



ENCOURAGING * CARING * CHALLENGING



2022

ANNUAL REPORT

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A photograph of four students walking along a paved path outside a modern building with large glass windows. The students are wearing white and teal polo shirts and dark shorts or pants. The text 'EATON COMMUNITY COLLEGE' is overlaid in white, with 'COLLEGE' in a script font.

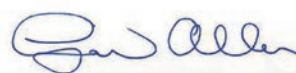
EATON COMMUNITY COLLEGE

ABOUT

Eaton Community College aims to address the emotional, social, intellectual and academic needs specific to young adults. The environment promotes in students a feeling of self-worth and confidence while also providing a quality educational experience.

A handwritten signature in grey ink that reads 'Niomi Higgs'.

Niomi Higgs
Board Chair

A handwritten signature in blue ink that reads 'Gail Allen'.

Gail Allen
Principal



PRINCIPAL'S REPORT

In 2022, we saw the next wave of Covid impact our school, but as expected our staff ensured that teaching and learning across the College continued to be our priority. The Annual Report is an opportunity to reflect on the school's progress towards achieving our Business Plan targets. The highlights demonstrate the culmination of the development of our students' abilities, skills, and knowledge, as well as the increase of staff efficacy across the College.

Our focus on becoming a distinctive school has resulted in an increase in opportunities for our students to engage in courses and pathways that improve their prospects at the end of their school career. This has meant increases in WACE achievement, median ATAR score and Certificate achievement in our Year 12 data. Ongoing development of the school's literacy and numeracy programs has resulted in student achievement and progress in NAPLAN and OLNA surpassing like schools.

A strong pastoral care focus supports the social and emotional well being of our students and this has seen a decrease in suspensions and a 9% increase in the National School Opinion Survey results indicating that 77% of parents feel their child is safe at Eaton Community College.

This year was an opportunity for our school community to engage in comprehensive planning, evaluation, consultation, and collaboration to prepare our next strategic plan for the College. We are excited for the next period of our school improvement journey, with our new school vision moving forward being "we celebrate diversity and inspire students to be life-long learners".

I would like to commend the outstanding staff at Eaton Community College. Their dedication and expertise is reflected in the ongoing achievement and progress of our students. We would also like to thank our School Board and Parents and Citizens Association for their support and tireless efforts to support the learning and wellbeing of our school community.

Gail Allen
Principal

BOARD CHAIR'S MESSAGE



The school board for Eaton Community College is made up of community, parent and staff representatives who meet on a regular basis to review and provide input into the activities and initiatives of the school. The main purpose of the school board is to ensure a continual strong focus is placed on the best interests of the students and the enhancement of education capacity within the school. It is not the role of the school board to become involved in the everyday tasks or operations of the school, but rather to collectively provide comment and feedback on the school's objectives and funds required to make those targets come to life.

Some of the areas of interest reviewed by the board include (but are in no way limited to) attendance rates, academic support, specialist programs (including literacy and numeracy), PBS initiatives and additional facility requirements. Members of the board are also invited to contribute within school review interviews to give further perspective on the school's overall performance.

Although things have settled down now that the COVID pandemic has stabilised, there are many other challenges that are continually faced by the students and staff at ECC. Amidst these challenges the school board has seen your principal (Gail Allen) and other key staff continually commit to placing the best interests of students first. Their commitment to pivoting where required and implementing different key strategies is in alignment with meeting Business Plan targets within the 3 main focal points of Distinctive School, Quality Teaching and Culture of Learning.

As Chairperson of the ECC school board, I feel honoured to support the school's vision of celebrating diversity and inspiring students to be life-long learners, and look forward to continuing this support alongside a great team of parent, community and staff representatives.

Niomi Higgs
Board Chair

FOCUS AREA 1

DISTINCTIVE SCHOOL

TARGET 1:

Enrolments into Year 7 are maintained or increased from 2019 levels.



TARGET 2:

SEN Planning and Reporting is fully embedded at Eaton Community College enabling staff to progress students by differentiating curriculum and setting effective goals in student learning.

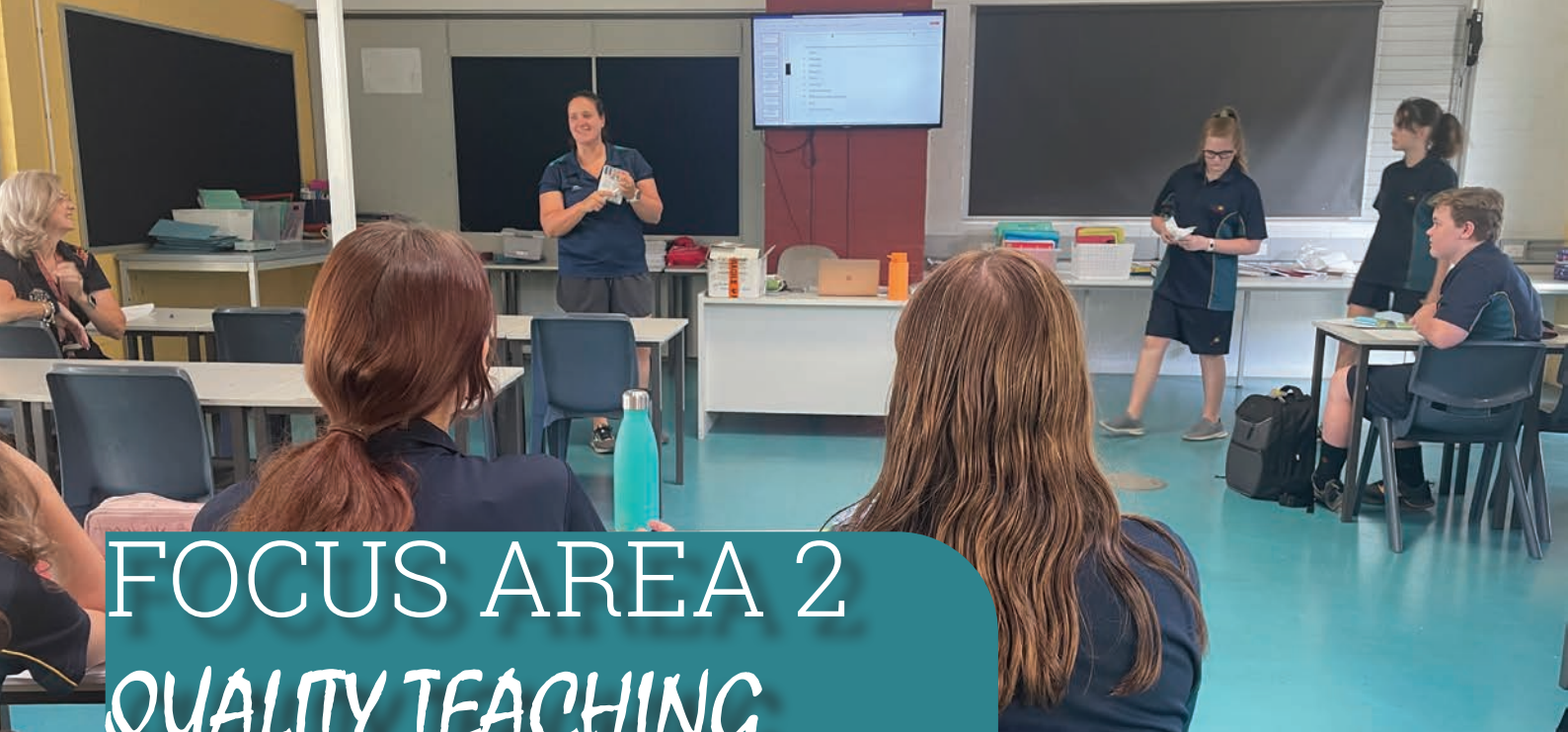
TARGET 3:

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 Eaton Community College.	57% of parents agreed	+3%
I like being at my school.	67% of parents agreed	+4%

By working closely with our parents we have seen an improvement in parent satisfaction.





FOCUS AREA 2

QUALITY TEACHING

TARGET 1:

Increase the percentage of students making Good or Excellent progress in NAPLAN - Numeracy.

	Year 9	Year 7
Reading (Good Progress)	44.59%	23.54%
Numeracy	26.67%	36.26%

* These results are from 2021 as there is no comparative data for 2022 due to COVID.

TARGET 2:

Median ATAR is improved to 70 or better by 2021.



Through an improved counselling process and developing the study skills of our ATAR students, there has been an increase of the median ATAR over the last 3 years.

TARGET 3:

Develop an Eaton Community College Model of Teaching that uses best practice by 2021.

2019	2020	2021	2022
Staff consulted.	Model completed.	Model implemented.	
			Learning areas using white board magnets.
	Teach Well Implemented.	Teach Well Implemented.	
		Included in Performance Management.	Included in Performance Management.



TARGET 4:

By 2021, 95% of Year 12 students will achieve WACE, with an aspirational goal to achieve 100%.



By adopting a rigorous focus on supporting senior school students, we have seen an increase in students achieving WACE.

TARGET 5:

By 2021, 100% of staff are engaged in reflective practices, peer observation, self-reflective review and performance.

2020	2021	2022
New performance management process developed.	CMS, implement training of staff.	CMS terminology and concepts added to BMIS Policy & Performance management.
Learning Area/Priority Area Plans and Reviews.	Development of Learning Area reports to drive improvement.	
Staff engaged in Teach Well across MESH (Maths, English, Science & HASS) subjects.	Teach Well Implemented.	

Staff have worked tirelessly to develop skills and knowledge to drive improvement for students.

FOCUS AREA 3

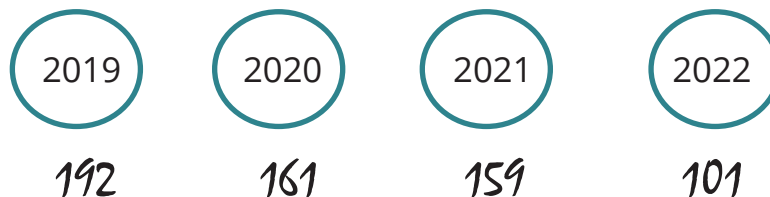
CULTURE OF LEARNING

TARGET 1:

By 2021, 5% decrease in behaviour management incidents. (SEQTA introduced July 2020).



By 2021, 5% decrease in suspensions.

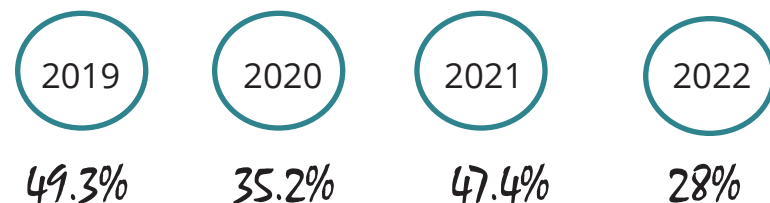


The school adopted a new recording system to ensure key behaviour information is recorded to drive improvement and develop effective student programs. This has then improved student behaviour in the school and decreased suspensions.

TARGET 2:

Increase regular attendance (90%+) by 2% each year.

Due to COVID, regular attendance decreased across the state, however Eaton Community College's attendance rate is still consistently above like schools.



(Semester 1 data)



TARGET 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.

77% of parents agree that they feel their child is safe at school, an increase of 9% from 2020.

TARGET 4:

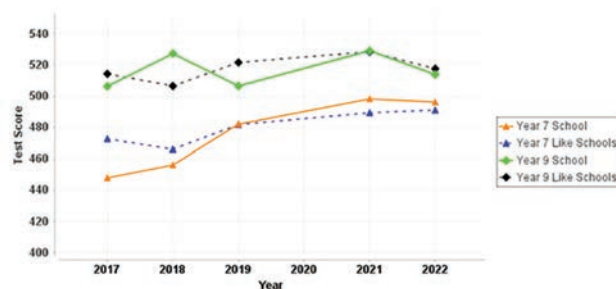
Increase the percentage of students achieving Often or Consistently in the ABE's (Attitude, Behaviour and Effort Matrix in semester reports).

78.8%	87%	78.75%	70.35%	77.1%
Participates fully	Behaves appropriately	Well organised	Meets Deadlines	Works autonomously

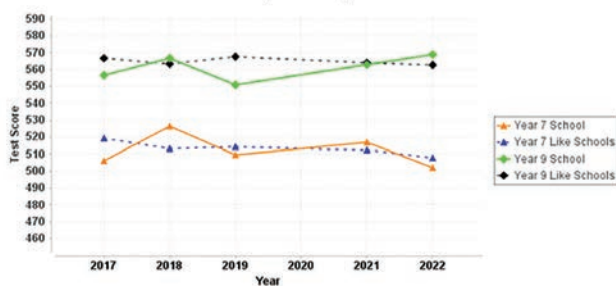
LITERACY & NUMERACY DATA

NAPLAN COMPARATIVE DATA

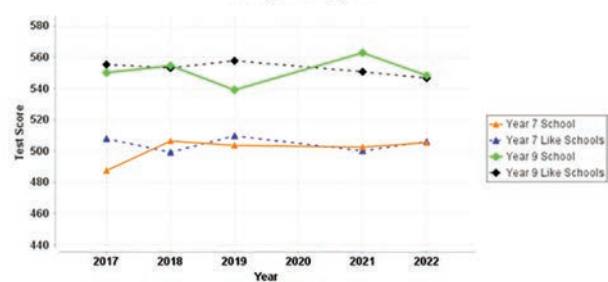
Average Writing Score



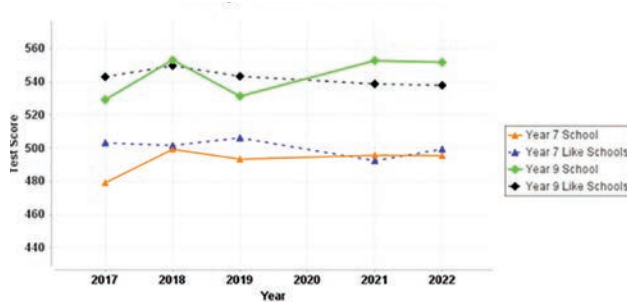
Average Numeracy Score



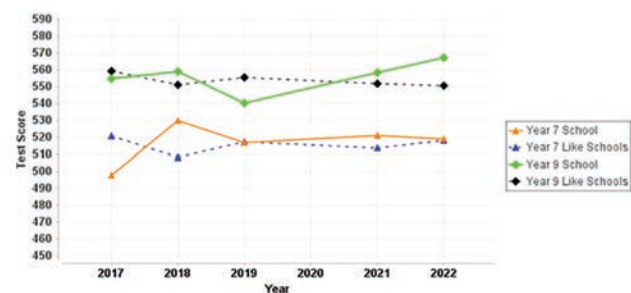
Average Reading Score



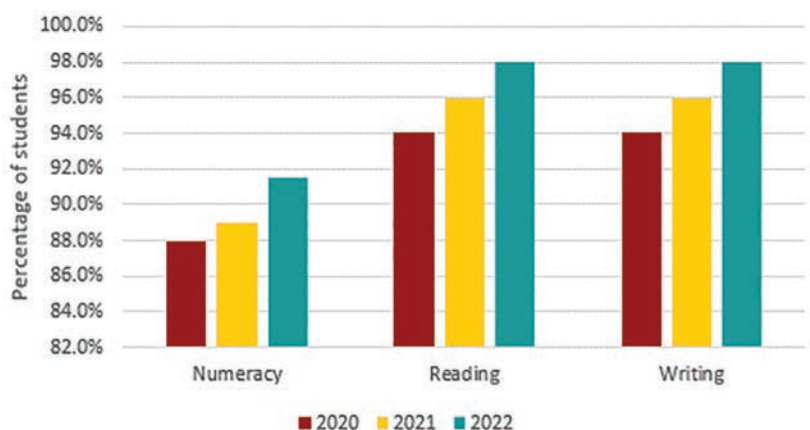
Average Grammar & Punctuation Score



Average Spelling Score



OLNA Achievement





YEAR 12 DATA

Year 12 Pathways

	YR12 STUDENTS	ATAR ONLY	VET CERT II OR HIGHER
2020	67	5 (7.5%)	48 (71.6%)
2021	49	4 (8.2%)	30 (61.2%)
2022	47	3 (6.4%)	31 (66.0%)

Year 12 VET Completion

	CERT II	CERT III	CIV	2 OR MORE QUALIFICATIONS
2020	49 (67%)	1 (1%)	2 (3%)	12 (16%)
2021	21 (47%)	8 (18%)	2 (41%)	10 (22%)
2022	22 (45%)	5 (10%)	2 (41%)	6 (12%)

WACE Achievement

	ELIGIBLE YEAR 12 STUDENTS	PERCENTAGE ACHIEVING WACE
2020	59	85%
2021	42	86%
2022	47	89%

SPECIALISED PROGRAMS

Specialised Learning Program - ASD

The Education Assistants and Teachers in the SLP-ASD areas have developed their skills and expertise in 2022 and this has resulted in students progressing in a positive manner. Effective data analysis became integral for Education Assistants to drive planning.

- Whole school delivery of professional learning to staff regarding disability, NCCD and differentiation.
- Individual Learner Profiles were available to all staff.
- Individualised CrossFit program for one period a week. This program is engaging and individualised which decreases the anxiety around team and group sporting expectations.
- Staff have adopted ECC Positive Behaviour School (PBS) fast and frequent feedback system
- Positive Behaviour Interventions implemented based on individual need including check in and out systems morning and afternoons
- Whole school student awareness and education around ASD and other disabilities delivered to lower school students during health lessons.
- Explicit lessons using Evidence Based Programs including Everyday Speech, Zones of Regulation, 5 Against the Law, Social Thinking and Everyday Speech explicitly taught during VILS lessons.





CrossFit

ECC CrossFit continued to deliver a world class fitness methodology to students at Eaton Community College in 2022. The CrossFit program is still a first of its kind in WA Public Schools and now in its third year, has over 125 student members.

CrossFit is a lifestyle characterized by safe, effective exercise and sound nutrition. CrossFit can be used to accomplish any fitness goal, from improved health to weight loss to better performance.

This year the school hosted its third annual CrossFit Games which took place in the Eaton Recreation Centre and attracted 25 athlete participants, 15 helpers and judges and during the final event over 300 spectators. This prepared our athletes well for the very first High School CrossFit competition aimed at finding Western Australia's fittest teenager. Our school was the largest represented school at the competition with over 15 schools total entered into the event. Our students performed exceptionally with a second place and third place finish.

The schools P&C Committee continued their amazing support of our program by funding the purchasing of two new Ski Ergs. These machines are fantastic at developing students' cardiorespiratory endurance and allow students to train on elite level machines that develop and train their 10 components of fitness.

Our SCSA Approved CrossFit subject for year 11 and 12 students got up and running in 2022 with huge success. This subject consists of CrossFit theory and practical components, with a total of 11 units. This allows our students to have a clear pathway of CrossFit from year 9 to year 12, and also gives them two extra WACE credit points.



EATON
Community College

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**WE ARE RESPECTFUL
WE ARE INCLUSIVE
WE STRIVE
FOR EXCELLENCE**

ENGLISH

The English Learning Area in 2022 continues to be highly collegial and supportive. This contributed to embedding strong leadership and explicit resourcing to enable staff to conduct successful day to day English lessons. Staff were able to implement classes that not only reflected the syllabus requirements but also the ECC explicit teaching lesson plan. The strengths of this newly developed team were in their collegiality and willingness to collaborate on all aspects of the curriculum and teaching pedagogy embedded within the English Learning Area.

Moderation was embedded through BrightPath into our English curriculum and a new focus on internal moderation was prioritised. This regular moderation along with modelling of grade samples allowed staff to evaluate work reliably and confidently. There was a continuation of developing staff understandings about individualised learning through SEN Planning and differentiation within the classroom. The use of high impact teaching strategies ensured staff could clearly break concepts down so they were accessible to all students.

Once again our strong results in ATAR English demonstrated our students performing above like schools and the state average for the Year 12 ATAR English exam. Improvement in OLN also became a focus with an additional one on one tuition program being set up once a week for those students who required the extra support.

Our Year 12 General English students collaborated with the wider Eaton Community to fundraise during Wellness Week. This was highly successfully with hundreds of dollars being raised for underprivileged individuals in the community.

LITERACY & NUMERACY

One of our priorities was to continue to forge and foster links with the local primary schools. This is critical to support student achievement from Kindy to Year 12 by using the same language and keeping key skills.

This program is in its fourth year and is well-established and delivered by a collaborative and supportive team. Students who have engaged have achieved well in English, and more staff have been trained to deliver the program. The small group delivery of the program lends itself to group collaboration and students being placed in ability groups ensuring an efficient delivery of the program. Student confidence and engagement in all classes has improved with this program.

The program has seen student achievement and progress in NAPLAN and OLN increase with more students achieving WACE by Year 12.



HEALTH & PHYSICAL EDUCATION

The success of Country Week in Term 3 this year was a highlight and re-affirmed the importance of country / regional schools having opportunities to engage, compete and socialise. The five teams competing this year were all excited about this opportunity which has been a tradition with this popular event.

There were also successful Interschool carnivals this year with Year 9/10 Winter Carnival and Year 7/8 Lightning Carnival and wins in netball and basketball girls division for the Year 9/10 Winter Carnival.

Direct instruction and best practices utilising Teach Well lessons and resources have supported our Health lessons this year, which has made a positive difference.

The very popular CrossFit lessons have been expanded, and this year saw the 'introduction of Outdoor Education to lower school students. In 2023, Year 11 students will be able to study the new Certificate II in Outdoor Recreation and General Outdoor Education for the first time.



HUMANITIES & SOCIAL SCIENCES

Our focus for 2022 was to align our teaching and assessing to the curriculum and increase academic rigour. We began by rewriting all unit outlines for 7-10 and creating all new assessments for 7-10. We established a homework expectation where all students reflect on their learning using weekly journal entries. We have also been refining processes by establishing a set of procedures around constructing assessments including mapping skills development in addition to the content, and using the SCSA assessment template. We matched individualised strategies, or SEN skills-based goals, to each assessment, using group plans that can be adjusted for individual students. We have worked together as a team, established year group leaders, shared resources, and utilised ICT to ensure students have access work from home and in the classroom.

We had a Department wide focus on increased engagement by including hands-on and authentic learning experiences such as a mock archaeological dig, community garden, mock election and a United Nations diplomacy challenge. To support this, we introduced and reintroduced incursions and excursions, such as a mapping excursion to Maiden's Reserve and the Career Taster program. We relied on ICT and students' devices to access real world information and make their learning authentic and meaningful.

We teach LoTE Spanish which is only offered by a handful of schools in Western Australia. Careers was a compulsory elective for Year 9s, and offered Ancient History General to Year 11s. We reintroduced Modern History ATAR. In 2023 we are adding Politics and Law ATAR and Psychology General.





MATHEMATICS

The highlights this year included strong NAPLAN results and improvements in OLNA.

We were able to successfully engage with new partners, for our senior school Applications Mathematics, becoming the leader of a group of 5 schools with around 75 students enrolled in the ATAR course. Our senior school Methods students joined with Duncraig Senior High School. Both partnerships expanded our professional contacts and depth of content understanding and delivery.

Maths Mastery became the focus of our Numeracy Program. It reaches a greater number of students and has a more explicit structure for staff to follow. We will continue to review how we can monitor data for this program to make reporting to all stakeholders a simpler and more frequent process.

Staff are working together to improve assessments in line with the School Curriculum and Standards Authority. A much greater amount of effort has gone into assessment review to help students that were negatively affected by COVID and addressing absenteeism generally.

OLNA achievement has improved but there is still room for improvement at Year 12, and support included work packs, after school tutoring and Advocacy classes.

SCIENCE

In 2022, our students enjoyed many regular events such as the Cows Create Careers project which continues to promote engagement in Year 7 science and the Science and Engineering Challenge in Year 10.

Significant progress has been made in planning for the delivery of the new Marine and Environmental Science course to begin in 2023. Students in this program will get the opportunity to learn sailing in Year 11 and gain their skippers ticket in Year 12.

Revision of assessments in lower school has continued and, as a result, all assessments allow students to demonstrate their achievement at various standards whilst aligning with the requirements of the WA Curriculum.

Adherence to the ECC model of teaching (including explicit learning outcomes, success criteria and learning tasks) was observed through classroom observations, and significantly contributed to a consistent approach for our students.





TECHNOLOGIES

In Engineering, students were able to develop their skills in the using CAD and the CNC router as part of the F1 in Schools program. These cars can reach up to 80km/hr on the track. Engineering skills were also developed in Year 10, where students created miniature and large underwater ROVs (Remotely Operated Vehicles). In 2022 a range of new lower school electives were offered, one elective involved student creating their own LED flashing signs in electronics. Our first group of students completed ATAR and General Engineering in Year 11, where students learnt how to design and create circuit boards using a chemical etching process. Lego League started at Eaton Community College, with Mr Durward being invited to judge the Lego League competition.

Supporting and working with the community is a major focus of the Technologies Learning Area. Mrs Gear's hospitality students were extremely busy providing catering for a number of events in and out of school, including NAIDOC morning tea, Bethanie's Mother's Day morning tea and the opening of Dardanup Shire's new skate park. Mrs Gear was also recognised for her involvement in the Food Bank Breakfast Program. The Children, Family and the Community classes continued to support the Pregnancy and Infancy Loss "My Little Luv" project, along with supporting the local Shire of Dardanup's with the poppy installation for Remembrance Day. Textiles in Fashion was a new elective in lower school where students created a range of clothing items and bags and there was a large number of new cooking courses including Camp Cooking, Masterchefs, Baking and Café culture.

THE ARTS

Through-out this year there was a need to overhaul physical resources and programming, specifically in the visual arts context. The department is also planning for future courses. We have embraced positive change with lower school visual arts courses being refreshed, and a total of 12 new arts electives to be introduced for 2023. In addition, plans are currently underway to introduce a Cert II course in 2024 to enhance VET opportunities for students.

The Learning Area has worked to develop community ties with local arts events and organisations, and we have had students represented in the Shaun Tan art award and Illuka art award.

Siobhan Dyer placed second in the state for the Shaun Tan art award out of a total of 1700 entries statewide. 50 students were chosen as finalists and their work was exhibited in Subiaco.

We had three students chosen for the Illuka Visions awards with two of them taking home awards. The exhibiting students were: Kyle Tedd in year 11 with a hand coloured monoprint, Indiana Pratt in year 8 with a linocut print, and Bellarose Sands in year 7 with a ceramic sculpture.

Indi and Bellarose both won second place in their categories.

We look forward to continuing monitor our students' needs, course wise as well, and designing program that they engage in and enjoy, and appreciate their own skills in this area.



VET & CAREERS

The development of our future pathways team has been critical for the development of our VET and Careers programs at Eaton Community College in 2022. A focus was the implementation of career education to all year 9 students. The program engaged students in a semester of careers education for two periods per week. In these classes students were given the opportunity to explore the World of Work and discover future pathway possibilities which were mapped to the ACARA Curriculum. To ensure that the programs immersed students into the future careers pathways, students completed a taster experience at SW Regional TAFE and a tour of Edith Cowan University. Students then had the opportunity to engage in a career taster Program throughout Term 4, where students spent one to two days engaging in career specific learning. The career tasters were held at various locations and businesses and included Beauty, automotive, construction, Fitness, Health and nursing, mining and animal studies.

In 2022 we had 46 senior school students completing Certificates at Eaton Community College in Hospitality, Sports Coaching, Skills for Work and Business/work skills.

Moving into 2023, the school will be offering Applied Digital Technology and Outdoor Recreation and in 2024 we are planning to introduce CIII in Education Support, CII Visual Arts, CIV Nursing and CIII Allied Health Services.

Students at Eaton Community College are provided the widest range of external certificate options of any school in the Bunbury area through the Bunbury Regional Trade Training Centre, TAFE and Health Science Hub.

50 Year 11 and 12 students enrolled in external qualifications in January 2022. This translates into forming partnership agreements and liaising with 11 separate RTOs (Registered Training Organisations) to support student outcomes.

8 students enrolled in a School-based Traineeships in 2022 which translates into forming partnerships with another 6 separate RTOs and 3 different Australian Apprenticeship Support Network (AASN) providers. A further 37 students engaged in work placement.

2 students were recognised for their outstanding skills in VET by achieving Bronze Medals in the World Skills Competition, which is run across Australia.

Phoenix Hebbend – Brick Laying

Elijah Munro - Electrotechnology





STUDENT SERVICES

This centrally located service area is the heart of the school, and continued to support students learning in and outside of the classroom by:

- Developing individual pathways for students at risk academically or due to engagement
- Building community networks and engagement with external agencies and services, including:
 - o Men's Shed
 - o Motivation Foundation
 - o Alternative Learning Setting
 - o Breakaway
- Delivering a range of proactive interventions to support social/emotional and health/wellbeing issues or concerns
 - o Tomorrow Man/Tomorrow Woman
 - o Elevate Education
 - o DR YES
 - o Headspace
 - o GRIP Leadership
 - o Zero to Hero
 - o Teen Mental Health First Aid
 - o Utilising School Nurse
 - o Slam Poetry
- Review of the BMIS Policy and Attendance Policy to reflect current needs of school, and the Positive Behaviour School progress and implementation continues.



STUDENT ATTENDANCE

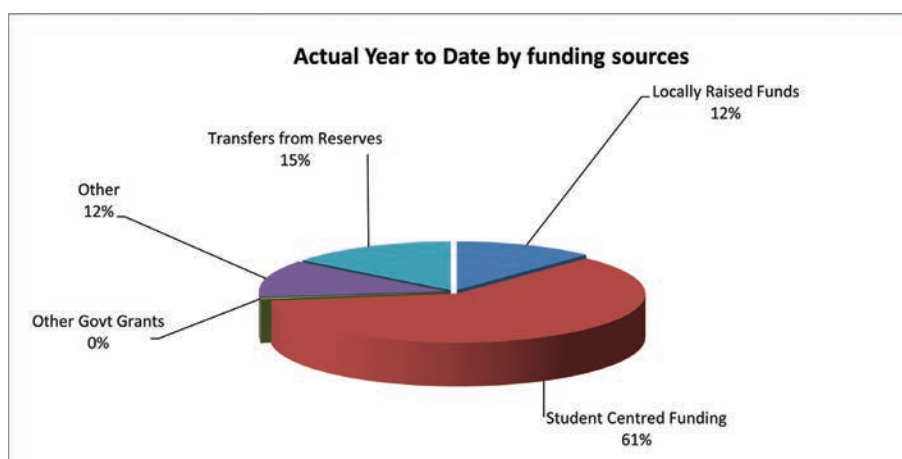
Attendance % -Secondary Year Levels

	ATTENDANCE RATE					
	Y7	Y8	Y9	Y10	Y11	Y12
2020	88%	87%	82%	85%	84%	87%
2021	87%	82%	84%	81%	87%	85%
2022	80%	75%	74%	80%	82%	83%
WA SCHOOLS	85%	81%	79%	79%	81%	81%

Attendance Rates

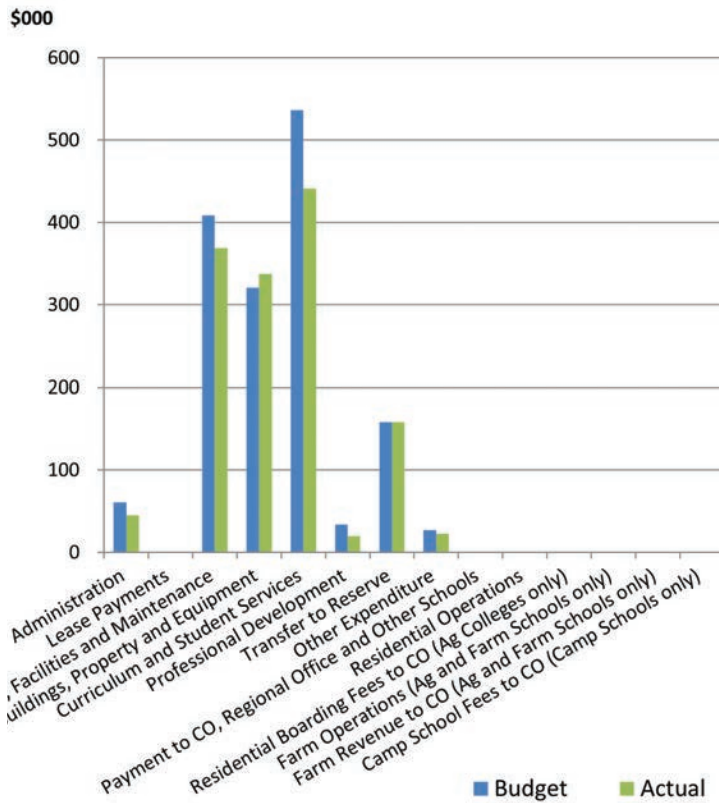
	ATTENDANCE RATE								
	Non-Aboriginal			Aboriginal			TOTAL		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	86.2%	86.8%	89.2%	80.0%	67.6%	65.9%	85.6%	84.2%	87.3%
2021	84.6%	84.9%	86.5%	77.4%	65.7%	62.6%	83.9%	82.0%	84.4%
2022	79.1%	79.6%	83.0%	68.2%	57.8%	55.2%	77.9%	76.0%	80.4%

FINANCIAL SUMMARY



Revenue	Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$21,423.00	\$24,852.91
2	Charges and Fees	\$132,765.20	\$136,610.31
3	Fees from Facilities Hire	-	-
4	Fundraising/Donations/Sponsorships	\$13,807.00	\$19,272.12
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Govt Revenues	\$2,370.00	\$6,009.10
7	Revenue from Co, Regional Office and other Schools	-	-
8	Other Revenues	\$110,144.30	\$185,191.34
9	Transfer from reserve or DGR	\$216,168.00	\$216,168.00
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools)	-	-
12	Camp School Fees (Camp Schools)	-	-
Total Locally Raised Funds		\$496,677.50	\$588,103.78
Opening Balance		\$155,886.93	\$155,886.93
Student Centred Funding		\$892,756.10	\$904,511.75
Total Cash Funds Available		\$1,545,320.53	\$1,648,502.46
Total Salary Allocation		\$8,874,708.00	\$8,874,708.00
Total Funds Available		\$10,420,028.53	\$10,523,210.46

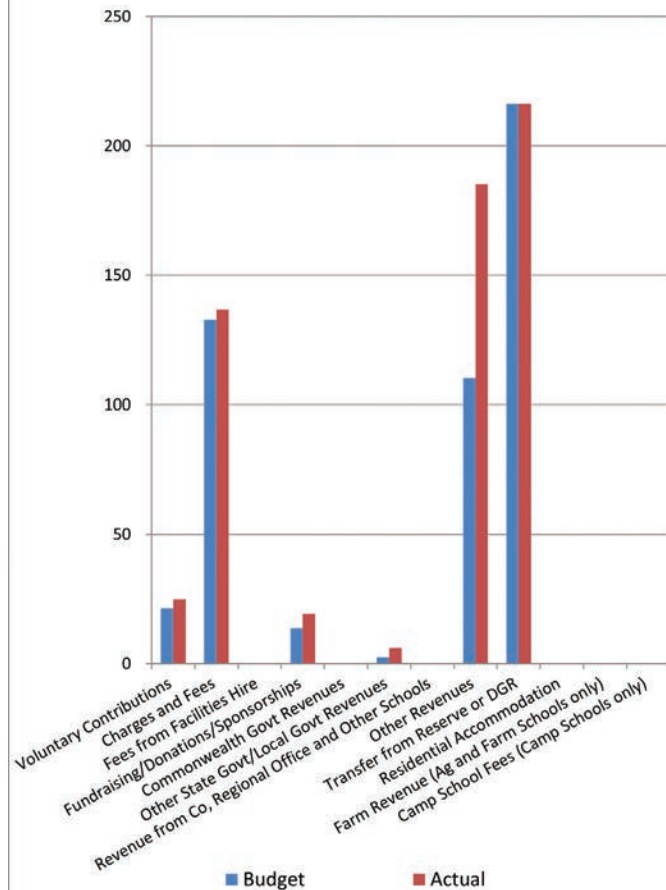
Goods and Services Expenditure - Budget vs Actual



Cash Position as at: 31 December 2022

Bank Balance		\$817,807.47
1	General Fund Balance	\$256,111.27
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$537,465.22
5	Suspense Accounts	\$31,214.98
6	Cash Advances	(\$200.00)
7	Tax Position	(\$6,784.00)
Total Bank Balance		\$817,807.47

Locally Raised Revenue - Budget vs Actual





EATON

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