



ANNUAL REPORT 2025

Care ~ Personal Best ~ Responsibility

TARGETS 2024 - 2026

Our school is in its second year of the Karratha Primary School Success Plan 2024-2026. Success is evidenced this year with the number of targets we have achieved.



Prioritise use of the Quality Teaching Strategy to support the professional growth of staff.



Teachers engage with the Instructional Coach to enhance the implementation of the Karratha Primary School Instructional Model.



The professional growth of teachers and teaching impact is evidenced by year-on-year growth of student achievement data.



Teacher development is strengthened through the Karratha Primary School distributed leadership model and active engagement with teachers in classroom settings.



The average student achievement for the Year 3 and Year 5 stable cohorts is 'at' or 'above' that of 'like' schools, across all NAPLAN assessments.



The average student achievement for the Year 3 and Year 5 stable cohorts is 'at' or 'above' that of what is the 'expected' standard for Karratha Primary School, across all NAPLAN assessments.



Close the gap between the Karratha Primary School average attendance rate and that of WA public Schools.



Elevate the meeting of National Quality Standards year to year.



Sustain a safe and orderly learning environment that prioritises learning.



Develop and implement restorative approaches that prioritise learning.



School Culture tools reflect positive student, parent and staff perceptions of the school, with survey items maintained or strengthened.



Not Achieved



Working Towards



Achieving

*At Karratha Primary School, we have high expectations.
We value care, personal best and responsibility.
We embrace diversity and inclusivity.
Our school community nurtures a sense of belonging.*

2025 was a defining year for Karratha Primary School, marked by significant achievement and multiple independent measures affirming our excellence.

In Term 2, Karratha Primary School was verified as meeting all seven Quality Areas of the National Quality Standard across Kindergarten to Year 2. This rare achievement reflects the strength of our early years practice, including high-quality teaching and learning, strong and respectful relationships, culturally responsive approaches, and meaningful partnerships with families. We are immensely proud of the collective efforts of our staff, students and families in achieving this outcome.

This success was further affirmed just weeks later through our Public School Review. Reviewers described Karratha Primary School as a safe, happy and inclusive learning environment, highlighting strong teaching practice, vibrant and engaging learning spaces, student leadership, and deep connections with our community. As a result, the school was awarded the highest possible review outcome, with our next review scheduled in 2030.

In Term 3, Karratha Primary School's excellence was recognised at a state level when we were named finalist in the 'Excellence in Teaching and Learning - Primary' Award and proudly won the 'Excellence in Early Childhood Education' Award at the WA Education Awards. This recognition positions our school as a leader in early years education across Western Australia.

Together, our school community stands united in strength, shared purpose and achievement, reflecting the very best of what public education can accomplish.



KEY FOCUS AREAS

Teaching Quality

Our staff are committed to the shared vision that evidence-based, highly effective teaching is vital to student achievement.

Student Achievement & Progress

High priority is given to ensuring year-on-year growth for all students through ongoing assessments, data analysis and moderation.

Learning Environment

Our school embraces a diverse, inclusive and supportive learning environment. We enhance learning and wellbeing by partnering with our families and community.

TEACHING QUALITY

Teaching quality at Karratha Primary School continued to strengthen through a clear focus on the 'Quality Teaching Strategy', instructional coherence and professional growth. Teaching effectiveness was evidenced through rigorous analysis of student achievement and progress data embedded within Performance Management processes and Collaborative DOTT sessions, demonstrating year-on-year growth in student outcomes, and externally recognised through the school becoming a finalist in the WA Education Awards for 'Excellence in Teaching & Learning - Primary'. Explicit teaching was consistently implemented through the Karratha Primary School Instructional Model, with all teachers engaging with the Instructional Coach to varying degrees based on need, and records of engagement retained. This was further supported through formal Principal observations and leadership walkthroughs, with purposeful feedback aligned to learning intentions and success criteria evident across classrooms.

Collaborative team structures remained a key driver of improvement, with Core and Curriculum Teams and timetabled Collaborative DOTT sessions enabling shared planning, moderation and curriculum alignment. High-impact instructional practices were increasingly embedded, including the use of worked examples (demonstrated proficiently by all nine teachers who opted into observation) and purposeful questioning, observed in 77% of classrooms. Differentiation practices supported students to achieve their personal best, with greater alignment to 'Teaching for Impact' through the four classroom elements of Content, Process, Product and Learning Environment identified as a deliberate refinement focus for 2026, alongside increased engagement of Specialist Teachers in classroom observations.

Professional growth was strengthened through greater leadership-teacher engagement in classrooms, observations, targeted professional learning and distributed leadership opportunities, including increased participation in the Karratha Education Network Future Leaders Program.



STUDENT ACHIEVEMENT & PROGRESS

Throughout 2025, the school maintained a strong focus on improving student achievement and progress through consistent whole-school programs, assessment practices, data analysis and collaborative moderation. Phase of Learning teams implemented common assessment schedules and analysed data to ensure consistent judgement against state-wide standards. This shared responsibility strengthened planning, informed targeted differentiation, and supported sustained year-on-year growth for individuals and cohorts.

Clearly defined and consistently enacted whole-school approaches to curriculum planning and assessment substantially reduced variability in teaching practice. In Mathematics, hands-on, problem-solving approaches promoted conceptual understanding and engagement. In English, evidence-based instruction across phonological awareness, synthetic phonics, spelling, and reading continued to be strengthened, reflecting the school's commitment to consistent high-impact teaching across all year levels.

Analysis of systemic and school data shows increasing proportions of students achieving expected standards and a reduction in those requiring intensive support. Targeted phonics and reading interventions, complemented by Small Group Tuition, accelerated progress for identified students and reduced learning gaps. These outcomes align with findings from the 2025 Public School Review, confirming the positive impact of the school's consistent, collaborative and evidence-based approach to teaching and learning.



LEARNING ENVIRONMENT

Our school strengthened the Positive Behaviour Support (PBS) framework through clear, consistent procedures and proactive, teacher-led strategies. Professional learning and coaching improved staff confidence, while welcoming classrooms and the 'Reset and Restore Room' supported student regulation, re-engagement and accountability through restorative, trauma-informed practice, fostering a safe, connected and positive learning environment.

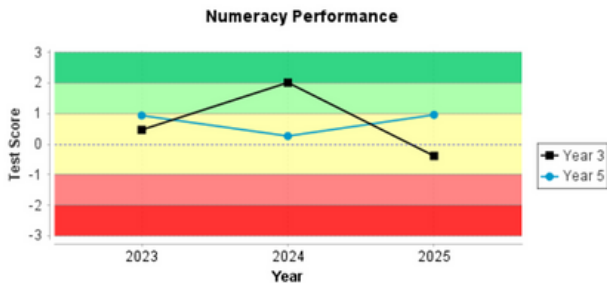
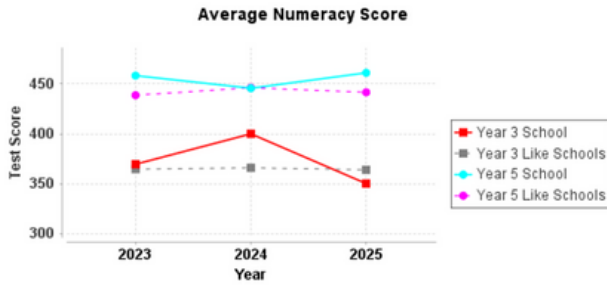
Support for Students at Educational Risk has been enhanced through a clear, collaborative framework and evidence-based intervention programs. Specialist staff, including the Key Support Teacher: Autism and the Complex Behaviour Support Coordinator, work alongside external agencies to provide wraparound support, while targeted, documented plans ensure timely, individualised assistance across academic, social, emotional and behavioural needs within an inclusive setting.

The health and wellbeing of students and staff remains a priority, underpinning a high-performing school culture. Trauma-informed practices aligned to the Berry Street Education Model have strengthened regulation, resilience and readiness for learning, while staff wellbeing initiatives, streamlined processes and daily strategies have lifted morale, strengthened collegiality, improved student attendance, and increased family confidence in the school's proactive approach.

In 2026, we will enhance our multi-tiered PBS approach, strengthen attendance strategies, continue to empower student voice, deepen partnerships with families, strengthen commitment to Aboriginal and Torres Strait Islander histories, cultures and languages, and sustain excellence in early childhood through the National Quality Standards and Early Years Learning Framework.

NAPLAN 2025

NUMERACY



Although the achievement of Year 3 students in Numeracy is below that of 'like' schools in 2025, it is evident the cohort is still achieving at the expected standard for Karratha Primary School. It is important to note that in 2025, (and onwards) comparative performance calculations are based on both ICSEA and prior cohort performance, with our Year 3 cohorts in 2023 and 2024 performing remarkably well.

Our Year 5 cohort performed exceptionally well in 2025, both above that of 'Like' schools and that which is expected for Karratha Primary School.

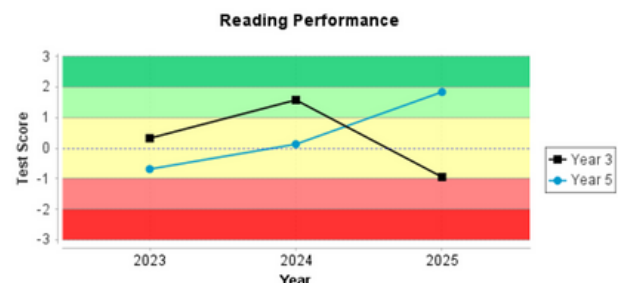
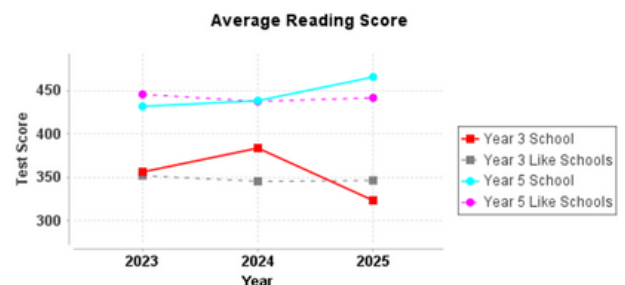
Planned actions for 2026:

- Focus on Basic Facts, Place Value, Functional Maths (e.g. money, time, timetables)
- Ensure quality environmental print such as worked examples, anchor charts and Mathematical vocabulary is available in classrooms, in addition to a variety of manipulatives.
- Utilise Daily Reviews to reinforce understanding and consolidate learning.
- Model metacognition for students to analyse questions, clarify what is being asked and guide their approach.
- Strengthen problem-solving abilities to engage with more complex mathematical concepts, applying these concepts across different contexts.

READING

While Year 3 Reading achievement in 2025 was lower than that of 'like' schools, it is evident the cohort is developing the foundational skills required for future success. While results declined from 2024, this provides a clear focus for targeted improvement in early Reading instruction.

In contrast, the Year 5 cohort demonstrated strong growth in Reading in 2025, performing above expected levels for Karratha Primary School and closing the gap with 'like' schools. This positive trajectory reflects improved consistency and impact in Reading instruction across the middle years.



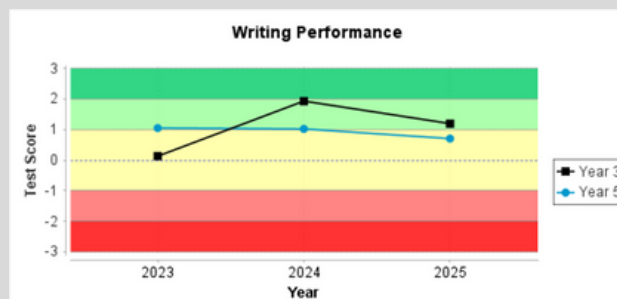
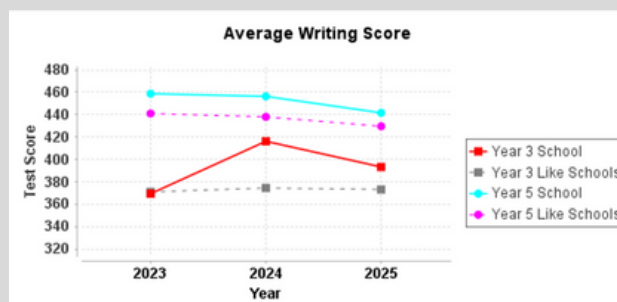
Planned actions for 2026:

- Strengthen Reading comprehension through explicit instruction in inferring, including linking visual information to text and interpreting meaning.
- Prioritise explicit teaching of comprehension strategies and Tier 2 and Tier 3 vocabulary.
- Embed formative assessment and structured Reading fluency to monitor progress and improve accuracy and confidence.

WRITING

In 2025, Year 3 students achieved strong outcomes in Writing, performing above 'like' schools and above expected levels for Karratha Primary School. While results eased slightly from the exceptional performance recorded in 2024, achievement remains a clear strength, reflecting the impact of consistent, high-quality Writing instruction across the early years.

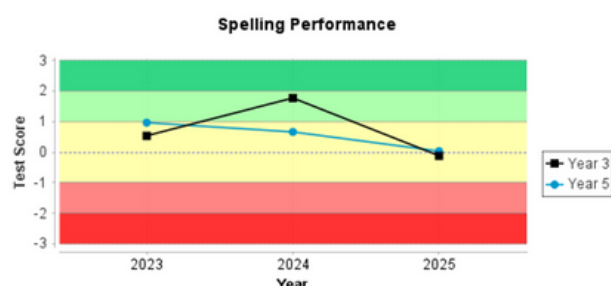
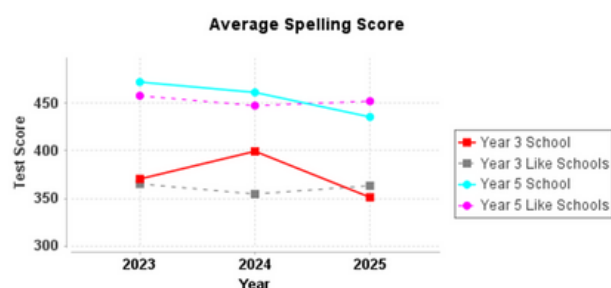
The Year 5 cohort continued to demonstrate outstanding performance in Writing in 2025, achieving above expected levels and outperforming 'like' schools. These sustained results highlight the strength of Writing pedagogy across the middle and upper primary years and provide a strong foundation for continued excellence.



Planned actions for 2026:

- Strengthen consistency through implementation of the Writing Scope and Sequence with fidelity, using the Gradual Release of Responsibility Model and explicit modelled writing.
- Improve Writing quality through a focused emphasis on vocabulary, sentence structure, punctuation, paragraphing and text structure, supported by strong environmental print and explicit teaching of editing skills.
- Increase in-class differentiation by moving away from one-size-fits-all instruction, using flexible grouping and shared success criteria such as 'Bump It Up' walls.

SPELLING



In 2025, Year 3 students demonstrated strong achievement in Spelling, performing only marginally below 'like' schools and remaining close to expected levels for Karratha Primary School. While results softened from the exceptionally strong outcomes achieved in 2024, Spelling remains a clear strength in the early years.

The Year 5 cohort continued to achieve at expected levels in Spelling, with performance in line with 'like' schools. Overall results reflect consistent and effective Spelling instruction and provide a strong foundation for continued improvement.

Planned actions for 2026:

- Target Spelling revision and consolidation for students approaching the 'Developing'-'Strong' threshold, with strengthened monitoring from Year 2.
- Implement a dedicated Daily Spelling Review and with increased in-class differentiation.

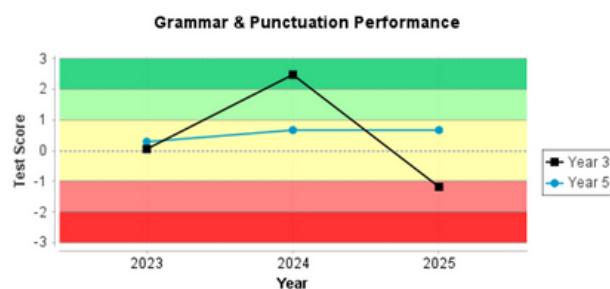
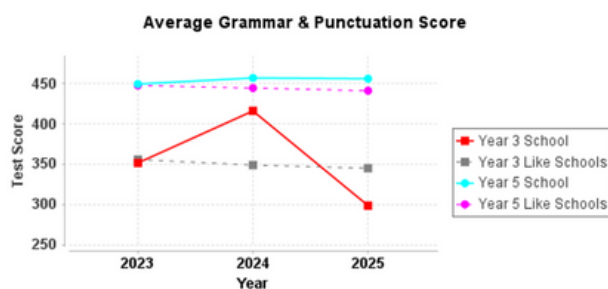
GRAMMAR & PUNCTUATION

In 2025, Grammar & Punctuation results were mixed across year levels. While Year 5 students continued to perform at expected levels for Karratha Primary School and in line with 'like' schools, Year 3 results declined from the strong outcomes achieved in 2024, indicating the need for greater consistency and instructional focus in the early years.

In response, Grammar & Punctuation has been identified as a priority area for 2026. The school will implement explicit, dedicated 20-minute Grammar & Punctuation lessons each week, delivered with fidelity to the Karratha Primary School Grammar & Punctuation Scope and Sequence and aligned to the Western Australian Curriculum. This targeted approach will strengthen consistency, build foundational skills and support improved outcomes across cohorts.

Planned actions for 2026:

- Implement split year-level Scope and Sequences through explicit weekly lessons, Daily Reviews and contextual application via hands-on and small-group learning.
- Build assessment readiness through regular exposure to NAPLAN-style questions embedded within classroom practice.



'Unity' - Karratha Primary School

CURRICULUM TEAMS

ENGLISH

Leader ~ Amanda Meyers

English improvement goals were primarily aligned to NAPLAN in 2025, with measurable progress achieved to inform the refinement of our improvement approach. Through staff consultation and lines of enquiry, key areas for development were identified and embedded within the 2026 English Operational Plan. This process also highlighted the need to broaden improvement measures beyond NAPLAN, and in 2026, goals will be aligned to multiple assessment sources to support a more balanced and robust approach to accountability.

The majority of the 2025 English budget was allocated to high-impact classroom resources, including dictionaries and thesauruses, an expanded range of decodable texts, and the development of class novel sets for Years 4-6.

Key focus areas moving forward include aligning the Grammar Project Scope and Sequence with the SCSA curriculum and the Karratha Primary School Scope and Sequence. Professional learning will be delivered throughout the year to strengthen staff knowledge and consistency of practice. Teachers will continue to embed opportunities for students to apply Grammar and Punctuation skills in authentic contexts, while explicit Tier 2 vocabulary instruction remains a priority, supported by the KPS Instructional Model and reinforced through ongoing revision and application beyond explicit lessons.

MATHEMATICS

Leader ~ Anita Piacentini

A sustained whole-school focus on the Maths Trek program strengthened consistency and quality in Mathematics teaching and learning across all year levels in 2025. The use of manipulatives remained a priority, with hands-on resources embedded throughout Maths Trek lessons to support conceptual understanding and meet the needs of diverse learners. Positive longitudinal trends in student achievement and progress were acknowledged through feedback received during our Public School Review and National Quality Standard Verification, validating Karratha Primary School's commitment to evidence-based practice and aligned, whole-school approaches.

Learning environments reflected our commitment to making Mathematics visible and accessible. Teachers developed Mathematics-specific environmental print to reinforce mathematical vocabulary, processes and problem-solving strategies, while in the early years, Discovery Centres were intentionally aligned with curriculum outcomes to support strong foundations for learning. Partnerships with families were further strengthened through the sharing of learning intentions, visible Walker Learning Statements of Intent in Kindergarten to Year 1, and the introduction of Parent Information Flyers outlining key achievement statements for each year level.

Collectively, these initiatives enhanced student engagement, confidence and achievement in Mathematics. From Year 2 to Year 6, all year levels demonstrated an increased percentage of students achieving the expected standard in PAT-Mathematics between Term 4, 2024 and Term 4, 2025.



CORE TEAMS

WELLBEING

Leader ~ Lou Woodvine

This year, the school prioritised staff and student wellbeing, achieving key targets in the Wellbeing Operational Plan. This included increased parent/carers attendance at our Learning Journey, sustained parent interview participation, and improved staff feedback in Teaching Quality and Learning Environment, reflecting the impact of targeted wellbeing strategies. Staff wellbeing was supported through regular team-building activities, termly staff events and a positive staffroom culture, underpinned by a culturally sustainable approach and evidenced by notable growth across the School Culture Survey and School Typology data.

Student and community wellbeing was strengthened through the strategic use of budget funding to support Family Musters, Aussie of the Month awards, special days and targeted student wellbeing initiatives. Aboriginal histories, cultures and languages were embedded across learning programs, supported by student voice groups and evidence-based practices. Strong community connections were maintained through regular communication, community events and the Twilight Learning Journey, reinforcing the school's commitment to a culturally responsive and inclusive learning environment.

POSITIVE BEHAVIOUR SUPPORT (PBS)

Leader ~ Sarah Nuttman

This year, our Positive Behaviour Support team strengthened our school values of Care, Personal Best and Responsibility through clear behaviour expectations and new behaviour lessons. Teachers reinforced positive behaviour through our Indoor Tokens and classroom rewards, while the Outside Faction Tokens encouraged students to follow our expected behaviours during recess and lunch. To provide further assistance to students, teachers implemented Tier 2 processes to strengthen student behaviour and engagement. These included targeted interventions, such as lessons to enhance social skills, strategies to support regulation, and additional visual supports. In addition, all staff completed the Berry Street Educational Model training. These trauma-informed practices have been successfully embedded across the school to support teachers in building, restoring, and maintaining positive relationships with students through restorative approaches. These initiatives led to a reduction in student physical aggression compared to previous years.

SUPPORT FOR TEACHERS

INSTRUCTIONAL COACH

Leader ~ Jodi Lang

Our 2025 targets were successfully achieved, with all teachers affirming that they receive feedback on their implementation of school-wide pedagogical approaches. A consistent, high-impact approach to instruction was further recognised in becoming a state finalist in the 'Excellence in Teaching and Learning - Primary' category of the WA Education Awards.

Our culture of observation and feedback continued to strengthen, with peer observations and reciprocal visits to and from schools across the network and state incorporated into this cycle.

In 2026, we will continue our partnership with Shaping Minds to build the capacity of new staff and further refine our Instructional Model by embedding school priorities aligned to 'Teaching for Impact' strategies.

KEY SUPPORT TEACHER: AUTISM

Leader ~ Talicia Dodd

In 2025, the Key Support Teacher: Autism Operational Plan focused on building staff capability to support students with Autism Spectrum Disorder (ASD). This target was achieved through the delivery of multiple professional learning sessions for KPS staff and the wider Karratha Education Network, supported by the Key Support Teacher's role as the Disability Network Leader.

Throughout the year, the Key Support Teacher: Autism worked alongside teachers, Education Assistants and students in classrooms to strengthen the consistent use of visual supports and targeted strategies. This sustained coaching and modelling supported improved predictability and engagement for students and contributed to a reduction in unexpected behaviours for selected learners.

In 2026, the focus will shift to developing a more streamlined, consistent whole-school approach for supporting students with ASD, including clear processes and practical resources to guide teachers in planning, implementation and review.



SCHOOL SATISFACTION

Community feedback through the '2025 School Culture Survey - Community' reflects very strong parent confidence across all areas, with results consistently sitting in the Agree to Strongly Agree range. Families report feeling welcomed and valued (up to 4.7/5 for front office and staff approachability), express high trust in staff care and professionalism (around 4.5/5), and demonstrate strong confidence in teaching quality, wellbeing, leadership and student achievement (generally above 4.2/5). In response, the school will continue to strengthen its practice in 2026 by enhancing two-way communication with families, increasing opportunities for parent voice, and refining feedback on student progress.

Student voice also reflects a highly positive school experience. Results from the '2025 School Culture Survey - Students Years 4-6' show strong confidence across the school, with most responses in the Agree to Strongly Agree range. Students report feeling cared for and respected by teachers (up to 4.3/5), a strong sense of belonging (4.0/5), and very high confidence that Aboriginal culture is respected and valued (4.6/5). Learning expectations were viewed positively, with students agreeing that teachers hold high expectations (4.3/5) and recognise effort and achievement (4.3/5). In 2026, the school will maintain opportunities for student voice, continue to strengthen wellbeing and belonging, and enhance engaging learning experiences that motivate and challenge students.

Staff feedback confirms a strong and cohesive professional culture. The '2025 KPS School Culture Survey' shows that over four in five staff agree or strongly agree that there is shared responsibility for student success, access to high-quality professional learning, and trust in the school's leadership direction. These results reflect a collaborative environment where staff feel supported, valued and committed to continuous improvement. Identified focus areas for 2026 include increasing visibility of School Board membership and roles, strengthening staff financial literacy through clear communication about Cost Centre management, Finance Committee involvement and induction processes, and ensuring leadership consistently closes the loop when responding to staff feedback.

Longitudinal data from the 'School Culture Typology' further evidences this growth. Since 2022, staff culture has shifted strongly toward Collaborative and Comfortable-Collaborative ways of working, with nearly two-thirds of staff identifying the school in these categories by 2025. This sustained improvement reflects strengthened collegial awareness, openness and communication across the school.



STUDENT ENROLMENTS

As at Semester 2, 2025.

	K	PP	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Full Time		42	34	28	38	26	32	36	268
Part Time	32								

	K	PP	Y1-6	TOTAL		K	PP	Y1-6	TOTAL
Male	12	21	101	134	Aboriginal	8	14	45	67
Female	20	21	93	134	Non-Aboriginal	24	28	149	201

STUDENT ATTENDANCE

Percentages of attendance continue to be comparable to ‘Like’ Schools and WA Public Schools. We will continue our Case Management approach for students and families who require support to improve attendance.

In 2025, Karratha Primary School’s average attendance for non-Aboriginal students was 91.1%, above that of WA Public Schools at 90.7%. Our Aboriginal community suffered with much ‘Sorry Business’ in 2025, impacting the attendance of our Aboriginal students, and consequently our overall attendance percentages.

There has been an increase in the number of students who attend regularly compared to 2024, and a reduction in students who sit in the ‘Indicated’ category, i.e. students who miss one day of school per week. ‘Unexplained Absences’ will continue to be a focus for Karratha Primary School in 2026.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	91.7%	88.1%	90.3%	70.7%	75.7%	74.3%	87.0%	85.7%	88.9%
2024	90.7%	88.4%	91.0%	70.5%	74.8%	74.3%	86.2%	86.0%	89.4%
2025	91.1%	88.3%	90.7%	64.1%	73.6%	73.2%	83.8%	85.2%	89.1%

OUR WORKFORCE

Our school is a mainstream primary school with an endorsed Education Support Program for students with additional needs, built on an 'Inclusive School' model. Our teaching staff is diverse, and consists of Pre-Service and Graduate to Senior Teacher 2 in 2026. As an Independent Public School, Karratha Primary School is responsible for the merit selection of all staff members as part of its one line budget.

The 2025 staff of Karratha Primary School can be classified into the following occupation groups:

- Executive: Principal and Deputy Principals;
- Teaching Staff: Senior Teachers, Classroom Teachers and Specialist Teachers;
- Education Assistants: Mainstream EAs, Special Needs EAs, and Aboriginal and Islander Education Officers;
- School Support Staff: Manager Corporate Services, School Officers, Library Officer, Network Administrator and School Psychologists;
- Contract Cleaners; and
- Contract Gardeners.

We also have Dental Clinic staff on site.

All teaching staff meet the professional requirements to teach in Western Australian public schools, and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. Most Education Assistants are qualified with a Certificate 3 or 4.

EXECUTIVE TEAM	
Principal	1
Deputy Principals	2
TOTAL	3

TEACHING STAFF	
Level 3 Teachers	0
Other Teachers	18
TOTAL	18

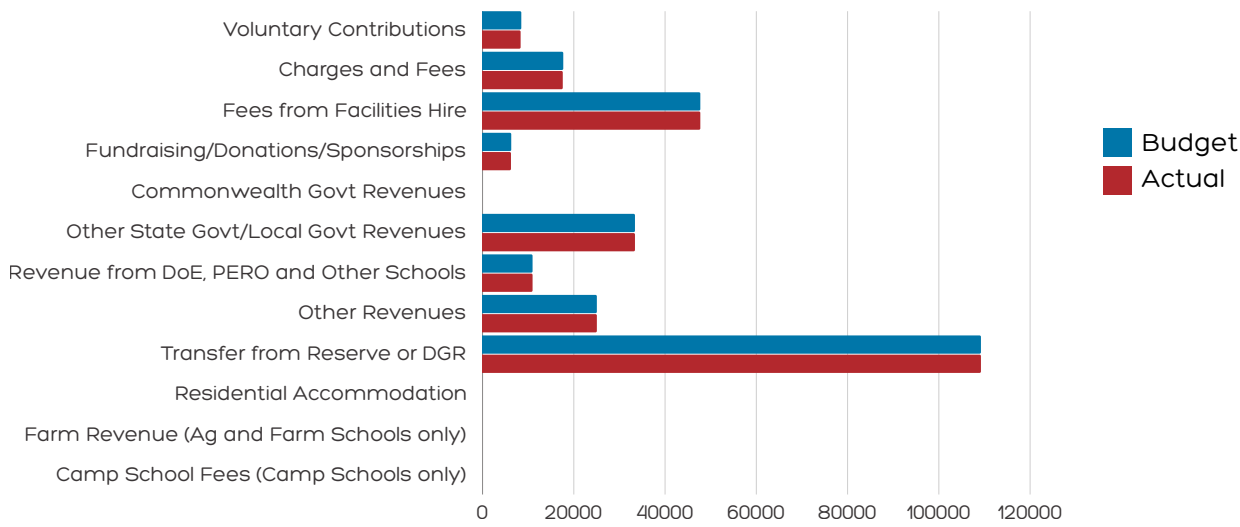
ALLIED PROFESSIONALS	
School Support Staff	6
Education Assistants	18
TOTAL	24

STAFF MEMBER TOTAL	45
--------------------	----

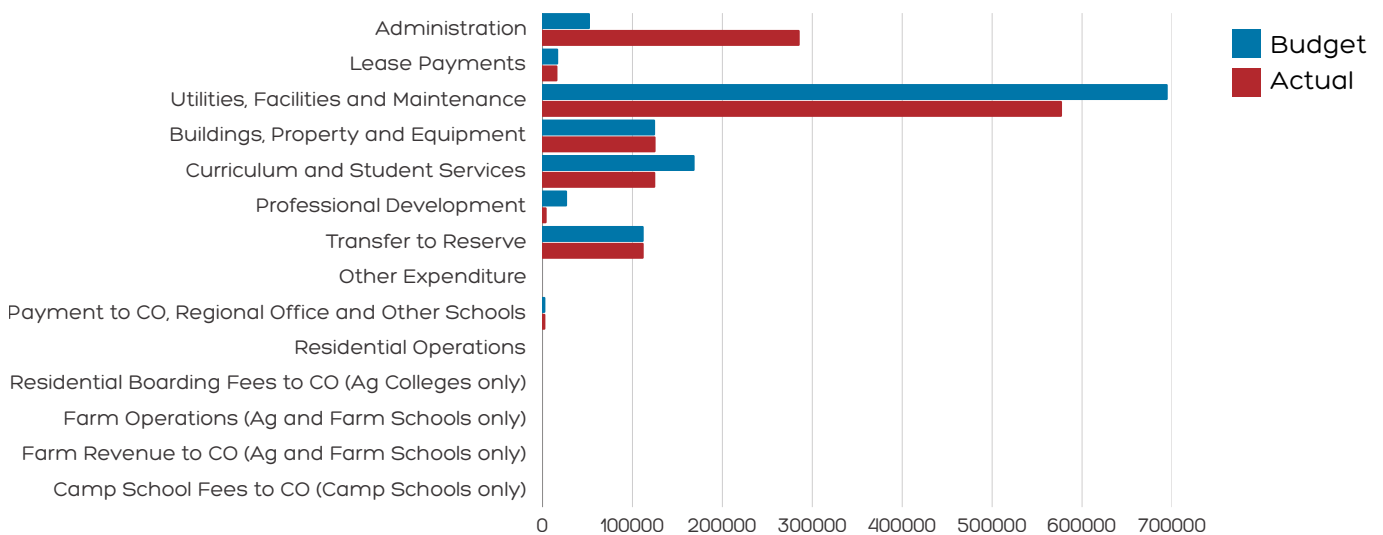


2025 BUDGET

LOCALLY GENERATED REVENUE



GOODS & SERVICES EXPENDITURE



VOLUNTARY CONTRIBUTIONS & CHARGES

Collection statistics for School charges and Contributions reveals the following receivables:

- 53.13% of Kindergarten contributions collected,
- 63.96% - of Pre-Primary contributions collected,
- 57.62% - of Year 1 to 6 contributions collected.

Total bad debts written off for the year: \$419.65
Total assets/resources written off for 2025: \$0

Financial Summary as at 31 December 2025.

CASH POSITION

Made up of:

- General Fund Balance \$295,236.79
- Deductible Gift Funds \$- (NA)
- Trust Funds \$- (NA)
- Asset Replacement Reserves \$193,299.23
- Suspense Accounts \$650.00
- Cash Advances \$- (NA)
- Tax Position (\$13,326.00)

Total Bank Balance \$499,895.53

