



Esperance Senior High School
School Plans
2016



A strong community, creating opportunities for personal excellence

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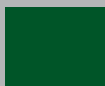
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INFORMATION ABOUT THE SCHOOL

School Plan History

YEAR	PERFORMANCE INDICATORS	PRIORITIES	SIGNIFICANT DEVELOPMENTS
1999 – 2001	Overarching Learning Outcomes (OLOs)	Curriculum Improvement Program Information Technology Performing and Visual Arts Boys in Education	Adoption of the Curriculum Framework's Overarching Learning Outcomes (OLOs) and the Curriculum Improvement Program.
2002	Overarching Learning Outcomes	Curriculum Improvement Program Learning Technologies Teaching and Learning Styles Respect	Planning for the Junior Campus begun, to cater for expanding numbers.
2003	Overarching Learning Outcomes	Curriculum Improvement Program Learning Technologies Values Platform	Emphasis on expanding teaching and learning strategies. Curtin TAFE delivering part of VET courses.
2004	Overarching Learning Outcomes	Curriculum Improvement Program	Upgrade of north wing facilities.
2005	Overarching Learning Outcomes	Curriculum Improvement Program 2	Commencement of the building of the Junior Campus.
2006	Overarching Learning Outcomes of the Curriculum Framework	Curriculum Improvement Program 2	Completion of the Junior Campus. Courses of Study implementation in upper school begun. 100 Schools Project for Information and Communication Technologies (ICT) integration into the classroom.
2007	Overarching Learning Outcomes of the Curriculum Framework	Curriculum: Courses of Study/Years 8 – 10 Learning with ICT Project (100 Schools Project) Junior Campus	Integration of ICT into teaching and learning. Junior Campus consolidation. Courses of Study development and implementation.
2008	Overarching Learning Outcomes of the Curriculum Framework	Aboriginal Education Whole School Literacy Information and Communications Technology Junior Campus/Pedagogy Senior Schooling Engagement Program	Focus on improving the educational outcomes of Aboriginal students. Consolidation of the Junior Campus. Integration of ICT into teaching and learning. Embedding whole school literacy strategies across the school.
2009	Overarching Learning Outcomes of the Curriculum Framework	Aboriginal Education Whole School Literacy Information and Communications Technology Career Education	Improving the educational outcomes of Aboriginal students. Embedding whole school literacy strategies across the school. Integration of ICT into teaching and learning. Development of Career Education across the whole school.

INFORMATION ABOUT THE SCHOOL

School Plan History

YEAR	PERFORMANCE INDICATORS	PRIORITIES	SIGNIFICANT DEVELOPMENTS
2010	Overarching Learning Outcomes of the Curriculum Framework	Aboriginal Education Information and Communications Technology Whole School Literacy	Improving the educational outcomes of Aboriginal students. Integration of ICT into teaching and learning. Embedding whole school literacy strategies across the school.
2011	Overarching Learning Outcomes of the Curriculum Framework	Aboriginal Education Information and Communications Technology Whole School Literacy Whole School Numeracy	Introduction of the IDEAS project for school improvement. Improving the educational outcomes of Aboriginal students. Integration of ICT into teaching and learning. Embedding whole school literacy and numeracy strategies across the school.
2012	Overarching Learning Outcomes of the Curriculum Framework General Capabilities of the Australian Curriculum	Whole School Numeracy Whole School Literacy - Spelling Learning with iPads Resiliency	Planning for the Australian Curriculum. Implementation of the IDEAS project for school improvement. Embedding whole school numeracy strategies across the school. Embedding whole school literacy strategies across the school. Engaging students through interactive technology. Equipping students socially, emotionally and academically with the resiliency skills to reach their potential.
2013	Overarching Learning Outcomes Australian Curriculum General Capabilities of the Australian Curriculum	Whole School Literacy - Spelling Resiliency Learning with iPads Communication	Continue planning for and implementing the Australian Curriculum. Continue implementation of the IDEAS project for school improvement.
2014	WA Curriculum and Assessment Outline Australian Curriculum General Capabilities of the Australian Curriculum	Cooperative Learning eLearning Giving and Receiving Effective Feedback Resiliency - Special Program Communications - Special Program	Introduction of the Australian Curriculum - Phase I. Continue implementation of the IDEAS project for school improvement through trialling peer coaching. Preparing for the introduction of the new WACE 2015-2016. Preparing for the introduction of year 7s into high school in 2015.
2015	WA Curriculum and Assessment Outline Australian Curriculum General Capabilities of the Australian Curriculum	Cooperative learning eLearning Giving and receiving effective feedback.	Implementation of the new WACE 2015-2016. Preparation for the implementation of Phase 2 and 3 of the Western Australian Curriculum.
2016	WA Curriculum and Assessment Outline Australian Curriculum General Capabilities of the Australian Curriculum	Cooperative learning eLearning Giving and receiving effective feedback Resiliency	Consolidation of the new WACE 2015-2016. Preparation for the implementation of Phase 2 and 3 of the Western Australian Curriculum.

School Planning Cycle

The School Report is produced and circulated each year. At the same time, proposals for any new priorities are circulated to staff and the school administration. The School Board determines priorities at the term 4 meeting. This process informs planning for the subsequent year and the School Plan is drafted by the end of February and ratified by the School Board at the end of term 1 each year.

Role of the School Board

The School Board is involved in the following matters. The list is not exhaustive - other functions may be added from time to time.

Setting the strategic direction of the school.

Establish priorities for the School Plan.

Ensure budget allocation of finances reflect priority areas.

Endorse the School Plan.

Monitor the progress of school priorities.

Monitor financial reports.

Approve increases in school contributions and charges.

Participate in the school's Self-Assessment Plan and Review processes.

School Board Meetings	Time	Purpose
1	Term 1	Finalise and endorse the School Plan and Annual School Report.
2	Term 2	Progress report on strategies to address school priorities.
3	Term 3	Progress report on strategies to address school priorities.
4	Term 4	Analysis of student performance data and draft of the Annual School Report. Set priorities for the following year and review the draft Annual School Report.

1. LEARNING AND TEACHING

a. Opportunity to Learn

Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.

- Do you model processes to students?
- Do students set explicit goals?
- Are students actively engaged in the learning experiences?
- Is learning based on authentic experiences?

b. Connection and Challenge

Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

- Is background knowledge taken into account?
- Does learning include a variety of experiences?
- Does learning pose problems to challenge current ways of thinking?

c. Action and Reflection

Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.

- Are higher order thinking and critical analysis occurring?
- Are students talking about their thought processes?
- Are there regular opportunities to reflect on what has been learned?

d. Motivation and Purpose

Learning experiences should be motivating and their purpose clear to the students.

- Have students been involved in the planning and assessment processes of their learning experiences?
- Are students motivated to learn?
- Are skills and knowledge to be learnt made explicit and are processes understood?
- Have you incorporated new teaching and learning strategies into your learning program?

e. Inclusivity and Difference

Learning experiences should respect and accommodate differences between learners.

- Is Australia's multicultural background acknowledged?
- Are different learning styles taken into account?
- Will the students be equipped to use technologies of the 21st century?

f. Independence and Collaboration

Learning experiences should encourage students to learn both independently and from and with others.

- Are there regular learning experiences that involve individual and group work?
- Are students developing skills to become autonomous learners in the real world?

g. Supportive Environment

The school and classroom setting should be safe and conducive to effective learning.

- Does the classroom provide a safe learning environment?
- Are the students positively encouraged to learn?

2. ASSESSMENT

a. Assessment should be an integral part of Teaching and Learning

Assessment should arise naturally out of the teaching and intended learning of the curriculum.

- Does the assessment help students to understand where they are in their learning, what they need to learn next as well as identify any misunderstandings or misconceptions that they may have?

b. Educative

Assessment practices should be educationally sound and contribute to student learning.

- Does the assessment feedback provide explicit information to the student about how they could improve?
- Does the assessment encourage in-depth and long-term learning?
- Are assessment criteria made available to students?
- Are students involved in the assessment process?

c. Fair

Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

- Does the assessment assess what it is supposed to assess?
- Are a variety of assessments used to cater to different learning styles of students?

d. Assessments should be designed to meet their specific purposes

Information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and formative purposes (assessment for learning).

- Summative assessment involves assessment procedures that aim to determine students' learning at a particular time.
- Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities.

e. Assessment should lead to informative reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student.

- Is the assessment an accurate synopsis of student performance and the judgements of student achievement reliable?

f. Assessment should lead to school-wide evaluation processes

Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data.

- Is student achievement data used to understand past student achievement, set explicit targets for improvement and evaluate progress towards those targets?

2.1 Cooperative Learning Operational Plan 2015-2017

Outcome/Target	Self-Analysis	Strategies	Milestones	Resources/Sources of Data
<p>Increase student achievement through the innovative use of cooperative learning strategies.</p> <ul style="list-style-type: none"> • Increase the number of students passing OLNA at their first attempt. • Year 7-9 NAPLAN stable cohort numeracy progress to match or exceed like schools' progress. • Year 7-9 NAPLAN stable cohort reading and writing progress to match or exceed like schools' progress. 	<p>WWW</p> <ul style="list-style-type: none"> • More students at Esperance SHS are passing OLNA by their first attempt than like schools. • The term 4, 2015 survey indicated teachers are using cooperative learning strategies in their classes: 23% occasionally, 37% often, 35% very often, and 6% always. <p>EBI</p> <ul style="list-style-type: none"> • OLNA performance exceeds like schools at the end of each year. • A greater focus on cooperative learning strategies is targeted at differentiating the curriculum and developing literacy and numeracy. • Literacy skills and numeracy progress between years 7 and 9 match or exceed like schools' progress. 	<ul style="list-style-type: none"> • Teachers select appropriate strategies from the cooperative Learning matrix and incorporate them into their planning and programs. • Lighthouse teachers to demonstrate innovative use of cooperative learning at School Development Days, particularly in relation to literacy and numeracy strategies. • Development of specific questions in the staff survey, identifying the types of cooperative learning structures teachers are using. • School development days' activities are based on staff selecting and critiquing cooperative learning activities that differentiate the curriculum, particularly literacy and numeracy strategies. • Investigate external professional development presenters, particularly from the School Special Educational Needs: Disability and/or Dyslexia SPELD. • Liaise with the library manager to develop a bank of cooperative learning resources to be stored in the library and booked out by teachers. 	<p>The cooperative learning matrix is used on school development days.</p> <p>Staff demonstrate cooperative learning strategies on school development days during 2016.</p> <p>The NSOS survey is conducted during term 3, 2016 to be delivered on the August school development day.</p> <p>Two sets of resources are developed for mathematics, English, Humanities and Science by the end of the year.</p>	<p>NAPLAN</p> <p>OLNA</p> <p>National School Opinion Survey, (NSOS)</p>

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.1 Cooperative Learning Operational Plan 2015-2017

Outcome/Target	Self-Analysis	Strategies	Milestones	Resources/Sources of Data
<p>Increase student engagement through the innovative use of cooperative learning strategies.</p> <ul style="list-style-type: none"> 75% of all students either agree or strongly agree with the National School Opinion Survey statement, "My teachers motivate me to learn." At least 50% of staff respond to the staff survey 'as always' or 'often' to the question, "How often do you seek feedback from students about your classroom practice?" 	<p>WWW</p> <ul style="list-style-type: none"> To the 2014 NSOS statement, "My teachers motivate me to learn", 62% of students either strongly agreed or agreed. In the 2015 staff survey, 90% of staff reported using student surveys to gather feedback on their teaching. Of the teachers who used student surveys, 47% only used them occasionally. 	<ul style="list-style-type: none"> Teachers survey students to determine their level of engagement. Teachers select appropriate strategies from the cooperative learning matrix and incorporate them into their planning and programs. Where appropriate, teaching staff incorporate cooperative learning strategies into their performance management goals. Regular demonstration of cooperative learning activities designed to engage students occurs on school development days 	<p>Staff demonstrate cooperative learning strategies on school development days during 2016.</p> <p>The NSOS survey is conducted during term 3, 2016.</p>	<p>National School Opinion Survey (NSOS)</p>
	<p>EBI</p> <ul style="list-style-type: none"> Teachers seek feedback from students more regularly and use this feedback to inform their practice. Teachers use cooperative learning as a way of engaging students in their learning. 			
<p>Increase student wellbeing through the innovative use of cooperative learning strategies.</p> <ul style="list-style-type: none"> 75% of all students either agree or strongly agree with the National School Opinion Survey statement, "I feel safe at this school." 	<p>WWW</p> <ul style="list-style-type: none"> Data from the 2014 National School Opinion Student survey indicated the following: 56% of year 8 students agreed or strongly agreed to the statement, "I feel safe at this school." This is lower than the whole school response of 68% of students either agreeing or strongly agreeing. 	<ul style="list-style-type: none"> Development of specific co-operative learning activities addressing the requirements of the Personal and Social Capability of the Australian curriculum for use across the curriculum. Use of cooperative learning activities during year 7 transition. 	<p>The NSOS survey is conducted during term 3, 2016.</p> <p>Year 7 transition to run during clubs in term 1.</p>	<p>National School Opinion Survey (NSOS)</p>
	<p>EBI</p> <ul style="list-style-type: none"> Teachers regularly using cooperative learning activities to create a safe class environment. 			

Phil Reading: Program Coordinator - School Planning and Curriculum Development

2.2 E-Learning Operational Plan 2015-2017

Outcome/Target	Self-Analysis	Strategies	Milestones	Resources/ Sources of Data
<p>Increase student achievement through the innovative use of information and communication technologies.</p> <ul style="list-style-type: none"> All year 7 to 9 stable cohort students to be at or above the national minimum standards in Reading and Writing. Increase the number of students passing OLNA at their first attempt. Year 7-9 NAPLAN stable cohort numeracy progress to match or exceed like schools' progress. Year 7-9 NAPLAN stable cohort reading and writing progress to match or exceed like schools' progress. 	<p>WWW</p> <ul style="list-style-type: none"> More students at Esperance SHS are passing OLNA at their first attempt than like schools. The staff survey conducted in term 4, 2015 indicated the following: To the statement, "I use e-learning strategies in my classroom", 4% of teachers responded never, 18% occasionally, 39% often, 24% very often, 16% always. 	<ul style="list-style-type: none"> Teachers select appropriate strategies from the e-learning matrix, including the general capabilities, and incorporate them into their planning and programs. Lighthouse teachers to demonstrate innovative use of ICT at school development days, particularly in relation to literacy and numeracy strategies. Development of specific questions in the staff survey to identify the types of e-Learning strategies teachers are using. Where appropriate, teaching staff incorporate e-learning strategies into their performance management goals, particularly e-Learning strategies targeted at improving literacy and numeracy. Develop and promote e-Learning strategies that allow teachers to differentiate the curriculum, particularly for literacy and numeracy strategies. 	<p>Staff demonstrate e-learning strategies at school development days during 2016.</p> <p><i>National School Opinion Survey</i> conducted during term 3, 2016.</p>	<p>NAPLAN and OLNA data.</p> <p>e-Learning matrix</p> <p><i>National School Opinion Survey.</i></p>
	<p>EBI</p> <ul style="list-style-type: none"> OLNA performance exceeds like schools at the end of each year. Staff use e-learning strategies more regularly and specifically for differentiating the curriculum to address literacy and numeracy. Literacy and numeracy progress between years 7 and 9 matches or exceeds like schools' progress. 			
<p>Increase student engagement through the innovative use of information and communication technologies.</p> <ul style="list-style-type: none"> 75% of all students either agree or strongly agree with the National School Opinion Survey statement, "My teachers motivate me to learn." At least 50% of staff respond as always or often to the question, "How often do you seek feedback from students about your classroom practice?" in the staff survey. 	<p>WWW</p> <ul style="list-style-type: none"> To the 2014 National School Opinion Survey statement, "My teachers motivate me to learn", 62% of students either strongly agreed or agreed. In the 2015 staff survey, 90% of staff reported using student surveys to gather feedback on their teaching. Of the teachers who used student surveys, 47% only used them occasionally. 	<ul style="list-style-type: none"> Teachers survey students to determine their level of engagement. Teachers select appropriate strategies from the e-learning matrix, including the general capabilities, and incorporate them into their planning and programs. Where appropriate, teaching staff incorporate e-learning strategies into their performance management goals. 	<p>Staff demonstrate e-learning strategies at school development days during 2016.</p> <p><i>National School Opinion Survey</i> conducted during term 3.</p>	<p><i>National School Opinion Survey.</i></p>
	<p>EBI</p> <ul style="list-style-type: none"> Teachers seek feedback from students more regularly and use this feedback to inform their practice. Teachers use e-learning as a way of engaging students in their learning. 			

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.2 E-Learning Operational Plan 2015-2017

Outcome/Target	Self-Analysis	Strategies	Milestones	Resources/Sources of Data
<p>Involve parents and the community in the life of the school through the innovative use of information communication technology.</p> <p>100% of teachers using <i>Connect</i> to provide online curriculum access to students and parents.</p>	<p>WWW</p> <ul style="list-style-type: none"> Professional learning is delivered at the start of 2016 and throughout the year. Some teachers have already begun using Connect with their classes. 2015 staff survey indicated 61% of teachers had used Connect. <p>EBI</p> <ul style="list-style-type: none"> All teachers are using Connect. 	<ul style="list-style-type: none"> Professional development to be provided by ICT lighthouse teachers on school development days, promoting the use of <i>Connect</i>. Parent access to Connect is granted, allowing parents to log on and access student achievement results. All course and assessment outlines are uploaded onto Connect. Participate in the <i>Connect Now</i> beta test. Investigate use of <i>Connect Now</i> when released. Use of an online booking system for parent interview evenings. Questions are developed for the <i>National School Opinion Survey</i> relating to parents' use of Connect. 	<p>During term 1.</p> <p>During term 1. By the end of 2016. By the end of term 1.</p>	<p><i>Connect</i></p> <p>Staff and parent feedback on the new system.</p>

Phil Reading: Program Coordinator - School Planning and Curriculum Development

2.3 Feedback Operational Plan 2015-2017

Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Increase student achievement across all Learning Areas through the use of timely and effective feedback</p> <ul style="list-style-type: none"> All year 7 to 9 stable cohort students to be at or above the national minimum standards in Reading and Writing. Increase the number of students passing OLNA at their first attempt. Year 7-9 NAPLAN stable cohort numeracy progress to match or exceed like schools' progress. Year 7-9 NAPLAN stable cohort reading and writing progress to match or exceed like schools' progress. 100% of staff use student achievement data to inform practice and provide targeted instruction and feedback. 	<p>WWW</p> <ul style="list-style-type: none"> More students at Esperance SHS are passing OLNA at their first attempt than like schools. 	<ul style="list-style-type: none"> Use the Western Australian Curriculum to develop clear, student friendly course outlines, with explicit criteria and standards that are made available online to students and parents. Use Western Australian Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting the standards of the Western Australian Curriculum and Assessment Outline. Ensuring presenters at school development days model the use of learning objectives and plenaries. Continued refinement of a bank of feedback strategies and proformas stored on the school's intranet for staff to use. Develop a peer observation and coaching process initially to provide professional feedback to teachers. Teachers are to incorporate these strategies into their performance management plans. 	<p>Course outlines on Connect by the end of week 4 each term.</p> <p>Term 4 SDD 2016</p> <p>Phase two of the Western Australian Curriculum is fully implemented by the end of Semester 1 2017.</p> <p>Plan developed by end of Semester 1 2016.</p>	<p>NAPLAN</p> <p>OLNA</p> <p>SIRS</p> <p>National School Opinion survey</p> <p>School planning staff survey.</p>
	<p>EBI</p> <ul style="list-style-type: none"> OLNA performance exceeds like schools at the end of each year. Literacy and Numeracy progress between years 7 and 9 matches or exceeds like schools' progress. 			
<p>Increase students' wellbeing and engagement in learning through the use of effective feedback strategies.</p> <ul style="list-style-type: none"> 100% of teaching staff incorporate classroom observation into their performance management plans. 75% of students either agree or strongly agree to the NSOS statement, "My teachers provide me with useful feedback about my school work." 50% of teachers respond as always or often to the question, "How often do you seek feedback from students about your classroom practice?" 	<p>WWW</p> <ul style="list-style-type: none"> To the statement, "My teachers provide me with useful feedback about my school work", 65% of students either agreed or strongly agreed. Twenty-two per cent of students neither agreed nor disagreed, indicating a large number of students are unsure of what effective feedback is. 	<ul style="list-style-type: none"> Development of a classroom observation and mentoring plan is developed, with explicit targets based on student achievement, wellbeing and engagement. Teachers write learning objectives on the board at the start of each lesson Teachers use plenaries and other formative assessment strategies, to gather feedback from students. Refine delivery of the National School Opinion survey to ensure more valid data. For example, develop sample groups of students and parents who can be tracked through years 7 -12. 	<p>National School Opinion Survey completed in term 3.</p>	<p>National School Opinion Survey (NSOS)</p>
	<p>EBI</p> <ul style="list-style-type: none"> More students are aware of what effective feedback is. Teachers use a range of effective feedback strategies. The National School Opinion survey is used more strategically. 			

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.4 Whole School Literacy Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Improve the literacy and numeracy skills of students across the whole school.</p>	<p>WWW</p> <ul style="list-style-type: none"> Having two teachers and an education assistant currently appointed to the program. The literacy and numeracy program established in 2015, involving withdrawal of students from regular classes. Student attendance and participation in the program has increased. 	<ul style="list-style-type: none"> Identify year 7, 8 and 9 students who are at or below the National Minimum Benchmark and/or ranked in the lowest 20-30% on Reporting to Parents data (resourced dependent) to engage them in explicit teaching. Build literacy and numeracy classes into the regular timetable. Refine and modify a Response to Intervention model for students below the National Minimum Standard for NAPLAN and at risk of not meeting the OLNA standards. Students identified according to need, based on NAPLAN and Reporting to Parents data. 	<p>Classes ready to run week 1 Term 1, 2016 and continuing into 2017.</p> <p>Group Education Plans are developed for each identified student.</p> <p>FTE allocated for years 7, 8 and 9, including an administrative component continuing into 2017.</p> <p>Assessment and monitoring tools are in place and utilised by the end of term 1.</p>	<p>FTE allocation 1.2</p> <p>FTE increasing to minimum of 1.4 in 2017.</p> <p>NAPLAN and Reporting to Parents data are collated.</p> <p>Funding to purchase assessment and monitoring tools.</p>
	<p>EBI</p> <ul style="list-style-type: none"> The program is timetabled rather than the current withdrawal process. The program continues into year 9 and 10. Monitoring tools are developed and resourced. There is appropriate professional learning for teachers and education assistants. 			
<p>Staff understand and engage with student data analysis and review.</p>	<p>WWW</p> <ul style="list-style-type: none"> The support from all stakeholders to establish the program. The recognition amongst stakeholders of the importance of utilising data to guide planning and delivery of the program. 	<ul style="list-style-type: none"> Development of literacy and numeracy selection procedures. Investigate strategies to collect literacy and numeracy data on students who do not have year 5 NAPLAN data available through the Department's Education Assessment and Reporting Software (EARS). The Special Education Needs (SEN) function in Reporting to Parents is used to report on students for Semester 1. Analyse 2016 NAPLAN data to identify progress of students in the program and compare this progress with students not in the program. 	<p>Procedures completed by the end of term 1</p> <p>Students without data are identified during term 4, 2016.</p> <p>Students' group education outcomes are reported on at the end of Semester 1.</p> <p>Data are analysed and responded to during term 3.</p>	<p>Reporting to Parents</p> <p>NAPLAN data</p>
	<p>EBI</p> <ul style="list-style-type: none"> The current processes for student selection are refined. Data is used more efficiently. Reporting to parents is utilised to allow for finer grained reporting against group education plan outcomes. 			

2.4 Whole School Literacy Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Improve the literacy and numeracy skills of students across the whole school, with a particular focus on writing skills.	WWW <ul style="list-style-type: none"> The collaboration with the Heads of Department of Mathematics and English. The creation of a text rich classroom. The current explicit teaching used in the program. 	<ul style="list-style-type: none"> Year 7, 8 and 9 students will have regular exposure to NAPLAN questions. Students in support classes will receive explicit literacy and numeracy instruction. Literacy and Numeracy support teachers will collaborate with English and mathematics faculties to link programs, where possible, and determine best practice teaching strategies. Further development of a text-rich learning environment, including the use of manipulatives, word walls, games, etc. Teachers and education assistants to engage in professional learning to improve teaching capacity. Where appropriate, incorporate this professional learning into teachers' and education assistants' performance management. 	<p>Explicit teaching based on group education plan outcomes.</p> <p>NAPLAN practice is incorporated into programming and assessment.</p> <p>Purchase and creation of classroom displays.</p> <p>Performance management is completed by teachers and education assistants during term 1.</p>	<p>FTE allocation</p> <p>NAPLAN and Reporting to Parents data are collated.</p> <p>Funding to purchase assessment and monitoring tools.</p>
	EBI <ul style="list-style-type: none"> There is continued collaboration that also includes classroom teachers. There is further improvement in the text-rich environment with age appropriate displays. Best practice assessment resources are utilised. 			
Strategic Priority Four		Profile		
Enhance the profile of the literacy and numeracy program both within the school and the community.	WWW <ul style="list-style-type: none"> The progress made during 2015 in the establishment of the program. 	<ul style="list-style-type: none"> Development of literacy and numeracy selection procedures. Presentation at whole school staff meetings about the literacy and numeracy support program. Develop end of term student reward activities to recognise student achievement and encourage students to strive for personal excellence. 	<p>Procedures completed and presented to staff by the end of term 1.</p>	<p>Time to present at whole school staff meeting week 8, term 1.</p>
	EBI <ul style="list-style-type: none"> There is greater awareness of the program, including its purpose and procedures. Students and parents value the program as a way of achieving personal excellence. 			

Wendy Norris: Literacy and Numeracy Support Teacher

3.1 The Arts Learning Area Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Improve the literacy skills of students across the whole school, with a particular focus on writing.	WWW <ul style="list-style-type: none"> Structure guides for essay writing incorporating elements and principles of design/construction. Glossaries Word walls 	<ul style="list-style-type: none"> Liaise with the literacy coordinator to access literacy strategies with a particular focus on the following: <ul style="list-style-type: none"> explicit teaching of literacy techniques with a focus on The Arts definition glossaries given to all upper school students and displayed in classrooms modelling essay writing, effective introductions and conclusions as appropriate to each context attention to spelling strategies, editing and proofreading backward mapping of upper school writing requirements to be linked with lower school courses e.g. composition journals, script writing, visual/aural/score analysis. 	All courses contain a writing task by the end of 2016. All staff to produce a definition glossary by the beginning of 2016. 2016 WACE Visual Arts final written scores to be above State and like schools. Introduction of Drama workbooks containing scaffolded reflections and written activities. Introduction of Composition Journals for Music.	Time to liaise with the Literacy Coordinator. Time to create resources and feedback to the Learning Area.
	EBI <ul style="list-style-type: none"> Explicit teaching of literacy standards for Arts writing for the relevant style of writing being implemented, e.g. reports, analysis, evaluation. Ensure all students have definitions and terms for vocabulary that are used in each context. Access expertise on literacy strategies. Create a range of writing activities specific to The Arts, such as reflections, visual and aural analysis, script writing, self/peer observation. 			
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> Upper school analysis is occurring within the Learning Area, school and Learning Area Principal Consultant. Lower school achievement data is used to modify and develop programs. Current moderation processes. 	<ul style="list-style-type: none"> Regular moderation activities take place to ensure grading comparability with State grade distributions. All ATAR data from previous year 12 results are analysed and responded to as required. Staff access NAPLAN data before teaching a new class and incorporate this into their planning of effective teaching and learning. Staff become proficient in accessing and analysing available information and data from SAIS, SIRS and their equivalent. 	A minimum of one lower school moderation activity per semester. Specific time allocated each semester in faculty meetings to analyse data. Incorporation of accessing/analysing data into performance management where required.	Time to moderate and analyse data in faculty meetings. NAPLAN data. ATAR data. Grade exemplars.
	EBI <ul style="list-style-type: none"> Staff are equipped to analyse and act upon patterns seen in data. Staff are aware and familiar with accessing data using SAIS. 			

3.1 The Arts Learning Area Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Increase student achievement and engagement through the innovative use of information and communication technologies.	WWW <ul style="list-style-type: none"> Most subjects have access to a small group of computers and interactive whiteboards. Some specialised programs are being used sporadically. 	<ul style="list-style-type: none"> Where appropriate, teaching staff incorporate e-Learning strategies into their performance management goals and teaching/learning programs. Staff access e-Learning resources and specialised Arts programs and share these at faculty meetings. Staff to be trained in the use of interactive whiteboards and interactive whiteboards are set up in each classroom. Develop the use of Connect to support student learning and feedback to both students and parents. Develop a list of online resources and apps. More access to i-Pads and computers for use in Music/Drama classes. Acquisition of relevant industry-standard ICT software to be incorporated into teaching and learning programs. Specific time is allocated each semester in faculty meetings to review e-learning resources and Connect usage. This is also to be incorporated into performance management if required. The Arts staff to attend e-Learning, Higher Order Thinking, Connect and Interactive Whiteboard professional learning as needed to further develop their skills. Professional learning in the creation of assessment outlines in Reporting To Parents after consensus is reached on common assessment tasks. 	<p>Performance management completed by week 7, term 1.</p> <p>Trade-off time is used for performance management during terms 2, 3 and 4.</p> <p>All staff to have set up basic online resources for students on Connect by Semester 2, 2016.</p> <p>Investigate the purchase of i-Pads for use in Arts classes by 2017.</p>	<p>Time in Learning Area meetings</p> <p>Time to prepare resources as part of the Performance Management cycle.</p> <p>Professional Learning in the effective use of Connect and Interactive whiteboards in the context of the Arts.</p> <p>IT specialists</p>
	EBI <ul style="list-style-type: none"> All staff are familiar with e-learning strategies. All staff are trained in the use of interactive whiteboards. Subjects use Connect to deliver information to students and parents. More access to computers with specialised programs. More use of online programs and applications (apps). Acquisition of industry standard ICT software (e.g. ProTools). 			
Increase student achievement and engagement across all Learning Areas through the use of timely and effective feedback and cooperative learning strategies.	WWW <ul style="list-style-type: none"> Small group work in performance. Verbal feedback. Feedback through newsletters. Phone calls home to parents. Some cooperative learning tasks are currently being used. 	<ul style="list-style-type: none"> Use the Western Australian Curriculum Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. Staff regularly access and use a variety of feedback resources stored on the school intranet such as self and peer evaluation. Staff regularly access and use a variety of cooperative learning resources stored on the school intranet. Return assessments and record results in Reporting to Parents within one week. Early feedback is given to parents for students at risk or achieving poor assessment results. Use Connect to provide parents with ongoing access to student results. Professional Learning in the creation of assessment outlines in Reporting To Parents after consensus is reached on common assessment tasks 	<p>Course outlines are developed by the beginning of 2016.</p> <p>Staff to share use of cooperative learning and feedback strategies in Learning Area meetings each term.</p> <p>Development of pro-forma letters for The Arts for letters of concern and commendation.</p>	<p>SCSA/Australian Curriculum website</p> <p>Reporting to Parents</p> <p>Connect</p> <p>Staff seek help from the Curriculum Program Coordinator to embed cooperative learning into their lessons</p>
	EBI <ul style="list-style-type: none"> Timely feedback and recording of student results. Varied feedback strategies are used. All staff incorporate cooperative learning strategies into lessons. 			

3.1 The Arts Learning Area Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Promote the School in the community.	WWW <ul style="list-style-type: none"> School production. Art exhibitions – Cannery, Esperance Show. Music performances. Community arts involvement. Arts excursions/camps. 	<ul style="list-style-type: none"> A faculty contribution to the Principal’s newsletter each term. Look for opportunities to invite artists into the school (e.g. ArtsEdge) and students become more involved in local community arts. Continued use of the Esperance Express to promote activities and achievements. Increase the number of photos taken and collected of students in Arts classrooms, performances and exhibitions. Increase the number of high-quality community arts performances and exhibitions. Continue arts events within the school. More performances for parents take place within the school. 	Newsletter contribution from The Arts at the end of each term starting in term 1, 2016. At least one school-based arts activity occurs per semester in 2016 and 2017. Increase the retention of students in practical Arts subjects in 2016-2017.	Time to develop activities/events and write articles for the newsletter The Arts camera to take high quality photographs for publicity purposes Funding for excursions/incursions
	EBI <ul style="list-style-type: none"> More arts events within the school community e.g. lunchtimes. More contributions to the school newsletter. Look for more opportunities for excursions/incursions. Increased entry into Arts related competitions. 			
Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Develop relationships between the high school and feeder primary schools.	WWW <ul style="list-style-type: none"> Combined school music ensembles Primary School Music Tour Drama performances for primary school The Music Festival Shared instrumental music teachers 	<ul style="list-style-type: none"> Create an Arts learning community across feeder schools to moderate and ensure consistency of assessment. Arts staff to develop and organise activities between the high school and feeder primary schools. Build on the 2015 work completed with the Combined Primary Band and Guitar Ensemble. Invitations are made to primary schools for performances and exhibitions. Performances at primary schools occur for Music and Drama. 	Arts staff to be involved in developing and organising an Arts event/activity with the primary school(s) in 2016 and 2017.	Time, resources and funds to organise and run Arts activities. Funding for relief, buses etc.
	EBI <ul style="list-style-type: none"> Develop relationships with primary school Arts teachers. More Arts activities for primary school students occur at the high school. More visits to the primary schools by high school Arts students. 			

Brad Oversby: Head of Learning Area - The Arts

3.2 English Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Improve the literacy skills of students across the whole school, with a particular focus on writing.</p> <ul style="list-style-type: none"> Year 7 to 9 NAPLAN stable cohort writing progress to exceed expected growth in comparison to like schools. Year 12 exams' maximising feedback data on short and extended answers to be equal to or exceed the performance of DoE schools 	<p>WWW</p> <ul style="list-style-type: none"> All staff attended a professional learning session with the School Curriculum and Planning Program Coordinator to analyse class data from previous years. The recruitment of two English subject trained staff for 2016. The establishment of relationships with Edith Cowan University and UWA to encourage practicum teachers and graduates to work at Esperance SHS. All 2014 upper school staff attended professional learning sessions with Secondary Pathways and Transition Branch. Appointment of lead teachers for each ATAR course. The school mean exceeded the state mean for extended responses in Stage 2 and 3 English. 	<ul style="list-style-type: none"> Offer data analysis professional learning sessions early in Term 1. Talk to all staff about this in performance management meetings and discuss with year group leaders about monitoring this in Reporting to Parents and Connect. Contact universities again in term 1 to remind them about opportunities to offer teaching practicum placements. Allocate a lead teacher for each course/cohort. The literacy program to be expanded to year 9s in 2016, and year 10s in 2017. Teacher and aide time increased to facilitate this. Examine following up students without NAPLAN data to assist in year 7 placements in 2017. Diagnostic writing assessments are given to year 7s by the end of week 4, term 1 to assist with placement in the literacy program. Establish moderation partners with like schools for all upper school courses in year 12. Annual feedback sessions with the Secondary Pathways and Transition Branch occurs and appropriate action taken. Incorporate feedback into performance management for upper school teachers. English staff to provide support to other departments to develop writing guides/strategies to improve writing in assessment pieces. Develop a writing focus in English. All classes to have 'micro writing' sessions weekly to incorporate grammar in context for all upper school programs – Foundation, General and ATAR. All lower school classes have a focus in term 1. Staff ensure they establish one partner to work with this year from outside the school. These will be established in performance management sessions. 	<p>Program Coordinator runs data analysis during term 1.</p> <p>Literacy Program running from start of the year.</p> <p>Follow up NAPLAN data for those incoming year 7 students during term 4, 2016.</p> <p>Performance management plans developed by week 7, term 1.</p>	<p>School Curriculum and Planning Program Coordinator</p> <p>Performance management plans</p> <p>Teacher and aides – Literacy support program</p> <p>Secondary Pathways and Transition consultant.</p> <p>Perth Modern School Canning Vale College Darling Range College – are partner schools.</p> <p>Teacher Development School micro writing samples accessed.</p> <p>ETAWA Connect Perth Modern School Canning Vale College Darling Range College</p>
	<p>EBI</p> <ul style="list-style-type: none"> Staff incorporate data analysis into their performance management. This whole staff session becomes an annual event. The whole school literacy coordinator continues to provide support on school development days as well as provide support for individual departments to develop subject specific resources. The literacy program is expanded to year 9s in 2016 and year 10s in 2017. There is greater use of external partnerships to assist in moderation and curriculum design and development. Literature extended responses were equal to or above state mean. 			

3.2 English Operational Plan 2015-2017

Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
The number of students achieving reading and writing OLNAs at their first attempt is at or above like schools.	<p>WWW</p> <ul style="list-style-type: none"> The whole school literacy coordinator providing ongoing email support and advice. English staff presented at school development days on reading strategies. The intervention model operating earlier than anticipated. The allocation of education assistant time to support upper school Foundation students to practise OLNAs testing. The number of students prequalifying or passing OLNAs literacy at their first attempts is higher than like schools. 	<ul style="list-style-type: none"> The literacy support program to be expanded to include year 9s. Ongoing monitoring of all students occurs within this program by classroom teachers, literacy support teachers and Curriculum and Planning Program Coordinator. Further support for students identified as at risk of not graduating. An extra time allocation is introduced for English support instead of private study prior to OLNAs testing. Raise the profile and the importance of OLNAs participation. Create an alternate year 10 program, more focused on functional literacy, for pathway two students. Head of Learning Area and other staff to share resources on Connect. Head of Learning Area will provide one-on-one support for staff that are not English teachers, but are supporting at risk literacy students. All teachers of years 10, 11 and 12 will provide opportunities for all students to sit a practice test and inform students of which test/s they will be sitting. Inform parents of students who are in OLNAs categories 1 and 2. Offer further support to all category 1 students by enrolling them in Foundation course in year 11. Education assistant and teacher time for Foundation students is undertaken for up to 9 periods a week. 	<p>The year 9 literacy program is running from the beginning of term 1.</p> <p>NAPLAN data analysed when released by the Department.</p> <p>OLNAs data is analysed and responded to when data is released by SCSA</p>	<p>Literacy support teachers and Curriculum Planning Program Coordinator</p> <p>NAPLAN</p> <p>OLNAs guides</p> <p>NAPLAN</p> <p>SIRS</p> <p>Connect</p> <p>OLNAs Writing guide</p>
	<p>EBI</p> <ul style="list-style-type: none"> The literacy program expanded to year 9s in 2016 and year 10s in 2017. There is support for year 10s in class time in 2016. OLNAs achievement by the end of year 10 and 11 is above like schools. 			
Staff understand and engage with student data analysis and review.	<p>WWW</p> <ul style="list-style-type: none"> The moderation process occurring fortnightly in the department. All 2014 upper school staff attended professional learning session with the Secondary Pathways and Transition Branch. They were commended on school results being in accordance with ATAR Stage 3 and students achieving very highly in Stage 2. 	<ul style="list-style-type: none"> Data analysis and classroom observation are incorporated into performance management plans of all staff members. Moderation occurring within the department at least once a term per year group and common assessment tasks are delivered in each semester. Sample assessments to be saved for staff to make comparisons. Data analysis to be occurring between year group leaders and Head of Learning Area once a semester. Moderation with like schools or Teacher Development Schools for all ATAR subjects for exams is undertaken. Begin building networks with other schools to develop moderation partnerships. 	<p>Performance management plans are developed by week 7, term 1.</p>	<p>Performance management plans</p> <p>Year group leaders</p> <p>ETAWA</p>
	<p>EBI</p> <ul style="list-style-type: none"> Moderation results for Literature are within the acceptable range. Staff consistently incorporate data analysis into their planning. Lower school teachers incorporate similar strategies to upper school for reviewing data. NAPLAN and OLNAs results are above like schools. 			

3.2 English Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Increase student achievement through the innovative use of information and communication technologies.	<p>WWW</p> <ul style="list-style-type: none"> Two staff members incorporated e-Learning into their performance management. E-Learning is evident in all year cohort syllabus documents. There as a particular focus on e-Learning in year 8, with a video being produced and an excursion developed around this. All upper school teachers are using Connect for the General course. The shared drive is more organised into similar categorising in each year level. Three staff attended interactive whiteboard professional learning with ICT staff. 	<ul style="list-style-type: none"> Where appropriate, e-Learning is used to form part of staff performance management goals. All English department staff attend Connect professional learning. Connect to be adopted for all classes with the minimum requirement being to have course and assessment outlines in the Connect library by week 3. Reminders and support offered to staff by peer tutelage. At least two staff members are to trial use of <i>Connect Now</i> on IOS devices with all of their classes. 	<p>Performance management plans developed by week 7, term 1.</p> <p>All relevant resources are placed on Connect by the end of week 3.</p>	<p>ICT</p> <p>All department staff</p> <p>Department of Education</p>
	<p>EBI</p> <ul style="list-style-type: none"> The year 8 program is evaluated early in 2016. New staff members incorporate e-Learning into their performance management. There is an increase in Connect usage for all year levels. New staff to attend interactive whiteboard professional learning where appropriate. 			
Increase student achievement across all Learning Areas through the use of timely and effective feedback.	<p>WWW</p> <ul style="list-style-type: none"> New year 12 course documents have been completed by the end of 2015. The year 11 General course was audited and commended by the School Curriculum and Standards Authority. The year 12 Literature course was audited and signed off by the School Curriculum and Standards Authority. The modifications made to year 11 courses are based on data analysis. The establishment of regular email and phone contact with the School Curriculum and Standards Authority Learning Area Consultants. 	<ul style="list-style-type: none"> Course documents were completed by end of 2015. Staff will email them to the School Curriculum Standards Authority (SCSA) consultants for feedback. English staff will continue to ask for support and guidance from SCSA learning area consultants. Establish networks with other schools and the English Teachers Association to assist in planning, delivery and assessment of new courses. Join the English Teachers of Western Australia Association Facebook page. Encourage department staff to apply for scholarships to State and national conferences. Seek out opportunities for staff to apply for professional learning opportunities. Join appropriate networks on Connect. 	<p>Course documents are ready to be distributed by the end of Week 1, 2016.</p>	<p>SCSA</p> <p>SCSA</p> <p>ETAWA</p>

3.2 English Operational Plan 2015-2017

Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
	<p>EBI</p> <ul style="list-style-type: none"> The continued development of the above relationships to assist in the ongoing development of partnerships for the new year 11 and 12 ATAR courses. Lower school courses reflect v8.1 of the Australian Curriculum 	<ul style="list-style-type: none"> Use the Western Australian Curriculum to develop clear, student friendly course outlines, with explicit criteria and standards that are made available online to students and parents. Use the Western Australian Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. 	Lower school courses reflect v8.1 of the Australian Curriculum by end of Semester 1, 2017.	
Increase student achievement and engagement through the innovative use of cooperative learning strategies.	<p>WWW</p> <ul style="list-style-type: none"> Staff attended two differentiated learning professional learning sessions. The informal surveys of student engagement are being conducted in classes. <p>EBI</p> <ul style="list-style-type: none"> There is continued development of surveys to inform future course planning. Staff incorporate findings into planning documents for next year. The learning area investigates the possibility of differentiating the year 9 and 10 curriculums into upper and lower pathways. Cooperative learning strategies are targeted at differentiating the curriculum. 	<ul style="list-style-type: none"> Continue to use teachers as experts. Seek out differentiation professional learning from within our department/school. Differentiate the year 10 curriculum. Trial new courses and adjust accordingly. Ensure surveys are conducted in year 7 and 10 to inform future directions as these courses have both changed. Create a cooperative learning zone and reading nook in the Junior Campus common area, to encourage differentiation and a comfortable zone for students to read. 	Surveys conducted at the end of units of work.	<p>Library Manager</p> <p>Program Coordinator: School Planning and Curriculum Development</p> <p>Year 10 teachers</p> <p>Survey Monkey</p> <p>Library staff</p>

3.2 English Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Promote the School in the community.	<p>WWW</p> <ul style="list-style-type: none"> • The incursion with published poet Jon Budiselik who worked with seven classes over two weeks. • The use of the school sign. • The promotion of six short story competitions in the notices. • The use of radio interviews and newspaper photos to promote the English department's success at both of the above events. • The success of the Tournament of Minds teams. • The year 8 excursion to promote Esperance and undertake advertising in a rap video. 	<ul style="list-style-type: none"> • Investigate further opportunities for author visits by liaising with the library staff. • Work with the library to develop a strategic plan to promote reading with students and the community. • Continue to look for opportunities to engage with local media to promote student work. • Source subject specialists for the Tournament of Minds. • Appoint a key teacher to oversee the running of the Tournament of Minds and promote this competition in the media and at community organisations. • Run a Tournament of Minds quiz night to raise its profile and funds. • Allocate a staff member to take photos of student work. Email to remind staff to do this toward the end of each semester. • Create a Junior Campus cooperative learning and comfortable reading zone in the common area. • Promote student work and writing competitions on parent night. • Display student work/links on the new home page. • Allocate a staff member to take photos of student work. Email to remind staff to do this towards the end of each semester. • Evaluate excursions and repeat next year if appropriate. Contact the newspaper to promote this. 	Promotion of English work and writing competitions at the parent nights at the end of term 1.	Library staff
	<p>EBI</p> <ul style="list-style-type: none"> • There are more incursions involving authors. • We are able to source subject specialists for the Tournament of Minds. • The profile of reading amongst students and the community was increased. 			

3.2 English Operational Plan 2015-2017

Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Extend partnerships with the local business community to support the sustainability of the school's VET programs.	WWW <ul style="list-style-type: none"> Aurizon presented Health and Safety information for the safety report in the General year 11/12 course. Two retired business people and two employees from local businesses came to interview students in the General year 11/12 English course to provide an authentic interview situation. 	<ul style="list-style-type: none"> Continue to invite community organisations into classrooms, where appropriate. Cohort leaders to look for opportunities in the syllabus each term. Conduct sessions in department meetings to plan this. 	Department meeting minutes to reflect discussions and subsequent planning.	Local community organisations.
	EBI <ul style="list-style-type: none"> There is an increase in the number of representatives from the community visiting English classes. 			
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> All year 11 and 12 General courses and assessment outlines were on Connect in term 1, 2016. Student resources are being placed on Connect ahead of tasks being started. 	<ul style="list-style-type: none"> All syllabus and assessment outlines to be on Connect by week 3, 2016. Staff to encourage student and parent interaction with Connect with letters/emails/phone contact. 	All relevant documents uploaded by the end of week 3.	
	EBI <ul style="list-style-type: none"> Connect is used across all courses and year groups. 			
Extend partnerships into the community to enhance learning opportunities at the school.	WWW <ul style="list-style-type: none"> The visiting poet for all year 7 classes in term 2. The visiting Shakespeare consultant from UWA. The year 8 excursion organised and advertised to promote Esperance. The professional learning from the Teacher Development School at the end of the year. This enhanced our knowledge of grammar strategies and implementation of new courses. 	<ul style="list-style-type: none"> Regular contact with the Teacher Development School to be maintained. Use time on school development days to collaboratively plan incursions and excursions. Ensure all incursions and excursions are promoted through avenues such as the school website, the electronic sign and local media. 	At each school development day, time will be set aside for English staff to collaboratively plan incursions and excursions.	Time on school development days.
	EBI <ul style="list-style-type: none"> Incursions and excursions become a regular part of all English courses. 			

3.3 Health and Physical Education Operational Plan 2015-2017

Strategic Priority One:		Performance		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Staff understand and engage with student data analysis.	WWW <ul style="list-style-type: none"> The moderated differences for Physical Education Studies written and practical components were 2.79 and 0.05 respectively. 	<ul style="list-style-type: none"> All ATAR data from previous and current year 12 results are analysed and responded to as required. Where appropriate, teachers incorporate student performance data into their performance management plans. 	Physical Education Studies teachers meet with the Secondary Transition and Pathways consultant during term 1. Performance management plans are developed and signed off before week 7, term one.	NAPLAN
	EBI <ul style="list-style-type: none"> There is a greater use of NAPLAN and other lower school data to inform teaching practice in years 7-11. 			
Improve the literacy skills of students across the whole school with a particular focus on writing. <ul style="list-style-type: none"> Year 12 Physical Education Studies exam maximising feedback data on extended answers to be equal to or exceed the Department of Education school data. 	WWW <ul style="list-style-type: none"> Year 12 Physical Education Studies extended answer responses were 0.24 above the State mean. 	<ul style="list-style-type: none"> Explicit teaching of purpose, audience and context is tailored to the requirements of Health and Physical Education. Refine and develop literacy strategies for teachers, e.g.: <ul style="list-style-type: none"> ✓ meaning of instructional words ✓ analysing question requirements ✓ modelling excellent written answers ✓ revision using past exams ✓ use of examiners report to provide feedback to upper school students. 		
	EBI <ul style="list-style-type: none"> Relevant Physical Education Studies' writing styles and strategies are taught more explicitly in lower school classes. 			

3.3 Health and Physical Education Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Increase student achievement across all Learning Areas through the use of timely and effective feedback.	WWW <ul style="list-style-type: none"> The common assessments and rubrics that exist for current health and physical education classes. 	<ul style="list-style-type: none"> Use the Western Australian Curriculum to develop clear, student friendly course outlines, with explicit criteria and standards that are made available online to students and parents. Use the Western Australian Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. 	Full implementation including teaching, assessing and reporting by schools will be in place by the end of Semester one 2017.	School Curriculum and Standards website. Time during faculty meetings to develop resources.
	EBI <ul style="list-style-type: none"> Courses reflect the requirements of the new Western Australian Curriculum 			
Increase student achievement through innovative use of ICT.	WWW <ul style="list-style-type: none"> Some staff are using video analysis during physical education lessons. Some staff are using i-Movie during health lessons. 	<ul style="list-style-type: none"> Increase the level of instruction to students on the use of recording devices. This will allow for more analysis of techniques during physical education lessons. Develop and use skills rubrics as checklists to support student video analysis during physical education lessons. 	Increased student familiarity with recording equipment. Increased level of student understanding of observation checklists.	i-Pads
	EBI <ul style="list-style-type: none"> There were more i-Pads available for use. 			
Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Enhance and sustain the profile of physical education within the school and the wider community.	WWW <ul style="list-style-type: none"> The uptake of the new sports uniforms. The spare sports uniforms for students who forget or don't have access to their own. 	<ul style="list-style-type: none"> Reward correct behaviour regarding the wearing of the physical education uniform. Evaluate the physical education uniform policy and procedures and make appropriate changes as required. 	Reduced numbers of students forgetting their physical education uniform.	Staff records of student compliance with the physical education uniform policy and procedures.
	EBI <ul style="list-style-type: none"> Improved consistency across the faculty in the application of the uniform policy. All students bring their physical education uniform 100% of the time. 			

3.3 Health and Physical Education Operational Plan 2015-2017

Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Extend partnerships into the community to enhance learning opportunities at the school.	WWW <ul style="list-style-type: none"> The number and variety of sporting events both at school and in the community. 	<ul style="list-style-type: none"> Continually promote the School within the wider community through positive, warm public relations, appropriate promotional materials, and positive 'word of mouth'. Continue to hold or increase the number of interschool sporting opportunities for students and encourage parents and community members to attend these events. Estimates of numbers of parents attending sporting events should show a gradual and progressive increase. 	Increase in the number of parents attending the 2017 school athletics carnival.	Number of parents attending sporting events.
	EBI <ul style="list-style-type: none"> More parents attend and participate in these events. 			

Craig Snow: Head of Learning Area - Health and Physical Education

3.4 Humanities and Social Sciences Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Improve the literacy skills of students across the whole school, with a particular focus on writing:</p> <ul style="list-style-type: none"> ✓ Year 7 to 9 NAPLAN stable cohort writing progress to exceed expected growth in comparison to like schools. ✓ The number of students achieving reading and writing OLNA standards at their first attempt is at or above like schools. 	<p>WWW</p> <ul style="list-style-type: none"> • The use of glossaries for upper school students. • The incorporation of literacy strategies into courses. • Lower school students are given a range of assessment types in order to develop their writing skills. • Extended writing for all ATAR HASS subjects was above the state mean in 2015. 	<ul style="list-style-type: none"> • Development of glossaries for years 7-10 to strengthen student understanding of content. • Explicit teaching of writing strategies to year 11 ATAR students to develop their examination skills. • Model answers for essay writing, particularly for those students who are ATAR bound in year 10. • Editing and proof reading to become part of inquiry assessments in years 7-10. • Creation of a literacy support class in HASS, with a smaller number of students working on a modified program. • Year 9 HASS classes develop links to the literacy support classes, to develop appropriate programs to support student progress. 	<p>Glossaries are developed for each topic studied in lower school.</p> <p>Staff to provide explicit literacy feedback on extended writing tasks.</p>	<p>Time to develop glossaries appropriate for each topic</p> <p>Time to assess and feedback to the faculty on student progress.</p>
	<p>EBI</p> <ul style="list-style-type: none"> • Lower school students develop glossaries of key terms for each topic they study. • There is a specific HASS literacy support class in year 9. • There is a range of writing activities incorporated into lower school programs. 			
<p>Staff understand and engage with student data analysis and review.</p>	<p>WWW</p> <ul style="list-style-type: none"> • The current analysis of upper school results. • Lower school achievement data is used to set students into year 10 pathways. • The common assessment tasks and moderation activities in years 7-10. 	<ul style="list-style-type: none"> • Use of NAPLAN data to cater for student needs in teaching programs. • Moderation of assessments between experienced and new staff. • Review upper school assessment marking schemes to reduce the difference in the correlation coefficient for Modern History and the moderated difference in Economics. • Review results from Certificate II: Skills for Work after completing the full course. 	<p>One moderation activity per term in years 7-10.</p> <p>Year 12 students complete their certificate by September 2016.</p>	<p>NAPLAN data</p> <p>ATAR data</p> <p>Sample assessment programs from SCSA</p> <p>Time to review the Modern History and Economics mark schemes and the Certificate II course.</p>
	<p>EBI</p> <ul style="list-style-type: none"> • Staff are equipped to analyse and act upon patterns in data. • There is greater use of data analysis in lower school classes. 			

3.4 Humanities and Social Sciences Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Increase student achievement through the innovative use of e-learning strategies.	WWW <ul style="list-style-type: none"> Staff currently incorporate e-learning strategies into their learning programs. Year 11 and 12 classes are supported by the use of Connect. 	<ul style="list-style-type: none"> All staff incorporating e-Learning strategies, in particular Connect, as part of their performance management. Development of e-Learning strategies targeted at improving literacy and numeracy skills. Embedding of inquiry/research projects into programs to develop students' skills as digital citizens (as per the Library Plan). The Asia Wise research task to continue in 2016 for gifted and talented students. 	All staff effectively using Connect in most classes by July 2016. All topics will have an inquiry project embedded by December 2016.	Professional learning with HOD or J. Parker for staff who need to be upskilled in Connect. HOD to monitor use of Connect through regular feedback from staff and through performance management goals. Allocated time to further develop inquiry based assessments for all subjects.
	EBI <ul style="list-style-type: none"> All staff are able to effectively use Connect in all classes. There is greater use of the library to develop student research and referencing skills. 			
Increase student achievement across all learning areas through the use of timely and effective feedback and cooperative learning strategies.	WWW <ul style="list-style-type: none"> The use of the School Curriculum and Standards Authority (SCSA) website to develop new WACE courses. The use of plenaries. The feedback to ATAR students. 	<ul style="list-style-type: none"> Use of SCSA sample programs and assessments to further develop and embed ATAR programs. Develop a library of cooperative learning strategies that can be used across all year groups and classes. Access the support of the library for creation and storage of the resources. Use of the 'box and whiskers' task report sheets on Reporting to Parents (RTP) after each assessment for students to monitor their progress in their upper school subjects. ATAR students to receive 1:1 feedback after semester exams to analyse their progress and areas for improvement. All staff to use Connect to provide students with access to learning materials and their results at home. Use the Western Australian Curriculum to develop clear, student friendly course outlines, with explicit criteria and standards that are made available online to students and parents. Use the Western Australian Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. 	Programs are developed by the end of week 5, term one. Use of Connect by all staff by July 2016. Full implementation by end of Semester 1 2017.	Internal moderation of programs by subject specialists. Access and knowledge of RTP to produce 'box and whiskers' task report sheets. Some professional development (PD) will be required. PD in Connect accessed as required by staff members.
	EBI <ul style="list-style-type: none"> Use of the new cooperative learning room in the library and time to develop more cooperative learning strategies for use in classrooms. 1:1 feedback for all ATAR students after semester exams. Development of the Certificate II: Skills for Work program. Lower school course reflect the requirements of the Western Australian Curriculum and Assessment Outline. 			

3.4 Humanities and Social Sciences Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Promote the School in the community.	WWW <ul style="list-style-type: none"> Special events are currently well publicised throughout the school and community. The organisation of the ANZAC Day assembly. 	<ul style="list-style-type: none"> Creation of an events calendar and the allocation of an events coordinator within the faculty to share the load of planning. Publicise events through the Esperance Express, the school's newsletter and the new website. Look for further opportunities for the students to engage with guest speakers and become active in their local community. 	Calendar of events created by July 2016 that can be used to forward plan for 2017. Contribution by the faculty to the school's website or newsletter once a term.	Allocating the role of 'Events Coordinator' to a member of the faculty. Time to create articles for the newsletter and website.
	EBI <ul style="list-style-type: none"> The faculty provides students with more opportunities to participate in extracurricular events. 			
Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Increase the number of moderation opportunities between the high school and feeder primary schools.	WWW <ul style="list-style-type: none"> Past partnerships with Esperance Primary School for the implementation of the History curriculum. 	<ul style="list-style-type: none"> Investigate opportunities to engage with the local primary schools in a range of HASS focussed activities, e.g. the Kids Teaching Kids program. Investigate the creation of a Connect Community to provide support in the HASS learning area for primary schools. Participation in the Entrenchment project as it launches on November 11. 	Investigate creating a Connect community by October 2016. Entrenchment project launch November 2016.	Time allocated to the investigation of a Connect community.
	EBI <ul style="list-style-type: none"> The faculty developed partnerships with all primary schools (government and non-government) to provide support for the development of HASS programs. 			

Leanne Cassam: Head of Learning Area - Humanities and Social Sciences

3.5 Languages Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Improve the literacy skills of students across the whole school, with a particular focus on writing.	WWW <ul style="list-style-type: none"> Increased use of structure guides for essay writing, glossaries and word walls in Language classes. 	<ul style="list-style-type: none"> Liaise with the literacy coordinator to access literacy strategies. with a particular focus on the following: <ul style="list-style-type: none"> ✓ explicit teaching of literacy techniques with a focus on Languages ✓ definition glossaries given to all students and displayed in classrooms ✓ modelling essay writing, effective introductions and conclusions as appropriate to each context ✓ attention to spelling strategies, editing and proofreading ✓ backward mapping of upper school writing requirements into lower school courses e.g. Composition Journals, script writing, Visual/Aural/ Score Analysis. 	<p>All courses contain a writing task by the end of 2016.</p> <p>All staff to produce a definition glossary by the beginning of 2016 to be given to students.</p>	<p>Time to liaise with the Literacy Coordinator.</p> <p>Time to create resources and feedback to the Learning Area.</p>
	EBI <ul style="list-style-type: none"> Students use definitions and appropriate vocabulary more often. Access of expertise on Literacy Strategies. Create a range of writing activities specific to Languages, such as reflections, Visual and Aural analysis, script writing, self/peer observation. 			
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> Lower school achievement data is used to modify and develop programs. Continue current moderation processes. 	<ul style="list-style-type: none"> Hold regular moderation activities to ensure grading comparability with State grade distributions. Staff access NAPLAN data before teaching a new class and incorporate this into their planning of effective teaching and learning. All staff will become proficient in accessing and analysing available information and data from SAIS, SIRS and their equivalent. Where appropriate, staff incorporate data into their performance management plans. 	<p>A minimum of one lower school moderation activity per semester.</p> <p>Specific time allocated each semester in learning area meetings to analyse data.</p>	<p>Time to moderate and analyse data in learning area meetings.</p> <p>NAPLAN data</p> <p>Grade exemplars</p>
	EBI <ul style="list-style-type: none"> Staff are equipped to analyse and act upon patterns seen in data. Staff are aware and familiar with accessing data using SAIS. 			

3.5 Languages Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Increase student achievement and engagement through the innovative use of information and communication technologies.	WWW <ul style="list-style-type: none"> Staff currently have access to small groups of computers and interactive whiteboards. Some specialised e-Learning language programs are in use. 	<ul style="list-style-type: none"> Where appropriate, teaching staff incorporate e-Learning strategies into their performance management goals and teaching/learning programs. Language staff access e-Learning resources and specialised Arts programs and share these at faculty meetings. Teachers are trained in the use of interactive whiteboards and interactive whiteboards are set up in each classroom. Develop the use of Connect to support student learning and provide feedback to both students and parents. Develop a list of online resources and apps for parents/ students. More access to i-Pads and computers for use in years 8, 9 and 10 French classes. Acquisition of relevant industry-standard ICT software to incorporate into teaching and learning programs (e.g. iMovie, Duolingo, Puppet pals). 	All staff to have a Connect presence by Semester 2, 2016. Interactive whiteboards are set up in the Languages classroom. Investigate the purchase of i-Pads for use in Languages classes by 2017.	Time in learning area meetings Performance management plans Information technology support
	EBI <ul style="list-style-type: none"> All staff are familiar with e-learning strategies. All Learning Area staff are trained in the use of interactive whiteboards. Subjects use Connect to deliver information to students. More access to computers with specialised programs. More use of online programs and applications (apps). Acquisition of industry standard ICT software. 			
Increase student achievement and engagement across all Learning Areas through the use of timely and effective feedback and cooperative learning strategies	WWW <ul style="list-style-type: none"> The feedback given through newsletters. Phone calls home to parents. The cooperative learning tasks currently being used. 	<ul style="list-style-type: none"> Staff regularly access and use a variety of feedback resources stored on the school intranet. Staff regularly access and use a variety of cooperative learning resources stored on the school intranet. Return assessments to students and record in Reporting to Parents within one week. Early feedback to parents for students at risk of achieving poor assessment results. Use Connect to provide parents with ongoing access to student results. Development of pro-forma Languages letters of concern and commendation. Teachers seek assistance from the curriculum Program Coordinator to develop appropriate cooperative learning strategies. 	Staff will use trade off time each term to develop resources and incorporate them into their planning.	School intranet French teaching and learning program
	EBI <ul style="list-style-type: none"> There is timely feedback and recording of student results. A greater variety of feedback strategies are used. All staff incorporate cooperative learning strategies into their lessons. 			

3.5 Languages Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Promote Languages in the school community to increase student engagement and increase the number of students selecting French in years 9 and 10. EBI <ul style="list-style-type: none"> • There are more Language events within the school community. • There are more contributions to the school newsletter. • Staff investigate opportunities for more excursions and incursions. • Increased entry into French related competitions. 	WWW <ul style="list-style-type: none"> • The extracurricular and cross curricular activities such as the Tour de France Trip and French cooking classes. 	<ul style="list-style-type: none"> • A Learning Area contribution to the Principal's newsletter each term. • Look for opportunities to invite former students/parents into the school and students to become more involved in local French celebrations. • Use of the <i>Esperance Express</i> to promote activities and achievements. • Increase in the number of photos taken and collected of students in French classrooms. • Promote languages events within the school. • Develop a base group for a French conversation club. 	Newsletter contribution occurs from French at the end of each term starting in term 1 2016 At least one school-based French activity per semester occurs in 2016. Increase the retention of students in the French option in 2016-2017.	Time to develop activities and events and write articles for the newsletter. Funding for excursions and incursions.
Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Develop partnerships with other learning areas and the community.	WWW <ul style="list-style-type: none"> • The pen pal project for year 7 students with Esperance's twin town school. • French week celebrations. 	<ul style="list-style-type: none"> • Organise students' contributions to French week. • Offer an excursion/trip to Bonjour Perth French Festival (October). • Increase collaboration with Willetton SHS in Perth for development of the French course. 	Students to contribute to the celebrations of Esperance's French week in July.	Funding for relief and buses.
	EBI <ul style="list-style-type: none"> • There is a stronger relationship with the French Twin town committee. • There are more excursions relating to French culture. 			

Anelle Talelo Donjio: Teacher in Charge - Languages

3.6 Mathematics Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
7-9 NAPLAN Numeracy progress to exceed like schools.	WWW <ul style="list-style-type: none"> The NAPLAN Numeracy Progress between Year 5 and 7. The development of extension classes. The implementation of the response to intervention model. 	<ul style="list-style-type: none"> Staff analyse NAPLAN data to identify the strengths and weaknesses of student cohorts. Year 7s, 8s and 9s are to be given more exposure to NAPLAN style questions. Implementation of a year 7 extension class. Implementation of streaming for year 8 classes. Continued refinement of numeracy support classes in years 7, 8 and 9. 	Intervention classes created last year for immediate start in 2016. Year 7 extension classes implemented during term 1.	NAPLAN results. Diagnostic testing of 7 and 8 students. Teacher judgement data on SAIS.
	EBI <ul style="list-style-type: none"> Year 7 to 9 progress was above like schools. 			
The number of students passing OLNA by the end the year to be above like schools.	WWW <ul style="list-style-type: none"> We achieved our target with 62.5% of students passing OLNA numeracy at their first attempt, compared to 55.9% for like schools. The number of boys who have successfully completed OLNA by the start of year 12. 	<ul style="list-style-type: none"> Early identification of students at risk of not passing OLNA, using NAPLAN, teacher judgements, referrals and other available data. Development of targeted intervention strategies based on diagnostic testing of at-risk students. Identify skills and understandings necessary for OLNA achievement. Practise OLNA questions in classes. Teachers emphasise with students the importance of OLNA. Develop teaching resources and monitoring tools that link to the OLNA diagnostic feedback provided by the School Curriculum and Standards Authority. Analyse OLNA diagnostic information. 	Analyses of OLNA performance data when it is available.	OLNA diagnostic information from Student Information System (SIRS) Time
	EBI <ul style="list-style-type: none"> The number of students passing OLNA by the end of each year exceeds like schools. The OLNA numeracy target is reviewed to reflect the ability of individual cohorts. There is an increase in the number of girls passing OLNA. 			
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> The present moderation procedures. The wealth of experience in the department on a variety of upper school courses. 	<ul style="list-style-type: none"> Implement year 12 courses and refine year 11 courses in 2016 based on the analysis of 2015 student achievement data. Analyse student achievement data to track students who are able to pass the new Methods course. Use this information to inform future student subject selection counselling. Network with other schools regarding programs and assessments for the new upper school courses. 	Analysis of Semester 1 exam results.	External exams. Course assessments. SCSA website.
	EBI <ul style="list-style-type: none"> There was more specific direction from SCSA regarding the new year 12 courses. 			

3.6 Mathematics Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Increase student achievement through the innovative use of information and communication technologies.	WWW <ul style="list-style-type: none"> The use of CAS calculators. Most staff are using the interactive whiteboards. 	<ul style="list-style-type: none"> Use interactive whiteboards to instruct lower school students in the use of CAS calculators. Find relevant web sites to use in classes. Develop appropriate e-Learning resources. Ensure innovative resources are shared amongst staff members. Greater use of Connect to share e-Learning resources and activities with students and parents. 	All staff are using interactive whiteboards by the end of the year.	Meeting time Internet
	EBI <ul style="list-style-type: none"> All staff are using interactive whiteboards regularly. 			
Increase student achievement across all Learning Areas through the use of timely and effective feedback.	WWW <ul style="list-style-type: none"> The feedback that is given to upper school students. The use of model exam answers for upper school students. 	<ul style="list-style-type: none"> Use the Western Australian Curriculum to develop clear, student friendly course outlines, with explicit criteria and standards that are made available online to students and parents. Use the Western Australian Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. New course materials to be stored on Connect, allowing students and parent access. 	The revised curriculum (v8.1) is fully implemented by the end of Semester 1 2017.	Time to develop new courses.
	EBI <ul style="list-style-type: none"> Model answers were used across all year groups. Lower school courses are refined to reflect v8.1 of the Western Australian Curriculum. 			
Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Enhance and sustain the profile of the school in the community.	WWW <ul style="list-style-type: none"> Participation in the Australian Mathematics Competition. Our consistently good ATAR mathematics results. 	<ul style="list-style-type: none"> Continue to run and promote the Australian Mathematics Competition. Promote upper school results using avenues such as the school sign, Principal's newsletter and, where appropriate, the local media. Use the school electronic sign to promote mathematics within the school and the broader community. Develop library displays promoting the study and use of mathematics. 	The Australian Mathematics Competition is on July 28 th , 2016	Time Funding for subsidy of the mathematics competition.
	EBI <ul style="list-style-type: none"> The profile of mathematics was raised through displays in the library. 			

3.6 Mathematics Operational Plan 2015-2017

Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Continue to build on the curriculum based partnerships between the high school and local primary schools.	WWW • The partnerships and visits between high school maths staff and some of the local primary schools.	<ul style="list-style-type: none"> • Continued liaison with the local numeracy Teacher Development School to develop action plans for consistency in numeracy approaches between years 5, 6 and 7, specifically for: <ul style="list-style-type: none"> ✓ assessment ✓ classroom structure ✓ core syllabus materials ✓ grading. 	Ongoing	Time Professional development
	EBI • Partnerships were extended to all local primary schools.			

Steven Hill: Head of Learning Area - Mathematics

3.7 Science Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Improve the literacy skills of students across the whole school, with a particular focus on writing.	WWW <ul style="list-style-type: none"> All science staff attended professional learning run by the literacy coordinator during 2015. Staff incorporated spelling and vocabulary activities into the lower school workbooks. The inclusion of definitions in workbooks. All science subjects achieved extended response means above the state mean. 	<ul style="list-style-type: none"> Encourage staff during performance management meetings to make literacy part of their performance management. Liaise with the literacy coordinator to access literacy strategies with a particular focus on the following: <ul style="list-style-type: none"> reading strategies: before, during and after strategies (identifying, inferring, comparing, connecting, summarising, linking, synthesising, evaluating) learning area spelling and vocabulary activities meaning of instructional words (define, classify, compare, contrast) assessing a range of types of answers, including full sentence and extended responses. Collaboration between science staff to make use of their strengths in certain areas, with a particular focus on the following: <ul style="list-style-type: none"> common understanding of interpretation and manipulation of data from graphs developing extended response skills. 	<p>All science staff attend professional learning run by the literacy coordinator.</p> <p>All year 12 science subjects to maintain marks above the State mean for extended responses at the end of the year.</p> <p>More staff members to make literacy part of their performance management.</p>	<p>Time to liaise with the literacy coordinator.</p> <p>Performance management plans</p>
	EBI <ul style="list-style-type: none"> Staff incorporate literacy into their performance management. Science staff collaborate with the whole school literacy coordinator to develop science specific literacy resources. Staff continue working with upper school students on developing their extended response skills. Staff continue working with students on interpretation and manipulation of data from graphs in inquiry skills. 			

3.7 Science Operational Plan 2015-2017

Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Staff understand and engage with student data analysis and review.	<p>WWW</p> <ul style="list-style-type: none"> Lower school moderation activities happened on a regular basis with common assessments. Lower school results compared well with state results. ATAR results were analysed and found to be excellent in all the subjects. All ATAR subjects were above the State mean. Some of the staff accessed the NAPLAN data before teaching their new classes and incorporated this into their lesson planning. <p>EBI</p> <ul style="list-style-type: none"> All science staff attend the professional learning session with the Secondary Pathways and Transition Support consultant. The Program Coordinator: School Planning and Curriculum Development attended a science meeting to deliver professional learning on NAPLAN results. All staff accessed NAPLAN data before teaching their new classes. 	<ul style="list-style-type: none"> Continue with regular moderation activities at faculty meetings to ensure grading comparability with State grade distributions. Strive to reach a higher percentage of A-grade students in year 8 and 9 and also more B-grade students in year 10. All ATAR data from previous year 12 results are analysed and responded to as required. Physics will need to pay close attention to the analysis for even further improvement. Staff access NAPLAN data before teaching a new class and incorporate this into their planning. The Program Coordinator will attend a faculty meeting at the start of the year to deliver professional learning on data analysis. 	<p>A minimum of five lower school moderation activities occur throughout 2016.</p> <p>The Program Coordinator: Curriculum to attend a faculty meeting at the start of the year to deliver professional learning on data analysis.</p> <p>ATAR teachers must attend the professional learning session in term 1 with the consultant from the Secondary Pathways and Transition Support branch.</p>	<p>NAPLAN data</p> <p>ATAR data.</p>
Year 12 exams maximising feedback data on extended answers to be equal to or exceed the performance of the Department of Education (DoE) schools.	<p>WWW</p> <ul style="list-style-type: none"> Year 11 staff reviewed literacy requirements of new upper school courses using School Curriculum and Standards Authority (SCSA) resources. Extensive work on extended responses with upper school students – all year 12 subjects received marks above the State mean for extended responses. Some staff modelled excellent written answers and practised paragraph writing activities. Regular revision happened using past exams. 	<ul style="list-style-type: none"> Year 11 teachers analyse NAPLAN writing data to cater for student needs. Explicit teaching of purpose, audience and context to be tailored to the requirements of learning areas. Refine and develop instructional strategies for teachers: <ul style="list-style-type: none"> ✓ subject specific vocabulary activities ✓ meaning of instruction words ✓ analysing question requirements ✓ modelling excellent written answers ✓ revision using past exams. 	<p>Review of literacy requirements of new upper school courses to be completed by the end of term 1.</p> <p>All year 12 subjects to maintain marks above the State mean for extended responses at the end of the year.</p>	<p>SCSA website.</p>
	<p>EBI</p> <ul style="list-style-type: none"> Year 12 staff review literacy requirements of the new year 12 courses using the School Curriculum and Standards Authority website. All upper school staff model excellent written answers. 			

3.7 Science Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Increase student achievement through the innovative use of information and communication technologies.	WWW <ul style="list-style-type: none"> All Science staff have tried at least one e-learning strategy to increase student achievement e.g. <i>Classmarker</i> and <i>Science by Doing</i>. Lighthouse teachers demonstrated the innovative use of ICT on school development days, e.g. Connect. Two staff members incorporated e-learning into performance management and also assisted other staff members using the same e-Learning strategies such as data loggers. e-learning strategies were shared at faculty meetings. 	<ul style="list-style-type: none"> All teachers select appropriate strategies from the e-Learning matrix and incorporate them into their planning and programs. Lighthouse teachers continue to demonstrate innovative use of ICT at faculty meetings, particularly in relation to literacy and numeracy strategies. Where appropriate, teaching staff incorporate e-learning strategies into their performance management goals. Staff access e-learning resources on the school's intranet and share these with each other. 	<p>All staff must have their Connect classes uploaded and operational by Week 4.</p> <p>All staff to develop and share at least one more e-learning strategy by the end of the year.</p> <p>More staff members to make e-learning part of their performance management</p>	<p>Time at faculty meetings</p> <p>Performance management plans</p>
	EBI <ul style="list-style-type: none"> All Science staff included at least one more e-learning strategy designed to increase student achievement and engagement. Lighthouse teachers within the science faculty to demonstrate innovative use of ICT at school development days, particularly in relation to literacy and numeracy strategies. 			
Increase student achievement through the innovative use of cooperative learning strategies.	WWW <ul style="list-style-type: none"> All staff used cooperative learning strategies and incorporated them into their planning and programs. Some staff members developed cooperative learning strategies that allow teachers to differentiate the curriculum, but not particularly literacy and numeracy strategies. 	<ul style="list-style-type: none"> Appoint two staff members to develop and promote cooperative learning strategies, particularly literacy and numeracy strategies, by providing time for them to work on it. These staff members will then distribute these newly developed, Science based, innovative learning strategies for literacy and numeracy to all staff members during a faculty meeting. Access support from the curriculum program coordinator and library manager to develop subject specific cooperative learning resources. 	<p>Two staff members to develop and promote cooperative learning strategies, particularly literacy and numeracy strategies, by term 2.</p> <p>All staff to use cooperative learning strategies and incorporate them into their planning and programs, specifically for literacy and numeracy, by the end of term 3.</p>	<p>Time (relief) for staff involved to develop literacy and numeracy cooperative learning strategies.</p> <p>Performance management plans</p>
	EBI <ul style="list-style-type: none"> Ask two staff members to develop and promote cooperative learning strategies, particularly literacy and numeracy strategies. Access support from the curriculum program coordinator and library manager to develop subject specific cooperative learning resources. 			

3.7 Science Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Increase student achievement across all Learning Areas through the use of timely and effective feedback.</p>	<p>WWW</p> <ul style="list-style-type: none"> The year 11 General course (Integrated Science) was audited and commended by the School Curriculum and Standards Authority. Year 11 assessments were developed reflecting the standards of the <i>Western Australian Curriculum and Assessment Outline</i>. All new year 12 course outlines and assessment outlines were developed for access by students. All staff used various feedback strategies during lesson time and also during plenaries to gather feedback from students. Most teachers write learning objectives on the board at the start of a lesson. 	<ul style="list-style-type: none"> All staff to mark assessments promptly so that timely and effective feedback can be given. The teachers in charge of units must ensure this. Teachers use student self-assessment strategies after each summative assessment to encourage goal setting and improvement. Finalise the development of clear, student and parent friendly assessment outlines for lower school, using the Australian Curriculum/K-10 Syllabus, and make that available on Connect to students and parents. Staff regularly access and use feedback resources stored on the school intranet. All teachers to write learning objectives on the board at the start of each lesson. Teachers use plenaries and other formative assessment strategies to gather feedback from students. 	<p>The year 11 and 12 General course (Integrated Science) to be audited and approved by the School Curriculum and Standards Authority.</p> <p>All staff to mark assessments promptly from day one so that timely and effective feedback can be given.</p> <p>All new year 12 programs and assessments outlines are developed and available on Connect by week 1.</p> <p>All lower school programs and assessment outlines are developed and uploaded on Connect.</p>	<p>SCSA website</p>
	<p>EBI</p> <ul style="list-style-type: none"> Year 12 teachers liaised with other schools and the <i>School Curriculum and Standards Authority</i> to ensure assessments reflect the standards of the <i>Western Australian Curriculum and Assessment Outline</i>. All teachers write learning objectives on the board at the start of every lesson. All teachers should use student self-assessment strategies after each summative assessment to encourage goal setting and improvement. 			

3.7 Science Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Promote the School in the community.	WWW <ul style="list-style-type: none"> The Science Fair happened successfully in term 3 with huge positive feedback from parents and the community. The Science Fair results were published in the local paper. Primary school year 6 students visited the science are for practical work in the laboratory. Science contributed regularly to the Principal's newsletter with articles on the Science Fair, Cliffs excursion, Brain Bee competition etc. 	<ul style="list-style-type: none"> Investigate ways to increase the number of excursions into the local community. Report back to the community after excursions via avenues such as the electronic sign, the school website and the Principal's newsletter. Continue to facilitate primary school student visits for practical work. Continue to contribute to the Principal's newsletter each term. Investigate whether it is viable to participate in local competitions. Continue to organise a science fair which is open to community members to visit. Appoint a teacher to coordinate the Science Fair, specifically: <ul style="list-style-type: none"> ✓ advertising ✓ publishing in the local paper ✓ inviting community members. 	Organise the science fair in term 3 and publish results in the local paper. Year 6 students to visit the high school for practical work in the laboratory in term 4. Regular science contributions to the Principal's newsletter during the year to promote science in the community.	Community Members External grants Time for staff to organise.
	EBI <ul style="list-style-type: none"> Appoint a teacher to coordinate the Science Fair, specifically: <ul style="list-style-type: none"> ✓ advertising ✓ publishing in the local paper ✓ inviting community members. The science department investigates whether it is viable to participate in local competitions. 			

3.7 Science Operational Plan 2015-2017

Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Increase the number of moderation sessions between the high school and feeder primary schools.	WWW <ul style="list-style-type: none"> Primary school students successfully attended science lessons during term 4. 	<ul style="list-style-type: none"> Continue to facilitate primary school student visits. Appoint at least one science teacher to visit the primary schools to ensure moderation of key concepts, e.g. graphing. 	At least one science teacher to visit local primary schools to ensure moderation of key concepts, e.g. graphing, by the end of term 1.	Primary schools contacts
	EBI <ul style="list-style-type: none"> At least one science teacher should visit the primary schools for moderation purposes. 			
Increase the number of excursions where partnerships of local organisations are involved.	WWW <ul style="list-style-type: none"> The <i>Cliffs</i> excursion for lower school students successfully happened in term 4. The year 11 Biology camp to Fitzgerald River planned to happen in 2016. 	<ul style="list-style-type: none"> Liaise with the Department of Parks and Wildlife and South Coast Natural Resource Management to organise local excursions. Begin to investigate availability of local based work placements for lower school students to attend. Investigate the possibility of including year 12 Biology students in a camp. 	At least two excursions involving partnerships with the local community occur during 2016.	Community organisations
	EBI <ul style="list-style-type: none"> Lower school, science based work experience placements occurred. The Biology camp was extended to include year 12 students. 			

Paul Kruger: Head of Department - Science

3.8 Technology and Enterprise

3.8.1 Agriculture Operational Plan 2015-2017

Strategic Priority One:		Performance		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Improve the literacy skills of students across the whole school, with a particular focus on writing skills.</p> <ul style="list-style-type: none"> The number of students achieving reading and writing OLN standards to equal or exceed the performance average of Department of Education schools. <p>Improve the numeracy skills of students.</p> <ul style="list-style-type: none"> Decrease the number of Category 1 and 2 students who are not meeting the OLN standards in Numeracy. 	<p>WWW</p> <ul style="list-style-type: none"> The flexible learning environment, enables staff to focus on students identified areas of weakness. A 15.4% increase in the number of Farm year 10 students passing OLN reading between March and September. A 25% increase in the number of Farm year 11 students passing OLN between March and September. 	<ul style="list-style-type: none"> Develop an alternative year 10 English program maximising students' opportunities to achieve secondary graduation. Collaborate with the mathematics and English Departments to ensure literacy and numeracy best practice is implemented at the Farm. Investigate numeracy professional learning available from the local Teacher Development School. Collaborate with the Aboriginal Education Coordinator to ensure an Aboriginal Islander Education Officer (AIEO) is timetabled into the year 10 Farm class at least once a week. Ensure students are accessing the Practice and Example OLN tests as part of their OLN preparation. 	<p>Start of Term 1.</p> <p>Ongoing collaboration with the mathematics and English departments.</p> <p>By week 2, term one 2016.</p> <p>Prior to OLN testing.</p>	<p>HoDs of MESH learning areas or 'expert' teachers.</p> <p>Aboriginal and Islander Education Officer (AIEO)</p>
	<p>EBI</p> <ul style="list-style-type: none"> Greater collaboration with the high school in the development and delivery of Farm programs. An increase in the number of Farm year 10 and 11 students passing OLN between March and September rounds of testing. 			
<p>Staff understand and engage with student data analysis and review.</p>	<p>WWW</p> <ul style="list-style-type: none"> Students' level of achievement and NAPLAN data are used when students enter the program. 	<ul style="list-style-type: none"> Student achievement data is obtained and analysed by all teaching staff when students enter the program. Individual or group education plans will then be developed as needed. Work with the School and Department of Education technical support to continue an IT upgrade. Collaborate with literacy and numeracy program teachers at the high school to share student diagnostic data. Use OLN Individual Student Diagnostics from the Student Information Record System (SIRS) after the March round of testing as a basis for the review and refinement of group education plans. 	<p>Terms 1, 2, 3 access to Student Central</p> <p>Access to student data via the school server.</p> <p>As diagnostic information becomes available</p>	<p>Hardware and software upgrades</p> <p>Technical support from school and DoE</p> <p>Individual Student Diagnostics from SIRS</p>
	<p>EBI</p> <ul style="list-style-type: none"> Staff being able to access student data live on site. A deeper analysis of OLN data occurred after the March round of testing. 			

3.8 Technology and Enterprise

3.8.1 Agriculture Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Increase student achievement, wellbeing and engagement through the innovative use of cooperative learning strategies.	WWW <ul style="list-style-type: none"> All teaching staff regularly use cooperative learning strategies as a teaching tool in the classroom. This has been observed during classroom observation. 	<ul style="list-style-type: none"> Teaching staff have completed at least the Foundation component of the Classroom Management Strategies course. The teachers are comfortable using some cooperative learning strategies but the experimentation with at least two other techniques will enable them to broaden the delivery of course material. During term 1, teachers will identify the cooperative learning strategies they wish to use. This will be incorporated into their performance management and observed during classroom observation each term. The Program Coordinator: School Planning and Curriculum Development will conduct professional development with the ATOs and introduce and demonstrate a cooperative learning strategy and observe their progress using these strategies during the year. 	By the end of term 3, the teaching staff will have demonstrated two new cooperative learning strategies each term. ATOs will have demonstrated the use of one cooperative learning strategy by the end of term 3.	In consultation with the Classroom Management Strategies consultant, two new cooperative learning strategies will be identified to be practised for the teachers and one for the ATOs.
	EBI <ul style="list-style-type: none"> Teachers experiment using two different cooperative learning strategies each year and Agriculture Training Officers (ATO) learn to use cooperative learning strategies in their lesson delivery. 			
Increase student achievement, wellbeing and engagement through the use of effective feedback strategies.	WWW <ul style="list-style-type: none"> Staff are using feedback strategies to provide improvement in the areas of literacy and numeracy. 	<ul style="list-style-type: none"> Staff access the bank of feedback strategies available on the school's intranet and introduce two new strategies for 2016. This is to be done after further analysis of student performance data and the identification of the strengths and weaknesses of students in years 10, 11 and 12. 	By the end of term 3, two new feedback strategies have been identified and regularly utilised in the classroom.	The bank of feedback strategies available on the school's intranet, student performance data from the Program Coordinator: School Planning and Curriculum Development, and consultation with the English HOD on literacy strategies.
	EBI <ul style="list-style-type: none"> Staff access new feedback strategies based on the analysis of student performance data. 			

3.8 Technology and Enterprise

3.8.1 Agriculture Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Promote the Esperance Farm Training Centre (EFTC) in the community.	WWW <ul style="list-style-type: none"> The Farm participates in a number of local and state community based agricultural events, including: the Agricultural Primary Awareness Day, the Wagin Woolarama, the Brunswick Cattle Camp, the Esperance Show and the Perth Royal Show. 	<ul style="list-style-type: none"> The Esperance Farm Training Centre achieves an enhanced profile in the Esperance community and wider farming community through its participation in and success at all of the major camps and shows on the agricultural calendar. Participation in these events is promoted via local media, the Principal's newsletter, the school sign and the School's new webpage. 	At the completion of 2016, an activity will be conducted with Wongutha Caps either at their location or the Farm. Articles about the Farm have been posted in the local press and school Newsletter.	Number of excursions
	EBI <ul style="list-style-type: none"> Greater promotion of the above events. 			
Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Extend links between the Esperance Farm Training Centre (EFTC) and the local community.	WWW <ul style="list-style-type: none"> A current partnership exists with the primary schools in Esperance and the Mallee region through the Primary Awareness Day and with the high school in town through visits by the year 7 and 8 students each term. 	<ul style="list-style-type: none"> Continue to develop partnerships between Esperance Farm Training Centre and the Mallee schools through term visits and the <i>Primary Awareness Day</i>. These partnerships could be enhanced by students at the Esperance Farm Training Centre providing tours and formulating worksheets for the primary schools to complete during their visit. Increased collaboration with Wongutha Christian Aboriginal Parents School, another local school with a strong agricultural focus. The Program Coordinator to contact the Principal of Wongutha Caps early in term 1 to organise a suitable time and date for a visit. 	At the completion of 2016, at least one of the local primary schools or Mallee schools have visited the Esperance Farm Training Centre and completed an activity.	Number of primary school visits
	EBI <ul style="list-style-type: none"> The primary schools in the Esperance and Mallee school region experience the Esperance Farm Training Centre. Increased collaboration occurs with the Wongutha Christian Aboriginal Parents School (CAPS). 			

Danny Pollard: Program Coordinator – Esperance Farm Training Centre

3.8 Technology and Enterprise

3.8.2 Business Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
<p>Improve the literacy skills of students across the whole school, with a particular focus on writing skills.</p> <p>Improve the numeracy skills of students.</p>	<p>WWW</p> <ul style="list-style-type: none"> Close relationships with students occur due to fewer numbers of teachers involved. The number of students passing OLNAs at their first attempt exceeded like schools. 	<ul style="list-style-type: none"> Identify skills and understandings necessary for OLNAs achievement. Development of targeted intervention strategies based on diagnostic testing of at-risk students. Analyse data relevant to students studying Business and assist/monitor students' reading and writing progress in their classes. 	<p>OLNA resources are made available to teachers.</p> <p>A Business list is created of OLNAs results after each new test.</p> <p>Business staff are working with at-risk students in their classes to improve OLNAs achievement.</p>	<p>OLNA Individual Student Diagnostics from SIRS</p> <p>Reporting to parents</p> <p>Business OLNAs list</p> <p>OLNA classes established for Business students</p>
	<p>EBI</p> <ul style="list-style-type: none"> Time allocation at school for OLNAs practice, revision and assistance for all year 11 and 12 Business students. The number of students passing OLNAs by the end of the year exceeds like schools. 			
<p>Students demonstrate their capacity to build resiliency skills, set realistic and challenging goals and self-manage their academic learning and behaviour.</p> <ul style="list-style-type: none"> Students monitor their own progress towards the achievement of goals. 	<p>WWW</p> <ul style="list-style-type: none"> Business students have a large percentage of their classes within the Business department, allowing for closer relationships between students and teachers. Business staff maintain close links with parents on students' progress and wellbeing at school. 	<ul style="list-style-type: none"> Incorporate goal setting and resiliency building in Business classes. Special guest speakers provide sessions for students on relevant topics: for example, resiliency, goal setting and careers. 	<p>Students achieving results indicative of their capacity. Fewer behaviour management issues. Behaviour management issues are dealt with promptly and with effective outcomes. Guest speakers are invited to speak to students throughout the year.</p>	<p>Student academic results</p> <p>Reporting to Parents (RTP) and WACE Tracker</p> <p>Behaviour management referrals</p> <p>Guest speakers</p>
	<p>EBI</p> <ul style="list-style-type: none"> Focus on goal setting and resiliency building in Business classes. 			

OPERATIONAL PLANS - LEARNING AREAS

3.8 Technology and Enterprise

3.8.2 Business Operational Plan 2015-2017

Strategic Priority Two: Pedagogy				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Quality teaching and learning is supported across the school through the implementation of the School's Performance and Development Framework Policy and Procedures.</p> <p>Increase student achievement and engagement through the innovative use of information and communication technologies.</p>	<p>WWW</p> <ul style="list-style-type: none"> Use of common ESHS templates for performance management. The use and development of Connect has been occurring since term 4, 2014. 	<ul style="list-style-type: none"> Incorporate the AITSL Performance and Development Framework into Business classes. Professional development to be provided to Business teachers on the use of Connect. Continue use of Connect as a curriculum, assessment, innovative e-Learning tool and feedback source by all Business teachers for all subjects. Trial the use of Connect with parents. 	<p>Performance management cycle is completed on an annual basis.</p> <p>Connect use incorporated into all Business teachers' performance management for all subjects.</p> <p>Connect professional development delivered in term 1, 2016.</p> <p>Business teachers fully utilise Connect in all classes.</p>	<p>AITSL standards</p> <p>Performance management documents</p> <p>Connect</p> <p>Reporting to parents</p>
	<p>EBI</p> <ul style="list-style-type: none"> Staff actively incorporated their performance management into Business classes. Business staff utilised the full range of Connect features. 			
Strategic Priority Three: Partnerships				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Extend partnerships with the local business community to support the sustainability of the school's VET programs.</p>	<p>WWW</p> <ul style="list-style-type: none"> Long established workplace learning systems and relationship with local businesses are in place. A long established whole school system of managing workplace learning exists. 	<ul style="list-style-type: none"> Special guest speakers to provide sessions for students on relevant topics: for example, resiliency, goal setting and careers. Invite local employers to the school to provide career focussed feedback to students. Industry representatives to address students on the importance of 'soft' employability skills and employer workplace expectations. Further develop student skills to successfully transition to employment, e.g. application writing and interview skills. 	<p>Guest speakers and local employers are invited to speak to students throughout the year.</p>	<p>Guest speakers</p> <p>Local employers</p> <p>Career days</p>
	<p>EBI</p> <ul style="list-style-type: none"> Closer links are formed with the business community to enhance VET programs and meet employer recruitment needs. 			

3.8 Technology and Enterprise

3.8.2 Business Operational Plan 2015-2017

Strategic Priority Four: Profile				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Enhance and sustain the profile of the school in the community.	WWW <ul style="list-style-type: none"> Long established workplace learning systems and relationship with local businesses are in place. A long established whole school system of managing workplace learning exists. 	<ul style="list-style-type: none"> Utilise the school's webpage, newsletters, school sign and school events to promote workplace learning placements. 	The school's webpage includes up-to-date workplace learning promotional material. Newsletters, the school sign and school events are used to promote workplace learning placements.	School's webpage School sign School newsletters School events
	EBI <ul style="list-style-type: none"> Workplace learning placements are utilised to promote the students, school and the local businesses that support the program. 			

Cynnamon Harper: Teacher in Charge - Business

3.8 Technology and Enterprise

3.8.3 Computing Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Improve the literacy skills of students across the whole school, with a particular focus on writing skills.</p> <p>Improve the numeracy skills of students.</p>	<p>WWW</p> <ul style="list-style-type: none"> • Computer room is a text rich environment. Access to computers enables students to use helpful features, e.g. spellcheck. <p>EBI</p> <ul style="list-style-type: none"> • Explicit teaching about using helpful features of computers to assist with writing. • Increased focus on assisting at-risk OLNA students. 	<ul style="list-style-type: none"> • Explicit teaching about using helpful features of computers to assist with writing. • Identify skills and understandings necessary for OLNA achievement. • Develop teaching resources and monitoring tools for reading and writing, with reference to the OLNA map. • Development of targeted intervention strategies based on diagnostic testing of at-risk students. • Analyse data relevant to students studying Computing and assist/monitor students' reading and writing progress in their classes. 	<p>OLNA resources available to teachers.</p> <p>A computing list is created of OLNA results after each new test.</p> <p>Computing staff are working with at-risk students in their classes.</p>	<p>OLNA Individual Student Diagnostics from SIRS.</p> <p>Reporting to parents.</p> <p>Reading and writing tasks.</p>
<p>Students demonstrate their capacity to build resiliency skills, set realistic and challenging goals and self-manage their academic learning and behaviour.</p>	<p>WWW</p> <ul style="list-style-type: none"> • Effective systems and procedures to communicate with parents and year coordinators about at-risk students. <p>EBI</p> <ul style="list-style-type: none"> • Specific instruction to assist students with time management. • Use of Connect to submit work. • Rewards for positive behaviour used. 	<ul style="list-style-type: none"> • Time management skills development activities are introduced. • Explore digital options for students to manage time e.g. Calendar function in mobile phones, e.g. phone applications. • Rewards for meeting deadlines. • Use of Connect, including the task submission function to show when an item is submitted. 		<p>Reward stickers and prizes.</p>

3.8 Technology and Enterprise

3.8.3 Computing Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Quality teaching and learning is supported across the school through the implementation of the school's Performance and Development Framework Policy and Procedures.</p> <ul style="list-style-type: none"> Performance management for teachers is based on the relevant AITSL documentation. Student achievement, engagement and wellbeing are enhanced through the use of innovative use of information and communication technologies. Student achievement, wellbeing and engagement are enhanced through the use of cooperative learning and effective feedback. 	<p>WWW</p> <ul style="list-style-type: none"> Teachers are using the Esperance Senior High School Performance Management template. 	<ul style="list-style-type: none"> Incorporate the AITSL Performance and Development Framework into Computing classes. Professional development to be provided to Computing teachers on the use of Connect. Continue use of Connect as a curriculum, assessment and innovative e-Learning tool and feedback source by all Computing teachers for all subjects. Assist teachers from other departments. Provide professional development (PD) for Connect or computer software as needed. Teachers to provide students with the learning objectives for the lesson. Provide PD on cooperative learning strategies. Adjust teaching programs to incorporate when/which cooperative learning strategies will be used. 	<p>Performance management cycle completed on an annual basis.</p> <p>Connect use incorporated into all Computing classes.</p> <p>Learning objectives provided to all students.</p> <p>Teaching programs are adjusted.</p>	<p>AITSL standards</p> <p>Performance Management documents.</p> <p>Connect</p> <p>Reporting to parents</p>
	<p>EBI</p> <ul style="list-style-type: none"> Introduce classroom observation. All computing teachers provide learning objectives at the start of each lesson. Adjust teaching programs to incorporate when/ which cooperative learning strategies will be used. Staff have a toolkit of cooperative learning strategies they can use. 			
Strategic Priority Three		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Extend partnerships into the community to enhance learning opportunities at the school.</p>	<p>WWW</p> <ul style="list-style-type: none"> The new Internet is up and running. 	<ul style="list-style-type: none"> The process and timelines for staff to add content to Connect to be ready for parent use. Introduce an online parent interview booking system. Rollout parent access to Connect. Parents invited to visit year 7 and 8 taster classes. Include questions in the National School Opinion Survey seeking feedback on parent usage of Connect and the School's website. 	<p>Connect for parents made available by the end of term 1.</p> <p>Parents visit year 7 taster classes at the end of each term.</p>	<p>Monitoring of traffic to the school website.</p> <p>National School Opinion Survey.</p>
	<p>EBI</p> <ul style="list-style-type: none"> Parents visit classes. Add new features to the Internet as needed. Parents are accessing Connect. 			

3.8 Technology and Enterprise

3.8.3 Computing Operational Plan 2015-2017

Strategic Priority Four		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Promote the school within the community.	WWW <ul style="list-style-type: none"> • New website is completed. • Connect has been trialled. 	<ul style="list-style-type: none"> • Staff to provide announcements and news for relevant sections of the school's website. • Include questions in the National School Opinion Survey, seeking feedback on parent usage of Connect and the School's website. 	Constant updates for announcements and news are provided.	Staff to provide content National School Opinion Survey
	EBI <ul style="list-style-type: none"> • Maintain website • Add new features • Seek feedback from staff, students and parents about the new website. • Staff provide constant information. • Connect used in all Computing classes. 			

Hillary Duffy: Teacher in Charge - Computing

3.8 Technology and Enterprise

3.8.4 Design and Technology Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Improve the literacy skills of students across the whole school with a particular focus on writing skills.	WWW <ul style="list-style-type: none"> The development of word walls in Technical Graphics and Photography – print rich environment. Involvement of English department staff to assist in analysis and response of exam questions for ATAR students. 	<ul style="list-style-type: none"> Labelling of tool boards throughout all Design and Technology workshops to ensure student familiarity with subject specific language and vocabulary. Requirement of some hand-written work to be submitted as part of student assessment – not all word processed and auto-spell-checked/corrected. 	By the end of 2016.	OLNA data NAPLAN data ATAR results Observation of work Time to liaise with staff to discuss literacy improvement strategies.
	EBI <ul style="list-style-type: none"> Consistency of print across all workshop areas – fully labelled tool-boards throughout. 			
Improve the numeracy skills of students.	WWW <ul style="list-style-type: none"> Explicit teaching of how to measure throughout all Design and Technology workshop classes. Constant teacher assistance with measuring and mental computation strategies. Frequent collaboration with TAFE and the mathematics department staff. 	<ul style="list-style-type: none"> During project marking out stage, ensure students have plans/drawings to work from rather than templates to trace. Ensure plans are appropriate to the student level of understanding. Application of cooperative learning strategies to complete measuring/marking out stages of projects to enable peer assistance for challenging measurement tasks. 	Begin during Semester 1 2016.	OLNA data NAPLAN data ATAR results Observation of work Teacher moderation
	EBI <ul style="list-style-type: none"> Application of more cooperative learning strategies in Design and Technology classes, encouraging high achievers to pass on their knowledge to lower achievers. 			
Data analysed and responded to as required via regular internal moderation.	WWW <ul style="list-style-type: none"> Frequent and informal internal moderation between Design staff teaching similar courses. 2015 Year 12 ATAR Design correlation coefficient of 0.99 for written component. Moderated difference for Year 12 ATAR Design was -0.5 for written and -4.43 for practical (within the + and – range). 	<ul style="list-style-type: none"> Continue regular informal internal moderation and discussion of assessment for both upper and lower school D&T classes. Inter-departmental analysis of exam formats to highlight areas to be addressed. Small group moderation undertaken for ATAR courses. 	During 2016.	Consistent judgements of student work across all Design staff.
	EBI <ul style="list-style-type: none"> Formalise moderation meetings. Development of a simple moderation proforma. Photographically record student work samples to show grading prior to projects being given out. 			

3.8 Technology and Enterprise

3.8.4 Design and Technology Operational Plan 2015-2017

Strategic Priority Two		Pedagogy		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Quality teaching and learning is supported across the school through the implementation of the school's Performance and Development Framework Policy and Procedures.	WWW <ul style="list-style-type: none"> Performance management and the use of ISMART goals and the AITSL standards. 	<ul style="list-style-type: none"> Ensuring the AITSL standards are the basis for performance management. Performance development goals are relevant and specific to the D&T learning area. Where appropriate, inter-departmental peer observation will be incorporated into the staff's performance development goals. 	Throughout 2016.	Peer/colleague feedback Performance management review
	EBI <ul style="list-style-type: none"> Formal peer observation is linked with performance management. 			
Increase student engagement and achievement through the use of timely and effective feedback.	WWW <ul style="list-style-type: none"> Frequent in-class formative assessment and feedback given to students about the progress of their practical work. 	<ul style="list-style-type: none"> Intra-departmental peer observation – observing a colleague running a short activity in a subject where your teaching load is minimal. This ensures teacher familiarity of content across all of the Design and Technology learning area. Use the Western Australian Curriculum to develop clear, student friendly course outlines, with explicit criteria and standards that are made available online to students and parents. Use the Western Australian Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. 	By the end of 2016. Full implementation by the end of Semester one 2018.	Peer/colleague feedback
	EBI <ul style="list-style-type: none"> There is more feedback and self-review through peer observation. Courses reflect the requirements of the new Western Australian Curriculum. 			
Increase student engagement and achievement through the innovative use of information and communication technologies.	WWW <ul style="list-style-type: none"> Students engaged in engineering and technologies through the use of 3D printers in Technical Graphics. 	<ul style="list-style-type: none"> Incorporate the production of 'F1 in Schools' vehicles into the year 10 Technical Graphics program through the 3D printing of F1 vehicles. Visit local primary schools to introduce and promote the project to younger students and drum up interest and engagement in STEM from a young age. 	By the end of 2016.	Numbers of students selecting technical graphics. Interest in the program from primary schools.
	EBI <ul style="list-style-type: none"> 3D printers could be incorporated into the production of models for the 'F1 in Schools Program'. There is greater use of more advanced computer numerical control production of balsa wood models which would enable ESHS to compete in the 'F1 in Schools Program'. 			

3.8 Technology and Enterprise

3.8.4 Design and Technology Operational Plan 2015-2017

Strategic Priority Three		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Extend partnerships with the local business community to support the sustainability of the school's VET programs.	WWW <ul style="list-style-type: none"> In 2015 50% of VET construction, automotive and metals students received employment/apprenticeships within the trades areas. 	<ul style="list-style-type: none"> Ensure current VET employers receive appropriate thanks for their assistance to our programs – end of year function and individual thank you letters. Transitioning students into VET courses – Invite local trades industry representatives and trainers to discuss requirements with students - ensures students are prepared appropriately for Certificate training and Workplace Learning. Continue running Try-a-Trade days for lower school students to develop student engagement from a younger age. 	By the end of 2016.	The number of VET students receiving apprenticeships. The number of VET students completing Certificate II and graduating at the end of year 12.
	EBI <ul style="list-style-type: none"> All students were in WPL placements by the start of the year. 			
Develop partnerships between the high school and local primary schools.	WWW <ul style="list-style-type: none"> Design staff play an important role in the primary school transition program. 	<ul style="list-style-type: none"> Visit local primary schools to introduce and promote the 'F1 in Schools' project to younger students and increase interest and engagement in STEM (Science, Technology, Engineering Mathematics) from a young age. 	By the end of 2016.	The number of students selecting Technical Graphics.
	EBI <ul style="list-style-type: none"> Partnerships with primary schools occurred throughout the year. 			
Strategic Priority Four		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Enhance, sustain and promote the profile of the school in the community.	WWW <ul style="list-style-type: none"> Promotion of the D&T learning area at the local show (completed projects and images of work displayed). 	<ul style="list-style-type: none"> Encourage D&T students – particularly upper school design photography students - to enter their work in local community art exhibitions such as the Biennial art and photo competition. Continue to promote the D&T learning area at the local show and within the local newspaper by displaying images of work and completed work samples. Ensure the school website information is up-to-date for the D&T learning area. 	Throughout 2016.	Monitor student entries into visual arts exhibitions. Monitor newspaper promotional articles.
	EBI <ul style="list-style-type: none"> Students entered their work in local art exhibitions. 			

Daniel Seinor: Head of Learning Area - Design and Technology

3.8 Technology and Enterprise

3.8.5 Home Economics Operation Plan 2015-2017

Strategic Priority One:		Performance		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Staff understand and engage with student data and analysis and review.	WWW <ul style="list-style-type: none"> Feedback is sought about student engagement and appropriateness of tasks and used to inform practice. 	<ul style="list-style-type: none"> SAIS data is analysed and results compared to historical and State data. Staff discuss strategies to improve programs and student engagement. 	At the completion of each course, data is analysed and areas for improvement identified. All students complete Certificate 11 Hospitality (Kitchen Operations).	SAIS data Connect utilised by staff, students and parents.
	EBI <ul style="list-style-type: none"> All staff used the SAIS data to analyse results and identify areas for improvement. 			
Improve the literacy skills of students across the whole school, with a particular focus on writing.	WWW <ul style="list-style-type: none"> Teachers have a wealth of knowledge regarding literacy skills. The literacy and numeracy strategies already incorporated into programs. The sharing of resources between staff. 	<ul style="list-style-type: none"> Liaise with the literacy coordinator to access literacy strategies. Incorporate literacy and writing into tasks and classroom activities. Spelling lists are developed for each course. Cooperative learning activities incorporate literacy strategies. Vary strategies from course to course and introduce new ones throughout the year. Encourage all students to perform to their potential. Provide assistance to students with learning difficulties – peer assistance – pair and share. Encourage students to complete all components of tasks to improve overall performance. 	Literacy strategies are incorporated into all courses. The standard of written work continues to improve. Teachers monitor individual student's progress and compare their results/ work samples as the term/ semester/year progresses.	Time to liaise with the literacy coordinator. Access to NAPLAN results. Student work samples are compared from beginning to end of the term and from year to year, so progress is monitored and compared.
	EBI <ul style="list-style-type: none"> A range of writing activities are developed to facilitate engagement and to improve results. The year 7 and 8 students continue to be given assistance with their literacy through the specialist programs initiated in 2015. 			

3.8 Technology and Enterprise

3.8.5 Home Economics Operation Plan 2015-2017

Strategic Priority Two: Pedagogy				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Increase student achievement and engagement through the use of timely and effective feedback.	WWW <ul style="list-style-type: none"> Courses have been developed for the year 7s and, 8s, and the upper school. Student engagement in the new courses has been positive. 	<ul style="list-style-type: none"> Teachers use plenaries and strategies to seek feedback from students about their engagement. New course outlines have been developed and feedback sought from students concerning depth and engagement. New year 12 courses are developed and meet the requirements of the <i>Western Australian Certificate of Education</i>. Use the Western Australian Curriculum Design and Technologies syllabuses to develop clear, student friendly course outlines, with explicit criteria and standards that are made available online to students and parents. Use the Western Australian Judging Standards and Portfolio samples to develop rubrics and summative assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. 	End of each term/ semester.	SCSA website. RTP results. SAIS results. The Connect program.
	EBI <ul style="list-style-type: none"> Feedback is sought about student engagement and appropriateness of tasks and used to inform practice. New lower school courses reflect the requirements of the Western Australian Curriculum and Assessment Outline. 			
Quality teaching and learning is supported across the school through the implementation of the school's Performance and Development Framework Policy and Procedures.	WWW <ul style="list-style-type: none"> The Australian Professional Standards for Teachers form the basis of teachers' performance and development. The development of a Home Economics operational plan, incorporating cooperative learning, e-Learning and feedback. Pedagogies are shared and modelled. EBI <ul style="list-style-type: none"> Staff set realistic goals and work towards their achievement. Staff discuss their plans and ideas. 	<ul style="list-style-type: none"> Performance development is based on the AITSL Australian Professional Standards for Teachers. The Home Economics operational plan has a focus on cooperative learning, e-learning and feedback. Pedagogies are shared and modelled. 	Performance development is carried out through the flexible use of the final school development day.	Performance management proformas. AITSL standards.

3.8 Technology and Enterprise

3.8.5 Home Economics Operation Plan 2015-2017

Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Increase student engagement through the innovative use of cooperative learning strategies.</p> <p>Increase student wellbeing through the innovative use of cooperative learning strategies.</p>	<p>WWW</p> <ul style="list-style-type: none"> Staff are familiar with cooperative learning strategies. <p>EBI</p> <ul style="list-style-type: none"> All staff use cooperative learning strategies regularly. Teachers use cooperative learning as a way of engaging students in their learning. 	<ul style="list-style-type: none"> Develop and promote cooperative learning strategies in the Home Economics learning area. Share resources so all teachers incorporate strategies. Review what works well and what needs refinement. Teachers are regularly using cooperative learning activities to create a safe class environment. 	<p>Student engagement is measured at the end of each course through student survey data.</p>	<p>Cooperative learning materials</p> <p>Feedback sheets</p>
<p>Increase students' achievement and engagement in learning through the use of e-learning.</p>	<p>WWW</p> <ul style="list-style-type: none"> Staff are familiar with e-Learning. i-Pads have been purchased. <p>EBI</p> <ul style="list-style-type: none"> There are more teachers using e-learning as a way of engaging students in their learning. There is more access to e-learning resources. i-Pads are used in the Home Economics learning area. 	<ul style="list-style-type: none"> Staff utilise whiteboards in their classrooms. i-Pads, protective covers and a charging station have been purchased for the department. Staff use i-Pads in their classrooms. Lessons incorporate e-Learning strategies. VET Hospitality students use online learning for their competencies. 	<p>Staff will use trade off time on Monday of week three each term to incorporate e-learning strategies into their lessons.</p>	<p>Money for updating apps on i-Pads.</p> <p>Limited access to computers in some classrooms.</p> <p>Printer</p>

3.8 Technology and Enterprise

3.8.5 Home Economics Operation Plan 2015-2017

Strategic Priority Three:		Profile		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Promote the school in the community.	WWW <ul style="list-style-type: none"> The Apex Australia Teen Fashion Awards (AATFA) is a highlight on the calendar in the Esperance community. A variety of guest speakers visit the school. Parents and guests attend biscuit making sessions with year 7 and 8 students. 	<ul style="list-style-type: none"> Further increase the number of guest speakers. Put more displays around the school, e.g. in the library. Catering for events, e.g. parent tours. Parent biscuit making sessions with year 7 and year 8 parents and family members. Acknowledgement of and involvement in special event days, e.g. the Biggest Morning Tea, Cupcakes for a Cure, Heart Week etc. A faculty contribution to the newsletter occurs each term. Possible involvement in the school's 50th anniversary celebrations in 2016. Use Connect to liaise with parents and students and to advertise events. 	As the events/occasions arise.	Time for planning Utilise resources/facilities to make the community aware of events. The Connect program
	EBI <ul style="list-style-type: none"> More classes promote their achievements through promotions and displays. 			

Strategic Priority Four:		Partnerships		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Extend partnerships into the community to enhance learning opportunities at the school.	WWW <ul style="list-style-type: none"> The partnership the school has developed with the Apex Club in relation to the Apex Australia Teen Fashion Awards. Contact made with TAFE regarding their use of the commercial kitchen. 	<ul style="list-style-type: none"> Investigate the possibility of increasing the number of guest speakers. Liaise with TAFE regarding the use of the kitchen and auspice with Goldfields TAFE. Work with the community on projects happening within the school. Local parents and their children visit child care classes. Participate in competitions run by the local community or companies. 	August 2016 - AATFA regional finals. Ongoing	Time for planning
	EBI <ul style="list-style-type: none"> More staff are involved with community projects. 			

Rhonda Clifton: Teacher in Charge - Home Economics

3.9 VET Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Improve the literacy and numeracy skills of students across the whole school. <ul style="list-style-type: none"> The number of students achieving numeracy, reading and writing OLNA standards to equal or exceed the performance average of DoE schools. 	WWW <ul style="list-style-type: none"> The achievement of the set target, with 78% of students passing OLNA reading and at their first attempt, compared to 75.3% for like schools. We did not meet our target for writing, with 65.9% passing OLNA by the first attempt compared to 71.4% in like schools. 	<ul style="list-style-type: none"> Identify skills and understandings necessary for OLNA achievement. Develop teaching resources and monitoring tools for reading and writing, with reference to the OLNA map. Development of targeted intervention strategies based on diagnostic testing of at-risk students. Analyse data relevant to students studying VET and assist/monitor students' reading and writing progress in their classes. 	OLNA resources available to teachers. A VET list is created of OLNA results after each new test. VET staff working with at-risk students in their classes.	OLNA Diagnostic testing of at-risk students. Reporting to parents VET OLNA list OLNA classes established for VET students.
	EBI <ul style="list-style-type: none"> OLNA achievement by the end of year 11 and 12 is above like schools. 			
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> 93% of VET students achieved Certificate II or higher. 15% of VET students completed a Certificate III. 	<ul style="list-style-type: none"> Analyse data relevant to students studying VET to identify those at risk of not achieving a Certificate II. Develop appropriate intervention plans for students at risk of not achieving Certificate II. VET staff to discuss data with the Secondary Pathways and Transition branch consultant. 		
	EBI <ul style="list-style-type: none"> There is an increase, to at least 95%, of VET students achieving Certificate II or higher. 			
Strategic Priority Two: Pedagogy				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Learning and teaching strategies enhance student learning, engagement and wellbeing outcomes. <ul style="list-style-type: none"> Implement research-based pedagogies to improve student learning and engagement, initially with a focus on giving and receiving feedback. 	WWW <ul style="list-style-type: none"> The long established workplace learning procedures and relationships with local businesses. The long established whole school system of managing workplace learning. The use of Reporting to Parents (RTP) Work Placements module. 	<ul style="list-style-type: none"> Utilise the full range of functions within the RTP Work Placement module. Provide feedback to students and parents/guardians utilising the features of RTP Work Placement module. Survey businesses on an annual basis to improve the workplace learning program at ESHS. 	VET staff undertake professional development in the RTP Work Placement module. VET staff using RTP Work Placements for all students. Employer survey conducted in term 4, 2016.	Reporting to Parents Work Placement module Survey Monkey Email
	EBI <ul style="list-style-type: none"> All employers are surveyed on an annual basis to improve the workplace learning program at ESHS. 			

3.9 VET Operational Plan 2015-2017

Strategic Priority Three		Partnerships		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Extension of VET partnerships: <ul style="list-style-type: none"> Workplace learning placements have been extended. Industry representatives address students on the importance of 'soft' employability skills and employer workplace expectations. Further develop student skills to successfully transition to employment, e.g. application writing and interview skills. 	WWW <ul style="list-style-type: none"> The long established workplace learning system and relationship with local businesses. The long established whole school system of managing workplace learning. 	<ul style="list-style-type: none"> Special guest speakers provide sessions for students on relevant topics, such as resiliency, goal setting and careers. Local employers are invited to the school to provide career focussed feedback to students. Survey businesses on an annual basis to improve the workplace learning program at ESHS. 	Guest speakers and local employers are invited to speak to students throughout the year. An annual survey is given/sent to employers in term 4 each year. Employer survey is conducted in term 4, 2016.	Guest speakers Local employers Survey Monkey Email
	EBI <ul style="list-style-type: none"> There are closer links formed with the business community to enhance VET programs and meet employer recruitment needs. All employers are surveyed on an annual basis to improve the workplace learning program at ESHS. 			

Strategic Priority Four		Profile		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Strengthen the school community profile in the wider community: <ul style="list-style-type: none"> Use workplace learning placements to promote the school within the community. Promote successful VET students in the community. 	WWW <ul style="list-style-type: none"> The long established workplace learning system and positive relationships with local businesses. The long established whole school system of managing workplace learning. The long established VET program at the school. 	<ul style="list-style-type: none"> Utilise the school's intranet, newsletters, school sign and school events to promote workplace learning placements and successful VET students. Survey businesses on an annual basis to improve the workplace learning program at ESHS. 	The school's intranet includes up-to-date workplace learning and VET promotional material. Newsletters, the school sign and school events are used to promote workplace learning and VET. An employer survey is conducted in term 4, 2016.	The School's intranet School sign School newsletters School events Survey Monkey The email system
	EBI <ul style="list-style-type: none"> Workplace learning placements and successful VET students are utilised to promote the students, school and the local businesses who support the program. Employers are surveyed on an annual basis to improve the workplace learning program at ESHS. 			

4.1 Student Services

Student Behavior Plan 2016 - 2017

<p>PURPOSE: To define, teach and encourage expected behaviours at ESHS. Staff will support positive student behaviour and respond to misbehaviour as opportunities to teach and reinforce student expected behaviours. Successful implementation of this plan will see a significant reduction in the occurrence of problem behaviours and suspensions. The aim is to reduce the number of suspensions at Esperance Senior High School (from 202 in 2015) by continuing the downward trend of the suspension rate that occurred at ESHS in the latter part of 2015.</p>	
<p>CONTEXT: In 2015, while a significant increase in the number of suspension <u>days</u> occurred in comparison to the school's longitudinal data, the percentage of students suspended was 8.9%, an increase of 4.2%, as indicated in Schools Online – thus within the Department of Education's expected range. This highlights that in 2015, the increase in the number of days for suspension was due to a small number of recidivist students. The ESHS Student Behaviour Plan focuses on the area of the Tier 2 and 3 students (PBS), while, at the same time, still having in place strategies to support a whole-school positive student behaviour policy and culture. As a result, a natural outcome will see a decreased suspension rate in 2016, in contrast to the spike of 2015.</p>	
<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • Professional Learning and encouragement to reinforce the positive student behaviour approach to behaviour management • Teacher Development Program • Demonstrate positive behaviour in school through Student Leadership roles • Increase Aboriginal students' learning and wellbeing outcomes • Increase student engagement for challenging students • Incorporate personalised adjustments based on student needs through a variety of programs and case management – with supporting documentation • Improve literacy and numeracy outcomes for low achieving students • Build consistency and behaviour support in and out of school through liaison with parents/carers and the community • Individual alternative programs established for non-attenders and/or extreme non-engaged students
<p>STRATEGIES RESOURCING TARGETS MONITORING</p>	<p>The Positive Behaviour Support program (PBS) identifies students as Tier 1 (80%), Tier 2 (15%) Tier 3 (5%). The Esperance SHS Student Behaviour Plan focuses on the whole school culture of positive student behaviour expectations and processes for all students and on more specific programs, procedures and accountability for Tier 2 and Tier 3 students.</p> <p>The attached plan will continue to evolve, in response to ongoing monitoring of identified targets. However, it identifies aspects of Strategies, Resourcing, Targets and Monitoring processes that are part of the school's strategic and operational approach to embedding a positive student behaviour culture and high standards across the whole school. As a result, it is expected that in 2016, a downward trend in suspension rates will occur, and the 40% reduction in student suspensions will be a challenging, yet achievable target.</p>

4.1 Student Services

Student Behavior Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
Professional Learning, encouragement and support to reinforce the positive student behaviour approach to behaviour management across the whole school	Actively highlight the positive culture underpinning the new Student Behaviour Policy (2016) and reinforce a three-pronged approach amongst staff, aiming to change student behaviour: educative, restorative, consequential Invitations to guest speakers to present to staff and students To occur in a number of different forums:	Professional Learning time allocation on school development days Presenters from areas like mental health, drug awareness, road safety, self-esteem, careers, goal setting etc.	Decrease by 40% the number of student suspensions in 2016 compared to 2015 Exceed like schools' student suspension data and work towards matching public schools' data	Term by term data summary on: <ul style="list-style-type: none"> - suspensions - timeout room placements - after school detentions - referrals as recorded on the ESHS Student Central database and monitored regularly by the Student Services Coordinator, other members of that team and deputy principals
	<ul style="list-style-type: none"> • School Development Days - professional learning on positive behaviour support run by Student Services Coordinator and SSEN-BE staff each term 	Student Services Coordinator SSEN-BE staff member	All staff participation	Agenda for School Development Days
	<ul style="list-style-type: none"> • SSEN-BE Foundation Program and Instructional Strategies for Engagement professional learning offered Conference Accredited Training if requested 	SSEN-BE trainer on staff	Approximately eight staff each semester (already more than 40% of staff have undergone aspects of this training)	Monitor impact of staff undertaking this training on classroom behaviour management capacity

4.1 Student Services

Student Behavior Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
Teacher Development Program	<ul style="list-style-type: none"> Special program established to support teachers in the classroom to improve engagement and pedagogy, to enhance student learning and wellbeing outcomes 	Appointment of 0.8 FTE Coach/Mentor staff to support individual teachers for Term 1 and half of Term 2; and 0.4 FTE for remainder of the year	Beginning teachers have reduced use of referrals/ timeout/ suspensions and greater use of incentives/ rewards in comparison to 2015	<p>Through feedback provided by Coach/ Mentor teachers</p> <p>End-of-term data provided by Student Services Coordinator</p>
	<ul style="list-style-type: none"> One-on-one support by Coach/Mentor/ HODs/TICs and Student Services Coordinator e.g. reminders for teachers when using the school's referral system e.g. <ul style="list-style-type: none"> What educative/restorative strategies did you use before implementing consequences? 	<p>Appointment of 0.8 FTE Coach/Mentor teachers (two) to support individual teachers for Term 1 and half of Term 2; and 0.4 FTE for remainder of the year</p> <p>HODs/TICs</p> <p>Student Services Coordinator</p>	Extend the number of staff using the Student Central database to record issues of behaviour, referrals, welfare and uniform between Term 1 and Term 4	<p>Thorough analysis of how staff are using the referral system on Student Central:(educative/restorative/ consequential)</p> <ul style="list-style-type: none"> Extent to which staff use Student Central to demonstrate a positive approach to student behaviour <p>The Student Services Coordinator oversees the number of staff using the referral system with a positive approach to engage students</p>
	<ul style="list-style-type: none"> Specific induction and support for beginning/early career teachers and other identified staff Development of an Action Plan underway for the Coach/Mentor program introduced in 2016 	Coach/Mentor teachers to work with these staff	All graduates, second and third year out teachers – and other identified teachers – are supported by the Coach/ Mentor program through classroom observation and follow up debrief and support	Data recorded by Coach/Mentor on the number of staff undergoing classroom observation and feedback, and their use of Student Central, especially, the referral system

4.1 Student Services

Student Behavior Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
Demonstrate positive behaviour in school through Student Leadership roles	<ul style="list-style-type: none"> Promote positive behaviour, student leadership and active role models in the school at recess and lunchtimes with older students running activities for younger students, thus displaying care and respect to others (Focus 2016) 	Student Faction Captains Student Councillors Sporting equipment Student Support Officers	Reduction in out-of-class referrals A calm atmosphere noted at recess and lunch times in the Junior Campus	Duty teachers Student Services Coordinator
	<ul style="list-style-type: none"> Use of Year 10 and 11 Peer Support Leaders as positive role models for Year 7 and 8 students to conduct the Australian Student Peer Support Program during Term 1 Clubs time 	Peer Support Training Peer Support Teachers Peer Support manuals Variety of equipment to run activities	Positive transition experiences for the Junior Campus students achieved	Student survey provides feedback on their engagement in activities and positive transition to high school.
Increase Aboriginal students' learning and wellbeing outcomes	<ul style="list-style-type: none"> Appointment of an Aboriginal Education Coordinator to oversee the school's Aboriginal Education program An Aboriginal Education Plan developed to move along the Aboriginal Cultural Standards Framework continua (e.g. pilot Eight Ways of Learning) over the next two years 	Aboriginal Education Coordinator- 0.2 FTE School Planning and Curriculum Development	Increase the achievement and attendance rates of Aboriginal students to exceed that of 2015 and like schools Decrease the number of suspensions for Aboriginal students by 10%, in comparison to 2015 and exceed like schools' student achievement in NAPLAN and OLNA	Through Aboriginal student statistics on attendance, referrals, timeout, suspensions and student report indicators
	<ul style="list-style-type: none"> Professional learning to enhance Aboriginal outcomes – School Development Days/ whole of staff meetings 	Aboriginal Education Coordinator School Planning and Curriculum Development Coordinator	Whole staff involvement in professional learning	All Aboriginal students have Documented Plans, reviewed periodically School Development Day agendas
	<ul style="list-style-type: none"> Continue to utilise the links with the Follow the Dream Program, Clontarf South East Academy, the Girls Academy, the Attendance Officer, Student Support Officers, Chaplain and School Psychologist to support Aboriginal students at risk to achieve their potential 	Reconfiguration of Student Services with two Student Support Officers placed in an office adjacent to the Junior Campus for more targeted intervention and support for year 7 and 8 students	Improved educational outcomes and decrease by 10% of Junior Campus students referred and suspended in comparison to 2015	Results from Interim Reports and Semester reports Student Central data observed for trends each term

4.1 Student Services

Student Behavior Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
	Aboriginal Girls netball program – an incentive program for increased attendance – being run by Attendance Officer	Attendance Officer (0.2 FTE)	Improved attendance of participants from the start to the end of 2016 and in comparison with 2015 Targets to be defined by Attendance Plan (under development)	Student engagement indicators (attendance, dress, attitude) monitored and reported on for each term
Increase student engagement for challenging students	Provide a number of student engagement programs to motivate students to improve attendance and learning outcomes – for example:			
	<ul style="list-style-type: none"> BEAT – a re-engagement program 	Student Support Officers (0.3 FTE) to run the program School Psychologist Goldfields Engagement Centre staff – as consultants	Reduce statistics on suspensions and timeout room placement for these students by 30% in comparison to 2015	Attendance, referrals and suspension data produced on these students at the end of each term, to track engagement
Incorporate personalised adjustments based on student needs through a variety of programs and case management – with supporting documentation (e.g. Individual Behaviour Plans, Escalation Profiles and other Documented Plans as relevant)	<ul style="list-style-type: none"> Girls Academy program focuses on Tier 2/3 students to run onsite and off-site special programs, to creating opportunities for students to demonstrate leadership and care in school and the wider community (e.g. visits to aged care facility/primary schools to work with their clients) Use of Group Educational Plans 	0.2 FTE teacher, 0.2 Student Support Officer	Increased attendance and reduction in referrals and suspensions in comparison to 2015 Enhanced development of students’ confidence and self esteem as observed by staff running the program.	Attendance, suspension and referral statistics produced on a termly basis. Observed evidence of self-regulation and peer regulation in managing conflicts and other issues, to reduce the need for adult intervention (Strategic Plan for WA Public Schools 2016-2019)

4.1 Student Services

Student Behavior Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
	<ul style="list-style-type: none"> • Go Kart program – for a small number of identified students • All students have Responsible Parenting Agreements (RPA) and Documented Plans 	Interagency support (ENAC- Aboriginal Corporation, Juvenile Justice, Esperance Go Kart Club Student Support Officer (0.1 FTE)	Increase student attendance for participants involved, using the Go Kart program as an incentive	Attendance data monitored each week and published at the end of each term
	<ul style="list-style-type: none"> • Aboriginal Girls netball program – an incentive program to improve attendance • Use of Group Educational Plans • Use of RPAs where required • Development of Netball Program Plan 	Attendance Officer – seeking grant funding from Esperance Nyungar Aboriginal Corporation (ENAC)	Increase RPAs by 30% in comparison to 2015 Accountability measures defined by Attendance Plan (in development)	Decrease in student suspensions monitored weekly and each term to indicate any ‘spiking’ areas that may need further analysis and review
Improve literacy and numeracy outcomes for low achieving students	<ul style="list-style-type: none"> • Specialist literacy and numeracy program – for low literacy and numeracy student support: <ul style="list-style-type: none"> - 46 Year 7s - 56 Year 8s - 44 year 9s - Total: 146 (doing literacy or numeracy or both) <p>Extra staff support provided to year 10, 11 and 12 students in lead up to OLNA testing</p>	0.9 FTE (primary teacher staffed through Switch program) and an Educational Assistant (1.0 FTE)	Meet IEP/GEP outcomes Improved NAPLAN and OLNA results in comparison to 2015 cohort and like schools Build the willingness and capacity of students to attempt assessments by establishing a growth mindset	CAMS AND STAMS placement, pre and post tests and benchmark test and online monitoring tool – Mathematics CARS AND STARS placement, pre and post tests and benchmark test and online monitoring tool – Mathematics NAPLAN results – year 7 and 9 Mathematics and English results on reporting to parents OLNA statistics monitored
Build consistency and behaviour support in and out of school through liaison with parents/carers and the community	<ul style="list-style-type: none"> • Work with parent/carer on development of Responsible Parenting Agreement (RPAs)/Documented Plan/ Risk Profile Plan etc. for highly disengaged students and review with parent/carer 	Student Services team, Attendance Officer, School psychologist, Goldfields Engagement Centre staff and other support staff where required	Increase the number of RPAs to include over 30 families targeted throughout the year, on a needs basis	Attendance Officer records students on RPAs on the existing Monitoring and Accountability Tool

4.1 Student Services

Student Behavior Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
	<ul style="list-style-type: none"> Focus on Junior Campus students (years 7 and 8) through early intervention and positive rewards programs 	Student support officers (doubled to 1.8 FTE in 2016 of which 0.9 is focused on the years 7 and 8, School Chaplain (0.8 FTE), Year Coordinators (1.0 FTE) Reconfiguration of staff office adjacent to Junior Campus, thus creating a second Student Services Office	Reduction of student referrals, timeout room and suspensions by 40% of students in comparison to 2015	Data from ESHS Student Central database on referrals, timeout room and suspensions monitored on a weekly and termly basis to determine point of need action and support
Individual alternative programs established for non-attenders and/or extreme nonengaged students	<ul style="list-style-type: none"> Develop a combination of onsite/ off site programs involving part-time school, local TAFE (Goldfields Institute of Technology) and employment for extreme at risk students – through use of section 24 or exemption processes One-on-one case management strategies in place for identified students 	Involvement of Participation Coordinator, Transition and Engagement Manager, Attendance Officer, Goldfields Institute of Technology Manager, school psychologist, Student Services Coordinator, Goldfields Engagement Centre staff, and parents/carers to provide a meaningful educational and training program for these students	Increase in attendance and engagement for individual students in comparison to their attendance in 2015	Through links to Participation Coordinator and Transition and Engagement Manager, receive monthly reports on progress of individual students in an off-site program

4.2 Student Services

Chaplaincy Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Students demonstrate capacity to build resilience skills, set realistic and challenging goals and self-manage their academic learning and behaviour.	WWW <ul style="list-style-type: none"> I am currently using the information I have received from doing the Youth Mental Health First Aid certificate. I share with students who come and see me 'one on one' my experiences and how I have developed resiliency. 	<ul style="list-style-type: none"> Assist staff to help students achieve their best by encouraging students to go to classes. When requested, support students in class. Encourage students to look to their futures rather than just what is happening today so they 'own' wanting to plan and achieve their goals. Assist with the implementation of the Teen Mental Health First Aid training where appropriate. When requested, attend health classes where topics of mental health are being discussed. 	Provide support during the Teen Mental Health program during Term Two.	Keep in constant contact with teaching staff and Student Services via email and in person. Receive positive feedback from teachers about my presence in classes.
	EBI <ul style="list-style-type: none"> I am able to provide more in-class support. 			
Student Services data is analysed and responded to as required.	WWW <ul style="list-style-type: none"> I have my i-Pad connected to the school intranet so that I have access to timetables and the referral system. 	<ul style="list-style-type: none"> Submit statistical data on the students I speak with. Use the referral system for students who are trying to visit my office to procrastinate or avoid classes. Use Student Central to keep Student Services up-to-date with concerns with students so Student Services can record data accordingly. Respond to data as advised by the Head of Student Services. 	Submit statistics at the end of each term.	Use an Excel spreadsheet that is updated daily.
	EBI <ul style="list-style-type: none"> If my data and the data in student services was collated and used collectively. 			

4.2 Student Services

Chaplaincy Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Raise the profile of the school in the community.	WWW <ul style="list-style-type: none"> I am already addressing students who are not wearing the correct uniform. 	<ul style="list-style-type: none"> Support staff in maintaining the uniform policy by encouraging students to wear the correct uniform and complimenting students who are wearing the correct uniform. Communicate in a positive manner about ESHS when people express concern about issues in school with students such as bullying. Be a constant presence in the community representing YouthCARE and Esperance especially at care services events. 	Regular use of Student Central to record uniform infractions.	Student Central welfare data base.
	EBI <ul style="list-style-type: none"> Investigate further opportunities to raise the profile of the support services the school is able to provide. 			
Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Extending partnerships into the community to enhance learning opportunities at the school.	WWW <ul style="list-style-type: none"> I have already visited Nulsen and Castletown and this term. 	<ul style="list-style-type: none"> Attend parent information evenings and be present during school tours. Visit primary school classrooms and primary school chaplains. As cluster chaplain it is my duty to visit the chaplains and their schools on a regular basis. Continually interact with primary school staff at various schools in Esperance. 	Attend parent information evening and tours throughout the year.	Attendance at parent tours. Visits to primary school classrooms.
	EBI <ul style="list-style-type: none"> Increase the number of visits to primary schools. 			

Jake Meadley School Chaplain

4.3 Student Services

Attendance Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Student attendance data is reviewed and responded to as required.</p> <p>Whole school attendance rate targets:</p> <ul style="list-style-type: none"> Semester one to increase by 1.5% to 90% Semester two to increase by 0.5% to 85.4%. Increase the number of <i>Responsible Parenting Agreements</i> lodged with the Regional Office by 30% in comparison to 2015. 	<p>WWW</p> <ul style="list-style-type: none"> The appointment of an attendance officer. The improvement in collection and monitoring of evidence to implement interventions and diversions. Improvements in attendance data during 2015. <p>EBI</p> <ul style="list-style-type: none"> ESHS has a simple attendance intervention model for staff-wide use. The attendance model shows how attendance and interventions are fluid, not necessarily escalating. Class by class engagement is more closely recorded and monitored to shape interventions and reporting, including areas like lateness. 	<ul style="list-style-type: none"> The development of a whole school attendance intervention model/ chart that is similar to the behaviour management resolution pie chart rather than a flow chart of escalation. Identify, using evidence, if and when there are seasons of high truancy, vacations and disengagement. Introduce timely campaigns to educate students and parents and reduce non-attendance. Identify families who regularly do not return to school on time at the beginning of each term. Implement strategies for improving 'return to school' attendance data. Offer <i>Attendance Advisory Panels</i> to all appropriate students under 60% attendance. Establish timelines for analysing whole-of-lower-school sub-group attendance and behaviour data. The data will provide evidence for implementing targeted intervention programs and provide baseline and outcome data for reporting. The <i>Network Attendance Officer</i> attends a School Board meeting to report on attendance. Use of the SAIS dashboard to analyse student attendance data. Network Attendance Officer and Deputy Principal will apply to the finance committee for improvements to Student Central welfare database to incorporate increased attendance data. Report to the deputy principal and principal via weekly attendance meetings on the attendance rates and engagement of identified 'extreme at-risk students' on alternative programs. 	<p>Incorporation of attendance data review processes into school self-assessment timeline by the end of Semester 1.</p> <p>Network Attendance Officer to attend Term 3 School Board meeting.</p>	<p>SAIS dashboard</p> <p>School Board self-review sub-committee</p>

4.3 Student Services

Attendance Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Enhance and sustain the profile of the school in the community.	WWW <ul style="list-style-type: none"> Improved outcomes in the Aboriginal Girls Netball program. Internal term by term attendance updates are used to inform staff about attendance issues and progress against targets. 	<ul style="list-style-type: none"> Develop an attendance communication plan. At the end of each semester, promote attendance achievements and setbacks in a way that informs and engages the school and wider community. Implement the 'Keeping Kids in School' (KKIS) campaign to promote the impact of non-attendance in the school and wider community. Engage local community, business operators and especially food outlets as stakeholders in the Keeping Kids In School Campaign. Facilitate a minimum of two opportunities for the Esperance Express to meet engagement program participants and take photos. Network Attendance Officer (NAO) to submit a media release to the Principal for approval. 	By the end of Term 2 the <i>Keeping Kids in School</i> campaign has been implemented.	Student Attendance data Network Attendance Officer <i>Keeping Kids in School</i> campaign
	EBI <ul style="list-style-type: none"> Attendance, engagement and intervention programs are regularly promoted in the school and wider community. Evidence based data is used to promote the positive impact engagement programs have on individuals, families and the whole community. If existing community partners reported to the media about ESHS engagement through partnerships. Aboriginal families understand and promote the positive engagement practices at ESHS within the local community. 			

Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Extend partnerships into the community to enhance learning opportunities at the school.	WWW <ul style="list-style-type: none"> The current informal and formal relationships between the Network Attendance Officer (NAO), families and organisations through attendance case management, sport and recreation in the community. The existing strong relationships with Government and non-Government service providers. 	<ul style="list-style-type: none"> Members of the local Aboriginal community are recommended for training and included as members of attendance panels. Network Attendance Officer (NAO) collaborates with Student Services to refer <i>severe at-risk</i> students in to the BEAT program. Collaborate with Youth Justice to refer <i>severe at risk</i> students into the Go-Kart program. Collaborate with Esperance Nyungar Aboriginal Corporation (ENAC) to source a grant for the sustainable delivery of the Aboriginal Girls Netball Program. Network Attendance Officer (NAO) and Student Services collaborate to identify extreme non-engaged students based on current term attendance code data, especially (T) truanting, (L) late, (X) unacceptable and (U) unresolved. 	Members of the local Aboriginal community sit on attendance panels.	Network Attendance Officer
	EBI <ul style="list-style-type: none"> Additional formal communication and information sharing with local and regional Aboriginal organisations. More collaboration with the Regional Consultant of Aboriginal Engagement based in the Regional Office. 			

Julie Hawke: Network Attendance Officer

4.4 Student Services

Aboriginal Education Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Whole school literacy and numeracy Staff understand and engage with student data analysis and review.	WWW Students began to attend literacy and numeracy support lessons from Semester 2, 2015.	<ul style="list-style-type: none"> Analyse Aboriginal student data for numeracy and literacy skills to create baseline data from 2015 statistics. Use literacy education assistants to provide support for upper school Aboriginal students at risk of not passing OLNA. Have computers in Room 38 for OLNA focus class support. Set up a 'Book it' facility for teachers to 'reserve' AIEO help during lessons. 	Baseline data analysed in 2016. OLNA support in place during 2016. Computers remain in Room 38.	Naplan data. OLNA data. Data collected from literacy and numeracy support classes at ESHS. Literacy Education Assistants.
	EBI Literacy and numeracy support begins from the start of term 1, 2016.			
School attendance Improve student attendance data analysis.	WWW The Aboriginal Education Coordinator works with the attendance officer to create documented learning plans for year 7 and 8 Aboriginal students, including targets specific to attendance (those less than 90%).	<ul style="list-style-type: none"> Analyse Aboriginal student attendance data to create baseline data from 2015 statistics. Work with the attendance officer and participation coordinators to source alternative programs to engage non-attenders. Work with the attendance officer to create documented learning plans for all Aboriginal students, including targets specific to attendance. Secure funding from the finance committee to fund trips and rewards based around attendance, with responsibility for explaining absences with the students and parents. Allocate 'case loads' of students to AIEOs to 'follow up' absenteeism. 	Documented plans are updated every 12 months on a rolling basis. 'Every Lesson Counts' program and reward trips occur during 2016. AIEO caseloads are developed.	Student attendance and reporting data. Regular meetings with the attendance officer.
	EBI Create documented learning plans for all Aboriginal students.			

4.4 Student Services

Aboriginal Education Operational Plan 2015-2017

Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Student capacity Students demonstrate their capacity to build resiliency skills, set realistic and challenging goals and self-manage their academic learning and behaviour.</p> <p>Student wellbeing is promoted and enhanced.</p>	<p>WWW Documented learning plans were created for year 7 and 8 Aboriginal students with attendance less than 90%. Clontarf self-esteem building programs such as the 'Munchies kitchen' have been adopted.</p>	<ul style="list-style-type: none"> Students to be encouraged to monitor their own goals via their documented plans. Students will be aware of their attendance figures - boards in the Clontarf and Aboriginal Girls Forms to be used for this. Resiliency building and career development programs implemented by Clontarf and Follow the Dream are rolled out to all Aboriginal students. 	<p>Organise career talks for non-Clontarf and non-Follow the Dream (FTD) students.</p>	<p>Foodbank Earbus Bega bus Aboriginal Workforce Development Corporation School referral system</p>
	<p>EBI Create documented learning plans for all Aboriginal students. Monitor all referrals and offer support to subject teachers if required. The Munchies program is introduced for Aboriginal girls.</p>	<ul style="list-style-type: none"> Liaise with services that can provide support such as the Bega Bus, Earbus and Foodbank. Offer support concerning referrals of students – e.g. organise meetings with students and parents. Analysis of the number of referrals for Aboriginal students to create baseline data from 2015 statistics. 	<p>Seek visits from outside agencies e.g. Foodbank.</p>	
		<ul style="list-style-type: none"> Modernisation of the Aboriginal Room kitchen – hot water for hygiene and better storage for food. 	<p>Kitchen modernisation is completed by term 1</p>	

4.4 Student Services

Aboriginal Education Operational Plan 2015-2017

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Extend partnerships to support Aboriginal education programs.</p> <p>Continue to build on the partnerships between the high school and contributing primary schools.</p>	<p>WWW Inclusion of Clontarf and Follow the Dream successes in the local paper and the school newsletter. Continuation of Sea Eagles at Nulsen Primary School. Primary school representatives on the FTD Steering Committee.</p> <p>EBI All Aboriginal students' successes are promoted – e.g. the Aboriginal Girls program.</p>	<ul style="list-style-type: none"> Deliver a whole staff professional development (PD) session on the Aboriginal Cultural Standards Framework and begin conversations about how the school can progress along the continuum. Establish a page on the school intranet on Aboriginal students at ESHS. Create an Aboriginal Education newsletter that includes stories and photos, once per term. Continue to promote work with the community in the local paper, the <i>Esperance Express</i>. Work with P. Paioff who liaises for the IGO mining group with Girls Academies across WA to collate effective ways to promote the students and their successes. Conduct a school audit on where Aboriginal Culture is included in lessons across the school curriculum. Construct a calendar of possible events that can be celebrated and commemorated throughout the year regarding Aboriginal Culture. Organise professional development for ESHS on incorporating Aboriginal Culture into lessons. 	<p>PD delivered in term 1 2016. Webpage established in term 1 2016. Stories in the end-of-term newsletters. School audit on inclusion of Aboriginal Studies in the curriculum by the end of 2016. Create a calendar of events by the end of 2016. PD delivered by the end of 2016.</p>	<p>Liaise with HoDs/ TiCs for the audit. Funding for further resources to be added to the curriculum. Esperance Express. School newsletter. Websites on NAIDOC, Sorry Day etc.</p>

Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Enhance and sustain the profile of the school in the community.</p>	<p>WWW Liaison with Nulsen primary school and visits to the Little Yorgas program. Clontarf Academy at Nulsen.</p> <p>EBI More primary schools are included in visits by the Aboriginal Education Coordinator and Follow the Dream Coordinator. Run a whole school NAIDOC event.</p>	<ul style="list-style-type: none"> Continue visits to the Nulsen Little Yorgas program to aid the transition of students. Arrange visits with other feeder primary schools. Liaise with HoDs/TiCs about NAIDOC celebrations for 2016. Investigate the St John Ambulance Cadets Program. Aboriginal Cultural Awareness students to run the Kids Teaching Kids program for 2016 based around Aboriginal culture and sustainability, and deliver this to Nulsen year 6 students. Liaise with services that can provide support such as the Bega bus, Earbus and Foodbank. 	<p>Organise NAIDOC assembly/ activities for 2016. Visits to primary schools during the year. Endeavour to organise visits from organisations such as Earbus, Bega bus and Foodbank. Kids Teaching Kids program delivered by September.</p>	<p>HoDs/TiCs at ESHS. Websites. Organisations. Kids Teaching Kids.</p>

Sarah Day: Aboriginal Education Coordinator

5.1 Bush Rangers Cadets Operational Plan 2015-2017

Department of Parks and Wildlife (DPaW)

Strategic Priority Three		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Enhance and sustain the profile of the school in the community.	WWW <ul style="list-style-type: none"> Esperance Senior High School Bush Rangers Facebook page was very successful, with 33 members and 113 photos added. The page was updated regularly with news of the Bush Rangers Cadets activities and camps. Many positive comments were received. Group members include instructors, parents and industry partners. 	<ul style="list-style-type: none"> Add a Bush Rangers contribution to the new Esperance Senior High School internet page. Cadets to take ownership of updating the internet page section. 	Information to be updated after each term's camp.	Computer labs, cameras and i-Pads for taking photographs. Number of entries per year.
	EBI <ul style="list-style-type: none"> New electronic mediums were used to enhance the Bush Rangers Cadets profile. 			
Strategic Priority Four		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Extend partnerships into the community to enhance learning opportunities at the school.	WWW <p>A strong working relationship already exists between the Bush Rangers and South Coast Natural Resource Management.</p>	<ul style="list-style-type: none"> Continue to work with South Coast Natural Resource Management (SCNRM) to identify and re-vegetate degraded land areas in Esperance. Liaise with SCNRM, possibly to seek out new sites in 2016. 	Ongoing throughout the year.	Buses Photographs
	EBI <p>Explore new sites to be accessed to continue building interest in the local community.</p>			

Craig Snow: Bush Rangers Coordinator

5.2 Cadets - Emergency Services Operational Plan 2015-2017

Strategic Priority Three:		Partnerships		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Extend partnerships with the local community volunteer emergency services organisations to support the sustainability of the school's emergency service program.	WWW <ul style="list-style-type: none"> School Curriculum and Standards Authority endorsed units were delivered as a part of the year 11 and 12 Cadets program. 	<ul style="list-style-type: none"> Establish links with the Department of Fire and Emergency Services (DFES) and develop partnerships with local fire brigades and emergency service units, in particular with the Volunteer Emergency Water Rescue Service. Further develop student skills to successfully transition to being a community volunteer/service giver. Invite local establishments to the school to provide volunteer focused feedback to students. Investigate a feedback sheet to seek student and organisational feedback after excursions and incursions. Investigate ways of acknowledging students who continue volunteering in the local community. 	<p>Students to obtain First Aid certificates by the end of the year.</p> <p>Successful Camp at Camp Mornington during term 4.</p> <p>Feedback collated by the end of term 3.</p>	<p>Number of incursions and excursions.</p> <p>Feedback from students and local organisations received and used to review program delivery.</p>
	EBI <ul style="list-style-type: none"> More contact with the Department of Fire and Emergency Services (DFES) and the Community Emergency Services Unit. An excursion with the Volunteer Emergency Water Rescue Service. More time to coordinate and plan off-site activities. More involvement with the Esperance Surf Lifesaving Club. More involvement with the Department of Parks and Wildlife. Develop information about fire management plans. 			

5.2 Cadets - Emergency Services Operational Plan 2015-2017

Strategic Priority Four:		Profile		
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Enhance and sustain the profile of the school in the community.	<p>WWW</p> <ul style="list-style-type: none"> • Students continuing on with Emergency Services after school. • Students are involved in community clean ups of local car parks and roads. • Working with the Esperance Volunteer Resource Centre (EVRC) during volunteer weeks in the community. • Continue and extend community based volunteer programs and projects through incursions and excursions e.g. rubbish clean-ups and local environmental awareness. • Students training with the Quarry Road Fire Brigade. 	<ul style="list-style-type: none"> • Increase the school's involvement in community projects so that the ESHS brand is affixed to projects e.g. volunteer work in community gardens, the community kitchen and other Cadets programs. • Ensure the above activities are reported in the local paper and promoted through the Principal's newsletter and new school website. • Keep lines of communication open between environmental groups such as South Coast NRM, the Department of Parks and Wildlife (DPAW) and the Esperance Volunteer Resource Centre (ESLSC). • Esperance Farm Training Centre provides help with the community kitchen and garden. • Involvement in incursions occurs on fire management plans and contact is made with Aboriginal Elders for bush craft and cultural experiences. Mt Ridley is used for off-site excursions. • Cultural education activities for bush tucker, camping and art take place. • Investigate questions to be included in the biennial National School Opinion Survey about the profile of the Emergency Services Cadets program. 	<p>Regular contributions to the Principal's newsletter.</p> <p>Regular contributions to the new school website.</p> <p>Regular contributions to the <i>Esperance Express</i>.</p>	<p>School website</p> <p>Principal's newsletter</p> <p>Time to liaise with the library manager to ensure Cadets' activities are uploaded to new website.</p>
	<p>EBI</p> <ul style="list-style-type: none"> • The new school website is used to promote activities undertaken by the Emergency Services Cadets. • Development of incursions occur on fire management plans and contact occurs with Aboriginal Elders for bush craft and cultural experiences. 			

Bruce Fitzpatrick: Emergency Services Cadets Coordinator

5.3 Career Education Operational Plan 2015-2017

Strategic Priority One: PERFORMANCE				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Increase the percentage of students who select pathways and courses in upper school where they succeed.	WWW <ul style="list-style-type: none"> In general, the year 10 career counselling process. 	<ul style="list-style-type: none"> Develop even better indicators that point out to students their prospects of success in a given pathway. For example, is it possible to predict success in Chemistry compared to Physics compared to Biology etc.? Develop a document for students and parents/carers to sign, acknowledging that they are undertaking a course of study that is not recommended by the school. Have students enrol in a mainstream Certificate II course where there are concerns about the student's prospects of success in the ATAR pathway. 	Fewer year 11 ATAR students (n < 10) failing and having to change pathways in Semester 1.	Year 10 rankings in MESH subjects. Year 8 and 9 MESH subject grades.
	EBI <ul style="list-style-type: none"> Fewer students undertook courses in upper school pathways that give them limited prospects of success. 			
Increase the percentage of students who secure university places with their first preference.	WWW <ul style="list-style-type: none"> In general, the year 12 post – secondary counselling process. 	<ul style="list-style-type: none"> Promote counselling sessions through daily notices, half unit sessions, visits to the bench etc. Develop a document for students and parents/carers to sign, acknowledging that counselling has been offered. 	Increase to above 70% the percentage of year 12s securing a university place with their first preference.	TISC data.
	EBI <ul style="list-style-type: none"> More students engaged in the process. 			
Strategic Priority Two: PEDAGOGY				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Timeline	Resources /Sources of Data
Continue to expand on the number of Career Education activities that get delivered to students in years 7 to 10.	WWW <ul style="list-style-type: none"> When the activities are delivered at the appropriate times. 	<ul style="list-style-type: none"> Establish a timetable for the delivery of activities across the year groups, with the timetable to reflect option selection times etc. Continue to review and update the activities. 	Term 1 Term 1	Time to research new activities/options for resources that are no longer available (e.g. The Job Guide, My-future etc.).
	EBI <ul style="list-style-type: none"> Some of the activities still need reviewing, and new activities need to be added to the program. 			

5.3 Career Education Operational Plan 2015-2017

Strategic Priority Three: PROFILE				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Timeline	Resources /Sources of Data
Enhance and sustain the relationships that exist between the school and the Esperance community.	WWW <ul style="list-style-type: none"> Year 12 Career breakfasts. Year 10 VET Conference. 	<ul style="list-style-type: none"> Maintain participation in the Esperance agencies assisting youth including: Engaging Business Review Group (EBRG), and the Rural Clinical School's Local Advisory Group etc. Attend at least one Rotary meeting at each club during the year. Use more sophisticated technology to promote career breakfasts or lunches. Continue to maintain the careers and further study page on the intranet. Update the career development brochure. 	Throughout the year, promote the career breakfasts/lunches through visits to the bench, postcard invites, visits to VET classes and 'sandwich boards'. During Term 4 collate up-to-date information and edit the brochure.	Time Three hours clerical for in-design work on the brochure.
	EBI <ul style="list-style-type: none"> More students support the breakfasts. 			
Strategic Priority Four: Partnerships				
Target / Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Timeline	Resources/Sources of Data
Extend partnerships with the local business community to further develop the school's Work Experience program.	WWW <ul style="list-style-type: none"> Work experience when it runs, with appropriate preparation and follow-up. 	<ul style="list-style-type: none"> Apply in next year's budget for additional funding to provide the clerical time required to process the paperwork associated with work experience placements. Attend at least two Chamber of Commerce and Industry meetings during the year. Maintain the Year 10 VET Conference. Run a 'Work Experience Club' in terms 2, 3 and 4. 	Term 4	Determine costs for eight half days clerical time.
	EBI <ul style="list-style-type: none"> Work Experience to be available for more / all students. 		Term 3	2 x half days clerical time. 4 x half days clerical time.

Geoff Poole: Career Education Coordinator

5.4 Gifted and Talented Education Operational Plan 2015-2017

Strategic Priority One: Performance				
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
<p>Improve the literacy skills of students across the whole school, with a particular focus on writing skills.</p> <ul style="list-style-type: none"> Year 7 to 9 NAPLAN stable cohort writing progress to exceed expected growth in comparison to like schools. 	<p>WWW</p> <ul style="list-style-type: none"> The engagement and success of students who participated in the 'Write a Book in a Day' competition. The success of extended writing in the 2015 ATAR exams. 	<ul style="list-style-type: none"> Continue to run the 'Write a Book in a Day' competition. Investigate opportunities for other writing competitions such as the ABC's <i>Heywire</i>, Australian Geography competition and Asia-wise. 	<p>The 'Write a Book in a Day' competition will be held during term 3.</p> <p>Ongoing promotion of writing activities throughout the year.</p>	<p>A budget to pay for student entry fees where required.</p>
	<p>EBI</p> <ul style="list-style-type: none"> There is continued investigation of opportunities for extension activities promoting engagement in literacy and contributing to the culture of personal excellence at Esperance Senior High School. 			
<p>Improve the numeracy skills of students.</p> <ul style="list-style-type: none"> Year 7 to 9 NAPLAN stable cohort numeracy progress to exceed expected growth in comparison to like schools. 	<p>WWW</p> <ul style="list-style-type: none"> Thirty-seven students participated in the Australian Mathematics competition and the following certificates were awarded: nine distinctions, fifteen credit, nine proficiency, four participation. 	<ul style="list-style-type: none"> Students participate in the Australian Mathematics Competition. Investigate and promote opportunities for further mathematics and science based competitions and extension activities. 	<p>The Australian Mathematics Competition will be conducted on 28th July 2016.</p>	<p>A budget to pay for student entry fees where required.</p>
	<p>EBI</p> <ul style="list-style-type: none"> There is continued investigation of opportunities for extension activities promoting engagement in numeracy and contributing to the culture of personal excellence at Esperance Senior High School. 			
<p>Students demonstrate their capacity to build resiliency skills, set realistic and challenging goals and self-manage their academic learning and behaviour.</p>	<p>WWW</p> <ul style="list-style-type: none"> The success at the 2015 Tournament of Minds teams. 	<ul style="list-style-type: none"> Appoint a key teacher to oversee the running of Tournament of Minds and promote Tournament of Minds in the media and at community organisations. Run a Tournament of Minds quiz night to increase the profile of the Tournament as well as raise funds to assist in student travel expenses. 	<p>Coordinator appointed in term 1, 2016</p>	<p>FTE for Tournament of Minds Coordinator.</p>
	<p>EBI</p> <ul style="list-style-type: none"> The school is able to source subject specialists for Tournament of Minds teams. 			

5.4 Gifted and Talented Education Operational Plan 2015-2017

Strategic Priority Three		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Extend partnerships into the community to enhance learning opportunities at the school.	WWW <ul style="list-style-type: none"> The number of local businesses and organisations who contributed to fundraising efforts assisting Tournament of Minds students travelling to Perth and Sydney. 	<ul style="list-style-type: none"> Investigate opportunities to engage with local business and other organisations to discuss opportunities for them to support activities such as Tournament of Minds. 	Partnerships formed throughout the year.	The number of partnerships developed over the course of 2016.
	EBI <ul style="list-style-type: none"> Further partnerships are explored and developed to enhance opportunities for gifted and talented students at Esperance Senior High School. 			
Strategic Priority Four		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Promote the school within the community.	WWW <ul style="list-style-type: none"> The positive publicity the school received from the activities outlined above. 	<ul style="list-style-type: none"> Continue to ensure the School's participation and success are celebrated through avenues such as the school sign, new school website, local media and the Principal's newsletter. The Gifted and Talented Coordinator to present at staff meetings and school development days to raise the profile of GATE. 	The GATE Coordinator presents at whole school staff meetings.	Time at whole school staff meetings.
	EBI <ul style="list-style-type: none"> The profile of the Gifted and Talented program was increased throughout the school. 			

Laetia Muller: Coordinator - Gifted and Talented Program

5.5 Girls Academy Operational Plan 2015-2017

Strategic Priority One:		Performance		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> The current use of data to select students for the Girls Academy program. 	<ul style="list-style-type: none"> Girls Academy data is analysed and responded to as required, specifically looking at attendance, number of referrals, teacher feedback and progress reports. 	Data are utilised at the start and end of each term to track student progress.	Attendance data Referrals on database
	EBI <ul style="list-style-type: none"> Student Central is used to a greater extent to record and track the behaviour of the girls while in the program and also when they return to a mainstream classroom. 			
Students demonstrate their capacity to build resiliency skills, set realistic and challenging goals and self-manage their academic learning and behaviour.	WWW <ul style="list-style-type: none"> Currently girls set goals for a term and then review their progress against these goals each week. New goals are set when existing ones are achieved. 	<ul style="list-style-type: none"> Students monitor their own progress towards achievement of goals. Students design, implement and review their goals to help them achieve their personal best. Students keep a diary in the Girls Academy room to set and review each goal they set. Investigate the use of Reporting to Parents to formally report on student goals. 	Goals are reviewed each week.	Reporting to Parents
	EBI <ul style="list-style-type: none"> Student goals are incorporated into each student's end of Semester reports. 			
Strategic Priority Three:		Partnerships		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Extend partnerships with local community organisations.	WWW <ul style="list-style-type: none"> The use of local organisations to help enhance the Girls Academy program e.g. Escare, Aged Care. 	<ul style="list-style-type: none"> Contact organisations through email and phone in term 4 each year to organise possible partnerships for the following year. Construct a time table for both semesters that has at least three different organisations scheduled for joint excursions or in-school visits. Complete excursion documents. Collaborate with student services to organise guest speakers. 	Interim planning for excursions and incursions completed at the end of each year.	Feedback and reflection from both students and the organisations involved.
	EBI <ul style="list-style-type: none"> There is a more diverse range of community organisations to work with. Guest speakers come to the school more often to talk about issues. 			

5.5 Girls Academy Operational Plan 2015-2017

Strategic Priority Four:		Profile		
Target / Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Promote the school within the community.	WWW <ul style="list-style-type: none"> The current use of local media such as ABC radio and the Esperance Express, to promote the Girls Academy. 	<ul style="list-style-type: none"> Have at least an event each term that is reported to the Esperance Express. Regular submissions to the Principal's newsletter. Students are actively participating in the writing of publications. Have a file in the front office for visitors to see all the newspaper articles of the Girls Academy program. Two assembly items a year – Girls Academy students present a PowerPoint on what they have been doing. 	Reflect on and revise progress at the end of each term.	Local Media organisations
	EBI <ul style="list-style-type: none"> The girls in the program play a more active role in the promotion of the program. 			

Sarah Ebbott: Girls Academy Coordinator

5.6 Library Operational Plan 2015-2017

Strategic Priority One: Performance				
Outcome	Self-analysis	Strategies	Milestones	Resources
Student and staff wellbeing is promoted and enhanced through the development of the library as an inviting and safe space for staff and students.	<p>WWW</p> <ul style="list-style-type: none"> A strong focus on obtaining relevant texts for students. Maintenance of the library to an extremely high standard. Excellent displays of student work. Many students visit the library before school and at lunchtimes. The library is a safe space. The library is seen as a space for reading. <p>EBI</p> <ul style="list-style-type: none"> The Library plan is aligned with the four strategic priorities and school priorities. Re-decorate the library to improve the appeal to teenagers. More reading spaces and lounge furniture are provided. Increase activities provided to students before school and at lunchtimes. Creation of a new role encompassing library management, promotions and ICT. 	<ul style="list-style-type: none"> Formation of the Library Advisory Board: staff and students to contribute to the re-decoration: <ul style="list-style-type: none"> Create a text rich environment. Design is suitable for teenagers. Collaborative art project for: front of library, hanging art inside the library. Physical changes to enable other objectives to be achieved, e.g. removal of carrels and the creation of the new computer laboratory space. Creation of a new library position, development and implementation of the library plan, including: <ul style="list-style-type: none"> Increased activities for students before school and lunchtimes. Library 'Maker Space'. Variety of hands on activities to be provided, e.g. colouring in and other creative pursuits. Chess, cards and other games occur, e.g. the Speed Scrabble competition. Competitions, prizes, weekly giveaways are conducted. Fun events are introduced such as breakfasts to celebrate an author's birthday, stickers for students, suggestion box to promote the library as a safe space etc. 	<p>Physical changes completed prior to start of school 2016.</p> <p>Add to Maker Space materials when possible.</p>	<p>Funding from the ECEC budget</p> <p>Access additional funding from the ESHS budget.</p> <p>Prizes, stickers game sets e.g. Scrabble</p>
Improve the literacy skills of students across the whole school through the promotion of reading as the foundational skill for all other disciplines.	<p>WWW</p> <ul style="list-style-type: none"> A strong focus on obtaining relevant texts for students. Use of the reading area and the reading room to promote reading. Promotion of texts is available on the Intranet. Many classes come to the library to read. Many classes come to the library to do research (largely Internet based). <p>EBI</p> <ul style="list-style-type: none"> Re-establish connections with the English HOD, Literacy Coordinator and other departments. Work with these people to improve the literacy skills of students. Use of Reading Club is expanded. 	<ul style="list-style-type: none"> Work with the English department and Literacy Coordinator. Promotional activities include Book Week, The Reading Hour Bulletin board displays are set up. New pinup board and display wall for promoting library books and other literacy based activities are installed. All English classes to visit the library for reading. Time for reading is provided to all students. English classes to have texts available in class rooms. A text rich environment exists in every classroom: print, word walls, books, reading materials. The Library helps to develop these materials (see technology enabled learning environment). Read aloud to students (English classes and the library). Scholastic Book Club at two Parent Nights create an opportunity to promote the library. Teachers are seen as readers to promote reading. Liaise with the English faculty and town library to organise visiting authors. 	<p>Ongoing</p>	<p>Class sets of books to all English classrooms</p> <p>Posters for classrooms</p>

5.6 Library Operational Plan 2015-2017

Outcome	Self-analysis	Strategies	Milestones	Resources
<p>Identifying texts to help students read more often, more complex texts and more variety.</p>	<p>WWW</p> <ul style="list-style-type: none"> • Students make use of the process to request new texts for the library. <p>EBI</p> <ul style="list-style-type: none"> • Students move beyond reading the same sorts of texts. • Use of technology to promote the library; for example, Instagram account, library news, new books. Use of a QR code for students to find library resources. 	<ul style="list-style-type: none"> • In conjunction with English classes: <ul style="list-style-type: none"> ➢ Reading suggestion lists. Have you read? ➢ Genre passport. Collect stamps when you read from a variety of genres. Prizes for reading from a variety of genres. ➢ Students to have a reading goal for the week/book/year. ➢ Library staff to help students find texts to read. ➢ Use of the 'Good-reads' website to promote reading. ➢ Library 'Mileage club' operates e.g. the 50 page club. ➢ Rewards for reading. • Library book club for staff and students. Meet once a month for food and book discussion. • Promotion of texts to students through: <ul style="list-style-type: none"> ➢ Updated library intranet pages. ➢ What should I read next? Student recommendations are sourced. ➢ What's hot? List of the most borrowed books from previous years. ➢ Use of a library Instagram account. • Investigate the use of databases for student access to non-fiction journals and articles. 	<p>Ongoing</p>	<p>Reading lists</p> <p>Genre passports</p> <p>The 'Mileage Club' to record pages read by students</p> <p>Bookmarks with recommendations by genre</p>

5.6 Library Operational Plan 2015-2017

Strategic Priority Two: Pedagogy.				
Outcome	Self-analysis	Strategies	Milestones	Resources
Create a technology enabled learning environment.	<p>WWW</p> <ul style="list-style-type: none"> • Audio books are available. • Library computers are well used. • Library staff are experts in Clickview. <p>EBI</p> <ul style="list-style-type: none"> • Computers were in a lab space. • An iPad/Movie studio existed • Use of digital tools, e.g. a digital referencing system. • Updated audiobooks are used. 	<ul style="list-style-type: none"> • Relocate PCs to a new laboratory space. Add a data projector to the laboratory space. • Tablets for borrowing. Purchase and setup a library set of tablet devices for classes to borrow (English, Science and HASS already have class sets). • Stop motion animation setup for students to use at lunch time or with classes. • iMovie is setup. Investigate the laboratory room as a movie studio? • Create a graphic design service in the library – design and production of posters for teachers/classrooms. • A graphic printing service is provided to students. • Investigate an automated digital referencing system for students. 	Graphic Design service introduced in 2017.	<p>New benching and cabling to create lab space on the south east wall of the library.</p> <p>iPads</p> <p>Lego and iPad for a stop motion animation station</p> <p>A2 Printer for the library.</p> <p>Graphic printing service.</p>
Create physical spaces within the library that promote 21 st Century skills – collaboration, creativity, communication and critical thinking.	<p>WWW</p> <ul style="list-style-type: none"> • Students are making good use of library PCs for research and presentation of information. <p>EBI</p> <ul style="list-style-type: none"> • Library facilitates collaboration, communication and critical thinking. 	<ul style="list-style-type: none"> • Cooperative learning space created in reading room. • A graphic printing service is provided to students. • Teacher librarian to assist staff embed critical thinking/higher order thinking into student tasks. • Investigate global collaboration opportunities. 	Ongoing	<p>Resources organised for cooperative learning activities.</p> <p>Make space for resources.</p>
Develop information literacy and model ethical practices regarding copyright, intellectual property and digital citizenship.	<p>WWW</p> <ul style="list-style-type: none"> • Strong focus on appropriate ethical practices regarding copyright. <p>EBI</p> <ul style="list-style-type: none"> • Assist staff to embed referencing into lesson plans and assessments. • Provide student education about plagiarism. • Promote digital citizenship. 	<ul style="list-style-type: none"> • Liaise with teachers visiting the library – provide assistance with task structure and embedding referencing/research skills into tasks. • Year 7s to visit the library at the start of the year for Induction, including copyright and plagiarism information. • Copyright/plagiarism information is provided to all teachers. • Copyright and plagiarism education occurs via the Intranet. • Update posters in the school regarding digital citizenship. • Liaise with the computer teacher for year 7 and 8 tasters – include digital literacy content in tasters. • Provide content to staff about digital citizenship. • Coordinate and promote the 'Anti-bullying Day' each year. 	Ongoing	<p>Referencing and research documents for staff and students.</p> <p>Copyright/plagiarism posters for every class room.</p> <p>Digital citizenship posters for every classroom – linked to the school vision: Community.</p>

5.6 Library Operational Plan 2015-2017

Strategic Priority Three: Partnerships				
Outcome	Self-analysis	Strategies	Milestones	Resources
Collaborate with teachers to create curriculum aligned lessons. Parent volunteers assist in the library.	<p>WWW</p> <ul style="list-style-type: none"> Many teachers visit the library with their classes. Library staff assist with preparation of suitable texts for students to use. <p>EBI</p> <ul style="list-style-type: none"> Library staff liaise with teachers to prepare suitable resources, e.g. library guides – online information for content arranged by subject topics. Engage parents as volunteers in the library. Forge links to town library. 	<ul style="list-style-type: none"> The teacher librarian to liaise with teachers to prepare resources for library visits by classes. Acquisition of new texts to be undertaken as needed. Research appropriate web sites; find existing texts that are suitable. Library staff to provide Clickview lessons/reminders/help. Liaise with Art and Design and Technology faculties to have some collaborative student art work installed in the library. The display area is made available to external organisations e.g. SDERA. Establish a roster for subject area displays. Establish parent volunteers for the library. 	Parent volunteers to begin during 2016.	
Strategic Priority Four: Profile				
Outcome	Self-analysis	Strategies	Milestones	Resources
Raise the profile of the library. Ensure all departments are aware of the Library Plan.	<p>WWW</p> <ul style="list-style-type: none"> The Library is used for many meetings/ seminars for other schools and organisations. <p>EBI</p> <ul style="list-style-type: none"> The profile of the Library is raised, including reading and books, in the school and the wider community. 	<ul style="list-style-type: none"> Creation of a new library position – Library and promotions officer. Update the Library presence on the Internet site. Expand parent communication through regular additions to the school newsletter. Plan for content, e.g. week 2, term 1 – How to help your student with reading. Library to be used for as many meetings as possible. Improve the outside presentation of the library. Library foyer set up to showcase school trophies and awards. 		<p>Prepare Newsletter content.</p> <p>Purchase of a trophy cabinet for the library foyer.</p>

Hillary Duffy: Library Manager

BUDGET

School Budget

INCOME	
Description	Amount
Student Centred Funding Cash	\$ 1,301,652.00
Student and Boarding Allowances	\$ 48,347.00
Voluntary Contributions	\$ 80,253.00
Charges and Fees	\$ 186,140.00
Fees from Facilities Hire	\$ 10,550.00
Fundraising/Donations/Sponsorships	\$ 27,750.00
Commonwealth Govt Revenues	\$ 5,000.00
Other State Govt/Local Govt Revenues	\$ -
Rev from CO, REO and Other Schools	\$ 105,782.00
Other Revenues	\$ 52,103.00
Transfer from Reserve or DGR	\$ -
Residential Accommodation	\$ -
Farm Revenue (Ag & Farm Schools Only)	\$ 262,705.00
Farm Operating and Residential Allocations	\$ 144,600.00
Camp School Fees (Camp Schools Only)	\$ -
Cash Carry Forward	\$ 504,779.00
Total Locally Raised Revenue	\$ 1,235,062.00
Forecast Total Cash Available	\$ 2,729,661.00

EXPENDITURE		
Budget	Description	Amount
D1005	S - Stationery	\$15,000.00
D1010	S - Miscellaneous	\$500.00
D1015	S - Public Relations	\$1,000.00
D1020	S - Photocopier Expenses	\$35,000.00
D1077	S - EFTPOS/Merchant Fees and Charge	\$800.00
D1087	S - Bank Charges	\$800.00
D1089	S - Purchasing Card (Surcharge)	\$110.00
D1091	S - Freight	\$15,000.00
D1145	S - State Fleet Lease Payments	\$7,200.00
D1155	S - Postage	\$10,000.00
D1205	S - Mobile Phone	\$800.00
D1305	S - Electricity	\$350,000.00
D1410	S - Gas (Reticulated)	\$3,000.00
D1455	S - Water Charges	\$70,000.00
D1475	S - Rubbish Removal	\$55,000.00
D1505	S - Gardens & Grounds	\$14,000.00
D1510	S - Building - cleaning	\$29,500.00
D1605	S - Toyota Tarago	\$5,000.00
D1635	S - Minor Works	\$20,000.00
D1640	S - Clontarf Bus	\$611.00
D1695	S - Faults Management - BMW	\$71,750.00
D2491	S - Admin Equip under \$5000	\$6,488.00
D2501	S - FTD Sponsorship Fund	\$480.00
D2550	S - Furniture Purchases	\$20,000.00
D2602	S - Regional Office School Psychologist	\$510.00
D2603	S - Regional Office RAP Coordinator	\$4,500.00
D2605	S - Chaplain	\$500.00

BUDGET

School Budget

Budget	Description	Amount
D2610	S - Nurse	\$2,100.00
D2615	S - Student Services	\$14,000.00
D2620	S - Chaplaincy Collections	\$33,000.00
D2628	S - Horizon Power Scholarship Hold	\$1,000.00
D2630	S - Rhodes Scholarship	\$7,134.00
D2632	S - Progressive Women Scholarship	\$1,100.00
D2633	S - Ernie Redman Scholarship	\$2,200.00
D2710	S - PD - Teaching	\$10,000.00
D2765	S - Air Travel - Intrastate	\$8,000.00
D2840	S - Business Expenses - General	\$6,000.00
D2855	S - Kilometreage - Mail & Banking	\$600.00
D2865	S - Kilometreage - Teaching	\$2,000.00
D2885	S - Intrastate Meals/Incidentals	\$1,000.00
D3405	S - Library	\$22,500.00
D4601	S - Secondary Vol Contrib - Refund	\$1,000.00
D4606	S - Charges - Refund	\$2,000.00
D4607	S - Personal Items & Other - Refund	\$50.00
D4615	S - Vol Approved Requests - Refund	\$50.00
D4808	S - Faciltiy Hire - Refund of Reven	\$400.00
D4903	S - Jumbunna	\$12,000.00
D4904	S - Exam Venue Hire	\$1,500.00
D4907	S - Presentation Night	\$3,000.00
D4920	S - Horizon Power Scholarship	\$750.00
D5005	S - English	\$27,000.00
D5105	S - Mathematics	\$20,000.00
D5205	S - Humanities & Social Sciences	\$25,000.00
D5305	S - Science	\$55,000.00

Budget	Description	Amount
D5310	S - Science Week	\$1,900.00
D5405	S - Computing	\$1,300.00
D5410	S - Food and Technology	\$52,000.00
D5411	S - Food & Technology Catering	\$8,179.00
D5415	S - ICT computer funding	\$245,524.00
D5420	S - Design and Technology	\$125,000.00
D5505	S - LOTE French	\$3,300.00
D5605	S - Physical and Health Education	\$95,000.00
D5705	S - Music - Secondary	\$7,000.00
D5710	S - DRAMA	\$1,500.00
D5715	S - Visual Arts	\$26,000.00
D5720	S - The Production	\$2,000.00
D5905	S - Industry Studies	\$47,000.00
D5906	ECEC Trade Training Centre	\$2,500.00
D5910	S - Schools 2 skills funding	\$6,837.00
D5915	S - V.E.T in Schools	\$39,290.00
D6206	S - Bushrangers	\$796.00
D6207	S - Emergency Service Corp-Cadets	\$3,983.00
D6209	S - Aboriginal Education	\$18,000.00
D6210	S - Disability Funding	\$862.00
D6211	S - Primary Transition	\$500.00
D6212	S - Girls Academy	\$3,946.00
D6213	S - Literacy and Numeracy	\$6,535.00
D6214	S - Switch Program	\$3,127.00
D6217	S - Career Education	\$1,408.00
D6223	S - Gifted & Talented (GATE)	\$7,000.00
D6226	S - Follow the Dream	\$8,848.00

BUDGET

School Budget

Budget	Description	Amount
D6235	S - CIP	\$3,000.00
D6405	S - Business Studies	\$5,500.00
D6425	S - Agriculture Demo Block	\$7,000.00
D6435	S - Agriculture - Cattle & Horse	\$2,500.00
D6440	S - Youth Education Officer	\$4,000.00
D6606	S - Study Skills Programme	\$3,000.00
D6607	S - New Zealand	\$9,480.00
D6610	S - Sailing	\$3,561.00
D6660	S - Quiet Lion Tour	\$9,010.00
D9965	S - Salary Reserve Transfer	\$100,000.00
		\$1,862,319.00