

Keira High School

Annual Report



2018



8541

Introduction

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

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

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Message from the Principal

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

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

successful learners confident creative individuals active informed citizens

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

In 2018 Keira's world class STEM program resulted in its two vice captains representing Australia at the International Youth Science Forum in London. Keira has been a state finalist in the Science and Engineering Challenge for the past eight years, and in 2018 our team represented NSW as State Champions and National Finalists in Darwin.

Keira High School is proud of its traditions. This Annual Report shows also that it looks to the future, confident that it is a dynamic and innovative school. Our 2018 – 2020 School Plan has been focused upon ensuring the highest quality of learning opportunities led by skilled and dedicated professionals in a community where wellbeing is both valued and enhanced.

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

Mr David J Robson

Principal

Message from the school community

Keira High School Parents and Citizens Association provides the parent body with an active link between the home and school. It also provides parents with an opportunity to gain a greater understanding of how the school moves toward providing the best educational outcomes for their children and extends the opportunity for parents to respectfully contribute toward the school's decision making process.

In 2018 faculties were again able to provide a greater insight into their programs through various *Showcase* events. As an example of a Showcase this year, the Head teacher PDHPE delivered a Health lesson based on the NSW government health promotion initiative *Thirsty? Choose Water!*

The school captains also presented their leadership initiatives which had a focus on Science and Engineering, Civics and Citizenship and the development of leadership capabilities of Special Education students.

Our fundraising endeavours included a Bunnings BBQ, Entertainment Book sales and the Voluntary Donation Scheme. These activities have been pivotal in our success in achieving our financial goals.

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

Deborah Burford

Message from the students

There continues to be a major focus on providing leadership opportunities for all students at Keira. Student leadership opportunities are offered through both *informal and formal* programs.

Students have the opportunity to apply for *formal* leadership positions in the School Representative Council, INTERACT, as a Sport Captain or as a Senior Student Leader. Students are exposed to an application and interview process and when successful, are supported by a formal leadership program.

Informal leadership opportunities are many and varied. Major opportunities include STEM and membership of the Science and Engineering Challenge Team, EXPO evening demonstrators and guides, Creative and Performing Arts productions, Presenters at Parents and Citizens *Showcase* events, Debating and Public Speaking and Keira Community of Schools sport events. Targeted learning opportunities prior to each informal activity provide strong support to students in developing their leadership skills.

Senior Leadership *Captains Initiatives* in 2018 included a Science forum which targeted *Career Opportunities in Science* including community members and local high school students, an extension on a current fund raiser for Bear Cottage and an initiative to develop the leadership skills of students within Special Education.

Student Leadership Team

School background

School vision statement

Keira High School seeks to provide a holistic education that is relentlessly focused upon the development of the whole child.

Our vision is to promote equity and excellence to ensure that all students become successful learners across a diverse curriculum, confident and creative individuals, active and informed citizens.

The school's innovative and dynamic learning environment will build leaders of tomorrow, successful professionals, trades and business people, worthy citizens, great friends and happy individuals.

We will drive an academic culture that challenges and supports all students to pursue excellence and develop a lifelong love of learning.

We will promote the skills for all our students to confidently engage future technologies and respond to the rapidly evolving landscape of the 21st Century.

School context

Keira High School is a high performing comprehensive, coeducational high school in North Wollongong proudly serving the local community. The learning community is enriched by a diverse student population of 910 and significantly includes 43 students of Aboriginal heritage.

The school enjoys strong partnerships with the Keira Community of Schools and promotes itself as the local high school of choice for families living in Mt Pleasant, Balgownie, Fairy Meadow, Mt Ousley, North Wollongong and Coniston.

A Keira student enjoys success through a range of learning opportunities not limited only through academic achievement, but also in creative and the performing arts, sport, civics and citizenship and student voice. Optimal wellbeing is valued as an overarching framework and the school drives a scope and sequence of programs promoting cognitive, spiritual, social, emotional and physical wellbeing. The key capabilities of critical and creative thinking, personal and social awareness, intercultural and ethical understanding play a significant role in equipping our students to live and work successfully in the twenty-first century.

Personalised learning supports all students and a network of engagement and support is explicitly facilitated across the curriculum. Deliberate programs that target the successful transition of all learners into the secondary setting are complemented by an innovative and dynamic curriculum that challenges all students. We are proud leaders in Aboriginal Education and are committed to delivering innovative whole school Aboriginal Education programs. Our relationship with the Aboriginal community is vital and we respect the guidance we have been given in shaping our learning programs.

A highly professional staff enthusiastically engages the Performance and Development Framework in targeting enhanced pedagogical practice. Mentoring, collaboration and coaching are embedded as drivers across the school to facilitate the sharing of professional practice and support all staff to meet, maintain and seek higher levels of professional teaching standards.

Keira confidently holds its place within an elite group of education providers that stretch from the foot of the Illawarra escarpment to the shores of the Tasman Sea. Alliances with the University of Wollongong, Conservatorium of Music, Innovation Campus and TAFE Illawarra enhance the school's capacity to engage in learning programs, academic research and curriculum opportunities for both its students and teachers. In 2018, Keira formed a vital alliance with Wollongong High School of the Performing Arts and Smiths Hill High School. This partnership seeks an authentic collaboration between all schools in targeting learning opportunities and success for students across all three campuses. A shared curriculum between schools allows for a breadth and depth of unrivalled curriculum opportunities for students seeking diverse and rigorous Higher School Certificate study patterns. Service organisations, business and industry links further enhance the learning options, entrepreneurial experiences and civic pathways beyond the classroom.

Graduates of Keira High School are lifelong learners who remain committed to an appreciation of our land and our first people, the celebration of Australia's diverse culture, the value of community and the importance of personal integrity.

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 and participated in an External Validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of *Learning, Teaching and Leading*. During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The validation team completed *Validation Process Training* in Term 2 and followed a planned timeline of activities that have engaged all key stakeholders in the gathering and analysis of evidence. A range of themes were selected for our evidence sets which covered various aspects of the school's processes that are at different stages of development. EAL/D programs and Aboriginal Education have been explored as established elements of practice that we value as examples of excellence. Analysis of these areas is driven by a commitment to seek improvement and ensure that all aspects of these key processes ultimately deliver outstanding outcomes for all students.

The *Disruption of the Stage 4 Curriculum* is an example of the school's leadership team making atypical decisions to modify curriculum design to embed programs that explicitly target an enhanced learning culture and achievement of outcomes. It demonstrates the impact of school leadership and innovative educational thinking on the learning of our students.

The *Personalised Learning and Engagement* evidence set provided in the validation process reflected the emerging impact of a recently established focus group. This prime initiative aims to achieve a network of specialised support vital to the personalised learning of students with significant needs.

Value Adding and *Informed Practice* are processes within the 2018–2020 School Plan. These identified priorities are included as evidence sets that reflect early stages of implementation. Their inclusion within the *External Validation* process and its inherent analysis has been a deliberate strategy to support the successful facilitation of each process.

Leadership has been included as a significant evidence set that reflects its primacy as the key enabler of successful student learning. It has been a deliberate decision to harness External Validation, as not only a framework to support authentic school improvement but also to be used as the opportunity to build leadership capacity at all levels across the school.

Two key groups were structured to support the successful negotiation of External Validation. The first consisted of executive members with explicit areas of responsibility for specific evidence sets. This collaborative working group was tasked with gathering evidence that reflected the narrative of each focus and demonstrated the process, action and impact of key programs and initiatives across our curriculum. The second group, badged our *Analysis Team*, consisted of members of the senior executive, executive and classroom teachers. This group with varied levels of experience provided a balance of perspective and a diverse skill sets. Again, this design reflected the consistent desire to use External Validation as a vehicle to build and support emerging school leaders.

The *Analysis Group* reviewed exemplars of evidence sets and arrived at points of consensus regarding the organisation and analysis of evidence. The team worked within a developed timeline that directed paired members to collaborate, review and draft the analysis of evidence. A designated workspace was established to support the school's capacity to foster collaboration, decision making, mentoring, coaching and the necessary focus for a purposeful and successful engagement of the External Validation process. The charting and mapping of evidence, along with dynamic timelines were developed and displayed to guide team members. Financial resources were utilised to support sustained working periods vital for authentic, collaboration, analysis and composition.

Learning

The results of this process indicated that in the School Excellence Framework domain of *Learning* the on balance judgement is that Keira High School is *Sustaining and Growing*. The school has made progress in developing a learning culture that supports students to develop an authentic responsibility of and appreciation for their own learning. This is most evident within explicit programs such as the *Excelsior – habits of learning* and within initiatives that engage specific groups such as EAL/D students. Aspects of our support of EAL/D students are excelling and our next steps are to be informed by this success in seeking a similar improvement in all *Wellbeing processes*. Performance Measures in SCOUT data indicate we are excelling in value added from NAPLAN in Year 9 to the HSC. Similarly, student performance measures in SCOUT indicate a rising trend in value added across Years 7 to 9 from 2016 through to 2018 demonstrating that we are sustaining and growing on this measure. The *General Capabilities, Skilled in Literacy* and *Skilled in Numeracy* processes within the 2018–2020 School Plan will further support continued growth.

Teaching

The results of this process indicated that in the School Excellence Framework domain of *Teaching* the on balance judgement is that Keira High School is *Sustaining and Growing*. The External Validation process has highlighted that the ongoing analysis of the *Teaching Domain* has been accurate. There are many pockets of quality practice across the school and student performance across the Stage 6 curriculum that demonstrate the impact of successful teaching. Future directions will be to support the development of skills and practices that are informed by evidence-based research and shaped by our own context. The teachers have authentically embraced the *Performance and Development Framework*, the *NSW Professional Teaching Standards and the Quality Teaching Framework* to operate within a deliberate agenda of professional learning. The key enablers of *coaching, mentoring and collaboration* will further support the capacity building of all teachers to optimise the learning of all students.

Leading

The results of this process indicated that in the School Excellence Framework domain of *Leading* the on balance judgement is that Keira High School is *Sustaining and Growing*. The learning community not only celebrates *Leadership* at all levels but also sees it as the key determinant of school success. Student leadership is built by explicit learning agendas and enhanced by a raft of opportunities that both celebrate and foster a deep valuing of this prime capability. The Principal is positioned as the school's instructional leader. A relentless commitment to building an authentic and purposeful learning community demonstrates the confident rejection of a conventional and conservative model of administrative leadership. Executive learning and development is central to the leadership of the school and the key enablers of mentoring, coaching and collaboration employ intelligent agendas that seek improvement. The school and its Principal have played a leading role in the development and continued growth of *Curriculum Networks Illawarra*. This professional learning alliance has been strengthened through the directed impact of many of our established and emerging education leaders. Many teachers have collaborated in the delivery of professional learning to their colleagues across the region. High levels of leadership capacity have ensured that the school community is relentless in its commitment to an explicit improvement agenda that focuses on *The Whole Child, High Impact Teaching and Successful Learning*. Intelligent fiscal planning and management has provided a scope and sequence of sustainable school improvement. Additional senior and administrative executive, EAL/D, Learning and Support teachers have been positioned to provide support and resourcing at the areas of greatest need. Innovative curriculum structures allow for an enhanced learning culture and the continued design of flexible learning spaces and investment into information technologies will further facilitate the resourcing and management of whole school improvement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

The Whole Child

Purpose

To build the character and capability of all students. Learning agendas will provide a holistic education that seeks to foster independence, innovation, resourcefulness, critical thinking, collaboration and leadership; and to embed within the mindset of all students a respect of self, a celebration of diversity and an appreciation of their place and contribution to their world.

Overall summary of progress

The purpose of this strategic direction is to build the character and capability of all students. In 2018, the key processes of *Optimal Wellbeing*, *Active and Informed Citizens*, and *Building Capabilities* began to build towards achieving this purpose. This work focused on the evaluation of current policies, processes and practices that foster a holistic education.

Optimal Wellbeing was a strategic direction in the 2015–2017 School Plan and has continued to be a priority within the school throughout 2018. The wellbeing program was evaluated and refined by all key stakeholders using the Wellbeing Framework and School Excellence Framework as a tool for reflection. Professional learning focused on the exploration of the Australian Wellbeing Framework and methods of implementing actions within this framework into the school's wellbeing program.

The Active and Informed Citizens process initiated programs to build student opportunities and recognition for volunteering within the school community and beyond. The development of a Stage 6 Civics and Citizenship program will provide all Year 12 students the opportunity to attend an excursion to Canberra to enhance individual student knowledge and understanding of political rights and responsibilities as active and informed citizens of Australia.

The key process of *Building Capabilities* was launched through staff engagement in School Development Day professional learning. This learning focused on the interrogation of the inclusion of the General Capabilities within teaching and learning programs. It included an audit of current teaching and learning programs and assessment where the embedding of general capabilities will provide the opportunity to add depth and richness to student learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Social and emotional outcomes in the Tell Them From Me survey for students in Years 7–12 meet or exceed NSW norms. | Nil | In 2018, the school did not participate in the <i>Tell Them From Me</i> survey. |
| Post-program student surveys indicate increased level of awareness and understanding of the dimensions of wellbeing. | \$8,000 for staff relief and support of the Wellbeing Program | A range of new initiatives were implemented as a result of the development of the Keira High School Wellbeing Program. A notable initiative with significant impact was the engagement of our Year 9 students in the <i>Youth Awareness Mental (YAM) Health</i> program. |
| All teaching programs, assessment and reporting provide evidence of explicit and coherent application of the general capabilities across the curriculum. | \$28,000 Professional learning funding to support staff relief | Staff learning was conducted to build the understanding and knowledge of the key capabilities, and how they enhance teaching and learning within all classrooms. <i>Excelsior</i> Program engaged students in the targeted use of general capabilities to enhance student understanding of their role in learning to learn. |

Next Steps

Optimal Wellbeing

- Continue to ensure stage specific programs to optimise all dimensions of wellbeing are being delivered to all students
- Ensure students are provided the opportunity to participate in the *Tell Them From Me* surveys and results are analysed to inform future areas for development

Active and Informed Citizens

- Continue to identify and create opportunities for students to connect and contribute to the school and wider community
- Explore strategies to encourage student self-acknowledgement of their contribution to the school and wider community

Building Capabilities

- Continue to investigate the implementation of the general capabilities within the curriculum and syllabus documents
- Model best practice quality teaching and learning that supports students in their acquisition of knowledge, skills, behaviours and dispositions necessary for a modern world
- Development of best practice assessment task to include general capabilities
- Continue development of teaching and learning programs for inclusion of general capabilities

Strategic Direction 2

High Impact Teaching

Purpose

To position every teacher across the school as an instructional leader, an expert in their craft, engaged in professional growth and delivering high quality learning programs. To ensure that all teachers create challenging and supportive learning environments that relentlessly target improved learning outcomes for every student. All teachers will value, demonstrate and share outstanding professional knowledge and practice.

Overall summary of progress

High Impact Teaching is a key requirement in ensuring that all students are able to make outstanding progress in their learning. This strategic direction has four processes within it; *Skilled Behaviourists*, *Quality Pedagogy*, *Informed Practice* and *Adding Value*. Project leaders have begun to implement the processes, structures, knowledge and information sharing to ensure that teaching quality produces optimal student success. The processes of *Skilled Behaviourists* and *Quality Pedagogy* were launched during professional learning sessions for all teaching staff at the term 3 School Development Day. The process leaders were able to create professional learning activities to develop staff knowledge and skills of the key elements of each process.

The process of *Adding Value* comprises two elements within it focusing on Stage 4 and Stage 6 respectively. In Stage 6 the focus is directed toward the effective use of feedback. The key stakeholders, students, parents/carers and teachers engaged in developing a deeper understanding of the stage 6 assessment process and the role that effective and timely feedback can play in driving student progress. Parent and student information evenings were highly successful in providing and receiving information concerning these matters. The Stage 6 reporting cycle has been changed to create a direct link between reports and parent teacher conferences. This has improved the efficacy of the feedback given to students and their parent/carer. An additional Year 12 parent teacher night was initiated to provide feedback on the *Trial Examination* and has now become an embedded part of our practice.

The process of *Informed Practice* sits at the heart of all teachers *Performance and Development Plans* as it is framed as our whole school shared goal. Teaching staff have participated in professional learning that has involved professional readings, training packages in *Using Data with Confidence (CESE)*, individual work on establishing accurate starting point data and in identifying key points in learning within units of work that they will assess. All teaching staff completed *SCOUT* training, this has enabled them to access information and data sets to inform their planning for teaching and learning that has driven student progress. On the Staff Development Day at the end of term 4 teachers used *SCOUT* to harvest data for their 2019 classes, they combined this with school generated and transition data for the new Year 7 students to begin planning for accelerated student progress in Term 1, 2019.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Drivers of student outcomes in the Tell Them From Me survey for students in Years 7–12 meet or exceed NSW norms. Behaviour monitoring data indicate increase in recognition of student positive behaviour and decrease in negative behaviour referrals. | \$22,000 for recognition of positive behaviour merits. | The <i>Tell Them From Me</i> survey was not fully utilised in 2018. The planning for an enhanced operation of this in 2019 is underway. Careful review of referrals have taken place. The successful use of the merit system is being reviewed. |
| Over the three year planning cycle, Stage 5 NAPLAN data will show an 8% increase in the number of students achieving in the top two bands in NAPLAN for reading, writing and numeracy. For Aboriginal students increase proportion of students in top two bands for reading and numeracy by 30%. | \$32,925 for mentoring and tutoring of Aboriginal students | In 2018 the value added between Year 7 and Year 9 moved from Delivering to Sustaining and Growing. The majority of Aboriginal students are showing above expected growth in Stage 5 NAPLAN. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| School's data shows that student progress and achievement is greater than students at statistically similar schools on external measures. | \$190,000 including funding for Personalised Learning and Engagement Network Specialist and School Learning Support Officers to work with EALD students. | The value add for Year 7 to Year 9 NAPLAN has moved up to sustaining and growing. The value add for Year 9 to HSC was excelling in 2017. In 2018 average course mark was above that of statistically similar schools and the state average. |

Skilled Behaviourists

- Professional learning is planned for the executive in the skilled use of the Category system. The executive will then lead their faculties to optimise the operation of the Category system in mentoring and monitoring students whose behaviour needs adjusting.

Informed Practice

- All teachers are now trained in SCOUT and have received professional learning in the skilled use of assessment opportunities to create data sets. Executive in collaboration with their faculties will develop a consistent approach across the school to enable accurate tracking and reporting of student progress.

Quality Pedagogy

- The Quality Pedagogy team will identify key pedagogies to support learning in every classroom. They will develop materials to be shared at executive meetings to ensure all head teachers are able to integrate key strategies into the day to day work of their faculties.

Adding Value

- In Stage 6 the focus on enhanced feedback will continue to be driven through parent, teacher and student meetings. The executive will collaborate together to ensure that all students are receiving timely and high quality feed back in all their classrooms.
- In Stage 4 the development of student portfolios is being developed. The existing practices in Excelsior–habits of learning will be built upon and the curriculum time utilised to deliver on this key initiative.

Strategic Direction 3

Successful Learning

Purpose

To transform the literacy and numeracy of all students and ensure that they are creative and skilled users of technology. To build a paradigm that values these key essentials as critical to all successful learning. To foster a culture of high expectations across the curriculum to ensure that all students are engaged in, and supported by personalised learning agendas that identify performance and chart improvement. Teacher learning to focus upon pedagogy that targets growth for all learners.

Overall summary of progress

Keira High School recognises that *Successful Learning* is dependent upon a school culture which values students' ability to utilise literacy, numeracy and technology. Milestones for 2018 have aimed to effect improvement within staff practice by utilising a blend of achievable and aspirational activities in directing the school towards the effective implementation of the processes of *Successful Learning*. Whole school professional development days and dedicated professional learning events have engaged key staff and enhanced understanding of the Literacy and Numeracy Progressions. All staff have engaged in collaborative learning groups to share and enable professional practice to further enhance students use of learning technologies. Comprehensive evaluation of teaching, learning and assessment programs has informed a strategic approach to embedding the strategies that support the explicit teaching of these key skills.

The *Lexia Literacy Intervention Program* was utilised to conduct diagnostic testing of all students in Year 7. This data when combined with NAPLAN and teacher feedback was used to target students who were experiencing difficulties in literacy. This information was conveyed to classroom teachers. Learning events were held for teachers in the use of the Lexia program to enhance their own practice. *Individual Learning Plans* were created using data from the *Lexia Literacy Intervention Program*, NAPLAN results and teacher feedback survey results. Preliminary findings from Lexia indicate that student outcomes have been enhanced, and that teaching staff have diagnostic evidence regarding student achievement in literacy, which can then inform refinements of teaching practice in the classroom.

Performance measures in SCOUT data indicate we are excelling in value added from NAPLAN in Year 9 to the HSC. They also indicate a rising trend in value added across Years 7 to 9 from 2016 through to 2018 demonstrating that we are sustaining and growing on this measure. The *Skilled in Technology*, *Skilled in Literacy* and *Skilled in Numeracy* processes within the *2018–2020 School Plan* will further support continued growth.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| All teaching programs, assessment and reporting provide evidence of the explicit development and subsequent growth of student skill level in literacy, numeracy and using technology. | \$50,000 funded for whole school Professional Development focused on the embedding of explicit strategies to support Literacy, Numeracy and the use of technology in teaching programs and assessment | Investments in technology resources (Science equipment) and preliminary training of staff to fully utilise this equipment Investment in training of key staff in the Literacy and Numeracy Progressions. |
| Over the three year planning cycle, Stage 5 NAPLAN data will show an 8% increase in the number of students achieving in the top two bands in NAPLAN for reading, writing and numeracy. For Aboriginal students increase proportion of students in top two bands for reading and numeracy by 30%. | \$4,000 investment in the Lexia program has led to direct improvements in Student Literacy outcomes Head Teacher Learning and Engagement \$70,00 | ATSI Students Personalised Learning Pathway focused on literacy and numeracy targets specific to NAPLAN results |
| School's data shows that student progress and achievement is | \$22,000 funding of teacher allocation for Directed | All HSC student's literacy and numeracy skills enhanced through funding of Directed senior study |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| greater than students at statistically similar schools on external measures. | senior study program | All HSC student's literacy and numeracy skills enhanced through funding of Directed senior study |

Next Steps

Skilled in Literacy

- The formation of the new Literacy Team is to be established in 2019 and will address teaching, learning and assessment needs in light of the Department of Education Literacy and Numeracy strategy
- A whole school focus on teaching strategies to support continued growth in NAPLAN and HSC results
- Individual Learning Plans will be supported with a Learning Portfolio. This will demonstrate evidence of student progress towards their achievement of outcomes.
- For all teaching staff to collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop plans for continuous improvement
- Enhance student and staff understanding of the Literacy Progressions

Skilled in Numeracy

- The formation of the new Numeracy Team is to be established in 2019 and will address teaching, learning and assessment needs in light of the Department of Education Numeracy strategy
- A whole school focus on teaching strategies to support continued growth in NAPLAN and HSC results
- Enhance student and staff understanding of the Numeracy Progressions

Skilled in technology

- Continued training to build the skills of teachers and increase the rate and sophistication of students' use of technology
- Increase opportunities for students to use and learn technology skills embedded into teaching programs and assessment
- Online sharing of professional practice to enhance the use of strategies that support students in the effective use of technology

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$32,925 | <p>One to one teacher mentor program of implementation of Personalised Learning Pathway re-established, aimed at improving student engagement and Literacy and Numeracy standards.</p> <p><i>Lexia</i> reading groups established as additional support for targeted students.</p> <p>Year 9 NAPLAN results indicate positive student growth in numeracy and literacy above state average for aboriginal students</p> <p>Senior tutoring program targeted specific needs of stage six students with a focus on assessment. The majority of Aboriginal students in Year 12 attained university placement.</p> |
| English language proficiency | \$288, 894 | <p>Qualified EALD teachers oversaw continued growth in English language proficiency for Keira's significant EALD and refugee cohort. Support strategies were implemented across the school to enhance successful engagement of every student, including:</p> <ul style="list-style-type: none"> • Targeted Stage 4 EALD literacy groups • Parallel Stage 5 EALD English classes • Stage 5 EALD literacy elective • Year 11 EALD English classes (new syllabus) • Year 12 ESL English classes • EALD English Studies class in Year 12 • Ongoing academic support to students across classrooms and faculties • Lunchtime EALD academic support available three days a week • Ongoing cross-faculty support including collaborative planning and differentiation of programs and lesson plans, team teaching and teacher mentoring |
| Low level adjustment for disability | \$322,902 | <p>Keira High School recognises the need for a cohesive approach towards learning and wellbeing where practice, policy and procedure create a centralised network to engage students, families and the community in the development of the whole child. Research indicates that students learn best where student engagement, challenge and support and wellbeing align to create an optimal learning environment (<i>CESE: What Works Best: Evidence Based Practices to Support Student Performance</i>).</p> <p>The recognition of this need lead to the creation of a <i>Personalised Learning and Engagement Initiative</i>. School based funding was utilised in an innovative way to create a new position within the school: <i>Personalised Learning and Engagement Network Specialist</i>. This project seeks to provide a whole school approach towards learning and wellbeing for all students so that every child is known, valued and cared for.</p> |

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| <p>Low level adjustment for disability</p> | <p>\$322,902</p> | <p>The <i>Network Specialist</i> oversees the <i>Personalised Learning and Engagement Team</i>. This team is comprised of experienced Learning and Support Teachers and SLSO support staff, who work collaboratively with classroom teachers, parents and students to personalise learning experiences. The team work closely with internal and external stakeholders to successfully case manage our students by providing a comprehensive matrix of support that allows each individual to attain their learning and wellbeing goals.</p> <p>Our students are actively involved in their learning, and track their learning goals and progress through their Individual Learning Plans. This allows students with the support of their teachers to experience success, build vital skills and to develop confidence in their abilities.</p> <p>Parents and caregivers play an integral role in their child's education. Our school regularly consults with parents and caregivers to ensure that they are actively involved in their child's learning. Learning and Support Teachers provide intensive learning interventions for targeted students, and provide consultancy services to classroom teachers to support teaching staff in delivering personalised learning across the curriculum.</p> |
| <p>Socio-economic background</p> | <p>\$305,776</p> | <p>School policies and frameworks have been developed to support a cohesive approach to wellbeing, learning and engagement, and utilise the expertise of a number of different teams across the school, including Head Teacher Wellbeing, Head Teacher Administration, Deputy Principals, the Transition Team and other relevant staff. This has been supported by the funding of a Deputy Principal.</p> <p>The network approach demonstrates the comprehensive and strategic manner in which wellbeing and educational needs are met by the whole school, with common language used to describe students primary and secondary needs. This includes learning, wellbeing, attendance and complex cases. School policies have been developed in consultation with the executive team and staff in order to create a strategic framework to support students at Keira High School.</p> <p>The Personalised Learning and Engagement Network Policy provides the process by which students are identified, the resources and documents that are used to support these students, and clear role statements that detail best practice in wellbeing and learning to support the whole child. This policy operates in tandem with the Individualised Support Policy, which details how the learning of students in the classroom are best supported, and details the processes that are followed to achieve the attainment of improved student</p> |

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| Socio-economic background | \$305,776 | learning outcomes. |
| Support for beginning teachers | \$143,605 | <p>Planned and focussed <i>Induction Program</i> tailored to the individual needs of the beginning teacher, involving weekly meetings. Monitoring program formalised between supervisor and mentee providing ongoing targeted support.</p> <p>Peer led learning events provided guidance within the accreditation process.</p> <p><i>Start Strong</i> funds built in as a reduced teaching load utilised for 6 beginning teachers in both their first and second year of teaching.</p> |
| Targeted student support for refugees and new arrivals | \$27,582 | <p>In conjunction with the Refugee Support Leader the school implemented various strategies aimed at the engagement and retention of at-risk male students. Keira worked closely with DoE's (RSCST) Refugee Student Counselling Support Team as well as STARTTS (Service for the Rehabilitation of Torture and Trauma Survivors). Through these organisations a Capoeira program ran all year, targeting the most at risk male EALD students. This evidence-backed program has been successful in helping its Keira participants cultivate self-regulation, confidence and self-discipline. A 'deep counselling' therapeutic group also achieved success in supporting this cohort.</p> <p>The school employs both a female and male Arabic speaking SLSO, along with a Karenni speaking SLSO. These staff members offer bilingual support in the classroom along with maintaining communication, particularly for newly-arrived students and their families.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 512 | 493 | 494 | 484 |
| Girls | 435 | 444 | 435 | 413 |

The school's enrolment in 2018 was 879 students, with an additional 47 students in the school's Special Education faculty. The school's partner primary schools that comprise the Keira Community of Schools are Balgownie Public School, Coniston Public School, Fairy Meadow Demonstration School, Mount Ousley Public School, Pleasant Heights Public School and Wollongong Public School. Significant focus has been placed on the progression from primary to secondary school and an exceptionally high proportion of our students have made a successful transition. Keira is the school of choice in our local community.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 93 | 91.3 | 93.9 | 95.1 |
| 8 | 90.5 | 91.3 | 89.5 | 89.3 |
| 9 | 88 | 89.1 | 89.9 | 84.8 |
| 10 | 85.5 | 88.1 | 87.7 | 86.6 |
| 11 | 87.8 | 86.6 | 89.4 | 88.4 |
| 12 | 86.3 | 90.2 | 89.8 | 88.8 |
| All Years | 88.5 | 89.4 | 90 | 88.8 |
| 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

At Keira High School, attendance is a school priority. Strategies to support attendance include rolls being marked electronically each day, student attendance recorded by class teachers each lesson and reported to parents twice a year with reference to the impact attendance has made on the student's progress.

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

- Review of procedures and whole school learning events led by Senior Executive focused on roll marking and related responsibilities such as early contact home after an unexplained absence
- Early identification and intervention of students with emerging attendance concerns
- Online roll marking procedures to allow instant identification of whole and partial student absences
- Automatic SMS notifications sent to parents regarding absences
- Introduction of positive recognition program to celebrate student school attendance and a change in reporting procedure to highlight the impact attendance has had on learning
- Regular student absences monitored by roll call teachers through student interview, phone calls and letters home
- Student lateness targeted to increase attendance rates from the start of school
- The school has worked closely with external agencies to increase engagement and find meaningful opportunities for disengaged students

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 | 3 | 4 | 8 |
| TAFE entry | 4 | 0 | 14 |
| University Entry | 0 | 0 | 42 |
| Other | 0 | 0 | 15 |
| Unknown | 0 | 0 | 20 |

The school surveyed the 2018 year 12 cohort in early 2019. The following information is based on contacting families and students and accessing the University Admissions Centre offers list to Keira High. The number of unknown (20%) students post school destinations include students who may have transferred, withdrawn from studies or who we have not been able to contact during the survey process.

The university of choice remains the University of Wollongong. 96% of those students offered early entry took up this option.

Year 12 students undertaking vocational or trade training

Students at Keira High School can study Industry Curriculum Frameworks in Construction and Hospitality through the Public Schools RTO, access external training providers such as TAFE or participate in a School Based Apprenticeship/Traineeship program. In 2018 37 students undertook e-Vet courses and 11 participated in S-Bat courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, all students who completed their HSC year attained an HSC or equivalent vocational course.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 11 |
| Classroom Teacher(s) | 47.3 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| Teacher ESL | 2.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 15.37 |
| Other Positions | 1 |

*Full Time Equivalent

Keira High School has eleven Head Teachers, comprising Head Teacher Mathematics, English, Science, HSIE, TAS, CAPA, PDHPE, LOTE/Teaching and Learning, Administration, Wellbeing and Learning and Engagement.

The school has a locally funded third Deputy Principal and Business Manager position.

Staff comprise of three teachers who identify as Aboriginal or Torres Strait Islanders.

Workforce Retention

There were three retirements in 2018. One classroom teacher and two Head Teachers. There were no resignations. Two Head Teachers were appointed, one via merit selection and the other through a centralised transfer.

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 | 16 |

Professional learning and teacher accreditation

Professional learning focused was delivered in a range of mediums throughout 2018. All staff engaged in professional learning delivered at the school through school development days, twilight learning, whole staff learning and faculty based learning. The focus for learning drew a direct line to processes within the 2018–2020 School Plan, and the Performance and Development Framework. The total school expenditure on professional learning for teaching and non-teaching staff was \$78,063.15 in 2018.

In 2018 there were 10 teachers accredited as Provisional/Conditional and 70 teachers accredited at Proficient Competence. Learning events were held for Strong Start teachers, those seeking maintenance and for pre 2004 teachers seeking to understand the accreditation process.

Financial information

Financial summary

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

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 315,151 |
| Revenue | 11,258,327 |
| Appropriation | 10,883,635 |
| Sale of Goods and Services | 87,769 |
| Grants and Contributions | 267,924 |
| Gain and Loss | 0 |
| Other Revenue | 15,463 |
| Investment Income | 3,538 |
| Expenses | -11,187,254 |
| Recurrent Expenses | -11,187,254 |
| Employee Related | -10,190,325 |
| Operating Expenses | -996,929 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 71,074 |
| Balance Carried Forward | 386,225 |

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

The school as part of its educational management plan, will be utilising the balance carried forward to acquire resources which cannot be funded within a financial year. A provision for expenditure from 2018 is included for the balance of unpaid invoices and casual salaries which will be debited from the school in February 2019.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 8,034,766 |
| Base Per Capita | 186,137 |
| Base Location | 0 |
| Other Base | 7,848,629 |
| Equity Total | 950,497 |
| Equity Aboriginal | 32,925 |
| Equity Socio economic | 305,776 |
| Equity Language | 288,894 |
| Equity Disability | 322,902 |
| Targeted Total | 1,000,646 |
| Other Total | 143,732 |
| Grand Total | 10,129,641 |

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

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.

Keira High School has demonstrated consistent and sustained growth across all areas of literacy and numeracy.

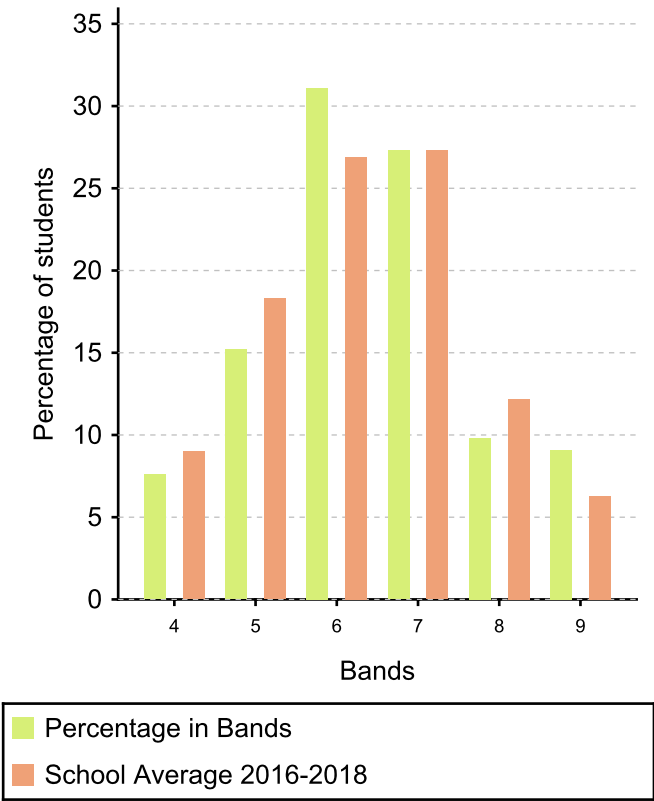
In Grammar and Punctuation, Keira High School compared favorably in average growth scores when compared against the state and similar schools, scoring 10 points above the state average in this area. Keira High School has scored slightly below similar schools in this domain when comparing students who are at or above expected growth.

In Reading, both average scaled growth and at or above expected growth results were significantly above the state average and similar schools.

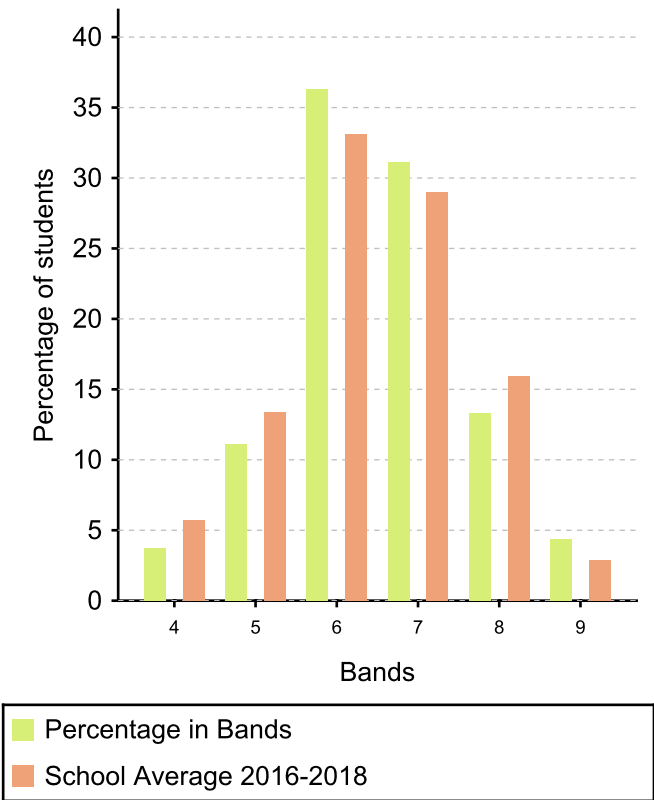
In Spelling, Keira has also experienced strong results, scoring above both the state average and similar school groups in both indicators of growth.

In the domain of Writing, Keira High School has again experienced substantial growth significantly above State and similar schools growth in relation to average growth and at or above expected growth.

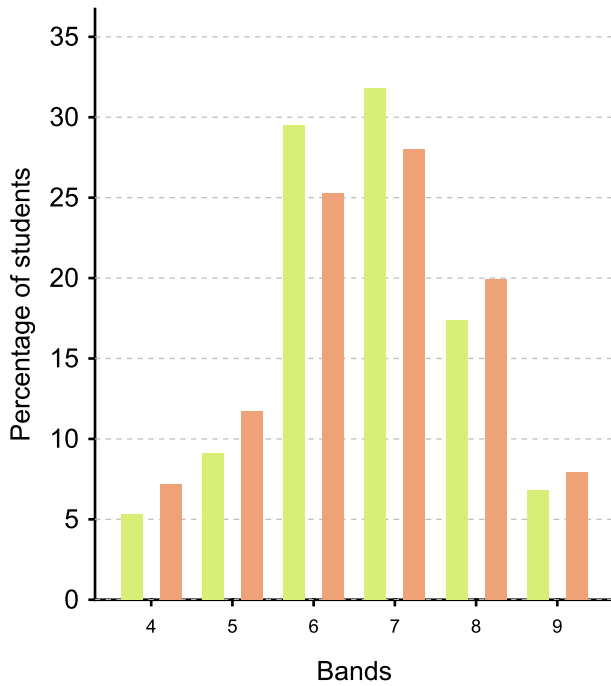
Percentage in bands:
Year 7 Grammar & Punctuation



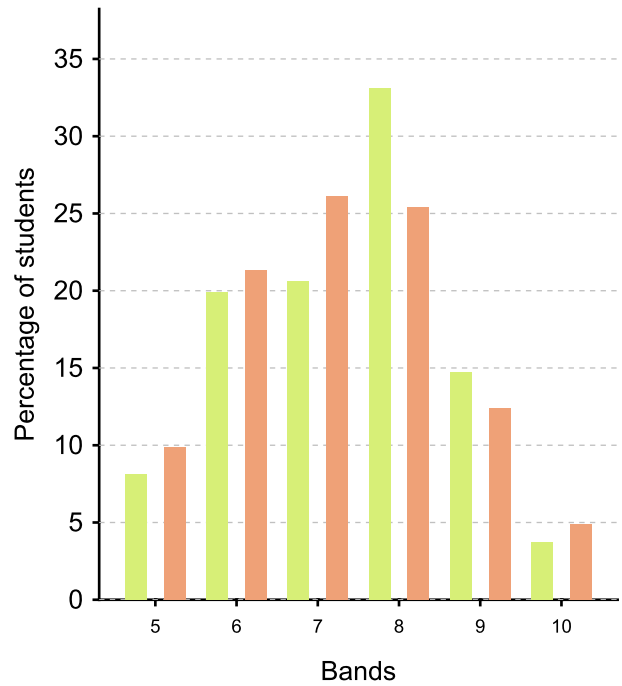
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Spelling



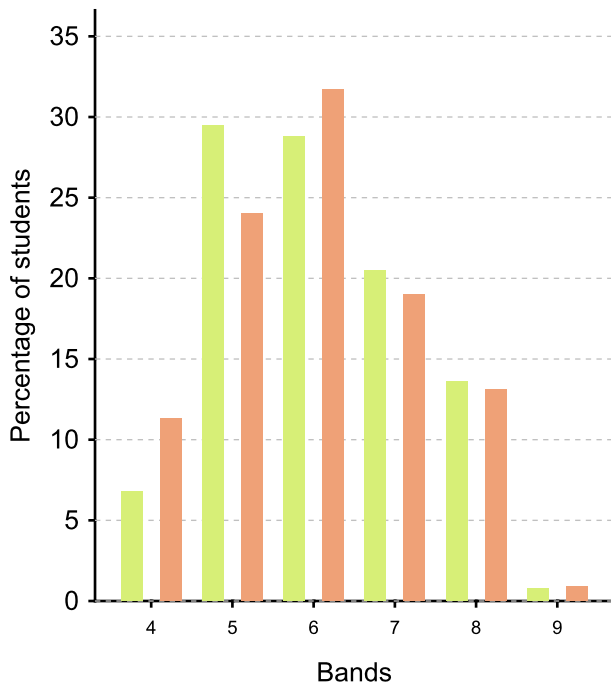
Percentage in bands:
Year 9 Grammar & Punctuation



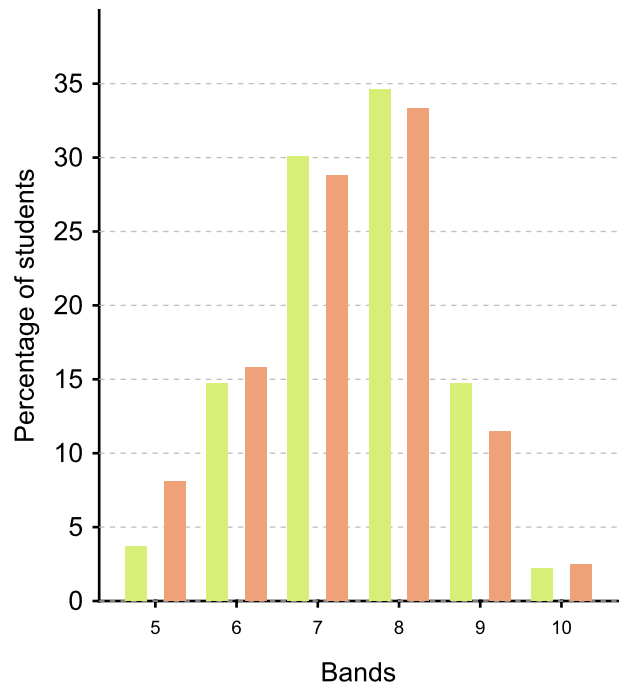
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



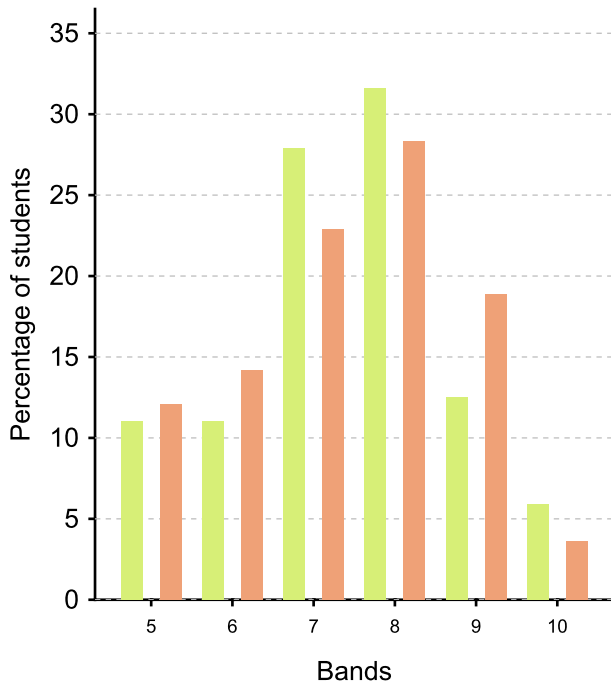
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

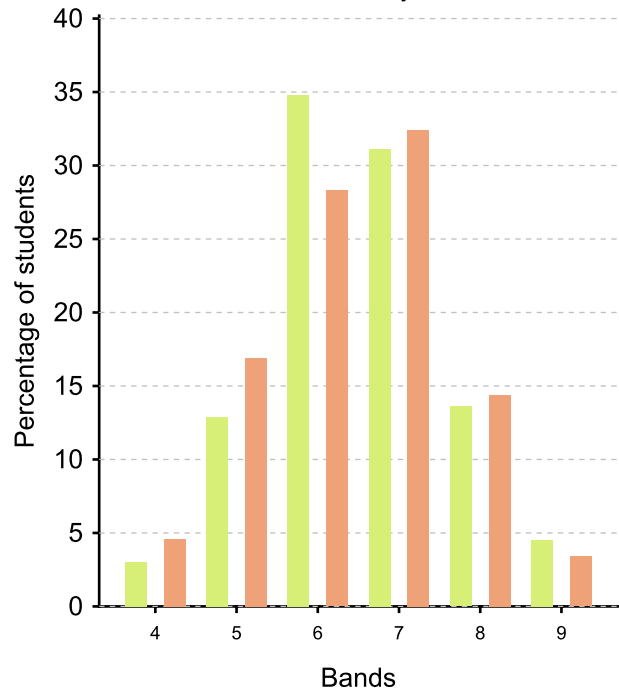
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling



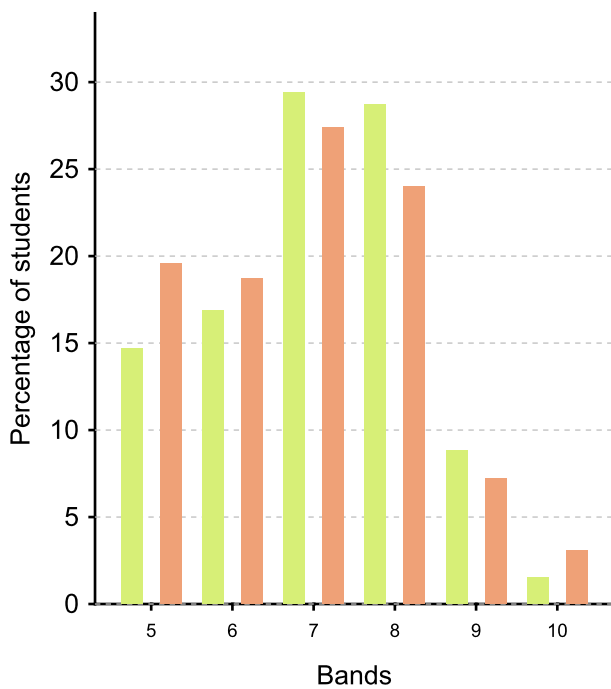
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Numeracy



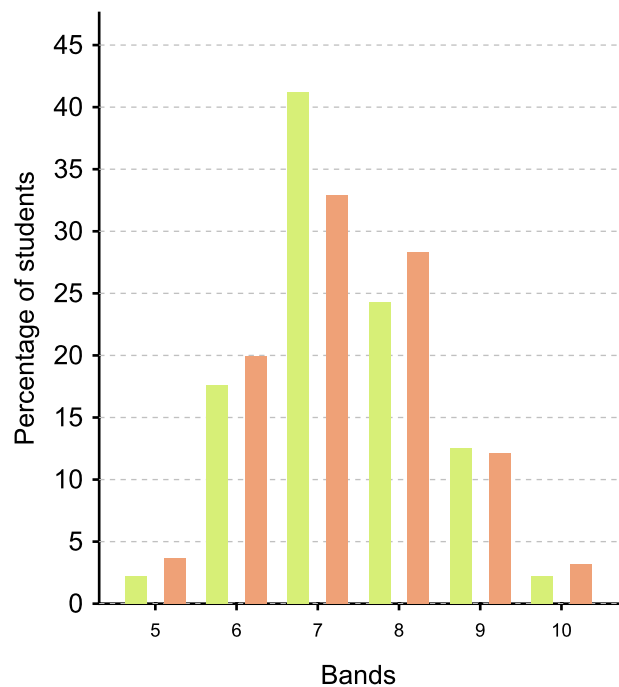
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



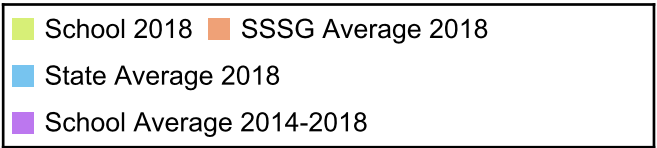
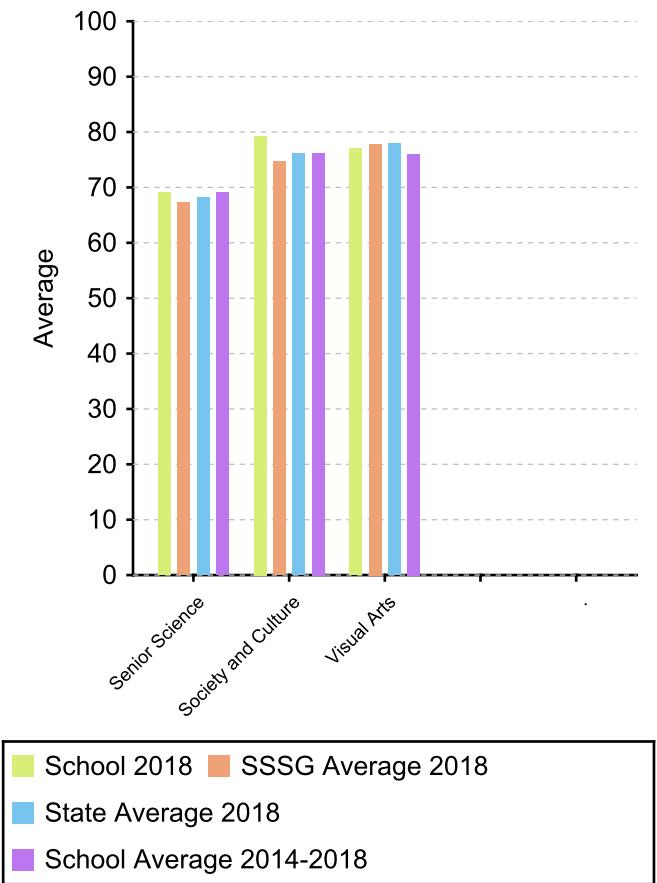
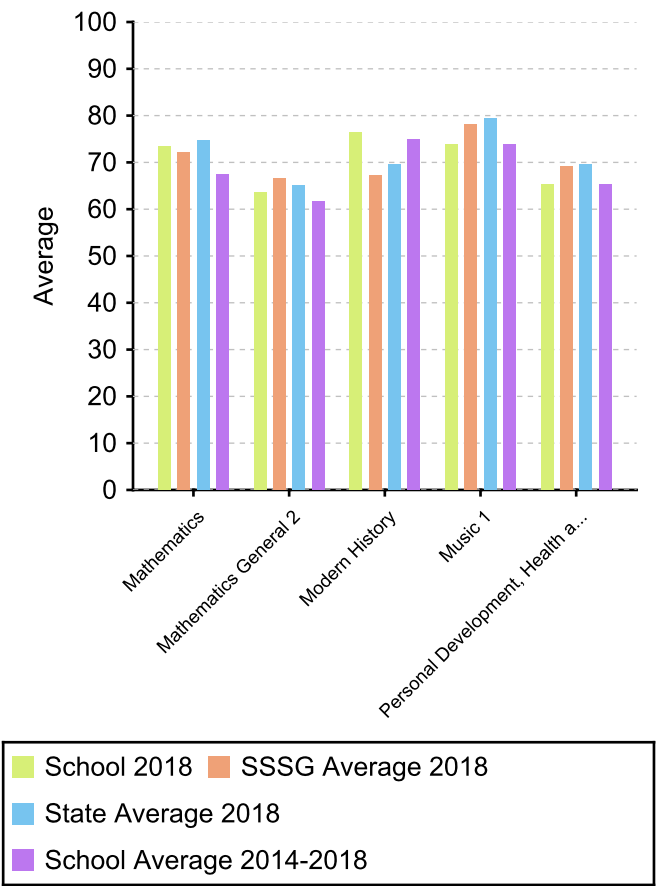
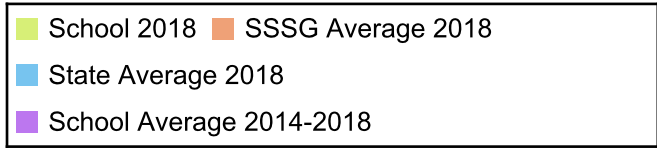
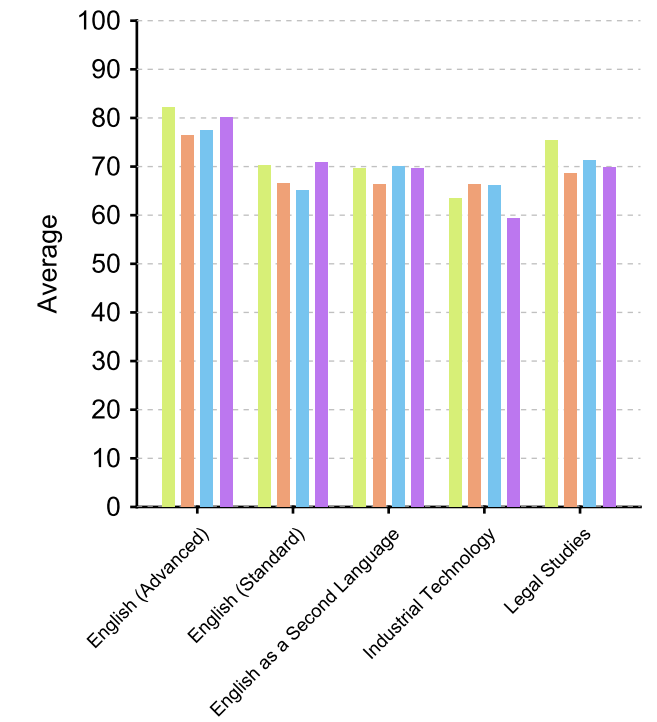
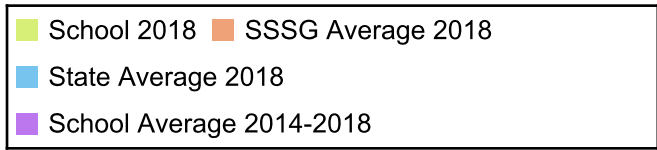
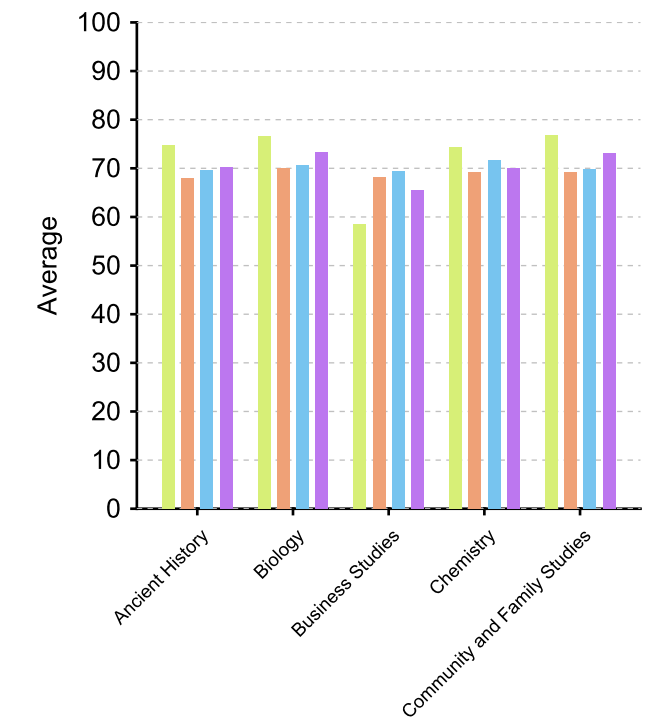
Percentage in Bands
School Average 2016-2018

In Numeracy, Keira High Scholl has scored significantly above the average NAPLAN growth score state average and when compared with similar schools, and slightly below state and similar schools in growth at or above expected.

In accordance with the Premier's priorities: Improving education results, our average percentage of Year 7 and Year 9 students achieving the Top 2 Bands in NAPLAN 2018 was 16.88%.

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

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

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

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

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

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

Policy requirements

Aboriginal education

Aboriginal Education continues to be a strong focus at Keira. The development of all the school community's knowledge, understanding and appreciation of our First People's culture is constantly promoted to the school through a variety of mediums.

An enhanced Aboriginal Studies program is taught to all Year 7 and 8 students where aspects of traditional and contemporary culture and influence is explored. The number of students electing to complete Stage 6 Aboriginal Studies continues to increase with both indigenous and non-indigenous students electing to study the course.

Aboriginal Culture is promoted to the whole school through recognition ceremonies highlighting significant events such as National Apology to Indigenous People, Reconciliation Day, NAIDOC week celebrations and an inclusion of Aboriginal Art throughout the school painted by a local renowned Aboriginal Artist.

There are a number of targeted activities that are aimed at improving the educational and leadership potential of the 46 ATSI students that attend Keira High School.

Each ATSI student was provided with a dedicated mentor to assist in the development and implementation of their own *Personalised Learning Pathway*. This involved collaboration with both student and parent and had a major focus on Numeracy, Literacy and engagement. Mentors worked closely with students and their subject teachers to ensure the targets for their 2018 goals were met. Students were involved in an evaluation process to ensure the process was inclusive and plans could be adapted.

In addition to this, targeted junior students were provided with extra Numeracy and Literacy support through the Lexia reading program, whilst senior students were provided with specialist tutoring in targeted subjects.

ATSI students at Keira are involved in the *University of Wollongong AIME* program. This program offered additional support through tutoring program. Trained students from the university would meet with students on a weekly basis to engage with assessment tasks and homework, or spend time focusing on areas of literacy and numeracy development within these tasks. This program also provided our students with the opportunity to engage with other ATSI students and learn more about their culture and identity.

Other opportunities that ATSI students were exposed to included a Careers Day at Sydney University, NAIDOC debating, Reconciliation Walk and performance opportunities, Career Interview practice, leading the Regional Awards Ceremony and one student (Riley McElhone) receiving recognition at the state Nanga Mai Awards for outstanding success in Student Leadership.

Multicultural and anti-racism education

Multicultural and anti-racism education

Keira High School is an inclusive learning community where diversity is celebrated. The student body is highly multicultural. The school also has significant numbers of newly-arrived students of refugee and migrant backgrounds. Keira is renowned in the wider community for its successes in strongly supporting these students and celebrating their contribution to the school.

Celebration and Recognition

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

The Keira Diamonds

The school supports a multicultural and refugee choir, *The Keira Diamonds*. The choir is a centrepiece in the school's multicultural education strategy, fostering confidence in its culturally diverse students. The group's prominent public performances at school and beyond reaffirm to these students and their peers the value that the school community places on diversity and multicultural education. Among *The Keira*

Diamonds most significant performances for the year was their success at the *Viva La Gong* festival. Once again, the organising committee requested that the group perform at *Viva*, one of the Illawarra's largest and most popular festivals. The group also performed at Wollongong Town Hall for the NSW launch of Refugee Week. *The Keira Diamonds* remain a potent public representation of the school's commitment to multicultural education.

Parent Cafe

Keira's annual parent cafe again brought newly-arrived migrant and refugee families to the school to foster closer ties within the community and share knowledge. As with all such events, interpreters for key language groups were present to ensure families were provided with an enhanced understanding of school policies and procedures, as well as upcoming events. Following formal presentations from EALD staff, an afternoon tea allowed parents to meet staff from across the school.

Other initiatives include:

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

Optimising Multicultural and EALD learning outcomes

EALD students are strongly supported at Keira High School. The school has a high number of Syrian and Karenni (Burmese ethnic group) refugees, along with other migrants and a small number of international and exchange students. Those who are more recent arrivals to the country or who have interruption to schooling are offered more intensive support.

Support includes:

- Four specialist EALD teachers share a 2.4 FTE staffing allocation. Over one hundred students from a broad range of language backgrounds are supported across KLAS as well as in the

development of their communicative and academic English.

- Parallel EALD English classes are taught in Years 9 and 10, and the EALD English Higher School Certificate Course is available for Stage 6 students
- Stage 4 students are supported in intensive English groups as necessary, as well as receiving support across KLAS
- The school has pioneered an EALD literacy elective. This intensive course fosters the refinement of communicative skills and development of academic literacy for Stage 5 EALD students.
- Strong EALD numbers in Year 12 allowed the school to offer Stage 6 subjects with majority or exclusively EALD groupings, leading to academic success along with very high retention rates in at-risk students. These included Senior Science and vocationally-oriented courses like *Work Studies* and *Hospitality*.
- The school continues to offer informal tutoring and academic support to EALD students. EALD staff operate a drop-in homework centre at lunch times. The school's Learning Centre also provides an active academic support space for EALD students in breaks and Stage 6 study periods.
- EALD teachers continue to work closely with staff across KLAS in implementing EALD pedagogy for students of LBOTE and refugee backgrounds. This includes collaborative planning, lesson observations, team teaching, assistance with differentiation and withdrawal of students for intensive support.
- The school's Special Education Unit also addresses intercultural understanding in its programming and supports students from a broad range of language backgrounds
- Keira collaborated in 2018 with University of Sydney on their Investigating EALD in Science project. The school team participated in various professional learning activities as they implemented the project. Members presented their findings at the Investigating EALD in Science Showcase.

Professional learning for teachers in intercultural understanding and EALD pedagogy

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

All teaching staff are offered the opportunity to complete QTC accredited courses such as *Teaching Students from a Refugee Background*, S.T.A.R.S in Schools and Teaching English Language Learners. This forms a significant part of the school's strategy in supporting multicultural learning. EALD teachers also attend regional EALD Connect/Refugee Support Network professional learning days.

Leading the Region

Keira High School continues to lead the region in multicultural education and the implementation of EALD

pedagogy. All Secondary EALD teachers in the Illawarra, including from Warrawong Intensive English Centre (WIEC) and from as far afield as Ulladulla attended the Term Two EALD CNI School Development Day at Keira High School. The co-ordinator and initial instigator of the group is a Keira EALD teacher and David Robson oversees the network as Principal Patron. CNI professional learning has helped build EALD capacity across the region.

Refugee Support Leader

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

Engagement and retention

The school has very high rates of engagement and retention for all students, including its multicultural and LBOTE cohort. This is a direct consequence of academic and social programs and initiatives prosecuted by the school. EALD students are supported to engage in the learning process and are celebrated as an asset by the school community, further developing a harmonious and positive learning environment.

Student engagement and retention is also underpinned by social programs that develop the whole student, enabling them to thrive in and contribute valuably to the wider community. Keira works closely with key community organisations such as Multicultural Communities Council Illawarra (MCCI), Illawarra Multicultural Services (IMS), Wollongong City Council and Headspace. Various incursions and excursions connected students to these services throughout the year.

RAW (Ready Arrive Work) Program

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

Illawarra Multicultural Youth Conference

Keira EALD teachers play a leading role in the Illawarra Multicultural Youth Conference (IMYC). The IMYC is an annual event run in partnership with MCCI and IMS and is supported by Wollongong City Council. It connects refugee and EALD recently-arrived EALD students to migrant service providers and youth services. Workshops focus on concepts as diverse as cyber safety, financial literacy, legal rights and responsibilities, and goal setting and attainment. The

conference looks to enhance student wellbeing by filling potential learning gaps in co-curricular content and sociocultural wellbeing.

Other school programs

Achievements in SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS (STEM)

Students at Keira High School are provided with many opportunities in STEM through hands-on activities embedded as part of course work. The Science and Technology Education Leveraging Relevance (STELR) pilot program has continued at Keira. This hands-on, inquiry based curriculum program has been accessed by Year 9 and Year 10 students on the themes of global warming, sustainable housing and renewable energy.

Keira Science staff have been actively involved in engaging our community of schools (CoS) in STEM activities, with Year 4 STEM visits to our CoS schools and a Year 5 STEM CoS Challenge Day as part of National Science Week. The activities involved critical thinking and creativity. During all of these sessions the CoS students were mentored by senior Keira students who had been specifically trained to provide the CoS students the best opportunity to experience challenge and a supportive environment to facilitate success.

Keira achieved a high level of success in the Science and Engineering Challenge in 2018. A group of highly committed Year 10 students worked as active members of a team, attending regular training sessions run by Keira Science staff, and were able to achieve first place in the Regional Final. The team then undertook further training and displayed supreme initiative and critical thinking skills, enabling them to do what no Keira team has ever done before – win the State Final of the Science and Engineering challenge. The Keira team then went on to represent New South Wales in the National Final of held in Darwin. Through the depth of their learning and their capacity to implement their understanding, to collaborate and to think as a creative team, they were able to secure eighth place in the National Finals.

Achievements in CREATIVE and PERFORMING ARTS

Music

The rejuvenation of the Keira High School Band was a priority for 2018. Ably co-ordinated by our new, permanent Music teacher, Miss Ashleigh Smith and conducted by ex-student and Wollongong Conservatorium of Music tutor, Mr Des Cannings, many students took the opportunity to become part of the Band.

Performance opportunities were many and varied, and included seasonal recitals, assemblies, Engadine Bandfest, and the Illawarra Combined Schools' Instrumental Festival.

Another exceptional innovation in 2018 was the series of seasonal music recitals inspired by Vivaldi's famous 'Four Seasons'. Each recital was made up of a range of performances and one featured artist. These events highlighted the increasing growth and sophistication of our music program. The final, Summer Recital was an opportunity to acknowledge outstanding musicians from across the school with the presentation of awards in several categories.

The music program was further enhanced with a Guitar/Ukelele Ensemble, vocal groups and individual tuition in a range of instruments.

In 2019, key focus areas include a closer relationship with our partner primary schools, strengthening the vocal program and potential introduction of a string ensemble. The outstanding seasonal recital program will continue which will provide performance opportunities for selected elite performers.

Dance

Keira High School Dance continued to grow, with a large number of deeply committed students creating, rehearsing and performing at both Regional Dance Festival and Southern Stars.

Drama

Performance opportunities continued to enhance student learning and participation in Drama, with participation in the Regional Drama Festival a highlight.

Students were able to see quality performances at OnStage, and two students participated in the NIDA Outreach program during the school holidays.

Visual Arts

Under the umbrella of Visual Arts, students elect to study traditional Visual Arts, Photographic and Digital Media and Film Making. Large numbers of student in Stage 5 have benefited from study in one or more of these disciplines.

Our relationship with partner primary school Coniston Public was enhanced through the creation of a mural for their new 'maker space' by Stage 5 Visual Arts students.

Achievements in WELLBEING

We are dedicated to developing the cognitive, physical, spiritual, emotional and social wellbeing of all students at Keira High School. This is achieved through a comprehensive Wellbeing Program. The Wellbeing Framework scaffolds an authentic and engaging program aimed to enhance the wellbeing of all students.

Physical Wellbeing

An integral part of the physical wellbeing of all students is the extent to which they feel physically safe and healthy. This includes a number of different aspects:

preventative health care, nutrition, physical activity, and physical safety and security.

Programs aimed at different year groups work to enhance the physical wellbeing of all students. These programs include:

- Immunisation program
- Year 11 Crossroads program
- Cybersafety/Digital Citizenship program – a Wollongong Police initiative
- e–Safety workshops
- Travel Safety program (Stage 6)
- Nicole Fitzsimmons program
- Train Safety – Sydney Trains
- YAM – Youth Awareness Mental Health program
- Timely communication between parents, staff and students regarding illnesses within the school community
- RYDA – Driver Safety program (Stage 5 and 6)
- Harmony Day – whole school celebrations
- International Women's Day initiatives
- Peer Support program
- Women in Leadership Conference
- Drugs, Alcohol and the Law – Wollongong Police workshops
- HSC Optimal Wellbeing for Optimal Success workshops
- Mindfulness program

Social Wellbeing

Positive relationships and a feeling of connectedness are essential to the social wellbeing of all students. They promote productive interactions and empathetic behaviour towards others. This allows students to develop these skills for the future.

The social wellbeing of students is developed through the implementation of such programs as:

- Peer Support program
- Cybersafety workshops
- e–Safety workshops
- Harmony Day – whole school celebrations
- Circle of Friends program
- Lunchtime games
- International Women's Day celebrations
- Peer Support Leadership Development programs – Year 10
- Year 6 into 7 Transition program – Orientation Day, extra transition visits and Year Advisor visits to Primary schools
- Year meetings and events coordinated by Year Advisers
- Kindness program – Anti–harassment

Emotional Wellbeing

Emotional wellbeing is informed by a student's self–awareness and emotional regulation. It strengthens resilience and the capacity for self–reflection, allowing students to negotiate different situations.

Fostering the emotional wellbeing of all students is

- Mindfulness
- Peer Support program

- R U OK Day Mental Health Awareness program
- Resilience and confidence development workshops
- Peer Support Leadership program
- HSC Optimal Wellbeing for Optimal Success workshops

Cognitive Wellbeing

Cognitive wellbeing enhances a student's levels of achievement, success, and the attainment of knowledge through positive learning experiences.

The enriching of the cognitive wellbeing of students occurs through such programs as:

- Professional development of staff focusing on enhancing cognitive wellbeing of students
- Peer Support program
- Year 6 into 7 transition program
- HSC Study Bootcamp – UOW and Keira High School partnership
- Directed Senior Study program
- Study and Organisational Skills days
- Stage 6 UOW study day
- UOW Discovery Day
- Learning Labs – UOW and Keira High School partnership
- Positive reinforcement through the Keira High School Merit System
- Year assemblies, year meetings and formal recognition ceremonies
- HSC Scholarships – DoE scholarships and St. Vincent de Paul and Keira High School partnership
- Growth and mindset workshops
- Brain training – study skills program
- Summer Master class – UOW, Year 11 into 12

Spiritual Wellbeing

The spiritual wellbeing of all students is connected to their culture, religion and community. It informs their beliefs, values and ethics.

The spiritual wellbeing of students is supported by programs such as:

- Resilience programs
- Mindfulness
- R U OK Day
- Harmony Day – whole school celebrations
- Year 7 Peer Support program
- Year 10 Peer Support Leadership Training program
- Whole school activities that celebrate inclusivity, diversity and respect
- Year 7 Religious Education program
- Kindness program – anti-harassment

Achievements in SPORT

Keira High School enjoyed another successful year in a variety of sporting arenas, providing a range of opportunities for students in both recreational and competitive sport. Another strong house sport competition achieved through the addition of a weekly point system reinforced positive student engagement in Physical Activity and Sport. Keira has a tradition of a

strong House competition throughout the year, *Banksia* claimed the 2018 house championship for the first time since 2009.

Individual and team success in Swimming, Cross Country and Athletics carnivals as well as Age Champions, South Coast representatives and NSW Combined High School representatives achievements were celebrated at the 2018 Annual Sports Presentation.

The role of House Sport Captain has continued to develop into a significant student leadership role at Keira High School. House Captains strengthened their positions by leading their houses at all three major sporting carnivals, assemblies and led a variety of lunchtime sporting competitions to encourage all students to increase engagement in physical activities.

Recreational sport (Term 1 and Term 4)

A wide range of sports was offered to cater for all levels of abilities and experience. These include tennis, swimming, basketball, football, volleyball, dodge ball, indoor football, surfing, learn to surf, paddle boarding, rock climbing, yoga, dance, oztag, beach games and walking. The Year 7 swimming program continued for its thirteenth year. This valuable program caters for students of all levels of swimming ability with the aim of improving water safety skills and water safety awareness.

Competitive Sport (Term 2 and 3)

Keira fielded multiple teams in the Northern Illawarra grade sport competition. We had four victories teams across four different sports in Junior Soccer and Netball along with Senior Volleyball and B division Darts competition.

Carnivals

The participation of athletes who attended Swimming, Cross Country and Athletics Carnivals continues to be high. From these carnivals, successful athletes represented Keira High School at Northern Illawarra Zone, regional and south coast carnivals. A number of these athletes gained selection in South Coast teams to compete at the NSW combined high school carnivals.

Significant Individual and team achievements

Keira High School had outstanding individual and team results at South Coast School Sport Association and NSW Combined High Schools carnivals. The following students were selected in NSWCHS state teams, some received honourable mentions for their talents.

Swimming

- Emma Lowe represented South Coast at NSWCHS Swimming Carnival.
- Clancy Lowe represented South Coast at NSWCHS Swimming Carnival
- Lauren Sheppard represented South Coast at NSWCHS Swimming Carnival

Athletics

- Kalia Spencer was age champion at a zone and regional level in the 13yrs age group. She represented South Coast at the NSWCHS Athletics Carnival and placed 3rd in the 100m and was part of the 4 x 100m Relay team.
- Lola Sossai, Olive Ashton Wagne, Kellie McIntyre and Kalia Spencer represented South Coast in the 4 x 100m relay event and finished 3rd in the state.

Cross Country

- Charli Corbin represented South Coast at the NSWCHS Cross Country Carnival.

South Coast team representatives

- Tennis: Issabella Poposki and Damian Premovic
- Cricket: Dharmini Chauhan
- Basketball: Jeremy Bailey and Riley O'Brien
- Baseball: Drew Behr
- Softball: Sharnee Behr
- Gymnastics: Aisa Karalic
- Football: Lola Sossai, Aaliyah Sigabalavu and Brandon Angelevski
- Hockey: Aiden Corbin
- Water polo: Clancy Lowe

NSW/CHS selection

- Basketball: Riley O'Brien
- Cricket: Dharmini Chauhan
- Rugby Union: Heath Robinson who was selected in the NSWCHS team to tour South Africa.

National Selection:

Cricket: Dharmini Chauhan was selected to tour England in the Australian Indigenous Cricket team.

State Knock out competitions

- Keira's Open Boys Basketball team was named South Coast Champions and finished 3rd in the statewide knock out competition. This was a outstanding achievement for this team.

Achievements in SPECIAL EDUCATION

In 2018 students within the Special Education Unit continued to achieve outstanding educational outcomes. Providing access to respectful learning opportunities that are inclusive, rigorous and supportive remained the relentless focus of a curriculum defined by a breadth and depth of quality learning programs.

Parent Partnerships

Further improvements were achieved in supporting parents to collaborate with teachers in supporting the learning of their children. The composition and review of each student's *Individual Education Plan* was enhanced by structured meetings that were supported by scaffolds for all stakeholders. Students, parents and teachers engaged in intelligent dialogue based upon quality data sets and qualitative evaluations of student performance. These meetings targeted the development and review of *Individual Education Plans* and successfully engaged 84% of parents. This ongoing emergence of authentic and productive

partnerships between home and school enabled planning around *The Whole Child* where every student's cognitive, social, emotional and physical development were key focuses. Parent feedback indicated a high level of understanding of the school's learning environment and confidence in seeking feedback from teachers. 91% of parents indicated high levels of satisfaction with new digital platforms to document student progress and 'how the school communicated with them'. 100% felt 'confident in communicating their ideas to teachers'. All parents also indicated that they valued highly their 'inclusion in whole school parent meetings'.

Student Centred Learning

A *student-centred learning model* continues to be implemented across all special education classes. Students enjoyed an education focus where discovery, problem solving and collaboration empowered the student as the driver of their own learning. Project based learning programs provided students with opportunities to learn independently and from one another with teachers coaching them in the skills necessary to engage learning with confidence and fluency.

Ongoing quality lessons supported students to carry on with the healthy eating initiatives of *Crunch and Sip* and *5 Ingredient Meal Challenge*. An *enterprise learning project*, the *Vegetable Garden* and student led initiatives such as the *UNO* and *RUMY Tournaments* were also highly successful.

Sporting initiatives such as the Futsal, Basketball and Cricket programs along with the student preparation for an creative and performing art event were also programs that delivered outstanding learning opportunities for our students. These programs substituted teacher instruction with active learning experiences supported by open-ended problems and challenges that require critical and creative thinking.

Creative and Performing Arts programs targeted the ongoing artistic capacity of all students. Collaboration between students and teachers resulted in the delivery of a program that enhanced an understanding and application of both creative and performing art forms. This allowed students to appreciate the beauty of the arts as a vehicle for self-expression and the means by which to explore and respond to the world in which they live. Students participated in learning activities that incorporated painting, photography, sculpture, song, music, dance and drama.

Specialised tutors were engaged to enhance teacher expertise and student skill development. As a result of this student-centred model, 2018 saw an increase of student engagement within the wider community. 84% of students were involved in at least one of the following; *Interact*, *Student Representative Council*, *Workers of Wollongong Program*, *School Sporting Team*, *music recitals*, *band program* and *Southern Stars*.

Flexible Learning Spaces

Innovative flexible learning spaces were created to support innovative pedagogy and enhance student learning. This initiative continued to explore the relationship between space and pedagogy and has resulted further developing the flexible learning spaces across the school and outdoor conversation circles. These spaces were consistently accessed by students within the Special Education Unit. 94% of special education student feedback indicated that updated technology such as iPads and improved wireless connections enhanced the flexibility in these learning spaces.

Achievements in STUDENT LEADERSHIP

The *Student Leadership Program* at Keira High School aims to promote leadership opportunities for all students through both *informal leadership activities* in civics and citizenship opportunities within the school, e.g. Peer Support, EXPO evening demonstrators and guides, STEM, debating, public speaking and a *formal program* with the Student Representative Council, INTERACT, Sports Captains and Senior Student Leadership team.

Our 2018 plan included

- A teacher mentor role for each major student leadership group
- A student leadership program that provided a series of learning events to enhance leadership skills
- Extension of the role of the Sports Captain
- Involvement of Keira Community of Schools student leaders in a Student Leader Recognition Ceremony
- A scope and sequence of student led activities based on developed leadership skills
- Formal program to encourage membership of the SRC
- Senior student leadership team leading SRC and Interact

As a result of this plan

- Extension of SRC fund raising and promotion on school assemblies were enhanced through increased size and capabilities
- Learning events enhanced competence of student leaders organisational and public speaking capabilities
- Sports Captains expanded role in the promotion of sporting events and lunchtime sport opportunities
- Increased faculty based opportunities enhanced through EXPO evening, additional opportunities in STEM, MeSh, community awareness programs, Parents and Citizens Association Showcase evenings
- Successful promotion of community events encouraged greater student participation in events such as *RuOK Day*, *Harmony Day*, *White Ribbon Day*, *Surfing for the Disabled*, *Bear Cottage* fundraiser
- Formal year group and Special Education assemblies and events planned and implemented by Special Education leaders