Shaping the future

Eaton Community College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

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

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

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

Context

Opened in 2003, Eaton Community College is located 145 kilometres south of Perth within the South West Education Region.

It has an Index of Community Socio-Educational Advantage rating of 957 (decile 7).

The college currently enrols 462 students from Year 7 to Year 12. In 2013 it became an Independent Public School.

The Parents and Citizens' Association (P&C) and College Board demonstrate strong support for the college.

The first Public School Review of Eaton Community College was conducted in Term 3, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

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

- Self-assessment was led by the Principal who ensured a broad range of opportunities for staff to be involved in collecting data for presentation through the Public School Review.

- The Electronic School Assessment Tool (ESAT) submission featured succinct observations on the impact of the college's efforts to meet the needs of its students. The ESAT was logically presented and contained authentic reflections on student achievement data.

- The Principal engaged with the Director of the review during the self-assessment phase, resulting in a clear partnership between the review team and the college, focused on maximising the impact of the process on improving the achievements of students.

- Planned actions demonstrated sound levels of understanding on the part of leaders and staff as to where their energies should be next directed in order to enhance student outcomes.

- Input from community and Board members, P&C representatives, students, staff and school leaders during the validation visit was valuable in confirming the college's self-assessment.

The following recommendations are made:

- For future review submissions, ensure that the most up to date student achievement data is incorporated in the evidence submitted through the ESAT.

- Consider limiting the involvement of senior leadership team members in validation visit meetings, maximising staff opportunities to provide input into discussions.

Relationships and partnerships

The reputation of the college within its local community is building through high levels of support for students, founded upon the provision of a place of belonging and a clear investment by staff in the success of each child.

Commendations

The review team validate the following:

- As one of several valued curriculum areas, students particularly recognise the impact of career education and access to qualifications provided by the college. Students also value the Our Mob and Kiwi Club student groups, inclusive in their membership of students from a diverse range of cultural backgrounds.
- The cultural advisory group, comprised of local Elders, staff and students, drives the college's strategic aim for cultural responsiveness. Outreach community projects engage students with wider Western Australia.
- Partnerships with a range of employers in mining, childcare, health and education, assist the highly valued careers team with work placements for students. Further relationships with the SWAMS[1], South Regional TAFE[2] and the Shire of Dardanup assist the college and community to come together.
- Staff appreciate the stable college environment where opinions are valued and they are empowered to work collaboratively in professional learning teams (PLT), which draw staff from across the learning areas.
- Board members seek opportunities to advocate for the college in the community and have undertaken online training modules through the Department. The Board is developing the rigour of discussions and the Principal is encouraging members to seek a deep understanding of strategic plans and student data.

Recommendations

The review team support the following:

- Seek to sustain the current partnerships in the community that foster shared pride in the college, enhancing its growing positive reputation.
- Consider Board member participation in face-to-face training provided by a Department trained facilitator.

Learning environment

The privileging of restorative practices in supporting positive behaviour and the addition of social and emotional learning activities, together with strong relationships has led to a calm and nurturing learning environment.

Commendations

The review team validate the following:

- The small but dedicated Positive Behaviour Support (PBS) Committee has refreshed the college's values of Respectful, Inclusive, Strive and Excellence through diligent focus on the implementation checklist. Students are aware of and espouse these values.
- Staff are focused on removing the potential barriers to student attendance and planning for students with transitional timetables and other measures that incorporate the input of families.
- In addition to the school's Specialised Autism Learning Program (SALP) the school has a significant number of students funded under disability resourcing who receive support from SALP teachers and education assistants. Plans for all students with additional needs are reviewed annually in case conferences with parents and staff.
- Planning for students with Special Educational Needs (SEN) is undertaken through RTP[3] for identified students at educational risk (SAER). Reports aligned to SEN goals are provided to parents each semester.
- A feature of the comprehensive student services structure is the provision of pastoral, academic and behavioural care by the valued Year 7-9 and Year 10-12 SAER coordinators. Coordinators perform the duties of both year coordinator and learning mentor for the students under their respective responsibility.
- Care for students through partnerships with external services at the CAMHS3 and Youth Focus is appreciated by parents who are reassured by the wraparound support provided to their children by staff and health professionals.

Recommendations

The review team support the following:

- Continue to privilege the personalised communication approaches to improving student attendance, which is valued by families and forged in the ongoing home and college partnerships.
- Seek to strengthen the breadth of staff engagement on the PBS Committee to better embed the approach.

Leadership

The Principal holds an ambitious, explicit and uncomplicated vision for the college's success and consistency in the delivery of messaging is providing certainty amongst staff.

Commendations

The review team validate the following:

- Regular reviews of the business plan are undertaken by leaders in collaboration with staff. Recent discussions have highlighted the shared focus of staff on strategic management over operational response.

- The PLT structure drives strategic collaboration outside of curriculum specialist areas.

- Staff leadership opportunities have involved work shadowing in different workplaces. Professional learning has been accessed in managing difficult conversations and the emerging and team leader program.

- The Principal has consulted with staff who hold senior teacher status and has planned and negotiated their higher duties. Staff have appreciated the opportunity to lead individual areas of passion at the college.

Recommendations

The review team support the following:

- Seek to strengthen the leadership capacity of middle leaders through the establishment of a Future Leaders Framework cohort, either within the college, or through the wider network.

- Participate in formal team leadership professional learning, such as leading school improvement, and provide further opportunities for staff to participate in the emerging teacher leaders professional learning.

- Collaboratively develop a vision for the next business plan, incorporating the input of the Board, staff and students under a shared vision and definition of what represents success for students.

Use of resources

Transparency and a shared understanding of the college's financial management are demonstrated through regular end of month meetings between the Principal and informed Board members noting financial reports.

Commendations

The review team validate the following:

- Reserve accounts have been established to provide continuity in the provision of programs to students. These are contributing to maintaining the staff profile that supports academic and care needs. Weekly staff monitoring of leave has provided an understanding of savings and potential budget risks.

- Targeted initiative funding for the VET[4] program has provided students access to a range of qualifications, school based traineeships and the ability to maintain the qualification currency of staff.

- Mandatory and interim reviews undertaken by staff in the SALP and School Psychology Service, of students receiving disability resourcing support ensures that their needs are matched with the most impactful allied professionals.

- Support for students requiring literacy and numeracy intervention is provided by the specialist Centre for Literacy and Numeracy (CLAN) team. Students are identified through primary school transition data and provided support pathways to success.

- An iPad or Macbook is provided to all students to assist them to engage with the learning program. Technical support for staff and students using devices is provided by an external contractor.

Recommendations

The review team support the following:

- Monitor the introduction of the adapted ICT[5] device program and determine the rate of efficiency in delivering savings while maintaining service to the learning program and students.

- Ensure explicit alignment between the priorities of the next business plan and the school's budget.

Teaching quality

The lesson design template was developed with broad staff consultation and has been implemented to realistic timelines. The template has a visible presence in the school through classroom displays and is appreciated by students for providing a consistent structure and certainty to lesson delivery.

Commendations

The review team validate the following:

- An informal peer to peer observation program is considered by staff as a valuable process to improve their instruction through feedback, crafted around their implementation of the lesson template.
- Staff are empowered to teach through the significant investment of resources which has allowed them to participate in the Teachwell Masterclass and Classroom Management Strategies professional learning.
- Whole-school initiatives have aided the staff incorporation of Aboriginal perspectives, histories and culture throughout the curriculum, including a highly impactful on-Country staff development activity.
- Staff are provided with professional learning by internal specialists on differentiating the learning program for individual students which extends to planning and reporting using the RTP SEN[6] module.
- The introduction of a template for staff to create a profile for the learning and non-academic needs of their classes has led to greater levels of understanding and sharing of strategies to meet the needs of students.

Recommendations

The review team support the following:

- Continue the implementation of the PLT model to drive consistent and collected staff practice between learning areas.
- Foster the ownership of literacy and numeracy data by all staff to ensure that collective knowledge of what is required to improve the outcomes of students is known by all.

Student achievement and progress

An action research project whereby staff tracked 2 students' data over a 3 year period built a stronger sense of data literacy in participants and a deeper understanding of the learning needs of students.

Commendations

The review team validate the following:

- Staff from the CLAN team collect Progressive Achievement Test data from local primary schools to plan for meeting the needs of incoming Year 7 students.
- Leaders have provided professional learning for staff to locate and analyse systemic and NAPLAN[7] data.
- A process of transition for students entering senior school builds their study skills and readiness to undertake courses in VET, General and ATAR[8] courses. Ongoing support is provided to senior school students through the delivery of workshops and regular check-ins through a timetabled period.
- The moderation of Externally Set Task marks allows staff to build an understanding of the standards applied by external markers and the areas of growth required by their students.
- Intervention for students selected for inclusion in the CLAN program occurs using the Corrective Reading and JEMM[9] programs. Students who reach goal benchmarks are transitioned back to the mainstream learning program and comprehensive data showing the progress of students is maintained.

Recommendations

The review team support the following:

- Support the continued development of ongoing data literacy amongst staff.
- Implement formal support for students at risk of not succeeding in the OLNA[10].
- Establish a unified culture of high expectations for student achievement, including whole-school ownership of student data.

Reviewers	
Rohan Smith **Director, Public School Review**	Rosalba Butterworth **Principal, Morley Senior High School** **Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the leadership and student achievement and progress domains only, is scheduled for Term 4, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.

Steven Watson
Deputy Director General, Schools

References

1 South West Aboriginal Medical Service
2 Technical and Further Education
3 Child and Adolescent Mental Health Services
4 Vocational Education and Training
5 Information and communications technology
6 Reporting to Parents Special Educational Needs
7 National Assessment Program – Literacy and Numeracy
8 Australian Tertiary Admission Rank
9 Junior Elementary Math Mastery
10 Online Literacy and Numeracy Assessment