

Killarney Heights High School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Killarney Heights High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Hayley Emmerton

B. Sc. M.Ed PCIL

Principal

School contact details

Killarney Heights High School

Starkey St

Killarney Heights, 2087

www.killarney-h.schools.nsw.edu.au

killarney-h.School@det.nsw.edu.au

9451 7005

Message from the Principal

I am proud to present this report regarding the performance of the school. Our HSC and NAPLAN results in 2016 were once again very strong with above state average performance in all aspects of NAPLAN. The HSC ranking increased by 50 places from 2015 to 146th in the state. Our top HSC mark was 99.15, with 70 students in the Distinguished Achievers list.

2016 has been a year of many changes both to staffing and to the school environment.

This year a new science Head Teacher, Ms Coble Runge, was appointed. In the short time that she has been with us she has developed many innovative programs with a tremendous enthusiasm for science. Our Head Teacher of English Ms Hutchinson has retired; students gave her a wonderful send off as she has been a great inspiration for many students. Ms Woskanian has been acting as Deputy Principal while Ms McLean is on leave, Ms Grugan has been relieving as HT CAPA. We also welcome Ms Walters as the HT Teaching and Learning and Mr Wilson as acting HT PE and Welfare.

The school is being revamped with a new front entrance and student administration area. The computer classroom will be re formed as an intensive learning space. Blocks B and D have been repainted inside and out and recarpeted.

We would like to thank the P&C for their generous assistance in generating funds for the support of our students.

Hayley Emmerton

Principal

School background

School vision statement

Through inspiring teaching we develop motivated engaged students who will work collaboratively, who think deeply and logically, are creative, innovative and resourceful and are connected to the world forming positive relationships and a sense of belonging.

Learn with your head, hand and heart.

School context

Killarney Heights High school is a comprehensive coeducational high school in the northern suburbs of Sydney. In 2016 the school population was 930 students which included 46% of NESB students. It enjoys a strong academic reputation in the community with extension classes in each year. The parent body is active and provides strong support throughout the year. The student well being program is underpinned by the principles of positive psychology. The school has a strong extra curricular program with the band program having achieved wide success.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning: Staff have been working on developing new programs for Stage 6 for greater student learning and engagement. The assessment team has developed a new assessment policy and have published the assessment schedules with reduce tasks on the school website. This has allowed students and parents greater transparency and allowed a greater compliance in assessment tasks.

Teaching: Teachers have been trained in evidence based practices during staff development days. Time was spent on Hattie's research and the implications for teachers. Further staff meeting involved data analysis, where staff examined both NAPLAN and HSC data. Executive teams used resources from CESE on High Impact strategies discussing ways in which these could be implemented in the classroom.

Leading: There was an identified need for formal leadership training so the executive spent time working through PL sessions on leadership to build their capacity. Team Leadership positions were offered within the school to give staff opportunities to have experience in whole school roles. A staff member took on the role of leading the assessment team, and has since gained a HT position at another school. Beginning teachers were given roles in PL sessions for the whole staff.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teachers Successful Learners

Purpose

- Develop inspiring teachers and leaders who use and reflect on evidence based teaching practices, have high expectations for all students and a deep understanding of how they learn.
- Foster motivated and successful students who value learning and aspire to excellence within a supportive framework.

Overall summary of progress

Teachers are now more engaged and informed of using data and evidence based practices in the classroom. The culture of lesson observations and subsequent discussion has enhanced pedagogical dialogue regarding teacher impact. This has led to improvements in NAPLAN and HSC in most areas to above our like school group, which also includes selective schools. Assessments have been a focus for change, with updated policies and whole school systems developed. Parents are now more informed through information evenings and the publication of booklets on the school website.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Improved NAPLAN results to above like school group• Have at least 70% of HSC courses above the state average• Increase the number of Bands 5 and 6 in the HSC by 10%• A culture of formative assessment is developed• Teacher observations incorporate evidence based practices• 5% of Highly accomplished or lead teachers	<ul style="list-style-type: none">• NAPLAN results are above like school group in all areas for year 7. Year 9 is above the like school group in all areas except spelling and Data & Measurement.• 58% of courses are above state average, improving from 56% in 2015.• Band 6's have increased from 8% to 13% from 2015 to 2016. The total Bands 5 and 6 have remained the same at 43%.• Processes and policies have been updated and refined the culture of formative assessment is still progressing.• Evidence based practices were observed in staff PDP's, staff were engaged in lesson observations with their peers which included evidence based practices.• Several staff members attended information sessions to become HATs.	<p>PL funding has been used to train staff in Hattie's visible learning, classroom management, critical thinking, literacy and aspiring leaders..</p>

Next Steps

The next steps are to continue with literacy programs to assist students with response writing, where they will also engage in self reflection and using writing rubrics. Whole school assessment will continue with emphasis on refining tasks and developing more effective feedback. The PDP process to be strengthened with greater emphasis on using evidence as an evaluation tool of their teaching. Staff will be further encouraged to set goals for further development.

Strategic Direction 2

Skills for the Future

Purpose

•To develop engaged students who will work together to shape our world, who think deeply and logically, are creative, innovative and resourceful and are connected to the world.

Overall summary of progress

The collaborative learning space has been a huge success, allowing for teacher collaboration and innovative tasks with a cross curricular focus. Collaborative tasks were developed to be more engaging and enable students to solve real world problems. Professional learning has replaced general meeting times with staff able to self select training sessions and work with colleagues with similar interests. Staff are more engaged and willing to work in cross faculty teams. Feedback from the parents and the community has been very positive with increasing engagement in partnership events such as the parent information evenings and through the Parent Portal. Close consultation with parents of incoming year 7 has led to the successful implementation of the BYOD program at the start of 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Convert A Block Common room into a "Collaborative Space"• Convert school facilities into professional learning environments• Increase collaborative learning tasks and assessments by 20%• Establish, develop and implement community connections• Increase engagement of staff and students by 10% in TTFM• Implement a BYOD program	<p>A block common room has been converted to a "Collaborative Space" by the end of term</p> <p>1. Bookings show use at near capacity.</p> <p>Learning teams have been formed and have engaged in regular PL, building works are ongoing.</p> <p>The collaborative tasks are in progress and will be increased when there is greater emphasis on formative tasks.</p> <p>Community connections have improved through the production of a school calendar sponsored by local businesses. Parent partnerships were strengthened by yearly parent information evenings. Sentral parent portal has been accessed by 95% of school parents.</p> <p>Aspire morning teas were held for students for academic excellence and improvement.</p> <p>BYOD program was planned and communicated to parents resulting in 97% Year 7 students in 2017 arriving with computer. The remaining students were supplied with loan computers.</p>	<p>P&C funded the ACLS for \$50 000.</p> <p>PL funds \$5000 were used to train and release the assessment team for planning.</p> <p>Parent portal access \$3000.</p> <p>Community connections \$2000</p> <p>Upgrade of network and computers \$50 000.</p>

Next Steps

Professional learning teams enhanced through a PL library and discussion group.

Assessment team will work on reducing the number of assessment tasks to ensure quality of tasks requiring higher order skills and real world connections. Collaborative formative tasks to be developed in line with the new syllabi.

A focus on organisational, study and communication skills for all years through greater use of the E-Diary, year groups study sessions and organisational skills in home room sessions.

Continue with the BYOD program to ensure that laptops are being used for engaging lessons.

Strategic Direction 3

Positive Education

Purpose

- To create a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.
- To nurture positive respectful relationships and a sense of belonging to our school and community

Overall summary of progress

The KHHS 'Student Management Framework' has been rolled out across students, parents and staff with 6 students attaining the acclaimed gold award in 2016. Teachers now have access to behaviour matrix expectations in all settings across the school to better support consistent approach to situations inside and outside the classroom, using a more consistent and positive language in their approach. Survey results show that 65% of staff feel more confident in effectively implementing the stages of the 'Student Management Framework' and using PBL behavioural expectations. Students have been recognised for consistent effort and achievement through "Aspire Awards" and associated morning tea attended by students, staff and parents celebrating student achievement. "Connect Awards" and morning tea celebrations were also implemented recognising the work of peer support leaders and student peer mediators across the school. The "Resilience Doughnut Program" has been introduced to year 7 and 9 allowing for student confidence and positive growth. The "Tell Them From Me" student survey data has been analysed to form the basis of a student well-being plan for the coming year. Staff have also provided feedback on the PBL journey through the BOQ (Benchmark of Quality Survey).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 70% of staff, students, and parents have an understanding of positive expectations across school settings• Increasing numbers of staff consistently engaging in practices within the student management framework.• Active staff engagement in school activities, developing connection, and promoting school spirit.• 50% of junior students immersed in connection, wellbeing, and resilience activities.	<p>A communication survey concluded there were positive messages conveyed by office staff to the community, as well as through the newsletter and website.</p> <p>Sentral data shows that staff are using the Sentral level system to manage student behaviour.</p> <p>There has been active engagement in whole school events such as the Musical, International day and Shave for a cure. Parents conducted a successful Trivia night</p> <p>Students are engaged in the Resilience Doughnut which has led to a decrease in counsellor interventions.</p>	<p>\$5000 Aspire</p> <p>\$2000 Resilience Doughnut testing</p>

Next Steps

The next steps are to further encourage staff to positively reward students who are consistently engaging in expected behaviours that uphold the school values. Staff will be reminded of what these values look like in class situations. The PBL team will develop and implement targeted classroom systems, further supporting staff in behavioural expectations for classes. Monitoring and recording sheets will also be available for playground, sport, excursion and incursion activities to better support staff in recognising students engaging in expected behaviours and also those who contravene the values embedded in the school framework. Specific values lessons will be constructed to assist both students and staff in further understanding what the three key values of respect, connect and aspire really look like within this school setting. The "Resilience Doughnut" will be expanded with a program running through year 7 and 8 drama classes. An evaluation of data from the Resilience Report will assist in informing future student well-being plans.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Funding was used to employ tutors in the Homework club which operated 3 days a week after school. Each student had an ILP. One student was supported in her selection in the Australian u 19 team for softball.	\$2200 LST to develop PLPs
English language proficiency	There are elective ESL classes in year 9 and 10, allowing students to gain extra English in these years. Students progressed through the phases and improved English speaking, writing and listening skills.	1.8 ESL teachers employed \$14332 • English language proficiency (\$102 021.00) • English language proficiency (\$12 790.00)
Low level adjustment for disability	The Quicksmart software was used with identified students to improve their performance in both literacy and numeracy. Assessment tasks were modified for students to allow all students to access tasks. The Homework club allowed all students to have extra assistance after school. This means that students have access to computers and printing facilities.	\$37212 • Low level adjustment for disability (\$37 212.00)
Socio-economic background	Computers were supplied to those students in need. Uniforms and school resources were provided to students where necessary. Homework club allowed all students to have extra assistance after school. All staff were trained to allow them to teach literacy.	\$18928 • Socio-economic background (\$18 920.00)
Support for beginning teachers	Beginning teacher induction program was attended by all beginning teachers. The Beginning Teachers met regularly and were supported by the HT Teaching and Learning. All Beginning Teachers were given release time in their timetable, as well as this they were given days for programming. All Beginning Teachers gained accreditation in their second year of teaching.	\$32000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	549	558	556	541
Girls	390	383	407	375

The school population has remained relatively constant over the past 5 years, there are slightly more boys than girls, this is to be expected as there are two girls schools either side of the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96	97.2	96.2	96.9
8	94.7	95.6	94.6	95.2
9	93.7	94.5	94.4	94.6
10	92.9	94.2	94.2	95.1
11	93.6	94.3	94.8	94.4
12	92.2	94.1	93.6	96.2
All Years	93.9	95	94.6	95.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance is marked in every lesson, if a student is not at school a text is sent to parents notifying them. Parents are contacted regarding students not attending school. The student welfare team regularly review attendance data so that students with poor attendance are followed up. The Home School Liaison Officer is engaged for students with major attendance issues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	7
Employment	0	0	6
TAFE entry	6	3	16
University Entry			42
Other	15	10	9
Unknown	0	3.5	20

Year 12 students undertaking vocational or trade training

There were 23 students that undertook school based vocational courses in either Hospitality or Construction, these students gained AQS qualifications in these subjects. A further 10 students studied courses at TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

There were 125 students who sat for the HSC in 2016, 100% of students gained the HSC qualification. Of these, there were 70 Distinguished Achievers where the student gained a mark of over 90 in a subject. The Dux of the school was Julie Zhu with an ATAR of 99.15.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1

*Full Time Equivalent

We have 64 teaching staff with a combination of new and experienced teachers at Killarney Heights High School. All classes in stage 6 have subject specialist teachers, and in the junior school 99% of classes in 2016 were taught by teachers with qualifications in those subjects. We have a team of ESL teachers who support students with English as a Second Language. The Learning and Support teacher is available for 3 days a week to assist both students and staff teaching students with learning difficulties. We have 2 aboriginal staff members in the PE faculty.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	26
Postgraduate degree	74

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	0.00
Global funds	735 861.00
Tied funds	459 504.00
School & community sources	1 302 981.00
Interest	18 309.00
Trust receipts	156 381.00
Canteen	0.00
Total income	3 482 968.00
Expenditure	
Teaching & learning	
Key learning areas	352 875.00
Excursions	78 131.00
Extracurricular dissections	406 639.00
Library	15 472.00
Training & development	11 182.00
Tied funds	417 590.00
Short term relief	148 977.00
Administration & office	319 297.00
School-operated canteen	0.00
Utilities	108 938.00
Maintenance	90 102.00
Trust accounts	192 044.00
Capital programs	477 906.00
Total expenditure	2 619 153.00
Balance carried forward	863 815.00

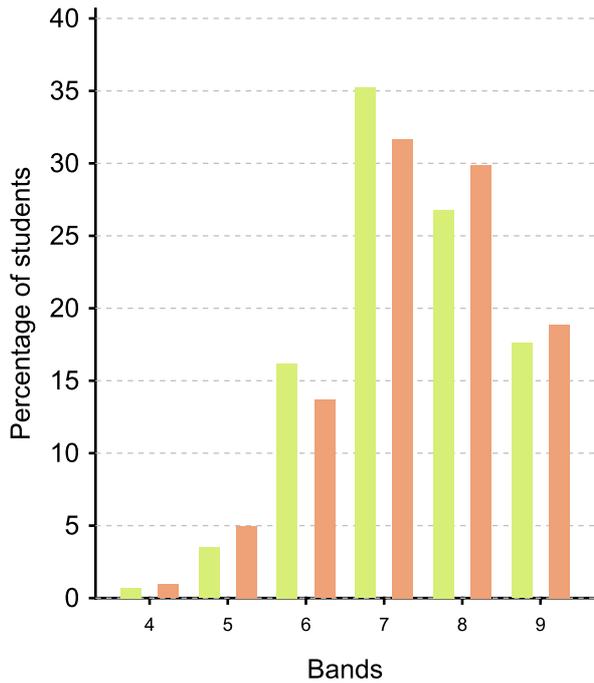
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

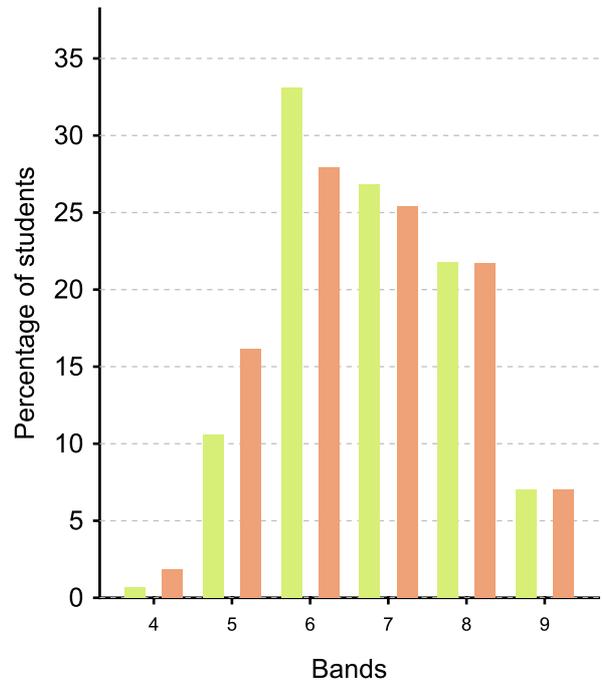
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

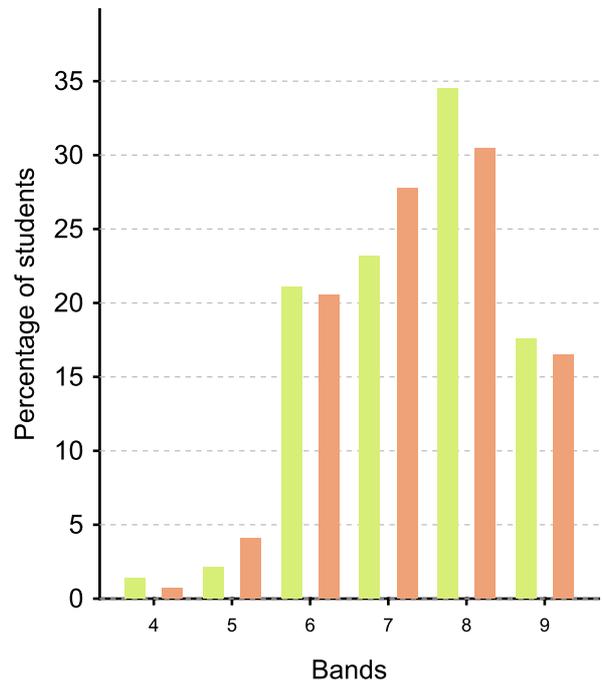
Percentage in bands:
Year 7 Spelling



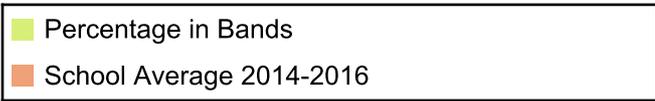
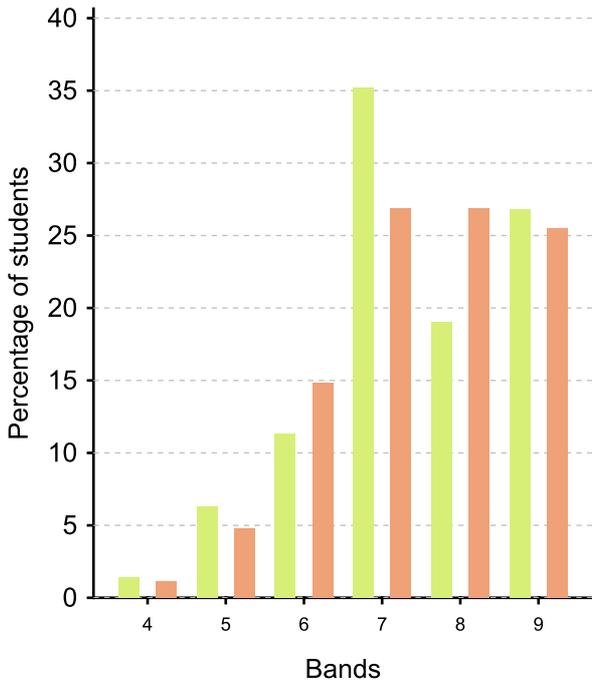
Percentage in bands:
Year 7 Writing



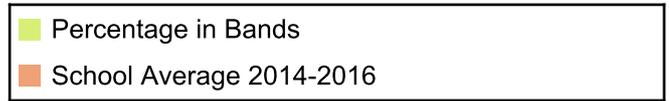
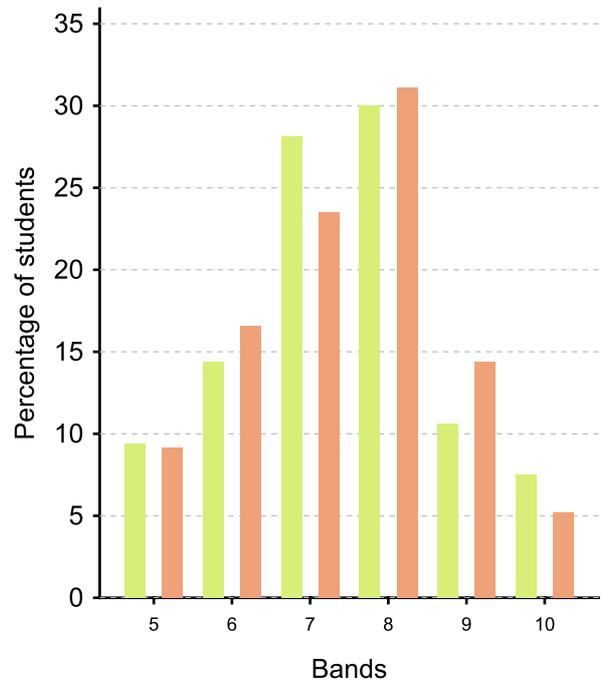
Percentage in bands:
Year 7 Reading



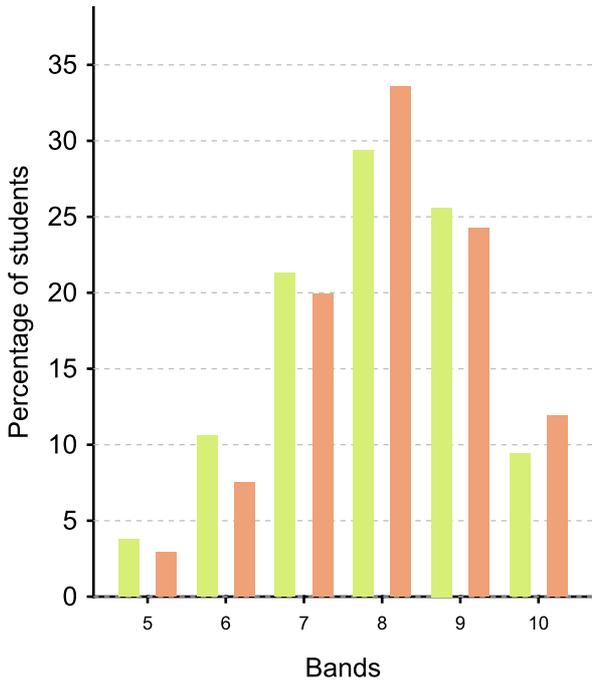
Percentage in bands:
Year 7 Grammar & Punctuation



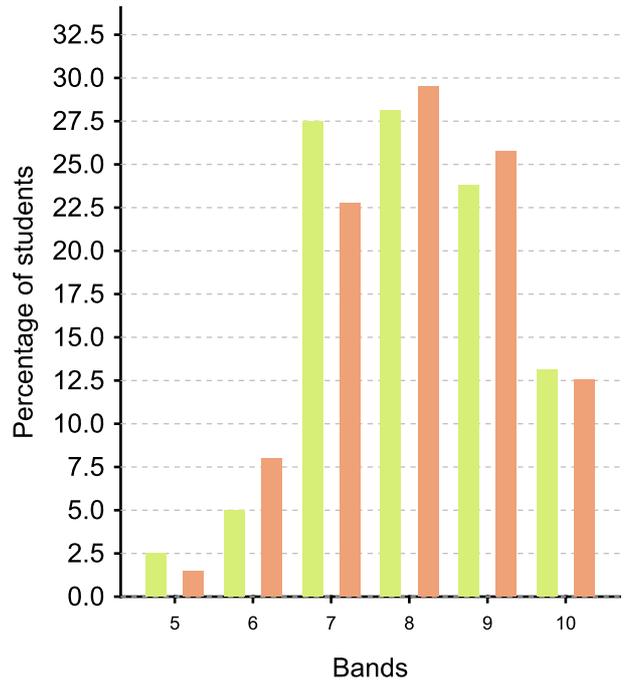
Percentage in bands:
Year 9 Writing



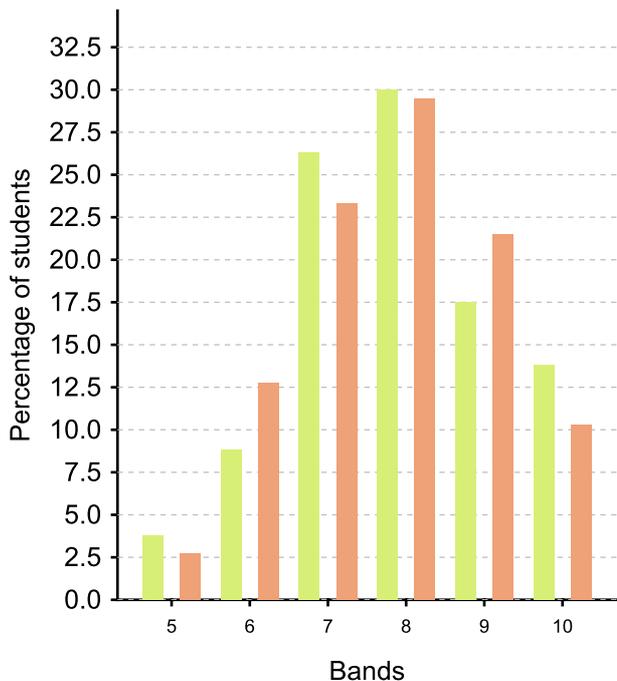
Percentage in bands:
Year 9 Spelling



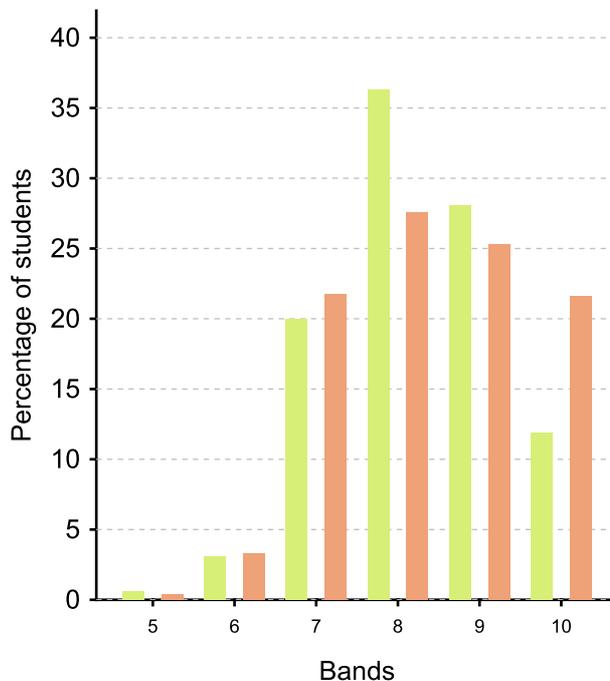
Percentage in bands:
Year 9 Reading



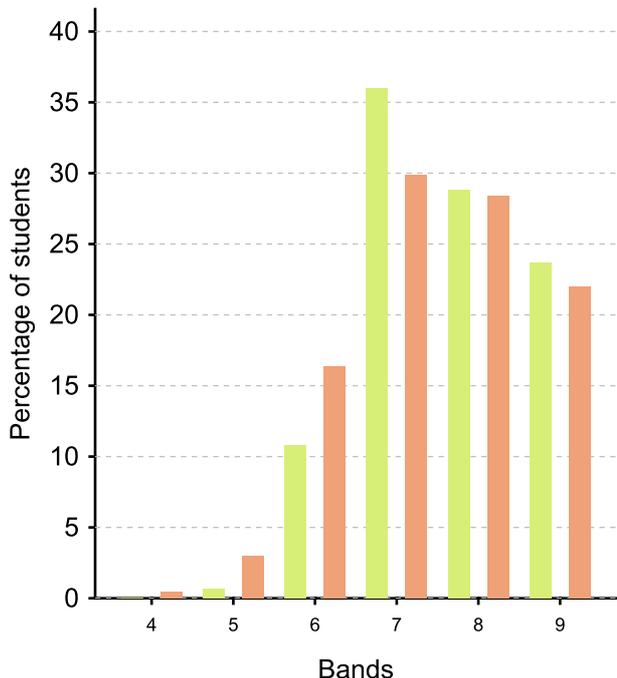
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy

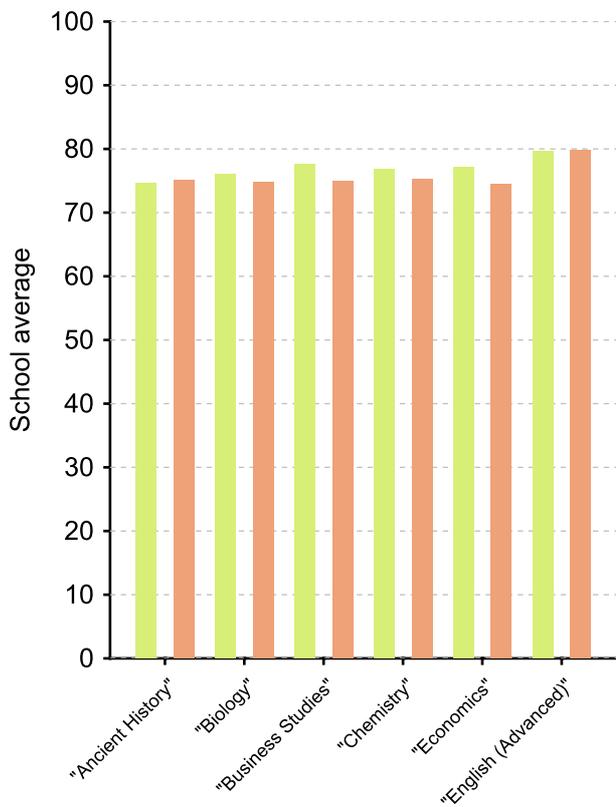


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

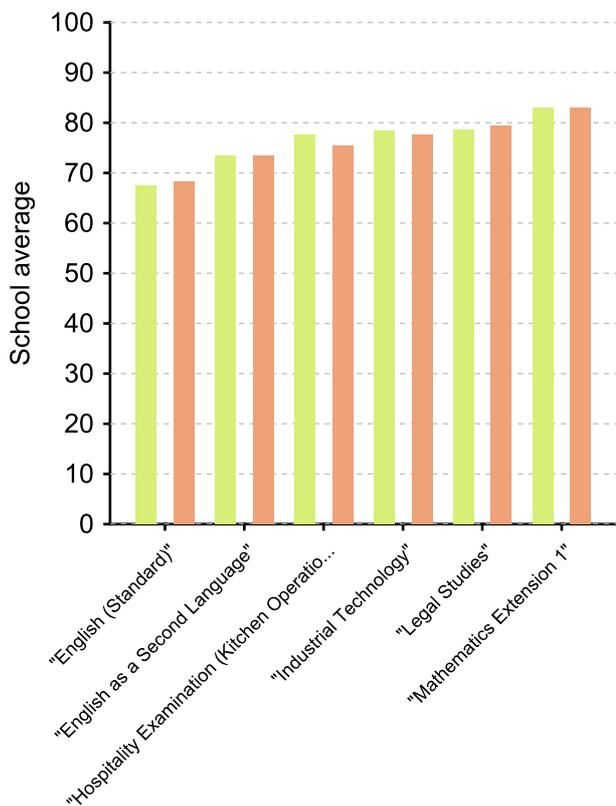
Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Higher School Certificate (HSC)

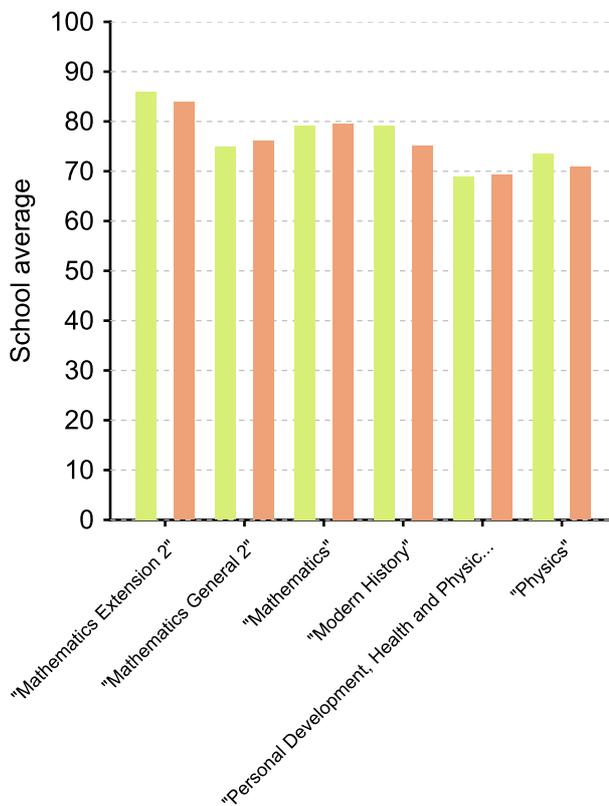
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



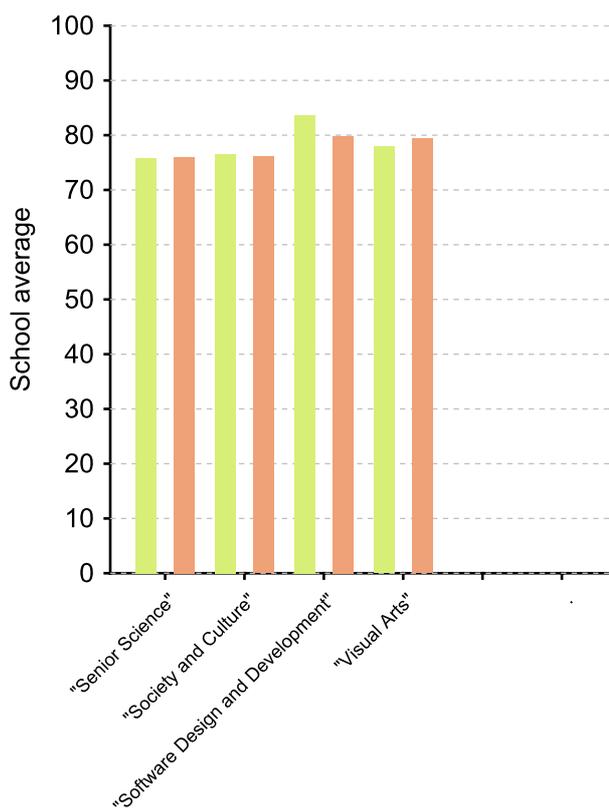
School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016

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Parent/caregiver, student, teacher satisfaction

Parent feedback has been positive, with many parents giving praise for the changes that we have made over the past 12 months, a greater number of parents have attended parent training on the Resilience Doughnut and there has been increased use of the parent portal allowing greater communication between parents and the school. The school communication survey was positive with parents reported that they are happy with the school and there is clear communication between home and school.

Students are surveyed annually with the TTFM survey. Students at Killarney Heights High School have a high academic outlook and positive self concept and are more engaged in extra curricular activities than the rest of the state, truancy is below the state average. Student's sense of belonging drops in year 8, however regains by year 9. Senior years report a high sense of well being and happiness and are 5% more motivated in academic pursuits than the norm.

Further suggestions come from the SRC, with the SRC meeting regularly in home rooms. One such student led initiative was the introduction of an electronic diary to assist students with their organisation.

In May of 2016, 48 teachers completed a survey , with 75% (agree and strongly agree) of teachers believing that there are clearly stated milestones and strategic directions which also align with their personal goals. 75% of teachers take pride in the school and 72% are encouraged to pursue further professional development and to develop new skills. However, 85% say that there is constant pressure for teachers to keep working with 79% saying that they are overloaded. However with this, 80% staff feel supported by their colleagues and share strategies and teaching methods with others. Areas to work on include feedback and discussion on teacher performance and cross faculty co-ordination and communication.

Policy requirements

Aboriginal education

All aboriginal students have PLPs, and are supported in their education through the Homework centre where they have access to individual tutors. There are too few students for NAPLAN data to be statistically significant as there are only 4 students who identify as aboriginal.

All aboriginal students in stage 6 are studying Aboriginal Studies through Distance Education.

There is cross curriculum content in all faculties where all students can learn about Aboriginals and culture.

One Aboriginal student, Tarni Stepto was successful in gaining a regional sporting blue and has been assisted to allow her to play in Hawaii in the Under 19 Australian Softball team.

Multicultural and anti-racism education

Killarney Heights High School fosters student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination. These programs include Anti Bullying programs in Year 7 and 8, the Resilience Doughnut.

Each year we recognise other cultures on International Day, where students and teachers celebrate by dressing in National costumes and sharing food from these cultures. An assembly is held for Chinese New Year as there are many Chinese International Students.

ESL classes are provided for EALD students from year 9 to year 12. As well as this there are individual tutorials provided for students with greatest need. ESL teachers assist teachers to differentiate their lessons and assessments so that students can reach their potential.

Killarney Heights is proud of the achievements of it's international students, in 2016 the Dux of the school was an international student who achieved a mark of 99.15. International students are represented in the year 12 Leadership group and are on the SRC, providing an excellent role model to all students.