



Department of
Education

Shaping the future

Eastern Hills Senior High School

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

Eastern Hills Senior High School is situated approximately 40 kilometres east of Perth in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1018 (decile 4). Eastern Hills Senior High School currently enrolls 889 students from Years 7 to 12 and became an Independent Public School in 2015.

Community support for the school is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Eastern Hills Senior High School was conducted in Term 4, 2018. This 2023 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 school self-assessment.

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

- The Principal led a self-assessment process that captured the school's current reality, with sincere commentary on the strengths and areas that the leadership team had identified for improvement.
- The review process has been utilised as one of a range of guiding factors in the construction of the school's next 2-year business plan.
- Staff in leadership positions and teacher champions spoke proudly of their work in the school and plans for the immediate and long-term future.
- The contributions and ongoing advocacy for the school of Board members and articulate student councillor reflections during the validation visit added value to the review process.

The following recommendations are made:

- In future review processes provide the opportunity for a broader range of family members and students to contribute to review validation meetings.
- Ensure that there are direct links drawn, through annotations and clear analysis, between the evidence selected and its impact on the achievements and outcomes of students.
- To ensure a wide range of staff are able to contribute to the Electronic School Assessment Tool submission, consult with Public School Accountability staff for assistance to resolve any access issues.

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Relationships and partnerships

Parents and students value the opportunities that are provided in their school and the inclusive nature of the community. Whole-school fundraising events and reward excursions are highlights for students.

Commendations

The review team validate the following:

- Partnerships with TAFE¹ and businesses, open employment and training opportunities for students. Highly regarded by employers, students project a positive image of the school in the community.
- Collegial partnerships with local schools are enjoyed within the Hills Education Community Network, while the widely recognised New North Education Initiative links the school to secondary partners.
- Many businesses provide resourcing support for the school, including contributions to the breakfast club program. Collaborations with Department of Fire and Emergency Services and the Shire of Mundaring enhance students' learning and wellbeing.
- A public relations officer provides guided and individualised school tours for parents, manages enrolments and promotes the strengths of the school's music program, sports academy, and ATAR² courses.
- Frequent daily and weekly communications with families are supported with a website that is a repository for all school information and used as a valuable source of information by families.
- School Board members have undertaken Department online governance modules of training. The P&C supports school projects and resources through annual contributions and management of the uniform shop.

Recommendations

The review team support the following:

- Explore opportunities to engage more parents to respond to satisfaction and engagement surveys to ensure broader representation of views and opinions about school performance.
- Create a formalised induction process for all new staff, including the development of an online resource.

Learning environment

A reinvigorated commitment to establishing consistent approaches to behaviour management has resulted in higher levels of consultation with students and parents in the establishment of restorative approaches.

Commendations

The review team validate the following:

- Collaborative transition processes with local primary schools ensure support for students needing literacy and numeracy intervention on entry to high school, through the delivery of evidence-based programs.
- There is an onsite education support program where students undertake a rigorously planned evidence-based curriculum, led by a skilled teacher, with academic data reported to families through Special Educational Needs reporting.
- Housing the student services team together has galvanised ways of working led by a deputy principal, 2 managers, year coordinators, a chaplain, school psychologist and allied professionals.
- A culturally responsive environment has been established. Aboriginal students receive tuition under the Follow the Dream program where they are experiencing academic, cultural and employment successes.
- The recent employment of an engagement and transitions coordinator and a career practitioner demonstrate the school's effective processes in collaborating with families to meet the needs of all students.
- Training has been provided for staff in the delivery and implementation of the Positive Behaviour Support (PBS) program. Currently staff are seeking to embed shared approaches at classroom level.

Recommendations

The review team support the following:

- Maintain the school-wide commitment to embedding the PBS values, matrix and curriculum.
- Seek further opportunities to harness the opinions of students to provide input into key school decisions.

Leadership

The school has faced multiple challenges in recent years, including a devastating bushfire that effected the community. Leaders are committed to establishing a cohesive leadership approach and improvement agenda.

Commendations

The review team validate the following:

- The participation of leaders and identified staff in Leading School Improvement professional learning has been a valuable opportunity to engage with current, evidence-based approaches to organisational change.
- There are frequent opportunities across a range of roles for staff to undertake acting leadership positions. A wide range of aspirant staff are enthusiastic and willing to lead aspects of the school when required.
- The embedded performance management and development process promotes the setting of goals for staff in conjunction with their line managers and expectations aligned to the Department's policy.
- Thorough and consultative approaches to change management have recently been adopted when undertaking the corporate services team restructure and implementation of the Compass platform.
- Students are provided the opportunity to develop their leadership acumen through development programs as part of their role as student councillors.

Recommendations

The review team support the following:

- Work consultatively with staff to develop a wholistic understanding of school policies which fosters their practical application at classroom and staff level.
- Through continued engagement in professional learning, develop and embed a shared leadership ethos among all staff appointed to lead areas of the school.
- Consult widely with the school community and staff on the development of the 2024-25 Business Plan, including gathering community input on a shared vision for the school.

Use of resources

The needs of students are prioritised when determining the distribution of resources. The restructured corporate services and finance teams have established processes to ensure students' needs are supported.

Commendations

The review team validate the following:

- The School Board, in conjunction with the Finance Committee complete the transparent management of school resources through corporate reporting and consultative, evidenced decision making.
- Extensive work has been undertaken to upgrade the school's infrastructure and furnishings, bringing alignment between the standard of classrooms and contemporary teaching and learning requirements. Plans are in place for the strategic and sustainable replacement of classroom fittings and major assets.
- The school prioritises the recruitment of staff with leadership capacity, a keenness to adopt the school's vision and values and with a contemporary knowledge of pedagogy to complement its existing staff establishment.
- A recent financial improvement plan has developed strong, relational links between staff and Department financial consultants resulting in support for local processes and surety in resource management.
- Staff, students and families are adept at using electronic communication to gain information about school events and student progress. A Bring Your Own Device program is supported by school owned Chromebooks and iPads. Each department has a computer laboratory and there are smart boards in all classrooms.

Recommendations

The review team support the following:

- Continue to develop the capacity and capability of the Finance Committee in providing oversight and transparency of school resource allocation decision making.
- Ensure that all relevant staff receive current training in their responsibilities as cost centre managers.

Teaching quality

Supported by regular collaboration with the New North Education Initiative, staff have frequent opportunities to share in professional learning with colleagues in other schools. This serves to cement learning on approaches to contemporary pedagogy and the moderation of common tasks within curriculum areas across schools.

Commendations

The review team validate the following:

- A cohort of 4 teacher champions have been provided access to High Impact Teaching Strategy professional learning which has led to staff beginning to work across departments and learning areas.
- The school is prioritising the incorporation of explicit links between the consistent approaches of the PBS matrix and values and the nature of curriculum instruction in classrooms in whole-school plans.
- Informal and formalised line manager and peer observations of classroom teaching has been established throughout the school. Formal observations are an integral part of the performance management and development process.
- Staff have commenced implementing common elements in teaching such as the use of daily reviews and the explicit expression of learning intentions. Staff offer collaborative induction to relief teachers.
- The implementation of a new Certificate II Financial Services complements the broad suite of mathematical curriculum offerings and supports the financial literacy of students.

Recommendations

The review team support the following:

- Review the school's statement on the 'Principles of Teaching and Learning' as the basis for a pedagogical framework that is understood and owned by all staff, aligned to the Quality Teaching Strategy.
- Provide access to high impact teaching professional learning for staff in the non-MESH³ curriculum areas.
- Ensure that training is supplied for staff providing feedback on teaching during classroom observations.

Student achievement and progress

In 2022 the school achieved a median ATAR of 80 while 93 percent of Year 12 students achieved their Western Australian Certificate of Education. Both measures exceeded those of like schools and continued traditional strong performance by graduating students.

Commendations

The review team validate the following:

- Professional learning on curriculum expectations and requirements for staff has led to a greater knowledge of how to engage students positively with their courses across ATAR, General and VET⁴ pathways.
- Students achieved similar results to like schools in Year 9 NAPLAN⁵ for numeracy and reading while a focus on improving writing, supported by all curriculum areas was implemented based on NAPLAN data.
- Staff have altered assessments to improve the levels of student engagement with tasks, including condensing the volume of assessments and supporting completion with explicit instruction.
- There is widespread application of the School Curriculum Standards Authority Judging Standards to ensure comparability of teacher's judgements on students' achievements.
- Individual Education Plans for identified students as well as explicitly taught intervention programs in literacy and numeracy ensure that students are provided the opportunity to close gaps in their learning.
- Regular communication with families on students' achievements via formalised reports, task reports in Connect and in direct teacher/parent contact is established in all departments.

Recommendations

The review team support the following:

- Maintain the current school focus on developing the writing skills of students to lift achievement.
- Provide training for staff to maintain their currency in the analysis of student achievement data and ability to apply strategies to reflect their observations in planning and classroom delivery.

Reviewers

Rohan Smith
Director, Public School Review

Nancy McNally
Principal, Alkimos College
Peer Reviewer

Endorsement

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

The timeframe for the next review process focusing on the leadership domain only, will be Term 3, 2024.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 Australian Tertiary Admission Rank
- 3 Mathematics, English, science, humanities and social sciences
- 4 Vocational Education and Training
- 5 National Assessment Program – Literacy and Numeracy