

2022 Annual Report

Keira High School



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Introduction

The Annual Report for 2022 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.

School contact details

Keira High School

Lysaght St

Fairy Meadow, 2519

<https://keira-h.schools.nsw.gov.au>

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

4229 4644

School vision

Keira High School seeks to provide a holistic education that is relentlessly focused upon the development of the whole child.

Our vision is to promote equity and excellence to ensure that all students become successful learners across a diverse curriculum, confident, 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 810 and significantly includes 40 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	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	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

Professional learning: \$50,000.00

Summary of progress

Our work in this strategic direction in 2022 focused on the core skills of academic reading for meaning and academic writing for success.

Head teachers led professional learning in the explicit teaching of writing and reading with the school employing a distributed leadership model of devolving the leading of professional learning from the schools executive to faculties to the classroom. Evidence-based programs and lessons were designed and implemented in reading and writing by the use of explicit criteria for assessment in writing and the alignment of explicit teaching of reading to the current evidence-base.

Each faculty reviewed the reading and writing demands of their subjects to ensure that units of learning addressed the demands of the various syllabuses. Stage 6 students were provided with feedback post assessment tasks against the writing criteria. With the provision of this feedback, students were able to reflect upon their success and plan for next steps in improving their work. To support students determine or clarify the meaning of vocabulary words encountered when listening, reading and viewing texts, the school trialed the use of Frayer's model in Stage 4 teaching programs across all faculties.

Strategies developed through professional learning in writing and reading have been embedded into faculty and classroom programs across the school. Stage 6 student voice reflects that they have a deeper understanding of the aspects of the explicit writing criteria and value its consistency in providing feedback that is actionable. Teacher survey data demonstrates that they have an increased understanding of how to explicitly teach the strategies aligned to the writing criteria and are gaining confidence in their practice.

In 2023, the school will continue to focus on the explicit teaching of writing and reading, building teacher capacity to teach specific criteria. Work undertaken in deepening teachers' knowledge of the accurate assessment of reading will be continued to further inform our focus on academic reading for meaning.

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 of 5.15% in the percentage of students achieving in the top 2 bands of NAPLAN Reading to meet the system negotiated lower bound target.	2022 NAPLAN data indicates 11.03% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
An uplift of 5.23% in the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to meet the system negotiated lower bound target.	2022 NAPLAN data indicates 8.85% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.

An uplift in the percentage of students achieving in the top two bands in the HSC to be above 2021 attainment level.	<p>2022 HSC Data indicates 20.8% of students in the top two bands for 2022 indicating 0.1% less than 2021 attainment levels</p> <p>20.8% 2022</p> <p>20.9% 2021</p>
An uplift in the percentage of students achieving in the top three bands in the HSC to be above 2021 attainment level.	<p>2022 HSC Data indicates 57.5% of students in the top three bands for 2022 indicating an uplift of 5.1% more than 2021 attainment levels.</p> <p>57.5% 2022</p> <p>52.4% 2021</p>
NAPLAN expected growth in 2022 unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored by the use of Department of Education Check-In Assessments and internal measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN expected growth unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored by the use of Department of Education Check-In Assessments and internal measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal data demonstrates that teachers are using analysis of student writing responses to inform lesson planning and to identify skill gaps for improvement and areas for extension.	Document analysis of learning programs indicate 80% of Stage 6 learning programs include evidence of teacher use of the writing criteria to inform lesson planning that meets the learning needs of students across the full range of abilities.
Continued uplift in the proportion of Aboriginal students attaining Year 12 while maintaining their cultural identity.	The number of Aboriginal students attaining year 12 while maintaining their cultural identity has been consistent.

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

Professional learning: \$10,000.00

6101: \$50,000.00

Refugee Student Support: \$8,319.00

English language proficiency: \$63,419.00

Integration funding support: \$153,000.00

Aboriginal background: \$25,000.00

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

Summary of progress

The school attendance plan consisting of three attendance tiers with different interventions planned for each tier was enacted across the year. Three collaborative group (roll teachers with their supervising Head Teacher) sessions were conducted, letters to parents with students in the respective tiers were sent, the Sentral Student and Parent Portal allowed parents to view real-time attendance data and rewards for attendance of 90% or above were implemented from Term 2. The next steps in 2023 are to implement measures to increase parent uptake of the Portal and keep other interventions as they are since attendance levels in Term 3 and 4 began to rise.

The Hub continued to be used primarily as a space for the Learning and Engagement faculty with reading groups and other small group activities, and as a meeting space for groups of staff including the Executive. A successful recess and lunch program was also run from the Year Advisors room with some food donated by the local Woolworths and others purchased by the school. New furniture was purchased to make it easier to reconfigure the main room as required. Wellbeing documentation (such as role statements, timeline of events) arising from the Evaluation was developed to ensure new members of the wellbeing team are acclimatised quickly. The next steps in 2023 are to refine wellbeing team role statements and reconfigure the recess/lunch program to make it sustainable.

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
Internal measures demonstrate that feedback to students in Stage 6 is timely and directly connected to the Academic Writing for Success criteria.	The implementation of student reflection and workshoped feedback opportunities were highly valued by students. Parent and student conferences in Year 12 were valuable and had a clear impact on HSC examination results, with students across Key Learning Areas showing improvement between the Trial HSC and the HSC examinations.
Uplift in the percentage of students attending greater than 90% of the time to be above the 2021 attendance rate.	The number of students attending greater than 90% of the time or more has decreased by 22.01%, yet is equivalent to the Department average and still reflects the COVID context. The percentage of students attending 90% or more of the time rose in both Term 3 and Term 4.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be	Tell Them From Me data indicates 56.62% of students report a positive sense of wellbeing across the three measures, which is a drop of 4.62% on 2021 data. Many more students completed the Tell Them From Me survey

above the 2021 measure.

in 2022 than 2021, which is likely to be the cause of this change in data.

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: \$15,000.00

Low level adjustment for disability: \$96,000.00

Socio-economic background: \$303,000.00

Summary of progress

Our work in this strategic direction in 2022 focused on creating the enabling conditions for high impact teaching by embedding of collaborative professionalism within the delivery of all aspects of the school plan and explicit professional learning to support effective classroom management.

Head teachers have continued to lead professional learning in explicit teaching employing a distributed leadership model of devolving the leading of professional learning from the schools executive to faculties to the classroom. This collaborative professionalism has been employed across all areas of our strategic improvement plan.

The Executive team collaborated in the development of explicit professional learning for all teaching staff. Teachers engaged in scenario based learning within collaborative groups to develop a shared understanding of school policy, procedure and practice.

HSC teachers continued to be 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. Teachers were again 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 the delivery of professional learning. This has been delivered by the in-school community of practice. The impact of progress on improved student outcomes has been clear in 2022, with an uplift in the proportion of students achieving in the top three Higher School Certificate (HSC) bands of 5.1% from 2021 levels.

In 2023, all staff will engage in professional learning to develop a shared understanding of the Inclusive, Engaging and Respectful Schools policy to inform the development of our Student Behaviour Policy and procedures. Teachers will continue to engage with the HSC PL to continue in developing a strong and collaborative community of practice.

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
Internal measures demonstrate that professional learning for staff has promoted consistent expectations of behaviour and learning.	Teacher and Head Teacher feedback indicated a strong response from staff to professional learning. Direct observation and <i>Sentral Wellbeing</i> data indicated a marked increase in the accurate translation of school policy.
Internal measures demonstrate that collaborative processes and practice has been strengthened by professional learning, coaching and mentoring	Collaborative processes at an executive and whole staff level are fully embedded in the delivery of the Strategic Improvement Plan. All aspects of the executive work now make use of strong collaborative practices.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,319.00</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"> • Optimal Wellbeing <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 the following impact: improved attendance and in-class support for refugee students. School Learning Support Officers (SLSOs) worked in classrooms to support students' understanding of classwork and confidence in engaging in learning. These bilingual SLSOs work closely with EAL/D specialist teachers, complementing their support of students across the curriculum. They also continue to collaborate with classroom teachers, increasing teacher knowledge of their refugee-background learners and the unique strengths and challenges that each brings to the classroom, as well as providing direct support to these learners.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ bilingual SLSOs to directly assist students and facilitate home-school communication. 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>\$153,000.00</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"> • Optimal Wellbeing <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 • a collaborative structured approach implemented for developing Individual Learning Plans • a collaborative structured approach implemented for developing Individual Learning Plans • delivery of whole school professional learning to ensure every student is known valued and cared for • Starting Strong: comprehensive additional transition program to support 6 to 7 transition for targeted students • consultation with external providers for the implementation of targeted support • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with additional learning and support needs are provided inclusive support through in-class assistance and adjustments to programs and assessments, resulting in improved learning outcomes. The increased use of in-class SLSO support has resulted in higher student engagement and agency, while also promoting independence in learning. All students had Individual Learning Plans were developed, and progress</p>

<p>Integration funding support</p> <p>\$153,000.00</p>	<p>towards their outcomes monitored. Comprehensive student profiles were provided to all staff to support their ability to differentiate. A strong start for Year 7 student's beginning high school with a decrease in negative wellbeing entries and student's out of class/ not at school.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ SLSOs to support eligible students. 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>\$303,000.00</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>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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional third Deputy Principal to support students, families and teachers across the school • allocation of funds for use in wellbeing practices • allocation of funds for technology upgrades • Employment of Business Manager to support school administration, staffing, WHS, properties and operations <p>The allocation of this funding has resulted in the following impact: 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 will be: to continue to provide student assistance to support students with additional learning and wellbeing needs. By continuing to employ the third Deputy Principal, additional support is given to all teachers, families and students. 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>\$25,000.00</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"> • Optimal Wellbeing <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 • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$25,000.00</p>	<p>students</p> <p>The allocation of this funding has resulted in the following impact: A teacher was released for 0.1 load to support for Aboriginal and Torres Strait Islander students' learning and wellbeing needs. They were able to meet with students and organised a meeting with ACLO. This impacted on student's increasing their knowledge of other students and their confidence to talk to other Aboriginal and Torres Strait Islander students. 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. The Aboriginal Education Team met a number of times during the year to plan activities and increase involvement of students. Students increased their involvement in NAIDOC Week and Reconciliation Week activities</p> <p>After evaluation, the next steps to support our students 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>\$63,419.00</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> <ul style="list-style-type: none"> • Optimal Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of EAL/D specialist teachers to directly support EAL/D learners in a variety of teaching modes across the curriculum • employment of additional bilingual staff for targeted student support, as well as support of home-school communication and culturally and linguistically diverse community engagement • 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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Increased home-school communication to better support students' learning at school. The employment of bilingual staff assisted the school to make positive connections with families and proffered vital in-class bilingual support for students still developing their English language skills. 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 pedagogy implemented across all Key Learning Areas. Local community groups supported implementation of a range of extracurricular programs (Accelerate Her, Creating Chances, Ready Arrive Work, Illawarra Multicultural Youth Conference). These provided equitable access and opportunities for culturally diverse students to thrive and succeed in wider Australian society. Students were also supported to realise other extracurricular opportunities, including a number of successful scholarship applications and writing competition entries.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ specialist teachers and Arabic and Karenni speaking</p>

<p>English language proficiency</p> <p>\$63,419.00</p>	<p>SLSOs to support our EAL/D students. We will continue to offer an EAL/D English Elective class for Stage 5 students to consolidate academic English, as well as parallel EAL/D English classes for Stage 5 and the continued implementation of the Stage 6 EAL/D English course. Withdrawal, team-teaching and collaborative planning across the curriculum will also remain a priority.</p>
<p>Low level adjustment for disability</p> <p>\$96,000.00</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"> • Highly Effective Classrooms <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 <p>The allocation of this funding has resulted in the following impact: 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. Increased staff knowledge of the National Consistent Collection of Data of students with Disabilities (NCCD) processes.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> o 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>Professional learning</p> <p>\$75,000.00</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 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> <ul style="list-style-type: none"> • The Core Skills • Optimal Wellbeing • Highly Effective Classrooms <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Continued teacher engagement with the state wide High School Certificate Professional Learning and structured sharing of best practice

<p>Professional learning</p> <p>\$75,000.00</p>	<p>across faculties</p> <ul style="list-style-type: none"> • School Development Day learning activities, Twilights and targeted Curriculum Network Illawarra Staff Development days. • Academic Writing For Success and Academic Reading for Meaning continue to embed strategies for the explicit teaching of literacy. • Staff have all engaged in the Trauma Informed Practice and enhanced understanding of High Performance and Gifted Education. <p>The allocation of this funding has resulted in the following impact: Majority of staff have completed compliance training for: • CPR mandatory training • Anaphylaxis and First aid. Staff have all engaged in the Trauma Informed Practice and enhanced understanding of High Performance and Gifted Education. Embedding strategies to support the explicit teaching of Literacy.</p> <p>After evaluation, the next steps to support our students will be: Continuation of High School Certificate Strategy, High performance and Gifted Education and Explicit Teaching of Literacy Professional Learning.</p>
<p>COVID ILSP</p> <p>\$223,904.00</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>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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy in MacqLit and GreenBox • employing staff to provide online tuition to student groups in numeracy in QuickSmart • employing staff to supervise and monitor progress of student groups engaging in tuition • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: An increase in the number of students in the program achieving significant literacy and numeracy gains and progress towards personal learning goals. 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 will be: 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. Prioritise further in-class support for students who have participated in small group tuition to ensure literacy and numeracy goals are being met. Consideration given to having CILSP educators attend the weekly homework club to provide literacy and numeracy support.</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 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> <ul style="list-style-type: none"> • Optimal Wellbeing

Student support officer (SSO)

\$96,058.00

Overview of activities partially or fully funded with this Staffing - Other funding include:

- Specific Student Assistance:
 - Triaged students and linked them up to appropriate supports within the school and externally
 - Provided individual, targeted support to assist students who were struggling
 - Assisted students transitioning to high school, post school preparation, new enrolments and helped students prepare for and attend job interviews, write applications for jobs, scholarships and early entry for students applying for tertiary studies
 - Assisted students when needing uniform supplies eg. Purchasing, providing, monitoring this support in a sensitive way
- Intervention programs for students:
 - Led the KHS Student Assistance Program/Breakfast Program
 - Responded to emerging needs of students eg. Support for students who vape and have asked for help to cease vaping, have sleep disorders or need assistance with sleep patterns, have eating disorders, body image issues and other complex issues. Connecting them with online support, external agencies and support within the school setting
 - Utilised and managed the HUB as a space for students needing support
- Staff collaboration and Professional Learning:
 - Provided academic assistance by liaising with Head Teacher Wellbeing, KLA Head Teachers and staff, to ensure students who are struggling receive support, extensions and guidance around tasks and class work
 - Researched and developed resources for a number of wellbeing programs and initiatives eg. Peer Support, RUOK? Day, Wear it Purple Day
 - Continued to develop documentation eg. Health Plans, Anaphylaxis Plans. Liaised with parents, carers and key personnel for these to be updated
 - Completed numerous professional training activities to enhance the role of the SSO eg. Mental Health First Aid, Butterfly Foundation PL, SSO PI
 - Worked collaboratively with the Wellbeing Team, Senior Executive and Head Teacher Wellbeing to improve the wellbeing of the young people in our care
- Links with community organisations and agencies:
 - Liaised with and made referrals to external agencies on behalf of students
 - Made notifications as a mandatory reporter
 - Attended and co-ordinated inter-agency meetings, case meetings, parent/carers meetings, to support students learning, engagement and wellbeing
 - Continued to develop partnerships with local businesses and external agencies and connected students to these providers. eg. Woolworths Fairy Meadow, SYFS, Tree House, SCARF, SAFE HAVEN, CAHMS, MCCI, Wollongong Council, PCYC, Wollongong Library, Wollongong Youth Centre

The allocation of this funding has resulted in the following impact:

- An increase in students seen, known and supported by key personnel and external agencies
- An increase in students accessing wellbeing support and knowing what and who they are
- Students reported that the role is key in the area of advocacy for young people
- Students reported that they could engage more in class and could concentrate more, due to the Breakfast/Student Assistance Program
- An increase in engagement with wellbeing supports, set up by the SSO, enabled students to improve attendance and engagement

After evaluation, the next steps to support our students will be:

- Continued development and monitoring of systems - eg. Utilisation of HUB, Referral System
- Further development of the HUB as a space. More improvements using student voice

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> • Continued connection with new year 7 co-hort and new enrolments • Improve and further develop the Breakfast /Student Assistance Program • Continue to liaise with external agencies to improve the wellbeing of our students eg. Investigating the idea of a Therapy Dog
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	472	457	431	417
Girls	414	437	420	387

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.1	91.3	87.6	84.2
8	87.0	88.7	84.9	80.6
9	87.9	89.0	81.8	76.8
10	82.0	91.3	83.0	75.5
11	86.3	88.3	84.4	78.0
12	89.3	90.3	86.9	84.6
All Years	87.1	89.9	84.7	79.6
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 continued to be a significant area of focus in 2022, with a range of strategies implemented to target Tier 1 students (those attending below 50%) and students who were not quite achieving 90% attendance. Communication strategies were assessed and revitalised, with increasing communication to all parents around their child's pattern of attendance and the impact it has on their learning. Parent feedback around this increased communication was overwhelmingly positive, with parents valuing the explicit links made between absences and lost learning time. A supporting and collaborative approach to attendance has been fostered where parents, students and teachers are a team working together to support students to attend at or above 90%.

Attendance acknowledgement initiatives were also introduced in Term 2 of 2022. Students were acknowledged for attending above 90%, with additional acknowledgement for those who exceeded 95% and those who maintained 100% attendance. This was well received by students, with anecdotal data provided from roll call teachers and Year Advisors showing positive engagement with the program. This is also reflected in the attendance data for the year, showing a 13.6% increase of students attending at or above 90% from the inception of this strategy to the end of the year.

While there was a drop in whole-school attendance in 2022, this is consistent with the pattern across the state and can be attributed to spikes in Covid cases in the Wollongong area throughout the year. A range of strategies will be implemented in 2023 to focus on ensuring all students are engaged in education and attending consistently.

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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	1
Employment	0	8	26
TAFE entry	1	5	11
University Entry	0	0	52
Other	3	4	7
Unknown	0	4	3

Year 12 students undertaking vocational or trade training

36.22% of Year 12 students at Keira High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.8% of all Year 12 students at Keira 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	44.6
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	15.48
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 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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	366,367
Revenue	11,949,840
Appropriation	11,719,068
Sale of Goods and Services	32,079
Grants and contributions	184,969
Investment income	2,281
Other revenue	11,444
Expenses	-11,952,551
Employee related	-10,760,070
Operating expenses	-1,192,480
Surplus / deficit for the year	-2,710
Closing Balance	363,657

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.

	2022 SBAR Adjustments (\$)
Targeted Total	189,183
Equity Total	1,119,185
Equity - Aboriginal	25,864
Equity - Socio-economic	349,438
Equity - Language	408,182
Equity - Disability	335,701
Base Total	9,045,444
Base - Per Capita	224,541
Base - Location	0
Base - Other	8,820,903
Other Total	804,095
Grand Total	11,157,907

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

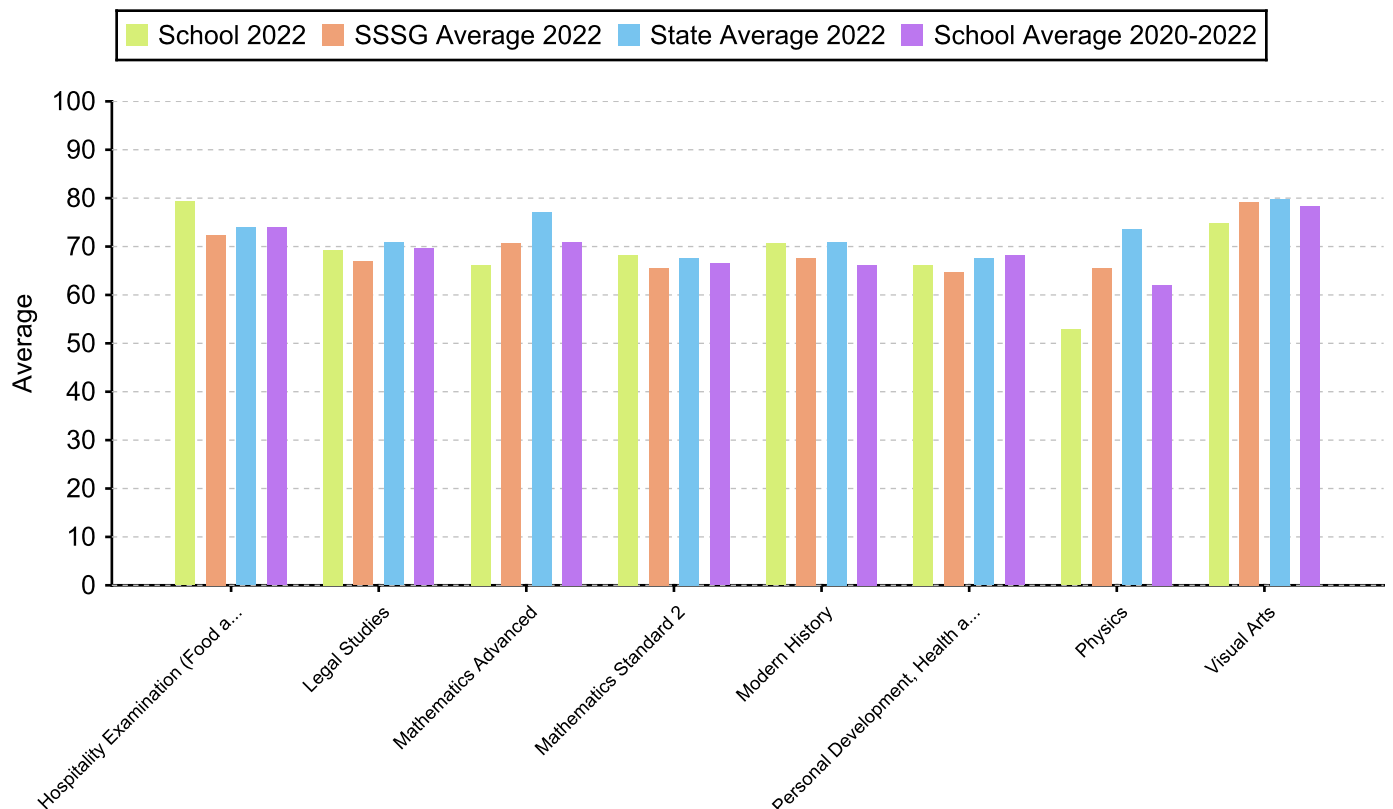
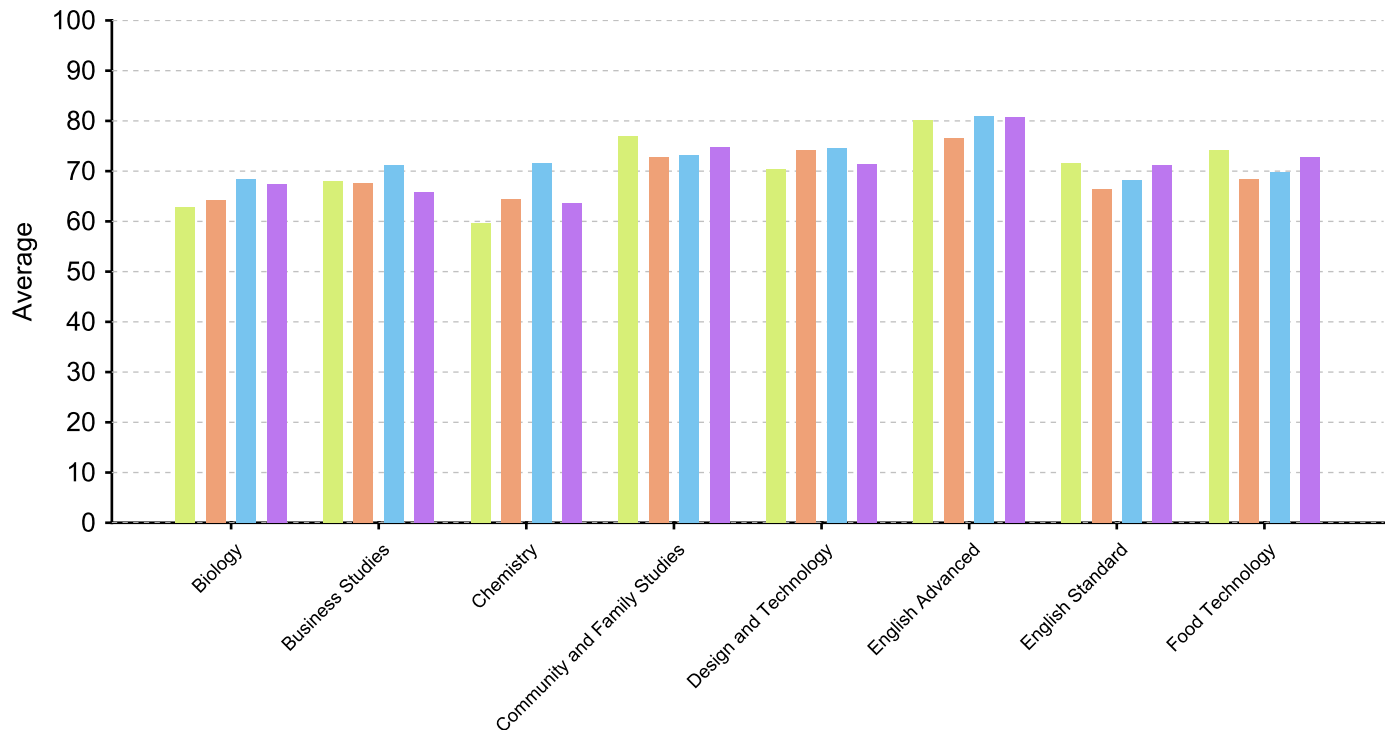
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	62.8	64.2	68.5	67.5
Business Studies	68.0	67.6	71.2	65.8
Chemistry	59.6	64.3	71.7	63.5
Community and Family Studies	77.0	72.8	73.2	74.7
Design and Technology	70.3	74.3	74.6	71.4
English Advanced	80.2	76.6	81.0	80.7
English Standard	71.6	66.5	68.1	71.2
Food Technology	74.2	68.3	69.7	72.8
Hospitality Examination (Food and Beverage)	79.3	72.4	74.0	73.9
Legal Studies	69.3	66.9	70.8	69.6
Mathematics Advanced	66.2	70.8	77.1	71.0
Mathematics Standard 2	68.3	65.6	67.6	66.5
Modern History	70.6	67.7	70.9	66.2
Personal Development, Health and Physical Education	66.2	64.7	67.5	68.2
Physics	52.9	65.6	73.5	62.1
Visual Arts	74.9	79.2	79.8	78.4

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

1. The annual Tell Them From Me 'Parent in Learning' parent survey report was completed by 16 respondents. This indicated that the majority of parents/caregivers felt welcomed at the school, their child is able to study subjects available at school 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.
- improving school reports with information on how to best support their child's learning.

Keira HS 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, 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 occasion, a parent complaint was raised, with the use of the complaint handling procedures to manage the issue with sensitivity and confidentiality.

2. 69 parents/ caregivers completed an online survey in June 2022 regarding Keira HS timetable, curriculum plans and opportunities at Keira HS.

- 85% parents agree/ strongly agree having a similar bell time each day of the week would be better
- 74% parents agree/ strongly agree there is a wide range of curriculum choice
- 74% parents agree/ strongly agree staff cater for students' learning differences
- 71% parents agree/ strongly agree students receive useful feedback from their teachers
- 58% parents agree/ strongly agree parents receive clear information about their child's progress
- 64% parents rate communication from Keira HS as Excellent/ very good

The Current uniform of Keira HS had the following responses:

- Excellent - 14.7%
- Very good - 27.9%
- Good but needs some changes - 41.2%
- Needs a lot of changes - 16.2%

The Keira HS P&C re-started in 2022, with P&C Executive voted in. Meetings are held twice a term with a small but committed number attending. Parents can attend either in-person or via Zoom meeting

Student satisfaction

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

454 students completed the Semester 1 survey in the beginning weeks of Term 2.

396 students completed the Semester 2 survey in the beginning weeks of Term 4.

As a general summary of the 2022 TTFM survey, students at Keira High School identified that academic self-concept is high, optimism is generally high and perseverance is generally medium.

Surveys included questions which included Social-Emotional Outcomes and Drivers of student outcomes. For each outcome or driver, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.". Their scores were scaled on either a percentage or a 10 point scale, and students with scores above 6.0 (i.e a moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and school attendance.

The information below displays the percentage of students at Keira High School compared with the NSW Department of Education (DoE) norms for students at the year levels assessed in this school

Semester 1 survey.

Social-Emotional Outcomes

Sense of belonging KHS: 55% NSW Norm: 66%

Positive behaviour at school KHS: 83% NSW Norm: 87%

Drivers of student outcomes

Explicit Teaching Practices and Feedback: KHS: 6.2 NSW Norm: 6.4

Students who are victims of bullying: KHS: 27% NSW Norm: 21%

Advocacy at school: KHS: 5.5 NSW Norm: 6.0

Positive learning climate: KHS: 5.3 NSW Norm: 5.6

Expectations for success: KHS: 6.7 NSW Norm: 7.0

Students planning to finish Year 12: KHS: 66% NSW Norm: 85%

Students planning to do an apprenticeship or VET/TAFE course: KHS: 33% NSW Norm: 35%

Students planning to go to university: KHS: 53% NSW Norm: 67%

Semester 2 survey.

Social-Emotional Outcomes

Sense of belonging KHS: 46% NSW Norm: 66%

Positive relationships KHS: 75% NSW Norm: 78%

Positive behaviour at school KHS: 75% NSW Norm: 87%

Drivers of student outcomes

Explicit Teaching Practices and Feedback: KHS: 5.8 NSW Norm: 6.4

Students who are victims of bullying: KHS: 33% NSW Norm: 21%

Advocacy at school: KHS: 5.2 NSW Norm: 6.0

Positive learning climate: KHS: 5.0 NSW Norm: 5.6

Expectations for success: KHS: 6.2 NSW Norm: 7.0

Students planning to finish Year 12: KHS: 64% NSW Norm: 85%

Students planning to do an apprenticeship or VET/TAFE course: KHS: 34% NSW Norm: 35%

Students planning to go to university: KHS: 50% NSW Norm: 67%

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 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 the facilities of toilets and shelter.

2. 158 students completed an online survey in June 2022 regarding Keira HS timetable, curriculum plans and opportunities at Keira HS.

- 67% students agree/ strongly agree having a similar bell time each day of the week would be better

- 70% students agree/ strongly agree there is a wide range of curriculum choice
- 59% students agree/ strongly agree staff cater for students' learning differences
- 60% students agree/ strongly agree students receive useful feedback from their teachers
- 50% students agree/ strongly agree parents receive clear information about their child's progress
- 35% students rate communication from Keira HS as Excellent/ very good

The Current uniform of Keira HS had the following responses:

- Excellent -7%
- Very good - 17.1%
- Good but needs some changes - 36.7%
- Needs a lot of changes - 30.4%

Teacher satisfaction

1. The 'Focus on Learning' tool is a self-evaluation tool for schools and teaching staff. 52 KHS teachers completed this in October 2022. 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: Ratings are out of 10 indicating "strong agreement"

School leadership: KHS: 7.2 NSW Govt Norm: 7.1

Collaboration: KHS: 7.9 NSW Govt Norm: 7.8

Learning culture KHS: 8.0 NSW Govt Norm: 8.0

Data informs practice: KHS: 7.9 NSW Govt Norm: 7.8

Teaching Strategies KHS: 7.8 NSW Govt Norm: 7.9

Technology KHS: 6.8 NSW Govt Norm: 6.7

Inclusive school KHS: 8.2 NSW Govt Norm: 8.2

Parent involvement KHS: 6.5 NSW Govt Norm: 6.8

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

2. 51 teachers completed an online survey in June 2022 regarding Keira HS timetable, curriculum plans and opportunities at Keira HS

- 92% teachers agree/ strongly agree having a similar bell time each day of the week would be better
- 92% teachers agree/ strongly agree there is a wide range of curriculum choice
- 96% teachers agree/ strongly agree staff cater for students' learning differences
- 96% teachers agree/ strongly agree students receive useful feedback from their teachers
- 82% teachers agree/ strongly agree parents receive clear information about their child's progress
- 78% teachers rate communication from Keira HS as Excellent/ very good

The Current uniform of Keira HS had the following responses:

- Excellent 10.9%
- Very good - 19.6%
- Good but needs some changes - 56.5%
- Needs a lot of changes - 13%

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.