

Kirrawee High School

Annual Report



2017

KIRRAWEE HIGH



8437

Introduction

The Annual Report for **2017** is provided to the community of **Kirrawee High School** as an account of the school's operations and achievements throughout the year.

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

Paul Owens

Principal

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Message from the Principal

Welcome to Kirrawee High School, a place of learning, of passion, and commitment to each other as a vibrant, optimistic and energetic community. Kirrawee has a purpose to provide our young women and men with the skills, grit and personal qualities that will equip them to grasp a world of endless opportunity; opportunity that is seen as something exceeding the limits we may at first identify within ourselves.

The relevance of Kirrawee is born of tradition and a culture that helps shape everything we do. In turn, this living culture is defined by central pillars that recognise knowledge without borders, a classroom that exists anywhere quality learning takes place, a global outlook that welcomes diversity and a single humanity, an artistic sensibility in which we are moved by the emotion of learning, and the timeless values that fuel a personal impulse of exerting ourselves to new physical limits. I commend this report to you, and the outstanding achievements of 2017 as testimony to the abiding quality that embodies this school: *nothing of value can be achieved without hard work*.

Message from the school community

Kirrawee High School worked in close partnership with parents, carers and the broader community. It promoted a culture of learning where each student was encouraged to strive for their personal best across academic studies, art, music, drama and sport.

The school executive, P&C and School Council worked together to continually seek improvements across all aspects of school life. The P&C was extensively consulted with recent updates to the school uniform, BYOD and mobile phone policies. This body also provided panel members for staff merit selection, Year 7 enrolments, and the recent canteen tender. Funds raised by the P&C contributed to building projects that enhance the physical learning environment.

The School Council provided parent input into the ongoing management of the School Plan. Both the P&C and School Council made representations on behalf of the school community to lobby the Department of Education, local elected members and statutory authorities regarding the general state of the school and its connection with the wider community. Kirrawee High School is an outstanding example of a high quality public high school with dedicated teachers and staff who helped shape socially responsible citizens of the future.

Michael Ryan (School Council President) and Jeremy Bennett (P&C President).

Message from the students

Kirrawee High School has an inherent nature of inclusiveness, care and pride in personal achievements fundamental to all aspects of the school. As a school, Kirrawee actively provided opportunities for all students to excel in their fields whilst learning new skills to prepare them for life after school. Kirrawee embraced students of all backgrounds and supported a number of causes in the local community and further afield, such as the *Madiba Project*, *The Leukaemia Foundation Worlds' Greatest Shave*, *Bates Drive Public School*, *Wear it Purple Day* and *The White Ribbon Foundation*.

Kirrawee High teachers are passionate and caring, and their love for teaching is reflected in the high levels of student participation in co-curricular activities such as sporting teams, music ensembles, musical productions, debating and leadership programs.

Chelsea Hendra and Michael Roffe (School Captains)

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Learning

This, the third and final year of the 2015–17 School Plan, continued the strong and connected themes reported in the previous two Annual School Reports. From wellbeing, curriculum, assessment to recognition, significant progress was made on major School Plan goals. Of note, the *Curriculum Review* brought targeted changes to a restructured timetable and expanded curriculum. Always with student learning as the focus, these changes supported a shift of emphasis to differentiated learning, within student performance, standards-based feedback, and recognition for a broad base of achievement.

Teaching

The third year of the School Plan saw a substantial increase in the planning and delivery of, and participation in, professional learning. This arose from the successful executive restructure that created the position of Head Teacher, Teaching and Learning and the dedicated time that could be given to writing registered courses, liaising with many willing colleagues to deliver peer learning, supporting a school team with a community of schools' project, and providing access to quality twilight and School Development Day sessions. Flipped learning, differentiation, LMBR, technology, observation and data figured prominently in a year of building the school's professional capital.

Leading

A reconciliation and restructure of school teams responded to significant achievements in the first two years of the current plan, while also anticipating the impending School Plan 2018–20. This structure continued to provide opportunities for staff to build leadership skills and make whole school contributions. These efforts were conspicuously seen in areas of community outreach and engagement, especially around developments in the use of media, student

leadership opportunities, the significant number of awards earned by students and staff alike, a culture that embraced real world issues, and the partnership with parents/carers in a range of supportive processes across the year.

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.

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

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

Purpose

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

Overall summary of progress

Wellbeing continued to be an exemplary feature of the school community and underpinned a culture of care and compassion. These qualities were driven and informed by areas such as individual case management, learning support, a large and integrated welfare team, proactive cohort strategies to build awareness and resilience, and strong co-curricular programs that built capacity and the individual meaning necessary for an engaged school life.

The long-running *Curriculum Review* entered its final year, focussing on the structural elements that supported effective learning. This involved considerable consultation across students, staff and parents, resulting in a new timetable structure for 2018. Of note, the newly adopted period length of one hour addressed issues of student concentration, frequency of face-to-face learning, maturation differences from 12 to 18 years of age, and the different demands of practical to more passive modes of learning. Moreover, this new structure redressed the potent practice effects that can be gained from increased and iterative exposure to course learning.

Co-curricular teacher mentors and the activities of these groups continued building connections with classroom learning and the principles of project-based learning. The focus on differentiation emphasised an individual focus on student learning, including a major evaluation of Learning Support, the efficacious deployment of staff expertise and the learning plans that reflect individual need. Moreover, differentiated programs, assessment tasks, and a focus on skills over content, continued the goals of better supporting the academically able and a curriculum without ceilings.

For a third year, staff reviewed assessment practice, focusing on feedback and the means by which we describe student performance and progress. The move to descriptors only in Stage 4, including strategies that highlight personal progress, will be fully developed and evaluated in the new School Plan. This major shift in policy will be a foundation for how students see achievement and how they develop within a positive education framework and a growth mindset.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased integrated GAT strategies and differentiation in T&L practice. Increased provision of targeted GAT co-curricular activities. Improved measures and long-term tracking of aptitude, talent and effort.	TPL funds allocated as required to support projects, online standardized testing licence, and ad hoc resources. Approximately \$23,000 Proportion of staff salaries.	Emphasis was placed on flipped learning as an effective and efficient teaching and learning tool. Part of a year-long strategy to emphasize a skills over content approach, flipped learning was extensively explored by a cross-faculty team. From here, the techniques and lessons learned from an action-research approach were shared with, and gradually applied by, all staff. A focus was placed on flipped learning as a way of facilitating differentiation across the learning continuum, and in particular, to support the enrichment/extension of academically able students. Student learning was better accommodated by way of self-paced learning, multi-layered and level preparatory tasks, and the 'freeing' of class time for quality learning activities. The Curriculum Review investigated the structural elements necessary for quality learning. After wide consultation, review and comparative assessment of different models, a new fortnightly timetable structure was implemented for 2018. The adopted 60 minute model supported, 1. better on-average learning focus for 12–18-year-old students, 2.

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<p>Increased forums to celebrate academic and wider achievement.</p> <p>Difference measures and analyses to indicate academic growth, including value-added data.</p> <p>External data (HSC/NAPLAN etc) support achievement initiatives.</p> <p>Positive psychology initiatives expanded to build resilience, work ethic and grit.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>Miscellaneous expenditure \$5,500</p>	<p>Over the previous two years of the School Plan, a number of recognition and achievement initiatives were introduced. These initiatives were embedded into practice and the culture of the school, including <i>STARS</i> and <i>Student of the Week</i> awards, recognition assemblies, and increased award categories awarded at Year 12 Graduation. The acknowledgement inherent in this goal is linked to within-student assessment goals and better describing the strengths of personal performance. The move to a more efficient digital merit system and the recording of student activity and achievement in Sentral continued. This development anticipated, through a reporting review in 2018, a more complete overview for parents/carers of student achievement in the future. The lag between achievement and recognition has also been reduced. The initiatives above were evidence-informed by a staff survey. <i>A Duke of Edinburgh</i> honour board for Gold Medal recipients</p>

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<p>Increased application of critical thinking, real world problem solving, AC general capabilities via principles of PBL.</p> <p>Increased student participation in, and awareness of, social justice issues.</p> <p>Pre/post measures indicate rise in the fluid application of cross curriculum skills.</p> <p>Expand student leadership membership, groups and opportunities.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$16,000</p>	<p>Real-world problem solving has become a higher profile focus over the life of this School Plan. It has included a significant expansion of student leadership opportunities, social justice initiatives, and the qualitative welfare programs that connect emotional, physical and psychological wellbeing to a greater curriculum and preparedness for post-school life. Furthermore, it has supported a cultural shift in how we frame every activity within the school: <i>a classroom is wherever quality learning takes place</i>.</p> <p>A conspicuous example in 2017 included the biannual musical production of <i>Legally Blonde</i>. This large scale whole-school project not only continued a thirty-year tradition, it circumscribed contributions to and from learning across the school: technical, construction, artistic, organizational, communication and media, just to name a few. Recognised again this year as achieving extraordinary outcomes and providing enrichment/extension for students, it also provided obvious engagement, promotional, resilience and morale-boosting gains. It spoke to a holistic culture that informed the fundamental reason why we are driven to participate and learn.</p>

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<p>Increased integration of L/N and AC general capabilities in T&L practice.</p> <p>Strengthened L/N value-added growth as indicated in the Year 9 NAPLAN.</p> <p>Pre/post testing indicate increased acceptance of L/N general applicability.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$6,700</p>	<p>A comprehensive review of Learning Support drew on objective data (e.g. RAM, NAPLAN), observations from staff, a reappraisal of goals, and a wider application of support. The modified learning support model adapted from the goals above was developed and then presented to staff. A focus on greater teacher adaptation of strategies spoke to the fundamentals of literacy/numeracy and classroom differentiation.</p> <p>NAPLAN and HSC results were pleasing and indicated a strengthening of on average value-added progress. As with Positive Education, the analysis of data, reformation of teams around literacy, and examples of evidence-informed success from other schools, provided a sound basis for new school planning. As the third major branch of the new School Plan, the timetable restructure allowed for more regular dedicated literacy lessons across the curriculum.</p> <p>In response to the NSW Government's HSC minimum requirements associated with Year 9 NAPLAN, the Learning and Support Teacher (LaST) and Head Teacher Teaching and Learning devised a program to support those students whose Year 9 NAPLAN results were on the cusp of this literacy threshold. This program of withdrawal accelerated progress to a Band 8+ level, especially in the skills and techniques of persuasive writing. The results were very promising and students were on a trajectory for the early achievement of the Band 8 prerequisite HSC standard.</p> <p>The <i>Lead and Read</i> literacy program went from strength to strength and spoke to both School Plan goals of literacy and co-curricular student leadership. The pre- / post- outcomes were consistent with previous reports and suggested mentoring relationships between younger and older</p>

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Next Steps

- Introduce Positive Education, including a growth mindset, as the foundations of building effective learning environments.
- Embed assessment strategies that support quality feedback and an explicit emphasis on what a student achieved against standards, their personal (within student) growth, and the ways in which they can strengthen their skills.
- Introduce a comprehensive literacy program that employs cross-curriculum strategies, builds individual teacher skills, and provides dedicated time and expertise to sequentially improving literacy skills.
- Continue developing the skills and focus on effective differentiation in teaching strategies, programming, assessment, associated resources, and conducive classroom structures. Evaluate, develop and expand.
- A World of Difference (AWOD) program to better support middle school gifted and talented students and a deeper understanding of project-based learning principles.



Strategic Direction 2

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

Purpose

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

Overall summary of progress

A year full of energy, sharing and expertise, 2017 saw many exciting initiatives that helped build the practice and skills of a large staff. Anticipating the transition to all teachers being fully accredited, a series of registered courses over the past two years provided staff opportunities to accumulate hours against indicated professional needs. The three courses – *Dare to Differentiate*, *Dare to Enquire Research and Learn*, and *Dare to Learn from Each Other* – added to previous Kirrawee-designed professional learning, are all of an integrated thread that addressed major School Plan goals.

These courses generated a series of twilight peer-delivered workshops on multiple occasions, which gave every staff member ample opportunity to develop skills in areas of need. These sessions were further supported with a series of professional learning sessions during Thursday afternoon staff meetings and on staff development days. The use of web-based administrative and learning systems such as Sentral and Moodle were a source of ongoing professional learning. Moreover, executive staff undertook training in differentiation, Quality Teaching Rounds, in data analysis, and in the use of *Scout*.

A highlight for a second year was the school's participation in the community of schools' leadership project, *Three Rivers*. Working on individual research projects, guided by experienced staff, and supported by an educational expert, the team tested coal-face strategies that supported flipped learning as a tool for differentiation in the classroom. Towards the end of the year the team shared their findings with all staff, which led to faculty time to workshop and develop strategies for the classroom.

The Department of Education introduced the *Learning Management Business Reform* (LMBR) web-based software to Kirrawee in 2017. This complex IT system required many hours of training in order to learn and deploy its financial accounting and student welfare systems. Based on unique characteristics, SASS staff worked tirelessly and at their best to overcome the many challenges and teething problems presented by such a system-wide and intricate package.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs will include integrated (non-discrete) GAT strategies. Increased PL funding for achievement initiatives, GAT and resourcing. Increase focus PL associated with established pedagogical practice.	TPL funds allocated as required to support projects. Proportion of staff salaries. Approximately \$9,400	A Stage 4 program review over 12 months looked to integrate implicit GAT strategies for all units of work. This initiative was a first move, using tools such as cognitive taxonomies, scaffolds, accepted models (e.g. <i>Williams, Maker</i>) to see GAT practice as seamless to every lesson. Faculty discussion, planning and writing teams supported faculty goals across multiple courses. Professional learning expenditure was reviewed and a modified model of whole-school goals, greater shared practice, and teams was implemented. Priority was given to targeted professional learning activities such as workshops and conferences that addressed professional learning goals. Three new registered courses were written, led by the Head Teacher, Teacher and Learning, specifically to support professional learning priorities: <i>Dare to Learn from Each Other</i> , <i>Dare to</i>

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<p>Increased development and application of difference measures.</p> <p>Improved articulation by students of achievement and orientation to the notion of personal achievement.</p> <p>Increased % of staff are involved with the recognition of achievement across the school.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$3,200</p>	<p>A licence for the <i>Motivation and Engagement Scale</i> (MES) was purchased to support a range of evaluations and research. It was used in the study of performance and engagement factors (finalized in 2018) and, along with other local and external measures (e.g. <i>Signature Strengths</i>), supported the planning and work already done with Positive Education goals. The research of Andrew Martin continued to inform work in the affective domain and remained an anchor point for all teaching and learning across the school. The MES and other measures are increasingly being considered as potential difference measures to support a more accurate understanding of strengthening student learning and progress towards School Plan goals.</p> <p>The Executive were trained in the use and exploration of Scout as a source of faculty analysis, interpretation and evidence–informed change. The <i>Centre for Education Statistics and Evaluation</i> (CESE) facilitator updated executive staff on the range of data available and the ways in which they can be viewed to support student learning outcomes. This was one more piece in an ongoing initiative to increase awareness and use of data.</p> <p>Many of the initiatives above played into a greater focus on the notion of personal achievement. In</p>

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<p>Increased activity that fosters cross faculty exchange of ideas, mentoring, and induction.</p> <p>Expanded legacy systems & institutional memory of best practice, resources, organisation& evaluation.</p> <p>Improved meeting planning, protocols and processes.</p> <p>Teachers work towards and/or maintain accreditation at Proficient or beyond.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$16,700</p>	<p>The <i>Three Rivers</i> community of schools' project explored the classroom practice of differentiation through the use of flipped learning. It was an excellent example of cross-faculty collaboration and a team approach to whole-school improvement. This model of professional learning involved an action- learning and research approach to better understand what works in a classroom and for the local context of Kirrawee High. Each member of the team supported their colleagues with a presentation, report of research and practical workshop, which provided, when taken together, a suite of strategies and insights. Furthermore, each of the participating Three Rivers teachers attended sessions across the year that focused on building leadership skills and the ways in which each person could support the growth of a high performing school. This program undoubtedly strengthened leadership capacity across the school, supported the distribution of skills through collegial sharing, and on a larger scale reinforced capacity across Public Education.</p> <p>The Executive were trained in and applied the concept of Quality Teaching Rounds (QTR). This initiative developed a process of informed classroom observation, based on scaffolds and the Australian teaching standards. Scaffolds also included school-focused and high-impact principles informed by Hattie, Martin, Tomlinson, and Bloom. Head Teachers observed each other as a precursor to a wider initiative involving a cross-section of staff. The increasing practice and mutual reflection of collegial feedback remained a major support for early service teachers and ongoing improvement for all teachers well into the future.</p> <p>Two teachers earned promotion to head teacher positions in other NSW Public schools, reflecting a school in which aspiration and the building of leadership skills was actively encouraged.</p>
<p>Increased and more visible website, social media and other web-based interactivity and</p>	<p>TPL funds allocated as required to support projects.</p>	<p>A highly visible area of school development in 2017, the new website and Facebook Page, have changed the way in which the school interacts with</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>promotion.</p> <p>Improved internal school communication.</p> <p>Expand virtual classrooms as a means of supporting self-paced, timely and reciprocal T&L.</p> <p>Revise and consolidate ICT classroom practice, including infrastructure, BYOD and specialised facilities.</p>	<p>Proportion of staff salaries.</p> <p>Approximately \$9,400</p>	<p>the school community. Based on the initial development of a school style guide and the assets that supported a cohesive image and news, celebration and information are now far more accessible on universally adopted digital platforms. This digital transition ensured in-time delivery, supported greater interaction and response, allowed for wider recognition and acknowledgement, projected a more consistent and professional look, complemented and integrated with existing Sport and Music Facebook Pages and other closed groups, and allowed for the monitoring of analytics as a way of responding to community needs. The ongoing development of Filmpond projects supported the training, evaluative and celebratory functions that short films provided.</p> <p>Along with the digital developments above, the school future-proofed its infrastructure needs with a complete transition to eT4L, expanded its use of email and SMS communication, introduced and expanded the use of Sentral Student/Parent Portal, and introduced regular careers newsletters. The purchase of thirty-five staff laptops supported a more mobile, flexible and individual approach to staff use of technology for administrative and teaching purposes, and the eventual consolidation of desktop computers across the school.</p> <p>The largest and most complex of ICT projects in 2017 was the introduction of the Learning Management and Business Reform (LMBR) platform that is now used by all NSW Public Schools. A heavy professional responsibility fell on the School Administrative Manager and SAS staff, who very successfully implemented the many technical routines that now account for financial management and student administrative systems. Although professional learning will continue for the coming 12 months, the school has been placed in a strong position to effectively operate within the LMBR IT platforms in 2018.</p>

Next Steps

- Develop further registered and teacher-identified courses that support the new School Plan.
- Within the new timetable structure provide a more effective period in which professional learning can regularly take place.
- Continue with the Three Rivers project, focussing on action- research and learning in the School Plan goal of Positive Education.
- Expand the deployment of laptops across all staff to support the building of flipped learning resources and greater staff flexibility in the completion of administrative, learning, creative and other professional tasks.
- Plan and implement significant professional learning to develop skills in Positive Education, Differentiation, and Literacy, including conferences, keynote speakers, workshops, dedicated planning time, peer-to-peer workshops, and professional resources.



Strategic Direction 3

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

Purpose

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

Overall summary of progress

Community engagement, using the power of digital platforms, had been planned from 2015 and gathered apace in 2017. This involved a whole-school approach to its branding that would reflect a dynamic, professional and open school community. After working through several iterations of a developing style guide, the final version this year became the basis for all digital media, correspondence, and school physical assets, in which a cohesive approach to identity supported the traditions and culture of the school.

The Kirrawee High Facebook Page, sitting alongside the Sport and Music Pages, was launched during this year. As a staged roll out, it was followed by the new school website a few months later. These changes reflected a new approach to communication and the celebration of achievement. A paper-based bi-term newsletter gave way in recent years to a pdf email attachment, and in turn has now been fully retired. A website news feed became part of daily in-time updates, broadcasting the latest news and events from across all aspects of the school. This ready access was reinforced with Facebook posts that brought an interested audience back to the web. As with all digital platforms, the emphasis has shifted from the written word to a combination of word-image-video to fully capture the mood and essential elements of any event. This flow of information is now curated by a *Media Centre* consisting of SASS and executive staff.

In concert with a range of other digital platforms, the increased access to, and functionality of, timely information continued to be an important goal of the school. There was further engagement in 2017 with a broader range of digital, print, video and television media. An important outcome was the raising of school profile as a means of celebrating student achievement. This extended to an ongoing effort to acknowledge the achievements of students, staff and community members across an array of awards and selected opportunities that reflected school achievements. Kirrawee High received its third consecutive major award, this year for its excellent work with the *Three Rivers* community of schools professional learning initiative. This award proudly sits beside awards for school excellence in the arts and sport education.

The school continued its outstanding work in promoting cross-curriculum learning in the social justice programs that defined a culture of respect, dignity, grace and inclusion. Without a doubt, this work further built upon social capital and the meaningful connection to learning for all students. A selection of policies were reviewed, providing leadership opportunities for staff, and anticipating a widespread policy review in 2018. From the first day of the school year, planning towards the new School Plan 2018–20 gradually gathered momentum. With wide consultation from an increasing frequency of surveys, through executive and staff meetings, and by way of student sampling, the new plan was endorsed and in place for the first day of 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Grow relationships such as business links, academic partnerships, mentoring, expert technicians/clinicians, institutional links, ambassadorial roles, inter-school initiatives, community input and volunteerism, which support wider and real world staff/student/community learning opportunities.	TPL funds allocated as required to support projects. Proportion of staff salaries. Approximately \$38,000	Kirrawee High, along with other participating schools, won a major Department of Education award for its work in the <i>Three Rivers</i> community of schools learning and leadership program. This follows similar awards for its contribution to the arts and school sport over the previous two years. <i>The School Plan 2018–20</i> was developed after consultation with students, staff and parents (see ongoing frequency of evaluation over three years below). It continued themes started in the previous plan and, as substantial initiatives, looked to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students participate, champion, and connect the issues that reflect an ethical and just society.		<p>appropriately embed the benefits and practices in every classroom. The major strands of Positive Education, Differentiation, Literacy/Numeracy, and Communication were in the forefront of preparations in 2017, and will be applied from 2018.</p> <p>The <i>School Council Constitution</i> was revised with input from parents, students and staff. It was distributed for consultation and accepted by the end of 2017. The <i>School Council</i> and <i>P&C</i> remained crucial sounding boards and strong sources of feedback and advice, from issues pertaining to good governance, policy change, student wellbeing, through to school infrastructure and resources.</p> <p>The growth of social justice and the individual leadership that makes a constructive difference, was widely evident with student activities and leadership programs at Kirrawee High. There was a gradual firming and re-structuring of the individual leadership groups, their common purpose and the demarcation of issues around which they apply their problem-solving skills. Certainly not an exhaustive list, but there have been many highlights that reflected the building of leadership capacity, such as the <i>World's Greatest Shave</i>, <i>Valentine's Day</i>, <i>Refugee Challenge</i>, <i>White Ribbon</i>, <i>Relay for Life</i>, <i>RUOK</i>, <i>Clothing the Homeless</i>, <i>Wear It Purple</i>, <i>Harmony Day</i> and <i>NAIDOC Week</i>. In all these examples, students were connected with mentoring staff and external experts who promoted discussion and provoked debate as a means of more deeply understanding issues.</p> <p>Of note in 2017, the <i>White Ribbon</i> leadership group was highly active and successful. The video <i>Beneath the Skin</i> attracted more than a quarter million views, the <i>White Ribbon Assembly</i> was designed, managed and run by students, a <i>White Ribbon Wall</i> was painted and dedicated by students in the middle of the school, <i>Ambassadors</i> were interviewed and filmed by <i>White Ribbon Australia</i> to support the expansion of programs in other schools, student mentors underwent training from White Ribbon patrons and teacher mentors, students supported the <i>Breaking the Silence</i> professional learning program, and the <i>Mateship</i> program was run with great success with younger peers at a local primary school. In this program, as with all examples mentioned above, the overriding observation was the passion articulated by young people to build a better world, and challenge inequity and bigotry in any form. The themes of dignity, respect, grace and civility remained a connected refrain for all leadership groups.</p> <p>Having enjoyed student success in 2016, Kirrawee hosted the <i>Speaking 4 the Planet</i> competition the following year. A highly engaging cross-sectorial event, the Visual Arts Head Teacher also developed a further competition strand to sit alongside public speaking, debating and drama.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Grow relationships such as business links, academic partnerships, mentoring, expert technicians/clinicians, institutional links, ambassadorial roles, inter-school initiatives, community input and volunteerism, which support wider and real world staff/student/community learning opportunities.</p> <p>Observe the degree to which students participate, champion, and connect the issues that reflect an ethical and just society.</p>		<p>The visual arts competition was supported by an external artist and staff, requiring students to generate an impromptu work around a sustainability theme. A Year 11 Kirrawee student won the inaugural prize for this event. Students were supported by local dignitaries and had the opportunity to interact around common themes with students from both public and private schools.</p> <p>The <i>Sustainability and Environment Council</i> (SEC) for a third year planted a substantial number of native trees to support bush regeneration, to attract native species of birds, and to achieve aesthetic school improvements. In 2017, they included the planting of trees with the international students from <i>Komae High School</i> from Japan, an activity that will now generate a garden dedicated to the <i>Thirtieth Anniversary</i> of the Kirrawee-Komae exchange in 2018.</p> <p><i>Youth Frontiers</i> involved an increased number of students who worked with external mentors on student-identified projects. This year special guests included a local RSL representative, and a member of the <i>Defence Forces</i> who had served in Afghanistan. These interactions supported the real-world nature of project learning. Another authentic project established a bee garden in the school, earning a commendation and invitation to <i>NSW Parliament House</i>.</p>
<p>Audit of efficiency that notes saved and redirected time from admin/repetitious to generative/professional tasks.</p> <p>Increased range of apps applied to learning.</p> <p>Increased parent satisfaction with communication and the exchange of information.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$7,200</p>	<p>The continued promotion and expansion of Sentral has been a theme over the life of the School Plan. It has allowed greater access to information for parents/carers and a closer relationship between school and home in the support of students. A Year 7 trial of an e-diary, with evaluation, prompted further discussion and the adoption of the Sentral diary facility in 2018. The <i>Sentral Parent App</i> was purchased and promoted and this anticipates the adoption of both student and teacher apps linked to Sentral in the future.</p> <p>The school enjoyed two separate opportunities to appear on Channel 7's morning <i>Sunrise</i> show. The first highlighted the improbable number of multiple birth students who had enrolled in Year 7. Students were interviewed, and it provided a glimpse of a positive and caring Kirrawee High to a much wider audience. A further opportunity arose around the staging of the school production <i>Legally Blonde</i>. As part of morning weather segments, seven live crosses to Kirrawee highlighted through interviews, song and dance, the talent, tradition and professionalism of the school's musical productions. Media outreach was also supported by the developments reported above and an increased number of online and print stories published in the <i>St George Sutherland Leader</i>.</p>
<p>Adjustments noted, where advantageous, to the structures that drive a flexible curriculum.</p>	<p>TPL funds allocated as required to support projects.</p>	<p>See Curriculum Review overview above, which outlines a new timetable structure, expanded curriculum, adjustments to how literacy was</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased satisfaction with a curriculum that supports a wide range of achievement.</p> <p>Curriculum initiatives reflected in positive external data (HSC/NAPLAN etc).</p>	<p>Proportion of staff salaries.</p> <p>Approximately \$8,300</p>	<p>delivered, a more cognitively and motivationally aligned length of learning period, the facilitating of distributive practice effects, increased meeting and professional learning time for staff, a revised and more flexible assembly structure, expanded period structure for Stage 6, time allowed for movement between periods to avoid inadvertent loss of learning, two 30-minute breaks to support greater student concentration across the day, roll call built into Period 1 to avoid unnecessary movement and loss of learning time, a more even spread of learning periods across a fortnight, and adjusted Stage 5 elective structure.</p> <p>The <i>Higher School Certificate</i> school mean over recent years is higher than State mean in 73% of courses. In the same period there has been a 50% increase in the percentage of Year 9 students achieving Band 9 Reading, and significant increases in the percentage of Year 9 students achieving Bands 9 and 10 in Writing. Smaller increases (< 20%) have been recorded in Year 9 student achievement for Bands 9 and 10 Spelling and Year 9 student achievement in Band 10 Grammar and Punctuation. Across a range of measures, two of the last three years have generated the best HSC results for a number of years.</p>
<p>Enhance and increase aesthetic, perceptual and practical qualities of the KHS properties and site.</p> <p>Confirm satisfaction with improvements to properties and site.</p>	<p>TPL funds allocated as required to support projects.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$155,000</p>	<p>An additional and symmetrically aligned COLA was added between the Auditorium and Library, providing an outdoor learning space, increased recreational cover against the elements, and a large cohort meeting space. A <i>NSW Community Building Grant</i> in association with the local State member of Parliament, Mark Speakman, supported the funding of this project. All rooms throughout the school have new room numbers or signs in line with the school's style guide and to make identification and locating easier.</p> <p>A new canteen tender process was concluded in Term 4 and new management – <i>C M Brymer and A B Williams</i> – will be operating the school canteen from 2018. This followed a major survey for staff and students in order to evaluate canteen services, range of food choices, organization and delivery, and support the <i>NSW Government's Healthy Canteen Strategy</i>.</p> <p>Department of Education maintenance funds were dedicated to painting the light blue structural trim throughout the school.</p> <p>A power upgrade to the school has been factored into the 2017–18 period and will upgrade distribution boards and add a substation. This in turn will support further activity and amenity across the school for many years to come.</p> <p>A new garden and timber recreation area between A and B Blocks was constructed by TAS teachers, General Assistant and Construction students. This</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Enhance and increase aesthetic, perceptual and practical qualities of the KHS properties and site.</p> <p>Confirm satisfaction with improvements to properties and site.</p>		<p>project improved the aesthetic appeal of a main thoroughfare and was also dedicated to the hardworking SASS staff as an area for morning tea and lunch.</p> <p>A dedicated <i>STEM</i> room was modified by TAS teachers to support the introduction of the Stage 5 course and other learning activities. A lazer cutter was also purchased to support a wide range of course activities.</p> <p>New school blazers, including separate female and male designs, were approved. The school stock of representative blazers was replaced, and all Prefects were fitted for new blazers.</p> <p>Student leadership worked to design a new <i>school badge</i> using our traditional logo and motto. Honour boards were moved to the Auditorium as a means of more conspicuously projecting the traditions, achievements and values of the school.</p>

Next Steps

- Develop an e–Newsletter that will integrate with the new website and provide easy access to communicate new information and stories from the school.
- Further website features such as careers, technology and alumni pages will be developed.
- The Kirrawee identity will become more evident across the school's physical assets, including signage, banners, trimmings, and the art that adorns school spaces.
- The Auditorium and Reception to be further upgraded, including technology and painted surfaces.
- Expand Sentral functionality and access to parents, including homework, activities and reporting modules.
- Hire a Business Manager to support school compliance and accountability.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9,245	<p>Outcomes have been favourable and on target. Aboriginal students are engaged in their learning and progress is meeting expectations.</p> <p>Although the initiatives below account for the dedicated RAM funding, they are part of a broader array of integrated strategies (see Policy Requirements). Collectively, they reflected an investment to ensure equity, connected and inclusive cultures, and contributions from the entire Kirrawee school community that represent outcomes for all Australians.</p> <p>A teacher worked throughout the year as a mentor and to support the development of personal learning plans for all Aboriginal and Torres Strait Islander students. This critical use of RAM funding ensured better learning support, increased engagement, personal monitoring, and recognition for students, guiding each student in ways that supported appropriate educational pathways. This was supplemented by targeted support in class and with homework. The building of relationships and trust was a central feature of mentoring; one student, for example, reported significant progress in overcoming test anxiety by applying learned study and relaxation skills. Two senior students also received tutoring, which resulted in the successful completion of their HSC and transition into post school training. Students with specific long-term needs successfully completed their HSC with ongoing support.</p> <p>Years 7–10 girls participated in the <i>Sharks Career Awareness and Counselling</i> program, which also supported links to tertiary providers. These opportunities encouraged students to connect with other Aboriginal and Torres Strait Islander students from across the Shire.</p>
English language proficiency	\$3,092	<p>Withdrawal was undertaken by an SLSO to assess and then accelerate targeted English language needs. This intense remediation provided a successful transition into the school and addressed specific language deficits in writing and enhanced curriculum access.</p> <p>Given the NSW Government's minimum HSC literacy standard of Band 8, the <i>iCanWrite</i> literacy program underwent a trial in Term 4 2017. With the support of a literacy consultant, students who narrowly missed the minimum standard were withdrawn for intensive support in those areas in which they could strengthen understanding and then readily satisfy the HSC requirement at the next earliest attempt. This program was based on analysis of NAPLAN data and sought to ameliorate the concerns of higher</p>

English language proficiency	\$3,092	<p>performing students after just missing the stated threshold. The program was highly successful, each student indicating achievement associated with the higher band. The program informed wider goals related to whole school literacy and the plans by the Literacy Team for the School Plan 2018–20. Some of the strategies used were seen as transferable in the future to students representing a wider range of literacy band achievement.</p>
Low level adjustment for disability	\$121,276	<p>A major evaluation of <i>Learning Support</i> was carried out across 2017. This included the allocation of SLSO time and expertise, the breadth of support desired across the school, the use of data to inform intervention, and the increased professional learning of teachers to support students with learning needs. The full impact of this evaluation will flow through to students in 2018 and beyond. Otherwise, the adjustment for disability model reported below remained similar to the structures put in place within the period of the current School Plan 2015–17.</p> <p>SLSOs worked with teachers to make adjustments in relation to differentiation and evaluation of learning support tasks. The amalgamation of faculties, introduction of a Head Teacher Teaching and Learning role (line supervision of Learning Support and LaST), the accommodation of new faculty staffroom and break-out learning space, continued to strengthen communication, more closely connect Learning Support with the school, and build a practice of review and improvement. The LaST role continued to provide expertise and significantly, a major point of school planning in relation to learning support, school reforms, and the way in which a cohesive team could effectively respond to learning needs across the school.</p> <p>The Low-Level Adjustment for Disability support made a significant difference to the frequency and level of remediation provided to students with a range of disabilities. Students were better able to maintain integrated and productive interactions across their learning.</p> <p>Students who felt disenfranchised were given additional support to help engage with mainstream or alternative educational settings. More intensive support and resources were provided for students with high level needs, including external expertise in areas such as adjusting classroom practice for visual/hearing impairment. Support was also provided for a student to attend a special camp supporting students with hearing impairment.</p> <p>There have been ongoing improvements and evaluation made in the use of ICT for more responsive reporting and communicating with parents and carers.</p>

Socio-economic background	\$42,167	<p>A wider range of students with learning needs were supported with remedial strategies beyond the level staffing entitlement alone could provide. The learning needs of Stage 4 students were identified through standardised testing, consequently strengthening the suite of indicators that supported early and targeted intervention.</p> <p>NAPLAN results indicated almost all students achieved above the minimum benchmark, despite in some cases personal and family challenges.</p> <p>Contingency funds supported students in relation to participating in educational opportunities, acquiring essential resources, accessing required ICTs, external agency support, and uniform support. A Year 11 student was supported with a successful application for a \$1000 Housing Youth Scholarship.</p>
Support for beginning teachers	\$26,900	<p>Beginning teachers benefited from experienced colleagues and professional relationships developed within and across faculties. Working with mentors remained a feature for early service teachers. The following feedback helped better understand the support provided by Beginning Teacher funding:</p> <p>“I used funding to support and develop my teaching practice, particularly in the areas of curriculum development, professional learning and collaborative engagement and planning”.</p> <p>“I was able to reflect with, and be professionally developed by, my colleagues in the practice and process of assessment development, implementation, marking and reporting”.</p> <p>“I have used my funding to attend ETA and CPL events and seminars in order to develop my content knowledge and learn innovative teaching and learning strategies, including the preparation for the new English Syllabus for Stage 6”.</p> <p>“The Beginning Teacher funding has also enabled me to gain valuable insight into effective marking strategies through mentoring relationships with my more experienced colleagues”.</p> <p>“The funding offered me a chance to program units of work and plan for coming lessons”.</p> <p>Funding continues to be used for a wide range of professional learning activities:</p> <ul style="list-style-type: none"> • PL relief from face-to-face teaching. • Programming for student engagement. • Deepen understanding of assessment. • Using effective feedback. • Professional learning courses, e.g. flipped classrooms. • Behaviour management.

<p>Support for beginning teachers</p>	<p>\$26,900</p>	<ul style="list-style-type: none"> • Incorporating differentiation strategies. • Building PBL skills. • Classroom design for innovative practice. • Workshops and mentoring. • Developing extension course skills. • Understanding accreditation. • Applying special needs strategies. • PL team related activities. • Course-based resources, texts, aids. • Professional conferences. • Cross-school interaction.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	555	570	569	603
Girls	655	634	623	635

Enrolments reached capacity at 1230 students in 2017. An increase of local students resulted in eight Year 7 classes. This represented high levels of room occupancy and the efficient use of space remained an imperative in the structuring of timetables.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.9	95.5	94.8	95.7
8	93.5	93.4	93.5	92.5
9	93.3	92.3	93.1	92
10	92.3	91	91.7	92.1
11	94.7	92.8	92	92.4
12	94.2	93.9	95	94
All Years	94	93.1	93.3	93.2
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

Attendance rates remained very high and above State average. As noted in *External Validation*, Kirrawee students were engaged and recorded high on-average levels of wellbeing. For students, Kirrawee was a place of positive interaction and safety.

Non-attendance is managed according to Departmental policy and procedures, supported by a large welfare team, digital communication, proactive cohort strategies, close parental support, mentoring, monitoring, and individual learning and educational

pathway plans.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	4	2	8
TAFE entry	4	3	7
University Entry	0	0	70
Other	0	0	10
Unknown	0	0	5

For Kirrawee High, university consistently remained the post-school destination of choice. Nonetheless, the figure of note was that the overwhelming majority of students quickly transitioned into productive work, training, apprenticeships, or tertiary education. The tracking of alumni and in many cases, their ongoing interaction with the school, suggested that Kirrawee nurtured a sense of purpose and strong feelings of identity with the school that supported their future vocational pathways and wellbeing.

Year 12 students undertaking vocational or trade training

The growing number of VET enrolled students reflected the earlier reported expansion of the curriculum and increased choices students were given to support their post-school pathways. In 2017, 25% of students were enrolled in a VET course.

The number of students who undertook a TVET course held steady at 10%, and student rate undertaking SBAT was at 0.5%. Overwhelmingly, students had choice relevant to local aspirations, emphases and context.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 100% of Year 12 students attained an HSC or equivalent vocational education qualification. Along with attendance figures, external data such as HSC results, wellbeing data, and *External Validation*, Kirrawee reflected a school in which students were offered every chance to find further success following Year 12.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	60.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	13.77
Other Positions	1

*Full Time Equivalent

At Kirrawee High School approximately 1% of staff identified as Aboriginal or Torres Strait Islander. Kirrawee staff are experienced but also reflected an increased number of younger, dynamic early service teachers. This blend of experience, commitment and specialised skills continued to support a diverse curriculum, a wide array of co-curricula programs, and very high levels of student achievement across the school. The work of professional teams over the past three years has actively contributed to the achievement of School Plan goals. All teaching staff hold degrees with approximately 70% holding a post-graduate qualification. Nearly 30% of this figure also hold a post-graduate or second degree.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Kirrawee staff have high expectations and have been engaging in ever increasing levels of professional learning. Refer to Strategic Goal 2 for a comprehensive report of professional learning activity. By the beginning of 2018 all teachers will be accredited as *Proficient* or above.

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.

This summary financial information covers funds for operating costs to 30 November 2017 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.

Receipts	\$
Balance brought forward	1,455,415
Global funds	528,691
Tied funds	183,152
School & community sources	1,092,392
Interest	14,931
Trust receipts	25,700
Canteen	1,538
Total Receipts	1,846,404
Payments	
Teaching & learning	
Key Learning Areas	148,311
Excursions	528,757
Extracurricular dissections	197,678
Library	5,439
Training & Development	0
Tied Funds Payments	137,243
Short Term Relief	140,350
Administration & Office	160,680
Canteen Payments	0
Utilities	70,849
Maintenance	42,352
Trust Payments	59,083
Capital Programs	220,030
Total Payments	1,710,772
Balance carried forward	1,591,047

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	2,641,086
Appropriation	2,193,210
Sale of Goods and Services	85,326
Grants and Contributions	359,123
Gain and Loss	0
Other Revenue	0
Investment Income	3,426
Expenses	-934,911
Recurrent Expenses	-934,911
Employee Related	-271,301
Operating Expenses	-663,610
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,706,175
Balance Carried Forward	1,706,175

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.

	2017 Actual (\$)
Base Total	10,153,166
Base Per Capita	182,169
Base Location	0
Other Base	9,970,997
Equity Total	175,780
Equity Aboriginal	9,245
Equity Socio economic	42,167
Equity Language	3,092
Equity Disability	121,276
Targeted Total	87,470
Other Total	240,802
Grand Total	10,657,218

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.

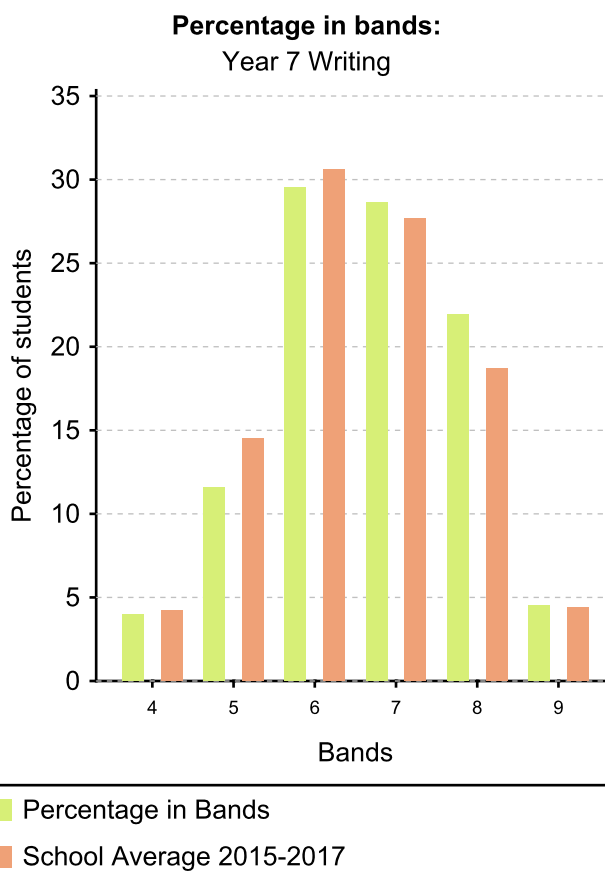
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

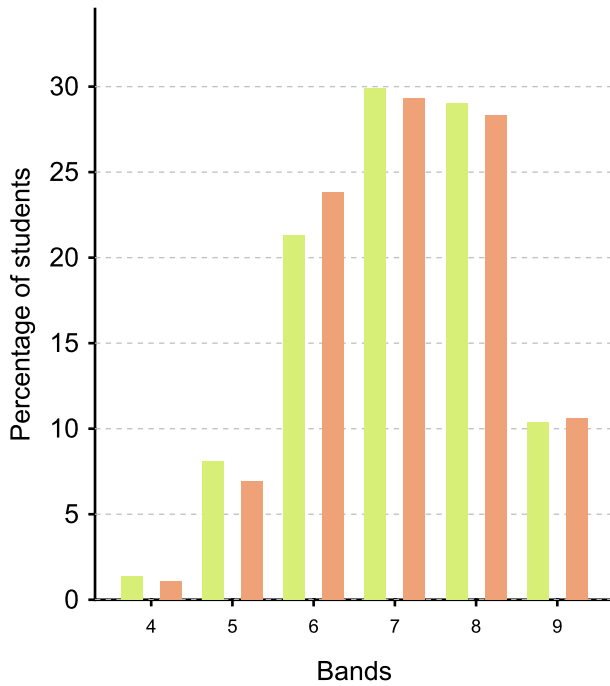
NAPLAN

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.

NAPLAN results demonstrated that, on average, Kirrawee students have developed high levels of functional literacy. The school worked hard to identify students with individual learning needs and provided support and special programs to help them meet benchmarks (see reporting in Strategic Directions and Key Initiatives above). The overwhelming majority of students achieved above Bands 6 and 7 in Years 7 and 9 respectively. There continued to be analysis and strategies applied from Year 7 to strengthen gains from Years 7 to 9 NAPLAN and to further strengthen the very strong value-add levels achieved from Year 9 to the HSC.

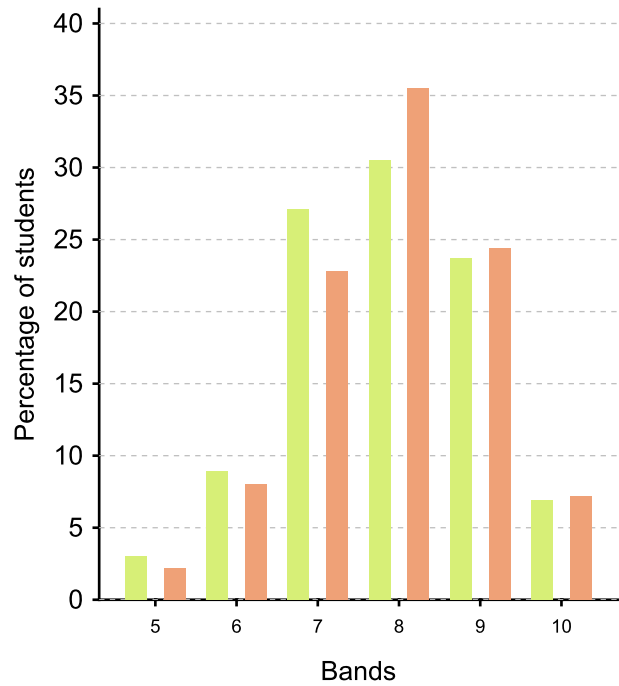


Percentage in bands:
Year 7 Reading



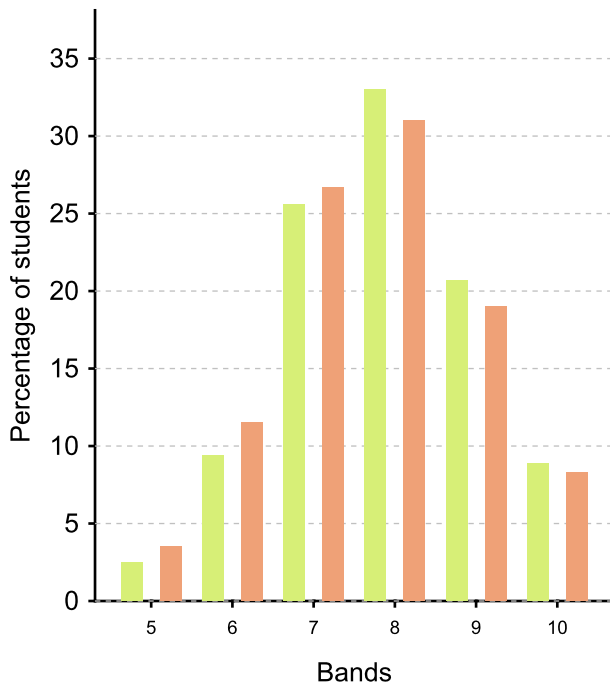
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

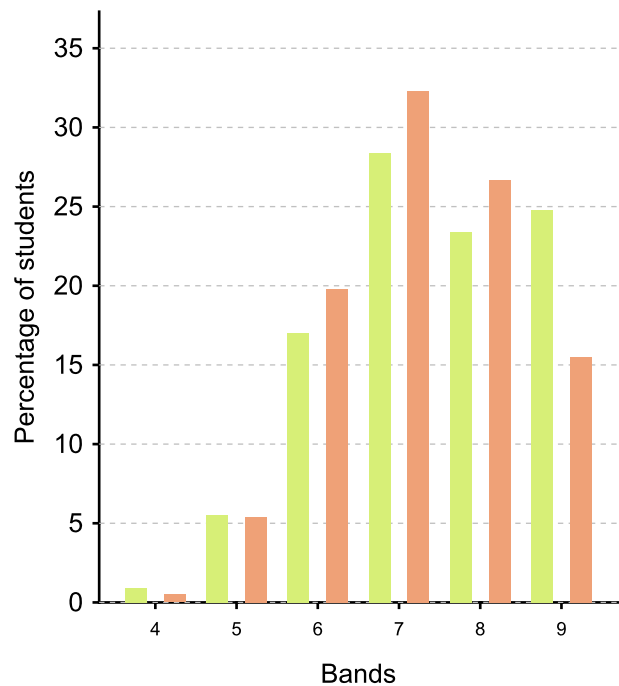
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

As for literacy, Kirrawee students demonstrated high levels of functional numeracy. There has been a strengthening of numeracy skills in Year 7, especially towards higher bands. Special programs (see above) and a reassessment of numeracy strategies from 2017 supported pleasing results overall. This trend is gradually translating to higher levels of numeracy in Year 9 and beyond.

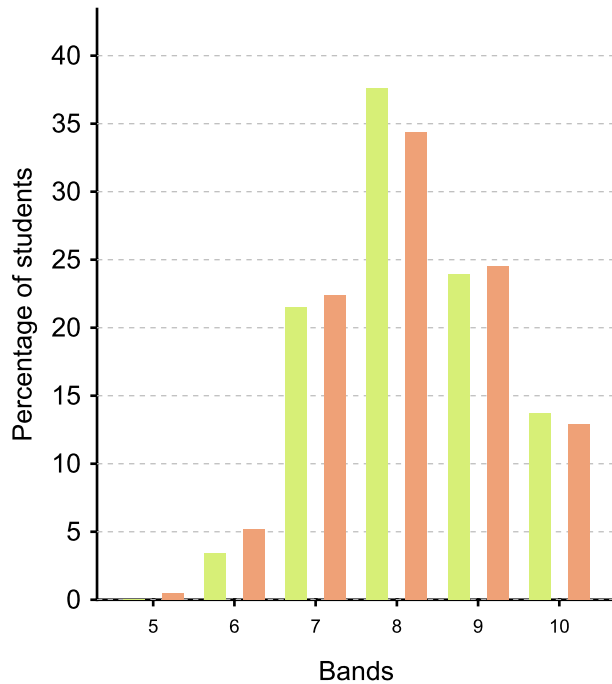
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:

Year 9 Numeracy

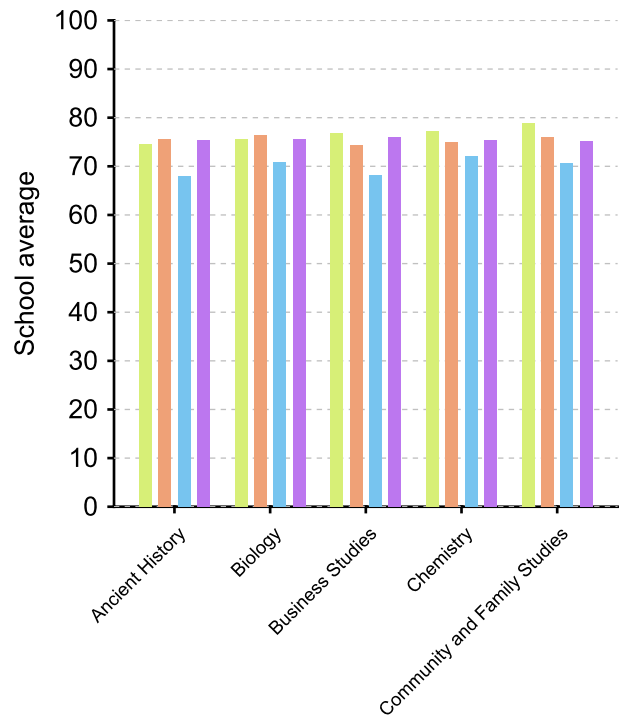


Percentage in Bands
School Average 2015-2017

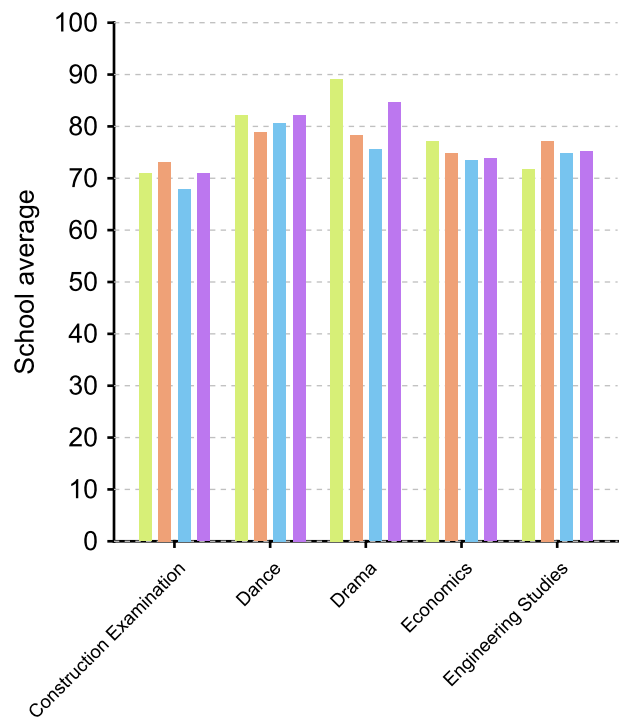
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

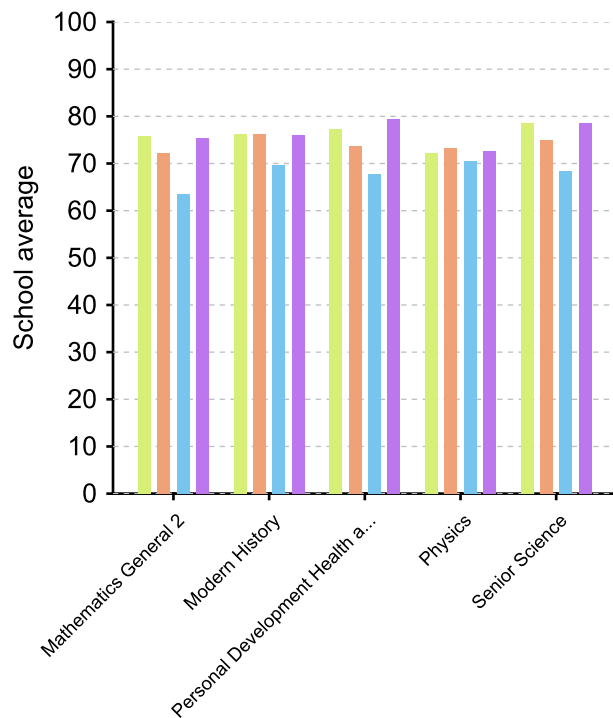
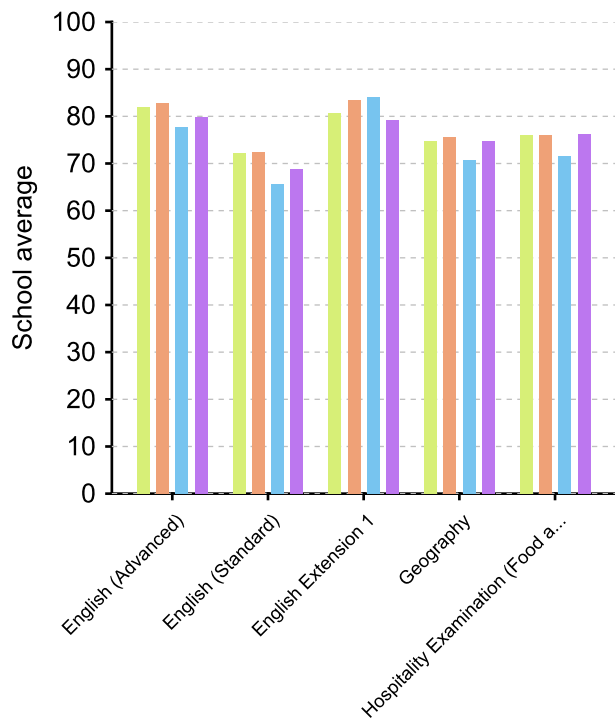
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

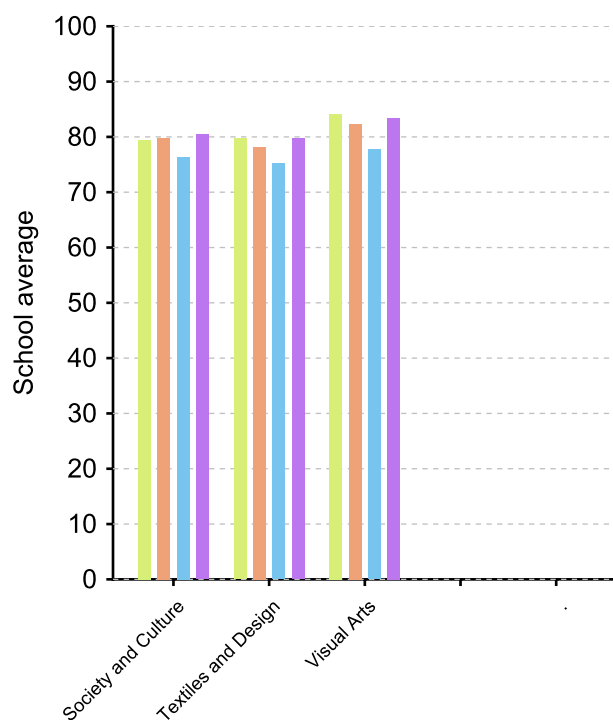
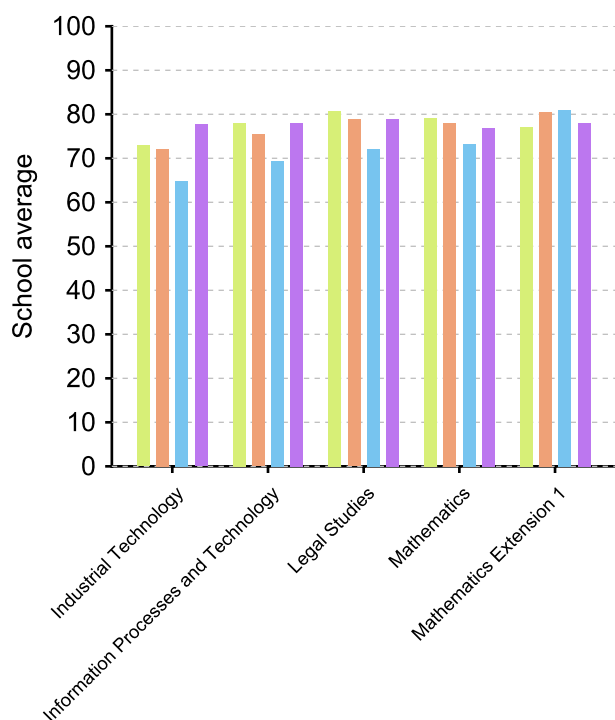


School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017



School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

There were many Year 12 and HSC highlights in 2017:

- One hundred and seventy-two students were awarded an HSC.
- There were 93 Distinguished Achievers.
- Students achieved 394 Bands 5, 6 and E4.
- A fifteen-year high achieved for Bands 6 and E4 results in Mathematics.
- Over 60% of all courses achieved results above

or well above State mean.

- Outstanding above State–mean–performance was recorded in CAFS, Drama, French Continuers, IPT, Legal Studies, Mathematics General, Music 1, Music 2, PDHPE, Senior Science, and Visual Arts.
- The Kirrawee Dux earned an ATAR of 99.5 and an increasing number of students achieved ATARs greater than 90.
- Eight nominations were received for *CallBack* (Dance).
- Eight nominations were received for *OnStage* (Drama).
- One student was nominated for *InTech* (Industrial Technology – Multimedia).
- One student was nominated for *Encore* (Music).
- One student was nominated for *ArtExpress* (Visual Arts).

Parent/caregiver, student, teacher satisfaction

The *Curriculum Review* entered its final year in 2017 and, as previously reported, made important recommendations in support of improved student learning and outcomes. Once again, data collection and its analysis, from all parts of the school community, played a central role in the evidence–informed decision making that ultimately shaped changes for the 2018 school year (see also Strategic Goals above). A science teacher on the Curriculum Review committee took the lead in data collection, analysis and presentation to staff.

The most significant change indicated by student and teacher response was a move away from the 40/80–minute period length to 60 minutes (Graph 1). It was noted upfront that timetables are always a compromise, irrespective of the agreed structure. Differences between, for example, 12– and 18–year–old students, demands of practical and more passively conceptual courses, and an optimised spread of learning periods, were just some of the factors reconciled in the debate between models. Nonetheless, period lengths can have markedly different effects and it was important that the final choice delivered the best outcomes. When all factors were weighed together, the choice of 60 minutes was strongly thought to deliver optimum results.

The Curriculum Review also provided ample opportunities to consider other aspects of timetable structure. For example, the *Drop Everything and Read* or DEAR program during roll call had been a staple literacy initiative for a number of years at the school. Although its aims were indeed appropriate, data, including qualitative indicators, suggested that the translation of aims into reality were somewhat uneven across cohorts. In the end, roll call was absorbed into Period 1 as an efficiency measure and to reduce unnecessary movement and disruption to learning. In conjunction with this decision, dedicated literacy and numeracy sessions were planned for selected Stages 4 and 5 periods in 2018, making use of time gained

through efficiencies and, crucially, being supported by a more directed and sequenced approach to the cross–curriculum teaching of foundational skills.

The Curriculum Review committee also examined the timing of breaks, and as with all issues, looked to extract best impact on student learning across a school day. Models such as 20+40 and 40+20 were surveyed, however it was the 30+30–minute model from which it was believed students would most benefit.

As reported above, the use of evidence–informed decision making has been a feature of the 2015–17 School Plan. In a number of cases, triangulated data have not only given additional confidence in progressing issues, but have also allowed for a more nuanced approach to how change would be implemented. Two such examples in 2017 was the e–diary trial for Year 7 (Graph 2) and the formation of a new mobile phone policy.

Traditionally, students have used a school–adapted paper–based diary. Previous data however indicated they were being underutilised, especially in relation to Stages 5 and 6 students. For a number of years digital applications have become commonplace and students relied heavily on smart phones and tablets to support daily information and organisational needs. The *My e–Diary* was an established commercial application that could be tailored to a school's needs and identity. A trial for Year 7 students was implemented and fully evaluated, with a view of capturing the views of all invested parties. Ultimately, these data were both conclusive and consistent across students, parents and teachers. The app did not meet student needs, and/or it simply was not being utilised in ways that would support its retention.

There was close synchronicity between students and parents, and although the trends generally held for staff, they were at times more sanguine on issues such as the app's value for organising work. When the data were closely analysed, it remained clear that issues such as close communication between school and home, and the importance of homework/study habits, as reflected by diary use, needed to be resolved with an appropriate tool. In the final appraisal, staff desire to reduce the number of IT platforms in use, and the popular uptake of the Sentral Parent–Student Portal, led to the implementation of Sentral's homework application in 2018.

The downside to the ubiquity of smart phones was of course their potential to continually distract students from their learning. It was believed the problem had risen to unacceptable levels in 2017 and therefore in order to effect needed change the Mathematics Head Teacher took the lead in data collection, analysis, presentation to staff (Graph 3), and the formation of new policy (see website). Although a relatively straightforward procedural change, the importance of having a unified view across the community could not have been underestimated. Phones were seen by parents/carers as essential for communication and safety, however parents/carers fully supported the school in mediating their use during lessons. The issue became further complicated by teacher–directed use of

smart devices and tablets as essential Twenty First Century tools for learning. The compromises and guidelines settled upon in the policy struck a fair balance between rights and obligations of these technologies at school.

The amount of data collected across the year is beyond the capacity of this document to report, however results were reported in Newsletters and on the school website throughout the year. Even so, one further survey of note looked to examine the pre-/post- differences in the application of flipped learning classroom techniques. This important element of the School Plan sought to apply flipped learning strategies as a powerful pedagogical tool, as a potent way of increasing motivation and engagement, and as an efficient way of differentiating the curriculum (Table 1). This important form of data analysis is structured in ways that allowed the likes of behaviours and attitudes to be objectively measured, and therefore to assess intended outcomes.

The post flipped learning responses were encouraging and indicated the advantages of this technique across a range of teaching and learning variables. Furthermore, the findings were consistent with the observations of the *Three Rivers* professional learning team that researched this area throughout 2017. The qualitative data were also promising in the wider adoption of flipped learning techniques. The overall findings supported a decision to provide laptops for all staff as a means of more readily generating and presenting flipped lessons to classes.



Table 1
Tick all statements that are true. Compared to a standard classroom learning environment, Flipped Learning made it easier to

ANSWER CHOICES	RESPONSES
get help from friends when I didn't understand	60.98%
get one on one help from my teacher during a task	60.98%
work at my own pace	82.93%
re-read information	73.17%
choose elements of study that I am interested in	26.83%
choose enrichment tasks that interest me	17.02%
get core tasks finished	48.78%
concentrate with less classroom noise	56.30%
slow down if something is hard to understand	65.85%

Policy requirements

Aboriginal education

The reporting below supplements the Aboriginal Background Loading detailed above in Key Initiatives.

There were again exciting opportunities for Aboriginal and Torres Strait Islander students in 2017, which supported a better understanding of culture and contemporary context for all students. These opportunities also offered special activities in areas of talent and aspiration, and strengthened connections across our large Kirrawee High community. Aboriginal and Torres Strait Islander students also enjoyed several leadership opportunities in which they were seen as role models to all students. Their achievements spanned classroom learning, the arts, student leadership and sport, and together defined a cohort that worked towards excellent post-school outcomes. These educational pathways included service industries, trades, performance careers, and professional vocations, including tertiary degrees.

During *NAIDOC Week* celebrations, Aunty Deanna Schreiber and Terry Lane met with families for morning tea, sharing stories and drawing upon the wealth of world experience each could bring to our students. This was very real learning and helped our students better understand a deep identity, the past, and reconciliatory work required to ensure equality for all. Both were guests at a school assembly and Terry Lane performed on the didgeridoo for an appreciative audience. This was a highlight of NAIDOC, a week in which the profile of First Australians and the cultural heritage in which we all share found a special place in classrooms, assemblies and playgrounds.

For Aboriginal students there were some very special moments associated with visual arts programs. As part of *NAIDOC Week* celebrations, two Year 10 students participated in a two-day workshop to learn the art of developing photographs under the masterful eye of iconic photo journalist Mervyn Bishop. One of the students was also interviewed by *NITV*, which corresponded with a major exhibition of Merv Bishop's work at the *Art Gallery of NSW*. The students' photographs were also exhibited at the gallery.

A Year 11 student was selected for *DJAMU*, a three-day intensive master class across several months with practising artist Judy Watson (Waanyi Gulf Region). *DJAMU* is a Gadigal word for *I am here* and is a program that calls upon the expertise of contemporary artists to support students in the development of their art making. Students gained an insight into Judy's art practice in order to deconstruct works by the first Aboriginal student featured in *ARTEXPRESS*. Impressed with the Kirrawee student's work, the gallery asked her to be part of an AGNSW short film. One Year 11 student was also selected for the *Djurali* program, a two-day intensive workshop at the *Museum of Contemporary Art* with Esme Timberley.

A further opportunity was offered to a range of Stage 6 students to work with Adam (aka Blak Douglas) Hill. Adam is well known to the broader arts community as a

multiple finalist for the *Archibald Prize*, one of Australia's most prestigious art competitions. He was born on Dharug Country, works in the genre of modern pop art and enjoys a national and international reputation. His background was significant to Kirrawee students as an Aboriginal icon, a working Aboriginal artist, someone who has crossed cultural mediums to powerfully express an Aboriginal perspective, and an example of breaking through ceilings to achieve well-earned success.

A Year 9 student and talented dancer was selected to participate in the *Gilli Dancers* as part of the Ultimo Directorate Dance program. This special activity incorporated intensive workshops for a limited number of students who were chosen from primary and secondary schools. This opportunity led to the Kirrawee student being selected, with one other dancer, to perform a feature item at a major education conference. It is important to Kirrawee that talent across many disciplines is identified and channelled to enrichment activities both within and beyond the school.

All of the talent development activities above were part of ongoing opportunities for Aboriginal and Torres Strait Islander students to work with industry experts and professionals, supporting their talent and firing their imagination as to possibilities that may await beyond school. The interaction with established artists provided gifted and talented enrichment for the school's budding artists.

With the guidance of a visual arts teacher, Kirrawee mounted two sculptural installations in the entrance area of A Block. Entitled *Humpy* and *Cooee*, these works were inspired by a collaboration of Year 8 students and stand as a permanent symbol of respect and reconciliation.

Aboriginal and Torres Strait Islander students, and a range of teachers from classroom to senior executive, paid homage to the military service and sacrifice of Aboriginal and Torres Strait Islander Australians in the service of our country in times of war and during peace keeping. This respect is reflected in the ANZAC and Remembrance commemorations at school and also at the Aboriginal and Torres Strait Islander ANZAC *Commemoration* at Hyde Park. The latter was a moving ceremony that honoured Aboriginal sacrifice; it found the many meanings and deep values intrinsic to ANZAC and the 50,000-year-old culture of Aboriginal and Torres Strait Islander service men and women.

Aboriginal and Torres Strait Islander students were recognised for a wide range of achievements, along with a large number of students at Kirrawee High. This started with the likes of STARS for classroom work, assemblies, Year meetings, the school sign, external awards, through to major prizes at annual presentation days. Students also featured in the *News Feed* on the new website launched in mid 2017.

The Behrendt Prize, supported by Professor Larissa Behrendt, ex-student and role model for students at the school, was awarded to a talented Year 10 student for her all-round achievement in classroom learning, arts, sport and leadership. This is a prestigious end-of-year

award and was earned by this student for her recognised work ethic, a capacity to collaborate with others, and the role modelling she provided for all her peers. A Year 11 student received the prestigious *Deadly Kids Award* and was honoured in a ceremony at the University of Technology Sydney. This long-established prize and the uplifting ceremony that marks the breadth of Aboriginal and Torres Strait Islander achievement each year, is something that also underlined the success of students at this school.

Acknowledgment of, and sometimes *Welcome to, Country* are important symbols of recognition that are bestowed by the traditional owners of our land. The use of Acknowledgements by Aboriginal and Torres Strait Islander students was significantly increased in 2017 and is now regularly shared at weekly assemblies and other internal forums. This adds to the Acknowledgements for many ceremonial occasions and meetings with parents and other schools, including *White Ribbon Assembly, Student Induction, Graduation, Presentation Days, performance evenings, information evenings, Open Night*, and on many other occasions.

A very large installation of the *Australian Coat of Arms* was completed by students and mounted in the refurbished Auditorium. Honour boards, sporting honours and a range of other significant symbols of Kirrawee culture are now part of this important space. The Auditorium is a very important and breathing intersection of students, staff and parents that represent this vibrant community. The Coat of Arms of course features indigenous flora and fauna, and our student-created version used native materials that sought to promote a country continuing to unite with the First Australians, its culture, its history, and the special place Aboriginal and Torres Strait Islander Australia's Commonwealth.

Tomorrow's Stars Career Day was supported as a *School to Work* initiative and involved NRL players to help inspire and direct Aboriginal and Torres Strait Islander students towards a range of productive career pathways. This activity was well received and fits with a suite of transition opportunities that together served the various needs of the diverse group of indigenous students at Kirrawee High.

Multicultural and anti-racism education

The reporting below supplements the initiatives detailed above in Strategic Direction 1.

Harmony Day was again a focal point for celebrating diversity in 2017. Although the principles that build a cohesive society are often reinforced across the year, from classrooms to assemblies, it was important that we reminded ourselves, on occasions such as *Harmony Day*, the unqualified success that multiculturalism has brought to our lucky country.

Activities based around this day included a student-designed installation in the Library of an old-world map, on which students could pin their ancestry as they passed through. Although the Sutherland Shire can often be thought of as primarily a mono-culture, it was fascinating to witness the rich diversity of backgrounds represented by students at this school. In fact, there were 37 different languages other than English spoken by 176 different families at Kirrawee High, accounting for 15% of the total population.

Workshops were also run for Visual Arts students in anticipation of entering works into a Harmony Day competition. Moreover, teaching programs allowed for explicit multicultural perspectives in classrooms, linkages that were often conspicuous, relevant, and significant to the understanding of concepts across courses and age groups. Furthermore, it was planned that multicultural perspectives were spread throughout the year and blended with a range of feature activities, the values that bind our school, and the recognition that diversity inspires innovation, creativity and a richer culture.

The thread of multicultural celebration and understanding was often heard through student leadership and learning activities, including work with *Amnesty International*, the *Madiba Project*, *Speaking 4 the Planet*, *Red Shield Appeal*, exchange programs, *Japanese and French language assistants*, *Refugee Week*, artistic influences from around the world, visiting experts such as author *Will Kostakis*, overseas tours, and many more activities.

The school's close association with the Madiba Project continued in 2017, students working with our community to collect clothes, school items (pencil cases, bags etc.), text books and other basics for students in *Sierra Leone*. The close association with the Director of the project, Mikhail Kallon, a former refugee and citizen of Sierra Leone, was established in 2015 when Kirrawee was preparing to host the *Refugee Challenge* in 2016. It also involved the Music Faculty, which provided Kirrawee items such as the *Taiko Ensemble* at a celebratory concert in Bankstown.

The *Social Justice and Reconciliation Prize*, donated by Professor Larissa Behrendt, reflected a student that looked for ways to build a cohesive and inclusive society based on the indivisible values of respect, dignity and self-worth for all people.

Only the second year it has been awarded, the Year 11 recipient in 2017 fulfilled all of criteria for this highly valued prize.

Through the project-based learning initiatives of *A World of Difference* and *Youth Frontiers*, students again chose topics that spoke to disadvantage, inequity, fairness, prejudice, and the inclusion that encapsulated a pluralist Australia. Similarly, debating teams and public speakers often wrestled with difficult questions around universal and recurring issues that spoke to issues that divided societies. Students from Kirrawee again embraced opportunities to join forums through organisations such as the *Advocate for Children and Young People (ACYP)*, and the *NSW Parliament* in which they eagerly discussed forward thinking issues that impact a future Australia. The common theme for these students and the influence they brought to bear on their peers? They value the multicultural society in which we live and sought opportunities to promote the best of our local and National communities.

In a similar way, teachers and Year 12 *Community and Family Services* classes accompanied a Police Chaplain to the Domain to support the clothing and feeding of the homeless. These experiences were associated with HSC course work and provided a deeper understanding of concepts that originally arose within the classroom. They also helped us understand and empathise with circumstance, whatever that may be, which is beyond our control and that is responsive to the support and proactive help a greater community can provide. As with all work reported in this section, it directly addressed learning that helped shape the citizen we all wish to see walk beyond the school gate and continue to strengthen a unified Australia.

No better thoughts on *Harmony Day* could have been expressed than the excerpts below from a Year 10 student leader:

"Our wonderful library housed an installation of an old-world map. The historical, cultural backgrounds of our community is as diverse as we had imagined and the students delighted in being able to "stake a claim" to their countries of origin".

"The celebration ran throughout the year, ever mindful of our diversity and of the wonderful opportunities that multicultural pursuits bring to our community".

"Harmony Day is a celebration and a reminder that all cultures, religions and races should be valued, respected and celebrated every day, not just on this day. Respect and understanding are vital to taking steps towards the elimination of discrimination of any kind".

"Each human has a value far greater than any label, stereotype, or judgment. Harmony Day is an uplifting day and to celebrate, we come together with friends and family, creating a feeling of community in order to share in our belonging and to ensure the people surrounding us feel included and valued. Happy Harmony Day everybody!"

Other school programs

Learning

There were many highlights across the four pillars of achievement:

1. Curriculum learning achievements
2. Student leadership and social justice
3. Sport
4. The Arts

Why are these pillars seen as indivisible and equally important? Because the best of academic learning cannot be defined by a subject, a test, or narrowly conceived activities. Rather, quality learning is the connections that arise from every minute young people are immersed in their world and the breadth of their creative expression. That is why every activity in this report captured the aim of our school, the outcomes of our school, and the joy that should always represent personal achievement.

Selected highlights below give an indication of achievement at Kirrawee High, however, readers are also directed to the outcomes of the Strategic Directions above and the Kirrawee High School Website and News Feed for a comprehensive summary, photos and reporting of 2017 highlights – <https://kirraweehigh.school>.

1. Curriculum Learning Achievements

- Year 10 student presented with an *Academic Award of Excellence* by the Vice-Chancellor of Sydney University in the Great Hall.
- The Science Head Teacher was awarded the *Prime Minister's Prize for Science Teaching (Secondary)* and the *NSW Premier's Prize for Science Teaching*.
- Strong international relationships grew with Language Faculty exchange programs; overseas tours to *College St Michel (Reunion Island)* and *Komae High School (Japan)*.
- The *NSW Professional Association for Learning Support (PALS)* award was presented to Kirrawee's Learning and Support Teacher (LaST).
- English Faculty introduced *English Textual Concepts*, an innovative approach to engaging students in English.
- The TAS kitchen was refurbished and a new laser cutter purchased to support more authentic learning opportunities for students in TAS courses.
- Science Faculty students were State finalists in *Science and Engineering Challenge*, and *Zone Champions* (ANSTO).
- A Year 11 student was awarded a *Deadly Award* at the *Great Hall University of Technology Sydney*.

- *ICAS Mathematics Competition* results continued to see strong growth, including two *High Distinctions*.
- A Year 9 student was runner up in the *Sutherland Shire Public Speaking Competition*.
- A TAS teacher and Head Teacher Visual Arts received a *Department of Education Network Award* for their respective contributions to teaching and learning at Kirrawee High School.
- HSIE Faculty introduced a Stage 6 Geography *Tasmania Fieldwork* excursion over a week, connecting the real world with course concepts.
- Science Faculty involved over 100 students in *STEM Challenge Days*, where they competed as teams to complete real-world STEM projects. Kirrawee and other students continued to break records against students from around the world.
- A Year 11 student won through to the Regional Final of the Arts Unit *Premiers Public Speaking Competition*.
- PDHPE Faculty Year 10 PASS students forged a learning partnership with a local primary school, mentoring and coaching Years 5 and 6 students in order to build training and leadership skills. This initiative further supported *the school's transition program*.
- Science Faculty participated in multiple co-curricular science partnerships including *ANSTO Work Experience*, *Conco-Phillips Science Experience*, *Curious Minds*, and *Galaxy Convention*.
- Language Faculty explored Stage 5 French *project-based learning sequences* using differentiated flipped learning resources.
- Interest in debating increased significantly, strengthening internal program and competition teams.
- HSIE Faculty organised and developed concepts for the whole-school *ANZAC Ceremony*, seeking to challenge thinking in relation to the meaning of ANZAC.
- English Faculty targeted Years 7 and 10 with *Poetry in Action*, highlighting the performance dimension of poetry.
- PDHPE Faculty organised *Road Trauma Forum* for Year 10 students connecting outcomes across Stage 6, Crossroads, and welfare curricula.
- HSIE Faculty introduced Year 9 students to the *World War I Australians at War* experience, using authentic props, stories, and costumes to support a deeper understanding.
- English Faculty engaged *ZEAL Theatre* experience to dramatize a blend of curricula and co-curricular drama and welfare goals.
- Science Faculty trialed *STILE* app and *COSMOS* lessons in Year 7, linking the curriculum with high level science journalism.
- Year 7 Mathematics students participated in an excursion to the *Royal National Park*, extending classrooms to authentic learning settings.
- Language Faculty worked with *residential assistants* from France and Japan who provided long-term classroom support to Kirrawee students.
- Science Faculty staff developed resources for the new senior curriculum, including the state-wide

mEsh Project and hosted *ASELL*

enquiry–learning workshop.

- Engineering students participated in *Aurecon Bridge Building Competition*.
- Mathematics Faculty staged *Kirrawee Tournament* to a packed auditorium; won by a Year 8 student.
- Kirrawee High had the highest completion rate of *Premier's Reading Challenge* of any NSW Public School.
- Initial stage of *Mind Matters* researched, surveyed and a plan devised by Welfare Team.
- Mathematics Faculty ran *Hour of Power* after school to support students in need; the program attracted many students and favourable comments from parents.
- A Year 12 student received a *VET Award*.
- Kirrawee High received a *Youth Frontiers Award* following several Year 8 students successfully developing mentored projects.

2. Student Leadership and Social Justice Achievements

- A Year 11 student received a *Dame Marie Bashir Peace Award*.
- A Year 10 student won the *Briana Johnsen Memorial Award* for outstanding personal qualities and achievement.
- A Year 10 student received the *Social Justice and Reconciliation Award* for their advocacy and work to serve good causes.
- Years 11–12 CAFS students helped distribute clothes as part of the *Mad for Homeless* program and provided ongoing support (e.g. hospitalities) for *Donald Robinson Community Connections* program, linking TAS curriculum to co-curricular school goals.
- A Year 10 student was selected for the *Secretary for a Day* program, working with Department of Education Senior Executive officers at Bridge Street Headquarters.
- The White Ribbon team of 19 teachers received a *World Teachers' Day Award* from the *Australian College of Educators*.
- Kirrawee mounted largest ever *Student Leadership Induction* evening with over 100 students badged across eight leadership teams.
- A *Duke of Edinburgh Scheme* honour board established in the Auditorium and first student received *Gold Award* from *NSW Governor* as a result of school program.
- Year 12 raised funds for their charity of choice: *The Royal Flying Doctor Service*.
- *White Ribbon Ambassadors* undertook intensive workshop training.
- Students and teacher mentors form *White Ribbon Advocates* as a complement to the existing Ambassador program.
- The coordinator of the *Madiba Project* spoke to Year 10 in relation to building global leadership skills and shaping a compassionate global community.
- Two Prefects represented Kirrawee High at NSW Parliament House as *Parliamentary Youth Ambassadors*.
- Prefects promoted *Valentine's Day* to raise funds for *Bravehearts Foundation* and to connect

students to others in need.

- Year 12 participated in *Relay for Life* in support of cancer research and patient support.
- The Social Justice Council supported the *Madiba Project*, providing classroom resources for students in Sierra Leone.
- Relationship with *Bates Drive Public School* continued with Tuesday afternoon mentoring program and the *Bake for Bates Drive* activity, raising funds for special resources.
- *World's Greatest Shave* raised approximately \$18000 to support cancer research and care and connect with personal experiences within the school community.
- The SRC ran a highly successful campaign for *Mental Health Week*, coordinating with complementary activities such as *RUOK Day*.
- The Sustainability and Environment Council (SEC) assisted in the organisation of *Speaking 4 the Planet*, hosted by Kirrawee High School for Public, Independent and Catholic Shire schools.
- The SEC supported environmental learning with Japanese students from Komae High School, establishing gardens as part of *National Tree Day*.
- The SEC assisted local community with bush regeneration at *Forest Creek Bush Care* site.
- The SEC actively supported paper recycling at school; also maintaining and planting native grasses in school gardens.
- A Year 12 student was awarded with a *Zonta Senior Girls' STEM Award*.
- A Year 10 student was awarded a *Zonta Community Service Award*.
- Two Year 10 students were selected to participate in *Secretary for a Day* program, working with Directors at Miranda Office.
- A Year 9 student represented Kirrawee at the *Children's Week Youth Parliament*.
- A range of students selected for the *ACYP Youth Consultation Forum*.

3. Sport Achievements

- The Years 7–8 Girls' and Open Girls' water polo teams won respective *Danebank Competitions*.
- Open Girls' water polo team finished runners up in *State CHS Competition*.
- One Year 11 student was selected in *NSW All School Team*, competed at the *Pacific School Games*, won a *National Gold Medal* and was selected in the *Australian School Boys' Football Team*.
- Another two students were selected in *NSW All Schools Teams* and competed at the *National School Sport Championships* (water polo, athletics) – both winning a *National Medal*.
- A Year 12 student was awarded with the highly prestigious *Pierre de Coubertin Award*.
- Two Year 11 students and one Year 10 student were awarded a *Sydney East Blue* (water polo and football respectively).
- Thirteen students (Years 10–12) were selected in *CHS Teams* (cricket x2, water polo x6, football x2,

rugby union x1, netball x1, hockey x1).

- One Year 10 student won an *All Schools Medal* and *CHS Medal in Athletics*.
- A Year 12 student won two *CHS medals in Athletics*, a Year 9 student won an *All Schools Medal in Swimming* and a Year 7 student won a *CHS medal in Swimming*.
- The 12 age Girls Athletics Relay, 13 age Girls Swimming Relay, 14 age Girls Cross Country Team, 16 age Boys Cross Country and Open Girls' Triathlon Teams all won *CHS Medals*.
- The 15s Boys' and Open Boys' Water Polo Teams were *CHS State Champions*.
- Two Oz Tag teams (Junior and Senior Boys) were *State Champions*.
- The Open Girls' Water Polo team finished runners up *CHS State Championships*.
- The Open Boys' Football Team finished third in the *CHS State Competition*.
- The Open Boys' Hockey Teams finished fourth in the *CHS State Competition*.
- The following teams were *Sydney East Champions* and progressed to the State round of 16: Open Boys' Water Polo, 15 Boys' Water Polo, Open Girls Water Polo, Open Boys' Football, 15s and Open Girls' Netball, Open Boys and Girls' Hockey.
- A Year 12 student was *Sydney East Age Champion in Athletics*.
- Thirty-eight students represented Kirrawee at the *CHS Swimming Championships*.
- Nine students represented Kirrawee at the *CHS Athletics Championships*.
- Thirteen students represented Kirrawee at the *CHS Cross Country Championships*.
- Thirty six students represented Kirrawee in the *Sydney East Team* at CHS Competitions (water polo, baseball, softball, lawn bowls, soccer, basketball, trampolining, gymnastics, league, tennis, hockey, and cricket).
- One student received the *Sutherland Zone Hulme Medal* for representing the Zone at *Sydney East* in Swimming, Cross Country and Athletics.

4. Arts Achievements

- A Year 12 student successfully auditioned as a *Featured Artist* for the *Schools Spectacular*; she was joined by many students who were selected for dance, the orchestra, and choir.
- Two Year 12 Visual Arts students had their HSC body of work selected for display at the *ARTRULES* exhibition at Hazelhurst Regional Art Gallery.
- One Year 12 *ARTRULES* student was also awarded a major prize for his photo-media work.
- Jazz orchestra represented the school at the Arts Unit *Instrumental Festival* at the Sydney Opera House.
- Two Year 9 students participated in The Arts Unit *Junior Drama Ensemble*.
- The Jazz Orchestra was invited to perform at the *Thredbo Jazz Festival*.
- Cross-arts tour to *New York*, including performances, workshops, school visits and international artists in concert.
- School musical production – *Legally Blonde* – involved a large cross-section of students,

highlighting cross arts and cross curriculum skills and cooperation.

- Four students received performance awards and two student composition awards at the *Sutherland Shire and St George Youth Music Awards*.
- One Year 12 Visual Arts student was nominated for *ARTEXPRESS*, for a series of drawings entitled *Guernica* (2107).
- *James Morrison* performed with students at Kirrawee High Concert.
- Multiple students successfully auditioned in the Arts Unit *State Dance, Drama* and *Music Ensembles*.
- Jazz Orchestra won *Silver at Essentially Ellington*.
- Kirrawee High supported the organisation of *Secondary Principals Council (SPC) Conference* at Sofitel Sydney, including two Year 12 students as featured performances.
- A Year 11 student was awarded the *Speaking 4 the Planet Art Competition* prize.
- The Jazz Orchestra won *Gold at the NSW Band Festival*.
- Two Year 10 students participated in the *Tonkin Underpass Regeneration Project*, their talent supporting the beautification of this public space over a period of 7 weeks.
- Outstanding HSC Drama results with two Group and five individual nominations for *OnSTAGE*.
- Years 9, 10 and 11 students participated in the *Youth Eco Summit* at Sydney Olympic Park, Homebush. Works responded to key environmental themes and evolved throughout the day.
- As part of an ongoing program to improve aesthetic appeal of the school, students created a range of murals, improving amenity and engagement.
- A Year 10 student selected for workshops at the *Australian Theatre for Young People*.
- Year 8 Drama Ensemble performed at *Kirrawee High Showcase*.
- *Drama Showcase* performance evenings staged for Years 9, 10, 11, and 12 students.
- Wind Orchestra won *Silver at NSW Band Festival*.