

Kirrawee High School

Annual Report



2016

KIRRAWEE HIGH



8437

Introduction

The Annual Report for **2016** is provided to the community of **Kirrawee High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Owens

Principal

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Message from the Principal

Welcome to Kirrawee High School and a dynamic community in which students, staff and parents not only work together, but work unflinchingly to fulfil the promise of the young women and men in their care. *Measure by Achievement* is a motto that resides in the memory, hearts, and the actions of students. We understand that the true measure of any student is the measure of their character, and the qualities they develop as a graduate of this school. It is these distinctive qualities that have supported outstanding student achievement in 2016, and which continue to build the enviable record that has supported the significant contributions our alumni have made to the nation: authors, Supreme Court Justices, professors, doctors, educators, CEOs, engineers, Olympians, tradeswomen and men, composers and actors, to name just a few. I commend this report to you as testimony to the abiding quality that embodies this school: *nothing of value can be achieved without hard work*.

Message from the school community

Kirrawee High School works in close partnership with parents, carers and the broader community. It promotes a culture of learning where each student is encouraged to strive for their personal best across academic studies, art, music, drama and sport. The school executive and P&C work together to continually seek improvements across all aspects of school life. Recent examples include an update to the school uniform and school building projects. Kirrawee High School is an outstanding example of a high quality public high school with dedicated teachers and staff who are helping shape socially responsible citizens of the future.

Message from the students

Kirrawee High School proudly acquires a comfortable, accepting and cohesive nature, enabling the enrichment of students in comprehensive terms. The school has a large focus on social development and contribution to wider community, allowing students' development in both moral and educational ways. This environment nurtures each individual's subjective aspirations and talents, guiding and assisting them through every stage within their six years of secondary education. The involvement and dedication of teachers within the school, and the numerous educational, leadership, performance and sport opportunities the school offers cultivate this fostering atmosphere. Alongside its comprehensive nature, Kirrawee High embodies school unity and cohesion – bridging the gap between conventional cohort hierarchy – and instead providing an equitable environment for all students. Initiatives such as *The World's Greatest Shave*, *The Madiba Project* and *Peer Support* emphasise this unison as all branches of the school community combine to tangibly form *the family*, which we call Kirrawee High School. For these many reasons, we are proud to have served as School Captains. Narmeen Sherif and Robert Beattie

School background

School vision statement

To develop young men and women within an inclusive world community who are self-reliant, compassionate, engaged and measure their achievement by academic excellence and high ethical standards.

School context

From a proud and ongoing tradition Kirrawee High School represents conspicuous excellence in a wide range of academic, service, arts, sporting and community endeavours. As a public, comprehensive and high school of language excellence, Kirrawee develops students to think critically and independently about their world and the ways in which they can contribute to humanity's future wellbeing and prosperity. The school actively works to develop ethical, resilient and emotionally intelligent young people who define personal accomplishment and continual improvement as the measure of their character and achievement. It is acknowledged that a very strong work ethic is essential to leading a meaningful life. A large school population (approximately 1200) reflects an engaged and supportive community who hold high expectations for educational opportunities, outcomes, and the post-school lives their children will lead. In the same way, teachers and support staff nurture high expectations for the learning and personal responsibility students demonstrate to meet and exceed the promise afforded by a safe, warm, aspirational school and family environment. The school achieves these goals with an emphasis on high quality programs, which are supported by experienced and enthusiastic staff. Staff value their professionalism and honour their practice, generously supporting colleagues and continually developing their skills. Equally, they understand that it is the positive influence on young people that defines their profession as a compassionate and inspired calling. For all these reasons there is an unshakeable pride as students, parents and teachers in belonging to the Kirrawee High School community. There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits for all.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the outcomes of the following summary: We are entrusted with shaping young lives and honouring the limitless opportunity that becomes tangible within our valued comprehensive public school. It is for this reason alone that the sweat of a committed and professional staff is gladly given in serving our community, jealously guarding and willingly building the long-held reputation of the school. We create a school of first choice in which community confidence places a welcomed pressure on accommodating in excess of 1200 students, including many non-local enrolments. We believe that the community highly values, as do we, the broad curriculum, preparation for a global world, the indivisible values we strongly associate with learning, and our determination to provide a second home in which inclusivity, trust, cooperation and acceptance feed the wellbeing that all unique individuals deserve. In this, our golden anniversary year, the evidence presented herein, and perceptions based on an evidential record of success, are what motivate all of us to serve.

Learning The results of this process indicated that in the School Excellence Framework domain of Learning it was broadly considered that the school is *sustaining and growing*, reflecting many achievements but also a continual desire to strive for improvement. Of the elements informing Learning, the evidence for *Wellbeing* is thought by many to clearly reflect very positive and respectful relationships across the school. Learning is well supported by community expertise, a strategic direction of the current School Plan. Students are highly proactive in contributing to the school community, but also engaging wider platforms as voices for social justice and personal flourishing. Put simply, they get involved because they care, empathise, and know that they can change the world. Wellbeing is, all things considered, a real area of strength.

For the past three terms a cross-faculty curriculum review has taken place and the evidenced-based recommendations look to build innovative and responsive teaching practice. Similarly, the current School Plan is successfully driving

responsive and innovative changes to curriculum. Progress to-date, and the evidence provided, speaks to the further building of co-curricular activities through student leadership and the *reaching out* that establishes active partnerships with mentors and external expertise. Moreover, project-based learning (PBL) has been introduced as a slowly expanding model to complement other learning modes, promoting greater flexibility of both delivery mechanisms and environment. It is a deliberate linking of co-curricular projects with the principles of PBL, ensuring all activities seamlessly integrate with cross-curriculum and higher order thinking skills. Strategically, students recognise that *a classroom is wherever learning takes place, and in every subject, every other subject exists*.

The school is in the second of three phases to further develop assessment and reporting practices. An emphasis currently being placed on consistency of assessment structure and clarity to both students and parents across Stages 4 to 6. In addition, there has been modification to reporting criteria to again improve accuracy and in particular consistency of judgment and its interpretation. The first of these phases updated good principles of assessment and how they relate to a quality learning environment. During this period principles and structure of report writing were reviewed. Further evidence suggested that quality learning was being interrupted, and there were high levels of stress associated with the patchwork occurrence of Stage 6 assessment. The third phase will examine implications and impact of how we describe achievement from criteria through to marks. In all, we are growing towards more systematically using sophisticated data to inform practice, monitor achievement gaps, and strengthen student meta-cognitive reflection.

There are many structures and programs in place that support student learning needs and together reflect responsibility for student achievement. The School Plan focusses on high personal achievement, recognising that a student's base level and subsequent improvement is the true [difference] measure of their learning. Consequently, learning support, and School Plan initiatives to support academically able students, remain teaching and learning priorities. It is evident that students demonstrate good to excellent levels of growth on both internal and external performance measures. There is also evidence of good value-added performance with equity groups, in step with the general population. There are high levels of community engagement and we recognise that further building of individual identity, and responsibility as learners, will have powerful interactive effects on all SEF elements.

Teaching The results of this process indicated that in the School Excellence Framework domain of Teaching the school was again broadly judged as *sustaining and growing*. We acknowledge that there is always more work to do, however there is an abiding belief in the professional autonomy and professionalism that underpins a dynamic and responsive staff, who see the building of expertise as unassailable. In this way, high levels of collaborative practice are evident across Stages 4 to 6 and this increasingly extends to relationships with other schools, organisations and individual mentors. This has been an effective way to approach the current focus on ICT skills (BYOD), which also includes expert staff who respond on a needs basis to individual and faculty requests for support.

Teaching staff at Kirrawee are, on average, highly experienced, dedicated, and confident in what they represent and how they are perceived by students and families. Having said this, the school is in a period of transition where a number of energetic early service teachers are already making a substantial contribution. Without doubt, the school's many talented teachers are more than happy to mentor teaching practices, support accreditation, and share their extensive content knowledge. Specifically, these professionals have provided excellent support for beginning teachers. Under the current School Plan and PDF we are working towards fully embedding explicit systems for classroom observations, based on a developed template that uses the professional learning (PL) skills in relation to a research base of the QTF, Professors John Hattie (best effects), and Andrew Martin (affective domain).

All staff contribute to school teams and mutually support the building of skills and understanding that implements the School Plan. The active Professional Learning Team and school leadership has evaluated professional learning needs and from this developed a comprehensive series of after-hours professional learning courses. Entitled *Raising Student [personal] Achievement* it was developed as a fully registered course (12 hours), which uses the expertise of staff to share a range of effective teaching strategies. The support of effective classroom practice also includes a major focus on differentiation, across the learning continuum and with a focus on GAT students. After-school and SDD sessions have welcomed professional experts in their fields to support this focus and concomitant goals of literacy and numeracy. Furthermore, an action research team has been part of a community of schools' project to build effective practice and leadership skills. These team members have used locally generated research evidence to build on their understanding of the literature and then share project outcomes with the entire staff. Executive were also surveyed regarding their professional learning needs and from this skill building in the areas of difficult conversations, conflict management and interpersonal skills followed.

Restructuring weekly meetings has now resulted in approximately 50–75% of all weeks dedicated to professional learning or School Plan teams. This provides a more flexible and responsive approach to supporting initiatives and emerging needs. This semester, the focus, amongst other areas, has been on evidence-based practices and better reflecting on student performance data. Teachers take responsibility for improving their practice and reflect upon strategies and ongoing assessment to inform change. We are also gradually building a more sophisticated approach to applying, using inference from synthesised, multiple, and overlapping sources.

Leading The results of this process indicated that in the School Excellence Framework domain of Teaching, on-balance, judgements have indicated *sustaining and growing*. Professional leadership has been articulated as the impact of influence (in all its shades) and therefore the accessible ally of effective practitioners. Many staff have assumed

purposeful leadership roles, in activities, programs and school planning. The current team structure is a reflection of wide consultation in the formation of the School Plan. All team co-leaders are drawn from non-executive staff and have executive mentors to lend guidance. Kirrawee has an excellent reputation in the wider community and this community consistently demonstrates commitment to the school's strategic directions.

The process that informed the School Plan and ongoing milestones was comprehensive and widely consulted student, parent and professional communities. At the forefront of planning, and always implementation, we are asking the question, 'why?'. That we clearly identify our central purpose in all activities and how it reflects school excellence is seen as a first step in conversations around the initiatives we feel confident will make a measurable difference. For example, the leadership driving the development of the new school website, social media presence, style guide, student Media Team, and other digital solutions is not simply a nod to a digital age and pervasive technologies. Rather, it has asked far more searching questions pertaining to innovative practice, engaging our community, attracting opportunities, promoting achievement, and trading off repetitive tasks for professional time.

Succession planning by executive leadership has seen nearly 20% of new staff call Kirrawee home, with the complementary skills, ethos and enthusiasm to grow what is seen as essentially 'Kirrawee'. A number of staff have been active in seeking promotion and some recently successful in achieving positions at both executive and senior executive levels. Along with the increased recognition of staff who have earned a range of teacher awards, there is a dynamic culture of staff who value the challenge of leadership opportunities and the way in which they can continue to influence the direction of the school. In total, workforce planning has encouraged staff to remain engaged and to benefit from the personal motivation that is associated with finding meaning and purpose. In developing and placing the appropriate skills alongside School Plan goals this planning has also supported whole school improvement.

The School Plan has also raised compelling reasons for long-term streamlining of financial management and systems. To this end, the budgeting process was substantially modified to re-balance available funds in line with School Plan expenditure, oversight was tied more closely to the School Council, and Head Teachers given more discretion in the planning and expenditure of funds. Efficiencies have been made in relation to larger assets with a move to leasing of all copiers/printers, electronic consent, and adoption of eT4L. Our initiatives are responsive to community feedback, hence the move to a uniform review, new articles introduced, and the sale of all articles onsite. The additional income stream will support ongoing learning and infrastructure initiatives. At this time, site improvements have been made with student-inspired murals, dedicated gardens, refurbishment of the Library/Learning Centre, and the development of areas reflecting identity, achievement, alumni and posterity.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students excel in high personal and academic standards that nurture a connected and inclusive humanity.

Purpose

To develop our students for the future as active global citizens by equipping them with the skills to be confident, resilient and creative individuals who strive for excellence. Students will learn to work in teams and communicate ideas within the principles of social justice.

Overall summary of progress

A significant focus within the current School Plan is to better identify and cater for academically able students. An extended curriculum review has offered clear recommendations and at times findings that challenge assumptions and orthodoxy. Project based learning (PBL) has been firmly established, also helping to develop strong relationships with external partners and increase student learning opportunities. A team has established a school-based PBL model (*A World of Difference*), encouraging learning innovation and a measurable impact on student motivation and growth.

Challenging assumptions continues to be a healthy habit of mind and from respectful debate, such as the Learning Centre review, strengthens our response to, and possibilities for, students. Embracing a sophisticated view of learning and essential skills, well beyond the 3Rs, is now fundamental to future progress. Principles, such as a seamless co-curriculum, help provide the best opportunity to engage students, drive intrinsic motivation, and reflect the complex skills that all students require in their post-school future. This approach encourages and facilitates innovation and provides far more flexible delivery mechanisms characteristic of a nimble learning environment. Building social capital is at the very heart of what we do and there is a high regard for dignity, civility and mutual respect. It is for this reason that wellbeing is tied to social justice programs, recurrent symbols, structural reinforcement, and the individual attention that defines what it is to be human.

Finding meaning, engagement, and seeing purpose much larger than ourselves, are equally important outcomes that are looked for in whole school events such as *The World's Greatest Shave*, and the redressing of Aboriginal injustice and inequality. A common goal across the entire community, whether professional or student, is to test our actions against high ethical standards and exercise complex moral reasoning in order to better negotiate a complex world.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased integrated GAT strategies and differentiation in T&L practice. Increased provision of targeted GAT co-curricular activities. Improved measures and long-term tracking of aptitude, talent and effort.	Curriculum Review and Learning Centre evaluation finalised with recommendations implemented across 2017–18. A range of differentiation strategies investigated by PL team and shared with staff. A GAT expert delivered whole staff PL and initial adjustments made by faculties to accommodate differentiated learning needs. HT T&L with PL Team developed <i>Dare to Differentiate</i> strategy for 2017. The application of higher order thinking scaffolds continued in a range of co-curricular learning activities. Curriculum Review highlighted class structure discrepancies and provided evidence-based recommendations for a 2+5 Stage 4 model. Expanded standardized tests for Years 6 to 7 to include aptitude, comprehension and numeracy; composite measures used to track progress and guide class placement. These diagnostic changes were incorporated into an expanded Transition program, including <i>Fun Day</i> , which built on previous orientation.	TPL funds allocated as required to support projects, online standardized testing licence, and ad hoc resources. Approx. Approximately \$3,200 Proportion of staff salaries.
Increased forums to celebrate academic and wider achievement.	The <i>STARS</i> system for broad achievement recognition was absorbed into Sentral to aid more ready and frequent access. Similarly, <i>Student of the</i>	TPL funds allocated as required to support projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Difference measures and analyses to indicate academic growth, including value-added data.</p> <p>External data (HSC/NAPLAN etc) support achievement initiatives.</p> <p>Positive psychology initiatives expanded to build resilience, work ethic and grit.</p>	<p><i>Week</i> was introduced to highlight broad (and lesser recognised) achievement and inspire peers each Monday morning. Five new perpetual awards have been added, along with conspicuous recognition associated with new honour boards: The <i>Behrendt Prize</i>; <i>Social Justice and Reconciliation Prize</i>; The <i>Brianna Johnsen Memorial Prize</i>; <i>CHS Blues</i>; <i>Sportswoman and Sportsman of the Year Prizes</i>. Planning for these achievement markers, including major individual/school achievements, to move to Auditorium underway. Our Federal MP presented the Commonwealth Parliamentarian's <i>Distinguished Achievement Award</i>, and State MPs presented <i>NSW Parliamentary Awards</i> to multiple students.</p> <p>A review of Stages 5 to 6 transition resulted in the introduction of the <i>Signature Strengths</i> program for Year 10, identifying key personal qualities that inform curriculum and post-school decision making. This was further supported by the introduction of an interview scaffold for all Year 10 that drew on personal qualities, aspiration, and achievement to support subject choice. <i>Crossroads</i> was absorbed into the Year 11 Camp in order to concentrate and focus delivery of key safety and resilience learning. The <i>Winning Edge</i> initiative engaged experts to workshop students in relation to life skills and a deeper understanding of themselves.</p>	<p>Approximately \$2,900 per staffing entitlement</p>
<p>Increased application of critical thinking, real world problem solving, AC general capabilities via principles of PBL.</p> <p>Increased student participation in, and awareness of, social justice issues.</p> <p>Pre/post measures indicate rise in the fluid application of cross curriculum skills.</p> <p>Expand student leadership membership, groups and opportunities.</p>	<p>Following evaluations of <i>Varietas</i> in 2015, <i>A World of Difference</i> (AWOD) emerged as an ongoing school-based model of PBL. A partnership was formed with <i>Kids Teaching Kids</i>, which incorporated links with mentors, <i>Qantas</i> and <i>Sydney Airport</i>. Building on the <i>YLead</i> cohort program, an expanded group of students successfully completed a number of real world projects, presenting to peers and special guests, including our local member. These and other projects – class and co-curricular – inspired a deeper understanding of cross-curriculum skills and the interconnections between faculties. <i>In every subject, every subject exists</i> will be maintained as a pervasive meme.</p> <p>Student leadership was evaluated for 2016, including a comprehensive Prefect submission, and structural adjustments made to ensure better communication, and an improved understanding of group role. The expanded team now incorporates <i>Prefects</i>, <i>School Council Reps</i>, <i>SRC</i>, <i>SJC</i>, <i>SEC</i>, and <i>House Captains</i>. Significantly, a staff-student mentoring program trained male <i>White Ribbon Ambassadors</i> from Years 9 and 10, joining the new <i>Events and Media Team</i> for the expanded evening <i>Student Leadership Induction</i> in Term 4.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Approximately \$3,600 per staffing entitlement</p>
<p>Increased integration of L/N and AC general capabilities in T&L practice.</p> <p>Strengthened L/N value-added growth as indicated in the Year 9 NAPLAN.</p>	<p>Pre/Post measures of HOTS, affective, and cross curriculum outcomes were explored with 'real world' activities such as the <i>Refugee Challenge</i>, the <i>Madiba Project</i>, and the winning <i>Speaking 4 the Planet</i> team (KHS hosting in 2017). These goals were supported by new activities such as <i>World Tree Day</i> (200 plantings), <i>Relay for Life</i>, and</p>	<p>TPL funds allocated as required to support projects.</p> <p>Approximately \$4,250 per staffing entitlement</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Pre/post testing indicate increased acceptance of L/N general applicability.	<p>working with students from <i>Merrylands High School</i>. In particular, gain measures were applied to AWOD, raising significant findings related to students' motivation and preferred modes of learning. These data indicated not only overall success for the AWOD initiative, but also provided keen insight into the social, affective and cognitive domains. This understanding will form part of the evaluative cycle for a PBL project 2017.</p> <p>Scott Avery (school parent and <i>Director of the First People's Disability Network</i>) ran a series of workshops that made more explicit curriculum links between student leadership projects, Stage 6 courses (e.g. Legal Studies), social justice goals, and the higher order problem solving required in relation to ethical decision making.</p> <p>An Assessment Review led to more consistent assessment notification from Stages 4 to 6, and a more accurate alignment of grade distribution within and between courses.</p> <p>The <i>Lead and Read</i> literacy program was strengthened and embedded, with Year 10 student leaders supporting individually identified Year 7 students requiring further support. Given the success across a term in 2015, the <i>Double Up</i> initiative was added in 2016 to similarly support baseline numeracy competencies identified between Learning Support and the Mathematics Faculty.</p> <p>Kirrawee is contributing to a study managed by a local primary school that is investigating NAPLAN performance trends over time.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Approximately \$4,250 per staffing entitlement</p>

Next Steps

- Expand Stage 4 standardised testing to aptitude, comprehension and numeracy, developing a composite score to support identification of learning issues and class placement.
- Confirm literacy/numeracy strategies for 2016, restructure faculty programs to reflect differentiated practice, and provide preliminary planning for next three year cycle.
- Increase the frequency and breadth of classroom differentiation strategies.
- Investigate the ways in which marks, ranks, comments and other summary feedback supports learning and informs parents.
- Establish homework support via additional structural and electronic resources.
- Support student resilience (positive psychology) with a limited trial of *Mind Matters* program, prior to a possible focus in the next school planning cycle.
- Host the *Speaking 4 the Planet* cross-sectorial competition and expand creative areas to include Visual Arts. The unique impromptu application of creative solutions to environment and sustainability issues is an extension of the co-curricular PBL program.
- Expand the number of students participating in the middle school *Youth Frontiers* program.



Strategic Direction 2

Staff are high performing, dynamic and collaborative, continually developing expertise.

Purpose

To enable all staff to be innovative and expert, actively sharing, reflecting on and improving their own practice, to deliver and facilitate quality learning experiences and programs that inspire students academically and personally.

Overall summary of progress

There has been much work done, and considerable evidence gathered to claim that Kirrawee teachers welcome and appreciate sharing of expertise. There are high levels of respect for consummate practice and a thirst for the evidenced-based knowledge that drives new ideas, improved strategies and professional improvement. Kirrawee has actively acknowledged teacher skills and success both within and beyond our community, attracting major individual teacher and school-based awards.

The PL Team has undertaken wide research and evaluation in looking for what differential staff needs exist, and how these can best be met with tailored activities, mentoring, or book-and-learn systems. It has been testimony to the professional expertise within the school, teachers' willingness to share, and the appreciation of colleagues that these modes of professional learning enjoyed significant evaluative success. Likewise, beginning and early service teachers have been embraced and nurtured by their more experienced colleagues – as personal testimonials highlight – building mentoring relationships that not only endure, but also slowly refine teaching skills.

There has also been outreach of professional learning, including external experts and the joining of a major community of schools project (*Two Rivers*). There is something of a welcome surfeit of quality research, however the school has been economical in focussing on contemporary findings such as QTF, Martin (affective), Hattie (pedagogy), and Tomlinson (Differentiation). From such pivot points, teachers are continuing to draw upon a cohesive and recognised series of effective strategies in order to self-assess and strengthen their practice.

We understand at Kirrawee that well established and evolving digital learning tools cannot be divorced from the teaching practices that effectively develop knowledge, understanding and skills of students. Digital systems at Kirrawee are being used for monitoring, celebrating success, and analysing data in sophisticated ways. Evidence-based decision making is more visible and strengthening, supporting the cognitive, social, psychological, emotional and physical wellbeing of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching programs will include integrated (non-discrete) GAT strategies. Increased PL funding for achievement initiatives, GAT and resourcing. Increase focus PL associated with established pedagogical practice.	Staff were surveyed early in the school year as to professional learning (PL) needs, seeking to establish areas for development and existing differential levels of expertise. Using this evidence, and in line with the School Plan, a 12-hour registered course was developed, within which a series of peer led modules could be deployed to meet staff PL needs. These after school courses were well attended across multiple terms and evaluations confirmed peer delivery was highly valued. Staff were similarly surveyed regarding their level and breadth of expertise in relation to the provision of GAT understanding and teaching strategies. This helped to inform the <i>Two Rivers</i> professional community of schools' project and the planning for Term 3 PL activities. In addition, these experiences have helped shape the slow development and embedding of differentiation strategies over the coming years. Building professional standing, self-confidence, mentoring and sharing, underpins the recognition of the expertise represented by our professional	TPL funds allocated as required to support projects. Proportion of staff salaries. \$1800

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Teaching programs will include integrated (non-discrete) GAT strategies.</p> <p>Increased PL funding for achievement initiatives, GAT and resourcing.</p> <p>Increase focus PL associated with established pedagogical practice.</p>	<p>community. To this end, four teachers were recognised with <i>World Teachers' Day</i> awards for their contribution to the social justice and reconciliation co-curricular learning program, and by extension, significant School Plan goals. One member of the Executive and a classroom teacher were acknowledged with a <i>Network Award</i> for their conspicuous achievements in programs such as student leadership, PBL, co-curricular programs and dedicated learning projects. The Head Teacher Science was invited to Canberra to receive a <i>Highly Commended for the Prime Minister's Awards for Science</i>. Moreover, Kirrawee HS was acknowledged with a school award for its long-term contribution and exceptional achievement in school sport over many years. The VET coordinator was also presented with an <i>Outstanding Achievement Award</i> for her long-term commitment to excellence at Kirrawee High. A parent and member of the P&C was also presented with a <i>Cook Community Award</i> for her service as Uniform Manager.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>\$1800</p>
<p>Increased development and application of difference measures.</p> <p>Improved articulation by students of achievement and orientation to the notion of personal achievement.</p> <p>Increased % of staff are involved with the recognition of achievement across the school.</p>	<p>A proto-study was undertaken by early service and developing executive teachers, using a fellowship grant in order to build skills around research and analysis, and to investigate the correlational relationships between aptitude, motivation, self-efficacy, and SEF factors. This was a precursor to a larger study that will be carried out in 2017, in which the twin goals of this project will be expanded across staff: 1. PL in the application and understanding of evidence-based practices and evaluation, and, 2. a deeper understanding of predictive measures that support improved student achievement.</p>	<p>TPL funds allocated as required to support projects, drawn from school's fellowship grant.</p> <p>\$900</p>
<p>Increased activity that fosters cross faculty exchange of ideas, mentoring, and induction.</p> <p>Expanded legacy systems & institutional memory of best practice, resources, organisation & evaluation.</p> <p>Improved meeting planning, protocols and processes.</p> <p>Teachers work towards and/or maintain accreditation at Proficient or beyond.</p>	<p>A team of five cross-faculty staff worked on the <i>Two Rivers</i> professional community of schools' project throughout the year. Centred on investigating and applying differentiation strategies for learning, each teacher devised an action learning and research project in which practical strategies could be tested over time in authentic learning contexts. The results were favourable, being both specific to contextual factors and also transferable when presented to other colleagues in after school PL sessions. Crucial outcomes were the development of expertise, leadership skills that support aspirational career change, and understanding of how to better shape and galvanise collegial growth.</p> <p>A cross faculty team helped prepare for and deliver <i>External Validation</i> (EV) at the end of 2016. The team presented a wealth of evidence across all areas of the School Plan to two external validators. Staff had, on average, self-assessed at <i>Sustaining and Growing</i> for all areas of the <i>Schools Excellence Framework</i>, and presented evidence to support standards both at and beyond benchmark statements. Two areas were elevated to <i>Excelling</i>, and taken together, EV reflected a culture of staff striving for continual improvement.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>\$3,200</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased activity that fosters cross faculty exchange of ideas, mentoring, and induction.</p> <p>Expanded legacy systems & institutional memory of best practice, resources, organisation & evaluation.</p> <p>Improved meeting planning, protocols and processes.</p> <p>Teachers work towards and/or maintain accreditation at Proficient or beyond.</p>	<p>Kirrawee participated in <i>Youth Frontiers</i>, a mentoring program for middle school students. Based on a mentoring model of PBL-styled learning, drawing on external experts, both students and staff involved observed significant benefits from this mode of teaching and learning.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>\$3,200</p>
<p>Increased and more visible website, social media and other web-based interactivity and promotion.</p> <p>Improved internal school communication.</p> <p>Expand virtual classrooms as a means of supporting self-paced, timely and reciprocal T&L.</p> <p>Revise and consolidate ICT classroom practice, including infrastructure, BYOD and specialised facilities.</p>	<p>As a second tranche in 2016, most staff have now been provided with iPads to support the change in BYOD policy for Stage 4 and Year 9 students. Some staff have benefitted from Apple supported PL. The HT Administration, as part of a revised role statement, provides extensive support individually and on request to faculties and via staff presentation.</p> <p>All copiers/scanners in the school were replaced under a lease agreement, driving paper efficiency, and reflecting an accelerated move to digital generation, presentation and storage. Furthermore, there was a reconciliation of Faculty markbooks to <i>Sentral</i>, allowing easier access and sharing of data, efficiencies with transfer of data to reports, and whole school evaluations that draw on achievement measures, grade distribution etc. The <i>Sentral Parent/Student Portal</i> was opened to the community, allowing ready and improved access to their child's information. <i>N Award Notifications</i> were strengthened and staff communication and celebration/acknowledgement were moved to <i>Sentral</i>. A full <i>EdVal</i> timetable solution was used for the first time, supporting a more responsive curriculum and allocation of resources.</p> <p>A <i>WHS Audit</i> helped strengthen practices in a range of areas and validated the development earlier in the year of new procedures for <i>Community Use Agreements</i>, <i>Child Protection</i> and procuring contractors and their induction.</p> <p>A number of <i>Filmpond</i> projects were completed in areas such as <i>AWOD</i>, <i>Refugee Challenge</i>, <i>White Ribbon</i>, and some curriculum areas. These professional products helped share good practice and recognise achievement across a very large community.</p>	<p>TPL funds allocated as required to support.</p> <p>\$27,300</p>

Next Steps

- Participate with a larger cross-faculty team in the *Three Rivers* professional community of schools' project, focussing on differentiation within a flipped classroom environment.
- Work with Sutherland Shire community of schools to develop programs, resources and practices to meet the transition and requirements in relation to the new *Australian Curriculum*.
- Register an umbrella course from which modules can be deployed in support of developing between- and within-differentiation skills (*Dare to Differentiate*).
- Reform professional team structure, merging *Achievement/Recognition* and *Communication/ICT Teams* and forming a *Literacy/Numeracy* team.
- Develop staff skills in the understanding and application of the *Mind Matters* program.
- Reorganise Deputy Principal role statements to accommodate alternate cohorts and the tracking of welfare across students' six years at Kirrawee.
- Evaluate and strengthen induction processes for new staff (across entry levels).
- Expand academic partners as a means to enrich the curriculum and support teacher professional learning.
- Introduce quality teaching rounds as a means of facilitating the sharing of practice and supporting improvement.
- Support the training of SASS in the transition to LMBR and professional learning plans.
- Develop staff skills in the use of qualitative and quantitative methods that underpin evidence-based decision-making and that strengthen data literacy.
- Further develop executive training in relation to leadership/interpersonal skills and effectively managing challenging circumstances.



Strategic Direction 3

An engaged school community with shared leadership pursues opportunities and shared goals, enriching student learning and success.

Purpose

To recognise the invested relationship and proactive leadership required across parents, students and staff to maximise opportunities for students to personally and academically flourish in a global world.

Overall summary of progress

Community expertise, including the skills of parents and loyal alumni, are an increasing feature of the educational landscape at this school. The school's active engagement with its community has opened up new possibilities and supported the goal of [co]–curricular learning. The school's *Golden Anniversary* was anything but a regular part of the school year. It galvanised both the professional and parent communities and echoed much about the satisfaction, ethos and wider recognition that the school continually engenders. Many alumni, reflected on Kirrawee's quality wellbeing and learning, which as a cultural legacy remains the foundation of a viable school. Important connections over time nourish a corporate memory and ongoing excellence.

The school has used an evidence–based strategy based on the School Plan to make excellent progress in updating assets. There has been evidence of school–wide responsibility for improving infrastructure with the P&C actively supporting improvements and the prosecution of asset upgrades. The processes and workforce planning that have been established with professional learning teams, and the subsequent initiative by members of staff to improve assets, has been a notable feature of a collaborative approach to maximising benefits from finite resources. Longer–term financial planning has been fully integrated within the School Plan and has moved to restructure finances and accountability, generate new sources of funding, and better align contributions with community priorities.

Digital systems at Kirrawee are bringing people much closer together, enhancing communication and community engagement, and, because of improved accessibility, strengthening the collective responsibility we all take for students at this school. The maintenance of a good reputation supports community confidence in entrusting their children with staff and supporting the decisions we make to develop the best learning environments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Grow relationships such as business links, academic partnerships, mentoring, expert technicians/clinicians, institutional links, ambassadorial roles, inter–school initiatives, community input and volunteerism, which support wider and real world staff/student/community learning opportunities.</p> <p>Observe the degree to which students participate, champion, and connect the issues that reflect an ethical and just society.</p>	<p>Kirrawee celebrated its <i>Fiftieth Anniversary</i> and this became a focal point for the entire school community. Achievements reflected its proud Public School record, outstanding achievements in curriculum learning, arts, sport, and social justice. An alumni project has reached out to acknowledge the enormous contribution of ex–Kirrawee students to all endeavours and walks of life.</p> <p>Equally, the school has made active connections with alumni that now benefit current students and support learning. Given evaluations of assets in 2015, the Anniversary was used not only to mark the occasion but to enhance both aesthetic and functional assets within the school. This included the mural projects and dedications (four major works + cross–faculty collaboration), banners and other symbolic items, collecting of memorabilia and display in the Library, and the expansion of merchandise.</p> <p><i>The World's Greatest Shave</i> formed a focal point for the community, raising nearly \$40,000. It was the largest amount from any NSW school and as a ground–based campaign, one of the highest totals across Australia. This activity in many respects</p>	<p>TPL funds allocated as required to support projects.</p> <p>Approximately \$5,000 (long–term asset development)</p> <p>per staffing entitlement</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Grow relationships such as business links, academic partnerships, mentoring, expert technicians/clinicians, institutional links, ambassadorial roles, inter-school initiatives, community input and volunteerism, which support wider and real world staff/student/community learning opportunities.</p> <p>Observe the degree to which students participate, champion, and connect the issues that reflect an ethical and just society.</p>	<p>summarized the culture, compassion, personal investment and co-curricular learning that is embodied at Kirrawee.</p> <p>Two local politicians spoke to this event in Parliament and presented the Hansard records to the school. Local and other politicians have accepted invitations on a number of occasions, resulting in greater recognition of student achievement, additional resources, and support for needed infrastructure development. Our local State member was a special guest on <i>World Tree Day</i>, planting the first of 200 trees, and was a participant in the presentation of AWOD projects. A range of experts were engaged in core curriculum, the arts, and social justice to support engagement, higher order learning and enrichment.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Approximately \$5,000 (long-term asset development)</p> <p>per staffing entitlement</p>
<p>Audit of efficiency that notes saved and redirected time from admin/repetitious to generative/professional tasks.</p> <p>Increased range of apps applied to learning.</p> <p>Increased parent satisfaction with communication and the exchange of information.</p>	<p>Hyperlinks were coded into Sentral for improved teacher access to student medical information, special conditions, and individual learning plans.</p> <p>The school's style guide was set in place and from stationery, e-systems to physical resources, now supports a cohesive identity of the school. As we moved to the launch of the new website the preliminary work with structural roles and the establishment of the student <i>Events and Media Team</i> are supporting a more in-time response to student activities and achievement in which the school community may share.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Approximately \$2,200</p> <p>per staffing entitlement</p>
<p>Adjustments noted, where advantageous, to the structures that drive a flexible curriculum.</p> <p>Increased satisfaction with a curriculum that supports a wide range of achievement.</p> <p>Curriculum initiatives reflected in positive external data (HSC/NAPLAN etc).</p>	<p>The <i>Curriculum Review</i> made a series of recommendations that are being implemented across 2016–18. These include class structure changes and selection criteria for Stage 4; more accurate identification of Stage 4 learning issues and strengths; a more streamlined team structure to work on class placement; expanding Stage 6 curriculum to accommodate a wider range of achievement and post school destinations; development of better communication in Roll Call using IT devices; the Year 10 ICT period was removed from the curriculum; a STEM based elective to be introduced in Stage 5; stronger guidance processes for Year 10 subject selection (see above); a student-driven timetable process (rather than fixed lines); further investigation of timetable structure and cycle to allow greater flexibility in what is a packed curriculum.</p> <p>As an adjunct to review and discussions around enhancing study skills programs, <i>Elevate Ed</i> were engaged to deliver targeted skills for Year 11 (further strengthening of camp structure) and Year 12.</p>	<p>TPL funds allocated as required to support projects.</p> <p>per staffing entitlement</p> <p>Approximately \$3.300</p>
<p>Enhance and increase aesthetic, perceptual and practical qualities of the KHS properties and site.</p> <p>Confirm satisfaction with improvements to properties and</p>	<p>As outlined above, there have been projects to enhance the school and develop learning resources as part of the <i>Fiftieth Anniversary</i> (see mural project etc). In addition, Year 9 Graphics designed and built a garden dedicated to our Indigenous heritage, the HSIE staffroom was completed following a</p>	<p>TPL funds allocated as required to support projects.</p> <p>Approximately \$53,000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
site.	faculty merger, welfare records were centralised to streamline, protect, and embed legacy systems in the school, the uniform project was completed and first purchases for Years 7 and 11 were commenced late Term 4, the main Administration Office and Mathematics Staffroom underwent some refurbishment and enhancements, and a second flagpole was added to the quad to mark significant occasions and the symbolism that supports a culture of inclusion.	per staffing entitlement

Next Steps

- Implement agreed decisions from the Curriculum Review.
- Refurbish and redevelop 1. Library/Learning Centre to reflect Twenty First Century learning and accommodate flexibility within and across classes, 2. Reception, and 3. Auditorium.
- Promote and expand use of Sentral as a key mechanism to improved communication and ready access to information.
- Investigate the use of biometric scanners in order to more readily and accurately monitor attendance and streamline Stage 6 assemblies each week.
- Soft launch and trial of new website (Year 7 Information Night) prior to full launch in Term 2.
- Amalgamate current Sport, Music and other Facebook pages into one centralised Kirrawee Facebook presence.
- Establish Media Centre and undertake training for staff and students.
- Move to eT4L and consolidate network within the Department's IT infrastructure.
- Continue mural, signage and associated projects to improve functionality, aesthetics and needs of learning environments and greater school assets.
- Move to 80% take up of new uniform by 2018.
- Plan for and commence electrical upgrade to increase power output (substation) and refurbish electrical infrastructure.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Outcomes have been favourable and on target. Aboriginal students are engaged in their learning and progress is meeting expectations.</p> <p>Although the initiatives below account for the dedicated funds, they are part of a broader array of integrated initiatives reported below. Collectively, they reflect an investment to ensure equity, connected and inclusive cultures, and that the entire Kirrawee school community can contribute to representative outcomes for all Australians.</p> <p>Personal Learning Plans were developed for all Aboriginal students and this ensured better learning support, monitoring, and recognition. This was supplemented by targeted in class and homework support.</p> <p>Under the Norta Norta program two senior students received tutoring, which resulted in the successful completion of their HSC and transition into post school training.</p> <p>Years 7–10 girls participated in the Sharks Career Awareness and Counselling program, which also supported links to tertiary providers. These opportunities also encouraged students to connect with other Aboriginal students across Shire schools.</p>	\$9,245
English language proficiency	<p>Withdrawal was undertaken by an SLSO to assess and then accelerate targeted English language needs. This intense remediation provided a successful transition into the school and addressed specific language deficits in writing and enhance curriculum access.</p>	\$3,092
Low level adjustment for disability	<p>This support made a significant difference to the frequency and level of remediation provided to students with a range of disabilities. Students were better able to maintain integrated and productive interactions across their learning.</p> <p>The LaST and Learning Support Team developed and implemented a ten-week peer tutor numeracy initiative: <i>Double Up</i>. Pre/post measurements and online surveys indicated improvements in students understanding of numeracy concepts and improved confidence to take on new numeracy skills.</p> <p>To support professional cohesion and mutual support, Learning Support were brought together in improved staffroom accommodation, including breakout space for individual and small group tuition.</p> <p>The LaST role continues to provide expertise and the building of team and whole school initiatives and the faculty is led by the new Head Teacher Teaching and Learning,</p>	\$121,276

Low level adjustment for disability	<p>connections that will strengthen learning links across the school, to the Professional Learning Team, to the Deputy Principal Curriculum, and to the greater school Executive.</p> <p>For example, the LaST liaised with Blakehurst HS to acquire guidance and resources relating to the Stage 4 Life Skills Curriculum and to improve and provide support for Life Skills reporting across the school. The Student Learning and Support Officers (SLSOs) engaged with Engadine High School's Support Unit to build specialised knowledge of relevant apps and to develop additional in class Stage 4 Life Skills resources.</p> <p>Students who feel disenfranchised were given additional support to help engage with mainstream or alternative educational settings. The school registered with the NSW Business Chamber to support students seeking alternative educational pathways. More intensive support and resources given for students with high level needs, including external expertise in areas such as adjusting classroom practice for visual/hearing impairment.</p> <p>There have been improvements made in the use of ICT for more responsive reporting and communicating with parents and carers.</p>	<p>\$121,276</p>
Socio-economic background	<p>A wider range of students with learning needs were supported with remedial strategies beyond what staffing entitlement alone could provide. The learning needs of Stage 4 students were identified through inaugural standardised testing, consequently strengthening the suite of indicators that support early and targeted intervention.</p> <p><i>NAPLAN</i> results indicated almost all students achieved above the minimum benchmark, despite in some cases personal and family challenges. From comparative <i>Torch</i> data, students identified with reading difficulties demonstrated significant increases in proficiency.</p> <p>Contingency funds supported students in relation to participating in educational opportunities, acquiring essential resources, accessing required ICTs, external agency support, and uniform support. A Year 11 student was supported with a successful application for a \$1500 <i>Housing Youth Scholarship</i>.</p>	<p>\$42,167</p>
Support for beginning teachers	<p>Beginning teachers benefited from experienced colleagues and professional relationships. Working with mentors has been a feature. Feedback highlighted sentiments such as <i>my mentor and I worked extensively together to plan and implement effective teaching strategies; I have been fortunate to have been mentored by many</i></p>	<p>\$8,161</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	546	555	571	569
Girls	644	655	634	623

Enrolments remain high with the school stable at just over 1200 students. This represents close to 100% occupancy of available learning spaces.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.3	95.9	95.5	94.8
8	93.9	93.5	93.4	93.5
9	93.5	93.3	92.3	93.1
10	93.6	92.3	91	91.7
11	92.3	94.7	92.8	92
12	93.5	94.2	93.9	95
All Years	93.7	94	93.1	93.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Attendance rates remain very high and above State average figures, reflecting an engaged community and student body (see parent and student satisfaction survey below).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	1	4	6
TAFE entry	0.5	3	10
University Entry	0	0	69
Other	0	0	13
Unknown	0	1	2

Very high levels of tertiary training remain a consistent feature of Kirrawee High School. Of these, university entry reflects the large majority of student expectations and post school aspiration. The alumni project that supported this year's *Fiftieth Anniversary* lends support to the longitudinal observation that Kirrawee students move on from school to take up productive and contributive vocations and lives.

Year 12 students undertaking vocational or trade training

There has been a small increase in the percentage of Year 12 students (20%) undertaking a VET course, reflecting the school's aim of broadening the curriculum and responding to a range of skills and post school destinations. The number of students undertaking a TVET course has held steady at 10%, as has the 1% of students undertaking SBAT.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 99% of Year 12 students attained an HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59.1
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	13.77
Other Positions	3

*Full Time Equivalent

At Kirrawee High School approximately 2% of staff identify as Aboriginal. Kirrawee has a large staff that represent both professional and individual skills, an obvious asset to the diverse array of programs, excellent academic outcomes, enrichment activities, and co-curricular opportunities. Teachers are highly trained and seek professional learning opportunities throughout the year. Approximately 70% of staff hold a post-graduate qualification and nearly 30% a post-graduate or second degree.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	28

Professional learning and teacher accreditation

In 2016 44% of staff were accredited, or working towards accreditation, under *Australian Institute Standards*, including those working towards *Highly Accomplished*. See Strategic Goal 2 above for further information regarding professional learning.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 117 830.09
Global funds	869 230.66
Tied funds	357 053.55
School & community sources	1 499 113.53
Interest	25 875.71
Trust receipts	84 224.01
Canteen	0.00
Total income	3 953 328.45
Expenditure	
Teaching & learning	
Key learning areas	240 641.65
Excursions	799 707.97
Extracurricular dissections	330 991.69
Library	17 921.32
Training & development	769.18
Tied funds	278 594.81
Short term relief	193 017.70
Administration & office	209 315.38
School-operated canteen	0.00
Utilities	121 929.36
Maintenance	42 888.74
Trust accounts	94 687.46
Capital programs	167 447.69
Total expenditure	2 497 912.95
Balance carried forward	1 455 415.50

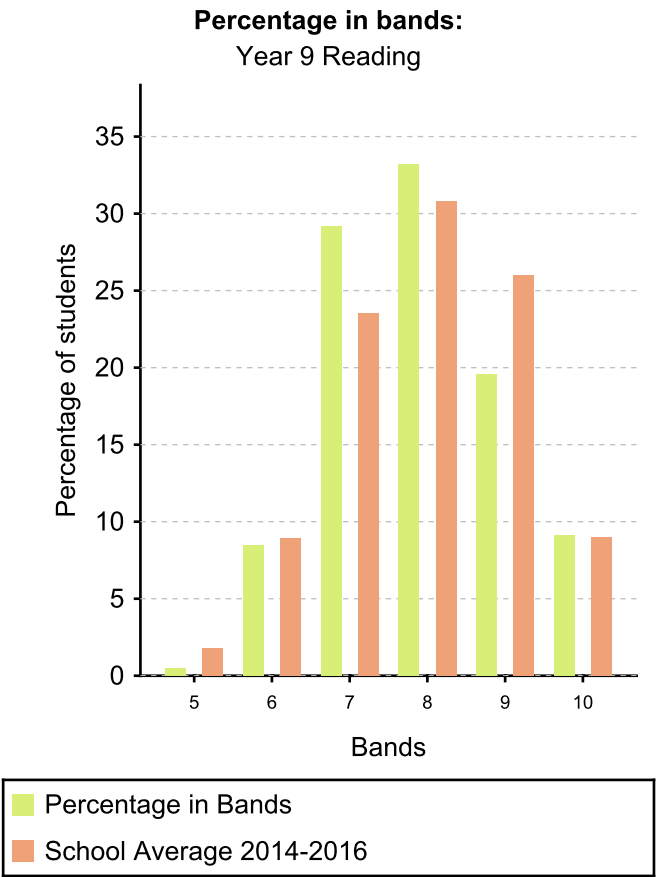
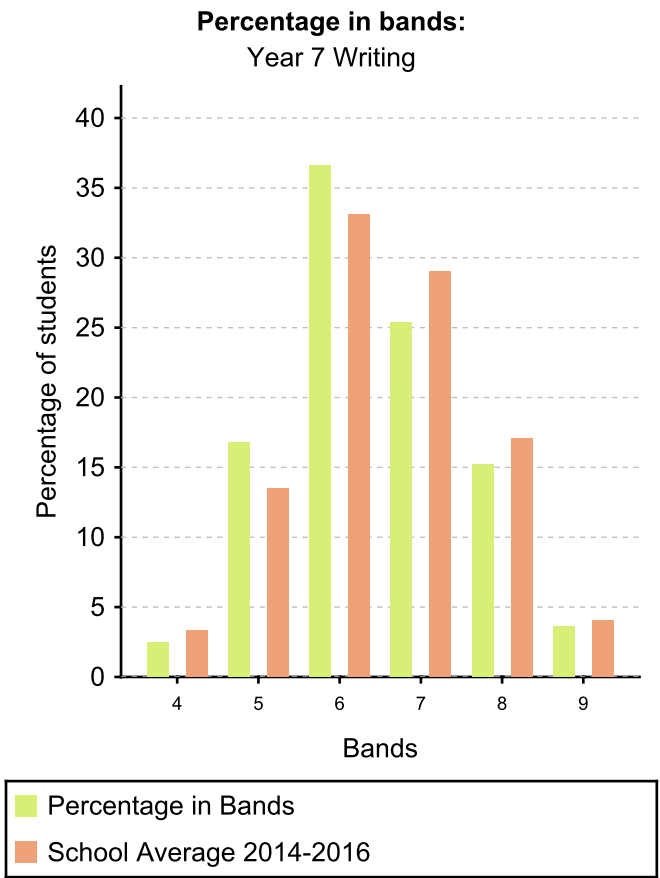
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

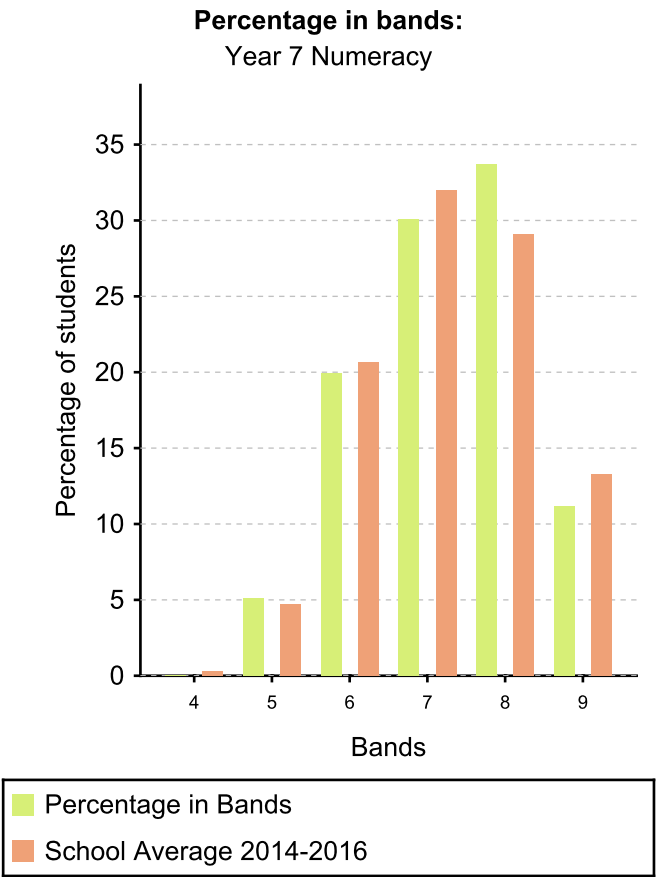
NAPLAN

In the National Assessment Program, 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.

Kirrawee students maintain on average high levels of literacy. Importantly, the school considers the variations that each Year 7 cohort brings to the school and looks as a priority to strengthening skills by the next testing period in Year 9. Individual learning support for students with identified literacy challenges help maintain students at competency, or much higher, standards.

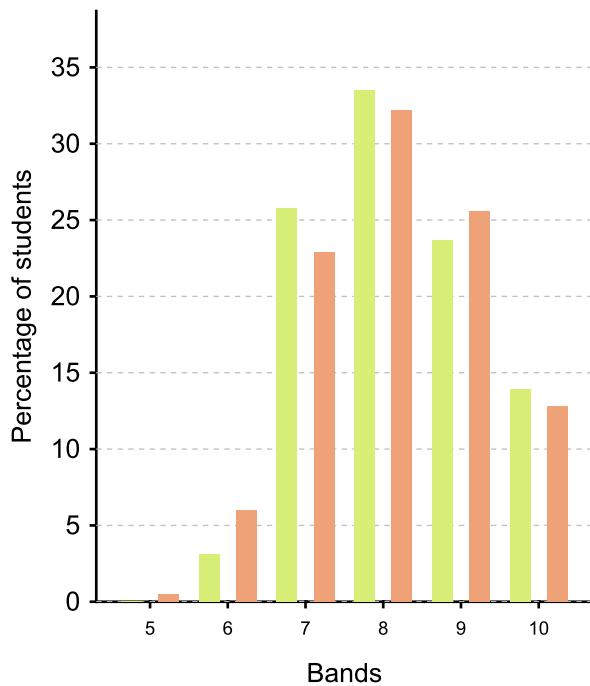


Numeracy reflects a strengthening of skills and the intense support that helps grow skills from Years 7 to 9 and beyond. Individual learning support for students with identified numeracy challenges help maintain students at competency, or much higher, standards.



Percentage in bands:

Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

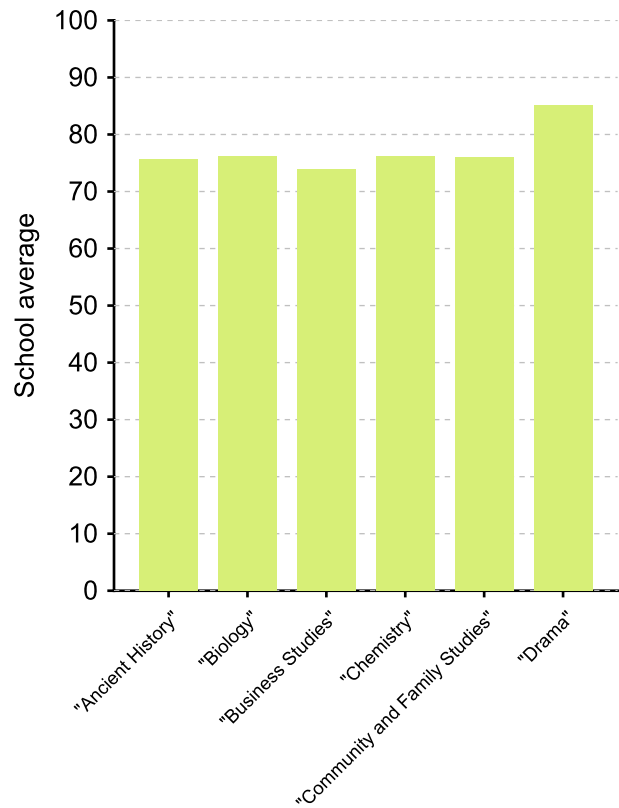
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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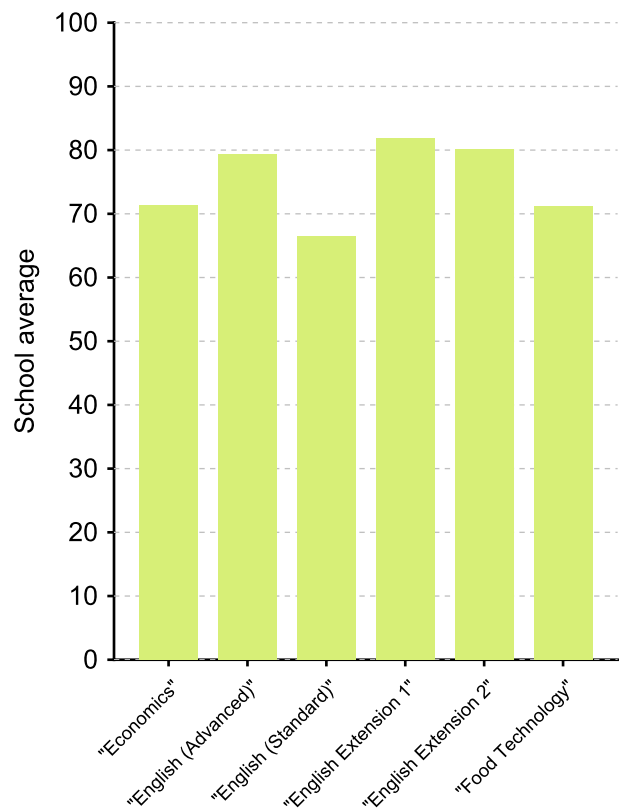
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Higher School Certificate (HSC)

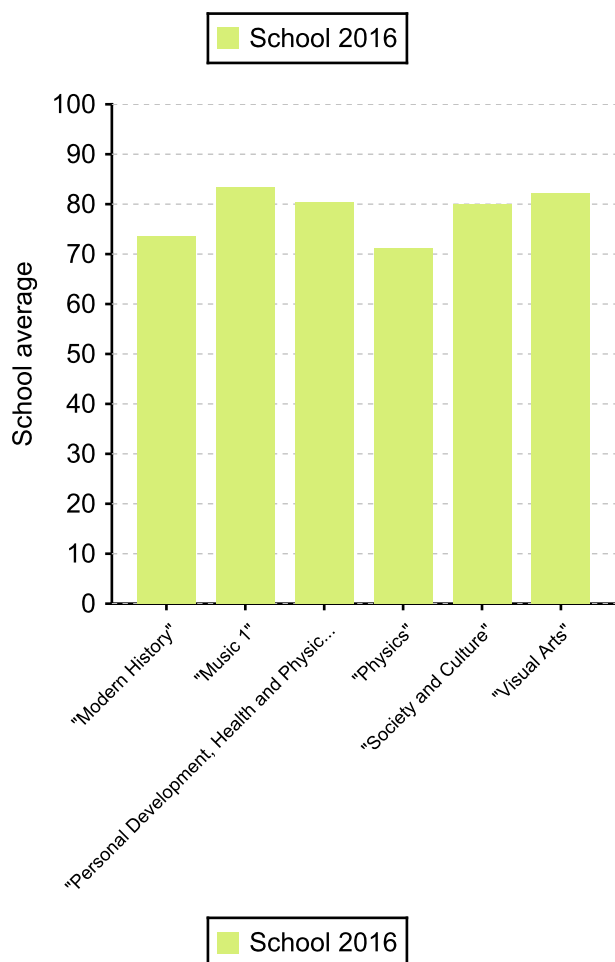
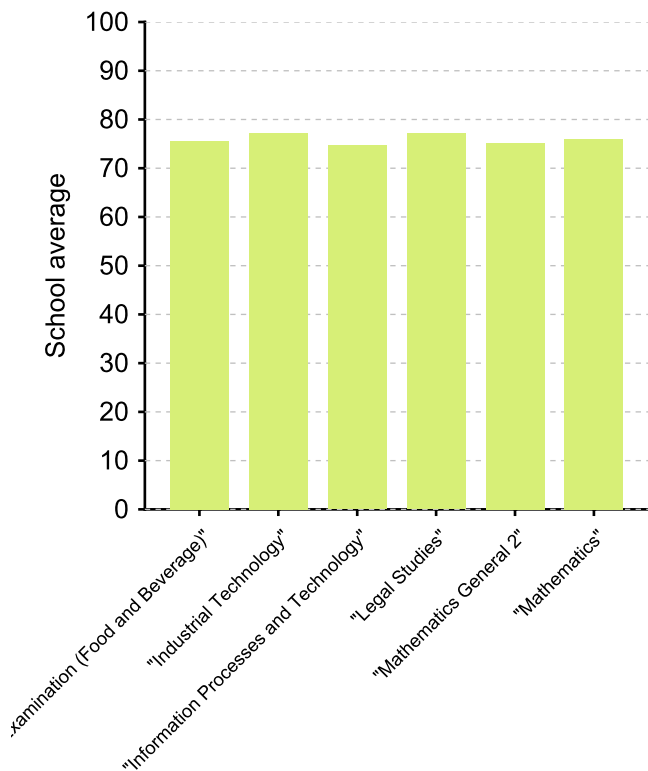
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016



School 2016



There were many Year 12 and HSC highlights in 2016:

- One hundred and seventy three students were awarded an HSC.
- There were 43 Distinguished Achievers.
- Students achieved 384 Bands 5 and 6.
- Over half of all courses achieved results above or well above State mean.
- Outstanding above State–mean–performance

was recorded in Dance, Drama, Industrial Technology, Mathematics General, PDHPE and Construction.

- PDHPE with a cohort of 56 candidates achieved 14 Band 6s, a consistent trend of outstanding achievement.
- The Kirrawee Dux earned an ATAR of 97.4 and a number of students achieved an ATAR greater than 90.
- Nine nominations were received for CallBack (Dance).
- Three students were nominated for *InTech* (Industrial Technology – Multimedia).
- Four students were nominated for *OnStage* (Drama), and one student was selected to perform her Individual Performance at the Seymour Centre.

Parent/caregiver, student, teacher satisfaction

The school Executive ratified the terms of reference for a cross-curriculum team to undertake a comprehensive *Curriculum Review* In early 2016 . The review was wide ranging and sought views regarding practice, structure, and factors that establish and inform a responsive curriculum. The surveys reported below focused on both quantitative and qualitative data from parents, teachers and students (Years 7–12). Across the survey *n* was large to very large and provided confidence in the analysis and interpretation of findings. For many survey items the student data was partialled by cohort or stage. Parent responses are underpinned by a cross representative partialling of both local and out-of-area groups. Teacher feedback was primarily via Executive discussion and faculty consultation, invitations for written submissions, and by open meetings.

As a baseline for positive rather than reactive change, both students and parents were asked their level of satisfaction with the school (Graph 1). The results indicated high agreement for both groups and supported a high functioning basis for teasing apart factors that may further strengthen overall levels of satisfaction. It was also of interest as to factors, including those central to curriculum, that may guide parents' choice when seeking enrolment at Kirrawee. This is especially important within a catchment area in which parents do have choice, are invested in their child's education, and weigh up many factors before selecting the local public school. Responses indicated that both academic factors and the school's ongoing reputation to nurture student achievement were crucial to school choice (Graph 2). Of note, the other pillars, including arts, sport, languages and co-curricular opportunities were inextricable complements to an overall perception related to Kirrawee as school of choice.

As a further compass to guiding informed change, the Review sought to interrogate Stage 4 perceived levels of student learning. In line with the Vygotsky principle of finding the right point of development for each child, students overwhelmingly indicated that they are learning at appropriate levels (Graph 3). For teachers,

these data suggest the work now being undertaken in relation to differentiation and the extension of academically able students has a firm foundation on which to build.

As a guide to specific areas of investigation staff were also asked about the factors that for them were important to review. In concordance with informal data, observation and reviewed Executive minutes, the *Learning Centre* rated as the highest area for review (Graph 4). From this sprang an independent review undertaken by the Head Teacher, Welfare, Deputy Principal Curriculum and Team Coordinator of the Curriculum Review. Some changes were introduced in 2016 on a trial basis and after further evaluation a revised brief is now operating. Incorporating an extended review of the Library, the school is seeking a highly flexible Learning Centre and associated spaces.

Staff also expressed strong views in relation to the breadth of Stage 6 courses, the use of roll call for reading (referred to the Literacy/Numeracy Team) and appropriate testing for Years 6 to 7 transition, in keeping with parent data. As a long-standing school of language excellence, the scope of the Review both respected the special status associated with the Languages Faculty and equally investigated the crucial intersection between language choice, the larger curriculum and class structure. Central to these questions was whether students and parents came to Kirrawee with a specific language choice in mind, or, whether the quality of language learning was more a paramount driver that could be balanced against other curriculum factors. Although the data from students and parents indicated a mixed response, there was an overall sentiment of flexibility and therefore the school will further explore curriculum options, e.g. class placement and structure.

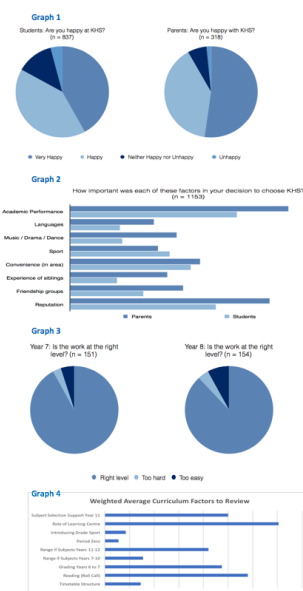
Given the School Plan emphasis on strengthening gifted and talented provision, a number of options were explored with parents, from grading through to mixed ability classes. The results indicated that 1. some differentiation based on ability is preferred, however 2. complete ability grading was least preferred, and 3. a move to two selective classes was strongly supported. These data informed structural changes that were introduced in 2017.

Having suggested a class structure that would better cater for academic extension and enrichment, it became critical to ensure the school could accurately identify a child's learning strengths and needs. Although considerable data from many primary schools are collected each year, it was recognised that it was neither standardized nor easy to always compare and predict student performance and achievement from across schools. Discussions with teachers elicited a wide range of views in relation to equity, the interaction of affective factors such as motivation, and the contrary performance in Years 7 and 8 to what had been predicted. The school therefore investigated a diagnostic test that would provide reliable, normalized, discriminating, and transferable data for students transitioning from Stages 3 to 4. The tests now used assess comprehension, general ability and numeracy

skills and provide an accurate basis, in concert with all other data, on which to place students. Importantly, this data is only used for diagnostic purposes and not shared beyond the learning support team or used for any summative assessment purposes.

There was detailed investigation into Stage 5 curriculum choice, which was associated with high levels of student satisfaction, but also a preference for expanding the curriculum. Possible inclusions in both Stages 5 and 6 are currently being considered for the 2018 school year, including STEM in Years 9 and 10, and Category B subjects in Years 11 and 12. Related to the curriculum investigations was an ongoing evaluation of assessment practice and a shift from ad hoc HSC assessment throughout the year to concentrating tasks within dedicated assessment weeks. Data were sought from teachers and Year 12 students in relation to levels of stress, placement of the Trial exam period and the time required for quality feedback before the end of the Year 12 course. The concordance between levels of stress observed by teachers during HSC submissions and the Trial period has led to the separation of these activities by moving the latter period earlier in Term 3.

The Curriculum Review was highly successful in working through a range of complex issues and providing a series of well-constructed and evidence-based recommendations. The modifications that will follow over this and the next School Plan cycle will ensure that the respected and triangulated voice of students, staff and parents will continue to strengthen the sound basis for achievement long into the future.



Policy requirements

Aboriginal education

The *Behrendt Prize* was inaugurated for best all round achievement by an Aboriginal student. It elevates the recognition of a student who has made a commendable contribution in some the following areas:

1. Sustained effort in working towards personal academic bests.
2. Notable work in the area of social justice, as a role model, supporting peers, or in a leadership role.
3. Participation in the arts, supporting creative expression and the personal development of skills.
4. Personal sporting excellence and fair play, honouring the Olympic value that what counts is not the triumph but the struggle.
5. Active engagement in cultural activities and opportunities both within and/or beyond the school.

A Year 8 student also received the prestigious *Deadly Kids Award* and was honoured in a ceremony at the University of Technology Sydney. With all awards Aboriginal achievement is recognised across forums such as the newsletter, website, assemblies and school sign. For these major awards, Senior Executive attend and share in the celebration of success. These steps, along with the promotion of all student achievement within the school, reflect a cohort of Aboriginal students representative in their participation, achievement and contribution to Kirrawee High School.

A local Aboriginal teacher and artist accompanied all Kirrawee Aboriginal students and a group of teachers (Aboriginal Contact Officer and Senior Executive) to *Royal National Park* to observe and discuss a number of hidden cultural sites with painting and engravings. It was a thoroughly uplifting day of walking through unpathed bush and as a result, more deeply respect the 8,000+ year connection of Aboriginal people with our local area. From this experience students were mentored by the teacher, designing and painting an original artwork for the school community. This mural linked local sites and imagery to our adjacent school. These experiences deepened connections for Aboriginal students and provided a proud symbol for the entire Kirrawee community. This same teacher gave a very moving *Welcome to Country* in language and English for the *Ultimo Network Awards* hosted by Kirrawee High.

Scott Avery (*Director of the First People's Disability Network*) ran a series of workshops, including a focussed session with our Aboriginal students. Mr Avery is a passionate advocate for human rights and Indigenous equality and, accordingly, engaged our students on complex and real world issues. His international experience and reputation supports perspectives and deep insights that could not be taken from the regular curriculum alone; not surprisingly, students highly valued the learning and interaction that took place. In providing role models, especially in relation to achievement, resilience, dignity, respect and

tenacity, these workshops are, for all students, a significant catalyst for raising understanding and future initiatives.

Aunty Faye Carroll is a respected community elder, has served the *Aboriginal and Torres Strait Islander Advisory Panel* and is a *Department of Education Aboriginal Community Liaison Officer*. She is a *Wiradjuri* woman born on *Eora* country and raised in the Redfern and Woolloomooloo areas of Sydney. She brought to our Year 7 students a wealth of grass-roots knowledge about life, struggle and *The Stolen Generations*. She shared stories encouraging young women and men to engage with the rich traditions and cultures of modern Australia. Aunty Faye also spent approximately three hours with a number of staff, students and Senior Executive to support a deeper understanding of local Aboriginal culture, protocol and potential support for programs at Kirrawee in the future.

The *Fiftieth Anniversary Open Day* on a Saturday late in Term 3 was highly successful and reflected the traditions, achievements and spirit of a school held in high esteem by its community. The day was appropriately honoured and started with a traditional *Smoking Ceremony* officiated by Uncle Max. It gave all there a sense of timelessness and the ongoing traditions on which we build as a proud Public School. The *Anniversary Assembly* that followed gestured and spoke to our shared culture. Amongst the esteemed alumni who represented the six decades since the school opened, Professor Behrendt provided a joyous account of her days in the 1980s as the first Aboriginal student at Kirrawee High.

An Aboriginal student was selected for a special *Arts Unit Dance and Drama workshop*, which brought young people together to develop traditional and contemporary Aboriginal art forms. It was a rewarding experience, from Uncle Wes the 94 year old elder, to a range of professional tutors. Students made new friends, developed their knowledge and confidence and took pride in the creativity that is associated with a 50,000 year old culture.

Sean Choolburra, comedian and social commentator, was engaged for *NAIDOC Week* and through the unique creativity of humour, challenged prevailing views and perceptions for the entire school community. Sean understood that humour can disarm and motivate students to see the world from a different perspective, and in so doing ask us all to think more deeply about issues of inequality. These keynote Aboriginal speakers and artists continue, including Professor Behrendt, Scott Avery, and Aunty Faye – the School Plan goal of working with Aboriginal Australians from a diverse range of vocations as role models for Aboriginal and non-Aboriginal students alike.

These special events also continue an increased recognition and sharing of Aboriginal history and culture, and the indigenous issues confronting modern Australia. The school looks to lift the profile of significant events such as the anniversary for the *Apology of the Stolen Generations*, *Reconciliation Week* and the range of activities undertaken during and

beyond *NAIDOC Week*. Cross curriculum perspectives were included in Year 9 that involved research activities, persuasive visual representation tasks, and an extended writing task. Year 7 students were part of the *Great Book Swap* that helped raise funds for remote Aboriginal communities. This wonderful initiative galvanized action around a practical literacy activity in which Year 11 students mobilized and supported their younger peers. The school also supported the Friends of *Walgett Appeal* for suitcases as part of a special education project exploring a global world.

A delegation of Aboriginal students with staff, including the Aboriginal Contact Officer attended Hyde Park for the *Aboriginal and Torres Strait Islander ANZAC Commemoration*. It was a moving ceremony that honoured Aboriginal sacrifice and patriotism in ways that reflected the ANZAC spirit and Indigenous spiritual traditions. There was an observable pride from our Aboriginal students. An additional flag pole has been placed in the quad, supporting the flying of significant flags such as the Aboriginal and Torres Strait Islands flags, alongside the Australian flag. Our flags, including Australian, Aboriginal and Torres Strait Island, were replaced and augmented after a special visit from the local Federal Member of Parliament. He addressed both senior students and the main student assembly to provide the background, purpose and significance of our national flags.

Multicultural and anti-racism education

The goals, outcomes and promotion of multiculturalism are inextricably linked to the School Plan initiative that speaks to expanded student leadership, real world problem solving and its explicit relationship with co-curricular activities, and the increasing presence of social justice issues as a way to exercise and develop moral reasoning, higher order problem solving, and ethical behaviour. To this end, there were many more activities that support multiculturalism, including those reported in Strategic Goals above, than can be tabled in this report. Some of the more major initiatives and events are summarised below.

The second of two new inaugural awards and honour boards donated by Professor Behrendt is the *Social Justice and Reconciliation Prize*. This prize is awarded to a student who *reflects the qualities of an aware, compassionate, informed and proactive citizen. They have through their actions supported goals that help sustain an egalitarian and fair Australia, and which promote equality of opportunity. This student looks for ways to build a cohesive and inclusive society based on the indivisible values of respect, dignity and self-worth for all people. With generosity of spirit and personal conviction, they redress inequities and foster a shared understanding.* The *Principal's Representative* from the Prefect body was the first and very deserving recipient of this award.

Harmony Day activities lasted across a memorable week, drawing upon dedicated activities and interconnected themes (see Sean Choolburra above). Classroom resources were developed in line with

Harmony Day themes and those to speak to anti-racism. Activities included poetry writing, multi-media activities, creating persuasive posters and using data to underpin the messages derived from personal stories. All KLAS contain multicultural perspectives within their curriculum and take both specific and ad hoc opportunities to reinforce the values that underpin multicultural Australia.

It was evident across a range of learning activities, especially those that seek to promote autonomy, that students selected issues that speak to disadvantage, inequity, fairness, prejudice, and the inclusion that encapsulate a pluralist Australia. To this end, some groups in the *A World of Difference* and *Youth Frontiers* projects selected issues that addressed social cohesion, clashing of cultures, and the challenges that confront a closer and more connected world. Similarly, debaters and public speakers have enthusiastically tangled with ethical issues surrounding refugees and the larger space of democratic rights. Moreover, a number of student leaders were involved in peak activities such as *NSW Youth Member of Parliament* and events organised by the *Advocate for Children and Young People* (ACYP). These activities are formative in building advocacy skills and understanding the governmental mechanisms that help bring about just outcomes for people in our society.

A highly dedicated team of HSIE teachers hosted the *Refugee Challenge*. The *Challenge* involved setting up a simulated processing centre and refugee camp, giving students some insight into the enormous issues faced by refugees and the global community alike. Approximately 30 student leaders from Kirrawee High were trained to manage the camp and in the process deeply consider the complex issues of this problem from all perspectives. Excited students from Kirrawee and a range of local Shire schools came to take the *Challenge* by moving through a series of stations that replicate the realistic circumstances associated with providing shelter, food, education, medical care and of course the precarious and unscrupulous movement of desperate people by boat. There were also local dignitaries, principals and other staff from the Southern Highlands that formed a visiting delegation.

This project overlapped and inspired students to join the *Madiba Project*, working with a former refugee and now Australian citizen to collect bags and other school resources for students in Sierra Leone. It was a project that sought to not only understand the dilemmas of disadvantage in relation to our own country, but to negotiate and overcome any practical hurdles in order to deliver tangible support for fellow students on the other side of the globe. Kirrawee's *African Drumming Ensemble* was a part of the multicultural celebration at the *Bankstown Sports Club*, drawing on performers inspired by a kaleidoscope of culture and colour. It was a fitting way to reflect on the humanity consistently manifest at Kirrawee High school.

In a similar way, teachers and Year 12 *Community and Family Services* classes accompanied a Police Chaplain to the Domain to support the clothing and feeding of the homeless. These experiences are

associated with HSC course work and provide a deeper understanding of concepts that originally arise within a classroom course. They also help us understand and empathise with circumstance, whatever that may be, that is beyond our control and that is responsive to the support and proactive help a greater community can provide. As with all work reported in this section, it directly addresses learning that helps shape the citizen we all wish to see walk beyond the school gate and continually strengthen a unified Australia.

The motivation of students at this school to give and help others is obvious. Six Year 11 students through an external organisation travelled to Cambodia to build houses, establish wells, visit hospitals, help establish a children's centre and provide on-the-ground support for people in need. Their compassion and sense of civic duty are laudable and consistent with Kirrawee as a responsive community. It is the same response as the very large increase in the number of students who supported the *Red Shield Appeal* door knock in 2016.

Kirrawee High School has a long-standing relationship with the *40 Hour Famine Appeal*. In 2016, the community was acknowledged for having cumulatively raised nearly \$100,000. This award reflected a long-term commitment to supporting those in need, both in Australia and across the globe. Taken together, Kirrawee remains a school committed to the Australian and multicultural ideal of a *fair go* and, as reminded by a continually resonating voice and our own motto, committed to placing first and foremost in our work the *content of our character*.

Other school programs

There were many highlights across the four pillars of achievement:

The dot points below indicate some areas of significant achievement. Readers are also directed to the outcomes of the *Strategic Directions* above and the eight Kirrawee High School Newsletter issues on the school website for a comprehensive summary, photos and reporting of highlights for 2016 (<http://web1.kirrawee-h.schools.nsw.edu.au/internet/>).

Learning

1. Curriculum learning achievements
2. Student leadership and social justice
3. The arts
4. Sport
 - Multiple HSC nominations for exemplary works and performances in *OnSTAGE*, *Callback*, *ArtExpress*, and *InTech*.
 - The *Year 8 Debating Team* won the *Sutherland Shire Debating Competition* and made it through to the semifinals of the *Premiers Debating Challenge*.
 - The *Mathematics Tournament* captivated a large audience and revealed a Year 8 champion!
 - A Year 10 student was awarded *Sydney University's Academic Award of Excellence*.
 - Three accelerated Year 11 Mathematics students successfully completed their HSC course with

outstanding results.

- A Year 9 girls Science team won the *Shire Forensic Challenge*.
- Six students presented at a *Girls in Science Symposium*.
- There was increased participation and prizewinners in the *Big Science Competition*.
- Overseas excursions to *Paris*, *Reunion Island* and *Japan* supported the enrichment and extension of authentic language programs.
- Three students made the final and a Year 10 student won the *Sutherland Shire Public Speaking Competition*.
- Kirrawee won all three categories of the *Speaking 4 the Planet Competition*. The same students performed at the *Youth Eco Summit*.
- A Year 10 student achieved *Highly Commended* in the *Senior Division of Spark: Sutherland Shire Creative Writing Competition*.
- A record number of 412 students participated in the *Premier's Reading Challenge*.
- Three students won *Vocational Education and Training Awards*.
- Kirrawee was highly placed in the *Language Perfect World Championships*.

Social Justice and Leadership

- *White Ribbon Ambassadors* were trained and inducted, along with the newly formed *Events and Media Team*.
- Many students successfully completed *Duke of Edinburgh Bronze, Silver and Gold Awards*.
- Year 12 sponsored three charities in their final year fundraising: *Headspace Miranda*, *RSPCA NSW*, and *Days for Girls*.
- The *Great Book Swap* supported literacy and social justice goals for Aboriginal communities.
- Through the *Bake for Bates Drive* activity, funds were raised for additional resources and Kirrawee successfully supported the school's efforts to install valuable playground equipment.
- Multiple students represented Kirrawee at prestigious leadership events, including *Speak For Yourself*, *Advocate for Children and Young People Non-Government Sector Consultation*, *Ministerial Forum for Volunteering*, *NSW Women in Engineering Camp*, *Director for a Day*, *Parliamentary Youth Ambassadors*, *Anzac Day readings*, *NSW Constitutional Convention*, *Clothing for the Homeless*, and *Women's Leadership Forum*.
- The *Social Justice Council* donated hundreds of books, bags, pencil cases, shoes games and other items to as part of the *Madiba Project* and supporting students in Sierra Leone.
- The entire community participated in proactive campaigns such as *ROUK Day*, *Harmony Day*, *White Ribbon Day*, *NAIDOC Week*.

Arts

- A Year 12 student was chosen to represent Kirrawee in *ArtRules*.
- A Year 12 student successfully auditioned for the *Talent Development Program*.
- Five Kirrawee students were featured artists at

the *Schools Spectacular* with many other students successfully auditioned for the Orchestra or Choir.

- A Year 10 art student won first place in *Grind Espresso's Designer Cup Competition*.
- Five Dance ensembles were selected for the *Regional Dance Festival*.
- Three Stage 4 students had starring roles in the professional musical, *Matilda*.
- The annual *Visual Arts Exhibition* showcased works from students Years 7–12.
- *Cabaret Night* showcased the talents of musicians from Years 7–12.
- The *Wind Orchestra* and *Senior Stage Band* won Silver at the *NSW Band Championships*.
- Three students were selected for the *NSW Public Schools Drama Ensembles*.
- *James Morrison* performed with students at a special *Anniversary Concert* to mark the school's 50th Birthday and his 25th year of performing with, encouraging and mentoring, students from Kirrawee.
- Multiple students successfully auditioned in the *Arts Unit State Dance, Drama and Music ensembles*.
- One drama student was selected to work with the *Griffin Theatre's Ambassador Program*, a year-long experience working with industry professionals.
- A Year 8 student was the youngest finalist in the *Sutherland Shire Youth Music Awards Final*.
- The *Senior Stage Band* and a *cappella* competed at the *Generations in Jazz Competition in Mount Gambier*.
- A Year 12 student was a vocal soloist at the *NSW Solo Vocal Camp Concert*.
- Ken Tucker, resident artist, continued working with talented art students (GAT workshops) and classes, supporting student created murals exhibited around the school.
- A Mexican artist created a logo-inspired mural for the *Fiftieth Anniversary*.
- A Year 11 student selected to participate in intensive workshop at the *National Art School*.

- The *15s Boys and Girls Waterpolo Teams* finished runners up in the *CHS State Competition*.
- The Open Boys Waterpolo Team finished third in the *CHS State Competition*.
- The *Open Boys and Girls Hockey Teams* finished in the top eight in the *CHS State Competition*.
- Forty one students represented Kirrawee at the *CHS Swimming Championships*.
- Fourteen students represented Kirrawee at the *CHS Athletics Championships*.
- Four students represented Kirrawee at the *CHS Cross Country Championships*.
- Forty Seven students represented Kirrawee in the *Sydney East Team at CHS Competitions* (waterpolo, baseball, softball, soccer, lawn bowls, trampolining, gymnastics, squash, rugby league, tennis, netball, hockey, AFL, and cricket).
- Kirrawee was presented with major Separtment award for its long-term contribution to Sport.

Sport

- One Year 12 student was award a *CHS Blue* and selected in the *Australian School Boys Baseball Team*.
- One Year 10 student was selected in the *Australian School Girls Hockey Team*.
- Five students were selected in the NSW All Schools Teams and competed at the *National School Sport Championships* (baseball, hockey, cricket, athletics).
- A Year 12 student was award with the highly prestigious *Pierre de Coubertin Award*.
- One Year 11 student was awarded a *Sydney East Blue* in water polo
- Ten students were selected in CHS Teams (baseball, cricket, water polo, football, rugby league, hockey – one student in both hockey and cricket)
- The *Open Boys Cricket* (Baggy Blues) were *CHS Knockout State Champions* (third time in four years).