EAST KIMBERLEY COLLEGE
Annual Report 2024
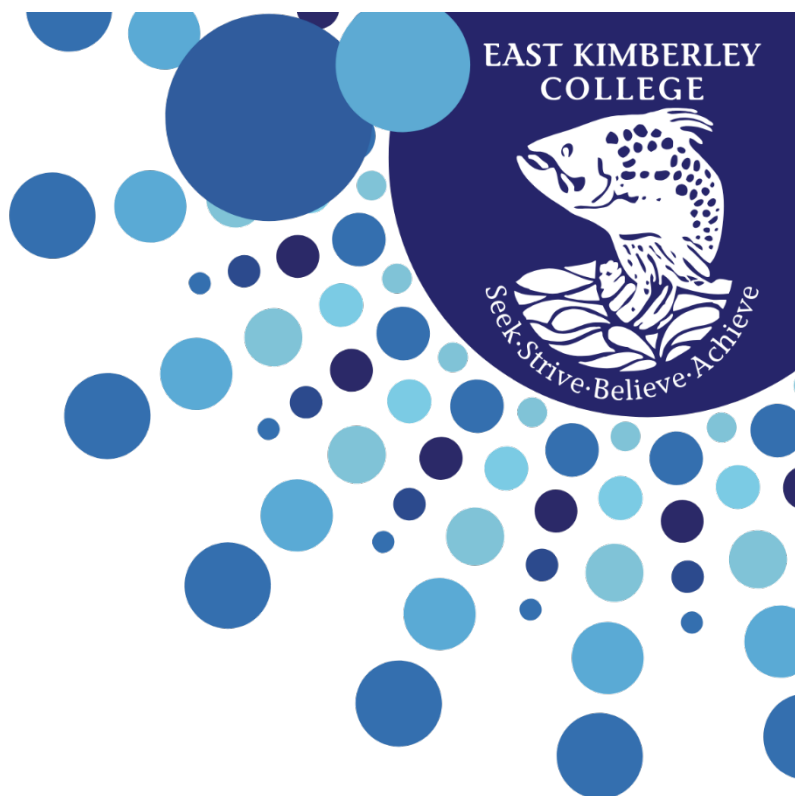
Contents

1. Context Statement

East Kimberley College was established on its present site in 1964, after moving from the Kimberley Research Station. In 1964 there were 68 students enrolled in Years 1 to 7, with 4 teachers.

School photo from 1964 (Source: Kununurra Museum archives – Wilf and Hazel Mason collection)
(Warning: there may be images of people who are deceased)

Playtime at Kununurra School 1999 (Source: Kununurra Museum archives)
(Warning: there may be images of people who are deceased)

Today, the College campus is a modern site stretching over 6ha including the senior school, secondary, primary, pre-primary and kindergarten buildings. The school is very well resourced with facilities including three Computer Laboratories, the Performing Arts Centre, Design and Technology workshop, Home Economics Centre, Media Department, Music Room, Art facilities, oval, gymnasium and undercover courts, and a combined Community and School Library.

As an Independent Public School, the College offers students all the benefits of a larger metropolitan school yet encompasses all the strengths and connectedness of a typical rural community. At East Kimberley College, our vision that the college is **the school of choice, empowering students to succeed**. We work towards building strong interpersonal relationships between students and teachers and in building and sustaining positive relationships, we create an environment which promotes quality learning. A strong pastoral care culture is a central feature which underpins the direction as we know successful students have a strong sense of belonging and connectedness to the College community values of **Safe, Prepared, Respect and Responsible.**

Our emphasis on explicit instruction and commitment to build strong foundation skills in the early years, embedded evidence-based strategies through the primary and lower secondary years, and a comprehensive senior secondary offering, enables a seamless education journey which prepares young people for the 21st Century as active and positive contributors to society. We offer a comprehensive curriculum with the provision of a range of study options for senior secondary students including a full Tertiary Entrance Program and a range of vocational and employment pathways.

We value our families as first educators in students' lives and we foster our values through our motto **"Seek, Strive, Believe, Achieve."** Building community confidence is a significant component of being a recognised and respected educational institution and we value our strong partnerships with parents, carers, and the wider community. The College has an extremely active and supportive Parents and Citizens Association (P&C) led by Mark Coventry and a proactive College Board chaired by Tracy Raymond.

2. Business Plan 2022 – 2024 targets

The 2022-2024 business plan was developed through data analysis; consultation with staff and the College Board; perception surveys recommendations from the 2019 and 2023 Public-School Review that were yet to be actioned.

Target	Achievement
Enrolment and attendance	
Increase enrolment of Kindergarten ATSI students	🟩
Increase proportion of primary age students attending regularly primary	🟩
Increase proportion of primary Aboriginal students attending regularly	🟩
Increase proportion of secondary students attending regularly	🟩
Increase proportion of secondary Aboriginal students attending regularly	🟩
Academic Achievement	
NAPLAN Reading Year 3 mean score similar to or better than Like Schools	🟨
NAPLAN Reading Year 5 mean score similar to or better than Like Schools	🟨
NAPLAN Reading Year 7 mean score similar to or better than Like Schools	🟨
NAPLAN Reading Year 9 mean score similar to or better than Like Schools	🟨
NAPLAN Reading Year 3 proportion of students in Exceeding and Strong proficiency levels similar to or better than Like Schools	🟩
NAPLAN Reading Year 5 proportion of students in Exceeding and Strong proficiency levels similar to or better than Like Schools	🟨
NAPLAN Reading Year 7 proportion of students in Exceeding and Strong proficiency levels similar to or better than Like Schools	🟩
NAPLAN Reading Year 9 proportion of students in Exceeding and Strong proficiency levels similar to or better than Like Schools	🟩
Senior Years Enrolment	🟩
Senior Years Literacy and Numeracy (OLNA)	🟨
Year 12 WACE eligibility	🟨
WACE Achievement	🟨
VET Certificate II+ completion	🟨
Verified	🟨
ATAR achievement 75+	🟩
Behaviour and Wellbeing	
80%+ all students have an absence of negative behaviour reports	🟨
Students feel safe at school (staff)	🟩
Students feel safe at school (parents)	🟩
Students feel connected and sense of belonging (staff)	🟩
Students feel connected and sense of belonging (parents)	🟩
Student behaviour is well managed at this school (staff)	🟨
Student behaviour is well managed at this school (parents)	🟩

3. Workforce

3.1 Staff numbers

(Source: Schools Online, Staff Information)

	No	**FTE**	**AB'L**
Administration Staff			
Principals	1	1.0	0
Associate / Deputy Principals	7	7.0	0
Heads of Departments	2	2.0	0
Program Coordinators	7	6.2	0
Total Administration Staff	17	16.2	0
Teaching Staff			
Other Teaching Staff	74	69.5	1
Total Teaching Staff	74	69.5	1
School Support Staff			
Clerical / Administrative	13	10.9	3
Gardening	3	3.0	0
Instructional	12	11.4	10
Other Allied Professionals	31	26.1	0
Total School Support Staff	59	51.4	13
Total	**150**	**137.1**	**14**

East Kimberley College had a large workforce, a total of 150 people.

Allied Professional are the groups mostly represented in those who work part time. Part time work is done in two ways – modified hours in a day or less days of work in a week.

3.2 Staff absences

(Source: Schools Online, School Performance Report)
The table below shows the percentage of days of unplanned leave against the number of days available to work.

Trend over five years (including current year) of the resignation rates of school staff standardised. Expressed as a directional arrow, based on a standardised score (single resignation cases are excepted).

↑ (red)	Substantial increase over time (more than one SD difference)
⇧ (pink)	Notable increase over time (more than half, but less than one SD difference)
⇔ (yellow)	Little or no change over time (within half a SD difference)
⇩ (light green)	Notable decrease over time (more than half, but less than one SD difference)
↓ (green)	Substantial decrease over time (more than one SD difference)

Workforce Profile

⊟ Staffing [pink]

Teaching Staff

Absenteeism	[red]
Resignations	5.2%
- Trend	⇔ [yellow]

Allied Professionals

Absenteeism	[yellow]
Resignations	4.8%
- Trend	⇔ [yellow]

3.3 Staff safety and wellbeing

In 2024 the school had two staff Health and Safety representatives whose roles included reviewing accident and incident reports; identifying, investigating and risk managing hazards; and being members of the Work Health and Safety Committee.

In 2024 a staff wellbeing working group formed in response to staff perception survey data and the need for all schools to consult with staff to develop a psychosocial risk assessment and management planning. The group met twice and examined requirements for risk assessment and management planning, and verified the draft plan reflected the consultation process to date. The group agreed that further consultation on hazards, risk ratings and strategies to mitigate risk needed to be a 2025 focus.

4. Student Characteristics

4.1 Student enrolment

4.1.1 Trend in total numbers

Table: Semester 2 Enrolment totals 2020-2024
(Source: Schools Online, extracted February 2025)

Semester 2 Student Numbers
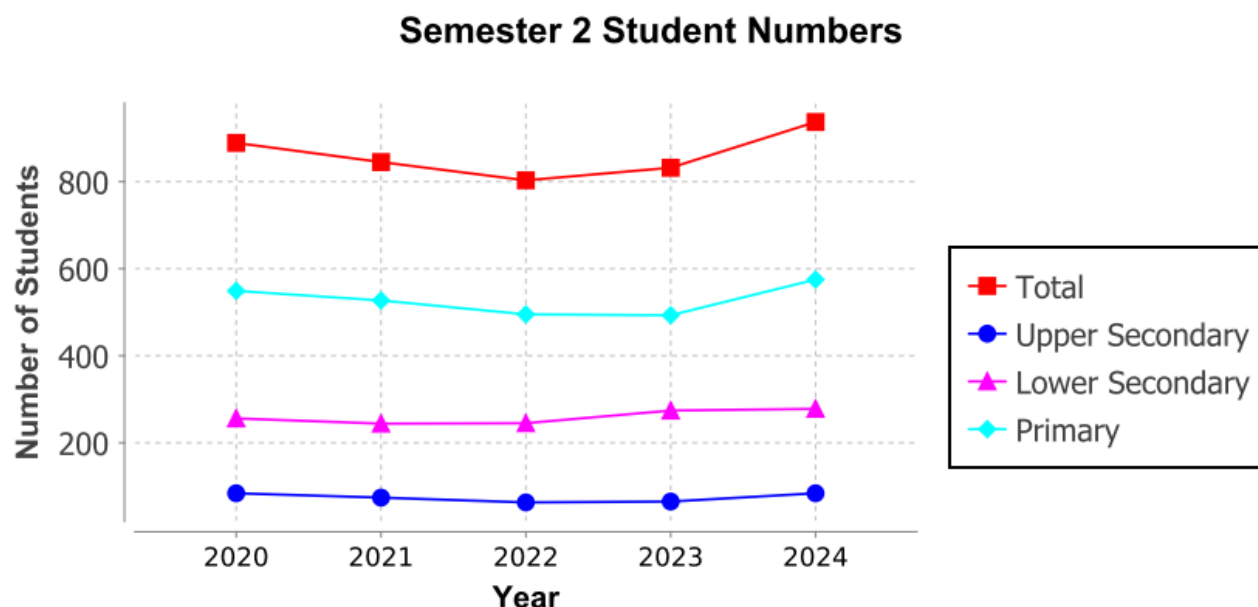
Semester 2

	2020	2021	2022	2023	2024
Primary (Excluding Kin)	549	527	495	493	575
Lower Secondary	256	244	245	274	278
Upper Secondary	84	74	63	65	84
Total	889	845	803	832	937

The total number of students decreased from 2020-2022 but started increasing in 2024 and saw a significant rise in 2024, the highest in 5 years.

Kindergarten to Year 6 (primary) enrolments declined from 2020-2023, followed by a sharp increase in 2024.

Year 7 – 10 (lower secondary) enrolments declined from 2020 to 2021, stabilised in 2022 then there was a notable increase in 2023 and 2024.

Year 11 and 12 (upper secondary) enrolments declined from 2020 to 2022, with a slight rise in 2023, and a full recovery in 2024.

This **increase in enrolment across all stages of schooling** could be attributed to:
1. Rebound in the population of the town post COVID and increased number of families arriving in town for employment.
2. Improved retention in secondary school with more intensive and flexible education classes and pathways.
3. Region wide attendance project and school-based resourcing to locate and support families to enrol their children in the community in which they are residing.

4.1.2 Enrolment early years target

Target	Achievement
Increase the proportion of Aboriginal students enrolled in kindergarten.	

This target has been achieved between 2023 (32% children enrolled) and 2024 (45% children enrolled).

Next steps
1. Continue regional attendance project and school bases resourcing model.
2. Resourcing flexible learning pathways and classes.
3. Targeted support to families of children pre-compulsory age to enrol in Kindergarten and Pre-Primary.
4. Monitor demographics to predict further fluctuations in enrolment.

The following data, from the MySchool website https://www.myschool.edu.au/   describes the student's socio educational advantage, gender, and the proportion identifying as Aboriginal and Torrest Strait Islander and the proportion with a language background other than English.

4.2 Index of Community Socio-Educational Advantage (ICSEA)

The ICSEA value is is a scale that identifies the socio-educational advantage of students at a school. Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational outcomes at school. Data on these factors, as well as the Indigenous status of students and geographic location of the school, is used in the calculation of the index. ICSEA is set at an average of 1,000 and a standard deviation of 100. The higher the ICSEA value, the higher the socio-educational advantage. The lower the value, the lower the socio-educational advantage.

The data shows that the school's ICSEA value of 863 places it in the 6th percentile of schools with socio-educational advantage factors. A percentile of 6 means that the school is more educationally advantaged than 6% of all schools in Australia (and more educationally disadvantaged than 94% of all schools in Australia).

The data shows that 11% of students have a socio educational advantage in the highest quarter, less than half that of the Australian average. The data show that 44% of the students have a socio educational advantage in the lowest quarter, almost double that of the Australian school average.

4.3 Gender

The data shows there is similar numbers of male and female sutdents.

4.4 Aboriginal and Torres Strait Islander (Indigenous students)

The data shows that 1 in 2 students identify as a Aboriginal or Torres Strait Islander. Aboriginal students at East Kimberley College are from a range of Aboriginal groups including traditional owner groups in the local area and across the Kimberley, Pilbara, other areas of Western Australia, and the Northern Territory.

4.5 Language background other than English

The data shows that just over 1 in 2 students use a language other than English at home. Enrolment data shows that languages spoken at home include: Kriol, Aboriginal English, traditional Aboriginal languages, a number of Asian languages, and small number of students with South African, African and European languages.

4.6 Student transiency

The percentage of entries and exits has remained steady over the past two years. The percentage means that 1/3 of students enter / exit the school and this includes Kindergarten and Year 12 students.

Student Transiency		
	2024	35.8% (9)
	2023	35.6% (9)
	2022	37.0% (9)
	2021	40.9% (9)
	2020	38.4% (10)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	863
Average ICSEA value	1000
School ICSEA percentile	6

Distribution of Socio-Educational Advantage (SEA)

	Bottom quarter	Middle quarters	Middle quarters	Top quarter
School distribution	44%	25%	19%	11%
Australian distribution	25%	25%	25%	25%
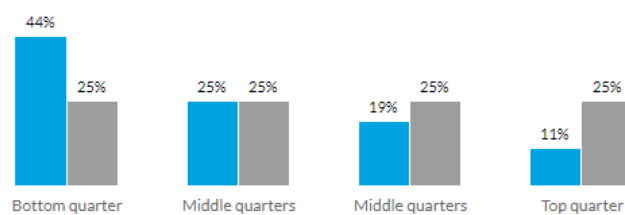
■ School distribution   ■ Australian distribution
Percentages are rounded and may not add to 100

Students

Total enrolments: 993

■ Boys 505
■ Girls 488

51%   49%
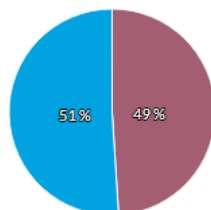
Full-time equivalent enrolments: 970.6

Indigenous students 52%
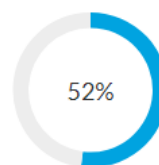
Language background other than English 54%

■ Yes (54%)
■ No (39%)
☐ Not stated (7%)
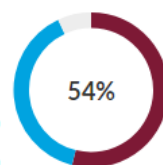
4.7 Students with complex learning profiles

In addition to the data above the National School Collection of Data on Students with a Disability data Home - Nationally Consistent Collection of Data, reported annually in school's August cenus, idenitfies 35% of students at East Kimberley with a diagnosed or imputed sensory, cognitive, social emotional or physical disability.

In deciding whether identified students are to be included in the NCCD, teachers and school teams use their professional judgement, based on evidence, to determine the level of adjustment each student is currently being provided with in four categories – extensive, substantial, supplementary and quality differentiated teaching Step 2: What is the level of adjustment? - Nationally Consistent Collection of Data. The proportion of students in each category is described in the table below.

According to the Reporting to Parents NCCD report the school has a higher percentage of students with reported adjsutments than Like Schools of the same size.

Table: NCCD Adjustment – Proportion of sutdents in each adjustment category
(Source: Reporting to Parents SEN Planning)

Extensive Adjustments	Substantial Adjustments	Supplementary Adjustments	Quality differentiated teaching practice
2%	7%	12%	14%

The Department of Education's, Disability Resourcing System provides the school with additional resourcing in the one line budget for some students with a diagnosed disability. In 2024, the one line budget included additional resourcing for 47 students (4.6% of all students). Additional resourcing was also used for additional staffing, staff training, and specialised equipment.

5. Attendance

5.1 Trends overall attendance

5.1.1 Primary all students

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	89%	85.5%	88.3%	56.1%	69%	69.5%	72.3%	81.6%	86.6%
2023	90.6%	88.3%	90.3%	65.4%	72%	74.3%	77.7%	83.6%	88.9%
2024	92.4%	88.9%	91%	72.4%	67.9%	74.3%	82.3%	80.9%	89.4%

The East Kimberley College primary school **shows steady improvement across 2022 - 2024, increasing from 72.3% to 82.3%.**

The data shows the primary school consistently performs below Like Schools in 2022 and 2023 (72.3% vs. 81.6% and 77.7% vs. 83.6%). However, **2024 the trend reverses, with the school (82.3%) slightly outperforming Like Schools (80.9%).**

5.1.2 Primary Aboriginal student
East Kimberley College has **shown substantial improvement over time, closing the gap, and eventually outperforming Like Schools**. The College's primary years Aboriginal student's attendance rate shows a clear upward trend from 56.1% to 72.4%, indicating consistent progress. The College starts significantly below "Like Schools" (56.1% vs. 69.0%). The gap narrows in 2022 (65.4% vs. 72.0%), showing improvement. In 2023, the College surpasses Like Schools (72.4% vs. 67.9%).

5.1.3 Secondary all students

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	84.5%	75.8%	83%	50.4%	54.2%	55.2%	67%	70.6%	80.4%
2023	87.5%	77.6%	84.9%	51.7%	56.6%	59.2%	66.6%	72.5%	82.5%
2024	86%	77.6%	84.7%	60.4%	46.5%	57.6%	71.4%	64.8%	82.2%

The East Kimberley College secondary school section has a relatively stable performance, with percentages close together (66.6% to 71.4%).

In 2022 and 2023, Like Schools have higher percentages (70.6% vs. 67.0% and 72.5% vs. 66.6%), indicating that in these areas East Kimberley College secondary is performing slightly below similar institutions. **In 2024, the trend reverses, with the school outperforming Like Schools (71.4% vs. 64.8%).**

5.1.4 Secondary Aboriginal students
The College's secondary Aboriginal students have shown steady growth, with a significant jump in the last period, from 50.4% → 51.7% → 60.4% (consistent improvement).

Initially, the school was behind like schools (50.4% vs. 54.2%, 51.7% vs. 56.6%). In the latest period, the school overtook like schools (60.4% vs. 46.5%). This suggests that while the school improved significantly, like schools faced challenges leading to a decline. The school has outperformed like schools for the first time in the latest period, showing remarkable progress compared to the broader trend.

5.2 Regular attendance target

The 2022 – 2024 Business Plan target achievement is described in the table below.

Target	Achievement
Increase the proportion of students who attend regularly.	

The tables below present attendance data from 2022 to 2024, along with a comparison to Like Schools in 2024. The attendance categories are:
- Regular attendance (students attending consistently, over 90%, over 4 days a week with very few absences)
- At-Risk Categories:
  - Indicated (some attendance issues, attending 60-89%, over 3-4 days a week)
  - Moderate (more significant attendance problems, attending 40-59%, 2-3 days a week)
- Severe (chronic absenteeism, attending less than 40%, less than 2 days a week)

5.2.1 Primary school students attending regularly.

Attendance Overall Primary

	Regular	Attendance Category		
		At Risk		
		Indicated	Moderate	Severe
2022	30.1%	26.5%	16.5%	26.9%
2023	42.3%	19.1%	15.0%	23.6%
2024	47.1%	19.0%	18.5%	15.5%
Like Schools 2024	45.4%	23.5%	15.9%	15.2%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

A significant increase in regular attendance from 30.1% (2022) → 42.3% (2023) → 47.1% (2024). This is a remarkable improvement over three years. The school outperforms Like Schools in 2024 (47.1% vs. 45.4%), indicating strong attendance initiatives.

A reduction in severe absenteeism from 26.9% (2022) → 23.6% (2023) → 15.5% (2024). A dramatic improvement, with the severe category dropping by 11.4% since 2022. The school is now nearly aligned with "Like Schools" (15.5% vs. 15.2%).

5.2.2 Secondary school students attending regularly.

Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	24.2%	21.8%	21.6%	32.4%
2023	30.0%	15.4%	16.9%	37.7%
2024	31.0%	17.7%	20.9%	30.3%
Like Schools 2024	26.1%	19.3%	19.3%	35.3%
WA Public Schools	48.0%	25.0%	15.0%	12.0%

More students are in the "Regular" category, indicating an improvement in overall student stability, from 2022: 24.2% → 2023: 30.0% → 2024: 31.0%.

The school has a higher percentage of students attending in the regular category (31.0% vs. 26.1%), meaning overall stability is better than similar schools.

A decrease in "At Risk – Severe" category from 2022: 32.4% → 2023: 37.7% (Increase) → 2024: 30.3% (decrease). The severe at-risk category peaked in 2023 but then dropped significantly in 2024, suggesting effective interventions were implemented. The severe risk category is lower than Like Schools (30.3% vs. 35.3%), showing positive improvements.

What has worked:
In 2024 there were several strategies that positively impacted on student attendance, including:
1. Partnering with the Regional Office to create a school based regional attendance officer (Deputy Principal) to locate and support enrolment and attendance of students not attending schools in the East Kimberley.
2. Youth service providers developed a coordinated approach to monitoring and supporting children and young people with high street presence / low attendance.
3. Replacing School Based Attendance Officers who were on leave.
4. Developing and communicating attendance procedures to all staff.
5. Monitoring attendance data on a weekly basis, communicating in SAER meetings, and allocating follow up to targeted staff.
6. Quality classroom teaching staff and secondary classes and programs that were more targeted to student needs.

6. Early Childhood National Quality Framework

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia.

In June 2023 there was an external verification of early childhood (Kindergarten to Year 2 classes) against the National Quality Standard, this report can be found at About us – East Kimberley College. In 2024 the staff conducted an internal assessment of performance against each of the standard areas. This assessment guides the priority areas for the 2025 quality improvement plan for early childhood.

National Quality Standard areas	2023 External verification	2024 Internal verification
QA1 Educational programs and practices	Working Towards	Working Towards
QA2 Children's health and safety	Met	Met
QA3 Physical environment	Working Towards	Working Towards 3.1 Met
QA4 Staffing arrangements	Met	Met
QA5 Relationships with children	Met	Met
QA6 Collaborative partnerships with families and communities	Working Towards	Working Towards
QA7 Governance and leadership	Met	Met

Next steps

The focus of the 2025 improvement planning is:
- Year 1 and 2 outdoor play areas
- Blending explicit instruction and play based learning instruction.
- Providing information sessions to parents.
- Collaborating with families to provide targeted support to students who are not at core range in literacy and or require supports to develop social and emotional capabilities.

7. Student Achievement and National Assessment Program for Literacy and Numeracy (NAPLAN)

7.1 Spelling

At East Kimberely College spelling is explicitly taught through:
• Early years Kindergarten – Year 1 letter and sound knowledge through phonemic awareness and phonic skills programs;
• Primary years Year 2-6 Spelling Mastery and word level knowledge in English lessons. Students are in groups based on their assessed or spelling development level and provided with targeted direct instruction lessons for 30 minutes four times a week; and
• Secondary years Year 7 – 12 explicit teaching of word level knowledge in subject area lessons.

Students spelling performance is assessed using NAPLAN Spelling as well as NAPLAN Writing – Spelling criteria in Year 3, 5, 7, and 9; letter and sounds assessment in early years; South Australian Spelling Test in primary; Spelling Mastery pre and post-tests during lessons; and Write Mark assessment that includes spelling criteria in Primary.

NAPLAN Spelling assessment is conducted every second year in Year 3, 5, 7 and 9. The table below shows the achievement of NAPLAN related targets from the Business Plan.

Targets	Achievement
NAPLAN mean scale score is like / better than like schools for Spelling in Year 3	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Spelling in Year 3	
NAPLAN mean scale score is like / better than like schools for Spelling in Year 5	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Spelling in Year 5	
NAPLAN mean scale score is like / better than like schools for Spelling in Year 7	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Spelling in Year 7	
NAPLAN mean scale score is like / better than like schools for Spelling in Year 9	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Spelling in Year 9	

NAPLAN Spelling *Mean Scale Score*
(Source: Schools Online – Student Performance NAPLAN)

The data is contained in Appendix 1 NAPLAN Spelling Mean Scale Score 2023 -2024. The Year 5 and 7 scores increased from 2023 – 2024. While the school showed an increase Year 5 Like Schools showed a decrease in scores and Year 7 Like School scores were steady.

The Year 3 and 9 scores decreased from 2023- 2024. The Year 3 Like School score also dropped whereas the Year 9 like School score increased.

NAPLAN Spelling Proficiency categories
(Source: Schools Online – Student Performance NAPLAN)

The data is contained in Appendix 1 NAPLAN Spelling Proficiency 2023 -2024.The two highest proficiency categories are Exceeding and Strong. Students who perform in these categories are performing at or above the expected standard for their year level. The percentage of students in these two categories was combined and the College's student performance compared to Like Schools.

	Total Percentage of NAPLAN Exceeding + Strong Proficiency Levels			
	2023 School	2023 Like Schools	2024 School	2024 Like Schools
Year 3	48%	42%	33%	32%
Year 5	49%	49%	54%	47%
Year 7	55%	50%	58%	53%
Year 9	59%	56%	40%	54%

Celebration
In 2024 Year 3, 5, and 7 there was a higher proportion of students in highest proficiency levels compared Like Schools.

The Year 9 cohort experienced a sharp decrease in the proportion in highest proficiency levels compared to Like Schools.

Summary
Less than 60% of students are performing at the expected proficiency levels in Spelling as measured by the NAPLAN Spelling assessment. The goal is for at least 80% of students to achieve at or above the expected standard.

Compared to Like Schools there was variable performance in mean scores with Year 5 and 7 outperforming Like Schools and in terms of proficiency levels Year 3, 5, and 7 students at the College outperformed Like Schools proportions in two highest proficiency level.

Next Steps
Review school- based assessment data to evaluate the impact of early years and primary years programs on student's spelling knowledge and skills.

7.2 Reading

At East Kimberely College reading is explicitly taught through:
- Early years Kindergarten – Year 1 letter and sound knowledge through Let's Decode phonics program and explicit teaching of reading per the Australian Curriculum year level standards.
- Primary years Year 2-6 through explicit teaching of reading per the Australian Curriculum year level standards in targeted groups based on reading assessments (called Cross Set Reading) and using the Corrective Reading direct instruction program to provide intervention program for students at risk of not learning to read.
- Secondary years Year 7 – 12 through explicit teaching of reading per the Australian Curriculum year level standards and using the Corrective Reading direct instruction program to provide intervention program for students at risk of not learning to read.

Students reading performance is assessed using several assessments: DIBELS 8th Edition assesses the skills for learning to read and identifies students at risk of learning to read in Kindergarten to Year 8; Progressive Achievement Test Reading done annually assesses students reading comprehension in Year 1 – 8; and teacher developed assessments based on the West Australian Curriculum Achievement Standards. In Secondary students who do not meet NAPLAN Writing benchmarks are assessed using the Online Literacy and Numeracy Assessment – it is requirement to pass this test to achieve a West Australian Certificate of Education.

NAPLAN reading assessment is conducted every second year in Year 3, 5, 7 and 9. The performance data for students is shown in Appendix 1.

The table below summarises the achievement of NAPLAN related targets from the Business Plan.

Targets	Achievement
NAPLAN mean scale score is like / better than like schools for Reading in Year 3	(yellow)
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Reading in Year 3	(green)
NAPLAN mean scale score is like / better than like schools for Reading in Year 5	(yellow)
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Reading in Year 5	(yellow)
NAPLAN mean scale score is like / better than like schools for Reading in Year 7	(yellow)
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Reading in Year 7	(green)
NAPLAN mean scale score is like / better than like schools for Reading in Year 9	(yellow)
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Reading in Year 9	(green)

NAPLAN Reading Mean Scale Score
(Source: Schools Online – Student Performance NAPLAN)

The data is contained in Appendix 1 NAPLAN Reading Mean Scale Score 2023 -2024. The 2024 Year 5 mean score is much closer to the Like Schools score (7-point difference) compared to 2023 where there was a 29-point difference. Refer Appendix 1 Mean Scale Score Year 5 Reading.

NAPLAN Reading Proficiency categories
(Source: Schools Online – Student Performance NAPLAN)

The data is contained in Appendix 1 NAPLAN Reading Proficiency 2023 -2024.The two highest proficiency categories are Exceeding and Strong. Students who perform in these categories are performing at or above the expected standard for their year level. The percentage of students in these two categories was combined and the College's student performance compared to Like Schools.

	Total Percentage of NAPLAN Exceeding + Strong Proficiency Levels			
	2023 School	2023 Like Schools	2024 School	2024 Like Schools
Year 3	36%	37%	32%	32%
Year 5	49%	47%	40%	41%
Year 7	44%	36%	48%	36%
Year 9	58%	41%	39%	37%

Celebration
Year 7 exceeds Like School performance.

Year 3 and 5 had similar performance with like schools in 2023 and 2024. After the 2023 college cohort showed a strong performance in 2023 the Year 9 data show similar performance in 2024.

Summary
The mean scale scores for NAPLAN reading show variability from year to year when comparing 2023 to 2024 and when comparing to Like Schools.

Less than 50% of the students assessed in NAPLAN reading in 2023 and 2024 performed in the Exceeding or Strong proficiency levels. The exception was the Year 9 cohort in 2023 (58% performing in these highest proficiency levels).

Next steps

A review of students at risk not learning to read was conducted in 2024 and the impact of Corrective Reading evaluated. It was recommended that:

1. Corrective Reading training for more staff. In Term 1, 2025 this was scheduled.
2. More resources need to be allocated to reading interventions so more students can access intervention programs.
3. Leadership positions with a focus on reading interventions need to be identified.
4. Information session for parents – carers on the teaching, assessing, and learning to read.

7.3 Writing

At East Kimberely College writing is explicitly taught through:

- Early years Kindergarten – Year 1 letter and sound knowledge through Let's Decode phonics program and explicit teaching of reading per the Australian Curriculum year level standards.
- Primary years Year 2-6 through explicit teaching of writing per the Australian Curriculum year level standards across the curriculum.
- Secondary years Year 7 – 12 through explicit teaching of writing per the Australian Curriculum year level standards across the curriculum, mostly in English classes.

Students writing is assessed by teacher developed marking guides based on the West Australian curriculum Achievement Standards. In Secondary students who do not meet NAPLAN Writing benchmarks are assessed using the Online Literacy and Numeracy Assessment – it is requirement to pass this test to achieve a West Australian Certificate of Education.

NAPLAN Writing assessment is conducted every second year in Year 3, 5, 7 and 9. The table below shows the achievement of NAPLAN related targets from the Business Plan.

Targets	Achievement
NAPLAN mean scale score is like / better than like schools for Writing in Year 3	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Writing in Year 3	
NAPLAN mean scale score is like / better than like schools for Writing in Year 5	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Writing in Year 5	
NAPLAN mean scale score is like / better than like schools for Writing in Year 7	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Writing in Year 7	
NAPLAN mean scale score is like / better than like schools for Writing in Year 9	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Writing in Year 9	

NAPLAN Writing *Mean Scale Score*
(Source: Schools Online – Student Performance NAPLAN)

The data is contained in Appendix 1 NAPLAN Writing Mean Scale Score 2023 -2024. The Year 3 scores have declined more than Like Schools. Year 5 scores have slightly improved, showing positive growth.

The Year 7 scores have slightly improved, keeping pace with Like Schools. The Year 9 scores saw a notable decline while Like Schools improved.

The data is contained in Appendix 1 NAPLAN Writing Proficiency 2023 -2024.The two highest proficiency categories are Exceeding and Strong. Students who perform in these categories are performing at or above the expected standard for their year level. The percentage of students in these two categories was combined and the College's student performance compared to Like Schools.

	Total Percentage of NAPLAN Exceeding + Strong Proficiency Levels			
	2023 School	2023 Like Schools	2024 School	2024 Like Schools
Year 3	51%	53%	46%*	51%
Year 5	30%	44%	39%*	44%
Year 7	35%	33%	36%	37%
Year 9	51%	33%	33%	37%

Celebration

In 2024 the Year 5 cohort made a 9% improvement, from 30% to 39% in the highest proficiency levels, compared to no improvement for Like Schools.

The 2024 the Year 7 cohort had similar performance with like schools a slight improvement (1% increase) from 2023 to 2024. The improvement was less than that for Like Schools for the same period (4% increase).

*Year 3 and 5 cohorts at the College did not have any students score in the Exceeding category.

Summary

Almost 50% of students in year 3 write at year level standards, with 30-39% of students proficient in Year 5, 7, 9.

There has been improvement in scores in Year 5 reflecting a focus on writing in Year 4 and 5 in 2023 / 2024.

The sharp decline in scores in Year 9 from 2023 to 2024 reflect two vastly different cohorts of student, the 2023 cohort assessed were high attenders and were more proficient in literacy than the 2024 cohort.

Next steps

Secondary to focus on the teaching of writing across the curriculum in 2025 supported by the Highly Accomplished Lead Teacher Coach and Deputy Principal.

Primary to introduce the Write Mark assessment tool which provides teachers and students with immediate marking and feedback on student writing. This can be used to plan for more targeted teaching to students.

7.4 Numeracy

At East Kimberely College numeracy is explicitly taught through:

- Primary years Year Kindergarten - Year 6 through explicit teaching of Mathematics knowledge, skills, and capabilities with a focus on the capability of fluency in basic numeracy skills. A program called Bond Blocks was introduced in early years in 2024 with the goal of teaching addition and subtraction skills with concrete materials.
- Secondary years Year 7 – 12 through explicit teaching of Mathematics knowledge, skills, and capabilities.

Students' numeracy is assessed by Westwood Number Facts test (fluency assessment); Progressive Achievement Test Mathematics annually; and teacher selected assessments from mathematics programs. In Secondary students who do not meet NAPLAN Writing benchmarks are assessed using the Online Literacy and Numeracy Assessment – it is requirement to pass this test to achieve a West Australian Certificate of Education.

NAPLAN Mathematics assessment is conducted every second year in Year 3, 5, 7 and 9. The table below shows the achievement of NAPLAN related targets from the Business Plan.

Targets	Achievement
NAPLAN mean scale score is like / better than like schools for Numeracy in Year 3	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Numeracy in Year 3	
NAPLAN mean scale score is like / better than like schools for Numeracy in Year 5	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Numeracy in Year 5	
NAPLAN mean scale score is like / better than like schools for Numeracy in Year 7	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Numeracy in Year 7	
NAPLAN mean scale score is like / better than like schools for Numeracy in Year 9	
NAPLAN proportion of students in the highest proficiency categories is like / better than like schools for Numeracy in Year 9	

NAPLAN Numeracy *Mean Scale Score*
(Source: Schools Online – Student Performance NAPLAN)

The data is contained in Appendix 1 NAPLAN Numeracy Mean Scale Score 2023 -2024. The school's year 3 Numeracy scores have dropped by 25 points from 2023 to 2024. Similarly, Like Schools also saw a drop in scores of 11 points. The drop in Year 3 scores suggests weaker foundational numeracy skills, which can impact future learning of mathematics.

Celebration
There is a positive trend in Year 5 and 7 suggesting that programs and interventions in these years are having an impact. The school's year 5 Numeracy scores increased 9 points from 2023 to 2024 however Like Schools scores declined by 4 points. The school's year 7 Numeracy scores increased by 5 points from 2023 to 2024, however Like Schools scores declined by 4 points.

The school's year 9 Numeracy scores dropped significantly by 33 points in 2023 to 2024. Like Schools also saw a 13-point decrease. The alarming drop in scores needs to be inquired into by the mathematics department and this student group will need targeted support to pass OLNA tests, passing this test being a component of achieving the Western Australian Certificate of Education (WACE).

NAPLAN Numeracy *Proficiency categories*
(Source: Schools Online – Student Performance NAPLAN)

The data is contained in Appendix 1 NAPLAN Numeracy Proficiency 2023 -2024The two highest proficiency categories are Exceeding and Strong. Students who perform in these categories are performing at or above the expected standard for their year level. The percentage of students in these two categories was combined and the College's student performance compared to Like Schools.

	Total Percentage of NAPLAN Exceeding + Strong Proficiency Levels			
	2023 School	2023 Like Schools	2024 School	2024 Like Schools
Year 3	48%	39%	36%	32%
Year 5	44%	39%	46%	36%
Year 7	44%	33%	37%*	34%
Year 9	55%	40%	30%*	37%

Celebration
In 2024 Year 3, 5, and 7 there was a higher proportion of students in highest proficiency levels compared Like Schools.

The Year 9 cohort experienced a sharp decrease in the proportion in highest proficiency levels compared to Like Schools.

The 2024 Year 7 and 9 College cohorts did not score in the Exceeding proficiency level.

Summary

Primary students are performing above Like Schools. There is focus on fluency in these year levels. Secondary students' performance is variable and students at risk of not meeting proficiency standards risk not being able to achieve the WACE.

Next Steps
- By the end of 2026 develop a Kindergarten to Year 12 Mathematics Numeracy curriculum, instruction, and assessment plan.
- Primary teachers to further target teaching and learning programs for fluency in Numeracy and mathematics skills and knowledge using Westwood Basic Facts and PAT Mathematics assessment data.
- Targeted support for secondary age students who need to achieve OLNA Numeracy standard.

8. Student Achievement in the Senior Years

It is expected that all students in public schools successfully complete 12 years of schooling or an approved alternative such as employment or training.

At East Kimberley College, our Business Plan 2022 – 2024 analysed historical data, consulted with students, parents and staff to identify the following targets. Our success in achieving these targets is variable and very dependent on student participation in schooling or the resources and supports provided to engage in employment or training pathways. It has also been determined by the curriculum the school has offered to students and in 2024 was the first year that all students in Senior Years had an opportunity for full participation in School Curriculum Standards and Assessment Authority approved curriculum.

This data needs to be read with enrolment and attendance data for seniors that shows and increase in enrolments and in 2024 a significant decrease in attendance of Year 12 students.

The table below shows the success we have had in achieving senior years targets.

School Business Plan and System Level Targets	Achievement		
Participation			
• Retention - By 2025 student retention from Year 8-12 increases from 37% to 50%.	30.6%	50%	42.9%
• Enrolment Year 11 and 12 numbers of students	63	65	84
• Attendance –Year 11 Average attendance rate Sem 2	71%	62.3%	60.5%
• Attendance – Year 12 Average attendance rate Sem 2	77.8%	88.6%	52.5%
• Enrolment in ATAR subjects	21.7%	23.1%	11.8%
Literacy and Numeracy			
• WACE: Literacy and numeracy standard – Number of students who met the standard: count (%) Source: SCSA data files	85%	86%	74%
WACE Eligibility and Completion/Attainment - More students are eligible for a WACE, attain a WACE, and / or complete a Certificate II/III.			
• Number of Students Eligible for WACE: count (%) Source: SCSA data files	40%	40%	35%
• WACE Achievement Rate: count (% of eligible students) Source: SCSA data files	85%	86%	58%
• Completion – Achieve a VET Certificate II or higher Source: Schools online	39.1%	33.3%	15.7%
• Completion – Complete 12 years of schooling or equivalent through a verified pathway# Source: Schools online.	34.8%	43.6%	70.6%
Note: A verified pathway is defined as either did not achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc.			
ATAR Achievement			
• Achievement – Students acquiring an ATAR	21.7%	23.1%	11.8%
• Achievement – Students scoring 75+ in one or more subjects	0%	11%	33%

Participation summary

Retention has remained above 2022 rate but has dropped slightly compared to 2023.

Enrolment is high and attendance has been reducing, which is having the most significant impact on students completing WACE subjects or VET certificates.

Literacy and Numeracy summary

Success at school impacts student attendance which in turn impacts success at school. The data shows Literacy and Numeracy standards declining. Students meeting the WACE literacy and numeracy standard from 85% in 2022 to 74% in 2024. A decline in 2024 is reflected in the WACE completion rate.

Western Australian Certificate of Education Eligibility

The number of students and percentage of students eligible for WACE has declined over three years from 40% (26 students) to 35% (19 students). Compared to like schools and the state average, the school has consistently lower WACE eligibility rates.

Western Australian Certificate of Education Achievement

There has been a sharp drop-in WACE Achievement rate in 2024 from 85% in 2022 to 58% in 2024. The school's 2024 WACE achievement rate (58%) is lower than Like schools (67%) and WA Public schools (90%).

Reasons for this drop include a decrease in students meeting WACE requirements (e.g., grades, literacy/numeracy, breadth, and depth) and more students choosing non-WACE pathways.

Vocational Education and Training summary

The proportion of students pursuing VET Cert II or Higher has declined significantly from 39.1% to 15.7%. This is due to students either/ or

- not being able to access preferred courses and having to enrol in a substitute and not completing (in most cases Certificate II Workplace Skills)
- not completing group or individual VET courses as shown in the table below
- students who were on an employment / verified program pathway were enrolled in Certificate II Workplace Skills and Certificate II Hospitality. The attendance of most students affected attendance at VET blocks and or task completion and assessment.
- Students are completing the course as a trainee/ apprentice in post school employment (Certificate II Community Health and Wellbeing, Certificate III Education and Care)

VET qualification code	VET qualification	Completed	Enrolled	Percent
BSB20120	Cert II in Workplace Skills	5	9	55.56
CUA20720	Cert II in Visual Arts	1	3	33.33
SIT20316	Cert II in Hospitality	1	8	12.50
FSK10219	Cert I in Skills for Vocational Pathways	0	7	0.00
52890WA	Cert II in Community Health and Wellbeing	0	3	0.00
CHC30121	Cert III in Early Childhood Education and Care	0	2	0.00
AHC10120	Cert I in Conservation and Ecosystem Management	0	1	0.00
AHC21020	Cert II in Conservation and Ecosystem Management	0	1	0.00
CPC20220	Cert II in Construction Pathways	0	1	0.00

VET qualification code	VET qualification	Completed	Enrolled	Percent
SIS20115	Cert II in Sport and Recreation	0	1	0.00
	Cert II in Sport and Recreation	0		0.00
	Cert II in Sport and Recreation	0		0.00
	Cert II in Sport and Recreation	0		0.00
SIS20122	Cert II in Sport and Recreation	0	1	0.00
SIT20116	Cert II in Tourism	0	1	0.00

ATAR summary

There is a noticeable drop in 2024, indicating a shift away from ATAR-focused pathways. No students are pursuing ATAR & Cert II or Higher in 2023 and 2024, compared to 2.2% in 2022.

Post School Destinations

In 2024 60% of the year 12 cohort responded to a survey about their intentions post school. The graph below shows the proportion of student's responses for each option they were given.
(Source: Schools Online)
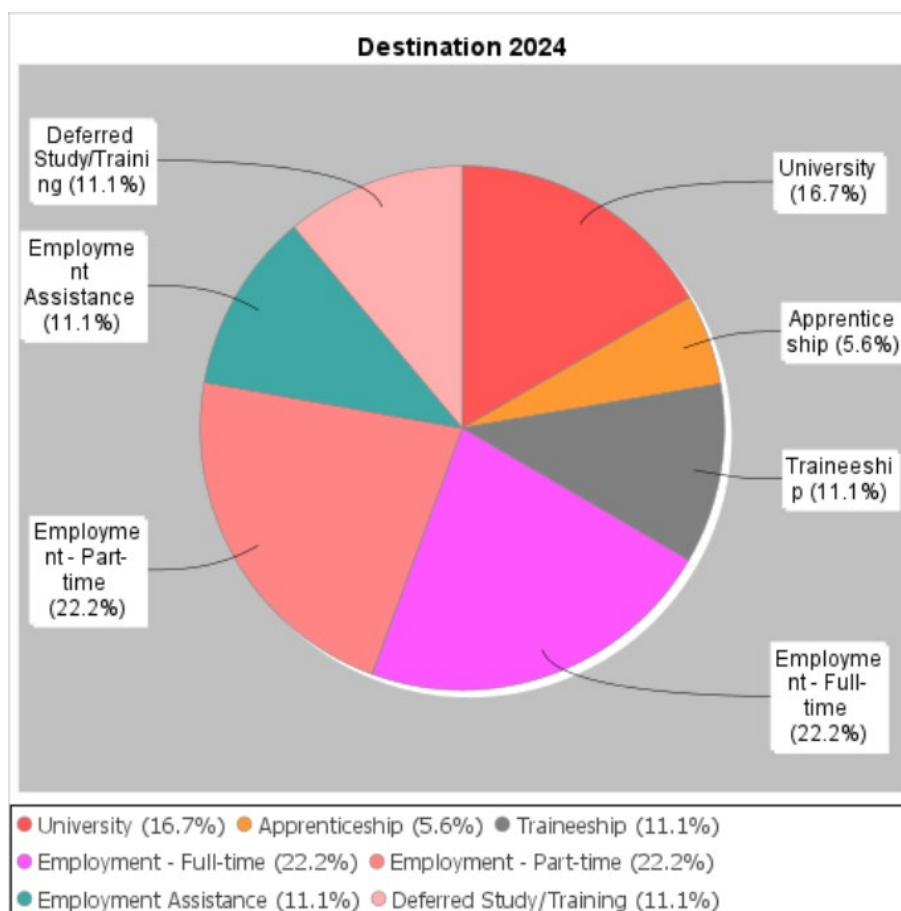
Most students identified employment (44.4%), employment assistance (11.1%), and or training pathways (16.7%) as their intended post school destination.

Next steps

1. Participation
- Case management of students at risk of not engaged in schooling or at risk of completing 12 years of schooling or equivalent.
- Implementation of new Secondary Metrics to monitor and guide all students' participation, pathways, and achievement.
- Sustain industry partnerships for Workplace Learning Year 10 – 12 and school-based traineeships and apprenticeships.

2. Literacy and Numeracy
- Monitoring student literacy in Year 7 and 8 and provide intervention programs.
- All secondary teachers supported to provide explicit instruction in reading fluency and writing.
- Continue implementing Foundation English courses, case management, and additional support (online and face to face tutoring) for students at risk of not meeting literacy standards.

3. Vocational Education and Training
- Increased range of VET courses so more students engage in preferred training.
- Case management of students at risk of not engaged in schooling or at risk of completing 12 years of schooling or equivalent.
- Provision of post school supports via Clontarf, Shooting Stars, Follow the Dream for students to complete units of competency that lead to certificate completions.

4. Employment pathways
- Increase the opportunities for students with complex learning profiles to develop employment skills and engage in workplace learning opportunities.
- Consult with the Employment Roundtable to explore full and part time opportunities for post school employment, from when Year 12's exit school in October.

9. Student Behaviour and Wellbeing

The Business Plan targets were developed using data analysis of the Speaking Out Survey 2020, student Wellbeing and Engagement Census 2022, National School Opinion Survey data 2023; and recommendations from the 2023 Public School Review.

Targets	Achievement
More students feel connected to teachers and peers.	Data pending
More students feel a strong sense of school belonging.	
- Staff perceptions	
- Parent perceptions	
Students feel safe average (target added in 2024)	
- Staff perceptions average 3+ rating	
- Parent perceptions average 3+ rating	
Student behaviour is well managed at this school (target added in 2024)	
- Staff perceptions average 3+ rating	
- Parent perceptions average 3+ rating	

9.1 Public School Review

In 2023 the external Public School Review team were unable to confirm the school had met the Learning Environment Standard due to a lack of coherent evidence: *Schools strive to establish a safe, positive, and supportive learning environment for students and staff. They create programs to address student attendance, behaviour, engagement, and retention and implement strategies to provide support for all students, particularly those at educational risk.*
The review made the following recommendations:

• Progress the development of a comprehensive whole-school approach to support student behaviour using an evidence-based child development framework. Collaboratively develop and include a Kindergarten to Year 12 agreed behaviour expectations and consistent processes for managing behaviour.

• Continue to build a whole school approach to teach, support and monitor students' social and emotional development.

• Build on the positive work to date in establishing the student services team to further develop and embed college-wide processes and strategies for the identification, support, and monitoring of SAER.

In June 2024, the Public-School review team returned to the school and reviewed the evidence provided by the staff for the Learning Environment Standard and **confirmed that the school had met the standard.**

9.2 Student data

Staff use Compass Chronicle to report on student behaviour. An analysis of Chronicle reports in October 2023 indicated that there was inconsistency in reporting across the school and this needed to be a focus in 2025 with the introduction of Department wide Chronicle templates and reports.
The Chronicle data from January to December 2024 showed:

- There were 2198 incident reports for behaviours in all categories available in the report from major behaviours that require administration management such a damage to property, verbal aggression, physical aggression and possession, use or supply of illegal substances / objects to minor behaviours that required classroom staff management such as mobile phone use, not following instructions, disruptive behaviour and refusal to attend class.
- Of all incidents reported 55% were for minor unexpected behaviours – refusal to enter class, mobile phone use, not following instructions, disruptive behaviour that required classroom teacher and or school support officers or Education Assistants, AIEO's to support.
- These incidents were reported for 37% of students which means 63% of students did not have a report. Our target if for 80% of students to not have a minor or major behaviour of concern report.

9.3 Staff and Parent Perception data

Perception data from students (2023), staff (2023, 2024) and parent-community members (2023, 2024) identified student safety, connectedness, and sense of belonging as areas where average ratings were lower than for other items across all three groups surveyed.

9.3.1 Average perception ratings

	Staff perception average rating	Parent – community perception average rating
Students feel safe		
Students feel safe at this school	**3.7**	**3.54**
Students feel a sense of belonging and connection		
Teachers care about students	4.3	4
Teachers treat students fairly	3.7	3.52
Teachers expect students to do their best.	3.9	3.83
Students like this school.	3.4	3.68
Average all items	**3.8**	**3.75**
Student behaviour support		
Student behaviour is well managed at this school	**Less than 3** **(2.8)**	**Greater than 3** **(3.04)**

Summary of parent survey comments

In general, survey results highlighted the need for strong teaching, inclusivity, academic challenge, and better communication between the school and families.

Below is a more detailed breakdown of the 2024 parent survey results.

What the school does well?

- **Quality and Caring Teachers/Staff**
  Parents highly value the dedication, kindness, and support of teachers and staff, appreciating their role in behaviour management, student motivation, and creating a nurturing environment.

- **School Spirit and Community Engagement**
  The school fosters a strong sense of community, particularly in primary school, through inclusive events such as the sports carnival and music competitions, Indigenous cultural representation, and programs like Clontarf.

- **Support for Diverse Needs**
  Parents commend the school's inclusivity, supporting students with varied learning needs through programs like "Follow the Dream" and extracurricular activities.

What could be done to improve student learning?

- **Greater Academic Challenge**
  Parents seek more opportunities for high-achieving students, including advanced coursework, enrichment activities, and clubs to prevent disengagement. Parents feel that students who are doing well do not receive the same level of attention as those struggling academically.

- **Improved Behaviour Management**
  Concerns about classroom disruptions highlight a need for stronger social-emotional learning programs, better communication on student behaviour, and improved behaviour management strategies.

- **Communication**
  There is a strong desire for better communication between the school and parents, including more transparency, regular progress updates from teachers, and better avenues for feedback and involvement in school decisions.

- **Home Learning Support**
  Parents suggested more resources, worksheets, and guidance are needed to help parents reinforce classroom learning effectively at home, especially in terms of encouraging their academic growth and managing any learning challenges (such as social anxiety).

- **Inclusivity and Fairness**
  Parents expressed concerns there is too much emphasis on supporting Indigenous students, which, while important, has led to feelings of neglect or inequality among non-Indigenous students, especially those who are academically motivated or performing well. Parents called for balanced support across student groups, ensuring equal opportunities regardless of background.

- **Support**
  More assistance is needed for teachers to manage behaviour, reduce workload, and address diverse learning needs. Additionally, there is concern about teacher retention, with suggestions for improving teacher well-being to reduce stress and burnout.

- **Engagement and Extracurricular activities**
  Parents advocated for broader extracurricular options, creative programs, leadership opportunities, and external learning experiences including excursions, incursions, and programs that expose students to new environments, ideas, and careers outside the local community.

10. Culturally Responsive Practice

Workforce

The school employs Aboriginal and Islander Education Officers (AIEO) across the school. The role of AIEO's is to support Aboriginal students, link the school and community, and support culturally responsive teaching, learning environments, resources and relationships.

Staff who identify as Aboriginal people are also employed as School Based Attendance Officers, Education Assistants, and teachers.

Section 3. Workforce data shows there are 14 staff who identify as Aboriginal working in teh school.

Aboriginal Cultural Standards Framework

The Aboriginal Cultural Standards Framework assists schools to close the gap in the education achievements of Aboriginal students. It contains standards and expectations for building more culturally responsive schools across five interrelated standards:

RELATIONSHIPS
STANDARD:
Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

LEADERSHIP
STANDARD:
Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

TEACHING
STANDARD:
Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.

LEARNING ENVIRONMENT
STANDARD:
Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

RESOURCES
STANDARD:
Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.

Aboriginal educators, parents, community partners and school staff work together to design, deliver and evaluate programs and initiatives to demonstrate these standards. In 2024 there has been a focus on:

- Acknowledging key dates for Aboriginal people, particularly a whole school week celebrating NAIDOC week.
- Mentoring through Follow The Dream, Shooting Stars, and Clontarf programs.
- Partnering with Mirima Dawang Woorlab-gerring Language and Culture Centre for Miriwoong Language lessons from Kindergarten to Year 6. Over 600 students have been taught, assessed and reported.
- Partnering with Wunan Foundation and Lifechanger to deliver a resilience building program for year 7-9 students.
- Partner with Wunan Foundation on the Bedford Stock Route Walk.
- Combined school and regional attendance initiative to provide targeted support to all children and youth in Kununurra who are not enrolled or attending schools.
- Aboriginal educators (AIEO, SBAO's) connecting students, families and staff.
- Staff professional learning on culturally responsive practice in Term 2, lead by Aboriginal educators and community organisations.
- Increasing the number of experienced full time AIEO's working in the school.
- Provide wellbeing services for students and their families that include supported transport to and from school and school meals program.

Due to staff leave the Cultural Forum did not occur in 2024.

Summary of 2024 staff self – assessment Aboriginal Cultural Standards Framework
Number of respondents: 68 staff
Date survey: Survey was open Term 2 and 3
Ratings key:

CULTURAL AWARENESS ⟶ CULTURAL UNDERSTANDING ⟶ CULTURAL COMPETENCE ⟶ CULTURAL RESPONSIVENESS

Staff were asked to rate the extent of cultural responsiveness for the performance descriptors under each of the standards described above.

Strengths based on staff ratings
Most staff rated the following performance descriptors as culturally competent or responsive for the following standards and performance descriptors:

Standard area	Performance Descriptor
Relationships	Staff establish and maintain positive relationships with Aboriginal students, their parents and families.
	Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.
Learning Environment [Note: This was a focus of the 2022-24 Business Plan]	Staff support Aboriginal students to feel a sense of belonging and connection to the school.
	Staff establish a supportive and safe learning environment for Aboriginal students.
Resources	Staff acknowledge and value the expertise of Aboriginal staff.

Further development or inquiry

More staff rated these performance descriptors as culturally aware or understanding.

Standard area	Performance Descriptor	Comments and planned actions
Leadership	School leaders develop a clear vision for the teaching and learning of Aboriginal students. School leaders support innovation and change in Aboriginal education. School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.	School leaders communicate the Department of Education's mantra that Aboriginal students are successful as Aboriginal people. In 2024 the school has partnered with Waringarri Aboriginal Corporation and Wunan Foundation to design and deliver innovative education and wellbeing programs and processes to re-engage youth with educators, mentors and education or training.
Teaching	Teachers plan for and implement effective teaching practices for Aboriginal students. Teachers assess, provide feedback and report on the progress of Aboriginal students.	Teachers and Aboriginal and Islander Education Officers in Primary have been allocated time to meet once a week in 2025. Some AIEO's have been provided with training in early years literacy programs. More training to be provided in the school wide literacy programs in 2025.
Learning Environment	Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.	The Aboriginal and Islander Education Officers in Secondary have plans to create a culture room and outdoor space in 2025.
Resources	School leaders target the learning needs of individual Aboriginal students when allocating financial resources. Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.	In 2024 the school received $1,323,710 in funding for aboriginal students and additional funding for one AIEO position. All this funding was allocated to employing Aboriginal staff or staff to provide extensive support to Aboriginal students. Aboriginal and Islander Education Officers, partnerships with local Aboriginal Organisations, online

		sites and print materials are available to all staff. This information may need to be communicate more regularly.

11. School Board Chair Report

The East Kimberley College (EKC) board seeks to support the school to achieve the best possible outcomes for our students through good governance and efficient resource use. Our membership includes parent, community, and staff representatives.

The EKC board has enjoyed an enthusiastic membership during 2024, focusing on the following areas to meet the diverse needs of students:

- **Advocacy:** Board representatives met with the Minister and local member to promote understanding and advocate for additional support for EKC's diverse student needs.
- **Communication:** Advised on improving communications with parents and community to promote clear consistent communication and positive engagement with families and the broader community.
- **Financial Review:** Explored cost-reduction strategies, focusing on electricity use and reviewing solar capacity for efficiency.
- **Parent Feedback:** Conducted the 2024 parent survey and assisted with analysis of results to guide future improvements.
- **Student Experience:** Advocated for ongoing review and consideration of student needs across our diverse demographic, and for consideration of broader educational opportunities for our students.

The board also contributed to reviewing the school's business plan and remains committed to advising on strategic priorities that support both students and staff.

2024 Highlights
- celebrating the school's 60th anniversary
- strengthened communications with P&C executive and members.

We thank our outgoing and continuing membership and particularly acknowledge the enormous contribution of Martine Lloyd in the role of Board secretary. We look forward to the fresh ideas, questions, and contributions from our new members as we head into 2025.

A huge thanks to the dedicated staff at EKC for their hard work and ongoing commitment. Your commitment to seeing our students succeed in their endeavours is amazing, and your contributions are appreciated by the board and the school community. Thank you.

12. Parents and Citizens President Report

Appendix 2 contains the President's Report

13.School Community Partnerships

The school partners with many East Kimberley organisations, government agencies, and businesses to enhance teaching and learning in the school.

12.1 Partnerships for student engagement

We acknowledge the importance of our partnerships to support student engagement.
- Waringarri Aboriginal Corporation, Children Are Learning program.
- 54 Reasons
- PCYC
- WAPOL Youth Police and Community Engagement Teams
- Wunan
- School of Alternative Learning
- ALTA One
- Yajany Yawaroo Ngoondebtha group

12.2 Partnerships for student health and wellbeing

We acknowledge the importance of our partnerships to support student health and wellbeing.
- Health Department Community / School Nurse program
- Headspace
- Women's Refuge
- MG Corporation T120 program
- Waringarri Aboriginal Corporation Youth Action Group
- Wunan
- Ord Valley Aboriginal Health Service
- Child and Adolescent Mental Health Service
- School of Medical and Mental Health
- WAPOL Youth Police and Community Engagement Teams
- Youth Justice
- 54 Reasons
- SWEK Leisure Centre
- School of Alternative Learning

12.3 Partnerships for student training and employment

We acknowledge the importance of our partnerships to support student health and wellbeing.
- Employers that host Workplace Learning and School Based Traineeships for Year 10 – 12 students
- North Regional TAFE
- Jobs and Skills Centre
- Job Pathways

- Group Training
- Employment Roundtable
- Research Station
- Department of Parks and Wildlife
- Mirima Dawang Language and Culture Centre

12.4 Partnerships for curriculum connection

- Mirima Dawang Language and Culture Centre
- Instrumental Music School Service
- Local employers and businesses for excursions to support teaching and learning programs.
- SWEK School Community Library and Leisure Centre
- Visting and local artists and community lead visual arts projects.

12.5 Partnerships to enable and extend educational opportunities for students.

- Follow The Dream
- Shooting Stars
- Clontarf Foundation
- All the very generous donations received for fundraising for the Year 6 camp, Kimberley Cup, Senior School Ball
- Gelganyem Trust
- School Choir lead by Jenny Pufke
- School Band lead by Edward MacNeill, and supported by Alice Rees and Kelly Mandin

14. 2025 – 2026 Priorities

The table below shows the 2022-2024 Business Plan focus areas and the new 2025-2026 Business Plan priorities and measures. Progress against the 2022-2024 priorities is on page 4 of this document and withing each chapter.

Identified school priority and targets from Business Plan 2022-2024	Progress against priority	Planned priorities and actions for 2025-2026
Teaching and learning success in use of data, rigour in instruction, personalising learning plans, tracking students, ICT capabilities of staff and students, collaborative planning. Measured by National Quality Framework standards, NAPLAN, senior school metrics.	Refer table on Page 4.	Goal area 1: Student reading fluency and writing progress improves. Measured by: • DIBELS Early Literacy assessment, PAT Reading, and NAPLAN Reading and Writing • Staff and student perception
Student and staff engagement and wellbeing in school community partnerships for attendance, school wide approach to behaviour support, and schoolwide ready to learn programs. Measured by attendance, retention, wellbeing, and perceptions.		Goal area 2: Students feel a stronger sense of safety, belonging and connection. Measured by: • Reports of the absence of unexpected behaviour • Student, staff, and parent perceptions
Student, family and community voice and partnerships in relation to Kindilnk, listening to feedback, involvement in personalised planning, Miriwoong language program, employment and training, and culturally responsive approach. Measured by enrolment, culturally responsive practices self-assessment, training completion, WPL and traineeships.		Goal area 3: Students engage in school and succeed in relevant outcomes. Measured by: • Attendance • Senior Years metrics – enrolment, attendance, OLNA, Eligibility, Achievement or Completion • Poat school destinations • Staff, parent, and student perception • Stakeholder feedback

14. School Funding

The Funding Agreement for 2024 describes the State Government income and is summarised in the tables below.

Student-Centred Funding - 2024

Per Student Funding:	$9,218,641.00
Student and School Characteristics:	$6,134,510.26
Disability Adjustments:	$25,646.00
Targeted Initiatives:	$1,391,351.98
Operational Response Allocation:	$13,894.96
Regional Allocation:	$1,600.00
Total 2024:	$16,785,644.20

Per Student Funding - At Census

Per Student	Funded Student FTE Below Threshold	Funded Student FTE Above Threshold	Amount
Kindergarten	55.00		$300,740.00
Pre-Primary	81.00		$769,500.00
Year 1	84.00		$798,000.00
Year 2	77.00		$731,500.00
Year 3	78.00		$741,000.00
Year 4	69.00		$547,722.00
Year 5	89.00		$706,482.00
Year 6	78.00		$619,164.00
Year 7	74.00		$768,638.00
Year 8	79.00		$820,573.00
Year 9	75.00		$779,025.00
Year 10	64.00		$664,768.00
Year 11	48.00		$536,016.00
Year 12	39.00		$435,513.00
Total	**990.00**		**$9,218,641.00**

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	515.00	$1,323,310.70
Disability	322.93	$1,812,214.66
English as an Additional Language or Dialect	132.00	$387,043.19
Social Disadvantage	406.51	$456,114.41
Sub Total		$3,978,682.96
School Characteristics		
Enrolment-Linked Base		$310,906.84
Locality		$1,844,920.46
Sub Total		$2,155,827.30
Total		**$6,134,510.26**

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Aboriginal and Islander Education Officer (AIEO) FTE	$74,937.43
Targeted Initiative: Additional Education Assistant FTE	$103,285.78
Targeted Initiative: Additional support for delivery of mental health programs	$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	$29,780.69
Targeted Initiative: Follow the Dream	$191,920.52
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	$62,088.60
Targeted Initiative: HALT Targeted Positions Trial	$8,740.00
Targeted Initiative: Independent Learning Co-ordinators	$76,521.07
Targeted Initiative: Kimberley Schools Project - Extension (Commonwealth)	$9,471.27
Targeted Initiative: Kimberley Schools Project - Extension (State)	$35,942.15
Targeted Initiative: KindiLink Project	$62,241.77
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$12,753.51
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	$12,753.51
Targeted Initiative: Specialist Career Practitioners	$127,535.12
Total	**$820,724.93**

Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: Preschool Reform Agreement	55.00	$60,115.00
Targeted Initiative: VET delivered to secondary students	76.10	$135,912.98
Targeted Initiative: Small Secondary Schools	379.00	$332,334.00
Targeted Initiative: Additional Educational Adjustment	73.87	$42,265.07
Total		**$570,627.05**

Operational Response Allocation (Detail)

	Amount
Operational Response: Attraction and Retention	$10,894.96
Operational Response: Host School Psychologists	$3,000.00
Total	**$13,894.96**

Regional Allocation (Detail)

	Amount
Regional Allocation: Kimberley Hosting Regional Teams in Schools	$1,600.00
Total	**$1,600.00**