

2021 Annual Report

Killara High School



8457

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

The Killara High School community should be proud of their achievements in 2021. Our students, staff and families demonstrated resilience as they worked collaboratively through various challenges across the year to ensure the continuity of learning. Students excelled across a range of curriculum areas. Our school continues to work towards our targets, as identified in our Strategic Improvement Plan.

School vision

To be the best school for every student, we will inspire and develop resilient learners within a culture that values student growth and wellbeing, together with recognising that teachers have the biggest impact on student learning. Our work is all about learning, and using relevant data that improves the learning experience for every student, every day, to promote curiosity, wondering, thinking, questioning and inclusivity.

School context

Killara High School is a leading coeducational comprehensive high school with an outstanding reputation for providing opportunities where all students can excel in academic, sporting, cultural, leadership and community service endeavours.

Our school is large, diverse, ambitious and innovative. There is a strong proactive focus on student learning and engagement to build critical and creative thinkers.

Killara High School has a current enrolment of 1618 students, including over 50% of students from a non-English speaking background. A broad curriculum is offered across the school, and a cross-curricular problem-based learning program operates in Year 10 called Apollo.

Killara High School has a strong commitment to student leadership and social justice. There are five leadership councils, extensive involvement in charity work and a focus on Aboriginal and Torres Strait Islander culture and heritage. Aboriginal Studies is a school priority, and is a key part of our school curriculum.

Our students enthusiastically participate in a wide range of academic and sporting competitions. There is an extensive curriculum enrichment program that includes 12 music ensembles, 3 dance ensembles, drama, sport, debating, Duke of Edinburgh's Award Scheme, chess, coding, robotics, art, light and sound and many others.

Our school's wellbeing program focuses on developing the whole student and includes camps, workshops and a comprehensive home group program. The collaborative leadership team is highly engaged with students, parents and staff who form an articulate and confident community with high expectations. The school has a strong focus on rigorous professional learning which targets the improvement of student learning outcomes.

A BYOD program operates, and the school is the NSW flagship for the introduction of Compass Education, an online school and student management system. The school values its strong links with its community. The Parents and Citizens Association has a close working relationship with the school. Parents are committed to ensuring that the school has high-quality facilities. The school operates within three partnerships: the Killara Schools Partnership, the City Country Alliance and the North Shore Five (NS5).

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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 growth and attainment

Purpose

Success in learning means striving for personal best, making progress and attaining goals. This requires explicit teaching and active learning based on student agency. The purpose of our focus in this Strategic Direction is to redefine success so that all students strive, grow and attain their personal best in order for Killara High School to be the best school for every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective, data-informed teaching practices: Universal strategies.
- Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies.
- Developing student agency and expanding opportunities to demonstrate growth and attainment

Resources allocated to this strategic direction

Professional learning: \$35,840.00

English language proficiency: \$523,882.00

Integration funding support: \$238,000.00

Low level adjustment for disability: \$189,694.00

COVID ILSP: \$10,000.00

Summary of progress

We began 2021 with a revision of the whole school Reading Toolbox. All faculties continued to use embedded explicit teaching strategies in reading, focused on improving inferential reading. The library staff implemented a number of reading initiatives including the school reading challenge, pop-up libraries, guest author presentations (Jasmine Seymour) and a school subscription to an audio book provider, which has kept a positive focus on reading culture. This has happened throughout 2021, with less focus in Semester 2 due to Learning from Home.

In Term 2, 2021 we also began implementation of the next phase of the literacy plan bringing in a writing focus. The Writing Toolbox was introduced which included a specific focus on exemplar responses. Faculty Head Teachers then led this strategy throughout Terms 2 and 4, working with their teams to target Key Learning Area specific priorities for 2021. This faculty work was supported by the allocation of specific professional learning time to the process of discussing, selecting and building exemplars for use in the classroom. The provision of time for the development of exemplar responses has been a key factor in the progress of this program. In Term 4, Head Teachers showed detailed and focused faculty progress in the use of exemplars. The timeline for this work commenced in Term 2 and continued upon our return to onsite operations.

Next steps include the process of consolidating exemplar student works across all courses, the embedding of specific classroom strategies for writing and a whole school writing check-in to inform teacher professional learning and classroom practice. Our next steps will also involve the school utilising the Killara High School academic vocabulary chart, and embedding the I Do, We Do, You Do explicit teaching framework. To further support our work towards achieving our improvement measures, we will focus on differentiation for all students. Our school will implement identification and differentiation strategies as part of the implementation process of the High Potential and Gifted Education policy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Reading. Increase the percentage of students achieving in the top 2 NAPLAN bands for Reading from the system negotiated baseline of 36% to our lower bound target of 45.30%.	• 42.71 % of students achieved in the top two bands in NAPLAN Reading indicating progress toward the lower-bound target of 45.30% and higher bound target of 47.80%. • 55.56% of students achieved in the top two bands in NAPLAN Numeracy indicating progress yet to be seen toward the lower-bound target.

<ul style="list-style-type: none"> • Numeracy. Increase the percentage of students achieving in the top 2 NAPLAN bands for Numeracy to be above the system negotiated baseline of 63.3%. 	
<ul style="list-style-type: none"> • Expected Growth in Reading. Increase the percentage of students achieving their expected growth in Reading to be above the system negotiated baseline of 67.1%. • Expected Growth in Numeracy. Increase the percentage of students achieving their expected growth in Numeracy to be above the system negotiated baseline of 68.5%. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in Reading decreased to 62.55% indicating progress yet to be seen toward the lower bound target. • Percentage of students achieving expected growth in Numeracy decreased to 46.4% indicating progress yet to be seen toward the system-negotiated target.
<ul style="list-style-type: none"> • Results in the Top 3 Bands HSC. Increase the percentage of students achieving in the top 3 Bands HSC to be above the baseline of 84.5%. 	<ul style="list-style-type: none"> • 73.77% of students attained results in the top three bands.
<ul style="list-style-type: none"> • Writing. Increase the percentage of students achieving in the top 2 NAPLAN bands for Writing to be at the 2021 SSSG score. • Expected Growth in Writing. Increase the percentage of students achieving their expected growth in NAPLAN Writing to be at the SSSG for 2021 and above KHS result in 2019. 	<p>The percentage of students achieving in the top 2 NAPLAN bands for Writing has increased slightly but is below the 2021 SSSG score. The percentage of students in the top two bands is consistent with the previous result but the percentage in the top band has increased.</p> <p>The percentage of students achieving their expected growth in NAPLAN Writing was 7.5% below the SSSG for 2021 and below the 2019 Killara High School result.</p>

Strategic Direction 2: Student Wellbeing

Purpose

Wellbeing is both a pre-condition and consequence of learning. It is a key part of students' and teachers' experience at school. Proactive and responsive wellbeing programs, positive student behaviour structures, and strong community partnerships are vital to achieve our purpose, which is to develop a deep and sustained sense of wellbeing in our school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Universal wellbeing initiatives:
- Targeted and Intensive Student Support
- Connectedness through Community Partnerships

Resources allocated to this strategic direction

Professional learning: \$38,512.00

Socio-economic background: \$15,000.00

Summary of progress

In 2021 we successfully introduced Positive Behaviour for Learning (PBL), based on the explicit values of Respect, Ownership, Learner, Environment (ROLE). Professional Learning on PBL was provided and we developed ongoing communication with staff, students and our wider community. The Positive Behaviour for Learning team worked collaboratively to systematically focus on one playground area, before moving into other focus areas around the school. In 2021 we explored Trauma Informed Practice with the goal to integrate this training to support our Positive Behaviour for Learning approach from 2022.

During Learning from Home we worked effectively to adapt our wellbeing structures, including phone check-ins with all students in the school, clear attendance and wellbeing referral and follow up systems. We held four successful wellbeing days and developed school wide lesson structures based around interactive lessons. We engaged our school community, and sought feedback and implemented changes to support learning from home. The final structure of online learning lessons was configured based on community feedback.

We have worked to refine administrative systems behind our wellbeing structures including simplifying the Compass Chronicle menu, changing functionality to manage confidential data and improving our notifications to ensure staff have relevant data on students with specific needs. Staff have indicated that accessing student data directly from their class roll has been useful.

We have taken initial exploratory steps to train staff in evidence based early mental health intervention training, by commencing Safe Minds training and building the school systems to support success in 2022 when wider staff groups will be trained.

A staff team has worked throughout the year to complete a thorough review of the Honour System and a new revised system will be implemented at the start of 2022 to build school engagement and belonging. As part of this review initial plans for an update of the House System has also begun.

The school has explored and committed to a major project to refresh the lower part of our school grounds including the school oval, D-Block terrace and basketball courts to enhance the physical spaces to support the physical and social wellbeing of our students.

The next steps in this strategic direction will involve further professional learning taking place with regard to the wellbeing program Safe Minds. The student merit system was reviewed in 2021 and its implementation and impact will be monitored in 2022. Based on data from the 2021 Tell Them From Me student survey, our school will focus on initiatives to improve a sense of belonging, especially as we gradually return back to normal school operations, and after a period of disconnection and isolation, this is vital. We will focus on differentiating the curriculum to ensure that students who have high skill are experiencing high challenge. We will continue strengthening our extra-curricular offerings, even though we are above state average in this area as identified through data from Tell Them From Me.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>The progress measure to gauge whether we are on track towards achieving our Wellbeing target by 2022 include the following:</p> <ul style="list-style-type: none"> • Significantly reduce the amount of students (currently 20%) who state that they have a high level of skill but experience a low level of challenge at school to 10%. • Increase the percentage of students reporting positive wellbeing across measures in the Tell Them From Me report. • Increase student sense of belonging from 71% to 75%. • Increase student expectations for success from 79% to 85%. • Strengthen student advocacy at School from 57% to 75%. 	<p>While there are some positive indications in relation to student expectations for success, it is clear from the data that further work is required to strengthen student feelings of belonging, advocacy and high challenge learning.</p> <ul style="list-style-type: none"> • 19% of students report high skill, low challenge (NSW Government norm 11%), 39% of students report high skill, high challenge (NSW Government norm 42%). • 65% of students indicated a sense of belonging (NSW Government norm 66%). • 51.02% of students indicated advocacy at school (score of 5.9 students indicated advocacy at school. NSW Government norm score 6.0) • 81.03% of students indicated expectations for success (score of 7.1 students indicated advocacy at school. NSW Government norm score 7.0).
<p>Student Attendance</p> <p>Increase the proportion of students attending school 90% of time or more from baseline of 86.6% to increase to our lower target of 94%.</p>	<p>Progress in 2021 towards attendance targets was significantly impacted by disruptions during Learning from Home, both in 2021 and 2020. Connection with learning was disrupted which created additional barriers for students already experiencing challenges with school attendance. In 2021, 86.31% of students attended school 90% of time or more.</p>
<p>Decrease negative recorded behaviours and suspensions by 5% determined by a two-year baseline of incident reports as at year end 2020.</p>	<p>Strong progress was made on many of the initiatives proposed and the school has navigated a challenging year for student wellbeing with strong systems, flexibility and creativity. Data on our Wellbeing improvement measures has indicated a downward projection this year and it is believed that the pandemic and its impact on our school life have influenced these results.</p> <p>Comparisons between Semester 1 2020 and 2021 show an increase in suspensions of 6.8%. Suspensions in Semester 2 2021 had significantly decreased but the validity of the data is unknown as all students were Learning from Home for a significant proportion of this time.</p>
<p>Parent Tell Them From Me Data from 2021 establishes baseline measure.</p>	<p>Baseline data established in 2021, through our school's first Parent Tell Them From Me Survey. Priorities moving forward include broadening parent engagement with this to ensure higher response rate and stronger parent engagement.</p> <ul style="list-style-type: none"> • Parents are informed: 6.4 (Government norm 6.6) • School supports learning 6.9 (Government norm 7.3) • School supports positive behaviour 7.0 (Government norm 7.7) • Safety at school 7.1 (Government norm 7.4) • Inclusive school 5.9 (Government norm 6.7)

Strategic Direction 3: Excellence in Teaching

Purpose

The purpose of this strategic direction is to emphasise the central importance of expert teaching in the learning process. Great teaching inspires successful learning for every student. The purpose here is to focus on driving continuous improvement in the core-business of excellence in pedagogy, collaboration and teacher collective efficacy to empower every student to succeed in learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting excellence in teaching through teacher wellbeing
- Effective professional learning for continuous improvement and data informed practice
- Faculty and Personal Professional Development
- Academic partnerships to work towards excellence in teaching

Resources allocated to this strategic direction

Professional learning: \$29,000.00

Summary of progress

An evaluation of the early career teacher induction program at the conclusion of 2020 informed the program for 2021 which included ongoing comprehensive professional learning. Feedback was sought from the 2021 cohort of early career teachers and reflected a preference for an ongoing program of professional learning throughout the year.

Professional learning focused on explicit teaching and implementation of the Reading Toolbox. HSC data analysis was also a focus, to develop skills in teachers to further engage in data informed practice. The school developed a Year 8 Writing Check-in assessment to assess writing skills. Data gathered will be used to inform whole school professional learning on the explicit teaching of writing skills. The development of a system to analyse internal data to inform teaching practice began with the PDHPE faculty analysing Writing samples and the Science faculty developing Science Skills progressions. The next steps involve processes to consolidate and broaden this practice.

In Week 10 Term 2, the Technical and Applied Studies faculty review of assessment and reporting was completed. This is reflective of our school's culture of continual improvement. The key aspects of this faculty review were developed collaboratively amongst the Executive of Killara High School. The recommendations from this review will be implemented across 2021 and 2022. We will evaluate this faculty review process in 2022 and proceed with a review of our Mathematics faculty.

Whole school fortnightly staff meetings were introduced in 2021 with the aim of improving communication and providing opportunities to provide feedback or raise concerns. Previously, staff meetings occurred during professional learning time on a needs basis. This initiative was well received by staff and the meetings continued throughout Learning from Home and beyond via Zoom. Staff wellbeing initiatives were also introduced and taken up by staff on a voluntary basis. Staff were offered a range of activities such as cooking classes, art making, reading clubs and hikes.

In 2021 a preliminary investigation into potential partnership programs with universities commenced but Covid guidelines resulted in the engagement of a partner university being delayed until 2022. The next steps in regards to this initiative include strengthening our partnership with University of Technology Sydney by organising immersion days where Killara High School teachers invite UTS students into their lessons.

The next steps include the consolidation of a range of initiatives. The early career teacher induction program will be further developed in 2022. The focus on explicit teaching will continue and include writing skills. Differentiation and further focus on High Potential and Gifted Education will also be included in professional learning. The analysis of internal data to inform teaching practice will be expanded to include more key learning areas. Mathematics key learning area will be reviewed and the Apollo elective evaluated. A partnership agreement with the University of Technology Sydney will be developed and implemented in Term 1 2022. Fortnightly staff meetings and the inclusion of opportunities to engage in regular voluntary wellbeing initiatives will continue in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • 40% of staff indicate positive impact from teacher wellbeing initiatives using an internal staff survey. • 5 teacher mentors are trained and providing their services to support colleagues. 	<p>Internal Staff Wellbeing surveys were initiated in Term 2, along with regular staff wellbeing activities. Staff response rates varied through the year, with responses much higher during Term 3 Learning from Home.</p> <p>In response to the question, "How well is the school supporting your wellbeing", the following rates of respondents rated school support as either "supportive" or "very supportive" across the 3 terms.</p> <p>Term 2 = 43.5 %</p> <p>Term 3 = 64.6 %</p> <p>Term 4 = 57.7 %</p> <p>Work will continue to progress towards training 5 teacher mentors with the aim of strengthening induction processes, and overall support for staff.</p>
<p>Teaching Expertise</p> <ul style="list-style-type: none"> • All teaching and learning programs use formative assessment to shape instruction and promote responsive teaching. • All teachers utilise high quality skills in explicit teaching and differentiation based on CESE's What Works Best research document. • All teachers engage in classroom collaboration. 	<p>Collaboration remained a key focus in the development of collective efficacy. By focusing on sharing best practice strategies both within the classroom, and in preparation and feedback on student work, we are building strong professional partnerships to consolidate consistent excellence in teaching across the school. Next steps include the collection of further evidence from specific faculties and the further examination of our shared understanding of collaboration.</p> <p>Formative assessment strategies are being used across the school. The work relating to implementing these strategies into teaching and learning experiences consistently is still progressing.</p> <p>Teachers engaged in PL in 2021 around explicit teaching. Teachers are using this strategy in the classroom. We will work towards evaluating this teaching strategy in 2022.</p>
<ul style="list-style-type: none"> • 30% of faculties successfully develop and utilise faculty professional learning plans 	<p>High impact faculty professional learning is supported by faculty PL plans across all faculties. In 2021, 30% of faculties were assessed to review evidence of practice and impact. The review found variations in the format of faculty planning with a strong emphasis on faculty priorities. There were significant adjustments in the focus of professional learning to accommodate the Learning from Home period.</p>
<ul style="list-style-type: none"> • 20% of teachers who are involved in this program of developing academic links with at least one university, and other experts to support excellence in teaching and learning, report positive impacts on their teaching practice. 	<p>No quantitative survey was completed in 2021, as consequently we cannot report on the proportion of self-reported positive impacts. Teacher participation in our academic link programs remained strong and grew throughout 2021, indicating positive teacher sentiment about the impact on their teaching practice.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$238,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Killara High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around adjustments and modifications required to enable teachers to meet learning needs of students with significant disabilities • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students receiving intensive support and demonstrating progress toward their personalised learning goals. These goals were collaboratively developed and updated to respond to student learning need and progress. This funding has led to specific improvements in learning and behavioural outcomes for eligible studies.</p> <p>After evaluation, the next steps to support our students with this funding will be: to enhance the integration of formal diagnostic and external agency support into resources to support classroom teachers with practical strategies for the classroom. The main area for ongoing development and improvement remains the development of inclusive classroom experiences for all students.</p>
<p>Socio-economic background</p> <p>\$15,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Killara High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted and Intensive Student Support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Equitable access to all school programs and activities 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. Due to the COVID-19 climate, the school experienced a significant increase in requests for financial assistance. In all situations, discussions occurred so that the parent/student's dignity was preserved. Planned</p>

<p>Socio-economic background</p> <p>\$15,000.00</p>	<p>instalments of fees were negotiated as appropriate to each family's personal context. As a consequence of this assistance students were supported to attend a wide range of school based experiences as well as attend events such as, Year 7 Camp in Term 1, excursions, enrichment opportunities and other co-curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: improve budget and financial tracking systems to ensure that we maximise the effectiveness of this funding stream to enable increased access to learning and wellbeing activities for all students.</p>
<p>English language proficiency</p> <p>\$523,882.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Killara High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective, data-informed teaching practices: Universal strategies. • Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: 17% of students at Killara High School receiving support from EAL/D specialists. All LBOTE students, who were recent arrivals from overseas, were tested by EAL/D teachers on enrolment to diagnose their English language phase of development and this data informed teachers about the amount and type of English support required. In 2021, four specialist EAL/D teachers supported the English language development of 145 EAL/D students from culturally and linguistically diverse backgrounds so that they were able to fully participate in schooling and achieve equitable educational outcomes. This was achieved through co-teaching with the content teachers across the curriculum and through the differentiation and enrichment of class resources to make language and learning more easily accessible. Additionally, EAL/D specialist teachers taught parallel English classes from Year 9 through to Year 12 so that EAL/D students could receive intensive language support in small class settings while engaging with all syllabus requirements of the English courses across these years. In 2021, the Preliminary and HSC English (EAL/D) courses had 60 students across the two year groups and were taught by three EAL/D teachers. The HSC English (EAL/D) course achieved above state average results in the 2021 HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: to review intensive interventions for students at the emerging level of language acquisition who are experiencing challenges accessing or transitioning into mainstream curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$189,694.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Killara High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student learning outcomes: Targeted and Intensive Teaching

<p>Low level adjustment for disability</p> <p>\$189,694.00</p>	<p>and Learning Strategies.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MACLIT to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: an increase in the number of students appropriately identified via the NCCD process and effectively supported with significant adjustments for additional learning needs from 83 students in 2020 to 107 students in 2021. This successful identification of students has led to the implementation of targeted evidence-based support interventions which have improved student learning and wellbeing outcomes seen through increased school engagement including attendance, academic performance, and positive behaviour.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the programs that have been established and support students through the development of individual education plans and in-class support. The school community is increasingly in need of this support as numbers grow, parents and students become comfortable disclosing diagnoses, and better processes and procedures capture students who do not have a diagnosis but are experiencing challenge.</p>
<p>COVID ILSP</p> <p>\$22,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies. • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: gains in student reading accuracy with an average student growth of 26% on their words correct per minute (wcpm) scores. This growth is also shown through an analysis of Check-in Assessment results with 100% of students who completed the program showing growth in their Reading scores with 75% of these students exceeding their expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To expand this literacy intervention to more students, as we have evidence of impact and additional need into 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	993	1025	1038	962
Girls	655	640	635	644

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.6	94.4	95.9	96.4
8	94.4	93	95	94
9	93.2	92.8	94.9	93.7
10	93.8	91.1	93.3	94.5
11	92.1	92.1	92.8	93.8
12	92.3	90.2	93.3	92.7
All Years	93.8	92.3	94.2	94.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1.4	1.26
Employment	0.35	0	4.62
TAFE entry	1.4	1.4	2.94
University Entry	NA	0	80
Other	NA	0.7	4.2
Unknown	NA	NA	6.98

Approximately 97 per cent of Killara High School students received an ATAR. The University Admission Centre made a total of 262 university offers. Many more offers were made directly to students by universities in 2021. Direct entry programs, also known as early entry, were more prevalent with some universities than others. For example, the University of Sydney and the University of NSW saw the bulk of offers being made through the ATAR administered by the Universities Admissions Centre, (UAC), whereas the University of Technology, Sydney and Macquarie University have developed active and large direct entry programs.

Macquarie University was the institution most preferred by the 2021 graduating cohort followed by The University of New South Wales and then the University of Sydney. The Leaders and Achievers Early Entry Program run by Macquarie University proved very popular with 50 students being offered early entry. Entry into this program required good academic outcomes in Year 11 as well as a broad range of demonstrated skills and experiences. Not all the students offered direct entry to university were captured in the UAC data.

The most popular area of tertiary offers proved to be in the health sciences. Those of a commercial nature including, but not limited to Business, Commerce, Economics and Accounting were the second most popular. A larger number of students than in previous years chose to transition into the workforce, seek further education at TAFE, or take up an apprenticeship. Candidates also applied for university studies interstate.

This was an atypical year for student destinations. More students were offered positions in university pathway programs such as foundation colleges. The trend to offering Year 12 students Direct Entry places increased and universities offered extra adjustment factors to the Lowest Selection Rank to reflect the difficulties students had faced.

Year 12 students undertaking vocational or trade training

8.99% of Year 12 students at Killara High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.6% of all Year 12 students at Killara High School expected to complete Year 12 in 2021 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)	77.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	16.97
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,001,576
Revenue	18,904,412
Appropriation	16,573,103
Sale of Goods and Services	51,326
Grants and contributions	2,274,559
Investment income	3,100
Other revenue	2,325
Expenses	-19,278,717
Employee related	-16,765,679
Operating expenses	-2,513,038
Surplus / deficit for the year	-374,305
Closing Balance	1,627,270

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.

	2021 SBAR Adjustments (\$)
Targeted Total	238,799
Equity Total	729,106
Equity - Aboriginal	0
Equity - Socio-economic	15,388
Equity - Language	521,882
Equity - Disability	191,836
Base Total	14,662,465
Base - Per Capita	412,324
Base - Location	0
Base - Other	14,250,141
Other Total	624,191
Grand Total	16,254,562

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

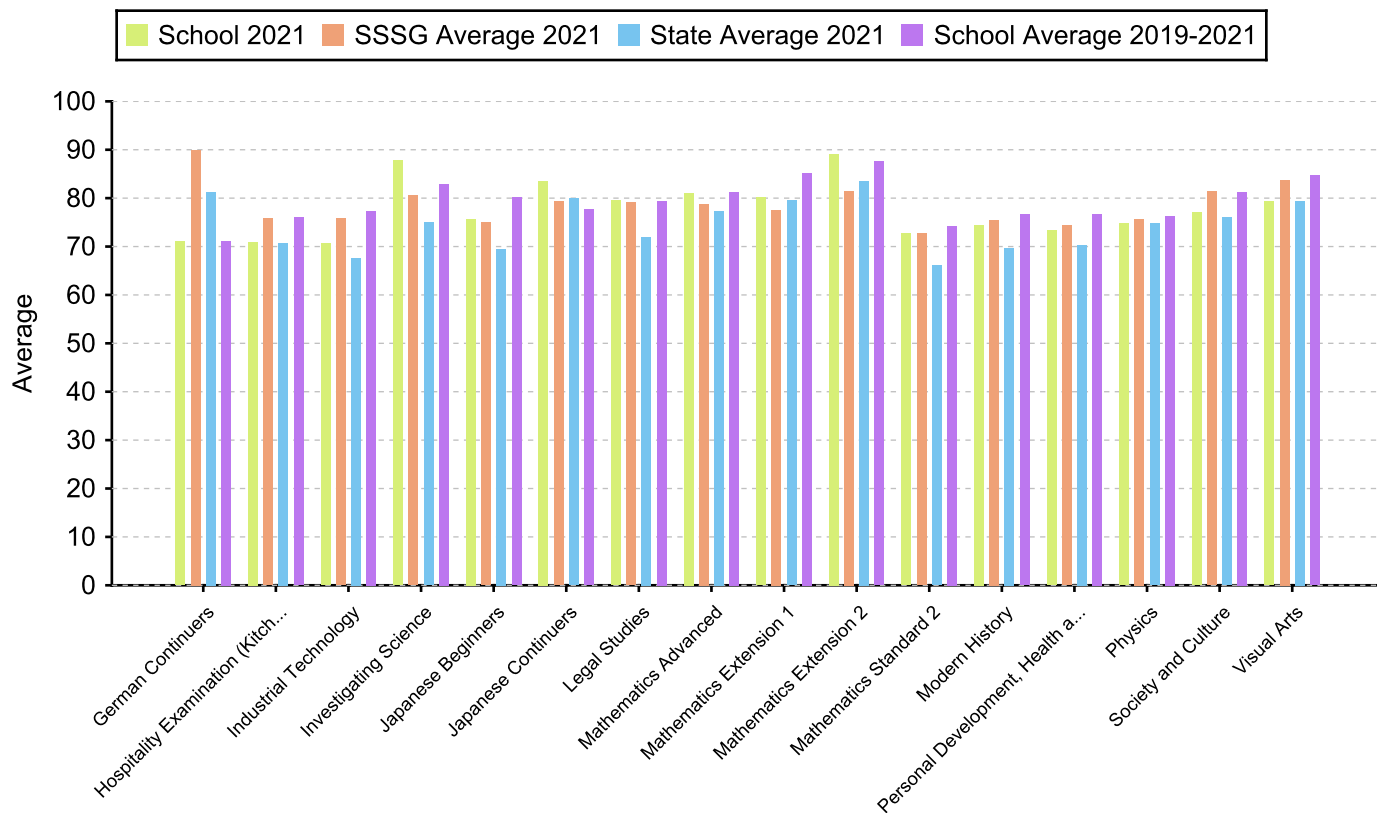
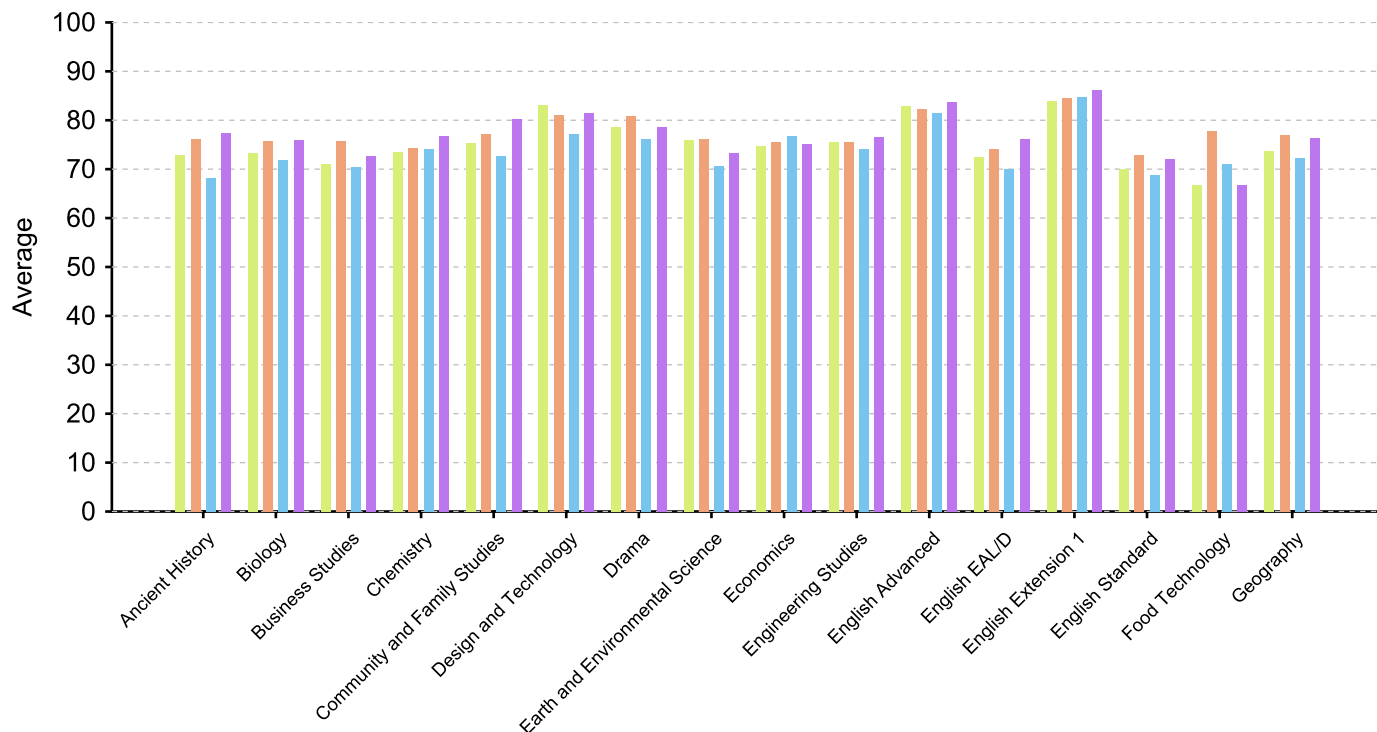
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	72.9	76.1	68.1	77.3
Biology	73.3	75.7	71.9	75.9
Business Studies	71.1	75.7	70.4	72.8
Chemistry	73.5	74.4	74.1	76.9
Community and Family Studies	75.3	77.2	72.7	80.2
Design and Technology	83.1	81.1	77.2	81.4
Drama	78.6	80.9	76.1	78.7
Earth and Environmental Science	76.0	76.2	70.6	73.4
Economics	74.8	75.5	76.7	75.2
Engineering Studies	75.5	75.6	74.1	76.6
English Advanced	82.9	82.3	81.4	83.7
English EAL/D	72.4	74.1	70.0	76.2
English Extension 1	84.0	84.6	84.8	86.3
English Standard	70.1	72.9	68.8	72.2
Food Technology	66.7	77.8	71.0	66.7
Geography	73.7	76.9	72.4	76.4
German Continuers	71.0	90.0	81.3	71.2
Hospitality Examination (Kitchen Operations and Cookery)	70.9	75.8	70.8	76.0
Industrial Technology	70.6	75.8	67.7	77.3
Investigating Science	87.8	80.6	74.9	82.9
Japanese Beginners	75.7	75.0	69.5	80.2
Japanese Continuers	83.6	79.3	79.9	77.7
Legal Studies	79.5	79.1	72.0	79.4
Mathematics Advanced	81.1	78.8	77.4	81.3
Mathematics Extension 1	80.1	77.6	79.5	85.2
Mathematics Extension 2	89.1	81.5	83.5	87.6
Mathematics Standard 2	72.7	72.7	66.1	74.2
Modern History	74.5	75.5	69.7	76.6
Personal Development, Health and Physical Education	73.3	74.3	70.3	76.7
Physics	74.8	75.7	74.8	76.3
Society and Culture	77.0	81.3	76.0	81.3
Visual Arts	79.3	83.7	79.4	84.7

Parent/caregiver, student, teacher satisfaction

In 2021, 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 to ensure their success and high impact. The Tell Them From Me survey was completed, which provided the school with detailed data to work through sharing insights into the satisfaction of students. Professional Learning time was dedicated to unpacking this data. This occurred with the Executive, with the Wellbeing Team in Welfare meetings, as well as during whole school professional development when staff analysed data and engaged in future planning.

Tell Them From Me student survey data reveals areas both of strength and requiring further improvement. Strategic Direction 2 includes our initiatives, targets and progress in this area.

For the first time we ran the Tell Them From Me parent survey. With only small sample-size of respondents, it was difficult to determine meaningful or representative points for improvement. The key area to improve will be parent communication and information to encourage more parents to engage with the survey to provide a larger sample of views. In addition to the Tell Them From Me teacher survey, we conducted internal ongoing teacher wellbeing surveys and implemented a range of measures to support teacher wellbeing in response to survey responses.

The Year 12 exit survey provided data specific to the 2021 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 2022, the Extended Homegroup program will continue to be reflected upon by both staff and students, with a focus on 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 2022 will continue to focus on areas including Mental Health First Aid, Positive Behaviour for Learning (PBL), Trauma Informed Practice 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 World Wellbeing Week 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 2022 the school will again conduct 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.

Aboriginal Education - School statement

In 2021, Killara High School's work in Aboriginal Education continued our strong connections with local Community. Our work continued 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 Garuwa 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 2021, our adapted NAIDOC activities expanded to included a range of in-school and in-class activities.

Fortunately, we were able to arrange a visit from our partner school with Menindee Central School (MCS) and these students were able to participate in our annual *Leading by Listening* student leadership event.

A key focus for Aboriginal Education was the development and initiation of the Ngalaya Network. Ngalaya was launched at Killara High School with a yarn about Aboriginal Education by like-minded teachers from a range of primary and secondary schools in the Northern Sydney region. Ngalaya is a Sydney language word recorded in the notebooks of William Dawes, which means "ally, friend in battle". We intend to work closely together to strengthen student and teacher understanding of First Nations peoples, local Country and culture. We seek to create opportunities, resources and networks to celebrate and deepen knowledge and understanding about the cultures of our First Nations Peoples.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

Killara High School celebrates an inclusive school community welcoming diverse students and families. Our student wellbeing programs have a focus on acceptance and respectful relationships, which incorporate anti-racism and acceptance of diversity. In 2021, Killara High School worked closely with community groups to continue educating students about the sources of racism and the links between contemporary Human Rights and historical experiences in particular communities. This collaboration will continue in 2021, with expanded and more proactive programs planned to strengthen and deepen student learning.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Other School Programs (optional)

The Killara Schools Partnership (KSP) is a network of seven local schools comprised of Killara High, Killara Public, Lindfield Public, Lindfield East Public, Gordon East Public, Beaumont Road Public and Roseville Public schools . The KSP joined together in a range of activities.

To explain to the girls of the KSP the many exciting roles of an engineer in our society and how important they are in a huge range of areas in our lives, Dr Annalisa Contos shared some of her experiences with the girls in Years 7 and 8 in our library and this presentation was videoed and viewed later by Stage 3 students in our primary schools. The primary principals reported on how successful this was.

Year 3 students with a strong interest in Science were invited to a Science workshop at Killara High School where they were mentored by our Stage 4 students. They carried out exciting experiments in small groups developed by our Science teachers. The younger students loved the excitement of working in the new laboratories with real scientific equipment.

Professional Learning for Stage 3 and 4 teachers focused on differentiated problem solving in Mathematics. Laurinda Lomas spent a morning with the Stage 3 and 4 teachers helping them through a series of possible lessons. Pairs of teachers, one from each stage, developed a best practice lesson that they then taught to their classes. They later provided feedback to all their principals and the other teachers. We appreciated all they had developed.

Cyber Safety was an important focus on Term 3 with Yasmin London from ySafe running a webinar for all the parents of the KSP. This presentation focused on explaining the features of the main forms of social media and the risks for our students. Every school was provided with their own Parents Cybersafety Hub for their website.

Strings Ensemble performances occurred where string musicians from several of our primary schools joined the Killara High School musicians in rehearsal for a whole morning that culminated in a concert for parents.

Student Voice is expressed in the video conferences of the student leaders of the seven schools discussing a range of topics such as What helped you to cope while Learning from Home, How can schools increase awareness of environmental sustainability and What makes a good school leader. The contributions from all the school leaders were wide ranging and very creative.

Mathematics for Girls was a Year 4 Mathematics workshop which looked at the patterns underlying mathematics rather than at the numerical representation of these relationships. The girls looked at fractals and where they occur in nature before going on to build dodecahedrons. They built very impressive structures from toothpicks and mini marshmallows. No eating allowed, of course. One student declared it the best maths lesson ever.

A major advantage of these KSP programs is that it gives talented primary students a touch of high school and it gives our KHS students an opportunity to undertake a leadership role as they mentor our youthful visitors.