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Department of
Education

Shaping the future

Kiara College

Public School Review



Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

Kiara College, formerly Lockridge Senior High School, is located approximately 12 kilometres from the Perth central business district in the North Metropolitan Education Region.

Opening in 1974, Kiara College gained Independent Public School status in 2015.

Kiara College offers a unique educational experience as it is situated on a fully functional farm and provides an Approved Specialist Program in Agriculture. It has an approved Specialist Basketball program where students achieve highly at a local and national levels. In 2025, the college introduced a Specialised Learning Program for students with Autism, offering personalised support aimed at enhancing learning engagement, academic achievement and the development of adaptive skills.

Currently, there are 620 students enrolled from Years 7 to 12. The college has an Index of Community Socio-Educational Advantage of 822 (decile 10).

Community support for the college is demonstrated through the work of the College Board and several local government, business and family partnerships.

The first Public School Review of Kiara College was conducted in Term 4, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the college's self-assessment process are confirmed:

- As part of an inclusive self-assessment process, staff had the opportunity to provide performance feedback through a Padlet application, learning area consultations and whole-staff forums that recorded areas of pride, possible evidence and suggestions for improvement.
- This broad information was distilled into consistently structured domain summaries which aligned to the Standard and provided a clear narrative around the college's performance.
- The leadership team valued the feedback provided during the self-assessment process and incorporated identified improvement strategies into strategic planning.
- A large cross-section of staff and students provided their perspectives on aspects of school performance during validation visit meetings. These perspectives complemented the narrative of the Electronic School Assessment Tool submission.
- Parents and community representatives were knowledgeable about the process, the college's successes and priorities in its improvement journey. They were strong advocates for the leadership and direction of the college.

Relationships and partnerships

The college demonstrates a strong commitment towards building a culture in which relationships and partnerships are respectful and focused on the best interest of its students. Strong connections between education and industry, combined with career awareness initiatives, underpin the college's efforts to provide real-world opportunities that enhance student employability and future success.

Commendations

The review team validate the following:

- Multiple communication methods, combined with a capable, welcoming front office team, provides the community with effective, professional communication of key messaging and promotion of school news.
- Intentional emphasis on embedding respectful relationships and productive collaboration into documented expectations, along with staff role modelling, have resulted in measurably improved, productive connections.
- An effective School Board, supported by many long-standing advocate members, is provided with training and college performance information to enable its governance role.
- Performing arts events in the modern, flexible-use facility, showcase the achievements of students, provide the opportunity to further develop a culture of excellence and build connection to local primary schools.
- Long term partnerships with the Clontarf Foundation, Shooting Stars and Follow the Dream program contribute to cultural pride and positive connection with Aboriginal students and their families.

Recommendations

The review team support the following:

- Promote the successes and vision of the college to strengthen community and partner primary school awareness and engagement, ensuring its achievements are widely recognised and celebrated.
- Continue to encourage active whole-community engagement to ensure parents and students are provided with the agency to contribute to plans for improvement.

Learning environment

The college has developed a culture of high care and targeted support for students. Practical processes and programs, such as agricultural education, ensure that the pre-conditions of learning are met. This culture is underpinned by staff training and a strong moral purpose to support wellbeing and inclusion.

Commendations

The review team validate the following:

- A relational, pastoral approach to promoting positive behaviour and engagement is being collaboratively developed with high levels of genuine care to ensure that high standards are articulated and supported by consistent case management practices.
- A Specialised Learning Program-Autism has enhanced staff capacity to understand and effectively support the needs of neuro-diverse students.
- The Aboriginal Cultural Standards Framework is used to identify improvement actions that build cultural competency in staff and a sense of belonging for Aboriginal students. This is complemented by several promotion events including NAIDOC¹, Reconciliation and Harmony weeks.
- The Resilience Project, Mental Health Expo, focused interventions and supplemented school psychologist and nurse time are coordinated to facilitate student services where health and wellbeing are prioritised.

Recommendations

The review team support the following:

- Refresh and embed the Positive Behaviour Support model with an emphasis on sustaining trauma-informed practice.
- Research and adopt contemporary approaches to strengthen attendance and engagement outcomes.

Leadership

Distributed leadership grounded in expertise and a shared strategic vision, is pivotal in driving the college's improvement agenda. A strong emphasis is placed on building and sustaining effective teams to ensure long-term success.

Commendations

The review team validate the following:

- Kiara College benefits from a solution-focused, dynamic leadership team that places high value on personal and professional growth alongside evidence-based planning aligned to the documented expectations of the Department.
- Feedback highlights strong trust in the leadership team, with communication and rebranding endeavours positively impacting staff morale, stakeholder confidence and strategic alignment.
- Improved instructional consistency and impact has been achieved through visible curriculum leaders who provide support through operational planning, moderation and professional learning.
- Staff development is closely aligned with AITSL² standards and the college's teaching values. Feedback is actively incorporated as a mechanism to support professional growth.

Recommendations

The review team support the following:

- Utilise an agreed change process to manage the rate of change to ensure that the impact of implemented improvement strategies is monitored.
- Expand the use of staff wellbeing data to inform leadership decisions and strengthen support strategies.

Use of resources

The college has developed strategic, sustainable management practices for financial, physical and human resources. Its context as a valued farm school, with a range of agricultural enterprises, requires rigorous planning and oversight whilst providing unique, possibly under-utilised, opportunities for students.

Commendations

The review team validate the following:

- The allocation of resources is informed by student needs and numbers and focuses on providing equity of access to courses, technology, farm facilities and enrichment opportunities.
- Budgets and resource allocations are strategically aligned to the college Business Plan with consideration given to innovation and infrastructure maintenance.
- Student characteristics and targeted initiatives funding sustains differentiated support through programs that build literacy and numeracy skills, wellbeing, career pathways and contextualised learning for Aboriginal students.
- Measured workforce planning aligns staff expertise with identified student needs and pathways. Staff are provided with opportunities for professional learning to enhance their capacity to provide quality academic and enterprise programs.

Recommendations

The review team support the following:

- Conduct regular reviews of the impact of resources allocated to projects and teaching approaches on student achievement and progress.
- Maintain a focus on long term infrastructure and information technology planning to ensure the alignment with student learning needs.
- Strengthen transparency with staff, families and the community by communicating how planned expenditure supports whole-school and agricultural priorities.

Teaching quality

A positive ethos where teachers value the ongoing development of quality instruction and share the responsibility for student progress and achievement is evident in collaborative improvement planning and precision in identifying learning needs of students.

Commendations

The review team validate the following:

- A consistent understanding of effective teaching is supported by the college's pedagogical framework, 'Set-Up for Success' documentation and reinforced through valued, weekly 'Teach and Tell Tuesday' sharing sessions.
- Student performance data, accessible via the Elastik platform, informs teaching plans and targeted intervention across the learning areas. Teams of teachers consider this data to analyse gaps in student learning and provide opportunities for them to experience success.
- Professional growth through learning opportunities is a priority with a suite of courses systematically made available to build the capacity of staff to meet the needs of students.
- Quality induction, mentoring and guidance from the Teaching and Learning Committee ensure that early career teachers develop the confidence and skills to maximise their effectiveness.

Recommendations

The review team support the following:

- Consider the design of a peer observation model to provide opportunity to give and receive instructional performance feedback that drives improvement in teaching.
- Continue to broaden the role of instructional coaches to promote consistency and reduce variance in instructional approaches across the college.

Student achievement and progress

The college demonstrates a strong commitment to improving student progress and achievement. A range of school based and systemic data sets are utilised, with growing skill in analysis to assess and monitor student performance.

Commendations

The review team validate the following:

- Whole-school, learning area and classroom planning demonstrates a strong dedication to improving student achievement and progress. Targets are embedded and aligned with Departmental priorities around OLNA³ and WACE⁴ attainment. Data analysis is effectively used to identify students requiring additional support.
- Initiatives such as Literacy and Numeracy 2025, Reading Mastery and the Academic Extension program, have proven to be successful in building student achievement and engagement. The support of parents for these successful programs is evident.
- Targeted support has resulted in improved OLNA attainment rates that are above those of contextually similar schools. Teachers use OLNA marking keys and English as an additional language or dialect Progress Maps to consistently monitor student attainment and help students to understand success criteria.
- VET⁵ courses in Certificate III in Business and Certificate IV in Preparation for Nursing and Health Studies have demonstrated improving levels of participation.

Recommendation

The review team support the following:

- Maintain a focus on providing culturally responsive pedagogy to support Aboriginal student achievement integrated within the broader plan to improve literacy numeracy and extension outcomes.

Reviewers	
Jennifer Graffin Director, Public School Review	Ian Masarei Principal, Katanning Senior High School Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 National Aborigines and Islanders Day Observance Committee
- 2 Australian Institute for Teaching and School Leadership
- 3 Online Literacy and Numeracy Assessment
- 4 Western Australian Certificate of Education
- 5 Vocational Education and Training