Principal's message

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

Keira High School is proud of its traditions. This Annual School Report shows also that it looks to the future, confident that it is a dynamic and innovative school.

Keira is a school with many dimensions and strengths: academic achievement, strong sporting traditions, performing and creative arts opportunities, effective welfare/discipline strategies, an inclusive curriculum, integrated technology and a quality teaching approach that enables the school to cater for all students.

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

Mr D J Robson, Principal

P&C message

Keira High School Parents and Citizens' Association is a small, dedicated group of interested parents who are committed to supporting the students and staff at Keira High. We are delighted that the school is able to provide quality learning experiences in the classroom and also a variety of extra-curricular activities for students to immerse themselves within. These experiences are enriched by parental involvement, whether it be transporting students to sporting, musical, cultural and community events or attending the many events organised by the school that showcase the talents of our children.

In 2013 Keira High P&C Association successfully initiated a voluntary donation to supplement monies already raised which will be used to benefit the school.

We would like to warmly welcome all new teaching staff and look forward to the positive contributions they will make to our school community.

Our monthly P&C meetings have been revamped with staff members regularly presenting new initiatives and programs available to support students.

Parents and caregivers are welcome to attend our monthly meetings, held on the first Wednesday of the month in the staff common room.

Lauren Borst, President

Student Representative’s message

It has been a successful year for the Student Representative Council. Many formal and informal activities have taken place in a range of contexts. There has been a large emphasis on developing and implementing a variety of civic projects at Keira High. Each Year group has had their own focus area.

- Year 7 - Fostering our links with our Community of Schools
- Year 8 - The Environment
- Year 9 - Lifestyle and Health
- Year 10 - Support for children and facing childhood challenges
- Year 11 - The elderly, homelessness and people in care

There were varying levels of success in implementing these initiatives and we anticipate greater achievement as these programs are revised and modified. Special mention must be made to the Year advisers who assisted in the execution of these initiatives.

Representatives from the Council continued to engage in leadership opportunities such as the South Coast Student Representative Council, ‘Elevate’ at the University of Wollongong and National Youth Leaders Day in Sydney. These allow valuable experiences for participants from all age groups; providing ideas and inspiration for their school leadership positions.

The SRC continues to prioritise activities to maintain a balance between fundraising and leadership opportunities. We have continued our commitments to sponsoring a child through World Vision and an endangered animal through the World Wildlife Fund. Annual events such as ‘Jeans for Genes’ day have been maintained due to their connections to the school curriculum or links to the Year group focus areas.

Our priority in the next twelve months is to engage as many students from each year in the group focus areas and implement them in a school context, then in the community. This will prove a big challenge but it is one that we are looking forward to.

Year 12 SRC Team
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Keira’s enrolment in 2013 was 964 students, including 47 students in the school’s Special Education Unit. This is an increase from 958 students enrolled in 2012. The school’s partner primary schools that comprise the Keira Community of Schools are Balgownie Public School, Coniston Public School, Fairy Meadow Demonstration School, Mt Ousley Public School, Pleasant Heights Public School and Wollongong Public School. The Wollongong Hospital School is also a vital and significant member of this education community.

Keira High School’s enrolments have been increasing for the past twelve years and it is pleasing to note that an exceptionally high proportion of our students have made a successful transition from our local Community of Schools. Keira is the school of choice for our local community.

Keira’s attendance rates continue to be above both that of the region and equal to the state average for Years 7-12.

As well as school rolls being marked each day, each student’s attendance at every class is recorded by class teachers and reported to parents twice a year.

Management of non-attendance

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

- Review of roll marking procedures with whole staff led by Head Teacher Administration.
- Regular student absence monitored by roll call teacher through student interview, letters home and parent contact.
- Daily SMS messaging to inform parents when students have not come to school.
- Trialing of online lesson by lesson roll marking to allow instant identification of student fractional truancy.
- Students whose attendance is of concern referred to Head Teacher for monitoring through Welfare and Discipline procedures.
- Year advisor interventions and counseling with student and parents.
- Regular review and monitoring of serious non-attendance by Head Teacher Administration and HSLO.
- HSLO referrals by Head Teacher Administration.
- Case meetings of major stake holders with students and families for persistent non attendees.

Structure of classes

Historically in Years 7 and 8, the school has created single-sex classes. This has required additional classes to be created in both Year 7 and Year 8 to allow for this program. This initiative is designed to foster a positive transition to high school. In 2013 the single-sex class structure did not encompass Year 8. An evaluation of the program and a desire to maintain small class sizes in light of an increasing school student population resulted in this change.

In Years 9 and 10, the elective classes are vertically structured to allow for greater subject choice. These elective subjects are offered as either 100 or 200 hour courses.

The curriculum in Years 11 and 12 is structured to allow for both breadth and depth. A rigorous academic pathway is complimented by subject choices that reflect the New School Leaving Age and the central focus that all students are engaged and challenged. An emphasis on relatively small class
sizes in those subjects other than English and Mathematics is a priority. There is also a shared curriculum structure with neighbouring high schools that enhances the diversity of our Stage 6 subject choices. Further to this, students in Years 11 and 12 have had access to a wide range of vocational education courses delivered by Keira High School and TAFE.

Retention to Year 12
It is an important focus at Keira to engage all students and support them to remain at school beyond Year 10 in order to gain their HSC. With this in mind, the school offers a broad range of both academic and non-academic pathways for senior students. The introduction of the New School Leaving Age makes this a priority at the school.

Post-school destinations
Information from the UAC Centre indicates that 37% of the whole 2013 Year 12 cohort received offers of a university placement in 2014.

The school surveyed Year 12 (2013) students early in 2014. The following information is based upon a survey return rate of 67%. Of those students who participated in the survey, 62.2% are attending University, 13.5% are studying at TAFE or other Private Colleges or Training Institutions and 10.8% have obtained positions as an Apprentice or a Trainee. 10.8% are currently working and 2.7% are entering the Defence Force.

Of those attending University, 91% are attending the University of Wollongong with the remaining 9% enrolled in other Australian Universities.

**Year 12 students undertaking vocational or trade training**
12.6% of Year 12 students undertook vocational or trade training in 2013.

**Year 12 students attaining HSC or equivalent vocational educational qualification**
In 2013 100% of Year 12 students attained a HSC or equivalent vocational educational qualification.

**Workforce information**
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition (2013)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principals</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teachers</td>
<td>52.4</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
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<tr>
<td>Teacher of Autism</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<tr>
<td>Careers Adviser</td>
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<tr>
<td>School Administrative Manager</td>
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<td>School Administrative Officers</td>
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<td>Learning Support Officers</td>
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<td>General Assistant</td>
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<tr>
<td>TOTAL</td>
<td>91.6</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. At Keira High School we have 2% of staff identify as Aboriginal or Torres Strait Islander.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
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<td>Degree or Diploma</td>
<td>78%</td>
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<tr>
<td>Postgraduate</td>
<td>22%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>30%</td>
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(This is in stark contrast to non-government schools which are exempt from such requirements).

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

<table>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>$1392863.67</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

A scene from our all school production, ‘Menace in the Meadows’.

School performance 2013

Achievements

CREATIVE AND PERFORMING ARTS

Whole School Production

The Creative and Performing Arts Faculty continues its commitment to providing quality performance opportunities for all our students. In 2013 we presented our second biannual whole school production, ‘Menace in the Meadow’, a melodrama based on the early days of Fairy Meadow. The show took place over three nights, with actors, singers, dancers and a large number of backstage crew assisting.

Music

Students were provided with opportunities to perform in vocal and instrumental musical groups as well as performances such as the annual Music Drama Evening and ‘RadioActive’.

The direction of the Keira High School Band was taken over by the Music staff, and continued to provide opportunities for musical growth and developing performance skills.

As well as performing, Music students participated in a variety of educational shows and workshops including:

- Music: ‘Count Us In’
- Vocal groups
- ‘WotOpera’

Students enjoying the ‘WotOpera’ workshop.
Drama
Drama students were given performance opportunities through the whole school production and the Music and Drama Night.

Activities beyond the classroom to support studies in Drama included visits to productions at Wollongong High School of the Performing Arts and Eaton Gorge Theatre Company (EGTC).

Visual Arts
Student learning was enhanced through a range of activities beyond the classroom including regular visits to Wollongong City Gallery, Art Gallery of New South Wales and the National Gallery of Australia in Canberra. In addition, students attended workshops such as the HSC writing course, National Art School HSC Extension course and Dobell Drawing School.

Stage 5 students held a successful exhibition of their work and Year 12 works featured as part of our HSC Showcase evening.

KeiraBald!
The ‘KeiraBald’ competition and exhibition continued in 2013 with outstanding entries from Stage 3 students from our Community of Schools joined with our Year 7 students. Similar to the Archibald event students created portraits which were exhibited at The Wollongong Youth Centre.

Southern Stars 2013
Keira High School students featured heavily in the annual Southern Stars production. Some highlights were:
- 30 students in the dance ensemble
- 5 students in the orchestra
- 2 students working tirelessly backstage
- 1 student featured as a junior backing vocalist
- Costumes for the three thousand performers were designed and coordinated by two Keira High School teachers

SPORT
Keira High School enjoyed another successful year in a variety of sporting arenas, engaging students in both recreational and competitive sport.

Recreational Sport (Terms 1 & 4)
A wide range of sports were offered to cater for all levels of ability and experience including tennis, swimming, basketball, soccer, volleyball, dodge ball, indoor soccer & cricket, surfing, ten pin bowling, rock climbing, gym, squash, table tennis, fishing, beach games and golf.

The Year 7 swimming program continued for its ninth year accommodating all levels of swimming ability.

Competition Sport (Terms 2 & 3)
Keira fielded 32 different sporting teams in the Northern Illawarra Baron Shield Competition, which resulted in seventeen teams making finals and seven being victorious. Keira won the Baron Shield competition which is won on places at all Zone Carnivals and grade sport competition.

Keira entered twelve knockout teams in the NSWCHS knockout competition. Our boys’ Futsal, Water Polo and boys’ Basketball all made it through to the top eight in the state. Both our 15/u Boys
Basketball and Boys Junior Futsal Team placed 3\textsuperscript{rd} in the state. Our Lawn Bowls pair’s team and triples team were NSWCHS State Champions.

**CARNIVALS**

There was a high attendance and participation in our successful swimming, cross country and athletics carnivals with talented athletes representing the Illawarra Zone at Regional Carnivals. Keira was successful in being named champion school at both the Illawarra and South Coast Regional Swimming Carnivals and once again won the Baron Shield.

**Regional and State Results**

56 students were selected in various regional teams and 6 were selected in NSW Combined High School State Teams. Dawn Hayman (Lawn Bowls) received a South Coast Blue and Dillan Skinner received a NSWCHS Blue Award.

**Swimming – Regional representatives who competed at NSWCHS State Championships**

2013 saw our swim team head to NSWCHS State Championships with 26 students competing in individual and relay events. Keira had 13 relays competing at NSWCHS State Swimming Championships.

- 13yrs Girls – Annalisse Boschan (Zone and Regional Age Champion)
- 14yrs Boys – Harrison Corby (Zone and Regional Champion) 3rd – 100m Breaststroke NSWCHS
- 14yrs Girls – Ashleigh Anderson (Zone Age Champion)
- 14yrs Boys – Jayden Hutchinson – (Zone and Regional Age Champion) NSWCHS – 1\textsuperscript{st} – 100m Butterfly, 2\textsuperscript{nd} – 100m, 200m Freestyle. NSW All Schools – 2\textsuperscript{nd} – 400m Freestyle, 3\textsuperscript{rd} – 100m butterfly
- 15yrs Girls – Chelsea Hurt (Zone and Regional Age Champion)
- 13yrs Boys 200m freestyle relay - (Annalisse Boschan, Rebecca Gonchee, Ella Warburton and Kim Phan) 3\textsuperscript{rd} Regional
- 13yrs Boys 200m freestyle relay - (Harrison Corby, Braxton Hurt, Harrison Foerstner and Blake Picton) 2\textsuperscript{nd} Regional
- 14yrs Boys 200m freestyle relay - (Max Stapley, Max Allan, Samuel Burford and Lachlan Kimberly) 3\textsuperscript{rd} Regional
- 15yrs Girls 200m freestyle relay – (Ashleigh Anderson, Alicia Anderson, Caitlin Efft and Chloe Swire) 1\textsuperscript{st} Regional, 2\textsuperscript{nd} NSWCHS State Swimming Championships
- 15yrs Boys 200m freestyle relay - (Jack Dorahy, Jayden Horne, Marco Cossu and Jayden Hutchinson) 1\textsuperscript{st} Regional
- 16yrs Girls 200m freestyle relay – (Laura Booth, Kara Henderson, Emma Horne and Chelsea Hurt) 2\textsuperscript{nd} Regional
- 17+yrs Girls 200m freestyle relay – (Kirsty Philpott, Karlie Picton, Rachael Payne and Maddison Hutchinson) 3\textsuperscript{rd} Regional
- 12-19yrs Girls 300m freestyle relay - (Sarah Shin, Annalisse Boschan, Sophia McLean, Alicia Anderson, Chelsea Hurt and Karlie Picton) 1\textsuperscript{st} Regional
- 12-19yrs Boys 300m freestyle relay - (Adam Karayiannis, Harrison Corby, Max Stapley, Jayden Hutchinson, Izak Delich and Liam Borst) 3\textsuperscript{rd} Regional
- Open Girls Medley Relay - (Kirsty Philpott, Chelsea Hurt, Alicia Anderson and Ashleigh Anderson) 1\textsuperscript{st} Regional
- Open Boys Medley Relay - (Jayden Hutchinson, Izak Delich, Harrison Corby and Liam Borst) 1\textsuperscript{st} Regional
- 12x50m Knockout Relay – 1\textsuperscript{st} Regional, 4\textsuperscript{th} NSWCHS

Swimming

- 13yrs Girls – Annalisse Boschan (Zone and Regional Age Champion)
- 14yrs Boys – Harrison Corby (Zone and Regional Champion) 3rd – 100m Breaststroke NSWCHS
- 14yrs Girls – Ashleigh Anderson (Zone Age Champion)
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- Open Girls Medley Relay - (Kirsty Philpott, Chelsea Hurt, Alicia Anderson and Ashleigh Anderson) 1\textsuperscript{st} Regional
- Open Boys Medley Relay - (Jayden Hutchinson, Izak Delich, Harrison Corby and Liam Borst) 1\textsuperscript{st} Regional
- 12x50m Knockout Relay – 1\textsuperscript{st} Regional, 4\textsuperscript{th} NSWCHS
Cross Country – Regional representatives who competed at NSWCHS State Championships

- 14 Years Boys - Max Stapley (Zone Champion, Regional Champion) 6th NSWCHS Cross Country, member of South Coast Team 3rd
- 15 Years Girls – Alicia Anderson (Zone Champion, Regional Champion) 1st Regional, member of south coast team placed 2nd NSWCHS
- 15 Years Girls - Ashleigh Anderson - member of South Coast Team placed 2nd at NSWCHS
- 15 Years Girls Team – 2nd Regional
- 16 Years Boys – Evan Johnston (Zone Champion)
- 16 Years Girls – Campbell Rutty

Athletics Regional Representatives at NSWCHS State Championships

- 15 Years Girls – Alicia Anderson (NSWCHS 4th - 1500m)
- 16 Years Boys – Evan Johnston (NSWCHS State Athletics 4th – 800m)
- 17+ Years Girls – Naomi Polyzoidis (NSWCHS State Athletics 1st Open 400m hurdles, NSW All Schools 400m hurdles 1st)

All Schools Triathlon

- Max Stapley -14 Years Individual – NSWCHS-4th, NSW All Schools - 6th
- Open Girls Team (Josie Talbot – bike, Olivia Lavalle – run, Karlie Picton – swim), 1st NSWCHS and 1st NSW All Schools

NSWCHS / Australian Representatives

The following students were selected to represent at either a state or national level for either a Combined High School team or an all schools team.

- Ashleigh Anderson - NSWCHS Swim Team
- Brock McCracken – NSWCHS Open Hockey
- Jayden Hutchinson – NSWCHS Swim Team
- Renee McBryde – NSWCHS Tennis Team (u/15 South Coast Champion, 2nd NSWCHS Junior Singles)
- Naomi Polyzoidis – NSWCHS Athletics Team, NSW All Schools
- Dawn Hayman – NSWCHS Lawn Bowls Team (Open South Coast Champion, NSWCHS Open Singles Doubles Champion) South Coast Blue
- Dylan Skinner – NSWCHS Lawn Bowls Team (Open South Coast Boys Champion, NSWCHS Open Singles and Pairs Champion) NSWCHS Blue.

Significant programs and initiatives

Partnership in Quality Teacher and Mentoring Program

The success of the partnership developed between Keira High School and the University of Wollongong continued in 2013 with the addition of Corrimal and Woonona High School to the program. Fourteen pre-service teachers were part of the program, six of these were located at Keira High School. Pre-service teachers were able to access a range of experiences within the program that provided them with an opportunity to be part of school activities outside the classroom as well as observing teaching practice across the school. An evaluation at the end of the program highlighted the positive nature of the program in aiding pre-service teachers in gaining an understanding of the different roles of staff within a school and the need for this program to continue, despite the students citing a lack of available time to visit the schools due to University study commitments.

Apart from mentoring experiences, a suite of professional learning workshops were developed and delivered to the pre-service teachers. These included workshops entitled Inclusive Learning Strategies, Behaviour Management: Establishing and Fostering an Effective Learning Environment, Accommodating ESL and Refugee Students in Our Learning Community and Accommodating Students with Autism Spectrum Disorder.

Senior Student Leadership Forum

Wollongong North School Education Group

A Senior Student Leadership Forum was facilitated by school captains as part of the school’s senior student leadership program. In its first year this forum was held at Keira High School. 2013 was the second year the forum was staged and was hosted by Woonona High School. This forum provides students with opportunities to gain leadership expertise and develop their leadership capacity. The forum was attended by student leaders from Bulli, Woonona, Corrimal and...
Keira High Schools. Each school group gave a presentation of the programs they have initiated in their own schools.

2013 also saw the purchase of a new Commbox Interactive Panel that was installed in the Learning Centre. This device works similarly to tablet devices such as an iPad, however the Commbox is 65 inches in size.

Three computer labs fitted with Apple Macs have been updated to the latest 10.9 Mavericks Operating System, allowing students to work with the latest top end software within Art, Graphic Design, Engineering Studies and Informatics. Other specialised software has been purchased for use within the TAS Faculty including LEGO, Archicad, Sketchup and Solid Edge.

Aboriginal Education

In 2013, Keira High School’s commitment to Indigenous education continued to focus on positioning our Indigenous students to realise their full potential in all aspects of their school life.

We have continued to involve and collaborate with and develop relationships between staff, events and organisations. This was achieved by fostering increased participation of staff in AECG meetings, NAIDOC week celebrations, hosting a Reconciliation Day Morning Tea which involved the Community of Schools and the School Education Group, and celebrating Indigenous student achievement.

Keira High School continued to be involved in the AIME program (Australian Indigenous Mentoring Experience) facilitated by inspiring Indigenous and non Indigenous university students on the grounds of the University of Wollongong. In 2013 ten students from Keira High accessed the opportunities on offer and participated in workshops with other Year 9, 10, 11 and 12 Indigenous students from other high schools in the region. These activities fostered a greater sense of cultural awareness within the students as well as introducing our students to the very real possibility of pursuing higher education.

The Indigenous students of Keira High were again able to access a free tutoring service facilitated by AIME. Tutors from the University came to the school each Monday to provide one on one assistance to students. Following some changes to the timing of
In 2013, two of Keira High School’s dedicated Indigenous students were recipients of a Regional Aboriginal Achievement Award. The students were presented with their awards in a moving and entertaining ceremony at Batemans Bay celebrating their wonderful achievements.

**The students were:**
- Dylan Skinner – Sporting Achievement Award
- Caleb Dungey – Sporting Achievement Award

As a result of his performance in the NIAECG Indigenous Debating Competition, Year 9 student Dillon Crutchley was privileged to be invited to be the Master of Ceremonies for the award ceremony. Dillon carried out his duties with great skill and professionalism and was a credit to Keira High School.

As well as being recognised for his outstanding sporting ability and achievements at a Regional level Dylan Skinner was awarded a Combined High Schools Blue for outstanding achievement in the sport of Lawn Bowls. A NSW CHS Blue is the highest sporting award for public school students in NSW and only two blues per gender per sport may be awarded in any one year. The award ceremony took place at Sydney Olympic Park and Dylan joined 67 other students from across NSW in being celebrated as one of the State’s most talented sportsmen.

**Multicultural Education**

**Program Information**

Keira High School is a community enriched by students from a diverse range of cultural backgrounds. Our 2013 enrolment included 34.2% of students with a language background other than English. Approximately 47 languages were spoken by our 2013 student body.

There were two ESL teachers to cover a 1.2 staffing allocation, a 0.4 New Arrival Supplementation and 0.2 Targeted Refugee Student Support.
The Diamonds performed at Southern Stars

English as a Second Language support was given to classes in Years 7-12, with students with the greatest need being given priority. A Year 9 parallel English class was established to support targeted refugee and ESL students. In addition Year 11 and Year 12 ESL Higher School Certificate classes continued.

ESL Music Program

The highlight of 2013 was the continued success of the ESL Music Program funded by the Sidney Myer Foundation. The program’s objective was to target a group of newly arrived ESL and refugee students in a bid to improve their inclusiveness in the school community and positively impact on their performance in all aspects of school life. In addition to performing at school events, the Regional Principals’ Conference, the NSW Teachers’ Federation Public Education Dinner and Mr Mulheron’s retirement dinner, The Diamonds were invited to perform at Southern Stars as featured artists. The impact of this experience cannot be underestimated as it gave these students a new sense of confidence and self-esteem. As a school community we were very proud of them.

In March, in support of the music program, an ESL excursion to the battle round of The Voice gave fifty ESL students an inside experience of television production and filming. This was an exciting day for our enthusiastic students.

Refugee Week

Refugee Week is a significant event for many of our students as it celebrates the contributions that refugee people have made to our society and pays tribute to many of the hardships they have endured. Celebrations took place at Wollongong Art Gallery where many of our budding artists had their artwork displayed and The Diamonds performed to a packed gallery. Following the formal proceedings our students enjoyed a picnic at Lang Park reconnecting with students from Warrawong Intensive English Centre.

Warrawong Intensive English Centre Graduation

Keira High School values our strong connections with Warrawong Intensive English Centre and during Education Week many of our recently arrived students return to WIEC for their Open Day and Graduation Ceremony. This is a very proud moment for our graduating students marking a significant stage in their journey.

Art Project in Partnership with Wollongong Art Gallery

In conjunction with Wollongong Art Gallery, ESL students were invited to participate in a community art project. The aim of the project was to create flags representing their homelands. The one metre square fabric flags were made over the course of eight, two hour sessions held at Keira High School. The completed art work was part of a large exhibition ‘Lingua Loca 2013’ displayed during the Viva La Gong Community Festival.

Parent Café

Year 9 CALD students hosted a parent café during Term 4. The aim of the Café Project was to invite and welcome newly arrived parents and students to the Keira High School community. Parents were given a tour of the library and science laboratories, viewed a student-created ‘Welcome’ film before enjoying an afternoon tea catered for by the students. The event was highly successful with approximately sixty parents in attendance, reinforcing those very important connections between the school and parents.

Multicultural Youth Project

Students preparing some nutritious food, part of the Multicultural Youth Project.
The Multicultural Youth Project in partnership with Multicultural Community Council Illawarra and Illawarra Migrant services was held again this year at the Wollongong Youth Centre. The aim of the project is to support CALD students in dealing with issues that may be affecting them at school or in the wider community. Students from Keira High School and six other local high schools came together for two days of presentations and activities targeting both physical and mental wellbeing. The two days were action filled and included topics such as nutrition, healthy relationships and sexual health. These were interspersed with activities such as art, dance and drumming. The students were enthusiastic and enjoyed the activities as well as reconnecting with friends from other schools.

Ready Arrive Work Program
The Ready Arrive Work program also continued in 2013. This program is an initiative by the Department of Education and Communities in partnership with Jobquest to help develop work readiness skills in our refugee students. The program was hosted at Keira High School and included students from six high schools. Over the five days of the program the students learnt about the Australian work environment, set long term educational and career goals and covered topics that included résumé writing, applying for a job and interview skills. In the final two days of the program students were introduced to workplace and education providers as well as agencies that can be of assistance to them in the future.

Civics and Citizenship, Respect and Responsibility
Students at Keira High School are encouraged to engage with their school and wider community, developing a respect for themselves and for others. A Civics and Citizenship Program has been drafted to foster active participation, document student involvement and to recognise achievement.

The school values its role in educating young Australians about key aspects of our society and the recognition of significant cultural and social events such as Anzac Day, Remembrance Day and the Anniversary of the Apology to Australia’s Indigenous Peoples. The school maintains a developed program of assemblies, presentation evenings and ceremonies that allow the school to acknowledge achievement, citizenship and community participation.

The school has active student groups which promote and encourage respect and responsibility throughout the school community including the SRC, Interact, the Environmental Group and Peer Support.

The school has made the wearing of the school uniform, respect for the learning and teaching within the classroom as well as caring for the built and natural environment high priorities. These principles underpin the school’s Student Welfare and Discipline Policy.

Keira Community of Schools (KCoS)

Keira High School values the relationship it enjoys with the community of schools and continued to work with the CoS throughout 2013 to maintain close relations for the benefit of all our students.

Some of the CoS initiatives from 2013 were:

The Australian Curriculum Implementation Planning
During 2013 the Keira CoS made preparations for the implementation of the Australian Curriculum commencing in 2014. This included sharing timelines, teaching programs and resources. This collaboration has informed aspects of Keira High School’s implementation of the Australian Curriculum to Stage 4 students.

In October 2013 teachers from the Keira High School English Faculty attended a Community of Schools English Professional Learning Event designed to support the implementation of the Australian Curriculum English Syllabus. During this event Stage 3 and 4 teachers from the CoS shared their programming documents, resources and stimulus material. This allowed Keira High School teachers to design an appropriate Stage 4 scope and sequence supported by suitable stimulus material that will be appropriate to the students arriving in Year 7 in 2015.
The KeiraBald Portrait Competition
The KeiraBald thrived again in 2013 with an enormous number of entries from within the CoS. The competition culminated in the exhibition of the art works at Wollongong Youth Centre. The event was well supported by the community with many staff and parents from all schools in attendance. There was literally standing room only. The space was full and the community stood shoulder to shoulder to admire the artistic talents of the children from within our CoS. The quality of the portraiture was outstanding which is testament to the quality of teaching and learning that is occurring within the CoS.

Transition Program
The Keira CoS Year 6 into 7 program, coordinated by the Head Teacher Welfare Ms Vicky Kalatzis-Vlahakis, was implemented very effectively again in 2013. Year 6 students had the opportunity to meet teachers and student leaders, participate in ‘taster lessons’, special interest days, gifted and talented programs, an information evening, orientation day and uniform evening. These strategies have resulted in a most successful start to 2014 for our Year 7 students as they have all had the opportunity to become well acquainted with the high school environment and culture.

Professional Development
The Principals from within the CoS continued to meet once per term throughout 2013. As well as discussing significant programs and initiatives that relate to all our schools the CoS meetings were also used for collegiate professional development.

Professional learning that was covered in 2013 included a discussion about the Masters of Education Program which will replace the Diploma of Education as an entry level qualification for graduate teachers. All members of the CoS recognise the need to support pre-service teachers in programs that immerse them in the school environment whilst completing their study.

The CoS also shared strategies to support the development of student writing skills. This included the delivery of presentations on the Mount Ousley Public School Writing project and Keira High School’s implementation of the ALARM Explicit Teaching Initiative.

The Illawarra Hospital School
The Illawarra Hospital School has continued to be an invaluable partner to Keira High School in delivering learning programs to students experiencing serious health issues. The Hospital School has worked closely with Keira High to support the learning of several Keira High School students throughout 2013. This partnership allows us to ensure our students are able to continue with their learning whilst receiving treatment in hospital and making the transition back to school. We thank the Hospital School staff for their continued support of our students and school.

Special Education
Students in the Special Education Unit have accessed a number of programs during 2013 which have enhanced their learning opportunities and allowed them to participate in a wide range of experiences.

English and Mathematics groups have continued to be successful in catering for the individual needs of students. Initially students were assessed and placed into groups depending on their ability and then their progress was closely monitored throughout the year. New resources including computer software and reading material were purchased to ensure the ongoing success of this initiative. Students also accessed the online Mathletics Program during Mathematics classes which allowed them to improve their mathematical skills whilst enjoying the opportunity to work with computers.
Work skills are an important area of study in Special Education and a number of initiatives have been put in place to aid students in their understanding of the world of work. During 2013, students were given the opportunity to be involved in an authentic learning experience when participating in the Keira Car Shine which saw the weekly washing and detailing of staff cars. Students participated with enthusiasm and were very proud of their efforts. Staff were also very pleased with the results.

Students in Years 9 and 10 were involved in a program with other Special Education Units in the area which included attending a number of work skills seminars and participating in a group work experience program involving placement with three different employers. Senior students were placed in individual work experience settings depending on their interests. All students gained an insight into the working environment which will help them to make informed decisions about their future.

NAIDOC Week afforded students the opportunity to learn about Aboriginal culture. A number of activities were organised to celebrate NAIDOC week including a trip to Killalea State Recreation Park to learn about bush tucker, look at Aboriginal artefacts and practice throwing boomerangs. Students participated enthusiastically and were able to gain a better understanding of Indigenous people.

Students in the Special Education Unit at Keira participate in many excursions which complement their learning and give them opportunities that they may not otherwise have. The highlight of this program during 2013 was a camp that was held at Killalea State Recreation Park towards the end of Term 4. Students and staff had enjoyed their visit so much during NAIDOC week that it was decided to return there for the annual camp. Students experienced many exciting activities including canoeing, initiative games and bushwalking. They were able to practise their living skills as they undertook all the catering themselves and were responsible for keeping rooms clean and tidy. This was a wonderful experience for the students who all enjoyed the camp immensely.

Special Education staff at Keira High are very aware of the difficulties of transitioning from a primary school setting to high school. During 2013 parent meetings were held and a number of orientation days organised to give Year 6 students an opportunity to get to know staff and students from Keira so that they felt more comfortable and relaxed on their first day of high school. This program was very successful and has not only benefitted individual students but has strengthened ties with parents and local primary schools.

One of the subjects studied in the senior school is Human Society and its Environment. This has had a major impact on our students. As a result of studying this subject and learning about people less fortunate than themselves, students have undertaken many fundraising activities and have volunteered on a number of occasions. Not only has this assisted various groups within the community but it has been a valuable learning experience for students. We hope to be able to continue this initiative in the future.

Visual Art is also a popular subject within the Special Education Faculty, with many of the staff having expertise in this area. Artworks produced by students during 2013 were displayed at our annual art exhibition which was organised in conjunction with the University of Wollongong and displayed in the Education Faculty at the University. Students not only provided the works of art, but were also involved in all stages of the organisation as well as catering for the opening. This was an extremely valuable experience which highlighted the many talents of the students in the Special Education Unit.

Library

A major initiative in 2013 was to improve the facilities and services provided by Keira High School Library as a precursor to establishing a Learning Centre. A Combox interactive screen was purchased and installed in the Library, as well as new student desks and chairs, to create a learning space for classes. Establishing this area required a major assessment of the Library collection and the relocation of existing shelving in order to create
adequate space. This new learning space has resulted in enhanced teaching and learning opportunities for the school and has enabled greater development of information literacy across the curriculum.

Professional development concerning the role of the Teacher Librarian and the importance of information literacy to whole school programs was delivered to all staff. Each faculty was provided with the knowledge and skills required to develop co-operatively planned teaching and learning programs with the assistance of the Teacher Librarian.

Another Library initiative in 2013 was to establish a Student Library Committee. This has provided an opportunity for a select group of students to develop a range of skills required for successful management of a school library. The students were involved in operating the circulation desk, developing and running workshops, setting up displays, planning and judging various competitions and generally assisting with the day to day procedures of running the library.

Wellbeing Programs

The Welfare Team at Keira High School consists of the Head Teacher Welfare, Deputy Principals, Year Advisers, the School Counsellors and the Supervisor of Female Students. This team is committed to providing quality programs that enhance the wellbeing of students ensuring that their mental health and physical health is supported. Each Year Adviser coordinated programs that fostered wellbeing with a focus on students feeling safe, happy and supported.

Wellbeing programs and initiatives that were undertaken during 2014 ranged from Year Advisers coordinating outside agencies with particular expertise to come into the school to assist students in the area of stress management, confidence building, enhancing motivation, social skills development and organisational skills. A focus on cyber-safety and anti-harassment and conflict resolution were also effective programs run by the Welfare Team in order to keep students safe online and in the wider community.

A strong partnership was built between TAFE and Keira High School in the coordination of RUOK day. This program focused on raising awareness of mental health and it allowed for conversations about this topic to occur, showing the student body that there is support at school and in the wider community. This was continuously reinforced by the Welfare Team and outside agencies such as Headspace and guest speakers were also utilised in order to assist students in this area.

The ‘Supporting Your Friends Survey’ coordinated by the Head Teacher Welfare targeted Year 9 and 10 students and harvested data that was beneficial to the Year Advisers. This data gave the Welfare Team information about students and their perception of mental health, their concerns about support in the community and it raised awareness about how to get support for your peers. Hence, the Year Advisers were able to have a dialogue with their respective years about mental health and as a result they were able to coordinate appropriate programs that enhanced wellbeing and supported mental health.

The physical wellbeing of students was also a focus with the coordination of programs such as the Immunisation Program, Scoliosis Awareness Raising Program and the Dental Survey. Year Advisers were also able to apply for students in their respective years to attend the Stewart House Program in order to receive optometric, dental, and medical treatment as well as emotional support. This is a worthwhile program that balances the health and educational needs of students in order to boost self-esteem and promote a healthy lifestyle.

A camp for Year 7 was organised that centred upon creating cohesiveness and leadership within the year. The students took part in numerous activities that enhanced teamwork and confidence. The students had a great time and these activities were later reinforced at school through the Peer Support Program, allowing the Year 7 students to connect with their peers and senior students. This program also strengthened the leadership skills of our senior students.

The professional development of the Welfare Team was managed by the Head Teacher Welfare. Completion of courses such as cyber-safety, mental health first-aid and learning how to support students who have gone through trauma enhanced the skills of the Welfare Team. As a result the Year Advisers were equipped with skills to support, nurture and guide students in order to promote confidence, resilience and physical and mental wellbeing.
Girls Wellbeing Initiatives

At Keira High School we aim to provide support to all students, including girls, to ensure their safety and security so that they can become respected, happy, confident and active global citizens. We want to promote positive behaviours. Consequently, we celebrate special days such as International Women’s Day. Awareness is raised about the economic, political and social achievements of women in the past, present and future at the whole school and classroom level. Senior female students attend a special morning tea at Bluescope and listen to a variety of speeches presented by successful, local women.

In addition Keira High School is passionate about ending poverty for women and girls through economic empowerment. We raise funds for our World Vision sponsor child, assisting her to access education, training and paid employment. Keira High School students aim to help her to break out of the poverty cycle.

Year 8 girls attended an Enlighten Program created by experienced educators to help girls become empowered, confident and successful individuals.

Year 12 female students planned and delivered a variety of workshops for girls in the school during break times. These included activities centred around friendship, healthy relationships, body image, self-esteem and stress management.

Year 11 students participated in White Ribbon Day. Male student leaders delivered a presentation to their cohort educating them about Australia’s campaign to stop violence against women. White ribbons were distributed and students were encouraged to take action to prevent violence, especially against women.

Interact

Interact is a Year 11 student-run initiative which aims to raise awareness and money for organisations worldwide, nationwide and locally. In 2013, Keira High School participated in events such as The Great Illawarra Walk and The 40 Hour Famine. This involvement raised over $4000 as well as awareness for Camp Quality and World Vision. The Keira High School community should be proud of their participation in supporting areas of need within our local, national and worldwide community.

Girls in Sport

Girls in Sport is an initiative run after school hours. It aims to increase female students’ participation in physical activity after alarming studies show that girls participation levels reduce significantly in their teenage years. This initiative originally started with an after school session once a week. This gradually built up to two days a week due to an increase in student participation. During 2013, a personal trainer was hired for one of the two training sessions, with the other session being coordinated by a PDHPE teacher. It is a great initiative to support and encourage female students of all abilities in their overall wellbeing and health.

Academic Achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7) and Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Male student leaders standing up to stop violence at the White Ribbon Day.
NAPLAN Year 7 – Literacy
(including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN data is not an indicator of school performance and achievement. It is entry level data. The importance of the data is that it gives a snapshot of the entry level literacy and numeracy strengths and weaknesses of the particular Year 7 group of students and enables the school to plan appropriate literacy and numeracy strategies across the curriculum.
NAPLAN Year 7 – Numeracy

Percentage in bands:
Year 7 Numeracy

Percentage of students

Bands

0 10 20 30 40

0 5 6 7 8 9

NAPLAN Year 9 – Literacy (continued)

Percentage in bands:
Year 9 Writing

Percentage of students

Bands

0 10 20 30

0 5 6 7 8 9 10

NAPLAN Year 9 – Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 9 Reading

Percentage of students

Bands

0 5 6 7 8 9 10

NAPLAN Year 9 – Literacy (continued)

Percentage in bands:
Year 9 Spelling

Percentage of students

Bands

0 5 6 7 8 9 10
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Record of School Achievement (RoSA)
The Record of School Achievement is an exit credential for students who leave school prior to completing the HSC. If desired, students can visit the Board of Studies website and download their credential.

Higher School Certificate relative performance comparison to Year 10 (value-adding)

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.8</td>
</tr>
<tr>
<td>Writing</td>
<td>81.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.4</td>
</tr>
<tr>
<td>Punctuation &amp; grammar</td>
<td>83.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.9</td>
</tr>
</tbody>
</table>

Dillon Crutchley, Master of Ceremonies at the DEC Aboriginal Education Awards ceremony.
School planning and evaluation 2012 – 2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2013 our school carried out evaluations of:
- The Languages Faculty
- School Attendance

Languages Faculty Evaluation

BACKGROUND

Keira High School has adopted a rigorous program of continuous improvement. As a part of this program a self-evaluation of the Languages Faculty was completed in 2013.

Included on the evaluation team were:
- Members of the Keira High School Executive
- Members of the Keira High School teaching staff
- A Head Teacher from the curriculum area from Smith’s Hill High School

The purpose of the evaluation was to review, report on and make recommendations about:
- the effectiveness of programming and planning practices for the teaching of Japanese.
- the extent to which the Quality Teaching Framework of pedagogy and assessment is embedded in classroom practice in the teaching of Japanese.
- the effectiveness of professional learning to support the teaching and learning of Japanese.
- the use of data to inform the teaching and learning of Japanese.
- the effectiveness of subject area management and organisational practices to facilitate effective executive leadership of personnel and learning programs.

METHODOLOGY

- Parent, student and staff surveys
- Staff and parent interviews
- Student focus group interviews
- Lesson observations
- Document analysis
- Data analysis

FINDINGS AND CONCLUSIONS

1. All teachers are to maintain programs including assessment tasks and marking rubrics that are tailored to meet the needs of Keira High School students. Programs should be evaluated on an on-going basis, be registered and submitted to the Head Teacher annually for review.
2. The Head Teacher should seek feedback from suitably qualified, experienced and independent colleagues as to the quality of the programs and their effectiveness in supporting teaching and learning in the context of Keira HS and the extent to which they reflect the requirements of the syllabus.
3. That all Japanese classes share a consistently high level of academic rigour.
4. Greater emphasis is given in all classes on syllabus outcomes, in particular using language.
5. Achieve more uniformity of the delivery of the Stage 4 programs through greater collaboration between the teachers.
6. All teachers within the Language Faculty become active in the local Language Teachers Network Group.
7. That TPL funds be made available to release Language Faculty teachers to attend the Japanese Teachers conference next year.
8. TPL funds be made available to release Language teachers to shadow a teacher in another school and engage in professional dialogue to inform improvement in their own performance.
9. That both Japanese teachers become members of the professional body (Japanese Teachers Association) and engage in their professional learning activities.
10. That exemplar responses for each senior task be made available to students to model appropriate responses.
11. That TPL funds be made available for teachers to be released from class so that they can spend time accessing resources on the Board of Studies website such as Notes from the Marking Centre and sample responses from past HSC examinations.

FUTURE DIRECTIONS

The Language Faculty will place greater emphasis on teacher collaboration to share professional knowledge and enhance teaching practice. This professional collaboration will extend to membership within local professional networks and accessing relevant conferences.

The Language Faculty will consistently review and evaluate teaching programs and assessment tasks to ensure currency and academic rigour. The Head
Teacher will seek advice from independent, suitably qualified Japanese teachers to validate the quality of the teaching programs.

The school will make available and teachers within the faculty will access professional learning funds to support their professional development.

**Attendance Evaluation**

**BACKGROUND**

*Students who attend school are more likely to be successful at school and have better career and life choices than students who are often absent from school.* With this statement in mind, the School Executive realised that Keira High had a need to undertake a self-evaluation of the attendance of all students. The team followed the guidelines as developed by Illawarra South East Region Attendance Evaluation process, with the intention to evaluate attendance and develop findings and recommendations. This will assist the school in modifying targets and initiatives in the school plan relating to attendance.

**Included on the evaluation team were:**
- Members of the Keira High School Executive
- Members of the Keira High School teaching staff
- Home School Liaison Officer, Wollongong Region

**The purpose of the evaluation was to review, report on and make recommendations about:**
- The effectiveness of policy and procedures in place to register attendance
- The effectiveness of policy and procedures to monitor attendance throughout the day
- The extent of staff, student and parent knowledge about attendance procedures
- The effectiveness of current procedures to improve attendance data

**METHODOLOGY**
- Parent, student and staff surveys
- Staff and student interviews
- Student focus group interviews
- Observations of protocols for registering attendance

**FINDINGS AND CONCLUSIONS**

1. Most staff and students are aware of correct procedures for registering attendance, contacting parents and recording of absences including reasons for leave.

2. Many staff members felt a need for training in regards to school attendance procedures to be carried out more frequently.

3. Majority of teachers believed that methods to improve attendance of students with high absenteeism were ineffective.

4. Most students knew the importance of attendance and acknowledged the link between attendance and success. Similarly, the students also acknowledged the link between non-attendance and undesirable outcomes (drug use, unemployment).

5. Students felt that teachers largely cared about their students and recognised the expectation that all students are expected to attend class.

6. Students stated the following reasons for truancy:
   - Dislike of the subject, class, teacher or school in general
   - Subject content was too hard
   - Pressure to truant from peers was prevalent
   - Mental health

7. Most students are questioned by their classroom teacher if they have been absent.

8. Most parents agreed that the school had a system for prompting identifying absences.

9. One third of the parents indicated that they were unaware of the system that the school has for rewarding improving attendance.

10. All parents indicated that they encourage their child/children to attend school and knew the impact on the child’s learning through non-attendance.

**FUTURE DIRECTIONS**

The Head Teacher Administration will regularly in-service staff on roll call and attendance procedures, report to Head Teachers at executive meetings concerning students whose absenteeism is high and liaise more closely with HSLO, Head Teacher Welfare and the Learning Support Team regarding students attendance below 85% implementing on early intervention strategies.

Roll call organisation to be streamlined to assist Head Teachers with this responsibility. Head Teachers to be proactively involved in meetings with students whose attendance is of concern. Staff to actively follow up via phone calls and interviews, with parents and carers of students who are frequently absent from school.

Investigate for possible implementation in 2014 electronic roll marking at the beginning of the day and move to full electronic class marking if roll call marking is successful.
School newsletter and website used as a communication tool to the school community to educate parent body about attendance procedures and importance of attendance.

Students to be recognised more regularly for excellent and improved attendance through School Merit system.

**School planning 2012 - 2014: Progress in 2013**

**School Priority 1 - Attendance Engagement and Attainment**

**Target 1**
50% of subjects have Z scores above the state average.

**Our achievements include:**
- 25% of all HSC subjects for 2013 achieved Z scores above the state average.
- 38% of all subjects in 2013 have shown an improvement in their Z scores compared to the 2012 school year.

**Target 2**
50% increase in Band 6 results.

**Our achievements include:**
- Keira High School’s achievement in terms of Band 6 results has remained comparable to the previous year. There was success in Community and Family Studies where a Band 6 result was achieved for the first time in several years. Another significant achievement was within the Visual Arts Faculty where 50% of students achieved a Band 5 or Band 6 result. The school was very proud to have one of our students, Harry Thompson, achieve an ATAR of 97.85%.

**Target 3**
10% increase in attendance.

**Our achievements include:**
- Keira High School attendance rates continue to compare favourably to the state averages. In 2013 Keira High School’s attendance was equal to the state average and above the regions average.
- Our overall attendance data for 2013 indicated an improvement of 1.5% on our previous year.

**School Priority 2 - Aboriginal Education**

**Target 1**
All teachers completed modules 1, 2 and 3 of the No Gap No Excuse Cultural Awareness Package.

**Our achievements include:**
- All staff have completed modules 1 and 2 of the No Gap No Excuse Cultural Awareness Package.
- Extra professional learning provided in 2013 for newly appointed staff to complete modules 1 and 2.

**Target 2**
The performance data for Aboriginal students within the Special Education Unit is equal to or better than that of other students in the unit.

**Our achievements include:**
- Keira High ATSI Education committee utilised Norta Norta funding to provide Special Education students with an intensive Literacy and Numeracy program. Teacher observations saw an improvement in Reading ability during the program.

**Target 3**
The performance data of Aboriginal students within the mainstream is equal to or better than that of other students in the school.

**Our achievements include:**
- Year 9 Aboriginal students (3 students) showed an improvement in performance bands in Reading, Spelling, Punctuation and Grammar, Data, Measurement, Space and Geometry and Number, Patterns and Algebra. There was however a decrease in performance bands for Writing.

**Target 4**
All stage 4 students have completed the Five Islands Cultural Awareness package by the end of 2013.

**Our achievements include:**
- Planning for executive education program completed for implementation with Elders early 2014.
- Links with AIME program to assist with development of Five Islands Cultural Awareness Package secured.
- Scaffold of Five Islands Cultural Awareness package developed.
School Priority 3 - Curriculum and Assessment

Target 1
All staff members complete the Professional Learning Modules of The Learner and the New Curriculum.

Our achievements include:
- All staff undertook this training during Staff Development Day and Curriculum Network meetings.

Target 2
Teaching for the New Curriculum.

Our achievements include:
- Curriculum Networks Illawarra established across all KLAs to support the delivery of the new curriculum.
- Australian Curriculum Executive Network established and well supported by schools across both Northern and Southern Illawarra.
- Staff Development Days spent with colleagues from across the region to continue in 2014.
- Programs developed and trialled in English, Mathematics, Science and History for year 7 and 9 for implementation in 2014.

Target 3
Phase 1 subjects have participated in all four modules by the end of 2013.

Our achievements include:
- All modules have been completed by Phase 1 subjects prior to the commencement of the 2014 school year.

School Priority 4 - Teacher Quality

Target 1
All stage 6 teachers are implementing ALARM strategies in their classrooms.

Our achievements include:
- Approximately 80% of stage 6 teachers implemented ALARM strategies in their classrooms in 2013. These teachers were supported in the implementation of the ALARM program by a trained ALARM Teacher Mentor in each by faculty and by the Instructional Leader Explicit Learning.
- A significant number of students and teachers have attributed successful results in the 2013 HSC as having been directly impacted by the ALARM strategies utilised in classrooms.

Target 2
All teachers are data literate and use data to reflect upon and inform teaching and learning programs.

Our achievements include:
- All teachers have been trained in the use of the Results Analysis Package and have used this to complete reflection on the 2012 Higher School Certificate results of their students. In response to this reflection teachers have modified teaching programs and targeted areas of student learning that require additional attention.
- Teachers have been provided with reflection and evaluation tools to assist them in the analysis and interpretation of HSC data. Teachers have utilised these tools to reflect upon the HSC data.

School planning 2012 - 2014:

Priorities and Targets for 2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Aboriginal Education

Outcome for 2012 – 2014

Improved access, participation and outcomes for all Aboriginal students.

A school community where the recognition and celebration of Aboriginal culture is inherent within all aspects of the school.

There exists an intelligent awareness of the issues surrounding Aboriginal education engendering success for all Indigenous students.

Evidence of progress towards outcomes of 2013:
- All teachers have completed modules 3, 4 and 5 of the No Gap No Excuse Cultural Awareness package.
- Five Islands Cultural Awareness package modules implemented to all Stage 4 students by the end of 2014.
- The literacy and numeracy performance data for all Aboriginal students has improved by one performance band from Years 7 – 9.
All Aboriginal students meet Personal Learning Plan performance goals.

**Strategies to achieve these targets include:**
- Successful delivery of modules 3, 4 and 5 of No Gap No Excuse Cultural Awareness package.
- No Gap No Excuse package delivered to newly appointed staff.
- Teacher mentor group expanded to a ratio of 1:1
- PLP evaluated and redesigned to target more specific goals.
- After school homework centre created for all Aboriginal students.
- Enhanced Numeracy and Literacy program for senior students using Norta Norta funding.
- Celebrations such as NAIDOC week provided as a whole school focus.
- AIME tutorial program made available to all Aboriginal students.
- Community members involved in executive development program to improve awareness of local Aboriginal history.
- Community members and AIME personnel involved in development of cultural awareness package for Stage 4 students.

**School priority 2**

**Literacy and Numeracy**

**Outcome for 2012 – 2014**

Embedded within all teaching and learning programs is the explicit teaching, assessment and reporting of all aspects of literacy and numeracy providing for increased levels of literacy and numeracy for all students.

**Evidence of progress towards outcomes of 2013:**
- Improved NAPLAN results: Year 9 Numeracy and Writing - increase percentage of students in top 3 bands by 10%.
- Stage 4, 5, and 6 Numeracy/Mathematics results equal or better state average.
- All teachers implementing ILPs effectively.
- All Faculty plans and teacher PPLPs indicate use of data to inform teaching and learning.

**Strategies to achieve these targets include:**
- Evaluation and development of Maths programs which foster high engagement.
- Explicit teaching of fundamental numerical operations across all KLAs.
- Revise all Year 7 to 10 reports to include assessment of subject specific numerical applications.
- Spelling, punctuation and grammar program developed across all KLAs for Years 7 to 12.
- Writing program re-developed across all KLAs for Years 7 to 12.
- Reading program developed and delivered to Year 7. Program delivered in Library and supported by Librarian, STLT and SLSOs.
- Learning Support Program.
- Professional learning is provided for all teachers in the analysis and application of SMART Data to improve student literacy and numeracy skills.

**School priority 3**

**Leadership and Management**

**Outcome for 2012 – 2014**

A culture where leadership and its development is valued and supported.

This culture supports the consistent refinement and rationalisation of organisational procedures allowing for strong effective management systems.

**Evidence of progress towards outcomes of 2013:**
- Policies are evaluated within two years of publication.
- All executive lead at least one whole school initiative.
- 75% of teachers lead or participate in whole school initiatives.
- All New Scheme Teachers gain accreditation.
- Increase of teachers/executive relieving in higher duties and or seeking promotion.

**Strategies to achieve these targets include:**
- Teacher Enhancement and Accreditation Program.
- Clearly articulated TPL Program aligned to school priorities.
- Maintain, enhance and develop technology supported systems.
- School Policy evaluation and implementation plan.
- Keira High School / University of Wollongong Partnership in Quality Teaching and Mentoring Program.
School priority 4
Teacher Quality

Outcome for 2012 – 2014
Teacher quality is recognised as critical to ensuring student success and a complementary set of programs across all priority areas is embedded within the daily operation of each Faculty thus enhancing all teaching and learning.

Evidence of progress towards outcomes of 2013:
- All teachers’ PPLPs make reference to the use of data to inform teaching.
- Teacher PPLPs reference the development of ICT expertise.
- Faculty Plans indicate that 50% or more Faculty Meetings are designated for TPL.
- All teachers participate in at least one collegial Quality Teaching experience per term.

Strategies to achieve these targets include:
- Implementation of a Quality Teaching Program centred upon explicit learning including:
  - Implementation of ALARM.
  - Collaborative teaching experiences that enhance the school’s previous application of the QT Framework and formalises its use in the development of quality pedagogy and programming within the school.
- Whole school professional learning initiative supporting the enhancement of ICT skills.
- Delivery of a designated TPL program to enhance the use of Data to inform teaching and learning.
- Inclusive Teaching and Learning Program extended to encompass all students.

Professional Learning
The development of learning programs strengthening quality teaching practice has been at the forefront of Teacher Professional Learning. Staff continue to participate in a range of professional learning activities offered externally and at the school to achieve this. The school expended the tied funds of $44,562 in 2013 with additional Australian curriculum grants spent totalling $5,416. These targeted English, History and Mathematics and were utilised for the implementation of the NSW Syllabus in Years 7 and 9. The main focus of all other professional learning centred around explicit teaching, Aboriginal education, syllabus implementation, career development, welfare and equity, integration of information technology in the classroom and numeracy and literacy.

Parent, student, and teacher satisfaction
In 2013 the school sought the opinions of parents, students and teachers about the school.

The school community’s positive attitude towards the school continues. Staff commented favourably on the school’s stable and settled learning environment as well as the high expectations regarding student behaviour. Parents report that the school’s emphasis on uniform, discipline, the Year 7 gender classes and performing arts program as being strongly supported. The whole school performing arts production, ‘Menace in the Meadow’ was reported as being a great success for the community and of particular value to the school. Parents indicated that the school’s communication with the community was effective. Specific purpose information evenings such as the Year 11 Parent and Student Information Evening as well as parent teacher interviews regarding student progress were seen as well organised and meaningful. The school’s newsletter received particular praise and parent responses suggested further aspects of the publication that could enhance its quality. One example implemented in 2013 was making the newsletter available via a Smartphone App.

The school’s curriculum structures and sporting opportunities received favourable mention as did the improvements to the physical environment including science laboratory and toilet facility upgrades, significant portions of the school being re-roofed and the schools main quad being resurfaced.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr