



2023 ANNUAL REPORT



Principal's Welcome

On behalf of the Sevenoaks Senior College Board and staff, I present the 2023 Annual Report which highlights our achievements during the year. Our teachers, support staff and leaders of the College have contributed to a highly successful year, supported by our families.

Find Your Future is our goal for every student at Sevenoaks which is achieved through our pathway planning. During 2023, we strengthened our pathways for students particularly in the health industry with the introduction of a Certificate II in Community Services, a Certificate II in Health and, a Certificate IV in Nursing Preparation delivered through TAFE. We introduced Curtin UniReady to provide another university pathway for students who had not studied ATAR courses in Year 11

Our *Young Adult Ethos* was evident in our classrooms and in our work integrated learning opportunities as students explored their futures beyond the classroom both at work placements, TAFE or further training opportunities. Through our business partner Cummins, we implemented Passport to Success, an internationally acclaimed course to support students to develop the soft skills required of industry and training.

Our teachers focussed on the quality of their teaching and the learning of their students ensuring they progressed individual student achievement to achieve their future goals. A key initiative was the re-introduction of English as an Additional Language/Dialect to support student language development for our culturally diverse classrooms. Our learning environment continued to support the social and cultural diversity and the Young Adult Ethos we promote.

Our intent to bring together key service provisions to support students continued. Our workplace learning staff are now located in one hub. We re-imagined the library space to incorporate our Careers Advisor and our Student Achievement leaders in one central hub; and we created an Aboriginal Student Support Hub. All of these services have promoted easy access to services for our students.

Our student guild were wonderful ambassadors representing Sevenoaks at a range of forums. Our students were inspiring with their commitment to the sporting and social events with strong student voice through their cultural and social communities. I acknowledge the work of our co-captains Charzie Janovro and John Vincent Francisco in leading the students and representing the College across the community.

Our Board led by Dr Marnie O'Neill were excellent advocates for Sevenoaks and the strategic direction of the College. Their individual and collective commitment to Sevenoaks has supported us on our journey toward a model of 21st Century schooling to ensure that Sevenoaks' students get the best advantage possible with their aspirations for a successful future career.

Dr Karen Read Principal

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

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OUR VISION

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

OUR VALUES

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

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

Accountability Be accountable for your decisions and actions.

Respect Respect yourself, others, and the environment.

Excellence Seek to accomplish your goals and pursue excellence.

OUR PRIORITIES

Learning Environment

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

Teacher Quality

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

Student Achievement and Progress

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

Relationships and Partnerships

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

Leadership

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

The Sevenoaks Community

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

Find Your Future is our vision for our students as we prepare them for their future with an extensive range of pathway options including university, training and employment. This flexibility attracted students from across the metropolitan area from both public (23) and private (10) schools with our major feeder school, Cannington Community College (44%), Yule Brook College (9%) comprising approximately 53% of these enrolments. An interesting development is the increase in overseas students (19) comprising 7% of the student population.

Cultural diversity is a unique characteristic of our College. Our total enrolment in 2023 was 456 which included 31 Aboriginal students. We currently have students represented from over 60 cultural backgrounds (see map below), many who were born here however, many where the first language at home is not English.

Our staffing profile includes 33 teachers alongside 23 allied professionals including clerical support staff, youth workers, education assistants, a science technician, a home economic assistant, librarian and canteen staff. Our administration team of seven comprised a Principal, Vice Principal, five level three Program Coordinators and a Manager of Corporate Services.

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

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



Map 1: Student Country of Birth - 2023 Cohort

MEASURING OUR SUCCESS

a. Student Achievement

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

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

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

b. Effective School Improvement Research

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

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

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

Our research with Edith Cowan University provides vital evidence of student engagement including comprehensive student feedback around their connection and engagement with schooling and their learning. Unfortunately, we were not able to participate in 2023 but will re-commence in 2024. Hence, student comments throughout this report were taken from their exit survey.



IMPROVEMENT TARGETS – SEVEN AT SEVENOAKS

TARGET	LEARNING ENVIRONMENT	
1	Progress learning environment and student engagement scales to an average scale at or beyond 3.7*. (NSIP - WHITS, ECU Engagement) <i>All scales currently at or above 3.7</i>	Achieved
2	Progress student attendance to be above 85% whilst incrementally increasing the percentage of students with regular attendance to align with 'like schools'. (Student Attendance Monitoring) <i>Attendance was at 81% aligned to 'like schools' (81%)</i>	Working towards
TEACHING QUALITY		
3	Progress our classroom learning environment scales to an overall average above 4.0*. (NSIP – CCQ) <i>Scale score averages at 4.1.</i>	Achieved
STUDENT ACHIEVEMENT		
4a	Progress student achievement over the duration of year 11 and 12 evidenced by an improvement of individual grade average. (Reporting to Parents)	Working on the model
4b	Progress student achievement of Certificate II and/or an ATAR greater than 55 to 70%. (Year 12 Course Report, SAIS) <i>Currently at 59%</i>	Working towards
4c	Progress student predicted ATAR in Year 11 to a higher actual ATAR in Year 12. (Reporting to Parents)	Working towards
4d	Progress overall OLN achievement towards 90%. (OLNA Report) <i>Current achievement at 83%.</i>	Working towards Good progress
RELATIONSHIPS AND PARTNERSHIPS		
5	Broaden the industry consortium model to support the implementation of student pathways into specific industry areas.	Working towards
LEADERSHIP		
6	Monitor College culture, staff wellbeing, satisfaction and efficacy to maintain an average of 4.0* across the scales. (NSIP – SOCS). <i>Currently at 3.8.</i>	Working towards
7	Focus on continuing to develop culturally responsive learning programs.	Working towards

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



2023 Year 12 Award Recipients

Dux (Top ATAR)

Saba Sarandili

Outstanding Achievement (Top General/VET)

Jemma Stone

Cultural Navigator Award

Darlington Muteyaunga

Positive Image Award

John Paul Pereyra

Citizenship Award & Jordan Thorsager Scholarship

Charzie Janovro

Ampol Best All Rounder

Utsav Kandel

BG&E Aboriginal Achievement Award

Leticia Punch

Cummins Trade Training Centre VET Award

Ryan Dudding

Big Picture Academy Award

Ella Giovenco

Kertisha Derschaw Sports Award

Jamal Fontana & Jasmine Agullo

School Based Traineeship Award

Belicia Molukun

ADF Long Tan Award

John Vincent Francisco

ADF Future Innovators Award

Daniel De Jesus

Wayne Lyon Scholarship

Ella Giovenco & Nutial Palsuk

Curtin Principal's Recommendation Awards

Beren Erdogan & Jasmin Rico

1.0 Priority | Learning Environment

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

1.1 Student Learning Climate

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

The data below provides an above average response to the varied aspects of student experiences within the overall learning environment (3.7). Consistent with previous years, the data indicates a positive climate for students to undertake their learning.

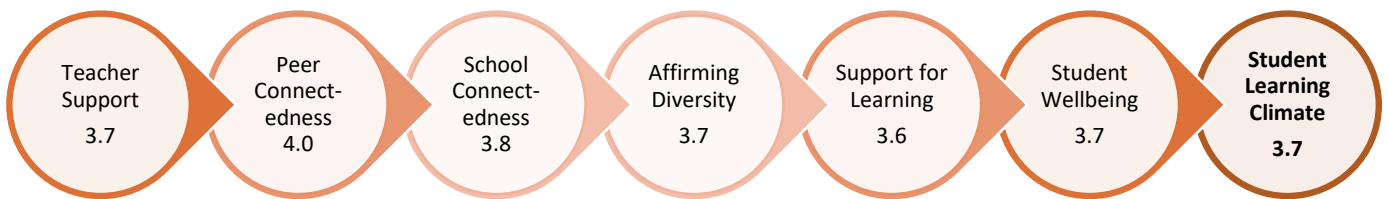


Figure 1: NSIP - What's happening in this School (Curtin University) - based on a scale from one (low) to five (high)

Life at Sevenoaks Senior College gives lots of opportunities for growth and knowledge, from supportive teachers to countless resources available for students to utilise. There are also a bunch of activities which promote diversity and provides a safe place for everyone (Year 11, ATAR)

This is the best school I have ever been to. The teachers are so supportive and generally friendly, and the whole environment of the school is like no other. It is such an easy place to learn (Year 12, ATAR)

It's a place where you can be yourself. The teachers and staff are super kind/nice, and they actually try their best to help you, teach you and support you. Every day at Sevenoaks Senior College is fresh and fun (Year 11, General)

Co-Captain

John Vincent Francisco

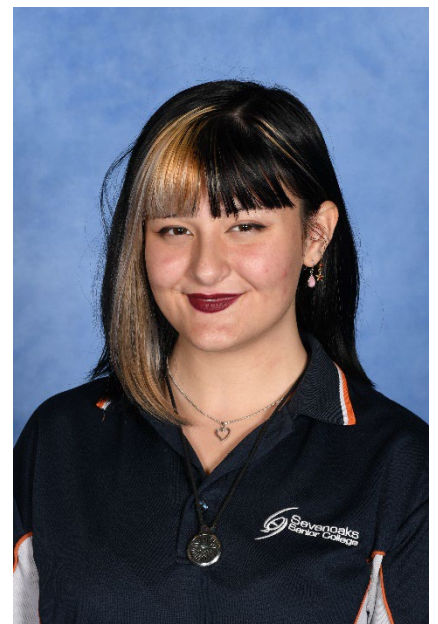


2023 Student Guild



Co-Captain

Charzie Janovro



1.2 Student Academic Engagement

The extent to which students engaged with their pathways is indicated in the diagram below. Year 12 students overall improved from Year 11 whilst the pathways remained consistent, all being above our target of 3.5.



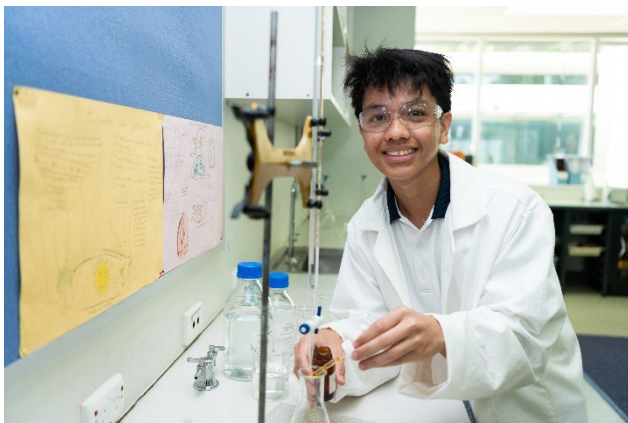
Figure 2: Motivation and Engagement of students (Curtin) - based on a scale from one (low) to five (high)

Our students have reflected on their engagement with their pathway:

Getting my certificate in Aviation was very difficult at first since I was missing classes, but when I started to take the class serious and got used to my schedule, I finished all my tasks at the end of year 11. Now I'm qualified! (Year 11, General)

There's help if you ask for it. You can still achieve good grades if you put in effort. There are many different programs that suit different learning levels. UniReady was a really positive change for me in year 12. I put my head down and got it done (Year 12, General)

Being in the trade program was the best decision ever. I appreciated still being allowed to come into the trade centre during free zones by Tim to practice welding on other things. I just kept improving (Year 12, General)



1.3 Connecting and Belonging

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

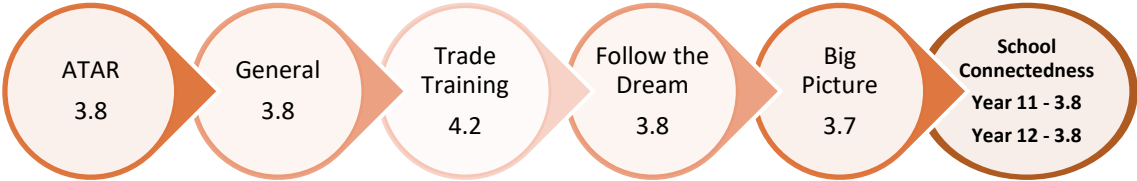


Figure 3: School Connectedness (Curtin) - based on a scale from one (low) to five (high)

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

In addition to the annual events, *student voice* emerged led by our student guild. A range of forums initiated by students to support our cultural and social diversity were prominent: Harmony Across Borders and Q-mmunity.

This was highlighted by one of our students:

In Sevenoaks, the highlights of my years were the ball as I was able to express myself fully and have time with my friends, being part of Q-mmunity and the Pride month event in year 12 because I was able to spread awareness about who I am to other people without discrimination (Year 12, General)

Other student comments highlight the connecting and belonging:

I loved being part of Harmony across Borders this year, it was engaging and I was able to gain a vast amount of knowledge of the multicultural community here in Sevenoaks (Year 11, General)

I think it's a great school. Sevenoaks makes students feel comfortable and safe. They organise events which brings all students together. It's a place filled with lots of different personalities and styles there's no chance you won't fit in somewhere (Year 11, General)



1.4 Attendance

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

In 2023 a new timetable structure was introduced to alleviate the early morning starts (8.00am). The new start time (8.40am) improved student attendance in zone one from 55.9% in 2022 to 77.6% in 2023. The outcome of the shift has had a positive impact on student engagement.

Our target to move attendance towards 85% is progressing (81% in 2023) whilst we are aligned to 'like schools' (81%). Our Aboriginal attendance (66%) is similarly aligned to 'like schools' (67%).

Rewards and excursions for students maintaining attendance above 90% (regular attendance standard) was a good motivator which resulted in 45.2% of students achieving this standard compared to 40.2% against 'like schools'. Not considering 2020-21 (COVID), this is the highest regular attendance standard of the last 10 years. Therefore, our aim for 2023 to bring attendance back to pre-COVID levels was achieved with great success. Students have commented how the environment has supported their journeys.

During my time at SSC my most memorable highlights was doing workplace learning as it helped me real world work exposure which helped me with fostering independence and boosting my confidence to tackle challenges beyond my comfort zone. SSC also helped me grow as a person and realise how far I have come and the person I am today (Year 12, General)

I met and bonded with wonderful people that helped me throughout my years in Sevenoaks, be it my classmates or my teachers! School events, especially the well-being week was really fun. The events made school a fun place to be at (Year 12, General)

My main highlights this year were NAIDOC week, Harmony Day, interschool sport and the cool excursions (Year 11, ATAR)



2.0 Priority | Teaching Quality

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

2.1 Classroom Learning Environment

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

The following data provides an overview of feedback to teachers from students about the classroom learning environment. Overall, there is a very positive and consistent trend across all areas of the classroom which indicates teachers are meeting the needs of students with their learning. Involvement was the most improved from 3.5 (2022) to 3.9 (2023).

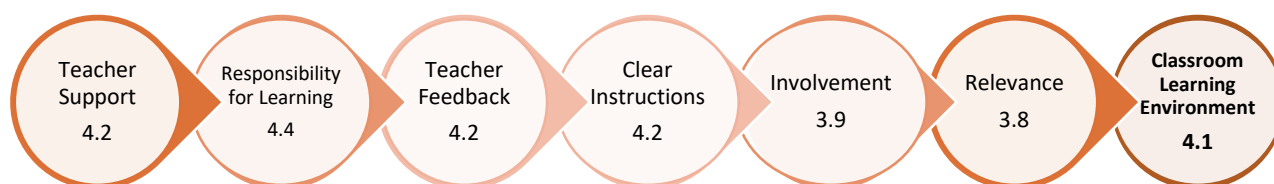


Figure 4: Classroom Learning Environment (NSIP, CCQ) - based on a scale from one (low) to five (high)

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

Sevenoaks is a very encouraging place and the teachers put everything into teaching you what you need to know. They are passionate and considerate and care for students' well-being (Year 12, General)

Everyone is very caring and thoughtful. The teachers really care about you and your future which made it really comforting and was very reassuring. The teachers are wonderful people to be around and their ability to teach is nothing like any other school (Year 12, General)

The teachers that I encountered are great! As a person/student who is studying at this country for the first time, I felt very welcome by them (Year 11, ATAR)



2.2 Motivation and Engagement, Learning Goals and Self-Regulation

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

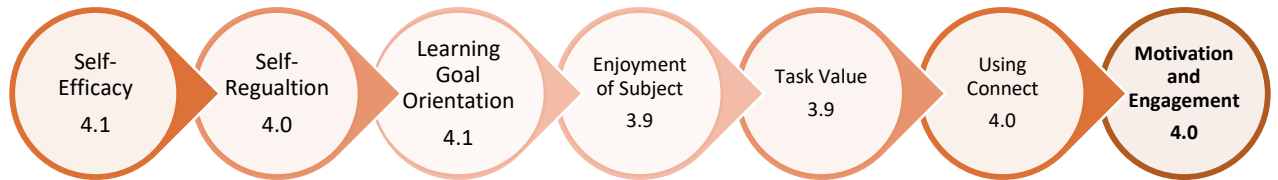


Figure 5: Motivation and Engagement (NSIP, CCQ) - based on a scale from one (low) to five (high)

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

The senior school environment guides you to think about what you really want. Being away from the lower [school students] made me think past just “youth”, senior year has made become more stable on my feet as I grew as an individual. I got my own time to think for myself as well as enjoy my days with my friends as we plan for our future (Year 12, General)

Sevenoaks is a great school to learn and to be independent. This school has taught me to be independent and responsible. The staff here are very supportive when it comes to helping students with school work or even problems that you have outside of school (Year 11, ATAR)

A place where students are treated like young adults. You are trusted to study and work independently. It’s up to you to do well or not, you get out what you put in here (Year 12, General)



3.0 Priority | Student Achievement and Progress

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

3.1 Find Your Future - Future Pathways

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

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



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

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

The pathways are pretty specific. I felt like I was working towards something that could get me a real world job at the end. Workplace learning helped me with real world work exposure which helped me with fostering independence and boosting my confidence to tackle challenges beyond my comfort zone (Year 12, General)

It is an independent environment; you take responsibility for your own learning. However, you are provided the support you may need from your teachers, peers, and career advisors (Year 11, General)

This school's emphasis on experimental learning and real-world partnerships provides students with invaluable opportunities to put theory into practice and gain valuable work experience. I believe that Sevenoaks is a special place that prepares students for success in academics, career and life (Year 12, ATAR)

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





3.2 Student Destination Data

Our student destination data is compiled by the Department of Education for Year 12 students (intended destination) during term three and then followed up in term one of the following year (actual destination) when the students will have secured their destination. The data reflects the graduating cohort of 2022 and is reported back to the College when collated, hence it is only available for reporting in the following year.

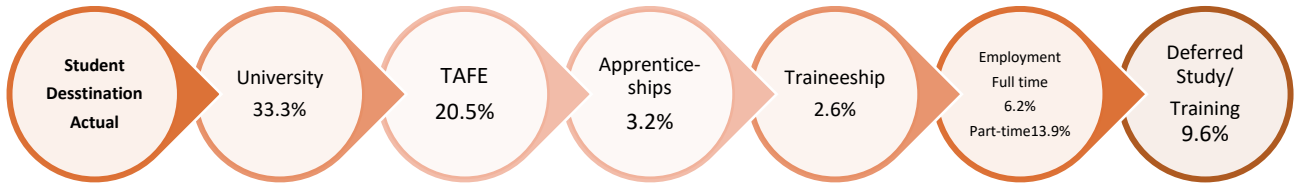


Figure 7: Destination data of 2022 cohort

There were 173 students in the 2022 graduating Year 12 cohort of which 138 (80%) students responded to the 2023 survey as to their destination. The intended destination data from 2022 had an insufficient number of students respond to make it a valid comparison. Therefore, the data presented is the destination of the students only. University and TAFE/Training pathways are prominent.



3.3 Western Australian Certificate of Education (WACE)

During 2023 there were 168 Year 12 students who participated in WACE programs with 131 (77%) eligible students achieving a WACE an increase of 5% from 2022. The range of courses and outcomes are highlighted in the following graphs and tables.

3.3 (i) WACE Achievement and ATAR course performance

In 2023, 16 (10%) Year 12 students participated in the WACE examinations and achieved an ATAR. The median ATAR of 68.58 is consistent with the past two years and within the range of the Department of Education *expected performance* criteria. The introduction of Curtin UniReady (16 students) would have had an impact on the number of students studying ATAR. All Curtin UniReady students achieved the standards of the course and passed, giving them a notional 70 ATAR and direct entry to undergraduate courses.

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

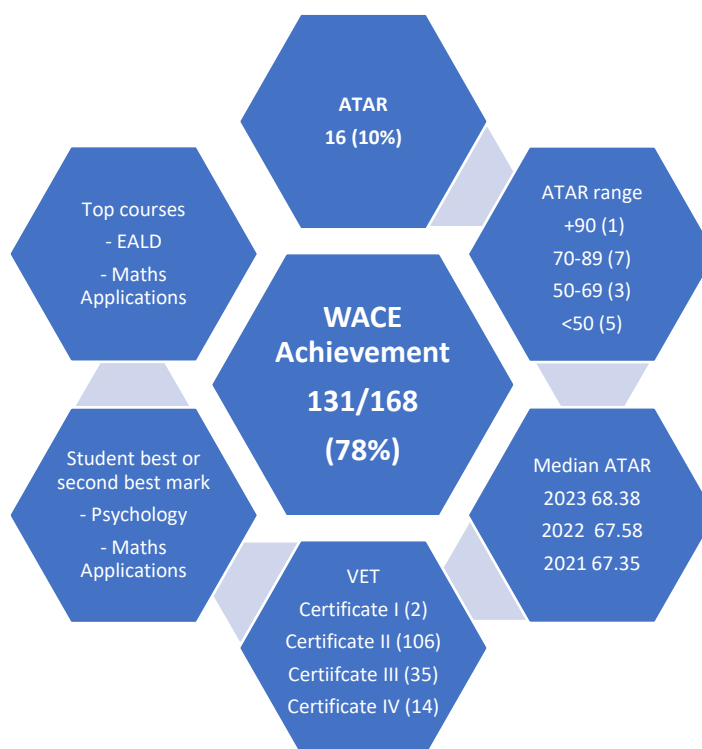


Figure 8: WACE Achievement, ATAR Performance and Certificate Completion

Our Dux, Saba Sarandili achieved an outstanding ATAR of 98.6 whilst four students achieved an ATAR above 80.

The number of students who achieved an ATAR >55 or a Certificate II of WACE eligible was 99 (59%) an improvement of 7% from 2022. With an increase in Certificate II courses on offer in 2023, we anticipate this figure to improve over the coming years.



3.3 (ii) Year 12 General and ATAR course performance

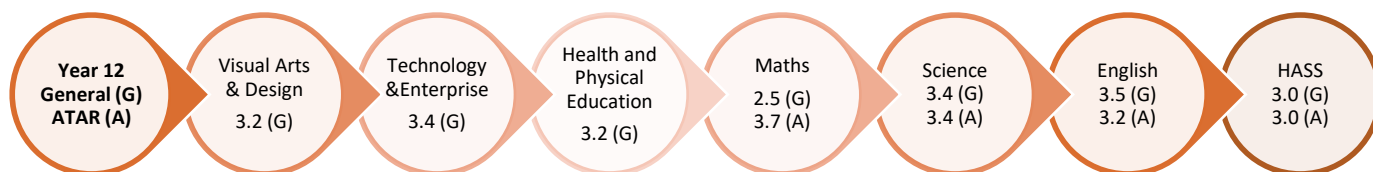


Figure 9: Year 12 Grade Average of General (G) and ATAR (A) courses

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

3.4 Vocational Education and Training (VET)

Vocational Education and Training comprise a range of pathways for students to find their future. These include Workplace Learning, industry standard certificate courses delivered at Sevenoaks through auspicing arrangements with registered training organisations, outsourced programs and school-based traineeships. Year 12 student Ryan Dudding was awarded a Certificate of Excellence (VET) in Automotive, Engineering and Logistics for 2023 by the School Curriculum and Standards Authority.

The following achievements are noted for 2023. School-based traineeships are welcomed by our students who are able to earn an income whilst studying full-time. Trade Training students may have gained an apprenticeship before completing the Certificate II.

<p>Certificate I Achievement 2/2 (100%)</p> <ul style="list-style-type: none"> • General Education for Adults (2/2) 	<p>Certificate II Achievement 106/116 students (91%)</p> <ul style="list-style-type: none"> • General Education for Adults (26/28) • Conservation & Ecosystem Management (0/1) • Workplace Skills (32/28) • Community Services (3/6) • Music (4/6) • Skills for Work and Vocational Pathways (11/14) • Health Support Services (4/4) • Sampling and Management (1/1) • Applied Fashion Design (1/1) • Salon Assistant (1/1) • Retail Services (5/5) • Hospitality (18/21) 	<p>Certificate III and IV Achievement 49/60 (81%)</p> <ul style="list-style-type: none"> • Certificate III <ul style="list-style-type: none"> • General Education for Adults (11/14) • Aviation (Remote Pilot) (13/18) • Business (9/10) • Screen and Media (1/1) • Information Technology (0/1) • Retail (1/1) • Certificate IV <ul style="list-style-type: none"> • Preparation for Health and Nursing Studies (14/15)
<p>Trade Training Centre Certificate II & Apprenticeships</p> <ul style="list-style-type: none"> • Engineering Pathways (2/3) • Automotive Vocational Preparation (9/13) • Engineering Apprenticeships (7) • Automotive Apprenticeships (4) 	<p>Workplace Learning Achievement 128 students</p> <ul style="list-style-type: none"> • 4 units WPL (66) • 3 units WPL (12) • 2 units WPL (23) • 1 unit WPL (15) • Not completed (12) 	<p>School Based Traineeships Achievement 12/13 students (92%)</p> <ul style="list-style-type: none"> • Certificate II <ul style="list-style-type: none"> • Community Services (2/2) • Conservation and Ecosystems (0/1) • Hospitality (3/3) • Retail Services (5/5) • Salon Assistant (1/1) • Workplace Skills (1/1)

3.5 Big Picture Academy

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

Big Picture had a standout year in 2023 with a record number of students completing certificates, work placement and ADWPL. Every student enrolled in the Academy completed at least one formal qualification. The following outlines the achievements of the students and their experiences.

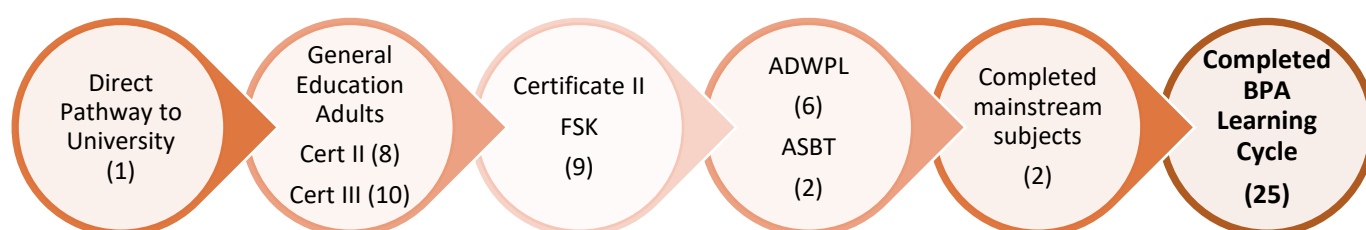


Figure 10: Year 12 Big Picture Academy Outcomes in 2023

You will get all the help and support you need in BP. I love the funny chats we have. Staff always see the good in people, I really appreciate that (Year 12, Big Picture Academy)

We are always made to feel welcome and respected (Year 11, Big Picture Academy)

I love the Big Picture program, especially the excursions and morning teas. I feel safe here (Year 11, Big Picture Academy)

I would say that Sevenoaks Senior College is the best school, and it really helps you with your future. The Big Picture Academy really helped me for the past few years with my work progress and my social life (Year 12, Big Picture Academy)

Student scaled score for ‘feeling prepared to leave school’ for Big Picture students was 3.7 which is an excellent outcome for the program. The program is meeting the re-engagement needs of students as they move back into education.



3.6 OLNA Support

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

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

We currently have 64 different languages or dialects spoken at home where English is not the first language of the students. For many students, this presents challenges in achieving the literacy standards.

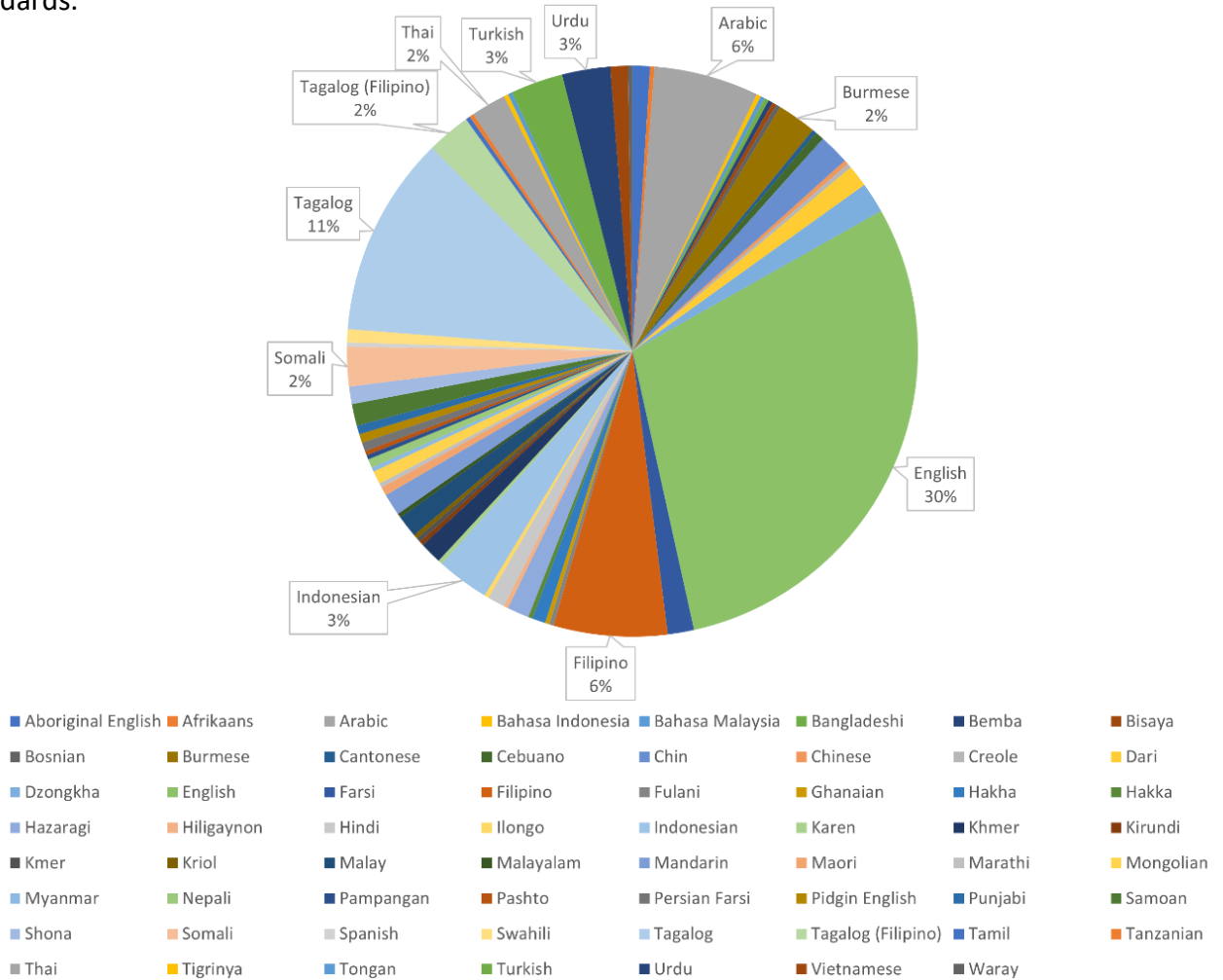


Figure 11: First Languages of the 2023 Cohort

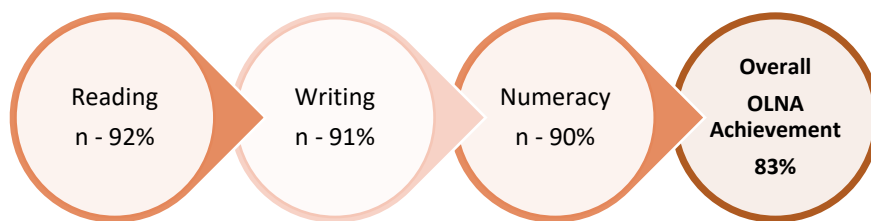


Figure 12: OLNA Achievement for WACE eligible students

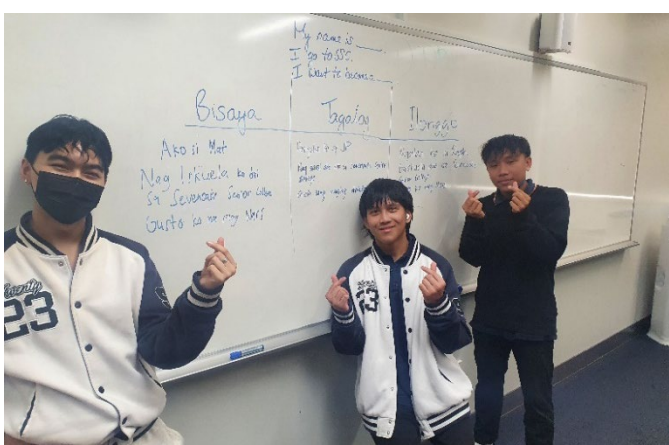
Our Year 11 students who had prequalified in Year 10 was 63%. The target for Year 12 Category 3 achievement is 90%. The percentage of students who met the literacy and numeracy requirement by gaining Category 3 in all components was 83% (139 students) is an improvement of 20% from Year 10 and an overall improvement from 77% (6%) in 2022.

Strategies implemented have supported the improvement of OLNA achievement including support through timetabled classes and access to a school based Connect Group with resources.

The introduction of EALD classes for 2023 has also supported student achievement of OLNA.

Impact of OLNA on WACE achievement standards

The OLNA has had a negative impact on the 2023 College WACE achievement rate which was 78% (131 students). There were 168 WACE eligible students of which 37 did not achieve a WACE. Of these 37 students, 20 would have achieved a WACE had it not been for the OLNA standard. The WACE achievement standard would have lifted to 90%, consistent with the average of public schools.



4.0 Priority | Relationships and Partnerships

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

4.1 Aboriginal Support Programs

(i) Follow the Dream

We had 5 students who were deemed as Follow the Dream students of which four achieved a WACE and one achieved a WASSA (WA Statement of Student Achievement).

During their two years with us, one of these students achieved a Certificate II and the other a Certificate IV in nursing.

Our students have since pursued a range of pathway options including University (3), TAFE (1) and employment (1). Our students value this support:

Jennet and all the Follow the Dream staff members and helpers supported me unconditionally and pushed me to do my best. I owe them everything (Year 12, Follow the Dream)

I really passed this year because of the support I got from Follow the Dream. I was facing huge challenges with transport and getting to school as I live in Joondalup but with help from Jennet and the tutors, I successfully gained my WACE. I learnt to never give up and it's worth it in the end. (Year 12, Follow the Dream)

(ii) BG&E

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

The BG&E award for the top Aboriginal student went to Leticia Punch, whose pathway is Nursing.

(iii) Deadly Sistas

Our female Aboriginal students are supported with their social engagement with schooling and associated developmental needs ensuring the students feel connected to their studies. The new mentor appointed for 2024 is Rebekah Delaney a Sevenoaks Follow the Dream Alumni.



4.2 Industry Partnerships

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

Work Integrated Learning

Our Work Integrated Learning Model was expanded to include the Certificate II in Health and Certificate II in Community Services. This was very successful in 2023, significantly increasing the number of industry placements and partner employers to enhance student’s on-the-job learning experiences and give real life work-based reinforcement of their learning.

Industry Consortia

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

During 2023 we commenced the process of establishing a Health and Community consortium. We established a partnership with the Australian Medical Association (AMA) who will deliver Certificate II and III Allied Health Services on site in 2024. The consortium will deliver authentic training and learning experiences to our students, creating a pathway into the industry for the future.

University Partnerships

During 2022 we were successful in our application to deliver the Curtin UniReady program to commence in 2023. Criteria were set to enable students to move into a university pathway who may not have done so in Year 11. All 17 students enrolled for 2023 succeeded with the program and have a guaranteed undergraduate pathway into university.

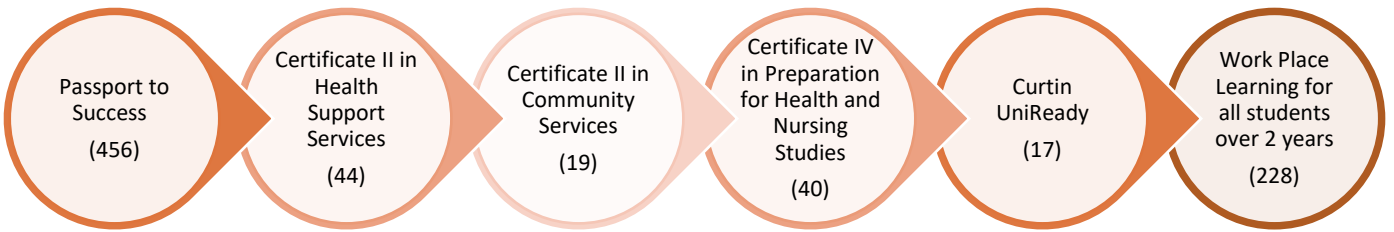


Figure 13: Pathway Development of overall 2023 cohort



5.0 Priority | Leadership

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

5.1 Culturally Responsive

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

5.2 Professional Learning Community

Our professional engagement included learnings across all five College priorities. Unless otherwise indicated, all teachers participated in the learnings. Of note, the focus on data analysis saw teacher improvements in ATAR and Externally Set Tasks assessment outcomes which subsequently has led to improved outcomes for students.

Student Achievement and Progress	Teaching Quality	Learning Environment	Leadership	Relationships and Partnerships
<ul style="list-style-type: none"> • Student achievement data analysis • Task Mark Analysis • OLN analysis • Consensus Moderation 	<ul style="list-style-type: none"> • Teaching Quality Framework • EALD practices • Classroom Climate Action Research • Whole-Part- Whole lesson design • Syllabus delivery audit 	<ul style="list-style-type: none"> • Respectful Relationships • Passport to Success • First Aid Training (20) 	<ul style="list-style-type: none"> • Cultural Awareness • Peer Coaching (9) 	<ul style="list-style-type: none"> • Teacher Industry Placement (6) • TAFE overview (15) • Certificate upgrades • Collaboration with Cannington CC

5.3 Emerging Leaders

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

In 2023 several staff took up leadership opportunities through the following initiatives: Instructional Peer Coaches (9), Student Support Coordinators (Year 11 and 12), acting higher duties (3) and Passport to Success Coordinator (1).

5.4 Improvement Drivers

Shared vision, leadership support, wellbeing and efficacy

The overall organisational climate is generally positive. Leadership support will always be a target for the leadership team. The 2023 indicators (bottom line) are consistent with 2022 (top line). The *shared vision* and *staff self-efficacy* continue as positive indicators.



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



6.0 Financial Summary

6.1 Finances

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

Our final annual total income was \$8,721,176 which included our annual student-centred funding allocation of \$6,907,739 (figure 15).

Our cash budget expended \$1,676,482 of \$1,805,385 with a variance of \$128,903.

Our salary budget was \$6,786,150 including carry forward (\$850,068). We expended \$6,210,812 with a variance of \$575,338. The under expenditure of salaries was due to the teacher shortage. The cash and salary expenditure are itemised below in figures 16 and 17.

Student fee collection was 58%.

We secured additional funding (\$90,000) through application to a range of government and community organisations: Australian Schools Plus – Passport to Success \$30,000; Health and Wellbeing \$5,000; Health and Wellbeing Post COVID Federal government \$30,000; Together for Humanity \$10,000; Trainline Wellbeing \$15,000.

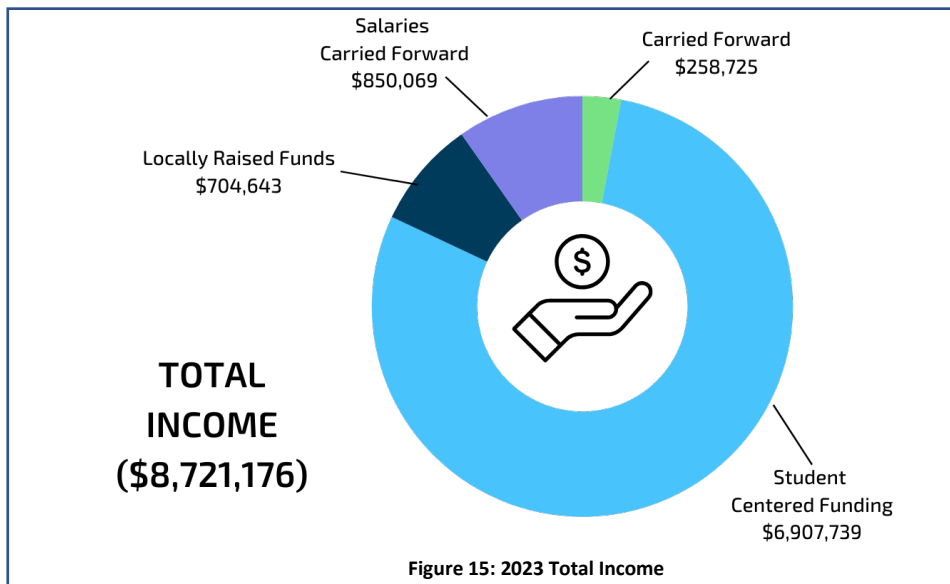


Figure 15: 2023 Total Income

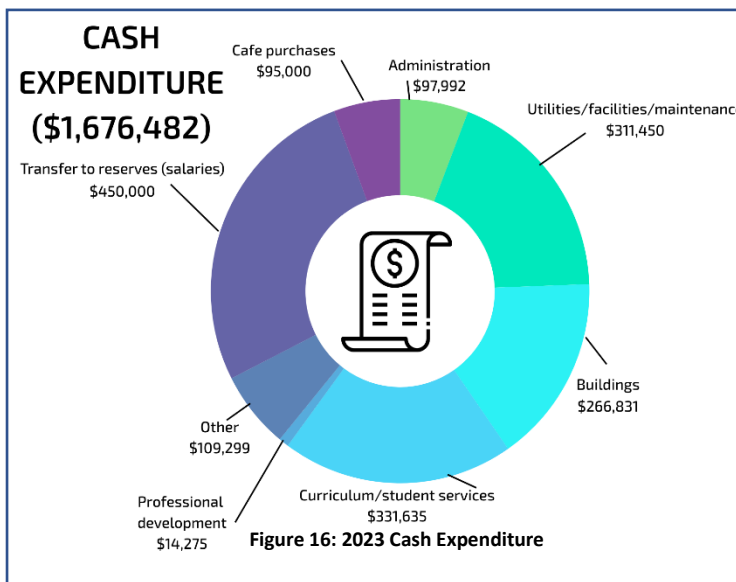


Figure 16: 2023 Cash Expenditure

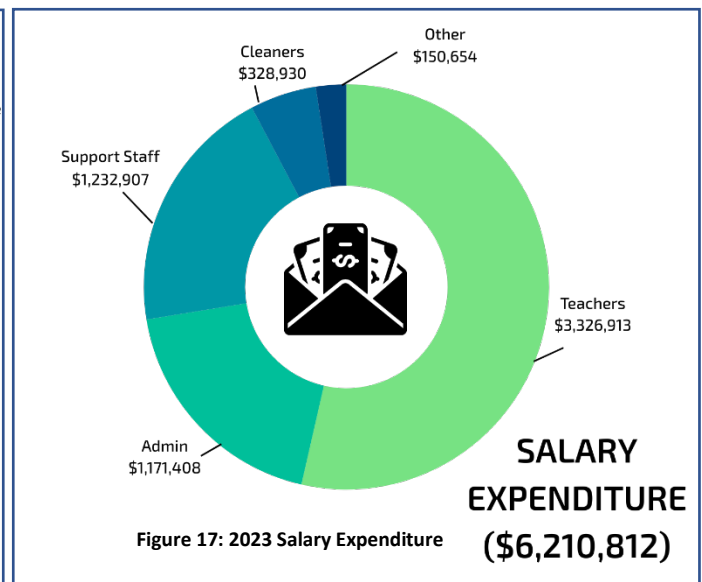
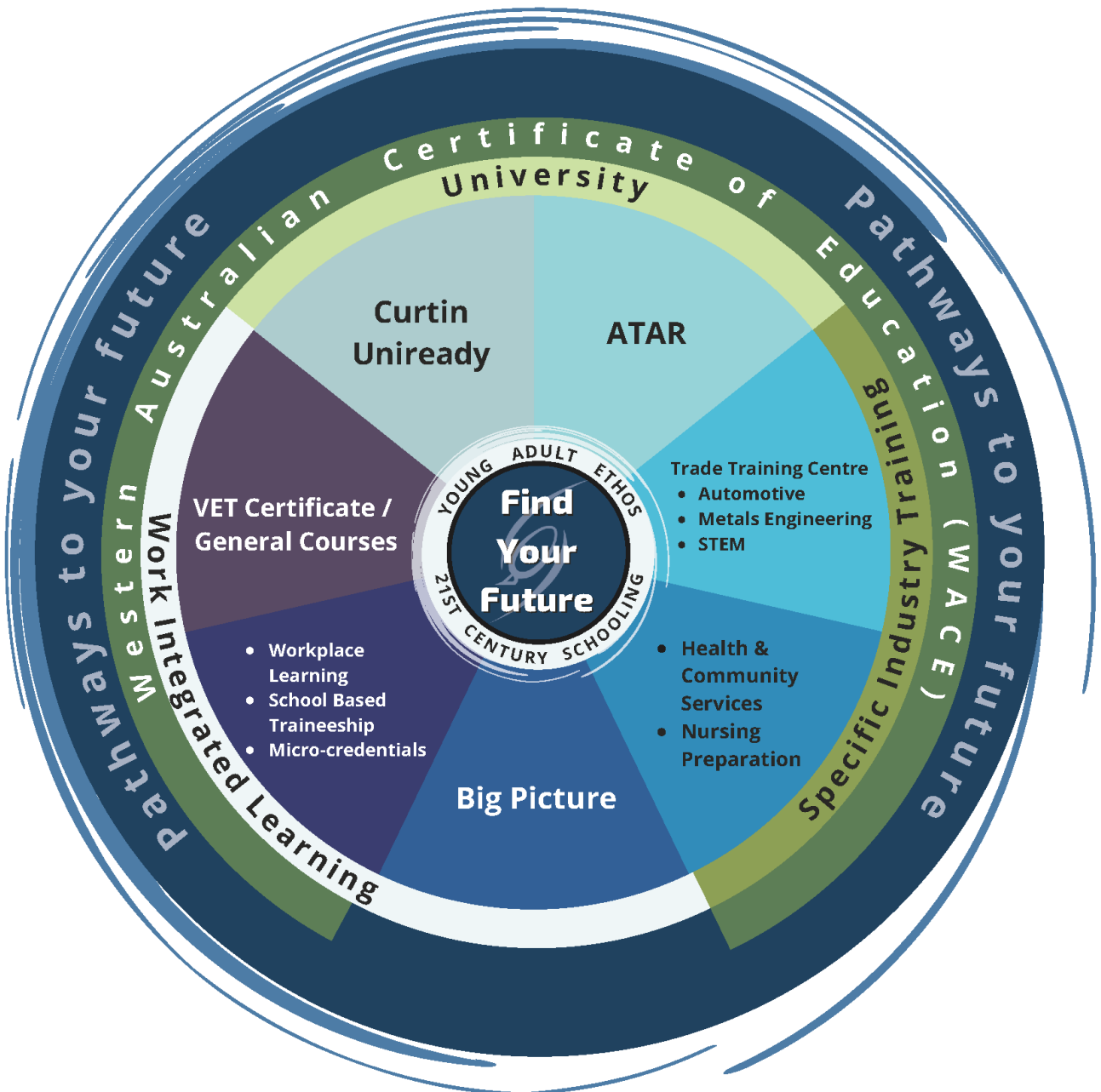


Figure 17: 2023 Salary Expenditure

Sevenoaks Senior College

Find Your Future



Thank you to our main TEC Consortium partners for your support in 2023





Sevenoaks Senior College

Sevenoaks Senior College

 275 Sevenoaks Street
CANNINGTON WA 6107
 (08) 6235 7200

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