Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Learning changes lives

Eastern Hills Senior High School

Public School Review

D26/0823254

CC BY

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 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 998 (decile 5) and there are currently 812 students enrolled from Years 7 to 12.

Eastern Hills Senior High School opened in 1962 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.

The last Public School Review of Eastern Hills Senior High School was conducted in Term 3, 2023. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an authentically reflective and future focused school self-assessment.

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

- A culture of reflection and continuous improvement, led by the Principal and executive team was evident. The Public School Review was viewed as an opportunity to acknowledge the work of staff and demonstrate the school's commitment to an identified improvement agenda, being driven through engagement in self-assessment and consultation contributing to a sense of unity of purpose.
- The executive team pride themselves on authentically representing the work of the school within the Electronic School Assessment Tool (ESAT) submission. Initiative was taken to make a determination about the progress of the school's improvement agenda against the Standard, and subsequently the outcome of the Public School Review process.
- The collaboratively developed ESAT submission provided an authentic illustration of practice, ensuring there was a clear distinction between providing evidence of activity and evidence of impact. The school transparently determined that some improvement initiatives are currently at the activity stage, however, there are mechanisms in place for monitoring and evaluating impact.
- Genuine reflections were a feature of the school's self-assessment submission, demonstrating thoughtful inquiry and strong alignment between performance evidence, judgements about priorities and planning for future improvement.
- A broad range of staff engaged enthusiastically during the validation meetings, offering earnest reflections that strengthened the review team's understanding of the operation of the school. Their strong, genuine and consistent insights added value to the ESAT submission and supported validation of the school's improvement agenda.
- Confident, ardent and appreciative students provided heartfelt reflections in support of the school's positive progression and the leadership of the Principal, demonstrating depth of thought and a commitment to the school's identified improvement agenda.
- Engagement in the validation visit by School Board representatives, parents and a New North Education Initiative member, demonstrated pride and investment in the school improvement journey. They described their individual and collective appreciation for the transparent leadership of the Principal and the individualised high care support provided to students by staff.

Relationships and partnerships

A strong sense of responsibility underpins the school's commitment to cultivating meaningful and sustainable relationships and partnerships that enhance student wellbeing, sense of accomplishment and future readiness**.**

Commendations

The review team validate the following:

- The formation of committees has established the foundation for intentional whole-school collaboration and recognised as pivotal in creating and sustaining strategic direction, and the development of a school culture built on trust and respect.
- Empowering every student to attain confidence in pursuing their chosen pathway through real-life experiences, supported through authentic relationship and partnership building, is evident. The mutual respect students and staff have for one another further fortifies this process.
- Sustained diverse community and industry partnerships are a cornerstone of the school's pathway strategy. A longstanding partnership with the New North Education Initiative provides students with opportunities to undertake industry-relevant training in purpose-built environments, expanding pathway offerings beyond those available within the school setting.
- The school demonstrates a commitment to developing cultural responsiveness and engaging with the First Nations community. The establishment of a Reconciliation Action Committee to lead and coordinate this work will complement the commitment of staff to integrate Aboriginal perspectives into the curriculum.
- Featuring a cohesive relationship with the Principal, the School Board are committed to their governance role, proudly promoting the school and its progress. Members are well-informed, solutions-focused and their input into school strategic planning and school performance monitoring is developing.

Recommendation

The review team support the following:

- Strengthen collaborative structures across the school by clearly defining roles, processes and expectations for strategic and operational planning, curriculum design, pedagogy and data analysis. Implement monitoring and support mechanisms to ensure effective and sustained implementation.

Learning environment

Dedicated commitment to ensuring every student receives a tailored approach to wellbeing, behaviour and learning that empowers them to thrive at school and in life beyond the classroom is palpable.

Commendations

The review team validate the following:

- The implementation of school-wide Positive Behaviour Support initiatives, including explicit teaching of behaviour expectations and positive reinforcement strategies, is supported by data collection processes, fostering a positive and supportive school culture.
- The adoption of restorative approaches to promote reflection, accountability and prioritisation of long-term behavioural improvement has been complemented by the appointment of a teaching and learning coordinator to introduce predictability and structure into classrooms.
- A student support officer and centralised triage process has bolstered identification, support and monitoring processes for students at risk. The evolving interconnectedness of pastoral care strategies reflects a whole-school commitment to continuous improvement and successful outcomes for all students.
- Students recognise and value the commitment of staff to support their wellbeing and success. The introduction of a student support officer and established partnerships, including those with the Midvale Hub and Parkerville Children and Youth Care, are instrumental and provide an additional layer of support.

Recommendations

The review team support the following:

- Review and audit whole-school support systems with the objective of refining and aligning current systems to a multi-tiered system of support model.
- Increase the functions of the student council to act as ambassadors, providing genuine opportunities for the student population to engage in decision making to support school improvement.

Leadership

The school's leadership has taken deliberate steps to introduce a cohesive and collaborative culture, in which staff are empowered, communication is transparent and instructional leadership is prioritised.

Commendations

The review team validate the following:

- Strategic intentions are operationalised with a strong sense of moral purpose. The executive leadership structure is increasingly providing whole-school oversight, ensuring strategic focus and the foundations for continuity of data-informed decision making to thrive.
- A commitment to distributed leadership drives school improvement. This structure encompasses committees and leadership roles, where confident and competent middle leaders and highly valued education assistants relish opportunities to lead and contribute to enhancing the consistency of planning and practice, strengthening staff engagement in the school improvement agenda.
- Change management is effectively approached through consultative and collaborative evidence-based decision making and a focus on establishing alignment and understanding of why change is required.
- The school is committed to the development of instructional leadership. Staff are provided with opportunities to participate in Classroom Management Strategies, Instructional Strategies for Engagement and Conference Accredited Training, building expertise in classroom management and instructional practice.
- A revised performance development process has established clear expectations, roles and responsibilities and timelines, strengthening the school's professional growth culture. Staff are supported to build their capacity, in alignment with school priorities, to positively impact the provision of educational programs, pathway opportunities and connections with the school community.

Recommendation

The review team support the following:

- To support the sustainability of new initiatives**,** ensure the appointment of coordination responsibilities with executive oversight. Consider the introduction of measures to monitor and evaluate initiatives to ensure the implemented changes yield the desired student outcomes.

Use of resources

A strong foundation of governance, forward planning and data-informed decision making underpins the school's approach to financial management, resource allocation and workforce planning.

Commendations

The review team validate the following:

- The financial acumen of the manager corporate services is evident and valued by the Principal. This represents a sustainable model of support and sound financial oversight.
- Increasingly disciplined planning and evidence-informed decision making ensures the school continues to strengthen its capacity to provide equitable opportunities and deliver improved outcomes for all students.
- 'A line of sight to outcomes for students' is the expectation of all financial decisions. Subsequently, student achievement data has informed decision making and the establishment of new positions, including a student support officer, learning support coordinator and teaching and learning coordinator.
- Reserve planning processes have been redefined to ensure reserve plans support the continuity and sustainability of teaching and learning and support positive outcomes for students.
- An information and communications technology audit and the development of a comprehensive plan ensure investment in and management of devices for the continuity of access to digital technology for the purpose of learning.

Recommendation

The review team support the following:

- Establish and implement data collection measures to monitor and evaluate the efficacy and impact of resource allocation on student achievement and progress.

Teaching quality

With the development of clear alignment between collaboration, pedagogy and performance development, Eastern Hills Senior High School will be well positioned to embed a culture of high-quality teaching that drives student achievement across all classrooms.

Commendations

The review team validate the following:

- The school acknowledges the critical importance of whole-school approaches, with a focus on low variance teaching practices, integrated with targeted intervention programs, to support student achievement**.**
- A considered approach to the development and implementation of school-wide practices and instructional approaches, including high impact instructional strategies, is being led by the teaching and learning coordinator and embraced by staff.
- The development of staff confidence in the delivery of differentiated learning opportunities is a priority, reflecting a commitment to meet the diverse needs of students. There is recognition that the expertise of the newly appointed learning support coordinator is a platform upon which to develop greater responsiveness and consistency.
- In response to recognition of the need to further develop responsiveness in relation to academic extension, the Learning Excellence and Achievement Program has been introduced. The program provides learning experiences that develop higher-order thinking skills, preparing students for future ATAR[1] studies.
- A structured reporting cycle, including progress reports, task mark reports and semester reports, supports meaningful parent engagement in student learning. National School Opinion Survey data indicates increased confidence in the school's communication of student achievement and progress.

Recommendations

The review team support the following:

- Further develop a shared understanding of effective teaching and learning, supported by professional learning and instructional coaching.
- Define and document expectations for the implementation of a whole-school decision-making framework to strengthen instructional approaches in all learning areas and every classroom.

Student achievement and progress

The school is acutely aware of the need to address student performance and is committed to prioritising the development of staff data literacy, routine whole-school data collection and analysis expectations and evidence-based decision making.

Commendations

The review team validate the following:

- A focus on supporting the development of staff data literacy and creating a culture in which data is valued and informs decision making is a priority. A commitment to increasing the visibility of data and strengthening expectations of its use by all staff to inform classroom planning is evident.
- Diagnostic testing and progress monitoring data is used to support student identification for inclusion in the school's longstanding and highly regarded literacy program. Assessment and progress monitoring demonstrate that participation in the SpellEx and MultiLit intervention programs is resulting in measurable gains in spelling and literacy development.
- In response to OLNA[2] prequalification data, intervention strategies including the establishment of a mentor group, supported through the OLNA Online Support Program, targeted education assistant support, and dedicated literacy and numeracy preparation workshops have been introduced, resulting in an increasing number of students demonstrating the OLNA standard before their final year of schooling.
- VET[3] attainment has remained a significant strength of the school, with consistently high rates of Certificate II or higher achievement, increasing access to Certificate III and IV qualifications and strong post-school pathways contributing to positive student outcomes.

Recommendation

The review team support the following:

- Maintain a focus on the development of the data literacy of middle leaders to increase staff proficiency in the application of systemic and school-based data to identify and address learning gaps, inform targeted intervention strategies and determine the impact of instructional approaches.

Reviewers	
Kate Wilson **Director, Public School Review**	Donna Gardiner **Principal, Lesmurdie 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 teaching quality and student achievement and progress domains only, is scheduled for Term 4, 2027. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school demonstrate sufficient and sustainable progress towards meeting the Standard in relation to recommendations of identified domains, a full Public School Review, inclusive of all domains, will be scheduled for 2029.

Lisa Criddle
A/Deputy Director General, Schools

References

1 Australian Tertiary Admission Rank
2 Online Literacy and Numeracy Assessment
3 Vocational Education and Training