



ESPERANCE ANGLICAN COMMUNITY SCHOOL

School Performance Report

For the period 1st January 2025 to 31st December 2025

PART OF **AngliSchools**

5 Griffin Street, Esperance WA 6450 | (08) 9083 2444 | info@eacs.wa.edu.au | www.eacs.wa.edu.au

Overview

This information is provided with the aim of meeting the requirements of the Schools Education Act 2013 and the School Education Regulations 2014 Subsection H. Assistance Act of 2008. The information provides a statistical overview of many major elements of the school's daily operations. However, such information does not provide a full and accurate summary of the various activities and achievements of our staff and students. To this end, we encourage all viewers of this site to refer to our Facebook page and other information contained in the School's Website to further appreciate the ethos and offerings of the school.

Our History

Esperance Anglican Community School opened in January 2008, as the ninth school of AngliSchools to provide an alternative private option for high-school education in the remote and rural shire of Esperance. There was a strongly held belief – in both the Shire and within AngliSchools (Previously the Anglican Schools Commission)– that there was a need for such an educational enterprise. Evidence showed there was a supportive population for an Independent School, based on the traditions of the Anglican Church. After a modest beginning the school has grown rapidly over the last four years. A balanced and realistic ten-year planning process has ensured that facilities have kept pace with the school's growth and are equipped with a range of general and specialist learning areas. The curriculum is intentionally broad and balanced with a range of academic and vocational courses. The curriculum offerings allow Year 12 students to graduate with an ATAR score, the Western Australian Certificate of Education WACE, Big Picture Australia Credentials and Vocational Education and Training Certificates, before they proceed on to university, further training, or apprenticeships.

Supporting the curriculum is a strong system of pastoral care, founded firmly in the School's Anglican Identity. This ensures there is a keen sense of community bringing together students, staff, parents, council members and the community in a powerful alliance which nurtures the young people within it and supports the school in its endeavours. The local community values the school, takes pride in its initial achievements, and wishes to see it grow and develop.

Our Story

Since 2008, Esperance Anglican Community School (EACS) has developed and become a valued contributor to our local Esperance community. We are proud of the way our students, parents and staff have helped to create a regional community that embraces individuality, while achieving an overall sense of unity. Our founding vision, *"Educating the whole person – in mind, body and spirit"* remains core and is embedded in the fabric of the school as we strive to encourage our students to embrace and fulfill the talents with which they have been blessed. It is our aim that our students develop these talents and become great contributors to the region and beyond.

Boarding at EACS provides a unique opportunity for students to live and learn as part of an active and tight knit community in a home away from home environment. We live in a safe, residential area in the heart of Esperance, with our Boarders residing right in the centre of the school, acknowledging the vital contribution they provide to the life of the whole school. This unity allows us to continually grow and better serve the needs of our surrounding areas. Our professional staff deal with residential issues and liaise with key staff in the school when necessary, so that our Boarders thrive in a network of care.

Our Location

Esperance Anglican Community School is in West Beach, a residential area in the heart of the vibrant coastal town of Esperance. Our students can travel safely to school by bicycle, on foot or by school bus. Our location on the doorstep of one of the world's most beautiful natural environments allows students to pursue a wide range of individual talents and interests, embracing the outdoor lifestyle.

Why EACS?

Choosing a school for your child can be a challenging process. In Esperance we are fortunate to have a choice of high school education. Esperance Anglican Community School offers a unique approach to education, providing a caring, Christian environment that nourishes the gifts of each child.

We offer a genuine breadth of curriculum and avoid premature specialisation, providing our students the chance to grow and develop their talents over time. Whether a student intends to go to university or further training, begin employment or follow another path, we can provide the education they need to achieve their goals. We believe that our tight-knit community makes us special. We embrace individuality whilst achieving an overall sense of unity. There is a palpable sense of enjoyment present within our campus.

School Curriculum

A School's curriculum is the total of all activities, both formal and informal, which take place both inside and outside the classroom. At Esperance Anglican Community School, this includes the traditional subject disciplines as well as the many co-curricular activities that are offered to students, including camps, outdoor education, music, various sports, and clubs to develop resilience, leadership skills and self-esteem in our young people.

Within the School, students are provided a solid foundation in both literacy and numeracy in the lower secondary years. Throughout their journey EACS students are provided with the opportunity for a broad general education, within which there is a range of educational possibilities, including studies for tertiary admission and vocational pathways. A specialist pathway of the Big Picture program is available for students in the senior secondary years.

School Staffing

Staff Leave

The below table outlines the number of days staff were on leave for the twelve months from January 1, 2025, this is broken down into the various types of leave.

Leave	Days
Personal Leave (sick)	255
Unpaid Personal (sick)	13
Compassionate	6
Special	36
Jury Duty	2
Total	312

Staff Composition

The composition of the total teaching staff of the School is as follows:

Male – Non-Indigenous	46%
Male – Indigenous	0%
Female – Non-Indigenous	54%
Female – Indigenous	0%

Staff Retention

In first term 2025, 90% of our teaching staff were retained from the beginning of the previous year. At the beginning of 2025 there were 26 teachers on the School's employment list.

Teaching Staff, Highest Academic Qualifications

Qualification	%
Doctorate	0
Masters	12
Graduate Diploma	20
Bachelor	68

Expenditure on Teacher Professional Development and Learning

In 2025 there was 100% teacher participation in professional development and learning. A total of approximately \$19,520 was spent in this area. This represents an approximate average expenditure of \$750 per teacher on professional development provided to the School by external providers. It should be noted that teaching staff also attend AISWA training sessions which are provided to independent school staff at no additional cost.

This is in addition to school-based professional development delivered in the workplace. The School has approximately eleven professional development days allocated in each school year.

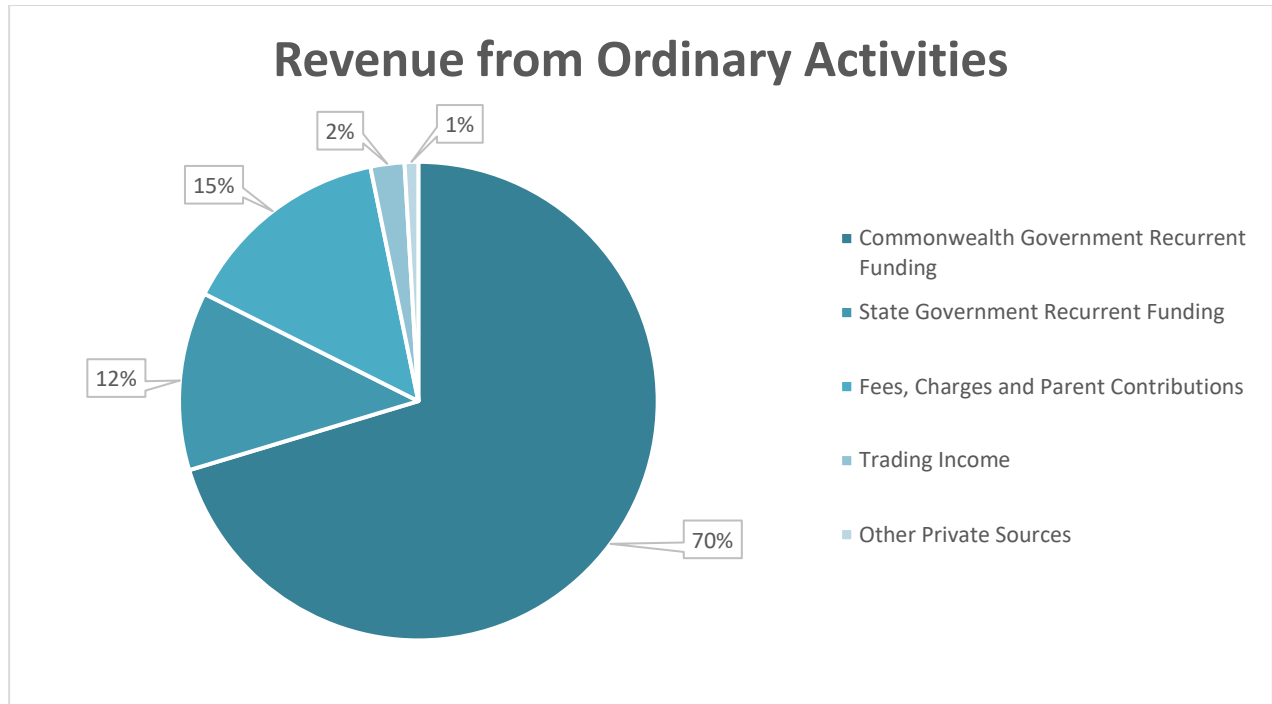
Professional development and learning operate at four levels:

- System level professional development opportunities, such as the AngliSchools' Anglican Identity Day and teacher networks.
- School-initiated professional development and learning dealing with school-wide systems, approaches, and programs.
- Departmental or Key Learning Area-initiated professional development and learning.
- Individual teacher-initiated professional development and learning.

School Funding

School Funding Sources

The total gross income for the year ending 31 December 2025 was \$9.885 million. Information on the School's Finances will be published on the My School website <http://www.myschool.edu.au> and is available to the public to view.



STUDENT INFORMATION

1. Student Attendance

Esperance Anglican Community School provides education for students from Year 7 to Year 12. In 2025, total enrolment was 308 students at the School's August census.

Year Level	Student Numbers	Attendance Rate Daily Average %
Year 7	84	89%
Year 8	63	88%
Year 9	46	85%
Year 10	54	87%
Year 11	36	86%
Year 12	25	85%

Student Outcomes

ATAR

Statistical Summary	2020	2021	2022	2023	2024	2025
ATAR students sitting (Tot)	7	3	7	5	5	8
ATAR student sitting (%)	50	15	23	25	28	33
ATAR (Mean)	88.38	62.23	82.6	65.18	71.8	71.33
ATAR (Median)	89	65.15	86.35	82.65	73.5	70.9
Students > 90 ATAR (%)	33	0	43	0	20	0
Students > 80 ATAR (%)	100	0	57	60	40	37.5
Students Direct Uni entry (%)	100	100	100	60	80	87.5

EACS ATAR Results 2020 -2025 (Students completing four or more ATAR Courses of Study)
NOTE: Smaller numbers of ATAR candidates can impact generalised data.

In 2025, the school's median ATAR score was 70.9, with a mean ATAR of 71.33. A total of 8 students sat ATAR examinations, representing 33% of the Year 12 cohort.

While no students achieved an ATAR above 90 in 2025, 37.5% of students achieved an ATAR above 80, demonstrating solid academic performance across the cohort. Notably, 87.5% of ATAR students gained direct university entry, reflecting strong post-school pathways and successful outcomes for the majority of students.

As in previous years, it is important to acknowledge that a number of students at EACS continue to engage in the Big Picture pathway throughout their senior years. This pathway provides an alternative and highly personalised approach to learning and supports students in accessing university and further post-secondary study options through non-ATAR entry pathways.

Additionally, students undertaking Vocational Education and Training (VET) continue to achieve meaningful qualifications that support diverse post-school opportunities. Students successfully completed a range of certificate qualifications, including:

- Certificate II in Workplace Skills
- Certificate II in Automotive Servicing Technology
- Certificate IV in Preparation for Health and Nursing Studies

Student Destination Data

The class of 2025 were asked to provide information in relation to their immediate post school destinations, the following outlines the ranges of destinations for our graduates.

Destination of 2025 Graduating Class	Number of Students
University	7
Work, Apprentice or Traineeship	16
Other Studies	1

2025 NAPLAN Statistical Information

Numeracy	Year 7	Year 9
Number of students below National Minimum Standard	0	2
Percentage of students below National Minimum Standard	0%	4%

Reading	Year 7	Year 9
Number of students below National Minimum Standard	5	3
Percentage of students below National Minimum Standard	5.9%	6.1%

Writing	Year 7	Year 9
Number of students below National Minimum Standard	5	6
Percentage of students below National Minimum Standard	5.9%	12.2%

Spelling	Year 7	Year 9
Number of students below National Minimum Standard	4	4
Percentage of students below National Minimum Standard	4.7%	8.1%

Grammar & Punctuation	Year 7	Year 9
Number of students below National Minimum Standard	4	7
Percentage of students below National Minimum Standard	4.7%	14%

Numeracy	Year 7	Year 9	Reading	Year 7	Year 9	Writing	Year 7	Year 9
National mean:	538	565	National mean:	536	565	National mean:	534	574
State mean:	541	581	State mean:	535	581	State mean:	540	586
School mean:	518	556	School mean:	504	554	School mean:	509	562
National mean: comparison	-20	-9	National mean: comparison	-32	-9	National mean: comparison	-25	-12
Grammar & Punctuation	Year 7	Year 9	Spelling	Year 7	Year 9			
National mean:	538	565	National mean:	539	567			
State mean:	537	568	State mean:	544	573			
School mean:	518	556	School mean:	524	560			
National mean: comparison	-20	-9	National mean: comparison	-15	-7			

The NAPLAN results for EACS, 2025, Year 7 and 9 cohorts demonstrate that the school continues to cater for students across a wide range of abilities. Across all domains, results indicate areas of strength alongside opportunities for targeted improvement.

Overall, Year 9 results consistently show a smaller gap compared to Year 7 across all domains, indicating positive student growth and the impact of teaching and learning programs as student's progress through the school. The school remains committed to closing the gap between EACS results and state and national averages through targeted literacy and numeracy strategies, explicit teaching practices, and ongoing data-informed interventions.

While NAPLAN results provide valuable insights, they should be considered alongside other standardised assessments, classroom data, and teacher judgement to ensure a comprehensive and accurate understanding of student achievement and progress.