

Killarney Heights High School

Annual Report



2017



8422

Introduction

The Annual Report for **2017** 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.

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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.

School context

Killarney Heights High school is a comprehensive coeducational high school in the northern suburbs of Sydney. In 2017 the school population was 917 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.

In the **Learning Domain**, on balance Killarney Heights High School is Sustaining and Growing. The school and community has high expectations for all students, with all teachers and parents supporting excellence attendance at school and with parents valuing education. There is careful co–ordination at key transition points such as the transition between primary and high school, and with high school and either employment or further education. Student assessment at Killarney Heights High School is of a high standard, so that students are able to demonstrate what they know and can do. Reporting is informative for both students and parents, with reflection encouraged so that students can work to continually improve.

In the **Teaching Domain** on balance Killarney Heights High School is Sustaining and Growing. Teachers have ordered classrooms with well structured programs. Teachers use data to inform their teaching, the executive use this data to assist with planning. Teachers are supported through professional learning in order to improve their teaching practice.

In the **Leading Domain**, on balance Killarney Heights High School is Sustaining and Growing. The leadership team actively supports change that leads to improvement. Staff, students and the community contributed to the school plan and the vision, values and priorities of the school. Resources are aligned with these priorities so that these are realized. Classrooms and collaborative learning spaces have been created and furnished to support collaborative learning. The use of technology in the school is widespread, with parents and students supporting the BYOD policy.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The data indicates that Killarney Heights High school has made positive changes and is achieving the goals that were set. Students NAPLAN and HSC results remain strong, with our results well above state average in all areas. Teachers have a desire to improve and are using data to inform the direction for improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	Literacy funding to provide planning and relief for a teacher. Professional learning for gaining bands 5 and 6 from expert teachers. Assessment team released to examine assessments and lead teams.	<p>NAPLAN results are above like school group in all areas except writing in year 9. However we must bear in mind that the like school group consists of selective schools.</p> <p>The target of having 70% of HSC courses at or above state average was met.</p> <p>In 2016 HSC there were 39% Bands 5 &6, in 2017 there were 44% Bands 5 and 6. Whilst not a 10% increase this was an increase by 5%.</p> <p>The culture formative assessment is progressing but it was found that there were inconsistencies with the summative assessments so these were rectified as a priority.</p> <p>Teachers are demonstrating more evidence based practices such as constructive feedback and stating the learning intentions at the start of the lesson.</p> <p>No teachers gained highly accomplished or lead, however one teacher gained a promotion to Head Teacher level, another two Head Teachers gained a Deputy Principal position.</p>

Next Steps

The school aims to challenge students at all levels so that they are more engaged and more likely to access harder questions with confidence. Specific strategies will be implemented to improve writing in year 9. Formative assessment will be used with all years with anticipated improvements coming because of increased feedback. The classroom observations with teachers working collaboratively is also anticipated to increased educational outcomes.

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

We have successfully created new learning spaces to offer collaborative learning strategies which have been used extensively across many KLA's. The BYOD program was implemented with Year 7, with explicit computing skills taught to all year 7 classes. Staff engaged with Tell Them From Me, NAPLAN and HSC data to reflect on and improve teaching strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Twilight training sessions used to engage staff in: learning and wellbeing data, BYOD skills and improving programs including collaborative tasks.</p> <p>Funding used to enhance Learning Support facilities including Quicksmart software and training, iPads, and My eDiary resources for years 7, 11 and 12.</p> <p>Annual laptop upgrade for a third of teaching staff and refurbishment of Laptop and iPad docks made available to classes.</p>	<p>Staff are actively engaged in Professional Learning sessions through the use of C21st Learning Skills, including faculty based twilight sessions with a focus on collaborating in preparation for new curriculum and assessment tasks designed to develop transferable real world skills.</p> <p>Collaborative classrooms have increased to four facilities throughout the school, and teachers are including more C21st Learning practices such as collaboration, communication and critical thinking as a part of their lesson and programming.</p> <p>BYOD usage for year 7 was at 94% with the remaining students issued loan devices for the year. The booking of refurbished laptop and iPad docks for classes increased by 18%, with staff incorporating greater use of ICT to engage students.</p>

Next Steps

Next steps will include training staff in strategies to create challenging and engaging assessments and learning activities.. Staff will collaborate within and across faculties to design assessments and learning programs which will offer students collaborative learning activities to develop higher order thinking skills through the use of technology.



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

All year 7 students were trained in a strengths based approach to personal wellbeing, through 'Resilience Doughnut' training. All students in years 7, 8 and 9 completed their own online report indicating personal strengths. This skillset framing positive wellbeing has also been further supported through junior Drama and PDHPE programs.

Values lessons were rolled out across the school, to engage students in better understanding of the school values, 'Respect, Connect and Aspire' how these are applied in various school settings. Feedback from student surveys provided direction to immerse the school community in PBL values and expectations.

A PBL user guide was developed and staff in-serviced in systems and practices to engage in PBL philosophy and practices. A greater number of students have been formally recognised for the achievement, with staff acknowledging student involvement and progress. Recognition of student success through informal and formal assemblies with certificates, medals, letters of recognition and postcards sent to families recognising students upholding the school values.

The 'Tell Them From Me' surveys, formed the basis for a whole school wellbeing framework to be constructed and implemented across the school in 2017. Year groups were targeted with specific focus areas, derived from student voice and school data. This survey was further completed twice throughout the year, again providing data for reflection on student and school needs, and further planning for future support and programs across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>SAS Survey (now BOQ survey) indicates that more than 70% of staff engage in language and practices showing an understanding of positive expectations.</p> <p>Data collected from Sentral (school management system) also indicates that an increasing number of staff are engaging in practices within the PBL student management framework.</p> <p>The majority of staff have also engaged staff wellbeing activities, proving opportunity for further personal and professional connections to be established</p> <p>Through planned events and programs within focus areas in year groups, well over 50% of students in all year groups have been immersed within activities that focus on building connections, wellbeing and increasing resilience.</p>

Next Steps

To assist progress the development of the Positive Education focus, there are a number of areas to work on. Further policy and school documentation revision will occur, to embed the values and wording of PBL. Staff will also be supported and encouraged to work through the layers of the 'student management framework' to recognise student success and

support student engagement. External agencies will also be further explored and utilised to better support students with specific needs. Together the aim is to enhance the existing community environment and encourage opportunity for involvement and participation in student and staff activities.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2500 for development of ILP's and tutors for homework centre.	Both Aboriginal students in Year 12 successfully completed the HSC, they also studied Aboriginal Studies through distance Education.
English language proficiency	\$10000 for establishment of year EALD elective class. \$4000 for homework centre.	Student results improved with focus on grammar and vocabulary in class. EALD students attended the homework centre.
Low level adjustment for disability	\$35000 for employment of SLSO's	QUICKSMART tutoring for identified students. Individual assistance where needed.
Socio-economic background	\$20 000 for team leader for literacy. \$410 for homework centre.	Homeroom literacy activities not consistently supervised by all years, better success in the younger years. Homework centre well attended. Exam Buster sessions were useful for year 12 students.
Support for beginning teachers	Funding used to reduce loads for Beginning Teachers and time given for mentors and completion of accreditation.	100% of beginning teachers were successful in gaining their accreditation.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	557	554	541	526
Girls	383	406	375	376

The Killarney Heights High School student population was 902 in 2017. School population numbers have been stable over the past three years. The distribution ratio, of males to females, was 58% males and 42% females for 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	97.2	96.2	96.9	95.8
8	95.6	94.6	95.2	94.9
9	94.5	94.4	94.6	94.5
10	94.2	94.2	95.1	92.4
11	94.3	94.8	94.4	93.9
12	94.1	93.6	96.2	95
All Years	95	94.6	95.4	94.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

During 2017, student attendance rates at Killarney Heights High School were well above New South Wales state attendance figures, in all scholastic years.

Student attendance was recorded during each lesson throughout the school day into a centralised database system. Parents and guardians were notified by SMS messaging when students were absent. Attendance data was monitored by the student welfare team to identify and implement improvement strategies for those students with lower attendance. KHHS employs

both informal support, delivered through Year Advisors, and more formal support provided by Home School Liaison Officers (HSLO) to maximise student attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	2	3.5
Employment	0	3	7.5
TAFE entry	2	2	5.5
University Entry			60
Other	13.5	8	5.5
Unknown	0	2	18

Year 12 students undertaking vocational or trade training

In 2017, approximately 1 in 5 students in Year 12 undertook vocational or trade training at school. In Year 12, 18 of these students gained a certificate II in Hospitality, Kitchen Operations. A further 6 students completed a certificate II in Construction.

Six students who attended TAFE completed a Certificate II or above as part of their HSC studies.

Year 12 students attaining HSC or equivalent vocational education qualification

Approximately 60% of Killarney Heights High students who received an ATAR received university offers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	45
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1

*Full Time Equivalent

KHHS had 13 staff members undertaking leadership roles within the school in 2017. The Learning and Support Teacher and English as a Second Language (ESL) teachers provided individual and group assistance to targeted students to support their learning. The School and Administrative Support Staff (SASS) team of 12, fulfilled the administrative and maintenance tasks to support the school's teaching and learning programs.

The Australian Education Regulation 2014 requires all schools to report upon the Aboriginal composition of their workforces. There were 2 teachers of Aboriginal heritage teaching at Killarney Heights High School during 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

During 2017, significant professional development funds were invested into preparation and training for all KHHS teachers into the unified NESA teacher accreditation procedures that will commence in early 2018. There were 6 teachers who completed their NESA teacher accreditation moving from provisional status to proficient status in 2017.

Teacher professional learning activities undertaken at KHHS during 2017 were wide and varied. Key focus areas included: teaching program development including scopes and sequences, practical wellbeing and management tools for early career teachers, formative assessment processes, improved teaching practice via instructional rounds, improved sharing of information and data—capture utilising Sentral and training in Nationally Consistent Collection of Data on Students with Disability (NCCD) requirements for schools, SMART data analysis and Results Analysis Package (RAP) of students' NAPLAN and HSC performances.

Professional learning for the staff of Killarney Heights High School was delivered through four onsite School Development Days (SDD), staff and executive meetings, online e-learning, participation in seminars and conferences, state-wide conferences, Principal forums, university seminars and various other professional courses.

The Principal, the School Administration Manager (SAM) and other SASS staff received training in use of the LMBR finance package. The changeover of financial management packages from the OASIS package to the LMBR package occurred in May 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2017, school records, in both income and expenditure, were increased due to the undertaking of an overseas excursion to Japan. This was a large excursion conducted by members of the school band.

A significant investment of school funds was expended in improving the school's infrastructure and grounds, during the 2017 school financial year, including painting of D block and the installation of a new science lab. A state funding grant resulted in the beautification of the front of the school and new entrance including administration area.

KHHS invested in new printing resources and improved wireless facilities within some classrooms. The longer term goals being to improve the school's printing efficiency and reduce print expenditure and to better facilitate Bring Your Own Device (BYOD) protocols. BYOD protocols allow students to bring their own laptops etc. into their classrooms.

Receipts	\$
Balance brought forward	863,816
Global funds	383,682
Tied funds	202,657
School & community sources	657,813
Interest	6,772
Trust receipts	89,011
Canteen	0
Total Receipts	1,339,935
Payments	
Teaching & learning	
Key Learning Areas	211,447
Excursions	139,892
Extracurricular dissections	181,682
Library	7,874
Training & Development	858
Tied Funds Payments	171,109
Short Term Relief	27,963
Administration & Office	138,991
Canteen Payments	0
Utilities	42,622
Maintenance	26,424
Trust Payments	100,035
Capital Programs	43,628
Total Payments	1,092,526
Balance carried forward	1,111,225

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,404,055
Appropriation	1,659,834
Sale of Goods and Services	203,453
Grants and Contributions	538,475
Gain and Loss	0
Other Revenue	0
Investment Income	2,293
Expenses	-1,511,175
Recurrent Expenses	-1,511,175
Employee Related	-530,181
Operating Expenses	-980,994
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	892,880
Balance Carried Forward	892,880

	2017 Actual (\$)
Base Total	7,992,030
Base Per Capita	139,897
Base Location	0
Other Base	7,852,133
Equity Total	277,651
Equity Aboriginal	2,549
Equity Socio economic	20,410
Equity Language	156,536
Equity Disability	98,156
Targeted Total	160,160
Other Total	104,537
Grand Total	8,534,378

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

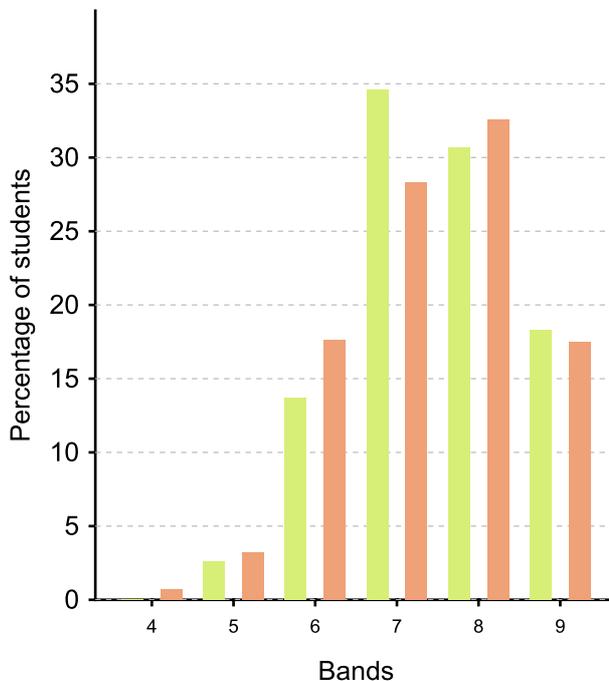
School performance

NAPLAN

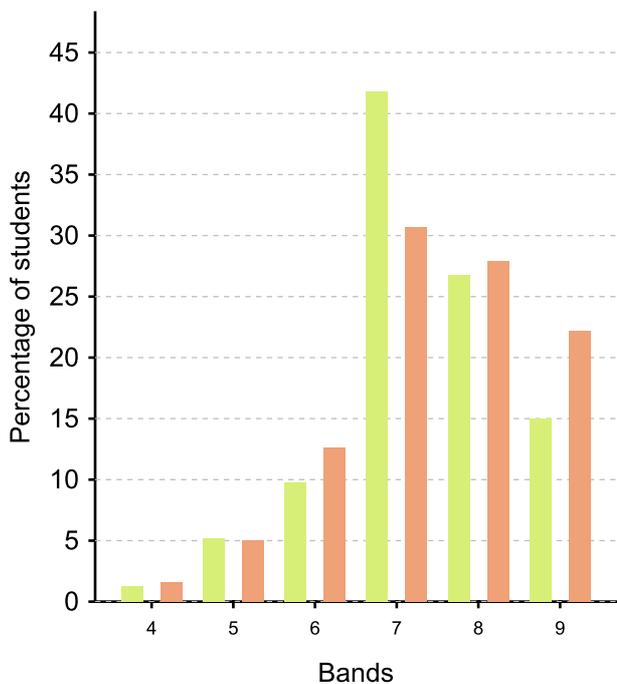
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Literacy has taken a central focus in teaching at Killarney Heights High School. In Homeroom, students work on literacy strategies with the aim of transferring these skills to the classroom. Students identified in Year 7 NAPLAN needing extra assistance were given extra tuition in the form a computerised tutorial program called QUICKSMART.

Killarney Heights High School continues to perform well in NAPLAN being above similar school groups in all areas.

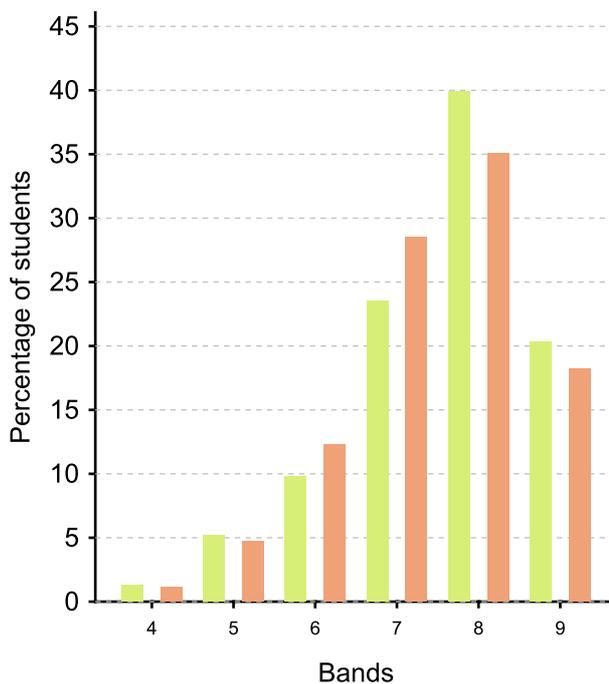
Percentage in bands:
Year 7 Reading



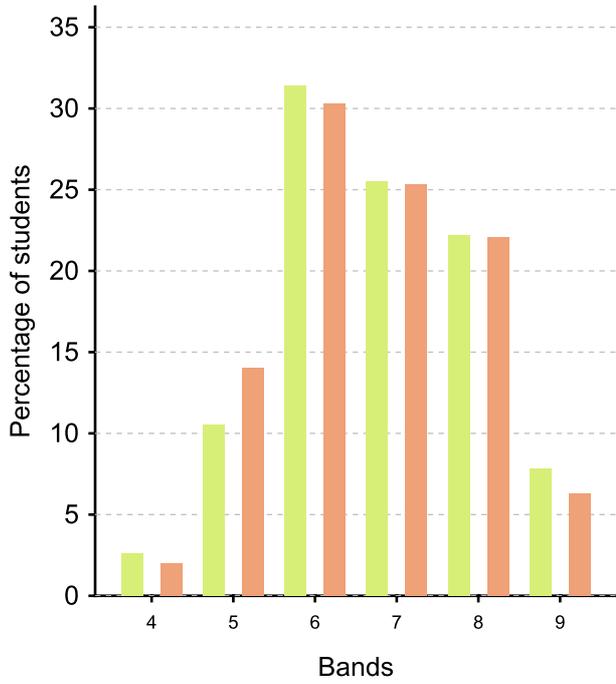
Percentage in bands:
Year 7 Grammar & Punctuation



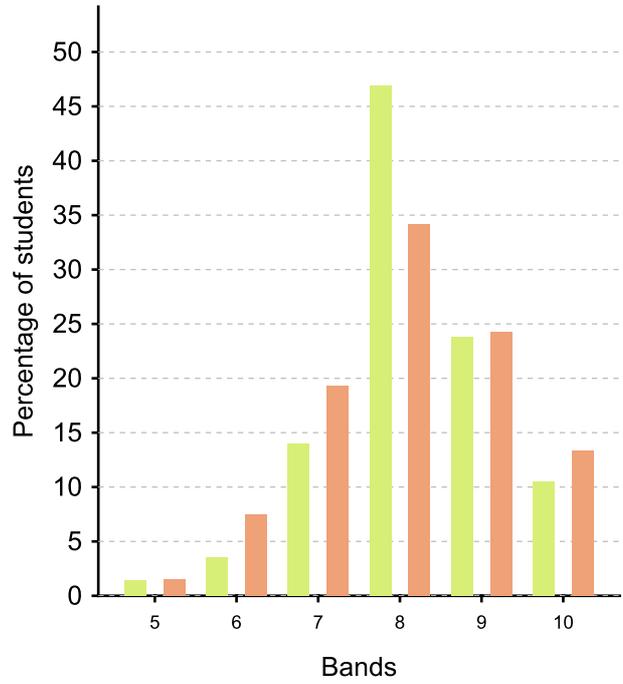
Percentage in bands:
Year 7 Spelling



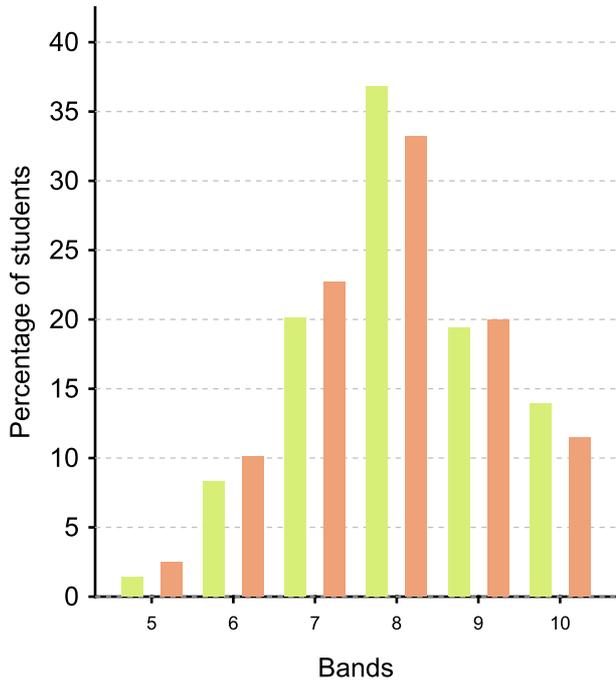
Percentage in bands:
Year 7 Writing



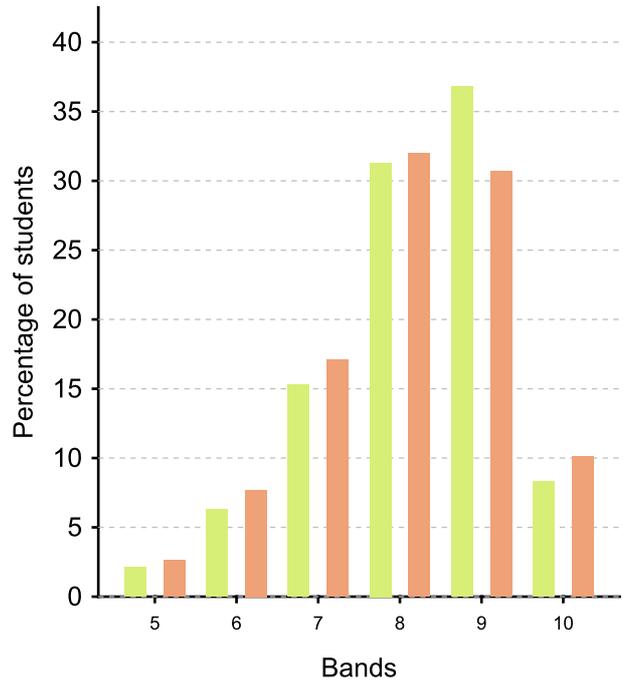
Percentage in bands:
Year 9 Reading



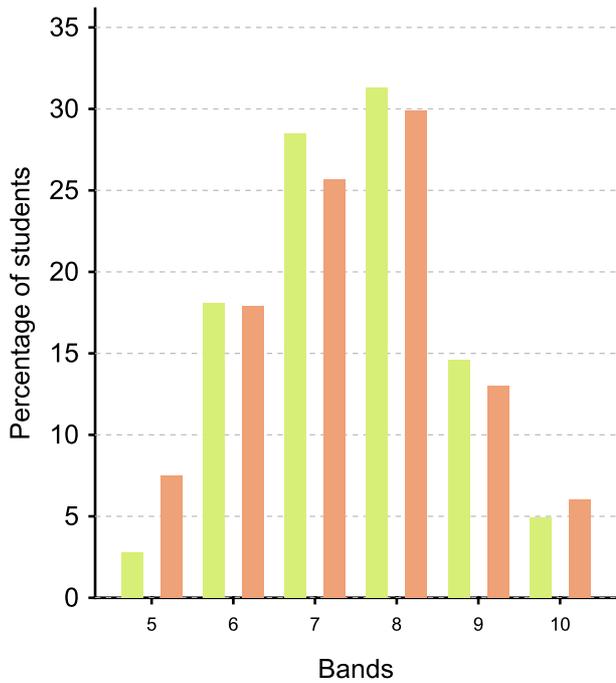
Percentage in bands:
Year 9 Grammar & Punctuation



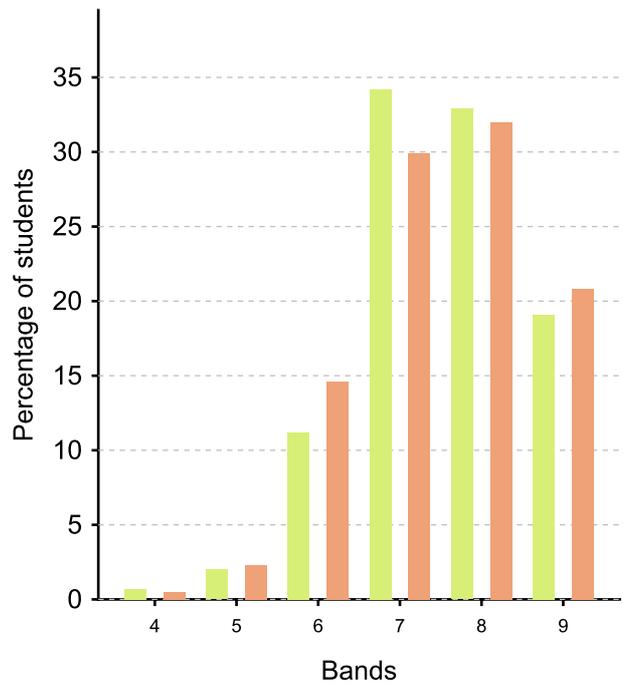
Percentage in bands:
Year 9 Spelling



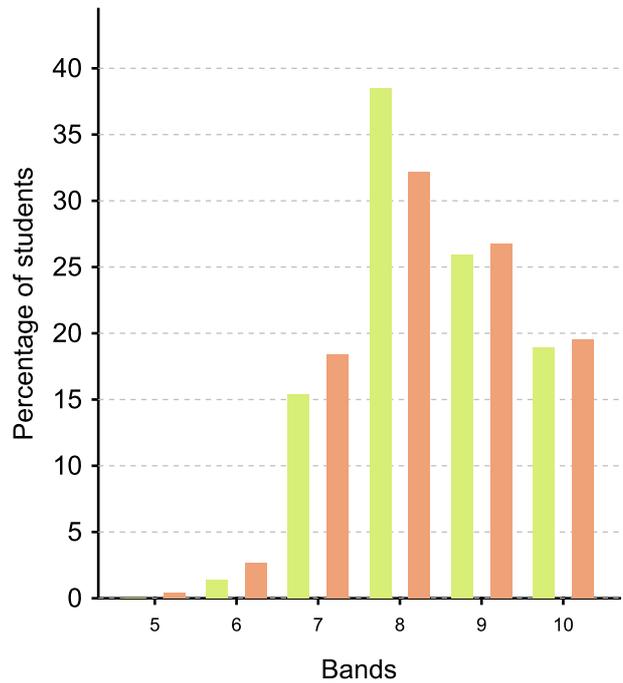
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 7 Numeracy



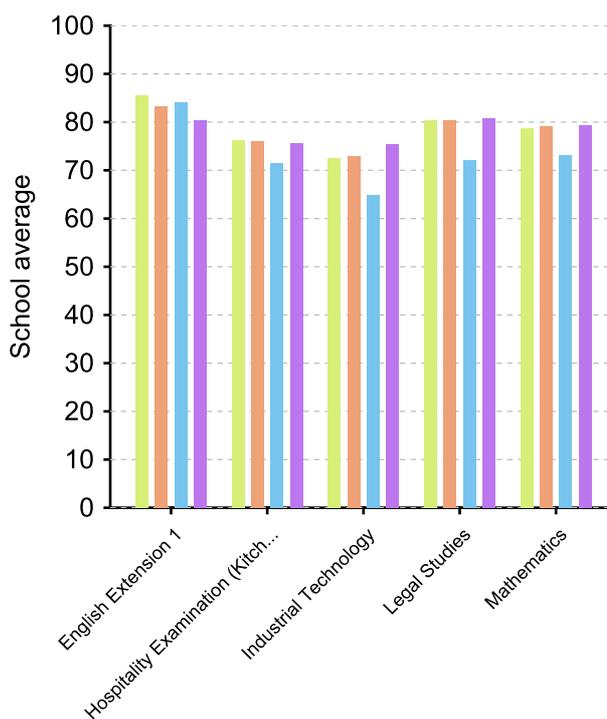
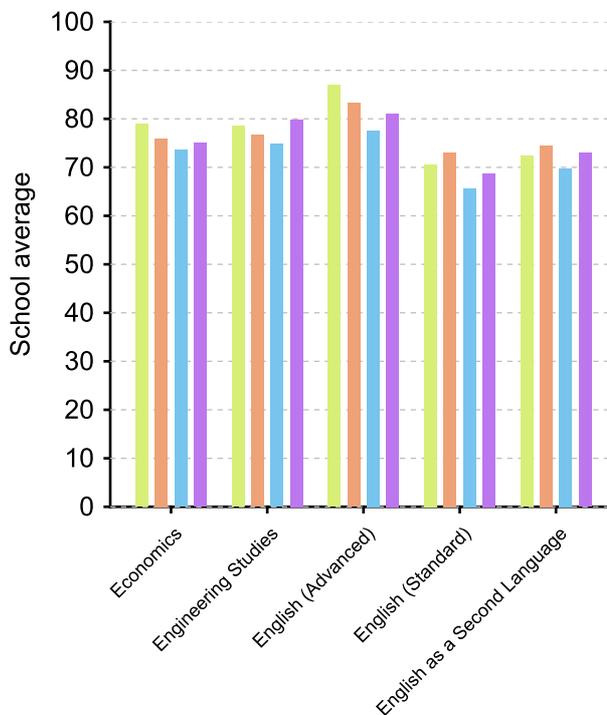
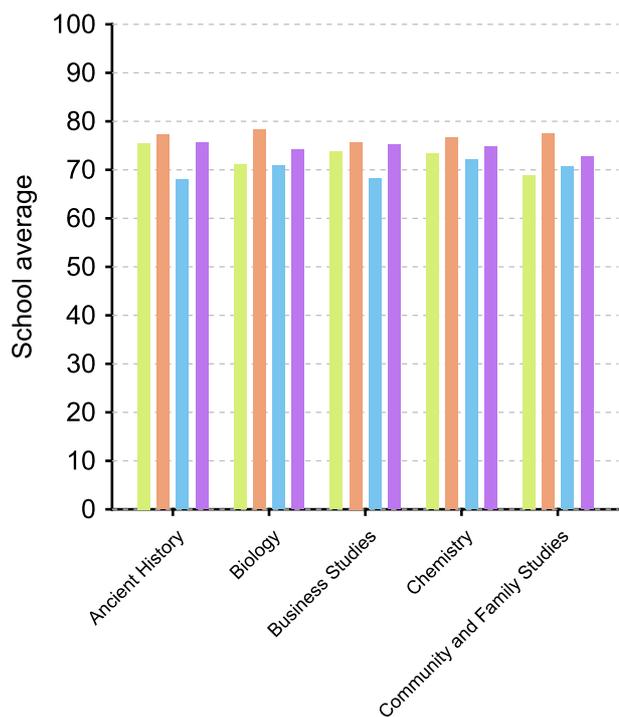
Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017 the dux of the school gained an ATAR of 98.8 with second closely followed by 98.4, these students both appeared on the All Rounders list for gaining Band 6 in all their subjects. 74 students appeared on the Distinguished Achievers list which meant that they gained a Band 6 in a subject. Of particular note was the outstanding results which were gained in Advanced English where 90 % of students gained a Band 5 or 6.



Parent/caregiver, student, teacher satisfaction

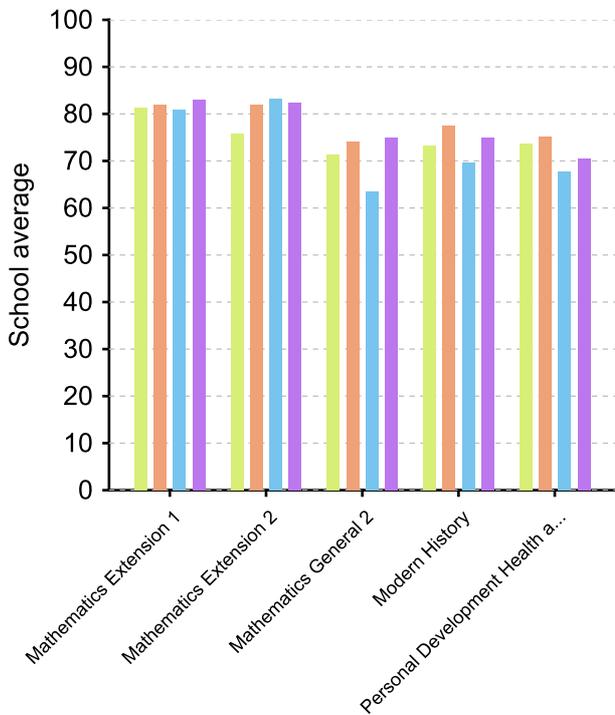
Parent/caregiver and community feedback about the schools' newly renovated parent/student services area and the front entrance has been very positive. Parents indicated that the renovations, completed in 2017, permitted easier location of KHHS' administration services and a more unified service delivery model.

P&C meetings and parent forums provided opportunities for parents to discuss satisfaction levels and to deliver feedback about the school and its service delivery.

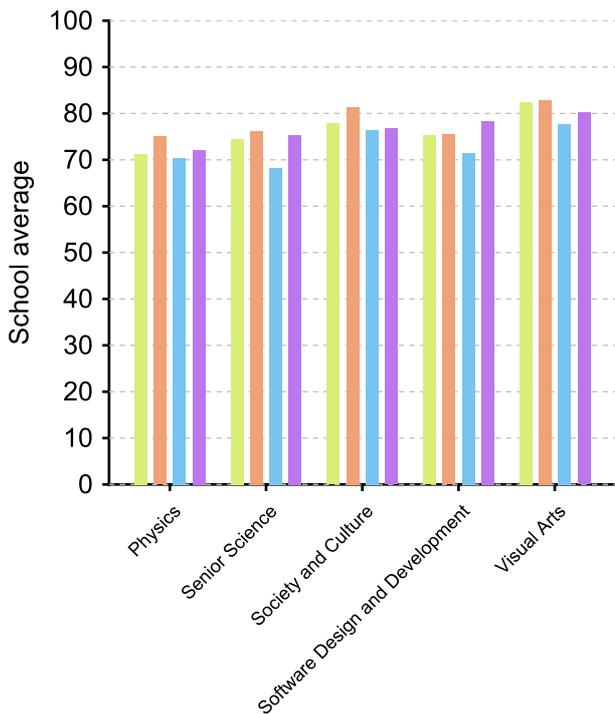
In 2017, student feedback was sought through the formal TeView|| Them From Me (TTFM) survey process on issues of teaching, learning, welfare and school satisfaction. The school executive team and the student welfare team have reviewed these survey results. The TTFM data has been utilised by the executive team to shape and enhance future school planning. The Student Representative Council (SRC) met regularly in 2017 as a vehicle for students to have input into the school's directions and to address concerns.

The Resilience Doughnut program possesses a self-evaluation survey tool. In 2017, Year 7 and 8 students had access to this tool to self-measure aspects of personal resilience. Over time, these students were able to track aspects of their resilience and when necessary seek school assistance. The Resilience Doughnut program is progressively extended across the student cohort going into Years 7 – 9 in 2018.

Teacher satisfaction feedback was enhanced in 2017 with the introduction of the Personal Development Plan (PDP) procedures. All KHHS teachers had the opportunity to meet "one on one" with their supervisors to discuss their teaching and career development. PDP systems commenced operation for all KHHS



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



Policy requirements

Aboriginal education

There were 4 students of Aboriginal heritage who attended Killarney Heights High School in 2017. Each Aboriginal student was interviewed and a Personalised Learning Plan (PLP) was collaboratively developed to maximise his/her learning potential. Indigenous students had access to the KHHS homework centre for individualised tutoring and assignment support.

KHHS participated in NAIDOC Week activities and utilised cross-curricular program content to ensure that all KHHS students had an increased awareness of Australia's Indigenous culture.



Multicultural and anti-racism education

Cultural diversity is acknowledged and celebrated at Killarney Heights High School. In 2017, International Day promoted sharing and understanding through opportunities for the wearing of national dress and sampling alternative cuisines.

The contributions of international students, from countries such as China and Japan, benefitted the whole student cohort at Killarney Heights High through opportunities for dialogue and connection. Chinese New Year was celebrated within the school.

The Anti-Racism Contact Officer (ARCO) works to ensure the continuation of a harmonious and respectful environment at Killarney Heights High School.