

Keira High School

2019 Annual Report



8541

Introduction

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

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

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School background

School vision statement

Keira High School seeks to provide a holistic education that is relentlessly focused upon the development of the whole child.

Our vision is to promote equity and excellence to ensure that all students become successful learners across a diverse curriculum, confident, creative individuals and, active and informed citizens.

The school's innovative and dynamic learning environment will build leaders of tomorrow, successful professionals, trades and business people, worthy citizens, great friends and happy individuals.

We will drive an academic culture that challenges and supports all students to pursue excellence and develop a lifelong love of learning.

We will promote the skills for all our students to confidently engage future technologies and respond to the rapidly evolving landscape of the 21st Century.

School context

Keira High School is a high performing comprehensive, coeducational high school in North Wollongong proudly serving the local community. The learning community is enriched by a diverse student population of 910 and significantly includes 43 students of Aboriginal heritage.

The school enjoys strong partnerships with the Keira Community of Schools and promotes itself as the local high school of choice for families living in Mt Pleasant, Balgownie, Fairy Meadow, Mt Ousley, North Wollongong and Coniston.

A Keira student enjoys success through a range of learning opportunities not limited only through academic achievement, but also in creative and the performing arts, sport, civics and citizenship and student voice. Optimal wellbeing is valued as an overarching framework and the school drives a scope and sequence of programs promoting cognitive, spiritual, social, emotional and physical wellbeing. The key capabilities of critical and creative thinking, personal and social awareness, intercultural and ethical understanding play a significant role in equipping our students to live and work successfully in the twenty-first century.

Personalised learning supports all students and a network of engagement and support is explicitly facilitated across the curriculum. Deliberate programs that target the successful transition of all learners into the secondary setting are complemented by an innovative and dynamic curriculum that challenges all students. We are proud leaders in Aboriginal Education and are committed to delivering innovative whole school Aboriginal Education programs. Our relationship with the Aboriginal community is vital and we respect the guidance we have been given in shaping our learning programs.

A highly professional staff enthusiastically engages the Performance and Development Framework in targeting enhanced pedagogical practice. Mentoring, collaboration and coaching are embedded as drivers across the school to facilitate the sharing of professional practice and support all staff to meet, maintain and seek higher levels of professional teaching standards.

Keira confidently holds its place within an elite group of education providers that stretch from the foot of the Illawarra escarpment to the shores of the Tasman Sea. Alliances with the University of Wollongong, Conservatorium of Music, Innovation Campus and TAFE Illawarra enhance the school's capacity to engage in learning programs, academic research and curriculum opportunities for both its students and teachers. In 2018, Keira formed a vital alliance with Wollongong High School of the Performing Arts and Smiths Hill High School. This partnership seeks an authentic collaboration between all schools in targeting learning opportunities and success for students across all three campuses. A shared curriculum between schools allows for a breadth and depth of unrivalled curriculum opportunities for students seeking diverse and rigorous Higher School Certificate study patterns. Service organisations, business and industry links further enhance the learning options, entrepreneurial experiences and civic pathways beyond the classroom.

Graduates of Keira High School are lifelong learners who remain committed to an appreciation of our land and our first people, the celebration of Australia's diverse culture, the value of community and the importance of personal integrity.

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>

Strategic Direction 1

The Whole Child

Purpose

To build the character and capability of all students, learning agendas will provide a holistic education that seeks to foster independence, innovation, resourcefulness, critical thinking, collaboration and leadership; and to embed within the mindset of all students a respect of self, a celebration of diversity and an appreciation of their place and contribution to their world.

Improvement Measures

Social and emotional outcomes in the 'Tell Them From Me' survey for students in Years 7–12 meet or exceed NSW norms.

Post-program student surveys indicate increased level of awareness and understanding of the dimensions of wellbeing.

All teaching programs, assessment and reporting provide evidence of explicit and coherent application of the general capabilities across the curriculum.

Progress towards achieving improvement measures

Process 1: *Optimal Wellbeing*

Implement a strategic scope and sequence across all stages of learning to optimise the physical, social, emotional and spiritual wellbeing of every student.

Evaluation	Funds Expended (Resources)
<p>Every year at Keira High School, we are committed to developing the cognitive, physical, spiritual, emotional and social wellbeing of every student. In 2019, this has been achieved through the relentless focus on the effective implementation of an engaging Wellbeing Program that aligns with the NSW Department of Education's Wellbeing Framework.</p> <p>The impact of Keira's Wellbeing Programs have been reflected in the Tell Them From Me 2019 data. Our students' reported a strong sense of connection to their learning as they felt they were intellectually engaged and found learning interesting, enjoyable and relevant. Students indicated a high value for participation in school sport, and were interested and motivated in their learning. A significant number of students reported to have friends at school they could trust and who encouraged them to make positive choices.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$42000.00)

Process 2: *Active and Informed Citizens*

Implement a comprehensive and inclusive strategy that recognises and promotes the importance of developing and shaping the character of the individual student to become active and informed citizens.

Evaluation	Funds Expended (Resources)
<p>The Active and Informed Citizens process has achieved successes through the implementation of the Civics and Citizenship Senior Study Program and Clean Up Australia Day initiative in 2019.</p> <p>The Civics and Citizenship Senior Study Program successfully engaged 99 Stage 6 students through learning experiences at both Parliament House and The Australian War Memorial in Canberra. These deep learning experiences enhanced student knowledge and understanding of Australian history as well as the roles and responsibilities of our three levels of government. Students felt empowered through their experience and recognised the importance of their roles and responsibilities as an Australian Citizen and how they can</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Progress towards achieving improvement measures

positively contribute to a democratic society.

In addition to this, the Clean Up Australia Day initiative provided Stage 4 and 5 students an opportunity to both demonstrate their leadership skills and positively contribute to our community. Students who participated in this initiative felt a strong sense of self satisfaction in providing back to their community and thoroughly enjoyed leading students within our Community of Schools in learning that deepened their knowledge and understanding of this important event.

Process 3: *Building Capabilities*

Design and implement frameworks that ensure the explicit and coherent application of the general capabilities across the curriculum to support students in their acquisition of knowledge, skills, behaviours and dispositions necessary for a modern world.

Evaluation	Funds Expended (Resources)
<p>This year has seen the design and redevelopment of explicit frameworks that support our students in their acquisition of knowledge, skills, behaviours and dispositions necessary for a modern world.</p> <p>Keira High School's Stage 4 program Excelsior, which has an explicit focus on learning to learn, was reviewed and redesigned to ensure the inclusion of the general capabilities. Skills such as creativity, inquiry, critical thinking and communication were broken down into distinct processes which were taught explicitly to be used across Key Learning Areas and within their own lives. Assessment tasks were also developed to assess student knowledge and understanding of the use of these skills in a real world context.</p> <p>To further support the explicit teaching of the capabilities, teaching and learning programs were developed within a consensus template that requires the inclusion of the capabilities as an essential element across all Key Learning Areas.</p> <p>The redesign and implementation of the Stage 4 Excelsior program and the vital inclusion of the capabilities in teaching and learning programs and assessment has enabled teachers at Keira High School to support all students in their acquisition of knowledge, skills, behaviours and dispositions necessary for a modern world.</p>	<p>0.21 Full time equivalent classroom teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$22000.00)

Strategic Direction 2

High Impact Teaching

Purpose

To position every teacher across the school as an instructional leader, an expert in their craft, engaged in professional growth and delivering high quality learning programs. To ensure that all teachers create challenging and supportive learning environments that relentlessly target improved learning outcomes for every student. All teachers will value, demonstrate and share outstanding professional knowledge and practice.

Improvement Measures

Drivers of student outcomes in the Tell Them From Me survey for students in Years 7–12 meet or exceed NSW norms. Behaviour monitoring data indicate increase in recognition of student positive behaviour and decrease in negative behaviour referrals.

Over the three year planning cycle, Stage 5 NAPLAN data will show an 8% increase in the number of students achieving in the top two bands in NAPLAN for reading, writing and numeracy. For Aboriginal students an increased proportion of students in the top two bands for reading and numeracy by 30%.

School's data shows that student progress and achievement is greater than students at statistically similar schools on external measures.

Progress towards achieving improvement measures

Process 1: *Skilled Behaviourists*

Design and implement frameworks across the school to ensure all teachers become skilled behaviourists to support classroom management and promote student engagement and responsibility for learning.

Evaluation	Funds Expended (Resources)
<p>This year has seen continued professional learning that has specifically targeted the capacity of all teachers to leverage existing frameworks to enhance their ability to respond to and modify challenging behaviour.</p> <p>A review of teacher practice in the use of both the school's discipline category system and the school's supporting positive behaviour merit system resulted in the reconfiguration of support material to increase teacher accuracy in the use of both.</p> <p>Specific learning for targeted groups has focused upon the school's Welfare and Discipline Policy and strengthening its translation into procedures and practices that are accurately and universally enacted across the curriculum.</p> <p>Professional learning for the senior executive focused upon responding to challenging and extreme behaviours exhibited by individuals within each stakeholder group.</p>	<p>Professional Learning</p> <p>Recognition of positive behaviour merits</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$23000.00)• Professional Learning (\$3000.00)

Process 2: *Informed Practice*

Implement a strategic and planned approach to the development of a whole school focus on the analysis and interpretation of data and its purpose in informing planning, identifying learning intentions and modifying teaching practice. Students, teachers and parents are engaged in authentic dialogue to establish a clear understanding of current performance and chart improvement agendas.

Evaluation	Funds Expended (Resources)
<p>A focussed analysis of assessment and reporting processes became the key driver in moving the process of Informed Practice for a stake holders in 2019</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$8000.00)

Progress towards achieving improvement measures

The findings motivating this analysis was that Stage 4 and 5 school based assessment grades which were inflated when compared to historical data. The 2019 Semester One reporting data was stratified by stage, year, and faculty to communicate these findings.

In response executive professional learning used case studies detailing the information and data sets to be used to directly inform student assessment and reporting. The focus of the learning event was to improve the accuracy and validity of teacher judgements when reporting to the school community.

This executive professional learning informed preparatory faculty meetings whereby teachers were instructed on appropriate data collection and methodologies. At subsequent staff development day faculty sessions all teachers presented Stage 4 and 5 case studies to demonstrate their understanding of enhanced procedures. This professional learning model proved highly successful and was quality controlled through Head Teachers reporting back to and presenting work within executive meetings throughout the process.

Through this work and their appreciation of the data analysis, the whole staff developed a clear and consistent understanding of the range of information and data sets that were required to provide accurate and valid reports.

This process was repeated in Semester Two in preparation for the report writing process. This second round of learning reinforced the key learning of the first round and built on the confidence of all executive members to deliver a consistent professional learning across the school's teaching community. The data from Semester Two reports showed a demonstrable impact on both the consistency in the awarding of grades and the pattern of distribution of grades when student performance was benchmarked against external assessment.

Process 3: *Quality Pedagogy*

Develop and implement whole school sustained focus on effective evidence-based teaching methods that optimise learning progress for all students.

Evaluation	Funds Expended (Resources)
<p>All staff engaged in reflection of individual practice identifying current teaching and planning methods to guide strategic planning. They engaged in explicit learning around the Quality Teaching Framework through a self-improvement cycle. At a faculty level, staff shared quality teaching practices and collaborated with colleagues to support the development of improved practice with the aim to optimise learning outcomes for all students.</p> <p>Quality pedagogy remained a whole school sustained focus by building the capacity of all teachers to use effective evidence-based teaching methods that optimise learning progress for all students. This was achieved through the alignment with other key processes within our school plan including informed practice, adding value, skilled in literacy, skill in numeracy and building capabilities.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Professional Learning (\$4000.00)

Process 4: *Adding Value*

Implement a strategic and planned approach to enable all teachers to identify and monitor expected growth for each student, and to embed explicit strategies to ensure continued growth occurs for each student.

Evaluation	Funds Expended (Resources)
<p>The focus for 2019 was to embed explicit strategies to ensure continued growth occurs for each student in Stage 4 and Stage 6.</p>	<p>Personalised Learning and Engagement Network Specialist and</p>

Progress towards achieving improvement measures

In Stage 4, a unique Year 8 program was strategically developed, and implemented across the year. This program focused on the multifaceted nature of student engagement, and the need to present a broad range of strategies that developed skills in social, cognitive, spiritual and physical wellbeing. These strategies were implemented at strategic points in the learning cycle and culminated in a *Year 8 Adding Value Learning Event* in Term 4. A range of internal and external providers were engaged to provide a range of learning experiences that championed a growth mindset through positive relationships and enhanced wellbeing. Over 75% of students who participated in the learning event reported that the experience was extremely valuable from both a cognitive and social wellbeing perspective.

A priority for 2019 was to build the capacity of all Stage 6 students to empower them as the prime stakeholder in seeking improvement. All Stage 6 students engaged in learning that enhanced their understanding, knowledge and skills in interpreting teacher feedback and identifying next steps to ensure improvement. Complementing this process, quality feedback remained the focus of teacher professional learning. Evidence of success in adding value in Stage 6 is demonstrated in the NAPLAN Year 9 to HSC Value Added across Years 9–12 where we are excelling.

School Learning Support Officers to work with EALD students

Funding Sources:

- English language proficiency (\$40081.00)
- Low level adjustment for disability (\$114676.00)
- Aboriginal background loading (\$20000.00)

Strategic Direction 3

Successful Learning

Purpose

To transform the literacy and numeracy of all students and ensure that they are creative and skilled users of technology. To build a paradigm that values these key essentials as critical to all successful learning. To foster a culture of high expectations across the curriculum to ensure that all students are engaged in, and supported by personalised learning agendas that identify performance and chart improvement. Teacher learning to focus upon pedagogy that targets growth for all learners.

Improvement Measures

All teaching programs, assessment and reporting provide evidence of the explicit development and subsequent growth of student skill level in literacy, numeracy and using technology.

Over the three year planning cycle, Stage 5 NAPLAN data will show an 8% increase in the number of students achieving in the top two bands in NAPLAN for reading, writing and numeracy. For Aboriginal students increase proportion of students in top two bands for reading and numeracy by 30%.

School's data shows that student progress and achievement is greater than students at statistically similar schools on external measures.

Progress towards achieving improvement measures

Process 1: *Skilled in Literacy*

Design and implement frameworks that support the teacher's development in understanding literacy learning progressions and explicit teaching strategies to tailor and improve all student's literacy achievement. Monitor and evaluate the implementation of teaching strategies within the school.

Evaluation	Funds Expended (Resources)
<p>This year has seen the design and implementation of explicit frameworks that support our students to become skilled in literacy. The online <i>Lexia</i> program has been embedded and continues to provide personalised learning through utilising a combination of direct instruction and guided practise by the students. The outcome of this program has focused on shifting students from 'Learning to read' to 'Reading to learn'.</p> <p>During Term Three a whole school Twilight learning event focused on the effective use of feedback in the explicit teaching of writing. This included the sharing of professional practice and went onto inform supervised revisions to teaching and learning programs across all KLA's. Additionally, within the <i>Performance and Development Framework</i> faculties across the curriculum have a shared goal that supports the effective inclusion of the explicit teaching of literacy in all teaching and learning programs and therefore all classrooms. This shared goal is supported by a scope and sequence of faculty learning events.</p> <p>In support of <i>National Minimum Standards</i> the <i>Learning and Engagement</i> Faculty embedded a series of intensive Literacy and Numeracy Programs for Stage 6 students identified as requiring additional support. These structured programs are designed to support and enhance understanding of the essential skills required to demonstrate the minimum standards in Reading, Writing and Numeracy.</p> <p>The design and implementation of these frameworks at Keira High School have enabled teachers to support all students to be skilled in literacy.</p>	<p>2 classroom teachers Learning and Engagement</p> <p>Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$114676.00)• Socio-economic background (\$4200.00)

Process 2: *Skilled in Numeracy*

Design and implement frameworks that support the teacher's development in understanding numeracy

Progress towards achieving improvement measures

Process 2: learning progressions and explicit teaching strategies to tailor and improve all student's numeracy achievement. Monitor and evaluate the implementation of teaching strategies within the school.

Evaluation	Funds Expended (Resources)
<p>The Skilled in Numeracy process in 2019 further evaluated whole school inclusion of the explicit teaching of numeracy within current teaching and learning programs. This evaluation targeted examples of best practice to be used as a showcase to enhance the capacity of all teachers to include the teaching of numeracy skills within their Key Learning Area.</p> <p>Mathematics staff engaged in department administered training to enhance their capacity to lead the development of frameworks that support the teaching of numeracy within a secondary setting. As a result of this targeted professional development a Year 8 numeracy program was designed for implementation in 2020. This program will be evaluated mid-way through the year, and if the concepts covered align with current scope and sequencing, it will be used to support the teaching of numeracy skills across the school community.</p> <p>To ensure numeracy can be delivered effectively across all key learning areas, the groundwork for mathematical skills needs to be established. The Head Teacher of the Mathematics Faculty is mapping core numeracy skills within the Stage 4 Mathematics curriculum. This scope and sequence of skills will be used as a resource to support teachers across Key Learning Areas in programming with consideration of students' prior learning of numeracy skills.</p> <p>Future executive led learning within faculty groups will bring together the analysis, the programs, the data collection and the opportunity for all staff to fine tune the specific skills needed for effective delivery of numeracy within their Key Learning Area, supporting all students in their achievement of numeracy outcomes.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$5000.00)

Process 3: *Skilled users of Technology*

Design and implement frameworks that support the teacher's development in understanding ICT and explicit teaching strategies to build the capacity of all students to leverage technology to deepen knowledge, accelerate understanding and enhance learning.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, further exploration and implementation of frameworks continued to support teacher development in understanding ICT. This support was successfully delivered by staff who were identified as skilled users of technology within the classroom.</p> <p>This enabled an increase in the number of students effectively engaging with online learning both within the classroom and at home.</p> <p>The implementation of developed frameworks were supported through the resourcing of additional technological resources specific to key learning areas across the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$38,855	<ul style="list-style-type: none"> • Students successfully engaged in the AIME program across the school year with the University of Wollongong building strong links for themselves with tutors and fostering higher levels of engagement in their learning • One to one teacher mentor program of implementation of Personalised Learning Pathway re-established, aimed at improving student engagement and Literacy and Numeracy standards • Lexia reading groups established as additional support for targeted students • Year 7 NAPLAN results show continued positive student growth in numeracy and literacy above state average for aboriginal students • Senior tutoring program targeted specific needs of Stage 6 students with a focus on supporting student's completion of quality assessment
English language proficiency	\$253,513	<ul style="list-style-type: none"> • Three teachers share a 2.0 FTE EALD staffing allocation. Over one hundred students from a broad range of language backgrounds are supported across KLAs as well as in the development of their communicative and academic English. • Parallel EALD English classes are taught in Years 9 and 10, and the EALD English HSC Course is available for Stage 6 students • Stage 4 students are supported in intensive English groups as necessary, as well as receiving support across KLAs • The school has pioneered an EALD literacy elective. This intensive course fosters the refinement of communicative skills and development of academic literacy for Stage 5 EALD students • The school continues to offer informal tutoring and academic support to EALD students. EALD staff operate a drop-in homework centre at lunch times. The school's Learning Centre also provides an active academic support space for EALD students in breaks and Stage 6 study periods. • EALD teachers continue to work closely with staff across KLAs in implementing EALD pedagogy for students of LBOTE and refugee backgrounds. This includes collaborative planning, lesson observations, team teaching, assistance with differentiation and withdrawal of students for intensive support. • EALD staff work closely with other staff members, offering formal professional learning in EALD pedagogy and intercultural understanding alongside informal mentoring and practical support • All teaching staff are offered the opportunity to complete QTC accredited courses such as Teaching Students from a Refugee Background, STARS in Schools and Teaching English Language Learners. This forms a significant part of the school's strategy in supporting multicultural learning. EALD teachers also attend regional EALD

English language proficiency	\$253,513	Connect/Refugee Support Network professional learning days.
Low level adjustment for disability	\$328,108	<ul style="list-style-type: none"> • Keira High School recognises the need for a cohesive approach towards learning and wellbeing where practice, policy and procedure create a centralised network to engage students, families and the community in the development of the whole child. Research indicates that students learn best where student engagement, challenge and support and wellbeing align to create an optimal learning environment (<i>CESE: What Works Best: Evidence Based Practices to Support Student Performance</i>). • <i>The Personalised Learning and Engagement Initiative</i> has continued to provide a whole school approach towards learning and wellbeing for all students so that every child is known, valued and cared for. <i>The Network Specialist</i> has led the <i>Personalised Learning and Engagement Faculty</i> to deliver a network system that supports the development of the whole child in accordance with departmental policy 'Every student is known, valued and cared for' including established systems of case management with internal and external stakeholders. Internal policy documents have been created and updated to underpin the management of network systems that focus on ensuring that students with complex wellbeing, learning and engagement needs are proactively managed to support specific outcomes. To further enhance outcomes, the effective use of <i>Strategic Support Plans</i> has enacted specific programs to engage targeted students. The use of departmental supports including Access Requests to request funding support and support class placement were enacted when required. • Our students are actively involved in their learning, and track their learning goals and progress through their Individual Learning Plans. This allows students with the support of their teachers to experience success, build vital skills and to develop confidence in their abilities. Developing and implementing <i>Individual Learning Plans</i> for targeted students is underpinned by internal policy documents and corresponding checklist documentation that have been reviewed and updated by the <i>Network Specialist</i> to follow an evidence based approach. • Parents and caregivers play an integral role in their child's education. Our school regularly consults with parents and caregivers to ensure that they are actively involved in their child's learning. Learning and Support Teachers and School Learning Support Officers, who make up <i>Personalised Learning and Engagement</i>, provide intensive learning interventions for targeted students and provide consultancy services to classroom teachers to support teaching staff in delivering personalised learning across the curriculum.

Socio-economic background	\$325,658	<ul style="list-style-type: none"> • School policies and frameworks have continued to be developed and implemented in consultation with the executive teams and staff to support a cohesive approach to wellbeing, learning and engagement. This has resulted in a strong foundation for a strategic framework to support students at Keira High School. • Policies and frameworks utilise a network approach and the expertise of a number of different teams across the school, including Head Teacher Wellbeing and the Wellbeing Team, Head Teacher Administration, Deputy Principals, Network Specialist and Personalised Learning and Engagement, and other relevant staff. • A Comprehensive Integrated Three-Tiered Model has been introduced to address a range of learning and wellbeing areas. It uses data-informed practise with an overarching goal of supporting all learners in inclusive environments by maximising available expertise through professional collaborations. This model recognises students' multifaceted needs and offers a structure for leadership teams to consider students' multiple needs simultaneously in an integrated fashion. It demonstrates the comprehensive and strategic manner in which wellbeing and educational needs are met by the whole school.
Support for beginning teachers	\$50,928	<ul style="list-style-type: none"> • Planned and focussed Induction Program tailored to the individual needs of the beginning teacher, involving weekly meetings successfully supported teachers in developing stronger classroom practices. Monitoring program formalised between supervisor and mentee providing ongoing targeted support. • Peer led learning events provided guidance within the accreditation process. Start Strong funds built in as a reduced teaching load utilised for 5 beginning teachers in both their first and second year of teaching.
Targeted student support for refugees and new arrivals	\$11,018	<ul style="list-style-type: none"> • The school employs an Arabic speaking SLSO, along with a Karenni speaking SLSO. These staff members offer bilingual support in the classroom along with maintaining communication, particularly for newly-arrived students and their families. • Keira's annual parent cafe again brought newly-arrived migrant and refugee families to the school to foster closer ties within the community and share knowledge. As with all such events, interpreters for key language groups were present to ensure families were provided with an enhanced understanding of school policies and procedures, as well as upcoming events. Following formal presentations from EALD staff, an afternoon tea allowed parents to meet staff from across the school. • The RAW program targets newly arrived and refugee students in Year 10. It develops student understanding of the Australian workplace environment and provides them

Targeted student support for refugees and new arrivals	\$11,018	<p>with the skills they require to be able to seek future employment. Educational and vocational pathways, along with industry and educational provider visits, also form important components of the course.</p> <ul style="list-style-type: none"> • Illawarra Multicultural Youth Conference <p>Keira EALD teachers play a leading role in the IllawarraMulticultural Youth Conference (IMYC). The IMYC is an annual event run in partnership with MCCI and IMS and is supported by Wollongong City Council. It connects refugee and EALD recently arrived EALD students to migrant service providers and youth services. Workshops focus on concepts as diverse as cyber safety, financial literacy, legal rights and responsibilities, and goal setting and attainment. The conference looks to enhance student wellbeing by filling potential learning gaps in co-curricular content and sociocultural wellbeing.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	493	494	484	472
Girls	444	435	413	414

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.3	93.9	95.1	90.1
8	91.3	89.5	89.3	87
9	89.1	89.9	84.8	87.9
10	88.1	87.7	86.6	82
11	86.6	89.4	88.4	86.3
12	90.2	89.8	88.8	89.3
All Years	89.4	90	88.8	87.1
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	3	0
Employment	14	21	27
TAFE entry	72	65	14
University Entry	0	0	53
Other	0	0	3
Unknown	14	11	3

Year 12 students undertaking vocational or trade training

23.62% of Year 12 students at Keira High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Keira 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	48.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	15.37
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	386,225
Revenue	11,305,008
Appropriation	10,984,128
Sale of Goods and Services	47,283
Grants and contributions	243,274
Investment income	3,629
Other revenue	26,694
Expenses	-10,959,671
Employee related	-9,968,132
Operating expenses	-991,539
Surplus / deficit for the year	345,338

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	1,028,586
Equity Total	946,134
Equity - Aboriginal	38,855
Equity - Socio-economic	325,658
Equity - Language	253,513
Equity - Disability	328,108
Base Total	8,207,165
Base - Per Capita	218,650
Base - Location	0
Base - Other	7,988,515
Other Total	444,353
Grand Total	10,626,238

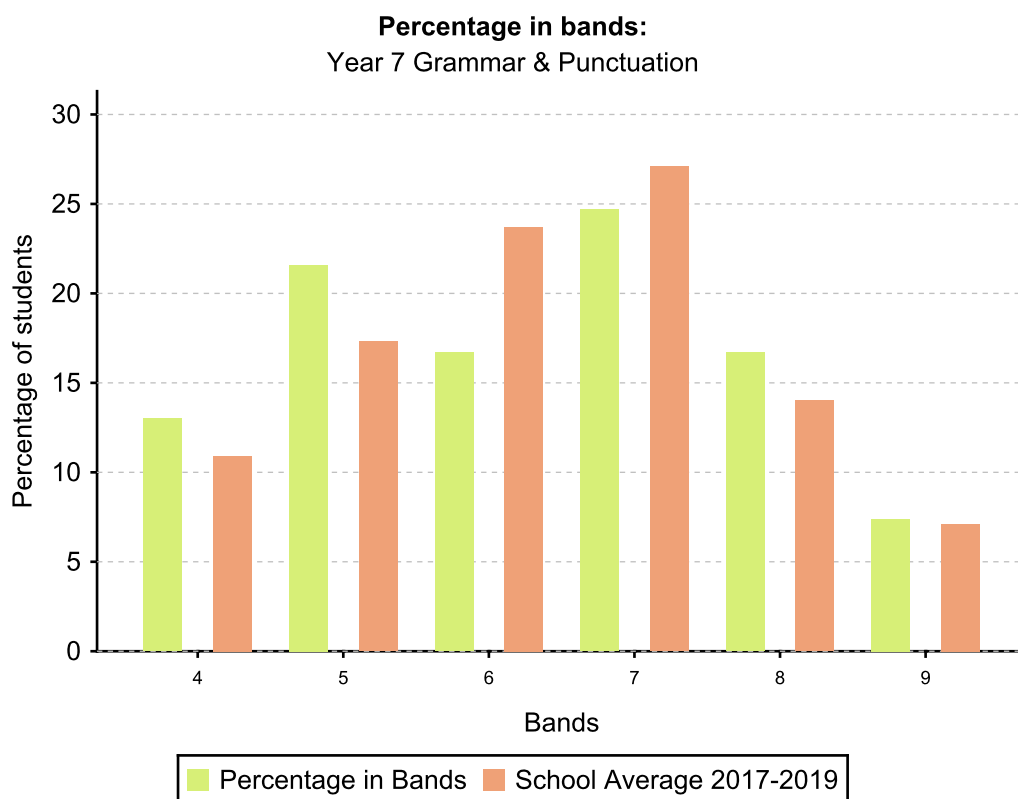
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

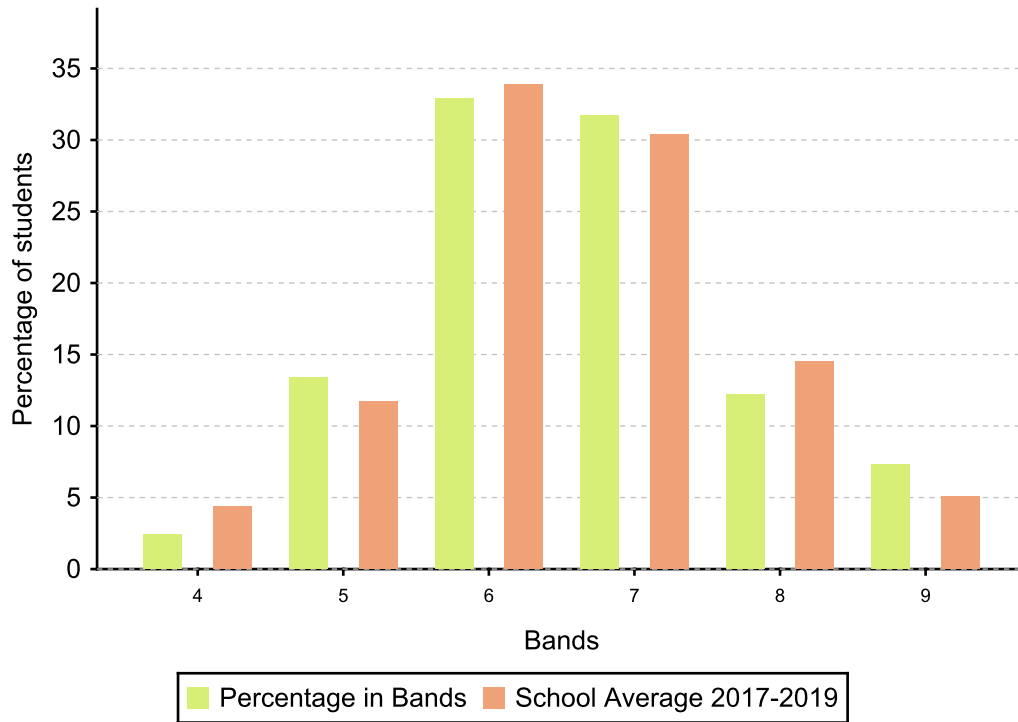
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



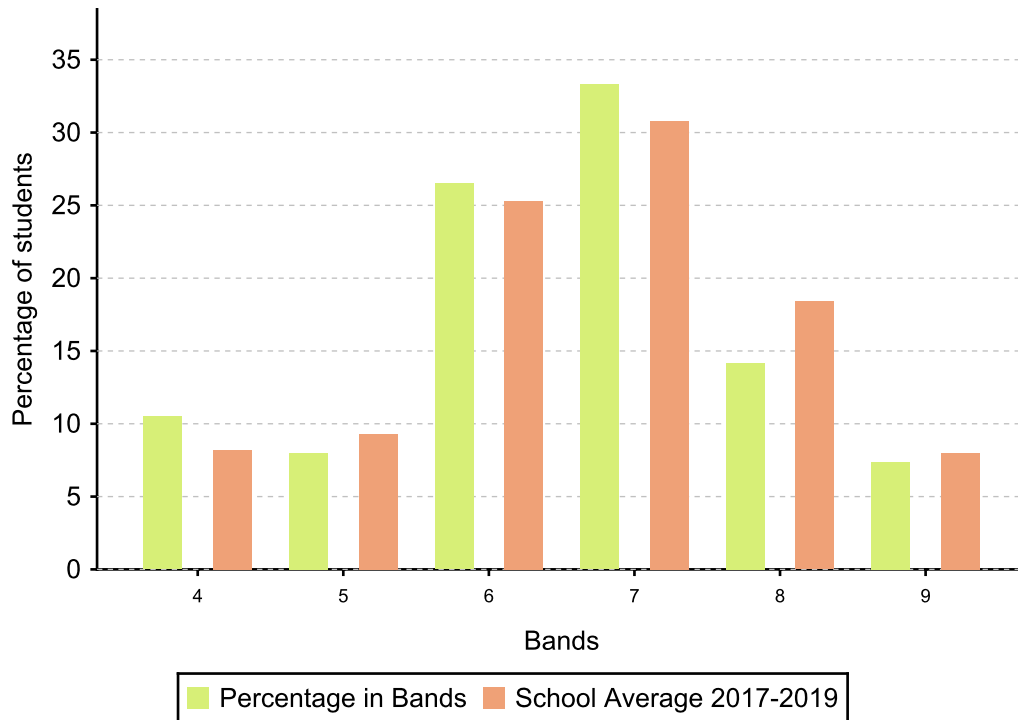
Band	4	5	6	7	8	9
Percentage of students	13.0	21.6	16.7	24.7	16.7	7.4
School avg 2017-2019	10.9	17.3	23.7	27.1	14	7.1

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	2.4	13.4	32.9	31.7	12.2	7.3
School avg 2017-2019	4.4	11.7	33.9	30.4	14.5	5.1

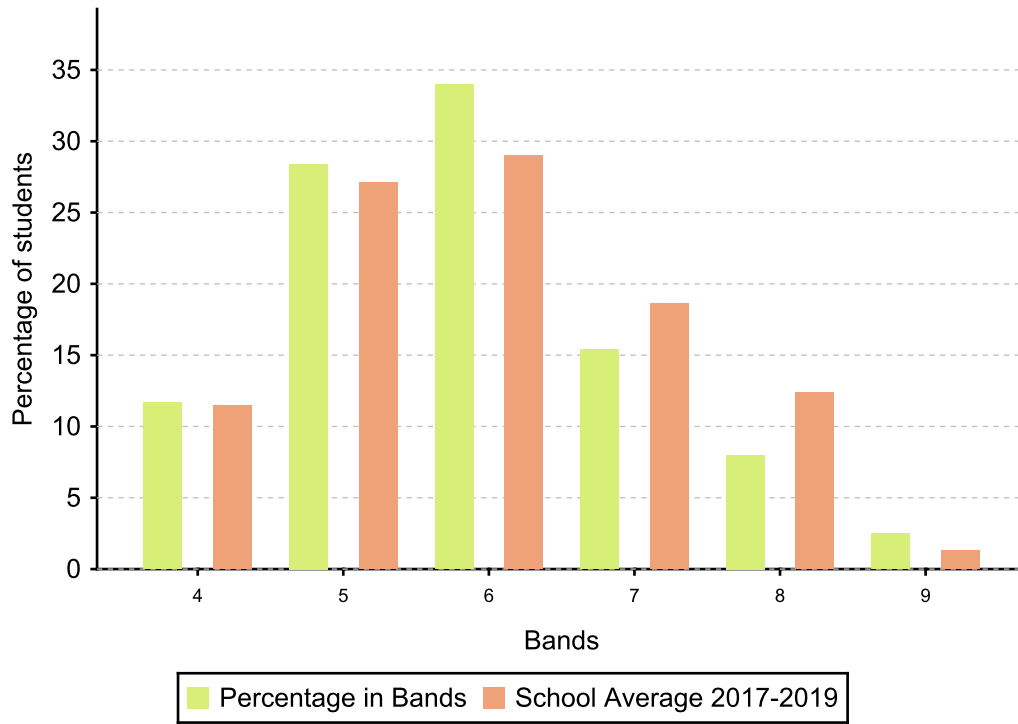
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	10.5	8.0	26.5	33.3	14.2	7.4
School avg 2017-2019	8.2	9.3	25.3	30.8	18.4	8

Percentage in bands:

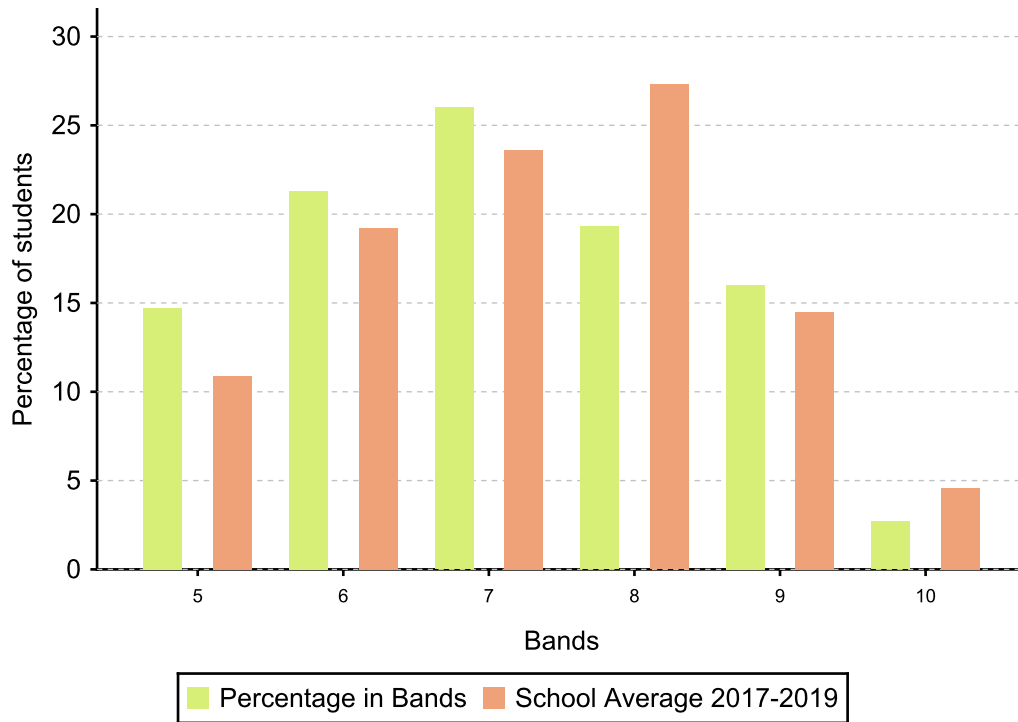
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	11.7	28.4	34.0	15.4	8.0	2.5
School avg 2017-2019	11.5	27.1	29	18.6	12.4	1.3

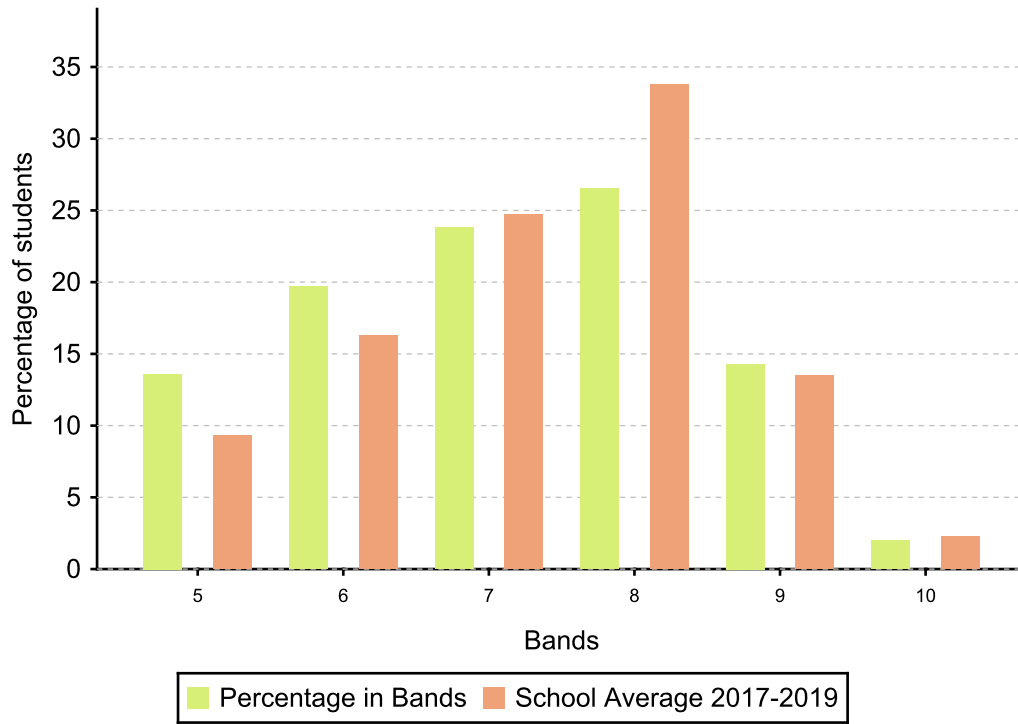
Percentage in bands:

Year 9 Grammar & Punctuation



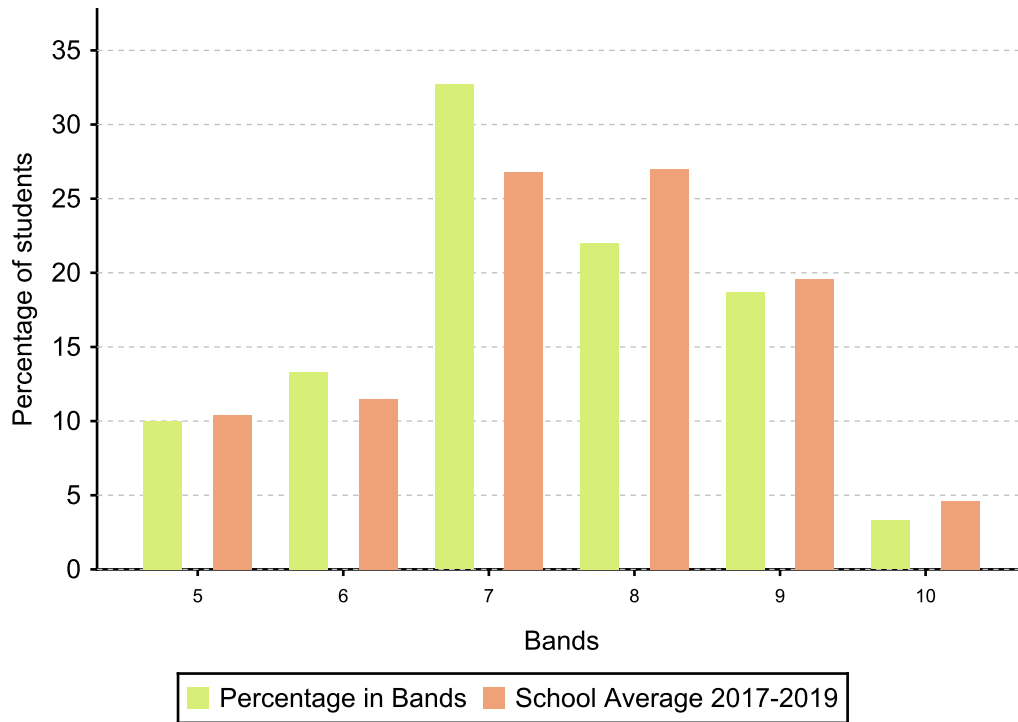
Band	5	6	7	8	9	10
Percentage of students	14.7	21.3	26.0	19.3	16.0	2.7
School avg 2017-2019	10.9	19.2	23.6	27.3	14.5	4.6

Percentage in bands:
Year 9 Reading



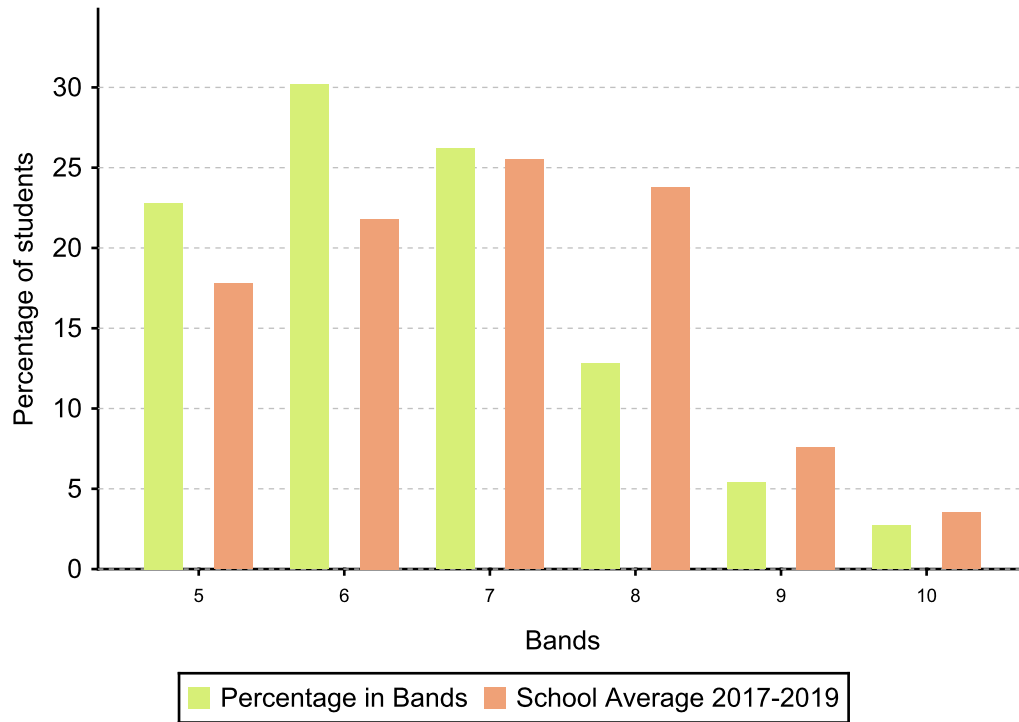
Band	5	6	7	8	9	10
Percentage of students	13.6	19.7	23.8	26.5	14.3	2.0
School avg 2017-2019	9.3	16.3	24.7	33.8	13.5	2.3

Percentage in bands:
Year 9 Spelling



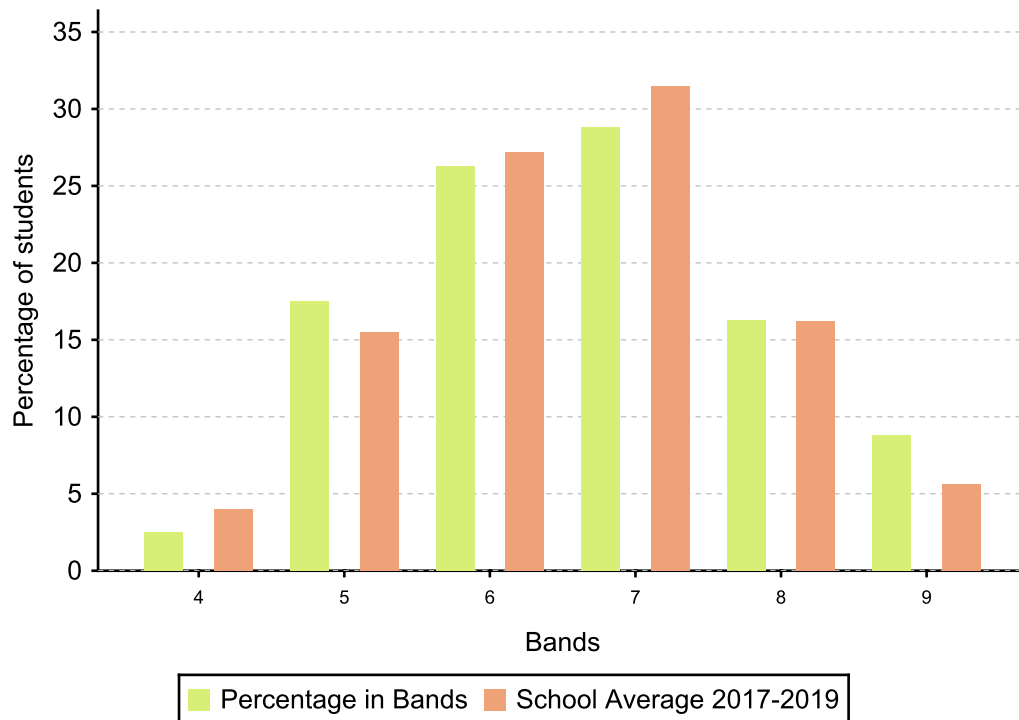
Band	5	6	7	8	9	10
Percentage of students	10.0	13.3	32.7	22.0	18.7	3.3
School avg 2017-2019	10.4	11.5	26.8	27	19.6	4.6

Percentage in bands:
Year 9 Writing



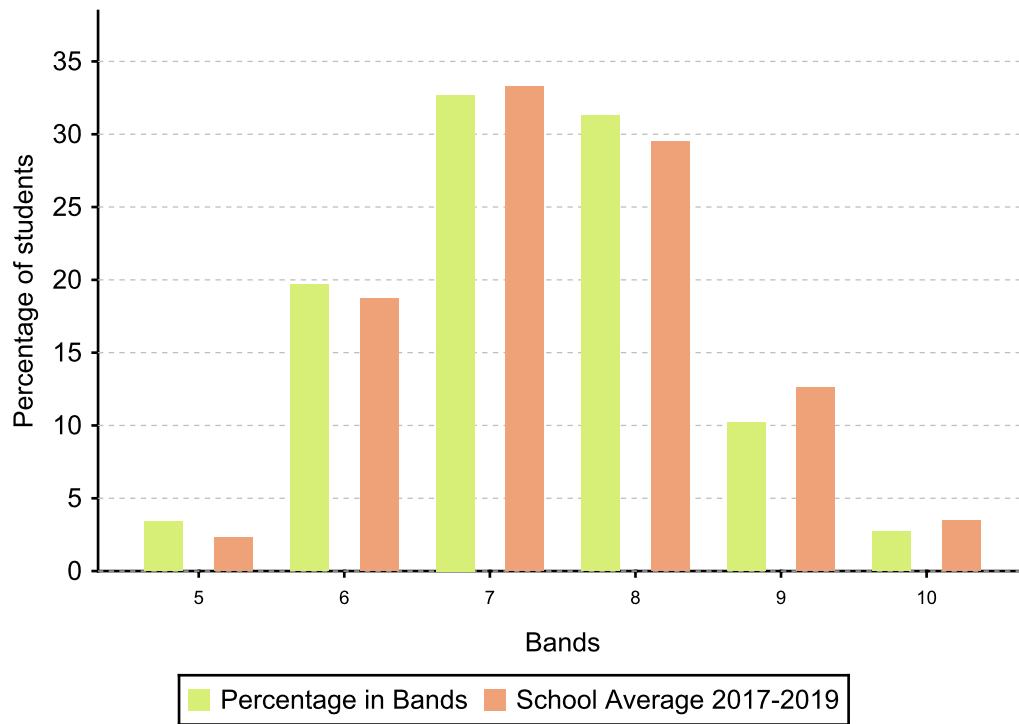
Band	5	6	7	8	9	10
Percentage of students	22.8	30.2	26.2	12.8	5.4	2.7
School avg 2017-2019	17.8	21.8	25.5	23.8	7.6	3.5

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.5	17.5	26.3	28.8	16.3	8.8
School avg 2017-2019	4	15.5	27.2	31.5	16.2	5.6

Percentage in bands:
Year 9 Numeracy

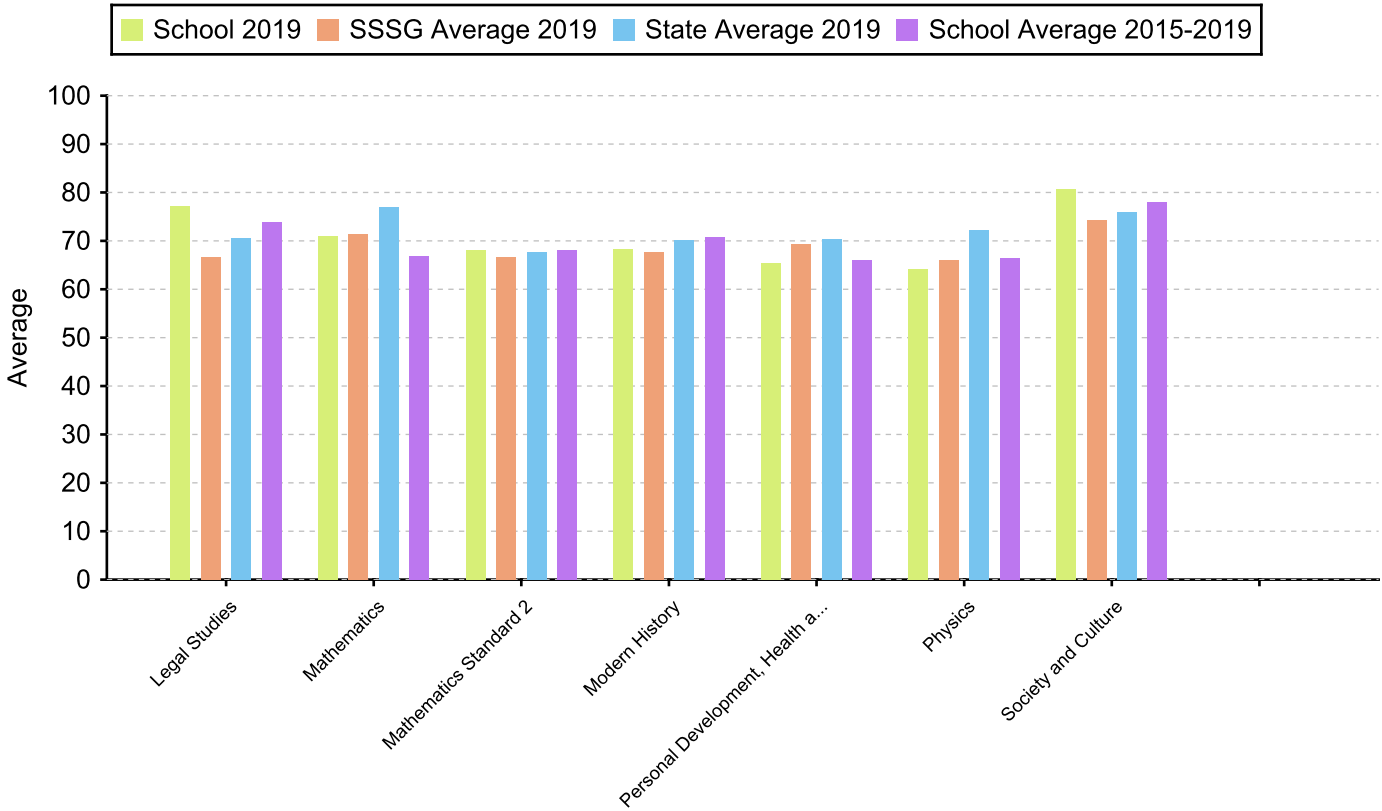
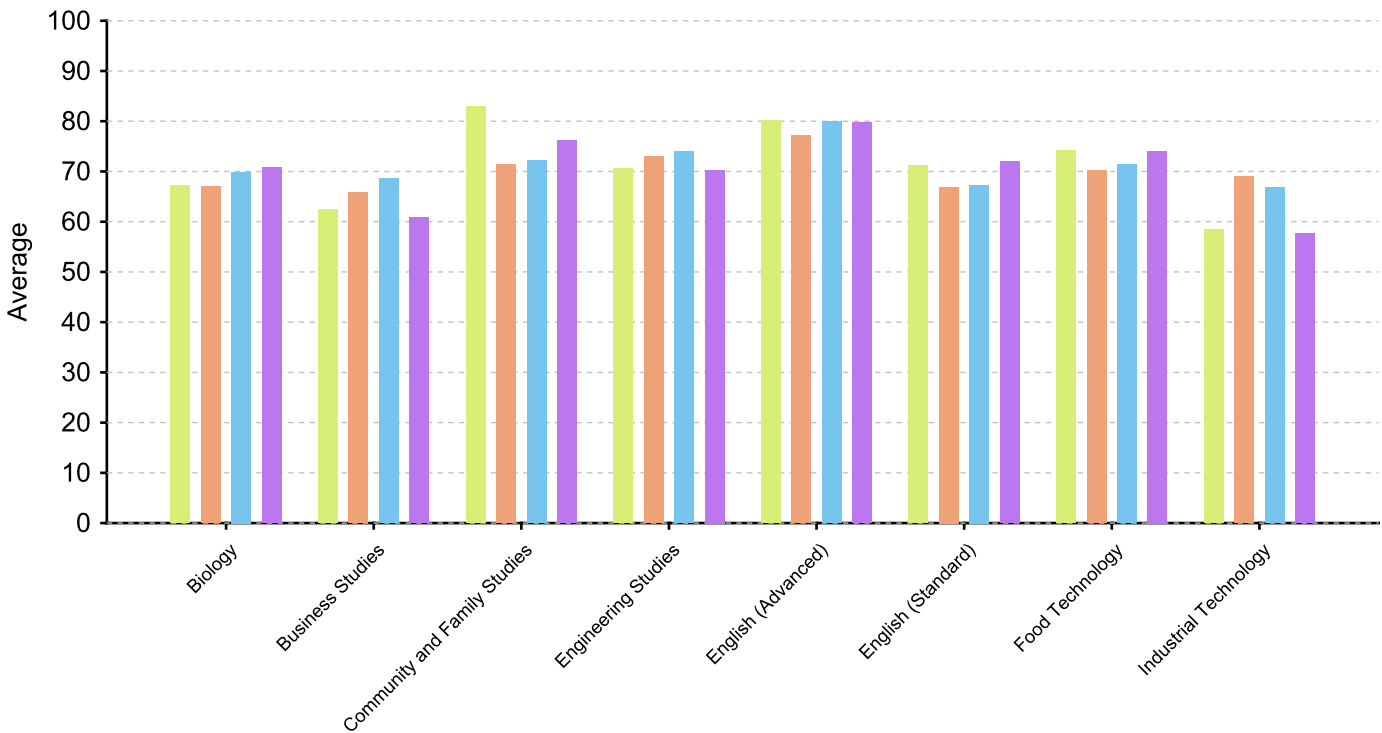


Band	5	6	7	8	9	10
Percentage of students	3.4	19.7	32.7	31.3	10.2	2.7
School avg 2017-2019	2.3	18.7	33.3	29.5	12.6	3.5

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
Biology	67.2	67.0	69.9	70.7
Business Studies	62.4	65.9	68.6	60.8
Community and Family Studies	83.0	71.4	72.2	76.1
Engineering Studies	70.6	72.9	73.9	70.3
English (Advanced)	80.1	77.1	80.0	79.8
English (Standard)	71.2	66.9	67.3	71.9
Food Technology	74.1	70.2	71.4	74.1
Industrial Technology	58.4	69.1	66.8	57.6
Legal Studies	77.2	66.7	70.6	73.9
Mathematics	70.9	71.4	76.9	66.8
Mathematics Standard 2	68.1	66.7	67.7	68.1
Modern History	68.3	67.6	70.2	70.8
Personal Development, Health and Physical Education	65.3	69.4	70.5	65.9
Physics	64.1	66.1	72.1	66.5
Society and Culture	80.6	74.3	75.9	77.9

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

The 'Parent in Learning' parent survey report indicated that parents/caregivers felt welcomed at the school by all members of the Keira staff. Parents reported that they informed about their child's academic and social progress, and were able to support their child's learning at home. The parents/caregivers considered the school to be successful in fostering a supportive environment which values positive behaviour.

Students report a strong sense of high expectation with high support across all areas of their learning. Students indicated they were intellectually engaged and found learning interesting, enjoyable and relevant. This enabled them to be motivated about their learning. Students reported having friends they could trust and who encourage them to make positive choices.

The 'Focus on Learning' teacher survey report indicated that teachers felt that the school leadership team supported them in the establishment of challenging and visible goals for students, and created a safe and orderly school environment. Teachers have a strong sense of collaboration with their colleagues. This collaboration has reportedly increased student engagement through authentic feedback and sharing of resources. A strong learning culture with high expectations for student learning and data informed practice continued to be of high importance to the teachers.

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.