

# Our Success Plan

2024-2026



Care  
Personal Best  
Responsibility



Karratha Primary School is a place of learning. We have embarked on a journey to empower our students to aspire to be their best, achieve their utmost potential, and develop into the greatest versions of themselves socially and emotionally.

I am passionate about providing our students with access to high quality teaching, as we raise the bar and close the gap, and empower our students to thrive. I am dedicated to delivering learning support that is responsive and inclusive to the diverse and challenging needs that students may bring. I value an energised and committed staff who prioritise an orderly, harmonious school environment, where a strong sense of belonging is nurtured for all.

The Karratha Primary School Success Plan outlines the key strategies we aim to implement to facilitate success in our students to attain their personal best, whilst cultivating an awareness of care and responsibility for themselves, others and the world around them.

Annalyn Navarrete  
Principal



## Teaching Quality

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

Evidence teaching quality through rigorous data analysis of student achievement and progress.	Implement explicit teaching through the Karratha Primary School Instructional Model utilising the expertise of the Instructional Coach.
Link timely, specific and purposeful feedback to learning intentions and success criteria to achieve student goals.	Cater for the academic needs of students through challenging and engaging differentiated tasks to support each student's achievement of their personal best.
Optimise student progress through teacher feedback and the use of worked examples to demonstrate specific success criteria.	Continue to cultivate a culture of collaborative team structures focused on strategic directions, curriculum and learning.
Engage students in purposeful, high impact questioning to ascertain student understanding and inform future teaching.	Enhance professional growth by incorporating observations by the Leadership Team, Performance Management processes and professional learning aligned with the strategic and operational needs of the school.

## Student Achievement & Progress

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

Engage in collaborative moderation sessions for the purpose of directing future learning, and as evidence of student performance.	Implement a consistent approach to curriculum planning and student assessment in Mathematics with an emphasis on hands-on, problem-solving approaches.
Systematically collect and analyse student achievement and progress data to monitor progress and inform planning.	Track longitudinal, individual and cohort progress, which evidences year-on-year growth.
Embed evidence-based approaches to teach Phonological Awareness, Synthetic Phonics, Spelling, Reading, Grammar and Punctuation.	



## Learning Environment

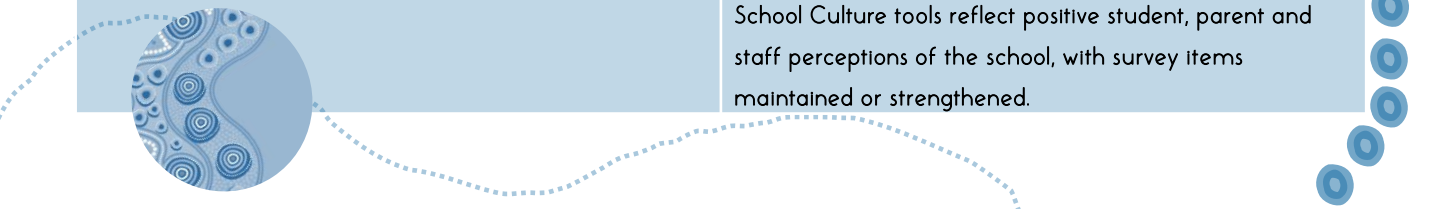
Our school embraces a diverse, inclusive and supportive learning environment. We enhance learning and wellbeing by partnering with our families and community.

Develop agreed strategies to promote regular attendance.	Empower student agency and voice to positively impact decision making processes.
Enhance our multi-tiered approach to support student behaviour through the PBS operational framework.	Foster a positive partnership with families, showcasing student success within our learning environments.
Apply restorative approaches and use fair processes, whilst working with students to enrich positive relationships.	Continue to identify, support, monitor and challenge students at educational risk.
Ensure consistent standards for supportive and orderly learning environments that are intellectually stimulating and appropriate to student needs.	Promote applicable and suitable inclusive opportunities for students with additional educational needs.
Build a safe and responsive school environment with a commitment to learn about ATSI histories, peoples, cultures, and languages, to ensure staff and students feel culturally, socially and emotionally safe.	Align early childhood practices with the National Quality Standard and the Early Years Learning Framework, encompassing the valuable aspects of both play-based learning and explicit instruction.



## Targets

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.



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.



**Karratha**  
PRIMARY SCHOOL

(08) 9187 6300

[Karratha.PS@education.wa.edu.au](mailto:Karratha.PS@education.wa.edu.au)

40 Turner Way, Bulgarra WA 6714