Principal’s message
Kirrawee is a comprehensive, coeducational languages high school that provides a quality education for 1224 students. We strive to provide a pleasant, supportive and safe learning environment where all students are encouraged to achieve personal excellence and attain social and emotional fulfilment.

Our sought after school has a long-term reputation for outstanding academic, performing arts and sporting achievements. Each year over 280 out-of-area students apply for approximately 50 non-local positions in Year 7. We enjoy a close and highly supportive working relationship with our community.

The school motto is “Measure By Achievement” and students are strongly supported in their endeavours by a committed and talented teaching staff.

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.

Marian Matthews – Relieving Principal

P & C message
The strong home-school partnership at Kirrawee High continues to be a key element of the school’s success. Parents serve on the P&C, School Council, Finance Committee, in the Uniform Shop, on Staff Merit selection panels, Year 7 placement panels and on the school self-evaluation team. They assist sporting teams, bands and drama crews and provide transport and billets for overseas students. They also attend drama and dance nights, music nights, presentation days, ceremonies and exhibitions. The willingness of parents to pay the General School Contribution continues to make a positive difference in providing the resources needed to maintain a high standard of education. We also thank parents for their outstanding committed response in donating to our P&C’s tax-deductible building fund in 2013. Parents on the P&C greatly appreciate the school’s willingness to keep us informed, to provide speakers for our meetings and to promote genuine parent participation.

Matt Whittingstall – P&C President

Student Representative’s Message
Within Kirrawee High School operates an active network of students led by the School Representative Council. Consisting of 28 students elected annually by their peers, the SRC are aided by Mr Myers and Mrs Falconer in hosting fundraising events and school-spirit incentives.

All SRC members are provided with leadership training and take pride in representing both the school and the local community by participating in events ranging from school assemblies to regional SRC meetings, as well as taking part in RSL endorsed memorial ceremonies. The SRC is also represented within the school on the Finance Committee and the School Council.

On a weekly basis the SRC meet to discuss development of the school community, fundraising and issues within the school as well as school functions. Their objectives, inclusive of maintaining an optimal learning environment and voicing student opinion, were fulfilled during the course of their term.

The SRC were responsible for a number of successful events. In October, they conducted Bandana Day, raising money for young people suffering from cancer, which was received with great enthusiasm by fellow students. Another event they initiated was Inuit Day in which the SRC sold hot chocolates and encouraged students to wear extra warm clothing to promote energy conservation, whilst concurrently raising school spirit.
Of particular note in 2013 was the running of sporting events in the Kirrawee Cup. Staff and students battled it out in a number of sporting events. At the end of the year to express their appreciation of student and staff support the SRC ran a highly successful picnic day.

The SRC is very proud of the leadership it gave to issues and concerns raised by the student body, the $1500 raised for their supported charities and the school spirit engendered by their many and varied activities.

The School Representative Council is a valuable attribute in Kirrawee High School, enriching the learning environment for both students and teachers and essentially providing a link between the two.

Babet de Groot and Kai Sakakibara
School Captains

**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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>521</td>
<td>518</td>
<td>537</td>
<td>543</td>
<td>524</td>
<td>546</td>
</tr>
<tr>
<td>Female</td>
<td>649</td>
<td>635</td>
<td>650</td>
<td>629</td>
<td>641</td>
<td>644</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>95.7</td>
<td>95.6</td>
<td>95.6</td>
<td>96.0</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>94.4</td>
<td>93.5</td>
<td>93.7</td>
<td>94.4</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>93.7</td>
<td>93.4</td>
<td>93.0</td>
<td>94.2</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>92.7</td>
<td>92.3</td>
<td>92.2</td>
<td>91.4</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>90.3</td>
<td>92.3</td>
<td>89.7</td>
<td>93.6</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>91.5</td>
<td>93.1</td>
<td>93.0</td>
<td>93.2</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>92.2</td>
<td>93.3</td>
<td>92.9</td>
<td>93.8</td>
<td>93.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>94.3</td>
<td>94.6</td>
<td>94.7</td>
<td>94.3</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>92.4</td>
<td>92.7</td>
<td>92.6</td>
<td>92.5</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>91.2</td>
<td>91.8</td>
<td>91.5</td>
<td>91.5</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>91.1</td>
<td>91.0</td>
<td>90.3</td>
<td>90.5</td>
<td>91.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>91.1</td>
<td>91.2</td>
<td>90.6</td>
<td>90.9</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>90.8</td>
<td>90.9</td>
<td>91.1</td>
<td>91.1</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>91.5</td>
<td>91.8</td>
<td>92.0</td>
<td>91.8</td>
<td>91.8</td>
<td>92.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td>88.7</td>
<td>89.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td>87.6</td>
<td>88.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
</tr>
</tbody>
</table>

**Management of non-attendance**
Our attendance rates continue to be extremely positive, exceeding the state and regional average. Combined with our welfare team monitoring of individual attendance, learning support team tracking and involvement of the district HSLO, student non-attendance is well managed as part of the school’s compulsory attendance policy implementation. The school maintains a telephone SMS messaging system that informs parents if their child is absent.

Post-school destinations
Our graduating class of 2013 has entered a variety of pathways in 2014. A summary of these follows:

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>75%</td>
</tr>
<tr>
<td>TAFE</td>
<td>8%</td>
</tr>
<tr>
<td>Full time work</td>
<td>6%</td>
</tr>
<tr>
<td>Apprenticeship or Traineeship</td>
<td>6%</td>
</tr>
<tr>
<td>Private college</td>
<td>2.5%</td>
</tr>
<tr>
<td>Gap Year</td>
<td>2%</td>
</tr>
<tr>
<td>Defence Force</td>
<td>1%</td>
</tr>
</tbody>
</table>

Universities attended

<table>
<thead>
<tr>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wollongong</td>
<td>42%</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>15%</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>14%</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>10%</td>
</tr>
<tr>
<td>University of Technology</td>
<td>7%</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>3%</td>
</tr>
<tr>
<td>Notre Dame University</td>
<td>3%</td>
</tr>
<tr>
<td>Australian National University</td>
<td>1%</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>1%</td>
</tr>
<tr>
<td>Intern. College of Management</td>
<td></td>
</tr>
<tr>
<td>Sydney</td>
<td>1%</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>1%</td>
</tr>
<tr>
<td>Newcastle University</td>
<td>1%</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>1%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Many of our students also gained Vocational Education Training (VET) accreditation through their HSC in courses such as Hospitality and Construction. Overall 5.5% of our Year 12 students are now undertaking vocational or trade training post school.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of our Year 12 students attained the award of a Higher School Certificate in 2013.

Workforce information

<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 Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>60</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.372</td>
</tr>
<tr>
<td>Total</td>
<td>92.372</td>
</tr>
</tbody>
</table>

The composition of the school’s workforce includes one member from an indigenous background.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>31</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>36</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>689389.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>565892.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>235378.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1212180.55</td>
</tr>
<tr>
<td>Interest</td>
<td>23416.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>70228.76</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2796487.48</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>303553.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>395111.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>320931.20</td>
</tr>
<tr>
<td>Library</td>
<td>19651.84</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9044.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>237526.55</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>122250.17</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>220697.25</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>
School performance 2013

Leader of the Pack
From auditions to the very last show, Leader of the Pack proved to be a truly remarkable experience creating a musical journey that "took the audience through the record kingdom". The musical was performed firstly as a matinee dress rehearsal to around 400 primary school students who were joined by 30 local senior citizens. This was followed by four evening performances with packed houses of audiences from across the community and state who were amazed at the talents of our students. In total over 2,000 people viewed the performances of this talented group of students.

The scope and scale of the production was impressive to say the least. There were over 270 students, staff, parents, community members and former students involved in performing, music, costuming, catering, sewing, selling, ticketing, make-up, set design, construction, sound, lighting, marketing, seating, ordering, set-up, clean-up, bump out as well as a myriad of other things that contributed to the success of the production. In the words of some of our Year 11 performers:

We watched with anticipation as the different elements were added each week — set construction, painting, lighting, sound, costumes, projections, make-up and hairstyles. The friendships and group spirit also grew richer with weekend, all-day rehearsals and starting to run the show and by opening night we really felt like a "company". The preparation routine before the show, each night really set the party atmosphere, with many "salsa-ing" to Ricky Martin, while others dressed in costumes, practised instruments, hair was sprayed, make-up dabbed, radio mics fitted, and last minute announcements yelled over the excited group. At 7:30pm we were all standing in the wings nervous with excitement, waiting for the hush of the audience and the opening sound effect of the coin dropping in the juke-box which started the show.

The magic of performing to a large, appreciative audience was reborn every night and always hit the heights in "River Deep, Mountain High" when all the cast, singers and band became one in a sensory overload of dance, colour, music, lighting and psychedelic projection. It's hard to describe in words the effort and emotional attachment that was generated by the production. Every cast member, production teams, backstage members, teachers and helpers put their heart and soul into the show so, as you can imagine, finally tearing down the set at 11.50pm after the final performance was...difficult, to say the least. As it gradually fades into a wonderful memory we know it will stay with us long after we leave Kirrawee.

And our Principal and "Leader of the Pack" had the final say:

Through my observations and talks with students both who were on-stage, back-stage and front of house it reinforced once more just what powerful positive educational messages are generated for students during such extra-curricular activities as a musical which are likely to benefit them for the rest of their lives. As an educator it was also rewarding to see our students collaborate together so well, work so hard and have such great fun.
Dance

All our Dance students had a very successful year in 2013. In particular the Dance HSC results were outstanding. Elyse Kneller received 99%, ranking 3rd in the State. As a group, the class was 14.53% above state average, with 75% achieving a Band 6. With these excellent results we also received 12 nominations for ‘Callback’. Bronte Goldston was nominated for her Core Composition, Mia Ioannou, Leah Franco and Mikaela Gatherer were nominated for both their Core Performance and Major Study Performance, Bree Herrmann was nominated for both her Core Composition and Major Study Performance and Nicole Shiels was nominated for all 3 practical components.

We had 20 dancers, ranging from Year 7 to year 12, perform in the schools musical of ‘Leader of the Pack’ in the Dance Chorus with one of our students, Elyse Kneller, acting as the Assistant Choreograph. The students showed great dedication and professionalism throughout the busy term of rehearsals and performances.

In October two of our students successfully auditioned their composition works for a Youth Dance Competition called ‘Fast and Fresh’, held at the River Side Theatre in Parramatta. Alana Brierley of Year 10 performed her own composition piece and made it through to the semi-finals and Bronte Goldston of Year 12 had Sophie Quay of Year 7 perform her HSC Core Composition, which made it through to the Finals of the competition. Such an excellent way to be recognised for their hard work and creative talents.

Four of our five Kirrawee High School Dance Companies and Ensembles were selected to perform in the Sydney Region Dance Festival and our Senior, Intermediate and Junior Companies were selected to perform at the State Dance Festival. We also had six Kirrawee students from Years 8 to 12 performed in the Schools Spectacular as a part of the combined dance team. Benjamin Clay, Julian Bonser and Jarrod Herrmann also successfully auditioned and participated as either a part of the NSW Urban Dance Crew or the Tap Company, with special performances at the Schools Spectacular.

Drama

Our Drama students had a highly successful year in 2013. Year 12 Drama achieved a pleasing class average of 2.86% above the State average in the HSC with the 5 students out of 19 scoring Band 6, or 90 and above. An additional highlight was the nomination of one Individual Performance, emphasizing exemplary works, for the Onstage Exhibition at the Seymour Centre.

Experience of a range of theatre performances and workshops contributes significantly to the learning of Drama. In 2013 these experiences included OnStage, Zeal Theatre group-devising, Individual Performance character development workshops for Year 12, Commedia Dell’arte workshops and film editing experiences with ‘The Crew” for Years 11 and 10 and Zeal Theatre performances of ‘King Hit’, and ‘Brat Camp” for Years 9 and 8, followed by question and answer sessions and performance workshops after the shows. Scheduled performance evenings for all Years 9-12 Drama classes showcased student work to parents and friends and provided assessment focus and a wonderful culmination to applied learning.

Each year a number of our students audition for the State Drama Ensembles. This year Sarah Keoghan and Aaron Gobby were selected in the Senior Ensemble and Senior Company, attending the Arts Unit for workshops every week and performing at Pact Theatre at the end of the year.
The highlight for most performing arts students of 2013 was our bi-annual school production. ‘Leader of the Pack’ had an overwhelmingly positive response for many of our students who were able to be involved in a multitude of production areas. The collaboration with staff, parents and community members provided a unique and memorable schooling experience.

**Music**

2013 was a challenging year with many changes occurring in the Music Department. The Music Department was introduced to temporary staff members Caroline Hollywood and Ellie Moroney. With Mr Gullick seconded to the Arts Unit, many changes were made. Classroom timetables were rearranged to cater for the least amount of disruption to the student studies.

Our music ensembles went from strength to strength. The Senior Jazz Ensemble returned from Cuba with a new sense of excitement and dedication to their musical studies. They had many stories and experiences to share which became very useful in their classroom work. Mr Dane Laboyrie was employed as the creative director of the ensemble during Mr Gullick’s absence. Mr Laboyrie continued the tradition of taking the students to Thredbo in May. Once again, the Senior Jazz Ensemble continued to represent the school at key events. The most prestigious was the function for the Opera House Ladies Committee. This was held at the Opera House with a 20's inspired theme. The students were amazing and this led to a rebooking of the students for 2014. Whilst the Morrison Concert was postponed for 2013, there are plans in place for the 20 year celebration to occur in 2014, to be held at the Sutherland Entertainment Centre.

The Wind Orchestra spent 2013 developing and restructuring the program with a renewed focus on the student’s ability to play symphonic music. The group had the opportunity to work with the Police Band at a school event which allowed the students to hear and see professional musicians at work. The Wind Orchestra competed in the Engadine Band Championships during the last week of Term 2. The students represented the school with grace and professionalism and were successful in receiving GOLD for their performances of the two numbers. Congratulations must go to Ellie Moroney and Kerri Lacey for their support, but the highest accolade must go to their Director, Linda Fawer. She has implemented a new approach for the Wind Orchestra and has taken them down the path of Symphonic Band Music. This change has been a challenge for the students but they have certainly improved in a short period of time.

The Vocal students were selected to participate in the Secondary Choral Concerts for 2013. This meant singing a variety of material with a 400+ choir and Full Orchestra at Town Hall. Needless to say the students were very excited and learned a lot during the experience.

Kaleidescope had the wonderful chance to perform as part of the “Christmas in July” Andre Rieu Spectacular with Ian Cooper at the Sutherland Entertainment Centre on Saturday 13th July. This was an extraordinary opportunity and they were so pleased to have the chance to feature in this concert.

Another amazing highlight was the St George and Sutherland Youth Music Awards who held their final on the last day of Term 2. We were pleased to announce that First Place was awarded to Hamish Gullick (ex-student) and Third Place, and People’s Choice, was awarded to Dana Allison in Year 10. Liam Mulligan in Year 10 was awarded Promising Talent for composition and a Silver Award for Performance. Jordan Kenny in Year 10 was awarded a highly commended and folk award for his composition.
In Term 2, Hamish Gullick, the resident bass tutor, started a string group. This 12 strong ensemble had their first performance at the Schools Art Exhibition in December. It was wonderful to see the students work toward such an important goal. To add to the excitement, Mr Brown John donated a Double Bass to Kirrawee High School. We were so grateful for his donation and this has allowed us to start a Year 7 student on the Double Bass.

Russian Caravan continued to shine in the rock music world. Youth Rock was just the start for these unsigned artists. Luke, Grace, Austin, Brayden and Mitchell were part of a competition called Emergenza, the world’s biggest festival for unsigned bands. Russian Caravan competed in the first round at The Lair, which is the smaller room in the Metro Theatre. The guys won and, with the 2nd, 3rd and fourth bands from the night, Russian Caravan played in the next round. Whilst the students were not successful in progressing through the competition, they certainly learned a lot and will continue to play together in 2014.

Kirrawee High School is very lucky to have many professional tutors who work with the students. In 2013, we welcomed Andy Bickers. Andy is a well known jazz musician who is currently playing with Cold Chisel. He has recorded and toured with many Australian iconic bands like Midnight Oil, Silverchair, Powderfinger and Boy and Bear.

The Year 11 and 12 Music Course students attended “Encore”, the concert showcasing the excellence in performance and composition from the 2012 HSC Exams. This was an amazing chance to see Kirrawee High School represented with Jaz Dolso taking the stage as the final performance. She was amazing and the students were very inspired.

Music Showcase was held on Monday March 18. We had to put this back a week due to key students being unavailable for the March 11 date. The night was a glittering showcase of the five major groups—Junior and Senior Stage Band, Junior and Senior Acapella Groups and the Wind Orchestra. The five compères for the evening, Chantal Rodriguez, Kelly Bolton, Brooke Walmisley, Emmaline Ryan and Catherine Kaye, did an outstanding job of telling stories and pieces of important information to tie the night together.


The night was wrapped up by a spectacular finale, “The Bump Out”. It was such a delight to see the students working like a well-oiled machine.

In the classroom many opportunities were created to assist with the students’ musical developments. Ms Lacey organised a workshop for the Years 9 - 12 Elective Music students, featuring the Urban Gypsies. The Urban Gypsies offer a beautiful mix of original fusion guitar compositions from the jazz tradition of improvisation and the rhythmic palette of gypsy, Latin guitar and world music. The creative writing skills and innovative sounds of the Urban Gypsies set them in a class of their own. Their music is distinctive, sophisticated and totally original. The members are Gavin Libotte (guitar), Dieter Kleemann (guitar), Anatoli Torjinski (cello) and Stuart Henderson (percussion). The band has been performing for more than eight years at numerous festivals, clubs and special events. They have supported the Buena Vista Social Club, Cassandra Wilson and many more, and held residencies and concerts in exclusive venues including The Basement, The Vanguard, Venue 505 and Camelot Lounge, to name but a few. The students learned an incredible amount about performance, composition and the art of playing from these incredibly talented musicians.

Term 3 was an amazing term for the Music Department. There was so much happening, particularly toward the end. The two Year 12 Music courses presented their HSC Practical Examinations. The Music 1 students had their exam on 6th September and the Music 2 and Extension students had their exam on the following Friday 13th September. A big thank you must go to Mr Munsie who spent both days with the students and the teachers, assisting where he could, with change overs and equipment and also with crowd control and packing up at the end. Mrs Hollywood and Ms Lacey both commented that all the students improved on their trial
performances and that all the students were pleased with their programs.

Kirrawee High School students and staff are very well respected within the music industry so it is no surprise that this year’s students were well supported by professional accompanists. With the Music 1 students, Mrs Hollywood engaged the assistance of Justin Dileo on bass guitar. Justin is a well-respected bass player within the industry and he is in demand for many professional shows and productions. Justin regularly plays with Bump City. He not only wrote arrangements for the students pieces but he also put in many hours of rehearsal prior to the Trial and the HSC. Justin also brought drummer extraordinaire Greg Henson into the mix. Greg is also in great demand across the country as a session musician, featuring on many recordings. He is also resident drummer with Jon English and many production shows including Dean Bourne’s uncanny portrayal as Roy Orbison. There were many other past and present students and musicians who assisted this class for their performances and it is greatly appreciated.

The Music 2 students had quite a team this year. Ms Lacey engaged the assistance of Bev Kennedy (Australia’s premier Music Theatre piano accompanist), Joe Macri (jazz and classical specialist piano player), Hamish Gullick (past student and double bass specialist), Lisa Crouch (The Powerhouse Diva and on the day emergency percussionist), Alex Zhang (contemporary classical concert pianist), Greg Johns (past director of Synergy Percussion Ensemble and Jazz drummer), and for the HSC Gordon Rytmeister (Australia’s leading session drummer and regular player with James Morrison), and a number of string players. Danica Hobden also had the pleasure of working with Tony Lewis, a specialist Tabla player, which made all the difference to her Indian work. Also with the Music 2 candidates, there were many past and present students who assist with rehearsals, trials and the final performances. I know that the students are forever grateful.

A special thank you must go to the tutors and teachers who prepared the students for their exam, in particular, Belinda Robertson (resident vocal coach), Jake Wilson (resident Guitar tutor) and Dave Manuel (resident percussion tutor). Without the training, expertise and advice that these amazing musicians give, the students would not be able to perform at their extreme best.

Straight after the final exam on the 13th September, the Year 12 students started work on the Graduation Ceremony. This team of amazing musicians had very specific plans for the day. The team presented:

- Pre-graduation entertainment by the Senior Stage Band featuring Year 12 students.
- James McCuaig and Austin Leake performed Minor Blues.
- Official party entered to a brass fanfare by Year 12 students and Michael Roffe of Year 7.
- Lucy Vallely performed the National Anthem with the assistance of the fanfare group on stage.
- During the award and presentations, we were treated to performances by Shae Davison, Lucy Valletly, Danica Hobden, Grace Griffiths, Luke Brann and the Senior Stage Band, Russian Caravan, Jordan Delany.
- The finale featured the Senior Acapella Group performing “Full Circle” segueing into “ABC” by the Jackson 5. This finale involved 20 of the students from the Year 12 Music classes.
- The Year 12 students were then escorted from the hall by the Year 12 “Baby Hot Potatoes”.

The day was a fantastic success with many amazing students being rewarded for their hard work.

2013 had some wonderful successes for our Year 10 students. Dana Alison was selected to play piccolo in the School Spectacular Orchestra. She also gained successful entry into Australian Youth Orchestra Young Symphonists and was selected to be a part of the Rising Stars Program at the Conservatorium. Eamon Roffe received a full scholarship with the Australian Youth Orchestra’s Symphonia and Witney McCulloch gained entry into the Sydney Youth Orchestra’s Wind Ensemble.

The highlight for all was the School Musical “Leader of the Pack”. This was an amazing experience for students and staff. With a 16 piece band on stage for the entire show, the students did not disappoint. From River Deep Mountain High to the heart wrenching Baby Please Come Home, the students took us on a journey back to the 60’s and 70’s. The technology used in the production certainly superseded expectations.
and showed that Kirrawee High School Musical productions are nothing short of professional.

With such an action packed year, the staff were very pleased with the targets reached for 2013. The Music staff has many plans for 2014. They hope to develop the aural and compositional skills of the students in the classroom, create a developmental band program, provide more performance opportunities for all groups, travel nationally and internationally with the performing ensembles and continue the outstanding tradition of music making at Kirrawee High School. It is with great anticipation we look forward to the future musical endeavours at Kirrawee High School.

Visual Arts

In 2013 two students, Emily Dabron and Michelle Taylor, were selected for inclusion in ArtExpress, the Higher School Certificate Visual Arts Exhibition for outstanding artwork produced by Year 12 students. This is a major feat, as only 305 artworks from some 9,339 submissions were kept aside for possible inclusion in this prestigious exhibition and then, 225 artworks were finally exhibited in ArtExpress.

The HSC artworks of Emily Dabron and Michelle Taylor were displayed at the Hazelhurst Regional Gallery and Arts Centre from February to March in 2014. Emily Dabron’s work was also selected for exhibition at Tweed River Regional Art Gallery. Emily Dabron was invited to talk about her Body of Work at the ArtExpress Student Forums held at Hazelhurst Art Gallery during the exhibition period.

Two Year 12 students, Alison Bishop and Ellen Formby, were also selected for display at the exhibition ARTRULES from December 2013 to January 2014, at the Hazelhurst Regional Gallery and Arts Centre. ARTRULES showcases exemplary HSC bodies of work from the Sutherland and St George regions. To be included in this exhibition is a great honour and again demonstrates the skill and talent of our HSC Visual Arts students.
Artworks by students of all years were displayed throughout the school during 2013. The end of year annual exhibition was especially popular with family and friends and included the HSC Body of Works for 2013.

Some of the other artworks on display were Year 11 portraiture drawing, painting and etchings, Year 10 texture panels made from plaster, steam punk sculpture and photographic work, Year 9 drawing, painting and industrial ceramic forms, Year 8 fantasy pots, digital photography, and shark and octopus sculptures and Year 7 ceramic masks, lino prints and drawing and painting work produced while exploring the theme of “Me, Myself and I”.

During our annual exhibition Mr Ken Tucker, a local practicing artist, also painted a lovely landscape of Cronulla Beach on the night. This beautiful acrylic painting was generously donated by Mr Tucker to the Visual Arts Department and raffled on the night.
Erin Roberts, a talented Year 10 Visual Arts student, was awarded Second Prize in the Student Art category at the Royal Easter Show with her drawing of Ita Buttrose.

Excursions to the NSW Art Gallery were organised for Visual Arts students in 2013. Students from Years 10, 11 and 12 visited ArtExpress at the NSW Art Gallery, and found this excursion very useful in the development of their own artmaking practice. Year 11 and 12 Visual Arts students also visited the Hazelhurst Regional Gallery to view ArtExpress during class time to further extend their material and conceptual practice while developing their own bodies of work.

Year 11 and 12 students also had the opportunity to view the Archibald Portrait Prize Exhibition and the Kaldor Contemporary Art Collection at the NSW Art Gallery. Portraiture and Contemporary Art Practice are major studying components in the preliminary and HSC Visual Arts courses, so students in Year 11, who had studied portraiture, were especially thrilled to see up close the portrait paintings of practicing Australian artists. Year 12 were also fortunate to have a valuable introduction to contemporary artmaking practice via the many and varied artworks on display representing the Kaldor Collection.

Sarah Rose, a talented Year 11 student, attended the NSW Department of Education and Communities Arts Workshop called “Kickstart”. Kickstart was a two day program focusing on artistic practice of the professional artist and the students own practice. This workshop was specifically designed for Year 11 students as the program aimed to give students beginning their body of work a kickstart in developing ideas and skills and a strong appreciation of artistic practice. The students visited the Museum of Contemporary, and used the artworks on display to inspire, inform and influence their own art making during the two day workshop. The workshop was also held at Cockatoo Island where students participated in a drawing workshop with National Art School teachers. This workshop gave the nominated students the opportunity to experiment with drawing, sculpture and painting processes while working with leading contemporary artists. The workshop culminated with an exhibition of the students’ work at Dulwich High School – Centre for Excellence in Visual Arts.
All Year 8 Visual Arts students participated in a cross curriculum activity with Science. Units of work in both faculty areas were devised for in class activities and for a combined excursion to the Sea Life Sydney Aquarium. Sculptures, drawings and paintings were generated in the classroom based on drawings and photographs taken whilst on the excursion.

Later in the year Year 9 classes went on an excursion to Cockatoo Island. While on this historic island they created a significant body of work in the form of several charcoal drawings, water colour paintings and photomedia works. This was a very productive trip and a successful learning program that resulted in the students creating large ceramic sculptures back at school to accompany their drawings and photographs for the annual exhibition.

In 2013 local practicing artist Ken Tucker, visited the school in March to conduct painting classes with our Year 11. They were taught how to paint “plein air”, working outside the classroom and painting directly from their local school environment. The aim of the incursion was to develop the students’ painting skills and technique, and to expose them to different ways of creating art, observing and responding to subject matter immediately with the selected art materials. Working with a practicing artist was a valuable experience as students were able to learn from Ken Tucker’s extensive expertise and they had the opportunity to work collaboratively with Ken Tucker to create very successful and imaginative paintings.

Year 11 photography students participated in photo-shoots at Cronulla Beach and in the city to gain experience of in situ opportunities. They used both 35mm SLR’s and digital SLR cameras to get a range of negatives and digital images. They used these resource gathering times to bring images to the darkroom and digital tech lab to expand their photography portfolios with images resulting from these photo-shoots. By heading out of school students had the opportunity to find impromptu subjects and a range of compositions, so that their work could be more individual. The range of subjects covered in their final portfolio was varied and became more a personal response to the world around them.

Year 9 photographs taken at Cockatoo Island

Year 9 group photo with the beautiful harbour in the background.
Year 11 Visual Design students created several art and design works using a variety of digital media platforms. The emphasis in this course is on working to design industry standards in digital media software, namely Adobe Illustrator, for creating vector graphics and Adobe Photoshop for photo correction and merging image and text into professional layouts.

Students were provided with the full Adobe Creative Suite on their DER Laptops. They used Adobe Illustrator to create a vector drawing of a face and then work this into an A4 layout combining image and text, working to a simple design brief of a restrained colour palette and simple fonts.
English
In 2013 the English Faculty offered students programs and experiences that were exciting, challenging and diverse, developing and extending their core skills and knowledge.

In 2013 the challenging Advanced HSC Course in English was attempted by 96 candidates. From this group 51% (49 students) achieved either Band 5 or 6. The results in the HSC English Standard course were commendable, with the school mean being 2.72% above the State mean, in a group of 80 candidates. One student achieved a rare Band 6 and 46.5% achieved either Band 4 or Band 5. This indicates a solid performance by most students in this course. In Extension 1 the cohort consisted of 15 students, 74% achieving Band 3 and two students undertook the Extension 2 course this year achieving pleasing Band 3 results, 4.18% above the state mean.

The English Faculty again provided diverse and engaging experiences of live theatre during the year. These included *Hamlet* (Year 12), *Othello* (Year 11), *Poetry in Action* Yeats & Wilfred Owen (Year 11), *King Hit – Zeal Theatre* (Year 10) Cybershorts (Year 9), *Shakespeare on Trial – Macbeth* (Year 9), *Brat Camp* (Yr 8), *Stones – Zeal Theatre* (Year 8) and The Bell Shakespeare Company’s - *A Midsummer Night’s Dream* (Year 7). These productions contributed to our students’ appreciation of texts in performance as well as deepening their knowledge and understanding of the works. Our Boys’ Strategy, in Year 9 and 10, has continued to provide additional motivation and interest for students through use of high engagement texts and boys’ learning strategies. Many of the boys’ class significantly improved their skills and achieved commendable results in assessment tasks and yearly exams. The Premier’s Reading Challenge in Years 7 and 8 was again a resounding success with 366 students registered and 249 students validated complete, resulting in increased enjoyment of literature and engagement with texts in the junior school.

**Kirrawee High’s ABC Trailer Visit**
The visit to the school by the ABC trailer was a highlight during the year for the English Faculty and it proved to be educational, inspiring and enjoyable for all the students who were involved. About 400 students were able to experience the ABC’s Exhibition Trailer and download a recorded copy of their television and radio presentations. The thrill of being in very realistic radio and TV studios, with exciting features such as green screen capabilities and professional microphones and cameras, made the experience exciting and allowed them to create high quality, authentic presentations.

![Kirrawee High students presenting in the fully functional TV Studio](image)

In their English classes students completed extensive media based units of work in preparation for the visit and then applied their knowledge in practical situations. The experience generated enthusiasm and heightened engagement for a key area of their English studies.
Over 250 students also attended presentations by ABC media figures and personnel, gaining valuable first hand experience about topics such as music websites and the latest related technologies, interviewing techniques, careers in media, sports journalism, digital marketing and social media, news media and journalism and science in the media. As well, the staff received a presentation on digital education media. The presenters were:

- Jeremy Fernandez – News Presenter on ABC News 24 and ABC 1
- Rosie Beaton – Triple J Announcer, Presenter and Producer
- Luke Freeman – Digital Marketing Coordinator for the ABC
- Peter Longman – State Director of the ABC
- Darren Osborne- News Editor for ABC Science Online
- Mark Oxbrow and Lucy Dahill – Unit Production Coordinators.

They provided the students and staff with a wealth of experience, expertise and knowledge that extended far beyond the constraints of the classroom in an invaluable learning opportunity.

Public Speaking / Debating
A number of students again represented the school in a wide range of public speaking competitions.

Congratulations to Rachel Wilton the winner of the Senior Sutherland Shire Public Speaking Competition and Charlotte Kenna the junior runner up.

In debating our Year 11 team performed admirably in the Karl Cramp competition. Our newest debaters, a Year 7 team of Sophie Quay, Angus Beveridge, Charlotte Hogan, Charlotte Kenna, Cora Shiels, Talia Fisher and Anna Melas on a place in the Regional Draw of the Premier’s Debating Challenge, winning two rounds out of three, and were also strong competitors in the Sutherland Shire Competition. Our Year 8 team of Isabella Fuller, Erica Nottage, Emily Whittingstall, Grace Walker, Ben Clay, Joel Mckay and Aishlin O’Leary had a similar experience in both competitions, but they won three rounds out of three in the Premier’s Challenge, only being defeated in a playoff by Caringbah High School. The Year 9 team consisting of James Sabbagh, Brittanie Worthy, Jarrod Hermann, Rosie Lister and Abbey Johnston also made it into the Regional Draw of the Premier’s Challenge winning two out of three rounds, and gave a strong performance in the Sutherland competition. Our combined Year 9/10 team of Julian Bonser, Tim Clay, Ashleigh Brierly, Taylor Johnston and Rachel Wilton performed well in the Sutherland Shire competition and were also strong enough to represent Kirrawee High School in the Regional Draw of the Premier’s Challenge, but were defeated by Sydney Girl’s High School in the first round.

Languages
Language students enjoyed a range of activities throughout the year from traditional craft and sports in class to excursions overseas. Students in all years were able to experience a variety of entertaining and informative excursions. Senior students attended HSC holiday workshops at several Sydney universities and schools. Junior students tasted French and Japanese cuisine in restaurants and even made some traditional favourites such as croquet monsieur and onigiri in class. Other exciting events included visits to the Yr 9 Karaoke excursion, Vive La France Year 10 celebration, French exhibition week and live theatre performances. Visits to the school by overseas guests and students were also highlights.
A range of exchange programs gave students the opportunity to improve their language skills in French and Japanese, develop international understanding and reflect on their own cultural identity.

Year 8L students welcomed 35 students from Kasumigaura. Our students showed the Japanese students a typical day of a Kirrawee High teenager.

The language and cultural exchange was an enriching experience for all involved.

Japanese students from 10 and 11 participated in the reciprocal exchange program with our sister school, Komae High. Kirrawee families opened their homes and welcomed the students. The friendships and connections made were further strengthened when 21 of our students visited Komae High. They attended classes with their buddies and enjoyed the dynamic school life there, participating in sports and cultural clubs and making lots of friends. Komae staff also organised a wide range of learning experiences specifically designed to broaden our students’ understanding and appreciation of Japanese culture.

In Term 2 all French students had a chance to participate in French Exhibition week. The work on display was created by all years and included themes such as Le Monde Francophone and Les Célébrités Francophones. Students were able to experience treats from the Francophone world, such as fondue au chocolat with Belgian chocolate and delicious cheeses and baguette.
Year 11 and Year 9 students helped with the organisation and spoke French to the juniors, making it an authentic experience. The aim of the French week was to promote the benefits of learning French.

Year 12 students were able to develop their fluency and communication skills in individual and small group workshops. Teachers and native speakers held several holiday workshops to focus on HSC examination specific responses such as speaking and writing. Throughout the year Japanese students were able to work with two native speakers with a focus on improving their conversation skills in Japanese. All students were encouraged to take advantage of weekly Learning Centre lessons targeting skills development to achieve the best possible results.

This year the faculty focussed on updating resources and incorporating new technology and tried and tested second language acquisition learning techniques to ensure quality resources for all years. Apps such as Sept Jours sur la Planete and StudyStack enable our students to have access to authentic and current material in Japanese and French. This is vital for senior students studying the Continuers and Extension courses, as well as motivating students to improve their vocabulary and communication skills.

**Mathematics**

The Mathematics Faculty bid farewell to our Head Teacher of 13 years, Mr John Farmer.

Mr Farmer has retired after 38 years of faithful service to New South Wales public education, teaching at Epping, Meadowbank, Narwee Boys and Sylvania High Schools before being appointed as Head Teacher at Kirrawee High School in 2001.

Mr Farmer is a passionate mathematician, known for his catch phrase ‘Practice makes permanent’. He will be greatly missed in the Mathematics staffroom as a Head Teacher passionate about quality education and always supportive of his staff.

Kirrawee High School wishes John a happy and healthy retirement after a job well done.

**2013 HSC RESULTS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>TOTAL</th>
<th>Mean</th>
<th>State Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Maths</td>
<td>1</td>
<td>5</td>
<td>22</td>
<td>32</td>
<td>15</td>
<td>1</td>
<td>80</td>
<td>72.47</td>
<td>+5.01</td>
</tr>
<tr>
<td>Maths</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>24</td>
<td>15</td>
<td>5</td>
<td>65</td>
<td>73.90</td>
<td>-3.49</td>
</tr>
<tr>
<td></td>
<td>E1</td>
<td>E2</td>
<td>E3</td>
<td>E4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension 1 Maths</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>15</td>
<td></td>
<td>81.73</td>
<td>+1.27</td>
<td></td>
</tr>
<tr>
<td>Extension 2 Maths</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td>83.85</td>
<td>+1.78</td>
<td></td>
</tr>
</tbody>
</table>

Kirrawee Students at Tokyo Disneyland
**Top Students were:**
General Mathematics: Georgia Nelson (92)
Mathematics: Laura Triggs and Bianca Ho (92)
Extension 1 Mathematics: Ross Sedra and Ben Williams (93)
Extension 2 Mathematics: Ross Sedra (93)

Our class of 2013 achieved some very pleasing results in the Higher School Certificate. Kirrawee High School students were above the state average in three out of the four mathematics courses. 68% of our Mathematics (2 Unit) students achieved a Band 4 result or higher, which was a HSC focus for the faculty this year. Most pleasing was our Extension Mathematics results, with all four of our Extension 2 students achieving a Nominal Band 6 result. This demonstrates not only the individual talent and hard work from these students but the high level of commitment and sacrifice offered by their teacher, Mr John Whitaker.

**UNSW ICAS Mathematics Competition**

<table>
<thead>
<tr>
<th>Participants</th>
<th>State Comparison</th>
<th>Top Student/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>21</td>
<td>+ 0.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tae Beumond (equal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grace Duggan (equal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sophie Quay (equal)</td>
</tr>
<tr>
<td>Year 8</td>
<td>23</td>
<td>+2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jessica Munsie (equal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jasmine Wong (equal)</td>
</tr>
<tr>
<td>Year 9</td>
<td>13</td>
<td>+4.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rachel Scarra</td>
</tr>
<tr>
<td>Year 10</td>
<td>8</td>
<td>+3.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kaiqi Zhang</td>
</tr>
</tbody>
</table>

**PDHPE**

The PDHPE faculty strive for excellence and success in all aspects of our course every school year and our stunning HSC results are a reflection of the dedication, hard work and positive relationships between staff and students at Kirrawee High School.

In 2013 54 students sat the 2 Unit PDHPE examination for the Higher School Certificate. The cohort had a vast array of student ability. However, we were still able to achieve our best results which were significantly better than previous years. We achieved five Band 6 results and twenty four Band 5 results. 54% of the cohort got Band 5 or 6, with most students achieving a score of 87-89. The cohort achieved a total of 8.34% above the state average. This is a significant improvement on the average from 2011 (2.34%) and (5.34%) 2012.

The significant improvement in our results is a combination of staff and student dedication, but also new practices put into place to improve student learning. Students were provided with past paper responses and notes from the marking centre to use as models for their responses. This technique allowed students to gain a stronger understanding of what a Band 6 response looks like. This strategy was supported by the introduction of scaffold of key term booklets. Students utilised these booklets for improving their understanding of key terms and also how to apply these terms in a clear and concise manner.

Extra study sessions were available to the students. Numerous students took the opportunity to consolidate their learning of core content. This included teachers allocating after school sessions, including a revision day which was held in the school holidays. Students also attended the PDHPE forum whereby key note speakers covered essential components of the course. This served as a different and interesting way for students to revise content. Our cohorts were also very competitive, which teachers used as a motivation tool for students to excel. A new initiative in 2013, used by two of the three classes was a private Facebook page. This allowed students to gain updates and reminders, but also served to motivate, encourage and answer questions not only from teachers but from other students.
The PDHPE faculty aligned themselves with the identified priority areas of the school and a strong emphasis was placed on technology in our programming. We ensured all units of work had some aspect that developed the technology skills of students while also promoting digital literacy, student engagement and high expectations.

2013 saw the evaluation of many assessment tasks and plans were implemented to ensure quality common assessment tasks were being conducted to enable the fair, reliable and valid allocation of grades that reflected student progress and also consistency with the Board of Studies. This on-going analysis of assessments and grades into 2014 will see the PDHPE faculty further develop the skills and expectations required of a senior student.

Stage 5 PDHPE programs continue to be a great success. Golf was introduced as a new unit into the Year 9 practical curricula, where we endeavoured to give students an insight and appreciation into the challenging yet very technical sport. The Boot Camp program continued to run from 2012 and, once again, students thrived in this setting and especially took to having an external instructor as their boot camp sergeant.

The Year 10 practical program is still our most popular in the junior school. The students utilise Match Point tennis courts at Kirrawee during their timetabled lesson to ensure all students have equal court time to develop their skills in game situations. The five week Yoga program promotes lifelong physical activity and is highly acclaimed by both male and female students. This is often the last form of organised physical activity students will participate in during their junior schooling, and again students take to the professionalism and experience of the qualified instructor.

All of Year 10 attended the annual BStreetSmart Road Trauma Forum at Acer Arena at Homebush. This program continues to highlight the dangers of driving and the significant risk and responsibilities that young people face when they get their licence. BStreetSmart is the inspiring initiative of the Trauma Service at Westmead Hospital. Westmead’s Trauma Service is constantly reminded, through their hands on work, that young people aged between 15 – 30 are disproportionally represented in road trauma. As a result they have a strong commitment to Road Safety Education. The purpose of BStreetSmart is to reduce the fatality and injury rates of young people by promoting safe behaviour as drivers, riders and passengers.

BStreetSmart provides students with first hand experiences and;
- an understanding of their responsibilities as a driver and as a responsible passenger
- information and strategies to avoid serious injuries and death, and
- information on how to reduce risk taking behaviour through greater awareness of the consequences of distracted driving, inattention, speeding, drink and drug driving and driver fatigue. This is always one of our most successful and inspiring excursions.
The elective Physical Activity and Sport Studies (PASS) course continues to attract high quality candidates that have a particular interest in the health and social aspects of sport. The PDHPE faculty continue to fill three classes in the Year 9 course and there is a waiting list for students moving into Year 10 to continue doing the course after their 100 hour course has been completed in Year 9.

The Year 10 students were very successful in the organising and running of the school athletics carnival, which is a reflection of hard work, students being fully engaged in their learning and wanting to produce a high quality assessment task. An excursion to Gunnamatta Bay to participate in stand up paddle boarding was an invaluable learning experience on the appreciation of leisure and lifestyle activities from the unit with the same name. Stand up paddle boarding is an emerging sport, and quite popular in our local area, so it was a great experience for our students.

The annual school Crossroads program continues to be a success. The two presenters from Inforeal give students up to date information and allow students to participate in group discussions that challenge their way of thinking and question their values and beliefs on the issues of drugs and relationships. Students present us with positive feedback from the workshops and we feel this is a valuable and crucial time in a student’s life where decisions need to be made regarding their health before they turn 18. Gymea Rotary also present a whole day workshop called “U Turn the Wheel” which is a youth driver awareness program that involves a variety of local volunteers in the motoring and health industry and the local police conducting sessions on how to get a licence, how to stay safe on the road and also address the attitude and awareness of driver related issues which are major contributing factors to road accidents. These workshops are very well received by students due to the fact that they have not received health information in the form of a formal class since Year 10.

Personally and professionally, the PDHPE continue to bond as a team and this ensures we work collaboratively and utilise everyone’s strengths and expertise while also professionally developing those in areas that they would like to develop. Teaching is a dynamic profession and we as a faculty set high expectations for our students to encourage success and we also work by this mantra. A cohesive team leads to great success and this is reflected in our wonderful results from 2013.

Science

Each year we modify or add one or two new activities to our busy program to provide our students with new and exciting experiences and create a quality learning environment. 2013 was no exception.

Science and Technology Project

Year 9 students attended the Powerhouse Museum for a talk from the curator on designing static presentations. Students used this as inspiration for creating their group presentations. Each group selected a simple technology and researched the scientific principles, the historical development and assessed the impacts the technology has had on society. They then created their 3D presentations.
We have evaluated the content in the project and focused the projects to ensure they are communicating scientific knowledge.

**Seismographs In Schools**
Kirrawee has been supplied with a computer seismograph to link into the world wide monitoring of earthquakes. This enables students to compare the measurements at the school compared to other schools and scientific stations across the world.

**Stel-R Renewable Energy Project**
As part of the implementation of the new curriculum there is a focus on inquiry learning and sustainability. Students had the opportunity to investigate the effectiveness of different windmills and solar cells.

**Partnerships With Scientists**
Kirrawee High increased its participation in the Scientists in Schools program to enable students to discuss the work of practising scientists. Amelia Parker from Children's Cancer Institute Australia continues her work with Joanne Stanborough in Biology and 7-10 science. Peter Reeve is now partnered with Dr Michael Braun from UTS, who presented to the Year 12 Physics classes opportunities in Physics and how MRI scanners work.

Peter Reeve also worked with Dr Kevin Loo who has experience at CERN on radioisotopes and PET scans.

**National Science Week**
During Science Week Year 10 students attended Science in the City at the Australian Museum. Students had the opportunity to carry out forensic investigations and talk with a variety of universities and scientific institutions. Year 8 celebrated Science Week with a performance of “Rock me Gallileo”, a play about the development of the telescope and Australian science.

**University Visits**
Year 10 students attended an excursion to UTS to have a hands on experience with some university style Science courses. They dissected fish, fingerprinted and tried their hands at developing an alternative energy source.
Science By Doing
As an implementation of the NSW syllabus, Kirrawee has adapted the Science By Doing units from the Australian Academy of Science. This included undertaking professional development in the ‘5e’s’ approach to student investigations. Kirrawee High School hosted Professor Dennis Goodrem in leading teachers, from four other shire schools, in hands on professional development sessions on the 5e’s and the ‘Science By Doing’ materials.

Results
Students performed well in Science this year. We attained six Band 6 results, three in Biology, two in Chemistry and one in Physics. Ross Sedra was outstanding, coming eighth in the state in Physics. In Biology, Chemistry and Physics over 25% of students gained a Band 5 or above.

Kirrawee High School participated in the state-wide trial of the Year 10 ESSA tests. The average ‘value added’ improvement from Year 8 to 10 was 10 points. 60% of students performed in the top two Bands.

The senior science courses are quite rigorous and for students to attain these high level results they are usually competing against students from the selective schools. Kirrawee HS is one of the few schools in this area to offer two Physics and Chemistry classes. As we do not offer Senior Science many students still opt for the more difficult Biology, and are still able to achieve a result. Congratulations to all the Science students and Science staff who dedicate many hours in providing additional help to students.

Big Science Competition
Outstanding Results
High Distinction
Michael Roffe - Year7
Gibson Cansell - Year 8
Anna Zavodja - Year9

Distinction
Joel McKay - Year8
Rachel Scarra - Year9
Rachel Syme – Year10

TAS – Technical and Applied Sciences
2013 was a very busy year in the TAS faculty for both students and staff. Several of our courses have major works that needed to be completed early in August and then there is HSC exam preparation. We also welcomed two new teachers Mr Lloyd Bowen who commenced Term 2 and Mr Paul Elliott who commenced in 2014.

The levels of commitment and dedication of the TAS staff were reflected in the awards that both students and teachers received. These included:
• Ugljesa Mihailovic: Regional VET Student of the Year award.
• Elise Naylor: Live the Life, Hotel School and InterContinental Sydney residential program.
• Ricquelle Miller and Samantha McGrath Sutherland Ben Excellence in VET award.
• Addyson Buck: textiles work accepted for the Great Gatsby exhibition.
• Mr Neil Myers: Premiers’ Sports Award.
• Mrs McKenzie-Hicks, Mrs Treacy, Mr Bowen, Mr Porter and Mr Lawson all successfully completed qualification upgrades.

The ‘Construction Crew’ continued with their environmental and building work around the school grounds. Works completed and underway include the orchard area behind the library and the concrete slabs and COLA at the front of the school.

The whole TAS Faculty are proud of our student’s HSC results with many achieving a Band 6 in their subject. In this report I would like to make a special mention of all those students who may not have achieved a Band 6 but produced their best HSC mark in a TAS subject. TAS teachers work hard to help students achieve their personal best and this was highlighted in the 2013 results:

• In Engineering Studies all students achieved their highest band.
• 9 out of 14 Hospitality students achieved their highest exam mark.
• The whole textiles cohort produced a class average of 86.25 which was 12.32% higher than state average.
• Over 40% of Community and Family Studies students scored a band 5 or 6.
• Construction class average was 5.31% better than the state average with many students achieving their highest mark.
• Food Technology had a class average of 77.35 which was 6.75% above state average.

Congratulations to the class of 2013 and their teachers who helped those talented students achieve a Band 6 but, most importantly, for supporting those students who at times struggled in their HSC year but produced their best results in TAS subjects.

I would like to thank the Metal and Engineering students and their teacher Mr Short, who completed a major upgrade of our Metals room by designing and fabricating four work benches to replace the old damaged ones. This was their major project and has made the facility user friendly, and the benches are of industrial standard. This is a great job that will last for many years into the future.

The whole TAS Faculty are proud of our student’s HSC results with many achieving a Band 6 in their subject. In this report I would like to make a special mention of all those students who may not have achieved a Band 6 but produced their best HSC mark in a TAS subject. TAS teachers work hard to help students achieve their personal best and this was highlighted in the 2013 results:
I would like to take this opportunity to recognise the achievements and contributions of Mr Neil Myers who retired after 35 years of teaching. Neil has been awarded the Premier’s Sports Award and has been granted life membership to Sydney East Sports Association. Neil was very supportive of our students and the whole school staff and will be missed by all. The whole Kirrawee family would like to wish Mr Neil Myers all the best in his retirement.

Sport

In 2013, Kirrawee High School created history by reaching seven NSW CHS knockout finals. Out of the seven finals reached, five teams were crowned champions. This is an outstanding achievement and has never been accomplished by a comprehensive high school in the history of NSW CHS sport. Not only were our team sports dominating, individual performances continued to shine, with many students winning gold medals at both NSW CHS and Sydney East competitions.

Our water polo teams continued their dominance of the competitions with both girls and boys open teams winning the NSW CHS finals (14th year in a row for the girls). This was combined with the boys also taking out the U/15 state title while our girls U/15 side finished runners up. Well done to coaches Mr D Short, Miss C Patmore, Mr G Porter and Mr N Myers for the guidance of the teams throughout the year.

Our newly crowned champion teams in 2013 were our girls football (soccer) team and our boys cricket team. The girls football (soccer) team, led by coach Ms G Sites dominated the NSW CHS competition, defeating Bathurst in the final 3-0, while our boys cricket side, lead outstandingly by Mr M Mitchell again showed class and sportsmanship throughout the competition and saved their best performance until last, bowling Asquith Boys out for 35 in the final. Well done to both teams and their coaches, an outstanding effort.

The boys baseball side, led by Mr J Hill, were the unlucky team of the year. The boys dominated the Sydney East region of the competition, defeating Woolooware 17-1 to progress to the final 12 in NSW. The boys chased down a 6 run deficit in the last innings of the semi-final against Hunter Sports to progress to the NSW CHS final, only to face Woolooware again. The NSW CHS final, in what the regional convenor described as the “best schoolboy baseball game he has ever seen”, was a nail biter. Unfortunately the boys were defeated 1-0 but it was a tremendous effort nonetheless.

The credit and reputation of the excellent sporting success is not only due to the individual or team performances of the students, but credit should also go to the staff who volunteer their time and effort to coach and manage the teams throughout the year. Without their guidance and leadership the school wouldn’t experience such success as we do.

Again in 2013, we had a large number of students who were selected for Sydney East and NSW CHS representative teams, simply too many to list in this report. Kirrawee High continues to be a school that gives full support to our talented
athletes to achieve both academically and in their sporting endeavours.

Tuesday afternoon recreational sport continues to run smoothly as students continue to enjoy the many different sports that we offer. In 2014, Kirrawee High School will introduce Lawn Bowls and Mountain Biking to the recreational program. The introduction of these activities has allowed the students to experience new dimensions of physical activity in a controlled environment. It also has allowed students to challenge themselves in environments they may not have experienced in the past. We are continually looking to further develop school sport and introduce new activities that students will benefit from not only on a physical aspect but enhance the individual on a holistic approach.

We look forward to a successful year in 2014, both on and off the field.

KIRRAWEE HIGH SCHOOL INDIVIDUAL ACHIEVEMENTS

Australian All Schools Representatives
- Nathan Campbell (Soccer)
- Lena Mihailovic (Waterpolo)

NSW CHS Blue Recipients
- Daniel Fallins (Cricket)

Sydney East Blue Recipients
- Jordan Baker (Football): “Premiers Sporting Challenge Scholarship Recipient”
- Lena Mihailovic (Waterpolo)
- Corinne Riley (Water Polo)
- Toni Anderson (Netball)
- Nathan Campbell (Football)
- Matthew Griffiths (Australian Football)
- Michaela Campbell (Swimming)

NSW CHS individual gold medal recipients
- Nicholas Hards (Swimming)
- Emma Southwell (Swimming)
- Kurt Picken (Cross Country)
- Darcy Parnell (Cross Country)
- Reece Koskinas (Cross Country)
- Callum Talbot (Cross Country)

KIRRAWEE HIGH SCHOOL TEAM ACHIEVEMENTS

NSW CHS Team Knockout Competition-Champions
- Boys and Girls Open Water Polo
- Boys U/15 Waterpolo
- Girls Football
- Boys Cricket

NSW CHS Knockout Competitions- Runners Up
- Boys Baseball
- Girls U/15 Waterpolo

Sydney East Regional Knockout Champions
- Boys and Girls Water Polo
- Girls Football
- Boys Cricket
- Boys Hockey
- Girls Netball
- Boys Baseball
- Swimming Team

Other Team Achievements
- U/14 Boys Rugby League- “Adam Dykes Shield” Champions
- Sutherland Shire Oz Tag Challenge-Champion School
- Year 7 Danebank Invitational Waterpolo Champions
- Year 7/8 Girls 5-a-side Runners Up

Academic achievements

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Progress in reading

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.5</td>
<td>5.5</td>
<td>14.6</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.0</td>
<td>4.6</td>
<td>18.0</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>2.5</td>
<td>9.7</td>
<td>22.6</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>6.6</td>
<td>17.8</td>
<td>25.9</td>
</tr>
</tbody>
</table>

Average score, 2013

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>581.0</td>
<td>556.8</td>
<td>534.0</td>
</tr>
</tbody>
</table>

Progress in Numeracy

Year 7 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Band</td>
<td>2</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.0</td>
<td>5.1</td>
<td>15.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.0</td>
<td>6.2</td>
<td>18.0</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>1.4</td>
<td>10.7</td>
<td>22.0</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>4.0</td>
<td>20.6</td>
<td>26.6</td>
</tr>
</tbody>
</table>

Average score, 2013

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>569.2</td>
<td>564.8</td>
<td>540.9</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)

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

HSC Analysis

Once again our students, as a cohort, achieved excellent HSC results, with some really exceptional individual achievements. And while we all particularly celebrate these stellar results, what it is really about for each student is achieving a “personal best” within their given circumstances. For many students it is about improving on their Trial exam results to achieve a final score for entry into a desired course. For a small group just completing the HSC at this time in their life is a remarkable feat. But it is always self-evident that those who work hard and follow the advice of their teachers will give themselves the greatest chance of success, and moreover, the broadest range of options for their future life.

In 2013 our top ATAR was 99.5 and at least 11 students gained an ATAR over 95. In great individual performances Ross Sedra, our school dux, also placed 8th in the State in Physics with a mark of 98, while Elyse Kneller placed 3rd in Dance with a mark of 99. We had 176 students who sat 899 examinations. They can be very proud of the fact that 43% of the time they gained either a Band 5 or Band 6 result. We achieved 68 Band 6s and 414 Band 5s. Forty two students were placed on the Distinguished Achievers List.

Two students were nominated for Art Express, one for Onstage (Drama) and an incredible twelve nominations were received for CallBack (Dance) from a class of 8.

Congratulations to students, teachers and parents because everyone plays a part in HSC success.
## HSC: Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>73.9</td>
<td>77.4</td>
<td>73.5</td>
<td>69.3</td>
</tr>
<tr>
<td>Biology</td>
<td>78.0</td>
<td>74.6</td>
<td>74.7</td>
<td>72.8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>76.0</td>
<td>77.1</td>
<td>74.5</td>
<td>71.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>74.5</td>
<td>75.0</td>
<td>74.3</td>
<td>75.4</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>75.4</td>
<td>77.1</td>
<td>75.9</td>
<td>71.9</td>
</tr>
<tr>
<td>Drama</td>
<td>81.3</td>
<td>84.7</td>
<td>78.4</td>
<td>75.8</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>68.7</td>
<td>69.4</td>
<td>68.0</td>
<td>63.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>79.6</td>
<td>80.5</td>
<td>80.1</td>
<td>78.5</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>74.9</td>
<td>77.1</td>
<td>80.8</td>
<td>81.3</td>
</tr>
<tr>
<td>Food Technology</td>
<td>77.8</td>
<td>74.0</td>
<td>73.7</td>
<td>68.9</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>81.1</td>
<td>80.1</td>
<td>76.0</td>
<td>72.6</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>77.3</td>
<td>78.7</td>
<td>77.2</td>
<td>72.8</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>72.5</td>
<td>74.8</td>
<td>70.0</td>
<td>64.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>74.3</td>
<td>76.3</td>
<td>76.7</td>
<td>76.3</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>82.1</td>
<td>79.3</td>
<td>79.0</td>
<td>81.4</td>
</tr>
<tr>
<td>Modern History</td>
<td>77.4</td>
<td>76.9</td>
<td>77.6</td>
<td>73.5</td>
</tr>
<tr>
<td>Music 1</td>
<td>85.3</td>
<td>84.8</td>
<td>82.1</td>
<td>78.7</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>79.6</td>
<td>78.6</td>
<td>72.1</td>
<td>68.8</td>
</tr>
<tr>
<td>Physics</td>
<td>73.1</td>
<td>74.8</td>
<td>71.6</td>
<td>73.3</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>79.0</td>
<td>78.1</td>
<td>80.5</td>
<td>77.4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>83.6</td>
<td>82.9</td>
<td>80.2</td>
<td>77.5</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>72.9</td>
<td>75.4</td>
<td></td>
<td>79.7</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>78.4</td>
<td>78.9</td>
<td>75.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

In 2013 Kirrawee continued to implement the DET Aboriginal Education Policy designed to educate all students about Aboriginal history, culture and current Aboriginal Australia. Aboriginal perspectives were included in the following teaching programs, across the range of key learning areas.

In English classes Year 7 study the play, *Honeyspot*, by Jack Davis, Year 9 the picture book, “The Rabbits”, by Shaun Tan and Year 10 explore indigenous themes, perspectives and culture through the experience of poetry in the topic “The Aussie Image”. As part of the mandatory topic, *Australian Drama and Theatre*, Year 12 Drama includes the study of the indigenous play “Stolen” by Jane Harrison.

Students explore the play experientially, performing group excerpts as part of a major assessment task.

Aboriginal artworks are used in Visual Arts as a way of addressing the content areas - frames, conceptual framework and practice. Artworks are analysed to generate discussion about culture, art styles and technique. Some teachers focus a whole unit on Aboriginal art, initially exploring the topic through film and Dreamtime Stories.

Aboriginal perspectives and content make up a significant component of the PD Extension course. Various health issues affecting Aboriginal and Torres Strait Islanders are discussed in a variety of topics, particularly in the Stage 6 course.

Geography examines the ways indigenous people interact with the environment and the
geographical issues such as tourism which impact on indigenous communities. Data is analysed to compare living standards and different perspectives between indigenous and non-indigenous Australian communities and future challenges in terms of human rights and Reconciliation.

In History Aboriginal perspectives are experienced through the topics, Ancient Australia, Contact History and Australia to 1914, looking at the concept of 'terra nullius' and the founding of our national heritage. This concept is further expanded in Year 10 when students study the concept of national self determination and Aborigines. Study also includes the 'Stolen Generation' and their experiences, the freedom rides, MABO and the WIK decision and Prime Minister Howard's Ten Point Plan.

Finally, teaching and welfare staff members continue to support our Aboriginal students at Kirrawee. They ensure that these students have access to the full range of educational opportunities and that they are given the support to ensure that they can achieve educational outcomes comparable to their cohort of students in the school.

**Multicultural education**

Multicultural education is addressed at many levels across the curriculum. Teachers and students engage with the issues of cultural diversity and racial tolerance in our teaching and learning programs. Our annual overseas excursions to Japan and France, and now Reunion Island, contribute to this multicultural understanding. Over the last 23 years our students have participated in Kirrawee overseas school trips to Japan, France, Reunion Island, New York, Cuba, China, Greece, Italy, South Africa and India. In particular, our exchange programs have benefited our host families as well as our own students. The planning for the implementation of the NSW Syllabus for the Australian National Curriculum continued to embed effective strategies to showcase Multicultural Education.

Our Anti-Racism Contact Officers and School Peace Officers, Neil Middleton and David Short, play key roles in this area, working in the playground, in the classroom and with our student support team, to promote a racism-free learning and working environment.

Various English and Drama texts and topics provide opportunities for multicultural studies, viewpoints and issues, promoting discussion and exploration of these issues. Language teachers directly promote the value of learning a second language, as it is the key that unlocks the discovery of new cultures. Cultural and language exchanges are an important part of the Languages Faculty and the deep cultural understanding of different cultures that students acquire during the reciprocal exchange visits. The Stage 6 French and Japanese programs also have a Current Issues unit in which both multiculturalism and anti racism are explored. The French Extension prescribed issues are Social Class and Impact on Society, Tolerance and Relationships.

PDHPE Year 9’s topic "Celebrating diversity" looks at a variety of cultures and issues of discrimination, harassment and vilification are discussed, including ways to promote inclusiveness and diversity in our community. The Tolerance unit also focuses on celebrating multicultural Australia and is run concurrent with the International Day Against Racism, which is Harmony Day in Australia.

Geography students study the globalisation process and in particular, “culture”, through the variety of foods, festivals and products available in Australia, as well as the demographic characteristics of the Australian population. This includes the research of different communities, looking at particular Sutherland Shire suburbs and their characteristics. Further study in Stage 5 examines Australia’s regional and global links in terms of migration, current and future Australian population trends, the policies and their implications.

**Welfare Initiatives**

In 2013 the welfare focus for the whole school was on positive relationships. Given that our news has been saturated with horrific stories of young people out of control, fighting, threatening and, in fact, killing one another, we felt it timely to re-engage discussion around positive, respectful relationships.

As in other years we continued to build upon the strong relationship that has been developed with
our feeder primary schools in successfully transitioning our students from Year 6 into Year 7. The already established transition program once again offered opportunities for Kirrawee High and primary school staff to work on a range of projects. The Transition to Kirrawee High booklet, which was developed in collaboration with the feeder Primary schools, has continued to provide a strong foundation for successful transition.

In 2013, a number of Year 8 volunteers were taken to the feeder primary schools to speak to Years 5 and 6 students about their high school experience. This was a valued project and experience which gave primary students a chance to ask their peers all of the questions they had about high school.

This year saw the introduction of a number of new programs and projects. In Term 1 the school held its first THINKUKNOW parent and student seminars. The presentations highlighted the need for parents and students to be acutely aware of the need for caution and safety whilst using social media. The program, which was delivered by the Australian Federal Police, was both informative and in many ways very confronting. With the implementation of Bring Your own Device (BYOD) in 2014, the heightened need for parents to be vigilant in the monitoring of their children’s online behaviour was addressed. It was a timely and well received message and the school community as a whole benefited from the presentation.

With the full support of the P&C and all members of the Kirrawee staff and student body, the school undertook a commitment to focus, acknowledge and be part of the White Ribbon Australia initiative. A program based around respectful relationships was developed and implemented. The program involved the training of Year 10 mentors in promoting anti-violence and in making students aware of their role in creating not only a safe, inclusive school environment but a wider community living under these basic principles. A highlight of the program was the day of recognition held on November 25th. On this day the school fence was a covered in white ribbon and number of community members had white balloons and doves attached to their letterboxes as a sign of support. Students from Gymea Bay Primary School walked up to Kirrawee and participated in a number of student lead activities. This gave Kirrawee High School students not only leadership opportunities but it also provided a platform for discussion around the role all students current and present play in continuing to foster a school community who value and respect one another.

The Visual Arts Department worked with students in Years 9 and 10 on the concepts of “breaking the silence” about violence and nurturing strong social justice values. The art works created by all of the students were outstanding. Students created empathetic, mature and creative works which are now proudly displayed in the office foyer.

The Electronic Lego program continued to grow in 2013. The number of students involved has increased and the group meet regularly two times a week. The students have continued to learn more about robotics, programming and have developed incredible team building skills.

Study Skills Programs will continue to be a focus for 2104. In 2013, Years 10 and 11 attended an information evening where part of the focus was on study skills. The SPARKS program was outlined and students were provided with valuable researching tips and referencing guides. The implementation of study skills and research skills programs for the junior school will take place during the 2014 academic year.

**School planning and evaluation 2012—2014**

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

**School evaluation**

- Consultation with P&C and School Council.
- Parent / Teacher Survey.
- Discussion with staff, parents and students.

**School Efficiency**

**Background**

1. **Parent /Teacher Online Booking Procedures**

   In 2012 we introduced, due to parental request, an on-line parent/teacher evening booking system. In 2013 we aimed for 90%, which was achieved. Some parents require assistance with technology and we expect this will continue. In 2013 we surveyed staff and
parents in order to evaluate the process. The survey sought feedback on the use of the online booking system, the timing of the evenings and the feedback from staff that parents most valued. Both parents and staff were able to outline problems they had encountered and make suggestions for improvement.

2. **Roll Marking**
   In 2012 we set the priority to introduce ‘period by period’ online marking, firstly in the senior school, then in Years 9 and 10 in 2013 and Years 7 and 8 in 2014. This was achieved across the whole school in 2013. Now all rolls are marked this way by permanent teaching staff and we have measures in place for casual staff. This implementation allowed us to bring greater focus to lateness and partial attendances.

3. **Attendance**
   Over the past four years Kirrawee High’s attendance record has consistently been better than regional or statewide results. In 2012 our overall attendance was 93.8 compared with 89.1 statewide. Given that attendance at school is, and always will be, a key factor in student performance a decision was taken by the Learning Support Team to improve lateness and partial absences. In Term 4 2013 a trial monitoring system for students in Year 11, as they entered their HSC year, was introduced, to make them accountable for attendance and lateness.

**Findings and conclusions**

**Parent /Teacher Online Booking Procedures:** In response to feedback from parents and staff a number of changes will be implemented in 2014 and then re-evaluated.

**Roll Marking:** Given that we have reached our target early we have moved our focus to lateness and partial attendance.

**Attendance:** The trial in Term 4 2013 brought significant improvement to lateness and partial attendance for Year 11. The system rewards students who strive for perfect attendance and because reports will indicate a student’s attendance record many students and their parents have seen the need to strive for improvement.

**Future directions**

1. **Parent /Teacher Online Booking Procedures:**
   In response to the survey the following changes will be introduced and evaluated in 2014.
   I. There will still be three parent/teacher evenings but all will have nominated years. In Term 2 we will have Years 11 and 12, in Term 3 there will be one for Years 10 and 8 and one for Years 7 and 9.
   II. We will run parent/teacher evenings on Tuesdays and Thursdays. This will allow us to start at 2.30pm and end at 7pm.
   III. In an effort to reduce noise and overcrowding an extra space will be allocated for some faculties.
   IV. Teachers will be given a 5 minute break every hour in an effort to bring interviews back to schedule.
   V. In the case of split classes Head Teachers will be asked to identify one teacher to be allocated interviews and parents will not be able to book both teachers.

2. **Attendance:** An evaluation at the end of Term 4 indicated a dramatic improvement in lateness and partial attendances and the decision was made by the Learning Support Team to implement the system across the whole school in 2014
   - From the start of 2014 whole day absences, either justified or unjustified, and partial absences will be noted on school reports. This means that prospective employers and universities assessing applications for selective, early entry and scholarships will have this information.
   - Parents have been informed of the following guidelines as to what constitutes an absence:
     1. If a student represents the school in sport, and has followed the correct procedures, the absence is recorded in our system as 'school business' and, as such, will not be considered an absence on reports.
     2. If a student is asked to referee for, or perform at another school and the correct permission
is sought by an official application from that school directly to us then that absence will be deemed ‘school business’ and not an absence.

3. If parents or guardians plan a holiday and apply for an Exemption from School Certificate under Section 25 of the Education Act 1990 this will not appear on the report as an absence. Applications must be submitted 7 days prior to the holiday to allow processing.

Progress on 2013 targets
Our targets for 2013 were based on the long-term priority areas from our 3 Year Strategic School Plan 2012 – 2014.

School priority 1

Literacy and Numeracy

Outcomes for 2012–2014

- New Literacy and Numeracy faculty policies.
- Greater consistency across key learning areas in the teaching of Literacy and Numeracy for Years 7, 8 and 9.
- Increased numbers of students participating in the Premier’s Reading Challenge in Years 7 and 8.
- Improvements in identified Literacy and Numeracy needs.
- Improved reading and comprehension in Years 7, 8 and 9.

Evidence of progress towards outcomes in 2013:

- Formation of Literacy/Numeracy planning committee. This committee has been working towards creating an across the school committee that will focus on literacy and numeracy across all Key Learning Areas looking at best practice. Time was provided for STLA/HT English and HT Mathematics to review current programs and identify areas for improvement from 2012 Year 7 and Year 9 NAPLAN results.
- In 2012, 214 Year 7 & 8 students registered for the Premier’s Reading Challenge and 114 students were validated as completed. In 2013, 366 Year 7 & 8 students registered and 249 were validated as completed. This reflected almost 71% growth in registering and 118% growth in completion. The use of librarian to support and promote the Premier’s Reading Challenge helped foster interest and motivation for reading.

- Torch reading tests for Year 7 in 2013 demonstrated more than 56% growth in student performance in the post-test from the pre-test.
- NAPLAN results for Year 7 2013 compared with 2012 were significantly improved in Reading. In Year 7 the cohort averaged 24.3 points above the State average, while in 2013 the cohort averaged 36.5 points above the State average.
- Across the Year 9 cohort 66% showed more than 20 points improvement growth in NAPLAN Punctuation and Grammar, while 80% of the cohort showed more than 20 points improvement growth in Numeracy.
- Discussion with staff on best practice strategies for roll teachers in supervising DEAR classes and sharing of ideas has provided additional support for reluctant DEAR classes.
- Training for staff and student tutors in delivery of revised “Daily Dose” program enabled a successful delivery of the program in 2013.

2014 Targets to achieve this outcome include:

- Growth maintained across Year 7 and 9 cohorts in NAPLAN, Torch and Daily Dose
- Improve quality of extended writing responses across 10 to 12.

Strategies to achieve these targets include:

- Formation of Literacy/Numeracy Committee that includes a member from each faculty.
- Up-skilling of staff across all KLAs to improve the explicit teaching of literacy and numeracy.
- Development of a Kirrawee High Standards Package for extended critical responses.

School priority 2

Curriculum and Assessment

Outcomes for 2012–2014

- Moodle established as the definitive source of assessment information.
- All faculty assessment programs will be planned and published by the start of the academic year.
- Provide students with an accessible on-line environment from home or school where specific tasks and their individual assessment pattern for the academic year is available.
- All senior student assessment tasks completed by the due date.
Evidence of progress towards outcomes in 2013:
- In 2013 100% of Year 10 assessment programs were published on-line in Moodle.
- 100% of faculty Year 10 programs were published electronically by the start of the 2012 academic year. Additionally, in 2013, 100% of Year 10 were able to access their assessment tasks electronically from home or school.
- In 2013 a trial of Year 9 course assessment programs published on Moodle was successfully undertaken, with 100% of all programs being available to students.
- Continued use of programs and resources such as the Learning Centre have helped to deliver senior student assessment completion rates above 99.6% in 2013.
- Uniform assessment guidelines have been developed and established for Years 9 and 10. Increased familiarity with the assessment guidelines has empowered students to meet expectations on assessment requirements. Providing these on Moodle is enabling parents to develop an understanding of the assessment process for their child.
- Faculties use a template to publish timeline for tasks in a uniform table and Moodle framework set up.

2014 Targets to achieve this outcome include:
- In 2014 100% of Year 7 and 8 student assessment will published on-line in Moodle

Strategies to achieve these targets include:
- Current Years 7 and 8 assessment policy will be reviewed to establish acceptance of uniform assessment guidelines.
- Continue to use the template to allow faculties to publish timeline for tasks in a uniform table and Moodle framework set up.

School priority 3

Organisational Effectiveness

Outcomes for 2012–2014
- Increase student attendance rates even further above state average.
- Use of technology to facilitate and improve administration tasks within the school especially online subject selection, subject line construction, class lists, rolls, welfare records and parent and teacher evening bookings.
- Integration between SENTRAL and EDVAL to ensure data integrity and ability to access current data by teaching staff.

Evidence of progress towards outcomes in 2013:
- 100% of full-time teaching staff use on-line roll marking in all periods to record student attendance. This has enabled the school to see clearly patterns of partial attendance that will become a focus for improvement next year.
- Strict monitoring and recording of students’ absence from class on “School Business”. Students involvement in school activities is encouraged and notification of absence from school to parents has been eliminated as students are being marked present.
- Removal of sign-on sheets for senior students and replacement with online marking during “period 0”. This has provided much more accurate attendance information and reduced unnecessary texting of parents and enabled students to get to class faster. Students who forgot to sign on were being marked absent for the official rollcall even though they attended all classes. For 2014 target will be to mark weekly year meetings online.
- Improved efficiency in monitoring attendance and management of truancy and other attendance concerns. Teachers are able to notify parents earlier of students missing from their lessons. This has also enabled better monitoring of our students with health needs.
- Student attendance in 2013 was 3.8% above State average. Year 12 was 3.4% above state average and Year 11 were 4.0% above State average. All stake holders are included in the process through electronic roll marking.
- All students in Years 10 and 8 submitted their subject selection choices for the next year on-line. Students and parents were able to select appropriate subject choices at home and notify the school in a reliable and timely manner. Timetable development processes were more effective as a result.
- Effectively used on-line parent teacher meeting request system to organise parent teacher interviews for all years with a high degree of parent satisfaction. Parents were empowered to meet with teachers rather than relying on children to seek out teachers for an appropriate time. Teachers and parents were
better able to juggle the times for interview in a balanced and equitable manner.

- Staff has used Sentral Welfare to record 100% of welfare incidents electronically. This has expanded to include registration of detention, online booking and collation of Presentation Assembly data for Years 7-10. Target will be to collate Year 11 online for 2014.

### 2014 Targets to achieve this outcome include:

- To introduce a BYOD policy and practice for Year 9 students to maintain technology learning in response to the withdrawal of DER Funding.
- The achievement of 100% online’ period by period’ roll marking by the end of 2013 identified a need to target lateness and partial attendances.

### Strategies to achieve these targets include:

- Formation of BYOD Committee
- Development and implementation of BYOD policy after consultation with stakeholders.
- Lateness and unjustified partial absences monitored by Head Teacher Administration.
- Parents and students informed that all absences will appear on school reports.

### Professional learning

In 2013 the focus on professional learning continued to be faculty based and gave Head Teachers more control of the directions they wanted to plan for in response to syllabus and curriculum needs.

Head Teachers were given a specific allocation that was managed by them. This allowed planning based on teacher and student needs, and made them responsible for setting outcomes for professional development. The expectation was reinforced that staff who undertook courses needed to bring that acquired knowledge back to faculties and the wider school community.

To assist Head Teachers a report was prepared every five weeks that allowed them to track funds and to create an awareness of those members of staff who were taking advantage of opportunities and those who should be encouraged to undertake courses.

In 2013 the focus by necessity for English, Mathematics, Science, History and Geography was the implementation of the NSW Syllabus for the Australian National Curriculum. The school funded extra professional development to assist with programming.

New Scheme teachers were supported in the achievement of the Institute of Teachers Accreditation and ongoing professional learning but they were directed to consider our school needs so that they had, upon completion of courses, the opportunity to apply their new learning.

In 2013 Quality Teaching Teacher Professional Learning (QTTPL) again allowed a focus on innovative teaching programs. A staffing allocation allowed four days per week to be applied for by faculties to respond to immediate teaching needs. The scheme allowed focus on Year 12 needs as the HSC year unfolded and supported innovative programs such as D Week and H Hours, run at key times to motivate and encourage students, as well as supporting learning in Years 7 to 11.

### Parent, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school.

The Kirrawee High School Council is the ideal forum through which to ascertain parent, student and teacher satisfaction with the school. Each of these groups or constituencies is represented with at least four representatives on our 15-member School Council. The views and degrees of satisfaction of these various groups are discussed thoroughly at each meeting. Representatives communicate not only their own concerns and opinions, but raise issues and share the views of those in our school community whom they represent.

The School Council was very pleased with the depth of performance of the school in 2013. Academic results in the HSC and achievements throughout the year in performing arts, languages, sport and leadership were again outstanding.
About this report

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

Bob Hollywood  Principal
Marian Matthews  Relieving Principal
Gregory Munsie  Deputy Principal, Administration
Steve Smith  Deputy Principal Curriculum Relieving
Melissa Kenehan  Head Teacher, Welfare
Brian White  Head Teacher, English Relieving
Mark Mitchell  Head Teacher, Mathematics Relieving
Gordon Porter  Teacher representative
Christine Jones  School Admin Manager
Anne Sanders  SAS Staff Representative
Inga Christodoulou  SAS Staff Representative
Stephen Keith  School Council
Matt Whittingstall  Parent Representative
Babet de Groot  SRC
Kai Sakakibara  SRC

School contact information

Kirrawee High School
21 Hunter Street
Kirrawee, NSW Australia 2232

Phone: 02 9521 2099
Fax: 02 9545 1547
Email: kirrawee-h.school@det.nsw.edu.au
Web: www.kirrawee-h.schools.nsw.edu.au
School Code: 8437

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: