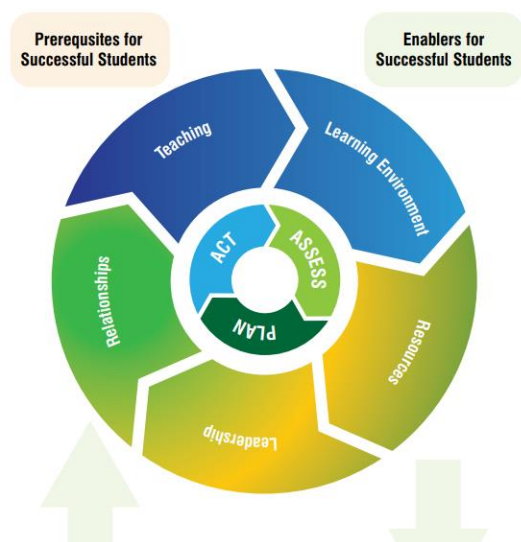


Kiara College 2020 Annual Report

2020 was the third year of the 2018-2020 three year planning cycle for Kiara College. Our continued drive for ongoing school improvement was focussed on the priority of Successful Students. Our practice follows the plan, act assess model and is informed by both the School Improvement and Accountability Framework and the shared domains in the Aboriginal Cultural Standards Framework; Teaching, Learning Environment, Resources, Relationships and Leadership. Our improvement targets were in the areas of attendance, literacy, numeracy, academic achievement, relationships and resilience and wellbeing.

School Improvement and Accountability Framework



2020 was also the year the global pandemic caused major disruption and significant change in many sectors, including education.

This report outlines the school's performance throughout 2020 in the 'unprecedented times' and also reviews the extent to which the 2018-2020 Business targets were achieved. It provides an account of how our students progressed and the strategies that were used to assist them to maximise their achievement.

Evaluation of the data includes comparative judgements against state benchmarks where available. Unfortunately, NAPLAN was not held in 2020 so national comparisons are not possible.

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 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. Students are also able to study contemporary music.

In 2020 our diverse student population of approximately 500 students included students who came to us from 24 different countries. Nearly 28% of our students identified as Aboriginal and or Torres Strait Islander. Nearly 5% of our students have a diagnosed disability. We celebrated and embraced 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. Student transiency rates decreased to 20% and our ICSEA increased to 848, however we remain a decile 10 school.

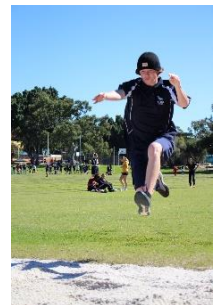
A wide range of partnerships with community groups and agencies such as The Smith Family, Rotary, Foodbank, Youth Focus, Indigenous Psychological Services, Girls Academy, Swan V Program and CPFS enhanced the support and opportunities we provided our students with. While our ICSEA has risen several points in recent years, it continues to be one of the lowest in the metropolitan area. With many students experiencing financial, social and or emotional difficulties we provided an extensive array of support including scholarships, intervention programs, case management, mentoring and the very popular Breakfast Club. In conjunction with our partners we delivered care packages as well as educational packages to our most at risk families during the COVID Lockdown. As an Act, Belong, Commit school we continued to actively promote a positive approach to mental health and wellbeing – in particular using both our Facebook page and Connect to share information with our community.

Highlights of 2020

We were incredibly fortunate to be able to celebrate and enjoy most of our traditional events, although some had to be modified and adapted. Kiara Surf squeezed in just before COVID Lockdown. Initially deferred owing to the weather, it turned out to be a beautiful day with the honours going to Centaurus.



Phoenix took first place at Kiara Olympics which was held at the normal time but without our usual crowd of spectators.



The Workplace Learning Induction benefitted from being scheduled early in the year and provided very useful information and experiences for the participants. The ball was deferred until the end of the year but was well worth the wait with a spectacular sunset over the Crystal Swan.



KFest was adapted into small performances at school during the day to enable students to demonstrate their skills in front of an audience. Whole school assemblies became year group or lower/senior school affairs but we still managed to celebrate student achievement. We also managed to keep eating – Breakfast Club continued and the Canteen restarted under new management with support from the extra cleaning staff who helped keep us safe.



Reconciliation Week, book ended by the Anniversary of the 1967 Referendum and the Mabo decision was acknowledged and students participated in activities designed to promote understanding and reconciliation between cultures. Particularly moving for both staff and students was the Blanket Activity – an interactive experience modelled on a Canadian First Nation people's method of assisting people to understand the impact of colonisation and ongoing government policies. We chose to celebrate NAIDOC later in term 3 and were able to enjoy a fantastic student dance performance on a beautiful sand mural as the culmination of our celebrations.

While the Royal Show was ultimately cancelled, our students still enjoyed participating in both the Wagin Woolarama and our own Paraders' event. Kiara College dominated at Wagin with 4 first places, then being awarded Champion Ewe and Grand Champion White Suffolk. College Captain Emily won The Paraders' Competition



With careful planning we were able to hold our Presentation Night and invite parents to join us in celebrating our Year 12s - we just had to maintain our 1.5m social distance (sometimes broken for the photos at the end).



Support from our community partners enabled us to mark RUOK day and hold a successful Act Belong Commit Mental Health Expo in the library. Our own staff turned on fantastic exhibitions in our very first Careers' Expo (now set to become an annual event).



Thanks to The Smith Family we were excited to be the first school to participate in a 3 Day Dance workshop at WAPPA as COVID restrictions eased. 2020 was also the first year Kiara College participated in Wear It Purple Day - to recognise diversity and celebrate the LGBTQI community.

With the cancellation of NAPLAN, our Year 9s had an opportunity to sit the OLN examination a year early. To their credit, many students passed one or more components, leaving them well placed for future success. Further support was provided to some senior school students who received scholarships funded by the generosity of some successful ex-students and our ongoing partners - Rotary Crawley

In the latter part of 2020 we were fortunate to gain the services of a Noongar language teacher, Mrs Rebecca Garlett, one day a week. Mrs Garlett introduced year 7 students to Noongar through English classes and also worked very closely with the lower school Big Picture students and staff. We are excited to be able to extend Noongar language across our curriculum in coming years with the full time support of Mrs Garlett. Other highlights throughout the year included the events such as Harmony Day, Year 7/8 Disco, Friendship club and the Dismantle Bike Rescue organised largely by the Student Services team led by Mrs Leonie Richardson and supported by Mrs Julie Wilson - our Learning Support Coordinator.

At the end of the year 150 Kiara students were amongst the first in WA to visit the WA Museum Boola Bardip (many stories). Mrs Downing organised three excursions over three days to ensure as many students as possible had an opportunity to explore the museum. While in the city students also visited the State Library, PICA, The Art Gallery and Yagan Square.



Follow the Dream (FTD)

FTD students from both Kiara College and Hampton enjoyed several amazing cultural learning activities in addition to the ongoing tutorial support for academic and career goals. Highlights included a three day camp to Margaret River where students engaged in Noongar Wadandi cultural activities and a surf school facilitated by the Undalup organisation. Our very own Rebecca Garlett led students through Walyunga National Park and the Yagan memorial, sharing cultural stories. Students worked with artist Kevin Bindar to create a beautiful six seasons mural.

All Year 8 Aboriginal students were invited to attend a Discovery day at UWA. This included a tour of the Bilya Marlee Centre, which is the home of the School of Indigenous Studies at UWA. In the Bilya Marlee Centre, students saw where current Aboriginal UWA students can study, the resources available to them 24/7 and the support students can utilise. Students also experienced some different courses, including Zoology, Commerce and Sport Science. Year 9 Aboriginal students were invited to Djonanginy (looking/seeing) Day at UWA which aimed to give students a genuine taste of a day in the life of a uni students.

17 Students regularly accessed the after school tutoring and both Year 12 students achieved WACE graduation. One Year 12 was accepted into the Indigenous Bridging Course at ECU and the other has accepted a work based traineeship with Tomra.



Girls Academy (GA)

Throughout 2020 Role Models Inc continued to lead and support the Kiara Girls Academy, aiming to equip Aboriginal and Torres Strait Islander girls to engage in their education, set and achieve goals and promote change within their communities. There were some difficulties in replacing the very experienced staff who won positions elsewhere but overall staff worked very hard to continue the program and in particular support students impacted by COVID. The girls played a key role in school NAIDOC and reconciliation activities as well as participating in community events.

Special highlights included

- Inter Academy Rugby Showcase
- Team Works Induction day at HBF stadium
- International Women's Day
- RUOK day
- Basketball competitions and cultural activities with Swan View Girls Academy
- Seeing Tamika Pontan deliver NAIDOC address at Central Office



Changes to federal funding announced late in December 2020 have led to a new partner for the Kiara GA being selected – the Koya Corporation. The program will continue to support Aboriginal and Torres Strait Islander girls with the new name of Koordoormitj – meaning spirit or essence.

Reading Mastery (RM)

Reading Mastery continued in 2020, starting in term 2. Once students were allocated their RM classes and began to participate in the program, significant progress in individual reading results were achieved. Many students graduated from the program and were able to engage more effectively in their mainstream learning as a result of their efforts in Reading Mastery. Some new staff were trained to ensure the program delivery could be uninterrupted. A new structure for Year 7 classes in 2021 was developed but Reading Mastery is still embedded and will continue to support students to address their literacy concerns.

Positive Behaviour in Schools (PBIS)

Our commitment to PBIS and our effectiveness in implementation was reviewed externally using the School Evaluation Tool (SET) as part of the five year schedule. Pleasing progress was made in most areas and the Implementation average increased from 46.3% to 83.6%. Recommendations such as using the mini module 'Encouraging Expected Behaviour' and 'Responding to Unproductive Behaviour' were implemented.

Vocational Education and Training

There were eight VET Certificate courses delivered in 2020. Students also took advantage of a diverse range of external vocational opportunities including Aboriginal School Based Traineeships and the North Metropolitan TAFE VET in school's program.

AHC20116	Certificate II in Agriculture
BSB20115	Certificate II in Business
SIS20115	Certificate II in Sport and Recreation
SIS20513	Certificate II in Sport Coaching
CUA20715	Certificate II in Visual Arts
AHC10216	Certificate I in Agri Food Operations
FNS10115	Certificate I in Financial Services
52773WA	Certificate I in Leadership

North Metropolitan TAFE VET in Schools program

SHB30215	Certificate III in Make-Up
MEM20105	Certificate II in Engineering

South Regional Youth Link Inc (SMYL) – Aboriginal School Based Traineeships

CHC22015	Certificate II in Community Services
BSB20115	Certificate II in Business

MPA Plumbing & Painting Training and Apprenticeship Employment

52824WA	Certificate II in Building and Construction (Pathway -Trades) Pre Apprenticeship (Painting)
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- Year 12 students were awarded 47 certificates
- Year 10 students were awarded 42 certificates
- 6 additional staff have been trained to deliver VET courses
- 100% compliance with RTOS

Career Education and Work Place Learning





The career team at Kiara College continued to provide ongoing advice and support to help guide every student's pathway towards their dream career. There were a number of initiatives that the Careers Team instigated throughout the year that enhanced the Vocational opportunities of our students as well as continuing effective strategies such as the Work Place Induction Day. While COVID hit the opportunities for WorkPlace Learning very hard, the range & diversity of vocational opportunities offered to Kiara College Students included:

- Try a Trade – Bricklaying (5 students), Electrical (14 students), Plumbing & Painting (6 students)
- White Card training – 26 students achieved
- Work Placements – 29 students involved
- 5 students were offered full time apprenticeships as a direct result of their participation
- Career exploration and work readiness program implemented
- Significantly raised the profile and focus on careers and WPL through active promotion and coordination of careers week as well as increased engagement in subject selection processes

2020 Business Plan Targets

Attendance – WA schools did not report individually on student attendance for semester 1 2020. The sharp decline in student attendance was the single biggest observable impact of COVID19 at Kiara College, particularly noticeable given the very positive attendance at the start of the year. Ongoing efforts to improve attendance post COVID included frequent home visits and the development of support plans with additional staff. Second semester showed an improvement but the target was still not met. Aboriginal and Torres Strait Islander students found it more difficult to return to school, perhaps owing to living with more vulnerable family members.

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 Semester 1)

This target was not met. Whole school semester 1 attendance 2020 was 68.8% with regular attendance (90% or better) only 16.7%. Severe attendance (less than 70%) increased to 27.8%. Male and female students showed similar patterns in all areas including the increase in unauthorised absence. Overall attendance in semester 2 increased to 72% with regular attendance increasing to 32.7%. The percentage of students in the severe attendance category decreased slightly but remains at a concerning 23%.

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).

This target was not met. Aboriginal student attendance decreased to 52.3% in Semester 1. Additional Staff, including additional Aboriginal staff have been employed to work with students and families to increase their attendance.

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.

NAPLAN was not held in 2020 so it is not possible to report on this specific target. It should be noted however, that this target was achieved in 2019.

4. Percentage of Year 12 students demonstrating competence in both Reading and Writing OLN scores to exceed that of like Schools
5. Percentage of Year 12 students demonstrating competence in Numeracy OLN scores to exceed that of like Schools.

Target achieved

Reading - 88% WACE Eligible

Writing - 100% WACE Eligible

Numeracy - 88% WACE Eligible

OLNA - Current Student Standing

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2020	1	18	10	7	14
	2.0%	36.0%	20.0%	14.0%	28.0%
Like Schools	7.5%	28.1%	13.7%	8.3%	42.4%

6. 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.

No 2020 NAPLAN scores available but target was met in 2019.

7. School ATAR median is above Like Schools.

Target Achieved.

NB There were only 4 ATAR students in 2020 at Kiara College

	2020	2019	2018	2017	2016	
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	68.23	76.05	61.98	72.7	54.2	
Expected performance						
Like Schools	58.65	61.27	64.03	63.6	74.8	
Public schools	79.25	78.25	79.5	78.55	78.2	
School median ATAR TISC applicants	62.8	76.05	66.9	72.7	54.85	

8. Student enrolment in ATAR courses increases.

This target was not achieved in 2020 for year 12 students. However, there were significantly more students in Year 11 ATAR 2020 and at this stage we have retained 15 students for 2021 Year 12 ATAR. Further, we have increased the range of ATAR subjects available by adding an additional humanities based course – ATAR Year 11 Media in 2021 and have also committed to running the ECU Uni Prep course which should support students to remain in ATAR pathways.

9. Percentage of students achieving a C grade or better is 65% or better

This target was not achieved.

However, overall, 62.5 % of students did achieve a C grade or better.

Year 12 students did achieve the target – 76% of Year 12s achieved a C grade or better.

Year 7 students with 64.7% and Year 11 students with 64.5% came very close to achieving the target.

Year 8s with 59.1% and Year 10s with 57.9% were furthest from achieving the target.

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%)

This target was achieved. 54.2 % of the 2020 Year 10 cohort were demonstrating the attribute consistently.

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%)

This target was not achieved. Only 46.3% of the 2020 Year 10 cohort demonstrated the attribute consistently.

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.)

This target was not achieved. However, each category showed only a small increase in numbers. Given that student numbers had increased significantly from the baseline in 2017, the overall percentage of days lost to suspension still indicates an improvement in the behaviour statistics and this will inform future target setting.

13. Reported positive behaviours will increase to 500 in semester 1 2020. (baseline 202 in Semester 1 - 2017)

This target was achieved. Reported positive behaviours in Semester 1 2020 were 503. While increased student population numbers may have assisted in reaching the target, it is also relevant that Term 1 2020 had several weeks lost to COVID and Term 2 continued to see reduced attendance. The on balance judgement, therefore is that this target was easily achieved.

Kiara College decided to maximise face to face teaching time by moving School Development days to the end of the last term after 2020 reports were completed. During this time a full day was dedicated to reviewing and revitalising the whole school approach to PBIS with a view to starting 2021 with a renewed focus.

Teaching and Learning

Learning Area Grade summary

The high percentage of E grades is evidence of the significant impact of COVID on our students' progress. Not only was the learning program disrupted, many students had vulnerable family members which required continued absence. Additionally, students who previously had some attendance issues clearly found their own anxiety and concerns heightened by the pandemic and struggled to return to school regularly. Limited access to technology further impeded student access to learning despite our best efforts to provide hard copies of learning materials. Our ongoing efforts to re-engage students after school lockdown have included home visits, phone calls, development of attendance plans, rewards, incentives, access to support/counselling.

Year Group	% A	% B	% C	% D	% E
Year 7	5.3	14.8	37.4	24.9	17.7
Year 8	8.8	13.7	33.1	25.9	18.5
Year 9	8.8	11.5	31.0	22.4	26.2
Year 10	8.6	16.2	28.1	21.0	26.1
Year 11	8.5	22.7	34.9	12.5	21.3
Year 12	11.9	24.4	44.6	8.3	10.9

While most year groups had a similar spread of grades our 2020 Year 12 students had the highest percentage of both A and B grades. As Year 11 students in 2019, their grade allocation percentage were more in line with the spread achieved by other year groups. The 2019 Year 12 students also had a similar spread to the majority of other students. A possible explanation could be the increased focus on Year 12 with the concern about the extent of the impact of COVID on our students in their final year. In addition to homework classes continuing, extra revision seminars were provided, more study materials were available on Connect and supplementary lessons were provided in the late start timeslot. The endeavour for 2021 will be to replicate and further improve.

Apparent retention and progression rates (%) – secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2018	92%	67%	53%	77%	69%
2019	103%	57%	54%	86%	70%
2020	95%	56%	60%	78%	70%

The apparent retention rate between Years 10 - 12 includes students who have gained apprenticeships and further training positions as a direct result of their engagement in our VET and WPL programs, however, it remains a concern at only 60%. Our efforts to improve retention into senior school include the introduction of a Big Picture Inspired program. Internships are an integral part of the Big Picture program and the impact of COVID on the availability of internships had a significant negative effect on students in the program with only two students remaining at school by the end of the year. Forward planning for 2021 in this area has resulted in an increase in funding, resourcing and staff training as well as significant changes to the timetabling structures and support.



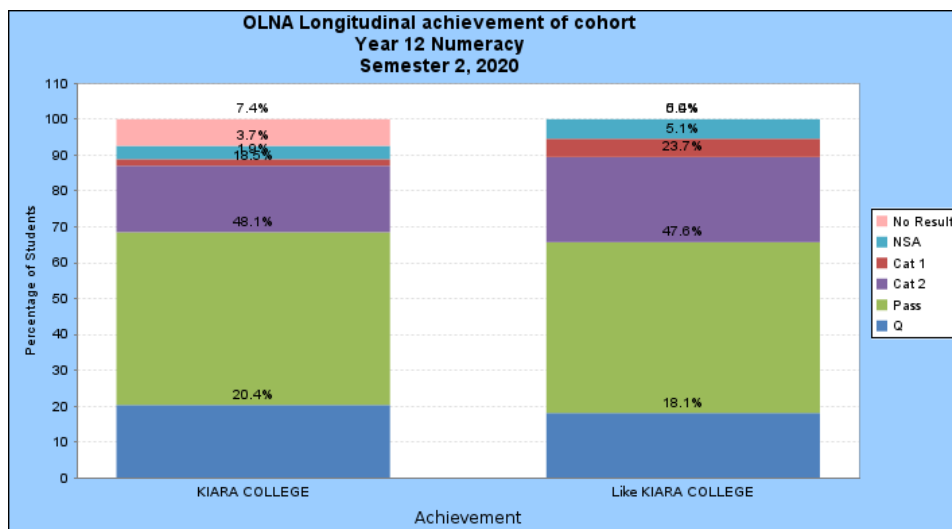
The first four lines in the above graph represents the grade distribution of Kiara College in the 7-10 year group Mathematics, English, Hass and Science Learning areas compared to Like schools. The first green column on the graph is A grades at Kiara and the second green is A grades at Like schools. The blue represents B grades and so on.

In the ABE line, green represents Consistently, light blue is Often, dark blue is Sometimes, yellow is Seldom and pink is NA or not assessed. These words refer to how often the attributes were demonstrated by students and is an aggregation of 8 categories that reflect on attitude, behaviour and effort.

In the Attendance line there is again a comparison with Like schools. The brighter yellow represents how many Kiara students were attending regularly (90% or better) while the lighter yellow represents like schools. Orange represents percentages of students in the Indicated risk range (80-89%), pink is moderate risk (70-79%) and red is severe risk (below 70%)

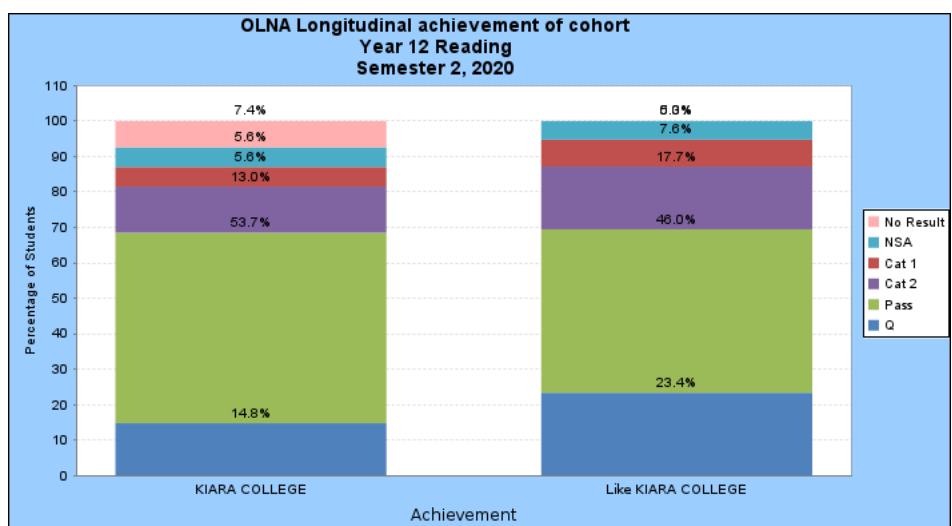
OLNA

Writing continued to be Kiara College students' greatest strength in terms of the percentage of students achieving the standard. It is also the category with the greatest positive difference between our students and those in Like schools.



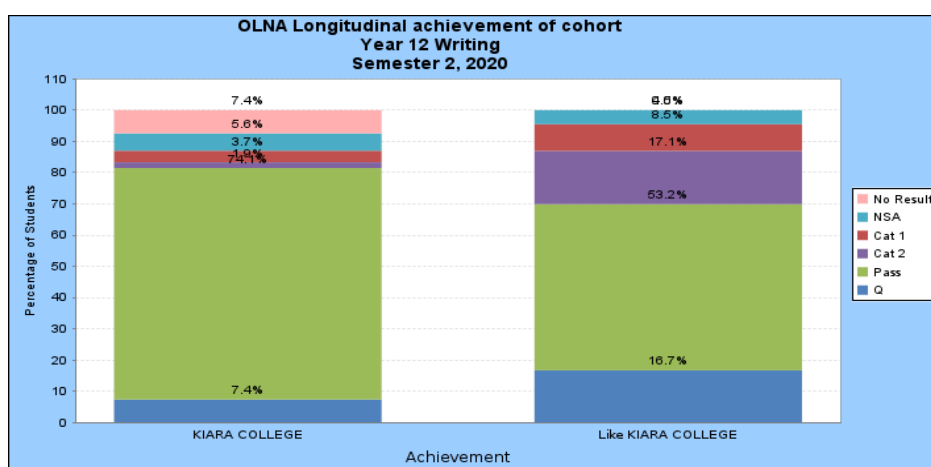
A higher percentage of year 12 students at Kiara College had achieved their Numeracy OLNA by the end of semester 2 2020 than those in Like schools

68.5%vs 65.7%



A lower percentage of year 12 students at Kiara College had achieved their Reading OLNA by the end of semester 2 2020 than those in Like schools.

68.5% vs 69.4%



A higher percentage of year 12 students at Kiara College had achieved their Writing OLNA by the end of semester 2 2020 than those in Like schools

82.1% vs 69.9%

Behaviour

Attitude, Behaviour and Effort - Lower School Attributes

Shows Courtesy and respect for the rights of others

Year Group	Consistently	Often	Sometimes	Seldom	N/A
Year 7	52.3	23.3	13.1	6.2	5.1
Year 8	45.9	25.7	15.9	5.8	6.6
Year 9	40.8	25.4	19.7	9.0	5.1
Year 10	39.5	27.8	15.4	8.0	9.3

Cooperates productively and builds positive relationships with others

Year Group	Consistently	Often	Sometimes	Seldom	N/A
Year 7	41.3	26.8	17.8	8.9	5.1
Year 8	40.4	28.4	18.3	6.1	6.8
Year 9	38.6	25.6	21.7	9.0	5.1
Year 10	46.1	26.3	11.1	7.3	9.2

Works to the best of their ability

Year Group	Consistently	Often	Sometimes	Seldom	N/A
Year 7	34.5	27.5	24.0	8.8	5.1
Year 8	33.9	28.6	21.2	9.7	6.5
Year 9	31	22.1	24.6	17.4	5.0
Year 10	33.1	26.9	19.6	11.4	9.1

Senior School Attributes

Participates Fully

Year Group	Consistently	Often	Sometimes	Seldom	N/A
Year 11	48.4	17.5	8.8	11.7	13.6
Year 12	57.8	23.5	3.1	9.4	6.2

Behaves Appropriately

Year Group	Consistently	Often	Sometimes	Seldom	N/A
Year 11	61.7	10.4	6.2	8.4	13.3
Year 12	78.1	7.8	0	7.8	6.2

As expected, senior school students demonstrated an increasingly consistent ability to both participate fully and behave appropriately with Year 12 students outscoring Year 11 students significantly. There were very few suspensions for senior school students with the new mobile phone policy causing most angst for students. Having more than 20% of Year 11 students not engaging fully or behaving appropriately for the majority of their time at school is an ongoing concern. Whole school foci such as Explicit Direct Instruction and Positive Behaviour in Schools work alongside close monitoring by teaching and Student Services staff, provision of vocational pathways and significant liaison with external agencies and providers to try to increase engagement, for example, Work place Learning, Try-a-Trade opportunities. Modifications and enhancements to our Big Picture Education program are designed to try and appeal to students struggling to engage positively and participate fully,

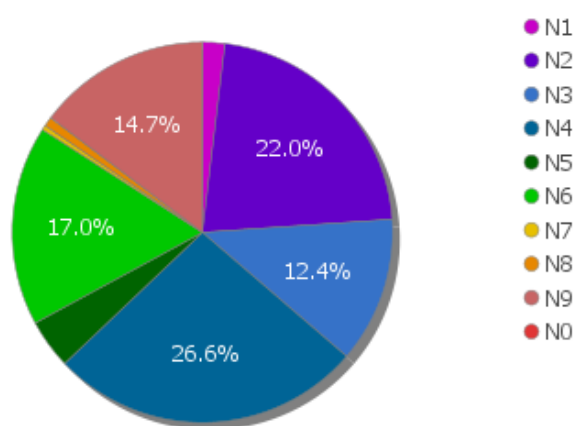
Suspensions

Analysis of the suspension data indicates that verbal conflict or abuse between students is the leading cause of suspension and this occurs more than twice as frequently as physical conflict. Verbal abuse of staff is the second highest reason for suspension. During 2020 we refocused on the PBS strategies to teach the behaviours we want with a special focus on respect and responsibility. This focus will continue in the next business planning cycle.

Further strategies to improve relationships between students and with staff include the introduction of the new Year 7 timetable model. This model has one teacher taking the students for 7 hours of HASS and English or 7 hours of Maths and Science. It enables staff to get to know their students more effectively and minimises the number of teachers and transitions for the students. A new structure for the delivery of the other learning areas in Year 7 and 8, has the majority of students remaining together in the same groups as they get a taste of the different contexts available in The Arts and Technologies.,

Number and percentage of suspensions by suspension category

Code	Suspension Category	%
N1	Physical aggression toward staff	1.9%
N2	Abuse, threats, harassment or intimidation of staff	22.0%
N3	Physical aggression toward students	12.4%
N4	Abuse, threats, harassment or intimidation of students	26.6%
N5	Damage to or theft of property	4.2%
N6	Violation of Code of Conduct or school/classroom rules	17.0%
N7	Possession, use or supply of substances with restricted sale	0.4%
N8	Possession, use or supply of illegal substance(s) or objects	0.8%
N9	Negative behaviour - other	14.7%
N0	E-breaches	0.0%



Staff Professional Learning

Staff professional learning resources were strategically aligned with identified school and individual needs. As we continued to move our school community towards cultural responsiveness, significant budget and time allocations were devoted to improving outcomes for Aboriginal and Torres Strait Islander students. Five staff attended the National Indigenous Empowerment Summit in Cairns; three staff completed extensive training in suicide prevention for Aboriginal youth; the whole staff completed an individual survey to identify strengths and weaknesses in cultural competency; our whole staff also participated in the Blanket activity led Aboriginal staff from NMIRO. In addition, staff used meeting time and school development days to interrogate their data and further develop their understanding of the Aboriginal Cultural Standards Framework.

Planning to continue offering Vocational Pathways for students saw four additional staff complete the Certificate IV in Training and Assessment as well as existing VET teachers ensuring their qualifications were up to date and meeting currency requirements. Four staff completed the training for Big Picture Education which has strengthened the pathway offerings in 2021 by providing an alternative to General, VET and ATAR courses.

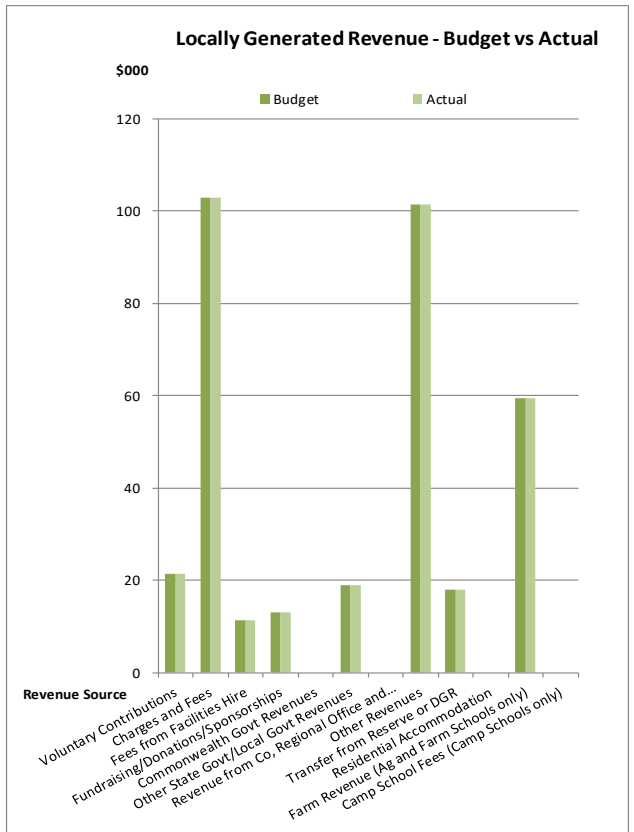
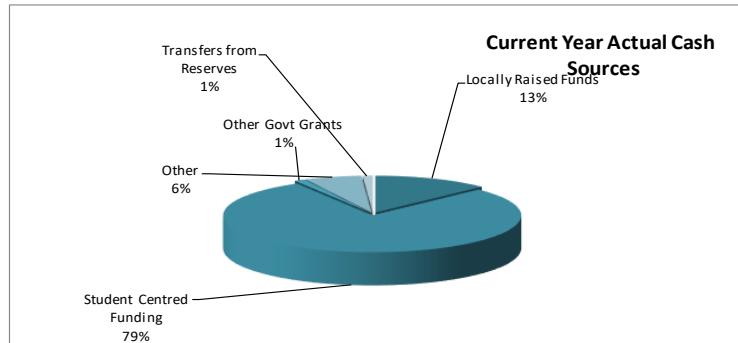
Professional learning in the use of the Kiara Explicit Direct Instruction model continued and was provided both by our own teaching staff and Dr Susan Main, a member of the Kiara College Board. The Positive Behaviour in Schools team had several new members who were able to complete the team training while others completed a refresher course. This led to whole staff engagement in selected modules. Additionally, four staff completed the Classroom Management in Schools program. Student Services staff attempted to engage in Teen Mental Health PL but some training was deferred many times owing to restrictions related to COVID.

Where possible, staff attended their learning area conferences, for example the GAWA (Geography) and MAWA (Maths) associations. New Science teachers completed the Hazardous substance training and also how to use the STILE resource. New teachers were supported to continue completing their graduate modules and our TFA staff worked closely with both internal and external mentors, developing their skills in classroom management and curriculum delivery. As part of our response to COVID, three staff completed an online learning program designed to improve the quality of e-learning experiences and opportunities they were able to provide to students. Three staff also attended the Keeping Our Schools Safe professional learning. Our leadership team participated in some team building activities and three level 3 staff attended the WASSTA conference. Our Student Services Manager took a lead role in delivering an opt in Staff Wellbeing Program that was very well attended.

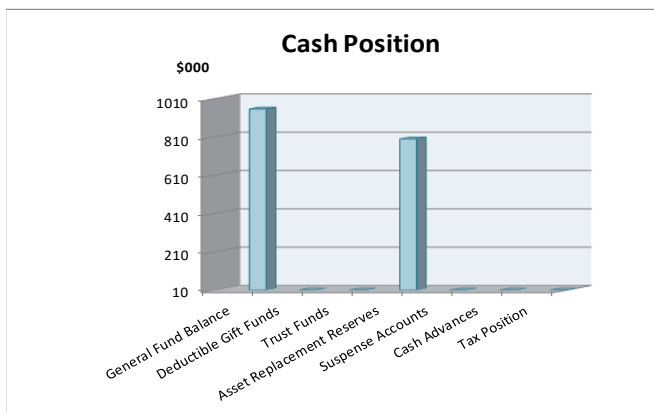
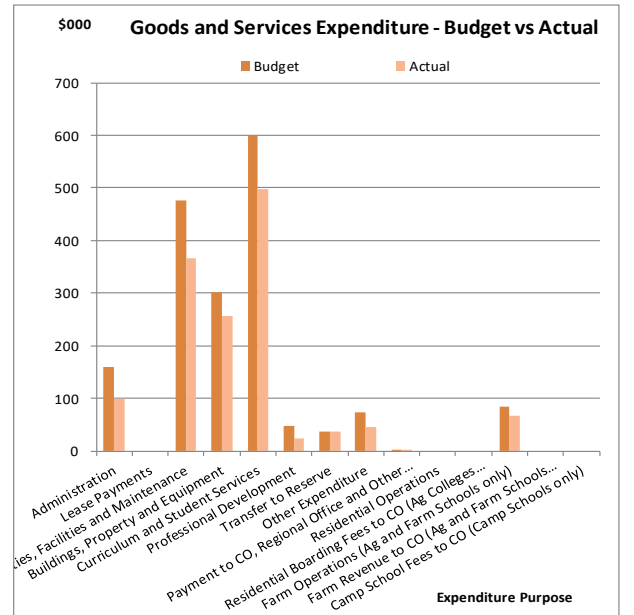


Kiara College
Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 21,349.63	\$ 21,349.63
2 Charges and Fees	\$ 102,825.22	\$ 102,825.22
3 Fees from Facilities Hire	\$ 11,354.08	\$ 11,354.08
4 Fundraising/Donations/Sponsorships	\$ 13,096.55	\$ 13,096.55
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 18,904.60	\$ 18,904.60
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 101,554.27	\$ 101,556.90
9 Transfer from Reserve or DGR	\$ 18,030.18	\$ 18,030.18
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ 59,411.78	\$ 59,411.78
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 346,526.31	\$ 346,528.94
Opening Balance	\$ 709,213.06	\$ 709,213.06
Student Centred Funding	\$ 1,292,804.00	\$ 1,292,804.00
Total Cash Funds Available	\$ 2,348,543.37	\$ 2,348,546.00
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 2,348,543.37	\$ 2,348,546.00

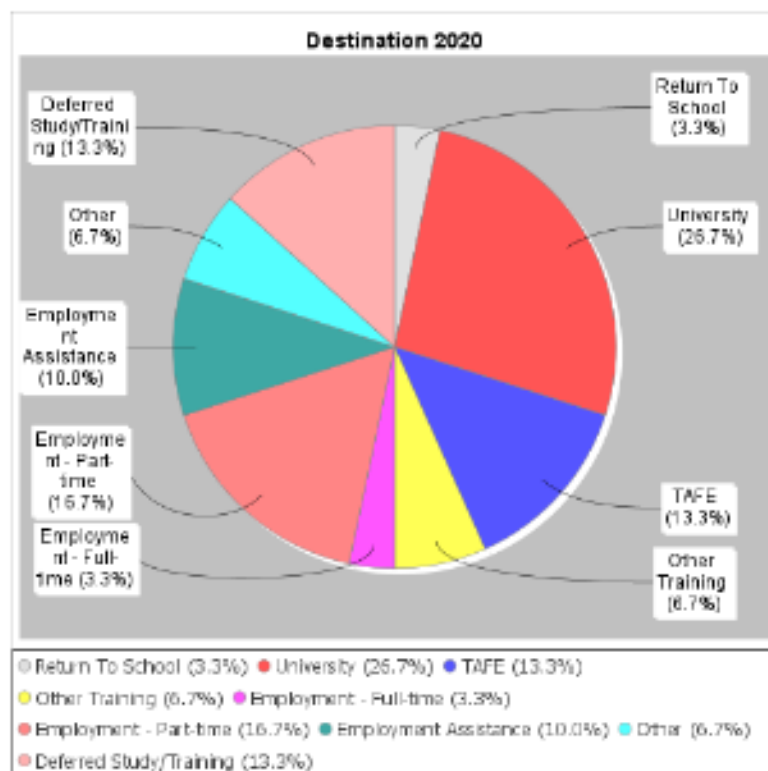


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 158,873.52	\$ 99,776.33
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 476,559.19	\$ 366,356.27
4 Buildings, Property and Equipment	\$ 300,542.31	\$ 255,552.46
5 Curriculum and Student Services	\$ 597,821.55	\$ 497,111.48
6 Professional Development	\$ 47,400.00	\$ 24,354.75
7 Transfer to Reserve	\$ 35,789.20	\$ 35,789.20
8 Other Expenditure	\$ 72,500.45	\$ 45,979.87
9 Payment to CO, Regional Office and Other Schools	\$ 2,384.00	\$ 2,148.65
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ 84,350.00	\$ 66,783.87
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,776,220.22	\$ 1,393,852.88
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,776,220.22	\$ 1,393,852.88
Cash Budget Variance	\$ 572,323.15	



Cash Position as at:	
Bank Balance	\$ 1,729,028.99
Made up of:	\$ -
1 General Fund Balance	\$ 954,693.12
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 798,329.32
5 Suspense Accounts	\$ (786.45)
6 Cash Advances	\$ (180.00)
7 Tax Position	\$ (23,027.00)
Total Bank Balance	\$ 1,729,028.99

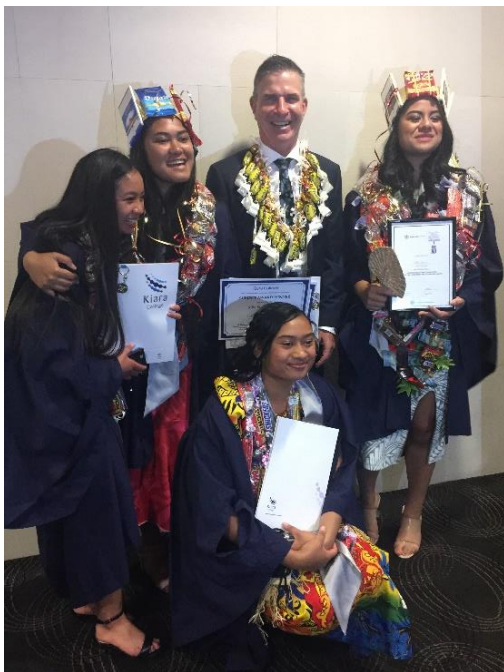
Year 12 Intentions and Destinations (2019 Cohort)



	Intention 2019 School	Intention 2019 State	Destination 2020 School	Destination 2020 State	Variation School	Variation State
Return To School		0.5%	3.3%	0.2%		-0.4%
University		48.5%	26.7%	41.7%		-6.8%
Uni Offer - No Placement		0.0%		2.8%		2.8%
TAFE		17.9%	13.3%	10.1%		-7.8%
Apprenticeship		11.2%		2.1%		-9.1%
Traineeship		2.1%		1.0%		-1.0%
Other Training		2.7%	6.7%	1.4%		-1.3%
Employment - Full-time		10.6%	3.3%	3.8%		-6.7%
Employment - Part-time		1.7%	16.7%	13.9%		12.3%
Employment						
Employment Assistance		0.0%	10.0%	9.2%		9.2%
Other		4.8%	6.7%	2.7%		-2.1%
Deferred Study/Training		0.0%	13.3%	11.1%		11.1%
Total		100%	100%	100%	-	-
% of students responding		0.0%	68%	0.0%	-	-

Please note 2020 student destination data not available as yet.

Congratulations to the graduating class of 2020.



GLOSSARY

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.