School Strategic Plan

Swinburne Senior Secondary College
Eastern Metropolitan Region

2011-2014

Endorsement by School Principal
Signed..............................................
Name..............................................
Date..............................................

Endorsement by School Council
Signed..............................................
Name..............................................
Date..............................................
School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

Endorsement by Regional Network Leader
Signed..............................................
Name..............................................
Date..............................................
### Purpose

Swinburne Senior Secondary College is a co-educational government secondary college which caters for Years 11 and 12 students. The College offers Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) in a setting that enables students to focus their learning around the values, attitudes and needs of young adults.

The College’s purpose is:

- to provide innovative and relevant VCE, VET and VCAL senior secondary programs in response to identified needs
- to take into account the spectrum of individual differences that exists among students and help each student achieve growth, both academically and on a personal level
- to redress disadvantage and discrimination so that all students, irrespective of gender, ethnic origins or socio-economic background, are provided with a curriculum that is challenging, comprehensive and purposeful
- to provide post secondary pathways, advice and support.

### Values

The following values are seen as being central to the life of the college. We aim to apply these values in our everyday dealings with each other and in the development of our programs and policies:

- Respect
- Responsibility
- Commitment

These values are supported by the behaviours that we believe are crucial to ensuring that our purpose is achieved:

- Positive relationships
- High expectations
- A relevant and inclusive curriculum
- Engaged and responsible students
- Quality facilities
- Genuine participation
- A supportive and stimulating environment
Environmental Context

The College strives to provide students with extensive and diverse post secondary pathways. Students are enrolled in VCE, VET and VCAL, accessing subjects across all disciplines. The College provides an alternative choice for senior secondary students seeking greater breadth of VCE choice, a more adult setting which better suits their emerging needs or simply a new start.

Students are attracted from all parts of Melbourne and beyond, and from all education sectors, to our strong Visual and Performing Arts, Design and Technology and Humanities programs, and wide curriculum offerings in Science, Mathematics and Commerce. Students choose Swinburne because they are seeking an adult-like learning environment where they can be accepted as individuals. Accordingly the College takes into account individual school difference and strives to provide all students with a curriculum that is relevant, challenging and comprehensive.

Students may commence their enrolment at the College in Year 11 or Year 12. They have access to a broad range of some 38 VCE Studies, VCAL at Intermediate and Senior Levels and VET programs. Seven VET programs are offered on-site and students may also choose from 16 others through the Inner Melbourne VET Cluster (IMVC).

Over the past ten years the College enrolment has averaged 420 students. In 2011 the College enrolment is 438 students comprising 263 females and 165 males. There is an expectation that the enrolment will grow towards 500 in coming years. The vast majority of students were born in Australia (97%). Students come from a wide range of localities in the greater metropolitan area and beyond with some 137 postcodes being represented. Current students have enrolled from 133 feeder schools. Historically, approximately sixty percent of students transfer to Swinburne from other state government schools and 40% were formerly enrolled in independent schools and schools in the Catholic sector. In 2011 there were slightly more students enrolling from the independent and catholic sectors than from other state government schools. The overall socio-economic profile, based on the College’s Student Family Occupation Index is high.

Whilst on one hand the combination of the diversity of students’ backgrounds and experiences at former schools and the fact that they might attend the College for only one or two years tends to complicate the task of building a strong College ethos, this factor is somewhat ameliorated as all students at the College are senior students who are provided with an adult-like environment and are expected to function as ‘independent, creative and thoughtful’ young adults.

Students receive excellent results in their VCE studies with 95% receiving their certificate in 2010. Student attendance is very high and has been well above the State mean in recent years. General student satisfaction with the College is very high with student ratings consistently in the top 20% of government secondary schools.

The College has 41 (35.8 EFT) teaching staff, of whom 10 are part time (4.8 EFT). The College also has five sessional VET teachers and three full time and five part time Education Support Staff (total 5.45 EFT). There are two full time Principal Class Officers, five Leading Teachers, twenty Expert, nine Accomplished and four Graduate teachers. Teaching staff at Swinburne fall mainly into two demographic groups: expert teachers in the latter years of their careers and accomplished and graduate teachers at
the beginning of their teaching careers.

The College advises that many VCE teachers are involved with the Victorian Curriculum and Assessment Authority (VCAA) as curriculum consultants and writers, taking positions of responsibility in VCE policy, assessment and professional development. The College encourages this involvement believing Swinburne students are advantaged by such expertise.

Over the past ten years College facilities have either been rebuilt or refurbished. Consequently students and staff enjoy first class facilities that provide an exceptional young adult learning environment. In particular, the exemplary learning spaces in the visual and performing arts and design and technology are powerful inducements to prospective students looking for studies in these studies.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>To improve the learning outcomes of students.</td>
<td>• Consult with other senior curriculum providers in the network to identify if there are areas of unmet student curriculum demand that the College could meet.</td>
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<td></td>
<td>Increase the All Study VCE mean score to at least the state-wide mean by 2014.</td>
<td>• Review class sizes, teacher workloads and responsibility position roles to ensure the College is highly effective in its use of its human resources.</td>
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<td><strong>Individual VCE/VET Study Completion Rates</strong></td>
<td>• Develop a culture of high expectations for student performance and promote a ‘do your best’ student culture.</td>
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<td>Consolidation of Study completion rates in those Studies with rates now above 90%. For those below, the completion rate to be increased to at least 90%.</td>
<td>• Reorient current professional learning practices so that teachers engage in more school-based professional learning that delivers ongoing teaching and learning focused improvements to pedagogy across the College.</td>
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<td>To have all Year 12 subjects performing within or above their percentile range.</td>
<td>• Make reviewing and supporting the improvement of classroom performance a key focus for the work of Learning Area (to be renamed as Professional Improvement) Team Managers.</td>
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<td>Increase the VET completion rate to at least the state-wide mean, based on 2010 benchmarks, by 2014 (SSSC 2010 rate 63.0%, State 2010 rate 81.0%).</td>
<td>• Adopt a common format for the documentation of the curriculum and implement a plan for the systematic documentation of topics or units (and their</td>
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<td></td>
<td>Increase the Student Attitudes to School Survey scores for Motivation to at least the state-wide mean, based on 2010 benchmarks, by 2014 (SSSC Year 11 2010 result of 3.87 and State 4.10; SSSC Year 12 2010 result of 3.84 and State 4.16).</td>
<td>improvements) that can be systematically documented.</td>
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| **Student Engagement and Wellbeing** | To improve student wellbeing and engagement | Increase the Student Attitudes to School Survey scores at Year 12 for *Connectedness to Peers* to at least the state-wide mean, based on 2010 benchmarks, by 2014 (SSSC Year 12 2010 result of 3.97 and State 4.06). NB. School scores are to be derived from the Attitudes to School repeat survey administered by the school early in Term 4. | • Develop student leadership and student voice programs.  
• Lift the profile of student leaders in the College.  
• Continue to improve orientation to the College and the academic year at both year levels. |

| **Student Pathways and Transitions** | To enable students to maximise their chances of achieving their post-school goals. | Increase the *Real Retention* of students from Year 11 to 12 to at least the state-wide mean, based on 2010 benchmarks, by 2014 (SSSC 2010 rate 57.1% and State 2009 71.3%).  
Increase the *Exit Destination rate for students who left at the end of Year 12 into continuing education and training* to at least the state-wide mean, based on 2010 benchmarks, by 2014 (SSSC 2010 70.9%, State 2009 77.2%). | • Implement an ICT tool to identify ‘at risk’ students, and track and communicate student pathways and experiences.  
• Strengthen links with the local LLEN and Youth Connections to provide alternative pathways for students.  
• Establish a Swinburne Senior ex-students organization (Alumni) to provide mentoring opportunities and to foster assistance and direction with pathways for current students. |
### Student Learning

<table>
<thead>
<tr>
<th>Key Improvement Strategies (KIS across the three student outcomes areas)</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tr>
<td><strong>A. Consult with other senior curriculum providers in the network to identify if there are areas of unmet student curriculum demand that the College could meet.</strong></td>
<td>Year 1  • Develop an agreed process for consultation with Boroondara Network secondary schools.</td>
<td>• Consultation undertaken to inform planning for 2012.</td>
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<td>Year 2  • Consultation with Boroondara Network secondary schools.</td>
<td>• Consultation with Boroondara schools formalised as a regular part of practice. • Consultation informs planning for 2013 resulting in more effective use of the SRP.</td>
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<td></td>
<td>Year 3  • Consultation with Boroondara Network secondary schools.</td>
<td>• Consultation informs planning for 2014 resulting in more effective use of the SRP.</td>
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<tr>
<td></td>
<td>Year 4  • Consultation with Boroondara Network secondary schools.</td>
<td>• Consultation informs planning for 2015 resulting in more effective use of the SRP.</td>
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<td><strong>B. Review class sizes, teacher workloads and responsibility position roles to ensure the College is highly effective in its use of its human resources.</strong></td>
<td>Year 1  • Develop a process to review class sizes, teacher workloads and responsibility positions.</td>
<td>• Review of class sizes, teacher workloads and responsibility positions complete, recommendations to Swinburne Consultative Committee.</td>
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<td></td>
<td>Year 2  • Implement changes arising from review of class sizes, teacher workloads and responsibility positions.</td>
<td>• Management teams established at Years 11 and 12. • Increased timetable flexibility. • Improvement in job satisfaction.</td>
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<td></td>
<td>Year 3  • Conduct evaluation of changes to class sizes, teacher workloads and responsibility positions adopted in Year 2.</td>
<td>• Increased timetable flexibility. • Improvement in job satisfaction.</td>
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<td></td>
<td>Year 4  • Conduct evaluation of changes to class sizes, teacher workloads and responsibility positions adopted in Year 2. Results to inform next school review.</td>
<td>• Review of class sizes, teacher workloads and responsibility positions linked to improvement and accountability cycle.</td>
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</table>
### C. Develop a culture of high expectations for student performance and promote a ‘do your best’ student culture.

**Year 1**
- Conduct a series of informed professional conversations to come to agreement about what a culture of high expectations means at this school.
- Conduct a repeat survey of student motivation, learning confidence and connectedness to peers late in Term 3.
- Develop a group to investigate and lead improvement in study skills, assessment tasks and examination performance work with students.

**Year 2**
- Publish documentation detailing agreement about the nature of a culture of high expectations to school community.
- Conduct a repeat survey of student motivation, learning confidence and connectedness to peers late in Term 3.
- Review and revise school policy and practices on student feedback strategies in line with research.

**Year 3**
- Conduct a repeat survey of student motivation, learning confidence and connectedness to peers late in Term 3.
- Implement school policy on student feedback strategies.

**Year 4**
- Conduct a repeat survey of student motivation, learning confidence and connectedness to peers late in Term 3.

### D. Reorient current professional learning practices so that teachers engage in more school-based professional learning that delivers ongoing teaching and learning focused improvements to pedagogy across the College.

**Year 1**
- Develop team goals and consequent professional learning activities as part of the performance and development review cycle.

**Year 1**
- All teachers have team goals as part of their professional development plan.
- All teachers make explicit reference to ICT in their professional development plan.
- All teachers make explicit reference to E5 in their professional development plan.
<table>
<thead>
<tr>
<th>Year</th>
<th>Revised team goals and consequent professional learning activities included in the performance and development review cycle.</th>
<th>All teachers have team goals as part of their professional development plan.</th>
<th>Teachers form and work in a range of teams as an expectation of their professional practice.</th>
<th>Year 1</th>
<th>Further integrate E5 into the performance and development review cycle.</th>
<th>Professional Improvement Teams meet regularly in meeting schedule.</th>
<th>Year 2</th>
<th>Further integrate E5 into the performance and development review cycle.</th>
<th>Professional Improvement Teams embedded in college culture.</th>
<th>Years 3</th>
<th>Further integrate E5 into the performance and development review cycle.</th>
<th>E5 embedded in classroom practice.</th>
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<td></td>
<td>- Document the main teaching and learning practices that staff and research have identified as being most effective for engaging, challenging and motivating students and seek to make the use of these practices ubiquitous.</td>
<td>- All teachers make explicit reference to E5 in their professional development plan.</td>
<td>- Professional learning is mainly school based, demonstrably linked to improved teaching and learning and its efficacy evaluated in a range of formal and informal settings.</td>
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<td>Further integrate ICT into the performance and development review cycle.</td>
<td>PIT team leaders meet regularly to discuss progress on reviewing and improving classroom performance by their teams.</td>
<td></td>
<td>Further integrate ICT into the performance and development review cycle.</td>
<td>- Professional Improvement Teams meet regularly as per term meeting schedule.</td>
<td></td>
<td>Further integrate ICT into the performance and development review cycle.</td>
<td>- ICT is employed naturally and seamlessly in classroom practice.</td>
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</table>
### F. Adopt a common format for the documentation of the curriculum and implement a plan for the systematic documentation of topics or units (and their revision) and their uploading to the Ultranet.

<table>
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<tr>
<th>Year</th>
<th>Activities</th>
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</table>
| Year 1 | - Discuss the options for the documentation of curriculum and decide on a format.  
- Upload curriculum documentation to college intranet and make intranet available to students and parents from home.  
- Develop a methodology for timely importation of new students to the Ultranet. |
| Year 2 | - Implement common format for the documentation of the curriculum.  
- Import new students to the Ultranet. |

- Further integrate ICT into the performance and development review cycle.  
- Train PIT leaders to focus on reviewing and improving classroom performance as their primary task.  
- Common format for curriculum documentation trialled and revised.  
- Curriculum documentation for all teachers uploaded to the intranet and available to students from home.  
- All students to be imported into the Ultranet by the end of orientation.  
- Common curriculum documentation format established.  
- Curriculum for all studies mapped in both projected and diary form to be reviewed regularly by cross subject area teams.  
- All students to be imported into the Ultranet by the end of orientation.  
- All students, parents and teachers making regular use of the Ultranet to improve student connectedness and performance.
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<th>Key Improvement Strategies (KIS across the three student outcomes areas)</th>
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<th>Achievement Milestones (Changes in practice and behaviours)</th>
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</table>
| **G. Develop student leadership and student voice programs.** | **Year 1** | • The SRC consults with the student body to determine whether there is demand for extracurricular activities and the introduction of clubs.  
  • Develop a role statement for a new position, Student Involvement Coordinator.  
  • Advertise (internally) and appoint a Student Involvement Coordinator. | • Formation of clubs based around student interests.  
  • Extracurricular activities promoted and provided for interested students.  
  • Enhanced profile of SRC in College events.  
  • Greater numbers of students participating in school events. |
|  | **Year 2** | • The SRC consults with the student body to review the current situation and determine whether any new clubs or extracurricular activities should be offered.  
  • Monitor the role of the student involvement coordinator. | • Consolidation of clubs based around student interests.  
  • Extracurricular activities promoted and provided for interested students.  
  • Enhanced profile of SRC in College events.  
  • Greater numbers of students participating in school events.  
  • Role of student involvement coordinator entrenched into list of positions of responsibility. |
|  | **Years 3 and 4** | • The SRC consults with the student body to review the current situation and determine whether any new clubs or extracurricular activities should be offered.  
  • Monitor (Year 3) and review (Year 4) the role of the student involvement coordinator. | • Consolidation of clubs based around student interests.  
  • Extracurricular activities promoted and provided for interested students.  
  • Enhanced profile of SRC in College events.  
  • Greater numbers of students participating in school events. |
| **H. Lift the profile of student leaders in the College.** | **Year 1** | • Provide opportunities for SRC captains to address their peers at Year Level and whole school assemblies.  
  • Consult with the SRC regarding school events such as the formal, valedictory event and media awards event. | • SRC captains immediately recognised by their peers.  
  • SRC captains advocate for students at meetings with college leadership. |
| Years 2 and 3 | Use SRC to investigate issues relating to peer connectedness.  
Introduce monthly SRC lunchtime meetings with the principal.  
Provide opportunities for SRC captains to address their peers at Year Level and whole school assemblies.  
Consult with the SRC regarding school events such as the formal, valedictory dinner and media awards event.  
Use SRC to investigate issues relating to peer connectedness.  
Conduct monthly SRC lunchtime meetings with the principal and other members of the college leadership team. | SRC captains immediately recognised by their peers.  
SRC captains advocate for students at meetings with the college leadership team. |
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<tbody>
<tr>
<td>Year 1</td>
<td>Review the operation of the SRC.</td>
<td>Recommendations of the SRC review implemented.</td>
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</tbody>
</table>
| Year 2 | Develop a buddy system for newly arrived students.  
Provide Year 11 students arriving mid-year with an appropriate buddy in their mentor group to assist them with their transition.  
Evaluate buddy system at the conclusion of term 3.  
Conduct regular whole school assemblies.  
Provide experienced teacher mentors for new/replacement staff who are student mentors to assist them with their induction to the role. | Year 11 mid-intake students celebrate with their buddies at an end of induction function.  
Improvement in student connectedness as measured in the Attitudes to School survey.  
Increased number of students working in the school after hours and on Wednesday.  
Whole school assemblies embedded into term planner.  
New student mentors provide feedback to their experienced mentors about their experience. |
| Year 3 | Provide Year 11 students arriving mid-year with an appropriate buddy in their mentor group to assist them with their transition.  
Evaluate buddy system at the conclusion of term 3.  
Conduct regular whole school assemblies.  
Provide experienced teacher mentors for new/replacement staff who are student mentors to assist them with their induction to the role. | Year 11 mid-intake students celebrate with their buddies at an end of induction function.  
Improvement in student connectedness as measured in the Attitudes to School survey.  
Increased number of students working in the school after hours and on Wednesday.  
Whole school assemblies embedded into term planner. |

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**I. Continue to improve orientation to the College and the academic year at both year levels.**

- Develop a buddy system for newly arrived students.
- Provide Year 11 students arriving mid-year with an appropriate buddy in their mentor group to assist them with their transition.
- Evaluate buddy system at the conclusion of term 3.
- Conduct regular whole school assemblies.
- Provide experienced teacher mentors for new/replacement staff who are student mentors to assist them with their induction to the role.
- Year 11 mid-intake students celebrate with their buddies at an end of induction function.
- Improvement in student connectedness as measured in the Attitudes to School survey.
- Increased number of students working in the school after hours and on Wednesday.
- Whole school assemblies embedded into term planner.
- New student mentors provide feedback to their experienced mentors about their experience.
|     | mentors to assist them with their induction to the role.  
|     | • Review the effectiveness of the mentor system.  
|     | • Review the student orientation program.  
|     | • Review the student transition program.  
|     | • New student mentors provide feedback to their experienced mentors about their experience.  
|     | • Revised mentor system implemented.  
|     | • Revised student orientation program implemented.  
|     | • Revised student transition program implemented.  
| Years 3 and 4 | • Implement changes arising from review of mentor structure.  
|     | • Monitor (Year 3) and review (Year 4) the effectiveness of the student orientation program.  
|     | • Monitor (Year 3) and review (Year 4) the student transition program.  
|     | • Provide Year 11 students arriving mid-year with a buddy in their mentor group to assist them with their transition.  
|     | • Conduct regular whole school assemblies.  
|     | • Improvement in student connectedness as measured in the Attitudes to School survey.  |
### Student Pathways and Transitions

<table>
<thead>
<tr>
<th>J.</th>
<th>Implement an ICT tool to identify ‘at risk’ students, and track and communicate student pathways and experiences.</th>
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</table>
| Year 1 | • Review positions of responsibility related to student pathways and transitions including time allowances.  
• Investigate the DEECD Student at Risk Mapping Tool. |
|     | • Implement the outcomes of the review of PoR’s related to student pathways and transitions.  
• Increased awareness of the positive attributes of the student mapping tool. |
| Years 2 and 3 | • Implement the DEECD Student at Risk Mapping Tool.  
• Relevant staff access professional learning for the Student at Risk Mapping Tool. |
|     | • Mapping tool used by key staff.  
• Decrease in students “slipping through the net”. |
| Year 4 | • Review the effectiveness of the Student at Risk Mapping Tool and the associated procedures. |
|     | • Recommendations from the review implemented. |

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<tr>
<th>K.</th>
<th>Strengthen links with the local LLEN, Youth Connections and other appropriate agencies/organizations to provide alternative pathways for students.</th>
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</table>
| Year 1 | • Review the colleges’ current links with the Inner Eastern LLEN and Youth Connections.  
• Develop links with agencies/organisations such as Outer East LLEN, Gateway LLEN, Inner Melbourne VET Cluster and VCAL Cluster.  
• Attend IELLEN meeting(s) – Careers Adviser and any members of the Transition Team who are available.  
• Confirm members of the Transition Team and set-up a regular meeting schedule. |
|     | • Contact established with IELLEN, Youth Connections and other appropriate agencies/organisations.  
• Diary records of any IELLEN meetings attended kept.  
• Minutes of Transition team meetings kept and made available to staff to assisting in tracking mentor students. |
| Years 2 and 3 | • Investigate IELLEN, Youth Connections and other appropriate agencies/organisations’ programs that are relevant and suitable for SSSC cohort.  
• Discuss with Alumni possibilities of providing work experience/employment for current students in relevant areas of interest.  
• Transition team to continue meeting and to use Student Mapping Tool to assist in meetings and pathways guidance. |
|     | • Handouts and posters advertising IELLEN, Youth Connections and other appropriate agencies/organisations’ programs for students developed and presented around the college and in Careers interviews.  
• ‘At Risk’ students or those wishing to no longer be a student enrolled in IELLEN and Youth Connections programs.  
• Alumni return for assemblies and have made themselves available for mentoring and
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<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>L. Establish a Swinburne Senior ex-students organization (Alumni) to provide mentoring opportunities and to foster assistance and direction with pathways for current students.</strong></td>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td></td>
<td>• Introduce Alumni concept to graduating students.</td>
<td>• Swinburne Senior SC Alumni established.</td>
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<td><strong>Year 2</strong></td>
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<td></td>
<td>• Membership of Swinburne Senior SC Alumni offered to ex-students.</td>
<td>• Appointment of Alumni Coordinator.</td>
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<td>• Alumni Coordinator position description developed.</td>
<td>• Alumni website launched.</td>
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<td></td>
<td>• Develop dedicated Alumni website.</td>
<td>• Employment (part or full time) opportunities provided for current students.</td>
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<td>• Members of the alumni offer their skills to mentor current students and provide pathways advice.</td>
<td>• Workplace experience opportunities provided through the Alumni organisation.</td>
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