



Esperance Senior High School  
**Business Plan**  
2015 - 2017

*A strong community, creating opportunities for personal excellence*



# Esperance Senior High School

## Business Plan 2015 - 2017

A strong community, creating opportunities for personal excellence.

Esperance Senior High School is a year 7 to 12 regional school on the south-east coast of Western Australia, with a long tradition of striving for continuous improvement and excellence. It has around 1,000 students and offers a strong academic pathway, leading to university for around 45 per cent of its students, and a vocational education and training (VET) pathway for around 55 per cent of students heading to TAFE, employment or further study.

Approximately twelve per cent of the school population are Aboriginal. Around ten per cent of students reside at the adjacent Residential College, coming from surrounding towns and farming areas, as well as further afield from across the State.

The school is situated on the Esperance Community Education Campus, a multi-campus that includes the High School, Esperance Senior High School Education Support Centre, the South Regional TAFE and the Esperance Residential College. This partnership provides for shared delivery of some TAFE courses, shared usage of facilities like the Trades Training Centre and commercial kitchen, and a seamless transition for some students to training or employment upon completion of secondary schooling.

An 800 hectare school farm, 35 kilometres from town, and a four hectare agricultural demonstration block on the town site provide an agricultural dimension to the school.

The strength of the Esperance community's support for the high school is reflected in the formulation of this Business Plan. The Business Plan has set the strategic directions for the school over the next three year planning cycle. The Plan is underpinned by a number of other documents, including the Director General's Delivery and Performance Agreement, a series of operational plans, the Self-Assessment Review Plan and Timeline, and the Workforce Plan.

The Business Plan identifies the school's strategic directions in the four priority areas of: **Performance, Pedagogy, Partnerships and Profile**. The Self-Assessment Review Plan will allow the school to monitor its progress each year and to assess the targets and milestones during the school's journey as an independent public school.



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# Esperance Senior High School Business Plan 2015 - 2017

A strong community, creating opportunities for personal excellence.

## Our Vision

Our vision is to be a strong community, creating opportunities for personal excellence. We engage and support students to become successful, confident learners, who develop the knowledge, attributes and life skills to be successful 21st century learners, and who transition successfully to further study, employment or training upon completion of their secondary schooling.

## Our Values

**Achievement** - Our school has a long and outstanding tradition of exemplary and diverse student engagement and achievement. This contributes to a culture of high standards across the school, thus encouraging students to strive for excellence and achieve their personal best.

**Collaboration** - A culture of working together allows students and staff to work as a team, to build positive relationships, to cooperate on projects and to establish positive partnerships in the community.

**Engagement:** When students find learning fun, they are engaged, challenged and rewarded with a sense of achievement.

**21st Century Learning** - 21st century skills include communication, collaboration, teamwork, integrity, critical and creative thinking and finding and solving problems. These skills help to achieve common goals and address local and global issues.

**Integrity** - We encourage our students to be worthy citizens in a modern, global world, to be outstanding young adults and to act as positive role models and active citizens in the school and wider community.

**Respect** - We value respect highly and encourage students to respect self, others and the environment.

**Responsibility** - In order for students to become outstanding young adults, they need to practise taking responsibility for their own learning, behaviour and actions.

## Strategic Directions to achieve our vision:

**Performance** Quality teaching and learning

**Pedagogy** Implementing, sharing and reviewing research based learning and teaching strategies

**Partnerships** Strengthening partnerships in the school and within the local community

**Profile** Enhancing the school profile within the Esperance community



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Strategic Directions	Strategies	Targets/Milestones
Whole School Literacy		
<p>Improve the literacy skills of students across the whole school, with a particular focus on writing skills</p>	<p>Development and implementation of a whole school literacy plan across years 7 to 12, to improve students' literacy skills.</p> <p>Adopt the Department of Education's (DoE) Response to Intervention model for improving the literacy standards of students, with particular focus on increasing the number of students above the National Minimum Benchmark (NMB) in NAPLAN literacy assessment.</p>	<ul style="list-style-type: none"> <li>• A whole school literacy plan is developed by mid term 2, 2015.</li> <li>• Faculty operational plans reflect aspects of the whole school literacy plan.</li> <li>• The year 7 to 9 NAPLAN stable cohort writing progress to exceed expected progress in comparison to like schools.</li> <li>• Develop a Response to Intervention model for students, particularly Aboriginal students, who are identified as below the National Minimum Standard for NAPLAN and at risk of not meeting the OLN standards.</li> <li>• The number of students achieving reading and writing OLN standards to equal or exceed the performance average of like schools/Department of Education schools.</li> <li>• Year 12 ATAR maximising feedback data on extended WACE exam answers to be equal to or exceed the performance of DoE schools.</li> </ul>
NAPLAN Numeracy Performance		
<p>Improve the numeracy skills of students</p>	<p>Identify year 7 and 8 students who are well below the National Minimum Benchmark to engage them in explicit teaching.</p> <p>All year 7 and 8 students will have constant engagement in practising NAPLAN questions. Extension work for year 7 and 8 students are undertaken each week.</p> <p>Provide focused assistance to individual Category 2 OLN students, based on the School Curriculum and Standards Authority's diagnostic results, to enable the students to meet the OLN standards.</p>	<ul style="list-style-type: none"> <li>• Arrest the NAPLAN downward trend in numeracy comparative performance with Department of Education schools, including like schools.</li> <li>• Year 7-9 NAPLAN stable cohort numeracy progress to match or exceed like schools' progress.</li> <li>• The Response to Intervention Model is implemented over a three year period, incorporating explicit instruction.</li> <li>• Decrease the number of Category 1 and 2 students who are not meeting the OLN standards in Numeracy.</li> </ul>

# Esperance Senior High School

## Priority 1 - Performance

Enhancing quality teaching and learning to support all students to achieve their personal best

Strategic Directions	Strategies	Targets/Milestones
School Attendance		
<p>Improve student attendance data</p>	<p>Development and implementation of a whole school attendance plan.</p> <p>Reporting (SAR) data to track attendance data.</p> <p>Attendance data is incorporated into the welfare data base.</p> <p>Implement special engagement programs for specific, at-risk students.</p> <p>Communicate with parents to reduce in-school vacation times for family holidays.</p> <p>Work with the attendance officer and participation coordinators to source alternative programs to engage non-attenders.</p>	<ul style="list-style-type: none"> <li>• Unexplained absences have been reduced in Semester 1 and Semester 2 SAR reports in comparison to previous semester outcomes and like schools.</li> <li>• Increase the regular attendance (over 90%) across the whole school, with a particular focus on reducing severe at-risk (&lt;60%) attendance rates and moderate (60%-80%) attendance rates.</li> <li>• Students equal to or below 59% attendance (severe at risk) have Documented Plans, and families have been offered an Attendance Advisory Panel.</li> <li>• Identify and monitor the number of students on alternate engagement programs.</li> <li>• The Participation Coordinator and/or the Retention and Participation Support Officer have referred students to seek off-site further training, employment or a combination program.</li> </ul>



Strategic Directions	Strategies	Targets/Milestones
Assessment Literacy – improved learning outcomes through analysis and review of student achievement data		
<p>Staff understand and engage with student data analysis and review</p>	<p>Professional learning is provided for staff to enable them to undertake their own analyses and review of student performance data, for example: ATAR results (Year 12), VET results (Year 12), WACE – Secondary graduation, SAIS, OLNA NAPLAN, Externally Set Tasks, diagnostic testing and staff-student feedback data.</p> <p>Interrogation of data for student sub groups e.g. Aboriginal students, students at educational risk etc.</p> <p>The school self assesses against the <i>Aboriginal Cultural Standards Framework</i> and appropriate targets will be developed over the course of 2016.</p> <p>Professional learning is provided through the Department’s Secondary Pathways and Transition Branch.</p> <p>Mentoring of staff to ensure Year 12 ATAR statistical processes are understood to maximise student performance outcomes.</p>	<ul style="list-style-type: none"> <li>• Staff are confident in identifying and utilising data available to them to track and review student progress.</li> <li>• A visit by the Secondary Pathways and Transition Branch staff to run professional learning sessions for staff each year about year 12 results.</li> <li>• Meetings between the Principal and Heads of Departments/Teachers in Charge at the end of Semester 1 exams to demonstrate understanding and application of statistical processes to enhance student achievement.</li> <li>• The school aims to achieve a graduation rate of at least 94 per cent in 2016.</li> <li>• All ATAR data from previous and current year 12 results are analysed and responded to as required.</li> <li>• All VET data from previous and current cohorts are analysed and responded to as required.</li> <li>• Lower school (years 7-10) grade distributions (Mathematics, English, Science, Humanities and Social Sciences, Health and Physical Education) reflect Semester 2 Department of Education grade distributions.</li> <li>• Sub-group data (e.g. Aboriginal, Students at Educational Risk [SAER] etc.) are used to inform analysis and review processes.</li> <li>• Special needs students have Individual Educational Literacy Plans and those students identified at risk of not passing the Online Literacy and Numeracy Assessment (OLNA) have a Group Educational Plan.</li> </ul>



# Esperance Senior High School

## Priority 1 - Performance

Enhancing quality teaching and learning to support all students to achieve their personal best

Strategic Directions	Strategies	Targets/Milestones
<p>Student capacity</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>Student wellbeing is promoted and enhanced</p>	<p>Encourage all year 11/12 ATAR students to develop and use a study plan.</p> <p>Lower school students are encouraged to set school goals and monitor their progress. Classroom teachers to support this through the regular use of lesson objectives and plenaries.</p> <p>Teachers and special guest speakers provide sessions for students on relevant topics, for example, resiliency, goal setting, study skills, exam preparation, tertiary courses and careers.</p>	<ul style="list-style-type: none"> <li>• Year 10 counselling sessions are well received by parents and students.</li> <li>• Students monitor their own progress towards achievement of goals.</li> <li>• ATAR students utilise a study plan.</li> <li>• Students design, implement and review their goals to help them achieve their personal best.</li> <li>• The Year 7 Peer Leaders Support program operates for year 7 and 8 students in term 1, with appropriate training.</li> <li>• Implement the Teen Mental Health First Aid Model to support student safety and wellbeing.</li> <li>• Student Services data is analysed and responded to as required.</li> <li>• Specific resiliency building and career development programs are implemented, for example, the CHAT program, careers camps and careers forums.</li> </ul>



Strategic Directions	Strategies	Targets/Milestones
Learning and teaching strategies enhance student learning, engagement and wellbeing outcomes		
<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>Develop a culture of performance and development based on AITSL's Performance and Development Framework for Teachers. Use relevant AITSL documents and tools to support learning and teaching in the classroom.</p> <p>Staff in leadership positions access the AITSL Leadership Framework for Principals as a self-reflection tool or an alternative in setting performance and development goals.</p> <p>The AITSL Australian Professional Standards for Teachers form the basis of teachers' performance and development.</p> <p>Development of operational plans for each of the curriculum priority areas, initially cooperative learning, eLearning and feedback.</p> <p>Pedagogies are shared and modelled at School Development Days.</p> <p>Development of classroom observation and teacher feedback processes and procedures to support teacher development.</p> <p>Implement Phases One and Two of the Western Australian Curriculum and prepare for the implementation of Phase Three.</p>	<ul style="list-style-type: none"> <li>• Performance management for teachers and leaders is based on relevant AITSL documentation, including the Performance and Development Framework.</li> <li>• Implement research-based pedagogies to improve student learning and engagement, initially with a focus on cooperative learning, eLearning and giving and receiving feedback. Teachers implement a minimum of one teaching and learning strategy from each of these three areas per year.</li> <li>• Staff in leadership positions have accessed a self-reflection tool as part of the performance and development cycle.</li> <li>• Staff survey data indicates 100 per cent of teachers are using AITSL documentation and linking performance management to classroom practice.</li> <li>• Curriculum Priority Operational Plans are developed and incorporated into faculty operation plans.</li> <li>• Staff demonstrate use of effective teaching and learning strategies at whole-staff meetings.</li> <li>• Allocation of staff to support the development and implementation of classroom observation and teacher feedback procedures over the course of 2016.</li> <li>• Revised versions of Phase One and Phase Two courses are fully implemented and reported on by the end of Semester 1 2017. Phase Three courses are fully implemented and reported on by the end of Semester 1 2018.</li> </ul>

\*AITSL - Australian Institute for Teaching and School Leadership



Strategic Directions	Strategies	Targets/Milestones
Extension of VET partnerships		
Extend partnerships with the local business community to support the sustainability of the school's VET programs	<p>Closer links are formed with the business community to enhance VET programs and meet employer recruitment needs.</p> <p>Invite local employers to the school to provide career focused feedback to students.</p> <p>Conduct annual surveys of Workplace Learning providers to gather feedback. Use this feedback to refine processes and procedures.</p>	<ul style="list-style-type: none"> <li>• Work with local businesses and service organisations to extend partnerships with local businesses.</li> <li>• Extend partnerships between the Esperance Farm Training Centre and the agricultural industry.</li> <li>• Workplace learning placements have been extended.</li> <li>• Industry representatives address students on the importance of 'soft' employability skills and employer workplace expectations.</li> <li>• Further develop student skills to successfully transition to employment e.g. application writing and interview skills.</li> </ul>
Extend partnerships to support Aboriginal education programs		
	Source funding through alternative external sources to extend support for Aboriginal programs.	<ul style="list-style-type: none"> <li>• Extension of community partnerships in Aboriginal education is sourced and implemented, for example, for Follow the Dream and Clontarf programs.</li> </ul>
Continue to build on the curriculum-based partnerships between the high school and contributing primary schools		
	<p>Enhance communications between the High School and Primary School communities.</p> <p>Communicate School Curriculum and Standards Authority (SCSA) and Tertiary Institution Services Centre (TISC) information when available.</p> <p>Provide opportunities for primary school students to participate in specific transition programs throughout the year.</p>	<ul style="list-style-type: none"> <li>• Parent information sessions occur through school tours and Parent Information Evenings. Teacher visits to classrooms occur between primary school and high school staff. Secondary administration and staff attend P&amp;C and School Board meetings to promote the school.</li> <li>• Transition programs for students are undertaken each year.</li> <li>• Information to ATAR parents on the study and course opportunities available is provided.</li> <li>• Primary school students have visited the high school for school tours and orientation programs as part of the school's transition program.</li> </ul>
Support parent participation in the school through the use of ICT facilities		
	Extend the use of the Department's learning management system, Connect, by faculties and parents.	<ul style="list-style-type: none"> <li>• Staff and parent professional learning occurs in the use of Connect to extend school-parent communication and support.</li> </ul>
Extend local partnerships to further develop curricular and extra-curricular activities.		
	Provide opportunities for students to participate in a variety of community based learning activities.	<ul style="list-style-type: none"> <li>• Continue and extend community based volunteer programs and projects, for example, incursions, excursions, Cadets, Girls Academy, Agricultural Shows.</li> </ul>

# Esperance Senior High School

## Priority 4 - Profile

Enhancing the school profile within the Esperance community.

Strategic Directions	Strategies	Targets/Milestones
Strengthen the school community profile in the wider community		
Enhance and sustain the profile of the school in the community	<p>Establish a sub-committee to develop and sustain the school's community profile.</p> <p>Define the current profile, including physical appearance, image and reputation.</p> <p>Access broader community networks and expertise in promoting the school across the Esperance region.</p> <p>Investigate ways to increase parent participation in the National School Opinion Survey (NSOS) and respond to survey outcomes.</p> <p>Continue to promote the updated school uniform.</p>	<ul style="list-style-type: none"> <li>The marketing sub-committee of the School Board has been established and its aims defined.</li> <li>The current profile is defined as: positive, inter-generational history; broad range of students; high achieving; settled, experienced and well-regarded staff; connected to the community. Build on this profile for sustainability into the future.</li> <li>Around a minimum of 30 per cent of the parent population complete the NSOS, with the profile sub-committee responding to issues of concern through development into the future.</li> <li>The marketing sub-committee incorporates feedback from the annual National School Opinion Survey of parents, students and staff, when responding to school profile analysis and review.</li> <li>Monitor Student Central referrals for uniform infractions and respond accordingly.</li> </ul>
Promote the school within the community	<p>Access broader community networks and expertise in promoting the school across the Esperance region.</p> <p>Build a sense of community with the school.</p> <p>Esperance Senior High School becomes more visible in the community.</p> <p>Implement the <i>Keeping Kids in School</i> campaign.</p> <p>Raise the profile of programs and resources within the school and the residential college.</p>	<ul style="list-style-type: none"> <li>Facilitate a working group with community input to organise the school's 50th anniversary celebrations in 2016.</li> <li>Use artwork throughout the school to promote a positive school identity.</li> <li>Continue to refine and develop the school's new website.</li> <li>Increase the school's involvement in community projects so that the ESHS brand is affixed to projects (e.g. Blue Haven stairs, Girls Academy volunteer work).</li> <li>The <i>Keeping Kids in School</i> campaign to be implemented by the end of 2016.</li> <li>Promotion of programs and achievements occurs throughout the year, utilising resources such as the school website, media and the principal's newsletter.</li> </ul>

# Esperance Senior High School

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