

KARRATHA SENIOR HIGH SCHOOL



2022 Annual Report



We strive to shape futures, by developing the potential of every student and empower them to make positive choices in their lives, as contributing citizens.

Message from the School Board Chair

On behalf of the Karratha Senior High School Board, I wish to congratulate Mario Tufilli, his staff and students on such a successful 2022.

The role of the School Board is to offer additional expertise to help the school create the opportunity for success for every student. As a Board, our objective is that every student is offered the opportunity to become confident learners, skilled leaders and responsible citizens. We hope that their education at Karratha Senior High School enables them to lead a happy, fulfilled and successful life. The Board works closely with the school leadership team, and it has been a joy to watch Mario evolve and flourish in his role as Principal over the past few years.

The 2022 school year continued to see student numbers grow making us one of the largest secondary high schools in regional Western Australia. Our school continues to expand upon its resources to be able to deliver a wide variety of options for student learning that caters for industry specific programs, Music and Arts and ATAR courses. They ensure that every student is accommodated for, irrespective of their background or abilities.

The school has continued its journey with the Fogarty EDvance program. The program has given us the opportunity to build on both strengths and weaknesses. It has strengthened the staff relationships with each other and the leadership team and has been integral in ensuring that, as a school, we can ensure that we are driving learning and creating supports to ensure staff and students can work together to create positive outcomes and higher achievement for all.

Our students are very lucky to be learning on lands that have been lived upon for tens of thousands of years. We acknowledge the Ngarluma people as the traditional owners of the lands on which we learn and acknowledge the wealth of knowledge that they too can teach us. The school works hard to continually improve engagement and education of all our students and on behalf of the School Board, I would like to acknowledge:

- Clontarf Academy
- Gumala Mirnuwarni Education Project
- STARS Foundation
- Big Picture Education Academy

With nearly 160 staff working at Karratha Senior High School our students are very well supported. The Board would like to thank each and every one of you for the impact you make on our students. Teachers have the opportunity to change lives and that education offers the opportunity to empower and change lives. They provide a grounding and a safe space for our students. A special mention to the Student Wellbeing Team who always go above and beyond; your care for our students is to be commended.

It has been great to see our new build commence and we, as a School Board, look forward to supporting further expansion of our school to help with our ongoing growth.

We look forward to what 2023 brings.

Karen Hancock
School Board Chair

Message from the Principal

Karratha Senior High School (SHS) is located in the City of Karratha, the hub of the Pilbara region of Western Australia. The school is an integral part of the community, providing broad opportunities and high-quality education for all students. In 2022, the school implemented the next iteration of its School Business Plan and reviewed priority area targets, to enhance opportunities for all students.

The school was in its second year of the Fogarty EDvance program; focusing on whole school improvement, to further strengthen student outcomes. Karratha SHS was also accepted to be part of the Positive Behaviour School (PBS) program, with the school-based PBS team working with an external coach to implement best evidence-based practices to improve behavioural and academic outcomes for students.

Students had the opportunity to participate in Country Week and although plans were in place to manage any potential COVID concerns, the week of activities went smoothly for everyone. This was a sharp contrast to 2021, when Country Week had to be cancelled due to COVID.

Throughout 2022, students were also able to complete NAPLAN and OLNA testing and engage in other events and activities that included the whole school swimming and athletics carnivals, Harmony Day celebration, Arts Showcase evening, NAIDOC celebrations, RUOK day, STEM Science Fair, Maths Have Some Fun.

The Year 12 Ball was held on the waterfront in Dampier at the Hampton Harbour Boat & Sailing Club and is one of the big social events for students. The evening under the stars, had students and staff enjoying great food, taking plenty of photos at the photo wall and dancing the night away. Significant planning and preparation go into making this type of event a success, and I thank all the staff who gave up their time to ensure students had a memorable evening.

The Year 12 Presentation Evening was held at Red Earth Arts Precinct, and it was great to see students enjoying their moment as they walked across the stage. Continued support by our community throughout 2022, ensured we continued to deliver opportunities for students to experience success.



During 2022, the school again continued to experience growth in student numbers. As part of the Labor Government WA Recovery Plan Initiative, the school was allocated \$31 million for facilities, including extension to the existing Student Services area, refurbishment of existing learning spaces and the construction of a new Technologies building, with state-of-the-art facilities. Construction commenced in Term 2 and is scheduled to be completed by late 2023.

Through the efforts of dedicated staff, a proactive School Board, and strong relationships and partnerships with a broad range of stakeholders, our school is able to provide flexible pathway options that capture different interests and nurture the potential of every student.

Thank you to parents and carers for your support and contribution to Karratha SHS throughout 2022. As a school, we strive to shape futures, by developing the potential of every student and empower them to make positive choices in their lives, as contributing citizens *Towards Tomorrow*.

Mario Tufilli
Principal

STUDENT IMPROVEMENT TARGETS

Target: Progress of students from Year 7 to 9 in NAPLAN is to be above like schools and the gap between Karratha SHS and WA Public Schools is reduced.

Progress is above like schools in Numeracy and Writing but not Reading. The gap between Karratha SHS and WA Public Schools is reducing in Numeracy and Writing but not Reading.

Target: Percentage of students achieving at, or above Band 8 in Year 9 NAPLAN reading, writing and numeracy to be higher than like-schools and the gap between Karratha SHS and WA Public Schools is reduced.

	Karratha SHS	Like Schools	WA Public Schools
Reading	38% (37%)	33% (35%)	51% (54%)
Writing	32% (28%)	25% (21%)	41% (33%)
Numeracy	37% (36%)	35% (34%)	53% (45%)

Figures in brackets represent 2021 data and highlight improvement across all areas when compared to like school data. The gap between Karratha SHS and WA Public Schools is also being reduced. Students who achieve Band 8 or above in their NAPLAN Reading, Writing and Numeracy, automatically prequalify for OLNAs.

Target: Increase the percentage of Year 12 students meeting the OLNAs standards.

	Reading	Writing	Numeracy
2020	93%	91%	88%
2021	97%	88%	95%
2022	88%	85%	84%

The school continues to implement dedicated OLNAs practice sessions at school, along with online access for students to practice OLNAs when at home. The reduction in the number of students not meeting OLNAs requirements in 2022 was attributed to identified students with low attendance, students who did not attempt the OLNAs testing due to very low levels of literacy and numeracy, and students referred through to Participation Team and remain attached to the school until they have successfully engaged in an alternative pathway option.

Target: Median ATAR to be maintained above like-schools, and the gap between Karratha SHS and WA Public Schools is reduced.

	Karratha SHS	Like Schools	WA Public Schools
2020	62.8	66.00	79.25
2021	77.68	63.48	80.25
2022	94.45	64.83	81.90

The small cohort of ATAR students achieved strong results in 2022, with a 16.77 improvement in the school median ATAR compared with 2021. The result was above like-schools and Karratha SHS also exceeded the WA Public Schools median ATAR.

Target: The percentage of students with their WACE is at or above like schools, and the gap between Karratha SHS and WA Public Schools is reduced.

	Karratha SHS	Like Schools	WA Public Schools
2020	81%	84%	89%
2021	81%	82%	89%
2022	75%	78%	89%

For students to achieve their WACE, they need to meet the standards for OLNA, breadth and depth requirements and achievement standards. Areas continuing to impact overall WACE achievement, are students not meeting the OLNA standards and/or successfully complete Certificate courses. To help redress this, the school continues to implement dedicated OLNA practice sessions along with online access for students to practice. Although there is no longer the requirement for students to complete a Certificate course to achieve their WACE, as a school we encourage students to complete a Certificate course as they are competency based, nationally recognised and provide a pathway to further training and employment.

Target: Percentage of students achieving 90% or above attendance increases each year and the gap between Karratha SHS and WA Public Schools is reduced.

2022	Karratha SHS	WA Public Schools
Year 7	77%	85%
Year 8	75%	81%
Year 9	74%	79%
Year 10	71%	79%
Year 11	71%	81%
Year 12	75%	81%

Across the state and Australia wide, there has been a reduction in regular student attendance since COVID. Ongoing areas of focus for the school include reducing unauthorised absences, managing the transiency of families, ongoing support for students who have been dis-engaged from school because of anxiety, trauma, mental health etc. The school continues to work in partnership with families to identify issues and /or barriers impacting students' ability to attend school and engage other agencies and organisations to deliver ongoing support for students and families. Continuing work around flexible learning options to help re-engage students back into school and learning, will further support improved student attendance.

The National School Opinion Survey was not undertaken by the school in 2022, as the survey is completed by schools every two years and is one measure of the level of satisfaction of our school community, with the performance of the school.

During 2022, the school obtained feedback from parent/carers, staff, and students as part of the Fogarty EDvance program, with the school's organisational health index continuing to improve and the positive correlation of data against most target areas. Findings from the surveys will continue to inform our ongoing school review processes as part of driving continuous improvement.

2022 Review

Conditions for Learning

Student learning, achievement and wellbeing are paramount and inform our decisions and purpose. We maintain high expectations for every student, that they will achieve their very best and ensure that every young person is supported, nurtured, and empowered as they develop the skills, knowledge, and understandings, to make positive choices in their lives as contributing citizens.

The uncertainty around COVID, had the potential to impact student and staff mental health and wellbeing. School staff continued to support each other and students and families. Digital platforms allowed everyone to stay connected and access information. Ongoing support from staff who monitored students' well-being, academic progress, with early intervention and additional support via the Student Wellbeing Team and/or other agencies as required.



Students engaged in activities around positive mental health, gender diversity resilience, inclusiveness, and managing stress throughout the year. This included Harmony Day, RUOK day, Say No to Bullying, Wear it Purple Day LBGTIQA+ inclusiveness, Celebration of IDAHOBIT - Inclusiveness Day Against Homophobia, Biphobia, Interphobia, Transphobia, and the Celebration of Students with Disabilities. Further support was provided through the

increased resourcing around School Psychology Service, engagement with the School Chaplain and Headspace.

Continuation of the Clontarf Academy and STARS

Foundation programs provided additional staffing into the school and enabled targeted support for



indigenous students and families.

Students developing and demonstrating appropriate behaviour skills continued as a focus area in 2022 with the school Code of Conduct and Classroom Expectations displayed in every classroom and used to reinforce a consistent message of high expectations at all times. The school also began its Positive Behaviour Support (PBS) program journey, with the school PBS team working with an external coach to build on existing strengths to further improve academic and behavioural outcomes for students.

The VIVO online student reward system allowed staff to allocate points to students against specific criteria and as students accumulated points, they can redeem items via the online VIVO store.

Students in each year group who achieved set milestones around school attendance, academic effort and positive behaviour were able to engage in a range of reward activities that acknowledged and celebrated their achievement.

Curriculum and Teaching

In 2022, every teacher in every classroom continued to develop and strengthen curriculum and pedagogy as part of the whole school improvement plan focus areas. The adoption of a whole school instructional model, Engagement Norms, and staff participating in professional learning delivered by Shaping Minds continued to be a key focus in classrooms for staff. This ensured a common approach in the structure of learning across the school which increased consistency, reduced variability, and strengthened student achievement. Heads of Learning Areas (HOLAs) worked alongside their staff in classrooms providing curriculum and pedagogical support.

School Leaders continued to support the implementation of professional learning teams and through triads teachers engaged in classroom observations, collaborating, and supporting each other to improve their teaching. Teachers reflected on their practice, engaged in robust professional conversations, and continued to build high quality teaching across the school.

Reduced class sizes in Maths, English, Science and HASS continued to be funded across Years 7 to 10. These enabled teachers to work with students in smaller groups and provide individualised support for students which helped to progress their learning and achievement.



A range of intervention strategies were also implemented to further support students' academic progress. The Multilit Reading program was again available to students across Years 7 to 10. Teachers continued to embed literacy and numeracy strategies across learning areas and structured dedicated

NAPLAN practice sessions with Year 7 and 9 students.

The school continued to implement strategies to support improved student performance around OLNA, including targeted support, tutoring, online review, and practice as part of improving literacy and numeracy. The strategies being implemented are having a positive impact and have increased the number of students who, by the end of Year 12, demonstrated the Online Literacy and Numeracy (OLNA) Standards.

Expanding pathway options and subject choices to cater for the increased student population as well as changes to how senior school students would be able to access TAFE days, continued



across lower and senior school. Vocational Education and Training (VET) pathway options, as well as ATAR and General courses in Senior School, ensured the provision of broad curriculum opportunities for students at Karratha SHS allowing them to optimise their opportunities as they progressed towards their completion of secondary schooling.

Improving attendance continued to be a key focus throughout 2022 and the implementation of a dedicated attendance team enabled us to keep improving the profile of attendance and reinforce the message that students need to be attending school to learn and achieve strong outcomes. Unauthorised absences impact on students' regular attendance and the school community needs to be aware that there is no reason why any absence could not and should not be explained. Regular posts on our Facebook page as well through Connect explained why attendance is important and the impact of missing school on a regular basis has on students' academic achievement.

Collaborating with the Karratha Network Primary Schools, we advertised to the community the importance of regular attendance. The school continues to work in

partnership with families and agencies to help re-engage students back into schooling.

Programs such as Big Picture Education Academy, Clontarf Foundation, STARS Foundation continued to support students' engagement and attendance. As a school community we have the collective responsibility of maintaining focus around increasing attendance and this will ensure that everyone has a role to play in enhancing attendance and ultimately improved achievements and outcomes for all our students.

The School Board continued to be strong advocates of Big Picture Education Academy, Clontarf Academy, and the STARS Foundation program, as part of improving attendance and engagement of students.

Building Staff Capability

Strengthening the capabilities of our staff is a key part of delivering and achieving improved student outcomes. As a school, we continued to identify leadership potential in our staff and provide opportunities for their development through the Aspirant Leadership Group. The number of Aspirants who were successful through the application process for 2022 continued to increase. Aspirants nominated an existing leader as their preferred mentor and were collaboratively supported to achieve high standards and develop their leadership through action research, targeted professional learning, work shadowing and regular feedback. This process has created a culture of empowerment, being accountable and responsible and strengthened distributed leadership across all layers of the school.

Leadership opportunities were also available in the classroom with staff supported as they began their journey and process to apply for



Level 3 Classroom Teacher status. Level 3 Classroom Teachers are exemplary teachers and play a significant role in delivering and

supporting high quality teaching and leadership in our school. Allocated funding enabled existing Level 3 Classroom teachers to deliver

professional learning and introduce teachers to the application process as well as offering support around creating their portfolio. Level 3 Classroom teachers mentored colleagues, shared and modelled their exceptional and innovative teaching practices and abilities. The



school continues to develop Level 3 Classroom Teachers, ensuring that we retain high quality teachers in classrooms and deliver improved outcomes for our students.

Senior Leadership Group continued to participate in the Fogarty EDvance Whole School Improvement program and engaged in a series of workshops as part of the Middle Leaders program. Leaders further strengthened their understanding around the cognitive science of learning how to effectively implement high impact teaching practices as part of whole school.

Strong Community Partnerships and Relationships

Throughout 2022, the school continued to strengthen partnerships and relationships with our local community, City of Karratha, NRTAFE, KDCCI, business, industry, organisations, agencies and health and wellbeing support services.

Through these vital partnerships the school continued to value add to students' learning experiences and education through extracurricular activities and events. For



example, funding from the Woodside Energy operated North West Shelf Project Karratha Education

Initiative (KEI) gave our students the opportunity to participate, in The Johnson Space Centre NASA excursion, The Leeuwin Foundation Voyages, Empowering Girls day at Curtin University, as well as support for our School Science Fair, our Next Step Conference for all Year 6 students through out the Karratha districts.

Engaging in STEM provided students with an opportunity to highlight their innovation and initiative. The school celebrated national Science Week in August, with our annual Science and STEM Festival held at the school, with families and other community members attending the evening. There were an array of stalls displaying interactive Science and STEM activities, with contributions from Woodside Energy, Rio Tinto, Yara, Australian Earth Science Education – WA/NT, West Pilbara Turtle Program, Wickham Primary School and Baynton West Primary School.

The school-based SPACE Club was able to collaborate with external agencies including the International Centre for Radio Astronomy Research (ICRAR), helping to build students' knowledge of astronomy and have remote access to the SPIRIT Telescope.

The inaugural Karratha SHS SPACE Club Rocket Launch held on 22 November was an enormous success. It was great to see the level of engagement from students, staff and community and the effort that students and staff



put into the construction of their rockets was amazing.

Students have opportunities to deepen their knowledge and foster curiosity, learn about, and apply physics concepts and explore and pursue careers in the fields of astronomy and engineering.

Year 12 Science students participated in the West Pilbara Turtle Program, HASS department as part of the careers program, organised Speed Recruiting night in collaboration with NRTAFE. Community industry and business employers attended the successful event and had the opportunity to

meet and speak with students as prospective employees.

The whole school Arts Showcase held on August 3 was a wonderful evening and displayed the amazing talents of our students across a range of disciplines to families and the broader community.

Identified Year 9 students had the opportunity to attend the Girls in Engineering Conference held at Curtin University. Students engaged with leaders in their field including, Astrophysicists, Astronomers, Forensic Scientists, Naval Engineers, Geneticists, Surveyors etc. Students also engaged in activities and workshops focused on applying science and mathematical concepts.

Year 12 ATAR students as part of their revision seminars in Perth, had an opportunity to visit Woodside Robotics Centre and hear about scholarship opportunities.

The 2022 NAIDOC theme was 'Get up! Stand up! Show up!' with NAIDOC celebrations



across the whole school. Indigenous staff at the school shared cultural experiences and organised diverse, fun and interesting

activities for all students to be involved and engaged in.

The positive wellbeing of students is an ongoing focus for the school and identified as a key factor for strong learning outcomes. Karratha SHS continued to grow as a community hub for wellbeing in 2022, with COVID in conjunction with other issues continuing to have an impact on mental health and wellbeing. Adolescence can often be a challenging time and we acknowledge that although, as a school, we cannot provide every service a young person may require, we actively partner with external community agencies so that our students are able to access the support they need whilst at school.

The school continued to partner with YouthCare, Yandina Community Services, EPIC, Pilbara Population Health, Mawarnkarra and Headspace to support our students' mental health and wellbeing.

YouthCare provided chaplain services with the chaplains working across the school, empowering, and encouraging students to be the best they can be to live healthy and happy lives. The chaplains continued to support and work with students to develop strategies to resolve conflicts, create positive relationships and contribute to their community. YouthCare, Headspace and Yandina Community Services worked with students to support mental health with one-on-one counselling. Ongoing support from Pilbara Population Health throughout the year further strengthened the health and wellbeing of our students.

Nurses on school site upskilled school staff, facilitated specific sessions and implemented a very comprehensive immunisation program. In addition, health check-ins were also conducted which enabled students to call in and see the nurse at recess and lunch, discuss health issues in confidence and gain advice and information around support available.

Headspace, a national organisation, again continued its partnership with the school throughout the year and provided youth-



specific mental health education tools and access to mental health specialists for our students. Focusing on early identification and intervention, Headspace continued to build mental health literacy and resiliency in the school community and support students through referral pathways to general practitioners and mental health clinicians.

STARS Foundation provides a holistic program that supports indigenous girls and young women to attend and remain engaged at school, complete Year 12 and transition into fulltime work or further study. The STARS program is based around four key values – Respect, Honesty, Commitment and Pride,

which underpins all aspects of the program. These values are also aligned with the key pillars of Healthy Lifestyles, Wellbeing, Employment, Education and Training and Community, Culture and Leadership. Continued support from the School Board again in 2022, had the STARS program support over



226 students with the young women involved in a range of activities and events including, International Women's Day, Wear it Purple Day, Dolly's Day, RUOK Day, National Sorry Day, Reconciliation Week, Mabo Day, NAIDOC celebrations, Elders Birthday and Pride Week. Mabo Day was celebrated with 20 Torres Strait Islander families on site to support staff with the running of the day. Together as a community, we celebrated Mabo Day, ate traditional Torres Strait Islander food and it was a great success.

Throughout the year, young women also had the opportunity to engage with mentors, businesses and industry including; Rio Tinto, Woodside Energy, EPIC, Bungarra Dance Troupe, NRTAFE, Apprenticeships Australia, Primary School visits, Water Corporation, Global Roaming, Mawarnkarra Health Services, Salvation Army Karratha, Headspace, Be You, Pilbara Population Health, Sister Academy with Roebourne.

'A Night with the Stars' – Awards Night was a great evening; the venue was at capacity and all attendees joined in the celebrations and achievements of the young women, as well as acknowledging the dedication and commitment of the STARS staff. 2022 had 10 Year 12 young women graduate, with each student transitioning successfully into various career pathways with Rio Tinto, Broome Station, WA Police Force, Marr Mooditji Training and Brite Solar.

The partnership of Karratha SHS and Clontarf Foundation moved into its 14th year in 2022 and it continues to be successful in improving the education, personal development, self-esteem, life skills and employment prospects of young Aboriginal and Torres Strait Islander men and in doing so, shapes them to become future leaders in the community.

In partnership with the school, industry and other stakeholders, students access and engage in pathway options and opportunities around further education, training, and employment.

135 boys completed 2022 in the Academy with 14 Year 12 boys graduating from the program. Students successfully achieved competencies in their VET Certificate Courses and the requirements for their WACE. The number of young men who complete Year 12 has continued to grow, highlighting the value of the program by students, staff, families, and community.

With support from our school, Clontarf Academy builds positive school engagement



by collaboratively working with staff and families to support each student to attend school, improve academic achievement, maintain strong health and wellbeing, and engage in community events, camps, and excursions. Early morning training is a twice weekly occurrence and students also take part in worksite visits, health sessions, primary school visits, football, basketball, cricket, after school and community activities.

A key element of the program are the camps delivered by the Academy, with students gaining experiences across the region including Coral Bay, Broome, Exmouth, Carnarvon, Hedland, Perth, 40 Mile, Point Samson and more. Camps provide the boys with valuable life experiences, build strong relationships, and acknowledge and reward positive behaviour and regular attendance. Throughout 2022 the three-way partnership between the school, the Academy and local employers continued to provide students with employment opportunities with local businesses.

The Gumala Mirnuwarni Education Project (GMEP) is a support program for aspirational Indigenous students, and it has flourished at Karratha SHS. In 2022 the Polly Farmer Foundation celebrated 25 years of the Follow The Dream Program. Gumala Mirnuwarni was the first of the Follow The Dream programs, established in Karratha and Roebourne in 1997.

To celebrate the anniversary, the Polly Farmer Foundation hosted two events in Karratha. The first of the events was a community event held at Karratha SHS as part of the NAIDOC celebrations. This event was well attended by Gumala Mirnuwarni students and their families, along with the students and families from the Tambrey STEM centre, Alumni, and community members. SciTech entertained the crowd with two interactive demonstrations. The second event was an afterhours event held at the Karratha Red Earth Arts Precinct. During this event attendees were addressed by Kim Farmer the late Polly Farmers daughter and Vice Chair of the Follow Farmer Foundation board. Kim shared her father's vision for the program and the growth that the Foundation has experienced over the 25 years.

COVID continued to have an impact on the Gumala Mirnuwarni program, with some events having to be cancelled in Term 1. Students, however, did manage to squeeze in a camp and a couple of excursions. Some of the students were lucky enough to watch the Bangarra dancers perform the '*Sandsong: Stories from the Great Sandy Desert*' at the REAP. During Term 4 UWA Engineering students brought their automated bus to Karratha. The students went to St Lukes College to learn more about the bus and what life as a university student is like.

In Week 8 of Term 4, four students in Year 10 and one Year 11 attended the annual leadership camp at Coral Bay. The purpose of this camp is to prepare the students for their leadership positions in 2023. Students had the opportunity to meet other Follow The Dream program participants from Mt Lawley, Sevenoaks College, Geraldton SHS, Champion Bay SHS, Broome SHS Carnarvon Community College and Hedland SHS. This gave students the opportunity to talk with their peers about their future and opportunities that the Karratha students may not have

considered. There was also adventure and students pushing themselves out of their comfort zones. A highlight of the trip was the Manta Ray Tour where students had the amazing experience of swimming with a manta ray and watching the ray in its natural environment. It was an awesome week in Coral Bay, the weather was perfect and the students made some lifelong memories.

Shyann McMahon-Wailu was the recipient of this year's Gumala Mirnuwarni award. Shyann embodies the dream of the Polly Farmer



Foundation. Her attendance to both school and the after-school sessions is outstanding. Her work ethic is one she should be proud of, never settling for okay and always striving to do a little better next time. She is a student that myself, her parents and the school community can be proud of. Congratulations Shyann on an outstanding year.

The Karratha Education Initiative (KEI) is an ongoing collaboration between the Woodside Energy operated North West Shelf Project, Karratha SHS and St Luke's College. The KEI celebrated 14 years of collaboration and partnership with the school in 2022 and continues to deliver high-quality opportunities for students and staff in Karratha. Through the KEI we continue to value-add and enrich the educational outcomes for our students and ensure that the opportunities students have in



Karratha are equivalent to schools in Perth notable for their high academic performance.

KEI highlights throughout 2022 included ATAR revision seminars in Perth and Karratha,

leadership development for the Student Council, professional development for teachers, support for our graduate teachers and Teach for Australia Associates, Scholarships for the Leeuwin II Ocean Adventure, First Aid Training for Year 12 students, support for students to engage in STEM activities as well as the Next Step Conference, supporting our incoming Year 6 students as they transition into the high school environment. The diversity provided is valuable to all students, staff, and the community. It is a privilege to have Woodside Energy, the operator of the North West Shelf Project as an industry partner working with our school.

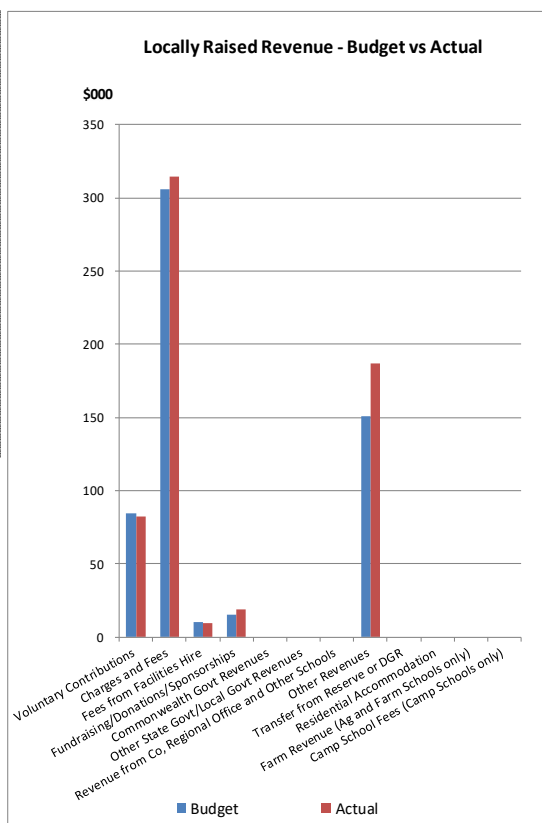
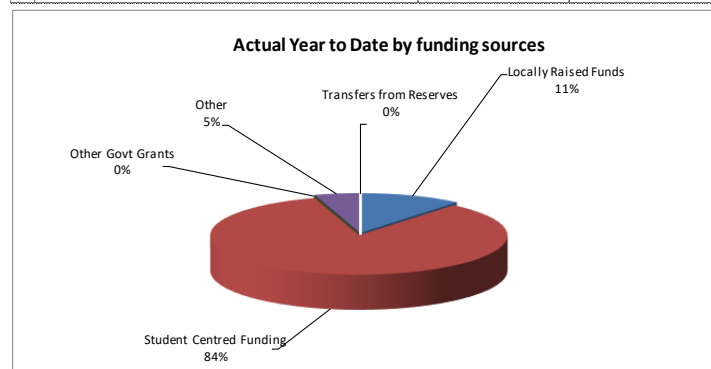
As a school we are proud of our students, staff, and community and what we have achieved in 2022 and we will continue to be innovative, successful, and future-focussed, preparing students to embrace opportunities as contributing citizens Towards Tomorrow.

North West Shelf Project

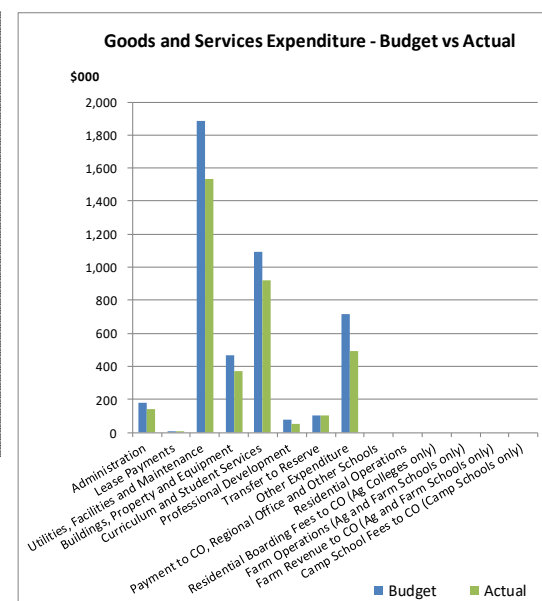
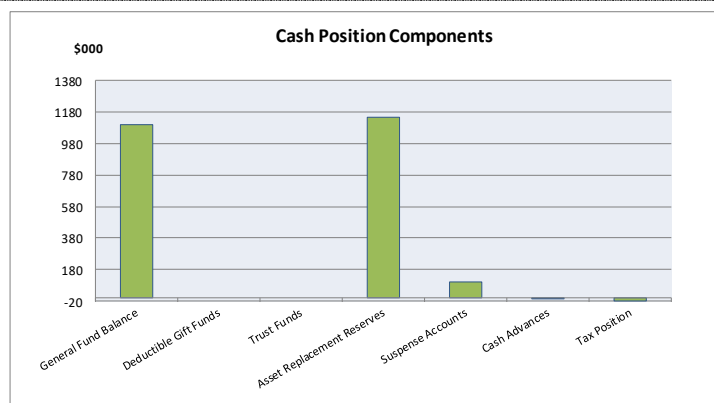


Karratha Senior High School
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 84,177.00	\$ 82,429.55
2	Charges and Fees	\$ 306,077.78	\$ 314,564.85
3	Fees from Facilities Hire	\$ 10,000.00	\$ 9,777.27
4	Fundraising/Donations/Sponsorships	\$ 15,322.00	\$ 18,723.46
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 150,964.00	\$ 186,823.64
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 566,540.78	\$ 612,318.77
	Opening Balance	\$ 873,490.00	\$ 873,489.61
	Student Centred Funding	\$ 3,182,828.39	\$ 3,242,189.35
	Total Cash Funds Available	\$ 4,622,859.17	\$ 4,727,997.73
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 4,622,859.17	\$ 4,727,997.73



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 181,672.00	\$ 142,097.53
2	Lease Payments	\$ 5,000.00	\$ 4,869.55
3	Utilities, Facilities and Maintenance	\$ 1,886,743.00	\$ 1,532,374.83
4	Buildings, Property and Equipment	\$ 466,374.00	\$ 374,231.49
5	Curriculum and Student Services	\$ 1,090,946.75	\$ 923,726.55
6	Professional Development	\$ 80,000.00	\$ 53,664.05
7	Transfer to Reserve	\$ 105,000.00	\$ 105,000.00
8	Other Expenditure	\$ 718,731.78	\$ 493,157.55
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 4,534,467.53	\$ 3,629,121.55
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 4,534,467.53	\$ 3,629,121.55
	Cash Budget Variance	\$ 88,391.64	



Cash Position Components	
Bank Balance	\$ 2,334,770.74
Made up of:	
1 General Fund Balance	\$ 1,098,876.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,148,270.47
5 Suspense Accounts	\$ 104,079.09
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (16,055.00)
Total Bank Balance	\$ 2,334,770.74



KARRATHA SENIOR HIGH SCHOOL

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