



Department of
Education

Shaping the future

Sevenoaks Senior College

Public School Review

Public School Review

Purpose

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 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

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

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

Public School Review – The Standard

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.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Sevenoaks Senior College is an Independent Public School situated in Cannington, 10 kilometres from the Perth central business district in the South Metropolitan education region.

As a senior campus, Sevenoaks Senior College enrolls 452 students with a progressive and practical alternative approach to Year 11 and Year 12 schooling.

Opening in 2000 the college has an Index of Community Socio-Educational Advantage of 969 (decile 7).

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

The first Public School Review of Sevenoaks Senior College was conducted in Term 1, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

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

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

- An established self-assessment process in the form of the college's Monitoring Tool, drives a sense of the dynamic performance against its strategic targets and priorities on an ongoing basis.
- The involvement of staff from across the college in data collection for self-assessment is assured through their administration of tools such as the Classroom Climate Questionnaire (CCQ) with students, fostering broad ownership for the school's performance.
- The leadership team led the compilation of the college's Electronic School Assessment Tool (ESAT) submission, inclusive of the Monitoring Tool and its current data. References in domain entries throughout the ESAT guided the review team to centralised and regularly updated data sources in the monitoring tool.
- Staff and leaders who are experienced in school improvement planning and assessment demonstrated firm knowledge of the Standard and drew links between the domain foci and credible evidence sources.
- The inclusion of a range of clear planned actions for the college's next cycle of improvement enhanced the ESAT submission.
- The contribution and investment of time on the part of industry and community partners, as well as family members, students and staff added value to the review team's ability to validate the college's self-assessment.

Relationships and partnerships

Partnerships formed with, and on behalf of young people and their families, have a direct and powerful impact on the post-school destinations of the college's students, exemplified by the gateways to industries, professions, community outreach organisations and tertiary pathways brokered and nurtured by staff.

Commendations

The review team validate the following:

- Students value the world of opportunity provided by the college, including access to its many pathways and programs, the diversity of its campus life and the fostering of independent learning skills at a young age.
- Consortiums of employers and trainers in the technology, engineering and health industries leverage unparalleled opportunities for students to access work experience and training at the forefront of skills shortage areas. The recently formed partnership with Western Australia Police Force is also reported as mutually beneficial.
- Families feel a tangible sense of support for their young people, including many who describe the environment as holistically meeting their needs through high care and personalised pathway support.
- The renewal of an authentic engagement with staff at the co-located Cannington Community College has enabled the smooth transition for students between schools and more collegial opportunities for staff.
- The Follow the Dream program, and its award-winning coordinator, offers outreach to nearby schools and post-school follow up to ensure that students maintain a focus on achieving their aspirational career goals.
- The college maintains a strong link to the education research community, evidenced through its link with a longitudinal engagement study at Edith Cowan University and Curtin University, and ongoing publishing of research by staff.

Recommendations

The review team support the following:

- Monitor the planned implementation of the strategy to enable more parent engagement with the college.
- Establish the operations of the newly formed CHES (Community, Health and Education Services) Consortium and embed into practice.

Learning environment

Underpinned by the values of Compassion, Accountability, Respect and Excellence (CARE), college staff and students collectively seek to maintain a culturally responsive environment based on respectful relationships.

Commendations

The review team validate the following:

- The unification of the student services team in a central hub has strengthened the college's ability to link high quality and interconnected pastoral care resources and personnel with the needs of students.
- Efforts to live and breathe the young adult ethos of the college are represented in the partnered approaches to a restorative and supportive system of behaviour and incident management.
- Students undertaking studies in the Big Picture Academy are afforded the flexibility to broaden their learning program through standalone VET¹, SCSA² General and ATAR³ subjects.
- The sense of belonging for students in their college is encouraged and rapidly established through clubs of interest, student-run events and regular opportunities to support local charity and not-for-profit organisations.
- Weekly advocacy classes, timetabled college-wide and featuring the Passport to Success micro-credential program, are an extra-curricular opportunity for students to connect with staff and partner in improving their attendance and outcomes.

Recommendations

The review team support the following:

- Support the implementation of the Respectful Relationships program through its next phase, encompassing cultural diversity to support the building and maintenance of levels of student resilience and positive wellbeing.
- Embed the student clubs and events which have emerged as key features of the college over the past 2 years and continue to promote student voice, enterprise and agency through these channels.

Leadership

The college seeks to enrol the whole family, not just the student, and this premise guides the establishment of strong early relationships and access to college leaders for all learners at point of entry to their studies.

Commendations

The review team validate the following:

- The comprehensive Monitoring Tool, with data gathered and analysed by staff throughout the college, guides self-assessment of the extent to which business plan priorities are being pursued and targets achieved, particularly in levels of student and community satisfaction.
- Staff receive professional learning and maintain currency in qualifications, enabling them to teach the suite of offered curricula. A formalised performance development process supports staff to grow professionally.
- Support for aspirant leaders is provided in the form of opportunities to undertake acting leadership and higher duties roles and professional learning to develop their leadership capabilities.
- Deft management of role descriptions and personnel allow the college to ensure the needs of each student is a focus of leaders. The college regularly reviews and changes roles, as determined by student need.
- Strategic plans are known by staff, and leaders deliver consistent messaging in demonstrating the connections between key strategies and priorities. A strong alignment with the Department's Quality Teaching Strategy and other systemic plans is evident.
- A rigorous whole-college process of syllabus delivery audit facilitates the annual peer review of plans and assessment schedules for all courses and qualifications, ensuring currency with SCSA requirements.

Recommendations

The review team support the following:

- Continue to develop the mentoring program designed to support staff in pursuit of their career goals, aligned with the Western Australian Future Leaders Framework.
- Pursue the plan to establish the college's place of learning and reflection through an Aboriginal cultural learning centre, encompassing consultation with the community and the Harmony Across Borders strategy.

Use of resources

Experienced leaders and financial management staff provide transparent management of the college's resources and funds, supported by the college's Infrastructure Committee and highly qualified College Board.

Commendations

The review team validate the following:

- The college's Infrastructure Committee encompasses the roles of finance, grounds and ICT⁴ committees, reflecting and taking ownership of the common agenda items.
- Extra staffing resources are allocated to support areas of student need, including the learning support role, support for Aboriginal students and those learning with English as an Additional Language or Dialect (EAL/D).
- Through the redefinition of roles, the college has been able to impactfully engage its highly capable allied professional workforce to maximise the time that teachers are able to spend in the classroom.
- Cost centre managers undertake training in their roles, guided by a financial management handbook that outlines their responsibilities in the expenditure of public funds.
- The relational approach between staff and families, and connections maintained across the spectrum of the college by staff, are credited as key influencers of the strong collection rate for contributions and charges.
- Board advocacy for the school at community and government level, and the resourcefulness of staff, ensures that grants and donations are secured to support students, including through the provision of ICT devices. The Board regularly expresses gratitude to the staff who maintain the college's infrastructure.

Recommendation

The review team support the following:

- Through professional learning, build the capacity of the aspirant manager corporate services to provide an avenue to succession for the college in this key resourcing role.

Teaching quality

Originating from voluntary collegial 'Try it Out Tuesday' meetings, the college's Teaching Quality Framework has evolved to become a focus for school-wide professional learning, with the extensive buy-in of teaching staff.

Commendations

The review team validate the following:

- Feedback is provided by students to staff on the impact of their teaching through the CCQ, conducted near the beginning and end of each year. Feedback on observations of teaching is provided by teacher coaches. Teachers set goals with coaches for improving practice, such as incorporating gradual release.
- Consistent instructive approaches, such as templates for tasks and sentence structure frameworks, have supported the college-wide learning of students with EAL/D.
- Staff are provided guidance and advice when differentiating the curriculum for their students through support provided by teacher coaches and the learning support coordinator.
- There is a requirement for all staff teaching Year 12 ATAR courses to form moderation partnerships with teachers in other schools, ensuring alignment between teacher judgements and SCSA standards. Task mark analysis and reflection on student achievement data are incorporated in the syllabus delivery audit.
- Ongoing reporting and discourse of student achievement and progress with families occurs through regular WACE⁵ component tracking and twice yearly scheduled traditional parent reporting interview evenings.

Recommendations

The review team support the following:

- Maintain a focus, through regular moderation, on bridging the gap in teacher judgements for externally set tasks and the like school performance of students in Year 12 ATAR courses.
- Encourage staff collaboration with the newly appointed teaching coach to improve instruction for EAL/D students in mainstream classrooms.

Student achievement and progress

The academic and wellbeing profiling of students by staff on transition establishes a foundation for success in their learning pathways. This extends to mutually sought check-ins on their progress after graduation. Frequent cases of student success post-school are powerful indicators of the ongoing investment of college staff.

Commendations

The review team validate the following:

- The transition of students to the unique senior years only campus is driven by information gathered from the Online Student Information system, past school reports, the input of families and past teachers.
- Enrolment interviews serve to pinpoint the aspirations of students, allowing staff to carefully plan and backward map the pathways and academic indicators that will need to be set to achieve those aspirations.
- Level 3 Program Coordinators track the progress of students in achieving their WACE. They additionally facilitate, and quality assure the annual whole-staff peer syllabus delivery audit.
- The learning support coordinator develops Individual Classroom Adjustment Plans for students through partnerships with families, students, staff in former schools and allied health and therapy providers.
- Big Picture Academy staff collect and report the anecdotal student outcomes of participants in the program as they transition to further study or employment, maintaining ongoing contact with families and alumni.
- There are high levels of parent satisfaction in students' outcomes across the range of mainstream, traditional and alternative pathways offered by the college.

Recommendations

The review team support the following:

- Continue to pursue the college's aspirational goal of achieving a 90 per cent student OLNA⁶ qualification rate.
- Continue to align course offerings with the state priority skills list, drawing further links between plans for student success and the aspirations of students, to connect them to fulfilling careers.

Reviewers	
Rohan Smith Director, Public School Review	Rodney Rykers Principal, Manea Senior College Peer Reviewer

Endorsement

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 to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 School Curriculum and Standards Authority
- 3 Australian Tertiary Admission Rank
- 4 Information and communications technology
- 5 Western Australian Certificate of Education
- 6 Online Literacy and Numeracy Assessment