

Kiara College Annual Report

2024



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Principal's Report



I am honoured to present Kiara College's 2024 Annual College Report, reflecting on a year of growth, resilience, and achievement. Since assuming the role of Principal at the beginning of Semester 2, I have been privileged to lead a dedicated staff and a dynamic student body in our pursuit of excellence.

This report provides a comprehensive overview of our progress in the first year of the College Business Plan (2024–2026), outlining our commitment to achieving the vision and strategic priorities set for Kiara College. Guided by our four key improvement drivers - Teaching and Learning, Capacity, Pathways, and Partnerships - we have focused on strengthening educational outcomes and fostering a supportive and inclusive learning environment.

The year 2024 was one of transformation, marked by leadership transitions and staffing changes. However, through collaboration and resilience, our school community has navigated these adjustments, maintaining a strong focus on student success.

A significant highlight of the year was our 50th Anniversary Celebration on Sunday 27 October. This milestone event showcased the rich history and enduring legacy of Kiara College and Lockridge Senior High School. The celebration brought together past and present students, staff, and community members, with inspiring guest speakers and outstanding exhibitions by our current students. This event was a testament to the strong sense of pride and connection within our community.

In Semester 2, we took deliberate steps to refine and enhance our practices. The Positive Behaviour Support Matrix was reviewed, and the committee was re-established to promote student pride, beginning with reinforcing the importance of confidently wearing our uniform. Our Teaching and Learning Committee worked diligently to unpack our pedagogical framework, equipping staff with impactful strategies to enhance student learning outcomes.

Kiara College is poised for continued growth and excellence. We are proud to have been accepted into the Department of Education's Leading Cultures of Teaching Excellence program, which will commence in 2025. Additionally, we are excited to launch the Specialised Learning Program for students with autism, welcoming 18 foundation students next year. These initiatives align with our commitment to meeting the diverse needs of our students while strengthening our reputation as a farm and basketball specialist school.



The College Business Plan is driven by four key improvement priorities:

1. **Teaching and Learning** – Strengthening excellence in teaching and learning across the school.
2. **Capacity** – Building staff capacity in leadership, professional growth, and wellbeing.
3. **Pathways** – Providing every student with a pathway to a successful future.
4. **Partnerships** – Collaborating with families, communities, and agencies to enhance student engagement and success.

We sincerely thank the Kiara College Board for their continued guidance and support throughout the year. Their dedication ensures that we remain aligned with our strategic objectives, fostering success for our students and the wider school community.

As we look ahead to 2025 and beyond, we remain committed to creating an inclusive, innovative, and high-achieving learning environment for all students. Thank you to our staff, students, families, and community partners for your invaluable contributions to another successful year at Kiara College.

Innocent Chikwama

Principal, Kiara College



Kiara College Overview

Kiara College is a vibrant learning community located on the western edge of the Swan Valley. We are a proudly Independent Public School with the unique characteristic of having a working farm on our site. Our ethos encourages personal development while igniting a passion for



lifelong learning. Well researched and evidence-based decision making is a hallmark of our practice. Kiara College provides a safe and supportive learning environment characterised by innovative teaching practices. We respect and value all members of our diverse community. Our students are encouraged to embrace opportunities and aspire to excellence. Our students develop skills and abilities that enable them to be responsible, informed, and active citizens who contribute positively to society.

Kiara College is equipped with state-of-the-art facilities in the Performing Arts Centre, STEM Maker Space, and FABLAB redevelopments, and students can capitalise on real life and industry standard applications of skills in these areas. Catering for Years 7-12, Kiara College offers comprehensive and innovative programs that support students to achieve their potential. Students can follow an ATAR, General, VET or Big Picture Education pathway, preparing them for university entry, TAFE, or employment. Pathway planning at Kiara College focuses on the individual.

Through early exploration of interests and career opportunities, students are supported to pursue aspirational pathways in all areas. Our partnerships with tertiary institutions such as UWA Aspire, ECU UniPrep and North Metro TAFE facilitate students' further success.

Our local intake schools include West Beechboro, Beechboro, East Beechboro, Caversham, Caversham Valley, Dayton, Eden Hill and Lockridge Primary Schools. We offer two Specialist Programs: Agriculture and Basketball. Students are also able to study Contemporary Music. In addition, 2024 saw us begin our planning phase of integrating a Specialist Learning Program – Autism which will open in 2025 where we will partner with Eden Hill Primary School for a transitional pathway from the Primary to Secondary school setting.

Our Vision

Kiara College provides a safe and supportive learning environment characterised by innovative teaching practises.

We respect and value all members of our diverse community. Our students are encouraged to embrace opportunities and aspire for excellence.

Our students develop skills and abilities that enable them to be responsible, informed and active citizens, who contribute positively to society.

Our Values

- Respect and Responsibility
- Effort and Excellence
- Care and Commitment

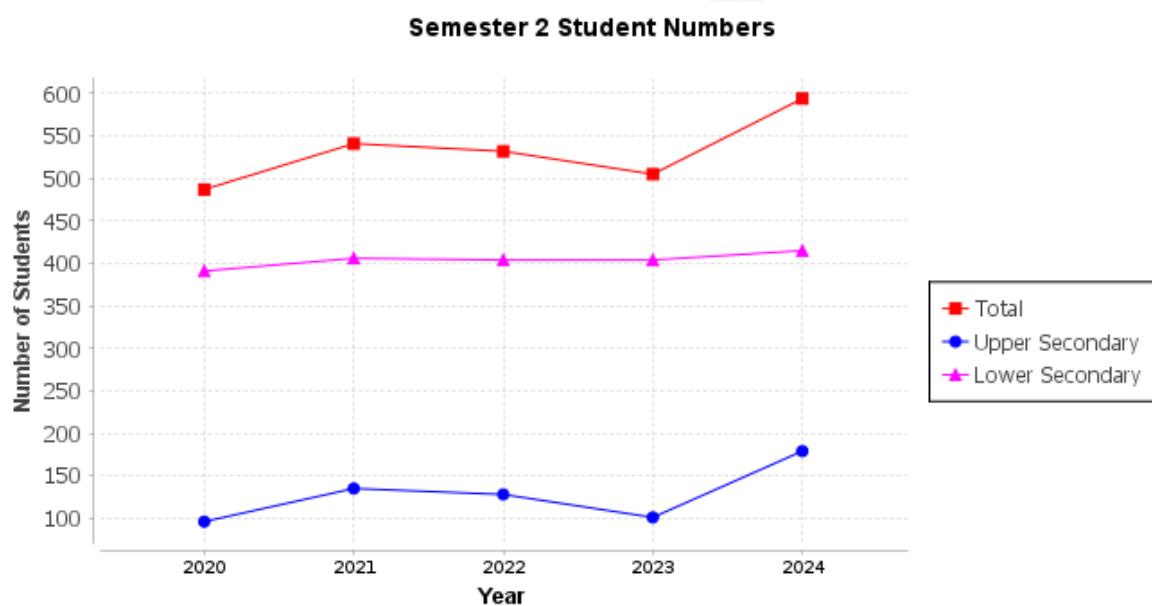


Student Numbers and Characteristics

As at Semester 2, 2024

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	96	92	107	120	120	59		594

	Kin	PPR	Pri	Sec	Total
Male				358	358
Female				235	235
Total				594	594



Semester 2	2020	2021	2022	2023	2024
Lower Secondary	391	406	404	404	415
Upper Secondary	96	135	128	101	179
Total	487	541	532	505	594

Our 2024 student population experienced significant growth of just below 20% which highlights the nature of continued growth over recent years.



Workforce Composition

In 2024, Kiara College welcomed several new staff members to fill vacancies resulting from career advancements and movements within the education sector. This trend continued from previous years, reflecting the dynamic nature of staffing within Western Australian schools. Notably, the college experienced significant changes in leadership, including a new Principal, Heads of Learning Areas, and Student Services personnel. A Specialised Learning Program Coordinator for Autism was appointed, strengthening our support for students with diverse learning needs.

At the conclusion of 2024, Kiara College employed 83 staff members, comprising 37 teaching staff, 11 administrative staff, and 35 allied professionals, with a Full-Time Equivalent (FTE) of 74.2. This figure accounts for part-time employees and the commencement of Specialised Learning Program Coordinators in Semester 2.

All staff members at Kiara College meet the professional requirements to work in Western Australian schools. Teaching staff are fully registered with the Teacher Registration Board of Western Australia, ensuring high professional standards in delivering quality education to our students.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Heads of Departments and Learning Areas	5	5.0	0
Program Coordinators	3	3.0	0
Total Administration Staff	11	11.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	36	34.0	0
Total Teaching Staff	37	35.0	0
Allied Professionals			
Clerical / Administrative	19	16.2	2
Gardening / Maintenance	2	2.0	0
Instructional	1	0.4	1
Other Allied Professionals	13	9.8	1
Total Allied Professionals	35	28.4	4
Total	83	74.4	4

Kiara College is committed to fostering a high-quality workforce that supports student learning and well-being. The college workforce plan is closely monitored through professional development initiatives, leadership opportunities, and ongoing staff support.



Student Achievement and Progress

NAPLAN

New proficiency standards with four levels of achievement replace the previous 10 band structure. The new standards assist in identifying students who are likely to need additional support.

The four levels of achievement are:

- Exceeding
- Strong
- Developing
- Needs additional Support

These new descriptors clarify a child's literacy and numeracy skills to parents and support discussions with the school regarding student progress. As this new method commenced in 2023, we do not yet have direct comparisons of year groups, the first of which will be seen with the 2025 cohort.

The college has implemented strategies to build on performance in NAPLAN testing including but not limited to:

- Sounds Write Literacy Program
- EALD Teacher (0.6 FTE)
- Level 3 Learning Support Coordinator (1.0 FTE)
- PAT Testing
- Elastik to diagnose issues and then create engaging and suitable learning programs across all MESH areas
- Use of SAIS dashboard to assist in identifying and analysing student progress
- Set Up For Success - literacy focus to improve skills on a regular basis in all classes
- South Australian Spelling Test to diagnose student needs in Language Conventions
- Building in "reading nooks" and "calm corners" into English Learning Area classrooms to encourage reading and connection to building literacy skills

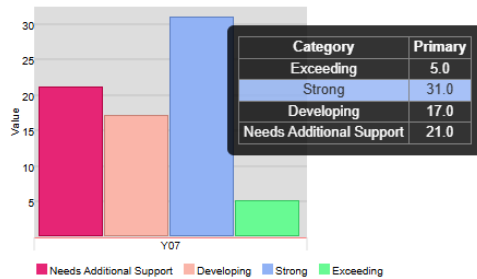


Year 7 students

Semester 1, 2024

NAPLAN - Reading

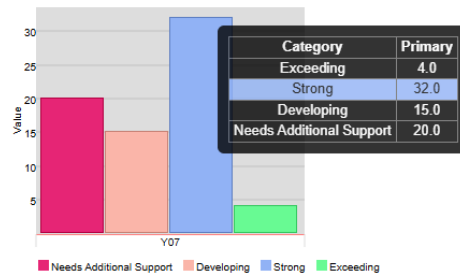
Results excluding data from other schools



Semester 1, 2024

NAPLAN - Numeracy

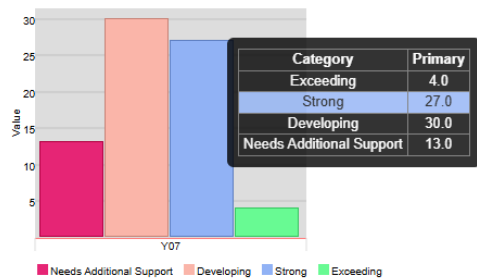
Results excluding data from other schools



Semester 1, 2024

NAPLAN - Writing

Results excluding data from other schools

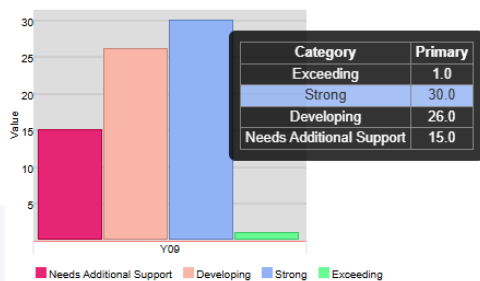


Year 9 students

Semester 1, 2024

NAPLAN - Reading

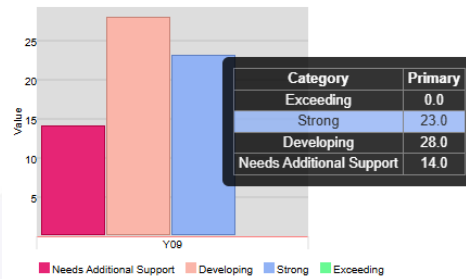
Results including data from other schools



Semester 1, 2024

NAPLAN - Numeracy

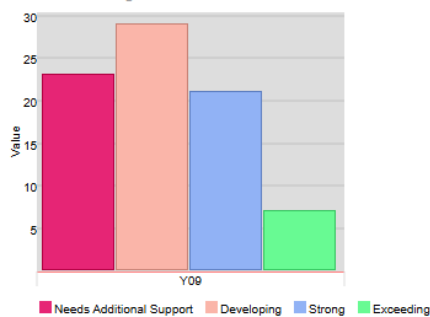
Results including data from other schools



Semester 1, 2024

NAPLAN - Writing

Results including data from other schools



Year 9	School	Like Schools	National
Numeracy	509.02	500.64	565
Reading	519.22	504.21	565
Writing	512.54	508.43	574
Spelling	531.01	524.16	567
Grammar	466.87	479.85	555

Our NAPLAN targets are a work in progress over the span of the business plan from 2024 to 2026.

Target 3 - Percentage of students meeting NAPLAN proficiency standard in all areas in Year 7 & 9 to be 50% or better

This is a work in progress, whilst we are close to the 50% mark we have not yet crossed it in most area.

Target 4 - Percentage of students meeting NAPLAN proficiency in each of the Reading, Writing and Numeracy assessment areas at Year 7 & 9 exceed like schools

In 2024 we were able to exceed like schools in all components of Year 7 NAPLAN and all except one component in Year 9 NAPLAN. This indicates positive steps towards lifting literacy and numeracy levels at Kiara College.



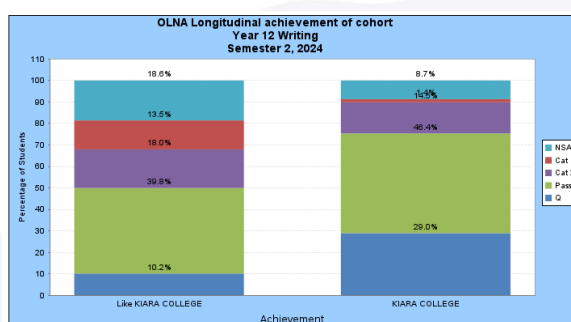
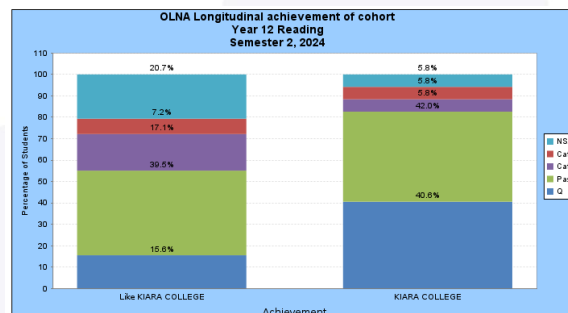
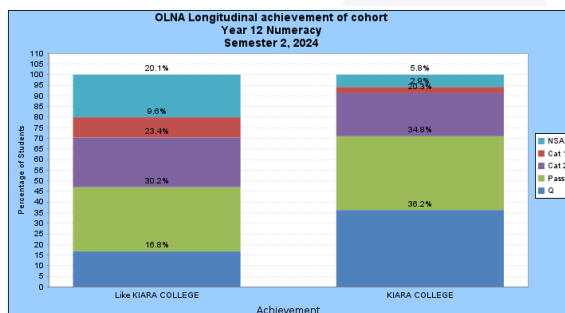
Year 12 outcomes including VET

Target 5 – Percentage of students demonstrating competence in Reading, Writing, and Numeracy OLN scores in comparison to Like schools

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
	2024	2023	2022	2021	2020	2019
Reading						
School (WACE eligible)	48 (94%)	33 (94%)	58 (91%)	31 (97%)	35 (88%)	32 (91%)
School (Cohort)	57 (79%)	39 (48%)	71 (66%)	43 (69%)	43 (58%)	36 (56%)
Writing						
School (WACE eligible)	43 (84%)	31 (89%)	57 (89%)	31 (97%)	40 (100%)	31 (89%)
School (Cohort)	52 (72%)	37 (45%)	67 (62%)	37 (60%)	51 (69%)	36 (56%)
Numeracy						
School (WACE eligible)	42 (82%)	33 (94%)	51 (80%)	28 (88%)	35 (88%)	29 (83%)
School (Cohort)	49 (68%)	41 (50%)	62 (57%)	33 (53%)	45 (61%)	33 (52%)

OLNA continues to be the biggest barrier for WACE. The above report does show a decline in 2024 for Numeracy and Writing, however the actual number of students in the 2024 cohort did significantly increase in 2024.

The reports below show that in comparison to like schools we are achieving at significantly higher levels of success for the number of students that pre-qualify and those that achieve Cat 3 prior to the completion of Year 12.



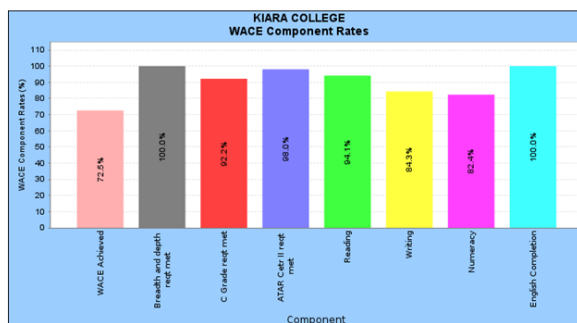
With a focus on continual improvement, we have introduced a number of OLNA specific strategies to assist students and meeting this benchmark.

- OLNA online - paid subscription/working with Maths and other stakeholders to develop OLNA skills
- OLNA/ATAR focus classes to make sure students work in suitable groups with the same needs
- OLNA Contact class 1 period per week working with specialist Mathematics and English Teachers to focus on specific areas of need.
- A college appointed Learning Support Coordinator will collaborate with the Literacy and Numeracy team to formulate targeted and effective individual education plans (IEPs) and support the whole college in continued improvement in this space.



Target 9 – Percentage of students achieving WACE and eligible for university increases

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2024	2023	2022	2021	2020	2019
School	51 (71%)	35 (43%)	64 (59%)	32 (52%)	40 (54%)	35 (55%)
Like Schools	35%	39%	43%	51%	44%	46%
State	69%	68%	64%	70%	70%	65%
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	37 (73%)	30 (86%)	43 (67%)	25 (78%)	33 (83%)	25 (71%)
Like Schools (%)	64%	69%	65%	67%	70%	65%
Public Schools (%)	90%	90%	89%	89%	89%	89%
School (Cohort)	37 (51%)	30 (37%)	43 (40%)	25 (40%)	33 (45%)	25 (30%)
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	51 (100%)	35 (100%)	61 (95%)	30 (94%)	40 (100%)	33 (94%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	47 (92%)	34 (97%)	54 (84%)	30 (94%)	37 (93%)	33 (94%)
English requirement met WACE Eligible	51 (100%)	35 (100%)	64 (100%)	32 (100%)	40 (100%)	35 (100%)
ATAR Or Cert II Or General requirement met WACE Eligible	50 (98%)	35 (100%)	54 (84%)	29 (91%)	39 (98%)	33 (94%)
WACE: Literacy and numeracy standard - Number of students who met the standard: count (%) Source: SCSA data files						
Literacy and numeracy requirement met WACE eligible	39 (76%)	31 (89%)	47 (73%)	28 (88%)	34 (85%)	27 (77%)



71% of students were WACE eligible in 2024, this is the highest percentage recorded in the previous 6 years. This figure is significantly higher than like schools and indeed higher than the state at 69%

WACE achievement (school eligible) at 73% however is lower than the previous year possibly due to an increase in number of students with a large proportion not satisfying the OLN requirement.

The WACE component rate diagram shows that Numeracy at 82.4% and OLN Writing at 84.3% remain the two main causes of not achieving WACE

WACE achievement school cohort is significantly higher than 2023 at 51% and the longitudinal analysis shows this figure is the highest recorded in the last 6 years and a positive trend for Kiara College.

Two students met OLN requirements but did not meet the achievement standard. These students were identified early, and interventions were put in place, unfortunately we were unable to change the outcome for these two students.



Target 11 Percentage of students achieving Certificate II or better increases.

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2024	2023	2022	2021	2020	2019
School VET enrolments	42 (58%)	41 (50%)	84 (78%)	43 (69%)	68 (92%)	53 (83%)
Funded VET students	88%	87%	87%	87%	93%	94%
Level of highest qualification achieved (of VET enrolled students)						
Diploma						
Certificate IV	3 (7%)					
Certificate III	5 (12%)	3 (7%)	7 (8%)		1 (1%)	2 (4%)
Certificate II	27 (64%)	26 (63%)	43 (51%)	21 (49%)	38 (56%)	32 (60%)
Certificate I	5 (12%)	5 (12%)	12 (14%)	3 (7%)	5 (7%)	7 (13%)
No certificate completed	7 (17%)	7 (17%)	22 (26%)	19 (44%)	24 (35%)	12 (23%)
Students with more than one qualification (% of VET enrolments)						
3+ qualifications	2 (5%)	3 (7%)	16 (19%)	4 (9%)	2 (3%)	6 (11%)
2 qualifications	14 (33%)	13 (32%)	12 (14%)	11 (26%)	28 (41%)	21 (40%)
Endorsed programs unit equivalents achieved						
Number	20	34	56	48	15	

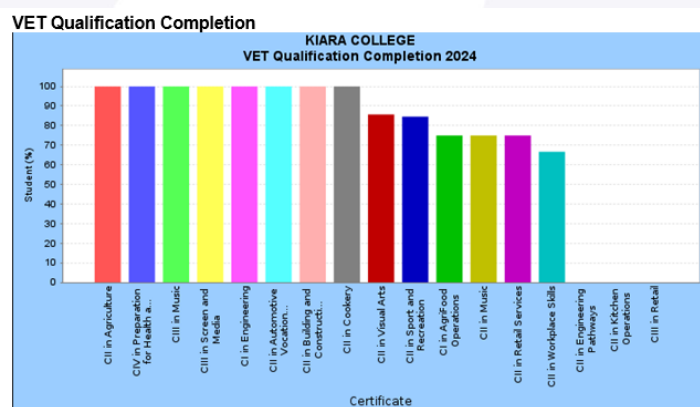
The number of school VET enrolments has increased since 2023 as we aim to return to previous highs of 2020 and 92%.

The target set has been met reporting the highest number of certificate II completions in the previous 6 years. It is worth noting that whilst enrolments were highest in 2020 completions for certificate II courses were down to 56%. Successful completion of these certificates has been a focus for Kiara College and some students completing multiple certificates.

A special mention to the introduction of Certificate IV Preparation for Nursing and health Studies where 3 students in 2024 completed this course earning themselves 6 grades and the ability to use this qualification as an entry pathway to university. This qualification continues to be offered in 2024.

An increase in Certificate III qualifications can be seen in 2024. With the inclusion of certificate III Business now being offered at school we can see this number continuing to increase in future years.

It is worthy of mention that only 17% of students did not complete a certificate course, this is the lowest number in the 6 years shown in the table above. This is a strong testament to pathway planning at Kiara College.



A significant number of courses are made available at Kiara College and successfully completed by the students. The range of courses across all industry areas is noteworthy.



Target 12 – Percentage of students doing 2 or more STEM Courses increases

SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION						
Students enrolled in STEM courses. Count (%) of WACE Eligible students. (Source: SCSA data files)						
	2024	2023	2022	2021	2020	2019
>2 STEM courses	28 (55%)	16 (46%)	17 (27%)	13 (41%)	14 (35%)	8 (23%)
2 STEM courses	13 (25%)	15 (43%)	26 (41%)	19 (59%)	19 (48%)	19 (54%)
1 STEM course	10 (20%)	4 (11%)	21 (33%)		7 (18%)	8 (23%)
Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files)						
>1 STEM qualification			1 (2%)			1 (3%)
1 STEM qualification	12 (24%)	5 (14%)	13 (20%)	2 (6%)	6 (15%)	8 (23%)
OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data files)						
School (% WACE eligible)	43 (84%)	31 (89%)	46 (72%)	32 (100%)	33 (83%)	30 (86%)
School count (% Cohort)	43 (60%)	31 (38%)	46 (43%)	35 (56%)	33 (45%)	31 (48%)

In 2024 55% of students engaged in more than 2 STEM courses. This is a significant increase on 46% in 2023. We anticipate continued growth in this area.

ATAR Results

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)						
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2024	2023	2022	2021	2020	2019
School count (% Cohort)	5 (7%)	7 (9%)	9 (8%)	12 (19%)	4 (5%)	8 (13%)
Difference From Expected			+5%	+20%	+5%	+10%
School (% WACE eligible)	10%	20%	14%	34%	10%	20%
ATAR COURSE ENROLMENTS						
Year 12 Course enrolments count of students						
6+ ATAR courses				1 (2%)		
4-5 ATAR courses	5 (7%)	7 (9%)	9 (8%)	11 (18%)	4 (5%)	8 (13%)
ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations						
High				1 (8%)		1 (13%)
Mid	3 (60%)	1 (14%)	4 (44%)	1 (8%)	1 (25%)	3 (38%)
Low	2 (40%)	6 (86%)	5 (56%)	9 (75%)	3 (75%)	3 (38%)
ATAR performance – count of students (% of ATAR students)						
99+						
90-98.95				1 (8%)		1 (13%)
80-89.95	2 (40%)		2 (22%)	1 (8%)		1 (13%)
70-79.95	2 (40%)	2 (29%)	2 (22%)	1 (8%)	2 (50%)	2 (25%)
65-69.95	1 (20%)	2 (29%)	2 (22%)	4 (33%)	1 (25%)	1 (13%)
<65		3 (43%)	3 (33%)	4 (33%)	1 (25%)	2 (25%)
University English Language Competency (FSS 50+)	5 (100%)	2 (29%)	5 (56%)	9 (75%)		2 (25%)

Whilst our ATAR number sin Year 12 remain low, in 2024 the performance of these students was spectacular.

Of special note all 5 students met English competence, and all were offered places at university.

Please note Median ATAR is no longer a statistical measure used by DOE however in 2024 our median ATAR is 78.6.



SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)						
School Curriculum and Standards Authority Awards: number						
	2024	2023	2022	2021	2020	2019
Beazley Medals						
General Exhibitions						
Subject Exhibitions						
Subj Certs of Excellence						
VET Exhibitions						
VET Certs of Excellence						
Certs of Distinction	1					1
Certs of Merit	4		2	1		2
Total # students awarded	5		2	1		3
# students with 2+ award						

It is pleasing to see a certificate of distinction being awarded to one of your students this year along with Four certificates of merit. A total of 5 students being awarded in 2024.



Parent/student/satisfaction with the school

In 2024 Kiara College issued the Quality Teaching Survey to staff. The results were analysed and workshopped with staff and used to inform the subsequent planning for the Kiara College Business Plan 2024-2026.

Strengths

1. School wide approaches to teaching and learning

- HIGH 4.7 - I believe my performance impacts student outcomes.
- HIGH 4.7 - I believe staff should support each other's development as well as own.

2. Planning alignment

- HIGH 4.3 - My classroom planning is aligned to our school's strategic and operational plans.
- HIGH 4.3 - My classroom planning is culturally responsive to the needs of Aboriginal students.

3. Performance and Development Culture - Reflection and Goal Setting

- HIGH 4.5 - I have set goals for myself that are aligned with the Australian Professional Standards for teachers.
- HIGH 4.5 - I am clear on what good performance looks like in my role.

4. Performance and Development Culture - Professional Practice and Learning

- HIGH 4.5 - I reflect upon the way I do my job to maximise my impact on student learning.

7. Student Achievement and Progress

- HIGH 4.3 - I use student performance data to effectively inform my planning and teaching differentiation.

Areas identified to be specifically focused on in the next strategic plan:

- School has a culture of high expectations of student achievement and progress
- Quality teaching is recognised and celebrated
- The feedback I receive from school leaders motivates and empowers me

Planning for implementation of the Quality Teacher Strategy will prioritise the specific identified needs of our context.



Student satisfaction was investigated on a more individual basis with staff conducting surveys relevant to their classes and looking to capture student voice.

Parent satisfaction and feedback has been obtained through monitoring of feedback on our Facebook page and web page, parent calls and use of the feedback collection box. More formal surveying of our wider community is planned for 2025.



Business Plan Targets

All targets are measured in terms of student outcomes, except for the target to ensure school is a culturally safe and engaging learning environment. Achievement or progress towards this target will be measured using student, staff and parent responses on the National Opinion Surveys (NOS). In addition, the school is striving to move from developing cultural responsiveness to being competent on the Aboriginal Cultural Standards Framework. Progress will be measured by staff assessment on the continuum.

	Achieved
	Progressing
	Not achieved

	Metric used to measure progress	2024 Target
KPIs for Overall Aspiration	Improve outcomes for Aboriginal students in terms of attendance, engagement and achievement	
	Ensure school is a culturally safe and engaging learning environment	
	Percentage of students meeting NAPLAN proficiency standard in each of the Reading, Writing and Numeracy assessment areas at Year 7 and 9 level to exceed Like Schools	
	Percentage of students meeting the NAPLAN proficiency standard in all areas in Years 7 and 9 to be 50% or better	
	Percentage of students demonstrating competence in Reading, Writing and Numeracy OLNAs scores to exceed Like Schools	
	Whole School Attendance rate exceeds that of Like Schools, and aspires to equal or exceed the WA Public School rate	
	Percentage of unauthorised absence will decrease from 2023 Semester 1 baseline	
	Progress and achievement metric meets or exceeds the benchmark of 30%	
	Percentage of students achieving WACE/eligible for university entry increases	
	School ATAR Median is above Like Schools	
	Percentage of students achieving a Certificate II or better increases	
	Percentage of students doing 2 or more STEM courses increases	



Student Services Report

A focus for Student Services heading into the year was to identify students who were considered at high risk of poor social and emotional wellbeing and then implement a targeted approach to successfully support them with their education. Programs were identified and put in place over the course of the year to focus on social and emotional learning, including the collaboration with Morley Youth for the Positive Lifestyles program, and Rhythm to Recovery which was run by the Student Support Officers.

Nurturing student leadership was also a priority for the department including providing opportunities for those in the Student Council by giving them more responsibility and purpose. This not only motivated students to be a part of the leadership team but ensured there was a strong student voice at the college. Attendance of the Grip Leadership Conference, and a new leadership camp to Rottnest Island, allowed the school leaders to develop their skills and make special bonds across year groups.

Highlight and Achievements

As a Student Services Team the highlight each year is NAIDOC Week. 2024's theme "Keep the Fire Burning – Blak, Loud and Proud" was a celebration of Aboriginal and Torres Strait Islander culture which included a week of events and activities to engage all stakeholders at the school. Kiara College's opening ceremony was a special moment with guest and Noongar elder, Neville Collard, sharing stories about the surrounding areas of this country, and what the land provides. His knowledge of protocols gave staff and students an opportunity to cleanse their spirit with a smoking ceremony. As well as this, the College held their first Woola Waabiny, a celebration of games. Students represented Kiara College in sport which highlighted their teamwork, leadership and pride in culture. Other arts, craft and traditional dances were taught to highlight the celebration of the NAIDOC event. This event continues to get bigger and better each year.



Student Services provided many opportunities for students to enhance their health and wellbeing with various events and presentations:

- Blanket Activity - deeper understanding of Aboriginal history and colonisation
- Harmony Day
- Mental Health Expo
- PBS reward excursions
- RU Okay day
- Wellbeing Wednesday – led by the Student Wellbeing Team
- YSafe - cyberbullying presentation



Student Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	72.4%	80.4%
2023	73.7%	82.5%
2024	70.6%	82.2%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2022	74%	71%	69%	75%	69%	78%
2023	80%	73%	71%	70%	81%	74%
2024	79%	72%	63%	67%	69%	80%
WA Public Schools 2024	87%	83%	81%	79%	81%	82%

Strategies and intervention to address student attendance:

- Regular and timely attendance monitoring
- Designated FTE for attendance officer
- Individual case conferencing and parent/guardian meeting
- Increased capacity for home visits
- Referral to external supports
- Increase in North Metro Engagement and Transition Program participation



The ARTS Learning Area Report

Students experienced artistic director Raewyn Hill's work through the VR headset and viewed a dance film of THE INSIDE, including a solo performance. Through program, students engaged in discussion around climate change, the power of mother nature, individual dreams for the future and what belonging, community, and connection mean to them.

The Smith Family's SmArts Creative Enrichment Program provided students with an opportunity to use their imagination, engage their creative skills and learn more about creative industries. The program connected students with creative professionals, providing a hands-on creative experience and offered a behind the scenes look at creative industries in the real world.



The Addams Family Production

A collaborative Arts production with students from Years 7-12. Students performed three formal shows for their parent, carers and wider school community.

Arts Soireé

Visual Arts exhibition with contributions and showcases from Home Economics and Design & Technology.

Hyperfest

Triple J Unearthed 2024 winner performance.

K-Fest

A showcase of the performing arts at Kiara College.

Kiara College 50th Anniversary

Music and dance performances as a part of Kiara College's 50th anniversary celebrations.



Media Evening

A collection of the most well-produced media work from the year.

Yirrayaakin

Touring theatre show *Sista Girl*, a story of blended families coming together.



English Learning Area Report

The English Department at Kiara College is committed to fostering a dynamic, inclusive, and culturally responsive learning environment. Our core values include Excellence, Equity, Engagement, Inclusion, and Collaboration. Our vision is for every student, in every classroom, every day to develop confidence, creativity, critical thinking and strong literacy skills that will serve them beyond school.

In 2024, the English Learning Area at Kiara College focused on enhancing student achievement, improving moderation processes, and strengthening cultural responsiveness. The team worked to ensure that every classroom was a supportive and structured learning environment, fostering student engagement and academic growth.

Key priorities included backward sequencing to strengthen ATAR pathways, targeted OLN and NAPLAN support, and differentiated teaching to challenge and extend all students. Staff engaged in professional development, with teachers participating in CMS and ISE training, peer observations, and collaborative planning.



The department also prioritised consistency in assessment and moderation by implementing a common English program across Years 7-10, formalising external

moderation partnerships, and introducing structured marking guidelines.

Special Programs

The Ink and Imagination Club continued to provide a platform for students passionate about creative writing. Meeting regularly in E2, students engaged in workshops, peer feedback sessions, and storytelling activities to refine their writing skills.

Academic and Cultural Inclusion Initiatives

The English Team strengthened collaboration with the EAL/D coordinator, Student Services, and programs such as Clontarf Academy and Shooting Stars to support Indigenous and EAL/D students. Additional learning supports, including fidgets, cool-down corners, and language assistance tools, were integrated into classrooms to cater to diverse student needs.

Major Events & Achievements

- **Launch of the Common English Program (Years 7-10)** to ensure consistency in curriculum delivery and assessment.
- **Teacher-Led Professional Development**, including workshops and mentoring within the department.
- **Introduction of Structured Moderation Guidelines**, improving assessment consistency across year levels.
- **Continued growth of the ATAR English cohort**, with increased student retention and engagement in upper school English courses.



Future Planning – Goals for 2025

The English Learning Area will continue its focus on curriculum consistency, student engagement, and professional collaboration by implementing:

- Expanded moderation and assessment practices through the introduction of a Years 7-12 common English program and a department-wide playbook.
- Improved ATAR, NAPLAN, and OLNA preparation, with additional diagnostic testing, structured intervention strategies, and targeted student support.
- Staff capacity building, with all staff completing CMS and ISE training by 2026, embedded peer coaching, and leadership development opportunities.

Enhanced cultural inclusion and student engagement, strengthening trauma-informed teaching practices, increasing access to diverse texts, and expanding student support clubs.



Humanities and Social Sciences (HASS)

Learning Area Report

The Humanities and Social Sciences (HASS) and Languages Departments at Kiara College have continued to provide dynamic and enriching educational experiences in 2024. Through engaging and inquiry-driven learning, students have developed critical thinking, cultural awareness, and a deeper connection to their community.

The HASS curriculum encompassed key disciplines such as business & economics, civics and citizenship, geography, and history while the Languages Department focused on the Noongar Language program, fostering Indigenous language preservation and cultural appreciation.

In 2024, the HASS and Languages Departments at Kiara College have made significant strides in delivering meaningful, culturally enriching, and academically rigorous learning experiences. The successful integration of the Noongar Language program highlights the college's dedication to cultural inclusivity and reconciliation. Looking ahead, both departments will continue refining assessment practices, embedding literacy development strategies, and strengthening interdisciplinary connections to equip students with the knowledge and skills necessary for success in an increasingly complex world.

Highlights and Achievements

- **Year 7:** Explored water systems and democracy, complemented by an excursion to Fremantle Prison, where students examined Australia's convict history.
- **Year 8:** Engaged in medieval history through hands-on projects such as research reports and castle models while also exploring key concepts in Geography, Civics, and Economics.
- **Year 9:** Studied World War I, globalisation, and the Australian legal system, reinforced by an educational visit to the Supreme Court and the Francis Burt Law Centre.
- **Year 10:** Focused on World War II and global economics, two of the most engaging topics, with a highlight being the excursion to the Fremantle War Museum.
- **Senior School Programs:** Successfully delivered key senior courses, including Certificate III in Business, Year 11 Business ATAR, and Career & Enterprise, providing students with industry-relevant skills and knowledge.
- **Cultural Events:** Students actively participated in National Reconciliation Week and NAIDOC Week, deepening their appreciation of Indigenous heritage and strengthening their connections to Noongar culture.



- **Noongar Language Program:** Successfully embedded into the curriculum, providing students with valuable opportunities to learn the Noongar language and gain a deeper understanding of Noongar culture. This initiative supports Kiara College's commitment to cultural responsiveness and reconciliation.

The HASS department hosted several significant events that enriched student experiences and contributed to the college's strong culture of learning and community engagement:

- **ANZAC Day Service:** The college came together to honour the sacrifices and contributions of Australian service men and women, fostering historical understanding and civic pride.
- **Year 6 Orientation Program:** Introduced the innovative 'Solve the Mystery' activity set in Ancient Egypt, integrating elements of History, Geography, and Economics to create an engaging learning experience for prospective students.

Areas for Improvement and Future Directions

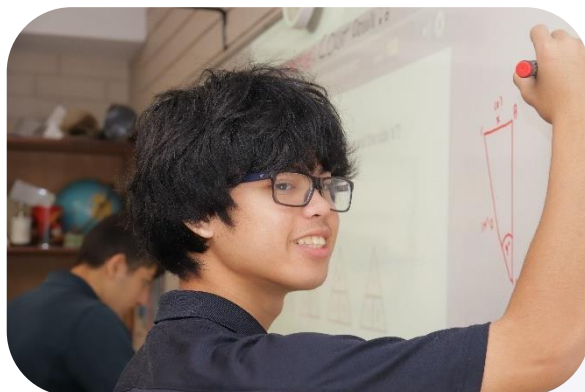
- **Assessment Moderation:** Continuing to refine common assessment tasks to ensure consistency and enhance learning outcomes.
- **Literacy Development:** Strengthening literacy strategies by scaffolding historical writing and explicitly teaching paragraph structures to improve student proficiency.
- **Resource Development:** Expanding teaching resources to further support the Noongar Language program and enhance student engagement.
- **CMS Conferencing Training:** Expanding staff training in the Classroom Management Strategies (CMS) model to enhance mentoring, support, and classroom engagement.



Mathematics Learning Area Report

In Mathematics we aim to deliver quality lessons to ensure students are part of and working in the best learning environment matched to their needs. The main targets for the Mathematics department in 2024 were as follows:

- All students to have attained Category 3 in OLNA numeracy by graduation.
- Year 9 NAPLAN improve 'exceeding' category to 10% of cohort.
- Fully integrate online resource *Mangahigh* to help differentiate for student's needs.
- Trial *Elastik* platform with Year 7 and Year 8 Cohorts to further consolidate student's foundation knowledge of Mathematics.
- For students requiring additional support in Year 8 and Year 9, the Mathematics Department implemented the *I-Maths* program to further support these students. During each lesson, students worked in groups of 8-10 along with their teacher and education assistant to progress through workbooks. The *I-Maths* program is designed to build and consolidate the fundamentals of mathematics introducing more challenging questions as students' progress.
- Support for OLNA Numeracy was again offered through olna.com.au. Students needing to attain Level 3 Numeracy were provided one lesson per week to work through the online platform. All questions are divided into topics required for OLNA. Student have access to their SCASA checklist and work through in a methodical manner questions included on the website. Kiara mathematics staff have also used recess and lunch times to further support the needs of these students.



- The Mathematics Department follow the whole school initiative *Set Up For Success*. The initiative focuses on the first twenty minutes of each lesson and was designed and implemented to help support students in making each lesson as productive as possible. Teachers have used this time to focus on making their lessons as engaging as possible, rotating through a number activity such as problem-solving tasks, mathematics games, puzzles and mental maths competition.



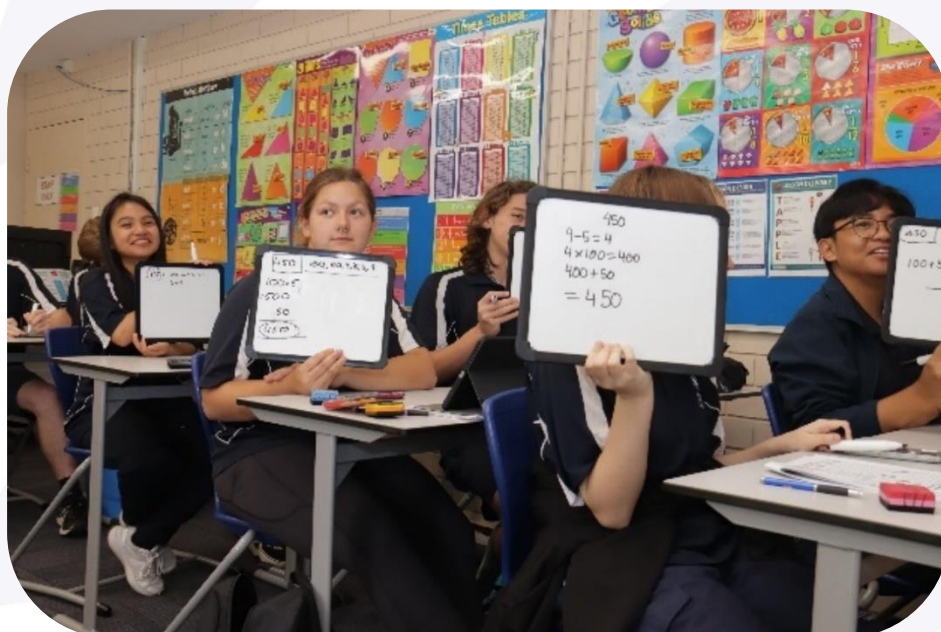
Highlights and Achievements

Our online platform *Mangahigh* again proved to be a huge success in 2024. The Kiara College Mathematics Department purchased student access for all students in Years 7-10 enrolled at Kiara College. The benefits of *Mangahigh* include enhancement of numeracy skills, more engagement with content and more accessible skills that can be individually tailored for students. Class competitions focus on working through problems and topics online competing live against one another towards the end of each lesson. Matua Epiha's Year 7 class were the class to watch in 2024, producing many memorable performances followed by Mr O'Kane's 8X superstars.

Matua Epiha's Chess Club has been up and running in M2 most recess and lunch times since the beginning of the year. Many passers-by have been heard to have commented on the level of skill and strategy witnessed by Kiara students during these games. Kiara College looks forward to the sustained growth of this club and rumour has it that interschool competition is on the cards for the near future. Watch this space.

Homework Club was back in action in 2024. The session took place on Wednesday afternoons and saw students attend to tackle homework set for the week by their classroom teachers along with the odd prickly mathematical problem to keep students on their toes. Upon arrival students are always greeted warmly before heading over to the smorgasbord of food and engaging supervision provided by Mr Muller. Mr Duncan has agreed to take over this initiative in 2025 due to Mr Muller's leave of absence from Kiara College.

All Year 9 and Year 10 students sat their Mathematics exams for Semester 1 and 2. The implementation of these exams in lower school promoted academic rigour and exposed students to exam conditions which they will face in upper school pathways. These set of exams acted as a great screening tool for students when discussing pathways for upper school mathematics courses.



Physical Education and Health Learning Area Report

Students in the top classes are not necessarily the students who are best at sport or most well behaved but are those that may have been shown to give their best effort and are enthusiastic about physical education.



Before commencement of classes in 2024, the HPE Department examined the Year 9 cohort list and allocated them to classes.

Students moved between groups depending on performance and were surveyed on areas of interest.

Staff communicated with parents regarding behaviour management and academic issues.

All PE staff have completed CMIS training and/or graduate coaching modules, have used EDI, and

utilised coaching support and classroom observations.

Further development of girls' fitness program took place to include alternative forms of exercise such as yoga and pilates.

Resources

When timetabling classes, the entire Year 9 cohort were placed on the same grid line.

Sporting equipment and programs were tailored to meet the needs of the "top" and "bottom" groups.

Target/Milestones

Improvement in the percentage of students achieving a "C" grade or better (from 2023 results – Sem 2 - below).

Year 9 (2023)

KC: 33.6% D/E

DoE: 19.5% D/E/N/A

Year 8 (2023)

KC: 31.9% D/E/N/A

DoE: 17.4% D/E/N/A



DATA ANALYSIS

Semester 1 2024

- 44/115 (38%) received a 'D' or 'E' grade
- Of those 44 students who received a 'D' or 'E' grade, 31 had more than 50 half day absences. If these students are removed from the data set, the percentage of students who received a 'D' or 'E' grade reduces to 11% (13/115)
- *Target was therefore achieved in Semester 1*

Semester 2 2024

- 47/106 (44%) received a 'D' or 'E' grade
- Of those 47 students who received a 'D' or 'E' grade, 36 had more than 50 half day absences. If these students are removed from the data set, the percentage of students who received a 'D' or 'E' grade reduces to 10% (11/106)
- *Target was therefore achieved in Semester 2*

The HPE Department at Kiara College provides students with several opportunities to represent their House Faction (through our whole school beach and athletics carnivals) and their school (Champion Schools Sports, Lightning Carnivals, and Interschool Athletics).

On Friday 23 February 2024 our school beach carnival, Kiara'surf, was held at Mullaloo Beach. Kiara'surf involves each year group rotating around six stations with each station having a mixture of novelty and competitive events.



Kiara-surf is a House Carnival. It provides an excellent way for students to team build, and strengthen their association with their House, other students and the teaching staff.

Friday 6 September 2024 marked the day for our whole school athletics carnival, Kiara'lympics. This has been a feature of the Kiara College calendar for many years. It is a blend of challenging and fun activities. Kiara'lympics provides the opportunity for the more athletic to perform and compete in a championship, and at the same time, caters for those who enjoy less competitive and fun activities. An interschool athletics team is selected from the results. Selected students represented Kiara College in Term 4.



Specialist Basketball Program

2024 has proven to be a successful season for our College basketball teams with our senior boys' team earning a top four finish in the School Sport Western Australia (SSWA) Champion Schools Classic. The team consisted of Tyris Bennell, Jett Eades, Justin Morgan, Nicholas Narrier, Marley Sam, Taine Ugle, Xander Ugle, Leslie Woods, and Dylan Whyte. Our Year 10 Boys matched this feat in the SSWA 3 on 3 competition. A special mention to Marley Sam and Leslie Woods who were selected to represent

Western Australia in the School Sport Australia Under 18 National Championships.



Science Learning Area Report

The Science Department at Kiara College had a highly successful year in 2024, driven by a dedicated and experienced team committed to fostering excellence in science education. With a stable and knowledgeable staff, the department continues to provide students with diverse pathways to success, ensuring strong engagement in both general and ATAR science courses.

The senior school offerings - including Physics ATAR, Chemistry ATAR, Human Biology ATAR, and Science General courses - remain a popular choice among students. This sustained success is a testament to the strong mentoring provided to graduate teachers, providing the



opportunity for staff to develop leadership capabilities, and the continuous refinement of teaching resources to enhance student learning outcomes.

A key highlight of the year was our participation in the 50th anniversary celebrations of Lockridge Senior High School and Kiara College. We showcased a dynamic display featuring student work, opened classrooms to community members, and presented a timeline of scientific teaching tools - from 1970s microscopes and overhead projectors to the latest digital technologies - illustrating the evolution of science education at the college.

The Science Department continues to prioritise a student-centric approach, ensuring that students play an active role in shaping their learning experiences. The integration of the online learning and assessment platform STILE has been instrumental in gathering and responding to student feedback, reinforcing a culture of collaboration and continuous improvement. Furthermore, a range of excursions and incursions were organised to extend learning beyond the classroom, fostering deeper engagement with scientific concepts. Notable activities included the Year 7 STEM Rube Goldberg trials, the Year 10 Physics Day at Adventure World, and the Year 12 Human Biology visit to the Perth Zoo to study primate behaviour.

Mentorship and professional development remain a strong focus, with experienced staff guiding graduate teachers and providing them with opportunities to teach senior school courses. This structured support system ensures continuity in the learning area while empowering new educators to develop their expertise. Additionally, staff leadership is actively encouraged through the creation and implementation of innovative teaching resources and participation in school-wide initiatives.



The Science Department at Kiara College continues to thrive as a hub of excellence, fostering curiosity, critical thinking, and scientific literacy. Through a commitment to student engagement, staff development, and the promotion of high-quality senior school courses, the department remains at the forefront of science education, preparing students for future academic and career success.



Technologies and Enterprise Learning Area Report

The Technology & Enterprise (T&E) Learning Area at Kiara College includes Agriculture, Design & Technology, Digital Technology, Home Economics, and STEM. The operational plan is aligned with the 2024-26 Business Plan, focusing on Pathways, Teaching & Learning, Capacity Building, and Partnerships to ensure student engagement, curriculum development, and staff support.

The T&E Learning Area is making strong progress in aligning its curriculum, assessment, and engagement strategies with the College's broader goals. The focus remains on enhancing student pathways, ensuring teaching consistency, supporting staff growth, and strengthening industry and community connections.



Highlights and achievements



The Specialist Agriculture Program included more hands-on STEM activities and digital technologies that combined agricultural practices with modern technology. This approach boosted student engagement and provided real-world learning opportunities.

The farm hosted several successful events, including our annual Student Paraders Day and a well-attended barbecue for Specialist Agriculture students and their families. These events not only celebrated student achievements but also strengthened partnerships with our college community and industry representatives, ensuring the program's continued relevance and local support.

The introduction of tailored safety inductions and additional practical training sessions has led to improved student performance in Vocational Education and Training (VET) courses. Students gained valuable skills in livestock management, operation of farm equipment and sustainable farming practices.

In 2024, the farm achieved significant progress across its enterprise programs. In the sheep enterprise, we successfully continued the Metropolitan Sheep Handlers Competition in collaboration with Kelmscott Senior High School, while actively involving students in key industry events such as the Wagin Woolorama and Perth Royal Show.



This year also saw strengthened links with industry experts, with guest speakers from Gallagher and RAS contributing valuable insights, and students gaining practical experience through work placements at the Perth Royal Show.



One of the key highlights of the year was our involvement in the Arts Soirée where students from Home Economics and Design & Digital Technologies proudly showcased their exceptional work to parents and the wider school community. The event highlighted the creativity, craftsmanship, and technical skills developed throughout the year, with displays featuring student projects from food production, textiles, and design and technology. This showcase not only celebrated their achievements but also provided students with an opportunity to present their learning in a professional and engaging setting.

Additionally, Home Economics played a vital role in supporting various college events through catering, demonstrating students' practical skills. This included preparing and presenting high-quality coffee for College staff members to catering for special events where students gained invaluable hands-on experience in hospitality. Their professionalism and dedication were highly commended by staff reinforcing the importance of real-world learning opportunities within the Technologies & Enterprise Learning Area.



These initiatives not only provide students with practical, industry-relevant experience but also strengthen connections between Kiara College and the broader community. The success of these programs reflects the ongoing commitment of staff and students to excellence in vocational education and the development of critical skills for future career pathways.

Successes

- Increased participation in Agriculture and Design & Technology
- Improved moderation processes ensuring consistency in assessment
- Stronger student engagement through promotional events and Try a Trade
- Clear documentation and resource-sharing via MS Teams

Areas for Improvement

- Further promotion of T&E career pathways within classrooms
- Continued refinement of assessment load to reduce marking workload
- Increased visibility of T&E achievements through social media and school publications
- Expansion of partnerships for external learning opportunities and funding



Career Practitioner's Report

2024 shaped up to be a busy year in the Careers space.

The Year 9 Career Taster Program aims to introduce students to a small taste of a wide range of jobs to help them determine a clear pathway. In 2024 Kiara College ran a total of sixteen career tasters across various industries including art and design, beauty therapy, belt splicing, childcare, construction, dentistry, drones, fashion, hairstyling, hospitality (including barista and bar attendant), ICT, letterpress, mining, mortar trades (such as bricklaying, tiling and plastering), nursing, and virtual reality career exploration. The majority of our Career Tasters were hosted by the Construction Futures Centre North Metro TAFE with the minority hosted by the Construction Futures Centre, South Metro TAFE, and Stanley College. We had a total of 56 students elect to participate in a career taster excursion with many participating in multiple career tasters.



In addition to this, we ran two three-day Try a Trade excursions in Plumbing & Painting, and Civil Construction & Concreting through MPA Skills and Motivation Foundation respectively. The Try a Trades are aimed at students interested in trade pathways. These opportunities provided a more in-depth immersion within the trades sector and helped students further understand what each role involved. Kiara College had a total of 16 students participate in Try a Trades in 2024.

We took our Year 10 students to the Perth Careers Expo and the SkillsWest Careers Expo, both held at the Perth Convention Centre where our Year 9 students also attended the Recruit & Tradie expo. We had a total of 69 students participate in these Expos.

Students were able to book in for Career Counselling sessions, assistance with cover letter and resume writing, and assistance with TAFE, University and Scholarship applications. A total of 72 individual students across Years 7 to 12 elected to participate in Career Counselling with many more seeking support to complete resumes and applications.



Some of the challenges experienced was a lack of student follow-through and attendance after signing up to attend a Careers excursion or Career Counselling session. This will be addressed in 2025 with targeted strategies to educate students on the importance of reliability and following through on their commitments, skills both highly valued across all workplaces and industries.



Workplace Learning and VET Coordinator Report

During 2024, 26 students from Year 10, 11 and 12 complete Workplace Learning (WPL).

WPL is a great opportunity for students to work within a chosen industry before starting a career pathway or can use their experience to enhance existing employment get a better understanding of their chosen industry.

Students can attend WPL by committing to a block of time or one day a week over the course of a semester or year. During this time, students develop confidence in their employability skills, in areas such as communication, organisation, planning, problem solving, self-growth teamwork, and time management, while obtaining the fundamentals their industry choice requires before looking for employment.

Throughout this year students have gained experience in automotive trades, carpentry, chef and cooks at different cafes and restaurants, childcare, classroom assistants at primary schools, defence (Air Force and Navy), entertainment, music teacher assistants, plumbing, multiple retail stores, and technology.

In 2024, 2 of our WPL students were offered fulltime traineeships/apprenticeships within the childcare and automotive industry.

Future planning to help engagement into ADWPL through Work Readiness awareness that will assist students explore their opportunities to help achieve WACE requirements.



Students at Kiara College were engaged in a range of VET Courses through direct auspicing arrangements and Vet Delivered to Secondary Students (VETDSS) offerings through external RTO's. In 2024, students engaged in Certificates I, II, III or IV.

Auspice students had the opportunity to complete courses in

- Certificate I & II in Agriculture
- Certificate II & III in Music
- Certificate II in Retail Services
- Certificate II in Sport and Recreation
- Certificate II in Visual Arts
- Certificate III in Business

Students studying at external RTO's via VETDSS engaged in courses in:

- Certificate II in Animal Care
- Certificate II in Automotive Servicing Technology
- Certificate II in Building and Construction (Pathway - Trades) Carpentry Certificate II in Building and Construction (Pathway - Trades)
- Certificate II in Civil Construction
- Certificate II in Community Health and Wellbeing
- Certificate II in Community Services
- Certificate II in Construction Pathways
- Certificate II in Cookery
- Certificate III in Fitness
- Certificate II in Kitchen Operations
- Certificate II in Plumbing
- Certificate II in Resources and Infrastructure Work Preparation
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate II in Workplace Skills
- Certificate III in Screen and Media
- Certificate III in Retail
- Certificate IV in Preparation for Health and Nursing Studies



Barriers for acceptance into VETDSS external courses include prerequisites of C grades in Mathematics and English (or higher) and to have achieved NAPLAN and/or OLNA by the Semester 1 student Year 10 report.



Specialised Learning Program Autism

Coordinator Report

The second half of 2024 has been dedicated to building strong foundations for the SLP: Autism program at Kiara College. We have successfully recruited a dedicated team of teachers, alongside the current cohort of Special Needs Education Assistants (SNEAs). Additionally, we have brought on new SNEAs and a Student Services Officer, all specialising in meeting the unique needs of autistic students.

The team has actively participated in professional learning facilitated by the School of Special Educational Needs: Disability and is committed to ongoing development in evidence-based, neurodiverse-affirming practices, as well as socio-emotional learning programs to best support our autistic students. Our support model includes case management for each student, working closely with students, families, and therapy providers to ensure high-quality support that enhances well-being, engagement, and academic achievement. We are dedicated to ensuring that students receive the support they need as they build the confidence to fully participate in a mainstream school environment.



A key focus for the team has been creating a nurturing environment, equipped with specially designed furniture, including a homeroom space dedicated to regulation and de-escalation. This neurodiverse-friendly safe space is available to SLP: Autism students and is staffed by the SLP Team before and after school, as well as throughout the day. It is equipped with a variety of sensory resources to support students in identifying and developing self-regulation strategies. Additionally, preparations are underway for a classroom to deliver the SLP: Autism curriculum, which focuses on

social and communication skills, personal development, and both academic and non-academic growth. This classroom is thoughtfully designed to support students' transition to a mainstream setting, ensuring their full participation in both educational and social activities.

At the end of Term 3, the Expression of Interest applications for the SLP: Autism 2025 program closed, with demand exceeding available spots. Following a thorough suitability process, we now have a foundational cohort of 18 students, ready to begin the program in 2025.

Term 4 saw the team host successful transition events, beginning with a family afternoon tea where we connected with SLP families, enjoyed delicious food, and discussed plans for the upcoming year. The transition days included a campus tour, a fun scavenger hunt, a visit to the farm, exploration of agriculture projects, and interactions with marrons and baby chickens. Students also completed Learner Profiles to share information about themselves with next year's teachers, while enjoying games, food, and outdoor play around the yarning circles and oval.

We are excited to launch the SLP: Autism program in 2025 and look forward to seeing our autistic students thrive and succeed within the supportive, whole-school environment at Kiara College.



Positive Behaviour Support Program Report

The Positive Behaviour Support (PBS) Program is a positive school-wide approach to behaviour management. It builds on and integrates our school values: Respect and Responsibilities, Effort and Excellence, Care and Commitment using various existing strategies to improve behaviour and school culture. With a focus on rewarding students in the correct uniform, we have seen an increase in school pride and care, with more than 80% of students in full school uniform each day, this is reflected in the 31% increase in positive entries in Compass from the following year. We are looking forward to further integrating PBS into our school and building on our great start.

KIARA COLLEGE POSITIVE BEHAVIOUR MATRIX					
Kiara College operates on the belief that all students have the right to work in a safe, caring, and productive learning environment. Students, teaching staff, administrators and visiting members of the community have the right to feel safe at all times and the responsibility to collaboratively support a positive learning environment. We believe that by helping students practice good behaviour, we will build a school community where all students can succeed and grow.		WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE CARING	WE GIVE OUR BEST EFFORT
	CLASSROOM & LEARNING AREA	- We keep our hands, feet, negative opinions, and other objects to ourselves. - We use equipment, resources, and facilities in an appropriate manner. - We use our manners. - We use appropriate language	- We arrive to class on time. - We have correct equipment for class. - We meet deadlines. - We follow instructions in a timely manner. - We keep our work neatly filed. - We take responsibility for our learning e.g., requesting missed assessments if absent	- We consider others' rights, values, opinions, and feelings. - We help others.	- We keep trying and persevering. - We actively participate in class activities. - We seek help when required. - We complete tasks to the best of our ability.
	SCHOOL GROUNDS & BREAK TIMES	- We stay in permitted areas. - We place rubbish in the bin. - We are respectful of others and their activities. - We include others in games. - We use appropriate language.	- We use break time to go to the toilet, eat and drink. - We move safely around buildings and on paths.	- We consider our own safety and the safety of others. - We use manners and queue correctly at the canteen.	- We access available support e.g., homework classes.
	CYBER & TECHNOLOGY	- We use social media positively. - We keep private information private.	- We know our passwords and keep them safe and private. - We follow the school's ICT policy. - We use CONNECT. - We use ICT to support our learning.	- We think before we share. - We acknowledge our sources. - We care for ICT equipment.	- We utilise Kiara College approved e-resources.
	OUR COMMUNITY	- We positively engage with the community.	- We are punctual. - We use public transport appropriately.	- We value other cultures. - We promote our school positively. - We care for our school environment.	- We represent the school with pride.
	WHOLE SCHOOL ASSEMBLIES & EVENTS	- We listen when others are speaking. - We are attentive. - We engage appropriately and positively during school events.	- We return forms promptly. - We sit in the designated areas. - We follow relevant procedures. - We notify school of absences.	- We are kind and generous. - We use positive bystander behaviour. - We forgive others.	- We participate in and support whole school activities.



The Resilience Project Report

At Kiara College, student wellbeing is at the heart of our commitment to providing every student with a pathway to a successful future. As outlined in our 2024-2026 Business Plan, we strive to create a culturally safe and engaging learning environment where students are supported academically, socially, and emotionally. Our focus on mental health and resilience aligns closely with our dedication to fostering Respect, Responsibility, Care, and Effort - values that underpin our whole-school positive behaviour approach.

In 2024, The Resilience Project (TRP) continued to play a pivotal role in enhancing student wellbeing by embedding the core principles of Gratitude, Empathy, and Mindfulness (GEM) across all aspects of school life. As a key component of our broader wellbeing initiatives, TRP strengthens our ability to provide targeted interventions and case management for students experiencing social or emotional challenges. This year, they continued to be embedded into the Kiara College curriculum, ensuring broad student participation and reinforcing our commitment to student wellbeing. All Year 7 and Year 8 students engaged in TRP as an elective course, while Year 9 and Year 10 students completed the program as part of their Health Education classes. This structured and sequential approach provided students with consistent opportunities to develop resilience, emotional regulation, and positive mental health strategies, fostering a school-wide culture of well-being and support.



The impact of TRP was evident in our Youth Resilience Survey results, which showed significant improvements in student wellbeing indicators. Between 2022 and 2024, our students' 'Ready to Learn' score increased from 46% to 50%, demonstrating greater emotional preparedness and engagement in the classroom. Additionally, our 'Healthy Mind' score improved from 44% to 53%, reflecting enhanced student capacity to manage stress, build positive relationships, and develop coping strategies. These results highlight the effectiveness of TRP in fostering a school culture that prioritizes mental health and resilience.

A key component of the program's success was continued staff professional development, ensuring a whole-school approach to wellbeing. Throughout the year, teachers participated in targeted professional learning sessions, including online webinars and in-staff meetings, to enhance their ability to deliver TRP content effectively. This investment in staff capability has strengthened the integration of resilience-building strategies across all aspects of school life.



Teaching and Learning Committee Report

Vision & Values

The Teaching and Learning team at Kiara College believes that every teacher deserves the support and tools needed to succeed, and that every student benefits when staff are empowered, skilled, and valued. In 2024, we were committed to building a professional culture grounded in collaboration, reflective practice, and high-impact teaching—ensuring that every classroom, every day, delivers learning that matters.

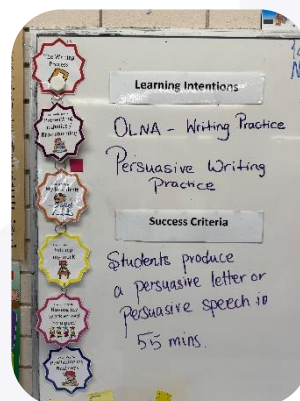


In 2024, the Teaching and Learning (T&L) Team at Kiara College focused on building a clear, structured approach to professional learning and teacher development, particularly through the support of graduate and early career teachers. Recognising the need for greater clarity around roles, expectations, and resourcing, the team undertook a review of current processes and created a foundation for sustainable

growth in staff capacity and instructional leadership.

One of the key initiatives introduced was the establishment of the Graduate Teacher Support Program, informally named “Grad Club”. This initiative provided our new staff with a dedicated space for support, discussion, and mentoring. The team gathered feedback from current graduate teachers to identify priority needs and began auditing existing documents and practices to better align with staff experiences and the school's pedagogical goals.

To support this work, regular Teaching and Learning updates were embedded into Senior Leadership Team (SLT) meetings, ensuring whole-school alignment and awareness of initiatives. Early work also began on defining the roles and responsibilities of the T&L team, aiming to clarify how best to support teaching staff across all learning areas.



Key Achievements in 2024

1. Established “Grad Club” as a support network for new teachers, including informal mentoring, shared resources, and opportunities to reflect on classroom practice.
2. Conducted a review and audit of current Teaching and Learning processes and documents, identifying areas for improvement in how teaching support is structured and communicated.
3. Integrated Teaching and Learning updates into SLT meetings, building visibility and accountability into the leadership structure.
4. Began drafting a Graduate Program Outline, with a view to formalising support structures and expectations in 2025.
5. Laid the groundwork for defining Teaching and Learning Team responsibilities, setting the stage for long-term improvements in professional development pathways at Kiara.
6. Establishing a pool of potential applicants for the Teaching and Learning Committee with the goal of having “Teaching and Learning Champions” in each Department for 2025 and ongoing.



Goals for 2025

Building on the foundations established in 2024, the focus for 2025 is to:

1. Fully implement a Graduate Teacher Program, including resource packs, termly meetings, observation schedules, and structured mentoring across faculties.
2. Clearly define and publish Teaching and Learning Committee team roles and responsibilities, ensuring transparency and encouraging collaborative leadership.
3. Create, share and present professional learning that supports staff at different career stages and aligns with school-wide goals (e.g., CMS/ISE training, the pedagogical framework moderation, trauma-informed practice).
4. Support capacity building across the college through classroom observation frameworks, feedback models, and leadership coaching opportunities.
5. Continue embedding the Teaching and Learning Team in SLT operations, ensuring alignment between curriculum leadership, staff development, and strategic planning.



Clontarf Academy Program Report

2024 represented the first full school year the Kiara Clontarf Academy was in full operation. 2023 ushered in the establishment of the program with a soft opening in Term 2 which set the foundations for our successful year in 2024.



2024 began with 58 enrolments in the program off the back of 107 ATSI enrolments. By years end we had seen 6 more boys enter the program while 12 had exited for a number of reasons, the majority being through moving schools and disengagement from the program and school attendance in general.

Through our diverse program of engagement tools, camps, morning training, after school activities, reward activities, work site visits, sports carnivals, the Program managed to deliver an average attendance of 77% for 2024 building from 73% in 2023. These numbers sit beside the school's average attendance quite favourably, enhancing the goal of the program is delivering its number one goal of getting boys to school, staying at school and engaging while at school.

Highlights

With the diversity of the program, the boys experience a wide range of activities which always fall under our pillars of education, employment, sport, well-being, leadership/life skills which underpin everything we do within the program.

The boys participated in a number of carnivals over the year covering a number of different sports including AFL, basketball, cricket, dodgeball, and table tennis. The 3 highlights this year was the Clontarf Cup, an AFL carnival which Kiara teamed up with the Bindoon and Girrawheen Academies in a round robin competition at Langley Park which involved 26 Academies from all over the state. The junior basketball carnival at Warwick Stadium, hosted by Kiara College was a great success with our boys playing off in the grand final. Finally, the senior basketball carnival at Bendat Stadium saw the Kiara boys bring home the A division title in a competition which had 28 teams vying for the title.



As part of being in the program, every boy is required to get a free annual health check organised by the Clontarf staff. 87% of the boys participated (47), with de identified outcomes reported to staff to form the basis of health sessions for the following year.



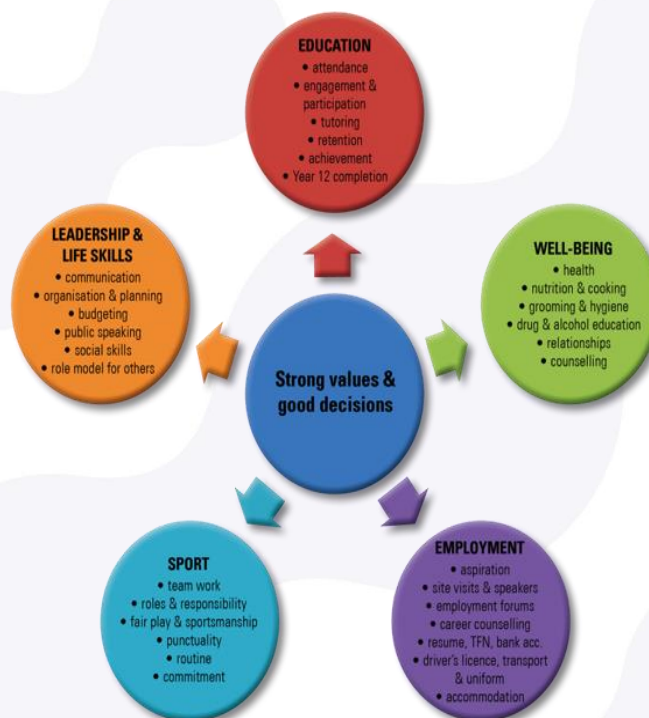
The senior boys are introduced to a number of work sites throughout the year to generate thought into what career path they may like to pursue post their schooling years. The Academy had visits to a number of the 200+ partners Clontarf has including Komatsu, Water Corp, Linfox, Woolworths, Mineral Resources, Blackwoods & Construction Futures. The highlight of the employment calendar is the term 2 Employment Forum at Optus Stadium. Over 100 of the Clontarf partners are on show to our year 11 & 12 boys to show case the opportunities available once they finish year 12.



The highlight of every term, is for every boy to be eligible to attend a camp each term, pending positive behaviour and attendance. A few highlights for 2024 included the Year 8 and Year 9 camp to Albany where the boys explored the wonders of the southwest with plenty of fishing, visits to the historic Whaling Station, the blow holes, the Gap, the Wind Farm and the amazing local beaches. For the Year 12 boys, the highlight of the year was the major trip.

Each year the Year 12 cohort decide where they would like to go within Australia as an incentive to finish Year 12. This year's boys decided Gold Coast was the destination. Nearly a week of beaches, theme parks, academy interactions, sight-seeing, shopping, eating meant the boys enjoyed every minute of their big trip, which was a great reward for completing their high school journey.

Clontarf Pillars



Clontarf Foundation: five key learning areas



Shooting Stars Program Report

The Shooting Stars Program had an exciting year filled with many achievements as well as challengers. Shooting Stars regularly engage with 35-40 participants weekly. In weekly Health and Wellbeing sessions once a week for each year group. In these sessions Shooting Stars



ran fun, engaging and informative sessions which helped participants not only in school but also postgraduation. Engagement was our focus for 2024 to encourage student involvement in enrichment programs such as Arts with the Stars, Deadly Minds Matter and Sparks. These programs help focus areas like social and emotional wellbeing, connecting to Country, strengthening cultural identity and working towards goals. Shooting Stars also helps senior participants on their post school journeys, encouraging participants to set goals for their future. and ensure they are empowered and work towards those goals. Senior and junior leaderships camps take place once a year. Our participants selected to attend these camps from Year 7 and Year 11 had

increased engagement and attendance in school.

The 2023 Kiara College Dance project completed with Honey Webb featured in the latest exhibition in Collie, South-west of Perth during June. This exhibition promotes the Program's commitment to strengthening cultural and spiritual identify, and pride. It also allowed an opportunity for family members residing in the southwest region to see their work.

Senior participants travelled to Marr Mooditj Training Centre in Midland to engage in health activities, learn about nursing courses and first aid basics. They worked one-on-one with current students at the Centre mentoring them throughout the activities, including talking blood pressure, conducting eye tests, and taking someone's temperature. Later in the day, the students visited the Centre Aboriginal Studies at Curtin University.

Our participants got the opportunity to attend Telethon, held at RAC arena, where operated a stall and created sand art with the public. They explored the other stalls and met some famous people.



Shooting Stars students on a reward camp participated in an on-country learning day provided by Koomal Dreaming, hosted by Josh Whiteland. They were taught how to light fires, the history of the area, learned about animals, and the interconnections between the seasons and the environment. Participants were taught by the First Nations way of teaching, through dream time stories, yarning circles and art. They also sang songs used tapping sticks and learnt how to make animal noises.



Attendance Achievement

Each term a participant is given a heart of gold medal for upholding the Shooting Stars values – Pride, Respect and Success.

- **Pride** – represent Shooting Stars, your school, your community and yourself with pride.
- **Respect** – represent yourself, others and your environment with pride.
- **Success** – achieve and maintain attendance and behaviour targets.

Incentives and reward excursions showed an increase of attendance throughout the participants in the year. Increasing our Year 11 attendance to excel and succeed into Year 12.

Key Shooting Stars Strategies/Outcomes

Strong Values and Positive Attitudes

- The Shooting Stars values are Pride, Respect and Success. We encourage participants to have a positive attitude towards their education, health, wellbeing and future while demonstrating these values.

Empowered Young Aboriginal Women

- Participants feel strong and proud to be Aboriginal women.

Strengthen Cultural Identity

- Participants feel strong and proud to be Aboriginal women.

School Attendance

- Participants are encouraged and supported to attend school and strive towards attendance and behaviour goals.

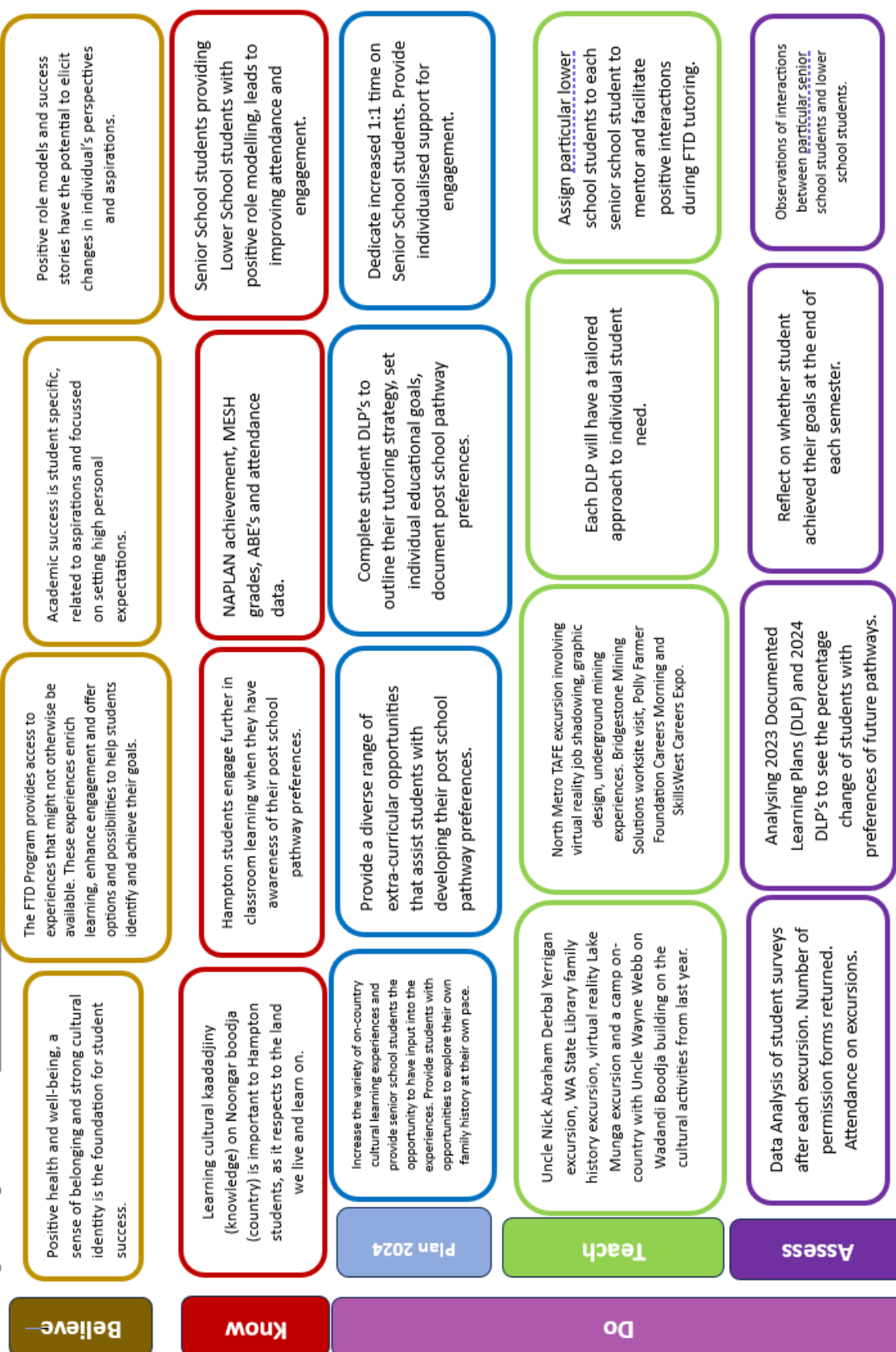
Further Highlights

- Shooting Stars supported the successful transition of our Year 11 participants into Year 12, having the most Year 12 participants since the commencement of the program.
- Shooting Stars supported 2 x Year 12 participants into TAFE and the workforce in 2024.



Follow the Dream Program Report

Learning area/Targeted Initiative: Follow the Dream (FTD)



Kiara College Income by Funding Source

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	620,413	620,413
Carry Forward (Salary)	931,401	931,401
STUDENT-CENTRED FUNDING		
Per Student	5,973,214	5,973,214
School and Student Characteristics	2,382,103	2,382,103
Disability Adjustments	27,065	27,065
Targeted Initiatives	1,326,454	1,326,454
Operational Response Allocation	594,115	594,115
Total Funds:	10,302,951	10,302,951
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	48,617	48,617
School Transfers – Salary	(555,788)	(555,788)
School Transfers - Cash	579,080	579,080
Department Adjustments	(46,698)	(46,698)
Total Funds:	25,211	25,211
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	30,880	30,878
Charges and Fees	136,200	134,801
Fees from Facilities Hire	10,600	8,970
Fundraising/Donations/Sponsorships	24,200	22,132
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	2,000	0
Revenue from CO, Regional Office and Other scho	1,100	446
Other Revenues	81,359	80,958
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	29,884	29,767
Camp School Fees (Camp Schools only)	0	0
Total Funds:	316,223	307,952
TOTAL	12,196,199	12,187,928

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	7,653,834	7,653,834
New Appointments	0	0
Casual Payments	371,111	371,111
Other Salary Expenditure	69,399	69,399
Total Funds:	8,094,344	8,094,344
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	105,049	71,889
Lease Payments	24,000	14,156
Utilities, Facilities and Maintenance	387,014	342,425
Buildings, Property and Equipment	176,848	155,291
Curriculum and Student Services	1,166,952	1,070,010
Professional Development	27,730	21,470
Transfer to Reserve	0	0
Other Expenditure	35,685	30,796
Payment to CO, Regional Office and Other schools	5,488	5,453
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	78,251	68,024
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	2,007,017	1,779,514
TOTAL	10,101,361	9,873,858



