



Department of
Education

D20/0564610

Public education
A world of opportunities

Esperance Senior High School

Public School Review

November 2020



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

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.



<https://creativecommons.org/licenses/by/4.0/>

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



Context

Esperance Senior High School opened in 1966 and is located approximately 700 kilometres south-east of Perth within the Goldfields Education Region.

The school's Index of Community Socio-Educational Advantage is 972 (decile 7). Esperance Senior High School gained Independent Public School status in 2015.

The school is a multi-faceted campus, comprising of a partnership between Esperance Senior High School, Esperance Education Support Centre, Esperance Residential College and the South Regional Tertiary and Further Education (TAFE). This partnership extends the educational opportunities for students, particularly in the Vocational Education and Training areas in senior school.

Student numbers are stable and currently the school enrolls 918 students from Year 7 to Year 12.

A committed School Board and active Parents and Citizens' Association (P&C) support the work of the school.

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 Public School Review of Esperance Senior High School was postponed in Term 2, 2020 and rescheduled for Term 4, 2020, due to the impact of COVID-19.
- The recently appointed Principal endorsed the Electronic Self-Assessment Tool (ESAT) and the judgements made by the leadership team.
- Adjustments were made by the school in the placement of school self-assessment entries in the ESAT to better align with the school business plan.
- The school indicated that the Standard would assist the school's self-assessment processes into the future.

The following recommendation is made:

- Complete annual internal school self-assessment using the ESAT to review the school's improvement agenda against the Standard.

Public School Review

Relationships and partnerships	
<p>Esperance Senior High School is held in high regard by the local community. The school fosters positive relationships and builds mutually respectful partnerships for the benefit of students.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school farm is supported by the local farming community and is a significant contributor to the Agricultural Education Farm Provisions Trust, demonstrating the quality of the program. • The School Board is heavily involved in financial governance but also plays a significant role in the development of the school business plan. • There is an active P&C that is committed to working with the school through the management of the school canteen. • The school provides safe and respectful ways to engage with Aboriginal families. The Clontarf Foundation, Girls Academy and Follow the Dream program each play an important part in supporting the school to connect with the Aboriginal community. • Systems and platforms have been implemented to strengthen communication with parents and the community.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Actively recruit community members to bring an increased breadth of experience to the School Board. • Continue to foster positive working relationships with Aboriginal elders and local Aboriginal groups.

Learning environment	
<p>The school provides a safe and positive learning environment for its students. Staff know their students well and student voice is channelled through the Student Council.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Aboriginal Cultural Standards Framework is considered in whole-school planning with a targeted focus on building cultural awareness and knowledge with staff. • The school actively engages in addressing the mental health of students and staff. There is planning underway to ensure this is not lost with the end of current targeted initiative funding for mental health. • An innovative and sophisticated information system is used by all staff, enabling student services to respond effectively to student needs. • Student behaviour is well managed in the school and is maximising instruction in classrooms.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to increase the school's cultural responsiveness against the Aboriginal Cultural Standards Framework.

Leadership

The school leadership team share a commitment to the school and its students. School planning is robust and change is managed in a timely and considered way.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Recent changes in the executive team have been seamless and respectful relationships and common goals are evident.• Middle leaders have good curriculum knowledge and display an aptitude for innovation.• The longstanding Level 3 classroom teachers' club is developing teacher leaders across the school and other local schools.• The school induction and graduate teacher process is comprehensive and appreciated by new staff as welcoming and informative.• Collaboration in planning is a strength and holds the school in good stead in its intended improvement initiatives.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Explore new ways of structuring delivery of learning programs that support the strategic direction of the school.

Use of resources

Resources are considered an important lever for school improvement. A 'sensitivity and sustainability' approach allows for a future focus on managing school funds.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The manager of corporate services is highly skilled in the management of the student-centred funding model.• Cost centre managers understand how financial decisions relate to whole-school planning.• The school ensures student characteristics and targeted initiative funding is directed to supporting the students for which it is intended.• Careful consideration and planning for fluctuations in student enrolment is reducing the possible impact on school resourcing.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Manage resources with transparency and intent, whilst aligning with the school's strategic direction into the future.

Teaching quality

Esperance Senior High School has a long history of providing quality education to the students of the community. Contemporary pedagogy is a focus for the school moving forward.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The conditions for learning across the school are positive and students are engaged in the learning process. • Students are identified into appropriate senior school courses through effective counselling and pathway planning. • Students with a disability are effectively supported by education assistants in the classroom. Differentiation is monitored by the learning support coordinator, through Individual Education Plans and special educational need reporting. • Classroom observation and feedback play an important part in the performance development and growth of teachers.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Establish a common language and understanding of what effective teaching looks like at Esperance Senior High School to ensure consistency of delivery and reduce classroom variability. • Explore opportunities for students in science, technology, engineering and mathematics (STEM).

Student achievement and progress

Student achievement at Esperance Senior High School has been at or above like schools consistently over time. The school is acknowledged by the community as a quality school.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Data analysis of overall school performance informs whole-school planning and is shared with the School Board. • Australian Tertiary Admission Rank (ATAR) results have been above expected performance over the previous four years. Median ATAR has been above that of WA public schools during this time. • Year 12 student attainment is longitudinally above that of like and WA public schools. • NAPLAN¹ results demonstrate higher achievement in Year 7 and 9 than that of like schools.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore evidence-based whole-school strategies to improve student progress in literacy. • Use a disciplined dialogue process to guide the analysis of student achievement and progress at the learning area and individual teacher level.

Reviewers

Vicki McKeown
Director, Public School Review

Cindy Kerr
Principal, Warnbro Community High School
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 scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy