

Kiama High School Annual Report



2017



8171

Introduction

The Annual Report for **2017** is provided to the community of **Kiama 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

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Principal

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Message from the Principal

Kiama High School is a comprehensive co-educational high school located beneath Saddleback Mountain on the beautiful south coast of NSW. It provides a broad and rich curriculum offering a wide range of opportunities for its 1069 students to achieve success. With over 90 committed staff members there is a focus on equipping young people to face the challenges of the world by embracing technology and the facilities provided by both the school and the local community. Our school is a proud, proactive member of the Kiama Community of Schools (KCoS).

The school is recognised in the region as a high performing academic school receiving recognition in the HSC Distinguished Achievers List. We offer a broad curriculum which caters to student needs as they develop their potential and set goals for their transition beyond school. Every student is also supported and encouraged to pursue their interests in the academic, sporting or cultural arena to further enrich their capabilities.

The school is a Positive Behaviour for Learning (PBL) school where the core values of Respect, Responsibility and Excellence are reflected in the outstanding Wellbeing Framework that underpins all we do to ensure that our students Connect, Thrive and Succeed.

Building programs over recent years have ensured that our school has the facilities to effectively support Key Learning Areas (KLAs). With the introduction of Bring Your Own Device (BYOD), the focus on STEM and the need for improved use of technology the school has focused on updating both the hardware and software required to deliver a 21st Century curriculum.

The Creative and Performing Arts (CAPA) Program is comprehensive comprising the Junior Band, the Senior Band, the Stage Band and the Vocal Group. The Vocal Group has achieved outstanding success with performances in School Spectacular.. The Stage Band regularly tours regional centres, performing in primary schools and local venues. The accomplished dance group regularly performs in Southern Stars. Students excel in Visual Arts with nominations for Art Express and selection for the Shoalhaven BOW WOW Art Exhibition.

Kiama High School has a proud sporting history and enters teams in a wide variety of Combined High School State Knockout sporting competitions achieving success at regional and state levels.

Cultural activities are offered to celebrate diversity and to recognise our Indigenous students. The Student Representative Council (SRC) introduced the highly successful KHS Fest in 2017 as a way to recognise this diversity. The school participates in NAIDOC Week and the AIME program. We offer Italian, French and Japanese language courses and strengthen cultural ties with an annual exchange program with a sister school in Udine, Italy, and has an annual overseas excursion to Japan.

School background

School vision statement

Kiama High School is committed to fulfilling the needs, aspirations and potential of all students through the provision of a broad and rich curriculum, which is supported by innovative and inclusive quality teaching and learning practices.

We foster caring, involved and responsible global citizens and celebrate student and staff success. This is underpinned by our core values of Respect, Responsibility and Excellence.

We are committed to ensuring our students have the knowledge, understanding, skills, attitudes and opportunities that will prepare them for a dynamic future in a 21st Century context.

School context

Kiama High School provides a broad and rich curriculum offering a wide range of opportunities for all students to achieve success. Over 1080 students and 90 staff utilise the facilities provided by the school and its local community. Our school is a proud, proactive member of the Kiama Learning Community.

Kiama High School students regularly achieve recognition in the Minister's Awards, the Higher School Certificate (HSC) Distinguished Achievers List, the All Round Achievers List for Outstanding Performance in the HSC, the Far South Coast Awards and the Aboriginal Education Awards.

Building programs over recent years have ensured that our school has state-of-the-art facilities in the Key Learning Areas (KLAs) of Creative & Performing Arts, Personal Development, Health & Physical Education, and Technological & Applied Studies. The Music Program, comprising the Junior Band, the Senior Band, the Stage Band and the Vocal Group, has achieved outstanding success. The Stage Band has also toured Tasmania, Queensland and New Zealand.

Kiama High School enters teams in a variety of Combined High School State Knockout sporting competitions and our teams regularly reach regional and state finals.

Our school has annual exchange programs with a sister school in Udine, Italy, and is currently developing links with schools in Japan.

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. 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The reflection process of completing the self-assessment framework determines that the school is Sustaining and Growing.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Aspirational empowered students making choices that build their personal best.

Purpose

Empowered students have the capability to respond effectively to the challenges of a dynamic world and participate fully as active, resourceful and resilient citizens in a global community. Our students will be equipped to make responsible and reasoned choices, utilising critical, creative and innovative processes, with well-developed and collaborative communication skills.

Overall summary of progress

Staff work in teams to achieve identified targets as outlined in the School Plan. Progress has been made in a number of areas and once introduced moves into the embedding and maintenance phase.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student learning outcomes as shown by an increase of 2% in the school cumulative mean for the 2018 HSC and an increase of 20% of students achieving in the top bands in all areas of NAPLAN testing.		<p>Students in Year 7 demonstrated growth at proficiency in all Areas of NAPLAN except for reading. Reading has been a focus in 2017 and will remain a focus in 2018. The target of an increase of 20% of students in the top 2 bands has not been achieved. It is pleasing to note that students achieving greater than or equal to expected growth in reading in 2017 was 59%. This is up from 40% in 2016 and 50 % in 2015.</p> <p>Students in Year 9 achieved strong growth at proficiency in all areas of NAPLAN testing.</p> <p>All staff inserviced in using the ALARM (A Learning and Response Matrix)</p>
Exit and culture survey results reflect an increase in student success at achieving post-school destinations.	Careers Adviser day to day structure changed to reflect student needs.	Careers Adviser has been able to target role to meet student needs. Careers Adviser meets with small groups according to goals.
An increased number of students indicating high levels of engagement with the school's academic, extra-curricular and wellbeing programs.	\$9 956.00	<p>Trial of the online Edrolo HSC learning platform to support Year 12 students. Data indicated improved engagement by students, some staff and improved subject knowledge as evidenced by multiple choice and short answer questions. The focus in 2018 will be on completion of extended responses.</p> <p>SRC and Duke of Edinburgh separated. Duke of Ed program restructured. Period allowance for SRC increased.</p> <p>Focus on recognising positive student behaviour with recording student stars and Star Student of the Year Award.</p>

Next Steps

There will be a continuing focus on improving teacher expertise in using data to drive improved teaching practice. Staff will unpack the learning progressions, use NAPLAN, SCOUT and RAP data. A strong focus on literacy and numeracy will ensure that staff are familiar with the Literacy and Numeracy Strategy 2017–2020 and include strategies in all teaching programs.

The school moves on to eT4L at the commencement of 2018 and there will be a targeted focus on BYOD for all years but especially Year 7, 2018.

Tell Them From Me data will be used to identify areas for improvement in student engagement, academic challenges, wellbeing programs and extracurricular programs to meet the needs of 21 century learners.

Strategic Direction 2

Passionate, high-performing world-class educators.

Purpose

Quality schools are characterised by passionate, high-performing, world-class educators. Essential to the success of our students is building the capabilities of our staff through their interactions with their collegial and professional learning communities. Professional development and performance will align with the Australian Professional Teaching Standards and the NES (formerly BOSTES) accreditation processes.

Overall summary of progress

There has been a consistent focus on supporting staff in completing Performance Development Plans that contain meaningful goals. Observations and supervisor interviews have ensured targeted feedback and ongoing support aligned with the Australian Professional Teaching Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs are embedded with integrated and differentiated literacy and numeracy strategies which effectively address 21 Century learning outcomes.		This target has not been fully met. Time has been allocated via Staff Development Days and Twilight Learning sessions to all KLAs in 2017 to review programs. The main focus was on ensuring new Year 11 Programs are in place for the new HSC.
50% increase in teachers confident in incorporating learning technologies in classroom practice to maximise learning opportunities for students.	\$800.00	Professional learning workshops have provided skills for staff to confidently use technology in the classroom. Staff have effectively used Google Suite including Google Classroom to provide access to learning for students.
All teaching staff is fully engaged with the Australian Professional Teaching Standards.	\$24 000.00	The internal employment of a Head Teacher Teaching and Learning has facilitated a structured approach to Performance and Development Plans (PDPs) and Accreditation support.

Next Steps

Performance and Development goals will be a focus so that they are constructed to provide data to identify success. There will also be an element of performance discussed by supervisors and support offered via lesson observations and interviews.

Assessment procedures will be reviewed with a focus on providing a uniform whole school structure, challenging assessment tasks and targeted feedback to improve future learning.

Strategic Direction 3

A dynamic and inclusive community.

Purpose

The development of a high-performing school community that is inclusive, informed and engaged will create a quality teaching and learning environment, seeking the best collective and individual outcomes for our students. The strengthening and expansion of sustainable and reciprocal community partnerships will contribute positively to the school and its celebration of diversity and high expectations.

Overall summary of progress

Enhanced communication with the school community has been embedded with the focussed input from the Public Relations Team. There is steady growth in access of online platforms. Systems to support community partnership has now moved into the maintenance phase and is reviewed annually. This has led to increased opportunities for students to engage with programs offered.

A Community of Schools Environment Team was established in Term 4, 2017 to strengthen meaningful projects across the primary and high school setting. They have

identified targets to improve waste management and physical school cleanliness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of staff, students and parents collaborating through online platforms to improve learning outcomes; promote home/school learning partnerships; support personalised and flexible models of learning delivery.		Website update has been delayed to support the transition to the eT4L (Enhanced Technology for Learning) standardised operating system.. Staff professional learning has focused on BYOD in 2017 in particular G Suite (Google). One Note and Edmodo to promote online learning connections.
An increase in community participation in whole-school programs, as reflected in school-based data.		Ongoing refinement of Wellbeing Days for each year group utilising community expertise. Establishment of Kiama Alumni delayed as this initiative is linked to the website update. Improved links with our Kiama Community of Schools (KCoS) has seen the establishment of a How2Learn, Literacy and Numeracy and Environment Team in Term 4. Understanding the Inspiring The Future Program has been postponed until 2018. Mental Health first Aid Program has been implemented for Year 10 in 2017 with the support of Kiama Rotary Club.

Next Steps

Development of a Communication Strategy for improved links with our parent body and local community.

Continued focus on supporting and developing links with our KCoS.

Development of an ATSI timeline of events to ensure staff are supported in meeting event timelines.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 000.00 – AIME Program \$14 500.00 – Aboriginal Education Worker \$400.00 – Support of AECG \$1 200.00 – Indigenous activities.	The inaugural KHS Fest, a positive SRC run school event to celebrate school spirit and diversity was held in December. Aboriginal students ran activities and cultural workshops.
English language proficiency	\$15 000.00	The employment of a qualified ESL teacher supported identified students to develop language acquisition and literacy skills through individual and small group tutoring.
Low level adjustment for disability	\$68 000.00	Learning and Support teachers provide ongoing in–class assistance, strategies and advice for teachers. They coordinate NAPLAN testing and updating data on Sentral for learning accommodations and adjustments. They timetable SSOs on class for identified students. Disability Provisions are also overseen by Learning and Support staff.
Socio–economic background	\$41 292.28	<p>Attendance remains above state average and is supported by the phone home program (PIP). Students are supported to be organised and to achieve their personal best. Students are recognised for positive behaviours.</p> <p>PBL training for team members has been a key to the ongoing success of the team.. Finalising the behaviour matrix and developing signage in the playground has been a focus to embed core values of Respect, Responsibility and Excellence. The signage project will be completed in 2018.</p> <p>Student diaries are provided to ensure students are organised and understand the value of documenting tasks.</p> <p>In line with ongoing implementation of NESA processes, Year 10 Monitoring Folders were purchased and issued to staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	561	566	522	520
Girls	528	522	523	551

The school has an enrolment of 1071 students including 11 students in our support unit.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.4	93.3	92.9	93.5
8	93.2	92	91.5	91.7
9	93	90.3	89.9	90.5
10	92	91.1	89.5	88.8
11	92.8	91.4	91	90.9
12	90.2	91.8	90.9	91.4
All Years	92.8	91.7	90.9	91.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Kiama High School places a high priority on attendance monitoring and rates remain consistently higher than the state average. Attendance is managed by our Head Teacher Administration who fosters a whole school approach ensuring roll call and period by period roll marking is accurate. With the support of SASS staff, the implementation of PIP (phone intervention) and NIPS (Non-attendance) intervention programs ensures effective parent contact. Attendance concern letters are sent to parents every term. Student and parent interviews are conducted as the need arises, in partnership with LST, Wellbeing Team and outside agencies. We have effective HSLO support and intervention. Students identified as attendance

concerns or with 'sensitive issues' are placed on the school database for close monitoring.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1
Employment	64	73	25
TAFE entry	36	11	5
University Entry	0	0	57
Other	0	3	3
Unknown	0	14	10

Year 12 students undertaking vocational or trade training

A total of five Year 12 students completed courses offered by TAFE or private provider.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students qualified for a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	55.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	13.57
Other Positions	1

*Full Time Equivalent

There is one Aboriginal teacher on our staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

\$90 000 was spent on professional learning activities in 2017 to support ongoing improvement in staff capabilities. Internal expertise was utilised to provide meaningful, relevant professional development for staff aligned with the National Teaching Standards. This acknowledged staff as leaders of professional development and promoted collaborative practice. Staff also attended external professional learning opportunities aligned with their professional learning goals in the Performance and Development Framework and the strategic directions of the school plan.

Professional learning for executive included Scout Training and Growth Coaching to support them in leading their staff. There was a focus on enhancing technology skills to support the introduction of Bring Your Own Device (BYOD) in 2018 during Twilight Professional Learning sessions which included using G Suite tools, One Note and sourcing effective online resources. As a Bump It Up school there was a strong focus on improving value add in NAPLAN through targeted support using SMART data analysis. Whole school sessions also focused on how to implement strategies to support identified targets including the introduction of Learning Statements. Kiama High School is a Positive Behaviour School and a number of staff professional learning sessions were devoted to completing the behaviour matrix and working with staff to identify data sets and address areas of need in a consistent manner.

The Head Teacher Teaching and Learning monitors the accreditation of staff at all levels and prepared pre 2004 service teachers for changes being implemented in 2018 to include all teachers.

Mandatory professional learning included Child Protection, School Communities Working Together, Code of Conduct and Anaphylaxis e-learning to ensure compliance.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	507,527
Global funds	473,460
Tied funds	252,192
School & community sources	465,504
Interest	6,465
Trust receipts	8,034
Canteen	0
Total Receipts	1,205,656
Payments	
Teaching & learning	
Key Learning Areas	124,240
Excursions	190,159
Extracurricular dissections	75,186
Library	3,329
Training & Development	0
Tied Funds Payments	282,724
Short Term Relief	144,840
Administration & Office	209,447
Canteen Payments	0
Utilities	70,777
Maintenance	41,616
Trust Payments	10,132
Capital Programs	0
Total Payments	1,152,450
Balance carried forward	560,732

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,349,776
Appropriation	1,126,906
Sale of Goods and Services	14,300
Grants and Contributions	207,381
Gain and Loss	0
Other Revenue	0
Investment Income	1,189
Expenses	-805,256
Recurrent Expenses	-805,256
Employee Related	-351,138
Operating Expenses	-454,118
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	544,520
Balance Carried Forward	544,520

	2017 Actual (\$)
Base Total	9,128,263
Base Per Capita	160,816
Base Location	12,656
Other Base	8,954,791
Equity Total	308,830
Equity Aboriginal	26,312
Equity Socio economic	82,583
Equity Language	11,873
Equity Disability	188,062
Targeted Total	283,490
Other Total	349,009
Grand Total	10,069,592

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

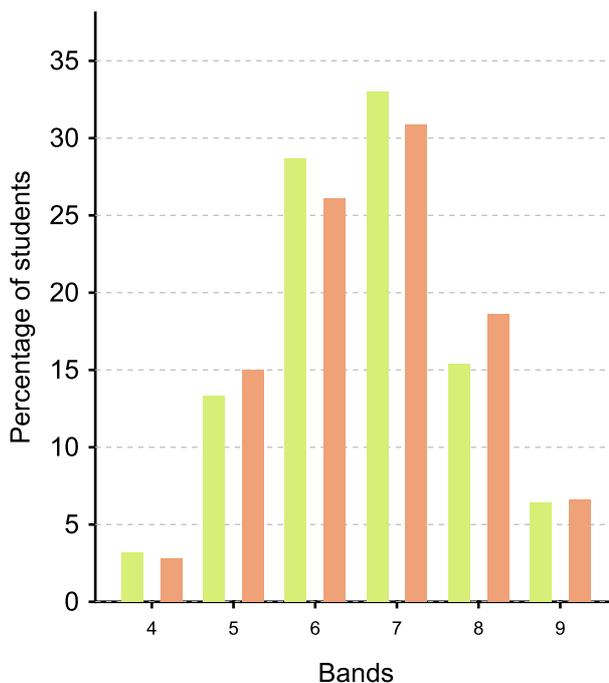
NAPLAN

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

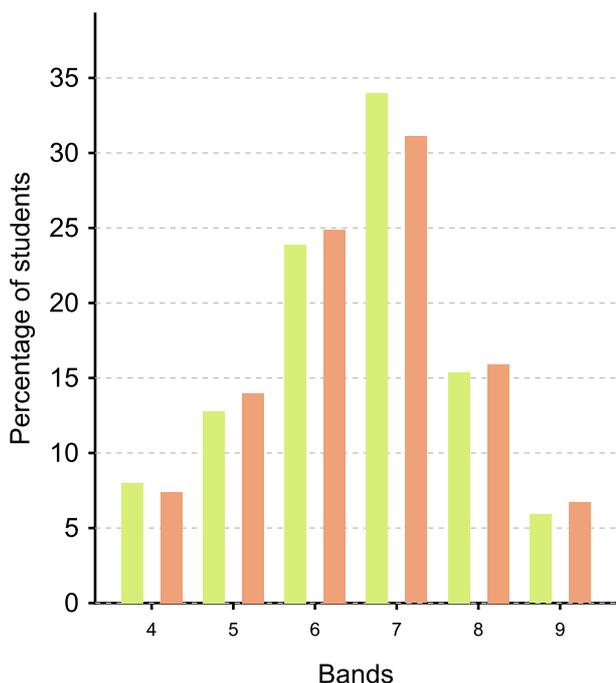
Year 7 results in Grammar and Punctuation and Reading show a positive trend with average results improving in the higher bands. Spelling and Writing indicate the majority of students in Bands 6 and 7 and the future focus will address expansion of explicit vocabulary instruction and grammar strategies to support improved writing.

This year saw the introduction of the HSC Minimum Standard for students in Year 9 where students are required to achieve Band 8 or higher to be eligible for a Higher School Certificate. Percentage in Bands data in 2017 shows growth in the higher bands but averages over time do not reflect this.

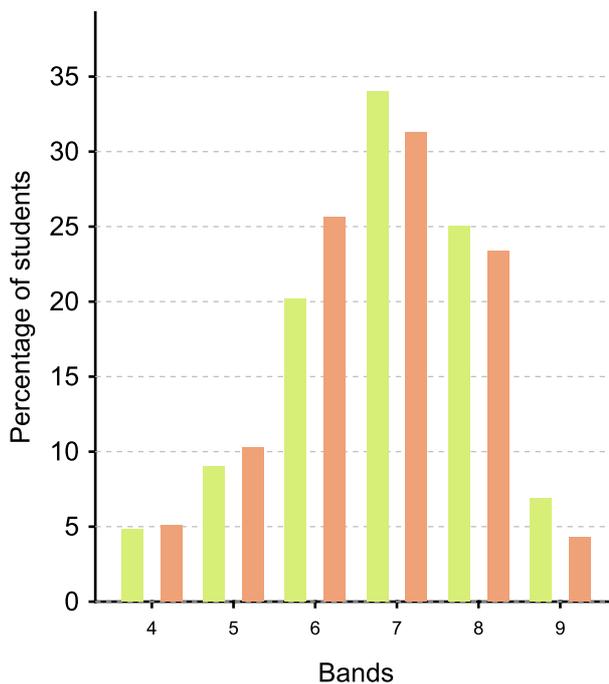
Percentage in bands:
Year 7 Reading



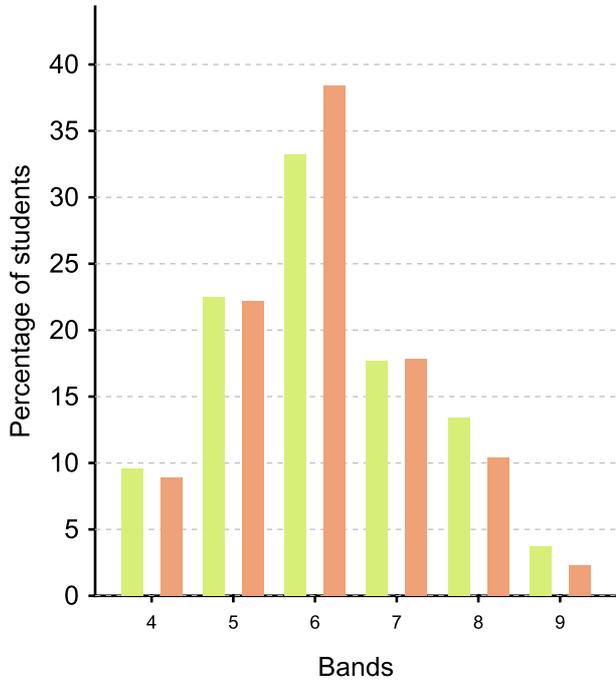
Percentage in bands:
Year 7 Grammar & Punctuation



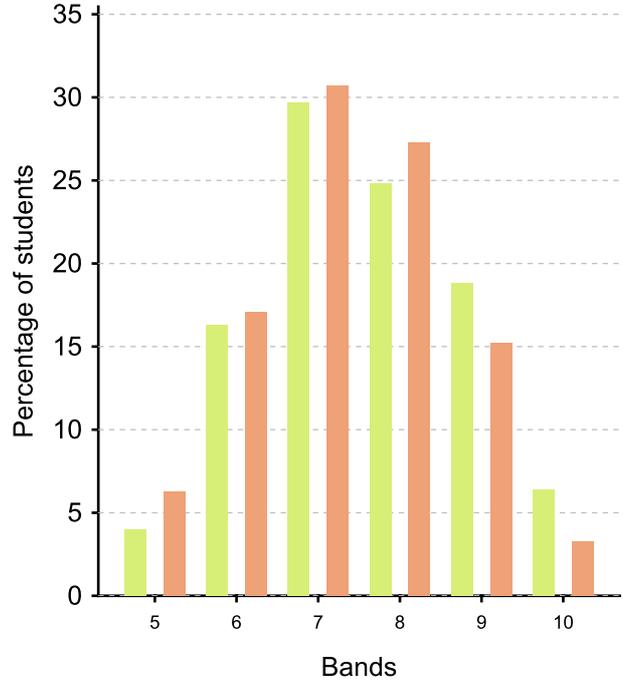
Percentage in bands:
Year 7 Spelling



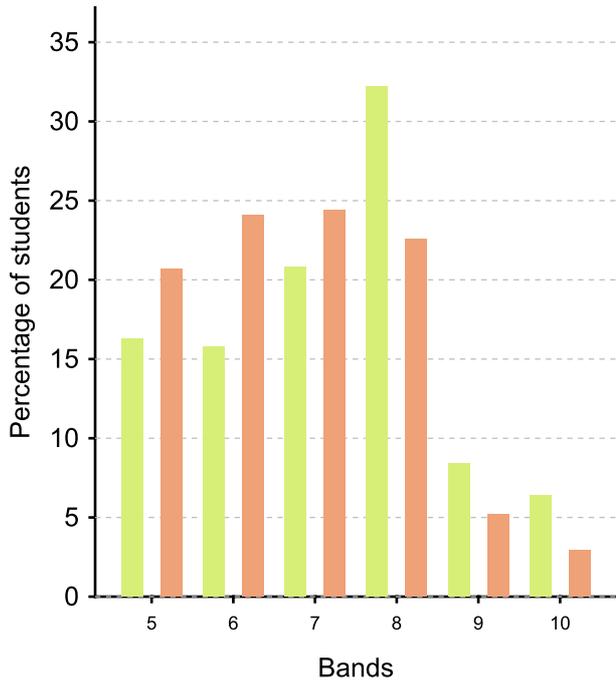
Percentage in bands:
Year 7 Writing



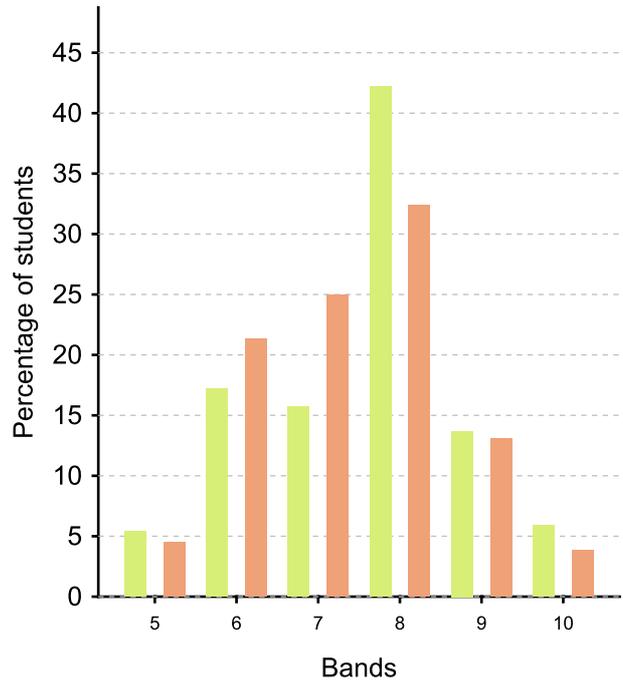
Percentage in bands:
Year 9 Spelling



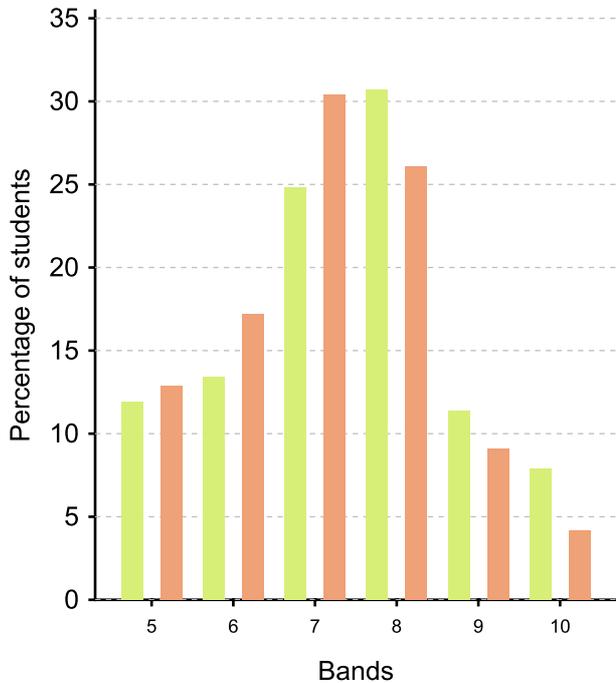
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Reading



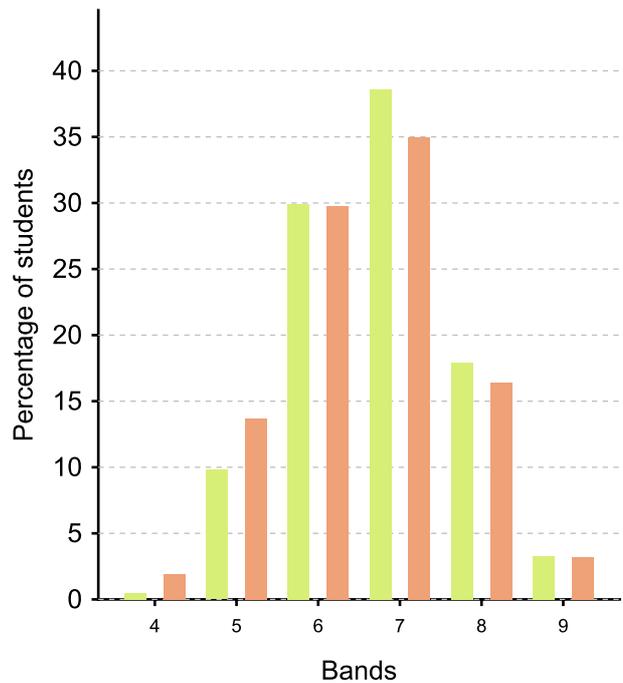
Percentage in bands:
Year 9 Grammar & Punctuation



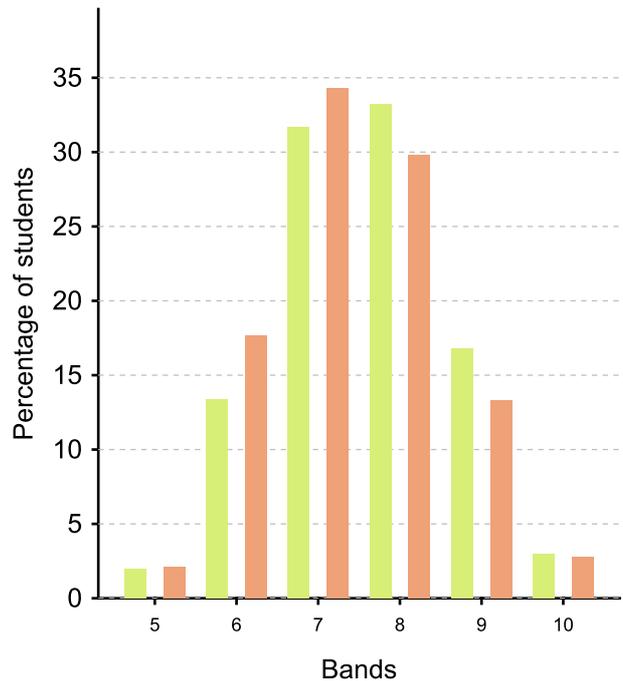
Our Year 7 NAPLAN Numeracy results indicate over 21% of students sit in the top two bands. There has been a pleasing decline in students in the lower two bands. The majority of students sit in the middle bands and this will continue to be a focus in 2018.

In Year 9 over 75% of students achieved at or above expected growth. There has been improvement in results in Bands 8, 9 and 10.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

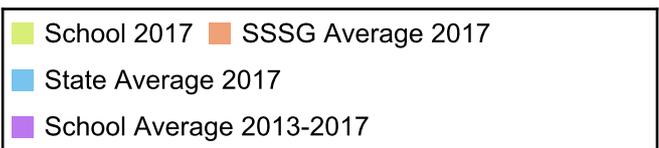
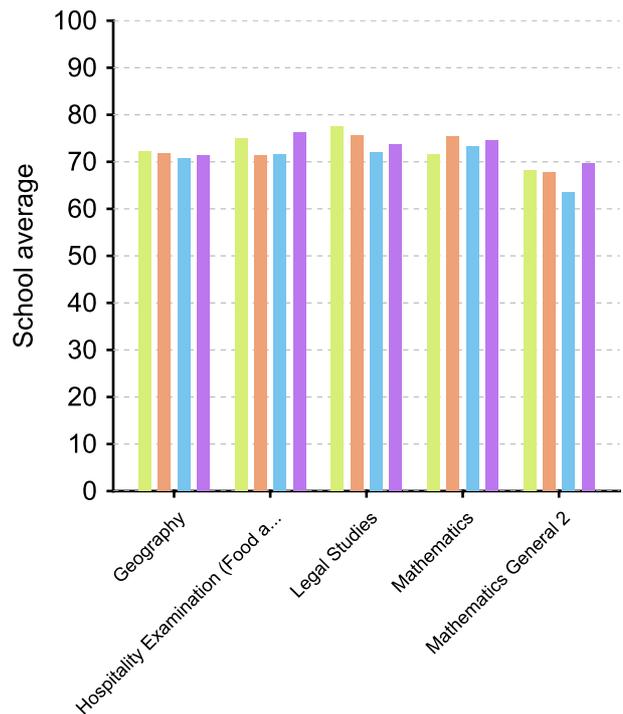
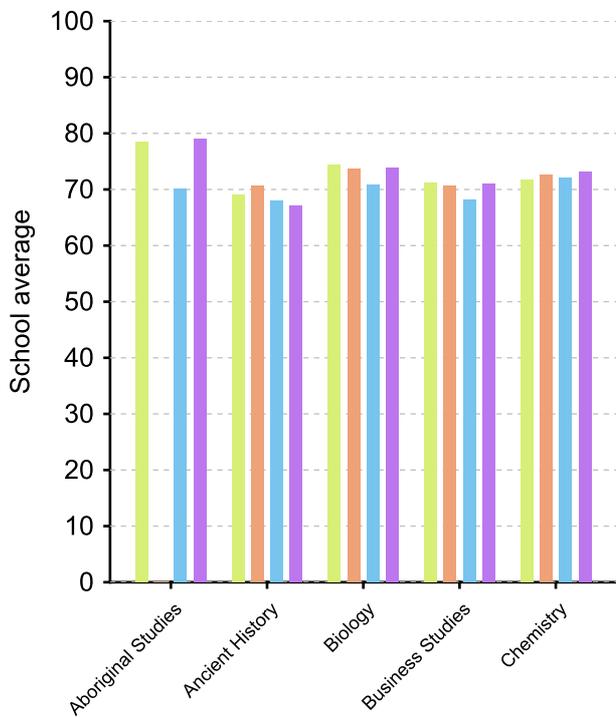
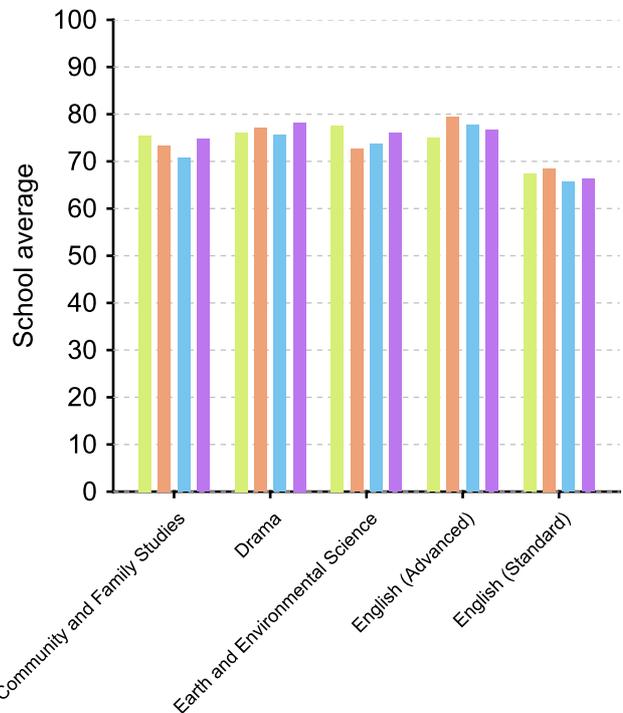
In accordance with reporting of the Premier's Priorities: Improving Education Results and as a Bump It up

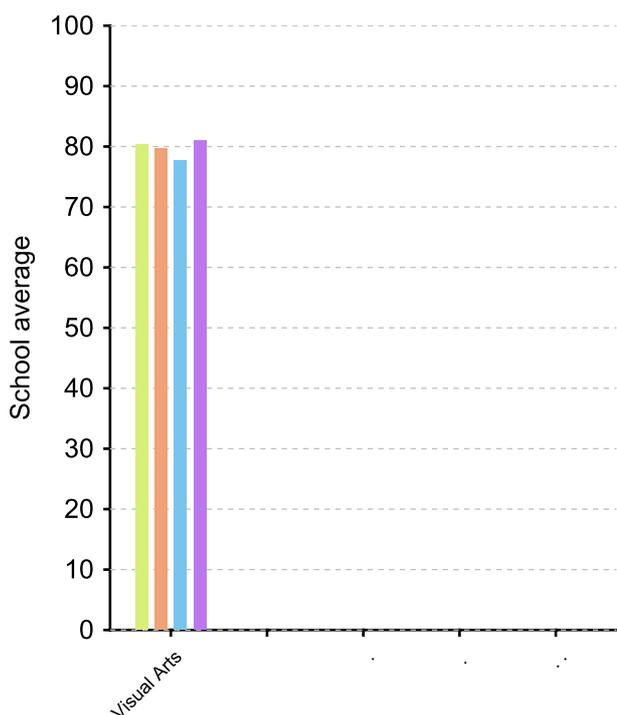
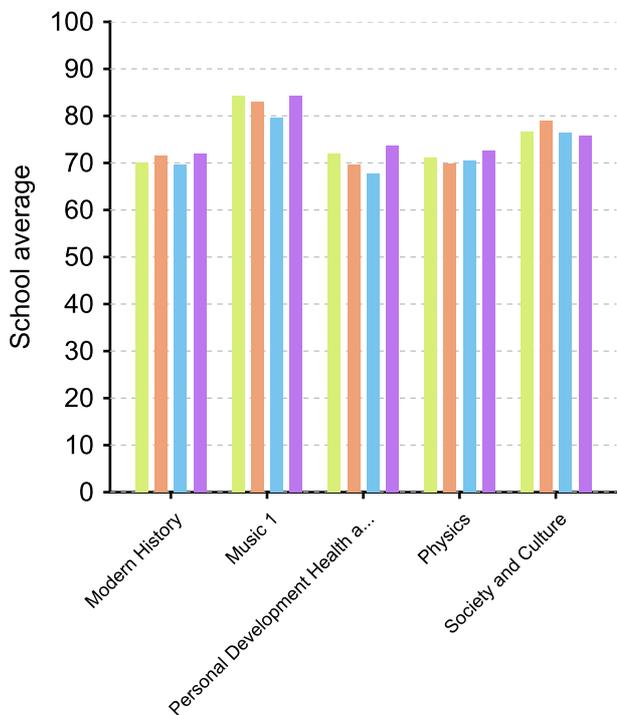
School we are required to provide details of student performance in NAPLAN Reading and Numeracy. In Year 7 the percentage of students in the top two bands in Reading has declined by 2% and this decline sits wholly in Band 8. There is a slight increase within Band 9. In Numeracy there has been growth in the top two bands of 3.6%

In Year 9 NAPLAN Reading there has been 5.7% growth in Reading in the top two bands and very strong growth in the middle bands with 26.5% movement from Band 7 to Band 8. There has been 6.4% growth in the top two bands for Numeracy and a decline of 8.3% of students in the lowest two bands.

Higher School Certificate (HSC)

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





The HSC graphs above show the average score for subjects offered at Kiama High School in 2017 compared to the school average 2013 –2017, as well as State and Similar School Group averages. Students gained Band 6 results in 16 of the courses offered. The school outperformed the state average in all courses except for English Advanced, Chemistry and Mathematics. Analysis of results will be discussed at

faculty review meetings. Executive staff will identify areas for improvement and evaluate the effectiveness of assessments and course work in preparing students for their final examination.s

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinion of parents,students and teachers about their school. The school conducted community consultation as well and all information gathered has informed our planning for the 2018 – 2020 School Plan.

The school has an active Parents & Citizen's (P & C) group which is supported by the school. The school's senior executive team regularly attends meetings. The principal provides a regular report to inform the P & C of current initiatives.

Results of the 2017 Tell Them From Me (TTFM) survey indicated that Kiama High School provides a positive learning climate which has clear rules and expectations for classroom behaviour. Students rated the school 6 out of 10 which is above the NSW Govt. norm. Similarly students rated Teacher Expectation's for their academic success over the NSW Govt. norm. Students also feel they have someone who consistently provides advocacy for them and this is markedly higher than the state.

Policy requirements

Aboriginal education

Kiama High School is committed to improving attendance rates to support improved literacy and numeracy outcomes for our Aboriginal and Torres Strait Islander students. Personalised Learning and Support Plans drive curriculum support offered by the Learning Support Team. In 2017 the school reengaged with AIME (Australian Indigenous Mentoring Experience) Program at the Nowra campus and tutors also provided educational and career tutoring. Visits to Nowra allowed students to connect with peers and to celebrate achievements. 62% of Aboriginal students agreed or strongly agreed that "they feel good about their culture when they are at school" as indicated in the 2017 Tell Them From Me (TTFM) Survey. 24% of students neither agreed nor disagreed with this statement.

2017 saw the introduction of the National Anthem being sung in Dharawal and then English at our Year Assemblies. This formalised our assembly structure and clearly demonstrates respect and pride in our cultural heritage.

The school continues to nominate senior students for the Nura Gili University of NSW Winter School Program. This week long program is specifically for Indigenous students in years 10,11 and 12 who are considering further studies beyond high school. It allows them to experience university life, through participation in academic lectures and tutorials presentations, study sessions, team building activities,

interacting with university staff, current students and fellow applicants, cultural activities and more.

Kiama High School, along with the Kiama Learning Community of Schools support and attend local AECG meetings. We actively participate in events throughout the year to celebrate dates of importance to Australians, both Indigenous and non-Indigenous. Participation in events such as Sorry Day, Reconciliation Week and NAIDOC Week provide an opportunity for staff, students and the local Indigenous community to come together and celebrate their culture. Included in our programs are practical workshops from local Aboriginal families to help our students connect with their culture.

Extracurricular excursions are organised throughout the year to support cultural identity and the content in the 2 unit Aboriginal Studies Preliminary and HSC courses. Excursion locations include Booderee National Park, Dubbo and Killalea National Park.

Multicultural and anti-racism education

Kiama High School values cultural diversity. We appointed and trained an ARCO (Anti-Racism Contact Officer) in 2017. She will be addressing assemblies in 2018 and introducing Harmony Day Initiatives. The school has appointed an ESL trained teacher to manage the English language needs of identified students. The Welfare Team runs annual Wellbeing Days which also a focus on understanding other cultures.

Our inaugural KHS Fest was held on 5 December 2017 to celebrate our school and its cultural diversity. The day was organised by our SRC (Student Representative Council). A variety of competitions, music performances, activities and foods from different cultural backgrounds were available to showcase the many communities that make up our school. The whole day promoted school spirit and celebrated being a part of this wonderful high school. Every single student that participated carried with them a huge smile and positive attitude throughout the day. The feedback received was extremely positive as students shared memorable moments of a worthwhile event.