

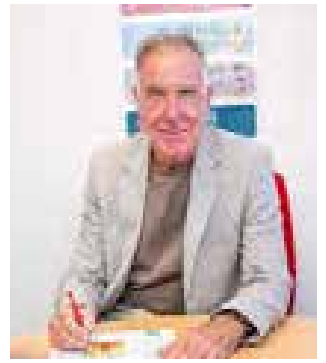
Katanning Senior High School



2025 Student Leadership Group

Annual Report 2025

Principal's Report



I am pleased to share our 2025 Annual School Report with students, staff, families, and the school-wide community. This annual report reflects on the progress made during the second year of the new School Business Plan 2023-2025. The School Leadership Team developed the Business Plan in consultation with all staff and the School Board to create successful student pathways. This report will give a more detailed look at how we work towards our vision and the three focus areas outlined in our School Business Plan.

2025 was an exciting year as we continued a three year school improvement change agenda using the Fogarty EDvance program. Using contemporary research and evidence-based practice, the school identified three new focus areas for improvement.

1. Curriculum and Teaching: High-quality teaching is evident in all classrooms.
2. Conditions for Learning: a positive culture that promotes engagement and well-being is evident in all areas of the school.
3. Staff Capability: A highly capable and well-led staff bring about the best outcomes for students.

As a school community, including staff, students, and the School Board, we deliberated and collectively developed our school Moral Purpose statement, which is now embedded in our processes. At Katanning Senior High School, we work together to enable success for all students.

We have continued to implement and embed the Positive Behaviour Support (PBS) program, enhancing the positive school culture and improving the teaching and learning environment. The Student Services Area was restructured by appointing two Program Coordinators to provide multi-tiered systems support for students' well-being, engagement, attendance, and achievement. The use of the PBIS Reward point system complimented the efforts of the Student Services Team in encouraging students to maintain Good Standing. It rewarded students for supporting the school's Positive Behaviour Support values of Respect, Achievement, Perseverance and Tolerance (RAPT). 2024 saw the appointment of a Highly Accomplished Lead Teacher (HALT) to provide support and see the implementation of the Whole School Instructional Model (WSIM) and the PBS.

The school had a successful Public-School Review in the one year return for Quality Teaching and the Learning Environment. Our school was commended for its professional commitment, noting the areas for improvement and implementing strategies that resulted in the desired improvements. The school demonstrated sufficient and sustainable progress towards meeting the standard in relation to the recommendations in each domain.

I want to thank the School Board, P&C, staff, and students for a wonderful year. I am very proud of what we achieved individually at Katanning Senior High School and what we strive to achieve collectively as we breathe and live our school's Moral Purpose: At Katanning Senior High School, we work together to enable success for all students.

Ian Masarei
Principal

School Board Report

The year 2025 has been one of change and on the behalf of the Board I would like to thank principal, Ian Masarei for choosing to lead our school. Ian's many years of experience leading country senior high schools has been of great benefit to the entire community. I wish to take use this report to thank Larissa Powell, our Junior Deputy Principal for her tireless efforts throughout 2024. Your constant presence and support of the staff and students during a difficult 12 months is to be commended. Our current leadership team of Ian, Larissa and Senior Deputy Jamie Pearce are steadily leading our school in a very positive direction.

The Board now consists of 14 members – The Principal, 3 staff, 5 parents, 3 community and 2 student positions. The Board meets 4 times per year, with the Annual Public Meeting held in Term 4 each year.

In 2025, the Board ratified the School Code of Conduct, Senior School Assessment Policy, Good Standing Policy and the Healthy Food and Drink Policy. With the introduction of Compass, the School Behaviour Policy is currently under review by the school, which the Board with ratify in 2026.

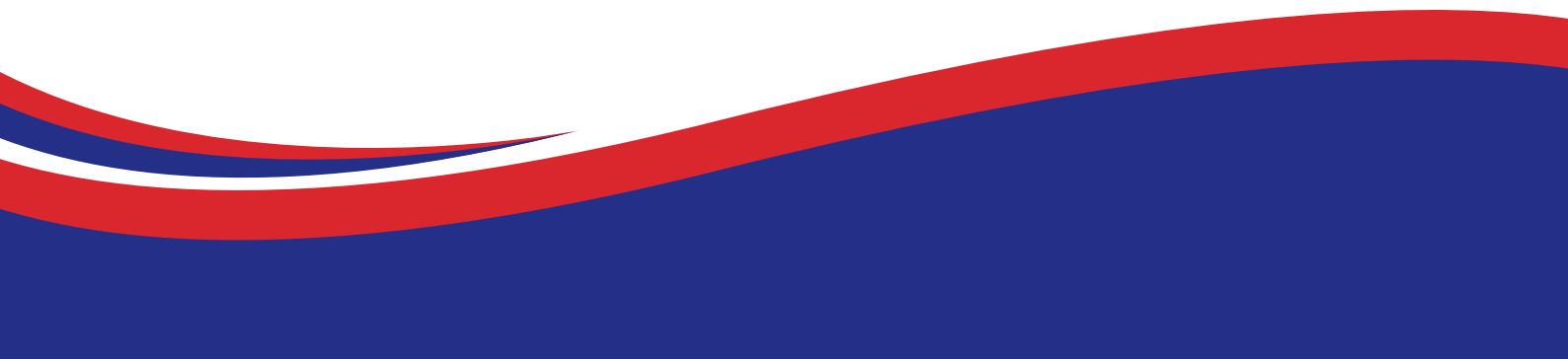
Our Board members attended the 2026 Valediction and many assemblies held throughout the year. Our families continue to show their support with a notable increase in those attending these important school events. In this report I would also like to acknowledge the continued support of our P&C. Many monetary donations are made throughout the year to support our students. The P&C and school collaborate each year on the Senior School Ball that eligible students can attend. This year also saw the arrival of the House Shirts which were also another P&C and School innovative. Thank you to all those involved in the 2025 P&C Committee, I am pleased to say they were successful in fulfilling the committee for another year at the September AGM.

In conclusion, I would like to thank all the staff, students and families that are part of Katanning Senior High School. We are very fortunate to have staff teaching in our school who really care about our students and our small community. You are all contributing in growing up our young people to be responsible and productive members of our town. Thank you to our students for giving your best and creating a positive school environment. Throughout 2024/2025 I have been told many times by multiple principals that we have great students at our school.

Lastly, thank you to our Families for supporting our local high school. The more families that seek KSHS as their school of choice will create more opportunities for our students.

We now look forward to what is in store for KSHS in 2026 and beyond.

Lisa Forman
Katanning Senior High School Board Chair



Our School

Katanning Senior High School is a unique secondary school in the heart of the Great Southern region of WA. At our school, students can engage in a challenging and comprehensive educational program within a caring and nurturing environment. Students' academic and social needs will be met within a school that values respect, achievement, perseverance, and tolerance.

Katanning Senior High School's community is culturally diverse. We celebrate and respect individual differences and work together to ensure success for all students.

We offer the Follow the Dream tertiary aspirant program to improve Aboriginal learning outcomes. Aboriginal boys may join the Clontarf Football Academy Program to improve their educational outcomes, life skills, and employment prospects. The Waalitj Foundation Deadly Sista Girlz program supports Aboriginal girls in forming positive connections, identities, and relationships.

Student health and well-being is a priority. Our experienced Student Services Team provides additional support to meet each child's social and emotional needs. The team includes the school Psychologist, Chaplain, Nurse, Aboriginal and Islander Education Officers (AIEO), and Student Support Officers who work with two Program Coordinators. Students can participate in extracurricular activities such as Bush Rangers, cultural activities, and various sporting opportunities, including Country Week and regional competitions. We value student leadership and provide many opportunities for students to develop these skills.

All students complete a comprehensive curriculum. After-school homework classes and individual tutoring are also available to support academic excellence for all students.

Senior School students may select from a range of face-to-face and online ATAR courses through the School of Isolated and Distance Education (SIDE) or UniReady program delivered in partnership with Curtin University.

Senior School students access VET Certificate II courses and Workplace Learning, with Engineering and Automotive delivered through the Trade Skills Centre and additional courses provided in partnership with the Great Southern Institute of Technology. Selected students may also undertake School-Based Traineeships and Certificate III courses.

Students with special needs are supported through an accredited ASDAN program, with inclusive learning and targeted support from specialist staff.



Our Vision

At Katanning Senior High School, our students are encouraged to be socially responsible citizens who respect themselves and others and actively and positively contribute to our community. We challenge students to excel in academic, social and civic interactions in a diverse and multi-cultural school.

Public School Review

Overview The review evaluates the school's effectiveness in delivering quality education, its self-assessment process, community relationships, learning environment, leadership, resource use, teaching quality, student achievement, and future planning, providing commendations and recommendations for ongoing development.

Self-Assessment and Validation The school submitted a detailed, well-structured self-assessment using the Electronic School Assessment Tool, demonstrating strong evidence-based analysis and collaborative reflection. Staff, students, parents, and community members contributed authentic feedback, supporting the school's progress. A recommendation was made to clarify and strengthen evidence presentation in future submissions.

Relationships and Partnerships The school maintains positive, cohesive relationships with its community, prioritizing communication through platforms like Compass and Connect, aligned with core values. Formal and informal staff meetings, community engagement, and partnerships with organizations such as TAFE, Curtin University, and local Indigenous groups foster student pathways and cultural responsiveness. The active School Board and P&C contribute to governance and community support. The review recommends further strengthening these strategic relationships.

Learning Environment A safe, inclusive, and engaging environment is prioritized, with programs like PBS, targeted support for students at risk, and culturally responsive initiatives such as Follow the Dream and on-Country experiences. Student voice and leadership are valued. Recommendations include enhancing student social-emotional wellbeing programs and auditing support practices to ensure inclusivity.

Leadership Led by a cohesive Principal and leadership team, the school demonstrates clear roles, reflective practices, and strategic planning, supported by committees and professional development. Change management is timely and inclusive, with a focus on evidence-based direction. Staff professional trust and shared ownership are evident. Recommendations include strengthening instructional strategies and aligning operational plans with the Business Plan.

Use of Resources Resources are effectively allocated, with transparent financial management, targeted funding supporting differentiated programs, and infrastructure investments. The physical environment is well-maintained. Recommendations involve refining budget alignment with strategic priorities and developing workforce plans for sustainability.

Teaching Quality A culture of shared expectations and consistent teaching practices is emerging, with a focus on high-impact strategies, collaboration, and data-informed planning. Use of digital tools and STEM initiatives supports student engagement. Recommendations include embedding data practices and ensuring fidelity in instructional models.

Student Achievement and Progress The school demonstrates a strong commitment to data-driven decision making, with longitudinal data indicating above-average performance in literacy and numeracy. Programs supporting senior pathways and targeted interventions have improved attainment, including increased VET and ATAR participation. Recommendations focus on enhancing staff reflection processes and setting clear data use expectations to further improve student outcomes.

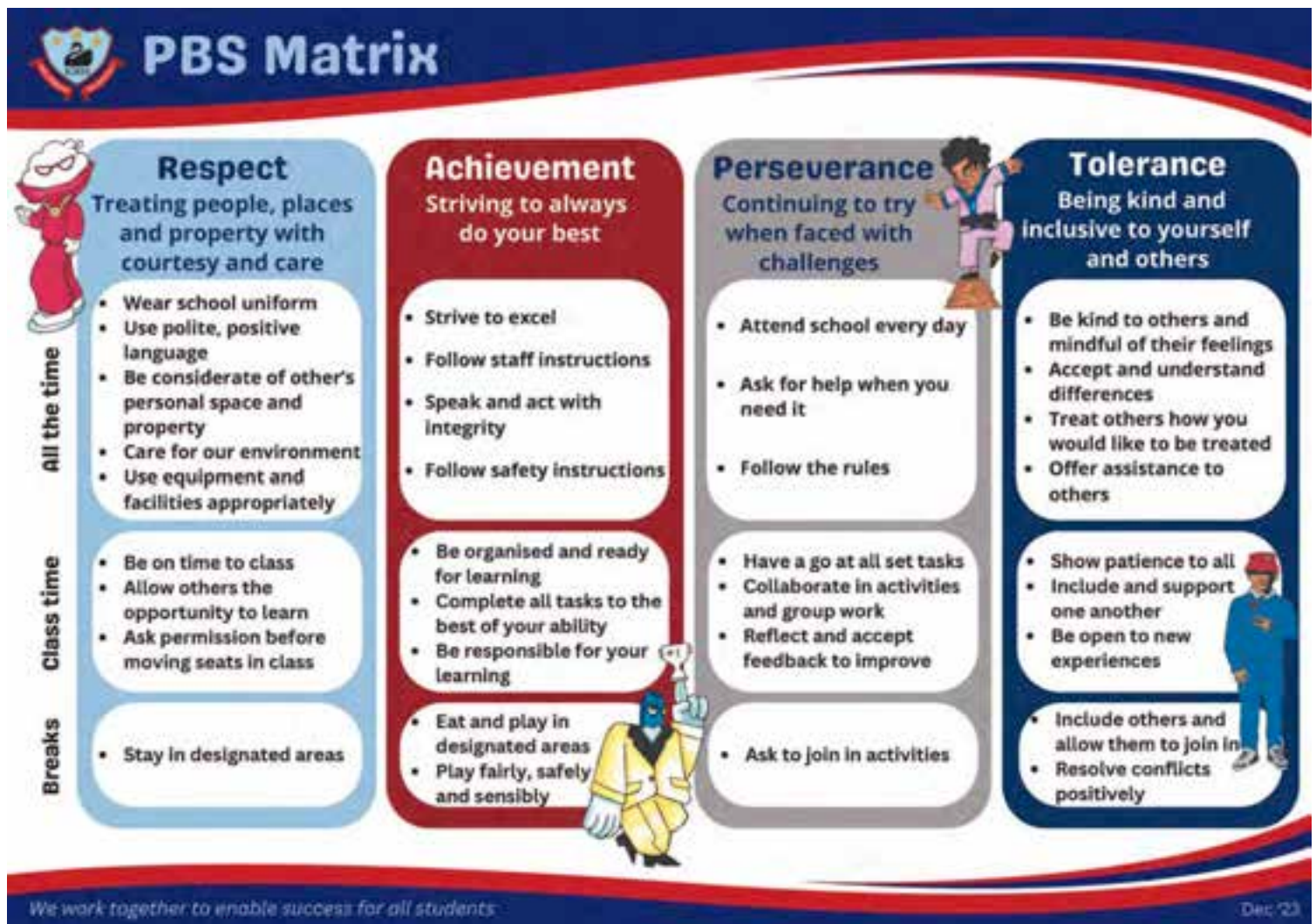
Conclusion The review endorses the school's strengths and progress, with a scheduled next review in 2029, and highlights ongoing areas for refinement to support continuous improvement.



Moral Purpose

At Katanning Senior High School, we work together to enable success for all students

Positive Behaviour Support Values



Whole School Instructional Model

In 2025, teachers continued to embed our Whole School Instructional Model into their teaching practice. Staff were supported through in-school PL lead by the WSIM team and the PC-HALT, and some staff attended the Fogarty Edvance teaching intensives or TeachWell. Learning Area teams continued to develop shared resources, including PowerPoints, and incorporate these resources into course outlines. Having a shared understanding of the high impact teaching practices encompasses by our WSIM encourages staff to discuss their use and impact on student learning.



Staff Information



2025 STAFF



Staff Numbers

	No	FTE	ARL
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Heads of Departments and Learning Areas	3	3.0	0
Program Coordinators	3	3.0	0
Total Administration Staff	9	9.0	0
Other Teaching Staff	23	22.6	0
Total Teaching Staff	23	22.6	0
Clerical / Administrative	10	7.8	0
Gardening / Maintenance	2	2.0	0
Instructional	1	0.8	1
Other Allied Professionals	8	6.5	0
Total Allied Professionals	21	17.1	1
Total	53	48.7	1

In 2025, Katanning Senior High School continued to experience staff movement consistent with recent years, with appointments made to address vacancies and maintain effective school operations as staff pursued new opportunities across the system.

The school continued to benefit from the appointment of a Highly Accomplished Lead Teacher (HALT) Program Coordinator, who provided instructional leadership across the school. This role supported the ongoing implementation of the Whole School Instructional Model (WSIM), led the Positive Behaviour Support (PBS) Team, and strengthened support for Specialist Learning Areas, contributing to consistency in teaching practice and student engagement.

Staffing in 2025 comprised a mix of teaching, administrative, and support staff employed across full-time and part-time arrangements to meet the needs of the school. All staff met the professional requirements to work in Western Australian public schools, and all teaching staff were fully registered with the Teacher Registration Board of Western Australia.

Student numbers and characteristics

Student Numbers (Semester 1 2025)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	72	70	62	51	45	35		335

	Kin	PPR	Pri	Sec	Total
Male				169	169
Female				166	166
Total				335	335

Student Numbers (Semester 2 2025)

Secondary

	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	57	66	69	68	62	33		355

Gender

	Kin	PPR	Pri	Sec	Total
Male				189	189
Female				166	166
Total				355	355

The graphs above depict the demographics of Katanning Senior High School's student population in 2025. Semester 1 enrolments totalled 335 students, reflecting continued growth and stability following increases observed in the previous year.

In Semester 2, student numbers increased to 355, representing a 6% increase from Semester 1. This increase demonstrates a positive enrolment trend across the year and contrasts with the declining student population experienced in earlier years. Growth was evident across most year levels, with particularly strong numbers in the middle and senior secondary years.

Overall, the 2025 data indicates strengthening enrolment patterns and improved student retention, highlighting growing confidence in the school and its programs within the community.

Student Attendance

Overall secondary attendance at Katanning Senior High School remained relatively stable between 2023 and 2024 before declining in 2025. Total attendance increased slightly from 75.7% in 2023 to 75.9% in 2024, then decreased to 72.8% in 2025. Across all three years, Katanning Senior High School attendance remained below the WA Public Schools average.

Attendance Overall Secondary									
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	82.4%	77.9%	84.9%	54.9%	53.9%	59.2%	75.7%	70.9%	82.5%
2024	80.9%	78.6%	84.7%	61.2%	55.8%	57.6%	75.9%	71.6%	82.2%
2025	78.2%	78.3%	84.5%	56.9%	52%	55.6%	72.8%	71.2%	81.7%

Note:
Care must be taken when interpreting data for schools with small student numbers in any category.

Table 1: Attendance and Absence Type by Collection Period for KATANNING SENIOR HIGH SCHOOL								
Collection Period	2022 Sem 1	2022 Sem 2	2023 Sem 1	2023 Sem 2	2024 Sem 1	2024 Sem 2	2025 Sem 1	2025 Sem 2
Attendance Rate	71.1%	75.6%	75.7%	72.3%	75.9%	71.2%	72.8%	68.4%
Regular Attendance	17.0%	25.3%	29.4%	22.7%	31.2%	21.8%	27.7%	22.1%
Authorised Absence	45.2%	38.8%	40.8%	40.3%	38.7%	36.6%	35.8%	28.3%
Unauthorised Absence	54.8%	61.2%	59.2%	59.7%	61.3%	63.4%	64.2%	71.7%

* indicates that data is not final. Note that the Absences are proportions of half days in each category.

In 2025, overall attendance declined by 4.4% from Semester 1 to Semester 2. The proportion of students in regular attendance (90%+) also decreased across the year, while unauthorised absences increased, indicating a shift in attendance patterns (see Table 1: Attendance and Attendance Type).

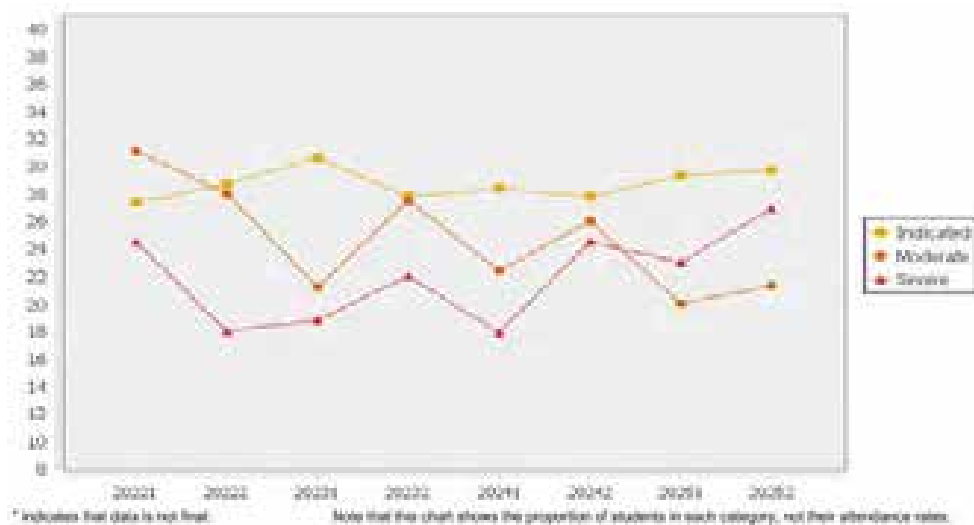
Student Attendance

In 2025, the proportion of students in the Indicated At-Risk category increased from Semester 1 to Semester 2.

The Moderate At-Risk category declined in Semester 1 before rising slightly in Semester 2, remaining lower overall than in 2024.

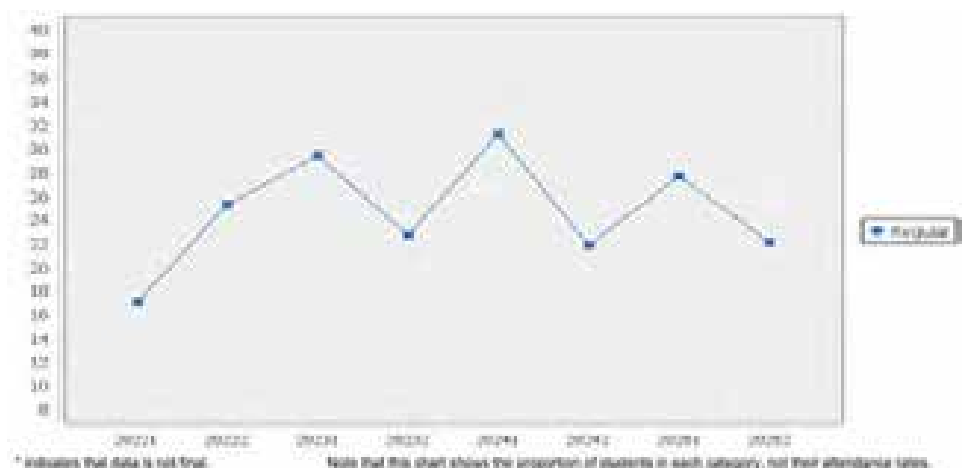
The Severe At-Risk category increased across 2025, reaching one of the highest levels observed over the five-year period. These trends highlight increasing attendance risk for a cohort of students and the ongoing need for targeted intervention. Caution should be exercised when interpreting the data due to small cohort sizes (see Attendance Risk Category Analysis chart).

Attendance Risk Category Analysis



Proportion of Students in Regular Attendance

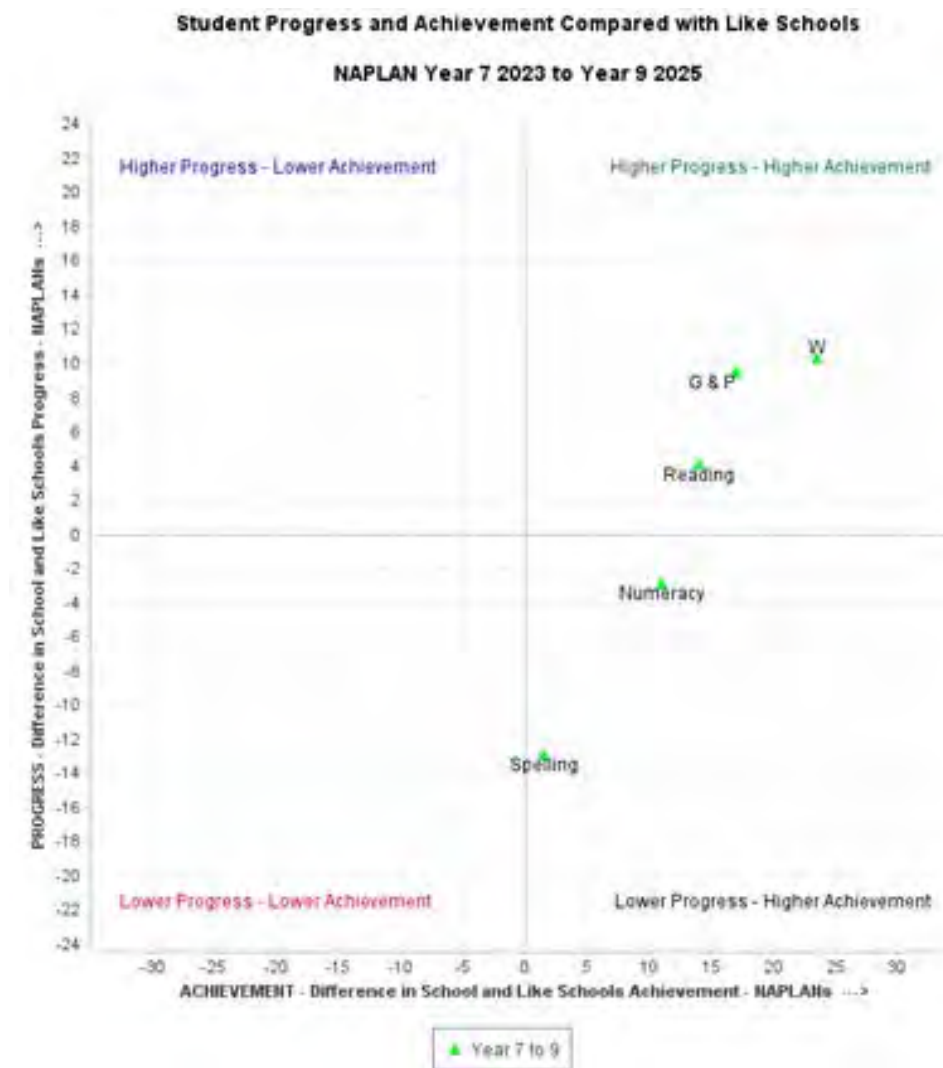
In 2025, the proportion of students in Regular Attendance (90%+) declined overall compared with 2024, with higher rates in Semester 1 followed by a decrease in Semester 2 (see Proportion of Students in Regular Attendance by Category chart).



Student Achievement and Progress

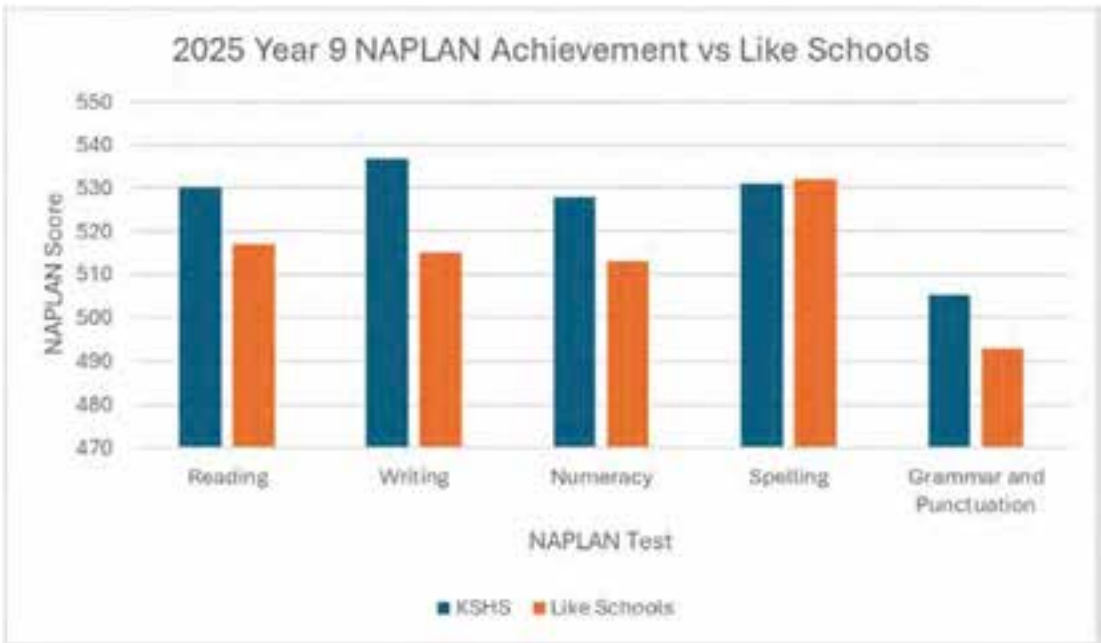
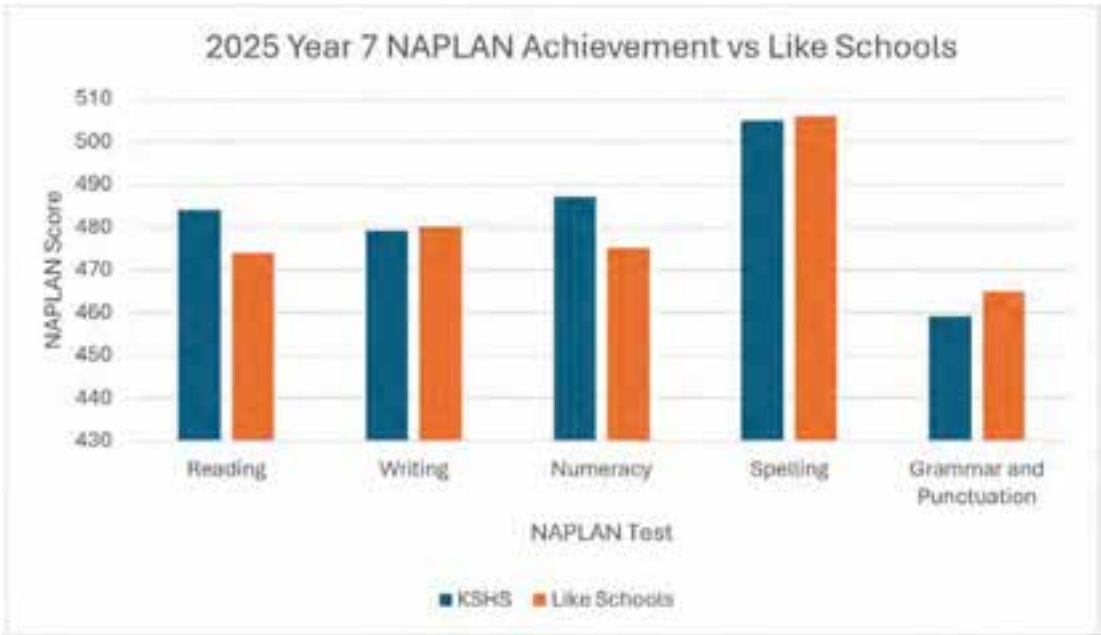
NAPLAN

2025 marks the third year of the new proficiency levels and the first year in which we are able to present progress data for our Year 9 students. While progress data is also available for Year 7 students, it does not reflect the impact of our teaching and learning programs, as these students completed their prior learning in primary school.



The progress and achievement graph displayed show that all areas tested showed high achievement, with three of the five tests also showing high progress

The results below show the average NAPLAN score KSHS students achieved in each test, compared with like schools. The data indicates that our Year 9 students generally outperform their peers in like schools in the Reading, Writing, Numeracy and Punctuation and Grammar tests, with a one point difference in Spelling. As noted, the Year 7 results cannot be attributed to our teaching and learning programs at this time.



The following percentages of students who sat the NAPLAN assessments in Year 9 prequalified for each of the OLNA domains: Numeracy 23%, Reading 27% and Writing 22%.

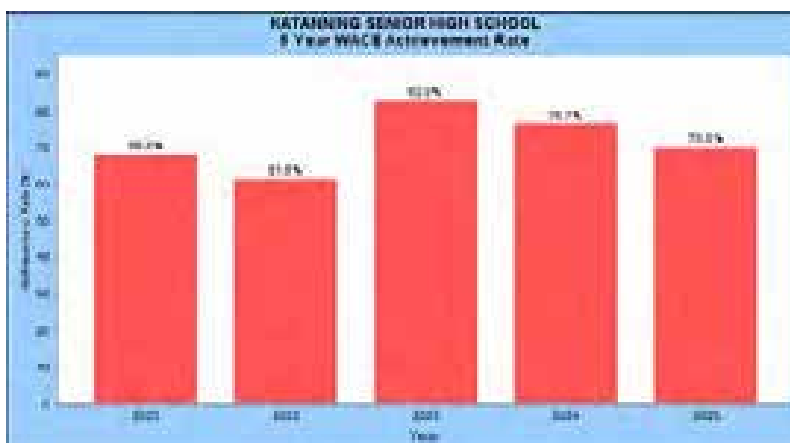
YEAR 12 WACE ACHIEVEMENT

The Western Australian Certificate of Education (WACE) is a senior secondary qualification recognised nationally within the Australian Qualifications Framework. In 2025, 53% of the school cohort (30 students) at Katanning Senior High School were deemed WACE eligible. Of these students, 70% successfully achieved the WACE, which is comparable with like schools (72%) and reflects sustained achievement despite the small cohort size.

Importantly, students met key WACE requirements at high levels. Breadth and depth requirements were met by 97% of students, while 97% met the C-grade achievement standard and 97% successfully completed the English requirement. Achievement against the literacy and numeracy standard sat at 70%, indicating continued focus areas for targeted support.

Overall, students are to be congratulated on their efforts in meeting WACE requirements, demonstrating persistence and positive attitudes towards their learning and post-school pathways. The results reflect the school's ongoing commitment to supporting students to achieve senior secondary success through tailored pathways and informed decision-making.

WACE eligible students: count/(%)						
	2020	2021	2022	2023	2024	2025
School – cohort	37 (53%)	41 (75%)	39 (51%)	29 (45%)	30 (42%)	30 (53%)
Like Schools	53%	55%	47%	45%	53%	48%
State – DOE	70%	70%	64%	68%	69%	71%
WACE achievement rate: count/(%)						
School – cohort	27 (39%)	28 (51%)	24 (32%)	24 (38%)	23 (32%)	21 (37%)
School – WACE eligible	27 (73%)	28 (68%)	24 (62%)	24 (83%)	23 (77%)	21 (70%)
Like Schools (%)	73%	70%	71%	73%	73%	72%
State – DOE	89%	89%	89%	90%	90%	90%
WACE requirements met*: count/(%)						
Breadth and depth	37 (100%)	38 (93%)	39 (100%)	28 (97%)	30 (100%)	29 (97%)
C-grade (Achievement standard)	36 (97%)	36 (88%)	33 (85%)	29 (100%)	29 (97%)	29 (97%)
English completion	37 (100%)	41 (100%)	39 (100%)	29 (100%)	30 (100%)	29 (97%)
Literacy and numeracy	27 (73%)	28 (68%)	26 (67%)	25 (86%)	24 (80%)	21 (70%)



YEAR 12 ATAR OUTCOMES

ATAR ^a						
	2020 ^a	2021 ^a	2022 ^a	2023 ^a	2024 ^a	2025 ^a
ATAR participation rate: count (% of cohort) ^a						
School ^a	7 (10%) ^a	8 (15%) ^a	6 (8%) ^a	2 (3%) ^a	2 (3%) ^a	3 (5%) ^a
WACE eligible ^a	19% ^a	20% ^a	13% ^a	3% ^a	7% ^a	10% ^a
Year 12 ATAR enrolments: count (% of ATAR students) ^a						
6+ ATAR courses ^a	^a	^a	^a	^a	^a	^a
4-5 ATAR courses ^a	7 (10%) ^a	8 (15%) ^a	6 (8%) ^a	2 (3%) ^a	2 (3%) ^a	3 (5%) ^a
ATAR performance: count (% of ATAR students) ^a						
99+ ^a	^a	^a	^a	^a	^a	^a
90-98.95 ^a	^a	^a	^a	^a	^a	^a
80-89.95 ^a	1 (14%) ^a	^a	^a	^a	^a	2 (67%) ^a
70-79.95 ^a	^a	^a	2 (33%) ^a	^a	1 (50%) ^a	^a
55-69.95 ^a	^a	1 (13%) ^a	^a	^a	1 (50%) ^a	^a
<55 ^a	6 (86%) ^a	7 (88%) ^a	3 (50%) ^a	1 (50%) ^a	^a	1 (33%) ^a
English scaled score 50+ ^a	1 (14%) ^a	2 (25%) ^a	2 (33%) ^a	^a	1 (50%) ^a	^a
ATAR performance (triles): count (% of ATAR students) ^a						
High ^a	1 (14%) ^a	^a	^a	^a	^a	^a
Mid ^a	^a	^a	^a	^a	^a	2 (67%) ^a
Low ^a	6 (86%) ^a	8 (100%) ^a	5 (83%) ^a	1 (50%) ^a	2 (100%) ^a	1 (33%) ^a

In 2025, Katanning Senior High School recorded an ATAR participation rate of 5%, reflecting a slight increase on previous years. ATAR enrolments remained consistent, with students typically undertaking four to five ATAR courses as part of balanced senior secondary pathways.

Counselling continued to play a vital role in supporting students and families to make informed decisions, ensuring pathways aligned with individual strengths, aspirations, and future goals. Through this collaborative approach, the school maintained a strong focus on positive outcomes and post-school pathway success.

YEAR 12 VET OUTCOMES

In 2025, Katanning Senior High School recorded a VET participation rate of 53%, with strong access to funded programs (89%). There was a clear shift towards higher-level qualifications, with 60% of VET students completing a Certificate III, supporting stronger transitions to further education and employment. Certificate II completions accounted for 13%, while 23% of students did not complete a certificate, reflecting movement into alternative pathways aligned with individual goals.

Nearly half of VET students achieved multiple qualifications, highlighting the school's continued focus on meaningful, flexible pathways tailored to diverse definitions of student success.

VET ^a						
VET participation rate: count (% of cohort) ^a						
School VET enrolments ^a	57 (81%) ^a	27 (49%) ^a	40 (53%) ^a	25 (39%) ^a	25 (35%) ^a	30 (53%) ^a
Funded VET students ^a	88% ^a	92% ^a	92% ^a	92% ^a	84% ^a	89% ^a
Level of highest qualification achieved: count (% of VET enrolled students) ^a						
Diploma ^a	^a	^a	^a	^a	^a	^a
Certificate IV ^a	^a	^a	^a	^a	1 (4%) ^a	1 (3%) ^a
Certificate III ^a	2 (4%) ^a	^a	^a	6 (24%) ^a	7 (28%) ^a	18 (60%) ^a
Certificate II ^a	33 (58%) ^a	16 (67%) ^a	25 (63%) ^a	16 (64%) ^a	13 (52%) ^a	4 (13%) ^a
Certificate I ^a	^a	^a	^a	^a	^a	^a
No certificate completed ^a	22 (39%) ^a	9 (33%) ^a	15 (38%) ^a	3 (12%) ^a	4 (16%) ^a	7 (23%) ^a
Students with more than one qualification: count (% of VET enrolments) ^a						
3+ qualifications ^a	1 (2%) ^a	^a	^a	^a	^a	6 (20%) ^a
2 qualifications ^a	6 (11%) ^a	^a	1 (3%) ^a	5 (20%) ^a	3 (12%) ^a	8 (27%) ^a
Endorsed programs ^a						
Unit achievement: count (% of cohort) ^a						
All endorsed programs ^a	30 ^a	47 ^a	77 ^a	44 ^a	49 ^a	30 ^a

Surveys

Surveys

In 2025, Katanning Senior High School issued several surveys, starting with a survey to measure the overall health and culture of our school and the Tell Them From Me (TTFM) Survey to Students, Parents and Teaching Staff to inform the subsequent planning for the new Business plan and continuous school improvement.

TTFM Survey Reflection:

Strengths

Student Survey:

- High participation in school sport: 54%, above the TTFM norm of 49%.
- Positive behaviour: 81% of students report not getting into trouble at school.
- Strong peer relationships: 63% report having trustworthy, encouraging friends.
- Solid engagement in volunteering and reading for pleasure, offering positive wellbeing and engagement entry points.
- Hedonic wellbeing: 70% pursue activities they find enjoyable.
- Higher-than-average VET/TAFE aspirations: 21% vs 14% norm, a clear pathway strength for the school context.
- Majority reporting good to excellent general health: 67%.

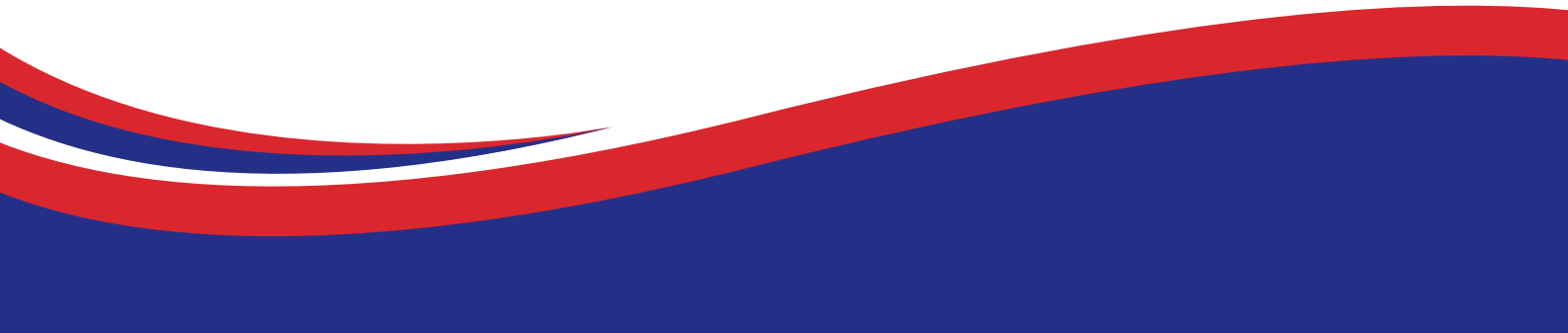
Parent Survey:

- Parents feel welcome when visiting the school.
- Clear, plain written communication is a positive.
- Parents provide strong learning support at home, especially praise, encouragement, and interest.
- Behaviour expectations are clearly communicated.
- Students feel safe travelling to/from school.

Teachers Survey:

- Strong learning culture: Teachers report high expectations, effective support for behaviour, and clear lesson goals.
- Effective assessment use: Teachers strongly use assessment to diagnose difficulties, give improvement feedback, and allow opportunities to improve.
- Inclusive practice: Very clear behaviour expectations and strong support for students with additional needs.
- Technology integration above region: Opportunities to analyse/present with technology and to use tech for research.
- High levels of teacher collaboration: Teachers frequently discuss engagement strategies and student learning needs, and share materials.
- Overcoming learning barriers: Teachers demonstrate strong understanding of student needs and provide targeted support.

The Three Most Important Improvement Priorities for us as a School

1. Rebuild a strong, safe, inclusive school climate.
 2. Lift engagement through explicit instruction, scaffolding & relevance.
 3. Strengthen communication & collaboration with parents — and instructional leadership with teachers.
- 

Surveys

Teachers Survey:

The effective use of technology as a driver of student learning is above the region mean.

Teachers rated collaboration with other teachers to improve students' engagement behaviour and achievement higher than the region mean.

Whilst the overall score for challenging and visible goals was just below the region mean, it is encouraging to note that 'I use individual education plans to set goals for students with special needs', 'discuss the learning goals for the lesson', 'establish clear expectations for classroom behaviour', 'students are very clear about what they are expected to learn' and 'high expectations for student learning' are all well above the mean.

As a school, we are using this data to compare the feedback from continue to improve our practices.

Three of the most important improvement areas highlighted in the reports.

A positive sense of belonging across the group is much lower than the region's mean.

Teaching Strategies: Students receive written feedback on their work at least once every week.

Communication with parents about the student's progress and future needs to be improved.



Positive Behaviour Support

In 2025 the majority of students constantly demonstrated our school values of Respect, Achievement, Perseverance and Tolerance (RAPT) by following our PBS matrix. Engaging in these positive behaviours helped to make our school a great place to work and learn.

Students were rewarded by receiving PBS points which they spent on prizes from the PBS RAPT shop. In 2025 we had an average of 115 students attend each shop opening (available twice a term) and an average of 20 staff awarding PBS points every fortnight.



These points also contributed towards the House Cup, which was won by Condeena. We also held several whole school rewards for reaching cumulative PBS points milestones, including fruit salad and ice-cream cups, hot chocolate, and free lunch on Spirit Day. This year PBS displays were installed in the Year 7 lawn area, which are a great reminder of our school values as students enter our school each day.



Breakfast Club



Our Breakfast Club is very unique, operating five days a week, driven by the dedication and enthusiasm of ten committed staff members. These individuals volunteer their time to ensure students are well-nourished and have the opportunity to form meaningful personal connections. This initiative provides invaluable one-on-one interactions, allowing students' voices to be heard and acknowledged. The program encompasses a diverse array of departments, facilitating connections through various out-of-school activities such as Bush Rangers, sports coaching roles, and homework clubs.

In 2025, the club successfully served over 5,500 breakfast meals and provided more than 500 emergency lunches, with generous support from FoodBank and WoolWorths. Programs like Tasty Tuesday and Wednesday Winter Warmers are central to our mission, focusing on positive youth development through the Circle of Courage model. This model emphasizes the core values of belonging, mastery, independence, and generosity. Students actively participate in menu preparation and meal service, fostering confidence and teamwork skills, with over 700 meals served on Tasty Tuesdays alone. The All School Rewards Luncheon was a significant event, providing meals for 260 students over three days, showcasing the club's commitment to nurturing a sense of community and achievement among students.



Mathematics

The 2025 school year saw increased staffing stability within the Mathematics team, supporting more cohesive planning, improved continuity of learning, and stronger classroom practice. While professional learning (PL) occurred throughout the year, the focus was on embedding consistent teaching practices aligned with the Whole School Instructional Model, particularly through the use of Learning Intentions and Success Criteria.

Throughout 2025, the Mathematics team maintained a focus on evidence-based instructional practices. Lessons were structured to activate prior knowledge and explicitly teach key concepts, skills, and strategies. Classroom practice included mental mathematics and the growing use of Education Perfect to support practice and feedback.

The Year 7–10 Mathematics classes continued to be organised into pathway groupings based on academic achievement. This supported the identification of Students at Educational Risk (SAER) and enabled targeted teaching. Students engaged in differentiated programs aimed at improving confidence, engagement, and foundational skills, particularly in preparation for NAPLAN and OLNA.

In senior school, students accessed a range of Mathematics pathways. In 2025, the school successfully delivered a Year 11 ATAR Mathematics Applications course onsite. Students also studied Mathematics Foundation and General Essential Mathematics, supporting OLNA achievement and problem-solving skills. Additional ATAR courses were accessed through SIDE where required.

In alignment with the school's strategic priorities, Mathematics strengthened Curriculum and Teaching through consistent explicit instruction, supported Conditions for Learning by fostering structured and engaging classrooms, and contributed to Staff Capability through improved team stability and collaborative planning.



English

Throughout the year, the English Learning Area has provided students with rich opportunities to read, write, and think with purpose. Students engaged with a broad range of texts and learning experiences - from speeches and film studies to fables, horror, and poetry - strengthening their communication skills and building confidence in interpreting and creating meaning. Across lower school, students explored genre, character, and persuasive techniques, while refining the foundations of effective writing. Senior students undertook more complex analytical and practical tasks, examining how language shapes ideas and applying their skills to real-world contexts and assessments. The department also celebrated a love of reading through Book Week, where students showcased their creativity and enthusiasm for literature. Targeted literacy support and differentiated pathways ensured steady progress for all learners. As a department, we remain committed to fostering capable, thoughtful, and articulate students who can express themselves with clarity and insight.



Humanities and Social Sciences

In 2025, students participated in a rich and engaging Humanities and Social Sciences (HASS) program designed to build curiosity, critical thinking, and a deeper understanding of the world. Through Geography, students explored local and global places, natural and human-made environments, and the ways people interact with their surroundings. Learning activities developed practical skills in mapping, data interpretation, and fieldwork, while encouraging students to consider responses to environmental challenges.

In History, students examined significant individuals, events, and civilisations across different time periods. Inquiry-based learning, including the use of primary and secondary sources, timelines, and hands-on activities, supported students in understanding continuity and change and recognising how past events shape the present.

Civics and Citizenship learning strengthened knowledge of democratic systems, government structures, and active citizenship within Australian society, while Economics and Business introduced key concepts such as resource management, financial decision-making, and real-world problem solving.

The breadth and quality of HASS learning in 2025 have provided a strong foundation for senior studies. Increased engagement and successful student outcomes have supported the expansion of upper school offerings in 2026, with ATAR Modern History, Curtin UniReady, and Career and Employability now available to Year 11 students.



Science and STEM - Science, Technology, Engineering and Mathematics

Science in 2025 focused on deepening our understanding across biology, chemistry, physics, and environmental science, with a growing emphasis on real-world applications, inquiry skills, and interdisciplinary learning. Students in Year 7-10 studied each strand across the year, while in upper school we delivered 11/12 ATAR Chemistry, 11/12 Science in Practice, 11 ATAR Human Biology and 11 General Human Biology. Teachers used practical activities, investigations, ICT opportunities and explicit teaching to engage students in their learning and progress their understanding.

All students in Years 7-10 had one lesson a week in our STEM room, where they were involved in a variety of projects using the design process; defining problems, identifying constraints, brainstorming, designing solutions, building models, iterating their design and communicating their solutions. The Year 8s went to the Synergy Solar Car Challenge and Lego First competition, where they showed great teamwork and perseverance. Our top Solar Car team came third, which was a great result.

As part of National Science Week, we hosted two Science Innovation Days for over 200 students in Year 5-8 from our surrounding schools. The days included workshops from Einstein First, Chamber of Minerals and Energy, Katanning Landcare and the Department of Primary Industry and Regional Development. Workshops were also presented by our staff and students. The days were supported by funding from the Great Southern Schools Network- Science Hub and the Katanning Shire Community Grant Program.



Workplace Learning

The Authority Developed Workplace Learning (ADWPL) Program has continued to provide students with valuable opportunities to develop core, transferable workplace skills. These skills are applicable across a wide range of employment settings and play an important role in supporting students' success in the workplace and within the wider community.

In addition to the skills developed through ADWPL participation, students can achieve course equivalents that contribute towards their WACE requirements. This year, many of our school leavers have received offers of employment, apprenticeships and traineeships as a direct result of their workplace learning experiences. We have also seen three Year 10 students commence ADWPL as part of a School Based Traineeship.

The ongoing success of this program would not be possible without the continued support of our host employers, whose commitment enables us to provide these meaningful learning opportunities for our students.



Careers

The Careers Department at Katanning Senior High School (KSHS) delivered a comprehensive and inclusive career education program throughout 2025, supporting students from Years 9–12 to explore pathways, develop employability skills, and make informed decisions about their futures. The program aligned with the Western Australian Career Education Guidelines and focused strongly on hands-on learning, industry engagement, and post-school pathway planning.

Despite the challenges of regional access and student diversity, the Careers program successfully increased student exposure to tertiary education, training providers, and local and regional industries through a range of incursions, excursions, career camps, expos, and parent engagement activities.

The 2025 Careers Program at Katanning Senior High School provided meaningful, inclusive, and future-focused career education. Through strong partnerships, innovative programming, and a commitment to equity, the Careers Department successfully supported students to imagine, explore, and prepare for their futures.



Careers Continued .

Year 9 Career Taster – Horticulture & Floristry (South Regional TAFE, Albany)

In May, students travelled to Albany to participate in a horticulture and floristry career taster, exploring plant propagation, care, creative design and associated training and employment pathways.

Year 9/10 Career Camp – Camp Quaranup, Albany

Forty students attended a three-day Career Camp featuring South Regional TAFE tours, industry tasters (trades, conservation, tourism, early childhood education, CBH and Southern Ports), site visits to the National ANZAC Centre and Albany Whaling Station, and team-building activities. The camp was a key engagement strategy for students requiring additional support to explore future pathways.

Unserious Careers Roadshow

Years 10–12 students attended an inspiring presentation by author Alana Kilmartin, focusing on resilience, life beyond school and non-linear career pathways.

SENSR Solutions – Drone Technology Taster

Year 9 students explored drone technology and its real-world applications through hands-on flying experiences linked to emerging career pathways.

Year 10 Parent Information Night

A well-attended session supported families with Year 11 pathways, subject selection and post-school planning.

Boddington Career Expo

Years 10–12 students engaged with employers, tertiary institutions and training providers, with transport sponsorship ensuring equitable regional access.

KSHS Alumni Q&A

Former students shared authentic post-school experiences, providing relatable advice and inspiration.

S.A.L.T. Workshop

Year 9 students participated in a hands-on carpentry workshop, building confidence and challenging gender stereotypes in trades.

Hospitality Career Taster – Prepare, Produce, Provide

Students participated in a full-day culinary experience using native ingredients while exploring hospitality and tourism career options.

Aurizon Rail Career Taster

Students visited the Aurizon Albany Depot, gaining insight into rail operations and diverse industry pathways.

Additional Career Tasters and Incursions

Students participated in targeted experiences across hospitality, health, trades, creative industries and technology, supporting informed pathway and subject selection.

Partnerships and Community Engagement

The Careers Department maintained strong partnerships with TAFE, universities, industry, community organisations, alumni and external presenters, enabling authentic and high-impact career learning opportunities for students in a regional context.



Clontarf

In 2025 we had a lot of great activities happen at the Katanning Clontarf Academy. The following camps and excursions were held throughout 2025:

Term 1

Year 8-9 Camp

Year 10-12 Clontarf Cup Perth Camp

Term 2

Year 12 Leadership Camp, Busselton

Year 8-9 Geraldton Camp

Year 10-11 Busselton Camp

Term 3

NAIDOC Football Clinic Tambellup

Year 10 Attendance Camp Albany

Year 11-12 Employment Forum Camp Busselton

Year 7-9 Football Camp Rockingham

Term 4

Year 7-9 End of Year Camp

Year 10-11 End of Year Camp

Katanning Academy Awards Night



Follow the Dream

The Katanning Senior High School Follow the Dream (FTD) program, established in 2004 in partnership with the Department of Education Western Australia and the Graham (Polly) Farmer Foundation, supports aspirational Aboriginal and Torres Strait Islander students to achieve academic success, build confidence, and pursue meaningful post-school pathways.

In 2025, the program supported over 56 students across Katanning Senior High School, Narrogin Senior High School (outreach), and Lake Grace District High School. Students were selected based on attendance, academic performance, and positive attitude, and were provided with targeted support through after-school tutoring, in-class and individual study assistance, regular monitoring of progress, cultural enrichment opportunities, leadership development, and structured career and pathway planning aimed at raising aspirations and achievement.

To ensure equitable access for students living outside the Katanning area, the program continued to offer both in-school and after-school tutoring options. A dedicated in-school tutor was employed three days per week to support senior students working towards WACE achievement, assessment completion, and post-school planning, while also assisting lower school students with curriculum engagement, skill development, and study habits. This targeted and personalised approach contributed to outstanding outcomes, with 100% of Year 12 Follow the Dream students at Katanning and Narrogin Senior High Schools achieving WACE attainment for the second consecutive year.

Students participated in a range of enrichment activities, including a three-day Perth camp and attendance at the Follow the Dream Polly Farmer Careers Day. These experiences broadened students' understanding of post-school opportunities and allowed them to connect with peers from Follow the Dream programs across the state. Ongoing cultural experiences throughout the year further strengthened student identity, wellbeing, and connection to school and community.

Student commitment and achievement were recognised through attendance- and achievement-based incentives, graduation gift packs, and laptop scholarships supported by Bankwest and the Graham (Polly) Farmer Foundation. Students also demonstrated leadership and pride through their involvement in Reconciliation Week and NAIDOC Week activities, showcasing culture, creativity, and innovation while contributing positively to the wider school community.

In 2026, the Follow the Dream program will continue to build on these successes by maintaining strong academic support structures, expanding camps and cultural experiences, and further strengthening pathways to education, training, and employment, ensuring students are supported to reach their full potential.

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Bush Ranger Cadets

The Bush Ranger Cadets had a fun and productive year getting out and about in a range of environments and developing lots of great skills. We went tree planting, weeding, cooking, camping, bike riding, kayaking, swimming, hiking, geocaching, rogaining, cleaning up rubbish, cooking on campfires, creating crafts, learning about wildlife and generally enjoying the outdoors.

In Term 1 we travelled to Bickley Recreation Camp where we made rafts and catapults. In Term 2 we went on a day trip to the Porongurups to climb Castle Rock. Term 3 saw us competing in the State Rogaining Championships in Dryandra and students saw nocturnal animals at Barna Mia. Finally, in Term 4 we went to Albany for kayaking and explored the surrounding areas.

Thank you to all the students for their positive involvement, and to our Unit Leader, Sarah Watson, and leaders Mrs Whitehouse and Mr Ly for volunteering their time.



Country Week

Country Week 2025 witnessed the participation of 35 students and five staff members who traveled to Perth to represent the school across four teams: Netball, Boys' Basketball, Girls' Volleyball, and Boys' Volleyball.

Throughout the week, students exhibited exceptional organization, responsibility, and teamwork, demonstrating exemplary punctuality and conduct. Special congratulations are due to the Netball girls' team for being crowned Grand Final champions.



Senior School Ball

Senior School students celebrated the 2025 Senior School Ball with a Las Vegas theme, honoring the Year 12 Class of 2025. The event featured a red-carpet experience with dining, music, and dancing, showcasing strong community support from staff, families, local businesses, and the student ball committee. Attendees represented Katanning Senior High School and the community well.



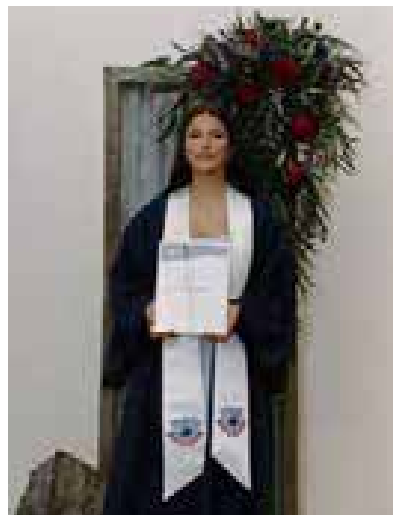
VALEDICTION 2025



Aqidah Abdullah	Maddi Garrity	Rineta Rudd
Aina Azni	Hisyam Hadimansah	Shadiyah Sidiqq
Ethan Aldridge	Thomas Hamon	Emily Stutley
Joey Barbis	Peter Hanna	Roxane Tabernero
Francis Carter	Laquiesha Hodgson	Nikita Thornborough
Flynn Cattanach	Omar Imran	Bridie Valenti
Johnathon Cripps	Kai Lee	Simon Whitehouse
Makayla Eades	Daizhon Mohammad	Leslie Woods
Shane Fisher	Elle Penny	Tanesha Woods
Billie-Jo French	Austin Quartermaine	Leila Zakaria
Zachary Fruhstuck		



ATAR DUX
Aquidah Abdullah
Elle Penny



Vocational Education and Training DUX
Billie-Jo French



AMPOL Best All-Rounder Award
Billie-Jo French



**Australian Defence Force
Long Tan Youth Leadership
and Teamwork Award**
Rinetta Rudd



**Australian Defence Force
Future Innovators Award**
Zachary Fruhstuck



Lions Citizenship Award
Simon Whitehouse



**Buddy O'Donnell
Committed Cadet
Award**
Simon Whitehouse



**Shire of Katanning
Sports Citizen of the Year
Award**
Thomas Hamon

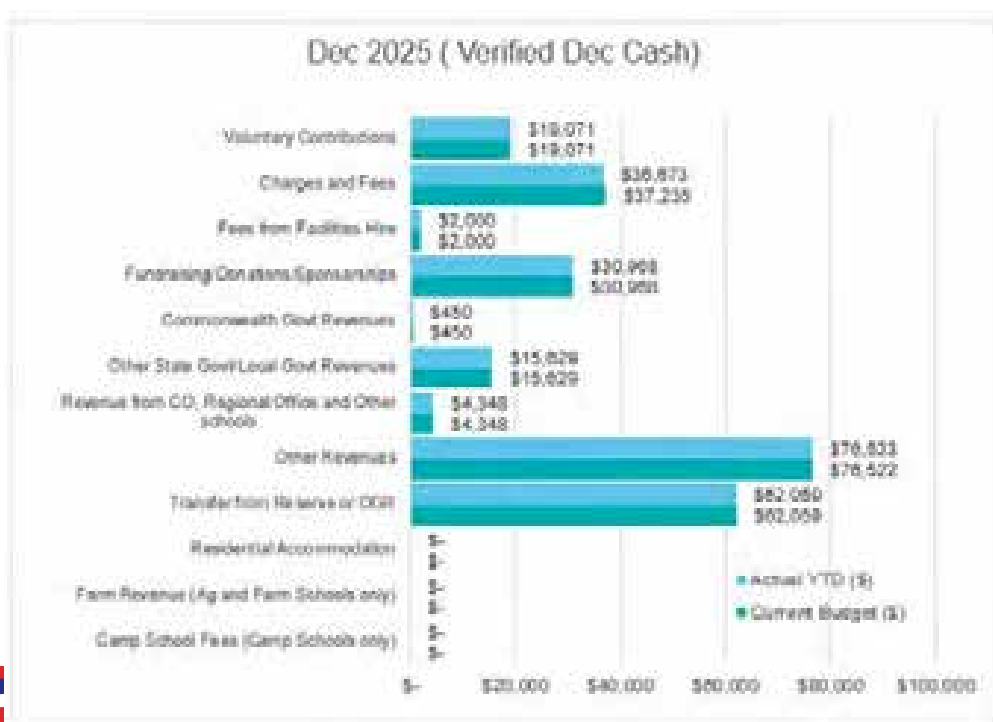
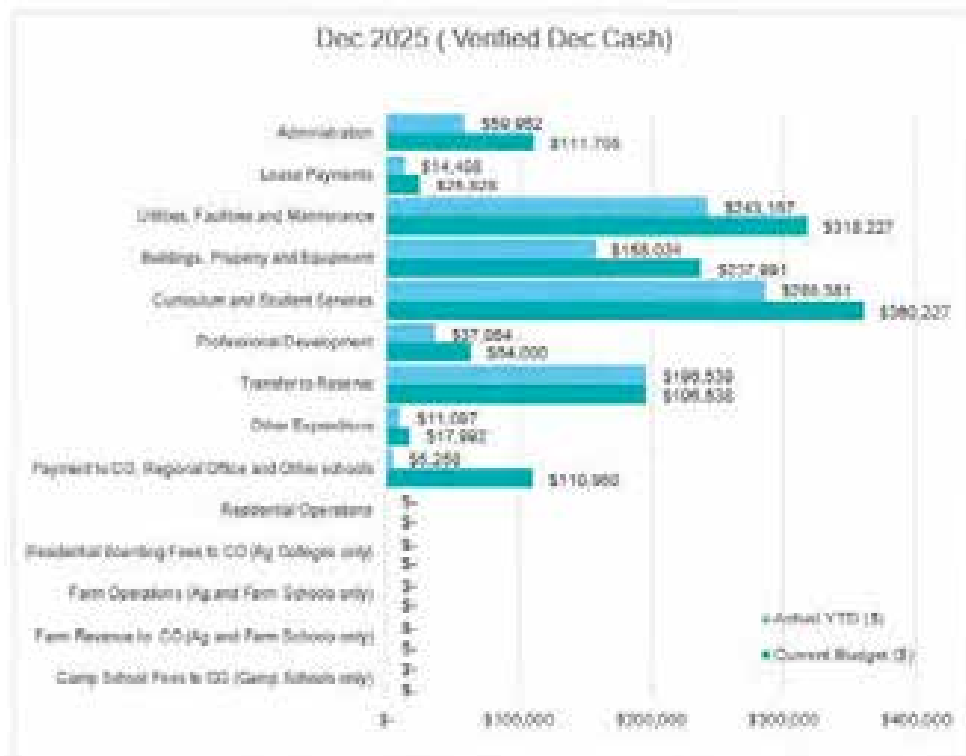
**BRIGADIER ARNOLD POTTS, DSO,
OBE, MC ENDEAVOUR AWARD**
Makayla Eades

Subject Award Winners

Subject	Award Recipient
English General	Billie-Jo French
Mathematics: Essentials General	Billie-Jo French
Chemistry ATAR	Aqidah Abdullah
Science in Practice General	Nikita Thornborough
Career and Enterprise General	Emily Stutley
Physical Education Studies General	Zachary Fruhstuck, Thomas Hamon
Media Production and Analysis General	Zachary Fruhstuck
Visual Arts General	Emily Stutley
Food Science and Technology General	Billie-Jo French
Children Family and Community General	Roxanne Tabernero
Materials Design and Technology: Metals General	Austin Quartermaine
Materials Design and Technology: Woodwork General	Francis Carter
Design General	Flynn Cattanach
UniReady	Leila Zakaria
Certificate III Sports, Aquatics and Recreation	Zachary Fruhstuck
Certificate III Business	Nikita Thornborough
Workplace Learning (Endorsed Program)	Maddison Garrity

Financial Summary as at 31 December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	434,919	434,920
Carry Forward (Salary):	666,201	666,201
INCOME		
Student-Centred Funding (including Transfers & Adjustments)	7,451,473	7,451,473
Locally Raised Funds:	248,262	247,720
Total Funds:	8,800,875	8,800,314
EXPENDITURE		
Salaries:	5,783,661	5,783,661
Goods and Services (Cash):	1,443,460	1,011,969
Total Expenditure:	7,227,129	6,795,630
VARIANCE:	1,573,746	2,004,684





KATANNING SENIOR HIGH SCHOOL

'We work together to enable success for all students'

08 9891 1100

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www.katanning.shs.wa.edu.au

 Katanning Senior High School