

# Kirrawee High School

## Annual Report



2018

KIRRAWEE HIGH



8437

## Introduction

The Annual Report for **2018** is provided to the community of **Kirrawee High School** as an account of the school's operations and achievements throughout the year.

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

P. Owens

Principal

### School contact details

Kirrawee High School

21-29 Hunter St

Kirrawee, 2232

[www.kirrawee-h.schools.nsw.edu.au](http://www.kirrawee-h.schools.nsw.edu.au)

[kirrawee-h.school@det.nsw.edu.au](mailto:kirrawee-h.school@det.nsw.edu.au)

9521 2099

### Message from the Principal

It is with great pleasure that I welcome all readers to peruse the goals, challenges and achievements of Kirrawee High School for 2018. Kirrawee is a large and vibrant community in which there exists a singular focus on the overall goal of developing the fine young women and men who ultimately walk from our gates. It is in humanity that learning finds its meaning and offers students the knowledge and skills to equip them for a dynamic, exciting and evolving world. In the spirit of our motto, *Measure by Achievement*, Kirrawee looks to shape the qualities of young people as a measure of their character and their resilient outlook to personal achievement that thrives from lifelong learning. It is for these reasons that alumni of this fine school have made significant contributions to every walk of life and students continue to excel across the curriculum: technical, humanities, sport and social justice. I commend this report to you as testimony to the abiding quality that embodies this school: nothing of value can be achieved without hard work.

### Message from the school community

Parents and carers are active participants and invested in the quality education provided at Kirrawee High School. We encourage as many of the community to get involved as possible to support our children and teachers during these most important and formative years. As a community we greatly benefit from the sharing of ideas and the support we give the school in meeting the challenges of a Twenty First Century education. There is a focus within our community on student welfare and keeping our kids safe, supported, and developing as respectful adults. In this way all parents and carers can make a significant difference to the school's direction of positive education, an initiative that draws on the goodwill, qualities and support of our entire Kirrawee High community. The benefits of our work together are shared by young people, teachers and parents/carers alike. Scott Murray, P&C President

### Message from the students

Throughout 2018 Kirrawee High School actively reinforced the school's motto of *measure by achievement*. This year students across all year groups excelled in class learning, sport, arts and leadership, which has been a credit to the hard work and dedication of staff in supporting students. Kirrawee High students embraced the local and wider community by supporting Bates Drive, White Ribbon, NAIDOC, Wear it Purple and the Leukaemia Foundation's Worlds Greatest Shave, as well as engaging in numerous co-curricular activities such as the Madiba Project, Japan and French overseas trips, year group camps, art exhibitions, music ensembles, and several sporting and academic events. This represents just a few of the many ways in which Kirrawee High prepares us to take on the world. Kirrawee Smith and Blake Anderson – School Captains

# School background

## School vision statement

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

## School context

From a proud and ongoing tradition, Kirrawee High School represents conspicuous excellence in a wide range of academic, service, arts, sporting, language and community endeavours. As a public, comprehensive and languages high school of excellence, Kirrawee develops students to think critically and independently about their world and the ways in which they can contribute to humanity's future wellbeing and prosperity. The school actively works to develop ethical, resilient and emotionally intelligent young people who define personal accomplishment and continual improvement as the measure of their character and achievement. It is acknowledged that a very strong work ethic is essential to leading a meaningful life. A large school population (approximately 1220) reflects an engaged and supportive community which holds high expectations for educational opportunities, outcomes, and the post-school lives their children will lead. In the same way teachers and support staff nurture high expectations for the learning and personal responsibility students demonstrate to meet and exceed the promise afforded by a safe, warm, aspirational school and family environment. The school achieves these goals with an emphasis on high quality programs, which are supported by experienced and enthusiastic staff. Staff value their professionalism and honour their practice, generously supporting colleagues and continually developing their skills. Equally, they understand that it is the positive influence on young people that defines their profession as a compassionate and inspired calling. For all these reasons, there is an unshakeable pride as students, parents and teachers in belonging to the Kirrawee High School community. There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits for all.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

The first year of the new School Plan 2018–2020, it has been an exciting period of building upon the strong focus placed on the foundational skills of literacy and numeracy and the differentiation necessary to fully support individual student learning and growth. Both of these critical learning areas were introduced in the previous plan as two of many key goals. Now firmly established, the school looks to further develop the skills and understanding that will strengthen individual student outcomes. The third major goal of the new School Plan is positive education. The building of resilience and general wellbeing is seen as an indispensable precondition for optimum learning. All three learning goals are intertwined and it will be the combination of these directions that will deliver quality education for Kirrawee High students.

### Teaching

Professional practice through regular learning and application was strengthened throughout the period of the former School Plan. As indicated above, the focus has now been placed on developing professional skills and deeper understanding in the areas of literacy and numeracy, differentiation, and positive education. To support this learning and the ongoing evidence for teacher accreditation, further registered courses were developed and together provided ready access across a range of focus areas throughout the year. As a new area of learning, there was a heavy emphasis placed on positive education in 2018, becoming the theme for a cross-faculty Three Rivers community of schools project. The third year of participation in Three Rivers, over 20 staff have now acquired wide knowledge, honed skills, and shared their understanding with all teachers. This has also led via preparatory work last year to a community of three high schools project in 2019: 4C Transforming Schools program, focusing on the cross-curriculum skills of *collaboration*, *critical reflection*, *communication*, and *creativity*.

### Leading

Opportunities were further expanded in 2018 for staff to develop leadership skills and become an active participant in the

directions of the school. Professional teams were reorganised and special projects introduced. A shift in the profile of staff has put an exciting emphasis on induction, early career development, and the sharing of ideas in the rapidly unfolding research of leadership and practice. Moreover, student leadership continues to develop as a major force in the culture and life of the school. A source of real world learning, there is an ever growing sense of how we take the specialized skills of the learning domain and combine them with the interdisciplinary skills of creativity, innovation, communication, critical reflection and collaboration in order to become more agile problem solvers.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

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

### Purpose

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

### Overall summary of progress

There has been pleasing progress made with the three major learning goals of the School Plan 2018–20. In many respects, they are a refinement of the previous plan's goals and the areas that will provide optimum impact on students' learning. Literacy and numeracy now assume a far more central and focussed place in the current plan. To this end, a range of strategies are outlined below, which were introduced with a view of better accommodating student needs across the learning spectrum. It was also believed prudent that literacy would be the sole focus in 2019. Time was taken by two executive teachers to investigate the school's literacy needs and the effective learning strategies that would promote and progress literacy learning at Kirrawee High. Central to the plan was the trial of a dedicated literacy teacher in Term 4, which will now be in place for 2019. From students with specific learning needs through to high performing students, this range marks a significant challenge for all teachers. For this reason differentiation remains a complementary strategy to literacy and numeracy and supports more personalised learning across the curriculum. A number of specific initiatives is outlined below, which between them look to vary learning experiences, content and the level of directly supported instruction. The research in relation to Positive Education has attracted considerable attention over recent years. It seeks to support students building the skills of resilience, a growth mindset, and the sense of purpose that helps engage and motivate students to learn. Therefore, without achieving the best outcomes from this School Plan goal, it is unlikely other School Plan goals can be delivered in ways that achieve optimum learning outcomes for all students. It is a very wide suite of practices that define positive education and many are already in operation at Kirrawee High. Even so, the more coordinated the effects of this goal the greater the benefits will flow to students across the board. The focus in 2019 was on teaching staff, their understanding and developing the skills that can be exercised in every classroom, as well as keeping themselves buoyant and ready to give of their best each day.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Literacy–Numeracy Measures</b>  Learn from strategies that strengthen students' literacy outcomes. <ul style="list-style-type: none"><li>• Increased integration of L/N in T&amp;L practice.</li><li>• Increase in classroom strategies shared across staff.</li><li>• More frequent feedback and sharing of effective L–N classroom strategies.</li><li>• Strengthened L/N value-added growth as indicated in Year 9 NAPLAN.</li><li>• Pre/post testing of specialised programs indicate improved L/N outcomes.</li><li>• Increased personal growth of students.</li><li>• Measured application of selected strategies (e.g. Bump It Up)</li></ul>	TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and literacy based resources.  Proportion of staff salaries.  Approximately \$40,000	Emphasis was placed on literacy in 2018, with work on numeracy to be included in 2019. Two head teachers coordinated a literacy team that included cross faculty representation and Learning Support. They focussed on quality research, analysis and understanding of the areas in which the school needed to focus in order to strengthen skills and ensure students across the literacy progressions were supported. The following initiatives were undertaken and progress achieved:  Introduction of PEEL (point, explain, explanation and link) as a scaffold to support improved and more cohesive extended writing skills. PEEL posters placed in each classroom for quick reference across all KLAs.  Year 8 Wordflyers program expanded, targeting grammar and reading skills; updates made following positive evaluation from previous year.  Trial of iCanWrite program in Term 4: Year 7 classes and teachers working with a dedicated literacy teacher through a scheduled series of targeted lessons that were further supported by the class teacher in regular subject lessons. Evaluation revealed impressive student learning outcomes and



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<p><b>Literacy–Numeracy Measures</b></p> <p>Learn from strategies that strengthen students' literacy outcomes.</p> <ul style="list-style-type: none"> <li>• Increased integration of L/N in T&amp;L practice.</li> <li>• Increase in classroom strategies shared across staff.</li> <li>• More frequent feedback and sharing of effective L–N classroom strategies.</li> <li>• Strengthened L/N value—added growth as indicated in Year 9 NAPLAN.</li> <li>• Pre/post testing of specialised programs indicate improved L/N outcomes.</li> <li>• Increased personal growth of students.</li> <li>• Measured application of selected strategies (e.g. Bump It Up)</li> </ul>		<p>high levels of teacher satisfaction with the advantages of team teaching literacy skills.</p> <p>A Year 9 high performing and gifted writers program was introduced, withdrawing students from class and drawing on the expertise of senior English teachers and 'writer-in-residence' mentor, Pam Cook. The workshops were based on a White Ribbon theme and discrete classes supported girls and boys approaches to writing. The collected stories were of high quality and were compiled into a published anthology.</p> <p>Selected Year 10 students were withdrawn from class in support of reaching the new minimum standards requirements for the HSC. By the end of 2018, nearly all students had reached the required threshold, well above State average rates of completion.</p> <p>A survey was undertaken of students qualifying as English as an Additional Language or Dialect (EAL/D) to compile individual student literacy information which was passed on to teachers by Learning Support.</p> <p>In combination with NAPLAN and ACER data analyses, and the loading of learning profiles into Sentral, teachers now draw on rich information regarding the literacy learning needs of students.</p> <p>The breadth and nature of SLSO in-class support has been refined to support the development of a wider range of foundational skills for students with identified needs.</p> <p>A teacher literacy and writing strategies toolkit was developed, which was part of a broader emphasis on intensifying and sharing good literacy professional practice. A 'reading hacks' program incorporating video and peer mentor support was developed for trial in 2019.</p>
<p><b>Differentiation Measures</b></p> <p>Apply strategies that strengthen learning outcomes from classroom differentiation.</p> <ul style="list-style-type: none"> <li>• Increased application of integrated classroom differentiation and flipped learning strategies in T&amp;L practice.</li> <li>• Visible and sustained evidence of differentiation in all T&amp;L programs.</li> <li>• Increased application of critical thinking, real world problem solving, AC general capabilities through classroom and PBL initiatives.</li> <li>• Pre/post measures indicate rise in the fluid application of cross</li> </ul>	<p>TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and differentiation based resources.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$20,000</p>	<p>The focus in 2018 and beyond is to gradually develop and deploy skills in differentiating content, learning process, outcomes and assessment. Therefore, the emphasis was not so much on new initiatives but the reflection, resource development and skills to ensure quality differentiated learning.</p> <p>The following initiatives were undertaken and progress achieved:</p> <p>A new model of learning support and the class interaction of SLSOs broadened the reach of differentiated support for a greater number of identified students. A larger number of students benefitted from in-class learning support.</p> <p>Teachers developed differentiated strategies and materials based on a stronger understanding of individualised learning needs in partnership with the Learning Support team.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>curriculum skills.</p> <ul style="list-style-type: none"> <li>Increased emphasis on Hattie's top teacher effects (&gt;0.7).</li> </ul>		<p>Over 70 comprehensive individualised learning plans developed and uploaded to Sentral for confidential and ready access to teachers.</p> <p>Community access programs developed for identified students.</p> <p>Further developed the approach to case management meetings with parents/carers and the negotiated support in relation to complex learning and wellbeing support.</p> <p>Withdrawal programs expanded, especially in Years 7 and 10 to support differentiated mentoring and remedial reading.</p> <p>The wide range of co-curricular programs – social justice, competitions, project-based learning, the arts, sports programs, debating and public speaking – strengthened and supported differentiated outcomes and skills. These areas also linked with and helped motivate students in the regular curriculum.</p> <p>Elevate Ed integrated across stages and cohort camps to support differentiated meta- and autonomous learning outcomes.</p> <p>Increased participation in ICAS mathematics competition, supported high level outcomes for talented mathematics students.</p> <p>ACER testing introduced as part of the Years 6 to 7 transition supports class placement and differentiated programs and outcomes for students.</p> <p>Four students selected as Featured Artists and others successfully auditioned for the choir and orchestra for the Schools Spectacular, supporting extraordinary extension opportunities for a range of students.</p>
<p><b>Positive Education Measures</b></p> <p>Apply strategies that strengthen resilience and strengthen classroom engagement.</p> <ul style="list-style-type: none"> <li>Positive Education initiatives expanded to build resilience, work ethic and grit.</li> <li>Increased use of language, techniques and processes aligned with Positive Education and building resilience.</li> <li>A decrease in the frequency and severity of student case management in relation to mental health.</li> <li>Positive Education is seen as a seamless complement to classroom practice and</li> </ul>	<p>TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and positive education resources.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$60,000</p>	<p>From intensive professional learning across 2018, teachers gradually apply the principles of positive education and growth mindset in their classrooms.</p> <p>Educator and media advocate Nathan Hulls presented to students on building resilience and being the best versions of themselves. He helped students understand the building of relationships, emotional intelligence, taking personal perspectives, rewarding the positive, empowering personal choice, re-framing success, embracing mistakes, and finding opportunities to stretch themselves.</p> <p>Co-curricular programs, interdisciplinary and enrichment, employed to engage students, build their personal sense of purpose, and connect learning in relevant and meaningful ways.</p> <p>Engaged with UNSW to participate in a major</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
generating the best personal learning outcomes.		<p>wellbeing survey, <i>Material Deprivation and Social Exclusion Among Young Australians: A child-focused approach</i>, in order to benefit understanding and promotion of positive lifestyles. The report helped staff understand factors of disadvantage and how they can better respond from case management through to proactive wellbeing programs.</p> <p>The SRC organised and mounted Wellbeing Week across the school, including the headline activity of Cam Greenwood, motivational speaker. Cam helped develop personal qualities related to pursuing student passion, having a 'crazy' vision, creating your own path, feeding your spirit, and stepping out to be you.</p> <p>An expansion of student voice and student leadership activities (including the Leadership Training Day) supported student autonomy and a sense of control across a range of surveys, forums and special projects.</p> <p>Based on Kirrawee's behavioural code and rules, students worked to crystallise into 3 readily remembered and accessible principles that support an inclusive, respectful and proactive learning community.</p> <p>Signage used in classrooms to support principles of positive education and reinforce messages and support.</p> <p>Year 9 worked with the YLead organisation, focussing on leadership, direction and a positive focus for life</p>

## Next Steps

Employ a dedicated literacy teacher for 2019 to support programs in Stages 4–6.  
 Embed PEEL scaffold across the curriculum and stages.  
 Evaluate ongoing Wordflyers, PEEL and iCanWrite initiatives.  
 Expand talented writer-in-residence program.  
 Develop a plan to support the earliest achievement of HSC minimum standards for all Year 10 students.  
 Continue to develop learning profiles, especially in relation to literacy and numeracy, and the mechanisms for supporting differentiated learning.  
 Shift focus of positive education to students and the means by which they build personal skills and resilience.  
 Develop understanding of growth mindset and the classroom practices that develop this outlook for all students.





## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

Strong progress was made towards providing professional learning that supported teachers implementing the four major goals for Strategic Direction 2. The first three goals align with those for Strategic Direction 1: literacy and numeracy, differentiation, and positive education. In these areas, and particularly the third as a foundation for all learning, there was significant and regular professional learning throughout the year. A highlight was the quality work of the Three Rivers Positive Education cross-faculty team who were immersed in the understanding and skill application of positive education, actively working to upskill all staff. There were also a series of keynote positive education speakers engaged to help develop essential skills and understandings for staff. A major commitment to professional learning was reflected in the moving of the staff development day in Term 2. In this way, nearly two full days of learning was achieved with a notable educator who works in the area of differentiation and brain-based learning. These sessions were supported with comprehensive resources and were tailored to support the application of classroom strategies. A series of weekly professional learning sessions supported the classroom application of all three goals and these sessions reflected a growing trend in 2018 of peer-based learning, drawing on the strength of collective efficacy and teacher collaboration. Learning designed for the communication and outreach strategy was smaller scale and fit-for-purpose. Relevant staff supported the incorporation of new LMBR systems, expanded web and social media presence, rolled out new Sentral modules, developed school signage, and increased skills on a range of other IT platforms.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Literacy–Numeracy Measures</b>  Apply strategies that support the effective application of classroom literacy. <ul style="list-style-type: none"><li>• Increased PL funding and time dedicated to the development of L–N initiatives and the development of associated skills.</li><li>• Visibly embedded and pervasive planning in all T&amp;L programs.</li><li>• Increased observation and sharing of good practice in relation to L–N and other School Plan goals.</li><li>• Difference measures and staff self-reporting reflect an increase in the level, frequency and application of L–N classroom best practice.</li></ul>	TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and literacy and numeracy based resources.  Proportion of staff salaries.  Approximately \$30,000	Literacy team investigated NAPLAN and other data to identify areas of need and help formulate strategies for the current School Plan.  Key literacy personnel underwent training in the new Literacy/Numeracy progressions.  Presentation supported the application of a school-wide scaffold to develop extended writing.  A series of twilight cross-faculty sessions shared successful classroom literacy strategies.  A project with the Department's Oxford Street T&L team promoted cross-faculty literacy and numeracy collaboration using a range of communication technologies.  Learning Support Team provided training for staff in the following areas: personal learning plans (PLPs), strengthening differentiation across the curriculum, reading to learn, vision impairment, managing students with disabilities, classroom behaviour, and applying the Wellbeing and Discipline System at Kirrawee High.
<b>Teaching Practice Measures</b>  Apply strategies that support the effective application of classroom differentiation. <ul style="list-style-type: none"><li>• Increased PL activity that</li></ul>	TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and literacy and	Differentiation team met with a support unit head teacher to better understand differentiation strategies for students with high learning needs.  A series of class teacher meetings with Learning Support profiled students learning needs and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>fosters cross faculty exchange of ideas, mentoring, and induction in relation to effective classroom practice.</p> <ul style="list-style-type: none"> <li>Teachers work towards and/or maintain accreditation at Proficient or beyond, reflecting in their practice the goals of this School Plan.</li> <li>Engage in collegial practice, including with academic partners, and across communities of schools in order to build and share best practice with colleagues.</li> </ul>	<p>numeracy based resources.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$30,000</p>	<p>helped build strategies and adjustments necessary to appropriately differentiate learning.</p> <p>Learning Support presented new SLSO deployment system and developed understanding of disability provisions.</p> <p>Staff were trained in the use of Scout, evaluating class-based data to help better inform differentiation, and the strategies that maximise learning outcomes.</p> <p>A series of twilight cross-faculty sessions shared successful classroom differentiation and assessment strategies.</p> <p>Revised induction and early professional learning plan developed to support increasing numbers of early service teachers.</p> <p>Introduction to 4C Transforming Schools principles as a precursor to its introduction via a community of schools professional learning project in 2019.</p> <p>In a series of sessions across the year, executive collaborated to develop deeper understanding of leadership, curriculum, school values, gender balance and learning, and building resilience.</p> <p>Executive member contributed to the CESE's review of the Department's High Performing and Gifted policy.</p> <p>Individual, faculty and staff professional learning updates and mentoring supported process of accreditation for all staff from 2018.</p> <p>A deputy principal delivered intensive overview and updated understanding on the application and process of HSC N Award Warnings.</p>
<p><b>Positive Education Measures</b></p> <p>Apply strategies that support the effective application of Positive Education.</p> <ul style="list-style-type: none"> <li>Gradual increase in skill development and understanding to support improved personal mental health.</li> <li>Increased mental health strategies are applied on a daily basis to support a positive and constructive learning environment.</li> <li>An observable and measurable difference in the awareness of the community in relation to the factors that strengthen mental health and support proactive responses to personal and corporate challenges.</li> </ul>	<p>TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and literacy and numeracy based resources.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$30,000</p>	<p>Kirrawee High School is conferred as an official <i>Positive Education Schools Association</i> (PESA) and <i>White Ribbon School</i>, supporting further professional learning activities and resources.</p> <p>Final comprehensive training of White Ribbon Team supported large student leadership team and activities that influence positive education values.</p> <p>Staff professional learning helped develop understanding associated with maintaining mental wellbeing.</p> <p>Overview of Positive Education provided by <i>Positive Education Institute</i> to all staff.</p> <p>Three Rivers Team attended world recognised <i>Geelong Positive Education Conference</i> over three days to develop understanding and skills in order to lead staff and plan for implementation of school-wide positive education.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Positive Education Measures</b>  Apply strategies that support the effective application of Positive Education. <ul style="list-style-type: none"> <li>• Gradual increase in skill development and understanding to support improved personal mental health.</li> <li>• Increased mental health strategies are applied on a daily basis to support a positive and constructive learning environment.</li> <li>• An observable and measurable difference in the awareness of the community in relation to the factors that strengthen mental health and support proactive responses to personal and corporate challenges.</li> </ul>		<p>Mind Matters and MindUp training delivered to all year advisors with a view to rolling out to each cohort.</p> <p>Motivation and engagement speakers Nathan Hulls and Cam Greenwood worked with staff to support their understanding and classroom application of growth mindset and resilience principles.</p> <p>Greg Doyle from ExecForce developed staff leadership skills and the building of positive success cultures.</p> <p>Peer update and training delivered in the principles of project-based learning.</p>
<b>Communication &amp; Outreach Measures</b>  Apply strategies that support effective communication, outreach and community engagement. <ul style="list-style-type: none"> <li>• Strengthening in use of media platforms to connect with the community and beyond.</li> <li>• Increased efficiencies of internal school communication.</li> <li>• Expand the technologies and improve infrastructure that support the effective use of ICTs for learning.</li> </ul>	<p>TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and literacy and numeracy based resources.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$30,000</p>	<p>Executive were trained in the use of Scout and how data could be used to support faculty teachers and the strategic direction and accountability of the school.</p> <p>A revitalised WHS Team provided a deeper understanding of WHS protocols and principles that support work safety.</p> <p>Training delivered across 2018 supported a new timetabling team and the development of skills in software application and curriculum understanding.</p> <p>Introduction of professional learning plans for SASS supported professional needs and a purposeful and flexible workforce.</p> <p>Training delivered for website use and management, including analytics and engaging audience.</p> <p>Training delivered for a range of reform-based applications undertaken by relevant staff: eFBT, SAP, and HR.</p> <p>Compliance training in the following areas completed: CPR and Anaphylaxis, Code of Conduct, Child Protection Update (online).</p>

## Next Steps

Investigate the data and develop a plan for the implementation of numeracy skills that reflect areas of need and continual growth for all students.

Embed differentiated strategies for content, process, outcomes and assessment in all teaching and learning programs.

Continue to develop personal qualities and understanding of positive education.

Shift the application of positive education professional learning to students and the classroom strategies that build a growth mindset and resilience.

Allocate resources to promote and support an interfaculty classroom observation process.





### Strategic Direction 3

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

### Purpose

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

### Overall summary of progress

The school has gradually increased its investment in leadership and the personal qualities it reveals and develops within every person, from students through to every member of staff. Leadership has not been about position or title, but the means in which we find the personal resources to grow, to bounce back from disappointment, to squarely meet new challenges, and to influence all those around us in ways that continue to develop a civil, inclusive and respectful society. To achieve this goal, each person is asked to keep reflecting on and finding the best versions of themselves. It is for these reasons that leadership at Kirrawee High is central to learning, to the values of positive education, to culture, and to the graduate we wish to nurture. To achieve this goal, a number of pervasive supports have been implemented: 1. Expanding the planning and learning of student leadership groups across the school. 2. Increasing opportunities for students to find meaning, articulate a position, and contribute to social justice and other constructive projects across the wider community. 3. More frequently explore the personal qualities that support personal wellbeing and the flourishing that influences others. 4. Pursue lifelong learning and the active engagement in improvement practices. 5. Increase surveys and evaluation, allowing greater voice in forming evidence based decisions and policy. 6. Make evermore seamless the notions of curricula and co-curricular learning across and beyond the school. 7. Place moral reasoning and ethical decision making conspicuously at the heart of complex problem solving and the decisions that impact students and staff at Kirrawee High 8. Expand the connections with experts, academic partners, industry-based support, mentors, and other external support.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Leadership Measures</b>  Apply strategies that support shared leadership, research practice and the implementation of the School Plan. <ul style="list-style-type: none"><li>• PL audits indicate that staff have participated in the skill development, planning activities and collegial sharing that underpins improved practice.</li><li>• Increase in strategic thinking that seeks to more deeply understand the factors that drive improvement.</li><li>• Strong representation of staff willing to assume leadership roles and generate ideas that reflect high levels of professional practice.</li></ul>	TPL funds allocated for the development of staff leadership capacity and the support of professional learning and planning.  Proportion of staff salaries.  Approximately  \$30,000	<p>A major review was undertaken by executive and other staff to develop and update school policies, reflecting community standards and help inform best professional practice.</p> <p>Staff attracted a number of prestigious awards, reflecting their leadership work in teaching and learning:</p> <p>S. Smith – <i>Australian College of Educational Leadership Award</i>. The Hall was renamed the Stephen R Smith Hall after Mr Smith's 30 years of service as teacher, head teacher and deputy principal.</p> <p>Friends Program / M Botros – <i>Australian College of Educators Social Justice and Community Service Award</i>.</p> <p>K. Lacey – <i>Minister and Secretary's Award for Excellence</i>.</p> <p>E. Moroney – <i>Australian College of Educational Leadership Award for Educational Leadership</i> in the first 5 years of teaching.</p> <p>K. Salis – <i>Department of Education Deadly Award</i>.</p> <p>P. Reeve – <i>Directorate Award, Excellence in Science Teaching and Whole School Contribution</i>.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Leadership Measures</b></p> <p>Apply strategies that support shared leadership, research practice and the implementation of the School Plan.</p> <ul style="list-style-type: none"> <li>• PL audits indicate that staff have participated in the skill development, planning activities and collegial sharing that underpins improved practice.</li> <li>• Increase in strategic thinking that seeks to more deeply understand the factors that drive improvement.</li> <li>• Strong representation of staff willing to assume leadership roles and generate ideas that reflect high levels of professional practice.</li> </ul>		<p>K. Falconer – <i>Directorate Award for contribution to Excellence in Aboriginal and Torres Strait Islander Education and Wellbeing.</i></p> <p>P. Arnell – <i>Directorate Award, Excellence in School Contribution.</i></p> <p>B. McKay – featured in SMH and Chinese major news outlet – <i>Prime Minister's Science Prize</i> in 2017.</p> <p>Leadership has been evident across many dedicated school teams and with a number of major evaluations of key areas or programs: Timetable Survey and finalisation; Welfare Survey (Psychologist); Staff Wellbeing; Student Wellbeing; PERMAH Wellbeing Survey; Welfare Team; Literacy Matrix; Edrolo – Students, Parents and Staff Library Survey; Students ATSI Summit and AIME Surveys; and Flipped Learning Post 2017 Survey.</p> <p>Increased professional learning sessions in 2018, including peer directed learning and keynote speakers.</p> <p>There has been a dramatic rise in evidence based practices from literature reviews, surveys, focus groups to pre/post– test measures.</p> <p>Executive was a significant decision making body and staff were consulted on all major policy reviews and strategic decisions.</p>
<p><b>Student Leadership Measures</b></p> <p>Apply strategies that support student leadership and build personal growth and the values that inform ethical decisions.</p> <ul style="list-style-type: none"> <li>• Evidence from student evaluations indicate a strengthening of student leadership structure, activity and differentiation of groups.</li> <li>• Students and staff can articulate learning outcomes from an increasing range of co-curricular activities and relate these to their notion of regular learning.</li> <li>• Observe the degree to which students participate, champion, and connect the issues that reflect an ethical and just society.</li> </ul>	<p>TPL to build the capacity of our students as effective and active leaders.</p> <p>Proportion of staff salaries.</p> <p>Approximately \$15,000</p>	<p>Students representing various achievements presented to P&amp;C meetings and participated in parent/carers Q&amp;As.</p> <p>Elevate Education provided a parent seminar to support the study skills and wellbeing of their daughters/sons.</p> <p>The largest group in Kirrawee history (nearly 200 students) inducted at the 2018 ceremony.</p> <p>Whole school leadership activities spread across the school year.</p> <p>Students attracted a number of prestigious awards, reflecting their leadership work in social justice, mentoring and learning.</p> <p>M Sullivan – <i>Minister and Secretary's Award for Excellence</i></p> <p>H. Johnston – <i>Dame Marie Bashir Peace Award</i> (Highly Commended)</p> <p>J. Lamaro – <i>Department of Education Deadly Award</i></p> <p>Z Gillett – <i>Sydney University Academic Excellence</i></p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Student Leadership Measures</b></p> <p>Apply strategies that support student leadership and build personal growth and the values that inform ethical decisions.</p> <ul style="list-style-type: none"> <li>Evidence from student evaluations indicate a strengthening of student leadership structure, activity and differentiation of groups.</li> <li>Students and staff can articulate learning outcomes from an increasing range of co-curricular activities and relate these to their notion of regular learning.</li> <li>Observe the degree to which students participate, champion, and connect the issues that reflect an ethical and just society.</li> </ul>		<p><i>Award</i></p> <p>A de Nett – Zonta Community Service Award</p> <p>S Gabriel – Zonta STEM Award</p> <p>J. Chang – Zonta Young Women in Public Affairs Finalist and Constitutional Convention</p> <p>K. Smith – UBS Women's Academy Award</p> <p>Claudia Johnston – Sydney East and CHS Blues</p> <p>Joshua Moors – CHS Blue</p> <p>Mitchell Poot – Sydney East Blue</p> <p>Cooper Gannon, Sarah Roddy, Calvin Casey – ACYP Youth Parliament</p> <p>Cooper Gannon – ACYP Finalist Youth Advisory Council</p> <p>Nick Hooker, Arabella de Nett, Jo Chang – Youth Week Forum</p> <p>Leo Shchurov – Eureka Prize Highly Commended</p> <p>HSC Achievement</p> <p>H. Zhu – ARTEXPRESS Outstanding Major Work</p> <p>S Nolan – InTech Outstanding Major Project</p> <p>Textstyle – Taylor McAuliffe Outstanding Major Project</p> <p>Callback – Sophie Quay, Chelsea Roccazzella, Karla Barreca, and Cameron Field.</p>
<p><b>Communication &amp; Outreach Measures</b></p> <p>Apply strategies that support effective communication and the efficient use of professional and learning applications.</p> <ul style="list-style-type: none"> <li>Consolidate and further grow relationships such as business links, academic partnerships, mentoring, expert technicians/clinicians, institutional links, ambassadorial roles, inter-school initiatives, community input and volunteerism, which support wider and real-world staff/student/community learning opportunities.</li> <li>Increased parent satisfaction with communication and the exchange of information.</li> <li>Evidence of an attitudinal</li> </ul>	<p>TPL funds allocated to strengthening community relationships, supporting our students to be true global citizens and developing our school communication system and assets</p> <p>Proportion of staff salaries</p> <p>\$42,000</p>	<p>The following signage outcomes were achieved: Pull Up Banners for Faculties – P/T Night and other promotional events); Door numbering, including conventional and DE asset number completed (style guide); first major tranche of signage including block signs, Jackie Rider Tennis Arena, Stephen Smith Hall.</p> <p>The following uniform outcomes were achieved:</p> <p>Eighty percent roll out new uniform; new Uniform Coordinator, process and procedures; KHS Uniform Policy – stock of articles for short term borrowing, handing in and collecting foreign articles; new female blazer designed and introduced; prefect blazers subsidised and owned by prefects; borrowing stock of school blazers completely renewed and expanded in all sizes (representation); new ties developed: girls crossover and boys (men's sizes, sheen material with embossed logo); two hats now available for purchase; Aboriginal shirt designed and swatch for inclusion in uniform based on mural icons (Hall).</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and learning, moving beyond conventional reporting, curricula and classroom culture.		<p>Trivia for Toilets night raised funds towards the building of a new independent toilet block in 2019.</p> <p>Two new honour boards were mounted recording student achievement and honouring the programs and people that have significantly contributed to Kirrawee High: Duke of Edinburgh; Toni Weatherall Memorial Communication, Ethics and Civics Award.</p> <p>Agreements reached with Diggers Miranda and the Tradies Gynea, targeting support for programs such as senior cricket and music programs.</p> <p>A range of school merchandise developed to help project school image, overseas exchange, special guests, and to raise school pride:</p> <p>Fridge Magnet; Mouse Mat (AWOD word cloud design); Official Kirrawee Handball; Drink Bottle; Coffee Cup; Luggage Tags; Logo Pens; Winter Jackets branded for staff; New School Badge developed.</p> <p>The internal walls of the School auditorium were adorned with banners representing the past and present sporting state champions for Kirrawee High School.</p> <p>Following community consultation a new school canteen tender was awarded.</p>

## Next Steps

Continue building staff participation in leadership activities and contributing to informed decision making, from classroom learning through to strategic directions.

Evaluate and continue to develop the student leadership activities that support engagement, meaning and real world relevance to learning.

Continue to promote staff excellence and the role modelling that inspires professional development and aspiration.

Develop the next website stages including careers, uniform, curriculum, and alumni pages.

Update website video content and retain relevance to community engagement.

Complete academic report review and the development of a format that provides efficient and transparent access to student achievement.

Build the capacity of staff in coaching/mentoring for student success.

Form a community partnership with neighbouring high schools to share PL and learning experiences to build student capacity in future focused learning.

Implement transformation of teaching and learning environments to incorporate future focused learning.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Aboriginal Funding – \$16,580	<p>Developed and completed 20+ PLPs for students.</p> <p>AIME – mentoring for Stage 5 and Theatre of Education excursions.</p> <p>AIME participation increased to platinum level.</p> <p>Stage 4 withdrawal for literacy (reading and writing) remedial work, mentoring, and one-on-one support.</p> <p>Student withdrawal for study skills program.</p> <p>See Mandatory School Policy report below for further information.</p>
<b>Low level adjustment for disability</b>	RAM Low Level Adjustment for Disability funding – \$156,079	<p>Individual learning plans for 70 students entered on Sentral.</p> <p>One-on-one teacher meetings to develop and adapt classroom learning strategies.</p> <p>Met with Engadine HS Head Teacher Support Unit to examine a range of differentiation and learning support strategies.</p> <p>Community access program written and delivered.</p> <p>Staff presentation on the new SLSO booking system, student needs, overview of RAM, and disability provisions.</p> <p>Staff professional learning on writing (SDD and twilight sessions).</p> <p>Parent meetings; case meetings; out of home care meetings; PLPs meetings.</p> <p>Writing booklets for transition to HS and for in-class application.</p> <p>Organisation of OT sessions.</p> <p>LaST Salary 0.8.</p> <p>Learning Resource refurbishment, e.g. Learning Support breakout room.</p>
<b>Socio-economic background</b>	RAM Socio-Economic Background funding – \$43,180	<p>In class SLSO support. Withdrawal for remedial reading and literacy programs – Year 7 and Year 10. Mentoring program – withdrawal and in-class Professional learning for staff, e.g. mental health day.</p> <p>Part funding SLSO</p> <p>Funds reserved for student assistance.</p>
<b>Support for beginning teachers</b>	Beginning Teacher and RAM professional learning funding – \$52,686	<p>Beginning teachers benefited from experienced colleagues and professional relationships developed within and across faculties. Working with mentors remained a</p>

## Support for beginning teachers

Beginning Teacher and  
RAM professional learning  
funding – \$52,686

feature for early service teachers. The following feedback helped better understand the support provided by Beginning Teacher funding:

Funding continues to be used for a wide range of professional learning activities: PL relief from face-to-face teaching. Programming for student engagement. Deepen understanding of assessment. Using effective feedback. Professional learning courses. Behaviour management. Incorporating differentiation strategies. Building PBL skills. Classroom design for innovative practice. Workshops and mentoring. Developing extension course skills. Understanding accreditation. Applying special needs strategies. PL team related activities. Course-based resources, texts, aids. Professional conferences. Cross-school interaction.

Teacher comments:

"I used my Beginning Teacher funds to collaborate meaningfully with colleagues and using time to develop my skills in pilot marking, as well as undertake my own independent professional research on the form and function of my teaching."

"The beginning teacher funds I used were helpful in developing a variety of skills that first year teachers may struggle with, due to a lack of time and experience in applying the skills during Professional Experience."

"The ability to fund time for mentors to support me was a great advantage and has enabled me to be more confident and knowledgeable with my subject area".



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	570	569	603	583
Girls	634	623	635	627

Enrolments reached capacity at 1210 students in 2018. This represented high levels of room occupancy and the efficient use of space remained an imperative in the structuring of timetables.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.5	94.8	95.7	94.6
8	93.4	93.5	92.5	92.8
9	92.3	93.1	92	92.1
10	91	91.7	92.1	89.3
11	92.8	92	92.4	92.7
12	93.9	95	94	92.6
All Years	93.1	93.3	93.2	92.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Attendance rates remained very high and above State average. Kirrawee students were engaged and recorded as high against the Schools Excellence Framework for wellbeing. For students, Kirrawee was a place of positive interaction and safety. Non-attendance is managed according to Departmental policy and procedures, supported by a large welfare team, digital communication, proactive cohort strategies, close parental support, mentoring, and educational pathway plans.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	7	4	18
TAFE entry	5	3	7
University Entry	0	0	63
Other	0	0	2
Unknown	0	1	9

For Kirrawee High, university consistently remained the post-school destination of choice. Nonetheless, the figure of note was that the overwhelming majority of students quickly transitioned into productive work, training, apprenticeships, or tertiary education. The school and community's excellent preparation of students saw almost all students gainfully engaged in further education or work. A noticeable trend this year was the increase in students opting for employment over further education. This may be because of a strong employment market or it could be due to the pace of technological change in the workplace that places greater emphasis on up to date technological knowledge rather than formal educational qualifications.

The large curriculum that Kirrawee offers was once again evident with TVET, VET and SBAT options supplementing the school curriculum. The tracking of alumni and in many cases, their ongoing interaction with the school, suggested that Kirrawee nurtured a sense of purpose and identity with the school. This continues to support future vocational pathways and wellbeing.

### Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training fluctuates each year and is a function of student interests aligning with available options. Fifteen percent of students participated in HSC vocational training in 2018. This will increase in 2019 as further subject options are introduced. Fifteen percent of students participated in a TAFE delivered Vocational Training course.

School Based Apprenticeship and Traineeship numbers were 1.5% of the HSC cohort. Some students commenced courses but then entered the work force during the year.

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

In 2018, 100% of Year 12 students attained an HSC or equivalent vocational education qualification. Along with attendance figures, external data such as HSC results, wellbeing surveys, and *External Validation*, Kirrawee reflected a school in which students were offered every chance to find further success following Year 12.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	60.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	13.77
Other Positions	1

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

## Professional learning and teacher accreditation

Kirrawee staff have high expectations and have been engaging in ever increasing levels of professional learning, reaching a high frequency of training in 2018. By the beginning of 2018 every teacher in NSW, and therefore Kirrawee, was registered as at least *proficient*, and will now maintain the required hours of registered and non-registered professional learning hours over a five year period. Most, if not all, teachers at Kirrawee High will record levels of professional learning well above the minimum, given the weekly and other special professional learning sessions provided each year.

This staff learning was reported throughout the year on the school's website and social media pages. There has been an ever increasing collegiality of learning from each other and in communities of learning such as Three Rivers and the 4C Transforming Schools projects. It is expected that professional learning will keep increasing in its sophistication and targeting of skills, which we know from research make a significant difference to student learning and wellbeing outcomes.

Refer to Strategic Goal 2 for a comprehensive report of professional learning activity.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,706,175
<b>Revenue</b>	12,919,869
Appropriation	11,580,151
Sale of Goods and Services	114,014
Grants and Contributions	1,203,610
Gain and Loss	0
Other Revenue	0
Investment Income	22,093
<b>Expenses</b>	-12,688,754
Recurrent Expenses	-12,688,754
Employee Related	-10,818,986
Operating Expenses	-1,869,769
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	231,114
<b>Balance Carried Forward</b>	1,937,289

This summary of financial information covers funds for operating costs to 30 November 2018 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The school's financial statements are reported to the School Council, which is then reported to the P&C. Major non operational expenditure is discussed within the School Council, including its alignment with the School Plan 2018–2020, learning and wellbeing infrastructure, emergency and emerging needs. Further details in relation to the financial statement can be obtained by contacting the school.

Through departmental, building and other funds the school has reserved amounts dedicated to larger projects. The processes required for tendering and asset management, and waiting for the power upgrade to be resolved, have meant a delay in the ongoing expenditure of these funds. Projects such as modifications to A Block, the establishment of an independent toilet block, resurfacing the quadrangle, and the refurbishment of several rooms with future focussed learning furniture will be commenced in 2019.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	10,497,117
Base Per Capita	239,391
Base Location	0
Other Base	10,257,725
<b>Equity Total</b>	211,386
Equity Aboriginal	11,616
Equity Socio economic	43,180
Equity Language	511
Equity Disability	156,079
<b>Targeted Total</b>	96,208
<b>Other Total</b>	246,769
<b>Grand Total</b>	11,051,480

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 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.

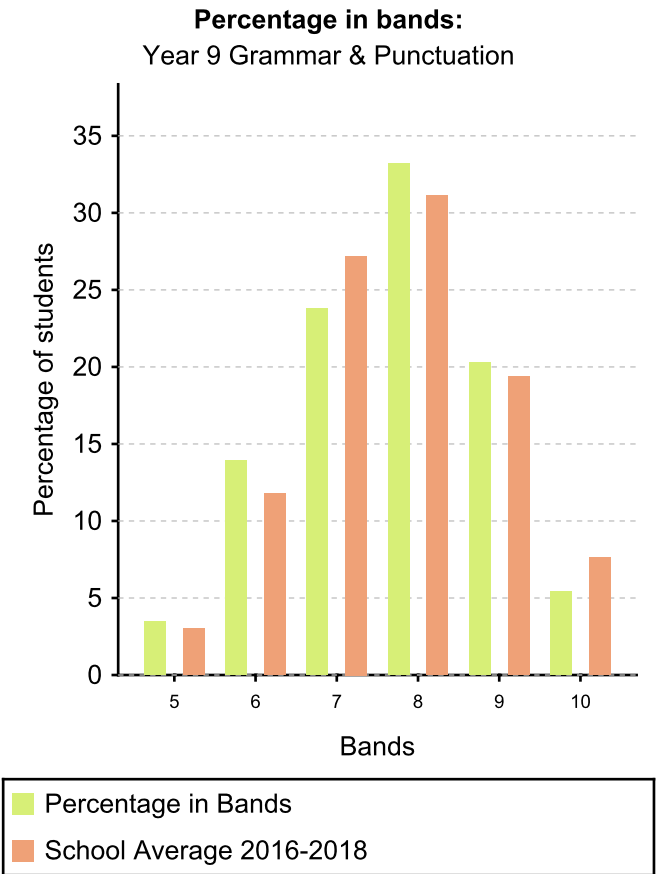
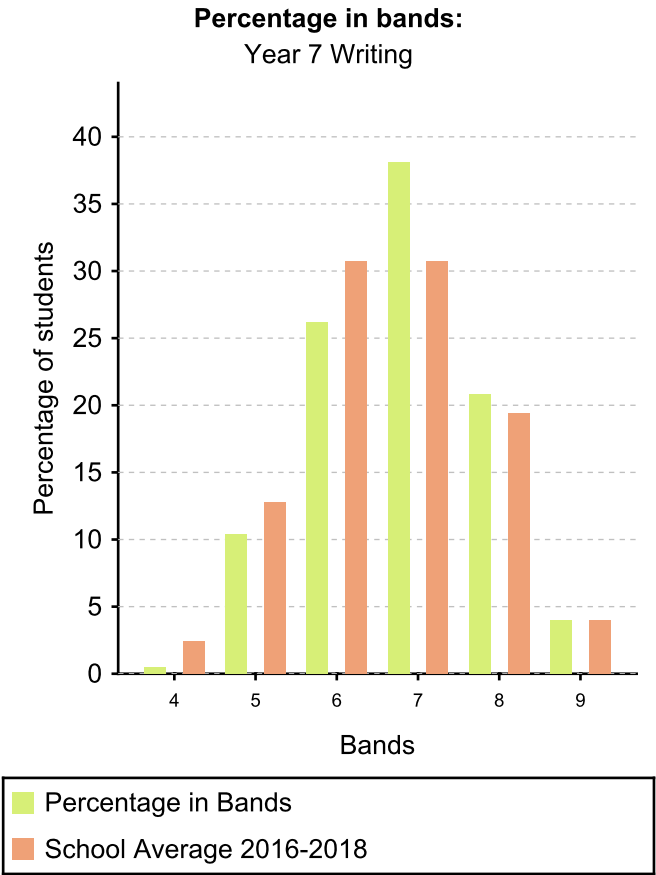
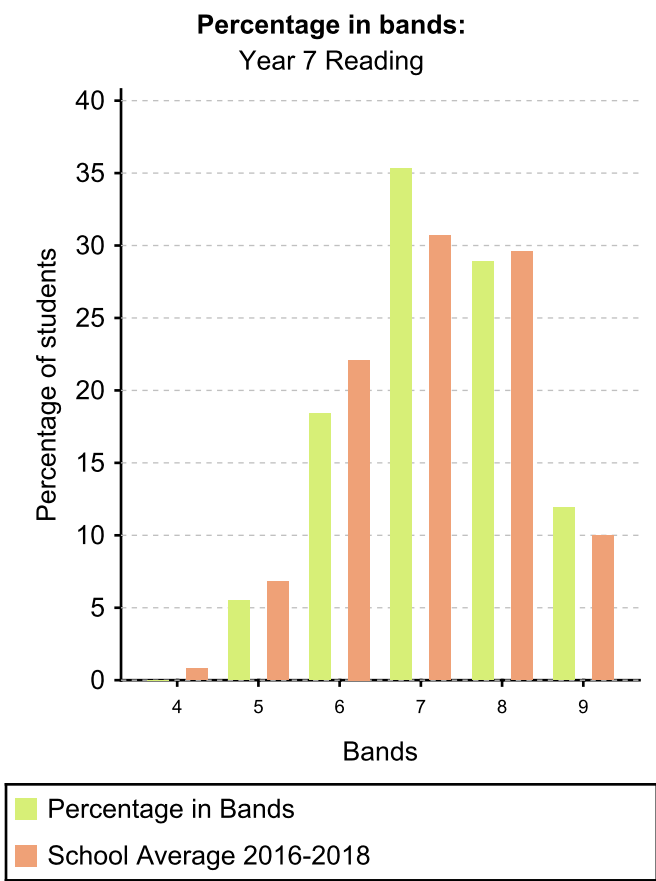
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

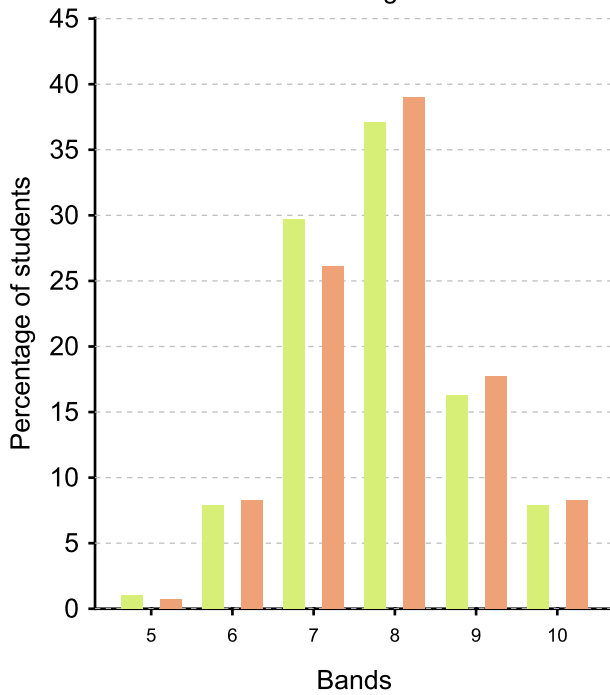
NAPLAN results demonstrated that students at Kirrawee continue to develop high levels of functional



literacy. In all literacy measures Kirrawee continues to perform above to well above state averages. There has been considerable work over recent years restructuring aspects of Learning Support and focussing further attention on foundational skills. Nearly all Year 10 students satisfied the Minimum Standards requirements, a reflection on the importance the school places on these skills as key elements in future success at school and for post school destinations.



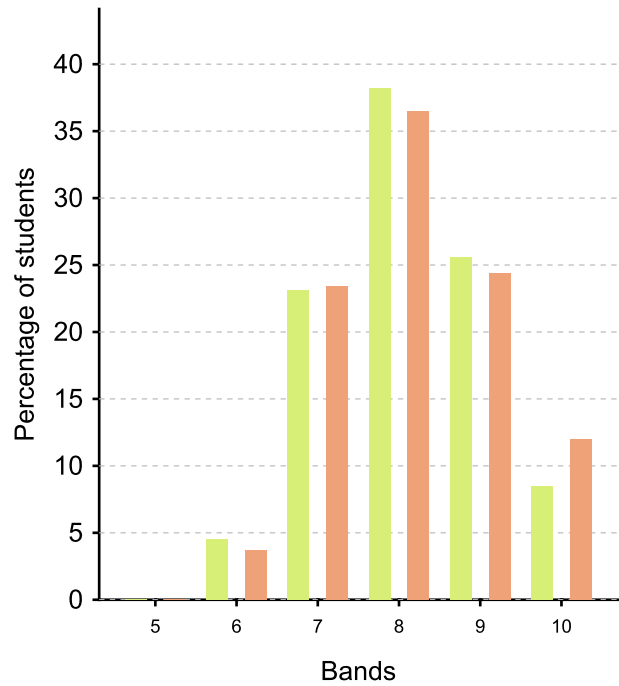
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

As for literacy, Kirrawee students demonstrated high levels of functional numeracy. Year 9 performed above state average for numeracy in 2018. The Year 7 cohort registered on average lower results for numeracy than recent groups and will be further supported over the coming years to ensure appropriate growth in their next NAPLAN tests in Year 9.

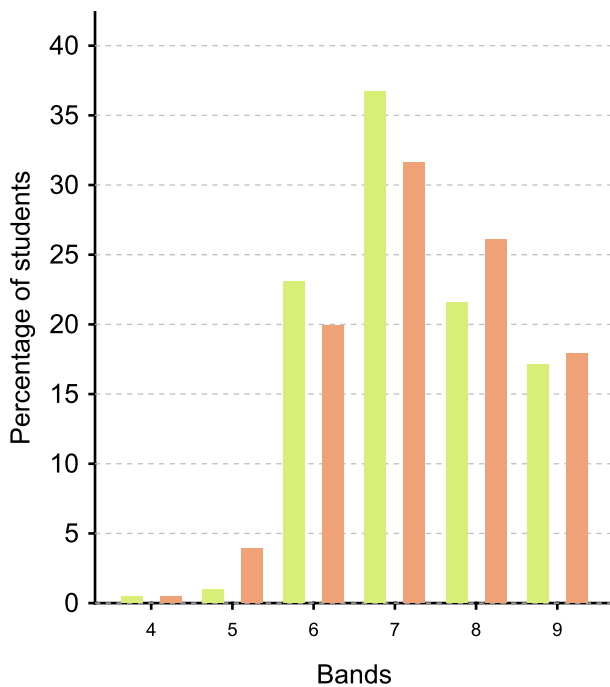
**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

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

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

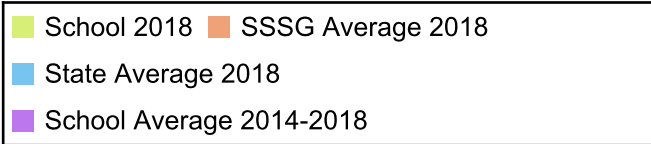
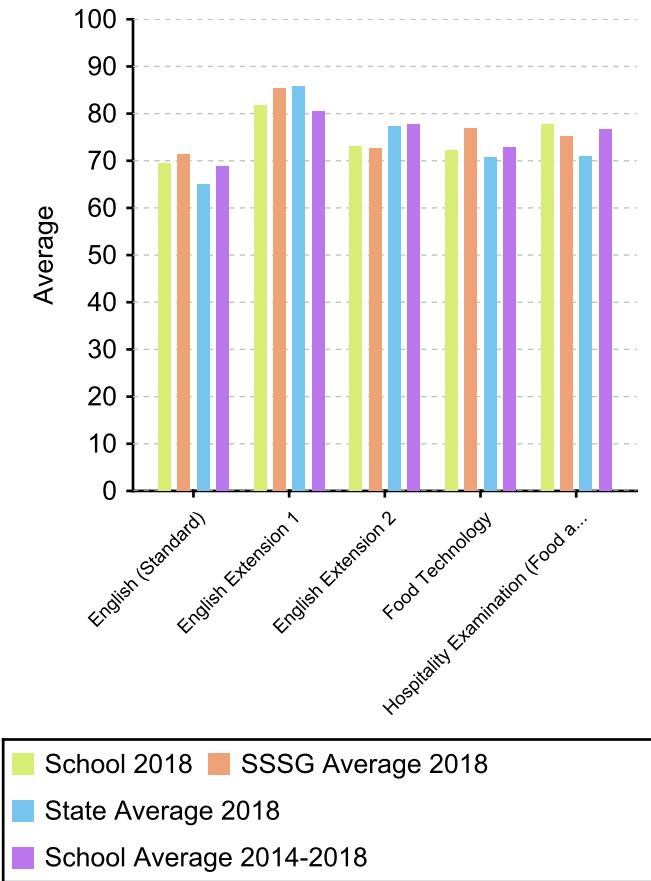
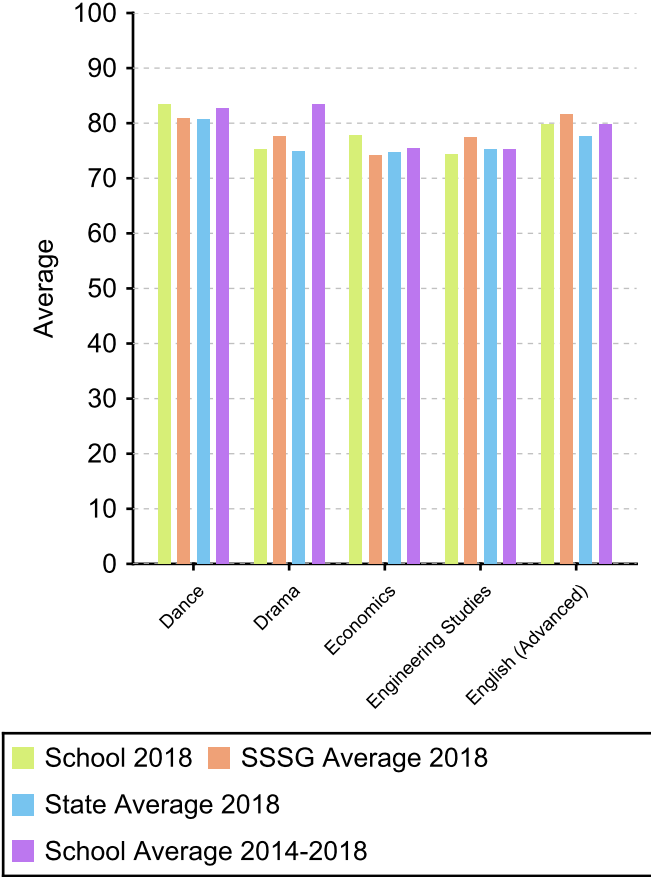
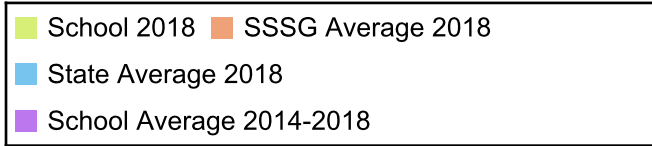
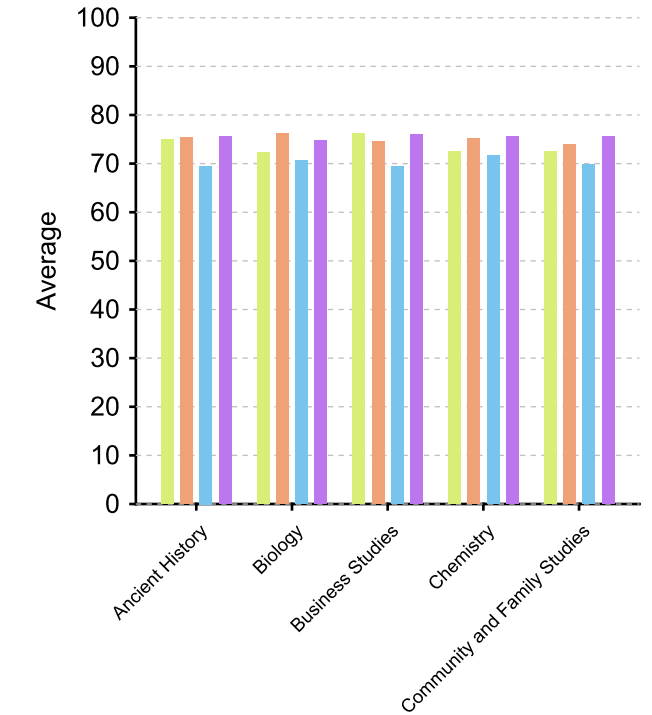
Over 35% of students met the Premier's target of students in the top two bands of NAPLAN Reading and Numeracy. Although a small dip of two percentage points from last year, this appears to mirror a state-wide fall of approximately the same dimension. Kirrawee High will keep looking to record high levels of reading and numeracy as it has done for several years.

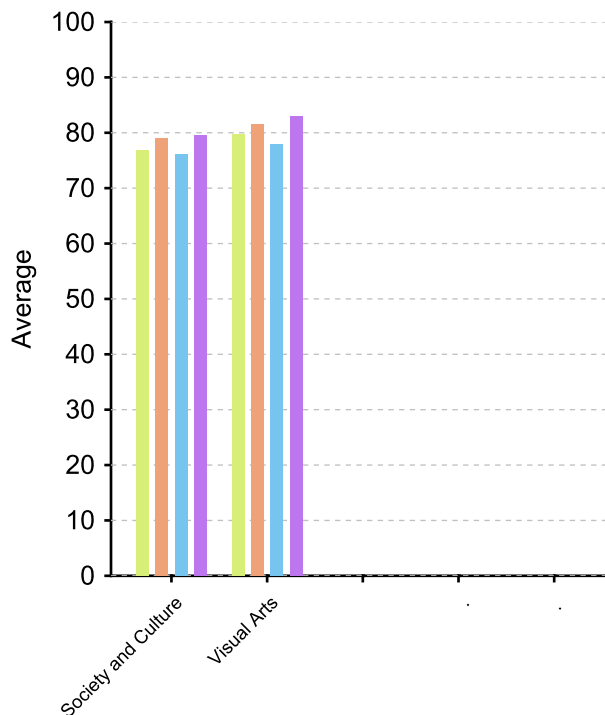
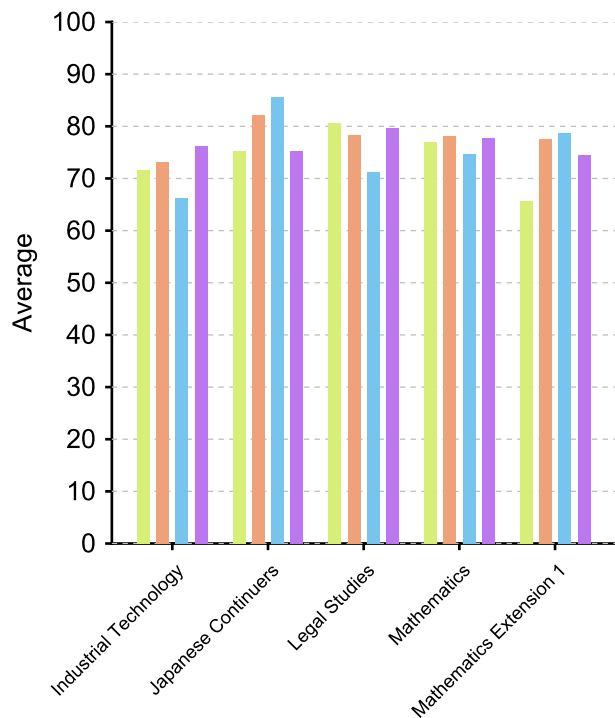
A small number of Aboriginal students sitting NAPLAN tests did not give statistically significant results against school or state trends. These students are however closely monitored and supported in their learning, including the fundamental skills of literacy and numeracy. See also comprehensive reporting in the Key Initiatives table above and mandatory reporting section below.



### Higher School Certificate (HSC)

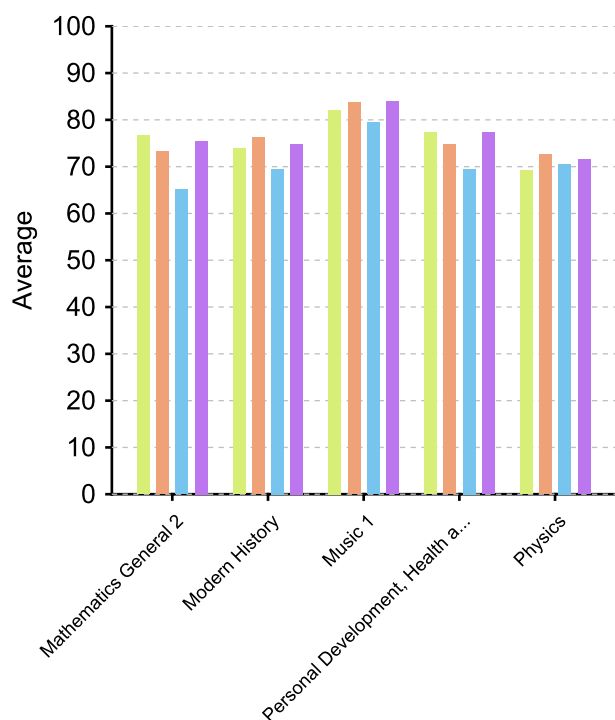
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Kirrawee students performed strongly against State means across a wide range of courses.





■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

There were many Year 12 and HSC highlights in 2018:

One hundred and seventy eight students were awarded an HSC.

There were 55 Distinguished Achievers.

Students achieved 417 Bands 5, 6 and E4.

Excellent above State mean performance was recorded in Ancient History, Business Studies, Dance, Design and Technology, Economics, Geography, Hospitality, Industrial Technology, Legal Studies, Mathematics General, and PDHPE.

Several students achieved ATARs above 90.

Nine nominations were received for HSC Dance

Two nominations were received for HSC Music

One nomination was received for HSC Visual Arts

One nomination was received for HSC Industrial Technology

One nomination was received for HSC Textiles

# Parent/caregiver, student, teacher satisfaction

## School Plan Triangulated Survey

Given that 2018 was the first year of the new School Plan, it was important to pause at the end of the year and establish two milestones: 1. An assessment of progress against important initiatives and 2. Identify baseline measures that can be used in subsequent periods of the plan in order to evaluate ongoing progress. The School Plan survey was completed by a large group of randomised students, parents, and nearly all teachers. Survey questions were generally identical, which allowed the triangulation of nearly all items. There was strong gender, stage and faculty equity.

An early survey item tested respondents' perception of the relative strength they believed students associated with the six pillars of Martin Seligman's PERMAH model: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment/Achievement, and Health.

On a scale of 1–10 (1 strongest) all three groups rated the six dimensions between 2 and 3 (very positive), with most just above 2. Engagement is given the highest relative rating by all groups, however it remains as a highly positive perception of students' wellbeing. These data are telling in view of the first survey question, which investigated the interaction between the importance of academic performance and that of wellbeing. The school believes that wellbeing and personal achievement are inextricably linked, the latter a vital prerequisite for the first in order to flourish. Contemporary trends of increasing anxiety, disengagement and stress can arise from, and contribute to, undue academic pressures. An intrinsic love of lifelong learning, a focus on personal (rather than comparative) achievement, a developed sense of self-efficacy, and the building of emotional resilience are all important features of maximising one's potential. Students and parents made it clear that they understood the important nexus between these two qualities, with the highest ratings recorded by the radio button that elevated both dimensions to the highest level. Nonetheless, there was a very notable difference between the relative importance of the two: if the highest rating for academic performance was held constant, both groups weighted wellbeing more important than the reverse; parents particularly so.

This is an important finding and reinforces the notion that education is always about the whole child, the qualities they can develop in these formative years, and that a goal of learning is to serve a richer life; life does not serve just academic outcomes. Although everyone recognised the pressures that exist for young people to achieve, it is clear that best personal outcomes are most likely when students are engaged and find meaning in learning that nourishes overall wellbeing. It is for this reason that an adjacent survey item explored the strength of relationships between students and their teachers. From research we know that student-teacher relationships are one of the key elements of learning.

Close to 50% of students, parents and teachers believed the strength of relationships ranged from 1–3 (1 strongest) on a 10–point scale and approximately 80% between 1–5. For teachers, 95% of ratings fell from 1–5. On average, this is a positive result, although we will continue to build this important element towards 100% at the highest ratings.

The survey also tested a number of other significant elements in relation to students' wellbeing. The top three most important elements to students, parents and teachers were, in order, friends, personal achievement, and teachers that care. The strength of triangulated data is the strength that data reaffirms when independently aligned between all three groups. There were other notable inferences taken from these data: 1. All ratings fell under 3.5 out of 10, indicating the importance of a wide range of school life factors to wellbeing. 2. Students rated bullying as the third weakest effect, although the impact on those to whom it happens is never taken lightly. 3. Given the extent of co-curricular learning at Kirrawee, it remains important to students' wellbeing. Classroom learning also shares a strong relationship with wellbeing, however an area for further exploration and development is that of differentiation and accommodating everyone's personal level of understanding. Teachers generally rated the level of adjustment in the classroom as quite high, however parents' perception lies within the more moderate range and students were quite evenly split across the entire scale. This will reinforce differentiation as a strong area of focus for the life of this School Plan.

When respondents were asked whether students are learning at their personal level of achievement, the positive shape of the response was quite similar for all groups. Students and teachers were almost identical, many rating at 2–3 (out of 10) while parents recorded a weighting more from 3–5. This has been an important area of distinction at Kirrawee over recent years, lessening the emphasis on comparative achievement and redirecting focus to the rate of growth for each student. As stated in the introduction, personal achievement is also linked to resilience, the capacity to see that 'not knowing' (mistakes, error) is simply part of building skills and looking to know more. The ratings therefore for resilience were virtually identical for students and parents, with strong ratings from 1–5. Teachers assumed a similar pattern, although on average a little lower at 2–6. These are the almost intangible qualities, difficult to develop, that we know will make an enormous difference if we continue to shift this positive curve even further to the left (towards 1). The implications for learning are clear: the more positive the shift of qualities such as resilience, the more positive will be personal achievement.

Once again there was a very close parallel between students and parents when assessing levels of literacy skills, both rating overwhelmingly from 1–3. Teachers predominantly rated from 3–5, suggesting, from their perspective, a need to further develop student literacy skills. These perceptions provide a sound platform from which to build on this central goal of the current School Plan. In combination with NAPLAN data, there are identified areas for growth and these will become a strong focus with the initiatives outlined above,

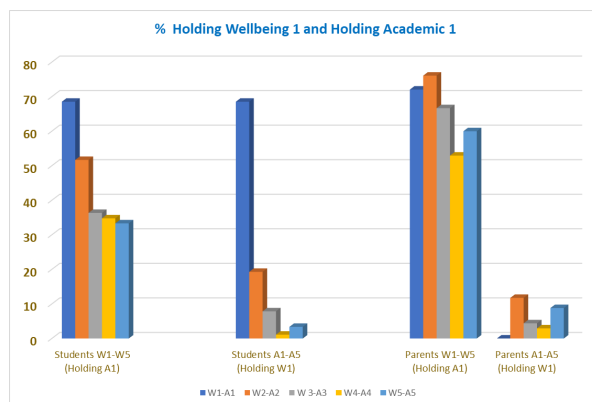


including a dedicated literacy teacher in 2019. Numeracy responses were similar to literacy, and although the mean ratings were positive they indicated a little more dispersal than literacy. Given literacy was the focus of 2018 these data are understandable. Even so, it may also be underlining a tendency for students to feel less confident in applying general numeracy skills. The inferences drawn from the survey will be constructive in moving forward in this crucial area of foundational skills. It also suggests that differentiation of assessment and application of numeracy skills will be important ingredients of school progress.

A new mobile phone and device policy was launched in 2018 and the evaluations to-date have indicated there is a much better balance being struck between the legitimate use of devices and the avoidance of them becoming distractions to learning. The final item of the survey therefore asked the three groups of respondents to rate the management level of devices at school. Not altogether surprisingly, students rated the positive management of mobile phones very highly with ratings steeply descending from 1–3. Similarly, parents generally suggested they believed there was appropriate management, however with a little less confidence, their ratings from 1–3 and ascending. There is also a notable rise of parent ratings from 5–7. Teachers are less confident with ratings from 3–5 and 7–10. This would possibly suggest that students and parents are comfortable with mobile phones being used appropriately at school (a topic of some national debate over the past year), however further work to maintain consistent policy and use across the school could be achieved. In 2019 there has already been work done in this crucial intersection between optimum learning the best application of information and communication technologies.

### Material Deprivation and Social Exclusion Among Young Australians

Where research extends our contemporary understanding of significant issues that affect young people, we will support, with parent/carer consent, academic institutions in their research. Over the years this has not only led to deeper understanding of relevant issues, but also to strengthening relationships with academic partners and increasing further leadership opportunities for Kirrawee students. We therefore agreed in 2018 to support the UNSW study "Material deprivation and social exclusion among young Australians". It is widely available online and for those interested provides an insight into factors that impact some young people and in the way our involvement in research, locally and beyond the school, plays a crucial role in improving practice and policy across a wide range of areas.



## Policy requirements

### Aboriginal education

There has been considerable activity over 2018 led by an energetic team including Learning Support and a new Aboriginal and Torres Strait Islander coordinator. The monitoring of achievement, an array of commemorative and celebratory events, the respectful honouring of tradition, and a more pervasive presence within our overall school culture have all marked the increasing importance the school has placed on Indigenous culture, our wider understanding and the success of ATSI students. The number of Indigenous students that identify as ATSI at Kirrawee High has grown by more than 30%, a reflection of the recognition and inclusion that is an important feature of the school community. Although conversations with students have been ongoing, the school held its first Indigenous summit in 2018, focussing on what students experience, perceive and would like to achieve at Kirrawee High. It was a most productive conversation and led to, amongst other initiatives, the forming of a weekly yarning circle. By extension, this initiative also kept the conversation going and the monitoring of issues and learning progress more at the heart of the School Plan. As a related initiative, the school held its first and now annual ATSI family barbecue, not only welcoming parents/carers but building relationships within our community. In the process there was a better understanding of different perspectives and family needs. From these connections an ATSI Bunnings barbecue saw excellent parent/carer and teacher support, raising funds for dedicated ATSI activities, including student directed ideas such as the excursion to the Footy Show.

The Australian Indigenous Mentoring (AIME) program in conjunction with Wollongong University was trialled in 2018. For a number of students it helped strengthen engagement and aspiration for post school pathways. Central to its goals was the building of bridges between schools and universities and closing the gap between Indigenous and non-Indigenous tertiary access. Following an evaluation by Learning Support the school committed to Platinum level participation in 2019, which increases the exposure to a range of programs, small group mentoring, special excursions such as the Theatre of Education, and the connection with post-school pathways and career events. The latter was further supported by a guest speaker from Sydney University, participation in the NRL Careers Expo, and participation in Wollongong University Journalism

Studies forum. The ATSI coordinator also sought membership to the NSW Aboriginal Education Consultative Group (AECG) and now attends meetings with this peak community advisory body to the NSW Department of Education on Aboriginal education. In the same spirit, the school has now established links with the Murawin Consultancy group, which may be explored further opportunities in 2019. It has been an important step to work with ATSI bodies that can provide the school expertise and advice on how best to promote, engage and progress the education of ATSI students.

Such an important part of closing gaps and finally seeing representative inclusion across every aspect of school, and greater society, is to see the same level of success in the very students and teachers with whom we work. That is the case at Kirrawee with ATSI students as a group thriving across a range of areas. This has conspicuously included leadership and the role modelling that influences not only ATSI students, but our entire community. It was with great pride, and after the usual rigorous selection process, that the first Indigenous Kirrawee School Captain was elected in 2018. Kirralee Smith has excelled in many areas of school life, not least of which is her strong will, the ethical character she has forged, and the compassionate outlook she has to the wider world. In conjunction with the NRL, she was also asked to help launch the Deadly Choices program and has been interviewed by the NRL for the Bring a Friend initiative. Along with an expanded Student Leadership Induction ceremony, senior ATSI students were badged and inducted for the first time in 2018. In another first, Ms Kelly Salis received a highly deserved NSW Department of Education Deadly Award for her excellent contribution to public schools. Ms Salis is a mentor to ATSI and many other students across the school and her counsel is sought on ATSI programs by the school's senior executive.

Cultural identity again assumed importance across the school's calendar including the marking of Reconciliation and NAIDOC Weeks. As always, we welcomed alumni Professor Larissa Behrendt to join the NAIDOC special assembly and she provided a thoughtful and powerful keynote address. To support Kirrawee ATSI identity, and to extend the stylising of Kirrawee logos, colours and other traditional markers, the ATSI coordinator and students designed what will be the first official ATSI shirt for Kirrawee High. Drawing on the Royal National Park inspiration of the Rick O'Brien mural outside the Stephen R Smith Hall, the sports shirt will be worn with pride and optionally available to all students. In another first, Kari school packs were available for incoming Year 7 ATSI students. For the third year, and now a favourite activity for students and staff alike, Visual Arts Teacher Rick O'Brien from Endeavour Sports High School took ATSI students on an on-country walk in the Royal to view many ancient engravings and charcoal images scattered throughout the Park. Unknown to but a few Aboriginal elders, all marvelled at an artistic culture that stretches back over thousands of years in the Sydney Basin. The scratches received moving through dense bush were worn by all as a badge of honour for what was an uplifting day that transported one to an ancient

past and a continuity of culture.

It was with great sadness that the school mourned the loss of Aunty Faye in 2018. A friend and advisor of Kirrawee High who worked from Arncliffe Education Office, Aunty Faye had lived a very real experience that encompassed the highs and lows of finding reconciliation and working towards equality within our society. Her compassion and wisdom were always palpable, and we feel privileged to have shared in her life and to call her a friend of Kirrawee High. Kirrawee was also honoured to be invited to the launch of Culture is Inclusion, authored by parent Scott Avery, Director of the First Persons Disability Network. Ground breaking research, Mr Avery's work reveals the challenges that ATSI people with disability face and the challenges we all face as a society to work towards better outcomes for disabled people.

The arts has once again proved to be a fertile area of achievement for ATSI students. Freya Fristad was selected for ArtRules and exhibition at Hazelhurst Regional Gallery. Tameika Fitzgerald was again selected to perform with the Gili Dancers and a subsequent invitation to join the Bangarra Dance Education Team. We also had students involved in the DJAMU art program. Terry Laine from Baume Art also gave didgeridoo lessons at school. Aboriginal artworks by local artist and advisor to the school Aunty Deanna were purchased by the school for prominent exhibition.

### Multicultural and anti-racism education

Multiculturalism and antiracism are a seamless part of a much larger social inclusion picture at Kirrawee High. The school highly values its wide recognition as a place of social harmony and cohesion, a compassionate society which has moved well beyond the notion of tolerance to one that embraces and understands the enormous benefits that diversity provides for our community and Australian society. We are proud of our students and the humanity they so obviously show on a daily basis. Each year Kirrawee celebrates Harmony Day and its goals of promoting diversity and inclusion. These complementary values have been a foundation of a successful multicultural Australia. We are familiar with the rising tide of economic and cultural advantage that a multicultural Australia has brought to all. It resonates, even if somewhat ironically, with Donald Horne's Lucky Country and the never-ending project of building a resilient and forward looking society. From a student's perspective, the messages are often more subtle: every person has a unique place and makes a unique contribution to a culture that is a constantly breathing and evolving aspect of our lives. This many-splendored approach to life is forever opening new and exciting possibilities for our future. It is also why the Larissa Behrendt Social Justice and Reconciliation Prize is awarded each year.

Physical markers are an important reminder of what we stand for and normalise the principles of inclusion. They work with the familiarity we feel when working side by side with people, regardless of background or heritage. It was for this reason that the Harmony Wall was painted in 2018. Inspired by the colours, symbols and

goodwill of the Harmony Day celebrations we hold each year, the theme of inclusion, connection, and respect is now clearly on display outside A Block as you walk towards the Kirrawee Hall. The wall was painted by committed students and supported by the Visual Arts Department. In the same spirit, Library staff worked with students from the Social Justice Council (SJC) to update the Harmony Day tree in the Library. As students and teachers pass through the Library they contribute a leaf that records their cultural heritage. As with our nation it is a plentiful canopy, representing the diversity that keeps us growing ever upwards and strong. It is common to see faces change with delight as they view the many backgrounds and languages that comprise Kirrawee High. Over 150 language backgrounds point to the rich foliage of tradition and variation that supports our community.

As a school that values the work so many young people do in the areas of social cohesion, leadership and ethical understanding, there was a fitting moment in 2018 to congratulate Hannah Johnston on her Highly Commended award for the Dame Marie Bashir Peace Awards. Presented by Dame Marie Bashir herself at NSW Parliament House, Hannah was chosen as one of only eleven students from across NSW Public, Catholic and Independent schools. The National Council of Women of NSW criteria note that recipients are exceptional young women who will continue to influence the lives of all with whom they interact. Crucially, they see their world as part of a highly interactive global community, in which we need to continually work towards the harmony, peace and goodwill that inspires productive lives, locally and beyond our borders.

Multiculturalism was also celebrated in a number of recurring ways at Kirrawee High. The overseas exchange excursions to France and Japan remain a marvellous way in which students learn about other cultures. In homestay visits they find as always that what binds us is far greater than we find different. The importance of these overseas travels cannot be underestimated, and they profoundly change the outlook, confidence, and humanity of all involved. It was for this reason that the organisation for a Year 11 field trip to Cambodia was commenced in 2018, which will see in 2019 our Senior Psychologist and Deputy Principal lead the first social justice tour to support the building of homes, wells and other needed infrastructure in rural areas. We look forward to the outcomes of this trip and the life changing experiences for all concerned. As with all activities in which we give, the benefits flow as much to the giver as they do to those supported.

Throughout the year, students from Kirrawee High School have revelled in the opportunity to utilise their critical thinking and collaborative skills, as part of the Learning to Lead, Leading to Learn initiative, in connection with the Madiba Project. Students were asked, in the spirit of UN leaders such as Kofi Annan and Ban-Ki-Moon, to consider the ways in which collective humanity can be supported through the collaborative efforts of the United Nations, and to put their assertions to the test in a final, student-led UN Forum. It was with great enthusiasm and an absolutely

astounding knowledge of the social and economic structures that shape the world around them, that Year 10 students represented the United Kingdom and Greece. Throughout the project, students from a range of schools across the Sutherland Shire worked together in 'Country Teams' to assume the role of UN Delegates. Students developed plans which balanced the sovereign needs of their own country within wider world politics (no easy task!). The project climaxed at Kirrawee High and was attended by the Sutherland Shire Mayor, local politicians, the Deputy Director for the Centre for Educational Research, the Leader of the ANSTO Discovery Centre, and a representative from Settlement and Multicultural Services, GyMEA.

There are many activities at Kirrawee that support the notion of social harmony, including the large student leadership group and social justice activities. These include World's Greatest Shave, Wear It Purple Week, Wellbeing Week, RUOK, Relay for Life, Clothing the homeless in the Domain, just to name some significant events. In all cases, the activity of our young people normalises the humanity with which we walk and the way in which we approach everyday life. It is a fitting part of living together in a civil society as educated people.

### Other school programs

There were many highlights across the four pillars of achievement:

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

Why are these pillars seen as indivisible and equally important? Because the best of academic learning cannot be defined by a subject, a test, or narrowly conceived activities. Rather, quality learning is the connections that arise from every minute young people are immersed in their world and in the breadth of their creative expression. That is why every activity in this report captured the aim of our school, the outcomes of our school, and the joy that should always represent personal achievement. Selected highlights below in chronological order give a snapshot of achievement at Kirrawee High, however, readers are also directed to the outcomes of the Strategic Directions above and the Kirrawee High School Website and News Feed for a comprehensive summary, photos and reporting of 2018 highlights – <https://kirraweehigh.school>.

- Duke of Edinburgh activities and expeditions, including Snowy Mountains hike.
- Prefects and Valentines Day, raising awareness and funds for the Bravehearts Foundation.
- World's Greatest Shave raised record amount of \$52,000 for the Leukaemia Foundation.
- A student won netball gold at Australian Deaf Games.
- Strong participation and excellent outcomes

recorded in Big Science Competition.

- French Song competition builds cross curriculum skills.
- Students joined Q&A and ask multiple questions of panel.
- Harmony Wall established by students and Visual Arts teachers.
- Senior CAFs students supported clothing of homeless in the Domain.
- Year 10 team won the Science and Engineering Challenge at ANSTO.
- Girls Open Cricket were Sydney East Champions and made the semi-finals of the Cornish Trophy.
- Student leaders consulted with senior executive from the Department of Education about future education.
- Students represented Kirrawee at Rotary International Peace-Building Conference.
- A student won silver at Junior Australian Championships.
- A student won races at Mountain and Trail Bike Championships.
- Lawn Bowls team were runners up in the Sydney East competition.
- Year 11 Mock Trial team enjoyed wins in the state-wide competition.
- Numerous individual and relay successes recorded at Regional Swimming Carnival.
- Seven talented Year 9 students helped conceive of mathematics and visual arts project.
- Years 8–9 Girls were runners up and Year 7 Girls champions in Danebank Water Polo Competition.
- A Year 7 student stars in Sydney production of Beauty and the Beast.
- A student is crowned U15 Australian Boxing Champion.
- Open Girls Water Polo finished 4th in CHS Finals.
- A Year 10 student received the Sydney University Academic Excellence Award at the Great Hall.
- Multiple CHS medallists awarded at CHS Swimming Carnival.
- Multiple students successfully auditioned for Arts Unit ensembles across the arts.
- Two students in NSW All Schools teams and 24 students CHS teams.
- Three students selected for Youth Week Forum at parliament House.
- The Jazz Orchestra and Vox perform at Generations in Jazz Mount Gambier.
- A student won Javelin gold at Melanesian Championships.
- Kirrawee hosted students from Reunion Island.
- Students–Teachers competed for Kirrawee Cup&hellip; and fun was the winner!
- Bates Drives relationship was stronger than ever and attracted joint school award from ACER.
- The Advocate for Children and Young People addressed students and involved them in a focus group around mental health.
- Many students represented Kirrawee High in the Arts Unit's In Concert, a stunning exhibition of music talent.
- Library and two classrooms refurnished with

flexible items that support future focussed learning.

- STEM lab established by TAS teachers and supported by mathematics and Science.
- Girls shone at the University of Sydney, UNSW and UTS CHOOSEMATHS Day.
- Many students again volunteered to support the Red Shield Appeal.
- Excellent results recorded across History and Geography competitions.
- Dancers excelled at Sutherland and State festivals.
- A Year 10 student worked with big data from the Bureau of Meteorology to design innovative application to predict bush fires.
- Year 10 students astounded audience with their iEntrepreneur project.
- Jazz Orchestra invited to participate in Frank Coughlan Premier Big Band Event and are selected for a workshop at Kirrawee with American clinician Denis DiBlasio,
- Open Boys Football team crowned Sydney East Champions.
- Brianna Day raised funds for the Captain Starlight Foundation and honours the memory of Brianna Johnsen.
- Art students won Speaking for the Planet competition.
- Girls U15 Football team were Regional Champions.
- Several Kirrawee students graduated from the firefighting and response course at Sutherland Fire Control Centre.
- James Morrison performed at Kirrawee with Jazz Orchestra and singers for 26th year!
- Garden and plaque dedicated to Thirtieth Anniversary of Kirrawee–Komae Exchange with ceremony during annual exchange.
- Annual Ski Trip provided opportunities for all abilities and skills.
- Six girls performed admirably in Aurecon Bridge Building Competition.
- More than 10% students participated in global ICAS Mathematics Competition and performed above the national average.
- A Year 10 student awarded Highly Commended in the Australian Museum Eureka Prize in the Secondary School category.
- Kirrawee's annual Mathematics Tournament thrilled large audience and rocked the Stephen R Smith Hall.
- The Wind Orchestra won Silver at NSW School Band Championships.
- Fourteen students sang in the Cantabile Festival at the Sydney Opera House.
- Kirrawee Debating Team were Sydney Region Finalists and multiple teams enjoy success across an expanding program.
- Do It In A Dress raised awareness and funds to support girls education initiative.
- Claymation competition promoted project based learning and White Ribbon theme.
- A Year 12 students won Pierre de Coubertin Award.
- Students selected for Romeo and Juliet Reimagined composition workshop.

- Kirrawee selected to shoot several episodes of Road the Spec for 2018 Schools Spectacular.
- Stage 6 Geography field trip to Tasmania.
- Young Carers Week launched and promoted to raise awareness.
- White Ribbon student and teacher leadership enjoyed a major year of activity.
- Students represented Kirrawee at NSW Youth Parliament.
- The Mr McKay Science Lab was dedicated to the winner of the Prime Minister's Prize for Science in 2017.
- Kirrawee A won Sutherland Shire Debating Competition.
- Many students participated in World's Largest Mental Health Awareness Lesson.
- Multiple students successfully auditioned for Sydney Southeast Symphonic Winds.
- Annual Art Exhibition showcased extraordinary visual arts talent.
- Four students were part of the Sydney East Water Polo team that claimed the NSW CHS champions.
- Two students represented Sydney Region, which won State Debating Championship.
- Six students successfully paraded and were conferred with higher rank as Airforce Cadets.
- Kirrawee Baggy Blues made T20 Final.
- Two students selected for the Australian All Schools Athletics Championships.
- A World of Difference project celebrates a range of innovative problem solving.
- A student was selected for exhibition at ArtRules.
- The English Faculty launched the Inaugural Kirrawee High Spelling Bee.