

Responsibility

Care

Respect

Excellence

MILLARS WELL PRIMARY SCHOOL

Annual Report 2025



Millars Well
PRIMARY SCHOOL
Friendship and Achievement

Contents



Our School	.....	3
Our Annual Report Format	.....	4
Principal's Report	.....	5
Our School Staff	.....	6
Student Enrolments	.....	7
Student Attendance	.....	8
Student Achievement & Progress	.....	9-10
Positive Behaviour Support	.....	11
Survey Data	.....	12
Financial Information	.....	13-14
Community Collaboration	.....	15-18



Our School

School Vision: **Together**

Together, everyone experiences Friendship & Achievement.

Millars Well Primary School is an Independent Primary School located on Ngarluma country within the City of Karratha. It opened in 1981. Our school is a member of the Pilbara Education District, one of twelve schools in the Karratha Network.

Millars Well Primary School is a collaborative, friendly, vibrant school, focusing on student wellbeing and teaching and learning excellence.

With our vision of Together, along with our purpose, we ensure everyone experiences Friendship and Achievement. We support our students to face challenges and become increasingly independent and confident learners. All students are empowered to realise their full potential as happy, responsible members of our rapidly changing society.

In achieving this vision, parents are partners in the education of their children. We value the communication, mutual support and partnership between parents and our school, as well as the broader community.

Specialist learning programs begin in Kindy and continue through to Year 6. These include Talk for Writing, Top Ten Maths, Spelling Mastery, Letters and Sounds, MacqLit Intervention and Reading extension. There are opportunities for excellence through the Primary Extension and Challenge and Instrumental Music programs.



Annual Report

The format of our Annual Report provides parents and the wider community with information about how the Millars Well Primary School operated during 2025, including school-wide programs, finances, staffing, class structures, and student achievement. You will also find data regarding attendance and enrolment trends.

Additionally the report aligns with our 2024-2026 Business Plan, which outlines three key priorities for continuous improvement to strengthen our school and support our students learning and well-being.



Principal's Report

2025 was a busy and highly productive year for Millars Well Primary School. We continued to make strong progress in delivering the priorities outlined in our Business Plan, with a focus on reading, wellbeing, and cultural responsiveness.

Our staff worked collaboratively throughout the year to further develop and refine curriculum documents. The establishment of structured, phase-based collaboration has become firmly embedded in our practice, strengthening consistency and shared responsibility across the school.

A significant indicator of the strength of these systems has been evident during periods of staff turnover. New staff have seamlessly taken up established processes, ensuring continuity in teaching and learning. This reflects our sustained efforts over the past two years to build robust, whole-school systems that are not dependent on a small number of individuals but are collectively owned and consistently implemented.

Our school continues to benefit from the strong support of both our School Board and P&C. Community events throughout the year were well attended, reflecting the positive partnerships we have built with our families and wider community.

Our students were actively involved in a range of extracurricular opportunities, including participation in the Karratha Network Arts Festival. We were also proud of our representation in several sporting events, where our students demonstrated excellent sportsmanship and received consistently positive feedback from the wider community.

The sustained efforts of both staff and students over recent years have contributed to improvements in our On-Entry and NAPLAN results. These outcomes reflect the effective embedding and consistent implementation of whole-school programs, supporting improved student achievement and progress.

As we move into 2026, we will focus on finalising our current business plan, review this work in preparation for our next Public School Review and develop our Business Plan for 2027-2029.

Fiona Byrne
Principal



Our School Staff

Our school staff are a dedicated, highly professional team who believe that every student has the ability to be successful. Our staff take pride in providing a learning environment that focuses on inclusivity and diversity, access and participation to enable quality learning opportunities for all students.

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	3.2	0
Total Administration Staff	5	4.2	0
Other Teaching Staff	21	17.4	2
Total Teaching Staff	21	17.4	2
Clerical / Administrative	5	3.1	0
Instructional	2	1.1	1
Other Allied Professionals	14	12.1	0
Total Allied Professionals	21	16.3	1
Total	47	37.9	3

Note:

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 Enrolments

Student enrolment numbers continued to increase in 2025 due to families moving into the Millars Well catchment area or choosing to attend the school as an out of area enrolment.

During Semester 1 there was an increase in student enrolments in our Year 3 and Year 4 cohort and the school successfully restructured to add an additional classroom. Our middle school had 4 Year 3/4 classes and a reduction in class size across all 4 classrooms. This allowed the school to have balanced classes for students to learn in and room for future enrolments.

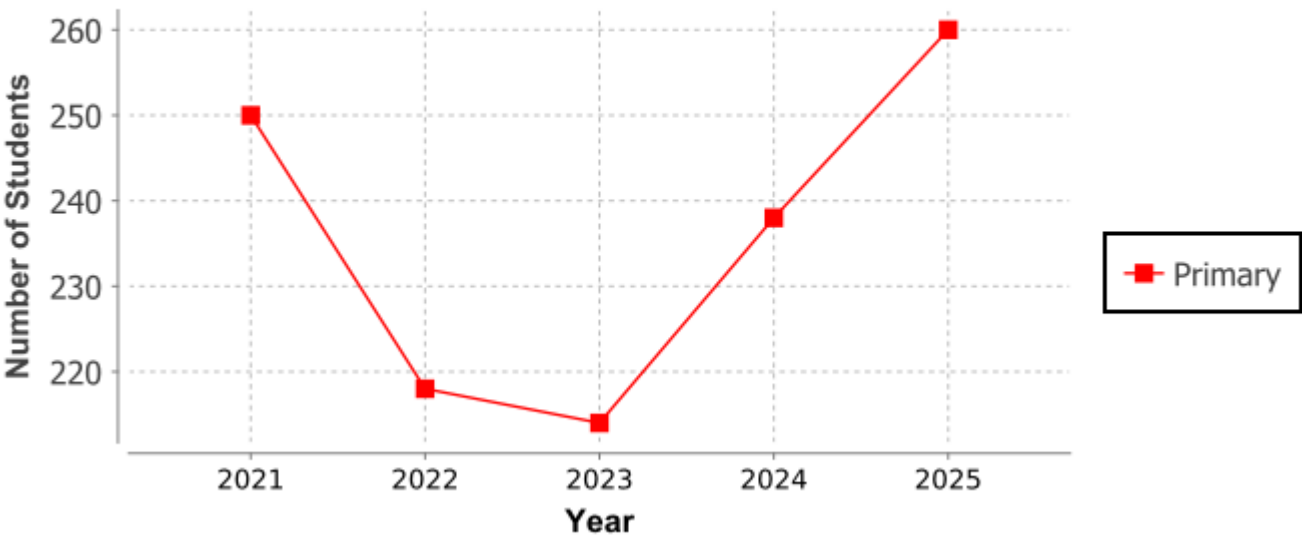
The below student numbers are from the August census. It does not take into account enrolments after this month.

Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	39	39	39	41	44	31	27	281
Part Time	41								

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

Semester 2 Student Numbers



Student Attendance

Attending school regularly provides students with consistency in their learning and allows for progress and achievement. While attendance is a parental responsibility the school supports families when attending school regularly may be challenging.

The importance of regular attendance is highlighted at assemblies, in newsletters, and in communications via Seesaw. Non-attendance is followed up by phone calls, parent contact, home visits and if necessary, an attendance target plan with individuals.

Attendance

Primary Attendance Rates

	School	WA Public Schools
2023	84.2%	88.9%
2024	84.0%	89.4%
2025	83.2%	89.1%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	80%	86%	85%	82%	88%	85%	85%
2024	81%	83%	89%	83%	86%	83%	84%
2025	84%	83%	84%	86%	79%	82%	85%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Our current Business Plan targets attendance by improving the percentage of regular attendance as measured in 2025 and 2026.

Overall, our school's attendance rate decreased slightly to 83% in 2025.

In 2025 our Student Services team continued to work together to focus on a whole school approach to attendance.

The Lead Teacher of Student Services worked closely with our Deputy Principal of Student Services and our School Psychologist to embed a process for monitoring attendance across the school. This has become a collective approach by teachers and leadership.

Student Achievement & Progress

NAPLAN Comparative Performance for Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.2	0.5	0.3	18	23	31
Reading	0.8	0.7	1.5	18	25	31
Writing	1.2	1.4	0.7	18	25	26
Spelling	1.0	1.0	0.2	18	24	31
Grammar & Punctuation	0.7	0.6	0.3	18	24	31

NAPLAN Comparative Performance for Year 3

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.4	-0.4	1.1	26	34	41
Reading	-0.9	-0.7	0.5	27	34	41
Writing	-0.9	0.7	1.5	28	29	39
Spelling	-0.4	-0.6	0.6	26	35	40
Grammar & Punctuation	-0.2	-0.3	1.7	26	35	40

Year to year there will be slight variations in our NAPLAN results. The aim is to be above or within the predicted expected movement.

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

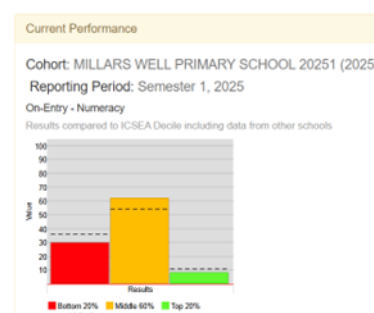
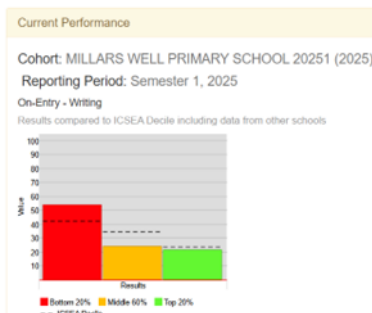
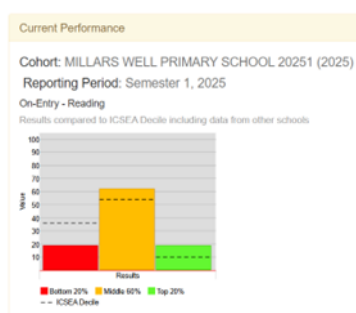
Our On-Entry testing in Term 1 each year in Pre-Primary and Year 1 allows us to see how our students are progressing in comparison to like schools (schools that have a similar socio-economic index). We use this data to then see if students are making the expected academic progress and achievement in Year 3 NAPLAN.

In 2025, we continued the work to embed our whole-school approaches which support the achievement of our NAPLAN results including Top 10 Mathematics, Talk For Writing, Spelling Mastery, Letters and Sounds and MacqLit. Our whole-school approach to reading began in our Year 1/2 phase and was supported in our Year 3-6 classes, drawing on current research into the Science of Reading, reflected in our current Business Plan priority area: Reading for 2024-2026.

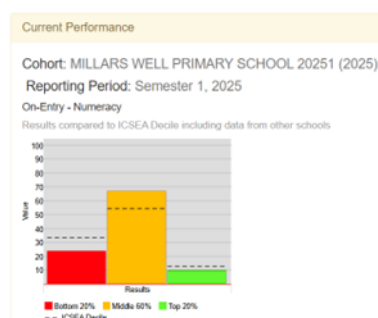
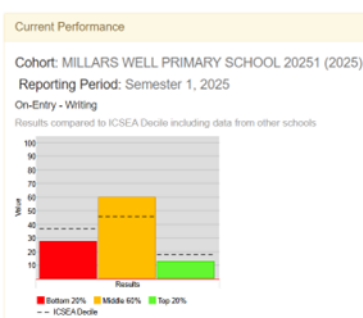
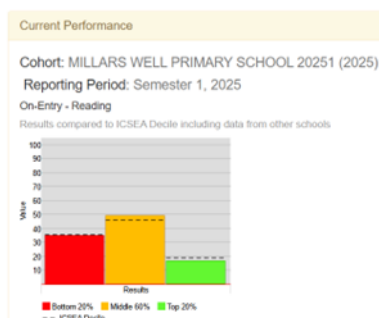
Ongoing curriculum work in 2025 has been supported by our Lead Teachers in Reading, Writing and Cultural Responsiveness. We continue to provide professional support to our teachers through collegiate coaching linked to our identified whole-school approaches.

Student Achievement & Progress

Pre-Primary 2025 Semester 1 On-Entry Results



Year 1 2025 Semester 1 On-Entry Results



Over the past few years, our school has maintained a strong and deliberate focus on strengthening our reading programs, resulting in notable improvements in student outcomes from Pre-Primary through to Year 5.

This targeted approach has supported students in developing a solid foundation in phonics, which in turn has enhanced their reading fluency and comprehension as they progress to more complex texts.

The consistent implementation of evidence-informed programs, including *Spelling Mastery*, *Top Ten Maths*, and *Talk for Writing*, has further contributed to this positive trajectory in student achievement.

Central to this success is the collaborative effort of our staff, who work cohesively to deliver high quality, consistent teaching practices across the curriculum. These combined efforts are reflected in the encouraging progress we continue to see across our school.

Positive Behaviour Support

Our core values underpin our motto of ‘Friendship and Achievement’ and create an operational framework for behaviour expectations which are taught through a fortnightly classroom focus. Students are explicitly taught the expected behaviour and have the opportunity to discuss and /or role play different scenarios using a variety of strategies. These lessons are well received and discussed by students with different staff members.

Millars Well Primary School Positive Behaviour Matrix			
	Everywhere, all the time	Learning time	Break time
  Respect	We respond appropriately when spoken to We consider each other's and our own personal space We use appropriate language in a friendly tone We look after school and personal items We wait patiently for our turn to talk or join in	We use whole-body listening We stop, look and listen at teacher signal We allow others to focus on their work We have appropriate voice levels in class	We make sure everyone gets a turn when playing games We follow duty teacher instructions We stay seated in the eating area until released We use sports and other school equipment correctly
 Care	We solve our problems with a calm tone and kind words We offer others help when they need it We consider others' feelings We value differences We check in with others to see if they are ok	We cooperate with our class members We give encouraging feedback We join in and help the group We walk carefully and quietly within learning spaces	We consider others when playing games We tell a teacher if we see somebody hurt We play by the rules of the game We leave living things alone
 Responsibility	We follow staff instructions We follow routines and procedures We talk to staff when we want or need help We report unsafe situations to staff members straight away We walk our bikes and scooters on school grounds	We focus on the task at hand We get ready to work quickly and quietly with the equipment we need We work towards our goals We ask permission to leave the learning space We keep ourselves and others safe online	We walk on the concrete around the school buildings We play noncontact games at school We wear appropriate shoes and school hats We pick up rubbish and put it in the correct bin We ask permission to enter the classroom
 Excellence	We wear our uniform with pride We aim to be our best self We celebrate success and effort We give everything at school a go We use strategies to help manage our emotions	We learn from our mistakes to help us grow We use our time effectively We embrace challenges We always do our best	We are honest with ourselves and our peers during games We encourage and support others We are always good sports
Together, everyone experiences friendship and achievement			

In 2025, we saw continued commendations for expected behaviour through our Millars Medals system, our free-and-frequent, acknowledgement rewards that are used as part of our Positive Behaviour Support system.

The ongoing implementation of our 5 Step Behaviour Management plan to support and address unproductive behaviours continued in 2025. This continues to ensure there are low levels of unproductive behaviours in classrooms and students are supported to learn strategies to keep them on track with learning in class.

Our PBS Team spent time together ensuring lessons are available for staff to use each fortnight and worked to provide signage of our values and mascots around the school. Not only does it look great, it serves as a reminder of the behaviour we all value at Millars Well Primary School.

Survey Data

Our community were surveyed in 2025 using the Department of Education's School Culture Survey alongside our staff and the school's leadership team; as part of our Business Plan.

These surveys were completed to address how we are going as a school as we work towards the Business Plan goals.

Below are areas of the survey that may require further consideration, planning or consultation.

2025 Survey – Staff 83% of staff completed the survey		2025 Survey - Community 45% of parents completed the survey	
The Aboriginal Cultural Standards Framework informs our Culturally Responsive whole school planning.	Strongly agree - 7 Agree - 16 Unsure - 10 Disagree - 2 Strongly disagree - 0 N/A - 0	Our school is responsive to the voice of Aboriginal students, staff and communities.	Strongly agree - 20 Agree - 24 Unsure - 19 Disagree - 0 Strongly disagree - 1 N/A - 0
Our School Board operates effectively.	Strongly agree - 9 Agree - 12 Unsure - 13 Disagree - 0 Strongly disagree - 0 N/A - 1	Our School Board operates effectively.	Strongly agree - 21 Agree - 27 Unsure - 17 Disagree - 0 Strongly disagree - 1 N/A - 3
Our School Board is representative of our school community.	Strongly agree - 8 Agree - 13 Unsure - 13 Disagree - 0 Strongly disagree - 0 N/A - 1	Our School Board is representative of our school community.	Strongly agree - 19 Agree - 29 Unsure - 16 Disagree - 1 Strongly disagree - 1 N/A - 0
Our School Board values the opinion of the community when big decisions need to be made.	Strongly agree - 8 Agree - 10 Unsure - 15 Disagree - 1 Strongly disagree - 0 N/A - 1	Our School Board values the opinion of the community when big decisions need to be made.	Strongly agree - 24 Agree - 24 Unsure - 18 Disagree - 0 Strongly disagree - 1 N/A - 2
The school budget is allocated strategically to maximise student progress and achievement.	Strongly agree - 6 Agree - 17 Unsure - 10 Disagree - 1 Strongly disagree - 1 N/A - 0	Our school facilitates contemporary learning environments <u>through the use of</u> learning technologies.	Strongly agree - 21 Agree - 35 Unsure - 10 Disagree - 1 Strongly disagree - 1 N/A - 0
Our school aligns resources to its strategic direction.	Strongly agree - 7 Agree - 15 Unsure - 11 Disagree - 1 Strongly disagree - 0 N/A - 1	I see the link between the school's planning and the way it allocates resources.	Strongly agree - 17 Agree - 28 Unsure - 19 Disagree - 3 Strongly disagree - 2 N/A - 0
The school budget is allocated strategically to maximise student progress and achievement.	Strongly agree - 5 Agree - 14 Unsure - 13 Disagree - 2 Strongly disagree - 1 N/A - 0	I see the impact of the resources provided to staff.	Strongly agree - 17 Agree - 28 Unsure - 21 Disagree - 1 Strongly disagree - 2 N/A - 0
Resource allocation in the student-centred funding model is used to address identified student needs.	Strongly agree - 9 Agree - 11 Unsure - 13 Disagree - 1 Strongly disagree - 0 N/A - 1	I see the impact of support provided for specific student needs.	Strongly agree - 24 Agree - 25 Unsure - 15 Disagree - 1 Strongly disagree - 3 N/A - 0

Financial Information

One Line Budget – Dec 2025

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	108,020	108,020	0
Carry Forward (Salary):	\$	249,249	249,249	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	4,425,848	4,425,848	0
Locally Raised Funds:	\$	174,245	174,411	-166
Total Funds:	\$	4,957,362	4,957,528	-166
EXPENDITURE				
Salaries:	\$	3,582,405	3,582,405	0
Goods and Services (Cash):	\$	1,018,296	745,639	272,657
Total Expenditure:	\$	4,600,701	4,328,044	272,657
Variance:	\$	356,661	629,484	-272,823

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$108,020.00	\$108,020.00	\$0.00
Carry Forward (Salary)	\$249,249.18	\$249,249.18	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$4,425,847.84	\$4,425,847.84	\$0.00
Per Student	\$2,691,603.00	\$2,691,603.00	\$0.00
School and Student Characteristics	\$1,547,452.68	\$1,547,452.68	\$0.00
Disability Adjustments	\$28,017.97	\$28,017.97	\$0.00
Targeted Initiatives	\$135,362.15	\$135,362.15	\$0.00
Operational Response Allocation	\$3,628.19	\$3,628.19	\$0.00
Regional Allocation	\$18,800.00	\$18,800.00	\$0.00
School Transfers – Salary	\$-749,016.15	\$-749,016.15	\$0.00
School Transfers - Cash	\$750,000.00	\$750,000.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$174,245.00	\$174,411.16	\$-166.16
Voluntary Contributions	\$11,822.00	\$12,181.95	\$-359.95
Charges and Fees	\$38,674.00	\$38,714.00	\$-40.00
Fees from Facilities Hire	\$25,000.00	\$23,840.01	\$1,159.99
Fundraising/Donations/Sponsorships	\$39,208.00	\$39,627.81	\$-419.81
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$10,000.00	\$10,045.27	\$-45.27
Other Revenues	\$49,541.00	\$50,002.12	\$-461.12
Transfer from Reserve or DGR	\$0.00	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,957,362.02	\$4,957,528.18	\$-166.16

Financial Information

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$3,582,404.65	\$3,582,404.65	\$0.00
Appointed Staff	\$3,229,383.93	\$3,229,383.93	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$349,352.61	\$349,352.61	\$0.00
Other Salary Expenditure	\$3,668.11	\$3,668.11	\$0.00
Goods and Services (Cash Expenditure)	\$1,018,296.10	\$745,639.22	\$272,656.88
Administration	\$71,900.00	\$39,217.94	\$32,682.06
Lease Payments	\$61,185.00	\$48,833.52	\$12,351.48
Utilities, Facilities and Maintenance	\$414,500.00	\$315,017.03	\$99,482.97
Buildings, Property and Equipment	\$30,507.00	\$14,571.41	\$15,935.59
Curriculum and Student Services	\$175,813.10	\$128,878.33	\$46,934.77
Professional Development	\$32,000.00	\$8,603.89	\$23,396.11
Transfer to Reserve	\$0.00	\$0.00	\$0.00
Other Expenditure	\$32,391.00	\$27,884.74	\$4,506.26
Payment to CO, Regional Office and Other schools	\$200,000.00	\$162,632.36	\$37,367.64
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,600,700.75	\$4,328,043.87	\$272,656.88



Community Collaboration School Board

School Board Chairperson's Message

The Millars Well Primary School Board is pleased to present this report outlining our activities, achievements, and contributions over the past 12 months.

As a collaborative body representing parents, staff, and the wider community, the Board's role is to provide strategic guidance, ensure accountability, and strengthen the connection between our school and its community.

Over the past year, our focus has been on student wellbeing, academic progress, community engagement and school leadership transition.

We are proud of the progress made in 2025 thus far. We thank our dedicated staff, students, and families for their commitment to making Millars Well Primary School a thriving and inclusive learning community.

Kylianne Farrell

Chairperson, Millars Well Primary School Board

Highlights and Achievements

This year, the Board is particularly proud of:

- The School Board Chair engaged as a panel member in the selection of a new substantive Principal for the school.
- Supported the three-year business plan that prioritises reading, wellbeing and cultural responsiveness.
- Strengthening collaboration between the Board, parents and staff.
- Advocating for programs that connect learning, sporting events, and wellbeing.
- School Culture Survey for the community voice was overall positive towards the school and the work being completed.

Community Collaboration P&C

President's Message

I would like to extend my sincere thanks to the executive team for their dedication and efforts over the past year, which have been greatly appreciated. Feedback from the school community reflects that it has been another highly successful year for the P&C, with a wide range of well-organised events delivered.

Highlights and Achievements

- Uniform Shop operations
- Mother's and Father's Day stalls
- Bikeathon
- Easter raffle
- Colour Run
- Bake sales
- Canteen services
- Shade sail installation
- Halloween disco



These achievements highlight the strength of our structured annual events program, and it has been particularly encouraging to see new members step into key roles throughout 2025.

Ramon Martin



Community Collaboration Helping Heros

At Millars Well Primary School we encourage and celebrate community collaboration. We want to thank our parents for working with us in partnership to support the education of our children. Whether it is taking on a role on our School Board, P&C or helping out at an event, we appreciate everyone's contributions.

Thank you from the P&C:

A very special acknowledgement must be made to our outgoing Treasurer, Kelly Newbold. Over 4 years of outstanding service, Kelly has delivered an extraordinary number of contributions to the P&C—far too many to list in full. Her commitment, diligence and leadership have been instrumental in key achievements, including driving the nature playground project to completion and playing a significant role in turning the canteen from a financial loss to the vibrant and successful service it is today, complete with a revitalised menu. Kelly, please know that your efforts are deeply appreciated by the entire school community. Your lasting impact on the P&C and the school will be felt for many years to come, and we wish you a well-deserved opportunity to rest and enjoy the results of your hard work. Ramon Martin—P&C President

Thank you from MWPS for volunteering your time at our events and assisting with works around our school grounds!



Community Collaboration Helping Heros





Millars Well Primary School

45 Gawthorne Drive

Karratha, Western Australia, 6714

08 9187 6900

millarswellps.wa.edu.au

