

# Keira High School

## Annual Report



2017



8541

## Introduction

The Annual Report for **2017** is provided to the community of **Keira High** 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.

Mr David J Robson

Principal

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### Message from the Principal

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

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

*successful learners*

*confident and creative individuals*

*active and informed citizens*

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

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

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

**Mr D J Robson**

**Principal**

## Message from the school community

Keira High School Parents and Citizens Association is a vital link in the connection between the school and home. We aim to provide opportunities for parents and carers to gain a greater understanding of the school environment and provide a respectful contribution to the school's decision making process.

In 2017 the Parents and Citizens Association continued to provide opportunities to experience and interact with school life through our *Showcase* events which ran in tandem to our regular meetings. Our *Showcases* included a focus on Mathematics, exploring current teaching strategies and how these are translated through enhanced learning environments. Parents were also given the opportunity to participate in elements of the school's highly successful STEM program. Another highlight of the year was seeing the growth and development of the School Captains who presented to the Parents and Citizens Association how they would enact their Captains Initiatives during the year.

We are always willing to contribute in ways that will enhance the school experience for students. We have committed funds towards the redesign of the senior quad. Our fundraising endeavours included a Bunnings BBQ, Entertainment Book sales and the Voluntary Donation Scheme. These activities have been pivotal in our success in achieving our financial goals.

It is always a privilege to be involved in events, ceremonial and special occasions at the school. The Parents and Citizens Association assisted with the Year 7 *Meet the Teachers Afternoon* and was invited to the *Captains Induction Ceremony and Dinner*, *International Women's Day Breakfast*, *Year 12 Graduation* and the *School Presentation Evening*.

Deborah Burford

President

## Message from the students

A strong *Student Voice* is a central theme behind the leadership program at Keira and this year we have been provided with further opportunities to develop their leadership skills. Leadership opportunities exist across a broad range of areas and provide an opportunities for every student to engage and participate in. Curriculum and extra curricular opportunities include STEM community of schools leaders, whole school music productions, school captains, school representative council, INTERACT, sport house captains and expo evening student guides.

The roles and opportunities within existing leadership initiatives grew to give greater breadth to student leadership. INTERACT expanded its membership to include students across Years 10 to 12 and sport house captains coordinated a diverse range of lunchtime sport and games activities.

Students who were elected or volunteered to be part of a leadership group or event felt strongly supported in the development of their leadership skills through our schools Student Leadership Program. The program included a series of learning events and the allocation of a teacher mentor to support our enactment of the event.

The Senior Student Leadership Team continued to refine the *Captains Initiative* program. 2017 saw our leaders drive community of schools leadership, sporting and performing arts events, Women in Leadership forum and Indigenous Garden development.

## School background

### School vision statement

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

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

### School context

Keira High School is a large, culturally diverse comprehensive high school with a student population of 962, including 37 students of Aboriginal heritage.

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, Keira High 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. During the process of evaluation all stakeholders considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

**In the domain of Learning** we have successfully established a school wide collective responsibility for student learning and success with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment that thrives on high expectations and supports students to develop strong learning identities. Students are highly proactive in contributing to the school community, engaging wider platforms as voices for social justice and personal growth. Student learning continues to be the central focus and a collaborative approach to supporting student success is underpinned by the experience and expertise of our Learning and Support Team. Comprehensive evaluation and development of Individual Learning Plans and continued engagement of students and parents in the planning of policies, programs and processes to support individual learning needs is a strong indicator of Keira High School's success. Personalised learning has been further enhanced through the consolidation of structures to support Stage 6 students to take ownership of their own learning journey. The executive leadership team under the *Stronger Standards Reforms* has reviewed and adjusted Stage 6 assessment time frames to support the cognitive wellbeing of all students and allow for the provision of timely and effective feedback. Cultural diversity continues to be celebrated across the school community and enhanced by our facilitation of accredited professional learning in *Teaching Students from a Refugee Background*. This learning targets the use of classroom strategies that create a safe and welcoming learning environment supporting students of refugee backgrounds to achieve outcomes comparable to the performance of their peers. Aboriginal education continues to be a strength of the school with the successful consolidation of our Stage 4 Aboriginal Studies program and continued outstanding achievement in HSC Aboriginal Studies. Incremental improvement in equity groups continues to build on existing gains which aggregate to outstanding performance as quality programs are embedded.

**In the domain of Teaching** the school has embedded an explicit system of collaboration, classroom observation and modelling of effective practice and feedback to drive and sustain ongoing school-wide improvement in teaching practice and student achievement of outcomes. Professionalism underpins a dynamic and responsive staff that respect and engage with the building of expertise. High levels of collaborative practice facilitated through the development of authentic professional mentoring relationships, coaching partnerships and learning alliances with other schools, organisations and individuals have enabled the success of key processes. Teachers continued commitment to the *Performance and Development Framework* as a key driver of sustained improvement in professional practice has supported the alignment of shared faculty and school goals to the Australian Teaching Standards. Early career and beginning teachers have been supported by mentoring programs that deliver weekly collaborative learning sessions focused on shared growth in professional practice. The Professional Learning Team has scheduled learning experiences for teachers to strengthen their pedagogical knowledge and practice. Professional learning events have targeted teacher engagement with explicit strategies to enhance the skills of Stage 4 students in the process of writing. Entitled *Writing in the Middle Years* this initiative was delivered across our Community of Schools in order to align literacy strategies and further support Stage 3 students in their continuity of learning as they transition to high school. Also highly successful was the school's development and facilitation of consecutive learning events that explored strategies to support student's cognitive wellbeing further enhancing student engagement and levels of achievement. These events were aligned with the key processes of quality assessment and quality programming and were further enhanced through collaboration and the sharing of professional practice.

**In the domain of leading** high levels of leadership capacity have ensured that the school community is committed to the success of an explicit improvement agenda that focuses on Transformational Learning, Instructional Leadership and Optimal Wellbeing. Leadership development is central to school capacity building and is supported by a deliberate scope and sequence of learning events that are enhanced through learning alliances with other schools and active participation in curriculum networks. Succession planning has seen the development of new staff, with complementary skills, ethos and enthusiasm. Staff have been active in seeking promotion with success in achieving positions at executive and senior executive levels. There is a dynamic culture valuing the challenge of leadership opportunities and their role in influencing the direction of the school. The School Plan has motivated streamlining of financial management systems. To this end, the budgeting process was substantially modified to re-balance available funds in line with the School Plan, with executive given more discretion in the planning and expenditure of funds. Our physical learning spaces continue to be used effectively and site improvements have been made with additional internal and external flexible learning spaces; dedicated gardens such as an art garden addressing learning and wellbeing needs; refurbishment of the West Wing building to provide teachers with spaces fostering collaborative learning communities; and further development of areas reflecting the school's understanding of the importance of the learning environment in sustaining the success of quality programs.

Our self-assessment process will assist the school to refine the strategic priorities in our 2018–2020 School Plan, leading to further improvements in the delivery of an outstanding education for all students.

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### Transformational Learning

#### Purpose

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

#### Overall summary of progress

The completion of milestones supporting the implementation of Quality Programming remained the focus of the whole staff during 2017 and maintained its significance as the whole school goal for all teachers in their *Performance and Development Plan*. A sustained focus by the executive on the development of best practice programs for each stage ensured the completion of this goal. As a critical element of the *Performance and Development Framework* and strategic use of the teacher professional learning budget, executive and supervising teachers were able to ensure that these programs were delivered.

Comprehensive evaluation of the development and implementation of student *Personalised Learning Plans* enabled for the sustained improvement of learning outcomes for targeted groups across the school. Aboriginal and Torres Strait Islander student mentors utilised NAPLAN data and collaborated with students and their parents to create goals within each student's *Personal Learning Pathway* focusing on numeracy and literacy targets. Within the *Directed Senior Study Program* each Stage 6 student developed their own goals and created targets that were regularly reviewed by Directed Senior Study Mentor Teachers. The Special Education faculty implemented recommendations from an evaluation of the personalised learning process, which enabled all key stakeholders to be directly involved in the learning process. This was followed by a consultation period with the community that included both parent and student input into the elements of each child's *Individual Education Plan*, *Individual Learning Plan* and *Individual Behaviour Plan*.

Implementation of *Stronger HSC Standards* reforms served as a platform for professional learning with executive to modify assessment practice. As a result, cognitive wellbeing has been enhanced for Stage 6 students through an evaluation and subsequent enhancement of assessment task scheduling and the implementation of an assessment consensus tool that ensures tasks have been evaluated and written with a stronger focus on critical thinking and problem solving. Additionally, extensive professional learning events were conducted with a sustained focus on the writing process for assessments.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs and practices are aligned with the Quality Teaching Framework and Professional Teaching Standards.	\$35,000	<b>Quality Programming</b>  Whole school goal focussed on quality programming within Professional Development Plan (PDP) provided direction for all staff on quality programming.  Collaborative programming groups and a cross curricular assessment census template ensured achievement of whole school goal of quality programming.  Lesson observations in support of PDP's ensured quality teaching and learning programs were delivered within the classroom setting.
All teachers know their students and how they learn and use a range of evidence to inform their practice. Focus on Learning teacher survey indicates improvements across the	\$50,000	<b>Personalised Learning</b>  All HSC students' literacy and study skills enhanced through RAM funded Directed Senior Study Program.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
domains of Learning Culture, Data Informed Teaching Practice and Teaching Strategies, reflected by a 0.5 improvement.		<p>ATSI students Personal Learning Pathway focused on literacy and numeracy targets specific to NAPLAN results. School learning and support intervention supported the improvement of NAPLAN results for ATSI students.</p> <p>All Special Education students, parents and teachers collaborated a rigorous process to create meaningful Individual Education Plans and Individual Education and/or Behaviour Plans.</p>
All students and teachers use models of reflection focused upon feedback, assessment and reporting processes to plan learning. Evidence: Schools Excellence Framework data referenced to indicate value added to NAPLAN results and student attainment from Year 7 to HSC. Value added data that is equal to or better than like school groups.	\$20,000	<p><b>Quality Assessment</b></p> <p>Extensive professional learning throughout the year provided a sustained focus on Writing in the Middle Years. This informed collegial development of Stage 4 faculty assessment targeting teaching strategies that support all the stages of writing.</p> <p>Stronger HSC Standards reforms served as a platform for the interrogation of assessment practices.</p> <p>Professional learning events within faculty focussed on evaluation and development of quality assessment.</p>

## Next Steps

### Quality Programming

- Sustained and relentless focus on the continued development of quality programs across the school. The 2018–2020 school plan to prioritise need to explicitly embed the general capabilities within programs to ensure the development of the whole child.
- Establishment of a strategic direction with the purpose of ensuring all students experience successful learning in the next school planning phase. This will enable the explicit integration and development of the essential skills, literacy, numeracy and information and communication technology, as the foundation for success in all learning areas.
- Ensure stronger mentoring process to support consistent program evaluation and development within and across faculties.

### Personalised Learning

- All teachers to become experts in ensuring their teaching and learning is an informed practice. A practice informed by a range of student data sources, student learning plans and research. This will ensure every student is known in their learning.
- Explicit strategies to be developed across the school to ensure sustained student growth and value added across all stages of learning is achieved.
- Development of a whole school process to implement a case management style of support of 'at risk' students to improve student engagement, strategic support and a greater sense of wellbeing.

### Quality Assessment

- Sustained focus on the successful implementation of Stronger HSC Standards reforms.
- Exploration of assessment opportunities within the teaching and learning process to ensure teaching is an informed practice and all students are known in their learning.
- An evaluation of the use of the Assessment Consensus Tool as a means of creating quality assessment tasks.

## Strategic Direction 2

### Instructional Leadership

#### Purpose

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

#### Overall summary of progress

There has been a series of highly structured professional learning activities delivered across school development days, after hours learning and executive and faculty meetings in 2017. All teachers have been immersed in the *Professional Teaching Standards* and the *Performance Development Framework* (PDF) as a key driver of their own and their colleagues sustained improvement in professional practice. All teachers have demonstrated a deeper understanding of the PDF cycle and are operating with confidence within it.

Through a structured program of professional learning the whole staff have engaged with *cognitive wellbeing*. As their understanding of its impact on student learning has developed, teachers have been able to plan for effective learning and assessment of learning that supports key aspects of all students cognitive wellbeing.

The creation of a *Teacher Mentor* role supported the implementation of a tiered induction program that immersed new staff and beginning teachers in a personalised program across the year. Resources were intelligently deployed to provide targeted support around mentoring activities throughout the year.

All staff have engaged with the *Writing in the Middle Years* training. Several linked sessions took place throughout the year for all teachers. Teachers planned and delivered specifically tailored tasks to their classes. They shared their planning and student work samples in collaborative groups. The value added data from Year 7 to Year 9 NAPLAN within literacy showed considerable improvement in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop annual personal learning goals and their Performance and Development Plans detail these goals and clear strategies to achieve them. Focus on Me, Teacher survey indicates improvements from 6.7 to 7.5 for leadership as a driver of student learning.	\$3,500	<b>Performance and Development Framework</b>  The development and implementation of <i>Performance and Development Plans</i> (PDPs) have become an embedded part of the school's culture. All staff have engaged with their own plan and worked in collaborative groups to support the development and enactment of the plans of their peers.  Supervisors and Executive have played an active role in the development and review of teacher's plans. The <i>PDP Review</i> learning event showed increased levels of confidence and proficiency with the process of review across all teaching staff. Progress toward personal goals were presented within collaborative groups who provided critical feedback to assist staff.
100% of teachers have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework, self-report a positive impact on professional practice and 5% of	\$30,000	<b>Leaders of Learning</b>  There has been a sustained focus in 2017 on high quality professional learning around <i>Cognitive Wellbeing</i> for all staff linked to the professional standards. All staff developed a deeper understanding of the impact of cognitive wellbeing



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching staff have completed or are actively engaged in seeking higher levels of accreditation.		<p>on learning and how this aspect of wellbeing sits within the overall <i>Wellbeing Framework</i>.</p> <p>The role of <i>Teacher Mentor</i> was created and a tiered induction program for new staff and Beginning Teachers was developed and delivered in 2017. Resources were directed to providing time and space for quality observations, lesson observations, team teaching, reflection and Co coaching to occur on a sustained basis across the year.</p>
The school has embedded explicit systems for collaboration, classroom observation, CoCoaching, modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in pedagogy and student achievement of outcomes. The Focus on Learning, teacher survey indicating collaboration as a driver of student learning improves from a score of 7.5 to 8.5.	\$20,000	<p><b>Lesson Craft</b></p> <p>All staff have engaged with the <i>Writing in the Middle Years</i> professional learning. Several linked sessions took place throughout the year for all staff. Teachers planned and delivered specifically tailored tasks to their classes. They shared their planning and student work samples in collaborative groups. Co coaching activities allowed for peers to support each other in developing their analysis of the activities that they had planned and delivered. Teachers were able to use the tasks linked to the professional learning sessions as case studies to inform their leading of teaching and learning across all of their classes</p>

## Next Steps

### Performance and Development Framework

- *High Impact Teaching* to become a Strategic Direction within the 2018 –2020 School Plan. The processes of value added, Quality Pedagogy, Skilled Behaviourists and Informed Practice will direct the work of every teacher and directly impact on the learning of all students in every classroom. The executive, faculties and teachers will develop PDP goals which are driven by processes.

### Leaders of Learning

- A professional learning focus on Professional teaching standards to develop expert behaviourists that manage groups and individuals with skill and purpose.
- Continue to develop a culture of high expectations within the classroom and a climate for learning that allows all students to engage and make strong progress.

### Informed Practice

- *Informed Practice* to be included as a key process within a Strategic Direction in the 2018–2020 School Plan
- Practice at all levels to be informed by data from a range of internal and external sources.
- Teachers and students to develop a greater understanding of the use data to plan and implement strategies for deep learning and strong progress across all groups.

## Strategic Direction 3

### Optimal Wellbeing

#### Purpose

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

#### Overall summary of progress

The end year milestone goal for student leadership targeted an improvement in the capacity and opportunity for student leaders to achieve an authentic impact upon the school community. The implementation of the Teacher Mentor Team provided students with a clearer focus for each leadership group and assisted them in making strong progress in the achievement of these milestones. Capacity has been highly developed and impact has soundly been made across our school community.

The goal within student wellbeing was to ensure that all students are engaged in programs to enhance wellbeing. A range of initiatives and programs were implemented to support student wellbeing throughout the year. The successful development of the draft Wellbeing Syllabus by the Wellbeing Team will enable this goal to continue to thrive within the school.

One of the most successful professional learning events to occur in 2017 was the exploration of building cognitive wellbeing within our classroom and school environment. Staff were highly engaged in developing a deeper understanding of what is cognitive wellbeing, what impact does it have on successful learning and how do we effectively foster it within our classroom.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All individual learning is supported by effective, inclusive, differentiated and sustainable systems to support the wellbeing of students and staff. 'Tell Them From Me' survey reflects an improvement in achievement of social-emotional outcomes for students. Parents survey indicates improvement in the areas of inclusive school and school that supports positive behaviours.	\$32,000	<b>Student Leadership</b>  Successful establishment of student leadership teacher team. The team collaborated together to develop a set program targeting leadership skills across the school. An outcome of the program was the enhanced profile of student leaders across the school community.  Captains initiatives continued to thrive and provide a valuable insight and skill development for the captains. In 2017, the leadership initiatives enabled connections to be made with our primary Community of Schools and our community of Northern Illawarra high schools.
All students are supported to access their own educational, social and career pathways indicated by increased participation and success of equity groups evidenced by value added to Attainment of Equity Groups as detailed in The Schools Excellence Framework data.	\$12,000	<b>Wellbeing Programs</b>  Over a two-year period, the Wellbeing team has been strategically developing the Keira High School Wellbeing Syllabus. The syllabus has strong links to the <i>Wellbeing Framework</i> and <i>School Excellence Framework</i> to ensure a high quality document was developed. A draft of the syllabus has been completed. Implementation will begin in 2018 with a focus on reflecting, revising and improving.
The school has comprehensive and integrated strategies in place to support the cognitive,	\$20,000	<b>Cognitive Wellbeing</b>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
emotional, social and spiritual wellbeing of students in a context of quality teaching and learning. 'Tell Them from Me' student feedback survey indicates at or above NSW Government norms for social-emotional outcomes.		Staff engaged in a range of professional learning events to explore the concept of <i>building cognitive wellbeing within our classroom and school environment</i> . Staff developed a deeper understanding of key elements of cognitive wellbeing such as safety as learner, structure in learning and known in learning. They reflected on how they currently embed cognitive wellbeing into their teaching and learning and explored strategies to foster cognitive wellbeing.

## Next Steps

### Student Leadership

- Transforming student leadership to a whole school process of fostering and building all students to be active and informed citizens.
- Consolidation of the student leadership teacher team to build the skills of teachers in taking on student leadership opportunities.
- Continue to raise the profile of student leaders within our school community.

### Wellbeing Programs

- Professional learning for wellbeing team to support the successful implementation of the KHS Wellbeing Syllabus.
- Systematic and detailed evaluation of the wellbeing syllabus throughout the year.

### Cognitive Wellbeing

- Maintain focus of fostering cognitive wellbeing through the 2018–2020 school plan.
- Further professional learning events for staff for continued exploration of the key elements of cognitive wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$32,063.00	<p>Personalised Learning Pathways evaluated to provide a stronger focus on Numeracy and Literacy improvements.</p> <p>Tutors in junior programs focussed on these aspects of learning for targeted students. Senior tutors focussed on improving Literacy and Numeracy levels targeting preparation for assessment and planning for examinations.</p> <p>As a result NAPLAN results indicated 81% of students had higher than expected growth in reading, 80% had higher than expected growth in spelling and 70% had higher than expected growth in grammar and punctuation. 100% of students had growth in reading.</p> <p>In numeracy, 67% of Year 9 students had larger than expected growth in overall numeracy with one student reaching the highest numeracy band. Overall, 100% of Keira High School indigenous students achieved at or about minimum standard in numeracy.</p>
<b>English language proficiency</b>	\$36,2273.00	<p>Qualified EAL/D teachers developed and implemented support strategies to enhance successful engagement of every student, including:</p> <ul style="list-style-type: none"> <li>• Targeted Stage 4 EAL/D literacy groups.</li> <li>• Parallel EAL/D English classes in Stage 5.</li> <li>• Stage 5 EAL/D literacy elective.</li> <li>• Stage 6 ESL English classes.</li> <li>• EAL/D English Studies class in Year 11.</li> <li>• Ongoing academic support to students across classrooms and faculties.</li> <li>• Lunchtime EAL/D academic support available four days a week.</li> <li>• Ongoing cross-faculty support including modification of programs and lesson plans, team teaching and teacher mentoring.</li> </ul>
<b>Low level adjustment for disability</b>	\$28,5321.00	<p><i>Individual Learning Plans</i> have continued to be developed, implemented and reviewed with key stakeholders. This has led to increased engagement and has allowed all students to access the curriculum.</p> <p>Employment of additional teachers and SLSO support has provided direct and timely specialist assistance, to students in mainstream classes with disabilities and additional learning and support needs.</p>
<b>Socio-economic background</b>	\$31,7324.00	<p><i>Directed Senior Study Program</i> targeting personalised learning support for HSC students continued through 2017. All senior students developed and implemented Individual Learning Plans. Selected staff members supervised implementation of this program.</p> <p>Improved student engagement through <i>Pathways Program</i> supported students at key transition points.</p>

<b>Socio-economic background</b>	\$31,7324.00	<p>Equity Deputy Principal appointed to support all student learning outcomes.</p> <p>Targeted students were successful in attaining educational support through scholarships and respite care at Stewart House. This improved their level of attendance, engagement and connectedness.</p>
<b>Support for beginning teachers</b>	\$75,516.00	<p>Planned and focussed <i>Induction Program</i> tailored to the individual needs of the beginning teacher, involving weekly meetings. Monitoring program formalised between supervisor and mentee providing ongoing targeted support.</p> <p>A 0.3 teacher employed to provide targeted release time for mentors and mentees ensured planning and preparation time maximised.</p> <p>Peer led learning events provided guidance within the accreditation process.</p> <p><i>Start Strong</i> funds built in as reduced teaching load, continue to be utilised for 10 beginning teachers in both their first and second year of teaching.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$29,718.00	<p>Employment of male and female Arabic-speaking SLSOs (total 0.6 FTE) and Karenni-speaking SLSO (0.2 FTE). This has lead to increased student wellbeing and academic outcomes. It has also facilitated greater communication and engagement with families.</p> <p>Engagement of a professional musician to facilitate Keira High School's multicultural choir, <i>The Keira Diamonds</i>. This wellbeing project targets refugee and newly-arrived students. The group performed at numerous school and community events throughout the year.</p> <p>Targeted professional learning to whole staff and specific groups, including the <i>Teaching Students from a Refugee Background</i> course improved an awareness of and the range of teaching strategies utilised by teaching staff.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	499	512	493	494
Girls	448	435	444	435

The school's enrolment in 2017 was 917 students, with an additional 45 students in the school's Special Education faculty. The school's partner primary schools that comprise of the Keira Community of Schools are Balgownie Public School, Coniston Public School, Fairy Meadow Demonstration School, Mount Ousley Public School, Pleasant Heights Public School and Wollongong Public School.

An exceptionally high proportion of our students have made a successful transition from our local Community of Schools. Keira is the school of choice in our local community.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.3	93	91.3	93.9
8	91.3	90.5	91.3	89.5
9	88.3	88	89.1	89.9
10	88.5	85.5	88.1	87.7
11	82.6	87.8	86.6	89.4
12	88.6	86.3	90.2	89.8
All Years	88.8	88.5	89.4	90
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

At Keira High School, attendance is a school priority. Strategies to support attendance include rolls being marked each day, student attendance recorded by class teachers each lesson and reported to parents twice a year with reference to the impact attendance has made on the student's progress. Keira has seen an increase in overall student attendance, with the largest increase recorded within the Year 12 cohort.

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

- Focus on whole school learning events targeting consistent use of procedures in relation to roll marking and related responsibilities.
- Early identification and intervention of students with emerging attendance concerns.
- Online roll marking procedures to allow instant identification of whole and partial student absences.
- Automatic SMS notifications sent to parents regarding absences.
- Introduction of positive recognition program to celebrate student school attendance and a change in reporting procedure to highlight the impact attendance has had on learning.
- Regular student absences monitored by roll call teachers through student interview, phone calls and letters home.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	5
Employment	1	6	18
TAFE entry	1	7	15
University Entry	0	0	42
Other	2	10	12
Unknown	4	3	8

The school surveyed the 2017 Year 12 cohort in early 2018. The following information is based on contacting families directly and accessing the University Admissions Centre offers list for Keira High. Percentages are calculated from the total number of enrolments for each year as recorded with NESA on Schools Online. The number of 'Unknown' (8%) Year 12 Post-School Destinations includes students who have transferred, withdrawn from studies or who we have not been able to contact during the survey process (56 students in total).

Of those who participated in the survey:

- 42 % are attending University and/or were made an offer
- 15 % are attending TAFE
- 18 % are employed (and participating in TAFE)

The University of Choice for Keira High students is the University of Wollongong, but the UNSW was also in the top 5 UAC preferences for our high achieving students to participate in their Honours programs.

### Year 12 students undertaking vocational or trade training

Students of Keira High School can study Industry Curriculum Frameworks in Hospitality and Construction onsite through the Public Schools NSW RTO, access external training providers such as TAFE NSW or participate in a School-Based Apprenticeship/Traineeship program.

In 2017, we had four students participate in a School-Based Apprenticeship/Traineeship through either McDonalds, KFC or Target and 5 students completed part of their HSC studies through TAFE

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, all students who completed their HSC year attained an HSC or equivalent vocational course.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	49.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	3.4
School Counsellor	1
School Administration & Support Staff	15.77
Other Positions	1

\*Full Time Equivalent

There are three teachers of aboriginal descent

employed at Keira High.

### 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	20

### Professional learning and teacher accreditation

Professional Learning focussed on the completion of targets set in the 2015–17 School Plan. In particular, faculty professional learning targeted the completion of stage 4, 5 and 6 programs and the development of assessment tasks using the school devised quality program and assessment consensus templates. Other professional learning centred on the development of teaching staff knowledge and skills to deliver new stage 6 courses in 2018, Writing in the Middle Years Literacy Strategy and learning events supporting the development of student leadership.

In 2017 there were 33 teachers accredited as Provisional /Conditional, 26 accredited at Proficient Competence and 56 pre 2004 teachers who will be accredited at Proficient Competence in January 2018. Learning events were held for *Strong Start* teachers and for teachers seeking to maintain Proficient Competence. An interest group of teachers wishing to seek higher accreditation has been led by the Head Teacher Teaching and Learning.

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

### Financial information

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

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

Receipts	\$
<b>Balance brought forward</b>	<b>328,844</b>
Global funds	515,848
Tied funds	415,357
School & community sources	157,235
Interest	5,799
Trust receipts	26,764
Canteen	135,130
Total Receipts	1,256,132
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	116,525
Excursions	37,086
Extracurricular dissections	66,452
Library	4,991
Training & Development	0
Tied Funds Payments	364,380
Short Term Relief	101,205
Administration & Office	174,317
Canteen Payments	156,759
Utilities	78,475
Maintenance	83,606
Trust Payments	23,756
Capital Programs	13,260
Total Payments	1,220,813
<b>Balance carried forward</b>	<b>364,164</b>

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 (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,256,904</b>
Appropriation	1,063,131
Sale of Goods and Services	67,695
Grants and Contributions	125,676
Gain and Loss	0
Other Revenue	0
Investment Income	403
<b>Expenses</b>	<b>-941,753</b>
Recurrent Expenses	-941,753
Employee Related	-564,256
Operating Expenses	-377,497
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>315,151</b>
<b>Balance Carried Forward</b>	<b>315,151</b>

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.

The school has a Finance Committee consisting of Principal, Deputy Principals and Business Manager with elected staff and executive. The committee reviews cashflow and makes decisions on budgets. Monitoring the budget is conducted by the Principal in regular meetings with the Business Manager. The Principal is responsible for the financial management of the school and the Business Manager is responsible for the day to day accounting.

The school as part of its educational management plan, will be utilising the balance carried forward to acquire resources which cannot be funded within a financial year. A provision for expenditure from 2017 is included for the balance of unpaid invoices and casual salaries which will be debited from the school in February 2018.

During 2017 the school transitioned from a School Operated Canteen to a Leased Canteen. This financial impact on the school will be recouped in 2018.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	8,093,650
Base Per Capita	147,282
Base Location	0
Other Base	7,946,369
<b>Equity Total</b>	996,981
Equity Aboriginal	32,063
Equity Socio economic	317,324
Equity Language	362,273
Equity Disability	285,321
<b>Targeted Total</b>	939,376
<b>Other Total</b>	140,957
<b>Grand Total</b>	10,170,964

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.

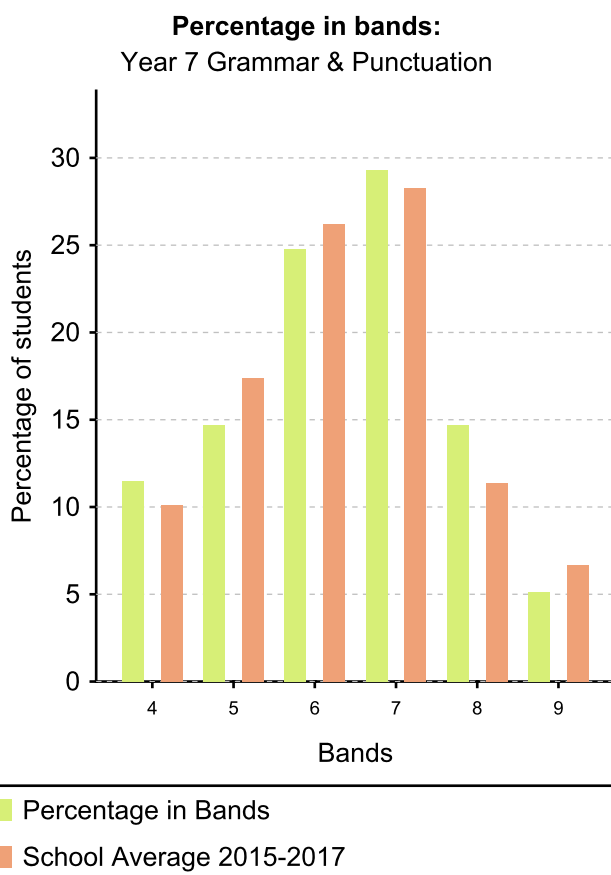
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

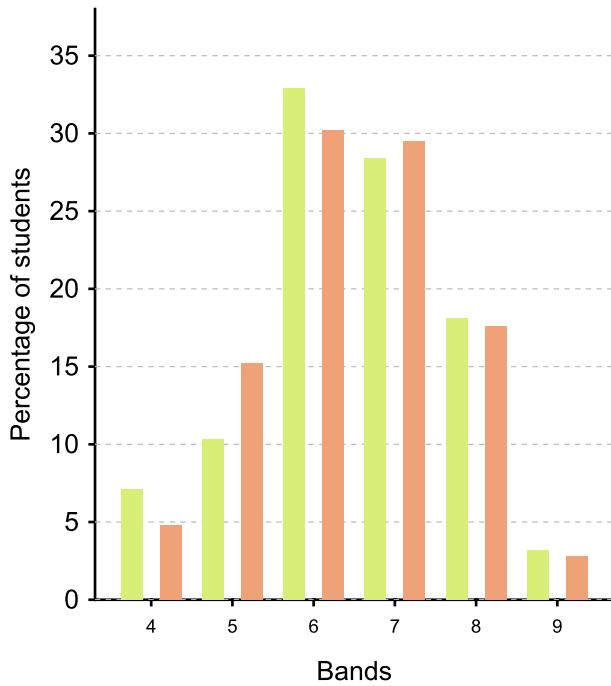
### NAPLAN

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.

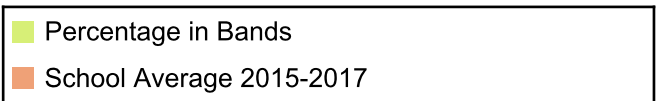
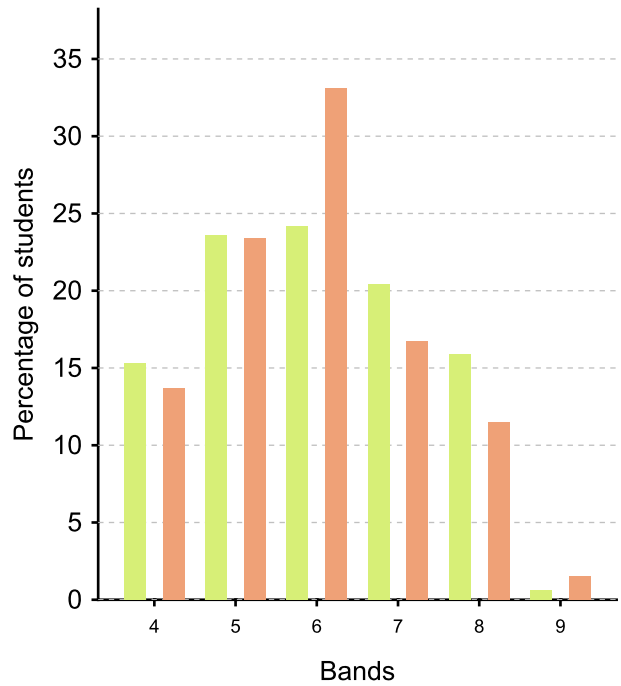
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



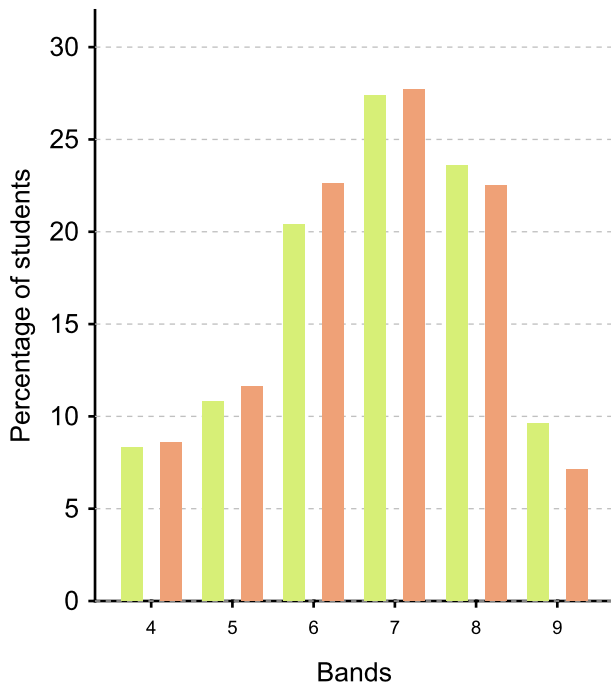
**Percentage in bands:**  
Year 7 Reading



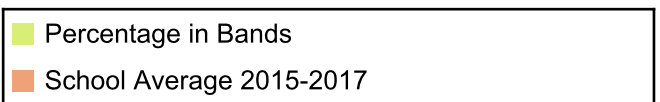
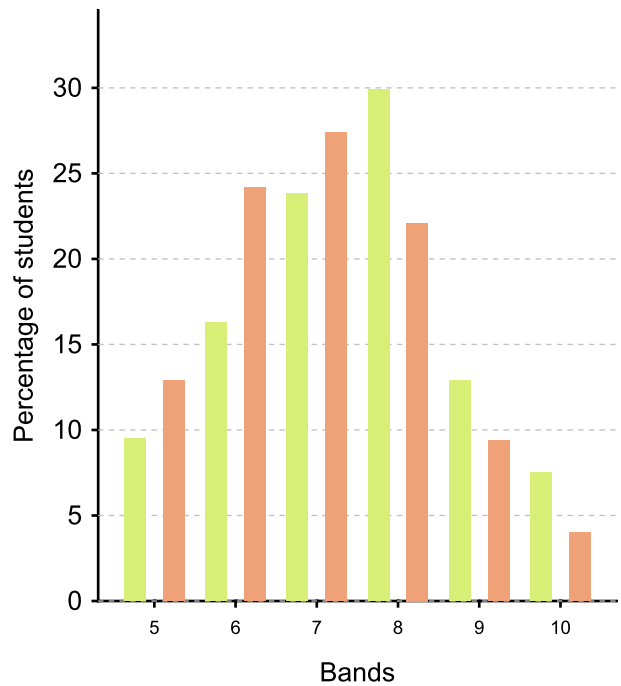
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 7 Spelling

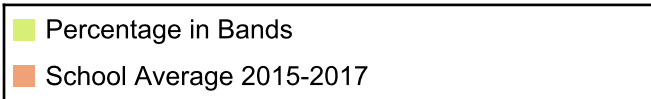
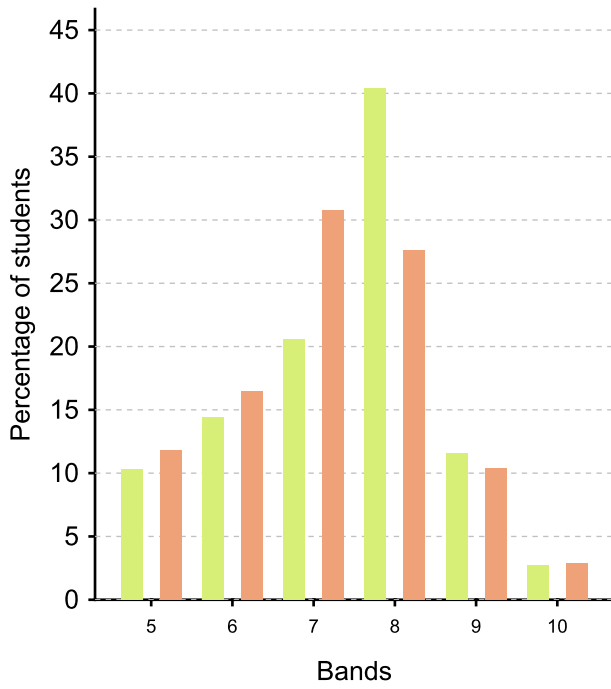


**Percentage in bands:**  
Year 9 Grammar & Punctuation

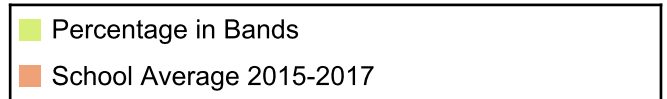
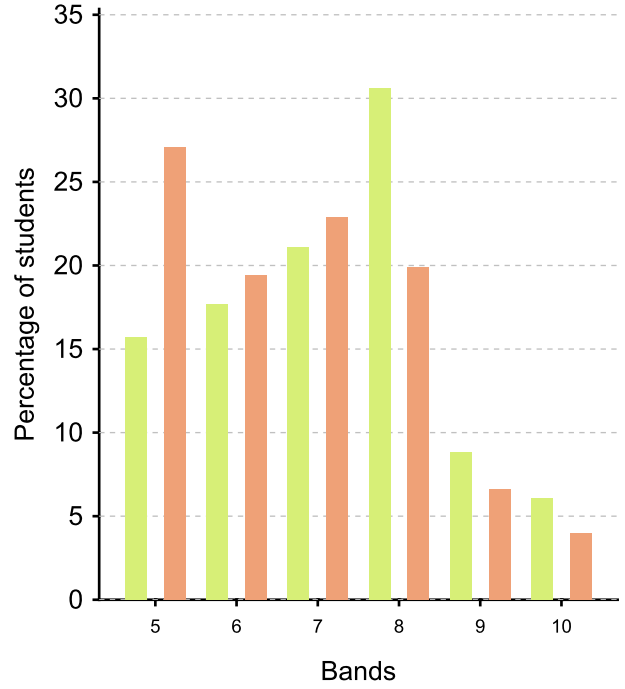




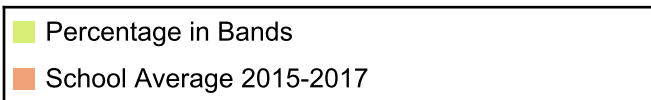
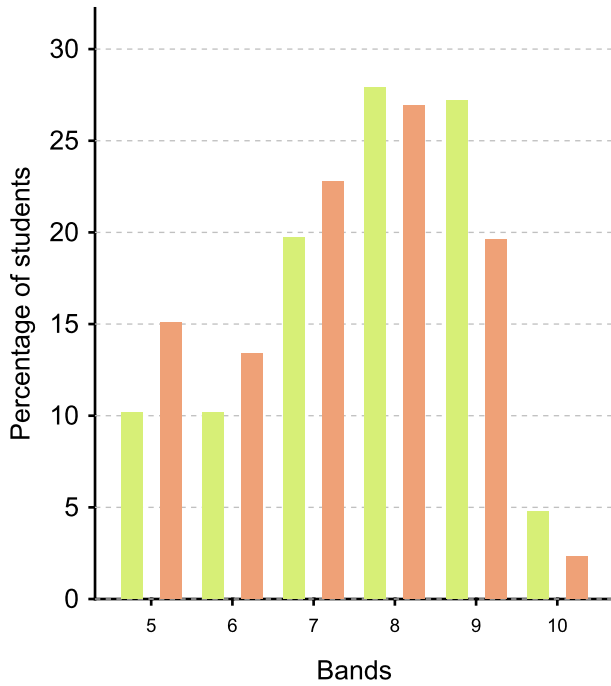
**Percentage in bands:**  
Year 9 Reading



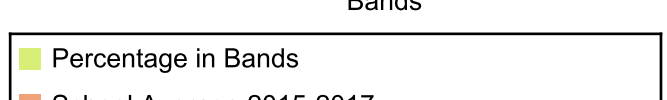
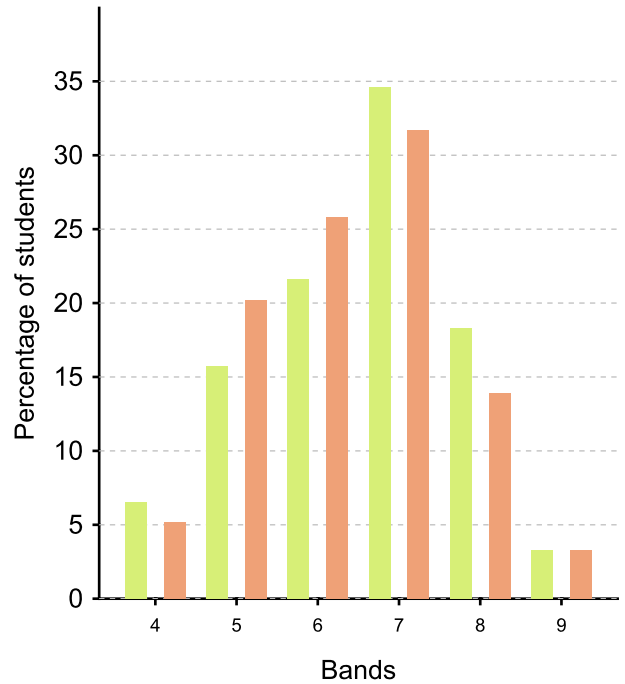
**Percentage in bands:**  
Year 9 Writing



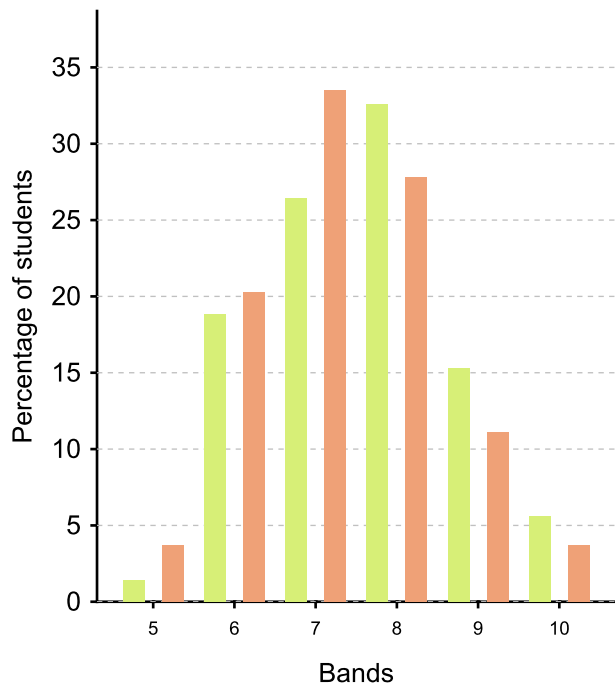
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 7 Numeracy



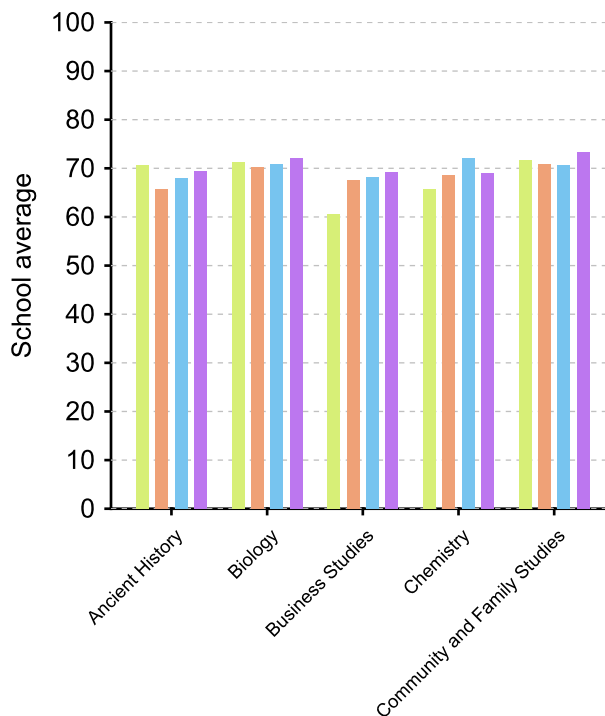
**Percentage in bands:**  
Year 9 Numeracy



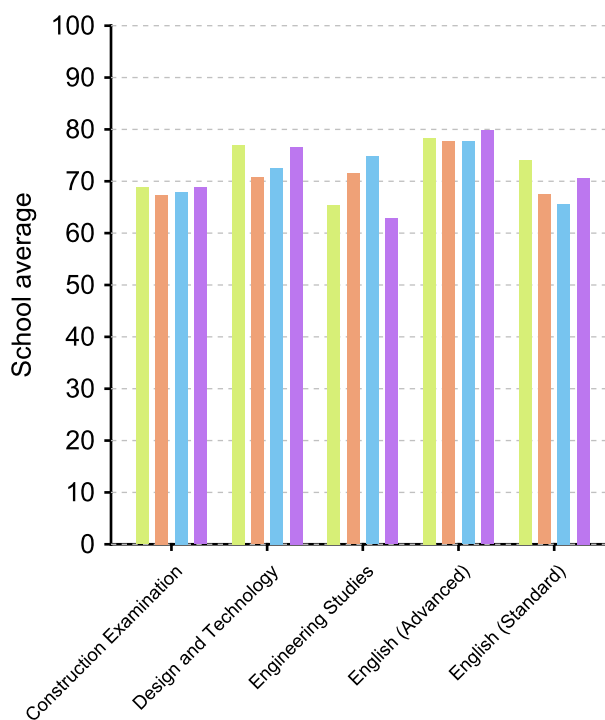
Percentage in Bands  
School Average 2015-2017

## 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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

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

Students report a strong sense of high expectation with high support across all areas of their learning. Students indicated they feel safe and secure at school and that their teachers have expected high standards of work, their teachers have taken a personal interest in them, they have been challenged, difficult subject matter has been presented in ways that are understandable, and they feel proud to have been a student at this school.

Majority of staff expressed satisfaction with professional learning opportunities and the sharing of best practice with colleagues. It was clearly evidenced through the staff survey that the school excels in establishing an inclusive and collaborative environment that places a strong emphasis on a learning culture of high expectations across its community.

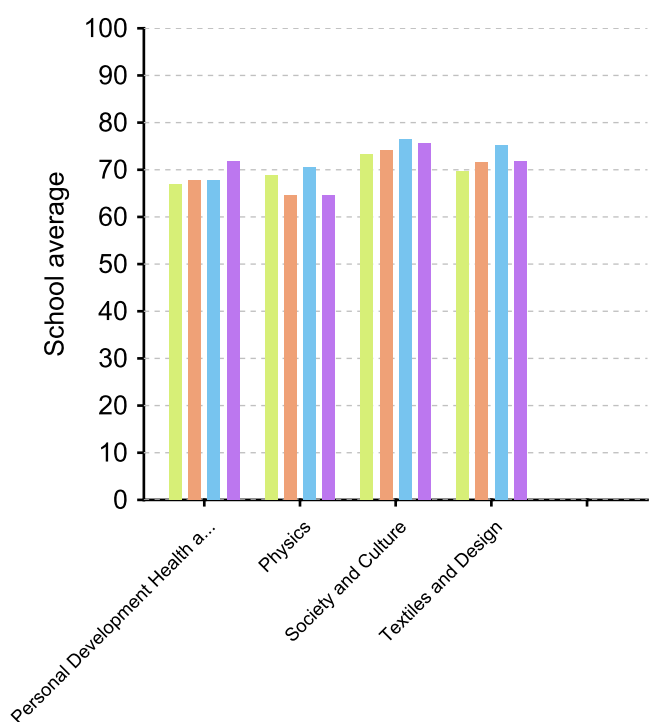
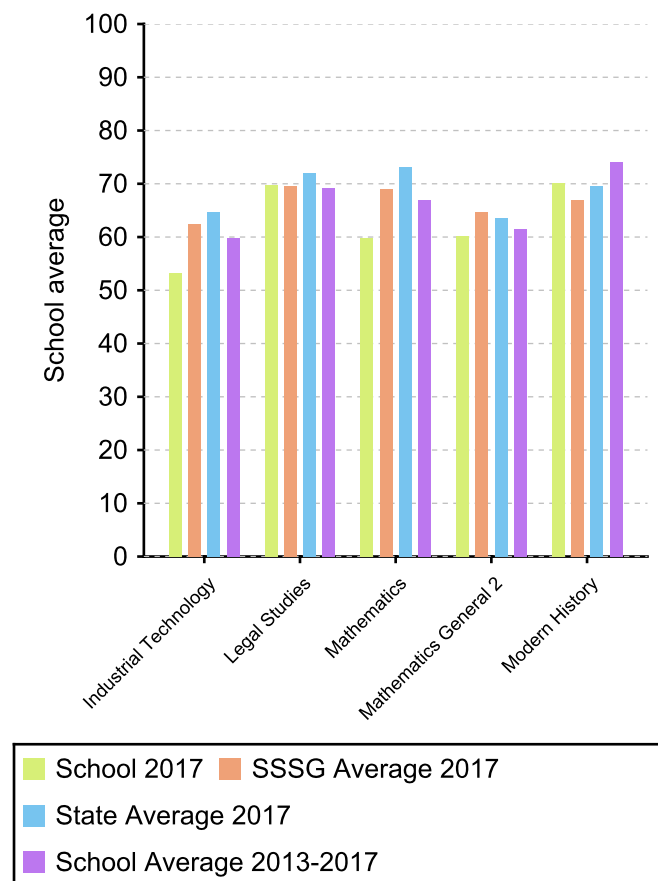
Overall, staff, parents and visitors report a positive climate in the school.

## Policy requirements

### Aboriginal education

Keira High School has maintained its commitment to a strong focus on Aboriginal Education in 2017. Planning focused on the development of accessible *Personalised Learning Pathways* created and maintained with an emphasis on literacy and numeracy goals for all indigenous students; developing the leadership opportunities for the senior indigenous students and ensuring all staff teaching Aboriginal and Torres Strait islander (ATSI) students know the indigenous students they teach and could support them with their individual goals throughout the year.

Aboriginal student leadership was enhanced through a variety of opportunities. Students, supported by a series of learning events, planned, led and hosted *NAIDOC Week* celebrations, *National Apology* and *Sorry Day* assemblies as well as regional *Reconciliation Week* ceremonies. Senior students attended a student Careers Day at the Sydney Opera House where they were informed of alternative career paths, participated in interview workshops, learned about available work experience and traineeship programs available and were able to question Aboriginal panel members regarding job opportunities. These opportunities provided students clear pathways to embrace their



culture and be the voice which helps the school community develop deep understanding and appreciation of the nation's oldest culture.

Keira High School has remained committed to enriching all student's respect for the first peoples of our country through sustaining its Aboriginal educational policy targeting continuous lifelong learning through the extension of the Aboriginal Education Program in stage 4. In addition to a program of study for all students in Year 7 examining historical aspects of Aboriginal culture in Australia, the curriculum was further developed for all year 8 students. The extension of this school developed course targeted student learning in the area of contemporary cultural aspects of Aboriginal Australia.

Stage 6 Aboriginal Studies has provided a platform for Keira High School to continue being a Centre of Excellence in Aboriginal Studies allowing students from the region and the state to enrol in and engage with the Stage 6 Aboriginal Education Curriculum. Students in this course continued to perform at a high level, achieving at or above state average bands.

All Aboriginal students at Keira High School developed a *Personalised Learning Pathway* to target specific numeracy and literacy needs with a goal to improve engagement across all subjects. Mentors worked closely with students and their subject teachers to ensure the targets for their 2017 goals were met. Students were involved in an evaluation process to ensure the process was inclusive and plans could be adapted.

All senior students have the opportunity to receive individual tutoring in targeted subjects listed as goals within their *Personalised Learning Pathway*. Students also spent time with University of Wollongong AIME mentors as part of the AIME Program which developed their understanding in career mapping, goal setting, resume writing, and homework needs where required. Year 12 students participated in interview practice, engaged in a careers expo and were encouraged to speak to a range of potential employers and secondary education providers. Students were also provided with specialist guidance in the area of examination preparation. This involved setting key goals during the examination period and provided support that could be accessed during the six months post school.

For students in Years 7 to 10, tutors were employed for targeted students to improve their numeracy and literacy outcomes. They would meet with students on a weekly basis to engage with assessment tasks and homework, or spend time focusing on areas of literacy and numeracy development within these tasks. These students were also supported with University of Wollongong AIME mentors through goal development, exploring their identity and culture as well as encouraging literacy through Aboriginal perspectives.

An evaluation of Year 9 NAPLAN numeracy and literacy data indicated that students are showing growth in both disciplines of literacy and numeracy. The data analysed indicated that 81% of students had higher than expected growth in reading, 80% had higher than

expected growth in spelling and 70% had higher than expected growth in grammar and punctuation. Additionally, 100% of students had growth in reading.

Improvements were also noted in numeracy with 67% of Year 9 students having a larger than expected growth in overall numeracy with one student reaching the highest numeracy band. Overall, 100% of Keira High School indigenous students achieved at or about minimum standard in numeracy.

## Multicultural and anti-racism education

Keira High School prides itself on being a diverse and inclusive learning community. The school has exceptionally strong policies and initiatives that support both multicultural and anti-racism education. Staff at the school ensure that students from multicultural backgrounds, and indeed all students, are able to achieve the highest possible outcomes, both academically and socially. The student body is highly multicultural, with 37.9% LBOTE of the current cohort being from a Language Background Other Than English (LBOTE). The school regularly receives an intake of newly-arrived refugee and migrant students, and is renowned in the wider community for its successes in strongly supporting these students and celebrating their contribution to the school.

## Celebration and Recognition

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

### *The Keira Diamonds*

The school supports a multicultural and refugee choir, *The Keira Diamonds*. The choir is a centrepiece in the school's multicultural education strategy. It fosters confidence in its culturally diverse students. Prominent public performances at school and community events also reaffirm to these students and their peers the value that the school community places on diversity and multicultural education. Among *The Keira Diamonds* most significant performances for the year was their success at the *Viva La Gong* festival. Once again, the group was asked to perform at *Viva*, one of the Illawarra's largest and most popular festivals by the organising committee. The group also performed at a number of school events, including the school's Presentation Evening. *The Keira Diamonds* remain a potent public representation of the school's commitment to multicultural education.

### *Parent Café*

A bi-annual parent café afternoon focuses on building close ties with EALD families, particularly those who are newly-arrived. The school organises interpreters for families to ensure they are provided with an enhanced understanding of school policies and procedures, as well as upcoming events. Following formal presentations from EALD staff, an afternoon tea allows parents to meet staff from across the school.

## Harmony Day

Harmony Day in the school was once again celebrated and fostered through a range of curricular and extra curricular activities. Student leaders, some of whom are of multicultural and refugee backgrounds, led the school celebrations on Harmony Day and at lunch time activities. A major Harmony Day project involved all students across the school identifying their cultural heritage on a world map placed within the school foyer. This remains a potent visual celebration of the school's pride in its diversity.

### Other initiatives include:

- A significant focus in teaching programs on Intercultural understanding, particularly in HSIE and English KLAS.
- Keira High School's Anti-racism Officer oversees learning events for staff and students that foster awareness and intercultural understanding.
- The school's anti-racism and harassment policy continues to be implemented across the school.
- Parents of LBOTE students are actively engaged by the school.
- Interpreters and SLSOs are available at all major school information sessions, including parent-teacher nights. Interpreters and the school's multilingual SLSOs frequently make contact with parents to ensure clear lines of communication between the school and
- The school employs both a female and male Arabic speaking SLSO, along with a Karenni speaking SLSO. These staff members offer bilingual support in the classroom along with maintaining communication, particularly for newly-arrived students and their families.
- EALD staff promote the multicultural and inclusive nature of the school at Expo Night and other events.

## Optimising Multicultural and EALD learning outcomes

Keira High School's EALD students, in particular those who are newly-arrived or from refugee backgrounds are supported by a range of targeted staffing and teaching programs. The school has a high number of Syrian and Karenni (Burmese ethnic group) refugees, along with other migrants and a small number of international and exchange students.

### Supports include:

- Four specialist EALD teachers share a 3.2 FTE staffing allocation and 0.2 FTE Targeted Refugee Student Support. Over one hundred students from a broad range of language backgrounds are supported across KLAS as well as in the development of their communicative and academic English.
- Parallel EALD English classes are taught in Years 9 and 10, and the ESL Higher School Certificate Course is available for Stage 6 students.
- Stage 4 students are supported in intensive

English groups as necessary, as well as receiving support across KLAS.

- The school has pioneered an EALD literacy elective. This intensive course fosters the refinement of communicative skills and development of academic literacy for Stage 5 EALD students.
- Strong EALD numbers in Year 11 allowed the school to offer Stage 6 subjects with majority or exclusively EALD groupings. EALD pedagogy and support could then be targeted to these classes. These included a *Fundamentals of English* class to consolidate academic English in Year 11, along with Senior Science and vocationally-oriented courses like *Work Studies* and *Hospitality*.
- The school continued to offer informal tutoring and academic support to EALD students. EALD staff operate a drop-in homework centre at lunch times. The school's Learning Centre also provides an active academic support space for EALD students in breaks and Stage 6 study periods.
- EALD teachers continue to work closely with staff across KLAS on best-practice pedagogy for students of LBOTE and refugee backgrounds. This includes collaborative planning, lesson observations, team teaching, assistance with differentiation and withdrawal of students for intensive support.
- The school's Special Education Unit also addresses intercultural understanding in its programming and supports students from a broad range of language backgrounds.

## Professional learning for teachers in intercultural understanding and EALD pedagogy

EALD staff work closely with other staff members. Formal professional learning in EALD pedagogy and intercultural understanding is offered, alongside informal mentoring and practical support.

### Teaching Students from a Refugee Background

All teaching staff were offered the opportunity to complete the QTC accredited *Teaching Students from a Refugee Background* course. This forms a significant part of the school's strategy in supporting multicultural learning. The entire teaching staff completed Module 1 of the course, which offers foundational learning on the refugee experience and its pedagogical ramifications. In addition to this a number of staff –including representation from all faculties across the school – completed the remaining four modules. The course was offered by the school's EALD staff who are accredited in its delivery.

### Leading the Region

Keira High School continues to lead the region in multicultural education and the implementation of EALD pedagogy. The term two EALD CNI Staff Development Day, organised by and held at Keira High School combined all Secondary EALD teachers from the Northern Illawarra to as far south as Ulladulla and includes teachers from the Warrawong Intensive English Centre. CNI meetings have led to enhanced professional networks and assisted in developing EALD



pedagogical practice across the region.

Keira High School has a strong alliance with Warrawong Intensive English Centre (WIEC) and is a targeted school for WIEC graduating students. Integration Network Meetings are attended by EALD staff to discuss the needs of integrating students. A buddy system and intensive support enables students to transition smoothly from WIEC.

### *Refugee Support Leader*

Keira is the base school for the Refugee Support Leader (RSL) for the Illawarra and beyond. The school was selected for this based on its leadership in EALD pedagogy and refugee support. The RSL builds the capacity of schools throughout the Wollongong area to support students from refugee backgrounds. Keira staff work extremely closely with the RSL in enhancing academic and social outcomes for students of refugee backgrounds.

### **Engagement and retention**

The school has very high rates of engagement and retention for all students, including its multicultural and LBOTE cohort. This is a direct consequence of the academic and social programs and initiatives promoted by the school. EALD students engage in the learning process and are celebrated by the school community as a positive asset to the school. As a result the EALD students' success and confidence contributes to Keira's harmonious and positive learning environment.

This strong engagement and retention is underpinned by social programs that develop the whole student, enabling them to thrive in and contribute valuably to the wider community. As part of this Keira maintains productive partnerships with community organisations such as Multicultural Communities Council Illawarra(MCCI), Illawarra Multicultural Services (IMS), Wollongong City Council and Headspace. Various incursions and excursions occurred throughout the year, allowing students to access these services, ensuring particularly that the needs of newly-arrived and refugee students and their families are being met.

### *RAW (Ready Arrive Work) Program*

The RAW program targets newly arrived and refugee students in Year 10. It develops student understanding of the Australian workplace environment and provides them with the skills they require to be able to seek future employment. Educational and vocational pathways, along with industry and educational provider visits, also form important components of the course.

### *Illawarra Multicultural Youth Conference*

Keira teachers play a leading role in the Illawarra Multicultural Youth Conference (IMYC). The IMYC is an annual event run in partnership with MCCI and IMS and is supported by Wollongong City Council. It connects refugee and EAL/D recently arrived EALD students across the region's high schools to migrant service providers and youth services. Along with fostering

these connections, the program aims to enhance student wellbeing by filling potential learning gaps in co-curricular content and socio-cultural understanding. Workshops focus on concepts as diverse as surf safety, goal setting and attainment, and understanding the role of the police force.

### *Multicultural Arts Programs*

Alongside *The Keira Diamonds*, the school offered significant arts opportunities to assist in the engagement and retention of multicultural students. Students participated in a two-day street art workshop, under the auspices of SBS television. Their work was prominently displayed in Sydney's *Darling Quarter* outdoor art space for over a month. EALD students also participated in a lantern making workshop through Wollongong City Council, later participating in a lantern parade at *VivaLa Gong* festival. Keira students also worked with Red Room Poetry in multicultural poetry workshops. Selected poems were exhibited at a local art gallery and students performed their work at Wollongong Town Hall as part of Refugee Week celebrations.

### *Supporting at risk EALD and refugee-background male students*

In conjunction with the Refugee Support Leader the school implemented various strategies aimed at the engagement and retention of at risk male students, particularly older students. Major initiatives included a one day 'Building Resilience in Young Males' workshop, held at Wollongong Youth Centre, and a capoeira program. The capoeira program began in term 4, targeting the most at risk male EALD students. This evidence-backed program has already shown some success in helping its Keira participants cultivate self-regulation, confidence and self-discipline.

## **Other school programs**

### **Achievements in Wellbeing**

Keira High School is dedicated to developing the physical, social, emotional and cognitive wellbeing of all students, through a comprehensive Wellbeing Program. Using the Wellbeing Framework as a basis for an authentic program the Welfare Team has redeveloped the program with the aim of strengthening the wellbeing of all students.

### **Physical Wellbeing**

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

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

- Immunisation program
- Year 11 Crossroads program
- Cyber safety / Digital Citizenship program – Wollongong Police initiative

- Timely communication to parents, staff and students regarding illnesses in the community
- RYDA – Driver Safety Program Stage 5 and 6
- Harmony Day whole school celebrations
- White Ribbon whole school awareness program
- International Women's Day initiatives
- Peer Support program
- Travel Safety Stage 6
- Women In Leadership Conference
- Drugs, Alcohol and the Law – Wollongong Police workshops
- H.S.C Optimal Wellbeing / Optimal Success Workshops
- Mindfulness Program

## Social Wellbeing

Social wellbeing is associated with positive relationships and connectedness to others. It is an important part of pro-social behaviour and our empathy towards others. Fostering this gives students skills for the future.

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

- Peer support program
- Flourish – resilience program
- Cyber Safety workshops
- Harmony Day whole school celebrations
- Circle of Friends and Lunch time games programs
- White Ribbon day initiatives
- International Women's Day celebrations
- Peer support leadership development programs – Year10
- Year 6 into 7 Transition Program, including Orientation day, extra transition visits and Year Advisers visits to Primary schools
- Year meetings and events co-ordinated by Year Advisers
- Kindness program – Anti harassment

## Emotional Wellbeing

Emotional wellbeing relates to self-awareness and emotional regulation. It focuses on resilience, self-reflection and how we cope with different situations.

Fostering the emotional wellbeing of students has

- Principles of Mindfulness
- Peer support programs
- R U OK day mental health awareness program
- Resilience and confidence development workshops
- Peer Support Leadership Program
- H.S.C. optimal wellbeing – optimal success workshops

## Cognitive Wellbeing

Cognitive wellbeing is associated with achievement, success and the attainment of knowledge through positive learning experiences.

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

- Financial literacy workshops
- Peer Support Program
- Year 6 into 7 transition program
- H.S.C Study Bootcamp – UoW and Keira High School partnership
- Directed Senior Study Program
- Study and Organisational Skills Days
- Stage 6 UoW study day
- Learning Labs – UoW and Keira High Schoolpartnership
- Positive reinforcement through the Keira High School Merit System
- Year assemblies, Year meetings, and formal recognition assemblies
- H.S.C. scholarships – Saint Vincent De Paul and Keira High School partnership and DoE scholarships
- Growth and Mindset Workshops – “The Power of Yet”

## Spiritual Wellbeing

Spiritual wellbeing is our connection to culture, religion or community and includes beliefs, values and ethics.

The spiritual wellbeing of students has been enhanced through programs such as:

- Resilience programs
- Principles of mindfulness
- R U OK Day
- Harmony Day whole school celebrations
- Year 7 Peer Support program
- Year 10 Peer Support leadership training
- White Ribbon Day program
- Whole school activities that celebrate inclusivity, diversity and respect
- Year 7 Religious Education program
- Kindness program – anti harassment

## Achievements in Science, Technology and Mathematics Education (STEM)

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

Students at Keira are immersed in various aspects of STEM in their classwork, particularly within their Science and Technology courses. The Science and Technology Education Leveraging Relevance (STELR) pilot program continued at Keira in 2017. STELR is a hands-on, inquiry based curriculum program designed for Year 9 or Year 10 students on the themes of global warming, renewable energy and sustainable housing. STELR is an initiative of the Australian Academy of Technology and Engineering (ATSE). ATSE is committed to advancing STEM education. 2017 also saw the acquisition of world-leading technology in the form of new probes and data loggers that collate and process data and allow students to access and further

process this data using laptops, tablets and other devices. Over time the suite of probes will be added to as new demands arise to support syllabus outcomes and student initiated research across relevant KLAS. This new equipment will further enhance many aspects of STEM related course work.

In the Science and Engineering Challenge, a team of Year 10 students competed nationwide against other schools, building and manipulating a variety of devices and machines. Keira has made the state final of this competition on seven occasions in nine attempts since 2008 and our 2017 team again emerged clear champions from the regional event and went on to match our characteristically high standard at the state final, achieving an equivalent fourth across three days of competition as one of the top 24 schools of NSW.

*"Keira High's past victorious streak in the Science and Engineering Challenge had placed massive pressure on the 2017 team. With the expertise from teachers and past competitors, the newly formed team felt relieved and confident during preparations and was ready to take on the challenge of the regional final. Keira's representatives put their best feet forward on challenge day, as eight teams of four set off to their activity. One of the highlights was Confounding Communications, where teams must come up with a series of codes using fibreoptic cables to send and receive various messages. Being a brand new activity and with few clues and no prior help, the team worked together to come up with a solution that was efficient and accurate. Throughout the day, students explored the importance of communication and teamwork to achieve a certain goal."* **Andrew Nguyen, Year 11**

*"Thursday, August 17th was a long but worthwhile day. Our 2017 Science and Engineering team along with three teachers went to the Super State final at University of Newcastle. The challenges at state were definitely more intense, more challenging than regional. New activities were introduced, and stricter rules were applied to some of our old activities. We had to plan and problem solve on the spot. Throughout the day we experience many obstacles, we have learned quite a lot, and we have achieved quite a deal personally and skills-wise. Most importantly, we had lots of fun together and great memories were created during this journey."* **Nhi Thai, Year 11**

Keira's ongoing success in this event led to the initiation of our Year 5 STEM Tournament for the Keira Community of Schools in 2015 and visits to Year 4 classes at those schools in 2016 by Keira students. These programs continued in 2017. The STEM Tournament for 2017 catered to over 220 students with Pleasant Heights Public School emerging as winners. Staff and students at Keira prepared for the day by building and trialling equipment and testing rigs that in turn would provide more realistic training for our Science and Engineering Challenge teams and expand the scope of the activities delivered by our supported STEM visits to our CoS. Participants were mentored, scored and assisted by students from our Challenge teams from 2016 and 2017. This year's event saw the introduction of robotics, coding and aesthetic elements.

The robotics activity was conceived and developed by two students and many others assisted with the construction of the devices. Three other students designed and developed the equipment and procedures that supported the coding activity. In another activity, coding and Bluetooth technology were employed to create art work using small modified robots.

*"The Year 5 STEM Day included a tremendous amount of preparation from all team members and staff involved. This was due to the new activities that we created. All team members demonstrated excellence in leadership, commitment, communication and initiative in this preparation. The activities we ran allowed students from Keira's Community of Schools to solve problems as a team and have lots of fun doing it."* **Maria Micale, Year 12**

Leading up to the Year 5 event, teams of six students and assisting staff visited each of the public schools within Keira's CoS during May and June and provided half a day of STEM activities for Year 4 students. In most cases the Keira STEM ambassadors were able to visit their own public school and reconnect with staff and work with younger students from their own neighbourhood. Over the space of six visits Keira students set up, ran workshops and packed up equipment and mentored and scored the efforts of almost 300 budding STEM experts from Year 4.

*"The school visits were a great opportunity to encourage young girls to further their interest in STEM. I frequently asked the girls if they were enjoying the challenge and if the activities interested them. If they were reluctant, I tried to establish a positive mindset by sharing my own experiences of STEM as a female student. My tales of enjoyment and successes in STEM and my perspective as a role model stimulated their interest and made them more eager to participate."* **Brooke Wilson, Year 12**

2017 concluded with staff and students planning events for 2018 with equipment being further developed, modified and tested. Keira's STEM team have continued the process of formalising all aspects of STEM at Keira into a dedicated STEM Program that supports both curricular and extracurricular activities.

## **Achievement in the Arts**

With some staff changes and a focus on programming and assessment across the school, our main aim for teaching and learning in 2017 has been on consolidating the learning within the class. As always, we acknowledge that much learning in the arts takes place outside regular school hours and is the result of much collaboration and team work.

## **Music**

- Students performed in a range of contexts, including the popular 'Plugged' lunchtime concerts.
- Small ensemble groups such as junior and senior

vocal, were a focus in 2017. In 2018 we aim to reinstate the Keira High School Band with a new and exciting program of outside tutors. After many years of dedicated service to her students, Mrs Trish O'Leary retired at the beginning of term 4.

### Dance

- Dance continued its solid growth with Keira High School's first cohort of senior students completing their HSC. Students' experience was enhanced through participation in the South Coast Regional Dance Festival, with our hardworking Dance Ensemble representing the school with a spectacular and colourful performance 'Final Fantasy'.
- 20 students took part as dancers in Southern Stars, continuing a long tradition of participation in this spectacular event.

### Drama

- Performance opportunities were again an integral part of success in Drama, and our Stage 5 class participation in the Regional Drama Festival was a highlight.
- Activities beyond the classroom included visits to On Stage and Belvoir St Theatre.

### Visual Arts

- Students participated in a range of learning experiences beyond the classroom to enhance their studies, including visits to and workshops at Wollongong Art Gallery, Art Gallery of NSW, Sculpture by the Sea, the Dobell Drawing School and the National Art School HSC Extension Course.
- Selected Year 7 students had the opportunity to visit the Art Gallery of New South Wales to investigate the Archibald Prize first hand.

### Achievements in Student Voice and Leadership

The *Student Leadership Program* at Keira High School aims to promote leadership opportunities for all students beginning with a focus on opportunities to lead within the classroom to the development of a strong senior student leadership team to promote the school values and commitment to their community.

In 2017 our plan included :

- Implementation of a teacher mentor role for each major student leadership group.
- A student leadership program that provided a series of learning events to enhance leadership skills.
- A scope and sequence of student led activities based on developed leadership skills.
- Formal program to encourage membership of the SRC.
- Senior student leadership team leading SRC and Interact .

As a result of this plan :

- SRC presence in school activities enhanced through increased size and capabilities.
- Sports Captains expanded lunchtime sport

opportunities.

- Faculty based opportunities enhanced through EXPO evening, additional opportunities in STEM, MeSh, community awareness programs, Parents and Citizens Association Showcase evenings.
- Students in voluntary community groups actively engaged student body in volunteering and donating through activities such as *Surfing for the Disabled*, *Bear Cottage* fundraiser.
- Formal year group and Special Education assemblies and events planned and implemented by SRC and student volunteers.

### Achievements in Special Education

In 2017, students within the Special Education unit sustained outstanding educational outcomes. Providing access to respectful learning opportunities remained the focus of a curriculum defined by a breadth and depth of quality programs that engaged the wider community.

#### Parent Partnerships

Significant improvements were achieved in supporting parents to collaborate with teachers in supporting the learning of their children. The composition and review of each student's *Individual Education Plan* was enhanced by structured meetings that were supported by scaffolds for all stakeholders. Students, parents and teachers engaged in intelligent dialogue based upon quality data sets and qualitative evaluations of student performance that have been streamlined in Sentral. These meetings targeted the development and review of *Individual Education Plans* and successfully engaged 88% of parents. This demonstrated sustained improvement of authentic and productive partnerships between home and school. Parent surveys also indicated a heightened level of understanding of the school environment and confidence in seeking feedback from teachers. Parents indicated high levels of satisfaction with 'how the school communicated with them', however, 90% expressed a need to share 'student successes' within the school community via the school newsletter and other emailing platforms. 100% of parents felt 'confident in communicating their ideas to teachers. All parents also highly valued their inclusion in whole school parent meetings.

#### Student Centred Learning

A student centred learning model approach has continued to drive learning across all special education classes. Students enjoyed a learning focus where discovery, problem solving and peer collaboration empowered the student as the driver of their own learning. Project based learning programs provided students with opportunities to learn independently and from one another with teachers coaching them in the skills necessary to engage learning with confidence and fluency. Quality lessons supported students to create a healthy eating initiative, the Keira Car Wash, civics and citizenship fundraiser for the *Winter Sleep Out*, *Backpack for the Homeless*, the Breakfast Program, an enterprise learning project, and the annual creative and performing arts exhibition. These

programs substituted teacher instruction with active learning experiences supported by open ended problems and challenges that require critical and creative thinking.

### *Creative and Performing Arts*

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

### *Flexible Learning Spaces*

Innovative flexible learning spaces sustained and supported innovative pedagogy to enhance student learning. This initiative explores the relationship between space and pedagogy and has resulted in the establishment of three flexible learning spaces across the school and outdoor conversation circles all accessed by students learning within the Special Education unit. Evaluation surveys of students point toward the program's potential success. 92% perceived improved engagement and cited the capacity of the space to support *learning with others, working in a team* and *solving problems together*. Updating technology to support these spaces will be a key focus for the school's future direction.

### **Achievements in Sport**

Keira High School enjoyed another successful year in a variety of sporting arenas, providing a range of opportunities for students in both recreational and competitive sport. A strengthened House competition achieved through the addition of a weekly point system reinforced positive student participation. Waratah continued its previous success being named Champion House again in 2017.

Individual and team success in the Swimming, Cross Country and Athletics Carnivals, as well as Age Champions, individual South Coast Regional representatives and NSWCHS representative's achievements were celebrated at the 2017 Sports Presentation.

The role of Sport House Captains continued to become more prominent within the school. House Captains strengthened their positions, leading their houses at carnivals, assemblies and led a variety of sporting events during lunch, creating a greater sense of belonging in students to their delegated house.

### *Recreational Sport (Terms 1 and 4)*

A wide range of sports were offered to cater for all levels of ability and experience. These included tennis, swimming, basketball, football, volleyball, dodge ball, indoor football, surfing, learn to surf, paddleboarding, rock climbing, boy's gym, yoga, trampoline, fishing, dance, Oz tag, beach games, darts and walking. The Year 7 swimming program continued for its twelfth year. This valuable program caters for students of all levels of swimming ability with the aim of improving water safety skills and water safety awareness.

### *Competitive Sport (Terms 2 and 3)*

Keira fielded 28 teams in the Northern Illawarra Grade Sport competition. Thirteen teams successfully made finals, with 8 being victorious. In its inaugural year as a grade sport, Keira's Dart team won the Northern Illawarra Darts Championships and received both the perpetual school trophy and the Champion Team trophy.

### *Carnivals*

The participation of athletes who attended Swimming, Cross Country and Athletics carnivals continues to be high. From these carnivals, successful athletes represented Keira at the Northern Illawarra Zone and South Coast Regional Carnivals. A number of these athletes gained selection in South Coast teams to compete at NSWCHS carnivals.

### *Significant Individual and team achievements*

Keira High School students had outstanding individual and team results at South Coast SSSA and NSWCHS carnivals. The following students were selected in NSWCHS state teams, some received honourable recognition for their talents.

### *Swimming*

- Emma Lowe was named Northern Illawarra SSSA and South Coast Regional 13yrs Girls Champion and went on to represent South Coast at NSWCHS swimming.
- Clancy Lowe was named Northern Illawarra SSSA 15yrs Age Champion and went on to represent South Coast at NSWCHS State Swimming Championships.
- Jack Cockington was placed 1st in the 17+yrs 400m Freestyle and represented South Coast SSSA at NSWCHS State Swimming.

### *Athletics*

- Kalia Spencer won the 12yrs 100m and Breanna Nicholson the 12yrs Discuss. Both were selected in the South Coast team to compete at NSWCHS State Athletics Championships.
- Sharnee Behr was placed 2nd in the 13yrs girls javelin and Chloe Mawson 2nd in Hurdles. Both students then represented South Coast at NSWCHS.
- Omar Abdel Megeed won both the 100m and 200m at South Coast Championships and represented South Coast at NSWCHS Athletics



Championships.

- Joshua Plumb achieved excellent results in the 15yrs boys 100m, 200m and hurdles, being placed 2nd in all three events at South Coast Regional Championships and gained selection in the South Coast team to compete at NSWCHS Athletics Championships.

#### *Regional selection*

- Girls Cricket: Dharmini Chauhan – Northern Illawarra SSSA Blues Award
- Basketball: Jeremy Bailey, Samuel Bentley and Riley O'Brien – Northern Illawarra SSSA Blues Award
- Baseball: Drew Behr
- Girls Football: Aaliyah Sigabalavu – Northern Illawarra SSSA Blues Award
- Boys Football: Branislav Radmanovic
- Hockey: Callum Joyce
- Tennis: Isabella Poposki – Northern Illawarra SSSA Blues Award
- Water Polo: Jack Cockington, Clancy Lowe and Emma Lowe

#### *NSWCHS selection*

- Basketball: Riley O'Brien
- Cricket Girls: Dharmini Chauhan
- Rugby Union: Tumoana Poata
- Tennis Girls: Isabella Poposki
- Water Polo: Jack Cockington, also selected in the NSWCHS team to tour America.

#### *State Knock out Competitions*

- Keira's Open Boys Basketball team and our 15 yrs Basketball teams were both named South Coast Champions.
- Keira's AFL 9's team won the NSW AllSchools Championships which was an outstanding achievement.