

Killara High School

Annual Report



2017



8457

Introduction

The Annual Report for **2017** is provided to the community of **Killara 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.

Jane Dennett

Principal

School contact details

Killara High School

Koola Ave

Killara, 2071

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

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

9498 3299

Message from the Principal

I am delighted to present the Annual Report of Killara High School for 2017.

2017 brought several significant developments that will shape our school community long into the future. Extensive consultation led to a new Stage 5 elective course for Year 10 students being conceived, with first lessons to be held in 2019. The Macquarie University HUB Schools Partnership Program, developed in 2016, continued this year. The inaugural cohort of teacher education students were mentored by their supervising teachers using the principles of peer coaching and engaged in both quality teaching rounds and a new 'Impact Project' prioritising individual student learning as core business for all teachers. The Bring Your Own Device (BYOD) program launched with almost 300 Year 7 students. We initiated a long-term, incremental transition to Compass Education software, a new, integrated data management and communication system.

In this final year of the 2015–2017 planning cycle, we undertook a detailed review of our school plan and strategic directions and also continued our participation in the Tell Them From Me survey. Simultaneously, our school undertook self-assessment using the School Excellence Framework and participated in an external validation.

We took on these challenges and changes willingly, knowing that all would be complex and some would involve hard choices and compromise. At each step, we were guided by the question: What is the purpose of education today? We are totally committed to the task of preparing our students for a future we cannot fully predict.

Our continued culture of academic excellence, with emphasis on personal best and student progress, was evident once again. New student led initiatives were introduced, such as Philosophy Club, and the Student Leadership Council created a new event, "O-Day", where all student groups publicised their activities, celebrated their achievements and signed up new members. These activities, as well as the core business of learning and wellbeing, are underpinned by the culture of coaching which is the enabling methodology for our commitment to continuous professional improvement.

None of these achievements, events and activities could happen without the passion, commitment and professionalism of the teachers and staff. I thank all involved for their commitment to learning and willingness to embrace change for the good of our students.

Finally, I thank the students of Killara High School. This report is much more than administrative, procedural or technical information. Ultimately, it reveals the best in our students, in the optimism, compassion, empathy and effort they bring to our school every day.

School background

School vision statement

Consistent with its motto *Conserva Progredere* Killara High School conserves the best from the past while pursuing new directions and development into the future.

We are committed to the values of democracy, responsibility, fairness and care. School programs focus on learning for life through the development of students' capacities to reflect on experience, make wise decisions and continue learning.

Our school community builds upon its traditions in, and reputation for, academic, creative and sporting excellence to develop students' independent and critical thinking and deliver the highest quality teaching and learning programs.

We are committed to developing and sustaining genuine relationships based on mutual respect among students, staff and families as well as individual and collective responsibility for actions and behaviour.

We foster students' appreciation of their responsibilities to others and an understanding of their individual and collective responsibility for social justice. We provide diverse learning pathways and support each learner to experience personal success and a sense of achievement.

Shared decision making underpins the school's professional culture of innovation, mutual support, critical reflection on practice and collective accountability.

School context

Killara High School, founded in 1970, is a comprehensive school with an enrolment of 1620 students, including 50% students from a language background other than English.

The school has a proud tradition of academic excellence and a strong reputation for providing high quality comprehensive education. Purposefully created streams and a gifted and talented program are features of Stage 4. The vast majority of students progress to university studies. There is a strong proactive focus on student learning and engagement and management initiatives in the middle years, teacher professional learning, student leadership and wellbeing programs, extensive curriculum enrichment opportunities and genuine communication with key stakeholders including local primary schools.

The school operates within four partnerships. The Killara Schools Partnership (KSP) brings together Killara High School and six local primary schools. Killara is one of five secondary schools that collaborate through the North Shore 5 (NS5) partnership, and the City Country Alliance (CCA) links us with schools across NSW. Killara High School has joined with Macquarie University in the Professional Experience HUB School initiative.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer Principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. This process revealed both areas of strength and priorities for improvement.

In relation to the School Excellence Framework domain of Learning, the results indicated that we are Excelling in the elements of Learning Culture and Wellbeing, and Sustaining and Growing in the elements of Curriculum and Learning, Assessment and Reporting and Student Performance Measures. Future directions in this domain will include specific re-emphasis of the importance of developing student self-efficacy through peer and self-assessment and teacher efficacy through the consolidation and enhancement of assessments for learning. The aim of this is to expand from pockets of practice to whole-school habits of practice. Student semester reports will be updated to ensure that performance measures in the general learning attributes section fully reflect the skills needed for future focused learning. 2018 will see dedicated professional learning sessions, specifically focusing on strengthening use of data to inform teaching practice and to build on previous work in growing successful strategies for individualised student

numeracy.

In relation to the School Excellence Framework domain of Teaching, the results of this process indicated that we are Sustaining and Growing in the element of Collaborative Practice; and Delivering in the elements of Data Skills and Use, Professional Standards, Effective Classroom Practice, and Learning and Development. In 2018, the Data Vision Leaders project will be used to enhance teacher data utilisation to further strengthen the whole school focus on individual student learning progress. Compass Education software, SMART data analysis and targeted professional learning will be integrated to strengthen the culture of data-informed teaching to personalise and tailor student learning with an emphasis on growth for every student. Strengthening the culture of coaching will continue to be a focus. By the end of 2018, all permanent teachers will have completed the peer coaching training and the peer coaching process will have been used across the whole school to enhance the Performance and Development Process.

In relation to the School Excellence Framework domain of Leading, the results indicated that we are Excelling in the element of School Resources, and Sustaining and Growing in the elements of Leadership, School Planning, Implementation and Reporting and Management Practices and Processes. In 2018, leadership opportunities will be enhanced through: streamlined expression of interest processes for relieving positions; a leadership development program to provide ongoing opportunities to experience aspects of leadership; and a scenario-based leadership “boot camp” for executive and aspiring school leaders. There will be increased emphasis on the roll of teachers as leaders, through the development of professional learning and the processes and products relating to the 2018–2020 school plan.

Our future directions will be guided by this self-assessment and the external validation process. A culture of coaching and strategically designed professional learning led by effective executive leadership will create a professional focus on collective teacher efficacy and individual student learning.

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

Developing successful learners

Purpose

To provide students with a challenging, engaging, inclusive and relevant curriculum designed to develop knowledge, skills, understanding and attributes such as integrity and empathy. The ongoing development of students as critical and creative thinkers, taking managed risks with their learning in an environment of mutual respect is central to education at Killara High School.

Overall summary of progress

Throughout 2017, the school focused on strengthening the culture of thinking and student autonomy, enhanced integration of technology into student learning and the expansion of curriculum to face the challenges of future focused learning.

Developing a culture of thinking involved focusing on metacognitive strategies and formative assessment. Teacher professional learning saw continued emphasis on assessment for learning and assessment as learning. Existing assessments were adapted and new assessments were created to include strategies for peer and self assessment. These tasks and strategies were shared in cross-faculty groups. In Term 3, student work samples were then shared across KLAs to model and learn collaboratively both the processes for implementing these tasks and the critical reflection needed to assess their impact on student learning.

Enhanced integration of technology progressed significantly. The BYOD program launched, software was updated or adapted to support learning and teaching, and ICT focused professional learning opportunities were opened to teachers to support and enhance the use of technology for learning. The introduction of the Compass Education software platform enabled classroom teachers to analyse external assessment data for current classes.

In response to the Learning Review, undertaken in 2016, development commenced this year for a new Stage 5 elective course for Year 10 emphasising choice, access and challenge to empower all students to become successful learners. This cross-curricular, problem-based course will focus on the skills and dispositions needed both for Stage 6 study in the new curriculum and more broadly as our students face an unpredictable future.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| <i>Average Difference from the State value for HSC in all subjects remains in the Large category for all student groups – Lower, Middle and Higher .</i> | nil | The Lower student group was in the <i>Large</i> category. The Middle student group was on the border between <i>Large</i> and <i>Moderate</i> . The Higher group was in the <i>Moderate</i> category. This indicates a need to continue our focus on driving growth for students achieving the highest NAPLAN bands. This involves strengthening higher order thinking skills and explicit focus on advanced literacy. This will help to ensure deep learning and understanding as well as improved learning outcomes for students. This year, data analysis allowed teachers to identify priorities for improvement. |
| <i>Tell Them From Me</i> data indicates evidence of improvement, specifically about rigour and positive learning climate | nil | The <i>Tell Them From Me</i> survey was conducted in 2017. The results indicated consistently strong performance in student perceptions of positive learning climate. In relation to perceptions of rigour, 2017 results indicate mixed results when compared with data from previous surveys. Year 11 students rated rigour at 6.1/10, compared with 6.0/10 in 2015, whereas Year 10 students rated rigour at 6.1/10 compared with 6.4/10 in 2015. The survey indicates a positive learning climate in classrooms and that teachers hold high expectations for all students to succeed. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Evidence of use of Visible Thinking routines in teaching programs and student work samples. | \$663 | Modelling of visible thinking was an essential part of teacher professional learning. Visible thinking routines are evident in documentation and student work samples across KLAs. Professional learning time was devoted to cross-KLA collaboration in sharing tasks which focus on assessment for learning. |
| Increase in teacher capacity to develop efficacy in students and develop self directed learners as evidenced by incorporation of high quality feedback strategies into teaching and learning activities. | \$1,326 | Student efficacy and self-direction has been enhanced through increased use of peer and self assessment, consolidation of self reflection strategies, and continued focus on high quality feedback to drive student progress. |
| Evidence of future focussed learning skills. | nil | <p>ICT professional learning sessions were offered three times per term, enabling regular, timely and targeted support to assist teachers in building skills with technology for learning.</p> <p>The BYOD Learning HUB launched in Term 1 and was a vital element in the successful launch of BYOD with Year 7 2017.</p> <p>KLA programs have been re-designed to incorporate collaborative, creative and critical thinking tasks through technology.</p> <p>All faculties wrote specific technology based report outcomes to communicate expectations and assess effective use of technology for learning.</p> <p>Whole school consultations and advanced planning commenced for a new Stage 5 elective.</p> |

Next Steps

Data literacy, combined with an emphasis on explicit literacy and numeracy strategies across all KLAs, will drive professional learning in 2018. Specific, measureable targets for literacy and numeracy improvement will be set at a whole school and faculty level.

Curriculum change, in the form of a cross-curricular problem-based learning option in Stage 5, will be a key element in the strategic focus on developing learning skills for the future. Detailed planning and preparations will commence in 2018.

Future focused learning will continue to be a priority, with the refinement of the BYOD rollout, the introduction of new general learning attributes in semester reports and the continued focus on student self-direction in learning.

2018 will also see significant work for the introduction of new HSC syllabus documents across many major subject areas. Combined with new internal assessment guidelines, these developments will create significant change in student learning going forward.

The middle years semester projects with KSP partner primary schools will continue with Peer Coaching and Classroom Observations in Semester 1 and Quality Teaching Rounds in Semester 2.

Strategic Direction 2

Transforming learning through professional growth

Purpose

To facilitate active student engagement in a culture that promotes high expectations and personal best. Teaching innovation and authentic learning is supported and fostered through the provision of professional learning and coaching and mentoring of all teachers, to provide challenging and stimulating learning experiences.

Overall summary of progress

Throughout 2017, the focus on professional growth was embedded in the performance and development process for all teachers. Teachers linked their PDP goals into the Australian Professional Standards for Teachers and the school's strategic directions. Peer coaching was introduced as the enabling methodology for PDPs and this was a key step in fostering a coaching culture between all teachers. By the end of 2017, eighty per cent of teachers had completed the Peer Coaching course, Positive Conversations about Teaching Practice, and all teachers had participated in professional learning demonstrating the use of peer coaching in PDPs.

Partnerships continue to be vital in the professional growth of Killara High School teachers. 2017 saw the inaugural cohort of teacher education students in the Macquarie University HUB Schools program. This comes in addition to strong and ongoing collaboration with our primary school partners, through the KSP, and with our network of high schools, the NS5.

Quality Teaching Rounds and Peer Coaching continued as the focus for teacher professional learning. Quality Teaching Rounds and Peer Coaching involved training by external providers and follow up with in-school partners to enhance teaching skills and better meet the future focused learning needs of our students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| All teachers have engaged in the Performance and Development planning cycle including a reflection on progress. | nil | Weekly professional learning sessions continued the integration of the coaching approach into teacher PDPs. Teachers worked closely with their supervisors in dedicated professional learning time to enable meaningful dialogue and reflection on progress. |
| Evidence of engagement with the Australian Professional Standards for Teachers at Proficient, Highly Accomplished or Lead in PDPs and accreditation documentation. | nil | Teachers seeking accreditation at Proficient level worked closely with their supervisors to meet NESA requirements for accreditation. Teachers maintaining accreditation were supported with sessions to log and evaluate their professional learning. All teachers have PDP goals linked to a standard descriptor in the Australian Professional Standards for Teachers and the school's strategic directions. |
| Increased engagement in classroom observation and feedback to improve practice evidenced by the percentage of teachers who have completed the peer coaching program and time allocated for classroom observation in the weekly professional learning schedule. | nil | Fifty two teachers completed the Peer Coaching course with Growth Coaching International this year, bringing the total to more than eighty per cent of teachers who have completed this training. |
| Increase in the number of teachers engaged professionally in school, community and university partnerships. | Included in Professional Experience Hub Schools program resources | Eighteen teachers engaged with Killara Schools Partnership semester projects. This enrichment program provided for students in Year 2 through to Year 6 in multiple areas, including mathematics, |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| Increase in the number of teachers engaged professionally in school, community and university partnerships. | | <p>creative writing, science, computing, geography, history, visual arts, wood technology and drama. Year 6 participated in the sports Gala Day. Teachers also organised a Girls in Science workshop for Year 7 and Year 5 girls. Our ongoing partnerships in performing arts ensembles and student leadership were also extremely busy.</p> <p>Killara High School Faculty Head Teachers led five workshops at the NS5 combined professional learning day in Term 2 and ongoing KLA head Teacher networks continue to be an important element of professional engagement.</p> |

Next Steps

Developing the culture of coaching will continue to be pivotal for professional growth. In 2018, peer coaching will be deployed at the whole school level as an enabling methodology for all teachers' performance and development plans (PDP). The executive team will utilise coaching to enhance the implementation and achievement of improvement measures across the school. All teachers will work with peer coaches to develop and refine PDP goals, then work collaboratively throughout the year towards those goals. This process will be reviewed and refined into the future.

The School Excellence Framework and the Australian Professional Standards for Teachers continue to underpin and guide all aspects of learning, teaching and leading.

Professional partnerships will continue and grow into 2018. The KSP will host a range of workshops for primary school students, Executive collaboration with our NS5 partners will continue to inform school planning and priorities, and the Macquarie University Professional Experience HUB Schools program will be reviewed and improved for its second year of operation with Teacher Education Students.

All of these next steps are underpinned by the whole school commitment to professional growth and development as we continually seek to improve teaching practice and student learning.



Strategic Direction 3

Fostering wellbeing across our school community

Purpose

To continually develop a culture in which students, families and staff have a sense of self-worth, self-awareness and personal responsibility that enables them to manage their emotional, mental, ethical and physical wellbeing. Students develop resilience and a sense of optimism about their lives and the future.

Overall summary of progress

In 2017, the school continued its work on the implementation of MindMatters and the deliberate fostering of wellbeing of both staff and students. Targeted professional learning for staff occurred each term that focused on differentiating and adjusting the curriculum, meeting the learning needs of students on the autism spectrum, NCCD compliance and class meetings to discuss student wellbeing matters. These sessions were led by members of the Wellbeing Team.

Staff worked in cross KLA groups to review and discuss the data from the 2017 Tell Them From Me survey. Staff utilised the Compass Point visible thinking routine to reach a consensus on areas of growth and strength, and also to identify areas of concern and for action. Faculty HTs along with the Wellbeing Team focused on supporting the findings of the survey.

The Wellbeing Team joined for the first time with the student leadership groups to organise and implement our four specific wellbeing events: Bullying. No Way! Day; R U OK? Day; Wear it Purple Day; and White Ribbon Day. The R U OK? Day also had a strong staff focus with promotional material and an afternoon of wellbeing activities run by staff for staff.

The Home Group program underwent a significant review by members of the Wellbeing Team in order to ensure that the foci reflected our current student concerns and needs. All Home Group teachers participated in workshops reviewing the program and then worked collaboratively to design resources for these sessions. The school has continued to work with external counsellors to support students and their parents and carers manage HSC stress and time management. Similar evenings were also held with parents of our Chinese and Korean students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Increased staff awareness of mental health | \$335 | Professional learning sessions regarding wellbeing focused on raising awareness and action via in-school support and EAPS. There was a focus on ensuring clear and direct channels of communication, such as emails and meetings with staff, to discuss specific students. |
| All students with special needs identified and support strategies put in place | \$21,195 | The RAISE mentoring program continued to support students who are at risk. Professional learning sessions targeted strategies to support students with additional needs, including NCCD. The Learning and Support referral system was streamlined and utilised by more teachers. The Learning and Support team worked to provide extended School Learning Support Officer support in classes. Specific literacy and numeracy classes were provided for Stage 4 students with specific literacy, numeracy or learning needs. Social skills classes were run for specific students in Stage 4. IEPs are in place for all students with identified learning needs. A specific "Chill-out Zone" was created at lunchtimes for students who need a quiet space. |
| Improvements in wellbeing in data from Tell Them From Me | \$1,100 | The 2017 Tell Them From Me survey indicated strong growth in student sense of belonging |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| survey: mental health | | for years 10 and 12, while in years 11 and 9 there was a slight decline. Students in years 11 and 12 showed growth in positive homework behaviours and effort of between 6 – 9%. In the area of academic rigour students in Years 12, 10 and 9 reported more positive growth of between 1–2%. All students in years 9 – 12 felt positively about advocacy at school with overall growth. Some Growth was evident in positive teacher–student relationships especially in Years 7, 11 and 12. |
| Increased student awareness of the school counsellors and wellbeing team | \$15,000 | Counsellors continued to work with students individually, in small groups and also in Year and Stage groups. Posters and school media promoted wellbeing and communicated how to access internal and external support services. The Wellbeing Team meet regularly and follow-up with students employing a collaborative case management approach to student wellbeing. |
| Improved communication with all members of the school community | \$7,000 | Communication channels include the school newsletter, website, facebook and Compass. Where required, parent meetings were held to discuss specific wellbeing concerns and open forums were provided in general matters, such as the the Safe on Social talks and presentations by psychologists on managing HSC stress. Targeted parent information evenings were offered for all students in Stage 6 including Chinese and Korean parents, with access to interpreters and translated documentation where appropriate. Regular review meetings are held for funded students to ensure the ongoing accommodation of their learning needs. |

Next Steps

The next steps for 2018 are to continue our focus on supporting the wellbeing of all students through the new Home Group program. This will be reviewed by both teacher and student feedback at the end of Semester 1 by the Wellbeing Team.

Professional learning will focus on areas such as: understanding disability provisions and teacher responsibilities; increasing and refining differentiation of the curriculum for all students who are in need; and NCCD compliance. The Wellbeing Team will work on expanding student participation in the RAISE mentoring program. The four dedicated wellbeing days will be continued and enhanced, with the inclusion of an additional day, National Disability Day, in December. Furthermore, resources will be dedicated to providing additional psychological, occupational therapy and speech therapy support for our students through Learning Links.

Counsellor services will be expanded in 2018 to ensure that counsellors are available for the equivalent of 6 days per week.

Students and parents will participate in seminars on the use and misuse of social media through the organisation of Safe on Social seminars to be facilitated by an external provider. Ongoing parent communication will continue via the newsletters, dedicated parent evenings and, importantly, through members of the wellbeing team and all teachers.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$626 | Less than 1% of students identify as Aboriginal or Torres Strait Islander. Flexible funding is utilised for targeted programs and learning plans. Understanding of Aboriginal and Torres Strait Islander heritage and culture continues to be a key focus for teaching and learning programs across the curriculum. |
| English language proficiency | \$379,993 | English language proficiency (ELP) funding was provided for 3.6 specialist EAL/D teachers and flexible funding to meet the needs of two hundred and seventy four students from culturally and linguistically diverse backgrounds. The EAL/D Program ensures support is provided based on the needs of students with English as an additional language. EAL/D teachers withdraw individuals and small groups periodically to provide intensive language support so students can complete projects and specific learning tasks to meet course learning outcomes. EAL/D teachers collaborate with classroom teachers to introduce the principles of language learning pedagogy into teaching programs and assessment practices and to develop language learning strategies and resources to support EAL/D students in the mainstream. Specialist EAL/D teachers were also allocated to teach Preliminary and HSC English (ESL) courses and as a result Stage 6 EAL/D students have achieved amongst the highest HSC scores in the state for English (ESL). EAL/D specialists diagnose reading, writing and speaking skills for EAL/D students transitioning from Year 6 into Year 7 and recommend class placements so these students can receive maximum available support in their language development throughout their years at school. |
| Low level adjustment for disability | \$146,789 | Low level disability funds were predominantly used in 2017 to employ a 0.7 Learning and Support Teacher (LST) and Student Learning Support Officers (SLSOs) to support students who do not receive integration funding but who demonstrate the need for assistance. Support included creating two new spaces for students. "Chillzone" is a lunchtime activity providing a calm space away from the intense sensory stimulation of the playground where students can practice social skills in a socially safe space. "Helpzone" is a specific program for students who needed extra assistance with classwork, homework or assessments. Support was provided in several other areas. Professional learning training for both teachers and School Learning Support Officers (SLSOs) was also provided to ensure that students with additional learning needs receive appropriate support. Disability funding supported screening and assessment of referred students to ensure that education plans were tailored to their specific needs. HSC disability |

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|--|-----------|--|
| Low level adjustment for disability | \$146,789 | provisions applications were submitted with full documentation and students received provisions for internal examinations, such as readers, writers and extra time. Finally, SLSOs are employed to accompany students on excursions, camps, and in some practical classes. |
| Socio-economic background | \$14,354 | All students are supported to achieve the highest possible outcomes through equitable access to all school programs and activities. Families experiencing financial hardship are encouraged to contact the Head Teacher Student Wellbeing, the School Administration Manager or the Principal to discuss financial assistance. In 2017, students in these circumstances were supported to enable the attendance at school camps, participation in co-curricular activities and the provision of school uniform. Some students enrolled in speciality courses with particular tools or consumables were also provided with assistance. Students were also supported in specific cases with access to breakfast and lunch through a system of canteen allowances. With the introduction of BYOD, an equity and access policy has been developed to ensure all students can access the technology required for future focussed learning. |
| Support for beginning teachers | \$52,539 | Classroom teachers employed in their first permanent appointment each received a relief allowance of two seventy-five minute periods per fortnight. Each teacher was appointed a mentor, who was relieved of one hour of teaching time per week, and who met with his or her mentee for one hour per week. Six teachers in their second year of permanent employment received a relief allowance of one seventy-five minute period per fortnight. In addition to professional learning provided to all teachers, teachers seeking accreditation at proficient were given the opportunity to attend series of workshops to guide them through the accreditation process. Teachers also attended workshops provided by external providers designed to meet the needs of early career teachers. Head teachers who supervise beginning teachers also received professional learning to assist them in supporting teachers seeking and maintaining accreditation at proficient. |
| Professional Experience Hub Schools program | \$143,552 | Our partnership with Macquarie University launched with the first cohort of Teacher Education Students in Term 1. Teacher education students completed the inaugural IMPACT project, by engaging in research to design interventions to meet student need and collect evidence of impact on individual student learning. Simultaneously, our academic partners at Macquarie University undertook research into the experiences, skills and understanding of pre-service teachers. Two separate research projects were commenced. One examined how teacher education students understand and |

| | | |
|--|-----------|---|
| Professional Experience Hub Schools program | \$143,552 | <p>seek to influence school student learning in the context of their professional experience. This research resulted in a published academic paper and a joint presentation at the HUB Schools conference. The other was a critical self-reflection on the partnership and Impact Project, which led to changes for 2018. The HUB Schools program also involved working with a nearby high school and with partner primary schools, which reflects the intent of the program in terms of disseminating the benefits of improving teacher education programs in NSW. Peer Coaching was the underpinning approach to the HUB Schools program, with coaching conversations and goal setting embedded throughout. Our project is designed to reflect the Macquarie University initial teacher education program to produce graduates who are resilient, reflexive, responsive, ready to learn and research engaged. In 2018, a number of changes and improvements have been implemented, including a revised and strengthened induction program, clearer communication and administration support, formalised reflection and coaching processes, regular mentoring support, a detailed handbook and enhanced peer tutoring program.</p> |
|--|-----------|---|



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 904 | 934 | 974 | 969 |
| Girls | 684 | 667 | 644 | 657 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 97.1 | 96.7 | 96.3 | 97.4 |
| 8 | 95.5 | 95.7 | 96 | 95.6 |
| 9 | 95.2 | 95.3 | 95.2 | 95.4 |
| 10 | 92.1 | 93.6 | 94.7 | 94.3 |
| 11 | 93.1 | 93.8 | 93.2 | 95.4 |
| 12 | 93.3 | 93.2 | 93.7 | 93.8 |
| All Years | 94.2 | 94.7 | 94.8 | 95.3 |
| 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

Non-attendance is managed through the multiple layers in our student wellbeing system. Classroom teachers and Home Group teachers monitor attendance in the first instance. Stage Head Teachers then follow up where attendance across several subjects, or over an extended period, becomes a concern. Interventions include parent meetings, attendance monitoring and reporting. Where attendance concerns increase, the school works with the Home School Liaison Officer to re-engage students with school.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 1.4 | 0 | 3 |
| Employment | 0 | 0 | 1 |
| TAFE entry | 1.4 | 1 | 3 |
| University Entry | 0 | 0 | 88 |
| Other | 0.5 | 1 | 2 |
| Unknown | 0.5 | 1 | 3 |

Approximately eighty eight per cent of Killara High School students who received an ATAR were made university offers. Macquarie University (MQ) was the 2017 cohort's University of choice followed closely by the University of New South Wales Australia (UNSW) and then The University of Sydney (USYD). Student course selections spanned the full realm of career areas with some of our elite candidates being made offers in what are amongst the most prestigious tertiary courses in the state. These included two UNSW Co-op scholarships in Actuarial Studies and Software Engineering, Bachelor of Commerce and Advanced Studies (scholars) program at USYD, a Bachelor of Music at the University of Sydney Conservatorium and Bachelor of Medical Science at UNSW. The most popular course/career area was Science with approximately thirty three per cent of offers extending in a range of related degrees. Other popular course areas included twenty three per cent of offers being in the commerce field of study. Approximately fourteen per cent of offers were within Arts and ten per cent of courses ranged in the Engineering and Information Technology faculties. Favoured destinations for the twelve per cent of students who did not receive a university offer within the state included the workplace, TAFE, private tertiary course providers, apprenticeships and overseas universities.

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) continues to be an important part of the curriculum in 2017. Twenty eight students in Year 12 undertook vocational or trade training. One student successfully completed a School Based Apprenticeship (SBAT) as part of their HSC pattern of study.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of Year 12 students attained an HSC or equivalent vocational educational qualification in 2017.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 3 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 16 |
| Classroom Teacher(s) | 77.7 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.7 |
| Teacher Librarian | 1.4 |
| Teacher of ESL | 3.6 |
| School Counsellor | 1 |
| School Administration & Support Staff | 16.57 |
| Other Positions | 1.2 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal and Torres Strait Islander composition of their workforce. In 2017, one staff member at Killara High School was of Aboriginal background.

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 | 10 |

Professional learning and teacher accreditation

The key focus areas for professional learning in 2017 were derived from the school strategic directions Developing successful learners, Transforming learning through professional growth and Fostering wellbeing across our school community. Professional Learning occurred on five School Development Days and each Wednesday afternoon. All permanent and temporary teachers engaged in these sessions, the focus of which included whole school and faculty pursuits consistent with school priorities. These included: BYOD implementation; Year 7 team meetings; completion of mandatory e-safety updates; Compass software implementation; strengthening of the Performance and Development Plans process through peer coaching program implementation; MindMatters; further development of strategies for feedback on student learning including strategies for peer and self-assessment; SMART Naplan Analysis; staff wellbeing. Following School Development Days, the Learning Support and Wellbeing Teams also led professional learning regarding NCCD, learning support referrals and further improvement to the practice of providing accommodation and adjustments for the diverse range of students and consolidation of learning. In addition to this, teachers and School Administrative Support Staff (SASS) completed courses that were not school delivered. The professional learning budget was \$105,558. The average expenditure per teacher was \$1020.87.

Term 1 School Development Day

The focus of this day was the implementation of Compass School Manager software. The purpose of which is to enhance the use of data to drive personalised learning and wellbeing, consistent with Strategic Direction One (Developing Successful Learners) and Strategic Direction Three (Fostering Wellbeing Across our Community). All teachers also completed AITSL Module 2 Practice Analysis, a requirement of all teachers who would be working with a Teachers Education Student for their Professional Experience placement in 2017. The majority of teachers, with the exception of teachers new to Killara High School, engaged in KLA workshops led by Head Teachers for the remainder of the day. Teachers new to Killara High School began the induction program.

Term 2 School Development Day

Killara High School joined with the other four schools from the North Shore Secondary School Partnership (NS5) at Chatswood High School for a combined School Development Day. The majority of the day was devoted to workshops in Key Learning Area groups designed to support new syllabus implementation. The

first afternoon session was a Student Symposium where students from both the Killara School Partnership (KSP) and NS5 schools expressed their views on My Education, My Future with a four minute address. The day concluded with the launch of the NS5 Website, an initiative to further embed collaboration across the five schools and foster innovative approaches to teaching and learning.

Term 3 School Development Day

The majority of this day was devoted to the evaluation of the 2015–2017 School Plan and the consultation process for the 2018–2020 School Plan. Teaching and School Administrative and Support Staff worked in both cross KLA focus groups and KLA/SASS teams to complete the activities that were developed using a coaching approach. Faculty professional learning followed, led by Head Teachers.

Executive professional learning

In 2017, professional learning was again a feature of the majority of executive meetings. Some of the areas covered were: discussion of 2018 curriculum options for the new Stage 5 elective for 2018, External validation, Peer Coaching implementation, understanding of the Resource Allocation Model (RAM), the School Excellence Framework Version 2, School Plan and 2017 Milestones formation and evaluation, Macquarie University Hub Partnership, Work, Health and Safety and management of proposed changes to the Higher School Certificate Minimum Standard. The 2017 Executive Conference took place over two days in March. The first day began with a workshop led by Dr Simon Breakspear entitled Leading Deep Change, the purpose of which was to examine challenging mindsets around implementing change. This was followed with the development, using a coaching approach, of an Executive Team Focus for 2017 in line with the school strategic directions. Day two of the conference was a workshop Managing Difficult Conversations lead by a presenter from the Growth Coaching International team. An Executive Planning Day in Term 4 provided an opportunity to evaluate the 2017 Milestones and completion of one of the strategic directions for the new school plan.

Term 4 School Development Days

On the morning of Monday 18 December teachers worked within their KLA engaging in the analysis of the recently released HSC results using the Results Analysis Package and considered the implications for programming for the following year. The remainder of the day was spent focusing on faculty priorities, which for many, focused on programming and implementation of new syllabuses. On Tuesday 20 December all teachers participated in professional learning targeting Strategic Direction One (Developing Successful Learners) and Strategic Direction Three (Fostering Wellbeing Across our Community). Training was provided by Epilepsy Action Australia. Teachers then engaged in collaborative programming in preparation for the implementation of new Stage 6 syllabuses in 2018.

Beginning Teachers and Accreditation

In 2017, there were twenty temporary and forty two permanent new scheme teachers. Eleven teachers attained their NESA accreditation at proficient and an additional nine teachers were working towards gaining their accreditation at proficient. Nine teachers completed their maintenance of accreditation at proficient while thirty five permanent and sixteen temporary teachers were maintaining accreditation at proficient. Four teachers were seeking accreditation at Highly Accomplished or Lead.

Two classroom teachers were employed in their first permanent appointment and consequently Killara High School received funding under Great Teaching, Inspired Learning to support these teachers in the transition from graduate to proficient teacher. In addition to this, six teachers were in the second year of the funding. Each of the teachers in their first year received a relief allowance of two seventy-five minute periods per fortnight. Each teacher was appointed a mentor, who was relieved of one hour of teaching time per week to meet with his or her mentee. Teachers in their second year received a relief allowance of one seventy-five minute period per fortnight.

Four temporary teachers were also eligible for beginning teacher support funding. These teachers received targeted professional learning and release time to work with an experienced teacher mentor according to identified areas of need. All these teachers also completed the Peer Coaching: Positive Conversations around Classroom Practice two-day program to further support their development around classroom practice.

In addition to professional learning provided to all teachers, teachers seeking accreditation at proficient were offered a program of workshops provided through the NS5 group of schools to guide them through the accreditation process. Teachers also attended workshops provided by external providers designed to meet the needs of early career teachers. Head teachers who are supervisors of beginning teachers also received support to assist teachers seeking and maintaining accreditation at proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 2,883,830 |
| Revenue | 16,593,976 |
| Appropriation | 14,239,306 |
| Sale of Goods and Services | 65,452 |
| Grants and Contributions | 2,245,656 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 43,562 |
| Expenses | -16,278,700 |
| Recurrent Expenses | -16,278,700 |
| Employee Related | -13,543,541 |
| Operating Expenses | -2,735,159 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 315,276 |
| Balance Carried Forward | 3,199,106 |

Finance management meetings are convened twice per term and involve all members of the school executive. All projects and faculties operate within budgets and follow departmental guidelines for expenditure of funds.

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 13,094,948 |
| Base Per Capita | 247,242 |
| Base Location | 0 |
| Other Base | 12,847,706 |
| Equity Total | 541,762 |
| Equity Aboriginal | 626 |
| Equity Socio economic | 14,354 |
| Equity Language | 379,993 |
| Equity Disability | 146,789 |
| Targeted Total | 162,597 |
| Other Total | 140,806 |
| Grand Total | 13,940,114 |

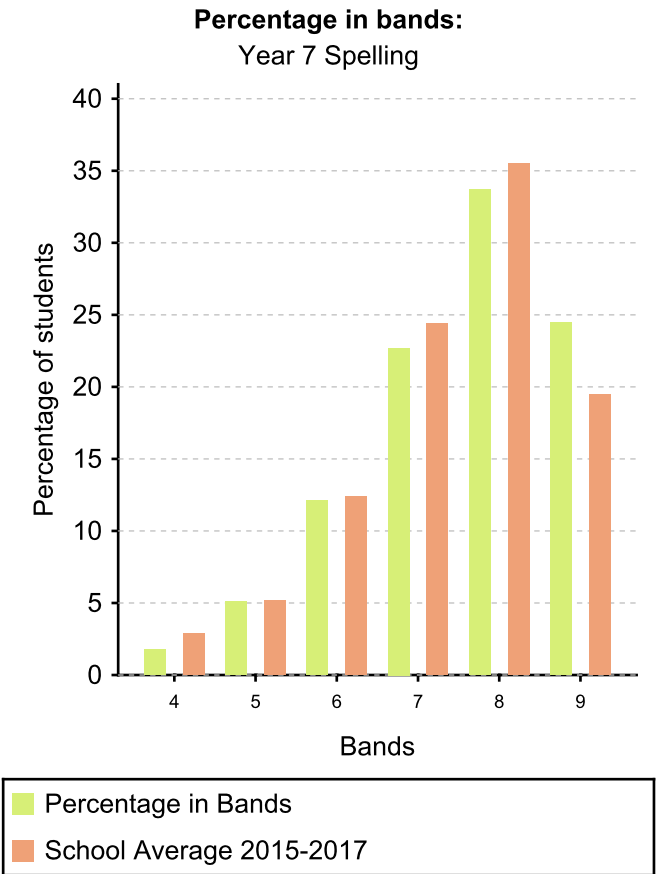
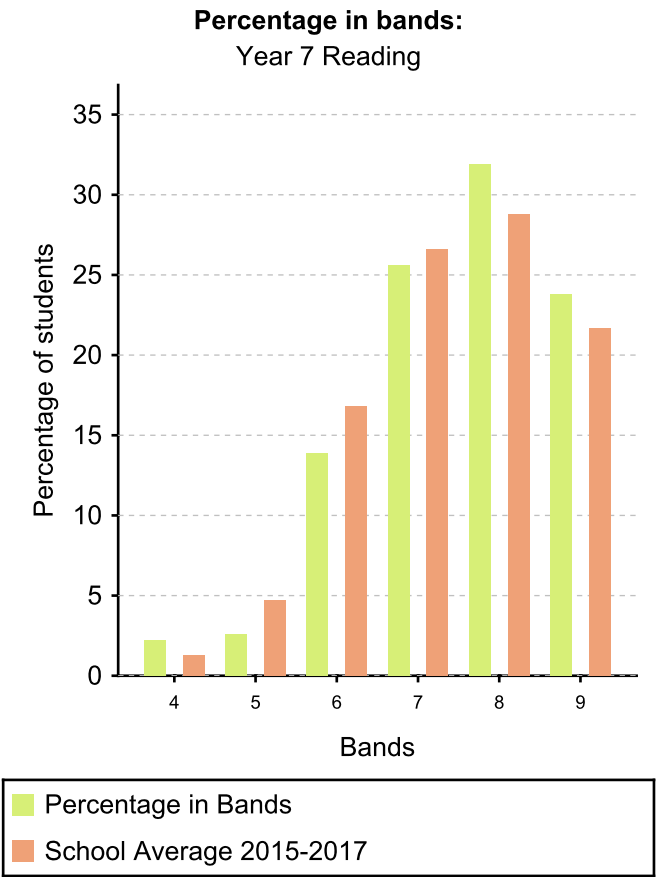
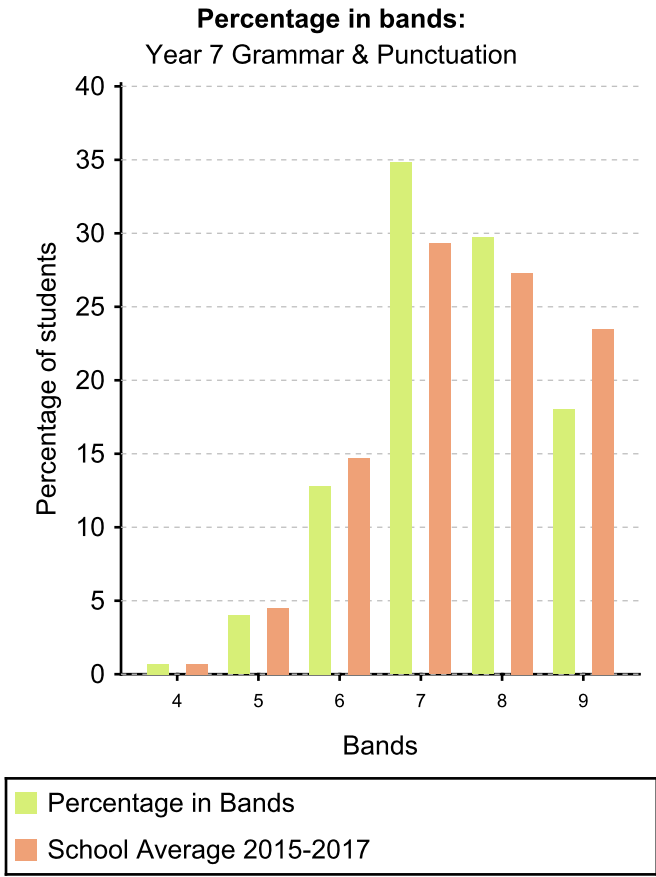
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

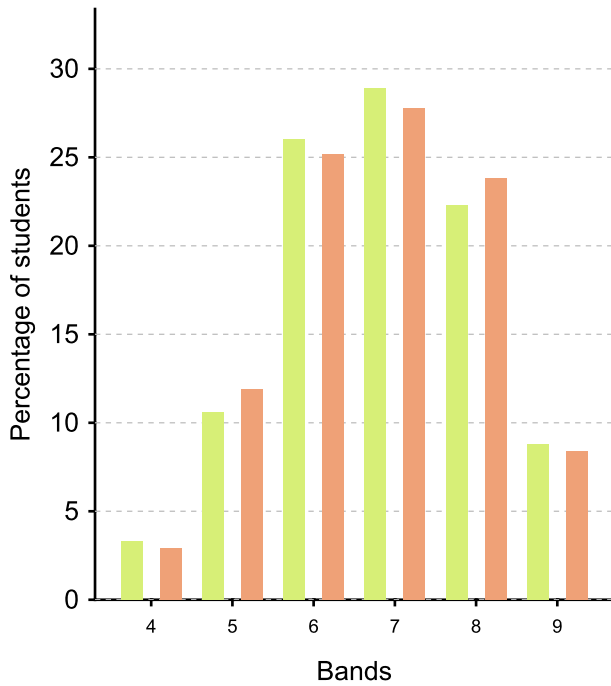
School performance

NAPLAN

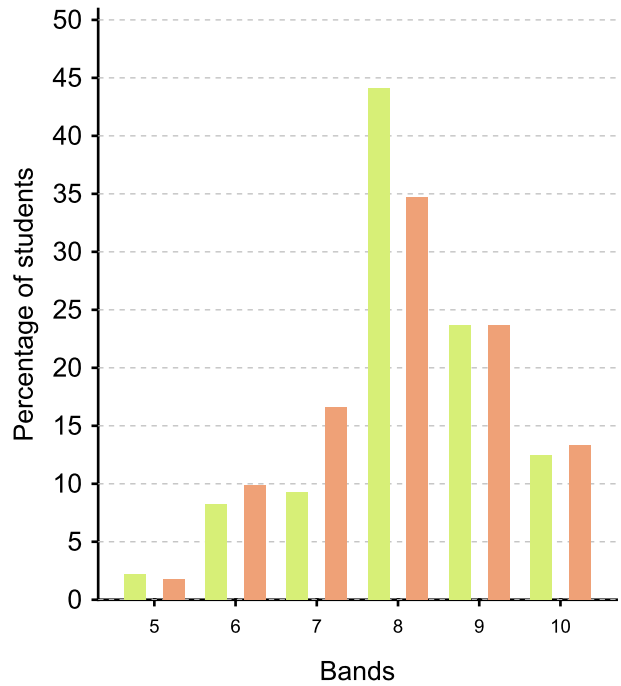
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



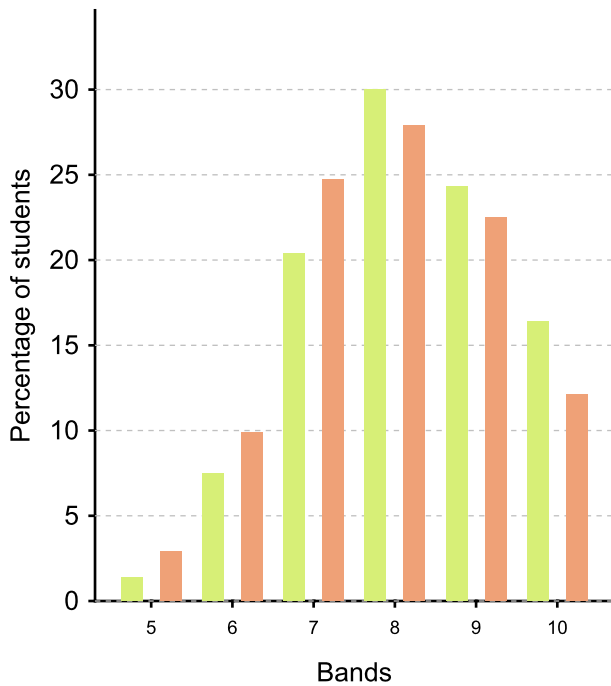
Percentage in bands:
Year 7 Writing



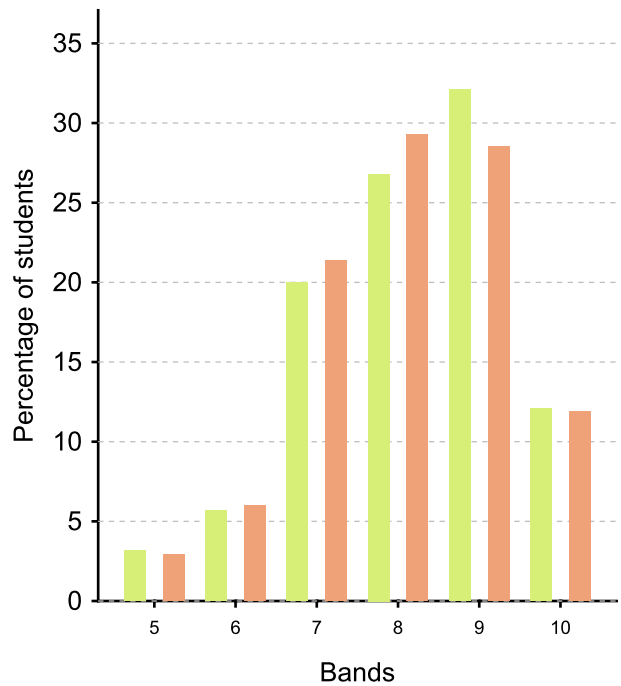
Percentage in bands:
Year 9 Reading



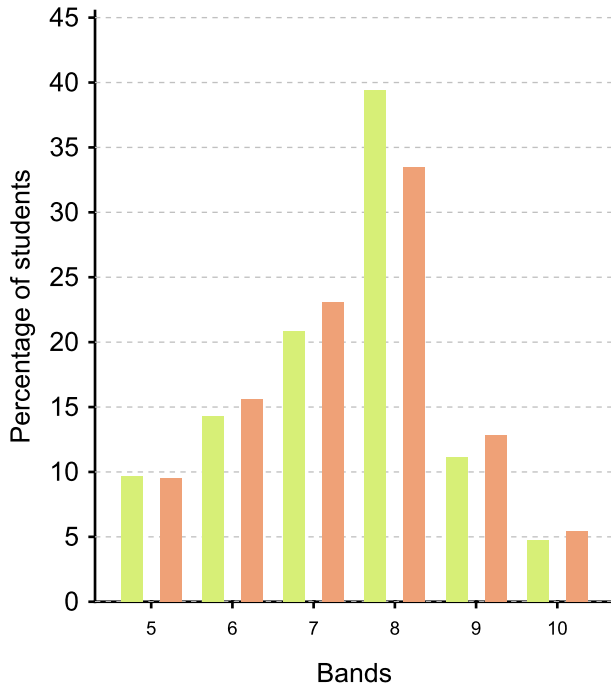
Percentage in bands:
Year 9 Grammar & Punctuation



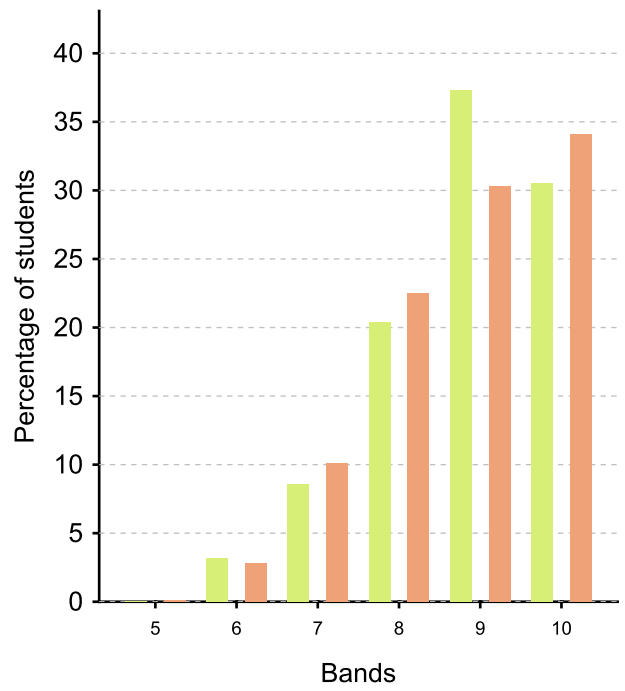
Percentage in bands:
Year 9 Spelling



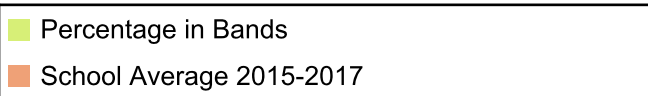
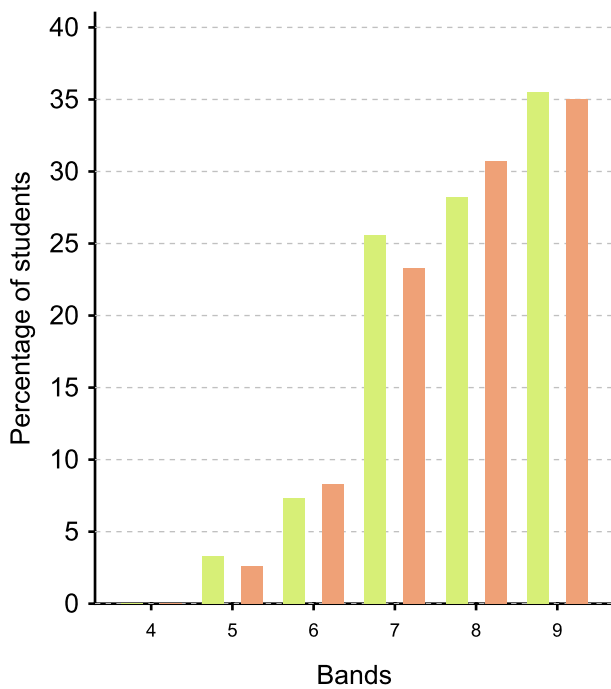
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy

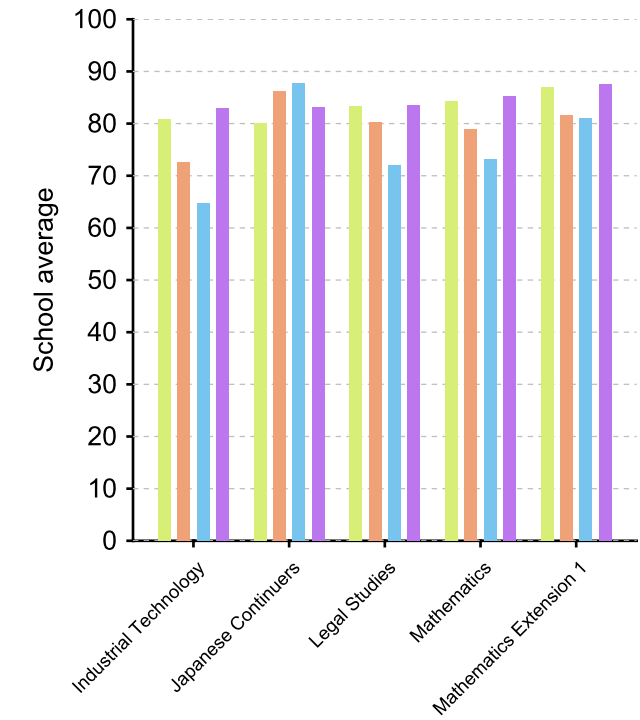
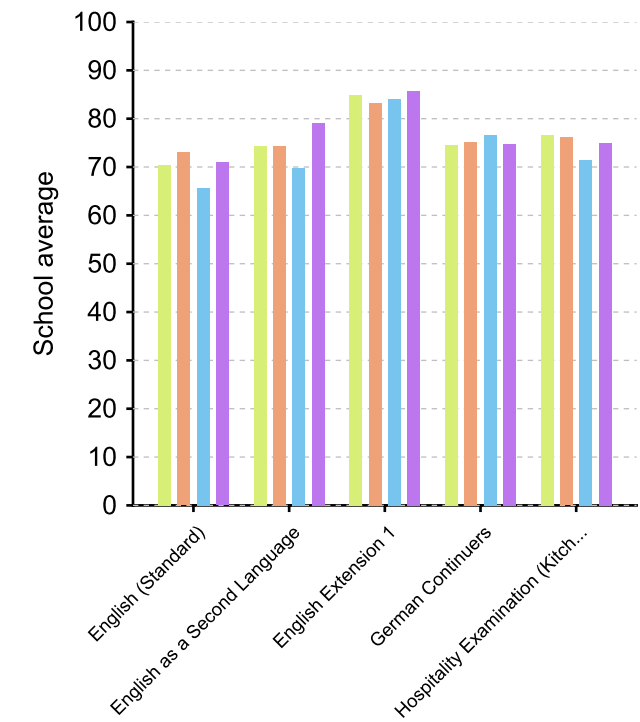
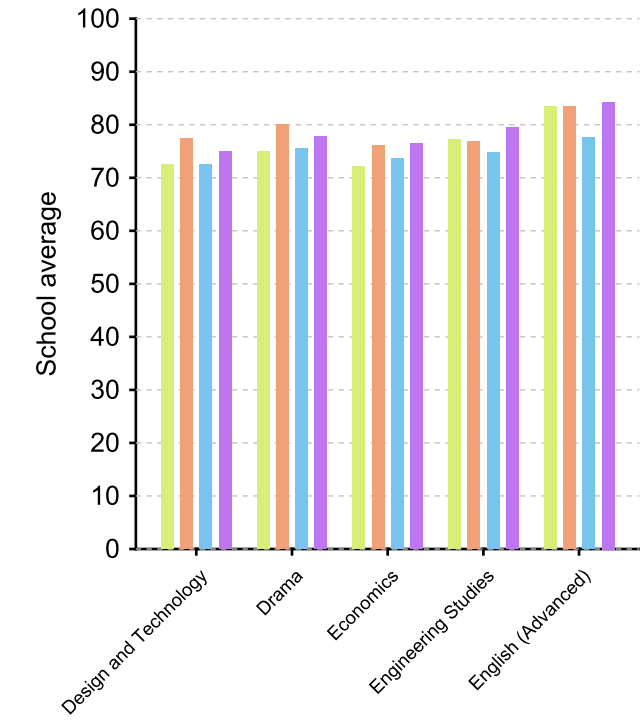
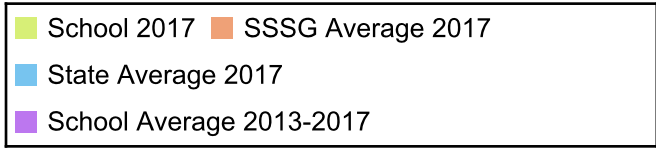
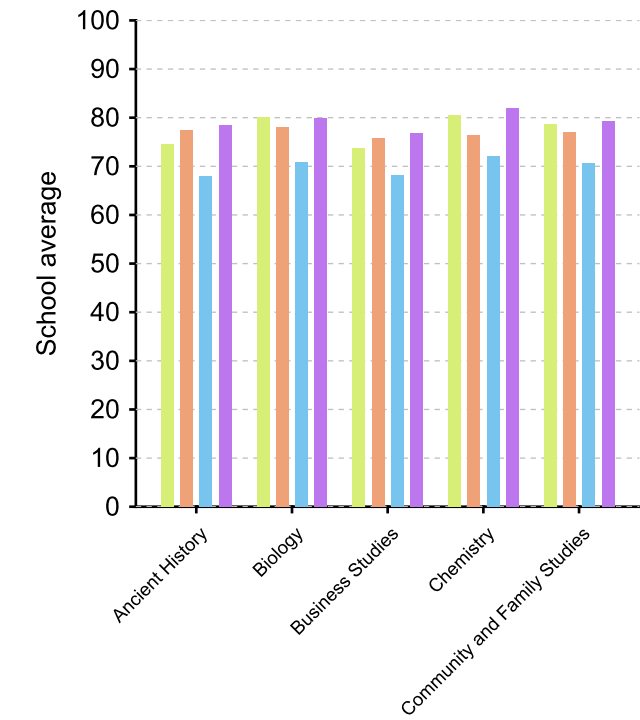


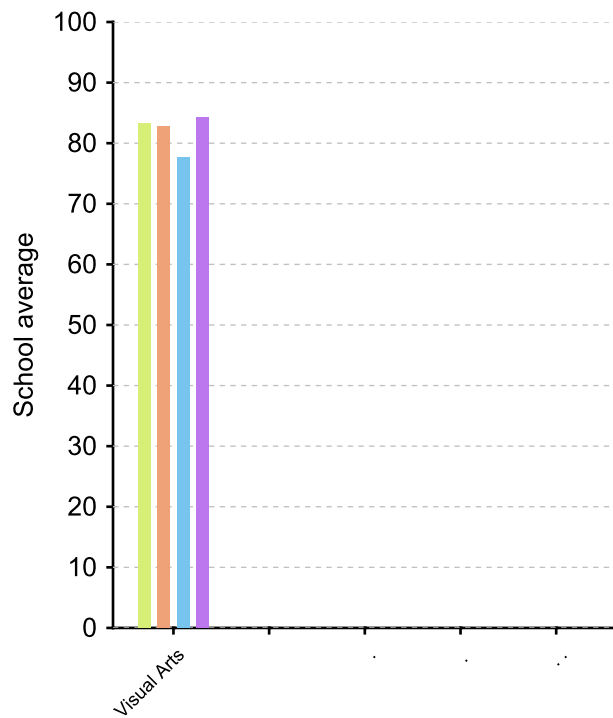
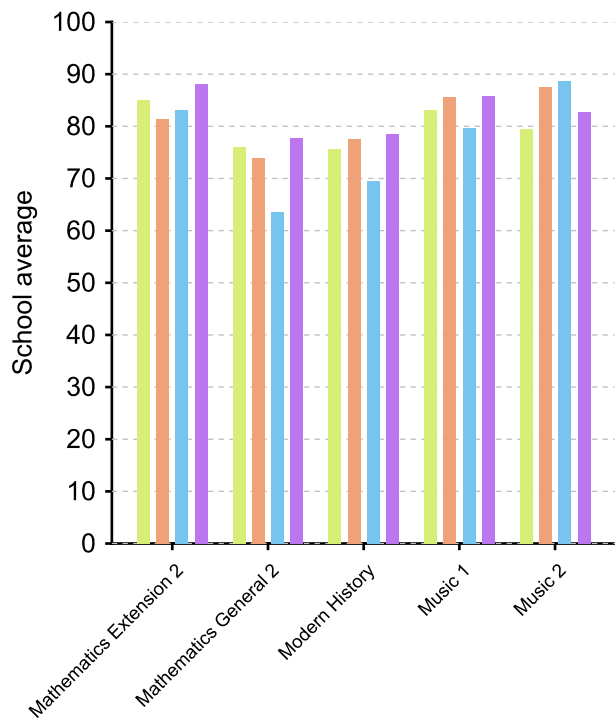
Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

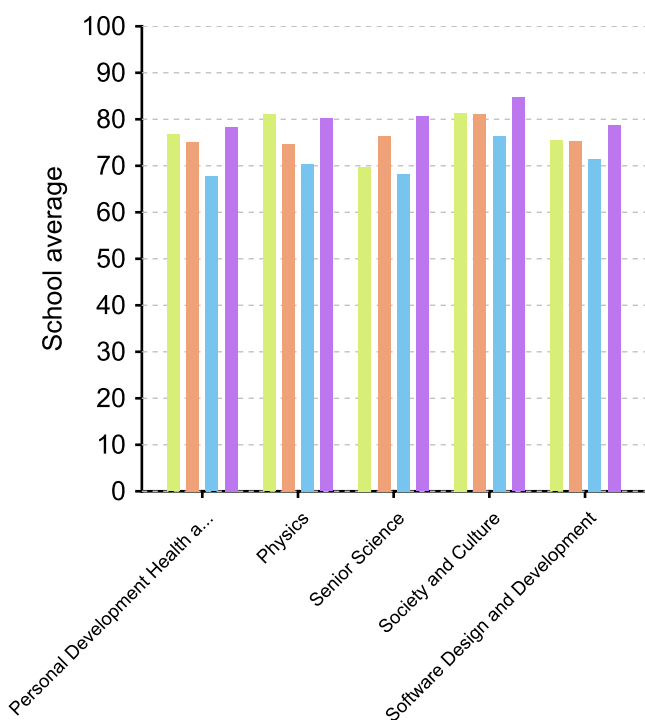
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





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

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



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

Parent/caregiver, student, teacher satisfaction

At the completion of Year 12, students are asked to complete an online questionnaire, known as the Year 12 Exit Survey. 166 students responded. Student responses are a reflection of their secondary school experience and in the majority of cases demonstrate maturity and thoughtfulness. A large percentage (88.5%) of students rated their education and school experience at Killara High School as 7/10 or above. The survey highlighted the values that students felt their education had instilled in them, such as perseverance, self-respect and the need for hard work to achieve their goals. Many students also mentioned commitment and loyalty, the wide range of opportunities to explore extra-curricular, extension and leadership opportunities, and the critical thinking skills developed through working with quality teachers. Positive peer interactions and the development of friendships were key measures of a supportive school environment and a feature of their time at Killara High School that they would carry through to their post school life. The school was described by many as being a positive learning environment. The Year 12 Exit Survey will be reviewed in the near future to ensure that it provides the most data possible which can then be used to inform and address areas for improvement in student learning and wellbeing.

The 2017 Tell Them From Survey also provided data regarding student satisfaction. The most encouraging data saw significant gains in students reporting a positive sense of belonging in relation to school. The results of this survey were analysed in cross faculty focus groups in Semester Two. This analysis led to the

establishment of specific responses, in particular aiming to improve the proportion of students overall who feel proud of their school and further emphasis on student mental health and wellbeing.



Policy requirements

Aboriginal education

In 2017, Killara High School's priorities for Aboriginal Education included our ongoing connections with our local Community, strengthening our partnerships and school events, and focussing on ensuring deep student learning about Aboriginal culture, histories and contemporary experiences.

Our work with local Community includes ongoing engagement with Guringai Local AECG as a source of ongoing support and consultation. We have worked with a number of active local community members, formally and informally, both within the school and out on Country. Community relationships, mainly through AECG, were vital for the planning of NAIDOC and other events.

Aboriginal perspectives are incorporated in programs throughout Stage 4, 5 and 6. In 2017, preliminary planning began to undertake a review of this incorporation and this review will be continued in 2018. In addition to these perspectives, Accelerated HSC Aboriginal Studies now runs across Year 9, Year 10 and Year 11. Students completing HSC Aboriginal Studies earned exemplary results, with all students achieving Band 6 results and one student achieving First Place in NSW. These two threads, incorporation of cross curriculum perspectives and the specific HSC subject, exemplify our collective responsibility in pursuing excellence in learning and leading.

In 2017, our NAIDOC event moved out of the school grounds and onto Country. Thanks to the efforts of the large and committed organising team of 16 teachers, students engaged in a range of activities in co-ordination with our local community in Ku-Ring-Gai National Park. This day was a great success and helped to connect our students with both Community and Country.

Student co-curricular activities were again a dynamic part of our excellence in learning. Once again, our partnership with Menindee Central School (MCS) is the centrepiece of student co-curricular experiences and building relationships and learning from real people, voices and stories remains integral to the MCS partnership. Furthermore, in March 2017, six Year 8 Students were selected to contribute to the Mungo Youth Project. In November, we continued our annual student exchange with Menindee Central school. This year, we began plans to add a teacher exchange to this successful partnership program.

2017 has been an exciting year for Aboriginal Education at Killara High School. We have continued to build upon past success as we genuinely strive to turn policy into actions.

Multicultural and anti-racism education

The school comprises students from 60 different language backgrounds from every continent of the world making it a culturally rich and diverse learning environment. One hundred and eighty five of these students received additional support from English as an Additional Language or Dialect (EAL/D) teachers whose prime focus is to ensure that the English language needs of these students are met across the curriculum .

EAL/D Program

Support is delivered in a variety of ways. The EAL/D teacher works alongside students and team teachers in a range of courses, teaches the HSC English (ESL) course, withdraws individuals and small groups periodically to provide intensive language support so students can complete projects and specific learning tasks and also works with subject teachers across the curriculum to develop language learning programs and resources to use within their various subject areas.

SET (School Experience Transition) Program

EAL/D students arrive throughout the year, usually from intensive language centres where, on average, they have completed six months of English language learning. The School Experience Transition Program, delivered by EAL/D teachers, assists EAL/D students make the transition into a large Australian high school where the language, the culture and the learning system can be challenging for students with past schooling experiences very different to that they will experience in Australia.

Language Drama Program

ELP flexible funding was employed to engage a specialist Drama teacher with EAL/D experience to run Language Drama workshops within Years 9, 10 and 11 English (EAL/D) classes for targeted EAL/D students and with Years 7 and 8 targeted EAL/D students after school.

Transition of Students with English as an Additional Language (TEALS)

The TEALS program, established in 2011, aims to foster active participation of students with English as an additional language in school life and assist them with the transition to this new learning environment.

The program helps to build mutual understanding and acceptance of differences for all students. It does this by explicitly addressing cultural literacy skills and providing students and parents with tools and skills for a smooth transition into an English speaking school environment.

The program covers: differences in educational expectations in Australia and their home countries; extracurricular activities and leadership opportunities; communication strategies to assist them in working with peers and teachers; assistance with understanding the requirement some of their homework and assessment tasks.

Following annual review and evaluation, the program is now conducted once a semester to allow for smaller groups of 12–15 new students and their individual Year 9 or Year 10 mentor in each semester. Workshop groups are led by two trained student leaders from Year 11.

Student surveys at the conclusion of each cycle of workshops demonstrate the program's positive impact on the engagement between EAL/D students with the school community. Survey results continue to provide our program coordinators with powerful information that can be used to support student's successful transitions.

The TEALS program is a key element in our strategic and planned approach to recognising and respecting cultural identity and diversity. It promotes inclusion and acceptance of students for whom English is a second language and actively enhances the wellbeing of students and families in the school community.

Other school programs

The Middle Years Project

The Middle Years project involves numerous components centred around the Killara Schools Partnership (KSP), all of which combine to support students make a smooth transition from primary school into Stage 4 and beyond at Killara High School. The components include: extension learning activities for primary students; teacher professional learning; senior executive planning meetings; parent information forums and tours; and student leadership initiatives.

Extension workshops were provided for students in Year 2 through to Year 6. The Year 2 extension workshop was in Mathematics. Stage 2 students participated in creative writing, science, computing, HSIE, visual arts and drama. Stage 3 participated in Technology – wood, and a Gala Day. Many of these extension workshops were repeated to give many students the opportunity to attend. A special workshop was offered called Girls in Science for KSP Year 7 and Year 5 girls.

Teacher professional learning through the KSP occurred through two main programs: Quality Teaching Rounds and Peer Coaching.

Principals from the seven schools met each term to plan these and many other activities. This also ensured that communications between the schools was maintained and the partnership continued to be based on a shared set of common expectations.

Parent information forums include school visits and guest speakers. Clare Madden a social demographer presented to teachers and parents on the challenges of teaching and raising the current generation of 'Millennials', who are characterised as digital natives.

The student leaders from each of the schools met via a video conference each term to discuss matters such as: what were the best events at their school, what made their schools special and how they each leaned best. The student leaders from the KSP schools came together for a leadership training course provided by our student leaders. Following this the students went to Stewart House for a tour and to gain a better understanding of how this institution helps students in need. Each school had a fundraiser later in the term, so they could send a donation to Stewart House to help them in their work.

The KSP Middle Years Project is a vital component of our school community.