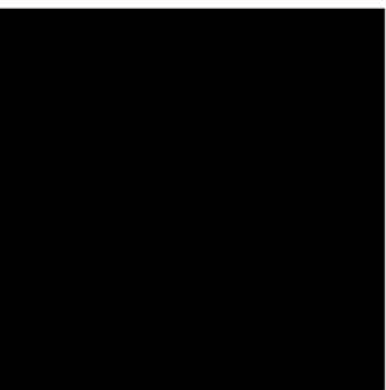
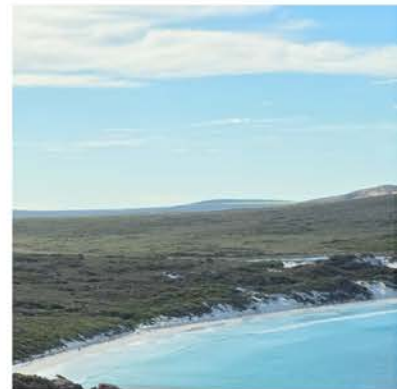




ESPERANCE SENIOR HIGH SCHOOL

STRATEGIC PLAN

2026 – 2028

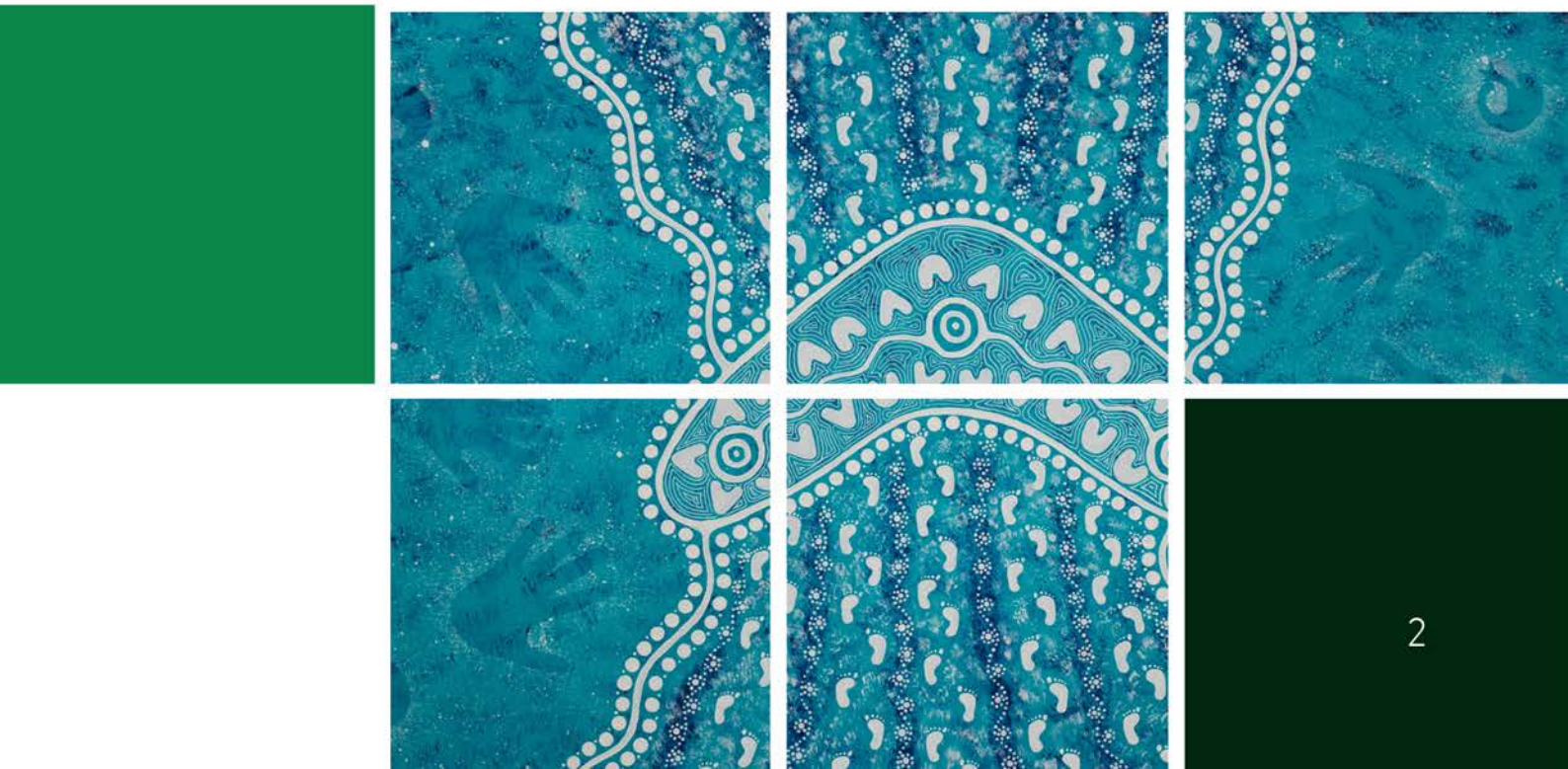


ACKNOWLEDGEMENT

WUDJARI NYUNGAR BOODJA

Ngalel taunn-gak karditch Wudjari Nyungar bridya 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.



CONTENTS

INTRODUCTION	5
OUR VISION	6
OUR VALUES	7
LEADING A CULTURE OF TEACHING EXCELLENCE	8
ENGAGED, FUTURE READY LEARNERS	10
SAFE, INCLUSIVE, CONNECTED SCHOOL COMMUNITY	12
OUR PLANNING & SELF ASSESSMENT CYCLE	14
OUR TARGETS	15





INTRODUCTION

Esperance Senior High School is a proud, regional public school on Western Australia's stunning south-east coast, set amid some of the country's most spectacular beaches and national parks.

With the support of our exceptional community, we have for generations, nurtured excellence across academic, sporting, cultural and extra-curricular pursuits.

For over 60 years, the culture of educational excellence at Esperance SHS has aimed to inspire every student to reach their full potential, embrace challenges, and contribute with confidence and pride to both their local community and the wider world.

Building on this strong foundation, our focus as we move forward continues to be on our community, our staff and most importantly, our students. This strategic plan outlines a clear vision for the future, centred on three strategic pillars: continuing to nurture an inclusive and connected school community, leading a culture of teaching excellence, and enabling our students to flourish as engaged, future-ready learners.

We have set bold ambitions and high expectations, because our students deserve nothing less. Our commitment is to prepare them for a dynamic and rapidly changing world, equipping them with the knowledge, skills, and values to thrive – not just in the classroom, but in life.



OUR VISION

To be a **strong community**, creating opportunities for personal excellence.

OUR MOTTO

Knowledge comes, but **wisdom lingers**.



OUR VALUES



SPARK

Our core values embody the beliefs of the school community and guide the behaviours we expect from all school community members.



OUR STRATEGIC PILLARS

LEADING A CULTURE OF TEACHING EXCELLENCE

ENGAGED, FUTURE READY LEARNERS

SAFE, INCLUSIVE, CONNECTED SCHOOL COMMUNITY

LEADING A CULTURE OF TEACHING EXCELLENCE

OVERVIEW

At Esperance Senior High School, our culture of continually striving for excellence in teaching and learning is at the heart of student success. We believe that the quality of teaching has the greatest influence on student learning, and we are committed to ensuring every student experiences effective, engaging, and purposeful instruction in every classroom, every day.

We will lead a culture where effective teaching at Esperance SHS is grounded in a shared belief that every student can succeed. Evidence based, whole-school approaches will promote consistency in high-quality instruction and support the culture of high expectations for all learners. A strong focus on developing literacy and numeracy across all learning areas will ensure students build the foundational skills they need for success. In addition, critical, creative, and higher-order thinking will be explicitly taught to prepare students to solve problems, think independently, and apply their learning in meaningful ways.

Leadership at Esperance Senior High School will play a pivotal role in fostering teaching excellence. Effective instructional leaders will actively support ongoing professional development of all teaching staff. Leaders will communicate shared expectations about what effective teachers believe, know and do. Teachers will be provided with ongoing mentoring, coaching and feedback focused on improving classroom practice, and professional learning to support growth and development. Leadership will be distributed, collaborative, and grounded in a culture of reflection and continuous improvement.

We recognise that staff wellbeing is essential to sustaining excellent teaching. A culture of care, balance, and professional trust will be promoted to ensure our educators feel supported, valued, and empowered in their work. By prioritising both wellbeing and professional growth, we will create the conditions for every teacher to thrive—enabling every student to flourish in turn.



LEADING A CULTURE OF TEACHING EXCELLENCE

STRATEGIES

We will embed evidence based, whole-school approaches to quality teaching and learning as outlined in the Department's Quality Teaching Strategy: Teaching for Impact **so that** consistency of quality instruction is achieved in every classroom, every day.

We will develop the expertise and collective efficacy of our teachers to engage with and share effective approaches to quality teaching **so that** all staff are equipped with evidence-based practices that improve student outcomes and foster professional growth.

We will actively engage with quality teaching initiatives across our system including the Quality Teaching Strategy Partnership with Rossmoyne SHS **so that** connection, collaboration and shared expertise strengthen our teaching practices and drive continuous school improvement.

We will implement an Instructional Coaching model to provide teachers with agency over their professional growth **so that** teachers have dedicated time to reflect on student learning, measure the impact of their teaching, and identify strategies for further improvement.

We will continue to develop and implement whole-school approaches to teaching literacy and numeracy **so that** staff consistently use evidence-based strategies to strengthen students' foundational skills.

We will develop and implement a whole-school Staff Health and Wellbeing Plan, **so that** staff feel supported, valued, and able to sustain the high-impact teaching practices that drive student success.

We will identify aspiring leaders through the Future Leaders Framework, and build their leadership skills and capabilities, **so that** we strengthen our capacity to lead high impact teaching across the school.

We will deliver high quality, evidence based teaching that builds on students' strengths, **so that** every student experiences success, develops a sense of mastery, and achieves their learning potential.



ENGAGED, FUTURE READY LEARNERS

OVERVIEW

At Esperance Senior High School, we are committed to developing students who are not only successful learners, but also confident, capable, and active contributors to their communities. Engaged, Future-Ready Learners is a strategic priority that reflects our focus on equipping students with the skills, abilities, knowledge, and values they need to thrive in a dynamic and interconnected world.

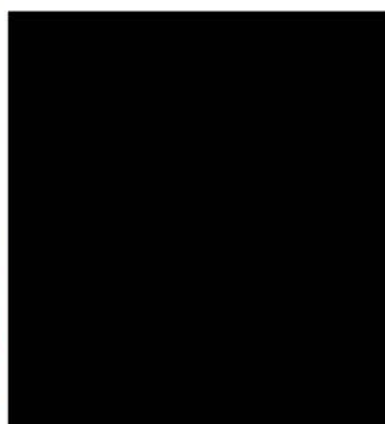
Our students will be supported to develop agency over their learning, taking ownership of their educational journey and shaping their own future, through goal setting, reflection, and informed decision-making. Learning experiences will be purposeful and relevant, promoting curiosity, independence, and resilience.

We will create authentic learning opportunities that connect classroom learning to real-world contexts, ensuring that students can apply their knowledge meaningfully beyond the school environment. These experiences will enable students to see the value in what they are learning and how it prepares them for future pathways, innovations and challenges.

We will nurture the personal attributes that enable students to adapt, persevere, and grow—attributes such as resilience, responsibility, empathy, and a strong work ethic. At the same time, we will build capacity in quality thinking, where students learn to think critically and creatively, solve complex problems, and apply knowledge in new and meaningful ways.

Effective communication and collaboration will be central to learning, across all Learning Areas and year levels. Students will work together to explore ideas, respectfully engage with diverse perspectives, and build positive relationships. In doing so they will develop the confidence to express themselves clearly, and contribute constructively, in both school and community settings.

By placing engagement, relevance, and capability at the centre of learning, Esperance Senior High School will empower all students to become future-ready learners—confident individuals prepared to lead, contribute, and thrive in a changing world.



ENGAGED, FUTURE READY LEARNERS

STRATEGIES

We will develop a whole-school approach to clearly articulate the skills and capabilities our students need to be successful learners now and into their futures by engaging with current educational research and innovative practices **so that** we can broaden definitions of learning success, provide students with agency over their learning, and boost engagement for all students.

We will embed capabilities such as critical, creative, and higher-order thinking as a key part of the curriculum **so that** students are supported to become confident problem-solvers, deep thinkers, and independent learners ready for life beyond school.

We will design and implement a career learning and skills for life program for Year 7 and 8 students **so that** they develop the personal, social, emotional, and career-readiness skills needed to thrive in school and confidently shape their own futures.

We will provide opportunities for all students to develop leadership skills and to demonstrate leadership in ways that matter to them **so that** they build the confidence, skills, and experience to be active, capable, and future-ready citizens.

We will partner with the community to create real world learning opportunities, **so that** students can see the relevance of their studies and be prepared for future pathways, innovations and challenges.

We will actively engage with and explore the effective and ethical use of current technologies to enhance teaching and learning including our school's participation as a Pilot School in the Department's Effective use of Generative AI in WA Schools strategy **so that** our staff and students maintain current digital literacy.

We will integrate digital technologies across learning areas and support students to use ICT confidently, creatively and responsibly, **so that** they are equipped with the skills needed to thrive and succeed in future learning, work, and life.

We will regularly review and revise student pathways and course offerings **so that** all learners have access to relevant, flexible, and future-focused opportunities that support their individual interests, strengths, and aspirations.

We will use the Secondary Metrics to inform pathway planning in partnership with families and students, **so that** each student is supported to aim high and pursue their life and career goals.

We will actively use and promote the Esperance Farm Training Centre to deliver engaging, learning experiences, **so that** students see the real-world value of their studies, and develop the skills needed for future success.



SAFE, INCLUSIVE, CONNECTED SCHOOL COMMUNITY

OVERVIEW

At Esperance Senior High School, we are committed to fostering a safe, inclusive and connected school community where every student feels valued, supported and empowered to succeed. Our students will be active participants in a welcoming environment that celebrates diversity, encourages meaningful relationships, and promotes a strong sense of belonging. Through real-world learning experiences and a culture of inclusion, students will develop the confidence and skills to engage with their peers, school, and the broader community.

As members of the local community, our staff will work in partnership with families, community groups, and local

organisations to support the academic, social and emotional wellbeing of all students. These connections will strengthen the ties between school and community, creating a shared sense of purpose and responsibility for student success.

At Esperance SHS, inclusivity and connection will be underpinned by respectful communication, mutual trust, and a commitment to building positive relationships across all levels of the school. Whole-school approaches will promote active engagement with families and community stakeholders, ensuring our school will be a place where everyone feels welcome, connected, and proud to belong.



SAFE, INCLUSIVE, CONNECTED SCHOOL COMMUNITY

STRATEGIES

We will progress as a culturally responsive school through reflection aligned to the Aboriginal Cultural Standards Framework so that Aboriginal students and their families feel valued and included in the school community, and all students and staff understand the importance of being culturally responsive.

We will continue to implement the Positive Behaviour Support Framework **so that** all students and staff experience a safe, respectful, and inclusive school community where they feel a strong sense of belonging.

We will continue to develop a consistent approach to the case management of students at risk, **so that** their academic, social, and emotional needs are identified early and addressed through coordinated support.

We will enhance our communication and promotion strategies, **so that** staff, students, parents and the wider community are well informed, engaged, and connected to the full range of educational endeavours at ESHS.

We will enable the School Board to seek ongoing feedback from the school community, **so that** community voices help shape the direction of the school.

We will develop the physical learning environment to ensure it is safe, welcoming and reflective of our school's diversity, **so that** all students feel valued, connected, and proud to belong to an inclusive and supportive school community.



OUR PLANNING & SELF ASSESSMENT CYCLE

This Strategic Plan reflects the priorities of the National Agreement for Education, the Alice Springs (Mparntwe) Declaration 2019, the Department of Education’s Strategic Directions for Public Schools, and the findings from the 2024 Public School Review of Esperance Senior High School.

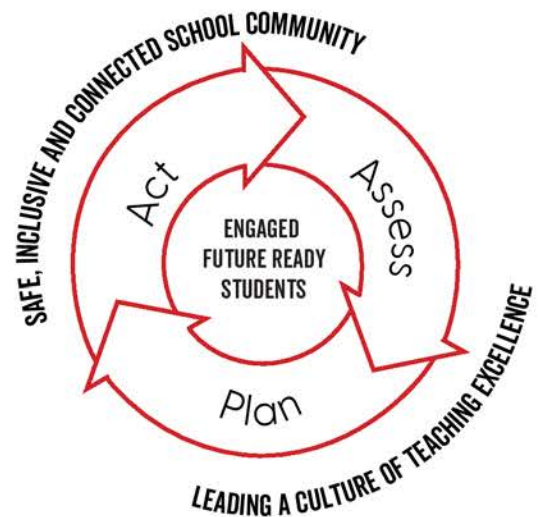
Combined with the input of community members, staff, and students, these guideposts ensure our direction is both ambitious and achievable, draws on and is grounded in evidence, and enables us to lead our school culture so that every learner can belong, excel, and look confidently towards the future.

This strategic plan is supported by operational plans. These plans, when combined with the school’s performance development processes, provide a clear line of sight 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 schools’ strategic priority of engaged future ready learners 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 progress, achievement and school operations.
- Planning to improve student progress and achievement across a broad range of educational outcomes.
- Acting to implement planned improvement strategies.



OUR TARGETS

At Esperance Senior High School, we believe people come first—our students, staff, families, and the wider community. Everything we do is built on strong relationships, a sense of belonging, and working together to create a school where everyone feels valued and connected.

Our three key priorities—building an inclusive and connected community, leading a culture of teaching excellence and preparing engaged, future-ready learners—all work hand in hand. When students feel supported, included, and confident, they are more likely to succeed in their learning and thrive in life.

To reflect this, our strategic plan targets are grouped into two broad focus areas: engagement and wellbeing, and academic achievement. These targets help us track how well we are supporting the wellbeing and connection of our school community, while also ensuring every student can grow, achieve, and be prepared for the future.

ENGAGEMENT AND WELLBEING

All students will:

- report positive trends as measured by the school survey tool
- demonstrate an increase in attitude, behaviour and effort data
- attend at a rate greater than like schools.

Our Aboriginal students will:

- attend at the same rate as non-Aboriginal students.

Our staff will:

- report positive trends as measured by the school survey tool.

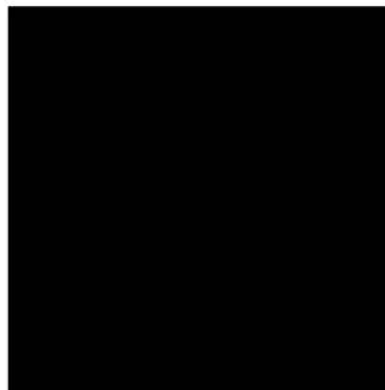
Our parents, carers and community will:

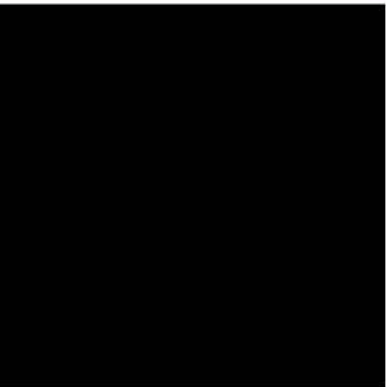
- report a high level of satisfaction with the school as measured by the school survey tool.

ACADEMIC ACHIEVEMENT

Our school performance data will show:

- NAPLAN assessment data indicating progress between Years 7 and 9 stable cohort in reading, writing and numeracy exceeds like schools
- fewer students needing to sit OLNA in Year 11 compared to like schools.
- a WACE achievement rate of 95 per cent
- a narrowing of the gap in achievement between Aboriginal and non-Aboriginal students.





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