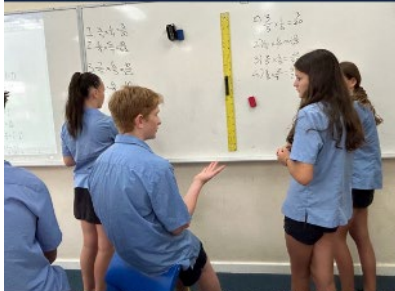




2023 ANNUAL REPORT EASTERN HILLS SHS



The Board of Eastern Hills Senior High School is proud to present the 2023 Annual Report to the school community.

This report provides an important opportunity to acknowledge the service of John Dunning, retiring principal, to the community. Over many years, John has steered the school in a direction that has seen graduating students achieve outstanding outcomes.

In addition to strong academic and post-secondary outcomes for students, the school also provides a range of opportunities to engage students in social and emotional learning.

The whole-school implementation of the Positive Behaviour in Schools (PBS) initiative seeks to embed systems and processes to facilitate the consistent approach to positive behaviour expectations and ensure a common language and understanding of positive behaviour. This approach includes the explicit teaching of behaviour expectations linked to the shared values of **care**, **pride** and **growth**. Essential to the success of PBS is the embedding of a restorative approach to behaviour management. This shift in focus is an educative response that supports student growth and positive shifts in student behaviour.

Staff have also undertaken professional learning in a program called Teach Well. This program supports staff in delivering content in a way that increases student mastery of key skills and content. The focus is on implementing research-based practices that have been shown to improve student outcomes.

School Profile

Eastern Hills Senior High School has a proud history of offering young people a high quality, comprehensive education suited to their strengths and passions. We provide comprehensive education pathways leading to the attainment of an Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) qualifications or future employment. This broad curriculum sees our students graduate and go on to lead successful careers.

Our teachers are experienced at getting the best out of all their students. We respect the individual needs of each student and believe that with the right guidance and direction, they will not only succeed, but achieve their highest expectations.

Our exceptional Approved Specialist Music Program is rated amongst the best in the State and includes three bands, instrumental ensemble groups and individual performers. Members of the program have the opportunity to attend excursions, tours and public performances.

Our education support program, staffed by experienced and caring teachers and support staff, provides appropriate pathways suited to the needs of students with special needs. The program is inclusive allowing students the benefit of studying a range of courses with their peers through to Year 12.

We offer a range of sports programs including AFL, netball and basketball. Our extensive outdoor recreation program includes mountain biking, snorkelling, canoeing and other activities that contribute to the skills required for camping and expedition activities. Our Army Cadets Unit meets weekly giving members additional opportunities to develop social skills and life-long learning.

Other popular programs include our cultural exchange programs with our Japanese sister school, coding competitions and school social events with the Year 11 and 12 Ball being the most prestigious.

We place high importance on pastoral care programs that are appropriate to the needs of adolescence and early adulthood. This approach has been strengthened with the school's inclusion in the Positive Behaviour in Schools initiative.

School Vision

Our vision is to provide a caring environment and a progressive and meaningful education that allows students to work cooperatively to achieve their full potential.

School Priorities

The following Priorities and Measures of Success come from the 2021-2023 School Business Plan:

Whole School Literacy/Numeracy

- The school will achieve standards in NAPLAN/OLNA and WACE (English language) which equal or exceed like schools, WA Public schools and Australia.

Student Achievement

- The proportion of students in the school achieving A, B, or C grades in Years 7-10 will equal or exceed state and like schools.
- The WACE completion rate will equal or exceed the state average.
- The median ATAR will equal or exceed the state average.
- The proportion of students achieving in the top 33% of ATAR will increase.
- The attainment rate will equal or exceed that for the state.
- All Learning Areas will plan and develop study skills strategies which are integrated in their teaching and learning programs for Years 7-12.
- Curriculum programs in Science, Technologies, Arts and Mathematics will be further developed.
- Increase proportion of students studying higher level Science, Mathematics, Languages and Humanities.

Student Engagement

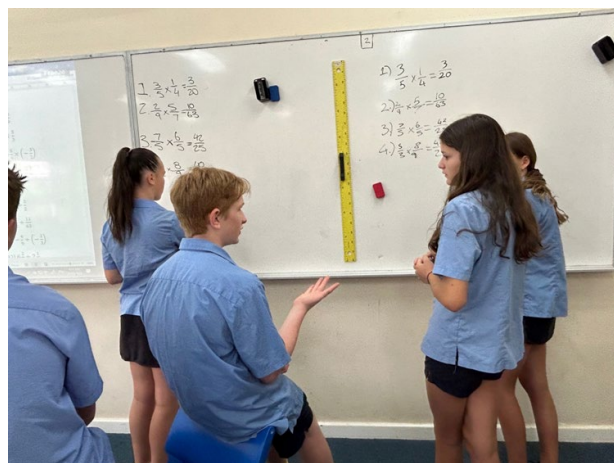
- School-wide positive behaviour program implemented.
- School will aspire to a Year 7-12 retention rate similar to like schools.
- Student leadership opportunities will be developed.

Professional Development

- The school will continue to implement the principles of the Aboriginal Cultural Standards Framework.
- Information technology training will be extended to all staff engaging with *Connect*.

School Development

- The reviewed student services processes will be implemented.



Student Numbers and Characteristics

(Source: Schools Online)

Student Enrolments

Semester 2	2019	2020	2021	2022	2023
Lower Secondary (7-10)	683	697	699	628	597
Upper Secondary (11-12)	253	229	255	277	280
Total	936	926	954	905	877

The decrease in student numbers does pose challenges for the school. Staff have been working hard to identify ways of maximising the impact of resourcing and on developing a plan to increase student enrolments in future years.

Our student numbers have been adversely impacted by our success in supporting students into authentic employment and educational pathways outside of Eastern Hills. This is evident in the table below. Retention from Years 10-12 has dropped to 67%. Whilst this poses challenges in terms of student numbers, it indicates successfully that students are accessing, and have been well-prepared for, alternative pathways.

Student Retention

(Source: Schools Online)

Target: School will aspire to a Year 7-12 retention rate similar to like schools.

Apparent Retention and Progression

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2019	97%	78%	74%	89%	81%
2020	89%	73%	73%	86%	82%
2021	104%	70%	72%	93%	84%
2022	99%	71%	79%	77%	86%
2023	94%	70%	67%	92%	87%

Whilst like-school retention data is not readily accessible, it is possible to compare the retention of students in 2023 to that of previous years.

The impact of low unemployment rates, and our successful VET program, can be seen with our drop in student retention from Years 10-12. Whilst this has an impact in terms of student numbers, it is a successful outcome for many students who are moving into training opportunities and work that matches their aspirations and areas of interest.

The high retention rates once students enter Years 11 and 12 suggests that students are engaged in pathways that meet their educational needs.



Workforce Composition

(Source: Schools Online)

	No.	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Learning Area	7	4.0	0
Program Coordinators	2	2.0	0
Total Administration Staff	12	12.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	44	42.7	1
Total Teaching Staff	45	43.7	1
School Support Staff			
Clerical/Administrative	10	8.2	0
Gardening/Maintenance	2	1.3	0
Other Allied Professionals	19	15.0	0
Total School Support Staff	31	24.5	0
Total	88	80.2	1

Eastern Hills Senior High School students benefit from the expertise of a highly dedicated staff. The significant number of allied professionals support the smooth running of the school and the provision of learning opportunities tailored to meet the individual needs of each and every student.

Student Attendance Data

(Source: Schools Online)

The return to pre-COVID levels of attendance has been a challenge across the system. Whilst it is pleasing to see an improvement in attendance in 2023, it is still an area for attention. Of note is the significantly higher rate of attendance for our Aboriginal students compared to both Like and WA Public Schools. Given the strong link between school attendance and positive post-secondary outcomes, this upward trend is worth celebrating.

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	85.3	86.1	86.5	73.5	70.5	62.6	84.9	85.5	84.4
2022	80.1	82.5	83	63.9	65.8	55.2	79.5	82	80.4
2023	83.8	84.6	84.9	79.6	67.1	59.2	83.6	83.9	82.5

Attendance Overall Secondary

Attendance Category				
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	48.1	29.3	13.9	8.7
2022	30.3	34.3	20.3	15.1
2023	39.6	33.4	18.2	8.8
Like Schools	46.9	28.0	15.9	9.2
WA Public Schools	47.0	26.0	16.0	11.0

An area for attention is those students who fall into the indicated and moderate attendance categories (60-90%). Given that these students do attend on a semi-regular basis, the implementation of targeted strategies is likely to move these students towards regular attendance (90+%). Moving this cohort of students to regular attendance has the potential to have a significant positive impact on both academic and social outcomes. The 9.3% increase in regular attendance from 2022 to 2023 indicates that progress is being made.

Attendance % - Secondary Year Levels

(Source: Schools Online)

	Y07	Y08	Y09	Y10	Y11	Y12
2021	88	84	86	82	85	85
2022	82	80	78	79	81	78
2023	86	86	83	82	81	85
WA Public Schools 2023	87	83	81	80	82	83

Student Achievement and Progress

NAPLAN

(Source: Schools Online, SAIS, My School)

Target: Equal or exceed like schools, WA Public Schools and All Australia.

Not achieved (Year 9 Numeracy exceeded All Australia)

2023 saw a significant change in the way in which student achievement was measured and reported. There was a shift from bands to proficiency levels and the removal of the National Minimum Standard. This means that progress data will not be available until 2025.

The 2023 NAPLAN results highlighted areas for attention and growth – Year 7 Writing in particular. The gap between Year 9 like schools, WA Public Schools, and All Australia was less significant than the Year 7 gap. As there is no progress data available, it is not possible to determine whether this is as a result of value adding at a school level.

Year 7 NAPLAN

	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Number of Students	134	136	137	137	137
School Average Score	504	503	493	502	495
Like Schools	528	524	528	535	526
WA Public School Average Score	529	522	521	536	526
All Australian Students	538	536	534	539	539

Year 7 - Percentage of Students – Proficiency Level (School)

	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Exceeding	3	11	6	9	5
Strong	45	42	35	43	41
Developing	36	26	39	30	28
Needs Additional Support	16	21	20	18	26

Year 9 NAPLAN

	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Number of Students	139	142	144	142	142
School Average Score	557	550	543	553	540
Like Schools	571	550	543	568	554
WA Public School Average Score	571	566	562	566	553
All Australian Schools	556	564	567	568	557

Year 9 – Percentage of Students - Proficiency Level (School)

	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Exceeding	7	10	6	11	6
Strong	53	50	44	53	46
Developing	31	27	38	27	30
Needs Additional Support	9	13	13	10	18

The strong school-based focus on meeting the literacy and numeracy needs of students requiring additional support is likely to positively affect future data and result in positive progress data for future cohorts (2025 onwards).



OLNA

Target: Equal or exceed like schools and WA Public Schools.

Year	Numeracy	Reading	Writing
2019	99.0%	99.0%	98.0%
2020	94.0%	97.0%	98.0%
2021	93.0%	98.0%	98.0%
2022	98.0%	98.0%	98.0%
2023	94.0%	99.0%	98.0%

Whilst like school and WA Public School data is not readily available, OLNA achievement remains strong. Whilst the percentages can vary, this translates to a very small number of students due to the cohort size.

Grade Distribution

Target: The proportion of students in the school achieving A, B, or C grades in Years 7-10 will equal or exceed state and like schools.

Achieved in some courses in some year levels.

Proportion of students achieving A, B or C grade higher than both like schools and WA public schools.



Proportion of students achieving A, B or C grade higher than WA public schools.

The proportion of students achieving A, B or C grades is comparable to like schools and WA public schools in most learning areas. There are learning areas where significantly fewer ESHS students are achieving an A, B or C grade. This line opens up a line of enquiry to be explored this year. Teaching staff are working to review courses and implement revised programs in some Learning Areas. This is intended to increase student engagement and lift student achievement levels.

Year 7	Grade					
	D/E/NA			A/B/C		
	ESHHS	Like	WA	ESHHS	Like	WA
English	18.25	21.86	26.27	81.75	78.14	73.73
Mathematics	34.96	31.89	32.17	65.04	68.11	67.83
Science	42.75	27.75	27.7	57.25	72.25	72.3
HASS	29.2	23.06	26.94	70.8	76.94	75.06
French	12.5	14.04	14.51	87.5	85.96	85.09
Italian	13.72	19.67	20.19	86.28	80.33	79.81
Japanese	2.27	18.34	21.97	97.73	81.66	78.03
Drama	6.66	11.23	17.19	93.34	88.77	82.81
Media	22.73	15.1	17.37	77.27	84.9	86.63

Music	26.96	13.74	18.41	73.04	86.26	81.59
Visual Arts	27.43	13.01	18.4	72.57	86.99	81.6
Health Education	36.23	14.43	19.57	63.77	85.57	80.43
Physical Education	8.18	8.96	13.4	91.82	91.04	86.6
D&T	9.55	8.88	14.61	90.05	91.12	85.39
Digital Technologies	28.17	14.62	19.65	71.87	85.38	80.35

Year 8 Grade						
	D/E/NA			A/B/C		
	EHSHS	Like	WA	EHSHS	Like	WA
English	30.14	22.9	27.7	69.86	77.11	72.3
Mathematics	26.86	29.75	35.6	73.13	70.25	64.4
Science	58.09	31.03	31.82	41.91	68.97	68.18
HASS	30.89	22.04	28.4	69.11	77.96	71.6
French	3.12	34.17	21.68	96.88	65.83	78.32
Italian	16.21	25.26	27.13	85.79	74.74	82.87
Japanese	19.15	32.91	32.12	80.85	67.09	67.88
Drama	8.34	14.56	23.83	91.66	85.44	76.17
Media	18.37	22.43	24.83	81.63	77.57	75.17
Music	16.22	12.97	20.78	83.78	87.03	79.22
Visual Arts	31.45	10.54	22.11	69.55	89.46	77.89
Health Education	26.48	17.27	22.82	73.52	82.73	77.18
Physical Education	10.28	9.72	17.06	89.72	90.28	82.94
D&T	6.59	10.61	18.68	93.41	89.39	81.32
Digital Technologies	23.08	21.22	25.18	76.92	78.78	74.82

Year 9 Grade						
	D/E/NA			A/B/C		
	EHSHS	Like	WA	EHSHS	Like	WA
English	28.02	25.01	31.26	71.98	74.99	68.74
Mathematics	38.46	34.58	38.08	61.54	65.41	61.92
Science	56.05	34.27	35.32	43.94	65.73	64.68
HASS	43.95	27.21	32.59	56.05	72.8	67.41
Italian	0	-	19.13	100	-	80.87
Drama	40.0	24.13	34.83	60.0	75.88	65.17
Media	35.0	21.82	30.67	65.0	78.18	69.33
Music	9.52	18.96	21.75	90.48	81.02	78.25
Visual Arts	30.95	20.94	27.73	69.05	79.06	72.27
Health Education	36.94	22.55	27.06	63.05	77.44	72.94
Physical Education	18.3	11.8	19.49	81.69	88.2	80.51
D&T	13.93	16.11	22.49	86.07	83.89	77.51

Year 10	Grade					
	D/E/NA			A/B/C		
	EHSHS	Like	WA	EHSHS	Like	WA
English	27.16	26.42	30.65	72.83	73.5	69.35
Mathematics	28.66	36.68	38.93	71.15	63.33	61.07
Science	49.01	35.18	35.93	50.99	64.81	64.07
HASS	33.1	28.33	33.26	66.89	71.66	66.74
Italian	23.07	-	16.73	76.97	-	83.27
Drama	29.17	16.09	31.23	70.84	83.92	68.77
Media	29.41	23.16	31.92	70.59	76.85	68.08
Music	25.0	14.73	20.58	75.0	85.27	79.42
Visual Arts	32.14	22.51	27.79	67.86	77.49	72.21
Health Education	28.76	21.98	25.79	71.24	78.03	74.21
Physical Education	18.7	12.9	18.65	81.3	87.09	81.35
D&T	19.01	19.65	23.51	80.99	80.35	76.49



WACE Highlights

(Source: SAIS, Schools Online)

Target: The WACE completion rate will equal or exceed the state average.

Achieved

WACE Achievement 2019-2023				
Year	Eligible Students	School	Like Schools	State
2019	113	96%	90%	89%
2020	105	92%	90%	89%
2021	98	88%	91%	89%
2022	115	93%	90%	89%
2023	112	91%	93%	90%

In 2023, 91% of WACE eligible students achieved their WACE.

Target: The school will achieve standards in WACE (English language) which equal or exceed like schools, WA Public schools and Australia.

Comparison data is not available.

98% of WACE Eligible students met the English requirement.

Target: The median ATAR will equal or exceed the state average.

Not achieved

Median Australian Tertiary Admissions Rank			
Year	School	Like Schools	State
2019	69.70	70.20	78.30
2020	72.18	75.05	79.25
2021	72.55	76.45	80.25
2022	79.90	77.35	81.90
2023	73.1	78.0	82.8

The 2023 median ATAR was lower than that achieved in 2022. It was, however, higher than that achieved in previous years. The relatively small cohort of students can have a significant impact on the median ATAR from year to year, with outliers (both high performers and those achieving a low ATAR) disproportionately impacting the cohort's result.

A fine-grained review of the 2023 data will provide opportunities for staff to reflect on areas of strength and to identify areas for growth and improvement, and strategies to support that improvement. Strategies are being implemented in lower school to increase ATAR-preparedness and their effectiveness will be monitored in coming years.

The school is committed to offering a broad selection of ATAR courses in which students can engage.

Target: The proportion of students achieving in the top 33% of ATAR will increase.

Not achieved

ATAR Triciles						
	High		Middle		Low	
	EHSHS	Like	EHSHS	Like	EHSHS	Like
2021	20%	20%	24%	35%	52%	45%
2022	29%	22%	31%	34%	34%	45%
2023	6%	22%	30%	32%	61%	47%

The 2023 ATAR cohort had a disproportionately high number of students achieving results in the low ATAR tricile. Disaggregation of course data shows that, in some areas, there is work to be done in ensuring the accurate ranking of students and the correlation between school-based performance and achievement in the external exams.

Target: The attainment rate will equal or exceed that for the state.

Achieved

Attainment Rate			
Year	School	Like	State
2019	99%	97%	96%
2020	97%	97%	96%
2021	93%	88%	82%
2022	89%	81%	80%
2023	94%	81%	80%

The attainment rate of the 2023 cohort is very pleasing. This means that students have completed Year 12 with a Cert. II or higher qualification and/or an ATAR of 55+. For our students, this increases their choice and agency in moving into post-secondary pathways and their competitiveness when moving into the workplace or tertiary sectors.

Vocational Education and Training			
Qualification	2023	2022	2021
Cert. IV	13%	1%	
Cert. III	6%	2%	1%
Cert. II	76%	93%	83%
Cert. I	1%	2%	1%
Certificate not yet complete	5%	13%	15%

Note: The percentage figures shown above relate to the % of the whole cohort rather than just those students studying VET courses.

The increase in the percentage of students achieving a Cert.IV qualification in 2023 is a cause for celebration. A Cert.IV provides students with a pathway to university if they so choose. The reduction in the percentage of students yet to complete their qualification is another success.

Post School Destination

(Source: Schools Online)

	Intention 2022 School	Intention 2022 State	Destination 2023 School	Destination 2023 State	Variation School	Variation State
Return to School		0.4%		0.0%		-0.4%
University	37.7%	51.0%	36.8%	38.3%	-1.0%	-12.7%
Uni Offer – No Placement		0.0%	2.9%	7.5%		7.5%
TAFE	20.8%	16.0%	14.7%	11.5%	-6.0%	-4.5%
Apprenticeship	15.1%	11.7%	5.9%	3.4%	-9.2%	-8.4%
Traineeship	5.7%	2.5%	4.4%	2.0%	-1.2%	-0.5%
Other Training	3.8%	1.3%	10.3%	13.9%	6.5%	12.6%
Employment – Full-time	9.4%	9.5%	5.9%	6.2%	-3.5%	-3.3%
Employment – Part-time	3.8%	1.3%	10.3%	13.9%	6.5%	12.6%
Employment Assistance		0.0%	4.4%	4.8%		4.8%
Other	3.8%	4.7%	1.5%	1.4%	-2.3%	-3.4%
Deferred Study/Training		0.0%	11.8%	9.6%		9.6%
Total	100%	100%	100%	100%		
% of students responding	42%	0.0%	54%	0.0%		

The post-school destination data shows positive outcomes for our students. Almost all those students who indicated an intention to attend university have been successful in accessing that pathway. We have a smaller percentage of students accessing employment assistance than the state average and most respondents are engaged in some form of employment or further training.



Parent/student/teacher satisfaction with the school

(Source: National School Opinion Survey)

The National School Opinion Survey was administered in 2023, providing an opportunity for students, parents and staff to provide feedback across a range of domains.

The survey showed a drop across most questions in all surveys compared to the 2021 results.

Administered 2023:

- Parents – 58
- Staff – 59
- Students – 564

National School Opinion Survey - Parents

Item	2021	2023	35+% Disagree or Strongly Disagree	50+% Agree or Strongly Agree
Teachers at this school expect my child to do their best	3.9	3.7		✓
Teachers at this school provide my child with useful feedback about their school work	3.4	3.2		
Teachers at this school treat students fairly	3.4	3.2		
This school is well maintained	3.8	3.8		✓
My child feels safe at this school	3.6	3.1		
I can talk to my child's teachers about my concerns	3.8	3.6		✓
Student behaviour is well managed at this school	3.1	2.6	✓	
My child likes being at this school	3.6	3.2		
This school looks for ways to improve	3.3	3.1		
This school takes parents' opinions seriously	3.3	2.9	✓	
Teachers at this school motivate my child to learn	3.3	3.0	✓	
My child is making good progress at this school	3.6	3.3		✓
My child's learning needs are being met at this school	3.5	3.1	✓	
This school works with me to support my child's learning	3.4	3.2		
The school has a strong relationship with the local community	3.3	3.1		
The school is well led	3.1	2.8	✓	
I am satisfied with the overall standard of education achieved at the school	3.4	3.1		
I would recommend this school to others	3.5	3.1		
My child's teachers are good teachers	-	3.5		✓
Teachers at the school care about my child	-	3.3		

National School Opinion Survey - Staff

Item	2021	2023	35+% Disagree or Strongly Disagree	50+% Agree or Strongly Agree
Teachers at this school expect students to do their best	4.1	4.0		✓
Teachers at this school provide students with useful feedback	3.8	3.8		✓
Teachers at this school treat students fairly	4.0	4.0		✓
This school is well maintained	3.9	3.7		✓
Students feel safe at this school	3.7	3.4		✓
Students at this school can talk to their teachers about their concerns	3.9	3.8		✓
Parents at this school can talk to teachers about their concerns	4.1	4.0		✓
Student behaviour is well managed at this school	3.7	2.8	✓	
Students like being at this school	3.7	3.3		✓
This school looks for ways to improve	4.0	3.7		✓
This school takes staff opinions seriously	3.0	3.1	✓	
Teachers at this school motivate students to learn	3.8	3.7		✓
Students' learning needs are being met at this school	3.9	3.5		✓
This school works with parents to support students' learning	3.8	3.7		✓
I receive useful feedback about my work	3.1	3.1	✓	✓
Staff are well supported at this school	3.3	3.1	✓	
This school has a strong relationship with the local community	3.6	3.2		✓
The school is well led	3.5	3.0	✓	
I am satisfied with the overall standard of education achieved at this school	3.7	3.4		✓
I would recommend this school to others	4.1	3.5		✓
Teachers at this school are good teachers	3.8	3.9		✓
Teachers at this school care about their students	4.0	4.1		✓



National School Opinion Survey - Students

Item	2021	2023	35+% Disagree or Strongly Disagree	50+% Agree or Strongly Agree
My teachers expect me to do my best	4.2	3.9		✓
My teachers provide me with useful feedback about my school work	3.4	3.2		
Teacher at my school treat students fairly	3.0	2.8	✓	
My school is well maintained	3.0	2.6	✓	
I feel safe at school	3.4	3.0		
I can talk to teachers about my concerns	2.8	2.7	✓	
Student behaviour is well managed at my school	2.5	2.1	✓	
I like being at my school	3.0	2.7	✓	
My school looks for ways to improve	3.0	2.9		
My school takes students' opinions seriously	2.5	2.5	✓	
My teachers motivate me to learn	3.2	3.0		
My school gives my opportunities to do interesting things	3.3	3.3		
My teachers are good teachers	3.6	3.2		
My teachers care about me	3.3	2.9		

The data from these surveys provides important evidence as the school develops its next Business Plan. It is reassuring that areas with the lowest results have already been identified as focus areas and that strategies to address any concerns are already being implemented.



In each of the surveys, the management of student behaviour was identified as an area requiring attention. The implementation of a whole-school approach to positive behaviour is designed to positively impact student behaviour and raise standards across the school. The data from NSOS supports this whole-school focus.

The staff responses affirm the commitment of staff to the school and to achieving positive outcomes for students.

School Income by Funding Source

(Source: Schools Resourcing System)

Income	Sum (\$)
Carry forward (cash)	275,213.00
Carry forward (salary)	303,909.00
Student-Centred Funding	
Per Student	9,136,005.00
School and student characteristics	1,693,134.00
Disability adjustment	-14,202.85
Targeted initiatives	635,106.11
Operational response allocation	1,370.63
Total funds:	11,404,463.09
Transfers and Adjustments	
School transfers – cash	976,788.16
Department adjustments	-73,426.31
Total funds:	903,361.85
Locally Raised Funds (Revenue)	
Voluntary Contributions	64,732.56
Charges and fees	354,220.47
Fees from facilities hire	9,723.90
Fundraising/Donations/Sponsorships	31,224.26
Other State Govt/Local Govt Revenues	5,566.85
Other Revenues	151,117.16
Transfer from reserve or DGR	86,153.97
Total funds:	702,739.17
Total:	13,636,635.91
Expenditure	
	Sum (\$)
Salaries	10,340,436.35
Goods and Services (Cash Expenditure)	
Administration	100,797.19
Lease Payments	2,595.52
Utilities, facilities and maintenance	472,741.67
Buildings, property and equipment	347,722.37
Curriculum and student services	571,014.22
Professional development	41,810.49
Transfer to reserve	99,940.56
Other expenditure	61,175.15
Payment to CO, regional office and other schools	45,445.05
Total funds:	1,743,242.22
Total:	12,083,678.57

School Priorities:

There are a range of school priorities that are not directly linked to Student Achievement Targets.

Identified Priority	Progress Against Priority	Planned Actions
All Learning Areas will plan and develop study skills strategies which are integrated in their teaching and learning program from Years 7-12	<ul style="list-style-type: none"> Mathematics/Science/HaSS and Physical Education recently reported on their use of Exam questions at start of lesson. Another study skills technique used is NAPLAN and OLNA interleaved practice questions. Maths, Science, HaSS and English have teachers trained in Teach Well techniques. Implementing measured strategies and using data to drive changes in teaching and learning program. 	<ul style="list-style-type: none"> MESH subjects have developed and are implementing Teach Well Learning framework with all Year 7 classes. They are developing a bank of resources to be used within their learning areas and to be made available school wide. PD to whole staff at different stages of development and implementation.
Curriculum programs in Science, Technology, Arts and Mathematics will be further developed	<ul style="list-style-type: none"> Development stalled whilst waiting for information on the STEM build. 	<ul style="list-style-type: none"> Consultation around the structure and purpose of the STEM centre as discussions/meetings started with all building parties involved. Focus on investigating and developing programs to deliver in new STEM centre.
Increase proportion of students studying higher level Science, Mathematics, Languages and Humanities	<ul style="list-style-type: none"> Extensive promotion of ATAR MESH and Languages by HOLAs and TICs was engaged in 2023. Timetable was constructed with opportunities for students in ATAR at the forefront. 	<ul style="list-style-type: none"> ATAR Italian running for Year 11 in 2024. Maintained Maths Spec in Year 11 and 12 in 2024.
School-wide positive behaviour program implemented	<ul style="list-style-type: none"> The PBS development process started at the beginning of 2023. The PBS matrix was developed over Semester 1 with extensive consultation with staff and students. 	<ul style="list-style-type: none"> Real Schools PL scheduled for Term 1, 2024. Ongoing PL of staff at staff meetings. Explicit teaching of positive behaviours to students.

	<ul style="list-style-type: none"> • Multiple PD's delivered by the PBS team over Term 3 allowed staff to become comfortable with the Matrix language and come to a common understanding of its elements prior to full roll out. • Students were also consulted at this stage to gain their views on such a program rolling out and to identify any possible obstacles. • At the beginning of Term 4, the PBS Matrix was launched by the whole school to parent and students. • At the beginning of Term 1 2024, ESHS implemented our Positive Points system through Compass. • Week 5, Term 1, saw the first reward round for students who had been awarded a certain number of Positive Points. • Many positive comments and emails from parents regarding the PBS system and Positive Points initiative. • Stats show a massive increase in positive entries on Compass compared to negative entries. 	
Student leadership opportunities will be developed	<ul style="list-style-type: none"> • Student Council involves students from Years 7-12 in events which allow them to represent the school and community. 	<ul style="list-style-type: none"> • Investigating other student leadership opportunities within the PBS rollout process and other Learning Areas of the school.
The school will continue to implement the Aboriginal Cultural Standards Framework	<ul style="list-style-type: none"> • Follow the Dream Tutor coordinates with a range of students to assist with schoolwork, social integration, career planning, external provider networking and all-round support. • Art, HASS and English all include Aboriginal 	<ul style="list-style-type: none"> • Continued support for Follow the Dream program. • Develop RAP committee to assist with further Learning Area Aboriginal Cultural Standards Framework.

	<p>Education focus areas within their curriculum.</p> <ul style="list-style-type: none"> Students engaging with Aboriginal School-based Traineeships. 	
Information technology training will be extended to all staff engaging with <i>Connect</i>	<ul style="list-style-type: none"> All staff supported by HOLA's and TIC's in their areas. Teachers given access to online PD sessions run by SCSA. Support provided by Timetabling Deputy in all aspects of Connect, Compass and RTP use. 	<ul style="list-style-type: none"> PD opportunities on SDD's for staff to upskill in Connect, Compass and RTP.
The reviewed student services processes will be implemented	<ul style="list-style-type: none"> Completion of Student Services Centre. First time all support staff have been in the one Centre. 	<ul style="list-style-type: none"> Further review as new team members join student services and processes are reviewed. Rolling out Real Schools partnership. First year of 3-year partnership.



2023 Highlights

- Eastern Hills SHS has achieved a clean sweep of the national student film festival, StuffIT Film Festival. These students have achieved the extraordinary, beating out every other school in the entire country.
- Graduating Year 12 students Jezemae M and Jade N's ATAR Media Production and Analysis films were selected for the Perspectives film festival that showcases the top 20 student films in the state.
- Significant increase in Certificate IV participation and completion rates.
- Positive impact of whole-school approach to Careers Education with the addition of the Career Practitioner role.
- Successful roll out of the whole-school Sports Academy. Sports Academy programs are now available from Years 7-12.
- Availability of Sports Ready Traineeship pathway to students after they complete Year 12.
- Completion of the new Student Services centre.
- English staff worked collaboratively with the NNEI network as a part of the Year 7 program.
- ATAR English and Literature students attended the English and Literature Conference at Curtin University.
- Design and Technology students from across year groups had the opportunity to develop skillsets that enabled them to make items from dragster cars in Year 7, through to coffee tables in Year 12.
- Lower School Photography students engaged with a career taster program and the North Metropolitan TAFE campus.
- Upper School Photography students went on an excursion to the zoo.
- Upper School classes had the annual ESHS Bake Off which was judged by teachers for the overall winners.
- Certificate II Hospitality students hosted coffee club at recess.
- Childcare students made rice babies which were the same birth weight as them and carried them around for the day.
- Students visited the Gidgegannup and Mt Helena Primary School Kindy classes.
- Visit to Maternity Ward at Northam Hospital.



- RAC bStreetsmart Road Safety presentation.
- Prevent Alcohol and Risk-related Trauma in Youth (PARTY) program.
- House Swimming Carnival.
- House Athletics Carnival.
- School Sport WA Champion Schools Cross Country.
- School Sport WA Champion Schools Swimming.
- School Sport WA Champion Schools Athletics.
- School Sport WA Champion Schools Senior and Junior Basketball (Boys and Girls).
- School Sport WA Champion Schools Netball (Boys and Girls).
- AFL Boys – Simple Energy Cup (Year 11 and 12).
- AFL Boys - Eagles Schoolboys Cup (Year 8 and 9).
- AFL Girls - Freo Dockers Cup (Year 10 – 12).
- AFL Girls - Freo Dockers Cup Lightning Carnival (Year 7 – 10).
- Year 10 Lake Leschenaultia Camp (Semester 1 and 2).
- Year 11 Hiking Camp – 45kms of Wellington Spur Trail & Bibbulmun Track.
- Year 12 Mountain Biking – 100kms of Munda Biddi Track.
- Football clinics run by the Fremantle Dockers and West Coast Eagles.
- New purpose-built Student Services Centre.
- Indiana Catlin – People’s Choice Awards in the Youth Category for Darlington Arts Festival.
- Annual Arts Exhibition.
- Hills Education Community Arts Exhibition
- Year 12 Design student’s excursion to Murdoch University.
- Year 11/12 Music Recital Night.
- Spring Showcase Concert
- West Australian Symphony Orchestra visit by year 11/12 music students.
- Music Camps.
- Hypervision – Indi Catlin won ‘Up and Coming Young Artist’ for her Spatial Serendipity Owen Briffa – “The Perth Bushfire War” Top Student Documentary of 2023 in the International DocU Film Festival.
- 3rd Annual WARE Awards attended by 140 people.
- The Constable Care Foundation presented the Youth Choice Theatre Group to run performance skill workshops.
- Snow White Production.





Eastern Hills Senior High School

Lot 289 Keane Street East
Mount Helena WA 6082

(08) 9573 0300