

2020 Annual Report

Keira High School



8541

Introduction

The Annual Report for 2020 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.

School contact details

Keira High School

Lysaght St

Fairy Meadow, 2519

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

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

4229 4644

School vision

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 and 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 and 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 with 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 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>

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	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	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

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>The school remains committed to developing the cognitive, physical, spiritual, emotional and social wellbeing of every student. During the COVID-19 pandemic, we ensured that connections were maintained with students and parents through Google Classrooms dedicated to wellbeing for each year group, check-in phone calls with at-risk students and a mindful staged return to face to face learning. This support remained ongoing throughout the year with families who were understandably anxious around their child returning to school due to health reasons.</p> <p>We also completed merit selection for a Student Support Officer (SSO) position in Term 4. This non-teaching role promotes and improves whole school student mental health and overall welfare through the implementation of programs and connection to services at an individual, group, and whole school level. Students will meet with the SSO either by self-referral or through referral by senior executive or the wellbeing team.</p> <p>The <i>Tell Them from Me</i> data has identified that Keira High School has met its Wellbeing target, with a large percentage of students reporting a sense of belonging, high expectations and advocacy.</p>	<p>Flexible funding for Wellbeing Services \$35,610 supported the engagement of Student Support Officer</p>

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 COVID-19 context had a major impact on this process, with students' opportunities to connect and contribute to the wider community being curtailed along with opportunities to connect as a whole school. As such, activities that promote the development of active and informed citizens occurred through roll call and classroom groups, and included presentations</p>	

Progress towards achieving improvement measures

and discussions around mental health (*YouthMental Health Awareness* program with Year 9, RUOK day across the school), NAIDOC week, Harmony week and health and safety during the pandemic.

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>Our focus on the design and redevelopment of explicit frameworks that support students in acquisition of knowledge, skills, behaviours and dispositions for the modern world continued with the refinement of activities introduced in previous years.</p> <p>The school's Stage 4 Excelsior program continued to explicitly teach creativity, inquiry, critical thinking and communication skills.</p> <p>Teachers in all KLAs implemented classroom activities and assessment tasks that required the use of these skills. The general capabilities continue to be an essential element of teaching and learning programs.</p>	<p>0.5 Full time equivalent classroom teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$54692.00)

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 teachers continuing to use existing frameworks to enhance their ability to respond to and modify challenging behaviour, particularly as a result of an increase in the level of anxiety among the school community during the COVID-19 pandemic.</p> <p>We continued to see an increase in teacher accuracy in the use of both the school's discipline category system and supporting positive behaviour merit system.</p> <p>Specific learning for targeted groups continues to focus 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</p> <p>Recognition of positive behaviour merits</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$18000.00)• 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>The school continued its focus on reflective and data-informed practice in 2020. Teachers used appropriate data collection and methodologies which they learned about in 2019. The whole staff continued to develop a clear and consistent understanding of the range of information and data sets that were required in programming, lesson planning and delivery and to provide accurate and valid reports.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$7000.00)

Progress towards achieving improvement measures

The school's executive engaged in a rigorous process of Situational Analysis which has enhanced and developed their skills in the analysis and the use of data. Professional learning which focused on the new School Excellence in Action processes prepared and up-skilled the executive to engage in a detailed analysis of both internal and external data which informed the development of the School Improvement Plan 2021-2024.

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>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, numeracy and building capabilities.</p> <p>Our Term 3 Staff Development focused on the lessons we learned during online learning. The day saw teachers engaged in a detailed review and analysis of the practices they had adopted during the period of online learning that had seen improved outcomes and should therefore be continued. High impact strategies that had been successful were identified and have been maintained. These were particularly focused on the use of Google classroom, the submission of work and delivery of immediate feedback online and tracking of student progress.</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>Due to the context of online learning, specific online workshops were delivered for Year 11 students to develop their study skills and preparedness for senior study. These sessions were accessed by 95% of students during the home learning period. The learning has been reinforced and developed across subject areas during the return to face-to-face learning. The Directed Senior Study program in Year 12 is targeting students who have been identified as requiring further intensive support in developing high impact study strategies and the required skill set.</p> <p>Staff professional learning focused on examining the reading and writing demands of each Stage 6 subject, which led to faculties developing specific strategies to develop the required contextual skills in their students. Collaboration in cross-faculty groups allowed the sharing and dissemination of strategies across the school.</p>	<p>0.6 FTE to resource the Year 12 Directed Senior Study Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$65630.00)• Professional learning (\$4000.00)

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 the school has continued to embed explicit frameworks that support our students in becoming skilled in literacy. The online <i>Lexia</i> program continued to provide personalised learning, using a combination of direct instruction and guided practise. The data generated from <i>Lexia</i> highlighted the positive progress students are making through their engagement with this program. The students that participated in this program also reported improvements in their understanding of key literacy concepts.</p> <p>During Term 1 our school participated in <i>Best Start Year 7</i>, an online literacy and numeracy assessment. The results from these assessments provided teachers with current information on the learning strengths and needs of every student. The results allowed effective planning of programs and lessons that best support Year 7 and ensured a strong start at high school.</p> <p>Additionally, within the <i>Performance and Development Framework</i>, faculties continued to have a shared cross-curriculum 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 was supported by a scope and sequence of faculty learning events.</p> <p>In support of <i>National Minimum Standards</i>, the Learning and Engagement faculty continued to embed a series of intensive literacy and numeracy programs for Stage 6 students who were identified as requiring additional support. These structured programs were 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 have enabled teachers to support all students to be skilled in literacy.</p>	<p>2 classroom teachers Learning and Engagement</p> <p>0.4 full time equivalent School Learning and Support Officer</p> <p>Software resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$105941.00)• Socio-economic background (\$5000.00)

Progress towards achieving improvement measures

Process 2: *Skilled in Numeracy*

Design and implement frameworks that support the teacher's development in understanding numeracy 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>2020 saw the inclusion of the explicit teaching of numeracy within teaching and learning programs across the school. This enhanced the capacity of all teachers to include the teaching of numeracy skills within their Key Learning Area. Executive-led learning within faculty groups brought together the analysis, programs, data collection and 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>The Head Teacher Mathematics completed the mapping of core numeracy skills within the Stage 4 Mathematics curriculum. In 2021, staff across the school will use this resource to consider students' prior learning of numeracy skills to support teaching and learning programs.</p> <p>The Year 8 numeracy program implementation in 2020 was a success. Evaluation of this program at the completion of its first year of implementation will be conducted early in 2021. Adjustments to scheduling and access to materials will be fine tuned and established as regular part of the Year 8 teaching and learning program. This scope and sequence will be communicated with the whole school community to support the teaching of numeracy skills within Stage 4.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)

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>Due to the COVID-19 context and the need for students to learn from home, Keira HS teachers showed their adaptability and learning skills in upskilling very quickly in the use of the Google Classroom platform for lesson delivery in addition to resource storage. Lessons were delivered to all students remotely via this platform, as well as the use of videoconferencing software such as Zoom. This context radically changed the way teachers planned for, delivered, evaluated and assessed learning.</p> <p>Given that NAPLAN was cancelled in 2020, the school used the Department's online Check-In assessments to provide data on literacy and numeracy skills so that teachers could address any gaps in learning that may have arisen due to the unsettled nature of schooling during a pandemic.</p> <p>Both of these activities provided extremely useful data moving forward into the next school planning cycle - the latter for the implementation of the COVID Intensive Learning Support Program, and the former for ongoing effective program planning and delivery.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$29 141.00) 	<ul style="list-style-type: none"> • One to one teacher mentor program of implementation of Personalised Learning Pathway continued, aimed at improving student engagement and Literacy and Numeracy standards. • Lexia reading groups continued as additional support for targeted students. • Senior tutoring program targeted specific needs of Stage 6 students with a focus on supporting student's completion of quality assessment. • Students joined the local Junior AECG and attended a number of virtual meetings.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$271 284.00) 	<ul style="list-style-type: none"> • Four teachers share a 2.0 FTE EAL/D 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 EAL/D English classes are taught in Years 7, 9 and 10, and the EAL/D English HSC Course is available for Stage 6 students. EAL/D students are supported in intensive English groups as necessary, as well as receiving support across KLAs. The school offers an EAL/D literacy elective. This intensive course fosters the refinement of communicative skills and development of academic literacy for Stage 5 EAL/D students. • The school continues to offer informal tutoring and academic support to EAL/D students. EAL/D staff operate a drop-in homework centre at lunch times. The school's Learning Centre also provides an active academic support space for EAL/D students in breaks and Stage 6 study periods. • EAL/D teachers continue to work closely with staff across KLAs in implementing EAL/D pedagogy for students of language background other than English and refugee backgrounds. This includes collaborative planning, lesson observations, team teaching, assistance with differentiation and withdrawal of students for intensive support. • EAL/D staff work closely with other staff members, offering formal professional learning in EAL/D pedagogy and intercultural understanding alongside informal mentoring and practical support. All teaching staff are offered the opportunity to complete NESA 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. EAL/D teachers also attend regional EAL/D Connect/Refugee Support Network professional learning days.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$324 709.00) • Integration funding support (\$123 016.00) 	<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

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$324 709.00) • Integration funding support (\$123 016.00) 	<p>in the development of the whole child.</p> <ul style="list-style-type: none"> • Research indicates that students learn best when student engagement, level of challenge, support and wellbeing align to create an optimal learning environment (<i>CESE: What works Best: Evidence Based Practices to Support Performance</i>). • The <i>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. The Network Specialist has led the Personalised Learning and Engagement faculty to deliver a network system that supports the development of the whole child in accordance with the Departmental target '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 Strategic Support Plans has continued to enact use of specific programs to engage targeted students. The use of Departmental supports, including Access Requests, to acquire funding assistance or support class placement were actioned when required. • Our students are actively involved in their learning and track their progress towards learning goals through use of their Individual Learning Plans. This allows students, with the support of their teachers, to build confidence through experiencing success and building vital skills. Developing and implementing Individual Learning Plans for targeted students is underpinned by internal policy documents and corresponding checklist documentation that have been reviewed and updated by the Network Specialist 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 as well as School Learning Support Officers within the Personalised Learning and Engagement faculty provide targeted interventions for students relevant to their evidenced skills and needs. Learning and Support Teachers provide consultancy services to classroom teachers to develop and support strategies to differentiate learning and assessment tasks, thus ensuring personalised learning across the curriculum. • Targeted literacy programs have been implemented across Stages 4 and 5 to develop the core skill of literacy for students assessed as requiring intensive support in reading and writing.
---	---	--

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$354 200.00) 	<ul style="list-style-type: none"> • School policies, frameworks and practice 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 staff as well as 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 practice with an overarching goal of supporting all learners in inclusive environments by maximising available expertise through professional collaboration. This model recognises students' multifaceted needs and offers a structure for leadership teams to consider those 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. • The network approach utilises a common language across the whole school according to the primary and secondary needs of students. This includes learning, wellbeing, attendance and complex case management. • A focused approach has been developed to support students' remote engagement with the Personalised Learning and Engagement Team while both on- and offsite. This has involved targeted skill-building in relation to use of online platforms and generalised support in accessing a range of technologies. Learning and Support Teachers as well as School Learning Support Officers operate as a midway liaison to enhance online learning and communication between targeted students, classroom teachers and the Wellbeing Team.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$72 405.00) 	<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 beginning teachers in both their first and second year of teaching.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$19 465.00) 	<ul style="list-style-type: none"> • The school employs an Arabic and a Karenni/Burmese speaking School Learning Support Officer (SLSO). These staff members offer bilingual support in the classroom along

<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$19 465.00) 	<p>with maintaining communication, particularly for newly arrived students and their families.</p> <ul style="list-style-type: none"> • The school, funded by a grant from <i>After School Program for Refugee Students</i> (Department of Education), operates an EAL/D Homework centre in conjunction with Wollongong High School of the Performing Arts one afternoon per week. An EAL/D teacher is employed and supported by a bilingual SLSO. • Keira EAL/D teachers play a leading role in the Illawarra Multicultural 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 recently arrived EAL/D students to migrant service providers and youth services. The conference was live streamed this year from Wollongong Youth Centre. 2020 workshops focused on concepts such as mental health, goal setting and attainment. The conference looks to enhance student wellbeing by filling potential learning gaps in co-curricular content and sociocultural wellbeing. • The school has developed strong connections with outside stakeholders and service providers including STARTTS, MCCI, IMS, Wollongong City Council, TAFE, and Multicultural Health. The programs run in collaboration with these groups include COVID Warriors Health Literacy Workshop, Illawarra Multicultural Youth Conference, and TAFE Liaison & Open Day Sessions for EAL/D students.
--	---	---

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	494	484	472	457
Girls	435	413	414	437

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.9	95.1	90.1	91.3
8	89.5	89.3	87	88.7
9	89.9	84.8	87.9	89
10	87.7	86.6	82	91.3
11	89.4	88.4	86.3	88.3
12	89.8	88.8	89.3	90.3
All Years	90	88.8	87.1	89.9
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	13	7
Employment	33	18	21
TAFE entry	67	53	15
University Entry	0	4	54
Other	0	4	1
Unknown	0	8	2

Year 12 students undertaking vocational or trade training

28.57% of Year 12 students at Keira High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Keira 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	47.7
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, 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.

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	731,563
Revenue	11,427,169
Appropriation	11,324,083
Sale of Goods and Services	34,244
Grants and contributions	43,689
Investment income	841
Other revenue	24,311
Expenses	-11,500,489
Employee related	-10,521,115
Operating expenses	-979,374
Surplus / deficit for the year	-73,320
Closing Balance	658,242

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	142,481
Equity Total	979,334
Equity - Aboriginal	29,141
Equity - Socio-economic	354,200
Equity - Language	271,284
Equity - Disability	324,709
Base Total	9,356,065
Base - Per Capita	220,898
Base - Location	0
Base - Other	9,135,167
Other Total	399,062
Grand Total	10,876,941

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

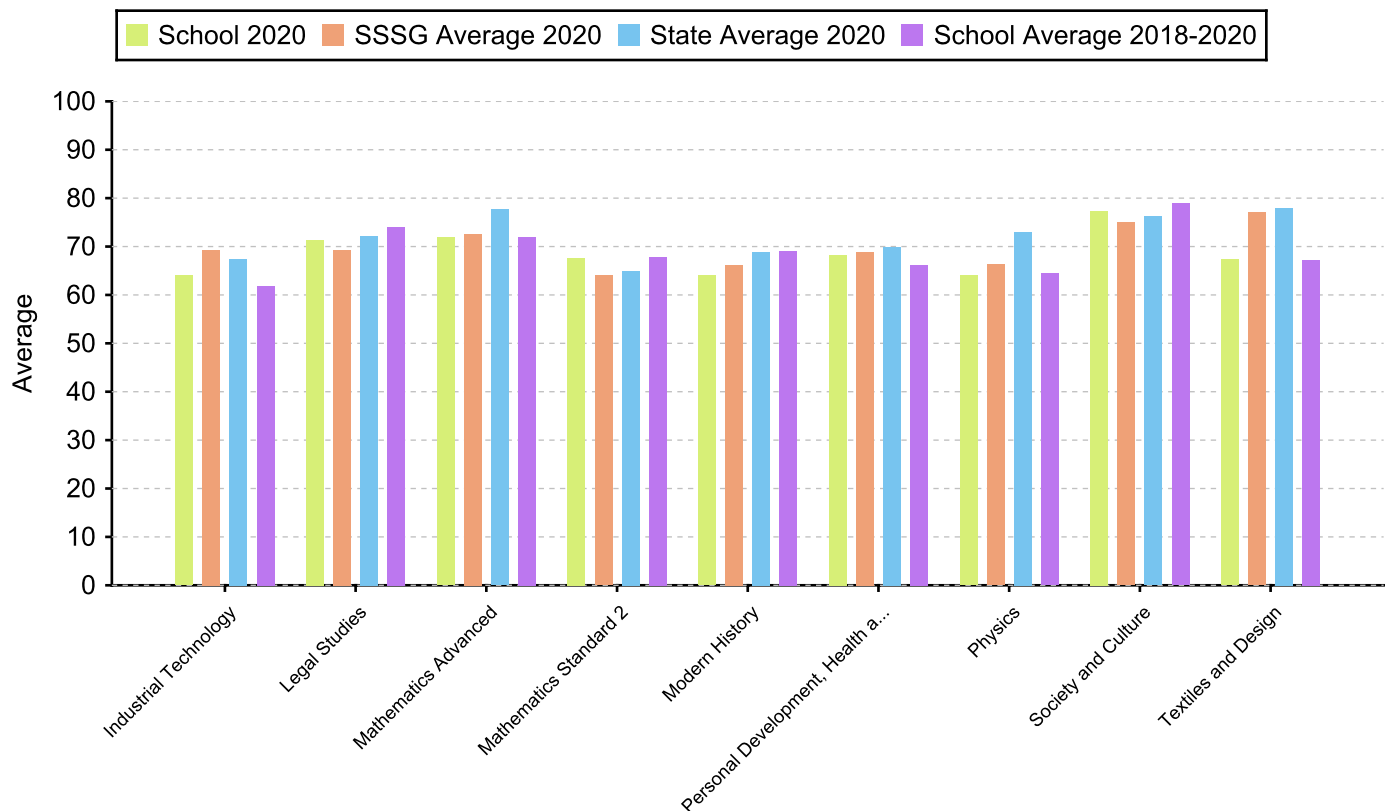
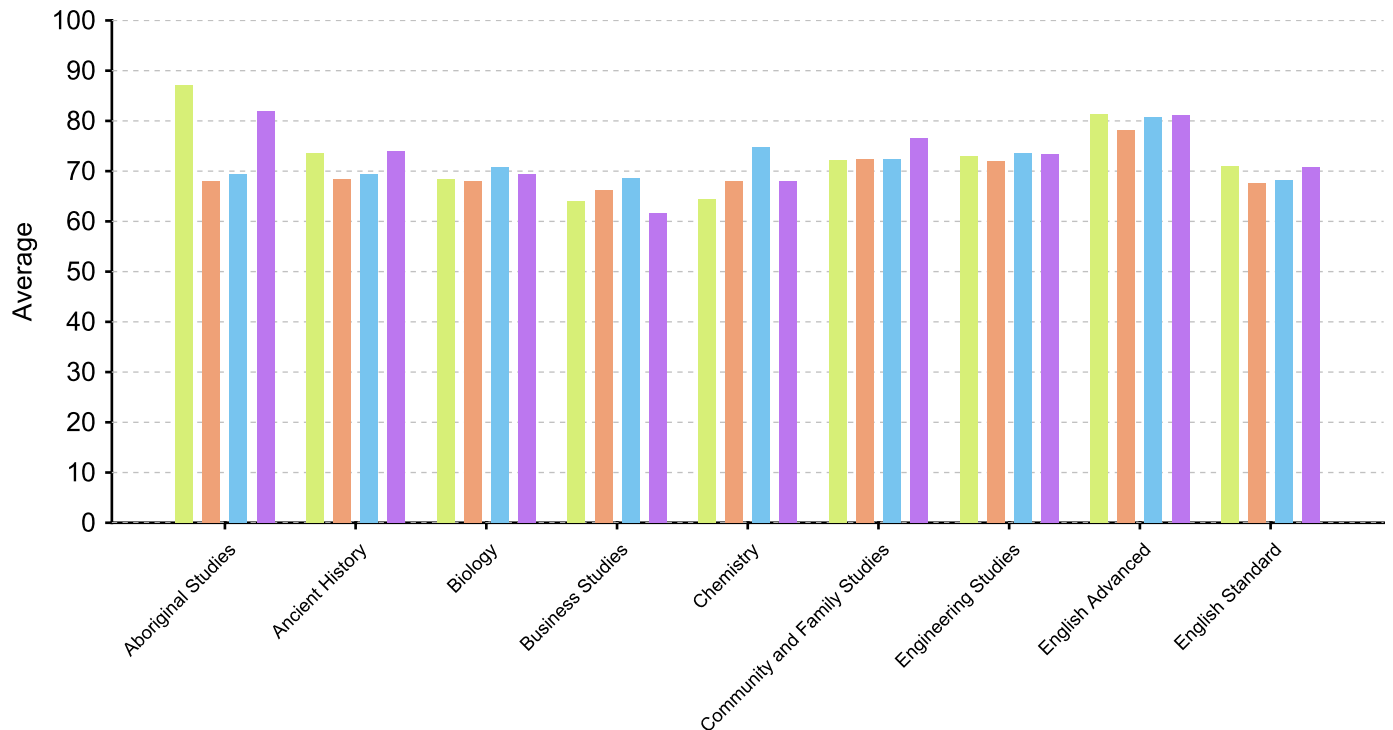
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Aboriginal Studies	87.0	67.9	69.3	81.9
Ancient History	73.6	68.4	69.4	74.0
Biology	68.3	67.9	70.8	69.5
Business Studies	64.1	66.3	68.6	61.6
Chemistry	64.4	68.1	74.8	68.0
Community and Family Studies	72.1	72.5	72.4	76.6
Engineering Studies	72.9	72.1	73.6	73.3
English Advanced	81.3	78.1	80.8	81.2
English Standard	71.0	67.6	68.1	70.8
Industrial Technology	64.0	69.3	67.5	61.8
Legal Studies	71.4	69.3	72.1	74.0
Mathematics Advanced	71.9	72.6	77.7	71.9
Mathematics Standard 2	67.6	64.0	64.9	67.8
Modern History	64.0	66.2	68.9	69.1
Personal Development, Health and Physical Education	68.3	68.9	69.9	66.2
Physics	64.0	66.3	73.0	64.4
Society and Culture	77.4	74.9	76.2	78.9
Textiles and Design	67.3	77.0	77.9	67.3

Parent/caregiver, student, teacher satisfaction

Keira High School's commitment to developing the cognitive, physical, spiritual, emotional and social wellbeing of every student was paramount during the COVID-19 context. The flexibility, targeted focus and consistent implementation of Keira's Wellbeing Program was reflected in the 2020 *Tell Them from Me (TTFM)* data.

The increase in the percentage of students responding positively about their wellbeing within the *TTFM* survey has increased from 59.87% in 2017 to 70.44% in 2020. More than 50% of the student population identified as being in the 'High Belonging, High Expectations' band and showing an increased sense of belonging, positive relationships and effort (+ 4%). The 'positive behaviour at school' category showed a 5% improvement from 2019, rising to 90% of students, which placed Keira High above the state average of 87%. Another specific area of improvement in student data was the decrease in Keira High School students identifying as 'bully victims' (16%, down from 29% in 2016). The NSW state average is 21% of students in each school. This improvement complements the above average results in other key areas of student wellbeing.

As a general summary of the 2020 *TTFM* survey, students at Keira High School identified that academic self concept is high, optimism is generally high and perseverance is generally low to medium. It must be noted that the data was collated within the specific social context of the COVID-19 health pandemic, and this contextual factor may have influenced student responses both directly and/or indirectly.

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.