



**2022**  
**ANNUAL**  
**REPORT**

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## Principal's Welcome

I am proud to present our 2022 Annual Report highlighting our achievements against the 2022-2024 Business Plan priorities. Student Voice has been a hallmark of Sevenoaks since its inception in 2001. Supporting the *Effective School Improvement* data through our Curtin University research, are student comments from our Edith Cowan University research on *student engagement*. The voice of students is powerful and continually informs our decision making to ensure that we create a learning environment that is inclusive, culturally responsive and that every student feels a sense of belonging and connectedness to our College community. Our research outcomes are positive, and we believe that we have continued to support our students to find their future.

As we implemented the Business Plan, we also started to focus on implementing designated pathways for students, linked to current industry and business needs, informed by research evidence. We are optimistic that the decisions we took will ensure that student pathway planning is enhanced whilst students have a career pathway to pursue post school.

We have also been focussed on our buildings and subsequent provision of service. During the year we reshaped our student services delivery model by creating a common area where each of our student services members could be co-located. A 'one stop' place for students has been well received enabling significant collaboration for our staff and a warm and welcoming environment for students.

We also worked with the Department of Education to develop a unique STEM centre which will come to fruition in semester two whilst our Board presented a position paper for a future upgrade to the College facilities.

As we look back, the 2022 school year was like no other and will be remembered for the period of COVID which infiltrated our schools. The impact was enormous. Regular events and activities which help build a school culture and community were cancelled or delayed. There was a significant impact on attendance of students who were either a close contact of a family member or were positive for COVID. On-line learning, where possible, replaced face-to-face teaching. Similarly, our staff were also impacted and for the teaching and learning program, there were constant disruptions as students were faced with a range of teachers. Despite all of this, Sevenoaks' students and staff continued to do the best they could in the most challenging of circumstances. I thank everyone for their extraordinary efforts with our students to ensure they were not disadvantaged.

I thank the teachers for their commitment to our students and the support staff for their everyday efforts in supporting teachers and students.

Finally, I acknowledge the wonderful commitment of our Board members especially our Board Chair, Dr Marnie O'Neill, who has worked tirelessly to support our College with some major strategic initiatives.

I hope you enjoy reading our 2022 Annual Report.

**Dr Karen Read**  
**Principal**

*We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated. We acknowledge and understand that Elders, parents, families and communities are the first educators of their children and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom. Aboriginal people have a long tradition of teaching and learning through sharing their connections with country, community, language and culture, and through their oral histories, stories and lived experiences that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.*

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## OUR VISION

Our vision is to support all students to find their future by empowering them to make the most of every opportunity in any learning environment and to participate positively in society which will be achieved by maintaining a whole College ethos that is culturally responsive, respectful, and values diversity.

## OUR VALUES

Our Young Adult Ethos encourages students, supported by staff, to embrace the following values:

**Compassion** Care for yourself and others. Be aware of diverse cultures and embrace diversity

**Accountability** Be accountable for your decisions and actions

**Respect** Respect yourself, others, and the environment

**Excellence** Seek to accomplish your goals and pursue excellence

## OUR PRIORITIES

### Learning Environment

Our students feel a strong connection and sense of belonging to the Sevenoaks community. The learning environment is engaging, positive and sustaining for all our students.

### Teacher Quality

Our teachers strive for expertise in their teaching and learning strategies. They are reflective and act upon research-based evidence to deliver programs that ensure students can achieve their educational goals.

### Student Achievement and Progress

Our students are prepared for life beyond school by the embedding of 21st century skills across the curriculum. We monitor student academic achievement closely and offer literacy and numeracy support, and course counselling as required.

### Relationships and Partnerships

Our students benefit from the numerous relationships and partnerships currently in place with industry, educational institutions, and support agencies. We will foster and develop these partnerships to continue to provide unique advantages to Sevenoaks students.

### Leadership

Our teachers are given opportunities to build their leadership capacity and drive improvement across the College. A culturally responsive approach is taken towards teaching all students with particular emphasis on Aboriginal students.

## The Sevenoaks Community

At Sevenoaks we provide education for Year 11 and 12 students who seek to learn alongside our Young Adult Ethos where they are given responsibility for their learning and their individual pathway planning.

*Find Your Future* is our vision for our students as we prepare them with an extensive range of pathway options including university, training and employment. This flexibility attracts students from across the metropolitan area from both public (22) and private schools (12) with our major feeder school, Cannington Community College, comprising approximately 50% of these enrolments.

Cultural diversity is a unique characteristic of our College. Our total enrolment in 2022 was 456 which included 44 Aboriginal students. We currently have students represented from over 50 nationalities (see map below), many who were born here however, many where the first language at home is not English.

Our staffing profile includes 32 teachers alongside 21 allied professionals comprising clerical support staff, youth workers, education assistants, a science technician, a home economic assistant, librarian and canteen staff. Our administration team of seven comprised a Principal, Vice Principal, four level three Program Coordinators and a Manager of Corporate Services.

The College is overseen by our College Board which supports us in setting the strategic direction ensuring our vision is realised. Currently we have representatives from universities (4), TAFE (2), industry (1), community (1) plus the Principal, Vice-Principal and the Manager of Corporate Services.

We are supported by industry partners including our highly successful TEC Consortium which provides pathways for students engaged in engineering; Mercy Care who provide tuition support for selected students; and our Aboriginal partners - Follow the Dream, Clontarf, Deadly Sistas and BG&E.



Map 1: Student Country of Birth - 2022 Cohort

## MEASURING OUR SUCCESS

### a. Student Achievement

Our overarching measure of success is that we will establish a *Young Adult Ethos* in which students, with the support of their advocates and teachers, will *Find Your Future*.

Our priority measure of success is that individual students achieve their personalised education goals through engagement with their learning pathway.

Our secondary measure of success is that we have value-added to individual student achievement from enrolment to exit. Hence, we will monitor individual student performance data for incremental improvement across their two years with us which will include: OLNA, attendance, grade point average, pathway destination, training qualifications, ATAR rank and WACE achievement.

### b. Effective School Improvement Research

Our school improvement research is conducted through Curtin University and Edith Cowan University to monitor our College climate for staff and students. Outcomes of the research are reported on a scale from one to five.

The Curtin University National School Improvement Program (NSIP) provides evidence of our improvement endeavours related to school climate and includes three surveys:

- School Organisational Climate Survey (SOCS): Staff Voice Survey - annual
- Classroom Climate Questionnaire (CCQ): Student Feedback Survey - twice per year
- What's Happening in This School (WHITS): Student Voice Survey - annual

Our research with Edith Cowan University provides vital evidence of student engagement including comprehensive student feedback around their connection and engagement with schooling and their learning.



## IMPROVEMENT TARGETS – SEVEN AT SEVENOAKS

TARGET	LEARNING ENVIRONMENT	
1	Progress learning environment and student engagement scales to an average scale at or beyond 3.7* (NSIP - WHITS, ECU Engagement Research)	Achieved
2	Progress student attendance to be above 85% whilst incrementally increasing the percentage of students with regular attendance to align with 'like schools' (Student Attendance Monitoring)	Working towards
	TEACHING QUALITY	
3	Progress our classroom learning environment scales to an overall average above 4.0* (NSIP – CCQ)	Working towards
	STUDENT ACHIEVEMENT	
4a	Progress student achievement over the duration of year 11 and 12 evidenced by an improvement of individual grade average (Reporting to Parents)	Working on the model
4b	Progress student achievement of Certificate II and an ATAR greater than 55 to 70%. (Year 12 Course Report, SAIS)	Working towards
4c	Progress student predicted ATAR in Year 11 to a higher actual ATAR in Year 12 (Reporting to Parents)	Working towards
4d	Progress overall OLN achievement towards 90% (OLNA Report)	Working towards
	RELATIONSHIPS AND PARTNERSHIPS	
5	Broaden the industry consortium model to support the implementation of student pathways into specific industry areas	Working towards
	LEADERSHIP	
6	Monitor College culture, staff wellbeing, satisfaction and efficacy to maintain an average of 4.0* across the scales (NSIP – SOCS)	Working towards
7	Focus on continuing to develop culturally responsive learning programs	Working towards

Note:\* The research data presented throughout this report are based on a scale from one (low) to five (high).

## 2022 Year 12 Award Recipients

**Dux (Top ATAR) and Curtin Principal's Recommendation Award**

*Tanya Laws*

**Outstanding Achievement (Top General/VET)**

*Natasha Stone*

**Cultural Navigator Award**

*Daymon Eades*

**Positive Image Award**

*Jemm Ealli Bajada*

**Citizenship Award**

*Holly Atkins-Miles*

**Ampol Best All Rounder and Jordan Thorsager Scholarship**

*Amber Ferguson*

**BG&E Aboriginal Achievement Award**

*Dylan Ingrey*

**Cummins Trade Training Centre VET Award**

*Amir Taleb*

**Big Picture Academy Award**

*Arnold Yarran*

**Kertisha Derschaw Sports Award**

*Thang Sang Pi Chung*

**School Based Traineeship Award**

*B Pedwell*

**ADF Long Tan Award**

*Ju Stuh*

**ADF Future Innovators Award**

*Mohammad Safeer Kaimkhani*

**Wayne Lyon Scholarship**

*Emad Osman & Jacob Yeomans*

## 1.0 Priority | Learning Environment

Our students feel a strong connection and sense of belonging to the Sevenoaks community. The learning environment is engaging, positive and sustaining for all our students.

### 1.1 Student Learning Climate

Our students provide feedback to us about how inclusive the school culture is for them, the extent of their academic engagement and their social connectedness to the College.

The data below provides an above average response to the varied aspects of student experiences within the overall learning environment. Consistent with previous years, the data indicates a positive climate for students to undertake their learning.



Figure 1: NSIP - What's happening in this School (Curtin University)

The data is supported by student feedback from the ECU research.

*When teachers speak to you they speak maturely... they speak to you in a really informative manner that makes things clear. Other teachers would just tell you off, but these teachers explain what you've done and how you could do better next time. (Year 12, General)*

*Our teacher is connected and cares for us. He sees us as people and not just students. Our advocacy teacher is also really good, she moves at a slower pace and helps us at our level. (Year 12, ATAR)*



## 1.2 Student Academic Engagement

The extent to which students engaged with their pathways is indicated in Figure Two. Given the implications of COVID, these are very positive indicators from our student perspectives, all being above our target of 3.5.



Figure 2: Academic Engagement of students (ECU)

Our students have reflected on their engagement with their pathway:

*Being in year 12 [at Sevenoaks] gives you a sense of what it's like to be in the real world because everyone here is so mature. Because it is just Year 11 and 12 it helps us go into the adult world. (Year 12, General)*

*It is good to be doing the stuff that you want to be doing. I feel more comfortable when I'm in the workshop, even if we are doing lots of paperwork you have a balance to what you are doing. (Year 11, Trade Training)*

*You are pushed to be independent, and you have this big responsibility for your learning right from the start of the year. And you feel the burden of your grades. (Year 11, General)*

*Free zones are so good because teachers will help you during free zones with the things you don't understand. Teachers will actively offer sessions to you during their frees to make sure you understand things you're struggling with. (Year 12, ATAR)*



### 1.3 Connecting and Belonging

The social connectedness outcomes indicate support for students and their sense of belonging to the College. Of note and rating highest on the scales are Clontarf, Big Picture and Trade Training which have clearly defined groups of students who are together for the duration of their program.



Figure 3: Social Connectedness (ECU)

To support our efforts in achieving a positive social environment, our students engaged in activities associated with Harmony Day, NAIOC Week, Student Guild, Book Week, Wellbeing Week, R U Ok day, sporting events, excursions, camps, the College Ball and Sevenoaks Got Talent. This was highlighted by one of our students:

*We do a lot of activities. We do futsal and volleyball carnivals, and when Harmony Day comes, we encourage people to dress in traditional clothing, they put everyone's flags around. We do R U OK? Day to come together. (Year 12, General)*

Other student comments highlight the connecting and belonging:

*Having a smaller school, like only Year 11 and 12 compared to having Year 7 to 12, helps to make the community closer. (Year 12, General)*

*The youth worker is a massive support for both things happening at school and at home. (Year 12, ATAR)*

*If you are struggling academically, you have people to go through, if you're struggling socially there are people to go to. The school nurses are also really good. And they all link with each other and they are all part of your care and education. And they really care, they get to know you. (Year 11, Big Picture Academy)*

*There is belonging because we are culturally diverse, we have lots of ethnicities and you can see lots of different cultures here. No group is left out. (Year 11, General)*



## 1.4 Attendance

Our measures of attendance were severely impacted by COVID during the year. The ripple effect of being a close contact in some families resulted in many weeks of absences for individual students. Our overall attendance rate was 67.1% also being below like schools (79%).

In our population of 456 students, there were 346 close contacts or COVID positive students from 1<sup>st</sup> March 2022. With students absent for about a week, this represents approximately 1730 lost school days impacting attendance for students.

In addition, our research conducted through ECU indicated a number of reasons for student non-attendance, and also some strategies they felt might improve attendance. Whilst the survey suggested tiredness was a major factor, the focus groups gave transportation issues, life management, and self-motivation as key reasons why students do not attend school. Students provided the following comments about advocate support:

*Your Advocacy teachers talk to you about attendance and if it is getting low, they ask you what is going on. (Year 11, General)*

*I feel really supported when my advocacy teacher checks in on me and makes sure I'm up to date and attending. (Year 11, ATAR)*

Self-motivation was another point of reference:

*Attendance is mostly about your discipline, your own motivation to turn up. (Year 11, Trade Training)*

Travel was indicated as an issue for some students:

*Living far away from the school can really affect how we attend school. When you live far away it is hard to attend the 8am classes because of the train and buses that I have to catch. (Year 12, General)*

Finally, students' life circumstances also contributed to attendance:

*Living circumstances can also play a role. Sometimes things are hard at home and sometimes people aren't even living at home so it can be harder for them to get to school. (Year 11, Big Picture Academy)*

We have noted the impact of attendance at the 8.00 am classes. Evidence available to us indicated a need to move this start time which we did by reconstructing the timetable to a later start of 8.40 am.

Overall, student attendance was below our expected standards however, it was a year of disruption due to COVID. Our aim is to bring attendance back to pre-COVID levels.



## 2.0 Priority | Teaching Quality

Our teachers strive for expertise in their teaching and learning strategies. They are reflective and act upon research-based evidence to deliver programs that ensure students can achieve their educational goals.

### 2.1 Classroom Learning Environment

Our teachers progress student learning so that they are well prepared to take the step beyond school into further education, training, or work.

The following data provides an overview of feedback to teachers from students about the classroom learning environment. Overall, there is a very positive and consistent trend across all areas of the classroom which indicates teachers are meeting the needs of students with their learning.



Figure 4: Classroom Learning Environment (NSIP, CCQ)

The survey responses were also supported by student voice from the ECU research:

*Our teacher doesn't just teach us as a group, he also teaches us individually. He helps us understand what we are good at and what our weaknesses are, and he helps us improve. He wants you to pass. (Year 11, Trade Training)*

*Teachers give you confidence, they want you to pass and get out of school. (Year 12, General)*

*Some of our teachers are really good at giving TED talks. They are really motivational, and they help us through class. They give good advice." (Year 11, General)*



## 2.2 Motivation and Engagement, Learning Goals and Self-Regulation

Our *Young Adult Ethos* is central to our goal to develop our students as engaged learners. The data below indicates a strong sense of engagement of students learning across all aspects.



Figure 5: Motivation and Engagement (NSIP, CCQ)

Some of our students attributed the motivation to their teachers, whilst others indicated their own decisions attributed to their engagement with their learning.

*You need to train yourself to take advice from people, especially your teachers. You need to understand where your teachers are coming from. (Year 12, General)*

*It is good to be doing the stuff that you want to be doing. I feel more comfortable when I'm in the workshop, even if we are doing lots of paperwork you have a balance to what you are doing. (Year 11, Trade Training)*

*The thought of not disappointing your family is a big motivator for academic engagement. (Year 11, ATAR)*

*You need to make a conscious decision to focus. In Year 8 I got Ds and Es, and now I get As. I chose that. (Year 11, General)*

The students' motivation and engagement is to be commended given the disruptions during the year with COVID, particularly the impact of many social activities which are a central part of school life.



### 3.0 Priority | Student Achievement and Progress

Our students are prepared for life beyond school by the embedding of 21st century skills across the curriculum. We monitor student academic achievement closely and offer literacy and numeracy support, and course counselling as required.

#### 3.1 Find Your Future - Future Pathways

*Find your Future* is the message which Sevenoaks has been built on. In conducting our research, we monitor how successful we are in this aspect through the WHITS survey. The overall *future preparedness* scale of 3.8 included 'feeling positive about my future' and 'feeling prepared to manage my future directions' are evidence of our pathway planning meeting student needs.

Similarly, the figure below is an outcome of our research conducted by ECU in which students responded to how well the College had prepared them for their future pathway. Each of the pathways are indicated.



Figure 6: Future Preparedness (ECU)

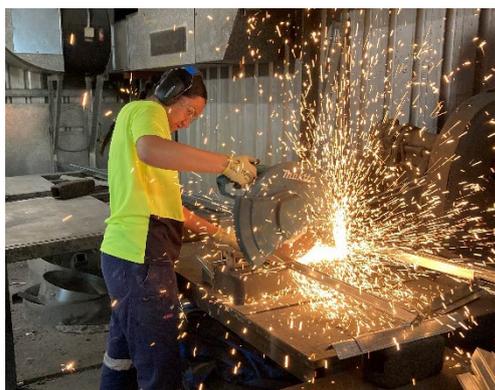
Students spoke positively of their experiences and the support that they had been given in supporting them to 'find your future'.

*Our careers advisor is really good at figuring out what subjects we need or would help us in our future pathway. (Year 12, General)*

*What I'm doing at TAFE now is great, and what I'm doing now in my Cert 2 is the same as what I need to do in my Cert 4 next year, so I feel really good. (Year 12, General)*

*I feel really prepared for life after school. They put us in the workplace and we get advice and experience, we experience different environments. It helps us be well prepared when you work in the industry. And if you do a good job, they may offer you an apprenticeship. (Year 11, Trade Training)*

Our introduction of Passport to Success, further Certificate level courses and Curtin UniReady will continue to add value to student pathway opportunities.



### 3.2 Student Destination Data

Our student destination data is compiled by the Department of Education for year 12 students (intended destination) during term three and then followed up in term one of the following year (actual destination) when the students will have secured their destination.

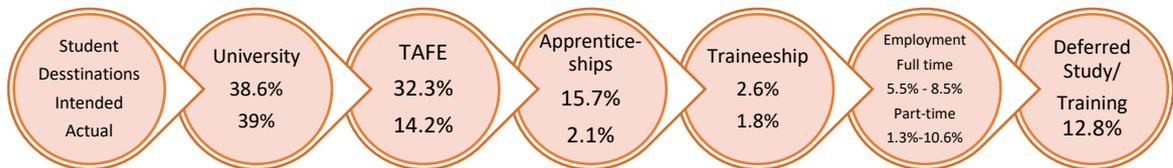
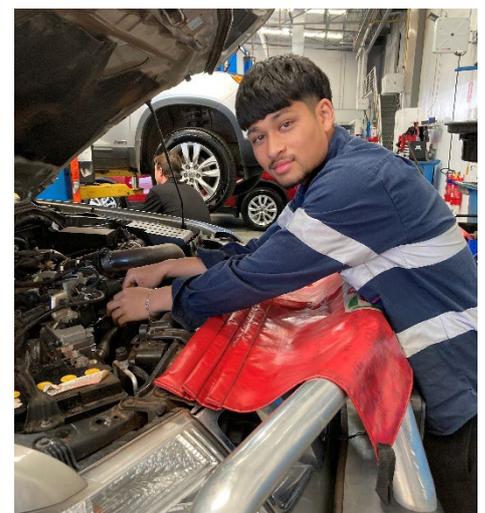


Figure 7: Destination data of 2021 cohort

There were 196 students in Year 12 of which 127 students (65%) responded to the first survey which increased to 141 students (72%) responses for their destination. TAFE and Apprenticeship enrolment identifies the greatest disparity, and we will monitor to ensure students have appropriate support in this area in making a successful transition to training. Maybe COVID had an impact in the uptake.



### 3.3 Western Australian Certificate of Education (WACE)

During 2022 there were 172 Year 12 students who participated in WACE programs with 123 eligible students achieving a WACE (72%). The range of courses and outcomes are highlighted in the following graphs and tables.

#### 3.3 (i) WACE Achievement and ATAR course performance

In 2022, 27 (16%) Year 12 students participated in the WACE examinations and achieved an ATAR. The median ATAR of 67.58 is consistent with 2021 and within the range of the Department of Education ‘expected performance’ criteria whilst it also surpassed *like schools*’ median of 65.

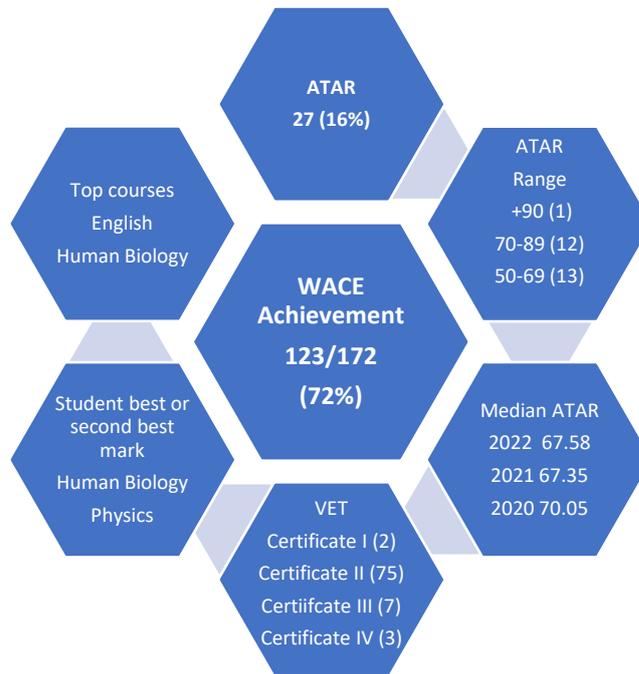


Figure 8: WACE Achievement, ATAR Performance and Certificate Completion

In terms of value add, 16 of the 27 students performed above their Year 11 predicted semester one ATAR, which is a highlight, whilst a further 6 were within three points. These are encouraging improvements for individual students. For the five students below minus five, their performance was impacted by attendance.

ATAR Range	-17 to -24	-7 to -5	-3 to -2	-2 to 0	0 to 4	4.1 to 7	7 to 10	10.1 to 13	13 plus
Number	2	3	3	3	3	3	4	4	2

Table 1: ATAR expected versus actual difference

The number of students who achieved an ATAR >55 or a Certificate II of WACE eligible was 89 (52%). With an increase in Certificate II courses on offer in 2023. We anticipate this figure to improve.

### 3.3 (ii) Year 12 General and ATAR course performance

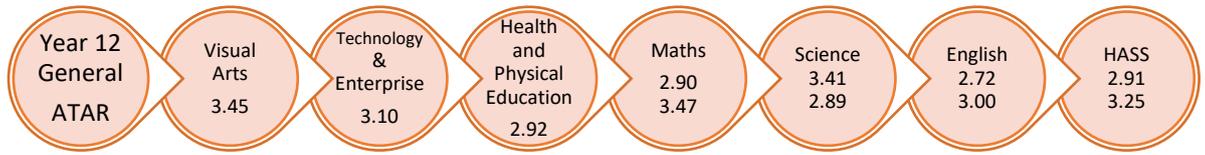


Figure 9: Year 12 Grade average of general and ATAR courses

The learning area grade average is determined by a scale up to five; a C grade would be valued at 2.5. All course grade averages were above a C grade for ATAR and general courses.

### 3.4 Vocational Education and Training (VET)

Vocational Education and Training comprise a range of pathways for students to find their future. These include Workplace Learning, industry standard certificate courses delivered at Sevenoaks through auspicing arrangements with registered training organisations, outsourced programs and school-based traineeships.

The following achievements are noted for the 2022. School-based traineeships are welcomed by our students who are able to earn an income whilst studying full-time. Trade Training students may have gained an apprenticeship before completing the Certificate II.

<p><b>Certificate I Achievement</b> 2/2 (100%)</p> <ul style="list-style-type: none"> <li>• General Education Adults (2/2)</li> </ul>	<p><b>Certificate II Achievement</b> 75/113 students (66%)</p> <ul style="list-style-type: none"> <li>• <b>Big Picture Outcomes</b></li> <li>• General Education Adults (13/20)</li> <li>• Skills for Work &amp; Vocational Pathways (2/10)</li> <li>• Workplace Skills (23/27)</li> <li>• <b>Mainstream</b></li> <li>• Hospitality (27/34)</li> <li>• Electronics (1/1)</li> <li>• Retail Cosmetics (1/1)</li> </ul>	<p><b>Certificate III and IV Achievement</b> 10/14 (71%)</p> <ul style="list-style-type: none"> <li>• <b>Certificate III</b></li> <li>• General Education Adult (1/5)</li> <li>• Aviation (4/4)</li> <li>• Events (1/1)</li> <li>• Legal Services (1/1)</li> <li>• <b>Certificate IV</b></li> <li>• Education Support (1/1)</li> <li>• Fitness (1/1)</li> <li>• Preparation for Health and Nursing Studies (1/1)</li> </ul>
<p><b>Trade Training Centre Certificate II Apprenticeships</b></p> <ul style="list-style-type: none"> <li>• Automotive (6/11) Apprenticeships (9)</li> <li>• Engineering (2/7) Apprenticeships (3)</li> </ul>	<p><b>Workplace Learning Achievement</b> 133 students</p> <ul style="list-style-type: none"> <li>• 4 units WPL (90)</li> <li>• 3 units WPL (2)</li> <li>• 2 units WPL (21)</li> <li>• 1 unit WPL (7)</li> <li>• Not completed (13)</li> </ul>	<p><b>School Based Traineeships Achievement</b> 14/17 students (82%)</p> <ul style="list-style-type: none"> <li>• <b>Certificate II</b></li> <li>• Workplace Skills (5/7)</li> <li>• Hospitality (3/3)</li> <li>• Retail (1/1)</li> <li>• Automotive Servicing Tech (2/2)</li> <li>• Retail Services (2/2)</li> <li>• Supply Chain Operations (1/1)</li> <li>• Community Services (0/1)</li> </ul>

### 3.5 Big Picture Academy

The Academy is a two-year re-engagement program for students aged 16 to 19 years which encompasses the Big Picture learning philosophy of ‘one student at a time in a community of learners’.

Student enrolment in this program is a major step to re-engagement in schooling and pathway planning for their future. The following outline the achievements of the students.



Figure 10: Big Picture Academy Outcomes

*The people here are really nice compared to other schools I've been to. And there are no fights and drama here ... We do mental health week and other 'days' and 'weeks' where the programs can come together and we can talk with kids who aren't in your program. (Year 11, Big Picture Academy)*

*They help you to find the stuff that you like to do, so when you do have to do that stuff you are doing really good at it because you enjoy it. (Year 11, Big Picture Academy)*

*The Big Picture Advisory teachers really help you by finding out your interests and then helping you to look up ways to get there. You can spend some of your class time planning for your future, like finding future study or future jobs. Having someone to explain all of your options, and having that person understand your circumstances too, is really good for us. (Year 11, Big Picture Academy)*

*Students felt that being treated with respect had a flow-on effect to their learning: At other schools you can feel like you've been put in the 'bad kid' pile, and you lose motivation to try, and you feel like the teachers don't even care about you or your education. Whereas here, no matter what you are like, teachers still care about you and want what is best for you. It is a lot more [of a] personal [type of] interaction and you have respect and agency. (Year 11, Big Picture Academy)*

The Big Picture Program also provided positive indicators through the ECU research being 3.9 on the scale for future preparedness, academic engagement and, connecting and belonging. The program is meeting the re-engagement needs of students as they move back into education.



### 3.6 OLNA Support

We deliver explicit teaching of literacy and numeracy across all pathways, with face-to-face and online OLNA support available to students who need it.

The OLNA is an on-line literacy and numeracy assessment for students who did not achieve NAPLAN Band 8 prior to starting Year 11 and is necessary for achievement of the Western Australian Certificate of Education (WACE).

We currently have 53 different languages or dialects spoken at home where English is not the first language of the students. For many students, this presents challenges in achieving the literacy standards.

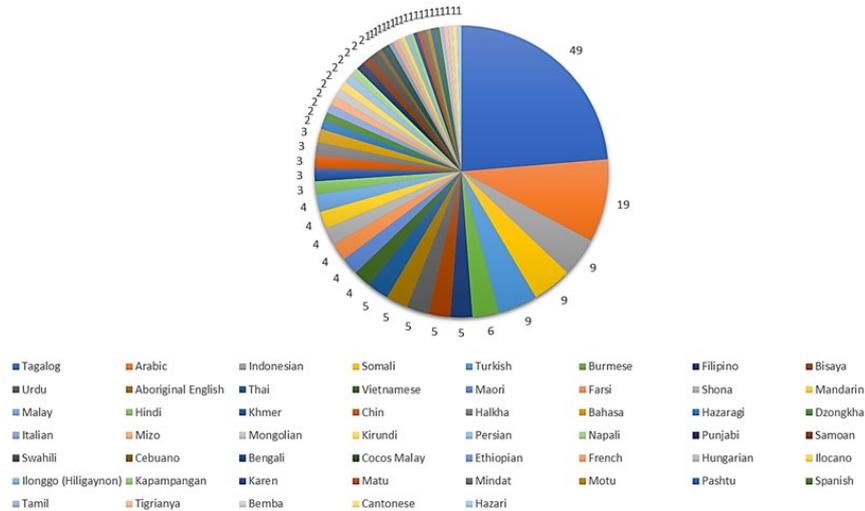


Figure 10: Languages Spoken at Home



Figure 11: OLNA Achievement

Moving our students who had a prequalified percentage of around 30% in Year 11 to 77% in Year 12 is an excellent indicator of the support which the College places in students to reach their potential.

The target for Year 12 Category 3 achievement is 90%. The percentage of students who met the literacy and numeracy requirement by gaining Category 3 in each component was 77% (133 students).

Additional OLNA support was provided to students through timetabled classes and access to a school based Connect Group with resources.

#### Impact of OLNA on WACE achievement standards

The OLNA has had an obvious impact on the 2022 College WACE achievement rate which was 72% (123 students). There were 172 WACE eligible students of which 49 did not achieve a WACE. Of these 49 students, 30 would have achieved a WACE had it not been for the OLNA standard. The WACE achievement standard would have lifted to 89%, aligned to the average of public schools across the state. The introduction of EALD classes for 2023 will support student achievement standards of OLNA.

## 4.0 Priority | Relationships and Partnerships

Our students benefit from the numerous relationships and partnerships currently in place with industry, educational institutions, and support agencies. We will foster and develop these partnerships to continue to provide unique advantages to Sevenoaks students.

### 4.1 Aboriginal Support Programs

Our Aboriginal students were successful in achieving several of our main awards. Our support programs are integral to their success.

B Pedwell was awarded the School Based Traineeship award for her work with the Aboriginal Health Council and Daymon Eades was presented with the Cultural Navigator Award for his leadership in bringing together our cultural diversity.

#### (i) Follow the Dream

We had nine students who were deemed as Follow the Dream students of which six achieved a WACE and three achieved a WASSA (WA Statement of Student Achievement). During their two years with us, five of these students achieved a Certificate II.

Our students have since pursued a range of pathway options including University (2), Traineeships (2), Certificate III on the job training (1), TAFE (1) and employment (3). Our students value this support:

*Jennet is so helpful with getting us tutors to come in. Tutors often go to uni so they tell you what is coming next in terms of your education. She makes sure she knows what you've got due and finds people to help you. (Year 12, Follow the Dream)*





(ii) Clontarf

Our male students have been funded and supported by Clontarf for many years at Sevenoaks. Due to a reduction in Aboriginal male students (as a result of Yule Brook College now being able to keep their students in Year 11 and 12), the program will no longer be offered at Sevenoaks being phased out over 2023. Student comments highlight the impact of the program on their participation in education.

*It's been good to get lots of job seeking opportunities, work experiences and all that. Clontarf helps us with our tax file number, bank accounts and stuff like that, which prepares us for after school. (Year 12, Football Academy)*

*Clontarf look for jobs that match our interests. If you don't have any interests, then they'll still help you to get any kind of employment because that is one of the goals of the program. Lots of the partner organisations will come out and speak to the boys and offer us jobs. (Year 12, Football Academy)*

*Doing certs at SMYL is good - you get paid and you get a cert. It is really good now we can take the booklet home and do it from the College instead [of going to Fremantle] (Year 12, Football Academy)*



(iii) BG&E

B G & E are proud of their partnership with the College and have undertaken the following initiatives with the Follow the Dream Program: College and University Scholarships, NAIDOC Partnership, Work Placements and Internships, and excursions.

The BG&E award for the top Aboriginal student went to Dylan Ingrey whose pathway is Information Technology.

(iv) Deadly SistAs

Our female Aboriginal students are supported with their social engagement with schooling and associated developmental needs ensuring the students feel connected to their studies.

## 4.2 Industry Partnerships

Our goal is to maintain ongoing industry confidence in the quality of our students' theoretical and practical knowledge in our vocational and training programs

### Work Integrated Learning

Our Work Integrated Learning Model was expanded to include a Certificate II in Health and Certificate II in Community Services, in addition to a Certificate IV in Nursing.

### Industry Consortiums

Our TEC Consortium continues to be a valued partner in defining career opportunities linked to STEM. The consortium was also instrumental in delivering professional learning opportunities to all staff as we prepared for the implementation of the internationally acclaimed *Passport to Success* program to support the development of student 'soft skills' required to be successful in future career pathways.

### University Partnerships

During 2022 we were successful in our application to deliver the Curtin UniReady program to commence in 2023. Criteria were set to enable students to move into a university pathway who may not have done so in Year 11 with 16 students enrolled for 2023.

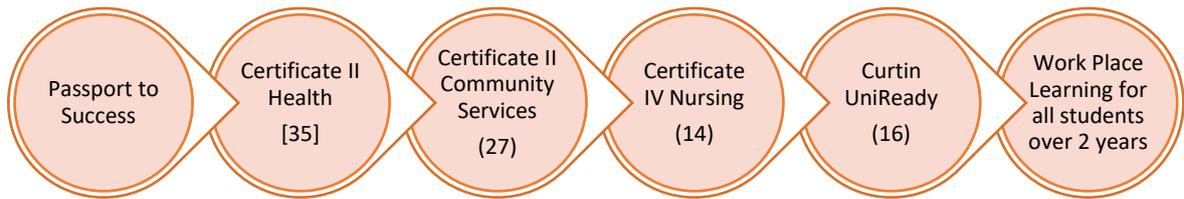


Figure 12: Pathway Development





## 5.0 Priority | Leadership

Our teachers are given opportunities to build their leadership capacity and drive improvement across the College. A culturally responsive approach is taken towards teaching all students with particular emphasis on Aboriginal students.

### 5.1 Culturally Responsive

Our goal is to develop culturally responsive learning programs to enhance Aboriginal students’ engagement. We continued on our learning journey, exploring issues associated with learning styles and engagement of our Aboriginal students.

### 5.2 Professional Learning Community

Our professional engagement included learnings across all five College priorities. Unless otherwise indicated, all teachers participated in the learnings. Of particular note was the *Blanket Activity* which all staff engaged with whilst first aid training involved teachers and support staff.

Student Achievement and Progress	Teaching Quality	Learning Environment	Leadership	Relationships and Partnerships
<ul style="list-style-type: none"> <li>• Student achievement data analysis</li> <li>• ATAR assessment review</li> <li>• OLNA analysis</li> <li>• Syllabus delivery audit</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy in the Classroom</li> <li>• EALD practices</li> <li>• Classroom Climate Research</li> <li>• Whole-Part- Whole lesson design</li> <li>• Instructional Peer Coaching (9)</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Passport to Success</li> <li>• First Aid Training (20)</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Awareness</li> <li>• The Blanket Activity - History of WA Aboriginal people</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Industry Placement (6)</li> <li>• TAFE overview (15)</li> </ul>

### 5.3 Emerging Leaders

Our goal is to identify College leaders and provide capacity building leadership opportunities.

In 2023 we achieved this through opportunities for staff to develop their leadership capacity through the following initiatives: Instructional Peer Coaches (9), Student Support Coordinators (Year 11 and 12), acting higher duties (3) and Passport to Success Coordinator (1). We will implement a mentoring system to support these staff.

### 5.4 Improvement Drivers

Shared vision, leadership support, wellbeing and efficacy

The overall organisational climate is generally positive. Leadership support will be a target for the leadership team however the unique set of contexts from 2022 need to be considered: an almost new leadership team was appointed to the College (4/6) including the principal; industrial action prevented collaboration in semester one whilst COVID implicated workloads of all staff as we dealt with the pandemic.



Figure 13: School Organisational Climate

However, the above results are indicative of a workforce who enjoy their work, have strong self-belief and general positive wellbeing. The *shared vision* and *staff self-efficacy* are positive indicators.

### Impact of COVID on staff attendance

From the school staff of 62 (plus relief staff), we had 74 recorded close contacts or COVID positive staff, as well as 12 staff members were also recorded as critical workers during March – June, attending work and testing each day. Staff were further impacted by providing relief for colleagues in the absence of available relief staff.



## 6.0 Financial Summary

### 6.1 Finances

Our financial management systems continue to be refined and budget monitoring processes have operated very effectively. The College Board approved charges and contributions and budgets. The school-level finance committee provided on-going input to the financial processes.

Total funding was \$7,310,761. We expended \$7,079,592 operating within this budget allocation.

The operating income (\$1,301,952) and expenditure (\$1,049,811) are itemised in the figures below.

Student fee collection was 58%.

Figure 14: 2022 Cash Budget Allocation (Income)

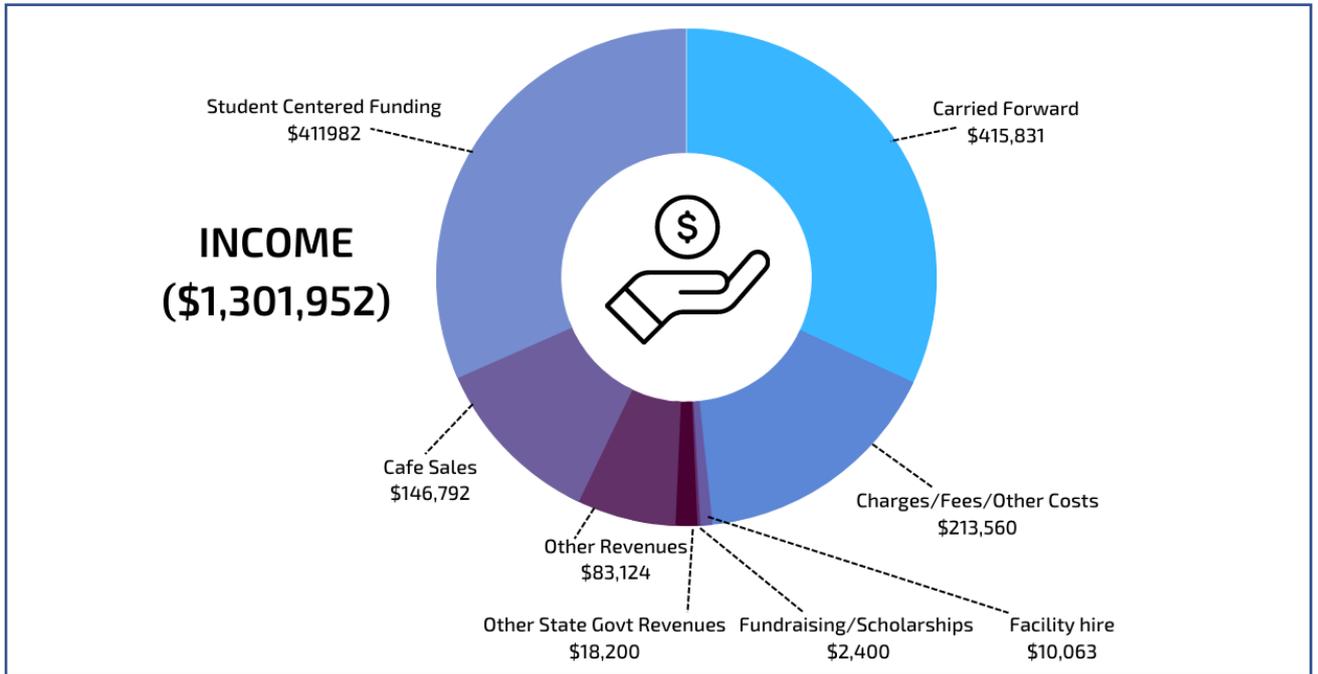
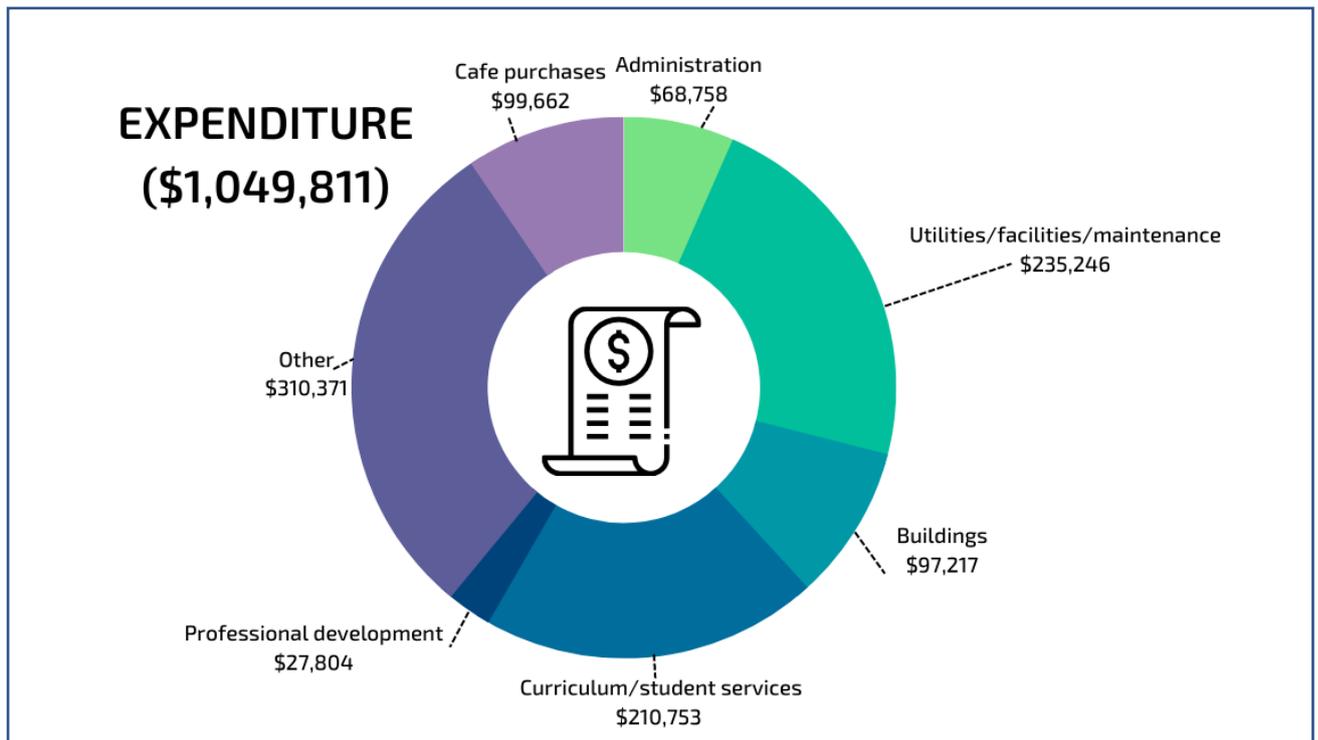


Figure 15: 2022 Cash Budget Allocation (Expenditure)







Sevenoaks Senior College

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