SEDA™ | COLLEGE NSW

2022

ANNUAL SCHOOL REPORT

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Statement from the Principal

The College was established to provide a pathway to success for students who are looking for a way to do school differently. We offer Year 11 and 12 (Stage 6) courses that allow our students to graduate with an HSC qualification alongside Vocational qualifications that are useful for employment – a Certificate 3 in Sport and Recreation, and a Certificate 3 in Business. Students also have the option to complete a Certificate 3 in Fitness enabling them to work as a Personal Trainer. We are proudly non-ATAR, and believe in achieving a balance for every student between developing critical life and work skills, along with academic study. All of our students complete volunteering, working in primary schools to deliver free sporting clinics for students aged 4-12 years, and working in many different industries to develop their skills, talents and personal strengths. Despite being a non-ATAR HSC program, many of our graduates proceed directly into University degree programs, on the basis of their successful completion of our program.

We are incredibly proud of the outcomes out students achieve. We maintain an extremely high rate of graduation of students who begin Year 12 with us (99% over the last 7 years). A small number of our enrolled students leave us in year 11, but all of these have a pathway to full time work, apprenticeships, other schools or full-time sporting careers. We are proud that we take the time to ensure every student who enrols with us has a pathway that is personally fulfilling.

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.

The College 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.

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:

Tenacity: Accepting challenges and making personal improvements

Resilience: Persisting in tough times, and believing in the capacity to learn and grow

Integrity: Being honest and reliable, and striving for excellence

Professionalism: Representing SEDA College and our partners with respect and maturity

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

Empathy: Building positive relationships and assisting others to achieve

Commitment to Child Safety

SEDA College NSW is committed to child safety. We want all of our students to be safe, happy and empowered.

We support and respect all children, as well as our staff and volunteers.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures. We have legal and ethical obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

SEDA College NSW is committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies and procedures in place that support our board members, staff and volunteers to achieve these commitments.

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 2022 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

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 and Reconciliation week activities as well as through actively and visible support and opportunity for our First Nation students.

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.

We embed learning about diversity and acceptance into our English, PDHPE and wellbeing programs.

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.

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 2022, 59 individual students had not met this requirement when they enrolled with us into Year 11.

Of these 59 students, 33 had not achieved Numeracy minimum standard, 29 had not achieved Reading, and 49 had not achieved the Writing minimum standard.

58 of the students had attained the minimum standard in all three areas before completing Year 12. One student achieved the standard in reading and numeracy but not writing.

Senior Secondary Outcomes

In 2022, 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)	84	95%
Cert II Business (Year 12)	85	97%

Qualification	Number completed	Percentage of cohort completed
Preliminary HSC (Year 11)	139	100%
HSC (Year 12)	88	98%

Student completion of courses

99% of enrolled students in the Year 12 cohort completed Year 12 in 2022

98% of enrolled students in the Year 12 cohort gained an HSC in 2022.

100% of enrolled students in the Year 11 cohort at census date completed the full requirements of their VET courses (Business Certificate III and Sport and Recreation Certificate III) in 2022.

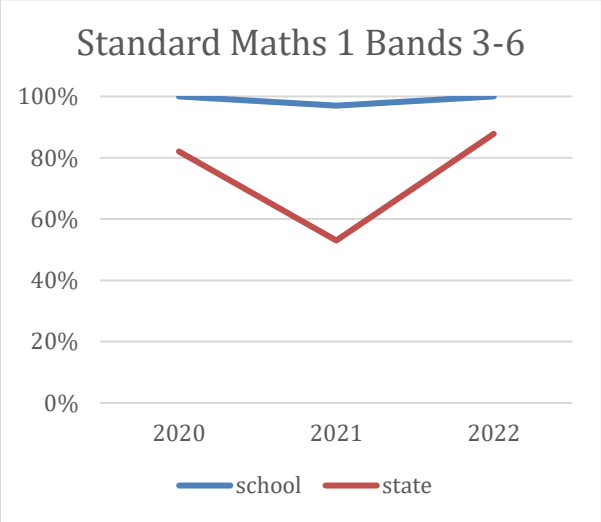
96% of enrolled students in the Year 12 cohort at census date completed the full requirements of their VET courses (Business Certificate II and Sport and Recreation Certificate III) in 2022.

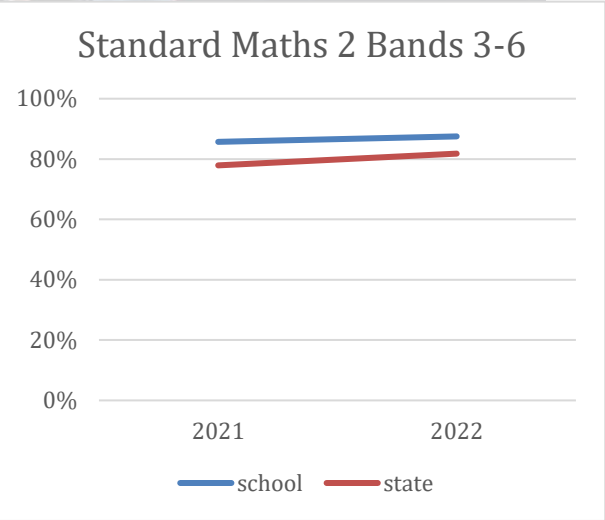
Higher School Certificate Band Results

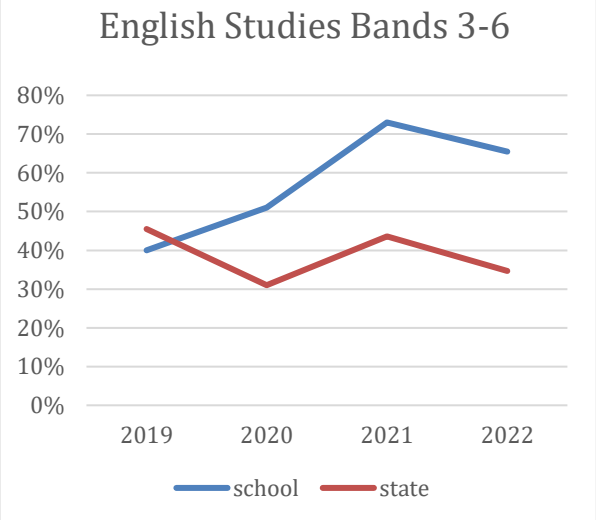
Subject	Year	No. of students	Bands 3-6	Bands 1-2
PDHPE	2022	81	School: 42.4% State: 79.9%	School: 57.3% State: 20.1%
	2021	116	School: 44% State: 85.7%	School: 56% State: 14.3 %
	2020	98	School: 54.1% State: 85.6%	School: 45.9% State: 14.4%
	2019	71	School: 58% State: 88.5%	School: 42% State: 11.5%
	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	2022	21	School: 85.7% State: 91.7%	School: 14.3% State: 8.3%
	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	2022	29	School: 65.5% State: 34.6%	School: 34.5% State: 65.4%
	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	2022	13	School: 92.3% State: 88.0%	School: 7.7% State: 12%
	2021	5	School: 100% State: 90%	School: 0% State: 10%
Standard Mathematics 1	2022	10	School: 100% State 87.8%	School: 0% State: 12.2%
	2021	30	School: 96.7% State: 54%	School: 3.3% State : 46%

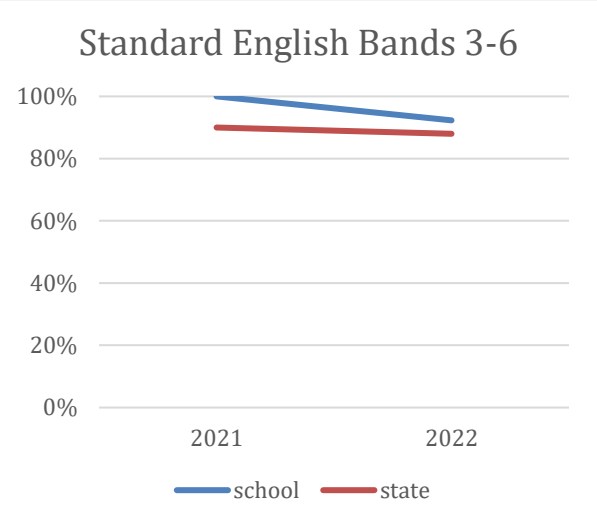
	2020	10	School: 100% State: 82.01%	School: 0% State:17.99%
Standard Mathematics 2	2022	8	School: 87.5% State 81.8%	School: 12.5% State: 18.2%
	2021	7	School: 85.7% State: 77%	School: 14.3 % State: 22.1%

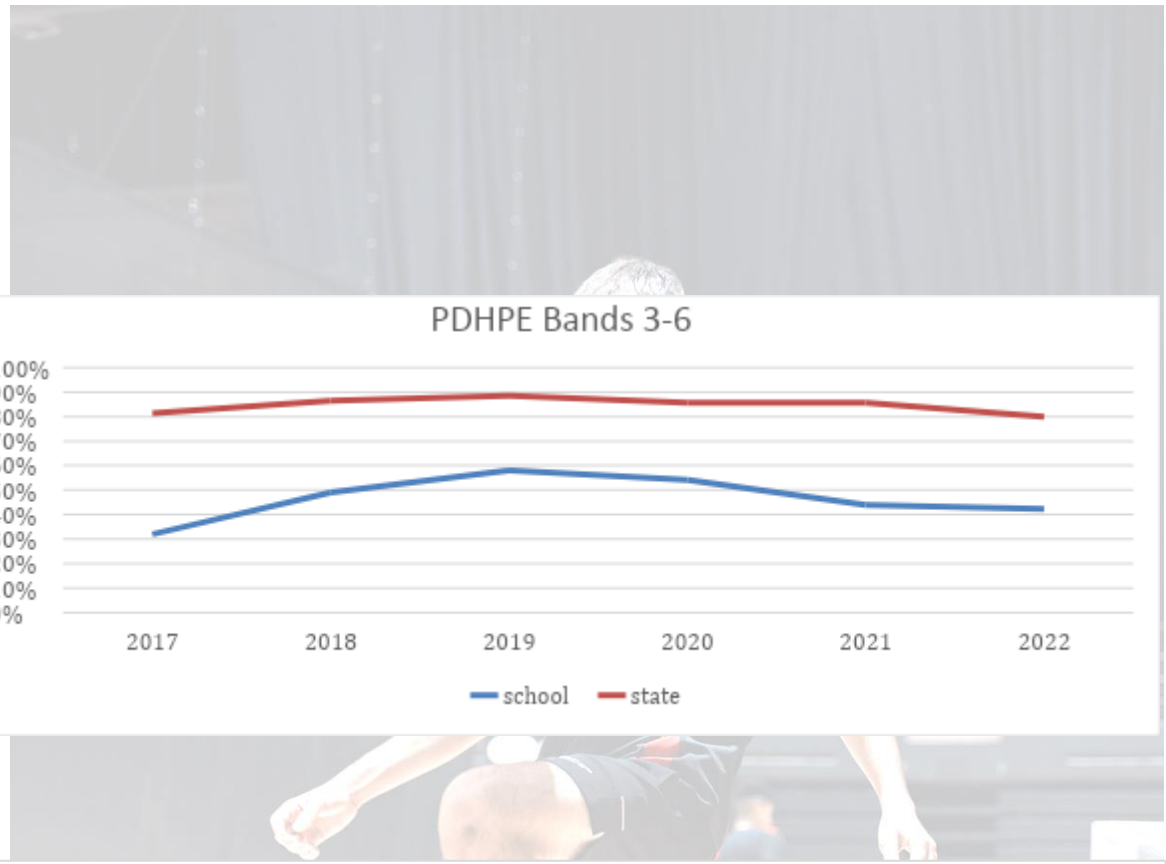
HSC Band results over time

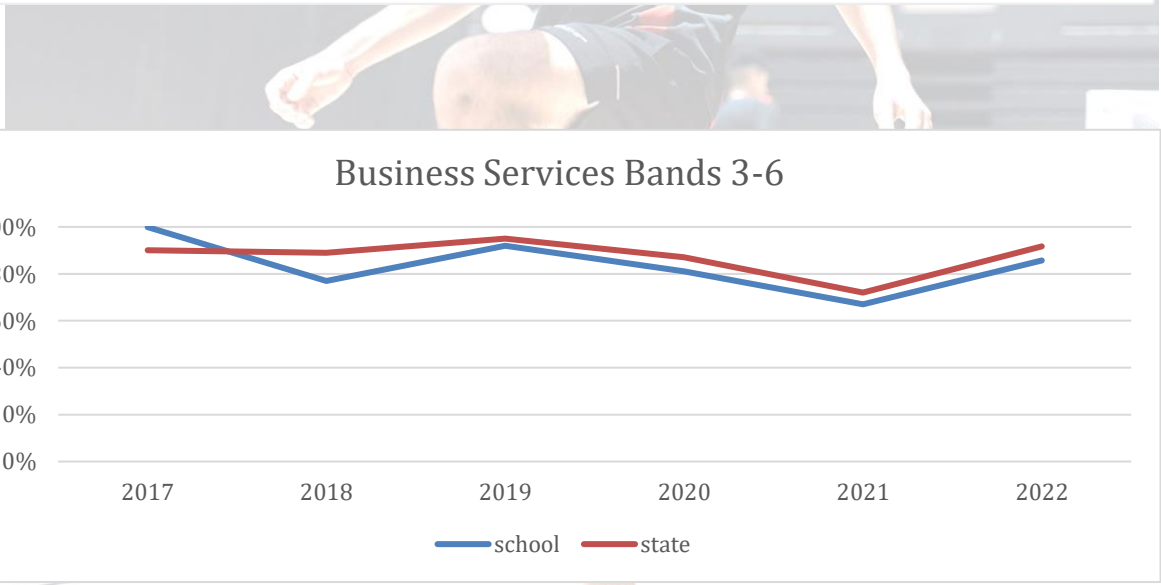









PDHPE Bands 3-6
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2017
2018
2019
2020
2021
2022
school
state


Business Services Bands 3-6
100%
80%
60%
40%
20%
0%
2017
2018
2019
2020
2021
2022
school
state

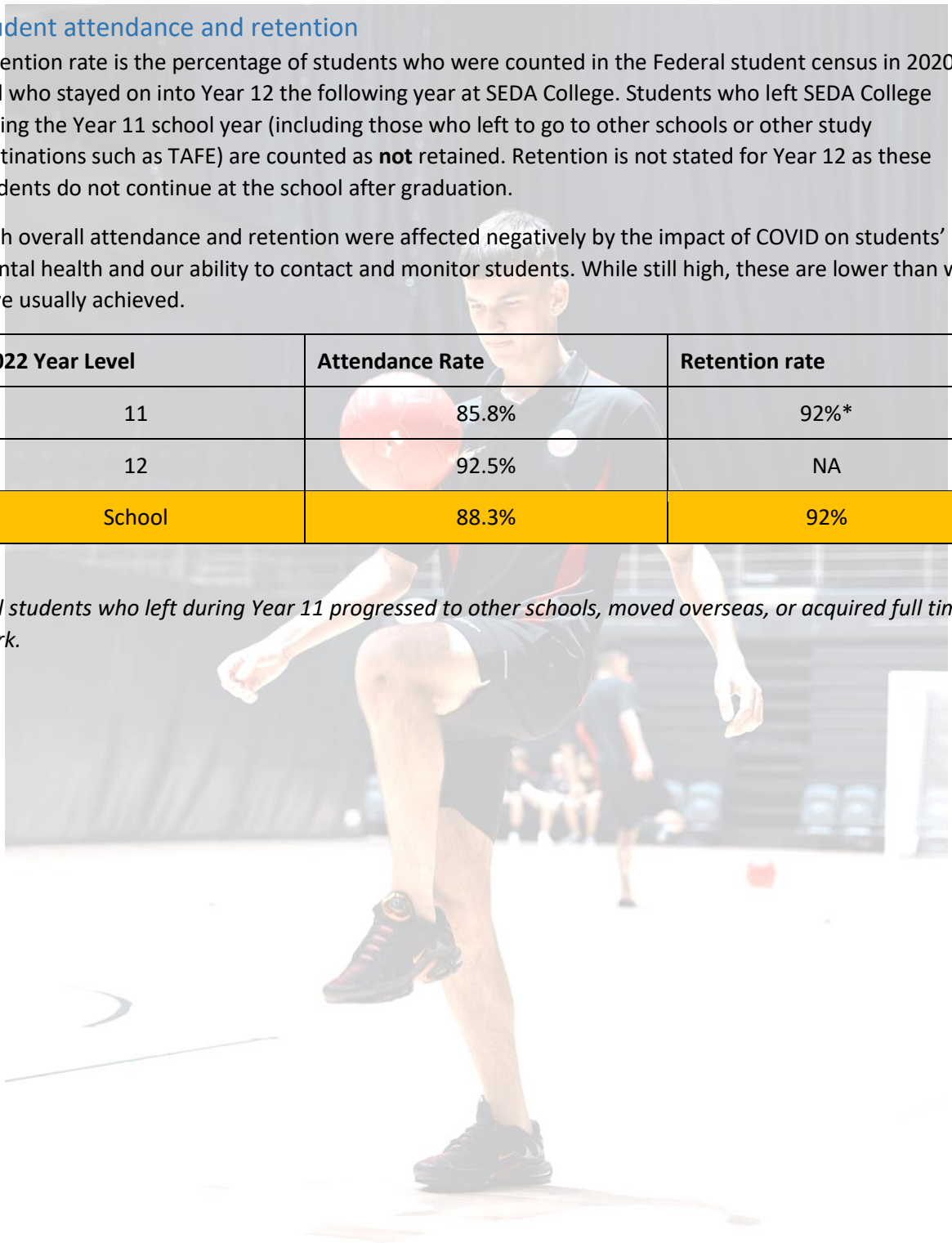
Student attendance and retention

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.

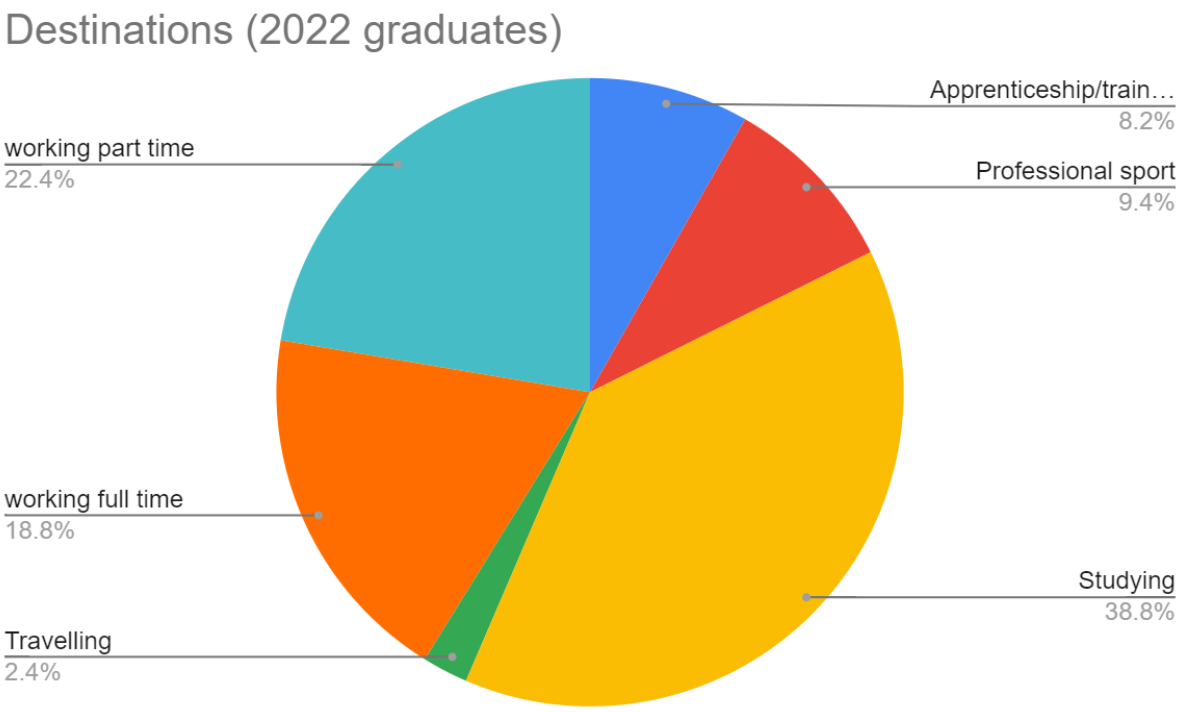
2022 Year Level	Attendance Rate	Retention rate
11	85.8%	92%*
12	92.5%	NA
School	88.3%	92%

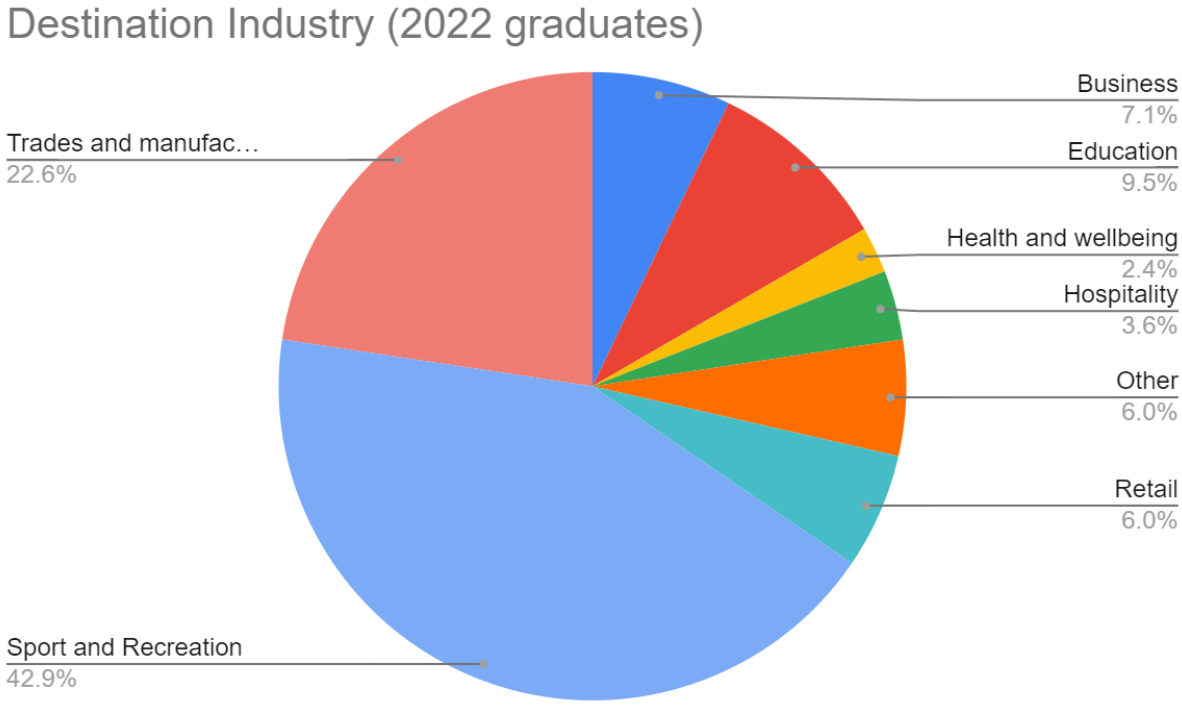
**All students who left during Year 11 progressed to other schools, moved overseas, or acquired full time work.*



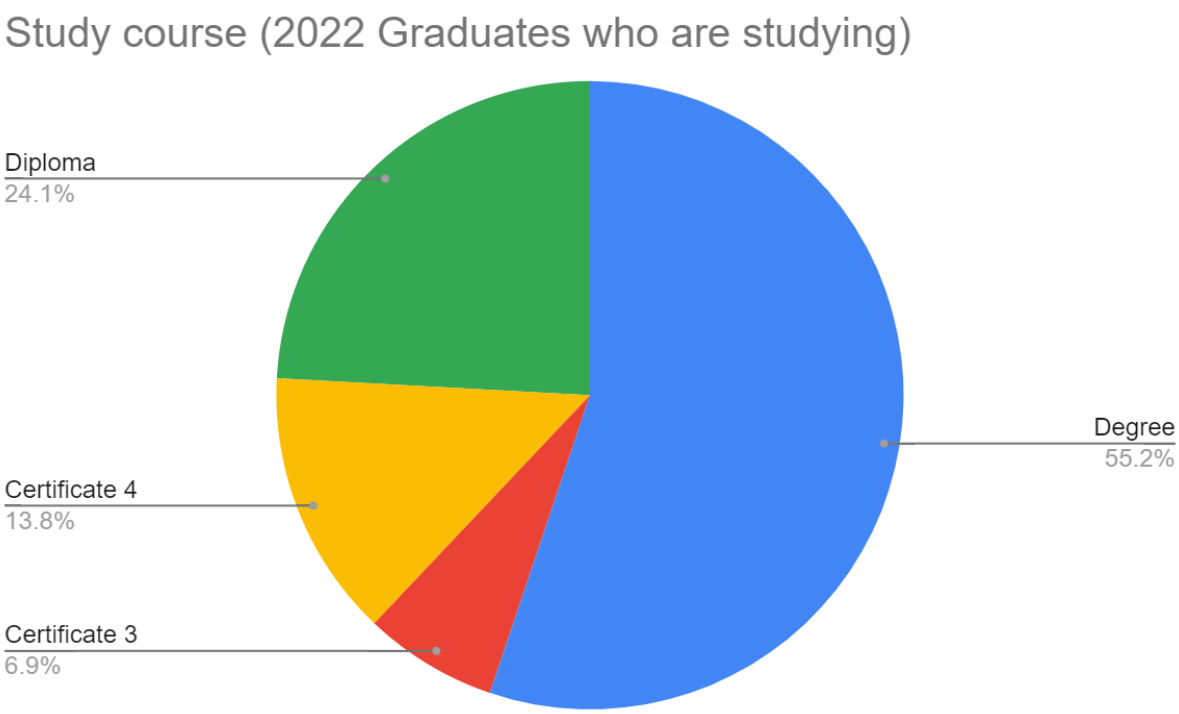
Post school destinations – 2022 graduates

98% of 2022 graduate students responded to the post destination survey conducted in February 2023.





The following graph represents only those 2022 graduates who are studying in 2023



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 2022.

Description	Number of Staff
College student welfare sessions fortnightly	18
Child Protection Update	18
Managing Challenging Behaviour	18
Sport Industry Partner meetings	13
HLTAID001 - Provide cardiopulmonary resuscitation (CPR)	4
Using Jamboard for collaboration	18
Law Sense Law for School Counsellors	1
Aboriginal Cultural Safety	18
ACVYT122 Aboriginal Cultural and Community Virtual Yarns	4
Mentoring English Teachers: Guiding practice and leading an English faculty	1
Literacy in English: Supporting an ongoing literacy environment	1
Safe on Social Media	6
Consolidating and Extending Teaching During COVID-19	12
Business Certificate 3 upgrade	12

Teacher Accreditation 2022

Level of Accreditation	Number
Conditional	1
Provisional	2
Proficient Teacher	15
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
TOTAL	**18**

Workforce Composition

School Staff	Number
Teaching staff	18
Full time equivalent teaching staff	17.8
Non-teaching staff	7
Full time equivalent non-teaching staff	5.1
Aboriginal and Torres Strait Islander staff	1

POLICIES

Attendance policy

On enrolment, the College will collect and store information as required for compliance and reporting and monitoring of student attendance and wellbeing. This includes:

1. name, age and address
2. the name, address and contact telephone number of parent(s)/guardian(s)
3. date of enrolment and, where appropriate, the date of leaving the school and the student's destination

On exit from the College program either pre-completion or post-completion the College will, as far as possible, collect the Destination data.

Procedures

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

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.

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

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.

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

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.

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.

IMMUNISATION POLICY

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: Students are not required to be vaccinated against COVID-19 in order to attend the College. However, some Industry partners and some clinic schools may require full vaccination of students and staff to attend their venues as part of the course. Parents of students who are not vaccinated on enrolment must complete a waiver, accepting that the College cannot guarantee completion of the HSC course, especially where the Sport and Recreation Certificate 3 is concerned, if a student's vaccination status means they cannot complete compulsory sections of the course. The College will not be held liable for the lack of completion of the course, or the failure of an industry partner to engage with the student, and will not be liable for any refunds if the failure to complete is a result of the student being unvaccinated.

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.

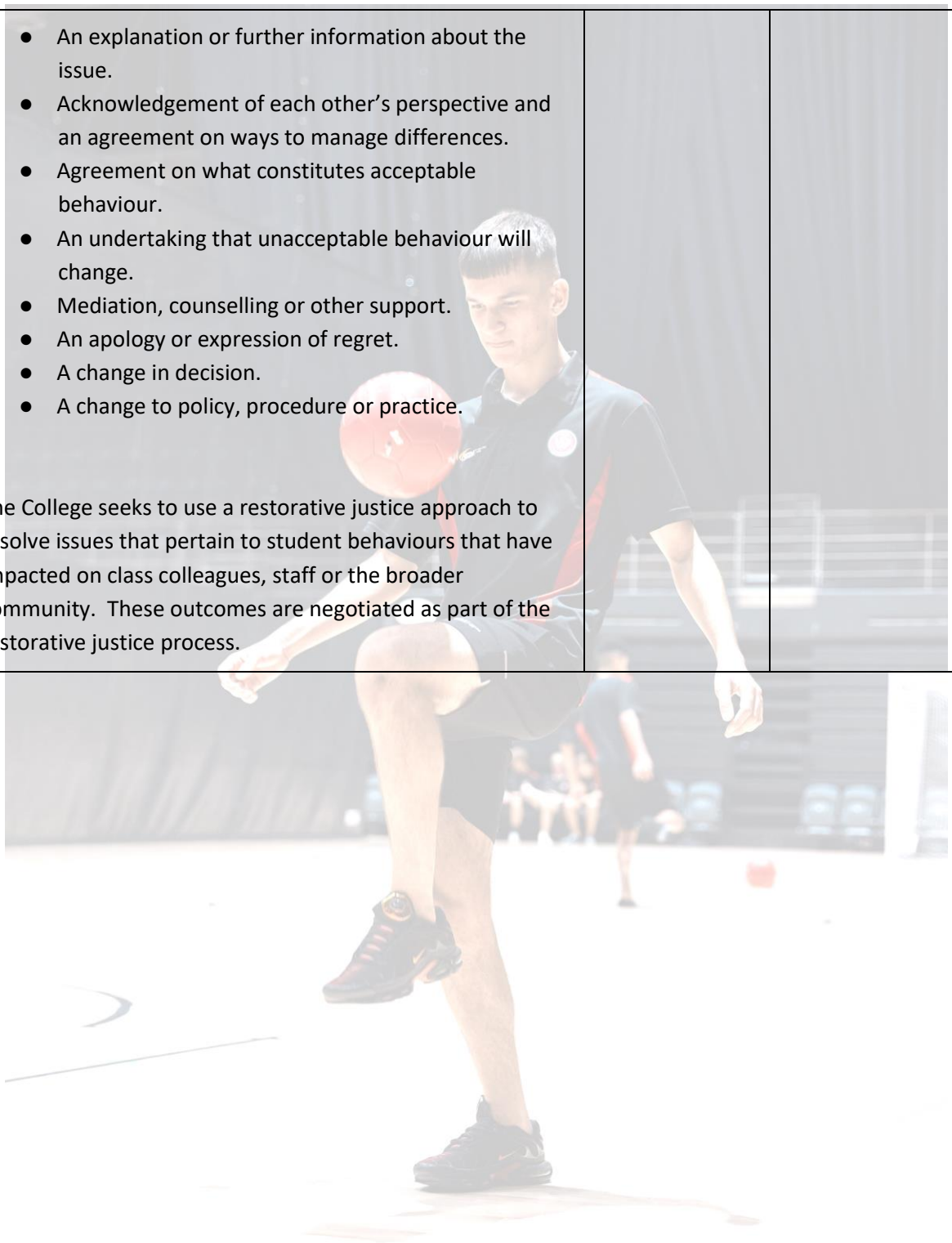
Policy	Changes in 2022	Access to full text
Student wellbeing The College will provide a supportive, caring environment which promotes positive student and teacher relationships and fosters a sense of belonging, a positive attitude to learning and the pursuit of excellence in all students. The College 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.	Nil	The full text of the school's student welfare policy can be accessed on request from the Principal, and from the school intranet.

The College will provide staff with appropriate professional development in the area of wellbeing issues affecting students.		
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 of 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 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 Deputy 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	Nil	The full text of the school's discipline policy can be accessed on request from the Principal, and from the school intranet.

• 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: • 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:	Nil	The full text of the school's Complaints policy can be accessed on request from the Principal, and from the school intranet.

- 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 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%.

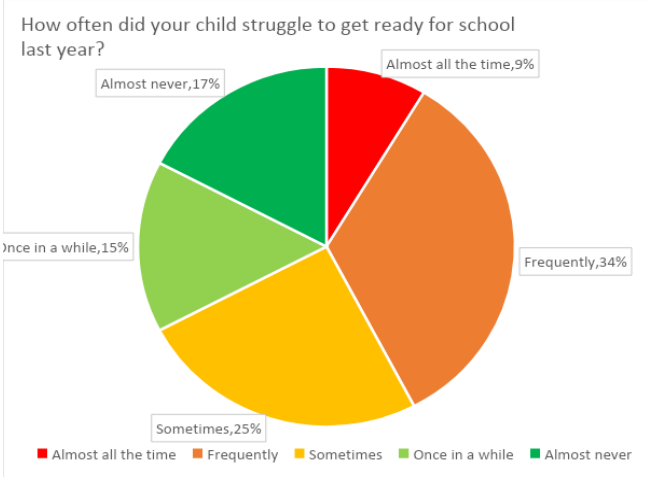
QUESTIONS 2022 - STAFF *PERCENTAGE RESPONSE (of teaching staff): 100%*	2022	2018 TALIS[1]	2018 TALIS
Percentage of staff answering "Strongly agree" or "Agree".	**SEDA NSW**	**Australia**	**TALIS Average**
All in all I am satisfied with my job.	100	90	90
In this school, teachers and students usually get 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.	96	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.	100	NA	NA
My work gives me a sense of personal enjoyment - it is more than just a job.	96	NA	NA
I feel that I am making a significant educational difference in the lives of my students.	100	NA	NA

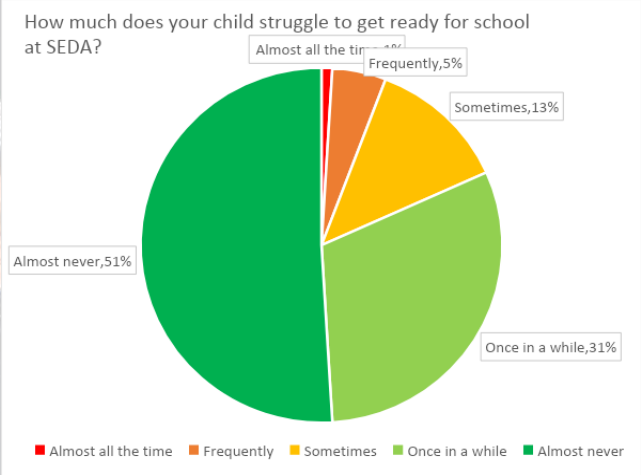
1 **TALIS 2018, The Teaching and Learning International Survey, Australian Report, Volume 1 -** https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=talis

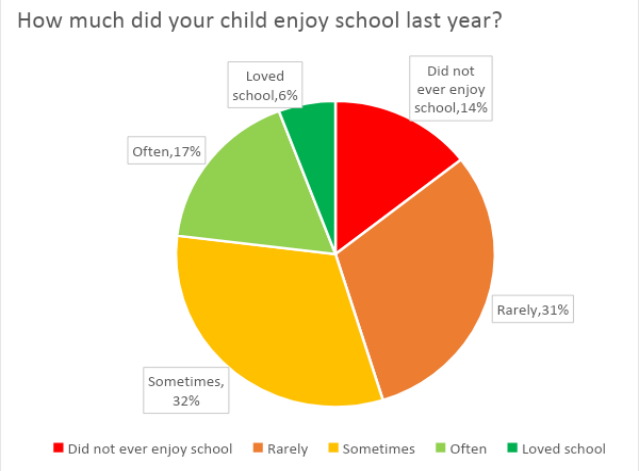
PARENTS

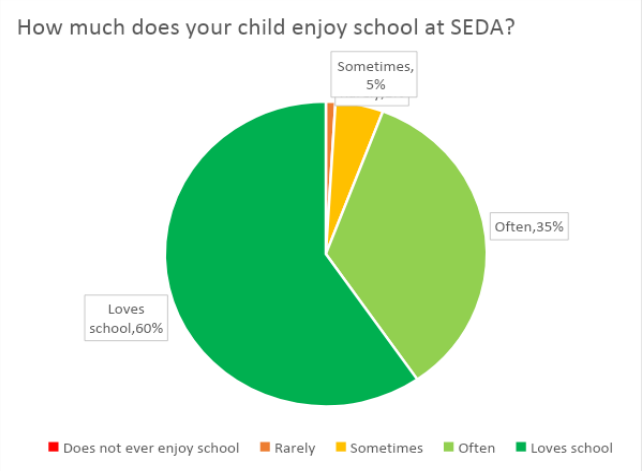
QUESTIONS 2022 – PARENTS	2019		2020		2021		2022	
PERCENTAGE RESPONSE (of school population)	***69%***		***64%***		***82%***		***86%***	
Measure what Matters	**SCORE**	**AVG**	**SCORE**	**AVG**	**SCORE**	**AVG**	**SCORE**	**AVG**
OVERALL SCHOOL SCORE AVERAGE: MAXIMUM SCORE IS 1		**0.85**		**0.85**		**0.86**		**0.86**
relationships		**0.85**		**0.83**		**0.86**		**0.84**
How respectful are teachers to students at SEDA College?	0.90		0.91		0.92		0.90	
How well does SEDA College consider the individual needs of students?	0.87		0.87		0.89		0.86	
How strong are the relationships between your child and his/her teachers at this school?	0.83		0.80		0.84		0.82	
How comfortable does your child feel asking questions in class?	0.80		0.75		0.80		0.79	
responsiveness		**0.89**		**0.88**		**0.87**		**0.87**
How quickly do staff at this school respond to questions from parents?	0.93		0.87		0.80		0.87	
How satisfied are you with the overall quality of teaching at SEDA?	0.91		0.94		0.94		0.91	
How well does SEDA College meet its objectives?	0.85		0.85		0.87		0.86	
How well does SEDA College meet your child's needs?	0.85		0.85		0.87		0.85	
facilities		**0.70**		**0.71**		**0.73**		**0.72**
Are the facilities at SEDA College what you expected?	0.70		0.71		0.73		0.72	
overall satisfaction		**0.91**		**0.91**		**0.94**		**0.92**
How satisfied with SEDA College are you?	0.92		0.93		0.93		0.93	
How likely are you to recommend SEDA College to other families?	0.90		0.89		0.94		0.91	
Net Promoter Score (NPS) - parents		**51**		**64**		**82**		**71**

Summary of parent/carer questions specific to Year 11 students







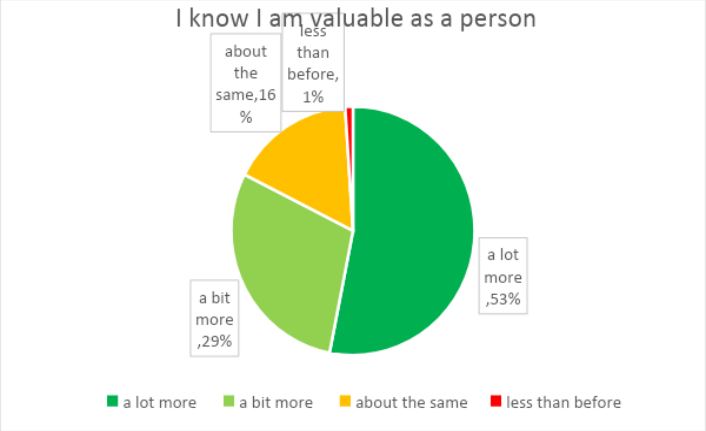


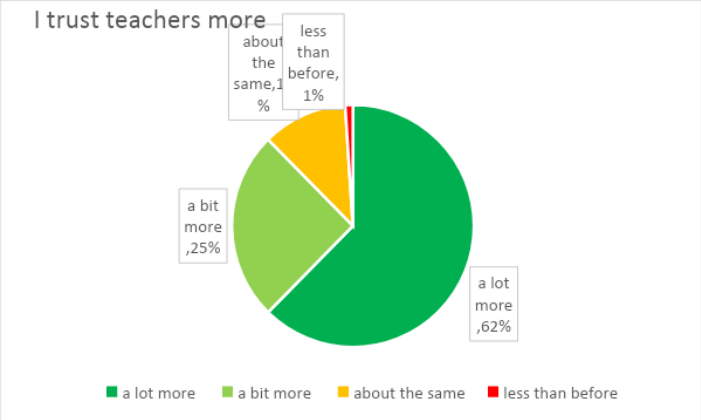
STUDENTS

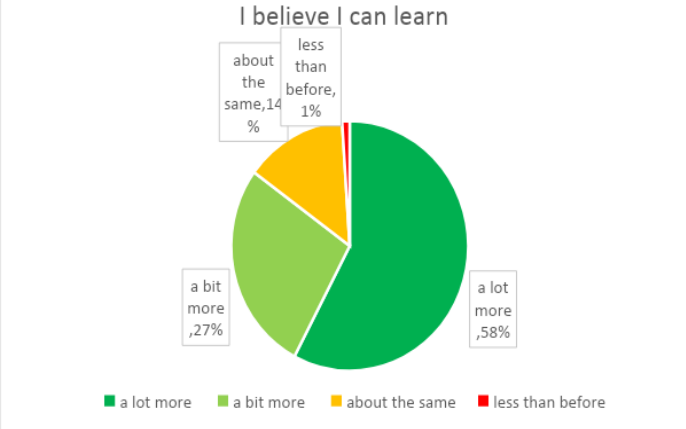
*Note: Questions marked with an * have had the scores reversed to show the outcomes in a way that is consistent with all other questions, and to allow averages to be calculated.*

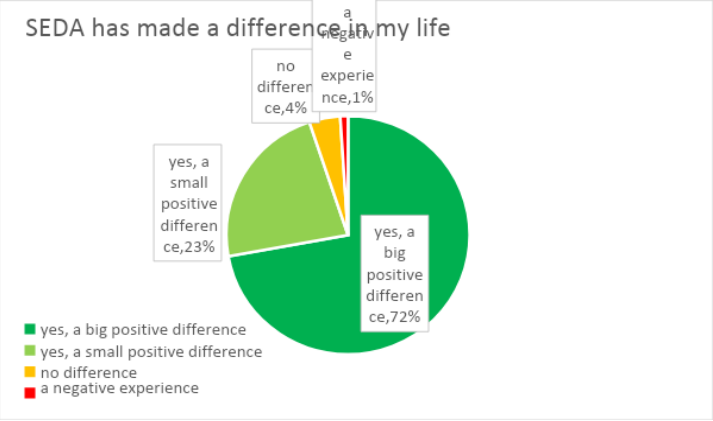
	QUESTIONS 2022 - STUDENTS	2019		2020		2021		2022	
	PERCENTAGE RESPONSE (of school population)	94%		94%		81%		90%	
	Measure what Matters: MAXIMUM SCORE IS 1	SCORE	AVG	SCORE	AVG	SCORE	AVG	SCORE	AVG
TOTAL	OVERALL SCHOOL SCORE		0.87		0.86		0.88		0.86
CATEGORY	What I learn		0.87		0.86		0.87		0.88
	I am learning new information (things I know)	0.93		0.89		0.90		0.90	
	I am learning new skills (things I can do)	0.92		0.89		0.89		0.91	
	I enjoy what I am learning	0.81		0.81		0.84		0.85	
	I am confused about what I am learning	0.85		0.83		0.84		0.86	
	What I am learning is valuable or important	0.85		0.87		0.88		0.89	
	I get opportunities to solve problems that matter	0.86		0.87		0.88		0.88	
CATEGORY	How I am assessed		0.92		0.92		0.93		0.92
	I know how my learning will be assessed	0.91		0.88		0.90		0.93	
	The way I am assessed is fair	0.95		0.94		0.96		0.93	
	It is more important to understand what I am learning than to memorise answers	0.91		0.93		0.93		0.92	
CATEGORY	How I learn		0.88		0.87		0.88		0.88
	I get opportunities to work with others	0.89		0.91		0.92		0.93	
	I have enough time to think in class	0.88		0.87		0.91		0.89	
	I understand what I have to do to improve	0.90		0.91		0.92		0.92	
	I try again when I get something wrong	0.89		0.88		0.88		0.88	
	I want to give up because I do not understand what I am learning	0.83		0.81		0.82		0.79	
	I ask for help when I need it	0.88		0.87		0.87		0.86	
CATEGORY	Goal setting		0.75		0.77		0.81		0.77
	I set goals for myself	0.68		0.76		0.83		0.77	
	My teacher sets goals for me	0.83		0.76		0.77		0.76	
	I plan my work to meet my goals	0.71		0.78		0.85		0.76	

	I achieve my personal goals	0.79		0.79		0.78		0.80	
CATEGORY	**Relationships**		0.90		0.89		0.91		0.90
	I feel confident to ask my teacher questions	0.91		0.89		0.91		0.90	
	My teacher understands how I learn	0.89		0.85		0.87		0.86	
	My teacher knows the subject content really well	0.97		0.96		0.97		0.94	
	My teacher tries to help me	0.94		0.95		0.95		0.92	
	I am happy at school	0.80		0.81		0.87		0.82	
CATEGORY	**Classroom climate**		0.78		0.82		0.85		0.79
	My teacher is usually fair in dealing with behaviour issues in the class	0.89		0.85		0.90		0.84	
	It is hard for me to concentrate and work in class because of other students	0.66		0.79		0.79		0.75	

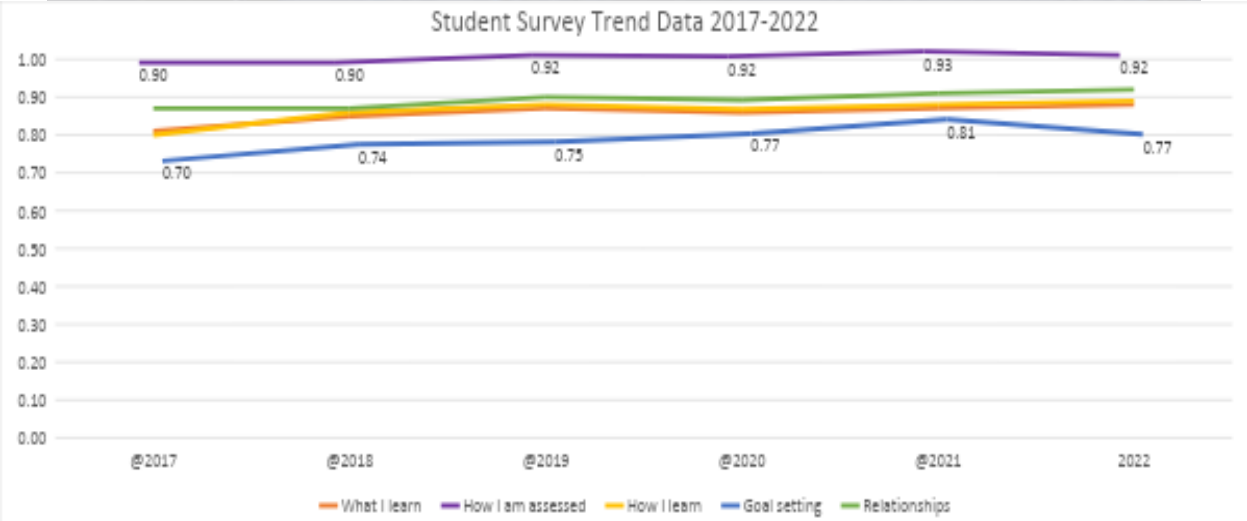






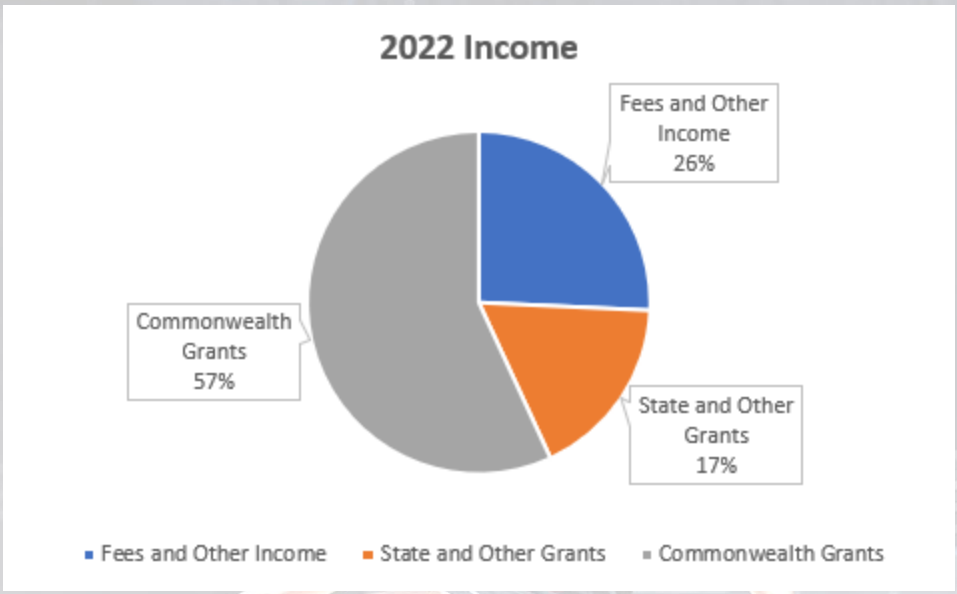


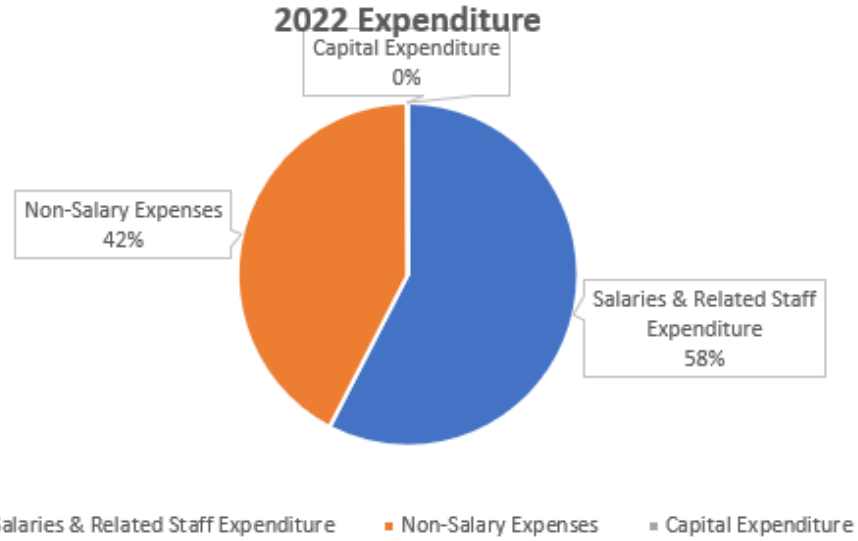
Student Survey Trend Data



SCHOOL MANAGEMENT

Summary financial information





School determined priority areas for improvement 2022

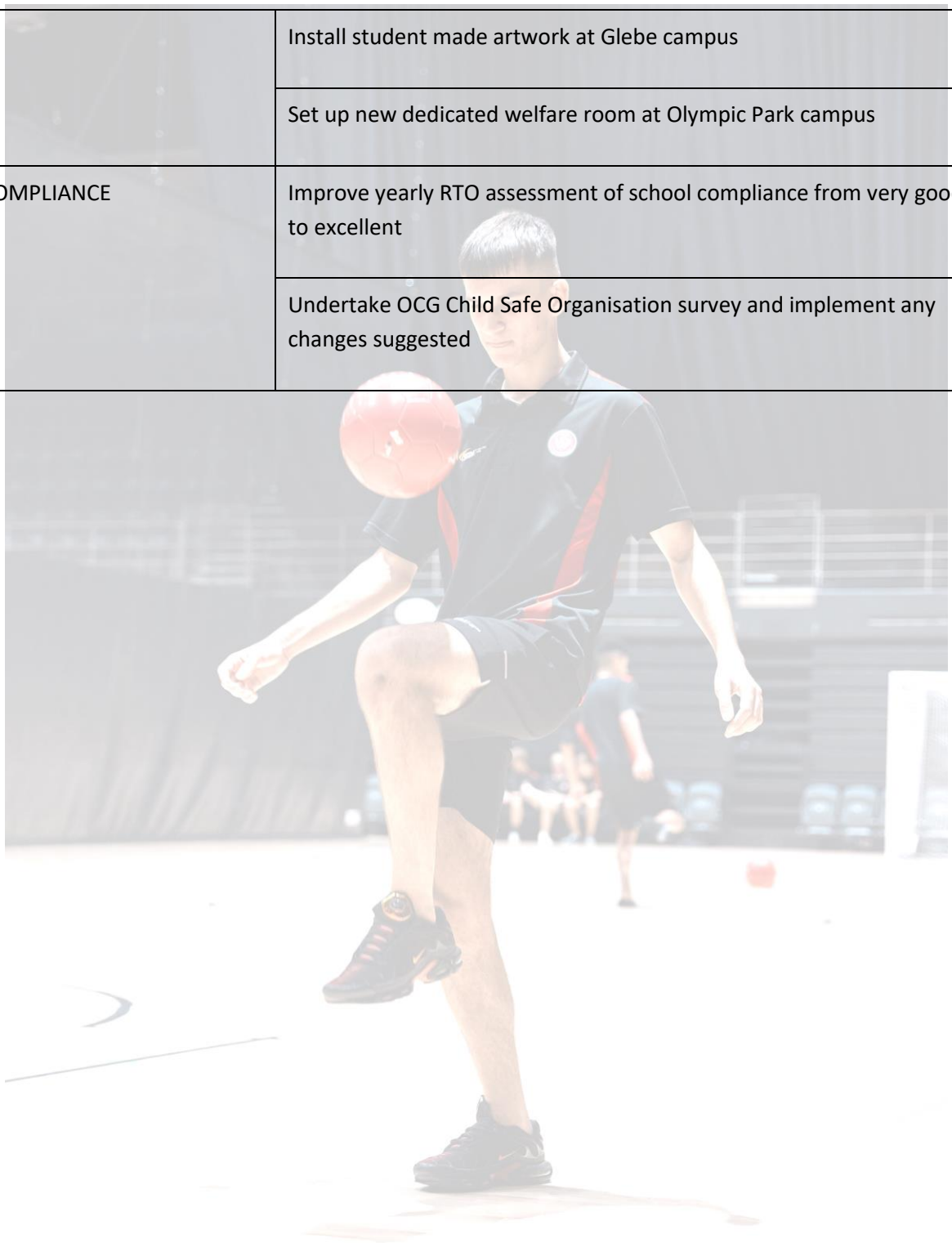
ACHIEVED IN 2022

AREA	GOAL
TEACHING AND LEARNING	Implemented support for Aboriginal students through development of the SEDA Mob internal program and the Nanga Mai Marri external program
	Re-established Year 12 camps after COVID19 hiatus
	Implemented the 2 year Certificate 3 in Business for new Year 11 students, and trained all core staff in the qualification
STUDENT SATISFACTION	Increased regional trip offerings with sport partners for students. Undertook our first international sports trip
	Re-introduced interstate sport competitions
	Maintained results in Measure what Matters surveys in all areas except student goal setting
STAFF DEVELOPMENT	All core teachers updated qualifications in Certificate 3 Business Attendance at ACHPER conference for 5 core staff
	Whole staff training in Aboriginal cultural awareness conducted with external speaker/coordinator
FACILITIES AND RESOURCES	Strengthened relationships with Sporting Industry partners to provide more peak experiences for students
	Supported and celebrated our inaugural Kickstart scholarship students Continued the Kickstart scholarships in 2022
	Appointed 2 part time teachers' aides to work with identified students

COMPLIANCE	Implemented a Board effectiveness survey for yearly implementation
	Reworked the Board risk matrix and assessments

School determined priority areas for improvement 2023

2023 GOALS

AREA	**GOAL**
TEACHING AND LEARNING	Achieve 95% or better completion of HSC
	Maintain English and Mathematics HSC results compared to state
	Launch new topic on 'fake news' and conspiracy theories in Year 12 English studies
STUDENT SATISFACTION	Improve Goal setting measure in student survey
	Introduce new readiness to learn survey for all students in term 1
	Provide and pay for a Northern Territory cultural trip for Indigenous student leaders
STAFF DEVELOPMENT	Undertake professional development for all core staff in new PDHPE syllabus
	Enrol Deputy, counsellor, Principal's EA, and wellbeing coordinator into AISNSW professional learning courses to assist with student wellbeing across the school, and all new teachers into ACHPER courses for PDHPE
FACILITIES AND RESOURCES	Seek grant funding from Federal School Improvement grants program for improvements at both campuses

	Install student made artwork at Glebe campus
	Set up new dedicated welfare room at Olympic Park campus
COMPLIANCE	Improve yearly RTO assessment of school compliance from very good to excellent
	Undertake OCG Child Safe Organisation survey and implement any changes suggested