



# Eaton Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Eaton Primary School is situated within the Southwest Education Region, approximately 170 kilometres south of Perth in Eaton, a northern suburb of Bunbury.

Established in 1967, Eaton Primary School gained Independent Public School status in 2017.

There are currently 407 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 965 (decile 7).

The school is supported by an active Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Eaton Primary School 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 and rigorous school self-assessment.

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

- The new leadership team used the Public School Review process to gain a deep understanding of a school impacted by leadership changes. While strong guiding documents and systems were reported to exist, the priority of the self-assessment was focused on how to translate planning into consistent teaching practice that delivers meaningful outcomes for every student.
- The process empowered and supported staff to channel their passion into purposeful action. Domain leaders were identified and reported that they valued the opportunity to analyse evidence, identify gaps and contribute directly to shaping the school's new Business Plan.
- The school's Electronic School Assessment Tool (ESAT) submission was developed in alignment with the Standard, creating a well-structured and clear narrative of school improvement and performance across each domain.
- Validation meetings strengthened the review team's understanding of the school's ESAT evidence, with participants delivering strong, consistent messages that supported claims across all domains
- Community members gave an overwhelming endorsement of the school's improvement journey, highlighting its proactive engagement with all aspects of the community and its success in fostering positive, meaningful connections.
- Students provided enthusiastic and well-articulated contributions to validation discussion, expressing their appreciation for the school, the staff and the support of the community.
- The school provided an honest and forthright self-assessment of performance and provided improvement intents focused on strengthening organisational culture, amplifying student voice and using data to develop systems that support increased consistency and quality of teaching.

The following recommendations are made:

- Provide annotated summaries of submitted survey evidence, outlining data themes, response numbers, planning, key actions and how feedback was communicated back to respondents.
- Share strategic planning and reflection documents to demonstrate school operational processes and their impact on overall performance.

## Relationships and partnerships

Strong, trusting and purposeful relationships and partnerships support staff, students and families. There is a compelling sense of pride in the collaborative, inclusive and responsive school community.

### Commendations

The review team validate the following:

- Consistent communication across all year levels is provided by the Eaton Communication Charter. Families receive real-time updates on student learning, attendance and behaviour through Compass, Connect and Seesaw. Merit awards and letters of commendation, foster positive relationships with students and families.
- Embracing relationships and connection with Aboriginal families and community members, the Cultural Cuppa initiative promotes open dialogue, collaboration and discussions about how the school can create a cultural space of authentic inclusion to empower deep cultural awareness and understanding.
- The School Board provides effective governance through representation that reflects the school community, strategic oversight and consultation. Structured agendas ensure a focus on strategic priorities and school improvement. All members receive induction and governance training to ensure informed participation.
- The P&C plays a vital role in enhancing school resources and experiences through engaging fundraising events and volunteering to create a supportive environment for students. Participation in the Eaton Foreshore Festival strengthens community ties, promotes positive public relations and encourages new family engagement.
- Feedback is formally collected through tools such as the Eaton Primary School Resilient School Survey, which provide insight into parent perceptions around communication, support and school culture. Data indicates that parents feel welcomed, informed and increasingly involved in their child's learning journey.

### Recommendation

The review team support the following:

- Promote and deepen strategic connections in planning and instruction between early (Kindergarten to Year 2) and upper (Years 3 to 6) learning phases, driving consistent and integrated practice across the school.

## Learning environment

Underpinned by genuine care and the best interests of students, school processes proactively create the conditions for students to engage in an inclusive and responsive learning environment and culture.

### Commendations

The review team validate the following:

- School events such as NAIDOC<sup>1</sup> Week, Japanese Cultural Day and the Nirimba Trail, and Koora Waagkininy Boodjar professional learning drive a culturally responsive environment. Staff cultural awareness team meetings and the Cultural Cuppa initiative, support staff engagement with the Aboriginal Cultural Standards Framework to further strengthen authentic cultural responsiveness.
- Positive Behaviour Support (PBS) operational plans align with the school Business Plan. Student learning is enhanced through proactive behaviour, attendance and engagement strategies. Consistent practice is supported by the PBS staff file, engagement norms, and instructional model, informed by attendance and behaviour data to action interventions. Follow-up communication, behaviour plans and Tier 2 PBS initiatives ensure students are well-supported to engage positively in learning.
- Students at educational risk are supported through systematic identification, monitoring and tailored plans (individual and group education plans, as well as individual behaviour plans) developed with parents. Professional learning to introduce multi-tiered system of support, clarify roles and improve referral processes along with targeted literacy and numeracy intervention using Elastik data, Letters and Sounds and Bond Blocks, ensure ongoing monitoring and effectiveness of programs

### Recommendation

The review team support the following:

- Explore opportunities to engage authentic student voice in school decision making processes.

## Leadership

School leadership is fostering a positive school culture built on shared accountability, consistent practice and celebrating the agency of students, staff, parents and the community.

## Commendations

The review team validate the following:

- Executive leadership is highly visible and provides clear communication about roles and expectations. They maintain a unified leadership approach aligned with a collaboratively developed school vision. The embedding of consistent systems is creating clarity, purpose and empowerment of staff voice.
- Change has been managed with clarity, inclusivity and strong communication. Structured processes, clear rationales and ongoing consultation have supported smooth implementation, improved staff morale, strengthened collaboration and contributed to a positive cultural shift across the school.
- Staff engage in reflective practice aligned to the AITSL<sup>2</sup> Standards and school priorities. Positive staff responses to reinvigorated performance enhancement processes reflect trust in leadership and a strengthening of whole-school teaching practice to ensure greater impact on student learning.
- Aspirant leaders are identified through clear processes and supported with ongoing mentorship to build leadership capacity. Targeted initiatives and expanded responsibilities distribute leadership, strengthen capability and enhances the impact of teaching programs across the school.

## Recommendations

The review team support the following:

- Further develop and support emerging leaders through ongoing professional learning, coaching and mentoring, enabling them to lead effectively and to act strategically. Ensure all roles and responsibilities are clearly defined, titled and visible to both staff and the wider school community.
- Embed the CCPS<sup>3</sup> process into leadership practice to ensure strategic change management is consistent in empowering staff voice and agency in refining systems, resources and structures that support staff in developing, implementing and sustaining high-quality instructional practices.

## Use of resources

Planning, management and monitoring of resources are strategically aligned to school operations, ensuring targeted, evidence-based decisions reflect school priorities and optimise conditions for student success.

## Commendations

The review team validate the following:

- Strong financial management is evident through transparent practices. The manager corporate services ensures alignment with funding expectations, actively engaging with the Finance Committee with budget decisions, overseeing reserves and endorsing the annual budget.
- Strengthened strategic staffing and financial processes are supported by systems for managing staff replacement and casual salary payments, including linking planned relief to operational plans via a dynamic spreadsheet updated fortnightly throughout the year.
- Offering a successful Out of School Hours Care provider, including transition through a thorough process inclusive of parent survey and data analysis, has realised a significant increase in revenue to support school improvement.
- The physical environment is recognised for adding value to student learning through the development of a comprehensive replacement schedule, supportive of the annual planning of cash budgets, to ensure maintenance supports the sustainability and safety of 3 large nature play structures.
- Resourcing of targeted student support to deliver intensive literacy (Letters and Sounds) and numeracy (Bond Blocks) interventions, driving measurable improvements in student progress.

## Recommendation

The review team support the following:

- Develop internal mapping tools to ensure links between school planning and budget allocations are visible and transparent to staff.

## Teaching quality

Staff have a high level of personal care, commitment and professional knowledge and are collectively and collaboratively focused on continually improving the quality of teaching instruction across the school.

### Commendations

The review team validate the following:

- Focus teams in literacy, numeracy, and PBS drive quality teaching across all year levels, supported by culture, sustainability, and Quality Teaching Strategy teams. Shared beliefs in the Eaton Essence guide regular reviews to ensure alignment with the school's vision and research-based instructional practice.
- Teachers collaborate within learning phases to plan and are supported by literacy and numeracy coaches who guide evidence-based decision making to strengthen program impact. Small group collaboration through the Quality Teaching Strategy project is enhancing consistency in whole-school program delivery.
- The Plan-Teach-Assess cycle is linked with whole-school and system assessments to monitor and track student academic performance. Formal reports, parent meetings, Open Night, commendation letters, merit certificates, emails and phone calls keep parents informed about student achievement and progress.
- Intervention programs like Bond Blocks and Letters and Sounds support differentiation and a small group intervention leader identifies students and creates targeted groups to improve specific skills. Personalised learning is documented through collaboratively developed individual education plans and individual behaviour plans and shared with parents.

### Recommendations

The review team support the following:

- Leverage the Quality Teaching Strategy and engagement with partner schools, to define and embed effective teaching practices.
- Establish clear expectations for formal collaboration that strengthen the use of student data, support moderation of learning and ensure consistent, high quality instruction.
- Introduce an instructional coach and a curriculum committee leader to support the fidelity of high impact instructional practices and the integration of engagement norms into success criteria, lesson observations, walkthroughs and self-reflection to drive cohesive instruction and alignment with the Western Australian Curriculum.

## Student achievement and progress

The monitoring of student achievement and progress, through data-informed practices, drives a whole-school commitment to ensuring all students receive high-quality learning opportunities to achieve their full potential.

### Commendations

The review team validate the following:

- A strengthened commitment to using data to respond to student needs is being driven by the ongoing focus on developing staff data literacy, building confidence in interpreting data and using it effectively to guide planning and instruction.
- NAPLAN<sup>4</sup> performance is comparable to that of like-schools, with strong Year 3 literacy and numeracy results. A focus on coordinated moderation to ensure shared accountability to alignment with achievement standards is being addressed through the collaborative timetable for duties other than teaching and scheduled moderation sessions.
- The reporting and assessment schedule outlines timelines for data collection, analysis and reporting, ensuring alignment between classroom practice and family communication. Key assessments include On-entry, Accelerated Reader, NAPLAN, Progressive Achievement Tests and Brightpath.
- 

### Recommendations

The review team support the following:

- Maintain the focus on building staff data literacy by providing professional learning that support teachers to interpret and apply student performance data to inform planning and instructional decisions.
- Implement targeted, evidence-based assessment strategies to support teachers to identify learning gaps and tailor interventions, differentiation, and enrichment opportunities.

## Reviewers

Steve Dickson  
**Director, Public School Review**

Kathryn Lyon  
**Principal, High Wycombe Primary School**  
**Peer Reviewer**

## Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steve Watson  
**Deputy Director General, Schools**

---

## References

- 1 National Aborigines and Islanders Day Observance Committee
- 2 Australian Institute for Teaching and School Leadership
- 3 Complex Collaborative Problem Solving
- 4 National Assessment Program – Literacy and Numeracy