

# Annual Report 2020



ENCOURAGING · CARING · CHALLENGING

*Respectful - Inclusive - Strive - Excellence*



# *From the Principal*

The Annual Report for 2020 is where our school community has an opportunity to share the academic and social progress our students made, and how we are engaging in our relentless pursuit of our improvement agenda. Our students did succeed despite the COVID-19 interruptions and cultural shifts.

Our school's self-review process, through a comprehensive consultation and collaboration with staff, supported us to reach targets and monitor our progress against the Business Plan 2019 - 2021. The Focus Areas are:

1. Distinctive School;
2. Quality Teaching; and
3. Positive Culture of Learning.

Through-out the year we evaluated all aspects of our school, to know and define where we are at, met and set future improvement targets that will make a difference for all of our students.

Three key programs have contributed to a rise in academic and social performance:

- English Enrichment (Corrective Reading intervention program), with dedicated staff including a Literacy Specialist;
- Specialist Learning Program for students with high functioning Autism Spectrum Disorder (SLP - ASD); and
- Cross Fit (a sports program that engages and inspires).

The progress for our students has brought confidence and momentum. Our specialist teachers are capable, committed and engage in whole school improvements. Highlights include a significant improvement in the median results of our ATAR students, in English. Our students also had a high success rate in Vocational Education and Training courses.

As a Positive Behaviour Strategy (or PBS) school we set of clear expectation linked to our key values of Respect, Inclusive, Striving, Excellence. We also actively taught specific positive behaviours through-out the year, improving social learning.

These have contributed to the social and emotional development of our students. A contributing factor is also the well-resourced student services area of the school. The expertise of the staff in this area means that students are very well supported.

Each student is provided with an Apple Mac laptop so that the latest technology is accessed as an important tool for learning. We continue to upgrade the infrastructure and maintain access across our beautiful campus.

We have a dedicated group of parents and citizens leading our P & C Association, running our canteen and volunteering their time to benefit our students. The financial and in-kind contributions equal success for our many programs. I strongly urge parents to, if they can, consider attending our P&C meetings. There is a great deal of research confirming that parents who are involved in their child's school contribute to their academic and social success.

Similarly, our board members engage in the governance of the school which strongly supports our students, helps develop our community and is overall an essential component in improving our society.

Gail Allen  
Principal  
October 2020



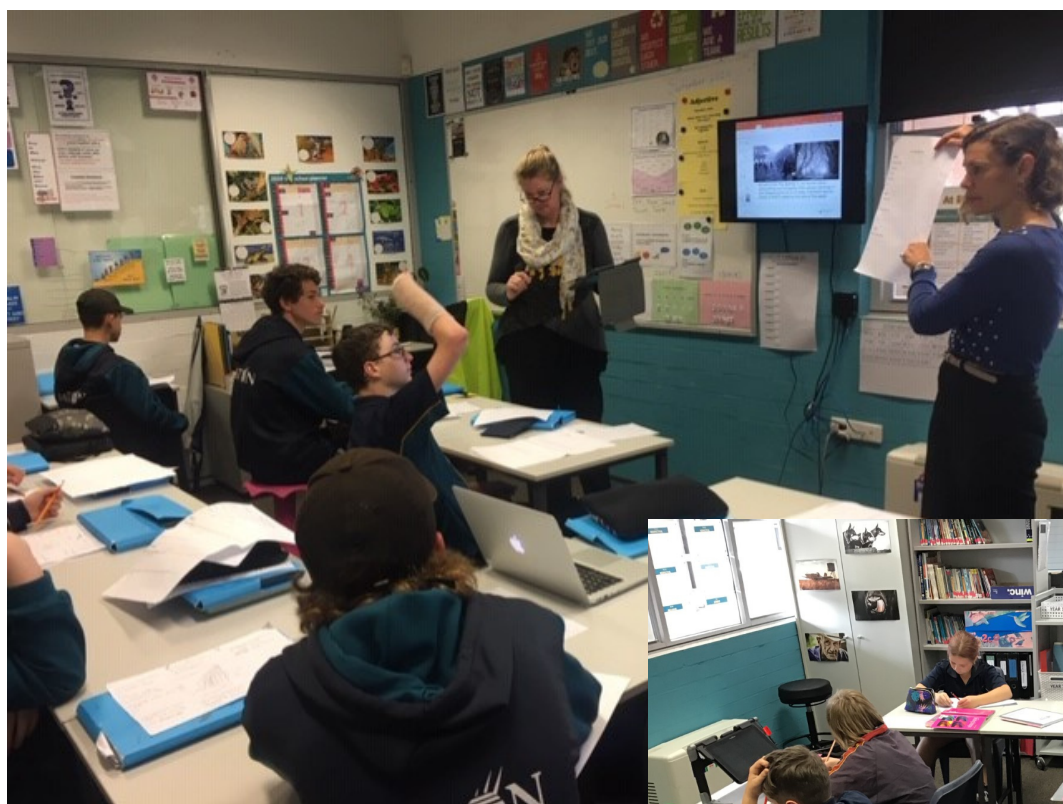
# Focus Area 1: Distinctive School

Focus Area 1: Distinctive School				
No.	Target	Begin	Progress	Met
1	Enrolments into Year 7 maintained or increased			√
2	All teaching staff are competent in SEN reporting by 2021		√	
3	Achieve 60% satisfaction in National School Opinion Survey by end of 2020 with aspirational goal 80% by end of 2021		√	
4	Creation and implementation of 5 year marketing plan by 2020		√	

## **Enrolments and Students Education Needs (SEN)**

Our school is distinctive because we deliver comprehensive support for our students through the establishment and continued improvement in key programs like our Specialised Learning Program – Autism Spectrum Disorder program. Our educators are utilising personalised tools like Students Educational Needs (SEN) reporting to better target and refine the students' learning, and strategically monitor their progress. This is well on the way and as a result our enrolments, in Year 7, are steadily increasing.

We commenced the ECC Cross Fit program, which was another very popular change equalling a positive improvement and the introduction of this has thoroughly engaged many of our students, including our SLP-ASD students. This will now and into the future contribute to increasing enrolments.



# National School Opinion Survey

Target number 3, Achieve 60% satisfaction in the National School Opinion Survey (NSOS) by the end of 2020, with an aspirational goal of 80% by the end of 2021.

- I am satisfied with the overall standard of education achieved at this school

	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree		Overall Rating	
	2016	2020	2016	2020	2016	2020	2016	2020	2016	2020	2016	2020
Staff	0%	2%	2%	25%	15%	28%	65%	39%	19%	7%	4.0	3.2
Parent	18%	8%	9%	8%	18%	19%	18%	49%	36%	16%	3.5	3.6

- Parents satisfaction with the level of education at ECC has increased to 65% are satisfied from 54% in 2016.
- Staff satisfaction in the standard of education at the school has decreased from 84% in 2016 to 46% in 2020
- The question for 2016 was slightly different – My child’s learning needs are met at this school.

- Students/My child/ I like being at my school

	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree		Overall Rating	
	2016	2020	2016	2020	2016	2020	2016	2020	2016	2020	2016	2020
Staff	0%	0%	0%	8%	17%	35%	69%	48%	15%	8%	4.0	3.9
Parent	9%	5%	9%	14%	18%	11%	27%	43%	36%	16%	3.7	3.7
Student	13%	19%	10%	14%	30%	28%	33%	27%	15%	11%	3.3	3.0

- There was a decrease (agree and strongly agree) in all groups around whether a student likes being at the school since 2016. A 10% drop for students, 4% drop for parents and 28% drop for staff. This equated to only a small drop in the overall rating though.



## Marketing Plan

We have been working towards implementing initiatives to better communicate with our school community: establishing a Facebook page, Instagram and improved Website, as we evaluate the communication needs and feedback from our community, and capture better ways to voice the key messages from the College.



# Focus Area 2: Quality Teaching & Learning

Focus Area 2: Quality Teaching				
No.	Target	Begin	Progress	Met
1	Increase % students making Good or Excellent progress in NAPLAN - Reading & Numeracy		✓	
2	Median Australian Tertiary Admissions Rank (ATAR) is improved to 70 or better by 2021			✓
3	Develop ECC Model of Teaching that uses best practice by 2021		✓	
4	By 2021, 95% Year 12 students achieve WACE, aspirational goal 100%		✓	
5	By 2021, 100% of staff engaged in reflective practices, peer observations, self-reflective review and performance management	✓		

## NAPLAN

We do not have results as the testing did not take place in 2020. Instead, we utilised testing through Performance Achievement Test (PAT) and Online Literacy and Numeracy Assessment (OLNA) to measure success and progress, to plan for improved learning programs.

## Median Australian Tertiary Admissions Rank Significant Improvements

The results regarding the second target were outstanding, here is a summary:

- Our Median ATAR was 76.55 which is well above our like schools and almost on par with all public schools. This ATAR median was the best median we have achieved over the last 6 years.
- All but two of our students were eligible to be accepted directly into university and one of those two was eligible through achieving ATAR bonuses.
- English was a standout, with our students achieving an average for this subject above the state average by 10 marks and Media Production and Analysis (MPA) was 5 marks above the state mean. Most of the other courses were also close to the state mean.

Our students had outstanding results for English in the ATAR course and we are a step closer to our goal of sustained high achievement. We will review our target and consider how we can sustain these very positive results for our students.





## **ECC Model of Teaching**

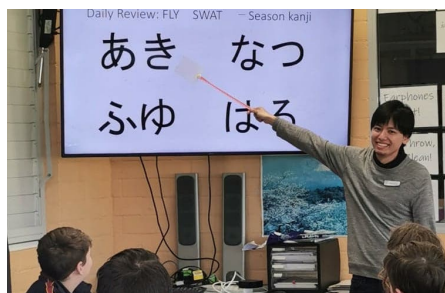
The Lesson Design component of this target has been achieved through on-going consultation with staff from the broad range of subject areas, incorporating ideas but creating a design that allows for a flexible approach and one that can be recognised as a familiar structure for our students. The next steps are implementation, embedding it into each learning area, reviewing and revising it in accordance with research and best practice.

## **Western Australian Certificate of Education (WACE)**

We have witnessed a steady improvement in the achievement standard over the last three years, with 98% of our students meeting the C grade requirement this year.

## **Attainment Rate - ATAR $\geq$ 55 and/or Certificates or higher**

This year we achieved 95% a 5 % increase from the previous year, 1% higher than like schools and 1% lower than all public schools. This means that we are moving in a positive direction, supporting our students in Year 11 and 12 to succeed.





## Staff Engagement

We continue to provide excellent professional learning and implementation strategies for staff to engage in reflective practices, peer observations, self-reflective review and performance management. We have groups of staff who are outstanding in each of these areas, and are forging forward to incorporate and support all staff. Our key professional learning 'Teach Well' is supporting our teaching staff to engage in these practices and on-going improvement strategies.



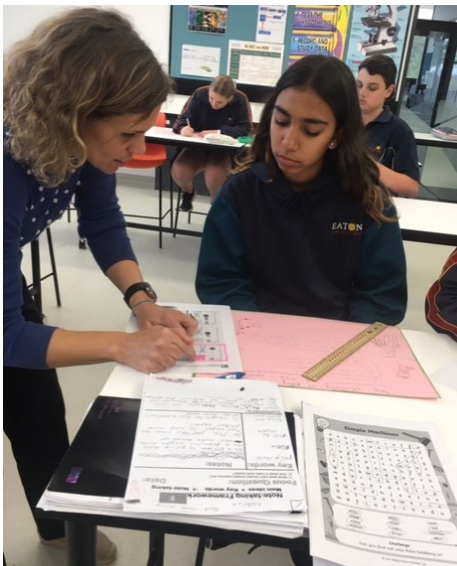
## English Enrichment (Literacy Intervention Program) - Corrective Reading

The basis of this program is early identification of the learning needs for students' entering our senior high school. This priority area was initiated through evaluation of NAPLAN data commencing two years previous and longitudinal information showing a significant decline in Reading skills. We have built a program to sustain improvements in Reading across the school. We administer Progressive Assessment Tests (PAT) to inform the targets and groups of students who need this intervention. We know and understand that if we can improve students' reading skills then they will improve their academic achievement and be able to succeed across all subject areas, and embrace the pathways they choose beyond school.

It is still early days for this program but this year we witnessed excellent results, including:

- 78% of stable cohort made excellent progress.
- 45% (18 Students) advanced 2.5 years in their reading ability.
- Further 23% (9 Students) advanced 2 years in their reading ability.
- 4 students made a minimum of 3 year's progress.
- 4 of our year 10 post intervention students achieved C Grades and passed OLNA reading
- Our year 7 cohort entering the program from the start of high school are much more successful.

We had approximately 86 students across years 7 – 10 actively engaged in the program. There is a need for this program and the students are responding very positively, learning, progressing and achieving.





## Online Literacy and Numeracy Assessments (OLNA)

These results reveal a need to continue to build a robust intervention program that targets the needs of our students in Mathematics. This core subject will remain a focus for us and this year we have had a dedicated Numeracy Coordinator who has worked hard to research evidence based program, networking with other schools and has an extra-ordinary commitment to support Mathematics teachers to improve outcomes for our students. Approximately 25% of our students enter the school in Year 7 operating below their year level standard. We have some preliminary information that anecdotally shows that students involved in our pilot intervention program called Growing Mathematically are more confident and show some early progression. We will fund and resource this into the future and continue to modify, differentiate and improve this program to target our students' needs in Mathematics.

In addition, our dedicated staff have been working with students after school as well to identify the gaps in their learning and revise what they need to succeed in OLNA.

Year 10 Students - Qualified In			
	Year 9	Year 10	Not Qualified
2020	7	36	61
	6.7%	34.6%	58.7%
Like Schools	12.6%	33.2%	54.2%

Year 11 Students - Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2020	9	31	12	19
	12.7%	43.7%	16.9%	26.8%
Like Schools	13.5%	35.4%	15.4%	35.8%

Year 12 Students - Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2020	10	29	8	8	8
	15.9%	46.0%	12.7%	12.7%	12.7%
Like Schools	16.5%	38.8%	15.4%	9.9%	19.4%





# Focus Area 3: Positive Culture of Learning

## Focus Area 3: Positive Culture of Learning

No.	Target	Begin	Progress	Met
1	By 2021, 5% decrease in behaviour management incidents			√
2	Increase regular attendance by 2% each year		√	
3	A positive improvement in both student and parent National Schools Opinion Surveys for: <ul style="list-style-type: none"><li>• My child/I feel safe at school</li><li>• Student behaviour is well managed at school</li></ul>		√	
4	Increase percentage of students achieving Often or Consistently in Attitude, Behaviour and Effort		√	

### **Behaviour Management**

The focus has been on positive behaviours, rewarding positives and proactively teaching and instructing students to demonstrate positive behaviours. The data reveals a significant drop in the number of suspensions from the previous year of 6.4%, meeting our target, so we will be looking to revise our targets and sustain these improvements beyond 2020.

### **Attendance**

The second target referring to improving our regular attendance was severely impacted because of the COVID lockdown and school closures. Given the circumstances it was not surprising that in semester 1, 2020 regular attendance fell to 17%, with authorised absences the highest percentage recorded at 87.38%. Subsequent to the interruptions we focused on activating a much greater number of home visits to re-engage our students.



### **Our Science Faculty**

We officially opened our beautiful and award winning Science and STEM learning area, where our student leaders hosted the Minister for Education showcasing the needs of our students.



## National Schools Opinion Surveys

There was a positive improvement in both the student and parent National Opinion Surveys for the following statements:

- **My child/I feel safe at school. - Student behaviour is well managed at this school.**

	Students/ My child/ I feel safe at school		Student behaviour is well managed at this school	
	2016	2020	2016	2020
Staff	4.1	3.9	3.8	3.6
Parent	3.5	3.7	3.3	3.4
Student	3.3	3.3	2.7	2.6
Overall	3.6	3.6	3.3	3.2

- There is an increase in the rating for parent’s views of safety and behaviour management at the school since 2016.
- Student thoughts around this are steady, however, staff have shown a decrease in these two areas by 0.2.



## Percentages of Students Achieving Often or Consistently in the Attitude, Behaviour and Effort for students’ reports

The students’ attributes are reported by teachers each semester, every year, at the same time as the academic reporting. The five areas are positive behaviours that students can demonstrate which will contribute to their learning, and this table shows the two top attributes: Consistently and Often.

Year Semester 2	Participates fully		Behaves appropriately		Is well organised		Meets deadlines		Works autonomously	
	Consist	Often	Consist	Often	Consist	Often	Consist	Often	Consist	Often
2020	49.7	28.1	56.2	27.9	52.7	24.4	41.9	19.1	45.6	27.2
2019	47.2	29.4	55.1	27.2	49.0	26.6	38.1	23.0	43.2	29.9

### Consistently

There has been a marked improvement in each of the categories, for students demonstrating these ‘Consistently’ from 2019 to 2020, of 1 to 3%, so we are on-track to see an improvement of 5%.

### Often

Students revealed a very slight decrease in demonstrations of ‘Participate fully’, but an increase in the ‘Behaves Appropriately’ which was very positive.



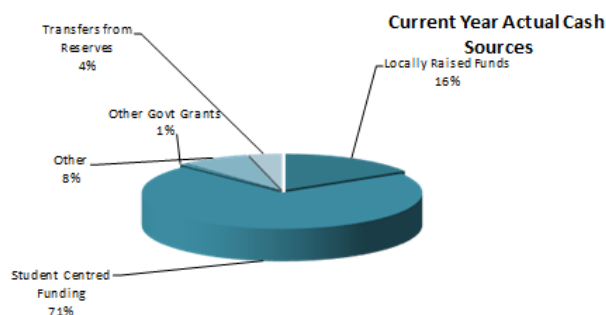
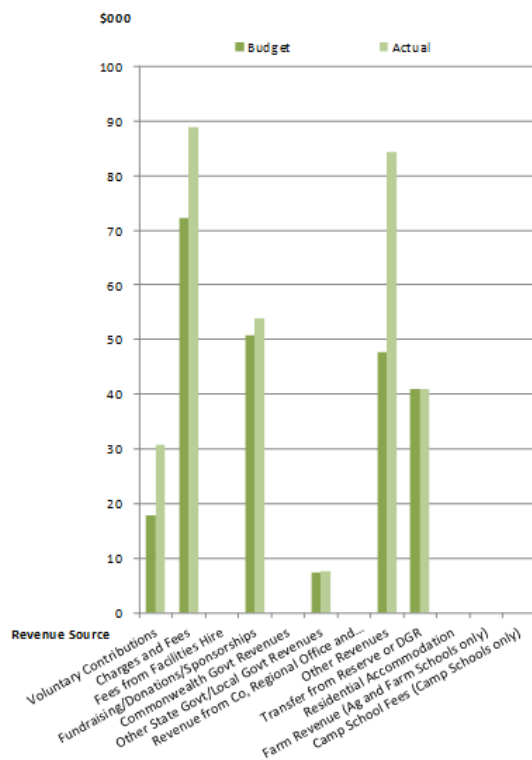
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## Eaton Community College

Financial Summary as at  
31 December 2020

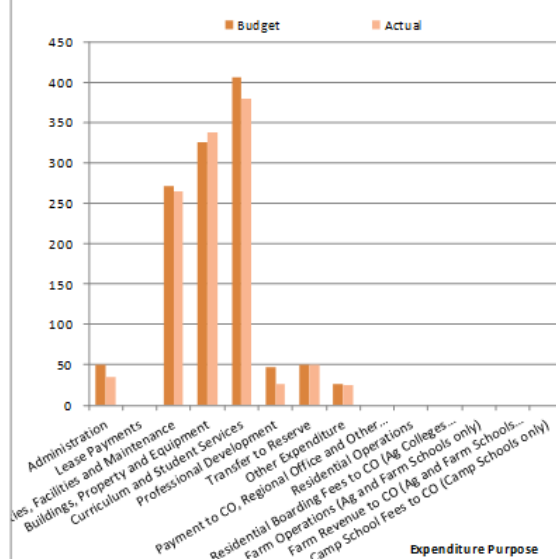
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,817.50	\$ 30,705.67
2	Charges and Fees	\$ 72,350.00	\$ 88,924.51
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 50,694.00	\$ 53,766.01
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 7,366.00	\$ 7,628.55
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 47,779.00	\$ 84,264.75
9	Transfer from Reserve or DGR	\$ 41,034.59	\$ 41,034.59
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 237,041.09</b>	<b>\$ 306,324.08</b>
	<b>Opening Balance</b>	<b>\$ 179,940.27</b>	<b>\$ 179,940.27</b>
	<b>Student Centred Funding</b>	<b>\$ 759,313.58</b>	<b>\$ 762,718.88</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,176,294.94</b>	<b>\$ 1,248,983.23</b>
	<b>Total Salary Allocation</b>	<b>\$ 8,749,990.00</b>	<b>\$ 8,749,990.00</b>
	<b>Total Funds Available</b>	<b>\$ 9,926,284.94</b>	<b>\$ 9,998,973.23</b>

Locally Generated Revenue - Budget vs Actual

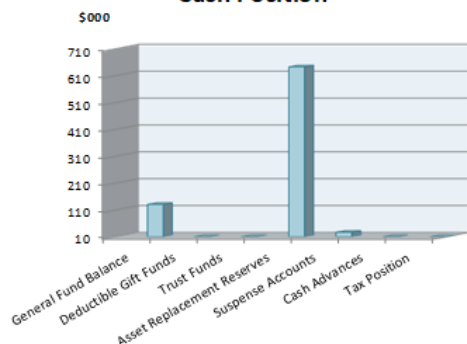


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 50,100.00	\$ 33,994.77
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 271,993.00	\$ 264,232.63
4	Buildings, Property and Equipment	\$ 324,876.00	\$ 337,842.38
5	Curriculum and Student Services	\$ 406,285.59	\$ 379,541.81
6	Professional Development	\$ 46,398.08	\$ 26,954.22
7	Transfer to Reserve	\$ 50,457.00	\$ 50,457.00
8	Other Expenditure	\$ 26,185.00	\$ 25,479.24
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,176,294.67</b>	<b>\$ 1,118,502.05</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ 8,486,149.00</b>
	<b>Total Expenditure</b>	<b>\$ 1,176,294.67</b>	<b>\$ 9,604,651.05</b>
	<b>Cash Budget Variance</b>	<b>\$ 0.27</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 788,558.13
Made up of:	\$ -
1 General Fund Balance	\$ 130,481.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 642,324.26
5 Suspense Accounts	\$ 26,682.69
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (10,730.00)
<b>Total Bank Balance</b>	<b>\$ 788,558.13</b>