

Killarney Heights High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Killarney Heights High School as an account of the school's operations and achievements throughout the year.

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

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Killarney Heights High School

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School background

School vision statement

Through inspiring teaching we develop motivated engaged students who will work collaboratively utilising critical thinking skills. Our aim is for students to be innovative and resourceful and connected to the world. Through our school values of "Respect, Connect and Aspire" to form positive relationships with a strong connection to our school and community.

School context

Killarney Heights High school is a comprehensive coeducational high school in the northern suburbs of Sydney. In 2019 the school population was approximately 900 students which included 46% of NESB students. It enjoys a strong academic reputation in the community with extension classes in each year. The parent body is active and provides strong support throughout the year. The student well being program is underpinned by the principles of positive psychology. The school has a strong extra curricular program with the band program having achieved wide success.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Inspiring Teachers Successful Learners

Purpose

Develop inspiring teachers and leaders who use and reflect on evidence based teaching to foster motivated and successful students.

Improvement Measures

To increase the value added of students in external tests by 10%.

To increase the percentage of HSC bands 5 and 6 by 10%.

To increase the percentage of students in the top two NAPLAN bands to 50%.

All new programs contain evidence of numeracy, literacy and differentiation.

Increase the percentage of teachers with leadership roles.

Classroom observation indicate increased use of challenging learning experiences.

Overall summary of progress

Strategic Direction 1, Inspiring Teachers Successful Learners, aims to develop inspiring teachers and leaders who use and reflect on evidence based teaching to foster motivated and successful students. In 2019, this took place through the continuation of a number of different teams who conducted a variety of different school and personal based learning to help reach the school goals.

Strategic Direction 1 set many goals to achieve in 2019; Process 1 continued a program of ongoing professional learning for the whole staff in evidence based teacher practice, which has very much become a part of the school culture for teacher growth. Process 3, successfully implemented the Super 6 reading and writing strategies as part of literacy and numeracy across the school with resources developed in each faculty.

However, Process 2, 4 and 5 have been delayed to become a greater focus for 2020, having allowed additional time to implement Processes 1 and 3 in full. There was some delivery of Professional Learning on differentiated material for staff for EAL/D students, and executive investigated how to lead differentiation through assessment and programming for process 2, but no professional learning was done for challenging tasks.

Progress towards achieving improvement measures

Process 1: All staff are trained in techniques to improve evidence based teacher practice.

Evaluation	Funds Expended (Resources)
Professional learning in staff meetings will continue with focus areas identified by our teachers.	Professional learning sessions were scheduled during weekly staff meetings

Process 2: Professional Development on differentiated pedagogical strategies and processes.

Evaluation	Funds Expended (Resources)
This required additional training for staff as a PL focus. Planned to continue in 2020	

Process 3: The development of skills to improve literacy and numeracy .

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Each faculty have resources to support the implementation of comprehension strategies for Stage 4 & 5 courses.

Professional learning sessions were scheduled during weekly staff meetings

Process 4: Staff given professional development and support in developing challenging tasks.

Evaluation	Funds Expended (Resources)
Challenging tasks can continue to be a focus for 2020. With two thirds of the school using BYOD, challenging tasks using technology will become a focus for 2020.	

Process 5: Students develop strategies to cope with challenging tasks.

Evaluation	Funds Expended (Resources)
Following professional learning in 2019, it has become evident that explicit teaching as a teaching practice will become a focus to assist students in coping with challenging tasks.	

Next Steps

A learning plan for teachers is to be generated and implemented for weekly Professional Practice sessions for cross-curricular staff collaboration. The focus for Semester 1 will be on Assessment to include differentiation to extend and support students and Semester 2 to focus on programming with explicit teaching and challenging tasks.

Strategic Direction 2

Skills for the future

Purpose

To develop engaged learners who think critically and creatively in a dynamic learning environment.

Improvement Measures

All teachers trained and participate in Instructional Rounds.

Increased higher order thinking skills (HOTS) in learning and assessment activities.

Increased use of technology to access HOTS in learning and assessment.

Overall summary of progress

All teachers have been trained and participated in Instructional Rounds, with this professional dialogue extending into weekly small group meetings to discuss our Professional Practice. This included teachers collecting video evidence of their own lessons and setting PDP goals to embed improvement in areas of learning intentions, feedback, formative assessment, questioning and challenge. These observations may reveal further problems of practice to be addressed.

As required by NESA staff continue to collect work samples of assessment and learning tasks. This evidence is used to evaluate the extent of existing higher order thinking skills incorporated into tasks and modifications to increase the level of challenge being made accordingly. This evidence is also being used to reflect on and compare feedback provided to students to ensure that it is valid, timely and explicitly informs students how they can improve.

Technology use continues to increase and improve in Stages 4 and 5. Evidence of students work shows an increase in lessons that create challenge and quality feedback in learning activities.

Progress towards achieving improvement measures

Process 1: Instructional Rounds are used as a method to improve classroom practice.

Evaluation	Funds Expended (Resources)
Feedback from Instructional Rounds continues to inform and provide data on improvements being made. It will continue to run in 2020 to inform professional learning at KHHS.	Relief cover for each staff member to participate in 2 days of training and observation.

Process 2: Professional development and support for teachers on how to create learning and assessment tasks activities that embed HOTS.

Evaluation	Funds Expended (Resources)
This will become a focus for whole school learning for 2020	

Process 3: Training for staff and students on how to use technology to access HOTS in teaching programs and assessment.

Evaluation	Funds Expended (Resources)
This will become a focus for whole school learning for 2020	

Process 4: Development of challenging and engaging learning tasks

Evaluation	Funds Expended (Resources)
This will become a focus for whole school learning for 2020	

Progress towards achieving improvement measures

Process 5: Formative assessment is embedded in teaching programs and used regularly

Evaluation	Funds Expended (Resources)
This is a procedure that is now successfully in place and can now include further collaboration from staff to refine this process.	Teacher relief cover for Faculty Development days to focus on collaborative programming

Next Steps

Staff will seek collaborative learning opportunities within and across faculties which will allow students to use their higher order thinking skills in a collaborative manner, with further integration of technology use. Staff will continue to collect evidence of student learning and evaluate the extent of higher order thinking skills, challenge and quality feedback being incorporated in all activities and modify accordingly.

Strategic Direction 3

Positive Education

Purpose

To create a positive and supportive environment that enables the development of healthy, resilient and successful individuals with a strong connection to our school and community.

Improvement Measures

Increased positive responses in TTFM and Resilience Doughnut surveys

10% increase in positive awards in Sentral

10% reduction in suspensions

Increase the variety of outside agencies students are able to access.

Increase staff wellbeing

Overall summary of progress

Wellbeing data was collected and analysed throughout the year in order to implement strategies for the whole school community. Strategies included; wellbeing planner for each year group devised by year advisers, wellbeing program implemented in whole day session each term, parent evening sessions, development of PBL action plan and staff wellbeing plan. Staff engaged in professional learning and as a result increased knowledge and understanding of the PBL process and roles and responsibilities of the wellbeing team. Students were supported through various wellbeing programs such as peer support, mentoring, and participation in extra-curricular programs (sport, student leadership, various clubs).

Progress towards achieving improvement measures

Process 1: Collect and analyse wellbeing data in order to implement effective strategies for whole school community.

Evaluation	Funds Expended (Resources)
<p>Year advisers and Head Teacher Wellbeing analysed TTFM data and devised yearly wellbeing plan for 2020. Reviewed Resilience Doughnut data and use decided it was only relevant for year 7. In 2020 students will engage in a strength based program My Resilience (year 7&8) My Strengths (year 9 & 10) and My Future (year 11 & 12).</p> <p>An explicit wellbeing program has been developed and is to be delivered and implemented in the timetable once per fortnight to year 7-9 students in 2020.</p> <p>The positive education team will action the planning phase of BeYou and writing explicit wellbeing curriculum.</p>	<p>Resilience Report Data</p> <p>TTFM Data</p> <p>Planning Day for Year Advisers</p>

Process 2: Evaluate PBL (Positive Behaviour for Learning) processes and implementation, utilising data sources to inform direction.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning team discussed the effectiveness of the team and whether it should be a focus for 2020. Agreed that processes and procedures (behaviour management and rewards system) were established well and if staff continued to follow processes and procedures the system would remain effective. Head Teacher Wellbeing facilitated 'Micro Skills Behaviour Management' to a small group teachers (mainly beginning) which built capacity of teacher classroom management and practise. Future</p>	

Progress towards achieving improvement measures

recommendations is beginning teachers/ new staff participate in behaviour management training/induction to PBL processes and procedures.

Process 3: Provide opportunities for students to engage with external agencies and participate in extra-curricular activities, building on interests, strengths, skills and talents in a variety of areas.

Evaluation	Funds Expended (Resources)
TTFM data showed an increase in student participation extracurricular sporting activities 10% from 2018 to 2019. The data showed an increase in sense of belonging by 2% from 2018 to 2019. Throughout the year students have successfully participated in the school musical, represented the school for sport- knockout out teams and zone/regional sporting activities. Students have engaged in leadership opportunities such as Peer Support. Duke of Edinburgh and SRC events..	TTFM data (Student)

Process 4: Enhance staff wellbeing, promoting connection to each other and the school community

Evaluation	Funds Expended (Resources)
Lunch club commenced in term 1 and 2 attended weekly on a Monday at lunch time. Fabulous Friday continued, social committee identified future staff activities through analysis of a staff wellbeing survey. No new staff activities were ran or established throughout the year. TTFM data indicated that 41% of staff agreed/strongly agreed that morale amongst staff at my school is good. This could be a focus area for 2020.	TTFM data (Staff)

Process 5: Enhance staff wellbeing, promoting connection to each other and the school community

Evaluation	Funds Expended (Resources)
There is no 5th process for this Direction	

Next Steps

Following our evaluation of wellbeing programs from 2017–2019, an alternate wellbeing and mental health framework will be embedded in 2020 throughout the whole school community. This will include timetabled fortnightly sessions for Years 7 to 9 and timely scheduled lectures and workshops for years 10 to 12.

PBL has very much become the culture of how we conduct our day to day business at KHHS. It will continue to be implemented, and an induction for beginning teachers and new staff will be developed and implemented in 2020.

Extra-curricular activities and sports will continue to be promoted and expanded to increase student and staff participation.

Continued focus on supporting staff wellbeing through collaborative learning events, social events and the development of a staff wellbeing plan.

Parent sessions to build connections within the parent community and build parents knowledge and understanding of the various wellbeing issues impacting on students to be offered.

Collect and analyse TTFM to evaluate effectiveness of wellbeing programs and initiatives implemented throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing for Homework Centre Funding Sources: • Aboriginal background loading (\$2 500.00)	After school homework centre gave assistance to students so that they were able to achieve educational outcomes.
English language proficiency	.. Funding Sources: • English language proficiency (\$38 500.00)	EALD Students were given support in their classes. Student's language skills were improved.
Low level adjustment for disability	.. Funding Sources: • Low level adjustment for disability (\$51 700.00)	SLSO's were employed to give in class assistance to students. All students gained a 2 band increase in NAPLAN
Quality Teaching, Successful Students (QTSS)	Weekly timetabled period for each teacher Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$0.00)	Professional Practice weekly session will continue into 2020 with a structured approach to group discussions and documentation of resulting growth
Socio-economic background	Essentials for students such as uniforms, lunches and access to devices. Funds were also spent on SLSO support for students Funding Sources: • Socio-economic background (\$20 500.00)	Students were able to participate with others in a school setting. SLSO support gave students meant that very few students were in the bottom bands in NAPLAN
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$116 800.00)	Loads for Beginning teachers were reduced. All Beginning teachers with funding were successful in gaining accreditation.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	541	526	491	520
Girls	375	376	375	371

Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.9	95.8	93.8	95
8	95.2	94.9	92.7	91.6
9	94.6	94.5	92.7	90.3
10	95.1	92.4	92.3	91.1
11	94.4	93.9	91.9	91.9
12	96.2	95	92.7	92.5
All Years	95.4	94.4	92.7	92.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1.3	4.6
Employment	0	1.3	5.3
TAFE entry	2.8	5.3	11.9
University Entry	0	0	57.3
Other	3.4	2	7.9
Unknown	0	1.3	13.2

The majority of students at Killarney Heights High School are successful in gaining entry to University and Higher Education facilities. 11.85% of students continued their education at TAFE. A number of students were taking a gap year before continuing on with their studies.

Year 12 students undertaking vocational or trade training

9.80% of Year 12 students at Killarney Heights High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2019, 100% of students received the HSC qualification or equivalent vocational education qualification. Of these, sixteen Year 12 students attained a Certificate II in Hospitality, Kitchen Operations and another eight students completed a Certificate II in Construction. There were ten students who attended TAFE and completed a Certificate II or above as part of their HSC studies. One student completed a School Based Apprenticeship in Marine Craft Construction.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	10.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,184,415
Revenue	10,658,607
Appropriation	9,177,891
Sale of Goods and Services	56,679
Grants and contributions	1,213,949
Investment income	10,679
Other revenue	199,408
Expenses	-10,339,526
Employee related	-8,673,447
Operating expenses	-1,666,079
Surplus / deficit for the year	319,081

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	105,808
Equity Total	283,863
Equity - Aboriginal	2,464
Equity - Socio-economic	20,516
Equity - Language	145,185
Equity - Disability	115,699
Base Total	8,128,974
Base - Per Capita	203,197
Base - Location	0
Base - Other	7,925,777
Other Total	366,997
Grand Total	8,885,643

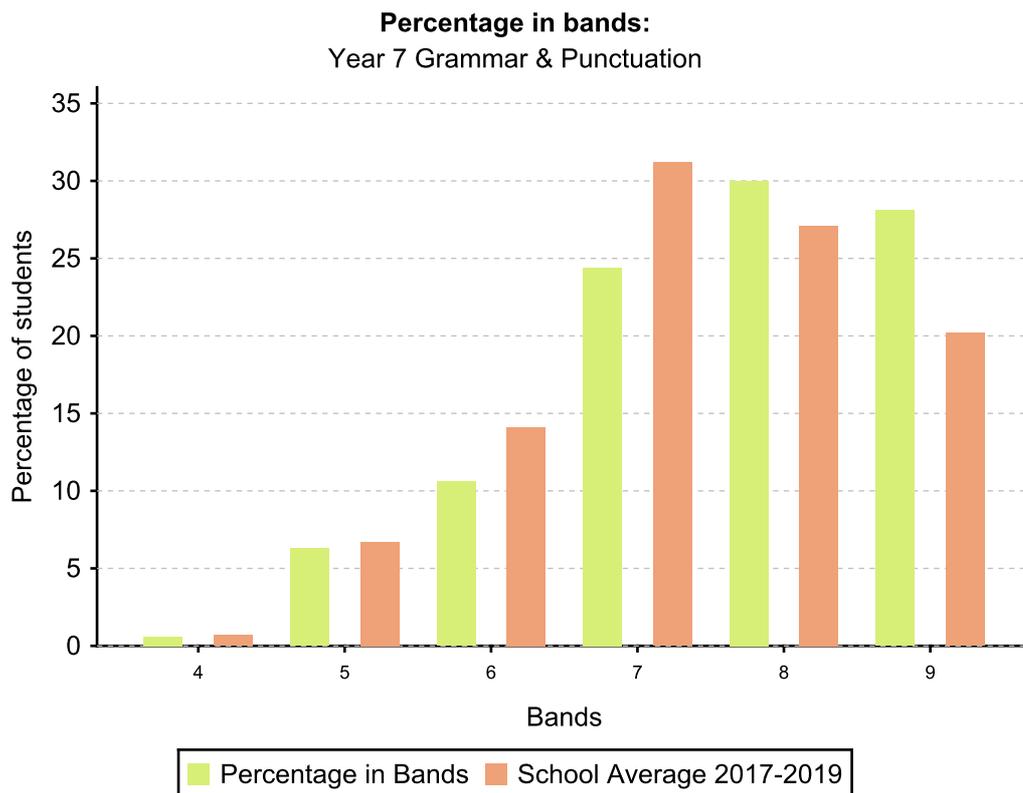
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

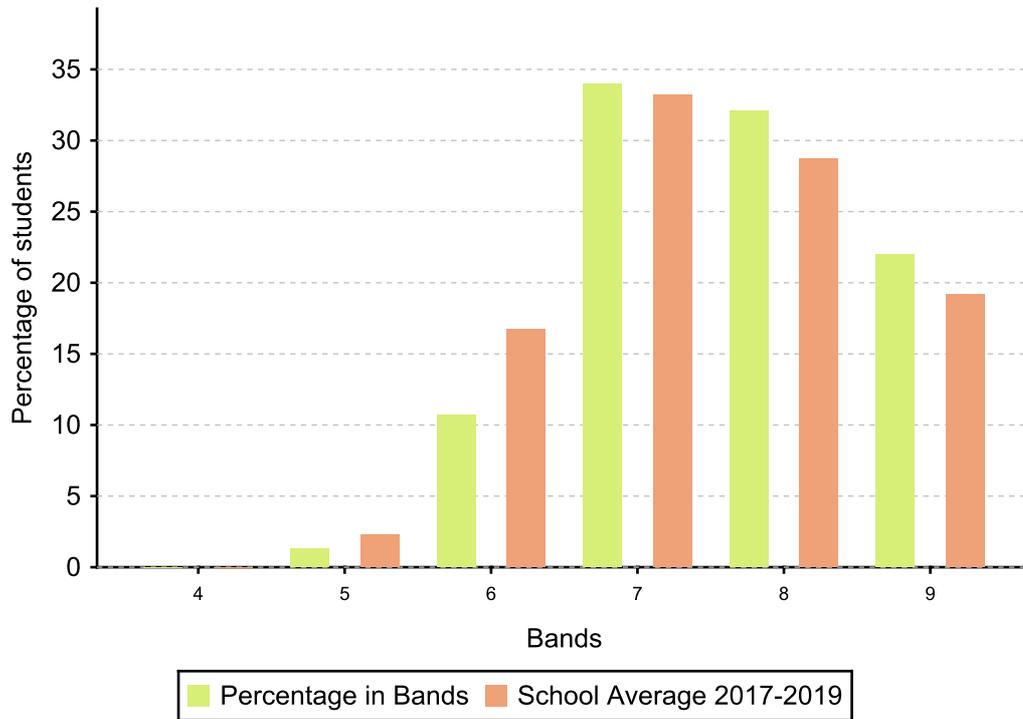
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



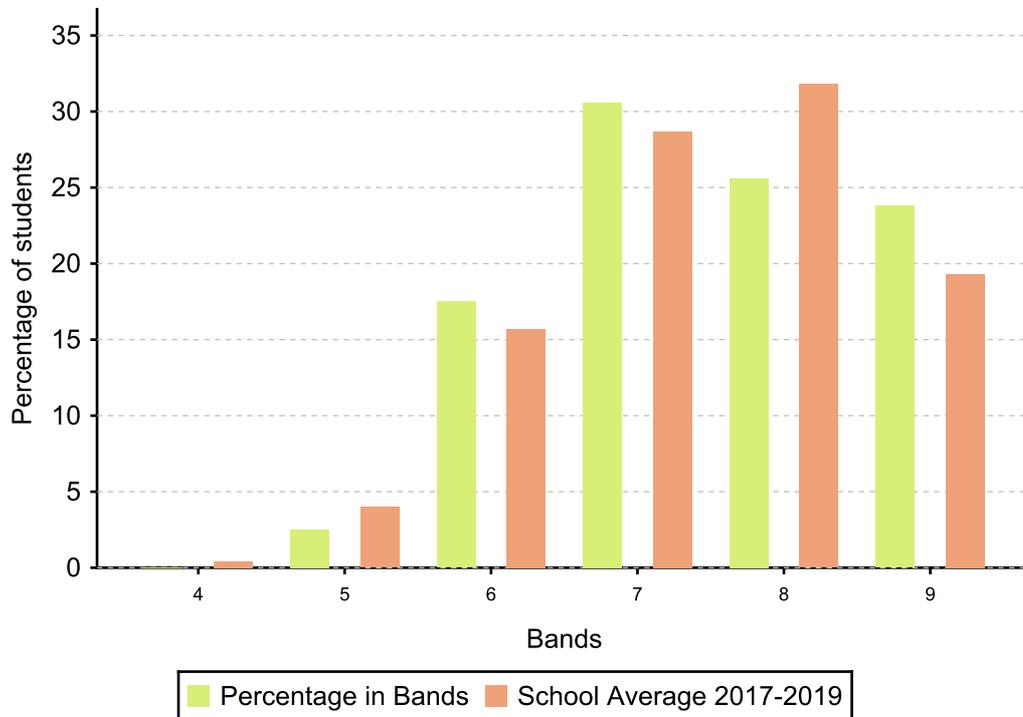
Band	4	5	6	7	8	9
Percentage of students	0.6	6.3	10.6	24.4	30.0	28.1
School avg 2017-2019	0.7	6.7	14.1	31.2	27.1	20.2

**Percentage in bands:
Year 7 Reading**



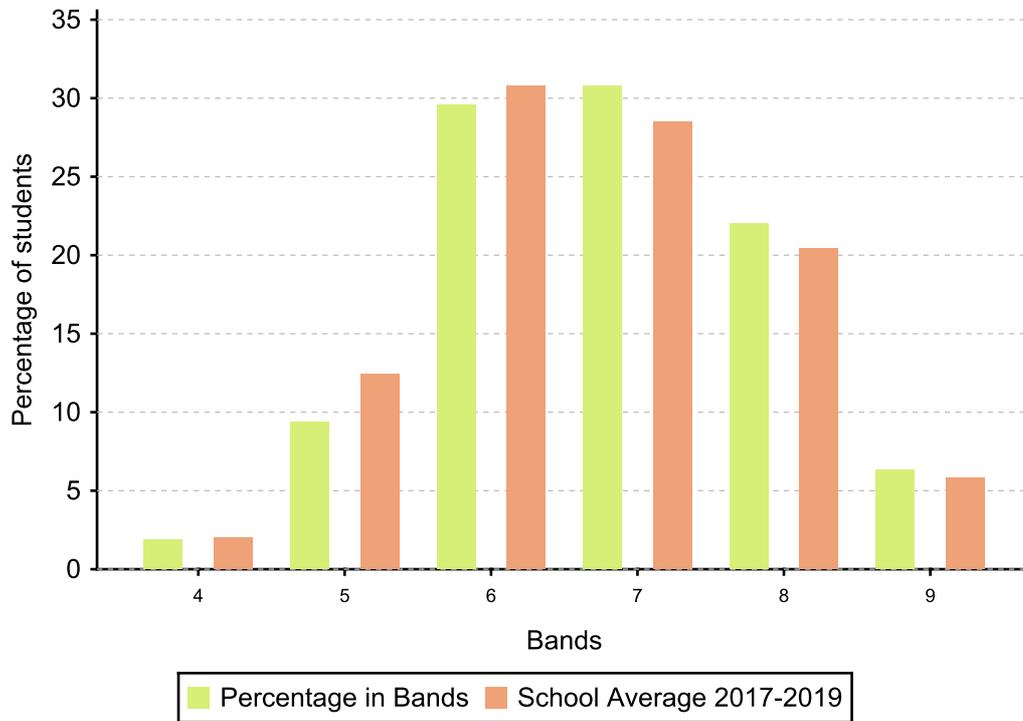
Band	4	5	6	7	8	9
Percentage of students	0.0	1.3	10.7	34.0	32.1	22.0
School avg 2017-2019	0	2.3	16.7	33.2	28.7	19.2

**Percentage in bands:
Year 7 Spelling**



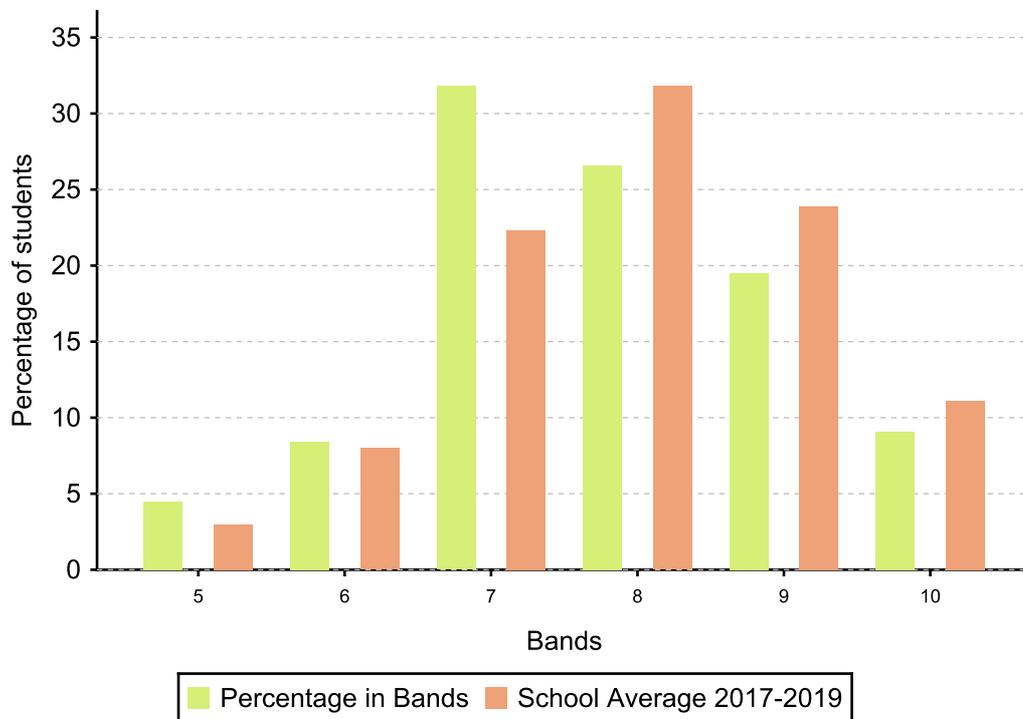
Band	4	5	6	7	8	9
Percentage of students	0.0	2.5	17.5	30.6	25.6	23.8
School avg 2017-2019	0.4	4	15.7	28.7	31.8	19.3

Percentage in bands:
Year 7 Writing



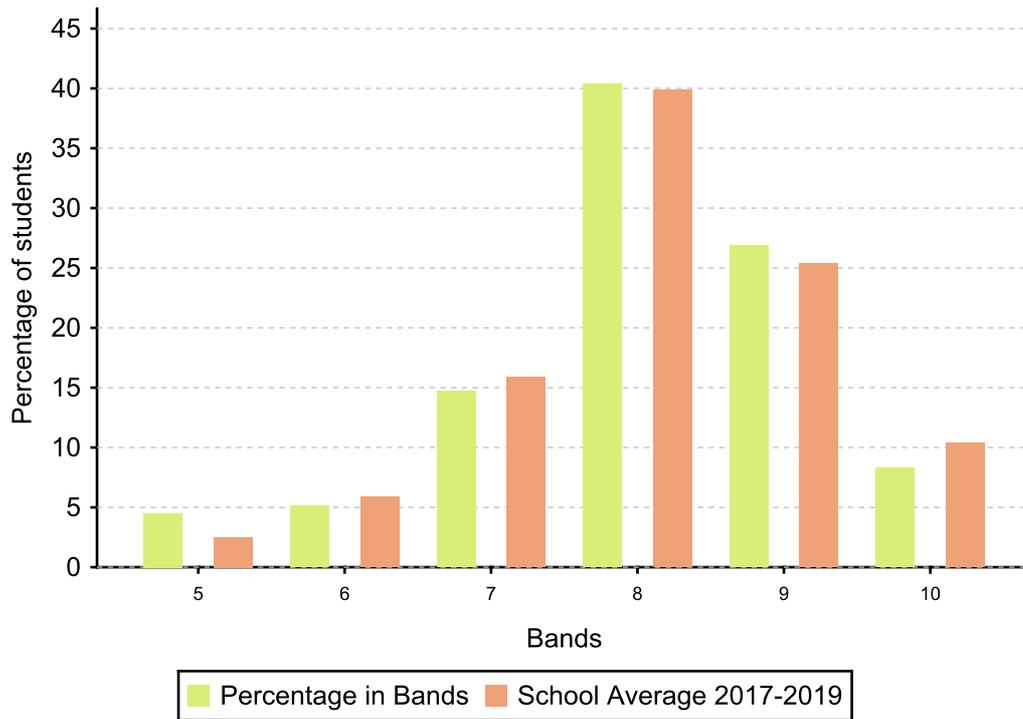
Band	4	5	6	7	8	9
Percentage of students	1.9	9.4	29.6	30.8	22.0	6.3
School avg 2017-2019	2	12.4	30.8	28.5	20.4	5.8

Percentage in bands:
Year 9 Grammar & Punctuation



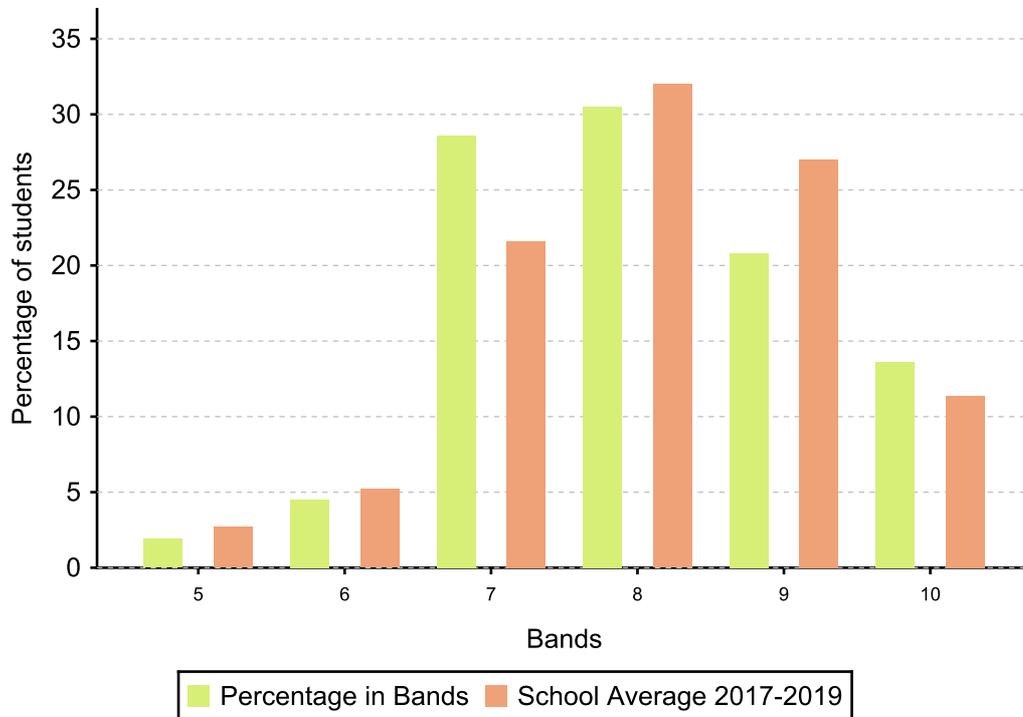
Band	5	6	7	8	9	10
Percentage of students	4.5	8.4	31.8	26.6	19.5	9.1
School avg 2017-2019	3	8	22.3	31.8	23.9	11.1

**Percentage in bands:
Year 9 Reading**



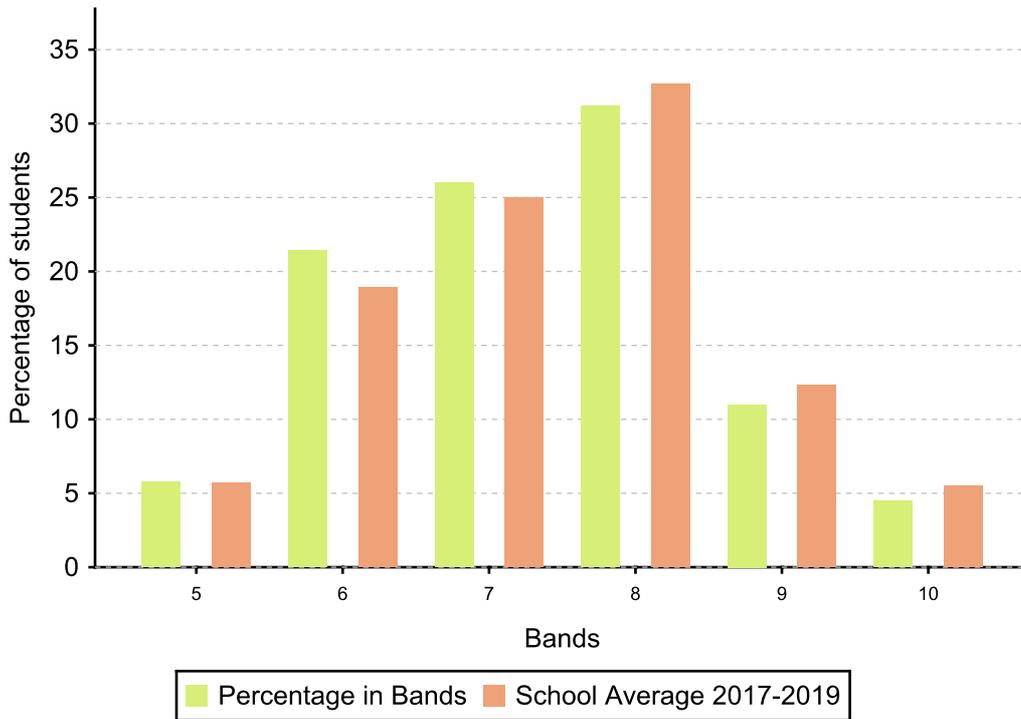
Band	5	6	7	8	9	10
Percentage of students	4.5	5.1	14.7	40.4	26.9	8.3
School avg 2017-2019	2.5	5.9	15.9	39.9	25.4	10.4

**Percentage in bands:
Year 9 Spelling**



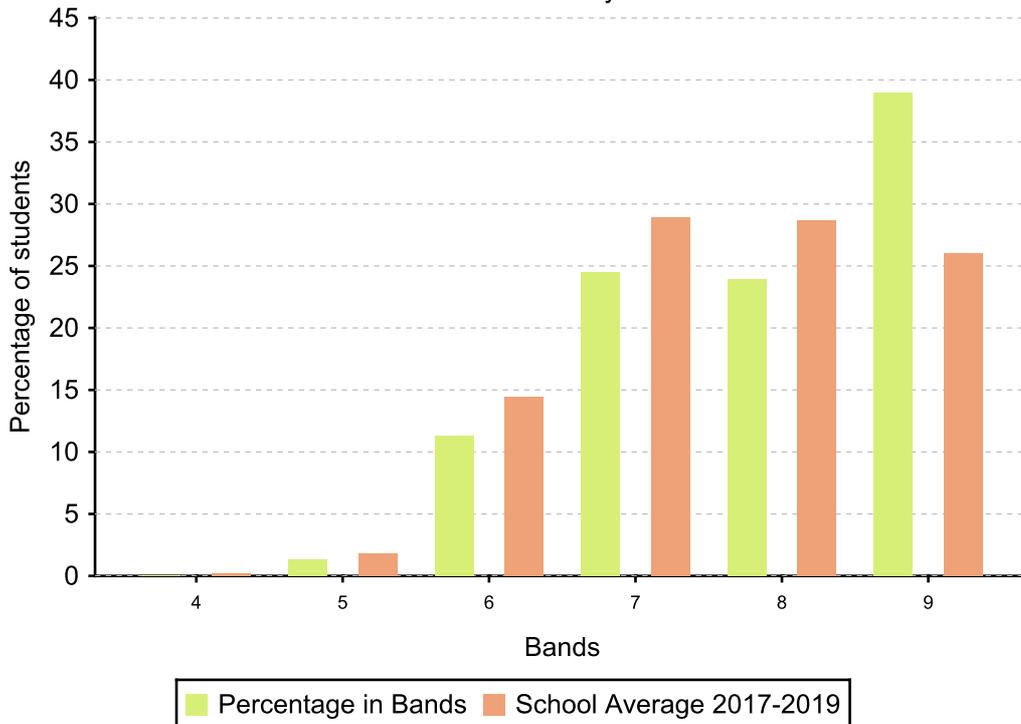
Band	5	6	7	8	9	10
Percentage of students	1.9	4.5	28.6	30.5	20.8	13.6
School avg 2017-2019	2.7	5.2	21.6	32	27	11.4

Percentage in bands:
Year 9 Writing



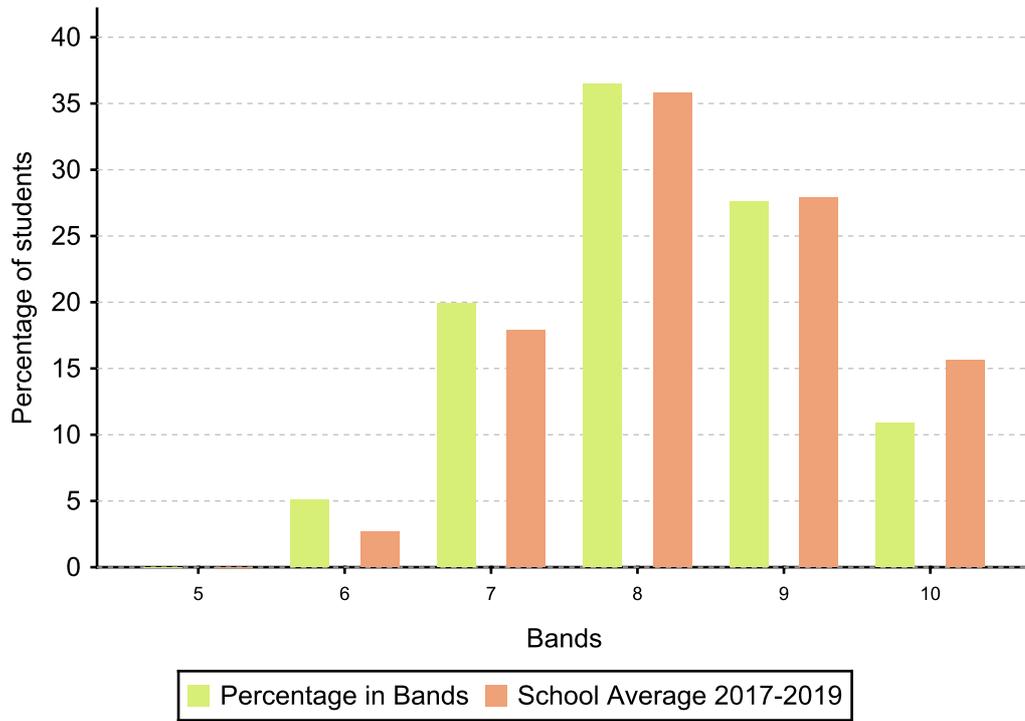
Band	5	6	7	8	9	10
Percentage of students	5.8	21.4	26.0	31.2	11.0	4.5
School avg 2017-2019	5.7	18.9	25	32.7	12.3	5.5

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	1.3	11.3	24.5	23.9	39.0
School avg 2017-2019	0.2	1.8	14.4	28.9	28.7	26

Percentage in bands:
Year 9 Numeracy

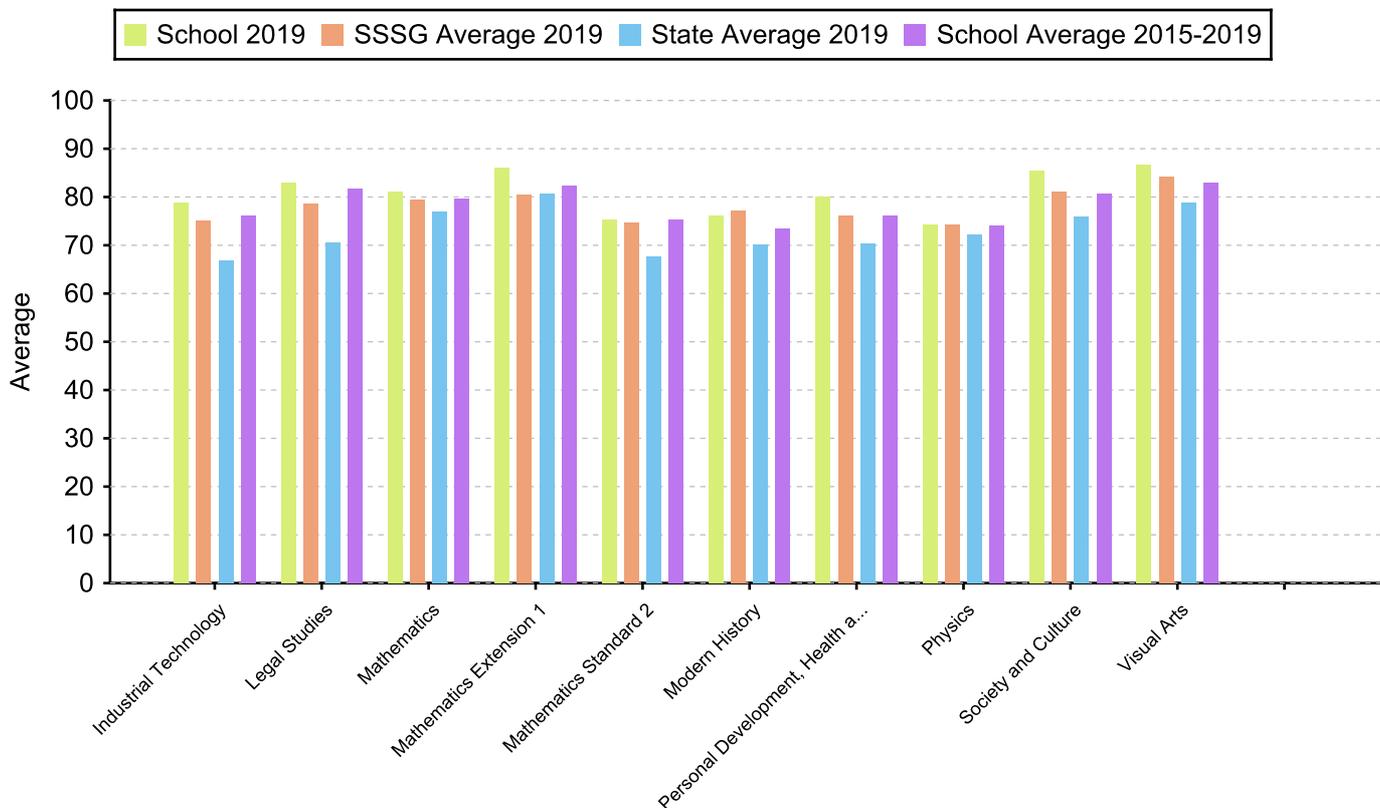
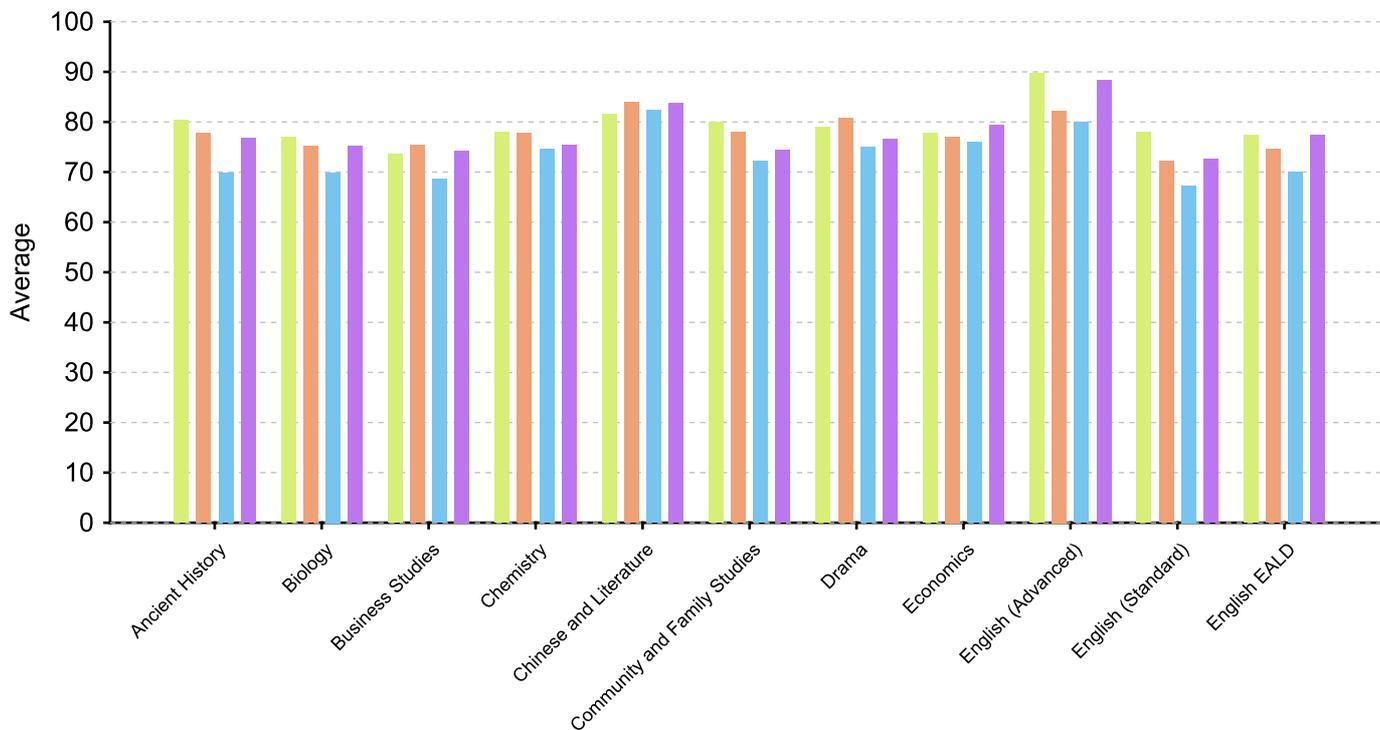


Band	5	6	7	8	9	10
Percentage of students	0.0	5.1	19.9	36.5	27.6	10.9
School avg 2017-2019	0	2.7	17.9	35.8	27.9	15.6

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	80.4	77.7	69.9	76.8
Biology	77.0	75.2	69.9	75.2
Business Studies	73.5	75.3	68.6	74.3
Chemistry	77.9	77.7	74.7	75.3
Chinese and Literature	81.5	84.0	82.3	83.7
Community and Family Studies	79.9	78.0	72.2	74.3
Drama	79.0	80.8	75.0	76.6
Economics	77.8	77.1	75.9	79.4
English (Advanced)	89.7	82.3	80.0	88.3
English (Standard)	78.0	72.2	67.3	72.7
English EALD	77.4	74.6	70.0	77.4
Industrial Technology	78.9	75.0	66.8	76.2
Legal Studies	82.9	78.7	70.6	81.8
Mathematics	81.1	79.4	76.9	79.6
Mathematics Extension 1	86.1	80.5	80.6	82.3
Mathematics Standard 2	75.3	74.7	67.7	75.3
Modern History	76.1	77.1	70.2	73.5
Personal Development, Health and Physical Education	80.1	76.2	70.5	76.1
Physics	74.3	74.2	72.1	74.0
Society and Culture	85.5	81.0	75.9	80.8
Visual Arts	86.6	84.2	78.8	83.0

Parent/caregiver, student, teacher satisfaction

Killarney Heights High School students participated in the biannual Tell Them From Me student surveys as a tool to voice their satisfaction levels about the school's teaching and learning, expectations, welfare and other systems. Present student satisfaction trends show improved levels of positive student/teacher connections, improved student optimism, and pride in the school culture.. There has been a consistent trending since Killarney Heights High School introduced the Positive Behaviour for Learning (PBL) initiative.

Feedback from the outgoing Year 12 students demonstrated their high satisfaction with the quality of the schooling and HSC preparation conducted at Killarney Heights High School.

Teaching staff participated in the Tell Them From Me staff surveys and have expressed improved satisfaction levels with regards to a clear strategic vision, collaboration among colleagues and resources. Following the new initiative this year for weekly Professional Practice sessions, teachers felt that the professional development provided at school encouraged them to reflect on their own practice and embed whole school teaching strategies in to place. Teachers also reflected that they were well resourced and felt confident with technology in the classroom.

Ongoing parental and caregiver feedback indicates an observable trend showing that Killarney Heights High School was gaining an increased visibility within its local community, under the present leadership team. Comments indicated that observers were noticing improved pride in the wearing of school uniform and in the positive behaviours demonstrated by the students.

Informal feedback from parents indicated significant positive working relationships between teachers and students and strong support for the school's provision of the Parent Portal. This tool was acknowledged as facilitating an improved two-way transmission of information with regards to attendance, timetables, student awards, daily notices, events and assessment calendars.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.