

# 2022 Annual Report

## Killara High School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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Killara High School students, staff and families worked collaboratively to collectively achieve outstanding educational and social outcomes throughout the 2022 academic year.

As published in media, Killara High School was the state's best-performing comprehensive public school in the 2022 HSC. Our culture of care, teamwork and inclusivity is built upon the foundations of encouraging students to achieve their personal best in collaboration with teachers. We offer a very broad and enriching curriculum that caters for a wide range of student interests. We celebrate the fact that every student is unique, and each student has their individual learning needs. Killara High School is regarded as an outstanding school for many reasons. We are one of the best performing schools in the state with strong NAPLAN and HSC scores. We offer comprehensive wellbeing support to all students within a wellbeing framework that is supported by an excellent curriculum and expert staff. I would regard Killara High School as the best school nationally and internationally. We support all students and we celebrate our diversity - indeed our strength is in our diversity.

Our Student Support Officer, Head Teacher Wellbeing, Year Advisers, Stage Head Teachers, Deputy Principals, Student Learning Support Officers and our Head Teacher Personalised Learning have all developed and implemented wellbeing curriculum structures to empower all learners. Our Learning Support team work with students and teachers across the school and make a positive impact. All teachers differentiate the curriculum to support high potential and gifted students.

In the 2022 HSC, our school achieved fourteen All Rounders. These are students who achieved 90 or above in ten or more units. We had nine Top Achievers. These are students who placed in the first ten places unless it is a large candidature course when the top twenty students are informed of their place. Our Top Achievers ranged across several HSC courses, including Personal Development Health and Physical Education, Music Extension, English Standard, English EAL/D, German Beginners, Japanese Beginners, English Advanced and Physics.

In 2022, we had 347 entries on the Distinguished Achievers list. Distinguished Achievers are students who obtained a 90 or higher mark or equivalent in a course. These top bands were spread over every teaching department of the school. Killara High School offered a wide range of HSC courses in 2022 - 43 in total. In 2022, two students received a perfect ATAR of 99.95.

Students participated in many extracurricular activities in 2022. Our performing arts ensembles are highly regarded and provide an opportunity for students to develop and express their creative talents. We also offer a university preparation program called Killara Academy for students in Years 7-9. The Duke of Edinburgh International Award program increased in the number of participants and students achieved a range of goals within this program.

Quality teaching takes place in every classroom at Killara High School. Our teachers acknowledge and embrace the fact that they make the difference and they have a tremendous positive impact on student learning. Research clearly indicates that the greatest in-school factor contributing to improved student outcomes is the quality of teaching. Explicit teaching is the pedagogical framework used by our teachers, and we have dedicated, caring and expert teachers who are prepared to support all students.

Our school strives towards excellence with a growth mindset. We aim to be the best school for every student, and we will endeavour to do this through excellence in teaching, high-impact student wellbeing programs, and a constant focus on striving to ensure that all students experience growth and attainment across all curriculum areas. Through amazing lessons developed and delivered by expert teachers, we provide our students with deep learning experiences that are transformative and confidence-boosting. Our teachers are passionate about their areas of expertise, and they all hold high expectations for every student.

We are a team here at Killara High School, and our team upholds the value that our students are known, valued and cared for.

In life we never stop learning and Killara High School provides our students with a strong foundation for learning that will continue well beyond Year 12. Killara High School is a large, ambitious and innovative school with a strong heritage of academic, sporting and leadership excellence that is built upon strong wellbeing systems that support all students.

I encourage all students to always strive towards their personal best, maintain a growth mindset and keep pushing themselves to greater heights. Continue learning - to change the world.

Robin Chand

Principal



## 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 operated 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, 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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

**English language proficiency:** \$440,219.05

**Integration funding support:** \$109,735.00

### Summary of progress

#### Highly effective, data-informed teaching practices: Universal Strategies

Our focus was on highly effective explicit teaching practices to improve student writing with a focus on three targeted areas of vocabulary, sentence structure and punctuation. Staff participated in professional learning to gain a greater awareness of the criteria for NAPLAN writing which has led to a greater understanding of Stage 4 and 5 literacy standards. Year 8 students completed a Check-in Writing assessment as part of the school strategy to track student writing growth. Teachers analysed the marking rubric, participated in applying the rubric to student samples and contributed to the marking of the Year 8 writing check-in task. Through class-teacher grouping, teachers analysed their class data to determine the different levels of their students to start to inform the delivery of differentiated literacy instruction within the classroom.

The Literacy Team focused on the improvement of the internal data system on Compass to ensure the growth of student literacy development in writing is tracked and continues with students as they progress through their schooling. Next year, staff will focus on implementing differentiated literacy strategies targeting vocabulary, sentence structure and punctuation into teaching programs along with revisiting and embedding our reading toolbox approach. There will also be a continued focus on the use of literacy data to best inform differentiated teaching practice.

Numeracy skills were developed through a range of strategies. Several strategies were explicitly utilised across the school strongly led by the Mathematics faculty. Students in Years 7 and 8, and some Year 9 students undertook numeracy tasks using an online platform. Students completed a check-in at the beginning of each period to support teaching and learning. The AI-based program allowed for students' areas for improvement to be identified and addressed over the upcoming sessions. Students received differentiated and immediate feedback aimed at supporting learning. The Science faculty focused on data processing and analysis extending to numerical inferential thinking. Activities were embedded in programming and assessment tasks for Years 7-10 Science classes.

#### Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies.

The High Potential Gifted Education team revised the school's HPGE student identification process to place students into the two Year 7 HPGE classes for 2023. A professional learning community approach was taken to develop whole-staff understanding of evidence-based strategies for HPGE students. Teachers were trained in the Williams Model and Maker Model to develop challenging questions for students who require extension. Challenge components for Year 7 assessment tasks were developed for implementation in 2023 for the HPGE classes and for identified high potential gifted students in the main cohort. Staff implemented tiered differentiated activities using these evidence-based strategies into their teaching programs. Next year, teachers of the HPGE classes will receive additional professional development using the UNSW mini-COGE program, to further implement the planned HPGE strategies with their classes and will use the data from the summative assessment challenge components to assess impact and growth. The HPGE team will also focus on developing the identification and talent development of HPG students in the other domains (creative, social-emotional and physical).

The Learning Support team delivered the MacqLit reading intervention program to a group of targeted students in Year 7.

Students were identified using Year 7 Best Start results and were tracked for progress using the WARP progress monitoring tool. All students who participated in the program in 2022 have met their age-appropriate reading goals and will continue to be monitored for learning support. Next year, the Learning Support team will aim to expand this program to include three small groups of Year 7 students to ensure that all students who are reading below their age-level receive appropriate support for growth.

### Developing student agency and expanding opportunities to demonstrate growth and attainment.

The school has implemented a whole school writing program with a specific focus on spelling and vocabulary. Faculties have integrated into their programs and shared teaching and learning resources relating to our whole school writing strategies including I do/we do/you do and the academic vocabulary chart. This is exemplified by explicit use of the academic vocabulary chart across the school within assessments and as classroom resources.

The EAL/D faculty introducing a program of regular personal, descriptive, creative and academic writing in exercise books in class time and without reference to laptops and other external influences. to promote students writing for enjoyment. Students' writing displayed greater depth of ideas and improved vocabulary and sentence structures. EAL/D student engagement in lessons increased and writing output was more sustained and showed deeper understanding of content.

The HSIE faculty developed a Stage 5 writing guide with a focus on explicit teaching of sentence structure, PEEL paragraphs, essay planning, integration of historical sources, analysis of exemplars, and use of the KHS Academic Vocabulary Chart. Student survey showed that 78% of students felt more confident in their writing skills with 74% of students indicating that they found this useful in their writing across subjects. The guide will be adapted and streamlined for continued use in 2023.

HSC students across the school were explicitly taught subject specific writing techniques through the use of regular HSC question analysis, exemplar analysis, peer/self and teacher feedback. This was highlighted by the English faculty who initiated a comprehensive program titled Success in the HSC, designed to support HSC students to improve their writing and their overall learning outcomes. This program included the utilisation of reporting and assessment data to support students in evaluating strengths and areas for improvement, coupled with whole cohort workshop on examination techniques and strategies, resulting in improved writing skills and examination technique.

### 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
<b>Reading</b> • <b>Reading.</b> Increase the percentage of students achieving in the top 2 NAPLAN bands for Reading from our baseline of 36% to 45.3%.	2022 NAPLAN data indicates that 38.6% of students achieved in the top two bands in NAPLAN Reading indicating the school did not achieve the system negotiated target of 45.30%. The school did progress beyond the target baseline of 36%.
<b>Numeracy</b> • <b>Numeracy.</b> Increase the percentage of students achieving in the top 2 NAPLAN bands for Numeracy from our baseline of 63.3% to 69.5%.	2022 NAPLAN data indicates 47.35% of students achieved in the top two bands in NAPLAN numeracy indicating the school did not achieve the system negotiated target.
<b>Expected Growth Numeracy</b> • <b>Expected Growth in Numeracy.</b> NAPLAN. Increase the percentage of students achieving their expected growth in Numeracy from the system negotiated baseline of 68.5%. to 70.3%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
<b>Expected Growth Reading</b> • <b>Expected Growth in Reading.</b> NAPLAN. Increase the percentage of students achieving their expected growth in Reading from the system negotiated baseline of 67.1%. to 69%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
<b>HSC course results</b> •	83.90% of students attained results in the top three bands demonstrating progress toward the lower bound target of 92.50%.



<p><b>Results in the Top 3 Bands HSC.</b> Increase the percentage of students achieving in the top 3 Bands in the HSC from the baseline of 84.5% to the target of 90%.</p>	
<p>• <b>Writing.</b> Increase the percentage of students achieving in the top 2 NAPLAN bands for Writing to be above the 2021 SSSG score.</p> <p>• <b>Expected Growth in Writing.</b> Increase the percentage of students achieving their expected growth in NAPLAN Writing to be above the SSSG for 2022 and above KHS result in 2021.</p>	<p>27% of students achieved in the top two bands in NAPLAN writing indicating achievement of the target. The school's result was higher than the SSSG from 2021 of 22.6% and 2022 of 26.8%.</p> <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022</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

**Student support officer (SSO):** \$96,058.00

**Socio-economic background:** \$16,465.00

**Low level adjustment for disability:** \$183,802.12

### Summary of progress

#### Universal wellbeing initiatives:

In 2022, we continued our implementation of Positive Behaviour for Learning (PBL) and supplemented this with an explicit Teacher Professional Learning (TPL) focus on Trauma Informed Practice (TIP). Our Positive Behaviour for Learning values are Respect, Ownership, Learner, and Environment (ROLE) with our Trauma Informed Practice (TIP) focusing on supporting teachers to develop respectful, calm positive relationships to support student learning and wellbeing. We introduced the SAFEMinds framework to the wellbeing team and strengthened our Stepped Care Model of support by mapping our full scope and sequence of universal, targeted and intensive support structures.

The key strength of our work in this Strategic Direction is the coherent structure of universal programs implemented at stage-appropriate levels for all students. The high impact Year 12 Wellbeing Day included the GPs in Schools program. The Year 11 Camp included the Life Ready program. The Year 10 Successful Seniors Week included the MyStrengths positive psychology program. Year 9 Summit included the Love Bites Program. Year 8 Respectful Relationships included mentoring, the homegroup program alongside Year 7 Peer Support. These successful programs were customised for the needs of our students in their respective stages.

Connection and belonging remain a priority universal focus, and we implemented many strategies to support this area of our operations. It is difficult to gauge the extent of changes given that 2020 and 2021 were so heavily impacted by COVID restrictions whilst on site and long periods of Learning from Home which had a significant, negative effect on connection and belonging. In 2022, the Wellbeing team made a concerted effort to re-start pre-existing and introduce a range of new programs and initiatives to rebuild the sense of community, connection and belonging. Work is ongoing in this space, as indicated below in relation to priorities for 2023.

We have identified, and already commenced work on, a number of priorities for 2023. Data from the Tell Them From Me survey indicates declining student self-reported sense of belonging. This will be a key priority for 2023 with a range of initiatives planned to help students connect, succeed and thrive, including further review of school House-points system and our school-wide initiatives to strengthen our culture of connectedness. Attendance improvement will also be a focus for 2023, with the aim of increasing attendance rates in line with our school-specific system negotiated targets, aiming for 90% of students attending 90% or more. Self-assessment against the School Excellence framework shows the theme of Attendance to be delivering. Individualised correspondence will be sent to parents relating to their child's attendance. This is in addition to the daily absence notifications.

Universal wellbeing initiatives developed in 2022 to be implemented in 2023 included a new Mobile Phone Policy and use of YONDR pouches. Research and data sourced from staff, students and their families showed the clear need to reduce distractions, improve thinking, strengthen teaching and learning and encourage students to engage with each other and their surroundings. Our P&C have helped fund our first year roll-out of this program.

### Targeted and Intensive Student Support

Our school implemented multiple targeted and intensive programs across the school throughout the year, utilising school

based expertise and partnerships with external agencies. These programs ranged in their duration from between 8 weeks to 20 weeks, and were implemented according to our planned timetable for the year.

In 2022, a key success was the implementation of two new mentoring programs for Stage 5 students: Top Blokes, and Women in the World. Each program invited approximately twenty students from Stage 5 to participate in an externally facilitated program once a week. Participant survey data indicated positive self-reported feelings of self-efficacy and engagement post their participation in the event. For example, 71% of Top Blokes participants reported improved social behaviours following participation in the program, with this self-reported data-point confirmed in triangulation with reduced negative behaviour incidents and suspensions for this cohort. Our school also provides safe spaces for LGBTQIA+ students through our Sexuality and Gender Alliance (SAGA), which is a student lunch group who meet to play board games, eat lunch, and feel supported to be themselves.

Changes have occurred through reductions in negative behaviour incidents. Fewer students are demonstrating negative behaviour incidents and increased engagement in routines of learning. These programs support students who demonstrate complex and/or challenging behaviours, or who are at risk due to personal circumstances beyond school. Increasing relational trust and connection for these students in particular has resulted in increased help-seeking and acceptance when offers of support are made.

Key priorities for 2023 include consolidation of new Stage 5 mentoring programs, increased engagement with intensive support options through external agencies, increased and earlier parental collaboration, and further exploration of strategies and programs to support students at risk.

### Connectedness through Community Partnerships

Initiatives focused on community partnerships are built on our work directly with parents and community groups which flourished in 2022, as evidenced through a range of examples, such as the P&C Wellbeing Committee, Killara Academy, Mock Interviews, Aboriginal Community Connection through murals and events, and increasing links with university partners.

Broader and deeper community engagement was a highlight of school initiatives in 2022, with connections initiated and strengthened across a number of fields. Killara Academy also proved to be a high watermark in student engagement and community connection, with students engaging with a range of Alumni, organisations and guest experts across a range of topics all connected to growth mindset, positive psychology and practical skills for life.

Changes in community connections are evident in several ways, such as increased volunteer numbers, increased participation in events and guest-speaker opportunities, and increased connection points throughout the school with teachers, faculties and program leaders all working actively to more frequently and authentically build community connections into student learning experiences. We facilitated multiple parent information sessions and tours, but had limited parental engagement in the Tell Them From Me survey. This remains an area for further improvement.

Priorities for 2023 include the ongoing development of our Alumni links, strengthening of partnership with P&C Wellbeing committee, sustaining and growing community links through Killara Academy, and to leverage greater Parent TTFM participation and data to inform school operations and directions.

### 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
<b>Universal Wellbeing Support</b> Increase the system negotiated target Wellbeing score from a baseline of 67.3% to our Upper Target of 73%.	63.10% of students reported positive wellbeing outcomes. This has decreased by 2.42% across the positive wellbeing measures from 2021.
<b>Student Attendance</b> <ul style="list-style-type: none"><li>• Increase our attendance target from our baseline of 86.6% to 96%.</li></ul>	COVID-19 related absences impacted our attendance data in 2022. Our community exercised caution and responded to required policy changes promptly and efficiently, and this is rightly reflected in our attendance data. The number of students attending greater than 90% of the time or more is 60.06%. This has decreased by 26.25%. Our Stage Head Teachers over 2022 systematically collected, monitored and acted upon attendance data by providing targeted interventions for students with inconsistent patterns of attendance. Students requiring extended periods of absence due to COVID symptoms were supported through the provision of online resources.

Decrease negative recorded behaviours and suspensions by an additional 7% from 2021 baseline.	Suspension data from 2022 indicated that this goal was not achieved. Strategies have been put in place to reduce the number of suspensions. The Inclusive, Engaging and Respectful schools framework has been implemented, alongside a range of new and pre-existing proactive strategies.
Parent TTFM data from 2022 shows a 5% increase in parent connectedness and engagement with school from baseline established in 2021.	The school has not achieved the level of progress expected. This is a significant area of focus for 2023 and beyond. The school achieved below state average in terms of the areas of measurement. The school implemented a range of strategies aiming to strengthen connectedness and community partnerships.

## 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:** \$126,489.83

### Summary of progress

#### Supporting excellence in teaching through teacher wellbeing

Supporting excellence in teaching through teacher wellbeing has continued to be a key focus at KHS in 2022 as we emerged and recovered from the challenges of the 2020 and 2021 COVID period. The recognition of the efforts and impact on teachers throughout this period and the importance of reestablishing connections and collegiality in a face to face setting has been a priority. To inform and meet our goals for this strategic direction, teachers were surveyed on wellbeing support at school. Feedback was positive and overall teachers felt supported by the KHS executive and senior executive. Suggestions for further improvements included making systems and processes more streamlined.

An Open My Door initiative was launched to encourage teachers to invite their colleagues into their classroom to model excellence in teaching and share practical classroom management strategies. In addition to this, we continued a staff weekly wellbeing roster with a range of activities to build staff wellbeing and connectedness across the social, physical, cognitive and emotional wellbeing domains. Staff walks, an Art dark room session making photograms, staff afternoon tea, and a book chat were well attended and have resulted in staff rebuilding and sustaining connections with their colleagues, which enhances professional interactions about teaching and learning. In recognition of the efforts of teachers throughout 2022 the P & C provided a coffee cart, morning tea and lunch for all staff at the School Development Days at the end of the year.

In 2023, the KHS P&C are supporting staff wellbeing by providing a weekly morning tea so that all staff come together and engage in professional and social interactions. As part of this, significant days and causes are also recognised, including International Women's Day, SASS Appreciation and Australia's Biggest Morning Tea to support cancer awareness. In addition, each term there is a KHS Staff event planned and an end of term celebration of teaching and learning to foster and enhance the connections between teachers and provide opportunities to recognise the central role they hold in excellent teaching.

#### Effective professional learning for continuous improvement and data informed practice

Professional learning centred on continuous improvement across all faculties and stages, in addition to supporting the needs of early career, mid career and highly experienced teachers. Professional learning targeted both faculty and whole school groups and was led by members of the senior executive, the executive and classroom teachers. Head Teachers led professional development during weekly professional learning time, with a strong focus on explicit teaching and writing. Teacher groups worked collaboratively to implement school-wide practice and used CESE What's Works Best 2020 update as a foundation and source of data informed practice. Professional development supported the effective use of learning intentions and success criteria in every lesson using Killara High School Learning Intentions and Success Criteria whiteboard magnets, embedded in Google Classroom posts and within teaching and learning resources. This whole school consistency is supporting the reduction of student cognitive load. This will be pursued further in 2023 through more consistent whole school approaches in assessment, feedback and report processes across the whole

school. The anticipated outcomes for students will be that they will more explicitly understand the areas of strength in their learning, will be provided with strategies for improvement and the opportunity to set learning goals as the drivers of their own learning.

Writing was a focus for improvement and some teachers analysed internal faculty data by surveying students before, during and after learning tasks to measure the impact of professional development on teaching students how to write. Whole school professional learning provided all teachers with a deeper understanding of NAPLAN through explicit instruction on vocabulary, sentence structure and punctuation. Pilot marking of the Year 8 Check-in assessments was completed by all teachers using the literacy writing marking criteria. Faculty professional learning enhanced teacher expertise in subject specific writing development, the use of scaffolds, top, middle and low range exemplars, the KHS academic vocabulary guide and the I DO, WE DO, YOU DO strategy to support student confidence, growth and improvement in writing across all subjects.

Faculty meeting agendas allocated time for collaboration, discussion and analysis to track student data of formative and summative assessment. In some faculties, this revealed that a majority of students felt more confident in their writing ability following explicit writing instruction and support. Early career teachers were supported through this process by experienced teacher mentors who guided their colleagues through the process, so that every student had the same rich learning experience. In 2023 a focus on numeracy will be embedded into professional learning as NAPLAN data identified this as an area for future development and growth for students at KHS.

## **Faculty and Personal Professional Development**

Faculty and personal professional learning focused on the development of High Potential Gifted Education knowledge, understanding and skills development for the implementation of the new Stage 4 HPGE initiative for 2023. This initiative was developed as a result of the data from the intellectual engagement composite of the Tell Them From Me Survey which identified that 40% of students at Killara High School felt engaged and found their learning interesting, enjoyable and relevant in comparison to the NSW government norm of 46%. A School Development Day session linked to the Australian Professional Standards for Teachers to differentiate teaching to meet the specific learning needs of students across the full range of abilities provided an overview and introduction for all staff through the I DO explicit teaching model. The use of Gagne's Differentiated Model of Giftedness and Talent, alongside the Williams Model, Maker Model and Integrated Curriculum Model were then used by faculties to collaborate on the creation of a Year 7 Summative Assessment Challenge component.

Teachers worked in faculty teams to collaboratively develop tiered differentiation in their teaching and learning programs, utilising expertise from the teacher librarians who supported teachers in locating appropriate resources. Professional learning opportunities via the creation of teacher pods were explored as a vehicle for teachers to share expertise across faculties and identify personal professional learning directions and needs to support them in the delivery of HPGE and differentiated curriculum. In 2023, teachers will evaluate the HPGE Challenge Component to determine what is working to meet the needs of students and what can be adapted moving forward. In 2023, this strategic direction focus will explore opportunities to reflect on the HPGE program and identify further ways to support teacher personal professional development opportunities.

## **Academic partnerships to work towards excellence in teaching**

Killara High School has developed a strong academic partnership with The University of Technology Sydney. This is a key component of Strategic Direction 3. Some teachers strengthened their teaching through a process of reflection after discussing their craft with professional experience students. This event also provided a leadership development experience for early career teachers and experienced teachers. The results have been positive, with UTS students and Killara High School staff reporting positive outcomes. This partnership has resulted in KHS teachers working collaboratively with professional experience students through immersion days. We hosted our first UTS & KHS pre-service teacher immersion day on 28 Feb, 2022, and the second on March 18. This event contributed towards the completion of the studies undertaken by UTS students within their teacher training courses. Therefore, KHS significantly contributed to the development of the next generation of teachers through this initiative. University partnerships such as this form a key activity within our Strategic Improvement Plan 2021-2025, and it's wonderful to see this progressing, due to the efforts of a committed group of teachers.

The objective of the immersion days is to provide university students with an authentic experience of elements of the teaching profession outside of a regular practicum assessment, and to showcase the wonderful teaching and learning that takes place at KHS. It also aims to develop leadership skills of our teachers, and to collectively improve teaching and learning. Our aim is to inspire, and showcase that teaching is the noblest profession, and to demonstrate that it is a challenging, stimulating and rewarding career for dedicated professionals who are committed towards excellence for the



students we teach. Our partnership with UTS is strengthening, and it's through the efforts of our teachers and their willingness to share their wisdom and experience, that allows this to happen. Our aim is to continue striving towards making Killara High School a centre of excellence in teaching and learning, through our partnership with UTS.

Killara Academy 2022 was a success with over 100 students enrolled in this university preparation program. Killara Academy is an extra-curricular enrichment program focusing on scholastic excellence, consolidating practical life skills and providing opportunities for university preparation, within a context that explicitly promotes a growth mindset. 2022 was a successful year for Killara Academy, and students indicated that they learnt about various careers, skills for university, growth mindset characteristics and the benefits of volunteer work. Killara Academy provided a learning experience where our primary aim was to unleash the potential in all students, and to open their minds up to the endless possibilities for their future, and to give students a strong foundation for life beyond high school. Students experienced a university immersion campus excursion, attended lectures at Killara High School, had multiple hands-on experiences, completed volunteer work and developed a deeper understanding about life beyond school. Strong links were developed with academics associated with several universities.

### Explicit teaching and formative assessment

In Terms 3 and 4 2022, the Languages faculty undertook the initiative to improve Stage 6 students' competency in Speaking and Listening skills. This involved work-shopping ideas and head teacher directed initiatives such as explicit feedback and feed-forward strategies where students were provided meaningful feedback and feed-forward strategies. Prior to Oral assessments teachers provided feed-forward by correcting students' written responses for the Speaking questions. After the assessment students received explicit feedback with corrected written scripts of students' oral performances. As a result, students were well supported in their ongoing learning as learning was reshaped, improved, and enriched in every step.

In Stage 4 the Creative and Performing Arts faculty developed rubrics to strongly support explicit teaching strategies. Students completed their tasks with more understanding, therefore, the use of these rubrics will continue.

### 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"> <li>• 50% of staff indicate positive impact from teacher wellbeing initiatives using an internal staff survey.</li> <li>• 10 teacher mentors are trained and providing their services to support colleagues.</li> </ul>	The results indicate that we are still working towards this goal.
<ul style="list-style-type: none"> <li>• 40% of the whole school's teaching and learning programs use formative assessment to shape instruction and promote responsive teaching.</li> <li>• 40% of teachers utilise high quality skills in explicit teaching and differentiation based on CESE's What Works Best research document.</li> <li>• 40% of teachers engage in classroom collaboration.</li> </ul>	<p>Formative assessment is a key component of teaching and learning. More than 40% of the school's teaching and learning programs contain formative assessment strategies.</p> <p>Greater than 40% of teachers utilise high quality skills in explicit teaching. All Year 7 assessments included a differentiated component to support high potential and gifted students.</p> <p>Collaboration takes place within faculty teams. We are working towards developing a classroom collaboration program such as Quality Teaching Rounds.</p>
<ul style="list-style-type: none"> <li>• 60% of faculties successfully develop and utilise faculty professional learning plans</li> </ul>	Faculties developed professional learning plans. These were used to guide professional learning priorities.
<ul style="list-style-type: none"> <li>• 50% of teachers 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.</li> </ul>	The teachers and professional experience students involved in the UTS immersion program indicated positive experiences.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$109,735.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs. Three part time School Learning Support Officers were employed to assist students with integration funding in the classroom, on excursions and at whole school events.</li> <li>• Staffing release to build teacher capacity around the implementation of the Life Skills syllabus for students with high-level learning needs. Staff were trained by the Learning Support Teacher and were provided with release time to develop resources for Life Skills students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$16,465.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Universal wellbeing initiatives:</li> <li>• Targeted and Intensive Student Support</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• Staff release to increase community engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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. As the pressures of COVID-19 lingered into 2022, the school continued to experience a significant number of requests for financial assistance. In all situations, discussions occurred so that the parent and student's dignity was preserved. Planned 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-</p>

<p>Socio-economic background</p> <p>\$16,465.00</p>	<p>curricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focus on the process of informing parents of the availability of support and the streamlining of the access to funding. Ongoing improvement of budget and financial tracking systems, within the whole school budgeting process, 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>\$440,219.05</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective, data-informed teaching practices: Universal strategies.</li> <li>• Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Safe and supportive parallel EAL/D classes are taught in year 9 to 12 by fully trained EAL/D teachers who understand and teach specifically to the student's language needs. EAL/D teachers scaffolded, modelled and differentiated assessment tasks resulting in results comparable to their cohort as a whole. Year 11 and HSC EAL/D teachers build upon previous skills in a systematic way to ensure ongoing improvement in stage 6 course. In 2022, this resulted in 50% of students above state average for the top 2 HSC bands.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teacher professional learning will focus on differentiated resources within the school's framework of explicit teaching. Improve the school's communication with our feeder primary schools by strengthening our School Experience Transition program to give a greater understanding of student prior learning to allow a more individualised and tailored entry into high school. Further development of connections with parents and community groups to form learning partnerships so that they can provide better support for their children.</p>
<p>Low level adjustment for disability</p> <p>\$183,802.12</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted and Intensive Student Support</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a Learning and Support teacher to work with individual students and in a case management role within the classroom/whole school setting. The Learning Support Teacher was able to provide targeted interventions for students with additional needs including small group academic tutorial sessions, N-Award completion support and social skills development lessons for students on the Autism spectrum.</li> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. SLSOs were employed to support the implementation of individual education plans for students with additional needs on excursions, incursions, camps, and in the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$183,802.12</p>	<p>classroom.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Successful identification of students with additional needs has led to the implementation of targeted evidence-based support interventions by the Learning and Support Teacher and SLSOs. These programs have improved student learning and wellbeing outcomes seen through the increased school engagement of these students including attendance, academic performance, and positive behaviour outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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 struggling.</p>
<p>Professional learning</p> <p>\$126,489.83</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Killara High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective professional learning for continuous improvement and data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</li> <li>• Teacher participation in professional learning experiences with professional associations.</li> <li>• Teacher involvement in HSC teaching strategies professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices to support the school focus of explicit classroom teaching resulting in improved internal student results. The support of our early career teachers through the targeting of self-identified areas of development. The implementation and strengthening of High Potential Gifted Education procedures and practices especially in Year 7 2023. The opportunity for teachers to enhance teaching and assessment practices via involvement in professional associations and conferences. Greater awareness of Aboriginal education elements through the support of experts in this field of learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued personalised professional learning with a focus on maintaining high professional standards through teachers achieving and maintaining accreditation. Targeting of funding towards NSW Curriculum Reform to ensure that teachers have time to engage with and enact new syllabuses that continue to deliver high quality inclusive and engaging pedagogy for all students.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

<p>COVID ILSP</p> <p>\$17,939.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a part-time teacher to deliver small group tuition. Year 7 students with significant reading challenges were identified to undertake the evidence-based MacqLit small group reading program. The intervention teacher delivered three classes per week.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This Tier 2 explicit support program has produced 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><b>After evaluation, the next steps to support our students will be:</b> To expand this literacy intervention to more students, as we have evidence of impact and additional need into 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Killara High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Universal wellbeing initiatives:</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Student Support Officer has developed and implemented wellbeing programs to support students.</li> <li>• Wellbeing parent information evening presentations.</li> <li>• Provided one-on-one support for our students and their families in the manner of a youth worker, making referrals to various agencies and services.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The positive impact of our SSO is very significant. Feedback from students, parents and staff indicate that this service is critical to our school's operations. Complex case support, event management and leading wellbeing initiatives are just some of the areas of impact. Whole school initiatives have been implemented with positive outcomes. These initiatives have been related to the flagship 'KHS Respectful Relationships' program 2022-2023. Activities were run for our Socktastic Fun Day, Teacher Appreciation Day and Love Your Body Week as well as supporting our Year 12 students through their most challenging years. Positive feedback has been received from our P&amp;C in relation to the support provided by our Student Support Officer. Students have become knowledgeable about various wellbeing related matters as a result of year group presentations. Years 9 to 12 had personalised wellbeing year group support that addressed key social-emotional learning outcomes. These were run with the wider KHS Wellbeing team. Sessions were run with groups across Year 7 to 10, with topics including general life skills, bullying, anger management, body image and respectful relationships. Groups were tailored to suit participants and at times included sport or peer mentoring.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with wellbeing activities that have best supported our students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1025	1038	962	966
Girls	640	635	644	641

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.4	95.9	96.4	90.8
8	93.0	95.0	94.0	89.9
9	92.8	94.9	93.7	89.4
10	91.1	93.3	94.5	88.3
11	92.1	92.8	93.8	91.2
12	90.2	93.3	92.7	90.7
All Years	92.3	94.2	94.1	90.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	0	1.5
Employment	0.5	0.9	2
TAFE entry	0.9	0.8	1.5
University Entry	0	0	86
Other	0	0	0
Unknown	0	0	9

## Year 12 students undertaking vocational or trade training

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5.79% of Year 12 students at Killara High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.2% of all Year 12 students at Killara High School expected to complete Year 12 in 2022 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	1.4
Teacher ESL	3.4
School Counsellor	1.6
School Administration and Support Staff	17.57
Other Positions	1.2

\*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,627,270
<b>Revenue</b>	19,544,538
Appropriation	16,764,511
Sale of Goods and Services	47,440
Grants and contributions	2,705,184
Investment income	25,116
Other revenue	2,288
<b>Expenses</b>	-19,296,986
Employee related	-16,353,447
Operating expenses	-2,943,539
<b>Surplus / deficit for the year</b>	247,552
<b>Closing Balance</b>	1,874,822

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	109,735
<b>Equity Total</b>	640,487
Equity - Aboriginal	0
Equity - Socio-economic	16,466
Equity - Language	440,219
Equity - Disability	183,802
<b>Base Total</b>	14,795,854
Base - Per Capita	405,652
Base - Location	0
Base - Other	14,390,202
<b>Other Total</b>	799,204
<b>Grand Total</b>	16,345,280

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

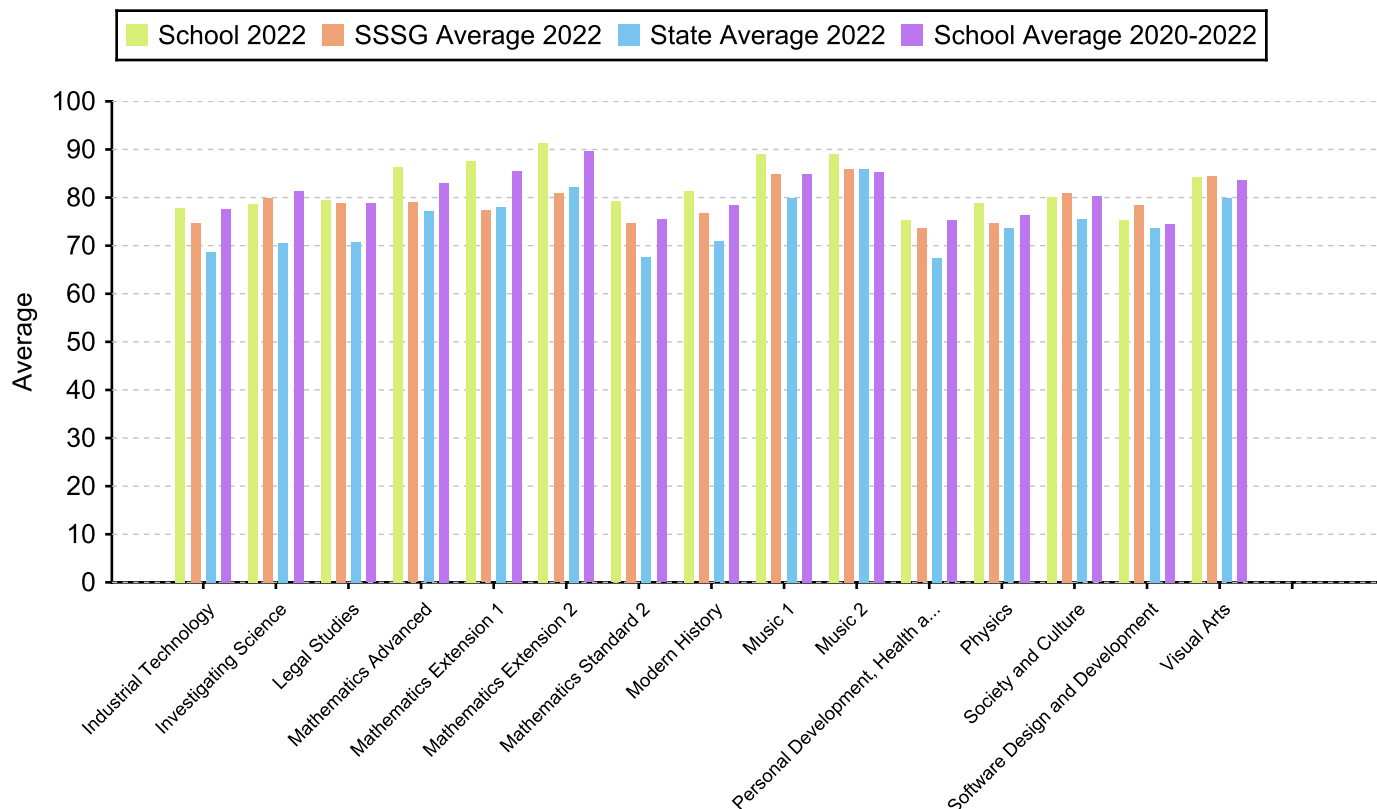
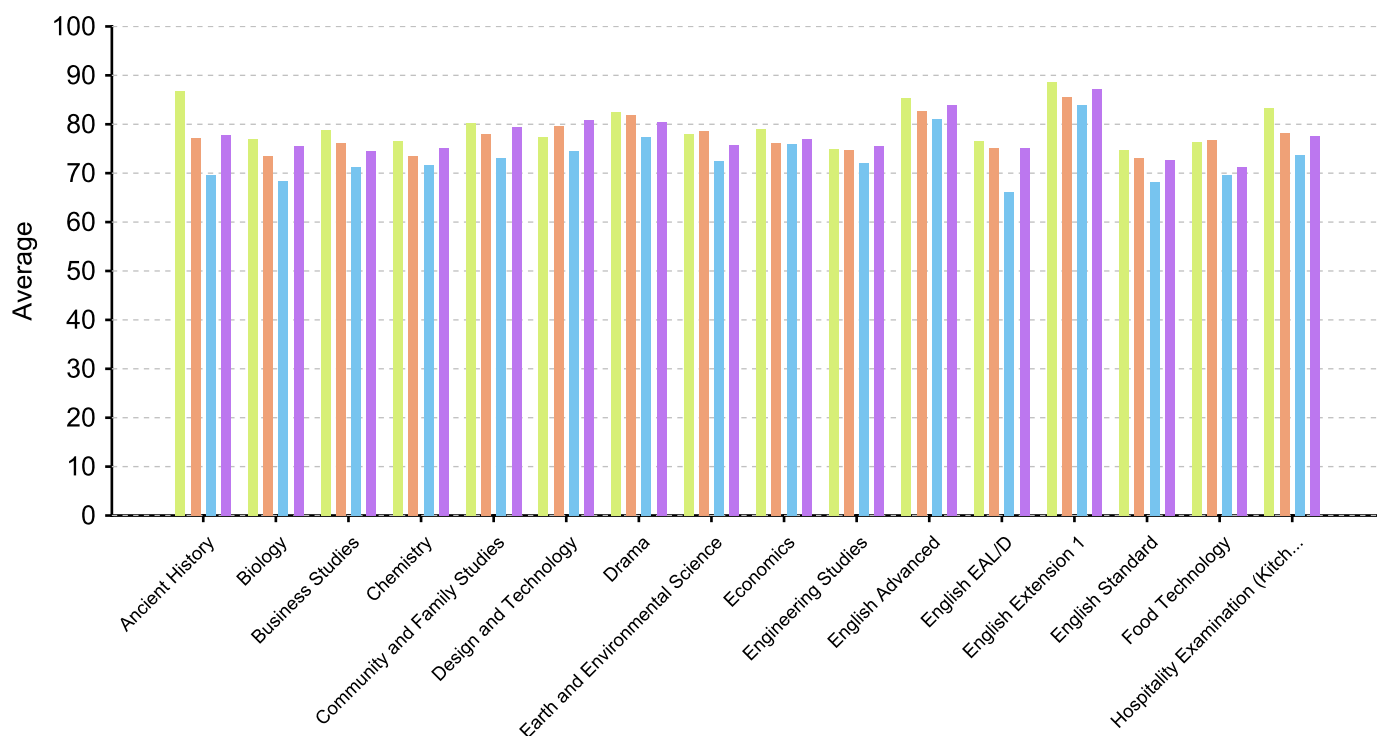
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.





<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	86.7	77.2	69.6	77.9
Biology	77.0	73.6	68.5	75.6
Business Studies	78.9	76.2	71.2	74.5
Chemistry	76.6	73.5	71.7	75.1
Community and Family Studies	80.2	77.9	73.2	79.5
Design and Technology	77.4	79.6	74.6	80.8
Drama	82.6	81.9	77.5	80.5
Earth and Environmental Science	78.1	78.6	72.5	75.8
Economics	79.1	76.2	76.0	76.9
Engineering Studies	74.9	74.8	72.0	75.6
English Advanced	85.3	82.8	81.0	84.0
English EAL/D	76.6	75.1	66.1	75.2
English Extension 1	88.6	85.6	83.9	87.2
English Standard	74.7	73.1	68.1	72.8
Food Technology	76.4	76.8	69.7	71.3
Hospitality Examination (Kitchen Operations and Cookery)	83.3	78.2	73.7	77.7
Industrial Technology	77.9	74.7	68.6	77.6
Investigating Science	78.6	79.9	70.6	81.4
Legal Studies	79.5	78.9	70.8	78.8
Mathematics Advanced	86.3	79.0	77.1	83.0
Mathematics Extension 1	87.6	77.3	78.0	85.4
Mathematics Extension 2	91.4	80.9	82.2	89.6
Mathematics Standard 2	79.2	74.8	67.6	75.4
Modern History	81.3	76.7	70.9	78.5
Music 1	89.1	84.9	79.9	84.9
Music 2	89.0	85.9	86.0	85.4
Personal Development, Health and Physical Education	75.3	73.6	67.5	75.2
Physics	78.8	74.8	73.5	76.3
Society and Culture	80.1	80.9	75.5	80.2
Software Design and Development	75.4	78.5	73.7	74.6
Visual Arts	84.3	84.5	79.8	83.6

## Parent/caregiver, student, teacher satisfaction

Overall, communication is critical in informing and empowering all stakeholders, and this is where we will channel our resources after analysing key survey data. In relation to parents, the majority indicated that the physical school environment is welcoming. Key areas for improvement include providing greater opportunities for parents to participate in school events, and holding more information sessions. We also need to continue working towards improving our communication around how parents can support their children's learning at home. In relation to student satisfaction, results indicate that students are aware of key staff members in the school who can provide support. Results indicated a need to continue working towards developing student sense of belonging. Differentiating the curriculum is another key area for continued growth. Teachers indicated strengths in their skills to deliver curriculum and they identified a range of strengths in the school, including leadership, use of data informed practice, learning culture and vision. Teacher collaboration is an area for continued growth.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.