EATON
Community College

2023

Annual Report

CONTENTS

"Kaya. We acknowledge that Eaton Community College is on Kaniyang Noongar Boodja. We acknowledge the Kaniyang people as the Traditional Custodians of the land on which we deliver our services and respect their continuing connection to land, waters, and community. We offer our respect to Elders past and present."

EATON COMMUNITY
College ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

School Overview and Context

Situated on Kanyiang Country, 150km south of Perth, Eaton Community College has provided high quality education since its establishment in 2003. Our vision is to celebrate diversity and inspire students to be life–long learners.

At Eaton Community College, we offer a wide array of educational programs tailored to meet the diverse needs and interests of our students. From ATAR programs to vocational education and training (VET) opportunities and enriching extracurricular activities, we strive to provide a comprehensive and well-rounded education that equips students with the skills and knowledge necessary for success in their chosen pathways.

Our commitment to fostering a culture of respect, inclusivity, and excellence is unwavering. We believe in nurturing the holistic development of every individual, encouraging them to become lifelong learners, critical thinkers, and responsible citizens prepared to navigate an ever-changing world.

Embedded in the local community, Eaton Community College actively cultivates partnerships with families, businesses, community organisations, and the Shire of Dardanup. These collaborations enrich the educational experience of our students through initiatives such as community service projects, work placements, and industry partnerships. By engaging with the wider community, we aim to instil in our students a sense of social responsibility, civic-mindedness, and global awareness.

PRINCIPAL'S *Report*

I am pleased to present the annual report for Eaton Community College for the academic year 2023. This report aims to provide a comprehensive overview of our school's achievements, challenges, and plans.

In 2023 our new Business Plan was implemented. The three key focus areas of the 2023 - 2025 Business Plan are quality teaching, pathways and wellbeing, with a whole school focus on these areas; we will measure student success by achieving targets around community, school culture, engagement, progress and achievement, and pathways of choice.

We never lose sight of our quest to ensure that literacy and numeracy are always active learning experiences, analysing genuine data, developing our teaching and learning programs, and applying intervention strategies to improve the academic strides our students, take into the future.

We continue to deliver the highest quality learning experiences in CrossFit, and Marine and Environmental Science and an Outdoor Education program. These have been very popular, and we continue to provide specialist learning for ATAR students, Alternative University courses and Vocational programs.

We are privileged to have our new Science labs and classrooms, and next year our $8.2 million Technologies classrooms will be completed. These will be utilised to encompass our successful engineering, design and technologies and hospitality courses.

Highlights this year have been the continued strengthening of our Student Services' team focusing on the welfare of all students, and staff. I would like to take this opportunity to sincerely thank our proactive school board, P & C Association and our capable and committed staff, recognising their contributions to students' learning and academic progress.

Finally, I would like to express my gratitude to everyone who has contributed to the success of Eaton Community College. As we reflect on the accomplishments of the past year, we look forward to another year of growth, learning, and success.

Gail Allen

Principal

Pippa Herbert

Principal

BOARD CHAIR'S
Message

I am honoured to present the annual report from the School Board, serving as the Chairperson. It is with great enthusiasm that I reflect on the past year and look forward to the opportunities that lie ahead.

As an Independent Public School (IPS), Eaton Community College is mandated to maintain a School Board that plays a crucial role in shaping the long-term future of our school. The Board, composed of dedicated individuals from three key groups—Parent Members, Community Members, and Department of Education Employees—contributes diverse perspectives and expertise to guide the school in achieving the best outcomes for our students.

Throughout the year, the School Board has diligently monitored the progress of the School's Business Plan, endorsing and reviewing the annual budget to ensure sound financial management. Our oversight extends to various aspects, including the formulation of Codes of Conduct, participation in school performance reviews, and the approval of fees, charges, contributions, and items of personal use, such as booklists.

I would like to take a moment to acknowledge the work of our Principal, Gail Allen, who has consistently demonstrated a steadfast commitment to prioritising the best interests of our students. Every secondary school has its challenges and despite the challenges faced over the past year, Eaton Community College has remained resilient and unwavering in its dedication to implementing strategies outlined in the ECC Business Plan.

Looking ahead, the School Board is committed to working collaboratively with fellow board members, teaching staff, and the broader community to support Eaton Community College in its mission to develop every student intellectually, emotionally, physically, and culturally. We will continue to provide the necessary guidance and oversight to ensure our school remains a distinctive institution committed to quality teaching and a positive learning environment.

In closing, I express my gratitude to my fellow board members, the teaching staff, parents, and the entire school community for your ongoing support and dedication to the success of Eaton Community College.

Sincerely,

Niomi Higgs

School Board Chair

2023 Highlights

Technologies Build

New $8.2 million Technologies Build started, due to be complete by the end of 2024

Work Placement

7862 hours of work place learning completed.

90 students and

Iluka Art Award Finalists

Gracie Madaffari
Lily Hanrahan
Kyle Tedd
Aida Buckley
Rustin Cure
Ella Wilson
Shandelle Bourchier

Aqwest Photography Award
1st place

presented to

Tara Fink

9/10 Winter Carnival

Girls Netball 1st
Girls Volleyball 1st
Boys Basketball 1st

Engineering Challenge

Year 10s placed 4th out of 24 schools

Companion Dog

Peanut, an Australian Silky Terrier, joined ECC Student Services team to support students' mental health, motivation and socialisation.

Crossfit State Schools

Clean and jerk competition

3 males placed in Top 10 Strongest Boys

2 females placed in Top 10 Strongest Girls

Interschool Athletics

3rd Place

- Year 8 boys

- Senior Girls

- Senior Boys

Year 7 Boys Runner-Up

- Ben Standley

1st Place Senior School Boys

- 4 x 100m relay

Country Week Champions

1st Boys Basketball
1st Girls Netball

Rising Scholars

4 Year 10 students were selected to enrol in Curtin University units.

Shire of Dardanup Digital Connections Program

Year 10 students became technology mentors for senior citizens.

OUR Business Plan

As the key focus areas in the 2023-2025 Business Plan are implemented, we will maintain the commitment to ensuring that all students have access to high quality education. Along with our core values, the three key focus areas outlined in the plan will ensure that the school is making a real difference to the future outcomes of our students and will be evaluated through the student improvement targets.
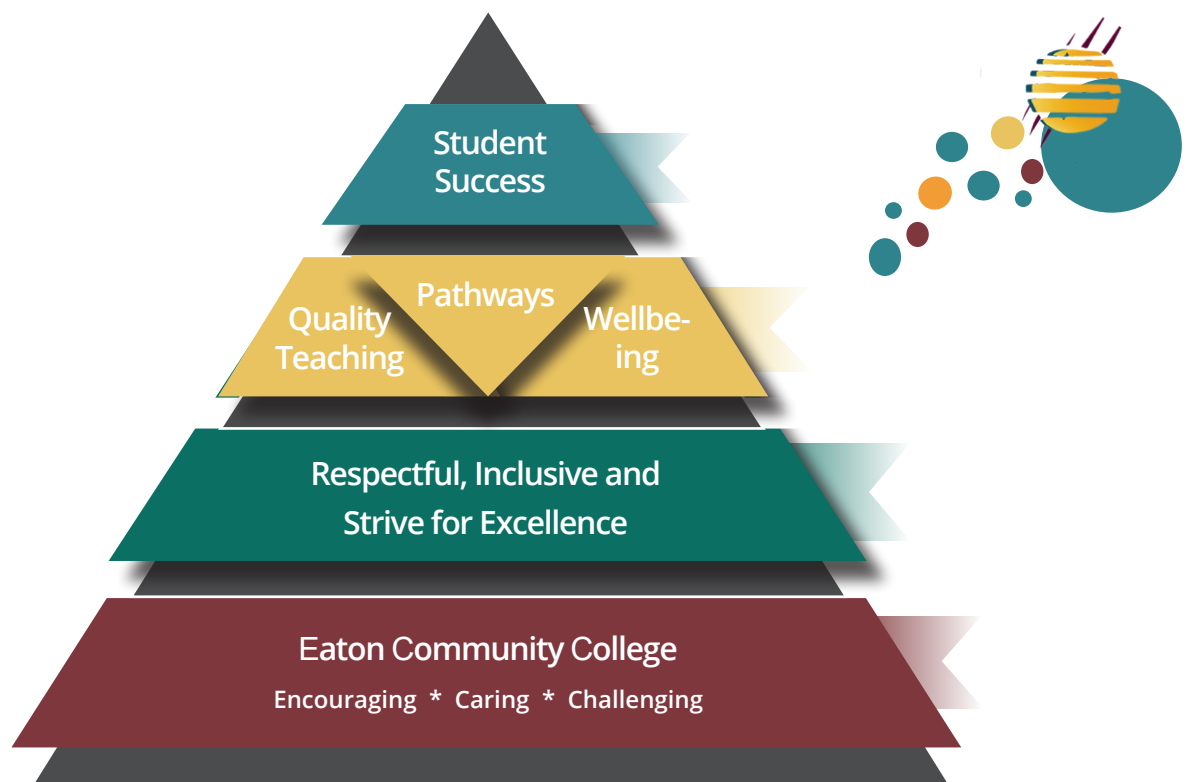
The 2023 – 2025 Business Plan was collaboratively developed with input from the school community to ensure that we make tangible improvements that will support students. It is aligned with our core values of Encouraging, Caring, and Challenging, and supports the emotional, social, intellectual, and academic needs of our students. Our plan is centered around three key focus areas: Quality Teaching, Pathways, and Wellbeing and underscores our commitment to diversity and lifelong learning.

Quality Teaching: We prioritise building the capacity of our educators to facilitate effective learning and development in students. It involves providing instruction that is engaging, relevant, and tailored to the individual needs of learners. Through rigorous professional development and innovative pedagogy, we nurture a culture of continuous improvement.

Pathways: Recognising the diverse talents and aspirations of our students, we are dedicated to providing multiple pathways that lead to success. From academic enrichment programs to vocational training opportunities, we empower students to develop their pathway, their way. By offering a range of pathways, we ensure that every student can pursue their passions and realise their full potential.

Wellbeing: At Eaton Community College, student and staff wellbeing is paramount. Through comprehensive support services and a nurturing school environment, we prioritise the development of our students, fostering resilience, empathy, and emotional intelligence. By promoting wellbeing, we create a safe and inclusive community where every individual feels valued and supported.

By implementing targeted strategies in these three focus areas, we are witnessing tangible improvements across all areas of our school community.

Student Success

Pathways

Quality Teaching

Wellbe-ing

Respectful, Inclusive and Strive for Excellence

Eaton Community College

Encouraging * Caring * Challenging

Key Focus Area's

Staff identified priorities for each key focus area to implement in the school over the next three years. As a school, we will monitor the implementation of these priorities and determine if they are supporting the achievement of our targets and improving student outcomes.

KEY FOCUS 1
Quality Teaching
Priorities

1.1	Implement vocabulary frameworks for subject specific language	Not started
1.2	Develop and implement an ECC Model of Feedback to support teaching and learning	In progress
1.3	Focus on developing students; open ended questions with full sentence responses	Not started
1.4	Place an even greater focus on analysing data to drive student improvement targets	Achieved
1.5	Investigate how we can develop, implement and sustain a culture of homework vigour	Not started

KEY FOCUS 2
Pathways
Priorities

2.1	Work with students and their families to improve time management, work ethic and motivation	In progress
2.2	Focus on employable skills in all learning areas	In progress
2.3	Facilitate industry visits into classrooms (industry experts, trades etc.)	In progress
2.4	Embed micro credentials into our courses (e.g. First Aid, Skipper Ticket, White Card, etc.)	In progress
2.5	Develop primary partnerships with our cluster primary schools	Not started

KEY FOCUS 3
Wellbeing
Priorities

3.1	Investigate the benefits of, and structures for home room classes	Not started
3.2	Embed and enhance the use of wellbeing strategies within classroom settings	In progress
3.3	Expand our transitions focus to include new students and the move from Year 10 to Senior School	In progress
3.4	Embed cultural practices into everyday classroom routine, i.e. Acknowledgement to Country	In progress
3.5	Use student wellbeing survey data to plan for and address areas of student/cohort/gender concerns	Not started

Student Improvement Targets

In the first year of our new Business Plan (2023-2025), Eaton Community College took strides towards achieving our student improvement targets, guided by our indicators of success. These indicators, developed collaboratively by our dedicated staff, reflect a balance of aspiration and feasibility, grounded in both existing achievement data and benchmarked against like schools.

Our commitment to fostering a vibrant community, nurturing a positive school culture, fostering student engagement, facilitating academic progress and achievement, and offering diverse pathways of choice is evident in the measurable gains we have made. These improvements not only reflect the dedication and hard work of our staff but also signify the collective potential and resilience of our student body.

As we celebrate the progress made in this foundational year, we remain steadfast in our pursuit of excellence, knowing that each achievement brings us closer to realising our vision of celebrating diversity and inspiring lifelong learners. With determination and collaboration, we will continue to build upon these successes, ensuring that every student at Eaton Community College has the opportunity to thrive and succeed.

Community

1. 85% or more eligible students are retained from cluster primary schools	In progress
2. 85% or more students are retained from Year 7 to Year 10	Achieved

3. Parents will identify with a positive score of 70% or higher in NSOS
  - I am satisfied with the overall standard of education achieved at this school
  - I would recommend this school to others
  - The staff at the school respect and listen to me
	In progress

1. 2023 Year 7 Student demographics
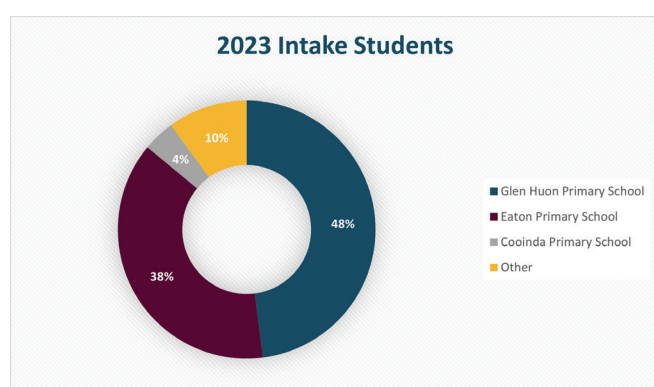
Year 6 Student destination
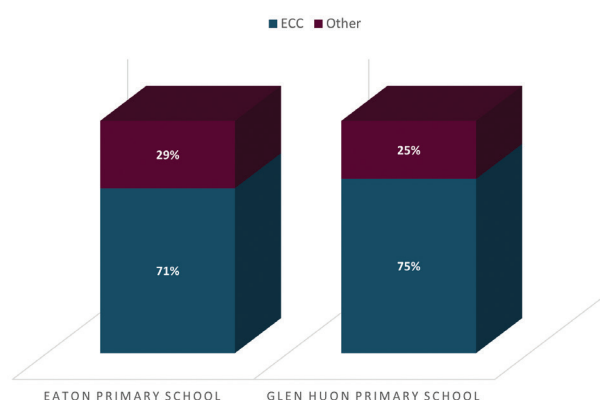
86% of Year 7 students came from our local feeder primary schools of Glen Huon Primary School and Eaton Primary School. In 2023 71% of EPS students enrolled at Eaton Community College and 21% of their Year 6 students chose to enrol in other government schools. 75% of Glen Huon Primary School Year 6 students enrolled at Eaton Community College and 12% enrolled at other government primary schools.

2. Student Participation - Apparent Retention and Progression

	Years 8 - 10	Years 8 - 12		Years 10 - 12		Years 10 - 11	Years 11 - 12
2021	95%	44%		51%		64%	64%
2022	91%	45%		45%		66%	70%
2023	90%	40%		43%		69%	65%

Retention of students from Year 7 to Year 10 consistently remains above 85%; however, there is a strong focus at the College on retaining students all the way to the end of Year 12. In 2023 this stands at 40%, indicating that between Year 10 and Year 12 50% of the cohort left school. Further investigation is required in this area.

3. Eaton Community College will be completing the NSOS, National Schools Opinion Survey in Term 3 2024. This survey is used throughout Australia and forms part of our school review and improvement process.

School Culture

1. ECC will maintain or improve an attendance rate of 87%	In progress

2. Staff will identify with a positive score of 75% or higher in NSOS
  - Staff are well supported at this school
  - I like being at my school
  - This school takes staff opinions seriously. The percentage of students showing an increase in the differential between pre and post surveys.
	In progress

Secondary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2023	80.1%	81.9%	84.9%	69.1%	61.7%	59.2%	79.1%	78.3%	82.5%

Attendance % - Secondary Year Levels

	Attendance rate					
	Y7	Y8	Y9	Y10	Y11	Y12
2021	87%	82%	84%	81%	87%	85%
2022	80%	75%	74%	80%	82%	83%
2023	85%	79%	74%	72%	85%	90%
WA Schools	87%	83%	81%	80%	82%	83%

Since COVID-19, attendance rates of students have been well below rates prior to 2020, across the state. At ECC the attendance rate increased in 2023, being above like schools. Our senior school student attendance was very strong, and is above like and state schools as was Aboriginal student attendance. The school will continue to improve attendance of Year 7 - 10 students as this will be essential in achieving an attendance rate of 87%.

Engagement

1. The percentage of students who have regular attendance (i.e. greater than 90%) to be greater than like schools	Achieved
2. 80% or more students achieve Often or Consistent in Sem 1 and Sem 2 ABEs	In progress
3. 100% of staff and students engage in the ECC feedback process	In progress

1.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	47.4%	27.0%	16.0%	9.7%
2022	27.4%	30.5%	27.6%	14.4%
2023	39.8%	25.8%	18.8%	15.5%
Like Schools 2023	34.8%	28.7%	20.3%	16.3%
WA Public Schools	47.0%	26.0%	16.0%	11.0%

The percentage of students attending school regularly is above like schools at 39.8%, but below WA public schools.

2. Student attitude, behaviour and effort (ABEs) are recorded through the school reports of students. There are five different areas that are assessed; participates fully, behaves appropriately, is well organised, meets deadlines, works autonomously. Teachers use the scale of seldom, sometimes, often or consistently to access each student in their class.

Year group	Percentage of students achieving often or consistently
Year 7	72.6
Year 8	68.9
Year 9	62.6
Year 10	60.1
Year 11	72.2
Year 12	90.9
Average	71.2

In 2023 only Year 12 students reached the target of 80% of students achieving often or consistently across all five ABEs. The average across the school is 10% below the target, so improving Lower School student engagement and accountability will be essential to reaching this target.

3. The ECC Model of Feedback was trialled in 2023 and will be continued to be refined and developed in 2024.

Progress and Achievement

1. All NAPLAN tests indicate High Progress, High Achievent for students transitioning room Years 7 to 9.	In progress
2. 30% or more Year 9 students will prequalify for OLNA	In progress
3. Students in Years 7 - 10 will equal or exceed like school performance in all learning areas	In progress

1. NAPLAN underwent significant changes in 2023, with an earlier window of testing and the implementation of new proficiency levels which moved away from the previously used 10 – band structure. This has meant that data from 2023 onwards cannot be compared to previous testing and thus we cannot compare progress for students in previous years.

   The new achievement levels are
   - Exceeding
   - Strong
   - Developing
   - Needs additional support

   While there are new levels of proficiency levels, student data can be based on their individual test performance. This provides a breakdown of the percentage of students across the country in the top 20%, middle 60% and bottom 20% of like schools. We have compared this to the Year 7 performance in 2021 to map the progress of students in the subsequent test in Year 9.

Performance is highlighted with the following:

- ▇ Above expected progress and achievement
- ▇ Expected progress and achievement
- ▇ Below expected progress and achievement

WA Public Schools	Numeracy			
	Year 7 (2021)		Year 9 (2023)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	6%	9%	9%	9%
Middle 60%	65%	60%	63%	64%
Bottom 20%	28%	31%	28%	26%

WA Public Schools	Reading			
	Year 7 (2021)		Year 9 (2023)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	9%	8%	8%	8%
Middle 60%	60%	66%	68%	64%
Bottom 20%	31%	26%	25%	

WA Public Schools	Writing			
	Year 7 (2021)		Year 9 (2023)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	12%	11%	20%	10%
Middle 60%	68%	62%	57%	61%
Bottom 20%	20%	26%	23%	29%

WA Public Schools	Spelling			
	Year 7 (2021)		Year 9 (2023)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	9%	9%	8%	9%
Middle 60%	64%	59%	69%	62%
Bottom 20%	27%	32%	23%	29%

WA Public Schools	Grammar & Punctuation			
	Year 7 (2021)		Year 9 (2023)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	13%	10%	8%	8%
Middle 60%	55%	58%	59%	67%
Bottom 20%	32%	32%	33%	25%

In 2023 there was notable improvement in progress and achievement between 2021 (Year 7) and 2023 (Year 9) in Reading, Writing and Spelling. Writing showed very high progress and achievement with 20% of the Year 9 cohort performing in the top 20% compared to 12% in Year 7. Numeracy showed expected progress and achievement, however, there was 3% increase in the number of students in the top 20% by Year 9. The school performed as expected in Grammar & Punctuation, however, was still performing slightly below like schools and little progress of students.

2. OLNA Achievement

2023	Year 9 Students - Qualified	
	Year 9	Not Qualified
Number	13	97
Percentage	15%	85%
Like Schools	-	-

2023	Year 10 Students - Qualified		
	Year 9	Year 10	Not Qualified
Number	11	42	63
Percentage	10.4%	40.6%	59.4%
Like Schools	12.9%	37.2%	62.8%

2023	Year 11 Students - Qualified			
	Year 9	Year 10	Year 11	Not Qualified
Number	11	39	49	28
Percentage	14.3%	50.7%	63.7%	36.3%
Like Schools	10.4%	33.8%	48.3%	51.7%

2023	Year 12 Students - Qualified				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
Number	19	30	35	38	6
Percentage	43.2%	68.2%	79.6%	86.4%	13.6%
Like Schools	29.3%	55.3%	67.8%	76.3%	23.7%

The current Year 10 cohort was below the previous two year groups for prequalification of OLNA through NAPLAN. 15% of the current Year 9 students prequalified for OLNA through NAPLAN.

3. Students achievement in Maths, English, HASS and Science was analysed by looking at the percentage of students achieving different grades and comparing this to like schools. The school then was assessed to be achieving as expected, below expected or above expected and colour coded accordingly.

Students who are on a SEN (Special Educational Needs) plan achieve a NA grade as they are assessed against goals as part of a special program.

Performance is highlighted with the following:

🟩	Above expected achievement
🟧	Expected achievement
🟥	Below expected achievement

	Year 7					
	A	B	C	D	E	NA
Maths ECC	10.7	11.9	28.6	9.5	6.0	33.3
Maths Like Schools	10.3	17.9	33.4	23.8	10.0	4.3
English ECC	4.8	17.5	54	12.7	9.5	1.6
English Like Schools	8.4	21.6	42.5	15.1	5.5	6.9
Science ECC	3.6	10.7	32.1	33.3	19	1.2
Science Like Schools	8.1	19.1	34.6	25.2	8.6	4.4
HASS ECC	6.0	13.1	38.1	23.8	10.7	8.3
HASS Like Schools	6.1	20.9	35.9	24	8.6	4.6

	Year 8					
	A	B	C	D	E	NA
Maths ECC	5.7	9.2	33.3	12.6	10.3	28.7
Maths Like Schools	12.5	15.8	27.3	23.8	16	4.6
English ECC	0	13.1	44.3	23.	11.5	8.2
English Like Schools	7.8	22.7	37.4	15.7	12.8	3.6
Science ECC	10.2	11.4	37.5	19.3	18.2	3.4
Science Like Schools	10.6	19.8	35.5	20.6	9.2	4.3
HASS ECC	5.7	19.3	20.5	27.3	13.6	13.6
HASS Like Schools	8.4	18.4	34.8	20.7	14.4	3.4

Year 9						
	A	B	C	D	E	NA
Maths ECC	16.7	11.5	6.3	14.6	24	27.1
Maths Like Schools	9.2	15.	30.1	32.2	14.1	8.5
English ECC	1	16.7	27.1	19.8	17.7	17.7
English Like Schools	7	17.4	38.6	13.8	17.7	5.5
Science ECC	7.3	17.7	31.3	14.6	19.8	9.4
Science Like Schools	10.1	17.0	27.5	21.3	16.8	7.2
HASS ECC	9.4	11.5	15.6	19.8	32.3	11.5
HASS Like Schools	7.2	15.9	31.7	21.2	17.4	6.6

Year 10						
	A	B	C	D	E	NA
Maths ECC	8.1	10.1	27.3	10.1	39.4	5.1
Maths Like Schools	11.3	13.9	29.5	18.8	20.2	6.3
English ECC	1	14.1	29.3	14.1	38.4	3
English Like Schools	6.5	15.5	36.5	18.9	17	5.7
Science ECC	2.4	19.9	35.4	12.2	19.5	14.6
Science Like Schools	9.8	11.4	32.8	20.9	20	5.1
HASS ECC	8.5	28	22	13.4	26.8	1.2
HASS Like Schools	6.7	14	29.2	25.4	17.1	7.6

Year 7 and 9 cohorts achieved expected achievement in their subjects, however, Year 8 and 10 students tended to demonstrate below expected results.
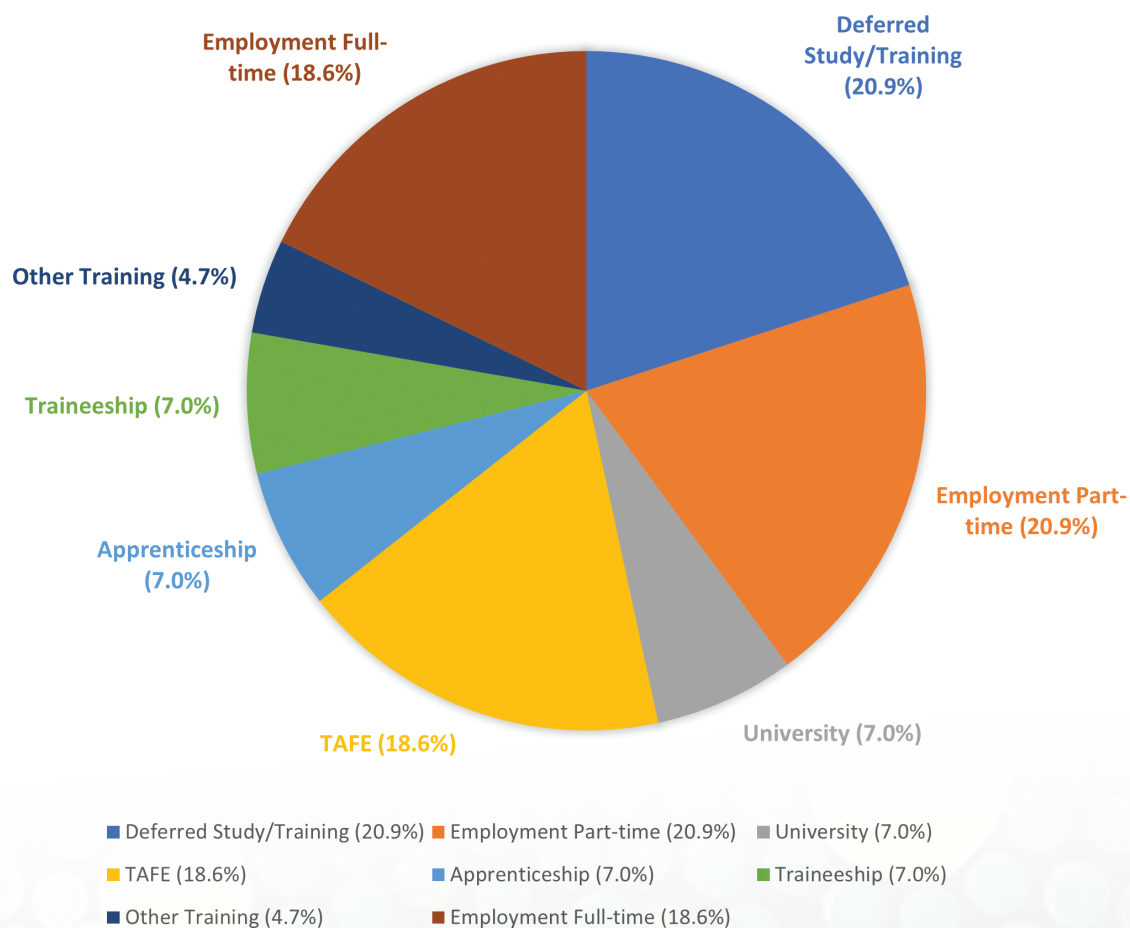
Pathways of Choice

1. 100% of the Year 12 cohort are engaged in further education/training or are employed when finishing school.	Achieved
2. 100% of Year 12 ATAR students applying for entrance into university receive an offer.	Achieved
3. 100% VET completion rate for Year 12 graduating students.	In progress

Year 12 Outcomes including VET Data

1. Post-School Destination Data

DESTINATION 2023

- Deferred Study/Training (20.9%)
- Employment Part-time (20.9%)
- University (7.0%)
- TAFE (18.6%)
- Apprenticeship (7.0%)
- Traineeship (7.0%)
- Other Training (4.7%)
- Employment Full-time (18.6%)

2. 100% of students who applied for university entrance received an offer. The school offers three pathways for university entrance: ATAR, vocational pathway through achieving a certificate IV and also through a University preparation program.

VET Qualification	Completed	Enrolled	Percent
CII in Automotive Servicing Technology	3	4	75
CII in Building and Construction (Pathway - Trades)	2	3	66.67
CII in Community Services	1	2	50
CII in Conservation and Ecosystem Management	1	1	100
CII in Electrotechnology (Career Start)	2	2	100
CII in Hospitality	4	5	80
CII in Retail Services	1	1	100
CII in Salon Assistant	0	1	0
CII in Skills for Work and Vocational Pathways	2	3	66.67
CII in Sport and Recreation	1	1	100
CII in Sport Coaching	13	13	100
CII in Supply Chain Operations	1	1	100
CIII in Animal Studies	1	1	100
CIII in Aviation (Remote Pilot)	1	1	100
CIII in Education Support	3	5	60
CIII in Fitness	2	2	100
CIII in Retail	0	1	0
CIV in Preparation for Health and Nursing Studies	1	1	100
CIV in School Based Education Support	2	2	100
TOTAL	41	50	82

Year 12 students completed a total of 42 certificates, with a completion rate of 82%. There was a number of reasons students did not complete certificates including leaving school to engage in other training through apprenticeships, traineeships or full-time TAFE.

Year 12 Academic performance

ECC
WACE Achievement
86%
- Like Schools 84%

DUX ATAR
Kayla Roworth

DUX General
Jessica Jordan

Outstanding ATAR scores

****

Seb Laurence
95.6

****

Kayla Roworth
95.06

Percentage of Students achieving
Certificate III - 12%
Certificate IV - 7%

21% of students achieved 2 'VET Qualifications'

81% completed 2 or more STEM courses

ECC Median ATAR
81.45

ATAR
- All Public Schools 82.8
- LIke Schools 71.7

100% of Year 12 students applying for university received an offer

Celebrating 2023
Year 12 2023 Awards

The Arts

Design: Photography General	Kloe Burr and Kyle Tedd
Visual Arts General	Kloe Burr
Media Production and Analysis General	Cooper Metcalfe
Media Production and ATAR	Kayla Roworth

English

English ATAR	Kayla Roworth
English General	Megan Griffiths

Mathematics

Mathematics Applications	Heath Atherton
Mathematics Essential	Jordon Gardiner

Health and Physical Education

Physical Education Studies General	Heath Atherton

Science

Human Biology ATAR	Kayla Roworth
Human Biology General SIDE	Cooper Metcalfe

HASS

Ancient History General	Duncan Lee & Charlotte Pearce
Career and Enterprise General	Jessica Jordon

Technologies

Children, Family and Community General	Jessica Jordan
Food Science and Technology General	Ashley Best
Materials, Design Technology: Wood - General	Ross Barrett
Engineering Studies General	Bradley Combs

Special Awards

Bethany Fields Hospitality Service Award	Ashley Best
Ampol Best All Rounder Award	Jessica Jordan
Citizen of the Year	Holly Anderson
Forrest Medal	Matthew Thomson
Long Tan Youth Leadership and Teamwork Award	Kayla Roworth
Future Innovators Award	Sebastian Laurentsch
Yaakiny Aboriginal Education Award	Holly Anderson
2023 Sportspeople	Jordon Gardiner and Darcy Peterson
General Dux Award	Jessica Jordan
ATAR Dux Award	Kayla Roworth
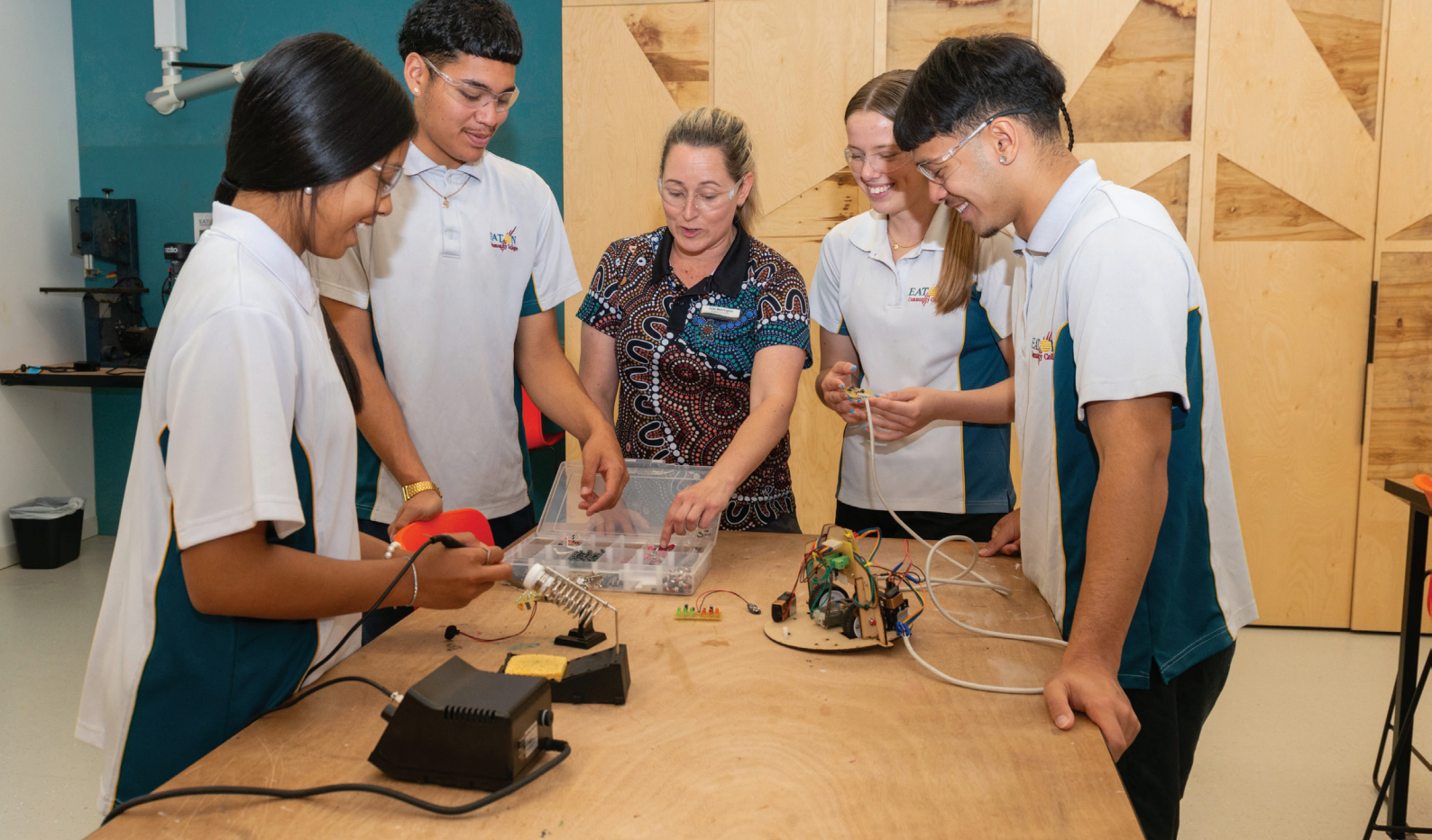
Year 12 Data

WACE Achievement

	ELIGIBLE YEAR 12 STUDENTS	PERCENTAGE ACHIEVING WACE
2021	42	86%
2022	47	89%
2023	43	86%

Year 12 Pathways

	YR12 STUDENTS	ATAR ONLY	VET CERT II OR HIGHER
2021	45	9 (17%)	30 (61.2%)
2022	48	3 (7%)	31 (66.0%)
2023	44	5 (12%)	32 (74.4%)

Median Australian Tertiary Admission Rank (ATAR)

	School	Like-Schools	WA Public Schools
2021	68.08	65.3	80.25
2022	74.85	64.95	81.9
2023	81.45	71.7	82.8

Year 12 VET Completion

|	CERT II	CERT III	CIV	2 OR MORE QUALIFICATIONS
2021	21 (47%)	8 (18%)	2 (4%)	10 (22%)
2022	22 (45%)	5 (10%)	2 (4%)	6 (12%)
2023	24 (57%)	5 (12%)	3 (7%)	9 (21%)

Like-Schools calculations are the average median ATAR for all schools in each school's 'like schools' grouping. WA Public Schools calculations are the median ATAR for all public students. There must be at least ten Year 12 students acquiring an ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET)			
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data			
	2023	2022	2021
School VET enrolments	42 (45%)	49 (53%)	45 (58%)
Funded VET students	86%	86%	86%
Level of highest qualification achieved (of VET enrolled students)			
Diploma			
Certificate IV	3 (7%)	2 (4%)	2 (4%)
Certificate III	5 (12%)	5 (10%)	8 (18%)
Certificate II	24 (57%)	22 (45%)	21 (47%)
Certificate I			
No certificate completed	10 (24%)	20 (41%)	14 (31%)
Students with more than one qualification (% of VET enrolments)			
3+ qualifications			3 (7%)
2 qualifications	9 (21%)	6 (12%)	10 (22%)
Students with more than one qualification (% of VET enrolments)			
3+ qualifications			3 (7%)
2 qualifications	9 (21%)	6 (12%)	10 (22%)

Student Profile

Semester 2 Student Numbers
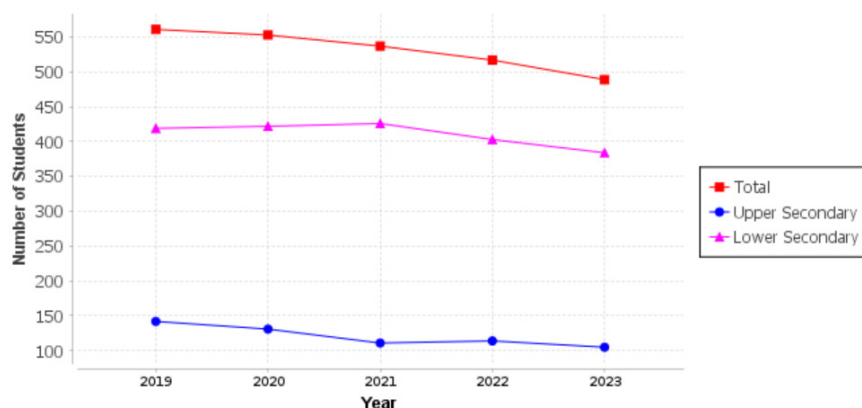
Semester 2	2019	2020	2021	2022	2023
Lower Secondary	419	422	426	403	384
Upper Secondary	142	131	111	114	105
Total	561	553	537	517	489

Workforce Composition

	No.	FTE	AB'L
Administration			
Principal	1	1.0	0
Associate / Deputy Principals	2	2.0	0
Program Coordinators	10	10.0	0
Total Administration Staff	13	13.0	0

Teaching Staff			
Teaching Staff	36	32.9	0
Total Teaching Staff	36	32.0	0

Allied Professionals			
Clerical / Administrative	19	16.3	1
Gardening / Maintenance	1	0.6	0
Instructional	3	1.9	0
Other Allied Professionals	20	17.1	1
Total Allied Professionals	43	35.9	2
Total	92	81.8	2

Comments: Our dedicated and professional workforce comprises of 92 staff across all of the areas of operation of the College. A comprehensive workforce plan will ensure that we attract, train and retain a highly competent, professional and dedicated staff. Eaton Community College has welcomed a number of new staff including graduate teachers, international teachers and Teach for Australia staff.

FINANCIAL SUMMARY

One Line Budget - December 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	256,111	256,111
Carry Forward (Salary):	613,064	613,064
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	9,098,382	9,098,382
Locally Raised Funds:	521,443	522,582
Total Funds:	10,489,000	10,490,139
EXPENDITURE		
Salaries:	8,482,883	8,482,883
Goods and Services (Cash):	1,529,840	1,369,221
Total Expenditure:	10,012,723	9,852,104
VARIANCE:	476,277	638,034

Income - December 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	256,111	256,111
Carry Forward (Salary)	613,064	613,064
STUDENT-CENTRED FUNDING		
Per Student	5,390,468	5,390,468
School and Student Characteristics	2,405,150	2,405,150
Disability Adjustments	13,742	13,742
Targeted Initiatives	1,282,144	1,282,144
Operational Response Allocation	66,496	66,496
Total Funds:	9,158,000	9,158,000
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	18,950	18,950
Transition Adjustment	0	0
School Transfers – Salary	(546,814)	(546,814)
School Transfers - Cash	539,456	539,456
Department Adjustments	(71,209)	(71,209)
Total Funds:	(59,617)	(59,617)

LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	27,730	19,778
Charges and Fees	148,004	142,423
Fees from Facilities Hire	0	9
Fundraising/Donations/Sponsorships	12,874	9,844
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	1,602	2,090
Revenue from CO, Regional Office and Other schools	0	1,243
Other Revenues	107,318	123,280
Transfer from Reserve or DGR	223,915	223,915
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	521,443	522,582
TOTAL	10,489,001	10,490,140

Expenditure - December 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	7,960,598	7,960,598
New Appointments	0	0
Casual Payments	447,241	447,241
Other Salary Expenditure	75,044	75,044
Total Funds:	8,482,883	8,482,883
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	55,687	61,258
Lease Payments	0	0
Utilities, Facilities and Maintenance	425,581	331,578
Buildings, Property and Equipment	216,642	238,284
Curriculum and Student Services	542,789	473,345
Professional Development	32,303	15,559
Transfer to Reserve	232,319	232,319
Other Expenditure	24,519	16,877
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,529,840	1,369,220
TOTAL	10,012,723	9,852,103