

2020 Annual Report

Killarney Heights High School



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Introduction

The Annual Report for 2020 is provided to the community of Killarney Heights High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Killarney Heights High School

Starkey St

Killarney Heights, 2087

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

killarney-h.school@det.nsw.edu.au

9451 7005



The school assistance dog "Lani" with the Principal.

School vision

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

School context

Killarney Heights High School is a comprehensive coeducational high school in the northern suburbs of Sydney. In 2020 the school population was approximately 900 students which included 46% of NESB students. It enjoys a strong academic reputation in the community with extension classes in each year. The parent body is active and provides strong support throughout the year. The student well being program is underpinned by the principles of positive psychology. The school has a strong extra curricular program with the band program having achieved wide success.



The school logo was printed onto cupcakes for the Aspire Award Ceremony.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Inspiring Teachers Successful Learners

Purpose

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

Improvement Measures

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

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

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

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

Increase the percentage of teachers with leadership roles.

Classroom observation indicate increased use of challenging learning experiences.

Overall summary of progress

After outstanding results in 2020 HSC, where not only the Advanced English cohort was first in the state, we also had a student who was 2nd in the state in Standard English. Our students also excelled in many other areas in the HSC, with 20 subjects having more than 50% of students gaining bands 5 and 6. Teachers are gaining further skills in explicit teaching and have embedded these in their teaching programs. Our Instructional Rounds program has meant that we are able to see and increase in the level of challenge in both classrooms and in the assessment tasks students are completing.

Progress towards achieving improvement measures

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

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

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

Evaluation	Funds Expended (Resources)
Differentiation at KHHS has been evaluated by teachers and further training and support and strategies for implementation in this area is to be explored for 2020.	Professional learning sessions were scheduled during a weekly staff meeting and were a component of the Executive Leadership PL and review.

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

Evaluation	Funds Expended (Resources)
Each faculty have resources to support the implementation of comprehension strategies for Stage 4 & 5 courses. Have engaged in PL with writing strategies which will continue into 2021.	Evidence from Instructional Rounds: Problem of Practice.

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Challenging tasks can continue to be a focus for 2021. With two thirds of the school using BYOD, challenging tasks using technology will become a focus for 2021.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$30000.00)

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

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

Next Steps

Our next steps will be to provide teachers with professional development on how to teach extended writing. Students will then gain the skills to be able to apply these skills to their assessments. We will continue to update teaching programs with differentiation for students, with the provision of extension activities for High Performing and Gifted students being added in the future.



Staff at Killarney Heights High School participate in extensive professional development.

Strategic Direction 2

Skills for the future

Purpose

To develop engaged learners who demonstrate their ability to think critically and creatively in a dynamic learning environment.

Improvement Measures

All teachers trained and participate in Instructional Rounds.

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

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

Overall summary of progress

As the lockdown from COVID-19 hit, our school was well prepared for moving to an online pedagogy as all students and teachers had access to a device through the Bring Your Own Device Program (BYOD) which has been running for the past 4 years. The challenge then was for teachers to adapt their teaching to this mode of delivery using the school provided laptops. The teachers not only demonstrated competence, but used the technology to deliver outstanding and engaging lessons for students. Teachers were able to access Zoom, Google classroom and used online tools to support students during this time.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Feedback from Instructional Rounds continues to inform and provide data on improvements being made. It will continue to run in 2021 to inform Professional Practice sessions at KHHS.	Relief cover for each staff member to participate in 2 days of training and observation.

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

Evaluation	Funds Expended (Resources)
Delivery of PL for HOTS merged into PL around "What Works Best" this year.	

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

Evaluation	Funds Expended (Resources)
Due to the rapid change required for online learning, teaching at KHHS has evolved to adapt technology and HOTS strategies to lessons. This has continued in teaching and learning throughout this year.	
Strategies will be put in place for the beginning of 2021 in setting up, sharing and expanding on the resources developed this year.	

Process 4: Development of challenging and engaging learning tasks

Evaluation	Funds Expended (Resources)
The disruption due to COVID meant that this milestone was not achieved.	

Progress towards achieving improvement measures

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

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

Next Steps

For this strategic direction we will continue to improve our practice in formative assessment as this is essential in students' learning. Going forward we plan to apply this feedback to the writing process, through adoption of extended written tasks in every subject.



Teachers at Killarney Heights High adapted to online learning during the COVID lockdown.

Strategic Direction 3

Positive Education

Purpose

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

Improvement Measures

Increased positive responses in TTFM and Resilience Doughnut surveys

10% increase in positive awards in Sentral

10% reduction in suspensions

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

Increase staff wellbeing

Overall summary of progress

Our positive student awards have been increasing, the introduction of canteen awards have been very sought after with students striving to achieve. However due to COVID, there was a great disruption to student's lives and home with some negative behaviour once school returned after COVID-19, resulting in a temporary increased suspension rate. Students were supported through many external agencies including Raise Mentoring, Streetworx and PCYC. Staff were prevented from gathering during COVID-19, however great strength was found through collegial support during this difficult time.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Year Advisors and Head Teacher Wellbeing analysed TTFM data and devised yearly wellbeing plan for 2021. In 2021 students will engage in a strength based program My Resilience (Year 7 & 8), My Strengths (Year 9 & 10) and My Future (Year 11 & 12). Developed an explicit wellbeing program to be delivered and implemented once per fortnight to Years 7-9 students. Future direction of the positive education team finalised. One group forming an action team to beginning the planning phase of BeYou. Other group to be writing explicit wellbeing curriculum.	My Resilience Data report TTFM Data Planning Day for Year Advisors Sentral and wellbeing meetings

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

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning team discussed the effectiveness of the team and whether it should be a focus for 2021. Agreed that processes and procedures (behaviour management and rewards system) were established well and if staff continued to follow processes and procedures the system would remain effective. Head Teacher Wellbeing facilitated 'Micros-skills Behaviour Management' to a small group teachers (mainly beginning) which built capacity of staffs' classroom management and practise. Future recommendations is beginning teachers/new staff participate in behaviour management training/induction to PBL processes and procedures.	

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Due to COVID-19, significant support from external providers, especially Relationships Australia and DAYS have provided essential support as needed based on data received for each Year group. This has been essential to supporting students and families at feeling connected and supported at school.	My Strengths Team Relationships Australia TTFM data (Student)

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

Evaluation	Funds Expended (Resources)
Fabulous Friday continued, social committee identified future staff activities through analysis of a staff wellbeing survey. No new staff activities were ran or established throughout the year. TTFM data indicated that 95% of staff agreed/strongly agreed that morale among staff at my school is good.	TTFM data (Staff)

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

Evaluation	Funds Expended (Resources)
Although we did not achieve all these outcomes, staff were supported though the provision of a school laptop. As well, numerous training sessions were given to allow staff to move to teaching online. Staff also supported one another through both formal and informal professional learning.	.

Next Steps

Positive wellbeing is a school wide program that is continually refined and adapted. Having healthy, happy, resilient young people are our goal so we are always looking at ways to achieve this. In 2021 we will employ a support officer to assist students with various issues in a way that aims to build coping skills. Our school support dog will also play a larger role in settling anxious students, as she grows and learns from her trainer. In 2021 we will also work with the parent body to improve their skills in dealing with the issues that are facing adolescents today.



Year 8 students at MyStrengths training.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	The Learning and Support Teacher and Head Teacher Welfare assisted aboriginal students.	All aboriginal students met their educational targets for the year.
English language proficiency	EALD teachers. Funding Sources: • English language proficiency (\$20 000.00)	Students were supported through teacher professional learning given by EALD teachers, students were then able to achieve in their lessons as their work was differentiated. Some students were given individual support.
Low level adjustment for disability	SLSO's and funding for Laptops. Funding Sources: • Low level adjustment for disability (\$20 000.00)	All identified students were supported with Individual Learning Plans, students in need were supplied with laptops. Staff were trained in techniques for differentiation. Students undergoing the QuickSmart program all made positive change in their literacy levels.
Quality Teaching, Successful Students (QTSS)	Weekly time-tabled period for each teacher. QTSS \$0	Professional Practice weekly session will continue into 2021 with a structured approach to group discussion and documentation of resulting growth.
Socio-economic background	Funds for the activities and also spent on SLSO support for students.	Students were able to participate with others in a school setting. SLSO support meant that students were able to engage and achieve in assessments and exams.
Support for beginning teachers	Support from HT Teaching and Learning Reduction in teaching load Meetings with mentors Funding Sources: • Support for beginning teachers (\$70 000.00)	Beginning teachers were supported through a reduction in their teaching allocation. They also had small group meetings with the HT Teaching and Learning, as well as meetings with their mentor. All teachers were accredited by their due date.



Students at Year 7 camp in the mud run.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	526	491	520	542
Girls	376	375	371	397

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.8	93.8	95	95.9
8	94.9	92.7	91.6	93.8
9	94.5	92.7	90.3	93.1
10	92.4	92.3	91.1	91.2
11	93.9	91.9	91.9	94.5
12	95	92.7	92.5	95.1
All Years	94.4	92.7	92.1	94
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1.2	5.27
Employment	0.6	6.0	3.75
TAFE entry	4.2	4.25	8.3
University Entry	0	0	64
Other	12.0	9.7	3.75
Unknown	0	0	15

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at Killarney Heights High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

Vocational Education and Training (VET) courses continued to be an important part of the curriculum in 2020. In 2020 approximately 25% of students in Year 12 undertook vocational or trade training at school. In Year 12, thirteen of these students attained a Certificate II in Hospitality, Kitchen Operations. Another eight students completed a Certificate II in Construction.

Ten students attended TAFE and completed a Certificate 2 or above in a range of Vocational Educational courses as part of their HSC studies.

Two students obtained a Certificate 11 in a School Based Apprenticeship in Plumbing and another student completed a Certificate 11 in a School Based Apprenticeship in Construction Pathways.

99 % of students received the HSC qualification or equivalent vocational education qualification.



Students constructing a chicken coop.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	47.7
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	11.77
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

One of the main strengths of Killarney Heights High School is that we have highly dedicated and qualified staff. To support staff to continually upgrade their skills we have trained our Head Teachers to be Instructional Leadership coaches. Teachers spend one hour a fortnight with their Instructional Leader in Professional Practice groups, collaborating with other staff to improve their practice. In 2020, we worked on improving teaching programs so that they were explicit, with learning intentions, success criteria and evidence of student learning.



Year 7 Camp - our teachers get involved.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,503,497
Revenue	11,270,108
Appropriation	9,751,145
Sale of Goods and Services	52,966
Grants and contributions	1,235,183
Investment income	3,340
Other revenue	227,475
Expenses	-10,593,583
Employee related	-8,958,959
Operating expenses	-1,634,623
Surplus / deficit for the year	676,526
Closing Balance	2,180,022

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.

Funding has been allocated for the upgrade of student facilities which are now over 50 years old. Application has been made to the Metro Renewal Project so that building works, including student bathrooms are renovated over the next twelve months. The bathrooms have been at the top of the priority list for the last 5 years, so we are excited to have news that this application has been successful.

We have also applied for 50% funding to upgrade science labs which are still the original ones that were installed when the school was built in 1967. The Department of Education will supply half the funding, with the school having to source the remaining amount. The P&C have supplied funding for 5 other labs in the school, so at a cost of \$300 000 per lab, we thank them for the incredible support in the past.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	104,374
Equity Total	287,235
Equity - Aboriginal	1,500
Equity - Socio-economic	22,693
Equity - Language	143,110
Equity - Disability	119,931
Base Total	8,803,681
Base - Per Capita	214,289
Base - Location	0
Base - Other	8,589,392
Other Total	357,170
Grand Total	9,552,460

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.



The new E block science lab which was jointly funded by the P and C and DET.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

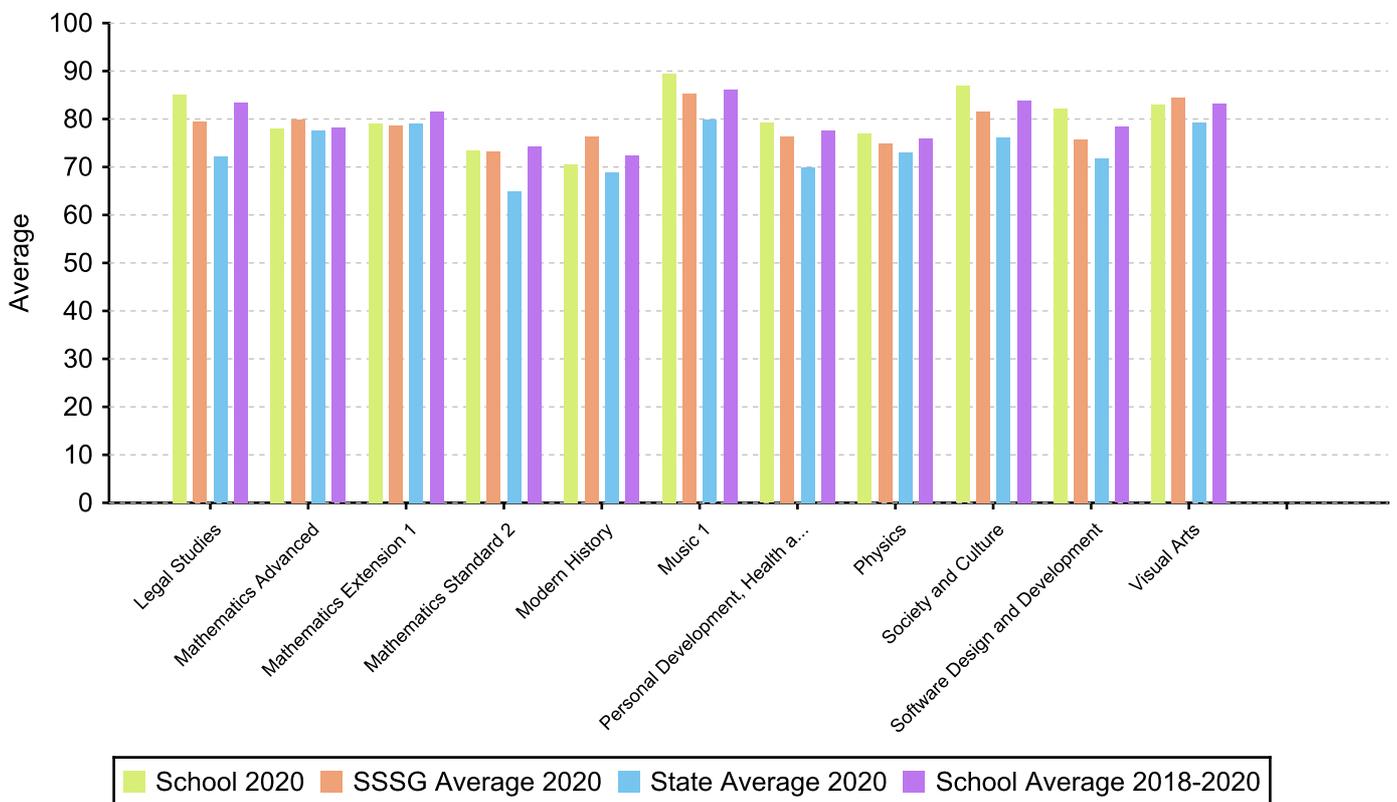
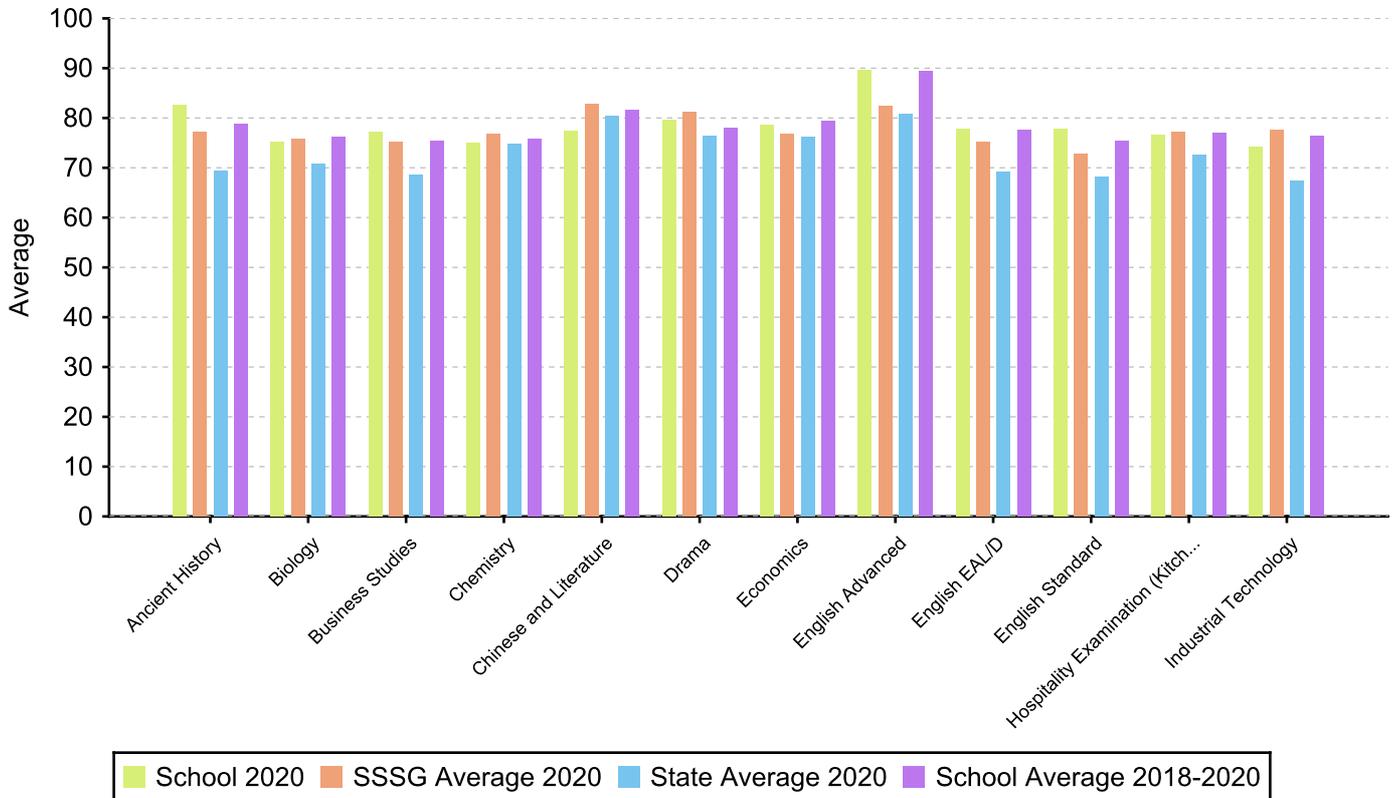


As Year 12 parents could not join us for graduation - we had them attend virtually.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	82.7	77.3	69.4	78.8
Biology	75.2	75.7	70.8	76.2
Business Studies	77.2	75.3	68.6	75.4
Chemistry	74.9	76.9	74.8	75.8
Chinese and Literature	77.3	82.9	80.5	81.6
Drama	79.6	81.2	76.4	78.0
Economics	78.5	76.8	76.1	79.5
English Advanced	89.7	82.4	80.8	89.4
English EAL/D	77.8	75.2	69.3	77.6
English Standard	77.8	72.7	68.1	75.4
Hospitality Examination (Kitchen Operations and Cookery)	76.6	77.2	72.5	77.1
Industrial Technology	74.2	77.6	67.5	76.3
Legal Studies	85.1	79.4	72.1	83.4
Mathematics Advanced	78.1	79.9	77.7	78.1
Mathematics Extension 1	79.1	78.7	79.1	81.6
Mathematics Standard 2	73.5	73.2	64.9	74.3
Modern History	70.6	76.3	68.9	72.5
Music 1	89.4	85.3	79.8	86.2
Personal Development, Health and Physical Education	79.2	76.3	69.9	77.6
Physics	77.0	74.8	73.0	75.9
Society and Culture	86.9	81.6	76.2	83.9
Software Design and Development	82.2	75.8	71.8	78.3
Visual Arts	83.1	84.5	79.2	83.3

The students from 2020 had outstanding HSC results. The Advanced English cohort was placed first in the state, ahead of all selective, private and other government schools, as well as this Kiara Simoes achieved 2nd in the state in Standard English. However, it was not just in English that students at Killarney Heights High excelled: the success was school wide.

Four students were All Rounders, with a band 6 in all their subjects : Teagan Arthur, Anrong Brett, Mei Fekuda and Brandon Lee. 119 students were on the Distinguished achievers list, gaining a band 6 in a subject. Students with an ATAR over 90 were recognised in the High Achiever's assembly.

These are the subjects where students achieved 50% or greater bands 5 & 6 (a band 5 is about 80%, a band 6 is above 90%)

- Design and Technology 100%
- Engineering 100%
- English Ext 1 100%
- Science Ext 1 100%
- French Ext 100%
- English Advanced 94%
- Music 1 92%
- Society and Culture 92%
- Mathematics Ext 2 75%
- Visual Art 82%

- Legal Studies 72%
- Economics 60%
- Mathematics Ext 1 67%
- Mathematics Advanced 58%
- Software Design and Development 58%
- Ancient History 57%
- English ESL 54%
- PDHPE 53%
- Chinese and Literature 50%
- Construction exam 50%



An increasing number of student gained an ATAR of over 90 which were recognised at the High Achiever's Assembly.

Parent/caregiver, student, teacher satisfaction

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

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

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

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

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



Killarney Heights High School 2020 Student Leaders at the school entrance.

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.



Year 7 student studying statistics and graphs in Mathematics.