

Keira High School

Annual Report



2016



8541

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the Principal

Keira High School is a dynamic comprehensive, co-educational high school that serves students and their families from central Wollongong and suburbs adjacent to North Wollongong. The school has a long tradition of delivering quality public education to the community of the Illawarra since 1917. Keira's sustained growth and success is a result of vital partnerships between the school, its parents, partner schools and the wider education community.

The school is driven by the aspirations of the Melbourne Declaration on Goals for Young Australians. We promote equity and excellence and relentlessly seek that all our students become:

successful learners

confident and creative individuals

active and informed citizens

Our curriculum is confidently focused upon a holistic education that is rich in academic, cultural, creative and performing arts, wellbeing, sporting, civic and citizenship learning programs. We promote personalised learning and celebrate individual differences. We also value a strong sense of community and are proud of the role our students will play in contributing to both their local and global contexts.

Keira High School is proud of its traditions. This Annual Report shows also that it looks to the future, confident that it is a dynamic and innovative school. Our 2015 – 2017 School Plan is focused upon ensuring the highest quality of learning opportunities led by skilled and dedicated professionals in a community where wellbeing is both valued and enhanced.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr D J Robson

Principal

Message from the school community

Keira High School Parents and Citizens' Association provides an opportunity for parents and carers to develop a greater understanding about the school and offer input to school decisions in a respectful and friendly environment.

One of our priorities for 2016 was to encourage parent and community participation in curriculum and other educational issues. This was addressed through the introduction of 'Showcase' events prior to each P&C meeting. These events provided staff and students with the opportunity to show case curriculum areas and facilities within our school. In 2016 these 'Show Cases' included the Year 7 Excelsior program, official opening of the newly refurbished kitchens and exploring the world of science today in the recently renovated science labs. The P&C also assisted with the organisation and participation in the Year 7 Meet the Teachers BBQ.

Our second goal was to assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school. This was achieved through the provision of funds to support the purchase of furniture to create a flexible learning space in the Special Education faculty. The P&C also continued with modest fundraising efforts through the sale of Entertainment Books, Bunnings BBQ and the voluntary donation scheme.

The final goal was to be involved in ceremonial and special occasions at the school. The P&C were welcomed to a number of school events including the Captains' Induction Ceremony and Dinner, Tree Day Ceremony, Wollongong North Network Staff Recognition Awards, Year 12 Graduation and School Presentation Evening.

Deborah Burford

President

Message from the students

Student leadership encompasses many of the ideas and intentions that are often described as student participation, student agency or student voice. Keira High School has built a high standard of leadership in its history. There are leadership opportunities that exist across a broad spectrum of areas.

The Keira High School Student Representative Council is one such group. The SRC unit is a peer elected group which represents the students of Keira High School. Our SRC provides authentic opportunities for students to develop and exercise their leadership skills within the school environment. SRC consists of a group of students nominated and elected to represent the whole student body. We aim to provide a greater student voice and raise awareness of current issues within society.

2016 has been an important year in regard to the structure of student leadership at Keira High School. One of the major developments is the planning and implementation of a leadership curriculum. The SRC Curriculum outlines the learning that will occur through student participation in SRC operations. The Department of Education Wellbeing Framework has informed the development of this curriculum. The four banners within the framework are for students to:

- *Connect*: build and facilitate relationships through active leadership
- *Succeed*: contribute to the functioning of the SRC
- *Thrive*: work towards personal leadership goals which enhance social capability
- *Enable the school environment*: contribute to making the school environment happier and more connected with the community

Students within leadership positions will be provided with a program of learning events targeted at enhancing leadership skills. These events will be utilised to develop leadership skills and support students' involvement in the activities that they will be required to participate in.

In conjunction with this there has been a strengthening of the links between formal leadership groups at Keira. These ties are intended to broaden the opportunities that are available for all students. It is anticipated a busy twelve months in 2017 as we endeavour to allow all students at Keira High School the chance to develop and use their leadership qualities.

SRC Representatives

School background

School vision statement

At Keira High School we empower student growth and wellbeing through a Public Education that is transformative in building active, skilled, informed and caring citizens.

We celebrate our diverse community and champion equitable, inclusive and challenging opportunities for all learners. We act with courage and embrace every individual's knowledge and experience to enhance an authentic education setting. We implement this vision as a committed learning community, to nurture, develop and advocate a future of choice for every student.

School context

Keira High School is a large, culturally diverse comprehensive high school with a student population of 970, including 48 students of Aboriginal heritage.

The school enjoys strong partnerships with the Keira Community of Schools and has formed valuable alliances for learning with partner primary schools, high schools, Wollongong TAFE and the University of Wollongong. The school has a strong focus on teacher professional development to support student learning. Current areas of focus include explicit teaching, Quality Teaching and inclusive differentiated education.

Keira High School is well recognised within the community for strong sporting, academic, leadership, welfare and discipline programs that support all students' social, emotional, physical, academic, creative, performance and cultural development.

We are proud leaders in Aboriginal education and are committed to delivering innovative whole school Aboriginal education programs.

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.

During 2016 all teachers at Keira High School continued to engage in learning opportunities that deepened their understanding and use of the framework's elements within the three key domains of Learning, Teaching and Leading. In particular, the School Excellence Framework was used by the school's leadership team to inform their understanding of the progress being made within each of the school's strategic directions. Executive learning focused upon the sourcing of 'evidence of impact' to direct an authentic mapping, charting and describing of achievement against identified improvement measures. The school confidently engaged the self-assessment sequence to continue to guide the school's strategic improvement agenda.

In the domain of Learning we have successfully focused upon learning culture, wellbeing and responsibility for improved student outcomes. All teachers have engaged in professional learning where shared faculty and school goals have targeted an environment that promotes high expectations for all students to become successful learners. The executive leadership team has aligned reporting systems to ensure that students and parents are provided with quality feedback. Personalised learning has been optimised by the development of structures to support all Stage 6 students take ownership of their own learning journey. An explicit program titled Excelsior has been developed to highlight the habits of learning and to enhance cross curricular capabilities. Cultural diversity has been celebrated across the school community and enhanced via the successful extension of Aboriginal Studies into the Year 8 curriculum. EALD programs have allowed for the delivery of parallel classing frameworks to support students of a refugee background to achieve outcomes comparable to the performance of their peers. The consolidated performance of equity groups points toward the impact of agendas that ultimately seek outstanding levels of attainment.

In the domain of Teaching we have excelled in establishing a culture of authentic collaborative practice that embraces the importance of feedback to inform sustained quality pedagogy across the curriculum. Programs target the nexus between the quality of teaching and the achievement of improved student learning outcomes. All teachers have become skilled in leveraging the enablers of mentoring, collaboration and coaching to support improved pedagogical practice. An enhanced focus upon the Performance and Development Framework has supported the alignment of their pedagogy focused goals to the Australian Professional Teaching Standards. This has likewise been informed by evidence-based research and the sharing of professional practice. Early career and beginning teachers have been supported by mentoring programs that have provided a scope and sequence of differentiated learning opportunities. The professional learning team ensured scheduled experiences for teachers to strengthen their pedagogical knowledge and practice. These were aligned with processes such as quality programing and quality assessment and enhanced by professional learning centred upon evaluative thinking and collaborative practice. Authentic evaluation of each learning event allowed for a systemic improvement in the implementation of effective teaching strategies.

In the domain of Leading we have excelled in embedding purposeful leadership agendas that demonstrate the expertise of leaders across the school. This achievement of excellence has been informed by intelligent professional learning frameworks, aligned resourcing structures and strategic management practices. A deliberate scope and sequence of quality professional learning has been enhanced by the deliberate and strategic use of the school's learning alliance with Woonona High School, active participation in Curriculum Networks Illawarra and L-INKS, Leadership Illawarra Networks Key Stakeholders. High levels of leadership capacity have ensured that the school community is committed to the school's improvement agenda that is focused upon Transformational Learning, Instructional Leadership and Optimal Wellbeing. Sophisticated financial planning and management has delivered human resources, optimal and innovative classing structures, mobile technologies and flexible learning spaces. A deliberate implementation of succession plans across the school has resulted in the development of talent pools to successfully sustain quality programs. The intelligent management of resources has been a determinant to the success of enacting key processes within the School Plan. The school wide engagement of self-assessment has been enhanced by a heightened understanding of the School Excellence Framework and the evaluative thinking required to accurately identifying evidence of impact. The strategic directions of Transformation Learning, Instructional Leadership and Optimal Wellbeing will continued to be interrogated and refined as the school moves toward the realisation of the 2015–2017 School Plan.

Our self-assessment 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

Transformational Learning

Purpose

To foster a love of learning within students, equipping them with the skills to be successful lifelong learners, well prepared for life in a rapidly and continually changing world. To provide an educational environment that supports students to realise their potential, enabling them to live enriched lives, and become valuable, active and informed members of society, contributing to the economic, cultural and social capital of our communities.

Overall summary of progress

A continued focus on the development of quality programs as a whole school goal within the Performance and Development Framework has translated into quality programs delivering more consistent approaches within the classroom. Faculties have been supported to include differentiation strategies in their teaching and learning programs through professional learning delivered by the school's Learning and Support team. The implementation of the KUD (Know, Understand and Do) framework supported the enactment of quality pedagogy that explicitly targeted authentic differentiation across the curriculum.

Action research conducted by the Flexible Learning Spaces team targeted pedagogy to support learning in the 21st Century. An exploration of the impact of space upon pedagogy directed the development of a deliberate plan to build the capacity of the school to support the establishment and effective use of flexible learning spaces across the curriculum. As a result, flexible learning spaces were established in Languages and Special Education. A shared curriculum space was designed and created to support the delivery of the Excelsior program and a vertical learning space developed to support innovative learning in Mathematics. The program was extended to also encompass the creation of two outdoor classrooms. Teachers have been encouraged explore pedagogy that is driven by the flexibility of an atypical context and to align teaching strategies to the development of learning skills for success within the 21st Century.

The development of quality assessment scaffolds for Stages 4, 5, and 6 has supported the learning outcomes for all students. Formal assessment tasks are explicit, differentiated and designed to support the successful engagement of all students, parents and teachers. Deliberate professional learning has focused on improving the quality of assessment opportunities to students in Stage 6. The development and application of an assessment evaluation tool has resulted in an authentic evaluation and improvement of targeted preliminary and HSC assessment tasks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs and practices are aligned with the Quality Teaching Framework and Professional Teaching Standards.	Quality Programming Performance and Development Plan whole school goal ensured quality programming as a focus for all teaching staff. Consensus template utilised by all faculties across Stages 4, 5 and 6 for the development of quality programs. Twilight professional learning events enabled time for collaborative learning by faculties on programming to reflect on current practice and inform strategies to support the development of quality programs.	\$30,000
All teachers know their students and how they learn and use a range of evidence to inform their practice. Focus on Learning teacher survey indicates improvements across the domains of Learning Culture, Data Informed Teaching Practice	Learning for the 21st Century Mathematics vertical learning space created and professional learning of staff to support the implementation of the space. Additional flexible learning spaces created in Special Education, including outdoor rainforest	\$80,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
and Teaching Strategies, reflected by a 0.5 improvement.	<p>learning area to support all learning needs.</p> <p>Additional flexible learning spaces developed in language classrooms and professional learning of staff to support the implementation of the space.</p> <p>Outdoor learning spaces created, including outdoor sandstone learning circles.</p>	
All students and teachers use models of reflection focused upon feedback, assessment and reporting processes to plan learning. Evidence: Schools Excellence Framework data referenced to indicate value added to NAPLAN results and student attainment from Year 7 to HSC. Value added data that is equal to or better than like school groups.	<p>Quality Assessment</p> <p>Considerable professional learning has taken place by executive and teaching staff in improving the delivery of Stage 6 assessment tasks.</p> <p>A consensus template for Stage 6 assessment based on this professional learning has been developed and implemented across the school.</p> <p>Coding against the Quality Teaching Framework was used as an integral component of the assessment task evaluation process.</p> <p>An evaluation tool for assessment tasks has been developed and trialed with the aim to improve the quality of assessment tasks.</p>	\$20,000

Next Steps

Quality Programming

- Include feedback opportunities for all stakeholders within programs
- Lesson observations to ensure correct interpretation of program delivered to students
- Professional learning to build the capacity of staff in analysing data to their inform teaching practice

Learning for the 21st Century

- Continue to renovate and transform traditional learning environments into flexible spaces
- University research partnerships established to support exploration of the impact of implementing flexible learning environments on student engagement, student learning, student well-being, and teacher pedagogy
- Action research implemented to measure direct impact of flexible learning spaces on enhanced pedagogy and student achievement of outcome

Quality Assessment

- Milestones need to be closely aligned to the School Excellence Framework in terms of Reporting and Assessment
- Ensure consistent use of the newly formed Assessment template for Stages 4,5 and 6
- Ensure more consistent use of evaluation tool for assessment tasks
- Community engagement and familiarisation with assessment task template
- Increase the use of varied assessment strategies for, as and of learning
- Development and review of assessment tasks should engage key stakeholders

Strategic Direction 2

Instructional Leadership

Purpose

To establish a vibrant learning community where educational leadership is distributed throughout the organisation. Where professional relationships and partnerships for learning are developed and enhanced. Practice is informed by educational research, theory and data. Teachers at all career stages take ownership of their professional learning and as leaders of learning participate in the development and implementation of a rigorous, differentiated professional learning agenda.

Overall summary of progress

The school is self-assessed to be sustaining and growing overall within the Instructional Leadership strategic direction.

Through the continued implementation of the Performance and Development Framework explicit structures around collaborative practices have been built. These have included the training in and use of CoCoaching by the executive team and the use of collaborative learning groups. A range of different sized and configured collaborative learning groups have been used across a range of activities to enhance coaching, collaboration and feedback opportunities. The school has developed a framework to support effective observations of classroom practice and to guide the implementation of quality feedback. The sharing of professional practice inherent within the 'Great Teaching, Inspired Learning: blue print for action' has informed the direction of this learning that has been embraced by all teachers.

Differentiation has been a focus across the school. The Learning and Support team have implemented a framework to enhance the communication of learning intentions to students. Professional learning sessions have been delivered across all faculties and learning and support teachers have collaborated with targeted teachers to develop best practice models for specific curriculum areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers develop annual personal learning goals and their Performance and Development Plans detail these goals and clear strategies to achieve them. Focus on Me, Teacher survey indicates improvements from 6.7 to 7.5 for leadership as a driver of student learning.	Performance and Development Framework Through involvement in collaborative practices all teachers are engaged in improving their performance and development. The end of year review phase was enhanced through a whole school learning event, that included self-reflection and peer review activities, in preparation for end of year reviews with supervisors. All staff made valuable contributions to the shared school goal of programming and their faculty shared goal. Some staff experienced difficulty in pursuing their personal goal to the same degree.	\$3,000
100% of teachers have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework, self-report a positive impact on professional practice and 5% of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.	Leaders of Learning Capacity of all executive enhanced and demonstrated through purposeful leadership of school development days and twilight sessions focused on the whole school goal of programming and their own faculty goals. The progress within the whole school and faculty goals were enhanced through structured professional learning and collaboration across school development days and twilight sessions throughout the year. Particular improvement has been made in the quality of reflection on progress within goals and preparation for the end of year review.	\$10,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has embedded explicit systems for collaboration, classroom observation, CoCoaching, modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in pedagogy and student achievement of outcomes. The Focus on Learning, teacher survey indicating collaboration as a driver of student learning improves from a score of 7.5 to 8.5.	<p>Differentiation</p> <p>Student learning enhanced via authentic explicit differentiation across the curriculum. The Learning and Support team have delivered professional learning across all faculty areas around KUD (Know, Understand and Do).</p> <p>Differentiation has been the focus of several shared faculty goals within their Performance and Development Plans. Work in HSIE and TAS has embedded differentiation into new programs and assessment tasks.</p> <p>Planning for a structured and multi-tiered induction program has been completed. This program will meet department policies and support new staff in a differentiated program of learning.</p>	\$25,000

Next Steps

Performance and Development

- Introduction of a more structured scaffold to support the lesson observation process. This will enable a balance between the 2015 and 2016 models of practice to be achieved.
- Apply the recommendations identified in the 2016 review to strengthen the quality of the mid-year self-assessment. This is an important phase to ensure that all teachers plan and make adjustments within their Performance and Development Plans to maximise their progress through the second half of the year.
- To begin the end of year review phase earlier allowing time for quality review meetings and planning for the next steps in the 2018 Performance and Development Plan goals
- To ensure a highly successful implementation of the Induction program and development of the new Head Teacher Mentor position through effective mentoring and CoCoaching

Differentiation

- A continued focus to develop expertise within differentiation across all staff. Use lesson observation and collaborative learning groups to share and develop best practice approaches to support the explicit teaching of literacy.
- Expand the use of a variety of collaborative learning group models and continue to build the capacity of staff using the CoCoaching model. This will drive pedagogical development across the whole learning community.
- To continue with executive professional learning to ensure the continued development of practice around differentiation in all classrooms
- To develop rigorous processes that will authentically analyse the impact of practices in the classroom on student outcomes and inform future directions

Strategic Direction 3

Optimal Wellbeing

Purpose

To value and promote the wellbeing of all students, staff and members of the wider school community. Where individuals and groups are supported by differentiated learning programs targeting student welfare that focus relentlessly upon providing a holistic education for all. Organisational processes, systems and practices are aligned to contribute to a harmonious and balanced setting within which all individuals thrive.

Overall summary of progress

In 2016, the development of a program to sustain successful succession of key staffing positions across the school was embedded within the systems of the school. The priority of the succession planning was to build the capacity of staff members through mentoring and shadowing to support a confident transition into new roles. In the long term, this priority will ensure the sustainability of quality programs across the school.

Year 10 students and their education pathways were the focus of support in the process of Learning Pathways for All. The executive team examined current processes and a revised scope and sequence was developed to ensure all students made appropriate choices in regards to their Stage 6 pattern of study. This process reinforced the importance of student, teacher and parent partnerships in ensuring student success.

The merit system plays an integral role in the supporting student wellbeing. The introduction of merit qualities will now enable students, teachers and parents to reflect on the qualities of each student. These qualities reflect and support the student's cognitive, social and emotional wellbeing. The qualities include creativity, initiative, leadership, kindness, organisation, teamwork, commitment to studies, resilience, effective communication and critical thinking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All individual learning is supported by effective, inclusive, differentiated and sustainable systems to support the wellbeing of students and staff. 'Tell Them From Me' survey reflects an improvement in achievement of social-emotional outcomes for students. Parents survey indicates improvement in the areas of inclusive school and school that supports positive behaviours.	Building for Tomorrow Program was developed and embedded to sustain successful succession. This will ensure sustainable systems to operating across the school. Learning events were conducted with the executive staff members to enable the development of succession planning documents for all key roles within the school. Key strategies enlisted to ensure the success of the documents included mentoring and shadowing to build the capacity of staff members.	\$45,000
All students are supported to access their own educational, social and career pathways indicated by increased participation and success of equity groups evidenced by value added to Attainment of Equity Groups as detailed in The Schools Excellence Framework data.	Learning Pathways for All In 2016, the focus was on the successful transition of students from Stage 5 to Stage 6. Significant processes were established within the scope and sequence to ensure appropriate choices of Stage 6 courses for all students. Every student received a personalised letter identifying suggested patterns of study for English, Mathematics and Science. Targeted students were interviewed by a staff member to further support appropriate choice of Stage 6 courses.	\$38,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	Parent evening was conducted to reinforce the importance of parent, student and teacher partnership in supporting all students in making a successful transition from Stage 5 to Stage 6.	
The school has comprehensive and integrated strategies in place to support the cognitive, emotional, social and spiritual wellbeing of students in a context of quality teaching and learning. 'Tell Them from Me' student feedback survey indicates at or above NSW Government norms for social-emotional outcomes.	Merit System All students understand the qualities of the complete person and are actively engaged in programs to foster these. Finalised the student qualities to be included in the merit system through consultation with executive and school community. Staff and student learning events conducted to explore each quality to ensure a shared understanding of what each quality means and how a student may demonstrate each quality within and beyond the classroom.	\$4,000

Next Steps

Building for Tomorrow

- Expansion of succession planning across the school
- Learning events to continue to build the capacity of staff and students
- Programs, such as mentoring and shadowing, developed to support succession plans
- Succession programs are embedded and sustained

Learning Pathways for All

- Continue to streamline the process of pathway from Stage 5 into Stage 6
- Explore further learning opportunities for students such as the in2uni program
- Individual learning plans further embedded for Stage 6 students

Merit System

- Merit qualities placed in the 2017 student diary
- Learning events for staff and students to promote the merit qualities
- Year assemblies to recognise students receiving Bronze Awards

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Tutors employed for targeted students in Years 8 and 10 improved numeracy and literacy outcomes through programs aimed at improving NAPLAN results in 2016. (90 % students in 2016 achieving above minimum literacy and numeracy standards).</p> <p>Senior students received individual tutoring in targeted subjects. Results from HSC 2016 indicated these students achieved their Personalised Learning Pathways goal in gaining entry into tertiary education.</p> <p>All Aboriginal students were guided in Personalised Learning Pathways to target specific numeracy and literacy needs. Mentors worked closely with students and teachers to ensure targets for goals were met.</p>	<p>\$46,047</p>
English language proficiency	<p>Development and implementation of focused support strategies to enhance successful engagement of every student.</p> <p>This has been achieved through parallel English and EALD elective classes in Stage 5, Stage 6 ESL courses, small group EALD literacy support and support across classrooms and faculties.</p> <p>Targeted support of EALD students through literacy groups in Stage 4.</p>	<p>\$25,758</p> <p>FTE 2.2</p>
Low level adjustment for disability	<p>Development and implementation of focused support strategies to enhance successful engagement of every student.</p> <p>Employment of additional teaching and SLSSO support to build the capacity of the Learning and Support team.</p> <p>Individual Learning Plans developed for identified students to ensure their successful engagement in learning. Engagement with a key stakeholders in the development of each plan.</p>	<p>\$83,206</p>
Socio-economic background	<p>Implementation of Directed Senior Study program targeting personalised learning support for HSC students.</p> <p>Establishment of Pathways team to investigate transitioning as a significant determinant of student engagement and connectedness.</p> <p>Equity deputy principal appointed to support all student learning outcomes.</p>	<p>\$78,405</p> <p>FTE 2.0</p>
Support for beginning teachers	<p>An induction program was implemented to ensure a smooth transition for beginning teachers to the school.</p> <p>Strong Start funds were utilised for seven beginning teachers in both their first and second year of teaching to decrease teaching load. This provided a greater opportunity for</p>	<p>\$71,667</p>

Support for beginning teachers	<p>detailed lesson preparation and mentoring from supervisor and mentor teacher.</p> <p>In addition beginning teacher funds supported mentor and beginning teachers in program writing, lesson observations and planning meetings.</p> <p>Peer led collaborative learning events provided guidance with the accreditation process and developed skills in gathering and annotating evidence.</p>	
Targeted student support for refugees and new arrivals	<p>Employment of Arabic speaking and Karenni speaking SLSOs, leading to increased wellbeing and learning outcomes. Funding was also diverted towards an additional day's employment for trained ESL teacher.</p> <p>Keira was able to offer further lunchtime and break support for EALD students, maintain parallel English classes in Years 9 and 10 and initiated an EALD elective subject in Stage 5.</p>	<p>\$9500</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	484	500	513	493
Girls	452	449	436	445

The school's enrolment in 2016 was 938 students, with an additional 33 students in the school's Special Education faculty. The school's partner primary schools that comprise of the Keira Community of Schools are Balgownie Public School, Coniston Public School, Fairy Meadow Demonstration School, Mount Ousley Public School, Pleasant Heights Public School and Wollongong Public School. An exceptionally high proportion of our students have made a successful transition from our local Community of Schools. Keira is the school of choice in our local community.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.4	93.3	93	91.3
8	89.9	91.3	90.5	91.3
9	87.8	88.3	88	89.1
10	88.1	88.5	85.5	88.1
11	88.2	82.6	87.8	86.6
12	89.9	88.6	86.3	90.2
All Years	89.8	88.8	88.5	89.4
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

Management of non-attendance

At Keira High School, attendance is a school priority. Strategies to support attendance include rolls being marked each day, student attendance recorded by class teachers each lesson and reported to parents twice a year. Keira has seen an increase in overall

student attendance, with the largest increase recorded within the Year 12 cohort.

The school is proactive in managing attendance through the following methods:

- Whole school learning events led by the Head Teacher Administration focused on roll marking procedures and responsibilities
- Early identification and intervention of students with emerging attendance concerns
- Online roll marking procedures to allow instant identification of student absences
- Introduction of positive recognition program to celebrate student school attendance
- Regular student absences monitored by roll call teachers through student interview and letters home

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	11
Employment	1	8	14
TAFE entry	2	9	9
University Entry	0	0	45
Other	1	1	10
Unknown	0	4.4	0

The school surveyed the 2016 Year 12 cohort early in 2017. The following information is based upon a survey return rate of 44 students. Of those students who participated in the survey:

- 45% are attending University
- 9% are attending TAFE
- 14% have obtained employment

Of those attending University, 100% are attending University of Wollongong, and 15% of these are attending the University College.

Year 12 students undertaking vocational or trade training

In 2016, 35% of Year 12 students undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 98% of Year 12 students attained a HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	48.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	2.2
School Counsellor	1
School Administration & Support Staff	15.77
Other Positions	2.6

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

Professional learning in 2016 focused on the teaching and learning activities that supported the 2015–2017 School Plan. Teachers developed their own Performance and Development Plans in consultation with their supervisors to provide them with the direction for individual goals. Major professional learning was centred on the development of beginning teachers through a range of events. These events included mentoring programs, professional learning courses, lesson observations and reflections on best practice. Beginning teachers were strongly supported in the development of teaching skills necessary for successful planning and implementation of new syllabuses.

In 2016, there were 19 teachers seeking accreditation at proficient level and 18 teachers maintaining proficient level. Teachers seeking accreditation at proficient level participated in a series of learning events to support their understanding of the accreditation process. Peer led activities focused on understanding how the Australian Teaching Standards translated into classroom and professional practice and allowed participants to suggest evidence that could support their current practice within these standards. In Semester Two, teachers who were nearing the completion of their accreditation at proficient level participated in learning events that targeted collating and annotating evidence. Although encouraged no teachers sought accreditation at higher levels.

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.

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.

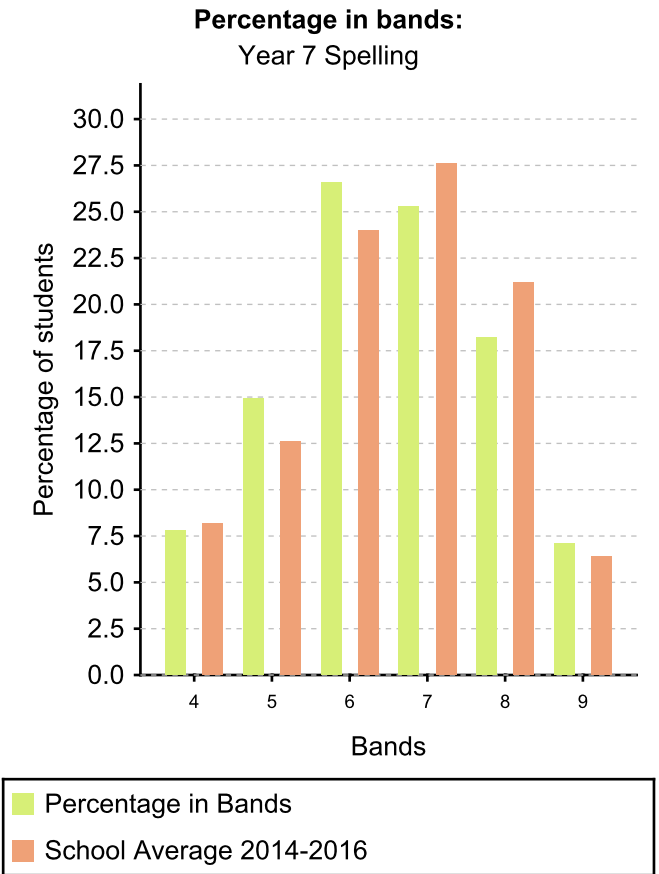
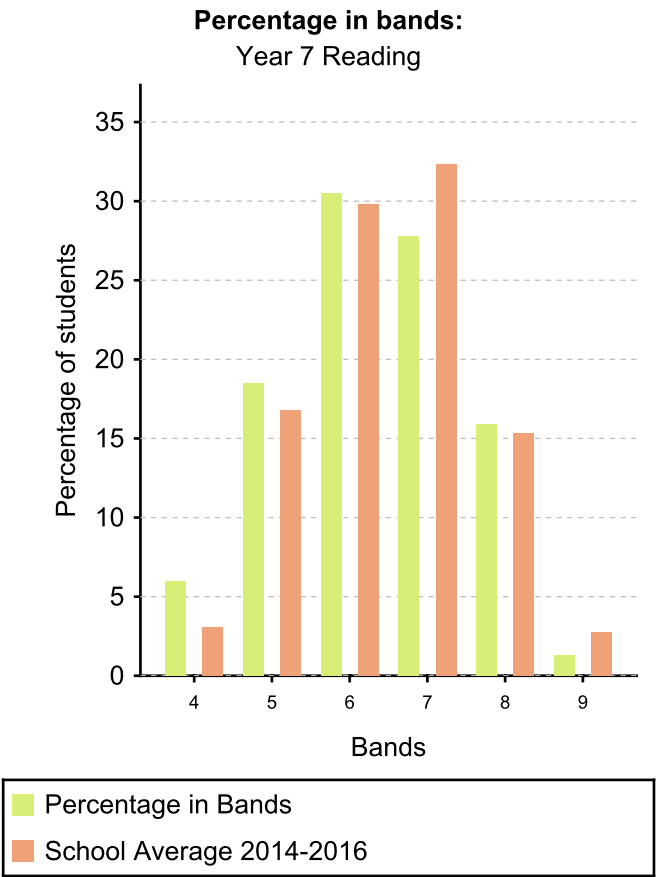
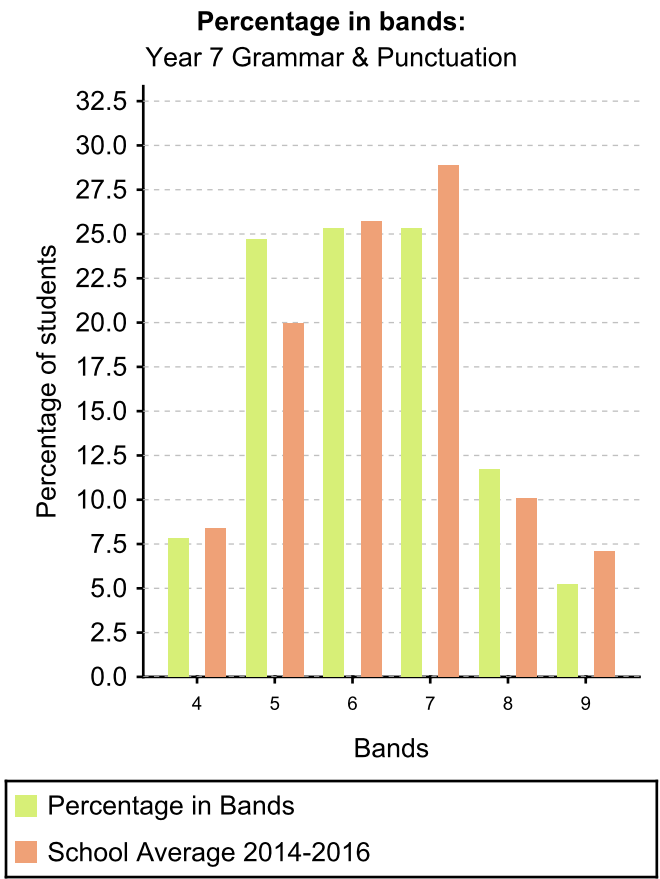
Income	\$
Balance brought forward	402 299.63
Global funds	771 447.62
Tied funds	590 913.36
School & community sources	281 823.96
Interest	10 722.37
Trust receipts	56 893.45
Canteen	259 933.23
Total income	2 374 033.62
Expenditure	
Teaching & learning	
Key learning areas	203 977.66
Excursions	135 339.02
Extracurricular dissections	94 306.25
Library	7 147.78
Training & development	0.00
Tied funds	531 672.99
Short term relief	177 587.57
Administration & office	309 183.85
School-operated canteen	257 229.47
Utilities	122 627.13
Maintenance	99 543.59
Trust accounts	57 728.26
Capital programs	48 845.80
Total expenditure	2 045 189.37
Balance carried forward	328 844.25

School performance

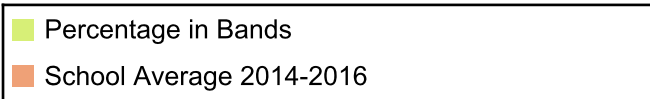
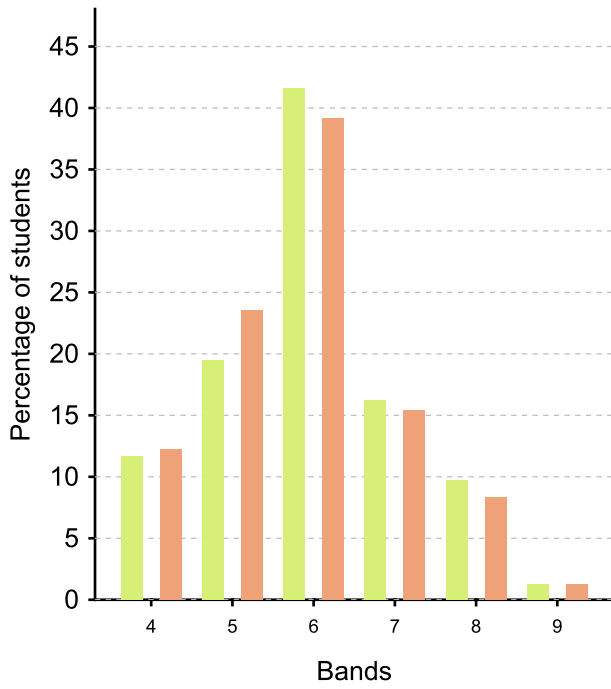
NAPLAN

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

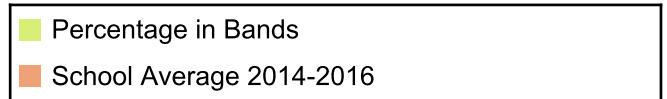
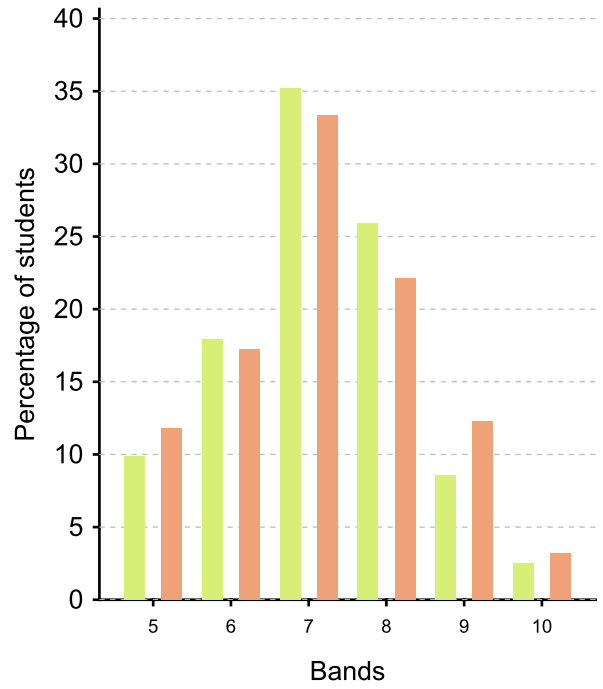
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



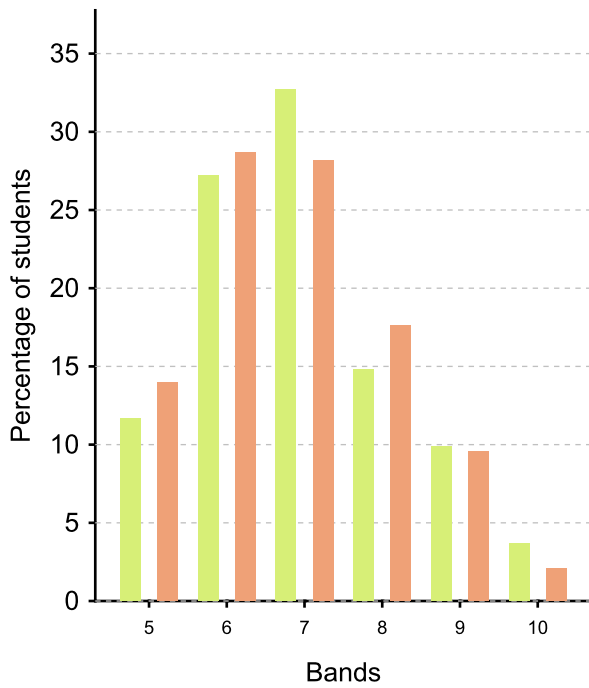
Percentage in bands:
Year 7 Writing



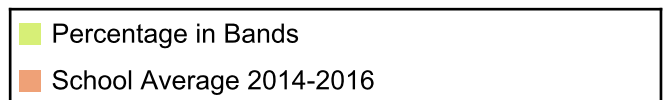
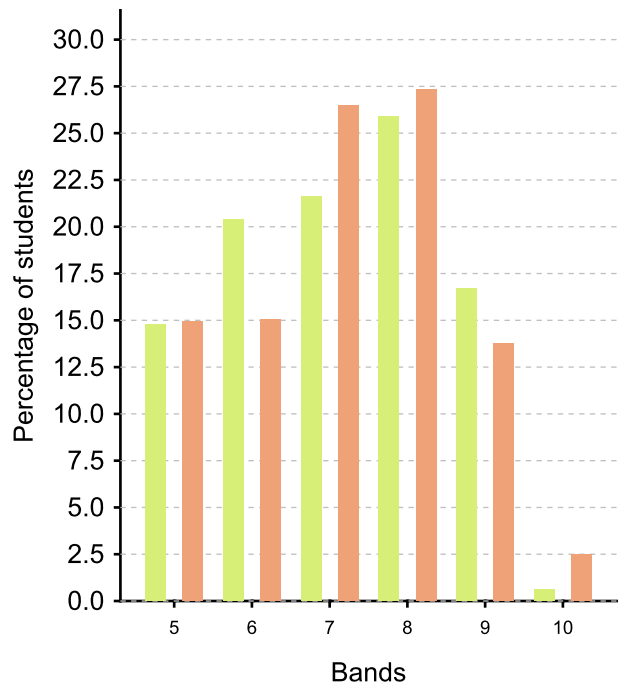
Percentage in bands:
Year 9 Reading



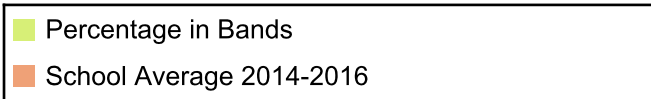
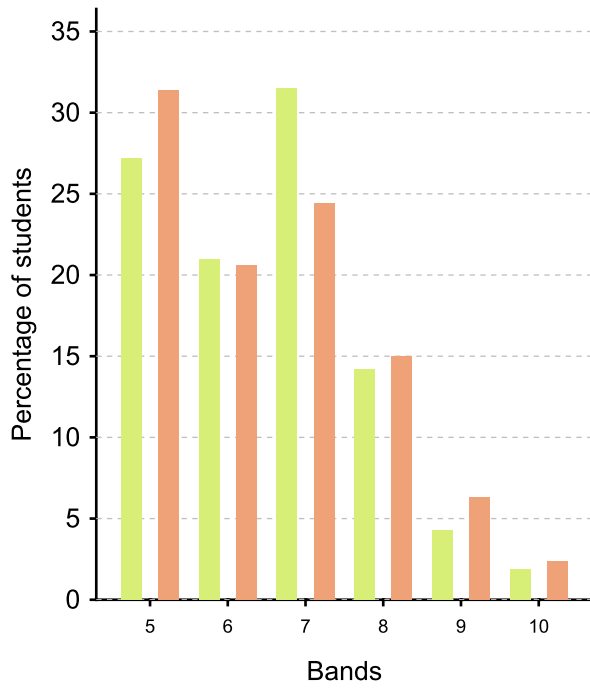
Percentage in bands:
Year 9 Grammar & Punctuation



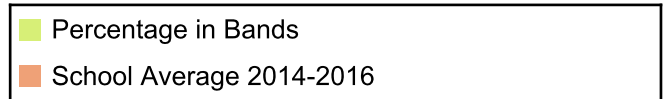
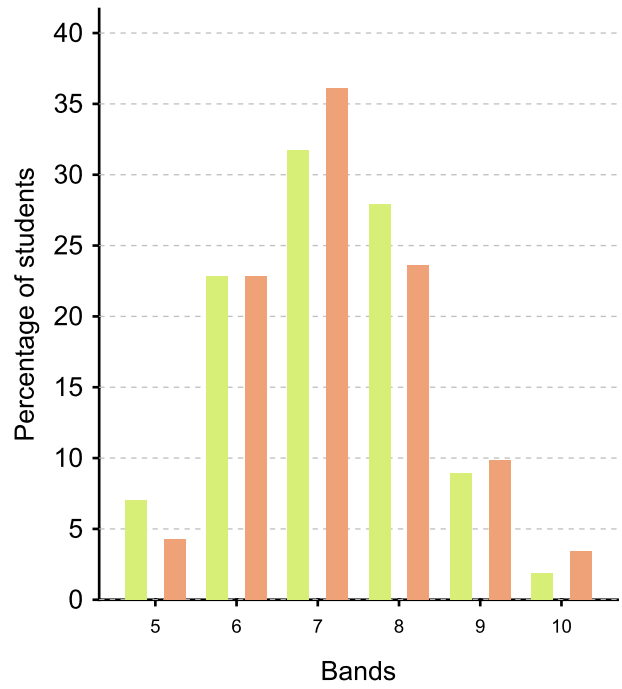
Percentage in bands:
Year 9 Spelling



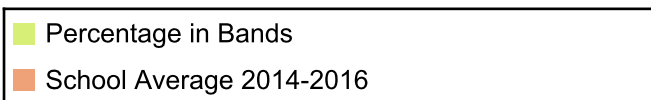
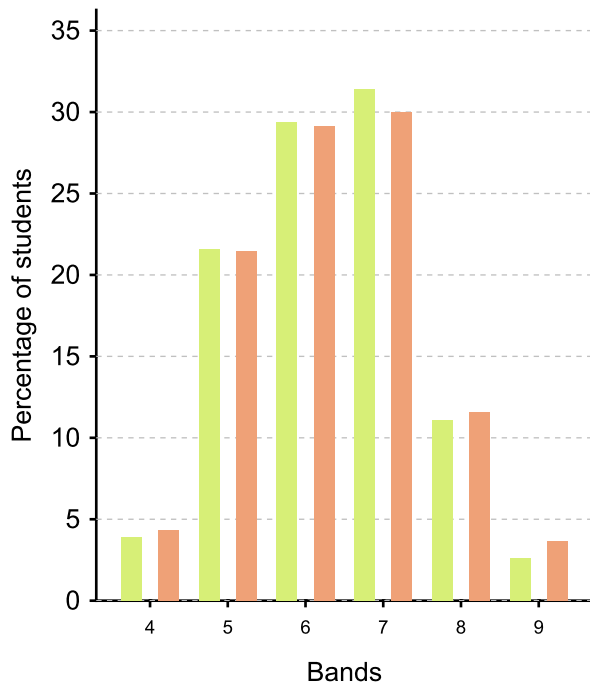
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy

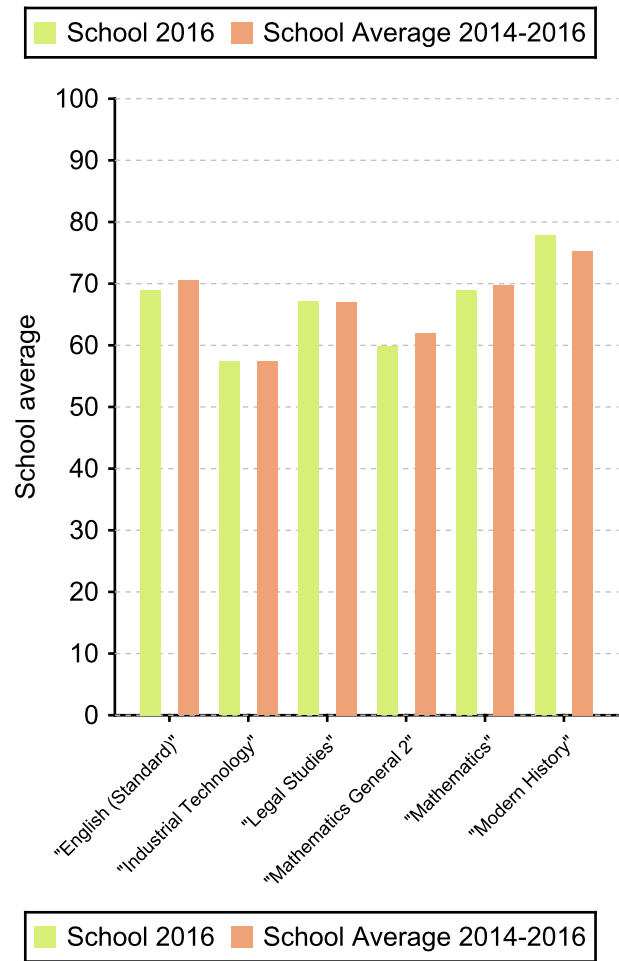
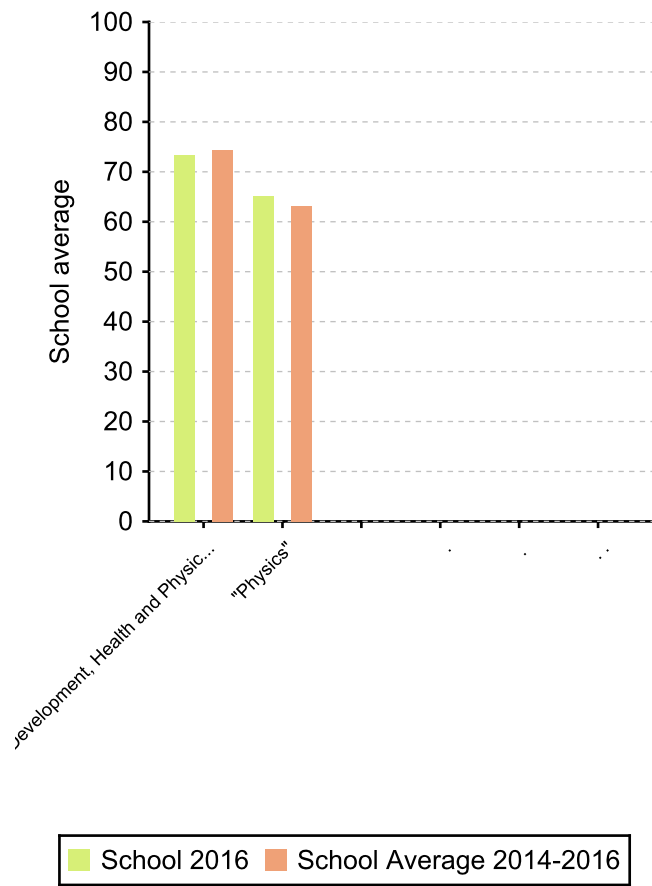
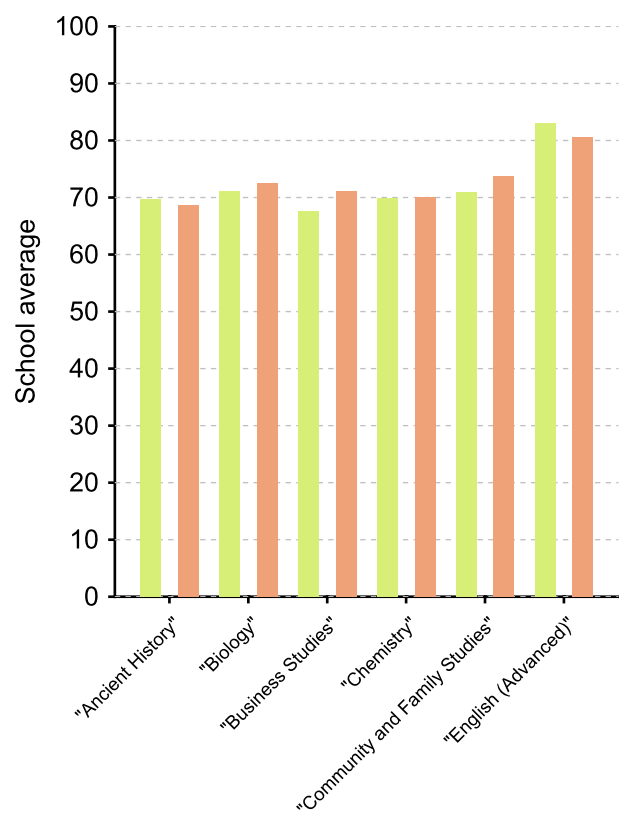


Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought the opinions of parents, students and teachers about our school through the participation in the 'Tell Them From Me' survey. Their responses are presented below.

Parents/Caregiver

The parents/caregivers consider the school to be successful in fostering a supportive environment which values positive behaviour. As a result, the school is viewed as a school that excels in promoting a safe environment and a culture of high expectations. The parents/caregivers indicated that success can be further enhanced through the greater encouragement of parental involvement in their child's schoolwork and a higher level of communication with home.

Student

Students reported a strong sense of belonging and positive relationships within the school community, with many students feeling as they have someone at home or in their community who can consistently provide support. A significant number of students reported a high academic self-concept and felt that school staff emphasise academic skills and hold high expectations for all students. An area of focus is strategies to foster positive homework behaviours and student motivation towards learning.

Teacher

It was clearly evidenced through the staff survey that the school excels in establishing an inclusive and collaborative environment that places a strong emphasis on a learning culture of high expectations among the community. Staff strongly felt that the school leaders are leading the school through improvement and change, and clearly articulate the vision and values of the school. Feedback reflected the parent/caregiver suggestion that student success can be further enhanced through the greater parental involvement in their child's schoolwork. The integration of technology into teaching and learning was an area of opportunity for further improvement.

Policy requirements

Aboriginal education

Keira High School continued its strong focus on Aboriginal Education in 2016. Our plan included increased leadership opportunities for Aboriginal students, promotion of cultural programs targeting Aboriginal students, Personalised Learning Pathways with a major focus on improving literacy and numeracy standards and strengthening the extension of Stage 4 and 6 Aboriginal Studies programs.

The implementation of the Aboriginal Education Policy targeting continuous, lifelong learning has seen the extension of the Stage 4 Aboriginal Studies program into Year 8 further extending the opportunities for all students at the school to learn about Aboriginal Australia.

In addition to this, a successful funding application for Stage 6 Aboriginal Studies provided the platform for Keira High School to become a centre of excellence in Aboriginal Studies, allowing students from across the Region and State to enrol and complete Stage 6 Aboriginal Education. Norta Norta funding was used to employ tutors in a dedicated program for senior students improved the literacy outcomes for Aboriginal Students. Students involved in the tutoring program successfully gained admission to the courses they applied for through the university application process. Aboriginal Background funding also supported small group literacy programs.

As a result of school based initiatives:

- Aboriginal student leadership was enhanced through opportunities to plan and lead NAIDOC week celebrations, Close the Gap, National Apology and Sorry Day assemblies
- ATSI debating team successfully made their way through to the State debating final
- ATSI students recognised at local Aboriginal award ceremony
- ATSI students selected and provided opportunity to led Regional Award ceremony
- HSC students achieve Personal Learning Pathways goals based on HSC success
- Students from Years 7–12 actively involved in the AIME program
- All Stage 4 students provided with the valuable opportunity to develop a deeper understanding about Aboriginal Australia through the Stage 4 Aboriginal Studies program

Multicultural and anti-racism education

Keira High School is a community that values and promotes cultural diversity. The school has strong policies and initiatives supporting both Multicultural and Anti-racism education. The student body is highly multicultural, with 31% of the current cohort having a language background other than English. The school also receives many new arrival refugee and migrant students, and is renowned in the wider community for its successes in supporting these students and incorporating them into the student body.

CELEBRATION AND RECOGNITION

Specific initiatives and community harmony activities carried out to strengthen multicultural and anti-racism education include:

The Diamonds

Keira's multicultural and refugee choir, The Diamonds, continued to be an important vehicle for Keira's culturally diverse students to build confidence and a sense of connectedness to the school community. The Diamonds participated in significant performances throughout 2016, promoting and celebrating diversity and inclusivity. This included being selected to be the featured performers at Viva La Gong, which is one of the Illawarra's largest and most popular festivals. The group also performed at a number of school events. The Diamonds are a public and potent representation of the school's commitment to multicultural education.

Parent Cafe

Twice a year, the school operates a parent cafe. This event fosters closer ties between the school's multicultural families and the school itself, with a focus on making families newly arrived to the school and Australia feel welcomed and connected to the school community. Following formal presentations on school processes, parents/carers had the opportunity to meet staff in an informal setting.

Harmony Day

The diverse nature of our school community was celebrated in a number of different ways. Student leaders and senior executive raised awareness on school assemblies. A world map indicating the heritage of many members of our school community was a strong visual representation in our school foyer. Flags representing the multicultural nature of our school were proudly displayed.

Other initiatives include:

- Intercultural understanding and awareness was actively promoted through Harmony Day celebrations and other events
- The Anti-Racism officer coordinated learning events for staff and students to celebrate the school's multicultural perspectives

- An Anti-Racism and Harassment policy continued to be implemented across the school
- An Arabic speaking SLSO and a Karenni speaking SLSO were employed by the school on a part-time basis, offering bilingual academic support and assisting with communication with newly-arrived students and their families
- Parents from a broad range of backgrounds attended parent-teacher interviews and were supported by interpreters when required

OPTIMISING MULTICULTURAL AND EALD LEARNING OUTCOMES

The EALD program at Keira High School provides extensive support for students who have recently arrived from many different overseas countries, including significant numbers from Syria and Myanmar. The school supports many students of refugee background, along with other migrants and a small number of international students.

Four specialist EALD teachers cover a 2.8 staffing allocation and 0.2 Targeted Refugee Student Support. Over one hundred students from a broad range of language backgrounds are supported across the school in a wide range of subjects.

Parallel EALD English classes are taught in Years 9 and 10 and the ESL Higher School Certificate Course is available for Stage 6 students. In addition, Year 7 and 8 students are supported in Intensive English classes where necessary.

EALD teachers operate an informal tutoring service during lunchtimes and before school, improving academic outcomes for students who have English as an additional language.

EALD teachers work with staff across faculties on best-practice teaching for multicultural students. This includes team teaching and small group withdrawal as well as support with planning and differentiation.

The school's Special Education unit also addresses intercultural understanding in its programming and supports students from a broad range of language backgrounds.

PROFESSIONAL LEARNING FOR TEACHERS IN INTERCULTURAL UNDERSTANDING AND EALD PEDAGOGY

Professional learning for staff in intercultural understanding and skills occurs through mentoring by EALD staff.

Teaching Refugees in my Classroom

Keira High School conducted the accredited professional learning program Teaching Refugees in my Classroom. A number of Keira staff participated alongside teachers from our community of schools. A

representative from each faculty completed the course. This enabled each faculty representative to lead the learning within their faculty. Furthermore, EALD staff underwent additional training which will allow them to lead learning at Keira High School in 2017.

Leading the Region

Once again, Keira High School led the region on multicultural education and EALD teacher development. Keira staff established the Curriculum Network Illawarra for EALD and coordinated the inaugural Staff Development Day for this network. This fostered the development of quality professional learning and relationships across the network. The priority of the network is improved educational outcomes for all EALD students at our school and beyond. Ongoing mentoring by EALD staff occurs on a regular basis to assist classroom teachers in best teaching practice, programming and assessment to support EALD students. Keira High School has an authentic alliance with Warrawong Intensive English Centre (WIEC) and is the prime feeder school for the WIEC. Integration Network Meetings are attended by EALD staff to discuss the needs of integrating students. A buddy system and intensive support was set up to support students as they transition from WIEC.

ENGAGEMENT AND RETENTION

The supportive and inclusive program initiatives at Keira High School have resulted in an EALD student body that is engaged in the learning process and an asset to the school.

Keira High School has productive partnerships with outside organisations such as Multicultural Communities Council Illawarra (MCCI), Illawarra Multicultural Services (IMS), Wollongong City Council and Headspace to ensure the needs of refugee students and their families are being met.

RAW (Ready Arrive Work) Program

The RAW program is provided each year to refugee students in Year 10. Students develop an understanding of the Australian workplace environment and the skills to seek and maintain employment. Educational and vocational pathways also form important components of the course.

Multicultural Youth Project

Keira High School plays a leading role in the Multicultural Youth Project, which is held each year in partnership with MCCI, IMS and Wollongong City Council. It connects refugee and recently arrived EALD students to migrant service providers and youth services. The two-day program is aimed at improving students' wellbeing and each year workshops are delivered by different service providers to meet the needs of attending students.

Other school programs

WELLBEING FRAMEWORK FOR SCHOOLS

Keira High School is committed to creating quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development.

Cognitive Wellbeing

Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

Enhancing the cognitive wellbeing of students has occurred through programs such as:

- Study skills
- Stage 6 UoW Study Day
- HSC Stress Less Headspace workshops
- Positive reinforcement through the Keira High School Merit System
- Year assemblies, year meetings and formal recognition assemblies

Physical Wellbeing

Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

Enhancing the physical wellbeing of students has occurred through programs such as:

- Immunisation program Informing parents, staff and students regarding illnesses in the community
- Travel and Driver Safety: Stage 6 workshop
- Anti-Harassment program
- White Ribbon Day
- Drugs, Alcohol and the Law: Wollongong Police Liaison Officer
- Wellbeing and Good Physical Health: Headspace workshop
- Digital Citizenship and Cyber Safety: Wollongong Police program
- HSC Optimal Wellbeing–Optimal Success Day

Social Wellbeing

Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Enhancing the social wellbeing of students has occurred through programs such as:

- Harmony Day celebrations
- International Women's Day celebrations

- Peer support leadership development program
- Year 6 into 7 Transition Program, including Year 6 Orientation Day and year adviser visits to the primary schools
- Range of student meetings, assemblies and events that were coordinated by year advisers

Emotional Wellbeing

Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Enhancing the emotional wellbeing of students has occurred through programs such as:

- RUOK Day
- Resilience and confidence workshops
- Principles of mindfulness
- Peer support leadership training
- Mind Matters modules for Welfare team
- Headspace workshops
- HSC Optimal Wellbeing–Optimal Success Day

Spiritual Wellbeing

Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics.

Enhancing the cognitive wellbeing of students has occurred through programs such as:

- HSC mindfulness workshop
- Year 10 peer support leaders training day: mindfulness workshop
- Harmony Day celebrations
- White Ribbon Day program
- Numerous assemblies that celebrated diversity, inclusivity and respect in our whole school learning community

STUDENT VOICE AND LEADERSHIP

The student leadership program at Keira High School is strongly linked to student wellbeing as it provides opportunities for the development of leadership skills building students abilities to communicate, organise, plan and think critically. Our plan included:

- The development of a school wide program targeting formal and informal leadership opportunities
- Increased promotion of leadership opportunities using student voice
- Increasing the size of leadership groups such as SRC, INTERACT, sports captains and school captains ensuring inclusiveness within the process

- Targeted learning events to enhance the skills of leadership groups
- A higher profile of student voice at assemblies and through school publications

As a result of this plan:

- Learning events targeting specific skill development in areas such as communication, organisation, public speaking and problem solving skills provided formal student leadership groups with the confidence to lead.
- An active SRC and INTERACT led a range of fund and awareness raising activities, developed and implemented by the student body. A designated SRC roll call and meeting times enhanced their ability to coordinate student led activities
- An enhanced Sport Leadership program that led to sports captains organising and running a series of lunch time activities in addition to managing their house groups at carnivals
- The senior student leadership team increased in size from 4 to 6 creating greater opportunity for senior students to lead the school. Targeted learning events with both the 2015–16 and 2016–17 captains increased the quality and their understanding of their roles and responsibilities as leaders.
- An expansion of opportunities for leadership within Special Education and STEM further increased student participation and enhanced skills in planning, organising and involved collaboration with the Keira Community of Schools and the parent community
- Increased student voice through the delivery of articles in the school newsletter, written by students, targeting a variety of faculty events within the school
- The promotion of external events to encourage student volunteering in activities such as the Red Shield Appeal, Clean up Australia Day, Shave for a Cure and Surfing for the Disabled
- Opportunities were created for students to participate and lead aspects of civic and citizenship ceremonies such as ANZAC and Remembrance Day, Stage assemblies and whole school events such as EXPO evening

ACHIEVEMENT IN THE ARTS

Arts Under the Stars

Our biennial outdoor arts program was well supported and continues to grow in prestige and support. Students exhibited and performed works in progress in dance, drama, music, photography and visual arts across several venues around the school. This follows Keira High School tradition of outdoor arts events that utilise our increasingly beautiful surrounds. In 2016, we particularly welcomed an extraordinary piece of performance art created by students from the Special Education unit.

Students had opportunities to perform in a range of contexts, from Arts Under the Stars to Performing Arts Evening, and the ever popular Unplugged free lunchtime concerts. All Year 7 participated in the National Music: Count Us In event that was broadcast live across the nation. Small ensemble groups such as junior and senior vocal, as well as rock band, were a focus in 2016.

Dance

Dance continued to grow in 2016, with Keira High School's first cohort of senior students commencing their Preliminary studies. Students' experience was enhanced through participation in Arts Under the Stars, and Performing Arts Night. Another first was our participation in the South Coast Regional Dance Festival, with both junior and senior dance ensembles representing the school with creative, innovative and high quality performances.

Twenty students took part as dancers in Southern Stars, continuing a long tradition of participation in this Regional event.

Drama

Performance opportunities were again an integral part of success in Drama, and included Arts Under the Stars, Performing Arts Night and Regional Drama Festival. Activities beyond the classroom included visits to OnStage and Belvoir St Theatre.

Visual Arts

Students participated in a range of learning experiences beyond the classroom to enhance their studies, including visits to and workshops at Wollongong Art Gallery, Art Gallery of NSW and the National Art School HSC Extension Course. Selected Year 8 students had the opportunity to visit the Art Gallery of New South Wales to investigate quality artworks first hand.

ACHIEVEMENTS IN SPORT

Keira High School enjoyed another successful year in a variety of sporting arenas, engaging students in both recreational and competitive sport. House pride and competitive spirit soared as the weekly point system continued, reinforced by students entering a draw for Rebel sport vouchers at the end of each term. These were kindly donated by Warrigal Charters.

The winning houses in the swimming, cross country and athletics carnival, as well as grade and recreational sport, were celebrated individually at the 2016 Sports Presentation. Waratah was Champion House in 2016.

House Captains continued to lead the student community at carnivals, assemblies and instigated sporting events during lunch, creating a greater sense of belonging and house participation. House banners continued to be a source of visual motivation at school events, both sporting and non-sporting.

Recreational Sport (Terms 1 and 4)

A wide range of sports were offered to cater for all levels of ability and experience. These included tennis, swimming, basketball, soccer, volleyball, dodge ball, indoor soccer, surfing, rock climbing, gym, squash, trampoline, fishing, beach games, martial arts, Oztag, fencing, darts, dance and yoga. The Year 7 swimming program continued for its eleventh year. This valuable program caters for students of all levels of swimming ability with the aim of improving water safety skills.

Competition Sport (Terms 2 and 3)

Keira fielded 30 teams in the Northern Illawarra Baron Shield Competition. Fourteen teams made finals, with eleven being victorious.

Carnivals

Attendance and participation was high in our successful Swimming, Cross Country and Athletics carnivals. Talented athletes represented the Northern Illawarra Zone at Regional Carnivals and a number of athletes gained selection in South Coast Teams.

Significant Individual and Team Achievements

Keira High School students had outstanding individual and team results at South Coast SSA, NSW CHS, NSW All Schools and Australian All Schools Swimming, Cross Country and Athletics Championships. A number of students were selected in state teams and received honourable recognition for their talents.

Swimming

- Harrison Corby was named South Coast Regional 16yrs champion. He placed 1st in the 100m and 50m breaststroke at NSWCHS Championships. He placed 1st in the 50m Breaststroke and 2nd in the 100m Breaststroke at NSW All Schools.
- 17+ yrs Girls Freestyle Relay (Ashleigh Anderson, Alicia Anderson, Sophie McLean and Chloe Swire) won the South Coast Regional Championships, setting a new South Coast record and placed 2nd at NSW CHS
- 17+yrs Boys Medley Relay (Braxton Hurt, Harrison Corby, Blake Picton and Lachlan Kimberly) placed 2nd at South Coast Regional Championships
- 16yrs Boys Freestyle Relay (Harrison Corby, Blake Picton, Braxton Hurt and Jack Cockington) placed 1st at South Coast Regional Championships and 2nd at NSWCHS Swimming Championships

Athletics

- Selina Heritage named 12yrs girls Zone and South Coast Regional Champion. At South Coast Championships, she placed 1st in the 100m, 200m and long jump (Regional record). At NSW CHS Selina placed 1st in the 100m, 200m and long jump (CHS record). She represented NSW CHS at NSW All Schools, where she placed 1st in the 100m and long jump, and 2nd in the 200m.

- Omar Abdel Megeed (13yrs) placed 1st 100m and 200m at both the Northern Illawarra Zone and South Coast Regional Championships
- Joshua Plumb (14yrs) placed 1st in the 100m and 200m, 2nd in the high jump, 3rd in the long jump at Northern Illawarra Zone Championships. He placed 2nd in the 200m at the South Coast Regional Championships.
- Ashleigh Anderson (18yrs) placed 1st in the javelin at South Coast Regional Championships
- Damien Moulds (15yrs) placed 1st in the triple jump at both the Northern Illawarra Zone and South Coast Regional Championships
- Christian Vidler-Cabo (16yrs) placed 1st in the high jump and 2nd in the triple jump at Northern Illawarra Zone. He placed 2nd in the high jump and 3rd in the triple jump at South Coast Regional Championships.
- 14yrs Boys Relay (Joshua Plumb, Nathaniel Plumb, Omar Abdel Megeed & Blake Gonchee) placed 1st at Northern Illawarra Zone and 3rd at South Coast Regional Championships

Regional Selection

- Gymnastics: Ella Warburton, Maria Micale and Tahlia Larosa
- Girls Cricket: Dharmini Chahan
- Basketball: Jeremy Bailey, Samuel Bently, Riley O'Brien and Bailey O'Brien
- Girls Football (Soccer): Alicia Anderson and Aaliyah Sigabalavu
- Cross Country: Alicia Anderson, Ashleigh Anderson, Sydney Rutty and Emma Barnes
- Tennis: Poppy Zvargulis (15/u), James Agnew and Ebinee Rich
- Water Polo: Sophie McLean and Jack Cockington

NSWCHS and NSW All Schools Selection

- Swimming: Harrison Corby, Alisha Anderson, Ashleigh Anderson, Sophia McLean and Chloe Swire
- Basketball: Bailey O'Brien recipient of South Coast Blue 2016, NSW CHS Blue 2016, Northern Illawarra Presidents Award
- Swimming: Ashleigh and Alicia Anderson recipients of Northern Illawarra Blue
- Athletics: Selina Hertiage recipient of Northern Illawarra Blue

State Knockout Out Competitions

Keira entered twelve knockout teams in NSW CHS knockout competitions.

- 15/U and Open Boys Basketball teams were South Coast Regional Champions, with Open Boys placed 3rd in the State.
- Open Boys Water Polo Team were South Coast Champions and placed 9th in NSW CHS Knockout

ACHIEVEMENTS IN STEM

STEM is Science, Technology, Engineering and Mathematics. There are many opportunities in STEM on offer at Keira High School, these are being provided through hands-on activities in course work and through extracurricular activities that allow students to take on a variety of challenges in community based programs and competitions that extend nationwide.

In classwork, students at Keira are immersed in various aspects of STEM, particularly within their Science and Technology courses. The STELR program continued at Keira in 2016. STELR is Science and Technology Education Leveraging Relevance. As a pilot school Keira High has benefited from the acquisition of several thousand dollars of equipment. STELR is a hands-on, inquiry based in curriculum program designed for Year 9 or Year 10 students, on the theme of global warming and renewable energy. STELR is an initiative of the Australian Academy of Technology and Engineering (ATSE). ATSE is committed to advancing STEM Education. The Electricity and Energy kit allows for the problem-based exploration of electric circuits, energy transfer and energy transformation. The STELR Sustainable Housing kit is the newest of the range of STELR modules. The student kit includes house frames, a variety of building materials, fan and heating panels as well as temperature sensors and a data logger. 3D printing and robotics are being used to create structures and devices envisaged and designed by students thus enhancing and realising the links between design, engineering mechanics and programming.

In the Science and Engineering Challenge, a team of Year 10 students competed nationwide against other schools, building and manipulating a variety of devices and machines. Keira has made the state final of this competition on six occasions in eight attempts since 2008 and our 2016 team registered the highest regional score for any school in Australia.

"Getting so far in the competition was fantastic and I am so proud of our efforts and achievement. The time spent with this group of 31 other students was a real lesson on the significance of a cohesive peer group. On the whole, the Science and Engineering Challenge was, by far, the most beneficial event in which I have participated in regards to my pursuit of science in the future. It opened up the true nature of a career in science; actively working with peers to solve a common problem while combining the necessary skills of teamwork, ingenuity and most importantly communication!" Jarrad Pritchard Year 11

Keira's success in this event led to the initiation of our Year 5 STEM Tournament for the Keira Community of Schools and visits to Year 4 classes at those schools by Keira students. This STEM Tournament for 2016 catered to over 230 students with Mount Ousley Public School emerging as winners. Staff at Keira prepared for the day by building and trialling equipment and testing rigs that provided more realistic training for our Science and Engineering Challenge team and in turn supported STEM visits to our CoS during term four. Participants

were mentored, scored and assisted by students from our Challenge teams from 2015 and 2016.

"At the STEM day with Year 5 students from our local public schools, the Science and Engineering team got to help out with activities similar to ones we had competed in at Wollongong and others that were quite different. This was a great experience because we were able to help much younger students use their brains to solve problems and they were able to see how enjoyable STEM can be. I saw a lot of girls getting involved and taking charge in these activities which I think showed them that girls can be scientists and engineers too." Natalie Martin Year 11

In November teams of six students and assisting staff visited each of the public schools within Keira's CoS and provided a half-day of STEM activities to Year 4 students. In most cases the Keira STEM ambassadors were able to visit their own public school and reconnect with staff and work with younger students from their own neighbourhood. Over the space of six visits Keira students set up, ran workshops and packed up equipment and mentored and scored the efforts of 290 budding STEM experts from Year 4. 2016 concluded with staff and students planning for the events for 2017 with equipment being further developed, modified and tested. Staff commenced the process of formalising all aspects of STEM at Keira into a dedicated STEM Program that supports both curricular and extracurricular activities.

SPECIAL EDUCATION

In 2016 students within the Special Education unit achieved outstanding educational outcomes. Providing access to respectful learning opportunities remained the focus of a curriculum defined by a breadth and depth of quality programs.

Parent Partnerships

Significant improvements were achieved in supporting parents to collaborate with teachers in supporting the learning of their children. The composition and review of each student's Individual Education Plan was enhanced by structured meetings that were supported by scaffolds for all stakeholders. Students, parents and teachers engaged in intelligent dialogue based upon quality data sets and qualitative evaluations of student performance. These meetings targeted the development and review of Individual Education Plans and successfully engaged 78% of parents. This demonstrated the emergence of authentic and productive partnerships between home and school. Parent surveys also indicated a heightened level of understanding of the school environment and confidence in seeking feedback from teachers. 98% of parents indicated high levels of satisfaction with 'how the school communicated with them' and 100% felt 'confident in communicating their ideas to teachers'. All parents also indicated that they valued highly their 'inclusion in whole school parent meetings'.

Student Centred Learning

A student-centred learning model was implemented across all special education classes. Students enjoyed a learning focus where discovery, problem solving and peer-collaboration empowered the student as the driver of their own learning. Project-based learning programs provided students with opportunities to learn independently and from one another with teachers coaching them in the skills necessary to engage learning with confidence and fluency. Quality lessons supported students to create a healthy eating initiative, the Breakfast Program, an enterprise learning project, the Keira Car Wash, and curate annual creative and performing arts exhibitions. These programs substituted teacher instruction with active learning experiences supported by open ended problems and challenges that require critical and creative thinking.

Creative and Performing Arts

Innovative and inclusive creative and performing arts programs targeted the artistic capacity of all students. Collaboration between students and teachers resulted in the delivery of a program that enhanced an understanding and application of both creative and performing arts. This allowed students to appreciate the beauty of the arts as a vehicle for self-expression and the means by which to explore and respond to the world in which they live. Students participated in learning activities that incorporated the arts of painting, photography, sculpture, song, music, dance and drama. Specialised tutors were engaged to enhance teacher expertise and student skill development. The annual art exhibition and performance night titled Night and Day was an authentic celebration of student learning, attainment and community engagement.

Flexible Learning Spaces

Innovative flexible learning spaces were created to support innovative pedagogy and enhance student learning. This initiative explores the relationship between space and pedagogy and has resulted in the establishment of three flexible learning spaces across the school and an outdoor conversation circle all accessed by students learning within the Special Education unit. Evaluation surveys of students point toward the program's potential success. 87% perceived improved engagement and cited the capacity of the space to support 'learning with others', 'working in a team' and 'solving problems together'.