



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 Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.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.

The college opened in 1974 and 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 a telecommunications centre where practical aspects of telecommunications and engineering are taught.

Currently, there are 541 students enrolled from Year 7 to Year 12. The college has an Index of Community Socio-Educational Advantage of 874 (decile 10).

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

## School self-assessment validation

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

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

- The Kiara College business plan priorities align to the priorities outlined in the Department's documents, Building on strength and Strategic directions for public schools 2020-2024.
- The school self-assessment prepared for the Public School Review was directly linked to the six domains and foci of the Standard.
- In preparation for the review, the leadership team led a self-assessment process that incorporated the perspectives of a range of staff and community representatives.
- A range of staff contributed to the Electronic School Assessment Tool preparation process and each domain was led by a member of the executive team. All senior leaders contributed to the student achievement and progress domain.
- A broad range of staff, community, student and family representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the college.

The following recommendations are made:

- Continue to incorporate The Kiara College Paradigm document that sets high expectations for all college community members as the catalyst for ongoing school self-assessment.
- Be succinct and selective about the evidence sources used to support the colleges' judgement about performance.

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### Relationships and partnerships

As a crucial community agency, the college is determined to leverage positive relationships with its families and contributing partners to create a sense of belonging and identity for students.

#### Commendations

The review team validate the following:

- Highly respectful relationships between staff and students are evident. Students are privileged by staff as valued and equal members of the school community.
- Staff, students, families and community partners talk of a changing and improving college reputation. The Specialist Basketball, Agriculture and school-based Arts programs are widely renowned and heralded.
- Staff appreciate the opportunities presented to learn about local Aboriginal culture. Community partners describe the college's approach to managing and supporting Aboriginal students as best practice.
- External agencies and partners describe a mutually respectful, responsive and open line of communication with the college. Knowledge and expertise are freely shared to benefit students.
- Experienced Board members assess and monitor the progress toward business plan targets and assist in setting the future strategic direction.
- A common theme is the setting of high expectations for the outcomes of young people. All members of the college community actively contribute to working alongside students as they meet those expectations.

#### Recommendations

The review team support the following:

- Use the Engaging and Working with your Community Framework Toolkit to guide and further strengthen relationships with families and the inclusion of previously under-represented community members.
- Harness the comprehensive work to develop multiple electronic and hard copy communication platforms into a succinct marketing and communications plan.

### Learning environment

Kiara College is unified by the values: Respect and Responsibility, Effort and Excellence, Care and Commitment. This vision is largely credited among staff and students as maintaining a 'family' feel at the college.

#### Commendations

The review team validate the following:

- The PBS<sup>1</sup> expected behaviours have informed the successful delivery of a safe and positive learning environment. PBS team members are committed to ensuring the program remains fit for purpose.
- A recent restructure of the Student Services team has unified the provision of support in one location and clarified the line management structure, leading to a more comprehensive service for students.
- Initiatives such as the Year 7 Team, RISE<sup>2</sup> and the Big Picture pathway are demonstrations of the college's ability to adapt and meet students' academic needs.
- A holistic approach to managing students' mental health and wellbeing further contributes to their academic and vocational planning successes.
- Students with additional learning needs diagnoses are afforded individualised care and planning led by a committed and connected Learning Support Coordinator (LSC).

#### Recommendation

The review team support the following:

- Maintain the successful deployment of PBS in the college and embed this as a non-negotiable element of future school culture. Use this as the catalyst for the planned review of the behaviour management system.

## Leadership

Kiara College leaders are determined to make a difference in the lives of young people. The college favours leadership that is short on mantras and big on genuine personal and professional investment.

### Commendations

The review team validate the following:

- A visible senior leadership team embody and model practice for all staff and students. The commitment of this team unequivocally supports students and families.
- Staff are guided by curriculum leaders with a range of experience in the planning of curriculum scope and sequence coupled with contemporary classroom practice.
- New leaders are developed strategically with the support to build their capacity conducted both formally and informally by experienced leaders and line managers.
- The successful and ongoing implementation of Aboriginal perspectives across the curriculum has been led by heads of learning areas and teaching staff with the assistance of elders and community leaders.
- The leadership team incorporates an effective mix of experience and innovation and the leadership potential of teaching staff is harnessed to drive initiatives throughout the school.

### Recommendations

The review team support the following:

- Extend the partnerships with Aboriginal families and elders and the representation of local family groups in decision making and strategic planning.
- Develop a common strategic agenda for senior leadership team meetings. Ensure that rigorous and evidence-based research guides agendas and supports aspirant leaders in their development journeys.

## Use of resources

Budgets clearly articulate the ways in which the college funds its strategic priorities. Special purpose grants give staff the ability to innovate and adapt to support learning, enrichment and wellbeing.

### Commendations

The review team validate the following:

- Staff are trained in financial procedures and informed of the processes that guide budget planning and distribution of resources. Inclusivity and transparency are features of the Finance Committee's approach.
- The manager corporate services (MCS) is acutely aware of why and how resource allocations support student learning and actively supports the strategic agenda in all large scale and routine purchases.
- The Principal and MCS highly value the agricultural enterprises and partnerships run through the Kiara College Farm which extends to the provision of learning opportunities for several local primary schools.
- Learning areas are apportioned 100 per cent of their budgets regardless of the contributions and charges collection rates. This delivers certainty in planning for new initiatives and consumable needs.
- A range of information and communications technology learning programs are sustainably sourced to ensure student engagement and extension in the curriculum.
- Recent major spending on improvements to infrastructure are adding value to the campus appearance and function. These are welcomed and appreciated by all as long-term investments in the community's future.

### Recommendations

The review team support the following:

- Plan for the distribution of staff and resource needs as the college enters a period of predicted growth in student numbers while maintaining the current level of connected management and oversight.
- Enact a concise workforce strategy that continues to build a staff profile that matches the contextual needs of Kiara College students.

## Teaching quality

A highly competent and professional team of teachers and education assistants, with the ability to contextualise learning for students, is working to connect their practice and cement common approaches to pedagogy.

### Commendations

The review team validate the following:

- By exploring 'topics of interest' through Big Picture Education Australia, teachers are able to modally adapt to student needs. Mainstream teaching techniques such as gamification add engaging hooks to learning experiences. These efforts are supporting the school to restore student attendance to pre-COVID-19 pandemic levels.
- Teachers are committed to implementation of the Aboriginal Cultural Standards Framework prioritising embedded learning experiences over events and ceremonies.
- The employment of Teach for Australia (TFA) Associates adds value to the teaching mix. Associates and graduates of TFA assist in connecting the school to evidence-based practice and professional learning.
- Interventions such as Reading Mastery support the differentiation of teaching for students in need and professional learning facilitated by SSEN:D<sup>3</sup> is building staff capacity for seamless differentiation.
- Common approaches to teaching are emerging and moderation discussions about teacher judgement standards are founded upon data-disciplined dialogue.

### Recommendations

The review team support the following:

- Continue to explore ways to communicate student learning, achievement and progress information to families where electronic communication is not available.
- Capitalise on the emergence of Kiara College as a staff learning campus to guide the implementation of reform and delivery of common pedagogical approaches.

## Student achievement and progress

Engagement of students through improved attendance and a sense of wellbeing and belonging are seen as critical pre-conditions for improved academic outcomes. Priority is given to supporting growth in the achievements and progress of English as an Additional Language or Dialect and Aboriginal students.

### Commendations

The review team validate the following:

- Established staff networks moderate ATAR<sup>4</sup> cohort assessments to maintain rigour and comparability to the system regardless of necessity. A tight knit cohort of Year 12 students nurture and support each other's learning, enriching the classroom environment and maximising achievement potential.
- The LSC drives the monitoring of student progress across many different contexts, programs and learning domains ensuring that teaching adjustments and differentiation are effectively targeted and deployed.
- Students generally achieve above like schools in systemic and school measures. However, ambitious and growth targets are set for student achievement and progress and the school is appropriately cautious in comparisons with like schools that don't add value to the analysis.
- Structural and timetable responses to any decline in student achievement data such as that recently experienced in OLNA<sup>5</sup> are deftly employed with the support of the senior leadership team.

### Recommendation

The review team support the following:

- Enact the plan to implement a Mathematics focused explicit instruction intervention program.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Dean Gurr  
**Principal, Gilmore College**  
**Peer Reviewer**

## Endorsement

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

Your next school review is scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 Responsive Intervention in Secondary Education
- 3 School of Special Educational Needs: Disability
- 4 Australian Tertiary Admissions Rank
- 5 Online Literacy and Numeracy Assessment