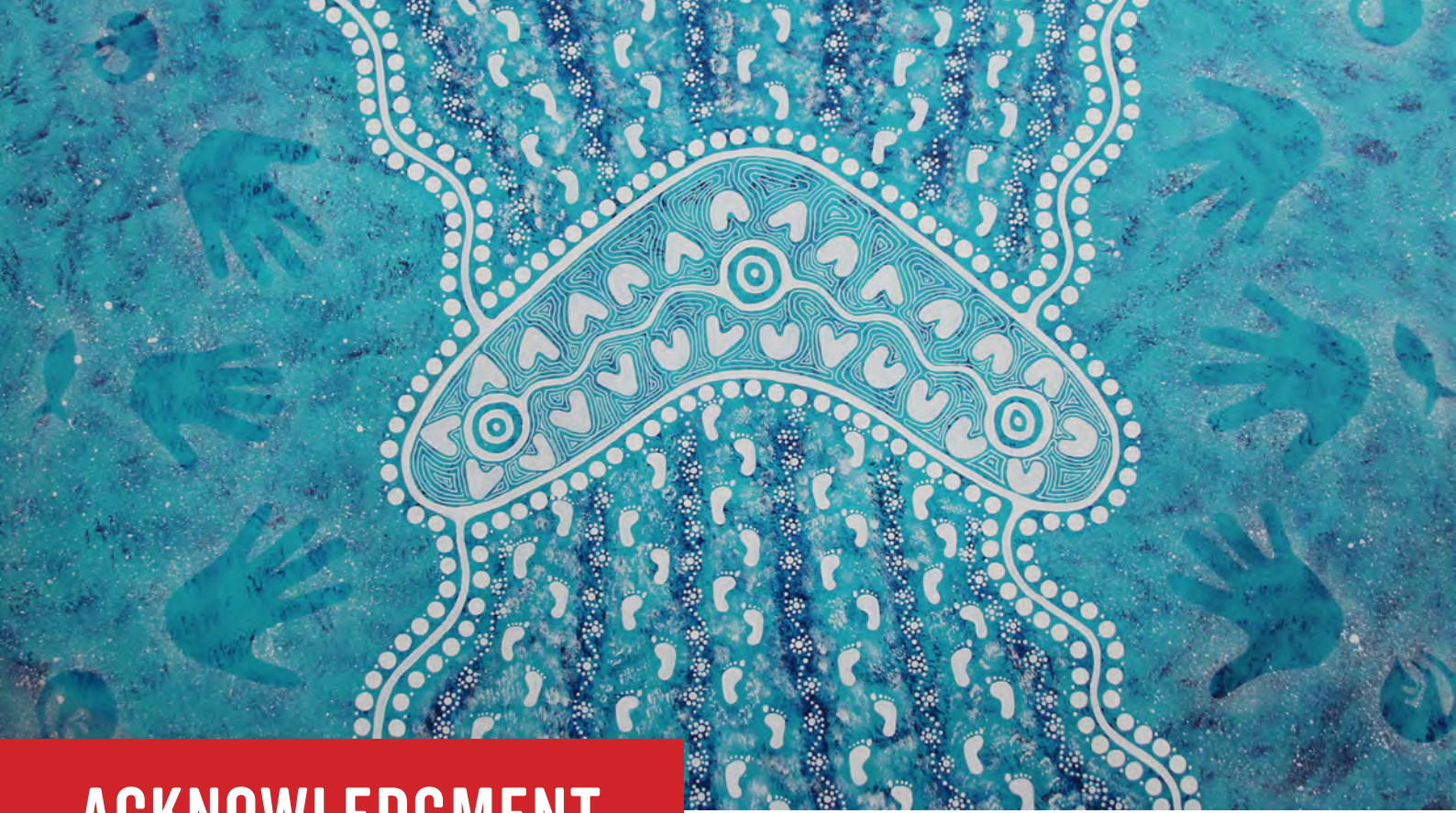




ESPERANCE SENIOR HIGH SCHOOL

*A strong community, creating
opportunities for personal excellence.*

BUSINESS PLAN 2022 – 2024



Painting by Jennell Reynolds

ACKNOWLEDGMENT

**NGALEL TAUNN-GAK KARDITCH WUDJARI NYUNGAR BRIDYIAS
BOODJA NGALORL KUMBAAL YEY. NGALAK JINANG BOLONG
NGABIN BA BOODJA, WUDARN, BA WARL. DIT GULING NGALEL
NAAN KUTTITCH BOLONG DEMANS BA DEMAN YORKS KOORA
KOORA DWORDAK BA MOORDITJABINY.**

We respectfully acknowledge the traditional custodians of the land on which we stand, the Wudjari Nyungar people, and we recognise their continuing connection to land, sea and skies. We pay our respects to elders past, present and emerging.





INTRODUCTION

Esperance Senior High School is a year 7 to 12 regional school on the south-east coast of Western Australia, with a long tradition of striving for continuous improvement and excellence. It has around 900 students and offers a strong academic pathway, leading to university for around 45 per cent of its students, and a general pathway for around 55 per cent of students heading to TAFE, employment or further study.

The school has an Index of Community Socio-Economic Advantage (ICSEA) of 972, placing it in the 7th decile of all schools. Approximately 12 per cent of the school population are Aboriginal. Around ten per cent of students reside at the adjacent Residential College, coming from surrounding towns and farming areas, as well as further afield from across the State.

The school is situated on the Esperance Community Education Campus, a multi-campus that includes the High School, Esperance Senior High School Education Support Centre, the South Regional TAFE and the Esperance Residential College. This partnership provides for shared delivery of some TAFE

courses, shared usage of facilities like the Trades Training Centre and commercial kitchen, and a seamless transition for some students to further training, or to employment upon completion of secondary schooling.

An 800 hectare school farm, 35 kilometres from town, and a four hectare agricultural demonstration block on the town site provide an agricultural dimension to the school.

Esperance Senior High School became an Independent Public school in 2015 undergoing our first Public School Review in November 2020. This review commended the school on its “...long history of providing quality education to the students of the community.”

This 2022-2024 Business Plan builds on this success, providing strategic direction for the school through the priority areas of successful students, excellence in teaching and leadership, a safe and supportive learning environment and community engagement and educational partnerships.



OUR VISION

Our vision is to be a strong community, creating opportunities for personal excellence.

We engage and support students to become successful, confident learners, who develop the knowledge, attributes and life skills to be successful 21st century learners, and who transition successfully to further study, training or employment upon completion of their secondary schooling.

COMMUNITY ~ OPPORTUNITY ~ EXCELLENCE



OUR VALUES

OUR CORE VALUES EMBODY THE BELIEFS OF THE SCHOOL COMMUNITY AND GUIDE THE BEHAVIOURS WE EXPECT FROM ALL SCHOOL COMMUNITY MEMBERS.

ACHIEVEMENT

Our school has a long and outstanding tradition of exemplary and diverse student engagement and achievement. This contributes to a culture of high standards across the school, encouraging students to strive for excellence and achieve their personal best.

COLLABORATION

A culture of working together allows students and staff to work as a team, to build positive relationships, to cooperate on projects and to establish positive partnerships in the community.

ENGAGEMENT

When students find learning fun, they are engaged, challenged and rewarded with a sense of achievement.

21ST CENTURY LEARNING

21st century skills include communication, collaboration, teamwork, integrity, critical and creative thinking and finding and solving problems. These skills help to achieve common goals and address local and global issues.

INTEGRITY

We encourage our students to be worthy citizens in a modern, global world, to be outstanding young adults and to act as positive role models and active citizens in the school and wider community.

RESPECT

We value respect highly and encourage students to respect self, others and the environment.

RESPONSIBILITY

In order for students to become outstanding young adults, they need to practice taking responsibility for their own learning, behaviour and actions.



STRATEGIC PRIORITIES

In working towards our vision during the lifetime of this Business Plan, we have established four priority areas. By focusing on these priorities we believe that students at Esperance Senior High School will have the best opportunities to succeed in fulfilling their potential.

Our Priorities

SUCCESSFUL STUDENTS

All students at Esperance Senior High School have the capacity to become successful and independent lifelong learners who are motivated to achieve their academic potential in a supportive and aspirational environment. A culture of high standards and expectations, combined with a variety of curriculum opportunities, supports all students to achieve personal excellence.

EXCELLENCE IN TEACHING AND LEADERSHIP

We believe high quality teaching and leadership are vital to student engagement, achievement and wellbeing. We are part of a professional learning community committed to continual reflection and professional growth. High quality teaching and leadership is underpinned by a common understanding of effective teaching and learning practice and a culture of collaboration.

SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Esperance Senior High School is committed to ensuring students and staff thrive in a positive, caring, inclusive and

supportive school environment. Through the provision of a breadth of opportunities, we aim to develop resilient and responsible young people who are prepared to take on challenges in pursuit of personal excellence.

COMMUNITY ENGAGEMENT AND EDUCATIONAL PARTNERSHIPS

We understand the relationships between parents, students, staff and the community are essential to delivering the school's priorities and the best possible outcomes for all students.

KEY FOCUS AREAS

The school's strategic priorities reflect the components of the Department of Education's School Improvement and Accountability Framework. The components are contextualised through each of the school's five key focus areas:

- teaching and leadership that drives evidence based pedagogy
- literacy and numeracy
- pathways for the 21st century
- differentiated support for all students
- partnerships

These key focus areas were developed through the school's planning and self-assessment cycle.



OUR PLANNING AND SELF ASSESSMENT CYCLE

The Esperance Senior High School Business Plan 2022-2024 provides clear direction and broad strategies for the school. It aligns with the Strategic Plan for WA Public Schools, Focus documents and the Aboriginal Cultural Standards Framework while addressing the recommendations of the School's 2020 Public School Review. This Business Plan is supported by learning area operational plans. These plans, when combined with the School's performance management processes, are the link between classroom planning and the strategic direction of Esperance Senior High School.

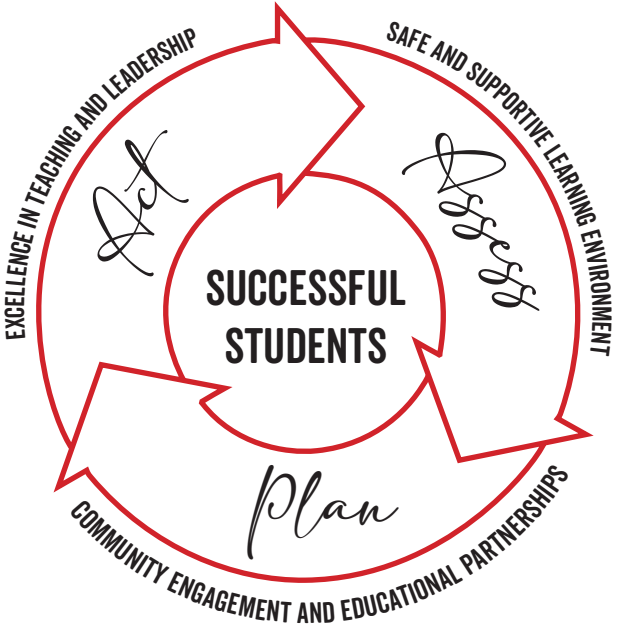
The school's improvement agenda is driven by a rigorous self-review cycle. This cycle, based on the Department of Education's School Improvement and Accountability Framework, has the school's strategic priority of successful

students as the focus of planning at Esperance Senior High School.

- Our school improvement cycle has three components:
- Assessing data and other evidence related to student achievement and school operations.
 - Planning to improve the standards of student achievement.
 - Acting to implement planned strategies.

This school review cycle, outlined in the following table, addresses the following three reflective questions:

- How are we going?
- How do we know?
- What are we going to do to improve?



SCHOOL REVIEW CYCLE

	PERSON/S RESPONSIBLE	SCHOOL SELF-ASSESSMENT	
TERM ONE	Principal, Upper School Deputy Principal (UDP) Heads of Department, Teachers in Charge (TiC) Year 12 coordinator, Program Coordinator (PC) School Planning	<ul style="list-style-type: none"> Previous years WACE and senior school data. 	ASSESS PLAN ACT ASSESS
	UDP, PC Student Services	<ul style="list-style-type: none"> Previous year's attendance and behaviour data 	
	Teaching staff	<ul style="list-style-type: none"> Teachers access SAIS dashboard and Student Central to inform classroom planning. 	
	All staff	<ul style="list-style-type: none"> Commencement of performance development reflection and goal setting meetings. Teachers will incorporate the analysis of student achievement data into their performance management goals. 	
	HoDs, TiCs, Specialist Teachers PC School Planning	<ul style="list-style-type: none"> Operational plans completed by learning areas. 	
	Principal, PC – School Planning	<ul style="list-style-type: none"> The annual report is presented to the Board. 	
TERM TWO	Teaching staff	<ul style="list-style-type: none"> Teachers access SAIS dashboard and Student Central to inform classroom planning. 	
	PC - School Planning, UDP, Maths and English HoDs, Relevant specialist teacher /s	<ul style="list-style-type: none"> Round one OLNAs results. 	
	HoDs TiCs	<ul style="list-style-type: none"> Mid-year review of operational plans including Semester I Year 7-12 student achievement data. 	
	By the end of Term two; HoDs, TiCs, PCs, DPs, Principal and specialist teachers	<ul style="list-style-type: none"> Complete a mid-year ESAT entry identifying progress against operational planning key performance indicators. The ESAT reflective questions will inform Semester II planning. 	
TERM THREE	Teaching staff	<ul style="list-style-type: none"> Teachers access SAIS dashboard and Student Central to inform classroom planning. 	
	Principal, PC - School Planning	<ul style="list-style-type: none"> The Semester I business plan review is completed and presented to the Board. 	
	PC – School Planning	<ul style="list-style-type: none"> The National School Opinion Survey is completed bi-annually. 	
	PC – School Planning HoD Maths and English, specialist teachers, Lower School Deputy	<ul style="list-style-type: none"> Review NAPLAN results as the data becomes available. Present analysis to staff and the school board. 	
TERM FOUR	Teaching staff	<ul style="list-style-type: none"> Teachers access SAIS dashboard and Student Central to inform classroom planning. 	
	All staff	<ul style="list-style-type: none"> Performance development feedback and review meetings are held. Teachers show evidence of the impact of teaching on student outcomes. 	
	HoDs TiCs	<ul style="list-style-type: none"> Annual review of operational plans including available student achievement data. Analysis will inform curriculum refinement to address gaps for improvement. 	
	HoDs, TiCs, PCs, DPs, Principal and specialist teachers	<ul style="list-style-type: none"> Submit an end of year ESAT entry identifying progress against operational plans key performance indicators and use the reflective questions to inform planning. 	
	Principal, PC - School Planning	Open Boar	

ESPERANCE SENIOR HIGH SCHOOL BUSINESS PLAN TARGETS 2022 - 2024

PRIORITY AREAS	TARGETS
1. SUCCESSFUL STUDENTS:	
LOWER SECONDARY	
Grade distribution	1.1 By the end of 2024, there will be a reduction in the percentage of students in Years 7-10 awarded an E or D grade.
NAPLAN	1.2 By the end of 2024, Year 7-9 NAPLAN progress will exceed the progress of like senior high schools as measured by My School in the domains of reading, writing and numeracy.
	1.3 By the end of 2024 the percentage of students achieving Band 8 or above in Year 9 NAPLAN will be greater than or equal to 50% in the domains of reading, writing and numeracy.
UPPER SECONDARY	
WACE achievement	1.4 In each year of the business plan the WACE achievement rate is greater than or equal to 95% of eligible students.
OLNA	1.5 By the end of 2024, students in Year 12 achieving the minimum standard in Literacy and Numeracy will exceed like schools as measured by Schools Online.
2. EXCELLENCE IN TEACHING AND LEADERSHIP	
Esperance Senior High School Instructional Framework	2.1 In each year of the business plan, all teachers have implemented the ESHS instructional framework as measured by a combination of: <ul style="list-style-type: none"> · participation in related professional learning · surveys of students and teachers about changes in classroom practice · classroom observation · performance development.
Future Leader Framework	2.2 In each year of the business plan, school staff with potential to become high performing leaders will be identified and provided with opportunities for growth and development.
3. SAFE AND SUPPORTIVE LEARNING ENVIRONMENT	
Attendance	3.1 In each year of the business plan the total attendance rate will equal or exceed the WA public schools total attendance rate.
A school culture and environment reflecting the ethos of respectful relationships	3.2 In each year of the business plan, the school will show progress towards the implementation of the respectful relationships program as measured by a combination of: <ul style="list-style-type: none"> · participation in related professional learning · surveys of students and teachers · review of, and changes to relevant school policies and procedures.
A culturally responsive school	3.3 In each year of the business plan the school will show progress towards becoming a culturally responsive school, as measured against the Aboriginal Cultural Standards Framework.
	3.4 By the end of 2024 there will be a reduction in the difference between Aboriginal and non-Aboriginal student achievement and attendance data.
4. COMMUNITY ENGAGEMENT AND EDUCATIONAL PARTNERSHIPS	
Parent engagement	4.1 By the end of 2024 the average rating of the following statements in the National School Opinion Survey will be greater than or equal to four. <ul style="list-style-type: none"> · The school has a strong relationship with the local community. · I would recommend this school to others. · I am satisfied with the overall standard of education achieved at this school.
Feeder primary school partnerships	4.2 By the end 2024 the retention of students from feeder primary schools will have increased.

ESPERANCE SENIOR HIGH SCHOOL STRATEGIC PRIORITIES

SUCCESSFUL STUDENTS	EXCELLENCE IN TEACHING & LEADERSHIP	SAFE & SUPPORTIVE LEARNING ENVIRONMENT	COMMUNITY ENGAGEMENT & EDUCATIONAL PARTNERSHIPS
KEY FOCUS AREAS AND BROAD STRATEGIES			
<p>TEACHING AND LEADERSHIP THAT DRIVES EVIDENCE BASED PEDAGOGY</p> <ul style="list-style-type: none"> Use AITSL resources to develop and embed formative assessment and effective feedback practices in teaching programs to promote & enhance assessment for learning. Investigate the use of Brightpath as a formative assessment tool and as a means to track student growth over time. <p>DIFFERENTIATED SUPPORT</p> <ul style="list-style-type: none"> Teaching practice across the school will reflect the belief that all students are capable of learning successfully. Student achievement, attendance and behaviour data is used to differentiate curriculum at an individual, group and class level. <p>PATHWAYS FOR THE 21ST CENTURY</p> <ul style="list-style-type: none"> Provide a number of different curriculum pathways in Years 11 and 12 to cater for all academic abilities. <p>LITERACY & NUMERACY</p> <ul style="list-style-type: none"> A whole school literacy / numeracy coordinator will be appointed to develop evidence based literacy and numeracy plans with a focus on supporting teachers to explicitly and consistently teach literacy and numeracy across the curriculum. Review and revise the Literacy / Numeracy support program to ensure it is evidence based and meeting the needs of students. 	<p>TEACHING AND LEADERSHIP THAT DRIVES EVIDENCE BASED PEDAGOGY</p> <ul style="list-style-type: none"> A school wide, evidence based, instructional framework is implemented & adopted by all staff. SCSA curriculum support materials are used to audit current Year 7-10 courses and drive conversations around the impact of current teaching practices. Year 7-10 course outlines are standardised across all faculties to incorporate learning intentions, including literacy / numeracy skills and understandings as well as relevant Aboriginal perspectives. Change the current timetable to maximise teaching and learning time and support the implementation of the school's instructional framework. Professional learning, including classroom observation, is clearly linked to the school's strategic priorities and AITSL Teaching Standards. Implementation of the Western Australian Future Leaders Framework. Review current ICT practices and infrastructure to ensure they are meeting the learning needs of students. <p>DIFFERENTIATED SUPPORT</p> <ul style="list-style-type: none"> Data including learning area grades, standardised tests, diagnostic tools, ATAR results and EST results are used to improve curriculum, teaching and learning programs and pedagogy. <p>PATHWAYS FOR THE 21ST CENTURY</p> <ul style="list-style-type: none"> Investigate ways to increase authentic STEM learning across all learning areas. 	<p>DIFFERENTIATED SUPPORT</p> <ul style="list-style-type: none"> Revise school attendance systems and procedures. Implementation of the Respectful Relationships Education Program. The Aboriginal Cultural Standards Framework is used to support the school in becoming culturally responsive. Student wellbeing data will be recorded in Student Central and used to inform student case management. Continue to offer a diverse range of educational programs to support all students. Review and revise the role of form in supporting student pastoral care. <p>PATHWAYS FOR THE 21ST CENTURY</p> <ul style="list-style-type: none"> Appointment of a Career Practitioner to develop and embed pathway planning across all years, supporting students to transition successfully through education and beyond. <p>LITERACY & NUMERACY</p> <ul style="list-style-type: none"> A Learning Support Coordinator will be appointed to develop a student at educational risk policy detailing procedures and outlining clear responsibilities and consistent approaches to documented planning. 	<p>PARTNERSHIPS</p> <ul style="list-style-type: none"> Build relationships with local Aboriginal organisations to enhance the implementation of the Aboriginal Cultural Standards Framework. Regular promotion of school news on Facebook. Continued review and refinement of current parent communication methods including Connect, the school website and newsletter. Esperance Senior High School is promoted as the school of choice for all feeder primary schools. Continue to develop partnerships with local businesses and organisations to provide workplace learning opportunities for students. Review the school's values to ensure alignment with community expectations and contemporary practice.





ESPERANCE SENIOR HIGH SCHOOL

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