Killara High School

Annual Report

2018

8457

Introduction

The Annual Report for **2018** 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

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 1640 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 to build critical and creative thinkers, 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. 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 relation to the School Excellence Framework domain of Learning, the results indicated that we are: Delivering in the elements of Student Performance Measures; Sustaining and Growing in the elements of Assessment, Reporting; and Curriculum and Learning; and excelling in the elements of Learning Culture and Wellbeing.

Future (2019) directions in this domain will include the launch of a new stage subject (Apollo) which directly targets student choice and future focused learning skills. Student and teacher wellbeing will continue to be a priority, with plans to launch a whole school wellbeing platform, to engage closely with community wellbeing and support teacher wellbeing. We will maintain and strengthen our continued focus on high quality feedback to move learning forward, supplemented by effective systems for peer and self–assessment. Systemic priorities, including literacy and HSC Minimum Standards will receive specific focus through teacher professional learning, development of a whole school strategy and clear systems to support students in their achievement.

In relation to the School Excellence Framework domain of Teaching, the results of this self–assessment process indicated that we are: Delivering in the elements of Data Skills and Use, and Professional Standards; and Sustaining and Growing in the element of Effective Classroom Practice and Learning and Development.

Future (2019) directions in this domain will include SCOUT Training to facilitate data access and use as the basis for executive planning and decision making. Whole school leadership planning will be founded upon recognising urgency in data and developing specific and measurable action plans to effectively drive student learning forward. This will include a whole school literacy focus using multiple internal and external data points to measure impact. We will continue our emphasis on collaborative practice with updated and improved systems for cross–KLA peer coaching and develop systems to obtain NESA accreditation for school–based teacher professional learning which will support learning and development of all teachers.

In relation to the School Excellence Framework domain of Leading, the results indicated that we are: Delivering in the element of School Planning, Implementation and Reporting; Sustaining and growing in the elements of Educational Leadership and Management Practices and Processes; and Excelling in the element of School Resources.

Future (2019) directions in this domain will include: development of a leadership development program to provide ongoing opportunities grow the skills and capacity of all teachers and provided increased emphasis on the role of teachers as leaders. Enhanced school planning and leadership processes, including a revised School Plan executive meeting structure, will enhance our School Planning and execution of strategic priorities. Our commitment to a culture of coaching will be reflected in ongoing training in Leadership Coaching.

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

Student Learning

Purpose

The school community will nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding and to make sense of their world. There is collective responsibility for student learning and success. We teach students the skills to understand and be responsible for their own learning and wellbeing in order to connect, succeed, thrive and learn. Students clearly understand the role of the learner and can creatively utilise knowledge and understanding and problem solving. Students are engaged, challenged and confident.

Overall summary of progress

2018 saw significant work for the introduction of new HSC syllabus documents across many major subject areas. Combined with action research, Stage 5 curriculum change and the ongoing focus on student agency via peer and self–assessment, these initiatives demonstrate our strong focus on enhancing student learning.

Significant teacher energy was devoted to ensuring student learning in new Stage 6 courses is high quality and based around future focused priorities, including critical thinking and communication. This was supported with time in the professional learning schedule, as well as through Executive collaboration and support.

The 'Data Vision Leaders' project set the scene with a significant emphasis upon student learning data as the basis for whole–school, faculty and individual teacher self–assessment about student learning and teaching programs.

The creation of a new cross–curricular, problem based learning option in Stage 5 is a key element in the strategic focus on developing learning skills for the future. This year saw the design, build and testing of this new subject, named Apollo. This subject will launch in 2019 with all Year 10 students to engage in a fundamentally different learning experience which will challenge preconceived ideas of learning and success and shape the development of student learning for the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs and student work samples will reflect teaching strategies to address general learning attribute development.	$1250	Whole school professional learning in Term 2, provided faculties opportunities to strengthen understanding of new learning attributes and ensure teaching strategies address their focus on student agency and critical thinking. Teaching programs were assessed against these goals and time provided in faculty to further develop student self–assessment across all faculties.
Data from general learning attributes on reports reflects skill development.	$0	General learning attributes were first introduced into student reports in Semester 2, 2018. This allowed the gathering of initial data against which skill development can be tracked over time.
Student learning log for students will indicate learning goal setting and reflection on learning.	$0	Compass Insights were used to enable students to reflect on their learning and engage with their homegroup teacher, supported by the Wellbeing team and Year Advisers, to set goals for future learning. The homegroup system continues to monitor and support student goal setting and reflection. Increased use across faculties of goal setting and reflection templates.
TTFM data reflects increased student engagement and rigour, resilience and positive learning experiences.	$2664	Specific and whole school professional learning time was devoted to analysing and responding to the Tell Them From Me survey data. Our Wellbeing Team led these initiatives and supported the implementation of several targeted programs, such

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
TTFM data reflects increased student engagement and rigour, resilience and positive learning experiences.		as mentoring, partnerships with external providers, mental health services and learning support.

Next Steps

Data literacy, particularly through the access and use of SCOUT, will continue to be central to our strategic focus on literacy. A strategic focus on literacy will drive professional learning in 2019. 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. This subject, named Apollo, will launch for all Year 10 students and provide a fundamentally different learning experience to complement their learning across all KLAs and better students for senior study.

Future focused learning will continue to be a priority, with the final stages of the BYOD rollout seeing all students from Year 7–10 utilising devices as effective tools for learning across all KLAs.

2018 will also see significant work to assess the implementation of new HSC syllabus documents across many major subject areas.

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

Strategic Direction 2

Leadership

Purpose

To enable a self–improving community that will continue to support the highest levels of learning and wellbeing across the school. A coaching culture ensures ongoing capacity building in teachers so that every student experiences high quality teaching. School leaders are reflexive and proactive in the continual evaluation and monitoring of impact of their practice and engaged in capacity development programs. Administrative systems and processes underpin ongoing school improvement and the professional effectiveness of all school members to build ongoing school improvement.

Overall summary of progress

The School Excellence Framework and the Australian Professional Standards for Teachers continued to underpin all aspects of learning, teaching and leading in 2018.

Developing a culture of coaching was a pivotal part of learning and professional developing in 2018. Peer coaching was employed as the enabling methodology for all teachers' Performance and Development Plans (PDP). The executive team utilised coaching to enhance the implementation and achievement of improvement measures across the school. All teachers worked with peer coaches to develop and refine PDP goals, then worked collaboratively throughout the year towards those goals.

All teachers engaged in Action Research, exploring evidence–based options to enhance student learning in their classrooms. Working with small data and guided by Macquarie University personnel, teachers identified a Puzzle of Practice in the area of Literacy, BYOD, STEM or Feedback, reflected on its importance in improving student learning and examined the efficacy of selected strategies. This was an important component of the ongoing efforts to develop the notion of universal teacher leadership.

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence in PDP companion of authentic engagement by all teachers in process of reflection and continual improvement underpinned by coaching.	$8500	All teachers participated in peer coaching sessions throughout the year, twice per term. This enabled teachers to work collaboratively with a coaching approach. PDP Companion was used by all teachers. Classroom teachers engaged in self–assessment using evidence of progress towards goals for improving teaching practice.
Evidence in PDP documentation that all members of the executive team have identified leadership goals in line with the School Plan and are authentically engaged in process of reflection and continual improvement underpinned by coaching.	$12,500	All executive teachers linked PDP goals to the school plan. Whole school professional learning time was devoted to ensuring all teachers understood the priorities and processes in the new school plan.
Classroom teachers and teachers engaging in Executive Development program. Teachers are flourishing	$0	Executive Development Program commenced with the development of clear and transparent 'Expression of Interest' processes, which provide robust structures for leadership capacity building through access to relieving positions.
All teachers are engaged in research in the twilight sessions	$1250	All teachers engaged in action research as part of the twilight sessions professional learning. These

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are engaged in research in the twilight sessions		projects targeted a puzzle of practice in relation to Literacy, BYOD, STEM or Feedback. All teachers reported back their findings to cross–faculty focus groups.

Next Steps

The School Excellence Framework and the Australian Professional Standards for Teachers continue to underpin and guide all aspects of learning, teaching and leading. PDP Processes will again be evaluated to ensure that Head Teachers and classroom teachers receive consistent support through systems, processes and approaches, designed to continually build teacher capacity and confidence.

Developing the culture of coaching will continue to be pivotal for Leadership in 2019. The executive team will utilise coaching to enhance the implementation and achievement of improvement measures across the school. The whole school processes for peer coaching will be reviewed and refined through consultation with teachers and executive.

Our Leadership Development Program will be further developed with additional elements and clear pathways to support teachers and executive members in developing leadership potential.

School Planning Processes will be incorporated into Executive Meeting structures to enhance the collective focus and accountability for strategic priorities. Clear leadership processes to drive learning will be implemented both through Professional Learning and through School Planning processes.

Leadership of 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. 2019 will be the final year of the Macquarie University Professional Experience HUB Schools program. This will involve evaluation and transition planning to facilitate the transfer of the HUB model to other schools.

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

Curriculum and Assessment

Purpose

The school promotes student success through an integrated approach to quality teaching and learning, curriculum planning and assessment that is responsive in meeting the needs of all students. Teaching and learning programs are adjusted to address individual student needs, ensuring that students are challenged and adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. All students are supported to achieve at minimum standards in literacy and numeracy

Overall summary of progress

Throughout 2018, the school focused on meeting the learning needs of all students through adaptive curriculum and high quality assessments.

Our work in strengthening curriculum involved further developing teacher skills to supporting students with additional learning needs. In particular, this involves ongoing work to modify and adjust learning opportunities in the classroom as well as the formal processes for disability provisions in assessments.

Data–informed practice was central to school priorities in 2018. Executive training in the SCOUT platform, followed by classroom teacher access and training, laid the foundation for evaluation of practice and formulation of the priority focus on literacy going forward.

Rigorous processes for HSC Minimum Standards testing have been developed and implemented to ensure that all students are supported to meet these requirements.

Planning for the Year 10 Apollo course was completed and the course will be implemented in Year 10 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence in teaching programs of adjustments	$6630	Learning and Support Teacher provided specific support to teachers via professional learning, collaboration, advice on specific students, and development of Student Learning and Support Plans. Teachers and faculties incorporate this into teaching programs to differentiate and adjust classroom strategies and assessments. Increased faculty and teacher focus on ensure disability provisions are enacted for school–based assessments.
SMART/Value Added Data	$1200	All teachers trained in the SCOUT platform to ensure data literacy and the foundations of data–informed practice. Collaborative practices in examining this data were implemented effectively to determine students' current achievement and skill development in literacy. Data indicates need to develop whole school focus on student literacy skills.
All students meet minimum standards in Literacy and Numeracy	$2664	Detailed processes were implemented to support students to achieve the HSC Minimum Standards. This includes access to tuition support through the library, practice examinations, and strong follow up processes to identify students in need of additional support to meet the standards.
Improvement in student engagement as indicated by	$875	Specific and whole school professional learning time was devoted to analysing and responding to

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
responses from the Tell Them From Me student survey.		the Tell Them From Me survey data. Engagement remains a key challenge, especially in Stage 5.

Next Steps

There are several components in our next steps for 2019.

Stage 5 Curriculum Change, in the form of our problem based learning course named Apollo, will commence in Year 10. This significant shift in learning, underpinned by rigorous planning, will provide a key element of future focus curriculum.

Adjustments in teaching programs and the ongoing developing of detailed and accessible Student Learning Support Plans will also be critical in ensuring personalised learning, particularly for students with additional learning needs. These systems will continue to be strengthened through streamlined referral and support structures, as well as through teacher professional learning and collaboration.

Disability Provisions for internal assessments will continue to improve. Led by the Learning and Support team, these systems will ensure that all students requiring provisions will be supported to fully achieve to their potential via these processes.

Clear and robust systems are in place to effectively manage the imperatives of ensuring all students meet HSC Minimum Standards. These systems involve clear communication with students, families and teachers, as well as specific support and opportunities to enable students to meet these standards with minimal impact upon wellbeing or confidence.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$641	One current student identifies as Aboriginal or Torres Strait Islander. Understanding of Aboriginal and Torres Strait Islander heritage and culture continues to be a key focus for teaching and learning programs across the curriculum as outlined in the Aboriginal Education section, below.
English language proficiency	$471026	$437275 for English language proficiency (ELP) funding was provided for 4.2 specialist EAL/D teachers to meet the needs of one hundred and eighty two students from culturally and linguistically diverse backgrounds. The EAL/D Program ensures support is provided based on English as an additional language need. EAL/D specialist teachers work alongside students and curriculum content teachers in a range of courses, teach the HSC English (ESL) course, 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 work with course content 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 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	$172450	Low level disability funds were predominantly used in 2018 to employ a 0.8 LaST and Student Learning Support Officers (SLSOs) to support students who do not receive integration funding but who require assistance. The funding provided a variety of methods of intervention including the establishment of social skills classes that focused on students requiring targeted support. Additionally, learning and support established a lunchtime support group to assist students who find the playground a challenging environment and provided some students a calm, safe space when the classroom environment was overwhelming. Disability funding supported the screening of referred students to ensure that education plans were tailored to their specific needs, the preparation of disability provisions applications for the HSC, and the support of students in examinations including providing staff for readers, writers and extra time. SLSOs were employed to accompany

Low level adjustment for disability	$172450	students on excursions, incursions, camps, and in the classroom.
Socio–economic background	$10812	All students are supported to achieve the highest possible outcomes through equitable access to all school programs and activities. Families who have difficulties paying for these opportunities are encouraged to make contact with Head Teacher Student Wellbeing, the School Administration Manager or the Deputy Principal so that financial assistance can be sought and planned instalments may be extended. Students were supported to enable their attendance at school camps, participation in co–curricular activities and the provision of school uniform items. Some students who require food and beverage support also have allowances with the canteen to ensure they are maintain a healthy diet. Some students who chose specialty courses that required particular tools and equipment were provided with assistance. The Learning and Support team maintained stocks of stationery and books and other sensory items to enable students to work with suitable equipment and to ensure that they are not disadvantaged in the classroom. With BYOD in Years 7 and 8 we have an equitable policy that ensures that students whose parents are unable to afford devices are not prejudiced and that there are devices available for their use.
Support for beginning teachers	$167008	In 2018, all teachers engaed in the NESA accreditation process. Four permanent teachers and five temporary teachers attained their NESA accreditation at proficient. An additional eight teachers were working towards gaining their accreditation at proficient. Six teachers completed their maintenance of accreditation at proficient. Four teachers were seeking accreditation at Highly Accomplished or Lead. All remaining teachers were maintaining their accreditation at proficient level. Seven 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. An additional ten temporary teachers were also working towards gaining their accreditation at proficient with four of these receiving funding. Three permanent teachers received second year funding. All twenty of these early career teachers were supported with release time available on request to work with a teacher mentor. 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 provided with professional learning to guide them through the accreditation process. Teachers also attended workshops provided

Support for beginning teachers	$167008	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.
Professional Experience Hub Schools Program	$170000	Our partnership with Macquarie University continued in 2018. Teacher education students completed the IMPACT project, by engaging in research to design interventions to meet student need and collect evidence of impact on individual student learning. A feature of the HUB program is our emphasis on critical self–reflection and improvement. In 2018, a number of changes and improvements were 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. Pre–service teachers also participated in Quality Teaching Rounds professional learning, which provided valuable additional depth to their preparations for entry into the teaching profession. This reflexive process was again a priority and this ongoing consultation with pre–service teachers and academics led to changes to be implemented in 2019. 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. The HUB program concluded with a concluding workshop and reflective survey, with data to be used to inform the program in 2019.

Killara High School 8457 (2018)

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	934	974	969	993
Girls	667	644	657	655

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.7	96.3	97.4	96.6
8	95.7	96	95.6	94.4
9	95.3	95.2	95.4	93.2
10	93.6	94.7	94.3	93.8
11	93.8	93.2	95.4	92.1
12	93.2	93.7	93.8	92.3
All Years	94.7	94.8	95.3	93.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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. Our administrative systems have been improved in 2018 and the school now has improved visibility and accountability for student attendance. 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	0.5
Employment	0	0	0.5
TAFE entry	1.4	1	2
University Entry	0	0	95
Other	0	1	1
Unknown	0	1	1

Approximately 98 per cent of Killara High School students received an ATAR. The University Admission Centre made a total of 358 university offers. Macquarie University was the institution most preferred by the 2018 graduating cohort followed by the University of New South Wales and then The University of Sydney. The Global Leadership Entry Program run by Macquarie University proved very popular with 51 students being offered early entry, a marked increase on the previous year. Entry into this program requires good academic outcomes as well as a broad range of demonstrate skills and experiences. In addition, one of our students was offered a prestigious UBS cadetship enabling them to study and work at the same time.

The most popular area of tertiary offers proved to be of a commercial nature to include but not limited to Business, Commerce, Economics and Accounting. This was closely followed by offers of study in the field of Science along with Engineering, Technology and Construction. These fields were closely match by study offers in the more creative areas of Communications, Media, Design and Music. Offers in the areas of Health followed closely behind. Law and Education were the least favoured areas of further study. A small proportion of students who did not receive a UAC offer chose to transition into the workforce, seek further education at TAFE, or with a private tertiary training provider, or took up an apprenticeship. Two candidates also applied for University studies in the United States.

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) continues to be an important part of the curriculum in 2018. Thirteen 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

97% of Year 12 students attained an HSC or equivalent vocational educational qualification in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	79.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	16.97
Other Positions	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	12

Professional learning and teacher accreditation

The key focus areas for professional learning in 2018 were derived from strategic directions set out in the 2018 – 2020 School Plan: Student Learning, Leadership and Curriculum and Assessment. Professional Learning occurred on three School Development Days, each Wednesday afternoon and during four Twilight Sessions in lieu of the final two final School Development Days. 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; Teachmeets focused on Technology; Year 7 team meetings; completion of mandatory e–safety updates; Data analysis focused on Literacy for the formation of class profiles; strengthening of the Performance and Development Plans process through peer coaching program implementation; MindMatters; student wellbeing; 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 accommodating and adjusting teaching practice for our diverse range of students. In addition to this, teachers and School Administrative Support Staff (SASS) completed courses that were not school–delivered. The professional learning budget was $140238. The average expenditure per teacher was $956.

Term 1 School Development Day

The focus of the morning session was feedback on the previous years' Year 12 cohort in terms of their results, patterns of study and post school destinations. The majority of teachers, with the exception of teachers new to Killara High School, engaged in KLA workshops led by Head Teachers for the second session. Teachers new to Killara High School began with the school induction program. The final session engaged in staff in the completion of mandatory CPR and Anaphylaxis training with Australian Surf Life Saving Association.

Term 2 School Development Day

During the first session, all staff engaged in activities involving reviewing the implementation of the School Plan. Teachers worked in KLA and mixed KLA groups to consider what each of the processes would look like in their KLA. To address the impact on staff wellbeing, a coaching approach was used whereby teachers were asked to consider which of the processes they were already engaging in and what they would need to think differently about to address the processes, and the evidence that would need to be collected to show impact on student learning and effectiveness of the processes. This was followed with a workshop led by the Assessment and Reporting Team providing detailed teacher professional learning regarding changes to General Learning Attributes on students reports. This included further explanation of the intent of the new attributes and faculty–specific consideration of how these would be assessed and reported in each subject context. All staff then learnt about the processes for the Australian Schools Copyright Collection (ASCC) survey. The final session for the day involved implementation and professional learning for Turnitin software.

Term 3 School Development Day

This day was devoted to implementation and programming for new syllabuses. A key feature of this included the development of new assessment tasks, working on ensuring NESA and Departmental priorities are fully reflected in all programs. Teachers worked in subject teams, and collaborated with faculty colleagues.

Executive Professional Learning

The theme for the Executive Conference was collective teacher efficacy. Day 1 was spent engaging in the School Plan, developing the Milestones and an Executive Team focus for the year. Throughout the second day the Executive Team engaged in the Growing High Trust Relationships: Developing Self and Others with the DiSC Management Profile program. All attendees (which included some classroom teachers seeking leadership roles) completed the DiSC profile prior to the conference. The purpose of this course was to foster, in all members of the Executive Team, the ability to better understand their own leadership and management style so as to bring out the best in themselves and those they lead and, to ultimately lead to improvement in trust, communication and engagement in their teams and our Executive Team members. In 2018, professional learning was again a feature of the majority of executive meetings. Some of the areas covered were: implementation of the Stage 5 school–developed Apollo elective for 2019; Coaching implementation, understanding the Resource Allocation Model (RAM), School Plan and Milestones formation and evaluation, Macquarie University Hub Partnership, Work, Health and Safety and management of proposed changes to the Higher School Certificate Minimum Standard. Exec Bites were introduced into the Executive meeting agenda. Delivered by Senior Executive, this professional learning is designed to share aspects of their work, for example, calculation of the Student Enrolment Return and managing students with complex needs. The aim of these Exec Bites sessions was to assist all members of the Executive Team in gaining more familiarity with senior leadership practices, thereby developing confidence to become stronger leaders.

Twilight Professional Learning

During the first of four twilight sessions in lieu of the final School Development Days, teachers worked on the development of literacy strategies. In the remaining of sessions, all teachers engaged in research around small data. Working with Macquarie University personnel, teachers identified a Puzzle of Practice in the area of Literacy, BYOD, STEM or Feedback, reflected on its importance in improving student learning and the strategies used thus far. Teachers learnt how to formulate a Research Question and were provided with examples of evidence and research articles to support their research. Teachers worked in both KLA and mixed KLA groups to refine their Research Question, reflect on intervention strategies and consider what had changed for student learners and how they knew and, what enough of a difference looked like. Finally, teachers presented their research.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	3,199,106
Revenue	18,054,636
Appropriation	15,653,800
Sale of Goods and Services	47,047
Grants and Contributions	2,303,490
Gain and Loss	0
Other Revenue	6,900
Investment Income	43,400
Expenses	-18,010,908
Recurrent Expenses	-18,010,908
Employee Related	-14,550,801
Operating Expenses	-3,460,107
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	43,729
Balance Carried Forward	3,242,834

Finance management meetings were 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.

	2018 **Actual** ($)
Base Total	13,881,628
Base Per Capita	314,438
Base Location	0
Other Base	13,567,190
Equity Total	654,929
Equity Aboriginal	641
Equity Socio economic	10,812
Equity Language	471,026
Equity Disability	172,450
Targeted Total	221,113
Other Total	144,024
Grand Total	14,901,694

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.
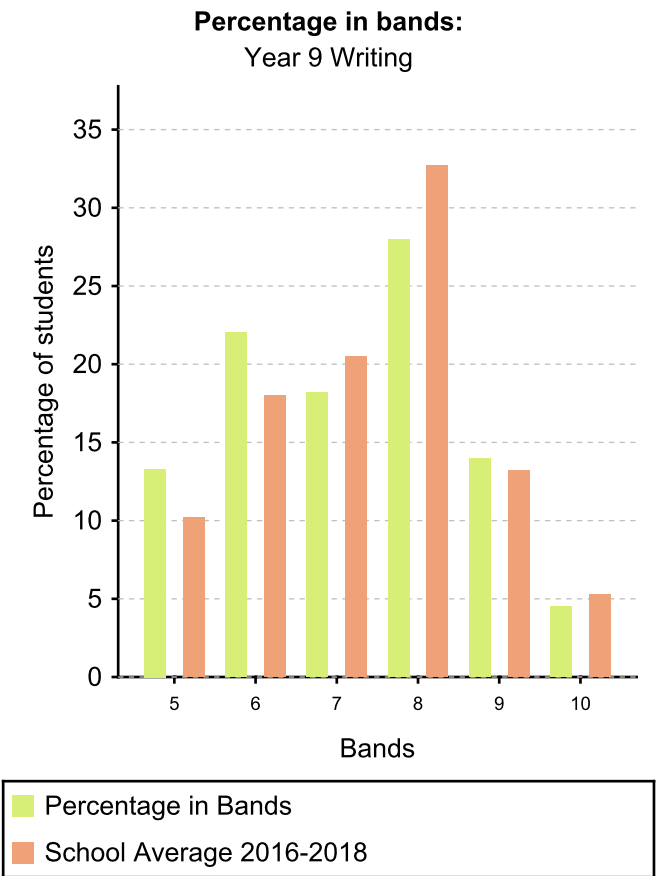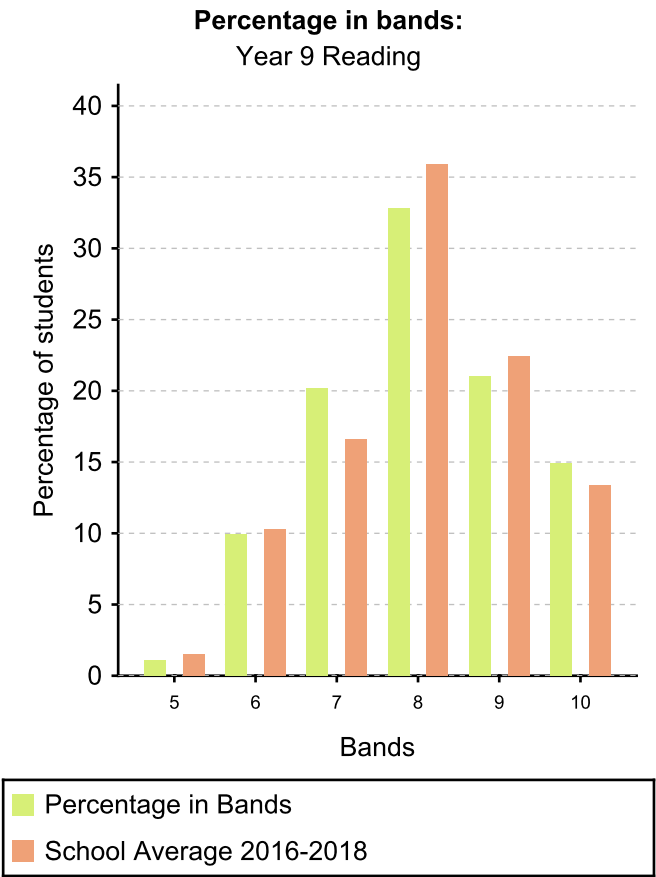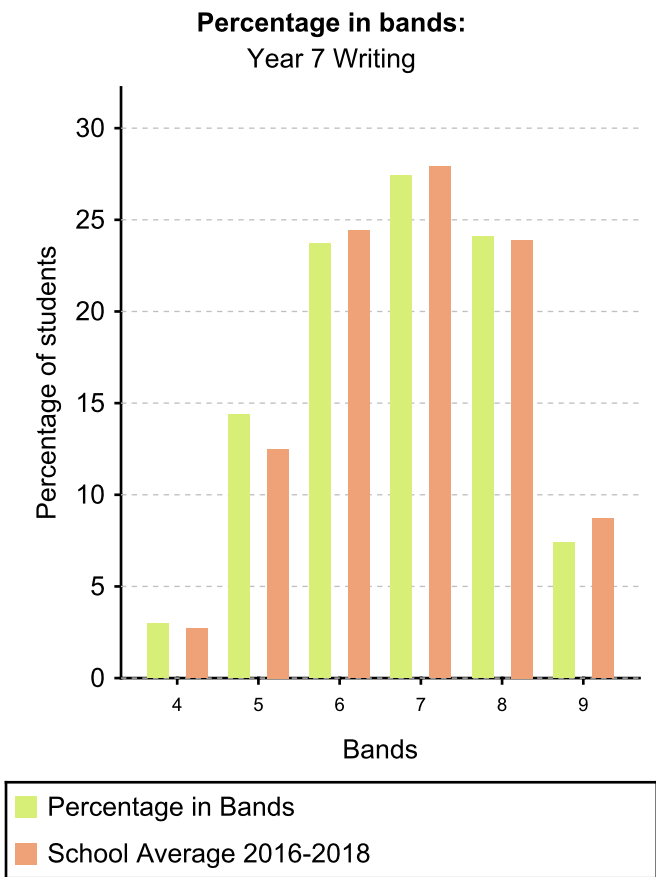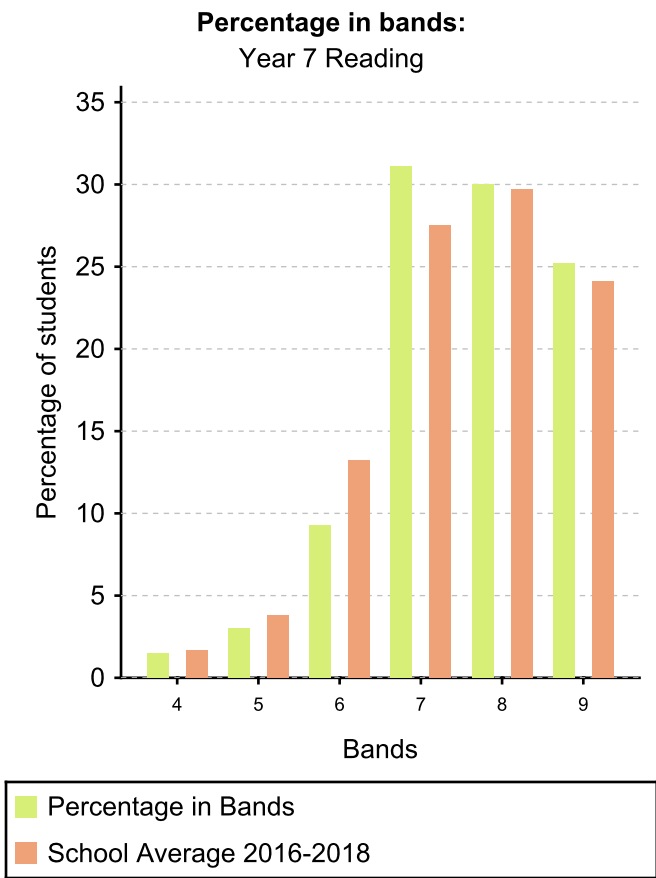
School performance

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.
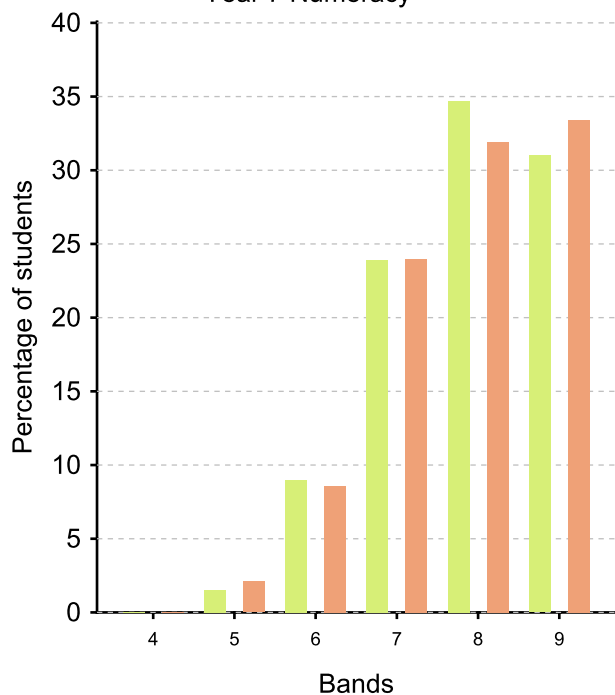
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Literacy data indicates both Year 7 and Year 9 cohorts achieved a significantly higher percentage of students in Band 8, Band 9 and B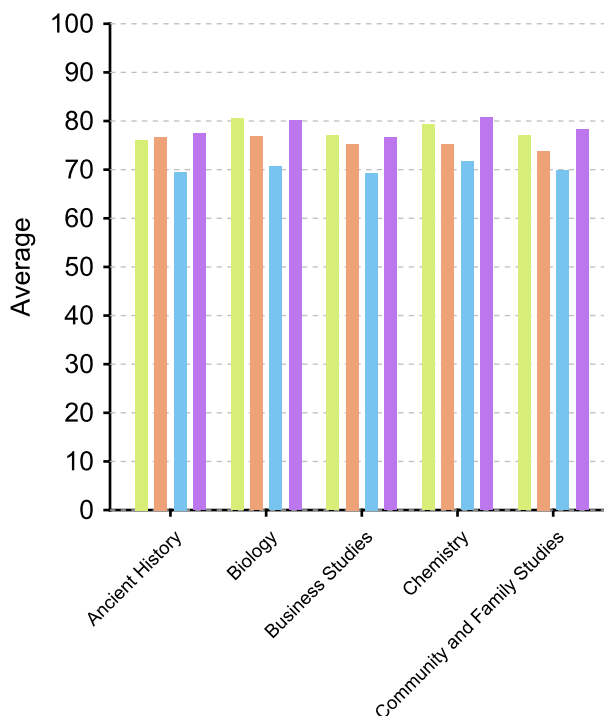and 10 when compared to both state and similar schools. NAPLAN data analysis for student growth reveals a priority area for future focus is growth in student reading.

Percentage in bands:
Year 7 Reading

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Reading

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing

Percentage in Bands
School Average 2016-2018

NAPLAN Numeracy data indicates both Year 7 and Year 9 cohorts achieved a significantly higher percentage of students in Band 8, Band 9 and Band 10 when compared to both state and similar schools.

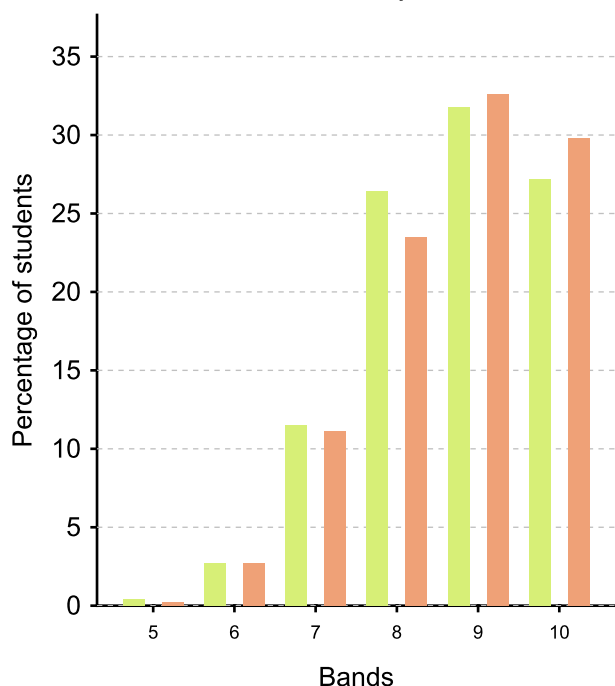**Percentage in bands:**
Year 7 Numeracy

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 9 Numeracy

- Percentage in Bands
- School Average 2016-2018

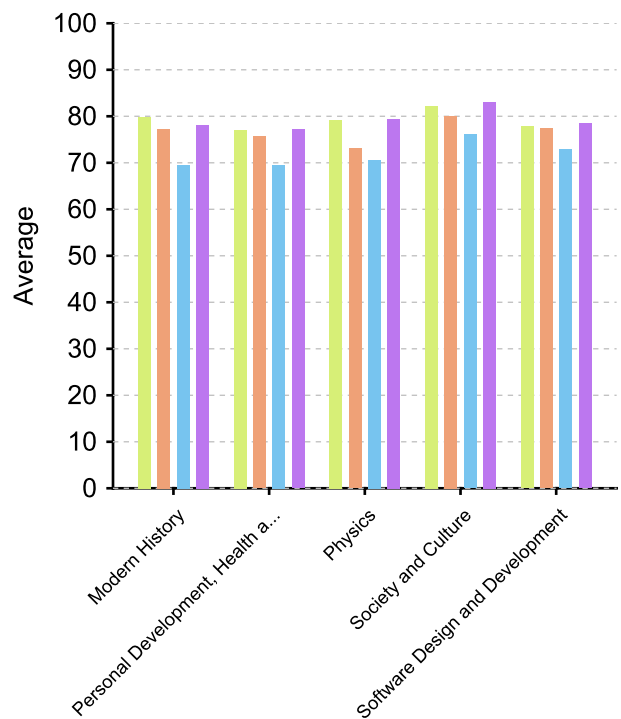43.8% of students in Year 7 and Year 9 were placed in the top two NAPLAN bands in numeracy in 2018.

29.2% of students in Year 7 and Year 9 were placed in the top two NAPLAN bands in reading in 2018.

Higher School Certificate (HSC)

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

Killara High School students consistently earn excellent HSC results.
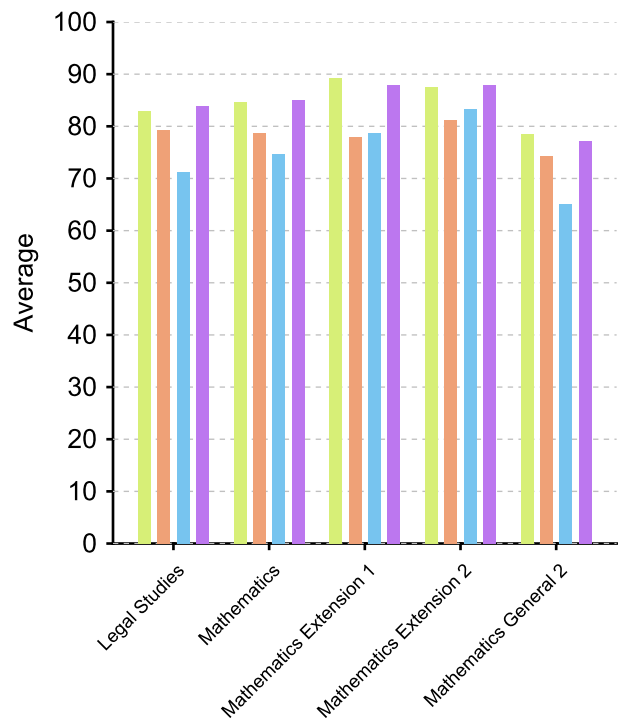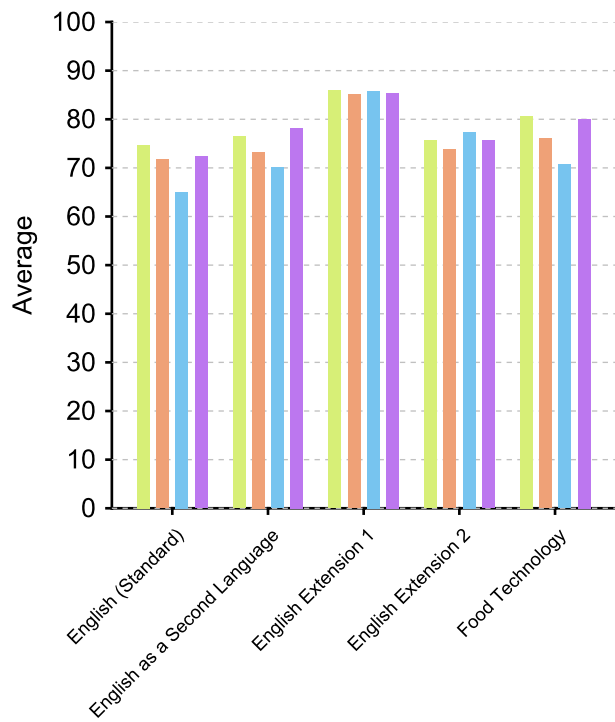
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Chart 1 (top left) — Average by subject:
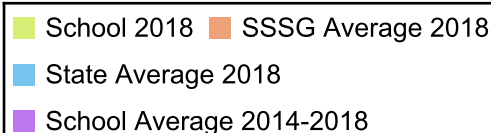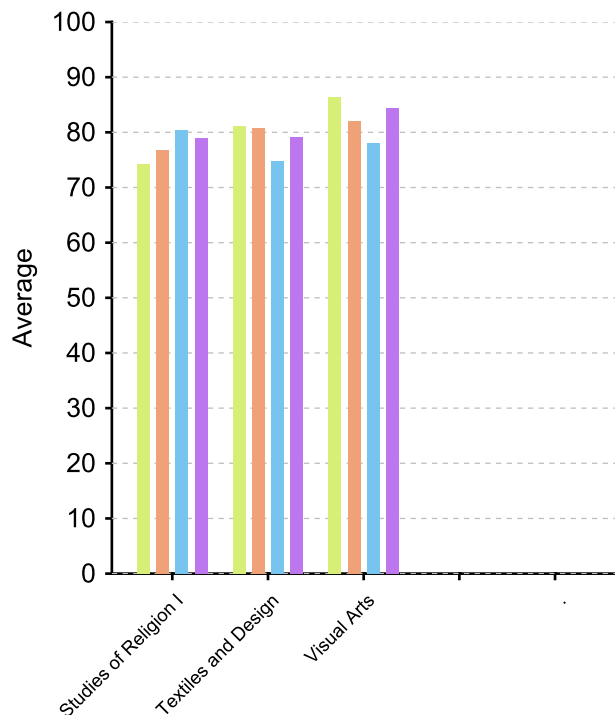- English (Standard)
- English as a Second Language
- English Extension 1
- English Extension 2
- Food Technology

Legend: School 2018, SSSG Average 2018, State Average 2018, School Average 2014-2018

Chart 2 (top right) — Average by subject:
- Legal Studies
- Mathematics
- Mathematics Extension 1
- Mathematics Extension 2
- Mathematics General 2

Legend: School 2018, SSSG Average 2018, State Average 2018, School Average 2014-2018

Chart 3 (bottom left) — Average by subject:
- Geography
- Hospitality Examination (Kitch...
- Industrial Technology
- Japanese Beginners
- Japanese Continuers

Legend: School 2018, SSSG Average 2018, State Average 2018, School Average 2014-2018

Chart 4 (bottom right) — Average by subject:
- Modern History
- Personal Development, Health a...
- Physics
- Society and Culture
- Software Design and Development

Legend: School 2018, SSSG Average 2018, State Average 2018, School Average 2014-2018

Parent/caregiver, student, teacher satisfaction

Prior to their departure Year 12, students were asked to complete an online questionnaire. Student responses are a reflection of their secondary school experience and in the majority of cases demonstrate maturity and thoughtfulness. Just under two–thirds (62%) of students rated their education and school experience at Killara High School as 7 or above out of 10. There was a consistency of themes across the responses, which focused on the values that they felt their education had instilled in them such as dedication, commitment and the need for hard work to achieve their goals. Many students also mentioned respect for others and team work, teacher quality and a positive learning environment were highly valued. Students also identified areas for improvement such as the development of stronger interconnectedness and personal relationships between year groups. On the other hand, the school was described by many as providing a positive learning environment that fostered future–focused skills. The Year 12 Exit Survey will be revised in an ongoing manner. In recognition of the need to have appropriate parent and teacher satisfaction data Killara along with the P&C have created a Wellbeing questionnaire for both students and parents to identify both areas of strength and potential growth to ensure we flourish as a community of learners.

Policy requirements

Aboriginal education

In 2018, Killara High School's work in Aboriginal Education included developing our already strong connections with local community and continuing our work both inside the curriculum and beyond to deepen student understanding and appreciation of Aboriginal culture, histories and experiences.

Our work with local community includes ongoing engagement with Guringai Local AECG as a source of ongoing support and advice. 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 2018, a review of this incorporation commenced and this review will be continued in 2019. 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 one student placing second on the NSW Merit List. These two threads, cross curriculum perspectives and the HSC subject, exemplify our collective responsibility in pursuing excellence in learning and leading within Aboriginal Education.

In 2018, our NAIDOC activities expanded to include activities over three days, culminating in a NAIDOC assembly for over a thousand students. Thanks to the efforts of the large and committed organising team of sixteen teachers, students engaged in a range of activities in co–ordination with our local community in Ku–Ring–Gai Chase National Park. This day was a great success and helped to connect our students with both community and country. The three day program incorporated several sessions which were designed and run by students, which indicates a significant deepening of student interest, skills, and engagement with Aboriginal Education.

In November, our Aboriginal Studies students facilitated a workshop for student leaders on acknowledgement of Country. The workshop involved five community members discussing the role, importance and complexity of acknowledging Country. The discussions were extremely productive and led to significant deepening of understanding for our student leaders.

Student co–curricular activities were again a dynamic part of our Aboriginal Education program. 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. In November, we continued our annual student exchange with Menindee Central school. In March, our Year 7 students Mungo Youth Project participated in the Mungo Youth Project and our school is committed to this landmark event on an ongoing basis. 2018 has been an exciting year for Aboriginal Education at Killara High School and we will continue striving to improve.

Multicultural and anti-racism education

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

Killara High School acknowledges the importance of improving the integration of EAL/D (English as an Additional Language/Dialect) students into high school and mitigating the social and cultural separation which may occur based on language backgrounds. Approximately 50% of students are students with a different language background, including second generation migrants.

Our school introduced the TEALS program in 2012 to foster active participation of EAL/D students in school life and improve mutual understanding and acceptance of differences for all students. It focuses on teaching EAL/D students cultural literacy explicitly and provides students and parents with tools and skills for a smooth transition n into an English speaking school environment. Upon enrolment, parents receive an information pack about the TEALS Program, also available in Korean, Chinese and Japanese translation.

All students who enrol, following the completion of initial intensive English courses at an IEC (Intensive English Centre), attend a number of workshops over four weeks where they will explore important issues relating to educational expectations at Australian high schools in general, and Killara High School in particular, in discussion with individual Year 9 and Year 10 mentors. Parents are also invited and have in the past attended a number of those workshops. Each workshop addresses topics relevant to school life, such as educational expectations in Australia, active participation in the school community, leadership opportunities and effective communication with peers and teachers. The program also provides some assistance with homework and assignments.

The program is expected to improve EAL/D students' overall attendance rate, increase compliance with mandatory programs such as sports carnivals, camps and Service Learning and increase EAL/D students' representation in school clubs and leadership positions in the school. Student surveys for EAL/D students and mentors at the conclusion of each cycle of workshops have demonstrated the program's positive impact on student engagement of EAL/D students and show increased levels of integration 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.

Following the annual review and evaluation, the program is now conducted once a semester to allow for adequate class size of twelve to fifteen EAL/D students and individual mentors as well as two workshop leaders from Year 11. However, due to an unexpected small intake of new EAL/D students in Semester 2, the program was only conducted once this year (Term 2).

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 SET 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 those they will experience in Australia.

Language Drama Program

ELP flexible funding was employed to engage a specialist teacher with EAL/D and Drama experience to run Language Drama workshops with 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 on one day a week. The aim was to develop oral language skills in EAL/D students from basic interpersonal everyday language to formal, academic language.