Annual School Report
Keira High School

Great traditions, a confident future.
Messages

Principal's message and School context statement

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, which is the P&C Association’s major form of fundraising. This successful initiative, combined with any other monies raised, will be used towards the construction of a multi-purpose covered area. In 2014 The Entertainment Book fundraiser was organised by the P&C, as was the BBQ at Bunnings Wollongong. Both initiatives were supported by many parents, staff and students who willingly contributed their time.

Our monthly P&C meetings have been revamped with staff members and other invited guests 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

There are many student leaders at Keira High School. They exist in a variety of roles. The Student Representative Council (SRC) is one of the avenues where students are able to develop and show leadership skills. The School Representative Council has been involved in a range of initiatives in 2014.

Members of the Council participated in a range of leadership opportunities including the University of Wollongong ‘Elevate’ program, The Grip Leadership conference (held in Wollongong for the first time) and the South Coast Student Representative Council. Members have also spent time working with other local School Representative Councils on a joint venture to be implemented in 2015. These allow valuable experiences for participants from all age groups, along with providing ideas and inspiration for school leadership positions.

The School Representative Council continues to prioritise activities to maintain a balance between fundraising and awareness campaigns. We have continued our commitments to sponsoring a child through World Vision and participating in annual events such as Jeans for Genes day.

The School Representative Council has also been involved in a range of school service activities including improving the school environment during National Tree Day, involvement in the Year 5/6 Expo Night and assisting in events such as the Year 7 parent teacher afternoon tea.

Our focus in the next twelve months is to raise our level of school service and build towards more awareness campaigns and community service. It is our aim to provide more leadership opportunities for all students and improve the school environment and sense of community for the benefit of the whole Keira High School community.

Year 12 SRC Team

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 2014 was 947 students, including 41 students in the school’s Special Education Unit. The school has maintained the significant growth that has occurred over the past decade. 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 thirteen 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.

Student attendance profile

Regular attendance is vital for success at school. At Keira High School, attendance is a school priority. 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 non-attendance through the following methods:

- Review of roll marking procedures with whole staff led by Head Teacher Administration.
- Professional development of whole staff in relation to DEC attendance policies and procedures.
- 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 roll marking during Roll Call period at the beginning of the day.
- 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 counselling with student and parents.
- Regular review and monitoring of serious non-attendance by Head Teacher Administration and Home School Liaison Officer (HSLO).
- HSLO referrals by Head Teacher Administration.
- Case meetings of major stake holders with students and families for persistent non-attendees.

Future Directions

In 2015 the school will be introducing the following additional proactive attendance initiatives:

- All rolls will be marked online during Roll Call period.
- All staff will commence online lesson by lesson roll marking.
- Formation of Keira High School Attendance Team to meet regularly to monitor student attendance and develop strategies to restore regular school attendance for identified students.
- Focus on persistent lateness to school with students of concern referred to Head Teacher for monitoring through Welfare and Discipline procedures.

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 2014 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

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking employment</td>
<td>0</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Employment</td>
<td>4</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>8</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>University entry</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Traineeships/ apprenticeships</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>73</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>8</td>
<td>0</td>
</tr>
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</table>
Information from the UAC Centre indicates that 34% of the whole 2013 Year 12 cohort received offers of a university placement in 2014.

The school surveyed Year 12 (2014) students early in 2015. The following information is based upon a survey return rate of 34. Of those students who participated in the survey, 36% are attending University, 26% are studying at TAFE or other Private Colleges or Training Institutions and 4% have obtained positions as an Apprentice or a Trainee. 16% are currently working.

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**

23% of Year 12 students undertook vocational or trade training in 2014.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

In 2014, 99% of Year 12 students attained a HSC or equivalent vocational educational qualification.

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**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 (2014)**

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Keira High School we have two staff members identify as Aboriginal or Torres Strait Islander.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>54.1</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
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<tr>
<td>Teacher of Autism</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Careers Adviser</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Manager</td>
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<tr>
<td>School Administrative Officers</td>
<td>9.8</td>
</tr>
<tr>
<td>Learning Support Officers</td>
<td>4.0</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>93.7</strong></td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>82%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>28%</td>
</tr>
</tbody>
</table>

(This is in stark contrast to non-government schools which are exempt from such requirements).
Professional learning and teacher accreditation

- In 2014, $49,592 was spent on teacher professional learning.
- $15,000 in a tied grant allocated to implementing the Australian Curriculum for phase one subjects was spent on programming and collaborative professional learning activities within school and across the Northern Wollongong Network.
- Eighty two members of staff, consisting of both full and part time staff, participated in a range of events throughout the year at an average cost per staff member of $792.00.
- Within the school there was a significant Teacher Professional Learning focus on implementing a Quality Learning Program dedicated to developing the executive through a collaborative learning approach. The majority of TPL funds were directed toward this initiative. This program focused on setting up a framework for classroom observations and peer coaching using Professional Teaching Standards, the Quality Teaching Framework and developing a consistent framework for programming.
- Initial work on developing a framework for quality assessment tasks began in Term 4 for implementation in 2015.
- Staff development days focused on the implementation of the Australian curriculum, staff wellbeing and developing the new school plan.

All New Scheme teachers at the school have been exposed to a range of professional learning experiences targeting teaching and learning events within the school and attendance at courses run by DEC and external providers targeting quality teaching practices.

- Each staff member was required to implement practices within programs on return to school and share learning experiences within the faculty.
- All New Scheme teachers attended regular meetings as part of an induction program designed to build the capacity of teachers’ knowledge and skills in policies and procedures within the school. These meetings also assist the teachers with setting goals and targets for each term and the year ahead.

In 2014 there were:

- 14 New Scheme teachers working toward accreditation at Proficient Teacher level. Three teachers achieved Proficient Level during the year.
- 10 teachers are maintaining accreditation at Proficient Teacher Level.
- No teachers were voluntarily seeking accreditation at highly accomplished or lead teacher level.
- Collaborative learning was used as a vehicle to educate executive, teachers and New Scheme teachers on Professional Teaching Standards and the accreditation process.

Beginning Teachers

Funding for one beginning teacher was provided to the school in 2014. Funding was initially utilised to provide relief for the teacher to develop programs and resources in combination with a series of mentor teachers and provide relief for professional learning courses tied to curriculum development. As the year progressed a need was seen to include a reduced teaching load as part of the induction program and this has been implemented in the 2015 teacher timetable. The reduced load is equivalent to three teaching periods a week at an approximate cost of $14,000 for the year.

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 30/11/2014

<table>
<thead>
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<th>Income</th>
<th>$</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>15759.59</td>
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<tr>
<td>Trust receipts</td>
<td>67401.24</td>
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<tr>
<td>Canteen</td>
<td>249866.39</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1754586.69</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>81626.84</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>151026.68</td>
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<td>Extracurricular dissections</td>
<td>123649.03</td>
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<tr>
<td>Library</td>
<td>4869.11</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>128169.52</td>
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<tr>
<td>Administration &amp; office</td>
<td>222395.21</td>
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<tr>
<td>School-operated canteen</td>
<td>222850.67</td>
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<tr>
<td>Utilities</td>
<td>126168.63</td>
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<tr>
<td>Maintenance</td>
<td>63731.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>70645.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14320.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1485487.96</strong></td>
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</table>

| Balance carried forward                    | $571688.56 |

A full copy of the school’s 2014 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.
School performance 2014

Achievements

CREATIVE AND PERFORMING ARTS

Arts Under the Stars
This festival of the arts took place at the end of Term 1, and was attended by an appreciative crowd of family and friends. Showcasing classwork from all arts disciplines, Arts Under the Stars follows Keria High’s tradition of presenting quality work in an outdoor setting around the beautiful grounds of our school. Student work in dance, drama, music, photography and visual arts was featured, and the school café was again the venue for light refreshments.

Music
Students were provided with opportunities to perform in vocal and instrumental musical groups as well as events such as the annual Performing Arts Evening and Stage 5 Concert Live Louder.

The Keira High School Band continued to provide opportunities for musical growth and developing performance skills. A highlight of the year was performing for our primary school partners at the Coniston Public School fete.

Drama
Drama students were given performance opportunities through the Arts Under the Stars and the Performing Arts Night.

Activities beyond the classroom to support studies in Drama included visits to productions at Wollongong High School of the Performing Arts, Belvoir St Theatre and Riverside Theatre.

Visual Arts

A still from Alicia Digby’s film ‘To Sleep Perchance to Dream’
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 visited the Biennale of Sydney on Cockatoo Island, using this as inspiration to develop works for the highly successful Stage 5 ‘Printsipple’ exhibition and sale.

KeiraBald!
The ‘KeiraBald’ competition and exhibition moved to an even more prestigious venue at Wollongong City Gallery, and was opened by Director of Schools for the Wollongong North region, Ms Debbie Lowe. This popular Community of Schools initiative was featured in both the Illawarra Mercury and WIN TV News.

Southern Stars 2014
Keira High School students featured in the annual Southern Stars production with 20 students in the dance ensemble.

Year 10 Drama Students: Samuel Di Ciaccio, Chelsea Cooper, Grace Amatto, Dillon Crutchley and Monika Krcoska

Our Southern Star dancers
SPORT

Keira High School enjoyed another successful year in a variety of sporting arenas, engaging students in both recreational and competitive sport. A major development was the introduction of our House system.

House pride and competitive spirit soared as students began receiving weekly House points for their participation in grade and recreational sport to add to the carnival results. The winning Houses in the swimming, cross-country and athletics carnival, as well as grade and recreational sport were then celebrated individually at the 2014 Sports presentation. Waratah house was then announced as the 2014 Champion House for winning the most titles across the year. In addition, bright new banners were created for each House that enabled students to develop a greater sense of belonging to their House and were often used as a source of visual motivation by house captains looking to generate participation by students in their House. These measures enabled Keira High students to perceive a greater sense of continuity and purpose across the range of sporting arenas that they participated in during 2014.

Recreational Sport (Terms 1 and 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 and cricket, surfing, rock climbing, gym, squash, trampoline, fishing, beach games, martial arts, Oz tag, fencing and darts.

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

Competition Sport (Terms 2 and 3)

Keira fielded 32 different sporting teams in the Northern Illawarra Baron Shield Competition, which resulted in fifteen teams making finals and seven being victorious.

Keira entered twelve knockout teams in the NSWCHS knockout competition. Our three boys futsal teams and open girls water polo team all made it through to the top eight in the state.

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.

Regional and State Results

49 students were selected in various regional teams and 12 were selected in NSW Combined High School State Teams. Jayden Hutchinson and Harrison Corby were selected in NSW All Schools swimming team.

Swimming – Regional and state representatives who competed at NSWCHS State Championships, NSW All Schools and Australian All Schools

2014 saw our swim team head to NSWCHS State Championships with 21 students competing in individual and relay events. Keira had seven relay teams competing at NSWCHS State Swimming Championships.
• 14yrs Girls – Annalisse Boschan (Zone Age Champion)

• 14yrs Boys – Harrison Corby (Zone and Regional Champion) 1st – 100m Breaststroke and 3rd 100m Butterfly NSWCHS, NSW All Schools – 1st 50m Breaststroke, 1st 12-14yrs 100m Breaststroke, 2nd 12-14yrs 200m Breaststroke. Australian All Schools – 3rd 100m Breaststroke, 2nd 200m Medley relay.

• 16yrs Girls – Ashleigh Anderson (Zone Age Champion)

• 16yrs Boys – Jayden Hutchinson (Zone, Regional and NSWCHS Age Champion) NSWCHS – 1st 100m, 200m Freestyle, 2nd 400m Medley, 2nd 400m Freestyle, 3rd 100m Butterfly, NSW All Schools 2nd – 400m Freestyle, 3rd 200m Freestyle and 200m Butterfly. Australian All Schools – 3rd 200m Butterfly

• 17yrs Girls – Chelsea Hurt (Zone and Regional Age Champion)

Cross Country – Regional representatives who competed at NSWCHS State Championships

• 12 Years Boys – Jett Musso (Zone Champion)

• 15 Years Boys – Max Stapley (Zone Champion, Regional Champion)

• 16Years Girls – Alicia Anderson (Zone Champion, Regional Champion) 1st Regional, member of south coast team placed 2nd at NSWCHS

• 16 Years Girls – Ashleigh Anderson - member of south coast team placed 2nd at NSWCHS

• 16Years Girls Team – (Alicia Anderson, Ashleigh Anderson, Sydney Rutty) Zone and Regional Team Champions, 2nd NSWCHS Team

• 17 Years Girls – Campbell Rutty (Zone Champion, Regional Champion)

Athletics Regional Representatives at NSWCHS State Championships

• 17 Years Girls Campbell Rutty

• 17 Years Boys Evan Johnston

• 16 Years Girls Sydney Rutty

• AWD Destiny Whitehead

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

• Alicia Anderson NSWCHS Swim Team

• Annalisse Boschan NSWCHS Swim Team

• Sophia McLean NSWCHS Swim Team

• Jayden Hutchinson NSWCHS Swim Team

• Harrison Corby NSWCHS Swim Team

• Renee McBryde NSWCHS Tennis

• Dawn Hayman NSWCHS Lawn Bowls Team (1st pairs, 1st Singles)

• Blake Schoupp NSWCHS Rugby Union

Swimming Carnival

Relays

• 14yrs Boys 200m freestyle relay (Harrison Corby, Braxton Hurt, Harrison Foernster and Blake Picton) 1st Regional

• 16yrs Girls 200m freestyle relay (Ashleigh Anderson, Alicia Anderson, Caitlin Effting and Chloe Swire) 1st Regional

• 16yrs Girls 200m freestyle relay (Laura Booth, Kara Henderson, Emma Horne and Chelsea Hurt) 1st Regional

• 16yrs Boys 200m freestyle relay (Marco Cossu, Isaac Warburton, Jack Dorahy and Jayden Hutchinson) 1st Regional

• 17+yrs Girls 200m freestyle relay (Kara Henderson, Chelsea Hurt, Rachel Payne and Laura Booth) 3rd Regional

• Open Girls Medley Relay (Kara Henderson, Chelsea Hurt, Alicia Anderson and Ashleigh Anderson) 1st Regional

• Open Boys Medley Relay (Jayden Hutchinson, Izak Delich, Harrison Corby and Braxton Hurt) 1st Regional 12x50m Knockout Relay, 1st Regional, 2nd NSWCHS

CHS State Triathlon Team

Athletics Carnival at Beaton Park

Page 10  Keira High School - Annual School Report 2014
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.

Alternatively:

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 – Literacy continued

NAPLAN Year 9 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 7 – Numeracy

NAPLAN Year 9 – Writing
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.

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<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation &amp; grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation &amp; grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives - Policy and equity funding

Aboriginal education
In 2014 there were 38 students that identified as being of Aboriginal and Torres Strait Islander descent involved in programs designed to achieve the outcomes of 2010 - 2014 ATSIEP agreement.

There is a strong focus on improving educational outcomes for Aboriginal students within the school and through continuing to develop strong partnerships with parents of Aboriginal students, other schools and the Aboriginal Education Consultative Group (AECG).

Programs focus in four distinct areas:
1. A mentoring program which included the development, implementation, supervision and evaluation of personalised learning programs for each student. This program was evaluated at the start of 2014 and an improved plan was enacted.

More specific goals were set for each student in relation to attendance, participation and engagement in consultation with the student and family in Term 1. Mentors liaised twice a term with their mentees to strengthen support in achieving goals.

2. Recognition of achievement through school and community awards and participation in extra-curricular activities that provided students with opportunities to raise awareness of their cultural background and extend student’s strengths. Students were rewarded within the school through their work in the promotion and support of NAIDOC activities using the school merit system. Several students were nominated for local Garuwanda Awards with two students being recognised. One student received a Regional Award in Performing Arts. One student was selected to work with the Bangarra Dance company in a series of workshops.

3. The development of a sustained and positive inclusive culture has been achieved through a strong program promoting Aboriginal culture and celebrations. Acknowledgement of Country was utilised at regular school assemblies by the school SRC as a vehicle to promote aspects of Aboriginal culture. The school captains led assemblies that celebrated significant national events such as National Sorry Day and Apology Day. The Aboriginal Committee and aboriginal students ran a learning event and BBQ promoting NAIDOC week. A significant amount of staff attended and were active members of the Northern Illawarra Aboriginal Education Group and executive members enhanced their knowledge of aboriginal history through visitations to major aboriginal sites with a local elder of the community. The school continued to
collaborate with the community through the *Reconciliation Morning Tea*, now in its third year. This activity brought together members of our community of schools with both indigenous and non-indigenous students and invited Aboriginal community members. Students in Years 9 to 12 participated in AIME program at University of Wollongong and AIME tutors worked within the school on a regular basis to assist in developing student Literacy and Numeracy skills.

4. Targeted funding (Norta Norta) to enhance literacy and numeracy levels in an effort to move NAPLAN results closer to national standards for literacy and numeracy. $7185.00 was spent on tutoring Year 11 and 12 students. Students were given assistance both within the class setting and in study periods in specific subjects. $4541.00 was spent tutoring junior students in small groups or individualised programs for students whose literacy and numeracy levels were below national standards. An after school homework centre was established which was attended by two students for a term, however, despite efforts to continue the program students were unable to attend and the funds were diverted into the tutoring program.

**Multicultural education and anti-racism education**

Keira High School is a community that values its cultural diversity and has strong policies and initiatives supporting both Multicultural and Anti-racism education. The student body is highly multicultural, with 36.3% of the current cohort being from a Language Background Other Than English (LBOTE).

**Community Harmony Activities**

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

**Harmony Day**

A whole school assembly, led by our school captains, was held to recognise and celebrate the cultural diversity within the school. A performance was given by the ‘Harmony Day Choir’, which included, *The Diamonds* (Keira High’s LBOTE Multicultural choir), staff including deputies and the school captains.

**Refugee Week**

In June, students participated in Refugee Week celebrations at Wollongong Town Hall. The highlights of this included Keira High’s participation in an art project as well as a performance by *The Diamonds* singing group.

**‘Refugee Challenge’**

Keira High School is partnering with Wollongong City Council, Multicultural Community Council Illawarra (MCCI) and Wollongong High School of the Performing Arts to host an interactive, simulated refugee camp experience in the school’s hall. This project has been successful in other parts of NSW in engendering understanding of the challenges faced by refugee students and their families.

**Inclusive classroom and school practices:**

- The EAL/D music program is aimed at promoting inclusivity within the school. *The Diamonds* singing group performs at school events, showing both the students in the group and their peers that the school is proud to have them representing Keira High.
- The abovementioned Refugee Challenge is linked with HSIE outcomes and teaching programs to further promote cultural understanding and empathy.
- Implementation of the new National Curriculum has required that cross curriculum priorities be addressed in all KLAs. Intercultural understanding is given significant focus in English and HSIE programs.
- The school’s support unit also addresses intercultural understanding in its programming and supports students from a broad range of language backgrounds.
- EAL/D teachers actively promote intercultural understanding and awareness throughout the school community.

**Anti-racism initiatives:**

- A new Anti-racism Officer was appointed in 2014 to Keira High School and ARCO training was completed.
- An anti-racism and harassment policy has been developed which all staff are aware of and this is used as a framework if racism and harassment issues arise.
Professional Learning for teachers in intercultural understanding and skills

Professional learning for staff in intercultural understanding and skills occurs through mentoring by EAL/D staff, including qualified Teaching English Language Learners (TELL) instructor and Refugee Teacher Mentor.

Communication with parents and parent engagement

- Parent information sessions are conducted throughout the year and are inclusive of all parents from a diverse range of backgrounds.
- An Arabic-speaking SLSO has recently been employed by the school on a part-time basis to assist with communication with our newly arrived students.
- An increased number of parents from culturally and linguistically diverse backgrounds are now represented on the school’s P&C committee.
- Parents from a broad range of backgrounds attend parent-teacher interviews and are supported by interpreters when required.
- Parent engagement has been encouraged through The Diamonds’ participation in major community events such as Viva La Gong and Refugee Week celebrations.
- Parents are contacted by phone as and when issues arise in different areas. Interpreters are employed when required.
- The school’s EAL/D program holds an annual parent afternoon where students and their families meet and liaise with the school’s EAL/D staff as well as other teachers.
- EAL/D staff promote the multicultural and inclusive nature of the school at Expo Night and other events.

Aboriginal background

RAM equity loading: Funding was used to develop the new compulsory Aboriginal Education Curriculum for Stage 4. Remaining funds were rolled over to 2015’s budget for further development of this new curriculum model.

Socio-economic background

Our students come from a vast range of cultures and socio-economic backgrounds and we at Keira are committed to providing them with the best possible educational outcomes. Everything we do as a school is based on a strong belief in, and commitment to, the core values of public education – integrity, responsibility, respect, care, excellence, cooperation, participation, fairness and democracy.

Keira is committed to the principles of the Melbourne Declaration. We promote equity and excellence and support all our students to become successful learners, confident and creative individuals, active and informed citizens.

Our partnership with our community of schools has been further strengthened through a successful transition program. Throughout the year, students and staff visited our community of schools and Year 6 students came to Keira for enrichment days to familiarise students with the culture and environment prior to their transition. Past students from each of our primary schools returned to their school with the Year Advisers and members of the senior executive to talk to the Year 6 students about their experiences at Keira High. Our Principal and the school captains attended ceremonies and celebrations of student success at each school throughout the year. At our annual Presentation Night, academic awards were presented to students from each of our community of schools. There was also an additional transition program for students needing funding support. These students had additional staffing support and individual programs to facilitate their smooth transition into high school.

To strengthen the partnership between the school and families within our community we welcomed the new Year 7 students and their parents by hosting a very successful Year 7 ‘Meet the Teachers’ afternoon. At this event, parents and teachers were able to meet in a very informal atmosphere to discuss their children’s needs and any concerns they may have about their child. This afternoon also gave new parents another opportunity to become more familiar with the school.

We have developed and sustained a positive and inclusive culture through the effective use of our Merit System, the wearing of uniform and student assistance program. Student success has been recognised and celebrated at whole school assemblies in the quad and at more formal assemblies. The school has continued to make the wearing of school uniform a high priority and supports this priority through providing assistance to students to wear the correct uniform. As part of the Bring Your Own Device program, departing Year 12 students are encouraged to donate their DER laptop to the school. These laptops can then be issued to
students who are unable to purchase a new laptop. All of these processes assist in increasing the level of student participation and engagement in learning.

Additional resources have been utilised to reduce class sizes; particularly in the Year 7 gender classes; offer a broader range of subject choices and provide additional Learning and Support teachers. This additional support has been provided as withdrawal of students, working collaboratively with classroom teachers and working in the classroom with the class teacher to better meet the learning needs of the students. Most classrooms are now equipped with a ceiling mounted, or short throw data projector and all have wireless connectivity to the internet. This allows all students access to digital technology in all classrooms to enhance their learning experiences and increase engagement.

To improve the quality of teaching and learning and add value to student achievement of outcomes, a significant amount of human resources have been invested in examining teaching practices across the school. Teachers worked collaboratively to evaluate programs and assessment tasks and to develop a framework for lesson observations and feedback. Teaching and Learning Programs were deconstructed and a common program proforma was developed and is currently being interpreted across all curriculum areas. Teaching strategies embedding differentiation and the use of technology have been incorporated into all teaching programs. Moodle is widely used across the school to provide students access to resources and assessment information.

All of our programs and initiatives described above reflect our commitment to providing all students with the skills and experiences to equip them for life as 21st Century learners.

English language proficiency

Staffing and Teaching Programs

The EAL/D Program at Keira High School provides extensive support for students who have recently arrived from many different overseas countries. The majority of our newly arrived students attend Warrawong Intensive Language Centre prior to their enrolment in Keira High School. The vast majority of our EAL/D students live in our immediate drawing area.

Four specialist EAL/D teachers cover a 2.8 staffing allocation and 0.2 Targeted Refugee Student Support. Over one hundred students from a broad range of language backgrounds are supported across the school in a wide range of subjects. Parallel EAL/D English classes are taught in Years 9 and 10 and the ESL Higher School Certificate Course is available for Year 11 and 12 students. In addition, Year 7 and 8 students are supported in Intensive English classes where necessary.

All teaching programs in all faculty areas are inclusive and regularly evaluated to account for differentiation for EAL/D students. Contingent scaffolding is integral to teaching and assessment practice.

EAL/D targeted students are given support in the completion of assessment tasks across all faculty areas by EAL/D staff. Students are supported across subject areas through withdrawal, team teaching and intensive English classes.

Professional Learning

- TELL and ‘Teaching Refugees in My Classroom’ courses are available for teaching staff to attend.
- Ongoing mentoring by EAL/D staff occurs on a regular basis to assist classroom teachers in best teaching practice, programming and assessment, to support EAL/D students.
- EAL/D teachers attend EAL/D Connect meetings each term.
- Keira High School EAL/D staff have been involved in a Research Project both within the school and across neighbouring schools mentoring staff and leading change in relation to EAL/D pedagogy and the inclusivity of EAL/D students.

Transition from Warrawong Intensive English Centre (WIEC)

Keira High School values a close working relationship with WIEC and is one of the main feeder schools for the Intensive English Centre. Students newly arrived at our school come with a high level of need and a number of programs support their integration into mainstream high school. These include:

- Integration Network Meetings are attended by EAL/D staff to discuss the needs of integrating students.
Students are integrated using a buddy system to support them in their first few weeks in high school.

The Welcome Program supports new students’ integration into mainstream and familiarises them with the expectations and requirements of high school.

EAL/D support is given as a priority to students who have recently arrived from the WIEC and have the greatest need.

Strong ties with WIEC are continued during Education Week when many of our recently arrived students return for Open Day and Graduation. This is a very proud moment for our graduating students marking a significant stage in their journey.

Preliminary and HSC Support

In addition to offering the ESL Higher School Certificate in English intensive support is provided to HSC students across all faculty areas. Tutoring and senior study support is also available for three lessons per week.

Mentoring and liaising occurs with classroom teachers on a regular basis and assistance is given to students both in relation to subject choices and career pathways. Our careers adviser is very supportive of our EAL/D students and provides them with ongoing assistance.

All of our exiting Year 12 EAL/D students have continued on to study at University or TAFE.

Quality Teaching and Learning

- EAL/D programs are developed based on students’ exiting reports from WIEC and the individual needs of students. Rigorous testing is conducted using ESL Scales and students are placed on the EAL/D progression. In particular incoming Year 7 students from feeder primary schools are assessed on arrival.

- EAL/D teachers meet with and mentor teachers regarding differentiation for EAL/D students particularly in relation to programming and assessment tasks with many faculties now scaffolding tasks for EAL/D students.

- All teaching programs are inclusive and regularly evaluated to account for differentiation. Contingent scaffolding is used to support EAL/D students meeting learning and assessment outcomes.

- The majority of students have experienced steady progression in their English language proficiency. Refugee students whilst experiencing greater difficulty due to interrupted schooling are over time reaching learning outcomes and gaining greater success in external examinations.

- EAL/D student learning outcomes are reported on bi-annually to parents by EAL/D staff in English and mainstream teachers across all other faculty areas.

Engagement and Retention

The supportive and inclusive program initiatives at Keira High School have resulted in an EAL/D student body that is engaged in the learning process and a positive asset to the school. Students’ success and confidence throughout the school has led to a harmonious and positive learning environment.

Unless students move out of the area due to parents’ work or study commitments, the vast majority our EAL/D students continue on to senior and tertiary study.

Targeted Programs and Strategies Supporting Refugee Students

Refugee and EAL/D students’ wellbeing and adjustment to school life has been addressed using the following targeted programs and strategies:

Welcome Program

This program supports new students transitioning into High School. It guides students through a series of modules that familiarise them with school personnel, procedures and expectations relating to study and the completion of assessment tasks.

RAW (Ready Arrive Work) Program

The RAW program is provided each year, to refugee students in Year 10, to develop an understanding of the Australian workplace environment and provide them with the skills they require to be able to seek future employment. Educational and vocational pathways also form important components of the course.
Music Program
Our targeted EAL/D music program continues to provide our refugee students with an avenue to actively participate in the whole school environment and gain success and positive recognition for their wonderful performances. Performing at Presentation Night, School Music Nights, Refugee Week, Harmony Day and Viva La Gong, students’ confidence and self-esteem continue to grow. The music program also provides an avenue for healing for those students who have previously experienced trauma and torture.

Cultural Exchange with Goulburn High School
This year the refugee students from Keira High School and Goulburn High School were involved in a cultural exchange. Students from Goulburn High enjoyed a day on the coast including a lookout visit, beach walk and game of soccer. Refugee students from Keira High School had a fabulous time visiting a sheep and cattle station as well as taking in the historical sites of Goulburn. Long lasting friendships were forged between the two schools.

Multicultural Youth Project
The Youth Project is run each year in partnership with Multicultural Community Council Illawarra and Illawarra Migrant Services and is supported by Wollongong City Council. It connects refugee and EAL/D recently arrived students to migrant service providers and youth services. The two day program is aimed at improving students’ wellbeing and each year workshops are designed and delivered by different service providers to meet the needs of the current cohort.

Teaching and Learning Strategies to Support Refugee Students
Tailored and ongoing support is provided for refugee students at Keira High School using the following strategies:

- Curriculum concepts and skills have been developed through consistent programming across faculties.
- All programs are inclusive and differentiated to meet the needs of students.
- Parallel English classes in Years 9 to 12 provide intensive support to refugee students using specialist EAL/D teaching staff.
- Scaffolding to support refugee students is planned into assessment tasks.
- Students’ literacy, numeracy and study skills have been developed through withdrawal programs to focus on individual skill development.
- Staff teaching refugee students receive ongoing mentoring regarding best practice in meeting the needs of these students.

Low level adjustments for disability
At Keira High School there were four students who received funding in 2014. The Learning and Support team implemented a range of strategies to meet these students’ needs.

Engaged students and their parents / carers in consultative and collaborative processes to personalise learning and support reflecting student needs

- Parents and carers were instrumental in the planning and implementation of Individual Learning Plans (ILPs) for their child. They were also part of the team in providing information about their child’s learning needs.
- Individual Learning Plans were regularly reviewed with parent input. Students also had input and were part of the evaluation process.
- Regular contact with parents was encouraged through meetings and phone calls.
Increased the level of student engagement in learning
- Appropriate teaching strategies were discussed with classroom teachers to meet the needs of particular students across all KLAs.
- It was a mandatory requirement for teachers to consider the needs of these students when planning for excursions, sporting events and changes to the learning environment (room changes) to ensure participation on the same basis as all students.

Improved students learning outcomes
- All teachers were given copies of Personalised Learning Plans to ensure equity for students with a disability were catered for in the classroom.
- The Learning and Support team monitored and liaised with teachers, students and parents/carers to evaluate progress.
- Students were reviewed regularly at the learning and support meetings to ensure they were achieving their educational goals.

Improved professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students’ additional learning needs
- The Learning and Support team worked with faculties and teachers to advise them on reducing course outcomes as required.
- The Learning and Support team provided whole school professional development on Behaviour Management.
- Staff given copies of Individual Learning Plans and given the opportunity to team teach with learning and support teachers to improve their competence in meeting individual student needs.
- Regular evaluation of implemented of strategies and their effectiveness for individual students at weekly Learning and Support team meetings.

Enhance students’ access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services
- Team teaching with learning and support teachers in KLAs that students require extra assistance.
- Additional support arranged for Year 6 students coming into Year 7 to enhance their transition. This includes:
  - Individual visits and tours of the school
  - Meeting key personnel (Year Adviser, Deputy Principal, Principal)
  - Familiarisation with school routine (timetable, bells times, canteen)
- Programs that especially cater for students with additional needs include:
  - Circle of friends – a peer based approach especially for students with an autism disorder
  - Lunch time social skills to build relationships and resilience
  - Role plays to work through particular scenarios
- Lift access for students unable to use stairs. School learning support officers assist students using the lift.
- School learning support officers working with students in class depending on their needs and expected learning outcomes.
- Team teaching with learning and support teachers to improve outcomes for all students and in particular for those with a disability.
- The publishing and distribution of a regular bulletin covering topics relevant to learning diversity in the classroom to all staff.
- Minutes of Learning and Support meetings distributed to staff each week to ensure they are aware of individual student needs.

Increase effectiveness of school and classroom organisation
- Transition package available for teachers with information about specific students to preempt behaviour management issues that may arise.
- Behaviour Management Plans (BMP) based on a student’s personal behaviour targets and goals are developed. This involves planning, developing, implementing and reviewing in collaboration with parents, teachers and the student.
- Timetabling considered to ensure students with physical disabilities have access to ground level rooms where possible.
- Lift access, disabled toilet, and procedures in place for emergencies and when lift is out of order, including room changes.
Personalised Learning and Support

The school participated in the NCCD trial, which included all staff completing online training on the Disability Standards for Education. The Learning Support team identified students to be included in the data collection against the disability standards and used the data to personalise the learning and support of these students.

The Learning and Support team receive referrals from teachers regarding an individual student’s learning needs. As a result of the referral process, the student is discussed at a weekly meeting and an action plan is implemented. Depending on the need, this may involve developing a personalised learning plan, working with individual teachers to modify learning outcomes, professionally developing teachers or organising an assessment or external test. This team includes counsellors, Head Teacher Welfare, Deputies and Learning and Support teachers.

Other significant initiatives

Partnership in Quality Teacher and Mentoring Program

The Quality Teacher and Mentoring Partnership between the University of Wollongong and the Northern Network (Keira, Corrimal and Woonona High Schools) continued into its final year in 2014. Keira staff mentored six students from the Graduate Diploma in Education and provided them with a range of learning experiences outside the classroom environment as well as exposing them to the opportunity to observe a variety of teaching practice across the school. Students were able to gain valuable insight into the operations of a school and develop a broader understanding of the role of the teacher in extra curricula activities.

In addition to mentoring experiences, students within the program were exposed to a suite of professional learning workshops. These included workshops entitled Inclusive Learning Strategies, Accommodating ESL and Refugee Students in our Learning Community and Accommodating Students with Autism Spectrum Disorder.

The success of the program has been measured by its inclusion as a compulsory component of the Master of Teaching post graduate degree beginning in 2015. This will mean that all pre-service teachers doing post graduate study will now be able to access this valuable learning experience.

Learning Centre

A focus of 2014 was the transitioning of the Library to a Learning Centre. New DELL computers were installed in the computer section and dedicated catalogue computers were established to enable more effective searching of the collection. Computer infrastructure work was completed resulting in reliable internet connection across the space. The reference collection was weeded and the remaining books were relocated. The original shelving for the reference collection was moved to provide a space for placement of student bags. The Senior Study area was moved to a larger space on the opposite side of the library allowing more flexibility of teaching and learning areas. Large moveable display screens were purchased so areas could be divided and partitioned off when required. Posters and plants were purchased to enhance the overall appeal and ambience of the space. The transition from Library to Learning Centre was complete in Semester 2 of 2014.

The Year 7 reading program called RAD (Read and Discover) was expanded to include teaching and learning activities by the LAST team. The program aimed to instil a love of reading and improve reading skills for all Year 7 students. Participation by LAST enabled differentiated learning opportunities and enhanced reading outcomes for all students involved.

Updating book collections was also a focus in 2014 with emphasis placed on the subject areas of Science, Ancient History, Japanese and Home Economics. A new collection of textbooks was also established for students participating in the Senior Study program.

Senior students studying in the Learning Centre.
Japan Study Tour 2014

Between 17 September and 1 October, Mr Kahabka, Ms Havilah, Ms Alexander and nineteen Keira High students participated in the Japan Study Tour 2014.

The two week language learning excursion provided students the unique opportunity to consolidate the language skills they learnt in class and further develop them in authentic situations. This was achieved during their homestays and school visits in Hiroshima, and at restaurants and shops while exploring Kyoto, Nara and Tokyo. Through these authentic situations, students were able to enhance their skills in analysing information and ideas in spoken language; select and analyse information in written texts; and experiment with the language to express their own ideas through speaking. Many mistakes were made, but students tried their best and learnt from the experience. Students were provided with a rich experience to explore the interdependence of language and culture, by observing how their host families interacted and by spending a day at a local school.

Such an excursion deeply enriched the language learning experience and provided students with experiences in language learning that cannot be learnt in isolation in the classroom. Not only did they learn about the Japanese language, culture and history, but they developed an extra understanding about themselves. They learnt to be independent, manage their money, not to be shy and try new things and develop their social skills with people from another country. Hopefully the trip inspired a desire in the students for more overseas travel and the incredible life experiences it offers.

Technology enhanced learning

The use of technology as a tool to enhance pedagogy continued in 2014 through:

- LAN remediation which included the upgrading of all cabling, installing ET4L server, upgrading of three computer labs and staff rooms and improving the wireless connectivity throughout the school. This provided the school with more reliable hardware and the ability of classes to connect to the internet for research more easily as well as providing an off site secure storage space for data.

- LAN remediation also set up a solid platform for the Bring Your Own Device (BYOD) program beginning in 2015. The school community was initially consulted about the BYOD process. This was followed with an implementation plan for Years 8 and 9 so that staff could continue to deliver teaching strategies developed under the DER to stage 5 and 6 students in 2015.
• Professional learning events to enhance teaching strategies in the classroom were provided to staff throughout the year. Staff were professionally developed on a range of pedagogical uses of technology including the use of new interactive data projectors, Google Apps, iPad use.

• To streamline administration procedures in storage of class data the school purchased the Sentral package on Markbook. Each faculty was taken through learning events to familiarise themselves with its use in recording and reporting on student achievement.

• As a result of the attendance evaluation in 2013 procedures for registering and monitoring student attendance were enhanced with the purchase of the Sentral Attendance package for implementation in 2015. This will streamline roll marking procedures and allow attendance to be monitored more closely. In Term 4 teachers were exposed to the package during the final staff development day for implementation Term 1 2015.

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, White Ribbon 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 Student Representative Council and Interact. These groups have continued to provide opportunities for students to develop leadership skills while supporting school and community events. Throughout the year these groups have been involved in numerous fund raising activities and school service events including The Great Walk, organising and cooking the barbeque at the Year 7 Meet the Teachers Afternoon and acting as student guides and demonstrators at our school Expo Night.

In 2014 the School Blood Drive, which is driven by one of the school captains each year, reached new levels of achievement. Through the incredible efforts and organisation of the school captain, Keira High won the Club Red award for the greatest number of blood donations.
from a school group. Tori Dyson, the school captain was recognised for her leadership in this when she was nominated and won the Blood Bank Youth Ambassador of the Year award.

Throughout the year many of our students assisted our community of schools at their sporting carnivals. Our students showed great maturity and leadership as they assisted staff in the organisation of various events and encouraged the participants to perform to the best of their ability.

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 2014 to maintain close relations for the benefit of all our students.

**Some of the CoS initiatives from 2014 were:**

**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 2014. 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 2015 for our Year 7 students as they have all had the opportunity to become well acquainted with the high school environment and culture.

Significant work was done between the high school and primary schools in 2014 around the transition of learning between stage 3 and stage 4. Keira High’s Head Teacher Teaching and Learning spent considerable time in Year 6 classrooms across the community of schools and working with Year 6 teachers in order to incorporate teaching strategies into the high school classrooms to better support the continuation of the learning continuum between Year 6 and Year 7.

Another feature of the transition program that was introduced in 2014 was a Music Day held at Keira High School for students from our CoS who play an instrument and are keen to join the Keira High Band in Year 7. The day was an opportunity for musicians from the primary schools to spend time playing music with and being tutored by students in the Keira High Band. This was a fun day of learning and music making enjoyed by all and is an aspect of the transition program we are keen to grow.

**Professional Development**

**Comprehension Action Research**
All schools within the CoS participated in a joint project that focused on action research. The goals of the project were to increase the educational leadership capacity of teachers throughout the CoS and enhance the quality of teaching and learning in classrooms.

Participating teachers were given training and development in designing and implementing action research projects in order to collect evidence of student learning for the purpose of informing teaching practice. Keira High School’s project focused on the explicit teaching of comprehension skills to Year 7 students.

The project culminated in a forum held at Balgownie Public School where all schools presented the findings and recommendations for future directions for each of their respective projects. Thank you to Aloma Stewart, Principal of Balgownie Public school for her leadership of this combined schools CoS initiative.

**The KeiraBald Portrait Competition**
The KeiraBald thrived again in 2014 with an enormous number of entries from within the CoS. The competition culminated in a prestigious exhibition of the art works at the Wollongong City Art Gallery. The event was well supported by the community with many staff and over 200 parents from all schools in attendance. 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 again outstanding which is testament to the quality of teaching and learning that is occurring within the CoS.

**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 2014. 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 2014 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. Post-testing indicated that many students had made significant gains. New resources including computer software and reading material were purchased to ensure the ongoing success of this initiative. Students also accessed the online programs 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 2014, 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 Year 9 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 attended mock interviews and 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 including a trip to the Wollongong Botanic Gardens to learn about bush tucker, listen to Dreamtime stories, engage in art making and share experiences. Students participated enthusiastically and were able to gain a better understanding of indigenous people.

Keira High School promotes a healthy lifestyle and all students in the Special Education Unit are encouraged to be active and participate in sporting events such as the annual Special Education futsal tournament. This involved teams from Special Education classes at various high schools in the area playing a round robin competition to determine the most successful school. Keira fielded two teams, both of which played extremely well. Although one of our teams was successful in winning the tournament, the focus of the day was for students to enjoy the experience and interact with students from other schools as well as learn about the importance of sportsmanship and working as a team.

Special Education staff at Keira High are very aware of the difficulties of transitioning from a primary school setting to high school. During 2014 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. They have also encouraged and organised students from other years to participate in these programs. 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 expand on 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 2014 were displayed at our annual art exhibition which was held at the school during Term 4. Students not only provided the works of art but also performed musical and dance items, but they were also involved in all stages of the organisation and the presentation of the evening. This was an extremely valuable experience which highlighted the many talents of the students in the Special Education Unit.
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, 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, 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 Rotary International service. Keira High School's Interact is run as a civics and citizenship program for Year 11 students. The program has been running at the school for approximately 60 years and is one of the oldest running Interact clubs in the world. Students focus on running three initiatives per year, one local, one national and one international. In 2014, Interact raised awareness around Melanoma and had a guest speaker talk to Year 8 and Year 11 of the dangers of Melanoma, they also raised money for Camp Quality and World Vision's 40 hour Famine. The students are very proud of their achievements and have been notably recognised through Rotary, Keira High School and our local community.

**School planning and evaluation 2012 – 2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. Keira High School has adopted a rigorous program of continuous improvement. As a part of this program self-evaluations of the delivery of Aboriginal Education and Community Engagement were completed in 2013.

**In 2014 our school carried out evaluations of:**

- Aboriginal Education
- Community Engagement

**Aboriginal Education Evaluation**

**BACKGROUND**

Keira High School has been relentless in its pursuit of excellence in Aboriginal Education.

A whole school agenda, coupled with an authentic inclusion in all learning programs has positioned Aboriginal Education as a significant school priority and area of success and celebration. The school’s learning community is committed to the belief that all students should have the opportunity to experience deep learning of their country’s first peoples and culture and that even best practice Aboriginal Education programs/initiatives would be significantly enhanced by the inclusion of Aboriginal Studies in the Stage 4 curriculum and as a viable Stage 6 course selection for students studying for the Higher School Certificate.

The Northern Illawarra Aboriginal Education Consultative Group has identified the absence of Aboriginal Studies within the HSC curriculum offered at each of its 5 high school. Meetings in both 2013 and 2014 explored the difficulty facing each school in establishing the course. Historically, the number of students selecting Aboriginal Studies in all schools has fallen below the critical threshold necessary to support its inclusion.

**Included on the evaluation team were:**

- Members of the Keira High School Executive
- Members of the Keira High School Aboriginal Education Committee
- Keira High School Curriculum Committee
- Student Leadership Team
- Representatives for the Northern Illawarra Aboriginal Education Consultative Group
- Aboriginal Elders
The purpose of the evaluation was to review, report on and make recommendations about:

- The school’s capacity to include Aboriginal Studies within the Stage 4 curriculum
- The development of a quality learning Stage 4 program
- The school’s capacity to include Aboriginal Studies within the Stage 6 curriculum
- The delivery of Stage 6 Aboriginal Education across settings via a virtual class room context

METHODOLOGY

- Collaboration and negotiation with AECG
- Collaboration with DEC personnel
- Evaluation of the curriculum plan
- Exploration of school curriculum delivery models
- Evaluation of funding to support delivery of both Stage 4 and 6 programs
- Exploration of virtual curriculum delivery model
- Document analysis

FINDINGS AND CONCLUSIONS

1. Realignment of curriculum plan would allow for delivery of Stage 4 program without compromising the indicative hours of other subjects in Year 7.
2. Partial use of Resource Allocation Model would support capacity to support required staffing for Stage 4 program.
3. Executive committed to deliver Stage 4 program as a whole school priority.
4. Stage 4 program to be developed in collaboration with Aboriginal Elders’ advice and AECG.
5. TPL funding to be made available to support curriculum group in developing Stage 4 and 6 programs including assessment and reporting.
6. AECG to be accessed as forum to promote availability of Stage 6 course as preliminary option for 2015, across school cohort.
7. Aboriginal Studies survey of students concluded that Stage 6 course could run in 2015.

FUTURE DIRECTIONS

Evaluation of Stage 4 learning programs will occur in Semester 1 2015 to inform development of Semester 2 program.

Curriculum committee to explore the curriculum realignment necessary to accommodate continued delivery of Stage 4 program into Year 8, 2016.

Continued collaboration with AECG and Aboriginal elders will occur to enhance continued teacher learning necessary to deliver quality teaching programs.

Protocols to be developed to effectively deliver Stage 6 via virtual curriculum framework.

Senior executive to consult with executive in developing a supervision framework for the delivery of both Stage 4 and 6 programs.

Great Teaching Inspired Learning, blueprint for action, will be used to inform the sharing of professional knowledge and enhance teaching practice. This professional collaboration will extend to membership within local professional networks and the accessing of associated learning events.

Formation of an Aboriginal Education Curriculum team to review and evaluate teaching programs and assessment tasks to ensure the delivery of quality teaching programs.

Professional learning funds targeted to support both current and future teachers of courses.

Community Engagement Evaluation

BACKGROUND

Keira High School is committed to the Melbourne Declaration and believes that parents, carers and families are the first and most important influence in a child’s life and that partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement.

Keira High School is a vital part and focal point of its local community and is viewed as the secondary setting of choice for students within its community and partner primary schools.

The 2012-2014 School Plan highlighted engagement as a key priority and targeted developing stronger authentic partnerships with its varied parent groups as essential.

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Membership and participation within the school’s Parents & Citizens Association has not reflected the cultural and/or social diversity of the school community and has not been representative of varied perspectives.

Numbers of active participants have also been consistently low and the capacity of the group’s membership to support particular parent driven initiatives has been compromised.

The P&C has been significantly successful in initiating school improvement and has been a consistent voice in the development of school directions. An increased number of active members...
along with a membership that accurately reflects the school’s diverse community would enhance this success and allow for the group’s evolution and sustainability.

**Included on the evaluation team were:**
- Members of the Keira High School Parents & Citizens Executive
- Ordinary members of the Keira High School Parents & Citizen Association
- Keira High School Principal and Deputy Principal

**The purpose of the evaluation was to review, report on and make recommendations about:**
- Parent interest in Keira High School Parents & Citizens Association
- Factors impacting upon consistent attendance at Parents & Citizens Association meeting
- Factors impacting upon support of P&C initiatives and events
- Areas of interest and concern for varied parent groups

**METHODOLOGY**
- Parent surveys
- Parent interviews
- Parent focus group forum
- Research and exploration of P&C Associations and their functioning across a range of settings

**FINDINGS AND CONCLUSIONS**
1. Demography of P&C membership did not reflect diversity of school community and direct action would be required to encourage various parent groups to attend meetings.
2. NESB parents were representative of those community members without a meaningful understanding of what a P&C was nor what happened at meetings.
3. Communication of P&C meetings and events was seen as effective and conducive to attendance.
4. The desired function of P&C meetings was seen as being multifaceted. Parents indicated an interest in being able to both be informed about the school whilst also being able to use the meeting as a forum to provide parent feedback. Parents indicated a desire for meetings to provide the opportunity for community feedback on school policies and procedures.
5. Parents also indicated an interest in meetings where the following occurred:
   - opportunities to meet staff
   - guest speakers
   - fundraising
   - reports from Principal
6. Parents saw the main function of the P&C as giving feedback to the Principal and staff regarding school policy and procedures. This indicated that many parents were unaware of the other opportunities available at meetings.
7. Parents perceived that P&C meeting at Keira High School were lengthy. Increased attendance would be achieved if meeting was shortened to 90 minutes.
8. A P&C blog would be welcomed by parents as a means to be engaged and informed.

**FUTURE DIRECTIONS**
Parents & Citizens Association meeting scheduled for Term 1 2015 to consider the responses of their survey of parents.

Senior executive to develop a framework to provide meaningful reports and facilitate authentic parent feedback sessions at each meeting.

P&C executive and school senior executive to develop time frame for each meeting to ensure consistent finishing time. In conjunction with this the P&C executive and Principal to determine a scope and sequence of meeting agendas and to use school’s newsletter and website to communicate such to all parents.

A school task group comprising senior executive, HT Welfare and EALD teacher to be formed to target sample group as potential members of P&C and to explore methods to enhance communication of meeting times and agenda to such groups.

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Year 11 student Bridget Donoghue working on her entry for ‘Art on Crown’.
School Planning 2012 - 2014:

School priority 1

Aboriginal Education

Outcomes from 2012 – 2014

Improved access, participation and outcomes for all Aboriginal students.

A school community where the recognition and celebration of Aboriginal education 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.

Target 1

All teachers have completed modules 3, 4 and 5 of the No Gap No Excuse Cultural Awareness package.

Our achievements include:

- All teachers completed module 3 of No Gap No Excuse Cultural Awareness package.
- New staff provided with the opportunity of completing modules 1 and 2 with North Wollongong network schools.

Target 2

Five Islands Cultural Awareness package modules implemented to all Stage 4 students by the end of 2014.

Our achievements include:

- Executive awareness program led by local elder completed to enhance knowledge for cultural awareness package.
- Cultural Awareness package included in new stage 4 Aboriginal studies program.

Target 3

The literacy and numeracy performance data for all Aboriginal students has improved by one performance band from Years 7 – 9.

Our achievements include:

- Targeted numeracy and literacy program for students in Special Education, junior and senior students refined.
- 50% of students performing above National average in Reading, Writing Language conventions. 66% of students below National Standards in Numeracy.

Target 4

All Aboriginal students meet Personal Learning Plan performance goals.

Our achievements include:

- Mentoring program supporting Personal Learning plans implemented with a ratio of 1:1 provided closer supervision of students.
- Targets set and reviewed each term with mentor teacher.
- Observations from mentors provided evidence that most students achieved the majority of goals; however, numeracy and literacy levels were still a concern.

School priority 2

Literacy and Numeracy

Outcomes from 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.

Target 1

Improved NAPLAN results: Year 9 Numeracy and Writing – increase percentage of students in top 3 bands by 10%

Our achievements include:

- There has been a 7.6% increase in the number of students in the top 3 bands in Numeracy.
- In Literacy, there has been a decline of 3.9% in the number of students in the top 3 bands.
- Mathematics programs have been evaluated and developed to foster high engagement.
- A reading program has been developed and delivered to Year 7. The program is delivered in the Learning Centre by the Librarian and supported by Learning and Support Teachers.
- Spelling, punctuation and grammar programs have been developed across a number of KLAs.
- A targeted group of Year 7 students engaged in challenging extension activities in Term 4.

Target 2

Stage 4, 5 and 6 Numeracy / Mathematics results equal or better state average

Our achievements include:

- There has been a significant improvement in the number of students achieving Band 4 or above in Mathematics General and in Mathematics in the
HSC. In 2014 23.8% of the Mathematics General and 67.73% of the Mathematics candidates were awarded Band 4, 5 or 6 compared to 20.74% and 35.7% respectively in 2013. Although these are still below state average, the positive trend is indicating we will reach our target.

- An increased number of students are choosing Mathematics General 1 in Year 12 which is a more suitable course for many students and will lead to improved results in both courses.
- A class of targeted students has been established in Mathematics for Year 10 students who need additional support or are disengaged.

**Target 3**
All teachers implementing Individual Learning Plans (ILPs) effectively

**Our achievements include:**
- The Learning and Support team has supported and guided staff in the implementation of Individual Learning Plans.
- All staff have been notified of the personalised needs of the students in their classes and differentiate their lessons and assessments to meet the needs of all students.
- Casual / relief teachers are provided with this information to ensure the individual student’s needs are met when their regular classroom teacher is absent.
- All teaching staff have an accommodation folder that includes the information specific for the students in their classes as well as generic accommodation guidelines

**Target 4**
All Faculty plans and teacher PPLPs indicate use of data to inform teaching and learning

**Our achievements include:**
- Use of SMART data to analyse 2013 HSC package.
- Evaluation of data used to inform programming.
- NAPLAN literacy and numeracy data has been used to inform pedagogy.

**School priority 3**

**Leadership & Management**

**Outcomes from 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.

**Target 1**
Policies are evaluated within two years of publication

**Our achievements include:**
- A timeline has been developed to ensure the revision of all policies on a regular cycle.
- New policies have been written and obsolete policies removed from our documentation.

**Target 2**
All executive lead at least one whole school initiative

**Our achievements include:**
- Every member of the executive implemented a new or improved on at least one whole school initiative.
- There has been increased use of technology across the school from roll marking to Markbooks which has been led by members of the executive. Sentral modules have been implemented to give staff access to student details quickly and efficiently.

**Target 3**
75% of teachers lead or participate in whole school initiatives

**Our achievements include:**
- 90% of teachers have led or participated in whole school initiatives.
- A significant number of teachers were involved in the Keira High School / University of Wollongong Partnership in Quality Teaching and Mentoring
- A range of professional learning programs have been delivered by teachers including supporting the enhancement of ICT skills.
- A number of teachers have delivered sessions at new curriculum network meetings.

**Target 4**
All New Scheme Teachers gain accreditation

**Our achievements include:**
- Regular scheduled meetings of new scheme teachers. At these meetings, new scheme teachers work collaboratively with each other and executive to work towards their accreditation.
- All new scheme teachers have established a time frame to complete their accreditation.
- Twenty three staff members have successfully completed the accreditation process.
Target 5
Increase of teachers/executive relieving in higher duties and or seeking promotion

Our achievements include:
• Three classroom teachers relieved or acted in head teacher positions.
• One classroom teacher successfully gained a head teacher position.
• Two head teachers relieved in senior executive positions.
• Four classroom teachers relieved as Assistant Year Adviser.

School priority 4
Teacher Quality

Outcomes from 2012 – 2014
Teacher quality is recognised as critical to ensuring student success and a complimentary set of programs across all priority areas is embedded within the daily operation of each faculty, thus enhancing all teaching and learning.

Target 1
All teacher Personal Professional Learning Plans make reference to the use of data to inform teaching

Our achievements include:
• All HSC Teachers have completed detailed analysis of 2013 HSC results to inform programing for 2014.
• All teachers have been trained in the use of the Results Analysis Package and have used this to reflect on HSC results and have adapted teaching programs where necessary as indicated by the item analysis.
• Data provided by the components reports for practical subjects have been analysed to inform teaching practice.

Target 2
Teacher Personal Professional Learning Plans reference the development of ICT expertise

Our achievements include:
• Teachers were provided with professional learning in use of ICT in the classroom in the following ways:
  ◊ Using Google Apps for education
  ◊ Using cloud based technology and software to support collaborative planning
  ◊ Use of student response software
  ◊ Engaging students through the use of ICT in lesson design and implementation

Target 3
Faculty Plans indicate that 50% or more Faculty Meetings are designated for Professional Learning.

Our achievements include:
• Regular professional learning has taken place during faculty meeting times in the areas of:
  ◊ Explicit teaching and implementing ALARM strategies in class.
  ◊ Using data to inform teaching practice
  ◊ Teacher accreditation and beginning teacher mentoring.
  ◊ Using best practice in assessment task design.
  ◊ Implementing the Quality Teaching Framework in the classroom.

Target 4
All teachers participate in at least one collegial Quality Teaching coding experience per term

Our achievements include:
• The Quality Teaching Program implemented in 2014 enabled Head Teachers to complete classroom observations for all teachers highlighting the use of Quality Teaching practices in the classroom.
• Head Teachers have collaboratively developed Quality Teaching program evaluation and lesson evaluation tools that have been utilised to support teachers in improving their teaching practice through meaningful feedback and reflection.
• Head teachers have engaged in structured processes to collegially evaluate teaching programs to ensure programs incorporate the elements of the quality teaching framework.
• Teachers were provided with Quality Teaching Coding tools and utilised these to evaluate assessment tasks in order to ensure that they were aligned with the Quality Teaching Framework.
Parent, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

*Their responses are presented below.*

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.

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, the Year 7 Meet the Teachers afternoon, as well as parent teacher interviews regarding student progress were seen as well organised and meaningful.

The school’s newsletter continues to receive particular praise and parents suggestion regarding frequency of publication and electronic development have been implemented.

The school’s curriculum structures and sporting opportunities received favourable mention as did the improvements to the physical environment including the re-carpeting and re-painting of significant portions of the school.

Future Directions

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015 -17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic Directions**

All stake holders in the Keira High School community have collaborated in developing our strategic direction for 2015 - 2017.
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.

Mr D J Robson, Principal
Mr B Ellevsen, Deputy Principal
Mr D Sharpe, Deputy Principal
Mrs C Pemberton, Acting Deputy Principal
Ms L Borst, President, P&C Association
Ms S Blackstock, NSWTF Representative
Mrs T Tzanopoulos, School Administrative Manager

School contact information

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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