



Department of
Education

Shaping the future

Eastern Goldfields Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1990, Eastern Goldfields Education Support Centre is located in South Kalgoorlie, approximately 600 kilometres east of Perth within the Goldfields Education Region.

Eastern Goldfields Education Support Centre operates across 2 sites, co-located with its partner schools. The Year 7 to 10 campus shares a site with Kalgoorlie-Boulder Community High School, and the senior school is co-located with Eastern Goldfields College on the Central Regional TAFE¹ Kalgoorlie campus.

Catering for secondary students with special educational needs from Year 7 to Year 13, Eastern Goldfields Education Support Centre currently enrolls 47 students.

The school has an Index of Community Socio-Educational Advantage of 919 (decile 9). It is supported by the School Council, comprising of school, parent and community members.

The first Public School Review of Eastern Goldfields Education Support Centre was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided a transparent school self-assessment highlighting aspects of the school's current operations and some planning considerations for improvement.
- Led by the executive team, collaborative processes underpinned the school's self-assessment in preparation for the Public School Review.
- Planning intentions described in the ESAT submission were elaborated on during the validation phase.
- A significant representation of enthusiastic staff and community members thoughtfully participated in the review process and articulated the successes and challenges of the school.
- There is a strong commitment to establishing an agreed improvement agenda, most notably in relation to enhancing consistent approaches to teaching and learning.

The following recommendations are made:

- Continue to develop a whole-school culture of data informed self-assessment throughout the transition towards a stable staff profile.
- In future ESAT submissions, include a broad scope of data and succinct analysis that most effectively and efficiently represents the school's current performance and future planning.
- Establish clear links between areas identified for improvement and the school's plans (strategic and operational) for raising the standards for student achievement.

Relationships and partnerships

Regular opportunities for staff collaboration support a strong, collegiate staff culture. Clarity of purpose and an unflagging approach to serving the needs of students has produced strong trusting relationships between parents and staff. A genuine commitment to a high care environment sees the influence of the school flow seamlessly into homes, where parents and students benefit from the extended support offered.

Commendations

The review team validate the following:

- The school promotes a shared ownership and responsibility for the holistic education of the students and advocates for valuable connections for families with local providers and allied health services including Workpower, Headspace, a speech therapist and occupational therapists.
- Individual education plans (IEPs) are developed in collaboration with families, students, external partners and stakeholders and reflect each child's learning, emotional and social needs.
- Students are increasingly visible and valued in the local community through well-considered, regular and meaningful excursion planning and greater opportunities for work placements for senior students.
- Families value the school's inclusive environment, the communications and connections with staff and the individualised social, emotional and academic support provided to their children. Family connections are strengthened through personalised daily home diary communication.
- The School Council understands and fulfils its governance role effectively. They are well-informed, strong advocates for the school and demonstrate a commitment to support the school's strategic direction.

Recommendations

The review team support the following:

- Continue the development of aspirational student pathways through the ongoing focus on partnerships with a broad range of local organisations and businesses to further support workplace learning and establish community links.
- Continue to seek community feedback and demonstrate responsiveness survey results and other feedback sources.

Learning environment

The tone of the school reflects a collective sense of pride in creating the conditions for students to feel safe and supported, embrace their individuality, and to grow emotionally and academically.

Commendations

The review team validate the following:

- A learning environment designed to maximise student engagement and inclusion is a whole-school priority that promotes a collective responsiveness of staff to understand the learning background of every child.
- An effective multi-disciplinary approach supports students with complex needs. Students at education risk are supported through identification, referral and intervention processes. This includes close collaboration with SEN: D² and allied health services.
- The chaplain and school psychologist play a vital role in reinforcing positive student health and wellbeing.
- Plans are in place to extend student voice which is valued, actively contributing to school decision making.
- Positive behaviour is strengthened through the collaborative development of individual plans and reinforced through values education based on the school's values of Respect, Integrity, Safety, Excellence (RISE) and reward programs.
- An increase in regular attendance has been achieved through the implementation of a range of strategies that led to effective management and reward mechanisms including the good standing policy and star awards.
- Flexible, innovative learning spaces ensure relevant adjustments can be made to optimise student learning.

Recommendation

The review team support the following:

- Strengthening consistency, continue to upskill staff towards embedding the Berry Street Education Model and the Ziggurat Model of support for students with Autism Spectrum Disorder.

Leadership

Underpinned by a focus on trust and respectful relationships, the leadership team are steadfast in creating a school-wide culture of improvement, working alongside staff and community to place student success at the heart of all decision making. Recent staff stability has increased the capacity for progress and planning.

Commendations

The review team validate the following:

- The new Business Plan 2025-2027 will provide direction and clarity over the next 3 years. The Principal understands the need to manage change at a pace that builds acceptance and commitment.
- A cohesive leadership team has a clear vision for the school, with priority given to whole-school approaches to teaching and learning and the creation of a shared and inclusive learning environment.
- Distributed leadership is evident, and through a committee structure, leaders are working towards implementing strategies for improvement, primarily targeting numeracy and literacy.
- A mentoring initiative using staff expertise builds capacity and supports the development of new staff.
- Led by the highly valued VET³ coordinator, rigorous personalised career pathway planning and workplace learning is well-established and adds significant value to post-school options for senior students.

Recommendations

The review team support the following:

- Consolidate whole-school data collection and self-assessment processes to inform school improvement and strategic planning, particularly the development of operational plans to reflect the new business plan.
- Embed instructional leadership across all areas of the curriculum by aligning the development and accountability of curriculum operational plans to leadership roles.

Use of resources

The Principal and the manager corporate services (MCS) have a diligent and meticulous understanding of the usage and management of resources. Aligned to the strategic direction of the school, the deployment and allocation of resources is effective and responsive to needs.

Commendations

The review team validate the following:

- The MCS plays a key role in strategic resource management, and working closely with the Principal, is recognised as an integral member of the leadership team.
- Student characteristic funding supports a range of initiatives, including the employment of education assistants, teacher support for learning adjustments and attendance to relevant professional learning.
- The Finance Committee, together with the School Council, provide oversight of school finances and have a sound understanding of their roles and responsibilities.
- Acknowledging their workforce challenges, the school has implemented a range of strategies to support and maintain consistency in operations and practices. The school takes an agile response to recruitment processes to meet the current and future needs of the school. Ensuring staff are conversant with the context, philosophy and vision for the school supports positive outcomes for all students.
- The school seeks creative and innovative solutions to address student wellbeing and learning using flexible learning spaces and split-site opportunities.
- The deployment of human and physical resources is targeted and aligned to students' needs. Initiatives such as the Job Ready program, resource hub and class structures that support student engagement and wellbeing provide foundations for improved student outcomes.

Recommendation

The review team support the following:

- Continue to align future planning and resources to the new business plan, specifically quality teaching.

Teaching quality

The school acknowledges the importance of consistent whole-school approaches to progress student performance. The combined experience and knowledge of teachers provides a unique asset on which the school can build consistency and continuity of practice.

Commendations

The review team validate the following:

- Education assistants work in true partnership with teachers. They are valued and well-regarded for the work they do to advance the school's learning programs and support the success of individual students.
- Staff have accessed a range of professional learning opportunities related to school priorities. Building expertise in assessing and responding to diverse learning needs is a whole-school focus.
- Differentiation ensures every student's learning requirements are targeted through individualised and group based modifications where teachers make adjustments to meet the needs of all.
- Teachers use Western Australian Curriculum content descriptors to guide IEP development and reporting whilst embedding real life learning experiences, evidenced in the Mini Woolies and aquaculture programs.

Recommendations

The review team support the following:

- Ensure the documented whole-school instructional model is understood and embedded across the school forming the foundation for teaching and learning expectations.
- Continue to review the impact of programs and tools such as Letters and Sounds, Top Ten Maths and Brightpath.
- Collaboratively develop with staff a detailed scope and sequence in English and mathematics, underpinned by evidence-based teaching programs, to ensure a rigorous and consistent approach in curriculum delivery.
- Continue to develop peer observation practices with a view to becoming more streamlined and connected to improving teaching practice by adopting an agreed language of what constitutes high quality teaching.

Student achievement and progress

The school is aware of the need to develop literacy and numeracy skills whilst continuing to extend personalised learning and pathway planning. The school acknowledges the lack of available longitudinal data.

Commendations

The review team validate the following:

- Positive student interactions, independence and self-management are all features of the school ethos 'Ready for Life'. This is supported through incursions, excursions, local industry engagement and workplace learning.
- The school embraces and actively promotes a culture of success. Students are regularly acknowledged for their efforts, progress and behaviour.
- School of Special Educational Needs reporting to parents provides detailed feedback and explanation of each child's progress achievement and progress as measures against their individual education plan goals.
- A comprehensive handover process supports students in Year 7 from the local partner school.

Recommendations

The review team support the following:

- Develop a whole-school assessment schedule that reflects a comprehensive scope of student achievement and progress data for literacy, numeracy and social and emotional development. Include collection, analysis and sharing responsibilities and timelines. Use data collected to assess, track and monitor student achievement and progress.
- Use a range of assessments and continua to inform the development of SMART⁴ IEP goals and accurately track and measure individual progress against set targets and goals.
- Ensure whole-school data is analysed, triangulated and tracked to build a collective understanding of individual, cohort and whole-school longitudinal levels of student achievement and progress.

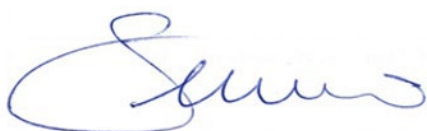
Reviewers	
Joanne Harris Director, Public School Review	Keran Davies Principal, Leeming Senior High School Education Support Centre Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 1, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 School of Special Educational Needs: Disability
- 3 Vocational Education and Training
- 4 Specific, Measurable, Achievable, Relevant, Time-bound