



Department of
Education

Your ref:
Our ref: D26/0504137
Enquiries School and Principal Review
Directorate

Peter Havel
Principal
Ellenbrook Secondary College
100 Main Street
ELLENBROOK WA 6069

Dear Peter

I am pleased to advise that the Public School Review of Ellenbrook Secondary College has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review of your school has been determined through your self-assessment submission and validated by the review team as 3 years. The review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.

I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

I am advised that clear and well-established leadership structures are a notable strength of the college. The review team reported that staff spoke positively about the clarity of roles, responsibilities and lines of support, contributing to effective communication, streamlined processes and a shared commitment to achieving school priorities.

It was also noted that there is an intentional focus on leadership development, through mentoring, professional learning and authentic leadership opportunities, which is further strengthening leadership capacity across the college.

The review team also acknowledged the college's strong focus on preparing students for future success. Through targeted pathway planning, diverse learning opportunities and responsive support structures, students are supported to explore their aspirations, make informed decisions and engage positively in their learning.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

A blue ink signature of Steve Watson, written in a cursive style.

Steve Watson
Deputy Director General, Schools

cc Cheryl Townsend, Director of Education, North Metropolitan Education Region
Kim McCollum, Assistant Director of Education, North Metropolitan Education Region
Ian Ralph, Assistant Director of Education, North Metropolitan Education Region
Chair, School Board, Ellenbrook Secondary College

- 3 JUL 2026



Ellenbrook Secondary College

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

Context

Ellenbrook Secondary College is located approximately 28 kilometres from the Perth central business district in the North Metropolitan Education Region.

The college opened in 2007 and became an Independent Public School in 2015.

Currently there are 1484 students enrolled from Year 7 to Year 12. The college has an Index of Community Socio-Educational Advantage of 968 (decile 7).

Community support for the college is demonstrated through the work of the Parents and Citizens' Association (P&C) and College Board.

The first Public School Review of Ellenbrook Secondary College was conducted in Term 3, 2022. This 2026 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 authentic school self-assessment.

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

- The Public School Review process provided a valuable opportunity for the college to reflect on staff perceptions of current performance against the Standard, identifying areas of strength and opportunities for further development. The review coincided with a comprehensive evaluation process that informed the college's annual report and the development of the 2026–2029 College Plan.
- Responsibility for evidence gathering and preparation of the Electronic School Assessment Tool (ESAT) submission was distributed across the executive team. Leaders engaged staff in consultation, evidence selection and reflection against the domains of the Standard.
- The executive team developed concise domain entry summaries aligned to the domain foci, which were supported by a synthesised selection of evidence of practice through the ESAT submission.
- A cross-section of staff representing a range of roles engaged authentically and purposefully with the review team during the validation visit, providing valuable context and insights that strengthened the review team's understanding of the school's operations and improvement processes.
- Discussions with articulate, thoughtful and reflective student leaders provided valuable insights into the school's commitment to student agency, inclusive support structures and recognition of the rich cultural diversity within the school community. Students spoke positively about the quality and diversity of learning opportunities available to them, adding value to the validation process.
- Committed School Board and P&C members provided genuine reflections in support of the school's self-assessment. Their contributions added value to the validation process, describing their dedication to the school, active involvement in improvement initiatives and the meaningful role they play in supporting positive outcomes for students.

Relationships and partnerships

A culture of care, respect and collaboration underpins a school community committed to supporting the diverse needs and aspirations of every student.

Commendations

The review team validate the following:

- The effective use of email, Connect and Compass, reinforced by defined leadership structures and a shared understanding of roles and responsibilities, enables timely information sharing, responsive communication and informed decision-making across the college.
- Valued partnerships with Clontarf and Stars Foundations, enhanced by collaborative planning and strong communication, strengthen culturally responsive practices and targeted student support, contributing to improved engagement, attendance, achievement and post-school pathways for participating students.
- A strategic and multifaceted approach to external communication, guided by a comprehensive marketing and communication plan and a dedicated marketing officer, strengthens community awareness and engagement through the timely promotion of college achievements, opportunities and events.
- An effective School Board, comprising diverse representation from students, parents, staff, community members and co-opted representatives, provides informed governance, strategic guidance and advocacy in support of the college's improvement agenda.
- An active and committed P&C expands student opportunities and promotes community connection through fundraising initiatives, provision of additional resources and coordination of events that enrich student experiences.

Recommendation

The review team support the following:

- Continue to promote the role, achievements and contributions of the School Board and P&C, strengthening broader parent engagement and community connection.

Learning environment

Inclusion, belonging and the celebration of diversity underpin a learning environment where individualised support and meaningful opportunities enable students to engage, lead and succeed.

Commendations

The review team validate the following:

- A visible and responsive Positive Behaviour Support framework, underpinned by the college's Values Charter, enhances a shared understanding of behavioural expectations through explicit fortnightly focus lessons and the KODA¹ points recognition system, reinforcing positive behaviours across the college.
- Strategic restructuring of the student services team, inclusive of clearly defined roles and refined processes, has strengthened consistent and responsive support practices, enhancing communication, accountability and transition planning.
- Purposeful investment in inclusive education staffing, including dedicated leadership roles, has reinforced support for students with additional learning needs, with The Hub providing access to alternative learning environments, targeted assistance and opportunities for self-regulation and engagement.
- A representative multicultural committee, comprising students from all year groups, provides authentic leadership opportunities for students to promote cultural awareness, lead college-wide initiatives and celebrate the rich diversity of the school community.

Recommendation

The review team support the following:

- Review and refine behaviour flowcharts to strengthen clarity, shared understanding and consistent implementation of behaviour management processes across the school.

Leadership

College leadership is characterised by clear direction, shared ownership and intentional capacity building, creating strong foundations for sustained school improvement.

Commendations

The review team validate the following:

- The collaborative development of the College Plan, informed by stakeholder feedback and data analysis, has established a shared vision for improvement, reinforced by aligned operational planning and clear processes for monitoring progress.
- An intentional commitment to leadership development is evident through mentoring, professional learning and authentic opportunities for aspirant leaders to undertake higher duties, lead initiatives and extend their influence across the college.
- Clear and distributed leadership structures promote a shared understanding of roles and responsibilities, strengthening accountability, streamlining operations and ensuring staff know where to access guidance and support.
- Strategic change management is underpinned by transparent communication, clear systems and timelines for implementation. Representative leadership structures, supported by professional learning and mentoring, build staff capacity and collective ownership of improvement initiatives.

Recommendation

The review team support the following:

- Sustain active leadership involvement in driving a sustainable Classroom Management Strategies Foundations professional learning model through the development of Conference Accredited Trainers, modelling of effective practice and purposeful leveraging of staff expertise to maintain consistency of practice.

Use of resources

Strategic planning, collaborative decision making, strong financial governance and purposeful resource allocation underpin a future-focused approach to supporting student success.

Commendations

The review team validate the following:

- Strategic financial leadership by the manager corporate services promotes collaborative decision-making and robust discussion regarding resource allocation, supporting both immediate priorities and long-term sustainability.
- Effective financial governance is reinforced by a well-structured Finance Committee, with broad representation, clear terms of reference and defined processes strengthening transparent and accountable resource management.
- A proactive and collaborative approach to information and communications technology resource management, underpinned by comprehensive reserve and replacement planning, enables the timely renewal, strategic deployment and equitable allocation of technology to meet evolving curriculum and operational priorities.
- Purposeful allocation of student characteristics funding strengthens support for identified students through increased staffing, targeted interventions, professional learning and specialised programs and facilities.

Recommendation

The review team support the following:

- Maintain a strategic focus on forward planning and flexible resource allocation to respond effectively to future enrolment fluctuations associated with the opening of the new secondary college.

Teaching quality

Collaborative planning, responsive curriculum design and a shared commitment to whole-school priorities strengthen teaching practice and support student success across the College.

Commendations

The review team validate the following:

- A renewed focus on the Instructional Intelligences pedagogical framework, supported by coaching and structured professional learning, is strengthening consistency of teaching practice and a shared understanding of effective pedagogy.
- A whole-school Literacy Committee, guided by focused leadership and a comprehensive literacy plan, drives consistent implementation of whole-school literacy practices across all learning areas through explicit teaching, professional learning and shared accountability.
- Collaborative moderation and data analysis processes enable learning area teams to make valid and consistent judgements of student performance while informing future course planning and program refinement.
- The Gifted and Talented program provides a holistic approach to supporting high-achieving students through enriched curriculum experiences, innovative learning opportunities and targeted personal development.
- Early identification of students learning with English as an additional language or dialect (EALD) through targeted pre-enrolment processes and placement testing enables timely intervention and appropriate curriculum provision, contributing to significant improvements in student outcomes as measured through the EALD Progress Map.

Recommendation

The review team support the following:

- Refine the whole-school pedagogical framework to maintain alignment with Teaching for Impact and support consistent, evidence-informed teaching practices across the College.

Student achievement and progress

High expectations, responsive systems and targeted intervention underpin a strong commitment to ensuring all students are supported to achieve success.

Commendations

The review team validate the following:

- The establishment of a dedicated senior school hub has strengthened oversight of student achievement and progress through coordinated monitoring, regular student check-ins and targeted academic, wellbeing and pathway support.
- Targeted OLNA² preparation, delivered by experienced staff and informed by individual student diagnostics, enables timely intervention and improved literacy and numeracy outcomes for identified students.
- Comprehensive monitoring of senior secondary achievement through the WACE³ tracker promotes informed decision making, timely feedback to students and targeted intervention, contributing to WACE eligibility and achievement rates that exceeded like-school performance in 2025.
- Strategic pathway planning and targeted program delivery for EALD students have contributed to strong ATAR⁴ outcomes, with the mean performance of students undertaking ATAR EALD exceeding the state mean in the first year of delivery.

Recommendations

The review team support the following:

- Engage in moderation processes with Dadirri Network primary schools to strengthen curriculum alignment, consistency of teacher judgements and continuity of learning and support for Year 7 students.
- Maintain a systematic approach to the analysis and use of student performance data to measure the impact of the senior school hub on student achievement and progress.

Reviewers

Danielle Roache
Director, Public School Review

Janine Keall
Principal, Mount Barker Community College
Peer Reviewer

Endorsement

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

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 K from Avon's Kwili, O from Henley's Yonga, D from Stirling's Dwert, A from Swan's Maali
- 2 Online Literacy and Numeracy Assessment
- 3 Western Australian Certificate of Education
- 4 Australian Tertiary Admission Rank