

**2025
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.

INDEX

Principal's Welcome	3
Board Chair's Address	4
Our Vision, Our Values, Our Priorities	5
The Sevenoaks Community	6
Measuring our Success	7
Improvement Targets – Seven at Sevenoaks	8
2025 Year 12 Award Recipients	9
1.0 Priority Learning Environment	10
1.1 Student Learning Climate	10
1.2 Student Academic Engagement	11
1.3 Connecting and Belonging	12
1.4 Attendance	13
2.0 Priority Teacher Quality	14
2.1 Classroom Learning Environment	14
2.2 Motivation and Engagement, Learning Goals and Self-Regulation	15
3.0 Priority Student Achievement and Progress	16
3.1 Find Your Future – Future Pathways	16
3.2 Student Destination Data	17
3.3 Western Australian Certificate of Education (WACE)	18
3.3 (i) WACE Achievement and ATAR course performance	18
3.3 (ii) Year 12 General and ATAR course performance	19
3.4 Vocational Education and Training (VET)	19
3.5 Big Picture Academy	20
3.6 OLNA Support	21
4.0 Priority Relationships & Partnerships	23
4.1 Aboriginal Support Programs	23
4.1 (i) Follow the Dream	23
4.1 (ii) BG&E	23
4.2 Industry Partnerships	24
5.0 Priority Leadership	25
5.1 Culturally Responsive	25
5.2 Professional Learning Community	25
5.3 Emerging Leaders	25
5.4 Improvement Drivers	25
6.0 Financial Summary	27
6.1 Finances	27



PRINCIPAL'S WELCOME

Sevenoaks Senior College continues to be an exemplar of senior schooling in WA. Our three core pillars, Find Your Future, Young Adult Ethos, and Advocacy Support Program continue to provide strong guidance for students during their senior schooling years.

During 2025, we celebrated key milestones, including the 21st year of the Polly Farmer Follow the Dream program and the opening of a unique Yarning Circle to honour culture, connection, and community.

A successful Public School Review affirmed our direction in the final year of our Business Plan. Over the four years we made solid progress against our goals through a committed approach by all staff to support every student in achieving their goals.

We maintained a welcoming and inclusive learning environment as we strengthened teaching quality aligned to our Teaching Quality Framework by supporting staff with targeted professional learning. We explicitly monitored student achievement standards as we raised student aspirations for success; family engagement in this process was productive. A highlight was a record seven Year 12 students receiving a SCSA award.

Our Work Integrated Learning model expanded career development opportunities for all students. Partnerships remained a significant strength, with our Technical Education Consortium, Community Health and Education Services Consortium, and a new collaboration with WA Police enhancing opportunities for student pathways.

Our Leadership priority continued to be developed as we worked on the processes and practices of a learning organisation. Our cultural responsiveness continued through our First Nation's events whilst our Harmony Across Borders strategy supported our unique cultural diversity.

I congratulate the student guild for their contributions to our community and the leadership of our co-captains Destiny Sik and Jersey Jabonillo. Our guild ensured that everyone belongs at Sevenoaks.

I thank our leadership team, teachers and support staff who work together to ensure Sevenoaks is 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 students get the best opportunities possible for their future.



Dr Karen Read AM
Principal

BOARD CHAIR'S ADDRESS

“Diversity” has become a buzzword sometimes applied glibly without serious interrogation of its functionality in real world operations. The diversity of culture, experiences and ambitions encapsulated in Sevenoaks Senior College could easily become a recipe for fragmentation without a central core to promote a sense of belonging and commitment. At Sevenoaks, the Young Adult Ethos embeds the values of Care, Accountability, Respect and Excellence in the daily operational fabric of the College.

The effectiveness of the Sevenoaks approach is readily discernible in the operational pathways that underpin the “Find Your Future” mantra and evidenced by the student attainment data in Section 3 of this report.

Student perspectives offer insights into the contribution of social events such as Harmony Day cultural celebrations, the school ball, various sporting events to a sense of belonging celebrated in the Feelgood Friday newsletter. Students identify the influence of supportive advocacy groups, quality teaching and flexible programming on their motivation and capacity to succeed. Confidence to engage in the wider community is evidenced by awards for the Alcohol Awareness Campaign (East Metropolitan Health Service), Tahlia Pabai’s contribution to Suicide Prevention Day (Wungening Aboriginal Corporation), and Guild participation in the Annual Swan Young Changemakers Conference.

Partnerships play a significant role. Sevenoaks’ twenty-one year partnership with the Polly Farmer Follow the Dream program marked successful program completion of 183 Aboriginal students. Our partnership with BG&E underwrites the future academic pathways in STEM through scholarships at College and tertiary institutions. Industry partnerships with Cummins International, Komatsu International (TEC Consortium), the Australian Medical Association (Health and Community Consortium), WA Police, Curtin UniReady (Curtin University) support transition to further study and employment.

Capitalising on diversity, rather than just managing it comes from good policies and practices, implemented tirelessly by dedicated staff. Some were publicly recognised for their work: Dr Karen Read AM, Member of the Order of Australia; Dr Jenet Hansen, WA Education Department Women of Achievement Award; Lynnelle Wilton, Mentor Teacher of the Year, Curtin University; and David Anning, Finalist in Western Australian Technical Support Staff Awards. As Board Chair, I thank all staff members for the ways in which they support College students and provide excellent role models for what is possible.



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 senior schooling 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. Our Year 11 cohort (239) were enrolled from 18 public schools; 11 private schools, with our major feeder school, Cannington Community College comprising approximately 46% of these enrolments. We enrolled 14 overseas students which included five international fee-paying students.

Cultural diversity is a unique characteristic of our college. Our total enrolment in 2025 was 439 which included 38 Aboriginal students. Students represented over 60 cultural backgrounds, with 44 different countries of birth reported (Map 1) and 66 different languages spoken at home.



Map 1: Student Country of Birth - 2025 Cohort

Our staffing profile includes 35 teachers alongside 29 allied professionals including clerical support staff (19), youth workers (2), education assistants (2), a science technician (1), a home economic assistant (1), librarian (1), cleaners (6), gardeners (1) and canteen staff (2). Our administration team of nine comprise: Principal, Vice Principals (2), Level Three Program Coordinators (5) 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 Principals (2) and the Manager of Corporate Services.



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 79.3% aligned to 'like schools' (79.6%)</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>Achieved at 90%, consistent over 2024 to 2025</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 83% WACE Eligible, improved from 74% in 2024.</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>Maintained at 4.0.</i>	Achieved
7	Focus on continuing to develop culturally responsive learning programs.	Making excellent progress

Table 1: 2025 Improvement Targets*

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.

Life at Sevenoaks Senior College has been one of the best learning experiences I've had. The teachers are supportive and genuinely want to see students succeed, not just at school but in their future careers. The community is positive, welcoming, and respectful. The school is all about helping you progress, whether that's getting a job, an apprenticeship, or figuring out what you want to do in life. I've seen many of my mates succeed because of the support from staff, and it has motivated me as well. The short days, the great location, and the balance between learning and personal growth make it a really good life experience and a school I'd recommend to anyone (Year 12, UniReady)

2025 Year 12 Award Recipients

Dux (Top ATAR)

Zianne Argote

Outstanding Achievement (Top General/VET)

Arth Gonzales

SCSA Subject Certificate of Excellence

Karlynne Ballesteros - English

SCSA VET Certificate of Excellence

Chrystal Paull - Automotive, Engineering and Logistics

SCSA Certificate of Merit

Karlynne Ballesteros, Arth Gonzales, Mahsheed Maisam, Destiny Sik, Andjela Stankovic and Charlotte Summers

Cultural Navigator Award

Tahlia Pabai

Positive Image Award

Beau Yarran & Francis Hernandez

WA Police Citizenship Award

Christopher Mlengela

Best All Rounder Award

Marissa Rodzree

BG&E Aboriginal Achievement Award

Marcus Bennell

Cummins Trade Training Centre Award

Aries Montejo

AMA Community, Health and Nursing Award

Tamah Mareverwa

Big Picture Academy Award

Kai Vianna

Kertisha Derschaw Sports Award

Blessing Hset

Australian Defence Force Awards

Destiny Sik (Long Tan) & Micah Fetterroll (Future Innovator)

School Based Traineeship Award

Corey Bertram

Curtin Principal's Recommendation Awards

Charise Calzado & Mahsheed Maisam

Murdoch University Ngala Kwop Biddi Brighter Futures Scholarships

Hayden Belleza & Makaylah Murrihy-Jones

Sevenoaks Wayne Lyon Scholarships

Kai Vianna (Environmental Impact) and Zianne Argote (Future Endeavour)

Sevenoaks Jordan Thorsager Scholarship

Caci Mir

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. Consistent with previous years, the data indicates a positive climate for students to engage with their learning.



Figure 1: 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 college provides a unique environment where students are treated like young adults and are encouraged to take ownership of their studies. It's a welcoming place where learning is tailored to your goals, and where both teachers and students respect each other (Year 11, ATAR)

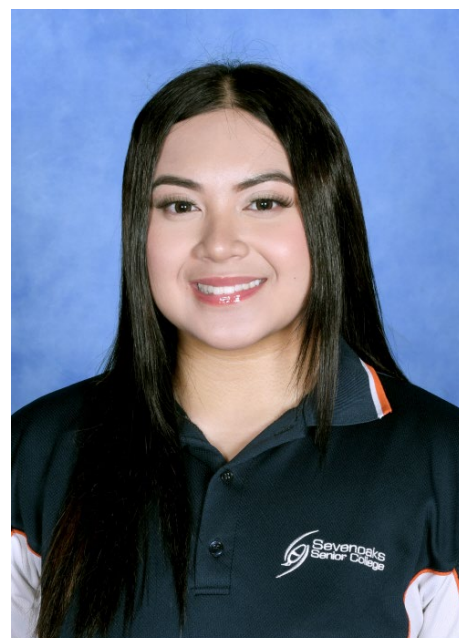
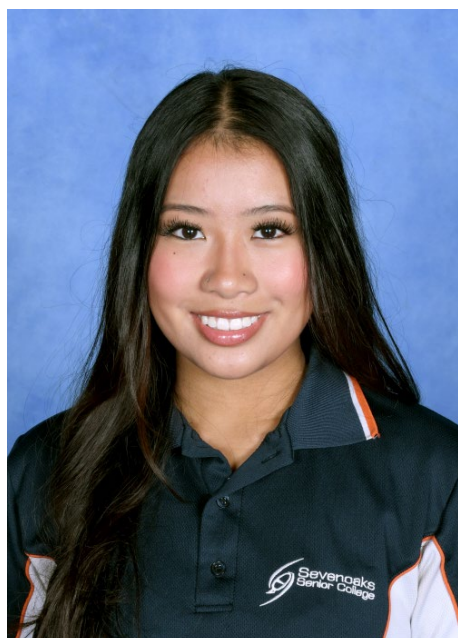
It feels like a mini university, very flexible and just a cool school with good teachers (Year 12, UniReady)

Sevenoaks is a great place with the young adult ethos you're treated as an adult and with respect. With the flexible timetable and the mountains of opportunities, it really is a great school (Year 11, General)

Co-Captain
Destiny Sik

2025 Student Guild

Co-Captain
Jersey Jabonillo



1.2 Student Academic Engagement

Student engagement with their pathway is indicated in the figure below. Overall, engagement of both cohorts is positive, whilst the pathway scores are all exceeding our target of 3.5. Notable is the Year 12 Motivation and Engagement average of 4.55.

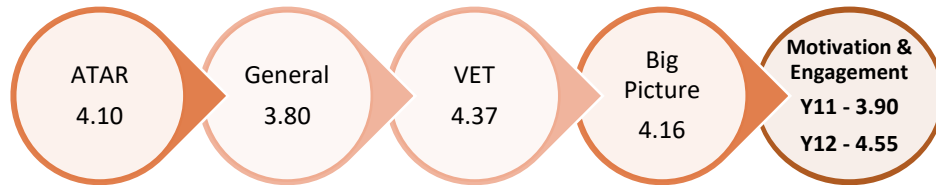


Figure 2: Motivation and Engagement of students (Curtin University) - based on a scale from one (low) to five (high)

Our students have reflected on their engagement with their pathway:

Being in Big Picture has helped me find out who I am as a person and what I want to do in the future. I'm doing better with my grades and studies. Going on the excursions helped me to be better socially, talking to people and making friends. It's helped me come out of my shell (Year 12, Big Picture)

The thing I'm most proud of is the significant progress I've made academically, particularly in my ATAR. I started Year 11 with an ATAR around 60 and have worked hard to improve it to 89.45 (predicted), with hopes of maintaining and further improving this score. I really appreciate the college environment, which offers more freedom and encourages a strong sense of responsibility (Year 12, ATAR)



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.

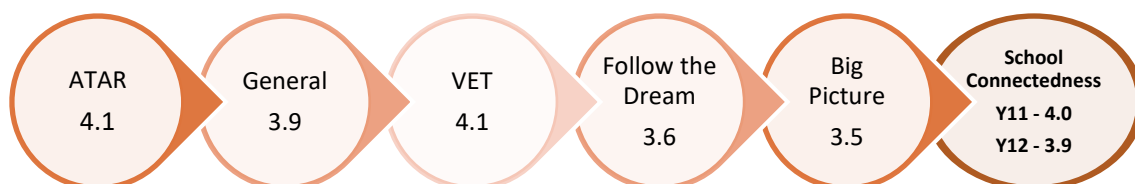


Figure 3: School Connectedness (Curtin University) - based on a scale from one (low) to five (high)

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, the Year 12 College Ball, the Year 11 River Cruise (new in 2025) 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 our student-led Harmony Across Borders committee.

This was highlighted by one of our students:

The highlights of my time at Sevenoaks include meeting new friends and people I'm excited to carry into the next chapter of my life; being elected Vice President and later President of the Harmony Across Borders committee; being accepted into the Curtin UniReady program; receiving awards for my academic achievements; and MCing at Harmony Day, where I contributed to showcasing the school's rich cultural diversity (Year 12, UniReady)

Other student comments highlight the connecting and belonging:

I really enjoyed the cultural events, especially Harmony Day and the Eid celebrations. These events helped me to connect with my culture and made me feel more included and welcomed within the College community (Year 12, ATAR)

Arriving mid-way through the school year was challenging, but the fun events made it easy to fit in and make friends. It felt like there was always something happening at recess and lunch times (Year 11, Business)



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.

Our target to move attendance towards 85% is making slow progress, 79.3%. We are aligned to 'like schools', 79.6%. Our Aboriginal attendance rate dipped from 65% in 2024 to 56.4%, below 'like schools' at 62.5%.

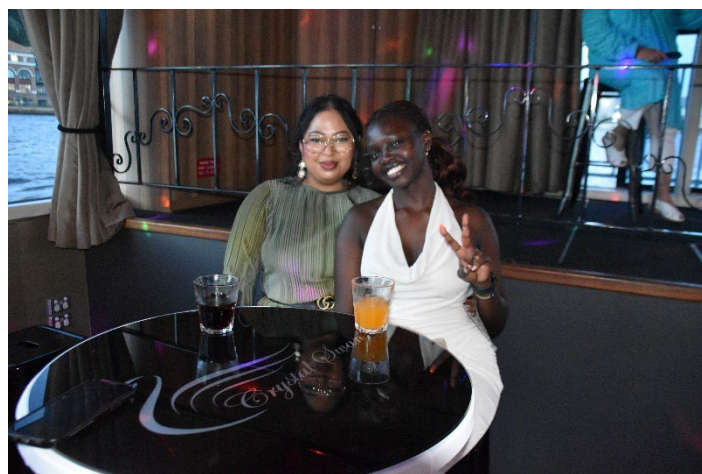
A rewards program for students who maintained attendance above the 90% regular attendance standard, resulted in 203 (44%) students achieving this standard which is higher than 'like schools', 40.8%. We have incrementally increased our attendance standards as an outcome of our strategies. Our aim now is to continue to move toward 50% above 90% regular attendance.

Students' social experiences are noted in the following comments:

The Bake Sale combined all my favourite things, amazing food, good music, great crowd and just a wonderful time in general. Making and serving food to my friends was cool. Raising money for charity was the cherry on top (Year 12, Business)

My favourite event of the year was the school ball. It was a night filled with laughter, dancing, photos and memories I will get to cherish forever with my friends (Year 12, UniReady)

I was so happy when I found out we were the first year group that got to have a river cruise. It was a really special night. It felt like everyone came together as one and we're more connected now going into our final year together (Year 11, Hospitality)



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 presents student voice and their feedback to teachers about the classroom learning environment. Overall, there is a very positive and consistent trend across all aspects of the classroom. The 2025 reflect positive outcomes of the implementation of the Teaching Quality Framework and the associated professional learning of teachers. All indicators are now above 4.0, indicative of a positive learning environment for our students which is a significant achievement for teachers.

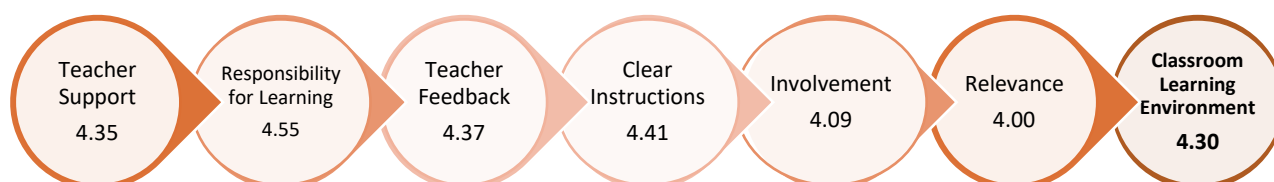


Figure 4: Classroom Learning Environment (Curtin University) - based on a scale from one (low) to five (high)

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

The teachers are approachable and supportive, and there are many opportunities to get involved in cultural events and extracurricular activities that make learning more engaging. Overall, Sevenoaks provides a positive and inclusive atmosphere that encourages personal growth and academic achievement (Year 11, ATAR)



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 positive student motivation and engagement with all indicators above 4.0.

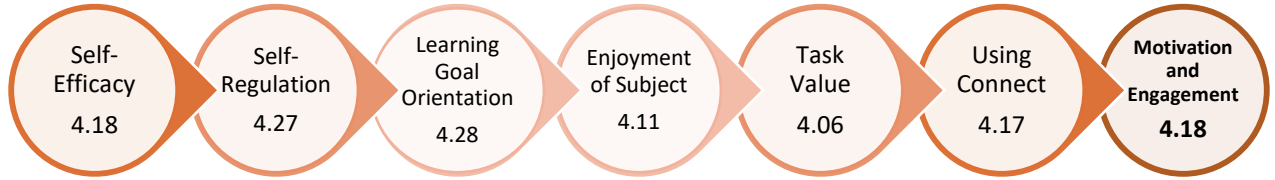


Figure 5: Motivation and Engagement (Curtin University) - based on a scale from one (low) to five (high)

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

Life at Sevenoaks is welcoming and supportive. There are heaps of opportunities to get hands-on experience, do workplace learning, play sports, and join community activities. It's a place where you can try new things, learn new skills, and get ready for the future (Year 12, UniReady)

Sevenoaks is engaging and supportive, offering students a high level of independence while treating them like adults. The school provides a learning environment that encourages responsibility, prepares you for the outside world, and allows you to take ownership of your education and personal growth (Year 12, Nursing)

I found life at Sevenoaks Senior College both challenging and rewarding. The college offers a supportive environment where students are given more freedom and responsibility to manage their own learning. This helps develop independence and time management skills, which are essential for success beyond school (Year 12, ATAR)



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 foundation 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 3.84 included 'feeling positive about my future' and 'feeling prepared to manage my future directions' are evidence of our pathway planning meeting student needs. Students involved in industry through the Trade Training Centre had the greatest impact in preparation for their future pathway. Each of the pathways are indicated to an overall 'future preparedness' scale.



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

Students spoke positively of their experiences and the support they received as they worked toward their future career:

My highlight for this year was completing my Certificate IV in Nursing and Health and doing my Workplace Learning at Salter Point Aged Care. I enjoyed interacting with the residents and gaining hands-on experience in the health and nursing field. I also learned to use my time efficiently, manage stress, and work at my own pace to avoid burnout. I've learned to celebrate my achievements, big or small, and accept that sometimes things don't go as planned, which can lead to better opportunities (Year 12, Nursing)

Being in the auto pathway and my work in the Automotive industry allowed me to realise that it meant more than just fixing machines but instead, how the environment was well suited for me and how respectful they are. It helped me to grow and learn in the industry (Year 11, Automotive)

Sevenoaks is very encouraging with what you want to pursue, also helps with where you want to be and looking at different pathways. I never felt lost when it came to what career I wanted because SSC provided me with things that would help. I felt really supported (Year 12, Hospitality)

Our now well embedded Passport to Success, Curtin UniReady, and Certificate level courses in Health and Nursing, continue to add value to student pathway opportunities.

3.2 Student Destination Data

Our student destination data was compiled for the 2025 Presentation Ceremony. We contact our students to ascertain their actual destination. It is our intention to map student actual destination to the pathway they enrolled in during their final two years of schooling to determine the success of our pathways program.

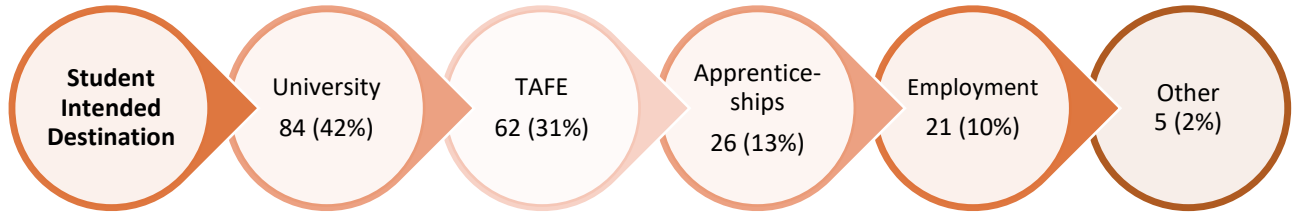


Figure 7: Destination data of 2025 cohort

There is a notable increase in university pathways, no doubt the impact of Curtin UniReady and our Certificate IV Nursing pathway.



3.3 Western Australian Certificate of Education (WACE)

In 2025 there were 180 Year 12 students who participated in WACE programs with 143 (79%) 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 2025, 16 (7%) Year 12 students participated in the WACE examinations and achieved an ATAR.

Our Curtin UniReady pathway enrolled 20 students of which 18 (90%) achieved the standard with two other students progressing to enrolment in the University Enabling courses in 2026.

All Year 11 and 12 ATAR students participated in Wardiny Bidi (looking for path in Noongar), a pathway to university program, to support them with their journey towards university. Specialised tutors also supported our ATAR with individual support.

Our Dux, Zianne Argote achieved an outstanding ATAR of 91.9. A highlight of 2025 was the awarding of eight School Curriculum and Standards Authority Awards to our students.

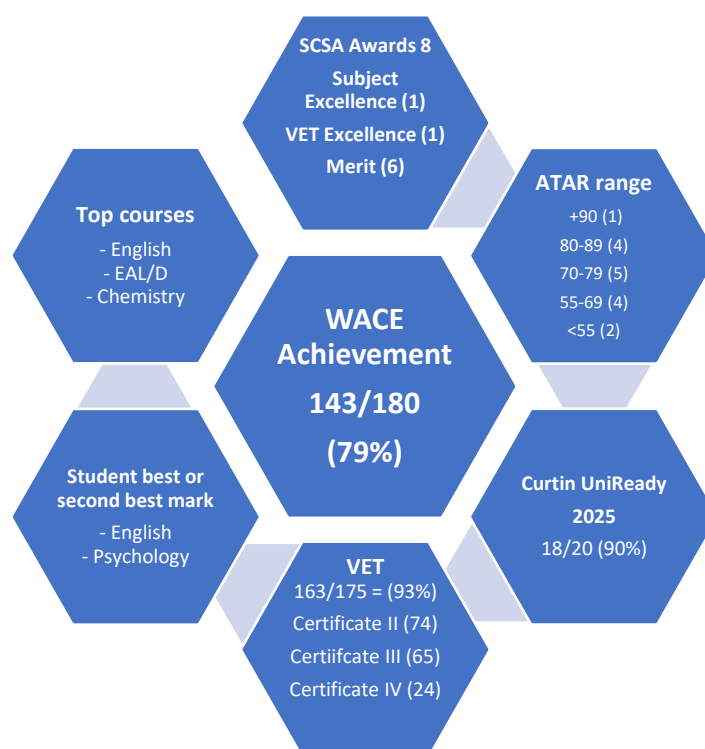


Figure 8: WACE Achievement, ATAR Performance and Certificate Completion

Students who were in a training pathway achieved excellent results with 177/196 (90%) attaining a qualification above Certificate II and continued positive achievement standards of Certificate III (34%) and Certificate IV (11%).

Overall, the number of students who achieved an ATAR >55 (14/16) or a Certificate II of WACE eligible students was 191/212 (90%), which was consistent with 2024 achievements.



3.3 (ii) Year 12 General and ATAR course performance

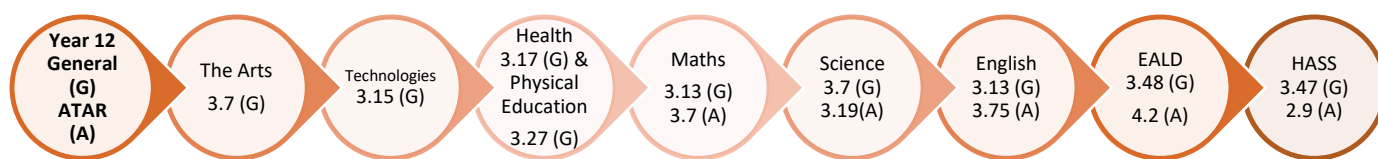


Figure 9: Year 12 Grade Average of General (G) and ATAR (A) courses in 2025

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.

Chrystal Paull received a SCSA VET Certificate of Excellence for Automotive, Engineering and Logistics. Chrystal Paull and Alyssa Kelly were offered apprenticeships with our TEC Consortium partners, Cummins South Pacific following highly successful work placement

The following VET achievements are noted for 2025. Our Trade Training continues to have successful outcomes with six students achieving an apprenticeship. Our partnership with AMA continues to achieve success with an outstanding outcome of 100% (67/67) for the Certificate II-IV Health pathway.

Certificate II Achievement 140/156 students (90%)	Certificate III Achievement 68/75 (91%)	Certificate IV Achievement 22/22 (100%)
•Certificate II •Community Health and Wellbeing (36/36) •Community Services (3/3) •Engineering Studies (11/11) •General Education for Adults (17/24) •Hospitality (8/10) •Music (4/5) •Skills for Work and Vocational Pathways (6/8) •Sports Coaching (10/10) •Workplace Skills (45/49)	•Certificate III •Allied Health Assistant (9/9) •Aviation (Drone) (19/21) •Business (34/38) •Community Services (3/4) •Library Assistant (1/1) •Make Up (1/1) •Screen and Media (1/1)	•Certificate IV •Preparation for Health and Nursing (22/22)
Trade Training Centre Certificate II 23/30 (77%) and Apprenticeships	Workplace Learning Achievement 204 students	School Based Traineeships Achievement 5/7 students (71%)
•Automotive Vocational Preparation (13/20) •Engineering Pathways (10/10) •Engineering Apprenticeships (3) •Automotive Apprenticeships (3)	•4 units (55) •3 units (29) •2 units (43) •1 unit (21) •Participated hours in placement (22) •Not completed (34)	•Automotive II (1/1) •Retail Services (2/2) •Construction (1/1) •Community Services (0/2) •Automotive III gained apprenticeship through SBA (1/1)

3.5 Big Picture Academy

The Big Picture Academy is a two-year program for students, encompassing the philosophy of ‘one student at a time in a community of learners’. Student enrolment in this program is a major step towards re-engagement in schooling and pathway planning for a smoother transition to their future.

The Academy maintained the momentum of 2024 into 2025 with a consistent focus on students attending Work Placements and continued support for students choosing to enrol in general SCSA courses as part of their personalised pathway. The Academy successfully implemented a new endorsed Citizenship course and coordinated two offsite Try a Trade courses for students in Carpentry (5) and Painting and Decorating (5).

Students successfully completed a range of micro-credentials including First Aid (9), White Card (12) and Passport to Success (18) all adding to students’ portfolios of achievement.

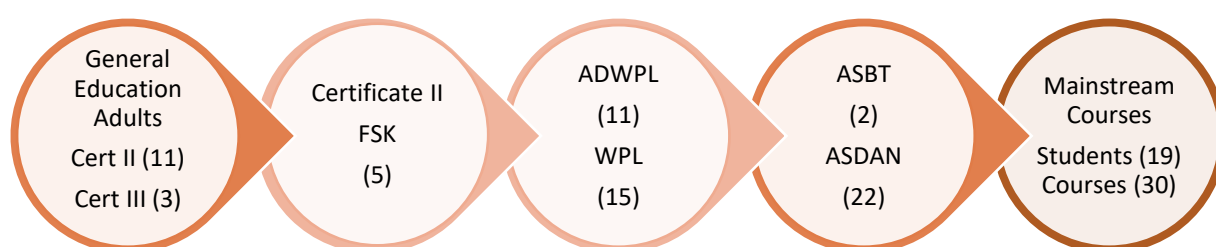


Figure 10: Year 12 Big Picture Academy Outcomes in 2025

Our partnership with East Metro Health Services commented on the learning environment: *The enthusiasm and creativity shown by your students are a clear reflection of your dedication to fostering a supportive and inspiring learning environment.*

Student scaled score for ‘feeling prepared to leave school’ for Big Picture students was 3.75 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.

My highlights at Sevenoaks have been getting the opportunity to be part of the Big Picture program and the support I received from the staff throughout my two years. I have enjoyed meeting new mates who make the experience fun and not too serious, while also building good friendships along the way. The teachers and staff have been really encouraging and helpful, and I appreciate the positive environment they created for us. I loved getting involved in different activities, going on excursions, and experiencing new things that I wouldn't have been able to do otherwise. Overall, my time at Sevenoaks has given me great memories, new skills, and opportunities that I will take with me into the future. (Year 12, Big Picture Academy)





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 online OLN A support available to students who need it. Our strategies are positively impacting student achievement.

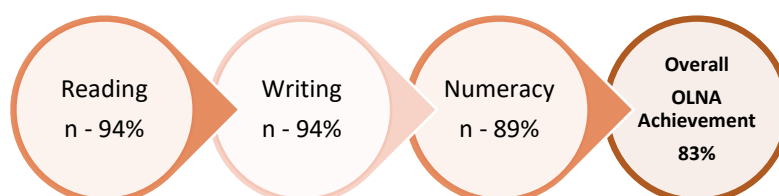


Figure 11: OLN A Achievement for WACE eligible students

The 2025 outcomes of OLN A lifted considerably with a 5% improvement in Reading and Writing, and importantly, a 9% increase in Numeracy achievement. Our overall achievement rose from 74% to 83%.

There were 66 different languages or dialects spoken at home by our 2025 student cohort, with over 55% of students reporting that English was not their first language, which presents challenges in achieving the OLN A standards. The chart below highlights these languages.

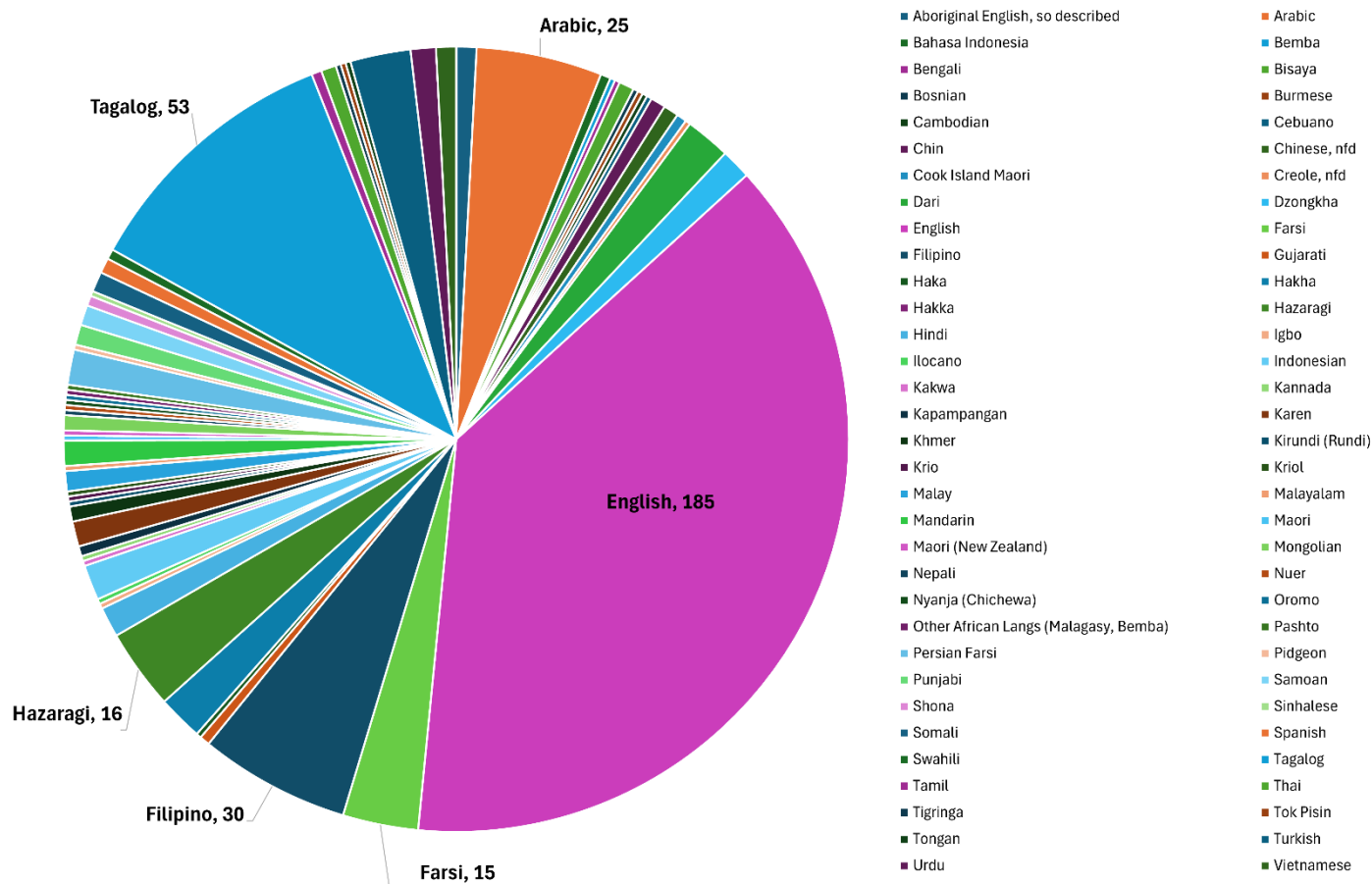
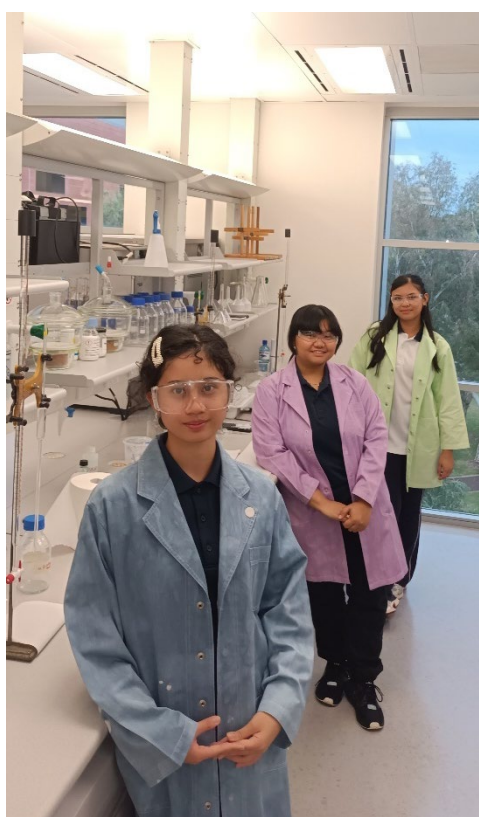


Chart 1: Languages of the 2025 Cohort

Impact of OLNA on WACE achievement standards

The OLNA has had a negative impact on the 2025 College WACE achievement rate which was 80% (141 students). There were 181 WACE eligible students of which 40 did not achieve a WACE. Of these 40 students, 26 would have achieved a WACE except for the OLNA standard. The WACE achievement standard would have lifted to 92%.





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

2025 marked a significant milestone for Sevenoaks Senior College, celebrating 21 years of partnership with the Polly Farmer Follow the Dream program and reflecting its long-term impact on First Nations student achievement, engagement, and post-school pathways. Elders and community members recognised the College's delivery of the program as instrumental in developing the next generation of Aboriginal and Torres Strait Islander leaders in Western Australia, evidenced by strong academic outcomes, cultural pride, and preparation for post-school options. A significant highlight is the appointment of three of our alumni as AIEOs within the Department of Education WA, one of whom is appointed at Sevenoaks.

In 2025, 13 students were enrolled in Year 12 with nine students achieving a WACE and all 13 students successful in gaining a Certificate II or higher. Two direct entries into undergraduate degrees, along with scholarships received, demonstrate the effectiveness of our culturally safe learning environment and the targeted support provided to First Nations students.

Students comment positively about their experiences:

Follow the Dream really helped me come out of my shell and connect with my culture and heritage. I have opened up about who I am and where I come from after feeling like I had to hide it for so many years. I am now proud of who I am and this program has helped me to understand I deserve the best and to chase my dreams, no matter how big (Year 12, Follow the Dream and Nursing)

The FTD program has helped shape and teach me valuable lessons contributing to my studies and development as a young man. With every session pushing me to study harder and focus on schoolwork, I truly believe that I couldn't have been successful and as strong academically without the program's support. Having one on one tutoring sessions and a personal relationship with my FTD coordinator gave me all the support I needed to perform at my best. Having the help from Follow the Dream really kept me on track and helped me set and achieve many of my academic and personal goals. I am so grateful for the safe space they provided and for the time and effort invested into me during my time at Sevenoaks (Year 12, Follow the Dream and UniReady)

(ii) BG&E

In 2025, our partnership with BG&E continued to provide vital support to Follow the Dream students through scholarships and pathway opportunities. This support has helped students pursue their academic and career goals with confidence. The 2025 scholarship recipients were Kya Sims (Year 11) and Marcus Bennell (Year 12). The Aboriginal Achievement Award was presented to Marcus Bennell in recognition of his outstanding commitment to his studies, achieving a WACE, completing a Certificate III in Business, and successfully finishing the Curtin UniReady Program. Marcus is currently pursuing a Bachelor of Psychology at Curtin University. We sincerely appreciate BG&E's ongoing commitment to empowering First Nations students and nurturing future leaders.

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.

(i) Work Integrated Learning

We continued to strengthen our Work Integrated Learning Model through connecting our Certificate courses to aligned work placements. A positive development during the year was greater connection to our Primary School network in which our students benefitted through placements in early childcare, teaching and sports coaching. Our regular workplace learning partners continued to comment: 'Sevenoaks students are the best prepared for their work'.

(ii) Industry Consortia

Our TEC Consortium continues to be a valued partner in defining career opportunities linked to STEM, being instrumental in offering our students pathways, including apprenticeships. Our industry partners also supported us with mock interviews enhancing their capabilities in this important aspect of gaining employment.

We continued the process of establishing a Community Health and Education consortium with the Australian Medical Association (AMA) being a key stakeholder. We are confident that the groundwork over the past two years will provide further opportunities for our students, simultaneously strengthening our consortium model.

We also established a partnership with the WA Police Force based on community engagement and pathway opportunities for students which is having a positive impact for our students.

(iii) 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 reengaged with ECU in 2025.

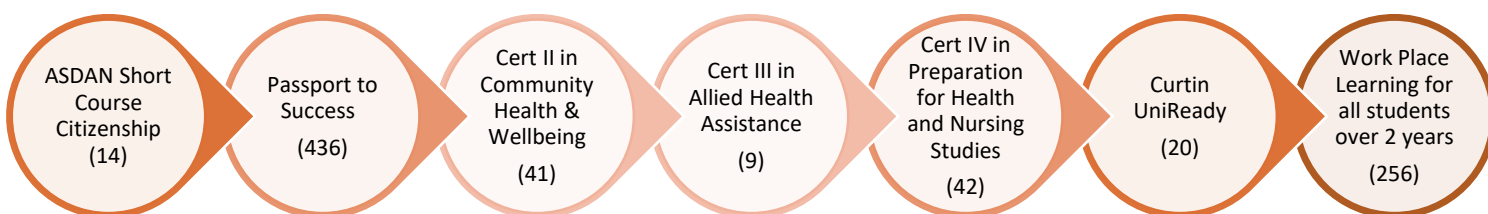
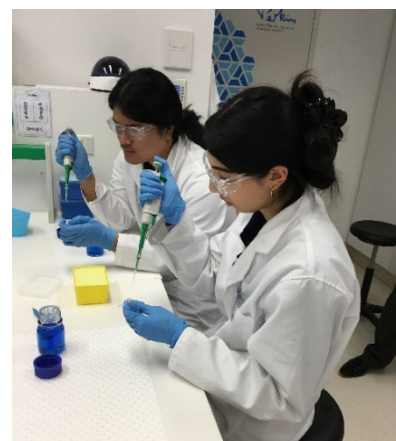


Figure 12: Pathway Development of overall 2025 cohort





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 our learning journey, exploring issues associated with learning styles and engagement of our Aboriginal students.

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 in the mainstream • Classroom and Learning Area Action Research • AI, One Note, Vivi • Engagement Strategies	• Respectful Relationships • Aboriginal Intercultural Understandings	• Cultural Awareness • Higher duty opportunities • Kaartdijin	• Teacher Industry Placement • TAFE overview • Certificate IV upgrades • Parent Engagement • Djarlgarro network visits from Principals, staff and Year 6 students

5.3 Emerging Leaders

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

In 2025 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 (5) 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 continues to be a target for the leadership team. The 2024 indicators (bottom line) are consistent with 2025 (top line). The *shared mission, staff self-efficacy and job satisfaction* continue as very positive indicators.



Figure 13: 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 \$9,238, 566. which included our annual student-centred funding allocation of \$7,544, 248.

Our cash budget expended \$1,455, 613 of \$1,475,089 with a variance of \$19,476, significantly smaller than the 2024 figure of \$139, 317. Student fee collection was 58% down from 67% in 2024, which is not surprising given the cost of living pressures faced by families.

	Current Budget \$	Actual YTD \$	Variance \$
Carry Forward (Cash):	462,385	462,385	0
Carry Forward (Salary):	456,040	456,040	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	7,544,248	7,544,248	0
Locally Raised Funds:	775,893	773,666	2,227
Total Funds:	9,238,566	9,236,339	2,228
EXPENDITURE			
Salaries:	7,218,624	7,218,624	0
Goods and Services (Cash):	1,475,089	1,455,613	19,476
Total Expenditure:	8,693,713	8,674,237	19,476
Variance:	544,854	562,102	-17,249

Table 2: Financial Summary 2025

Find Your Future Student Voice...The final word

My participation in ADWPL gave me the opportunity to experience two very different industries and develop important workplace skills. My placement with the Cannington Police Station in 2024 helped confirm my interest in pursuing a career in policing. It gave me insight into the responsibilities of police officers, improved my communication and problem-solving skills, and strengthened my discipline and professionalism. This experience confirmed my goal of continuing this pathway to help and serve the community.

In 2025, my placement with Geographe Mining Company gave me a broader understanding of how the mining industry operates. I gained knowledge about workplace safety, teamwork, and the importance of following procedures in a high-risk environment. It allowed me to see another side of work that I had not experienced before and helped me build adaptability and resilience. While I learned valuable skills from both placements, these experiences reinforced that my main goal is to continue my journey towards policing and serving the community.

Find Your Future



Thank you to our major partners for your support in 2025



Electrical
Manufacturing
and Utilities
Industry Training Council





Sevenoaks Senior College

Sevenoaks Senior College

 275 Sevenoaks Street
CANNINGTON WA 6107
 (08) 6235 7200

 www.sevenoaks.wa.edu.au
 @sevenoaksseniorcollege
 @sevenoaksseniorcollege