



Department of
Education

Shaping the future

Eastern Goldfields 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 1914, Eastern Goldfields College is situated in the city of Kalgoorlie-Boulder, within the Goldfields Education Region.

The College is co-located with the Central Regional Technical and Further Education (TAFE) Goldfields Campus and the Curtin University Kalgoorlie campus (the Western Australian School of Mines).

The college has an Index of Community and Socio-Educational Advantage rating of 972 (decile 7).

It currently enrolls 392 students from Years 11 and 12.

Eastern Goldfields College became an Independent Public School in 2015 and is supported by the College Board.

The first Public School Review of Eastern Goldfields College was conducted in Term 1, 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:

- The framing of the College's Electronic School Assessment Tool (ESAT) submission would have been strengthened using the Standard's domain foci and elaborations as key reference points during its preparation.
- Evidence submitted addressed each domain of the School Improvement and Accountability Framework, however the quality and range of reflective analysis was variable.
- In preparation for the Public School Review, the leadership team undertook the bulk of the self-assessment and reflection. Finding opportunities for a broad cross-section of staff to have their perspectives incorporated into the ESAT submission is an area for future consideration.
- Parents and student representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the college's care for students.
- Further, analysis is required during the self-assessment phase to assess the impact, and therefore effectiveness, of learning programs and teaching processes.

The following recommendations are made:

- Consider use of the ESAT as an ongoing reflection tool for school self-assessment. Treat the ESAT as a reservoir of critical information and evidence to be gathered continuously over the college business plan cycle.
- For future ESAT submissions, ensure the selection of relevant evidence links directly to the college's self-assessment, strategic journey and judgements on the extent to which the college has met the Standard.
- Ensure all staff are considered as valuable sources of feedback and reflection when addressing the college performance throughout the business plan cycle.
- Use the recommendations from the 2019 Public School Review report as a starting point for preparing the next self-assessment for the school review.

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Relationships and partnerships

Students indicated their preference for enrolling at Eastern Goldfields College is due to the caring and supportive relations they experienced with staff. Building sustainable, high quality relational and social capital, across the college campus and with local community, is a priority that requires relentless vigilance.

Commendations

The review team validate the following:

- Partnerships continue to exist between the college, local industry and agencies that support student pathways to work.
- The relational strength of the college's culture resides primarily in the care and trusting understanding the staff maintain with students.
- The Board, through the Chair, respects and understands its governance accountabilities and responsibilities, providing specific input into school planning, budget monitoring and reviewing student achievement data. The Board indicated strong support for the role the college plays in the local community.
- More effort is being applied to increase the diversity of parent and community representation on the Board.

Recommendations

The review team support the following:

- Examine options to improve communication between cohorts of staff across the Eastern Goldfields College campus.
- Build cohesion across the campus by taking specific steps to improve leadership visibility, presence and collaborative engagement with all members of staff.
- Accept guidance and direction for the establishment of a memorandum of agreement that sets out the requirements of the college and Kalgoorlie-Boulder Community High School (KBCHS) to ensure a smooth, productive transition for Year 10 students to the college.
- Consider inviting a KBCHS representative to become a member of the School Board.

Learning environment

Underpinned by genuine care for students, school processes and approaches, proactively provide the conditions for students to feel safe in pursuit of educational success. Students who were interviewed described having a strong sense of belonging and held the belief that staff were their partners in education.

Commendations

The review team validate the following:

- SAER¹ processes are well-developed, detailed and responsive to the variety of needs of students from diverse backgrounds. The student services team collaborates with staff to ensure students in need of support receive targeted strategies to assist with complex mental health and wellbeing issues.
- Extensive planning documents designed to advance the learning of Aboriginal students and cultural awareness among all stakeholders have been developed and framed by the Aboriginal Cultural Standards Framework.
- A Wellbeing Team Action Plan for 2024 has identified key school improvement focus areas including cultural cohesiveness, staff morale, a staff induction 'buddy' system and common professional learning.

Recommendations

The review team support the following:

- Improve the consistency of the application of behaviour management processes with the support of SSEN:BE² and the implementation of the new Behaviour Management Pyramid.
- Deploy all measures necessary to address transition and attendance issues in collaboration with KBCHS.

Leadership

Department documents including the Standard, Personal Attributes for Leadership and Statement of Expectation 2021-2024 identify the key conditions for building and maintaining strong cultural and organisational leadership standards in public schools.

Commendations

The review team validate the following:

- The leadership culture has several positive features including a notable sense of pastoral care for staff, care for students and an acknowledgement of the importance of building industry and agency partnerships.
- Staff acknowledged that there are opportunities quite early in their careers to undertake leadership roles and responsibilities and that they are supported to grow professionally as leaders.
- School planning is framed by the Business Plan 2021-2024. The plan recognises that while largely an adult learning environment, the college still has a strong obligation to nurture the health and wellbeing of students as they prepare for life beyond school.
- Positive leadership engagement is evident between the middle leadership team and staff.

Recommendations

The review team support the following:

- Urgently conduct a thorough review of the spirit and substance of the Department documents (see above) that shape the leadership accountabilities and responsibilities in public schools, incorporating them into school planning.
- Initiate a priority focus on ensuring all planning and student assessment processes have a strong evidence base. Standardise all evidence gathered and data collected, with impact analysis reflections included.
- Commence negotiations to strengthen the relationship with KBCHS to enhance the preparation for Year 10 students to successfully transition to Year 11 at the college. Prioritise improving OLNA³ achievement through this partnership.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is an intent to ensure that resources are deployed to optimise learning options for all students.

Commendations

The review team validate the following:

- School resourcing information is transparently shared with the School Board and Finance Committee. The manager corporate services (MCS) has a clear understanding of the obligations required for the effective and efficient management of public funds.
- Learning area leaders are responsible and held accountable for the management of their budgets. The MCS works closely with all cost centre managers to ensure the timely expenditure of funds.
- Student characteristics and targeted initiatives funding supports additional time to support the learning needs of Aboriginal students.
- Despite the challenges presented by the dispersed nature of the physical environment, the college maintains vigilance on issues such as breaches of security and works hard to ensure the shared ICT⁴ arrangements with the neighbouring TAFE support student programs.

Recommendations

The review team support the following:

- Prepare a workforce plan. Ensure staff understand and accept that the needs of students are the college's default priority in recruitment and timetabling processes.
- Consider conducting a mid-year budget review with a view to re-allocating funds from under-utilised cost centres to those requiring additional funds.
- Establish mechanisms to determine budgetary support for all business and operational plan priorities.

Teaching quality

Promoting the use of effective, evidence-based teaching practices is a planned next step for leaders and staff as they strive for higher levels of consistency in teaching and learning across the campus.

Commendations

The review team validate the following:

- Middle leaders and experienced staff create opportunities for graduate and new teachers to collaborate with the intention of learning from each other's effective teaching practices.
- All graduate teachers are offered the opportunity to participate in a classroom observation twice a term. A comprehensive feedback document was presented as evidence of the thoroughness of the feedback.
- Members of the classroom support team, including education assistants, student support officers and Aboriginal and Islander education officers are allocated to support students requiring a differentiated learning program. A focus on achieving OLN qualification is a priority.
- As part of its wellbeing program, the college has focused on supporting students to successfully complete ATAR⁵ and WACE⁶ through promoting student resilience, optimism, confidence and self-efficacy.

Recommendations

The review team support the following:

- Commence a dialogue with staff about the pedagogical narrative that will drive teaching practices in every class. Provide regular and timely feedback to all staff and utilise this feedback to forge an elevated level of low variance teaching practice across the college.
- Engage, through Statewide Services, with lead schools in the Quality Teaching Strategy to provide support and targeted examples of teaching quality feedback and review.
- Embark on a professional development program for staff targeting improvement in data literacy skills as part of an ongoing cycle of review.
- To improve the functionality of learning area operational planning, ensure they feature explicit improvement targets generated from baseline data and agreed milestone review points over the course of the plan.

Student achievement and progress

The extensive amount of data available to schools requires careful and strategic consideration as to what is essential data to consider when making informed decisions about the learning needs of students.

Commendations

The review team validate the following:

- Staff professional knowledge, skills and a strong focus on pastoral care provides the pre-conditions for students' sense of belonging to the college and levels of connection with their teachers and support staff.
- Pivot surveys provide staff with signposts towards their professional growth. Lesson scaffolding is gaining traction in classrooms with learning area leaders maintaining a persistent narrative on differentiated teaching.
- The 2024 implementation of the general Aboriginal and Intercultural Studies course is designed to respond to the perspectives of local Aboriginal families and the community.

Recommendations

The review team support the following:

- Data analysis requires greater inspection to identify gaps in the continuity and consistency of student academic assessment. Initiate working partnerships with high performing schools to improve the moderation of grades.
- Establish relationships with experienced and successful teachers to coach staff to prepare appropriately pitched school-based assessment tasks, complemented with comparable robust achievement grading processes.

Reviewers

Rod Lowther
Director, Public School Review

Alan Brown
Principal, Rossmoyne 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 School Achievement and Progress domain only, is scheduled for Term 1, 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 this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 School of Special Education Needs: Behaviour and Engagement
- 3 Online Literacy and Numeracy Assessment
- 4 Information and communications technology
- 5 Australian Tertiary Admission Rank
- 6 Western Australian Certificate of Education