



2024 ANNUAL REPORT



Moort Koorliny Quarnt Kaatidjin

Families coming together in the place of learning

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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PRINCIPAL'S WELCOME



Sevenoaks' founding features: Find Your Future, a Young Adult Ethos and the Advocacy Support Program all continue to support our students with their journey through senior schooling.

As time has progressed, another standout feature which has emerged is our cultural diversity. We are represented by over 60 nationalities whilst 10% of our student population is Indigenous. We celebrate our cultural diversity on our annual Harmony Day through traditional cultural dress, food, song and dance.

Our focus on cultural diversity was rewarded as a finalist in the WA Department of Education Awards for Excellence in Cultural Responsiveness, a testament to our culturally safe learning environment that our students enjoy every day. We are very proud of this achievement.

Our motto, Find Your Future, reflects our vision for Sevenoaks' students. The pathways we offer draw students to a learning environment which supports their future careers, including Certificate courses across a range of industries. University pathways include ATAR, Curtin UniReady and Certificate IV Nursing. Our re-engagement program, Big Picture has provided individualised pathway planning for students including integrating into some mainstream courses.

Our Work Integrated Learning model continues to bridge the gap between theoretical knowledge and practical application. It has allowed our students to gain authentic learning experiences related to their future careers. This has taken the form of work placements, industry visits, school-based traineeships and apprenticeships.

We are immensely proud of our established partnerships. The Australian Medical Association now deliver Certificates to our students on site including Community Health and Wellbeing, Allied Health Assistance and Certificate IV in Preparation for Health and Nursing Studies.

Our Young Adult Ethos is about supporting our students from adolescence to young adulthood through our advocacy program. Our Respectful Relationships program has had a positive impact being led by our dynamic Student Services team. Our students have responded positively and contribute much to the positive learning environment that has been established at Sevenoaks.

We are proud to congratulate Helena Nguyen, Max McMillan and Joanna Kuo who all received Schools Curriculum and Standards Authority Certificates of Merit for their performances in their studies.

I congratulate the Student Guild for their contribution to Sevenoaks who have been well led by our Co-Captains Aprile Narrier and Alina Hussain. Our guild has ensured that everyone belongs at Sevenoaks.

I also thank our leaders, teachers and the support staff who work together to make Sevenoaks the best place for learning it can be.

Finally, our College Board, led by Dr Marnie O'Neill have supported and guided the College vision ensuring that Sevenoaks's students, get the best opportunities possible for their future.

Dr Karen Read AM
Principal

BOARD CHAIR'S ADDRESS

Sevenoaks Senior College was established in 2000 with a specific mission in technical and enterprise education. The inaugural Board's commitment to that mission, together with a vision for the Young Adult Ethos provided the impetus for the multitude of partnerships in which the College has been able to engage that provide the diverse opportunities for students to find their futures at Sevenoaks and beyond.

The enduring standout success has been the Polly Farmer Follow the Dream program which for over 20 years has supported 1,000 young Aboriginal students to complete their programs at Sevenoaks and pursue pathways beyond the College, resulting in many "first of..." outcomes. The Reconciliation Action Plan (RAP) partnership with BG&E has provided scholarship support, particularly for students engaging in STEM. Most recently, Holcim Australia have also formed a RAP partnership with Sevenoaks.

Our Technical Education Consortium continues to offer support and recently offered a model for the development of the new Community Health Education Support Consortium (CHES) which is already offering training pathways for students in Community Health.

Partnerships of these kinds are instrumental in supporting our students, but what has become increasingly evident is the value of the Young Adult Ethos in facilitating student initiatives: City of Canning Youth Grant for Back on the Rack initiative, Back on the Rack support for the Muslim Women's Support Centre, Harmony Across Borders pop-up stall, Sevenoaks Got Talent support for Sam's Spares (nonprofit organisation refurbishing donated IT equipment for donation back to the community); Sevenoaks' Big Picture project developing "Communicards" offering nonverbal communication support to students who may have difficulty expressing themselves verbally; and the ongoing commitment to Q-mmunity.

My admiration for initiatives of these kinds is their focus on community engagement, offering support and service to others, which to me suggests that the concept of responsible citizenship is alive and well among Sevenoaks students. Individual initiative is also exemplified by the number of students who have successfully organised their own workplace experiences, speaking to their confidence as they transition from Sevenoaks to further study and employment.

The Board has had the opportunity to meet with and hear from some of the outstanding members of the College, but we are also kept up to date through the Newsletters and Feel-Good Friday, which keep Board members connected with the achievements of College students and projects. We are confident that thanks to students' resilience, confidence and competence, they will meet the challenges that they encounter in an ever-changing world and contribute to making it a better place.



Dr Marnie O'Neill
Board Chair



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 for their future with an extensive range of pathway options including university, training and employment. This flexibility attracted students from across the metropolitan area from both public (17) and private (8) schools with our major feeder school, Cannington Community College (47%), Yule Brook College (5%) comprising approximately 52% of these enrolments. An interesting development is the increase in overseas students (19) comprising 7% of the student population.

Cultural diversity is a unique characteristic of our College. Our total enrolment in 2024 was 456 which included 47 Aboriginal students. We currently have students represented from 60 cultural backgrounds (see map below), many who were born here however, there are 59 different languages spoken at home where the first language at home is not English.

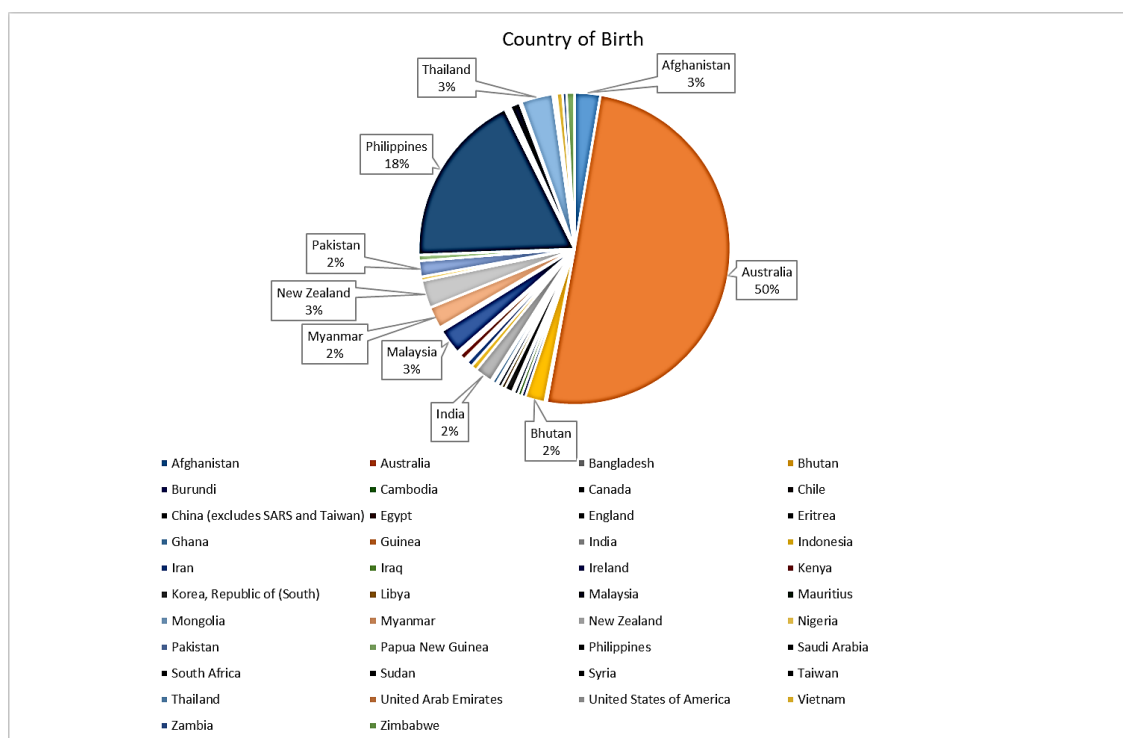


Chart 1: Student Country of Birth - 2024 Cohort

Our staffing profile includes 33 teachers alongside 23 allied professionals including 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, five 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, Deadly Sista Girlz and BG&E.

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.

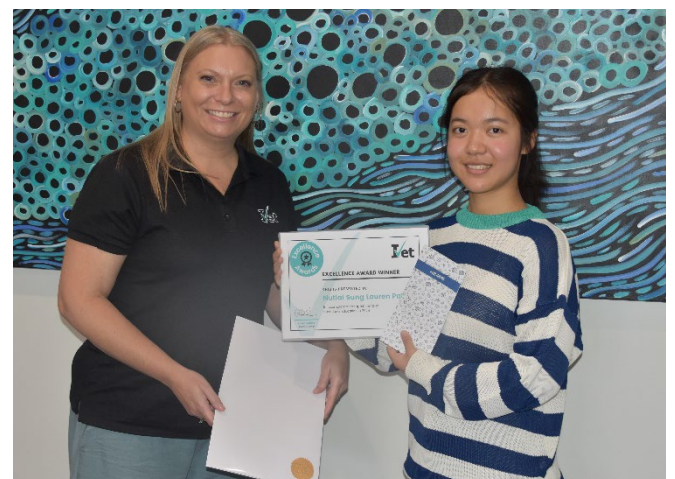
Our secondary measure of success is that we have value-added to individual student achievement from enrolment to exit. Hence, we will monitor individual student performance data for incremental improvement across their two years with us which will include: OLN, attendance, grade point average, pathway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



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) <i>All scales currently at or above 3.7</i>	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) <i>Attendance was at 78% aligned to 'like schools' (81.7%)</i>	Working towards
	TEACHING QUALITY	
3	Progress our classroom learning environment scales to an overall average above 4.0*. (NSIP – CCQ) <i>Scale score averages at 4.1.</i>	Achieved
	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/or an ATAR greater than 55 to 70%. (Year 12 Course Report, SAIS) <i>Currently at 91% up from 59% in 2023.</i>	Achieved
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) <i>Current achievement at 74%. WACE Eligible</i>	Working towards
	RELATIONSHIPS AND PARTNERSHIPS	
5	Broaden the industry consortium model to support the implementation of student pathways into specific industry areas.	Achieved
	LEADERSHIP	
6	Monitor College culture, staff wellbeing, satisfaction and efficacy to maintain an average of 4.0* across the scales. (NSIP – SOCS). <i>Currently at 4.0 up from 3.8 in 2023.</i>	Achieved
7	Focus on continuing to develop culturally responsive learning programs.	Making excellent progress

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

Our teachers and our learning environment have a positive impact on our students as they progress their education.

Studying at Sevenoaks is something you would look forward to everyday, you always learn something new each day and the teachers will always guide you and assist you whenever you are struggling and they help you achieve your goals and push your capabilities. The students are all easy going and it was easy to create new friends and maintain friendships. There are always many college events to look forward to and the staff would always provide you valuable resources to help you achieve your goal after high school (Year 12, General)

2024 Year 12 Award Recipients

Dux (Top ATAR)

Max McMillan

Outstanding Achievement (Top General/VET)

Anouk Hales

Cultural Navigator Award

Aprile Narrier

Positive Image Award

Alina Hussain & Jed Francis Samson

Citizenship Award

Emily Dutton & Navjot Kaur

Ampol Best All Rounder

Andrey Festin

BG&E Aboriginal Achievement Award

Ciennah Nestoridis

Cummins Trade Training Centre VET Award

Patrick Musonda

AMA Allied Health Award

Mary Aramruang

Big Picture Academy Award

Jayden Hansen & Seven Hassall

Kertisha Derschaw Sports Award

Gaurav Sharma

ADF Long Tan Award

Zane Daniels

ADF Future Innovators Award

Shadi Akle

Curtin Principal's Recommendation Awards

Chelsea Calzado & Ha An (Helena) Nguyen

Wayne Lyon Scholarship *Autumn Tsogtbaatar*

Jordan Thorsager Scholarships *Joanna Kuo & Navjot Kaur*

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 (3.7). Consistent with previous years, the data indicates a positive climate for students to undertake their learning.

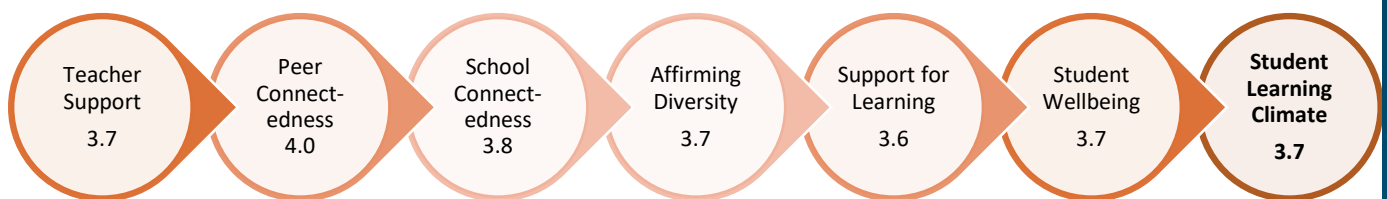


Figure 1: NSIP - What's happening in this School (Curtin University) - based on a scale from one (low) to five (high)

The positive learning environment was supported by student comments:

The community here is very inclusive and helps everyone achieve their goals. All the teachers are very nice and always willing to help. There are also many fun activities around the college that helps everyone connect with each other and create more memorable moments throughout the last few years of school (Year 12, ATAR)

Sevenoaks SC is a great place to learn and participate in different clubs and communities. The school offers lots of great opportunities for students to learn and explore while having fun (Year 12, General)

Co-Captain
Alina Hussain



2024 Student Guild



Co-Captain
Aprile Narrier



1.2 Student Academic Engagement

The extent to which students engaged with their pathways is indicated in the diagram below. Overall, engagement of both cohorts is positive, whilst the pathway scores are all exceeding our target of 3.5.



Figure 2: Motivation and Engagement of students (Curtin) - based on a scale from one (low) to five (high)

Our students have reflected on their engagement with their pathway:

As an ATAR student, the content is very difficult but support from teachers is always helpful in understanding the content and progressing in class (Year 12, ATAR)

If I were to describe Sevenoaks Senior College to someone who doesn't know it, I'd say it's a place that really focuses on creating a supportive and flexible learning environment. The school offers a lot of opportunities for students to explore different pathways, whether they're interested in Uni, TAFE or going straight into the workforce. The teachers are friendly and want you to do well. You are encouraged to take charge of your learning, and there's a strong sense of community among students (Year 12, General)



1.3 Connecting and Belonging

The social connectedness outcomes indicate support for students and their sense of belonging to the College. The scores are above our target and reflect positive outcomes across all pathways.

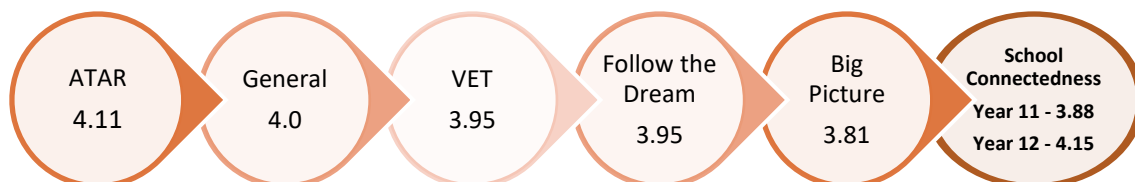


Figure 3: School Connectedness (Curtin) - based on a scale from one (low) to five (high)

To support our efforts in achieving a positive social environment, we continued to expand our students' engagement 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.

Student voice continued to be strong as students created an amazing social environment, led by our student guild. Our cultural and social diversity continued to be supported through: Harmony Across Borders and Q-mmunity.

This was highlighted by one of our students:

Life at Sevenoaks Senior College is like a vibrant tapestry of experience where you can immerse yourself in a diverse community of students and teachers. It's a place where we can explore our interests, engage in clubs and committees. It offers a supportive environment that encourages personal growth, academic excellence, and the opportunity to participate in various activities that shape our high school journey. It's a memorable and enriching experience (Year 12, Nursing)

Other student comments highlight the connecting and belonging:

I would say it is a community with open arms and ears to help you achieve your dreams, enjoy school and feel welcomed. The teachers are respectful and value us students (Year 12, General)

I can say that my life as an international student at Sevenoaks Senior College was incredibly fun and exciting. It was a bit challenging for me during my first few weeks, because I just moved, but I was so amazed that the school staff were accommodating and helped me a lot especially my advocacy teacher. My school friends and classmates had a huge impact as well. I had a really fun and great experience at SSC (Year 12, ATAR)



1.4 Attendance

Our research conducted through ECU have historically indicated a number of reasons for student non-attendance which included tiredness as a major factor, transportation issues, life management, and self-motivation as key reasons why students missed classes. This long-term research has provided evidence to support our strategies.

The following data is for all students enrolled at Sevenoaks, not just WACE eligible students which results in lower than expected attendance data.

Our target to move attendance towards 85% is making slow progress (78% in 2024) whilst we are aligned to 'like schools' (81.7%). Our Aboriginal attendance (65%) is similarly aligned to 'like schools' (67%).

Rewards and excursions for students maintaining attendance above 90% (regular attendance standard) was a good motivator which resulted in 201 (44%) of students achieving this standard compared to 40.2% against 'like schools'.

Students' social experiences are noted in the following comments:

My highlights throughout my time in Sevenoaks are all the times I made new friends and connect with teachers, especially the fun events this school offers such as the talent show, harmony day, the graduation, ball and many more (Year 12, ATAR)

The Ball was amazing. Tearing up the dancefloor, taking heaps of photos, eating great food and having an amazing night with my friends, I'll never forget it (Year 12, General)

I really loved Harmony Day because it was so cool and interesting to be able to share my culture with the school and being able to learn about everyone else's culture too (Year 12, General)



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. Most indicators are now at or above 4.0, with the exception being involvement (3.92) and relevance (3.73).

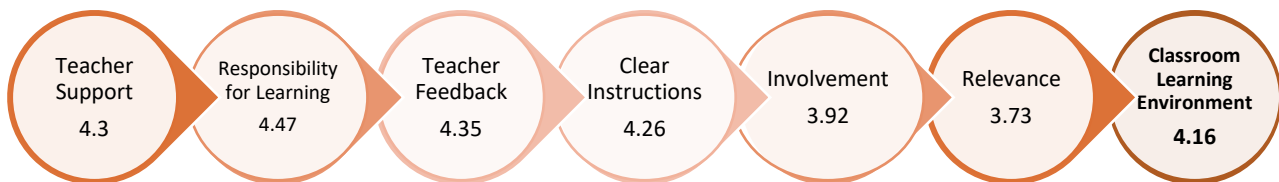


Figure 4: Classroom Learning Environment (NSIP, CCQ) - based on a scale from one (low) to five (high)

The responses were also supported by student voice from an internal student survey:

Studying at Sevenoaks is something you would look forward to everyday, you always learn something new each day and the teachers will always guide you and assist you whenever you are struggling and they help you achieve your goals and push your capabilities (Year 12, General).

Life at Sevenoaks Senior College to learn, is very flexible with time. It portrays an idea of young adult ethos, which allows you to practice and prepares you to get into adult hood (Year 12 VET)



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 of motivation and engagement.



Figure 5: Motivation and Engagement (NSIP, CCQ) - based on a scale from one (low) to five (high)

There were a range of responses from students balanced across their own motivation to do well and the impact of the well-established learning environment.

The highlights at SSC for me would be the timetables being really flexible giving me more time to be able to get things done. As well as the teachers treating us like adults instead of kids (Year 12, General)

Life at Sevenoaks has been amazing due to their different schooling approach. The teachers treat students with a young adult ethos, meaning placing more independence on us. This is reflected in the teaching styles where you are responsible for work, flexible starting times, and the ability to journey down different career trajectories (Year 12, Nursing)

Sevenoaks Senior College is a dynamic environment where students are given the tools and support they need to succeed. They offer variety of subjects that you can choose from. It's a place where you are treated as an adult and with respect. Sevenoaks prepares you for whatever comes next in the future (Year 12, General)



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. Polly Farmer's Follow the Dream program has had the greatest impact.

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



Figure 6: Future Preparedness (Curtin) - based on a scale from one (low) to five (high)

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

Throughout the past 2 years at Sevenoaks at first I wanted to pursue something in the pharmaceutical area but recognising the impact by being around children opened my view in wanting to assist young children in disability or children in general in the education department (Year 12, General).

My time at the Cahoot (an NDIS provider for people with disabilities) opened my eyes to the impact I can have in this field. It helped me see the value of working with individuals with diverse needs and inspired me to explore career opportunities in this area (Year 12, General).

My workplace experience at the pharmacy inspired me to pursue a career in the pharmaceutical field. It provided me with valuable insights into the industry and also made me thinking to want to look for job in this area (Year 12, General)

Our introduction of Passport to Success, Curtin UniReady, and Certificate level courses in Health and Nursing, 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. The data reflects the graduating cohort of 2023 and is reported back to the College when collated, hence it is only available for reporting in the following year.

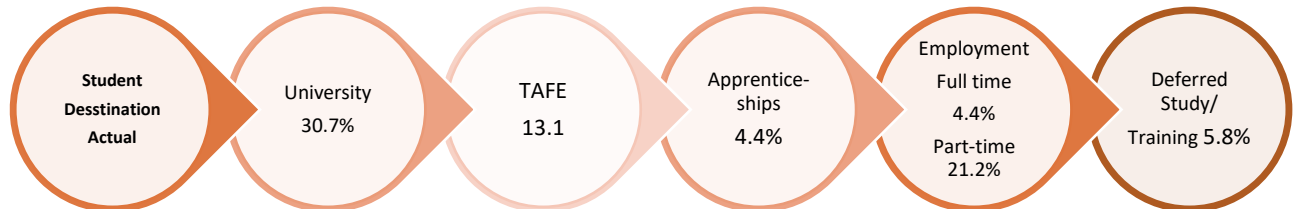


Figure 7: Destination data of 2023 cohort

There were 201 students in the 2023 graduating Year 12 cohort of which 140 (70%) students responded to the 2023 survey as to their destination. University and TAFE/Training pathways are prominent.



3.3 Western Australian Certificate of Education (WACE)

During 2024 there were 181 Year 12 students who participated in WACE programs with 128 (71%) achieving a WACE. The range of courses and outcomes are highlighted in the following graphs and tables.

3.3 (i) WACE Achievement, ATAR and Training performance

In 2024, 15 (7%) Year 12 students participated in the WACE examinations and achieved an ATAR. Our *relative performance* when compared with other senior colleges is within the Department's *expected range*.

The introduction of Curtin UniReady provided students (18) with another opportunity to select a university pathway. There were 18 students enrolled in Curtin UniReady of which 14 (78%) achieved the standard with three other students enrolled in University Enabling courses in 2025.

All Year 11 and 12 ATAR students participated in a Pathways to University program, one hour per week, to support them with their journey towards university. Additional support was provided for all ATAR students through specialised tutors

Our Dux, Max McMillan achieved an outstanding ATAR of 95.3 whilst three other students achieved an ATAR above 90.

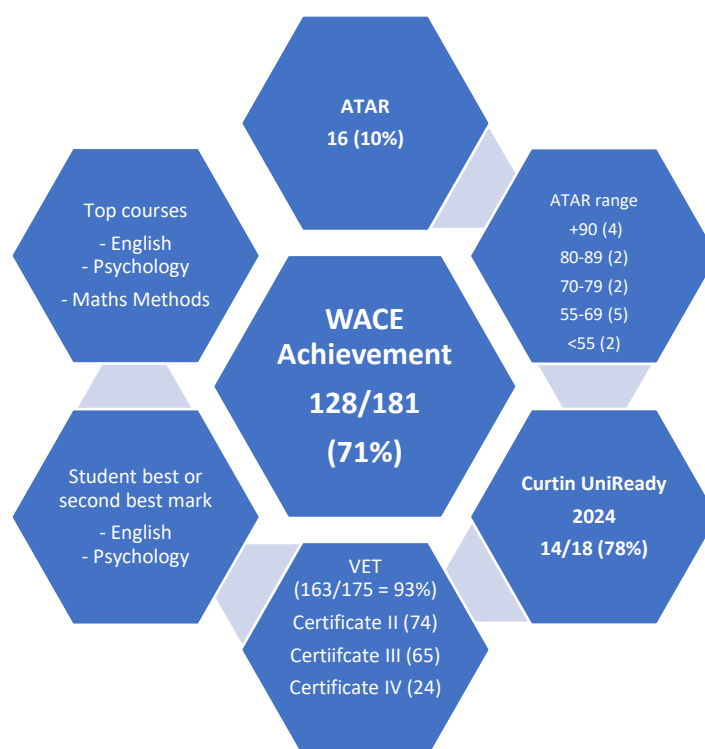


Figure 8: WACE Achievement, ATAR Performance and Certificate Completion

Students who were in a training pathway achieved excellent results with 163/175 (93%) attaining a qualification above Certificate II and a significant development with achievement standards of Certificate III (37%) and Certificate IV (14%).

Overall, the number of students who achieved an ATAR >55 13/15 or a Certificate II of WACE eligible was 147 (91%), an improvement of 32% from 2023 due to expansion of Certificate courses into 2024.

3.3 (ii) Year 12 General and ATAR course performance

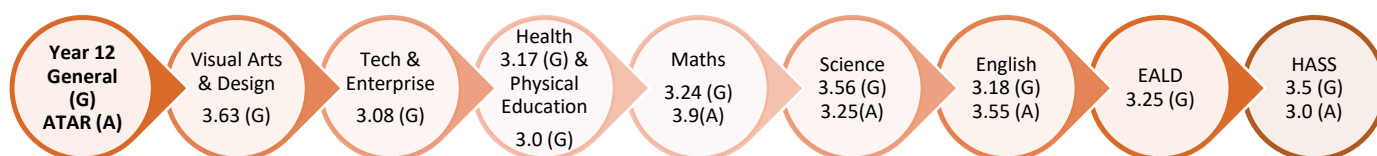


Figure 9: Year 12 Grade Average of General (G) and ATAR (A) courses

The learning area grade average is determined by a scale up to five; a C grade would be valued at 3.0. 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.

Nutial Sung Lauren Palsuk was the recipient of the IVET National Excellence Award for her performance in the Certificate II Workplace Skills. The following VET achievements are noted for 2024. Our Trade Training students continue to have successful outcomes with eight students achieving an apprenticeship.

Certificate II Achievement 96/118 students (81%) •Certificate II •Baking (1/1) •Community Services (7/7) •Music (8/9) •Skills for Work and Vocational Pathways (9/10) •General Education for Adults (13/18) •Health Support Services (13/14) •Hospitality (7/15) •Sampling and Measurement (0/2) •Workplace Skills (38/42) •Partial Certificate II •Health Support Services (20)	Certificate III Achievement 67/75 (89%) •Certificate III •Allied Health Assistant (17/19) •Aviation (20/21) •Business (23/24) •Construction (1/1) •General Education for Adults (3/6) •Information and Technology (0/1) •HLT36015 Cert III in Population Health (1/1) •CHC30221 Cert III School Based Education (1/1) •SIT30122 Certificate III in Tourism (1/1)	Certificate IV Achievement 25/25 (100%) •Certificate IV •Preparation for Health and Nursing (25/25)
Trade Training Centre Certificate II & Apprenticeships •AUR20720 Cert II in Automotive Vocational Preparation (17/19) •MEM20413 Cert II Engineering Pathways (12/15) •7 Engineering Apprenticeships •1 Automotive Apprenticeship	Workplace Learning Achievement 132 students •4 units (38) •3 units (18) •2 units (31) •1 unit (24) •Not completed (21)	School Based Traineeships Achievement 1/2 students (50%) •Automotive Servicing (0/1) •Construction (1/1)

3.5 Big Picture Academy

The Big Picture Academy is a two-year program for students 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.

Big Picture built on successes of 2023 with a record number of students completing certificates, work placement and ADWPL. Every student enrolled in the Academy completed at least one formal qualification. A highlight was the number of students who chose mainstream SCSA courses as a part of their individualised pathways. The following graphic and student quotes outline the achievements of the students.

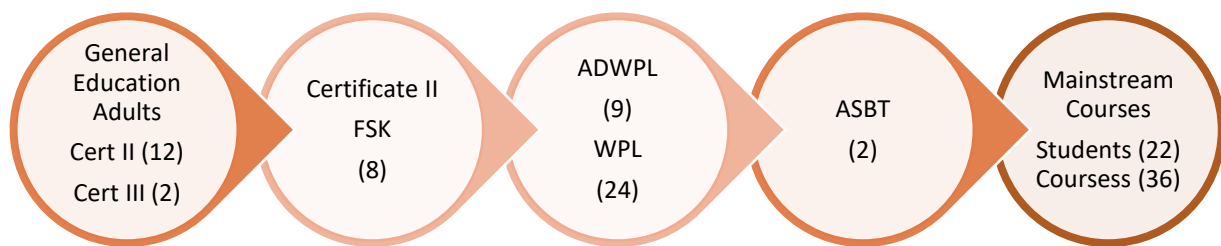


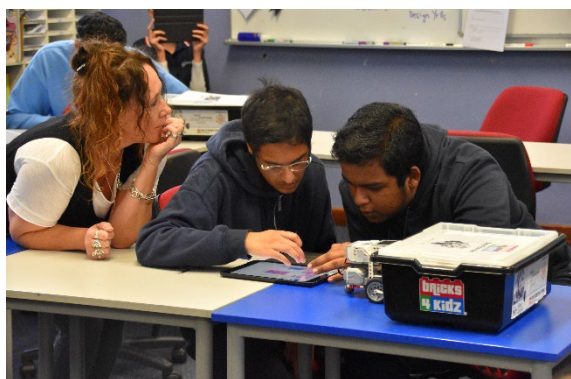
Figure 10: Year 12 Big Picture Academy Outcomes in 2024

Big Picture is a place to feel safe and succeed with ease and no stress. The teachers are nice and helpful and are willing to help you create your portfolio and many types of Certificate qualifications (Year 12, Big Picture Academy)

It's a program that goes beyond textbooks, where real world connections, creative thinking, and hands on learning prepare you for success (Year 11, Big Picture Academy)

Here in Big Picture, you're pushed to do your best with the help of as much support as you need. My teachers are so caring and understanding. Sevenoaks Senior College is definitely the best school I've been to due to how much they care about students' health and success (Year 12, Big Picture Academy)

Student scaled score for ‘feeling prepared to leave school’ for Big Picture students was 3.63 which is an excellent outcome for the program. The program is meeting the re-engagement needs of students as they move back into education whilst also supporting students with an alternative learning pathway.





3.6 OLN A Support

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

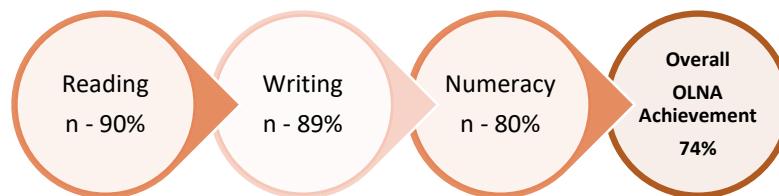


Figure 12: OLN A Achievement for WACE eligible students

We currently have 64 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. The chart below highlights these languages.

The introduction of EALD classes for has also supported student achievement of OLN A yet achieving the OLN A standard, continues to remain a challenge.

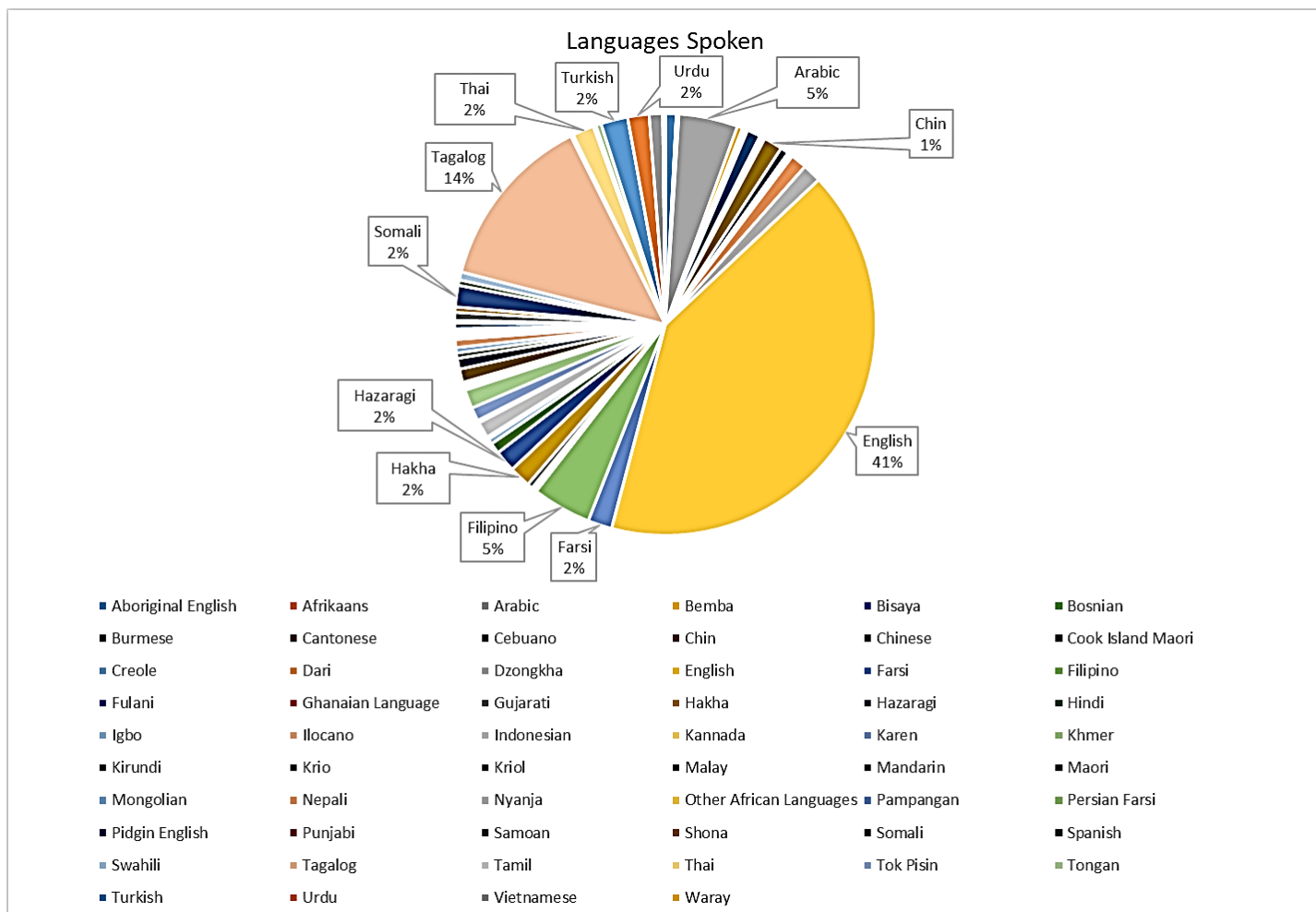


Chart 2: First Languages of the 2024 Cohort

Impact of OLNA on WACE achievement standards

The OLNA has had a negative impact on the 2024 College WACE achievement rate which was 71% (128 students). There were 181 WACE eligible students of which 54 did not achieve a WACE. Of these 54 students, 42 would have achieved a WACE had it not been for the OLNA standard. The WACE achievement standard would have lifted to 94%.



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

(i) Polly Farmer Follow the Dream

In 2024, Follow the Dream continued to provide Aboriginal and Torres Strait Islander students at Sevenoaks Senior College with the academic and cultural support needed to achieve success. Celebrating 20 years of impact, the program maintained its strong focus on high expectations, mentorship, and community engagement.

This year, students excelled in both academics and leadership, with many participating in excursions, camps, and cultural events that enriched their learning. A total of 18 students were enrolled in Year 12 with 12 students being WACE Eligible of which 6/12 (50%) attained a WACE. Six students were enrolled in Big Picture and were not eligible for a WACE however all achieved a Certificate II in an industry which provides opportunity for further training at TAFE.

Notable achievements include students securing university and TAFE placements, scholarships and employment. The dedication of staff, tutors, and community partners ensured that every student had the support they needed to thrive. Students comment positively about their experiences:

Follow the Dream has had a major role in guiding me towards my future. From Jennet to guest speakers and receiving academic support from tutors, it has transformed the way I approach learning. Additionally, the program fosters an inclusive environment where all Aboriginal students feel valued, supported, and empowered to succeed (Year 12, General)

Follow The Dream not only helped me gain entry into university to pursue a degree I was truly passionate about but also provided unwavering guidance and encouragement from both staff and students every step of the way. In the end, the only real barrier to achieving greatness is yourself and the choices you make along the way (Year 12, Nursing)

(ii) BG&E

In 2024, our partnership with BG&E continued to provide invaluable support to Follow the Dream students. Their scholarships and mentoring opportunities have helped students pursue their academic and career goals, particularly in STEM fields. The recipients of the 2024 scholarships were Beau Yarran (Year 11) and Shane Cole (Year 12). The Aboriginal Achievement Award went to Ciannah Nestoridis, whose pathway was Nursing.

We are grateful for their commitment to empowering the next generation of Aboriginal leaders. Currently our Sevenoaks Alumni, Aaliyah Nestoridis, is employed by BG&E.

(iii) Deadly Sista Girlz

Our female Aboriginal students are supported with their social engagement with schooling and associated developmental needs ensuring they 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 the Certificate II in Health and Certificate II in Community Services. This was very successful in 2023, significantly increasing the number of industry placements and partner employers to enhance student's on-the-job learning experiences and give real life work-based reinforcement of their learning.

Industry Consortia

Our TEC Consortium continues to be a valued partner in defining career opportunities linked to STEM. The consortium has been instrumental in offering our students pathways, including apprenticeships into the STEM industry.

During 2023 we commenced the process of establishing a Health and Community consortium with the Australian Medical Association (AMA) being a key stakeholder. Throughout 2024 we have brought together a consortium of health providers to support us with our quest to deliver more Certificates in this key industry area. Our TEC consortium introduced the Health Consortium to their practices which has had enormous benefits for our students' creating pathways into the industry for the future.

University Partnerships

The Curtin UniReady program is now well established, and applications are exceeding places in the program. Criteria were set to enable students to move into a university pathway in Year 12 who may not have done so in Year 11.

We continue our valuable research with Curtin University and will reengage ECU in 2025.

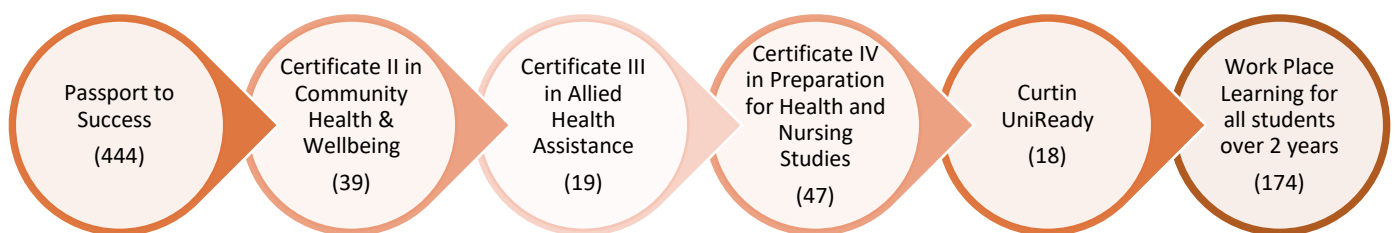


Figure 13: Pathway Development of overall 2024 cohort



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.

We were a finalist in the WA Department of Education Cultural Responsiveness Awards.

5.2 Professional Learning Community

Our professional learning community was engaged with learnings across all five College priorities. We continued a focus on data analysis and individual action research into the classroom alongside learning area action research.

Student Achievement and Progress	Teaching Quality	Learning Environment	Leadership	Relationships and Partnerships
• Data analysis • Task Mark • OLNA • EST • Consensus Moderation • Disciplined Dialogue	• Teaching Quality Instructional Practices • EALD strategies • Classroom and Learning Area Action Research • AI, One Note, Vivi	• Respectful Relationships • First Aid Training (20) • Berry St Model (2)	• Cultural Awareness • Higher duty opportunities	• Teacher Industry Placement • Industry Tour - Qantas • TAFE overview • Certificate IV upgrades • New Certificate qualifications (3)

5.3 Emerging Leaders

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

In 2024 several staff took up leadership opportunities when these were presented to them including: Teacher Coach (1), Student Support Coordinators (Year 11 and 12), acting higher duties (3) and Passport to Success Coordinator (1).

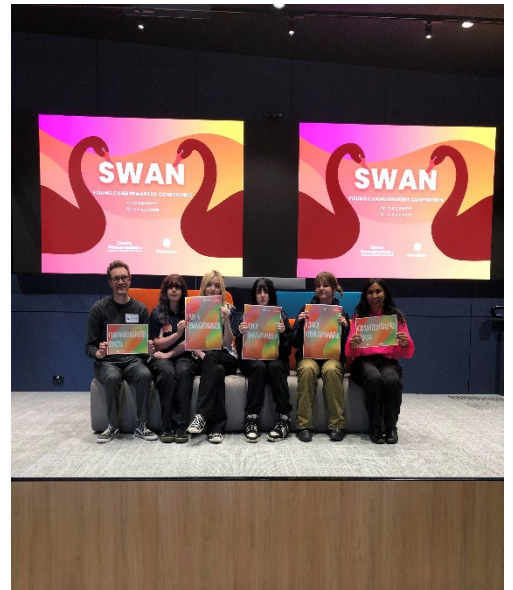
5.4 Improvement Drivers

Shared vision, leadership support, wellbeing and efficacy

The overall organisational climate is generally positive. Leadership support will always be a target for the leadership team. The 2023 indicators (bottom line) are consistent with 2024 (top line). The *shared vision* and *staff self-efficacy* continue as very positive indicators.



Figure 14: School Organisational Climate - based on a scale from one (low) to five (high)





6.0 Financial Summary

6.1 Finances

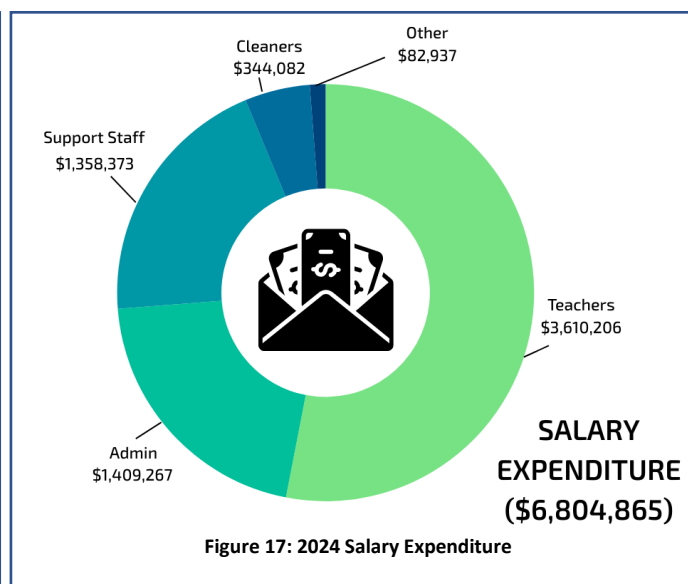
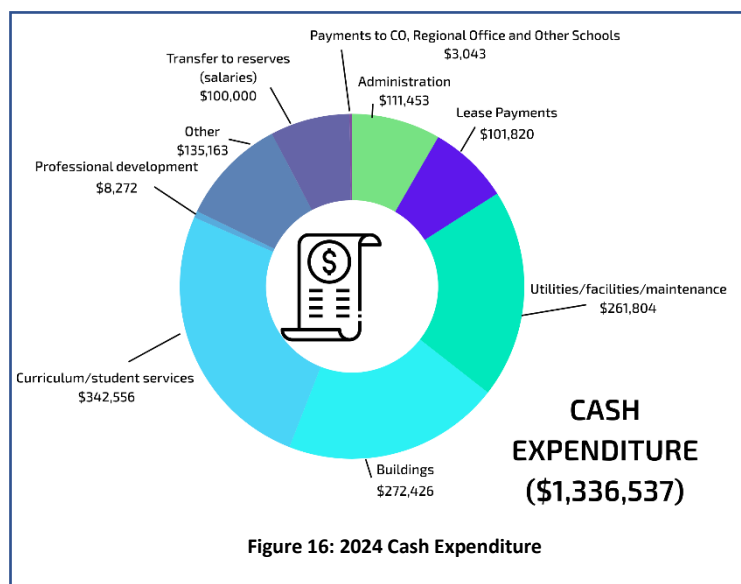
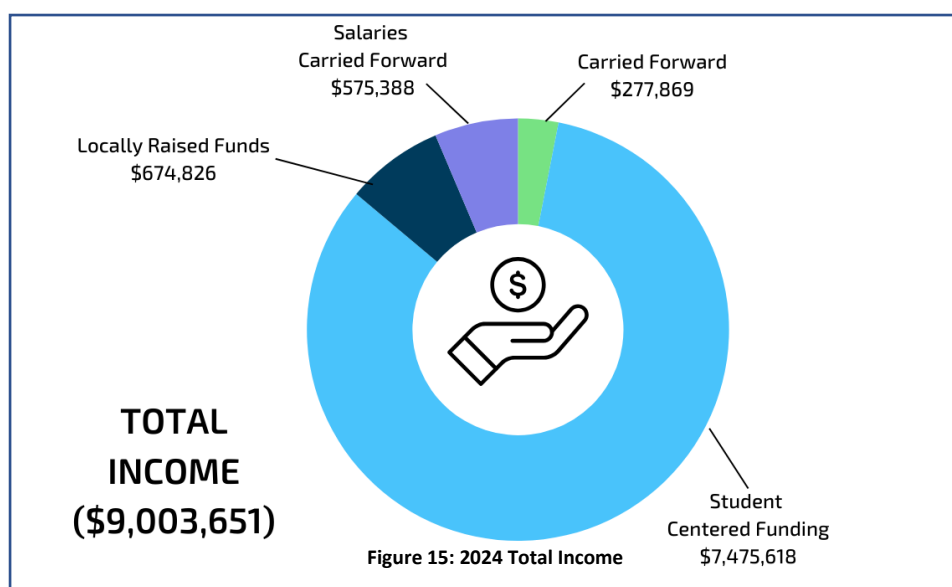
Our financial management systems continue to be refined and budget monitoring processes have continued to operate effectively. The college board approved charges, contributions and budgets. The school level finance committee provided on-going input to the financial processes.

Our final annual total income was \$9,003,651. which included our annual student-centred funding allocation of \$7,475,618.

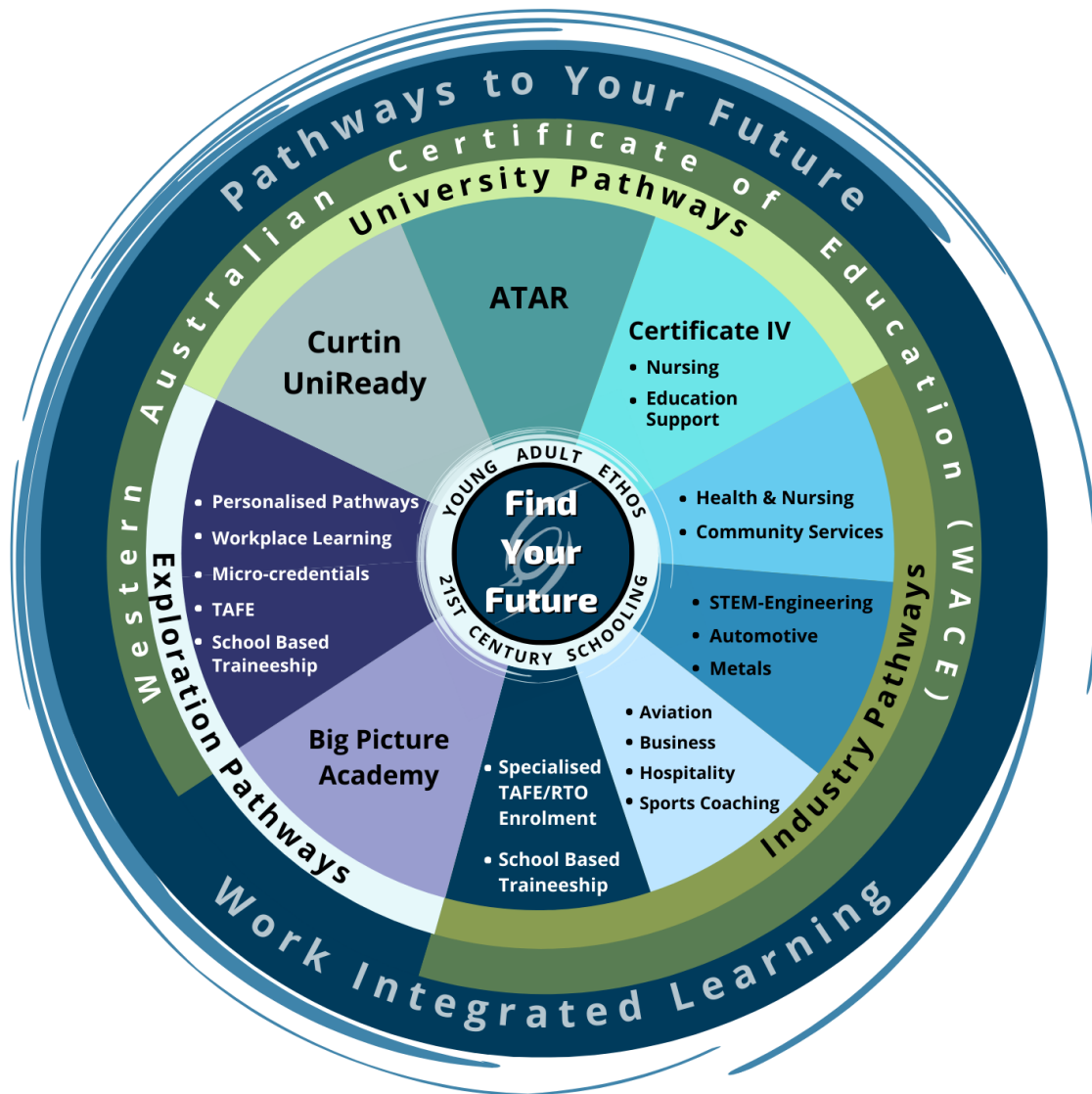
Our cash budget expended \$1,336,537 of \$1,475,854 with a variance of \$139,317. Student fee collection was 67%.

Our Salary budget was \$7,260,905 including carry forward (\$575,338). We expended \$6,804,865 with a variance of \$456,040. The under expenditure of salaries was due to the teacher shortage, unexpected staff leave and the ability to cover teaching staff with internal relief. The cash and salary expenditure are itemised below.

We secured additional funding (\$84,290) through application to a range of government and community organisations: Australian School Plus – Passport to Success \$30,000; Healthways \$5,000; Mental Health and Wellbeing \$29,290; and School Plus \$20,000.



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Thank you to our main TEC & CHES Consortium partners for your support in 2024



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