

KEIRA

September 2020

News



Great traditions, a confident future.



From the Principal

Celebrating Success at Keira 2020 Vision

Best Wishes to Year 12 for HSC Success

The context of 2020 makes it so significantly important to recognise an incredible group of young Australians who have demonstrated the deepest levels of commitment, resilience, perseverance and hope.

Congratulations to all students in Year 12. Your high levels of engagement in class learning, the quality completion of assessment/class tasks and consistently high attendance has continued to strengthen your opportunity of securing an outstanding Higher School Certificate result. Well done.

Year 12 students return for a final week of targeted learning at the beginning of Term 4 and remained highly focused on what each of them need to do to confidently embrace the HSC examinations.

The last week of Term 3 has seen our class of 2020 giving back to the community. Enjoying the child within, our young adults have played dress ups to raise funds every day for important causes such as Bear Cottage, Koala Preservation Society and Wollongong Homeless Hub.

I am very proud of them all.

Learning Together

We all discovered during the weeks of on-line learning how important it was to stay connected and how maintaining quality learning relationships was the key to academic growth. Education Week gave us all an opportunity to recognise the many opportunities that exist within and across schools to learn together.

We are delighted to welcome Mr Glenn Langford as Deputy Principal and we wish him the very best as he begins his important work as a member of the school's senior leadership team.





Best Wishes Year 12



Mr D J Robson
Principal

Upcoming Events

| Date | Event |
|-------------------------------|--|
| Term 4 | |
| Week 1 | |
| Monday 12 October | Term 4 Begins for Staff & Students |
| Monday 12 October | Graduation Rehearsal 2.40 - 3.30pm |
| Week 2 | |
| Monday 19 - Friday 23 October | Year 11 Hospitality Workplacement |
| Week 4 | |
| Monday 2 – Friday 13 November | NAPLAN Online Readiness Testing: Years 7 & 9 |



From the Deputy Principal

Parent Student Teacher Partnerships for Success

Dear Parents and Caregivers

Congratulations to all students in Year 12. Your high levels of engagement in class learning, the quality completion of assessment/class tasks and consistently high attendance continue to strengthen your opportunity of securing an outstanding Higher School Certificate result. Well done.

We are living in a dynamic environment at this time. As a school we are needing to regularly adjust our traditional operations. Thank you to both students and families for your ongoing support of a range of support systems that we are putting in place. This term we are continuing to drive a set of programs that will strengthen Year 12 student's knowledge and skills in preparing for the HSC examinations.

These opportunities are listed below:

Year 12 Student - Teacher - Parent Conferences

The Student, Teacher and Parent Conferences are designed to offer individualised student feedback from the School Based Assessment Period, and offer specific support and strategies that students can implement in order to maximise their success in the upcoming HSC examinations.

Due to the restrictions associated with COVID-19, Keira High School successfully conducted these conferences via ZOOM (online).

- All students and parents enjoyed quality personalised feedback.
- Student performance data informed conference dialogue.
- The event provided an opportunity for students and parents to seek specific advice about student performance and learning.

Examination Experience Week

Commences Thursday 3 September

This week will operate on a discrete timetable of HSC type examinations to provide experience, build skills and assess understanding.

- Students will engage in rigorous learning.
- Examination performance will provide the opportunity for quality feedback.

Explicit Final Weeks Program

Commences from Week 6

Students and parents will be provided with a published detailed description of all lessons

- Class learning focussed upon the reading/writing demands of the HSC examinations.
- Revision, testing and continued feedback.

The HSC HUB

- Provides quality learning beyond the classroom experience.
- All students have been provided with access to these resources.
- It is regularly updated with amazing material for most subjects.

EDROLO

- Provides quality online learning beyond the classroom experience.
- Each Stage 6 student has been granted access to a range of online resources and lessons that cover specific HSC syllabus.
- At this point over 3000 lessons have been accessed by Keira High School students.

Best wishes to all HSC students and families as we all move toward the HSC examinations in October.

2021 CAPTAINS

Student leadership encompasses many of the ideas and intentions that are often described as student participation, student agency or student voice.

The term student leadership refers to education principles and practices that give young people the opportunities and support to find their voices, to participate in decision-making, and to understand their rights and responsibilities as active citizens.

When students are given the skills and opportunity to lead within their schools, they are empowered to have a real impact on their learning and school environment and are prepared to participate meaningfully in their community.

Keira High School has a proud tradition of supporting student leadership in a range of areas, particularly within the role of School Captains. Year 11 students are currently engaged in the 2021 Captain's nomination process. We want to thank all applicants for having the courage and confidence to undertake this worthwhile process.



If you have a **fever**,
cough, sore throat or
shortness of breath and
you have been **overseas**
in the last 14 days

Please **call your doctor** or
healthdirect (1800 022 222)



Mr K Weber
Relieving Deputy Principal



From the Deputy Principal

My name is Glenn Langford and I am honoured to have joined the Keira High school community at the start of this term. My head is still spinning from trying to learn so many names, faces, policies and practices, but I can already see what an amazing place I have arrived in.

Firstly, a little bit about me: I just absolutely love working in schools! I graduated from university in 1994 and taught mathematics in Western Sydney before my first Head Teacher appointment to Riverside Girls High in Sydney. I held further Head Teacher positions at Beverly Hills Girls, Elderslie, and Liverpool Girls before being appointed to Deputy Principal in Mount Druitt, then Sarah Redfern and Ambarvale high schools in Campbelltown and finally to Keira.

This year is a year of firsts for me: the first time I've started a new school in the middle of the year, first time in the midst of a global pandemic, first time teaching in the Illawarra area. It is a shame that I cannot experience the full majesty of Keira's extra-curricular activities at the moment, but our health and wellbeing come first. Plenty of time for the rest in a post-COVID world.

In my role at Keira HS I look after Years 9 and 10, and I have already met many of the students in those years and spoken with their parents. My goal is to make sure that every student has a goal and assist them moving toward it so that whenever they move on from Keira, they move on as productive members of society with the skills to build a brilliant life for themselves.

I look forward to working in partnership with students, staff and parents to uphold Keira's great traditions and continue to build confident futures.

Year 12 Semester 2 Reports

Teachers are currently writing final reports for the 2020 Year 12 cohort. These will be completed and made available to parents and carers by the end of Term 3.

Uniform, Litter and Mobile Phones

The Keira High School community has a strong commitment to the wearing of full school uniform. Students are provided with a variety of uniform options to cater for different tastes and weather conditions.

The tone and prestige of our school is important for the future of our students as they join the wider community. Uniform provides a sense of belonging and assists in maintaining students' correct mindset about the school day.

Students have a responsibility to be in full school uniform every day, including black leather shoes for safety. As it can get quite cold at the moment, full uniform includes the correct jumper/jacket and undershirt (white only).

Similarly, students have a civic responsibility to keep our beautiful school clean. There are plenty of bins provided amongst the seated and grassed areas, and the expectation is that students will use them to dispose of their litter.

Finally, it is always worth reminding students and parents that our rule for mobile phones is that they should be turned off and in students' bags from "gate to gate" – in other words, from the time they enter the school grounds until the time they leave.

I look forward to continuing to work in partnership with teachers, parents and students to maintain the high standards set by the Keira High School community.

Mr G Langford
Deputy Principal



From the Deputy Principal

School Planning

2020 brings us to the end of a School Planning cycle. The School Executive are currently engaging in a **Situational Analysis** in preparation for the development of our new *School Plan for 2021 - 2024*. They are exploring both external and internal data sets, academic research and evaluations of the current school plan. In Term 4 we will be **consulting directly with members of the school community** in developing the new **School Improvement Plan** (SIP).

Stage 6 Subject Selection 2021

Year 10 have the exciting opportunity to shape their pattern of study for Stage 6.

Students have completed an initial survey indicating their preferences for subjects to inform our development of lines for 2021. Students will be making their selections from the finalised line structure in the next weeks. All Year 10 students will receive information regarding the recommended level of study for courses in English and Mathematics.

Students are provided with explicitly targeted advice and guidance throughout this process.



Stage 5 Subject Selection

Year 8 will begin to shape their pattern of study for the first time as they make selections for the elective courses they would like to study in Year 9 during 2021.

Faculties have been sharing information with them regarding the elective subjects that they offer.

Students in Year 8 and Year 9 have received their **Stage 5 Handbook** to inform their choices of Elective subjects for 2021. They will be supported through this process by their Year Adviser team and members of the school executive.

Students in Year 9 are required to continue the study of one elective into Year 10, resulting in 200 hours of study over Year 9 and 10. This results in that course contributing to their ROSA at the completion of Year 10.

COVID-19 symptoms can include:

If your child is sick, keep them at home and get them tested for COVID-19.

COVID-19

Thank you, to all families and members of our community for continuing to work closely with us in ensuring the learning for all our students continues to take place in a safe environment. We greatly appreciate the responsible way in which parents and carers in our community are managing the health of students at this time, while navigating a continually developing context. Your clear communication with us regarding student absence is a key component in our daily operation at this time.

Mr T Loades
Acting Deputy Principal

News from the Office



Business Manager

School Bells

We are pleased to announce the installation of a new comprehensive bell and announcement system across the school. By Term 4 we will have a system with the capacity to make announcements with clarity in relation to assemblies, evacuations and other important information across the school site. More details will be given to students once the installation and training has been completed.

Environmental News

This term has seen the commencement of the installation of LED lights across our school. Converting to this lighting solution will provide substantial energy savings to the school as well as being low maintenance. Our General Assistant is pleased he will not be up the ladder as frequently changing light fittings either! Our environmental plan includes extending the light replacements across the school site in order to reduce our energy consumption.

Mrs T Tzanopoulos
Business Manager



Administrative Manager

Cancellation of Subject and Sport Fees for 2020

To assist families experiencing financial difficulties resulting from the current health crisis, all Subject Fees and the Sport Levy charges have been removed from your 2020 Statement of Account.

Statements for Year 12 will be issued this term, however the fees displayed will be largely retrospective. Statements for Years 7 to 11 will be issued during Term 4. Again, the fees displayed on the Statement of Account for 2020 will be for the School Diary and Voluntary Contribution only with reference to fees outstanding from previous years.

COVID Protocols

Visitors to the School Thank you to the many parents who have cooperated with the Department of Education's policy that all people who enter the school must sign the External Visitors to School Site form.

The form serves two functions:

- Visitors confirm they are aware of and will abide by the health advice of the day
- Provision of details in the event the school needs to perform contact tracing.

Students who are Unwell New advice from NSW Health requires students who are displaying flu like symptoms to be tested for COVID-19.

- Parents/Carers please advise the school when and where this test is to be carried out

THEN

- The School needs to sight evidence of the students return to school upon advice of a negative test result. Such advice can be emailed to keira.h.school@det.nsw.edu.au
- Students should return when they are symptom free.

Thank you to the many parents who have been cooperative in this regard and giving clear descriptions of their child's illness.

Together, we can keep our school and community safe.

Mrs L Deitz
Administrative Manager



News from Administration

Attendance Matters



Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may 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)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

P Slattery
Relieving Head Teacher Administration



News from Wellbeing

I would like to congratulate our students as they have shown resilience and flexibility during these rapidly changing times. The continual accessing of the Wellbeing Google Classrooms by students and the consistent attainment of Bronze awards, has been such a positive start to Term 3.



As part of our Wellbeing Program, in the next few weeks students will be participating in activities across the school, to raise awareness about RUOK? Day, eliminating the stigma of Mental Health and supporting our friends, peers, colleagues and family members, if they are not okay. These activities will be focused on building one's capacity to ask the question RUOK? and to continue the conversation. Students will be learning "HOW" to ask, if they think someone is struggling with life, how to stay connected during these challenging times and that a meaningful conversation and connection could change a life. They will take part in whole school activities that will focus on four steps that could play a vital role in changing someone's life.

The 4 Steps are:

1. Ask RUOK?
2. Listen
3. Encourage Action
4. Check In

Although RUOK? Day this year occurs on September 10, we continually reinforce the importance of people connecting and supporting others every day, not solely on this day. Students will learn that starting a conversation, commenting on the changes they have noticed, following up on the conversation and finding strategies to better manage the load can assist someone if they are not coping in life.

There will be a focus on reinforcing the importance of seeking support at home and at school. The Wellbeing Team will be leading this program and will be continually reminding students that we are their support network at Keira High School.

Keira High School Wellbeing Team

- Head Teacher Wellbeing- Mrs Vlahakis
- School Counsellors- Mrs Ahmed and Mr Comino
- Supervisor of Female Students- Mrs Andrievski
- Year 7 Advisers- Mr Berry and Ms Agim
- Year 8 Advisers- Ms Pike and Mr O'Brien
- Year 9 Advisers- Mr Thompson and Mr Page
- Year 10 Adviser- Ms Cara
- Year 11 Adviser- Mr Kellaway
- Year 12 Adviser- Ms O'Keefe



Please remember that during this period of uncertainty and change, it is essential that parents and carers contact the Head Teacher Wellbeing if they have any concerns regarding their child's wellbeing. Together, we work in partnership in supporting our young people.

Ms V Vlahakis
Head Teacher Welfare



News from School Counsellor

Two great free telephone counselling services for students and their parents:

Feel like parenting isn't working?

Talk to a professional Counsellor for tips to make life easier

Call **1300 1300 52**
or visit our web site at
www.ParentLine.org.au

9am to 9pm weekdays
4pm to 9pm weekends

familiesnsw
supporting families to raise children

CatholicCare

kidshelpline
Anytime | Any Reason

Cyberbullying & social media

Bullying

Feeling sadness & depression

All about depression

I'm thinking about suicide

Drugs & alcohol

kidshelpline.com.au
1800 55 1800
FREE CALL 24/7

Ms A Ahmed
School Counsellor



News from Supervisor of Female Students

Women's Support Services in the Illawarra

Just a short note to highlight some of the support services for young women in our local community. Many of the local organisations serve to provide support for women and young people in their time of need, and to provide a safe environment for women and young people to connect over shared visions and experiences. The Illawarra Women's Health Centre is an example of one of many organisations like this. Their website offers a range of activities designed to support and empower, while creating a safe and engaging environment. Follow the link for more information <https://womenshealthcentre.com.au/whats-on/>.



Hope you have a restful spring break.

Mrs M Andrievski
Supervisor of Female Student

News from Year Advisers



Year 7 – Mr J Berry

Ms Agim and I would like to congratulate Year 7 on their strong start to Term 3. Students continue to engage in meaningful learning across their subject areas, adopting an enthusiastic attitude. The number of students attaining Copper Merits and Bronze Awards is a positive indicator of the consistent effort being observed across the school.

In Visual Arts, students have created portraits which are entered into the annual Keirabald competition. Their artistic flair and creativity is outstanding and we would like to congratulate all students, in particular the following students for their achievement, Clodagh Danillo, Year 7 Winner and Amelia Mahanadis, Year 7 Highly Commended.

In the upcoming weeks, Year 7 students will be participating in a workshop which has a focus on promoting kindness and educating students on anti-harassment and anti-bullying. The aims of this initiative are to support students' cognitive wellbeing, providing them with opportunity to develop skills to build resilience, self-regulate their behaviours and actions and become self-aware about their role as citizens in our school and wider community. Fostering respectful relationships plays an imperative role within this process which students will continue to reflect on.

Year 7 have applied themselves consistently this term and I look forward to seeing the incredible learning which students continue to engage in.

Amelia Mahanadis:
Highly Commended



Clodagh Danillo:
Winner





Year 8 – Ms A Pike

I would like to congratulate Year 8 on the interaction they have displayed towards their peers and other teachers within the classroom this term. Students are continuously adjusting to the new 'norm' within our school community. However, I can proudly say our students have been fantastic in adapting to the modifications of classes, sport and excursions.

Early next term, Kieron O'Brien and I will be delivering a 'Cyberbullying' program to our students, focusing specifically on delivering a learning experience that explores online safety, cyber bullying, resilience and mental health. Supported by a Q&A and curriculum-aligned classroom resources, this engaging online safety and mental health program will encourage positive relationships and help-seeking. Additionally, there will be learning during roll call prior to the program surrounding these issues in preparation for the event. The program will be supported by the Keira High School wellbeing team and will be run in Term 4. A permission note will be issued to students within the coming weeks. This will need to be returned to Miss Pike or Mr O'Brien.

***Performances will be delivered in accordance with the COVID safety guidelines for the Department of Education.**



Year 9 – Mr B Thompson

This term Year 9 engaged with the Road Set program. Road Set is an innovative Ed-tech tool aimed at Year 9 students.

It features ten memorable and engaging modules covering road safety issues related to pedestrians, passengers, cyclists, skateboard and scooter riders and ultimately becoming a safe driver.

The modules in Road Set have complimented the quality teaching and learning of the PDHPE Road Safety Unit all Year 9 students engaged with throughout term 3.

Students were placed within small groups and provided the opportunity to work together to complete set modules. This generated valuable discussion around the risk factors on the road and strategies that could be implemented to promote safe behaviour.

"I enjoyed the interactive activities this program provided". "This will be a resource I will use at home before I go for my driver's licence". Brandon Lolli



Year 10 - Ms M Cara

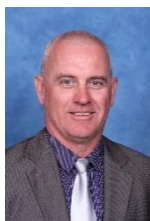
Year 10 have had a particularly busy start to Term 3! Not only have they been busily completing all the usual classwork and assessments, but they have been preparing to make their subject selections for Year 11.

The process has been slightly different this time around, with students being asked to view a video on our Year 10 Wellbeing Google Classroom, with their parents/carers, about making their subject selections. This was in place of attending a more traditional in-person information session. Each Year 10 student has received an information pack to take home, which includes a booklet with descriptions of each Stage 6 course offered at Keira. Students will then be able to access a link to a Google Form through their school email, which asks them to enter the courses they are considering studying in Year 11. These are NOT their final subject choices, simply an indication of what courses they are interested in.

This subject selection process will continue throughout the remainder of this term and into Term 4. If you, or your child have any questions regarding subject selections, please feel free to contact us through the Front Office.

The recently updated Learning Guidelines for Term 3 have meant that I have had to change the structure of our Wellbeing event planned for the end of this term. Luckily, I've had some inspiration from the rest of the Wellbeing Team and will be running safe risk-taking workshops for Year 10 towards the end of this term. I will let you know more in the coming weeks.

Enjoy the rest of Term 3.



Year 11 – Mr A Kellaway

Transition from Preliminary to HSC

For some students, the transition from Year 11 to Year 12 can be overwhelming.

For others, they find they were well prepared and didn't have a lot of trouble making that transition.

Regardless of how you feel about the transition from Year 11 to Year 12, here are some tips to help.

Tip #1: *The workload is generally the same as Year 11, but the trick is to stay on top of the work!*

Tip #2: *Change your mindset from "I don't really have to do this" to "This matter and counts towards my HSC mark and ATAR!"*

Tip #3: *Develop a good relationship with your teachers, they want to see you succeed! They'll put the time in to support you if you put in the effort with them.*

Do you feel like you need some support through the transition from Year 11 into Year 12?

We have an incredible team of teachers, wellbeing team members and support staff who can help you make that transition!

Our team can help you:

Step 1: Consolidate your Year 11 knowledge so you're prepared for the jump from prelims to the HSC

Step 2: Get ahead from Day 1, Term 1 of Year 12

Step 3: Develop a study plan for the HSC

and provide the support necessary for each student to reach their full potential.



Year 12 Ms D O'Keefe

Year 12 have a few valuable weeks of class time remaining before their end of term break. They have been working hard and are finishing major works, assessment tasks, course work and will soon begin HSC examination preparation in their classes. I have been very proud of the way Year 12 have been working with commitment and dedication.

To assist students in continuing to build their skills and knowledge on how to best prepare for the HSC, a series of learning events have been organised for them. These are being delivered through the Year 12 Wellbeing Classroom. There has been a focus on mindfulness training, the importance of keeping physically active, how to use feedback effectively and support networks at Keira High School.

In addition to this, with the examination experience approaching, workshops will be delivered on the Wellbeing Classroom in the lead up to examinations. These will remind students how to manage their time effectively, focus on study tips and tricks, how they can check their understanding, and strategies to deal with examination preparation.

If you have any further questions or queries concerning your child, please do not hesitate to contact me.

Anime Club

Anime Club has started up as a *Wellbeing Initiative* at Keira High School. Three Year 10 students share their thoughts below.

When and Where?

We started Anime Club in Week 1 of Term 3. We meet in Room 205 at lunch on Fridays, and anyone can come and watch. From Week 5, we will meet in Room 202 so we have more space to social distance.

What Are We Watching?

This term, we are watching 'Haikyuu', an anime about volleyball and teamwork. 'Haikyuu' teaches us lessons about playing volleyball (like techniques) and building friendships.

Why Come to Anime Club?

Students from Year 7 to Year 12 have been joining Anime Club one by one every week since it started. Coming to Anime Club is a good way to spend your free time. We meet and become friends with our schoolmates whom we did not recognise before.



Year 7 students Ali Hadi, Teba Al-Jubori, Christelle Morla & Kaitlyn Matthews

Jae Meh, Fersan Mirrar, and Misheel Munkh-Od, Year 10

Ms B Robson



The first job for this term for our Student Representative Council was to introduce and make our new Deputy, Mr Langford, feel welcome. They invited him to a meeting to discuss the plans for the remainder of the year and to seek some ideas on what we could do as a group to improve the school environment.

Over the past few weeks, the Student Representative Council has resumed meetings again. We have been discussing ways that we can improve moral in the school environment, to get students through these hard times. Through the past few weeks we have had to review our plans for this year and devise with new initiatives that are safe for all students. The Student Representative Council are still in plans of implementing the Recycling program.

If you have any great ideas that would improve the school community, please contact one of your SRC members to discuss this idea.

Ms J Stares
Student Representative Council Coordinator

interact

The Interact team has been fortunate enough to begin our campaign for 2020.

With a large attendance level to multiple meetings we have conducted so far this term, we have some vibrant and meaningful ideas for initiatives that we will begin to plan for the remainder of the year.

With a heavy focus from the student body being areas of mental health and diversity, our adaptive team will work with ongoing health guidelines to produce and provide continuing support to our community on behalf of Keira.

Our meetings have a set time of Monday Recess 1 weekly, and we look forward to new and existing members to continue with their contributions to this program.

Mr J Bentley Interact Coordinator

Coronavirus
(COVID-19)

SIMPLE STEPS TO HELP STOP THE SPREAD.

Cough or sneeze into your arm

Use a tissue

Bin the tissue

Wash your hands

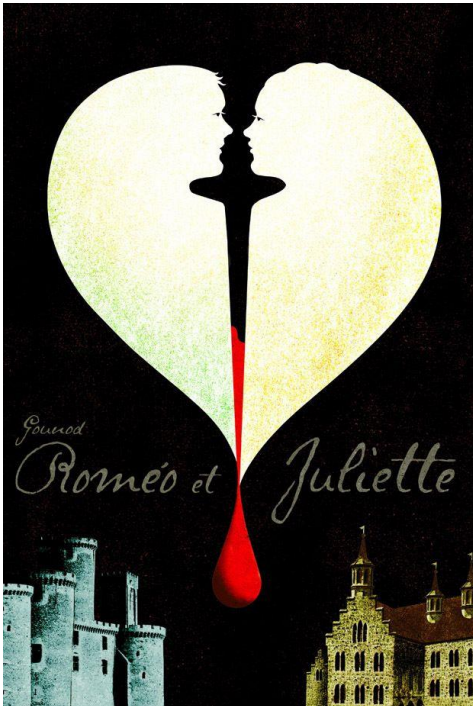
TOGETHER WE CAN HELP STOP THE SPREAD AND STAY HEALTHY.
For more information about **Coronavirus (COVID-19)** visit **health.gov.au**


Australian Government



Authorised by the Australian Government, Canberra

Year 9 English: *Romeo and Juliet*



Year 9 English classes are currently studying Shakespeare's famous play, *Romeo and Juliet*. Recently they were treated to a 'virtual excursion' to the NSW State Library in Sydney to consolidate their understanding of Elizabethan times, a tour of the Globe Theatre and of course, the fabulous works of William Shakespeare. Organised by Mr Goodley and accessed via Zoom, all Year 9 English classes engaged in the interactive activities and came away from the experience a little more knowledgeable about this valuable period of time and literature.

What did the students think?

"We learnt about The Globe Theatre and how plays were mainly performed during the day as daylight was the only effective source of light available to see what was happening on stage." Lilian Suri

"I learnt that when plays were being performed, the actors would get wet because The Globe Theatre had no roof." Lucas Trajcevski

"Julius Caesar and Macbeth piqued my interest as they are vastly different stories and plots. I believe I would really enjoy learning more about both." Ellie Iskra

"I enjoyed the fun games we played to enhance our understanding of Shakespeare and his era. Julius Caesar is a play that interests me as I would like to understand how Shakespeare presented the play." Wayne Cai

"I really enjoyed learning about the Shakespearean insults as well as the interactive games." Jasmine Rackham

"The play Macbeth looks interesting because the storyline sounds very grim, which I find intriguing." Will Cross

"I learnt that The Globe Theatre was modelled on the Colosseum." Tia Jackson

Year 11 English Extension 1 Update



Imaginative writers explore different ways of creating unique and authentic characters in their creative compositions. In 15 minute sessions, Extension English students recently worked at four stations examining a range of items. Immersing themselves in the activity, the talented students created four separate characters and a brief contextual summary of their circumstance. The rich and interesting ideas developed demonstrated the power of the imagination. Using pathetic fallacy, rich imagery and experimenting with first- and third-person perspectives, intriguing authentic characters were brought to life.

Jayda Petrov, Aws Hachim and Elyssa Davis discussing ideas in class.

English Extension 1

Characterisation Activity Responses



Droplets of rain met the windshield, creating something of an impressionist painting of the view just beyond: towering structures, darkening the city beneath them, separated by the ocean. Too much movement, I thought, for a day characterised by such stagnation, the sudden absence of motion. The tide rolled and turned violently. It would have looked beautiful had I been bothered to clear the blurred image before me. But I could not be bothered. The cassette tape, inserted quite some time ago, was nothing but an inaudible mumble. A scrunched tissue rested within my loosely open palm, hardly used. My eyes were dry, red, heavy, and sore, but dry, nonetheless. I wished for nothing more but to shut them. The hospital was now but an obscured, fragmented picture or perhaps pieces of a puzzle, arranged incorrectly and haphazardly, if arranged at all and not left completely undone. The sea churned, but the horizon was flat. I winced, I simply could not bear to see another flat line. The ceasing of all movement. Absolute stillness. Up, down, and then plateau. The well-wishers, the countless cards of sympathy, the teddy bears, and the hearts; frozen and lifeless little bears, tightly squeezing hearts. The horizon beyond the ocean, and far off beyond the storm. The flat line. I was much too tired for any of it.

Elyssa



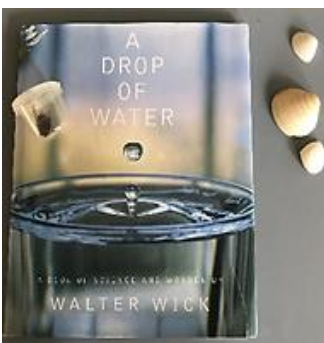
Annabelle lives in a materialistic world. Every breath she takes outside her luxurious house smells of rich perfume. Money is worshipped in her city, without it the people are without hope. Natural things do not exist anymore, trees are replaced with oxygen converters, parks are replaced with hyper realistic rooms. She thought this was the way to live, so she embraced it, until she found a secret passageway outside her underground city borders, which led her to a world she never knew had existed; a world full of lush gardens and beautiful trees, the birds singing with freedom and beauty. On occasion, she has snuck out of the city borders and gone back to enjoy a sense of freedom. She would water the sweet peas that she planted in the soft soil there.

Aws



- Young man
- Damp hair
- Jittery and nervous
- A bit mysterious
- Walks into book café from rainy weather outside
- Rummaging through tote bag
- Reading 1000 Years of Solitude- an observer is watching his facial expressions as he reads
- He is tapping his feet
- Mumbles a curse and leaves abruptly
- A piece of paper falls out of his bag, it says "No shoes or shirt, no salvation"
- Dystopian Situation – in a forbidden book café which is part of an underground rebellion against a totalitarian government.

Jayda



The wooden door creaked, slightly ajar, upon my gentle knock. He had not seemed to notice me. My grandfather, with skin creased and lined like the trunks of trees he so loved to study, hunched over his worn desk. His wiry, white mane—which I regarded ever so fondly, like the dandelions dried and pinned to his wall—was only just visible amongst the books and shelves which littered his study. Frames hung unevenly from the walls, which revealed the peeling floral print behind them that they would have concealed. The copper-coloured carpet, upon which the stuffed bodies of perhaps the most exotic creatures I had ever seen rested, emitted a musky scent. Glass balls, buried deeply within fur, seemed to fixate upon me as I entered. Hesitantly, I cleared my throat.

Elyssa

Creative Stations Activity

Using the stimulus items, students had to develop a clear character and provide some contextual information.

The wooden door creaked, slightly ajar, upon my gentle knock. He had not seemed to notice me. My grandfather, with skin creased and lined like the trunks of trees he so loved to study, hunched over his worn desk. His wiry, white mane—which I regarded ever so fondly, like the dandelions dried and pinned to his wall—was only just visible amongst the books and shelves which littered his study. Frames hung unevenly from the walls, which revealed the peeling floral print behind them that they would have concealed. The copper-coloured carpet, upon which the stuffed bodies of perhaps the most exotic creatures I had ever seen rested, emitted a musky scent. Glass balls, buried deeply within fur, seemed to fixate upon me as I entered. Hesitantly, I cleared my throat.

Elyssa

Annabelle lives in a materialistic world. Every breath she takes outside her luxurious house smells of rich perfume. Money is worshipped in her city, without it the people of hopeless. Natural things do not exist anymore, trees are replaced with Oxygen converters, parks are replaced with hyper realistic rooms. Annabelle thought this was the way to live, so she embraced it, until she found a secret passageway outside her underground city borders, which led her to a world she never knew had existed; a world full of lush gardens and beautiful trees, the birds singing with freedom and beauty. It's been a couple of times she snuck out the city borders and went back and enjoy her freedom, every day she would go and water the sweat peas that she planted in the soft soil there."

Aws



Droplets of rain met the windshield, creating something of an impressionist painting of the view just beyond: towering structures, darkening the city beneath them, separated by the ocean. Too much movement, I thought, for a day characterised by such stagnation—the sudden absence of motion. The tide rolled and turned violently. It would have looked beautiful had I been bothered to clear the blurred image before me. But I could not be bothered. The cassette tape, inserted quite some time ago, was nothing but an inaudible mumble. A scrunched tissue rested within my loosely open palm, hardly used. My eyes were dry—red, heavy, and sore, but dry, nonetheless. I wished for nothing more but to shut them. The hospital was now but an obscured, fragmented picture—or perhaps pieces of a puzzle, arranged incorrectly and haphazardly, if arranged at all and not left completely undone. The sea churned, but the horizon was flat. I winced—I simply could not bear to see another flat line. The ceasing of all movement. Absolute stillness. Up, down, and then plateau. The well-wishers, the countless cards of sympathy, the teddy bears, and the hearts; frozen and lifeless little bears, tightly squeezing hearts. The horizon beyond the ocean, and far off beyond the storm. The flat line.

I was much too tired for any of it.

Elyssa

Ms M Holliday
Teacher English

News from Science

Celebrating National Science Week

@ Keira



The theme of this year's National Science Week is:

"Deep Blue: Innovation for the future of our oceans."

Given our proximity and genuine connections to the ocean in the Illawarra, this year's theme resonated strongly for all of us at Keira High School. To celebrate National Science Week, Stage 4 and 5 classes have spent their Science lessons this week engaging in a diverse array of activities, ranging from an exploration of the issues surrounding plastic pollution and fisheries bycatch to the Ocean Trivia Quiz to the Science Poetry/Rap Slam!



The National Science Week Poetry/Rap/Rhyme slam proved a highlight, and to whet student's appetites, their Science teachers contributed their own literary stylings.

Endless Ocean

*Slowly rising and falling on liquid glass
In a rhythm of a deep meditative breath
Here I sit, waiting for the waves to arrive
In a vigil, staring across the ocean silent
My fellow travellers out of mind and focus
I scan the far horizon
Waiting for that minute disturbance on the surface
Glimpsed out to the distant horizon
Underneath this desert surface of psychedelic, reflected half shapes
An endless deep, deep blue
Dare I dwell upon it?
The endless ocean, joining every continent and island
The home of every raindrop
.....and where every drop will one day return reincarnated
The creator of clouds and the moderator of climate
A place of sharks and dolphins
Fish and penguins
Kelp forests swaying slowly in the currents
Of seaweeds and weedy sea dragons
An alien world of blue-blooded creatures
That we know so little about
Right at our doorstep
Out here I feel connection to the bigger world
The planet that birthed us
Free from the petty concerns of human interactions
The endless untameable, unpredictable, unknowable ocean
Through me it runs in my salty blood
Always in some part of my mind*

Mr Holmes

Don't Be Blue Be Deep

*In the deepest ocean trenches lies Earth's best kept secrets
But we are looking for the answers on the stars
We spend billions of dollars making plastic products that end up as
islands of trash in the pacific
Yet the media makes a big deal about manned missions to mars
The say we've been to the moon, and this year a train of 60 satellites
were launched to stream across the sky
Why? Because we can
In the deepest parts Earth's ocean trenches lives a world that glows with
bioluminescence. Light from the sun cycled through life on the planet for
generations until one day it becomes light at the bottom of the ocean
Yet still we look to the stars
We've gazed and longed for their bright blaze to shed light on our
shivering night
We keep striving to go and know the wonders of other worlds at the
expense of our own
Our oceans need us and heed this if we don't care for them they will not
care for us
To stop the accumulation of wealth and defecation of self with plastic
beads
Would truly be a thing to behold
Only through looking deep within will our planets truths be told
Look deep in the ocean study its motion
I beg you to take care, and grow this notion, find that million year old light
at the bottom of the sea
Take up this torch with me*

Mr Olsen

*Bountiful and blue,
But kinks in the armour
Plastic, oil, our negligence
Will never cease to harm her*

*Earth's lungs and lifeblood
Living fossils, rich history!
But right now, the future
Remains a deep blue mystery*

*Apathy or action?
Ease or innovation?
As generation climate change
What's our aspiration?*

*Coral in colour,
Or black and white?
Salmon for dinner hun?
Maybe not tonight.*

*Bountiful and blue,
But in need of protection
Our current approach,
Is in need of reflection
Ms Van De Voorde*

*Innovation
A tidal wave of ideas
A tsunami of science
Creating a climate of hope
Global change for good
Our connection to the ocean
A sea of perpetual motion
Rising against marine pollution
Working together for a solution*

Dr McKenzie

*Our ocean needs us,
To fix the problems we made,
Science is the key.*

Mr Schmidt



And now, for your reading pleasure, here is a sampling of some of the creativity and innovation of students at Keira when it comes to scientific communication.

| Year 10 | Year 9 | Year 8 |
|--|--|--|
| <i>Finite world, one goal in mind Full of greed and power And if only we were kind</i> | <i>The plastic floating near the shore It shouldn't be there anymore We're destroying the habitat And if we continue like that The ocean will be no more</i> | <i>The sea is the ocean The ocean is the sea We need to stop exploration And look within you and me A tidal wave of answers To one big plastic question</i> |
| <i>Our world is failing Narcissist's run the countries Help, before we die.</i> | <i>Fish swimming in the deep blue sea Having no place to be When a mountain of trash Comes in with a crash The future isn't up to me</i> | <i>Ghosts now roam in acidification Created from a lack of human innovation Point no longer found in exploration Dissolved and forgotten, much like the west An after-image remains, of what is now at rest</i> |
| <i>As the tides rise, towards our planets demise; We watch the shore, more unforgiving than before. Because of these selfish beings, these heartless creatures. The future of our earth, all but nature's glorious features.</i> | <i>Mermaids, serpents, could it be? We have yet to discover the secrets of your deep blue sea You are the lungs of the Earth Yet you suffocate in plastic Oh, how that must hurt I blame the greed by which we are blinded For money, wealth, satisfaction Or is it the need? To know more and have more Yet we don't look to your deep blue sea</i> | <i>Our ocean's future depends on our generation So, let's get together and have some innovation Oil spills, climate change and plastic pollution There has to be a solid solution Whilst we have done some exploration I think acidification needs a little conversation Maybe we should take a submarine And take a deep dive into the unseen Oceans are the world's biggest attraction So, let's make a stand and take some action</i> |
| <i>Science is the solution To all of our problems To stopping pollution So why haven't we solved 'em?</i> | Congratulations our Trivia Quiz champions! Bek Burford (Yr 10), Cameron Hynds (Yr 10), Tomas Limon (Yr 9), and Cooper Wakeford (Yr 8) | |



How will you science this National Science Week?


national science week
15–23 AUGUST 2020
scienceweek.net.au #scienceweek

Dr S McKenzie
Head Teacher Science

News from Mathematics

Year 11 Mathematics Standard

Every challenge contains the seeds within it for opportunity and growth. The challenges of 2020 created an exciting opportunity for Year 11 Mathematics Standard students as they developed their understanding of Measurement. This culminated in their second Assessment Task where they had the opportunity to plan a glasshouse, calculating its Surface Area and Volume.

Year 11 took this concept and ran with it to plan a wide range of exciting designs, providing well considered reasons for their design choices. Importantly, a wide range of students provided accurate calculations reflecting success with their online learning.

Information and Communication Technologies have not been limited to the online learning environment. Some of our Year 11 classes had their learning enhanced during the Working with Time topic with an activity utilising Google Maps to explore Latitude and Longitude. Further, during the Linear Relationships topic, some classes used DESMOS to model real activities and to explore the Mathematics that inhabits the world around them. These are representative of the range of opportunities available to students during Stage 6 at Keira High School.

Year 11 Mathematics Advanced and Extension

The Year 11 Advanced and Extension students had developed a conscientious use of the Google Classroom learning platform and other online resources during their learning from home experience. Coming back to school, the students continued with this varied learning experience and substantively use the Google Classroom for daily lessons, questions and submitting tasks. Assessment Tasks have also been adapted to enable students to 'Turn in' on the Google Classroom.

Other online resources have also been practised and used while being back at school. The students even had to develop their understanding and skills on a Google Sheet for their last Trigonometry Assessment Task.

In Term 2, the students studied Trigonometry and its Functions as well as an introduction to Calculus. The students found these units challenging but developed their skills and understanding as the term progressed. In Term 3 are studying the units of Probability, and Exponentials and Logarithms. Students will be revising the topics required for their Formal Examination in class and working diligently at home.

Year 12 Mathematics Standard 1



A return to school for the Year 12 students in the Mathematics Standard 1 course did not mean that their developed skills with technology fell to the wayside. As we continued with our Series of Investigations topic, students engaged consistently with our Google Classroom learning platform. They were given a range of tools to assist them in analysing a myriad of real-world scenarios from bacterial growth, to the movement of the tides, and even the exponential growth of M&Ms. The final topic of the course, Scale Drawings, will be grounded in applications of measurement that will be prevalent in the lives of the students as they enter life after school.

For those students opting into the final examination, additional resources will be supplied online to assist in building the confidence and skills necessary to succeed, while all students will be polishing off their collection of classwork samples for their final Assessment Task.

Year 12 Mathematics Standard 2

The students of Mathematics Standard 2 have continued to make use of the skills developed in online learning, by regularly accessing their Google Classroom platform as well as engaging in ICT activities that enriched their learning and understanding of content. A highlight would be the Statistical Investigation that the students conducted for their formal assessment, which involved creating online surveys and collating

their results using Microsoft Excel or Google Sheets; navigating through the challenges presented by social distancing with great success.

Online simulations have also provided a means for students to gain a deeper understanding of inherent relationships between different variables. Students were able to use a car simulation to discover the parabolic relationship between speed and braking distances, which provided a reality check for those just starting to learn to drive!

Everyone knows the dangers of credit card debt, but our Mathematics Standard 2 students braved the topic of Credit Cards and Loans to find answers to the question: "How do I pay off this loan faster!?". Using an online personal loan calculator, they were able to deduce that the combination of a low interest rate, increasing the frequency of payments and borrowing less money was the optimal strategy to pay off the loan quickly.

Overall, the students have enjoyed the continued exposure to online resources in their ongoing learning and the use of the Google Classroom platform to provide students access to resources, assessment tasks, and a means of communication between teacher and student. We wish them luck with their exam period during Week 8!

Year 12 Mathematics Advanced and Extension 1



A split mode of learning during Term 2 was not going to stop the development of knowledge from the Year 12 Advanced or Extension 1 classes. Perseverance was key as students progressed through concepts at the rate they felt comfortable, while maintaining pace with the planned schedule of the course. The use of technology for learning techniques to help retain concepts and the platforms for utilising this technology was developed across the term and maintained as students returned to face-to-face lessons.

Mathematics Advanced has now wrapped up all content. Extensive Calculus work was enhanced through applying differentiation to real life problems and fine-tuning integration techniques seamlessly morphed into their final Statistics unit. The skills of knowing how to determine areas under curves assisted with work on probability density functions and calculations of key statistics given various modelled functions. Term 3 content was the Financial Mathematics topic, placed last on their learning continuum for its high correlation with reality as adults in the real world. Students will explore the links with mathematics and finance, deriving formulas for home loan calculations and interest for savings accounts.

Mathematics Extension 1 have further extended their use of derivatives and integrals to explore ways of working with more complex functions. Students looked forward to extending the calculating of areas under the curve to volumes of revolution. Wrapping up the course takes place with a final look at connections between vectors and forces in their Projectile Motion topic.

All of these areas used extensive use of technology to ensure students could develop skills in justifying the accuracy of their results. Both courses finalised their learning content mid Term 3 and closed out Term 3 with enacting their recently developed study schedules through revision sessions and considering ways to maximise marks within examination situations.

Ms C Ward
Relieving Head Teacher Mathematics

News from Human Society and its Environment

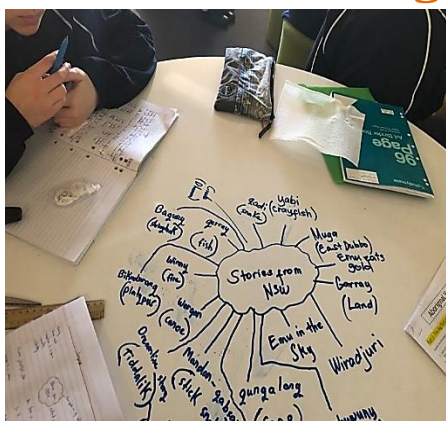
Human Society and its Environment students have been engaged in a number of literacy and creative writing activities from our Junior History/Geography classes to Aboriginal Studies. This has afforded students a variety of opportunities to engage in writing scaffolds, peer annotating and the use of technology to present their learning. Additionally, students have had a unique opportunity to engage in a virtual excursion in Elective History.

Year 8 Aboriginal Studies

This term students have been learning how to write well-structured and cohesive short answer responses. Students have used our study on the critically acclaimed Aboriginal film *The Fringe Dwellers*, to gain a deeper knowledge of how to write effective topic sentences and use of nominalisation as a significant technique. This requires students to turn an active sentence into a passive sentence, where the main focus is the concept, rather than the action of the sentence. Additionally, students have focused on the use of more effective language choices, such as connectives and evaluative language to enhance their responses. Moreover, students have undertaken the process of editing and self-reflection in order to enhance their understanding. The final published responses have been of a high quality and I encourage students to use these new writing skills across their other subjects.

Orlando Bardevski: *'Through my lessons I have gained a substantial amount of knowledge on how to write well-structured and convincing short answer responses. As well, I have learnt how to use new and superb words in the appropriate place to enhance my writing'*

Year 7 and 8 Aboriginal Studies



Students in Aboriginal Studies have been exploring the importance of languages to continuity of culture. Students viewed an NSW Education Week Learning video, which explored the protocols and significance of languages across NSW. In the video students were led on a journey around New South Wales, to four different language groups, Bundjalung, Gumbaynggirr, Wiradjuri, and Gamilaraay, focusing on native Australian animals. Students created their own reflections and mind maps on what they learnt about the language stories across NSW. Furthermore, this learning opportunity has supported a range of cultural learning activities, this year, which have aimed to develop student's cultural awareness and understanding.

Year 10 History

Year 10 students have been studying the mandatory topic: Rights and Freedoms unit. In this unit students have been exploring the impact of colonisation, dispossession and dislocation on Aboriginal peoples across Australia. We have examined the devastating impact of the Protection and Assimilation Policies on Aboriginal communities. Students have also learnt about the inspirational career and work of Charles Perkins and the positive impact his life has had on Aboriginal rights and freedoms. Students have been exploring Charles Perkin's life through a primary interview source. Students have been encouraged to critically examine primary and secondary sources and to analyse the impact of government policies, events and individuals on the rights and freedoms of Aboriginal peoples. Furthermore, students have been exploring the use of a writing scaffold and how they can use specific writing techniques to improve their responses; with use of academic language choices.

Mohammad: *"Currently, in year 10 History, our class is learning about the impact that Europeans had on the lives of countless Aboriginal people. We learn this as it is a crucial aspect of Australian history and it seems certainly inappropriate to hide our past, when we should in fact, face it. By understanding how horrific and detrimental their situation was, we as a school, community and society can learn to accept other individuals regardless of their race, perspective, culture and values."*

Year 12 Aboriginal Studies

Year 12 students have been finalising their last topic for the Higher School Certificate exam; a case study on the Native Title claim of the Barkindji people of Wilcannia of the Lower Darling River, Western New South Wales. Previously, students have been engaged in this case study in their Health and Crime units, over the last two terms. Students have gained a deep understanding of the impact of dispossession and dislocation on the Barkindji people and the impact of the successful 17 year campaign for recognition of their Native Title. Following this, students have engaged in the process of writing sophisticated, well-structured and cohesive responses, ranging from short answer to essay style responses. Students have been engaged in annotating self and peer responses and editing their work for more academic language choices. Additionally, they have engaged in the process of developing long term to short term memory techniques, through mind map games. Most importantly, students will continue to be engaged in developing their writing techniques and examination preparation.



Kalani White, Sherlyn Robinson, Ebony Akers-Hughes, Kaitlyn Petersen

Ms C Ramos
Relieving Head Teacher HSIE

What has been happening in History Elective?

Mid-Term Two students in History Elective started a unit on oral history, looking specifically at the stories of Holocaust survivors. Since the beginning of this unit students have shown a great interest in the topic. They have discussed different issues surrounding the Holocaust, specifically racism, human rights abuses and how perpetrators were brought to justice. In their study they have also viewed many different survivor testimonies and discussed how memory and trauma may have had an impact on their stories. They have looked at how child survivors have remembered the Holocaust as opposed to adults or how men have remembered opposed to women.

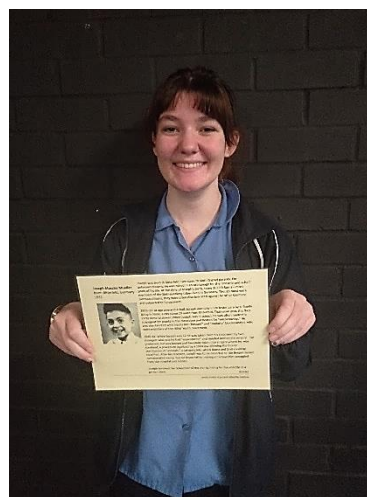
Recently in class students created a timeline of the events leading up to and including World War Two that was hung on the wall in the classroom. On this timeline students posted the stories of people persecuted by the Nazis on the wall under the year that they were first persecuted, the laws that were imposed by the Nazis and important historical events. Students then made connections between the people that were persecuted and specific events in history or laws, for example one of the observations that the students made was that a lot of people were first persecuted in 1939 because World War Two began in September of that year.



Blimcia Lische, is the name of the person that Isaiah is holding. She is from Poland and her family were Jewish. Blimcia was only one when the Nazis invaded her home town. Blimcia and her family were deported to the Belzec killing centre where at only three years old she died along with her whole family.

"This shows that absolutely no one was left untouched by the Nazis, even a small baby could not escape persecution"

Isaiah Bolt



Joseph Mueller, is the name of the person that Jesse is holding. He was from Germany. He was a Sinti (Gypsy). When he was twelve he was taken by two strangers from his classroom to a hospital and forcefully sterilised. This procedure was legalised in 1933.

"When we think of the Holocaust we think about Jewish people in concentration camps, I did not realise that other people were persecuted as well under the Nazi regime"

Amelia Macleod

Students recently also got the opportunity to participate in an online excursion with the Sydney Jewish Museum. Students participated in this excursion via zoom with two educators from the museum. They were taken through workshops on *Understanding the Holocaust* and *Survivor Stories*. Students were able to ask questions of the museum educators and this helped to further their understanding of this devastating period in human history. Soon students will undertake their own oral history project. For their assessment they will be asked to interview someone that is important to them about their past, thus creating a record of their own family's history that could be viewed for generations to come.

Ms S Saunders
History Teacher

Year 8 History

In History this term Year 8 have been learning about the Medieval period in Europe and have been highly engaged in several aspects of the course. We have looked at a variety of features from the topic including the social structure, the roles and misconceptions of knights, the crusades, several famous and ill-fated battles over the throne, as well as the development and construction of castles. After looking at several models of castles the students were required to construct a castle of their own either with the assistance of Minecraft educational or a floor plan drawn in their books. The castles had to include certain features and have a plan for when the castle was attacked. There were some outstanding castles developed with a terrific amount of thought on the best way to defend their castles. One of these castles is shown below and was created by Joshua Kirkman and Jacob Aitken who decided to build their castle on a lake both for protection from invaders and an excellent food source of fish in the event of a siege.



'In HSIE, Mr Foran, our teacher, has been teaching us about the history of the medieval era. He has taught us the fights that have commenced, the people that have made themselves bookmarks in the pages of history and the experience of the lifestyle of the medieval period. But in one of our lessons, Mr Foran had announced the task of creating your own castle (accurately representing a custom model of a medieval castle). My friend Jacob help me assist with this task, along with some of our family members. We also decided to use Minecraft: Education Edition as our resource for this task as it was efficient. Jacob and I did not only focus on time and effort, but also dedication and commitment

played as a major goal for us as we wanted to create something interesting and eye-capturing for everyone to see. This task may have taken time for us, but in the end, it was something we could enjoy during the process while Jacob and I were critically thinking on the details we included. As a team, we got to what we were striving for, capturing the goals we wanted to tick off making it a true topically amazing experience for the both of us. - Joshua Kirkman

**Mr Foran
History Teacher**

Commerce corner

Students in Commerce have been busy this semester learning about Investing.

Students are learning about the range of investment options and how to make wise investment decisions.

Some of these activities include learning about:

- Shares
- Home loans
- Property
- Dividends
- Superannuation
- Financial Planning
- Ethical Investing



As our Year 9 and 10 students transition into adulthood, many of these skills learnt in this term will better equip them to make decisions relating to their financial future, as many of the decisions they make as they enter the workforce could have significant financial implications for their futures.

To re-enforce some of these skills learnt students will be participating in the ASX share game, where students are given \$50,000 in virtual money to invest in REAL ASX listed companies and monitor how they are performing. They can choose to sell and purchase shares and grow their share portfolio within this 10 week period, and compete nationally against other students, to have the opportunity to win cash prizes. Parents/guardians are also welcome to join and compete against their child.

So next time you think that you need financial advice, the answers could be waiting at home already.

Please note: The Commerce staff bear no responsibility for financial advice made by students.

**Mr Mihail
History Teacher**

Importance of valuing Sport and Physical Activity

Physical activity can take many different forms, in many different places. You can be active at home, at school, at work and in the community, as part of leisure time, travel, active play, organised and non-organised sports, games or physical education. Information on how to be more active is available below.



For Children and Young People (5 to 17 years)

Being physically active everyday can have:

Social benefits, like:

- Opportunities for fun with friends and family.
- Reduced anti-social behaviour, including aggressive and disruptive actions.
- Helping to develop cooperation and teamwork skills.

Emotional and intellectual benefits, such as:

- Improved self-esteem and confidence.
- Help with management of anxiety and stress.
- Improved concentration.

Health benefits, such as:

- Promotion of healthy growth and development.
- Strong muscles and bones.
- Improved physical fitness, including coordination and movement skills.
- Reduced risk of disease and unhealthy weight gain.

If you're new to exercise, start small then gradually build up overtime. Even 10 minutes of movement a day can help your body and mind feel better.

Further information:

<https://www.health.gov.au/health-topics/exercise-and-physical-activity>



Sporting Teams in Focus

| | |
|--|--|
| Sport: | Junior Girls Touch Football |
| Coach: | Ms Ruddy |
| How is your team progressing this term? | The girls are going really well with learning the skills of Touch Football this term. Their skills are developing each week and they won their first game against Figtree High 7-1 |
| What are your teams goals for this term? | Limit the amount of times the ball is dropped. We are working on calling out the name of our team member before passing the ball. This will ensure we know who the ball is being passed to and everybody is ready and focused. |
| Do you have a team motto/ motivation each week? | "TEAM <i>Together Everyone Achieves More</i> " |



| | |
|--|---|
| Sport: | Boys Basketball 2020 |
| Coach: | Mr Talbot (Senior boys) Ms Allen (Junior Boys) |
| How is did is your team progressing this term? | Both teams were successful in their first games against Figtree High School. The boys showed respect to each other and the other team on the court. |
| What are your teams goals for this term? | Both teams will be focusing on three areas to improve on these are Communication, Leadership, and Sportsmanship. |
| Do you have a team motto/ motivation each week? | <i>"Practice doesn't make perfect, perfect practice makes perfect"</i> |

Grade Sport Cancelled for the remainder of Term 3

Additional safety measures are being put in place to minimise the risk of Covid 19 transmission during sport and physical activity. After the release of updated guidelines and to ensure the safety and well-being of every student a decision has been made to cancel grade sport for the reminder of Term 3. All students have received a new information permission note and the option to select school sport options for the remainder of Term 3.

Mr Walker
Sports Coordinator

News from Special Education

Team Keira Achieving and Kicking Goals: Special Education August Edition

Our students have diligently continued to set goals. At times they failed, remained optimistic, evaluated their results with their peers, set new goals and have achieved some significant results due to their levels of resilience. Goal team Keira!



Luke Gibson, Finlay Thompson, Jade Shepstone, Kai Starling and Colby Thompson work on their throwing techniques as they learn about **Forces** and aerodynamics.



Luke, we have a problem!

Luke Gibson goes back to the drawing board as his plane experiences significant damage after the first test.



After some several modifications Colby Thompson leads Kai, Finlay and Luke in their flight test.



Taking flight is hard! After challenging themselves, Finlay Thompson, Jade Shepstone, Locklyn Grant take some time to regroup, while Kai does a cheeky photo bomb.

Partnerships for success /Project-Based Learning: Art Exhibition Preparation



Jaydon Donnelly, Jamai Zylstra, Kelly Jessep, Mi Kaai Aye Yee, Kayler Skinner, Blake Foye and Fatima Toma share their ideas as they explore conceptual artmaking.

Partnerships for Success: Community Engagement



Locklyn Grant and Taylah Stuart develop their Produce design, while Angus Paddon, Josh McGregor, Daniel Thelan-Filan weigh fresh produce to sell.



Luke Gibson, Matthew Spano and Mi Kaai Aye Yee work on their communication skills as they embark around the school to sell our fresh produce.



Exercise Challenge

Zoran Petkovic completes his work as the rest of the team refocus by exerting their energy through our one minute exercise challenge.



Mr O'Brien models a solvent and soluble experiment in front of Jamai Zylstra, Daniel Grainger, Kelly Jessep, Izabella Cox, Fatima Toma and Jaydon Donnelly.

News from Personalised Learning and Engagement

Online Engagement

Following our period of Learning at Home experienced across the end of Term 1 and beginning of Term 2, we have conducted a survey of students' ability to successfully engage online. Students who receive the additional support of Personalised Learning and Engagement have overwhelmingly adapted to use of a range of platforms including their student portal, the Google Suite and Microsoft Teams. Evidence has indicated that Microsoft Teams is the preferred option for communicating with us when requiring help or clarification around assignments. Our goal moving forward is to continue and enhance use of this platform to ensure students can increase their communication with our team while at school from a variety of locations. This provides an immediate and alternate avenue to access support while at school, allowing for timely feedback to ensure minimised interruption to the momentum of learning.



Enhancing Literacy Skills

Supporting the development and effective use of literacy skills continues to be a prime focus of the Personalised Learning and Engagement Team. The Lexia Learning program provides literacy targeted lessons through personalized instruction and adaptive assessment. 30 students through years 8 and 9 have been able to access the additional learning opportunities provided by this program during the last 12 months. Following a review and assessment of the program we have decided to continue use of the program into 2021 with a heightened focus on students accessing the content from home.



In Term 4 this will coincide with our launching of the MultiLit program. Up to 7 students will be targeted to participate in this intensive program which is a research-based initiative of Macquarie University.



Year 6-7 Transition

Packages outlining our 2021 Year 6-7 Transition program were recently delivered to each primary school within of our Community of Schools network. The Year 6-7 Transition program is designed to provide a range of sequenced learning events which support a smooth progression from the primary to high school setting. Additionally, we invite each primary school to provide specific information regarding individual students they identify as possibly requiring additional educational, social or behavioural support upon their enrolment at Keira. We look forward to working further with our CoS primary schools to learn more of their year 6 students who will be starting their high school education at Keira in 2021.



Ms L Crockford
Relieving Head Teacher Learning and Engagement

News from Languages

Our Year 8 students have begun term three with the task of imagining they are taking a trip to Japan and researching places to visit. Each student has been tasked with creating a 10-day itinerary. They will have the option to visit any places of interest and research local activities and cuisines. Students have steadily been introduced to using a range of new verbs and nouns. They are beginning to create a range of complex sentences to express themselves in hiragana, one of the Japanese alphabets. The steady introduction to days of the week and telling time in the first two weeks of term has given students the foundation to express themselves in more detail. Here is an example of a sentence created by a year 8 student in week four.



げつようび に ごご さんじはん に すし と
さしみ を たべます。

(On Monday at 3.30 p.m. I will eat sushi and sashimi.)

This topic of travel ties in closely with the topic of interconnections in Year 8 Geography. Next year we plan to incorporate the assessment task across both subject areas to further enrich students use of Japanese language and to connect it with an important core subject. By the end of this term, students will have created an itemised daily routine in Japanese as well as researching transport options in their chosen city.

Our elective Year 9 and 10 students created a short email as part of an in-class assessment in Term 2. It was designed to give students an opportunity to share knowledge and information with students from Kaichi Gakuen, a Japanese school which has been visiting Keira in August for over 10 years. With the visit understandably cancelled a penpal (email) friendship has begun. Our students are eagerly awaiting to here back from their new pen pals.



Ms P Havilah
Head Teacher Languages

Health Literacy Workshop

Friday 28 August 2020

Year 7-10 EALD students attended a Health Literacy Workshop. The workshop was presented by NSW Multicultural Health and MCCI to deliver culturally sensitive health information to culturally and linguistically diverse school-aged youth.



An interview with Year 7 Students Tamara Aljnedi and Noella Jacques

What did you learn at the Health Literacy Workshop?

Tamara: The importance of washing your hands for 20secs and how wearing masks can help when we can't socially distance.

Noella: We learned how to sneeze into our elbows and how to make sure our hands are clean.

What should you do if you have symptoms?

Tamara: If you are sick, you must stay at home and get a COVID test.

What message do you want everyone in our community to know about sensible and safe COVID hygiene practices?

Noella: Don't wear a disposable mask twice and make sure you wash your reusable one. Don't touch the front of the mask.

Tamara: Make sure you sanitise your hands and don't touch your face.



News from Creative and Performing Arts

Music:


Triple J Unearthed Competition

Our talented music students have entered a competition on a very popular radio station **Triple J**. They will be competing against thousands of other High School students in the hope to be recorded and played on the radio.



Floodway: Angus Kettley & Kye Storey

Artists Profile <https://www.triplejuneearthed.com/artist/floodway>





Floodway

unearthed high

Indie, Punk, Rock - Illawarra, NSW



Middle Ground

Uploaded 14 May 19



Wasteland

Uploaded 02 Oct 19



LoLa: Lola Sossai

Artists Profile <https://www.triplejuneearthed.com/artist/lola-3>



LoLa

Indie - Illawarra, NSW

Lost and found

Uploaded 11 Jun 19



Yours and Owls Festival

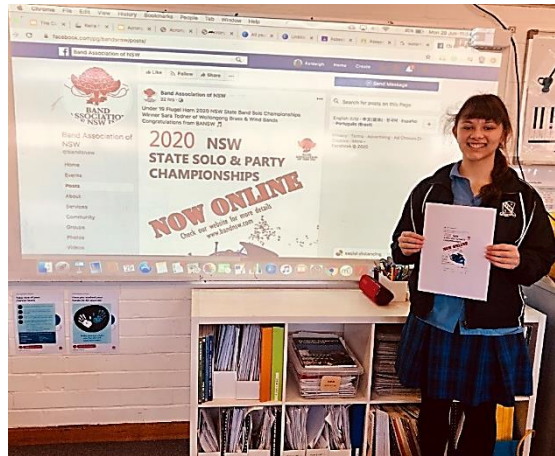
The local festival, which draws a crowd of over 10,000, will be showcasing three of our Keira Music students on the main stage. **Angus Kettley**, **Kye Storey** and **Sara Todner** will be part of a backing band to the artist Aodhan. Releasing his first self-produced singles in 2019, 16 year old Dharawal singer/songwriter Aodhan (Aidan Whitehall) was honoured to win JJJ's Unearthed High Indigenous Initiative with his coastal folk flavoured "When Your Eyes Speak". Aodhan is a student of Albion Park High School and you can hear his music on Triple J and Spotify.



2020 NSW State Solo & Party Championships

Sara Todner Year 10 Takes out the State Solo Championships on the Flugelhorn!

The State Solo & Party Championships is one of two major events hosted by BAND NSW. This year, due to COVID-19, they hosted the contest online.



Visual Arts:

Keirabald 2020

This year saw the annual Keirabald Prize, now in its ninth year, held in a virtual gallery rather than a physical space. Works may be viewed at <https://keirabald.gallery>

There were 74 works this year, from students in Years 5 and 6 at Balgownie, Coniston, Mount Ousley and Wollongong public schools, along with works from Year 7 at Keira High School.

The Keirabald exhibition emulates the Archibald Prize and runs at the same time. Unlike the Archibald, however, the Keirabald has a theme each year; the theme for 2020 is *Me and Mine*.

Each school holds its own exhibition and from this up to 20 finalists are selected for the competition. Like the Archibald Prize, works are judged by a panel of people with wide experience in the art world. The judges are provided with only the title of the work and the year group to which the student belongs. They have no idea who created the work nor the school of the artist.

Works are judged on how well media is used to convey meaning and how well the theme is conveyed to an audience. The judges look for the effective combination of subject matter and the use of colour, tone, texture, line and shape. This process generates much discussion until a winner and a highly commended work from each of the years is decided.

Where the Archibald has a People's Choice award, we instead award a Gallery Director's Prize. This is selected by the director of the gallery in which the works are exhibited. In 2020 that prize was nominated by the designer of our virtual gallery. The awards are noted on the relevant works.

Congratulations to all students who have their work exhibited and a big thank you to their teachers who facilitate this real life artmaking experience.

The Prize winners of the 2020 Keirabald Prize are:



YEAR 5

Winner: *Aaron Jackson*, Aaron Jackson
Balgownie Public School

Highly Commended: *New Glasses*, Coco Threadgate
Mount Ousely Public School



YEAR 6

Winner: *Me & My Bird*, Byron Hastie
Wollongong Public School

Highly Commended: *Indecision*, Olive Dusting
Wollongong Public School



YEAR 7

Winner: *My Life in a Spectrum*, Clodagh Danill
Keira High School

Highly Commended: *Basic*, Amelia Mahanidis
Keira High School



GALLERY DIRECTOR'S PRIZE: *My Pop*, Aiden You
Balgownie Public School

Mr D Olsen
Head Teacher CAPA

Drama:

What Has Been Happening in Year 11 Drama?

At the beginning of Term 3 students started looking at a play called *Ruby Moon* by Matt Cameron as a part of their study of Theatrical Traditions and Performance Styles. This play is quite absurd, it involves two actors playing multiple roles. It looks at how parents cope when their child goes missing and includes distinctively Australian themes and ideas.

In their study of this play students performed different parts and then wrote about the staging of the play and the impact that this has on the audience. Students discussed the different experiences of the characters in the play, including grief, paranoia and problems with self-confidence.



*Erica Domazet
playing Dulcie Daily*



*Jayden Smith playing
Sid Craven*



*Miss Saunders playing
Ray Moon & Sevgi
Yilmaz playing Sylvie*



*Mya Biermann playing
Veronica Vale and Ku
Mo playing Ruby Moon*

In the second part of the term students started studying a verbatim play entitled *Letters to Lindy* by Alana Valentine. A verbatim play uses real words from interviews to depict people on stage. In this play the playwright has put letters that were sent to Lindy Chamberlain after the disappearance of her daughter Azaria on the stage. Different actors read the letters to the audience showcasing the contrasting emotions that the Australian public felt towards Lindy. Verbatim plays in this way put people on the stage that normally would not be heard and give them a voice, an opportunity to tell their story.

In the study of this play students looked at the background of Lindy Chamberlain and the media frenzy that occurred around the disappearance of her daughter. Students explored different theatrical techniques that are specific to verbatim theatre such as a contrast of voices on stage, presentational theatre, use of symbolism and the use of narration to introduce characters to the action.



*Jayden Smith, Sevgi Yilmaz,
Aisa Kairalic & Amelia Boeck
performing Scene One where
the figures surround Lindy
yelling abuses at her.*



*Aylin Moavenian and Mya Biermann
performing a scene where a person is
trying to visit Lindy after she had a
baby, however the security guard
refuses to let her in.*



*Erica Domazet and Ku Mo
performing a scene where
Lindy's son is being bullied
in the playground.*

The examination of these two plays serves as an important stepping stone for their HSC study.

Ms S Saunders HSIE/Drama Teacher

News from Technology and Applied Studies

Two students from the Stage 5 Child Studies class reflect on completing their egg baby assessment task.

The topic we are studying is newborn care. The assessment task was about learning how to look after an egg baby as it is as delicate as an actual baby. The task included draining the egg, making clothes for the egg baby, designing and creating a safe room for the egg to sleep in.

The second part included creating a birth certificate and a day journal where we had to explain what we did that day and how we looked after the egg. The challenges I faced were trying not to overcrowd the room as well as making clothes for the egg baby due to the shape of it. The skills I learnt were how to decorate the room as well as using my imagination. This assessment was fun as it had a mixture a of creativity as well as a writing component to it.

The assessment was in two parts, the first part included producing our egg baby which we drained and decorated. We also made and decorated a bedroom for our egg to live in.



Child Studies Eggstravaganza



Two of the assessment were journal entries about what activities we did with our egg each day and difficulties we experienced in looking after our egg and keeping it safe. Whilst completing the assessment, I found it challenging to make clothes for the egg due to its odd shape. Another challenge I experienced was decorating the room and not adding too much to make it overwhelming. I learnt that trialling different things is sometimes the best option to end up finding what looks best. Another skill I learnt was planning everything I was going to do before I completed or wrote anything. I found

this assessment enjoyable as I was able to be creative with my designs as well writing and reflecting on what I had done.

Rachel Barnes and Ari De Boynton
Stage 5 Child Studies

Supporting Struggling or Reluctant Readers

As a teacher librarian, it is not uncommon for parents or carers to tell us that, "I wish they would read more, but [student's name] is not a reader."

Studies reveal that most struggling readers barely read, which naturally makes it difficult for them to improve. Early intervention is the best way to support progress.

Some tips for helping a reluctant reader at home:

- Help student select books that they will enjoy
- There should be no more than 5 words on a page that the student cannot read or doesn't understand
- Encourage a regular routine for reading, such as 10-15 minutes before bed or before school
- Consider eBooks or audiobooks
- Let them see you reading, or read the same books

It was revealed that more than 15 per cent of Year 7 students in NSW last year were at or below minimum standard for reading nationally, leaving them ill-equipped to engage with the high school curriculum.

Five from Five's Dr Jennifer Buckingham said, "We do know for sure that children who are at or below that standard are barely reading."



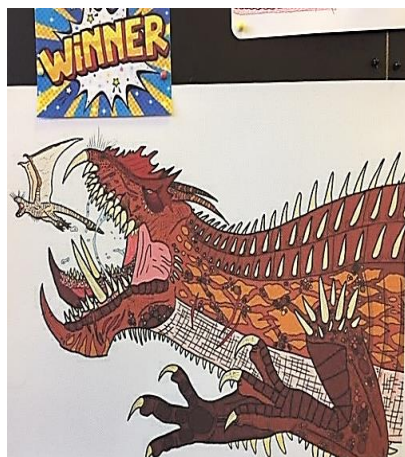
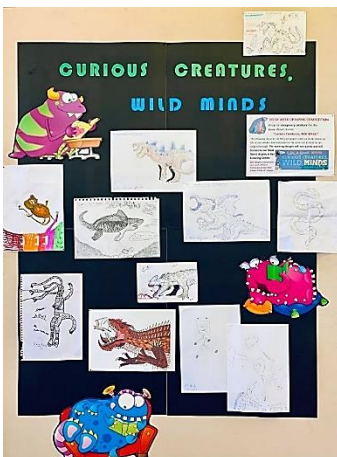
Student Spotlight: Saffron, Year 7

As well as providing study facilities and spaces for teaching and learning, the Learning Centre contains an extensive library of books and resources for students and teachers to use for classwork, homework, recreation and research. Several students provide valuable services helping to run the library by volunteering their time and helping other students with accessing the technology and books. These students learn valuable skills that allow them to assist others as well as extending their own ability to locate much needed information for classwork. Saffron Smith in Year 7 has been helping this term. We asked her why she enjoys volunteering her time:



I love the library. You can get work done without siblings or parents bothering you. There are lots of good books to choose from. I enjoy helping in the library, especially with preparing displays. Book Week is coming up soon so I'm looking forward to some fun activities and helping with the organisation of that. My advice to other students is to learn how to use the catalogue system to locate the books that they need. I've been learning all about it this term and I'm happy to help them learn too. **Saffron Smith, Year 7**

Book Week Drawing Competition: Curious Creatures, Wild Minds



In preparation for Book Week, the library ran a drawing competition. Students were asked to create an imaginary creature using any medium for the theme: Curious Creatures, Wild Minds. The creatures from the winning entries will feature in the Book Week wall mural display later this year. The winner of the competition was Riley Zupan, Year 12, whose fantasy beast showed exceptional skill. Highly commended went to: Adam Domazet Yr 12, Natan Muliana Yr 12, Emre Taskin, Yr 7 and Ali Hadi, Yr 7. The winner and runners-up have all won a book prize.

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 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.

University of Wollongong Early Admission Applications are now submitted students are eagerly awaiting potential offers in mid-September. Ms Ellem will continue to support them with this process as well as other entry applications and will be running Interview Training for both University/College application processes and Apprenticeship/Career Interview during lunch periods.

Ms Ellem would like to remind students to regularly check emails, the school careers website (www.keirahighschoolcareers.com), Workplace Learning Facebook page and the careers google classroom but also to continue to make regular appointments for assistance with applications, resumes, exit and career plans.

Consider Applying for a Scholarships?

Scholarships, Grants, and Bursaries - now is the time to start researching.

Furthering education can be expensive. Often, the investment of money required to pursue university or college education will be more than justified by the increased earning potential students have on graduation. However, this doesn't take away from the fact that there are lots of initial expenses associated with continuing in education: tuition fees, accommodation fees, books, food etc.

Luckily, there are many scholarships, grants, and bursaries that are available to students who find it difficult to meet the costs of continuing in education.

Where to find them:

1. There are links and information on www.keirahighschoolcareers.com under the "For Students" menu > Scholarships and the "Post School Options" menu > University > Information about Institutions and Courses > under each institution is a direct link to their Scholarships page.
2. There is an Activity in Student Account (the Student Secure Area is also via the "For Students" menu) called "Scholarships - How to Find Them and Write Applications" that will help and guide you further and in more detail.
3. Check the Careers Google Classroom for more tips from Ms Ellem

Job Focus – Border Force Officer



As described by The Good Universities Guide, a Border Force officer's job is to manage the security and integrity of Australia's borders. They mainly work at international airports, seaports or outposts along the Australian coastline. Border Force officers check passengers and crew before clearing them for entry into Australia. They check international mail, passenger luggage and other cargo of ships and aircraft to prevent the illegal entry into Australia of prohibited, quarantined or dutiable goods.

There are a number of entry pathways into the Border Force. This includes entering as a Border Force Recruit, a graduate trainee or through general recruitment

Interested? Have a closer look at the Facts and Requirements
www.keirahighschoolcareers.com

Career News by Pathway

University

Law Indigenous Early Entry Scheme – University of Newcastle - Closes 13 September

Imagine having a guaranteed place in a law program before beginning your final HSC exams. Newcastle Law School is offering Indigenous students the opportunity to gain early entry to our degree.

Recognising the need to increase the representation of Aboriginal and Torres Strait Islander people in the Australian legal profession and allied fields, our School is inviting Indigenous students currently preparing for their Higher School Certificate to apply for entry to the [Bachelor of Laws \(Honours\) Combined](#).

This is a five-year, full-time program, in which you will complete your Bachelor of Laws (Honours) alongside another degree program of your choice.

Dietetics – your guide to the ATAR for every dietetics course in Australia in 2020

The ways to become a dietitian in Australia are:

- Complete an undergraduate dietetics degree – these are generally 4 years.
- Complete an undergraduate degree, generally in health or science with the appropriate pre-requisite subjects to be able to apply for and complete the masters of dietetics program at the **same** university
- Complete an undergraduate degree, generally in health or science with the appropriate pre-requisite subjects to be able to apply for and complete the masters of dietetics program at a **different** university

<https://www.myhealthcareer.com.au/dietetics/atar-for-dietetics-2020/>

Charles Sturt University - Early Offer closing soon - Closes 31 August

Our Charles Sturt Advantage early offer program helped more than 700 students secure an offer to study with us in 2020. Now it's your turn.

We're looking beyond academic skills and searching for people with [soft skills](#). Those personal attributes we value and believe you really need to succeed at study – and life.

<https://study.csu.edu.au/study-options/pathways/charles-sturt-advantage>

CSU Virtual Open Day Tours and Agenda

15 September | 16 September | 17 September | 26 September

Interactive experiences for you to explore what's possible at Charles Sturt University. From undergraduate course sessions and scholarships info, to video tours of our campuses, facilities and accommodation options.

Experience the UTS Animal Logic Academy Studio - 10 September. 5pm

Join us for a virtual tour of the Animal Logic Academy Studio and live Q&A.

Want to know what the UTS Animal Logic Academy Studio is really like? Join UTS for a virtual tour of the Studio and get a feel for the space you could be studying in the future. The tour will be followed by a live Q&A with academics and students from the Academy.

<https://www.uts.edu.au/about/faculty-engineering-and-information-technology/events/experience-uts-animal-logic-academy-studio>

University of Sydney - Science Student Panel - 26 August. 4pm

Thinking about pursuing a future in Science and want to know more? Join USYD to hear from current Science students about what they are studying, their favourite subjects, and what it is like to be a University student.

You will hear from Ella who is studying Bachelor of Science and Bachelor of Advanced Studies, April and Gemma who are both studying Bachelor of Veterinary Biology and Doctor of Veterinary Medicine.

https://uni-sydney.zoom.us/webinar/register/WN_je1d0gHgTcCzQdyD3Qp0cg

University of Sydney - Your future in Business - 26 August. 5pm

Join USYD to hear about how the Bachelor of Commerce at the University of Sydney will prepare you for your future in business. Hear directly from USYD Careers Services Manager and students to learn about the range of support available from USYD Careers and Employability Office, and how students can boost their employability skills, gain practical industry experience and access a variety of a real-world opportunities at Australia's no. 1 university for graduate employability*. Your global business journey starts here.

https://uni-sydney.zoom.us/webinar/register/WN_7EV5wMp8TLmErRsTPnODGw

Scholarships at the University of Sydney - 27 August. 4.30pm

Get a brief overview of the types of scholarships available at the University of Sydney in preparation for our Scholarships Workshop, scheduled right after this webinar!

https://uni-sydney.zoom.us/webinar/register/WN_rg_45RreS4WAojj5YZgrtg

UOW College - Online Info Session - Looking for a pathway into UOW?

Wednesday, 16 September. 6:00 PM - 7:00 PM

Want to get into uni? Use your time wisely and get started on your pathway to UOW. UOW College offer pathway courses that can guarantee* entry into a range of bachelor programs, some with direct entry into the second year.

Please join UOW College for an upcoming online info session to find out more about the range of courses, scholarships and how to apply at the Wollongong, South Western Sydney, Loftus, Southern Highlands, Bega, Batemans Bay and Shoalhaven campuses. Staff will be available on the night to answer your questions.

Applications are open now and classes start in October. Feel free to join us if you have already applied or have an offer for our October 2020 intake.

Once you register, you will be sent an email with further information on how to join UOW on the night.

<https://studentservice.uow.edu.au/Portal/Events/EventDetails?eventId=0c8902e5-fbd1-ea11-8176-005056814cdc>

University of Western Sydney Early Offer True Reward

20 September - Closing date to be assessed on Year 11 subject results

24 September - Conditional offers made based on Year 11 subject results

11 December - Closing date to be assessed on Year 12 subject bands

18 December - Offers made based on Year 12 subject bands

UWS makes an early offer into a University degree based on corresponding HSC subject band outcomes, not your overall ATAR. The program offers you a place at Western before you receive your ATAR, on the basis of your HSC subject results.

Western is one of the only universities to offer a program with the chance to apply for an early offer based on your HSC results. True Reward focuses on the scores that reflect your strongest skills.

<https://www.westernsydney.edu.au/future/study/application-pathways/hsc-true-reward.html>

ACU's brand new Bachelor of Arts (Western Civilisation). 30 Scholarships @ \$90,000!

This new course will dive into the intellectual tradition and culture of the West. Student will study with a motivated group of peers dedicated to the pursuit of knowledge and academic enquiry. The Ramsay Centre is funding 30 scholarships valued at \$30,000 per year (\$90,000 total) across the duration of your degree.

courses.acu.edu.au/undergraduate/bachelor_of_arts_western_civilisation

Year 11 Medicine Hopefuls

Year 11 students intending to study Medicine: Please watch the Free Bootcamp and read the Medical Entry handbook and 'Quality Guarantee' all of which are under "Free Resources" on the website at:

www.MedEntry.edu.au

TAFE / Apprenticeships / Traineeships

Australian Apprenticeships and Traineeships Info Service

Australian Apprenticeships Pathways Facebook information page has loads of useful advice for obtaining an apprenticeship or traineeship. Opportunities are also listed. Go to:

www.facebook.com/aatinfoservice/

Apprenticeship Support Australia Advice for Parents

An Australian Apprenticeship (commonly known as an apprenticeship or traineeship) combines paid on-the-job training with formal study resulting in a nationally-recognised qualification.

There are more than [500 occupations](#) across Australia that offer apprenticeships and traineeships, ranging from Certificate II to Advanced Diploma levels, including traditional trades, as well as a number of emerging occupations in most sectors of business and industry.

The Australian Government even provides funding to eligible Australian Apprentices aimed to assist with the costs incurred whilst they are undertaking training!

To find out which career may suit your child head to our free careers advice portal [Skillsroad.com.au](https://www.skillsroad.com.au) – Australian number 1 destination for career advice!

<http://www.apprenticeshipsupport.com.au/Parents>

Explore the many occupational videos relating to Australian Apprenticeships

Through the Australian Apprenticeships Pathways YouTube channel. Visit the Australian Apprenticeships Pathways website to search for apprenticeship and traineeship ideas, get helpful tips on how to find an employer, and access a range of career resources –

<http://www.aapathways.com.au>

and

<https://www.youtube.com/user/AAPathways/videos>

AFL Sports Ready Traineeships

Traineeships are very similar to a regular full-time job and are the most cost-effective way to hire a motivated, entry-level employee.

Think of a traineeship as a 12 month, try before you buy, 'apprenticeship for the office', that combines full-time work with a little bit of study. It's the ideal mix of:

- Practical experience in the workplace
- Formal qualification (Certificate II, III, IV and Diploma level)

<https://aflsportsready.com.au/traineeship/>

Make Your Move - Traineeship program

If there are any young students or disengaged youth who may be interested in the dynamics of online shopping, technology enhancements, global supply chain distribution networks and the career opportunities and education pathways within the International Freight, Transport and Logistics industry. Explore the Make Your Move website:

www.mymv.org

COLLEGES

Study at the Zoo - Taronga Zoo

To contribute to a shared future for wildlife and people, apply to join one of our formal or informal courses today.

<https://taronga.org.au/education#studyattaronga>

Sydney Design School Join us for our Open Day

Saturday 26 September. 10am – 12pm

Includes 40-minute presentation

Twice a year we open our studios for a morning of creative exploration. Our Director Amanda Grace will take you through our flexible course options and give you a comprehensive introduction to our School community. Meet our Careers Coach, tour our campus and explore our inspiring student work.

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

Macleay College Early Offer

Macleay understand that studying for the HSC and applying to college can be a stressful time for students, so, you'll be happy to know that applications for our Early Offers Program are now open to Year 12 students.

The ATAR is only one factor used to determine suitability to study at Macleay. Macleay also value things like the student's involvement in community service, leadership roles in sport and student government, and their portfolio of work.

https://www.macleay.edu.au/hubfs/Early_Entry_Program_DIGI_SYD.pdf

Australian Child Care Career Options (ACCCO)

ACCCO has been successfully training students working in education for over 22 years. During this time thousands of students have graduated to become qualified professionals working in a range of positions from support roles to managers and teachers. By keeping core training in Education, they remain focused on delivering current, relevant courses that meet the needs of our students and the Industry. Call: 1300 139 406

<https://www.accco.com.au/>

General Career News and Opportunities

The Simpson Prize – National Competition

Closes 6 November

The Simpson Prize is a national competition for Year 9 and 10 students. The competition encourages participants to explore the significance of the Anzac experience and what it has meant for Australia. Eight winners are chosen from each State and Territory with the opportunity to visit overseas battlefields and participate in Anzac Day commemorations. For more information go to [The Prize](#) page.

2021 Simpson Prize Competition Question:

“How do lesser known stories from the Western Front expand our understanding of the Australian experience of the First World War?”

<http://www.simpsonprize.org/>

Experience Surveying Workshops are back – and they are now online!

- 25 August
- 29th September
- 27th October
- 24th November

Taking place on the final Tuesday of the month ten months a year, the RMIT Experience Surveying Day gives students in grade 10-12 the chance to explore the world of surveying, with all the [exciting new technology that that entails](#).

This is **the perfect way to explore the practical side of surveying while staying isolated in your home**: you'll learn about total stations, GPS, laser scanners and more as you challenge yourself and interact with real surveying experts and professionals.

Discover if surveying could be the ideal path for you, or just test your skills and your wits. **Best of all, this online workshop is free!** Registration is now available for all the RMIT Experience Surveying Days for 2020, so click below to secure your place.

<https://www.alifewithoutlimits.com.au/rmit-experience-surveying-day/>

QANTAS Cabin Crew Training and Recruitment – Get the Lowdown

Being one of our cabin crew team members is a truly rewarding experience. You'll meet new people every day, travel to incredible places, and be part of a passionate and welcoming team who take pride in wearing our uniform. This isn't your usual nine-to-five job – you'll need to go above and beyond - but that's why it's so unique. You'll need to be flexible and committed as you face exciting and new challenges every day.

<https://www.qantas.com/ie/en/about-us/qantas-careers/customer-service/cabin-crew.html>

Youth at the Zoo, Cadet Keeper, Community Youth Programs

Taronga's Youth at the Zoo program (YATZ) gives teens the opportunity to learn more about how our Zoos operate, develop skills for the future and spend time with like-minded people who share a passion for animals.

<https://taronga.org.au/education/youth-engagement>

Want to be an archaeologist? Here is a site you simply have to visit!

Great articles on all matters relating to archaeology. A treasure trove of fascinating explorations from across the world and back in time.

<http://www.sciencemag.org/category/archaeology>

Building the cyber security workforce

Cyber security is now one of the most rapidly growing industries globally. The threat posed by the perpetrators of malicious cyber activities has spurred governments, the private sector and the research community to invest in cyber security products and services to the tune of around [US\\$250 billion by 2026](#).

<https://www.gooduniversitiesguide.com.au/education-blogs/guest/building-the-cyber-security-workforce-australia-needs>

HSC Guide for Students - Charles Sturt University Support

Welcome to the Charles Sturt University HSC Library Resource Guide for Senior Secondary Students.

This guide will offer you resources, information and advice, that will help you during preparation for your HSC. It may assist both students and teachers but please note that it is not intended to replace advice from your school.

We've included:

- links to past exams and study guides
- free online resources for each year 12 subject or stream
- free multidisciplinary resources.

What CSU has to offer

If you live near one of our campuses, you're welcome to visit and study in our libraries during opening hours. [Campus maps are available online](#). Library opening hours and information about access is available on the [Library homepage](#).

Find out whether your school has a [reciprocal arrangement](#) with Charles Sturt University Libraries. These arrangements let you join the library, borrow resources, and access some of the Library databases.

<http://libguides.csu.edu.au/HSC/home>

Virtual Visits - Mathematics Careers

Have one of our maths researchers take over your classroom

Book in for a one-hour virtual visit from one of our mathematics researchers and discover maths puzzles, career tips and have the chance to ask them anything.

This virtual visit with a mathematician includes:

- Introduction to careers with mathematics
- Overview of researcher's field of expertise
- Q&A session on HSC & ATAR tips, University, careers – anything!
- Hands-on puzzles for students to do in real time

<https://sydney.edu.au/science/industry-and-community/community-engagement/virtual-visits.html>

Digital Parents Showcase

Open to 4 September

SkillsOne has created a free video for parents to inform them about vocational education and training, industry trends, apprenticeships and traineeships. SkillsOne has created downloadable marketing collateral to make sharing easy for schools, <https://www.skillsone.com.au/category/skills-thrills/>. Video content is available from Aug 10- Sep 04 with preregistration required via SkillsOne website.

Town Planning as a Career

PIA Young Planners are hosting a free seminar on town planning as a career on Monday 3rd August from 4-5pm via the Zoom platform. The session will cover the role of planners in cities and communities, what does a career in planning look like and relevant tertiary studies information. Register at:

<https://www.planning.org.au/events/event/2020-nsw-schools-engagement-planning-institute-of-australia>

Ms J Ellem
Careers Adviser

Great Choice Healthy Canteen

To the Keira High School Community

Again, thank you all for your continued patronage of the canteen, it is very much appreciated. The in-house made Curries, Lasagnes, Raviolis, Soups and Toasted Sandwiches have all proven to be a hit in the cooler weather, and we look forward to the increase of freshly made Salads, Sandwiches, Rolls and Wraps in the upcoming warmer weather.

I am pleased to say that the Canteen was inspected by a Wollongong City Council Health Officer yesterday, and passed with flying colours, as well as being deemed to be adhering to the COVID-19 safety recommendations.

Kay Mackey
Canteen Manager

Community Announcement



INTRO TO FILM MAKING
School Holiday Short Course

\$100 Creative Kids Voucher Eligible!



WHAT YOU NEED

- Mobile phone or DSLR camera
- phone or camera tripod if you have one.



1pm to 3pm 6th to 9th October
Ages 12 to 15. \$90 (+ \$10 membership)
Limited spots - Bookings Essential.

