Annual School Report
Keira High School
8541

Great traditions, a confident future.

2015
Introduction

The Annual Report for 2015 is provided to the community of Keira High School as an account of the school’s operations and achievements throughout the year.

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

School contact details:

Keira High School
Lysaght Street
Fairy Meadow 2519
www.keira-h.school@det.nsw.edu.au
(02) 4229 4644

Message from the Principal

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

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

**successful learners**    **confident and creative individuals**    **active and informed citizens**

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

Keira High School is proud of its traditions. This Annual School Report shows also that it looks to the future, confident that it is a dynamic and innovative school. In 2015 the school celebrated the inclusion of Aboriginal Studies within the Stage 4 curriculum confirming Keira’s status as a setting of innovation.

Our 2015 – 2017 School Plan is focused upon ensuring the highest quality of learning opportunities led by skilled and dedicated professionals in a community where wellbeing is both valued and enhanced.

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

Mr D J Robson
Principal
Message from the Community

Keira High School Parents and Citizens’ Association provides an opportunity for parents and carers to develop a greater understanding about the school and offer input to school decisions in a respectful and friendly environment. In 2015 the P&C developed a number of goals to ensure the most efficient and effective allocation of resources to support students and staff.

Goal one was to encourage parent and community participation in curriculum and other educational issues. This was addressed by providing training for parents to participate in school interview panels, discussion about local and broader curriculum matters and education issues at P&C meetings, and a range of guest speakers to explain school initiatives.

Our second goal was to assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school. This was achieved through the successful application for a Community Building Partnership Grant of $32,000, which was used to construct much needed weather shelters in the school grounds. The P&C also continued with modest fundraising efforts through the sale of Entertainment Books, a Bunnings BBQ and a voluntary donation scheme.

Goal three was to promote the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation. To meet this goal, the P&C developed a Life Membership Policy, contributed to the school newsletter and included tours of the school as part of P&C meetings to allow staff to showcase features of their departments. The P&C also participated in the Year 7 Meet the Teachers BBQ.

The final goal was to be involved in ceremonial and special occasions at the school. The P&C were welcomed to a number of school events including the Captains’ Induction Ceremony and Dinner, the Year 12 Graduation and the School Presentation Evening.

Robyn Tindall
President

Past President Lauren Borst was awarded a Life Membership of Keira High P&C as recognition of her long association with the P&C as a parent representative on interview panels, P&C Secretary and President over her fourteen years association with Keira High School.
Message from the Students

There is a tradition of strong student leadership at Keira High School which manifests itself through a number of groups, both formal and informal, engaged in fundraising and more hands-on approaches to community service. The Student Representative Council has undergone a significant reorganisation in the last 12 months including a dedicated roll call group. This was to maximise participation and provide leadership opportunities to a greater proportion of the student body.

SRC members were also involved in the organisation and delivery of Refugee Week. An annual event that promotes positive images of refugees and celebrates the valuable contribution refugees make within our community. This was a hugely successful collaboration between students from Keira, other high schools and Wollongong City Council. Members also attended the inaugural GRIP Leadership Conference event held in Wollongong. It was a fantastic opportunity to meet other student leaders from the local area and share ideas.

The Representative Council has also been involved in a range of school service activities including the Year 5/6 Expo night and assisting in events such as the Year 7 Meet the Teachers BBQ.

The SRC continues to prioritise activities to maintain a balance between leadership opportunities 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.

Our focus in the next twelve months is to engage as many students as possible from each year and to continue to run events and activities that serve as learning events to build the skills of the students. This may be a significant challenge but it is one that we are looking forward to.

SRC Representatives
**School background**

**School vision statement**

At Keira High School we empower student growth and well-being through a Public Education that is transformative in engaging active and informed global and community citizens.

We champion equitable opportunities that are inclusive and representative of our diverse communities.

We act with courage and embrace every individual’s knowledge and experience.

We implement this vision as a committed learning community. To nurture, develop, and advocate a future of choice for every student.

**School context**

Keira High School is a large, culturally diverse comprehensive high school with a student population of 960, including 55 students of Aboriginal heritage.

The school enjoys strong partnerships with the Keira Community of Schools and has formed valuable alliances for learning with partner primary schools, high schools, Wollongong TAFE and the University of Wollongong.

The school has a strong focus on teacher professional development to support student learning. Current areas of focus include explicit teaching, Quality Teaching and inclusive education.

We are well recognised within the community for strong sporting, academic, leadership, welfare and discipline programs that support students’ social, emotional, physical and academic development.

The school is a proud leader in Aboriginal education and is committed to delivering innovative whole school Aboriginal education programs.
Self-assessment using the School Excellence Framework

This section of the Annual School Report outlines Keira High School’s use of the Schools Excellence Framework to plan, assess, measure success and determine improvement goals. The Schools Excellence Framework provides support to all public schools throughout NSW in the achievement of excellence. It is evidence based and identifies those explicit school practices that are directly related to continuous school wide improvement and enhanced student outcomes.

During 2015 all teachers at Keira High School engaged in a scope and sequence of differentiated learning events that targeted a deep understanding of the framework’s elements within the three key domains of Learning, Teaching and Leading. This learning agenda provided a platform for the school community to reflect upon the progress being made within each of the school’s strategic directions. Three executive learning days focused upon building a functional understanding of the School Excellence Framework and its application for critically assessing achievement against identified improvement measures. The self-assessment sequence of mapping, charting and describing highlighted areas of greatest impact, guided the school’s strategic journey towards excellence.

In the domain of Learning we have succeeded in establishing an engaged learning community with a focus on building upon a school culture that strives to improve individual and collective wellbeing, and delivers an innovative and transformative curriculum. An authentic relationship with our school community underpins the school’s outstanding success in creating a productive, collaborative, supportive and safe learning environment for our students. Classroom teachers are informed by highly effective Learning and Support and EAL/D Teams. Attention to individual learning needs has been a strong indicator of our progress throughout the year particularly in early identification of specific learning needs and increased parental involvement in planning and supporting individualised learning directions for our students. The embedding of a Mindfulness Program has ensured that students are not only supported in their academic achievement but also armed with strategies that enable them to thrive both socially and emotionally. A major strength of the school is its celebration of cultural diversity and how this has been translated into whole school learning events and curriculum priorities. The confident inclusion of Stage 4 Aboriginal Studies and the positioning of the school as a virtual delivery site for Stage 6 Aboriginal Studies clearly demonstrates the school’s commitment to Aboriginal Education. The enhanced performance of equity groups within the school highlights the successful impact of processes that seek improved outcomes for all students.

In the domain of Teaching we have embedded explicit systems to support, drive and sustain ongoing school wide improvement in teaching practice and student outcomes. The sharing of professional practice has been facilitated through the development of authentic collaborative learning groups, CoCoaching partnerships and mentoring relationships and learning alliances. These have been highly successful in the enabling of key processes where greatest impact has been documented. All teachers successfully embraced the Performance and Development Framework as a vehicle to support instructional leadership and the improvement in student learning outcomes. A targeted professional learning agenda was aligned to the development of personal and shared school goals informed by the National Professional Standards for Teachers. Beginning and early career teachers were supported by a differentiated learning program enhanced via a resourcing of mentoring relationships and modified curriculum allocations. We have used the student performance data and classroom observations to inform and improve pedagogy. Innovative classroom practice empowered our students to be reflective in their learning and they were engaged in learning opportunities where the explicit development of skills enabled them to play a leading role in their own learning success. Pedagogy was enhanced via an active participation of teachers in learning alliances both within and across school settings. Teachers of Keira High School embraced the opportunity to share their pedagogy and professional knowledge within established and emerging learning networks.
In the domain of Leading the school’s achievement of excellence has been informed by intelligent professional learning frameworks, aligned resourcing structures and strategic management practices. These have driven the development of a strategic School Plan and the success of the key projects processes within it. Mechanisms have been established to allow all stakeholders the opportunity to provide constructive feedback on school practices and procedures. A deliberate sequence of professional learning has built the capacity of the school’s leadership team to develop, enact and self-assess the processes within the new school planning model. This highlights the school’s deep understanding of leadership capacity as a key determinant in the achievement of school excellence. A resource model has been interpreted and created to effectively support the aspirations of Instructional Leadership, Transformational Learning, Optimal Wellbeing and provide an authentic capacity for accountability. Intelligent financial planning and forecasting has provided a scope and sequence of sustainable and long term school improvement. Additional senior and administrative executive, EAL/D and Learning and Support teachers have been positioned to provide support and resourcing at the areas of greatest need. Innovative curriculum structures, the design of flexible learning spaces and the continued investment in mobile technologies have been resourced and managed to facilitate whole school improvement agendas.

The new school planning model, supported by the restructured funding framework to schools and the emerging implications of key reforms such as Local Schools Local Decisions are not only supporting but also driving the school’s improvement processes. Evidence of greatest impact and the identification of future actions are outlined in the following pages of this report. The self-assessment process and the authentic shared commitment of the school community will inform the refinement of our strategic directions and lead to outstanding outcomes for all the students at Keira High School.
Strategic Direction 1

Transformational Learning

Purpose

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

Overall summary of progress

A sustained school wide focus on quality programming has enabled the development of exemplar programs across all faculties. Program development has been informed by various elements of the Quality Teaching Framework and educational research. The implementation of developing a consistent approach to programming has been supported by strong professional learning within executive and staff. This has led to observable improved classroom practice across the school. The success of quality programming will expand into a targeted focus on quality assessment in 2016.

A focus on personalised learning for senior students has increased student engagement through the development and implementation of the Directed Senior Study Program and other targeted programs based on the needs of the senior cohorts. This has enabled the school to provide more explicit, individualised attention to students and utilise early intervention strategies to assist those in most need.

The development of a deeper understanding and knowledge of Aboriginal culture has been enhanced by the implementation Aboriginal Studies in Year 7 and Stage 6. The Stage 4 program is now embedded within the curriculum and focuses on the historical perspectives of the nation’s first peoples. The success of both programs can be evidenced through the planned expansion of Aboriginal Studies into Year 8 curriculum and the invitation to share the Stage 6 program across the Region through the virtual classroom.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teaching programs and practices are aligned with the <em>Quality Teaching Framework and Professional Teaching Standards</em>.</td>
<td>To support the whole school focus on quality programming the staff collaboratively developed a shared school goal for the inclusion into their Performance and Development Plan. As a staff, the school established of an agreed template for teaching and learning programs. Exemplar programs have now been evidenced across all KLAs. The programming process has been strongly supported through the development of a program evaluation tool to enable critical evaluation of all faculty programs. Each faculty developed a scope and sequence for the construction new programs using the agreed programming template. 21st Century skills and teaching strategies have been embedded and mapped into programs.</td>
<td>$25,000</td>
</tr>
</tbody>
</table>
All teachers know their students and how they learn and use a range of evidence to inform their practice. Focus on Learning teacher survey indicates improvements across the domains of Learning Culture, Data Informed Teaching Practice and Teaching Strategies (reflected by a 0.5 rise in value).

<table>
<thead>
<tr>
<th>Personalised Learning: Senior Students</th>
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<tbody>
<tr>
<td>To achieve the purpose of the Directed Senior Study Program a range of strategies were successfully developed and implemented. These strategies included a Head Teacher being allocated the responsibility and leadership of the program, the strategic allocation of staffing involved in the program and professional learning events to build the capacity of staff involved in the program.</td>
</tr>
</tbody>
</table>

An evaluation of the Directed Senior Study Program led to the establishment of a new diary format and workshops being offered that targeted specific needs of students.

The success of the Directed Senior Studies Program has been evidenced by improved student attendance and engagement, increased use of study plans for students and an improved learning culture amongst the students.

From the School Excellence Framework Data Reports, student retention from Year 10 to Year 12 was 69% which is 3% higher than similar schools. 61% of HSC students were eligible for an ATAR. This was 10% lower than similar schools, which reflects the school’s range of pathways for senior students to cater for the new school leaving age.

<table>
<thead>
<tr>
<th>Aboriginal Education: Aboriginal Studies</th>
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<tbody>
<tr>
<td>The successful implementation of the Year 7 Aboriginal Studies was strongly supported by the design and implementation of outstanding quality programs and the strategic restriction of curriculum pattern to include Aboriginal Studies in Year 7 for 2015 and Years 7-8 for 2016. Additional success reflected in Stage 4 Aboriginal Studies being embedded into Special Education programs.</td>
</tr>
</tbody>
</table>

Stage 6 Aboriginal Studies course established and conducted in Year 11 2015. The success has been evidenced through the invitation to host Stage 6 Aboriginal Studies as a regional resource via virtual classroom in 2016.

Funding and targeted staffing allocation aligned to programming both Stages 4 and 6.

| 16,800 |
All students use reflection on assessment and reporting processes and feedback to plan learning. Evidence: *Schools Excellence Framework data* referenced to indicate value added to NAPLAN results and student attainment from Year 7 to HSC reflects value added data that is equal to or better than like school groups.

From the *School Excellence Framework Data Reports,* 16% of students were in the top two NAPLAN bands at Year 9 (Reading and Numeracy), which is almost on par with similar schools.

92% of students are at or above National Minimum Standard in Year 9 NAPLAN (Reading and Numeracy), which is almost on par with similar schools.

28% of HSC students with at least two Band 5-6 results, which is 4% above similar schools.

The value-added from Year 7 to Year 9 was 41.2 which was 6% higher than in similar schools.

The value-added from Year 9 to Year 12 (2013 – 2014) was 26.1, which was almost 5% higher than similar schools.

Our Year 9 Aboriginal students performed 5.1 points better than those in similar schools in NAPLAN.

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**Next steps**

**Quality Programming**

- Sustained focus on the completion of reflection, planning and implementation cycle to ensure exemplar programs are developed across all stages and KLAs.
- The expansion of the reflection process through the annotation of programs and engaging the Learning and Support Team to assist in the reflection, planning and implementation of programs.
- Special Education programs mapped for alignment with other faculties.

**Personalised Learning: Senior Students**

- Development of Individual Learning Plans for all HSC students.
- Identification of relevant programs/workshops to address specific needs of students and build the capacity of students in seeking alternate pathways post HSC.
- Support HSC students through assessment process by ensuring all assessment tasks for Stage 6 provided to Directed Senior Study staff and the development of an assessment calendar on Sentral.
- Learning event for all staff regarding DSS processes
- Formalise guidelines and policies for the Directed Senior Study Program. Ensure effective implementation through conducting learning events for all staff regarding the guidelines.
Aboriginal Education: Aboriginal Studies
- Executive involvement/leadership/TPL and teaching of Stage 4 Aboriginal Studies in 2016
- Evaluation of Year 8 Program
- Curriculum planning to support learning Stage 5 elective
- Resourcing of room 205 for delivery of virtual classroom
- Period allocation to Stage 6 teacher to facilitate virtual delivery of Year 11 course

Quality Assessment
- Stage 6 will focus on the implementation of Phase Two. The priority in this phase is the evaluation and development of quality summative and formative assessment opportunities.
- Stage 4/5 will begin the journey of Quality Assessment through the implementation of Phase One and Two. The target will be to develop and implement a standardised assessment scaffold, followed by the evaluation and development of quality summative and formative assessment opportunities.
Strategic Direction 2

Instructional Leadership

Purpose

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

Overall summary of progress

The Performance and Development Framework, leaders of learning and professional learning frameworks have been the key processes of focus in 2015 to achieve this strategic direction.

All teachers have been extensively trained in the key aspects of the Performance and Development Framework. This included the collaborative development of a school and faculty goal for inclusion in all teachers Performance and Development Plans. These goals are strongly aligned to the strategic direction of Transformational Learning.

A range of professional learning events have been conducted with targeted groups within the school to deepen understanding and engagement with Accreditation at all levels and foster Leaders of Learning.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>All teachers develop annual personal learning goals and their Performance and Development Plans detail these goals and clear strategies to achieve them. <strong>Focus on Learning.</strong> Teacher survey indicates improvements from 6.8 to 7.8 for leadership as a driver of student learning.</td>
<td>The implementation of the Performance and Development Framework has been supported by a scope and sequence of key learning events specifically developed for whole staff learning, executive learning and collaborative learning groups. Resources have been developed, and supported with the implementation of learning events, to assist teachers in their setting and implementation of their Performance and Development Plans (PDPs) 100% of teaching staff have established and implemented PDP goals that align with the school plan and the Australian Teaching Standards.</td>
<td>$10,000</td>
</tr>
<tr>
<td>100% of teachers have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework, self-report a positive impact on professional practice and 10% (or greater) of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.</td>
<td>A scope and sequence of differentiated professional learning has been developed for all levels of accreditation. All executive members participated in learning events that focused on building the capacity of executive to effectively supervise/mentor teachers through the accreditation process. Resources have been allocated for period allowances under the ‘strong start’ program. There is an identified group aiming for accreditation at the ‘Highly Accomplished’ level.</td>
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</table>
The school has embedded explicit systems for collaboration, classroom observation, CoCoaching, modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in pedagogy and student achievement of outcomes. *The Focus on Learning*, teacher survey indicating collaboration as a driver of student learning improves from a score of 7.5 to 8.5.

There has been a sequence of strategic professional learning events for the executive group that targeted the further development of leadership capacity. These have included CoCoaching training, Growth coaching training; learning events around effective feedback, having difficult conversations and ‘leading school improvement’.

The structure of faculty, executive and school meetings have been developed to facilitate authentic collaboration amongst staff. The success of this structure in supporting authentic collaboration has been evidence in *The Focus of Learning*, teacher survey indicating collaboration rating at 7.9 as a driver of student learning.

### Next steps

**Performance and Development Framework**
- Development of a scope and sequence to reflect the complete annual cycle.
- Survey staff about the effectiveness of PDF implementation and processes.
- School professional learning priorities to be informed by PDP process and supported by increased teacher professional learning funding.
- Continued development of the *Collaborative Learning Group* model with targeted training for group leaders.
- Further development of ‘seeking feedback through lesson observation’.

**Leaders of Learning**
- Development of *Learning Alliance* with Woonona High School, including the involvement of Future Leaders/Succession Planning.
- Learning events to build the capacity of the leadership group to lead the development of assessment and programming.

**Professional Learning Frameworks – Accreditation at all levels**
- Develop a scope and sequence for programs to support accreditation at all levels.
- Growth of the PEX partnerships with UOW and Woonona High School to ensure the mentor/supervisor model is strengthened and provides opportunities for teachers to meet the ‘Highly Accomplished’ standards.
- Evaluate current practices to support beginning teachers.

**Explicit Learning in Stage 6**
- Scope and sequence developed to target explicit learning in Stage 6.
- Staff learning event focused upon the successful implementation of scope and sequence targeting explicit learning in Stage 6.
- Evaluation of established school systems and process to ensure HSC accountability.
Strategic Direction 3
Optimal Wellbeing

Purpose

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

Overall summary of progress

The creation of efficient, effective and consistently applied procedures and practices of targeted systems has been a key feature in enhancing the wellbeing of staff and students. A focus on engagement and retention by all staff has seen an improvement in attendance rates towards the end of 2015. The use of targeted funds to employ a business manager and an additional deputy principal has supported the establishment of efficient structure in the operation and management of school business.

Wellbeing programs have created greater opportunities for staff and students to engage positively in the school environment. Key programs included the introduction of Mindfulness to staff and students, student leadership and civic and citizenship programs.

The introduction of a strong pathways program that supports students at each stage of their education has enabled students to build their capacity and empowered the students to make informed decisions about their future. Senior students have been further supported in maximising their potential through school-based programs such as the Directed Senior Study Program.

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<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
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<tbody>
<tr>
<td>Improvement measure (to be achieved over 3 years)</td>
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<tr>
<td>All individual learning is supported by effective, inclusive, differentiated and sustainable systems to support the wellbeing of students and staff. ‘Tell Them From Me’ survey reflects a rise in achievement of social-emotional outcomes.</td>
<td>4,000 FTE 0.3</td>
</tr>
<tr>
<td>Mindfulness</td>
<td>8,000 88,000</td>
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<tr>
<td>Mindfulness awareness and practice introduced through targeted staff development day. Wellbeing program for staff scope and sequenced with 30% of staff participating in the program. Targeted Stage 6 students Mindfulness program developed and implemented.</td>
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</tbody>
</table>
development and implementation of enhanced systems in report timeline, communication platforms, allocation of funding to support staffing and curriculum/timetabling development.

All students are supported to access their own educational, social and career pathways as by increased participation and success of equity groups evidenced by value added to Attainment of Equity Groups as detailed in The Schools Excellence Framework data.

**Wellbeing programs : Student Leadership**

The implementation of a multilayered merit selection process for student leadership positions has led to a more rigorous and equitable opportunity for students to highlight their leadership abilities.

A student leadership forum was conducted and evidence gathered has informed student generated initiatives for 2016.

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<th>Next steps</th>
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**Mindfulness**

- Ensure succession planning for Mindfulness program which will include an extension of existing program to include more teachers and a greater diversity of students.
- Scope and sequence targeted learning events for teachers/students with a focus on inclusivity.

**New and better ways of doing things**

- Sustainability of new systems evaluated and recommendations implemented.
- Ensure current student report platform (ESR) and processes evaluated and improved system provides effective feedback of student progress.
- Ensure the use of the Tell Them From Me survey informs directions for improvement in Wellbeing programs.

**Wellbeing programs: Student Leadership**

- Scope and sequence revised to include student leadership learning events for 2016.
- Continue to enhance student leadership opportunities for all students at all levels in all classrooms.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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</thead>
</table>
| Aboriginal background funding                                      | **Strategic Direction 1: Transformational Learning**<br>  
|                                                                   | All aboriginal students have Personal Learning Plans that set goals for targeted areas of study and numeracy and literacy need in collaboration with mentor teachers.  
|                                                                   | Targeted students participated in additional numeracy and literacy strategies. Marked improvement has been seen in Stage 5 Numeracy NAPLAN scores.                      | $21,528           |
| English language proficiency funding                               | **Strategic Direction 1: Transformational Learning**<br>  
|                                                                   | Development and implementation of focused support strategies to enhance successful engagement of every student. This has been achieved through parallel English classes in years 9 & 10, stage 6 ESL courses, small group ESL literacy support and support across the curriculum. | $1,381 FTE 2.8    |
| Targeted students support for refugees and new arrivals            | **Targeted:** Employment of Arabic-speaking SLSO leading to increased wellbeing and learning outcomes. This follows significant increase in Arabic-speaking refugees in 2015.  
|                                                                   | Funding diverted towards an additional day’s employment for trained ESL teacher. KHS was able to offer further lunchtime and break support for EALD students and maintain parallel English classes in Years 9 and 10. | $20,817           |
| Socio-economic funding                                             | **Strategic Direction 1: Transformational Learning**<br>  
|                                                                   | Implementation of Directed Senior Study Program targeting personalised learning support for HSC students.                                                                                                                   | $82,753           |
|                                                                   | **Strategic Direction 3: Optimal Wellbeing**<br>  
|                                                                   | Establishment of Pathways Team to investigate transitioning as a significant determinant of student engagement and connectedness.                                                                                                                                                  |                   |
| Low level adjustment for disability funding                        | **Strategic Direction 1: Transformational Learning**<br>  
<p>|                                                                   | Development and implementation of focused support strategies to enhance successful engagement of every student.                                                                                                                                                                   | $80,352 FTE 2.0   |</p>
<table>
<thead>
<tr>
<th>Support for beginning teachers</th>
<th>Strategic Direction 2: Instructional Leadership</th>
<th>$38,144</th>
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<tbody>
<tr>
<td></td>
<td>Implementation of regular learning events to support engagement in accreditation process and sharing professional practice.</td>
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<td></td>
<td>Strong Start teacher funds were utilised to decrease their teaching load and enable them to have more time for planning and reflection. Mentors assigned to teachers were able to support their colleagues through assistance with programming and through providing feedback through lesson observation.</td>
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<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>Strategic Direction 1: Transformational Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design and development of Stage 4 Aboriginal Studies Program in consultation with Aboriginal community and AECG. Implementation of Year 7 Aboriginal Studies. Year 8 Aboriginal Studies Program published for implementation in 2016.</td>
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</tbody>
</table>
**Student Information**

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

**Student Enrolment Profile**

The school’s enrolment in 2015 was 947 students, including 39 students in the school’s Support Faculty. 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 the 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.

**Management of non-attendance**

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

- Review of roll marking procedures with whole staff led by the Head Teacher Administration.
- Development and introduction of a multi-tiered Strategic Attendance Program to enable early identification and intervention of students with emerging attendance concerns.
- Introduction of online roll marking procedures to allow instant identification of student absences.
- Regular student absence monitored by roll call teachers through student interview, letters home and direct parent contact.
- Daily SMS messaging to inform parents when students are absent from school.
- Daily SMS messaging to inform parents when students arrive late to school.
- Introduction of online lesson by lesson roll marking to allow instant identification of student fractional truancy.
- Students whose attendance is of concern are referred to a Head Teacher for monitoring through the Welfare and Discipline procedures.
- Year Adviser intervention and counselling with student and parents.
- Referral to Learning and Support Team for students who have attendance concerns.
- Regular review and monitoring of serious non-attendance by the Head Teacher Administration and the 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 2016 the school will be introducing the following additional proactive attendance initiatives:
- Review and evaluate the Strategic Attendance Program.
- Implementation of recommendations from the Strategic Attendance Program evaluation.
- Formation of Positive Attendance Team to investigate, develop and implement a positive attendance program.
- Greater recognition and celebration of school attendance.

The school will also continue to:
- Support students with attendance concerns through the Strategic Attendance Program.
- Focus on persistent lateness to school with students of concern referred to a Head Teacher for monitoring through the 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 2015 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.

At the end of 2014 the curriculum structure for Stage 4 was interrogated and adjusted to facilitate the introduction of Aboriginal Studies into Year 7.

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. In 2015 Keira established an Aboriginal Studies class in Year 11 as a regional resource. This class can be accessed virtually by any students across school settings. 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 Year 10 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>Proportion of students moving into post-school education, training or employment</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>3</td>
<td>5</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>44</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>other</td>
<td>52</td>
<td>51</td>
<td>4</td>
</tr>
<tr>
<td>unknown</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

The school surveyed Year 12 (2015) students early in 2016. The following information is based upon a survey return rate of 40. Of those students who participated in the survey, 28% are attaining University, 32% are attending TAFE or other Private Colleges or Training institutions, 25% have obtained employment.

Of those attending University, 96% are attending University of Wollongong with the remaining 4% enrolled in other Australian Universities.
Year 12 students undertaking vocational or trade training
46% of Year 12 students undertook vocational or trade training in 2015.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2015, 98% of Year 12 students attained a HSC or equivalent vocational education qualification.

Workforce Information
Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>11.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>60.1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.8</td>
</tr>
<tr>
<td>Other positions</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>96.7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Keira High School has two members of teaching staff who identify as Indigenous. Keira High School enjoys a close relationship with our local Aboriginal Education Consultative Group.

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>Undergraduate degree or diploma</td>
<td>78%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>22%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
The focus of professional learning centred on the implementation of the Keira High School Plan 2015-17, Performance and Development Framework, Wellbeing Framework and the School Excellence Framework. Exemplar teaching and learning practices were enhanced through the development of a quality teaching program and assessment task template which were implemented across the whole school in all faculties. Staff were able to set realistic and achievable goals through purposeful learning events linked to their Performance and Development Plan.

A strong professional learning agenda supporting 18 Strong Start and new scheme teachers. This resulted in three staff members achieving Accreditation at Proficient level.

Support for Beginning Teachers
Strong Start teacher funds were utilised to decrease the teaching load of beginning teachers to enable them to have more time for planning and reflection. Mentors assigned to beginning teachers were able to support their colleagues through assistance with programming and through providing feedback through lesson observation.
Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$</td>
</tr>
<tr>
<td>Global funds</td>
<td>571,688.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>656,039.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>458,673.84</td>
</tr>
<tr>
<td>Interest</td>
<td>315,071.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,908.11</td>
</tr>
<tr>
<td>Canteen</td>
<td>49,341.83</td>
</tr>
<tr>
<td>Total income</td>
<td>240,836.48</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>2,306,559.83</td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>139,570.53</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>62,773.59</td>
</tr>
<tr>
<td>Library</td>
<td>118,339.73</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6,138.90</td>
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<tr>
<td>Tied funds</td>
<td>4,555.18</td>
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<tr>
<td>Casual relief teachers</td>
<td>557,007.68</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>181,615.30</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>222,624.57</td>
</tr>
<tr>
<td>Utilities</td>
<td>235,376.71</td>
</tr>
<tr>
<td>Maintenance</td>
<td>124,749.54</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>141,652.64</td>
</tr>
<tr>
<td>Capital programs</td>
<td>53,502.64</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>56,353.19</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>1,904,260.20</td>
</tr>
<tr>
<td></td>
<td>402,299.63</td>
</tr>
</tbody>
</table>

School Performance

NAPLAN

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

Schools may refer the reader to the My School website to access NAPLAN results as follows:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Higher School Certificate (HSC) (mandatory)
In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Record of School Achievement-RoSA (optional)
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 BOSTES website and download their credential.

Parent/caregiver, student, teacher

satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, the school sought the opinions of parents, students and teachers about our school through the participation in the Tell Them From Me survey. Their responses are presented below.

Parents/Caregiver

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

Student

Students reported a strong sense of belonging and positive relationships within the school community. The students valued the high expectations for their learning and success. This has resulted in students being a strong advocate of the school when out in the community.

Teacher

It was clearly evidenced through the staff survey that the school excels in establishing an inclusive and collaborative environment which places a strong emphasis on a learning culture of high expectations amongst its community. Staff feedback reflected the parent/caregiver suggestion that student success can be further enhanced through the greater parental involvement in their child’s schoolwork.

Policy Requirements

Aboriginal education

Keira High School received Aboriginal Background funding in 2015

Our plan included:

- Whole week learning experiences and celebration of NAIDOC, reconciliation week and other significant Aboriginal Cultural events
- Participation in AIME initiative
- Celebration of success through recognition awards including Garawanda

During 2015 funding from Norta Norta and Aboriginal background funding was used to strengthen the literacy and numeracy capacity of targeted junior students and support senior students through individual tutoring of HSC subjects. Specialist teachers were employed for 2 days a week to assist with this program. The employment of the teacher also allowed the school to provide an opportunity for greater participation in AIME which allowed students to meet and work with other aboriginal students within the area and share cultural experiences.

As a result of these initiatives:

- Year 9 students have shown a marked improvement in numeracy skills
- Year 7 spelling ability has shown positive trends
- Aboriginal students scoring a higher NAPLAN mean in comparison with all DoE Aboriginal students
- HSC students benefitted through higher engagement in subjects through sustained guidance in Mathematics and English
Multicultural Education and Anti-racism

Keira High School is a community that values and promotes cultural diversity. The school 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). The school also receives many new arrival refugee and migrant students, and is renowned in the wider community for its successes in supporting these students in transition into school.

Community Harmony Activities

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

Harmony Day

An extended whole school assembly was conducted to celebrate Harmony Day. EAL/D staff, deputies and the school captains addressed the school on the significance of the day and the benefits of being in a multicultural country, community and school. A performance of ‘We are Australian’ was given by the ‘Harmony Day Choir’. This group included: The Diamonds (Keira High’s LBOTE Multicultural choir), staff including EAL/D teachers, deputies, Indigenous students and the school captains.

Refugee Challenge

Keira High School partnered 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. The project was incorporated into teaching and learning through Geography classes. All Year 9 and 10 students participated in the Challenge and in the associated learning. The school’s SRC played a leading role, as did some of our refugee students. The Refugee Challenge was also opened for one evening to the general public. Subsequently, it was covered by various local media outlets, including WIN TV News. This initiative was instrumental in raising awareness and promoting harmony and understanding of people from refugee backgrounds.

The Diamonds

This vocal group is an important vehicle for Keira’s culturally diverse students to build confidence and be significantly included in the school community. The Diamonds were involved in significant performances throughout the year, promoting and celebrating diversity and inclusivity. The group performed at The Housing Trusts International Day, and Viva La Gong, one of the Illawarra’s largest and most popular festivals. Each year at our annual Presentation Night, the Diamonds performance is proudly featured which reflects the highly esteemed within the school community.

Refugee Week

Keira High School played a significant role in the state launch of Refugee Week. ‘The Diamonds’ performed two songs to a receptive audience at Warrawong High School that included parliamentarians, the Chairman of SBS Australia, and students and members of diverse communities.
**Southern Stars Drummers**

Following an earlier African drumming workshop, Keira High School’s EAL/D teachers were asked to select ten refugee students as drummers and dancers to perform with three other schools, as featured artists of Southern Stars. The teachers then co-ordinated rehearsals with the three other schools involved in our segment and accompanied the students to rehearsals and performances.

**Inclusive classroom and school practices**

- The EAL/D music program and 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 School.
- The aforementioned 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 to counter racism and harassment issues 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. The Arabic-speaking SLSO assists with this and 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.

**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 including. Myanmar, Afghanistan and Syria. The majority of our newly arrived students attend Warrawong Intensive English Centre (WIEC) prior to their enrolment in Keira High School. The vast majority of our EAL/D students live in our immediate drawing area. The school also supports a small number of students who would not receive EAL/D support from their in-area school. Likewise, the school has several international students who also
add to our diversity – one of these being the dux of Keira High School for 2015.

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 ensure 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. The EAL/D teachers also offer extra support to those who need it through a timetable of before school and lunchtime support on most days.

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, occasionally presenting.
- EAL/D teachers also attend and present at Integration Network meetings.
- Keira High School hosted the first CNI Staff Development day in our region for EAL/D teachers. Our EAL/D teachers facilitated the day and presented all sessions, with the focus being on academic success, whole-school approaches to EAL/D and the new Area of Study for HSC ESL.

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 of 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 also provides EAL/D students 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 and students are placed on the EAL/D progression. All incoming Year 7 LBOTE students 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 can often experience greater difficulty in this due to interruptions to schooling and the effects of trauma.

• 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. These 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 of 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 have 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.

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.

• The school works closely with outside organisations such as MCCI, Illawarra Multicultural Services, Wollongong City Council and Headspace to ensure the needs of refugee students and their families are being met.

• Teaching and learning for refugee students is underpinned by differentiation and tailored support, including visual and experiential learning wherever possible. One example of this is the EAL/D excursion to Bell Shakespeare’s Romeo and Juliet at the Sydney Opera House to contextualise learning around theatrical conventions and Shakespearian language.
Other school programs

School Performance 2015

Achievements in sport

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

House pride and competitive spirit for Best and Fairest at sport continued to soar as a result of the weekly point system. This was heightened in 2015 as all students being nominated for Best and Fairest points went into the draw for Rebel sport vouchers at the end of each term. These vouchers were kindly donated by our sport bus company, Warrigal Charters. The winning Houses in the swimming, cross country and athletics carnival, as well as grade and recreational sport were then celebrated individually at the 2015 Sports Presentation. Boronia was announced as the 2015 Champion House for winning the most titles across the year.

House Captain roles became more predominant in the school community at carnivals and assemblies. In addition the 2015 Sports captains championed and successfully instigated sporting events during lunch, creating a greater sense of belonging and House participation. The House banners continued to be a source of visual motivation at school events both sporting and non-sporting.

Recreational Sport

A wide range of sports were offered to cater for all levels of ability and experience. These included tennis, swimming, basketball, soccer, volleyball, dodge ball, indoor soccer, surfing, rock climbing, gym, squash, trampoline, fishing, beach games, martial arts, Oztag, fencing, darts, dance and yoga.

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

Competition Sport

Keira High School fielded 30 different sporting teams in the Northern Illawarra Baron Shield Competition, which resulted in fourteen teams making finals and eleven being victorious.

Keira High School entered twelve knockout teams in the NSWCHS knockout competition. Our Open Girls’ Water Polo Team was named South Coast Regional Champions. The Under 15s and Open Boys’ Basketball teams were South Coast Regional Champions with the Under 15s placing 4th in the state.

Carnivals

There was a high attendance and participation in our successful swimming, cross county and athletics carnivals with talented athletes representing the Northern Illawarra Zone at Regional Carnivals. Keira was successful in being named Champion School at both the Northern Illawarra Zone and South Coast Regional Swimming Carnivals for the 4th consecutive year.

Regional and State Results

47 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, while Patrick Lancaster was selected in the NSW All Schools Basketball Team. These three students headed to Adelaide to compete at the Pacific School Games.
Regional and State representatives competed at NSWCHS State Championships, NSW All Schools and Australian All Schools

2015 saw our swim team head to the NSWCHS State Championships with 21 students competing in individual and relay events along with 7 relay teams. Keira High School Open Girls and Boys Medley Relay teams were selected to compete at NSW All Schools Swimming Championships. Five students were also declared as Age Champions at the Northern Illawarra Zone SSSA and the South Coast Regional carnivals.

- 12yrs Girls Libby Churchill (Northern Illawarra Zone Age Champion)
- 13yrs Boys Clancy Lowe (Northern Illawarra Zone Age Champion)
- 15yrs Boys Harrison Corby (Northern Illawarra Zone and Regional Age Champion), NSWCHS: 1st 100m Breaststroke, NSW All Schools: 1st 50m and 100m Breaststroke. Pacific School Games: 1st 200m Medley Relay, 1st 400m Medley Relay, 5th 50m and 100m Breaststroke. Recipient of a South Coast Sporting Blue 2015.
- 16yrs Boys Lachlan Kimberley (Northern Illawarra Zone Age Champion)
- 17+yrs Boys Jayden Hutchinson – (Northern Illawarra Zone, South Coast Regional and NSWCHS Age Champion), NSWCHS –, 2nd - 200m Freestyle, 200m Medley and 400m Freestyle, 3rd –3rd 200m Freestyle. Pacific School Games: 2nd 400m Freestyle Relay, 4th 400m Freestyle and 5th 200m Freestyle. Recipient of a South Coast Sporting Blue 2015.

Relays
- 12yrs Girls 200m freestyle relay (Sherlynn Robinson, Tahlia Stevenson,Tatiana Luziac and Libby Churchill) 1st Regional.
- 15yrs Boys 200m freestyle relay- (Harrison Corby, Braxton Hurt, Jack Cockington and Blake Picton) 1st Regional, finalist NSWCHS Swimming Championships
- 17yrs Boys 200m freestyle relay (Marco Cossu, Lachlan Kimberley, Bradley Nees and Jayden Hutchinson) 1st Regional, 6th NSWCHS Swimming Championships
- 17+yrs Girls 200m freestyle relay (Kara Henderson, Ashleigh Anderson, Alicia Anderson, Chloe Swire) 1st Regional (setting a new record), 4th NSWCHS
- Open Girls Medley Relay (Sophia McLean, Annalisse Boschan, Alicia Anderson and Ashleigh Anderson) 1st Regional, selected in the NSWCHS team.
- Open Boys Medley Relay (Jayden Hutchinson, Bradley Nees, Harrison Corby and Braxton Hurt) 1st Regional, 6th NSWCHS Swimming Championships and selected in the NSWCHS team.
- 12-17yrs Boys All Age Relay (Nicholas Trajcevski, Clancy Lowe, Emre Hasdiraz, Harrison Corby, Lachlan Kimberley and Jayden Hutchinson) 1st Regional, 9th NSWCHS Swimming Championships
- 12-17yrs Girls All Age Relay (Libby Churchill, Emily Balkwill, Emily Kerr, Annalisse Boschan, Sophia McLean and Alicia Anderson) 1st Regional,9th NSWCHS Swimming Championships
- 12x50m Knockout Relay 1st Regional, 4th NSWCHS Swimming Championships
Cross Country – Regional representatives who competed at NSWCHS State Championships

13 Years Boys- Gras Amekata (2nd Zone Champion, South Coast regional Champion)

Athletics Regional Representatives at NSWCHS State Championships

- 12yrs Ashleigh Farrimond
  2nd Discuss South Coast Regional
- 12yrs Aleksander Duckinovski
  2nd Discuss South Coast Regional
- 13yrs Joshua Plumb
  2nd 200m, 3rd 100m, 3rd Long Jump at South Coast Regional
- 15yrs Mikaili Tiernan
  1st High Jump South Coast Regional, 2nd NSWCHS High Jump
- 15yrs Ayrton Jacobs
  2nd Triple Jump, 3rd High Jump and Long Jump at South Coast Regional
- 15yrs Christian Vidler-Cabo
  2nd High Jump South Coast regional
- AWD- Destiny Whitehead
  Shot Put, Discus and Javelin South Coast Regional Representative at NSWCHS

Gymnastics Regional Representative at NSWCHS State Championships

Clancy Lowe – 2nd overall in the Open L7 Division

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 NSW All Schools team.

<table>
<thead>
<tr>
<th>Ashleigh Anderson</th>
<th>NSWCHS Swim Team</th>
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<tr>
<td>Alicia Anderson</td>
<td>NSWCHS Swim Team</td>
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<td>Annalisse Boschan</td>
<td>NSWCHS Swim Team</td>
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<td>Sophia McLean</td>
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<td>Jayden Hutchinson</td>
<td>NSWCHS NSW All Schools Swim Team</td>
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<td>Mikaili Tiernan</td>
<td>NSWCHS NSW All Schools Swim Team</td>
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<td>Harrison Corby</td>
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<td>Braxton Hurton</td>
<td>NSWCHS Swim Team</td>
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<tr>
<td>Bradley Nees</td>
<td>NSWCHS Swim Team</td>
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<tr>
<td>Renee McBryde</td>
<td>NSWCHS Tennis</td>
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<td>Patrick Lancaster</td>
<td>NSWCHS NSW All Schools Basketball</td>
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<tr>
<td>James Sara</td>
<td>NSWCHS Rugby League</td>
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Learning and Support

Personalised Learning

Personalised learning continues to be a focus at Keira High School.

- Parents and carers were instrumental in the planning and implementation of the Individual Learning Plans for their child. They were part of a team that was able to provide information about their child’s learning needs. This information guided the development of this plan.

- Individual Learning Plans (ILPs) were regularly reviewed and parents were able to offer input and be involved in the evaluation process.

- Regular contact with parents / carers regarding the plans occurred through meetings and phone conversations.

- Parents / carers were also included in the Evaluation of the ILP Scaffold. As part of our School Plan and focus on Transformational Learning, this evaluation informed future directions. It led to the development of a more streamlined process and improved ILP Scaffold.

- A focus on collaboration between classroom teachers and Learning Support staff about appropriate teaching strategies and adjustments was the focus of the Learning and Support Strategic Plan.

- When planning excursions, sporting events, whole school events and changes to the learning environment, staff considered the needs of these students in order to ensure participation and engagement of all students.

- All classroom teachers were well informed about the students’ needs and were issued copies of the ILP to ensure that adjustments were made.

- During learning and support meetings, students were reviewed regularly to ensure that they were achieving their educational goals.

Professional Development

- The Learning and Support Team completed the DEC Online Differentiation Course, attended Curriculum Network Meetings and completed professional development courses to build the capacity of staff to differentiate lessons, assessment tasks and activities in classrooms.

- The team provided staff with regular professional development meetings regarding Behaviour Management. This led to staff having a consistent Behaviour Management approach.

- Staff had access to a regular bulletin that focused on developing their skills and capacity to meet the needs of students through differentiation.

Learning and Support Strategic Plan

- There was a focus on collaboration between teachers and Learning Support staff about appropriate teaching strategies and adjustments.

- The team developed and demonstrated strategies to support students’ individual needs. This was done via team teaching, modelling lessons and activities, and by professionally developing faculty groups in this area. The focus of this was to enhance the capacity and competence of staff to respond to student’s additional learning needs.

Alternative programs implemented by the Learning and Support Team

- Lunch time social skills activities that foster positive relationships and social skills development.

- Circle of Friends a peer based approach especially for students with Autism Spectrum Disorder.

- Resilience and anger management programs to develop students in these areas.

- School learning and support officers worked with students in class in order to support their needs and enhance their learning experiences and learning outcomes.

- All staff received a Transition Package that included information about specific students to support behaviour management prior to students starting the new school year.

- Timetabling was considered and reviewed in order to ensure students with physical disabilities had access to ground level rooms, where possible. Lift access to rooms on higher levels was provided for students who were unable to use the stairs.

- Behaviour Management Plans (BMPs) which were based on student’s personal behaviour targets and goals were developed. This process involved planning, developing, implementing and reviewing plans in collaboration with the student, parents / carers and teachers. This activity was a positive approach to support the learning outcomes of the student.
Student Wellbeing

At Keira High School students are expected to contribute to their own wellbeing, the wellbeing of their peers, the wellbeing of their learning community and beyond. The school works closely in partnership with parents and carers to equip young people to be active and positive contributors to the society in which they live. The school works closely with the community, outside agencies and other support networks in order to maximise how students connect, succeed and thrive. This can lead to enhanced student wellbeing and aligns closely with the Wellbeing Framework. Students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community. An improved scope and sequence of Wellbeing programs was developed in 2015.

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. The team works collaboratively with each other, with staff, parents, and students and outside agencies.

Wellbeing programs

Wellbeing programs and initiatives that were undertaken during 2015 included workshops to build the capacity of students, coordinating outside agencies with particular expertise to assist students in the areas of stress management, confidence building, enhancing motivation, social skills development and study skills, keeping students safe online (Cyber safety), Mindfulness, travel safety, driver safety, conflict resolution and Anti-Bullying.

R U OK? DAY

The continued partnership between the TAFE and Keira High School ensured that students across the whole school participated in R U OK? Day that raised awareness about mental health issues in our community. It educated students about the importance of having a conversation and took away the stigma about mental health issues in the community. This was reinforced by guest speakers from outside agencies such as the Black Dog Institute and Headspace.

Data collection

Data from the Wellbeing evaluation, Tell Them From Me Survey and the Mission Australia Survey was harvested in order to continue to cater to the needs of our students. This data was analysed by the Welfare Team and it informed future planning for students in order to address their needs. The data also gave the team vital information about students’ perceptions of mental health, insight on how they felt about their wellbeing, their concerns for the future, their concerns about support networks in the community and their concerns about socio-economics and its impact on them. This data allowed for planning, development and conversations to occur that as a result led to more students being supported.

Evaluation of the Wellbeing program

Findings:

• Parents, students and year advisers identified The Brainstorm Productions workshops on Bullying and Cyber safety as engaging and meaningful.
• Year 10 students acknowledged the relevancy and usefulness of study skills and 80% of them identified this as a valuable experience.
• In Year 11, the Travel Safety presentation was identified as an extremely engaging initiative and 46% of students believed that it could enhance their wellbeing and lives in the future.
• Students across all cohorts identified that the best programs were interactive, relevant to their lives and were based on real life situations.
• Parent surveys indicated that R U OK? day had a very positive impact and it was identified as a useful program by 68% of parents.
• Recommendations from the Wellbeing evaluation highlighted the importance of student feedback after a program or workshop is run. As this data should inform future planning.
• Year Advisers indicated the need for follow up lessons and activities to reinforce the significance of the program to each year group, ensuring that it is continually reinforced.
• The parent survey focused on the need for more newsletter articles regarding Wellbeing activities and the work already done to support the students. This would help promote Wellbeing and keep our learning community informed.
Physical Wellbeing

Feeling physically safe and being in good physical health contributes to wellbeing. Keira High School provides safety, supports good health and optimises positive learning experiences. The Wellbeing program builds confidence, self- efficacy and greater feelings of resilience, health and wellbeing. As a result this can lead to social competence, self-esteem and a student’s sense of meaning and purpose. At Keira High School the whole school approach to physical health and fitness, social skills, friendship, kindness, empathy, resilience, leadership, citizenship, and community engagement contributes to the wellbeing of individual students and the collective. The physical wellbeing of students was addressed by the coordination of:

- Scoliosis Awareness
- Immunisation.
- Stewart House for nominated students 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.

Professional learning

Completion of the Mental Health First Aid, Digital Citizenship, Mind Matters modules and other workshops enhanced the capacity of the team to meet the needs of the students’ emotional needs. Guest presenters from Wollongong Hospital School, CANTEEN, Southern Youth and Family Services, TAFE Illawarra, Links to Learning, Headspace and Wollongong Youth Centre also assisted in developing the capacity of the Welfare Team to support the needs of the students. As a result the team were better equipped to support, nurture, and guide students in order to promote confidence, resilience and their physical and emotional wellbeing.

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 2015 to maintain close relations for the benefit of all our students.

Some of the CoS initiatives from 2015 were:

STEM

Throughout the Keira Community of Schools amazing educational activities are occurring with STEM.

In 2015 Keira High School took steps to share its expertise in STEM and extend skill development into Stage 3. Year 5 students in the Keira Community of Schools participated in our inaugural STEM Tournament Day. Some schools were able to enter more than one team. Our aim was to provide a stimulating and enjoyable day of STEM related activities.

The day was a huge success with 240 students building wind powered racers, earthquake proof towers, solving networking puzzles and codes and building what they hoped would be the strongest bridge of the day. One of the teams from Wollongong Public School was triumphant but all students were winners on the day.

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 2015. 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 and orientation day. 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 2015 around the transition of learning between Stage 3 and Stage 4. Keira High School 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.

Additional Transition Program

The Year 6 into 7 Extra Transition Program provided additional support for Year 6 students transitioning to Year 7. The purpose of this program was to make this transition a positive experience. The program entails:

- Visits that are tailored to individual student needs
- Completion of a booklet that reinforces everything taught during the visits
- Meeting Key Personnel (Year Adviser, Deputy Principal, Head Teacher Welfare and Principal)
- Familiarisation of school routine (bell times, reading a timetable)
- Familiarisation of parts of the school (canteen, quadrangle, Learning Centre)

Keirabald Portrait Competition

Once again, our Community of Schools Keirabald competition was an event to rival the original Archibald. Ms Debbie Lowe, Director Public Schools NSW, Wollongong North Network opened the exhibition in front of many proud and excited students and their families at the Wollongong Art Gallery. The standard of student portraiture continues to develop and it is invigorating to now see second generation Keirabald finalists following in their older sibling’s artistic footsteps.
**Special Education**

2015 was a very successful year for the Special Education Unit. Students across all stages accessed a variety of programs that focused on developing both academic and personal attributes. Student centred learning was targeted as a vehicle to enhance the learning opportunities for all students.

**Parent Partnerships**

The relationship between school and home is recognised as a vital factor in enhancing student learning outcomes. Throughout the year parents and carers were engaged in meetings held to discuss each student’s learning needs and to develop Individual Education Plans. These plans are crucial for the development of quality programing and lesson planning. Meetings in the second semester were used to review each student’s progress and to provide quality feedback. At the conclusion of the year an evaluation was developed to explore more significant ways to engage the parents in the development of these plans.

**Literacy and Numeracy Program**

The skills of literacy and numeracy are highly valued in the Special Education Unit. English and Mathematics groups have continued to operate to support the learning needs of each student. In 2015 students were assessed and learning plans developed to support each student’s skills development. Learning has been enhanced in this area with the assistance of technology that has engaged students in becoming independent and successful learners. Teachers have developed learning programs to support students to participate in the National Assessment Program with greater confidence.

**Year 6 to 7 Transition Program**

Transitioning from the primary school setting to high school is a challenging experience. The transition program has been very effective for the students moving into Special Education classes at Keira. In 2015 this involved Special Education staff visiting each primary setting to observe the learning and behaviour needs of Year 6 students. These visits also allowed for dialogue between the primary and secondary teacher. Following this, transition days were scheduled over a number of weeks to allow students to experience the high school setting. During this time they learnt about class routines, became familiar with the school environment, special education staff and key personnel across the school. In 2015 the students also were given the opportunity to participate in the Special Education Creative and Performing Arts Exhibition. The program was very successful in enabling the students to begin high school in a successful fashion and further strengthened the relationships across our community of schools.
Transition to Work

The Special Education unit has built a strong connection with the wider community who assist students develop their knowledge and skills in different working environments. The World of Work is an important area of study and a number of programs were developed to support students to develop skills and gain an understanding of future employment opportunities. In 2015 students continued to be involved in the successful Workers of Wollongong program where they attended work skill seminars and later put their knowledge into practice through our work experience program and work placement opportunities. Senior students successfully participated in mock interview experiences and self-selected work placement opportunities. Students received positive feedback and strengthened the relationship between the school and employment providers.

Breakfast Program

The Breakfast Program is a wellbeing initiative that targets healthy eating and enhanced student engagement. Informal and formal assessment indicated that student behaviour improved through the routine of having mid-morning healthy ‘snacks’. This initiative has also played a critical role in the focus upon developing social skills. At the conclusion of 2015 planning began to focus on developing a more student driven program where students learn to develop healthy eating menus where they cater for their peers.

NAIDOC Week

NAIDOC week was a memorable and significant learning experience for all members of the school community. Special Education students were involved in learning experiences that explored Aboriginal culture through role play, dance, creative arts, cooking and storytelling. Our strong connection to the Aboriginal Centre, Wollongong Botanic Garden and University of Wollongong, gave students the opportunity to learn from Aboriginal elders and experience many aspects of the rich Aboriginal culture and heritage sites across the Illawarra.

Student Directed Learning

Our students continue to excel in directing their own learning experiences. Here they were given the opportunity to apply their knowledge and skills to plan, design and deliver significant events such as the Annual Creative Arts Exhibition and interschool Futsal and Basketball competitions. Both of these initiatives originated as teacher driven events but in 2015 became programs led by students. This paradigm shift has been significant and invaluable in enhancing the development of important skills such as creativity, innovation, problem solving and teamwork.
The Creative Arts Exhibition was a highly successful event that engaged all members of the community. The student teams successfully created artworks and curated an exhibition in the school’s foyer. An evening event was held to open the exhibition and for students to perform. This event was organised by the students who catered for guests, ushered members of the audience and directed the creation of a communal performance art piece staged in the main school quadrangle.

The creative art exhibition was used as a scaffold to guide students in their delivery of the annual Futsal Competition. Students welcomed and organised 6 neighbouring Special Education Schools to participate in a day of competition between schools. This was another exceptional learning experience where students worked collectively with Year 9 student mentors to organise the day’s activities. Keira’s students were also successful in securing gold in the grand final.

In 2015, a Basketball Competition was introduced as another opportunity for student led learning. This event was strategically placed the day following the Futsal competition. Year 9 mentors and Special Education students were able to reflect on and evaluate ways to improve upon their organisation, actions and experiences during the Futsal competition. Despite the basketball event occurring for the first time, the students delivered a successful event as a result of their excellent management and ability to work as a team. The students demonstrated great sportsmanship and displayed confidence when interacting with students and staff from other settings. Keira’s teams were also successful in winning gold and silver.

Creative and Performing Arts

Whole School Production ‘Screwge’

The third iteration of our biannual whole school production was an updated version of the classic Dickens tale ‘A Christmas Carol’. As has become typical of Keira High School productions, the story was updated to a more contemporary and local setting. In this case Ebenezer Scrooge (aka ‘Screwge’) became a mid-twentieth century factory owner who exploits his migrant workers and, via the visits of three spooky ghosts, learns the error of his ways. Over three nights, and travelling around the school grounds the audience followed Screwge on his voyage towards redemption.

Music

The Keira High School Stage Band continued to work towards musical growth and quality performances, featuring in our annual Performing Arts Evening and entertaining the crowds during dinner at ‘Screwge’.

Students had many opportunities to develop their musical abilities through expert tuition, participation in performances such as ‘Ghana’, ‘Music: Count Us In!’, and Wotopera.

The ‘Plugged’ series of free lunchtime concerts again proved popular with students and staff, as did the Stage 5 concert.
**Dance**

The Stage 5 Dance class was a vital part of our annual Performing Arts Evening, and many of these students will continue their study into the senior years, indicating strong growth in this aspect of Creative and Performing Arts.

**Drama**

Performance opportunities were many and varied, and included the whole school production, Performing Arts Night and Regional Drama Festival.

Activities beyond the classroom to support Drama students included visits to OnStage and Belvoir Street Theatre.

**Visual Arts**

Students participated in a range of learning experiences beyond the classroom to enhance their studies, including Wollongong Art Gallery, Art Gallery of NSW and Sculpture by the Sea.

Students participated in competitions and programs that encouraged them to showcase their talent. For example, Design an Ad (2nd place) and the academic enrichment course In2Uni.

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**Science Technology Engineering Mathematics**

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

In the Science and Engineering Challenge, a team of Year 10 students to competed nationwide against other schools, building and manipulating a variety of devices and machines. Keira has made the state final of this competition on 5 occasions in 7 attempts since 2008, 2015 included. In 2015 Keira came very close to gaining a place in the National Final.
About this report

In preparing this report, all key stakeholders across our school community were provided with an authentic opportunity to engage in an extensive school self-assessment process. This involved a detailed and deep integration of numerous data sources and key educational documents, such as the School Excellence Framework and our 2015-2017 School Plan, to celebrate our success, inform future directions, and relentlessly seek outstanding outcomes for all students.

Mr D J Robson, Principal
Mr D Sharpe, Deputy Principal
Mrs S Gray, Deputy Principal
Mrs C Pemberton, Deputy Principal

School contact information

Keira High School
Lysaght Street Fairy Meadow NSW 2519
Ph: (02) 4229 4644
Fax: (02) 4226 9983
Email: keira-h.school@det.nsw.edu.au
Web: www.keira-h.schools.nsw.edu.au
School Code: 8541

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:

KEIRA HIGH SCHOOL
Great traditions, a confident future.