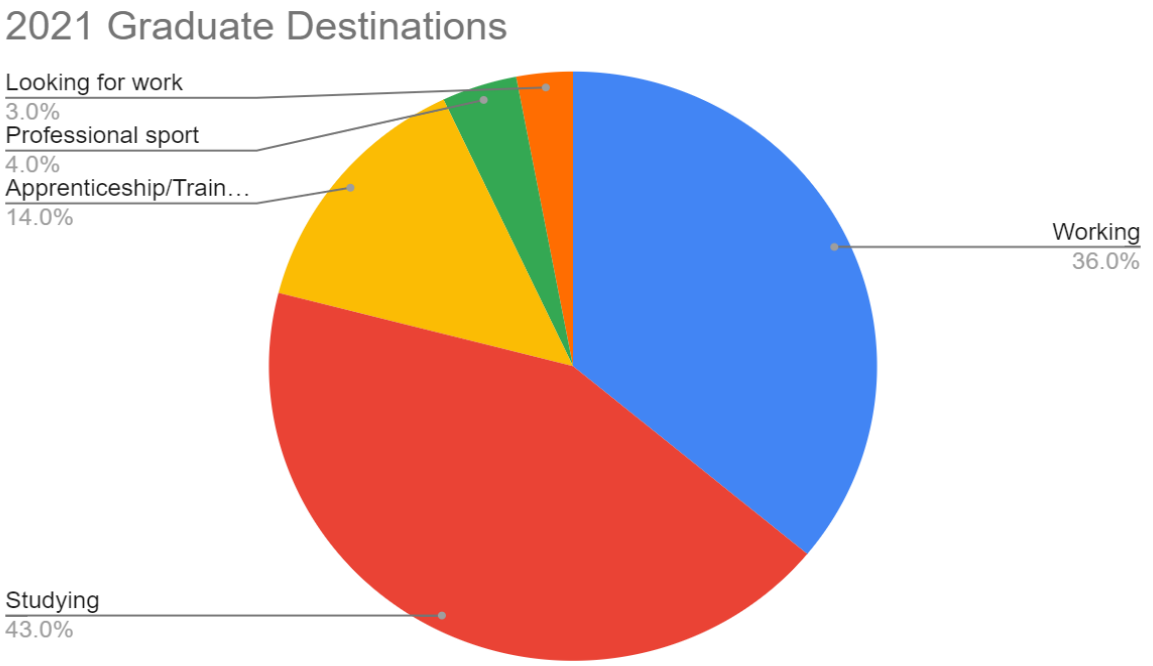
Retention rate is the percentage of students who were counted in the Federal student census in 2020 and who stayed on into Year 12 the following year at SEDA College. Students who left SEDA College during the Year 11 school year (including those who left to go to other schools or other study destinations 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.

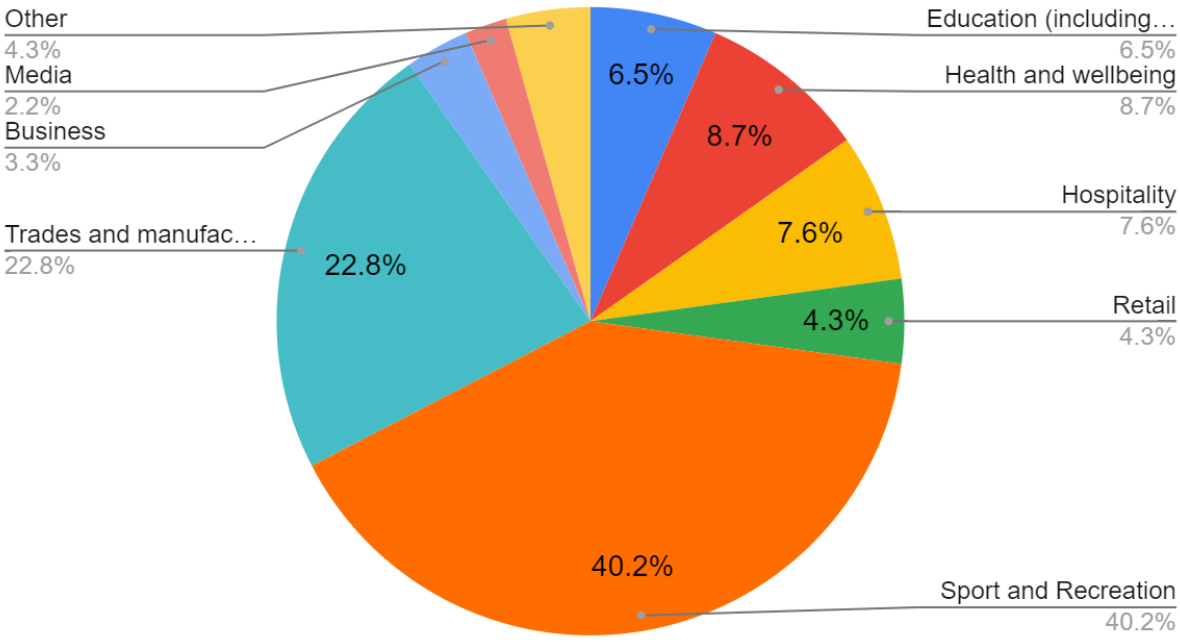
Both overall attendance and retention were affected negatively by the impact of COVID on students' mental health and our ability to contact and monitor students. While still high, these are lower than we have usually achieved.

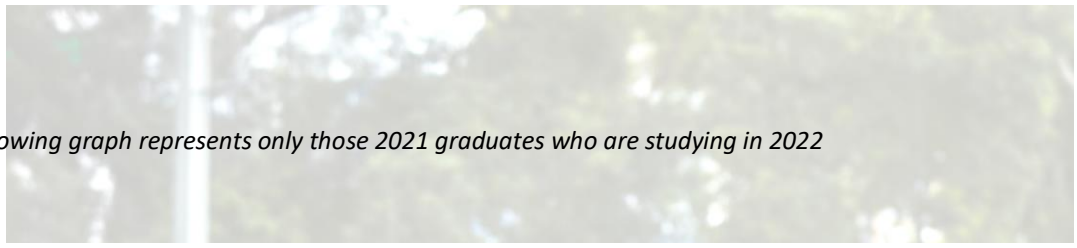
2021 Year Level	Attendance Rate	Retention rate
11	95.73%	95%
12	97.06%	NA
School	96.45%	95%

Post school destinations – 2021 graduates

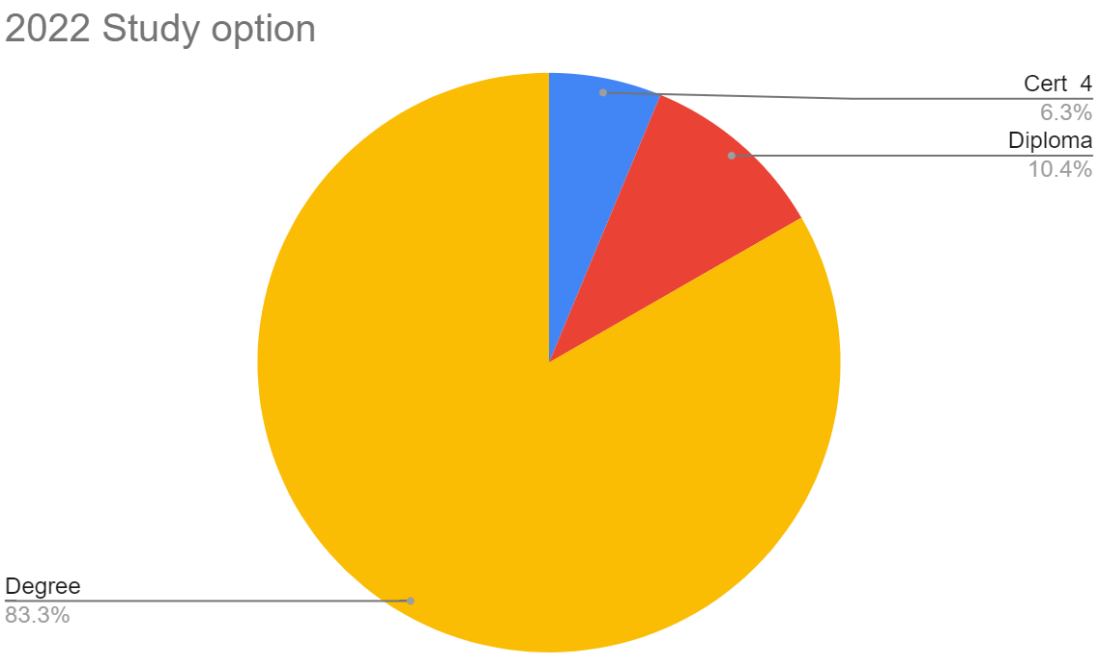
98% of 2021 graduate students responded to the post destination survey conducted in February 2022.







The following graph represents only those 2021 graduates who are studying in 2022



TEACHER QUALITY

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	18
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 2021.

Description	Number of Staff
College student welfare sessions each fortnight	18
Child Protection Update	18
Managing Challenging Behaviour	18
Annual Industry Partner meetings	12
HLTAID001 - Provide cardiopulmonary resuscitation (CPR)	5
LLN webinar	1
Law Sense Sexual Assault between Students	1
Making appropriate decisions for teacher accreditation	1
Non-Completion of Course (N-Determination)	1
Year 12 PDHPE Pilot Marking	2
Problem Solving with the Thinkboard (LY-PS-001)	1
Professional Learning for Teachers - Safe on Social Media	5
Consolidating and Extending Teaching During COVID-19	13
Adjusting Teaching During COVID-19	14

Teacher Accreditation 2021

Level of Accreditation	Number
Conditional	1
Provisional	0
Proficient Teacher	17
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
TOTAL	**16**

Workforce Composition

School Staff	Number
Teaching staff	18
Full time equivalent teaching staff	16.8
Non-teaching staff	5
Full time equivalent non-teaching staff	3.4
Aboriginal and Torres Strait Islander staff	1

POLICIES

Attendance policy

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 the 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.

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. In general, any student enrolling into Year 12 must start classes no later than week 5 of term 4 of the calendar year preceding their graduation year.

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 and interview 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.

7. IMMUNISATION

General: Student vaccination status must be advised to the College on enrolment. Unvaccinated students are able to be enrolled in the College (with the exception of COVID-19, see below). As set down in the National Immunisation Program, the Public Health Bill 2005 prescribes that where a child who has not been vaccinated against a condition which is vaccine-preventable has contact with a child with a contagious condition, the person in charge must advise the parents of the non-vaccinated child and require the parent to remove the child from the College and not send the child to school during the preclusion period for the condition.

COVID-19: Starting with enrolments of students commencing at the College in 2022, all students must be fully vaccinated against COVID-19 to enrol at SEDA College NSW. Unvaccinated students will not be able to complete the HSC with SEDA College NSW as our program requires students to complete volunteering weekly on site at local primary schools. Legislation in NSW prevents any volunteer, contractor or staff member from being on site in any NSW school unless they are fully vaccinated (including boosters where these are required under Public Health Orders or by legislation). **For this reason we are unable to accommodate students who are not vaccinated against COVID-19, as they will not be able to complete the HSC program offered at our College.** This exclusion also applies to students with a valid medical exemption from vaccination.

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 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 2021	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	Nil	The full text of the school's anti-bullying policy can be accessed on request from the

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 of acceptance and respect for diversity.		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 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.	Nil	The full text of the school's discipline policy can be accessed on request from the 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: ● Any teacher about issues occurring in their class or group. ● Deputy if the issue is across classes or groups or relate 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. ● 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.	Nil	The full text of the school's Complaints policy can be accessed on request from the Principal, and from the school intranet.

• 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.		

SATISFACTION SURVEYS

TEACHERS

The maximum score in a category is 100%.

QUESTIONS 2021 - STAFF *PERCENTAGE RESPONSE (of teaching staff): 100%*	2021	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.	100	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.	95	84	83
I would still like to be working for SEDA College NSW in 12 months.	100	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

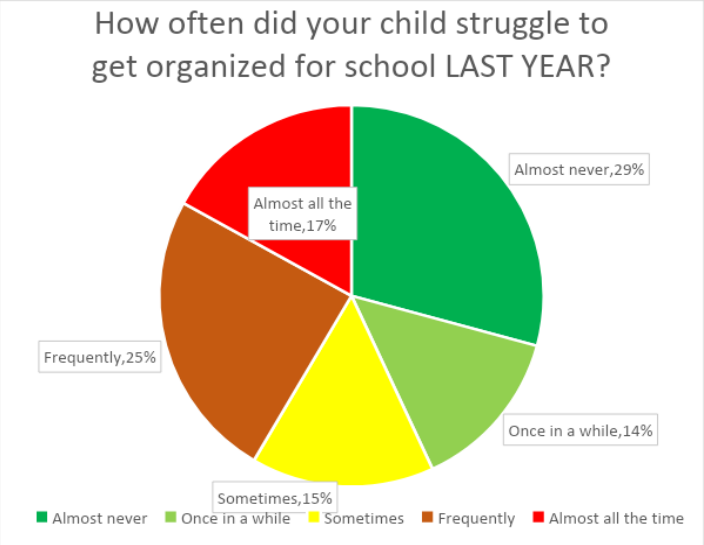
1 **TALIS 2018, The Teaching and Learning International Survey, Australian Report, Volume 1 -** https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=talis

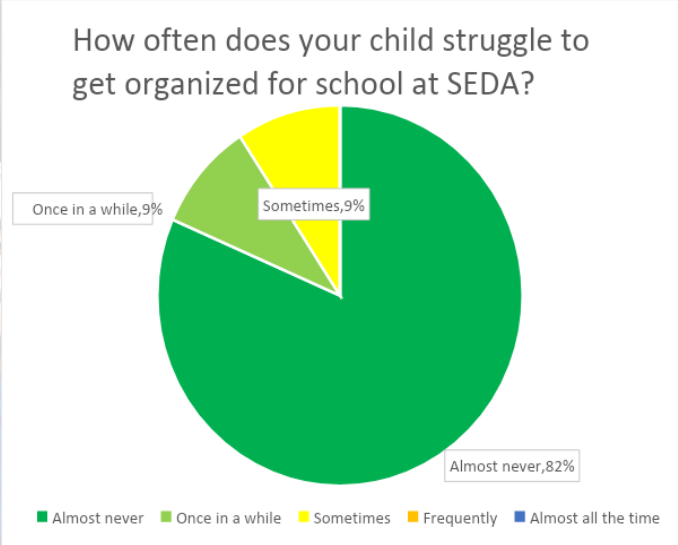
PARENTS

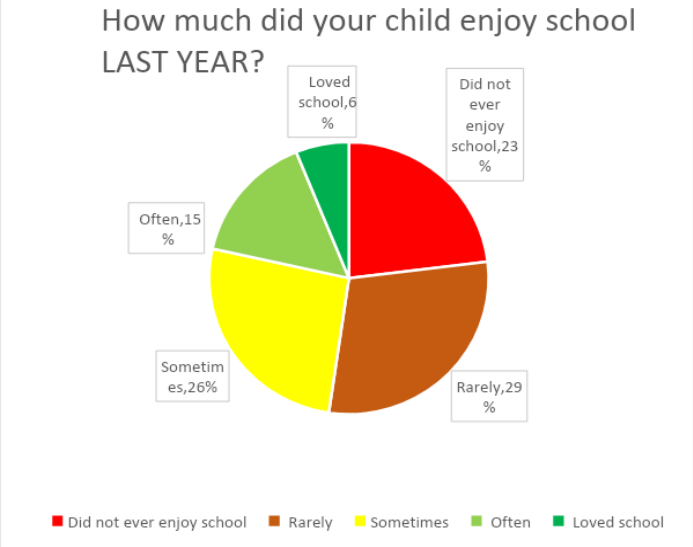
QUESTIONS 2020 - PARENTS	2018		2019		2020		2021	
PERCENTAGE RESPONSE (of school population)	***64%***		***69%***		***64%***		***82%***	
Measure what Matters	**SCORE**	**AVG**	**SCORE**	**AVG**	**SCORE**	**AVG**	**SCORE**	**AVG**
OVERALL SCHOOL SCORE AVERAGE: MAXIMUM SCORE IS 1		**0.77**		**0.85**		**0.85**		**0.86**
relationships		**0.77**		**0.85**		**0.83**		**0.86**
How respectful are teachers to students at SEDA College?	0.84		0.90		0.91		0.92	
How well does SEDA College consider the individual needs of students?	0.79		0.87		0.87		0.89	
How strong are the relationships between your child and his/her teachers at this school?	0.77		0.83		0.80		0.84	
How comfortable does your child feel asking questions in class?	0.69		0.80		0.75		0.80	
responsiveness		**0.81**		**0.89**		**0.88**		**0.87**
How quickly do staff at this school respond to questions from parents?	0.90		0.93		0.87		0.80	
How satisfied are you with the overall quality of teaching at SEDA?	0.80		0.91		0.94		0.94	
How well does SEDA College meet its objectives?	0.77		0.85		0.85		0.87	
How well does SEDA College meet your child's needs?	0.77		0.85		0.85		0.87	
facilities		**0.68**		**0.70**		**0.71**		**0.73**
Are the facilities at SEDA College what you expected?	0.68		0.70		0.71		0.73	
overall satisfaction		**0.81**		**0.91**		**0.91**		**0.94**
How satisfied with SEDA College are you?	0.75		0.92		0.93		0.93	
How likely are you to recommend SEDA College to other families?	0.86		0.90		0.89		0.94	
Net Promoter Score (NPS) - parents[2]		**58**		**51**		**64**		**82**

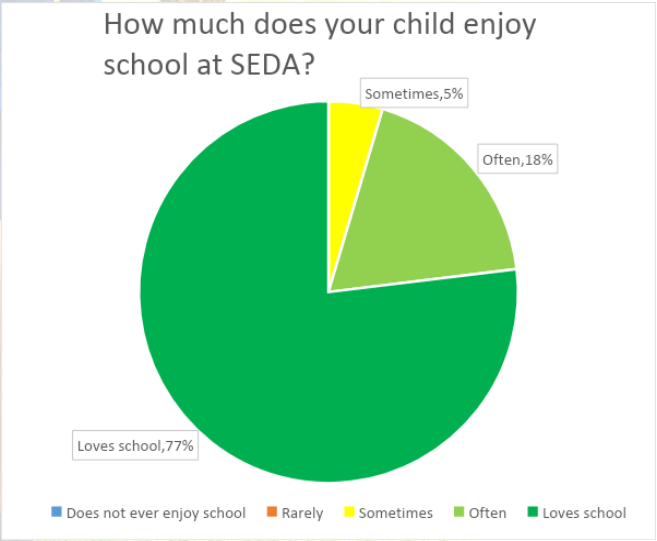
[2] *Sourced from a single 'NPS question' in Parent MWM Survey (ie. 'would the promoter recommend ….'); scored over a range of -100 to +100,* ***where a positive score above zero is considered 'good', >50 is considered 'excellent', and >70 is considered 'world class'.*** https://www.questionpro.com/blog/nps-considered-good-net-promoter-score/

Summary of parent/carer questions specific to Year 11 students







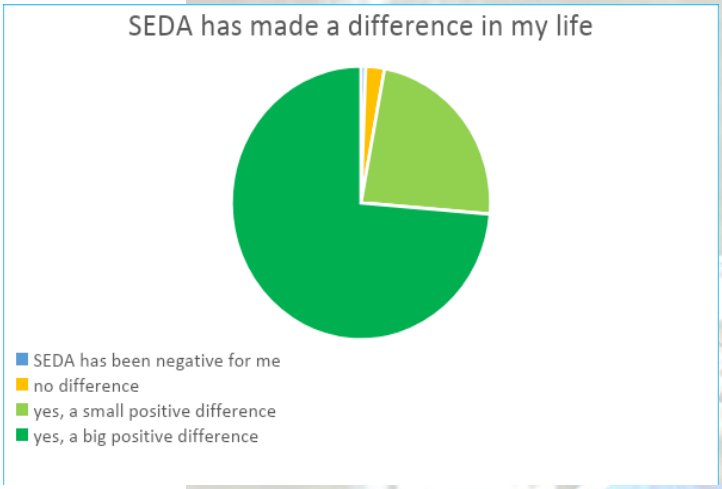


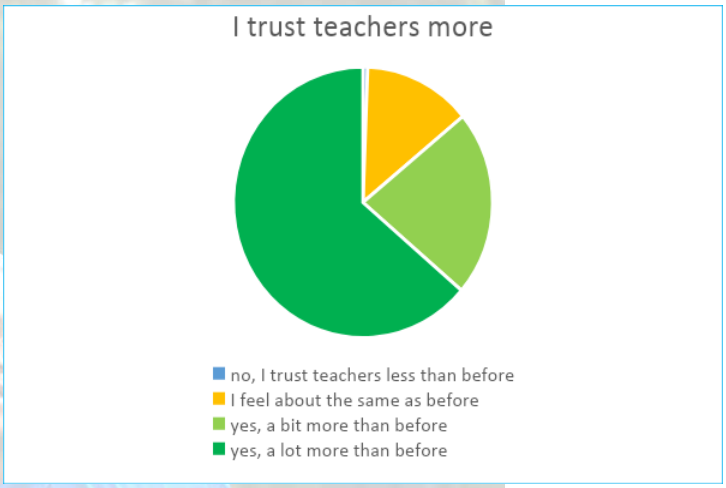
STUDENTS

*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.*

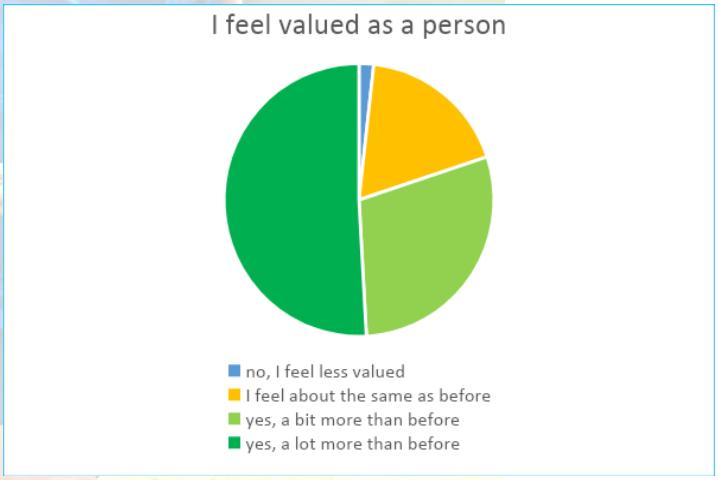
	QUESTIONS 2020 - STUDENTS	2018		2019		2020		2021	
	PERCENTAGE RESPONSE (of school population)	**95%**		**94%**		**94%**		**81%**	
	Measure what Matters: MAXIMUM SCORE IS 1	**SCORE**	**AV**	**SCORE**	**AV**	**SCORE**	**AV**	**SCORE**	**AV**
TOTAL	**OVERALL SCHOOL SCORE**		0.85		0.87		0.86		0.88
CATEGORY	**What I learn**		0.85		0.87		0.86		0.87
	I am learning new information (things I know)	0.93		0.93		0.89		0.90	
	I am learning new skills (things I can do)	0.90		0.92		0.89		0.89	
	I enjoy what I am learning	0.80		0.81		0.81		0.84	
	I am confused about what I am learning*	0.80		0.85		0.83		0.84	
	What I am learning is valuable or important	0.88		0.85		0.87		0.88	
	I get opportunities to solve problems that matter	0.80		0.86		0.87		0.88	
CATEGORY	**How I am assessed**		0.92		0.92		0.92		0.93
	I know how my learning will be assessed	0.88		0.91		0.88		0.90	
	The way I am assessed is fair	0.93		0.95		0.94		0.96	
	It is more important to understand what I am learning than to memorise answers	0.90		0.91		0.93		0.93	
CATEGORY	**How I learn**		0.86		0.88		0.87		0.88
	I get opportunities to work with others	0.93		0.89		0.91		0.92	

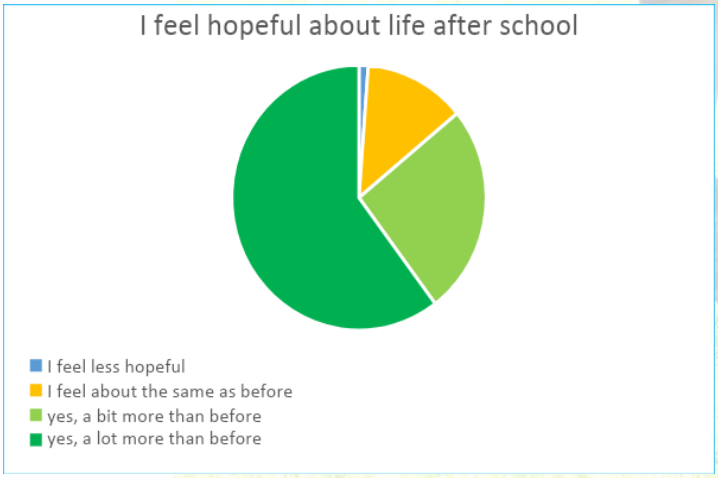
	I have enough time to think in class	0.83		0.88		0.87		0.91	
	I understand what I have to do to improve	0.85		0.90		0.91		0.92	
	I try again when I get something wrong	0.85		0.89		0.88		0.88	
	I want to give up because I do not understand what I am learning*	0.85		0.83		0.81		0.82	
	I ask for help when I need it	0.83		0.88		0.87		0.87	
CATEGORY	**Goal setting**		0.74		0.75		0.77		0.81
	I set goals for myself	0.75		0.68		0.76		0.83	
	My teacher sets goals for me	0.73		0.83		0.76		0.77	
	I plan my work to meet my goals	0.73		0.71		0.78		0.85	
	I achieve my personal goals	0.78		0.79		0.79		0.78	
CATEGORY	**Relationships**		0.87		0.90		0.89		0.91
	I feel confident to ask my teacher questions	0.85		0.91		0.89		0.91	
	My teacher understands how I learn	0.88		0.89		0.85		0.87	
	My teacher knows the subject content really well	0.93		0.97		0.96		0.97	
	My teacher tries to help me	0.90		0.94		0.95		0.95	
	I am happy at school	0.80		0.80		0.81		0.87	
CATEGORY	**Classroom climate**		0.76		0.78		0.82		0.85
	My teacher is usually fair in dealing with behaviour issues in the class	0.80		0.89		0.85		0.90	
	It is hard for me to concentrate and work in class because of other students	0.73		0.66		0.79		0.79	

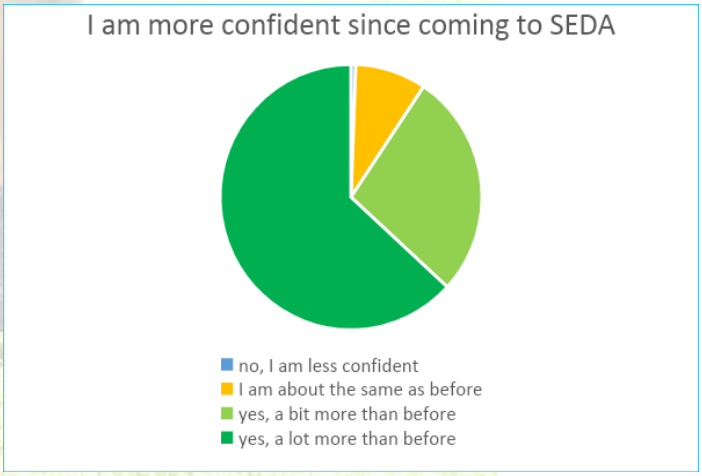

SEDA has made a difference in my life
SEDA has been negative for me
no difference
yes, a small positive difference
yes, a big positive difference


I trust teachers more
no, I trust teachers less than before
I feel about the same as before
yes, a bit more than before
yes, a lot more than before

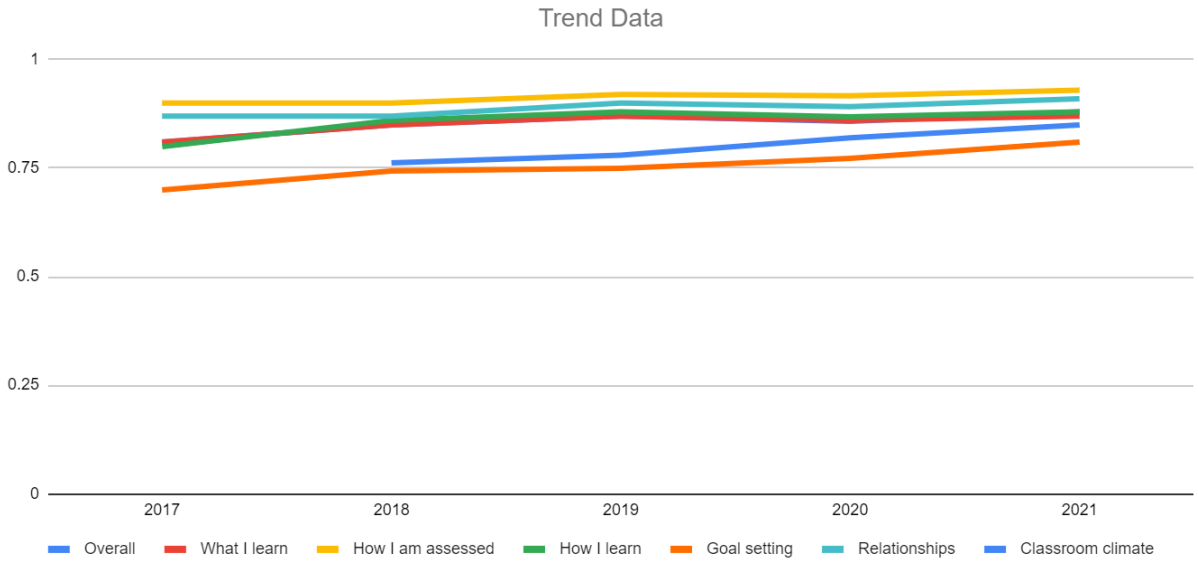
I know I can learn new things
I feel less like I can learn new things
I am about the same as before
yes, a bit more than before
yes, a lot more than before


I feel valued as a person
no, I feel less valued
I feel about the same as before
yes, a bit more than before
yes, a lot more than before


I feel hopeful about life after school
I feel less hopeful
I feel about the same as before
yes, a bit more than before
yes, a lot more than before

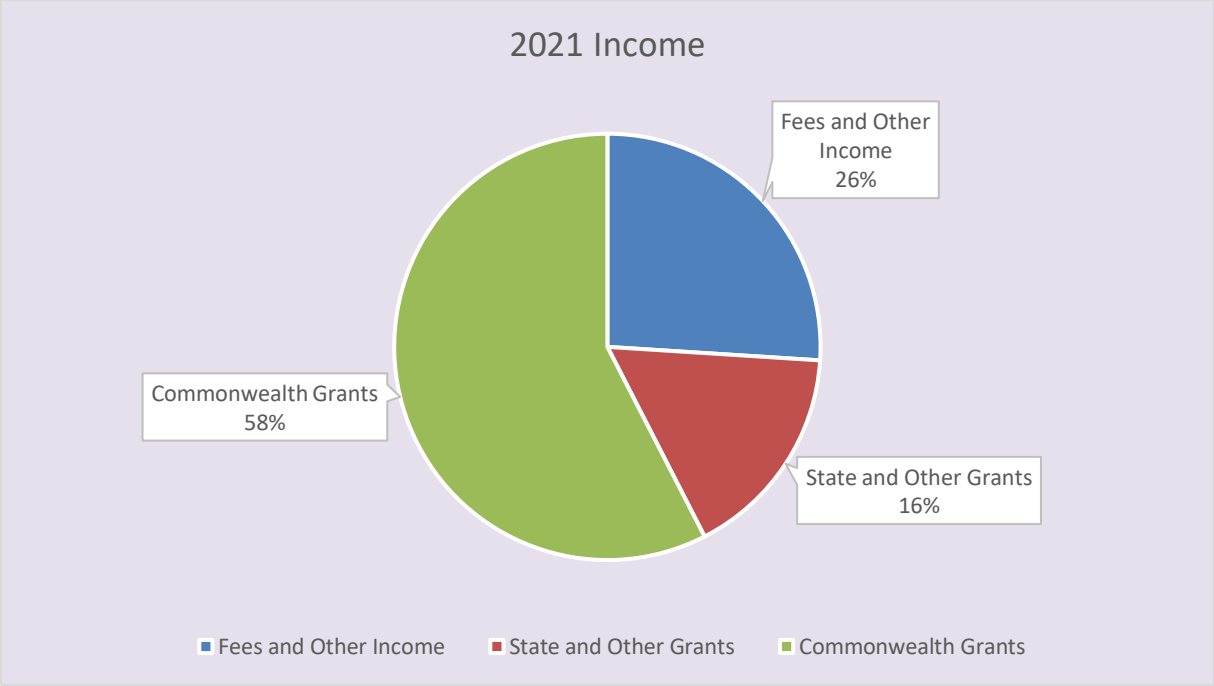

I am more confident since coming to SEDA
no, I am less confident
I am about the same as before
yes, a bit more than before
yes, a lot more than before

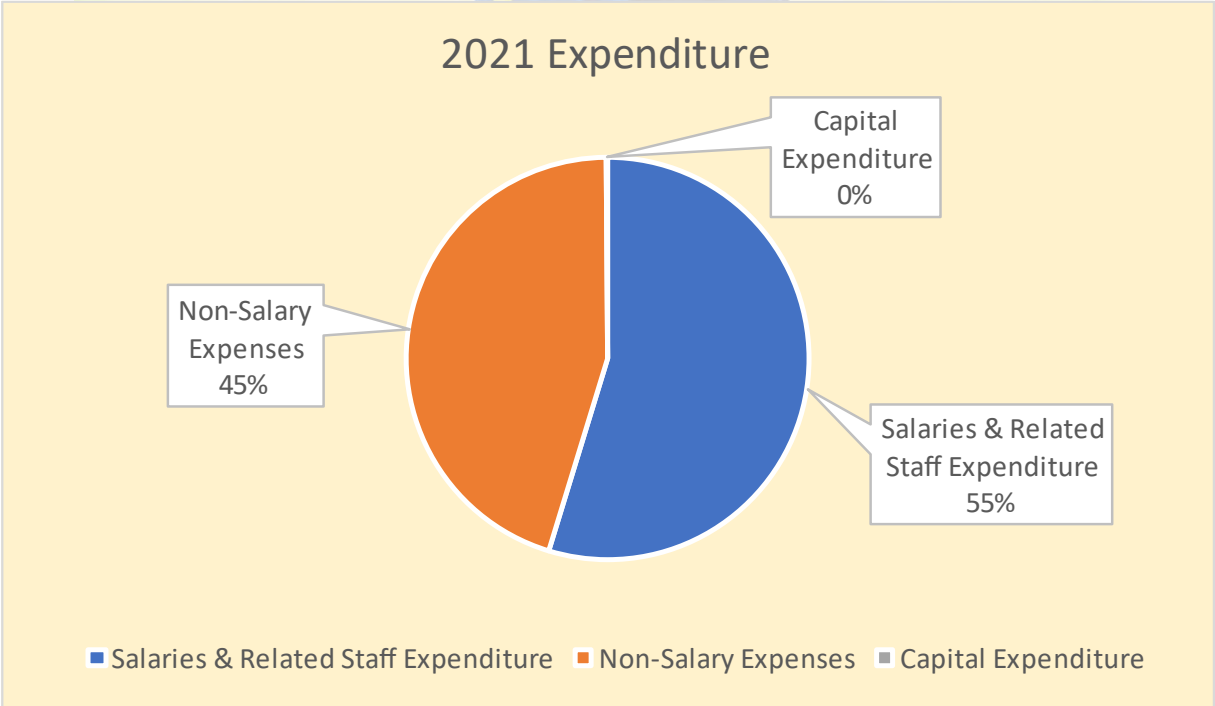
Student Survey Trend Data



SCHOOL MANAGEMENT

Summary financial information





School determined priority areas for improvement 2021

ACHIEVED IN 2021

AREA	GOAL
TEACHING AND LEARNING	Reintroduced practical and physical activity as a regular, timetabled part of the curriculum following COVID restrictions.
	Increased EVET enrolment for Year 12 students through Cert 3 Fitness
	Restructured 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 completed planning and teacher training to introduce a Cert 3 in Business for Year 11 starting in 2022.
STUDENT SATISFACTION	Reintroduced participation in interschool sport competitions, although completion was interrupted by 2021 COVID lockdowns
	Improved the Measure What Matters student satisfaction results
	Implemented regional trips with sport partners for students
	Increased numbers of Year 12 students in internship work placements with sporting partners
STAFF DEVELOPMENT	Employed a second specialist mathematics teacher and improved the Numeracy curriculum
	Developed a dedicated clinic administration role
FACILITIES AND RESOURCES	Established a fully functional Gym at Glebe campus
	Established and registered a third campus at ACPE for Year 12 students at Sydney Olympic Park
	Appointed a trained school counsellor

COMPLIANCE	Monitored currency of records Work placement, including site checks
	Updated staff Code of Conduct and Child Protection Policy
	Gained NESA re-accreditation and re-registration for the maximum 5 year period to December 2026

School determined priority areas for improvement 2022

2022 GOALS

AREA	**GOAL**
TEACHING AND LEARNING	Implement support for Aboriginal students through development of the SEDA Mob internal program and the Nanga Mai Marri external program
	Re-establish Year 12 camps
	Implement the 2 year Certificate 3 in Business for new Year 11 students
STUDENT SATISFACTION	Increase regional trip offerings with sport partners for students
	Re-introduce interstate sport competitions
	Maintain results in Measure what Matters surveys
STAFF DEVELOPMENT	All core teachers update qualifications in Certificate 3 Business
	Whole staff training in Aboriginal cultural awareness with external speaker/coordinator
FACILITIES AND RESOURCES	Strengthen relationships with Sporting Industry partners to provide more peak experiences for students

	Support inaugural Kickstart scholarship students Continue the Kickstart scholarships in 2022
	Appoint a part time teachers' aide to work with identified students
COMPLIANCE	Reassess Board efficacy and skill sets
	Rework the Board risk matrix and assessments for the whole school