Introduction

The Annual Report for 2015 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.

Paul Owens
Principal

Message from the Principal

Welcome to Kirrawee High School and a dynamic community in which students, staff and parents not only work together, but work unfailingly to fulfil the promise of the young women and men in their care. Measure by Achievement is a motto that resides in the memory, hearts, and the actions of students. We understand that the true measure of any student is the measure of their character, and the qualities they develop as a graduate of this school. It is these distinctive qualities that have supported outstanding student achievement in 2015, and which continue to build the enviable record that has supported the significant contributions our alumni have made to the nation: authors, Supreme Court Justices, professors, doctors, educators, CEOs, engineers, Olympians, composers and actors, to name just a few. I commend this report to you as testimony to the abiding quality that embodies this school: nothing of value can be achieved without hard work.

School background

School vision statement

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

School context

From a proud and ongoing tradition Kirrawee High School represents conspicuous excellence in a wide range of academic, student leadership, arts, sporting and community endeavours. As a public, comprehensive and specialised languages high school, Kirrawee develops students to think critically and independently about their world and the ways in which they can contribute to humanity’s future wellbeing and prosperity. The school actively works to develop ethical, resilient and emotionally intelligent young people who define personal accomplishment and continual improvement as the measure of their character and achievement. It is strongly accepted that a very strong work ethic is essential to leading a meaningful life. A large school population (approximately 1200) reflects an engaged and supportive community, which holds high expectations for educational opportunities, outcomes, and the post school lives children will lead. In the same way teachers and support staff nurture high expectations for the learning and personal responsibility students demonstrate to meet and exceed the promise afforded by a safe, warm, aspirational school and family environment. The school achieves these goals with an emphasis on high quality programs, which are supported by experienced and enthusiastic staff. Staff value their professionalism and honour their practice, generously supporting colleagues and continually developing their skills. Equally, they understand that it is the positive influence on young people that defines their profession as a compassionate and inspired calling. For all these reasons there is an unshakeable pride as students, parents and teachers in belonging to the Kirrawee High School community. There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits for all.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework following input from staff and executive evaluation. As an aggregated evaluation, the school is strongly sustaining and growing, with nearly all staff registering excelling across elements. Areas of strength indicated were Wellbeing, School Planning Implementation and Reporting, Professional Standards, Effective Classroom Practice, and Leadership. Areas in which further growth will be sought are School Resources, Assessment and Reporting, and Data Skills and Use.

There has been strong progress made against all three elements of the Schools Excellence Framework (SEF). This progress began with a highly motivated staff and community who not only embraced planning for the School Plan 2015-17, but remain willing to pursue high standards and improvements across the three elements of the SEF. Although Kirrawee is a high functioning school, the list of new achievements in 2015 pays tribute to a vibrant and aspirational learning community.

For the domain of Learning, evaluations, structural changes and new initiatives have been undertaken in all five elements. Learning culture is being explored not only in the classroom, but also in the broader recognition that learning can never be constrained by subject titles or classroom walls. To this end, there have been exciting developments in the opportunities an expanding number of co-curricular activities provide for real-world problem solving. This has been especially evident in the complex ethical dilemmas associated with social justice and welfare causes and the ways in which we expect young people to communicate, debate, persuade, analyse and make informed evidence-based decisions. For an optimum wellbeing and learning culture students must be equipped to transfer their learning from ‘subjects’ to a Twenty First Century world. Hence, we are proud for example of the gains made with projects such as Creative Leadership in Learning (CLIL) and the gradual application of project based learning (PBL) to expanded student leadership projects (e.g. Harmony Day, White Ribbon). To support real-world learning, scaffolds are being developed to foster higher order learning skills in these activities. Working with other schools (students and staff), and reaching out to alumni and experts, is also a growing feature of the school’s learning culture.

Assessment practice and the consistent messages of clear reporting to parents also came under review and significant improvements were implemented. Rather than examine this area in isolation, it was recognised that a healthy learning culture required a greater emphasis on assessment for, rather than of, learning. To this end Stage 6 Assessment Weeks were established, rather than assessments continually falling throughout the term. In so doing, teachers and students can focus on quality teaching and learning experiences rather than the stress so often associated with seemingly continual summative assessment. Within a greater context, a cross representative staff team have been conducting a Curriculum Review since Term 3 2015 and the final recommendations will be brought down mid 2016. We look forward to the opportunities this review provides in maintaining a responsive curriculum in a changing educational environment.

Ethan Crawshaw and Madeleine Gilholme - NSW Parliament House
For the Teaching domain there has been a number of exciting initiatives that will offer long-term support to the induction, building and maintenance of quality professional practice. These activities have been carried out in a highly collaborative environment in which staff readily share and value their colleagues’ expertise. This expertise, from early service to experienced teachers and SASS staff, was recognised at the Ultimo Awards Evening. Acknowledgement included a school award for its long-term Contribution to the Performing and Creative Arts, a wonderful reflection on not only a large number of specialised arts staff, but also the staff from all faculties who contribute their expertise to this dynamic area of the school. In deference to staff expertise at this school, the Professional Learning Team developed a series of ‘home grown’ BOSTES registered courses to help strengthen staff skills in identified areas of need. These courses will be rolled out from Term 1 2016. Their implementation follows staff surveys, building of registration skills, and the preparing of course materials in 2015.

Working with students from Bates Drive Public School

There is a gradual developing of staff skills in the application and analysis of data. In line with the School Plan, an emphasis is being placed on school generated difference measures that use pre/post measures to evaluate effectiveness of some activities/goals. Although there were examples of difference measures used in conjunction with CLIL and Read and Lead, the greater number of these will be applied in 2016. Staff efficiently adopted the new Professional Development Framework (PDF) and throughout the second semester worked with each other as observers, team teaching partners, or mentors in order to strengthen practice. The school developed an observation template that ties together School Plan priorities, quality teaching practice and key academic research from the likes of John Hattie, Andrew Martin and the gifted and talented (G&T) literature.

For the Leading domain there have been numerous opportunities generated this year for staff to take on leadership roles. A number of classroom teachers enthusiastically embraced leadership of School Plan teams and/or other significant events/programs. Many staff act as mentors for other colleagues or during the transfer of program leadership, and many maintain a strong voice in the good management, directions and processes that underpin a successful school. In line with professional accreditation and ongoing professional learning there remains a very strong capacity of shared leadership, relieving in leadership positions, and succession planning within the school.

There have been a number of management practices and structures reviewed and changed, from welfare, timetabling, curriculum, assessment, finance, through to communication. In all cases there has been a surfeit of goodwill and a willingness to participate in the process of governance and change. The significant changes made to finance accountability and decision making were, in line with the School Plan, part of a larger shift in the proportional emphases in relation to school expenditure. These changes have helped raise the financial support necessary in 2016 to bring a number of School Plan goals to fruition. The new planning, implementation and reporting structures have supported areas of need, clear goals and indicators of progress. These indicators were presented to staff, P&C and School Council at the end of 2015.
Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
**Strategic Direction 1**

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

**Purpose**

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

**Overall summary of progress**

The School Plan was developed in Terms 1 and 2 of 2015. Notwithstanding the shortened year for implementation, there was excellent progress towards achieving Strategic Direction 1 goals over three years. Given the planning cycle throughout much of 2015, it is expected a wider range of improvement indicators and measures will be tested in 2016. The G&T emphasis has been supported by reviews and the setting up of mechanisms to support sustained progress in the future. Excellent progress was made towards academic recognition and social justice goals. A number of new and major initiatives were trialled, accompanied by widespread acknowledgement across the community. As with the G&T goals, literacy/numeracy goals were supported by evaluative progress that will generate new initiatives in 2016.

**Progress towards achieving improvement measures (over 3 years)**

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased integrated G&amp;T and differentiation strategies into teaching and learning practice and co-curricular activities.</td>
<td>Curriculum review launched T3 to investigate practice and class structures that support G&amp;T goals. Interim findings along with other evidence informed community of schools’ differentiation project. A review of the function and purpose of the Learning Centre has begun and interim restructuring and evaluative mechanisms put in place (completed, with wide consultation, in 2016).</td>
<td>TPL funds allocated as required to support projects, online standardized testing licence, and ad hoc resources. Approx. $3000 + Proportion of staff salaries.</td>
</tr>
<tr>
<td>Improved long-term tracking of aptitude and other affective/cognitive learning indicators.</td>
<td>Head Teacher (HT) History reclassified as HT Teaching and Learning (T&amp;L) and HT Social Science as HT HSIE. These structural changes support a unified and mutually dependent humanities’ faculty (HSIE) and the deliberate assignment of a HT T&amp;L to support the strengthening of classroom practice.</td>
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<td>A review of Stage 6 assessment - practice and principles - led to the introduction of Assessment Weeks, in part to reduce unrelenting assessment stress and to promote quality teaching and assessment for learning during longer periods without summative assessment.</td>
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<tr>
<td></td>
<td>Standardised testing supported improved identification of learning needs, including academically able students. This strategy will also support a longitudinal approach to tracking progress. A clinical review of acceleration resulted in tighter monitoring and more defined prerequisite criteria.</td>
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<tr>
<td></td>
<td>The Creative Leadership in Learning (CLIL) project</td>
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</table>
introduced to explore alternative learning models for G&T students, including the 4C Creativity Model and project-based learning (PBL).

### Celebrate academic achievement.

**Additional Academic Excellence Recognition Assembly** introduced, significantly increasing level of recognition beyond service, sports and the arts.

The STARS award system was introduced and incorporated into Sentral, recognising a wider base and frequency of student achievement. Standardised recognition letters to parents were consolidated and developed, which in concert with new certificates markedly lifted the profile and definition of achievement.

There was increased and regular school recognition of student achievement via assemblies, more frequent changing of school sign, social media, commercial media and newsletters.

The middle school program STARS (*Skills to Acquire and Reinforce for Students*) strengthened study skills, encouraged work ethic and supported a more resilient middle school cohort.

Improved recording, through Sentral, of disability information, learning plans and support strategies for students Years 7-12.

Difference measures were developed and showed significant positive pre/post improvements for CLIL-PBL (*Varietas*) project, as did written reflections for the Read and Lead Program (literacy). For example, on a scale of 1-10, students’ understanding of complex issues before and after Varietas went from 6.3 to 8.2.

### Use external data and difference measures to indicate growth.

**TPL funds allocated as required to support projects.**
Approx. $2000 +
Proportion of staff salaries, ICT licence fees and stationery.

### Positive psychology initiatives expanded to build resilience, work ethic and grit.

**Increased application of critical thinking, real world problem solving, general capabilities (Aust. Curric.) via principles of PBL.**

**Increased student leadership and participation in, and awareness of, social justice issues.**

**Apply pre/post measures as indicators of cross curriculum skills.**

After Prefect elections evaluated, the group was expanded from 7 to 17, role descriptions expanded and members linked more closely to other student leadership groups. Two new student leadership groups - Social Justice Crew and the Sustainability and Environment Council - joined the SRC, School Council Representatives and House Captains as an significantly expanded leadership body. There was a gradual increase in roles and frequency with which student leaders participated in and were central to school events. Culture developed that encouraged, and linked, higher order student outcomes to activities.

The CLIL project used an adapted PBL model with an emphasis on teacher mentor/s, external expertise and the deliberate hybridisation of arts creativity and real world cross-curriculum problem solving. On a scale of 1-10 the mean value placed by students on the experience was 8.8. This project was the preparatory step for further PBL expansion in 2016.

**Selected PBL principles applied to co-curricular White**
Ribbon and Wear It Purple (the latter newly introduced). Year 9 students participated in the Refugee Challenge, as a precursor to hosting this PBL-based event in 2016.

Improved literacy and numeracy integration and growth.

Lead and Read program introduced, training Year 10 mentors to work across a term supporting Year 7 student remediation. Self-reported and criteria referenced improvements indicated. Comparative Torch data also indicated significant improvement in Year 7 literacy outcomes from first to second semester.

Registered courses in literacy and numeracy developed for implementation in Term 1, 2016. Standardized testing analysed against NAPLAN data in support of directing further support and targeting needed areas of improvement.

TPL funds allocated as required to support projects.

Proportion of staff salaries.

Next steps - 2016

- The curriculum review to conclude and recommendations brought down Term 2, 2016. This will include development of policy regarding Year 7 class transition/selection.
- A community of schools’ action learning/research project – Two Rivers – to be undertaken. Phase 1 will involve three cross faculty members of staff (and senior executive) researching and applying strategies for effective classroom differentiation. Phase 2 (Semester 2), as a part of building leadership capacity for participants, will see findings shared and embedded in teaching practice across the school.
- With the help of Dr Andrew Martin’s Motivation and Engagement Scale (MES), students will be identified for further support. The MES will also be a concomitant measure to explore how self-efficacy and other learning attributes interact with differentiation and other strategies.
- The application of the higher order learning skills model (e.g. further developing criteria and scaffolds) will be expanded to co-curricular and student leadership activities. Build a prevailing sentiment, in every subject, every subject exists. In 2016 Kirrawee will host the Refugee Challenge, an opportunity for application of PBL and higher order learning skills.
- Build on Creative Leadership in Learning Project in Year 9 and extend the principles of PBL into other cohorts, including the incorporation of STEM and STEAM inspired models.
- Re-energise literacy/numeracy strategies across faculties and set further targets in areas of need (e.g. wider individual application of SMART data). Extend the student mentoring model (Lead and Read) to Year 7 numeracy support.
- Increase standardised testing modules from one to three, incorporating comprehension and numeracy components. Develop protocols (into 2017) on how best to identify, share and respond to learning needs data.
- The new position of Head Teacher, Teaching and Learning (relieving and substantive) to lead School Plan learning targets for the support of classroom practice.
- Explore further applications of Positive Psychology and the concepts of building resilience, wellbeing and flourishing.
- Institute new awards for social justice and for Aboriginal students.
Strategic Direction 2

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

Purpose

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

Overall summary of progress

The School Plan was developed in Terms 1 and 2 of 2015. Notwithstanding the shortened year for implementation there was excellent progress towards achieving the Strategic Direction 2 goals over three years. Given the planning cycle throughout much of 2015, it is expected a wider range of improvement indicators and measures will be tested in 2016.

Notable progress has been made in evaluating needs and providing the structures to deliver professional learning and quality practice that supports School Plan goals. The involved process of developing registered courses has closely tied professional learning to staff needs. Similarly, the framework has been established for the developing of expertise around the application and interpretation of difference measures. The model of working with smaller groups of relevant staff in anticipation of wider adoption is on track. While minor gains have been made in relation to improved induction processes, more substantial work is planned for 2016. There have been a number of improvements in the area of ICT and communication, although the full extent of planned initiatives will run the entire course of the School Plan.

Progress towards achieving improvement measures (over 3 years) | Resources (annual)
---|---
**Improvement measure**
Continue developing quality teaching practice, including an emphasis on personal academic achievement and the embedding of effective G&T practices.

**Progress achieved this year**
Skills developed within professional learning (PL) team to support the generation of registered courses. These courses were approved by BOSTES at the end of 2015. Courses were aligned with staff priorities and emerging needs following a comprehensive evaluation by the PL team.

The investigation of G&T (differentiation) strategies has begun with key staff researching effective strategies. The staff involved will act as PL leaders in the second and third years of the School Plan.

Dr Andrew Martin engaged (with local school) to build understanding and application of academic engagement and motivation strategies. This understanding, and the subsequent resources provided for each faculty, supported quality teaching practice, especially with regard to the affective domain and its interactive effects on learning. An understanding of, and licence purchased for, the MES supports future measures of student progress.

Professional learning delivered by Learning Support Team and external consultants in making classroom accommodations for students with special needs (hearing and vision) and for those who have experienced trauma.

Executive professional learning was undertaken in the area of difficult conversations and conflict resolution. On a scale of 1-10 the mean value placed on the training was

TPL funds allocated as required to support projects.

Proportion of staff salaries.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Increase staff recognition for building expertise.</td>
<td>Three members of staff were recognised at the Ultimo awards in 2015: one <em>early service teacher</em>, one <em>experienced teacher</em>, and the <em>Schools Administrative Manager</em>. The school was also recognised for its long-term and outstanding <em>Contribution to the Creative and Performing Arts</em>. A Head Teacher was recognised as a finalist in the Prime Minister’s Award for <em>Excellence in Science Teaching</em>.</td>
<td>TPL funds allocated as required to support projects. Proportion of staff salaries.</td>
</tr>
<tr>
<td>Develop expertise in applying and interpreting difference measures.</td>
<td><strong>Restructuring of Welfare/Learning Support Teams</strong> <em>(ongoing 2016)</em> supported the sharing and development of staff expertise (e.g. via counsellors), the building of Year Advisor roles, and strengthening of legacy systems that ensure shared culture, institutional memory, and succession planning.</td>
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<tr>
<td>Foster and strengthen staff accreditation, induction, and mentoring practices.</td>
<td>All members of staff contributed to <em>School Plan</em> teams throughout 2015, all teams achieving significant goals <em>(summary published in Newsletter, Issue 1, 2016).</em> <em>Professional Development Framework, Professional Learning Plans</em> and new <em>observation protocols</em> were successfully introduced and a foundation was laid for the further strengthening of sharing professional practice.</td>
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<tr>
<td>Improved staff communication &amp; ICT practices.</td>
<td><strong>Beginning teacher funding and support structures introduced</strong>, including the better understanding of GTIL requirements and support mechanisms for early service teachers.</td>
<td>TPL funds allocated as required to support projects. Proportion of staff salaries.</td>
</tr>
<tr>
<td>BYOD policy evaluated and modified to introduce tablets into Year 7 (iPads). Introduction (late 2015) of iPad use and its potential as a teaching and learning tool. To expand in 2016.</td>
<td><strong>Report writing evaluation undertaken with Executive. The reinforcing of principles and use of models led to an appreciable improvement in consistency, a significant drop in proofing errors, and efficient work flow across levels of report review.</strong></td>
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<tr>
<td><strong>Student/Parent portal introduced in 2015 after a successful trial.</strong></td>
<td>Minutes, agenda, daily notices, weekly bulletins all moved to Sentral for improved promotion, access and integration of information. <em>Sentral Markbook</em> adopted by most faculties; a preparatory step to universal adoption in 2016. This step will support the better management and analysis of learning data and measures.</td>
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Next steps

- Website development will be ongoing throughout 2016, including a new approach to the projection of faculties and school activities.
- Deliver a range of targeted registered courses across Terms 1-3.
- Further develop observation protocols and practices that support the sharing of expertise between colleagues.
- Target online SMART training and its application to individual literacy/numeracy support.
- Review and develop professional induction programs, including those for beginning teachers.
- Increase ICT professional learning throughout 2016 for classroom and administrative application of iPads, and targeted areas of SASS support.
- Sentral Markbook to be adopted by all faculties, which will facilitate easier automatic transfer of data to reports, BOSTES grades and support cross-faculty applications of data.
- Introduce dedicated Sentral module to connect pxp roll flags (special needs) directly to individual learning plans (ILP), suggested strategies, special reports, and support materials.
- Further develop executive training in relation to leadership/interpersonal skills and effectively managing challenging circumstances.
- Transition fully to EdVal timetabling solution, build skill and succession capacity of timetable team, increase curriculum flexibility and encourage the more iterative scrutiny of timetable development within faculties.

Enjoying the slopes on the annual ski trip
Strategic Direction 3

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

Purpose

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

Overall summary of progress

The School Plan was developed in Terms 1 and 2 of 2015. Notwithstanding the shortened year for implementation there was excellent progress towards achieving the Strategic Direction 3 goals over three years. Given the planning cycle throughout much of 2015, it is expected a wider range of improvement indicators and measures will be tested in 2016.

Students and staff benefitted from the enrichment and extension that arises from engaging with experts from beyond the school. Critically, high expectations helped challenge and extend leadership skills, build confidence and very often opened further learning opportunities for all. This was certainly the case academically, with sport, in the arts, and social justice in 2015. There was a visible generosity associated with Kirrawee students and staff willingly working with other schools, ex-students, mentors, and role models. Workshops, special projects, master classes, seminars, and performances were some of the ways learning was extended beyond regular timetabled lessons. A substantial amount of time and research was given to ways of supporting structural change and the physical infrastructure that can inspire and help accommodate a more flexible approach to learning. These goals include of course 21st Century technologies and the means by which a community can be more closely interconnected.

Progress towards achieving improvement measures (over 3 years)

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand external relationships and links to support learning and students’ ethical understanding of problem solving.</td>
<td>A learning partnership was established between Kirrawee HS and The Sydney Opera House (SOH). Students and staff worked across the year with artist educators, and were exposed to guest speakers and special events. Related to the above project, staff worked with a Sydney University academic to support the application of the 4C Creativity Model. Professor Larissa Behrendt worked with a range of students, supporting higher order learning in relation to NAIDOC Week. The Alumni project was launched, identifying past students who can support future learning projects.</td>
<td>TPL funds allocated as required to support projects. Proportion of staff salaries.</td>
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<tr>
<td>Kirrawee HS worked with Sylvania HS to support a White Ribbon co-curricular learning project. The founder of Wear It Purple workshoped with Stages 5/6 to discuss, debate and challenge complex ethical issues.</td>
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</table>

TPL funds allocated as required to support projects. Proportion of staff salaries.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 6 to 7 orientation activities were expanded, strengthening the</td>
<td>Websites developers engaged and briefed in relation to building of a new website, email-newsletter, associated apps and social media. Style guide was developed, which was related to a review of symbolic markers such as school colours, uniform and logo (trademarked in 2015).</td>
<td>TPL funds allocated as required to support projects.</td>
</tr>
<tr>
<td>links between Kirrawee and local schools.</td>
<td>Increased local and metropolitan media exposure, including a number of stories in the Leader and features in the SMH that highlighted student successes.</td>
<td>Proportion of staff salaries.</td>
</tr>
<tr>
<td>Strengthen ICT and communication systems to support efficiency,</td>
<td>Network stabilised and aligned with future plans for wireless, BYOD, and future communication platforms. A large number of iPads purchased for staff to support professional learning and Year 7 introduction of devices as learning tools.</td>
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<tr>
<td>learning and partnerships.</td>
<td>Learning support profiles reviewed, strengthened and, as an e-format, migrated to Sentral. In ongoing efforts to support staff ready access and efficient reminders, Sentral flagging was extensively widened to signal a range of special learning and welfare needs.</td>
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<tr>
<td>Enhanced functional, aesthetic and aspirational assets of the school,</td>
<td>Online payments (POP) introduced to support parent transactions as part of a more general move to extend digital communication. Financial governance and budget process reviewed, placing greater responsibility for needs-based expenditure with faculty and teams’ HTs/ coordinators.</td>
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<tr>
<td>supporting specialised, flexible and innovative learning environments.</td>
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<tr>
<td>Evaluate and continue to build a responsive and flexible curriculum.</td>
<td>Curriculum review commenced in Term 3 with broad terms of reference based on evaluation of issues and identified areas of renewal. Scheduled to bring down recommendations in Term 2, 2016.</td>
<td>TPL funds allocated as required to support projects.</td>
</tr>
<tr>
<td>Enhance functional, aesthetic and aspirational assets of the school,</td>
<td>Improvements made to amenities and a number of longer-term solutions sought. The Fitness Centre was opened as a specialised centre for PDHPE classes and sporting teams. Ongoing planning and negotiating for the establishment of a utility learning building (U) as a centre for sustainability, PBL and flexible learning.</td>
<td>Proportion of staff salaries.</td>
</tr>
<tr>
<td>supporting specialised, flexible and innovative learning environments.</td>
<td>Signage audit commenced to support functional, aesthetic and aspirational messages around the school. First of an ongoing series of murals erected.</td>
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<td>From School Plan evaluations a comprehensive review and updating of uniform was undertaken and changes scheduled for introduction in Term 4, 2016.</td>
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Next steps

- Expand and build relationships with external experts, alumni and organisations that support mentoring of student leaders and bring further authenticity to school events.
- Expand student leadership with the introduction of a Media Team to support identifying, capturing, editing and posting in-time material for presentations, website and coordinated social media.
- Structure content and capture media for website.
- Sentral Student/Parent Portal to be further developed. Pursue the database organization that will support a move to electronic consent.
- Complete first instalment of signage and continue with mural project.
- Finalise evaluation of Learning Centre and infrastructure needs for Library to create flexible learning environments that best meet needs of the School Plan and a 21st Century learning environment.
- Refurbish and develop school gardens/grounds, playground surfaces, facilities and amenities.
- Establish multi-purpose and sustainability focussed &U Pty Ltd building, and joint-funded walkway adjacent to D Block.
- Reduce reliance on paper and continue the transition to electronic communication, presentation and storage.
- Complete data projectors to learning spaces and expand cabling to support screen sharing and other applications in learning spaces.
- Refurbish uniform shop in preparation for exclusive new uniform sales in Term 4 2016.
- Reconcile social media platforms to a coordinated social media presence.
- Plan for Fiftieth Birthday celebrations in 2016.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th><strong>Key initiatives</strong> (annual)</th>
<th><strong>Impact achieved this year</strong></th>
<th><strong>Resources</strong> (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding**  
Initiatives included development of PLPs, targeted literacy/numeracy support, strengthened engagement and cultural connections, and exploration of career pathways and associated counselling. | Outcomes have been favourable and on target. Aboriginal students are engaged in their leaning and progress is meeting expectations.  
A Year 8 student received the prestigious Deadly Kids Award. There was a visible increase across the school in the recognition and sharing of Aboriginal history and culture, the indigenous issues confronting modern Australia. NAIDOC Week activities expanded and included a dedicated session for Aboriginal students with Professor Behrendt and cross curriculum perspectives. | $1808 |
| **English language proficiency funding**  
Although Kirrawee HS does not attract funding in this area, there was significant support for an ESL student enrolled in 2015 at the school. | Withdrawal was undertaken by an SLSO to assess and then accelerate targeted English language needs. This intense remediation provided a successful transition into the school and addressed specific language deficits. | $0 |
| **Socio-economic funding**  
These funds supported 0.8 of an additional Schools Learning Support Officer (SLSO) to augment one-on-one and small group support for students with identified learning needs. | A wider range of students with learning needs were supported with remedial strategies beyond what staffing entitlement alone could otherwise provide.  
NAPLAN results indicated almost all students achieved above the minimum benchmark, despite in some cases personal and family challenges. From comparative Torch data, students identified with reading difficulties demonstrated significant increases in proficiency.  
Contingency funds supported students in relation to participating in educational opportunities, acquiring essential resources, accessing required ICTs, external agency support, and uniform support. | $34,560 |
| **Low level adjustment for disability funding**  
Additional targeted SLSO to support students with various disabilities by providing withdrawal, in-class support, team teaching, advice re adjustment and differentiation, and more frequent connection with home. | This support made a significant difference to the frequency and level of remediation provided to students with a range of disabilities. Students were better able to maintain integrated and productive interactions across their learning.  
Students who feel disenfranchised were given additional support to help engage with mainstream or alternative educational settings. The school registered with the NSW Business Chamber to support students seeking alternative educational pathways. | $47,868 |
More intensive support and resources given for students with high level needs, including external expertise in areas such as adjusting classroom practice for visual/hearing impairment. There have been improvements made in the use of ICT for more responsive reporting and communicating with parents and carers.

Plans were made and work commenced for Learning Support (LS) Team’s relocation and new faculty with the HTT&L. This will support a closer connection between student needs and long-term strategy. In a further shift of emphasis the LaST is providing more intensive support in analysis of LS data, generating and managing the initiatives that respond to student needs.

| Support for beginning teachers | Support was negotiated with, and tailored for, each beginning teacher. The relevant head teacher and Deputy Principal (Curriculum) helped develop a support program that responded to needs and addressed the building of long-term skills. | Beginning teachers benefited from experienced colleagues and professional relationships. Working with mentors has been a feature, including for one teacher and mentor participating in the Education Changemakers program. Teachers indicated that they were building skills in areas such as assessment, feedback, programming, maintaining accreditation, class management, learning strategies, feedback, developing resources and the prioritising of work demands. A feature of this initiative was the individual adaptation of funding to the needs of the beginning teacher. | $26,084.5 |
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

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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<td>95.6</td>
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<td>95.9</td>
<td>95.5</td>
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<td>93.7</td>
<td>94.4</td>
<td>93.9</td>
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<td>9</td>
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<td>92.8</td>
</tr>
<tr>
<td>12</td>
<td>91.5</td>
<td>93.1</td>
<td>93.0</td>
<td>93.2</td>
<td>93.5</td>
<td>94.2</td>
<td>93.9</td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>93.4</td>
<td>92.9</td>
<td>93.8</td>
<td>93.7</td>
<td>94.0</td>
<td>93.1</td>
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</tbody>
</table>

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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>0.5</td>
<td>8.5</td>
<td>12</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>unknown</td>
<td>2.5</td>
<td>3</td>
<td></td>
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</table>

Retention Year 10 to Year 12

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention to Year 12 (SC to HSC / Year 9 NAPLAN to HSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>2010</td>
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<tr>
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<tr>
<td>2013</td>
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</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Student attendance rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
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<td>2012</td>
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<tr>
<td>2013</td>
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</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
</tr>
</tbody>
</table>

Brian Au – VET Award
Year 12 students undertaking vocational or trade training

<table>
<thead>
<tr>
<th>Vocational Training Pathway</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET</td>
<td>16</td>
</tr>
<tr>
<td>TVET</td>
<td>10</td>
</tr>
<tr>
<td>SBAT</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015, 99% of Year 12 students attained an 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>Head Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>68.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13,772</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99,872</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Kirrawee High School approximately 2% of staff identify as Aboriginal.

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>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>31</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2015 36% of staff are accredited or working towards accreditation under the Australian Institute standards, including those working towards Highly Accomplished. See Strategic Goal 2 above for further information regarding professional learning.

Financial information

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>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>1067986.80</td>
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<tr>
<td>Global funds</td>
<td>681677.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>332443.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1426076.67</td>
</tr>
<tr>
<td>Interest</td>
<td>27684.42</td>
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<tr>
<td>Trust receipts</td>
<td>77680.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>3613550.25</strong></td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 324621.26
  - Excursions: 17025.35
  - Extracurricular dissections: 404345.78
  - Library: 519208.61
- Training & development: 6889.51
- Tied funds: 311902.16
- Casual relief teachers: 218585.77
- Administration & office: 215050.26
- School-operated canteen: 0.00
- Utilities: 127922.07
- Maintenance: 39701.37
- Trust accounts: 80362.63
- Capital programs: 230105.39
- **Total expenditure**: 2495720.16
- **Balance carried forward**: 1117830.09

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.

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.
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Captain Anna Zavodja receiving her Sydney University Academic Excellence Award
There were many Year 12 and HSC highlights in 2015:

- 188 students were awarded an HSC.
- There were 61 Distinguished Achievers.
- One student was placed in the Top All Rounders List.
- 440 Bands 5 or 6 were achieved.
- Kirrawee HS Dux earned an ATAR of 98.55.
- A Visual Arts student was awarded Best Artwork at Art Rules.
- Four Visual Arts students were nominated for ArtExpress.
- One Textiles student was nominated for Texstyle.
- Five Dance students were nominated for Callback.
- Three Music students were nominated for Encore.
- Eight Drama students were nominated for OnStage.
- Students were highly ranked in Mathematics (2 Unit), Construction, and Community and Family Studies.
- Two Year 12 students were awarded a University of Wollongong STEM prize.

Parent/caregiver, student, teacher satisfaction

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

A comprehensive summary and presentation of School Plan progress was provided for the P&C in Term 4, 2015. The findings were tabled and parent comments expressed a high level of satisfaction with achievements associated with strategic directions and staff teams. This progress was based on key areas identified by staff in 2015.

A focus was placed on staff, parent and student satisfaction with the curriculum and associated areas as a key reflection of satisfaction with the school. Approximately 85% of students showed some level of satisfaction with the curriculum; many students also had suggestions for future consideration. Many students made suggestions for improvements with physical facilities. There were high levels of student satisfaction with the school’s promotion of diversity (86%), social justice and learning about their world (85%), and recognizing achievement (85%).

Indicative comments are tabled below and, with parent and staff suggestions for consideration, will inform recommendations in 2016. The comments
below are in response to what students value about the school:

The freedom of choice of the school. eg. freedom to speak, to choose, to learn and to master our fullest potential.

I really like the teachers and have confidence in the fact that they are experts on the subjects that they teach.

Recognising student achievement. The activities and events you can get involved in.

The friends that you make throughout the years and the variety of subjects given to you.

The support we get for our learning.

For parents, 97% rated as important or very important the academic performance of the school and 95% the reputation of the school. Asked to rate their satisfaction with the school, 92% of parents rated themselves as happy or very happy. The demand for places at the school remains very high and significantly exceeds the number of places available.

Indicative comments are tabled below, which were made along with many excellent suggestions for improvement. These views will be synthesized and improvements considered as part of School Plan progress in 2016.

Diverse curriculum. Well managed, enthusiastic executive team. Good Teachers

KHS is a wonderful example of public education for high school students. We felt incredibly lucky to be in-area for the school and have promoted its reputation.

KHS has a beautiful community feel. Excellent teaching staff. Great range of subjects and activities.

Our decision, as out of area, was based on the “all round” experience offered at Kirrawee, which we felt was the best opportunity for our child.

My daughter is in Year 8 this year and I am extremely pleased with the school thus far. I find the staff to be extremely impressive and most dedicated to the students. Extra programs offered to the students are plentiful and superb in their delivery.

I am constantly impressed by the staff, both teaching and professional, for their commitment and general kindness. Always willing to do what is best for the student.

Grades don’t always tell everything about a student’s learning capabilities. The teacher can sometimes see potential in a student, where grades may not. My experience tells me that the teachers are on top of this already.

Social aspects need great attention when grouping students, especially boys as I have seen the negative academic influence of poor groupings.

Areas indicated for further consideration include class placement, flexibility of subject choices, and encouraging personal achievement.

Policy requirements

Aboriginal education

Equity funding was used to support Aboriginal students as indicated above. In addition, the Norta Norta program funded a tutor for a Stage 6 Aboriginal student in order to support the scheduling of and approach to assessment tasks, developing study routines, communicating with parents, liaising with class teachers, and facilitating vocational accreditation (e.g. White Card).

The school continues to lift the profile of significant events such as the anniversary for the Apology of the Stolen Generations and the range of activities undertaken during and beyond NAIDOC Week. Cross curriculum perspectives were included in Year 9 that involved research activities, persuasive visual representation tasks, and an extended writing task.

Year 7 students were part of the Great Book Swap that helped raise funds for remote Aboriginal communities. This wonderful initiative galvanized action around a practical literacy activity in which Year 11 students mobilized and supported their younger peers. The school also supported the Friends of Walgett appeal for suitcases as part of a special education project exploring a global world.

All of Year 8 participated in an interactive presentation with the Aboriginal performance artist and storyteller Walangari. Professor Larissa Behrendt led a series of workshops and discussions related to Indigenous issues and the critical, ethical
and visible leadership required to bring about improvement and lasting change.

The LaST helped design a careers awareness program called Sharks Tomorrow’s Stars run in conjunction with the Cronulla Sutherland Rugby League Football Club. Students from Kirrawee and other schools had opportunities to develop career pathways and transition plans, learn more about their skills and how these support career goals, be given a personalised tour of a local TAFE, and meet role models associated with the Shark’s club.

Multicultural Education and Anti-racism

Harmony Day activities lasted across a memorable week and included a highly interactive assembly of dance, moving testimony and celebration of the many cultural backgrounds represented by students at this school. There were also a range of performances, food stalls, thematic dress (orange), including a collaborative item between the Language and Music Faculties. Several students and staff were interviewed about their cultural heritage and this formed the basis of a moving and perceptive video about the richness and diversity we all are fortunate enough to share.

Classroom resources were developed in line with harmony day themes and specific to anti-racism. Activities included poetry writing, multi-media activities, creating persuasive posters and using data to underpin the messages derived from personal stories. All KLAs contain multicultural perspectives within their curriculum and take both specific and ad hoc opportunities to reinforce the values that underpin multicultural Australia.

Kirrawee students attended the Refugee Challenge as a precursor to hosting this event in 2016. This realistic simulation of the refugee experience increased understanding by way of real world problem solving. The expansion of student leadership also saw the establishment of the Social Justice Crew, an elected cross-representative group of students dedicated to the deeper understanding and broader awareness of social issues. This leadership group will be the driving force behind the Refugee Challenge in 2016.

The Hon. John Ajaka, Minister for Disability, Ageing and Multiculturalism launched Shape Your Future at Kirrawee High School, a NSW Government volunteering initiative that looks to get young people more involved in making contributions to their community. Kirrawee High School was proud to host this event as a reflection of the many good causes for which individuals and groups work each year.

The Kirrawee community was also acknowledged for having cumulatively raised nearly $100,000 for the 40 Hour Famine Appeal. This award reflected a long-term commitment to supporting those in need, both in Australia and across the globe.

Other school programs

There were many highlights across academic achievements, student leadership, the arts and sport in 2015. The dot points below indicate some areas of significant achievement. Readers are directed to the eight Kirrawee High School Newsletter issues on the school website for a comprehensive summary, photos and reporting of highlights for 2015 (http://web1.kirrawee-h.schools.nsw.edu.au/internet/).

- A number of HSC student works were selected for Art Express, Callback, Encore, and OnStage.
- A group of Years 9 and 10 students won multiple High Distinctions in the Big Science Competition.
- The Mock Trial team was runner up to Sydney Girls High in the NSW competition.
- A Year 7 student was placed third in the Sutherland Shire Public Speaking Competition.
- The Year 7 and Year 10 Debating teams were Zone winners in the Premier’s Debating Challenge.
- Overseas excursions to Paris, Reunion Island and Japan supported the enrichment and extension of authentic language programs.

- Dr Andrew Martin presented to Kirrawee High School parents on the subject of academic engagement and motivation.

- Two Year 11 students presented to a non-government and NGO forum hosted by the Office of the Advocate for Children and Young People. The school Captain was interviewed by the Sydney Morning Herald in response to the release of the Advocate’s full report.

- One Year 11 student was selected to attend the NSW Constitutional Convention and two students (Years 10 and 11) were selected for the Women’s Leadership Forum organised by the Lane Beachley Foundation and one Year 10 student was selected for the UNSW Women in Engineering Camp.

- The highly successful musical production, Aida, played to full houses over a series of performances.

- A Year 11 student was a Featured Artist in the Schools Spectacular.

- A number of students were successful in gaining highly competitive places in The Arts Unit dance, drama and music ensembles or companies.

- James Morrison and Academy Big Band performed with the Senior Stage Band and Singers at Kirrawee High School.

- A Year 11 student was a finalist in the Moran Contemporary Photographic Prize.

- The Stage Band and Vocal sextet were both highly placed in the Generations in Jazz competition in Mount Gambier.

- The Boys Open and Girls’ U/15 Water Polo teams were State Champions and the Girls’ Open Water Polo Team 3rd in State. The Years 7 and 8/9 Girls’ Water Polo Teams were winners in their respective divisions of the Danebank Competition.

- Four students (Years 7, 10, 11 and 12) competed in the Pan Pacific Games.

- Two students (Years 12 and 10) were selected in the Australian U/18 and U/16 Oztag teams, one Year 12 student in the U/18 Barbarians team, and a Year 7 student was runner up in the All Schools Tennis Singles.

- Many students enjoyed success at regional and state swimming and athletics carnivals, including a Year 7 student winning Gold in the 800m, a Year 8 student Silver in the Javelin, and Year 10 student Gold in the High Jump.
• There were a number of outstanding individual sporting achievements including a Year 11 student representing Australia at the Baseball World Cup, Year 10 student winning the World BMX Championship, a Year 10 student selected as the number 1 player in the NSW Merit Tennis Team, Gold and Bronze medals in the Northern Snowsports Championships for snowboard and giant slalom divisions.

• Two members of staff were medal winners at the Oztag World Cup.