Kiara College Business Plan 2021-2023

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. We respect and value all members of our diverse community. Our students are encouraged to embrace opportunities and aspire to excellence. Our students develop skills and abilities that enable them to be responsible, informed and active citizens who contribute positively to society.

Our Context

Kiara College is a vibrant learning community located on the western edge of the Swan Valley. We are a proudly Independent Public School with the unique characteristic of a school farm on our site. Catering for Years 7 - 12, Kiara College offers comprehensive and innovative programs that support students to achieve their potential. Students can follow an ATAR, General, VET or Big Picture Education pathway, preparing them for university entry, TAFE or employment. Our ethos encourages personal development while igniting a passion for lifelong learning. Well researched and evidence based decision making is a hall mark of our practice.

Our local intake schools include West Beechboro, Beechboro, East Beechboro, Caversham, Caversham Valley and Lockridge Primary schools. We offer two specialist programs; Agriculture and Basketball; that have competitive entry from students across Perth. In addition, we can accept international fee paying students. We have a diverse student population of approximately 580 students with 24 different nationalities represented. Our student numbers have been increasing and our population is expected to continue recent growth patterns. Nearly 30% 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. We continue to strive to be a culturally responsive organisation.

A wide range of partnerships with community groups and agencies such as The Smith Family, Rotary, Foodbank, Youth Focus, Indigenous Psychological Services, KOYA Foundation, Swan V Program and CPFS enhance the support and opportunities we provide our students with. With many students experiencing financial, social and or emotional difficulties we provide an extensive array of support including scholarships, intervention programs, case management, mentoring and the very popular Breakfast Club. As an Act, Belong, Commit school we actively promote a positive approach to mental health and wellbeing. Our whole school positive behaviour matrix is developed around the core behaviours of Respect, Responsibility, Care and Effort.

We provide a differentiated curriculum in order to extend and support students of all abilities in their individual learning journeys. Our pedagogical approach is informed by the principles of Explicit Instruction. The Reading Mastery program is used extensively with identified students. We are very proud of the significant value adding our educational programs offer to students. Typically, the average progress of our students from Years 7 - 9 is above that of like schools, WA Public Schools and Australian Schools.

Our long standing tertiary partnerships with both ECU and UWA Aspire provide academic extension and encourage students to consider tertiary options. 2021 sees the first year of our Uni Prep course in partnership with ECU, which should increase the numbers of students eligible for university entry. We also enjoy productive partnerships in a variety of industry sectors that enable student access to real workplace learning environments, and enhance career and employment opportunities. Extending our key alternative pathway– The Big Picture Education program - into Years 9 & 10 should increase the numbers of students developing these workplace skills through internships and workplace mentors.

We begin 2021 with a major building program underway. Due for completion late 2021 is a performing arts theatre, a student service centre and the provision of undercover basketball courts.

Our Plan

Our 2021-2023 plan is closely aligned to the "Every student, every classroom, every day. Strategic Directions for Public Schools 2020-2024". Our previous plan had Successful Students at the centre. In adopting the new focus of Every student, every day, every classroom, we continue to use the Kiara College definition of successful students to inform our strategic planning. We have focused on 4 of the 6 improvement drivers with the understanding that we will use evidence to drive decision making in all aspects. Components of Focus 21 are also reflected in selected strategies.

The four improvement drivers are

1. Provide every student with a pathway to a successful future
2. Strengthen support for teaching and learning excellence in every classroom.
3. Build the capacity of our staff
4. Partner with families, communities and agencies to support the engagement of every student

FOCUS: *Every Student, every day, every classroom*

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st Century. The eight general capabilities are embedded in the Kiara College definition of successful students.

- Confident and engaged learners who aim to achieve their best in all areas
- Literate, numerate and skilled in the use of digital technologies
- Aware of and demonstrate respect for the cultural and linguistic diversity of our community
- maintain their physical and mental health and wellbeing
- Respect themselves, others and the environment
- Able to work collaboratively and independently
- Resilient and able to self-regulate
- Feel a sense of connection and belonging to our community
- Creative and innovative
- Regular attenders
- Embrace the Kiara Act Belong Commit philosophy and make a positive contribution to their community
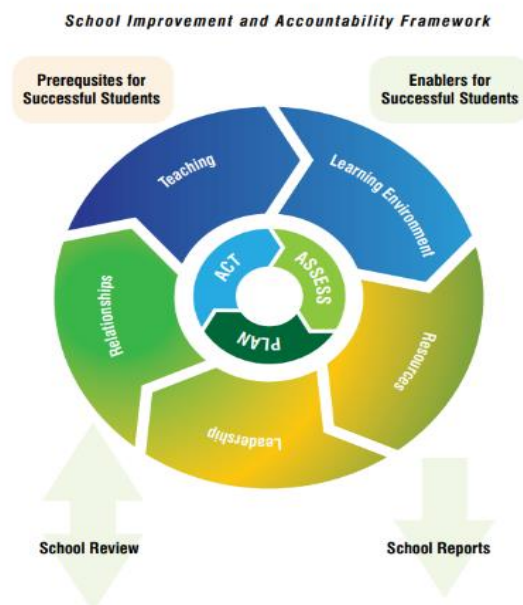
Our practice continues to use the plan, act, assess model to guide planning decision making; and is informed by both the School Improvement and Accountability Framework and the Aboriginal Cultural Standards Framework. We align our efforts to have successful students and be a culturally responsive school via consideration of the shared domains of Teaching, Learning Environment, Relationships, Resources and Leadership with the improvement drivers.

Measuring Success

Our targets relate directly to student performance and are based on careful analysis of available data. For the three year planning cycle of Kiara 2021-2023 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 achievements, for example, leads us to disaggregate according to Aboriginality as well as gender and year group.

Our Targets

1. Become more culturally responsive (cultural audit 2020 baseline)
2. In Semester 1 2023, the percentage of students consistently demonstrating positive learning attributes will equal, or better the percentage achieved by the same cohort as Year 7s in Semester 1 2020.
3. Percentage of students demonstrating competence in Reading, Writing and Numeracy OLNA scores to exceed Like Schools.
4. Whole School Attendance rate exceeds that of Like schools, and aspires to equal or exceed the WA Public School rate.
5. School ATAR median is above Like Schools
6. Percentage of students achieving a C grade in Year 10 2023 increases from percentages in Year 7 2020.
7. Percentage of students achieving WACE/eligible for university entry increases from 45% in 2020.
8. Percentage of students completing a Cert II or higher increases from 57% in 2020.
9. Positive behaviour reports exceeds 700 in Semester 1 2023 (baseline 503 in Semester 1 2020).
10. Behaviour data improves from baseline established Semester 1 2020.
11. Increase retention and achievement of students to Year 12.
12. Increase percentage of students doing 2 or more STEM courses to 85%

NB   Analysis of student data to routinely include disaggregation by gender, year and culture.

Data Sources

Destination data
Attendance Data
Retention
Behaviour /suspension/ positives
ABES
NAPLAN and OLNA
Staff attendance/retention/turnover
Parent engagement/participation
Enrolments
National Opinion surveys
Certificate II and above completion
Academic data e.g. Student Grades

PATHWAYS

Provide every student with a pathway to a successful future

Strategies

Implement more structured approach to career education – including continuation of Career awareness promotions, dedicated lessons and work readiness support for identified students.
 	
Build on and extend existing links with employers to support pathways to future employment, including work experience and Work Place Learning
 	
Ensure subject offerings are determined by informed student choice.
 	
Ensure curriculum opportunities for both breadth and depth trial
 	
    ▪ Term rotation of electives for Years 7 & 8
    ▪ Semester units for Year 9 electives
    ▪ Yearlong units Year 10 electives
 	
Maintain yearlong units for specialist programs – Agriculture and Basketball and Music
 	
Increase focus on digital technologies by provision of dedicated timeslot on timetable in lower school rotation.
 	
Provide support for alternate methods of entry to tertiary studies and successful completion of Year 12
 	
    ▪ Introduce Uni Prep for Year 12 2021
    ▪ Extend Big Picture Education to Yr 9 &10
 	
Monitor and review student progress to ensure in appropriate pathway.

Milestones and Measurements
▪ All Year 10 students to have participated in career education classes prior to subject selection for Senior School. ▪ All Senior School students to have had opportunity to participate in work experience prior to end of Year 12 ▪ All Year 8, 9 & 10 students attend subject presentations. ▪ HoLAs provide subject selection recommendations for Senior School. ▪ Timetables generated based on student choice. ▪ Students selecting Uni Prep and Big Picture Education ▪ Students completing Uni Prep and Big Picture Education ▪ WACE and/or Cert II completion ▪ Retention of students from Years 7 - 12 ▪ Post school destination data

TEACHING and LEARNING

Strengthen support for excellence in teaching and learning throughout the school

Strategies
Whole school approach to Literacy and Numeracy (collection and use of common data through PAT R and PAT N testing) Provide NAPLAN and OLNA support as required Review and refresh common understanding and confidence in use of Classroom Management Instructional Strategies through Explicit Direct Instruction Development comprehensive shared pedagogical framework Positive Behaviour in Schools program review and reset Reading Mastery Foster development of self-regulation skills Promote mental and physical wellbeing programs—consider innovative ideas such as therapy dog, ninja course
Milestones and Measurements
- All Year 7 Students tested on entry   - Number of students in Reading Mastery   - Number of students graduating Reading Mastery   - NAPLAN and OLNA results   - Number of students on EALD progress maps   - Number of students achieving WACE and /or CERT II or better   - Academic grades and ABES   - Explicit Direct Instruction delivered and included in Observations   - Provision and completion of CMS and PBS training   - Kiara Trainer for CMS   - Positive behaviour reports   - Attendance and Suspension data (evidence of engagement)   - Development of Maker Space

CAPACITY

Build capacity of staff in all areas including leadership and wellbeing

Strategies
Use a coaching model for staff professional learning where possible
Observations embedded in Performance development process
Team building and development of SLT - engaging with expert external advisors and coaches
Create greater opportunities for leadership development
Review workforce management planning inclusive of targeted recruitment strategies
Provide support and recognition all staff
Staff wellbeing—NESLI project offered
Strategies for developing self-care plans shared and supported (raising awareness vicarious trauma and compassion fatigue)
Develop greater assessment and data analysis literacy to ensure decision making informed by evidence

Milestones and Measurements
- Increased opportunities for staff to take on additional roles and responsibilities   - Professional development process revised   - Applications for professional learning   - Professional learning budget analysis   - Participation in support programs and opportunities eg self care, leadership development, level 3 teacher applications   - Responses to staff nominations   - Staff responses in National Opinion Surveys   - Data analysis embedded in learning area plans and given time on PL and staff meetings agendas   - Workforce management plan reviewed

PARTNERSHIPS

Partner with families, communities and agencies to support the educational engagement of every student

Strategies
Implement the Engaging and Working with your Community Framework using the Toolkit Continue to implement the Cultural Standards Framework aiming to be a culturally responsive school Develop a Reconciliation Action Plan Continue to develop partnerships with families to support student achievement, improve attendance and wellbeing Maintain and develop existing partnerships with external agencies and community groups to enhance support for students Girls Academy Explore possibility of partnerships other groups such as Clontarf Build on partnerships with local intake schools as well as network schools and neighbouring high schools. Plan and implement regular events that engage the community with the school eg parent BBQs Continue to build connections with families and community that support sharing of expertise and involvement—parent volunteers, community days etc Continue Industry Links Develop alumni association—promoting pathways
Milestones and Measurements
- Movement on Cultural Standards Framework   - Cultural Competency Audit progress   - Parent participation in school events   - Attendance at parent nights and community events   - Anecdotal feedback   - Traffic on social media   - Reconciliation Action Plan accepted   - Effectiveness and number of external partnerships eg Smith Family   - Improved student outcomes through participation in programs such as FTD and Girls Academy   - Continued support from organisations such as Rotary