



Department of  
Education

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Public education  
**A world of opportunities**

# Eastern Goldfields College

## Public School Review

April 2019



## PUBLIC SCHOOL REVIEW

### Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Eastern Goldfields College is situated in Kalgoorlie-Boulder, 594 kilometres east of Perth, within the Goldfields Education Region. The College is co-located with the Central Regional Tertiary and Further Education Goldfields Campus and the Curtin University Kalgoorlie campus (the Western Australian School of Mines).

Established in 1914 as Eastern Goldfields High School, the school became a senior college in 2006 to complement Kalgoorlie-Boulder Community High School (Years 8 to 10).

With an Index of Community and Socio-Educational Advantage rating of 945, the College currently enrolls students from Years 11 and 12 with a student population of 578. The main feeder schools for the College are Kalgoorlie-Boulder Community High School and Kambalda West District High School.

Eastern Goldfields College achieved Independent Public School status in 2015.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- A wide range of credible evidence was selected for analysis.
- An open and honest account of planned school priorities was provided.
- Leadership engagement in the school assessment submission was evident.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- Actions for improvement were described in the school's self-assessment submission and elaborated on during the validation phase.
- An emerging culture of reflection and continuous improvement was evident.

The following recommendations are made:

- Continue to develop staff capacity to assess and monitor student progress, analyse achievement data and implement targeted plans for improvement at the class, learning/program area and whole-school levels.
- Enhance the 'measures of success' in planning through routine consideration of the impact and/or effectiveness of all programs or processes.

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Relationships and partnerships	
<p>Productive relationships and partnerships have been developed with local businesses and agencies to support student pathways. The school functions as an adult learning environment that is attractive to, and appreciated by, its students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Engaging relationships across learning areas underpin high levels of staff commitment. Relationships between staff and students are respectful and positive and are enhanced by activities during Mental Health week.</li> <li>The School Board engages in consultation regarding school direction. Board members advocate strongly for the school and its achievements.</li> <li>Effective partnerships have been established and fostered with a range of local community and external organisations to increase academic and employment opportunities and pathways for students.</li> <li>Student, staff, parent and community/employer (VET<sup>1</sup>) feedback is sought routinely to shape improvement policy.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>Continue to build relationships with external stakeholders to support student engagement in activities such as HackED and Young Writers' Club.</li> <li>Investigate opportunities offered by tertiary providers for university entry. Include consultation regarding the Scholars Program for High Achieving Students through Curtin University's Innovative Schools Consortium.</li> </ul>

Learning environment	
<p>The College has established a safe, orderly and supportive learning environment focused on preparation for further study and/or employment. Processes for the management of attendance, behaviour, engagement and students at educational risk (SAER) are effective.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>High risk students are monitored collaboratively by the Student Services team. Case management is documented and communicated routinely.</li> <li>Academic monitoring, OLNA<sup>2</sup> achievement, case management and referrals all form part of the process for identification, support and monitoring of individual plans focused on gaining employment skills.</li> <li>Attendance and punctuality have improved as a result of explicit whole-school strategies, including the '90 per cent plus' initiative.</li> <li>A well-documented and well-communicated behaviour management policy provides consistency of understanding for staff, students and parents.</li> <li>The 'Magic Wednesday' structure provides the opportunity for students and staff to prioritise their focus and support on individual student needs.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>Further enhance individual tracking mechanisms for the academic, social and emotional progress of all students.</li> </ul>

## Leadership

Leaders have implemented a framework to guide and align learning and program area planning to the Eastern Goldfields College Business Plan 2018-2020. Adherence to the focus areas in operational planning enhances school-wide attention to student achievement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Leaders are assisting staff to develop an understanding of, and unified commitment to, aligning their practice to the school vision.</li> <li>• Leaders are developing and sustaining an individual and school-wide focus on improving educational outcomes through reference to the ACSF<sup>3</sup>.</li> <li>• An emphasis on reflective practice is being embedded at the whole-school, learning/program area and individual staff levels.</li> <li>• Staff acknowledge the benefits of the leaders' planning framework and the consistency of its implementation.</li> <li>• A performance management and development plan aligned to the AITSL<sup>4</sup> Australian Professional Standards for Teachers, is embraced by staff.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Reflect against the Principal Performance Improvement Tool domains to ascertain areas of leadership strength and areas for improvement.</li> <li>• Strengthen the existing collaboration with partner schools through the continued development of a targeted and formalised transition program.</li> </ul>

## Use of resources

The use of resources is aligned clearly to school management and operations. This, in turn, has a direct impact on creating the conditions for student success. There is a clear link between the use of resources to support current needs and enhance student achievement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Formalised management processes have been established to ensure short and longer term resource planning is fiscally efficient and effective.</li> <li>• Resource allocation decisions about funding of specific school programs and interventions, are student centred.</li> <li>• Reserve allocations are monitored regularly to support current needs.</li> <li>• There is a clear association between targeted expenditure and planning for students who attract additional funding.</li> <li>• Decisions about resourcing school programs are evidence-based.</li> <li>• School-based innovation grants and external resourcing support creative and engaging school programs.</li> <li>• The school adopts innovative approaches to supplement funding through close associations with local business and community organisations.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Broaden staff understanding of, and targeted input into, budgeting and resource management.</li> </ul>

## Teaching quality

<p>Staff refer to, and are supportive of, developing a structured, collaborative work environment where expectations, support and accountabilities are explicit. Aligned to the structured framework for planning, the necessary foundation for this has been laid.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A developing connection to data underpins a process of analysis to identify modifications to support student achievement.</li> <li>• Processes for staff collaboration are provided to support improvement planning, implementation and review.</li> <li>• Data are used to analyse task effectiveness, areas of strength and weakness and identify issues to be addressed the following year.</li> <li>• Assessment and reporting are supported by consensus grading and moderation practices.</li> <li>• Staff seek student feedback about their teaching routinely. Graduate teachers use 'Pivot' surveys to gather feedback based on AITSL Australian Professional Standards for Teachers.</li> <li>• The school places a priority on investing in infrastructure and support for staff to use digital technologies to enhance the quality of their teaching.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Further enhance the collaborative work environment through the clarity and alignment of staff expectations, support and accountabilities.</li> <li>• Adopt more formal gathering of student feedback through online 'Pivot' surveys in 2019-2020.</li> </ul>

## Student achievement and progress

<p>The school gathers and analyses school-based and systemic data to determine the efficacy of teaching and learning programs. This process is modelled effectively by learning/program area leaders to become a shared obligation for all staff.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• ATAR<sup>5</sup> performance is similar to the expected mean.</li> <li>• VET opportunities are well supported through a range of course offerings.</li> <li>• VET achievement is sound, leading to an attainment rate above like schools.</li> <li>• OLNA workshops have been modified model a more student-centred, online environment to better replicate the test conditions.</li> <li>• OLNA improvement strategies are having a positive impact on student achievement.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to develop staff capacity to assess and monitor the effectiveness and impact of programs to guide improvement planning at the class, learning/program area and whole-school levels.</li> </ul>

## Reviewers

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Brett Hunt  
Director, Public School Review

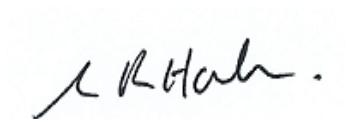
Mike Morgan  
Principal, Shenton College  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

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## References

- 1 Vocational education and training
- 2 Online Literacy and Numeracy Assessment
- 3 *Aboriginal Cultural Standards Framework*
- 4 Australian Institute for Teaching and School Leadership
- 5 Australian Tertiary Admission Rank