



Esperance Senior High School
School Plans
2017



A strong community, creating opportunities for personal excellence

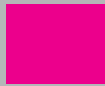
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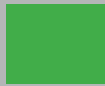
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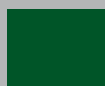
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BUDGET



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INFORMATION ABOUT THE SCHOOL

School Plan History

YEAR	PERFORMANCE INDICATORS	PRIORITIES	SIGNIFICANT DEVELOPMENTS
1999 – 2001	Curriculum Framework - Overarching Learning Outcomes	Curriculum Improvement Program Information Technology Performing and Visual Arts Boys in Education	Adoption of the Curriculum Framework's Overarching Learning Outcomes and the Curriculum Improvement Program.
2002	Curriculum Framework - Overarching Learning Outcomes	Curriculum Improvement Program Learning Technologies Teaching and Learning Styles Respect	Planning for the Junior Campus commenced, to cater for expanding numbers.
2003	Curriculum Framework - 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	Curriculum Framework - Overarching Learning Outcomes	Curriculum Improvement Program	Upgrade of north wing facilities.
2005	Curriculum Framework - Overarching Learning Outcomes	Curriculum Improvement Program 2	Commencement of the building of the Junior Campus.
2006	Curriculum Framework - Overarching Learning Outcomes	Curriculum Improvement Program 2	Completion of the Junior Campus. Courses of Study implementation in upper school commenced. 100 Schools Project for Information and Communications Technology (ICT) integration into the classroom.
2007	Curriculum Framework - Overarching Learning Outcomes	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	Curriculum Framework - Overarching Learning Outcomes	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	Curriculum Framework - Overarching Learning Outcomes	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.
2010	Curriculum Framework - Overarching Learning Outcomes	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.

INFORMATION ABOUT THE SCHOOL

School Plan History

YEAR	PERFORMANCE INDICATORS	PRIORITIES	SIGNIFICANT DEVELOPMENTS
2011	Curriculum Framework - Overarching Learning Outcomes	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	Curriculum Framework - Overarching Learning Outcomes 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	Curriculum Framework - Overarching Learning Outcomes Australian Curriculum General Capabilities	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	Cooperative Learning e-Learning 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. Last year of the 'double cohort'.
2015	WA Curriculum and Assessment Outline Australian Curriculum General Capabilities	Cooperative learning e-Learning Giving and receiving effective feedback	Introduction of year 7s into high school. 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	Cooperative learning e-Learning 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.
2017	WA Curriculum and Assessment Outline	Cooperative learning e-Learning Giving and receiving effective feedback Staff and student wellbeing	Implementation of Phase 2 of the Western Australian Curriculum. Preparation for implementation of Phase 3 of the Western Australian Curriculum.

School Planning Cycle

The School Report is produced and circulated each year. The School Board analyses school performance data and determines the School Business Plan for a three year cycle, with some adjustments made as necessary during this timeframe. This process informs planning for the subsequent year, with the School Plan being completed by staff during term 1. The School Board ratifies the School Report 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 and priorities of the school through the development of the School Business Plan for a three year cycle.

Ensure budget allocation of finances reflect priority areas.

Endorse the School Business Plan.

Represent the school in the community.

Monitor the progress of school priorities.

Monitor financial reports.

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

Approve increases in school contributions and charges.

School Board Meetings	Time	Purpose
1	Term 1	Finalise and endorse the Annual School Report.
2	Term 2	Progress report on strategies to address school priorities and or targets identified in the School Business.
3	Term 3	Progress report on strategies to address school priorities and or targets identified in the School Business.
4	Term 4	Analysis of student and school performance data and review targets. Adjustments are made as necessary. 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?

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.1 Cooperative Learning Operational Plan 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"> Year 7 to 9 NAPLAN reading and writing progress exceeded like schools, indicating teachers are using a range of strategies to differentiate the curriculum to meet the literacy needs of students. Year 7-9 NAPLAN numeracy progress matched like schools' progress. This is pleasing in that it is a significant improvement over the previous year's performance. 	<ul style="list-style-type: none"> Begin the development of a <i>Focus on Teaching</i> style resource. Lighthouse teachers to demonstrate innovative use of cooperative learning at School Development Days, particularly in relation to literacy and numeracy strategies. Further development of specific questions in the staff survey, identifying the types of cooperative learning structures teachers are using. School development day activity based on staff selecting and critiquing cooperative learning activities that differentiate the curriculum, particularly, literacy and numeracy strategies. Investigate further external professional development presenters, particularly from the School Special Educational Needs: Disability and/or Dyslexia SPELD. 	<p>A cooperative learning matrix used at school development days.</p> <p>Staff demonstrate cooperative learning strategies at school development days during 2017.</p> <p>The National School Opinion Survey conducted during Term 3 2017.</p>	<p>NAPLAN</p> <p>OLNA</p> <p>National School Opinion Survey</p>
	<p>EBI</p> <ul style="list-style-type: none"> Move back to a <i>Focus on Teaching</i> style resource. Physical copies of strategies placed in teachers' pigeon holes may encourage more engagement with the resource. 			
<p>Increase student engagement through the innovative use of cooperative learning strategies.</p> <ul style="list-style-type: none"> Seventy-five per cent of all students either agree or strongly agree to the National School Opinion Survey statement, "My teachers motivate me to learn." Fifty per cent 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"> In the 2016 National School Opinion Survey, 61 per cent of students either agreed or strongly agreed with the statement, "My teachers motivate me to learn." This is the same result as the 2014 survey. Sixty one per cent of teachers are surveying students occasionally. 	<ul style="list-style-type: none"> Teachers survey students to determine their level of engagement. Where appropriate, teaching staff incorporate cooperative learning strategies into their performance management goals. Regular demonstration of cooperative learning activities designed to engage students, at school development days. Teachers incorporate student feedback into their performance management plans. 	<p>Staff demonstrate cooperative learning strategies at School Development Days during 2017.</p> <p>The National School Opinion Survey is conducted during Term 3, 2017.</p>	<p>National School Opinion Survey</p> <p>School planning Survey</p>
	<p>EBI</p> <ul style="list-style-type: none"> Teachers seek feedback from students more frequently. Forty per cent of teachers report seeking feedback from students often, very often or always in the 2017 school planning survey. 			

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.1 Cooperative Learning Operational Plan 2017

Outcome/Target	Self-Analysis	Strategies	Milestones	Resources/ Sources of Data
<p>Increase student wellbeing through the innovative use of cooperative learning strategies.</p> <ul style="list-style-type: none"> Seventy five per cent of all students either agree or strongly agree to the National School Opinion Survey statement, "I feel safe at this school." 	<p>WWW</p> <ul style="list-style-type: none"> Sixty three per cent of students either agreed or disagreed with the statement, "I feel safe at my school," in the 2016 National School Opinion Survey. Eleven per cent of students responded that they "do not feel safe at my school." <p>EBI</p> <ul style="list-style-type: none"> There is further investigation of the reasons why 11 per cent of students don't feel safe at school and 26 per cent of students feel unable to comment on this question in the National School Opinion Survey. 	<ul style="list-style-type: none"> Development of specific co-operative learning activities addressing the requirements of the Personal and Social capability for use across the curriculum. Use of cooperative learning activities during Year 7 transition. Year 7 transition program to run in condensed high impact format during Term 1, 2017. Use analysis of the 2016 <i>Resilient Youth Australia Survey</i> to develop further strategies to improve student wellbeing and resiliency. 	<p>The National School Opinion Survey is conducted during Term 3 2017.</p> <p>Year 7 transition to run during Term 1.</p> <p>The Wellbeing committee will present survey findings during school development days at the start of 2017.</p>	<p>National School Opinion Survey</p> <p>2016 <i>Resilient Youth Australia Survey</i></p>

Phil Reading: Program Coordinator - School Planning and Curriculum Development

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.2 E-Learning Operational Plan 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>	<p>WWW</p> <ul style="list-style-type: none"> 97 per cent of teachers reported using e-Learning strategies in their classroom. The most popular e-Learning uses included Quizlet, online research, Kahoot, Connect, Microsoft Office, i-Movie. Improvements in OLNA outcomes, as measured against like schools, indicates students are increasingly comfortable completing assessments online. 	<ul style="list-style-type: none"> Investigate new ways to promote the use of e-learning strategies. Promotion of and instruction in the use of the new laptops that will replace the iPads. 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, identifying 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 are targeted at improving literacy and numeracy. Develop and promote e-learning strategies that allow teachers to differentiate the curriculum, particularly, literacy and numeracy strategies. Review the information, communication and technology skills developed in the Year 7 and 8 'Tasters', ensuring they meet the requirements of NAPLAN online. 	<p>Staff demonstrates e-Learning strategies at school development days during 2017.</p> <p><i>The National Schools Opinion Survey</i> is conducted during Term 3 2017.</p> <p>Review conducted over the course of 2017.</p>	<p>NAPLAN and OLNA data.</p> <p><i>National Schools Opinion Survey.</i></p>
	<p>EBI</p> <ul style="list-style-type: none"> The school ensures skills in online writing and completion of online assessments are developed for Year 7, 8 and 9 students in preparation for NAPLAN online in 2019. 			
<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 to the National School opinion Survey statement, "My teacher's motivate me to learn:" 	<p>WWW</p> <ul style="list-style-type: none"> In the 2016 National School Opinion survey, 61 per cent of students either agreed or strongly agreed with the statement, "My teacher's motivate me to learn." This is the same result as the 2014 survey. In the 2016 School Planning survey, 97 per cent of staff indicated they used e-Learning strategies. 	<ul style="list-style-type: none"> Teachers survey students to determine their level of engagement. Where appropriate, teaching staff incorporate e-learning strategies into their performance management goals. Teachers survey students to determine their level of engagement. Teachers incorporate student feedback into their performance management plans. 	<p>Staff demonstrate e-Learning strategies at school development days during 2017.</p> <p><i>National Schools Opinion Survey</i> conducted during Term 3.</p> <p>Performance Management planning meetings occur during Term 1 and review meetings in Term 4.</p>	<p><i>National Schools Opinion Survey.</i></p> <p><i>School Planning Survey</i></p> <p>Performance management documentation</p>
	<p>EBI</p> <ul style="list-style-type: none"> Teachers seek feedback from students more frequently. Forty per cent of teachers report seeking feedback from students often, very often or always in the 2017 school planning survey. 			

2.2 e-Learning Operational Plan 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"> In the 2016 School Planning survey 98 per cent of staff indicated they used <i>Connect</i>. Twenty-six per cent of staff indicated they always used it. Fifty-seven per cent of parents who completed the 2016 <i>National School Opinion Survey</i> stated that they had registered on <i>Connect</i> in 2016. <p>EBI</p> <ul style="list-style-type: none"> There is an increase in the consistency of <i>Connect</i> usage by teachers, particularly lower school teachers. The inconsistent use of <i>Connect</i> was the most significant area of concern raised by parents in the National Schools Opinion Parent Survey. <i>Connect</i> is used to communicate with parents via email. 	<ul style="list-style-type: none"> Analysis of parent feedback on the implementation of <i>Connect</i>, collected in the 2016 National Schools Opinion Survey. Ensure future implementation responds to the issues identified in this survey. Professional development provided by ICT Lighthouse teachers promoting the use of <i>Connect</i> at school development days. All course and assessment outlines uploaded onto <i>Connect</i>. The email function in <i>Connect</i> is used to communicate with parents. The parent email data base is upgraded. 	<p>During Term 1.</p> <p>During Term 1. By the end of 2017. By the end of Term 1.</p> <p>The parent email data base is upgraded prior to the start of school in 2017.</p>	<p><i>Connect</i></p> <p>Staff and parent feedback on new system.</p>

Phil Reading: School Planning and Curriculum Development Coordinator

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.3 Feedback Operational Plan 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>	<p>WWW</p> <ul style="list-style-type: none"> Humanities and Social Sciences, English Mathematics and Science have all developed course outlines and assessments based on the Western Australian Curriculum. These were made available online through Connect. Pleasing outcomes in relation to student achievement targets identified in the <i>Esperance Senior High School Business Plan</i>. 	<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 incorporated into a <i>Focus on Teaching</i> style resource. Use of Connect to deliver personalised teacher parent communication. Refine peer observation and coaching processes to provide professional feedback to teachers. 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 and incorporate these strategies into their performance management where appropriate. Continue to refine delivery of the <i>National School Opinion</i> survey to ensure more valid data. For example, develop sample groups of students and parents who can be tracked through years 7 -12. Development of classroom observation Rationale, Process and Protocols incorporated into a performance management folder for staff. 	<p>Course outlines to be on Connect by the end of week 4 each term.</p> <p>Phase two of the Western Australian Curriculum is fully implemented by the end of Semester 1 2017.</p> <p>Connect notifications to be sent to parents by the start of week 3.</p>	<p>NAPLAN</p> <p>OLNA</p> <p>National School Opinion survey (NSOS)</p> <p>School planning staff survey</p>
	<p>EBI</p> <ul style="list-style-type: none"> Continue to refine the use of Connect based on feedback from the additional school communication questions added to the 2016 National School Opinion Survey. Health and Physical Education will be fully implemented by the end of Semester 1 2017. 		<p>National School Opinion Survey completed in Term 3.</p> <p>Performance management planning meetings occur during Term 1.</p> <p>Performance Management review meetings occur during Term 4.</p> <p>Folder developed over the course of 2017 ready for use in 2018.</p>	<p>National School Opinion Survey</p> <p>Performance Management documentation</p>
<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"> The allocation of time to the position of teacher mentor and observer. In the 2016 school planning survey all staff indicated they write lesson objectives on the board at the start of lessons. This was an improvement on 2015 when 12 per cent of staff indicated they never wrote lesson objectives on the board at the start of the lesson. <p>EBI</p> <ul style="list-style-type: none"> Continued formalisation of processes related to classroom observation, specifically the development of classroom observation accountability documents. These will then be attached to teachers' performance management plans. 			

OPERATIONAL PLANS - SCHOOL PRIORITIES

2.4 Whole School Literacy Operational Plan 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 OLN 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 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.	<p>WWW</p> <ul style="list-style-type: none"> The structure guides used for essay writing Glossaries and word walls that are being used. <p>EBI</p> <ul style="list-style-type: none"> There is explicit teaching of literacy standards for The Arts writing. All students have definitions and terms for vocabulary used in each Arts context. There was greater access to expertise in literacy strategies. A range of writing activities specific to The Arts is created. 	<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 students and displayed in CONNECT; modelling essay writing, effective introductions and conclusions as appropriate to each context; attention to spelling strategies, editing and proofreading; and backward mapping of upper school writing requirements into lower school courses e.g. composition journals, script writing; Visual/Aural/ Score Analysis. Introduction of drama workbooks containing scaffolded reflections and written activities. Introduction of composition journals in Music. 	<ul style="list-style-type: none"> All staff to produce a definition glossary by the beginning of 2017 to be given to students. 	<p>Time to liaise with the literacy coordinator.</p> <p>Time to create resources and feedback to the learning area</p>
Staff understand and engage with student data analysis and review.	<p>WWW</p> <ul style="list-style-type: none"> Current upper school data analysis processes. The use of lower school achievement data to modify and develop programs. Continue current moderation processes. <p>EBI</p> <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. 	<ul style="list-style-type: none"> Regular moderation activities 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. Staff becomes proficient in accessing and analysing data from the Student Achievement Information System (SAIS) and any other relevant data sources. 	<ul style="list-style-type: none"> Moderation activities conducted each semester. Staff attend The Arts staff attend the SAIS dashboard training at the start of the year. Incorporation of data analysis into performance management plans where appropriate. 	<p>Time to moderate and analyse data in Learning Area meetings.</p> <p>NAPLAN data</p> <p>ATAR data</p> <p>Grade exemplars</p>

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 and learning programs. Staff access e-learning resources and specialised Arts programs and share these at faculty meetings. Staff trained in the use of interactive whiteboards and interactive whiteboards set up in each classroom. Developed use of Connect to support student learning and feedback to both students and parents. Develop a list of online resources and applications. More access to tablets and computers for use in Music and Drama classes. Acquisition of relevant industry-standard ICT software to incorporate into teaching and learning programs. 	ICT strategies are incorporated into teachers' performance management plans. Curriculum resources are placed on Connect throughout the year. Time is set aside in faculty meetings to share resources.	Time in Learning Area meetings. Time to prepare resources as a part of the performance management cycle. Professional learning in the effective use of Connect and interactive whiteboards in the context of The Arts. Professional learning in the creation of assessment outlines in Reporting To Parents.
	EBI <ul style="list-style-type: none"> All learning area 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 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"> The use of small group work in the area of performance. The verbal feedback given to students. The regular use of phone calls to parents. The use of some cooperative learning tasks. 	<ul style="list-style-type: none"> Use the Western Australian Curriculum achievement standards and portfolio samples to develop rubrics, and summative assessments, reflecting standards of the Western Australian Curriculum. 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 in Reporting to Parents within one week. Early feedback to parents for students at risk or achieving poor assessment results. Use Connect to provide parents with ongoing access to student results. 	Staff to share the use of cooperative learning and feedback strategies in learning area meetings each term. Development of pro-formas for letters of concern and commendation.	Schools Curriculum and Standards Authority website Reporting to Parents Connect Professional Learning in the use of Reporting to Parents
	EBI <ul style="list-style-type: none"> There is more timely feedback and recording of results in Reporting to Parents. A greater variety of feedback strategies are used. All staff incorporate cooperative learning strategies into their planning. 			

3.1 The Arts Learning Area Operational Plan 2015-2017

Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
<p>Develop relationships between the high school and feeder primary schools.</p> <p>EBI</p> <ul style="list-style-type: none"> • Develop relationships with primary school art teachers. • More arts activities for primary school students at the high school. • More visits to the primary schools by high school Arts students. 	<p>WWW</p> <ul style="list-style-type: none"> • The combined school music ensembles. • The primary school music tour. • Drama performances for primary schools. • 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. • 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 to primary schools for performances and exhibitions. • Performances at Primary Schools for Music and Drama. 	<p>Arts staff to be involved in developing and organising an Arts event/activity with primary schools in 2017.</p>	<p>Time, resources and funds to organise and run arts activities.</p>
Strategic Priority Four: Profile				
Target/Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
<p>Promote the School in the community.</p>	<p>WWW</p> <ul style="list-style-type: none"> • The school production. • Art exhibitions at The Cannery and the Esperance Show. • Local music performances. • The relationship between the school and the local Arts community. • Arts excursions and camps. <p>EBI</p> <ul style="list-style-type: none"> • More arts events within the school community. • More contributions to the Principal's newsletter. • Look for more opportunities for excursions and incursions. • Increased entry into Arts related competitions. 	<ul style="list-style-type: none"> • A learning area contribution to the Principal's newsletter each term. • Look for opportunities to bring artists into the school and students more involved in local community arts projects. • 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 within the school. 	<p>A newsletter contribution each term.</p> <p>At least one school based arts activity each term.</p> <p>Increase the retention of students in practical arts subjects in 2017.</p>	<p>Time to develop activities and events and write articles for the newsletter.</p> <p>The Arts camera to take good photographs for publicity.</p> <p>Funding for excursions and incursions.</p>

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>	<p>WWW</p> <ul style="list-style-type: none"> Excellent NAPLAN and OLNA results compared with like schools. Diagnostic testing completed in year 7 to identify students for the year 7 literacy course. Outstanding ATAR English and Literature results with Literature having the highest mean in the school. The School Curriculum and Standard Authority's Certificate of Merit for English was attained by a year 12 ATAR student. English tutorial students achieved beyond predicted expectations. 	<ul style="list-style-type: none"> Establish a working group to analyse data and evaluate the effectiveness of the literacy and numeracy support program. Expand moderation to year 11 ATAR courses and encourage staff to attach data to performance management plans. More explicit incorporation of micro tasks into weekly programs for upper school. Resource lists to be established. In ATAR courses, continue to keep moderation a focus. The Literacy Coordinator will develop an OLNA six week intense program for year 12 students and expand this to year 11s in 2018. The Year 11 Coordinator will guide students at risk of failing. Attend <i>Leading Writing Improvement</i> professional learning. Meet with the Literacy Coordinator and Program Coordinator for School Planning to develop quick wins and longer term goals to improve writing across the school. Revise the current literacy plan. Develop resources aligned to tasks. Make these available in classes on Connect. Allocate responsibility to the English department staff to ensure resources for individual tasks are made available on Connect. Resources will be developed in courses to facilitate differentiation. The initial focus will be on General and Foundation courses and then on years nine and ten. Run separate Foundation and General English classes where possible to assist with improved teaching and learning outcomes. 	<p>Literacy and Numeracy support program reviews by the end of 2017.</p> <p>Moderation partnerships and processes established and incorporated into performance management plans by the end of Term one.</p> <p>Alter program for upper school by week 2.</p> <p>Develop goals with the Literacy Coordinator in Performance Management sessions.</p> <p>Review the Literacy Plan by the end of Semester Two.</p> <p>Ensure differentiation is outlined in planning sessions for each year group</p>	<p>SAIS Reporting to Parents NAPLAN</p> <p>Eastern Goldfields and Canning Vale Colleges</p> <p>Year group/Course leaders</p> <p>Connect</p>
	<p>EBI</p> <ul style="list-style-type: none"> Specific and targeted OLNA programs are in all year levels and resources are developed on period by period basis. An increase in the number and variety of writing tasks. 			

3.2 English Operational Plan 2015-2017

Target/Outcomes Sought	Self-Analysis	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"> Moderation processes are sustainably embedded across all year groups. <p>EBI</p> <ul style="list-style-type: none"> Moderation occurred with all year levels and across schools. More data is used to support teachers' performance management processes. 	<ul style="list-style-type: none"> Ensure staff provide documentation of the data they have analysed as part of their performance management review meetings. Implement inter school moderation across all years and courses. Make moderation organisation the responsibility of the lead teacher of each course. 	Moderation partnerships and processes are established and incorporated into performance management plans by the end of Term one.	SAIS Reporting to Parents
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"> Connect usage noted by parents as very good in English All course outlines placed on Connect <p>EBI</p> <ul style="list-style-type: none"> Letters sent home in Connect and manually where necessary. All teachers will start to place additional information on Connect. 	<ul style="list-style-type: none"> Streamline filing system on the shared drive. Increased usage of Connect, with all relevant documents that are used in class being appropriately filed on Connect. Welcome letter sent to all parents at the start of the year via Connect where possible. The Teacher in Charge of each course to ensure all material is on the Connect Community in the English department. Check compatibility issues with apps (saving material within apps to server at school). 	<p>The lower school shared drive is reviewed by the end of week 5 and the upper school by the end of week 10.</p> <p>Welcome letters are sent by the end of week 2.</p> <p>Head of Department to check all outlines are up by the end of week 3.</p>	<p>Shared drive audit</p> <p>ICT</p> <p>Connect</p> <p>Year group leaders</p>
Increase student achievement across all Learning Areas through the use of timely and effective feedback.	<p>WWW</p> <ul style="list-style-type: none"> Staff are starting to access and share information via communities in Connect. <p>EBI</p> <ul style="list-style-type: none"> Revisit programs to improve quality and reduce unnecessary overlapping assessments. 	<ul style="list-style-type: none"> More networking with other schools, sharing of resources, programs. Encourage staff to attend Teacher Development School SABA sessions. Increase feedback regarding Connect usage with lower school students and parents. The School Curriculum and Standards Authority to conduct Year 11 Course audit of all English courses. Implement a NAPLAN marking key from Leading Writing Improvement professional development into year 7 and 9 courses. Refine lower school course outlines, programs and assessments to ensure they reflect version 8.1 of the <i>Western Australian Curriculum</i>. 	<p>Email all staff Teach Development School opportunities.</p> <p>Revision of Year 11 courses are completed by week two and submitted to the School Curriculum and Standards Authority by February 24th.</p>	<p>SCSA</p> <p>Teacher Development Schools</p> <p>SCSA</p> <p>Leading writing Improvement professional learning</p>

3.2 English 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"> Local community members are invited in on ad-hoc basis. 	<ul style="list-style-type: none"> Establish reading partnerships with retired community members during 2017. Discuss options for including local community members in a staff meeting in Term 1 2017 and develop a plan for the year. 	Discuss opportunities in a staff meeting during Semester 1. A plan is established by end of Term 1.	Literacy Coordinator Volunteer Centre Sonny Graham Course/cohort leaders Connect
	EBI <ul style="list-style-type: none"> Systematic inclusion of volunteers occurs. Expand the number of volunteers in classrooms. 			
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> Connect expertise and leadership throughout the school is accessed.. 	<ul style="list-style-type: none"> Each course leader needs to be aware of how to use Connect to disseminate information. Connect professional learning to be run by the English head of learning area on school development days. Development of a welcome letter to all parents. 	Connect professional learning delivered. Welcome home letter sent by week 3.	Connect School Development Days
	EBI <ul style="list-style-type: none"> All department staff use Connect for daily updates. 			
Extend local partnerships to further develop curricular and extracurricular activities.	WWW <ul style="list-style-type: none"> Local community relationships have already been established. 	<ul style="list-style-type: none"> Work with the library to encourage guest presenters and source live productions and authors to visit. Establish shared reading goals with the library coordinator. Work with local author Fleur McDonald to create a local writing competition. Bring Lisa Mack (Specialist English consultant) down twice a year. Ensure staff have the opportunity to work with her. Endeavour to use Lisa to ratify marking and consistency of judgements. Establish a writing competition leader in Term 1 to coordinate write4fun and other writing competitions 	Ongoing liaison with the library coordinator and staff. Establish parameters of the writing competition with Fleur by the end of week 10. Lisa Mack to visit Term 1 and Term 3.	Writing competition leader Library HoD Fleur McDonald Lisa Mack
	EBI <ul style="list-style-type: none"> More opportunities and sessions for students to encourage a love of literature. Formalisation of partnerships and the development of plans to ensure sustainability. 			

3.2 English Operational Plan 2015-2017

Strategic Priority Four: 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"> Some author visits occurred during 2016. Ongoing outstanding success in the Tournament of Minds. Common area has been established. 	<ul style="list-style-type: none"> Mark Greenwood, author of Jandamarra to visit the school. Ensure more structure and rigour is applied in reading classes. Set reading goals with students. All year 7s to visit library during the first two weeks of Term one. The Literacy leader to be the Teacher in Charge of the Tournament of Minds. Run another quiz night early in the year to promote Tournament of Minds and raise funds. Increase the use of the common area by creating a plan during a department meeting. Jumbunna contributions to be written by students in class. A Jumbunna writing club established. 	Visit organised for March.	Library coordinator
	EBI <ul style="list-style-type: none"> Jumbunna written by students, not staff members. 		Term 2 – put as an item agenda in departmental meetings	Year 7 teachers
			Establish a Jumbunna writing club in Term 1.	Tournament of Minds teachers and the coordinator. Jumbunna Coordinator

Renee Reid: Head of Learning Area - English

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 2.1 and 2.0 respectively. 	<ul style="list-style-type: none"> All ATAR data from previous and current year 12 results are analysed and responded to as required. Teachers attend professional learning on accessing data through the Student Achievement Information System (SAIS) Dashboard. 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. Teachers access the SAIS dashboard prior to teaching new classes. Performance management plans are developed and signed off before week 7, term one.	SAIS Secondary Pathways and Transition Consultant
	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.	WWW <ul style="list-style-type: none"> Year 12 Physical Education Studies extended answer in the ATAR exam 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 the examiners' report to provide feedback to upper school students. 	All lower school health classes do a unit on sport sciences.	Western Australian Curriculum
	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"> Continue to review and moderate 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. 	Full implementation including teaching, assessing and reporting of the Western Australian Health and Physical Education curriculum 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"> The 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. Continue to review and develop skill 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"> If the i-Pads were able to access the school network. 			
Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/ Sources of Data
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> The current use of Connect for upper school classes. 	<ul style="list-style-type: none"> All Health and Physical Education staff will attend Connect professional learning throughout 2017. All Health and Physical Education staff will use the notification function within Connect to email parents at the start of each unit of work. Course outlines and all relevant work will be uploaded to Connect by staff. 	Course outlines uploaded by the end of week two. Parents contacted via notification within two weeks of each new course being started.	Connect professional learning
	EBI <ul style="list-style-type: none"> All teachers use Connect to communicate with parents throughout the year. 			
Extend local partnerships to further develop curricular and extra-curricular activities.	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. 	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. 			

3.3 Health and Physical Education Operational Plan 2015-2017

Strategic Priority Four: 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. 	<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. Ensure physical education and health activities are promoted through avenues such as the school sign, Connect. 	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. 			

Matt Lovejoy: 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>	<p>WWW</p> <ul style="list-style-type: none"> The use of glossaries in most classes. Explicit teaching of writing strategies in Year 11 subjects. Editing and proof reading of work in lower school classes. The literacy focused classes in Year 9. Modification of programs to suit the needs of students in the literacy support classes. 	<ul style="list-style-type: none"> Glossaries to be issued to all classes identifying key terminology that students will develop an understanding of. Explicit teaching of writing and examination techniques in year 11. Expand this to year 10. Inclusion of 'key terms' in assessments. In-class assessment based on work completed through the inquiry process. Specialist year 9 program to support literacy development. 	<p>Glossaries created by the start of each term.</p> <p>Explicit teaching of writing and examination techniques incorporated into programs by the end of Term one for year 11 and Semester One for year 10.</p>	<p>Time on school development days to develop glossaries.</p> <p>Time on school development days to develop programs.</p> <p>Specialist literacy teacher support</p>
	<p>EBI</p> <ul style="list-style-type: none"> Glossaries become the norm in all lower school classes. Model questions and answers are completed for year 10 and 11 classes. There is in-class validation of inquiry work in years 7 to 10. There is the continuation of the modified programs for year 9 literacy focused classes. 			
<p>Staff understand and engage with student data analysis and review.</p>	<p>WWW</p> <ul style="list-style-type: none"> Current staff awareness of student progress through their analysis of NAPLAN data. The review of upper school data to assist in the delivery of subjects 	<ul style="list-style-type: none"> All staff to be encouraged to use the SAIS dashboard to track student results and plan for how they will cater for the needs of all of their students. Staff continue to review upper school results with a focus on the identification of areas for improvement. Increase the number of staff who have Certificate IV: Training and Assessing to support the implementation of Certificate II: Skills for Work. 	<p>Teachers will access the SAIS dashboard at the start of each term or rotation of subjects.</p> <p>Previous year's upper school data analysed by the end of Term One.</p> <p>The number of teachers qualified to teach Skills for Work has increased by the end of 2017.</p>	<p>Computer access</p> <p>Head of Department and ATAR teachers</p> <p>VET Coordinator, Certificate IV Professional Learning</p>
	<p>EBI</p> <ul style="list-style-type: none"> Staff access the SAIS dashboard to analyse student results prior to teaching new classes. Increases in the number of staff who have an understanding of Certificate II: Skills for Work and its delivery. 			

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"> The majority of Humanities teachers are engaged in the use of Connect. The trialling of <i>Classmarker</i>. The inquiry work incorporated into the assessment structure. 	<ul style="list-style-type: none"> Staff access Connect expertise within the school to improve their knowledge of and skills in the use of Connect. All class outlines and class documentation to be on Connect Purchase a subscription to 'Classmarker' for the faculty. Use the school's new library page to enhance inquiry work with all students. Professional learning for all staff members to ensure that the mobile tablet lab is available for their use. 	By the end of Semester One. By the end of week 3 each term. During Term One. By the end of term One.	Trade off time Budget for subscription Information Technology support
	EBI <ul style="list-style-type: none"> All staff engage in the use of Connect. One assessment per term incorporates <i>Classmarker</i>. Access to computer labs and or mobile tablets is increased. 			
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 current one-week turn around on all assessments, including the inputting of data. The use of the School Curriculum and Standards Authority guidelines for all subjects. The use of 'box and whiskers' task report sheets in most upper school classes. The cooperative learning strategies integrated in to programs. 	<ul style="list-style-type: none"> Staff development on the new Humanities and Social Sciences curriculum. Use of box and whisker diagrams to become the norm for all upper school students. Begin to use box and whisker diagrams in year 10 classes to assist student transition to upper school. Further development of the cooperative learning box in the library. 	All relevant Western Australian Curriculum timelines are adhered to. Development of resources is ongoing throughout the year.	HOD, Staff programs Feedback from parents Resources located in the library, staff use of the box
	EBI <ul style="list-style-type: none"> There is further development of Humanities and Social Sciences programs to reflect the new WA Curriculum guidelines. 			
Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> Some staff have developed sound skills in the use of Connect. 	<ul style="list-style-type: none"> All staff to develop skills in the use of Connect as a method of communication with parents. 	By the end of Term One.	Connect professional learning
	EBI <ul style="list-style-type: none"> All staff effectively use Connect as a method of communicating with parents and carers. 			

3.4 Humanities and Social Sciences Operational Plan 2015-2017

Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Extend local partnerships to further develop curricular and extra-curricular activities.	WWW <ul style="list-style-type: none"> Current partnerships between the Humanities faculty. 	<ul style="list-style-type: none"> Expand the number of opportunities to engage in curricular and extra-curricular activities by matching activities to each unit of work, e.g. Geography fieldwork. Expand links with local organisations for ongoing activities e.g. South Coast Natural Resource Management. 	At the start of each unit of work.	Access to 'experts', staff planning
	EBI <ul style="list-style-type: none"> There is an expansion in the number of opportunities for students to engage in a range of curricular and extra-curricular activities. 			
Strategic Priority Four: 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"> <i>Skills for Work</i> students engaged with the community through course work and Work Place Learning. The Humanities library displays that occurred throughout 2016. 	<ul style="list-style-type: none"> <i>Skills for Work</i> students to engage in meaningful and authentic projects promoting the school as part of their studies. Continue to support the library displays showcasing the work of Humanities and Social Sciences. Create classroom displays for parent-teacher nights. Creation of a calendar of events and a coordinator within the faculty. 	Planning conducted throughout Term one and implemented throughout the year. Calender created by the end of Semester One.	Planning time and support from the VET coordinator and registered training organisation.
	EBI <ul style="list-style-type: none"> There is a plan for special events to show case Humanities and Social Sciences in the community. 			

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	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"> The structure guides for essay writing. The use of glossaries and word walls. The creation of a range of writing activities specific to Languages. 	<ul style="list-style-type: none"> Courses will include sessions spent on analysing/ reviewing the features of a variety of literacy items such as emails, graphs, news reports, articles, blogs, diary, postcards. Use model answers to assist students in evaluating the quality of their own writing across years 7 to 10. Liaise with the primary school French teacher for moderation of students' written works according to new curriculum requirements as they become available. 	<p>All staff to enrich grammar displays in classrooms throughout 2017.</p> <p>Continue to provide examples of written works with an explicit commentary.</p> <p>Moderation activities from students' written samples.</p>	<p>Time to liaise with Language colleagues through Teacher Development Schools' online sessions.</p> <p>Time to read through publications on the Languages and Literacy website.</p> <p>Time to coordinate meetings with the French teacher at Esperance Primary School.</p>
	EBI <ul style="list-style-type: none"> There is more explicit teaching of literacy standards for Languages writing. There is greater access to expertise on literacy strategies in Languages. 			
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. The continued use of moderation processes. Staff are equipped to analyse and act upon patterns seen in data from the Student Achievement Information System (SAIS) dashboard. 	<ul style="list-style-type: none"> 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. Staff become proficient in accessing and analysing available information and data from SAIS to review students' progress at the end of each term. Reinforce prerequisites for entry in year 9/10 courses (2 full years of French as a minimum). 	<p>Moderation to occur throughout the year.</p> <p>Use initial assessment tasks to set targets and support strategies for low achievers (D or below) during first term.</p> <p>Liaise with student services, the school psychologist and chaplain for early referral of students at risk throughout the year.</p>	<p>Time to moderate and analyse data in Learning Area meetings.</p> <p>Grade exemplars</p> <p>Time to update teaching programmes throughout the year.</p>
	EBI <ul style="list-style-type: none"> Staff regularly review students' data each term. Staff use data from NAPLAN results to inform their teaching of Literacy. 			

3.5 Languages Operational Plan 2015-2017

Strategic Priority Two: Pedagogy				
Target/Outcomes Sought	Self-Analysis	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"> Regular use of specialised software and web resources for the end of term projects. Staff completed training in the use of the new tablets. 	<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 platforms and resources. Develop the use of Connect to support student learning and feedback to both students and parents. Develop a list of online resources and apps for parents/students to access. Increase students' ICT capability through projects using tablets. Acquisition of relevant industry-standard ICT software to incorporate into teaching and learning programs (e.g. Education Perfect, Zut French). 	<p>Review safer ICT practices at the start of each project.</p> <p>Set classwork and projects making extensive use of digital technologies.</p> <p>Begin to use educational platforms to set, direct, complete and assess students' learning.</p>	<p>Time to prepare resources for projects and classwork</p> <p>Access to computer labs and tablets</p> <p>IT specialists</p> <p>Budget to purchase Licences for Education Perfect platform for year 9 and 10 classes</p> <p>Professional Learning on using ICT for language learning</p>
	EBI <ul style="list-style-type: none"> Staff begin to use the tablets for students to increase familiarity with the device. Safer and ethical use of ICT is promoted. Relevant IT-based Languages programmes are acquired. 			
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"> Variety of cooperative learning and feedback routines in the language classroom Cross-curricular projects with a focus on Skills for Life Timely feedback via letters sent home. 	<ul style="list-style-type: none"> Increase the use of peer-feedback and peer-teaching in lower school classes to reinforce cooperative learning. Regularly contact with parents and carers to monitor students with limited progress. Regular marking to provide students with specific feedback on their progress in each language skill area. Access to Connect features on a weekly basis. Identify a cohort of gifted and talented students in Year 7 and 8 classes. Provide formal enrichment tasks during lessons to promote higher-order thinking and independent learning among identified gifted and talented students. 	<p>A formal review of students' assessments at the end of each term.</p> <p>All course outlines are posted on Connect by the end of week three.</p> <p>Course content material is added throughout the year.</p> <p>Teachers to research independent learning strategies for high ability students.</p>	<p>Time to prepare resources</p> <p>Budget to purchase licences for <i>Education Perfect</i> platform for gifted and talented French students</p> <p>Professional learning on fostering independent learning in the classroom</p>
	EBI <ul style="list-style-type: none"> Use of self-evaluation tools for students before and after assessments occurs. There is increased communication with parents and carers. 			

3.5 Languages Operational Plan 2015-2017

Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Support parent participation in the school through the use of ICT facilities.</p> <p>EBI</p> <ul style="list-style-type: none"> Samples of students' work is shared on Connect . Parents helpers for French events and talks in school occurred. 	<p>WWW</p> <ul style="list-style-type: none"> The current email communication and online reporting. French classes are set up on Connect. The use of Connect notices to promote French events in school. The use of online surveys to gather feedback. 	<ul style="list-style-type: none"> Update the Connect content pages on a weekly basis. Use of the Connect library features to display students' work samples. Enter students' assessment grades onto Connect marks book in Reporting to Parents within a week of completion. Contact parents via connect notices to request assistance in running French events. 	<p>Resources and key assessment dates are posted in Connect notices throughout the year.</p> <p>Connect contents reviewed each week.</p> <p>A bank of students' project work, made available in the Connect Library, is developed throughout the year.</p>	<p>Time to upload resources</p> <p>Marking of students' work</p>
<p>Extending partnerships into the school community and local community to enhance learning opportunities at the school.</p>	<p>WWW</p> <ul style="list-style-type: none"> The cross-curricular projects in years nine and ten. French Language, Poetry Recitation and Art Competitions. French trips and exchanges. <p>EBI</p> <ul style="list-style-type: none"> Increased collaboration with Esperance Primary School. More Languages events within the school and wider community. Increased number of entries into French related competitions. 	<ul style="list-style-type: none"> Organise students' contributions to French week. Increase contact with Esperance Primary School for implementation of the New French curriculum for WA. Involve French classes in the running of French events and projects in the school. Recruit students for French competitions. Offer an excursion/trip to Bonjour Perth French Festival. 	<p>French week held in July 2017.</p> <p>Organise year nine and ten student work for <i>Francophonie</i> month in March.</p> <p>Enrol students in French competitions during the year.</p> <p>Meet once a year with the Esperance Primary French teacher for updates on resources and assessment tasks used in years three to six.</p> <p>The Perth excursion to run during October.</p>	<p>Time to plan projects</p> <p>Staff/colleagues of selected Learning Areas</p> <p>Discussions/meetings with the Twin town committee</p> <p>Funds for students' entries</p> <p>Time to meet with the EPS French teacher</p> <p>Funding for visits</p>

3.5 Languages Operational Plan 2015-2017

Strategic Priority Four: Profile				
Target/Outcomes Sought	Self-Analysis	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 nine and ten.	WWW <ul style="list-style-type: none"> Learning area contributions to the Principal's newsletter each term. An increase in the number of photos taken of students in French. Thirty per cent increase in the number of students taking French in years nine and ten. Promotion of languages competitions through the daily notices. 	<ul style="list-style-type: none"> Continue to publish photos taken during French lessons to encourage student enrolments. Review the Tour de France programme to include a visit to the Futuroscope and a longer visit to Collège les Salières. Review the selection criteria for the Twin Town Student Exchange. Develop a presentation of French exchange programmes to La Réunion and Ile-de-Ré for promotion among year eight students. Organise an in-school observation of Café-cuisine sessions for year eight students. Set up a French culture club to prepare students for the cultural academic outings of the Tour de France and French exchanges. 	Publications in the principal's newsletter each term. Planning and review meetings held in preparation for the French trip. In-school excursion to Café-cuisine sessions for year 8s during term 2	Photography equipment Staff in school and the Twin Town committee Staff and equipment from Home
	EBI <ul style="list-style-type: none"> Cross-curricular projects for year eight students are developed. Review the programme of the Tour de France trip. Offer a French culture club. 			

Anaëlle Talelo Donjio: Teacher in Charge - Languages

3.6 Mathematics Operational Plan 2015-2017

Strategic Priority One: Performance				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Improve the numeracy skills of students.	WWW <ul style="list-style-type: none"> NAPLAN Numeracy Progress between year 5 and 7. The improvement in year 7 to 9 progress. The improvement in numeracy comparative performance. We achieved our target with 64.3% of students passing OLNA numeracy at their first attempt, compared to 55.7% for like schools. By the end of year 11, 84.5% of students at Esperance Senior High School had passed OLNA numeracy compared to 73.8% at like schools. The online program to assist year 12s who hadn't passed OLNA with one attempt to go. 	<ul style="list-style-type: none"> Staff continue to analyse NAPLAN data to identify the strengths and weaknesses of student cohorts. Year 7, 8 and 9 students are to be given exposure to NAPLAN style questions. Continued refinement of numeracy support classes in years 7, 8 and 9. 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. The OLNAWA online resource to be used by all year 11 and 12 students who have not yet passed the numeracy component of OLNA. Analyse OLNA diagnostic information. 	Use of the student Achievement System dashboard at the start of each term. OLNA performance data is reviewed as it is made available on the Student Information System (SIRS). Monitoring students through OLNAWA throughout the year.	Teacher judgement data on SAIS NAPLAN results OLNA results. OLNA diagnostic information from (SIRS)
	EBI <ul style="list-style-type: none"> OLNAWA online numeracy support for category 2 students in year 11 and 12 is made available to students. 			
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> The present moderation procedures. The experience in the department on a variety of upper school courses. 	<ul style="list-style-type: none"> Refine year 11 and 12 courses based on the analysis of 2016 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 one exam results.	External exams Course assessments SCSA website
	EBI <ul style="list-style-type: none"> Increase the number of staff with experience in upper school courses. 			

3.6 Mathematics 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.	WWW <ul style="list-style-type: none"> The use of CAS calculators. 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. Use of a document reader to better model good practice. 	All staff are using interactive whiteboards by the end of the year. Four document cameras in the maths rooms by the end of the year.	Meeting time Internet Laptops Document reader
	EBI <ul style="list-style-type: none"> Increased use of laptops in mathematics classrooms. 			
Increase student achievement across all Learning Areas through the use of timely and effective feedback.	WWW <ul style="list-style-type: none"> Model answers are being used across most year groups for most assessments. The current use of Connect for upper school 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. 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 are used across all year groups. Lower school courses are refined to reflect version 8.1 of the Western Australian Curriculum. 			
Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Continue to build on the curriculum based partnerships between the high school and local primary schools.	WWW <ul style="list-style-type: none"> Previous partnerships between the mathematics department and 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 throughout 2017.	Time Professional development
	EBI <ul style="list-style-type: none"> The partnerships and visits between high school mathematics staff and some of the local primary schools need to be restarted. 			
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> The current use of Connect for upper school classes. 	<ul style="list-style-type: none"> Each year group to have separate information provided to parents via Connect. Increase the use of the notifications function within Connect to communicate with parents. 		Connect Time
	EBI <ul style="list-style-type: none"> Connect being utilised for all classes, including the use of the notifications function. 			

3.6 Mathematics 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"> 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, 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 27 th , 2017.	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. 			

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.	<p>WWW</p> <ul style="list-style-type: none"> Reading strategies included in most lessons with low literacy students. Spelling, vocabulary activities and meaning of instructional words have been incorporated into lower school workbooks. Staff worked extensively on extended and paragraph type responses with Upper School students. Staff constantly worked with students on interpretation and manipulation of data from graphs in inquiry skills. Some Year 11 teachers used SAIS to analyse NAPLAN results to cater for student needs. Year 12 teachers concentrated on developing subject tailored programs and content for their learning area. Upper school teachers analysed question requirements, modelled excellent written answers, and did revision using past papers selectively. 	<ul style="list-style-type: none"> Encourage staff at the start of the year to make literacy a part of their performance management. Staff will 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). Keep working with upper school students on developing their extended response skills. Collaboration between science staff to make use of their strengths for a common understanding of interpretation and manipulation of data from graphs. Show and encourage staff to use SAIS to analyse NAPLAN results to: <ul style="list-style-type: none"> ✓ cater for students' needs ✓ identify students with poor literacy skills and assisting them individually. 	<p>All staff members to make literacy part of their performance management.</p> <p>All science staff use literacy strategies and include these activities in the workbooks.</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>Time to access and include literacy strategies in the workbooks.</p> <p>Performance management plans.</p>
	<p>EBI</p> <ul style="list-style-type: none"> All staff incorporates literacy into their performance management plans. All teachers used SAIS to analyse NAPLAN results to cater for students' needs. 			

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.	WWW <ul style="list-style-type: none"> Lower school moderation activities occurred on a regular basis with common assessments. Lower school grade distributions compared well with state results. New ATAR course results were analysed and found to be excellent in all the subjects. All ATAR subjects were above the State mean, with Biology in the top 15 schools in the State. This was the best results ever achieved. Some staff accessed NAPLAN data before teaching new classes and incorporated this into their lesson plans. 	<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 10 and also more C-grade students in year 9. All ATAR data from previous year 12 results are analysed and responded to as required. Biology and Physics need to pay close attention to get the moderated difference in the ± 5 target range. All Science upper school staff to attend the professional learning session available from the Secondary Transition and Curriculum Support Branch. All staff access NAPLAN data before teaching a new class and incorporate this into their planning. 	<p>Moderation activities occur before, during and after each assessment throughout 2017.</p> <p>ATAR teachers attend the professional learning session with the consultant from the Secondary Pathways and Transition Support branch.</p> <p>All staff access NAPLAN data before teaching a new class.</p>	<p>NAPLAN data</p> <p>ATAR data</p> <p>Relief for teachers attending Professional Learning</p>
	EBI <ul style="list-style-type: none"> All science staff attend the professional learning session with the Secondary Pathways and Transition Support consultant. All staff accessed NAPLAN data before teaching their new classes. 			
Year 12 exams maximising feedback data on extended answers to be equal to or exceed the performance of the Department of Education (DoE) schools.	WWW <ul style="list-style-type: none"> Extensive work on extended responses with upper school. Most staff modelled excellent written answers and practised paragraph writing activities. Regular revision happened using past exams. 	<ul style="list-style-type: none"> Explicit teaching of purpose, audience and context to be tailored to the requirements of learning areas in Upper School. Refine and develop instructional strategies for teachers: <ul style="list-style-type: none"> ✓ modelling excellent written answers ✓ revision using past exams. 	<p>Review of literacy requirements of new Year 12 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>
	EBI <ul style="list-style-type: none"> 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.	<p>WWW</p> <ul style="list-style-type: none"> All Science staff use e-Learning strategies to increase student achievement, for example, <i>Classmarker</i> - which provides instant, targeted feedback and online interactive programs such as <i>Science by Doing</i>. Lighthouse teachers demonstrated the innovative use of ICT on school development days, e.g. Connect. Staff members successfully 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 informally and formally shared with each other. 	<ul style="list-style-type: none"> All teachers select appropriate e-learning strategies 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>The innovative use of ICT demonstrated during faculty meetings.</p>	<p>Time at faculty meetings</p> <p>Performance management plans</p>
	<p>EBI</p> <ul style="list-style-type: none"> All Science staff included at least one more e-learning strategy designed to increase student achievement and engagement in their programs. Lighthouse teachers within the science faculty to demonstrate innovative use of ICT at school development days, particularly in relation to literacy and numeracy strategies. The innovative use of ICT can be demonstrated during faculty meetings. 			
Increase student achievement through the innovative use of cooperative learning strategies.	<p>WWW</p> <ul style="list-style-type: none"> All staff used cooperative learning strategies and incorporated them into their planning and programs. 	<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, with support from the program coordinator and library manager, will then distribute these newly developed, science based, innovative learning strategies for literacy and numeracy to all staff members during a faculty meeting. 	<p>Two staff members developed and promoted cooperative learning strategies, particularly literacy and numeracy strategies, by Term 3 and distributed these to all staff members during a faculty meeting.</p>	<p>Relief time for staff involved to develop literacy and numeracy cooperative learning strategies.</p> <p>Performance management plans</p>
	<p>EBI</p> <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
Increase student achievement across all Learning Areas through the use of timely and effective feedback.	<p>WWW</p> <ul style="list-style-type: none"> Year 12 assessments were developed and used, reflecting the standards of the School Curriculum and Standards Authority (SCASA). All Year 12 course outlines and assessment outlines were used successfully and were accessible by students on Connect. All staff used various feedback strategies during lesson time and also during plenaries to gather feedback from students. Teachers usually write learning objectives on the board at the start of a lesson. The marking and feedback of most assessments were prompt. Teachers in charge of units looked after this. Clear, student and parent friendly assessment outlines for lower school were available on Connect to students and parents. 	<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 some summative assessments to encourage goal setting and improvement. Ensure clear, student and parent friendly assessment outlines for lower school, using the Australian Curriculum/K-10 Syllabus, are 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 continue to use plenaries and other formative assessment strategies to gather feedback from students. Year 12 teachers must liaise with other schools and the <i>School Curriculum and Standards Authority</i> to continue to ensure assessments reflect the standards of the <i>Western Australian Certificate of Education</i>. 	<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 assessment 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>	SCSA website
	<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 Western Australian Certificate of Education. All teachers should now and then use student self-assessment strategies after summative assessment to encourage goal setting and improvement. The marking and feedback of all assessments must be prompt and made available to students through Connect. 			

3.7 Science Operational Plan 2015-2017

Strategic Priority Three: 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"> The internal moderation processes. 	<ul style="list-style-type: none"> 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 2.	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 meetings with South Coast Natural Resource Management to organise local excursions started. 	<ul style="list-style-type: none"> <i>The Cliffs</i> excursion to continue for year 10 students. Begin to investigate the availability of local based work placements for lower school students to attend. Investigate the possibility of including year 12 Biology students in a camp. Investigate ways to increase the number of excursions into the local community. Follow up meetings with South Coast Natural Resource Management to organise local excursions. 	At least two excursions involving partnerships with the local community occur during 2017. Continue liaising with South Coast Natural Resource Management and possibly the Department of Parks and Wildlife to organise local excursions and lower school, science based, local work experience. Organise a Biology camp and extend that to include Year 12 students.	Community organisations
	EBI <ul style="list-style-type: none"> Lower school, science based work experience placements occurred. A Biology camp was organised which included Year 12 students. 			

3.7 Science Operational Plan 2015-2017

Strategic Priority Four: Profile				
Target/Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/ Sources of Data
Promote the School in the community.	<p>WWW</p> <ul style="list-style-type: none"> The Science Fair occurred successfully in Term 3, with positive feedback from parents and the community. The Science Fair was advertised and the results were published in the local paper. Science contributed regularly to the Principal's newsletter with articles on the Science Fair, Cliffs mine site excursion and the Brain Bee competition. All excursions were reported back to the community via the electronic sign, the school website and the Principal's newsletter. 	<ul style="list-style-type: none"> 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. 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. 	<p>Organise the Science Fair in Term 3 and publish results in the local paper.</p> <p>Year 6 students to visit the high school for practical work in the laboratory in Term 4.</p> <p>Regular science contributions to the Principal's newsletter during the year to promote science in the community.</p>	<p>Community Members</p> <p>External grants</p> <p>Time for staff to organise</p>
	<p>EBI</p> <ul style="list-style-type: none"> Year 6 students visit the school for practical work in the laboratory. There was increased advertising and communication to promote the Science Fair. 			

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
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 modified Year 10 English program with an OLNA skills focus. The cross curricular focus on writing. 	<ul style="list-style-type: none"> Identify skills and understandings necessary for Esperance Farm Training Centre (EFTC) students to pass ONLA. Teachers apply the following strategies: <ul style="list-style-type: none"> ✓ Reading before, during and after strategies. ✓ Learning area specific spelling and vocabulary activities. ✓ Modelling of paragraph writing. Investigate opportunities to increase collaboration between farm staff and the English department at ESHS. 	Analysis of OLNA diagnostic data after each round of testing.	OLNA diagnostic information from Student Information System (SIRS)
	EBI <ul style="list-style-type: none"> If there were more time to meet and plan with the Esperance Senior High School (ESHS) English Department. 			
Improve the numeracy skills of students.	WWW <ul style="list-style-type: none"> The current Year 10 ONLA preparation program. Ninety-five per cent of students are on track to pass OLNA numeracy before Year 12. 	<ul style="list-style-type: none"> Staff continue to analyse NAPLAN data to identify the strengths and weaknesses of incoming student cohorts. Early identification of students at risk of not passing OLNA using NAPLAN, teacher judgements, referrals and other available data sources. Development of targeted intervention strategies based on diagnostic testing of at-risk students. Investigate opportunities to increase collaboration between Farm staff and the Mathematics department at ESHS. 	Use of the Student Achievement Information System (SAIS) dashboard at the start of each semester.	ONLA and NAPLAN data Teacher judgement data on SAIS OLNA diagnostic information from Student Information System (SIRS)
	EBI <ul style="list-style-type: none"> If there were greater collaboration between Farm teachers and the Mathematics department. 			
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> Staff have seen the value in the analysis of student achievement prior to teaching a new class. 	<ul style="list-style-type: none"> Staff continue to analyse NAPLAN data to identify the strengths and weaknesses of student cohorts. Early identification of students at risk of not passing OLNA using NAPLAN, teacher judgements, referrals and other available data. 	Use of the SAIS dashboard at the start of each semester.	OLNA and NAPLAN data from SAIS
	EBI <ul style="list-style-type: none"> The teachers at the EFTC were able to meet and revisit the data and discuss student achievement more formally throughout the year. 			

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
<p>Increase student achievement, wellbeing and engagement through the innovative use of cooperative learning strategies.</p> <p>EBI</p> <ul style="list-style-type: none"> The strategies were more embedded in the curriculum to ensure sustainability. 	<p>WWW</p> <ul style="list-style-type: none"> Cooperative learning strategies are being used at the EFTC. 	<ul style="list-style-type: none"> Staff attend professional learning on curriculum differentiation. Teachers survey students to determine their level of engagement and wellbeing. 	<p>Professional learning during term 2.</p> <p>Surveys conducted throughout the year.</p>	<p>Professional Development</p> <p>Student feedback via surveys</p>
<p>Increase student achievement, wellbeing and engagement through the use of effective feedback strategies.</p> <p>EBI</p> <ul style="list-style-type: none"> Staff develop and feedback strategies based on individual student achievement data. 	<p>WWW</p> <ul style="list-style-type: none"> Staff are using feedback strategies with a focus on literacy and numeracy. 	<ul style="list-style-type: none"> Provide timely feedback to students and parents with regard to student achievement. 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. 	<p>Relevant Western Australian Curriculum implementation timelines are met.</p>	<p>Western Australian Judging Standards and Portfolio samples</p> <p>SAIS</p>
Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Extend links between the Esperance Farm Training Centre (EFTC) and the local community.</p> <p>EBI</p> <ul style="list-style-type: none"> The workload of the Agricultural Shows is distributed between more staff. 	<p>WWW</p> <ul style="list-style-type: none"> EFTC participation and achievement at Agricultural Shows. Performance of students while on Work Place Learning. 	<ul style="list-style-type: none"> EFTC sheep stud changed to Suffolk, allowing students to compete in more categories and against more colleges The students at EFTC are well prepared for Work Placement and the importance of their conduct during work placement is stressed by all EFTC staff. 	<p>Perth Royal Show</p> <p>Wagin Woolorama</p> <p>Esperance Agricultural Show</p>	<p>Results from show performances</p>
<p>Support parent participation in the school through the use of ICT facilities.</p>	<p>WWW</p> <ul style="list-style-type: none"> Staff are excellent at contacting and informing parents of student progress. <p>EBI</p> <ul style="list-style-type: none"> If the EFTC had a social media profile. 	<ul style="list-style-type: none"> All course materials to be stored on Connect, allowing students and parent access. Re-establish a social media profile. 	<p>All course content on Connect by Week 4 Term 1.</p> <p>Facebook page developed by the end of term 2.</p>	<p>Connect</p> <p>Facebook</p>

3.8 Technology and Enterprise

3.8.1 Agriculture Operational Plan 2015-2017

Strategic Priority Four: 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"> Publishing results and student performance in the Principal's newsletter and Agricultural publications. 	<ul style="list-style-type: none"> Utilise the school's webpage, newsletters, school sign and school events to promote the EFTC in general and student achievement in particular. Hold an open day for parents and community members. 	Regular publishing of promotional materials throughout the year. An open day to be held in Term 3.	All publications that report on our successes
	EBI <ul style="list-style-type: none"> If the achievements of the EFTC could be advertised or published to a wider audience. 			

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	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"> The close relationships built with students due to fewer numbers of teachers involved. The number of students passing OLNA exceeded like schools. The time allocation at school for OLNA practice, revision and assistance for all Year 11 and 12 business students. 	<ul style="list-style-type: none"> Identify the skills and understandings necessary for OLNA achievement. The development of targeted intervention strategies based on diagnostic testing of at-risk students. Analyse all data relevant to students studying Business. Use data analysis to monitor and assist students' progress in reading and writing. 	<p>OLNA resources are made available to teachers.</p> <p>A Business list is created of OLNA results after each new test.</p> <p>Business staff are working with at-risk students in their classes to improve OLNA achievement.</p>	<p>OLNA Individual Student Diagnostics from SIRS</p> <p>Reporting to Parents</p> <p>Business OLNA list</p> <p>OLNA classes established for Business students.</p>
	<p>EBI</p> <ul style="list-style-type: none"> All business students passed OLNA by the end of year 11. 			
<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"> 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. Expand the use of Connect to encourage goal setting and self-management through use of the calendar function. 	<p>Students achieving results indicative of their capacity.</p> <p>Fewer behaviour management issues.</p> <p>Guest speakers are invited to speak to students throughout the year.</p> <p>Regular parent communication on assessment details.</p> <p>Student self-manage assessment deadlines.</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>Connect</p>
	<p>EBI</p> <ul style="list-style-type: none"> Connect is used to incorporate calendar functions including assessment deadlines, tests and events. 			

3.8 Technology and Enterprise

3.8.2 Business 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. Increase student achievement and engagement through the innovative use of information and communication technologies.	WWW <ul style="list-style-type: none"> Staff actively incorporated their performance management goals into Business classes. Business staff utilised a wide range of Connect features. 	<ul style="list-style-type: none"> Professional development to be provided to Business teachers on the use of Connect. Continue the use of Connect as a curriculum, assessment and innovative e-Learning tool and feedback source by all Business teachers for all subjects. Continue the use of Connect with parents. 	The performance management cycle is completed on an annual basis. Connect use is incorporated into all Business teachers' performance management for all subjects. Connect professional development is delivered in term 1, 2016.	Australian Professional Standards for Teachers Performance management documents Connect Reporting to Parents
	EBI <ul style="list-style-type: none"> Business staff utilised the full range of Connect features. 			
Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> Business staff utilised the wide range of Connect features. 	<ul style="list-style-type: none"> 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. Continue the use of Connect with parents. 	Connect use is incorporated into all Business teachers' performance management for all subjects. Connect professional development is delivered in term 1, 2017. Business teachers fully utilise Connect in all classes.	Connect National Schools Opinion Survey
	EBI <ul style="list-style-type: none"> If Business staff utilised the full range of Connect features. 			

OPERATIONAL PLANS - LEARNING AREAS

3.8 Technology and Enterprise

3.8.2 Business Operational Plan 2015-2017

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"> The established workplace learning processes and the relationships with local businesses. The annual survey of work placement providers indicated positive results. 	<ul style="list-style-type: none"> Local employers and other guest speakers are invited to provide sessions for students on relevant topics including career focussed feedback. 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. 	Guest speakers and local employers are invited to speak to students throughout the year.	Guest speakers Local employers Career days
	EBI <ul style="list-style-type: none"> Closer links are formed with the local business community to enhance VET programs and meet employer recruitment needs. 			

Strategic Priority Four: 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"> The long established workplace learning processes and relationships with local businesses. A long established whole school system of managing workplace learning exists. Annual survey of workplace indicated positive results. 	<ul style="list-style-type: none"> Utilise the school's webpage, newsletters, school sign and school events to promote workplace learning placements. Continue to survey workplace learning employers on an annual basis. 	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. Annual workplace learning survey conducted over Term 3 and 4.	School's webpage School sign School newsletters School events Annual mail out of workplace learning appreciation certificates with survey information
	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. 			

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
Improve the literacy skills of students across the whole school, with a particular focus on writing skills.	WWW <ul style="list-style-type: none"> Digital literacy – managing information on the internet and understanding what is good information, e.g. .gov, .edu. 	<ul style="list-style-type: none"> Develop strategies for studying and sitting tests. Incorporate reading strategies for research tasks. Teach students how to read content and select relevant information. Evidence for reading in research tasks is included in assessments. 	Embed reading for meaning in task assessments by the end of the year.	Study skills PowerPoint
	EBI <ul style="list-style-type: none"> Explicit teaching of study skills, summarising, note taking, mnemonics etc. For internet research students are directed to suitable sites, rather than leaving research on the Internet open-ended. 			
Improve the numeracy skills of students.	WWW <ul style="list-style-type: none"> The incorporation of Microsoft Excel into year 11 and 12 Applied Information Technology (AIT). 	<ul style="list-style-type: none"> Continue to teach Excel to Applied Information Technology classes. Introduce binary number system lesson for year 7s as a part of the new Western Australian Curriculum. Teach students to calculate typing speed and accuracy. 	Relevant Western Australian Curriculum implementation timelines are adhered to.	Binary number system PowerPoint
	EBI <ul style="list-style-type: none"> We incorporate the binary system into year 7 computing. Students measure typing speed and accuracy. 			
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"> The Impact of technology lessons delivered in Applied Information Technology, including social media, cyber bullying and digital citizenship. 	<ul style="list-style-type: none"> Teachers will apply the assessment policy to year 11 students. Teach problem solving skills such as work with a partner, use online tutorials. Use Connect for task submissions. 	There is an improvement in the number of year 11 students submitting assessments on time.	Connect Assessment Policy
	EBI <ul style="list-style-type: none"> The assessment policy is rigidly applied to year 11 students so they submit work on time. Teach problem solving skills to foster independent, lifelong learners. 			

OPERATIONAL PLANS - LEARNING AREAS

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
Quality teaching and learning is supported across the school through the implementation of the school's Performance and Development Framework Policy and Procedures.	WWW • Staff have incorporated Connect into performance management plans.	<ul style="list-style-type: none"> • Extensive use of Connect for computing classes. • Incorporate Connect into 2017 performance management plans – embedded this year. • Teachers to work on incorporating cooperative learning strategies in their classes. 	Relevant performance management timelines are adhered to.	Professional Development as needed
	EBI • Staff focus on another school priority.			
Student achievement, engagement and wellbeing are enhanced through the use of innovative use of information and communication technologies.	WWW • The use of Connect is embedded and widely used.	<ul style="list-style-type: none"> • Implementation of the West Australian Curriculum <ul style="list-style-type: none"> ✓ Update teaching and learning programs ✓ Report against new outcomes ✓ Map curriculum to ensure School Curriculum and Standards Authority requirements are being met. • Department audit of the Aboriginal Cultural Standards including implementation of content and pedagogy as determined by the audit. 	New assessment outlines with new outcomes are created at the start of the year.	Western Australian Curriculum Technologies documents
	EBI • Continue to develop Connect content.			
Student achievement, wellbeing and engagement are enhanced through the use of cooperative learning and effective feedback.	WWW • Connect is used to provide feedback.	<ul style="list-style-type: none"> • Use Connect submissions to collect student task work and to provide feedback to students and parents. • Timely updating of task results in Reporting to Parents. No more than a one week turnaround from submission to marks entered. • Lesson objectives are provided at the start of lessons and plenaries are used at the end. 	Course Outlines on Connect exist by the end of week two each term.	Connect Reporting to Parents
	EBI • Greater use and promotion of assessment outlines in Connect. • Staff give lesson objectives at the start of a lesson and plenaries at the end.			
Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Support parent participation in the school through the use of ICT facilities.	WWW • The current use of Connect.	<ul style="list-style-type: none"> • Liaise with primary schools to discuss ICT skills needed by students. • Promote touch-typing for all students in readiness for NAPLAN online. • Provide information about typing in newsletters and on the school website. • Increased use of Connect notices to keep parents informed. 	Meetings with primary schools occur during 2017.	Newsletter content
	EBI • Connect Notices is used for communication with parents.			

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"> The year 9 and 10 computing class demonstrated their computer games to other students in the library at lunchtime. 	<ul style="list-style-type: none"> Run a competition for Applied Information Technology students to design the Jumbunna cover. The year 9/10 computing class to develop data collection and communication system to monitor energy usage at school and to provide information to the school and wider community. 	Jumbunna cover developed by AIT students.	AIT students and the teacher
	EBI <ul style="list-style-type: none"> Student work was demonstrated to parents and the wider community. 			

Hillary Duffy: Teacher in Charge of 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. The labelling of tool boards throughout workshops has helped improve subject vocabulary. 	<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. Continued requirement for students to complete hand written assessment tasks. Teachers to assist in amending spelling and grammatical errors. 	Tool boards labelled throughout the year. Assessment tasks reviewed and amended throughout the year.	Time to label the tool boards Time at faculty meetings to review written assessments
	EBI <ul style="list-style-type: none"> Context specific glossaries are developed by students. 			
Improve the numeracy skills of students.	WWW <ul style="list-style-type: none"> The explicit teaching measurement in all Design and Technology workshop classes. Regular teacher assistance with mental computation strategies. The collaboration between TAFE, vocational education and training staff and the mathematics department. 	<ul style="list-style-type: none"> Where possible students work from plans rather than templates when marking out work. Application of cooperative learning strategies to complete measuring/marketing out stages of projects will enable peer assistance for challenging measurement tasks. Continued collaboration between TAFE, vocational educational and training staff and the mathematics department. Investigate appropriate cooperative learning strategies to facilitate peer tutoring in the area of measurement. 	Cooperative learning activities are developed throughout the year.	Time to collaborate
	EBI <ul style="list-style-type: none"> More cooperative learning strategies are used in Design and Technology classes. 			

3.8 Technology and Enterprise

3.8.4 Design and Technology Operational Plan 2015-2017

Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Data analysed and responded to as required via regular internal moderation.	<p>WWW</p> <ul style="list-style-type: none"> The frequent internal moderation between Design and Technology staff. <p>EBI</p> <ul style="list-style-type: none"> We improved our correlation coefficient from 0.31 in Year 12 Design. Photographically record student work samples to show grading prior to projects being given out 	<ul style="list-style-type: none"> Continue the regular internal moderation and discussion of assessments for both upper and lower school Design and Technology classes. Small group moderation has been established with Halls Head Senior High School, and Comet Bay College for Design ATAR. Visit several Perth High schools that deliver ATAR Design to view high-scoring portfolios and discuss marks. 	Meet with the Secondary Pathways and Transitions consultant during Term 1.	ATAR results

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.	<p>WWW</p> <ul style="list-style-type: none"> The linking of performance management goals to the Australian Professional Standards for Teachers. <p>EBI</p> <ul style="list-style-type: none"> Classroom observations processes are sustainably embedded in teachers' performance management goals. 	<ul style="list-style-type: none"> Ensure the Australian Professional Standards for Teachers are the basis for performance management. Performance management goals are linked to the school business plan. Development of a Design and Technology department agreed goal based around use of Connect. Incorporate peer observation processes into teachers' performance management. Continue to incorporate short training sessions into our departmental meetings. Providing an opportunity for staff to share their knowledge of a technique, machine or piece of software. 	Performance management timelines adhered to.	<p>Peer feedback</p> <p>Performance management planning and review meetings</p>

3.8 Technology and Enterprise

3.8.4 Design and Technology Operational Plan 2015-2017

Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Increase student engagement and achievement through the use of timely and effective feedback.	WWW <ul style="list-style-type: none"> Intervention at point of need and resultant feedback constant in D&T learning area. 	<ul style="list-style-type: none"> As per agreed school goal, Connect will be used to establish email links with parents, and to provide student task information. 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. 	Connect implementation timelines are adhered to. New Technologies Curriculum is ready for implementation in 2018.	Number of views of Design and Technology Connect pages
	EBI <ul style="list-style-type: none"> Connect is used for frequent communication with parents and students. There is continued preparation for the implementation of the new Western Australian Technologies Curriculum. 			
Increase student engagement and achievement through the innovative use of information and communication technologies.	WWW <ul style="list-style-type: none"> The use of Connect for students to access program information and resources at all times. 	<ul style="list-style-type: none"> Investigating the use of a software program to create multiple choice tests specific to our various Design and Technology areas to assist in assessing knowledge and responding to strands in the new Western Australian Curriculum Technologies and Arts curriculums. Use of design podcasts in ATAR design courses. Incorporate the production of F1 in schools vehicles into the Year 10 Technical Graphics program through the 3D printing of F1 vehicles. 	Ongoing throughout 2017.	Numbers of students selecting technical graphics
	EBI <ul style="list-style-type: none"> Engagement in STEM is promoted through the Design and Technology learning area. 			

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"> Tate Bertola was the winner of the 2016 Beazley medal. Five out of seven Year 12 Automotive students received apprenticeships in their chosen field in 2016. 	<ul style="list-style-type: none"> Ensure current VET employers receive appropriate thanks for their assistance. Send individual thankyou letters and investigate running an end of year trades employer function. Invite local trade industry representatives and trainers to discuss industry requirements with students, ensuring students are prepared appropriately for certificate training and work place learning. Continue running try-a-trade days for lower school students to develop student engagement in vocational education and training. 	Workplace learning providers sent letters by the end of the year.	Numbers of VET students receiving apprenticeships Number of VET students completing Certificate II and graduating year 12
	EBI <ul style="list-style-type: none"> All students were placed for work place learning by the start of the school year. 			
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> Connect classes and content set up. 	<ul style="list-style-type: none"> As per agreed school goal, Connect will be used to establish email links with parents, and to provide student task information. 	Connect implementation timelines are adhered to.	National Schools Opinion Survey
	EBI <ul style="list-style-type: none"> Increased use of email to communicate with parents. 			
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"> Promotion of the Design and Technology learning area at the local show. Tate Bertola publically recognised locally and state-wide regarding his Beazley Medal achievement. 	<ul style="list-style-type: none"> Encourage Design and Technology students, particularly upper school photography students to enter their work in local community art exhibitions such as the Biennial art and photo competition. Continue to promote the Design and Technology learning area at the local show and within the local newspaper by displaying images of work and completed work samples. Ensure the school website is up to date for the Design and Technology learning area. Visit local primary schools to introduce and promote the <i>F1 in Schools</i> project to younger students increasing interest and engagement in STEM. 	Website is updated regularly throughout the year. Design and technology faculty contribute the Esperance Show.	Monitor student entries into exhibition Monitor newspaper promotional articles
	EBI <ul style="list-style-type: none"> Students enter their work in local art exhibitions. Establish closer links with local primary schools through the STEM <i>F1 in Schools</i> project. 			

3.8 Technology and Enterprise

3.8.5 Home Economics Operation 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 students outcomes accordingly.	WWW <ul style="list-style-type: none"> Feedback from externally set tasks. 	<ul style="list-style-type: none"> When staff have a new cohort of students, they access SAIS data and student welfare information. Staff analyse SAIS data and incorporate strategies for improvement. Feedback from externally set tasks and moderation allows staff to make necessary changes to their teaching programs. Staff moderate using the School Curriculum and Standards Authority judging standards. Staff concentrate on improving year 10 results. 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 assessments, reflecting standards of the Western Australian Curriculum and Assessment Outline. 	All staff regularly access SAIS data. Year 10 results show an appropriate grading distribution. Externally set tasks meet SCSA requirements. Relevant Western Australian Curriculum implementation timelines are adhered to.	SAIS dashboard data Externally set tasks and moderation exercises SCSA work samples
	EBI <ul style="list-style-type: none"> All staff access data for each cohort of students using the Student Achievement Information System (SAIS) dashboard. The year 10 program does not have too many extra-curricular activities that mean students are not in timetabled classes. 			
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 are already incorporated into programs. The sharing of resources amongst staff. 	<ul style="list-style-type: none"> Incorporate literacy and writing into tasks and classroom activities. Year 7 and 8 students have a booklet with a variety of written activities. Cooperative learning activities incorporate literacy strategies. Staff will be encouraged to further develop their teaching strategies to engage each cohort of students. Encourage all students to perform to their potential. Provide assistance to students with learning difficulties such as peer assistance and pair and share. Encourage students to complete all components of tasks to improve overall performance. 	Year 7 and 8 booklets contain literacy and numeracy activities. Students with learning difficulties work to their potential.	Year 7 and 8 Foods booklets Literacy and numeracy strategies
	EBI <ul style="list-style-type: none"> Staff create a variety of literacy strategies. 			

3.8 Technology and Enterprise

3.8.5 Home Economics Operation Plan 2015-2017

Strategic Priority Two: Pedagogy				
Target/Outcomes Sought	Self-Analysis	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"> Staff set goals in their performance management that will enhance their teaching practice. 	<ul style="list-style-type: none"> All staff used the Esperance Senior High School performance management planning documents to link their performance management goals to the <i>Australian Professional Standards for Teachers</i>. Use of the AITSL 360° Reflection Tool for leaders and AITSL Reflection on Practice tool for teachers. All staff will incorporate this reflection into their performance management. Staff refer to the School Curriculum and Standards Authority (SCSA) for updates and grading samples. Staff familiarise themselves and prepare for the Teaching, Assessing and Reporting Policy requirements for 2018. Use of Connect to support student learning and feedback to both students and parents. 	Relevant performance management timelines are adhered to. Relevant Western Australian Curriculum implementation timelines are adhered to.	AITSL 360° Reflection Tool for leaders AITSL Reflection on Practice tool for teachers SCASA website Connect SAIS dashboard
	EBI <ul style="list-style-type: none"> Staff use reflection tools to improve performance. Staff keep up to date with changes to the curriculum. Staff access student data through the SAIS dashboard. 			
Increase student achievement engagement and wellbeing through the innovative use of cooperative learning strategies.	WWW <ul style="list-style-type: none"> Staff incorporate a variety of cooperative learning strategies. 	<ul style="list-style-type: none"> Cooperative learning strategies are used successfully in all classrooms. Staff continually work to create a safe classroom environment. SAIS dashboard data is used to engage students in their learning. 	Cooperative learning strategies that meet the needs of the students are incorporated into all teaching programs.	Connect SAIS dashboard Cooperative learning strategies
	EBI <ul style="list-style-type: none"> Review what works well and what needs refinement so strategies are modified to suit individual classroom environments. 			
Increase students' achievement and engagement in learning through the use of e-learning.	WWW <ul style="list-style-type: none"> Vet Hospitality students use e-learning resources. All staff and students use Connect. EBI <ul style="list-style-type: none"> There is more access to computers in the school. Staff further develop their skills in using Connect. 	<ul style="list-style-type: none"> The Home Economics Department i-Pads are all working at the start of the year and can be accessed by classes. Staff use i-Pads for collaborative learning, accessing information and for presentations. Staff use Connect to communicate with parents and students. Syllabus, programs and assessment outlines are on Connect. VET Hospitality students continue to use online learning and resources. Online <i>Pinterest</i> is used in classrooms. Data projectors are utilised for presentations. Use of online tutorials for students to see how projects and tasks are best managed. 	The Home Economics i-Pads are regularly used in classrooms. Course materials to be on Connect, allowing students and parent access.	i-Pad induction sessions with the IT department <i>Apps</i> for the i-Pads Connect information and updates Data projectors and whiteboards are used in classrooms

3.8 Technology and Enterprise

3.8.5 Home Economics Operation Plan 2015-2017

Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Support parent participation in the school through the use of ICT facilities.	WWW <ul style="list-style-type: none"> Staff use Connect to communicate with parents and students. 	<ul style="list-style-type: none"> “Welcome to the course” messages are posted on Connect. Invitations and RSVPs to biscuit making sessions in year 7 and 8 Foods are posted on Connect. All course documents are on Connect, allowing students and parent access. Staff communicate to parents via Connect and email. Photos and achievements are shared via Connect. 	All welcome notices are posted on Connect at the start of the year. All course documents are on Connect.	Connect information sessions
	EBI <ul style="list-style-type: none"> Connect notifications and submissions are more widely used by staff and students. 			
Extend local partnerships to further develop curricular and extra-curricular activities.	WWW <ul style="list-style-type: none"> Guests visit classrooms. TAFE share facilities at the High School. 	<ul style="list-style-type: none"> Continue to auspice with the TAFE lecturer. Staff investigate competitions that would be suitable for students to become involved in. Staff encourage a variety of guest speakers into classrooms to share their knowledge and expertise. The Biggest Morning Tea encourages support for the Cancer Council. 	A variety of guest speakers visit our classrooms. Biggest Morning Tea occurs in May 2017.	Cancer Council information pack
	EBI <ul style="list-style-type: none"> Staff investigate competitions suitable for students, teaching programs and timelines. 			
Strategic Priority Four: 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"> Supporting local businesses for our food and craft sewing supplies. 	<ul style="list-style-type: none"> Use of local businesses to source school supplies. “Op shop” shopping by students for their recycled projects. Guest speakers and parents visit the school and are involved in class activities. Students put articles made in Home Economics classes into the Esperance Show. Classes continue to acknowledge and be involved in special event days such as NAIDOC, Heart Week and Harmony week. 	Guest speakers visit the school. Parents and guests visit year 7 and 8 classrooms. Newsletter articles are submitted during the year.	
	EBI <ul style="list-style-type: none"> Staff post articles in the newsletter. 			

Rhonda Clifton: Teacher in Charge - Home Economics

3.9 VET Operational Plan 2015-2017

Strategic Priority One: Performance				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
Improve the literacy and numeracy skills of students across the whole school.	WWW <ul style="list-style-type: none"> The close relationships with students due to fewer numbers of teachers involved. The number of students passing OLNA exceeded like schools. The time allocation at school for OLNA practice, revision and assistance for some Vocational Education and Training (VET) students. 	<ul style="list-style-type: none"> Identify skills and understandings necessary for OLNA achievement. Development of targeted intervention strategies is 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 are made available to teachers. A VET list is created of OLNA results after each new test. VET staff are working with at-risk students in their classes to improve OLNA achievement.	OLNA Individual Student Diagnostics from Student Information Record System (SIRS) Reporting to Parents VET OLNA list
	EBI <ul style="list-style-type: none"> The time allocation at school for OLNA practice, revision and assistance for all VET students was further increased. 			
Staff understand and engage with student data analysis and review.	WWW <ul style="list-style-type: none"> Ninety-two per cent of VET students achieved Certificate II or higher. Sixteen per cent 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. 	At risk students are monitored and assisted. Extra support is provided on a needs basis.	Reporting to parents
	EBI <ul style="list-style-type: none"> There is an increase, to at least 93 per cent, of VET students achieving Certificate II or higher. 			

3.9 VET 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> <p>EBI</p> <ul style="list-style-type: none"> VET staff utilised the full range of Connect features. 	<p>WWW</p> <ul style="list-style-type: none"> Staff actively incorporated their performance management into VET classes. 	<ul style="list-style-type: none"> Ensure performance management goals link to Australian Professional Standards for Teachers. Professional development to be provided to VET teachers on the use of Connect. Use of Connect by all VET teachers for all subjects. Continue the use of Connect with parents. 	<p>The performance management cycle is completed on an annual basis.</p> <p>Connect professional development delivered throughout 2017.</p> <p>Connect is used for all VET classes.</p>	<p>AITSL standards</p> <p>Performance management documents</p> <p>Connect</p> <p>Reporting to parents</p>
Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Extend the 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 relationships with local businesses are in place. A long established whole school system of managing workplace learning exists. Annual survey of workplaces indicated positive results. <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. 	<ul style="list-style-type: none"> Special guest speakers to provide sessions for students on relevant topics, for example resiliency, goal setting and careers planning. 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>Support parent participation in the school through the use of ICT facilities.</p>	<p>WWW</p> <ul style="list-style-type: none"> VET staff utilise Connect features. <p>EBI</p> <ul style="list-style-type: none"> VET staff utilised the full range of Connect features. 	<ul style="list-style-type: none"> Professional development to be provided to VET teachers on the use of Connect. Use of Connect by all VET teachers for all subjects. Continue the use of Connect with parents. 	<p>Connect professional development is delivered throughout 2017.</p> <p>Connect is used for all VET classes.</p>	<p>Connect</p>

3.9 VET 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"> Long established workplace learning systems and relationship with local businesses are in place. A long established whole school system of managing workplace learning exists. The annual survey of business workplaces indicated positive results. 	<ul style="list-style-type: none"> Utilise the school's webpage, newsletters, school sign and school events to promote workplace learning placements. Continue to survey workplace learning employers on an annual basis. 	<p>The school's webpage includes up-to-date workplace learning promotional material.</p> <p>Newsletters, the school sign and school events are used to promote workplace learning placements.</p> <p>The annual workplace learning survey was conducted over Terms 3 and 4.</p>	<p>School's webpage</p> <p>School sign</p> <p>School newsletters</p> <p>School events</p> <p>Annual mailout of workplace learning appreciation certificates with survey information</p>
	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: VET Coordinator

4.1 Student Services

Student Behaviour Plan 2016 - 2017

<p>PURPOSE: The target to reduce the number of suspensions in 2016 (103) compared to 2015 (202) was successfully achieved with the implementation of the 2016 plan. Emphasis was placed on defining, teaching and encouraging expected behaviours at ESHS. Staff were supported to understand positive student behaviour and respond to misbehaviour as opportunities to teach and reinforce student expected behaviours. Successful implementation of this plan saw a significant reduction in the occurrence of problem behaviours, and in turn, suspensions. The focus of 2017 is to consolidate these results, continuing to support and develop staff and students to expected behaviours and appropriate responses.</p>	
<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • Professional Learning and encouragement to reinforce the Positive Student Behaviour approach to behaviour management. • Implement a Teacher Development program. • Demonstrate positive behaviour in the 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. • Build consistency and behaviour support in and out of school through liaison with parents and 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 per cent), Tier 2 (15 per cent), Tier 3 (5 per cent). 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, as it did successfully in 2016, in response to ongoing monitoring of identified targets. 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.</p> <p>As a result, it is expected that the suspension rates for 2017 at Esperance Senior High School and general student behaviours will remain consistent with that of 2016. It is also recognised that the year 7 cohort has a higher SAER intake and therefore additional support will be needed for these students.</p>

4.1 Student Services

Student Behaviour Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
Professional learning, encouragement and support occurs to reinforce the Positive Student Behaviour approach to behaviour management across the whole school.	<ul style="list-style-type: none"> 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. 	<p>Professional learning time allocation on school development days.</p> <p>Presenters from areas like mental health, drug awareness, road safety, self-esteem, careers, goal setting etc.</p>	<ul style="list-style-type: none"> Maintain the number of student suspensions in 2017 compared to 2016. Exceed like schools' student suspension data and work towards matching public schools' data. 	<ul style="list-style-type: none"> Term by term data summary on suspensions, timeout room placements, after school detentions and referrals as recorded on the ESHS Student Central database and monitored regularly by the Student Services Coordinator, other members of the Student Services Team and the deputy principals.
	<ul style="list-style-type: none"> School Development Days - professional learning on positive behaviour support is run by the Student Services Coordinator and School of Special Needs – Behaviour and Engagement (SSEN-BE) staff each term. 	<p>Student Services Coordinator</p> <p>SSEN-BE staff member</p>	<ul style="list-style-type: none"> All staff participation 	<ul style="list-style-type: none"> Agenda for school development days.
	<ul style="list-style-type: none"> SSEN-BE Foundation Program and Instructional Strategies for Engagement professional learning to be offered. Conference Accredited Training to occur requested. 	<p>SSEN-BE trainer on staff</p>	<ul style="list-style-type: none"> Approximately eight staff each semester undertake training. More than 40 per cent of staff have undergone aspects of this training. 	<ul style="list-style-type: none"> Monitor the impact of staff undertaking this training on their classroom behaviour management capacity.

4.1 Student Services

Student Behaviour Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
The Teacher Development Program is established.	<ul style="list-style-type: none"> There is a special program established to support teachers in the classroom to improve engagement and pedagogy, to enhance student learning and wellbeing outcomes. 	Coach/Mentor staff to support individual teachers.	<ul style="list-style-type: none"> Beginning teachers have reduced use of referrals, timeout and suspensions by 10%. Teachers identified at point of need are supported to reduce referrals, timeout and suspensions. 	<ul style="list-style-type: none"> Feedback is provided by the Coach/Mentor teacher to teachers. End-of-term data is provided by the Student Services Coordinator to staff.
	<ul style="list-style-type: none"> One-on-one support to be undertaken by the Coach/Mentor, Heads of Department (HODs), Teachers in Charge (TICs) and the Student Services Coordinator e.g. reminders for teachers when using the school's referral system: e.g. What educative/restorative strategies did you use before implementing consequences? 	Coach/Mentor teachers to support individual teachers. HODs/TICs Student Services Coordinator Clontarf Academy Girls Academy	<ul style="list-style-type: none"> Extend the number of staff using the Student Central database to record issues of behaviour, referrals, welfare and uniform to all teaching staff. Extend the number of all staff using the Student Central database to record student behaviour and welfare. Staff use this knowledge to assist their interactions with students. 	<ul style="list-style-type: none"> Thorough analysis of how well staff are using the referral system on Student Central in relation to: educative, restorative, consequential. Extent to which staff use Student Central to demonstrate a positive approach to student behaviour. The Student Services Coordinator oversees the number of staff using the referral system with a positive approach to engage students.
	<ul style="list-style-type: none"> Specific induction and support for beginning and early career teachers and other identified staff to occur. An induction action plan is undertaken by new staff. 	Coach/Mentor teachers to work with beginning and early career staff.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Data is recorded by the 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 Behaviour Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
Demonstrate positive behaviour in the 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. 	Student Faction Captains Student Councillors Sporting equipment Student Support Officers	<ul style="list-style-type: none"> Reduction in out-of-class referrals by 5 per cent. A calm atmosphere is observed at recess and lunch times in the Junior Campus. 	<ul style="list-style-type: none"> 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 A variety of equipment to run activities	<ul style="list-style-type: none"> Positive transition experiences for the year 7 and 8 Junior Campus students are achieved. 	<ul style="list-style-type: none"> A student survey provides feedback on student engagement in activities and positive transition to high school.
Increase Aboriginal students' learning and wellbeing outcomes.	<ul style="list-style-type: none"> An Aboriginal Education Plan is developed to move along the Aboriginal Cultural Standards Framework continua e.g. pilot Eight Ways of Learning over the next two years. The Ricky Grace Girls Academy to be established at Esperance Senior High School. 	Aboriginal Education Coordinator - 0.2 FTE School Planning and Curriculum Development 2.0 FTE Girls Academy staff	<ul style="list-style-type: none"> Increase the achievement and attendance rates of Aboriginal students to exceed that of 2016 and like schools. Decrease the number of suspensions for Aboriginal students by ten per cent in comparison to 2016. 	<ul style="list-style-type: none"> Through Aboriginal student statistics on attendance, referrals, timeout, suspensions and student report indicators.
	<ul style="list-style-type: none"> Professional learning is undertaken by staff to enhance Aboriginal outcomes at School Development Days and whole of staff meetings. 	Aboriginal Education Coordinator School Planning and Curriculum Development Coordinator	<ul style="list-style-type: none"> Whole staff involvement in the Aboriginal Cultural Standards Framework professional learning occurs. 	<ul style="list-style-type: none"> All Aboriginal students have documented plans, reviewed periodically. School development day agendas provide evidence of professional learning content.
	<ul style="list-style-type: none"> Continue to utilise the links with the Follow the Dream Program, Clontarf South East Academy, the Girls Academy and the Student Services teams to support Aboriginal students at risk to achieve their potential. 	The Girls Academy 'Club House' to be created to provide additional support for female students.	<ul style="list-style-type: none"> Improved educational outcomes for at-risk Aboriginal students is attained. A decrease by 10 per cent of Junior Campus students referred and suspended in comparison to 2016. This will be achieved by increased support available to the students and a greater collaboration between all programs. Improved attendance of Girls Academy participants, being a 2 per cent improvement in comparison with 2016. 	<ul style="list-style-type: none"> Results from Interim reports and Semester reports. Student Central data is observed for trends each term. Student engagement indicators (attendance, dress, attitude) are monitored and reported on for each term.

4.1 Student Services

Student Behaviour Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
<p>Increase student engagement for challenging students.</p>	<ul style="list-style-type: none"> Provide a number of student engagement programs to motivate students to improve attendance and learning outcomes, for example the BMX program. 	<p>Student Support Officers for 0.3 FTE to run the program</p> <p>School Psychologist</p> <p>Goldfields Engagement Centre staff – as consultants</p>	<ul style="list-style-type: none"> Reduce statistics on suspensions and timeout room placement for challenging students by 30% in comparison to 2016. 	<ul style="list-style-type: none"> Attendance, referrals and suspension data are produced on identified challenging students at the end of each term, in order to track engagement.
<p>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.</p>	<ul style="list-style-type: none"> The Girls Leadership program focuses on Tier two and three students to run on-site and off-site special programs, to create opportunities for students to demonstrate leadership and care in the school and the wider community; for example, visits to the aged care facility and primary schools to work with their clients. Use of Group Educational Plans to facilitate targeted case management and specific programs. 	<p>0.2 FTE teacher</p> <p>0.2 FTE Student Support Officer</p>	<ul style="list-style-type: none"> Increased attendance by 5 per cent and reduction in referrals and suspensions by 5 per cent in comparison to 2016. Enhanced development of students' confidence and self esteem as observed by staff running the program. 	<ul style="list-style-type: none"> Attendance, suspension and referral statistics are produced on a termly basis. Observed evidence by students of self-regulation and peer regulation in managing conflicts and other issues, to reduce the need for adult intervention.

4.1 Student Services

Student Behaviour Plan 2016 - 2017

OBJECTIVES	STRATEGIES	RESOURCING	TARGETS	MONITORING
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 parents and carers on the development of Responsible Parenting Agreements (RPAs), documented plans and risk profile plans for highly disengaged students and review with parents and carers. 	Student services team Goldfields Engagement Centre Support staff where required	<ul style="list-style-type: none"> Increase the number of Responsible Parenting Agreements (RPA) to include over 30 families targeted throughout the year, on a needs basis. 	<ul style="list-style-type: none"> Attendance Officer records students on RPAs on the existing monitoring and accountability tool.
Individual alternative programs are established for non-attenders and/or extreme non-engaged students.	<ul style="list-style-type: none"> Develop a combination of on-site/off site programs involving part-time school, local TAFE (South Regional TAFE) and employment for extreme at risk students – through use of Section 24 or exemption processes. A one-on-one case management strategies in place for identified students. 	Participation Coordinator Transition and Engagement Manager Student Services South Regional TAFE Goldfields Engagement Centre staff	<ul style="list-style-type: none"> An increase in attendance by 2 per cent for individual students is achieved in comparison to their attendance in 2016. 	<ul style="list-style-type: none"> Through links to the Participation Coordinator and the Transition and Engagement Manager, receive monthly reports on progress of individual students in an off-site program. Provide staff and student feedback on student engagement in alternative programs.

Gareth Postans: Student Services Coordinator

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 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"> Connecting with various groups within the school community. Network links are already varied past relationships with staff, students and other family members have been re-newed. 	<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 <i>Teen Mental Health First Aid</i> training where appropriate. Continue to run <i>Zumba</i> classes. Offer programs, when appropriate, that assist students to develop mental health strategies. Possible programs include <i>Aussie Optimism, Mindfulness, BRAVE.</i> 	Attend classes when requested by staff and Student Services. Relevant programs are delivered throughout 2017.	Keep in constant contact with teaching staff and Student Services via email and in person. Receive positive feedback from teachers about chaplaincy presence in classes.
	EBI <ul style="list-style-type: none"> To undertake the <i>Drumbeat</i> training to add to existing qualifications in order to offer alternative programs to assist student resilience. 			
Student and staff wellbeing are promoted and enhanced.	WWW <ul style="list-style-type: none"> Staff enjoy the appreciations being continued from last year. When possible, personally hand out vouchers. The students attending the Zumba classes. 	<ul style="list-style-type: none"> Continue the staff appreciations. Each week, staff email their appreciations which are shared with all staff. Coffee and <i>S'Juice</i> vouchers are then handed out to six nominees. Offering Zumba during lunchtime to students to encourage fun and fitness. Seek out other groups may also ask for Zumba sessions to be arranged. Sourcing information that will help educate and inform students and their families about student wellbeing. This information will be presented in the school newsletter and school website. Membership of the CHAT Committee (Changing Health Acting Together) which will be working on the health and wellbeing of the whole school community. Membership of the Staff and Student Health and Wellbeing Committees. 	An increase in the number of students attending Zumba classes. Wellbeing information is provided to parents through the Principal's newsletter and school website. Student and staff wellbeing committees meet throughout 2017.	Staff feedback on the staff appreciation program. Principal's newsletter and school website. Agendas and minutes from relevant committees.
	EBI <ul style="list-style-type: none"> More students attended the Zumba classes. 			

4.2 Student Services

Chaplaincy Operational Plan 2015 - 2017

Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Extending partnerships into the community to enhance learning opportunities at the school.</p> <p>EBI</p> <ul style="list-style-type: none"> We can build stronger relationships with the local primary schools as well, to assist students in their transition to high school. 	<p>WWW</p> <ul style="list-style-type: none"> The relationships being established with the staff and students at the Residential College. Students volunteering e.g. assisting at the sausage sizzle to fundraise for the Parents and Citizens association (P&C). 	<ul style="list-style-type: none"> Visiting students at the Residential College to offer support. Visiting the Residential College each Thursday after school to catch up with any student who want to discuss any issues. Looking at opportunities to support the P&C. This will include asking students to volunteer to help out at specific events. Possibly helping out for short-term activities at the different primary schools. 	<p>Regular visits to the Residential College.</p> <p>Involvement with the P&C throughout 2017.</p>	<p>Feedback from staff, students and parents of students at the Residential College.</p> <p>Feedback from the P&C.</p>
Strategic Priority Four: Profile				
<p>Raise the profile of the school in the community.</p>	<p>WWW</p> <ul style="list-style-type: none"> Talking to people in the community. <p>EBI</p> <ul style="list-style-type: none"> Supporting the school profile by putting articles into the newsletter that share healthy mind and healthy body information with our school community. 	<ul style="list-style-type: none"> Reflect Esperance Senior High School and YouthCARE positively in our community. Communicate in a positive manner about Esperance Senior High School when people express concerns about issues in the school with students, such as bullying. Research and present short informative articles to be put in the school newsletter and/or website to encourage healthy mind and body growth and development for all members of our community. 	<p>Wellbeing information is provided to parents through the Principal's newsletter and school website throughout 2017.</p>	<p>Principal's newsletter and school website.</p>

Chris Blair: Esperance Senior High 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

Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Improved attendance rate for Aboriginal students.</p> <p>Targets:</p> <ul style="list-style-type: none"> Semester one to increase by 4% to 80.3% Semester two to increase by 5% to 78.0%. 	<p>WWW</p> <ul style="list-style-type: none"> Implementation of the Aboriginal Girls Netball Program <p>EBI</p> <ul style="list-style-type: none"> Parents and families of all students, particularly Aboriginal students, have an improved understanding of expectations and legal obligations under the School Education Act (1999) for attendance. 	<ul style="list-style-type: none"> Aboriginal sub-group attendance data is provided to contribute to a comprehensive report about Aboriginal student attendance rates and profile as part of the annual School Report. Members of the local Aboriginal community are recommended for training and included as members of attendance panels. Implement a re-entry program that includes developing a strengths-based/student focused Documented Plan for all known young offenders who present as new enrolments or are returning from an extended absence from school. Continued review and refinement of the Aboriginal Girls Netball Program. The Aboriginal Cultural Standards Framework continuum is used to reflect on individual and whole school progress towards becoming culturally responsive. 	<p>Aboriginal attendance data is incorporated into the 2016 annual School Report.</p> <p>Whole school self-reflection, against the Aboriginal Cultural Standards Framework, is conducted on School Development Days in 2016</p>	<p>Student Central data base</p> <p>SAIS dashboard</p> <p>Time on School Development Days</p> <p>Aboriginal Cultural Standards Framework</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.	<p>WWW</p> <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
	<p>EBI</p> <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.	<p>WWW</p> <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
	<p>EBI</p> <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. 			

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
<p>Whole school literacy and numeracy</p> <p>Staff understand and engage with student data analysis and review.</p>	<p>WWW</p> <ul style="list-style-type: none"> A significant increase in the number of Aboriginal students passing or prequalifying for all three OLN domains in Year 10. Year 7 and 9 Aboriginal student NAPLAN progress exceeded cohort progress in numeracy and reading. <p>EBI</p> <ul style="list-style-type: none"> Further analysis of the NAPLAN writing data occurs to see why Aboriginal students are not progressing as much as they are in the other NAPLAN domains. 	<ul style="list-style-type: none"> Continue to review and refine literacy and numeracy support programs to ensure they are addressing the needs of Aboriginal students. Analysis of NAPLAN writing tasks to initiate programs through the school literacy support classes. Continued use of literacy Education Assistants to provide support for upper school Aboriginal students at risk of not passing OLN. Continued use of 'Book it' for Aboriginal and Islander Education Officers (AIEO) and the Aboriginal Education Coordinator (AEC) to maintain the monitoring of referrals and placing AIEOs to help engage students in classes where referrals are received. 	<p>Compare data to the baseline data of 2016.</p> <p>OLNA support continued.</p> <p>'Book it' and referrals monitored to maximise AIEO class support.</p>	<p>NAPLAN data</p> <p>OLNA data</p> <p>Data collected from literacy and numeracy support classes.</p> <p>Literacy Coordinator</p> <p>Literacy Education Assistants</p>
<p>School attendance</p> <p>Improve student attendance data analysis.</p>	<p>WWW</p> <ul style="list-style-type: none"> Aboriginal students completed and updated attendance targets throughout the year in the netball program. <p>EBI</p> <ul style="list-style-type: none"> Increase the focus on punctuality to lessons. Further liaison with the attendance officer to source support. The Aboriginal Education Coordinator to liaise and support the Attendance Officer and Year Coordinators when they are creating documented plans. 	<ul style="list-style-type: none"> Work with the Netball program staff to monitor attendance. Students reflect on their attendance rates and set regular targets. Continued review of data to identify trends and specific target areas. Whole school focus on punctuality to lessons with consistent consequences in place. Secure funding from the finance committee to fund attendance and punctuality engagement trips. 	<p>Documented plans updated and linked to Student Central.</p> <p>Girls Academy staff supported with student analysis.</p> <p>Whole school punctuality drive.</p>	<p>Student attendance and reporting data.</p> <p>Regular meetings with the Attendance Officer and Netball Academy staff.</p>

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</p> <ul style="list-style-type: none"> Students monitored goals via their documented plans. The partnerships established with health providers. The constant monitoring and support to develop restorative agreements regarding referrals. <p>EBI</p> <ul style="list-style-type: none"> Referrals are analysed by subject, time of day, teacher gender etc. to find patterns and possible solutions. 	<ul style="list-style-type: none"> Continuation of successful health partnerships established in 2016. Continued encouragement for all students to participate in the support services rather than just those in the Dempster 11 form. Analysis of referrals for Aboriginal students to create data, recognise patterns and initiate programs to support improvements. 	<p>Health Pit Stop day conducted.</p> <p>Talks organised with supporting agencies.</p> <p>Aboriginal students documented plans incorporate data from referrals.</p>	<p>Foodbank</p> <p>Earbus</p> <p>Aboriginal Workforce Development Corporation</p> <p>School referral system</p> <p>Western Australian Population Health</p>

Strategic Priority Three: Partnerships

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</p> <ul style="list-style-type: none"> Professional learning is organised for Aboriginal English and delivered by the Language Development Outreach Service. The Ricky Grace Girls Academy support considered by school Administration. <p>EBI</p> <ul style="list-style-type: none"> The Curriculum Audit completed in early 2017. A Calendar is created with the Aboriginal Parents Group and plan ways for NAIDOC to be a community wide initiative. 	<ul style="list-style-type: none"> Promotion of, and assistance in, the implementation of the <i>Eight Ways of Learning</i> pedagogy. The Aboriginal Cultural Standards Framework audit of learning areas completed early in 2017. Assist Girls Academy staff take on the role of providing Health programs and support. Whole staff professional development to help individuals place themselves on the Aboriginal Cultural Standards Framework as per Focus 2017. Continued work with Aboriginal Parent Group on new initiatives. Promotion of the Sonny Graham Bush Tucker garden as a teaching resource. The Study Club Coordinator to liaise and coordinate with community volunteer helpers and Year 12 students. 	<p>Help organise a community NAIDOC event with Aboriginal Parents Group and Primary Schools.</p> <p>Create a calendar of events.</p> <p>Audit and teacher self-reflection conducted early Term 1 2017.</p> <p>Aboriginal Education Coordinator to start to 'fill' the gaps in the curriculum by sourcing resources and planning activities using the Eight Ways of Learning across curriculum areas.</p>	<p>Websites on NAIDOC, etc.</p> <p>PALS/NAIDOC application</p> <p>PD with whole staff for audit</p> <p>Funding for further resources to be added to the curriculum</p>

4.4 Student Services

Aboriginal Education Operational Plan 2015 - 2017

Strategic Priority Four: 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"> The support organised and provided by health providers. The Aboriginal Parents Group began new initiatives such as the Wednesday Study Club. 	<ul style="list-style-type: none"> Work with the Aboriginal Parents Group to create NAIDOC events that include Year 6 students from feeder primary schools. Liaise with Follow the Dream, Clontarf and the Girls Academy Coordinator for news items to include in the newsletter contributions. Support the Ricky Grace Girls Academy to maintain the health programs initiated in 2016. 	NAIDOC event to run during 2017. Aboriginal education newsletter section created in the Principal's newsletter. Health events are promoted across the year through the school sign, Principal's newsletter and school website.	HODs/TiCs at Esperance Senior High School Websites Organisations PALS/NAIDOC funding
	EBI <ul style="list-style-type: none"> Create an Aboriginal Education section in the school newsletter and ensure stories are included in each issue. Community NAIDOC event 			

Sarah Day: Aboriginal Education Coordinator

5.1 Bush Rangers Cadets Operational Plan 2015 - 2017

Department of Parks and Wildlife (DPaW)

Strategic Priority Three: 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"> A great working relationship already exists between the Bush Rangers, South Coast Natural Resource Management and the Shire of Esperance. New rehabilitation sites were identified and worked on in 2016. A 2016 Bush Rangers Cadet will begin a work placement at South Coast Natural Resource Management (SCNRM) in 2017. 	<ul style="list-style-type: none"> Continue with similar activities in 2017. Liaise with SCNRM to possibly seek out new sites in 2017. Continue to seek out new opportunities for community partnerships. 	Bush Rangers camps and community projects occur throughout 2017.	Buses Photographs
	EBI <ul style="list-style-type: none"> New sites in and around Esperance can be accessed, continuing to build interest in the Bush Rangers Cadets program. 			
Strategic Priority Four: 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. Esperance Senior High School Bush Rangers represented Western Australia at the National Landcare Awards in Melbourne. The Bush Rangers library display and fund raising at Esperance Senior High School's 50th anniversary open day. An application was submitted to Lotterywest for a grant to purchase iPads and cameras. 	<ul style="list-style-type: none"> Investigate the cost of portable banners and signage that can be used when the Bush Rangers are completing community projects. Introduce workshops teaching the Cadets to use i-Movie to make promotional videos about Bush Rangers. Ensure the Bush Rangers Cadets' community activities and achievements are promoted using avenues such as the Principal's newsletter, school sign, the school website and local media. 	Promotional activities conducted throughout 2017.	Lotterywest grant
	EBI <ul style="list-style-type: none"> Bush Rangers Cadets had portable banners and signage to be put in place while the Bush Rangers are completing community projects. 			

Craig Snow: Bush Rangers Cadets 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 local partnerships to further develop curricular and extra-curricular activities.	WWW <ul style="list-style-type: none"> The incorporation of the School Curriculum and Standards Authority endorsed units into the Year 11 and 12 Cadets programs. The off campus professional development. The outdoor education activities. The community service clean up days and community garden projects. 	<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, particularly the volunteer Water Rescue Service. Further develop student skills to encourage them to successfully transition to community volunteering. Invite local establishments to the school to provide volunteer focused feedback to students. Make contact with the Esperance Permaculture Group and run workshops on wicking beds. Get involved in the community garden as a part of the community service program. Make planter boxes for the Festival of the Wind as a part of the Waste Wise Initiative and Sustainability in Schools. 	<p>Development of a partnership with the Department of Fire and Emergency Services.</p> <p>Students who leave the program go onto participate in local community organisations.</p> <p>A student contribution to the Festival of the Wind occurs.</p>	<p>Department of Fire and Emergency Services</p> <p>Esperance Permaculture Group</p> <p>Festival of the Wind Organising Committee.</p>
	EBI <ul style="list-style-type: none"> There is more contact with the Department of Fire and Emergency Services. There is more time to coordinate and plan off site activities. There is more involvement with the Esperance Surf Lifesaving Club and the Department of Parks and Wild Life. 			
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"> Students are continuing with Emergency Services when they leave school. The positive contributions the Emergency Services Cadets make to the local community. 	<ul style="list-style-type: none"> Increase the school's involvement in community projects so the Esperance Senior High School brand is affixed to projects such as volunteer work in the community gardens, community kitchen and other cadet units. Achievements of the Emergency Service Cadets will be promoted through avenues such as the school sign, local media, the principal's newsletter and school website. 	<p>Community projects occur throughout 2017.</p> <p>Achievements are promoted throughout the year.</p>	<p>Local community organisations.</p> <p>Time to write and submit articles.</p>
	EBI <ul style="list-style-type: none"> The achievements of the cadets is recognised and promoted. 			

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
Further reduce the percentage of students who select pathways and courses in upper school where they have limited prospects of success.	WWW <ul style="list-style-type: none"> The use of student rankings data from mathematics, English, Science and Humanities and Social Sciences subjects. 	<ul style="list-style-type: none"> Make greater use of the results from NAPLAN and OLNAs testing. Initiate recording of course success and course change data. 	During week 5, Term 2 NAPLAN and OLNAs data needs to be collated in preparation for Year 10 counselling in Term 3.	NAPLAN and OLNAs results
	EBI <ul style="list-style-type: none"> Increased use of long term data to support student decision making. 			
Increase the percentage of students who secure university places with their first preference.	WWW <ul style="list-style-type: none"> The information session using the Tertiary Institutions Service Centre (TISC) PowerPoint. 	<ul style="list-style-type: none"> Design a questionnaire for year 12 students can use to assist them in their decision making regarding their selection of TISC preferences. 	Develop the questionnaire during Week 7 of Term 2 in readiness for the release of the TISC handbook.	Research into similar questionnaires
	EBI <ul style="list-style-type: none"> If students completed a questionnaire which was designed to assist them in their decision making regarding TISC preferencing. 			
Strategic Priority Two: Pedagogy				
Target/Outcomes Sought	Self-Analysis	Learning Area Actions/Strategies	Milestones	Resources/Sources of Data
Continue to develop the number of Career Education activities that get delivered to students in years 7 to 10.	WWW <ul style="list-style-type: none"> The career sessions run through Health and Physical Education for the Year 7 students. 	<ul style="list-style-type: none"> Students need to be exposed to material that will help them to make good decisions about career options. This includes information on career pathways, and strategies for effective decision making. 	By week 5, Term 1 review the career and decision making lessons and activities currently available for staff and students to access.	Review current lesson plans.
	EBI <ul style="list-style-type: none"> The students in years 8, 9 and 10 are presented with more activities to help them make appropriate career choices. 			

5.3 Career Education Operational Plan 2015 - 2017

Strategic Priority Three: Profile				
Target/Outcomes Sought Self-Analysis	Self-Analysis	Learning Area Actions/ Strategies	Milestones	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"> The career breakfasts, Vocational Education and Training Conference and Prize Nights. 	<ul style="list-style-type: none"> Survey students regarding the best time for careers sessions, with a view to having a careers session for year 12 students across the first three terms. 	Conduct the survey during Term one.	Student survey data
	EBI <ul style="list-style-type: none"> Investigate the possibility of another careers breakfast or, alternatively, a careers lunch. 			
Strategic Priority Four: Partnerships				
Target/Outcomes Sought	Self-Analysis	Learning Area Actions/ Strategies	Milestones	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"> Running the work experience program through Clubs. 	<ul style="list-style-type: none"> Run a general information session for the Vocational Education and Training aspirant year 10s in particular, where the purpose and procedures of work experience are explained. 	Work experience information session will run the week after the first general information session for Year 10 counselling, approximately week 3 of Term 3.	A PowerPoint to outline information regarding the Work Experience program.
	EBI <ul style="list-style-type: none"> If there was a generic work experience session, prior to the Clubs work experience sessions, outlining the overall work experience process. 			

Geoff Poole: Youth Education Officer

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 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.</p>	<p>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>	<p>The 'Write a Book in a Day' competition will be held during term 3. Ongoing promotion of writing activities throughout the year.</p>	<p>A budget to pay for student entry fees where required.</p>
	<p>EBI 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>			
<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 Thirty-seven students participated in the Australian Mathematics competition and the following certificates were awarded: nine distinctions, fifteen credit, nine proficiency, four participation.</p>	<p>Students participate in the Australian Mathematics Competition. Investigate and promote opportunities for further mathematics and science based competitions and extension activities.</p>	<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 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>			
<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 The success at the 2015 Tournament of Minds teams.</p>	<p>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>	<p>Coordinator appointed in term 1, 2016</p>	<p>FTE for Tournament of Minds Coordinator.</p>
	<p>EBI The school is able to source subject specialists for Tournament of Minds teams.</p>			

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 The number of local businesses and organisations who contributed to fundraising efforts assisting Tournament of Minds students travelling to Perth and Sydney.	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 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 The positive publicity the school received from the activities outlined above.	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 GATE Coordinator presents at whole school staff meetings.	Time at whole school staff meetings.
	EBI The profile of the Gifted and Talented program was increased throughout the school.	The Gifted and Talented Coordinator to present at staff meetings and school development days to raise the profile of GATE.		

Neville Clifton: 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 in Student Central 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 is utilised at the start and end of each term to track student progress.	Attendance data Referrals database Student Central
	EBI <ul style="list-style-type: none"> Students are selected each term based on their individual goal progress. There is opportunity for students to be added to the Girls Academy during the semester. 			
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 the 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 use during the establishment and review of their goals. Investigate the use of Reporting to Parents to formally report on student goals. 	Goals are reviewed each week.	Personal journal Reporting to Parents
	EBI <ul style="list-style-type: none"> Student goals are more explicitly linked to academic progress, including behaviour referrals. 		Goals are review mid-term. Goals are reviewed at the start of each term for the previous term.	

5.5 Girls Academy Operational Plan 2015 - 2017

Strategic Priority Three: Partnerships				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Extend partnerships with local community organisations.</p> <p>Extend partnerships within the school community.</p>	<p>WWW</p> <ul style="list-style-type: none"> The use of local organisations to help enhance the Girls Academy program. The sessions run by the school psychologist. Students volunteer with school fundraisers on and off campus. Outdoor recreation life/skills camps. <p>EBI</p> <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. 	<ul style="list-style-type: none"> Collaborate with students to organise a focus for each term. Contact organisations through email and phone in Term One of each year to organise possible partnerships for that year. Construct a time table for both semesters that has at least one organisation scheduled for joint excursions or in-school visits. Collaborate with student services to organise guest speakers. 	<p>Interim planning for excursions and incursions completed at the start of each year.</p>	<p>Feedback and reflection from both students and the organisations involved.</p>
Strategic Priority Four: Profile				
Target/Outcomes Sought	Self-Analysis	Actions/Strategies	Milestones	Resources/Sources of Data
<p>Promote the school within the community.</p>	<p>WWW</p> <ul style="list-style-type: none"> The enthusiasm of students to participate in extracurricular activities. <p>EBI</p> <ul style="list-style-type: none"> A formal communication program is developed to ensure the Girls Academy is promoted both within the school and local community. 	<ul style="list-style-type: none"> Ensure the Girls Academy is promoted through avenues such as Connect, the school sign, the school website, local media and the Principal's newsletter. Ensure students actively participate in the communication profile. 	<p>Promotional activities occur throughout the year.</p>	<p>Connect</p> <p>Principal's newsletter</p> <p>School website</p> <p>Local media</p>

Sarah Ebbott: Girls Academy Coordinator

OPERATIONAL PLANS - SPECIAL PROGRAMS

5.6 Library Operational Plan 2015 - 2017

Strategic Priority One: Performance				
Outcome	Self-analysis	Strategies	Milestones	Resources
Improve the literacy skills of students across the whole school.	<p>WWW</p> <ul style="list-style-type: none"> Liaison with the English Department has been effective. The promotion of books and the library. English classes visiting the library for reading. 	<ul style="list-style-type: none"> A reading plan is developed and implemented in conjunction with the English department. Reading will be our focus for 2017. The reading plan is a separate document with a plan of work for all year groups linked to English department programs. The fiction collection is expanded. Increase in the number of audio books. Use the <i>Goodreads</i> website to help students find new books. Use of the new Library Management System (LMS) to help students find new books. 	<p>All students to have a reading goal at the start of the year.</p> <p>All students to check the progress of their reading goal at the end of the year.</p>	<p>Audio books</p> <p>Texts – fiction and non-fiction</p>
	<p>EBI</p> <ul style="list-style-type: none"> Data is used to measure success. For example use extract reports to identify borrowing trends. Increase staff and student borrowing. A significant 'Reading Plan' has been developed and implemented to make reading in the library a focus in 2017. 			
Student wellbeing is promoted and enhanced.	<p>WWW</p> <ul style="list-style-type: none"> Library upgrade work has been completed. Approximately 100 students per day visit the library at lunchtime. The private study club is operating. 	<ul style="list-style-type: none"> Increase lunchtime activities in the library, including the development of a program of quizzes, competitions and activities. Develop a student collaborative art project through liaison with Art and Design and Technology faculties. Hold a major event each term, including a visiting author in Term One. Students to create a bulletin board display. Offer a reading club for Tuesday Period 8 Clubs. Develop a reward program for readers. For example, how far can we read in a month? Liaise with the wellbeing committees to identify areas where the library can support staff and student wellbeing. 	<p>Development of lunchtime activity program.</p> <p>Contributions to wellbeing committees as appropriate.</p>	<p>Stickers</p> <p>Craft supplies</p> <p>New board games</p>
	<p>EBI</p> <ul style="list-style-type: none"> More quizzes, activities and competitions for students at lunchtime. Continued promotion of the library as a safe space. 			

OPERATIONAL PLANS - SPECIAL PROGRAMS

5.6 Library Operational Plan 2015 - 2017

Strategic Priority Two: Pedagogy				
Outcome	Self-analysis	Strategies	Milestones	Resources
Learning and teaching strategies enhance student learning, engagement and wellbeing outcomes.	WWW <ul style="list-style-type: none"> The new computer lab space with a data projector. Audio books have been very popular. Liaison with the English faculty has been positive and productive. 	<ul style="list-style-type: none"> A reading plan is developed and implemented, including all students having a reading goal. Develop an animation station including mountings for iPad and Lego for stop motion animation activities at lunchtimes. Liaise with the Humanities faculty to develop information literacy resources, with an emphasis on digital citizenship specifically copyright and plagiarism. Liaise with the teacher leading the <i>Cyber Safety</i> program. Teach students how to use the new library management system. Also hold an induction for staff and students. <i>Clickview</i> professional learning is provided to staff. Develop the library as a cooperative learning centre. 	The LMS induction was completed for staff and students in the first four weeks of Term One.	Audio books LMS Cooperative learning resources
	EBI <ul style="list-style-type: none"> An animation station is developed. New library management system (LMS) is implemented to improve access to resources. A reading program is developed and implemented. 			
Strategic Priority Three: Partnerships				
Outcome	Self-analysis	Strategies	Milestones	Resources
Extend partnerships into the school community and local community to enhance learning opportunities at the school.	WWW <ul style="list-style-type: none"> The partnership with the English faculty is working well. Clickview professional learning has been provided to all staff throughout the year. Liaison with Art and Design and Technology faculties to create art project. Collaboration with all faculties to create subject displays. Book donation program for Escare is occurring. Hosting after school Aboriginal homework classes. 	<ul style="list-style-type: none"> Creation of a new collaborative art project. Establish a parent volunteer program where volunteers help with library work and reading to students. Library induction for new staff. New staff to attend a library induction session. Departmental displays of student work. Book donations at Christmas time for a community group. A3 poster displays in English classrooms promoting specific books to students. 	The Art project was completed by end of year. A roster was developed for department displays.	A4 magnetic display holders – distribute throughout classes to use to promote books and reading. Posters
	EBI <ul style="list-style-type: none"> Liaison with Humanities to develop a program to assist with research and resources. Establish a parent volunteers program. 			

5.6 Library Operational Plan 2015 - 2017

Strategic Priority Four: Profile				
Outcome	Self-analysis	Strategies	Milestones	Resources
Promote the school within the community.	<p>WWW</p> <ul style="list-style-type: none"> The Library is well utilised for meetings and other events. The Library is regularly promoted through the following avenues: newsletter, internet, the local paper and an article in IC3 (Library Association Journal) about our library upgrade. Physical changes enhance the atmosphere of the library. The Library was the base for the Esperance Senior High School's 50th anniversary celebrations. 	<ul style="list-style-type: none"> Continued promotion of books, reading and the library through the following strategies: <ul style="list-style-type: none"> ✓ Principal's newsletter ✓ School sign ✓ Website - library and LMS pages ✓ Parent meetings in the library ✓ A major event each term ✓ Stories in the local paper ✓ LMS to promote the library resources ✓ Library bulletin board ✓ Teachers as readers – promotion throughout the school ✓ Staff meetings ✓ Daily notices ✓ Instagram account 	Ongoing promotion throughout the year.	School sign School website
	<p>EBI</p> <ul style="list-style-type: none"> Focusing on reading in 2017 and ensuring the promotion of this. 			

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 - Kilometrage - Mail & Banking	\$600.00
D2865	S - Kilometrage - 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