

2021 Annual Report

Keira High School



8541

Introduction

The Annual Report for 2021 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 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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Keira High School

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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, 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 886 and significantly includes 33 students of Aboriginal heritage.

Through our Situational Analysis we have identified key focus areas to enable the learner and to enable high impact teaching to occur. Building strong networks of support to develop the highest levels of both wellbeing and attendance for all students is a prime focus. All students will be explicitly guided to experience genuine agency within their own learning. A focus on delivering the enabling conditions for every classroom at Keira to be a highly effective learning environment will focus on explicit and high impact professional learning and professional collaboration.

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.

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

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

Keira confidently holds its place within an elite group of education providers that stretch from the foot of the Illawarra escarpment to the shores of the Tasman Sea. Alliances with the University of Wollongong, Conservatorium of Music, Innovation Campus and TAFE Illawarra enhance the school's capacity to engage in learning programs, academic research and curriculum opportunities for both its students and teachers. 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 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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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: Student growth and attainment

Purpose

To transform the literacy and numeracy of all students. 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.

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.

- The Core Skills
- Data Informed Practice

Resources allocated to this strategic direction

Aboriginal background: \$28,211.00

Low level adjustment for disability: \$103,137.00

Summary of progress

Significant professional learning has occurred throughout 2021 with the focus on Academic Writing for Success and Academic Reading for Meaning.

Professional learning was first delivered to executive members to build their capacity to lead the learning within their faculty. In response to the online learning context, Academic Writing for Success was implemented into the Year 11 Alternative Assessment Task by embedding selected criteria into the marking criteria for the assessment task. An explicit process of student and teacher reflection was completed following the task completion.

The impact of this process has been increased understanding of the explicit teaching of Academic Writing for Success within Stage 6. Teachers have commenced coding student samples as a means of developing student literacy skills and are providing feedback to students throughout the drafting process.

Our next steps involve a continuing whole school focus on Academic Writing for Success and Academic Reading for Meaning with professional learning embedded into the 2022 professional learning agenda. Explicit professional learning will be provided for the executive on elements in successful reading, particularly Scarborough's Reading Rope and strategies that enhance the explicit teaching of vocabulary. 2022 will also see a whole school focus on numeracy.

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
An uplift in the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system identified baseline An uplift in the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system identified baseline	Data indicates 12.5% of students are in the top two skill bands for reading which is a decrease against baseline data. In numeracy, 16.06% of students are in the top two skill bands indicating a decrease against baseline data.
An uplift in the percentage of students achieving in the top two bands in the Higher School Certificate to be above the system identified baseline An uplift in the percentage of students achieving in the top three bands in the	20.92% of students attained results in the top two bands in the Higher School Certificate demonstrating progress yet to be seen toward the system-identified baseline. 53.56% of students attained results in the top three bands in the Higher School Certificate demonstrating progress yet to be seen toward the system-identified baseline.

Higher School Certificate to be above the system identified baseline	
<p>An uplift in the percentage of students making expected growth in NAPLAN reading to be above the system identified baseline</p> <p>An uplift in the percentage of students making expected growth in NAPLAN numeracy to be above the system identified baseline</p>	<p>The percentage of students achieving expected growth in reading decreased to 48.06% indicating progress yet to be seen toward the system identified baseline.</p> <p>The percentage of students achieving expected growth in numeracy decreased to 42.15% indicating progress yet to be seen toward the system identified baseline.</p>
Increase the percentage of Aboriginal students achieving in the top three bands for NAPLAN reading and numeracy to be above the 2019 baseline and trending towards the school level target	<p>The proportion of Aboriginal students achieving in the top three bands for NAPLAN reading has remained steady. Individual student progress is reported directly to parents and carers throughout the year.</p> <p>The proportion of Aboriginal students achieving in the top three bands for NAPLAN numeracy has decreased. Individual student progress is reported directly to parents and carers throughout the year.</p>
Consistent practice in the use of data across the school community to set learning goals, develop assessment strategies and to plan for progress will demonstrate the characteristics of <i>Sustaining and Growing</i> within the <i>School Excellence Framework - Version 2</i> .	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.

Strategic Direction 2: Enabling the Learner

Purpose

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. To place all students at the centre of their own learning through a holistic education that enables learner agency.

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.

- Optimal Wellbeing
- High impact Feedback

Resources allocated to this strategic direction

6101: \$20,000.00

Summary of progress

Substantial professional learning for executive was provided in Term 3 2021 to enable Head Teachers to lead their staff in embedding strategies for providing effective feedback to students. Year 11 Alternative Assessment Tasks were created by embedding selected writing criteria into the marking criteria for assessment tasks. An explicit process of student and teacher reflection was conducted following the completion of the tasks. Considered for 2022 was providing these reflections to staff to include in their planning and programming, and expanding the project to the junior years.

Regular meetings between the Home School Liaison Officer (HSLO) and key school staff led to a school attendance plan being developed consisting of three attendance tiers with different interventions planned for each tier. A trial of collaborative groups (roll teachers with their supervising Head Teacher) was conducted, letters to parents with students in the respective tiers were developed and the Sentral Student and Parent Portal was established for parents to view real-time attendance data. The next steps in 2022 are to implement the plan more fully with collaborative groups meeting at least once a term to analyse data and develop strategies. Attendance letters are to be sent home to parents at least twice a term detailing their child's attendance pattern and rewards will be developed for students with improved or high-level attendance.

A school team was formed to complete an evaluation of Wellbeing practices and processes across the school. The Hub was established, with spaces physically adapted to meet specific functional requirements. Learning and Engagement staff used the Hub for reading groups and other small group activities and students began using the Hub as a time-out location, a purpose for which it was not designed. Recommendations from the wellbeing evaluation were delivered in December, 2021 and will inform the activities in this strategic direction in 2022. Structures that will support the effective operation of the Hub and meet the emerging needs of students will be further developed 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
Success criteria related to Writing for Academic Success is trialled by teachers to provide explicit, specific and timely formative feedback to students in support of improved student learning.	<p>In the HSIE faculty, after a period of faculty based professional learning, staff began to implement the coding of student samples as a means of developing student literacy skills and engaged with the regular drafting of student work as a process of feedback.</p> <p>In the English faculty, the main areas for student improvement were based on previous work samples and feedback through identifying elements of high quality writing explicitly for students on marking criteria.</p>
The percentage of students attending school greater than 90% of the time to be above the system identified baseline	The number of students attending greater than 90% of the time or more has decreased by 5.37% over the past two years.

School-based attendance plan procedures are developed and trialled	School-based attendance plan procedures were developed, with one trial of collaborative groups undertaken.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) is above the system identified baseline	61.25% of students reported positive wellbeing outcomes, which is an increase of 1.38% across the three wellbeing measures.

Strategic Direction 3: Enabling High Impact Teaching

Purpose

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 collaborative practice to be positioned as instructional leaders.

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 Classrooms
- Professional Collaboration

Resources allocated to this strategic direction

Professional learning: \$34,176.00

Socio-economic background: \$190,000.00

Summary of progress

To support student learning, a strong shared understanding of the importance of clearly communicated *Learning Intentions* for all lessons linked to explicit *Success Criteria* has been developed across all teaching staff. Whole-school professional learning was delivered to support the sharing of Learning Intentions to support explicit teaching. This ensured the consistent use of Learning Intentions across the school to enable high-impact classrooms.

16 HSC teachers engaged with the state-wide Higher School Certificate (HSC) Strategy Professional Learning (PL) program, with the majority completing all 4 rounds across terms 1-4. Four teachers were invited to join the state-wide *Community of Engagement* because of their work in the PL. The focus on the distinguishing features of student responses in the top two bands has informed specific classroom pedagogy for each subject area. The impact of progress on improved student outcomes has been clear in 2021, with an uplift in the proportion of students achieving in the top two Higher School Certificate (HSC) bands of 4.22%. Teachers involved in the HSC PL realised a 5% increase in student scores, with some individual subject growth as high as 14.3%.

Through developing a collective understanding of the principles of *collaborative professionalism* (Hargreaves, Andy 2018), the executive developed strong collaborative practices which have had a strong impact on their sense of collective efficacy and ensured executive professional learning has had meaningful impact on faculty based learning. This faculty learning has had a direct, positive impact on classroom practice.

In 2022 we will continue to refine the model of executive professional learning in leading faculty improvement and in establishing strong and consistent practices which support engagement in learning. Eligible staff will continue to engage with the state-wide HSC PL and will share their new knowledge and skills as part of our cross-faculty collaborative learning groups. Ongoing mentoring and coaching will ensure the continued development and improvement of all teachers. Establishing a baseline as a starting point on the impact of the use of learning intentions through student focus groups, surveys and work samples will inform professional learning for teachers on developing student involvement in the creation of success criteria.

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
Develop and introduce explicit instruction frameworks embedded across all KLAs to support increased student understanding of high expectations of behaviour and learning for improved student outcomes	<p>Staff survey results indicate 100% of staff have utilised learning intentions in their lessons to establish learning goals for all students.</p> <p>Staff survey results indicate 50% of staff have consistently utilised success criteria in conjunction with learning intentions in their lessons to establish learning goals for all students.</p>

Develop and introduce explicit instruction frameworks embedded across all KLAs to support increased student understanding of high expectations of behaviour and learning for improved student outcomes	The majority of teachers participated in observations based on the Quality Teaching Model with emphasis on the sharing of learning intentions with students.
Develop and trial a model of collaborative practice that distributes leadership of professional learning to all faculty head teachers in order to achieve shared improvement goals	<p>Observation and document analysis indicates and 100% of staff have actively collaborated with practitioners from other faculties to reflect and improve upon teaching practice.</p> <p>Observation and document analysis indicates and 100% of executive staff have actively collaborated with executive colleagues to reflect and improve upon teaching practice in every faculty.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$11,077.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • 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 additional staff for targeted student support • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: improved attendance and in-class support for refugee students. School Learning Support Officers (SLSOs) worked in classrooms to support student's understanding of classwork and confidence in engaging in learning. SLSOs and the positive relationships they have with students were an important connection between the school and families during the learning from home period.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ SLSOs with dedicated language strengths to help clarify learning for students in their home language. We will also continue to strengthen the positive relationships between the school and its culturally and linguistically diverse parents/carers by providing opportunities for them to engage in a range of school-related activities supported by our SLSOs.</p>
<p>Integration funding support</p> <p>\$108,449.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Keira 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in: increased support for students with additional learning and wellbeing needs. Eligible students received personalised learning and support within their own classrooms. During the learning from home period, students were allocated specific support through online lessons, group activities and check-in periods and they were supported when they returned to school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ SLSOs to support eligible students. We will review our Integration Funding Support processes to ensure funding is used to specifically address each student's support needs and to align staff expertise to ensure each student achieves their learning and wellbeing goals. Investigating how the school's structures can assist the learning and support team and class teachers to collaborate to ensure that the needs of eligible students are explicitly addressed in teaching and learning programs will also be part of the review.</p>
<p>Socio-economic background</p> <p>\$327,706.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Keira High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$327,706.00</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"> • Professional Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • Employment of Business Manager to support school administration, staffing, WHS, properties and operations <p>The allocation of this funding has resulted in: increased support for students at-risk and needing support to assist their mental, physical and emotional needs. Improved wellbeing processes have led to more students being recognised for positive achievements, increasing their engagement in learning and school life. Increased opportunities for school executive to meet with students and for professional collaboration with teachers has increased the level of feedback about the school's processes, informing its continuous improvement efforts.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide student assistance to support students with additional learning and wellbeing needs. By continuing to employ a Business Manager to support school operations, school leaders will be able to deploy staff to make the best use of available expertise to meet the needs of students.</p>
<p>Aboriginal background</p> <p>\$28,211.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Keira High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • The Core Skills <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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: support for Aboriginal and Torres Strait Islander students' learning and wellbeing needs. A SLSO supported their learning in class and online during learning from home period. Regular analysis of progress and achievement data assisted the Learning and Support Team to monitor and review student learning needs and informed the design of teaching and learning programs that met the needs of students at different levels of achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ a SLSO to support students' wellbeing and learning needs. The school's Aboriginal Education Team will guide and coordinate Aboriginal and Torres Strait Islander initiatives throughout the year, with a reduction in teaching load for the leader of the team.</p>
<p>English language proficiency</p> <p>\$332,506.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Keira 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>

<p>English language proficiency</p> <p>\$332,506.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provision of teaching resources to support teaching and learning in classrooms • additional teacher time to provide targeted support for EAL/D students and for development of programs • establish a core practice for supporting students learning English as an Additional Language or Dialect • withdrawal lessons for small group (developing) and individual (emerging) support • 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:</p> <p>Increased communication with families to better support students' learning at school. The employment of bilingual staff assisted the school make positive connections with families and were vital to ensuring continuity of learning during the at-home learning period. The support offered by EAL/D teaching staff and SLSOs helped to ensure the engagement and retention of our most at-risk EAL/D students, including those from refugee backgrounds and those at the lower phases of the EAL/D progressions. Specialised EAL/D support consolidated students' language skills and facilitated academic success through high support and high challenge across all Key Learning Areas. Local community groups supported our implementation of a range of extracurricular programs (Accelerate Her, Creating Chances). Students were also supported to complete scholarship applications and to enter EAL/D competitions, with a student from our school receiving a Friends of Zainab scholarship.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to employ specialist teachers and Arabic and Karenni speaking SLSOs to support our EAL/D students. We will continue to offer an EAL/D English Elective class for Stage 5 students and continue to implement a Stage 6 EAL/D English course.</p>
<p>Low level adjustment for disability</p> <p>\$327,373.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Keira 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"> • The Core Skills • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$327,373.00</p>	<ul style="list-style-type: none"> • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] <p>The allocation of this funding has resulted in: improved student outcomes in literacy and numeracy by implementing evidence-based programs such as Multi-Lit QuickSmart. Teachers and SLSOs delivered explicit lessons to address student needs. School processes have been refined to improve access to disability provisions with teaching support leading to increased student understanding, submission of tasks and achievement. The school achieved a more consistent approach to student learning support and implementation and monitoring of student Individual Learning Plans. During Learning from Home, students were supported with additional online tutoring and wellbeing sessions, assisting them to complete set tasks and maintain a positive connection to school, their peers and teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ a teacher on higher duties as Head Teacher, Learning and Engagement. We will further expand the impact of the Learning and Support Team by refining our student case management approach and providing additional teaching and SLSO support for students to meet their individual learning and wellbeing goals. Guidelines for the Wellbeing Hub will be refined to ensure its use meets student learning interests and needs.</p>
<p>COVID ILSP</p> <p>\$188,525.00</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"> • 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 • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding • employing staff to provide online tuition to student groups in literacy/numeracy -literacy and numeracy <p>The allocation of this funding has resulted in: 15% of students accessing specific literacy and numeracy COVID tutoring support. Improved literacy and numeracy skills in all Key Learning Areas are evident, with an increase in the number of students who have met the National Minimum Standards.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement supplementary small group tuition for students with additional needs in literacy and numeracy. The Head Teacher: Learning & Engagement will supervise the program. Student progress and achievement data will inform the selection of students for additional support,.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	484	472	457	431
Girls	413	414	437	420

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.1	90.1	91.3	87.6
8	89.3	87	88.7	84.9
9	84.8	87.9	89	81.8
10	86.6	82	91.3	83
11	88.4	86.3	88.3	84.4
12	88.8	89.3	90.3	86.9
All Years	88.8	87.1	89.9	84.7
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	2	2
Employment	5	12	26
TAFE entry	7	11	16
University Entry	0	0	51
Other	0	1	2
Unknown	0	2	3

Year 12 students undertaking vocational or trade training

26.40% of Year 12 students at Keira High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Keira 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	45
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	14.88
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 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	658,242
Revenue	11,412,503
Appropriation	11,269,919
Sale of Goods and Services	34,569
Grants and contributions	93,259
Investment income	247
Other revenue	14,510
Expenses	-11,704,379
Employee related	-10,641,531
Operating expenses	-1,062,848
Surplus / deficit for the year	-291,876
Closing Balance	366,367

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	119,526
Equity Total	1,020,902
Equity - Aboriginal	29,762
Equity - Socio-economic	327,886
Equity - Language	333,076
Equity - Disability	330,177
Base Total	9,150,411
Base - Per Capita	228,930
Base - Location	0
Base - Other	8,921,481
Other Total	455,170
Grand Total	10,746,007

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

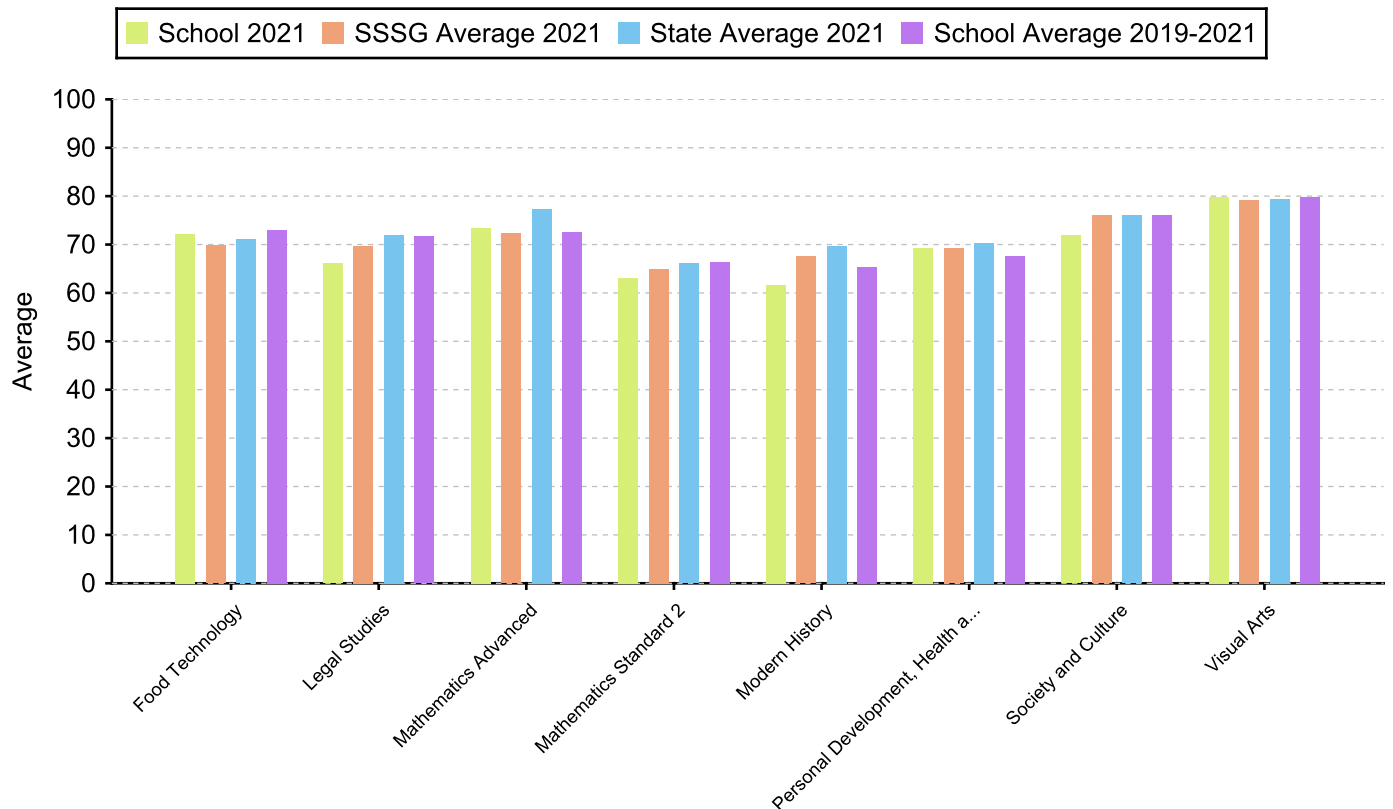
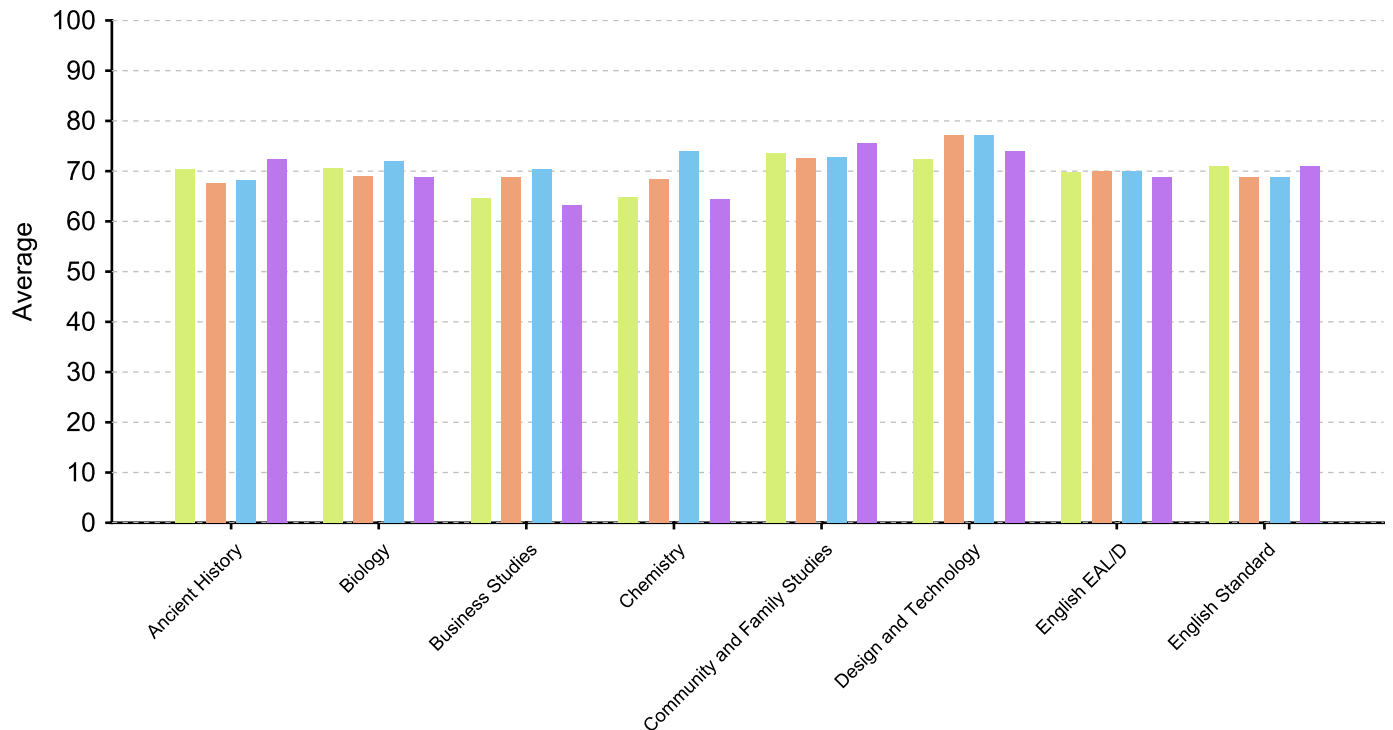
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	70.4	67.5	68.1	72.3
Biology	70.6	69.0	71.9	68.8
Business Studies	64.6	68.7	70.4	63.3
Chemistry	64.9	68.4	74.1	64.3
Community and Family Studies	73.5	72.6	72.7	75.5
Design and Technology	72.4	77.2	77.2	73.9
English EAL/D	69.8	70.1	70.0	68.7
English Standard	70.9	68.8	68.8	71.0
Food Technology	72.2	69.8	71.0	73.0
Legal Studies	66.1	69.7	72.0	71.7
Mathematics Advanced	73.4	72.3	77.4	72.7
Mathematics Standard 2	63.1	65.0	66.1	66.4
Modern History	61.6	67.5	69.7	65.3
Personal Development, Health and Physical Education	69.3	69.2	70.3	67.7
Society and Culture	71.9	76.0	76.0	76.1
Visual Arts	79.8	79.2	79.4	79.8

Parent/caregiver, student, teacher satisfaction

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

Parent/ Caregiver Satisfaction

The 'Parent in Learning' parent survey report indicated that the majority of parents/caregivers felt welcomed at the school, the school has a good reputation and they are satisfied with the communication from the school. Parents/caregivers reported that they were informed about their child's academic and social progress, and were able to support their child's learning at home. The parents/caregivers considered the school to be successful in fostering a supportive environment which values positive behaviour.

Highlights included:

- students are clear about the rules for student behaviour
- the school's administrative staff are helpful when I have a question or problem.

Areas for follow up include:

- informing parents more regularly about opportunities for their child's future as well as their child's social and emotional development.
- more effort to support students to develop positive relationships

Keira High School welcomed community participation on a number of occasions and gratefully appreciates the support from the Keira community. This has included many activities such as excursion transport, canteen support, Keirabald Art Exhibition, Keira Community of Schools Leadership events, Expo, School Based Apprenticeships and Traineeships. At times, when parents wanted to raise an issue about the school, we were able to hold parent meetings and individual meetings to discuss the issues. On occasions when a parent complaint was raised the Department's complaint handling procedures were used to manage the issue with sensitivity and confidentiality.

29 parents/ caregivers completed an online form regarding Keira HS timetable, curriculum plans and the Learning from Home period. 52% of parents indicated communication during the Learning from Home period was very good to excellent.

The Keira High School P&C had struggled for viable numbers recently. During the COVID-19 learning from Home period, meetings were not held. The P&C will look to be reinvigorated with the new principal and members in 2022.

Student Satisfaction

The Tell Them From Me Student Outcomes and School Climate surveys in Semester 1 and 2 were both shortened, with fewer questions than previous years. A number of questions were changed or not asked compared to previous years so comparisons across years are impractical.

Due to the large part of Semester 2 being a Learning from Home period, fewer students (56 students) completed the survey than in Semester 1 (230 students) or from previous years. 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.

As a general summary of the 2021 TTFM survey, students at Keira High School identified that academic self-concept is high, optimism is generally high and perseverance is generally medium.

230 students (27%) completed the Tell Them From Me survey in Term 1, which included two Social-Emotional Outcomes and eight drivers of student outcomes.

Areas to improve include:

- assisting students feel accepted and valued by their peers and by others at their school
- assisting students know where to go if bullying is occurring as well as knowing who advocates for them at school
- increasing the number of Aboriginal students that feel good about their culture as well as helping their teachers to have a good understanding of their culture
- improving shelter and toilet facilities.

120 students completed an online form regarding Keira High School timetable, curriculum plans and the Learning from Home period. 57% of students indicated communication during the Learning from Home period was very good to excellent.

Teacher Satisfaction

The 'Focus on Learning' tool is a self-evaluation tool for schools and teaching staff. Keira High School teachers completed this in September 2021. The 'Focus on Learning' teacher survey report indicated that teachers felt that the school leadership team supported them in the establishment of challenging and visible goals for students, and created a safe and orderly school environment. Teachers have a strong sense of collaboration with their colleagues. This collaboration has reportedly increased student engagement through authentic feedback and sharing of resources. A strong learning culture with high expectations for student learning and data-informed practice continued to be of high importance to the teachers.

Their perspectives were given, compared to other teachers in the NSW CESE survey.

Keira High School continued to give time and emphasis to teaching strategies, especially concerning literacy and HSC teaching strategies, as well as collaboration. Keira High School continues to strive for high teaching staff satisfaction.

61 school staff completed an online form regarding the Keira High School timetable, curriculum plans and the Learning from Home period.

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 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.

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.