

Kiara
College



KIARA COLLEGE
BUSINESS PLAN
2018-2020



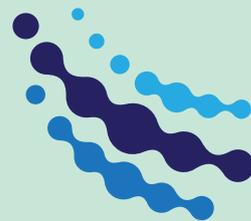


Our Values

Respect and Responsibility

Effort and Excellence

Care and Commitment



Our Vision

Kiara College provides a safe and supportive learning environment characterised by innovative teaching practices and respect for all. Our students are encouraged to embrace opportunities and aspire to excellence. Our students develop skills and abilities that enable them to be responsible, informed and active citizens who contribute positively to society.

Our Context

Kiara College is a vibrant learning community located on the western edge of the Swan Valley. Founded in 1974 as Lockridge SHS, our name change in 2015 marked our first year as an IPS school and the first year we included Year 7 students in our intake. Catering for Years 7-12, Kiara College boasts a comprehensive and innovative program that supports students to achieve their potential. Students can follow an ATAR, General or VET pathway, preparing them for university entry, TAFE or the workplace. Our ethos encourages personal development and academic aspiration while igniting a passion for lifelong learning. Well researched and evidence based decision making is a hall mark of our practice.

We have a diverse student population of approximately 440 with 28 different nationalities represented. More than 20% of our students identify as Aboriginal and or Torres Strait Islander. We celebrate and embrace our diversity with a range of programs and activities aimed at promoting respect for all. Highlights of the school calendar include Harmony Day and NAIDOC celebrations. Aboriginal students at the college are supported through the AEIO, Girls Academy and the Follow the Dream: Partnerships for Success program through an outreach program.





A wide range of partnerships with community groups and agencies such as The Smith Family, Rotary, YWCA, FoodBank, Girls' Academy, Youth Focus and CPFS enhances the support and opportunities we provide our students with. With many students experiencing financial and social difficulties, we provide an extensive array of support ranging from scholarships, specialist programs and mentoring to our ever popular Breakfast Club. Our Student Services team includes a school psychologist, nurse and chaplain, who with other staff, lead a proactive approach to improving the resilience and wellbeing of all students. We are an Act, Belong Commit school and actively promote a positive approach to mental health and wellbeing. We are implementing a whole school approach to embed positive behaviour management strategies across the college. Our behaviour matrix is developed around the core behaviours of Respect, Responsibility, Care and Effort.

We are very proud of the significant value adding our educational programs provide to our students. As approximately 30% of our Year 7 students begin their secondary education below National Minimum Standards in NAPLAN, Literacy and Numeracy are a strong focus. The success of our interventions is remarkable. The average progress of our students from Year 7-9 is typically above that of Like Schools, WA Public Schools and Australian Schools. We use a pedagogical approach based on Explicit Instruction. Reading Mastery and Maths Mastery programs are used extensively with identified students.



Kiara College offers a unique educational experience in many ways. One particularly distinctive feature is the school farm. The fully functioning farm includes five hectares of irrigated land and houses livestock including poultry, cattle, sheep and trout. It also supports a horticulture program. Kiara College offers an approved Specialist Program in Agriculture, one of only two schools in the metropolitan area to do so. We have a long tradition of outstanding results in agricultural competitions such as The Perth Royal Show and Wagin Woolarama, and have extensive links with both tertiary and industry sectors.

Our Primary Agriculture Awareness program enables more than 1500 primary school students annually from all over Perth to experience engaging and hands-on food and fibre production as well as explore global sustainability issues.

Kiara College also has an approved Specialist Basketball Program which enables students to develop their skills and tactical knowledge while also attaining qualifications in umpiring, coaching and First Aid. Our teams do exceptionally well consistently making regional finals and their talent has been recognised by repeated invitations to play exhibition games at Perth Wildcats games. The diversity of our student sporting prowess is further developed through our unique KiaraSurf and KiaraLympics events as well as interschool carnivals. Particularly success has been the recent introduction of the Nic Natanui Football Academy.



Our Contemporary Music Program is supported by the School of Instrumental Music with expert tuition and focuses on guitar, drums and vocals. Students perform at school and community events by invitation and consistently represent the college with distinction. Along with our talented Dance and Art students their skills are showcased at both KFest and the annual Arts Soiree. The Arts Learning area is further enhanced by the dedicated Media hub.

We provide a differentiated curriculum in order to extend and support students of all abilities in their individual learning journeys. In addition to our dedicated staff implementing the West Australian Curriculum in innovative ways we offer academic extension opportunities including our long standing tertiary partnerships with both UWA Aspire and ECU and our recently introduced STEM program. We enjoy strong partnerships in a variety of industry sectors that enable student access to real workplace learning environments and enhance career and employment opportunities. Our Learning Support Unit caters for students with mild intellectual disabilities and promotes integration with mainstream students where possible.





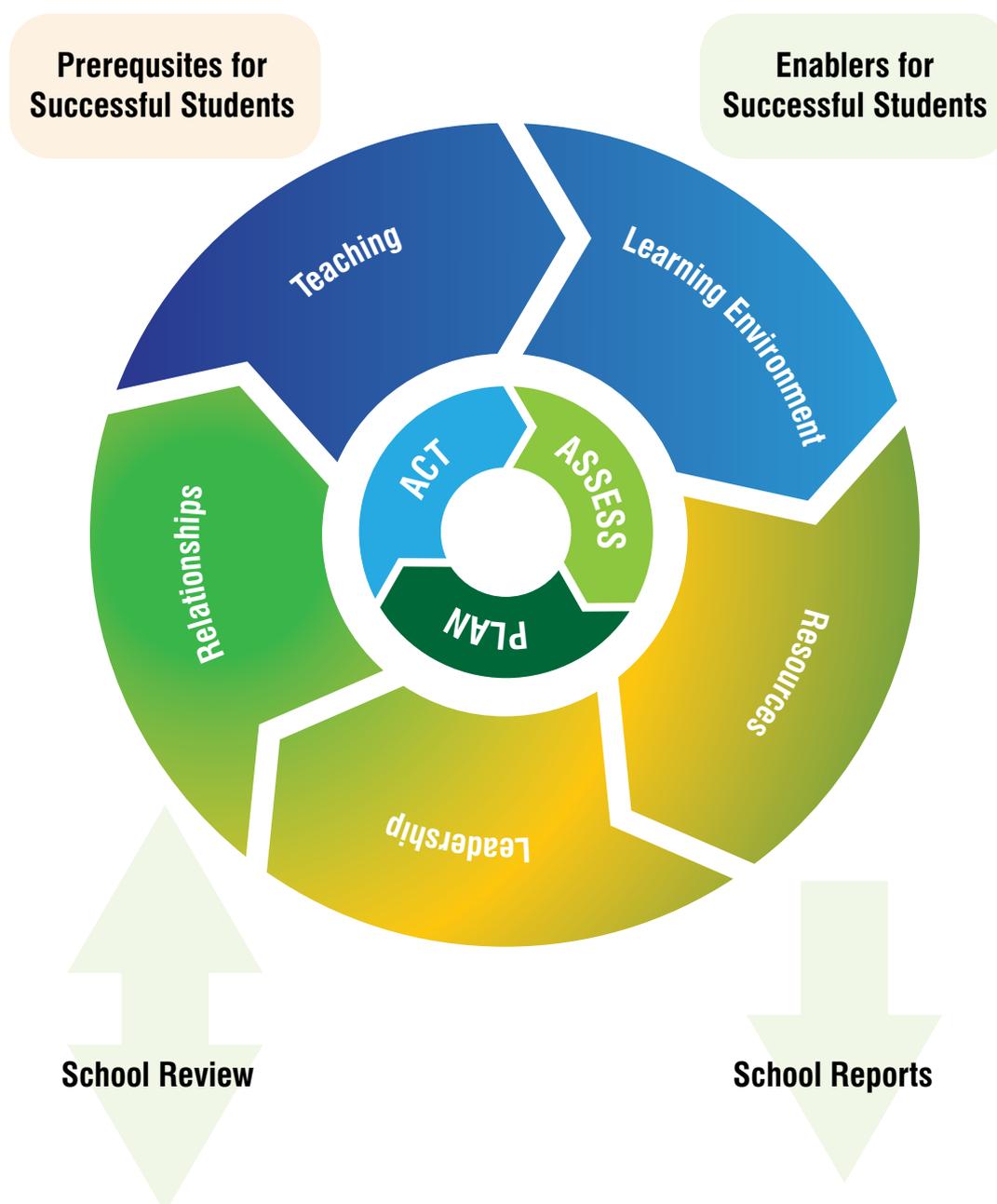
Our Plan

Our Business Planning cycle is informed by the School Improvement and Accountability Framework. Student success is at the centre of everything we do. Our practice is improvement focussed and follows the plan, act, assess model.

Our 2018-2020 plan links directly to the objectives and strategies of the DoE WA *Strategic Plan for Public Schools High Performance High Care 2016 - 2019*.

The priority focus for our school in 2018-2020 planning is **SUCCESSFUL STUDENTS**.

School Improvement and Accountability Framework





Successful Students

At Kiara College we believe successful students:

are confident and engaged learners who aim to achieve their best in all areas.
are literate, numerate and competent in the use of ICT.
maintain their physical and mental health and wellbeing.
respect themselves, others and the environment.
are able to work collaboratively and independently.
are resilient and able to effectively self-regulate.
feel a sense of connection and belonging to the school community.
are creative and innovative.
are regular attenders.
embrace the Kiara ACT, BELONG, COMMIT philosophy and make a positive contribution to their community

Kiara 2020 sets out the key strategies we intend to implement in order to support our students to be successful.

Measuring Success

We use the plan-act-assess continuous cycle of school improvement to monitor the effectiveness of our strategic plan. Our targets relate directly to student performance and are based on careful analysis of available data. For the three year planning cycle of Kiara 2020 we have identified general targets for improvement from which we create more specific or SMART targets to guide annual operational plans. The data analysed reflects both academic and affective domains.

We consider both longitudinal and disaggregated data to assist in identifying patterns and trends that inform our planning. Our aim to close the gap between indigenous and non- indigenous student achievement, for example, leads us to disaggregate according to Aboriginality as well as gender and year group. Other recognised sub groups at Kiara include Learning Support students, English as an Additional Language or Dialect (EALD), Girls Academy students as well as Nic Natanui Football Academy students.

Data Sources

- Academic Grades
- NAPLAN
- OLNA
- WACE
- Attendance
- Behaviour
- Learning attributes
- National Opinion Surveys (2017/2019)

Improving Attendance

Strategies

- Whole school attendance plan includes specific targets for identified cohorts
- Individual attendance plans developed for students identified as at risk (less than 90%)
- Student Services members trained in a wider range of engagement and support strategies
- Continue multi focus approach to building positive partnerships with families –including home visits
- Recognise and celebrate achievement goals eg 100% attendance or individual improvement
- Use DOE Attendance Toolkit to work with families
- Promote positive relationships between students and with staff eg carnivals, social events, fundraising for charities-promoting Act, Belong Commit message
- Continue Girls Academy support and focus on linking attendance to participation
- Increase culturally appropriate support for male indigenous students
- Provide additional support from student services and external bodies staff in mentoring/counselling roles and addressing some of the barriers
- to regular attendance caused by mental health concerns
- Breakfast Club will continue to encourage students to attend and on time

Improving Literacy

Strategies

- Explicit instruction pedagogy will be emphasised across the curriculum.
- Whole school strategies of – Read Aloud, Vocabulary Extension and Graphic Organisers will be continued and led by Literacy Committee.
- Identified students will have Reading Mastery classes.
- Identified students will have remediation in literacy in preparation for OLNA through both online tutorials and Contact classes.

Targets

1. Whole school attendance rate continues to exceed that of Like schools and aspire to be equal or exceed the WA Public School rate. (87.8 in 2017)
2. Aboriginal student attendance rate continues to exceed that of Like schools and aspire to equal or exceed that of Aboriginal students in WA Public Schools. (66.6% in 2017)

Targets

3. Maintain greater value adding than Like Schools, WA Public Schools and Australian Schools in Reading and Writing NAPLAN scores from Year 7 2018 to Year 9 2020.
4. Percentage of Yr 12 students demonstrating competence in both Reading and Writing OLNA scores to exceed that of like Schools.



Improving Numeracy

Strategies

- Explicit instruction pedagogy will be emphasised across the curriculum.
- The Maths Mastery trial will be continued and reviewed at the end of 2018
- Continue purchase of Mathletics license
- Identified students will have remediation in numeracy in preparation for OLN through both online tutorials and Contact classes.

Improving Academic Achievement

Strategies

- Build a positive culture of success for all students based on Celebration, Communication, Partnerships and Positive Behaviour.
- Ensure students are enrolled in academic pathways appropriate to their individual needs.
- Develop VET and ATAR offerings as appropriate based on analysis student needs.
- Continue partnership UWA ASPIRE and Follow The Dream: Partnerships for Success.
- Provide scholarships based on academic achievement.
- Increase transition planning and shared activities with primary Schools
- Implement strategies to build and strengthen leadership opportunities for students across all year levels.
- Increase the use of digital technologies (ICT) to enhance learning across the curriculum.
- Provide extension courses in STEM.
- Support ongoing professional learning for staff, participation in curriculum and school networks and moderation activities.

Targets

5. Maintain greater value adding than Like Schools, WA Public Schools and Australian Schools in Numeracy NAPLAN scores from Year 7 2018 to Year 9 2020.
6. Percentage of Yr 12 students demonstrating competence in Numeracy OLN scores to exceed that of like Schools.

Targets

7. School ATAR median is above Like Schools.
8. Student enrolment in ATAR courses increases.
9. Percentage of students achieving a C grade or better is 65% or better.

Improving resilience and wellbeing

Strategies

Students

- Embed in timetable evidence based programs to build resilience and promote wellbeing for whole school and year groups according to need.
- Implement both proactive and responsive small group workshops as required on concerns such as conflict resolution and anger management
- Ensure students, staff and carers aware of responsibilities and strategies to ensure Cyber Safety.
- Continue Act Belong Commit partnership
- Continue positive whole school activities such as RUOK Day and Mental Health Expo
- Continue building awareness, acknowledgement and celebration of culture and diversity.
- Increase opportunities and incentives to be physically active during the school day, for example provision of exercise equipment and activity clubs such as Tai Chi instruction

Staff

- Staff Wellbeing Committee continue to promote staff wellbeing via information, support and activities encouraging uptake of positive health strategies.
- Promote Care and Concerns approach
- Ensure Workload Committee proactive and responsive to concerns
- Explore evidence based approaches for further support eg MindMatters for Staff and use of the Flourish website and implement preferred option.
- Onsite induction processes for new staff will be improved and formalised in the school's workforce planning.

Targets

- 10 In semester 1 2020 the percentage of year 10 students consistently demonstrating the Learning Attribute, 'Shows self respect and care' will equal or better the percentage achieved by the same cohort as Year 7s in semester 1 2017. (47.8%)



Improving Relationships

Strategies

Students:

- Continue to use the Aboriginal Cultural Framework as a planning guide to achieve cultural responsiveness
- Continue training in the Positive Behaviour Support model and embed the explicit teaching of desired behaviours across the school.
- Introduce strategies to enhance self- regulation skills for identified students
- Increase opportunities for shared student and staff participation in events and activities such as Harmony Day, NAIDOC, Kiara Surf and KFest.
- Increase opportunities for friendly interaction and competition between both students and staff such lunch time games, staff versus student challenges

Staff:

- Support the development of strong collegial and professional relationships through opportunities to share learning in Professional Learning Communities.
- Provide high quality feedback to staff by use of peer observations, performance development processes and student surveys.
- Self- reflection and self -assessment on strengths and areas for development will be supported by performance development processes and informed by National AITSL standards.
- Education Assistants and Student Support Officers will be supported to gain further expertise in assisting student learning and engagement.

Community:

- Ensure positive and regular communications with community promoting student achievements, encouraging participation and involvement.
- Develop and maintain strong and sustainable community partnerships that aspire to improve outcomes for students eg Rotary, Girls' Academy, Nic Natanui Academy, ASPIRE, FTD:PfS, Smith Family,
- Promote and support the P&C to increase parent involvement and attendance.
- Continue marketing the school to enable families to make an informed choice. Avenues will include: prospectus, website, Social Media, newsletters, school visits, community liaison and networking.
- Continue to develop School Board capacity and profile in line with areas of need identified in the Governance Improvement Plan.
- Ensure School Board membership representative of local community.

Targets

11. In semester 1 2020 the percentage of year 10 students consistently demonstrating the Learning Attribute, 'Cooperates productively and builds positive relationships with others' will equal or better the percentage achieved by the same cohort as Year 7s in semester 1 2017. (50%)
12. An increase in positive behaviour will be measured by a decrease in the number of days lost to suspensions for physical or verbal assaults. (based on suspension categories N1, N2, N3 and N4.)
13. Reported positive behaviours will increase to 500 in semester 1 2020. (baseline 202 in Sem 1- 2017)
14. The positive trends in student, staff and parent responses to the National Opinion Surveys conducted in 2017 will continue or increase in the 2019 responses.

Glossary (in order of appearance)

IPS

Independent Public School. An Independent Public school is a public school where the principal has been given increased flexibility and responsibility to make local decisions across a range of school operations to enhance education outcomes for students.

ATAR

Australian Tertiary Admission Rank courses. These courses are examined by the School Curriculum and Standards Authority. The ATAR is used to determine eligibility for university admission.

General

General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school.

VET

Vocational Education and Training courses. These courses include a full VET qualification and mandatory workplace learning.

AIEO

Aboriginal and Islander Education Officer. A person who is employed to support Aboriginal students to improve their educational outcomes and promote cultural understanding and inclusivity.

NAPLAN

National Assessment Program Literacy and Numeracy. NAPLAN is an annual assessment for students in years 3,5,7 and 9.

OLNA

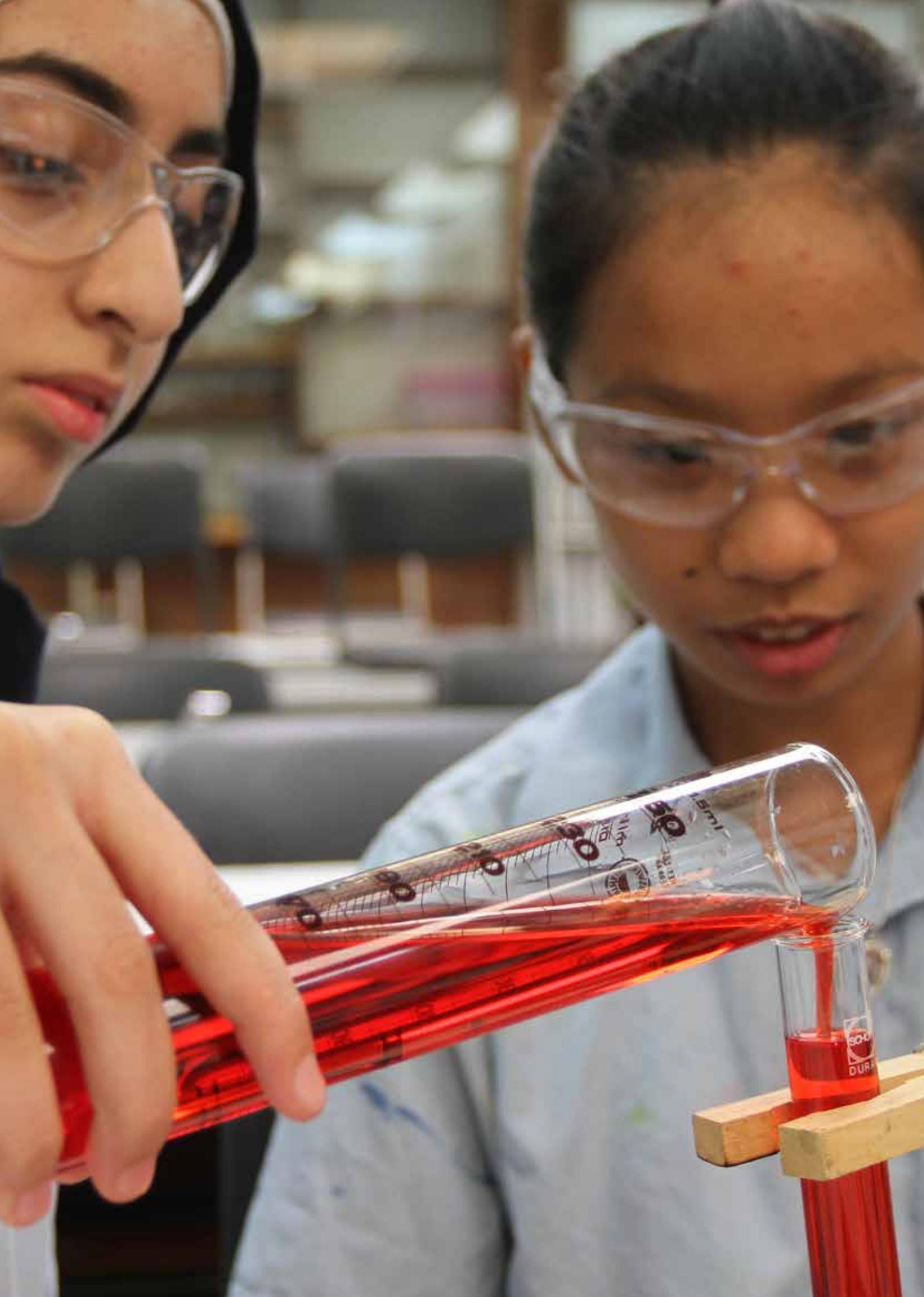
Online Literacy and Numeracy Assessment. Students have up to six opportunities to sit the OLNA and successfully demonstrate the minimum standard of literacy and numeracy required for graduation.

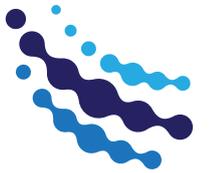
WACE

The Western Australian Certificate of Education is the certificate students receive on successful completion of their senior secondary education.

WASSA

The Western Australian Statement of Student Achievement is issued to all Year 12 students at the completion of their secondary schooling.





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