



**ESPERANCE
SENIOR HIGH SCHOOL**

*A strong community, creating
opportunities for personal excellence.*

ANNUAL REPORT 2024



Painting by Jennell Reynolds

Acknowledgement

**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 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 2024 of 781 students, including 132 Aboriginal students. The school is a multi-faceted campus, comprising a partnership of the High School, Esperance 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. Support for Aboriginal students from Clontarf, Stars and Follow the Dream programs assist in closing the gap. An industry standard Trades Training Centre, a fully commercial 800-hectare school farm 35km out of town, an agricultural demonstration block on site and an inviting and visually appealing library, all contribute to making Esperance Senior High School a modern, vibrant and welcoming place to be.

As we reflect on the achievements and progress of 2024, I am filled with immense pride and gratitude for the collective efforts of our students, staff, parents, and community partners. This year has been marked by significant advancements and milestones that have further consolidated our commitment to providing an exceptional educational experience for all our students.

One of the most notable achievements this year has been the continued improvements to our school infrastructure. We have secured funding for critical upgrades to our student services building, enhancing the support and resources available to our students. Additionally, we have made significant strides in developing a comprehensive school rebuild master plan, which will guide the future development and modernisation of our facilities. These efforts reflect our dedication to creating a learning environment that meets the evolving needs of our students.

Our commitment to integrating technology into the learning experience has also seen remarkable progress. We have continued to upgrade our ICT infrastructure, ensuring that our students and staff have access to the latest technological tools and resources. The rollout of our Bring Your Own Device (BYOD) program continues to evolve, empowering students to take ownership of their learning and engage with digital content in meaningful ways.



This year, we were thrilled to reintroduce our school performance, *A Midsummers Night's Dream*, that showcased the incredible talents and creativity of our students. The performance was a resounding success, bringing together the entire school community in celebration of the arts and fostering a sense of unity and pride.

Academically, our students have excelled, particularly in the National Assessment Program – Literacy and Numeracy (NAPLAN). Our results have exceeded those of like schools, reflecting the effectiveness of our whole school approaches to literacy and explicit instruction. This achievement is a testament to the hard work and dedication of our teachers and students, and it underscores our commitment to academic excellence.

We have also continued to implement the Positive Behaviour Support (PBS) Program, which has had a profound impact on our school culture. The PBS Program, underpinned by our SPARK values of Safety, Persistence, Achievement, Respect, and Kindness, promotes positive behaviour, enhances student well-being, and creates a supportive and inclusive school environment. The success of this program is evident in the positive feedback from students, parents, and staff.

I am particularly proud of the significant increase in the number of Aboriginal students achieving the Western Australian Certificate of Education (WACE). This achievement reflects our ongoing efforts to support and empower our Aboriginal students, ensuring they have the opportunities and resources needed to succeed.

Our partnerships with the local community have been instrumental in our success this year. We have collaborated with various organizations and stakeholders to enhance the educational experience for our students and provide them with real-world learning opportunities. These partnerships have enriched our curriculum and provided valuable support to our school community.

The achievements of 2024 and of the preceding three years were recognised during the school's successful Public School Review. The review commended the school "...for establishing high expectations for our students and highlighted our continued achievement and progress above like schools." The Review also recognised the school's "... clear commitment to rigorous data analysis, strong case management approach, and exacting progress monitoring and tracking are maximising opportunities for student success."

As we look ahead to the future, I am confident that Esperance Senior High School will continue to thrive and excel. Our collective efforts and unwavering commitment to excellence will ensure that we remain true to our vision of fostering a strong community, creating opportunities for personal excellence.

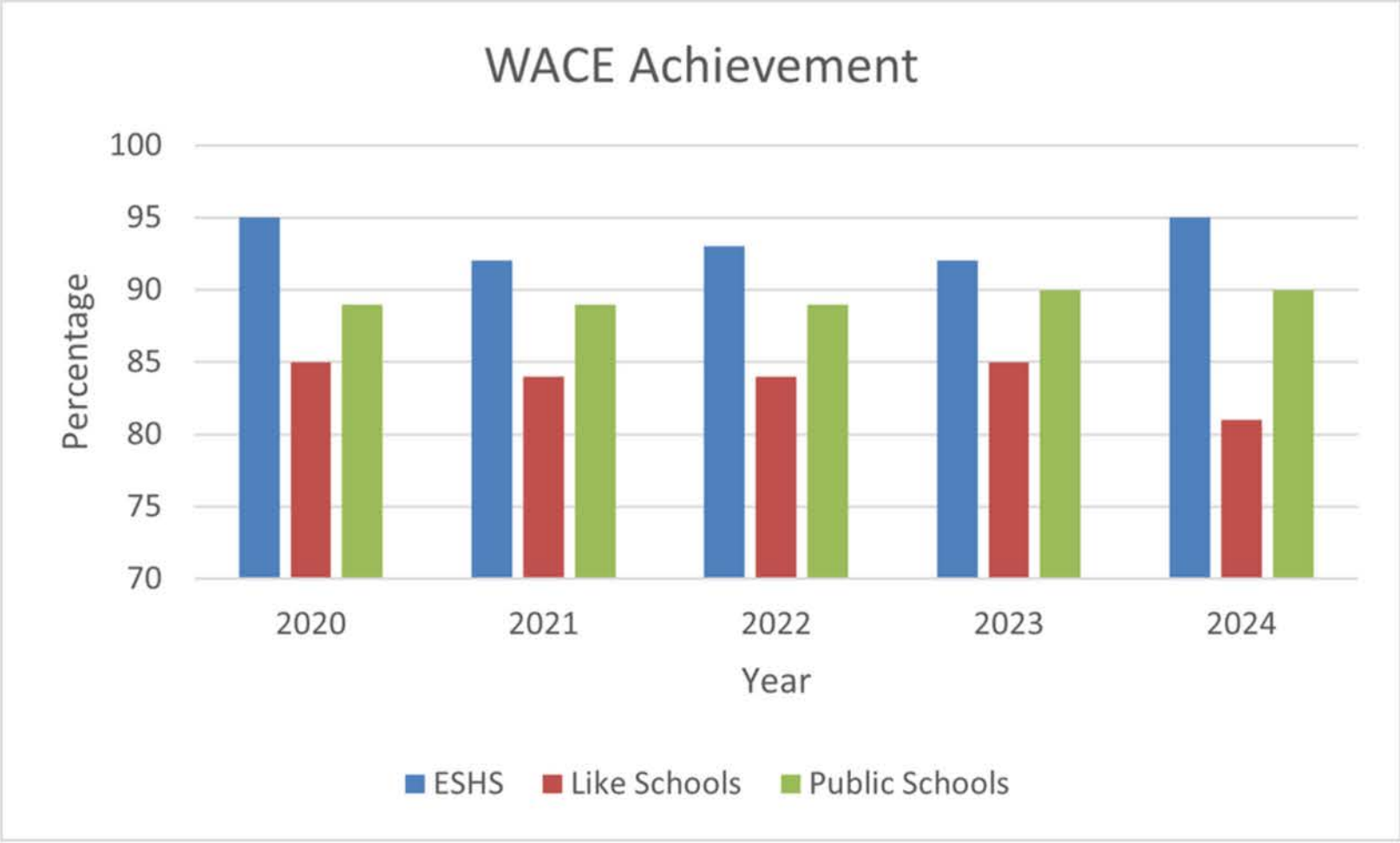
Matthew Lovejoy
Principal

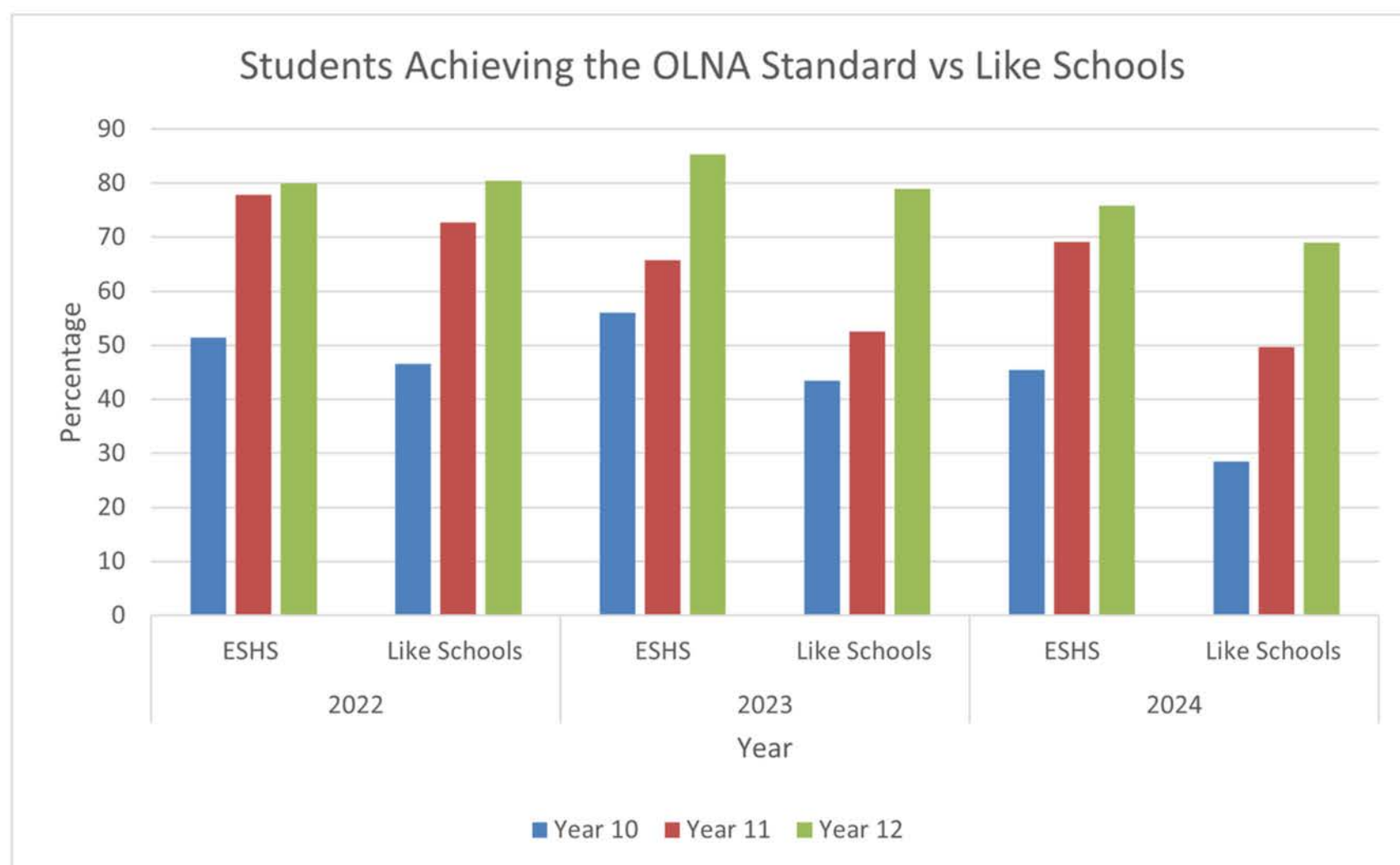
Successful Students

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

Year 12 results

- Three Year 12 students completed the rigorous nomination process for the School Curriculum and Standards Authority 2024 VET Outstanding Achievement Awards.
- One Year 12 student was shortlisted for the School Curriculum and Standards Authority Awards for Outstanding Achievement in VET.
- One student was awarded a Certificate of Excellence in Retail and Personal Services.
- Isobel Shelton was awarded a Certificate of Distinction.
- Year 12 students received seven School Curriculum and Standards Authority Awards.
- Thirteen students achieved a Certificate IV, five students achieved a Certificate III, 31 students achieved a Certificate II, and two students achieved a Certificate I.
- Twenty Aboriginal students achieved their Western Australia Certificate of Education.
- Eighty percent of ATAR courses offered at ESHS achieved a scaled score higher than like schools.
- Sixteen percent of ATAR students received an ATAR greater than 90.
- Thirty-two per cent of ATAR students received an ATAR greater than 80.
- Esperance Senior High School recorded a Western Australian Certificate of Education achievement rate of 95 per cent, thereby achieving our business plan target. This result is exceptional when compared to like schools' 81 percent and public schools' 90 per cent.





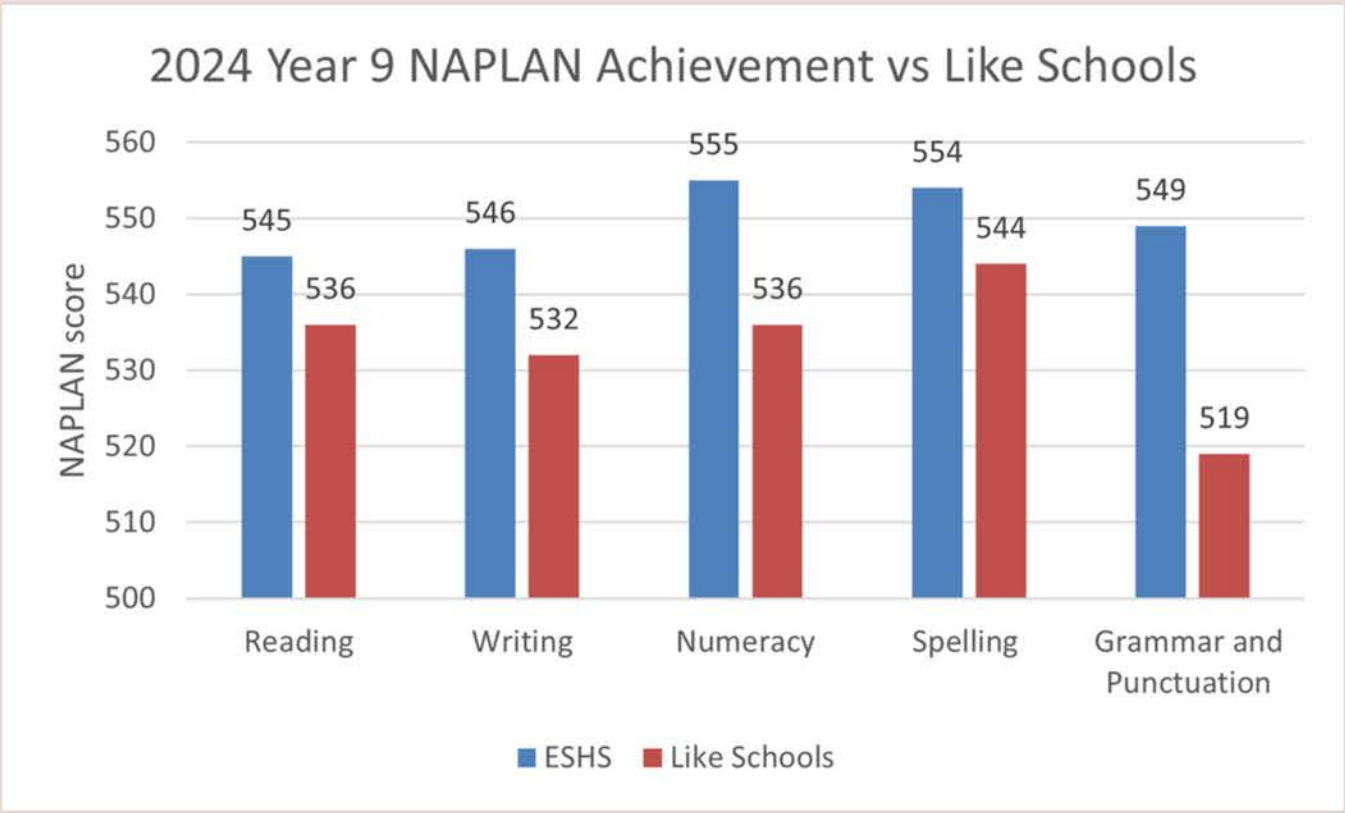
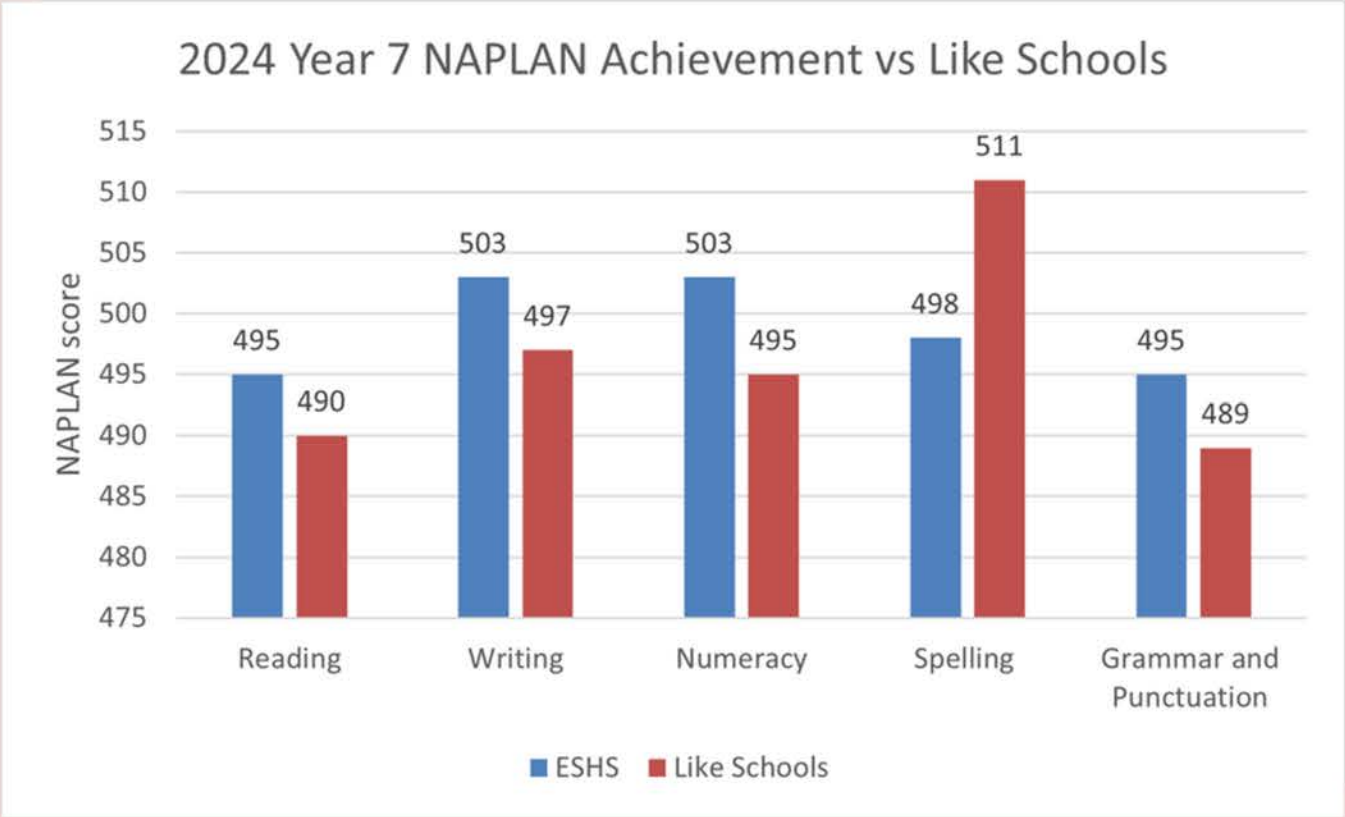
Online Literacy and Numeracy (OLNA) results

- Pleasingly the percentage of Esperance Senior High School students passing the OLNA assessment by the end of 2024 exceeded Like Schools in Years 10, 11 and 12, therefore meeting the relevant 2022 – 2024 Business Plan target.
- The Department's Schools Online data indicated that 58 per cent of Aboriginal students achieved the OLNA standard compared with only 40 percent in 2022. While Aboriginal students' achievement continues to be below the Year 12 cohort achievement rate, it compares very well with like schools where 35 per cent of Year 12 Aboriginal students achieved the standard.
- There was a three per cent increase in the number of WACE-eligible students achieving the OLNA writing standard. This was the best writing result since 2020 and reflects the whole-school approaches to writing implemented over the life of the current business plan.



NAPLAN RESULTS

- Nation-wide changes to the timing and reporting of NAPLAN have resulted in schools currently being unable to calculate student progress. As a result, many of the NAPLAN targets established in the 2022-2024 Business Plan are no longer valid.
- The following percentages of students who sat the NAPLAN assessments in Year 9 prequalified for each of the OLN domains: numeracy 50 percent, reading 45 percent, and writing 31 percent.
- There was an increase in the percentage of students prequalifying for each of the OLN domains over 2023 results. Particularly pleasing results occurred in the domain of writing, with a doubling of the number of students achieving the writing standard.
- Year 9 NAPLAN achievement at Esperance SHS exceeded like schools in all five domains, with Grammar and Punctuation exceeding like schools' achievement by 30 NAPLAN marks.
- Year 7 NAPLAN achievement exceeded like schools in Numeracy, Reading, Writing, and Grammar and Punctuation.
- The percentage of Year 9 Aboriginal students at ESHS who recorded strong or above numeracy proficiency was 41.7 per cent compared to like schools' 31.4 per cent.
- The percentage of Year 9 Aboriginal students at ESHS who recorded strong or above reading proficiency was 36.8 per cent compared to like schools' 41.5 per cent.
- The percentage of Year 9 Aboriginal students at ESHS who recorded strong or above writing proficiency was 28.5 per cent compared to like schools' 34.8 per cent.





EXTRA-CURRICULAR ACHIEVEMENT

- The school continued its tradition of success at the prestigious Tournament of Minds, with the Social Sciences team making it through to the State finals.
- Esperance Farm Training Centre students won several ribbons at agricultural shows throughout the state.
- Esperance Senior High School proudly presented "A Midsummer Night's Dream," directed by Lyndel Taylor. The performance, marking the school's return to the stage, played to a packed house at the Esperance Civic Centre and received much acclaim.
- Charlie Hoggart and Isaac Francis were selected to attend the National Youth Science Forum in Brisbane. The school would like to thank the Rotary Club of Esperance for their support in helping the students attend this prestigious program.
- Zach Warren competed in the Youth International Gryphon Hockey Cup, playing for the Outbacks team. This four-day event offered young athletes the opportunity to experience hockey at an international level, drawing in national, state, and academy representative teams from Australia, Japan, Singapore, and Malaysia.
- Esperance Senior High School came fourth out of 40 schools from across the state in the Minister's Innovation Challenge. The challenge provided an opportunity for Year 8 students to develop their entrepreneurial skills.
- Two Year 9 students, Sharni Martin and Kasey Walsh, were shortlisted for the prestigious 2025 WA Student Council.

Community

Opportunity

Excellence

Excellence in Teaching and Leadership

High quality teaching and leadership are underpinned by a common understanding of effective teaching and learning practice and a culture of collaboration.

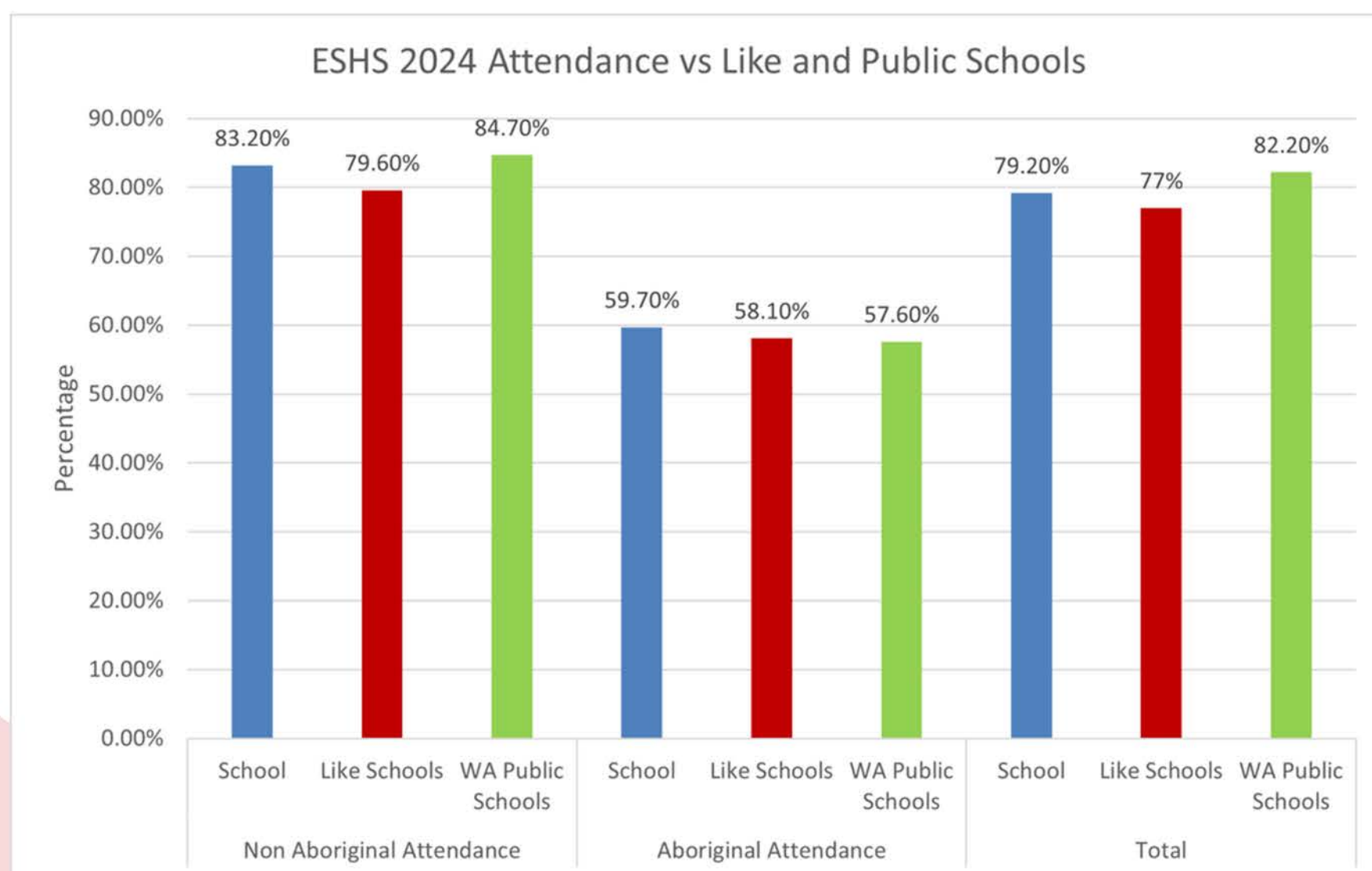
- The school continued to support teaching excellence through the implementation of the school's Instructional Framework.
- The development of staff instructional practice was enhanced through a variety of professional learning opportunities throughout 2024, including participation in the Goldfields Education Conference.
- Performance management and classroom observation, conducted throughout 2024, ensured accountability between the school's strategic direction and classroom practice.
- Staff engaged in moderation processes to ensure alignment between student achievement, progress, and grade allocations.
- The school's culture of establishing "high expectations for students" and "a clear commitment to rigorous data analysis" to drive improved teaching and learning was recognised by the Public School Review and the Deputy Director General, Schools.
- An ICT committee was formed to support the implementation of the school's Bring Your Own Device program and to drive innovative technology usage across the school.
- Whole school approaches to literacy and numeracy continued to be supported through professional learning, classroom observation, and a literacy and numeracy handbook.
- The school continued to support the development of beginning teachers through the appointment of a graduate teacher mentor.
- There were 20 Senior Teachers in the school. These experienced teachers were committed to high-quality teaching and ongoing professional learning.
- The school had three Level 3 classroom teachers. These exemplary teachers played a role in supporting high-quality teaching and learning throughout 2024.
- Students requiring additional literacy support were engaged in the RISE program. This direct instruction reading program addressed the needs of individual students.
- The school continued to develop its STEM program through the utilisation of the recently commissioned STEM facilities.
- Student leadership was developed through the participation of Year 7 and 8 student councillors in district student leadership training.
- Students' diverse learning needs were attended to through the continued refinement of Year 7 to 10 pathways.
- Two Esperance SHS graduate teachers were accepted into the Advanced Graduate Program. This Department of Education initiative recognised and rewarded high-achieving graduate teachers.
- Reflecting their commitment to ongoing professional growth, 14 teachers participated in the Classroom Management Strategies professional learning program. This included 11 teachers completing the Foundation program and three teachers engaging in the Conference Accreditation Training. This program supported school staff in developing classroom observation and conferencing skills.



Safe and Supportive Learning Environment

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

- The school's total attendance rate in 2024 was 79.2 per cent. This result was above the like schools' total attendance rate of 77.0 percent. As a result, the school achieved the attendance target established in the 2022-2024 business plan. However, the school's total attendance rate was below the WA Public Schools' rate of 82.5 per cent.
- Unfortunately, the total attendance rate of Aboriginal students was 23.5 per cent below non-Aboriginal attendance rates, which is a deterioration compared to 2023. However, the attendance rate of Aboriginal students at Esperance Senior High School was 1.6 per cent above Aboriginal student attendance at like schools and 2.1 per cent above Aboriginal student attendance at WA public schools.
- Concerningly, there was a significant increase in the number of students in the severe at-risk attendance category. The percentage of students classified as severe at-risk jumped from 8.5 per cent in 2021 to 17.3 percent in 2023. This is lower than like schools at 19.2 percent but higher than the WA public schools' rate of 12.0 per cent.
- The school continued to work to restore attendance levels to pre-COVID-19 levels using a multifaceted promotion, prevention, and response approach.
- In 2024, Esperance Senior High School implemented Stage Three of the Positive Behaviour Support (PBS) program, focusing on teaching expected behaviours. This stage involved explicit behaviour lessons integrated into the curriculum, ensuring students understood and practiced positive behaviours in various settings. Additionally, the school organized special activities and events to reinforce these behaviours, providing students with opportunities to demonstrate and celebrate their positive actions. These initiatives aimed to create a supportive and respectful school environment, fostering a culture of positive behaviour throughout the school community.
- Throughout 2024, the role of the Career Practitioner continued to evolve. This evolution led to the introduction of various new career education and development activities for students. These initiatives ensured that students were familiar with both current and future work requirements and received support in planning their post-school pathways.



- Year 7 students were supported in their transition to high school through the introduction of a revamped series of welcome week activities.
- Esperance SHS students had the opportunity to attend a Drug and Alcohol Awareness and Prevention presentation by guest speaker, Jade Lewis.
- Forty-six Year 10 students attended the University Aspirants' Camp.
- The school modernised the physical learning environment by adding new basketball courts, revitalising the gardens, and installing CCTV cameras.
- Representatives from the Department of Finance, Capital Works & Maintenance, and several architects toured the school to discuss the proposed school rebuild definition plan and initiate the Masterplan, which aims to enhance learning experiences through the provision of state-of-the-art facilities, technology, and resources.
- The school hosted the RAC Project Road Smart event in Esperance for Year 10s and 11s, where students heard first-hand accounts from road accident survivors and emergency services responders, and witnessed a 'Jaws of Life' demonstration by the Esperance Volunteer Fire and Rescue Service.
- Staff from Curtin AHEAD conducted two days of career workshops, where Year 7s learned about 'Growth Mindsets,' Year 8s explored their 'Core Values,' Year 9s delved into 'The Future of Careers' and transferable skills, and Year 12s received tips on university applications and alternative pathways.
- Brayden Ainsworth, former student and West Coast Eagles player, now Youth Mental Health Leader at Happiness Co, presented "Understanding Your Judgments" to promote self-awareness and mental well-being.
- Students participated in Youth Choices' "No Offence" program, exploring racism, bullying, and microaggressions through real student experiences to foster empathy and appreciation of cultural diversity.
- Student Services staff led the implementation of the Multi-Tiered System of Support (MTSS). This framework, developed in collaboration with School Psychology Services, was designed to support the diverse needs of students in the areas of achievement, wellbeing, and engagement. Strategies and interventions were tailored to the complexity of students' needs.

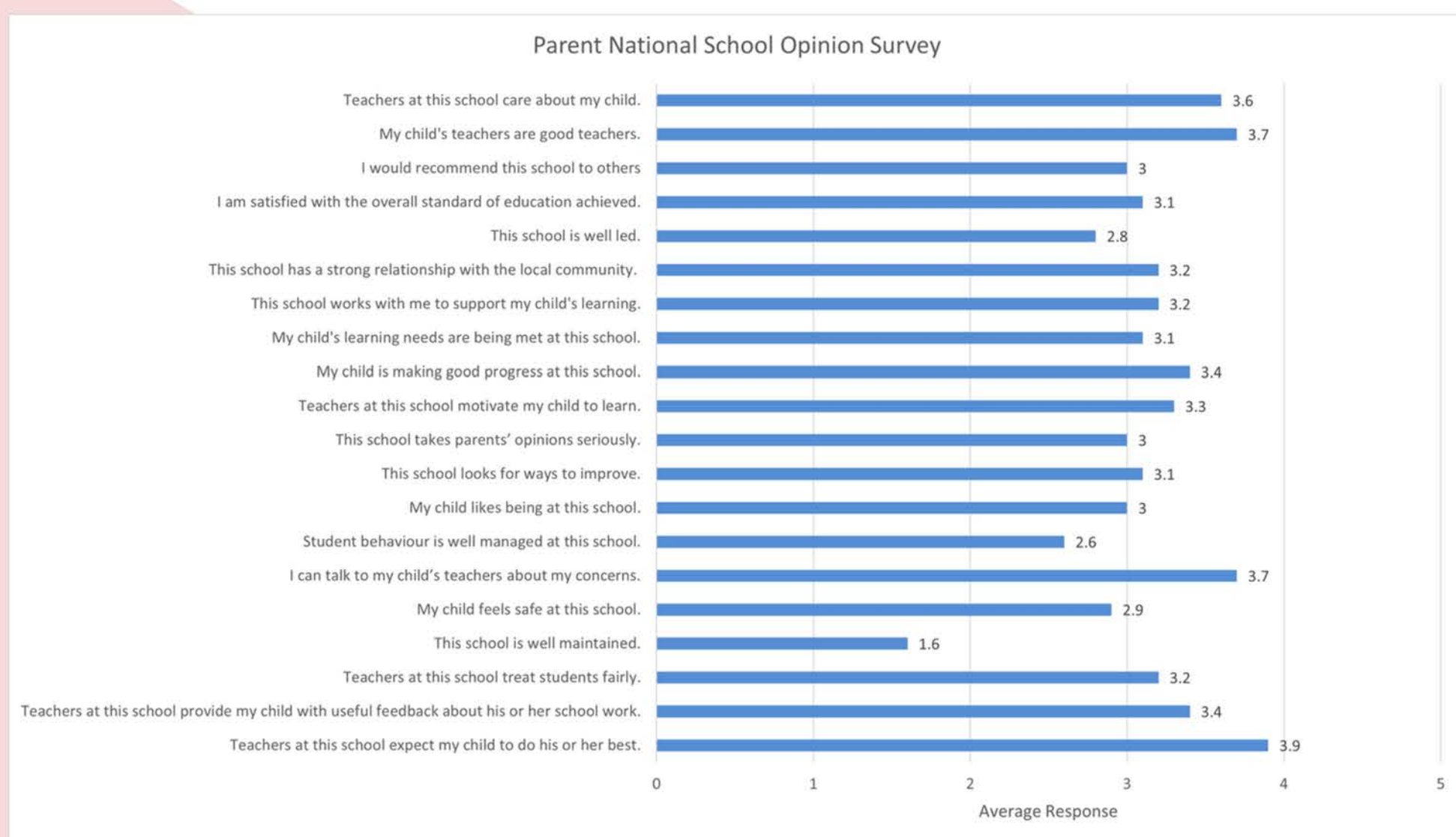


Community Engagement and Educational Partnerships

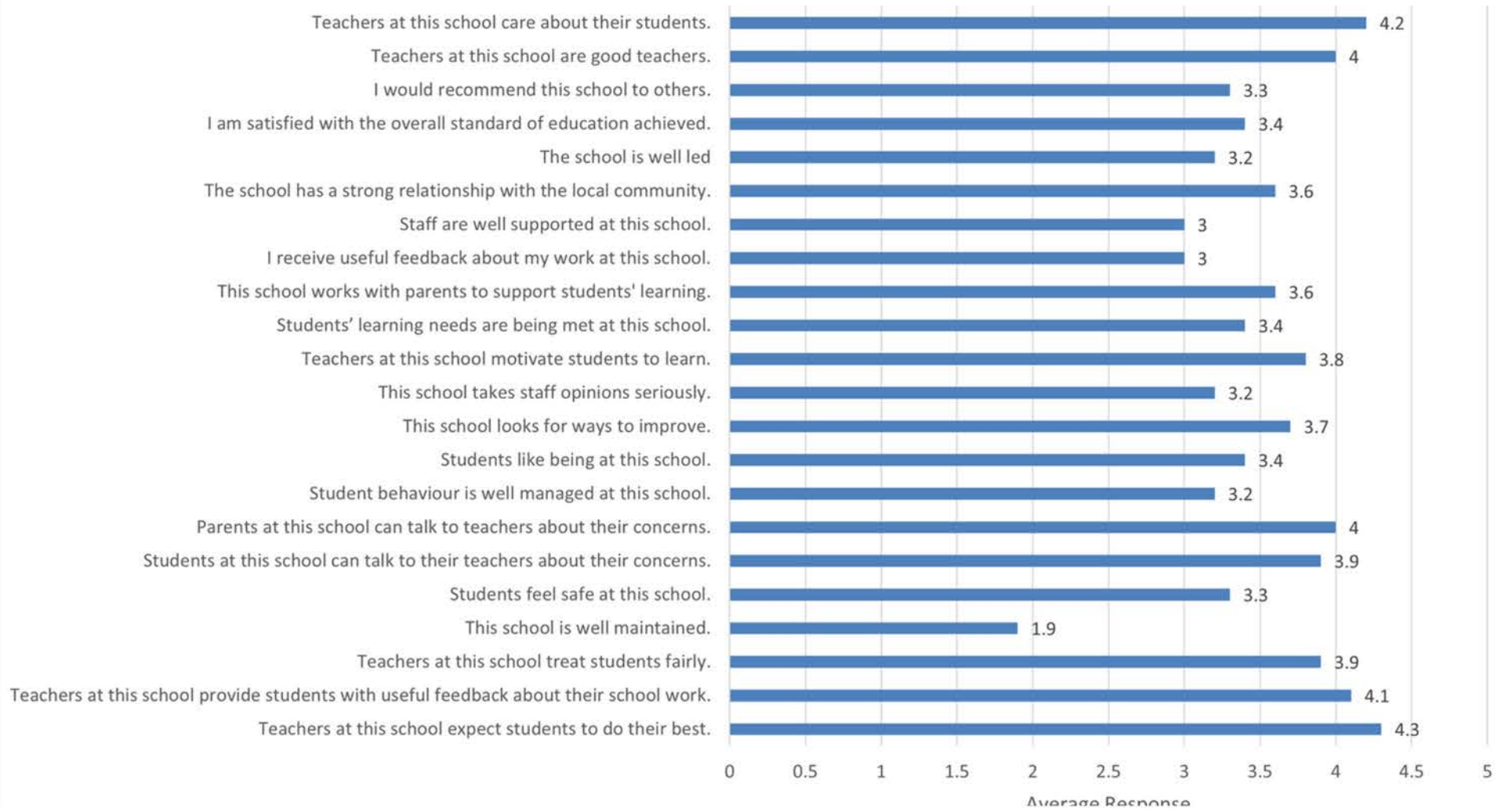
Extending relationships into the school and local community to enhance learning opportunities at the school.

- As a school, we strived to be culturally responsive and foster authentic relationships and partnerships with Aboriginal students, families, and the wider Aboriginal community. During 2024, the school strengthened its relationship with the Wudjari Nyungar traditional owners by continuing to develop positive participation, communication, and interaction with Dabungool and Tjaltrjaak.
- Dabungool Cultural Experiences presented bush tucker incursions to over 100 Year 7 students, giving them a hands-on experience of local bush tucker and medicine.
- Two members of staff participated in the local Koodjal Kadditji project. This program involved schools from across the Esperance District working alongside the local Native Title organization Tjaltrjaak to develop Wudjari Nyungar teaching resources.
- The school celebrated NAIDOC with the theme "Keep the Fire Burning! Blak, Loud & Proud." Elder Aunty Annie Dabb and Mr. Duffy lit the first fire, symbolising our commitment to cultural heritage and marking the start of our new cultural safe space. We appreciate our elders, students, staff, and community partners for making this celebration possible and honouring First Nations' resilience and pride.
- The school recognised past injustices and their continuing impact on Aboriginal people by conducting a whole school "Walk for Reconciliation" around the oval.
- In 2024, the Esperance Senior High School Board welcomed parent representative Lynley Neill and student representative Rosie Stockdale. Annette Hanson was reappointed as a co-opted member to provide cultural advice to the Board.
- South Regional TAFE extended opportunities for ESHS students through a Year 9 Careers Expo, an Agriculture Expo, and Try a Trade days.
- IGO Mining partnered with the school to provide an opportunity for 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.
- Esperance Senior High School continued to promote itself as the school of choice in the district by providing opportunities to experience high school throughout 2024 for Year 5 and 6 students and their parents.

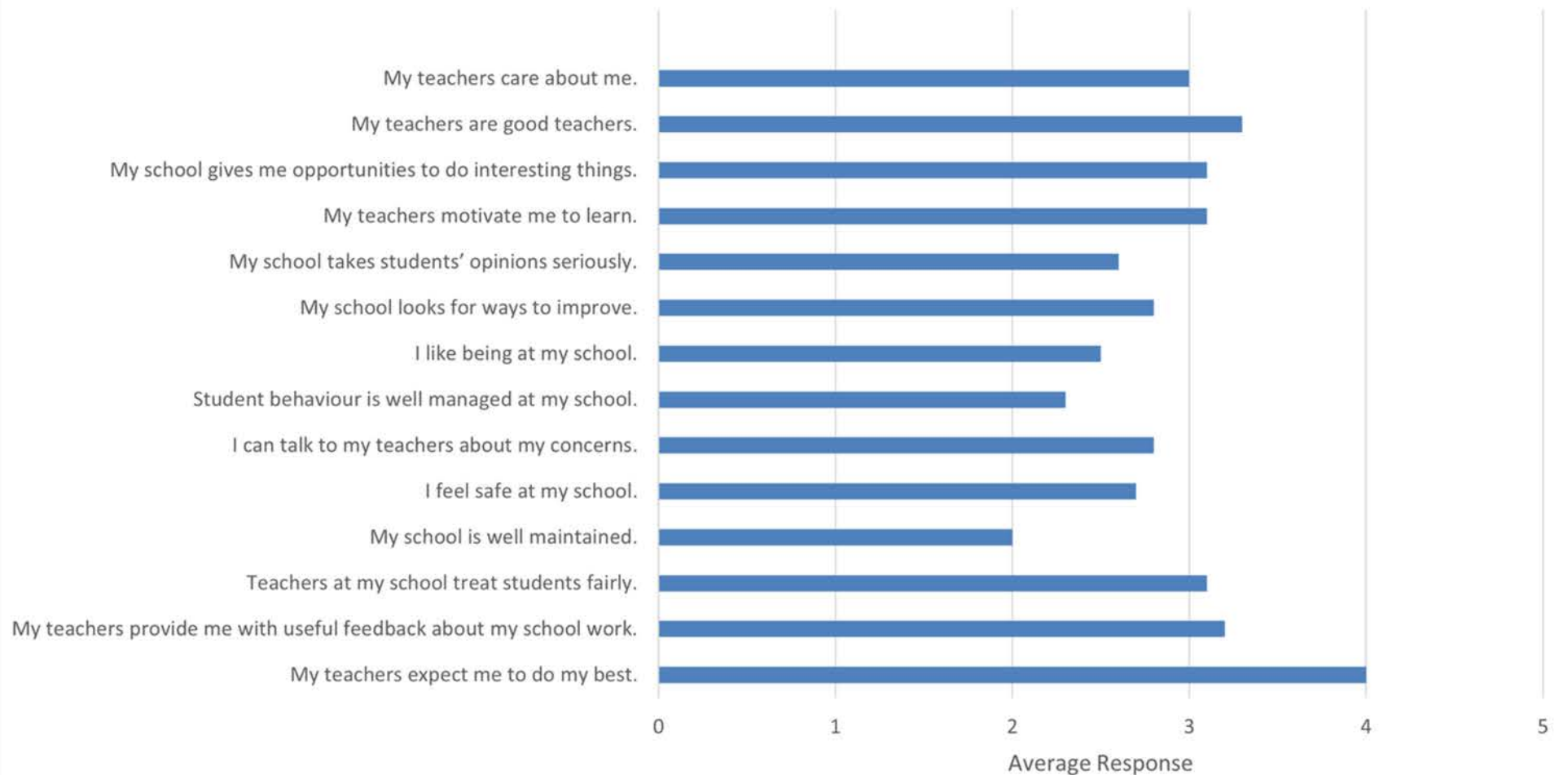
- The school continued to build upon existing and develop new relationships with local agencies to support students and their families.
- Over 150 local Esperance employers continued to partner with the school by providing opportunities for students to participate in work experience and VET Workplace Learning.
- School communication and promotion practices were modernised over the course of 2024. Key initiatives included the launching of a new website and the appointment of a school promotions officer.
- The partnership between Stars Foundation and the school continued to strengthen, providing opportunities for Aboriginal girls to achieve their personal excellence.
- The school continued to provide opportunities for Aboriginal boys to achieve their personal excellence through the school's partnership with the Clontarf Foundation.
- Established partnerships between local employers and the school were built upon through career education activities, including excursions to CBH and the Esperance Port, as well as the school's participation in the Esperance Community Employment Expo.
- Clontarf and Stars students partnered with musician and linguist Professor Clint Bracknell, as well as cultural advisors Annie Dabb and Wanika Close, to create and perform cultural dances at the Boodja Dwordak Wirn event.



Staff National School Opinion Survey



Student National School Opinion Survey





Faculty Highlights

AGRICULTURE

- Esperance Farm Training Centre (EFTC) students attended agricultural shows in Wagin, Beverly, Esperance, and Albany, with improved achievements compared to 2022 and 2023.
- A Year 10 student placed second in cattle handling at the Gate to Plate Challenge.
- Leadership changes at the farm led to increased student engagement in cropping, resulting in significantly improved 2024 harvest figures.
- Two ex-students joined the EFTC as Agricultural Training Officers in 2024, bringing enthusiasm that benefited both students and staff.
- DFES Cadets held an overnight camp and hike at Cape LeGrand, which, despite cold conditions, was well received.
- Year 12 students continued their success in General English.
- EFTC students participated in electing a Student Representative to the Student Council.
- Increased promotion through Facebook, community events, and ESHS participation raised EFTC's profile and boosted program inquiries.
- EFTC aligned its Strategic Plan with the Agricultural Education and ESHS Business Plans while upgrading facilities and integrating digital tools for agribusiness and safety management.

THE ARTS

- Theatre company, Come Your Spirits, shared Shakespearean insights and Creative Arts career advice.
- Year 9 and 11 Music students enjoyed a private Sounds of Africa performance.
- At the Esperance Music Festival 2024, seventeen students from the Performing Arts programs participated in fifteen different performances, showcasing their talents.
- The City of Esperance Morning Melodies event featured Amy Clarke as a soloist in June, while ESHS Ensembles performed in October.
- A major highlight in the Percussion and Vocal Ensembles program was the original ESHS percussion piece "Into the Wild." This piece was collaboratively titled and composed by students with guidance from Ms. Jemma Donovan.
- The Performing Arts night and workshop was a fun-filled evening. The overwhelming attendance has prompted the need for a larger space in 2025.
- The return of a school production saw an outstanding performance of "A Midsummer Night's Dream," involving students, staff, and the broader Esperance community.
- For Book Week Art Projects, Year 9 students created Zines based on the "Reading is Magic" theme. Additionally, Year 9 and 10 Art students brought the Library to life with vibrant chalk drawings.
- In the "What the Eyes Can't See" Art Project, Year 11 General Art students collaborated with Fremantle artists and the Cannery Arts Centre to create ceramic sculptures and mixed media Zines. These works were later showcased in a prestigious international exhibition.



CLONTARF

- The local swimming carnival involved over 80 Year 8 and 9 Perth Metropolitan Clontarf students who travelled to Esperance.
- Senior camp to Perth for the Clontarf Employment Forum with 60 Clontarf partners in attendance.
- Year 8s and 9s travelled to Kalgoorlie for a football carnival, teaming up with Scotch College to win the trophy.
- Eight Year 12 Indigenous boys completed high school, with seven of the eight graduating with their Western Australian Certificate of Education.
- The Year 12 major trip to the Gold Coast.
- The annual Clontarf awards night was a success with over 130 people attending, including students, families, school staff, and partners.
- The end-of-year reward camp to Busselton was a highlight for 18 of the top attending students.

DESIGN AND TECHNOLOGY

- One hundred per cent attainment rate for Year 12 students who were enrolled in the Certificate II Engineering pathway.
- The inaugural Esperance Senior High School team of Year 8 students placed fourth in the state in the Minister's Innovation Challenge for their Slippery Black Rocks awareness campaign.
- Laser cutting and CAD technologies were incorporated into the Maths PEAC program, which was attended by Year 5 and 6 PEAC students from local primary schools.
- Microsoft Forms safety assessments were implemented across all Technologies workshop-based classes.
- The incorporation of CNC plasma cutter technology in metalwork courses led to excellent student outcomes, providing valuable industry insight and experience in CNC operations.

ENGLISH

- The English learning area worked to provide effective differentiated pathways in lower school English to support the diverse needs of students.
- A comprehensive review of the Year 7–12 English curriculum was undertaken to ensure alignment with the new 2025 English curriculum.
- Staff continued to refine explicit instruction pedagogical approaches, with a particular focus on the use of daily reviews.
- The school maintained its commitment to the Rise literacy intervention program, which supports students' literacy development.
- Common areas were revitalised, and classrooms were equipped with new teaching supplies and technology, including BenQ boards.
- Moderation practices were diligently applied and improved to enhance consistency and assessment integrity.

FOLLOW THE DREAM

- Students attended a weeklong career camp in Perth, visiting various universities and tertiary institutions.
- Follow the Dream VET students spent three days at the IGO NOVA mine site, gaining firsthand insight into careers in the mining industry.
- All Year 12 students in the Follow the Dream program successfully achieved their Western Australian Certificate of Education.
- Several students took on leadership roles by leading cultural activities and performing traditional dances to celebrate significant Aboriginal events.
- Parents and carers were given multiple opportunities to engage with the program through events such as a parent open day at the start of the year, NAIDOC Day celebrations, and the end-of-year celebration afternoon.



HEALTH AND PHYSICAL EDUCATION

- Sixty Esperance SHS students participated in the 2024 Country Week Sporting Competition.
- Outdoor Education, Bush Ranger, and Physical Recreation camps and day trips were held at Lucky Bay, Duke of Orleans, Woody Island, and various beaches and lakes around Esperance. This year also saw the introduction of the weeklong Year 10 Outdoor Education camp to Margaret River.
- The school successfully hosted whole-school swimming and athletics carnivals, providing students with opportunities to showcase their skills and school spirit.
- Lower school students competed in the inaugural Boys' and Girls' Hockey Carnival in Albany, while students also participated in the Boys' and Girls' Football carnivals against teams from Kalgoorlie.
- Eight students represented Esperance SHS at the regional Surf Titles in Albany, with four advancing to the State Finals at Trigg Beach.

HOME ECONOMICS

- No staffing changes ensured continuity from 2023 into 2024, providing a smoother start with staff familiar with programming and expectations.
- Transitioned to the online food ordering system "Recipe Manager" and created a Woolworths online account, streamlining ordering processes for the Home Economics assistant.
- Implemented online subscriptions, such as Class-marker, to support the BYOD policy in Year 11 and 12 courses.
- Key initiatives included designing new Home Economics courses, collaborating with the Cannery for sewing machine access, reallocating old resources, and hosting a TAFE lecturer for Year 10 Café classes.

HUMANITIES AND SOCIAL SCIENCES

- Several Humanities teachers were selected for the Advanced Graduate Teacher Program, which recognises the top graduate teachers in the state.
- Esperance SHS students continued to achieve strong ATAR results, while Certificate II and III in Business courses maintained successful outcomes.
- The Curtin UniReady program saw an increase in student participation, with many students gaining entry into their chosen university pathways.
- The Geography Competition was reintroduced with positive results, and plans are in place to expand competition and extension activities in 2025.
- Aboriginal Culture and Language students extended their learning by engaging with students from Esperance Primary School and Nulsen Primary School. They also participated in incursions with local community members from Dabungool, further enriching their cultural knowledge.
- Planning is underway for a Canberra excursion in 2025, providing students with the opportunity to deepen their understanding of HASS subjects through real-world experiences.
- Three staff members undertook Classroom Management Strategies (CMS) training to enhance their teaching practices and improve student engagement.



MATHEMATICS

- Half of the Mathematics Applications students achieved their best or second-best ATAR result in this subject.
- The final scaled score for Mathematics Methods was higher than that of like schools, while the final scaled score for Mathematics Applications was nine percent above similar schools and higher than all Department of Education (DOE) schools state-wide.
- The percentage of Year 9 students achieving at the Exceeding and Strong proficiency levels in Numeracy was higher than like schools, while the percentage of students at the Developing proficiency level was lower.
- Year 9 Numeracy comparative performance was measured at one standard deviation above the expected level. Additionally, the average Year 9 Numeracy score was approximately 20 points higher than that of like schools.
- In Year 12, 98 per cent of students successfully met the OLNA Numeracy standard.
- Throughout the year, approximately 30 students were recognised as Mathematician of the Week.

SCIENCE

- Year 11 Biology students participated in a field trip to Lake Monjingup, providing them with hands-on learning experiences in the local ecosystem.
- Six Year 10 students on an ATAR pathway took part in an excursion to the IGO NOVA mine site, gaining insight into careers in the mining industry..
- Science Week was celebrated with a range of engaging activities, and Year 8 students showcased their scientific skills and knowledge at the annual Science Fair.
- Year 12 Chemistry students participated in the "King of the Lab" competition, demonstrating their practical laboratory skills in a competitive setting.
- Year 6 students from Nulson Primary School completed their Science lessons in Esperance SHS laboratories throughout the year, while Year 5 and 6 students also participated in specialised Science lessons.
- Science in Practice students took part in excursions to the Esperance Jetty, using remote underwater video technology to explore marine environments.
- All four ATAR Science subjects—Biology, Chemistry, Human Biology, and Physics—achieved a mean score higher than similar schools, with Biology and Human Biology also exceeding the state mean. These consistent, excellent results highlight the strength of the Science program at Esperance SHS.



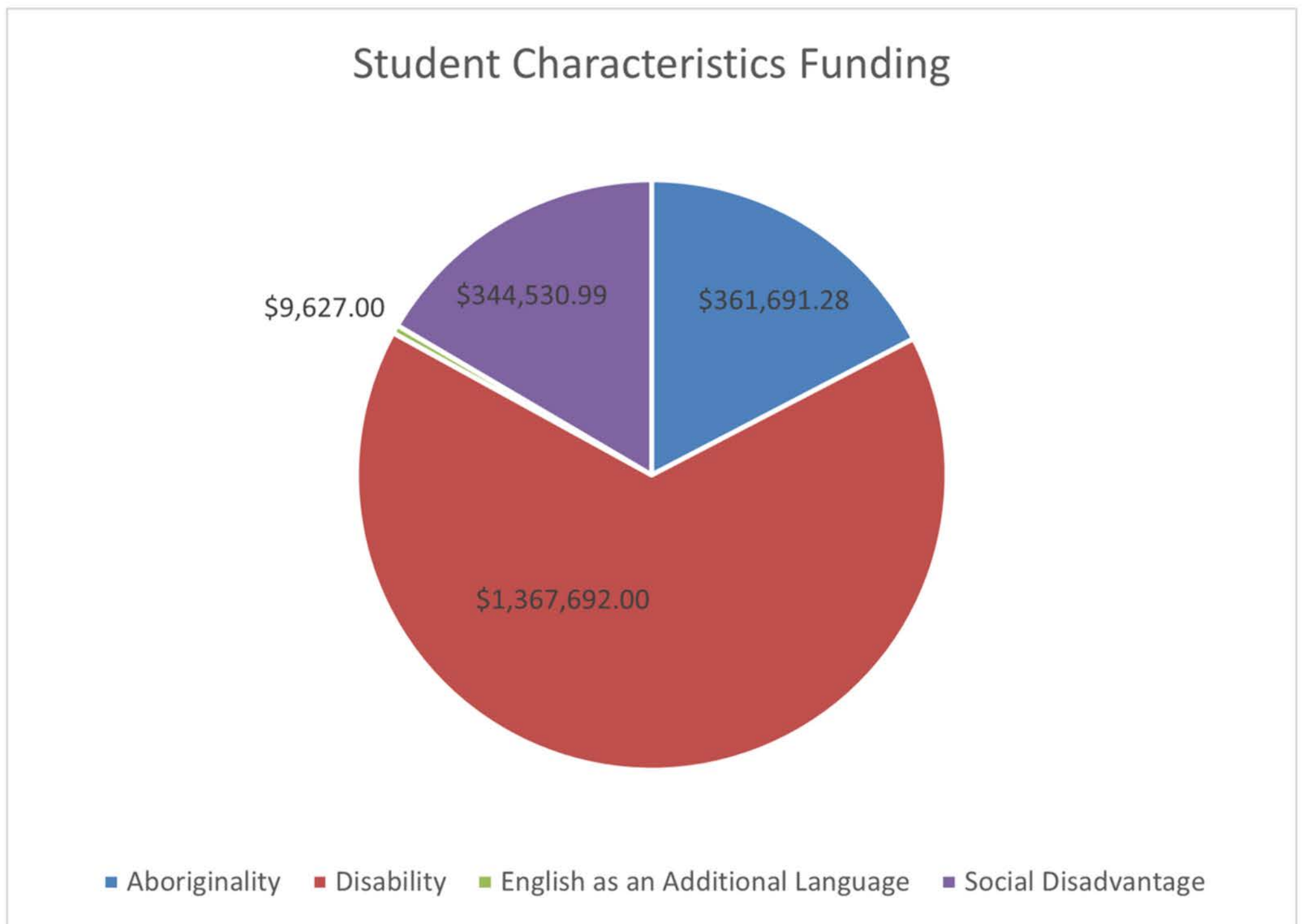
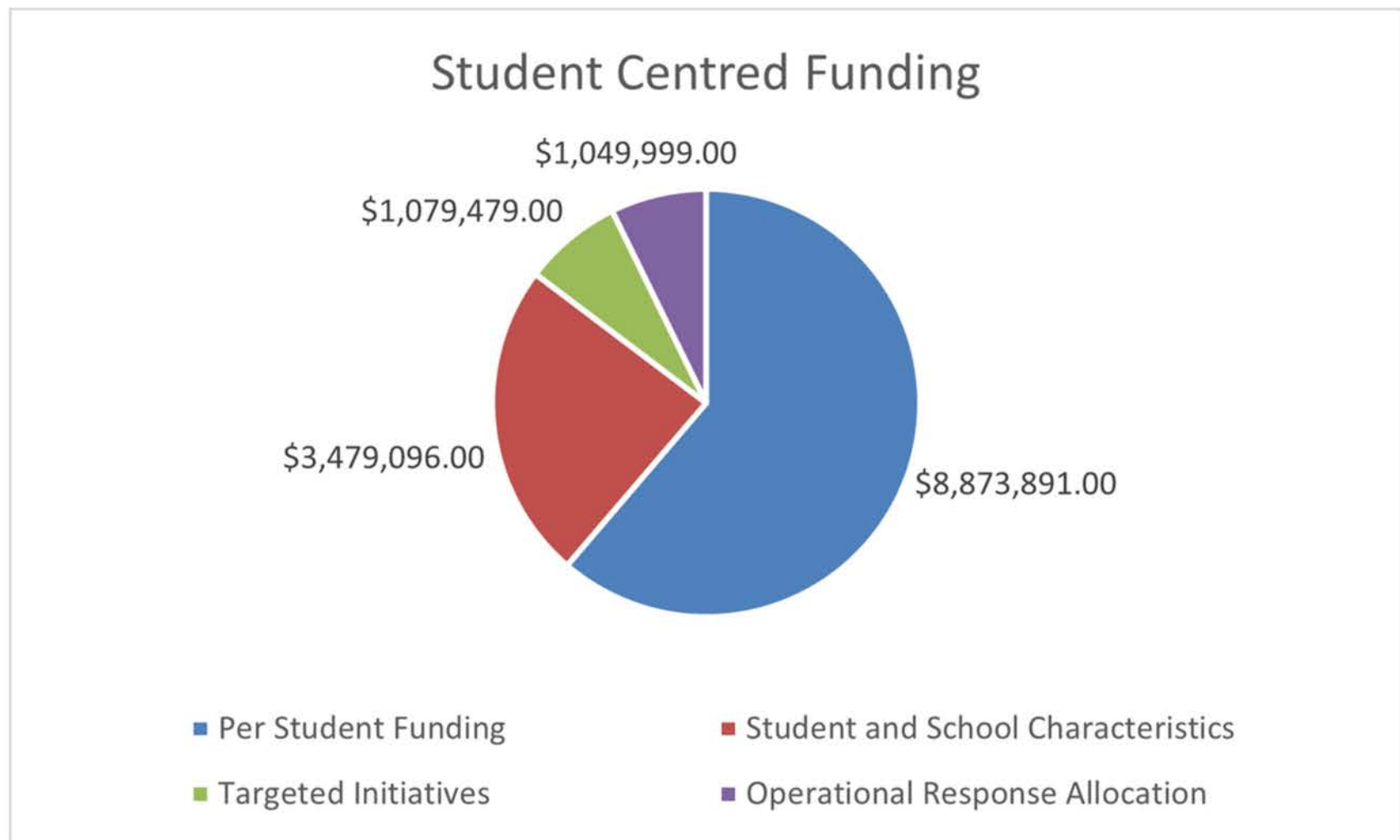
STARS

- Esperance SHS collaborated with Esperance Family Practice to provide weekly health clinics for senior Stars students, ensuring access to a female doctor for their health and wellbeing needs.
- Stars students participated in the Stars Kalgoorlie Netball Carnival alongside twelve other academies, with a Year 12 student coaching the team and another student umpiring during the event.
- The Seniors Lunch program provided a space for Year 11 students to check in on their academic progress while enjoying a relaxed environment with healthy food.
- Stars partnered with Headspace Esperance to introduce students to available mental health services, breaking down barriers to accessing support.
- An engagement night was held for Stars members at the residential college, featuring traditional kangaroo stew and damper around a campfire to support students experiencing homesickness.
- Aboriginal Liaison Officers from Esperance District Hospital spoke with Year 7 and 12 students during Women's Health Week about available health services and common health concerns in Aboriginal communities.
- Year 12 students attended the Stars Transition Camp in Perth, where they connected with other programs and explored future education and accommodation options.
- For Sorry Day, Stars students made and distributed badges to staff and family members to raise awareness and commemorate the day.
- Stars and Clontarf students performed a traditional dance at the school's NAIDOC opening ceremony and Kepa Kurl's NAIDOC celebrations, showcasing and celebrating Aboriginal culture.
- Stars worked with Worklink WA and the Department of Employment and Workplace Relations to deliver workshops on resumes, work readiness, and financial literacy, along with workplace visits.

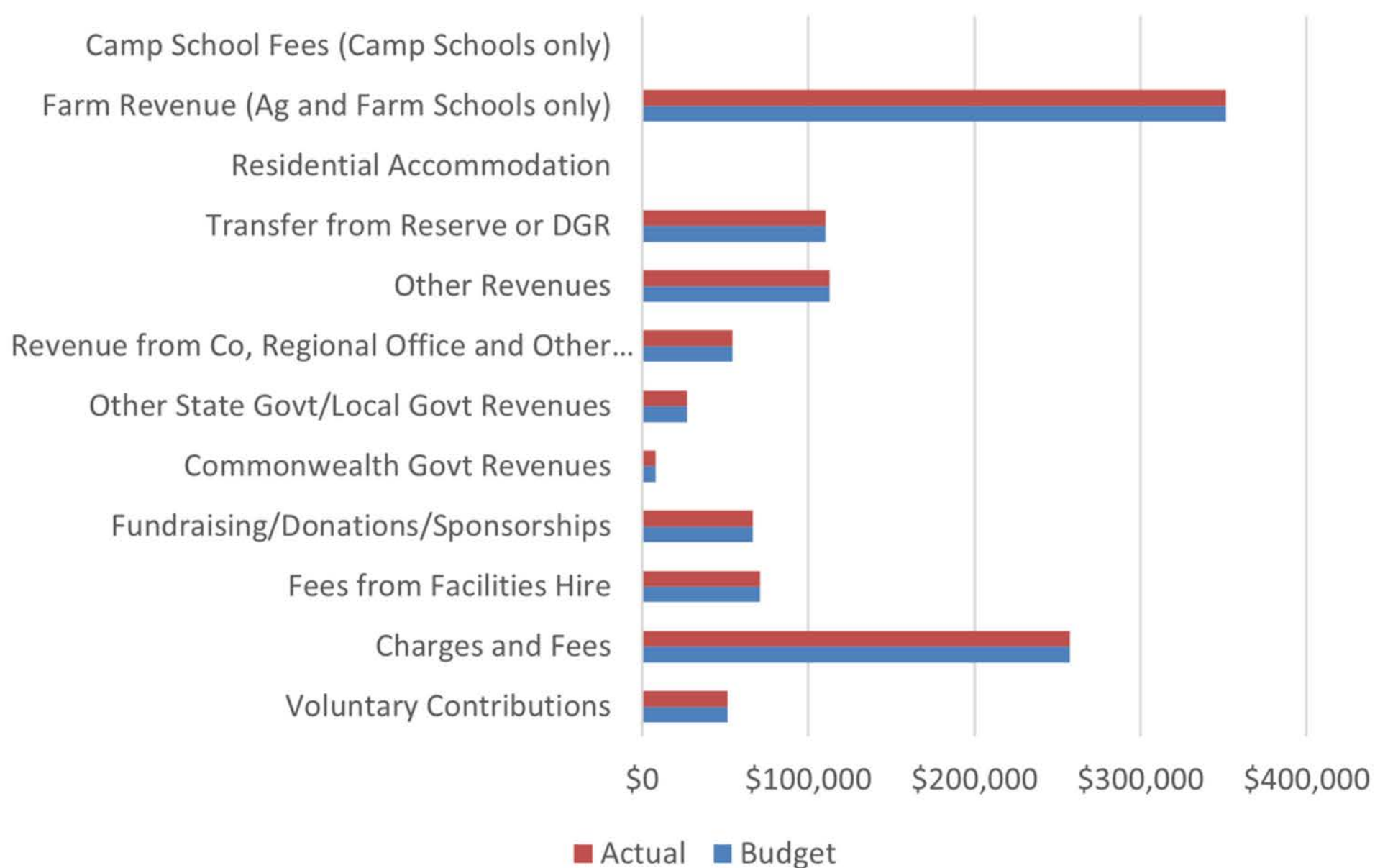
VOCATIONAL EDUCATION AND TRAINING

- Three students were nominated for the SCSA VET Awards for Excellence, with one student progressing to the shortlist.
- A total of 96 per cent of Year 12 students successfully achieved their certificate qualifications. Notably, 100 per cent of Year 12 students in Business, Engineering, Agriculture, and Nursing attained their certificates.
- Three staff members attended the 2024 VET Forum, further supporting the development and delivery of vocational education at Esperance SHS.

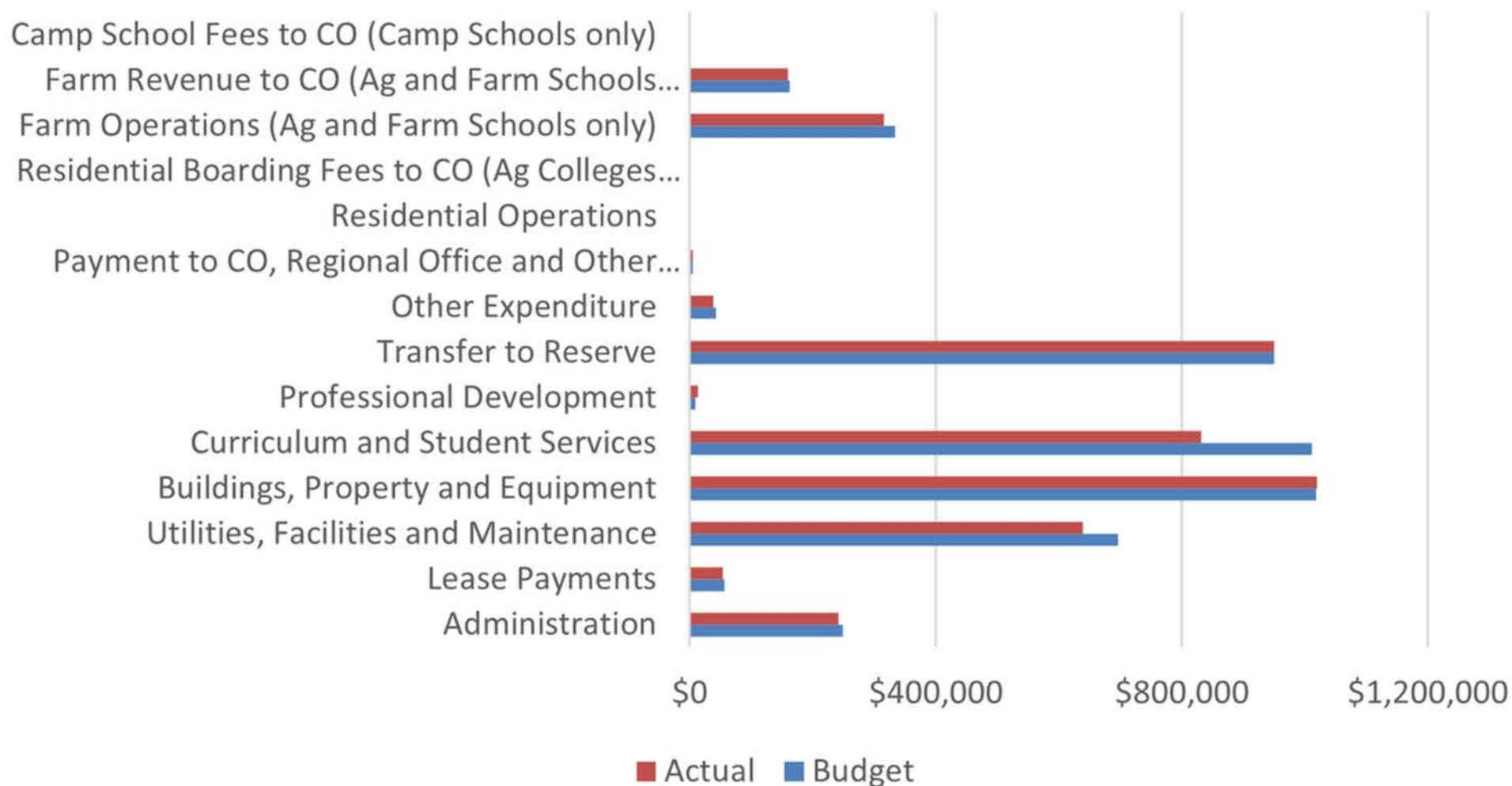
Financial Summary



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual





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