



ENCOURAGING



CARING



CHALLENGING

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Principal's Message

In 2021 we were able to show our community the real and genuine academic improvements that our students have experienced since 2019. The improvement strategies commenced in semester 2, 2018 and have been built into our everyday learning practices. The data from our NAPLAN in reading and punctuation and grammar reveal of major part of the story. We surprised ourselves at the extent and enormity of the improvements.

Some of the strategies, most of which are included in our current business plan, include a focus on literacy in reading and whole-school literacy. This was about specialist staff and intervention through great transition strategies in year 6. Our students are tested using PAT in both literacy and numeracy, so we can target their learning needs as quickly as possible. We also built direct instruction intervention programs to accelerate their learning or extend their learning, where appropriate.

Our staff have been engaging with, in 2020 and 2021, Teach Well which provides intensive learning equipping them with ways to explicitly teach what our students need. In addition, we have been developing the skills of our student services team and seeking further expertise in this area and others across the school.

It has been an amazing achievement and we are very proud of our students' progress, and our next steps are to sustain these improvements. We are looking forward to this beyond 2021.

Kind regards

Gail Allen

Principal

Board Chair's Message

Most people are aware that there IS a school board but rarely do they know exactly WHY there is a school board. The Eaton Community College Board has been formed with the fundamental purpose of enabling parents and members of the community to engage in activities that focus on the best interests of students while enhancing the education provided by the school.

Myself and fellow members of the board, are representatives of teaching staff, parents and members of the community. We are not there to get involved with the day to day operations of the school but we do collectively comment and review the schools objectives and the financial arrangements necessary to fund those objectives.

The board members review specific matters such as: school closure (when heavy rains flooded out classrooms), event cancellations (school trips during the pandemic), attendance rates, academic support, literacy programs, numeracy programs, positive behaviour support (PBS), resourcing requirements (such as additional classrooms) and many other programs/initiatives implemented at the school.

We have seen that the past few years have been challenging for the students and staff at ECC but our Principal (Gail Allen) has demonstrated to the board (and the community), the school's continual commitment to always put the best interests of students first. Despite the challenges experienced during this time, ECC has remained committed to implementing strategies designed to hit targets identified for their 3 main focal points (Distinctive School, Quality Teaching and Positive Learning Culture) as outlined in the ECC Business Plan.

As we come into a new year, I look forward to working with fellow board members and teaching representatives to assist the school in continuing to meet their vision of supporting every student to develop intellectually, emotionally, physically and culturally.

Niomi Higgs

School Board Chair



Focus Area I - Distinctive School

Targets

- 1. Enrolments into Year 7 are maintained or increased from 2019 levels.
- 2. All teaching staff are competent in SEN reporting by 2021.
- 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.
- 4. Creation and implementation of a 5 year marketing plan by 2020.

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 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 |
| Staff | 0% | 2% | 9% | 2% | 25% | 14% | 15% | 28% | 28% | 65% | 39% | 44% | 19% | 7% | 5% | 4.0 | 3.2 | 3.2 |
| Parent | 18% | 8% | 2% | 9% | 8% | 20% | 18% | 19% | 22% | 18% | 49% | 44% | 36% | 16% | 13% | 3.5 | 3.6 | 3.5 |

- Parent satisfaction with the level of education at ECC increased to 65% in 2020 up from 54% in 2016, but in 2021 it was slightly lower at 57%.
- Staff satisfaction in the standard of education at the school has increase from 46% in 2020 to 49% in 2021.



Students/ My child/ I like being at my school

| | Strongly Disagree | | | Disagree | | | Neither | | | Agree | | | Strongly Agree | | | Overall Rating | | |
|---------|-------------------|------|------|----------|------|------|---------|------|------|-------|------|------|----------------|------|------|----------------|------|------|
| | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 |
| Staff | 0% | 0% | 0% | 0% | 8% | 18% | 17% | 35% | 24% | 69% | 48% | 51% | 15% | 8% | 7% | 4.0 | 3.9 | 3.5 |
| Parent | 9% | 5% | 5% | 9% | 14% | 9% | 18% | 11% | 19% | 27% | 43% | 39% | 36% | 16% | 28% | 3.7 | 3.7 | 3.8 |
| Student | 13% | 19% | 14% | 10% | 14% | 14% | 30% | 28% | 35% | 33% | 27% | 27% | 15% | 11% | 10% | 3.3 | 3.0 | 3.0 |

In 2021, 67% of parents strongly agree or agree that their child enjoys being at the school up from 59% in 2020.

Parent opinions have improved in several areas. The most significant areas include:

- Teachers at this school expect my child to do their best, with an increase from 3.8 to 4.1; and
- Students revealing that their school is well maintained, with an increase from 3.0 to 3.2.



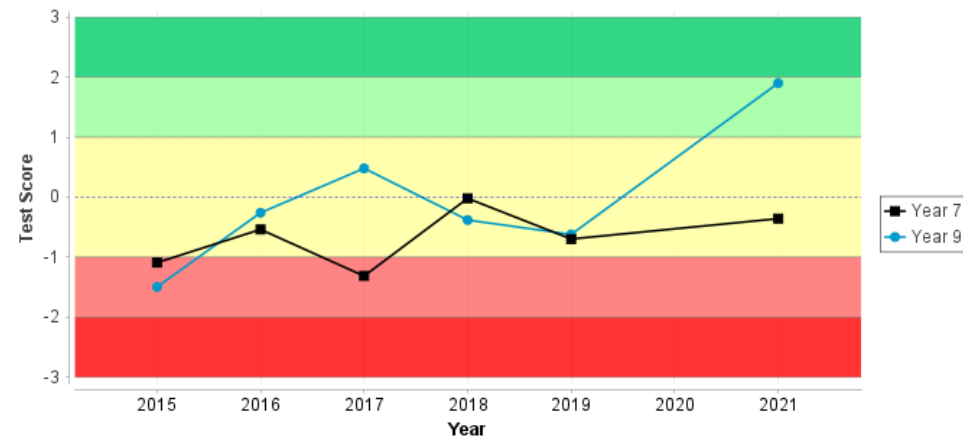
Focus Area 2 - Quality Teaching

Targets

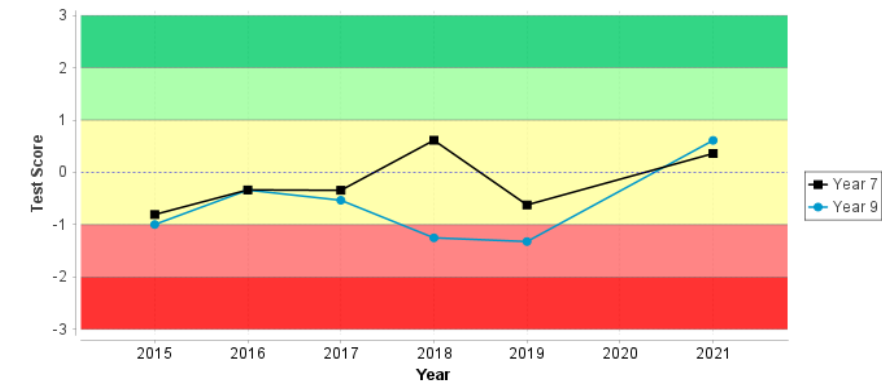
- 1. Increase the percentage of students making High or Very High in NAPLAN - Reading and Numeracy.
- 2. Median ATAR is improved to 70 or better by 2021.
- 3. Develop an ECC Model of Teaching that uses best practice by 2021.
- 4. By 2021, 95% of Year 12 students will achieve WACE, with an aspirational goal to achieve 100%.
- 5. By 2021, 100% of staff are engaged in reflective practices, peer observation, self-reflective review and performance management.

Our Year 7 and Year 9 results for 2021, below, indicate how well our improvements have worked to support out students to excel compared to similar schools in the state and nationally.

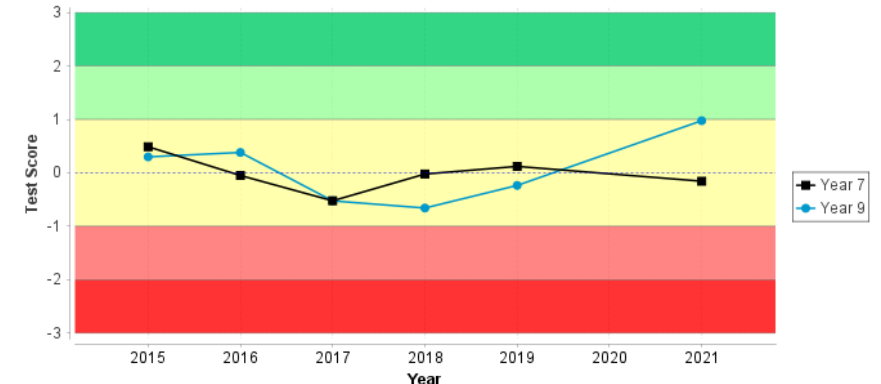
READING PERFORMANCE - test scores for Year 7 and 9



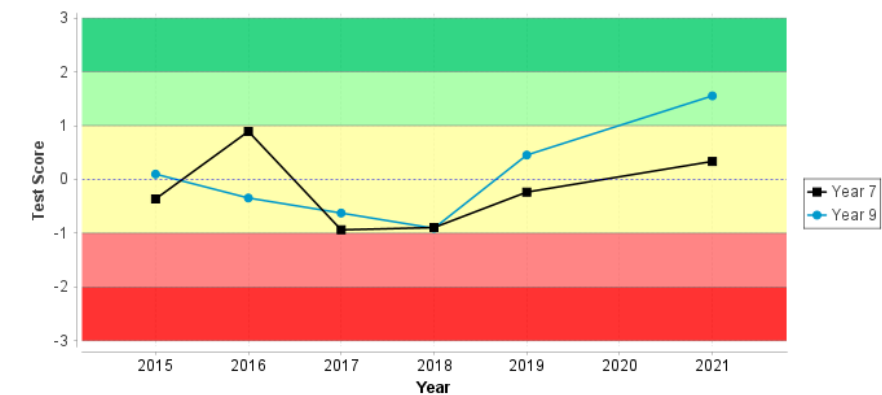
NUMERACY PERFORMANCE



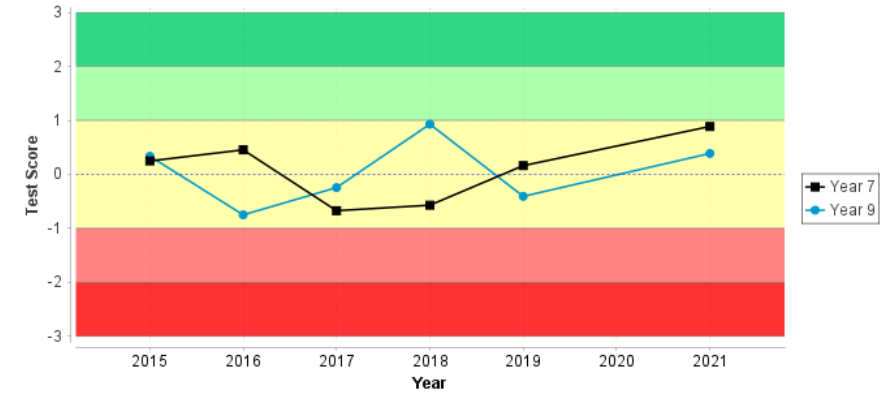
SPELLING PERFORMANCE



GRAMMAR & PUNCTUATION PERFORMANCE



WRITING PERFORMANCE





Senior School

Year 11 and Year 12 Scores for 2021

Highlights:

- Top ATAR score was a ranking of 99.95
- Median ATAR was 68.65 - above like schools which is at 65.3, but below public school.
- 1 Certificate of Distinction awarded
- 2 students achieved Certificate IV, 8 students achieved a Certificate III
- 4 students eligible to be accepted directly into university, one eligible with ATAR bonuses
- All 5 FlexiTrack students offered university places
- 1 student offered university place through alternative pathway
- Physics and English scores were above State average

WACE Achievement Rate: count (% of eligible students)

| | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School (WACE eligible) | 36 (86%) | 50 (85%) | 47 (90%) | 42 (91%) | 56 (88%) | 36 (92%) |
| Like Schools % | 83% | 85% | 85% | 82% | 80% | 86% |
| Public Schools % | 89% | 89% | 89% | 89% | 88% | 90% |

Australian Tertiary Admissions Rank (ATAR) Results - Median

| | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|------------------|-------|-------|-------|-------|-------|-------|
| School | 68.08 | 75.8 | 61.58 | 41.85 | 60.5 | 63.38 |
| Like Schools % | 65.3 | 66 | 66.95 | 67.55 | 67.9 | 68.25 |
| Public Schools % | 80.25 | 79.25 | 78.25 | 79.50 | 78.55 | 78.2 |



Focus Area 3 - Culture of Learning

Targets

- 1. By 2021, 5% decrease in behaviour management incidents.
- 2. Increase regular attendance (90%+) by 2% each year.
- 3. 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.
- 4. Increase the percentage of students achieving Often or Consistently in the ABEs (Attitude, Behaviour and Effort matrix in semester reports).

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

Students/ My child/ I feel safe at school

| | Strongly Disagree | | | Disagree | | | Neither | | | Agree | | | Strongly Agree | | | Overall Rating | | |
|---------|-------------------|------|------|----------|------|------|---------|------|------|-------|------|------|----------------|------|------|----------------|------|------|
| | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 |
| Staff | 0% | 0% | 2% | 0% | 3% | 7% | 13% | 23% | 17% | 60% | 56% | 63% | 27% | 18% | 11% | 4.1 | 3.9 | 3.7 |
| Parent | 9% | 3% | 3% | 9% | 11% | 6% | 36% | 19% | 14% | 9% | 46% | 50% | 36% | 22% | 27% | 3.5 | 3.7 | 3.9 |
| Student | 8% | 8% | 6% | 13% | 17% | 12% | 32% | 30% | 34% | 36% | 34% | 37% | 11% | 12% | 11% | 3.3 | 3.3 | 3.3 |

In 2021, 77% of parents either agree or strongly agree that their child feels safe at ECC, up from 45% in 2016.

In 2021, 18% of students disagreed or strongly disagreed that they feel safe at school. This is down from 25% in 2020.



Student behaviour is well managed at this school

| | Strongly Disagree | | | Disagree | | | Neither | | | Agree | | | Strongly Agree | | | Overall Rating | | |
|---------|-------------------|------|------|----------|------|------|---------|------|------|-------|------|------|----------------|------|------|----------------|------|------|
| | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 | 2016 | 2020 | 2021 |
| Staff | 0% | 2% | 4% | 8% | 15% | 13% | 16% | 21% | 22% | 63% | 47% | 40% | 12% | 16% | 20% | 3.8 | 3.6 | 3.6 |
| Parent | 9% | 8% | 3% | 18% | 14% | 21% | 18% | 27% | 27% | 45% | 35% | 34% | 9% | 16% | 15% | 3.3 | 3.4 | 3.4 |
| Student | 15% | 14% | 13% | 27% | 31% | 31% | 34% | 35% | 34% | 21% | 14% | 19% | 3% | 5% | 4% | 2.7 | 2.6 | 2.7 |

In 2021, the percentage of staff, parents and students who strongly agree that behaviour was well managed at the school incresed.

- 20% of staff, up from 12% in 2016
- 15% of parent up from 9% in 2016
- 4% of students up from 3% in 2016
- The information from surveys revealed the positive impact of our student services improvements over a three year period, where there was an increase in students feeling that they can talk to staff about concerns.
- There has also been improvements in parent and student opinions about the school's communication, processes and decision making.



Specialised Programs

CrossFit Endorsed Program

Eaton Community College CrossFit is the first of its kind in a Western Australian Public School.

CrossFit is a lifestyle characterised by safe, effective exercise and sound nutrition. CrossFit can be used to accomplish any goal from improved health, to weight loss, to better performance. The program works for everyone—people who are just starting out and people who have trained for years. The CrossFit prescription is “constantly varied, high-intensity, functional movement.” – crossfit.com.

Eaton Community College CrossFit delivers a strength and conditioning program that incorporates Olympic lifting, power lifting, gymnastics and metabolic conditioning. The program is all-inclusive and is tailored to help students achieve their individual goals. Participating in CrossFit at Eaton Community College will help students develop their strength, agility, speed and power.



English Enrichment Program

English Enrichment is our literacy intervention program for those students who come to us reading two or more years below year-level expectations. Students in these classes require targeted and direct instruction to improve their reading and writing skills. This in turn builds their confidence and they experience success as readers and writers: a success and confidence that carries over to other subjects and other areas of their lives.

English Enrichment uses a Direct Instruction program called Corrective Reading. This is an accelerated reading program that builds letter sound recognition as well as recall and comprehension which allows students to become fluent, accurate and confident readers.

Students also engage in explicit writing instruction in grammar, spelling and punctuation. They build their knowledge and understanding of sentence structure and language features. As students progress through the program, they are supported in writing sustained narrative and persuasive texts with increasing independence.

In its third year of implementation at ECC, English Enrichment has allowed students to make considerable progress in a short amount of time. The success of the program is evidenced by school and national testing data as well as the testimonies of students and parents.



Specialised Programs (continued)

Specialised Learning Program (SLP)

Specialised Learning Program (SLP) for students with Autism Spectrum Disorder (ASD) supports the individual needs of students with ASD from Kindergarten to Year 12 who are at risk of disengagement, underachievement and/or significant difficulties with adaptive behaviour. This is a Department of Education Endorsed Specialised Program.

The program targets students who do not have an intellectual disability with a focus on year level or near year level academic engagement and achievement, organisational skills, social cognition development, positive peer relationships and emotional self-regulation.

Every student accessing an SLP has a position within the mainstream class/es of the school which they can integrate into when they are ready. The SLP have homerooms where they engage in small group and individual learning. The amount of time that the students spend in the homeroom and mainstream will vary considerably. Some students may need to spend more time in the homeroom with the specialist staff and then integrate into mainstream slowly. Other students may only come into the homerooms for specific lessons such as social skills: VILS (Very Important Life Skills). Always individual need, driven by the outcome of successful mainstream inclusion, will determine the structure of each student's experience within the SLP.

Eaton Community College SLP ASD is in its third year of operation.



Arts



Art is a very important subject at Eaton Community College and students enjoy the creativity and broad variety of programs to choose from at our school. There are many murals and high quality examples of art work across the large and aesthetically pleasing campus.



Career & Enterprise



During the 2021 year the Career and Enterprise classes have been busy preparing for their working future.

The senior students engage in concepts and an in-depth look at jobs based on their own personality profiles. They explore different work scenario problems and identify solutions to resolve the issues in different work environments. This is about investigating the different career pathways available. Students identify a job of interest to them, their skills, values and attitudes and personality traits, and then participate in a job interview.

The impact of global trends on the workplace and the labour market were also explored. They investigate a range of strategies and processes for resolving conflict within the workplace. The students look at work-life balance as an essential part of job satisfaction, productivity and efficiency. To finish the year, the students complete a career portfolio which includes their Individual Pathway Plan, a Resume and a cover letter.

E n g l i s h



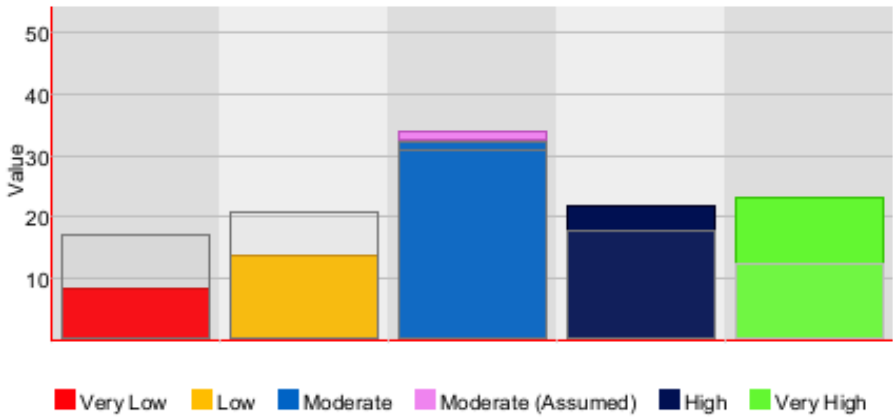
This year students performed mock job interviews, created entries for the Heywire competition, produced research reports, had guest speakers in, planned and ran public events and fundraisers, held debates, held workshops with the ABC, performed ballads (both teachers and students) and monologues. We held open days and parent interviews and even had Olympian athletes visit classes and students were assessed in Reading and Viewing, Writing, and Speaking and Listening.

It has been a crazy, busy, fun and inspiring year, watching our students deal with interruptions such as COVID-19, and they continue to make our classes in English enjoyable, challenging and insightful.

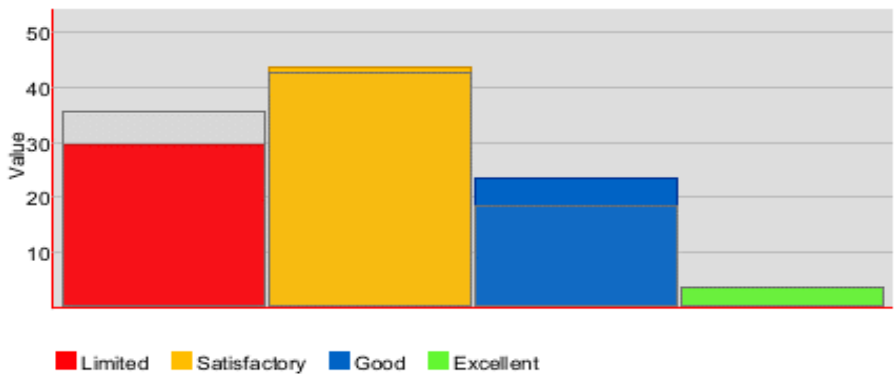
The English Department has had a successful and productive year.

The results demonstrate both high achievement and progress compared to like schools.

Year 9 Reading Progress



Year 9 Reading Achievement



The results demonstrate comparable achievement except our studensts were deemed “excellent” as we exceeded like schools.

To reinforce our understanding and practice using explicit teaching, four staff attended and completed the Teachwell Masterclass training. This has cemented our learning area’s commitment to explicit teaching practices and a standardised use of instructional skills. Observations, as part of performance management, were conducted twice this year with the second observation evidencing that teachers are engaging with these practices as part of their everyday teaching routines.

Our challenges for next year will be to consider changes to course content due to government emphasis on maintaining a career focus and the recommendation to reduce the number of formal assessments.



H A S S



In 2021 Humanities and Social Sciences at Eaton Community College the team focused on differentiating the lessons to target the needs of the students. Many teachers underwent training in TeachWell and in consultation with the Literacy Specialist, creating templates for lessons specially designed to improve literacy. These included the use of sentence starters, a daily review of vocabulary and a focus on two tier vocabulary.

We also focused on creating engaging opportunities for students to develop their HASS skills. This included a mock excavation by Year 7s, "Black Death" hour created in collaboration between Year 8s and 12s, and the construction of dioramas of trench warfare by Year 9s.

Moderation was completed by teachers and meaningful feedback provided in order for the students to improve their marks.

We hope to expand our upper school offerings and increase the rigor in the teaching of HASS, in the future.

Health and Physical Education



This year has been a busy one in HPE. Students have had the opportunity to participate in lots of different sporting events. Students competed at our Athletics day carnival which saw everyone turn up in their faction colours and test their abilities to see who the champion faction and individual year group champions on the day would be. Selected students were invited to attend the Interschool Athletics carnival in Term 2. ECC was very successful on the day with some students earning Champion and Runner-Up Champion for their age group. Unfortunately, an hour to go before we were scheduled to leave, Country Week was canceled and Perth went into lock-down. Instead students were provided an opportunity to compete against other teams from the Southwest Region in a one-day carnival that promoted sportsmanship and fun.

Year 7 and 8's were selected to compete at the annual Lightning Carnival. This competition is a participation carnival with emphasis on fun and sportsmanship. ECC sent five strong teams to compete in soccer, netball, boys' and girls' basketball and boys' AFL.

The Winter Carnival was held in Term 3 for selected year 9 and 10 students. ECC sent teams for boys' and girls' volleyball, boys' AFL, netball and boys and girls' basketball.

This year saw CrossFit increase in popularity. Students recently competed in the ECC CrossFit Games, which saw students compete against others in a mix of individual and team events. We hope to see this grow, and be bigger and even better next year.

M a t h e m a t i c s



This year has seen a lot of exciting changes in the Mathematics department. Our focus has been on bridging gaps in student knowledge and delivering the best education in the region. Working closely together, our staff have been revising our teaching and assessment methods, delivering some very positive results.

There has been a big focus on numeracy skills with the establishment of the Growing Mathematically program and support classes offered after school for anyone who needed a little extra help. The enthusiastic efforts of our staff have resulted in some very pleasing NAPLAN results as well as an improved performance by our Year 12 students in their exams and the Externally Set Task.

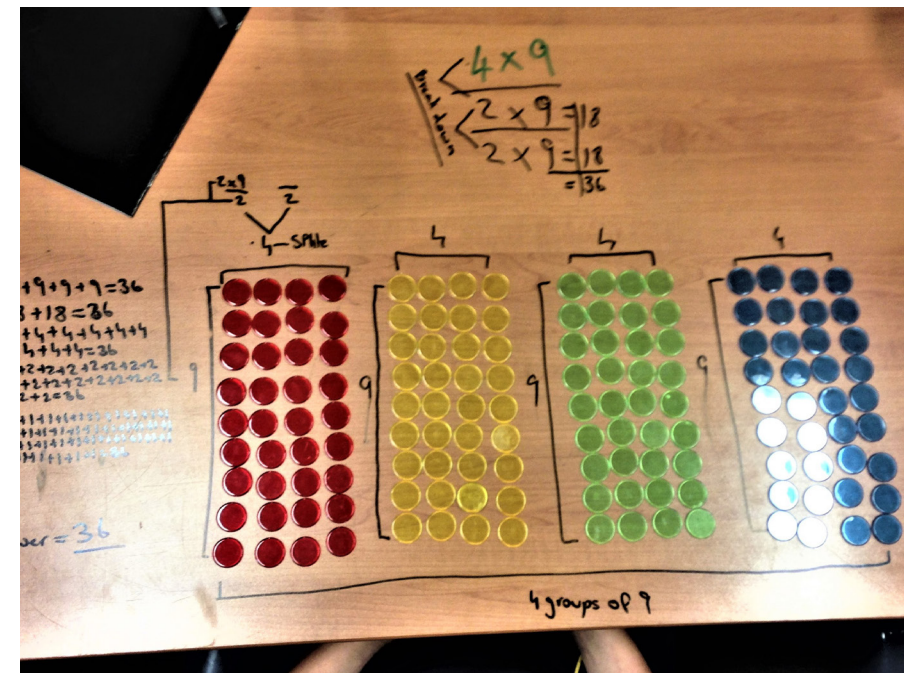
Our students skills have been supplemented with the use of an online platform: Education Perfect, allowing for students to get additional assistance at their own pace and to keep up to date with our content if we had to face another lock-down due to the COVID pandemic. Most of the year ran smoothly and we have enjoyed seeing the happy faces of our students.

Science and Mathematics have been reaching out to our feeder schools to promote STEM projects and showcase the high-quality facilities at ECC. Our rocket project is still trying to get off the ground, but we will keep working into 2022 and hopefully see some very impressive collaborations into the future.

Practices have generally improved with regards to preparing students for exams. There is increased exam content in assessments and before assessments which resulted in very pleasing Semester 1 results. External factors reduced this progress in Semester 2 Applications. However, the Methods course achieved pleasing ATAR results.

NAPLAN noticeably improved this year and improvement was also shown in Round 2 OLNA results and Semester 1 ATAR exam comparability to course grades. Frequent discussion around these areas has occurred with an emphasis on the importance of student performance. There have been positive results through increased practice prior to assessments.

The Mathematics team at Eaton Community College is dedicated to improve outcomes for our students. This year we have worked collaboratively and improved our practices.



S c i e n c e T e c h n o l o g i e s



Student participation in extra-curricular activities in science remains high. In 2021 students participated in the Science and Engineering Challenge, Murdoch University Science Week Quiz competition, Leonardo's Day (Science activities with local primary schools) and the Cows Create Careers Project. A highlight was a group of students who achieved second place in the national competition for the video produced for the Cows Create Careers project.

Discussions throughout 2021 focused on developing a long term vision for Science at Eaton CC.

Two elements were identified:

1. Successful Lower School classes.
2. Successful ATAR classes.

As a result of these discussions some structural changes will be adopted in 2022. In Year's 8 to 10 an extension class will be created. In these classes students will be taught all the required curriculum for their year level as well as extension activities to prepare them for ATAR courses.

The preparation for a new course in Marine and Environmental Science, to begin in 2023, is progressing well.

Food Science

Students began with precision cuts and knife skills before investigating good fats and bad fats. The Year 11 students would say that the best part of their year has been cooking their own recipes. From a healthy canteen food item to the most unhealthy hamburger recipes and how to take a good food photo to decorating Halloween cakes. Others enjoyed the competition of "The Bake-Off" which was held within the Community Centre and judged by ECC staff.



Engineering

This year in engineering we entered two teams in the "F1 in schools challenge" Rising Suns and Octane. Unfortunately, the competition was affected due to COVID-19, so we decided to run an in-house competition.

During the year, the students were able to showcase their work to sponsors, parents and staff during a morning tea.

We would like to thank our sponsors and the Year 12 Hospitality class for the catering.

Digital Technologies

In Digital Technologies students have explored a variety of new and emerging technologies. Year 9 and 10s at ECC have had access to drones for the first time, and Year 7 and 8 students sent 2 teams to the First Lego League tournament in November. This tournament uses Lego Spike robots to complete challenges in an obstacle course.

Students across all years have also had the chance to create objects using the 3D printers, as well as create adventure games using Scratch and Python.



Student Services

KIWI CLUB



In 2021 Student Services has continued to grow and we welcomed a number of staff into new roles.

As with previous years we have continued to deliver a number of class and small group social and emotional wellbeing programs to students. The Aussie Optimism program was delivered to the Year 7 cohort in Term 2, and Shine for girls was delivered to several Year 8 girls. 'Our Mob' has continued to grow with more community engagement and connections, and key staff have loved delivering lessons on culture, dance and language to the students. In the Kiwi Club, a group leader was appointed and the students embraced regular cultural education and activities, completing visits to the local day care centre and primary schools under his guidance.

We have continued the very popular tradition of a sausage sizzle each term which included fundraising for the Bunbury Soup Van and Ronald McDonald House. This year we hosted the inaugural Wellness Week which introduced a range of fun lunch time activities for students that support and promote positive mental health and wellbeing. During the week we incorporated RUOK? Day, the Blue Tree Project, Peter and Judy with Clementine the cow, and the activities concluding with a community soccer game between students, staff and community members.

Student Services have worked tirelessly to provide students with the best possible learning opportunities to support wellness, mental health, safety and inclusivity. These have included Wear It Purple day, the Red Frogs Party Safe and Leavers presentations, Tomorrow Man and Tomorrow Woman, Canteen/Bandanna Day, Safe on Socials, Youth Focus Mental Health and Cyber Safety, just to name a few!

WELLNESS WEEK



GIVE-A-CAN DONATIONS



BETHANIE LUNCH



WEAR IT PURPLE DAY



NAIDOC DAY 2021



Student Attendance

Student Overall Attendance

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2018 | 86.2% | 87.7% | 89.6% | 70.3% | 70% | 66% | 85.1% | 85.2% | 87.6% |
| 2019 | 84.3% | 86.4% | 88.8% | 75% | 69.2% | 65.8% | 83.5% | 84.1% | 86.8% |
| 2020 | 86.2% | 86.8% | 89.2% | 80% | 67.6% | 65.9% | 86.6% | 84.2% | 87.3% |

The above table shows Eaton Community College Attendance percentage higher than Like Schools in our area and improving with each year.

Student Numbers

| Semester 2 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------------|------|------|------|------|------|
| Lower Secondary | 415 | 418 | 419 | 422 | 426 |
| Upper Secondary | 139 | 123 | 142 | 131 | 111 |
| Total | 554 | 541 | 561 | 553 | 537 |



Vocational Education and Training

The Vocational Education and Training (VET) options at Eaton Community College provide:

- training that is relevant to the workplace and reflects industry needs,
- opportunities for students to engage in workplace learning whilst undertaking full-time study in school,
- practical, work-related skills to enhance students' future employment opportunities,
- the chance to gain a Nationally Accredited Certificate qualification while still at school,
- an alternative pathway to further study or university,
- students with a head start when preparing for life beyond school,
- the opportunity to gain WACE credits for endorsed programs such as CrossFit, Workplace Learning, ASDAN and Elite Performance (Sports).
- skills to transition to School Based Traineeships or Apprenticeships.

Options within the VET program at Eaton Community College include Nationally Accredited Certificate II Courses offered within the school in the areas of:

- Hospitality
- Business/Workskills
- Vocational Pathways



- Sport Coaching
- and planned for 2023 - Cert II Outdoor Recreation, and a Digital Technologies based qualification.

ECC also partners with other Registered Training Organisations (RTOs) to deliver a range of Certificate II, III and IV courses.

Through its VET arrangements with South Regional Tafe, ECC students have access to many Certificate II and III courses that are incorporated into their WACE studies.

Bunbury Regional Trade Training Centre (BRTTC) currently offer 18 different qualifications to our students. Some of these qualifications are delivered at the BRTTC training site located at the school.

ECC students can access programs and courses through SIDE (School of Isolated and Distance Education) RTO delivered at the school.

Students engage in career counseling and guidance so that parents/ caregivers and families can make considered decisions regarding VET pathways when choosing subjects in Year 10.

Career education is becoming more and more important as the employment landscape continues to rapidly change. The VET staff work closely with the school's newly appointed Career Practitioner. Year 9s at ECC now have a dedicated career education class and are well prepared for making decisions about subjects and pathways in Year 10.



Financial Summary as at 31 December 2021

