



PIARA
WATERS

Senior High School

ANNUAL REPORT

2025



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Principal: Carol Daniels

Formally Endorsed by:
Piara Waters Senior High School School Board

15 March 2025

WELCOME FROM THE PRINCIPAL

“It gives me great pleasure to report on the 2025 school year. Piara Waters Senior High School continues to grow through increased enrolments, physical infrastructure and fostering a high-performance culture. In 2025 we welcomed another Year 7 cohort of 225 students and our foundation students moved onto Year 9.

We continued to strengthen the foundations laid in our inaugural year – refined our teaching programs, expanded our co-curricular offerings and nurtured a school culture built on respect, kindness, resilience, responsibility, perseverance and excellence. Our dedicated staff have worked tirelessly to provide rich learning experiences that support every student to thrive academically, socially and emotionally.

We are particularly proud of the partnerships we have built with families, local organisations and our wider community. These connections have played an essential role in shaping our identity and in supporting our student’s sense of belonging and purpose.

This annual report highlights the progress we have made as a foundation school and provides insight to our future years. As we look ahead, we remain committed to continuous improvement and to creating a future focused environment where all students are empowered to reach their full potential.

I thank the school Board who have provided support for our school as we enter each phase of development. Your support is appreciated and I look forward to our continuing partnership as Piara Waters Senior High School grows and develops.

I thank our staff, families, and students for their unwavering support, enthusiasm and belief in our shared vision. Together, we are building a school for excellence, of which we can all be proud.

I hope you enjoy reading the Annual Report and celebrating the successes of the 2025 school year. ”



Carol Daniels
Principal

WELCOME FROM THE SCHOOL BOARD

2025 has been another successful year for Piara Waters Senior High School as we continue to grow through our foundation phase. We were proud to welcome our newest cohort of students, along with an expanded Board whose members will help guide the ongoing governance and development of our school.

Significant progress has been made on our Stage 2 building, and we eagerly anticipate the completion of our Performing Arts Centre, senior school classrooms for Mathematics and English, and specialist facilities for Aviation, STEM, and Engineering. These developments reflect our strong commitment to providing innovative and inspiring pathways for all students.

Throughout 2025, the school celebrated several outstanding achievements. These included being selected for the BHP Geospatial Drone Program, as well as a fully funded trip to Sydney for three Business and Enterprise students and their teacher, to participate in the Youth Incubator Project. Our students have maintained an above average attendance rate, and we are seeing steady improvement in NAPLAN results - clear evidence of the commitment and professionalism of our teaching staff. It was also encouraging to see so many students recognised for their dedication to academic excellence at the end of year assembly.

I would like to sincerely thank our outgoing Foundation Chair and Board members for their dedication and leadership during these important early years. I also extend my heartfelt appreciation to our Principal Carol Daniels for her exceptional leadership in navigating the challenges of a growing school within the current economic climate.



Janine Blake

School Board Chairperson



School Demographics

WORKFORCE COMPOSITION

Executive Leadership Team

	No	FTE	AB'L
Principal	1	1.0	0
Associate / Deputy / Vice Principals	3	2.6	0
Heads of Departments and Learning Areas	3	3.0	0
Total Administration Staff	7	6.6	0
Level 3 Teachers	2	2.0	0
Other Teaching Staff	36	33.9	0
Total Teaching Staff	38	35.9	0
Clerical / Administration	12	10.4	0
Gardening / Maintenance	1	1.0	0
Instructional	1	1.0	0
Other Allied Professionals	11	10.4	0
Total Allied Professionals	25	22.8	0
Total	70	65.3	0



Student Numbers & Profile

STUDENT NUMBERS (As at 2025 Semester)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time Students	223	174	161					558

	Kin	PPR	Pri	Sec	Total		Kin	PPR	Pri	Sec	Total
Male				161	255	Aboriginal				7	7
Female				302	302	Non-Aboriginal				551	551
Total				558	558	Total				558	558

ATTENDANCE

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92.2%		84.9%	87.4%		59.2%	92.1%		82.5%
2024	92.1%	88.3%	84.7%	87.8%	69.9%	57.6%	92%	88%	82.2%
2025	90.8%	87.7%	84.5%	88.3%	62%	55.6%	90.8%	87.2%	81.7%

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

MANAGEMENT OF NON-ATTENDANCE

Whilst Piara Waters Senior High School has an attendance rate higher (90.8 %) than that of public schools in Western Australia (81.7 %), a significant portion of non-attendance is due to extended absences which occur during the school term. Attending school every day enables students to get the most from their education and create a bright future. Every day your child learns something new at school, every day they build on what they already know, growing their knowledge and skills.

- Non-attendance results in gaps in student’s knowledge and understanding due to missing face to face contact with teachers and peers.
- Lack of continuity for students results in students feeling less secure once back in the school environment.
- The formation of the belief that punctuality and attendance are not important.
- Inability to maintain ongoing friendships due to absence can result in isolation.
- Loss of self-esteem and self-confidence can occur from extended absences.
- Increased likelihood of disengagement from school earlier than expected can occur.

Working collaboratively with our parent community, Piara Waters Senior High School aims to increase our regular attendance rate.



Student Achievement & Progress

NAPLAN 2025

Piara Waters Senior High School

Comparative Performance Summary

	Year 7			Year 9
	2023	2024	2025	2025
Numeracy	-0.8	-0.4	0.3	-0.0
Reading	-0.8	-0.2	0.2	0.5
Writing	-0.5	-0.4	0.8	0.1
Spelling	-0.2	-0.1	0.1	-0.1
Grammar & Punctuation	-0.3	-0.4	-0.3	0.0

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	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

Performance of the Year 7 cohort from 2023 to Year 9 in 2025 is as expected. The Business Plan target of Reading is tracking positively. Overall, progress from Year 7 2023 to Year 9 2025, is positive. Incoming Year 7 cohorts are tracking positively.



Overall Highlights for 2025

- The commencement of Stage 2/3 construction which will complete the Piara Waters Senior High School building program.
- The selection of three Business Enterprise students as finalist in the Batyr/Young Change Agents Youth Incubator Project.
- The selection of Piara Waters in the BHP Geospatial Drone Project.
- The participation of students in Lightning Carnivals and winning the Netball Championship.
- The participation of students in the Fremantle Debating League for the first time, with the Year 9 students winning the Championship and Year 8 students attaining second place.
- The growth and development of the Instrumental Music School Services (IMSS) program at Piara Waters Senior High School (Clarinet, Flute, Guitar and Vocal).
- Continued participation and engagement with FORM and the Creative Schools Program.
- Onboarding of 70 teaching, administrative and support staff in alignment with the school's growth.
- Orientation of 230 Year 7 students from 31 primary schools.
- The purchase and use of Virtual Reality to support 21st Century Learning and Leveraging Digital.
- The growth and development of specialist elective subjects at Piara Water SHS e.g Forensic Science, Psychology, Engineering, Aviation, Performing Art, Graphic Design and Technology, Computer Aided Drawing, Media Production & Analysis, Global Citizenship, Business Enterprise, Specialist Basketball, Specialist Soccer, Specialist Netball.
- We hosted our first School Athletics Carnival where our foundation Houses were proudly celebrated – Brunonia, Grevillea, Rhodantha and Corymbia.
- Year 9 cohort participated in the Early Career Discovery accredited course delivered by a lecturer from South metro TAFE. This accredited course is recognised as a national qualification. The course serves as the students first step into education in the TAFE sector.
- Year 9 students participated in Career Taster Drones Workshop delivered by South Metropolitan TAFE.
- The Piara Waters SHS Academic Excellence has grown to include a class in each Year group – 7, 8, 9 & 10.
- The Endorsed Education Support Program (HUB) has grown to include specialist programs and a rich curriculum to support the diverse needs of the students with specialised learning needs.



School Priorities

PRIORITY 1: LEADING EXCELLENCE IN TEACHING AND LEARNING

We are proud to report on the growth and development of each of our Learning Areas as we move toward the establishment of the senior school.

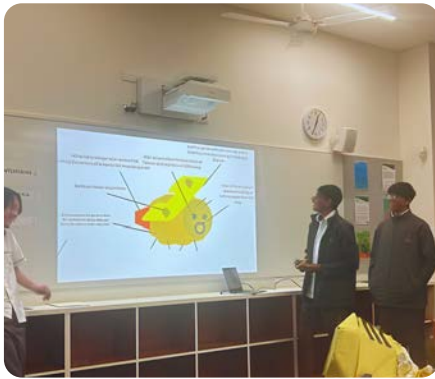
Global Studies

At the conclusion of 2025, the Global Studies Learning area continues to grow, both in size and strength. In only our third year of operation, with a Head of Learning Area and small team of six staff, we are building a reputation for academic success, outstanding pastoral care, and setting high expectations of students and ourselves as educators. The Global Studies Learning Area is committed to fostering Piara Waters Senior High School's vision of being dedicated to establishing and maintaining a school culture where every student is inspired, motivated, and encouraged to achieve at the highest level. We do this via a consistent application of 21st century, real life experience-based learning, incorporating STEM design process, the development of context specific skills, ethical considerations, and the embedding of the 6 Deep Learning competencies throughout the learning we deliver.

Learning Area highlights linked to the Business Plan priorities for 2025 include:

- Year 7 to 9 students participated in 'Mock Trials' coordinated by their teachers as part of the Civics and Citizenship context. Students were given the opportunity to learn valuable skills in research and the development and presentation of persuasive arguments in law.
- We welcomed John Button to our school to present on his own 'miscarriage of justice' in WA. Students discussed with John the significant challenges and struggles he faced and was able to overcome after being wrongly accused and sentenced.
- Indonesian Classes celebrated Indonesian Independence Day with exciting activities.
- We hosted the Indonesian Consulate for an exciting incursion engaging students in Indonesian music, culture and food.
- ANZAC Day – the Global Studies Learning Area coordinated and delivered a solemn ANZAC day ceremony.
- Reconciliation Week - the Global Studies team delivered daily presentation and activities that supported student understanding and reconciliation within our community and beyond.
- Global Studies Week saw the learning area come alive with students involved in the creation of terrariums, group art, board games, Chase the Chaser, an Indonesian Spelling Bee and a shared cultural meal.
- As part of the Creative Schools project and our Food Security Geography unit, the Year 9 Global Studies class with the support of our Creative practitioner, Mel, participated in planting, propagating and growing future foods. Recently students presented the barriers that exist to food security across the world and have now transferred their learning into a real-life experience that will produce a sustainable food source.
- Students in all AEP classes competed in the National Geography Competition. We enjoyed great success – achieving certificates of merit, distinction and high distinction.
- As part of Term 4's Economics and Business unit, all classes took part in a Shark Tank initiative. They produced, advertised and presented to team of Teacher Sharks their innovative products giving them insight into the world of entrepreneurs.

School Priorities



Quantitative Sciences

The Quantitative Sciences Learning Area continues to play a crucial role in delivering high-quality education in Science and Mathematics. In 2025, our focus has been on aligning teaching and learning practices with the school's strategic priorities and fostering a culture of excellence and innovation.

Learning Area highlights linked to the Business Plan priorities for 2025 include:

- Supported the implementation of the Quality Teaching Framework, incorporate visible learning strategies to improve clarity and student engagement.
- Introduced deep learning into teaching to enhance critical thinking and problem-solving skills.
- Promoted a culture of reflective practice, encouraging staff to engage collaboratively, apply feedback and continuously improve instructional methods.
- Delivered programs to enrich, extend and accelerate learning for students across General, Extension, and Academic Excellence Program (AEP) classes.
- Provided targeted intervention for students identified as underperforming in NAPLAN, using data-driven strategies to close achievement gaps.
- Conducted comprehensive data analysis to inform planning and strengthen relationships with the school community.
- Maintained high expectations for staff, students and families, reinforcing a shared commitment to excellence.
- Supported students' ICT development, integrating digital tools to create contemporary learning environments.
- Designed real-world problem-solving projects using design thinking principles, preparing students for future focused challenges.
- Embraced diversity, modelled positive behaviours and led by example to create an inclusive and respectful learning environment.



School Priorities

English

Over 2025, the English Learning Area focused on cultivating curious, confident, and thoughtful learners through the three interconnected strands of Language, Literature and Literacy. Across every year level, students explored a rich variety of texts and genres that challenged them to think critically, communicate with clarity, and appreciate the power of storytelling in all its forms. Our goal was not only to strengthen their understanding of English conventions but also to ignite enthusiasm, spark imagination, and create a learning environment where every student could grow into their best self as a reader, writer, speaker and creator. Above all, we aimed to nurture a lifelong passion for English—one that inspires students to engage deeply with the world around them.

Learning Area highlights linked to the Business Plan priorities for 2025 include:

- Year 7 students undertook a comprehensive program that built strong foundations across reading, writing, viewing and speaking.
- A key success this year was the explicit teaching of both persuasive and narrative writing prior to NAPLAN, which significantly strengthened students' confidence, planning processes and understanding of text structures under formal assessment conditions.
- Year 8 students deepened their analytical and creative capacities across multiple text types and media. In the Horror Short Story unit, they crafted suspenseful narratives, built tension deliberately, and applied genre conventions with precise, sensory language and disciplined editing.
- Year 9 engaged in a diverse program that balanced creative production, analytical inquiry and real-world communication, with a strong focus on preparing students for more senior-style English tasks.

The Arts

Visual Arts

This year, our Visual Arts program has been a vibrant journey of creativity, cultural exploration, and skill development across Years 7 to 9. Students engaged in a variety of projects that not only honed their artistic techniques but also fostered essential life skills such as collaboration, sustainability, and time management. Across all year levels, students completed response tasks focused on the elements and principles of art and the analysis of artworks. These activities strengthened their visual literacy and ability to communicate ideas effectively.

The Visual Arts program this year has not only nurtured creativity but also equipped students with transferable skills - planning, collaboration, and critical thinking - that will serve them well beyond the classroom. We are proud of their achievements and look forward to another year of artistic growth and innovation.



School Priorities

The Arts

Media Arts

This year, Year 7 Media students explored how media shape's identity and communication through a series of purposeful, creative and reflective projects. Beginning with My Media Use, students examined the role media plays in their daily lives, developing greater self-awareness and critical thinking about their consumption habits. They then applied visual conventions and creative decision-making in the Representing Self photography portfolio, using composition, lighting and symbolism to express aspects of their personal identity. The program culminated in a collaborative stop-frame animation project, where students learned the fundamentals of digital storytelling, animation techniques, problem-solving, time management and teamwork. Across all units, students developed a strong foundation in technical skills, thoughtful media practice and responsible digital engagement, preparing them to be informed and creative media users and producers.

Performing Arts

Students engaged in a dynamic and expressive Performing Arts program designed to build foundational drama and dance skills while nurturing creativity and confidence. The Drama unit, which focused on mime and comedy of manners, allowed students to explore physical storytelling, timing, tension, and characterisation while developing an understanding of basic play structure. These early performance experiences supported students in communicating meaning through gesture, facial expression and movement. The Tribal Dance unit offered an inclusive and culturally enriching opportunity for students to explore dance forms from around the world, encouraging them to reflect on their own cultural backgrounds and to bring their personal stories into the classroom. Students also attended a live incursion by Spare Parts Puppet Theatre, which provided a valuable introduction to professional theatre practice. Through this experience, students observed live-action characterisation, staging choices and puppetry techniques, deepening their understanding of how performers bring characters to life on stage.

Media

As a new offering in 2025, Year 9 Media saw significant student growth as learners enthusiastically explored the fundamentals of digital storytelling. Students developed practical skills in sound design, animation and short-film production, learning to plan, script, film and edit their own original works. The course encouraged experimentation with media technologies while strengthening students' ability to create purposeful, audience-aware content. Students demonstrated increasing confidence in applying technical language, using software tools and crafting coherent visual narratives.

Drama

Year 9 Drama also debuted as a new course this year, and students demonstrated impressive maturity and insight as they explored performance through a historical and social lens. The program introduced them to key theatrical styles - from the physicality and improvisation of commedia dell'arte to the heightened emotion and exaggerated character types of melodrama - giving students an appreciation for how theatre has evolved over time. Through devised and scripted performances, students examined national issues and themes relevant to contemporary Australia, using drama to express their understanding of cultural identity, social change and shared stories. Their growing confidence in performance, reflection and ensemble collaboration was evident throughout the year.

School Priorities

Technologies

In Technologies, students developed critical and creative thinking as they imagined, generated, iterated and critically evaluated ideas. Students analysed problems, refined concepts and reflected on the decision-making process by engaging in systems, design and computational thinking in various projects over the year.

Students used their critical thinking skills creatively while considering how data, information, systems, materials, tools and equipment impact on their lives, and how these elements might be better designed and managed. Experimenting, drawing, modelling, designing and working with equipment and software helped them to build their visual and spatial thinking and to create solutions, products, services and environments.

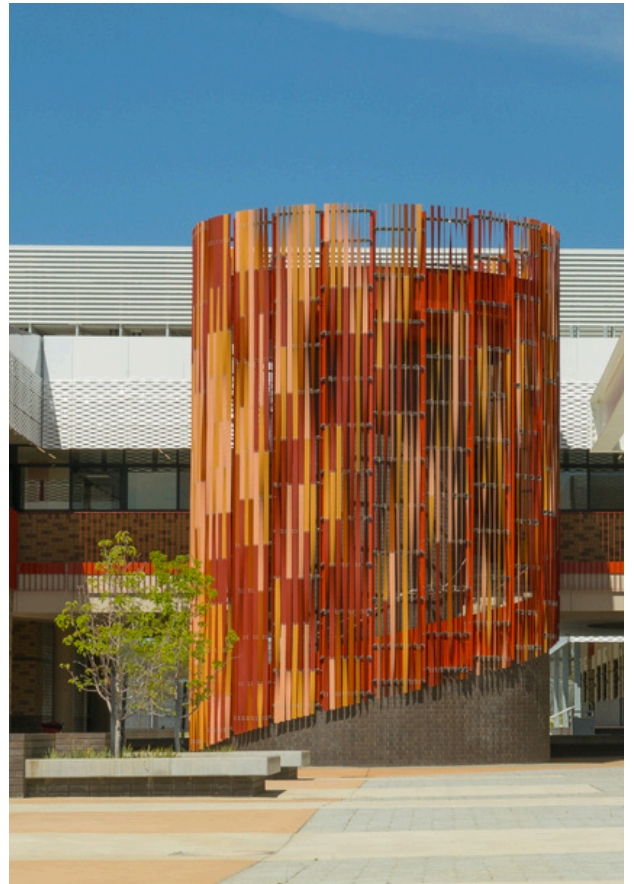
Food Science & Technology



Design & Technology: Wood



Design & Technology: Metal



School Priorities

Aviation



PRIORITY 2: 21ST CENTURY LEARNING ENVIRONMENT

Global Studies

Students have participated in a range of 21st century learning opportunities over 2025, including:

- The daily use of OneNote, Canva, and the Microsoft Office suite, in all Global Studies classes.
- Many virtual incursions took place throughout the year delivered by the State Library, Parliamentary Education Office and
- Students have engaged in collaboration, presentations and peer assessment – to build on their teamwork and communication skills.
- They have expressed themselves beyond the constraints of writing to communicate using visual, oral, aural and data enriched techniques including the digital production and delivery of infographics, posters, podcasts, movies, podcasts.
- Students have developed further their understanding of Digital literacy – one of the top 5 skills Australian employers want.



School Priorities

Quantitative Sciences

Immersive learning: How Virtual Reality is transforming classrooms

In line with our Operational Plan priority to create contemporary learning environments using technology, Quantitative Sciences has embraced Virtual Reality (VR) as an innovative learning tool. Students have explored global rock formations and solved forensic challenges, all within immersive virtual environments. VR enhances engagement and deepens understanding by allowing learners to interact with complex concepts in dynamic ways.



Reimagining learning through Creativity and Collaboration

The Quantitative Sciences team embraced creativity through the Creative Schools program. In Year 7 Mathematics, Ms Ritchie worked with creative practitioner Andrea Russell to bring mathematics to life by exploring food security. Students used data to understand local needs, created short films and posters and ran a food drive in partnership with Oz Harvest, donating to families in need.

The project wrapped up with an Expo, where students proudly shared their work and explained the creative process. It was a fantastic example of collaboration, imagination, and real-world learning in action.



Launching deep learning through STEM projects

As part of the Quantitative Sciences Operational Plan priority to design projects around real world problems that foster collaboration and teamwork, Science introduced a series of STEM challenges that serve as an entry point for implementing the New Pedagogies for Deep Learning (NPDL) framework. Students worked on projects such as constructing simple machine models, designing a Mars probe and a landing device and designing an earthquake proof tower.

These projects were designed to utilise prototyping, design thinking principles and project-based learning, guiding students through the full cycle of ideation, testing and refinement. By engaging in authentic, hands on tasks, students developed critical competencies such as creativity, communication and collaboration, key pillars of NPDL. This marks an important step toward embedding deep learning practices that connect curriculum to real world contexts and future focused skills.

School Priorities

English

Across Years 7 - 9 and all streams, the English program ensured purposeful engagement with the three WA Curriculum strands: Language, by teaching how language functions across contexts and audiences; Literature, by engaging with a wide range of texts and responding critically and creatively; and Literacy, by creating clear, coherent, purpose-driven texts in written, spoken, and multimodal forms.

The units collectively strengthened foundational writing skills in structure, tone, and audience awareness; developed persuasive techniques and media literacy; enhanced creativity, figurative language, and interpretation; consolidated comprehension and critical thinking through thematic analysis; improved collaboration, confidence, and multimodal communication; expanded analytical skills and vocabulary; and advanced evidence - based argumentation and fluent communication. Students demonstrated measurable growth in vocabulary, grammar, and text analysis, and they developed robust research practices - all of which position them for success in upper years and future pathways.

Deepening Learning via the English curriculum

- Book Week 2025 was a vibrant celebration of reading, creativity, and community spirit across the English Learning Area, with students engaging in a wide range of literacy-rich experiences throughout the week.
- A major component of Book Week celebrations was the Write a Book in a Day competition, a national initiative that challenges teams to write and illustrate a complete book within 12 hours while fundraising for childhood cancer research. This competition encourages creativity, teamwork, problem-solving, and resilience, as students work collaboratively to produce an original story under timed conditions.
- One of the highlights of Book Week was the much-anticipated dress-up parade, where students and staff arrived in an array of imaginative and colourful costumes inspired by the 2025 Book Week theme “An Ocean of Stories,” a theme that celebrates the vast, shared world of storytelling across cultures and generations. The parade created a joyful and inclusive atmosphere, showcasing the school’s creativity and love of literature.
- Overall, Book Week 2025 brought together reading, creativity, performance, and philanthropy in a way that enriched the English program and strengthened our school culture. Students not only celebrated the joy of storytelling but also contributed to a cause that brings comfort and hope to young people in hospitals nationwide - embodying both the spirit of literature and the power of community.



School Priorities

Deepening Learning via the English curriculum

Year 7 AEP and Year 9 cohorts embarked on rich and immersive learning experiences in Fremantle, each exploring Western Australia's past through a creative and historical lens.

The Year 7 AEP students began their day at Fremantle Prison, where they learned about the lives, labour and experiences of the convicts who helped build the foundations of the port city. These powerful stories of hardship and resilience inspired students to craft vivid, emotionally resonant poetry, drawing on the imagery and insights gathered throughout the tour.



The excursion to Perth Zoo provided students with a rich and authentic learning experience that deeply enhanced their English studies across the Language, Literature, and Literacy strands. Immersed in real-world environments, students drew on vivid sensory observations to strengthen their use of descriptive and figurative language, resulting in more engaging creative, narrative, and poetic writing. The themes of conservation, ethics, and responsibility observed throughout the visit informed classroom discussions and became powerful catalysts for persuasive and narrative tasks, enabling students to connect contemporary issues with their writing in thoughtful and meaningful ways. Most importantly, the hands-on, experiential nature of the visit significantly boosted engagement and motivation, helping students grasp abstract concepts such as imagery, symbolism, and tone through tangible, real-world encounters that enriched their learning long after the excursion concluded.

This year has been one of tremendous growth, creativity, and connection across the English Learning Area. Our students have embraced challenges, explored new ideas, and demonstrated increasing confidence as readers, writers, thinkers and communicators. It has been a privilege to guide their learning, and we are incredibly proud of the progress they have made. As we look ahead, we remain committed to teaching English with the same passion, enthusiasm, and dedication that have shaped our successes this year. We look forward to continuing this journey with our students as we inspire curiosity, strengthen skills, and foster a lifelong love of language and literature.



School Priorities

PRIORITY 3: POSITIVE INCLUSIVE PARTNERSHIPS

Global Studies

- Creative Schools – A HASS teacher represented Piara Waters SHS and completed the Creative Schools project with FORM – strengthening the partnership from 2024.
- As part of the Global Studies Week activities, the Year 9 Business elective class invited Mrs Gibson (Piara Waters Senior High School parent), an experienced individual in the Business world, to present to our students her experience as an entrepreneur. Her presentation proved both informative and inspiring as she shared stories and her personal experiences with our budding entrepreneurs.
- Year 9 Business students were involved in a full day industry Intrapreneurship Challenge run by Young Change Agent facilitators, partnered with Batyr (one of Australia's leading Youth Mental Health organisations). This focused on how young people can shape the future of mental health storytelling through digital platforms. Students were given the opportunity to gain Enterprise and innovative skills-creative problem-solving, design thinking and pitching. Industry exposure-working directly on a live challenge with a leading youth mental health organisation. This resulted in three Piara Waters Senior High School students being chosen to represent WA in the Batyr/Young Change Agents Youth Incubator challenge in Sydney.
- Year 9 Business elective classes - \$20 BOSS at school learning about the advantages and disadvantages of being a business owner, the importance of innovation and the concept of 'up-selling'. Over \$700 was raised and donated to a local community charity - Crossways.
- Our support for Crossways is being extended next year to include a winter clothes drive and pantry food collection for Xmas hampers.
- At the end of Term 1, the whole Year 9 cohort participated in the Early Career Discovery accredited course delivered by a lecturer from South metro TAFE. Students were engaged in career education lessons, self-discovery, pathway planning, Virtual Reality sessions and the completion of an assessment. Piara Waters Senior High Schools is one of the only metropolitan schools to offer this opportunity to all of Year 9 students This accredited course is recognised as a national qualification. The course serves as the students first step into education in the TAFE sector.
- Year 9 students attended the WA Career Skills Expo to further their career aspirations and provide inspiration and understanding of the careers and jobs available now and in the future.



School Priorities

Quantitative Sciences

Differentiated learning through real world experiences

As part of our focus on differentiating teaching and learning experiences to meet individual student needs, Year 7 students participated in the Waterwise Incursion, an engaging, interactive experience that brought water sustainability to life.

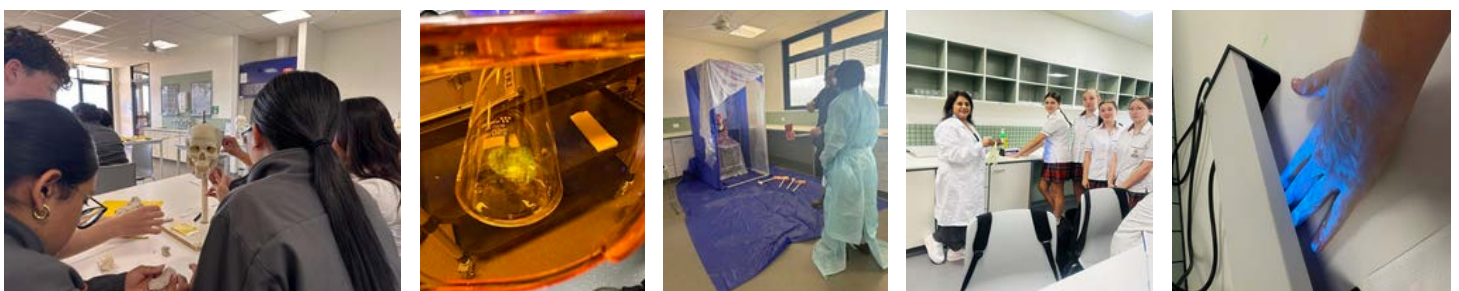
Students explored immersive environments and audio narratives, learning about the importance of water resources and how they can become ambassadors for a sustainable future. This incursion supported our strategies to:

- Enrich and extend learning through big questions and real-world contexts.
- Organise incursions that connect curriculum to authentic issues.
- Provide scaffolded support to help students understand complex concepts like sustainability and resource management.



Differentiated learning through real world experiences

Quantitative Sciences delivered engaging, hands-on learning experiences that demonstrate our commitment to Leading Excellence in Teaching and Learning and Innovation. Throughout the year, students participated in innovative forensic science activities, including bloodstain pattern analysis simulations, fingerprinting labs and forensic facial reconstruction using clay on artificial skulls. These projects encouraged inquiry, critical thinking and problem solving while making science relevant and exciting. By incorporating real world applications and collaborative tasks, we continue to foster deep learning and inspire curiosity, key elements of our school's vision for excellence.



School Priorities

English

This year also marked a significant milestone for Piara Waters Senior High School with the launch of its first competitive debating teams. In collaboration with the Fremantle Debating League, enthusiastic debaters from Years 8 and 9 joined the new extracurricular club and represented the school in the Southwest Metropolitan Debating Competition against ten local schools, including Rossmoyne SHS, Willetton SHS, Harrisdale SHS and Ellenbrook College. The teams achieved remarkable results in their debut season: the Year 8 team placed second in the league, while the Year 9 team claimed first place, proudly bringing home the championship trophy. This achievement highlights not only the students' critical thinking, teamwork, and public-speaking skills, but also the growing strength and ambition of the English Learning Area's enrichment offerings.



Endorsed Education Support Program

In 2025, Piara Waters Senior High School celebrated a year of progress with Inclusive Education and the Endorsed Education Support (HUB) program. This was marked by student achievement, strengthened partnerships, and practice that enriched the learning experience for every SEN student.

Major Highlights for 2025

In 2025, Piara Waters Senior High School celebrated a year of progress with Inclusive Education and the Endorsed Education Support (HUB) program. This was marked by student achievement, strengthened partnerships, and practice that enriched the learning experience for every SEN student.

Student Growth and Independence

HUB students demonstrated gains in functional literacy, numeracy, and independent living skills. The expanded Travel Training Program was a success, with students confidently navigating community settings, public transport, and real-life scenarios with increasing independence.

Successful Integration into School Life

HUB students actively participated in whole-school events, assemblies, reward excursions, incursions, and end-of-term celebrations. Many students strengthened their social connections and showcased exemplary engagement across the school community.

Strengthened Collaboration with families

Parent partnerships was further developed in 2025. SEN Plans were co-designed with families, teachers, therapists, and Education Assistants, ensuring goals were meaningful, personalised, and achieved across home, school, and community settings.

High-Quality Learning Experiences

Students engaged in diverse cross-curriculum learning, including English, Mathematics, HASS, Science and STEM, Digital Technology, Food Technology and Arts. Each learning experience was tailored to meet individual learning needs and interests.

Achievement in ASDAN Courses

A major milestone in 2025 was the successful implementation of ASDAN programs to the HUB curriculum. All participating students were awarded Gold Certificates of Completion—an achievement that recognises their dedication, skill development, and commitment to learning. These ASDAN credits will appear on their formal statement of results upon graduation.

Enhanced Social-Emotional Support

The Social Club continued to thrive, offering a safe environment for practising social skills and building friendships. Morning Check-ins, guided by the Zones of Regulation, supported improvements in emotional awareness and self-regulation across the HUB cohort.

Effective SEN Support in Mainstream Classes

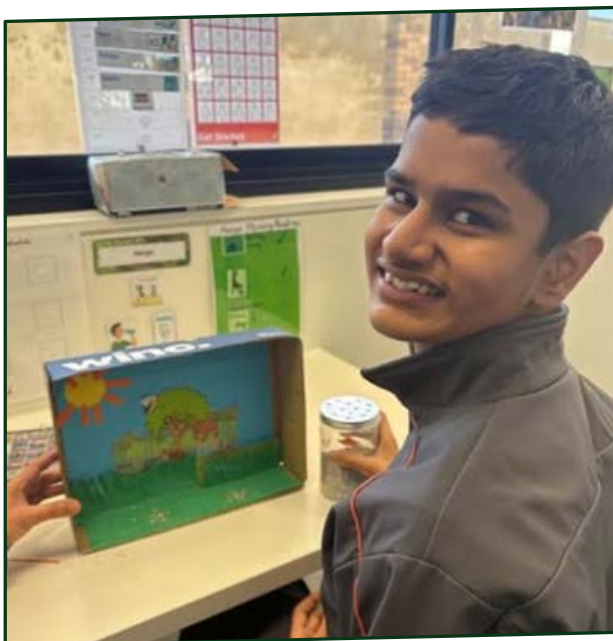
SEN students participating in mainstream subjects benefited from targeted in-class support from specialist Education Assistants. Collaborative planning with mainstream teachers ensured accessible and engaging learning programs, resulting in strengthened academic engagement.

Commitment to Local Community

The SEN cohort grew in alignment with the school's intake area, reinforcing our commitment to supporting students and families within the local community.

A Year of Achievement and Opportunity

In 2025, Inclusive Education and the Endorsed Education Support (HUB) program at Piara Waters Senior High School, continued to set a strong benchmark for best practice in the inclusive education. Through innovation, collaboration, and a dedication to student achievements, our school proudly celebrates a year of growth, community connection, and student success.



SCHOOL FINANCES

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	355,999	355,999
Carry Forward (Salary):	1,936,060	1,936,060
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	8,795,799	8,795,799
Locally Raised Funds:	163,787	203,838
Total Funds:	11,251,645	11,291,697
EXPENDITURE		
Salaries:	6,277,414	6,277,414
Goods and Services (Cash):	1,341,426	890,577
Total Expenditure:	7,618,840	7,167,991
VARIANCE:	3,632,805	4,123,706
INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	355,999	355,999
Carry Forward (Salary)	1,936,060	1,936,060
STUDENT-CENTRED FUNDING		
Per Student	6,001,598	6,001,598
School and Student Characteristics	1,681,709	1,681,709
Disability Adjustments	36,116	36,116
Targeted Initiatives	175,247	175,247
Operational Response Allocation	916,624	916,624
Total Funds:	8,811,294	8,811,294

SCHOOL FINANCES

TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(698,672)	(698,672)
School Transfers - Cash	683,177	683,177
Department Adjustments	0	0
Total Funds:	15,495	15,495
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	50,000	56,322
Charges and Fees	57,356	65,141
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	17,920	20,993
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	1,100	1,300
Other Revenues	37,411	60,083
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	163,787	203,839
TOTAL	11,251,645	11,291,697

SCHOOL FINANCES

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,862,466	5,862,466
New Appointments	0	0
Casual Payments	368,841	368,841
Other Salary Expenditure	46,107	46,107
Total Funds:	6,277,414	6,277,414
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	53,784	61,189
Lease Payments	85,600	82,902
Utilities, Facilities and Maintenance	326,220	248,866
Buildings, Property and Equipment	361,581	204,243
Curriculum and Student Services	382,901	246,894
Professional Development	25,300	19,890
Transfer to Reserve	79,910	0
Other Expenditure	6,130	2,622
Payment to CO, Regional Office and Other schools	20,000	23,970
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,341,426	890,576
TOTAL	7,618,840	7,167,990



PIARA WATERS

Senior High School

This Annual Report is formally endorsed by the
Piara Waters Senior High School Board.

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