



Department of  
Education

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Public education  
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# Sevenoaks Senior College

## Public School Review

February 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

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A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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## Context

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Sevenoaks Senior College is an Independent Public School and a Registered Training Organisation situated in Cannington, 10 kilometres from the Perth central business district. The college has an Index of Community Socio-Educational Advantage (ICSEA) of 976 (decile 7).

The college provides students with a progressive and practical alternative approach to Year 11 and Year 12 schooling. The central focus is on maintaining an engaging young adult environment that supports and empowers students to fulfil their individual academic, career and social aspirations. The holistic pastoral care and student-centred pedagogy provides the support required for students to maximise their potential.

As a senior campus, Sevenoaks Senior College enrolls 500 students aged 16-19 years, predominantly from the Cannington and Maddington areas. The college also attracts students from many other parts of the State. Students represent various cultural backgrounds, contributing to the richly diverse and dynamic learning environment.

A number of flexible pathways and programs have been designed to capitalise on the unique interests and strengths of all individuals. WACE<sup>1</sup>, ATAR<sup>2</sup>, General and Foundation courses, with a number of Certificate options, are offered. Pathways are also available in the state-of-the-art Trade Training Centre. The Canning Skills Big Picture Academy serves as a two-year re-engagement program.

The college has established strong links with the community, industry and business partners and is supported by the work of the College Board.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the college's self-assessment process are confirmed:

- The college's self-assessment and submission of the Electronic School Assessment Tool (ESAT) was approached by leaders in a very strategic manner that developed an understanding and buy-in from staff.
- Mapping the Standard to the business plan created multiple opportunities for conversation and consensus within the team on what to include in the ESAT submission.
- Leaders engaged in an opt-in approach for staff to be part of the 'college review team'. This team facilitated feedback opportunities for all staff.
- The resultant ESAT submission was clear, concise and evidence based.
- Evidence and judgements provided in the self-assessment were validated through conversations with a breadth of staff, parents and community members during the validation visit.

The following recommendation is made:

- Use the knowledge and experience gained from the school self-assessment process to inform the next business plan.

## Public School Review

### Relationships and partnerships

The leadership's focus on building sustained and mutually beneficial relationships and partnerships is enhancing opportunities for students both within and external to the college.

#### Commendations

The review team validate the following:

- The college's partnership with the Technical Education for Communities (TEC), a consortium established by Cummins International, is unique in bringing together multinational, national and local companies, providing industry experiences for Trade Training Centre students. Students participate in work placements leading to apprenticeships.
- The College Board is comprised of long-term committed members, who advocate strongly for the college and bring highly respected knowledge and experience to influence and support the directions of the leadership team.
- Parents indicated satisfaction in the manner in which staff care for students, citing good communication and the availability of staff as positives.
- The degree to which the college is valued by the wider community is evident. The approach of BG&E Pty Ltd in initiating a partnership as part of its Reconciliation Action Plan, is testament to this.

#### Recommendation

The review team support the following:

- Expand on the successful implementation of Webex meetings between students and industry partners established during COVID-19 disruptions.

### Learning environment

The young adult ethos permeates every aspect of the college's operations and beliefs. Staff and students alike highlighted the mutual respect that exists between them.

#### Commendations

The review team validate the following:

- 'Every student counts' underpins the culture of the college. Students indicated appreciation for the care and commitment of staff and value the inclusive, culturally diverse environment.
- The Advocacy program provides monitoring and support for every student. The delivery of the Being a Young Adult program is providing guidance for students beyond school.
- Aboriginal students' wellbeing and academic needs are strengthened through identified support programs and mentorship from staff.
- Student voice plays a significant role within the college. The student-elected 'Guild' and research-based student surveys influence decision making in the college.

#### Recommendation

The review team support the following:

- Explore professional learning opportunities for staff in intervention strategies for students with additional learning needs.

## Leadership

There is a clearly articulated and shared vision to provide a 'meaningful pathway' for every student at Sevenoaks Senior College.

### Commendations

The review team validate the following:

- Leaders show confidence in staff who share a collective belief in the ability for all students to be successful and a commitment to the 'every student counts' ethos.
- There are high levels of trust in the leadership team, who provide the conditions for staff to contribute to strategic and learning area planning.
- Decision making is evidence based throughout the college including at the classroom level. Professional development is driven by the analysis of evidence from multiple sources.
- Instructional support and guidance is provided through the highly respected teacher coach and the sharing of practice amongst staff.
- Leaders engage research partners in providing evidence of student and staff voice to guide decision making and target setting.

### Recommendation

The review team support the following:

- In collaboration with the college community, consider the findings of the 'Shergold' report and system priorities in shaping future directions.

## Use of resources

There are clearly articulated processes and expectations regarding the management of resources.

### Commendations

The review team validate the following:

- A comprehensive handover from the outgoing manager corporate services has provided a seamless transition for the incoming manager corporate services.
- Resources are deployed to address the priorities of the college and support the comprehensive suite of programs to support the needs of all students.
- Robust monitoring of assets and resources, including replacement, is evident. Students and staff have access to suitable information and communications technology resources.

### Recommendation

The review team support the following:

- Continue to monitor workforce considerations, particularly in the succession planning for specialist roles within the college.

## Teaching quality

There is a growth mindset amongst staff in the continual improvement in teaching quality.

### Commendations

The review team validate the following:

- Staff engage actively in professional learning to enhance the quality of their teaching. The 'Sevenoaks Senior College Quality Teaching Model' guides this work and is supported by the teacher coach.
- Teachers review data that reflects student voice, classroom climate and achievement to develop a holistic view of good teaching and learning.
- Cultural responsiveness across learning areas is guided through the knowledge and experience of the Aboriginal liaison teacher.
- The unique leadership structure and staff collaboration provide opportunities for teacher leadership in curriculum planning, moderation and assessment.

### Recommendation

The review team support the following:

- Collectively develop a 'playbook' of identified high impact strategies from key research-based teaching approaches.

## Student achievement and progress

The pursuit of individualised student achievement and progress is embedded across the school with a focus on every student having a meaningful pathway.

### Commendations

The review team validate the following:

- Sevenoaks Senior College is unique in its demographic and enrolment structures. Achieving an accurate comparison against other schools is challenging; however, students completing ATAR consistently achieve a median score above that of identified like schools.
- A strategic and well-resourced approach to Online Literacy and Numeracy Assessment preparation is showing improvements in literacy achievement.
- The dedicated career advisor is impacting destination planning and is highly regarded by students. Gaining traineeships, apprenticeships, TAFE<sup>3</sup> training or employment prior to the completion of Year 12 is monitored and celebrated.
- The Canning Skills program takes an individualised approach for identified students. Student attendance improves significantly between Year 11 and Year 12. Student achievement in Certificates in General Education for Adults or successful transition to further training or employment doubled in 2020.

### Recommendation

The review team support the following:

- Identify school-based data sets and create targets and methods of tracking student outcomes that highlight individual and group success.

## Reviewers

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Vicki McKeown  
Director, Public School Review

Ian Masarei  
Principal, Esperance Senior High School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 1, 2024.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Western Australian Certificate of Education
- 2 Australian Tertiary Admission Rank
- 3 Tertiary and Further Education