



Department of
Education

Shaping the future

Karratha Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Karratha Primary School is located approximately 232 kilometres south-west from Port Hedland, within the Pilbara Education Region.

The school's endorsed Education Support Program underpins the unique educational and personal needs of students with a disability to maximise opportunities for academic engagement and achievement.

Karratha Primary School opened in 1971 and gained Independent Public School status in 2015.

Currently, there are 288 students enrolled from Kindergarten to Year 6.

Karratha Primary School has an Index of Community Socio-Educational Advantage of 916 (decile 9).

Community support for the school is demonstrated through the work of the active Parents and Citizens' Association (P&C) and the School Board.

The first Public School Review of Karratha Primary School was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- School leaders and staff embraced the recommendations from the previous Public School Review process, effectively mobilising all stakeholders around a focused and impactful improvement agenda.
- Embedded self-review processes and data analysis informed the planning and implementation of school and system initiatives and illustrated a consistent school culture of knowing their impact.
- The school adopted a highly consultative and reflective approach to developing the Electronic School Assessment Tool (ESAT) submission. Staff and Board members were supported in understanding the Standard and engaged in identifying sources of evidence aligned with the judgements made against each domain.
- Domain overviews and annotations connected credible and interrelated evidence with a clearly articulated school improvement narrative. The highly coherent and interconnected ESAT submission demonstrated a strong alignment among performance evidence, prioritised objectives, and strategic plans for future improvement.
- During the validation visit, a cross-section of school leaders, teachers, allied professionals, parents and students engaged in discussion with the review team, affirming and supporting the school's strategic direction.

Relationships and partnerships

A culture of care and compassion, paired with a commitment to building trusting relationships with families and external partners, characterises Karratha Primary School, where every child is known and valued.

Commendations

The review team validate the following:

- Jointly established behavioural norms, collaborative practices, including shared duties other than teaching, and a clear sense of mutual responsibility for student achievement and progress, foster a culture of collaboration, trust and collective purpose among staff.
- The highly engaged and well-informed School Board effectively provides strategic oversight and advocacy to support the school's work. They were instrumental in establishing the school's communications strategy and designing culturally responsive faction shirts, which have been key contributors to the school's status in the community.
- Communication with parents is proactive and solution focused. Regular updates on learning progress, support plans and collaborative decision-making processes strengthen home-school connections, leading to improved dialogue and shared responsibility for student progress.
- Early learning initiatives and community events, such as Family Muster and Learning Journeys, encourage greater family engagement and build a sense of belonging in the school.
- Stakeholder feedback is actively gathered through a range of methods, including school culture surveys, feedback forms, and informal conversations. This input is highly valued and plays a key role in guiding school decisions, ensuring the school remains responsive to the needs of its community.

Recommendation

The review team support the following:

- Engage staff in reflections against the updated Aboriginal Cultural Standards Framework to evaluate current practice and guide future planning to further embed culturally responsive practice.

Learning environment

Ensuring the conditions are in place for all students to thrive academically, socially and emotionally is viewed as the work of everyone in the school and informs a positive, inclusive and supportive culture.

Commendations

The review team validate the following:

- Deliberately aligned health and wellbeing approaches, including the Zones of Regulation, Friendly Schools Plus and the Berry Street Education Model, are integrated into the health curriculum to build students' emotional literacy and resilience.
- A safe, orderly learning environment has been achieved through embedded and visible Positive Behaviour Strategies and application of the revised behaviour referral process. The new 'Reset and Restore Room' provides students a calm and supportive space to regulate their emotions.
- Comprehensive and sophisticated student services structures and processes underpin the Students at Educational Risk (SAER) policy. Documented plans are developed and monitored through the combined efforts of the deputy principal, school psychologist, complex behaviour support coordinator, autism support teacher, chaplain, teachers and allied professionals.
- Early intervention is prioritised to ensure all students have strong foundational skills for future success. A strong partnership with the Fremantle Language Development Centre and the appointment of an early years literacy intervention teacher provide direct support to students and build the capacity of school staff.
- The Cultural Block Signage project, pavement games and improved playground equipment have enhanced the physical learning environment, creating a vibrant space where all students are engaged in play.

Recommendation

The review team support the following:

- Develop with staff an understanding of psychological risk then collaboratively develop a risk management plan to maintain a collective accountability for staff wellbeing.

Leadership

A clearly articulated school vision and strategic direction unite staff in a collaborative, professional and high performing culture of ongoing learning and growth.

Commendations

The review team validate the following:

- Using a consultative and data-informed approach, the need for change is carefully managed and always determined by what is in the best interest of students.
- Staff access quality professional learning, including Shaping Minds, Leading Cultures of Teaching Excellence, the Western Australian Future Leaders Framework and internal middle leadership learning delivered by the Principal, to grow leaders for the school and the wider system.
- Multiple layers of distributed leadership, intentionally established and coordinated to support student and staff needs and succession planning, ensure whole-school practices are understood and implemented with fidelity.
- A range of instructional leadership strategies, including structured classroom observations, coaching cycles, walkthroughs, targeted feedback and modelling of evidence-based strategies, support and monitor staff development as a key component of the school's high performing culture.
- Refined performance and development processes are highly valued and recognised as a purposeful tool for developing staff capability, enhancing student performance, and aligning practice with operational and strategic planning.
- Student leadership is encouraged and their opinions are valued. Students expressed a sense of ownership, belonging, and pride in the school while showcasing the learning environment.

Use of resources

Aligned with strategic and operational planning, human, financial and physical resources are utilised effectively and efficiently to optimise students' learning.

Commendations

The review team validate the following:

- Clear links exist between school budgeting and business plan targets, with rigorous oversight and budget approval processes delivered by the Finance Committee and School Board. Collaboration between the school and the Board has resulted in a notable increase in payment of voluntary contributions and charges.
- Comprehensive asset and reserve planning is regularly updated and guided by usage trends and condition assessments, ensuring facilities and equipment remain safe and fit for purpose.
- Robust term-by-term review processes, strategic restructuring of leadership roles and explicit projections of staffing costs ensure the sustainability of the endorsed Education Support Program.
- An intentional focus on increasing staff financial literacy through professional learning, once a semester, has resulted in higher levels of teacher engagement in budgeting processes, further building the school's culture of collective responsibility and informed decision making.
- Student enrolment trends are carefully analysed to ensure recruitment processes reflect sustainability and efficacy of programs and practice. Enrolment meetings, conducted by the Principal, ensure resourcing allocations match identified student needs.

Teaching quality
Collective responsibility and personal accountability for student achievement and progress are a feature of the school and drive high levels of teacher efficacy and a shared belief that every child can achieve success.
Commendations
The review team validate the following: - The school has effectively embedded their instructional model through targeted support from the instructional coach, strategic professional learning, and structured induction processes, resulting in a consistent, low variance pedagogical approach. - Staff engage in data analysis and data-informed curriculum planning, tailoring their delivery of the Western Australian Curriculum to meet the needs of all students through differentiation, feedback and questioning. - Curriculum teams develop, monitor and review learning area plans. Time is dedicated to the interrogation of data with support provided by middle leaders to build staff data literacy. - A balanced approach combining explicit instruction with inquiry-based learning, as outlined in the school's early childhood philosophy, has significantly improved oral language, literacy, numeracy and social skills. This method has enhanced student agency and motivation, allowing the school to meet all 7 National Quality Standard areas. - Aboriginal perspectives are integrated throughout the curriculum and supported through collaboration with the CSIRO¹ in STEM² education, using the 8 Ways of Learning and a documented humanities and social sciences plan that connects students to Ngarluma culture. - A 3 year professional learning (PL) schedule, drawing on the expertise of school leaders and accessing high-quality external PL, ensures elevated teacher impact.
Recommendation
The review team support the following: Embed the instructional coaching model to support the consistent implementation of Talk for Writing.
Student achievement and progress
At the forefront of all decision making is a united and determined resolve by all staff to ensure that every child will make continued and sustained progress.
Commendations
The review team validate the following: - On-entry Assessment Program data is used by teachers to deliver a differentiated curriculum to students, including targeted intervention approaches. - A systematic, collaboratively developed assessment schedule drives school-based data collection and analysis to assess student achievement and progress in literacy and numeracy. - Analysis of systemic and school-based assessment data drives various school systems, including the development of operational plans, teacher accountability, Tiers 2 and 3 interventions, curriculum planning and individual education plans. - Comparative NAPLAN³ data from 2023-2024 indicates improved student achievement in all Year 3 and Year 5 assessments. - In the 2024 NAPLAN assessments, Year 3 students surpassed the predicted school mean in all areas, while Year 5 students exceeded the predicted mean in writing. Student achievement exceeding that of like schools in all assessments. - Moderation between teachers is an embedded practice that ensures consistency in teacher judgements and alignment between student achievement and progress and grade allocations.
Recommendation
The review team support the following: Expand moderation across learning areas and participate in moderation with the Karratha Network to support grade allocation validation.

Reviewers

Melanie Langley
Director, Public School Review

Leanne Kelleher
Principal, Leinster Community School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2030. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Commonwealth Scientific and Industrial Research Organisation
- 2 Science, technology, engineering and mathematics
- 3 National Assessment Program – Literacy and Numeracy