



Department of
Education

Shaping the future

Esperance Senior High School

Public School Review

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 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 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 has an Index of Community Socio-Educational Advantage of 943 (decile 8).

It currently enrolls 788 students from Year 7 to Year 12 and gained Independent Public School status in 2015.

Esperance Senior High School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Esperance Senior High School was conducted in Term 4, 2020. This 2024 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 review process was viewed as an affirmation of the school's improvement journey and achievements to date as well as an opportunity to identify areas for ongoing growth.
- Self-assessment processes are embedded, reflective of the school's commitment to continuous improvement and to building a sense of collective accountability for student success.
- In preparation for the review, leaders, together with identified staff engaged in reflection and the analysis of student performance data, to identify the school's performance as set against the Standard.
- Feedback and information from the school's previous review was used to shape the school's strategic directions. The leadership expressed their intent to use the 2024 school review process to inform the development of the school's next business plan.
- A broad selection of staff, together with leaders, students, parents, School Board members and P&C representatives contributed enthusiastically to validation day discussions, adding value to the school's Electronic School Assessment Tool (ESAT) submission.
- A school tour provided the review team with an additional opportunity to gain further insights into the school context and aspects of the physical learning environment.

The following recommendations are made:

- In future ESAT submissions prioritise the inclusion of the most up to date student achievement data sets and evidence.
- In preparation for future reviews consider widening the scope of consultation and opportunities for all staff to contribute their ideas and feedback on the school's performance as set against the Standard.

Relationships and partnerships

Underpinned by a clear understanding of the importance of building positive student and staff relationships, the cohesive staff work effectively in teams to identify and meet the needs of students, and to set the conditions for student success.

Commendations

The review team validate the following:

- Among a range of career duties, the careers practitioner provides career education for Year 9 students and coordinates work experience for Year 10 students.
- Valued by the school, the highly skilled Agriculture Advisory Committee provides advice to leaders in relation to effective farm management, planning and operations.
- Recently appointed, a public relations officer has developed a robust plan to support clear communication with the community and has overseen the recent development of the school website.
- The Stars and Clontarf Foundation programs are valued by students and families for the mentoring support and positive connections established with Aboriginal families.
- School Board members understand their governance role and have opportunities for input into policy review and oversight of school performance. The committed P&C representatives advocate strongly for the school and work to establish positive links with the community.

Recommendations

The review team support the following:

- Further engage the voice of the community through a range of differentiated modes, including face to face options, to illicit feedback on school performance, initiatives and provide input to future directions.
- Continue to build staff connections and relationships with Aboriginal families and opportunities to be welcomed into the school.
- Continue to develop the School Board membership profile so that it reflects and represents the diversity of the school community. Continue to provide regular training to members.

Learning environment

A distinct and valuable feature of the school's learning environment is the school farm which provides rich learning opportunities within a unique environment supporting student wellbeing, engagement, and pathways into agriculture. Extensive planning to develop the school's physical environment is underway and the recently developed STEM¹ classrooms are focused on providing access to opportunities for meaningful learning.

Commendations

The review team validate the following:

- Using a MTSS² framework, the school has implemented universal and targeted interventions to support student learning, wellbeing, and positive behaviour. The recently restructured student services team work collaboratively with key stakeholders to identify, plan for and support students at educational risk.
- The school's learning support coordinator manages oversight of planning for students with additional needs, including the development and monitoring of documented plans aligned to individual students. A learning hub provides further support for students with additional needs and maximises their access to curriculum.
- Strategies to support positive student attendance are evident, including collaborative planning with key stakeholders. There is a clear commitment to continue an individualised approach to increase attendance.
- Aboriginal cultural responsiveness is being developed through the work of the Aboriginal and Islander education officer and the Aboriginal Education Committee. Reflection against the ACSF³ is undertaken to inform decision making and staff are supported to include Aboriginal perspectives across the curriculum.

Recommendations

The review team support the following:

- Continue to embed Tier 1 Positive Behaviour Support (PBS) interventions and progress plans for PBS team members to attend Tier 2 training.
- Continue to develop Aboriginal cultural responsiveness through professional learning and opportunities to further shape the culturally responsive learning environment.

Leadership

The school has established a strong distributed leadership model, including a Senior Leadership Team comprised of skilled middle leaders and a number of committees that drive the school's improvement agenda, contributing to shared decision making.

Commendations

The review team validate the following:

- Aspirant leaders appreciate the support they receive from executive leaders and the opportunities made available to them to develop their leadership capabilities through a range of roles and professional learning.
- The building of staff instructional practice is supported through the development of an instructional framework as well as support provided by the literacy and numeracy coordinators and committee members to implement whole-school approaches to teaching literacy and numeracy.
- Staff engage in performance management with links to the school's strategic directions and a focus on using data to inform discussions on student achievement evident.
- Operational plans are developed by middle leaders. Staff indicate that there is clear alignment between strategic, operational and classroom planning.

Recommendations

The review team support the following:

- Continue with the intent to embrace innovation and lead a review of curriculum and STEM delivery to ensure access to opportunities are maximised for all students.
- In developing the next business plan, draw on data and evidence of school performance and engage in broad consultation from staff, families, students, and community members.
- Seek feedback on the school's key imperatives for future development, including opportunities for curriculum innovation and the maximising of student learning and engagement.

Use of resources

Clear oversight of financial management decision making is provided through efficient financial management processes and transparent practices underpinned by a school-wide commitment to student success.

Commendations

The review team validate the following:

- Financial decision making, pertaining to the school farm management and operations, is optimised through regular input from the Agricultural Advisory Committee and the Finance Committee in collaboration with the manager corporate services and Principal.
- An asset replacement planning schedule ensures farm vehicles, machinery and equipment are up to date and fit for purpose.
- An ICT⁴ Committee has been established to systematically and strategically manage ICT. Staff feedback has informed the management and development of computer systems, online platforms, and the provision of technical support to students and staff.
- Resources have been allocated to fund a Learning Support Department encompassing a learning support coordinator and education assistants who provide targeted support for students in line with their needs.
- Workforce planning, including recruitment and workforce development, is clearly aligned to the needs of students and the requisite skill sets of staff. Staff selection for the intervention program, RISE⁵ has been prioritised through considered resource planning and allocation.

Recommendation

The review team support the following:

- Progress the intent to review and implement a timetable model which maximises the use of physical and human resources to provide optimal pathway options for students in line with their needs and aspirations.

Teaching quality

The committed staff demonstrate a clear understanding of the impact of quality teaching on student achievement and progress and the importance of understanding students' learning needs in order to differentiate learning and maximise students' success.

Commendations

The review team validate the following:

- Literacy and numeracy is prioritised across the school. In addition to coordinator support for staff, a handbook, inclusive of worked examples, key vocabulary and a writing framework, assist learning areas to tailor classroom delivery.
- Clear consideration has been given to embedding Aboriginal perspectives into course overviews, curriculum mapping and incursions from traditional owners.
- New staff are effectively supported through a carefully planned induction process as well as mentoring, observation and feedback for newly graduated teachers.
- Students have access to a range of VET⁶ certificates delivered through South Regional TAFE⁷ and on the school site, including the farm and the Automotive Trade Training Centre.
- The school engages in ongoing curriculum review and is working with the SIDE⁸ to deliver subjects such as languages for students.
- Work has been undertaken by the English Department to update Year 10 programs and differentiate assessments, including the implementation of extensive scaffolds to support student engagement and achievement.

Recommendations

The review team support the following:

- Progress intentions to review the current instructional framework with a view to aligning it with the Teaching for Impact initiative.
- Continue to build the capacity of new and existing staff to implement whole-school approaches to teaching literacy and numeracy.
- Continue to collaborate with local intake primary schools to share practice and expertise, maximising opportunities to understand the learning needs of students as they enter the school.

Student achievement and progress

Driven by high expectations, student achievement continues to be at or above like schools across a range of metrics. A clear commitment to rigorous data analysis, a strong case management approach and exacting progress monitoring and tracking, is maximising opportunities for student success.

Commendations

The review team validate the following:

- Student VET certificate qualification levels are high and both WACE⁹ achievement and the school's Median ATAR¹⁰ results exceed like schools.
- As part of the RISE program, Year 7 and Year 8 students engage in a direct instruction reading program which has led to improvements in reading achievement.
- Careful consideration and planning have been undertaken to support student preparation for OLNA¹¹ leading to strong OLNA performance.
- Following case management and support, the school has reported a significant increase in the number of Aboriginal students achieving the OLNA standard.
- NAPLAN¹² results demonstrate performance by Year 7 and Year 9 students as being above their peers in like schools in numeracy, reading, writing, and grammar and punctuation.

Recommendations

The review team support the following:

- Consider the use of the Secondary Metrics to support the identification of students' needs, inform pathway planning and determine post school pathways in conjunction with families and students.

Reviewers

Kim McCollum
Director, Public School Review

Janice Stone
Principal, Pinjarra Senior 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Multi-Tiered System of Supports
- 3 Aboriginal Cultural Standards Framework
- 4 Information and communications technology
- 5 Reading Initiative for Student Excellence
- 6 Vocational Education and Training
- 7 Technical and Further Education
- 8 School of Isolated and Distance Education
- 9 Western Australian Certificate of Education
- 10 Australian Tertiary Admission Rank
- 11 Online Literacy and Numeracy Assessment
- 12 National Assessment Program – Literacy and Numeracy