

KEIRA

July 2020

News



Great traditions, a confident future.



From the Principal

Congratulations to the students, staff and families of our wonderful school. Your capacity to transition to online learning and then return to school fulltime has been outstanding.

I grew up hearing my grandparents speak of times that were like no other, where their way of life had been altered so much that it became difficult to remember how things were. Over the past term we have been in such a time and all of us will forever remember the impact of a global pandemic on all our lives.

Our return to fulltime face to face learning was a wonderful moment. A moment that reminded us all of the importance of school community and regardless of the incredible opportunities that technologies can bring, the importance being together. Together as students, together as administrative and support staff, together as educator, together as families and together as members of a significant learning community called Keira.

The online learning period taught us all many lessons, but it demonstrated at the deepest level the commitment of this school in ensuring the very best of outcomes for every student.

There were of course challenges and not all challenges were experienced by all. What we needed to do required exceptional levels of creative thinking, problem solving and collaboration; of planning, communication, organisation and of course implementation. Above all what made the difference was the collective and relentless pursuit of the continuity of quality learning. I was, and remain exceptionally proud of our achievement and look forward to a second semester that will allow us to celebrate the successes of individuals and groups across the school and its community.

Day by day our school moves closer to what it once resembled and this brings me great joy. But there are lessons to be learned from this period and lessons that will remind us of what is most important, what existing practices are successful and that innovation and evolution can bring us to new ways of being and doing things that deliver incredible results.

Thank you to our families who performed such a pivotal role in facilitating learning at home. Thank you to our teachers who supported quality learning every day, our administration and support staff who were intelligent, industrious and proactive in their commitment to our students and our executive staff who demonstrated the leadership that was required across the curriculum. In particular, I applaud the work of our senior executive whose work ensured that our school negotiated this period of significant challenge and opportunity.

Best wishes for a happy and safe winter break, I look forward to a successful Semester 2 in Lysaght Street.

Mr D J Robson
Principal





From the Deputy Principal

Congratulations to all members of the Keira community in contributing to the wellbeing and educational success of our students during this complex and challenging time. The supportive work of families and staff during this period has been outstanding.

In particular, I would like to congratulate our students whose capacity to transition between online learning and learning at school was exceptional. The skillset required to ensure that they remained at the centre of their own learning was an extensive one and our students certainly demonstrated that they were intelligent digital citizens of our world.

We are very proud of the work we did in making sure all members of the community, teachers, students and parents remained informed and supported by sophisticated communications and learning resources. In particular, our wellbeing team was pivotal in ensuring that all our students remained connected to their learning and their school. I so enjoyed watching the online work of our talented Year Advisers, their *morning welcome to the school day* and their *afternoon sign off for the day* messages were vital and often provided us with a much-welcomed smile at a very busy time for school leaders.

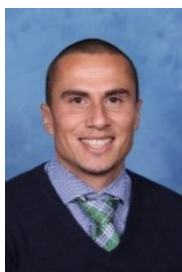
As parents we all became part of the teaching team supporting our own children and I would like to congratulate all our families who performed such an important role in our students staying engaged in quality learning both at home and at school.

Our Wellbeing Team



5 Star Performers in Online Learning

Mrs S Gray
Deputy Principal



From the Deputy Principal

As our deciduous trees continue to shed their leaves during these windy, winter Wollongong days, we can use this time to reflect.

In my earlier career as a teacher I was fortunate enough to hear one of our elders deliver a *Welcome to Country* and that to this day it resonates within me. Uncle Vic Chapman spoke about the importance of our seasons and how they inform our Indigenous peoples. He spoke of this amazing country that we share and that Autumn and Winter winds remind us that everything cannot remain the same and we evolve as the land does. Uncle Vic reminds us to not take everything we experience in life for granted and he concluded highlighting that the cold that penetrates our bones in winter and the contrasting warmth that we feel in summer can remind us of the natural world and to be humble in acknowledging our place within the land.

During this time, I hope you and your loved ones have embraced this time to focus on all that matters most. I hope you have been able to connect with people in a less transient fashion in a time when we have been physically distanced from each other.

Since we have all returned to fulltime face to face learning, we have been elated in having our students back at school. We all need to be commended for our efforts in operating in a safe and healthy fashion. Despite the restrictions of the COVID-19 period and the incredible economic, social and wellbeing issues we have witnessed we have all celebrated the importance of relationships and the importance of staying connected. We have also witnessed the results of a world of less urban activity, transport and industry. Our skies, water ways and landscapes are less polluted, our flora and fauna have rejuvenated. I am hoping that this time has giving you as many opportunities as it has challenges.

Remembrance Day

It was very important for all of us to ensure that despite our safe distance from each other we still celebrated Remembrance Day as a school community. Significant praise to our student leaders who led the school in an online service that allowed us all to show our respect on this important day. I would like to especially acknowledge, School Vice-Captain, Selin Dogan who delivered the Remembrance Day 2020 address and Sara Todner who contributed deeply to the success of this event by travelling to Mt Keira to play *Last Post* and *Reveille*. Sara's performance of these key aspects of the service in this important setting made our Remembrance Day 2020 a moment for us all to remember.



Mr G Guevara
Relieving Deputy Principal



From the Deputy Principal



Reconciliation Week

As a school community we were able to come together remotely on Wednesday 27 May to recognise the importance of Reconciliation Week. All students watched a video in their roll call rooms that had been developed by a large number of students and school staff. The video took us from the summit of Hill 60 to the five islands exploring Reconciliation Week in 2020, ***In this together***. The school community reflected on their understanding of what ***in this Together*** and the concept of reconciliation meant to them. Thank you to everyone involved.

NAIDOC Week has been officially moved to 5 – 18 November to allow all the significant events that it encompasses to go ahead. As a school we shall look forward to celebrating NAIDOC week 2020 and its theme ***Always was, always will be***.

Semester 1 Reports

The Department of Education (DoE) has provided guidance to schools on modifying our reporting processes given the changes in learning modes that have taken place this Semester. Year 11 and Year 12 received their reports earlier in the term and took part in reflection activities across the classes that allowed them to focus on the feedback that their report gave them.

In Stage 4 and 5 Reports we are not using the A – E achievement scale as advised by the DoE, instead student's reports will indicate whether they are *Working towards...*, *Working at...* or *Working beyond the expected level* for their year and stage.

Stage 4 and Stage 5 reports are on track to be distributed to students at the end of this term.

Stage 6 Subject Selection 2021

Students in Year 10 will be starting to receive information about the courses of study which different Faculties offer on Stage 6. Parents/carers and students would ordinarily attend an information evening at school in the first weeks of Term 3. Under the current restrictions this is still not possible in 2020. All families will receive a pre-recorded video of this presentation that explains in detail the requirements for the Preliminary and HSC courses. Students will receive additional presentations about courses in either face to face presentations or in the form of short pre-recorded videos at the beginning of next term.

Students will complete an initial survey indicating their preferences for subjects during weeks 2 and 3 of next term. This will inform our development of lines for 2021, from which students will make their final selections.



Mr T Loades
Acting Deputy Principal

News from the Office



Business Manager

It has been a busy return to normal, thank you to the students and parents who have been respectful and supportive of the smooth transition back to our school. Over the learning from home period we were able to provide technological devices to support over 50 students and have taken the opportunity to update our communication processes to families, which we will continue to explore.



School Hygiene

While we had fewer students on site we also took the opportunity to improve the toilet facilities for our students. A combination of painting, extra cleaning and replacement toilet paper holders have improved these areas, along with installation of extra soap and hand towel dispensers. Every classroom in the school is provided with supplies of hand sanitiser and cleaning materials which are regularly checked, and students are encouraged to sanitise their hands when entering the room. A big thank you to the school staff who are regularly checking and refilling these supplies for our students and staff. We are very appreciative of our local chemists who endeavoured to supply us with sanitiser when it was not readily available.

Financial Assistance - Uniforms

Under current regulations we appreciate the patience of our parents who are unable to attend the school for financial assistance. Our uniform room is well stocked and we encourage parents to contact the school if they require assistance in purchasing winter uniforms. If we do not have the appropriate size in stock, the interview for financial assistance will occur via telephone. Please call the office on 4229 4644 or email [keira-h.school@det.nsw.edu.au](mailto:keira.h.school@det.nsw.edu.au) if you require assistance.

Mrs T Tzanopoulos
Business Manager



Administrative Manager

School Fees

Information for Parents and Carers



During this complex and challenging time and we are very aware of the financial impact of COVID19 on many homes across the school community. To support all families we have revised our Statement of Account for 2020 and will not be seeking payment for:

- Sport Fees for Terms 1 and 2 (including Sport Levy)
- Subject Elective Fees for Tem 1 and 2

If you have already paid these fees they will remain as credit on your account which can be applied to any future fees or excursions.

We will make a determination regarding these same fees for Terms 3 and 4 later in the year and communicate this to you at that time.

Please contact the school if you require any further clarification regarding this information.

Mrs L Deitz
Administrative Manager



Celebrating Student Leadership

Captains Initiatives



Amarah Lee - Mental Health

As a result of the occurrence and danger of COVID-19, Keira High School has seen a robust change in the way our students learn in a supportive environment. Being a part of the leadership team has taught me how to adapt to unforeseen circumstances, for example we have to use resilience and persistence. Throughout our last year at Keira the leadership team were asked to deliver an initiative that is important to us as individuals, people who have a deep connection to our school community. These unprecedented times have been extremely challenging.

Mental health plays a critical part in how we feel, think, behave and relate to people. In accordance with the World Health Organisation, mental health is, “a state of wellbeing in which every individual realises their own potential, can cope with normal stresses of life, can work productively and fruitfully and be able to make a contribution to their community”. Mental illness involves a spectrum of disorders that vary in severity as to how long they last as well as how they affect our body and our personality. Did you know, in Australia 7.3 billion people will encounter a mental illness at some point throughout their life?

These conditions can be extremely serious and life threatening, but there is help available. As a student and a Vice-Captain I want to make resources and tools available to promote mental health in conjunction with modelled behaviours, values and all-inclusive activities. Consequently, these resources will need to make a positive impact on teacher-student relationships, as we build inclusive and safe environments within our school community. Additionally, I would like to implement stress reduction components throughout every single student’s well-being classroom. Wellbeing and mindfulness are effective therapies that have been proven to enhance cognitive processes that assist and change numerous clinical issues. We want every student and teacher, all our friends and classmates to remain happy and healthy throughout this unexpected and thoroughly and worrying time of dealing with COVID-19.

Jayden Sara – Environmental Issues

As school Vice-Captain it is a task of mine to implement my own carry out a legacy of a previous school captains initiative. It was with much thought that I decided I would try to implement a recycling system within Keira High School that would be carried on after I leave to help raise awareness about environmental issues and to reduce waste. However, due to these uncertain times, with an inability to be in contact with one another, it is now that my initiative will be changed. I intend to ask everyone to implement recycling within their homes and make sure that students are aware of what cannot and can be recycled. Furthermore the idea that people could reduce waste whilst stuck at home where possible would be great. With everyone making small changes to their lives it would make a big difference to the environment.

Charli Corbin - Holistic Wellbeing

My initiative is based around supporting the continued holistic wellbeing of the Year 12 student body, particularly in response to the current stress-heavy conditions. I was inspired to enact this initiative in particular when I was struggling mentally during the online learning. So I am creating a series of modules-via videos and supporting documents with resources and video transcripts that Year 12 will watch during roll call. Therefore, if a student has a particular interest or wish to delve deeper into understanding a topic, they may visit the wellbeing google classroom and re-watch the videos, read the transcript or visit mentioned websites. Because the videos are shown in roll call, they will have to be limited to five minutes, and hence do not lose

the attention span and will be shown every Wednesday and Friday morning in Term 3 (for Year 12). They will cover topics such as motivation, mindfulness, focus, study tips and time management. These modules will also be available to Year 12 classes in future. It is my hope-especially during the study period preceding our final exams- that I can support the wellbeing, productivity and quality of my peers with this initiative.

Dylan Boyd - Volunteering

In these uncertain and unprecedented times, we have seen a change to the way in which we attend school and how our school operates. As school captains, we all have great initiatives that we wish to share with our school community and due to these unforeseen circumstances, we have had to change the way in which these will be delivered. I was hoping to deliver a week of celebration within the school and its community for our volunteers who have worked tirelessly over the recent months. This would have consisted of workshops, opportunities for the school's community to volunteer and a barbecue raising funds for a selected volunteer organisation. Now due to this situation I will now be delivering an online message board and an online appeal to raise money for our volunteer organisations and our frontline workers who have helped to combat this virus. I hope you all can join me in this appeal.

Connor Bauer – Musical Talents

For my initiative, I will be conducting an interview with a professional musician in order to allow future music students to be inspired and encouraged to continue with their musical talents. I myself am an experienced pianist and would love to see other musicians, like me, exploring their talent and not giving up on a trait they've worked so hard at.

Selin Dogan – World of Reading

The horrific pandemic has kept us quarantined in our homes, and as school captains, unfortunately, we had to change and hold back our captain's initiative to make life at school better and to make you more involved with the school community. I had planned for a group of students interested in literature and books and the world of reading to join me and some local authors to a seminar, or Q&A, where I would ask questions on how and why literature is important to us all. However, now with the coronavirus changing up our lifestyle, I will be taking my initiative to an online platform where I will record a ZOOM interview, of around 10-20 minutes, and send these to English teachers who wish to share it on their Google Classroom. I hope you call support and join me with this. Thank you. Selin.





News from Administration

Attendance Matters

Senior Students

Attendance Matters!



Every Student, Every School, Every Day

Senior students are expected to arrive to school on time and attend Roll Call. If students have study periods at the beginning of the school day, they are to be in the Learning Centre engaging in effective study practices. In Year 12 students are able to leave school early if they have timetabled study periods at the end of the day. Senior students arriving late to school due to morning study periods will have their partial absence marked as an unjustified absence.

Justified Absences

It is a legal requirement that parents provide an explanation for their child's absences. This is to be received by the school within 7 days of the student's absence. Keira High School sends SMS messages to parents as a notification of student absence. Parents are able to provide an explanation via return SMS.

Justified reasons for student absences include:

- Being sick, or having an infectious disease
- Having an unavoidable medical appointment
- Being required to attend a recognised religious holiday
- Exceptional or urgent family circumstance (e.g. attending a funeral)

Other explanations may result in an unjustified absence being recorded.

Mr P Slattery
Relieving Head Teacher Administration



News from Wellbeing

Expo Evening was a celebration of all the outstanding academic and extra-curricular activities and events that take place at Keira High School. It was an opportunity to showcase student leadership and our **Keira** culture.

On this evening, Ala'a Abulatif, Matt Suren, Jack Rouse, Isabella Poposki, Caleb Cox, Mohammad Adil, Kira Phillips- Krause, Francesco Insalata, Jaya Harris, Max Barnes, Bellana Fletcher-Darragh, Francine Sipiliano, Newton Luu, Doha Jeniat and Rouwa Altinawi displayed leadership qualities and their love of helping others. They led the Student Wellbeing stands, wore their uniform with pride, were articulate, confident and gave up their own time to be part of a whole school community event. These students deserve to be congratulated for their dedication, positivity, teamwork, collaboration and support on this very important evening.

The last three weeks of Term 1 saw us transition into online learning platforms. I would like to take this opportunity to congratulate our students in their engagement of this type of learning and for accessing the Google Wellbeing Classrooms as part of this online learning experience. These classrooms have been developed with the purpose of ensuring that connections continue between students and their Year Advisers. These digital classrooms are a reminder that staff at Keira High School believe that student wellbeing is a priority. I look forward to seeing these google classrooms continue to develop further.

I would like to remind students that it is important to speak to an adult at home if you are struggling and remember that support people at school are, the Head Teacher Welfare, Mrs Vlahakis, School Counsellor, Supervisor of Female Students and Year Advisers.

Ms V Vlahakis
Head Teacher Welfare



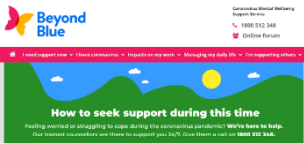
News from School Counsellor

As we adjust to changing routines, I would like to share a great website with a wealth of wellbeing resources and support for students, parents and teachers. It provides some useful coping strategies and avenues for support. <https://sites.google.com/view/wellbeing-/home>



NSW Department of Education COVID-19 Response

For the latest information on what the Department of Education is doing in response to the Coronavirus.



Beyond Blue: Coronavirus Mental Wellbeing Support Service: 1800 512 348

For information, advice and strategies to help manage your stress and anxiety.



Kids Helpline: 1800 551 800

For information for young people relating to coping with quarantine and managing stress and anxiety relating to coronavirus.

Ms A Ahmed
School Counsellor



News from Supervisor of Female Students

International Women's Day

Keira High School students had the opportunity to attend and participate in *International Women's Day; Stories form Our Place* celebrations at Wollongong Town Hall at the end of Term 1. Not only were our students able to engage with a variety of storytelling from a diverse group of women, but they were able to watch their Keira High School peer Adolphine Jacques preform traditional African dance, representing her own story through her dance groups captivating performance.

"*Integration Unified Stream* is a group of young African women who came together last year in July. It combines people from different countries within the African continent.

It started at the Warrawong Intensive English Centre, where we came together with other girls to think of an activity that would suit everyone during our recess and lunchtimes. We came up with the idea of dancing different traditional dances according to which country we each came from.

Some of us came from Uganda, Kenya, Burundi, Rwanda and Congo.

We also started doing mixed songs so that everyone could feel included.



We started this group as a fun thing to do in our free time. But things started getting serious when we began to get invitations to dance at big events. We are now a troupe of fifteen girls working with a youth supporter from the IMS Wollongong (Illawarra Multicultural Service), representing our countries and cultures and we are proud of our traditional African cultures."

By A Jacques, Member of the Dance Group



Year 10 Immunisation



Year 10 students will be provided with immunisation for the MenACWY vaccine that protects against four strains of meningococcal disease.

To ensure all older adolescents have the opportunity to protect themselves against meningococcal disease caused by strains A, C, W and Y, anyone between the ages of 15 and 19 years who missed the vaccine at school can access free vaccine from their GP.

This vaccine does not protect against all strains of meningococcal.

All people should be aware of the signs & symptoms of meningococcal disease, even if they are vaccinated.

For more information on meningococcal disease & the NSW school vaccination program see the [NSW Health website](https://www.health.nsw.gov.au/Infectious/Pages/default.aspx) (<https://www.health.nsw.gov.au/Infectious/Pages/default.aspx>).

You can also find out about other important infectious disease alerts by visiting: [alerts page](https://www.health.nsw.gov.au/Infectious/alerts/Pages/default) (<https://www.health.nsw.gov.au/Infectious/alerts/Pages/default>)

Mrs M Andrievski
Supervisor of Female Student

News from Year Advisers



2021 Year 7 Advisers: Ms T Agim and Assistant Mr J Bentley

The excitement the Keira Community shares for the transition of Year 6 students from our Community of Schools into Year 7 is quickly rising.

As Year Advisers for this new cohort of learners the excitement for us has stemmed from the highly successful Keira High Expo Night which was held in Term 1. It was delightful to see a vast array of young students and their families enter the grounds of Keira High School for an informative and expressive experience facilitated by the Keira Community. Meeting future students and families allowed us to take the first steps in building positive connections and relationships. We are eager to enhance this connection over the Transition Program and maintain this relationship throughout the continuity of learning and wellbeing of each individual student as they grow and develop at Keira High School.

With Community of School visits in the near future and Orientation Day and Information Evening on the horizon, we are continuing to develop and enrich the Transition Program to ensure a smooth and welcoming arrival for Year 7 students in 2021. We are excited to pursue the next steps in building our relationships with the Year 6 students through our Community of School visits, occurring in the initial weeks of Term 3. These visits will foster the foundations of trust, communication and support which are vital in the transition process.

We look forward to the journey ahead and meeting students of Year 7, 2021.



Year 7 – Mr J Berry

Congratulations to our Year 7 cohort

Our students continue to impress with their resilience and ability to continue engaging in quality learning each and every day. A number of students embraced the opportunity to volunteer their skills and time to actively contribute to an evening showcasing the many amazing aspects of their school at Keira's EXPO evening. Congratulations on your leadership.

I have been inundated with stories of students' achievements, whether that be in leadership, volunteering, sporting or academic success. We have students excelling in a range of fields and I look forward to acknowledging those achievements through the presentation of Bronze Awards very shortly.

The theme for our Year 7 cohort throughout their transition to Keira was Building Connections. It is imperative students feel connected to their school and each other. This continues to be a major focus for our students as we move towards their third term. Ms Agim has been working extremely hard to create some exciting learning opportunities for our students next term. These will aim to further enhance the relationships within our cohort and enable students to develop the strategies and skills to take ownership of their social wellbeing.



Year 8 – Ms A Pike

Kieron O'Brien and I would like to take this opportunity to thank the school community for their support during Term 2. These unprecedented times have shown us how truly amazing our students are for adapting to such a big change of routine. We are extremely proud of the dedication and commitment to learning that Year 8 have displayed during this process. Upon their return to school, students have also demonstrated their ability to use their skills to once again adapt back to another way of learning.

There have been some exciting events still taking place at Keira High School during the term and one of the most significant events is Reconciliation Week. The theme for this year's Reconciliation week is 'In This Together'. This is a fitting theme for our staff, students and school community as we have shown our unity in education and wellbeing. With teacher guidance and assistance, some of our Year 8 students made themselves apart of this celebration by composing a short video entailing what Reconciliation week means at Keira High School. This was shown to all members of our school during roll call one morning. Additionally, our Aboriginal students have begun the process of putting together their Personalised Learning Plans and goals for the year. This is an important step in connecting to culture, learning and engagement within the school year. I am looking forward to seeing the students achieve these goals with the help of their mentors in the near future.

It is important to continuously acknowledge the achievements of students in our school. There has been some phenomenal learning that has taken place this term and this is something that is recognised, valued and celebrated at Keira.



Congratulations to the following year 8 student who has achieved a bronze awards this term:

Callum Burge

**Creativity Initiative Leadership Kindness Organisation Team Work
Commitment to studies Resilience Effective Communication Critical thinking**

I am excited to see amazing teaching and learning continue into Term 3 and beyond.

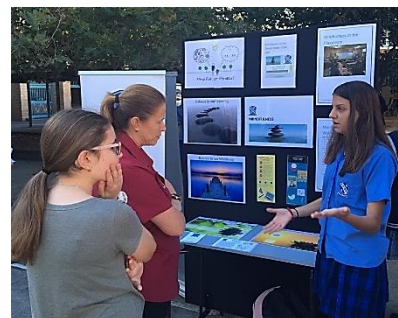


Year 9 – Mr B Thompson

Students from Year 9 have been provided with the opportunity to engage with the preparation and delivery of Expo Night.

During the lead up to Expo Night, a range of Year 9 students were required to collaborate with classroom teacher to construct and deliver a range of interactive information sessions.

Students used their deep knowledge and experiences from school, to inform parents and carers of the operations of extracurricular activities and subjects offered at Keira High School. This was a successful evening, supported by the hard work of all students involved.



During Semester 2, Year 9 students will be engaging with Live.Learn.Drive Program, that has been developed by the NRMA.



Year 10 - Ms M Cara

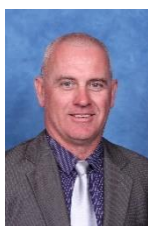
The first half of 2020 has thrown many challenges our way, but Year 10 have shown that it's nothing they can't handle! We started strong, and have continued building on an excellent beginning to the year.

Expo Night allowed many students in Year 10 to show off their skills in a variety of ways. From Freya Stevenson and Fwangshak Dawurung leading eager young minds along the creative garden path to poetry perfection, to the confident way Mohammad Adil and Isabella Poposki spoke to the Year 6 students and their families at the Marketplace, potential leaders were appearing everywhere.

The switch to online learning presented new and different challenges for the cohort. Year 10 were quick to adapt, however, and the feedback I have received from teachers about the high level of engagement and quality of work has been fabulous to hear. As Year Adviser, I have never been more confident in the mature young adult that each and every Year 10 student is becoming.

Term 3 brings us closer to a new beginning for Year 10, with their imminent move into the Senior school. In the coming months, we will spend time preparing the students to make their subject choices, and begin to focus on study routines and maintaining a sense of overall wellbeing.

The past few weeks have shown that Year 10 at Keira are a capable and resilient bunch. It will be important that they maintain this momentum as they move into Term 3 and beyond.



Year 11 – Mr A Kellaway

I would like to congratulate the Year 11 cohort on making it past the half way point of their Preliminary Higher School Certificate year. The high level of engagement and the ongoing application to your studies that you have all shown will provide you with the best opportunities to achieve at the highest level possible.

Over the coming weeks we will be notifying you regarding the opportunity to purchase Year 12, 2021 jackets. These jackets are not compulsory; however, they can be worn as part of the school uniform.

I look forward to the term ahead and know that with your ongoing engagement to your learning that it will be a successful one.



Year 12 Ms D O'Keefe

It has been fantastic having Year 12 back at school full time. Teachers have been reporting that students have been working very hard and I am very proud of the way Year 12 have settled back in to their studies. This term has seen the release of the HSC timetable, which has provided year 12 a clear 'end goal'.

As part of their learning in the Year 12 Wellbeing Google Classroom, we have been looking at a number of practical tips and tricks to promote optimal wellbeing. One of our areas of focus has been the importance of keeping your mind healthy. Students have been learning about the benefits of training their mind. They have been reminded of strategies such as mindfulness, exploring the breath, body scans, meditation, and the importance of sleep to help you work at your best. Should students want to revisit any of these topics, the information is available on the Year 12 Wellbeing classroom.

In addition to this, we have also had a focus on time management – with students reminded of scheduling their time in the afternoons. This is an important area to make sure the students are spending enough quality time on each subject area and completing assessment tasks, homework, and lesson summaries to the best of their ability.

This year NESAs has partnered with mental health organisation ReachOut to deliver news, information, guidance and advice to support all HSC students. To access these resources please use the link below:

<https://au.reachout.com/collections/stressed-about-study-during-coronavirus>

A big congratulations to all of the Year 12 students. I am so very proud of the way they have worked this term.

Student Representative Council

The Student Representative Council are eager to get back to creating opportunities and raising awareness around the school. Coming into the new term, the Student Representative Council and Interact have a new project they are collaborating on. The students and staff have noticed unused areas around the school and feel they can be better utilised. The new project will be trying to find ways to develop these areas around the school, constructing gardens out of these areas. So, keep an eye on the notices for upcoming fundraisers and opportunities to help out.

In Term 3, the Student Representative Council are planning numerous opportunities for the school. They plan on starting the recycling initiative focusing on recycling paper from staffrooms and classrooms. They also plan on bringing back some favourite events from last year moving into Term 4.

The Student Representative Council are still seeking ideas and ways to improve the school for all students. If you have any ideas, please seek out a member of the SRC to discuss your thoughts.



Ms J Stares
Student Representative Council Coordinator

interact

Interact is a vital part of the connection between Keira High and our local community. Although this program has been on hold for the beginning of the school year, we look forward to continuing our support in both terms 3 and 4.

This student-directed program is a high school version of Rotary. We encourage leaders and problem-solvers who see a world where people unite and take action to create lasting change – across the globe, in our communities, and in ourselves. Interact is open to any students of Keira High and we encourage new and veteran members to join and make a difference in 2020.

At the commencement of Term 3, we will be starting our weekly meetings where students will be planning future events and programs to fundraise essential funds for charities, events and causes that Keira High School holds close to heart.

If you are ready to further your leadership, problem-solving and organisational skills and are ready to make a difference in your community, stay alert for future announcements of upcoming meetings and join the Interact movement at Keira!

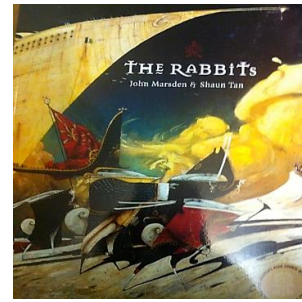
Mr J Bentley Interact Coordinator

News from English

Year 8 English Picture Books: *The Rabbits*

While working online, Year 8 analysed a picture book. They studied the text *“The Rabbits”*. Students revisited visual literacy techniques.

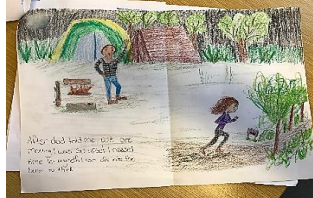
Students were asked to develop a narrative arc for their own picture book and then design a double page spread of their picture book. They then had to write reflectively on their creative process.



“Two techniques I used were close up and symbolism. I used colour and size to make and emphasise the point.”
Alicia Moscrop



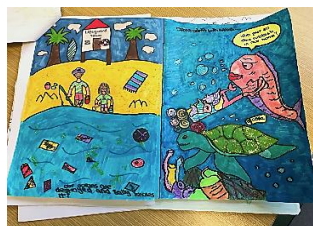
“I showed how the mum and her kids helped the lion when he was injured and all alone by the side of the road.”
Moayad Alarnoos



“I chose to publish this part of my story because it stood out to me as Julia reminds me of me because of her long brown hair and eyes.”
Laura Kipps



“The biggest challenge I faced was deciding which page to choose and the placing of the images, for example the house and the car.”
Bella Hastie



“To develop empathy in the audience I have used the technique of colour as it helps to show the feelings and emotions of the characters. For example blue represents sadness.”
Lily Drysdale

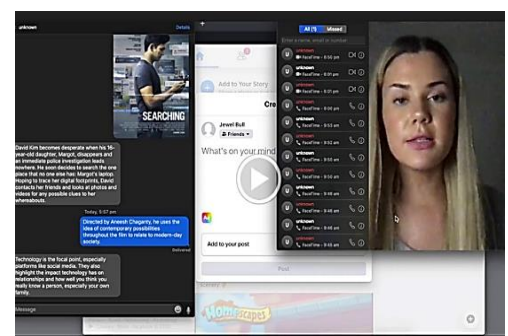
Year 11 Standard English Study Module A: Contemporary Possibilities



In this module, students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. They develop understanding of the creative possibilities made available through these rapidly evolving technologies in the ways we communicate and represent ideas and experiences.

The assessment task on this module was a multimodal presentation. Students had to discuss a statement about the internet being powerful and terrifying based on their critical analysis of the film ‘Searching.’

Students were given various options on how to present their multimodal presentation. They could present a speech to the class accompanied by a PowerPoint that illustrated the points they were making. They could create a video, embed video of themselves in a PowerPoint of film themselves presenting their speech and video.



The Internet means that our personal worlds are increasingly public this is both powerful and terrifying

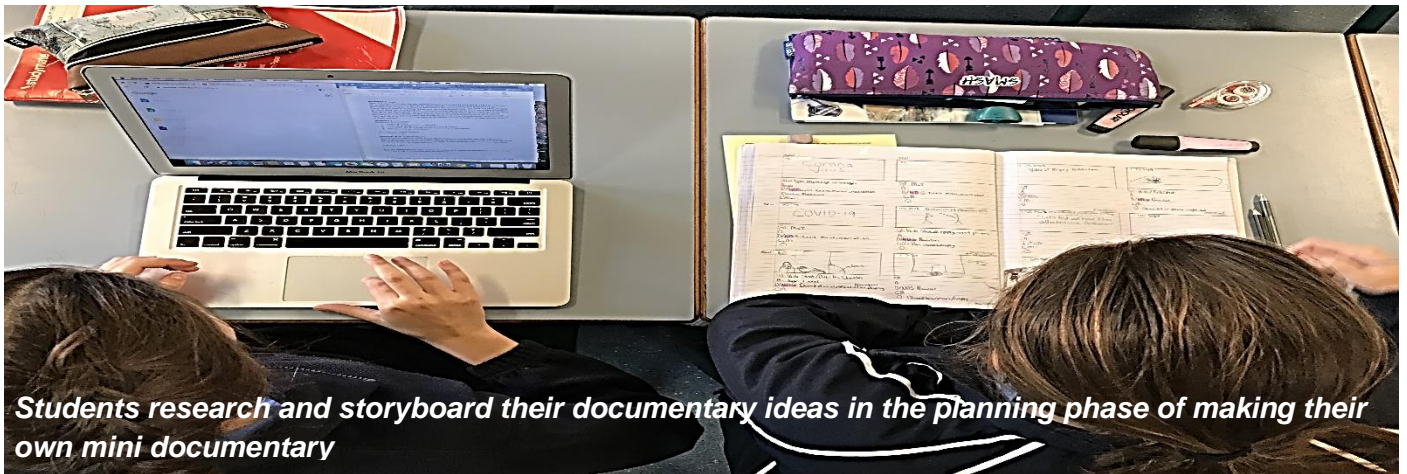
**Ms S Blackstock
Head Teacher English**

Year 9 English Documentary Making

How can you demonstrate your understanding of a particular text form? By creating one yourself!

Year 9 English have recently studied *Kanyini* by Melanie Hogan, an outstanding documentary that examines the impact of Invasion on Australia's First Peoples. We have analysed the film and language techniques used in documentaries to engage and influence the viewer. We understand that these techniques are deliberately employed to position the viewer to consider the content presented.

Students are currently involved in the process of making their own mini documentary to demonstrate their understanding of this particular non-fiction text form. It is a fantastic opportunity to continue and extend student ICT skills. Year 9 teachers are really looking forward to their submissions. By what we are observing so far they will be very interesting and engaging.



Students research and storyboard their documentary ideas in the planning phase of making their own mini documentary

What do the students think?

- *For our assessment in English we are tasked with creating a mini documentary. Although the task is challenging, it will be very enjoyable. A mini documentary allows us to use our creative side in a way writing an essay would not. **Lucas Travescki***
- *My year has been given a great chance to do a fun and exciting assessment task. We will be designing, directing, filming and editing a 3-5 minute mini documentary on a topic or issue important to us. Everyone seems interested in their topics, I know I am. I'm doing my mini documentary on the Corona Virus and its impacts. It is coming along well but wish me luck! **Ellie Iskra***
- *In class we've been focusing on documentaries as a non-fiction text and now we are making our own. For my topic, I have chosen K-Pop to enlighten my other classmates on its history and impact on Korea. Multiple language and film techniques will be used to make it engaging. **Lilian Suri***
- *For our assessment task we have been asked to create a mini documentary on a topic of our choice. This is exciting and interesting as it allows us to show our understanding of the topic in a creative and engaging way. **Matilda Lopez and Jasmine Rackman***



9EK at work!

**Ms M Holliday
English Teacher**

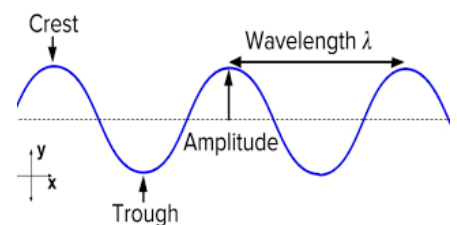
News from Science

Since we have welcomed all students back into the Science classrooms there is a renewed enthusiasm for discovery, particularly through practical work. All students have adapted quickly to our new routines of disinfecting surfaces between lessons and sanitising hands before entering Science labs. Now that there are new protocols in place for running practical activities in a COVID safe environment, students and staff can again enjoy the diversity of learning experiences that the study of Science affords.



Many students, particularly those in Stage 6, have taken advantage of the transition from Zoom lessons back to the classroom in order to more actively participate in class discussions. This is a key factor in increasing the depth of their understanding of HSC content, and combined with practising HSC style questions and seeking feedback from teachers, will be excellent preparation for their HSC examinations.

Year 8 and Year 10 are both currently engaged in the study of our Solar System, harnessing our innate curiosity about “what’s out there” and asking the big questions about how our Universe has evolved over time. Year 9 are exploring how an understanding of the behaviour of waves has led to the development of numerous technologies, whilst Year 7 are exploring the effects of forces that we experience every day.



Comments from our students:



Daniel H Year 12: *Online learning facilitated a flexible and self-disciplined learning schedule, unique to each student. It allowed me to easily review external resources which deepened my understanding, particularly for more complex phenomena and ideas which underpin fundamental physics, by giving me the ability to review different explanations and visualisations. It further granted me the ability to seek self-clarification whilst remaining up to date with content.*

On the other hand, face to face learning expedites this process, where you can seek immediate clarification from the classroom teacher. I also like this type of learning as it facilitates a more immersive means of delivering content by performing experiments and practical tasks to also visualise and deepen my understanding.

Newton L Year 12: *A positive about remote learning was that I could spend more time being productive while I didn't have to travel to school. I enjoy being able to collaborate with my peers now that we are back in the classroom.*

Dylan B Year 12: *The transition back to face to face learning has allowed me to ask questions in class to clarify my understanding, which is crucial as I prepare for my HSC.*

Notd P Year 11: *Online learning was a good experience which made me appreciate the importance of face to face learning.*

Ben S Year 11: Online learning was a rare experience...it did give me a greater appreciation of face to face learning at school and it's great to have the social aspect of life back.

Jasmine J Year 11: Online learning was a good experience for me as there was a lot more freedom in my pace of learning.

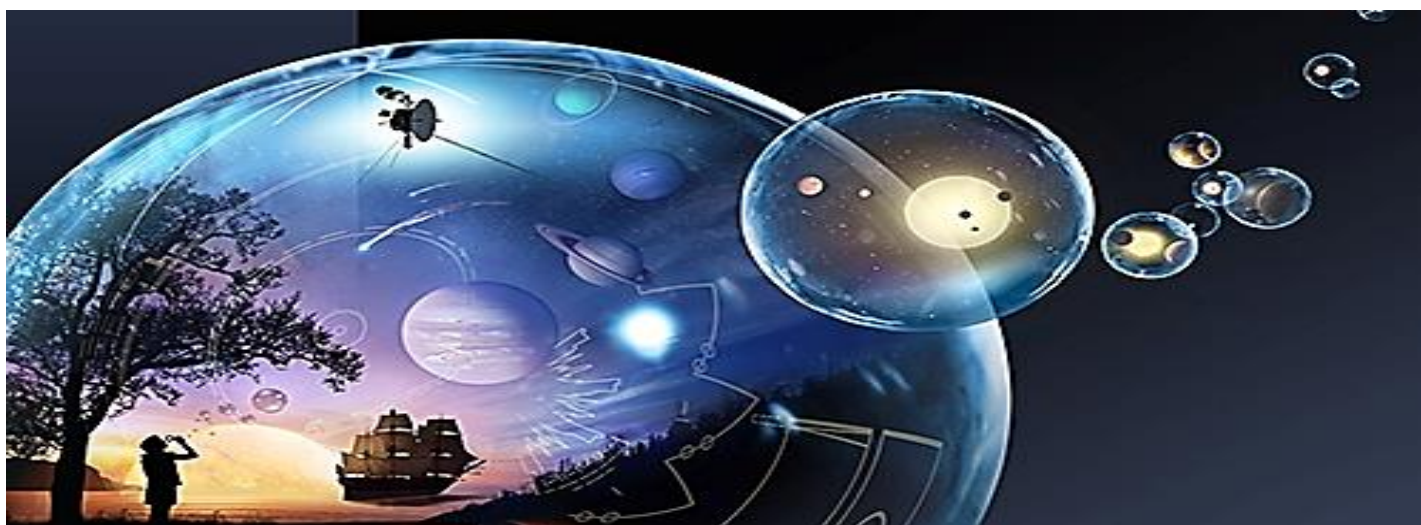
Stephanie M Year 9: During the time when we were learning online, I enjoyed learning about marine mammals. In particular, the story of Old Tom and the Killer Whales of Eden. It was interesting to learn about the relationship between then Aboriginal people and the Killer Whales. Since we returned to school, I have enjoyed watching presentations by everyone in my class about the anatomy, physiology and cultural significance of many marine mammals.

Amelie Gillen Year 7: My favourite lesson on Google Classroom was friction experiments. We got to drag an object across different surfaces using different levels of friction.

Maddison T, Esra G and Emma L Year 10: Remote learning, with the use of online resources such as Google Classroom and Zoom was definitely a challenge to adapt to. Over the weeks, I began to get into a routine whilst remotely learning. I especially enjoyed my Science lessons as they were well structured and were of a topic of interest to me. My most enjoyed online task to complete was a biotechnology writing task my teacher had issued to my class. This task required us to complete two paragraphs outlining the roles of DNA in a specific biotechnology. Resources that assisted this task were online notes provided by our teacher, and the paragraphs I drafted were corrected and marked by my teacher. I was very fortunate for my teacher to make the time to edit my writing as I believe this improved my writing skills and my overall achievement. After coming back to face-to-face learning, I have been able to take better notes, listen to what my peers have to say and contribute to class discussions even more. Although online learning became a habit and was well structured as well as enjoyable, face to face learning, in my opinion, betters my own and other students learning in a way that online learning cannot.



The Science Faculty would like to congratulate all students on their significant commitment to their learning throughout this semester, during the period of remote learning and whilst in the classroom.



Dr S McKenzie
Head Teacher Science

Year 8 Numeracy Lessons

Year 8 students spend five lessons each term dedicated to a focus on numeracy. For 2020, students are studying statistics, the analysis of data and ways to represent this visually. These concepts are likely to impact a variety of their subjects as well as many real-world applications. Term 2 had a focus on the development of surveys, collection of data and what constitutes a misrepresentation of data.

The numeracy classes work on rotations, with 8K, 8E and 8I completing their scheduled tasks for Term 2 at the end of Week 7. Students commenced this work during the learning from home online lessons and their mode of lesson delivery continued into their face-to-face time now they are back at school.

Below are testimonials collected from a random sample chosen to participate in a survey about their learning from the term.



"I learned about what techniques and questions to use in a survey. The information was easy to access using technology. With the self-paced lessons, I am more relaxed and can complete my work to a better standard. I would be so happy if the way we learned stayed the same." Ana Ivaneza



"We got to collect data and statistics on ourselves and from others. Learning online was fast and easy. I didn't have to rush." Imen Tarah



"I liked having access to the Google Classroom website for my work, and it was better to interact with the content than just drawing or writing it. Working at my own pace meant I didn't miss out on anything." Malcolm McKinnon



"I learned how to write a survey, then rework it to make it more interesting. I liked using the technology as it made writing my information a lot easier. The self-paced lessons were great as I was not being rushed, and it reduced my stress." Izayah Baker



"It was easier to use the Google Classroom once we knew how to, especially with the slide shows and being able to work at your own pace. It is better like this as you can think about questions more instead of rushing and worrying about your work." Bernelle O'Neill

Ms C Ward
Relieving Head Teacher Mathematics

WHAT IS
DATA VISUALIZATION?

News from Human Society and its Environment

This year has been one like no other, and it is amazing to think that we are only halfway through. I would like to pass on my thanks and congratulations to our school community for their flexibility and resilience in the face of unprecedented challenges. It has been a rewarding experience to be part of a teaching and leadership team that supported student learning throughout the changing landscape of Term One and Two.

As a HSIE faculty, we thought that for this newsletter, strong student voice was essential. The responses below were collated from student surveys about the period of *flexible learning* at Keira. I hope that you enjoy reading the student reflections:

What are your memories of the period of online learning?

- I really enjoyed the peaceful and quiet learning space.
- I liked how most of our work was given to us to do in the week.
- I remember the online learning period as quite unique. Never before had I learnt in that manner and so finding ways to overcome difficulties to complete my work was rewarding. Also, the constant use of online platforms to communicate with teachers was beneficial.
- Finishing school earlier due to working at own pace and having clear instructions.
- Staying at home on the laptop for most of the day.
- I remember having lots of homework and took breaks according to my timetable.
- I remember having to wake up at a reasonable time, having breakfast, working for hours on end each day, and repeating this for 2 months.
- I remember struggling a little bit but as I created a routine it became easier.
- Personally I enjoyed at home online learning because I had more focus without peers around, but then again at the same time, it was very different from being around people face to face everyday.
-

What did you enjoy about online learning?

- Being able to spend more time with my family due to being at home.
- I enjoyed being able to pace myself in regards to my timetable. Breaks occurred when was appropriate for me.
- I enjoyed being able to go at my own pace, with no distractions.
- How I could successfully prioritise and work at my own pace, this meant that I wasn't as stressed.
- I liked that if I worked hard, I could get all of my lessons done early.

What did you find difficult?

- Not being around my teachers and using face-to-face communication.
- Sometimes I feel that we were given too much work to do in the time for that lesson.
- I found staying on topic in some classes difficult due to the multitude of distractions that exist at home.
- Having a question or any problems with work or challenges was difficult as I could not receive answers or help immediately like when in a classroom.
- Coming back to school was hard after such a long break.

What tips would you give to a student who was about to experience that type of learning again?

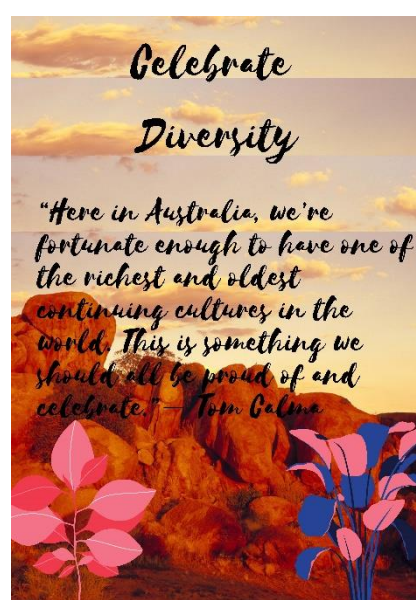
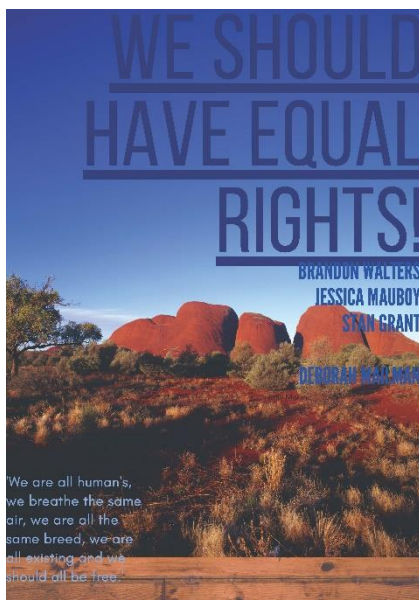
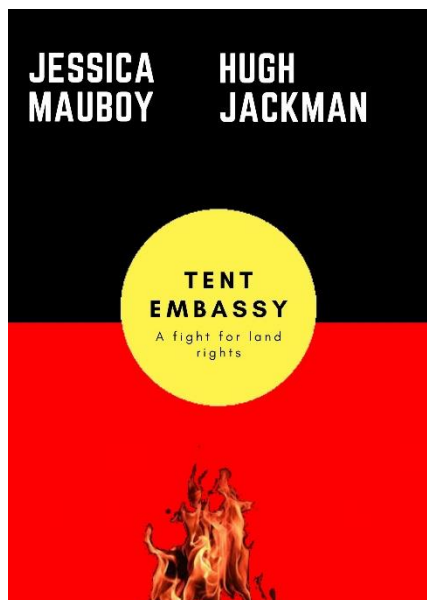
- Plan your days prior and use a study schedule.
- Try and get your work done in the time it's given so that it doesn't build up.
- Stick to your school timetable to get all your appropriate work completed on time so that you do not have it piling on. Do not forget that even when you are at home, after school study is important.
- Don't procrastinate.
- Create a timetable that suits both your needs and the original one from school.
- Take regular breaks and verbalise to your teachers about the course load early.
- Try and complete as much as you can in one day so you don't fall behind on work.

- Try to get up and exercise – it works!
- Finish the work as it comes and stay positive.
- Make sure you wake up when you're supposed to and follow the set timetable.
- Stay motivated, ask questions, seek clarifications and use the feedback that you get to improve.
- Make sure that you don't leave all the work to the last minute.
- Organising your time/having time management is extremely crucial for online learning as it helps keep a steady schedule you can work with.
- Focus on getting the most important things done first, don't stress yourself out.
- Get organised, use time management and don't stress.
- Always check your emails for any school messages.
- It would say it's stressful, but suffer now and be a champion later.

I love their honesty and wise advice, I think we could all use some of these tips.

Thanks again to the students for their feedback.

ABORIGINAL STUDIES: WORK SAMPLES



Mr Weber
Head Teacher HSIE

Great traditions, a confident future.



Year 8 Geography Study: 'Water in the World'

In many African countries, women must walk long distances to collect water for their family. As a part of their 'Water in the World' study, students from Year 8 Geography conducted an experiment to see which method of carrying water was the most efficient.

Students were first asked to estimate how long it would take them to carry water in a variety of ways across the soccer courts and back. We then went out and tested these different methods, all with varying success. The activity gave students a very small insight into what it is like for many families in Africa who do not have access to clean water. As a part of their study of this topic students become more aware of the importance of clean water for human survival and ensuring that it is not wasted.



Method 1: Carrying two buckets by hand

Many students found this to be the hardest method.

"It is hard on the shoulders and you spill a lot of water"

Jessie Smith



Method 2: Carrying two buckets with a stick for balance

This method allowed students to walk quite quickly back and forth across the soccer court.

"It was pretty easy, but you had to keep the buckets balanced otherwise they might have slipped off."

Hector James



Method 3: Carrying water on your head

Once you got your balance, students found this to be the easiest method.

"Carrying the bucket on your head means that no water is spilled, you just need someone to help you get it up there"

Orlando Bardevski

Ms S Saunders
Geography Teacher

News from Personal Development Health and Physical Education

Wednesday Sport Information: Term 3

Schools are safe and open for full time Learning face to face Learning.

The following activities can resume commencing Term 3

- All school sport and activities including competitions aligned with current health advice.
- Inter-school student events and competitions (choirs, sport, debating, public speaking, performing arts, selective sports high school trials etc)

Key information for the commencement of sport;

Practise good hygiene

- Enhanced Hygiene measures will continue these include encouraging regular washing of hands prior to and after physical activity. The cleaning of sporting equipment between uses.
- Staff and students are required to wash their hands prior to and at the conclusion of sport and physical activities. Encourage hand hygiene practices at regular intervals as required.
- Maintain respiratory hygiene whilst participating in sport and physical activity, encouraging coughs or sneezes to be covered and tissues to be disposed of immediately. Always wash your hands after having coughed, sneezed or blown your nose.
- Discourage spitting or clearing of nasal or respiratory hygiene whilst participating in sport and physical activity.

Do not train if unwell

- Students are expected to stay away from school or be collected by a parent/caregiver should they become unwell during the day. Students should not participate in sport if they are unwell.

Do not share items such as drink bottles or towels

- Students should provide own personal items such as water bottles, towels, clothing, mouthguards, etc required for competitive competitions.

Implement cleaning protocols

- All sport and physical activity equipment (including shared equipment and clothing such as bibs) must be cleaned at the end of each session.

Avoid shaking hands

- Students should not shake opposition hands at the conclusion of a sport activity.

No spectators or external visitors

- At all grade sport or school competitions.

Grade and Recreational Sport: Term 3 Timeline

Term 2 Week 9

- Students in year 7-10 will receive an email with an online survey to select which grade sport trial or recreational sport they will select in term 3.
- Students in year 7-10 will receive sport information permission note pack.

Term 3 Week 1/2

- Students in year 7-10 are required return grade or recreational sport permission note in week 1 Term 3.
- Students will attend Grade sport trials week 1 and week 2 Term 3 on School or Tafe grounds.
- Students who do not wish to trail for a grade sport team will be placed into a school sport for week 1 and week 2.

Term 3 Week 3

- Students in year 7-10 selected in a grade sport team will be participating in the Grade sport competition at their allocated venue *permission note must be signed by a parent and returned to the sports office.*
- Students in year 7-10 who have selected to participate in a recreational sport will commence attending their chosen sport *permission note must be signed by a parent and returned to the sports office.*

Term 3 Week 9

- Students in year 7-10 will complete an email with an online survey to select which recreational sport they will select in term 3 and receive a new *permission note and it must be signed by a parent and returned to the sports office* in week 10.

Term 3 Week 10

- Students in year 7-10 final week of attending grade sport.
- Students in year 7-10 final week of attending recreational sport.
- Students in year 7-10 return Term 4 recreational sport *permission note must be signed by a parent and returned to the sports office.*

NSW and South Coast Representative Sport Notices



The School Sport Unit wishes to advise that the following Sports events have been cancelled for Term 3, 2020.

- NSWPSSA Cross Country
- NSWPSSA Netball state championship
- NSWPSSA Boys Touch state championship
- NSWPSSA Rugby Union state championship
- NSWPSSA Girls Rugby 7s
- NSWPSSA Golf state championship
- NSWPSSA Boys Softball state championship
- NSWPSSA Girls Touch state championship
- NSWPSSA Girls Softball state championship
- NSW All Schools cross country
- NSW All Schools touch football trials
- NSWCHSSA gymnastics state championships
- NSWCHSSA Trans-Tasman squash exchange
- NSWCHSSA athletics championships
- NSWCHSSA boys tennis state championships
- NSW All Schools football tri-series
- NSW All Schools opens netball tri-series
- NSWCHSSA trampoline sports state championships
- NSWCHSSA bowls exchange
- NSWCHSSA girls tennis state championships
- Primary Girls Cricket trials
- Primary Boys Cricket trials
- Secondary Water Polo trials
- Secondary Boys Cricket trials
- All South Coast School Sports Association trials

The following Sports events have been cancelled for Term 4 2020
- NSWPSSA Athletics

All NSWPSSA and NSWCHSSA knockouts/statewide competitions have also been cancelled for 2020. The health and wellbeing of everyone involved is paramount and at the heart of this decision.

Mr O Walker
PDHPE Teacher / Sport Coordinator

News from Special Education

Online Learning

During the recent school closures in response to the coronavirus, we were able to develop and demonstrate a new range of skills.

Without prompting from the teachers, several of our students gave feedback to describe their response to their online learning sessions.

Some of their comments are listed below:

Jade Shepstone: It is so good for kids.

Jaydon Donnelly: It was fun and interesting.

Jamai Zylstra: Thanks for the lesson.

Floyd Treverrow: Aboriginals are really good at looking after the land. We should listen to them all.

Kai Starling: I liked learning about all the correct information about the coronavirus and found it interesting and informative.

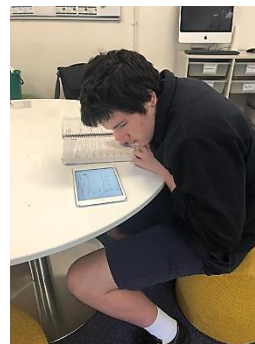
Floyd Treverrow: I enjoy learning about healthy food because it makes people want to do a whole changeover with their diet. Thank you for the amazing work.



Courtney White and Zoran Petkovic discuss their online learning successes.

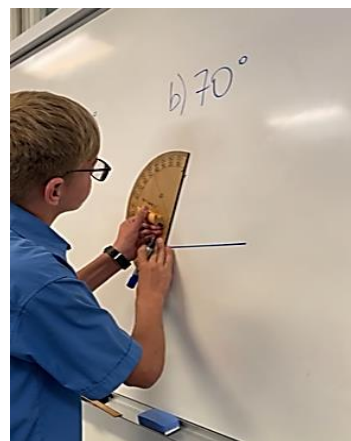
English We've been exploring new ideas relating to current global affairs in our study of Speeches.

Justin Raso, Ryley Russell, Kayne Vaartjes and Daniel Grainger work to transfer bookwork tasks to digital files in the Google Classroom. Below right: Ryley edits his final word document before submitting research on his chosen speech topic.



Maths In Maths we've been learning about geometry. We've been able to supplement our understanding of angles and trajectory when devising strategy to play FINNSKA.

Fatima Toma and Blake Foye demonstrate use of a protractor to draw angles.



Sienna Wrightson and Latiyah Waters reflect on their game strategy when calculating their FINSKA score. Below right: Oliver Fornasari-King launches the battle block to strike numbered pins.



Science In Science we've been learning about liquids, solids and gases. We've conducted an experiment where we created boats to carry weights. The goal was to build the boat that could hold the most weight. This also taught us about displacement.

Kai Starling works against the clock to create his boat. Below right: Mr Pawsey helps Colby Thompson and Courtney White to assemble their boats.



CAPA In Creative and Performing Arts we've been creating aircraft. This has provided the opportunity to make cross-curricular links with our learning in Science as we look at mass and forces.

Mr Guevara works with Jade Shepstone, Luke Gibson, Kai Starling and Colby Thompson as they set up to test flight their aircraft designs.





Project Based Learning We've begun to use Minecraft Education as part of our Project Based Learning. As teams we have been able to construct virtual communities where we can communicate online as we move around our village to examine the structures we've built.

Thus far students have worked in teams to construct houses, shared community buildings, roads, communal areas and farms to generate the necessary sustenance for the village.

Our key goal moving forward is to recreate Keira High School fully to scale and hold a virtual assembly in the quadrangle.

Kai Starling works to build a house with garden.



We want to congratulate all our students and their families for the resilience they showed during the period of learning from home. It was great to stay connected with you during this time and we look forward to seeing where our learning can take us in Terms 3 and 4 now that we've built these new skills!

Ms L Crockford
Relieving Head Teacher Special Education

News from Personalised Learning and Engagement

Personalised Learning with Technology

Learning and Engagement have developed several short helpful video clips to support student learning using technology. Students must be logged into their DET account to access the clips. Learning and Engagement can be contact at the school if your child requires further support accessing this information.

- **How to access Microsoft Office365 applications through the student portal:** students have access to Office 365 Education **for free**, including Word, Excel, PowerPoint, OneNote, and Microsoft Teams.
<https://drive.google.com/file/d/1dLUR2ImjOe-keyc-LvQPoUjJq11XABnh/view?usp=sharing>
- **How to access and utilise the Immersive Reader tool in Microsoft Word:** a free online tool that reads text out loud, break it into syllables, and increase spacing between lines and letters and more. Recommend for students with reading difficulties.
<https://drive.google.com/file/d/1wrclR4NJJ5pYH3XCvcdQ72-34B2SVz88/view?usp=sharing>
- **How to access and utilise the Immersive Reader tool using Office Lens iOS (iPad)**
https://drive.google.com/file/d/1CUuu4amFLFow_hQr9y1kEUAV1850Vdv/view?usp=sharing
- **How to format quality word documents:** tips on how to create quality documents.
https://drive.google.com/file/d/1glB7_SThBLsObu9lqoi0bZm152Eb4ofa/view?usp=sharing
- **How to Upload work to Google Classroom 1:** When the teacher asks you to work in a doc or slide and provides you with your own copy
https://drive.google.com/file/d/18g0ybNcDU_s_xhNlIuaFnAyDuzM6dGoTN/view?usp=sharing
- **How to upload work to Google Classroom 2:** When the teacher asks you to upload something you have created from scratch <https://drive.google.com/file/d/11kydXxLPIE8ShecuuPoVwobhJGtTbkl6/view?usp=sharing>
- **How to upload work to Google Classroom 3:** When the teachers gives you a document to work in as a worksheet but just uploads one copy
<https://drive.google.com/open?id=19IHOR7O1eUG9HpmqDE0egZsEsU7gcbkL>

Individual Learning Plan Reviews

This semester, the Learning and Engagement Faculty have started to engaged in the mid-year review of Individual Learning Plan documents with targeted students and their parents and carers. These reviews are a valuable opportunity for parents and carers to collaboratively plan for and support the additional needs of their child enrolled in the mainstream school setting. Individual Learning Plan documents set goals, track progress and provide recommended adjustments and teaching strategies to allow expert staff to tailor their teaching and learning programs to best meet the needs of every student.

National Minimum Standards

The Learning and Engagement Faculty is committed to ensuring that all students attain the minimum standard in reading, writing and numeracy.



This term, selected students continue to participate in the *HSC Minimum Standard Intensive Literacy and Numeracy Programs*, designed to enhance their understanding of the essential skills required to demonstrate the minimum standard in literacy.

The intensive small group programs are delivered on Wednesday afternoons from 12:40 – 2:00 pm. At the conclusion of the program, the students who have participated will have the opportunity to demonstrate their attainment of the HSC minimum standard in reading and/or writing and/or numeracy.

For further information about Learning and Engagement, please contact Ms Arntzen, Personalised Learning and Engagement.

Ms Arntzen
Relieving Head Teacher Learning and Engagement

News from Languages

2020 continues to be an exciting year for learning Japanese at Keira High School with over 200 students studying Japanese. Our Year 8 students rose to the challenge of creating a self-introduction during our online learning phase. Students were given a range of medium by which they could

submit their work. There were many outstanding videos created, demonstrating their ability to introduce themselves with confidence. Students are currently learning about family and how to extend their ability to communicate in Japanese by introducing family members.



In Term 3, students will be researching a potential trip to Japan, tying in closely with the topic of interconnections in Year 8 Geography. Students will be creating an itinerary for a trip to a major city such as Tokyo or Osaka. They will create an itemised daily routine in Japanese as well as researching transport options in their chosen city.

For more than 10 years we have been welcoming students from Kaiichi Gakuen to Keira for a full day incursion. Students from Years 8 to 12 have traditionally assisted in a day of intercultural immersion. This year we have begun a pen pal program for our elective students in Years 9 and 10. Keira students have kicked it off by writing a brief introduction incorporating recently learnt grammar structures. As Molly in Year 10 said, 'I was looking forward to hosting Kaiichi Gakuen students this year but it will be great to get an email back from my new pen pal'.

Below is an example from one of our year 9 students.

こんにちは。はじめまして。ぼくはダーウィともうします。九年生で十五才です。キーラハイスクールで日本語をべんきょうしてます。どうぞよろしくおねがいします。ぼくはサッカーがとくいです。でも、バスケットボールはにがてです。サッカーがすきですか。日本のせんしゅについておしえてくださいますか。それから、日本語のしゅくだいをてつだってくださいますか。では、よろしくおねがいします。

六月十一日

ダーウィ

Ms P Havilah
Head Teacher Languages

News from English as an Additional Language Dialect

During the phased return to school, the EAL/D faculty created a learning hub which allowed EAL/D students to attend school everyday and engage in a mix of online and face-to-face learning opportunities.

Room 205 and its satellite rooms were used to create safe learning spaces for students to work on lessons from various subject areas. Students from Stages 4 to 6 attended this hub, to move forward with their learning and receive support from the EAL/D teachers. Additionally, teachers from different KLAs were in attendance and able to assist and support the learning of the students.



The cognitive wellbeing of all students is imperative and this hub allowed for students to be engaged in their learning, building connections with teachers and peers and building confidence in their ability to engage with their learning online. Many students developed friendships adding to the positive buzz which was evident throughout the time of this phase of their return to school.

'The teachers helped us a lot with our learning' – Bu Meh, Year 9

'I liked learning Maths with Mr Talbot and my friends' – Pleh Reh Year 7

'I liked doing my History assessment at school' – Beh Reh Year 7

'I enjoyed Science with Ms Varga' – Tamara Aljendi Year 7

'It was fun to be in the classroom' – Ku Meh, Year 9

'I liked having a teacher to help me with my learning' – Noella Jacques Year 7

Special mention should be made to Mr Mihail, Ms Thompson, Mr Talbot, Mr Holmes, Ms Allen, Mr Brauchart, Ms Hrcic and Ms Mors who took the opportunity to deliver quality and effective learning to the EAL/D students within this learning hub.



Ms T Agim
EAL/D Teacher

Music: *The Show Must Go On!*

Online Learning

"The show must go on" and indeed it did in Music. Students in Year 7 managed to find a way to perform their pieces using acoustic or virtual instruments. The Google Music Classroom was filled with many wonderful videos that were uploaded by Year 7 students performing their pieces.



Virtual Classroom

Although we couldn't visit our actual classroom during those weeks, the students enjoyed visiting our Virtual classroom; where they could learn, play and compose.



Ms A Smith
Music Teacher & Band Program Coordinator

Drama: *Scriptwriting*

Drama students completed a range of tasks during the remote learning phase of Term Two. Year 11 Drama students worked on their monologues, completing character profiles and filming their performances. Students from Years 9 and 10 worked on design projects, including posters, costume and set designs. It is great to have students back in the classroom working collaboratively to continue to develop their performance skills.



Visual Arts: Virtual Keirabald Exhibition



The future has arrived much sooner than anticipated as Keirabald prepares to go online!

As teachers, the online platform is something that has become an increasingly important part of what we do. It is no surprise then, that due to social distancing requirements we are offering an online viewing of the Keirabald in Term 3 through a virtual exhibition.

The virtual exhibition will offer a platform for celebrating student excellence in the visual arts with students from the Keira Community of Schools sharing their delightful and inventive

interpretation of portraiture. We further hope that via an online platform, the broader Keira community can have access to the exhibition. We will miss the excitement and atmosphere of opening night where students, parents, teachers and community members come together but look forward to presenting the talents of our young artists.

Dates, times and web addresses will be shared early next term.

Mr D Olsen
Head Teacher CAPA



News from Technology and Applied Studies

Students in their TAS classes have embraced the return to face to face learning with enthusiasm. Classes are busy designing, producing and evaluating projects that were put on hold during online learning.

In Stage 5 Engineering this week students were learning about structures, in particular how materials have different strength in tension or compression. They applied this knowledge to building and testing their Balsa Wood bridges. At last check, the bridge managed to hold 71 kilograms in weight. Very impressive.

Year 12 Hospitality students were practising social distancing measures whilst serving both students and staff hot chocolates, coffee and croissants. The café is now open before school on Tuesdays so come in for a hot treat before starting your day of learning.

The Stage 5 Food Technology students have been applying their learning of Food Trends to investigate how COVID 19 has influenced what people were cooking and eating. They will be completing their assessment practical task this week and we look forward to seeing the results.



Ms T Power
Relieving Head Teacher

News from the Learning Centre

Learning Centre services did not stop during the Covid-19 lockdown. The centre was a place of learning for those students who needed to attend school. The students were appropriately distanced from each other, issued with a laptop and headphones each and all spaces and equipment were cleaned and sanitised for their use. Many students at home took advantage of our eLibrary services too, to borrow and download books and audiobooks to read or listen to while in lockdown. Students were also able to access a new service, our KHS Virtual Library, to locate information for homework tasks. Links to these online services are available on the Learning Centre page under “About Our School” on the Keira High School website.



Shilah at work in the Learning Centre

Shilah Tomsene in Year 7 has written a reflection of her experiences at school during the virus lockdown:

It was weird being at school with so few students. It felt like I was back at pre-school. There were about 15 students on the days I attended. Not many of my friends were there but I made some new friends amongst the students who attended. I didn't cope so well with using a laptop all day and having so many Google classrooms to deal with. It was stressful. For example, Science was hard because the teacher wasn't there to explain things to us. I didn't really like having to be in the Learning Centre all day either. It is a nice place to be but it felt weird and I

wanted to get up and go to different classrooms. I was really happy when everything got back to normal. It was great to see all my friends again!

Ms J Kay
Teacher Librarian

News from Careers

It may only take one piece of news to lead a student towards success in their life's career.

Year 10 students have been working fantastically through their Work Readiness Program. After completing many topics including Interest testing and career path research, work place etiquette, communication, body language and interview skills students are on target to complete the Work Readiness Program by the end of this term. The completion of this program ensures they are able to participate in future Workplace Learning (Work Placement and Work Experience) that leads to enhanced skills, learning and future career goal setting.

Year 12 students continue to plan their futures beyond the HSC with Ms Ellem helping with action plans as well as all job, course, scholarships and entry scheme applications in student careers counselling sessions. Ms Ellem would like to remind students to regularly check emails, the careers website and careers google classroom but also to continue to make regular appointments.

Career Spotlight:

Career as an Organisational Psychologist

The Australian Psychological Society (APS) states that an [Organisational Psychologist](#) has knowledge in a range of areas including –

Recruitment and selection of employees

Learning and development of staff

Leadership and talent management within a company

Coaching, mentoring and career development of employees

Measuring employee opinions and other workplace research

Wellbeing, stress and work-life balance of employees

There are many courses being offered to students to study psychology, and it is important to choose a psychology degree that is accredited by the Australian Psychology Accreditation Council (APAC), as only graduates of APAC-accredited courses are eligible to register to practise as a psychologist.

Find out more at [APAC Accredited Psychology Programs in Australia](#)

Career news by Subject Interest

SPECIAL MESSAGE REGARDING EVENTS LISTED AND COVID-19

Events listed are presented as reported from the school careers website at the time of collection from the news source. It is strongly advised you check directly with the event organisers regarding the delivery of the event due to current restrictions.

ENGLISH

- **HSC Preparation Courses for English Standard, Advanced Students and Extension 1**

From 6 to 17 July

Extensive programs of HSC preparation courses across a range of subjects as well as complementary study skills courses for HSC students to help maximise their HSC results. Taught by experienced and practising senior HSC teachers with hands on knowledge of the HSC syllabus, assessment guidelines and examination procedures, these courses are designed to give students the invaluable knowledge and skills necessary to make their HSC studies effective and successful, and boost HSC results. Content taught is highly relevant, and designed to be transferable to any individual HSC elective or module, as well as being specific to essential syllabus and assessment requirements.

<https://cce.sydney.edu.au/courses/hsc-preparation/english>

- **UNSW Arts & Social Sciences High School Support Program Free online interactive talks for Year 11s and 12s**

To support high school teachers and students, UNSW Arts & Social Sciences will be running a series of interactive online guest speaker talks for Years 11 and 12 throughout June. Our leading academic staff are available to speak across a **range of topics** which are aligned with the Stage 6 syllabus. Please see Ms Ellem and the Careers Board for more information.

P.D.H.P.E.

Community and Family Studies, P.D.H.P.E.

- **ACU - Talk with Exercise Scientists and Physiotherapists**

1 July. 6pm

Join ACU online to hear from ACU alumni about their experiences working as exercise scientists, clinical exercise physiologists, sports scientists and physiotherapists. Take part in a Q&A session with their graduates to learn what a career in exercise science and physiotherapy is like.

<https://www.acu.edu.au/about-acu/events/2020/july/talk-with-exercise-scientists-and-physiotherapists-online>

- **Health and Fitness Careers - TAFE Career Snapshot**

Which occupations in this industry are likely to have the largest employment growth over the next three years?

https://www.tafensw.edu.au/documents/60140/219174/Careers-Snapshot_Health_and_Fitness.pdf

- **A guide to a career in exercise physiology and exercise science**

The difference between an exercise physiologist / sports scientist / exercise scientist. According to Exercise & Sports Science Australia (ESSA), there is a distinct difference between these three professions.

<https://www.myhealthcareer.com.au/exercise-career/>

MATHS and SCIENCE

Senior Science, Biology, Chemistry, Earth and Environmental Science, Physics

- **University of Newcastle - Central Coast Joint Medical Program Info Session: Webinar**

23 June. 6pm.

The Bachelor of Medical Science and Doctor of Medicine (MD - JMP) is an innovative five-year degree that will prepare students for an exciting and rewarding medical career. Delivered in partnership with the University of New England, Hunter New England Local Health District and Central Coast Local Health District our student's graduate ready to play a key role in shaping and improving future health care for individuals and communities.

The University of Newcastle Central Coast Clinical School is partnered with the Central Coast Local Health District and the Central Coast Research Institute, and are both co-located on the site of the redeveloping Gosford Hospital. Central Coast final year medical students are participating in the exciting new Assistants in Medicine Program as part of the NSW health response to the COVID-19 pandemic and are very proud of the opportunity to help our community.

<https://www.newcastle.edu.au/events/future-students/central-coast-joint-medical-program-info-session-webinar>

- **Medicine Rural Training Pathways**

Are you going to be a medical Student, Intern, or Registrar interested in becoming a rural generalist?

The Australian College of Rural and Remote Medicine offers a variety of training pathways and courses for anyone interested in working in and making a positive difference to rural and remote medicine. Whether you live in the hustle and bustle of one Australia's cities, or half way around the world, the College can help you pave your way to help others in rural and remote Australia.

See below for all locations across Australia for different medical schools and training posts to suit your needs.

<http://www.acrrm.org.au/preparing-for-your-career/becoming-a-rural-general-practitioner>

- **UNSW HSC Maths Course Selection Advice**

While UNSW encourage everyone to study the level of maths at which they feel sufficiently challenged, below are some guidelines for the minimum level of maths required for some of their degrees. Please also see [Assumed Knowledge](#) for more information.

<i>Type of Degree</i>	<i>Assumed Knowledge</i>
Science with Mathematics Major	Mathematics and Mathematics Extension 1, but study as much maths as you can!
Science or Engineering	Mathematics and Mathematics Extension 1
Commerce with Actuaries, Finance or Accounting Major	Mathematics and Mathematics Extension 1
Health Sciences	Mathematics

<https://www.maths.unsw.edu.au/highschool/hsc-course-selection>

- **UTS Adjustment Factor Caps**

Students may apply for and receive adjustment points from more than one admissions scheme (check each scheme for eligibility criteria) but some faculties at UTS apply a cap to the total number of adjustment points that you can receive for their courses:

- Design, Architecture and Building; Engineering and IT - 13 point cap

<https://www.uts.edu.au/future-students/undergraduate/admission-requirements/admissions-schemes>

- **ACU - Talk with Exercise Scientists and Physiotherapists**

1 July. 6pm

Join ACU online to hear from ACU alumni about their experiences working as exercise scientists, clinical exercise physiologists, sports scientists and physiotherapists. Take part in a Q&A session with their graduates to learn what a career in exercise science and physiotherapy is like.

<https://www.acu.edu.au/about-acu/events/2020/july/talk-with-exercise-scientists-and-physiotherapists-online>

- **Winter School of Engineering is Happening**

13-17 July

Engineers Australia understands the effect of cancelled programs, site visits & careers expos on students - so Engineers Australia is planning Winter School of Engineering to go some way to address these lost

opportunities. For Years 9-12 + Teachers, Advisors & Parents Contact for info; cmorgan@engineersaustralia.org.au 0467 005 275 Expression of Interest; <https://forms.gle/rynJggeJVgiuKfr59>

- **ANSTO - The Quest for Quantum - Free Online Event**

23 June. 7pm

Join the Quest for Quantum and have your questions answered on magnetism, spin physics, superconductivity and quantum computing. Find out what type of quantum devices are on the horizon, what these developments mean for the future and how Australia is placed in the inner space race?

Our Expert Panel includes:

- **Professor Michelle Simmons**, Director, Silicon Quantum Computing and ARC Centre of Excellence for Quantum Computation and Communication Technology
 - **Dr Cathy Foley**, Chief Scientist, CSIRO
 - **Dr Kirrily Rule**, ANSTO Physicist and Honorary Secretary of the Australian Institute of Physics
- Suitable for members of the general public and high school student, this 80 minute free online event will include some short presentations and panel discussions with our expert guests.

Enquiries: education@ansto.gov.au.

<https://www.eventbrite.com.au/e/the-quest-for-quantum-free-online-event-tickets-106170803732>

- **Mt. Stromlo Public Astronomy Night Online**

26 June. 7pm

Mount Stromlo Observatory in conjunction with the Canberra Astronomical Society invite you to (virtually) attend their public observing nights of 2020. See the craters of the moon, planets, beautiful star clusters and nebulae. On the night attendees will be taken on a 'tour of the universe' with talks by astronomers from Mt. Stromlo Observatory and telescope observations.

This event will be done remotely through Facebook Live. There will be an opportunity to ask questions for each talk.

<https://www.anu.edu.au/alumni/events/mt-stromlo-public-astronomy-night-online-0>

- **An opportunity for maths, geography and IT students looking for work experience in the future**

The NSW Surveying Taskforce helps facilitate work experience opportunities between professional surveyors and students with a love of STEM subjects. The surveying profession is the middle of a skills shortage. As such, industry members are passionate about introducing this important area to young people. To register, students should visit <https://www.alifewithoutlimits.com.au/secondary-students/>

H.S.I.E.

Aboriginal Studies, Ancient History, Business Studies, Economics, Geography, Legal Studies, Modern History, Society and Culture, Studies of Religion

- **UTS Bachelor degrees at UTS Business School Webinar**

30 June. 2.30PM

If you are considering commencing, or recommencing undergraduate study with UTS Business School in July, you may be curious as to how the Covid-19 social isolation procedures have impacted teaching and learning. In this webinar, you will hear from academics and students from across our Bachelor of Business and Bachelor of Management programs about how our lectures, tutorials, assessments, group work and exams are working, and the technology we are using to maximise the effectiveness of remote learning.

https://utsmeet.zoom.us/webinar/register/WN_Vyu-gVSdRwO2QcaF0SfFNQ

- **UNSW Arts & Social Sciences High School Support Program Free online interactive talks for Year 11s and 12s**

To support high school teachers and students, UNSW Arts & Social Sciences will be running a series of interactive online guest speaker talks for Years 11 and 12 throughout June. Our leading academic staff are available to speak across a **range of topics** which are aligned with the Stage 6 syllabus.

[Click here to see the amazing range of great topics and special speakers.](#)

- **UTS Adjustment Factor Caps**

You may apply for and receive adjustment points from more than one admissions scheme (check each scheme for eligibility criteria) but some faculties at UTS apply a cap to the total number of adjustment points that you can receive for their courses:

- Business - 10 point cap

<https://www.uts.edu.au/future-students/undergraduate/admission-requirements/admissions-schemes>

- **SIBT (Sydney Institute of Business & Technology) Information Sessions Open**

Level 4, 255 Elizabeth St, Sydney

SIBT treat every day as an Open Day, there are no set times or days, they can meet you at a time that's convenient to you. At Sydney Institute of Business and Technology (SIBT), transitioning to university is simple. An SIBT diploma is the equivalent to the first year of a bachelor's degree, so you can fast track your way into your second year of a bachelor's degree at Western Sydney University, Sydney City Campus. If you're unsure of what to study or if you need help to plan your pathway to university, let their experienced team help you with these difficult choices. 02 9964 6555. E: study@sibt.nsw.edu.au

<https://www.sibt.nsw.edu.au/information-sessions>

- **TAFE Bachelor of Applied Commerce**

Designed in consultation with industry, the Bachelor of Applied Commerce provides you with the skills and knowledge you need to be a successful financial professional. Complete your major in either accounting or financial planning, or do a double major. As well as developing knowledge and skills in accounting and financial planning, you will study management, marketing, law, economics and business statistics, as well as doing an industry placement.

Alternatively, you can complete a **Diploma of Applied Commerce** by completing all first year subjects in the degree.

<https://www.tafensw.edu.au/degrees/bachelor-of-applied-commerce>

CAPA

Dance, Drama, Music, Visual Arts

- **School Holidays Workshop - Creative Careers Program**

Saturday 10 October. 9am - 3pm

<https://www.billyblue.edu.au/news-events/upcoming-events/sydney/school-holidays-workshop-creative-careers-program-october>

- **AFTRS Talks with Leaders in the Film Industry – Live Stream and Free Tony McNamara**

16 June

Oscar-nominated screenwriter/AFTRS alumnus Tony McNamara (*The Favourite*) and producer Marian Macgowan join AFTRS' Head of Screenwriting Pieter Aquilia to discuss their latest production *The Great* for Hulu (available on STAN) and other works from their celebrated careers. This is one not to be missed. Talks @ AFTRS is a series of free, live-streamed events for the screen and broadcast industry. Each Tuesday lunchtime, we'll be hosting an inspiring chat with industry luminaries, who will talk about their current projects, careers, and inspirations. We'll focus on creativity and great storytelling. The sessions will be moderated by top industry professionals, including some of AFTRS' finest, and you'll be able to submit your questions in real-time.

<https://www.aftrs.edu.au/news-and-events/events/talks-aftrs/>

- **AFTRS Film Emerging, Gifted and X (EGX) Featuring Maria Tran**

18 June

Emerging, Gifted and X (EGX) is a fortnightly series of free, 30-minute discussions with some of the most exceptional and talented screen creatives, who come from diverse backgrounds Diversity to AFTRS means a screen community and culture that is representative of all Australians, including those from non-Anglo-Celtic cultural backgrounds, people with a disability, diverse gender and sexual orientation, and those with geographic and other socioeconomic disadvantages.

Join Maria Tran and AFTRS' Pearl Tan as they discuss creating your own work and space in the screen sector. Hear about traversing acting, writing, producing and in Maria's case doing some memorable stunt, action choreography and martial arts work, all as a woman of colour on screen.

<https://www.aftrs.edu.au/news-and-events/events/emerging-gifted-and-x-egx/>

- **Interior Design Info Sessions**

13 June, 24 June, 3 July

Find out everything you need to know about Sydney Design School courses, flexible study options and career support. Director, Amanda Grace will introduce you to the unique philosophy, passionate Educators and industry focused approach to learning. During this event you'll be able to ask questions and get all the detail you need to make an informed decision about your creative future. Register at:

<https://sydneydesignschool.com.au/information-sessions/>

T.A.S.

Agriculture, Design and Technology, Engineering Studies, Food Technology, Industrial Technology, Information Processes Technology and Technology, Software Design and Development, Textiles and Design

- **UNSW CompClub for IT - 2020 Virtual Winter Workshops**

This year UNSW will be providing 3 free workshops in an online format instead of in person! They will have a series of videos covering three workshops:

Game Development (HTML/CSS), Cyber Security, Web Development (Javascript)

There will also be a livestream covering an introduction to Python during the holidays (date TBD), where students can take part and ask questions in real time!

There is no cost or registration needed and is open to all high school students of any ability. They will be releasing the virtual workshop site closer to the Winter School Holidays, and will update the link once it is ready!

If you are looking for a flyer or more information check the Careers notice board.

- **UTS Information Technology Scholarships Webinar**

18 June 5pm

If you are highly motivated with a passion and interest to pursue a career in IT, then UTS is the place for you!

This session will focus on the flagship Bachelor of Information Technology scholarship, however, it will touch on all of the IT scholarships that are available at UTS.

[Register for this webinar](#) to gain an insight into the course structure, the application process and how to prepare an amazing application.

Hear from key academics and scholars about available scholarships and what it's like to undertake a scholarship.

<https://www.uts.edu.au/about/faculty-engineering-and-information-technology/online-events/it-undergraduate-students/it-scholarships-uts>

- **UTS Adjustment Factor Caps**

Students may apply for and receive adjustment points from more than one admissions scheme (check each scheme for eligibility criteria) but some faculties at UTS apply a cap to the total number of adjustment points that you can receive for their courses:

- Design, Architecture and Building; Engineering and IT - 13 point cap

<https://www.uts.edu.au/future-students/undergraduate/admission-requirements/admissions-schemes>

- **Blue Mountains Careers Focus Days**

14th – 16th July

A 3-day residential program for students considering a career in the hospitality industry, designed for those aged 16 and over. This program gives prospective students insight into what it's really like to study at BMIHMS and is held at both the Practical Learning Centre (Leura Campus) and Executive Business Centre (Sydney Campus).

<https://www.bluemountains.edu.au/events/careerfocusdays/>

- **Australian Patisserie Academy**

250 Blaxland Road Ryde

Established in 2014, the TAFE NSW Australian Patisserie Academy was designed to give food enthusiasts, culinary professionals, businesses and individuals the opportunity to immerse themselves in the world of patisserie.

Utilising the professional kitchens of TAFE NSW, the Academy team alongside international guest chefs, ensure you emerge with a dream patisserie skill set. From perfecting the art of cake decorating to baking the perfect sourdough, pulling exquisite sugar ribbons to creating one-of-a-kind chocolate show pieces, the Academy is dedicated to preserving the art of patisserie.

Classes are short, flexible and constantly changing to reflect industry trends. So whether you're a passionate weekend baker or master chocolatier, there's a course that's your perfect mix. Phone: [02 9448 6222](tel:0294486222)
https://www.tafensw.edu.au/australian-patisserie-academy?gclid=EAIaIQobChMI7KH0zID26QIVSB0rCh1YtgGVEAAYASAAEgKwPPD_BwE&gclid=aw.ds

Vocational Educational and Training

VET Automotive

- **Top Gun Apprenticeship Program**

Applications now open for 2021 Apprenticeships with Land HQ top Gun program.

Whether you're a school leaver or someone looking for a change in career path, the TOPGUN apprenticeship program could give you the start you're looking for with LandHQ. They have apprenticeship opportunities available in Nowra, Penrith and Bowral. Go to the site below or to find out more contact Matt on 0428 613 284 or email hr@landhq.com.au:

<http://landhq.com.au/careers>

- **Automotive Trades and Services TAFE Career Snapshot**

Which occupations in this industry are likely to have the largest employment growth over the next three years?

https://www.tafensw.edu.au/documents/60140/219174/Careers-Snapshot_Automotive_Trades_and_Services.pdf

- **Apprenticeships R Us – Keep an eye on the Apprenticeship Job Vacancies with Cars**

Recruiting right NOW. If you are a job seeker looking for an immediate start to your automotive apprenticeship then follow the link below and get in contact today.

<https://www.apprus.com.au/career-vacancies>

VET Tourism and Events

- **Tourism Hospitality and Events - TAFE Career Snapshot**

Which occupations in this industry are likely to have the largest employment growth over the next three years?

https://www.tafensw.edu.au/documents/60140/219174/Careers-Snapshot_Tourism_Hospitality_and_Events.pdf

OTHER FIELDS

- **Sydney Trains Apprenticeships - Join the team that keeps Sydney moving!**

Apprenticeship positions will be advertised in July on:

<https://iworkfor.nsw.gov.au> and apprentices commence in January 2021.

If you're looking for a rewarding career in a boom industry, there's never been a better time to join the rail industry. Sydney Trains is the biggest passenger rail operator and maintainer in Australia and is the training ground for the NSW rail industry.

Sydney Trains offers a range of apprenticeships in the electrical, telecommunications and mechanical engineering trades.

As a Sydney Trains apprentice, you'll have access to a wealth of experience, a workforce that takes pride in its work, and a culture of collaboration and innovation. You'll gain nationally recognised trade qualifications with opportunities to further develop your career post trade.

<https://www.transport.nsw.gov.au/sydneytrains/careers/sydney-trains-apprentices>

For further information please contact Rhonda Moore on 0428166359 or email sydneytrainsapprenticeships@transport.nsw.gov.au

https://www.transport.nsw.gov.au/sydneytrains/careers/sydney-trains-apprentices#When_are_apprenticeships_advertised?

- **Get a Dynamic Career with the TAFE NSW Bachelor of Early Childhood Education and Care (Birth-5)**

Have you shown a keen interest in working with children? You may have a genuine desire to help our next generation grow and develop. A TAFE NSW degree in this career area is designed to develop early childhood teachers who can integrate theoretical knowledge into practical education and care skills. More info here:

<https://www.tafensw.edu.au/degrees/bachelor-of-early-childhood-education-and-care-birth-5>

- **Sydney Flight College Open Day**

14 November

Bankstown Airport

The day will likely include tours of our facilities and aircraft fleet, discovery sessions about careers as a pilot, free air experience flights, and an all-day sausage sizzle.

<https://www.sfcaero.com.au/about-us/open-days>

- **Are You Considering Teaching? Discover the Benefits of Rural and Remote Locations.**

Rural and remote NSW has so much to offer, including great schools in 33 destinations across NSW where you can receive a range of incentives and benefits and make a real difference. Benefits vary from school to school but may include: rental subsidies, additional personal leave and financial incentives between \$20,000 and \$30,000 gross/yr.

<https://teach.nsw.edu.au/enhanceyourcareer/rural-experience-program>

- **Positions in Australian Defence Force – Gap Year**

Applications are now open

Spend an exciting 12-months in the Navy, Army or Air Force, where you'll get paid for meaningful work while travelling around Australia, gaining skills for life, and making lifelong friends.

Check your eligibility

To be eligible to apply, you'll need to be an Australian citizen aged between 18 and 24 on completion of military training (dates vary by job). You'll also need to have completed Year 12 (subject passes required vary by job) and have passes in Year 10 English and Maths. Refer to individual job pages for more information.

Discover more about the recruitment process and available jobs below.

<https://www.defencejobs.gov.au/students-and-education/gap-year/?page=1&perPage=21&query=>

Year 12: Australian Government Digital Apprenticeship Program

The [Australian Government Digital Apprenticeship Program](#) is for Australian citizens who are passionate about digital technology. You don't need a degree or any prior study for the program. You just need to be interested in digital tech and solving problems.

If you enjoy pulling apart or building PCs, setting up home networks, building apps, finding trends in data or simply problem solving and making things simple, then you should consider applying or look into these for future career plans.

Government agencies have many different digital and technical roles. These roles support the core functions of each agency and are always changing. Past apprentices have worked in the following areas:

- cyber security
- user research
- programming
- interactive media
- software engineering
- big data
- networking
- systems analysis and design
- web development
- data analytics
- systems testing
- infrastructure support
- networking
- help desk
- applications development

Eligibility Applicants must be Australian citizens, and must have completed Year 12 (or equivalent, for example any Cert III or higher) or be able to complete it by January 2021.

Ms J Ellem
Careers Adviser

News from Canteen

I would like to thank everyone for their continued support of the canteen in these unprecedented times, and would also like to reassure everyone that we are working to the best of our ability to adhere to the Government COVID-19 restrictions and regulations.

The School has kindly installed Perspex screens on the counters, and I have noticed a significant shift towards using the eftpos facilities available, to pay for purchases.

Take care, stay safe, and the Keira High Canteen Team look forward to serving you in Term 3.

Great Choice Healthy Canteen

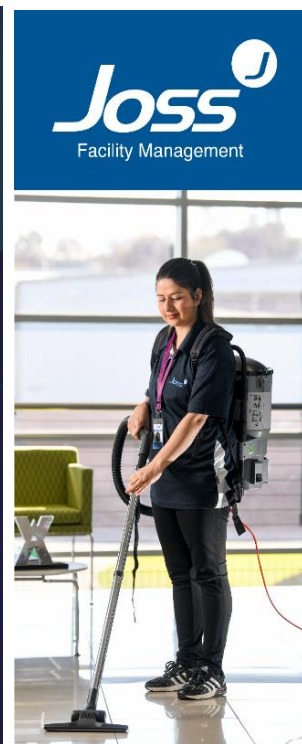
Kay Mackey
Canteen Manager

Community Announcement



**SMARTFONE
FLICK FEST**
AUSTRALIA'S
SMARTPHONE
**FILM
FESTIVAL**
ENTRIES CLOSE
AUG 1
ENTER YOUR
FILMS AT
SF3.COM.AU

**SF3 SMARTFONE
FLICKFEST**



CLEANERS REQUIRED

Joss Facility Management are looking for cleaning staff to work at local Government sites across regional NSW.

PPE, Training and Uniforms provided.

Applicants need to provide a valid Working With Children Check upon application and successful applicants will be required to undertake a pre-employment medical prior to commencement.

Please contact Joss Facility Management via email on careers@jossgroup.com.au



Check us out on Facebook [Joss Cleaning](#)

or visit our webpage
www.jossgroup.com.au

The Nextwave Youth Film Competition returns for 2020!

The search is now on for the next wave of young regional filmmakers, with short film entries open from May 1st – Sept 21st.

[Nextwave](#), presented by the Screenwave International Film Festival ([SWIFF](#)), now in its sixth year is host to Australia's largest regional youth short film competition and is free to enter for young people aged between 10 - 25 years, living outside a metro area.

Short films can range from a variety of genres, including comedies, dramas, thrillers, sci-fi, animation, documentary and personal essays. All that is needed to enter is to make a short film under five minutes (including all credits) and to creatively include the phrase, 'What's Next?'

Along with an array of awards and prizes across a variety of age categories, short film finalists will have their films premiere at the 2021 Screenwave International Film Festival (SWIFF) in Coffs Harbour in January. Lucky creatives will also have the opportunity for their films to screen at venues across Australia for Youth Week in April 2021.

The SWIFF team are also working on broadening access to their Nextwave filmmaking workshop program by offering a series of online workshops for teachers and students across Australia. Nextwave's redesigned workshop program is launching as an online learning experience to be delivered to regional, rural, and remote students across Australia, with the learning program supported by teachers and home-schooling parents available from June.

For more information, visit www.nextwavefilmfest.com.au.

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