Killara High School

2019 Annual Report

8457

Introduction

The Annual Report for 2019 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.

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Message from the principal

The Killara High School 2019 Annual Report illustrates our school's achievements, progress towards improvement measures and next steps. In doing this, the report showcases educational experiences where students and staff have experienced a high–quality curriculum which aims to provide challenge, choice and access, aiming to unleash the learning potential in all.

Our initiatives in 2019 target identified priorities such as student wellbeing, literacy and professional development. Having experienced progress in these areas, we maintain a growth mindset which is energising our next steps towards further growth.

Our staff have worked towards ensuring that all students experience success and growth in their learning and this is reflected in our school's NAPLAN and HSC data. Our Apollo course for Year 10 students has worked towards developing student understanding and appreciation for the demands of the new HSC and major work management.

Our extensive student leadership programs have continued to evolve. Through positive initiatives organised by the Sports Council, Social Justice Committee, Student Representative Council, Arts Council and Prefects, awareness has been raised around various local and international issues. These student initiatives have enriched school life by further empowering students.

We have continued to work closely with our local primary schools through our Killara Schools Partnership program to support the transition of students into our school. Through this primary school link, we have continued our participation within Quality Teaching Rounds which is a highly effective professional development program.

Our extracurricular activities have provided a range of opportunities for students to display their skills across a range of areas such as coding, aerobics, volleyball, drama and music.

We will continue our data informed practice to support our evaluation of the curriculum, so that we can maintain our growth and identify areas for improvement.

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% 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

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

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

Future (2020) directions in this domain will include targeted provision of planning days to support differentiation, enhanced analysis of summative assessment data to evaluate student learning over time, further review and improvement of reporting systems, strategic focus on value added results in student literacy and numeracy, and specific identification of expected student progress with strategies to generate these results.

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 (2020) directions in this domain will include continued emphasis on effective evidence–based teaching methods, with an emphasis on the school's literacy focus. Classroom management will be reviewed and strategies implemented to ensure that all students can engage in productive learning. Data literacy will continue to be an area of focus, with executive professional learning and whole school planning. Accreditation processes will be improved, for teachers seeking and maintaining accreditation, as well as for teachers interested in accreditation at higher levels.

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

Future (2020) directions in this domain will include further strengthening of whole school strategic planning and analysis. This will occur through a re–designed executive meeting structure, increased use of the school plan as the driver of strategic decisions, and more strategic financial planning and management.

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.

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.

Improvement Measures

Teaching programs and student work samples will reflect teaching strategies to address general learning attribute development.

Data from general learning attributes on reports reflects skill development.

Student learning log for students will indicate learning goal setting and reflection on learning.

Tell Them From Me data reflects increased student engagement and rigour, resilience and positive learning experiences.

Overall summary of progress

Student learning in subjects with a new syllabus was the focus across many subject areas.

Significant teacher energy was devoted to ensuring high quality student learning in these new courses, targeting 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. Our strategic focus on literacy drove professional learning in 2019, which translated into specific impacts on student learning.

Specific, measureable targets for literacy and numeracy improvement were set at a whole school and faculty level. These targets were a key component of the 2019 Literacy Focus, which was the key feature of professional learning throughout the year.

This year we launched Apollo, our new cross–curricular, problem based learning subject in Stage 5. This is a key element in the strategic focus on developing learning skills for the future. All Year 10 students engaged in this fundamentally different learning experience which challenged their preconceived ideas through a focus on skills of autonomy, critical thinking, communication, collaboration and research. Apollo is designed to complement student learning across all KLAs and help to prepare students for senior study and life in a changing world.

The middle years projects with our primary school partners will continue, with Peer Coaching in Semester 1 and Quality Teaching Rounds in Semester 2.

Progress towards achieving improvement measures

Process 1: Personalised Learning, Goal Setting and Reflection

Student learning is data driven. Report outcomes reflect student progress and students, parents/carers and teachers have a clear understanding of what is required to enable students to understand and move forward with their learning. Students are setting learning goals and a coaching approach is used for learning goal setting and reflection.

Evaluation	Funds Expended (Resources)
Executive Team self evaluation, combined with analysis of evidence from student reports and specific student support programs, indicate strong partnerships for learning with both students and parents. Data literacy and continued focus on data informed practice were identified as strategic priorities going forward.	$4,400

Progress towards achieving improvement measures

Process 2: **Future focused skill development**

A whole school approach is developed to explicitly teach skills and dispositions to enable students to thrive, connect and engage their sense of curiosity in a rapidly changing and interconnected world.

Evaluation	Funds Expended (Resources)
Significant support was provided to faculties to revise and strengthen teacher programs, with the collection and annotation of work samples to track student learning and development. Programs were developed across all KLA areas.	$4,400

Process 3: **Student Wellbeing**

The school has made a commitment to 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.

Evaluation	Funds Expended (Resources)
In 2019, the satisfaction of all members of the Killara High School community was shown to be strong, as evidenced by feedback through survey data, and onging reflection of current processes and programs to ensure their success and high impact.	$8,800

Next Steps

Data informed planning, professional learning and teaching will continue to be central to our strategic focus on literacy. This will be based on analysis using SCOUT, in particular the data sets from Best Start and NAPLAN. Specific, measureable targets for literacy and numeracy improvement will be set at a whole school and faculty level.

2020 will see the re–launch of the whole school professional learning strategy, developed by a whole school team in line with these priorities. In addition to the strategic focus on literacy, all faculties will develop Faculty Professional Learning priorities for 2020, and individual teachers will be supported to pursue personal professional learning through collaborative professional learning time.

Future focused learning will continue to be a priority, with Apollo moving into its second year, the opening of new facilities and with the embedding of BYOD across the school.

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.

Improvement Measures

Evidence in Professional Development Plan (PDP) companion of authentic engagement by all teachers in process of reflection and continual improvement underpinned by coaching.

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 the process of reflection and continual improvement underpinned by coaching.

Classroom teachers, and teachers engaging in Executive Development program, are flourishing.

All teachers are engaged in research in the twilight sessions.

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 2019.

The Executive Conference in Term 1 set the framework for strategic planning and leadership development across the year. This framework was built around intensive data analysis and strategic prioritisation. Executive structures were revised to bring our strategic focus to the forefront, with the development of Strategic Direction teams enabling deep analysis and focus on whole school priorities.

Following a detailed review, coaching structures were revised and adapted based on teacher feedback. The culture of coaching continues to be a pivotal part of learning and professional development.

Progress towards achieving improvement measures

Process 1: Collaborative Practice Coaching and PDPs

Strengthen the PDP process so all teachers are engaged in Peer Coaching (in coaching teams) enabling growth and focus on continual improvement supported by the PDP handbook. All goals linked to standards and strategic directions.

Evaluation	Funds Expended (Resources)
Coaching remained a vital element of the culture of professional development. Teacher feedback was vital in developing a revised, more tailored whole school approach to coaching.	$3,600

Process 2: Leadership Development

Opportunities exist for all teachers to engage in leadership development to increase leadership density across the school. All teachers are leading learning in a professional learning community resulting in sustained and measurable whole school improvement. All executive staff are setting leadership goals and engaging in coaching.

Evaluation	Funds Expended (Resources)
Existing processes are strong and transparent, however, self–assessment by	$2,200

Progress towards achieving improvement measures	
the school Executive indicates further work is required to strengthen leadership support pathways.	

Process 3:   Evaluative Practice Research Engaged

All teachers are evaluating their practice by engaging in research to improve their practice. Our Research engagement is exemplified by our HUB partnership projects, practitioner research in twilight sessions and research–informed professional learning strategy.

Evaluation	Funds Expended (Resources)
Improvement in teacher practice continued through focus on collective teacher efficacy and collaborative programming. Faculty Head teachers led teacher development through the PDP process and in conjunction with peer coaching, which continued in Semester Two.	0

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 a key element of our leadership planning in 2020. The Executive Team will utilise coaching to enhance the implementation and achievement of improvement measures across the school.

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

Executive Meeting structures will be further enhanced through a fortnightly strategic/operational structure to facilitate 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 2020. 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.

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.

Improvement Measures

Evidence in teaching programs of adjustments

SMART/Value Added Data

All students meet minimum standards in Literacy and Numeracy

Improvement in student engagement as indicated by responses from the Tell Them From Me student survey.

Overall summary of progress

Throughout 2019, 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 support students with additional learning needs. In particular, this involved 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 the implementation of school priorities in 2019. In particular, the literacy focus in professional learning, as well as rigorous processes for HSC Minimum Standards testing have been developed and implemented to ensure that all students are supported to meet these requirements.

The Year 10 Apollo course commenced in 2019. This is a significant development in the curriculum offering of the school and will play a key role in shaping student learning.

Progress towards achieving improvement measures

Process 1: Curriculum and Assessment

Deliver quality learning experiences where all students are engaged in learning to engage and challenge. Embedded feedback, peer and self–assessment data drives learning to ensure students access support, extension and enrichment.

Students understand where they are and how to move forward in their learning.

Establish Apollo as a component of the Year 10 curriculum.

Evaluation	Funds Expended (Resources)
The successes in 2019 included updating programs, launching new curriculum options, supporting teachers in differentiation and using assessment to drive future learning. A key area requiring development involves creating a shared culture of student agency, where student self–concept is developed to equip students with the skills and confidence to see themselves as the key agents in moving their own learning forward.	$12,500

Process 2: Student Wellbeing

Differentiation of the curriculum to challenge and engage and meet the cognitive and socio–emotional

Progress towards achieving improvement measures

Process 2:   needs of all learners.

Evaluation	Funds Expended (Resources)
School processes to ensure all students are supported to reach their full potential have been highly effective. The range of universal, targeted and specific initiatives have created an inclusive and responsive school environment.	$8,800

Process 3:   **Literacy and Numeracy**

Develop and implement collaborative practices to effectively use data to determine students' current achievement and skill development in literacy and numeracy and design appropriate interventions.

Evaluation	Funds Expended (Resources)
The literacy focus has been a highly successful feature of our progress in 2019. Improvements in student literacy outcomes are evident in all target areas, and teacher confidence with both the direction and their role in its implementation remains strong. Continued consolidation and extension of this strategy will be required to ensure sustained improvement.	$18,000

Next Steps

There are several components in our next steps for 2020.

Adjustments in teaching programs and the ongoing development of detailed and accessible Student Learning Support Plans will 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. Targeted teacher professional learning will be implemented to support teachers of students with complex needs.

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 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.

A key area requiring more work involves creating a shared culture of student agency, where student self–concept is developed to equip students with the skills and confidence to see themselves as the key agents in moving their own learning forward.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$657	2019 Aboriginal Education programs have been highly effective, both in supporting individual students and in developing deeper understanding of value and relevance of First Nations peoples across the school.
English language proficiency	$400,974 for English language proficiency (ELP) funding was provided.	Work in this key initiative was led by 3.4 specialist EAL/D teachers who were appointed to meet the needs of 175 higher language–priority students from culturally and linguistically diverse backgrounds. Another 65 students who were identified as 'developing' or 'consolidating' along the English language progression did not receive direct assistance for various reasons. These students were monitored by EAL/D staff while mainstream teachers differentiated class tasks to ensure these students had access to effective learning across the curriculum. A further allocation of 0.1 teachers was made available out of the $38,140 EAL/D flexible funding provided to the school bringing the total of EAL/D teaching staff to 3.5 in 2019. The additional 0.1 allocation allowed for the provision of a specialist teacher to run the Language Drama Program outlined below. EAL/D specialist teachers worked alongside students and curriculum content teachers in a range of courses across the curriculum, taught the HSC English (EAL/D) course, withdrew individuals and small groups periodically to provide intensive language support so students could complete projects and specific learning tasks to meet course learning outcomes. EAL/D teachers also worked 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 taught the Preliminary and HSC English (EAL/D) courses. EAL/D specialists diagnosed reading, writing, listening and speaking skills for EAL/D students transitioning from Year 6 into Year 7 and recommended class placements so these students could receive maximum available support in their language development throughout their years at school. 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, culture and learning system can be challenging for students with past schooling experiences very different to those they experience in Australia.
Low level adjustment for disability	SBAR funding for Low	Tell Them From Me survey data, as well as

Low level adjustment for disability	Level Adjustment for Disability amounted to $185,023. This was supplemented by Parents and Citizen's Association donations which increased Learning and Support teacher to be a full time position.	student focus group responses and feedback from students and families indicate that our learning and support processes had many areas of strength, with some areas identified for improvement. In these areas, changes were made in terms of complex case management, communication and processes for disabilities provisions. These changes, as well as the highly effective nature of the overall program, are the basis for a confident assessment that this aspect of school operations is highly effective.
Socio–economic background	$13,273 was allocated through socio–economic funding.	Equitable access to all school programs and activities was provided to all students so that the highest possible outcomes were achieved. Any family experiencing financial strain or hardship was encouraged to make contact with the Head Teacher Student Wellbeing, the School Administration Manager or the Deputy Principal so that financial assistance could be sought. Respectful discussions occurred so that the parent/student's dignity was preserved. Planned installments were negotiated as appropriate to each family's personal context. As a consequence of this assistance students were supported to attend a wide range of school based experiences such as attendance at school camps and excursions, enrichment opportunities and other co–curricular activities. Examples such as the Pride Empowerment program targeting at risk Year 10 students and the Skills for Life program run across small groups of students Yr 7 –11 drew on this funding so that all students nominated ere able to attend and benefit. The provision of school uniforms, equipment such as stationery were provided to students in need. Some students who chose speciality courses that required particular tools and equipment were provided with assistance. Students in need of nutritional support were provided with canteen vouchers to ensure a healthy diet was maintained. Stocks of stationery, books and a variety of sensory equipment was purchased such as a weighted blanket which was used extensively at camp, so that students were able to work with suitable equipment in their learning and did not suffer disadvantage. The BYOD policy in 2019 was extended to include all students Year 7 – 10 and the equity plan in place ensures that students whose parents/carers were unable to afford devices were not disadvantaged as there are devices available for their use either on a short or long term basis. These programs are highly effective through their universal, targeted and specific application.
Support for beginning teachers	$73,596 was provided through Beginning Teacher	In 2019, all teachers engaged in the NESA accreditation process. Four Permanent

Support for beginning teachers	funding allocation.	teachers and three temporary teachers attained their NESA accreditation at proficient. An additional twelve teachers were working towards gaining their accreditation at proficient. Six teachers completed their maintenance of accreditation at proficient. Two teachers were seeking accreditation at Highly Accomplished or Lead. All remaining teachers were maintaining their accreditation at proficient level. Two classroom teachers were employed in their first permanent appointment, and three in their first full year temporary 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. Four permanent teachers received second year funding. All early career teachers were supported with release time available on request to work with a teacher mentor. 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 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	$24,000 was committed to supporting school operations of the PEX program. $80,000 was committed to the Hub and Spoke initiative. $11,000 was committed to supporting the site visits. Academic partnerships did not require investment of funds.	2019 is the final year for Killara High School in the HUB Partnership Project. Involvement in this project has enabled significant improvements in our PEX program, our understanding of Pre–service Teacher education, and our partnerships with academic partners to enhance teaching and learning. Goals for 2020 are to continue strengthening our internal PEX structures, building on the lessons from the HUB Project. Our local PEX Network will continue within the framework of the existing Killara Schools Partnership (KSP) and North Shore 5 (NS5).

Killara High School 8457 (2019)

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	974	969	993	1025
Girls	644	657	655	640

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	96.3	97.4	96.6	94.4
8	96	95.6	94.4	93
9	95.2	95.4	93.2	92.8
10	94.7	94.3	93.8	91.1
11	93.2	95.4	92.1	92.1
12	93.7	93.8	92.3	90.2
All Years	94.8	95.3	93.8	92.3
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	1.4	0	0.5
Employment	0	0	0.5
TAFE entry	1.4	1	2
University Entry	0	0	95
Other	0.5	1	1
Unknown	0.5	1	1

Approximately 98% of Killara High School students received an ATAR. The University Admission Centre made a total of 326 university offers. The University of Sydney was the institution most preferred by the 2019 graduating cohort followed by Macquarie University and then The University of New South Wales. The Leaders and Achievers Early Entry Program run by Macquarie University proved very popular with 30 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 demonstrated skills and experiences.

The most popular area of tertiary offers proved to be in the Engineering, Technology and Construction fields. This was followed closely by those of a commercial nature to include but not limited to Business, Commerce, Economics and Accounting. Offers in the science field were also very popular. These fields where closely matched by offers of study in the more creative areas of Communications, Media, Design and Music. Offers in the areas of Health followed closely behind as well as Bachelor Arts and related degrees. 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. One candidate also applied for university studies in the United States of America.

Year 12 students undertaking vocational or trade training

10.13% of Year 12 students at Killara High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Killara High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	17
Classroom Teacher(s)	80.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	17.37
Other Positions	2

*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.

Professional learning in 2019 was based on the strategic directions set out in the 2018 – 2020 School Plan: Student Learning, Leadership and Curriculum and Assessment. Professional learning occurred on five School Development

Days, and weekly on each Wednesday afternoon. All permanent and temporary teachers engaged in these sessions. These sessions were built around the 2019 Literacy Focus which included whole school and faculty professional learning specifically targeting student reading outcomes, with a specific focus on Stage 4. NESA Registered PL was implemented to support this focus, with the introduction of Literacy Progressions.

Other professional learning elements included ongoing professional learning focused on technology for learning; 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; student wellbeing; SMART Naplan Analysis; and staff wellbeing.

Following School Development Days, the Learning Support and Wellbeing Teams also led professional learning regarding meeting the needs of students with additional learning needs, 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 $123,781. The average expenditure per teacher was $932.

Term 1 School Development Day

The focus of the morning session was analysis of 2018 Year 12 HSC 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. In the final session all staff completed CPR and Anaphylaxis training conducted by the Royal Surf Life Saving Association.

Term 2 School Development Day

The Literacy Focus was the core professional learning topic in all three sessions of this day. Led by the Head Teacher Personalised Learning, and developed collaboratively by the school executive and the literacy team, this session saw the introduction of a whole–school multi–phase strategy to improve literacy outcomes.

Session one revolved around SCOUT data analysis, laying the foundation for data–informed practice targeting reading. Specific analyses of Best Start data, as well as historic trend data from standardised testing were combined in cross–faculty focus groups to enable individual teachers to reflect and internalise the key points from the data.

Session two saw the introduction of the Killara High School literacy tool box. This is the central pillar of the Literacy Focus. This toolbox was designed based on evidence of best practice and implemented with a carefully structured and tailored approach for our context.

Session three involved incorporation of these tool box strategies into specific lessons within faculty programs, led by the whole school literacy team working alongside faculty Head Teachers.

Term 3 School Development Day

This day was devoted to the Literacy Focus in the form of NESA registered, school delivered professional learning. The focus of this day was the ACARA Literacy Progressions.

Session one was led by members of the Senior Exec. Teachers were introduced to the ACARA Literacy Progressions and how they fit into the professional learning context at Killara High School. The session introduced how the progressions work, what they are (and are not) useful for and how they relate to our existing practice. There was a strong focus on using the progressions to augment existing practice. Activities in this session included demonstration of what progressions look like in action using annotated work samples. This demonstrated how closely aligned these tools are to our existing practice and how they can assist to strengthen practice.

Session two was led by members of the literacy team. This session enabled teachers to build their skills in using the ACARA Literacy Progressions. In this session, teachers began applying Literacy Progressions to KHS student work. This involved a common set of work samples as the basis for guided practice to learn how to apply the progressions in reading and/or writing.

Led by Head Teachers, session three provided all teachers with support and time to apply the literacy progressions into teaching and learning programs. Faculties also selected one specific assessment within which to integrate the ACARA Literacy Progressions. This integration involved amending task notifications and documentation using common language to show links to the progressions. Teachers discussed how progressions are reflected in existing marking criteria.

Executive professional learning

The theme for the 2019 Executive Conference was Data Informed Practice. Held in March, Day 1 was spent analysing and evaluating the School Plan, developing and assessing the Milestones and finalising an Executive Team focus for the year. The major outcome of the Executive Conference was the commitment to the Killara Literacy Focus and the initial steps toward implementation of this focus through the School Development Days and Professional Learning Plan.

In 2019, 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, IMEX Training, Work, Health and Safety and management of proposed changes to the Higher School Certificate Minimum Standard. Exec Bites were continued 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.

In Term 4, 2019, the whole school Professional Learning team was re–convened, with a review of the Professional Learning Strategy undertaken. This review, involving 15 teachers and members of the school Executive, created the structure for the processes and implementation of professional learning into 2020.

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	3,242,834
Revenue	18,849,984
Appropriation	16,340,329
Sale of Goods and Services	75,489
Grants and contributions	2,399,679
Investment income	32,512
Other revenue	1,976
Expenses	-19,293,621
Employee related	-15,711,284
Operating expenses	-3,582,336
Surplus / deficit for the year	-443,636

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	238,324
Equity Total	599,927
Equity - Aboriginal	657
Equity - Socio-economic	13,273
Equity - Language	400,974
Equity - Disability	185,023
Base Total	14,350,512
Base - Per Capita	386,566
Base - Location	0
Base - Other	13,963,946
Other Total	606,070
Grand Total	15,794,834

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.
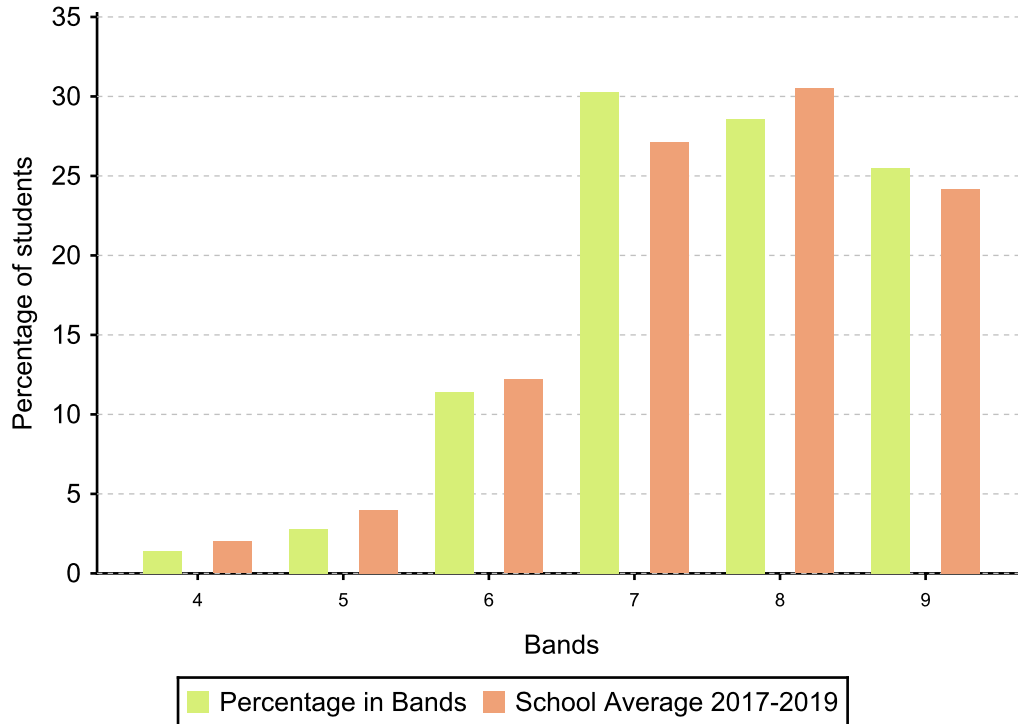
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
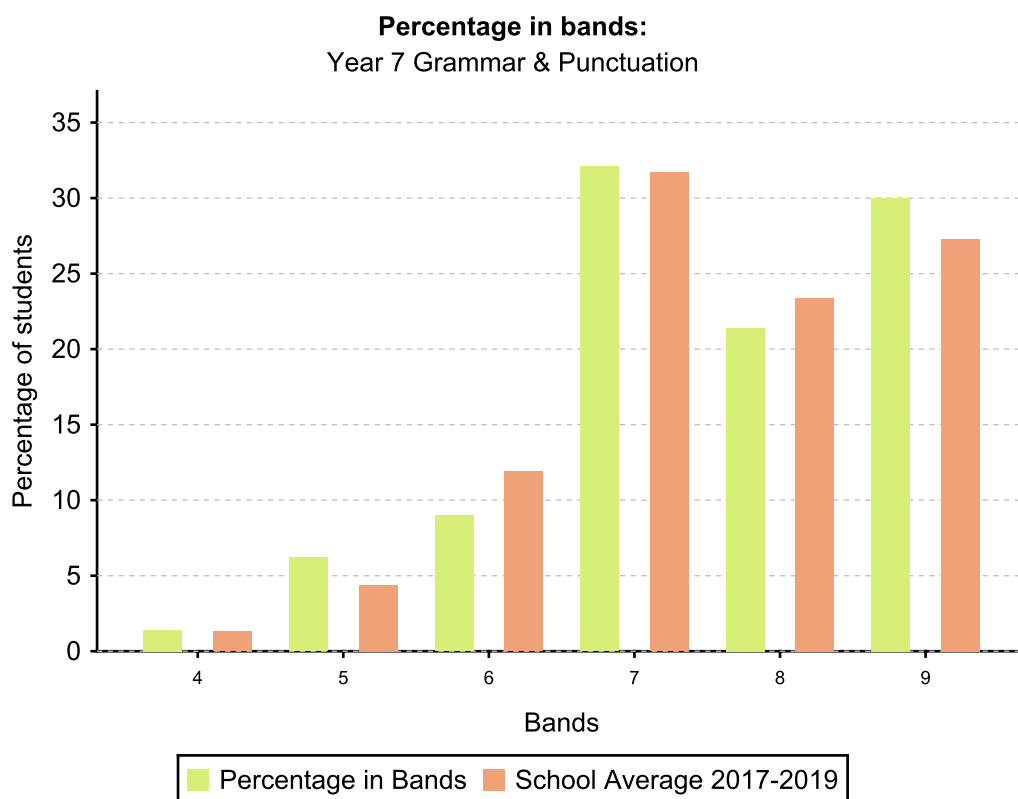
Band	4	5	6	7	8	9
Percentage of students	1.4	6.2	9.0	32.1	21.4	30.0
School avg 2017-2019	1.3	4.4	11.9	31.7	23.4	27.3

Percentage in bands:
Year 7 Reading
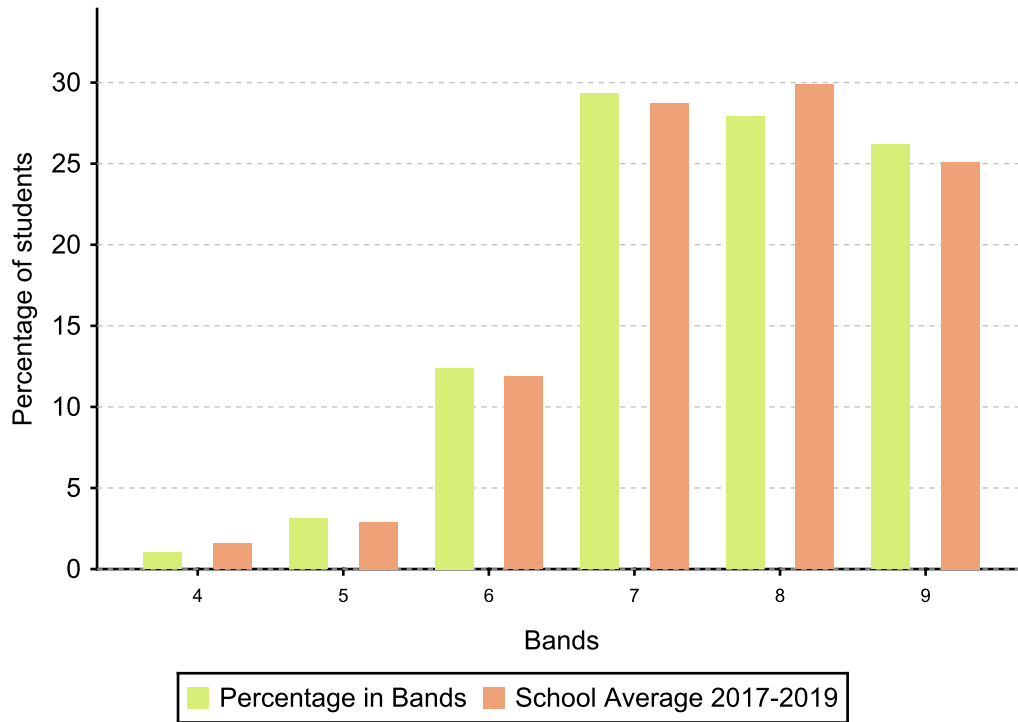
Band	4	5	6	7	8	9
Percentage of students	1.0	3.1	12.4	29.3	27.9	26.2
School avg 2017-2019	1.6	2.9	11.9	28.7	29.9	25.1

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	1.4	2.8	11.4	30.3	28.6	25.5
School avg 2017-2019	2	4	12.2	27.1	30.5	24.2

Percentage in bands:
Year 7 Writing
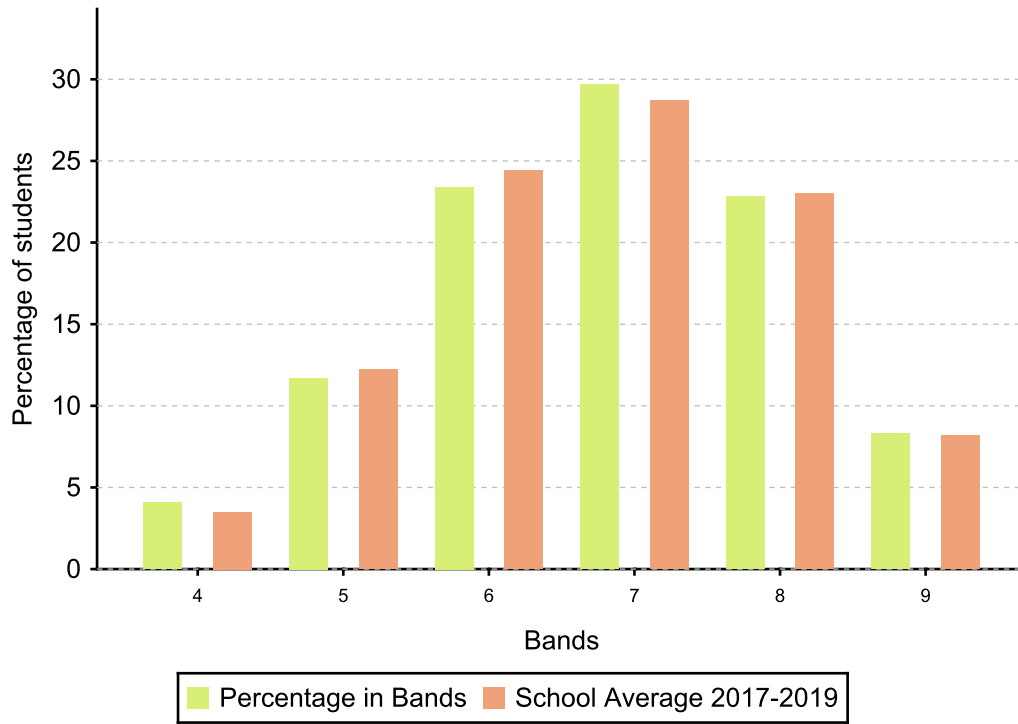
Band	4	5	6	7	8	9
Percentage of students	4.1	11.7	23.4	29.7	22.8	8.3
School avg 2017-2019	3.5	12.2	24.4	28.7	23	8.2

Percentage in bands:
Year 9 Grammar & Punctuation
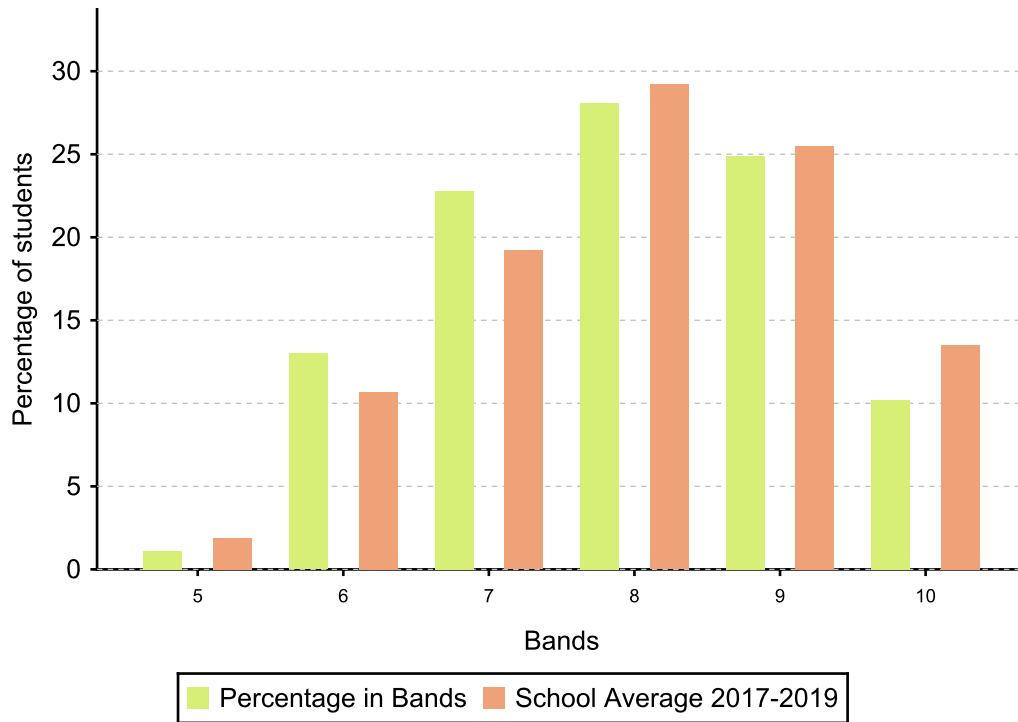
Band	5	6	7	8	9	10
Percentage of students	1.1	13.0	22.8	28.1	24.9	10.2
School avg 2017-2019	1.9	10.7	19.2	29.2	25.5	13.5

Percentage in bands:

Year 9 Reading
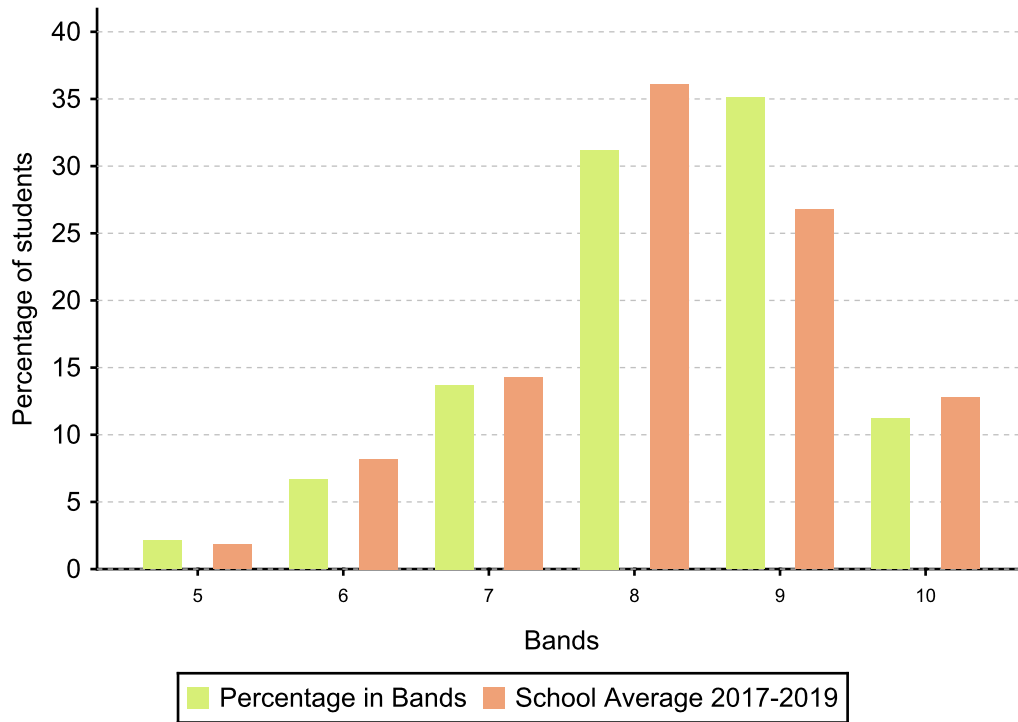
Band	5	6	7	8	9	10
Percentage of students	2.1	6.7	13.7	31.2	35.1	11.2
School avg 2017-2019	1.8	8.2	14.3	36.1	26.8	12.8

Percentage in bands:

Year 9 Spelling
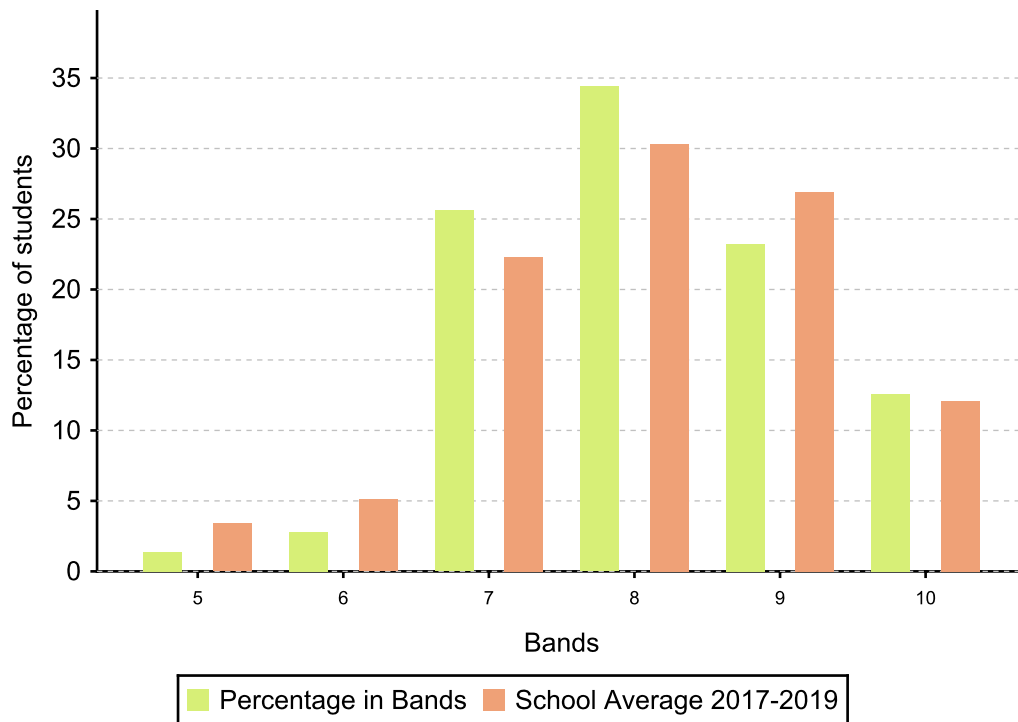
Band	5	6	7	8	9	10
Percentage of students	1.4	2.8	25.6	34.4	23.2	12.6
School avg 2017-2019	3.4	5.1	22.3	30.3	26.9	12.1

Percentage in bands:
Year 9 Writing
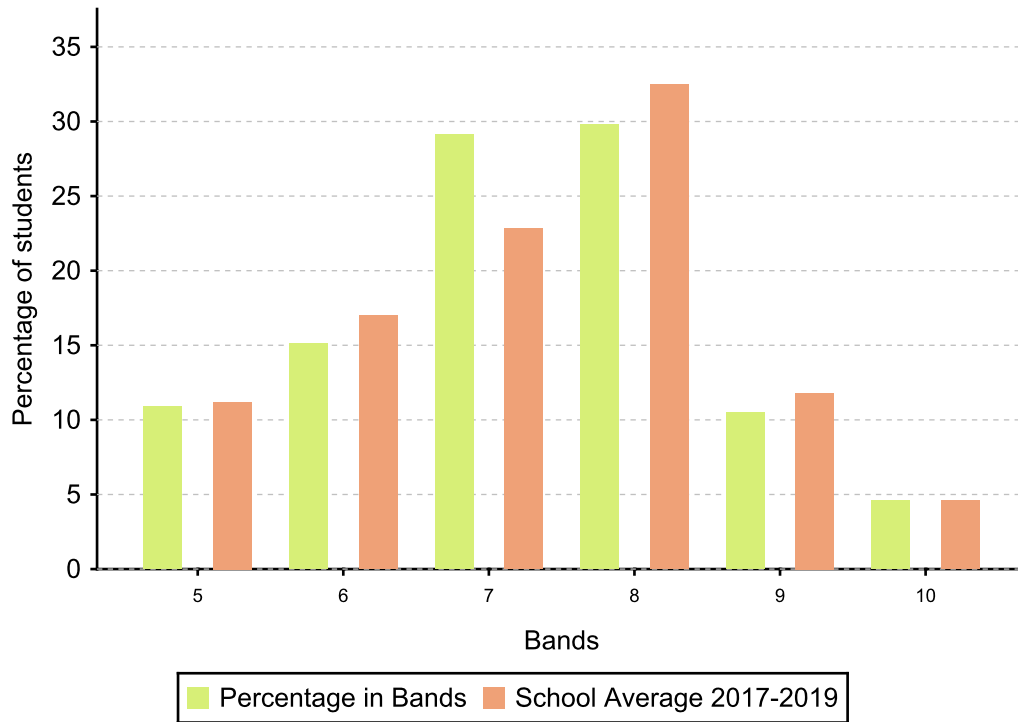
Band	5	6	7	8	9	10
Percentage of students	10.9	15.1	29.1	29.8	10.5	4.6
School avg 2017-2019	11.2	17	22.8	32.5	11.8	4.6

Percentage in bands:
Year 7 Numeracy
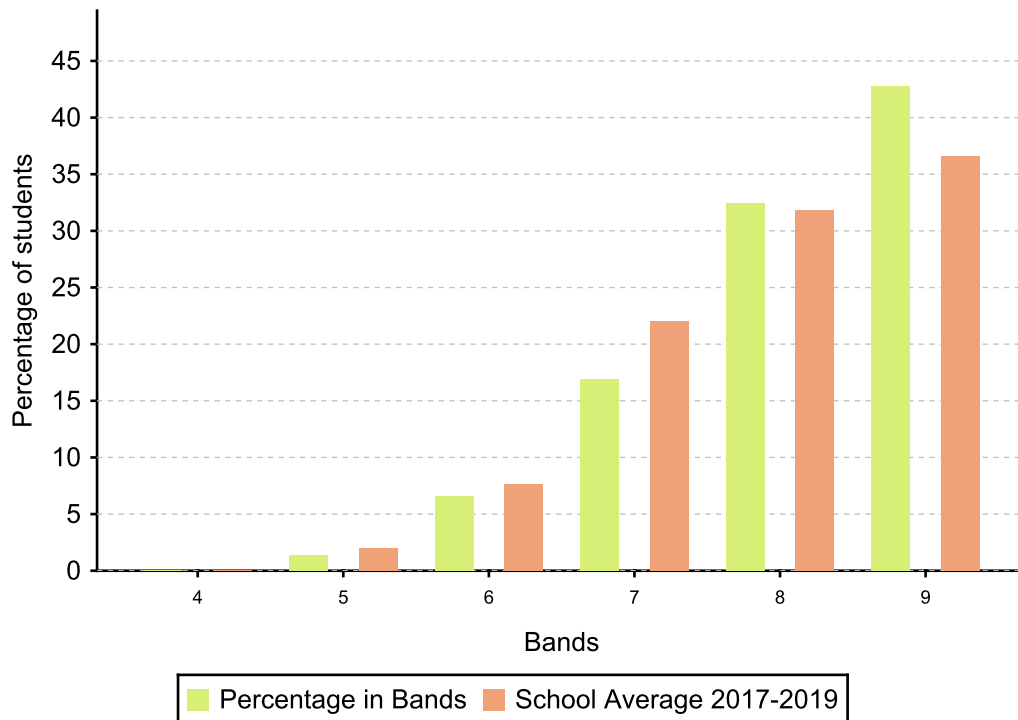
Band	4	5	6	7	8	9
Percentage of students	0.0	1.4	6.6	16.9	32.4	42.8
School avg 2017-2019	0	2	7.6	22	31.8	36.6

Percentage in bands:

Year 9 Numeracy
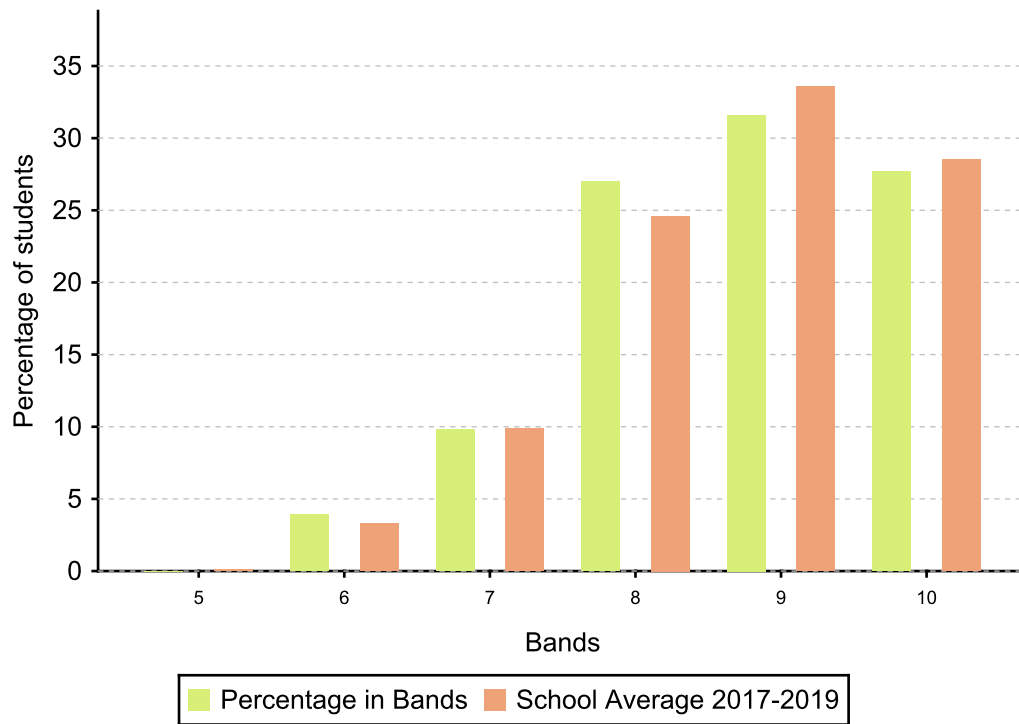
Band	5	6	7	8	9	10
Percentage of students	0.0	3.9	9.8	27.0	31.6	27.7
School avg 2017-2019	0.1	3.3	9.9	24.6	33.6	28.5

Killara High School 8457 (2019)

Printed on: 1 June, 2020

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.
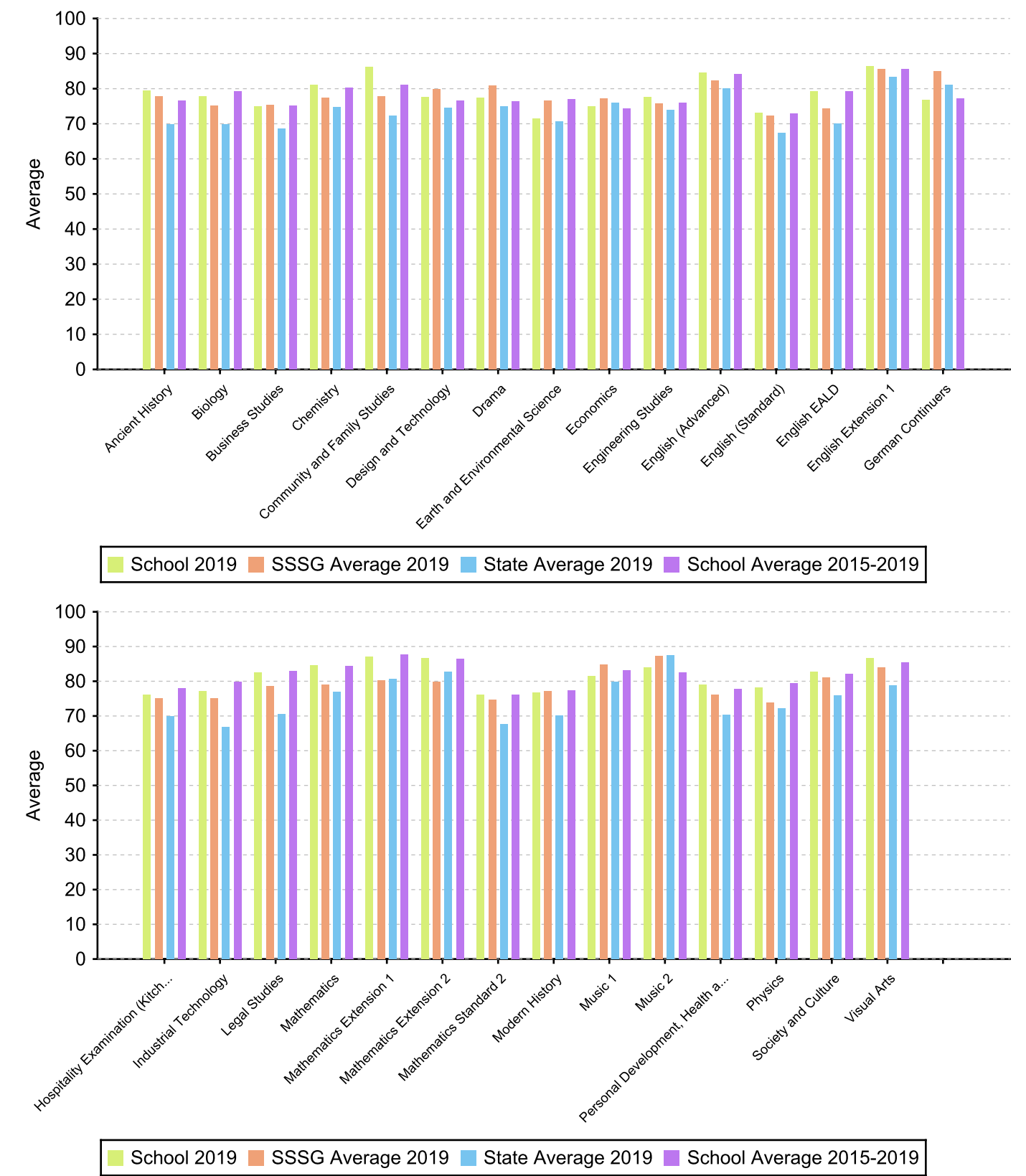
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	79.5	77.7	69.9	76.6
Biology	77.8	75.1	69.9	79.3
Business Studies	75.0	75.3	68.6	75.2
Chemistry	81.1	77.5	74.7	80.2
Community and Family Studies	86.1	77.8	72.2	81.1
Design and Technology	77.6	79.9	74.5	76.5
Drama	77.4	81.0	75.0	76.3
Earth and Environmental Science	71.5	76.6	70.6	76.9
Economics	74.9	77.2	75.9	74.3
Engineering Studies	77.6	75.8	73.9	76.0
English (Advanced)	84.5	82.3	80.0	84.2
English (Standard)	73.0	72.3	67.3	72.9
English EALD	79.3	74.4	70.0	79.3
English Extension 1	86.3	85.5	83.4	85.6
German Continuers	76.7	85.0	81.0	77.2
Hospitality Examination (Kitchen Operations and Cookery)	76.1	75.1	70.0	77.9
Industrial Technology	77.2	75.1	66.8	79.9
Legal Studies	82.5	78.7	70.6	82.9
Mathematics	84.7	79.1	76.9	84.5
Mathematics Extension 1	87.0	80.2	80.6	87.7
Mathematics Extension 2	86.7	79.8	82.7	86.4
Mathematics Standard 2	76.1	74.6	67.7	76.1
Modern History	76.7	77.1	70.2	77.3
Music 1	81.5	84.9	79.9	83.1
Music 2	84.1	87.3	87.5	82.7
Personal Development, Health and Physical Education	79.0	76.2	70.5	77.8
Physics	78.2	74.0	72.1	79.4
Society and Culture	82.8	81.1	75.9	82.1
Visual Arts	86.6	84.1	78.8	85.4

Parent/caregiver, student, teacher satisfaction

In 2019, the satisfaction of all members of the Killara High School community was well managed with consistent reflection of current processes and programs to ensure their success and high impact. The Tell Them From Me survey was completed, which provided the school with detailed data to work through, sharing insights into the satisfaction of both students and parents. PL time was spent unpacking this data, both with the Wellbeing Team in Welfare meetings, as well as during whole school professional development when staff analysed data and engaged in future planning. SPRM meetings were conducted throughout the year that provided an opportunity for dialogue between parents/caregivers and classroom teachers relating to student progress, results and behaviour. Alongside these in–person meetings, semester reports were provided to students and their parents/caregivers providing data on outcomes met in subjects, social development in the classroom and detailed teacher comments. Post–report interviews were also conducted by Year Advisers with students who appeared to require additional support and SMART goals were made to guide these students down a path of future success.

The Year 12 exit survey provided data specific to the 2019 cohort and their schooling experiences, in particular regarding educational values, understanding of NESA disability provisions and welfare support. This data will allow us to alter our programs and communication, in order to better reach students in an effective manner where necessary. Teacher quality and a positive learning environment were listed as the most valued aspect of schooling at KHS in this survey.

Course selection processes were well managed with students and parents presented to at school assemblies, as well as parent evenings, about subject options and requirements allowing all involved in this decision making process to be well informed about their choices.

Specific wellbeing events including Bullying No Way! Day, R U OK? Day, Wear it Purple Day and White Ribbon Day were acknowledged in our school community with activities run during break times for staff and students. Additionally, surveys were conducted across student Years 7–11, as well as staff, regarding the MindTime program being completed in homegroups. This data was analysed by the Head teacher of Wellbeing, Wellbeing Deputy Principal and Wellbeing Team, as well as sharing with the wider staff network and led to significant changes being made to the Extended Homegroup Program for 2020, which was created in a collaborative manner by the Head Teacher Wellbeing and the Wellbeing Team.

Next Steps

Throughout 2020, the Extended Homegroup program will continue to be reflected upon by both staff and students, in order to ensure it is meeting the needs of our students and having the desired impact. Professional learning in 2020 will continue to focus on areas including developing an understanding of disability provisions, supporting students with mental health concerns and fostering an inclusive and positive learning environment, alongside our constant work to prepare our students for post–school destinations. Wellbeing events including Bullying No Way! Day, R U OK? Day, Wear it Purple Day and White Ribbon Day will continue to be acknowledged in our school community with a potential further involvement by the Student Wellbeing Leaders. This initiative is a new leadership group formed for 2020 to enhance student input into the support of the student body and widen the understanding of mental health, self care and how to seek help when needed. Ongoing parent communication will continue through newsletters, Compass, parent information evenings, SPRM nights and formal Semester reports. The TTFM survey will also be completed to provide additional data to be reflected upon during whole staff professional development.

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.

In 2019, 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 2019, a review of this incorporation commenced and this review will be continued in 2020. 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 achieving Second Place in NSW. 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 2019, our NAIDOC activities expanded to include activities over 3 days, culminating in a NAIDOC assembly for over a thousand students. Thanks to the efforts of the large and committed organising team of teachers, students engaged in a range of activities in consultation with our local community in Kuringai National Park. This day was a great success and helped to connect our students with both Community and Country. The 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 September, our Aboriginal Studies students facilitated a workshop for student leaders from 5 different schools titled "Leading by Listening" in which participants learnt skills and dispositions to enhance their leadership, through greater understanding of and respect for our First Peoples.

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.

Finally, planning for our new Yarning Circle commenced through detailed community consultations. These consultations enabled us to bring local language into our school community. Koobma Terrun, meaning Tomorrow Always, was proposed by community elders as local Aboriginal language wording to combine with our school's commitment to the idea that this always was, always will be, Aboriginal land.

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.

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 intensive English language learning. The SET Program, delivered by EAL/D teachers, assists EAL/D students make the transition into Killara High School which is a large 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. EAL/D teachers liaised with the Intensive Language Centres with regard to enrolment and SET program procedures, organised Killara High School student buddies to assist transitioning students into the school, provided the new students with documents explaining school procedures and followed–up the transitioning students during the 3–day SET program and into the following term.

Language Drama Program

The Language Drama program was run by a specialist drama teacher with Years 9, 10 and 11 EAL/D students after school on one day a week and during one period a fortnight in class time. The aim was to develop oral language skills in EAL/D students helping them to progress from basic interpersonal everyday language to formal, academic language skills. The program was successful in building confidence in students who had English as an additional language so that they could take a more active role in their courses across the curriculum.

TEALS Program Report (*Transition of Students with English as an Additional Language into Killara High School*)

This program has been running successfully at Killara High School since it was introduced in 2012. The EAL/D faculty assumed responsibility for running the program in term 4, 2019. Killara High School acknowledges the importance of improving the integration of EAL/D students into high school and mitigating the social and cultural separation based on language backgrounds. It also aims to foster active participation of EAL/D students in school life and improving mutual understanding and acceptance of differences for all KHS students. It focuses on teaching EAL/D students cultural literacy explicitly and provides students and parents with tools and skills for a smooth transition into an English speaking school environment. Upon enrolment at KHS parents receive an information pack about the TEALS Program, also available in Korean, Chinese and Japanese translation. All students who enrol at KHS, following the completion of initial intensive English courses at an IEC (Intensive English Centre), attend a number of workshops over four weeks where they explore important issues relating to educational expectations at Australian high schools in general and KHS in particular in discussion with individual Year 9/10 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.