

2020 Annual Report

Killara High School



8457

Introduction

The Annual Report for 2020 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

Our students have excelled through their efforts and achievements across all areas of their secondary school experience. Our teachers have provided our students with expert support that has allowed students to unleash their potential. 2020 was an extraordinary year for Killara High School, and for all schools around the world. Faced with a multitude of new and unpredictable challenges, our school community responded with dedication and unwavering focus on student learning and wellbeing. A significant focus was placed upon student belonging, connectedness and advocacy.

Many teaching, learning and wellbeing structures moved online. After evaluation, some elements of our school's operations will remain in this online mode as our community has found these changes to be efficient and helpful. We created new systems, then adapted and revised them almost immediately. We learned new skills, then used and improved them constantly. We collaborated intensely and focused on the importance of remaining personally connected, despite the distance between us. Throughout the year, we focused on providing every student with choice, access and challenge in learning. Our teachers remained focused on delivering excellence in the domains of teaching, leading and learning. Our student leaders also supported school operations by organising various events.

I acknowledge the resilience and goodwill of our students and parents, who worked with us in partnership as students learnt from home, and teachers dedicated themselves wholeheartedly to maintain continuity of educational experiences from afar. I recognise and pay tribute to the enormous professionalism and dedication of our teachers, who developed new ways to stay connected with students and focused on learning and wellbeing. Our focus throughout this experience was to prioritise connectedness as the key element that could bring us through difficult times. It is a testament to the strength and commitment of everyone in our community that we have emerged stronger and more connected.

On another level, we spent significant time and resources throughout 2020 engaging in deep reflection, review, consultation and planning. The new Strategic Improvement Plan has commenced in 2021, and it provides an opportunity for us to grow and develop. We grasped this opportunity and devoted significant time and energies to listening, in order to create the strongest possible foundation to achieve our vision of being the best school for every student.

Our detailed Strategic Improvement Plan for the 2021-2024 planning cycle marks a significant new direction. Our school vision will be realised through our three strategic directions: Student Growth and Attainment, Student Wellbeing, Excellence in Teaching, which are tied together with a dedicated focus on explicit teaching. We are a united team, working together to support and maximise the opportunities and pathways for students as they make their way into the future.

Robin Chand

Principal (Rel)

School vision

Consistent with our 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, 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.

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

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.

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)
<p>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.</p> <p>A need for enhanced internal learning data, and improved triangulation processes, were identified as strategic priorities going forward.</p> <p>Enhanced and ongoing teacher professional development is vital to manifest data-informed practice in all units of work, in all classrooms. This will be an ongoing focus of the next planning cycle.</p>	<p>Nil additional</p> <p>Resources were allocated from existing time budgets, such as executive team PL during meetings, School Development Days, and organised PL time during weekly schedule.</p>

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)
<p>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.</p> <p>Evaluation of these activities revealed a need for more explicit teaching of key skills. This will be a key focus for the next planning cycle.</p>	<p>nil additional</p>

Process 3: Student Wellbeing

The school has made a commitment to nurture, guide, inspire and challenge students to find the joy in

Progress towards achieving improvement measures

Process 3: learning, to build their skills and understanding and to make sense of their world.

Evaluation	Funds Expended (Resources)
2020 saw intense reflection and evaluation of current processes and programs to ensure their relevance, success and high impact. A number of changes and improvements were implemented in 2020, and plans commenced for commencement in 2021. Our Respectful Relationships program, which is a multi-layered ongoing rollout across all year groups, forms the cornerstone of this revised approach. We have strong links with our parent community, who endorse and work in partnership with us in our focus on student wellbeing.	\$8800

Next Steps

Next steps are encapsulated in our detailed Strategic Improvement Plan for the 2021-2024 planning cycle. Our school vision, to be the best school for every student, will be realised through our three strategic directions: Student Growth and Attainment, Student Wellbeing, Excellence in Teaching. Our focus on the core business of teaching, learning, and caring for our students, will drive all activities in future.

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.

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)
After an evaluation and reflection process, we have revised our coaching/mentoring programs. Coaching in 2021 will not involve all teachers at same time, in the same way. Rather, we will adjust to an opt-in model of teacher mentoring. Noting the differences between coaching and mentoring, our culture and mix of teachers, combined with teacher feedback, indicated a preference for opt-in structured mentoring.	nil

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. We introduced a leadership-shadowing concept, and formalised faculty and non-faculty "2IC" structures for head teachers. We acknowledge that further work is required to strengthen and enhance leadership support pathways.	\$24000

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
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Progress towards achieving improvement measures

Evaluation	(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. Our research focus was heavily shaped by the CESE What Works Best 2020 Update, with this framework informing 2020 leadership, and significantly shaping planning for the future.	nil additional Programs funded within existing school structures.

Next Steps

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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.

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)
Creating a shared culture of student agency remains an ongoing area for focus, 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. Review of some processes revealed a need to ensure consistency and procedural detail in relation to assessment processes. Steps have been implemented to address these matters and an ongoing focus on detailed assessment processes is a key part of improvement measures in our new Strategic Improvement Plan.	\$12500

Process 2: Student Wellbeing

Differentiation of the curriculum to challenge and engage and meet the cognitive and socio-emotional needs of all learners.

Evaluation	Funds Expended (Resources)
Several key improvements were made in 2020. Improvements in complex case team management processes, enhancement of student learning support plans, planning to create a dedicated learning-centre space for additional learning support. Further assistance through the Learning from Home model was a key part of our focus on the interaction between wellbeing and learning.	\$8800

Process 3: Literacy and Numeracy

Progress towards achieving improvement measures

Process 3: 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)
Writing is the key focus, as demonstrated by our external standardised assessment data. This is a key focus for our literacy strategy, as we build on our success with improving student results in reading. This priority area is the cornerstone of the 2021-2024 Strategic Improvement Plan.	\$24000

Next Steps

Next steps are encapsulated in our detailed Strategic Improvement Plan for the 2021-2024 planning cycle. Our school vision, to be the best school for every student, will be realised through our three strategic directions: Student Growth and Attainment, Student Wellbeing, Excellence in Teaching. Our focus on the core business of teaching, learning, and caring for our students, will drive all activities in future.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$674 in SBAR funding and \$1250 additional from school funds	This remains an ongoing priority for Killara High School and the school is frequently referenced as a model for others in terms of ways to approach this vital aspect of secondary education.
English language proficiency	\$431742	<p>In 2020, 3.6 specialist EAL/D teachers were appointed to meet the needs of one hundred and sixty-two higher language priority students from culturally and linguistically diverse backgrounds. Another fifty-two students who are identified as 'developing' along the English language progression are not receiving direct assistance for various reasons. These students are being monitored by EAL/D staff and mainstream teachers are differentiating class tasks to ensure these students have access to effective learning across the curriculum. A further allocation of 0.4 EAL/D teachers was provided out of the \$37,960 EAL/D flexible funding provided to the school bringing the total of EAL/D teaching staff to 4 full time in 2020. EAL/D specialist teachers work alongside students and curriculum content teachers in a range of courses, teach the HSC English (EAL/D) course, withdraw individuals and small groups periodically to provide intensive language support so students can complete projects and specific learning tasks to meet course learning outcomes. EAL/D teachers also work with course content teachers to introduce the principles of language learning pedagogy into teaching programs and assessment practices and to develop language learning strategies and resources to support EAL/D students in the mainstream. Specialist EAL/D teachers are allocated to teach Preliminary and HSC English (EAL/D) courses. EAL/D specialists diagnose reading, writing, listening and speaking skills for EAL/D students transitioning from Year 6 into Year 7 and recommend class placements so these students can receive maximum available support in their language development throughout their years at school.</p> <p>Next steps are to develop more systematic approaches to universal EAL/D support strategies to better support classroom teachers in meeting the learning needs related to English language proficiency.</p> <p>EAL/D Writing Workshops to support students achieving the HSC Minimum Standard in writing</p> <p>EAL/D writing workshops were run once a week by one of the EAL/D teachers with students in Years 10, 11 and 12 attending. The aim was to develop written language skills in EAL/D students to write academic texts including persuasive and narrative structures. Workshops focused on building the vocabulary and grammatical accuracy of</p>

English language proficiency	\$431742	students. The program has been successful with all EAL/D students achieving the minimum standard at the end of Year 12. In Year 11, 25% of students did not achieve the minimum standard in writing and after attending workshops, a further 10% had passed. In addition to achieving the minimum standard, EAL/D students are also better equipped with meaningful communication skills to participate in life beyond school.
Low level adjustment for disability	\$189649	The development of targeted and specific programs enables more tailoring and more opportunities for support. Enhanced partnerships with external agencies provide additional support and expertise. Recruitment of a new Learning and Support Teacher has rejuvenated focus to meet additional learning needs.
Socio-economic background	Socio-economic funding \$13273	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, in order for financial assistance to be sought.
Support for beginning teachers	\$110117	In-house evaluation from the Beginning Teacher support sessions, and other programs, show a high degree of satisfaction and confidence among beginning teachers.
Professional Experience Hub Schools Program	No funding received	<p>Sharing of HUB Schools experience, systems and practices in collegial / collaborative forum, combined with HUB funding support, has enabled nearby schools in local network to devote time and resources to strengthening their PEX programs. The strength of the strategy was to take a collaborative approach, rather than impose a model on Spoke schools. This occurred through resource sharing, discussion and funding.</p> <p>Our multi-layered approach designed to create a deep and sustainable system for Professional Experience at KHS. Inductions provide clear introduction and common understanding, handbooks provide consistency and support, coaching approach provides coherent model for individual pre-service-teacher led growth, mentoring provides support to both pre-service teachers and supervising teachers during moments where problems arise or additional measures are needed.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	969	993	1025	1038
Girls	657	655	640	635

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.4	96.6	94.4	95.9
8	95.6	94.4	93	95
9	95.4	93.2	92.8	94.9
10	94.3	93.8	91.1	93.3
11	95.4	92.1	92.1	92.8
12	93.8	92.3	90.2	93.3
All Years	95.3	93.8	92.3	94.2
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	1.4	0	0.8
Employment	1.4	0	3.4
TAFE entry	1	1	1.2
University Entry	0	0	89
Other	0.5	1	0.8
Unknown	0.5	1	4.8

Approximately 98 per cent of Killara High School students received an ATAR. The University Admission Centre made a total of 385 university offers. Macquarie University was the institution most preferred by the 2020 graduating cohort followed by Sydney University and then The University of New South Wales. The Leaders and Achievers Early Entry Program run by Macquarie University proved very popular with 82 students being offered early entry, which was almost double the number of the previous year. Entry into this program required good academic outcomes in Year 11 as well as a broad range of demonstrated skills and experiences.

The most popular area of tertiary offers proved to be in those of a commercial nature including, but not limited to Business, Commerce, Economics and Accounting. This was followed closely by the health sciences. 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. Candidates also applied for University studies in Korea, the UK and interstate.

2020 was an atypical year for student destinations. More students were offered positions in university pathway programs such as foundation colleges. Some universities pivoted to offering Year 12 students Direct Entry places, in order to make up some of the gap in enrolments left by International Students. Not all of these students offered direct entry to University were captured in the Universities Admissions Centre, (UAC) data, such as those from ICMS and ACU.

Year 12 students undertaking vocational or trade training

11.56% of Year 12 students at Killara High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.1% of all Year 12 students at Killara High School expected to complete Year 12 in 2020 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)	81.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	3.6
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, 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.

Professional learning in 2020 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 5 School Development Days, and weekly on each Wednesday afternoon. All permanent and temporary teachers engaged in these sessions. These sessions were built around the renewed Professional Learning Strategy, which launched in 2020. This strategy employs a three-layer structure with whole school, faculty, and personal priority areas accommodated and resourced. Our whole school literacy focus included whole school and faculty professional learning specifically targeting student reading outcomes, with a specific focus on Stage 4.

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; student wellbeing; SMART NAPLAN Analysis; 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 of 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 \$122,087. The average expenditure per teacher was \$1094.95.

Term 1 School Development Day

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

Term 2 School Development Days (2 Days)

Learning from Home was the focus of Staff Professional Development in these 2 days. Sessions were held to assist teachers adapt their literacy strategies to the Learning from Home Context. Training was also provided to assist with teaching in Learning from Home mode. These sessions were conducted via Whole School Video Conference.

Term 3 School Development Day

This day was devoted to student behaviour management, including a session on Opposition Defiance Disorder and development of improved whole school systems based on positive psychology. This underpinned a long consultation process which led to the adoption of Positive Behaviour for Learning, as the framework for Killara High School moving forward.

Executive Professional Learning

The 2020 Executive Conference was cancelled at short notice. The focus of Executive Professional Learning throughout 2020 was data informed practice and the development of the next planning cycle 2021-2024.

Professional learning featured in all executive meetings. Some of the areas covered were finance, staffing, timetabling, student wellbeing and complex case management.

In Term 4, the focus of the school Executive team was the consultations and preparations for the new planning cycle.

Beginning Teachers and Accreditation

In 2020, all teachers engaged in the NESA accreditation process.

Five classroom teachers were employed in their first permanent appointment, and six 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.

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	2,799,198
Revenue	18,416,820
Appropriation	16,731,772
Sale of Goods and Services	56,123
Grants and contributions	1,618,915
Investment income	9,309
Other revenue	700
Expenses	-19,214,442
Employee related	-16,734,512
Operating expenses	-2,479,931
Surplus / deficit for the year	-797,623
Closing Balance	2,001,576

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.

	2020 Approved SBA (\$)
Targeted Total	214,464
Equity Total	638,213
Equity - Aboriginal	674
Equity - Socio-economic	16,148
Equity - Language	431,742
Equity - Disability	189,649
Base Total	14,923,410
Base - Per Capita	400,319
Base - Location	0
Base - Other	14,523,091
Other Total	519,925
Grand Total	16,296,011

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.

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

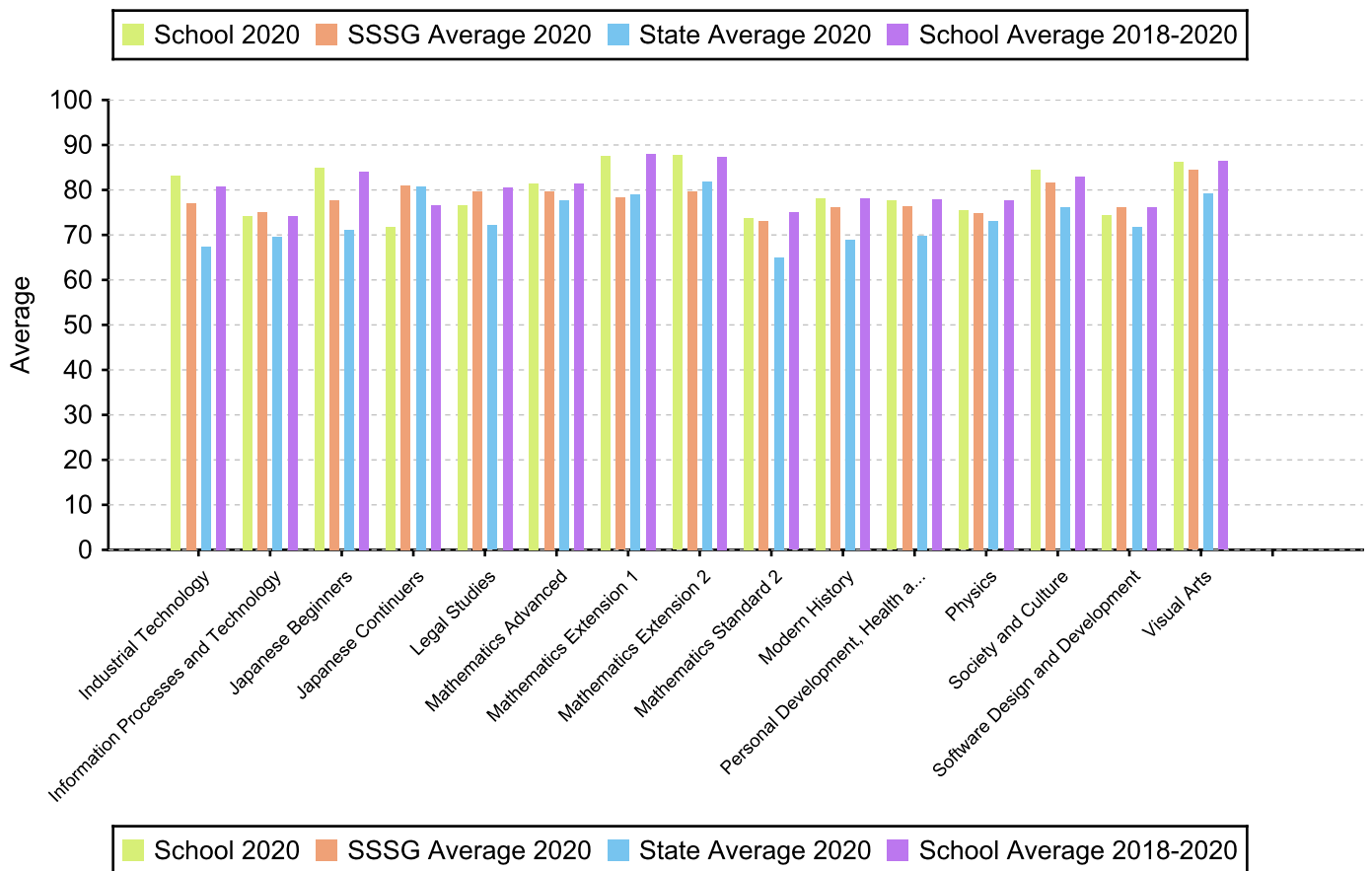
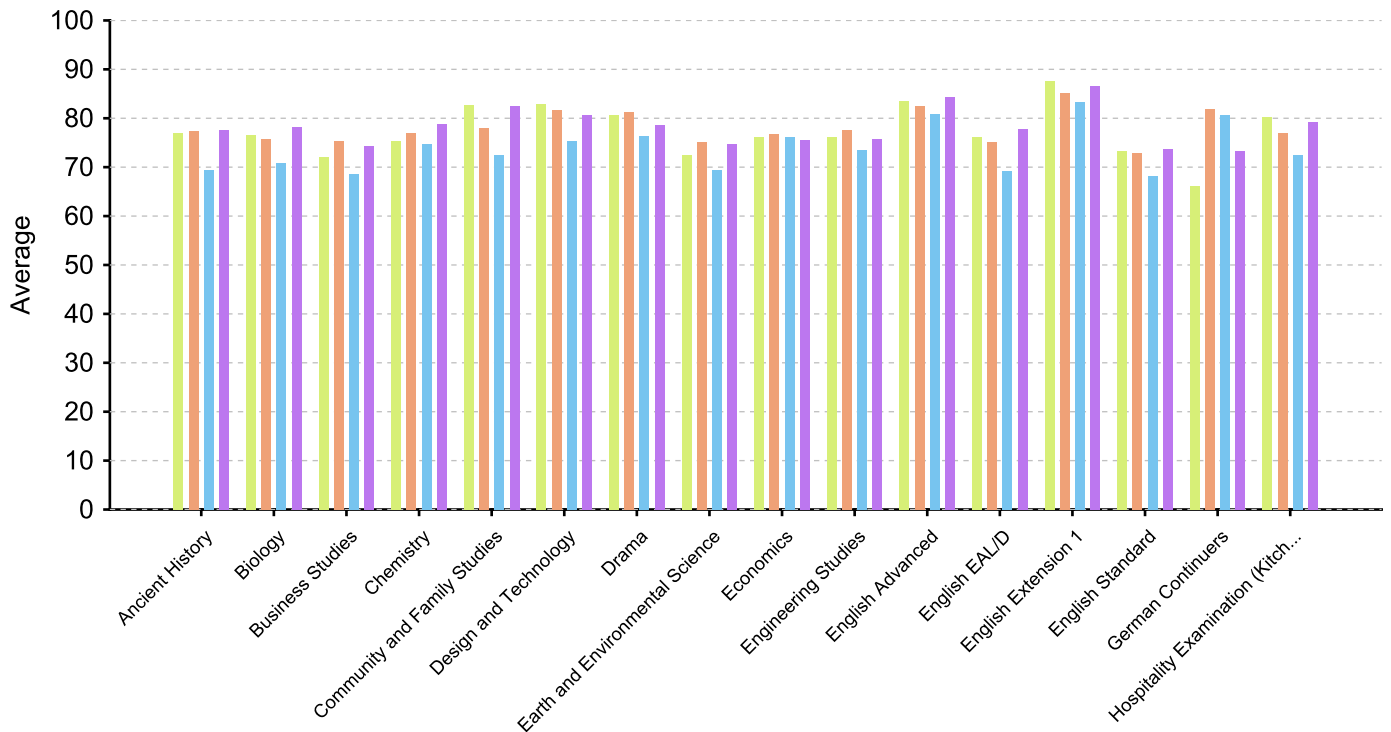
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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	77.0	77.4	69.4	77.7
Biology	76.5	75.7	70.8	78.2
Business Studies	72.1	75.4	68.6	74.4
Chemistry	75.3	76.9	74.8	78.8
Community and Family Studies	82.7	78.1	72.4	82.5
Design and Technology	82.9	81.7	75.4	80.7
Drama	80.6	81.2	76.4	78.7
Earth and Environmental Science	72.5	75.2	69.5	74.8
Economics	76.1	76.8	76.1	75.6
Engineering Studies	76.2	77.5	73.6	75.8
English Advanced	83.5	82.5	80.8	84.3
English EAL/D	76.1	75.2	69.3	77.9
English Extension 1	87.6	85.2	83.4	86.5
English Standard	73.3	72.9	68.1	73.6
German Continuers	66.1	81.9	80.7	73.4
Hospitality Examination (Kitchen Operations and Cookery)	80.2	76.9	72.5	79.2
Industrial Technology	83.2	77.0	67.5	80.8
Information Processes and Technology	74.2	75.0	69.6	74.2
Japanese Beginners	85.0	77.7	71.2	84.1
Japanese Continuers	71.7	81.0	80.8	76.7
Legal Studies	76.7	79.7	72.1	80.6
Mathematics Advanced	81.4	79.7	77.7	81.4
Mathematics Extension 1	87.6	78.3	79.1	88.0
Mathematics Extension 2	87.7	79.6	81.8	87.3
Mathematics Standard 2	73.8	73.2	64.9	75.0
Modern History	78.1	76.1	68.9	78.2
Personal Development, Health and Physical Education	77.6	76.4	69.9	78.0
Physics	75.4	74.8	73.0	77.8
Society and Culture	84.6	81.6	76.2	82.9
Software Design and Development	74.5	76.1	71.8	76.2
Visual Arts	86.2	84.4	79.2	86.4

Parent/caregiver, student, teacher satisfaction

In 2020, the satisfaction of all members of the Killara High School community was well managed, despite a challenging climate of disconnection due to COVID-19, with consistent reflection of current processes and programs, we ensured 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 students. Professional Learning time was spent unpacking this data, with the Wellbeing Team in Welfare meetings, as well as during whole school professional development when staff analysed data and engaged in future planning. Student Progress Review Meetings were conducted via Zoom online throughout the year and this provided an opportunity for dialogue between parents/caregivers and classroom teachers relating to student progress, results and behaviour. Alongside these online 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 2020 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, diversity and a positive learning environment were listed as the most valued aspects of schooling at KHS in this survey. Course selection processes were modified successfully to account for learning from home, and information was distributed to families via Loom video presentations, which allowed all involved in this decision making process to be well informed about the choices that they are making. International Wellbeing days such as World Kindness Day and International Stress Awareness Day were recognised during Extended Homegroup sessions, with all students and staff engaged in meaningful activities to ensure the school focus remained on wellbeing, alongside teaching and learning. Work continued on the collaborative creation of the Extended Homegroup Program for 2020 with the Head Teacher Wellbeing and the Wellbeing Team, taking on feedback from staff and students, as well as adapting content and delivery, in order to cater for the changing climate throughout the year.

Next Steps:

Throughout 2021, the Extended Homegroup program will continue to be evaluated by both staff and students, with a focus on the creation of the Term 2 program, in order to ensure it is meeting the needs of our students and having the desired impact. Professional learning in 2021 will continue to focus on areas including Mental Health First Aid, Positive Behaviour for Learning (PBL) and fostering an inclusive and positive learning environment, alongside our constant work to prepare our students for post-school destinations. Wellbeing events including R U OK? Day, Wear it Purple Day and Harmony Day will be acknowledged in our school community with continued involvement by the Student Wellbeing Leaders. 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 and in 2021 the school has registered for the parent and staff TTFM surveys to collect wider data to drive school improvement.



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 2020, Killara High School's work in Aboriginal Education continued our 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.

In 2020, our adapted NAIDOC activities expanded and included a range of in-school and in-class activities.

Unfortunately, we were unable to run our partnership activities with Menindee Central School (MCS) but we hope to continue these into the future.

The highlight of the year was the Smoking Ceremony for our new Yarning Circle which was completed through detailed community consultations. These consultations enabled us to bring local language into our school community. The words Koomba Terrun, meaning Tomorrow Always in northern Sydney language, demonstrate our school's commitment to the idea that this always was and 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 English language learning. The SET Program, delivered by EAL/D teachers, assists EAL/D students make the transition into a large Australian high school where the language, the culture and the learning system can be challenging for students with past schooling experiences very different to those they will experience in Australia.

EAL/D Language Drama Program

The Language Drama program is run by one of the EAL/D teachers with Years 8, 9 and 10 EAL/D students after school one day a week. The aim is 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 has been successful in building confidence in students who have English as an additional language so that they can take a more active role in their courses across the curriculum. The Language Drama workshops were suspended for most of 2020 due to Covid restrictions but will recommence in 2021.

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

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. Recent KHS statistics show that 55.7% of students at Killara High School are students with language backgrounds other than English (LBOTE). KHS introduced the TEALS program in 2012 to foster active participation of EAL/D students in school life and increase 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 will explore important issues relating to educational expectations at Australian high schools in general and KHS in particular in discussion with individual mentors from the KHS school community.

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 DoE mandatory programs such as sports carnivals, camps and Service Learning and increase EAL/D students' representation in school clubs and leadership positions in the school.

Student surveys for EAL/D students and mentors at the conclusion of each cycle of workshops have demonstrated the program's positive impact on student engagement of EAL/D students and show increased levels of integration with the school community. Survey results continue to provide our program coordinators with powerful information that can be used to support student's successful transitions.

Other School Programs (optional)

Middle Years 2020

The Year 4 Girls in Science workshop provided the students with the opportunity to develop problem solving skills in a laboratory using scientific equipment. It built on their previous experience in our laboratories when the activities had been simpler. These students benefited by engaging in this learning experience with water beads, bubbles and indicators. They were mentored by our Year 8 students.

Visual literacy was an initiative of our librarian in which Year 5 students learnt various visual techniques used in picture books, and how these techniques enhanced the meaning in the texts. The students in groups used these visual techniques to create a persuasive iMovie trailer to promote a particular picture book. The students were very creative; used fabulous acting, drawings, photos and abstract images to create their 'movie' trailers.

Video conferences were held each term between our student leaders and our KSP primary schools' student leaders to discuss such topics as how to keep safe online, how have you managed during learning from home, what makes a good leader and how do you stay organised at high school.

The Killara Schools Partnership Strings Ensemble, comprising all the stringed-instrument musicians from our high school and the local primary schools, practised pieces at their own schools before coming to a rehearsal with our KHS conductor. After perfecting their pieces they performed superbly for their parents and teachers who were thrilled to hear the rich sound of over fifty stringed instruments playing together. These musicians rarely hear themselves performing in such a large string group.

A project for teachers of the middle years focussed on improving inferential reading skills especially in our more able students. The teachers attended a workshop by Joanne Rossbridge to learn about the progression in reading in greater depth, developed lessons particularly suited to the students at their school and then team taught these skills. The improvement in their students' skills was noticeable.

Over 300 parents from our school and the surrounding primary schools came out on a rainy night to hear Dr Kristy Goodwin on Raising Screenagers. Kristy gave the parents and teachers valuable insights into their teenagers' behaviour and realistic suggestions for how to best assist their children into becoming responsible adults.

Teachers from the local primary schools and Killara High School spent a day training for Quality Teaching Rounds. The teachers then visited each other's classes in action to provide feedback using the Quality Teaching Framework. Teachers commented on how much they valued this process as it allowed them to embed these elements in their teaching.