



ESPERANCE SENIOR HIGH SCHOOL

*A strong community, creating
opportunities for personal excellence*

ANNUAL REPORT 2021





Painting by Jennell Reynolds

ACKNOWLEDGMENT

**NGALEL TAUNN-GAK KARDITCH WUDJARI NYUNGAR BRIDYIAS
BOODJA NGALORL KUMBAAL YEY. NGALAK JINANG BOLONG
NGABIN BA BOODJA, WUDARN, BA WARL. DIT GULING NGALEL
NAAN KUTTITCH BOLONG DEMANS BA DEMAN YORKS KOORA
KOORA DWORDAK BA MOORDITJABINY.**

We respectfully acknowledge the traditional custodians of the land on which we stand, the Wudjari Nyungar people, and we recognise their continuing connection to land, sea and skies. We pay our respects to elders past, present and emerging.



PRINCIPAL'S AND BOARD CHAIR'S WELCOME

Esperance Senior High School is a leading Independent Public School in rural Western Australia on the south eastern coast, some 730 km from Perth. With its surrounding national parks, stunning beaches and pristine environment, Esperance is a sought after destination for residents and tourists alike. As a leading agricultural region, a port for the mining hinterland, and a supportive local business and services community, the town of Esperance offers many opportunities to the school to value add to the students' experiences and learning outcomes.

Esperance Senior High School is a Year 7 to 12 comprehensive senior high school with a population in Semester 2 2021 of 830 students, including 124 Aboriginal students. The school is a multi-faceted campus, comprising a partnership of the High School, Esperance Senior High School Education Support Centre, Esperance Residential College and South Regional TAFE. This partnership extends the educational opportunities for students, particularly in the vocational education and training field in upper school. An industry standard Trades Training Centre, a fully commercial 800-hectare school farm 35km out of town, an agricultural demonstration block on site, a Year 7 and 8 Junior Campus separated from the senior section of the school, and an inviting and visually appealing library, all contribute to making Esperance Senior High School a modern, vibrant and welcoming place to be.

In partnership with parents and members of the wider community, our school provides a seamless secondary school education and delivers a curriculum embedded

in excellent teaching and learning. We take pride in delivering an excellent education in a caring, nurturing environment. We have a strong focus on numeracy and literacy, and our teachers are committed to helping all students to reach their full potential. We value children and their individuality. Our core values underpin all that we do. The school strives for children to be the best that they can be.

The year 2021 provided Esperance Senior High School with an abundance of challenges for the staff and students of Esperance Senior High School. The COVID pandemic continued to test the resilience of all of the Esperance Senior High School Community and I am pleased to be able to report that the ambitions and goals of staff and students were realised in spite of the disruption. Staff and students are to be congratulated on their resilience in what was an extremely unusual and difficult circumstance in 2021. Staff and students adapted well in an ever changing environment where shifting sands served up something different each day to navigate through.

The school mission is to educate every student through involvement of parents, staff and the community in a caring environment where academic excellence leads to responsible, productive citizens. The school stood solid in 2021 as a strong learning community, creating many opportunities for personal excellence. Teachers worked hard under difficult circumstances throughout the year to ensure that their instructional practices remained tight and continued to encourage students to share their academic success by learning to collaborate



and problem solve. Support staff worked closely with teachers to make sure that students' needs were being met academically, behaviorally and emotionally. Together, regardless of the difficulties everyone faced throughout 2021, Esperance Senior High School was able to continue making a difference in students' education every day.

The school's quest to ensure a quality education for all students at the school revolves around a focus on: quality teaching and learning programs that are, engaging and differentiated with purposeful teaching that articulates high expectations and accountability.

Despite the challenges, 2021 witnessed some outstanding results by our students.

Pleasingly ten students achieved an Australian Tertiary Admissions Rank (ATAR) score over 90. A significant number of ATAR course results were above the mean of like schools.

In the vocational education and training pathway, 92 per cent of eligible VET students received a full qualification, that is, a Certificate II or higher. The attainment rate for both ATAR and VET pathways was 87 per cent, higher than both Like and Public schools.

The school's results in lower school were equally impressive. Some excellent results were achieved in Year 9 writing, reflecting the work the school has done in focussing on writing across the lower school curriculum.

Aboriginal students, staff and families shared their remarkable knowledge and culture with the school community through a range of initiatives across the year. Follow the Dream, Girls Academy and Clontarf programs continued celebrating their positive relationship with the wider school community. Other notable initiatives were the whole school truth telling activities run during National Reconciliation week along with the amazing array of activities held throughout NAIDOC week.

A major focus again in 2021 was student wellbeing. The theme of 2021 was developing a Growth Mindset. Staff worked with students throughout the year to help them understand what a Growth Mindset is and how it can help them achieve their personal excellence.

The above examples provide just a snapshot of the year's achievements, the school's breadth and depth of performance, continuous high results and strong community support. We are fortunate to have a dedicated staff who aim to 'make a difference' to our students, a highly committed School Board and Parents and Citizens Association, and a local community who enhance the opportunities for students to experience a number of extra-curricular activities, excursions and tours, all of which enrich the learning, engagement and wellbeing outcomes for our students.

IAN MASAREI
Principal

DEBRA SANGER
School Board Chair

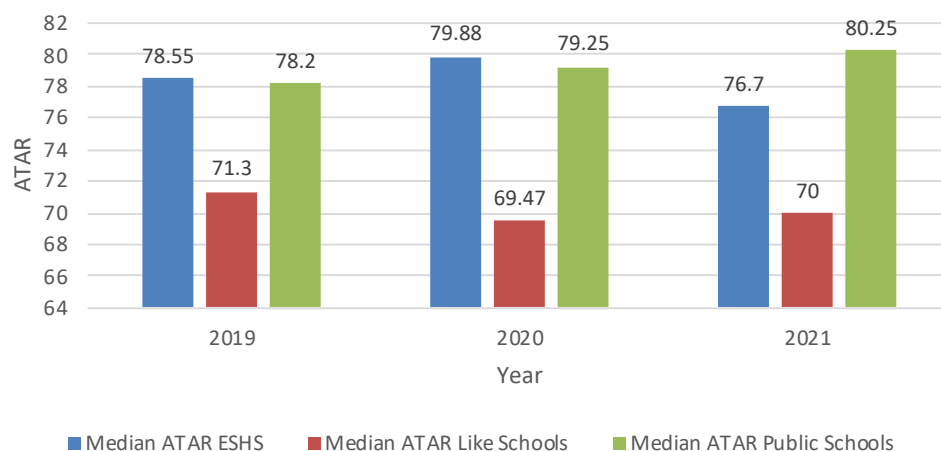
STUDENT ACHIEVEMENT AND PROGRESS

A culture of high standards and expectations supports all students to achieve their own personal excellence.

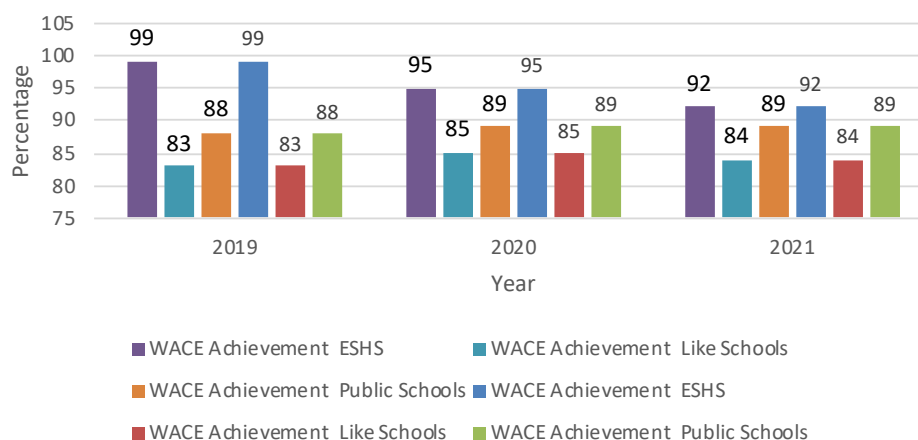
YEAR 12 RESULTS

- Five Year 12 students completed the rigorous nomination process for the School Curriculum and Standards Authority 2021 VET Outstanding Achievement Awards.
- Two Year 12 students were shortlisted for School Curriculum and Standards Authority Awards for Outstanding Achievement in VET.
- Esperance Senior High School recorded a Western Australian Certificate of Education achievement rate of 92 per cent compared to like schools' 84 per cent and public schools' 89 per cent.
- Five Aboriginal students achieved their Western Australian Certificate of Education.
- The median ATAR score was 76.7 compared to like schools' 70 and public schools' 80.25.
- Twenty-one per cent of ATAR students achieved an ATAR greater than 90.
- Forty-four per cent of ATAR students achieved an ATAR greater than 80.
- Year 12 students received 11 School Curriculum and Standards Authority Awards.

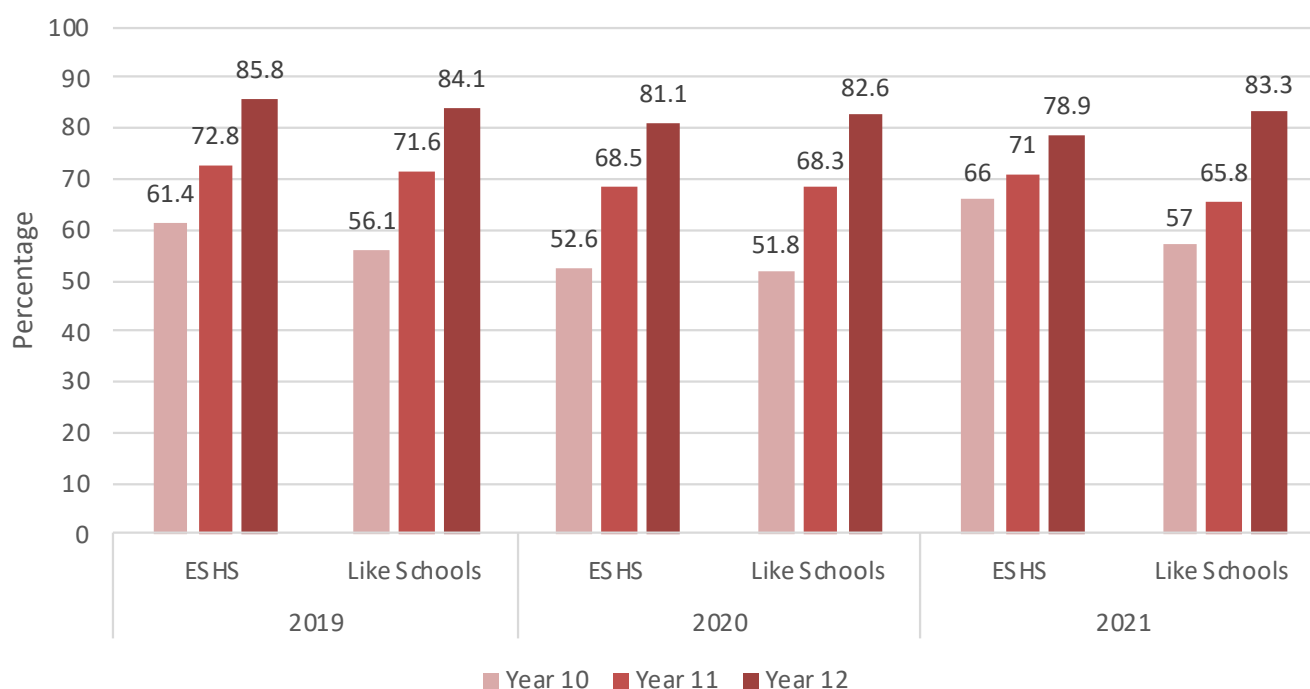
Median ATAR



WACE Achievement



Students Achieving the OLNA Standard vs Like Schools



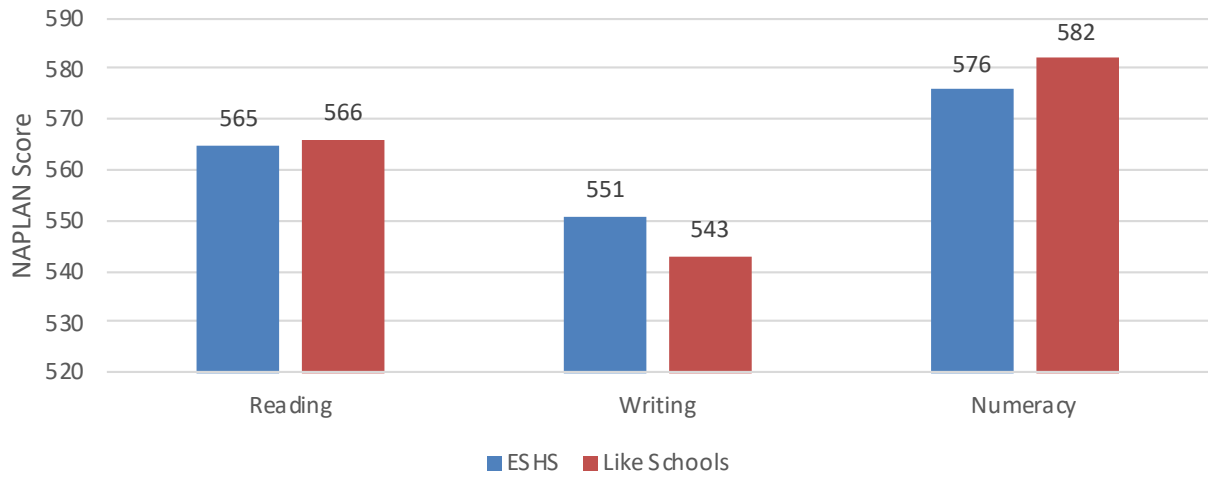
NAPLAN RESULTS

- Student progress between Years 7-9 exceeded WA public schools' progress in writing and numeracy.
- Student progress between Years 7 and 9 exceeded like schools' progress in writing and numeracy.
- The percentage of students in Year 9 at NAPLAN proficiency band 8 or above, and therefore prequalifying for OLNA, exceeded like schools in writing.
- Esperance Senior High School's overall relative NAPLAN achievement was at or above expected results for four of the five NAPLAN domains, when measured against the School's Index of Community Socio-educational Advantage.
- Fifty-nine percent of Year 9 Aboriginal students at ESHS made high or very high NAPLAN numeracy progress between 2019 and 2021 compared to 29.5 per cent for like schools.
- The percentage of students at ESHS making above average progress, as reported on the My Schools website, higher in reading, writing and numeracy than similar schools.

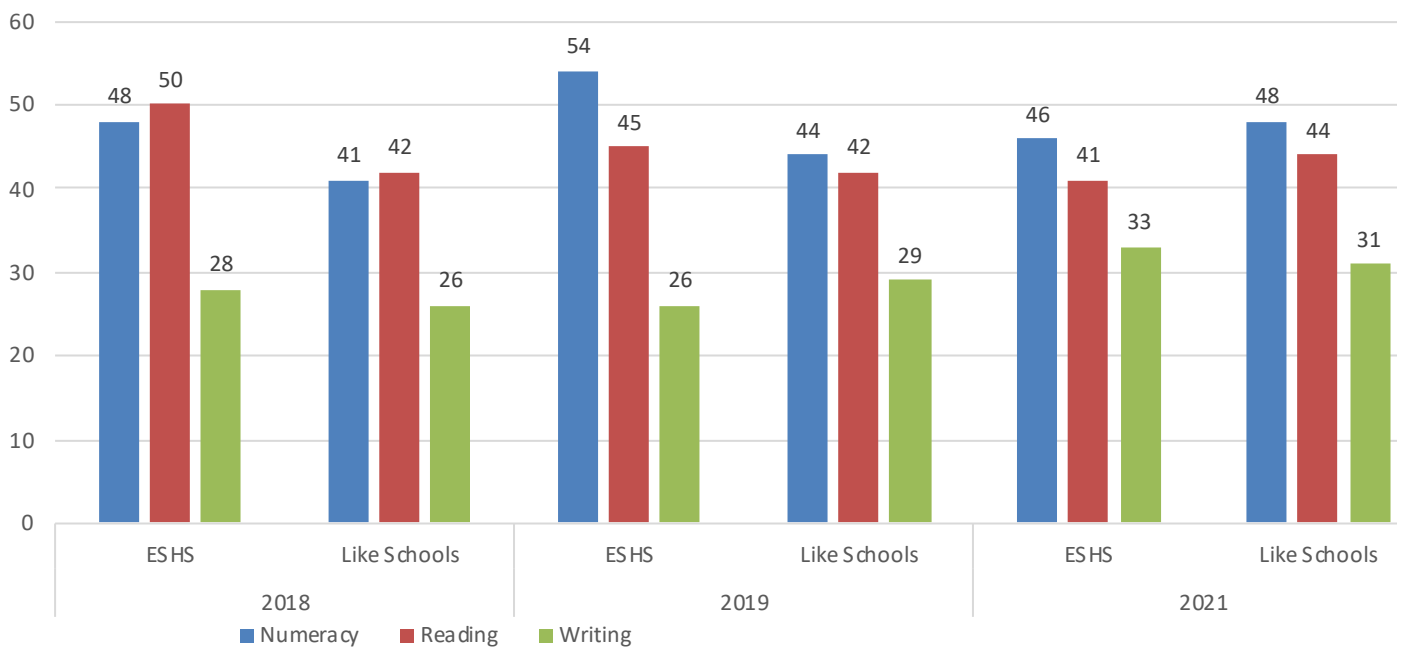
OLNA RESULTS

The percentage of Esperance Senior High School students passing the OLNA assessment by the end of 2021 exceeded like schools in Years 10 and 11. The percentage of Year 12 students passing OLNA by the end of 2021 was marginally below like schools.

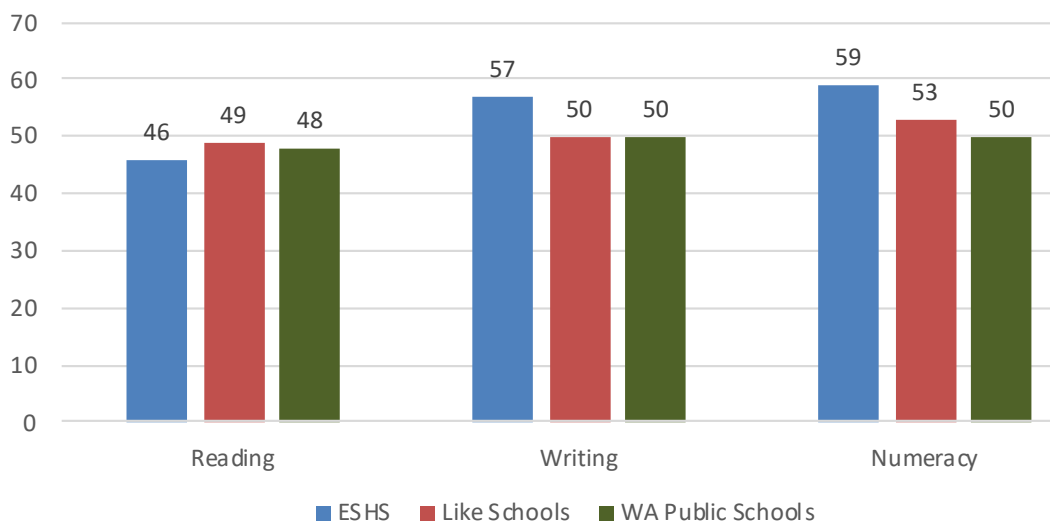
Year 9 NAPLAN Achievement



ESHS Students Prequalifying for OLNA VS Like Schools



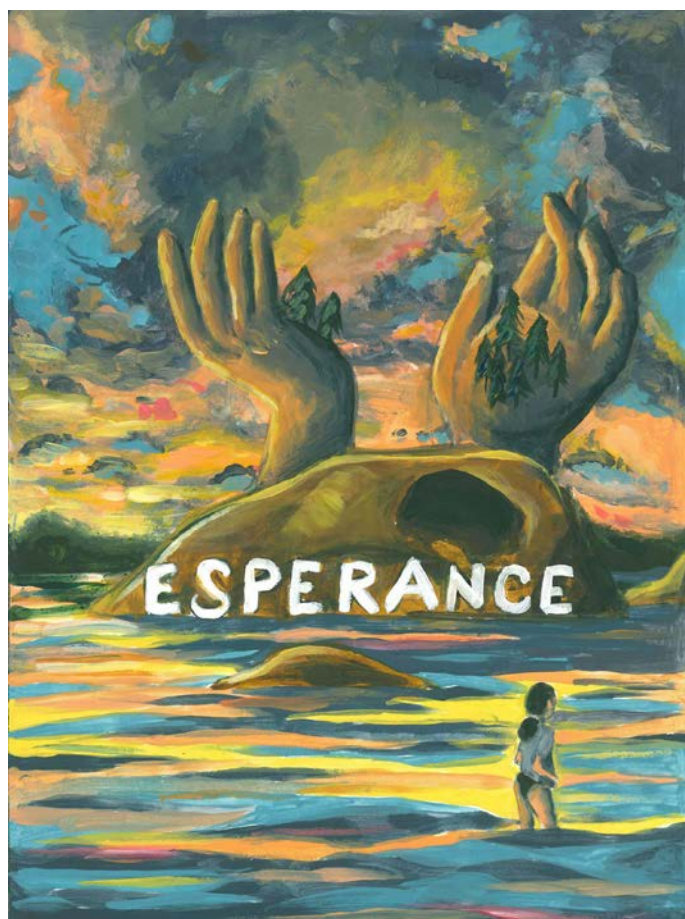
2019-2021 NAPLAN Progress





EXTRA-CURRICULAR ACHIEVEMENT

- Esperance Stars Foundation students won the Stars Foundation Basketball competition in Perth, defeating Karratha 16-15! Congratulations to Mon Graham who displayed the Stars values of Respect, Honesty, Commitment and Pride and was named the Esperance All-Star player.
- Student, Paige Fillmore was the overall winner in the Shire of Esperance Showcase Esperance 2021 competition. Paige's artwork will be used to showcase our beautiful region to the thousands of people visiting the Perth CBD by being displayed on the giant screen in Yagan Square.
- The School continued its tradition of success in the prestigious Tournament of Minds with the Language Literature team making it to the State finals.
- Congratulations to Sam Jefferies, Lisa Warne and Brechto Bezuidenhout who were selected to attend the National Youth Science Forum for 12 days in January 2022.
- The Esperance Farm Training Centre students won a number of ribbons at the Perth Royal Show.
- Design and Technology and Art Department students celebrated their achievements through a display of their work at the Cannery Arts Centre.





HIGH QUALITY TEACHING AND LEADERSHIP

Student learning, engagement and wellbeing outcomes are enhanced through high quality teaching & leadership.

- Throughout 2021 teachers spent considerable time collaborating and reflecting on their current practice to develop a shared understanding of what effective teaching at Esperance Senior High School should look like. This work led to the development of the Esperance Senior High School Instructional Framework which will be introduced during 2022.
- A timetabling committee was formed to review the current timetable. The committee recommended the current timetable structure be replaced with a more contemporary model comprising of five 62 minute periods. This new structure, which will maximise teaching and learning time, will be introduced from day one 2022.
- A Literacy and Numeracy Committee was established. This Committee is led by the newly appointed Whole School Literacy and Numeracy Coordinator with representatives from across all faculties. The role of the committee will be to support the implementation of the whole school literacy and numeracy operational plans during 2022.
- A Learning Support Coordinator was appointed to develop best practice individual and group education plans to support the learning needs of all students.
- Two teachers were ATAR exam markers.
- The school continued to offer a diverse range of programs to support the learning needs of all students.
- There are currently 16 Senior Teachers in the school. These are experienced teachers committed to high quality teaching and ongoing professional learning.
- The school currently has four Level 3 Classroom Teachers. These are exemplary teachers who play an important role in supporting high quality teaching and leadership.
- 'Old Worlds, New Worlds, Other Worlds' was the theme of this year's Book Week celebration held to promote reading in the library and across the school.
- The school continued to support the development of beginning teachers through the appointment of a graduate teacher mentor.
- There are currently four Teach for Australia Associates working in the school.
- Esperance Senior High School Students developed their STEM skills designing and planning an outdoor learning environment.



- Media literacy and creative writing workshops were held in some English classes with ABC journalist Katie McAllister. Students learnt about media bias and fake news. Katie also worked with Year 11 ATAR English students to provide ideas about writing and promote the ABC Heywire competition.
- Year 10 Agriculture students learnt about hydroponic gardening. The students grew capsicums, tomatoes, cucumbers, lettuce and tom-berries.
- The Year 11/12 Integrated Science class studied the Esperance marine environment. They collected footage from BRUV (Baited Remote Underwater Video) at the end of the jetty to develop their understanding of the seagrass ecosystem in the Bay.
- Authors Kim Scott, Wanika Fazekas, Jon Doust and Nola Smith ran workshops for students helping them to develop their writing.
- Thirty-one music students from Years 7-11 participated in the annual Perth Music Camp.
- Eight Year 10 students completed five days of work experience at the NOVA mine site in the Fraser Range. Students worked 12 hour days with mentors on projects learning the different disciplines of the mine including; mining engineering, geology, surveying, metallurgy and environmental science. During the camp students also had a tour of the plant and the underground mine and got to participate in the Emergency Response Team training.
- British Triathlete and Australia Triathlon Development Coach Annemie Sprenger De Rover worked with our Year 11 ATAR Physical Education students. Students

learnt about the science, physical requirements and training behind being an elite athlete.

- Pop Up Parliament from WA's Parliamentary Education Office Outreach program ran workshops with Year 7 and 8 students. Students learnt that they are part of a democracy, and even though they can't vote yet, their voice matters.

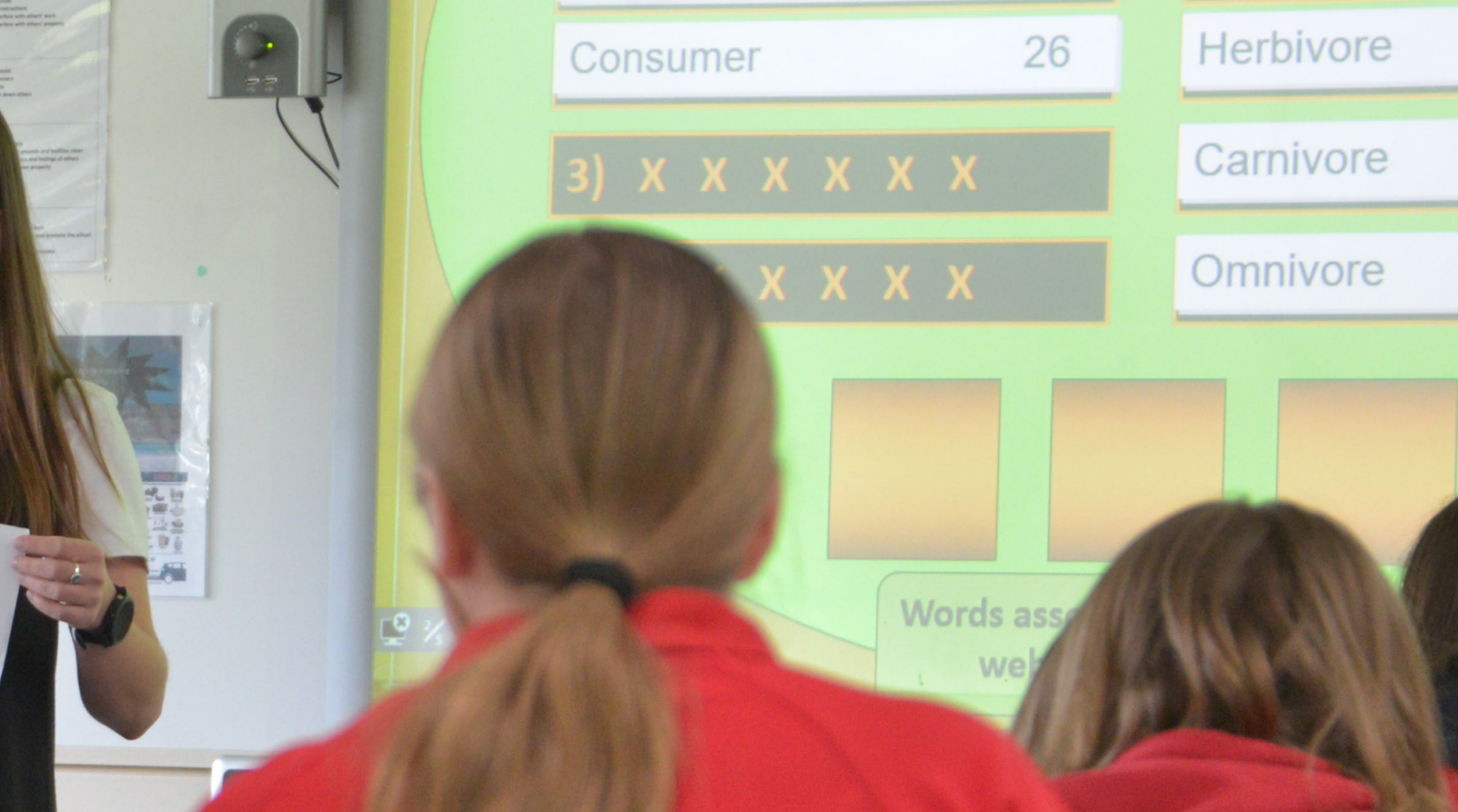
WHOLE SCHOOL PROFESSIONAL LEARNING

- Teaching and non-teaching staff collaboratively unpacked the findings of the 2020 Public School Review to reflect on the school achievements and determine the future direction of the school.
- Staff continued to collaborate to support students with special needs.
- The Follow the Dream Coordinator led workshops reviewing the school's journey in becoming culturally responsive.
- Teaching staff and education assistants updated their knowledge on whole school numeracy strategies.
- The Program Coordinator for School Planning and Curriculum led staff through the development of a whole school instructional framework based on the principles of direct instruction and gradual release of responsibility.
- Faculties unpacked their curriculums to identify the literacy and numeracy requirements of their courses.



SCHOOL LEADERSHIP TEAM PROFESSIONAL LEARNING

- The Head of English and the Program Coordinator for School Planning and Curriculum attended the Lifting Literacy in Secondary Schools conference. This three-day conference, with speakers from across the State, provided valuable insights into best practice literacy strategies. The implementation model for whole school literacy in the secondary school, has been adopted by Esperance Senior High School to drive literacy improvement across the school.
- The Principal attended professional learning on the Department of Education's Employee Support Program.
- Five members of the Literacy and Numeracy Committee completed the Science of Language and Reading – Secondary School Perspective short course through La Trobe University.
- The Principal, along with other members of the leadership team and Student Services staff, attended the Respectful Relationships professional learning program in preparation for its implementation during 2022.
- The Principal and three members of the leadership team attended a workshop on the Department of Education's Future Leaders Framework. This initiative will drive opportunities for aspirant leaders at Esperance Senior High School as a part of the 2022-2024 business plan.
- The Principal participated in the Principals' Professional Review.
- Members of the leadership team along with members of the literacy and numeracy committee participated in a series of Webinars exploring the benefits of the Brightpath assessment tools.
- The Lower School Deputy Principal attended NAPLAN online training.
- All members of the leadership team participated in the School Curriculum and Standards Authority 2021 briefing.
- Five members of the leadership team participated in a workshop outlining their responsibilities under the performance management process.
- Members of the leadership team completed Edval timetabling software training.
- The Program Coordinator for School Planning and Curriculum participated in a number of online professional learning opportunities unpacking the School Curriculum and Standards Authority Curriculum Support documents.
- Three members of the leadership team, along with two members of the literacy committee participated in a workshop unpacking NAPLAN Online data tools.
- The Follow the Dream Program Coordinator attended the program's annual conference.



INDIVIDUAL STAFF MEMBERS PROFESSIONAL LEARNING

- Teachers across a number of faculties participated in small group moderation with partner schools throughout the State.
- Members of the Arts faculty completed various visual and performing arts workshops.
- Teachers in the Humanities and Business faculties completed career education professional learning. Based on the Shergold review of senior secondary pathways, this professional learning explored best practice career education in schools.
- Members of the Vocational Education and Training team attended the Skills Strategy Annual Conference.
- Design and Technology teachers upgraded their Certificate IV Training and Assessment qualifications.
- One of the school's Building and Construction teachers completed their Certificate II in Construction Pathways.
- Both Building and Construction teachers gained industry experience with local carpentry and building businesses.
- Three staff members from the English and Humanities faculties completed Transforming Learning Across the High School Curriculum – Talk for Writing program.
- Members of the Home Economics faculty completed a Web-ex workshop on effective assessment for teaching.
- Home Economics Teachers participated in various workshops at the Esperance Community Arts centre.

- The Children, Family and the Community Conference was attended by one teacher from the Home Economics faculty.
- Members of the Health and Physical Education faculty completed a variety of professional learning to facilitate the delivery of off-site curricular and extra-curricular learning opportunities.
- E-safe kids, a professional learning workshop presented by renowned Protective Behaviours expert, Kaylene Kerr, was attended by members of the Home Economics faculty.
- Staff from across a number of faculties completed online Dyslexia training.
- One library officer completed online professional learning on the Library Management System Accessit while the other library officer continued working towards her Diploma of Library and Information Services.
- The School's Teacher Mentor completed Teach For Australia Teacher Mentor Training.
- Student Services team members completed professional learning in suicide prevention, cultural competency, de-escalation and positive handling.
- Members of the Student Services team completed a workshop on writing effective Individual Education Plans.
- Three teachers completed the Department of Education's Graduate Modules.



SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

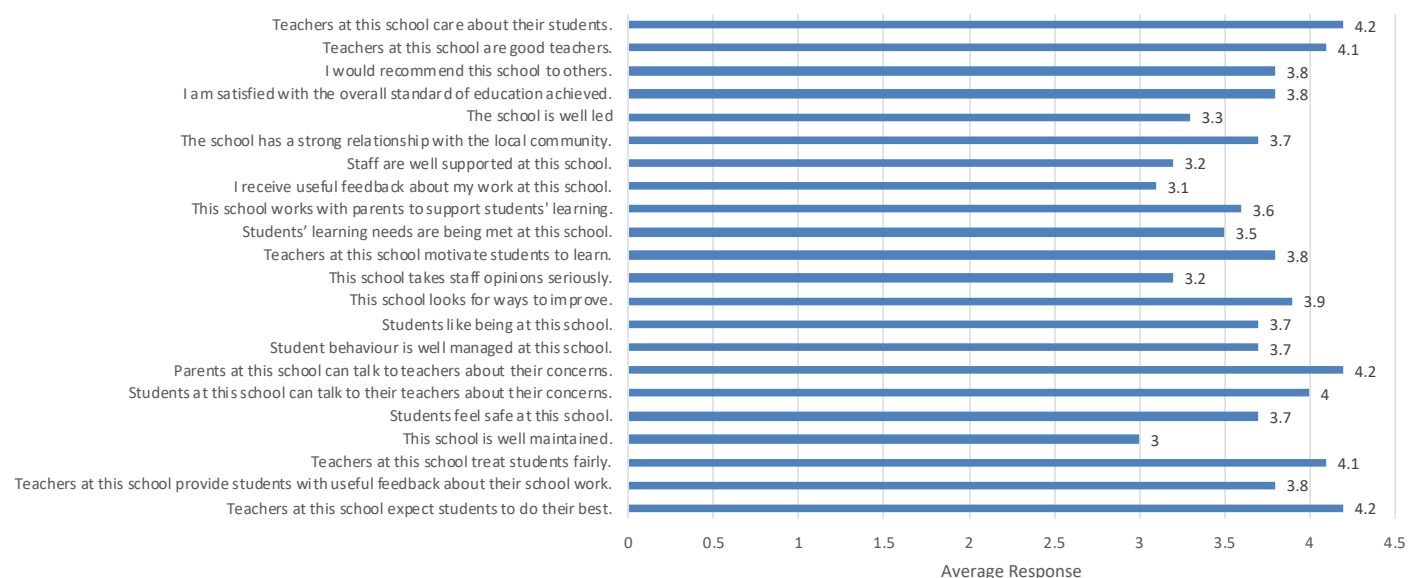
Through the provision of a breadth of opportunities, we aim to develop resilient & responsible young people who are prepared to take on challenges in pursuit of personal excellence.

- The number of suspensions at Esperance Senior High School was 55 per cent lower than the average number of suspensions at like schools.
- National Reconciliation week was celebrated across the school and students made flowers for National Sorry Day.
- The school library continued to support students through the study club. This saw the library extend its opening hours after school and on weekends in the lead up to exams.
- The Winning in Overtime study club continued to support Aboriginal students in the library after school every Wednesday.
- Year 10 Peer Support Leaders ran a variety of 'getting to know you' activities for Year 7 students, helping them to feel welcome in the new school.
- Esperance police supported the school on the National Day Against Bullying and Violence by participating in lunchtime activities.
- Significant work was undertaken to upgrade the school carpark and bus bays making them safer for students arriving and leaving school.
- A select group of students participated in the Youth Choices program. This Constable Care Foundation theatre in education program, saw students produce a short film highlighting the mental health challenges faced by secondary school students. Students then screened the film to parents as well as teachers during a staff meeting.
- The Pelvic Pain Foundation of Australia provided a workshop for all Year 10 girls highlighting important information about menstruation, pain and endometriosis.

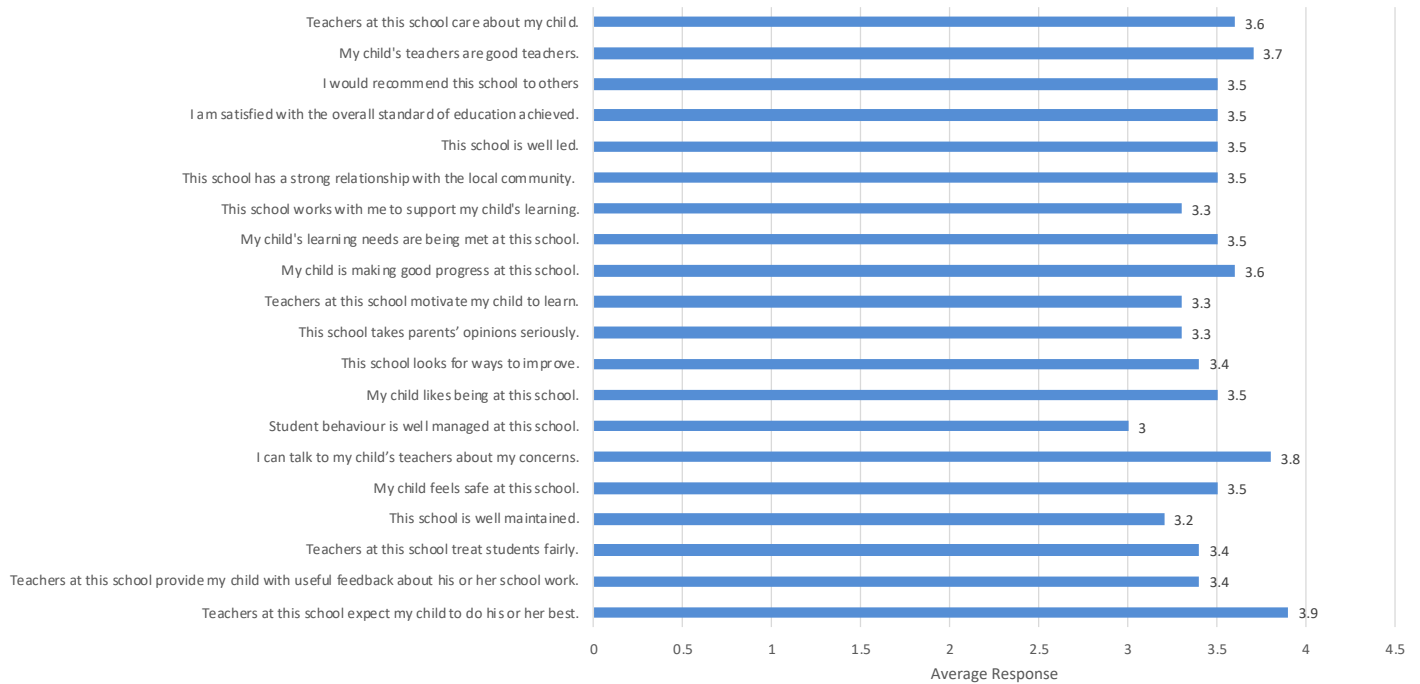


- Forty-five Year 10 students attended the annual universities camp to Perth. In addition to visiting the universities, students gained valuable study tips and had a taste of college life by visiting one of the university's residential colleges.
- The school continued to support student mental health by honouring RU OK? Day as well as whole school 'clubs' activities throughout the year upskilling students with techniques to build their resilience.
- Adam Przytula, founder and director of the social change enterprise Armed for Life spent a week in the school running workshops with students, equipping them with strategies to deal with the challenges of being a teenager.
- Total attendance at ESHS was 83.3% compared to 83.9% for like schools and 84.4% for WA Public Schools. The attendance of Aboriginal students at ESHS was 68% compared to 67.8% for like schools and 62.6% for WA Public School.

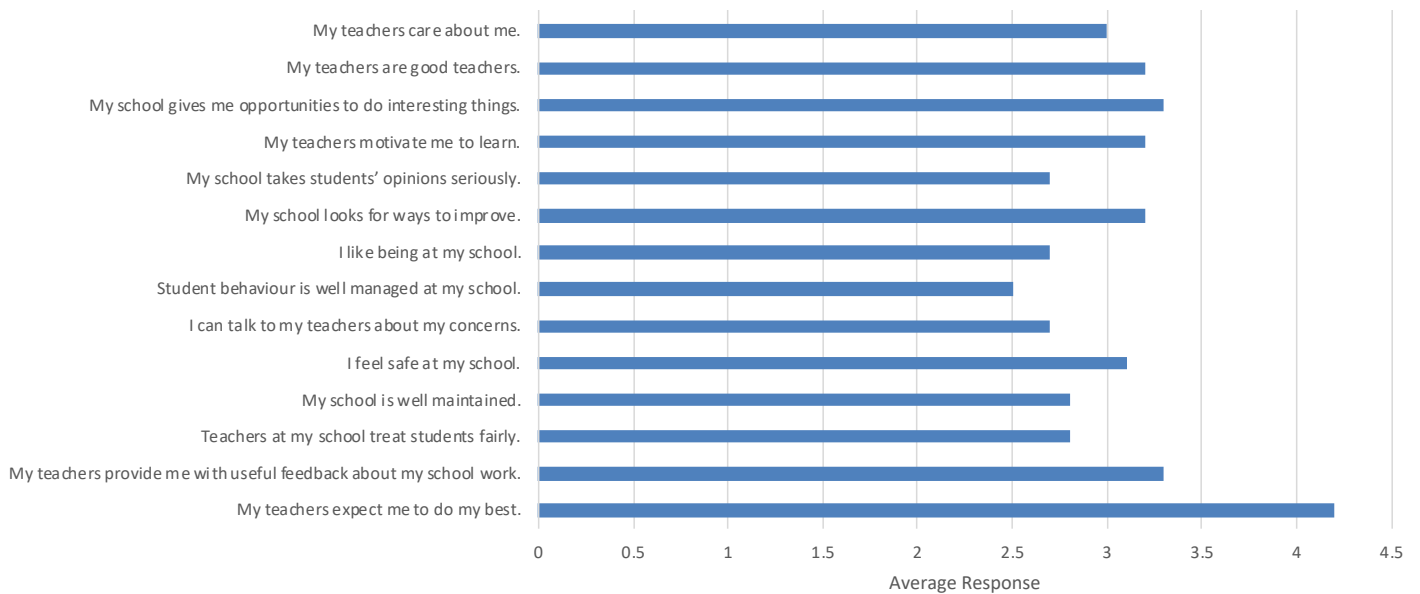
STAFF NATIONAL SCHOOL OPINION SURVEY



PARENT NATIONAL SCHOOL OPINION SURVEY



STUDENT NATIONAL SCHOOL OPINION SURVEY







EFFECTIVE SCHOOL RELATIONSHIPS

Extending relationships into the school & local community to enhance learning opportunities at the school.

- The launch of the Esperance Senior High School Facebook page has proven very successful. This initiative, developed in partnership with School Board, aimed to improve the School's communication and profile. In under two years the page has attracted 929 followers.
- The School partnered with the Stars Foundation to provide opportunities for 47 Aboriginal girls to achieve their personal excellence.
- Over 150 local Esperance employers continued to partner with the school by providing opportunities for students to participate in work experience and VET Work Place Learning.
- The school continued to provide opportunities for 52 Aboriginal boys to achieve their personal excellence through the school's partnership with the Clontarf Foundation.
- IGO Mining partnered with the school to provide an opportunity for eight Year 10 students to attend a live-in excursion. This exciting partnership allowed students with an interest in mining related professions to experience, first-hand, what it is like to live and work on a remote mine site.
- The school continued to run a number of parent tours, information evenings and assemblies to promote the variety of opportunities provided to students.
- Selected Year 9 and 10 students experienced the brand new South Regional TAFE campus through their participation in Try-a-Trade days throughout the year.
- Students from local primary schools were given a taste of the amazing opportunities at Esperance High School by participating in a number of activities run by high school students and teachers throughout 2021.
- Esperance Senior High School continued its partnership with the Polly Farmer Foundation. The Follow the Dream program supports the aspirations of Aboriginal students to successfully complete their secondary schooling.
- Esperance Farm Training Centre, Year 10 students participated in a rehabilitation program with South Coast Natural Resource Management and Esperance Farm Trees to combat salinity issues.



- Students contributed to their local community through two collaborations with the Esperance Shire. Initially on the design of the mural for the Esperance Indoor Sports stadium as well as lending their student voice to community planning through their participation in a Strategic Community Plan Review workshop.
- Aboriginal students, staff and families shared their remarkable knowledge and culture with the school community with an amazing NAIDOC. Over 20 stalls were set up on the oval and staff students were able to sample local bush tucker and learn about the medicinal properties of many of the indigenous plants. Celebrations also included a welcome to Country and Smoking ceremony and dances by Stars and Clontarf students.
- The Esperance Farm Training Centre partnered with Australian Wool Innovations to deliver shearer training.



HIGHLIGHTS

AGRICULTURE

- Wagin Woolarama Champion Fine Merino Fleece, Champion Inter-School Heifer.
- Our partnership with South Regional TAFE for the delivery of Certificate II in Agriculture.
- The success of Esperance Farm Training Centre students at both the Perth Royal Show and the Esperance Show.
- Year 12 students have completed a number of additional certificates such as First Attack Fire Fighting, Fire Suppression, First Aid, and Operate Chainsaws with South Regional TAFE and the Department Fire and Emergency Services Cadets.
- The Esperance Farm Training Centre infrastructure program, including new cattle and sheep yards, dome shelter, drainage system and outdoor areas for students.
- A number of Year 11 and 12 students found employment in the Agricultural industry, with the provision of further study, before they had left school.

THE ARTS

- Welcoming Mr Watchorn and Mr White as our new music teachers.
- The increasing retention of students in class music.
- The continued implementation of Certificate I in Music in Year 10 and Certificate III in Years 11 and 12.
- The number and variety of music performances throughout the year. This included the Esperance Music Festival, the Celebration of music showcase, the Christmas Sing-a-Long, the Cannery Exhibition and the Year 12 graduation.
- The Guitar Ensemble winning first prize in their category at the Esperance Music Festival.
- The band camp to Perth where student attended numerous performances and arts venues.
- The work entered by students at the Esperance Wildflower Festival.
- The variety of art displayed by students at the Cannery Arts Centre exhibition in Term 4.
- The endangered animal mural created by Year 9 Art students.
- The portrait workshops presented by West Australian artist Mark Tweedie to Year 10 students.



BUSINESS AND COMPUTING

- Three students nominated for SCSA Awards for Outstanding Achievement in VET.
- One student shortlisted for SCSA Awards for Outstanding Achievement in VET.
- Year 12 Business student runner up VET Dux.
- Year 11 Business students VET Dux and runner up.
- Eighty-six percent of Year 12 Applied Information Technology students achieved a C grade or higher.
- One hundred percent of Year 12 Business Management and Enterprise students achieved a C grade or higher.
- Two staff attended a careers PD based on the Shergold Review which investigated career education in schools.
- Professional Development by Skills Strategy was excellent .

CLONTARF ACADEMY

- The Year 12 Leadership Camp to Busselton during Term 1.
- The Year 8 and 9 camp to the Duke of Orleans in Term 2.
- The Big Day Out reward trip to local beaches in Term 2.
- Year 8,9 and 10 football trip to Kalgoorlie during Term 3.
- The Stingrays Cup in Term 3. This involved a community football game between Clontarf Partners and the Academy.
- The Year 12 major trip to Broome during Term 4.
- Wadjemup Cup Football Carnival on Rottnest Island.
- End of Year Culture Camp with Tjaltjraak Rangers.
- Thirty-five health checks completed.



DESIGN AND TECHNOLOGY

- Outstanding student work from the Design and Technology learning area displayed at the Cannery Arts Centre through the 'Exhibition of Creative Works' exhibition in November. This was a highly successful event and an excellent opportunity to showcase students' work to the wider community.
- Year 12 VET Metals & Engineering student Ben Ryl was nominated, shortlisted and interviewed for The School Curriculum and Standards Authority VET Award for outstanding Achievement.
- Year 12 VET Construction student Sally Barz was nominated for The School Curriculum and Standards Authority Award for outstanding Achievement.
- The 2021 recipient of the VET Dux was Metals & Engineering student Ben Ryl.
- The number of Design and Technology students who gained apprenticeships.

ENGLISH

- The visit from the Book Box.
- The creation of Year 9 Podcasts.
- The participation of students in the Year 11 ATAR debates.
- Year 10 General job interview techniques.
- Participation in Aboriginal Cultural Awareness Professional Learning.
- Reading lessons in the beautiful library.
- Year 9 opinion articles.
- The Year 12 General panel discussion task.
- Development of Year 8 board games.
- Creation of Year 7 poetry.



FOLLOW THE DREAM

- The outreach program. This innovative initiative allowed for students beyond ESHS to participate in Follow the Dream. Students from Nulsen Primary, Castletown Primary, Esperance Primary and Leonora District High School were included.
- Year 10 to 12 students had the opportunity to visit various universities, TAFE, mining headquarters and other institutions in Perth to discover study pathways and career opportunities.
- Year 8 and Year 9 students had the opportunity to visit UWA to discover what the life of a university student looks like. Cultural experiences and activities included visits to the WA Museum and St Catherine's Residential College.
- One Year 10 student was invited to attend the Indigenous Australian Engineering School at Curtin University during the Easter holidays.
- One Year 12 student was successful in applying to attend a leadership camp at UWA during the winter holidays.
- The IGO mine camp. Students studying a VET course, were offered an opportunity to visit the IGO NOVA mine site over three days to experience mine site operations and explore career pathways in the mining industry.

STARS FOUNDATION

- All registered Stars Year 12 students completed their WACE.
- The top Aboriginal VET student and Business student was a member of the Stars program.
- Forty-seven Indigenous Girls registered for Stars.
- Thirty-four health checks were completed.
- A successful Year 6 transition consisting of a sleep over. The Little Yorga students came to ESHS Stars for our Year 7 contact time.
- Delivered well-being support by having horse therapy and yoga/meditation excursions through the second semester.
- Winning the first Stars regional basketball carnival which was held in Perth.
- Attending the combined Year 11 and 12 career camp with Follow The Dream students.
- Supporting three Stars students to navigate the Student Council election and successfully become leaders at ESHS.
- The support provided for all primary school NAIDOC celebrations.
- Stars staff and students were heavily involved in the ESHS NAIDOC day community festival and assembly.



HOME ECONOMICS

- Introduction of the cyber safety task and E-safety Webex seminars for Year 9 'Naturally You' students.
- The range of guest speakers visiting classrooms.
- Parents visiting child care classes with their children to talk about parenting and child development.
- The recipes students have designed as part of their design tasks: bush tucker recipes, recipes using fresh herbs, breakfast designs, cafe menus, 'healthy heart' recipes.
- The Year 9 'Naturally You' excursion to the new TAFE facilities to see the hairdressing facilities.
- Various library displays.
- Display at the Cannery of students' textiles and gift making work.
- Textile and craft donations from Esperance Care Services and students designing curtains for a local primary school.
- Fresh herbs and salad vegetables received from the Demo block.

HEALTH AND PHYSICAL EDUCATION

- Incorporation of word glossaries into lower school health to build subject specific vocabulary, spelling knowledge and understanding of subject language.
- Staff continued to engage in moderation of lower school Health Education once per semester, using SCSA tasks.
- Common Health Education and Physical Education course outlines were reviewed and implemented.
- Staff engaged in SAIS data analysis and review to understand standardisation of grades and means of acquiring feedback to stimulate further improvements in student learning/achievement.
- Reflection and feedback for improvement from HPE staff regarding course pathways and course delivery
- Staff regularly reviewed results on RTP to identify student performance and help identify areas for further improvement.
- Teachers attended online PD in ATAR courses to deepen conceptual knowledge and pedagogical content knowledge of the syllabus.
- ATAR practical sport trialled new assessment methods with SCSA.
- Staff continued to engage in collegiate classroom observations.
- The Head of Department continued to promote opportunities for staff to develop their skills and capacity through teacher leadership opportunities within the faculty and throughout the school.



LANGUAGES

- Welcoming Madame Lee-Steere to Esperance Senior High school as the new French Teacher.
- Learning about French culture through games, virtual walking tours and French morning teas.
- Visits by the Tjaltjraak Rangers to Year 7 Aboriginal Culture classes.
- The Year 7 research task investigating Aboriginal resistance fighters Yagan and Jandamarra.

LIBRARY

- Readers and Writers event saw classes attend talks and workshops by noted authors Wanika Fazikas, Kim Scott, Jon Doust and Nola Smith.
- Reading Challenge. Over 100 staff and students signed up for the Reading Challenge. Participants were treated to an end of term lunch in the library.
- Book Week. Always the highlight of year. Promoted by the Children's Book Council of Australia to celebrate the best authors of children's literature.
- IGO After School Study Club. Up to 20 students stay and study on Tuesdays and Thursdays with afternoon tea provided by funding from IGO.
- NAPLAN. The library hosted eight days of NAPLAN testing.
- Study Sundays the library continues to open on selected Sundays around Upper School exam time. Many teachers volunteer their time to provide additional support for ATAR students.
- Winning in Overtime the library continues to host this excellent after school study program for Aboriginal students.
- Our partnership with the Esperance Support Centre (ESC). Many of their students are regular library users. This year the ESC have used the library for Yoga and Olympics Unleashed.



MATHEMATICS

- Mathematics Applications final scaled score above like schools. The school assessment and raw exam correlation coefficient was 0.91.
- Mathematics Methods final scaled score above like schools. The school assessment and raw exam correlation coefficient was 0.94.
- Fifty-four students competed in the Australian Maths Competition with six students receiving a Distinction.
- Numeracy progress between Years 7 to 9 was nine NAPLANS above WA Public Schools.
- The faculty adapted programs for the new timetable structure.
- The faculty created learning intention documents for the new pedagogical framework.
- All Year 7, 8 and 9 students completed in a “Hex” championship (a game involving strategy). The winners from each class were invited to battle it out for the overall year champion.
- Year 9’s using CAS calculators to explore real life financial maths.
- Year 7 extension students leave their usual Maths class for one period a week & worked on improving their problem solving skills and higher order thinking.
- Mathematics faculty members sat on the Literacy and Numeracy Committee.
- We continued our small group moderation partnerships with Eastern Goldfields College, Manjimup Senior High School & Australind Senior High School for Year 12 Methods and worked collaboratively to improve assessment tasks.



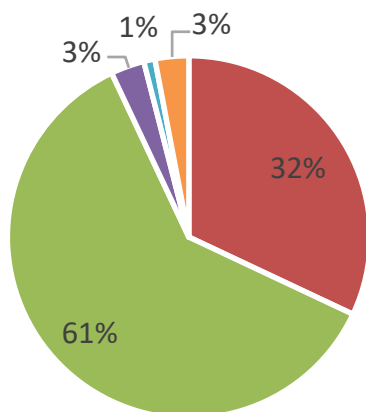
SCIENCE

- Year 7 students' participation in the Science Fair during Science week.
- Year 11 Biology field trip to Lake Monjigup.
- IGO/NOVA mining excursion for eight ATAR bound Year 10 students.
- Science Week celebrations.
- Year 12 Chemistry students participating in the "King of the Lab" competition.
- Year 6 students from Nulsen Primary having their Science lessons for the whole year in our labs.
- Year 5 and 6 students from local primary schools participated in high school Science lessons.
- Year 11 students attending the proposed South Coast Marine Park Ministers' Panel event.
- Drone demonstrations and tutorials by IGO and Esperance Shire.
- Tjaltjraak Rangers presenting to the Year 9 and 10 STEM group.
- Indigenous artist workshopping mural design with Year 9 and 10 STEM group.
- Year 9 students' remote use of UWA's SPIRIT telescope.
- Integrated Science excursions to the jetty with Baited Remote Underwater Video (BRUV).

HUMANITIES AND SOCIAL SCIENCES

- The Year 8 excursions to West Beach.
- The Year 10 excursions to the Foreshore
- The Pop Up Parliament from the WA Parliamentary Education Office.
- Celebrating all things HASS during HASS week.
- Participating in the Shire Community Forum.
- Participating in the Stock Market Game.
- Visit from the US Consulate General in November.
- Offering the Curtin Uniready program for Year 12 in 2022.
- Excellent ATAR results in both Geography and History.
- Expansion of the upper school program for 2022 with the reintroduction of Geography and the introduction of Career and Enterprise on the timetable.

FINANCIAL SUMMARY

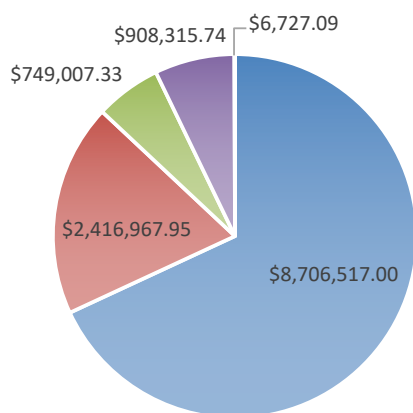


CURRENT YEAR ACTUAL CASH SOURCES

- Locally Raised Funds
- Student Centered Funding
- Other
- Transfers from Reserves
- Other Government Grants

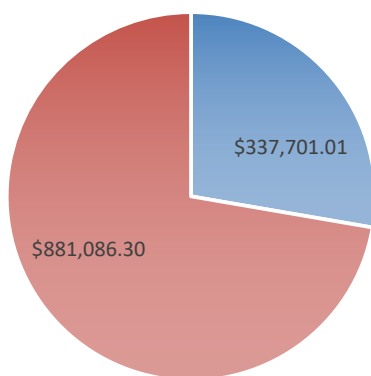
CASH POSITION

General Fund Balance	\$687,894.81
Deductible Gift Funds	\$0.00
Trust Funds	\$0.00
Asset Replacement Reserves	\$530,946.15
Suspense Accounts	\$21,657.34
Cash Advances	-\$250.00
Tax Position	\$14,399.00



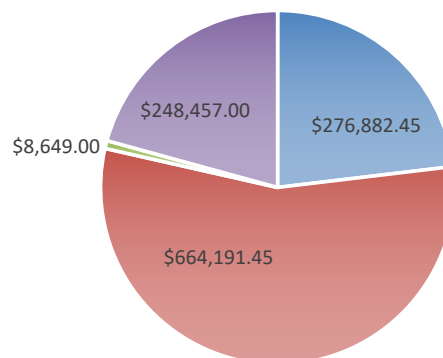
STUDENT CENTERED FUNDING

- Per Student Funding
- Student and School Characteristics
- Targeted Initiatives
- Operational Response Allocation
- Regional Allocation



SCHOOL CHARACTERISTICS FUNDING

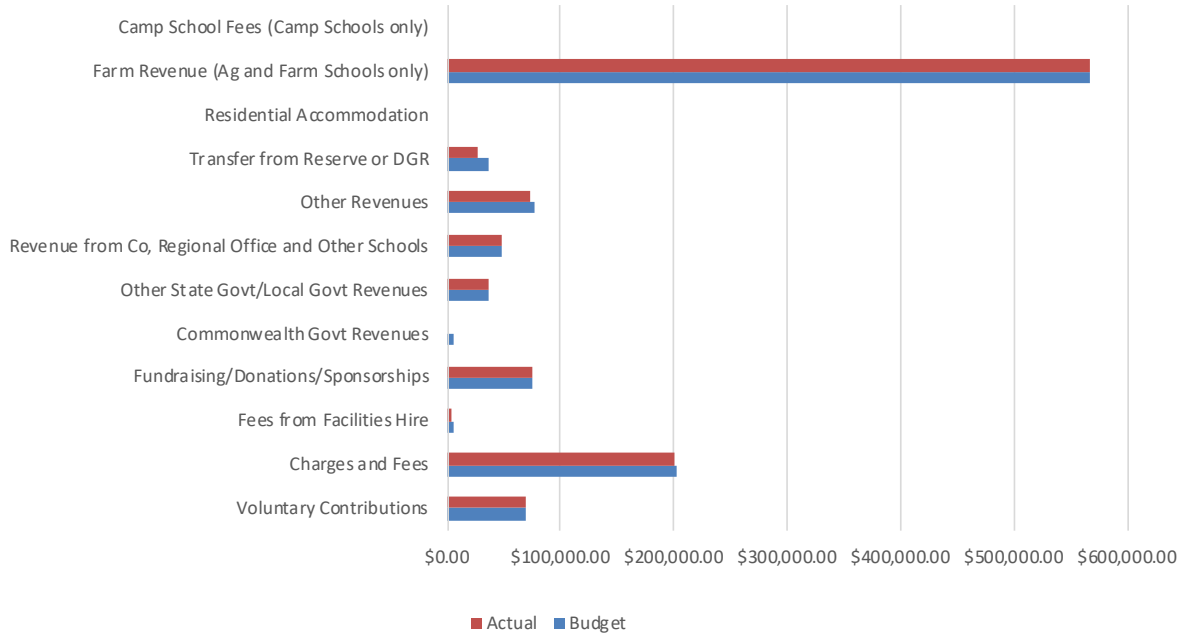
- Enrollment-Linked Base
- Locality



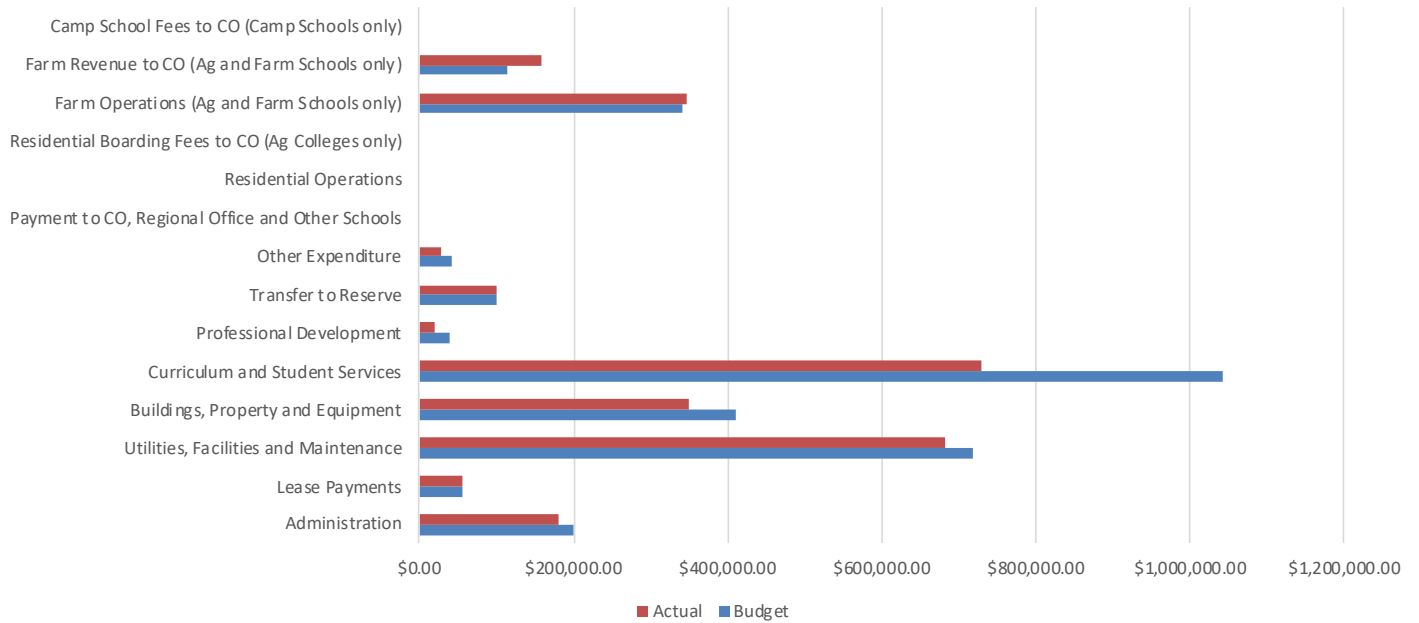
STUDENT CHARACTERISTICS FUNDING

- Aboriginality
- Disability
- English as an Additional Language
- Social Disadvantage

Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual





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