



Keira High School

Starting Strong in 2024



Keira High School

Great traditions, a confident future.

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Welcome

On behalf of the staff, I welcome you to the Keira High School community. Your journey has brought you here and we appreciate your skills, knowledge and background as you settle into education with us.

Keira High School is situated at the foot of Mt Keira. I respect and acknowledge the Traditional Custodians of Dharawal Country, the land on which we gather for learning. I would also like to pay my respect to Elders past, present and those emerging who are in our classrooms, our ground and community.

Keira High School is a high performing comprehensive, coeducational high school in North Wollongong proudly serving the local community. The learning community is enriched by a diverse student population of 750 and significantly includes 43 students of Aboriginal heritage and 39% from Language Backgrounds Other than English.

Student engagement is essential for learning. The teaching staff at Keira High School are innovative, set high expectations, encourage and challenge students to do their best. The school enjoys strong partnerships with the Keira Community of Schools and promotes itself as the local high school of choice for families living in Mt Pleasant, Balgownie, Fairy Meadow, Mt Ousley, North Wollongong and Coniston.

A Keira student enjoys success through a range of learning opportunities not limited only through academic achievement, but also in creative and the performing arts, sport, civics and citizenship and student voice. Optimal wellbeing is valued as an overarching framework and the school drives a scope and sequence of programs promoting cognitive, spiritual, social, emotional and physical wellbeing.

You will find many alliances with the local organisations to enhance your education journey, including the University of Wollongong, Conservatorium of Music, Rotary Club, Innovation Campus and TaFE Illawarra. Service organisations, business and industry links further enhance the learning options, entrepreneurial experiences and civic pathways beyond the classroom.

Graduates of Keira High School are lifelong learners who remain committed to an appreciation of our land and our first people, the celebration of Australia's diverse culture, the value of community and the importance of personal integrity.

We trust that you will enjoy and benefit from your time at Keira High School and we look forward to seeing your efforts being fully rewarded by your achievements.

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

Mr Scott Frazier
Principal



Vision statement

Keira High School's central purpose is to prepare young people to take up their role as intelligent, caring and committed citizens within Australian society. To this end, we emphasise academic achievement but also encourage students to engage in extra-curricular activities. These range from representative sporting teams, performing arts experiences, peer support programs, student leadership opportunities and much more. The school has a strong student welfare ethos and endeavours to instill in all students the values of excellence, cooperation, acceptance and integrity.

A brief history of Keira

Keira High School is a comprehensive, co-educational school that has a long tradition of delivering quality education to the community of Wollongong. The school was established in 1917 as Wollongong Junior Secondary Technical School. In 1939 land was purchased near the Princes Highway, Fairy Meadow, on which new school buildings were later built. In 1954 the school moved onto this site in Lysaght Street. Some years later, the school was renamed Keira Boys High School. In the early 1980s, the State Government determined that the school would become co-educational, with the first female students enrolling in 1984. The school was then renamed Keira High School. In 1990, the school became a technology high school. Today, Keira High School is proud of its rich history and traditions but looks to the future as a confident, innovative and dynamic school.

The school crest explained

The school's crest is a traditional shield designed and adopted in 1984 when the school became co-educational. It represents both strength and protection. The school's motto since 1917, Excelsior, is the comparative form of Excelsus, which is Latin for high or lofty. Excelsior thus means 'ever higher'. Longfellow, the American poet, provided Keira's first teaching staff with the inspiration to adopt the word Excelsior as our motto. Longfellow wrote a poem on the incessant aspiration for youth to achieve, containing the line: "A voice replied, For up the height, Excelsior".



Strategic Improvement Plan

We have developed a Strategic Improvement Plan (SIP) in consultation with our community, identifying student outcomes and connected to a budget.

The School Excellence Framework (SEF) underpins our school planning and reporting approach. The framework provides a clear description of the key elements of high-quality practice across learning, teaching and leading.

The SIP is a working document that details the steps our school will take to improve learning outcomes, and the achievement and growth of all students. To ensure continuous improvement, the SIP reflects where our school is at and how it will further improve learning, teaching and leading.

It demonstrates our alignment and our commitment to excellence as part of public education in NSW to ensure a profound difference to the ongoing growth and development of our students.

Keira High School's Strategic Directions are:

- **Strategic Direction 1:** Student growth and attainment;
- **Strategic Direction 2:** Enabling the Learner; and
- **Strategic Direction 3:** Enabling High Impact Teaching.

Download our current school plan from our website: <https://keira-h.schools.nsw.gov.au/about-our-school/school-planning-and-reporting.html>.



Contact information



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Sentral:	https://keirahs.sentral.com.au/
Facebook:	Keira High School
Principal network:	Wollongong Principal's Network
Director, Educational Leadership Wollongong:	Mr David Lamb
CRICOS Provider name:	NSW Department of Education
CRICOS Provider code:	00588M



Partnership between families and Keira High School

When parents/caregivers enrol their children at Keira High School they enter into a partnership with the school staff to provide a secure environment in which each member of the school community is able to work effectively and achieve personal success.

This partnership is based on shared responsibility and mutual respect. It should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. The partnership must strive to create in children an understanding of appropriate behaviour.

Such understanding should lead the student to develop a responsibility for his or her own behaviour.

The precise character of this partnership will be unique to each student. There are, however, certain expectations in common to all such partnerships.

Parents/caregivers are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour. They assume greater responsibility for their children's behaviour as their children travel to and from school.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student. They are also responsible for appropriately communicating with parents/caregivers about the educational progress and behaviour of each student.

When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

Aims and Objectives

Through its structure, practices and courses and the relationships within it, the school will contribute to the general personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement;
- develop understanding and skills in communication and inter-personal relationships;
- develop a realistic and comprehensive self-concept;
- enhance their self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision making;
- understand their own feelings and their behaviour and those of others;
- positively value cultural differences;
- be caring and supportive of others;
- contribute to the life of the school and local community;
- assist students towards full participation in the school's educational programs;
- establish clear, fair and consistent ways of dealing with behaviour problems;
- develop respect for property and possessions; and
- develop respect for all living things, including animals and the environment.

Senior Executive



Mr S Frazier
Principal



Ms A Doggett
Year 7 and 10
Deputy Principal



Ms M Sukkar
Year 8 and 11
Deputy Principal



Mr T Loades
Year 9 and 12
Deputy Principal

Head Teachers



Mr P Slattery
Administration



Ms A Smith
Creative and Performing Arts
(Acting)



Ms S Carruthers
English EAL/D



Mr K Weber
Human Society and Its
Environment



Ms K Arntzen
Learning & Engagement



Ms B Aylett
Mathematics



Mr O Walker
Physical Development,
Health & Physical Education
(Relieving)



Dr S McKenzie
Science



Mr G Guevara
Special Education



Ms P Havilah
Teaching & Learning



To be advised
Technology and Applied
Studies



Mrs V Kalatzis-Vlahakis
Wellbeing

Year Advisers



Mr R Fisher
Year 7



Mr C Law
Year 8



Ms J Bladowski
Year 9



Ms T Agim
Year 10



Ms C Ward
Year 11



Ms A Pike
Year 12



Ms J Van de Voorde
Year 7 Assistant



Ms K Efthimiou
Year 8 Assistant



Ms E Saunders
Year 9 Assistant



Mr N Dean
Year 10 Assistant



Ms B Lenon
Year 11 Assistant



Mr L Williams
Year 12 Assistant

Other Key Personnel



Mr J Guerri-Gutterberg
School Counsellor



Ms J Green
School Counsellor
(Part-time)



Ms Courtney Palucci
Student Support Officer



Ms L Deitz
Student Support Officer
(Tues & Thu)



Ms A Crighton
Supervisor of Female
Students



Ms A Earl
Sports Organiser



Ms J Luck
Careers Adviser



Ms G Chappell
School Administrative
Manager (Relieving)



Ms J Josevski
School Administrative
Manager (Relieving)

Description of Key Personnel

Principal

As the primary instructional leader in the school the Principal leads and supports a culture of high expectations and community engagement.

Deputy Principals

Responsible for the efficient operation of the school from day to day. They are concerned with the planning and organisation of the school and the general supervision of staff and students. They supervise the school's Welfare and Discipline Policy, as well as a number of important areas such as technology, human resources, student leadership, etc.

Head Teacher Administration

Assists the Principal and Deputy Principals in the general organisation of the school and student attendance. Responsibilities also include the daily organisation of casual teachers.

Head Teacher Wellbeing

The Head Teacher Wellbeing supports the physical and mental wellbeing of students through the management of the Wellbeing Team, consisting of Year Advisers, Counsellors, Student Support Officer and the Supervisor of Female students.

Head Teacher Learning and Engagement

Leads the Learning and Engagement team to strategically ensure that all students are able to thrive in their learning.

Head Teacher Teaching and Learning

Responsible for the design and development of evidence based professional learning that ensures all teachers are equipped with the skills necessary to guide students in their achievement of excellence.

Head Teachers

Responsible for leading the learning in each of their respective subjects. They place students in classes and are responsible for determining progress and assessment. They are available by appointment for discussions with parents and students.

Year Advisers

Responsible for the personal welfare of the students in their Year group. They check progress, attendance, behaviour, and if necessary, contact parents. Students should always feel free to approach their Year Adviser. Parents, by appointment, may obtain a full report on the progress in all subjects, conduct and adjustment of their child.

Counsellors

Experienced teachers and psychologists with an understanding of child development and experience in recognising and understanding problems of learning and behaviour and recommending methods of dealing with them. Appointments may be made with the Counsellor by staff, students or parents by contacting the School Administrative staff in the Office. Students can also come to the School Counsellors' office to make an appointment.

Student Support Officer

Promotes and improves whole school student mental health and overall welfare through the implementation of programs and connection to services at an individual, group, and whole school level. The Principal, Deputies, and Head Teacher Wellbeing will refer students, though student self-referrals are also encouraged.

Sports Organiser

Responsible for the organisation of all grade (inter-school) sport, house sport and knockout teams. Sport is compulsory for all Year 7 to 10 students.

Careers Adviser

Provides guidance and advice to students with regard to their selection of careers. Parents and students may arrange interviews with the Careers Adviser by appointment.

Administrative Officers

Provide information on school activities. Appointments to see the Principal or any members of staff should be made through these staff members.

Assemblies

Weekly Tuesday morning whole school assembly: In quadrangle. Run by Deputy Principal and School Captains. If wet weather, normal roll call in rooms.

Regular Special Assembly: Alternating between whole school assemblies and year meetings throughout each term.

- Whole school assemblies for special events, for example, ANZAC Day, NAIDOC Week. In quadrangle. Run by Deputy Principal and School Captains.
- Year Meetings: In designated spaces and organized by Year Advisers. End of each term, includes a formal year assembly, with the presentation of awards for the term.

Sports Assembly: End of Term 4 to recognise sporting excellence.

Our final assembly is Presentation Night where we recognise students' efforts and achievements for the whole year.

- Special Awards: variety of leadership and recognition awards; Academic awards; Year Adviser awards.
- Year group Awards: First in Course, Academic Awards for consistent achievement, performance and engagement.

Assessment

All staff keep detailed records of the progress and performance of students under their care and to record the results. These records form the basis of assessment of students and profile reporting of student progress.

Assessment programs are based on syllabus outcomes to suit the student report. Assessment programs are made available to students and parents in the assessment schedule booklet. These booklets outline the methods used to assess them as well as key information about each assessment (due date, weighting, outcomes assessed).

Teachers use a variety of assessment tasks and formative assessment to assess student performance. All tasks and learning activities are designed to measure student achievement in one or more of the syllabus outcomes. Teacher will use a variety of ways to gather information about student's knowledge, skills and understanding to make an on-balance judgement for End of Semester reports, utilising A-E grades in Standards-referenced assessment.

N-Warning letters concerning incomplete or overdue work will be sent on the day it becomes overdue or as soon as practicable afterwards. Issues of plagiarism will be discussed with Head Teachers and parents will be called.

Assessment schedules

An assessment schedule is published for Stage 5 (Year 9 and 10), Year 11 and Year 12 and issued to each student. Students and staff are required to adhere to the rules that are outlined in this document.

A subject Scope & Sequence coincides with the assessment schedule in a 2 page spread.

The booklets also include details of submitting assessments, and consequences of plagiarism or late submission of tasks.

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN is a nationwide measure through which parents, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN is a point-in-time assessment that allows parents to see how their child is progressing against national standards in literacy and numeracy and over time.

The tests provide an important contribution to monitoring and evaluating the performance of schools and school systems in these fundamental capabilities. They also provide schools, states and territories with information about how education approaches are working, the areas to be prioritised for improvement, and those schools requiring support in the teaching and learning of literacy and numeracy.

The results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress. These tests are completed online during a 2 week period in Term 1. Results are usually distributed to schools and families in Term 3.

Check-in assessment

Check-in assessments are online assessment for students in Years 3 to 9. They are mapped to the NSW Syllabuses and National Literacy and Numeracy Learning Progressions. There are two assessments:

- Reading; and
- Numeracy.

Each assessment is designed to be quick and easy to administer, consisting of between 40 to 50 multiple choice questions.

Assessment windows for 2024

Dates are yet to be released for 2024. Historically the check-in assessments have occurred as set out below.

Term 2

Year 8 - Weeks 4 to 7

Term 4

Years 7, 8, 9 - Weeks 3 to 7

HSC minimum standard

The HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2020.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. They have a number of opportunities each year to achieve the minimum standard in each test, starting from Year 10. Students will be given opportunities and support during the year to complete these tests.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Behaviour

The NSW Department of Education is committed to creating engaging and effective classrooms, and inclusive and safe school communities for all NSW public school students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Schools implement a School Behaviour Support and Management Plan that is underpinned by the care continuum. Principals will need to implement a whole-school approach to promote positive behaviour and social-emotional learning through prevention, early intervention, targeted intervention and individual intervention. Meaningful engagement and partnerships between the school, student, parents and carers, and community is fundamental to maintaining positive student behaviour in schools.

Student Management

Inside the classroom:

- Year 7 to 10 classes are expected to wait outside the classroom until the teacher arrives.
- A student, who has demonstrated meritorious effort and diligence, may be given an award (Hard copy and Sentral entry).
- Classes are not dismissed before the bell at the end of the lesson.

Outside the classroom:

- Students who are out of class for any reason during lesson time MUST have an Out of Class Authority (OCA) from the class teacher.

Detention

Detentions may be given for minor classroom and other misbehaviour. This is a period of reflection and conversation between the teacher and the student. Students may need to complete reflection learning sheets, catch up on missed work,

community service and/or communicate with other staff, students or family members. No more than one detention should be given to a student for any one incident - if the behaviour warrants more than a single detention the matter will be entered onto the Sentral Wellbeing system and may be referred to the Head Teacher.

If a student is detained at Recess or Lunch by a classroom teacher, they will be allowed adequate time for a break.

After school detentions may be issued to students for serious and/or continued disobedience issues.

Failure to attend detention

If a student is unable to attend a detention because they are "booked up for continuous days" the matter will be referred to the Head Teacher and raised at the Wellbeing Meeting as cause for concern. The progress, attitude and behaviour of the student may need to be reviewed.

If a student fails to attend a detention the Head Teacher will be informed.

Failure to attend detentions for the classroom teacher will result in an escalated Sentral Wellbeing contact and will result in the Head Teacher attempting to resolve the issue.

Bell times



Day Structure 2024 – 60-minute Periods

Period	Time	Monday	Period	Time	Tuesday	Wednesday	Thursday	Friday
0	7:40 – 8:40		0	7:40 – 8:40				
1	8:45 – 9:45		RC	8:45 – 9:00				
2	9:45 – 10:45		1	9:00 – 10:00				
R	10:45 – 11:00		2	10:00 – 11:00				
3	11:00 – 12:00		R1	11:00 – 11:15				
4	12:00 – 1:00		R2	11:15 – 11:30				
L1	1:00 – 1:15		3	11:30 – 12:30				
L2	1:15 – 1:30		4	12:30 – 13:30		L1 and L2 12:30 – 1:00		
5	1:30 – 2:30		L1	1:30 – 1:45		SPORT 1:00 – 2:30 pm		
Meeting 2:30 – 3:45			L2	1:45 – 2:00		Year 11 1:00 – 2:00 pm		
			5	2:00 – 3:00		Executive 2:15 pm		
				3:00 – 4:00				

Canteen

The Keira High School Canteen is managed and operated by Made Fresh. The Canteen takes pride in providing freshly made sandwiches, wraps, rolls, salads, snacks and hot items, as well as providing drinks that all adhere to the NSW Healthy School Canteen Strategy.

A number of Halal items are available, including: Chicken burgers, Spicy Chicken burgers, Beef burgers, Chicken goujons, Chicken nuggets and Halal hotdogs.

Breakfast items are available from 8am.

Online ordering is available via www.flexischools.com.au or payment can be made by cash or card at the Canteen. Mobile phones cannot to be used to make payments. Recess and lunch orders are actively encouraged.



Made Fresh Canteen Menu

If Gluten Free food is required please order before 8.30am

GFA=Gluten Free options available GF=Gluten Free V=Vegetarian LF=Lactose Free

BREAKFAST	HOT FOOD	FRESH FRUIT & YOGHURT	MILK - JUICES - DRINKS
<p>Good Morning</p> <ul style="list-style-type: none"> Vegetite or jam or honey toast V MF \$2.50 Hot chocolate V \$3.00 Pancakes x 3 with honey V \$3.50 Cheese & egg roll \$4.50 Lean ham & egg roll \$5.00 <p>Toasted sandwiches & wraps</p> <ul style="list-style-type: none"> Cheese V MF \$4.00 Ham V MF \$4.50 Cheese & tomato V MF \$4.50 Lean ham & cheese V MF \$5.00 Lean ham, cheese & tomato V MF \$5.50 <p>Choose one item from the breakfast menu and get</p> <ul style="list-style-type: none"> a bottle water 600 ml extra V MF \$1.50 or add a popper juice 250ml extra V MF \$2.50 or add a flavoured milk 300ml extra V MF \$2.50 or add an UP & GO 250ml extra V MF \$2.50 	<p>Hash brown MF \$2.00</p> <ul style="list-style-type: none"> Chicken & corn roll MF \$2.50 Chicken wings x 1 MF \$3.00 Potato wedges (bag 100g) MF \$3.00 Potato gems x 10 MF \$3.50 Noodle cup chicken MF \$4.50 Noodle cup beef MF \$4.50 Beef hot dog MF \$4.50 Chicken hot dog MF \$4.50 Chicken nuggets (6 pieces) MF \$4.50 Chicken goujonettes (5 pieces) MF \$6.00 Garlic bread MF \$3.00 Garlic & cheese bread MF \$3.50 Homemade pizza with cheese MF \$6.00 Homemade pizza with lean ham & cheese MF \$6.50 Homemade bbq chicken pizza MF \$6.50 Homemade hawaiian pizza MF \$6.50 Nachos with salsa & cheese MF \$6.00 Mexican Quesadilla MF \$6.00 Sausage roll MF \$5.50 Meat pie MF \$6.00 Potato or curry pie MF \$7.00 Beef lasagne MF \$6.50 Vegetarian lasagne MF \$6.50 Grilled chicken souvlaki on a roll MF \$7.00 Sweet chilli chicken tender wrap MF \$7.00 Beef meatball sub with napoletana sauce/cheese MF \$6.50 Veggie pattie burger MF \$6.50 Chicken burger MF \$7.00 Cheeseburger MF \$6.50 Aussie lean beef burger with lettuce/tomato MF \$7.50 Filet-O-Fish burger with lettuce & mayo MF \$7.00 	<ul style="list-style-type: none"> Whole fresh fruit each V MF \$1.50 Fresh cut veggie cup V MF \$2.50 Fresh cut watermelon cup V MF \$3.00 Fresh grapes cup (seasonal) V MF \$3.00 Fresh diced fruit cup V MF \$3.50 Vanilla yoghurt (low fat) V \$4.00 Yoghurt with fruit or muesli cup V \$4.50 Watermelon pieces in a bowl (12oz) V MF \$5.50 Seasonal fresh fruit salad bowl (12oz) V MF \$6.00 Fresh fruit salad with yoghurt bowl (12oz) V MF \$6.50 	<p>Water 400ml V MF \$2.00</p> <ul style="list-style-type: none"> Water 600ml V MF \$2.50 Pump water 750ml V MF \$2.50 Popper 99% juice 250ml V MF \$2.80 UP & GO 250ml V MF \$3.30 Flavoured light milk 300ml V \$3.50 Milk 600ml (plain) V \$4.50 Bottled milk 500ml V \$5.50 Can of drink 375ml (sugar free) V MF \$3.50 Waterfords lite & fruity V MF \$5.00 Lipton light peach ice tea V MF \$5.50
<p>SANDWICHES</p> <ul style="list-style-type: none"> Cheese V MF \$4.00 Cheese & tomato V MF \$4.50 Lean ham & cheese V MF \$5.00 Lean ham, cheese & tomato V MF \$5.50 Curried egg V MF \$5.50 Tuna, lettuce & mayo V MF \$5.50 Salad (lettuce,tomato,carrot,cucumber) V MF \$5.50 Fresh chicken, lettuce & mayo V MF \$6.00 	<p>HOMEMADE MEALS (TWO cooked each day)</p> <p>Australian, European, Asian & Mexican Meals</p> <ul style="list-style-type: none"> Mac & cheese V MF \$6.00 Creamy chicken with rice MF \$6.00 Butter chicken with rice MF \$6.00 Pasta bolognaise V MF \$6.00 Pasta carbonara with lean ham MF \$6.00 Pasta with beef meatballs MF \$6.00 Spaghetti napoletana V MF \$6.00 Sweet chilli chicken with rice MF \$6.00 Honey mustard chicken with rice MF \$6.00 Veggie fried rice V MF \$6.00 Fried rice with lean ham MF \$6.00 Chicken hokkien noodles MF \$6.00 Teriyaki chicken stir fry & steamed rice MF \$6.00 Thai red curry chicken, vegetables & rice MF \$6.00 Mexican chicken burrito skillet & rice MF \$6.00 Vegetable noodle Soup V MF \$6.00 	<p>SNACKS & FROZEN ITEMS</p> <ul style="list-style-type: none"> Bread sticks x 4 V MF \$2.00 Homemade cookies x 1 (made fresh daily) V MF \$2.00 Homemade muffins (made fresh daily) V MF \$3.00 Popcorn V MF \$1.50 Monster noodle snacks (Chicken or BBQ) MF \$2.00 Rice sticks cheese MF \$2.50 Grain waves 22g MF \$3.00 Red rock deli chips 28g MF \$3.00 Delites rice snacks MF \$2.50 Quelch 99% fruit juice sticks V MF \$1.00 Sour snap stix V MF \$2.00 Frozen 99% juice cup V MF \$2.00 99% frozen nippy's juice cup V MF \$2.50 Frozen milk cup (vanilla, choc, strawberry) V MF \$2.50 Ice many freeze pops V MF \$2.50 Vanilla ice cream cup (98% fat free) V MF \$3.50 Jelly cup V MF \$2.50 Custard cup V MF \$2.50 Chocolate custard cup V MF \$3.50 Rice pudding (200ml cup) V MF \$3.00 Chocolate mousse V MF \$3.50 Homemade custard tart MF \$4.50 Homemade chocolate custard tart MF \$5.00 	
<p>WRAPS</p> <ul style="list-style-type: none"> Cheese V MF \$5.00 Cheese & tomato V MF \$5.50 Lean ham & cheese V MF \$6.00 Lean ham, cheese & tomato V MF \$6.50 Curried egg & lettuce V MF \$6.50 Tuna, lettuce & mayo V MF \$6.50 Salad (lettuce,tomato,carrot,cucumber) V MF \$6.50 Fresh chicken, lettuce & mayo V MF \$7.00 	<p>SALADS (All Salads served in 12oz bowl)</p> <ul style="list-style-type: none"> Garden salad V MF \$6.00 Cheese salad V MF \$6.50 Lean ham salad V MF \$6.50 Tuna salad V MF \$6.50 Greek salad V MF \$6.50 Fresh chicken breast salad V MF \$6.50 Fresh chicken avocado salad V MF \$6.50 Caesar salad (No chicken) V MF \$6.50 Fresh chicken caesar salad V MF \$6.50 Fresh chicken breast pasta salad V MF \$6.50 	<p>SUSHI</p> <ul style="list-style-type: none"> Tuna MF \$5.50 Veggie V MF \$5.50 Beef MF \$5.50 Teriyaki chicken MF \$5.50 	

OUR FOOD IS MADE IN THE CANTEN DAILY FROM FRESH INGREDIENTS

We have all types of bread: White, Wholemeal or Multigrain, Wraps, White Roll or Focaccia

Gluten Free sliced bread extra \$1.00 - Upsize Salad to 20oz extra \$2.00

Extra fillings 0.80c each: lettuce, tomato, cucumber, carrot, beetroot, olives, onion, capsicum

Extra fillings \$1.00 each: cheese, ham, chicken, egg, pineapple, avocado

Sauce each 50c - Cutlery each 50c

Classes

Classes are constructed based on student numbers, interactions, needs, gender balance and teacher judgement.

Students can access their timetable on the Sentral Portal. Students can also see their Year Adviser for a new paper timetable.

Years 7 to 10

Year 7: 4 classes for mainstream subjects; 7 classes for Design & Technology and Visual Arts

Year 8: 5 classes for mainstream subjects; 7 classes for Design & Technology and Visual Arts

Year 9: 5 classes for mainstream subjects

Year 10: 5 classes for mainstream subjects

Year 9 & 10 are combined in Stage 5 Elective classes (14 classes per line)

Most classes are between 15-25 students

Electives: Subject selection process allows Executive to offer classes, students choose electives that Executive then decide what can be run. Students allocated to classes.

Students may choose to change electives by speaking with Head Teacher Administration and completing a “Change to my pattern of study” form.

Years 11 and 12

Electives: Subject selection process allows Executive to offer classes, students choose electives that Executive then decide what can be run. Students allocated to classes.

All Year 11 students must complete 12 units, including 2 units of English. Students may choose a TVET course.

Students may choose to change electives by speaking with Head Teacher Administration and completing a “Change to my pattern of study” form.

Clubs, events and opportunities

A feature of Keira High School is the plethora of opportunities that are provided to students to develop their skills and knowledge outside of classroom learning.

These events are coordinated by school staff, sometimes in conjunction with community organisations and are held throughout the year.



- Aboriginal Education Committee
- Arts Under the Stars
- Bands: Senior Band, Beginner Band, Guitar and Ukulele Ensembles
- Biannual Whole School Production
- Book Club
- Breakfast Club
- Café
- Chess Club
- COVID Intensive Literacy and Numeracy Support
- Crochet
- Debating
- Directed Senior Study for Year 11 & 12 students
- Drama Festival
- Duke of Edinburgh
- EALD Homework support
- Keirabald Art exhibition
- Library Helpers
- Lunchtime Games
- Music “Plugged” Concerts
- NAIDOC week
- NSW Premier’s Reading Challenge
- Peer Support for Year 7 and 11 students
- Performing Arts Evening
- Public Speaking
- Robotics
- Rock & Water Physical and Social Wellbeing program
- Schools Spectacular
- Science & Engineering Challenge
- Sentral Parent & Student Portal
- Southern Stars

- Engadine Band Fest + Illawarra Instrumental Festival
- Harmony Day
- Homework Club
- HSC Atomi for Year 11 & 12 students
- HSC Study Days
- Illawarra & South East Region Touring ensembles
- Induction program for new students
- Interact Club with Wollongong Rotary Club
- Keira Community of Schools STEM
- Keira Community of Schools Student leadership events
- Sports Captains
- Student Assistance Program- Food helpers
- Student Representative Council (SRC)
- Student Welcomers to new students
- Sydney Writers' Festival
- Technology Team
- Theatresports Team
- Uno club
- UoW Science Fair
- White Ribbon Day
- Work, Health & Safety

Communication with parents/caregivers

Newsletter

The school newsletter is published three times a term. A link is emailed to parents and is posted on the Keira High School website <https://keira-h.schools.nsw.gov.au/>.



The newsletter contains interesting and important information that students, parents and caregivers need to know. Please notify the school if your contact details change.

In person meetings

If needing to meet with a staff member at school, please wait in the Office for a staff member to see you or take you to a meeting place. Parents/caregivers are required to sign-in on arrival and sign-out on departure.

Parent Teacher Evenings

There are Parent Teacher Evenings held in Term 1 and 3 of each year. Parents are notified in the school newsletter, the school's website and by email. Parents are able to book in their appointments through the Sentral Student and Parent Portal. Parents can call the school if they need assistance with bookings. If parents are unable to attend these nights, they can arrange interview times with staff by contacting the school.

Connect with Keira

Keira High School Website (https://keira-h.schools.nsw.gov.au/)	Our website has a range of information about our school, useful links and much, much more.
Sentral for Parent Portal and/or App (https://www.sentral.com.au/parents)	Staff can message individual parents/carers, as well as post reports, assessments, homework and excursion notes through the Sentral Parent Portal. Parents/carers can also explain absence(s) for their student(s) via the App.
School Bytes Parent Portal and/or App (https://www.schoolbytes.education/)	Statements of account and excursion notes are located on the School Bytes Parent App.
Facebook (https://www.facebook.com/p/Keira-High-School-100057616292640/) Instagram (https://www.instagram.com/keira.high.school/)	Messages and stories are posted on our social media pages.

Complaint handling

Complaint management presents an opportunity for The Department of Education to use feedback to improve service delivery and focus on continuous improvement.

There are several resources for all staff to access to help with managing a complaint effectively. These materials include guides to following the correct process as well as some of the behavioural models which may assist with communication and handling difficult scenarios.

<https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions>

The complaint handling policy is applicable to all complaints.

The school community and consumer complaint procedure refers to the complaint handling process for consumer complaints.

The staff complaint handling procedure refers to the complaint handling process for workplace issues or disputes.

Curriculum

Courses in Year 7

English	History/Geography	Excelsior
Mathematics	Music	PDHPE
Science	Visual Arts	Sport
Aboriginal Studies	Design & Technology	

Courses in Year 8

English	HSIE	PDHPE
Mathematics	Music	Japanese
Science	Visual Arts	Sport
Aboriginal Studies	Design & Technology	

Courses in Years 9 and 10

Core subjects: English, Mathematics, Science, History, Geography, PDHPE plus 200 hours of electives.

For details, refer to KHS Stage 5 Handbook available from the school.

Courses in Years 11 and 12

Year 11 students must complete a minimum of 12 units of courses including at least 2 units of English.

Year 12 must complete a minimum of 10 units including at least 2 units of English.

For details, refer to KHS Stage 6 Handbook available from the school.

Disabilities

Students and staff with a disability are supported in their learning and workplace through a range of measures. The disability may be temporary or permanent and require individual support.

Students with a disability will have access to the full range of educational experiences. Students will meet with their parents and school staff to personalise the learning support required. Facilities or equipment may need to be purchased or modified to allow full access.

Individual Learning Plans (ILP)

Students with additional learning needs receive support through the development of an Individual Learning Plan (ILP). This collaborative process involves a teacher working with the student and their parent/carer to establish learning goals and identify adjustments that can enhance the student's educational experience.

Disability provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room.

The provisions granted are solely determined by how the student's exam performance is affected. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Lift

A Block lift is accessible for people with a disability to access A Block top floor where the use of stairs would be difficult/prohibitive. Staff may use it for transporting heavy or bulky items. A student using the lift may need to have a friend accompany them and are supported by a school learning and support officer. A key for accessing the lift is with the Senior Executive and the Office.

Integration funding support

Integration Funding Support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.

Funding is used:

- for additional teachers and school learning support officers to assist with personalised learning and support for students in their own classrooms; and
- to provide relief for classroom teachers to undertake professional learning and to plan adjustments with parents and carers and other school staff.

Integration Funding Support is only considered when a school learning and support team determines that:

- additional resources are required to develop and provide adjustments to personalise learning and support; and
- extra teacher and/or school learning support officer time is the most appropriate resource.

Who is eligible?

Integration Funding Support helps students who:

- are school-aged;
- are enrolled in a mainstream class in a NSW public school;
- have a moderate to severe intellectual disability, physical disability, mental health disorder, autism spectrum disorder, hearing and/or vision impairment as defined by the Department's disability criteria;
- need adjustments to access learning opportunities and school experiences.

How to apply

Schools apply for Integration Funding Support through the Access Request process. An Access Request is arranged by the school learning and support team.

New applications can be made for:

- the current school year, eg. for an increase in support needs or for a student transferring from a support class to a mainstream class;
- students who are receiving Integration Funding Support (IFS) in Year 6 and are transitioning to a mainstream class in Year 7 secondary school do not need a new Access Request. Their funding will continue into secondary school to enable a smooth transition. During Term 2 in Year 7 the school's learning and support team will organise a review of the student's support needs.

Students in mainstream classes with a current allocation of Integration Funding Support do not need to reapply every year.

A student's summary profile

Every application for Integration Funding Support includes a student's summary profile completed by the school learning and support team in consultation with parents and carers.

The profile is an objective summary of a student's educational achievements and adjustment needs in the Key Learning Areas (KLAs) as well as in Communication, Participation, Personal Care and Movement.

Annual reviews

At least one review meeting a year must be held for each student receiving Integration Funding Support to:

- evaluate the student's progress towards personalised learning goals;
- assess the effectiveness of the adjustments currently in place;
- make any necessary changes to personalised learning and support;
- prepare for the coming year eg. for planned operations, school excursions;
- confirm or amend the student's summary profile.

Funding reviews

A review of funding allocation may be requested if changes to a student's summary profile show that their learning and support needs have changed. This may be initiated by the school or by parents and carers.

Support classes in mainstream schools

Students Support classes located in some mainstream primary schools, high school and central schools across NSW are available for students with moderate to high learning and support needs - as defined by the Department's disability criteria.

Support classes cater for students with moderate to high learning and support needs including students with:

- intellectual disability;
- mental health issues;
- autism;
- physical disability;
- sensory impairment;
- behaviour disorders.

Classes

Support classes in mainstream schools have fewer students than mainstream classes. Class sizes depend on the class type and, in some cases, the students' additional learning and support needs.

Every support class has a teacher and a school learning support officer. Class teachers - in consultation with parents and carers and allied health professionals, where appropriate - are responsible for planning personalised learning and support for each student.

Students in support classes have the opportunity to participate in the school and community activities their school offers, on the same basis as students in mainstream classes. Students also have access to:

- itinerant support teacher (hearing or vision);
- support teachers transition;
- specialist provisions available to students in mainstream classes including disability provisions from the NSW Education Standards Authority (NESA) for practical support in examinations;
- access to transport assistance under the [Assisted School Travel Program](https://education.nsw.gov.au/public-schools/astp) (<https://education.nsw.gov.au/public-schools/astp>).

For students enrolled in support classes in mainstream schools, there is the flexibility for them to undertake some of their learning in other mainstream classes in the same school. This is largely dependent upon the resources available and the personalised learning and support needs of the students.

Placements and review

Applications for placement are through the Access Request process. An Access Request is arranged by the school learning and support team at the local public school.

A student is offered enrolment in a support class in mainstream school through a placement panel process. A student's eligibility is determined through the Department's disability criteria as well as the availability of a place in an appropriate support class.

Enrolment arrangements for students with disability and additional learning and support needs are the same as for all students. To get information about enrolment, parents and carers can visit the local public school. More information is available at [school enrolment \(https://education.nsw.gov.au/public-schools/going-to-a-public-school/enrolment\)](https://education.nsw.gov.au/public-schools/going-to-a-public-school/enrolment).

School learning and support teams review the placement of each student annually. Reviews consider all aspects of a student's personalised learning and support, including whether or not the current placement is best meeting their learning and support needs.

Finance

The Principal is responsible for the financial management of the school.

The Principal consults with the Executive about the allocation of funds for school programs.

Faculty budgets are issued to Head Teachers after Week 4 Term 1. This follows the submission of Head Teacher faculty budgets, student numbers and the finalisation of classes.

The Finance Committee meets once a term to discuss finance procedures and requests for additional funds.

Student Financial Assistance

Students/families may request financial support through the completion and submission of "Student Financial Assistance" form to the Principal, Deputy Principals or Business Manager. They will consider the request and agree/decline the request, allocating this to the School Administrative Manager to finalise. Support can be given for uniforms, equipment, subject fees, excursions and camps.

Fees and charges

In order to resource all curriculum programs in their current form, it is vital for parents to provide some essential learning resources and materials. This takes the form of a school fee that is to be collected from all students from Year 7 to 12. All fees collected from parents are spent on classroom resources for students. Early each year, a statement will be sent to families for each student outlining their expected contributions, including P&C fee and photo ID card (for students in Year 9 to 12).

Fees can be paid in instalments. Families may request financial support if needed.

The money collected allows the school to supplement a range of learning support programs including additional texts, photocopying, technology facilities, maintenance of student computer folders, sporting equipment, student welfare initiatives and extra-curricular activities. This makes for a more interesting, dynamic and diverse school. The learning outcomes of all students are therefore improved with the use of the resources.

For 2024, the school has set the fees at (unchanged since 2001):

Years 7 – 10 \$50.00 Years 11 – 12 \$65.00

Those elective subjects that involve the consumption of additional expensive resources also attract a Subject Elective Fee on a cost-recovery basis.

General Contribution

Depending upon the student year group, a general contribution is a voluntary contribution to the student's schooling. It is not compulsory and a student cannot be discriminated against if they have not paid this contribution. All contributions are to be paid through the School Bytes Parent App or at the Office. Payments can be made at the Office in cash or by EFTPOS before school, at recess or lunch. If paying by cheque please address to Keira High School. General contributions should be paid by the end of February. If there is a financial problem in the home, please send a note or contact the Principal. Financial requests will be treated as a confidential matter.

Subject Elective Fees

Specific subjects may have subject fees associated with the course to cover materials and equipment used by the students in the course. This fee is compulsory. Students may be excluded from the course, from taking materials home or from extracurricular excursions if the fees have not been paid.

Keira Community of Schools

The Keira Community of Schools is a joint initiative between the seven public schools in the Keira Community:

Balgownie Public School, Coniston Public School, Fairy Meadow Demonstration School, Keira High School, Mt Ousley Public School, Pleasant Heights Public School and Wollongong Public School. The Learning Community is not a separate entity from the schools; it is the schools working together.



Our schools work together for learning, wellbeing, social and cultural activities. There is a strong transition program between the schools, in conjunction with combined activities throughout the year.

Starting Strong at Keira High School

Starting high school is a time of significant change. For many students, it will be a time of excitement and anticipation, while others it can be a source of anxiety. To facilitate a smooth transition into Year 7 at Keira High School, targeted Year 6 students engage in the Starting Strong Program during Term 4.

Starting Strong is an additional transition program designed to support Year 6 students and their transition to high school by providing structured opportunities to become familiar with their new school environment through additional school tours, taster lessons and opportunities to meet teaching staff and key personnel.

Keira High School is committed to ensuring that every student receives the best possible start to their high school education.

Library

The Library is a welcoming, inclusive centre of inquiry and learning where students can create, collaborate and connect with each other and the school.

Library Opening Hours

Monday to Friday 8:20 am – 3:15 pm.

Accessible to students during Recess and Lunch daily.

Borrowing

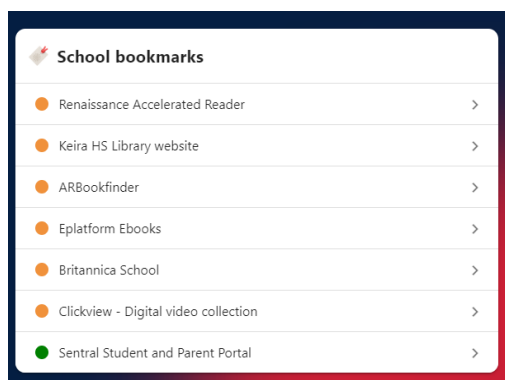
Books may be borrowed for four weeks and then must be renewed or returned.

Printing services are available.

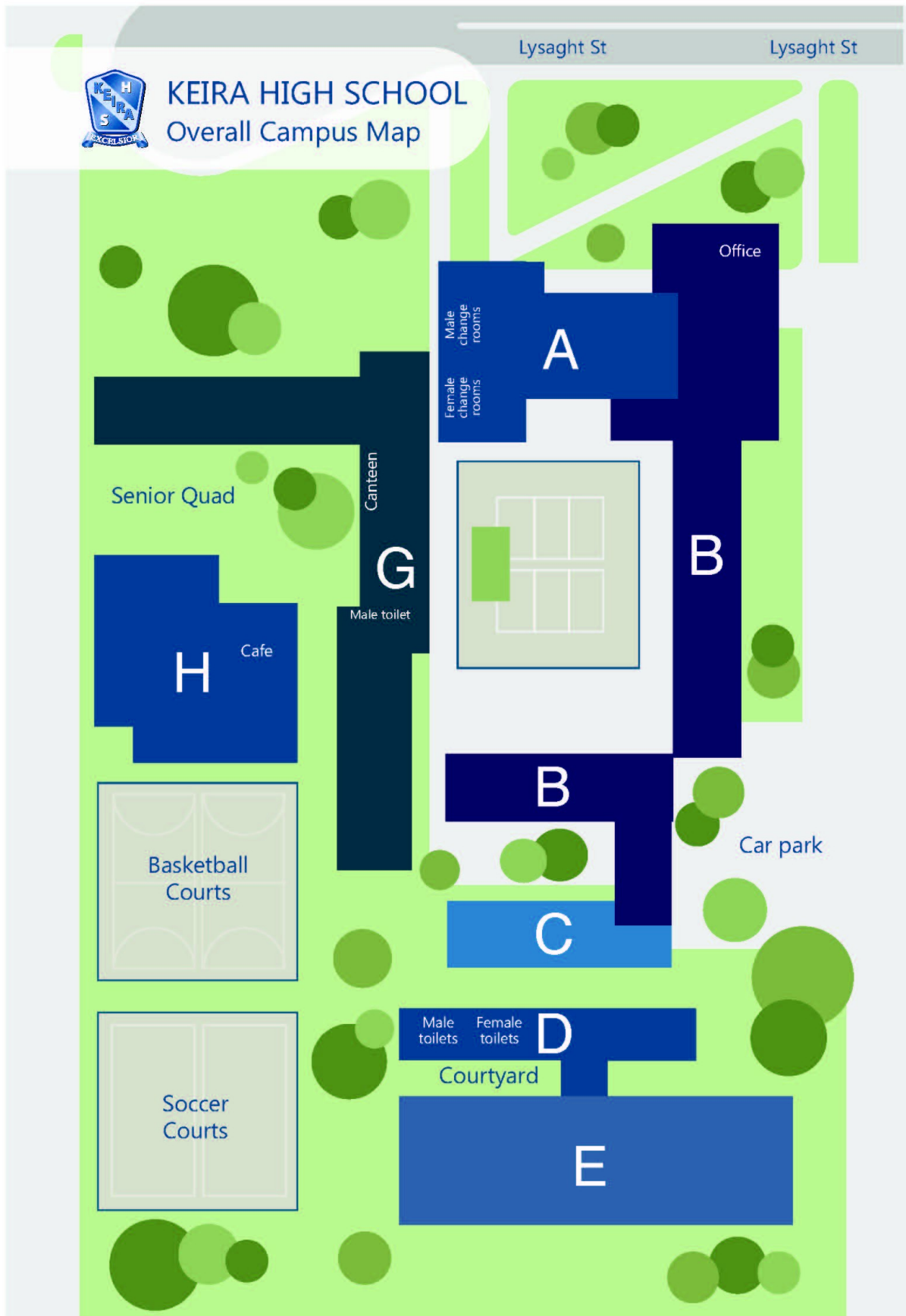
Access to Collection

The library has an extensive fiction and non-fiction collection that ranges from new release fiction, manga and graphic novels to specialist collections for HSC support. Search our catalogue from your My School Library link on your student DoE launchpad.

Easy access to the library's resources is available via the [DoE student portal](#), scroll down to [School Bookmarks > My School Library \(Oliver\)](#)



My school
library
(Oliver)



Parent & Citizens Association

The Keira High School P&C meets on Wednesday evening of Week 3 and Week 8 of each school term. The meetings are from 6pm-7pm and are held in the Administration Block. All parents are welcome.

The P&C President is Mark McCarthy.

Playground Duty

- Teachers will carry out active supervision whilst on Playground Duty, talking with students and asking students to keep areas clean and tidy.
- Students are to leave the playground free of litter.
- Students may be removed from the playground due to incidents or misbehaviour.
- Accidents and intruders are to be immediately reported to the Office.
- Year 12 students have access to their Year 12 Quadrangle.

In-Bounds Areas are areas where students may move freely during the times when they are not in class. During these times, these areas are covered by teachers on supervision.

Basketball courts	Soccer Courts	Bush Garden (Quiet space)	Library
Quadrangle	Art Garden	Sport Fields (when opened)	Hall (in wet or hot weather)

Reports

Reports are issued twice a year. A reflection sheet is completed by each student when they receive their report and returned to their Year Advisor. The Year Advisor will use this sheet to discuss with the student their progress. Contact may be made with parents.

Junior reports

Semester One (covering work from Terms 1 and 2).

Semester Two (covering work from Terms 3 and 4).

Senior reports

Year 11 - Mid Term 2, and at the beginning of Term 4.

Year 12 - Beginning of Term 2, covering work from Term 4 of the previous year and Term 1 of the current year, and a final report at the end of Term 3.

Rules and Policies

Attendance Policy

Rationale

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Keira High School regards attendance as an essential pre-requisite to achieving good learning outcomes. Indeed, student achievement and attendance are directly related. Therefore, the school community will endeavour at all times to promote the primacy of the teaching and learning experiences of the classroom.

This policy will reflect the requirements for attendance as outlined in both Department of Education (DoE) and NSW Education Standards Authority (NESA) policies.

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0259>

Days missed = years lost

A day here and there doesn't seem like much, but...



Reporting to parents

- As well as reporting to parents/caregivers regarding unexplained absences, the school will report whole school absences on each Half-Yearly and Yearly Report.
- Each teacher will report for his/her subject the number of lessons that each student has attended relative to the number scheduled. Teachers will be expected to comment on attendance in relation to a student's ability to meet course outcomes.

Application for extended leave over 5 days

- On occasions, families may require students to be granted extended leave where leave taken is over 5 days, such as for overseas travel. In this instance, parents/caregivers must complete the DoE Application for Extended Leave – Travel form for Principal permission. A copy of the student's travel itinerary must be submitted along with the form. If permission is granted, the appropriate school form will be collected from the Office and taken to the Head Teacher Administration first by the student before being signed by all class teachers.
- In some cases where there is a concern that course outcomes may not be achieved, particularly in relation to senior courses, permission may not be granted.

Sport

- Students who are unable to participate in Sport due to medical conditions must bring a parent/caregiver signed note (and, for ongoing problems, a medical certificate) and present this documentation to the Sports Organiser. If permission is granted, students must attend non-sport.

Leaver's Pass

- Any student who has authority to leave the school early will be issued with an official DoE Leaver's Pass. This pass must be produced on demand and retained by the student upon leaving the school. An Early Leavers record will be maintained by the Office.

Homework Policy

Rationale

Homework is important for students of all ages, as it helps them build on what they have already learnt in the classroom and prepares them for the next stage in their learning. Homework is also valuable for teachers, as it helps them assess the progress of their students. Homework helps to bridge the gap between home and school.

Homework activities will vary according to the needs of the various subjects being studied.

While most homework will consist of completing work begun in class and preparing for future lessons, students may also be given work to consolidate what they have learnt and to help them progress to the next stage of their learning.



KEIRA HIGH SCHOOL

Address: Lysaght Street, Fairy Meadow, NSW 2519
Postal: P O Box 19, Fairy Meadow, NSW 2519
Website: www.keira-h.schools.nsw.edu.au

Telephone: (02) 4229 4644
Facsimile: (02) 4226 9983
Email: keira-h.school@det.nsw.edu.au

Starting Strong @Keira

Keira's Homework Centre

Enhancing Learning Beyond the Classroom



Dear Keira Community,

Some of a student's best learning can occur away from the classroom when they are reinforcing their understanding, practising skills, researching assignments and composing responses to assessment activities, preparing for future learning activities, or examinations.

Our Homework Centre can be a great place where students can learn after school.

What is available at the Homework Centre?

- a space for *all students* to learn and complete tasks, assignments and study
- the chance to collaborate with others
- resources, computers and the internet
- one on one teacher guidance
- focused learning
- healthy afternoon tea to sustain focus

Where and When and Who?

- Our Library/Learning Centre
- Every Tuesday, 3:15 - 4:15pm
- All students from all years



Please consider taking advantage of this wonderful opportunity that will provide support to enhance their learning. Regular attendance is encouraged; however, a drop in when needed attendance is also supported.

*Time, Support, Resources and Space
Everything You Need from a Learning Place*

Guidelines

- Homework is an integral part of the learning process at Keira High School.
- Homework for each subject must be recorded in the student's diary.
- It needs to be given on a regular basis, but should not be unreasonable in its demands on the students.
- Homework needs to be well planned and should consider demands from other subject areas, examination timetables etc.

- Homework set must be followed up as soon as possible to provide constructive feedback to students.
- Homework will take a variety of forms and could include:
 - completing in-class course work
 - research assignments
 - model making/diary/play-design/rehearsal
 - reading.
- Students who have not completed homework will be followed up using the school's welfare and discipline system.

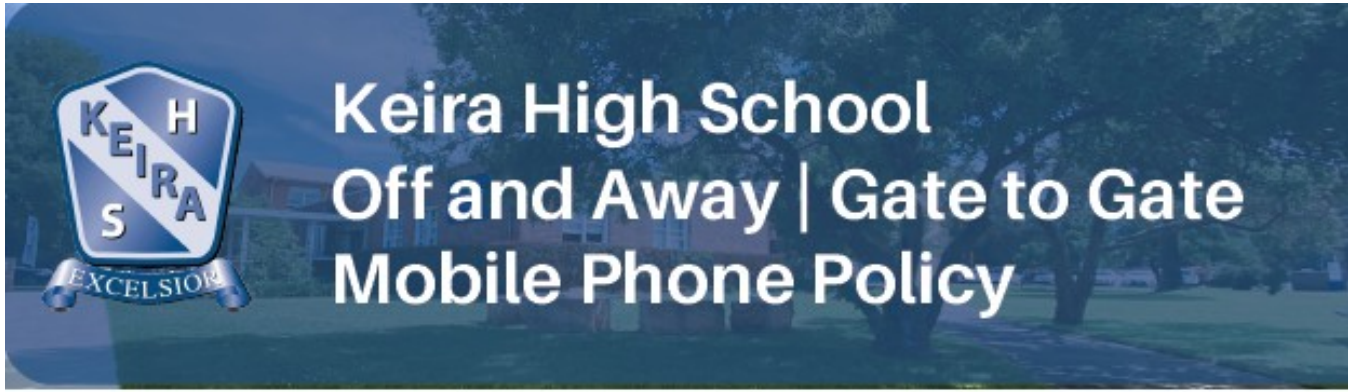
Parent/Caregiver Support

- Supporting students in completing homework.
- Providing, if possible, a dedicated place and desk for homework and study.
- Assisting teachers to monitor homework by signing off tasks according to the timeline indicated in the student's homework record or diary.
- Communicating with teachers about any concerns with homework or their child's approach to homework.

Outcomes

As a result of following the Keira High School Homework Policy students will:

- be better prepared for lessons;
- have developed a range of homework / study techniques; and
- be up to date with school work and arrangement.



Keira High School Off and Away | Gate to Gate Mobile Phone Policy

RATIONALE

Keira High School acknowledges the educational value of technology in supporting and enhancing educational outcomes and student wellbeing. We also recognise mobile phones may cause harm if used inappropriately. We are committed to supporting our students to use them in safe, responsible and respectful ways to enhance student learning and engagement. Keira's strategy of keeping mobiles phones "Off and Away, Gate to Gate" reduces the distractions to students in the classroom.

POLICY

The mobile phone ban applies during all school hours, including break times such as lunch and recess, as well as while students are on school organised excursions. Students will still be able to carry their phones while travelling to and from school. Individual student requests for exemption for medical and learning needs will be managed by the Principal and assessed by the school. Phones and headphones will be confiscated if they are seen or being used, with students collecting them from the Front Office at the end of the school day. Smart watches need to be turned to Airplane mode.

PROCEDURES AND CONSEQUENCES

Procedure

- If requested by a teacher or staff member, students will immediately place their mobile phone or electronic device into the Phone Breach Envelope.
- The Envelope will be delivered by the student to the Front Office where it will be securely stored in an Admin safe.
- The staff member will record the incident on Sentral.
- Students who refuse to follow staff instructions will be referred to Head Teacher and/or Deputy Principal/Principal. Parent/Carer contact will be made and Formal Caution of Suspension may be issued.

Consequences

Include, but are not limited to:

- **1st offence per term:** Confiscation of the device until end of day. Student counselled about appropriate phone use and warned of further consequences.
- **2nd offence per term:** Confiscation, plus reflection activity with the teacher. Student completes reflection sheet during detention and discusses strategies to improve.
- **3rd offence per term:** Confiscation, plus Head Teacher monitoring: Yellow Monitoring Card. Reflection activity with the Head Teacher during after school detention. Student completes reflection sheet during detention and discusses strategies to improve.
- **4th offence per term:** Confiscation, plus Formal Caution of Suspension: Red Monitoring Card. Student to hand in phone to Front Office while on Monitoring Card. Reflection activity with the Deputy Principal during after school detention. Student completes reflection sheet during detention and discusses strategies to improve. Mentor agreed upon to support student.
- **5th offence and each subsequent breach per term:** Student Suspended.

Further consequences

May include:

- Confiscation of the device until such time as their Parent/Carer can attend school to collect the device.
- Withdrawal of a student privilege to bring their phone to school.

IT'S AS SIMPLE AS...



Each morning you will be required to switch your mobile phone & headphones off & turn your Smart Watch to Airplane mode when entering school



The mobile phone & headphones then need to stay off & out of sight throughout the day



After leaving the school, you are able to switch on your mobile phone & use your headphones again

BENEFITS

- 1 Increased safety
- 2 Increased learning and engagement
- 3 Increased positive social interactions
- 4 Less distractions

PAYMENTS

Office payments: online via [School Bytes](#), cash or card.
Canteen: online via [Flexischools App](#), cash or card.

Mobile phone/device - exemption for students

Keira High School understands there may be students who have a medical, wellbeing or learning need which will require them to access a mobile phone.

Exemptions can be sought by parents/carers by contacting the Principal and completing the Mobile Phone Exemption Application (attached below). In the case of a health condition, a letter from a medical professional stating when and how the mobile phone is to be used will be required. The Deputy Principal will work alongside parents and complete the Mobile Phone Exemption Plan. For example, the Plan may outline a process by which students check their phones as required in consultation with the Deputy Principal.

Families of students that require exemption will be referred to the Phone Exemption Flow Chart (set out below).

Note: No Phones to be used for Canteen Purchases, only cash or card, including for those who have exemption.

Mobile phone/device - exemption Flow Chart

Step 1	Parent contacts Deputy Principal for information on obtaining an exemption to the KHS mobile phone policy. Discussion occurs around possible eligibility for exemption as per mobile phone policy. Parent is given Mobile Phone Exemption Application.
Step 2	Parent completes application for phone exemption and gathers any required documentation eg. medical certificates. Parent contacts Deputy Principal to make appointment to further review eligibility and to create a plan around eligibility.
Step 3	Appointment with Deputy Principal to discuss and complete the Phone Exemption Plan around phone/device use. Head Teacher Wellbeing and/or Learning & Engagement may also be involved. Discussion also includes inappropriate phone use issues.
Step 4	Application for Phone Exemption + Exemption Plan for student with a phone exemption + Required documentation to be submitted to Principal for final approval.
Step 5	Final approval communicated with parents via Deputy Principal. Student issued with a Phone Exemption card and Sentral Flag.
Step 6	Paperwork given to SAO and SAO to place data into Mobile Phone Exemption under 'Plans' in Sentral and notify class teachers. Paperwork filed in student file.



KEIRA HIGH SCHOOL

Address: Lysaght Street, Fairy Meadow, NSW 2519
Postal: P O Box 19, Fairy Meadow, NSW 2519
Website: www.keira-h.schools.nsw.edu.au

Telephone: (02) 4229 4644
Facsimile: (02) 4226 9983
Email: keira-h.school@det.nsw.edu.au

4.2 Phone (Personal Devices) Exemption Application

Name:	
Year:	
Deputy Principal:	
Parent/ Carer:	
Parent Carer Contact:	
Outline the health / wellbeing Mobile Phone procedure needed for this exemption?	
Is medical exemption/information/evidence attached?	YES / NO
Have you met with the DP to develop an appropriate phone plan?	YES / NO
Phone Plan attached:	YES / NO
Principal Exemption Approval	YES/NO
Signature:	Date:
** Please bring all relevant documentation to the meeting with your child's DP where a plan will be designed in consultation with all parties.	

OFFICE USE ONLY

- o Plan created in Sentral.
- o Phone Exemption Card created and given to DP to deliver to the student and notification to the parent.
- o DP notifies parent that exemption is in place. Recorded on Sentral

Behaviour Code for Students

NSW Public Schools

NSW public schools are committed to providing safe and inclusive learning environments for everyone. We teach and model prosocial behaviours for our students to develop and maintain a school environment where all feel safe, valued and able to learn. Students are expected to abide by this behaviour code.

All students have the right to be treated fairly and with dignity in a school environment free of bullying, harassment, intimidation, victimisation, discrimination and continued disruption. All students have a right to an education, where they can access and fully participate in learning.

In NSW public schools, students are expected to:

- respect all students, staff, community members, property and the school environment
- follow school and class expectations
- apply themselves fully to their learning
- follow and comply with school guidelines and department policies and procedures
- attend school every day.

Behaviour Code for Students: Actions

The NSW Department of Education and local schools implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and positive behaviour.

Respect

- Treat each other with dignity
- Cooperate with others
- Build and maintain positive relationships that value and protect the interests, ability and diversity of others
- Responsible use of and protection of property, the school and its environment

Safety

- Follow departmental, school and class rules
- Take personal responsibility for own words, behaviour and actions
- Negotiate and resolve conflict with respect to others' perspectives, emotional states and needs
- Make responsible decisions that consider the risk, safety and benefit to self and others
- Model safe and inclusive behaviour to other students
- Not be violent, bring weapons or prohibited drugs

Engagement

- Attend school and class on time
- Be prepared for learning
- Actively participate in learning
- Work cooperatively with others

The principal and staff use their professional judgement to maintain appropriate behaviour and provide safe, supportive and responsive learning environments.

The department provides policies, procedures and resources to guide and support principals and school staff in making decisions around supporting and managing student behaviour to align with this code.

The School Code

The School Code is part of the evidence of the partnership between the members of the school community. Both students and teachers have responsibilities and rights in relation to:

- maintaining a high standard of diligence and a work ethic;
- establishing an expectation of high standards of behaviour in the classroom, in the playground and while travelling to and from school;
- ensuring a safe environment in and around the school and at all school activities;
- ensuring acceptable standards of behaviour while on excursions and participating in or attending sporting and other activities;
- obedience to requests from staff and others in positions of authority;
- implementing the school's homework policy;
- adhering to the standards of student dress and uniform as determined by the school's community;
- attending all scheduled classes and activities;
- being punctual to all activities and classes;
- establishing the school and its related venues as areas free from prohibited drugs, alcohol, tobacco and weapons;
- developing positive and respectful relationships among all members of the school community; and
- ensuring that animals are treated in a responsible and humane manner either at school or during school-based activities.

School Community Charter

NSW GOVERNMENT

School Community Charter

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide
NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.
The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.

Positive environments
It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Communicating with our schools
Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students.

Respectful communication is a right
In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education

Collaborative. Respectful. Communication.

School Community Charter
education.nsw.gov.au

Special Education

At the geographic centre of our school is our Special Education Unit. This inclusive setting consists of two Mild Intellectual Disability classes, two Autism classes, and a Moderate Intellectual Disability class.

To ensure that the students become informed and engaged as long-life learners, our staff's key philosophies are based on our students' social, emotional, physical and spiritual wellbeing.

Our students have a wide range of learning opportunities that extend beyond the classroom. Student engagement is enhanced with quality school and wider community programs. We are a dynamic, public school with an emphasis on learning achievements for all students. Our strong partnership between the school and the home allows for personalised student learning goals to be developed, reviewed, evaluated, and achieved. At their own pace and with a strengths-based approach, our students are at the centre of their own learning.

Special Religious Education (SRE)

A feature of the public education system in NSW is the opportunity to provide time in class for education in ethics, faith and morality from a religious or non-religious perspective at the choice of parents.

A parent/caregiver may at any time notify the school in writing that they wish to change their decision. Students will continue the same arrangement as the previous year, unless a parent/caregiver has requested a change in writing.

For more information about Special Religious Education (SRE) and Special Education in Ethics (SEE), including the list of approved providers, please visit: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/religion-and-ethics>.

If your preferred SRE or SEE option is not available, please contact the approved provider. Students not attending SRE or SEE are given supervised alternative meaningful activities.

SRE at Keira High School is provided by Scripture Union – Generate (Christian) and members of the local community. Students in Year 7 are offered the opportunity to participate in Scripture lessons each term. Parents need to indicate if they wish their child to participate in Scripture. A letter is given to each Year 7 student upon enrolment or upon request.

Year 7 students will have SRE lessons scheduled on a rotational basis. They will generally occur once a fortnight. Each class will have it in-lieu of their normal class and this will change from term to term. The regular classroom teacher will supervise students not attending SRE in meaningful activities related to their subject area.

Our SRE teacher also runs a lunchtime program which is open to all students at Keira High School. It is held on the same day as the Year 7 program and all students are able to attend.

Sport

Sport is compulsory for all students in Years 7 to 10 and takes place each Wednesday afternoon. Students may choose either recreational or grade team sport, the latter involving inter-school competition as part of the Northern Illawarra Schools Sports Zone.



Grade Sport, inter-school competition and Recreational Sport

Grade sport & inter-school competition	Recreational Sport	
<ul style="list-style-type: none"> • Boys Junior/Senior Basketball • Boys Junior/Senior Oztag • Boys Junior/Senior Soccer • Capture the Flag • Girls Junior/Senior Basketball • Girls Junior/Senior Netball • Girls Junior/Senior Oztag • Girls Junior/Senior Soccer • Lawn Bowls • Volleyball 	<ul style="list-style-type: none"> • Archery • Basketball • Beach Games • Beach Touch Football • Beach Volleyball • Dodgeball • Fishing • Hangdog Climbing Gymnasium • Learn to Surf • Mountain Biking 	<ul style="list-style-type: none"> • Netball • Pilates • Stand Up Paddle Boarding • School Sport: Boxing for Fitness • School Sport: Dance • School Sport: Rotation Sport • School Sport: Yoga/Meditation • Stand-up Paddle Boarding • Tennis • Walking for Fitness

Representative Sports

Sports that offer representative pathways through carnival teams at Northern Illawarra Zone, South Coast Regional, NSW State and Australian All-Schools:	Keira High School teams that compete in Combined High Schools competitions:
<ul style="list-style-type: none"> • Carnivals: <ul style="list-style-type: none"> - Athletics - Cross-country - Swimming • AFL: 15yrs & under • Baseball • Basketball • Cricket: Boys Opens • Football (Soccer) • Golf • Gymnastics • Hockey • Lawn Bowls: Pairs & Singles • Netball • Rugby League: 15's & Opens • Rugby Union • Softball • Squash • Tennis: 15yrs & Opens • Touch Football: 15's & Opens • Triathlon • Volleyball • Water Polo 	<ul style="list-style-type: none"> • Basketball Boys Opens Competition • Basketball Boys Under 15s Competition • Basketball Girls Opens Competition • Basketball Girls Under 15s Competition • Bowls Opens Competition • Cricket Boys Opens Alan Davidson Shield • Football Boys Opens Competition • Football Girls Opens Competition • Netball Girls Opens Competition • Netball Girls Under 15s Debra Hanson Cup • Rugby League Boys Opens University Shield • Rugby League Boys Under 14s Buckley Shield • Table Tennis Opens Competition • Tennis Boys Opens Stan Jones Trophy • Tennis Girls Opens Floris Conway Cup • Touch Girls Opens Phil Stewart Memorial Shield • Volleyball Boys Opens Steve Birt Memorial Shield • Volleyball Girls Opens Steve Birt Memorial Shield • Water Polo Boys Opens NSW Amateur Shield • Year 7 Birdnet Challenge vs Wollongogn HSPA in Term 4

Sport House Teams

Three whole school carnivals are held each year for Swimming, Athletics and Cross-Country. The Sport Houses are:



Boronia – Blue



Acacia – Yellow



Banksia – Green



Waratah - Red

Strategies for promoting Learning Success

Student achievement is also recognised by commendations and presentations at special assemblies, Year meetings, presentation days and sports award functions. The community is welcome to attend these functions.

This section will describe the things the school is doing to encourage appropriate behaviour and work ethic, for example:	Examples
Providing appropriate curriculum to meet the needs of each student	<ul style="list-style-type: none"> • Life Skills • Vocational Education • Diverse Stage 5 Elective Curriculum • Diverse Stage 6 Curriculum • Academic and Vocational Pathways • Board Endorsed Courses • Board Determined Courses • Extension Courses • Extra curricula activities
Supporting children in achieving success in learning	<ul style="list-style-type: none"> • Gifted and Talented programs • Remedial program • Study Period Monitoring • Monitoring of Academic Progress • Enhancing school environment • Merit system • Field work • Homework Centre • Technology Enhanced Learning Programs • Literacy/Numeracy programs • Integrated Learning • Learning Teams
Developing a small number of easily understood rules which are fair, clear and consistently applied	<ul style="list-style-type: none"> • School code • Individual classroom rules
Discussing with parents/caregivers their role in promoting acceptable student behaviour	<ul style="list-style-type: none"> • Welfare system • Parent/Teacher evenings • Parental contact - unsatisfactory completion of courses • Progress reports • Monitoring cards
Attending appropriate training and development programs	<ul style="list-style-type: none"> • School development days • Staff meetings • Wellbeing meetings • Child Protection Courses • Curriculum based training and development • Welfare based training and development • Beginning teachers program
Providing programs that develop self-discipline, self-evaluation, communication and conflict resolution skills	<ul style="list-style-type: none"> • Peer support • Welfare days • PD/Health programs • Anti-Violence • Drug Education • SRC











Merit System

The Keira High School Merit System is a key initiative that strengthens the learning culture at Keira. Underpinning the Merit System is the belief that in order to be empowered for the challenges of their present and future lives, students must develop the capacity to appreciate and celebrate the qualities that are necessary to not only survive in the real world, but thrive.

The Keira High School Merit System is therefore a whole-school initiative that acknowledges and celebrates the personal qualities of students that are deemed highly valuable traits for a young person to possess. Students are rewarded for demonstrating the qualities shown in the diagram below by classroom teachers.



KHS Merit System – These are the qualities for which you will receive a Copper Award:

	Creativity:	Original ideas that have value
	Initiative:	Taking purposeful action without being told or asked, that adds value to the world around us
	Leadership:	Influencing others in a positive way
	Volunteering/Kindness:	A personal action that enhances the quality of life of another
	Organisation:	The process of obtaining and ordering necessary resources in a way that is efficient and sustainable
	Teamwork:	Working effectively with others towards the attainment of a common goal
	Critical thinking:	Thinking deeply about the individual parts of a larger concept, to better understand its function, purpose and impact within the world
	Commitment to studies:	Maintaining a strong and sustained focus on learning
	Resilience:	The ability to adapt and respond positively to stress, adversity and challenges in your life
	Effective communication:	The ability to express and comprehend verbal and non-verbal messages in an appropriate manner

CATEGORY COPPER

The Classroom Teacher Merit Award Category

This merit is awarded by classroom teachers only. It could be used for a wide range of positive behaviours and successes from the classroom, sporting field or in the playground, based on personal qualities listed on next page.

Features: An immediate response to positive behaviour or successful learning. A stamp is recorded in the diary. Five Copper Merits result in a \$6 healthy canteen voucher issued by the Year Adviser.

CATEGORY BRONZE

The Head Teacher Merit Award Category

This merit is awarded by Head Teachers only. To receive this award a student must secure 10 Copper Merits from a particular quality. Head Teachers may also award a Bronze for significant classroom, cultural, sport or playground behaviour/success.

Features: A recognition of consistent or significant positive behaviour/success. A stamp is recorded on the Merit Record sheet in the diary. A merit certificate is awarded and a letter of congratulations sent home.

CATEGORY SILVER

The Deputy Principal Merit Award Category

This merit is awarded by the Deputy Principal only. To receive this award a student must secure 5 Bronze Merits from a variety of personal qualities. The Deputy Principal may also award a Silver for exceptional success in any area of school activities.

Features: A recognition of consistent or exceptional success in a number of subject settings. A stamp is recorded on the Merit Record sheet in the diary. A certificate is awarded by the Deputy Principal.

CATEGORY GOLD

The Principal Merit Award Category

This merit is awarded by the Principal only. To receive this award a student must secure 3 Silver Merits. The Principal may also award a Gold for exceptional success in any area of school life.

Features: A recognition of consistent or exceptional success in a number of subject settings. A stamp is recorded on the Merit Record sheet kept in the diary. A certificate is awarded by the Principal, an invitation to the Category Gold ceremony is issued and a letter of congratulations sent home.

Strategies for supporting positive behaviour

Students whose behaviour is unacceptable may be dealt with using the following Colour Category system. It is based on the premise that certain categories of behaviour are best managed by different personnel within the school.

Colour Category System Summary

CATEGORY GREEN

The Classroom Teacher category

This is the category that is initiated and managed by classroom teachers. It could be used for a wide range of negative behaviour from classroom, sport and playground misbehaviour, disobedience, fractional truancy, a lack of appropriate equipment, the non-completion of homework and so on. It is intended to indicate an immediate response to negative behaviour.

Features: Intended as an early intervention. Letter sent home.

CATEGORY YELLOW

The Head Teacher category

This is the category that is initiated and managed by Head Teachers only. It could be used for a wide range of more serious negative behaviour from classroom, sport and playground misbehaviour, persistent disobedience, fractional and whole school truancy, persistent non-wearing of uniform and so on. It may also be used when intervention by the classroom teacher has not been able to modify behaviour.

Features: Category Yellow monitoring card issued. Mentor chosen by student. Letter sent home.

CATEGORY RED – FORMAL CAUTION OF SUSPENSION

The Deputy Principal category

This is the category that is initiated and managed by Deputy Principals only. (In some cases, it will be used by the Principal on behalf of a Deputy). It could be used for a wide range of very serious negative behaviour that has been brought to the attention of the Deputy Principals by a Head Teacher.

Features: Category Red monitoring card issued. Mentor chosen by student. Letter sent home.

CATEGORY GREY – RETURN FROM SUSPENSION

The Principal/Deputy Principal category

This is the category that is initiated and managed by the Senior Executive only. It is an automatic consequence for all students returning from a suspension.

Features: Automatic for a return from Suspension. Category Grey monitoring booklet issued. Mentor chosen by student. Letter sent home.

The staff of Keira High School supports this system by:

- treating and respecting students as individuals
- promoting practices of fairness and equity
- modelling appropriate and acceptable behaviour
- encouraging students to have positive expectations of themselves.

Category Green consequences could include reprimand, short detention, loss of privilege and in-class isolation.

For Categories Yellow, Red and Grey, formal after-school detention, restitution, compensation or in-school suspensions can be used.

Restitution should be a collaborative problem solving process in which the student concerned faces the consequences of his or her action and focuses on “making things right” or redressing damage. One of the consequences of restitution may be that students are required to carry out works or services to repair or compensate for damage they have caused.

Parents/caregivers will be formally notified, in writing, of placement on all categories and informed of the penalty that is being applied and of the consequences of any further breaches. They must be informed of the availability of counselling to students and parents/caregivers. They should also be invited to negotiate an effective process to improve the situation. Should a further breach occur, the foreshadowed consequences will be applied.

If parents/caregivers or students have any questions or enquiries regarding a category on which they have been placed, they should contact the Head Teacher in charge of the relevant Faculty or in the case of Category Red or Grey the Deputy Principal responsible for the placement.

Suspension and Expulsion

From January 2024

Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student’s complex and challenging behaviour. In some situations, after considering the relevant factors in this section, a Principal may decide that a suspension is the most appropriate response. Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school.

Suspension is a serious action and Principals should only consider suspension when other appropriate behaviour support options have been attempted or implemented and given time to be effective but have not been successful in resolving behaviours of concern. In some circumstances, the Principal may determine that a student should be suspended as a first response to a behaviour of concern because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school. When deciding if suspension is an appropriate and proportionate action, Principals need to consider a range of factors.

Keira High School and the Department of Education will work in partnership with parents/caregivers in assisting the student to rejoin the school community. This will include mentoring, the provision of counselling and access to special behaviour programs. As long as the behaviour is unacceptable, the student’s continued enrolment will be in jeopardy.

Formal Caution

To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the Department’s Behaviour Code for Students and the school behaviour support and management plan.

There may be circumstances where an individual student’s behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the Principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student’s behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a Principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

Grounds for Suspension

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, Principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important Principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. The Principal will report to the Police behaviour that is criminal or incidents where there is evidence of a suspected crime.

If parents/caregivers or students have any questions or enquiries regarding suspension or expulsion they should contact the Principal.

Expulsion

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances a Principal can consider expelling a student from the school.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

Grounds for an expulsion

The Principal and Director, Educational Leadership can consider expelling a student from a particular school on the following grounds:

- serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful
- unsatisfactory participation in learning for students aged 17 years and over, where:
 - a student is at risk of receiving an 'N' determination (non-completion of course requirements for this course) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

The Authority of the Principal

The Principal is accountable to the Secretary of the NSW Education Department for the educational leadership and effective management of the school. Part of that leadership responsibility involves ensuring the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment.

Principal has the authority to suspend for short or long periods or expel from the school.

A decision to expel from the government school system may be made by the Minister on a recommendation from the Secretary.

Consistent with legislation and government policy, the Principal also has the authority to determine the conditions for a student's continued enrolment.

The exercise of this authority will have regard to the Principal's responsibilities to the entire school community and the principles of procedural fairness and natural justice.

The responsibilities of parents/caregivers

The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers. There must be a partnership between parents, teachers and students to teach and promote socially responsible behaviour.

Parents/caregivers have the responsibility of ensuring that their child meets Department of Education attendance requirements.

Evaluation

In order to ensure this policy remains relevant to the school's needs, and so as to ensure new parents/caregivers entering the school community have the opportunity to participate in forming the policy, it will be evaluated by the school community on a regular basis.

Any changes to Department of Education policy and procedures will be reflected in revisions to this policy.

Student leadership – Student Captains, Student Representative Council and Sports Captains

Students have opportunities to be students' leaders and must accept the roles and responsibilities that come with the positions. Keira students have a proud history of outstanding school leadership.

Any student failing in their responsibilities and/or not following school expectations will be at risk of losing their position. They may be on a period of probation or warned, depending upon the circumstances.

Student Captains

Year 12 School Captain selection process takes place in Term 3, with nominations submitted to the Deputy Principal of Year 12. A rigorous process is followed which includes an interview with the Principal, Year 11 Year Adviser and current School Student Leaders. The nominated students will present a speech to the school community. Teachers and Year 11 students vote for their preferred candidates. The unsuccessful nominated students will be invited to be part of the SRC.



Student Representative Council (SRC)

A selection process for students wishing to join the SRC is held early in Term 1. Year 8 to 11 students are nominated by themselves or their peers, with nominations given to the SRC Coordinator. Each student is guided through an application process. A selection of students will be interviewed by the Principal and Wellbeing Coordinator.

Sports Captains

During Term 4 students in Year 10 cohort have the opportunity to nominate students who they think would make an effective House Captain. From this process students nominated must complete a nomination form and submit this to the Head Teacher PDHPE. From this process and consultation with Senior Executive, House Captains and House Patrons are selected and presented with their house badges at our annual school sports presentation.

House Captains and Patrons have a range of opportunities to show leadership and teamwork in promoting sporting carnivals and raising the profile of sport at Keira High School.

Student requirements 2024

To enable students to be prepared for 2024 we have included a list of requirements needed for each subject.

All students

- \$10 School Diary (compulsory, issued Term 1)
- \$15 Sport Levy covers entry fee and equipment hire for all sports carnivals (swimming, cross country, athletics)
- Scientific calculator
- Pencil case with pens (blue, black and red), 4 different coloured highlighters, 30 cm ruler, scissors, glue stick, pencils, eraser, sharpener and coloured pencils
- Students will be issued with A student card each year after Photograph days. Student cards will be used for activities such as: library borrowing, Sporting equipment borrowing, late arrivals, early leavers, toilets and sick bay.

Year 7

Subject	Requirements
English	192 page stapled A4 covered exercise book 96 page stapled A4 covered exercise book
Mathematics	192 page stapled A4 covered exercise book (grid optional)
Science	192 page stapled A4 covered exercise book
HSIE	192 page stapled A4 covered exercise book
PDHPE	KHS sports uniform: white Keira polo shirt, blue Keira sport shorts or navy tracksuit pants, joggers for practical lessons 128 page stapled A4 covered exercise book
Visual Arts	A4 VAPD (120 pages) 2B and 4B pencils
Music	128 page A4 covered exercise book
Technology Mandatory	Home Economics – A4 display folder and tea towel TAS – A4 display folder and leather shoes
Excelsior	128 page stapled A4 covered exercise book

Year 8

Subject	Requirements
English	192 page stapled A4 covered exercise book 96 page stapled A4 covered exercise book
Mathematics	192 page stapled A4 covered exercise book (grid optional)
Science	192 page stapled A4 covered exercise book
HSIE	192 page stapled A4 covered exercise book
Japanese	128 page stapled A4 covered exercise book
PDHPE	KHS sports uniform: white Keira polo shirt, blue Keira sport shorts or navy tracksuit pants, joggers for practical lessons 128 page stapled A4 covered exercise book
Visual Arts	A4 VAPD (120 pages) 2B and 4B pencils
Music	128 page stapled A4 covered exercise book
Technology Mandatory	Home Economics - A4 display folder and tea towel TAS - A4 display folder and leather shoes

Year 9

Subject	Requirements
English	192 page stapled A4 covered exercise book 96 stapled A4 covered exercise book
Mathematics	128 page stapled A4 covered exercise book Protractor
Science	192 page stapled A4 covered exercise book
HSIE	History and Geography – 2 x 192 page stapled A4 covered exercise book
PDHPE	KHS sports uniform: white Keira polo shirt, blue Keira sport shorts or navy tracksuit pants, joggers for practical lessons 128 page stapled A4 covered exercise book

Year 10

Subject	Requirements
English	192 page stapled A4 covered exercise book 96 page stapled A4 covered exercise book
Mathematics	128 page stapled A4 covered exercise book Protractor
Science	192 page stapled A4 covered exercise book
HSIE	History and Geography – 2 x 192 page stapled A4 covered exercise book
PDHPE	KHS sports uniform: white Keira polo shirt, blue Keira sport shorts or navy tracksuit pants, joggers for practical lessons 128 page stapled A4 covered exercise book

Year 9/10 electives

Subject and fee (where applicable)	Requirements
Basic Catering (\$120.00)	128 page stapled A4 covered exercise book Display folder Food storage containers Tea towel
Child Studies (\$15.00)	128 page stapled A4 covered exercise book
Commerce	A4 folder Plastic sleeves 128 page stapled A4 covered exercise book (with margins)
Drama (\$10.00)	96 page stapled A4 covered exercise book
Engineering Technology (\$80.00)	A4 display folder Drawing equipment
Film Making (\$40.00)	96 page stapled A4 covered exercise book 16GB USB Drive 32GB V10 SDHC Memory Card
Food Technology (\$120.00)	128 page stapled A4 covered exercise book Display folder Food storage containers Tea towel
Graphics Technology (\$20.00)	A4 display folder Blank paper and lined paper
Industrial Technology – Building	A4 folder

Subject and fee (where applicable)	Requirements
& Construction (\$90.00)	
Industrial Technology – Timber (\$90.00)	A4 display folder
Japanese	128 page stapled A4 covered exercise book
Marine & Aquaculture Technology (\$10.00)	120 page stapled A4 covered exercise book
Music Elective (\$10.00)	128 page stapled A4 covered exercise book
Photography & Digital Media (\$80.00)	A4 display folder A4 VAPD preferably alternate black/white pages 16 GB USB Drive
Physical Activity & Sports Studies (\$10.00)	KHS sports uniform: white Keira polo shirt, blue Keira sport shorts or navy tracksuit pants, joggers for practical lessons 128 page stapled A4 covered exercise book
Visual Arts (\$50.00)	A3 VAPD 2B and 4B pencils



Year 11 and Year 12

Subject and fee (where applicable)	Requirements
English	192 page stapled A4 covered exercise book 96 page stapled A4 covered exercise book
Ancient History	192 page stapled A4 covered exercise book
Business Services	A4 folder with loose leaf paper
Business Studies	A4 folder with loose leaf paper
Community and Family Studies	3 x 96 page stapled A4 covered exercise book or folder and loose leaf paper
DAT (Year 11 \$35.00, Year 12 \$10.00) <i>individual fees for project materials will be charged where appropriate</i>	A4 display folder Year 11 fee includes textbook
Drama (\$10.00)	3 x 96 page stapled A4 covered exercise book
Engineering Studies (\$30.00)	A4 display folder
Food Technology (Year 11 \$90.00, Year 12 \$80.00)	4 x 96 page stapled A4 covered exercise book or folder
Hospitality (\$120.00)	A4 stapled A4 covered exercise book Display folder (Extra \$25 includes uniform)
Industrial Technology (\$80.00)	A4 display folder Tape Measure 8m
Japanese	128 page stapled A4 covered exercise book
Legal Studies	A4 folder with loose leaf paper
Mathematics	128 page stapled A4 covered exercise book
Modern History	192 page stapled A4 covered exercise book
Music (\$10.00)	128 page stapled A4 covered exercise book
PDHPE	A4 folder with loose leaf paper 192 page stapled A4 covered exercise book
Photography and Digital Media (Year 11 \$80.00, Year 12 \$90.00)	A3 or A4 VAPD preferably alternate black/white pages 16GB USB Drive
Science (\$20.00 per course: Biology, Chemistry, Physics and Science Extension)	192 page stapled A4 covered exercise book
Society and Culture	A4 folder with loose leaf paper
Sport, Lifestyle and Recreation	KHS sports uniform: white Keira polo shirt, blue Keira sport shorts or navy tracksuit pants, joggers for practical lessons 128 page stapled A4 covered exercise book
Textiles and Design (\$100.00)	A3 Folio
VET Construction (\$90.00)	Safety Work boots (Steel Cap) Tape Measure 8m
VET Manufacturing & Engineering (\$90.00)	Safety Work boots (Steel Cap) Long Sleeve Cotton Work Shirt High Vis (appropriate for Welding)
Visual Arts (\$65.00)	A3 VAPD (120 pages) 2 x 96 page stapled A4 covered exercise book 2B and 4B pencils
Work Studies	A4 folder with loose leaf paper

Students – What to do if?

I am absent from school

On your **return** to school submit an absence note to your Roll Call teacher. The note must be signed by a parent/carer and clearly state your full name, year, Roll Call class, date(s) of leave taken and the reason for the leave.

Your parent or caregiver can also notify the school by:

- Logging into the Sentral Parent Portal and completing an explanation for their student's leave; or
- Calling the school on **4229 4644** and **Dial 6** and leaving a voicemail message stating their student's full name, year, Roll Call class, date(s) of leave taken and the reason for the leave; or
- Responding to the automatically generated SMS from the school when their student has been marked absent in Roll Call.

I will be absent from school for more than five days

Collect an extended leave form from the Office and follow its directions. This form will require you to complete a series of steps before your leave is approved.

I am late to school

If you arrive after 9:00 am, go to the Office to be signed in. You must bring a note with you explaining your lateness. If you do not have a note, a SMS alert will be sent to your parent or caregiver. Frequent lateness will be investigated.

I need to leave school early

Report to the Head Teacher Administration's office (or the Sports Coordinator on Wednesday's) before Roll Call with a note from your parent/carer giving reasons for your early departure for authorisation. Students will then collect an early leaver pass from the Office at recess, or earlier if required. This pass must be presented to your class teacher as you ask permission to leave class and then to the Office staff as you leave the school.

I need to be out of class for any reason

You must have an Out Of Class Authority note (OCA) from the teacher.

I need to use the toilet

Before & After school: You can use the toilet in the Admin block (near Deputy Principal office)

During Classtime: Year 7-10: Have an OCA signed by your teacher & go to the office and log in on the screen. Use the toilet in Admin block, then go back to log out of toilet and have your OCA signed

Year 11 & 12: Go to the library and sign out the key for Senior Toilets.

During Breaktimes: Year 7-10: Use the toilets in D block (near courts)

Year 11 & 12: Use the Senior Toilets at library

I feel unwell in class

Ask your teacher for an Out of Class Authority (OCA) and make your way to the Office. You will then be directed to Sick Bay and a staff member will call a parent/carer if needed.

I am out of uniform

You should have a note of explanation written and signed by a parent or caregiver. The note must indicate when you will be back in uniform. Your Roll Call teacher will give you an Out of Uniform Authority (OUA).

I have a problem and I need advice or am unsure about work given

If you need advice, please contact your Year Adviser, Deputy Principal or approach any staff member. If you are unsure about work, see your class teacher or Year Adviser.

I have lost something

Check at the Office.

I am lost

Go to any teacher or staff member who is nearby or the Office.

I hear bells

3 bells: Assembly bell. Move to roll call lines in the quadrangle. Line up in alphabetical order.

Evacuation announcement over PA system: follow the evacuation procedure as instructed by your teacher.

Lockdown announcement over PA system: follow the lockdown procedure as instructed by your teacher.

Support Services

Counselling

The School Counsellor is located next to room 311.

What is a School Counsellor?

In all New South Wales government schools, there is a counsellor who is a qualified teacher and educational psychologist with special training to help students with any problems they are having, or to help them get information they may need.

This service is free and confidential.

Why do students see the Counsellor?

Academic problems

- Worries about progress
- Indecision about staying at school
- No quiet place to study at home

Personal problems

- Sadness in missing your country/friends
- Feeling lonely at school
- Home problems such as not getting along with family members
- Feeling anxious about making friends

To make an appointment with the School Counsellor:

- See your Deputy Principal or Head Teacher Wellbeing

EAL/D

Keira High School has qualified EAL/D specialist teachers who provide support for students for whom English is an additional language or dialect (EAL/D). This support includes parallel EAL/D English classes, Stage 6 EAL/D English classes, an intensive academic literacy support elective and support across all subject areas and year levels. EAL/D specialist teachers co-ordinate and lead this support, assisted by bilingual School Learning Support Officers. All teachers receive ongoing training and support in recognising and catering for the needs of EAL/D learners as well as students from a language background other than English. The school is proudly multicultural, celebrating the significant diversity of our community.

Learning and Support Teacher (LaST)

LaSTs work with classroom teachers to help them identify students' specific learning and support needs and work with students in the classroom or small group settings. LaSTs also help with classroom observations and consultations with parents to identify specific needs and strategies to address them. Where relevant, they also provide follow-up assessments and sometimes refer students to external support services. Supporting schools to plan and implement teaching programmes LaSTs also work with classroom teachers to plan, implement, model, monitor and evaluate teaching programmes for students with additional learning and support needs.

Student Support Officer

<https://education.nsw.gov.au/student-wellbeing/counselling-and-psychology-services/student-support-officers>

Student Support Officers (SSOs) work in schools to enhance the wellbeing and learning outcomes of students. SSOs have youth and/or social work experience and qualifications and work with school counselling staff and the school's Wellbeing team.

SSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.

They also have a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.

Wellbeing

We are committed to the wellbeing of all students at Keira High School. This is focused on strengthening their cognitive, physical, social, emotional and spiritual development.

Students develop self-awareness and emotional intelligence to support their wellbeing in order to be self-regulating in their learning and their interactions with other members of the school community.

Students develop attitudes, habits and beliefs that enable them to achieve their potential and participate fully in school life and our society.

All members of the school community have a right to teach and learn in a safe and happy environment. Harassment, bullying, anti-social and aggressive behaviour will not be tolerated at Keira High School.

If you are having any concerns in this area, please contact your Year Adviser or a member of the teaching staff as soon as possible.

Wellbeing team

Title	Name
Head Teacher Wellbeing	Mrs V Kalatzis-Vlahakis
School Counsellor	Mr J Guerri-Guttenberg Ms J Green (part-time)
Student Support Officer	Ms C Palucci Ms L Deitz (Tuesday & Thursday)
Supervisor of Female Students	Ms A Crighton
Year 7 Year Advisor Year 7 Assistant	Mr R Fisher Ms C Ward
Year 8 Year Advisor Year 8 Assistant	Mr C Law Ms K Efthimiou
Year 9 Year Advisor Year 9 Assistant	Ms J Wira Ms E Saunders
Year 10 Year Advisor Year 10 Assistant	Ms T Agim Mr N Dean
Year 11 Year Advisor Year 11 Assistant	Mr J Berry Ms B Lenon
Year 12 Year Advisor Year 12 Assistant	Ms A Pike Mr L Williams

Year 12 Special Events

We celebrate Year 12 achievements and recognition of completing secondary schooling through a number of significant events. Information notes are sent to all families in Term 3 to detail these events: These include:

Celebration Walk Out	Graduation Assembly	Formal
Wellbeing Breakfast & Picnic Day	Sign-out Day	Results Day Morning Tea

Bullying/Harassment/Vilification/Discrimination

From: <https://bullyingnoway.gov.au/>

Bullying... Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

The most common ways that bullying is described are:

- Type of behaviour – verbal, social and physical
- Setting – in person and online
- Means – direct and indirect
- Visibility – overt and covert
- Harm – physical and psychological
- Context – home, work and school.

Type of Bullying behaviour:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- social e.g. ignoring, excluding, ostracizing, alienating, making inappropriate gestures.

Harassment... is behaviour that targets an individual or group due to their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital parenting or economic status; age and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Vilification... Vilification is a public act that could incite hatred, serious contempt or ridicule towards a group of people who have a particular characteristic. It is against the law to vilify people on the basis of race, homosexuality, transgender status and HIV/AIDS status.

Public acts include:

- communications that can be seen or heard by the public (this includes print, radio, video or online)
- signs, flags or clothing that could be seen by the public
- distributing and sharing information to the public.

Discrimination... Discrimination occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

Examples of discrimination include where students:

- exclude children of a different culture from a friendship group
- don't let children of a different race sit near them at lunch
- refuse to include a student with a disability in their game.

Discrimination interferes with the legal right of all people to be treated fairly and have the same opportunities as everyone else.

Staff

- Will act as role models of responsible and tolerant behaviour.
- Will listen to reports of bullying.
- Will protect the victim from further immediate harm.
- Will take the appropriate action to help rectify the problem.
- Will record the incident.
- May involve restitution activities, to repair relationships, using this as a learning opportunity.

What do you do if you are being bullied or harassed?

1. If you are being bullied or harassed, DO NOT retaliate. It will only make things worse.
2. Try very hard to ignore the intimidating behaviour, gossip, rumours, as bullies like to see you react. So if you don't react, the bully may get bored or give up.
3. If it continues, let your class teacher/s know about class matters or your Year Adviser for non-class or more general issues. You should also tell someone at home.
4. When you report it to your class teacher/s or Year Adviser you will be asked to complete an Incident Report.
5. The Executive (Principal, Deputy Principals or Head Teachers) may need to investigate.

STUDENT SUPPORT NETWORK

EXECUTIVE
Includes Principal, Deputy Principals, Head Teacher Welfare and Head Teachers who counsel and advise students.

STUDENT COUNCILLORS
Elected by their peers to serve on the Student Representative Council and to represent student views.

SCHOOL COUNSELLORS
Provide support, individual guidance and counselling for students in need.

YEAR ADVISERS
Provide individual academic and emotional support and guidance to students in a specific year.

CLASSROOM TEACHERS
Provide appropriate programs for the individual needs of students, provide support and guidance.



SCHOOL ADMINISTRATIVE SUPPORT STAFF
Answer organisational questions, receive monies, coordinate sick bay and direct students to the appropriate teaching staff.

CAREERS ADVISER
Assists students in investigating career options, in making career choices and provides information on jobs, taxation, and scholarships.

TEACHER MENTORS
Provide guidance and support to students who have been placed on Category Yellow, Red or Grey.

SUPPORT TEACHER LEARNING ASSISTANCE
Assist students with individual learning needs.

ENGLISH AS A SECOND LANGUAGE TEACHER
Assist the learning of students whose first language is not English.

SUPERVISOR OF FEMALE STUDENTS
Provides emotional support and guidance to girls.

ABORIGINAL TORRES STRAIT ISLANDER CONTACT TEACHER
Provides support and guidance to students of Aboriginal and/or Torres Strait Islander background.

TEACHER LIBRARIAN
Provides individual learning strategies for students.

Technology equipment requirements

Technology

All students in Years 7 to 12 will have the opportunity to Bring Your Own Device (BYOD) in 2024. Students will need parental permission to BYOD and will be required to agree to both terms and conditions of the school BYOD Policy.

What is BYOD?

BYOD is a strategy whereby students will be able to bring a familiar personal device to school to use as their primary technological device. The school can provide the ability to connect compatible devices to a filtered internet service. The Department of Education and Keira High School are supporting the bringing of your own device for use at school.

For more information go to:

<https://education.nsw.gov.au/policy-library/policies/pd-2020-0471>.

Keira High School is continuing BYOD in 2024

It is important that we assist students and parents for this great initiative. However, it is essential that the device that is brought to the school is compatible with the Department of Education (DoE) network at the school.

Price and Suitability

The devices range greatly in price and suit a number of different purposes. Most suitable laptops can be purchased between \$400 and \$1,000. The school is recommending a laptop as the MOST suitable BYOD, followed by a tablet. Mobile phones are not acceptable devices.

Wireless Connectivity

At the heart of any BYOD experience is connectivity to the internet. Every public high school in NSW has been equipped with a robust and centrally managed wireless network to allow staff and students to connect. The most reliable wireless network connection in high schools operate on the 801.11n 5GHz standard. Devices with 801.11a/b/g/n 2.4GHz may find it difficult to connect.

What will be provided by the school?

The school will provide access to a filtered WiFi internet service. No other support, software or service will be provided by the school.

Can I just bring a laptop from home?

Certainly, however the wireless card may not be suitable to reliably access the WiFi. If this is the case, a WiFi USB adapter can be purchased. **Please note the school is not responsible for the installation of these adapters or the connecting and management of the students' devices.**

How is Keira High School addressing issues of equity?

As we make real world connections to prepare our students, a number of parents and students have asked "MUST you bring a device?" Students from Years 7 to 12 will be encouraged to have their own device.

However, the concept of BYOD is supported by "Addressing Equity". That is, a student that does not have their own device will be supported in the following ways:

- BYOD recommendations include devices across a range of prices;
- Pool devices will be made available for students who do not have access to a device;
- A limited supply of school laptops will be made available to students on a long-term loan basis (this can be applied for through our existing welfare arrangements, enquiries made by completing a student assistance application form available from the Office); and
- Parents/Caregivers are advised that it is a preference that students do not have 3G/4G enabled devices, and only use the school's wireless access points whilst at school. This minimises expense and offers web filtering.

- Student provided laptops must be suitable to school use and meet minimum specifications
- Year 7 to 12 are required to bring laptops to school on a regular basis from the beginning of Term 1
- Families experiencing financial hardship can apply to receive a laptop on long-term loan through the student assistance program

BYOD specifications and minimum system requirements

Students in Years 7 to 12 in 2024 are encouraged to bring their own device. If your student intends to bring their own device, they must complete the Student Agreement and return it to the Technology Support Officer near the Library before attempting to connect to the DoE wireless. The Student Responsibility and Requirements section of the Student Agreement is to be retained for reference.

This personal computing device must meet the Device specifications that are recommended by the school and listed below. iOS (Apple iPads) and Android based devices are not recommended. The school strongly recommends that students choose a laptop device to ensure that their BYOD maximises their learning experience.

It is recommended your device have dual band capabilities. We strongly recommend connecting to the 5GHz frequency. Some devices do not come standard with 5GHz capabilities and may not be able to access a Department of Education (DOE) schools' network.

802.11 wireless. (This may be advertised as "802.11abgn", "dual band wireless", "802.11ac" or 802.11agn.) or "Wifi 6".



Operating system

To ensure the latest programs and software are compatible, it is recommended that the device have the current or previous version operating system. E.g. Windows 10, Windows 8.1, Mac OS 10.10 or newer.



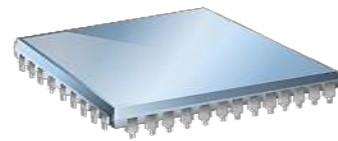
Battery life

Devices need to last the whole school day; it is recommended that the device has a minimum of 5-6 hours battery life.



Storage and RAM

The minimum storage and RAM is 128Gb hard drive/SSD space and 4Gb RAM. Some of the software provided by the department runs better with more RAM so 8GB+ is recommended.



Screen size

Ensure that the screen is sufficient to enable ease of use throughout a school day.

Minimum: 9" (23cm).

Maximum: 15" (38cm).



Additional considerations

Maximum weight: 2.5kg.

Camera and microphone.

Tough and sturdy construction (case, keyboard, etc).

Additional Warranty above the standard 1 year.

Accidental loss and breakage insurance.

Cloud or USB based backup.

Carry case or skin for device protection.

Parents should also consider the ergonomic limitations of tablet devices as well as supporting software and file formats.

Software specifications

Additionally, the device must meet all of the following functional requirements pertaining to software. All of which are available to all DOE students via the Sentral Student Portal.

Software	Version	Device	Available from	Cost
Mozilla Firefox	Latest	PC or Mac	Internet	Free
Google Chrome	Latest	PC or Mac	Internet	Free
Microsoft Office	Office 365 Download	PC or Mac	https://www.office.com/	Free with Student email
Adobe Reader	Latest	PC and Mac	Internet	Free
Google Drive	Latest	PC and Mac	Student Portal	Free
Windows Defender Activated	Latest	PC	Pre-Installed	Nil

Internet access

Accessing inappropriate sites, attempting to access or being party to the transmission of receiving of any offensive material and interfering with the work of another student will be treated as serious offences. All students must complete an agreement regarding responsible use of the internet and the school computer facilities. Non-compliance with this agreement will result in the student not having access to the school network facilities.

Term dates

Term 1	Commences: Tuesday, 30 January 2024* First day for Year 7, 11 and 12: Thursday, 1 February 2024 First day for Year 8, 9 and 10: Friday, 2 February 2024	Concludes: Friday, 12 April 2024
Term 2	Commences: Monday, 29 April 2024* First day for students: Tuesday, 30 April 2024	Concludes: Friday, 5 July 2024
Term 3	Commences: Monday, 22 July 2024* First day for students: Tuesday, 23 July 2024	Concludes: Friday, 27 September 2024
Term 4	Commences: Monday, 14 October 2024 First day for students: Monday, 14 October 2024	Last day for students: Wednesday, 18 December 2024 Concludes: Friday, 20 December 2024*

* School Development Days occur the first two days of Term 1, the first day of Term 2 and 3, and the last two days of Term 4. Keira High School staff may decide each year to change one Term 4 School Development Day to two Twilight Professional Learning meetings.

Travel passes

Students living **two kilometres or more** from school are entitled to a travel pass. If your place of residence is not on a direct route to this school it may be necessary for you to apply for two travel passes - two bus passes or one bus pass and one train pass for each section of the route. Students that need travel passes for 2024 can apply from Term 4 in 2023.

Students can apply for a School Opal card as follows:

1. Complete the application online at transportnsw.info/school-students.
2. Submit your application online. The application will be automatically sent to Keira High School for verification.
3. School Opal card will be sent from Transport NSW to the address provided on the application.

The School Opal card

The School Opal card gives eligible students free or discounted travel between home and school using metro, train, bus, ferry and light rail services you nominate in your application.

Who can apply?

To be eligible for a School Opal card, students may need to live a minimum distance from their school:

Years K-2 (Infants)

There is no minimum distance.

Years 3-6 (Primary)

More than 1.6km straight line distance or at least 2.3km walking.

Years 7-12 (Secondary)

More than 2.0km straight line distance or at least 2.9km walking.



If you live too close to be eligible for free travel, you may still qualify for a School Term Bus Pass, which offers travel on buses between home and school at a discounted rate for the whole school term.

Who needs to apply

A new application is only required if the student has not had a School Opal card before.

If the student already has a School Opal card and is changing schools, campuses or home address, you will need to update their Opal card for the new school year before mid-December at apps.transport.nsw.gov.au/ssts

How to apply

Applications for next year open at the start of Term 4 this year.

Step 1

Once the new school has confirmed your child's enrolment, complete the application at apps.transport.nsw.gov.au/ssts

Step 2

The school endorses your application.

Step 3

Once Transport for NSW has approved the application, a School Opal card will be sent to the address provided on the application.



A parent or guardian must apply for students 15 years and under. Students 16 years and over can apply for themselves.



Better together

The School Opal card is only for travel to and from school. So it's a good idea to get a Child/Youth Opal card for travel after hours, on weekends or during school holidays.

Child/Youth Opal card benefits

- Concession fares across the Opal network
- Half-price travel after eight paid journeys each week*
- \$1 transfer discount for every transfer between modes (metro/train, ferry, bus or light rail) as part of one journey within 60 minutes from the last tap off†
- Set auto top up and link it to your credit or debit card so there's always enough value on the card to travel.

Find out more at transportnsw.info/opal or pick one up from an Opal retailer. To find a retailer in your area visit transportnsw.info/opal-retailers



Secondary students aged 16 and over can travel with a Child/Youth Opal card when carrying a NSW/ACT Senior Secondary Student Concession Card, available from school offices.

* Excluding Sydney Airport station access fee.

† The Opal Transfer Discount doesn't apply when transferring between light rail and Sydney Ferries.

Privacy

For information on how we handle personal information please refer to the Opal Privacy Policy at transportnsw.info/tickets-opal/opal/opal-privacy-policy and the School Pass Terms apps.transport.nsw.gov.au/ssts/#/termsAndConditions



Uniform

The tone and prestige of a school is important for the future of students as they leave and join the wider community. You can assist your child and the school by providing the correct uniform and ensuring the co-operation of your child with dress and deportment. The correct school uniform helps in creating a sense of belonging and assists in developing the correct mental set in the student about the purpose of school for the day. The wearing of the school uniform is also required on most school excursions. On some field excursions casual clothes are more appropriate. The teacher will advise the students if casual clothes are required.

Note on shoes: Due to Health and Safety requirements, black shoes with a firm leather/leatherette or suede upper must be worn. Shoes must be all black.

Our school uniform is available at Lowes - Crown Street Mall, Wollongong. Please refer to pages **66** of this handbook for a price list from Lowes.

Donations/Uniform Shop: The school holds a stock of second hand items. If you need to discuss any uniform needs please contact your child's Year Adviser or the Deputy Principal responsible for their cohort.

All items of clothing must be free of advertising and brand logos.

Jewellery must be kept to a minimum and deemed safe and suitable by the school. The following is a guide: one light neck chain, one pair of small earrings (i.e. sleepers or studs), one small light bracelet or bangle, one small ring without stones. Makeup must be kept to a minimum.



Uniform – detailed list

Junior - Years 7 to 10			
SHIRT	School blue 'Peter Pan' collar with Keira crest – short sleeve or long sleeve	<u>OR</u>	School blue 'Deluxe' with Keira crest – short sleeve or long sleeve
SHORTS	Navy stretch (no cuffs) or drill cotton (mid-thigh to knees in length)	<u>OR</u>	Navy Sport microfibre mesh shorts with Keira crest
PANTS	Navy straight leg	<u>OR</u>	Navy Sport microfibre trackpants, white piping with Keira crest
SKIRT	Navy pleated check (mid-thigh to knees in length)		
SOCKS	White and clearly visible above shoe line (ankle socks not permitted)		
SHOES	Full black leather/leatherette or suede (including black shoelaces)		
Senior - Years 11 to 12			
SHIRT	White 'Peter Pan' collar with Keira crest – short sleeve or long sleeve	<u>OR</u>	White 'Deluxe' with Keira crest – short sleeve or long sleeve
	Please note: Year 11 and 12 students will be required to wear a long sleeved white school shirt for official occasions and photographs.		
SHORTS	Navy stretch (no cuffs) or drill cotton (mid-thigh to knees in length)	<u>OR</u>	Navy Sport microfibre mesh shorts with Keira crest
PANTS	Navy straight leg	<u>OR</u>	Navy Sport microfibre trackpants, white piping with Keira crest
SKIRT	Grey pleated check (mid-thigh to knees in length)		
SOCKS	White and clearly visible above shoe line (ankle socks not permitted)		
SHOES	Full black leather/leatherette or suede (including black shoelaces)		
Optional items			
POLAR FLEECE	Navy ½ zip with Keira crest		
TRACK JACKET	Navy microfibre, white piping with Keira crest		
WINTER JACKET	Navy/school blue with Keira crest		
BLAZER	Navy with Keira crest		
TIE	Navy, school blue and white stripe with Keira crest		
HAT	Plain navy baseball cap or hat		
HIJAB	Navy or school blue		
LONG SKIRT	Navy long skirt with black opaque hosiery		

Sport uniform

Junior and Senior

PE SHIRT	White polo, blue trim with Keira crest – short sleeve or long sleeve
PE SHORTS	Navy microfibre mesh with Keira crest
PE PANTS	Navy microfibre trackpants, white piping with Keira crest

NOTE: Years 7 to 10 students may wear the sports uniform on Wednesday. Only Year 11 participating in Sport are permitted to wear the Sport uniform on Wednesday.

Appropriate shoes for PDHPE and Wednesday Sport

Any sports shoe that supports the foot and ankle during physical activity. Common acceptable joggers include Asics, Sketchers, Nike. These can vary in colour.


Please note: Some students wear a black jogger that are acceptable for both a school day and sport day (see top left in pictures below).




Inappropriate shoes

Shoes that are **not** supportive of the foot and ankle during physical activity. Common unacceptable shoes include regular black school shoes worn on a normal school day, Converse, Vans, Nike flat sneakers.





LOWES
SCHOOL UNIFORMS



KEIRA HIGH SCHOOL 2023/24

Junior Girls All Seasons Uniform

SKIRT:	BLUE CHECK PLEAT FRONT & BACK		\$70.95
SHORTS:	NAVY STRETCH - NO CUFFS		\$41.95
SLACKS:	TAILORED INK NAVY		\$50.95
BLOUSE:	SS SCHOOL BLUE PETER PAN JNR + EMB	from	\$42.95
BLOUSE:	LS PETER PAN SCHOOL BLUE + EMB	from	\$47.95
JACKET:	NAVY/ROYAL WINTER JACKET + EMB		\$92.95
JACKET:	NAVY 1/2 ZIP POLAR FLEECE + EMB	from	\$45.95
SOCK:	WHITE ANKLE		\$5.95
SHOES:	BLACK		

Senior Girls All Seasons Uniform

SKIRT:	GREY CHECK - PLEAT FRONT & BACK		\$70.95
SHORTS:	NAVY STRETCH - NO CUFFS		\$41.95
SLACKS:	TAILORED INK NAVY		\$50.95
BLOUSE:	S/S WHITE PETER PAN PINTUCK + EMB	from	\$54.95
BLOUSE:	L/S WHITE P/PAN PINTUCK + EMB		\$59.95
JACKET:	NAVY/ROYAL WINTER JACKET + EMB		\$92.95
JACKET:	NAVY 1/2 ZIP POLAR FLEECE + EMB	from	\$45.95
SOCK:	WHITE ANKLE		\$5.95


Junior Boys All Seasons Uniform

SHIRT:	SCHOOL BLUE DELUXE WITH EMB	from	\$43.95
JACKET:	NAVY/ROYAL WINTER JACKET		\$92.95
JACKET:	NAVY 1/2 ZIP POLAR FLEECE + EMB	from	\$45.95
SHORTS:	NAVY COLLEGE STYLE	from	\$41.95
TROUSERS:	NAVY DELUXE LONG BAGGIES		\$62.95
SOCK:	WHITE ANKLE		\$5.95
SHOES:	BLACK		

Senior Boys All Seasons Uniform

SHIRT:	WHITE S/S DELUXE + EMB	from	\$44.95
SHIRT:	WHITE L/S DELUXE + EMB	from	\$48.95
JACKET:	NAVY/ROYAL WINTER JACKET		\$92.95
JACKET:	NAVY 1/2 ZIP POLAR FLEECE + EMB	from	\$45.95
SHORTS:	NAVY COLLEGE STYLE	from	\$41.95
TROUSERS:	NAVY DELUXE LONG BAGGIES		\$62.95
SOCK:	WHITE ANKLE		\$5.95


Wollongong
191 Crown Street, Wollongong, 486 2500
(02) 4228377




SHOP IN STORE OR ONLINE
www.lowes.com.au/schools-online

LOWES will pay a commission to the school on every item of school uniform sold to our local stores.


SCAN THIS QR CODE FROM YOUR MOBILE PHONE CAMERA TO GO TO WEBSITE



WITH YOUR LOWES ZERO CARD YOU WILL RECEIVE 5% DISCOUNT ON EVERY PURCHASE. RECEIVE 5% IN REWARD POINTS TO REDEEM, PLUS GREAT FEATURES AND BENEFITS. For more information please contact Eco-Ware on 1300 156 937 or zero@lowes.com.au



LOWES
SCHOOL UNIFORMS




KEIRA HIGH SCHOOL 2023/24

Sports Uniform

POLO:	WHITE MICROFIBRE + EMB	from	\$58.95
POLO:	L/S WHITE + EMB	from	\$55.95
SHORTS:	NAVY MICROFIBRE MESH + EMB	from	\$41.95
TRACKJACKET:	NAVY MICROFIBRE - WHITE PIPING + EMB		\$72.95
TRACKPANTS:	NAVY MICROFIBRE-WHITE PIPING + EMB		\$49.95
SOCKS:	WHITE ANKLE STYLE (SPORTS)		\$5.95
SHOES:	JOGGERS		

ALL PRICES SUBJECT TO ALTERATIONS


Wollongong
191 Crown Street, Wollongong, 486 2500
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Videos/DVDs/Audio-visual materials in schools

Directions for Schools

1. Material classified **G** is classified for general viewing. There may be some material in this category that is of no interest to students.

2. Material classified **PG** should only be used with students after careful consideration by teaching staff and approval, given that material in this classification might upset, frighten or confuse some students and an adult may be required to provide guidance to students. Staff may wish to inform parents in advance of the presentation of this material to allow parents the opportunity to withdraw their child from the viewing.
3. Material classified **M** should only be considered for students who are 15 years and over. Material in this classification may contain themes and scenes which require a mature perspective. The material should have particular relevance to the course of study and should only be considered when other related resource material is limited.

Decisions about whether the use of M classified films, television materials and computer games in the school will be approved must be made by the Principal. The Principal may delegate the task of previewing the material to an appropriate member of the teaching staff who will advise the Principal as to suitability for students 15 years and over.

Parents are to be informed in advance of presentation so that they have the opportunity to withdraw their child from the viewing. For students in Years 11 and 12, informing parents in advance may take the form of a notification to parents at the beginning of the course that material classified M may be shown during the course.

4. Material classified **MA 15+** should only be considered for students who are 15 years and over. This classification is legally restricted. The material should have particular relevance to the course of study and should only be considered when other related resource material is unavailable.

Decisions about whether the use of MA 15+ classified films, television materials and computer games in the school will be approved, must be made by the Principal. The Principal may delegate the task of previewing the material to an appropriate member of the teaching staff who will advise the Principal as to suitability.

Parents are to be informed in writing in advance of presentation of the content and classification of the material. Parents' written approval will be required for their child's participation in viewing this material. Students who are 18 years or older and living apart from their parents may sign their own approval. Principals should refer to Section 7 of the department's Family Law Guidelines in circumstances where students under 18 may be living independently.

5. Regardless of the students' ages, films classified **R 18+** and **X 18+** must not be shown to school students under any circumstances.

Principals and teachers should note that this advice should also be applied to any approved school excursions that may involve visits to cinemas, video game venues, associated coach/air travel or other related activity that may involve film screenings or television viewing.

Visitors to the School

All visitors to the school must report immediately to the Office. There they will be required to sign-in and be issued with a visitor's tag which they are required to wear while on the school grounds. When leaving the school, visitors will need to return their tag to the office and sign-out.

Work, Health & Safety

Accident Prevention

Teachers have been issued with the following instructions to help prevent accidents:

- Students must not be allowed to remain in 'out of bounds' areas.
- Students must not be given permission to climb on roofs or other dangerous places.
- Students must not be allowed to continue any activity where there is a perceived danger.
- Safety procedures must be brought to the attention of students when using gas, electricity, dangerous chemicals and boiling water.
- Safety procedures specific to a subject area are an essential part of normal instruction in that area.
- Proper footwear (i.e. shoes with sturdy soles and leather uppers) must be worn during practical work in specific subjects.
- Protective clothing must be worn where appropriate.

First Aid

Students who become ill or are injured at school are either sent to or escorted to the Office as appropriate. They will need to provide an OCA. The Office will provide first aid as appropriate and contact the parent/guardians to collect the student. Students are not able to rest in the Sick Bay and must return to class.

Should students require an ambulance there will be no charge to the student or family.

Accidents and injuries must be recorded, with staff, students and a witness completing an accident report form.

First Aid Officers

All School Administrative Staff and Learning Support Officers.

Health care needs students

Students with health care needs (anaphylaxis, asthma, diabetes etc.) will have posters in staff areas.

Asthma relievers and Epipens are found in each staff room and the Office and a first aid kit must be taken on all excursions. A defibrillator is located in the Sick Bay.

Person complaining of anaphylactic or asthmatic symptoms must not walk to the Office. Parents are asked to update these plans yearly as managed by the Student Support Officer.

Evacuation Procedure

Evacuation is started by an announcement through the bell system or siren on the school's portable megaphone.

- a. Students will gather their belongings (if possible) and exit the building according to the instructions from the class teacher. Evacuation map will show the nearest exit.
- b. The class teacher is to personally escort his/her class to the designated assembly point on the back oval. Executive teachers should ensure their own class has exited the building before attending to their nominated duties.
- c. On arrival at the designated emergency assembly area on the back oval: either side of the cricket pitch:
 - Students will assemble in roll classes as per Tuesday assembly in the quad. Roll Call groups will be lined up in an east/west direction, facing south. Appointed students will collect their Roll Call roll from the Head Teacher Administration (or assistant);
 - Each teacher who was responsible for the marking of a roll that morning will carry out a roll check of students. Roll Call teachers are to notify their Roll Call Head Teacher of missing staff or students. Roll Call Head Teachers to return completed discrepancy sheet to Head Teacher Administration;
 - Deputy Principal or substitute will organise assembly. Will collect school megaphone; and
 - Head Teacher Administration or substitute will check that all rolls are marked and liaise with Deputy Principals.
- d. All students and school personnel will remain at the emergency assembly area until the emergency is declared over by Deputy Principal on instructions from Principal.

Lockdown

The signal for a lock-down will be an announcement over the bell system. All other signals, such as that for change of lesson, will be turned off.

Should a lock-out situation escalate or if a dangerous intruder(s) is (are) identified, the Principal will decide if lock-down procedures are to be implemented. The Principal will give the lock-down signal and notify both the Police and the Principal of Wollongong High School and the Incident Report and Support Hotline.

At the end of the emergency, the Principal will determine if a whole school assembly is appropriate, otherwise normal classes will resume.

Work Health and Safety (WHS) Policy Summary

This is a summary of the WHS Policy. A full version of the policy is available on the intranet and internet under Policies.



OVERVIEW OF POLICY STATEMENT

The NSW Department of Education (DoE) believes the provision of a safe working and learning environment for all is integral and essential to providing public education and other community services.

The Department is committed to:

- providing everyone in its workplaces with a safe and healthy working and learning environment
- promoting dignity and respect and taking action to prevent and respond to bullying
- adopting a preventative and strategic approach to health and safety and monitoring performance
- supporting and promoting health and wellbeing
- providing return to work programs to facilitate safe and durable return to work for employees for both work related and non-work related health conditions
- meaningful consultation with employees, their representatives and others on WHS issues
- providing appropriate information, training and instruction to facilitate safe and productive working and learning environments
- providing an effective and accessible safety management system for all employees and others to guide safe working and learning in all workplaces
- the reporting of incidents so that action can be taken to manage the incident, prevent further incidents, and provide support where required
- Providing a program of continuous improvement

OVERVIEW OF APPLICABILITY AND CONTEXT

The policy applies to everyone in its workplaces.

The Department is able to provide safe workplaces through the provision of procedures, guidelines and other resources.

Everyone in the Department's workplaces has a responsibility for health and safety under the Work Health and Safety Act 2011, with the Department having the primary duty of care.

RESPONSIBILITIES - SECRETARY

To ensure, so far as is reasonably practicable, the health and safety of everyone in departmental workplaces, by ensuring that appropriate systems are in place, responsibilities are appropriately defined and managers and supervisors receive the training and resources they need to carry out their WHS responsibilities.

RESPONSIBILITIES - SENIOR EXECUTIVE DEEMED TO BE OFFICERS UNDER THE WHS ACT 2011

have a positive duty of care to exercise due diligence, as defined in Section 27(5) of the Act, in ensuring that the Department complies with its duty under the legislation.

RESPONSIBILITIES – SENIOR MANAGERS AND WORKPLACE MANAGERS ARE TO TAKE ACTION TO ENSURE

- this policy is implemented
- safe systems of work and WHS procedures and guidelines are implemented, risks are managed so far as is reasonably practicable and that they strive for continuous safety improvement
- employees and others undertaking work are supervised and receive the instruction, information and training necessary to safely perform their duties
- meaningful consultation takes place with employees, their representatives and others on WHS issues
- workplace incidents are reported and investigated and appropriate action is taken to prevent further incidents
- effective emergency response plans and procedures are in place
- audit and other compliance requirements are complied with
- employees with injury or illness are managed in accordance with the DoE Return to Work Program and other relevant guidelines.

Where workplace managers are unable to ensure any of these provisions they should escalate them for appropriate action and support.

RESPONSIBILITIES – EMPLOYEES AND OTHERS UNDERTAKING WORK ARE TO:

- take reasonable care for the health and safety of themselves and those under their supervision, and that their acts or omissions do not adversely affect the health and safety of others
- comply with any reasonable instruction or lawful direction as far as they are reasonably able
- cooperate in following DoE health and safety guidelines and procedures
- report incidents and hazards, and participate in training and consultation with DoE support
- meet their obligations to support their return to the workplace following any injury or illness.

RESPONSIBILITIES – STUDENTS AND VISITORS ARE TO:

- take reasonable care of their own health and safety, and that their acts or omissions do not adversely affect the health and safety of others
- report health and safety issues and participate in consultation in work health and safety matters affecting them
- follow local procedures in relation to work health and safety.

CONTACT YOUR WORK HEALTH AND SAFETY TEAM FOR INFORMATION AND ADVICE TO REPORT AN INCIDENT OR INJURY OR IF YOU HAVE A GENERAL WHS ENQUIRY PLEASE CALL

1800 811 523

OR VISIT THE H&S WEBSITE AT

<https://education.nsw.gov.au/inside-the-department/health-and-safety/>

<https://education.nsw.gov.au>

Mehala Bruges
Secretary







Education