

# Annual Report

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2025



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## Principal's Report

The 2025 school year was marked by continued growth, reflection, and progress at Kiara College. Throughout the year, the College remained focused on strengthening teaching and learning, expanding opportunities for students, and building a positive and inclusive school culture grounded in our shared values of Respect and Responsibility, Effort and Excellence, and Care and Commitment.

A key highlight in 2025 was the continued growth in student enrolments. As of Semester 1, the College had 644 students, representing the highest enrolment in the past five years. This growth reflects the increasing confidence that families and the wider community place in the quality of education and support offered by the College. Particularly encouraging was the growth in senior secondary enrolments, with more students choosing to remain at the College to complete Years 11 and 12 and pursue their chosen academic and vocational pathways.

An important development during the year was the introduction of the Specialised Learning Program – Autism, with the College welcoming its first cohort of students. The successful transition of these students, supported by new classrooms and specialised resources, strengthened the College's inclusive education offerings and reinforced our commitment to ensuring that every student is supported to reach their potential.

Teaching and learning continued to be the central focus of our work. During 2025, the College introduced an Academic Extension Class to further challenge and support high-achieving students. At the same time, targeted literacy and numeracy initiatives were expanded through programs such as Reading Mastery and the Small Group Tuition initiative, providing additional support to students requiring focused intervention. These initiatives reflect our commitment to ensuring that every student is supported to achieve success in their learning.

The College also continued its partnership with Edith Cowan University, providing students with access to the UniPrep pathway, which supports a successful transition to university study. Our ATAR graduates once again achieved strong university offer rates, reflecting the hard work and dedication of both students and staff.

A major focus in 2025 was the preparation for the Public School Review conducted by the Western Australian Department of Education. The review process provided the College with an opportunity to reflect on our progress, celebrate achievements, and identify priorities for future improvement. The outcomes of the review will inform the development of our 2027–2029 Business Plan and further strengthen our culture of continuous improvement.

The College was also accepted into the EDvance School Improvement Program Cohort 13, commencing in 2026. Participation in this program will support the College in further strengthening strategic planning, leadership development, and school improvement processes.

Students continued to achieve success across a broad range of academic, creative, and sporting pursuits. Highlights included the outstanding Performing Arts production of *Matilda Jr.*, strong participation and success in the Agriculture Specialist Program, and notable sporting achievements by students, including Nikilah Carson, Marley Sam, and Jarrod Steele. These achievements demonstrate the breadth of opportunities available to students at Kiara College and the staff's commitment to providing a well-rounded education.



Throughout the year, the College also focused on strengthening its identity and sense of belonging through a rebranding and reprofiling initiative. Improvements to signage, reception areas, and student entry flow enhanced the experience of students and visitors, while the introduction of new winter uniform items was strongly embraced by students, reflecting growing pride in the College.

Cultural understanding and community engagement remained important aspects of school life. Events such as National Reconciliation Week and NAIDOC Week provided opportunities for students and staff to celebrate Aboriginal and Torres Strait Islander cultures and strengthen our commitment to reconciliation and respect.

I would like to extend my sincere thanks to our dedicated staff, supportive families, committed College Board, and community partners for their ongoing support of Kiara College. Most importantly, I acknowledge our students, whose efforts and achievements continue to make our College a vibrant and inspiring place to learn.

The progress made in 2025 provides a strong foundation for the future. With growing enrolments, strengthened programs, and a continued focus on improvement, Kiara College is well positioned to continue supporting every student to achieve success and pursue their aspirations.

**Innocent Chikwama**  
Principal, Kiara College



## Kiara College Overview

Kiara College is a vibrant learning community located on the western edge of the Swan Valley. As a proudly Independent Public School, we have the unique feature of a working farm on-site, which supports authentic, hands-on learning opportunities for students.

Our ethos promotes personal development and a passion for lifelong learning. Evidence-based practice underpins our decision-making, and we are committed to providing a safe, inclusive and supportive environment characterised by innovative teaching. We value the diversity of our community and encourage students to embrace opportunities, strive for excellence, and develop the skills needed to become responsible, informed and active citizens.

Kiara College offers contemporary learning environments, including a Performing Arts Centre, a STEM Maker Space, and FAB redevelopment areas, enabling students to apply their learning through industry-standard technologies and real-world experiences. Catering for Years 7–12, the College provides comprehensive pathways including ATAR, General and VET options, preparing students for university, TAFE or employment. Pathway planning is personalised to support every student to achieve their potential.

In 2025, the College introduced a Specialist Learning Program – Autism for students in Years 7–12. The program supports students with autism to overcome barriers to learning while encouraging participation in mainstream classes and promoting academic success. Kiara College also offers Specialist Programs in Agriculture and Basketball, as well as opportunities for students to study Contemporary Music. Entry into Specialist Programs is competitive, and applications can be made through the College website.

Our intake area includes the primary schools of West Beechboro Primary School, Beechboro Primary School, East Beechboro Primary School, Caversham Primary School, Caversham Valley Primary School and Lockridge Primary School.

Our diverse student population of over 650 students represents more than 24 nationalities, with nearly 30% identifying as Aboriginal and/or Torres Strait Islander. We celebrate this diversity and continue to strengthen culturally responsive practices that promote respect, inclusion and belonging for all.

### 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



## Positive Behaviour Support Program

Positive Behaviour Support (PBS) at Kiara College promotes a proactive and consistent approach to supporting positive student behaviour. The framework focuses on building respectful relationships and establishing clear expectations for behaviour across the school community.

PBS at Kiara College aligns with the school's core values of **Respect & Responsibility, Effort & Excellence, and Care & Commitment**. These values underpin the development of a shared language and consistent expectations for behaviour across all learning environments.

During 2025, the school prioritised strengthening the PBS framework through targeted staff training, a review and redevelopment of the school's Positive Behaviour Matrix, and the design of new signage to increase the visibility of behavioural expectations and school values across the campus.

These initiatives aim to further support a positive and inclusive school culture. The school will continue to build on this work in 2026 through the ongoing implementation and integration of PBS practices across the school community.



Kiara College operates on the belief that all students have the right to work in a safe, caring and productive learning environment

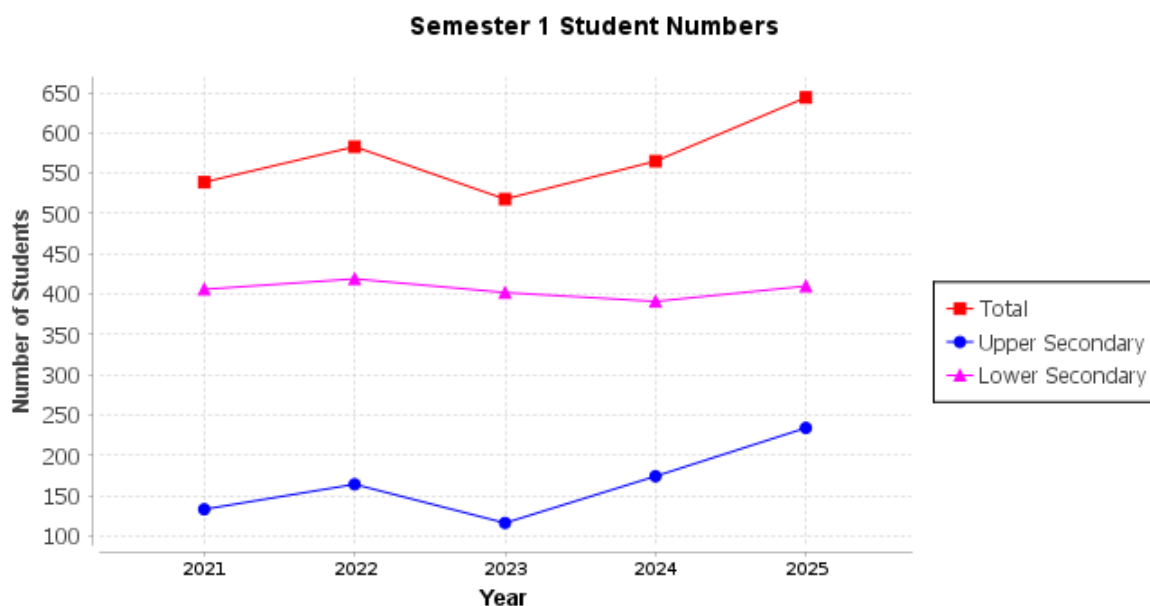
Classroom & Learning Areas	<ul style="list-style-type: none"> <li>- We follow instructions in a timely manner</li> <li>- We actively listen when others are speaking</li> <li>- We respect everyone's personal space</li> <li>- We use school resources in an appropriate manner</li> <li>- We use our manners</li> <li>- We use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>- We actively participate in class activities</li> <li>- We seek help when required</li> <li>- We complete tasks to the best of our ability</li> <li>- We arrive <u>to</u> class on time</li> <li>- We are prepared for learning</li> </ul>	<ul style="list-style-type: none"> <li>- We are mindful of others' opinions</li> <li>- We help others</li> <li>- We follow the mobile phone policy</li> <li>- We attend our timetabled classes</li> </ul>
School Grounds	<ul style="list-style-type: none"> <li>- We place rubbish in the bin</li> <li>- We respect school environment</li> <li>- We use break time to go to the toilet, eat and drink</li> <li>- We move safely around the school</li> </ul>	<ul style="list-style-type: none"> <li>- We access available supports</li> <li>- We participate in and support whole school activities</li> <li>- We engage appropriately and positively during school events</li> </ul>	<ul style="list-style-type: none"> <li>- We create safe learning spaces</li> <li>- We use manners and queue at the canteen</li> </ul>
Our Community	<ul style="list-style-type: none"> <li>- We engage positively with the community</li> <li>- We use social media appropriately</li> <li>- We use public transport appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- We represent the school with pride</li> <li>- We wear correct school uniform</li> <li>- We show positive bystander behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- We value other cultures</li> <li>- We promote our school positively</li> </ul>



## Student Numbers and Characteristics

As of **Semester 1 2025**, Kiara College had **644 full-time students** enrolled across Years 7–12.

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	98	102	96	114	123	111		644



Semester 1	2021	2022	2023	2024	2025
Lower Secondary	406	419	402	391	410
Upper Secondary	133	164	116	174	234
Total	539	583	518	565	644

### Enrolment Trends and Growth

The College experienced significant enrolment growth in 2025, increasing from 565 students in 2024 to 644, the highest in the past five years.

A particularly positive trend is the strong growth in upper secondary enrolments, increasing from 174 students in 2024 to 234 in 2025. This growth indicates that more students are choosing to remain at the College for their senior secondary education, reflecting confidence in the College’s pathways, programs, and student support structures.

Lower secondary enrolments also rebounded in 2025, rising from 391 to 410 students, suggesting renewed community confidence and stable enrolment in the College.



## Positive Indicators

Several positive indicators emerge from the 2025 data:

- Sustained enrolment growth, particularly in senior school
- Improved student retention from Year 10 into Years 11 and 12
- Balanced cohort sizes across year levels, supporting strong program delivery
- Continued community confidence in the College's academic, vocational, and wellbeing programs

These trends position Kiara College well for continued growth and stability in the years ahead.

## Student Characteristics

Kiara College serves a diverse and vibrant community, with students representing a wide range of cultural, linguistic, and educational backgrounds. This diversity enriches the learning environment and supports the development of inclusive teaching practices that respond to the needs of all students.

The College continues to support students across a broad range of learning pathways, including ATAR, Vocational Education and Training (VET), and general courses, enabling students to pursue pathways aligned with their interests, strengths, and post-school aspirations.

A number of students identify as Aboriginal and/or Torres Strait Islander, and the College remains committed to strengthening culturally responsive practices and fostering a strong sense of belonging for Aboriginal students and their families. The presence of Aboriginal staff within the workforce also contributes to cultural representation and support.

The College also supports students from English as an Additional Language or Dialect (EALD) backgrounds. These students contribute significantly to the school community's multicultural character. Targeted literacy support and differentiated classroom strategies ensure that EALD students can access the curriculum and achieve success in their learning.

Kiara College continues to support students with additional learning needs, including those requiring adjustments through Individual Education Plans and specialist support from education assistants and allied professionals. The strong presence of allied professionals in the workforce ensures that students who require additional support can fully participate in learning.

## Positive Trends and Strengths

Several strengths are evident in the student profile at the College:

- A diverse and inclusive student community that enriches the learning environment
- Increasing senior school retention, with more students remaining at the College through Years 11 and 12
- A range of academic and vocational pathways that cater to the varied aspirations of students
- A strong focus on student wellbeing, belonging, and engagement, which supports improved attendance, retention, and learning outcomes

The diversity and growth of the student population continue to strengthen the College's culture and reflect increasing confidence in the programs, support structures, and opportunities available to students.



## Student Attendance

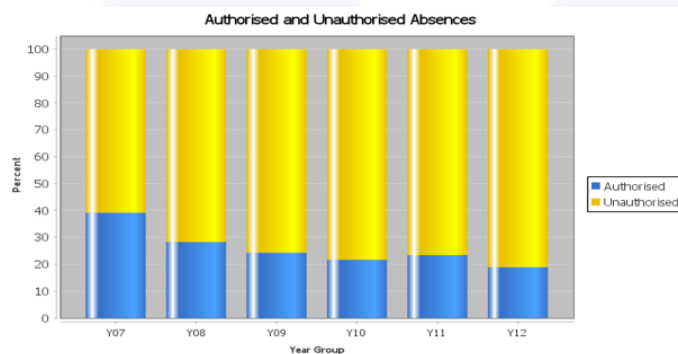
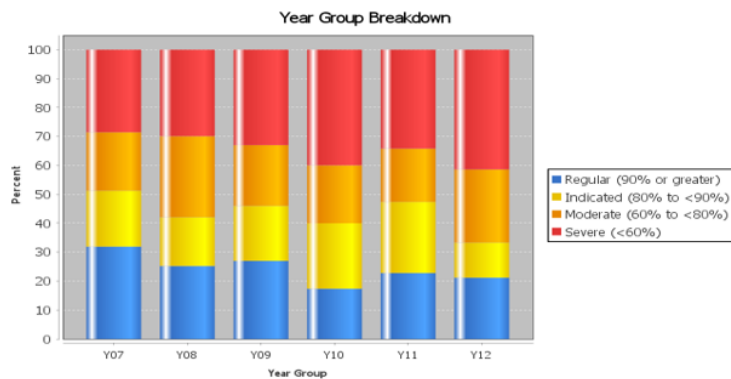
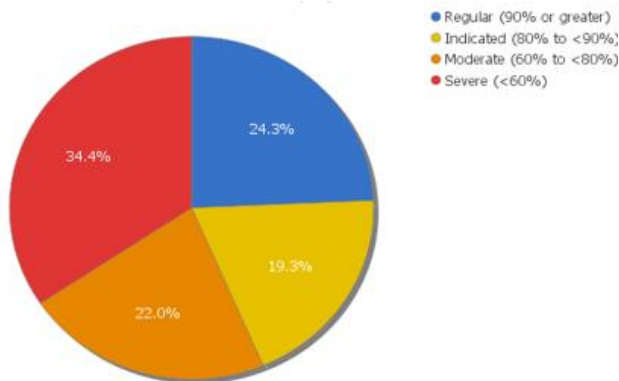
### Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	80.1%	77.5%	84.9%	57.5%	50.6%	59.2%	73.7%	68.9%	82.5%
2024	79%	78%	84.7%	50%	48.6%	57.6%	70.6%	63.9%	82.2%
2025	75.7%	79.4%	84.5%	49.4%	46.1%	55.6%	67.9%	62.8%	81.7%

Attendance continues to be a significant area for improvement. Attendance declined in each category between 2024 and 2025. Non-Aboriginal student attendance dropped below that of like schools for the first time in several years. Aboriginal student attendance decreased from 2024 but does remain above that of like schools. The gap between whole school attendance and that of WA Public Schools has increased.



## Whole School Semester 2 2025



Analysing our Semester 2 data in terms of percentages of students in each category of risk indicates the biggest change has come in the numbers of students attending regularly – in 2024 semester 2 30.2% attended regularly compared to 24.3% in 2025.

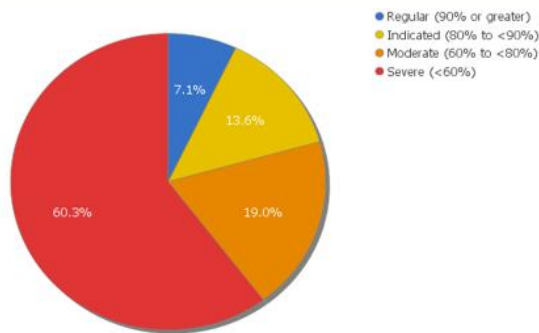
Year 9 and 10 were identified as the most at risk year groups and were the focus for the Leading Cultures of Excellence – Complex problem solving. Students in the indicated and moderate risk categories were individually interviewed to ascertain reasons for non-attendance that were within the capacity of the school to effect change. Consistency and increasing engagement with lessons were common responses. The committee is continuing to analyse the information and incorporate into planning.

Unauthorised absence continues to be a concern. A review of attendance recording and communication with parents re unexplained absences was undertaken. The Good Standing Policy is being reinforced.

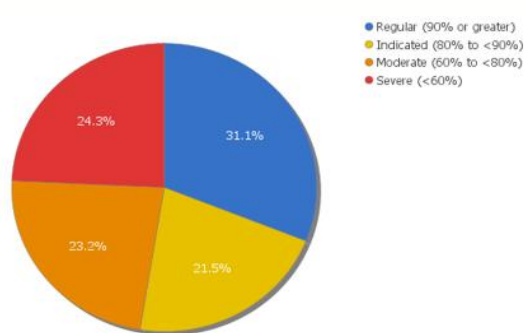


## Comparison Aboriginal Students with Non Aboriginal Students

*Aboriginal Students*

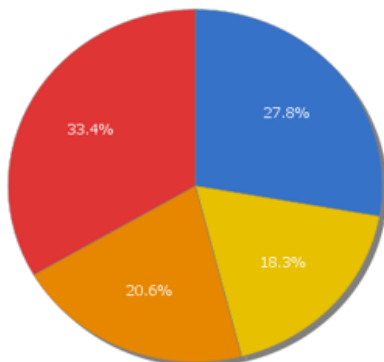


*Non Aboriginal Students*

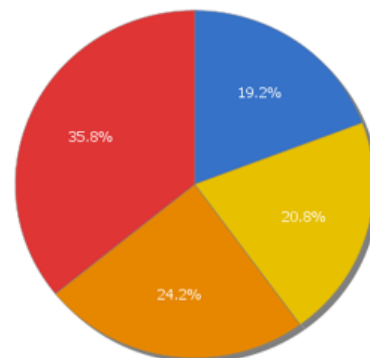


Improving Aboriginal student attendance and working to close the gap is a major target. Both Clontarf Academy and Shooting Stars programs offer intensive support to students to increase their attendance. Attendance of students who choose to engage is higher than that of students who do not engage with the programs. Having 60% of Aboriginal students attending less than 60% is indicative of some of the complex issues facing our young people. In addition to individual support for students and families through student Services and our partner agencies, whole school strategies include staff are participating in cultural safety and cultural responsiveness training.

*Male Students*



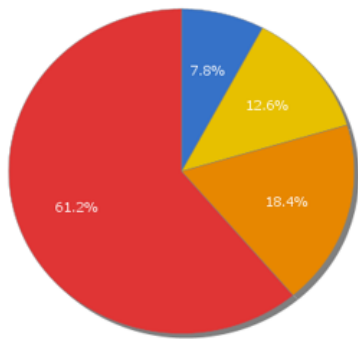
*Female Students*



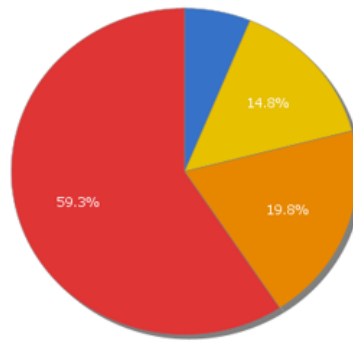
The school population continues to have significantly more males than females – in 2025 372 males and 248 females. Males have greater representation in the regular attendance category by nearly 10% however they have only 2 % less in the severe risk category.



*Aboriginal Male Students*



*Aboriginal Female Students*



A similar pattern occurs – 115 Aboriginal Males, 85 Aboriginal females. Males are more regular attenders however females have 2% less in the severe risk category. In Semester 1, Aboriginal females were the most at risk group.



## Workforce Composition

### Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	5	5.0	0
Program Coordinators	2	2.0	0
<b>Total Administration Staff</b>	<b>11</b>	<b>11.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	39	37.6	0
<b>Total Teaching Staff</b>	<b>40</b>	<b>38.6</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	23	19.2	2
Gardening / Maintenance	2	2.0	0
Other Allied Professionals	11	9.5	0
<b>Total Allied Professionals</b>	<b>36</b>	<b>30.6</b>	<b>2</b>
<b>Total</b>	<b>87</b>	<b>80.2</b>	<b>2</b>

In 2025, Kiara College employed 89 staff members, representing 82.2 full-time equivalent (FTE) positions. The workforce reflects a balanced structure of leadership, teaching, and support staff who collectively contribute to a positive and effective learning environment for students.



## Leadership and Administration

The College had 11 administrative staff (11.0 FTE), including:

- 1 Principal
- 3 Associate/Deputy Principals
- 5 Heads of Department and Learning Area Leaders
- 2 Program Coordinators

This leadership structure supports strategic direction, curriculum development, and student wellbeing programs across the College.

## Teaching Staff

Kiara College employed 42 teaching staff (40.5 FTE), including:

- 1 Level 3 Teacher
- 41 other classroom teachers

All teaching staff meet the professional requirements to teach in Western Australian public schools and are registered with the Teacher Registration Board of Western Australia.

The teaching workforce continues to demonstrate strong commitment to high-quality teaching practice, collaboration, and evidence-informed approaches to student learning.

## Allied Professionals and Support Staff

- The College was supported by 36 allied professionals 22 clerical and administrative staff (18.8 FTE)
- 2 gardening and maintenance staff (2.0 FTE)
- 12 other allied professionals (10.0 FTE)

(30.7 FTE), including:

This group includes education assistants and specialist support staff who play a vital role in supporting students with diverse learning needs, maintaining the school environment, and ensuring the College's efficient operation.

Two staff members in this group identified as Aboriginal and/or Torres Strait Islander, contributing to the workforce's diversity.

## Workforce Overview

The workforce composition reflects a strong and collaborative professional community. The balance of teaching, leadership, and support staff ensures that students are supported both academically and pastorally. The presence of experienced leaders and specialist staff enables the College to continue strengthening teaching practice, student engagement, and operational effectiveness.



## Student Achievement and Progress

### NAPLAN

#### Comparative Performance statistics

##### Comparative Performance for Year 7

Year 7	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	1.3	1.6	-1.3	63	76	83
Reading	1.2	1.4	-0.9	64	79	86
Writing	1.4	2.0	-0.6	65	78	85
Spelling	1.7	1.8	1.3	58	71	77
Grammar & Punctuation	1.6	1.3	-1.1	58	71	77

##### Comparative Performance for Year 9

Year 9	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	1.8	1.3	1.5	99	68	68
Reading	1.5	1.5	1.6	100	74	70
Writing	1.6	1.1	1.3	103	87	76
Spelling	2.1	1.3	0.5	92	81	64
Grammar & Punctuation	1.8	0.5	0.0	92	81	64

#### Percentage of students in each proficiency level for Year 7

Proficiency Level	NAPLAN Score Range	Year 7 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	632 and above	0%	5%	0%	2%	3%	3%	11%	11%	13%
Strong	500 - 631	48%	42%	25%	32%	29%	32%	50%	49%	48%
Developing	431 - 499	29%	24%	31%	28%	31%	28%	24%	24%	23%
NAS	430 and below	24%	29%	43%	38%	37%	37%	14%	13%	15%



Proficiency Level	NAPLAN Score Range	Year 7 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	603 and above	6%	6%	0%	5%	6%	3%	15%	15%	16%
Strong	500 - 602	39%	39%	24%	31%	29%	29%	45%	44%	44%
Developing	430 - 499	27%	24%	26%	25%	25%	30%	24%	24%	24%
NAS	429 and below	28%	30%	50%	39%	40%	38%	14%	15%	14%

Proficiency Level	NAPLAN Score Range	Year 7 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	614 and above	3%	5%	4%	3%	6%	3%	12%	15%	14%
Strong	511 - 613	34%	35%	20%	29%	29%	27%	44%	43%	42%
Developing	439 - 510	32%	42%	45%	31%	29%	35%	27%	26%	27%
NAS	438 and below	31%	18%	32%	37%	35%	35%	16%	14%	15%

### Percentage of students in each Proficiency Level for Year 9

Proficiency Level	NAPLAN Score Range	Year 9 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	673 and above	2%	0%	1%	2%	2%	1%	10%	9%	11%
Strong	536 - 672	38%	35%	54%	36%	34%	37%	53%	55%	52%
Developing	463 - 535	34%	43%	26%	35%	33%	34%	25%	25%	23%
NAS	462 and below	25%	22%	18%	27%	31%	28%	11%	10%	11%

Proficiency Level	NAPLAN Score Range	Year 9 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	639 and above	7%	3%	7%	5%	5%	6%	16%	17%	16%
Strong	539 - 638	37%	39%	39%	38%	31%	36%	46%	47%	48%
Developing	464 - 538	34%	36%	37%	32%	32%	37%	26%	25%	25%
NAS	463 and below	22%	22%	17%	25%	32%	21%	11%	10%	10%

Proficiency Level	NAPLAN Score Range	Year 9 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	647 and above	8%	11%	11%	5%	8%	8%	15%	20%	19%
Strong	553 - 646	27%	24%	32%	28%	28%	29%	39%	38%	38%
Developing	469 - 552	43%	33%	36%	37%	34%	36%	31%	28%	28%
NAS	468 and below	22%	31%	22%	30%	29%	28%	14%	12%	13%



## *Analysis and impact of evidence*

Our NAPLAN results continue to be a work in progress over the span of the 2024-2026 Business Plan.

A significant area of achievement is again demonstrated within our Year 9 cohort where we have 'above expected' (more than one standard deviation above predicted school mean) performance across Numeracy, Reading and Writing.

Conversely, we have seen the reverse within our Year 7 cohort with Numeracy 'below expected' (more than one standard deviation score below) and Reading & Writing at 'expected' (within one standard deviation). The NAPLAN testing window occurs mid Term 1 allowing for little intervention within the Year 7 Cohort. Our explicit focus remains on progressing students across the 2-year span, prior to the Year 9 test window, with quality teaching and learning and utilising data informed intervention programs.

Percentage of students meeting the NAPLAN proficiency standard in all areas across both Year 7 & 9 (Target 3 of 2024-2026 Business Plan – 50% or better) remains a work in progress, particularly within the Year 7 cohort. It must be acknowledged we have exceeded this target within Year 9 Numeracy (54%) and remain close within Year 9 Reading & Writing.

Furthermore, comparative data against like schools is mixed. Percentage of students meeting the proficiency standard across Numeracy, Reading & Writing exceeding 'like-schools' (Target 4 of Business Plan) was achieved across the Year 9 cohort as demonstrated in the above data. Year 9 Numeracy data was significantly above like schools and is a particular highlight. While close, our Year 7 cohort data fell behind that of like schools and remains an area of focus.



## Year 12 outcomes including VET

### TARGET 5: Percentage of students demonstrating competence in Reading, Writing and Numeracy OLNA scores to exceed Like School OLNA Current Standing

Kiara College demonstrates strong improvement in OLNA achievement as students progress through senior school, significantly outperforming like schools by Year 12. The focus moving forward is to build earlier success in Years 9 and 10, ensuring more students meet minimum standards sooner and further strengthening overall outcomes.

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2025	6	18	95
	5.0%	15.1%	79.8%
Like Schools	4.6%	17.8%	77.5%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2025	15	13	33	48
	13.8%	11.9%	30.3%	44.0%
Like Schools	4.2%	13.0%	13.2%	69.7%

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2025	1	36	16	20	22
	1.1%	37.9%	16.8%	21.1%	23.2%
Like Schools	7.3%	10.9%	12.0%	5.7%	64.2%

While early qualification rates (Year 9–10) are broadly comparable to like schools, the College demonstrates significant improvement in Years 11 and 12, indicating high impact of OLNA support structures like OLNA preparation in Year 11, targeted teaching and close tracking of students which are driving strong gains.



## Improvement Pillar 1 - Provide every student with a pathway to a successful future

The College is effective in retaining students and providing relevant vocational pathways. The next focus is improving VET completion and expanding academic pathways to maximise post-school opportunities for all.

### Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
<b>2023</b>	44	3 (6.8%)	4 (9.1%)	25 (56.8%)	3 (6.8%)	9 (20.5%)
<b>2024</b>	60	5 (8.3%)	0 (0.0%)	35 (58.3%)	20 (33.3%)	0 (0.0%)
<b>2025</b>	115	4 (3.5%)	1 (0.9%)	68 (59.1%)	34 (29.6%)	8 (7.0%)

Longitudinal data for 3 years, 2023-2025, for Year 12 Pathway data indicates a clear and consistent emphasis on VET Certificate II or higher, with participation stable at around 57–59% across 3 years. This reflects a strong vocational focus aligned to student needs and post-school pathways.

ATAR participation remains low, declining from 6.8% to 3.5%, with minimal uptake of combined ATAR and VET pathways.

The Year 12 cohort has grown significantly (44 in 2023 to 115 in 2025), reflecting improved attraction, retention and engagement. Increased student numbers in Senior School cohorts position Kiara College as a school of choice for the community. This validates the College VET program and other course offerings as attractive.



## TARGET 9: Percentage of students achieving WACE/eligible for university entry increases

WACE achievement remains strong overall, with 2025 demonstrating the College's capacity to deliver improved outcomes at scale. Increasing numbers of WACE eligible students and consequent increase in percentage achieving WACE demonstrates strong growth and improved performance across the cohort.

### WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2023	35	86%
2024	51	73%
2025	76	89%

WACE achievement data shows variability over the three-year period, with a strong recovery in 2025. The dip in 2024 suggests cohort-specific challenges; however, the substantial improvement in 2025, alongside increased cohort size, reflects effective targeted support and strengthened senior school processes. This excellent growth indicates a supportive system in place to encourage students' progress and achievement.

### Vocational Education and Training (VET)

In 2025, students at Kiara College participated in a broad range of VET courses through direct auspice arrangements as well as VET Delivered to Secondary Students (VETDSS) programs with external Registered Training Organisations (RTOs). Throughout the year, students undertook qualifications across Certificate I, II, III and IV levels, engaging in pathways that supported their individual career goals and post-school aspirations. Several students in the building and construction area received the Construction Training Fund (CTF) Scholarship which is a fully funded incentive to get a head start and work towards a building and construction apprenticeship.

Auspice students had the opportunity to complete courses on campus in:

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



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

- Certificate III in Early Childhood Education and Care
- Certificate II in Animal Care
- School-Based Apprenticeship in Automotive
- Certificate III in Health Services Assistance
- Certificate III in Library and Information Services
- Dual Trade - Bricklaying / Tiling
- Certificate II in Rail Infrastructure
- Certificate III in Information Technology (Cyber Security)
- Certificate III in Events
- Certificate II in Engineering Pathways
- Certificate III Business (Medical Assistant)
- Certificate II in Building and Construction Pathways Brick & Block CTF
- Certificate II in Retail
- Certificate II in Horticulture
- Certificate II in Community Service
- Certificate II in Workplace Skills
- Certificate II in Automotive Servicing Technology
- Certificate II in Civil Construction
- Certificate II in Building and Construction Carpentry Pathways
- Certificate III in Fitness
- Certificate II in Cookery (Commercial Cookery Pre-Apprenticeship)

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

To conclude, many students successfully completed their VETDSS and VET in school qualifications across a range of industry areas. These results highlight the dedication, resilience, and commitment our students have shown throughout the year.

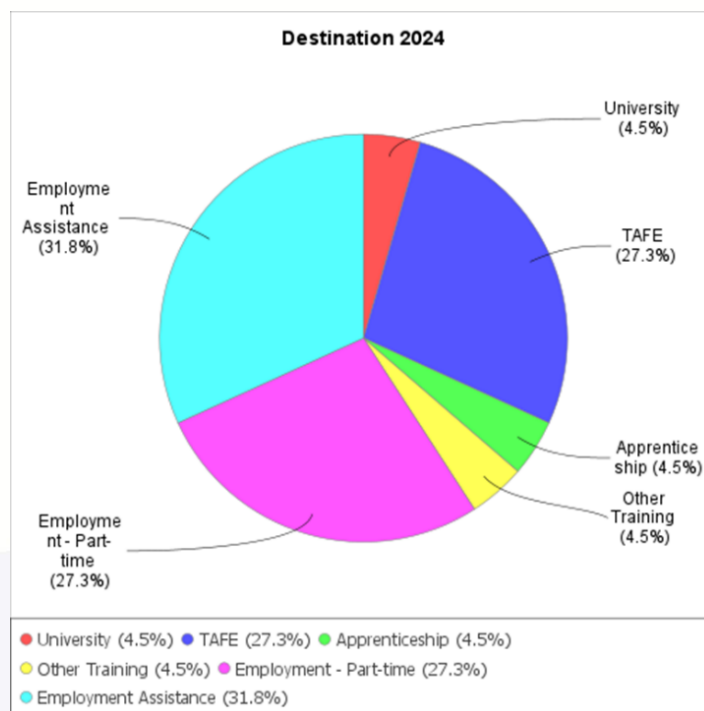


## Qualification achievement by delivery arrangement

Qualification Delivery Arrangement	2025
Auspice	155 (82.01%)
School based traineeship/apprenticeship	17 (8.99%)

VET in Schools profile	17 (8.99%)
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Improvement Pillar 1 - Provide every student with a pathway to a successful future.



Kiara College is successfully supporting students into employment and vocational pathways. Our focus is on broadening post-school opportunities, particularly increasing participation in university and apprenticeship pathways while maintaining strong employment outcomes. Low university interest mirrors the low numbers pursuing ATAR pathway at the College, as well as reflects the trend in low ICSEA communities where there may be perceived barriers to tertiary education or an unknown to navigate.

The 2024 destination data indicates that most students transitioned into employment-related pathways, with a smaller proportion pursuing further education. Employment Assistance and Part-Time Employment together account for nearly 60% of students, highlighting a strong immediate transition into the workforce. TAFE (27.3%) represents a significant post-school pathway, reinforcing the College's strong vocational focus. University Apprenticeships, and Other Training together remain comparatively low at 13% and indicate an opportunity to strengthen ATAR pathways and academic aspirations.



## Target 11: Percentage of students achieving a Certificate II or higher increases

### VET Participation Rate

<b>VET</b>						
<b>VET participation rate: count (% of cohort)</b>						
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
School VET enrolments	68 (92%)	43 (69%)	84 (78%)	41 (50%)	42 (58%)	93 (73%)
Funded VET students	93%	87%	87%	87%	88%	88%
<b>Level of highest qualification achieved: count (% of VET enrolled students)</b>						
Diploma						
Certificate IV					3 (7%)	5 (5%)
Certificate III	1 (1%)		7 (8%)	3 (7%)	5 (12%)	27 (29%)
Certificate II	38 (56%)	21 (49%)	43 (51%)	26 (63%)	27 (64%)	39 (42%)
Certificate I	5 (7%)	3 (7%)	12 (14%)	5 (12%)		2 (2%)
No certificate completed	24 (35%)	19 (44%)	22 (26%)	7 (17%)	7 (17%)	20 (22%)
<b>Students with more than one qualification: count (% of VET enrolments)</b>						
3+ qualifications	2 (3%)	4 (9%)	16 (19%)	3 (7%)	2 (5%)	14 (15%)
2 qualifications	28 (41%)	11 (26%)	12 (14%)	13 (32%)	14 (33%)	30 (32%)
<b>Endorsed programs</b>						
<b>Unit achievement: count (% of cohort)</b>						
All endorsed programs	15	48	56	34	20	27



Kiara College demonstrates strong performance in VET participation and is increasingly shifting towards advanced qualifications, as students are being supported to undertake more rigorous and industry relevant qualifications. This also emphasises increasing aspirations of our student cohorts and reflecting stronger alignment to meaningful post school outcomes.

The College is actively promoting every student should undertake a certificate course ensuring that all students leave with something more than their WACE. The addition of the ECU Uni-Prep course for Year 12s have opened opportunities for many students who now consider an alternate University Pathway to ATAR options. The focus moving forward is to sustain this trend while ensuring high completion and success rates for all students

VET enrolments have remained strong, ranging from 50% in 2023 to 73% participation in 2025, indicating that VET continues to be a dominant and valued pathway. Funded VET access is also consistently high (87%–93%), ensuring equity of opportunity for students.

### Qualification Levels

There is a clear and positive shift toward higher-level qualifications:

- Certificate III increased significantly to 29% (2025) from minimal levels in earlier years
- Certificate II remains the most common outcome, though declining to 42% (2025) as more students attempt higher qualifications
- Certificate I is minimal (2% in 2025), reflecting reduced reliance on entry-level courses
- Certificate IV participation, while still low, is emerging

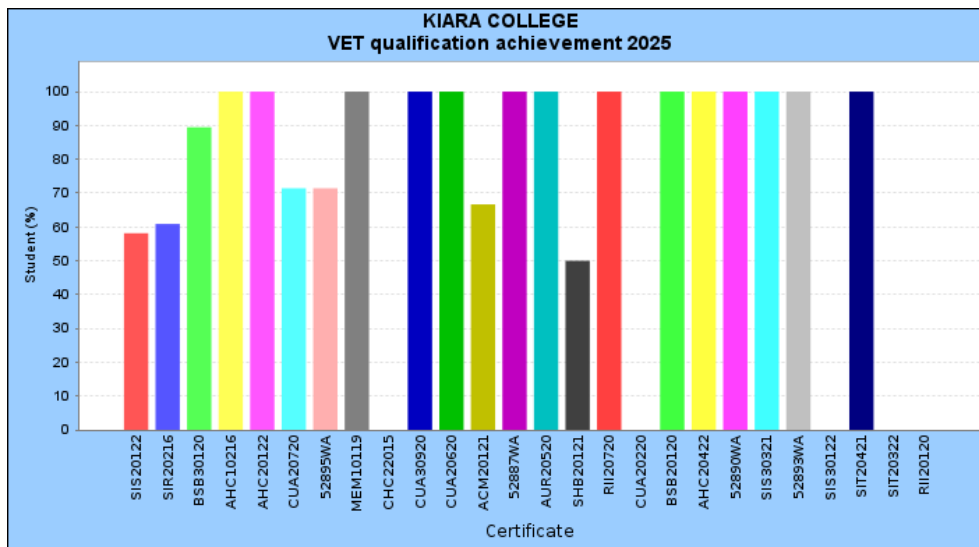
The proportion of students with no certificate completion sits at 22% which indicates a need for continued focus on completion. The next phase of improvement will focus on maximising completion rates and sustaining quality outcomes, ensuring all students achieve meaningful and recognised credentials. VET participation at Kiara College remains a key strength, with consistently high levels of student engagement across the cohort.

An increasing number of students are completing multiple qualifications, with 47% of students in 2025 achieving 2 or more qualifications, demonstrating breadth of skills and engagement.

Endorsed program participation remains steady, supporting students in achieving WACE requirements and complementing VET pathways.



## VET qualification achievement



Kiara College demonstrates strong VET achievement outcomes in 2025, with most students successfully completing their qualifications. Continued focus on consistency across all courses will ensure all students achieve high-quality, meaningful outcomes.

The 2025 VET qualification achievement data indicate strong performance across a broad range of certificates, with most courses achieving high completion rates.

Most qualifications demonstrate achievement rates between 90%–100%, reflecting effective delivery, student engagement, and alignment between course selection and student capability. Several courses have achieved 100% completion, highlighting areas of exemplary practice.

## SCSA Award 2025



2025 winner of the SCSA Exhibition and Awards VET Certificate of Excellence: Retail and Personal Services, Brayden Rhodes, was the first student since our data in 2020 to win this award for Kiara College.

*Brayden Rhodes with Innocent Chikwama, Kiara College Principal, in recognition of winning the 2025 SCSA Exhibition and Awards-VET Certificate of Excellence.*



Code	VET qualification	Enrolled	Achieved	Percent
SIS20122	CII in Sport and Recreation	43	25	58.1
SIR20216	CII in Retail Services	23	14	60.9
BSB30120	CIII in Business	19	17	89.5
AHC10216	CI in AgriFood Operations	17	17	100
AHC20122	CII in Agriculture	13	13	100
CUA20720	CII in Visual Arts	7	5	71.4
52895WA	CIV in Preparation for Health and Nursing Studies	7	5	71.4
MEM10119	CI in Engineering	6	6	100
CHC22015	CII in Community Services	5	0	0
CUA30920	CIII in Music	4	4	100
CUA20620	CII in Music	4	4	100
ACM20121	CII in Animal Care	3	2	66.7
52887WA	CII in Plumbing	2	2	100
AUR20520	CII in Automotive Servicing Technology	2	2	100
SHB20121	CII in Retail Cosmetics	2	1	50
RII20720	CII in Civil Construction	1	1	100
CUA20220	CII in Creative Industries	1	0	0
BSB20120	CII in Workplace Skills	1	1	100
AHC20422	CII in Horticulture	1	1	100
52890WA	CII in Community Health and Wellbeing	1	1	100
SIS30321	CIII in Fitness	1	1	100
52893WA	CII in Building and Construction (Pathway - Trades)	1	1	100
SIS30122	CIII in Sport Aquatics and Recreation	1	0	0
SIT20421	CII in Cookery	1	1	100
SIT20322	CII in Hospitality	1	0	0
RII20120	CII in Resources and Infrastructure Work Preparation	1	0	0



## Parent/student/teacher satisfaction with the school

Kiara College conducted The School Culture Survey in June 2025. Staff, students and the community were asked to rate the school on a range of items under 5 key domains: Relationships, Teaching Quality, Learning Environment, Leadership and Resources. The same domains provided the structure for our Public School Review and the data from the School Culture Survey informed the Public School Review.

The table below provides a summary of the comparative perceptions along with key insights from each domain. Our overall results indicate strong relational culture and commitment to student success. However, the learning environment, behaviour consistency, and student voice emerged as the most consistent improvement areas across stakeholder groups.

Respondents were asked to use a scale of Strongly Disagree (1) to Strongly Agree (5).

■ Strongly Disagree 
 ■ Disagree 
 ■ Unsure 
 ■ Agree 
 ■ Strongly Agree

Domain	Staff	Students	Community	Key Insight
Relationships	3.5–3.9	3.0–4.0	3.4–4.3	Positive relationships across stakeholders
Teaching Quality	3.2–4.5	3.3–3.8	3.1–4.0	Moderate teaching satisfaction
Learning Environment	2.8–3.9	2.9–3.8	3.2–3.8	Behaviour consistency concerns
Leadership	3.1–3.4	2.7–3.6	3.4–3.5	Student consultation limited
Resources	2.8–3.3	3.4–3.5	3.5–3.9	Staff concerned about resources



## Key strengths

- Positive teacher–student relationships recognised by all stakeholder groups
- Strong staff belief that teaching practice influences student success
- Clear respect and recognition for Aboriginal culture and students
- Visible commitment to student wellbeing

## Key areas to improve

- Consistency in behaviour management and classroom expectations
- Including student voice in school decision-making
- Consistency in teaching practices between classrooms
- Concerns from staff regarding technology resources and budgeting transparency

Strategic improvement planning is already underway. A team of staff are attending professional learning in the Positive Behaviour in Schools (PBS) program in order to audit current practice and then implement a common whole school approach to behaviour management. We have committed to the Fogarty EDvance School Improvement program which is a 3-year school improvement journey. An organisational health index survey (OHI) will provide baseline data to complement the school culture survey and it is planned to investigate ways of enhancing student voice. School leaders will be introduced to the Classroom Mastery program with a view to whole school implementation by Semester 2. A commitment to providing greater access in learning areas has been made with a plan to maintain a class set of laptops in the 4 MESH learning areas. Additionally, the generous grant of \$50,000 to renovate the library will include ensuring all three computer rooms have capacity for a full class.

	A	D
1	<b>Relationships 2025 term 2 survey</b>	
2	Community	Score /5
3	I feel well informed about the activities of this school	4
4	I am provided with opportunities to actively engage in my children's	3.7
5	I am comfortable to approach the school to discuss my children's	3.9
6	The staff care about my children	3.7
7	Teachers at our school are professional, committed and	3.4
8	Staff and students at this school respect each other	3.4
9	Staff have positive relationships with Aboriginal students and their families	3.6
10	I feel like the staff are working with me to prepare my children for the next	3.7
11	I feel welcome in my child's classrooms	3.4
12	The school recognises students for their progress and achievements	3.8
13	The school values the role of parents as partners in education	3.8
14	I feel welcome when I am in the school	4
15	I am made to feel welcome when I attend the front office	4.3
16	Our school board operates effectively	3.5
17	Our school board is representative of our school	3.5
18	Our school board values the opinions of the community when big	3.4
19		



## Business Plan Targets

All targets are measured by student outcomes, except for the target to ensure the College 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 2025 School Culture Survey. In addition, the College is striving to move from developing cultural responsiveness to being competent in the Aboriginal Cultural Standards Framework. Progress will be measured by staff assessment on the continuum.

	Metric used to measure progress	2025 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 OLN 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	

	Achieved
	Progressing
	Not achieved



## Student Services

In 2025, we wanted to continue our focus on creating a safe and supportive environment for all students. With a number of stress factors for students inside and outside of school, we wanted to identify and support students at high risk of poor social and emotional wellbeing. Programs were identified and put in place over the course of the year to help focus on emotional learning, including the collaboration with Morley Youth for the Positive Lifestyles program, Happiness Co. resilience presentations, Drumbeat program, and the implementation of the Mooditj Leadership program. As the year progressed, Student Services identified the need to support our young male students at the College and engaged the Man Up program. They ran various workshops centred around men's health and concentrated on empowering our young men in senior school. The emphasis was to help transform them into confident and emotionally capable men.

Our Student Wellbeing Team, including the psychologists, nurse and chaplain, supported our Year 7 students by implementing a Protective Behaviours workshop into the school's transition program. They worked with students across Term 1 to build stronger relationships and educate them with important topics.

## Highlight and Achievements

As a Student Services Team the highlight this year was Harmony Week. At Kiara College we are lucky to have students from over 24 different nationalities. To be able to celebrate other cultures and embrace difference was a memorable experience for the students. Activities were run throughout the week, and students were encouraged to wear something that represented their culture to be part of a fashion parade. Cultural performances at the Harmony Week ceremony helped create a positive vibe at the school.

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
- Mental Health Expo
- NAIDOC Week – The next generation: Strength, Vision & Legacy
- PBS reward excursions
- RU Okay day
- Wellbeing Wednesday – led by the Student Wellbeing Team



## The ARTS Learning Area

Students in the Arts had the opportunity to participate in many different events throughout the year that allowed them to showcase their hard work, dedication, and ever-growing talent.

Students involved in the musical were inspired beyond the classroom through a stage production of *Beauty & The Beast* at the Crown Theatre, where they witnessed professional musical theatre in action. Thanks to The Smith Family, students were able to observe stagecraft, ensemble work, choreography, and design elements that enriched their learning and sparked creativity that will carry into future performances.

Students involved in the Music Program performed at multiple school events throughout the year, including lunchtime performances from the lower school rock bands and Certificate II and III Music band, and band performances during Harmony Week and NAIDOC Week celebrations.

### Matilda Junior Production

Our college production of *Matilda Junior* was a fantastic showcase of the talent, dedication and hard work of our students from Year 7 to Year 12. Cast and crew spent 3 terms rehearsing, bringing the story to life through energetic songs, engaging acting and vibrant choreography. Students demonstrated outstanding teamwork and commitment both on stage and behind the scenes.

The production provided students with a wonderful opportunity to build confidence, develop their performance skills, and share their love of theatre with the school community. Students performed a total of 4 shows across the season.

A special highlight was our matinee performance, attended by over 235 students from 6 surrounding primary schools. The atmosphere was buzzing with excitement and, for many of these students, it was their first experience of live musical theatre. It was a privilege to welcome them into our Performing Arts Centre and share the joy of storytelling through dance, music and performance.

### Visual Arts Showcase

Our annual Visual Arts Showcase celebrated the creativity and artistic achievements of our students, featuring a diverse collection of artwork that highlighted their imagination, technical skills, and unique perspectives. Year 7s focused on paint collages and Year 8s worked with sculptures. Year 9 and 10 student work was centred around painting skateboards and print making, while Year 11 and 12s focused on ceramic works. Contributions from Home Economics included cakes and jams, while Design & Technology displayed the woodwork benches and Matilda Jr. sets (created and built by students for the production).

We are incredibly proud of the creativity, commitment, and passion displayed by our students in the 2025 Showcase. From thought-provoking paintings and dynamic digital works to expressive sculptures and mixed media installations, every piece reflected the talent and individuality of our young artists. This exhibition was not only a celebration of student achievement, but also a testament to the tireless support and guidance of our dedicated staff. Their encouragement, technical instruction and belief in every student helped bring this showcase to life.



## Hyperfest

A lunchtime concert where a young local professional musician performs for students under the Art Block. This opportunity occurs each year thanks to Hyper School Shows and the City of Swan. Students are always enthusiastic about the chance to experience live performances from local talent.

## KFest

Our annual night of performing arts, KFest, was a wonderful celebration of student creativity and talent. The night featured a variety of dance performances from our dance students, showcasing their skill, energy, and teamwork.

Music students also took to the stage, performing a range of band, solo instrumental and vocal pieces that highlighted their dedication and musical ability. The evening included a special performance of a song from this year's school production, giving the audience a glimpse of the hard work our students had put into preparing the show. It was a fantastic evening that celebrated the passion, commitment and talent of our performing arts students.

## Co3 Contemporary Dance Australia

Kiara College has been fortunate enough to work with Co3 Contemporary Dance Australia, providing students with opportunities to collaborate directly with industry professionals over the past four years. This year we secured a dance residency that provided upper school dance students with a unique opportunity during Term 3 to engage with the state's flagship contemporary dance company.

Led by professional Co3 teaching artists, students explored the themes and concepts behind the state-wide engagement program, *The Chain Project*. The program intersected personal stories, digital technologies and visual imagery to inspire and provoke creative dance responses in a safe, open and inclusive environment. The residency included creative dance workshops, movement-based storytelling that encouraged self-reflection, resilience and connection, and structured creative tasks designed to build teamwork and confidence. Students also contributed to *The Chain Project*, a state-wide digital engagement initiative where student reflections form part of an ongoing creative exchange.



## English Learning Area

### Vision & Values

The English Department at Kiara College remains committed to fostering a dynamic, inclusive, and culturally responsive learning environment. Our core values centre on Excellence, Equity, Engagement, Inclusion, and Collaboration. Our vision is that every student, in every classroom, every day develops confidence as a communicator, creativity as a thinker, and the literacy skills required for success both within and beyond school.

### 2025 In Review

In 2025, the English Learning Area focused on strengthening systems that support both student achievement and classroom culture. Progress was evident in behaviour processes, curriculum alignment, and resource organisation.

Clearer behaviour management structures supported a shift from reactive responses to early intervention. Staff consistently logged low-level behaviours, reducing escalation and improving clarity of pathways to Student Services and leadership. Across Semester 2 2024 and Semester 1 2025, 614 positive behaviour entries were recorded, reflecting a strong emphasis on recognising and reinforcing positive behaviours.

Academic data demonstrated clear improvement across year levels:

- **Year 7:** Over 60% of students achieved at standard (C grade), with fewer students in lower bands.
- **Year 9:** Significant growth, with reduced low-band achievement and increased A and B grades.
- **Year 10:** Growth at the top end, with a notable increase in students achieving A and B grades.

These outcomes reflect consistent use of engagement strategies, explicit teaching, and targeted support. Departmental systems were also strengthened through the creation of a shared Microsoft Teams repository, improving access to resources and consistency across classes. Additional improvements included the organisation of physical resources, establishment of a breakout learning space, and active participation in whole-school literacy and teaching initiatives. Assessment practices were refined through closer alignment with EST and ATAR expectations, improving consistency and preparing students more effectively for senior school contexts.

### Special Initiatives

#### *Academic and Cultural Inclusion Initiatives*

The English Learning Area continued to strengthen partnerships with Clontarf, Shooting Stars, and Student Services to support student engagement and wellbeing.

Support for EAL/D learners expanded, with increased expertise in senior pathways and in-class support for ATAR English students. English Foundation classes for Years 11 and 12 were embedded, providing consistent language support. Progress mapping and targeted literacy strategies further supported personalised learning.



## Major Events & Achievements

Key achievements in 2025 included:

- Implementation of proactive behaviour tracking, reducing serious incidents
- Significant academic improvement in Year 7 and Year 9 cohorts
- Growth in high-achieving students across Year 9 and Year 10
- Establishment of a shared Teams resource hub
- Successful reintroduction of Book Week after 5 years
- Creation of a breakout learning space for support and collaboration
- Ongoing contribution to whole-school literacy and teaching initiatives
- Year 12 ATAR students attending the English and Literature Conference

These achievements reflect a strong commitment to both student outcomes and professional growth.

## Pre-Service Teacher Development

The Department remains committed to supporting future educators. In 2025, 3 pre-service teachers completed final placements, with 2 joining the department as staff. In 2026, 3 additional pre-service teachers will be hosted, continuing to build leadership capacity and support professional growth.

## Supporting Diverse Learners

The Department will continue to prioritise inclusive and responsive teaching practices to ensure all students can access the curriculum and achieve success.

Key strategies include:

- Explicit literacy instruction through structured scaffolding (e.g. TEEEL)
- Differentiated tasks, including multimodal and oral responses
- Targeted intervention programs such as Sounds Write.
- Flexible learning environments, including breakout spaces
- Culturally responsive curriculum design
- Collaboration with Student Services, EAL/D, Clontarf Program, and Shooting Stars
- Consistent behaviour support and early intervention strategies



## Humanities and Social Sciences (HASS) Learning Area

The Humanities and Social Sciences (HASS) Department at Kiara College continued to provide engaging and meaningful learning experiences throughout 2025. Through a combination of explicit instruction, inquiry learning and practical activities, students developed their understanding of history, geography, civics, and economics while strengthening their ability to think critically about the world around them.

A key focus for the Department in 2025 was improving the literacy development of students studying HASS subjects. Staff worked collaboratively to explicitly teach key writing skills across the year levels. In Year 7, students focused on developing strong full-sentence responses before progressing to paragraph writing and eventually essay structures. These foundational literacy skills were then reinforced and refined in later years, helping students build confidence in communicating their ideas clearly and effectively.

### Highlights and Achievements

A major highlight of 2025 was the introduction of two new entrepreneurship electives developed and delivered by Mrs Hudson.

#### **Year 9 – \$20 Boss**

Students participated in the \$20 Boss program, an entrepreneurial initiative where each team was provided with a small start-up budget to develop and run their own business. Students were responsible for brainstorming business ideas, conducting market research, producing their products and managing the financial aspects of their venture. The program gave students a real-world understanding of entrepreneurship, teamwork, and problem solving.

Students showcased their businesses at the Kiara College Market Day, where they sold their products and tested the success of their ventures with the College community. The event was a great success, with students demonstrating creativity, initiative and strong business ethics. Importantly, all profits generated from the program were donated to a worthy local charity, reinforcing the values of community contribution and social responsibility.

#### **Year 10 – Digital Boss**

Year 10 students undertook the Digital Boss program, which focuses on developing entrepreneurial thinking in the digital world. Students explored online business concepts, digital marketing strategies and the development of digital products. Through this program, students gained valuable insights into how businesses operate in the modern digital economy while building skills in creativity, innovation and digital communication.

These new electives were highly engaging and provided students with practical, future-focused skills that align strongly with enterprise learning and real-world applications.

Mr Rodrigo organised a valuable learning experience for Year 7 students through the "Water in Aboriginal Culture" incursion presented by Preston and Kiahara from the Water Corporation. During the session, students were introduced to the Noongar seasons, with a particular focus on the current season of Bunuru, and explored the significance of water for plants, animals and people. The presenters shared insights into how water has traditionally been used by Aboriginal people, including its medicinal applications such as the use of plant resin combined with water.



Students participated in collaborative activities where they created their own water stories using symbol cards, encouraging creativity and cultural understanding. The incursion concluded with a yarning session, where students shared their stories with the group. This experience provided a meaningful opportunity for students to reflect on the importance of caring for natural resources and to deepen their understanding of Aboriginal perspectives on water and the environment.

The HASS Department continued to support and coordinate the Kiara College ANZAC Day Service, an important event on the college calendar. The service provided students with the opportunity to reflect on the sacrifices and service of Australian and New Zealand soldiers. Through student participation and reflection, the event fostered historical understanding, respect and civic responsibility within the college community.

## Areas for Improvement and Future Directions

### *Literacy Development*

Improving literacy outcomes within HASS will remain an ongoing priority. The Department will continue refining its explicit writing instruction model to ensure students progressively develop the skills required for extended analytical writing, particularly in senior courses.

### *Curriculum Innovation*

Following the success of the \$20 Boss and Digital Boss electives, the Department will continue exploring innovative programs that connect classroom learning with real-world applications, particularly in the areas of business, entrepreneurship and civic participation.



## Mathematics Learning Area

In 2025, the Mathematics Department continued to focus on improving student achievement, strengthening instructional practice, and supporting positive classroom learning environments. The Department prioritised explicit teaching, consistent classroom expectations, and data-informed instruction to ensure all students continued to make measurable progress in Mathematics. Particular attention was given to extending high-achieving students while also supporting those requiring targeted intervention.

### Key Targets for Mathematics Department in 2025

- Increase the percentage of students achieving at or above expected standards in Mathematics across Years 7–12 through explicit teaching strategies, structured practice, and targeted feedback.
- Use assessment data (including NAPLAN, school-based assessments, and diagnostic testing) to identify student learning gaps and guide teaching interventions.
- Implement targeted extension opportunities for high-performing students through enrichment tasks, accelerated learning opportunities, and participation in mathematics competitions.
- Develop structured support strategies for students performing below expected levels through targeted small-group instruction, scaffolded learning tasks, and consistent skill reinforcement.
- Strengthen consistency across the department by implementing agreed lesson structures, common assessment tasks, and shared teaching resources.
- Maintain clear classroom routines and expectations that promote productive learning environments and maximise instructional time.
- Improve the quality and consistency of assessment tasks and moderation processes to ensure reliable judgement of student achievement.
- Promote positive attitudes towards mathematics through engaging learning activities, real-world applications, and recognition of student success.

### Highlights and Achievements

- The Mathematics Department continues to demonstrate strong commitment to improving student outcomes and maintaining high standards of teaching practice.
- Staff collaboration remains a key strength of the department. Teachers regularly work together to develop shared resources, moderate assessments, and refine teaching strategies. This collaborative approach supports consistency in curriculum delivery and assessment practices across year levels.
- The Mathematics Department has also made progress in strengthening classroom expectations and routines, contributing to more focused learning environments. Clear expectations around student engagement, participation, and effort have supported improved classroom culture.
- Another positive development has been the increased use of assessment data to guide teaching decisions. Teachers are increasingly using diagnostic information to identify learning gaps and adjust instruction to better meet the needs of students.
- The Department continues to support high-achieving students through extension opportunities and enrichment activities. Participation in advanced problem-solving tasks has provided opportunities for students to further develop their mathematical thinking.

Overall, the Mathematics Department remains focused on maintaining high expectations for both staff and students while continuing to refine teaching practices that support strong learning outcomes. Through continued collaboration, clear instructional practices, and targeted support for students, the Department aims to further strengthen mathematics achievement across the school in the near future.



## Physical Education and Health Learning Area

### Curriculum

The focus for the Health & Physical Education Learning Area in 2025 was to re-design the “Understanding Movement” task in General Physical Education for Years 7 – 10 to help support lifelong participation in physical activity and increase student engagement in the task. Networking with other schools through attendance at NERPEA (North East Regional Physical Education Association) meetings and use of the associated Microsoft Teams platform assisted with this endeavour.

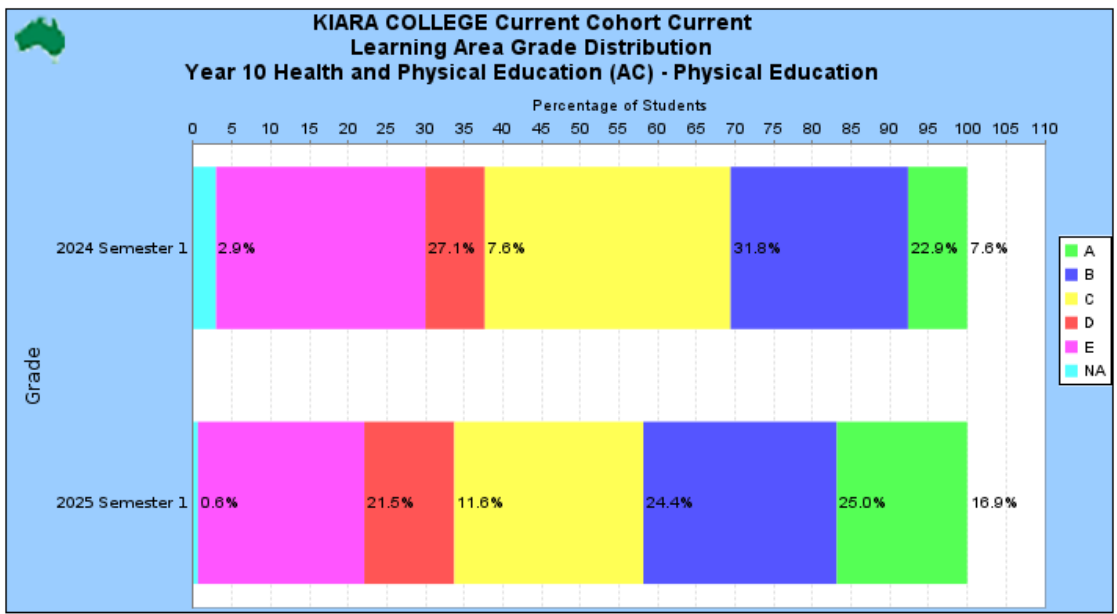
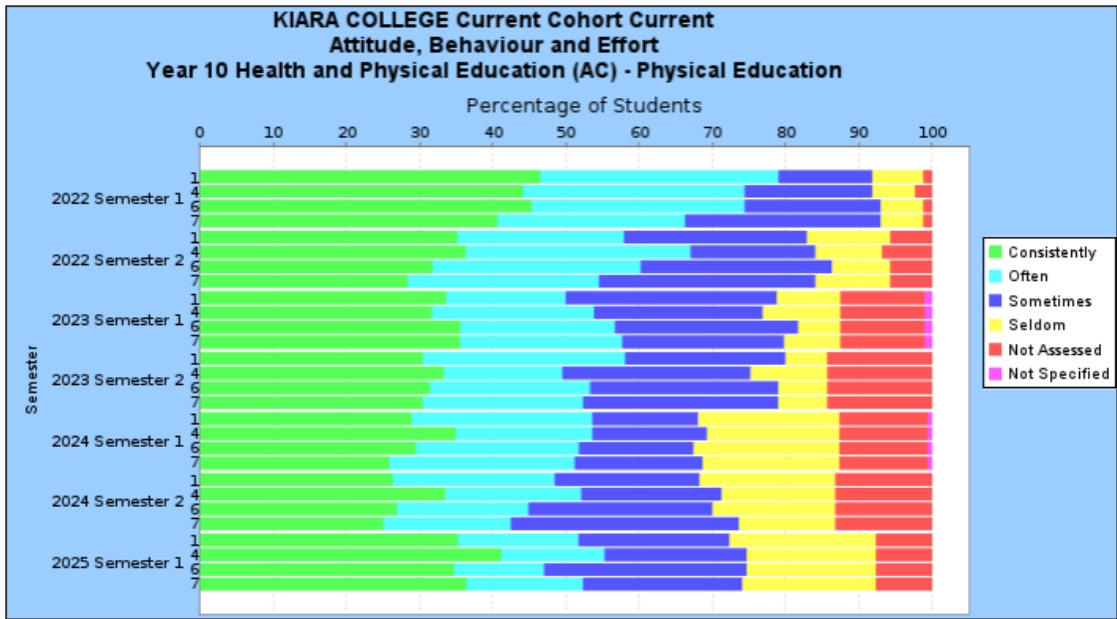
### Targets

- Students to see a 5% increase in scores for the “Understanding Movement” strand in Years 8-10 GPE
- Students to see an increase in 2024 ABE ratings (7 - sets goals and works towards them with perseverance)

### Data Analysis

Comparison of Understanding Movement Task completion / submission rate and ‘C’ grade or better achievement before and after Assessment Task changes		
	Completion / Submission Rate	Students achieving ‘C’ grade or better
2024 Yr 9 Sem2	80%	72%
2025 Yr 10 Sem 1	73%	73%
% Change	+7%	+1%
2024 Yr 8 Sem 2	96%	72%
2025 Yr 9 Sem 1	93%	77%
% Change	-3%	+5%
2024 Yr 7 Sem 2	81%	92%
2025 Yr 8 Sem 1	90%	91%
% Change	+9%	-1%
Average % Change	+4.3%	+1.7%



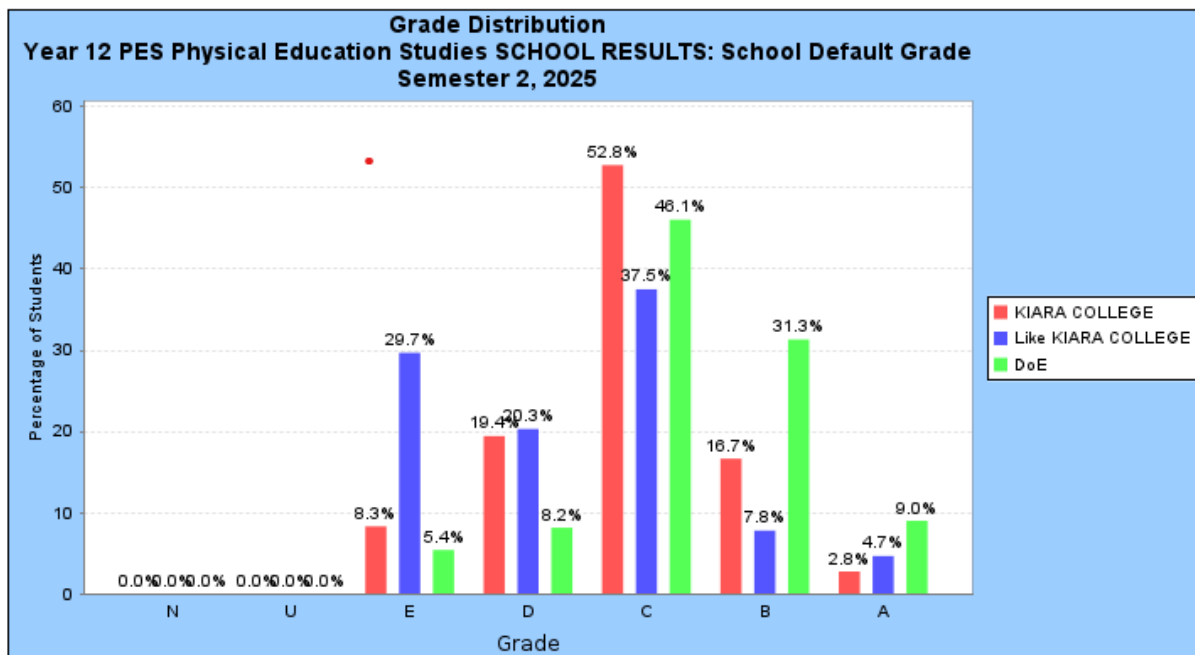


### Observations

- Slight improvement in grades for Year 8 and 9 (1.7%)
- Increase in submission/completion rate for Years 8 and 9 (4.3%)
- More students achieved a "C" grade or better in Year 10 PE and demonstrated an improvement in ABE rating 7



## Year 12 Results



Kiara College performed better than 'like schools' but poorer than DoE.

### Semester 1 versus Semester 2

Semester 1: 62% of students achieved a "C" grade or better

Semester 2: 70% of students achieved a "C" grade or better (this increase can be attributed to the hard work of the staff teaching 12GPES – Mr Carcione and Ms Zorich)

### Other

The HPE Department at Kiara College provides students with a number of 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).

### Kiara'surf

On 7 March 2025 our school beach carnival, Kiara'surf, was held at Mullaloo Beach. Kiara'surf involves each year group rotating around 6 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.

### Kiarylmpics

September 2025 marked the day for our whole school athletics carnival, Kiarylmpics. This has been a feature of the Kiara College calendar for many years and is a blend of challenging and fun activities. Kiarylmpics 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.



## Specialist Basketball

2025 was a successful season for the Kiara College senior boys' basketball team with them earning a top 2 finish in the School Sport Western Australia (SSWA) Champion Schools Classic. The team consisted of Steven Mogridge Boundry, Jett Eades, Tremaine Hart, Tristan Jetter, Mahdi Mohammadi, Justin Morgan, Jaiden Roche-Bushby, Marley Sam, Taine Ugle, and Xander Ugle. Congratulations to Marley, Taine and Justin on being selected to the SSWA All Star team (and to Jon Ryan on being appointed the coach of this team) due to their outstanding play throughout the season. Marley also represented Western Australia at the Under 18 Footlocker National Championships and played for the Eastern Suns in the Men's NBL1 Competition.



## Science Learning Area

In 2025, the Science Learning Area was committed to empowering students to become curious, independent, and capable thinkers who engaged meaningfully with the world around them. Our programs fostered critical and creative problem-solving, encouraging students to apply scientific knowledge to real-world challenges with confidence and integrity.

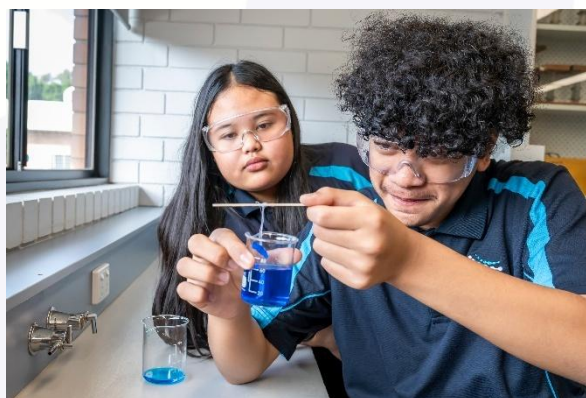


We prioritised the development of strong research and analytical skills that extended beyond the use of AI, enabling students to evaluate information, question assumptions, and form evidence-based conclusions. Through explicit teaching, structured routines, and a focus on regular revision and independent study, students built habits that strengthened learning autonomy and long-term academic success.

Clear and precise scientific communication was a central focus. Students learned to produce high-quality written responses across practical reports, extended answers, analytical explanations, and data interpretation tasks. This emphasis on scientific literacy ensured students were able to articulate complex ideas with clarity and rigour.

Our overarching vision was for students to see science as meaningful, relevant, and inspiring. By celebrating curiosity and valuing questions, we aimed to nurture a genuine interest in pursuing science in upper school and beyond, ensuring that every student was supported to achieve their personal best.

The 2025 ATAR scaled-score data highlights several strengths within the Science Learning Area. Physics performed particularly well, achieving results closest to the state mean (approximately 88% of the state average), indicating strong conceptual understanding and effective alignment with assessment expectations.



Across the Science subjects overall, students performed comparatively well, with the ATAR Science subjects averaging around 79% of state means. This suggests that students engaged effectively with scientific content and that the Department's instructional approaches provided a solid foundation for further growth.

The data also clearly identifies the most effective leverage points for improvement. Strengthening scientific writing, particularly extended responses and data-driven explanations, alongside improving quantitative reasoning skills, is likely to lift achievement further in Chemistry and Human Biology.



## Highlights of 2025

In 2025, the Science Department delivered a cohesive and engaging learning program grounded in inquiry, interdisciplinary thinking, and real-world application. Across all year levels, students participated in high-quality learning experiences that strengthened their scientific understanding, communication skills, and sense of global citizenship.

Aligned with the National Science Week theme, “Decoding the Universe,” Year 9 students participated in the Lunaria 1 Citizen Science Project, investigating seed germination under simulated lunar conditions. This authentic investigation allowed students to apply biological and environmental science concepts to challenges associated with supporting life beyond Earth.

The Year 9 Extension Class further extended this learning through an engineering challenge that required them to design and test lunar delivery systems capable of safely transporting biological samples. This highly competitive task demanded creativity, teamwork, and strong application of engineering principles, showcasing the cohort’s growing capacity for innovative problem-solving.



The Year 8 Extension Class completed a focused study on rocks, minerals, and Western Australia’s key geological resources. Their learning culminated in an excursion to the Resources Technologies Showcase, where students participated in STEM competitions, engaged with interactive industry exhibits, and explored technologies shaping the mining and resources sectors. Experiences such as AR-enhanced mining simulations provided valuable insights into WA’s resource landscape and its global significance.

Year 12 Human Biology students undertook a field study at the Perth Zoo to enrich their understanding of human evolution. By examining the physical and behavioural characteristics of Apes and Hominins, students deepened their knowledge of evolutionary processes, skull morphology, and tool cultures. This hands-on experience strengthened their preparation for senior assessments and reinforced the depth of scientific communication expected at this level.

Thirty Year 10 Science students participated in the Walk for Reconciliation at Galup (Lake Monger), engaging with the cultural and historical significance of the site for the Whadjuk Noongar people. Through storytelling and guided reflection, students considered the meaning of reconciliation and explored how scientific learning intersected with cultural understanding, community connection, and shared responsibility.

The 2025 Science program reflected our commitment to nurturing curious, capable, and independent learners who thought critically about the world they lived in. Through authentic investigations, STEM challenges, cultural engagement, and field-based learning, students strengthened the scientific knowledge, communication skills, and reflective habits essential for future success.



## Technologies & Enterprise Learning Area

### Annual Summary Report – 2025

The Technologies & Enterprise Learning Area at Kiara College continued to provide engaging, industry-aligned learning programs across Agriculture, Home Economics, and Design & Technology. Programs focused on developing design thinking, practical problem-solving, enterprise skills, and real-world industry connections, supporting students to achieve success through contextualised and applied learning.

### Student Achievement and Engagement

Analysis of Year 7–10 2025 achievement data indicates that students consistently perform strongly in technologies subjects compared with traditional MESH learning areas (Mathematics, English, Science and Humanities).

Across Years 7–10, Technologies subjects demonstrated:

- Higher proportions of students achieving A and B grades
- Significantly fewer students in the E or “At Risk” grade bands
- Greater engagement and success for students who may not thrive in traditional academic subjects

These results highlight the important role that technologies programs play in providing success pathways for diverse learners, allowing students to demonstrate achievement through practical application, design thinking and hands-on learning experiences.

### Agriculture Program Highlights

The Kiara College Farm program continues to provide authentic agricultural learning experiences aligned with Western Australian industry practices. Key highlights in 2025 included:

- Student participation in major agricultural events including the Perth Royal Show and Wagin Woolorama, with students presenting the Kiara College White Suffolk stud sheep
- Expansion of the livestock enterprise programs, including sheep, cattle, poultry, and Nigerian Dwarf goats
- Implementation of sustainable farm production systems including worm farming and Black Soldier Fly larvae systems used to demonstrate circular agriculture and waste reduction
- Continued delivery of Certificate II in Agriculture through a partnership with South Regional TAFE, providing students with recognised vocational qualifications and industry pathways
- Implementation of farm infrastructure improvements, including preparation for the installation of a new cattle crush system funded through the College Trust allocation

These programs provide students with valuable livestock handling, farm management and industry engagement experiences.

### Home Economics Highlights

The Home Economics program continued to develop students’ understanding of nutrition, food production, and sustainable food systems.



Highlights included:

- Practical food production units emphasising healthy food choices and culinary skills
- Integration of “Farm to Plate” learning experiences, connecting produce from the Kiara College Farm with classroom cooking programs
- Development of student skills in planning, food preparation, teamwork and kitchen safety
- Home Economics programs play a key role in developing life skills, health literacy and food sustainability awareness

## Design & Technology

The Design & Technology program provides students with opportunities to develop engineering, design, and manufacturing skills through hands-on workshop experiences. However, during 2025 the program experienced significant interruptions, limiting the extent to which the full teaching and learning program was delivered.

The Technologies & Enterprise Learning Area continues to provide high-engagement, applied learning opportunities that support student achievement and participation. Achievement data demonstrates that technologies subjects play a significant role in broadening success pathways, reducing disengagement, and developing practical skills aligned with future career opportunities.

Through strong industry partnerships, vocational education pathways, and authentic learning environments, the Learning Area remains committed to providing meaningful and relevant educational experiences for all students.



## Career Practitioner

Early exposure to careers information and experiences can help students discover a career they are passionate about. Last year in 2025 Kiara College ran a total of 19 careers excursions and incursions for our students, including: Career Tasters, Try-a-trades, Careers Expos and incursions covering a range of jobs and industries.

The Career Taster Program provided Year 9 students with a 'taste' of different industries and careers. Students had the opportunity to go out into various industries for 1 day to gain practical, hands-on experience in their chosen occupation. In 2025 our students participated in career tasters across: animation, barbering, beauty therapy, cybersecurity, hairdressing, hospitality, mining, nursing & medic, travel and hospitality, and university pathways. The majority of our Career Tasters are hosted by North Metro TAFE, with others hosted by South Metro TAFE, Stanley College, Notre Dame University and Hancock Operations.

In addition to this we ran 2 Try-a-Trades in partnership with the Motivation Foundation and Next Gen Skills: civil construction and concreting, and plumbing and painting respectively. Try-a-trades enable students to gain further exposure to their trade of choice, participating in hands on practical activities for 3 days at a time. These days provided more exposure to different trades so students could experience what it would be like to work in that field.

Students in Years 10-12 had the opportunity to attend 3 main careers expos: the Perth Careers Expo, the Skillswest Expo and the Recruit & Tradie Expo. They were able to chat with representatives from TAFE's, universities, Defence Forces, private training providers and employers across a range of industries about potential options for when they left school.

We also had representatives from Curtin University, Edith Cowan University, Murdoch University, and Notre Dame University attend Kiara College to speak to our Year 11 and 12 students who were considering studying at university. They shared important information about the range of courses on offer and answered questions.

Kiara College was fortunate to host Real Futures to speak with Year 10 and 11 Indigenous students about career pathways after graduation. The Real Futures Team helps provide employment, training and career development for Indigenous students once they graduate.

Year 9 students and our student counsellors attended the ABCN Goals program with Ernst & Young, and the Future Thinkers program with ABCN and Vocus Group. These programs were aimed at providing students with corporate mentors and helping them set goals, solve challenges and develop teamwork skills.

Finally, throughout the year students were able to book in for career counselling sessions, get assistance with writing cover letters and resumes, and assistance with TAFE, university, scholarship and job applications. A total of 67 individual students across Years 7 to 12 elected to participate in career counselling with many more seeking support to complete resumes, TAFE, TISC and job applications.



## Workplace Learning

Workplace Learning (WPL) provides authentic, hands-on industry experience, giving students the opportunity to explore potential career pathways before committing to further study or long-term employment. For students who are already employed, their workplace hours may contribute towards Authority Developed Workplace Learning (ADWPL), a WACE-endorsed program developed by the School Curriculum and Standards Authority (SCSA) in Western Australia. ADWPL enables secondary students to gain credit towards their WACE through structured and documented workplace learning.

In 2025, participation in WPL was lower than in previous years. To address this, promotion of the program will be strengthened in 2026 to increase student awareness and engagement. Both WPL and ADWPL offer significant benefits, equipping students with practical industry experience while building essential employability skills and supporting informed career pathway decisions. Future planning will also focus on enhancing work readiness initiatives to further increase engagement and assist students in meeting their WACE requirements.

Throughout 2025, students completed Workplace Learning either through block placements or by attending 1 day per week across a semester or the full year. These placements fostered the development of key employability skills, including communication, organisation, personal growth, problem solving, teamwork, and time management. Students also developed a strong understanding of workplace expectations while building foundational skills in a variety of industries, including carpentry, civil mining, commercial cookery, Defence (Army and Air Force), concreting, demolition, retail, fast food, heavy fabrication, and hospitality. We thank our wider community and business partners in providing placement opportunities and experiences for our students and value the investment of the community in the future success of our students.



*Antonio Cacciola  
Work Placement  
at R8V Concretet WA Pty Ltd*



*Ashlee Burton  
2025 IVET Excellence  
Award*



*Carlo Sabile  
Work Placement  
at the Tap Doctor*



## Specialised Learning Program: Autism

2025 marked the foundation year of the Specialised Learning Program: Autism (SLP: Autism) at Kiara College, with the establishment of the program and its inaugural cohort of 18 students across Years 7 to 12. The program is supported by a highly trained multidisciplinary team delivering evidence-based, neurodiversity-affirming practice with a strong focus on co-regulation.

Kiara College's SLP: Autism provides tailored, individualised support for autistic students within a mainstream secondary school setting. The program embraces neuro-affirming practice and actively involves students in the co-development of their Individualised Education Plans (IEPs).

The Kiara College SLP: Autism support model is structured around 4 core components: case management, a specialist SLP curriculum, access to the SLP Homeroom, and documented planning. Together, these elements create a safe, structured, and neuro-affirming learning environment that supports both student wellbeing and meaningful access to education. The program is built on strong relationships, predictable routines, and a strengths-based approach that recognises each student as a capable and valued learner.

Throughout the year, students engaged in a wide range of learning experiences designed to support social communication, emotional regulation, independence, and academic growth. Daily wellbeing check-ins, explicit social-emotional learning, and self-regulation strategies were embedded across the program, helping students develop regulation skills while feeling safe, supported, and ready to learn. The SLP Homeroom became a highly valued safe space and central hub for regulation, connection, belonging, and growth, providing consistent support throughout the school day and fostering inclusive connections with mainstream peers during breaks.

A highlight of 2025 was the range of authentic, hands-on learning opportunities available to students. These included collaborative projects, excursions, cooking and life-skills activities, and social skill development through small-group and interest-based learning. In partnership with the Curtin Autism Research Group, students participated in the KONTAKT Social Skills Toolbox, culminating in an enrichment excursion to Perth Zoo, where they enjoyed behind-the-scenes access and connected with students from another SLP school. These experiences helped build confidence, strengthen peer relationships, and develop real-world skills.

Student voice was also a key focus of the program. SLP students participated in the CAHS Youth Innovation Challenge, sharing their perspectives on how schools and communities can better support young people in health settings. This opportunity enabled students to contribute their lived experiences, build confidence in public speaking and teamwork, and advocate for more inclusive environments within the community.

Family partnership remained central to the SLP, with strong communication and collaboration between students, caregivers, school staff, and external agencies. Events such as the SLP Family Afternoon Tea provided valuable opportunities to celebrate student progress and strengthen community connections.



The success of the SLP: Autism is underpinned by a highly skilled, compassionate, and dedicated multidisciplinary team. As we reflect on 2025, we are proud of the resilience, growth, and achievements of our students as they developed confidence, built meaningful relationships, and increased their participation in school life. The Specialised Learning Program: Autism continues to strengthen inclusive practice at Kiara College, ensuring autistic students are supported to belong, engage in learning, and flourish as valued members of the school community.



## Reading Mastery

### Overview

The Reading Mastery (RM) program in Semester 1 2025 was implemented to support students in Years 7 and 8 who demonstrated significant reading skill gaps based on Year 5 NAPLAN data or teacher recommendation. Initial testing confirmed that a substantial number of identified students were reading well below expected year-level standards, reinforcing the need for targeted intervention.

### Student Identification and Grouping

#### Year 7

61 students were identified for testing:

- 14 students were reading at Grade 2 level or below
- 12 students at Grade 3
- 11 students at Grade 4
- 8 students at Grade 5
- 11 students tested above Grade 5 and were not included in the program

These results initially led to 3 proposed intervention groups (Grades 2, 3 and 4). Due to staffing constraints, the program operated with 2 classes focusing on the lowest reading levels.

#### Year 8

32 students were identified for testing:

- 6 students tested at Grade 3 or below
- 14 students at Grade 4 or below
- 7 students at Grade 5 or above
- 5 students were not tested

Two Reading Mastery groups were formed for Year 8 students (Grades 3 and 4).

### Student Progress

Available assessment data indicates generally positive outcomes for students who attended regularly.

Key observations include:

- In 1 Year 8 group, 6 of 8 students maintained or improved results on retesting
- Reading accuracy increased for most students who completed multiple assessments
- Students who were tested consistently improved between initial testing and retesting
- In 1 group of 9 students, 6 demonstrated improved fluency scores
- Some improvements in reading accuracy were also observed among Year 7 students



## Attendance and Data Limitations

Attendance significantly affected the ability to measure program impact.

- Several students were non-attenders or attended only sporadically, preventing reliable testing
- Some groups had missing data due to irregular attendance
- In a small number of cases, students exited the program after progressing sufficiently to return to mainstream English classes

## Overall Findings

The available evidence suggests that Reading Mastery is effective for students who participate consistently, with measurable improvements in reading accuracy and fluency across several groups.

However, the overall impact of the program is affected by irregular attendance, incomplete testing data and staffing constraints that influenced group organisation.

## Key Implications

- The program successfully targets students reading several years below expected levels
- Consistent attendance is critical to achieving measurable progress
- Improved assessment consistency and stable staffing would strengthen program evaluation
- Continued implementation is justified, with a focus on attendance engagement and improved data collection to better demonstrate long-term reading growth



## Teaching & Learning Committee

In 2025, Kiara College's Teaching & Learning Team continued to strengthen whole-school teaching practice through a clear focus on shared pedagogy, staff development, and consistent classroom expectations. A significant achievement was the continued embedding of Teach & Tell Tuesday as a regular feature of staff communication, showcasing effective classroom practice and reinforcing the College's shared approach to teaching and learning. This was supported by the ongoing development of the College's pedagogical direction, including the updated Set-Up for Success – DREAM BIG, delivery of professional learning across all 6 components of the Pedagogical Framework, and the development of non-negotiables for classroom practice.

A strong focus was also placed on building staff capability and leadership in teaching practice. Teaching & Learning champions were established across learning areas to support school-wide priorities, while classroom observations were completed for all teachers at least once during the year. The team also contributed to whole-school improvement work through professional learning with Carol Strauss, staff surveys on shared pedagogy, and groundwork for the development of the Kiara College Pedagogical Playbook, which will continue in 2026.

Supporting graduate and early career teachers remained a key priority. Through Grad Club, mentoring, and portfolio support, the team assisted staff in building confidence, refining practice, and progressing toward professional milestones. This included supporting 2 graduate portfolios through to completion, with 4 additional portfolios in progress. The team also engaged in further professional learning in graduate mentoring and instructional coaching to strengthen support for staff across the College.

Overall, the work of the Teaching & Learning team in 2025 helped strengthen consistency of practice, build staff capacity, and further embed a culture of professional growth across the College. These foundations position Kiara College strongly for the next stage of its improvement journey in 2026.

A further area of development in 2025 was the strengthening of the Academic Extension (AE) program through a more structured, data-informed approach to student identification, monitoring, and support. The Teaching & Learning team streamlined the management of Students at Educational Risk (SAER) students within Academic Extension by developing comprehensive student profiles and SAER notes, which were shared with staff to support engagement and differentiation in the classroom. These profiles drew on a range of data sources, including academic achievement (Reporting to Parents - RTP), NAPLAN and OLNA results, prior Primary Extension and Challenge (PEAC), attendance data, and anecdotal evidence gathered through student meetings and observations. A strong focus was also placed on cultural responsiveness and safety within the program, which supported increased participation of high-performing Aboriginal and Torres Strait Islander students and contributed to improved attendance, engagement, and wellbeing outcomes.



To further support student success, Performance Improvement Plans (PIPs) were developed for students identified as underperforming within Academic Extension. These plans, informed by student voice and staff feedback, enabled more targeted support, strengthened communication with families, and provided clear strategies for classroom teachers. The introduction of streamlined data collection processes, including short staff and student feedback forms, also strengthened decision-making around Academic Extension placement, ensuring a more consistent and responsive approach across assessment cycles. PIPs were finalised at the end of 2025 and will be implemented in 2026.

In 2026, the Teaching & Learning Team will continue to refine the Academic Extension program through ongoing monitoring of student progress, targeted classroom observations of AE teachers, and professional learning focused on supporting diverse learners. A continued focus on SAER students, PIPs, and responsive teaching practices will ensure that the program meets the academic and wellbeing needs of all students.



## Clontarf Academy Program

### Building Brotherhood

Term 1 set the tone for a strong year at Kiara Clontarf Academy. Morning training sessions brought together students from every year group — from new Year 7s finding their feet to senior students leading by example. Dodgeball games and shared breakfasts created a consistent space for connection and routine.

After-school activities continued to strengthen those bonds. Weekly trips to Hillarys and introducing lawn bowls gave the students opportunities to try something different, support each other, and build relationships outside the classroom.

### Adventure & Discovery

Camps and excursions remained a key part of the Clontarf Academy experience.

Our Year 12 students began the year with their Leadership Camp, focusing on goal setting and preparation for their Major Trip. Year 8 and Year 9 students joined Collie Clontarf Academy for a combined camp that included training sessions, swimming at Honeymoon Pool, and team-building activities.

In Term 2, students participated in regular surfing sessions through Surfing WA, challenging themselves in unfamiliar conditions and building resilience. The Year 7 and Year 8 Dwellingup Camp followed, with mountain biking and high ropes encouraging teamwork and confidence.

The Year 9 and Year 10 Busselton Engagement Camp provided further opportunities for growth - fishing, surfing, basketball, and exploring caves across the South West region.

### Growth & Responsibility

Throughout the year, there was a strong focus on personal development.

Senior students travelled to Kalbarri in Term 3, taking part in hiking and kayaking activities that required teamwork and perseverance. Back at school, annual health checks reinforced the importance of looking after physical and mental wellbeing.

Attendance and positive engagement remained priorities. Students achieving over 90% attendance were recognised with reward activities, reinforcing consistency and commitment.

### Sport & Performance

Sport continues to play an important role in building discipline and teamwork.

- Junior Basketball Carnival
  - Both Division 1 and 2 teams competed strongly at our home carnival
- Senior Basketball Carnival
  - Division 1 secured back-to-back championships, reflecting preparation and cohesion
- Football Carnivals
  - Across multiple events, students represented the Academy with effort and sportsmanship



## Term 4 – Closing the Year

The final term included several key camps and milestones.

Junior students travelled to Rottnest Island for a football-focused camp combining training and team development. Year 10 and Year 11 students attended the Falcon Engagement Camp, centred on leadership and respect.

The Years 7-9 Esperance Camp provided a final shared experience for the younger cohort, while Year 12 students completed their schooling with a Major Trip to Cairns.

The year concluded with the Annual Awards Night, recognising achievement in attendance, leadership, sport, and personal growth. A Reward Day at Adventure World provided a positive finish to a consistent and productive year.

## Looking Ahead

As 2025 concludes, Kiara Clontarf Academy reflects on a year defined by steady growth, strong attendance (76% as an Academy) and meaningful participation.

Each student has contributed to the culture and progress of the Academy. The focus now shifts to building on these foundations in 2026.

*Kiara Clontarf Academy – Building Better Futures*



## Shooting Stars Program

### 2025 In Review

The Shooting Stars program had an exciting year filled with many achievements as well as challengers. Shooting Stars would regularly engage with 40-50 participants weekly. In health and wellbeing, sessions were held 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 once they have graduated. Engagement was a key focus for 2025 and being involved in enrichment programs such as Arts with the Stars, Deadly Minds Matter and Sparks. These programs support focus areas like social and emotional wellbeing, connecting to Country, strengthening cultural identity, and working towards goals. Shooting Stars supports senior participants on their post school journeys, encouraging participants to set goals for their future, and ensuring they are empowered and working towards those goals. Shooting Stars participants from each year group were selected to attend annual junior and senior leadership camps.

### Key 2025 Events

A group of participants visited Mt Lawley Senior High School to perform for their NAIDOC assembly. Participants performed 2 dances. One was a dance created by Honey Webb and the second was a traditional hula that they were granted permission from a Torres Strait Islander elder to perform.

Our senior participants got the opportunity to talk with Karlee Parnham from our partners, Mineral Resources, about opportunities outside of school and in the future. In September our participants joined Karlee at the Mineral Resources workshop to have a taste test of different apprenticeships such as welding.

The 2025 Kiara College Shooting Stars RAP Project completed with Razy Mak and Zero Emcee showcased the program's commitment to strengthening cultural and spiritual identity and pride. The RAP Project was filmed in parts of Perth city and at Kiara College. The final project was aired at the Shooting Stars 10-year gala event and was also shown to school staff at Kiara College.

### Key Shooting Stars Strategies and Outcomes

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



## Highlights and Achievements

Participants with a high attendance, great attitude, and good behaviour had the opportunity to attend the Shooting Stars reward camp at Mornington Adventure Camp with our Collie and Narrogin programs. Fifteen participants from Year 7-12 were invited to attend.

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

Incentives and reward excursions reflected an increase in attendance by the participants during the year. 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
- 3 Year 12 participants into Curtin University and the workforce in 2025



## Finance Analysis and Impact on Student Outcomes

Budgeting processes comply with Department of Education requirements, with additional complexity due to the governance of farm business enterprises.

- Resources are reliably directed to core teaching and learning needs, including the Specialist Agriculture and Basketball programs, and Specialised Learning Program: Autism.
- Confidence is built across staff, parents, and the broader community that funds are used responsibly.
- Long-term financial stability supports consistent delivery of College programs.

Resource decisions are informed by enrolment patterns, curriculum pathways, and historical data, with additional consideration of enterprise needs, including livestock, crops, and infrastructure.

- Allocation of resources remains responsive to shifts in student numbers and agricultural program needs.
- Improves equity of access to courses, technology, farm facilities, and enrichment opportunities, supporting the College vision of continuous improvement.
- Ensures sustainability of agriculture programs and business enterprises, rather than reliance on short-term solutions.

Budgets and planning are strategically aligned with the College Business Plan, including long-term agricultural enterprise planning. IT and infrastructure replacement schedules demonstrate foresight, ensuring continuity of both classroom and farm resourcing.

Kiara College also manages the challenge of aging infrastructure, which is being systematically maintained to ensure safety and functionality. A major library refurbishment is commencing soon, signalling the College's commitment to modernising learning spaces. In addition, the College has undertaken a rebranding exercise to enhance its profile and community recognition, supporting enrolment growth and positive perceptions of the school.

- Guarantees continuity of teaching and learning resources, including agricultural technologies, without disruption.
- Provides access to modern facilities and equipment that enhance engagement across mainstream and farm-based programs.
- Builds a sustainable environment where innovation and improvement can flourish, reflecting Excellence and Care.

Improved facilities and branding strengthen community confidence and pride in the College.





## Operational One Line Budget Statement

Issued on 7 April 2026

School: Kiara College School Year: Dec 2025 ( Verified Dec Cash)

Region: North Metropolitan Region Aria: 0  
Distance to Perth (km): 10.92

### One Line Budget – Dec 2025

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 311,710	311,710	0
Carry Forward (Salary):	\$ 2,002,361	2,002,361	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 12,456,902	12,456,902	0
Locally Raised Funds:	\$ 460,691	469,723	-9,032
<b>Total Funds:</b>	<b>\$ 15,231,665</b>	<b>15,240,696</b>	<b>-9,032</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 9,129,102	9,129,102	0
Goods and Services (Cash):	\$ 3,484,612	2,174,305	1,310,307
<b>Total Expenditure:</b>	<b>\$ 12,613,714</b>	<b>11,303,407</b>	<b>1,310,307</b>
<b>Variance:</b>	<b>\$ 2,617,951</b>	<b>3,937,290</b>	<b>-1,319,339</b>

### Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$311,710.20	\$311,710.00	\$ .20
Carry Forward (Salary)	\$2,002,361.31	\$2,002,361.31	\$ .00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$12,456,902.31	\$12,456,902.31	\$ .00
Per Student	\$7,031,303.00	\$7,031,303.00	\$ .00
School and Student Characteristics	\$2,984,248.17	\$2,984,248.17	\$ .00
Disability Adjustments	\$175,536.86	\$175,536.86	\$ .00
Targeted Initiatives	\$1,780,859.57	\$1,780,859.57	\$ .00
Operational Response Allocation	\$512,972.13	\$512,972.13	\$ .00
Regional Allocation	\$19,106.00	\$19,106.00	\$ .00
School Transfers – Salary	\$-1,821,694.21	\$-1,821,694.21	\$ .00





School Transfers - Cash	\$1,835,439.17	\$1,835,439.17	\$0.00
Department Adjustments	\$-60,868.38	\$-60,868.38	\$0.00
<b>Locally Raised Funds (Revenue)</b>	<b>\$460,690.91</b>	<b>\$469,722.86</b>	<b>\$-9,031.95</b>
Voluntary Contributions	\$32,000.00	\$28,005.85	\$3,994.15
Charges and Fees	\$148,308.00	\$160,557.81	\$-12,249.81
Fees from Facilities Hire	\$12,100.00	\$12,149.98	\$-49.98
Fundraising/Donations/Sponsorships	\$19,080.00	\$20,777.32	\$-1,697.32
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$5,496.00	\$5,495.60	\$0.40
Revenue from CO, Regional Office and Other schools	\$1,200.00	\$1,193.20	\$6.80
Other Revenues	\$112,879.00	\$112,317.89	\$561.11
Transfer from Reserve or DGR	\$77,617.91	\$77,617.91	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$52,010.00	\$51,607.30	\$402.70
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$15,231,664.73</b>	<b>\$15,240,696.48</b>	<b>\$-9,031.75</b>

#### Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$9,129,101.68	\$9,129,101.68	\$0.00
Appointed Staff	\$8,666,853.39	\$8,666,853.39	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$397,617.34	\$397,617.34	\$0.00
Other Salary Expenditure	\$64,630.94	\$64,630.94	\$0.00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$3,484,611.95</b>	<b>\$2,174,305.00</b>	<b>\$1,310,306.95</b>
Administration	\$229,886.26	\$188,556.07	\$41,330.19
Lease Payments	\$19,500.00	\$19,814.33	\$-314.33
Utilities, Facilities and Maintenance	\$865,120.00	\$452,412.65	\$412,707.35
Buildings, Property and Equipment	\$397,144.62	\$231,443.66	\$165,700.96
Curriculum and Student Services	\$1,090,288.17	\$441,971.21	\$648,316.96
Professional Development	\$37,000.00	\$33,713.21	\$3,286.79
Transfer to Reserve	\$730,000.00	\$730,000.00	\$0.00
Other Expenditure	\$35,722.90	\$16,004.96	\$19,717.94
Payment to CO, Regional Office and Other schools	\$5,990.00	\$5,986.40	\$3.60
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$73,960.00	\$54,402.51	\$19,557.49
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$12,613,713.63</b>	<b>\$11,303,406.68</b>	<b>\$1,310,306.95</b>







