

# KEIRA

June 2021

# News



*Great traditions, a confident future.*



It has been a privilege to lead the school as Acting Principal during Semester 1. I am very grateful to the whole community for the support that you have given to the school during this time. I look forward to returning to my role as Deputy Principal and supporting Year 9 and Year 12 in their learning during semester 2. A highlight this term was certainly the 2021 Keirabald Exhibition at the Project Art Space in Wollongong.

We are excited to be welcoming our new Principal, Scott Frazier on Monday 12 July when he will begin his leadership of this wonderful comprehensive public school.

**Year 12 In-School Examinations** have taken place from 15 June to 25 June, has been an opportunity for Year 12 to experience full length examinations which closely replicate the Higher School Certificate (HSC) external examinations.

On Monday 26 July we are holding a Parent/Teacher evening which is explicitly focused on feedback from the in-school examinations. This is a fantastic opportunity for Year 12 students and parents/carers to get personalised and specific feedback on their performance with the examinations which will inform study planning for the final weeks of the HSC.

Year 10 Subject Selection processes have begun with faculty presentations of the Stage 6 subjects that they will be offering students for study in 2022/2023. On Tuesday 20 July there will be an information evening for parents and students to explain the subject selection process and the requirements of the NSW Educational Standards Authority for the successful completion of Stage 6 study.

**Mr T Loades Acting Principal**





## *From the Deputy Principal*

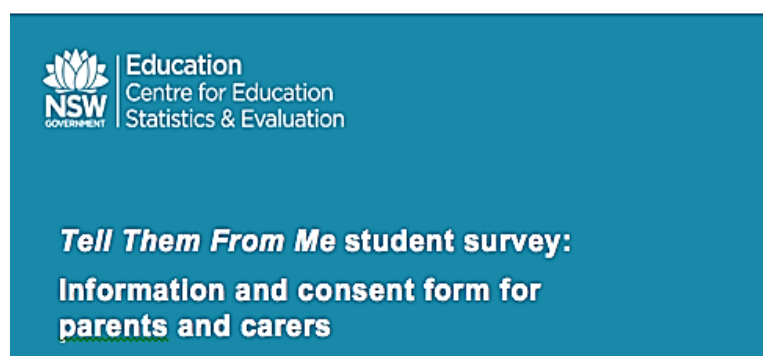
### **Tell Them From Me: Student Feedback Survey**

I am delighted that this term, our school, like many other public schools in the state, participated in a Department of Education initiative: the *Tell Them From Me* student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.

The survey was a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. More than 6,300 schools in Australia and around the world have used *Tell Them From Me* to survey 5.4 million students. Capturing the voices of our students will help improve how we do things at our school.

Term 3 will see all key stakeholders, students, parents and teachers, provided with the opportunity to participate in the survey.

More information about the survey is available at: <https://education.nsw.gov.au/student-wellbeing/tell-them-from-me.html>



### ***Stage 6 Report Reflection***

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

To ensure this information is clearly understood by the students and their families, students participated in a learning event on Thursday 6 May 2021.

The purpose of this learning event is to begin the process of self-reflection by ensuring students:

- know the purpose of each component of the course report (class attendance, assessment of achievement, attitude to learning, assessment rank and teacher comment)
- understand how the course report is demonstrating their current level of achievement and recommendations for future actions

The students then completed a process of self-reflection for every course, using the following questions:

- What am I aiming to achieve in this course?
- What progress have I made towards achieving this learning goal?
- What are my next steps in working towards my learning goal?



## Stage 6 Semester One Reports

Reflection on learning progress and achievement  
Developing plans for meeting future learning goals

<b>Course:</b>			
	What am I aiming to achieve in this course?	What progress have I made towards achieving this learning goal?	What are my next steps in working towards achieving my learning goal?
Attendance			
Assessment Rank			
Attitude to Learning			
Assessment of Achievement			

### **Civics and Citizenship**

As part of the Civics and Citizenship program, the whole school commemorated ANZAC Day on Wednesday 28 May. Taking time to recognise significant historical dates allows us to educate students and reinforce the reasons why these community events are recognised.

During the ceremony, we honoured and gave thanks to those troops who fought in the First and Second World Wars at places like Gallipoli, Verdun and Tobruk. To those of the combined New Zealand and Australian forces who were united and fought side by-side in the muddy pits of France, sweltering trenches of Turkey and blistering deserts of Egypt and the nursing staff that aided in their care and recovery.

All over the world, people of Australia and New Zealand stop, and acknowledge the hardships, the losses and sacrifices made by the soldiers of our two countries. On ANZAC day, we are reminded of the horrors of warfare, and the cost it has on the countries, communities and families that answer the call to arms.

**Mrs S Gray**  
**Deputy Principal**

### **Upcoming Events**

<b>Date</b>	<b>Event</b>
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**Term 3 2021**

**Week 1**

Monday 12 July 2021	<i>Staff Development</i>
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Tuesday 13 July 2021	<i>Students Return</i>
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**Week 2**

Tuesday 20 July 2021	<i>Year 10 Subject Selection Information Evening</i>
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**Week 3**

Monday 26 July 2021	<i>Year 12 Parent Teacher Evening</i>
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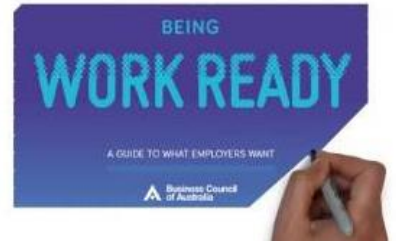


## From the Deputy Principal

The Business Council of Australia (BCA) is an industry association of Chief Executive Officers from over 100 of Australia's biggest corporations. They have published advice for job seekers called *Being Work Ready: A Guide to What Employers Want*. The guide breaks down the key values, behaviours and skills that employers look for when recruiting. These include:

### Values

- Accountability – accepting responsibility for your own actions
- Honesty – being trustworthy, fair and sincere
- Respect – taking into account other people's feelings, wishes or rights
- Work ethic – being diligent and committed



### Behaviours

- Adaptable – being open to new ideas and proactively changing the way you work to suit new situations
- Business-minded – understanding that every worker is responsible for the success of a business
- Self-aware – understand your strengths and recognise the areas in which you can improve
- Resilient – bounce back when things don't go as planned

It is often said that one of the primary purposes of schools is to prepare young people to make their way in the world, and one of the key methods of doing this is getting a job. The values and behaviours that employers look for are some of the values and behaviours that we seek to foster in our students.

We expect our students to be diligent and committed to the work they undertake in their classes, especially when studying for a credential like the RoSA or the HSC. We expect students to take responsibility for their actions and understand that they are one of many students in a class, year group, school, or society as a whole. We expect them to be honest, resilient and above all **respectful** of everyone around them. These expectations are not something we conjure out of the air – they are what most human beings expect from each other, and particularly what is valued in employees.

This is why we have such high standards and work hard to maintain them. Wearing uniform shows pride and respect for the school. Keeping mobile phones away in bags during the school day promotes a positive work ethic, which is backed up by being on task during class and completing activities set by teachers. Following teacher instructions shows understanding that everyone is responsible for a successful school day.

As educators, parents and carers, it is our responsibility to teach and support students to continually demonstrate these values and behaviours so that they will be successful both during school and on the path they choose to follow when they leave.



**Mr G Langford**  
**Deputy Principal**



## From the Deputy Principal

### Building Towards a Successful HSC

Term 2 is an important term for Year 12 and contains many key dates. Over the last two weeks all Year 12 students have met with Ms Luck (Careers Advisor) to develop their Individual Career Action Plan. This is an important meeting and provides all students the support needed to navigate their way through the University early entry and scholarship application process. This planning conversation also provides students with an understanding of pathway opportunities, such as apprenticeships and certificate courses and prepares students to make choices beyond school.



The **Stage 6 Student, Teacher and Parent Conferences** was held on Monday 10 May. This event enabled students, teachers, and parents to meet in person after a long break from face-to-face meetings. Students had the opportunity to identify and discuss their current level of achievement and begin the development of strategies to further enhance their learning. Their report reflection which had been completed during Week 2 was a valuable tool to support students and parents in their conversation and goal setting as students move towards their Trial Examinations.

Year 12 have completed their School Based Examination Period in the last two weeks of this term. When students return to school next term they will be receiving valuable feedback to support them in preparation for their final term and their High School Certificate Examination.



The screenshot shows the '2021 HIGHER SCHOOL CERTIFICATE EXAM TIMETABLE' page, dated Tuesday 12 October to Thursday 4 November. It includes sections for 'Important information about your written exams timetable', 'Your personal exam timetable', 'Preparing for your exams', and 'Disability provisions'. The 'Important information' section states that the document provides details about oral exams for languages, performance exams, and submitted works. The 'Your personal exam timetable' section notes that it lists written exams and VET courses. The 'Preparing for your exams' section lists consequences for cheating and disobeying rules. The 'Disability provisions' section mentions that applications for provisions should be submitted to the school.

2021 HSC Written Examination Timetable is now available. The timetable may be found following:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-written-exam-timetable>

Students can also access their personalised timetable via Students Online.

# **Reconciliation Week 2021**

## **Action, more than a word**

National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can 'take action' towards achieving reconciliation in Australia. The dates for National Reconciliation Week remain the same each year; 27 May to 3 June. These dates commemorate two significant milestones in the reconciliation journey the successful 1967 referendum, and the High Court Mabo decision, respectively.

In recognition of this important civic event, indigenous and non-indigenous students were engaged in a sequence of learning events, acknowledgements and ceremonies related to Reconciliation Week.

This year our main foyer displayed photographs of key people who have taken past and present action towards Reconciliation. Each morning all students engaged in student led learning focused on these Aboriginal, Torres Strait Islander and non-Aboriginal people. People such as Adam Goodes, Cathy Freeman, Linda Burney, Gough Whitlam, Baker Boy and Eddie Mabo, who have all made a significant difference through their contribution of more than a word towards reconciliation.

Selected students also had the chance to participate in Reconciliation Dragon Tag, an event strongly supported by other public schools in the Northern Illawarra. Our Stage 6 Aboriginal Studies and Legal Studies students were engaged in an educational tour of culturally significant Aboriginal sites, led by local elder Aunty Sharralyn Robinson.

On the final Day of Reconciliation Week all staff and many students participated in a call to action on the main quad, in the form of a flash mob. This action was designed to raise awareness within our school of significant events within our shared history and the need to continue to move this journey forward. In addition to these events, we held a Reconciliation Assembly which featured our guest speaker Aunty Sharralyn Robinson. Aunty Sharralyn spoke on the action she has seen and driven within our community and how we can all take action towards reconciliation in 2021.



**Ms P Havilah**  
**Relieving Deputy Principal**

## News from the Office



### Business Manager

What wonderful weather to bake and create! Keira staff put on a fabulous spread for Australia's Biggest Morning Tea. A feast of cakes, savouries and the ultimate curry warmed us all. We have raised \$722 so far and the opportunity to come together again was much appreciated.

A fundraising page has been set up, please feel free to donate directly on our Keira Staff page via <https://www.biggestmorningtea.com.au/fundraisers/tracytzanopoulos>

### Financial Assistance

Keira is committed to providing the very best of learning programs and resources for all our students and acknowledge the consistent support we have received from our parents and carers.

We understand that at times families may experience financial difficulties and we are available to discuss how we may be able to assist in the payment of fees, loan of laptops and provision of uniforms.

### Recycling our uniforms

The donations of uniforms to the school is appreciated, once your child has grown out of the uniforms please consider sending them to the office so we can replenish our uniform store. Bonus, you can declutter and we can recycle for you!



Our uniform store has recently been refurbished and is stocked with clean uniform items with new items regularly being donated, washed and stored. Students can see their Year Adviser or Deputy if they require items during the school day. If we do not have the required items available we may be able to assist with the purchase of uniforms at Lowes if required.

**To apply for student assistance please contact the school office between 8.30am – 3.30pm.**

**Mrs T Tzanopoulos  
Business Manager**



### Administrative Manager

#### Student Absences due to Illness

Thank you to our school community for your diligence in following protocols mandated by NSW Health to stop the spread of COVID-19.

It is current advice from NSW Health, that parents and carers are **NOT** to send children to school if they are unwell, even if they have the mildest flu-like symptoms.

NSW Health has requested that schools encourage anyone who is unwell or has even mild flu-like symptoms, to arrange to be tested through their local medical practitioner or a COVID-19 clinic.



Students (and staff) with flu-like symptoms need to be tested and provide a copy of a negative COVID-19 test result and be symptom-free before being permitted to return to school.

When replying to SMS absence messages, please include the following:

- **first and last name** of your child and the
- **date** of the absence
- if the absence is due to **flu-like symptoms**

**Mrs L Deitz  
Administrative Manager**



# News from Administration

## Attendance Matters

### Every Day Counts

Attendance Matters!



Every Student, Every School, Every Day

Children who attend school regularly have better life prospects, are more socially connected, have higher self-esteem and enjoy better psychological and emotional health than students who do not regularly attend school. It is of great concern when a student begins to develop poor attendance patterns. Not only is regular school attendance a legal requirement, it is also fundamental to a child's success as a learner. Sporadic or irregular attendance patterns make it impossible for a student to achieve their educational potential. This in turn has a very negative impact on their life choices and options once they leave school.

The NSW department of Education has conducted extensive research into the impact of student absence. Some of the early warning signs that indicate a child may be developing poor attendance patterns are:

- arriving late for school or classes
- regularly leaving school early
- missing lessons during the school day
- having unexplained absences on their attendance record

Once these patterns begin they can lead to the more chronic situation where children miss whole days at a time for no good reason. Student attendance is a priority for Keira High School. We are currently reviewing the way student attendance is addressed and implementing a range of strategies to maintain high student attendance rates. Educational engagement and optimal outcomes for student starts with understanding that every day counts.

## Mr P Slattery Relieving Head Teacher Administration

### Compulsory School Attendance

Information for parents

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.



If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

**What are my legal responsibilities?**

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

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)

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

**Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.**

**Travel**

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

**My child won't go to school. What should I do?**

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

**What might happen if my child continues to have unacceptable absences?**

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

**What age can my child leave school?**

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

**Working in Partnership**

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Further information regarding school attendance can be obtained from the following websites:

**Policy, information and brochures:**

Please visit the Department of Education's *Policy library*

**The school leaving age:**

Please visit the Department of Education's *Wellbeing and Learning website*

**Do you need an interpreter?**

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement  
Student Engagement & Interagency Partnerships

T 9244 512  
[www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)  
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NSW Department of Education and Communities



# Why attendance matters



When your child misses school they miss important opportunities to:



Learn



Build friendships



Develop life skills

## Days missed = years lost

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

When your child misses just...

they miss weeks per year

and years over their school life





## News from the Wellbeing Team

### 2021 Hat Parade

On Wednesday 30 March, staff and students participated in the annual KHS Hat Parade. The purpose of this event was to engage our learning community in a fun activity that supported the wellbeing of all.

Weeks of glitter, glue and feathers, meant the production of amazing hats, bonnets, contraptions and posters that put a smile on our faces.

I would like to congratulate Kristina Nokoloska of Year 7, for her posters advertising the Hat Parade which displayed across the school. Kristina is to be commended for her dedication and talent with digital technology.

Both the Mathematics and Special Education Faculties won the prize for the best staff hats and the winners for best student hats were, Jack Rouse and Zara Sengul.

This whole school activity gave us all an opportunity to bring our wellbeing into balance whilst celebrating the end of a term, ultimately, allowing us all a moment to stop and have a laugh together.



### 2021 Captains Dinner



On Wednesday 30 March, our Student Leadership Team, Year 12 students and staff, attended our annual Captains Dinner at the Lagoon Seafood Restaurant, Stuart Park Wollongong. On this night we celebrated student leadership and the voice of youth.

Our guest speaker, Ashleigh O'Dea, KHS Alumni and previous School Captain, addressed staff, students, guests and the parents of our new school leaders. She spoke about her post school journey, her achievements and what leadership means to her. Ashleigh reflected on her role as School Captain and how the role prepared her for life after school. It was very special to hear about Ashleigh's successes, achievements and to see what a positive role model she has become.

Our Leadership Team, Rontae Forscutt, Sydney McGuinness, Angus Paddon, Kye Storey, Aisa Karalic and Jovan Paopeng, did an outstanding job addressing the invited guests, each of them making us very proud. This evening showcased the leadership that exists within our learning community, past and present.

**Vicky Kalatzis-Vlahakis Head Teacher Wellbeing**



## Student Support Officer

It has been great to see the students of Keira High School thrive throughout the course of Semester Two. It has been an action-packed start to the school year with school carnivals, school photographs, wellbeing awareness events (e.g. harmony day), and year group meetings, all in addition to the daily buzz of Keira High School. It is wonderful to see the Keira community embrace the excitement of first semester, but what has been most rewarding is working with individual students to achieve their goals.

A common goal among students across Stage 4 and 5 has been to improve the quality of their friendships. In response to this trend, referred students have been taking part in skill development relating to relationship building/maintenance and appropriate responses to inappropriate treatment of others. Additionally, students in Year 7 will soon take part in a year meeting lead by their Year Adviser Ms T Agim, which will cover appropriate social behaviours and navigation of undesirable interactions with peers (e.g. bullying or harassment).

Wellbeing trends indicate senior students (Stage 6) would benefit from enhanced study skills. Such skills include developing a study timetable, learning effective and efficient note taking practices, and organisation. Referred students have been given strategies to assist them in organisation and stress management. Additionally, Year 12 students will soon be taking part in a Study Skills workshop run by their Year Adviser Mr A Kellaway.

The students of Keira High School are a wonderful cohort of enthusiastic, kind, and motivated people. I can't wait to see what they bring to the rest of Term 2.

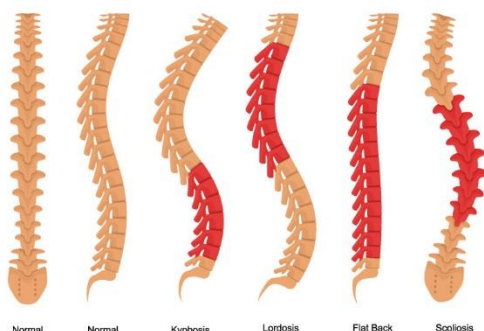
**Ms T Randall**  
**Student Support Officer**



## Supervisor of Female Students

Scoliosis is a sideways curvature of the spine. This condition is most common in females and can develop between the ages of 10 – 13 during early adolescence. Although it is currently unknown how scoliosis can occur, it has been found to **not** be caused by bad posture or carrying a heavy school bag. It tends to run in families therefore reinforces the need for young females to be checked for this condition.

A self – detection information sheet has been established and a brochure to guide families through this, is included in this newsletter. The brochure can also be accessed directly via a link on the Scoliosis Australia home page at [www.scoliosis-australia.org](http://www.scoliosis-australia.org). This website also contains a forum for students and parents/carers to gain general advice, a list of Spinal Specialists and stories of past patients who have overcome Scoliosis with the necessary surgery.



If scoliosis is suspected, it is important to make an appointment with a health care provider to ensure all vital steps are then taken.

**Ms C Ruddy**  
**Supervisor of Female Students**



## School Counsellor

We all experience some anxiety as we deal with what we find challenging in life. Sometimes the anxiety can become overwhelming. I would like to share information on the Cool Kids Program which is an evidence-based anxiety management program, developed by Macquarie University.



**MACQUARIE**  
University

# Cool Kids Online

INTERNET DELIVERED CHILD AND ADOLESCENT ANXIETY TREATMENT (AGES 7-17 YRS)

**Program Tel:** 02 9850 6393

**E:** CKOschools@mq.edu.au

Approximately 1 in 5 young people experiences significant anxiety and fearfulness that affects their daily life. The NSW Department of Education has engaged the Centre for Emotional Health at Macquarie University to offer free access to online treatments for school students who have significant anxiety disorders.

## WHAT IS ANXIETY?

There are a range of different types of anxiety experienced by children and teenagers including finding it difficult to be away from parents, being extremely shy, worrying about what others think of them, avoiding social and school activities, or worrying a lot about everyday matters, potential dangers and the future. Sleep difficulties, headaches, nausea and difficulty breathing can be part of these feelings. Many children experience more than one type of anxiety.



## BENEFITS OF COOL KIDS ONLINE

- Families can access Cool Kids Online in the comfort of their own homes
- The interactive online format is easy to navigate and engaging for children and young people
- Families receive professional telephone support throughout the program from qualified, experienced therapists
- Cool Kids Online is based on research and has been shown to be effective in reducing anxiety.

It is now being offered online. Please see the Flyer below:

## WHAT DO THE ONLINE PROGRAMS INVOLVE?

There are 8 modules that contain text, videos, exercises, and illustrations – to teach the youth (and parent) clear and practical skills to help the young person manage their fears and worries and overcome their anxieties. The modules will cover:

- a. Learning about feelings and anxiety
- b. Fighting fear by facing fear
- c. Detective thinking, and learning to think more realistically
- d. Building assertiveness and dealing with teasing
- e. Helpful ways of coping when upset

Families also receive four, 30 minute-telephone sessions with an experienced therapist during the program. These sessions enable parents or youth to **ask questions** about program content and help them **apply the skills** to their fears and worries.

For children in primary school, the program is mostly delivered to their primary caregiver, who then uses it to help their child. For adolescents in high school, the program is directly delivered to the teenager, with some additional support from their caregiver

## WHAT DO WE NEED TO DO?

- Eligible families who are referred by a their school counselling team contact Cool Kids team at **02/ 9850-6393** or [CKOschools@mq.edu.au](mailto:CKOschools@mq.edu.au)
- You will first speak to an intake officer who will ask a few basic questions.
- Next you will be given a link to a website where you will receive a series of detailed questions for both the caregiver and the young person to complete. This is an extremely important assessment that tells us whether the program is suitable for your child.
- If the program is suitable, you will receive a call from your allocated therapist who will provide you with a personal login. Four therapy sessions will also be scheduled.
- You and your child will work through the program with support from your therapist over the next 12 weeks.
- At the end of 12 weeks, you will once again be asked to complete the online assessment so that we can see how much your child has improved.

## ABOUT US

The Centre for Emotional Health (CEH) is an internationally recognised specialist research centre at Macquarie University in Sydney, Australia. The CEH conducts research to further our understanding of child and adult emotional disorders and to improve methods of assessment and treatment.

The Cool Kids Programs have been developed and evaluated at the CEH over the past 25 years. Cool Kids is a structured, skills-based program that teaches children and their parents how to better manage anxiety. Many scientific studies show that most young people who complete Cool Kids experience significant improvements, with decreases in worry, fear, family distress and life interference.

FIND OUT MORE

Centre for Emotional Health Clinic  
Macquarie University NSW 2109 Australia  
T: +61 (2) 9850 0693  
E: [CKOschools@mq.edu.au](mailto:CKOschools@mq.edu.au)  
W: [mq.edu.au/ceh-clinic](http://mq.edu.au/ceh-clinic)  
CRICOS Provider 00002J



**MACQUARIE**  
University

## Year Advisers



### Year 7 – Ms T Agim

Year 7 have continued their strong start to high school continuing into term 2. With sport teams and extra-curricular activities becoming more frequent as we move through the semester, Year 7 are continuing to completely emerge themselves into the life of a Keira High student.

As we reflect on Term 1, the success of the Peer Support program, which continues to be delivered this term, by Year 11 student leaders and Ms Holliday, has enabled the Year 7 cohort to have a smooth and informed transition into high school. The program has had individual effects on students as well as providing the whole group with familiar faces to go around the school to seek assistance, Dean in Year 7 says, “Seeing these Year 11 students around the playground makes me know that I have support there if I need it”. Building these strong connections with peers is vital in creating a sense of belonging and comfort amongst Year 7.

As we look ahead into the latter half of Term 2, our Wellbeing Program is focusing on creating and maintaining healthy relationships. We see this as an emerging need in our year group and will be looking to external providers to assist us with the teaching and learning of relationships that will coincide with the ‘Big R’ unit that students learned in PDHPE in term 1. Our wellbeing team will work with our students around issues including relationships, bullying and cyber safety, with the support of our School Police Liaison Officer.

We look forward to continuing Year 7’s strong start @Keira as they progress through Term 2.



### Year 8 – Mr J Berry

#### Smashed Live© Alcohol Awareness Program – Years 8 and 9

Last week students in Years 8 and 9 engaged with an alcohol awareness presentation entitled “Smashed Live”. Prior to the event, students engaged with a pre-show survey to gauge their understanding of the statistics, legalities and safety issues around the use of drug and alcohol in the community, and more specifically, amongst adolescents. The program itself consisted of a 30 minute performance and a 30 minute interactive workshop led by actors and trained educational staff.

#### Testimonials from some year 8 students:

*“Smashed live was interactive and educational. I really liked when they used real-life situations and peer pressure examples. They also included different behavioural examples to show how to react and respond in different situations.”*

*“I thought the presentation of the Smashed program was well-acted and educational. I hope they can come back to do it again in the future. I really enjoyed it but also got a lot out of it and I know that a lot of my peers and friends felt the same way. I found it to be entertaining whilst also providing information about a very serious topic.”*



This presentation and workshop forms part of Year 8 and 9’s Wellbeing Program aimed at developing and supporting their physical and social wellbeing. Run alongside Term 2 PDHPE units we want to equip our students with the knowledge and understanding of the risks associated with drugs and alcohol and the way they can impact relationships. This may empower our students to make positive health choices and enhance social connection among peers.



### Year 9 – Ms A Pike

The year has become increasingly busy with the introduction of many new initiatives, excursions and sporting endeavours for Year 9 at Keira High School. Our students were able to engage in a vital program called 'The Smashed Project' which is an interactive theatre based experience in schools that focuses on creating a realistic story of young people and alcohol in the current context. Students were engaged in the production and the feedback reflected that the message behind the performance was significant.

The past few weeks have also seen students undertake their NAPLAN assessments during school time. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The results of these tests provide a snapshot of performance of students and schools in a variety of areas.

As part of the wellbeing initiative for Year 9 this term, students will engage in a Study Skills program that will see them learn skills that will enable them to apply to their own areas of study at school. This will be conducted during class time and delivered by teachers that have collaborated to tailor the program to fit our cohort. Year 9 students are also highly encouraged to utilise the homework centre that is run every Tuesday in the Learning Centre at Keira High School from 3:15pm – 4:30pm.



### Year 10 – Mr D Page

A strong close to the end of Term 1 saw the Year 10 students completing their first RoSA (Record of School Achievement) tasks across their subjects and taking part in a Year Group Program targeting safe driving.

**NRMA Young Driver Road Safety Program:** As many of our students will set their sights on obtaining their learner driver licence this year, it is important for the safety of the students and others on the road that they are aware of the most common causes of fatal accidents in Australia. The Fatal Five unit prompted discussion and reflection around speeding, drink driving, fatigue, seatbelts, and mobile phones. It also contained numerous tips to promote safer driving and was a valuable resource for Year 10.

This term, I will be taking over the role of Year Adviser, while Mr Blake Thompson will continue as Assistant Year Adviser. We are working hard to continue the strong support that we have provided to Year 10 throughout the year so far.

We look forward to participating in the Mission Australia Youth Survey at the conclusion of Term 2 as a part of our Wellbeing Program. This survey has been designed to enquire about sociodemographic information, engagement with school and post-school aspirations, personal values, personal concerns about issues, and the general wellbeing of students. Data acquired from the survey will be used to strengthen our response as a Wellbeing Team to the needs of students across the school.

For more information: [missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey](https://missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey)

**MISSION  
AUSTRALIA**

**YOUTH SURVEY**



### Year 11 – Mrs M Holliday

A huge congratulations to Year 11 who have completed their first semester of Stage 6 education at Keira High School. After reading all of the reports of this cohort, I am impressed by the way the majority of the students are taking their studies seriously and striving to achieve their personal best.

I will take this opportunity to remind students to never compare themselves to others and focus on their own personal learning journeys. This is what supports genuine growth and the capacity for all to realise their true potential.

Year 11 Peer Support leaders continue to impress, and their confidence and leadership skills as they facilitate the Peer Support Program grows with each week. They have provided support, kindness and in more than a few instances, directed Year 7 students who are experiencing challenges to the appropriate support networks within the school.

Some students in the cohort are looking to transition out of school and if they are seeking apprenticeships or work on job sites, one way they can achieve this is to get their White Card. This course is facilitated outside of school and our Careers Adviser, Ms Luck, has made a great connection with a presenter down at Dapto. It is a one day 8-hour course, and this is the key that allows students to have work experience on a job site. This not only gives them invaluable experience and a deepened understanding of what the job entails, it may also lead to employment opportunities. If you are somebody who thinks this is a pathway for them, please come and see me or go and see Ms Luck for further details.

The transition from Stage 5 to Stage 6 is a significant one, not just academically, but also emotionally. As your child transitions from adolescence to early adulthood, it can stir a myriad of emotions and experiences relating to identity and general wellbeing. There are many support networks at Keira. Students who are experiencing challenges or feel like they would benefit from unpacking things they are dealing with further are encouraged come and see me, our Student Support Officer, Ms Randall, Ms Vlahakis or the School Counsellor, Ms Ahmed. Also, if you have any concerns about your child, please contact me so we can assist them to resolve whatever issues they are grappling with and apply strategies to move forward.

I look forward to further developments of this fabulous cohort that I am privileged to support. We will be having a formal assembly later in the term where many students will be recognised. It will be a wonderful celebration of a wonderful year group.



### **Year 12 – Mr A Kellaway**

Hello and welcome to your final semester,

Firstly, I would like to congratulate every student on their maturity and the level of engagement in their learning. This maturity will provide them with the best opportunity to perform to their potential.

With the Higher School Certificate examination period looming ever closer, we will be carrying out a variety of support initiatives that will focus on student wellbeing and preparedness for the examination period. These programs are about us ensuring students have optimal wellbeing before, during and after periods of study.

We hope all students have a Study Timetable and plan in place and are following their individual plans with diligence. There are a variety of strategies and tips that can assist students in their study, those include, Eating Well, getting enough sleep, regular exercise and one of the most important factors to an effective study plan is personal time out.

It is hoped these strategies and the proposed programs will provide the foundations and support that should allow students to feel prepared and ready for the challenges that lie ahead.

As a year adviser I look forward to providing all students with the support they require and being part of the team that supports them throughout this H.S.C. year. That team consists of Mrs Vlahakis, Student Support Officer Ms T Randall or School Counsellors. Please refer to these staff if you need any assistance.



## Peer Support Update

The Peer Support Program continues to roll out every fortnight at Keira High School. Each week there is a different focus and we have had some interesting and engaging opportunities to share ideas and experiences. During Harmony Week, every Year 7 student contributed to the branches of the 2021 Harmony Tree to illustrate not only the diversity of people who exist in our country and our school, but also the importance of inclusion and respect for all. As the Keira High slogan states, diversity is our strength!



The first session of Term 2 involved all of Year 7 lining up from the youngest to the oldest. This sounds fairly straightforward, except they had to do it using non-verbal communication. As you can imagine, it was challenging! It was interesting to watch students using their hands, body language and facial expressions to communicate. Many found it too difficult and relied on verbal exchanges, even so, sequencing and organising themselves was a skill in itself! It is curious activity that helps to demonstrate the complexities of communication.

As the groups come together each fortnight they are learning more and more about themselves, and each other. With continued engagement and open minds, Year 7 can expect to be a cohort that is strong, supportive, and kind- everything that Keira High School is about.



Ms M Holliday

# National Day of Action against bullying and Violence



The 19 of March is the National Day of Action Against Bullying and Violence. Here at Keira High School we believe that this is important every day. Our learning community is a safe, kind and respectful place for all.

For four years in a row we have been registered as an NDA school that has taken action against bullying and violence, and again this year Mrs. Vlahakis will be submitting our school again as a safe supportive school. The theme of NDA 2021 is, "take action together". This theme aims to elevate strong voices, and empower young Australians to join the conversation. This day as well as our school's kindness and anti-bullying program is about us all taking a stand together and making sure we all feel safe at school and in our country.

As a part of this program there were learning events in students roll call, activities run by Year Advisers to emphasise positive relationships and kindness, learning in classrooms, and peer support activities. Some students would have received a card and sticker in roll call that focussed on support at school and outside of school.

At Keira High School the key people that can assist you if someone is being unkind are, Head Teacher Welfare, Mrs Vlahakis, students Year Advisers, Ms Agim, Mr. Bently, Ms Van de Voorde, Ms Pike, Mr O'Brien, Mr. Thompson, Mr. Page, Mrs. Holliday, Mr. Kellaway, and Ms. Randell, support officers as well as school counsellors, Mr Comino and Mrs Ahmed, Supervisor of Female Students, Ms Ruty, Deputy's, Classroom Teachers, and Acting Principal Mr Loades.

And remember it is not cool to be a bystander, be an upstander. Be the person that can make a difference in someone's day, in someone's life.



## News from English

### Year 9 English

This term our Year 9 English classes have been focusing on developing their persuasive writing skills. Students studied a variety of different persuasive texts, exploring a range of different issues in society.

Students have also learned about the different writing techniques that can be used to persuade an audience and have been given the chance to implement these techniques in their own persuasive composition. These skills will prove highly valuable when students complete their NAPLAN testing during Term 2.

Once students finish their NAPLAN testing they will begin a unit on documentaries, which will culminate in them creating their own short documentary on a topic of their choice.

**Mr J Pawsey**  
**English Teacher**

### Do J Dare?

Year 12 English Advanced are studying TS Eliot's poetry to fulfill the requirements of the NSW Stage 6 English *Year 12 Module B: Critical Study of Literature*. This allows students to engage in an enjoyable and detailed study of TS Eliot's poetry to improve their critical knowledge, understanding, and appreciation of the poems as literary texts. Students have been responding in both critical and creative ways. Eliot's poetry often contains a Flaneur; a French word meaning "a man who saunters around observing society." Elyssa Davies has achieved first place in English Advanced for Semester 1. She, along with other members of the class, walked around observing the modern world and recorded her thoughts using stream-of-consciousness, a common technique used by Eliot in the early 1900's. Here is what she wrote:

*Apollo's socks to warm the soles  
At least the street lights are orange  
The boats are still upon the water – it sounds rough today  
I often think that should my plans fall through, I will change my name, let my facial hair grow unruly  
And cast nets and lift boxes on one of these boats  
There are no spiders on the bridge. It must be a little bit cold for them  
Tree  
Abstraction  
I like the stream-street light shower  
Cathedral in my head  
Whirlpools  
Five ducks, but actually there were three, but five is ideal  
Orange on the water  
Little sun  
Horses in the water  
When you attempt to become aware of thoughts that are words, they become directionless and meandering,  
fragmented and incoherent – wisps of haba jaba. Cascading over the rocks  
Lighthouse a candle  
City a spreading fire  
Fat as hell dog  
Become the triangle  
Triangles are optimal  
I don't 'do' undirected bimbles*

**Elyssa 'Eliot' Davies**

## News from Science

In Science our junior students are studying a diverse array of topics and enjoying a variety of practical activities to reinforce their learning and to encourage their burgeoning skills in working scientifically. Current topics and upcoming tasks and activities can be found here:



Year Group	Current Topic	Upcoming Tasks and Events
7	Matter	“Selling Science” task - creating an advertisement for your favourite chemical element or compound, with a focus on scientific literacy
8	Health and Disease	Class task - focus on scientific literacy Student Research Project begins in Week 6
9	Waves	Reflection and Refraction of Light assessment task Later in Term 2 - Indigenous Management of the Land assessment task (classtime available)
10	Genetics	Later in Term 2 - Class task with a literacy focus, responding to issues in the Evolution topic
9/10	Marine Studies	Minnamurra excursion May 20 (look out for reviews in the next newsletter)

Young scientists in Year 7 continue building their foundation knowledge in Science. 7SA had the opportunity to apply their understanding of the scientific method and chemical reactions to “blowing up” balloon rockets.



Recently Dr McKenzie’s Year 12 Chemistry students had the opportunity to mentor students in Mr Olsen’s Year 10 class. An important component of the Year 12 course involves the study of acids and bases, with practical expertise in the technique of titration a key assessment feature. Year 12 enthusiastically shared their skills and understanding with Mr Olsen’s class, and the bonds formed were strong!

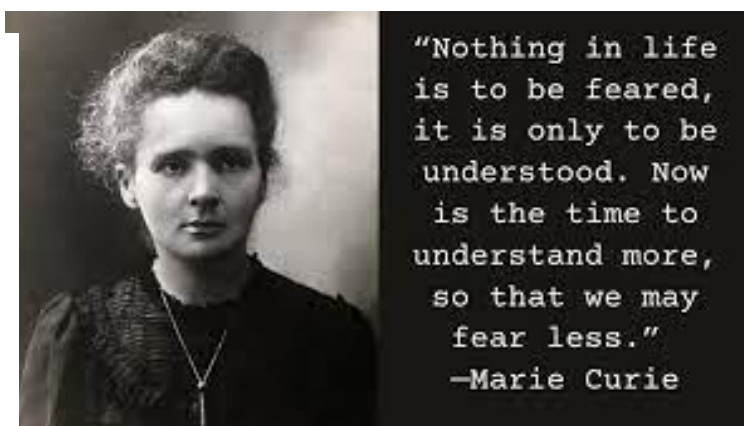
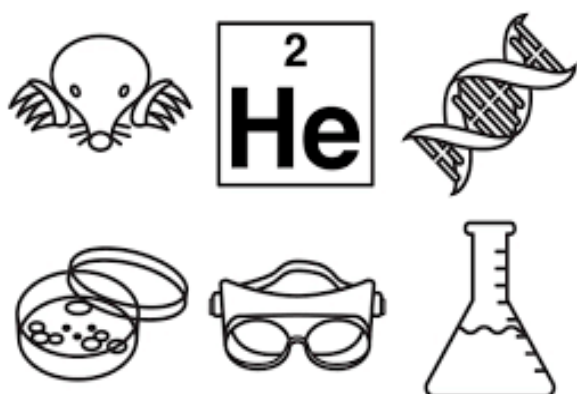




This year's amazing cohort of Science Extension students continue to demonstrate their aptitude for high-level scientific research. And what better way to generate data and build skills in statistical analysis by counting M&Ms? Luckily, the counts were completed before the consumption began...



Stand by for news of the Marine Studies Minnamurra Excursion in our next newsletter. Until then...



**Dr S McKenzie**  
**Head Teacher Science**

## News from Mathematics

### Mastering Mathematics Investigations!

Investigations have become a component of studying Mathematics at the senior level and Keira High School has embraced this as an opportunity to allow students to showcase their talent, regardless of the course they are studying. Mathematics investigations require students to use mathematical concepts in order to complete tasks that are open ended (more than one possible solution) connected to the context. Students often come across additional problems to solve within these investigations, which builds students ability to extensively apply skills to the problem provided. Research has indicated that students who learn through such exploration have a stronger conceptual understanding and successfully create connections between mathematical ideas. All Year 12 students this year have participated in investigation tasks that have allowed them to explore the creative side of Mathematics while embracing the connections it has to the real world. These tasks provided opportunities for students to embrace their teachers' passion and interacted with the task modelling the expectations to exhibit high performance. Two of the Formal Assessment Tasks the Mathematics faculty created were integrated as a perfect extension to the explicit teaching and learning occurring within each classroom and provided with scenarios that the students knew of, to generate maximum engagement.

#### Year 12 Mathematics Standard 1

As a part of their Assessment Portfolio, students in Mathematics Standard 1 investigated the Human Body and participated in a Fitness Testing task that required them to take their resting pulse rate and then their exercise pulse rate. After taking their resting pulse rate, students exercised for 2 minutes without stopping and then measured their pulse again. This pulse was measured periodically after 1 minute, 2 minutes, 5 minutes, and 10 minutes, to track the rate that the pulse returned to a resting pulse. Students recorded their results in tabular and chart form and then made comparisons between trends their results and others within the course. The justification of results was the important element as it allowed students to reason why different students had very distinct and different pulse rates and why the returning to steady pulse rate was very different across the cohort, especially when compared to the amateur boxer within the student group. Students then calculated their maximum heart rate should be based on their age from a provided formula, and determined what their heart rate should have been as well as the targeted heart rate for recovery for the activity they completed. This task ended with a calculation of the volume of blood that circulated their body during the time they exercised.

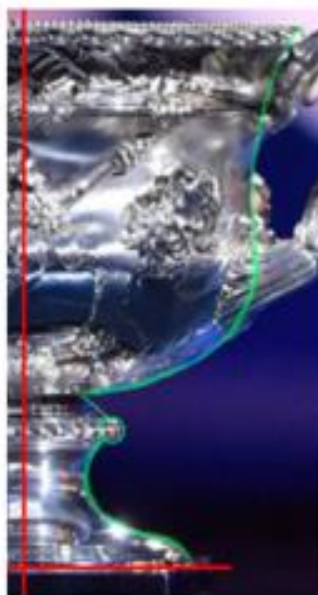


#### Year 12 Mathematics Extension 1

Within their calculus course, the Mathematics Extension 1 students learnt how to calculate volumes of revolution, that is the volume created when a curve is rotated around an axis on the Cartesian plane. Their most recent assessment task asked them to explore these concepts within a task that asked them to replicate a famous trophy, the Australian Open winners' trophy. With some background information provided about the

trophy and its origins connected to a famous 2nd Century AD Roman vase, students investigated a series of functions that could make the edge of the Norman Brookes Trophy. By rotating these functions joined together around an axis and using provided dimensions of the vase, students were to find the volume of the bowl and determine the volume of metals needed to make the vase. Students also designed their own trophy, combining their series of functions, rotated around an axis, where each step and adjustment was accounted for and reasons provided why choices were made. They then also calculated the volume of this trophy. Students presented their findings, process and calculations as full worked solutions within a report.

The results presented were phenomenal, showcasing the creativity and desire to perform extensive and thorough functions to best replicate their designs.



Cubic Solution

$$\int_{-0.02}^{0.02} \pi \left[ (-0.0022(x+33.28)^3 + 20.32) - (-0.0022(x+33.07)^3 + 19.32) \right] dx$$

$$= \pi \int_{-0.02}^{0.02} (-0.0022(x+33.28)^3 + 20.32) dx$$

$$= \pi \left[ -0.00073(x+33.28)^3 + 20.32x \right]_{-0.02}^{0.02}$$

$$= \pi \left[ (-0.00073(33.30)^3 + 20.32(0.02)) - (-0.00073(33.05)^3 + 20.32(-0.02)) \right]$$

$$= \pi \left[ (0.0000048 + 0.4064) - (-0.0021102 + 0.4064) \right] = 9.994$$

Sub. back in  $V_1 = \pi V_2$

$$\int_{-0.02}^{0.02} \pi \left[ (0.0000048 + 0.4064) - (-0.0021102 + 0.4064) \right] dx$$

$$= \pi \left[ (-0.0000048 + 0.4064) - (-0.0021102 + 0.4064) \right] dx$$

The quality of presentation, the commitment given and the deep knowledge attained through these tasks was of the highest standard and the students who participated in these assessment tasks should be extremely proud of their high marks and dedication to such a process.

**Ms C Ward**  
**Relieving Head Teacher Mathematics**

## News from Human Society and its Environment

In this mid-year report, I just wanted to highlight a few experiences that students have been involved in with our faculty this past few months.

### AUSTRALIAN GEOGRAPHY AND HISTORY COMPETITION

Congratulations to all of the students who participated in the Australian Geography and History competitions. Our school has a strong history of engagement with these external activities and we were pleased to see so many of our students take up the challenge again in 2021. We look forward to receiving the results and celebrating success. Special thankyou to Mr Mihail, Ms Mills and Mr Foran for their leadership of this initiative.

### ANCIENT HISTORY VISIT THE UNIVERSITY OF WOLLONGONG

Earlier this year, the Year 11 Ancient History class attended the University of Wollongong and met with members of the Archaeology department to learn more about scientific methods and discoveries. Below are some reflections by students highlighting features of their experiences:

- I learnt different aspects of the archaeological process and how we can determine how old artefacts are. I enjoyed going into the 'red lab' to learn about different artefacts and how they can't be exposed to any sunlight or we will be unable to properly date them.
- The excursion was a lot more insightful and in-depth than I initially thought. My understanding of dating and archaeological investigation improved. It also gave me an increased interest for archaeology and the work that is put into it. I was impressed that Wollongong University had such facilities to accommodate research as international as what was being studied. Overall, it was very enjoyable and insightful excursion.
- I enjoyed going into the room where they do luminescence dating and talking to the researcher who studied extinct elephants and the hobbit people. I also enjoyed hearing about the stories about ancient humans that came from the interpretation of their ancient remains.
- I enjoyed learning about archaeological careers directly from the people who are involved in them. I particularly enjoyed learning about the research of the tiny elephants.
- On our excursion I thoroughly enjoyed learning about the scientific processes that go into uncovering information about pre-history and how observing sources as simple as dirt can reveal new interpretations of ways of living in the past.
- I enjoyed seeing the various forms of stones and rock and the strategies used to find out their geological origins. These included smashing the rocks into tinier pieces and using microscopes to study the various things founds inside. The professors studying archaeology are incredibly dedicated to their research and discovery and I admire their passion and how they expressed it to us. My favourite part of the excursion was entering a luminescence dating room that had red lights shining upon everything to prevent light emission from the experiments completed inside.
- I discovered how important the use of technology is in archaeological processes so we can find out a more detailed understanding of our past. This allowed me to think deeper and gain more interest in this particular field of study. Luminescence dating was an interesting activity we partook in and we were shown how it is completed in the labs of the uni.
- On the excursion I learned about the different roles in the archaeology department at the university and how their roles are connected to archaeology. It was interesting to see the process they go through to find information on an artifact. I enjoyed taking part in the hands-on activities that we completed in order to get involved in the process.
- I enjoyed the opportunity to understand and discover what the different departments inside the Uni do. This was also helpful in providing ideas to consider if I was to attend University in the future.





## CONNECTING TO COUNTRY – Year 11 Aboriginal Studies and Year 11 Legal Studies

In Week 6 students from our Year 11 Aboriginal Studies and Year 11 Legal Studies, as well as a number of Aboriginal students from Year 10 and 12, were fortunate enough to take part in a local cultural tour with one of local elders – Aunty Sharralyn Robinson.



Aunty Shaz has a long history of leadership within our local community and has been a vocal trailblazer regarding the protection of local Aboriginal heritage and cultural education. Our students were provided with an excellent learning opportunity where they listened to stories about some of the legal challenges and victories that the local Koori community have experienced over time. We were blessed with beautiful weather and were given guided access to special sites across the Illawarra. Thanks to Aunty Shaz and Kathleen Cambourn for their sharing of knowledge with us on the day. Thanks also to Ms Ramos, Ms Hrcic and Ms Andrievski for their leadership and support of this initiative.



## Excursions with HSIE

We aim to provide a range of outdoor learning activities for our students in HSIE, so stay tuned for upcoming events. Many of these excursions require payment through our front office, and we will continue to endeavour to keep costs as low as possible. We regard these events as compulsory in terms of student engagement. Please let us know at the school if you would like your child to attend, but you might need assistance with the financial costs to cover their involvement. All shared information will be respected and treated in a confidential manner.

Obviously, events do not 'just happen', and I would like to again pass on my thanks to the dedicated teachers in the HSIE Faculty who continue to provide these opportunities for our students. If you have any questions or enquiries about our faculty, please feel free to contact us here at Keira High School.

**Mr K Weber**  
Head Teacher HSIE

# News from Personal Development Health and Physical Education

## PDHPE Professional Development into the Adolescent Mind with Maggie Dent

On April 19 PDHPE staff were privileged to take part in a learning seminar with Maggie Dent called the 'The Adolescent Brain'. The seminar was a one hour learning event which was led by Maggie Dent, who has 30 years of extensive experience working with adolescents as a teacher and counsellor. Maggie explored adolescent brain development and how we, as teachers, can adapt based on their psychology. She also explored the ways adolescents can understand and navigate stress and provide great ways to work with students to think and learn better.



This experience allowed our faculty to develop a deeper understanding of the psychological aspects of the adolescent brain which has crucial role in learning and development throughout the students experiences in high school. This in turn has some key links to our learning across our curriculum in particular Mental Health components of our theory course.

Maggie Dent is an author, educator, and parenting and resilience specialist with a particular interest in the early years and adolescence. Read more about Maggie and access some of her resources via the website. <https://www.maggiedent.com/>



## Cross Country 2021

On Friday 23 April Keira High School held its annual school cross country carnival at Stuart Park Wollongong. This year we were fortunate with the weather being a picturesque day which allowed students to enjoy our beautiful coastline. We had some excellent results on the day with age champions on the day listed below. I would like to thank all staff and students for their active participation on the day. Also a big thank you to all PDHPE staff in the organisation of a wonderful day for the school.

## Age Champions 2021

Age		
12	Gianluca Rubbo	Maddie Hughes
13	Jackson Mckenzie	Keira Bostanci
14	Max Drysdale	Alicia Moscrop
15	Callum Burge	Lily Drysdale
16	Jordan Wakeford	Lola Sossai
17+	Dane Burge	Sharnee Behr



**Mr Walker**  
**Relieving Head Teacher PDHPE**

# Sporting News

## Rugby League

The under 14s boys had a successful day at the Rugby League South Coast knockout day. The boys won their first game against Kiama High which gave them confidence going into their next game against Corrimal High. The team won this game with standout performances coming from Dusty Moffitt and Hunter Curll. Winning their first two games, the boys had their biggest challenge yet, playing a strong Edmund Rice College team. Holding their heads and confidence high, they left everything on the field, losing by 8 points. Another standout performance by forward Dusty Moffitt and Brae Cameron at Halfback leading the backline.

The under 16s boys managed to verse both Warilla and Edmund Rice College during the competition. The boys went down in both games but delivered a courageous performance against Edmund Rice College as they were leading at half time. The line speed from the forwards and leadership shown by the halves was outstanding. Special mention to Johnny Sara who managed to make a high percentage of tackles throughout the game and Rafy Faasolo for his effective communication skills during game play.



**Mr Thompson and Mr Bentley**

## Volleyball

The girls have done it again! Round 2 at Unanderra Hockey stadium, the girls played a round robin against Bulli, Wollongong, Mulwaree, Kiama, Bowral and Warilla. We began the day with a win against Warilla. As the day progressed, the girls skills improved and the excitement and enjoyment of the game came through. Fersan Mirrar, with her experience playing outside of school, led the girls through tactics and strategies to beat another 3 teams. In the end, with only two losses and four wins, the girls are onto round 3. The final round will be held in Bomaderry, here we will compete against the southern region of Illawarra schools. Back to our lunchtime training sessions, I believe we are in a good chance to come out again with a win in round 3, heres hoping. A trip to Sydney to represent the Illawarra is on the cards.



*Back row: Jaida, Sariah, Siang, Vy, Romany, Fersan  
Front row: Holly and Molly. Pictured after winning the final game.*



Molly Rigby Year 11



Fersan Mirrar Year 11



## Futsal Competition 2021

### U14s Boys Futsal

The under 14s boys started their campaign off strong with a 6-1 win over Cedars Christian College. In our next game, Woonona came out with a higher intensity and managed to sneak away with a goal in the last seconds to beat us 5-4. The boys didn't let this loss ruin their momentum as we went into the next game against Lake Illawarra. We finished with a strong 15-1 win. Our last pool game was against Illawarra Christian School and we were both on the same number of wins and losses. The winner of this game would go through to the semi-finals. We knew it was going to be a tough game, however, the boys stuck it out and finished on top beating them by 6 goals: 7-1. Lastly came our semi-final against an experienced and highly talented Edmund Rice College. It would have been easy for the boys to go into the game with a negative mindset, but they held their confidence high and played hard right until the final whistle. Edmund rice only just got away with the win 4-2. An outstanding effort from the under 14s boy's futsal team.

**Mr Bentley**  
**Special Education Teacher**

### U16s Boys Futsal

On Thursday 22 April Keira High Boys Futsal team participated in the South Coast Regional Futsal Championships at the Illawarra Sports Stadium in Berkeley. The day started in a positive manner with a comprehensive 8-0 win over Woonona High. The team then moved on to play a strong Warrawong High who caught the boys off guard and came away with a 5-2 win. The boys knew they needed to win their next two games to make the semi-finals and they did so overcoming Figtree High 11-3 and Illawarra Christian School 3-2 to set up a semi-final clash with Edmund Rice College. In the game of the tournament Keira played some outstanding Futsal taking a 3-2 lead into the half time break. ERC scored a controversial equaliser with under 5 minutes to play before scoring a cracking winner with less than a minute to go. They showed they could compete with any team and may still get a wildcard entry to the State Titles.



**Mr C Stamp**  
**PDHPE Teacher**

### Open Boys Futsal

The senior boys kicked off their tournament with a game against Dapto High. Sitting comfortably at 2-0 by half-time and in control of the match, it changed when Dapto scored an early second half goal. Dapto received encouragement from this and piled on the pressure. Our boys were up to the task though and held them out for a 2-1 win.

The second match saw Keira up against a team from the ACT, which allegedly included some state representative players. By half-time we were 5-1 down after making silly errors which proved costly. With

better organisation and composure, the second half started a turn around. Within a few minutes it was 5-3 and the team was applying lots of pressure. Unfortunately, after a great save from the goalkeeper, he received a kick to the nose which needed attention. This caused a delay of over 6 minutes, and no time was added on. The game ended with a loss at 5-3.

The third match saw Keira needing a win to progress to the quarter finals. A tough game versus TIGS saw them 1-0 down early. They fought back with some determined football and equalised before half-time. The second half saw many chances missed including hitting the bar and last gasp deflections knocking the ball past the goals. Then a speculative shot from TIGS deflected off our defender and landed the ball in front of their striker. The goalkeeper had already dived and so an easy tap in was presented. No time was left to recover so a 2-1 defeat ensured we did not progress out of the group stage. A solid all-round performance with some great football being played between the players. With some more luck they could have made an impact in further rounds.

### Open Girls Futsal

The first game for the senior girls, showed that there was some organisation structurally and first game was time to work on this. The girls were enthusiastic and persistent throughout the game and came away with a 1-0 victory against Illawarra Christian School.

The second match saw our captain struggling with an injury and had to come off early. This game, against a very good Woonona side, quickly got away from them in the first half. The second half was stronger, and the girls showed determination to ensure Woonona did not have it so easy. In the end Keira lost 6-0 but were far from disheartened and were keen to finish on a high in the last game.

The third game was a mixture of the first and second games. Warilla was another strong team, but the Keira girls made it very difficult for them and should have been a few goals in front. Unfortunately, Keira's run of bad luck extended to the girls' team too and their shots were just missing, being saved or rebounding away safely. The second half continued in the same way, however Warilla managed to score a few goals that ended the girls' competition for another year. Excellent participation, enthusiasm and working for each other, was displayed in each game and brought credit to Keira High School.

**Mr English**  
**Mathematics Teacher**

### State Swimming Championships 2021



At State I competed in the 50 metre, 100 metre, 200 metre and 400 metre freestyle at which I placed 15th in the 50-metre event. I also placed 13th in the 100 metre and 9th in the 200 metre and 400 metre event. Swimming at Sydney Olympic Park is a great experience as it allows me to get experience in a formal racing environment and improve my skills against strong competition.

This is an outstanding result for Lauren as she continues to represent Keira High School proudly in the sport of swimming. We would like to congratulate Lauren for her achievements this year and wish her the best of luck both in and outside the pool in future.

**Oliver Walker**  
**Relieving Head Teacher PDHPE**



# News from Learning and Engagement

## Rewarding Student Achievement

Personalised Learning and Engagement provides individualised supports for a range of students performing at any academic level and for a variety of reasons.

We hosted a **Success Recognition Morning Tea** at the end of Term 1 to acknowledge several students who had been noted through the term for putting in particularly high effort to achieve their learning goals. The event was so successful in allowing students and staff to reflect on learning achievements together that it is something we now plan to repeat each term.



## Covid-19 Intensive Learning Support Program

In 2021 the NSW Government has instigated this program and provided additional funding to schools so as to provide opportunities of targeted support for students who were negatively impacted by the disruption to face-to-face learning during 2020. We have assembled a team of eleven teaching staff to design and implement this program.

A range of data is reviewed to select students for inclusion in the program. Students performing at any academic level may be selected to engage in small group tutoring sessions amounting to 3-6 periods per week. Each tutoring group has either a literacy or numeracy focus and will operate for up to 10 weeks. Some students may be provided the opportunity to continue with this program for subsequent rounds following close analysis of individual skill development.

## Informed Practice

Term 2 has seen a dedicated period of assessments to gather accurate and up-to-date information relating to our Stages 4 and 5 students.

**Year 8** participated in **ALAN** (*Assessment Literacy and Numeracy*) during weeks 2 and 3 while **Years 7 and 9** have completed **NAPLAN** (*National Assessment Program Literacy and Numeracy*) across weeks 4 and 5.

Results from these assessments will be used by teaching staff to design quality learning experiences targeted at the skill level of individual students. Some of our Student Leaders in Year 11 were able to act as scribes for Special Education students during the Year 8 ALAN testing (pictured right).



**Ms L Crockford**  
**Relieving Head Teacher Learning & Engagement**

# News from Special Education

## Learning Beyond the Classroom

This term, thanks to the ease of COVID19 restrictions, our students have re-engaged with External Learning Experiences (ELEs) within the local community.

The students are continuing to build their skills and knowledge. As young leaders, they are mentoring each other to develop their understanding of how sugar affects their body and their emotional wellbeing.



**From left to right:** Jamai Zylstra, Mr Berry, Kai Starling and Cody Lamb engage in finding out how much sugar different drinks have.

## Unlocking their potential through Creative and Performing Arts



**Left photo:** Denis Popov, Kelly Skinner, Jaydon Donnelly, Jamai Zylstra, Bradley Pearce, Cody Lamb learn about and explore drums and how they are used to develop rhythm in their Work and The Community excursion at Youth Centre.

**Right photo:** Jaydon Donnelly and Jamai Zylstra perform rhythmic beats with traditional African drums.



Jaydon Donnelly joins Blake Foye to listen to the youth centre staff as they create their own badge designs.

## The World We Live In



**Left to right:** Brodie Skinner joins Oliver Fornasari-King to carry out experiments with their peers to explore sun radiation. The students went through a process of painting beacons white and black and then measured the temperature to compare the two throughout the day.

## Living in Harmony



All of our students joined our school to participate in learning about Harmony Week.

Our students experienced our staff and students recite

*'We all belong at Keira High School'.*



## Remembering and Paying Tribute Our Anzacs



**Above photo:** Angus Paddon delivers his Acknowledgement to Country during our school assembly during Remembrance Day.



**Whole School:** The whole school join our School Captains and Mr Loades to pay one minute of silence to pay respect during our Anzac Ceremony.

## *Our Creative World*



As part of our Commedia Dell'Arte research Blake Foye, Kelly Jessep, Jamai Zylstra joined their peers and travelled to Wollongong City Art Gallery. They explored George Gittoes artworks and looked at various other art exhibitions and artworks around town.





**SB and SC:** Looking around Wollongong carefully, the students suddenly realise artworks amongst buildings and various other cityscapes.

**Mr G Guevara**  
**Head Teacher Special Education**

*Great traditions, a confident future.*

## News from English as an Additional Language Dialect

### Sato, Professional Street Racer: by Lu Reh Year 9 Elective Literacy

Once, there was a boy named Sato who wanted to live a normal life. When he was young, his Dad was the best street racer in the Kanto region of Tokyo. By the time he was in high school, Sato's father had started to teach his son how to drive like a professional street racer, just like when he was young. Sato learned how to drive and, after that, he himself began to drive just like a professional street racer. Sato's father told Sato to do his job by delivering tofu foods. While he made his deliveries, Sato's other job was to train hard. He made deliveries every day up and down the hill, rain, hail or snow. It did not matter to Sato if he did deliveries every day or not. However, at night time, when he drove down that hill, he was over the speed limit and it was like driving in a different world. The Redsun Group was in the Kanto region that night and came down to race him. Sato beat the Redsun leader. The race was like nothing Sato had ever seen before.

### EAL/D Inter-Agency Forum and Homework Support

On Thursday 6 May, Keira High School was proud to host an Inter-Agency Forum on community connections and support for multicultural and EAL/D students. Facilitated by Keira's EAL/D faculty, the forum welcomed guest speakers from MCCI (The Multicultural Communities Council of Illawarra), IMS (Illawarra Multicultural Services) and SCARF Refugee Support to inform teachers of the myriad of programs and services on offer for our students from culturally and linguistically diverse backgrounds.



Pictured (left to right): Guest speakers Amro Zoabe (IMS), Ian Jarman (SCARF), Allyson Pazos (MCCI)

2022  
Homework Assistance Supporting EAL/D Students  
Every Monday 2:45 - 4:45pm  
Keira High Learning Centre



The Homework Centre welcomes EAL/D students from  
Years 7 to 12 ALL SUBJECT AREAS

- About the English as an Additional Language or Dialect (EAL/D) Homework Centre
- An EAL/D teacher facilitates each session and assists students with English language in ALL subject areas
- A bilingual learning Support Officer attends to assist students
- Afternoon tea is provided
- The Centre is funded by the NSW Department of Education

For further information please contact Keira High School  
English or EAL/D Faculty



GENERAL TUTORING SUPPORT FOR HIGH SCHOOL STUDENTS FROM REFUGEE BACKGROUNDS. VOLUNTEERS CAN HELP WITH ASSIGNMENTS AND GENERAL SCHOOLWORK.

### HOMWORK HELP

EVERYTUESDAY AND THURSDAY  
4PM-6PM  
WOLLONGONG LIBRARY  
COVID SAFE

Bring your own laptop or iPad if possible.  
Wollongong Library COVID protocols will be observed. Students will need to bring a mask and sign in before entering.

02 4224 8600  
homeworkhelp@canberrastudent.org.au

EAL/D teachers from our local area and members of the wellbeing team at Keira High School joined us to increase their understanding of how these agencies work with schools to support our students' learning and wellbeing.

Thank you to our guest speakers for the valuable information and for working with teachers to build strong support networks for our multicultural students. One key area of support available to our EAL/D students from these services are the homework centres run by SCARF.

SCARF runs a tutoring service for refugee-background high school students with volunteers trained to support learning in a wide range of subject areas. This homework help is available every Tuesday and Thursday from 4 pm to 6 pm at Wollongong library.

EAL/D students at Keira High can also receive specialised subject support with Ms Keenan at our EAL/D homework centre on Monday afternoons from 2:45 – 4:45 pm in the learning centre.

**Ms G Harvey EAL/D Teacher**

# News from Creative and Performing Arts

## Visual Arts:

### Art Attack



This term Visual Arts are introducing **Art Attack** on Thursday lunchtimes where everyone is welcome to join in down in the faculty for a timeout of drawing, painting and creating either at your leisure or within workshops to upskill. Bring in your own materials or use what is available to enter competitions, free draw or create some designs inspired by the teacher's discretion in choice of medium and form.

*Art Attack in Miss Redmond's classroom*

### Keirabald



On Thursday, May 27, our annual **Keirabald** exhibition will open at the Project Artspace in Keira Street, Wollongong. The theme for this year is '**In My World**' and participants from our primary community of schools will be joining us in celebration of our student's work. Come down and visit from 6.00pm that night onwards, it is open to the public during the day and is an excellent opportunity for our year 7 students to showcase their skills.

*Some of our Keirabald portraits from our talented Year 7 Visual Arts Students*

### What is happening in the classroom?



Year 11 Visual Arts are working towards a A2 appropriation of a Modernist piece, whilst students from 9 and 10 are currently exploring the contemporary practice of Mambo artist Reg Mombassa to design works that address global issues such as human rights. Displays of their work from Years 7 to 11 can now be seen in the library and we are looking at future exhibition's spaces within the school in the coming terms.

*A collection of artworks by Year 11 Visual Arts*

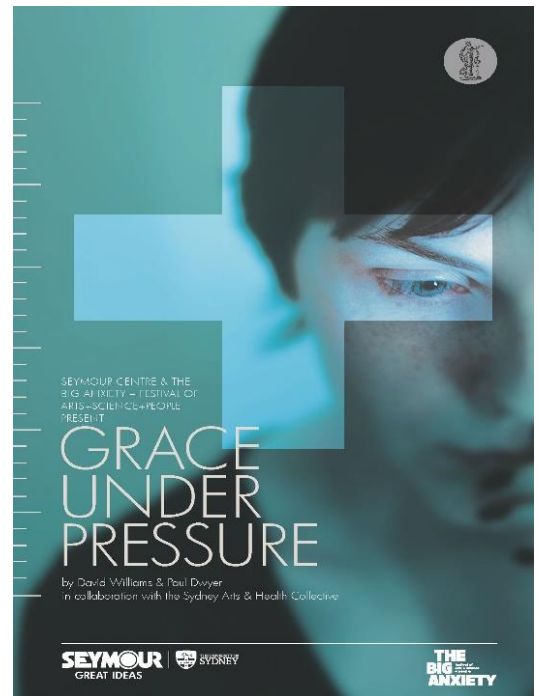
**Ms C Redmond**  
**Visual Arts Teacher**

## Drama:

### Drama students visit the IPAC



Students in Year 12 Drama outside the IPAC before seeing the performance 'Grace under Pressure'



Year 12 Drama students have been studying Verbatim Theatre as a part of their HSC studies in the topic *Significant Plays of the twentieth century*. Verbatim theatre is a form of theatre that uses interviews with real people as dialogue. The play the students went to see was called *Grace under Pressure*. This play explored the pressures that many members of the medical profession experience in their day to day work. The students thoroughly enjoyed their experience;

*An interesting play, especially in the current context.* **Sevgi Yilmaz**

*The play was very emotional and thought-provoking. It gave me an appreciation for our medical personnel.*  
**Chiara Baker**

This is the second performance that Year12 Drama have been able to see this year. These experiences expose students to professional theatre pieces and give students ideas for their own theatre making. We are all very excited that **live theatre is back!**

## Music:

### Winter Recital 2021

Music is an important focus of our learning at Keira and Winter Recital will provide the school community with the opportunity to celebrate the success of a range of individual and group performances. Inspired by the renowned composer Antonio Vivaldi and his signature suite The Four Seasons a series of recitals will be held annually. These four celebrations of musical talent will take the name of each season reflecting Vivaldi's work.

It has been a decent break between concerts, however, we are back and ready to showcase the variety of exceptional musical talent at our School. At this Recital, we will be celebrating Kalani McConville as our feature artist. She will demonstrate her multi-instrumental abilities with a diverse repertoire to end the night.



### Model Year 7 Technology students

Year 7 students have just completed their first rotation of specialisation areas in Technology Mandatory. Food and Agriculture students were the first cohort to experience assessment where they could choose what they completed. All students completed research into growing fruits and vegetables, then there were three choices where they demonstrated the application of knowledge. They could choose to grow an herb, cook a dish including an herb and video it or make a model of a vegetable garden.

These are some examples of outstanding work submitted by very creative students:

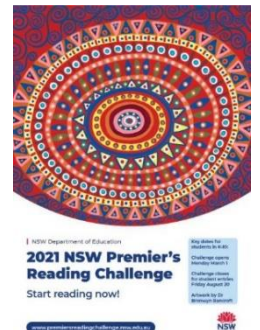


**Mrs T Power**  
**Relieving Head Teacher TAS**

## News from the Learning Centre

### The Premier's Reading Challenge kicks off for 2021!

The Premier's Reading Challenge (PRC) is an annual state-wide initiative open to every school student in NSW from Kindergarten to Year 9. It is a huge challenge which requires 20 books to be read by 20<sup>th</sup> August this year. Students who complete the challenge will receive a certificate signed by the Premier of NSW and a Bronze Award from the school. The PRC website lists books that have been especially chosen as being some of the best books written for young people in Australia. Students must read at least 15 books from the list as well as 5 personal choice books. You can find the booklists and information about the challenge on the website: <https://online.det.nsw.edu.au/prc/home.html>



Shelby Booth has joined the group of students who have decided to participate in the challenge this year.



**Shelby Booth Year 7**

*"I decided to try and improve my reading in 2021 so I signed up for the Premier's Reading Challenge. Ms Kay, our Teacher-Librarian, gives me a copper stamp for every two books I read for the challenge. I have to read 20 books altogether and I have already read 15. My favourite book so far is "Where the Forest meets the Sea" by Jeannie Baker. There are only 3 months to go to finish the challenge but I'm sure I will be able to complete it in time. I think more students should try to do it because there are some really interesting books to read."*

**Ms J Kay**  
**Teacher Librarian**

## News from Careers

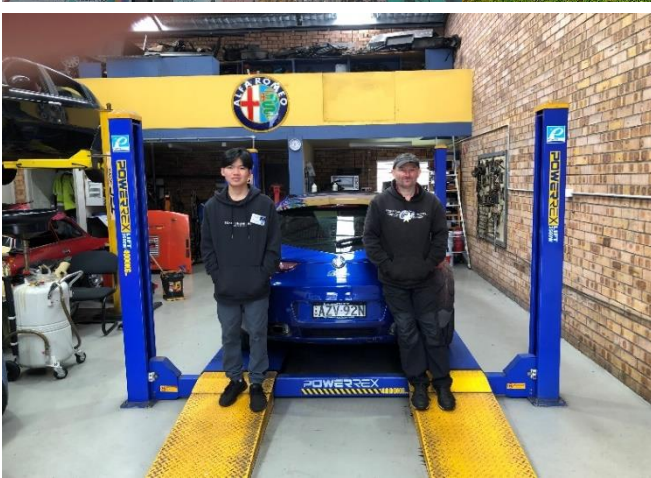
*It may only take one piece of news to lead a student towards success in their life's career.*

It continues to be a busy year for Year 10 students with many participating in Work Experience in Term 2 as part of the Careers Work Readiness Program. Work Experience is an excellent opportunity for students to make informed decisions regarding their future Career Plan. All students that participated in this fantastic opportunity-built confidence, increased their employability and increased their knowledge of their chosen career to enable them to make informed decisions for the future career pathways. Many students were offered Apprenticeships/School Based Apprenticeships/Traineeships or casual employment.

We wish to thank all Work Experience 'Employers' for this valuable opportunity. We appreciate and value their support in a shared commitment of developing skills in future employees. We hope to build upon and expand these partnerships to continue to develop and build skills in our students. We would like to thank the following participating 'Employers' for Work Experience Week 2021:

A Plus Excavations PTY Ltd	Liberty Industrial
Adaptive Health Group	Maguire & McInerney Lawyers
ADFA - Royal military College - Duntroon	McGovern's Denture Clinic
ATB Construction Engineering	Melinda Griffith Lawyers
Bai Med Physio	Moon Fish
Balgownie Preschool	Mount Ousley Preschool
Balgownie Public School	Mount Ousley Public School
Barts Timber floors	Mount St Thomas Preschool
Belle Property	Mount St Thomas Public School
Best Kitchens	NSW Harness Racing Club
Bladerunner	Ocean View Childcare
Bluescope Steel	O'Rourke Constructions
Boombalee Kidz	Pleasant Heights Public School
Coniston Bakery	PRP Diagnostic Imaging
Crossfit Wollongong	RMK Industries
Cuddly Koala Family Day-care	Rogues Hair and Beauty
Danzo Constructions	Shoalhaven Zoo
Devika Opsuo Pty Ltd	Southern Classic Cars
Donut King	Southern Craftsmen
Elite Plumbing Group	Spec Savers Wollongong
Envy Hair Gallery + Cosmetics	St George Illawarra Dragons
Fairy Meadow Dem School	Sunset Strip Automotive
Grandma Rosie's Wollongong	The Secret Garden Pre-School
Grosvena Engineering Group	Tier 1 Bricklaying
Hassein Khtatari Hair Salon	Towradgi Public School
Haworth Guitars	U Physiotherapy and Pilates
Hot Water Maintenance	Ultra-Tune Corrimal
Illawarra Academy of Early Learning - Warilla	Unanderra Veterinary Hospital
Illawarra Animal Hospital	Uncut Barbers
Illawarra Carpentry	Wheeler Automotive
Illawarra Diesel	Wollongong Public School
Jaffa Cafe	Your Village Vet - Balgownie
Kindy Korner Children's Services	





Year 10 will now continue to complete their Work Readiness Program including the topics Communication and Body Language training, Work Etiquette, Dress to Impress and First Impressions, Interview Survival and Work Rights.

Year 12 have been busy sitting Exit Planning meetings to prepare/update Individual Career Action Plans including Early Admission applications, Resume and Cover Letter updates, Scholarship applications, University Admission Centre (UAC) School Recommendation Scheme applications, UAC General Applications, UAC Educational Access Applications and Job seeking. Ms Luck will continue to assist students throughout these applications in Term 3.

**Ms J Luck**  
Careers Adviser

## Community Announcement



# SOMETHING TO DO

**MAY-JULY 2021**

**FREE** for 12-24year olds [unless otherwise specified]

<h3>RAINBOW LEAGUE</h3> <p>A social group for same-sex attracted, gender diverse or questioning young people aged 16-25.</p> <p><b>Mondays (fortnightly) 4 - 6pm</b> @ Wollongong Youth Centre</p>	<h3>Q-MUNITY</h3> <p>A social group for same-sex attracted, gender diverse or questioning young people aged 12-15.</p> <p><b>Mondays (fortnightly) 4 - 6pm</b> @ Wollongong Youth Centre</p>	<h3>ON AIR PLAY OUT</h3> <p>Tune into 106.9 VoxFM to listen to radio hosted by young people.</p> <p><b>Mondays 8 - 9pm</b> 106.9 VoxFM</p>	<h3>LEGAL WALL</h3> <p>The back wall at the Youth Centre is a legal aerosol art wall. Bring your own paint + practice your aerosol art skills.</p> <p><b>Anytime</b> @ Wollongong Youth Centre</p>
<h3>HANG OUT</h3> <p>Comfy lounges, WiFi, pool, table tennis, gaming + more.</p> <p><b>Tuesdays 3 - 6pm</b> <b>Thursdays + Fridays 3.30 - 7.30pm</b> @ Wollongong Youth Centre</p>	<h3>2518 CONNECT</h3> <p>A range of activities including art, craft, games, trivia + more for young people aged 12-18 years.</p> <p><b>Wednesdays 3 - 5pm</b> @ Bellambi Neighbourhood Centre</p>	<h3>BUNDALEER CONNECT</h3> <p>An arvo of sports + games. Get active, catch up with friends.</p> <p><b>Tuesdays 3.15 - 4.30pm</b> @ Bundaleer Park</p>	<h3>CREATE</h3> <p>A space to get creative, try new art forms + experiment with new ideas.</p> <p><b>Tuesdays 4 - 5.30pm</b> @ Wollongong Youth Centre</p>
<h3>ACTING UP</h3> <p>Get involved in theatre sports, drama activities &amp; performance. Gaining skills &amp; confidence in fun interactive activities.</p> <p><b>Wednesdays 3.30 - 5.30pm</b> @ Wollongong Youth Centre</p>	<h3>TEENZ CONNECT</h3> <p>Learn new stuff + meet new people— resume writing, self care ideas, your rights at work + more.</p> <p><b>Tuesdays 3 - 5pm</b> @ Dapto Library <b>Thursdays 3.30 - 5pm</b> @ Warrawong Library</p>	<h3>LATE NIGHT</h3> <p>Music, food, stuff to do, a place to hang out with friends ... WiFi, pool, gaming + more.</p> <p><b>Thursdays 3.30 - 7.30pm</b> <b>Fridays 3.30 - 7.30pm</b> @ Wollongong Youth Centre</p>	<h3>BOOK A ROOM</h3> <p>Are you a young person who needs a space for your group to meet? Book a space at the Youth Centre for FREE!</p> <p><b>Contact us for current availability</b></p>
<h3>TEAM IGNITE</h3> <p>Join Team Ignite to boost the music &amp; performance scene for young people in Wollongong. Learn skills in AV production, event management + promotion.</p> <p><b>Thursdays 4.30 - 5.30pm</b> @ Wollongong Youth Centre</p>	<h3>ON STAGE ON:LINE</h3> <p>A chance to perform live, record &amp; film your performances &amp; learn stagecraft, AV skills + more. Equipment provided.</p> <p><b>Thursdays 6pm</b> @ Wollongong Youth Centre</p>	<h3>BIG SCREEN GAMING</h3> <p>Come &amp; play video games on the BIG Screen in the Audi + snacks.</p> <p><b>Tuesdays 3.30 - 5.30pm</b> @ Wollongong Youth Centre</p>	



To make a booking or to find out more information:  
**CONTACT THE YOUTH SERVICES TEAM**  
**DM: Our socials P: 4227 8222**  
**E: [youthservices@wollongong.nsw.gov.au](mailto:youthservices@wollongong.nsw.gov.au)**





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