



Department of
Education

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Public education
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Eastern Hills Senior High School

Public School Review

October 2018



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Eastern Hills Senior High School is located 43 kilometres east of Perth in Mount Helena in the Darling Ranges. Established as a senior high school in 1974, the school had existed on the same site in various forms of primary school and junior high school from as early as 1892. It achieved Independent Public School status in 2015.

The school's facilities have changed significantly since 1974 and are continually upgraded. The range of dedicated facilities includes science, visual arts, design and technology, gymnasium, swimming pool, library and a music auditorium. External spaces have been refreshed to provide pleasant surroundings as well as dedicated spaces such as playing fields and courts.

With an Index of Community and Socio-Educational Advantage rating of 1009 (decile 4), the school currently enrolls 931 students from Years 7 to 12.

School self-assessment validation

The Principal submitted comprehensive evidence for the school's self-assessment.

The following aspects are confirmed:

- A range of credible evidence was selected for analysis.
- Staff engagement in the school assessment process was collaborative.
- Analysis was enhanced in the validation visit.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A developing culture of reflection and continuous improvement was evident.

The following recommendation is made:

- Enhance the value of survey feedback in the self-assessment cycle by communicating to respondents an overview of the analysis and resultant actions.

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Relationships and partnerships	
<p>Following a period of antipathy, a supportive and collaborative culture is developing within the school and with the School Board. Through strategic attention to the core business of student opportunity and achievement, commitment to the school vision has been 'enriched by effort'. School operations are transitioning to a genuine commitment to creating the conditions for student success.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Effective partnerships are being developed with the local community and external organisations. • There are broad avenues used to gain feedback about performance. • School Board representatives are actively engaged in promoting the school's strategic direction. • Board members advocate strongly for the school and its achievements. • A proactive commitment to publicising school events and achievements via Facebook has been beneficial.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continued attention to improve the effectiveness of communication avenues and protocols. • Investigate opportunities to regularly seek and act on student feedback.

Learning environment	
<p>A modified student services model has enhanced the development of a desired learning environment focussed on student needs and achievement. Processes for the management of attendance, behaviour and students at educational risk are based on best practice.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Students at educational risk are identified, supported and monitored effectively. • Attendance is at expected levels, with broad analysis of data identifying strategies for improvement. • Formalised protocols using the Attendance Toolkit have resulted in improved levels of attendance. • Responses to attendance and behaviour data are underpinned by an understanding of the impact on student learning. • Behavioural expectations and responsibilities, founded on a revised positive behaviour framework, have been beneficial.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • An ongoing focus on specific strategies for engagement with students at educational risk is acknowledged. • Given the high proportion of local intake students, develop opportunities to further enhance the transition program from primary schools.

Leadership

Staff are engaging enthusiastically in the transition to a school environment focused genuinely on the needs of students, facilitated by leaders. The journey of improvement has been founded on a strong commitment to an evidence-based, reflective self-assessment cycle.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A shared commitment to student needs underpins the school direction. • Staff actively engage in reflective school improvement planning. • There is strong alignment between what is identified through review and what is then planned for and acted upon. • A transition in culture to incorporate a focus on evidence, professional collaboration and reflection is acknowledged by leaders. • Leaders are committed to the improvement journey. • A focus on collaboration and ownership for decision making is leading to a strong sense of optimism for the future.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The development of formal mechanisms for sharing feedback on performance for leaders and staff is underway. • Continue development of a school response to the <i>Aboriginal Cultural Standards Framework</i>.

Use of resources

Management and deployment of school resources is effective. The use of resources is aligned clearly to school management, operations and student needs. This has a direct impact on creating the conditions for student success.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Resourcing is targeted to support essential personnel and programs. • Resource allocation decisions are evidence-based and have student needs as the primary focus. • There is a strong association between targeted expenditure and planning for students who attract additional funding. • A comprehensive workforce plan that considers existing and future human resourcing is in place. • A documented plan for annual allocations to reserves is beneficial.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue the focus on developing budget planning and a financial management strategy for ongoing information and communication technology needs. • Continue to develop strategies for leadership succession planning.

Teaching quality

There is a school-wide understanding that the development of quality teaching underpins the school's focus on improving student achievement. Staff acknowledge that the school is in a phase of transition in curriculum planning, delivery and assessment.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teacher collaboration is focussed on student achievement and progress with performance data used to inform planning, assessment and grading. • A strong commitment to improvement is demonstrated through staff acceptance of responsibility for class and individual student performance. • Professional learning opportunities provided to align school curriculum directions are appreciated. • The establishment of a reflective culture underpinned by performance evidence has facilitated a focus on curriculum delivery. • Beliefs about teaching and learning are understood and accepted at the learning area level.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The development of formalised school-wide beliefs about teaching and learning is supported. • Continue the focus on developing a science, technology, engineering and maths (STEM) integration strategy. • Further embed the general capabilities into learning opportunities.

Student achievement and progress

The school gathers and analyses school-based and systemic data to determine targeted approaches for improvement. Through robust processes of analysis and planning, staff are developing a collective enthusiasm for improved student opportunities and performance.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student achievement data is above like school means in Years 7 and 9. • Australian Tertiary Admission Rank (ATAR) performance is above the expected mean. • Vocational education and training achievement is strong, leading to an attainment rate above like schools and all public schools. • Online Literacy and Numeracy Assessment response strategies are improving student achievement. • The intensive literacy strategy has had a positive impact on student performance. • Student achievement levels affirm the effectiveness of curriculum delivery.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Development of an intensive numeracy strategy is supported. • Continued attention to achieving a balance between demonstrated capacity and tertiary entrance courses in senior school selection.

Reviewers

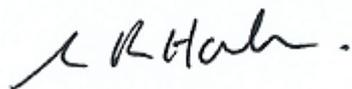
BRETT HUNT
Director, Public School Review

PAUL MATHEWS
Principal Consultant
Teaching and Student Support Services
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS