

Sevenoaks Senior College



2021 ANNUAL REPORT



Acknowledgment

2021 Principals – Katie Edwards and Fiona Thomson

Sevenoaks was led by two Principals in 2021. Katie Edwards who had led the College during the greater part of 2020, continued in the role. During 2021, she lead the Public School Review, managed the COVID pandemic, lead the consultation process of school renewal in the Cannington area whilst also leading the review and planning of the 2022-2024 Business Plan. Katie's leadership ensured that the core values and vision of Sevenoaks were maintained during an extraordinarily difficult period of the College history. Her visionary leadership continued to progress Sevenoaks and much of this work continued into 2022.

In September, Fiona Thomson took over the Principal role as Katie took leave. Fiona's motivation in wanting to do so, was to support the College in navigating the last part of the year through such an emotional period of time. During this period, Fiona brought together the final version of the 2022-2024 Business Plan, whilst completing the 2021 Annual Report amidst the annual staffing process. Fiona has left Sevenoaks on the road to retirement. We acknowledge her significant contribution as a teacher and leader at Sevenoaks during her time here.

Both Katie and Fiona added much value to Sevenoaks' journey during 2021 for which the College community are grateful.



Acknowledgement of Country

We acknowledge and respect the traditional custodians of the lands and waters on which our College is situated.

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 students 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 students bring with them from their homes and communities into the classroom.

Tribute to Dr Kath Partridge, OAM

Principal Sevenoaks Senior College 2006-2021

As others have recognised, Kath Partridge was at the very heart of all that is Sevenoaks, from the time that she joined the College in 2006. Her mantra “We’re only here for the kids”, always kept students’ needs and interests at the forefront for the staff and the Board.

Her strong vision, leadership and relentless devotion to the ethos of the College were exemplified by her passion to afford all members of the diverse community at Sevenoaks equal opportunity to ‘find their future’. She funded and acted upon research conducted by Curtin University and Edith Cowan University to continually improve the students’ experience and outcomes. She always questioned “What can we be doing better?”

The milestones of her ceaseless endeavour to answer that question are many. In fifteen years she created a range of partnerships to offer opportunities for and encourage aspiration in her students:

- The Follow the Dream Foundation, the Clontarf Foundation and the Wirrapanda Foundation, support First Nations young men and women to complete their schooling and take up further opportunities for study and employment;
- Vocational Education and Training opportunities were enhanced by establishing a Registered Training Organisation, a federally funded Trade Training Centre in 2012 and membership of the Cummins Technical Education for Communities Consortium in 2018;
- The Canning Skills program developed to re-engage students with disrupted education before partnering with Big Picture Education Australia ensured pathways to the workforce or further education;
- A collaborative partnership through the STEM Enterprise School Project as a Pioneer school to ensure 21st Century skills for students complemented by partnership with BG&E, a Civil/Structural Design Engineering firm, in which First Nations Australian students are offered fully funded training as a first step to engineering and drafting and further scholarship opportunities for tertiary study.

The educational opportunities are embedded in an inclusive school environment founded on respect in a Young Adult Ethos, social and cultural inclusion, opportunities for leadership through the student Guild and sports teams and encouragement to participate in social programs in the wider community. The ways in which the vision for the College was operationalised offered a model for the Independent Public School initiative, a status achieved for the College in 2010.

Kath was a scholar who melded her professional commitment with research from the get-go. Her PhD (2005) based on her innovative program in 1998/99 for students to work towards becoming teachers or early childhood educators characterised her commitment to using research to improve the quality of teaching and learning for students and teachers alike. As a scholar and a life coach, Kath sought to improve professional opportunities for staff and encouraged them to pursue career opportunities, although this sometimes meant loss of staff members who made valuable contributions to the College.

Kath led by example. Her generosity, dedication and sheer energy inspired those of us who were fortunate to work with her, even if we trailed a little breathlessly in her wake. Sometimes there is a once in a lifetime chance to share part of a remarkable life.

Marnie O'Neill, Chair, Sevenoaks Senior College Board





Table of Contents

2021 Sevenoaks Award Recipients	1
Introduction	2
Our Purpose	3
1.0 Teaching and Learning: Achieving Success	4
1.1 Western Australian Certificate of Education (WACE) Courses	5
1.2 Online Literacy and Numeracy Assessment (OLNA)	8
1.3 Vocational Education and Training (VET)	9
1.3.1 Registered Training Organisation (RTO) programs	10
1.3.2 Third Party Arrangement (Auspice) programs	11
1.3.3 Outsourced programs	13
1.3.4 School based traineeships and apprenticeships	14
1.3.5 Workplace Learning – General programs	15
1.3.6 Trade Training Centre (TTC)	16
1.4 Canning Skills Big Picture Academy	19
2.0 Teaching and Learning: Safe and Accountable Classrooms	22
2.1 Whole School Learning Environment	22
2.2 Participation and Retention Survey Data	25
2.3 Attendance Data	26
2.4 Advocacy Program	28
2.5 Aboriginal Student Support	29
2.5.1 Follow the Dream	29
3.0 Students: Pathways to the Future	33
3.1 Career Counselling	33
3.2 Destination Data	34
4.0 Students: Every Student Counts	35
4.1 Wellbeing Support Program	36
4.2 Student Activities Program	37
4.3 Aboriginal Initiatives	39
4.4 Student Scholarship Program	39
4.5 Student Excursions	39
5.0 Teachers: Professional Learning Community	40
5.1 Curtin University School Level Environment	40
6.0 Financial Perspective	43
6.1 Finances	43
6.2 Reserves and Lease Strategy	44
6.3 Full Fee Paying Students	44
6.4 Professional Learning	44
6.5 Use of Facilities by External Bodies	44

Did we achieve our College Business Plan 2016-2020 Targets in 2021?	45
Teaching and Learning: Achieving Success	45
Teaching and Learning: Safe and Accountable Classrooms	48
Students: Pathways to the Future	49
Students: Every Student Counts	51
Teachers: Professional Learning Community	52
Management Systems: Administration	53

List of Figures

Figure 1 Best of second best ATAR result 2021	6
Figure 2 Comparison of state and school scaled scores 2021	6
Figure 3 Year 11 percentage grade distribution 2021	7
Figure 4 Students' view of What's Happening in this School (WHITS)(Curtin University 2021)	23
Figure 5 Students' view of learning environment indicators (Curtin University 2021)	23
Figure 6 Academic Engagement of Aboriginal and/or Torres Strait Islander	25
Figure 7 Attendance Semester 2, 2021	26
Figure 8 Student Enrolment 2008-2021	30
Figure 9 Protective and Risk Factors	35
Figure 10 School Level Environment Survey 2017-2021	41
Figure 11 Staff Wellbeing Survey 2021	42

List of Tables

Table 1 Percentage graduation rates 2016-2021	5
Table 2 Students with an ATAR ranking 2016-2021	5
Table 3 Median ATAR Triciles 2016-2021	6
Table 4 Percentage ATAR Triciles 2016-2021	7
Table 5 RTO certificate completion rates 2021	10
Table 6 Auspiced certificate program outcomes 2021	11
Table 7 Outsourced certificate programs 2021	13
Table 8 School Based Traineeships and Apprenticeships participation numbers 2015-2021	14
Table 9 Workplace Learning outcomes 2021	15
Table 10 Intake of students into Trade Training Centre 2021	17
Table 11 Certificate II completion rates 2016-2021	18
Table 12 Canning Skills Big Picture Academy 2021	21
Table 13 Academic Engagement across programs	25
Table 14 Percentage attendance of students 2021	26
Table 15 Follow the Dream Results 2021	30
Table 16 Social Connectedness (ECU Research)	35
Table 17 School Level Environment Survey (Curtin University 2021)	40
Table 18 One-line budget expenditure 2021	43
Table 19 Summary revenue and expenditure 2021	43

List of Diagrams

Diagram 1 Vocational Education and Training Programs	9
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The Sevenoaks Senior College Annual Report represents an overview of the performance of the College during 2021.

All major programs are reported on, presenting the outcomes achieved and improvement strategies for the next phase of planning.

While 2021 was another year of challenges we continued to witness many instances of success at Sevenoaks Senior College. We are proud of the achievements of our students, but the ongoing resilience of the Year 12s in the face of uncertainty caused by the global pandemic is particularly noteworthy. Students continued to apply themselves to their studies and the achievement of personal goals. The relative safety of Western Australia has enabled our Year 12 students to enjoy significant College milestones such as the College Ball, Sevenoaks Got Talent and the Presentation Ceremony. Again, the restrictions imposed on some other parts of the country and internationally have highlighted just how important our school community is; indeed many students have a new appreciation of how Sevenoaks Senior College and its staff provide much more than an excellent education – it also provides opportunities for friendship, social connection and access to support networks.

I would like to thank the College staff for their relentless dedication to improving the outcomes for our students. 2021 challenged staff and students alike and our improved WACE achievement rate is testament to the efforts made by the whole school community.

I also thank our parents and community for their continued support of the College. Thank you to our many local industries and businesses who provide workplace learning for students; our local and national consortium partners; our University and RTO partnerships; the Aboriginal support programs and services; our generous scholarship providers; and the community and health services who provide additional support for our students. The outstanding opportunities and support provided ensures our students have every chance to gain valuable information and skills as they find their future in their chosen pathway.

The academic results, and findings of research conducted through Curtin and ECU, show that our students continue to value the College and the support it offers.

The College Public School Review was delayed due to COVID-19 and took place at the start of 2021. The Review Team made many commendations and noted that the Principal submitted a comprehensive and rigorous school self-assessment. The Review team were supportive of the school improvement goals identified in the Review. The next school review is scheduled for Term 1, 2024.

Below are some of the highlights from 2021.

School Curriculum and Standards Authority's (SCSA) VET Certificate of Excellence: Automotive, Engineering and Logistics were awarded to:

- Zachary Robartson and Shania Smeaton

School Curriculum and Standards Authority's (SCSA) Certificate of Merit were awarded to:

- Jacob Trombley and Ma Clariza Zuniega

Scholarships and Awards:

- John Reyes received the Curtin Excellence Scholarship - \$5,000 for 3 years, \$15,000 total and Curtin Principal's Recommendation Award - \$1,000.
- Jacob Trombley received the Curtin Excellence Scholarship - \$5,000 for 3 years, \$15,000 total and the ADF Young Innovators Award - \$500
- Jennifer Beesch received the UWA Global Excellence Award - \$5,000 for 12 months.
- Ma Clariza Zuniega received the UWA Fairway Hackett Scholarship - \$1,000 for 3 years, \$3,000 total.
- Minal Charan received the UWA Fairway Hackett Scholarship - \$1,000 for 3 years, \$3,000 total.
- Diep Nguyen received the UWA Hackett Scholarship - \$1,000 for 3 years, \$3,000 total.
- ZhiWei Toh received the UWA Hackett Scholarship - \$1,000 for 3 years, \$3,000 total.
- Zehrah Al Asaadi received the ADF Award - \$500.

The College Board, Principal and staff are proud of the achievements of our students during 2021.

Fiona Thomson PRINCIPAL, 2021

2021 Award Recipients

Dux

John Michael Reyes

Outstanding Achievement

Layla Eaton

Cultural Navigator Award

Aleyna Esgin

Positive Image Award

Alisha Hussain

Citizenship Award

Zehrah Al Asaadi

Ampol Best All Rounder

Dishali Ramphal

Aboriginal Achievement Award

Aleyna Esgin

Future Innovators Award

Jacob Trombley

Cummins Trade Training Centre VET Award

Shania Smeaton

Canning Skills Award

Savannah Bea Molinaroli

Kertisha Derschaw Sports Award

Konrad Sollorin

Long Tan Award

Zehrah Al Asaadi



Introduction

This annual report is based on the College Business Plan 2016-2020 (revised 2018) which involves the identification and articulation of our purpose in terms of student outcomes and the range of strategies that we have developed to help us achieve our purpose. The strategies are from the perspectives of student learning and our internal business process.

A copy of the College Business Plan is available online at: www.sevenoaks.wa.edu.au

The College Business Plan provided:

- Strategic direction for the College over the five years of the plan
- Our purpose statements outlining the outcomes that we are working to achieve
- Guidance and focus for the work of the College Board
- The basis for reporting the school's performance to the community and the Department of Education.

The College Business Plan also links directly to the Department of Education's Strategic Directions for Public Schools 2020-2024, 'every student, every classroom, every day'.

Links to the Strategic Directions for Public Schools 2020-2024

Improvement Driver One:	Providing every student with a pathway to a successful future
Improvement Driver Two:	Strengthening support for teaching and learning excellence in every classroom
Improvement Driver Three:	Build the capacity of our principals, our teachers and our allied professionals
Improvement Driver Four:	Support increased school autonomy within a connected and unified public school system
Improvement Driver Five:	Partner with families, communities and agencies to support the educational engagement of every student
Improvement Driver Six:	Use evidence to drive decision-making at all levels of the system.

As a result of the Public School Review, College staff worked together to develop the 2022-2024 plan which will be implemented from 2022. Hence, this is the last report aligned to the previous vision and purpose statements.

In preparing this report, we have drawn on information from a range of sources:

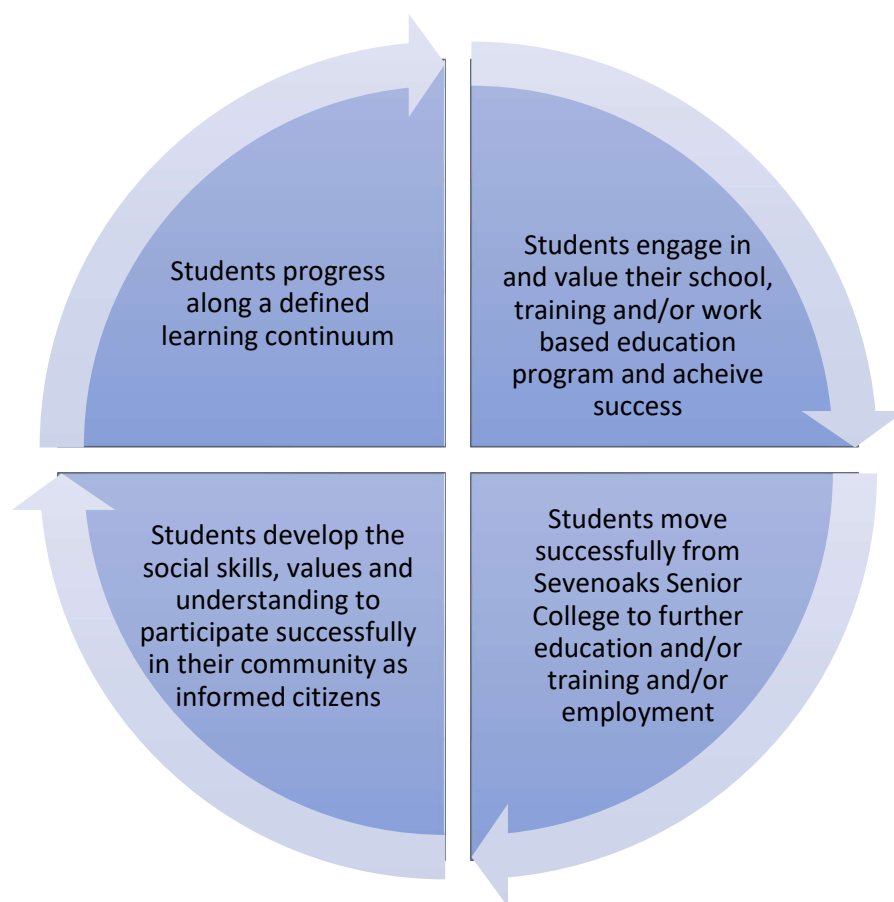
- student achievement data (including OLNA) and attendance data
- teachers' reports on specific programs
- student post-school data
- Curtin University Learning Environment Survey data
- Curtin University School Organisational Climate Survey
- Edith Cowan Student Participation and Retention Survey data.

Our Purpose

Sevenoaks Senior College provides learning opportunities for all students to maximise their potential through the provision of a young adult learning environment, work-based learning programs and flexible delivery of a full range of educational programs through a student-centred pedagogy and the innovative use of learning technologies.

We will achieve this purpose when our students:

- progress satisfactorily along a defined learning continuum
- engage in and value their school, education and/or work-based education and social development program
- move successfully from Sevenoaks Senior College to further education and training and/or employment
- develop the social skills, values and understanding to participate successfully in their community as informed citizens.



This report presents the strategies used to fulfil each of the four purpose statements and the evidence we used to measure the extent to which we have achieved our purpose, followed by plans for further improvement.

The College purpose statements are interrelated, reflecting a holistic approach to the development of each student.



1.0 Teaching and Learning: Achieving Success

Purpose Statement One

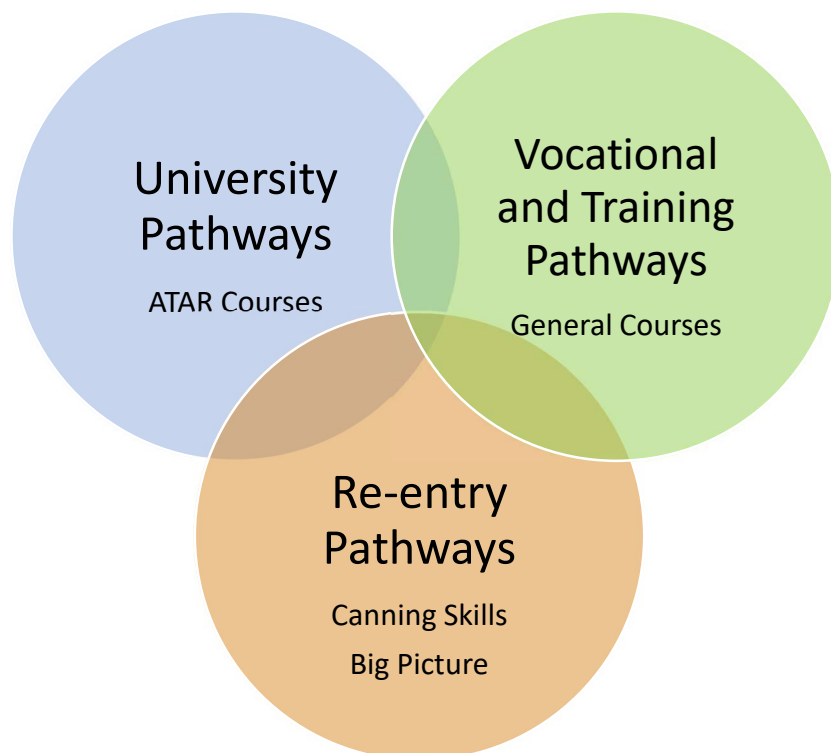
All students progress satisfactorily along a defined learning continuum.

Sevenoaks promotes a young adult ethos for students as they progress through their senior years of schooling which is characterised by an inclusive and supportive learning environment catering for a diverse range of students. Customised learning programs are developed for each student that:

- are contextualised to meet individual learning rates and styles
- use information technology which are available on-line
- may incorporate vocational learning and enterprise outcomes
- meet School Curriculum and Standards Authority syllabus requirements.

As a result of the Sevenoaks young adult ethos and the extensive range of programs offered, we attract a substantial number of students (50 per cent) from outside the designated school boundary.

Sevenoaks delivers three pathway options: Western Australian Certificate of Education (WACE) courses; Vocational Education and Training; and Canning Skills Big Picture Academy. Each of these programs and the outcomes achieved during 2021 are presented across the following papers.



1.1 Western Australian Certificate of Education (WACE) Courses

In 2021 a range of WACE courses were offered including Foundation, General and ATAR courses to support students aiming for secondary graduation. Year 11 and Year 12 students also participated in the Schools Curriculum and Standards Authority (SCSA) requirement to sit an Externally Set Task in term two, as well as sitting an Online Literacy and Numeracy Assessment (OLNA) in March and August 2021.

Program delivery

During 2021 there were 164 Year 12 students who participated in WACE programs where 76% of eligible Year 12 students achieved a WACE (124 students). The median ATAR for the College was 67.35. The range of courses undertaken is highlighted in the following graphs and tables.

Outcomes achieved – Year 12

WACE Achievement

The WACE achievement rate for 2021 was the highest since 2016. The outcomes of OLNA testing continue to inhibit WACE achievement. The 2021 figure would have been 92% had it not been for the OLNA requirement as a part of the WACE.

Year	2016	2017	2018	2019	2020	2021
WACE Achievement percentage	77.4	64.0	72.0	72.4	72	75.6

Table 1: Percentage graduation rates 2016-2021

In 2021, 22 per cent (36/164) of Year 12 students participated in the WACE ATAR examinations and were awarded an ATAR. There were 15 students (41%) who achieved a scaled score above 70. The performance of the 2021 cohort in WACE course examinations is indicated in the following range of tables and graphs.

Table 1 indicates the number of students with an ATAR score from 2016-2021. In 2021, four students achieved an ATAR above 90 with the highest being 96.5. Fifteen students achieved an ATAR greater than 70.

Year	Total ATAR students	94.9+	90-94.8	80-89	70-79	60-69	50-59	40-49	<40
2016	31	0	7	9	4	2	4	3	2
2017	42	1	4	6	12	5	7	4	3
2018	43	3	2	10	8	8	6	3	2
2019	44	0	3	11	10	6	6	3	5
2020	39	0	2	6	11	4	6	3	7
2021	36	1	3	4	7	9	6	2	4

Table 2: Students with an ATAR ranking 2016-2021



The median ATAR from 2016-2021 is indicated in table 2 below. The median ATAR for 2021 was 67.35. The median ATAR target for the College was to achieve and maintain a score at or above 70, which in 2021, was slightly below the target.

Year	2016	2017	2018	2019	2020	2021
Median ATAR	80.45	70.35	71.9	71.8	70.05	67.35

Table 3: Median ATAR 2016-2021

For the second year in a row, there was disruption due to COVID for this cohort. Notably, the tertiary sector presented early offers to students which may have contributed to the reduced ATAR median. However, 13 students performed above their predicted semester one ATAR, which is a highlight.

The following graph reflects the subject in which students achieved their highest or second highest mark. Psychology was the highest performer.

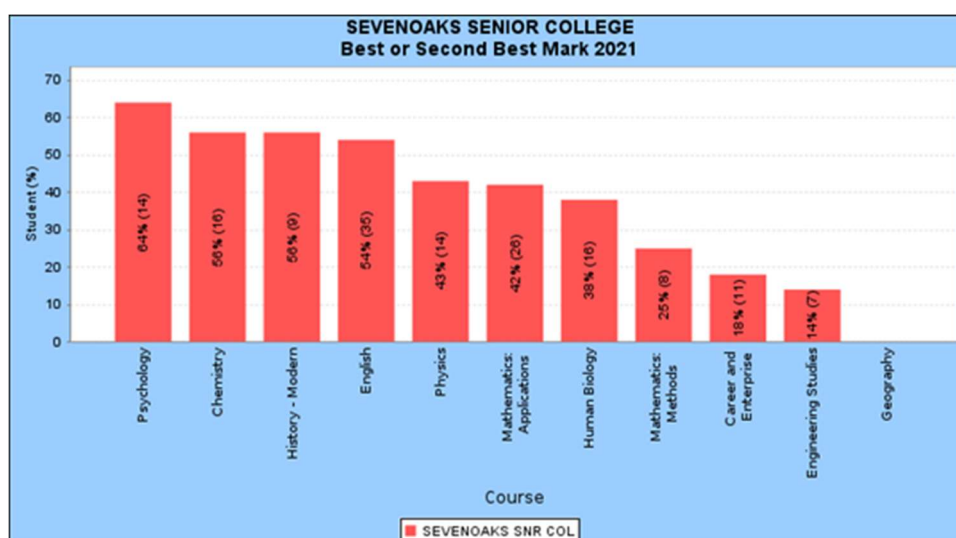


Figure 1: Best or second best ATAR result 2021

The comparison of school and state average scaled scores is indicated in the figure below.

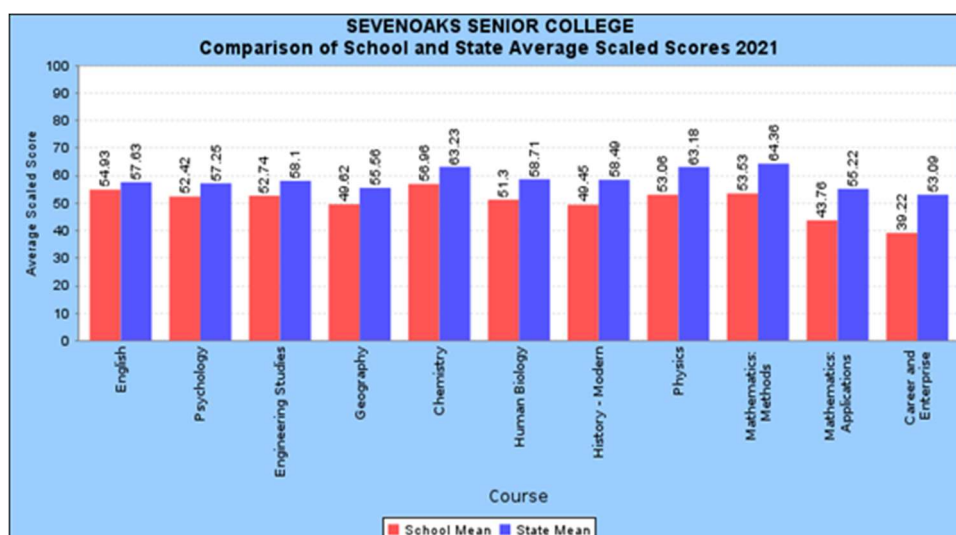


Figure 2: Comparison of state and school scaled scores 2021

All courses were below the state scaled score for each subject with a range of difference. English, Psychology and Engineering achieved the best results whilst Mathematics Methods, Mathematics Applications, and Career and Enterprise performed well below the state mean.

State %	2016	2017	2018	2019	2020	2021
High (33)	27	13	14	11	15	14
Mid (33)	30	28	32	32	21	20
Low (33)	39	57	52	51	59	66

Table 4: Percentage ATAR Triciles 2016-2021

The progression of the tricile data, which represents students in each band compared to state norms, reflects the differing cohorts over time. The low tricile is ultimately reflected in the other performance measures including the median ATAR and triciles data. A continued focus on moving the ATAR students in the lowest tricile into the mid tricile and, indeed, the mid tricile to the high tricile, needs to remain a constant priority in 2022 and beyond.

Outcomes achieved – Year 11

Year 11 students in 2021 showed improvement in achievement of C grades between semester one and semester two. There was a reduction in D grades with movement toward C grades. A, B and E grades remained consistent.

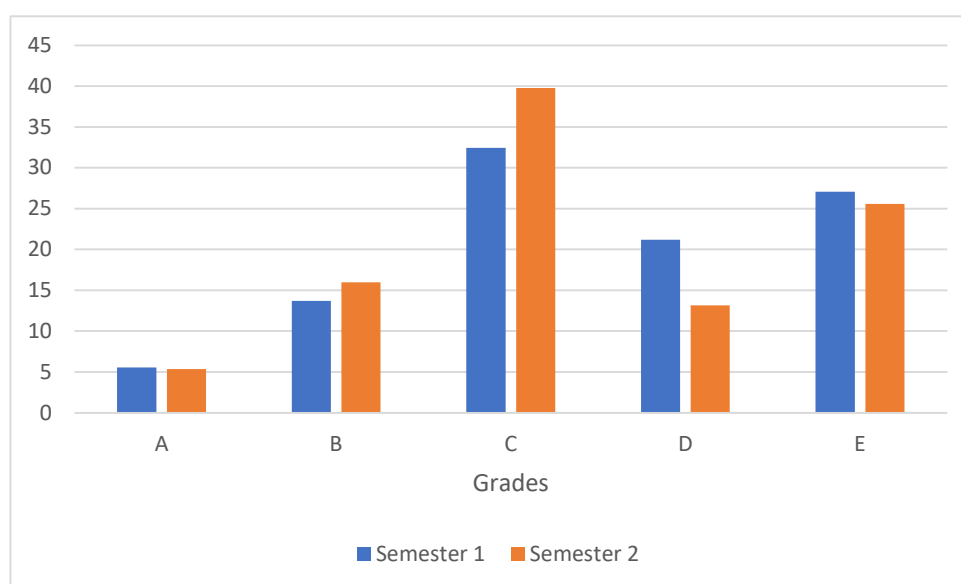


Figure 3: Year 11 percentage grade distribution 2021

Improvement strategies

- Develop the use of student achievement data to inform specific teaching strategies.
- Emphasis on the construction of assessments that extend students into the higher levels of achievement, especially within General and Foundation courses where, historically, students tend to aggregate around C grades.
- Extension of the use of explicit literacy strategies across all courses in the curriculum to build on the established Tactical Teaching Reading application.
- Ongoing promotion of explicit teaching of Reading and Writing strategies relevant to each course to support student efficacy and achievement for OLNA and Externally Set Tasks (Year 12).
- Additional OLNA preparation classes will run throughout the year to support the large number of OLNA candidates at the College.
- The use of WACE Tracker reporting by Advocates to provide immediate feedback to students about their progress continued into 2021 and remains a focus for 2022.



1.2 Online Literacy and Numeracy Assessment (OLNA)

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. The achievement of OLNA indicates that students have met the standard set by the authorities of Band 8 in NAPLAN.

There were significant improvements across reading, writing and numeracy for Year 12 students who sat OLNA in August 2021 (174): 87% achieved Category 3 in reading; 90% achieved Category 3 in writing and 91% achieved Category 3 in numeracy. The target for Year 12 Category 3 achievement is 80%. The percentage of students who achieved all three categories was 83%, an improvement of 7% from 2020.

Additional OLNA support through the timetabled classes for students who had yet to achieve the Band 8 standard, had a positive impact. On entering Year 11, only 28.6% students had met this standard. By the end of Year 11, there remained 46.6% who had achieved the standard with a further 26.6% of Year 12 students qualified by the end of Year 12. It should be noted, the exceptional teaching commitment in the area of OLNA. Moving the achievement of OLNA from 28.6% (Year 11) to 79.8% (Year 12) is an excellent indicator of the support and care which the College places on students to reach their potential.

However, the OLNA WACE requirement has had an obvious impact on the 2021 College WACE achievement rate which was 76% (124 students). There were 40 students who did not achieve a WACE which was due solely to not achieving one or more OLNA categories. Of these 40 students, 26 would have achieved a WACE had it not been for the OLNA standard. The WACE achievement standard would have lifted to 92%.



1.3 Vocational Education and Training (VET)

In 2021, two Trade Training Centre students gained state-wide recognition for their Vocational Learning, being awarded

School Curriculum and Standards Authority: VET Certificate of Excellence: Automotive, Engineering and Logistics:

- Zachary Robartson and Shania Smeaton.

We offer well-established third-party (auspicing) arrangements with service providers, outsourced delivery of training and the School Based Traineeship program. Each program is outlined below (note: figure totals are impacted by students completing multiple certificates)

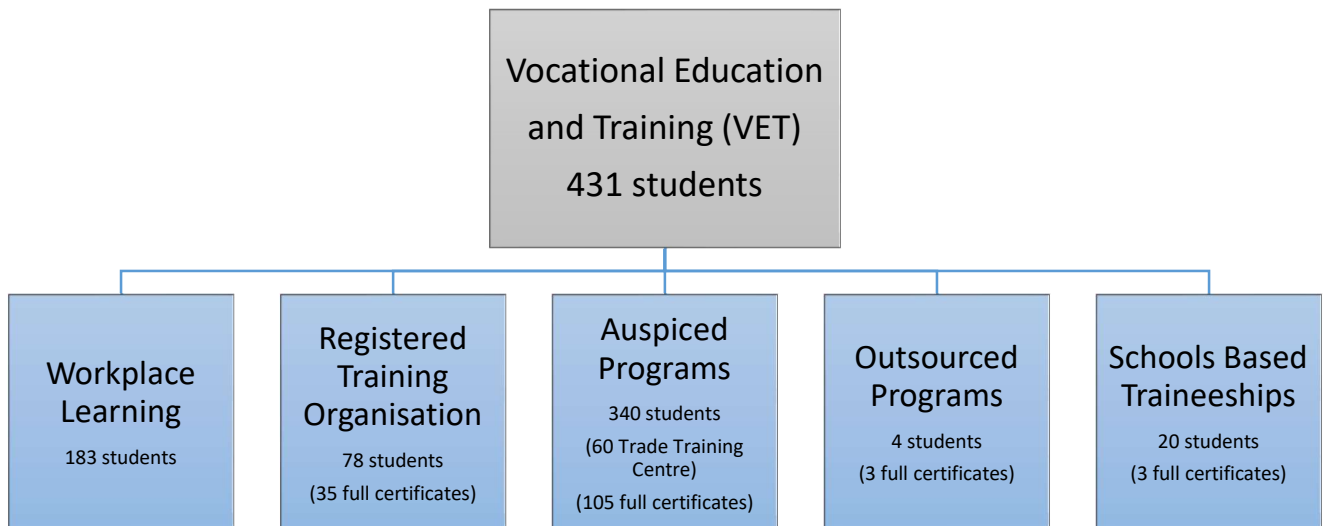


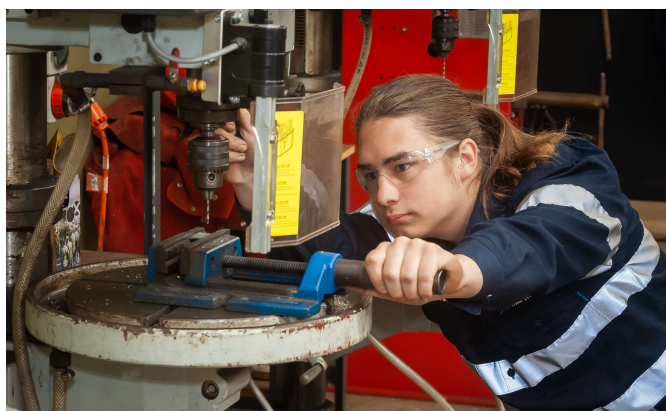
Diagram 1: Vocational Education and Training Programs

Generally, certificate delivery in the College was over two years and there were many students enrolled in partial certificates during the first half of their program in Year 11.

The Sevenoaks Senior College Business Plan aimed for an incremental increase in achievement of Certificate II or above 80 per cent. In 2021, the College achieved an overall VET completion rate of 76 per cent for the full Certificate II or higher. This is a reduction from 2020. While this can be partly attributed to a general reduction in student engagement reflected by the attendance figures across all programs, specific Vocational Education and Training (VET) related issues are discussed in further detail in the relevant sections below.

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1.3.1 Registered Training Organisation (RTO) programs

This is the fifteenth year that Sevenoaks Senior College 51891 was able to issue its own nationally recognised training accredited certificates. The certificates that have been delivered by Sevenoaks are outlined below.

Program and delivery

In 2021, the certificate BSB20115 Certificate II in Business was delivered as a stand-alone program over a two-year period.

An internal review of the operations and outcomes of the College Registered Training Organisation was conducted during 2021 and it was recommended and unanimously agreed by the Board that the College voluntarily cancel our RTO registration for the following reasons:

- Since the RTOs initial registration 15 years prior, the compliance requirements to maintain registration slowly and progressively increased significantly.
- The comparative workload and staff resource allocation for RTO delivery compared to Third-Party Arrangement was not justifiable when both models were achieving virtually identical student outcomes.
- The broader arguments for remaining a RTO had diminished and were deemed as no longer outweighing the workload and staff resource allocation.

The voluntary cancellation of registration occurred at the end of 2021. Year 12 students completed their qualification with the College RTO 51891 and the year 11 students were transitioned mid-year to a third party arrangement.

Overview of results

The following table indicates the achievement rates of students who enrolled in the certificate, either partial enrolment or full enrolment.

Certificate	Enrolment		Completion Rates		
	Partial	Full	% completion of full enrolments		change since 2020 (+ or -)
	Total	Total	Total	%	%
BSB20115 Certificate II in Business	50	19	16	84	-13

Table 5: RTO certificate completion rates 2021

The overall completion rate of the full certificate program was 84 per cent. This was a decrease of thirteen per cent from 2020. Two thirds of the non-completions were category one and category two level OLNA and also demonstrated significant engagement issues.

Improvement strategies

- Not applicable as the Certificate will be delivered through Third Party Arrangements in the future.

1.3.2 Third Party Arrangement (Auspice) programs

During 2021, Sevenoaks had auspicing arrangements with North Metropolitan TAFE, South Metropolitan TAFE, COSAMP, IVET Institute Pty Ltd, Skills Strategies International, Hospitality Group Training (WA) Inc. and Communicare Inc. This enabled programs to be delivered on-site for students.

Program delivery

In 2021, the BSB20115 Certificate II Business was transitioned to third party delivery with IVET Institute Pty Ltd for year 11 students mid-year.

Outcomes Achieved

Model	Certificate	Enrolment		Completion Rates		
		Partial	Full	Full enrolment completion		change since 2020 (+ or -)
		Total	Total	Total	per cent	
Communicare Inc. RTO50548	22472VIC Certificate I in CGEA	5	5	4	80	+ 64
Communicare Inc. RTO50548	22473VIC Certificate II inCGEA	38	20	17	85	- 8
Communicare Inc. RTO50548	22474VIC Certificate III inCGEA	6	0	0	0	N/A
South Metropolitan TAFE RTO52787	MEM20413 Certificate II in Engineering Pathways	16	9	6	67	- 33
South Metropolitan TAFE RTO52787	AUR20716 Certificate II in Automotive Vocational Preparation	26	10	4	41	- 40
Hospitality Group Training (WA) Inc RTO0386	SIT20316 Certificate II in Hospitality	45	23	19	83	- 12
IVET Institute Pty Ltd RTO40548	SIS20115 Certificate II in Sport and Recreation	0	8	8	100	0
IVET Institute Pty Ltd RTO40548	FSK20119 Certificate II in Skills for Work and Vocational Pathways	12	11	4	36	- 49
IVET Institute Pty Ltd RTO40548	BSB20115 Certificate II inBusiness	50				N/A
Skills Strategies International RTO2401	BSB30115 Certificate III in Business	0	8	7	88	- 12
COSAMP RTO41549	CUA20615 Certificate II inMusic Industry	0	7	6	86	- 14

Table 6: Auspiced certificate program outcomes 2021



The overall completion rate of the ten full certificate programs (including Certificates I, II and III CGEA) was 74 per cent. This was a decrease of sixteen per cent from 2020.

The decrease occurred due to a combination of factors, including:

- A third related to a process issue when students enrolled in a certificate that was too easy for their abilities and subsequently enrolled in a higher level qualification but, did not withdraw from the lower level certificate.
- Students gained employment or an apprenticeship later in the year and did not finalize NOA processes and therefore remained enrolled in the certificate.
- Students faced Language, Literacy and Numeracy (LLN), societal and engagement issues. Of these students, over half in the Trade Training Centre and Hospitality students had underpinning LLN issues and did not achieve OLNA.

In 2021 students involved in auspiced programs completed the VET Student Satisfaction Survey. Feedback was very positive. Students were asked about the:

- clarity and effectiveness of learning activities;
- quality of feedback, course materials and resources; and
- assistance with learning needs (i.e. literacy and numeracy).

All questions had:

- a minimum of 75 per cent of responses indicating either high or good (or not applicable), and
- a minimum of 92.04 per cent of responses indicating satisfactory or above (or not applicable).
- 90.32 per cent of respondents indicating they believe 'participating in the certificate has been worthwhile'.

Improvement strategies

- Implement strategies to support LLN development through Certificate programs.



1.3.3 Outsourced programs

Seven students completed units of competency towards certificates in five industry areas through programs supported by VET profile hours.

Program delivery

Students participated in these certificate programs through South Metropolitan TAFE, North Metropolitan TAFE and The Electrical and Communications Association of Western Australia. These programs were conducted one day per week located on the RTO campus.

Outcomes achieved

Registered Training Organisation	Certificate	Enrolment		Completion Rates % completions of full enrolments	
		Partial Total	Full Total	Total	per cent
South Metropolitan TAFE RTO52787	AVI30419 Certificate III in Aviation (remote Pilot)		2	1	50
South Metropolitan TAFE RTO52787	ICT30120 Certificate III in Information Technology	2			N/A
South Metropolitan TAFE RTO52787	MEM30505 Certificate III Engineering - Technical	1			N/A
North Metropolitan TAFE RTO52786	FNS30317 Certificate III in Accounts Administration		1	1	100
The Electrical and Communications Association of Western Australia RTO2394	UEE22011 Certificate II in Electrotechnology		1	1	100

Table 7: Outsourced certificate programs 2021

The overall completion rate of the three full certificate programs was 75%.

Improvement strategies

- Introduce and support the AVI30316 Certificate III Aviation (Remote Pilot – Visual Line of Sight) program delivered by South Metropolitan TAFE RTO52787 on campus at and in partnership with Sevenoaks Senior College.



1.3.4 School Based Traineeships and Apprenticeships

The School Based Traineeship (SBT) program is delivered as a flexible model across most programs in the College. Students complete their SBT one or two days per week and reduce their College-based workload accordingly.

Program delivery

During 2021, 20 students participated in a School Based Traineeship, two were in Year 12.

Outcomes achieved

Year	School Based Traineeship	School Apprenticeship Link	School Based Apprenticeship
2015	29	1	0
2016	22	0	1
2017	27	0	0
2018	13	0	0
2019	13	0	0
2020	9	0	0
2021	20	0	0

Table 8: School Based Traineeships and Apprenticeships participation numbers 2015-2021

The two year 12 students withdrew from their School Based Traineeship (SBT) immediately at the start of year 12 reflecting their personal pathway choices.

All other 18 students started their SBT in 2021 as year 11 students. Five completed their SBT within one year. Twelve are continuing their SBT into 2022. One SBT left the College and continued their SBT at their new school.

During the first half of 2021, students employed through Fremantle Group Training as Aboriginal School Based Trainees were required to attend four training sessions per term at the SMYL RTO Training Centre in Hamilton Hill, replacing their work placement days. These students were transported to and from the training by Sevenoaks Senior College staff. This arrangement was renegotiated for the latter half of the year when students went to their workplace each week and were provided tutor support at Sevenoaks Senior College.

In 2022, students will return to training being conducted at SMYL Hamilton Hill.

Improvement strategies

- Continue tutor support for Aboriginal School Based Trainees (ASBT) and incorporate support for non-Aboriginal School Based Trainees.
- Introduce non-Aboriginal School Based Trainees in partnership with Fremantle Group Training (formerly South Metropolitan Youth Link SMYL) based on the same model as current ASBTs.
- Continue to implement learning area specific improvement strategies to increase full certificate completion rates across all certificates.
- Review and develop strategies for communication and partnership with students' parents/family.

1.3.5 Workplace Learning – General programs

In 2021, Workplace Learning was delivered across mainstream, the Canning Skills Big Picture Academy and the Trade Training Centre. Dedicated staff operated these programs in each area focusing upon the specialist needs of the respective student groups.

Program delivery

In 2021, all students wishing to participate in workplace learning opportunities enrolled in the endorsed course ADWPL Workplace Learning. Overall achievement rate remained consistent with 2020 at 83%.

All placements were managed within the College during 2021. This process worked well and students achieved positive results as indicated in Table 8.

These outcomes were impressive taking into account the continued impact from COVID and reduced access to work placement venues. These results were a testament to the work and relationships developed by the workplace learning staff and the engagement of local employers.

In 2021, Year 11 students continued to complete a block placement during the end of year break. On a case by case basis this was increased from a two-week block to three and four week blocks for individual students.

Outcomes achieved

Year	Participants	Achieved course requirements	% achievement	Change since 2020 (+ or -)
Year 11	137	104	78	-7
Year 12	105	94	89	+6

Table 9: Workplace Learning outcomes 2021

Improvement strategies

- Develop and implement activities to engage new employers as partners with Sevenoaks Senior College for workplace placements.
- Investigate new models for work placement through Canning Skills.
- Review and develop strategies for communication and partnership with students' parents/family.



1.3.6 Trade Training Centre (TTC)

The Sevenoaks Trade Training Centre (TTC) delivers a two-year industry-based program that is designed to give the students a pathway to completion of both:

- The Western Australian Certificate of Education (WACE); and
- Certificate II (either AUR20712 Automotive Vocational Preparation or MEM20413 Engineering Pathways).

In 2021, 46 Year 11 and 20 Year 12 students were enrolled in the Trade Training Centre. In total, 66 students were given places at different stages and a number of factors influenced the final numbers (see table 9) by the end of the year.

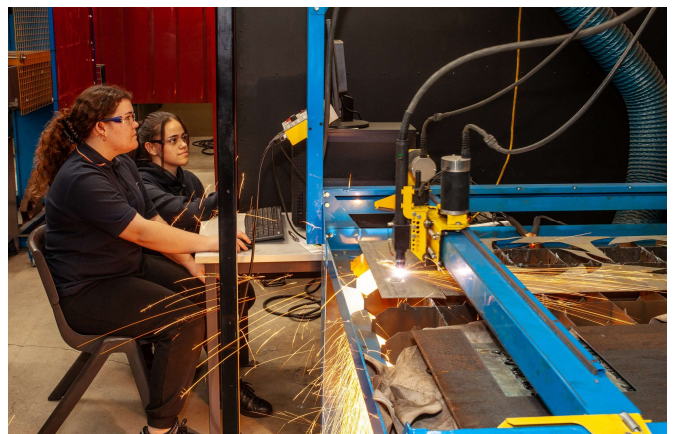
2021 also saw the continuation of the Year 10 Trade Taster Program, with Cannington Community College sending 15 students and Yule Brook College sending 10 students to the Friday classes. This Taster course continues to be offered to all TTC consortium schools to engage students in the Metals and Automotive industries and it is anticipated engaged students will transition into the senior school program the following year. New enrolments for 2022 saw 10 of the Taster Students enrol in the Year 11, 2022 Trade Training programs.

Program delivery

The primary role of the Trade Training program is to successfully facilitate the transition of students from school to their chosen industry. The development of trade and employability skills remains the focus of the program. This is achieved by exposing the students to rich, relevant work placements and by flavouring their theory and practical tasks with current industry content. Students who make the transition successfully from school to meaningful employment after or during the course are deemed successful within the context of our program.

Most students move to full time employment, traineeships or further training with TAFE colleges upon completion of their Trade Training program. Conversely, several students are offered apprenticeships before the completion of their studies.

Our Workplace Learning program continues to grow with word of mouth, seeing various other local companies coming on board, creating more opportunities for our trade students. In 2021, the prestigious Cummins International Achievement trophy was awarded to Shania Smeaton for her overall efforts in the Trade Training program and successful work placements in the Metals industry.



	Year 10 Taster	Year 11	Year 12	Total
Automotive	Metals and Auto Friday Taster Program. Class size 16 Schools had the opportunity to send groups of students each term. We combined the program and integrated Metal and Auto tasks.	29 Students were enrolled as Year 11 Automotive students. Of those: <ul style="list-style-type: none"> • 26 enrolled in the Cert II • 9 meet the requirements to transition into year 12 for 2022. • 3 left to undertake an apprenticeship. • 4 left to full time employment. • 1 student are continuing their studies as year 11 auto students in 2022. • 3 are leaving the Auto program and re-enrolling In Year 11 Mainstream. • 3 students switched over to the Canning Skills program. • 1 student left to attend TAFE • 1 student referred to participation. 	11 Students completed the requirements to transition into year 12 in 2021. (1 student left mid-year to fulltime employment and 1 as a mature age seeking employment) Of those: <ul style="list-style-type: none"> • 4 completed the Certificate II • 5 did not achieve the certificate. Year 12 Achievements <ul style="list-style-type: none"> ○ 3 Achieved WACE and Certificate II. ○ 1 gained a WASSA that included a Certificate II. 6 students achieved WASSA and a Statement of Achievement from TAFE	
Metal	Total Students undertaking the program. Cannington 15 Students Yule Brook 10 Students	17 Students were enrolled as Year 11 Metals and Engineering Students Of those: <ul style="list-style-type: none"> • 16 enrolled in the Cert II • 8 meet the requirements to transition into year 12 for 2021. • 4 left to undertake an apprenticeship. • 1 left to full time employment. • 1 Is leaving the Metal program and re-enrolling In Year 11 Mainstream. • 1 student switched over to the Canning Skills program. • 1 student left to attend TAFE • 1 student referred to participation. 	9 Students completed the requirements to transition into year 12 in 2019. (1 student left mid-year to apprenticeships, and 1 as a mature age seeking employment) Of those: <ul style="list-style-type: none"> • 6 completed the Certificate II Year 12 Achievements <ul style="list-style-type: none"> • 4 Achieved WACE and Certificate II. • 2 gained a WASSA that included a Certificate II. • 3 student achieved WASSA and a Statement of Achievement from TAFE. 	
Total	25	46	20	91
Student Demographics				
	Auto	Metal		
Aboriginal	3	3		6
EALD	2	4		6
Left the Trade Training Centre program during 2021				
	Year 11	Year 12		
Mainstream	3	0		3
Move On or Canning Skills Big Picture programs	3	0		3
Participation or other	1	0		1
Apprenticeship or employment	7	2		9
Changed schools or TAFE	1	1		2
Mature age, seeking job	3	1		4
Total	18	4		22

Table 10: Intake of students into Trade Training Centre 2021



Outcomes achieved

The Trade Training Program provides students with multiple opportunities to succeed. In 2021 we had 25 students try the Taster course, 63 students enrol in Year 11 and 20 students enrol in Year 12. Of these:

- 7 Year 12 students that enrolled at the start of 2020 achieved a WACE and a Certificate II in their chosen vocation.
- 3 Year 12 students achieved a WASSA that included Certificate II.
- 5 Year 12 students achieved WASSA only with a partial Certificate II.
- 2 Year 12 students gained an apprenticeship/job mid-year in their chosen industry.
- 2 mature age students left the program, seeking employment.

Students in the Trade Training Program have a good chance of obtaining an apprenticeship or a full-time industry position either during or at the end of their studies. It is a significant achievement that seven Year 11 gained an apprenticeship/job in their chosen industry.

	2016		2017		2018		2019		2020		2021	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Auto	5	2	7	7	12	10	4	2	11	8	9	4
Metal	6	5	8	7	5	4	5	4	1	1	9	6
Total	11	7	15	14	17	14	9	6	12	9	18	10
Per cent		64%		93%		82%		67%		75%		56%
Cumulative total*	92	70	107	84	124	98	133	104	145	113		123
Cumulative percentage		76%		79%		79%		78%		78%		75%

Table 11: Certificate II completion rates – longitudinal 2016-2021

*cumulative total is the total number of students who have completed qualifications since 2012

Improvement Strategies

- Project-based learning to complement the WACE and Certificate courses
- Implement the Cummins & International Youth Foundations - Passport to Success program for all students
- Build stronger links with our consortium partners and offer opportunities to suitable students in our catchment schools and the wider community
- Strengthen the provision of pathways to future training and/or employment with business partners



1.4 Canning Skills Big Picture Academy

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

Our students continue to come from diverse ethnic, economic and social groups as well as entering the program with a wide range of ability levels and social, emotional and financial needs. This year, the trend has continued for students entering the program from trauma affected backgrounds and /or severely impoverished home with lives. All Academy students this year had issues accessing and/or completing education opportunities at their previous schools and organisations resulting in interrupted learning journeys.

The Big Picture learning design supports our students, allowing staff to utilise personalised learning plans, facilitate learning opportunities and provide professional guidance. We aim to offer our students access to an educational experience that is authentic, relevant and interesting to each individual student, harnessing passion and interest as a foundation for achieving future goals. We continue to support and build on literacy and numeracy skills through the delivery of Certificates I, II and III General Education for Adults (GEA) and we ensure that our students are work ready by offering the Certificate II Skills for Work and Vocational Pathways (FSK). There is an expectation that all students will access work experience and, if appropriate, Workplace Place Learning and School Based Traineeships. In 2022, our Year 12 students will be amongst the first students in the country to receive a set of digital assessment credentials endorsed by The University of Melbourne.

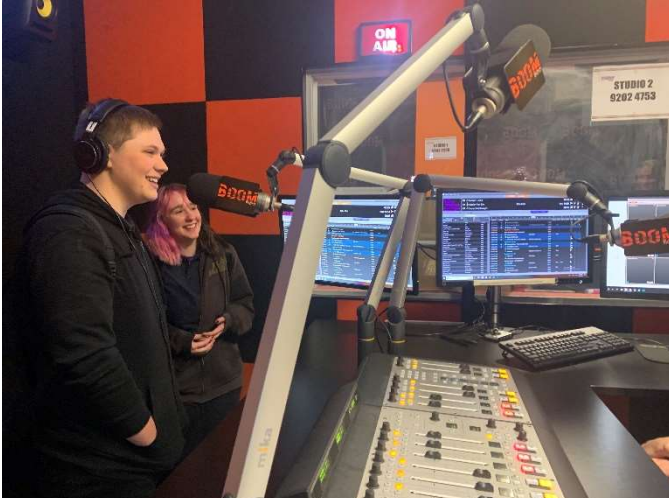
In February 2021 81 students were originally enrolled across four Advisories. During the year all students have been given opportunities to pursue their passions and interests by working on special interest projects. Students have also been able to access a variety of excursions and incursions, participated in lectures from experts in the community and were able to take part in sporting, cooking and crafting activities. We continue to refine and develop our approach to pastoral care focussing on life skills, financial literacy and work readiness.

This year Attendance was lower than expected throughout the year but there was a significant drop in Semester 2 (40.8%, 10% lower than Semester 1).

As in previous years our success has been measured with evidence that is often anecdotal, collected through informal feedback sessions, weekly formal discussions during team meetings and with parents through student exhibitions. There is, however, a formal feedback of progress and learning through the validation and moderation processes with our Registered Training Organisations (Communicare and IVET) and through our Big Picture exhibitions and SEN reporting on RTP. This year we have also been participating in the national pilot program for the reporting of the Big Picture Credentials on the RUBY platform. We are awaiting feedback on this and once received we will be able to incorporate it into our strategies for 2022.

This year we maintained our higher attendance at the Year 12 Ball (11) and Presentation Ceremony (10). Four students were given subject awards for their outstanding work and commitment to their certificate courses and a new overall Big Picture Award was introduced.

Student exhibitions of work are a requirement of the Big Picture learning design and add a level of accountability for students and staff. This is a valuable experience for students, providing them with an opportunity to present their learning orally, use technology and discuss their understanding and knowledge about a special interest project. The aim is that all students complete at least two exhibitions per year supported by a family member or carer. This year exhibitions have continued to be problematic and limited overall. The ones that have happened have been informative and successful. It is hoped that next year, with a continued focus on Parent Morning Teas, that participation in exhibitions will improve. We had an outstanding year for placing students in work experience; a total of 24 students were placed across 3 advisories.



Attendance		
81 enrolled	<p>32 students remained engaged until the end of the year though the level of attendance was significantly lower than last year.</p> <p>32 students achieved their Individual Learning Programs, some exiting the program before the end of the year</p> <p>22 students were referred to participation throughout the year</p> <p>2 students left for full time employment with a NOA</p> <p>7 students left to attend other educational opportunities including TAFE</p> <p>3 post compulsory aged students left midyear</p> <p>1 student enrolled but never attended</p>	<p>Target: 50%</p> <p>Actual: 45.94%</p>
Program Achievement		
<p>22236VIC Certificate I in General Education for Adults 4</p> <p>22237VIC Certificate II in General Education for Adults 17</p> <p>20113 Certificate II in Skills for Work and Vocational Pathways 4</p> <p>ASBT Traineeship 2</p> <p>TAFE 2</p> <p>Work Place Learning 1</p> <p>Work Experience 24</p> <p>* Due to the nature of the 2-year program some students are currently partway through the course but are on track to complete in 2021</p> <p>Certificate I General Education for Adults 3</p> <p>Certificate II General Education for Adults 15</p> <p>Certificate II Skills for Work and Vocational Pathways 6</p> <p>Certificate III General Education for Adults 5</p> <p>ASBT Traineeship 4</p>		<p>Full Certificate</p> <p>Target: 50%</p> <p>Actual:</p> <p>CGEA I 80%</p> <p>CGEA II 85%</p> <p>FSK II 36%</p>

Table 12: Canning Skills Big Picture Academy 2021



2.0 Teaching and Learning: Safe and Accountable Classrooms

Purpose Statement Two:

Students engage in and value their school, training and/or work-based education and social development program.

Students' engagement in their senior schooling years is critical to the success that they will have in their post-school life. Sevenoaks presents a range of programs, both educational and social, to support students in achieving their goals. The effectiveness of these programs is monitored each year and changes are made when necessary.

The curriculum delivery which supports the students, and the following strategies, are integral to the success which we seek for the students. Strategies include Aboriginal support programs, Advocacy support programs, engagement programs and the student social program.

The outcomes which are achieved are monitored through research conducted by Curtin University with the Whole of School Learning Environment survey, Being a Young Adult (formerly Harmony and Diversity) modules and data, and also Edith Cowan University's research with the Retention and Participation survey.

2.1 Whole School Learning Environment

The first measure of student engagement is provided through the Learning Environment research conducted by Curtin University. In particular students respond to two important questionnaires that are administered each year: What's Happening in this School (WHITS) and the Classroom Climate Questionnaire (CCQ).

Program delivery

Both questionnaires are administered annually and identify students' perspectives of the school climate. Individual teachers and learning areas can use their classroom results from the Learning Environment surveys to help them develop and improve classroom practices and seek appropriate professional learning. The outcomes of the research are shared with teaching staff and strategies to address the outcomes are implemented. A post-survey questionnaire is administered later in the year to measure the effectiveness of the strategies.



Outcomes achieved

The figure below provides a longitudinal overview of students' responses to Curtin University's What's Happening in this School (WHITS) survey.

School Climate

Means for each scale.

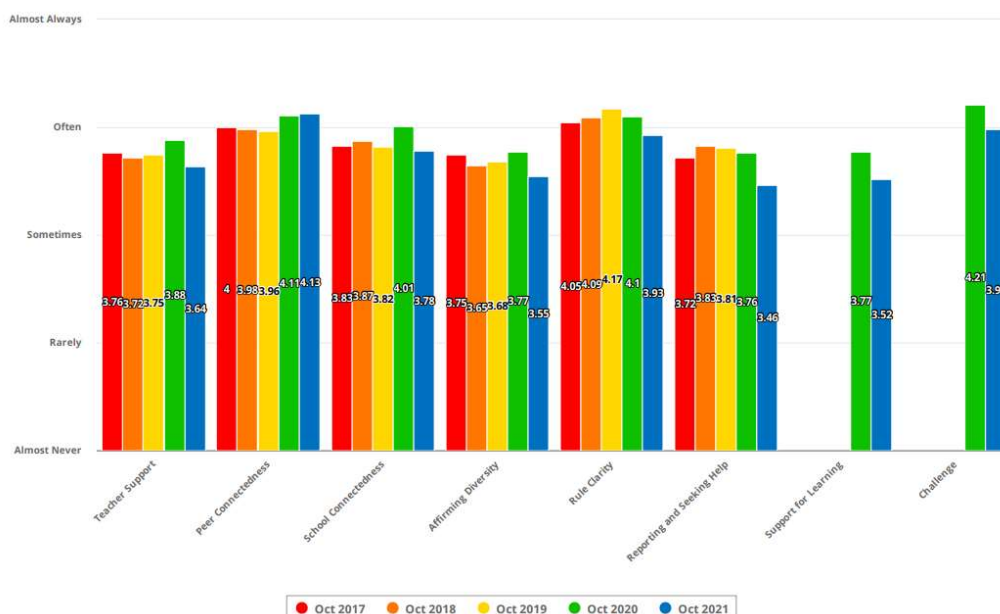


Figure 4: Students' view of What's Happening in this School (WHITS) (Curtin University 2021)

The longitudinal evidence remains consistent albeit some reductions in 2021. Teacher support and support for learning are closely rated. Interesting, the CCQ evidence below for teacher support is higher than rated above. The identification of individual teacher support appears to have greater meaning to students than assessing the collective teacher response.

Classroom Climate: By Year Level

Means for each scale. N = number of participants. Categories with less than four responses have been omitted.

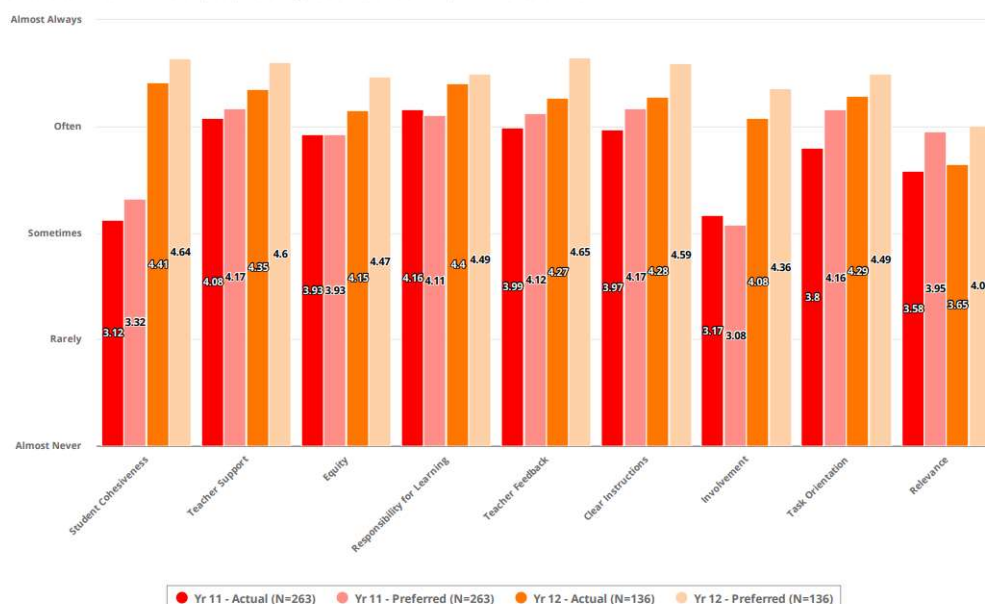


Figure 5: Students' view of learning environment indicators (Curtin University 2021)

From the evidence above, engagement in student learning improves from Year 11 to Year 12. Student cohesiveness improves from Year 11 to 12, not surprising given students arrive from over 40 schools in Year 11. Involvement shows gains in Year 12. Involvement and relevance will remain a focus for student learning.



Improvement strategies

- Incorporate extended professional learning sessions using teachers to demonstrate and develop classroom teaching strategies to support the whole College literacy strategy.
- Embed the Collegial Classroom Observation Strategy supported by Curtin University as a means of informing teachers about their classroom practices and student learning.
- Embed the student modules Being a Young Adult, designed to educate students and inform them about a number of topics including racism, religion, appropriate use of social media, diversity, disability and democracy.
- Work with feeder schools to build on Year 10 Transition opportunities to support students' adaptation to senior schooling, beginning with a carefully planned orientation program and collection of report and OLN data.



2.2 Participation and Retention Survey Data

Attendance and engagement in education is the key to a prosperous future, hence every effort is made to ensure that students attend and engage with their learning.

Edith Cowan University conducts research focusing on student participation and retention in the form of an evidence-based inquiry into participation of students in Years 11 and 12. The purpose of the research is to improve our understanding of participation issues and student engagement.

Program delivery

Data collection for this research involved Year 11 and Year 12 students completing a survey twice a year. The scales developed within the survey instrument measured students' perceptions of their social connectedness and their level of academic engagement. In addition, the survey included a scale (set of questions) exploring students' perceptions of how the school has impacted on their preparedness for the future. Students' future pathways in terms of career choices and aspirations were explored. Focus group interviews were conducted at the end of the year to follow up the findings from the survey. The results reflect any changes in perceptions from the first survey early in term two and the follow-up survey and interviews in term three and four. The analysis provided in the final report is supported by comprehensive data tables that outline specific results in terms of year group, gender, program, home language, and by Aboriginal or refugee status.

Outcomes achieved

Edith Cowan University conducts research focusing on student participation and retention in the form of an evidence-based inquiry into participation of students in Years 11 and 12. The purpose of the research is to improve our understanding of participation issues and student engagement. Academic engagement in the specific program streams is noted below.

Scale	General	Trade Training	Canning Skills	ATAR	Football - Clontarf
Academic Engagement	3.75	4.11	3.92	3.87	3.59

Table 13: Academic Engagement across programs

The Trade Training program has the highest level of engagement, followed by the Canning Skills program. The program design may attribute to this outcome with a self-contained learning environment.

The ECU research provides some valuable data for our Aboriginal and/or Torres Strait Islander students. Over the year, their academic engagement increased from 3.65 to 3.84 which includes scales of involvement in studies and self-efficacy. A significant improvement with confidence with school work from 3.42 to 3.71 is indicative of the support the students are provided with and the confidence they develop. Canning Skills students showed the greatest improvement.

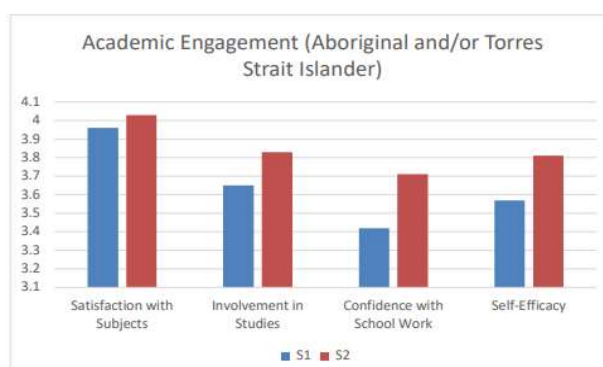


Figure 6: Academic Engagement of Aboriginal and/or Torres Strait Islander



2.3 Attendance Data

Program delivery

Classroom teachers and Advocates have key roles in monitoring attendance. Parents are notified of absences via MGM Wireless Messaging Systems and follow-up phone calls on the day of absence.

The College has an attendance reward program for students who record greater than 95 per cent attendance, and those who achieve 100 per cent attendance have the opportunity to be selected for special reward prizes.

During the first half of term one, the Student Services Coordinator ran a Stay on Campus program. The rationale behind this program was to reduce the issues associated with student transition such as relationship building and becoming comfortable with the new College environment. This also encouraged attendance and belonging at the College. The program involved various activities aimed at students and encouraged them to stay on-site during their free time.

Outcomes achieved

In 2021, overall student attendance as measured at the end of semester one was 69.9 %. Year 11 attendance was 65.8%; Year 12 attendance was 76.8% and Aboriginal attendance was at 49.41%.

As indicated in the table below, student attendance can still improve. Given the demographics of the student cohort, the range of programs and students' increased use of the College's 24-hour on-line curriculum platform, this result is not unexpected; however, staff and administration understand the need to increase student attendance in all programs. This continues to be a key message given to students at every opportunity. The table below provides information relating to student attendance. The College continued its focus on supporting individual students with strategies to increase their attendance.

	Year 11	Year 12	Aboriginal
School 69.9%	65.8	76.8	49.41

Table 14: Percentage attendance of students 2021

The attendance profile is also illustrated in the diagram below. Clearly, this is below the standards expected of senior school students.

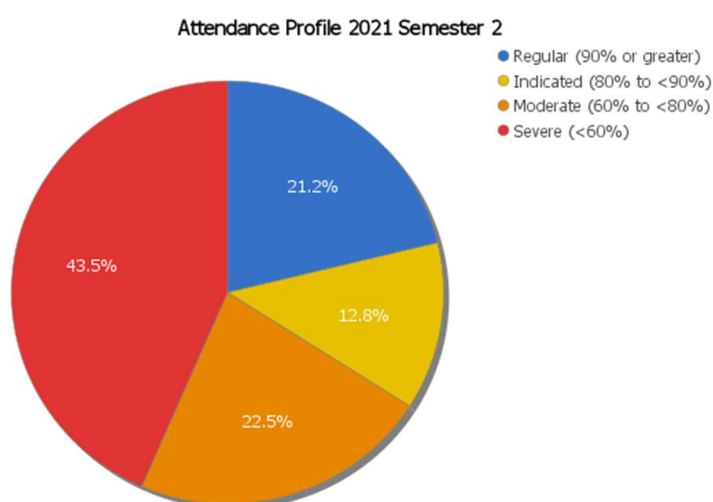


Figure 7: Attendance Semester 2, 2021

We have identified through the ECU research conducted into the College, probable causes of attendance patterns include: Tiredness, peer pressures, lack of motivation and distance(travel).

From 2022 we are enforcing students to 'stay on campus' including not leave during free zones.

Improvement strategies

- Using a team approach to finding the most appropriate course for each student including the Careers Counsellor, Program Coordinator College Operations (timetable), Program Coordinator Student Outcomes, and Advocates.
- Ensuring Advocate teachers are working closely with the students in their Advocacy group and are identifying issues that can be addressed at the College to ensure students engage and participate in their schooling.
- Implement 'no leaving' during free zones
- Identify causes of low-level attendance and work individually with students and families to remedy these issues where possible, especially Aboriginal Year 11 students (male and female).
- Engage and make regular contact with parents and carers regarding attendance.
- Provide incentives to encourage greater attendance through the attendance reward program and prizes.
- Support attendance through the Advocacy Support Panel and Student Services Coordinator.
- Support attendance with a timetable structure in 2021 that limits double zones for non-VET courses.
- Introduction of a full-time on-site Deadly Sista Girlz Coordinator to work specifically with our Aboriginal young women.
- Ensure Follow the Dream tutoring and Clontarf football mentors are on-site and available to support our Aboriginal students.
- Promote 'Stay on Campus' program/activities during terms one to three.
- Promote 'Attendance, all day, every day' as a slogan throughout the College.
- Promote a young adult ethos and expectations of a strong work ethic.





2.4 Advocacy Program

The role of the Advocate has been an important element of the Sevenoaks Senior College culture since the inception of the school and is regarded by staff and students as integral to establishing and maintaining a positive school environment.

Program delivery

Teachers have a role as an Advocate for students during their time at Sevenoaks and are responsible for monitoring academic progress, goal setting and students' social and emotional wellbeing. Time is allocated each week for Advocates to counsel students and to contact parents to ensure students are on track to successfully complete their studies. The good work of the Advocacy Support Panel also continued in 2020. The panel conducted meetings once a fortnight with the objective of focusing on Students at Educational Risk (SAER) and providing assistance to staff with strategies to address students' issues.

Outcomes achieved

Once again in 2020, the panel focused on Year 12 students in semester one, identifying a number of students who needed specific assistance and support. The panel worked with staff to develop programs to cater for the identified students' needs and to help improve student attendance.

The panel focus for the Year 11 cohort was once again student attendance. Students at Educational Risk (SAER) were divided into three attendance groups: 81-89%; 55-80% and below 55%. The first group's lack of attendance was mainly the result of short-term illness and holidays, and this improved with support from the Advocate. Assistance for the second group often involved the addition of support staff such as College Youth Workers and the School Psychologist to try to work through a plan to have students regularly attending class. The third group involved the regional Participation Officers, Vice Principal, Student Services Coordinator, Advocacy Support Panel and other College support personnel.

Records management, parent/guardian letters and parent contact regarding student attendance also formed part of the duties of the College office staff.

Improvement strategies

- Develop the Advocacy program to provide guidance to staff to address key concerns across the College.
- Improve the use of data to inform targeted support for students.
- Use College Advocacy Support Panel to identify students at risk because of low attendance.
- Continue with the College Attendance Reward Scheme and other incentives to encourage students to attend.
- Continue to implement the 'Stay on Campus' program to encourage better student engagement and attendance.
- Follow up all identified at-risk students with their Advocate Teacher and parent contact, and ensure early intervention that will prevent bad habits becoming established.

2.5 Aboriginal Student Support

Sevenoaks Senior College provides a safe, secure school environment for Aboriginal students. The February 2021 enrolment of Aboriginal students was forty-one. Several key programs are delivered to ensure our Aboriginal students achieve success. Follow the Dream is one of the programs.

2.5.1 Follow the Dream

The Follow the Dream program at Sevenoaks Senior College continues to grow with a shared commitment to empower and position Aboriginal and Torres Strait Islander students as leaders, enabling them to investigate and enquire about ways to develop their sense of leadership within the College and broader community. Our Sevenoaks Follow the Dream Leaders are showing the way in matters of huge importance such as achieving secondary graduation, striving for social justice, raising their voices on the climate crisis by increasing their participation to address climate change, becoming more employable and maintaining and strengthening their culture.

The Follow the Dream Program has and will continue to:

- understand and meet the holistic needs of Aboriginal students on the program
- utilise a strengths-based approach
- provide support to the College to ensure a positive and welcoming learning environment which is culturally inclusive, valuing both family and community engagement
- use an appropriate network of collaborators
- set high performance standards and expectations
- build quality teacher-student relationships; and
- ensure students access appropriate course content and delivery.

Moving into 2022 the program will continue to deliver:

- mentoring, specialised tutoring, personalised individual education plans, life skills, high self-esteem activities, academic and career guidance, work placements and extensive individual and family support.



The following is a historical overview of program enrolment and results:

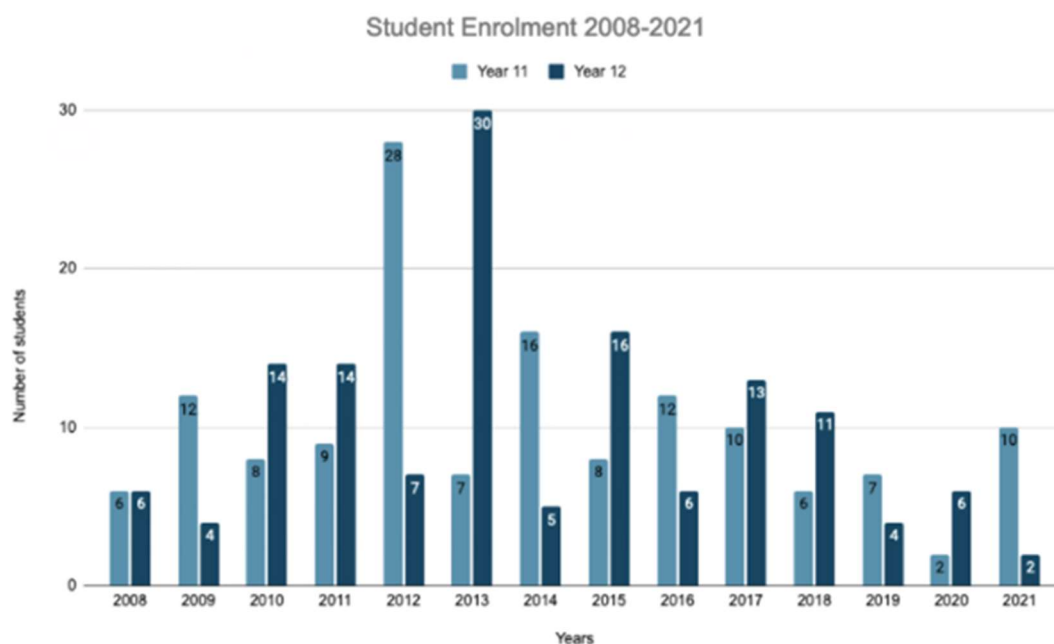


Figure 8: Student Enrolment 2008-2021

	Year 11	Year 12
Results	All ten students enrolled in Follow the Dream have met the requirements to progress into Year 12.	100% WACE achievement
Aboriginal school-based traineeships	Of the ten, five students are enrolled in a certificate course.	N/A

Table 15: Follow the Dream Results 2021

Follow the Dream Notable Achievements 2021

1. Aboriginal Student Voice

Students from our Sevenoaks' Follow the Dream program attended WA's International Women's Day Breakfast Event 'Celebrating Aboriginal Women's Voices' at the Grand Ballroom Crown Perth. Eight Aboriginal and Torres Strait Islander Woman shared their powerful stories. The organisers also requested a student to speak, and Aaliyah Nestoridis was nominated. Aaliyah delivered an empowering speech based on the theme 'Choose to Challenge'. Aaliyah spoke about her involvement with Follow the Dream, her personal challenges and how she overcame them and the strong role models in her family. She called on young women to rally together and hold each other up towards a shared vision of advocating for change.



2. Aboriginal Student Leadership

Two of the Follow the Dream Year 11 students were elected onto the school Guild to experience leadership opportunities during their schooling. It was also an opportunity for Aboriginal student voice to be included.

3. Follow the Dream Coordination of NAIDOC 2021

The Follow the Dream team helped coordinate Naidoc Celebrations at Sevenoaks Senior College. Student presentations, dance, food and art/craft activities were part of the celebrations. The students took up this leadership opportunity and it was a day enjoyed by students, staff and guests to learn about Aboriginal history and culture.



4. Follow the Dream Student Involvement in STEM

The program continues to deliver sessions that engage students in science and mathematics-based activities to increase interest and further study in STEM related courses.

Follow the Dream girls get an early, hands-on look at inaugural mining and lands camp:

The five-day camp in April – hosted by Curtin University in collaboration with the Association of Independent Schools of WA and supported by AngloGold Ashanti – saw girls in Years 9-12 visit Talison and Alcoa mining operations in WA's South West, as well as showcasing a variety of other aspects of the sector. Year 11 student Aaliyah Nestoridis and Ciannah Nestoridis were selected for this amazing opportunity.

Follow the Dream students selected for indigenous Australian engineering school:

Year 11 students Aaliyah Nestoridis and Daymon Eades were selected to participate in Curtin University's The Indigenous Australian Engineering School (IAES) which is an opportunity for Aboriginal students to discover the benefits of engineering. This program provides a forum for students to meet engineering role models and gain insights into the possibilities for their future.



5. Alumni Achievements

Sevenoaks Follow the Dream graduate Ian Wilkes was named 2021 NAIDOC Perth Artist of the Year! Ian joined the Sevenoaks Senior College Follow the Dream program in Year 8 and took full advantage of the opportunities provided. Through the Follow the Dream program he got his first interview with WAAPA which was the start of his acting journey. Ian is always keen to speak to current Follow the Dream students and join in alumni events.



Follow the Dream Year 12 Post School Destinations

Two students were enrolled in Year 12 in 2021. Both students were successful in gaining their WACE. Aleyna Esgin received the Top Aboriginal Student Award as well as the Cultural Navigator Award. Both students have been accepted into the Curtin Enabling Course.



Partnerships

Follow the Dream continues to have strong community, government and business partnerships complement and reinforce our values, culture, and the learning opportunities they provide for our students have enhanced their outcomes. Two continuing partnerships into 2022 include:

- Langford Aboriginal Association (LAA) and the Moorditj Koolungka Kaadadjiny (MKK) Program.
- Members of LAA visit the students at Follow the Dream fortnightly and deliver programs in the areas of cultural, social and emotional wellbeing. They also run classes in Noongar language and provide healthy refreshments at each visit.

BG&E Partnership

Sevenoaks Senior College and BG&E engineering company enjoy a collaborative relationship with activities involving school staff, students, parents, and the community. BG&E are strongly committed to honouring Aboriginal and Torres Strait Island peoples as the First Peoples of Australia, and their Reconciliation Action Plan (RAP) was launched in 2019. The focus of the RAP is to improve education and employment pathways, as well as procurement practices, to sustain economic development in first nation communities. Our exciting partnership with BG&E began in 2019 and will continue into 2022.

On offer will be:

- Scholarships, NAIDOC partnership, Sponsorship of a TAFE course as a pathway to engineering with preference to Sevenoaks, Work placements/internships, site visits, excursions and incursion

Follow the Dream will continue to embrace and embed emerging education trends in 2022. Virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) are some of the education technology trends and Follow the Dream students will be kept abreast and provided with opportunities to expand their knowledge in the digital space.

Our key goals will also be to:

- Support Social Emotional Learning,
- Mitigate Learning Loss
- Build on our Year 10 Transition Program
- Extend the STEM program
- Focus on Career Goals with increased numbers in Year 12

Follow the Dream will:

- aim for Follow the Dream students to achieve A, B and C grades, achieve OLN and reach attendance target of 90%
- provide a variety of opportunities for Follow the Dream students to meet and speak with role models from business, industry, universities, the arts and the community including many of our highly successful alumni
- increase the participation and achievement of Follow the Dream students in STEM

3.0 Students: Pathways to the Future

Purpose Statement Three:

Students move successfully from Sevenoaks Senior College to further education and training and/or employment.

Sevenoaks' motto is Find Your Future and it is through this that all students are guided and supported to determine their post-school options. As a senior school campus, the students are treated as young adults who are preparing to move from school into the adult world of further education and employment. The College's aim is to use the two or three years that students are enrolled to give them the best opportunities to make the transition successfully so they achieve their potential and their goals.

At the commencement of 2021, there were 487 enrolments: 313 Year 11 and 174 Year 12 students. The College enrolment of Aboriginal students was 41 (8 per cent).

3.1 Career Counselling

All students had the opportunity of expert advice from the Careers Advisor regarding post school options. All Year 12s were interviewed to support them with the transition from Sevenoaks to their preferred destination. Information is regularly displayed to assist students and support is offered with TAFE and University applications. In addition, all students participated in a weekly one-hour program to prepare them for university with appropriate sessions on study skills and examination techniques.

The Trade Training Centre, Follow the Dream and Canning Skills programs developed individual career and transition plans for students. Aboriginal students were offered career development opportunities through the Industry Resource tours which included visits to Qantas, Woodside, Chevron and Rio Tinto. In addition, students were given the opportunity to select Workplace Learning, TAFE programs and traineeships as they explored their post-school options.





3.2 Destination Data

The following data highlights the destinations of our 2021 Year 12 cohort

- 33 ATAR course students applied for University entry
- 38 General course students applied for University preparation courses:
 - 23 Curtin UniReady Enabling Program
 - 8 Murdoch OnTrack Course
 - 3 ECU University Preparation Course
 - 2 Notre Dame Tertiary Pathways Program
- 35 General course students applied for TAFE courses
- 21 General and Certificate course students secured full time-time work, traineeships or apprenticeships
- 37 General course students looking for work

Overall, the post-school outcomes of most of our Year 12 students were very pleasing. Considerable time, effort and resources are invested into career counselling, employment support and destination tracking.

Improvement strategies

- Identify the reasons why the 37 students (22%) did not have a pathway.
- Refine process of monitoring students' levels of engagement and re-enrolment from Year 11 to Year 12.
- Career counselling will continue to be supported with information and guidance for post school options.
- Provide support for students that enable them to achieve their pathway with success.
- Provide OLNA support for identified students.



4.0 Students: Every Student Counts

Purpose Statement Four:

Students develop the social skills and expertise to participate successfully in their community.

Program Delivery

A range of programs are offered to support the wellbeing of students which includes:

- Health, Social and Emotional Support Program through Student Services;
- Student Guild initiatives;
- Student sports program;
- Stay on Campus Program;
- Wraparound service in conjunction with external agencies, such as MercyCare and ASeTTs;
- Aboriginal Support Program;
- Clontarf Football Academy; and,
- Wirrpanda's Deadly Sista Girlz Aboriginal young women's program.

Overall, these programs provide students with an opportunity outside the normal classroom to participate in activities to develop their sense of being a part of a community.

Outcomes Achieved

Connection and belonging are two key aims for students to be able to participate as members of the Sevenoaks community. Both the Curtin Research and ECU Research provide a positive insight into student experiences. Curtin's School connectedness (WHITS) 3.78 aligned with ECU belonging 3.78.

A further breakdown of student development in the context of the specific programs is interesting.

Scale	General	Trade Training	Canning Skills	ATAR	Football - Clontarf
Total Social Connectedness	3.73	4.23	3.99	3.83	3.8
a) Support	3.89	4.43	4.04	3.95	3.95
b) Belonging	3.63	4.09	3.95	3.74	3.7

Table 16: Social Connectedness (ECU Research)

The specific programs indicate the total connectedness, comprised of support and belonging. General students are lowest at 3.73, with Trade Training students a very high 4.23. Trade Training and Canning Skills have a strong support structure with space and staff contained in a familiar environment, provides possible lessons for the future.

The following graph focusses on the WHITS outcomes of student locus of control. Overall, this is very positive, particularly the risky behaviour scales. Of the lowest scales, well-being is somewhat lower but not alarming.

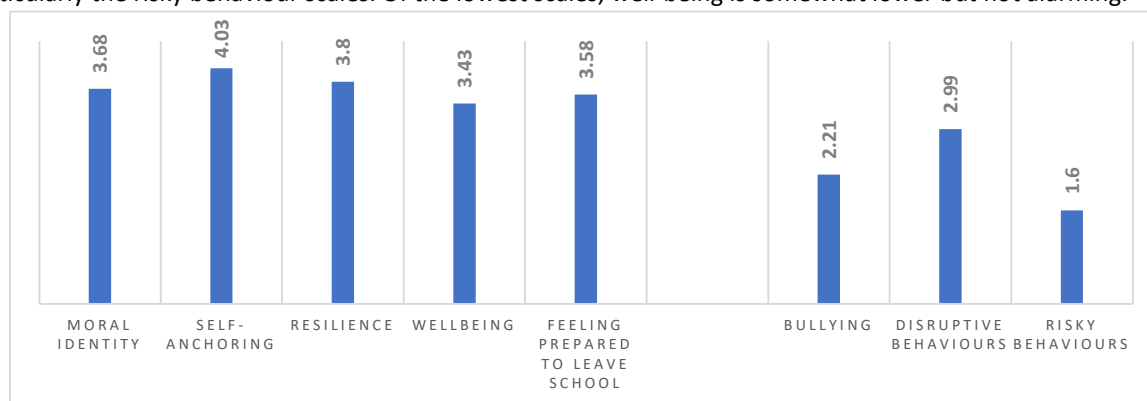


Figure 9: Protective and Risk Factors



4.1 Wellbeing Support Program

In 2021 the Student Services support team comprised the Vice Principal, Level 3 Student Services Program Coordinator, Psychologist, Youth Workers and the Nurse. These staff met on a regular basis to implement strategies to support students in achieving their educational goals. There were many issues that were experienced by students in 2021 including mental health and relationship issues.

The Student Services team supported students with those presenting issues via the following strategies:

- Working with teachers, students and their families in formulating timetables that allowed them flexibility with their school/home/work balance to combat stress and anxiety.
- Working with students to develop and maintain respectful and healthy relationships.
- Collaborating with external support services to maintain consistency and improve therapeutic outcomes for students.

The Advocate Teacher and Advocacy Support Panel monitored attendance and engagement of Year 11 and Year 12 students. The Student Services team met regularly to develop strategies to support students who have significant life issues. This team utilised the strong links to the Regional Office Retention and Participation Coordinators as well as working with outside agencies, such as MercyCare, to help keep students actively engaged and to find alternative pathways when required.

In 2021 the College participated in Act Belong Commit initiatives to support student mental health and wellbeing. There is an emerging trend worldwide of an increasing number of young people experiencing mental health problems. This is reflected at our College and the Student Services team has adopted a whole school approach to mental health promotion. The framework is based on the positive mental health message of the Act Belong Commit campaign.

In 2021 the Student Services team ran a Wellbeing Week, which ran across a week in term two. The event highlighted strategies to improve wellbeing; these included activities linked to diet and nutrition, physical exercise, mindfulness and social connectivity. The program included blending health smoothies via push bikes, physical fitness sessions, mindfulness art activities, self-pampering stations, and healthy eating activities. In the middle of the week we ran an Expo, where over 15 external agencies attended to interact with students and show them what services they offer to support them when needed.



4.2 Student Activities Program

Stay on Campus activities

The 'Stay on Campus' program was initiated in 2014 with the aim to reduce the issues associated with student transition such as relationship building and becoming comfortable with the new College environment. It was created to also encourage attendance and belonging at Sevenoaks. The program involved various student activities that encouraged them to stay onsite during their free time. The program is also aligned with our Act Belong Commit program.

In 2021, our program ran throughout the year and included the following:

- Table tennis tournaments
- Multicultural activities
- R U OK? Day activities
- Book Week dress-up and special morning tea
- NAIDOC and Reconciliation Week celebrations
- Dance Club
- Anime Club
- Recreational facilities provided to students

Sporting Teams

Sporting teams continued to run this year.

We offered the following sporting teams:

- Basketball
- AFL
- Badminton
- Volleyball
- Soccer

The highlight of the year was the Champion Schools Volleyball competition. Three of our four teams qualified for the finals. The Girls Sevenoaks 1 team and the Boys Sevenoaks 1 team both won their respective grand finals and took home Division Champions Shields.

Health Awareness Events

The Student Services Team and Health Committee organised health promotion events throughout the year to raise awareness of potential health issues that can impact on young adults. One of these events was the PPEP talk. The Periods, Pain and Endometriosis Program (PPEP talk) is an initiative of the Pelvic Pain Foundation of Australia (PPFA) that aims to empower young people to understand their bodies, in turn ensuring positive well-being and mental health outcomes.

Another event was 'R U OK?' day. This event was all about raising awareness of how starting a conversation with someone can change their life for the better by encouraging them to seek help if they need it. This year to celebrate R U OK? Day, Student Services ran a number of activities over two days including: guess the number of yellow jellybeans, decorate a pancake in yellow, mindfulness colouring station, yellow rock scavenger hunt, badge making, photo booth and live student music in the courtyard.

The College also ran a Wellbeing Week, after semester one exams, in collaboration with Act Belong Commit.





Student Guild

Students enjoyed the opportunity to participate in an official election process run by the Australian Electoral Commission using the preferential voting system to elect their 2021 Student Guild members.

In 2021 the Student Guild had:

- six Year 11 students, Daymon Eades, Safeer Kaimkhani, Bismillah Moqaddam, Ju Stuh, Aaliyah Nestoridis, Karla Castaneda; and,
- six Year 12 students, electing College Captains, Alisha Hussain and Zehrah Al Asaadi, Ryan Haynes, Aron Biju, Tegan Smith and Smarika Thapa .



The Year 12 members went to the annual GRIP Leadership Conference in Perth. The Conference is unique in that it concentrates specifically on training student leaders for their role as school leaders and gave them ideas, goals and strategies to use in our College.

The Year 12 members utilised this knowledge to mentor the Year 11 Student Guild members at the two-night leadership camp in May at Ern Halliday Recreation Camp. The entire group participated in leadership and group bonding activities through the Department for Sport and Recreation.

The Guild used their time at the leadership camp to plan for activities that they could run in 2021. Students learnt how to submit event proposals, write budgets, use various promotion techniques and coordinate events big and small. They fundraised by running a sausage sizzle at Cannington Bunnings. The major fundraising event for the year is our Sevenoaks Got Talent show. Over 100 students attended this event and we had over 10 performers. It is a show that takes a lot of planning by the student leaders and is much enjoyed by all. The Guild raised over \$300 for Motor Neuron Disease (MND).



College Events

On 19 February 2021 the annual Year 12 Sevenoaks' Senior College Ball was held for the first time at the Pan Pacific Hotel in East Perth. The 'secret garden' theme inspired a beautiful arrangement of floral and leafy decorations. After indulging in a delicious buffet dinner, students enjoyed a dance to celebrate the exciting night. As always, the occasion allowed a unique chance for students and staff to socialise in a more formal but still supportive and welcoming environment, typical of the Sevenoaks Senior College culture. We are proud of the impeccable appearance and behaviour of all students who attended the 2021 College Ball and hope the night remains memorable to them for years to come.

The 2021 Year 12 Presentation Ceremony was held on Saturday 23 October at the Curtin Stadium. Approximately 200 students attended the event with over 600 guests, parents and staff members. Dignitaries who attended the Presentation Ceremony included: the Hon. Bill Johnston MLA Member for Cannington; Dr Marnie O'Neil College Board Chair, Mr Grant Morgan College Board Deputy Chair, Board members Ms Tracey Beer, the Hon. Fred Chaney AO and Associate Professor Jan Gray; Ms Kristy McSweeney representing the Hon. Steve Irons MP, Federal Member for Swan; City of Canning Mayor Patrick Hall; Ms Danni Pietsch from Cummins South Pacific; and, Mr Andrew Wilson, Principal, Cannington Community Education Support Centre. Our distinguished guests joined our Principal, Ms Fiona Thomson, in presenting the awards.

The Ceremony was opened by Mr Shaun Nannup, a Whadjuk Wardandi Noongar Elder. The national anthem was performed by one of our very talented students, Maria Clariza Ysabelle Zuniega . The prestigious College Excellence Awards were presented, comprising the Dux Award, the Outstanding Achievement Awards, the College Awards and the Course Awards. The 2021 Year 12 student cohort are congratulated on their efforts for the uplifting community spirit they have demonstrated during their final year at the College. This is particularly noteworthy considering the uncertainty and implications of the COVID-19 pandemic.

4.3 Aboriginal Initiatives

Sevenoaks Senior College staff continue to enjoy working with our feeder school staff from Yule Brook College and community members to implement a school and community partnership agreement, *Moort Baraning Waangkiny – Communities Coming Together*. The agreement focuses on a number of core areas including transition, connectedness of programs at Sevenoaks and Yule Brook College, learning together, cultural awareness, cultural celebrations, AFL football, Noongar LOTE, reconciliation and communication.

Ongoing programs include extensive support for Aboriginal students through the work of the Aboriginal Support Teacher, the Clontarf Football Academy, the Sista Girlz Wirrpanda program and the Aboriginal and Torres Strait Islander Mental Health First Aid Course (AMHFA). The Clontarf Football Academy provides opportunities for students to combine their education with a football program. Students compete against other teams in a local competition and also participate in camps and excursions.

All Aboriginal students receive additional tuition provided by the College or via the Follow the Dream program.

4.4 Student Scholarship Program

At the beginning of 2021 two Wayne Lyon Memorial Scholarships were presented. Alison Osborne was awarded a scholarship for her contribution to sustainability and the environment, and Tharsana Pusparasa was awarded a scholarship to support her in achieving her personal goals with her education. Two students are the recipients of these \$1000 awards annually.

The Jordan Thorsager scholarship of \$1000 was established by his family in his memory and is awarded to a student(s) who needs financial assistance to reach their goals and who also loves to play sport. Jordan was a past student of Sevenoaks, who sadly passed away in 2019. This year's recipients were Alisha and Amaan Hussain.



4.5 Student Excursions

The following are some of the photos of excursions which students engaged with in 2021. Despite some COVID restrictions during the year, there was still much opportunity for students to explore extra-curricular activities linked to their in-class learning.





5.0 Teachers: Professional Learning Community

Program Delivery

The Sevenoaks Quality Teaching Model which is linked to the AITSL standards, continues to be our key framework for developing effective teaching practice at the college. Teachers participate in a minimum of 30 hours of professional learning annually.

Our professional Learning for all staff included a focus on the following elements of teaching and learning in 2022: Contextual understandings from the Aboriginal Cultural Standards Framework, Engagement and Trauma informed practice, and whole school literacy focus and strategies for learning.

Monitoring and analysing student performance data will continue to be an integral part of the work of teachers as they develop their knowledge and understanding of the School Administration and Information System (SAIS) to monitor individual student performance and course monitoring processes to manage whole of course performance.

Support staff were involved in professional learning across several areas including finance, HRMIS, first aid, occupational health and safety, and, working with students suffering from trauma.

5.1 Curtin University School Level Environment

Each year, teachers participate in the Curtin University research related to their attitude to their work. Through Curtin University, the school climate has been monitored to ensure teachers and support staff needs are met. The outcomes are indicated in the table below. Teachers have responded to this data to determine strategies which will be implemented to close the gap between actual and preferred. This will continue be a focus for 2022.

School Level Environment Survey 2021		
	Actual	Preferred
Staff Collegiality	4.04	4.38
Staff Freedom	3.86	4.38
Resource Adequacy	4.51	4.8
Shared Mission	4.38	4.64
Leadership Support	4.0	4.53
Parent Involvement		
Student Support	4.06	4.74
Participation in Decision Making	3.46	3.96
Job Satisfaction	4.31	
Self-Efficacy	4.22	
Wellbeing	3.89	

Table 17: School Level Environment Survey (Curtin University 2021)

These scale remain positive which is encouraging given the context of schooling for Sevenoaks last year. It is a credit to the teaching staff and leadership team to have maintained such a positive environment in a period of extreme uncertainty.

The following graph reflects the progress of the School Level Environment since 2017. Generally, the evidence is reasonably consistent.

Of note is the 2020 and 2021 data which provides positive increases in leadership support and significant increases in participation in decision making. The results reflect greater teacher engagement in the preparation for the Public School Review and the subsequent strategic development of the future of the College through a new Business Plan from 2022. The Principal and Vice-Principal should be commended on these outcomes of improved teacher engagement.

Staff professional learning sessions will continue to ensure teachers have opportunities to review and discuss progress of the new Business Plan following the College Public School Review at the start of 2021 which has no doubt been a catalyst for the improvement in the aforementioned domains.

Parent involvement remains a challenge maybe due to the language barriers, a system not familiar to parents and students as young independent adults.

Organisational Climate

Means for each scale.

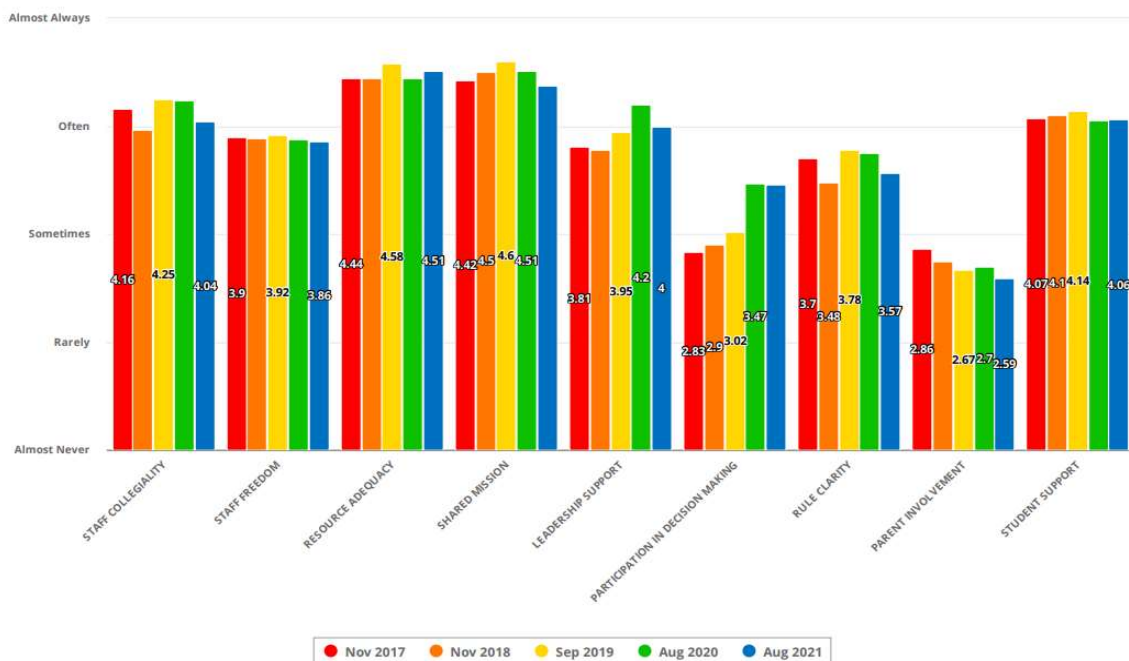


Figure 10: School Level Environment Survey 2017-2021





Wellbeing, Satisfaction and Efficacy

Means for each scale.

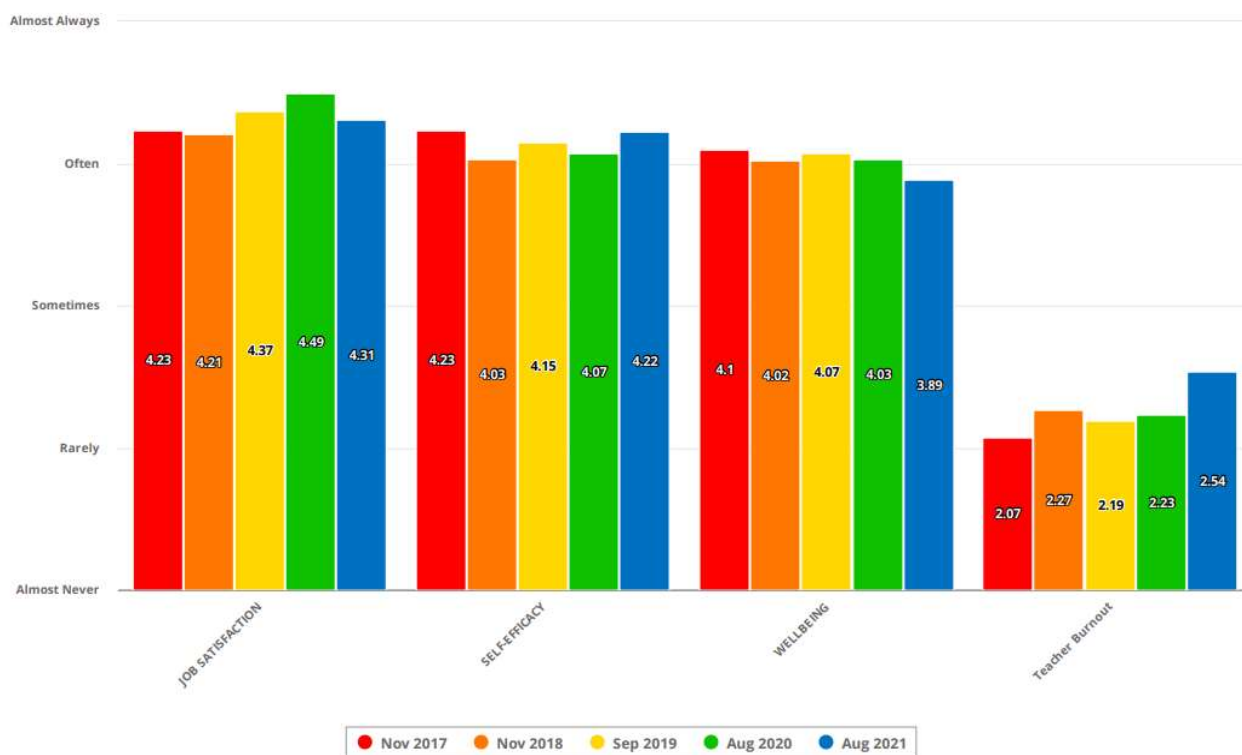


Figure 11: Staff Wellbeing Survey 2021

The above results are indicative of a workforce who enjoy their work, have strong self-belief and general positive wellbeing. Not surprising, teacher burnout rated higher than the previous years, no doubt a consequence of dealing with COVID and implications for the teaching and learning program.

Improvement strategies

During 2021 there was a continued focus on establishing sustainable Professional Learning Communities and there will be a continuation of the Collegial Classroom Observation strategy across the College, linked closely to addressing feedback from the Curtin University Classroom Climate research. In 2022 we will interrogate the data available, add with an increased focus on streamlining the Sevenoaks QTM and increase its application by strengthening its connection to data.

Other strategies will include:

- ensuring teachers are working with the College Quality Teacher Model that links the College Business Plan, the AITSL professional teaching standards and our ongoing Curtin University research;
- exploration of a whole school numeracy strategy;
- developing teacher data literacy in analysing student performance;
- developing teachers' understanding of the school planning process and associated layers of accountability through a collaborative approach;
- provide a coordinated approach to leadership coaching by accessing an experienced educational coach with knowledge of our university research data and college priorities to work with level 3 administrators so that they have the additional skills necessary to support Sevenoaks teachers; and,
- implement the Curtin University Parents and Carers Survey to gain feedback from parents about our processes and practices and how we can better bridge the gap between home and school.

6.0 Financial Perspective

6.1 Finances

Our financial management systems continue to be refined and budget monitoring processes have operated very effectively. Despite some movement to a 'pure' single one-line budget, we have developed a process to bring all staffing and contingency costs together and exercise a degree of flexibility. The College Board approved charges and contributions and budgets. The school-level finance committee provided on-going input to the financial processes.

As at 3 September 2021 we employed a total of 44.10 FTE for teaching staff which included School Administrators (5), Executive (2) and 22.10 FTE for school support staff.

With the new School Centre Funding Model, the College receives a total dollar allocation for all salary payments. The following table presents the expenditure of salaries in 2020.

	Spent
Allocation \$6 716 833	
School Salary	\$6 255 040
Casual Relief Payments	\$195 411
Casual Payments (1346)	\$212 392
TOTAL:	\$6 662 843

Table 18: One-line budget expenditure 2021

Opening Balance Allocation 2021	\$13 783
Revenue	\$1 722 833
Expenditure	\$1 320 785
Reserves	\$1 256 605
Tax	\$15 857
Bank Account	\$1 647 982

Table 19: Summary revenue and expenditure 2021

The College operated within budget allocations.



6.2 Reserves and Lease Strategy

The College has in place a process for maintaining adequate funds in our reserve account to enable the continued four-yearly replacement of computers across the college. The Standard Operating Environment system which operates the information technology continues to work effectively.

6.3 Full Fee Paying Students

In 2021 there were 1.5 full fee paying students. The fees associated with these students totalled \$17,214.

6.4 Professional Learning

In total, staff engaged in 81 days of professional learning requiring 2 days' relief. Expenditure external relief support was \$1,088.

6.5 Use of Facilities by External Bodies

In 2021 we raised only \$900 for facility hire due to the gymnasium being out of operation for the entire year. Once these repairs are finalised, we plan to re-implement our facility hire and market the space heavily.

Did we achieve our College Business Plan 2016-2020 Targets in 2021?

Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
Students receive a standard of support which enables them to participate in their selected pathway and achieve their academic potential	Course Counselling Careers Advisor: All ATAR Year 11-12 Enrolment Coordinators: On-entry meeting for all students	WACE <ul style="list-style-type: none"> Percentage of students achieving the attainment standard Certificate II or +55 ATAR. Median ATAR ATAR participation and performance Percentage ATAR terciles 	Aspire to maintain all ATAR students with an ATAR at 55 or above Incrementally increase Certificate II achievement to 90 per cent Increase the percentage of students enrolled in ATAR courses whilst gradually increasing to 66 per cent those students who achieve an ATAR above 75 Move the low tercile toward 33 per cent	Working towards Achieved Working towards (effect of COVID and early offers) Not achieved	Professional Learning for all teachers and support staff to develop counselling skills Professional Learning budget Advocacy support panel
	Advocacy support and monitoring of student progress	<ul style="list-style-type: none"> ECU Engagement Project Advocacy support for studies criteria Percentage of students achieving Category 3 OLN – reading, writing and numeracy 	Maintain a scaled score of 4.00 for ECU Advocate Support of Studies	N/A	
	Whole College Literacy Strategy to support Online Literacy and Numeracy Assessment (OLNA) achievement		80 per cent of Year12 students achieve Category 3 for reading, writing and numeracy 80 per cent of Year 11 students achieve Category 3 for reading, writing and numeracy	Achieved individually Working towards	



Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
Students are connected into their learning programs through effective transition processes and programs	Transition Plans All students have a transition plan from Year 10 to post-school pathways which is monitored and supported through the following processes: Year 10-11: General information sessions Year 11-12: Pathway Program Year 12 to post-school: Careers Advisor Orientation Program	<ul style="list-style-type: none"> Year 12 students with three or more grades at or above C 	Increase the overall percentage of C grade attainment: Year 11 to 80 per cent Year 12 to 90 per cent	Working towards Y11 – 71.5% Y12 – 73.2%	
	Workplace Learning induction	<ul style="list-style-type: none"> All workplace learning students participate in an induction 	80 per cent of workplace learning students complete one unit of ADWPL	Achieved	

Teaching and Learning: Achieving Success

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
Students are connected to a range of programs and services to support them with their engagement in their schooling and/or training	Retention and Participation Canning Skills Big Picture Academy	Canning Skills Big Picture Academy <ul style="list-style-type: none"> All Canning Skills BP teachers and students working in the Big Picture Academy and immersed in the Big Picture design Percentage of Canning Skills BP students achieving the Certificate II General Education for Adults (22237VIC) Enrolment versus completion rates ECU research: <i>Social Connectedness and Academic Engagement</i> 	<p>Learning programs utilise the Big Picture design which involves learning through internship opportunities, maintaining a portfolio and participating in a parent/friend/teacher/carer exhibition each year</p> <p>Incrementally increase Certificate II achievement from 42 to 50 per cent</p> <p>Consistently achieve 50 percent completion rate</p> <p>Student scores are maintained at a minimum critical score of 3.5 in each of these aspects</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	<p>Big Picture resources and mentor</p> <p>Youth Workers</p> <p>Education Assistants</p> <p>Advocacy support panel</p> <p>Advocates</p> <p>Student Attendance Monitoring System (SAMS)</p> <p>Semester One Data</p> <p>Follow the Dream</p>
	Attendance 'Attendance all day, every day'	<ul style="list-style-type: none"> Disaggregate attendance rates into pathway options for Year 11 and Year 12: ATAR General Canning Skills Big Picture Academy Trade Training Centre Monitor attendance levels of Aboriginal students in each category of: Regular 90+% At risk 80-89% At risk moderate 60-79% At risk severe 0-59% Average Aboriginal male attendance data Average Aboriginal female attendance data 	<p>Increase attendance profile in the following:</p> <p>ATAR The majority of students to be in the regular 90 per cent with none below 85 per cent</p> <p>General Courses The majority of students to be in the 80-90 per cent category or higher</p> <p>Canning Skills Big Picture Academy The majority of students to be attending at least 50 per cent of the time</p> <p>Trade Training Centre The majority of students to be in the regular 90 per cent with none below 85 per cent</p> <p>Aboriginal Students Maintain average attendance levels above 75 per cent</p> <p>75 per cent</p> <p>75 per cent</p>	<p>Not achieved</p> <p>Not achieved</p> <p>Achieved</p> <p>Working towards</p> <p>Working towards</p> <p>Working towards</p> <p>Working towards</p>	<p>Aboriginal Teacher, Kayleen Hayward</p> <p>Clontarf Football Academy</p> <p>Wirrapanda Deadly Sista Girlz Program</p>



Teaching and Learning: Safe and Accountable Classrooms

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
Teachers provide a quality learning environment which promotes student engagement through a range of instructional strategies to cater for student diversity within the classroom	Quality Learning Environment Implement <i>safe and accountable classrooms</i> concepts Continue to develop a range of cooperative learning and instructional strategies which enable student success Whole-school literacy strategy	<ul style="list-style-type: none"> Reducing the gap between actual and preferred in the <i>delivery</i> aspect of the Curtin CCQ survey Percentage of students above the critical point in the ECU <i>academic engagement</i> domain Mean of the ECU <i>satisfaction to subject and academic confidence</i> to trend upwards 	Incrementally move the <i>delivery</i> aspect rating toward the scale of 4.0 Maintain student score above 3.5, moving toward 4.0 in Year 11 and above 4.0 in Year 12 Incrementally move <i>attitude to subject</i> score from 3.8 toward 4.0 Incrementally move <i>academic efficacy</i> from 3.8 to 4.0 90 per cent of teachers participate in Collegial Classroom Observations	Not achieved Achieved Year 11 and Year 12 Working towards Achieved Working towards	Leading Teaching and Learning Professional Learning Research budget Curtin University research Edith Cowan research
	Harmony and diversity Incorporate <i>Harmony and Diversity</i> (renamed <i>Being a Young Adult</i> in 2020) modules into the classroom and Advocacy	<ul style="list-style-type: none"> EALD cohort mean for <i>sense of belonging</i> trending upwards 	All students take part in the <i>Harmony and Diversity</i> program in Advocacy EALD cohort mean for <i>sense of belonging</i> trending towards 4	Achieved Achieved	
Student academic support programs ensure there is additional support for students to achieve success with their learning	Academic Support Programs Year 11 Pathway to Year 12 Year 12 University Pathway Program Follow the Dream Deadly Mathematics tutoring	<ul style="list-style-type: none"> Qualitative feedback from ECU focus groups related to academic support and efficacy 	Qualitative data from ECU focus groups related to academic support and efficacy demonstrates that students feel supported in their studies 90 per cent of Year 11 and Year 12 ATAR students participate in the Pathways programs 90 per cent attendance of Follow the Dream students participating in the FTD tutoring	Achieved Achieved Achieved	Elevate Universities TAFE Representatives College teachers Past students Follow the Dream Graham 'Polly' Farmer Foundation – BHP funding

Students: Pathways to the Future

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
The College will offer a range of pathways which meet the needs of students and promote access to courses which will lead to viable post-school pathways	Re-shaping the Curriculum Develop pathways which reflect the Australian Curriculum, the WACE, vocational pathways and the Big Picture Design (Canning Skills)	<ul style="list-style-type: none"> Percentage of students moving to employment and training throughout Year 11 and Year 12 Percentage of students moving to: <ul style="list-style-type: none"> Training providers University Employment 	90 per cent of students who leave during the year are connected into either employment or training Actual versus preferred destination of students reflects <i>minimal variation</i>	Working towards Achieved	Construct a timetable which supports and reflects flexibility to deliver the next phase of curriculum reform Professional Learning Budget SCSA PD
	Certificate II Develop a range of Certificate II courses which will enable students to achieve the attainment standards of the WACE	<ul style="list-style-type: none"> Students have access to either Certificate II courses or ATAR courses 	All students enrolled in either ATAR, General course or Certificate II course	Achieved	
Canning Skills adopts and embeds Big Picture design across all Advisories	Canning Skills Develop the Canning Skills model to be inclusive of the minimum standards of literacy and numeracy as defined by the WACE	<ul style="list-style-type: none"> All completing Canning Skills (CS) students attain the Year 10 minimum standards of literacy and numeracy <ul style="list-style-type: none"> Certificate II General Education for Adults (22237VIC) 	50 per cent of completing CS students achieve the Year 10 minimum standard of literacy and numeracy	Achieved	Big Picture Australia resources
	Big Picture university portfolio entry		Capable CS students access Murdoch university via portfolio entrance	Available	



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Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
Student academic support programs ensure there is additional support for students to achieve success with their learning	English and English as an Additional Language or Dialect				EALD funding from Department of Education
	Implement whole school literacy policy	Whole school literacy strategies employed across all programs and courses in the College	A whole school literacy strategy is developed and implemented for all students	Achieved	Appropriate professional development
	OLNA support sessions and foundation class support	OLNA support strategies and discrete sessions for students who have not achieved category 3 in OLNA	80 per cent Year 12 students achieve OLNA category 3 in reading, writing and numeracy	Achieved	OLNA support classes
	The Sevenoaks International Centre continues to incorporate the strategies for students: <ul style="list-style-type: none"> • in-class support • across learning area support • three year program for identified <i>stage one</i> EALD students 	Additional English foundation classes when necessary EALD students have access to additional support in developing their English language skills	80 per cent Year 11 students achieve OLNA category 3 in reading, writing and numeracy	Working towards	

Students: Every Student Counts

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
A young adult ethos is the philosophy which underpins the manner in which all students are treated	Young Adult Ethos Adult Voice	<ul style="list-style-type: none"> Reducing the gap between actual and preferred on the Curtin <i>WHITS</i> climate indicators and climate outcomes Reducing the gap between actual and preferred on the Curtin CCQ <i>relationship</i> aspect 	School climate indicators and outcomes to move toward the scale of 4.0 The <i>relationship</i> aspects be maintained above 4.0	Working towards Working towards	Youth Support Workers Student Guild College staff Guest speakers
Students are given access to a range of programs and services which enable them to participate as a member of their community	Stay on Campus Social Support Programs Cultural diversity awareness: - NAIDOC - Harmony Day Clontarf Football Academy Maali Girl program School sports program	<ul style="list-style-type: none"> Mean scale score of students above the critical point on the ECU <i>social connectedness</i> scale 	Move the social connectedness scale toward 4.0 in Year 11 and 4.2 in Year 12	Working towards	
Students respond positively to being a member of a community	Harmony and Diversity Modules Implementation of the <i>Harmony and Diversity</i> cultural diversity modules Advocacy	Mean scale score of students above the critical point on the ECU <i>perceived support from Advocate</i> scale	All Advocates receiving professional development for <i>Harmony and Diversity</i> modules Move ECU <i>Advocate</i> scale from 3.9 to 4.1	Achieved Achieved	Professional Learning days Curtin University College Research ECU research



Teachers: Professional Learning Community

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
Teachers are active members of a <i>Professional Learning Community</i> who work collaboratively to address students' academic and social development	Collaboration Establish the structures, processes and time to enable teachers to share practices, collectively reflect on student performance, the Sevenoaks Quality Teaching Model and contribute to a positive school climate including participating in Collegial Classroom Observations	Curtin University School Organisational Climate Survey (SOCS) provides positive indicators	Move the actual scores toward the preferred scores	Working towards	Research budget Implementation of AITSL standards through performance management Sevenoaks Quality Teaching Model
	Teachers' participation in the action research learning through Curtin University: Classroom Climate Questionnaire (CCQ)		90 per cent of teachers participate in Collegial Classroom Observations	Working towards	
Teachers' capacity is developed to meet the needs of the changing educational context	Capacity Building Build teacher capacity to deliver effective strategies in the classroom to meet the needs of the emerging EALD population	Teachers have access to learning to develop their current skills	Teachers participate in two in-school moderation activities each year	Achieved	SCSA & College Professional Learning program Professional Learning budget Schools Curriculum and Standards Authority Literacy tool kit (resources) Department of Education budget allocations Training costs to up-skill teachers and maintenance of currency to deliver Certificate II qualifications
	Teachers implement wholeschool literacy policy	Teachers participate in literacy professional learning		Working towards	
	Maintain teachers' Certificate IV and vocational qualifications	Teachers participate in relevant professional learning to support VET qualifications	VET teachers maintain vocational qualifications	Achieved	

Management Systems: Administration

Major Outcomes	Strategies	Performance Indicators	Targets	2021 Outcomes	Resources
The College finances are managed strategically to maximise student outcomes	Finances Effective operation of the SCFM and one-line budget Developing funding submissions to support delivery of programs Reserves maintained to deliver future needs of the College	Maintain a surplus with the one-line budget	One-line budget remains in surplus	Achieved	The finances of the College: <ul style="list-style-type: none"> one-line budget student fees schools resourcing budget external funding allocations are aligned to the priorities of the College plan
The College manages the physical resources in accordance with Department policy and processes	Facilities and Equipment Monitor the IT capacity across the College Maintain effective network capacity to deliver the business of the College Monitor general standards of facilities across the College Monitor the capacity of facilities to deliver requirements of the AQF qualifications Maintenance of depreciation schedules for replacement of equipment	IT network is maintained	1:1 student computer ratio is maintained	Achieved	
		The network is reliable and monitored for improvement	'Downtime' is less than 1 per cent	Achieved	
		Facilities committee meets regularly to monitor	Facilities are maintained at Department standards	Working towards	
	Systems The management of systems is reviewed annually and reported on when requested	RTO audits	Audits receive positive findings when conducted	Achieved	
		Financial audits			
		Curriculum audits			
		Other compliance audits as directed			
A workforce plan is in place to enable sustainability of programs delivered at the College	Workforce Planning Develop a succession plan for the period under review Maintain effective recruitment processes to ensure internal capacity of staff is maintained Develop a vocational training plan to meet the delivery requirements of the WACE standards	Seamless transition with the appointment processes which enable the College programs to continue	College is fully staffed at all points of the year	Achieved	
		Specific teachers trained to deliver Certificate II courses in selected industry areas	Adequate teachers trained to enable all students access to a Certificate II course and vocational currency is maintained	Achieved	

