School Report 2025





Pegs Creek Primary School

School Report

Pegs Creek Primary School

School Overview
At Peg's Creek Primary School we focus on excellence in teaching and learning, providing a safe and supportive learning environment and encouraging partnerships and leadership.

We are a proud Independent Public School catering for students in Kindergarten to Year 6. Centrally located in the City of Karratha, we enjoy a strong connection with the local community and welcome students from diverse cultural backgrounds.

The school's learning programs reflect the diversity of cultures, needs, and abilities of the children of Peg's Creek. Our School Motto is ‘Be Aware, Be Involved, Be your Best!’ At Pegs Creek Primary School, we are committed to ensure that we will be aware of others around us and identify how our leadership and generosity can assist others, to aspire to be their best in all learning and be involved to lead and collaborate in achieving the best outcomes for our students and school community.

This year was the transition between business plans and data analysis, reflection and planning at the end of the year has resulted in our new Business Plan 2026-2028.

Our three drivers for our School Business Plan are based on the Multi-Tiered Systems of Support.

1. Wellbeing

At Pegs Creek Primary School, we believe student wellbeing is fundamental to overall achievement. It spans a range of areas from physical health to social participation. At PCPS we will embed programs that increase the health and wellbeing of our staff and students. This is in conjunction with working collaboratively as an effective team to support each other and our students.

2. Engagement

Student engagement has multiple dimensions and is crucial for achievement. For PCPS this means recognising that while some signs of engagement are visible, others happen internally and cannot be directly seen.

3. Academic Learning

The teaching methods used by staff are evidence based and aligned with the Western Australian Curriculum and Assessment Outline, and Early Years Framework ensuring that every child will have the opportunity to be their best.

Student leadership is developed through our Prefects and Faction Leaders, our Burrup Bouncer skipping team, the class representative meetings and various other leadership roles across the school.

Whole-school planning in literacy, numeracy and social emotional learning focuses on explicit teaching using the Western Australian Curriculum. The school continues to strive for improvement through specific curriculum targets that are supported by evidence-based teaching practices.

Through high quality teaching, our school provides a range of opportunities, both in and out of the classroom, for students to succeed. Our school is very proud of the strong positive relationships between students, staff and parents. This is indicated by the involvement of the community in supporting school programs and enhancing the school environment. As our school moves forward, we will continue to maintain high expectations and encourage students to 'be aware, be involved and be their best' through quality teaching and positive partnerships with the community.



We have been incredibly lucky to be part of the Karratha and Roebourne Education Initiative (KREI). The KREI aims to strengthen education opportunities and positive outcomes for students and educators, and is supported by Woodside, and its joint venture partners, the Northwest Shelf Project and Pluto. One of the major pieces of work that this initiative is working on is the 'Berry Street Educational Model.' The BSEM and the funding provided by the Woodside, the North West Shelf Project and Pluto has been instrumental in transforming the school's approach to delivering student health and wellbeing. This is ensuring that all primary schools and the high schools are all aligned with strategies and practices to engage our students in the teaching and learning environments in our schools.

The other initiative that our school has been afforded through the KREI, is the professional learning from 'Shaping Minds.' Our teachers learn how to deliver lessons using explicit direct instruction. This ensures that no students are left behind and all students are highly engaged.

Peg's Creek Primary School is extremely blessed to have wonderful partnerships with the following organisations and these partnerships assist in creating amazing opportunities for all of our students. The school community would like to acknowledge and say thank you to following organisations for their incredible assistance in all our learning opportunities:

* National School Chaplaincy Program
* Zones of Regulation
* Clontarf Foundation
* STARS Foundation
* Berry Street Education Model supported by Woodside and it's partners
* Explicit Direct Instruction by Shaping Minds supported by Woodside and it's partners



The following organisations assist us to feed our students through our breakfast club daily.
*Kingfisher
*Coles
*Woolworths
*Karratha Bakehouse
*Foodbank

All classrooms, learning areas, administration and library are networked providing on-line facilities. Each classroom is complimented with laptops and/or iPads and electronic whiteboards.

Every year our whole staff complete a reflection on the Aboriginal Standard Cultural Framework. Catherine Dimitrov, as part of our Two Way Science Learning worked with our AIEO, Chanti McHenry, to create professional learning for our staff to take them onto country at Hearson's Cover to see how 'Two Way Science' could be incorporated into the classroom and the Inquiry approach.

Our students who identify as Aboriginal and Torres Strait Islander, have the wonderful support from STARS, Clontarf and our AIEO's Chanti and Sho-Ella. This assists them in their attendance, engagement and health and wellbeing. I want to take this opportunity to thank staff for their incredible high standards, connection with the students and their stand for student's engagement and achievement in these areas. We have seen our students flourish this year because of their hard work.





Pilbara Heart Horses, in partnership with Peg's Creek Primary School, wrapped up its pilot program, 'Energy is Our Superpower - Learning With Horses' in Term 3. The program, a first of its kind, was a collaborative development designed especially for Peg's Creek Primary School. Peg's Creek Primary students participated in the four-week program with horses Vegas and Breeze, and pony Max - the alleged troublemaker of the three.

The program was developed with the aim of helping students explore emotional regulation, self-awareness, and energetic communication with the help of horses. The aim of the program is to create a safe, trauma-informed space where students can learn how their energy influences others, especially horses, who offer immediate, honest feedback. Kids generally wouldn't get to work with horses, and it's in a low-pressure environment. Watching students work with the horses and watching their energy levels come down to match the horse they're working with has been incredible.

A massive thanks to Pilbara Heart Horses for partnering with us to Pilot this incredible program with funding provided by West Pilbara Communities for Children (CFC). The Pilot program forms part of our school's revitalisation efforts, focusing on bringing in meaningful wellbeing initiatives and creating spaces where every child can thrive. Pilbara Heart Horses was a finalist in two categories at this year's KDCCI awards, including the People's Choice Award.

We hope to see the program funded into 2026 and the following years after the success and impact it had on students.

Please celebrate with us as you read the 2025 Peg's Creek Primary School Annual Report.

Regards,

Kate Mouda-Hughes
Principal








Student Numbers and Characteristics

Pegs Creek Primary School has a diverse student population, which enhances our school and learning both in and out of the classroom. Our students come from as far as Queensland to New South Wales and from countries all around the world. Thirty eight percent of our population is Aboriginal or Torres Strait Islander. Our school is extremely inclusive and culturally responsive, and we have high expectations for all our students.

We reduced from 265 to 234 in 2025 and with our 39% transiency, this has created a challenge across the schools to ensure that our students are quickly inducted into our whole school approaches, programmes and Positive Behaviour Support expected behaviours.

In 2026, we will continue to strengthen these components across the school to ensure that student's attendance, engagement, wellbeing and academic learning are optimal.



Department of Education

Government of Western Australia

Pegs Creek Primary School

Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(14)	22	36	34	22	27	36	30	221
Part Time	27								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	13	13	82		108
Female	14	9	103		126
Total	27	22	185		234

	Kin	PPR	Pri	Sec	Total
Aboriginal	6	9	61		76
Non-Aboriginal	21	13	124		158
Total	27	22	185		234

Workforce Composition

Department of Education

Government of Western Australia

Pegs Creek Primary School

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Program Coordinators	2	0.8	0
Total Administration Staff	4	2.8	0
Teaching Staff			
Other Teaching Staff	17	13.7	0
Total Teaching Staff	17	13.7	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Instructional	2	1.2	1
Other Allied Professionals	7	6.6	0
Total School Support Staff	11	9.8	1
Total	**32**	**26.3**	**1**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.



Student Attendance

Department of Education

Government of Western Australia

Pegs Creek Primary School

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	87.8%	88.3%	90.3%	68.1%	77.6%	74.3%	80.4%	86.7%	88.9%
2024	90%	89.1%	91%	67.3%	69.2%	74.3%	82%	81.3%	89.4%
2025	90.3%	88.6%	90.7%	70.1%	74%	73.2%	83.4%	84.7%	89.1%

Department of Education

Government of Western Australia

Pegs Creek Primary School

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	37.7%	30.4%	15.8%	16.2%
2024	45.3%	26.1%	16.7%	12.0%
2025	49.6%	21.9%	17.0%	11.6%
Like Schools 2025	49.9%	25.1%	16.0%	9.0%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

Student Attendance Overall

Since 2023, there has been a strong upward trajectory in the regular attendance of students at Pegs Creek Primary School. Nearly 1 in 2 students are now attending school regularly, compared to 1 in 3 in 2023. Overall, there has been an increase in 11.9% over two years. The number of students attending school less that 50% is reducing. (4.6% since 2023). This is positive, however 11.6% of students who are attending school less that 60% is very alarming.

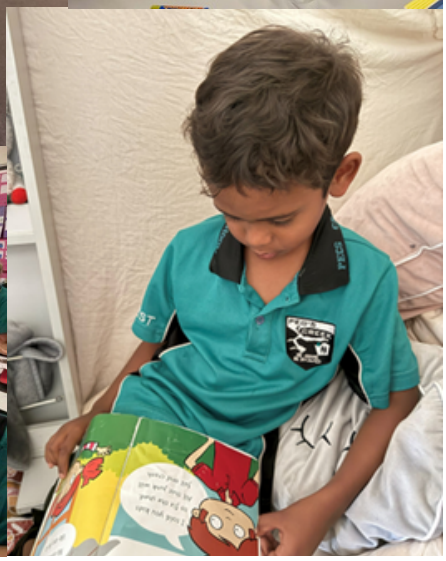
What does this mean?
This data means that our attendance strategies and engagement strategies are having impact. Breakfast club, Stars and Clontarf programs, Welcome passes, implementation of the Berry Street Education Model are all having an impact on student attendance. Because of these strategies, students have agency over their learning and are wanting to attend school regularly. Conversations with family members about student achievement are having the desired outcomes on attendance. Parents and caregivers are beginning to see how their child's attendance is directly related to their progress.

Where to from here?
Focus on the ‘moderate attendance’ group. These students can either move upwards into the ‘regular’ category, which is ideal. Or slip into the ‘severe’ category of attendance. This is concerning as when students slip into the ‘severe’ category, this often drives behaviour, achievement and wellbeing concerns.

Focus for 2026:
• Targeted intervention for students in the 60–79% attendance band (rewards, home visits, student agency)
• Intensive case management for students in the severe category (support from PERO, completion of reports: RFA's, SWU's and if necessary CPFS referrals for family support)
• Continued whole-school attendance culture strategies.
• Strengthened family engagement and multi-agency support where required.

Realistic goals for 2026:
• Regular attendance above 55%
• Severe absenteeism below 9%






Student Attendance Overall

Describe how non-attendance is managed by the school

Peg's Creek implements a structured and multi-layered approach to addressing non-attendance. Strategies include:
1. Policy and Procedures:
The school attendance policy is consistently implemented. Attendance is monitored regularly by the classroom teacher, school officer, attendance team and overseen by Principal.

2. Relationships:
Classroom teachers build relationships with students and families foremost to encourage open communication.
Classroom teachers engage families early when attendance concerns emerge.
Culturally responsive practices are embedded to strengthen trust and communication.

3. Attendance Team:
Regular monitoring over unexplained absences, follow up phone calls and text messages are made to families in a timely manner and communication and attendance concerns are documented using Compass.

4. Home Visits and Community partnerships
Home visits are conducted in collaboration with Stars, Clontarf and AIEO's. Home visits are used to strengthen engagement with families, identify barriers to attendance, provide support and problem solving and reconnect students with school.



5. Breakfast Club
A school-based breakfast club operates to ensure students begin the day with access to food. This initiative supports punctuality and readiness for learning.

6. Community Donations and Partnerships
The school is supported by generous community contributions including Dandelions WA and Karratha and Districts Motorcycle Club. These groups donate school supplies and stationary. This ensures students have necessary learning materials which reduces financial pressure on families and minimises stigma associated with lack of supplies.







Post School Destination

Destination Schools

2025 school destinations of the 2024 student cohort

Year Level : Y06

Destination Schools	Male	Female	Other	Total
4056 Karratha Senior High School	9	12		21
1335 St Luke's College	1	2		3
4193 Byford Secondary College	2			2
4064 Broome Senior High School	1			1
4123 East Kimberley College	1			1
1157 St Mary's Anglican Girls' Sch		1		1
Total	15	14	0	29

The majority of our students do commence at Karratha Senior High School however St Luke's also has some regular students who commence in year 7 every year. We have the odd family that returns back to country to Broome of Kununurra or they return to Perth to be closer to family.

Parent & Teacher Satisfaction

We have had some tough moments as all kids do with behaviour and self-control but always the Teachers and Principal are there for us as a family with support and solutions. To be able to trust the school and work through these moments is hard but with Peg's Creek we have instantly felt included, updated on our children's progress of learning and behaviours. Coming from a much larger city with a much larger school, to the support we are receiving from Peg's Creek we feel we have made the best decision for our kids in choosing Peg's Creek. Us parents are heard, understood and grateful to all Teachers and Staff. Thank you.

Peg's Creek Primary School has a transformational leadership style. Staff inspire and motivate each other to achieve a shared vision. The school is committed to the personal and professional development of all team members and they earn respect through integrity and work ethic. This style of leadership has increased morale, reduced staff turnover and staff have a clear sense of purpose.

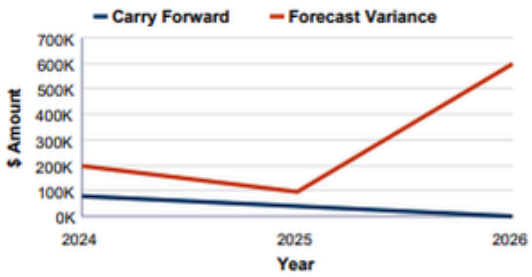
There is a clear understanding of the priorities and focus at Pegs Creek Primary School. These priorities are consistently reinforced through school assemblies, newsletters, and direct communication with parents and teaching staff. There is a strong willingness to embrace new initiatives, raise awareness of the school, and advocate for programs and services that best support students. Staff are highly dedicated to the school and its many demands, supporting not only high-achieving students but also those who are struggling. Appropriate programs and subjects are implemented to assist these students, with a focus on meeting their individual needs rather than simply achieving the highest results in the area. There is a commitment to transparency around the challenges faced within the school, ensuring that no student is overlooked and that all receive the support they need to feel safe, valued, and happy to attend. Staff are provided opportunities for professional growth and encouraged to try new approaches. The school focuses on maintaining an open and understanding approach, always willing to listen and respond to both personal and work-related needs. There is much to be proud of in what has been achieved and in the ongoing commitment to the school community.

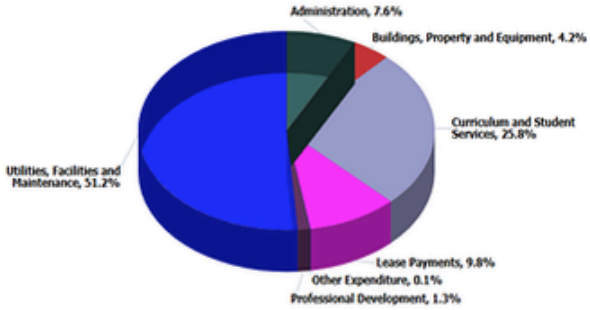
Funding Sources

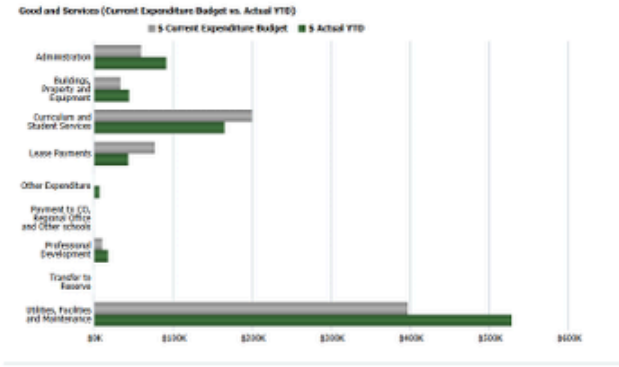
School Income by Funding Source

G. Operational Dashboard – Cash

	December 2024	December 2025
	Verified Dec	Verified Dec
Carry Forward	$78,132.59	$40,347.28
Student-Centred Funding	$41,057.17	$122,488.31
School Transfers	$699,500.00	$650,000.00
Department Adjustments	$0.00	$0.00
Locally Raised Funds	$52,600.00	$54,600.00
Total Funds	**$871,289.76**	**$867,435.59**
YTD Spend (Goods and Services)	$882,740.98	$892,397.10
YTD Balance	-$11,451.22	-$24,961.51
Forecast Expenditure	**$674,150.00**	**$773,299.00**
Forecast Variance	**$197,139.76**	**$94,136.59**







Goods and Services

F. Operational Dashboard – Salary

	December 2024	December 2025	2026 Year to date
	PP 26	PP 26	PP 4
Carry Forward	$256,431.86	$176,124.53	$194,023.85
Student-Centred Funding	$3,820,793.63	$3,906,782.87	$0.00
School Transfers	-$672,600.79	-$618,965.90	-$600,000.00
Department Adjustments	$0.00	$0.00	$0.00
Total Funds	**$3,404,624.70**	**$3,463,941.50**	**-$405,976.15**
Period Spend	$255,361.81	$351,019.60	$153,191.88
YTD Spend	$3,228,500.17	$3,269,917.65	$203,907.17
YTD Balance	**$176,124.53**	**$194,023.85**	**-$609,883.32**
Projected Expenditure (HRMIS)	$3,228,500.17	$3,269,917.65	$3,451,738.59
Future Planned Expenditure (Planning)	$0.00	$0.00	$0.00
Forecast Expenditure	**$3,228,500.17**	**$3,269,917.65**	**$3,451,738.59**
Forecast Variance	**$176,124.53**	**$194,023.85**	**-$3,857,714.74**







Positive Behaviour Support (PBS)

In 2025, the Positive Behaviour Support (PBS) team continued implementing our approach, cementing it as a pivotal part of our teaching and learning. We refined and updated our matrix of expected positive behaviours and reviewed the whole school procedures. We expanded our bank of lessons and began sharing videos demonstrating expected behaviour focuses at assemblies, on social media pages and in the undercover area during recess every Wednesday. Our team also engaged in Advanced Tier Training Tier 2 to increase our professional knowledge.



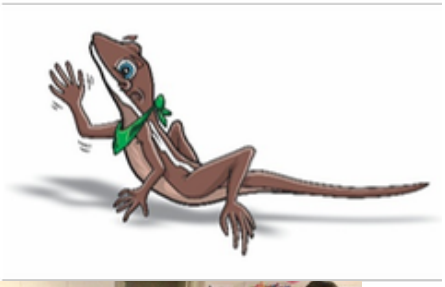


Our popular mid-term and end of term PBS rewards continued and were improved using feedback sought from our school community. This included the introduction of our new reward, the play dough party, during Term Four. Our team took on feedback in other areas to enhance communication and began giving staff incentives.

Over the past three years we have been engaged in the process of creating mascots to represent our school values. We are so excited to have named, designed and introduced our mascots this year: Responsible Roxi and Remi, Excellent Ember, Safety Sunny, and Respectful Reggie.







The inaugural junior and senior PBS Principal's awards were presented at our school presentation night. We maintained a consistent team this year and finished the school year on a high celebrating our 50th meeting milestone.

In 2026, our team will further build on our strong foundations by consistently seeking out and using feedback to continue to improve PBS practices. Stay tuned for exciting developments
around our mascots and branding at Peg's Creek Primary School.



English

Tracking our stable cohort has been identified as a priority since our Independent Public School Review in 2024 as our student population is quite transient.

Analysing the NAPLAN data of 2025 has shown areas of strength, and areas we will continue to reflect on and continue to improve.

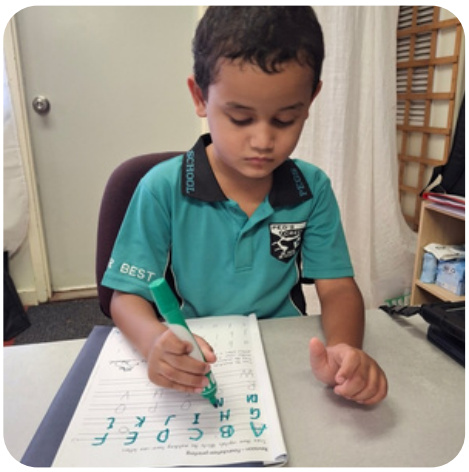
Achievement in all areas of English in NAPLAN has shown that our Year 3 students have performed at an expected level for Reading, Writing, Spelling and Grammar and Punctuation.

Reading (Year 3 and 5) and Writing (Year 5) is the stable cohort data pertaining to English available through NAPLAN.

The Year 3 results are pleasing results overall, reflecting the continuity of whole-school programs.

Our Year 5 results reveal a deeper understanding of our students' academic development in middle and upper primary school is essential.

Our Year 5 cohort performed at an expected level for Spelling and Grammar and Punctation and below expected for Reading and Writing.



NAPLAN Comparative Performance for Reading

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	0.6	-0.7	31	25	23
Year 5	-1.0	0.9	-1.2	32	31	36

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

NAPLAN Comparative Performance for Writing

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.4	1.0	-0.7	31	24	23
Year 5	-0.9	1.3	-1.3	32	31	36

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

NAPLAN Comparative Performance for Spelling

Spelling	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.4	1.6	-0.6	31	25	23
Year 5	0.2	-0.0	-0.3	32	31	34

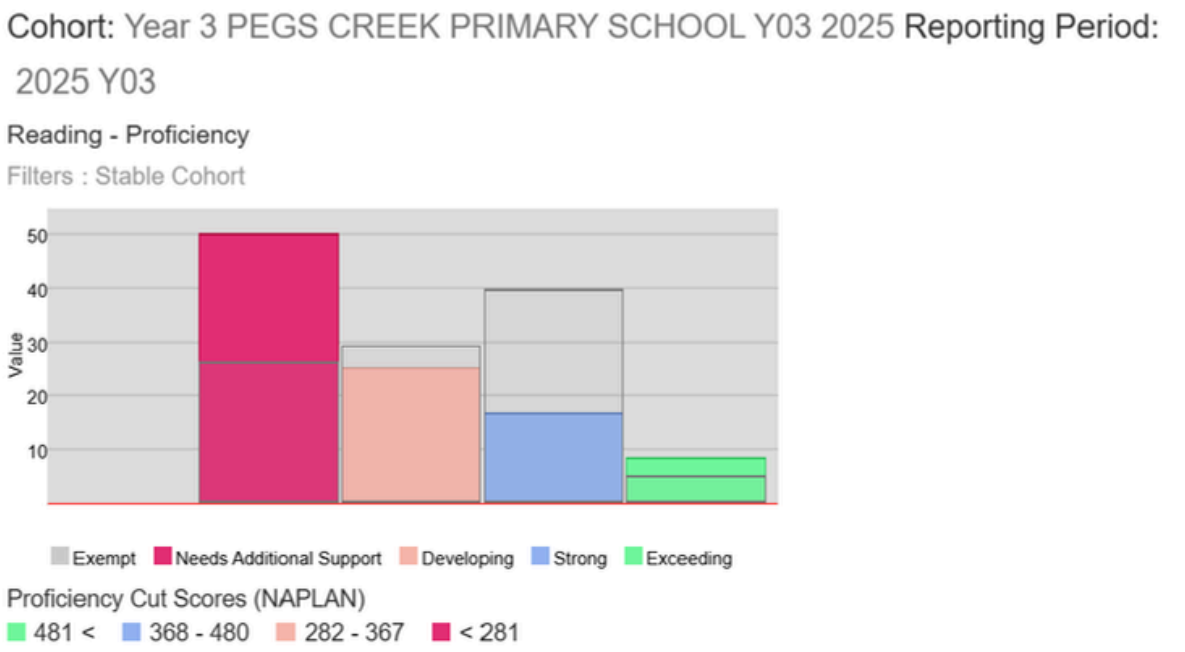
1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

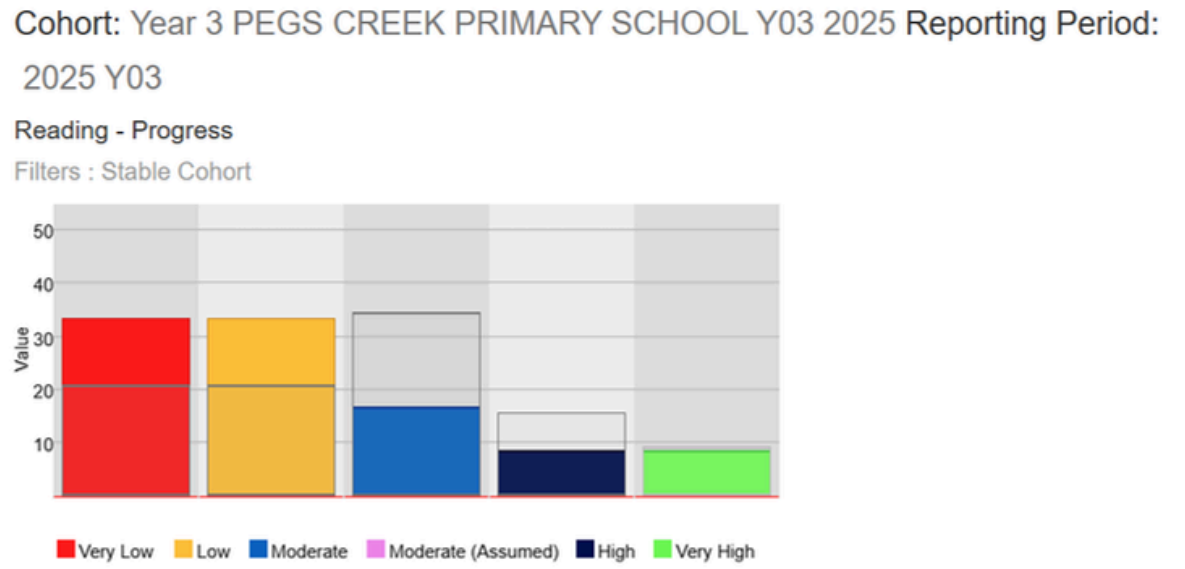
NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.4	1.9	-0.6	31	25	23
Year 5	-0.6	0.4	0.5	32	31	34

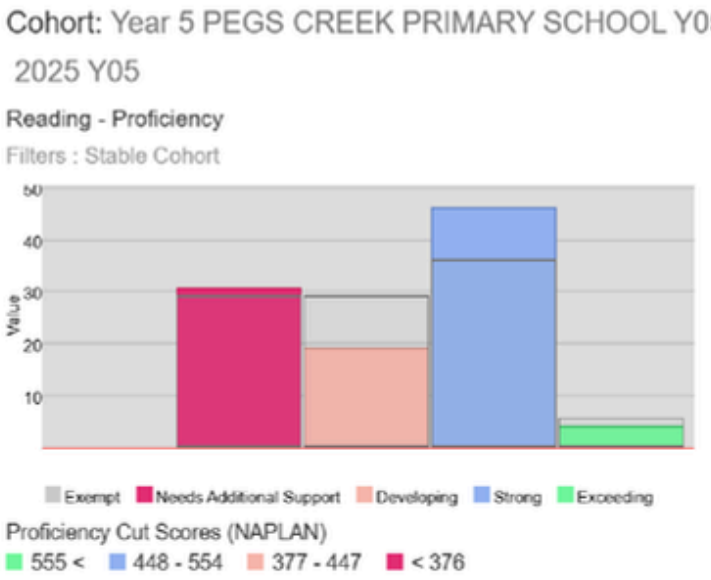
1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

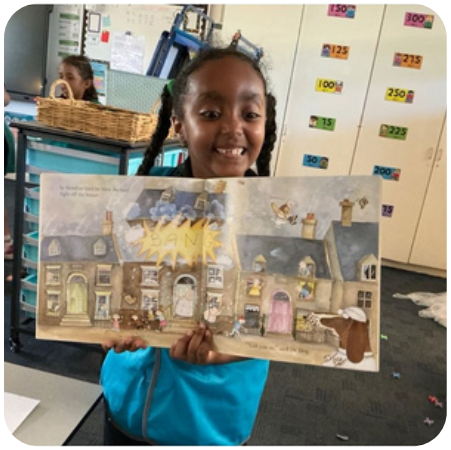
In Year 3 Reading, there are more students than expected in needs additional support, indicating that there are students in this cohort that require ongoing intervention in Reading. MiniLit and MacLit was provided to identified students in 2025. The use of Elastik has also been useful in targeting student needs, particularly in the Daily Reviews.

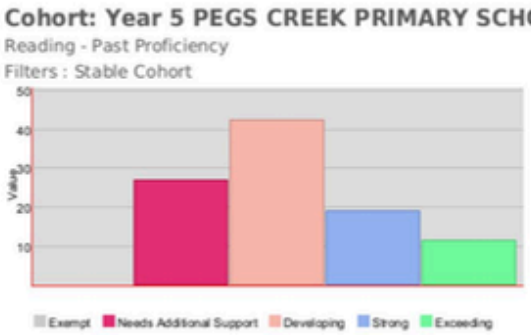


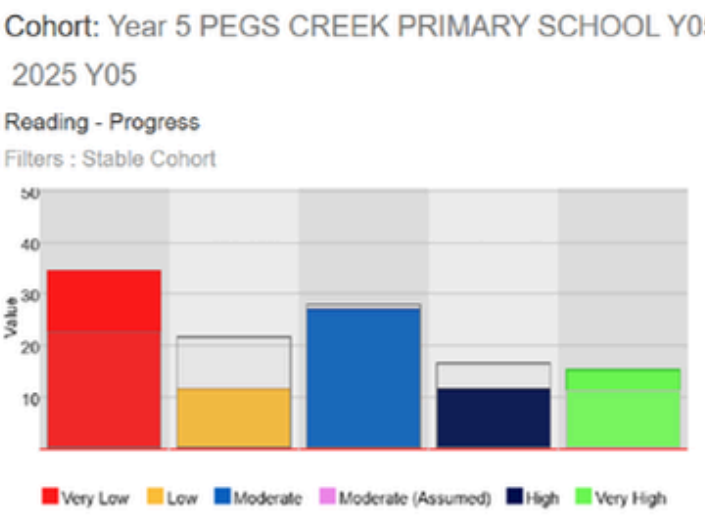


Year 5 Reading results indicate that our stable cohort have made significant gains from the developing stage in 2023-2025, however the number of students requiring additional support has increased, and students exceeding has decreased. Identified students have had access to MacLit Reading intervention in 2025. Results also highlight the need to continue to differentiate instruction for students needing additional support and exceeding.









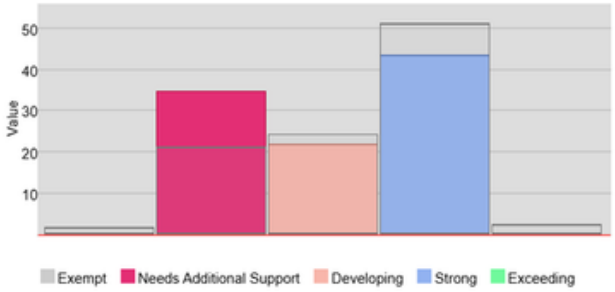


Both Year 3 and 5 Writing results indicate that a significant number of students require additional support in this area. Very low progress in Year 3-5 from 2023-2025 also requires investigation. Talk for Writing coaching and professional learning is a priority moving forward, particularly as this is a whole-school program, and the program itself has been updated to reflect current educational practices.

Cohort: Year 3 PEGS CREEK PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03

Writing - Proficiency

Filters : All Students



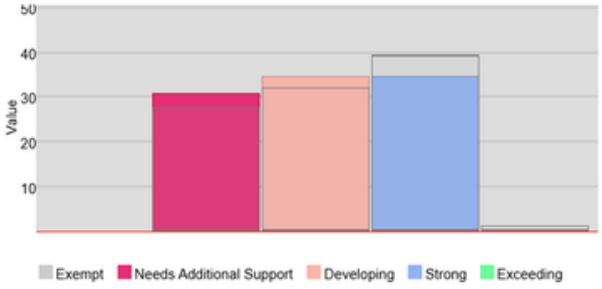
Proficiency Cut Scores (NAPLAN)

503 < 370 - 502 296 - 369 < 295

Cohort: Year 5 PEGS CREEK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05

Writing - Proficiency

Filters : Stable Cohort



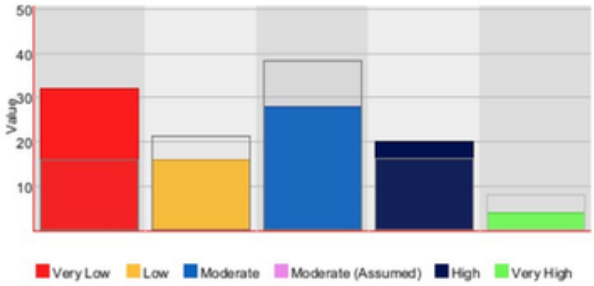
Proficiency Cut Scores (NAPLAN)

570 < 455 - 569 385 - 454 < 384

Cohort: Year 5 PEGS CREEK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05

Writing - Progress

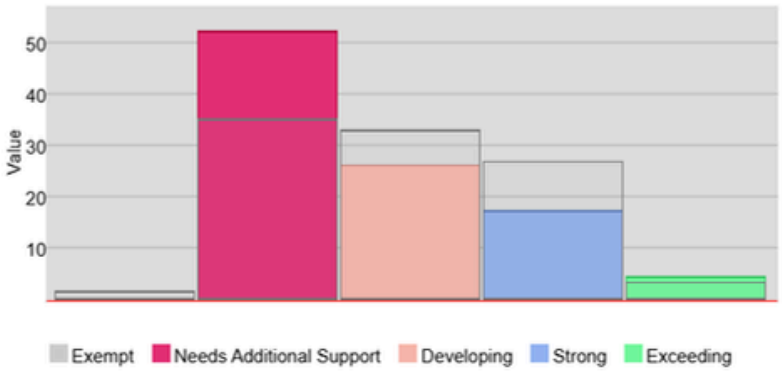
Filters : Stable Cohort



Cohort: Year 3 PEGS CREEK PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03

Grammar - Proficiency

Filters : All Students



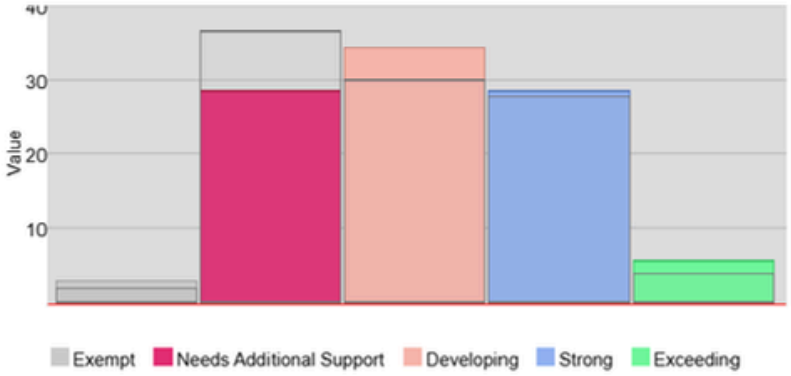
Proficiency Cut Scores (NAPLAN)

523 < 404 - 522 312 - 403 < 311

Cohort: Year 5 PEGS CREEK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05

Grammar - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

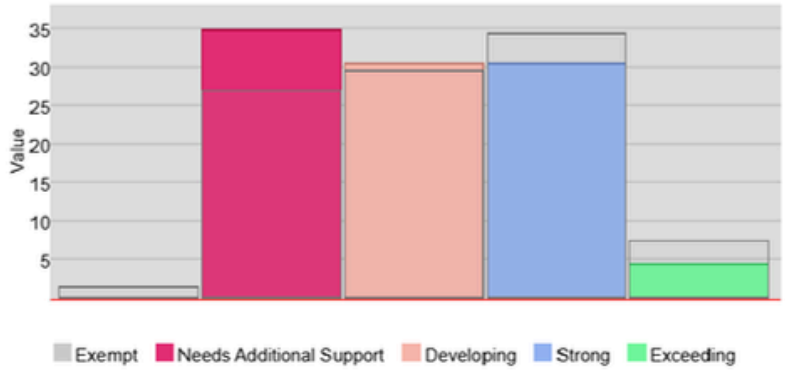
582 < 470 - 581 397 - 469 < 396

Grammar and Punctuation results in Year 3 and 5 reflect the need for our students to develop a deeper understanding of syntax and how the English language is constructed with many needing additional support or in the developing stages. Year 3 and 5 exceeding and Year 5 strong categories are pleasing to see.

Cohort: Year 3 PEGS CREEK PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03

Spelling - Proficiency

Filters : All Students



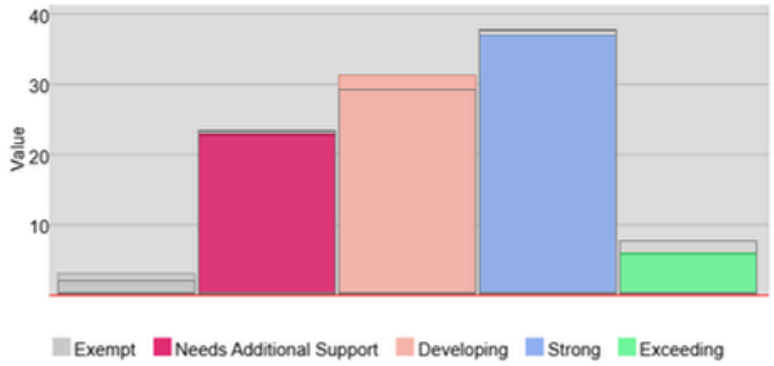
Proficiency Cut Scores (NAPLAN)

489 < 380 - 488 294 - 379 < 293

Cohort: Year 5 PEGS CREEK PRIMARY SCHOOL Y05 2025 Reporting Period: 2025 Y05

Spelling - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

553 < 451 - 552 378 - 450 < 377

Year 3 Spelling results indicate a significant number of students require additional support as they are yet to master foundational skills in phonics and morphology. Year 5 Spelling results are indicative of the continued success of the adoption of Spelling Mastery in 2021 in Years 3-6.

Early Childhood Education

At the end of 2022 PCPS had a National Quality Standards (NQS) verification of our Early childhood (K-2) classrooms. The formal report and feedback from the verifiers identified two areas that we are working towards. These areas are Quality Area 1. The Educational Program and Practices and Quality Area 3. The Physical Environment. Below is the verifiers judgements from 2022 alongside our most recent staff reflection from October 2025.

Quality Area	Verifier (2022)	Staff reflection (2025)
Quality Area 1 Educational program and practices	WT	M
Quality Area 2 Children's health and safety	M	M
Quality Area 3 Physical Environment	WT	M
Quality Area 4 Staffing arrangements	M	M
Quality Area 5 Relationships with children	M	M
Quality Area 6 Collaborative partnerships with families and communities	M	M
Quality Area 7 Governance and leadership	M	M





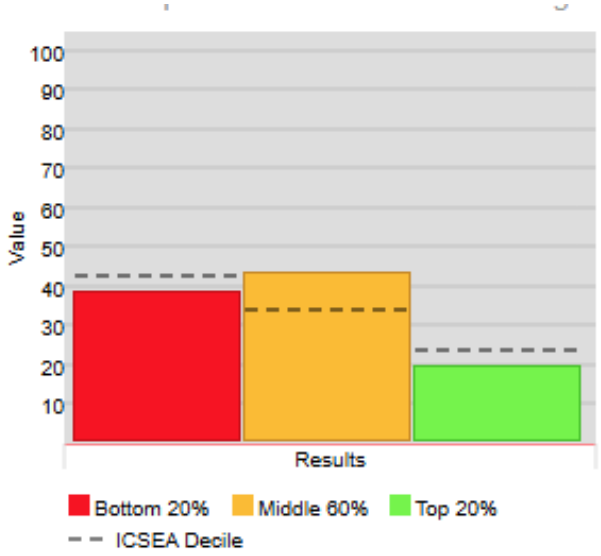
As an early childhood team, we have taken on the verifiers feedback and have been working hard on improving these areas.

<u>Educational Program and Practices:</u>
In 2025 we began to adopt the Walker Play-Based Learning approach in our K-2 classrooms. K-2 teachers have engaged in Professional Learning around the play-based framework and have begun implementing the practice. Walker Learning is a consistence play-based, holistic, and evidence-based teaching approach that focuses on developing independent and critical thinkers. It combines explicit instruction with child-led, investigative, and inquiry-based learning to help students develop social-emotional skills, problem-solving abilities, and deep understanding of core subjects like literacy and numeracy.

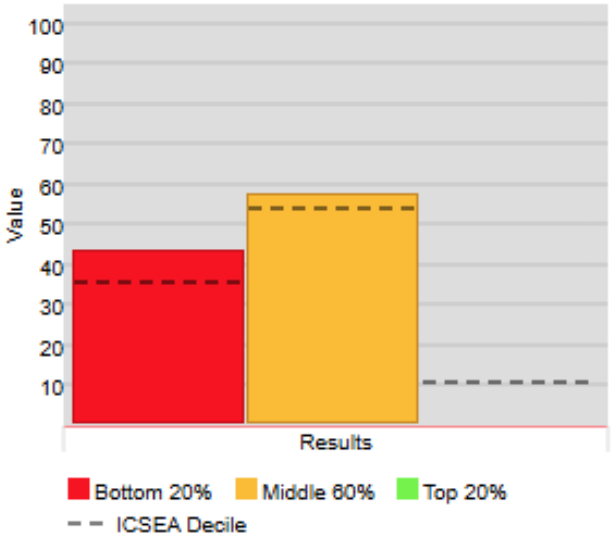
<u>Physical Environment:</u>
In 2025 we audited the outdoor play equipment and identified equipment that needed replacing. We purchased new equipment that encourages imaginative play, problem solving, social skills and fine and gross motor skills whilst in outdoor learning environments. Our Year two classes were a focus to implement play-based learning. Resources were purchased to support this including bookshelves, home corner supplies and manipulatives that could extend all children's learning and development through the "Walker Learning Approach'. Going into 2026 a goal is to replace the K/PP obstacle course equipment which is very outdated and damaged.

On-Entry 2025
Pre-Primary

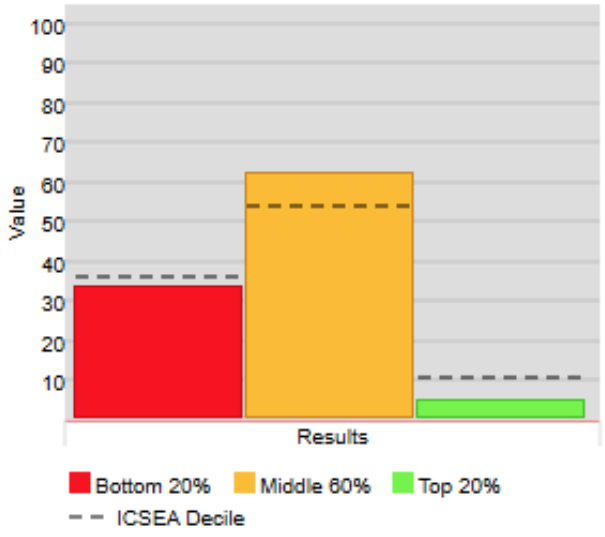
Writing
In 2025 our group median was 176, the same as our like schools. The median was lower than 2024 which was 210. There were five students sitting at the median score and eight students above the median score, the highest was 242.



Reading
In 2025 our group median was 434, which was above the like school's median of 428. It was also higher than the median in 2024 which was 412. There were 11 students above the group median score, the highest was 484.



Numeracy
In 2025 our group median score was 401which was the same as like schools but below the public-school median. It was also below the 2024 Pegs Creek Primary School group median score which was 422. There were 10 students above the group median, the highest was 519.

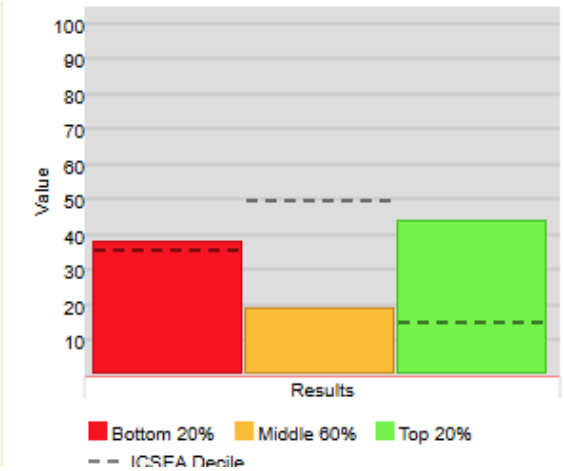


On-Entry 2025

Year 1

Writing

In 2025 our group median was 411, which was above our like school's median of 353. The median was higher than 2024 Pegs Creek Primary School which was 210. There was one student sitting at the median score and 15 students above the median score, the highest was 659.

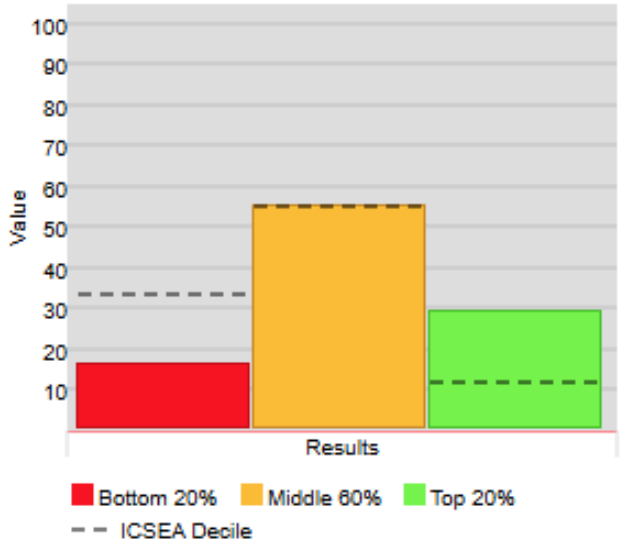


Reading

In 2025 our group median was 500, which was above our like school's median of 484. The median was lower than 2024 Pegs Creek Primary School which was 532. There was one student sitting at the median score and 20 students above the median score, the highest was 649.

Numeracy

In 2025 our group median was 518, which was above our like school's median of 476 and above the public-school median of 503. The median was lower than 2024 Pegs Creek Primary School which was 534. There were 3 students sitting at the median score and 15 students
above the median score, the highest was 718.



Overall, the student's results can be attributed to consistent practices, including regular daily reviews, high quality teaching for impact supported by internal and external coaching.

The school wide use of department approved evidence-based teaching programs has also been pivotal in achieving these results.

The school has introduced the use of concrete materials to consolidate learning and increase engagement levels.

Students at Educational Risk

Sensory Rooms
This year we have continued to utilize our Sensory Rooms to assist our students with self regulation. We trialled scheduled sensory breaks with identified students and this has been a huge success with helping our students engage positively in class. In 2026, we will look at refining this process and tracking its successes and challenges through specific data.



Professional Learning
This year our Learning Support Coordinator attended Team Teach instructor training, and is now an accredited instructor. Our staff will be accessing this training in 2026 to support our students.

Multi Tiered Systems of Support (MTSS)/Student Support Service Team (SSST)
The school had a psychologist allocated for two days a week. They worked alongside the SAER Team, which includes the Deputy Principal, the Health and Well-Being Coordinator, Learning Support Coordinator, and families to support students. The student support services team comprised of all leadership, the school psychologist, the chaplain and this year expanded to include staff from the Clontarf and Stars Foundations. The purpose of the team was to work collaboratively to identify and support tier 2 and tier 3 students.

Collaboration
2025 saw the school continue to have strong partnerships with many department services, outside agencies and families to best support families. This includes SSEN Disability, SSEN Behaviour and Engagement and SSEN Mental Health, who consulted and supported us in providing and inclusive environment and positively engaging our students. We also collaborated with CAMHS, as well as therapy services including Connect Paediatric Therapy Services and Pilbara Therapy Services, this included coordinating therapy sessions at school, classroom observations and collaborative meetings to determine the best approach to supporting identified students in a school environment. We look forward to continuing these partnerships in 2026 and collaborating with new initiatives such as Bounce.

Supported Students
Throughout the school year the SAER Team meet with staff regularly to review student needs and identify students who may require additional supports. This individual planning ensures the school can target areas of growth for students and best support their, learning, engagement and wellbeing needs. Students who require additional adjustments are included in our census data, NCCD (Nationally Consistent Collection of Data). In 2025, 96 students were identified as requiring additional adjustments in the school environment, including but not limited to reading and maths intervention, social and emotional regulation supports, sensory breaks, medical needs and students with disability.







Physical Education (PE)

In 2025, students from Year 1 to Year 6 participated in one hour of Physical Education per week. Throughout the year, our junior students developed their fundamental movement skills, including object control, balance, and locomotive skills. Our senior students continued to build on these skills and were introduced to more complex and specialised movements through a variety of sports and games. In Term 1, we hosted our swimming carnival, the ‘Aqua Spectacular,’ where students showcased their swimming skills.

Our morning running club continued throughout Term 2, providing students with opportunities to improve their fitness and running abilities in preparation for our athletics carnival. The Burrup Bouncers also continued in 2025, practising their skipping skills once a week. The team performed a fantastic routine at our school open night, and we look forward to seeing what they will do next! Throughout the year, Pegs Creek participated in a variety of Interschool events, including the Dockers Cup, Interschool Athletics, Winter Carnival, and Cross Country. The students should be proud of their efforts in these competitions, and we look forward to participating in these events again in 2026.









HASS Annual Report

This year has seen the implementation of the whole school Inquiry framework at Peg's Creek Primary School based on Kath Murdoch's model in the curriculum area of Humanities and Social Sciences (HASS). In line with teaching the curriculum, this framework was chosen by the Inquiry committee as it balances explicitly teaching HASS concepts and Inquiry skills while allowing opportunities for students to engage with the content in a way that gives each student a voice and a choice, while developing student agency and efficacy.

At the beginning of 2025, staff engaged in opportunities to up-skill their ability to explicitly link learning intentions to learner skills, assets and dispositions, committing to the development of the whole child and enabling them to be an active citizen that is engaged and successful in the world we live in.

The Inquiry Cycle framework adopted by Peg's Creek Primary School involves:
1. Tuning In – First sparking curiosity through play and wonder, developing open-ended questions to encourage self-driven inquiry, and unpacking the meaning behind the guiding Inquiry question.
2. Finding Out – Explicitly teaching what students need know, and providing opportunities to engage with the real world though excursions and incursions where appropriate.
3. Sorting Out – Allowing opportunities for students to process the new information they have learnt, often through visual thinking routines.
4. Going Further – Providing opportunities for students to link their learning with their personal interests and giving them the opportunity to pursue a line of inquiry of their choice.
5. Making Conclusions – Allowing students to reflect on why this new knowledge is important and understanding how it relates to them and their world.
6. Taking Action – Enabling students to make links to the real world, and identify ways their learning could impact their world positively, creating active citizens.









Throughout the Inquiry Cycle, connections across the curriculum can easily be made and this has allowed for the Two-Way Science partnership with CSIRO as well as our partnership with Scitech and the Integrated Digital Technologies program to ensure that STEM integration in HASS has upheld Indigenous knowledge and practices, as well as enabled critical and creative thinking, collaboration, communication and self-regulation, the essential skills identified by ACER (Australian Council for Educational Research) vital for students to be successful in their adult life.

In 2025, Peg's Creek students have been involved in learning about Indigenous practices of controlled burning to create a more sustainable future, visits from Deadly Science to make bush soaps, Scitech visits coding micro:Bits to make a prototype for a Mars rover, excursions to Murujuga to explore the ancient rock art, a visit from local councillor Jodie Swaffer to learn about how our electoral system works, just to name a few. We celebrated the cultural diversity in our school, inviting families in to enjoy a shared morning tea and participate in some activities.

Leading into 2026, our partnerships with Scitech and Two-Way Science will continue, allowing STEM to be integrated into our HASS programs following the Inquiry framework model, enabling a culturally rich and responsive approach to learning that encourages our students to become active citizens and world changers!

Arts

In 2025, Peg's Creek Primary School delivered an engaging Arts program that provided students with opportunities to explore creativity, develop skills, and connect with the wider arts community. Students from Years 1 to 6 participated in weekly one-hour Arts lessons, with Visual Arts taught in Semester One and Performing Arts in Semester Two.

Visual Arts
During Semester One, students explored the elements of art through a wide range of media and techniques. Learning experiences included responding to artworks through discussion and reflection, and projects were linked to famous artists, cultural art forms connected to our Languages program, and well-known children's literature. These connections supported student understanding of the Arts within broader social and cultural contexts. All classes participated in the school's ceramics program, continuing to build on the skills of working with clay. This year's focus was for students to create functional and useable ceramic artworks that were fired and glazed in the school kiln. Students took home egg cups, ceramic egg cartons and butter dishes. This hands-on program remains a highlight and provides students with an authentic art-making experience.

Art Club
Once a week the art room doors were opened for lunch time art club. A time when students were free to explore their own ideas with provided materials or continue to work on individual class projects. This was also a time for students to bring their own artistic endeavours from home to show off to the art specialist.







Pilbara Arts Festival – Visual Arts
As part of the Pilbara Arts Festival 2025, Peg's Creek Primary School arts specialist, Danielle Watson, hosted a banner painting workshop for all nine participating schools in the region. Students worked collaboratively to design and paint banners representing their schools and communities. These banners were proudly displayed at the festival, contributing to the vibrant visual presentation of the event and strengthening regional connections through shared artistic experiences.

Excursions and Exhibitions
Students in Years 3 to 6 attended the Cossack Art Awards Educational Excursion, where they explored the historic township, viewed the annual art exhibition, and participated in a workshop creating local landscapes using acrylic paints pens on water colour designed paper.

In term 4 all classes were involved inn creating Christmas themed art work for the REAP Christmas Exhibition, a selection of Student artworks were showcased at the exhibition on display at the Red earth Arts Precinct along with work from schools around the Pilbara continuing to promote the creative talents of our Pegs Creek Students.







Performing Arts
In Semester Two, the Arts space was transformed into a drama space with stage and costumes for performances, encouraging students to develop confidence and creativity through drama. Learning experiences included dramatic responses to texts, improvisation, and performance activities aligned with the School Curriculum and Standards Authority. The Performing Arts program was enhanced through collaboration with the Barking Gecko Theatre Company, with several classes participating in a four-week in-school drama workshop. Students also attended the Barking Gecko performance *A Reason to Stay Inside*, while junior classes enjoyed WA ballet and WAPPA collaborative performance of Little Red Riding hood. A number of our upper school students took up the invitation to participate in specially tailored afterschool confidence boosting workshops aimed at students wanting to enhance their public speaking and performing skills.

Pilbara Arts Festival – Mass Choir
A major highlight of 2025 was participation in the Pilbara Arts Festival Mass Choir. Peg's Creek Primary School formed a school choir that rehearsed songs before joining a combined school's mass choir. Students performed two concerts for the Karratha community, and incredible opportunity to collaborate with other schools and display our musical talent.

Pegs Got Talent and IMMS
The annual Pegs Got Talent showcase remained a much-loved event, featuring auditions and a final performance in front of families and invited guests. Selected Year 5 and 6 students participated in the Instrumental Music School Services (IMMS) program, receiving weekly instrumental lessons and rehearsing with the combined school's band.

Overall, 2025 was a highly successful year for the Arts at Peg's Creek Primary School, with students engaging in quality creative experiences that fostered confidence, collaboration, and strong connections with the wider community.









Languages

2025 marked our school's third year of delivering Bahasa Indonesia as part of the school's Languages curriculum. Students from Years 3 to 6 participated in weekly 60-minute lessons delivered in a dedicated learning space designed to immerse students in the language, culture, and history of Indonesia. Lessons incorporated songs, chants, written tasks, games, and role play, to provide students with authentic opportunities to listen, speak, read, and write in Bahasa Indonesia. To deepen cultural understanding, students used traditional costumes, Indonesian currency, and cultural artefacts to role-play everyday life in Indonesia. These hands-on experiences supported language acquisition while fostering curiosity and respect for Indonesian culture.

Arts Integration and Cultural Experiences
The integration of Arts into the Languages program remained a strong focus throughout the year. Senior students created their own Pasar (markets), filming their conversations as they bartered with their classmates for products using Indonesian Rupee. Year three and four students created Wayang Kulit (shadow puppets) and used them in a purpose-built shadow puppet theatre to present their own scripts using greetings and simple conversation vocabulary. Students greatly enjoyed operating the puppets to perform to their classmates. Students had the unique opportunity to explore traditional batik techniques, using authentic tools such as the canting to create original batik artworks under the guidance of the Indonesian language specialist.

Annual Pilbara Languages Tournament
In 2025, a selected group of students represented the school at the Annual Pilbara Languages Tournament. All classes prepared and delivered introductory speeches in Bahasa Indonesia, applying language skills developed throughout the year. The top three students were selected to compete against students from other schools at this prestigious event. Participation in the tournament was a significant achievement and provided an invaluable opportunity for students to demonstrate confidence, communication skills, and cultural understanding.

In 2026 Peg's Creek Primary School looks to continue the Bahasa Indonesia program and to plan for Indonesian Independence Day celebrations with the school and Indonesian community.









Berry Street Update
Education initiative 'Berry Street Education Model' (BSEM) supported by Woodside has been widely embedded into the everyday running of Peg's Creek Primary School in 2025. Almost all of our staff have been to the training with the remainder of the staff to be completed by the end of 2026. This year, we have created a working group who meet once a term and discuss how and when the BSEM will be implemented. The decision was made that the staff who have completed the training will add the 'Morning Circle' into their daily program, as well as the 'Ready to Learn' plan and scale. In 2026, the working group will be working closely with the School Psychologist to see how we can implement Berry Street and Zones of Regulation into the Multi-tiered Systems of Support (MTSS) model so they compliment each other and ultimately provide the best possible outcomes for our students.

Be You Wellbeing Continuum
Twice a term in 2025, staff and the Health and Wellbeing Program Coordinator placed students on the 'Be You Mental Health and Wellbeing Continuum'. These placements helped to inform the Student Services Support Team (SSST) of student progress, and supports needed to ensure they remained in the 'Flourishing' or 'Going OK' domain. Students who were placed in the 'Struggling' or 'Severely Impacted' area were placed in a Tier 2 on the MTSS model. These students were identified as needing more supports. Supports offered included small ground Intervention, targeted 'check ins' and other engagement strategies.



Stars Foundation
Our Aboriginal girls from years 4-6 participated positively in the Stars Foundation Program in 2025. Pegs Creek Primary School were lucky enough to have Giovanna Siale as the Stars mentor. Giovanna made a huge impact to the lives of our young Aboriginal women. Our girls went on reward excursions, took part in Gallery visits and on country excursions. The Karratha child health nurses spoke to the girls about 'growing up' and what that means to them, as well as how they can be safe when reaching adult years.



Clontarf Foundation
2025 was another successful year for the Clontarf Foundation and the Pegs Creek program coordinator Liam Coomer. Liam was deservingly awarded the 'Aboriginal Educator' of the year in 2025. We are so proud of Liam and the impact he is having on our Aboriginal boys and their families. It's been a year filled with development opportunities for our Clontarf boys including personal growth, dedication to their schoolwork and being part of the school community, sporting events and Clontarf morning trainings, camps and big day out's, leadership opportunities for Clontarf and at Pegs Creek, high levels of wellbeing and fun in whatever we do, and some excellent table tennis skills.

The attendance of our Clontarf boys has been a highlight in 2025 with 86% of the boys reaching 90-100% attendance. School pick ups and drop offs make this possible as well as the connections the Clontarf staff have made with our families. We look forward to another strong partnership in 2026.