

KEIRA

August 2021

News



Great traditions, a confident future.



From the Principal

Hello and welcome to the Term 3 Keira HS newsletter. As the new Principal of this great school, I have been overwhelmed by the support and wonderful efforts the whole school community have put into this term. While it has been a different start to the term, it has allowed people to display their resilience, their support and care for others, in conjunction with various ways that students can demonstrate their learning.

Thank you to all families trying their best to manage the health of their household, while also balancing work and school learning. I have heard from many parents and students who have found this a challenging time, but able to do the best they can.

It has been great to see the Year Advisors' messages, with students responding and engaging in wellbeing activities. I hope you have had a chance to get involved in the "Keira Fit" challenge and found new ways to keep healthy.

Special shout-out to Year 11 and 12 students continuing with sustained efforts. Year 12 especially have been battling through their senior years with the disruption of COVID-19. When I have met with the Year 12 leaders, I have been impressed with their honesty and their discussions about motivation, care for each other and what the next few months could hold.

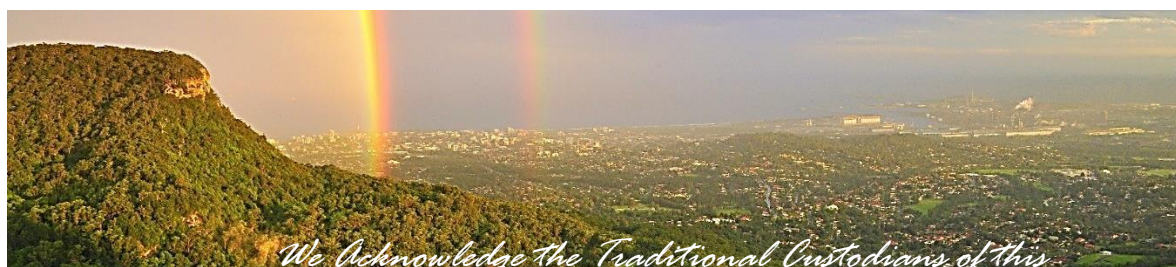
The changing situation is one that we continue to monitor, supervising students that are at school and still providing learning and support for students learning from home. We will include more assemblies over the next few weeks, as well as continue messages to you via Google classrooms and email.

Thank you again for the great efforts you are all putting in to keep learning going, while keeping physically and mentally well.

Online communication

The Keira HS Facebook page has been re-started to continue our communication with you, showcasing the excellent learning occurring at Keira HS.

We also have a dedicated Learning at Home site, which you can access from the school website, which contains all of the letters and emails we have sent home, along with Google Classroom codes, mental health seminars, information for Year 12 and the HSC and places to go for support.



We Acknowledge the Traditional Custodians of this

**Mr S Frazier
Principal**



From the Deputy Principals

Supporting the continuity of quality learning



Our students have been strongly supported as we have transitioned into online learning. The establishment of explicit frameworks to support their learning has enhanced student engagement and success in learning.

These frameworks have included:

- Google classrooms for every class
- Online learning lesson outline
- Attendance check-in at every scheduled lesson
- Google classroom assignments
- Video instructions by class teachers
- Zoom meetings with classes

Congratulations to the school community for their dedication, patience and persistence in ensuring quality teaching and learning is still taking place every day at Keira High School.

Supporting student wellbeing

Our students' wellbeing has also continued to be foremost in our minds during the online learning period. We recognise that students are missing the physical connection with their peers and staff, and thus we provide various types of support to fill that gap. This support has included:

- Wellbeing Google classrooms for each year group
- Daily check-in and check-out by Year Advisors
- Daily and weekly wellbeing challenges
- Video message from staff
- Home contact via letter or phone to offer support to students who do not appear to be engaging
- Zoom Year Assemblies and a planned livestream for the whole school community
- Rewards for students who continue to positively engage with online learning

Year 12 School Based Examination Reflection

Our Year 12 students fortunately completed their School Based Examinations during Weeks 9-10 Term 2. This enabled our students to engage in a reflection process led by their class teachers during Weeks 2/3 Term 3. During the process, students actively engaged in the use of explicit, constructive and actionable information to improve their performance against learning outcomes.

Through self-reflection, students explored the following aspects of their school-based examinations:

- Preparation for examination: what worked well and what was challenging?
- Performance in examination: what worked well and what are areas of improvement?
- Future assessment tasks and/or HSC examinations: What are three key take-away messages that may support improvement for future assessment tasks and/or HSC examination?

Parent/teacher conferences facilitated over Zoom supported the students' reflection by providing an opportunity for detailed examination-based feedback from teachers.

Final academic reports for Year 12 are currently being written by teachers to be available before end of Term.

Year 11 Alternative Assessment Tasks

Year 11 Yearly Examinations were scheduled to take place from Monday 16 August to Thursday 26 August 2021. As a school, we have made the decision to cancel the examinations.

The yearly examinations were the final assessment task for many of the Year 11 courses. Therefore, these courses have developed an alternative assessment task. As our current context remains uncertain, the nature of these assessment tasks will ensure that students are able to complete the task in either an online learning and/or face-to-face learning experience. The alternative assessment tasks will be scheduled from Monday 23 August to Friday 3 September 2021.

Students are encouraged to seek support and feedback from their class teachers in the completion of their alternative assessment tasks.

Final academic reports for Year 11 will be written by teachers after the alternative assessment period ends and will be available early in Term 4 to assist students in making decisions about their course of study for the HSC in 2022.

School Captain and Vice Captains 2021-2022 Elections

The school captains are selected through a rigorous process to lead the school student body and represent Keira High School as exemplar students in every facet of their operation. Captains are elected in Term 3 every year.

We are continuing to move forward with the captain election process, although some aspects of the process are being modified due to current circumstances. We wish the applicants all the best in the election process.

Year 10 Subject Selections

Year 10 have been participating in the Stage 6 Subject Selection Process online this year. Following on from face-to-face Faculty presentations last term they have been engaged in a video presentation and accessing information on the requirements of the Higher School Certificate. The school website has specific pages supporting this process. These will continue to be updated throughout the process. They have responded to the Stage 6 Subject Selection Survey which is now informing the design of the 'Line Structure' for 2022. The student survey allows a bespoke line structure to be developed which meets the specific needs of the Year 10 cohort.

A Google form will be shared with every Year 10 student for them to make their final selection once the line structure for 2022 has been finalised.

Stage 5 Electives

In week 6 we will begin sharing information with Year 8 and 9 students to allow them to make informed choices about the electives they wish to study in 2022. Look out for an email regarding this process and updates to the school website in week 6.

KEIRA ON FACEBOOK

We invite you to view the Keira High School Facebook page. [Keira High School](#)

Watch this space for interesting and exciting news from our school and statewide content from the Department of Education.

Our primary method of contact remains via e-mail and SMS, if you are not receiving emails please contact the office via keira-h.school@det.nsw.edu.au to ensure we have your current details



News from the Wellbeing Team

Congratulations to students in engaging with the online learning platform and the Wellbeing Classrooms. The last few weeks have been constantly evolving and as a result we've all had to rely on our resilience, flexibility and mindfulness to collectively get through this challenging period.

The Wellbeing Team have been monitoring engagement online and regularly upload interesting, fun and engaging messages and videos on the Wellbeing Classrooms, with the intention to enhance student wellbeing, support their cohort and individual students during this period.

The Wellbeing Classrooms focus on enhancing the Physical, Cognitive, Emotional, Social and Spiritual wellbeing of students. Year Advisers have used themes, riddles, online puzzles, brainteaser's, bake off's and humour to support the mental health of our students. They are using morning and afternoon "check in's" and are focusing on fitness, navigating stress, study and sleep support and are constantly reinforcing, how to reach out for support if they are not coping.

Students have been able to access school counselling support when necessary and parents, carers and students are encouraged to contact the school if counselling support is needed.

A Wellbeing Wellness resource will be regularly uploaded onto the Wellbeing Classrooms. The focus of this resource is to encourage students to partake in activities that can enhance their wellbeing. This resource also includes information about External Agencies that students can access if they are not coping.

Students are encouraged to continue to reach out to their Year Adviser on their Wellbeing Classroom, take regular breaks throughout the day, keep to a routine and partake in at least one fun activity a day.

Please do not hesitate to contact me if you have any concerns regarding your child's wellbeing. This can be done by contacting the school directly.



KEIRA'S WELLBEING CHALLENGE WEEK 4



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PHYSICAL DRINK 2.6 LITRES OF WATER TODAY	PHYSICAL EAT A NUTRITIOUS BREAKFAST	PHYSICAL GRAB A WORKOUT FROM THE KEIRA FIT PAGE	PHYSICAL CREATE A SLEEP SCHEDULE. AIM FOR 8 HOURS A NIGHT FOR THE NEXT WEEK	PHYSICAL DO A YOUTUBE YOGA CLASS
COGNITIVE WRITE OUT A PLAN FOR YOUR WEEK	SOCIAL VIDEO CALL A FRIEND	EMOTIONAL WATCH A COMEDY MOVIE	SOCIAL HAVE A SUNSET PICNIC (AT HOME)	SOCIAL START A PUZZLE WITH PEOPLE AT HOME
EMOTIONAL START A JOURNAL	SPIRITUAL TELL A FRIEND 1 THING YOU LIKE ABOUT THEM	COGNITIVE HAVE A 1 HOUR TECH BREAK	EMOTIONAL BLAST YOUR FAVOURITE SONG THROUGH YOUR SPEAKERS	SPIRITUAL TAKE YOURSELF ON A DATE

Beyond Blue 24/7 mental health support service 1300 22 4636 beyondblue.org.au	headspace Online support and counselling to young people aged 12 to 25 1800 650 890 (open 1am daily) For webchat, visit: headspace.org.au/headspace	Kids Helpline 24/7 crisis support and suicide prevention services for children and young people aged 5 to 25 1800 55 1800 kidshelpline.com.au	1800RESPECT 24/7 support for people impacted by sexual assault, domestic violence and abuse 1800 737 732 1800respect.org.au	Lifeline 24/7 crisis support and suicide prevention services 13 11 14 lifeline.org.au	Suicide Call Back 24/7 crisis support and counselling service for people affected by suicide 1300 659 467 suicidedcallbackservice.org.au	Mensline 24/7 counselling service for men 1300 78 99 78 mensline.org.au	QLife LGBTI peer support and referral 1800 184 527 (open 10pm-12pm daily) qlife.org.au (online chat 3pm-12am daily)
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Mrs V Kalatzis-Vlahakis, Head Teacher Welfare





Student Support Officer

This term has been a bit of a strange one for all of us, but it has been great to see how the Keira High School community stays in touch even in such difficult circumstances. During this time, I have had the pleasure of checking in on some of our students and hearing about some of the great things that are happening at home! It's been great to see so many of you engaging with your google classrooms.

I have also had the pleasure of developing some resources to help Keira students manage their wellbeing throughout the jumble and uncertainty of lockdown. These resources include advice on sleep – what is it good for and how do I get it, as well as physical activity – its benefits and suggestions.

For those students who are not enjoying the current lockdown and feel they might need some extra support, don't hesitate to contact the school to get in touch with one of our support services. Some great ways to reach out include google classroom, email, phone, or via year advisors and classroom teachers. The School Counsellors and I (Student Support Officer) are still accepting referrals and would love to hear from you.

Email: keira-h.school@det.nsw.edu.au

Phone: 02 4229 4644

Ms T Randell
Student Support Officer

SLEEP!

**Teens
need 8-11
hours of
sleep per
night**



ZzZ

Why is sleep important?

- Improves brain functioning
- Increases attention span
- Improves decision making
- Enhances creativity
- Allows the immune system to release inflammation fighting cytokines
- Supports healthy growth and development
- Assists your immune system
- Allows for increased productivity in the day
- Allows for the creation of long-term memories
- Reduces stress

Tips and Tricks

- Have a sleep schedule
- Make sure your environment is comfortable
- Exercise first thing in the morning
- Turn off all electronics 30 min before bed.

Year Advisers



Year 7 – Ms T Agim

Year 7 had a busy end to Term 2 and their efforts were recognised in our first year assembly. It was student-led by Maddy H and Oliver B, with Nicholas M delivering the acknowledgement of country. We celebrated student success across various KLAS and participation in extra-curricular and school events. The efforts of our students were recognised with the distribution of Bronze Awards. Our Deputy Principal, Mr Langford, and Year Adviser, Ms Agim, were able to congratulate and celebrate student success. Magnificent musical performances by Emma-Jane D and Oliver B sealed the celebrations. We look forward to our next year meeting occurring later this term.



Year 7 have made a strong start to Term 3. They are engaging positively with the online learning platform each day. As part of our Wellbeing initiatives, Mr Bentley and I have been posting daily check-in videos, focusing on different elements of the Wellbeing Framework. We have incorporated an element of entertainment by broadcasting from different cities in the world and creating a guessing game for students.

We continue to foster positive social connections through this platform and have been pleased with the feedback received from students and parents. Year 7 are motivated and enthusiastic, and we are confident that they will thrive as we continue our term of learning. Keep up the fantastic work Year 7.



Mr Bentley broadcasting from Brooklyn, USA



Ms Agim broadcasting from the Northern Lights.



Year 8 – Mr J Berry

Term 3 has thrown some curve balls at our Year 8 cohort, but they are smashing home runs left, right and centre. In addition to their subject based online learning, we have had a strong focus on developing and maintaining the wellbeing of the year group. Students have been using their Wellbeing Google Classroom to log their morning attendance, ask questions about their learning and engage in a range of activities developed around supporting their wellbeing. This has been achieved through morning and afternoon Year Adviser videos, targeting specific skills, and giving students small goals to achieve throughout their day.



Week one was focussed around developing a manageable study routine and creating an environment at home that supported optimal learning. This included things such as ensuring they have a designated workspace and breaking up their learning into manageable chunks to maintain concentration throughout the day.

Week two reinforced how to access support. Even though they are learning from home there are still a range of support networks they can access if they feel they need help. These include people such as their Classroom Teachers, Year Advisers, Student Support Officer, School Counsellor, Deputy Principals, and a range of external agencies.

In week three we began having a bit more fun. Students engaged in an online cooking lesson where they cooked pancakes. Some students even threw in their own tweaks to the recipe giving it some personal flavour. We also began practising the skill of gratitude. Some of the things students mentioned they were grateful for included: their family and friends, their pets, the weather, having a roof over their heads, a favourite meal and being able to get outside for exercise.



Looking forward we will continue using the Wellbeing Google Classroom as a platform for social connection, as well as a resource to provide students a wide variety of tips and tricks to support their wellbeing. Hopefully they can be entertained along the way as well. Online learning looks different for every student in Year 8 as they find a balance that works for them and their families. Students, carers, and families have shown amazing resilience, flexibility, and dedication to their learning. Well done! Remember to reach out to your key contacts at school if you need additional support. This truly is one huge team effort, and I am super proud of how our Year 8 community are tackling this together.



Year 9 – Ms A Pike

Welcome to Term 3 and a big congratulations to our school community, in particular our Year 9 students. The start of this term has not been easy, however, the effort and patience that our students have showed is something to be proud of. I personally would like to thank the parents and carers of Year 9 for supporting myself and the rest of the wellbeing team in the transition to online learning. Being an educator during these tough times has not always been smooth, however the support of the wider community can certainly make the teaching load lighter.

The NSW wellbeing framework for schools acknowledges that wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person's life.

Key concerns that I have highlighted in our Year 9 google classroom during lockdown is that students tend to neglect their overall health, and this has been reflected during this pandemic across the nation. An initiative that Mr O'Brien and I are focusing on during this time specifically is dedicating time each day to concentrate on one of the five dimensions of health through our google classroom platform in the form of messages and/or videos each morning. Each day is themed, with specific reference to each dimension. They are:

Mindfulness Mondays – Spiritual Health

In Touch Tuesdays – Social Health

Wellbeing Wednesdays – Emotional Health

Think a loud Thursdays – Mental/Cognitive Health

Physical Fridays – Physical Health

Student engagement in google classrooms has been positive and feedback received from students has indicated the success of this concept.

Top tips for students during lockdown:

1. Take ten to be Zen - When we're stressed about something (such as coronavirus), our thoughts tend to speed up. Taking 10 minutes or so to practise mindfulness can help produce a sense of calmness. Some free mindfulness apps that can help are insight timer and smiling mind.
2. Chat to your friends/Year Advisor/Teachers - Even though in-person meet-up is off the table, try to stay in touch with your friends via text, Messenger, WhatsApp, Instagram FaceTime, or phone call. Ask them how they're feeling and share your own experience if you feel safe to do so.

Top Tips for parents during lockdown:

1. Ensure that your child is having consistent breaks throughout the day
2. Do not place too much pressure on your child to finish their class work. They should not be compromising their own mental health to ensure work is finished by a set time.

It is part of my role as a year advisor to support students during this period. If you have any concerns for your child's learning and wellbeing please do not hesitate to contact the school to address these issues with me.



Year 10 – Mr D Page

A man is pushing his car. He arrives at a hotel and tells the hotel owner, "I'm broke!". What Happened?

This is just one of the many riddles that myself and Mr Blake Thompson have been uploading as a morning check-in and afternoon sign-off in our Year 10 Wellbeing Google Classroom. In addition to riddles, we have also been engaging the students with fun facts, exercise challenges, and inspirational quotes, as well as providing a range of resources and contacts to support their wellbeing.

And of course, who could forget about the Tokyo 2020/21 Olympics. We too have been providing updates on medal tallies and the outstanding performances of our Australian superstars over in Japan.

It has been wonderful to see the level of student engagement across the Wellbeing Classroom and be notified of outstanding work being completed in classes around the virtual school. We sure miss everyone's smiling faces but are grateful for the perseverance and resilience shown by the students in this learning from home period.

Oh, the riddle! I almost forgot. Well, if I was bankrupt after pushing my car up to a hotel, I might have had to pay the owner for landing on their space. Have you got it yet? That's right, the person was playing a game of Monopoly!



Year 11 – Mrs M Holliday

As your adviser it is wonderful to see your cohort achieve milestones on their academic journey towards their HSC. Having completed semester one, I'm excited about the progress this wonderful group will make as they continue this studies in their preliminary year.

While Term 3 has presented new challenges with online learning, I'm extremely impressed by the overall engagement of Year 11. While some students are still finding this style of learning challenging, I am proud of the students who have actively made contact to access support systems to help them navigate the complexities of this atypical period of schooling. It is so important that students realise that we are here to help. It has been wonderful to make connections with some of Year 11 students' parents and work together with them to support their young person. The relationship between teachers, students and their families, is extremely important to us. If you are concerned about the wellbeing of your young person, please do not hesitate to make contact.

The Peer Support Program, now finished, has developed wonderful leadership skills in the Year 11 student leaders. Observations made by supervising teachers across the school about the way in which they managed and led the Year 7 groups was very positive. The feedback provided by Year 7 students in the final session overwhelmingly reinforced this, showing the many ways that the Peer Support Program effectively helps Year 7 students to feel connected to, and empowered at Keira High School. The success of the program was reliant on quality leadership and I would like to express my deep respect for and appreciation of the Year 11 student leaders; you made me and our school community very proud.

Year 11 are moving towards the Alternative Assessment Task period, their final assessment item for their Preliminary courses. It is important for students while they are studying and preparing for these submissions that they take care of themselves, eat well, get sufficient sleep and engage in physical activity. I wish them all the very best as they complete their final assessment and prepare for the commencement of their Year 12 studies in Term 4.



Year 12 – Mr A Kellaway

Welcome Year 12 to the last term of your High School experience and what a ride it has been. I can confidently say that the cohort has embraced the unfortunate situation, they find themselves in and are engaging in online learning very well.

We understand that the current learning environment poses some additional challenges, however, we are trying to provide as much support as possible to every student.

Within the student's wellbeing classroom, we have been providing a variety of programs and links to support agencies, such as Reach out.com 'How to handle fear about the future: A guide for year 12 students'. Another program supporting students through their toughest school year ever is the Smiling minds organisation "Feeling it", which provides a six-part series focusing on mental wellbeing. Other local services offered to young people can be found at Wollongong Youth Services programs. They are providing a range of programs available to young people to access online. I would encourage you to participate.

[Programs and Events | Wollongong City Council](#)

Additional Tips for online learning can also be accessed through Keira High School's new learning at home website. All relevant communication for both parents and students can be found within this link. Please take the time to select the link and save the page to favourites: [KHS Learning at Home](#).

HSC HUB is another Department of Education initiative that connects teachers and students with HSC resources: <https://hschub.nsw.edu.au/>

If you have any concerns or questions, please email me on aaron.kellaway@det.nsw.edu.au and we appreciate the support we are receiving from parents and the community. We will continue to provide the support and optimal learning opportunities so that we can ensure every student is able to achieve at their highest level.

Peer Support News

The formal Peer Support Program for 2021 has now finished. Year 7 students, for 10 weeks over Terms 1 and 2, were led through a variety of activities and thinking tasks by their wonderful Year 11 Peer Support Leaders. These activities were designed to build self-confidence, enhance connectedness and develop social skills.

The last few weeks of Peer Support provided opportunities for the Year 7 students to work together. The fashion parade, where the students had to create costumes made from newspapers for a few peers in their group, was a lot of fun. It reinforced how working together on a common goal can be enjoyable and rewarding. The final session involved students to reflect on their experiences and consider the ways that the Peer Support Program has helped them feel part of the Keira High School Community and how it helped them develop important life skills. After they completed their reflections, Year 7 students and the Year 11 Peer Support Leaders enjoyed a celebratory barbecue lunch that was expertly cooked by members of the SRC, with other alternate options provided by the school canteen.

I want to thank Year 7 for their engagement and express my deep gratitude to the Year 11 Student Leaders for their commitment to the program and their genuine and authentic leadership. It has been wonderful to watch them grow and flourish in this role. It is great to be able to say that everybody involved in the program benefitted in some way.

Here are some of the Year 7 student responses to the questions posed in the reflection activity.

What did you enjoy about Peer Support?

- *I enjoyed learning new things.*
- *Being with new people. I've met other students that I didn't think I'd have a friendship with.*
- *Making friends with people outside of my class.*
- *It helped me find friends.*
- *It was a lot of fun.*
- *Everything!*

What did you find challenging about Peer Support?

- *Socialising with people that I did not know yet.*
- *Speaking in front of other people I didn't know.*
- *Not having anyone from your class in your group.*

What will you take away from Peer Support?

- *To never judge a book by its cover.*
- *Working together can benefit everyone in different ways. Being kind to people shows respect towards them and yourself.*
- *That anything I set my mind to I can achieve.*
- *I will take leadership away from this because the leaders were great and showed respect and responsibility. I could be like them.*
- *The skills I learned like empathy.*
- *My new friends!*
- *To focus on myself and be true to who I am.*
- *Caring for others and being in someone else's shoes.*

Enjoy some great photos from the Peer Support Fashion Parade



Mrs Holliday
Peer Support Coordinator

Return of School Photos

Year 12 will receive their school photos when they collect their marked Trial exam papers later this week.

Siblings of Year 12 students will also have their photos returned via this opportunity.

Unfortunately, due to potential risk of damage, postage for the remainder of the school is not viable. For the **remainder of students in Years 7 – 11**, photos will be returned in Term 4.

News from English

In progressing to online learning, the English Faculty have focused on explicitly teaching students to write through structured literacy activities and specific feedback on submitted work. We congratulate all students who have regularly been participating in lessons and using the feedback they receive to improve their writing. We have also been impressed by our student's engagement with creative online tasks. Year 9 for example, revelled in the opportunity to compose satirical memes.



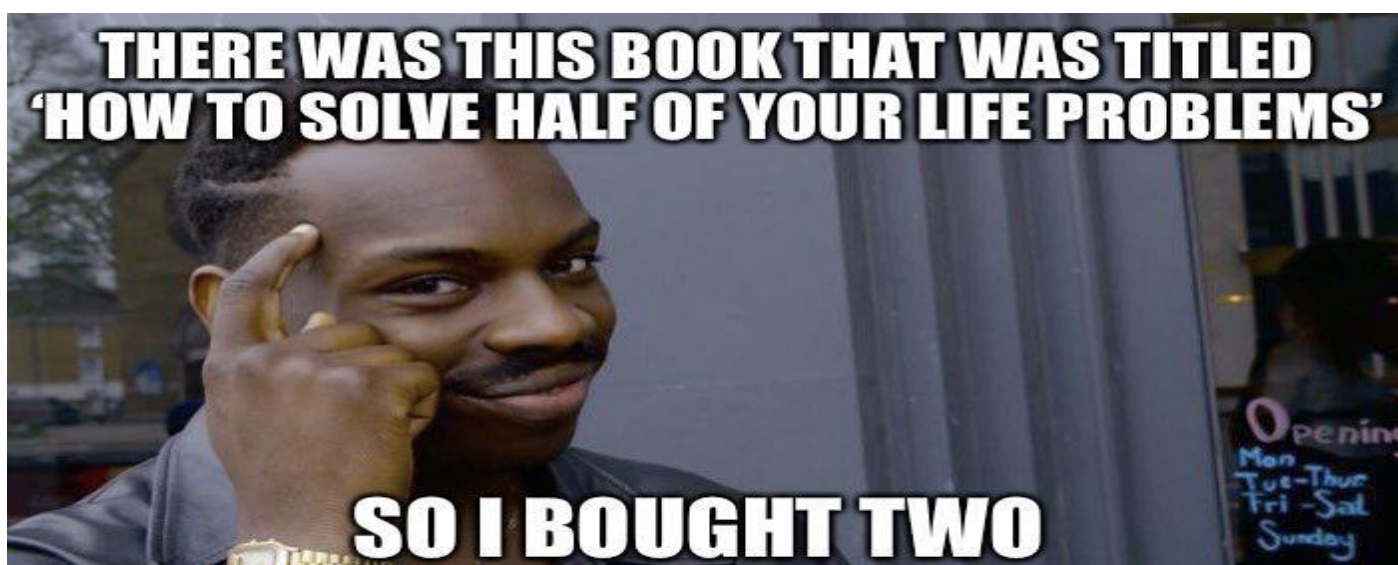
Food
from home

Food from
the canteen

By Kadir Gokturk 9EH



By Kate Rossi 9EK



By Alicia Moscrop 9EE

Year 7 have finished their Film Unit, where they enjoyed a variety of short, animated films. Based on these films the students created a storyboard for their own film version of a fairy tale. They also developed their literacy by composing an extended written review of one of the films. We are focusing on the student's understanding of different text types and to construct accurate and engaging sentences. They are making encouraging progress in these areas.

Year 8 have completed their work on Australian Poetry, with a significant focus on Indigenous poets. They have been developing their literacy and analysis skills, constructing paragraphs and annotations of poems. From week 5 Year 8 will be moving on to studying a film unit. We are looking forward to students creating interesting short videos to demonstrate their knowledge of film.

Year 10 has completed a unit on Creative Writing. They developed their understanding of the narrative form through a series of writing activities which engaged them with a number of different types of stimuli to get their creative juices flowing. This unit culminated in the student's composing a longer narrative which demonstrated the progress many of them had made with their narrative writing skills over the past weeks. Here is an example of some of the quality narratives we received from Year 10:

"Sarah's breath was shuddering, rasping in her chest. A hand reached out, plumping the pillows and lingering on the woman's shallow shoulder, gently smoothing it with their thumb. So many eyes watched, and the silence of the room was nearly overpowering without the methodical tik tok of a distant analogue clock and the droning beep of various machines at the woman's bedside. The woman's eyes fluttered open, struggling against the sterilised light. Fourteen people, some with sagging chins and others with the plump cheeks of youth, held their breath in anticipation." **Ellie Iskra**

"The retirement home is stuffy from the musty smell of old people that lingers with each step I take, filling every nook and cranny of the building. As I walk past all the bleak doors, I can feel dread heavy on my shoulders. I hate visiting Grandpa. Mum tells me it's important to stay connected with the elderly, but I think that's a load of rubbish. It's always the same. I walk in, say hi to Grandpa, and then we play the same tedious game of Uno and after I let him win, I leave. Number 309 appears in front of me, signifying my arrival at Grandpa's room. I take a long breath in, anticipating yet another dreary visit, and raise my hand to knock on the door. Just as my hand makes contact with the door, an upbeat melody floods my ears. Shocked, I check the gold numbering plastered to the wall just to make sure I have the right room. I do. A cheerful Grandpa swings the door open with his arms wide ready to pull me in for a tight embrace." **Matilda Lopez**

"The officer began to explain that the new head of chief has demanded to reopen a case that occurred 20 years ago, which has resulted in Harold's name being frequently mentioned. I accidentally let out a loud sigh of relief, knowing that it must all be a mistake because Harold wouldn't even step on an ant, let alone commit any crimes. I gazed at him to share the feeling, only to realise his face displaying everything but relief. His lines of old age appeared to increase, and his bushy white eyebrows seemed to be mimicking his concerned frown. Even though he could clearly see me glaring at him from the side of his eye, he didn't break his eye contact with the officer. The conversation came to a dramatic stop and the room became noiseless. The silence was deafening." **Breanna Whyte**

Finally, our senior students have been participating in regular Zoom lessons to ensure their progression towards the HSC continues. Their ability to be on time and to actively participate in online discussion has been a highlight of the learning from home experience. Students of English Extension 1 have finalised their study of the prescribed texts for the Reimagined Worlds Elective. Our journey began on a cold, distant planet where an envoy from Earth tries to persuade the leaders of Gethen to join an intergalactic alliance based predominantly on the sharing of ideas and innovation, rather than just trade. We were then transported to the confronting period of the Spanish Civil War. Through magical realism and genre hybridity, the importance of moral disobedience is explored. Finally, after navigating the beauty of space and the deliciously unknown perimeters of the universe (listening to Ziggy Stardust's observations along the way as we are catapulted further in an investigation of our own significance) we have landed back on Earth. We are wiser and more inspired than ever to consider the powerful way literature engages us to reflect on the way's composers reimagine their world, and the commentary of the human experience that follows.

The fabulous prescribed texts we have studied are:

- ***The Left Hand of Darkness***, novel by Ursula Le Guin
- ***Pan's Labyrinth***, film by Guillermo Del Toro,
- ***Life on Mars***, poetry suite by Smith, Tracy K ('Sci-Fi', 'My God, It's Full of Stars', 'Don't You Wonder, Sometimes?', 'The Universe: Original Motion Picture Soundtrack', 'The Universe as Primal Scream')

Ms S Carruthers
Relieving Head Teacher English

News from Science

Mrs O'Keefe I have been very impressed by the high amount of effort my students have put into completing their online lessons. They have demonstrated a high level of dedication toward their studies. Keep up the good work!

Mr Schmidt It is great to be able to interact with students and colleagues in Zoom lessons during this period of online learning. It provides us with a safe way to engage with one another and be physically distant yet remain socially connected.

Ms Van de Voorde Year 9 are utilising lockdown tv time usefully to engage in extracurricular study surrounding their study of Plate Tectonic Theory. Many students in 9SK reported watching "Down to Earth" episode one on the unique geological nature of the beautiful country of Iceland. "It's really cool how they generate 100% of their electricity from geothermal energy and do their cooking underground".

Mr Olsen One of the most important aspects of school is the formation of community. In this time of physical isolation students and staff find it valuable to learn via Zoom meetings to foster a connection among students and between staff and students. The school community is a foundation for society as a whole, as well as a reflection of it so this opportunity to maintain this structure is of extreme importance and needs to be celebrated.

Mr Holmes has noticed that those students buzzing into his Zoom meetings, especially in Year 10 and Year 12, feel a lot more confident with the work because they can talk about it with him. He has Zoom meetings open for every period.

Dr McKenzie Our Stage 6 students have demonstrated dedication to their studies, resilience and a sense of humour throughout this period of online learning. We are all very proud of their diligence and want to emphasise that we are still learning together, and that learning as a collective is about an attitude, not a location.

The Science Faculty would like to extend a warm "welcome back" to Mrs Louise Perretta, who will be working three days a week. We'd also like to express our gratitude to Mr Luke Weynen for his stellar work in 2021 whilst Mrs Perretta was on maternity leave. We are very fortunate that Mr Weynen has agreed to remain a part of our Faculty, job sharing with Mrs Perretta and teaching classes on Wednesdays and Fridays.

Stay safe everyone!



Dr S McKenzie
Head Teacher Science

News from Mathematics

Putting the FUN in Fundamentals during Online Learning

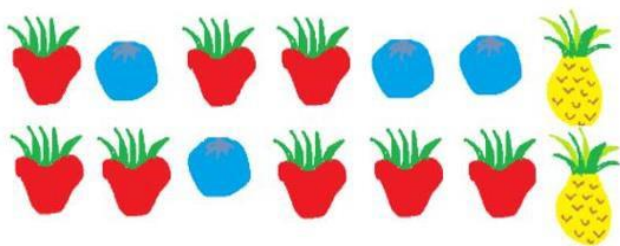
The Mathematics Faculty have been focused on creating engaging learning content to support the skills-based exercises provided each lesson. From spreadsheets to ratio diagrams to online graphing calculations to collaborative learning platforms, the staff of the Mathematics Faculty creating opportunities for students to enjoy sharing all the knowledge they are gaining while working at home.

From the interactions and feedback, we have received during virtual helpdesk sessions held within lessons, all the teachers in the Mathematics Faculty are humbled by the support and gratitude expressed from our students for all this assistance and dedication.

Some of the work submitted has been shared here. We are excited to see what the same dedication, commitment and work ethic produces throughout the second half of this term, from staff and students alike.

Ms Ward
Relieving Head Teacher Mathematics

Year 8 Ratios

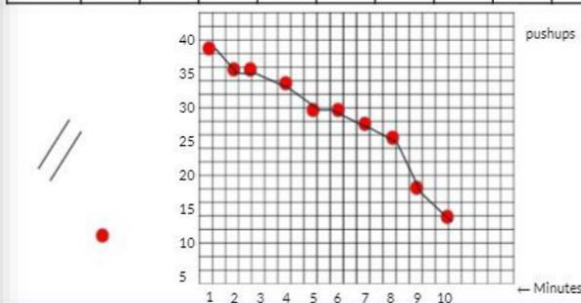


Strawberries, blueberries and pineapples

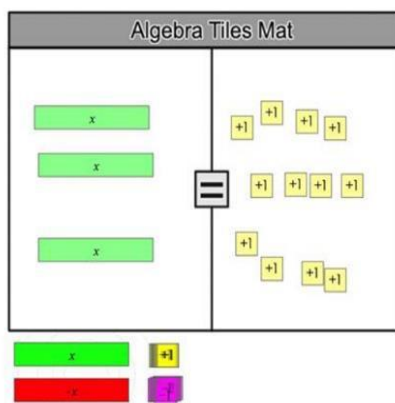
- 1) What is the ratio of blueberries to strawberries? 4:8
- 2) What is the ratio of pineapples to other fruits? 2:12
- 3) What is the ratio of strawberries to blueberries? 8:4

Year 10 Time Series Graphs

TIME	Min 1	Min 2	Min 3	Min 4	Min 5	Min 6	Min 7	Min 8	Min 9	Min 10
RESULT	38	35	35	33	30	30	27	25	18	14



Year 9 Algebra Tiles



Question 12
Solve $3(x + 3) = 21$

Step 1: Write the expanded equation.

$$3x + 9 = 21$$

Step 2: Rewrite after simplifying

$$3x = 12$$

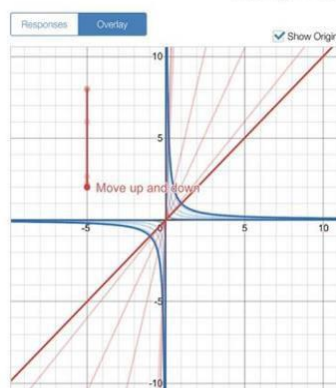
Step 3: Write final solution

$$x = 4$$

Notice how all the equal signs are underneath each other. This is the appropriate way to set it out.

Year 12 Desmos Graphing

Investigate reciprocal graphs (2)



On this screen, the red line is the graph of $y = ax$ and the blue line is the graph of $y = \frac{1}{ax}$.

Drag the red point to change the slope of the red line. Describe how the graph changes.

Jamshid al-Kashi

the steeper the slope, the closer the branches get to the y and x-axis depending on the linear function

Mary Golda Ross

when moved up, slope, increases. when moved down, slope decreases

John Urschel

if the x value is closer to 0 red graphs will get steeper whilst the hyperbola will come closer to the asymptotes

News from Human Society and its Environment

Whilst we currently might be in lockdown, students studying in our HSIE courses have been busy enough through the last few months for us to provide you with a detailed update. Thank you to the teachers involved – these activities would not take place without your leadership and dedication to learning.

NATIONAL HISTORY COMPETITION

On the 31 May in Term 2, 28 keen History students from Years 7 - 10 participated in the Australian History Competition. The Competition uses a range of historical sources to focus on testing student's analytical and interpretive skills rather than relying on prior knowledge. For this reason, the Competition is accessible to students of all levels providing a great opportunity for them to engage as well as excel. The History Competition showcases History as an essential component in the school curriculum and helps to foster engagement and reward students' interest in the History subject. All 28 students who participated did an excellent job, there was lots of positive feedback from the students which highlighted the benefits and value of this competition. The students will receive their results of this competition when they are released, which should be very soon.

Ms G Mills
HSIE Teacher

YEAR 9 GEOGRAPHY

Year 9 Geography have connected to online learning in a creative way, developing some innovative sustainable farms as part of our Sustainable Biomes unit of work. They have worked hard to examine and explain the notions of sustainability in an exciting way. With the ever-increasing pressure on our communities to look forward into the future and create a viable and sustainable world, we can be assured that we are in safe hands with the next generation of Geographers.



Ms M Andrievski
HSIE Teacher

AUSTRALIAN GEOGRAPHY COMPETITION

In Term 1 we had a group of Year 9 and Year 10 students participate in the 2021 Australian Geography Competition. The Australian Geography Competition is a contest for Australian secondary school students, assessing their geographical knowledge and skills, competing against students from across the country.

There were several students who received outstanding results, with one Year 9 student Hunter Gill receiving a High Distinction grade, placing him the top 2 percent in the country, despite having to compete against older students.

Special thanks to all the students who participated in this year's competition.

Mr G Mihail
HSIE Teacher

KEIRA HIGH SCHOOL – Student Representative Council

Over the past several weeks we were able to finalise the 2021/22 Student Representative Council team. Congratulations to all those who that were selected, as there many well written applications from a cross section of Year 7-10 students. The group had their first meeting in the final week of Term 2 and introduced themselves to their fellow SRC colleagues.

Once we return to face-to-face teaching, these students will be formally inducted into the role during a school ceremony and introduced to the school community. Although currently in lockdown there is still plenty of work to be done behind the scenes, as we plan forward with new ideas and initiatives.

Again, congratulations to those students who were selected.

Mr Mihail
SRC Co-ordinator

YEAR 11 ABORIGINAL STUDIES

The Year 11 Aboriginal Studies students had the opportunity to travel with me to two special/temporary Aboriginal Art exhibitions at the Australian Museum and NSW Art Gallery. Unsettled, at the Australian Museum explored the contact and colonial period with original works of art that explored the too often brutal and devastating impacts of contact for Aboriginal communities and nations across Australia. The art exhibits were confronting but revealed many truths about this period and are an integral aspect of the healing process of Reconciliation. This is a pivotal aspect of the senior Aboriginal Studies course.

Additionally, students explored *Longing for Home* at the NSW Art Gallery; 4 stories of Aboriginal experiences on missions, dispossession and intergenerational trauma through photos, paintings and sculpture. These art exhibitions provided students with significant aspects of Aboriginal voices and experiences, which form the basis for class discussion in the HSC course.



Amelia MacLeod, Zoe Wilson, Ella Winslett, Sarah Charlton, Alice Charlton, Molly Seaton, Eda Kilincaraslan

Ms C Ramos
Senior Aboriginal Studies/HSIE Teacher

More exciting work will be showcased next edition. Thanks again, stay safe and we look forward to being back at school together soon!

Mr K Weber
Head Teacher HSIE



News from Personal Development Health and Physical Education

Stage 4 Year 7 PDHPE

Year 7 have made a positive start to online learning in PDHPE. In theory lessons they are covering the topic "Safe or Sorry" which looks at analysing risk taking and understanding the positive and negative consequences of taking risks. Students are also learning about basic first aid to help someone who may hurt themselves due to taking a risk. This topic is important to our students as it is giving them real life skills that they can use throughout their lives to either make the right decisions in regard to risk taking and having the skills to help someone who may get hurt due to taking a risk.

In practical lessons students have been completing at home fitness challenges where they have been given 8 exercises a week to complete as many reps as possible in 30 seconds. They then record their scores and add them to see if they can beat Mr Stamp's total. This is valuable for our students as it is important to remain active not just for our physical but also for our mental wellbeing.

Tips for online learning:

1. Have a planned break from your scheduled day, choose an interest, you could read your favourite book, listen to music or exercise, switch off from the screen and then return to complete your lessons.



Angelique S practicing her sling skills

Mr Stamp Year 7 Stage Leader

Stage 4 Year 8 PDHPE

In year 8 PDHPE students are currently studying two topics Mental Health in theory lessons. and Keep Fit in practical lessons. They will learn about the importance of a sense of self and explain how they can support their own and others' sense of self. They will consider the importance of individuals making and maintaining connections and look at the importance of reaching out whether it be to support themselves or others. Students will complete the unit by looking at positive strategies to deal with, depression, anxiety, loss and grief whilst lowering the stigma towards mental illnesses. This topic will provide positive strategies for students to manage and support their own mental health now and in the future. In practical lessons students have been studying a unit called Keeping Fit. During the online environment it is vital that students keep being physically active. This unit focuses on the components of health and how students can test their own fitness and improve fitness levels to enhance specific components of their own health.

Tips for online learning:

1. Stay hydrated throughout the day with regular water breaks.
2. Look past the screen every 10-20 minutes or so to give your eyes a break from the screen. Try to look out to the horizon if possible or a longer distance than just your room or study.



Stage 5 Year 9 & 10 online learning

What topics are we covering online?

For theory lessons, students are learning about Diversity. This unit of work encourages students to think about diversity, particularly in relation to people, groups and their cultures, to affirm and celebrate difference and to use their understanding of diversity to act with respect, empathy and trust.

For practical lessons, students are focusing on Sport Education in Physical Education Program (SEPEP) model into a unit focused on touch football. The SEPEP model aims to educate students on the elements of a formal competition and differs from traditional sports in physical education lessons as it is focused on student centered learning, affiliation with a team and clearly defined roles.

Diversity is important for our students as they learn to identify racial discrimination, racial harassment and racial vilification as unlawful acts, which undermine safe, respectful environments for all. Building on learning activities in the unit, students develop strategies and actions for celebrating diversity and taking action against racism.

SEPEP is important for our students as it attempts to portray the values of fair play, responsibility, student centred learning with the overall aim of achieving a greater cognitive understanding of gameplay and the roles within a given game or sport

Tips for online learning:

1. Set regular reminds to stand up, stretch and have a break away from the computer
2. Ensure you have a decent breakfast before you start the day, so you don't become Hangry! (Feeling angry due to lack of food consumed)

Coaching Philosophy's from Stage 5 students:

I will do my best to treat all my players with the upmost respect and ensure the focus is for everyone to have fun and improve. *Andy Barrett Year 9*

I will be loyal, and a good friend and I will coach us till the end. *Alexzander Murphy Year 9*

Mr B Thompson
Year 9 and 10 Stage Leader

Stage 5 Year 9/10 PASS online learning

It has been a great start to online learning for year 9/10 PASS students. We are currently studying a 10-week theory and practical unit tailored to 'Coaching.' This unit of work gives students the opportunity to develop skills in coaching and giving instructions to younger athletes.

Our students will also assess qualities of effective coaching and draw upon their own experiences in sport settings to drive their practical skills. The current lockdown has forced our students to work from home, however, it gives the opportunity to share teaching and learning experiences, with family members becoming student athletes in the household.

This topic is imperative for skill development as coaching education allows students to learn new skills and refine the skills and tactics, they already have in their toolboxes. More knowledge is never detrimental, therefore gaining as much knowledge as one can is an important part in growth. This also allows students the opportunity to practice speaking in front of others.

Online learning tip #1 - Stay connected

Keep in touch with your teacher and classmates during this challenging time. Reach out to your parent, carer, or teacher if you need additional help.

Online learning tip #2 - Ask questions

If you don't understand something, ask your teacher or classmates.
Current PASS Classes and Google Classroom Codes:

Miss Pike (91PASSX) - xyg2tyd

Mr Walker (91PASSY) - r53ckzq

Mr Wenzel (91PASSZ) – wzvwtzu

Miss A Pike, Year 9 and 10 PASS Stage Leader, Year 12 Sports Lifestyle and Recreation Stage leader



Wheelchair Basketball – Year 9/10 PASS Incursion

On Thursday 24 June, Keira High School was lucky enough to have a presenter from NSW Wheelchair Sports Roadshows provide our Year 9/10 PASS students a chance to try Wheelchair Basketball in the school gym. A qualified facilitator was able to present our students with information related to living life with a disability and reflect on some of the amazing sporting opportunities available to people in Wheelchairs. This practical 'hands on' experience complimented the 10-week unit of work that students were studying in Term 2, 'Sport for Specific Groups.' The story sharing of the presenter's experiences of life with a disability were engaging and imperative for student growth and understanding of the subject.

The feedback from the students was extremely positive and most have already asked for the session to return next year!

'Wheelchair basketball was an amazing experience, learning about what people with a disability could do and what people without a disability can do. It taught me that anything is possible with whatever challenges you have in the way.' – Katerina Nikoloska



Stage 6 Year 11 Sports Lifestyle and Recreation (SLR)

In SLR, we are currently looking at 'Resistance Training' for both practical and theory lessons.

This topic is important as it helps develop the knowledge and skills around resistance training programs. They look at all various forms and uses of muscle training and how the body can gain strength. Even though students are not able to go into gyms and perform a resistance training session, they have been given 'at home' workouts that revolve around resistance training.

A helpful tip for students learning online is to use the practical lessons to get up and do some form of physical activity.

Tip for online learning: Get away from the laptop screen and get moving for at least 30 minutes each day.

Ms A Earl
Year 11 Sports Lifestyle and Recreation Stage Leader

Stage 6 Year 12 PDHPE

Year 12 PDHPE have just completed the 'Health Priorities in Australia' module and are currently working on their final in school assessment task for this. Students have one topic to study - Improving Performance - before revision begins for their HSC examination.

Tip for online learning: Create a study checklist for each day tick all of them off and reward yourself.



Mr Wenzel
Year 12 PDHPE Stage Leader

Sporting News

Keira Fit:

During online learning Keira Fit has been one of the main resources developed to foster student engagement and promote physical activity at home.

What is Keira Fit?

Keira Fit is a series of videos, which provide students with a range of weekly skill and physical challenges to complete. These challenges cater for students with limited equipment at home and aim to bring a smile to all students through the element of humor incorporated in each video.

Students then access the 'Being Active @ Home' website and complete a Google Form to reflect on their workout and ultimately earn valuable house points for their sporting house.

Who has been involved in this initiative?

Mr Thompson has collaborated with the Sporting House Captains to discuss and design a range of creative challenges that students can complete at home. The Sporting House Captains have led by example by creating their own challenges for students to engage with.

There have also been several faculties such as PDHPE, Special Education and Mathematics who have contributed to Keira Fit through the Faculty series challenge.

What have been some of the challenges included?

Some of the challenges have included the following: The crossbar challenge, the wall sit challenge, going for daily walks with a pet, coordination based skills such as the wall toss challenge and coin snatching and even a challenge to see how quickly students can vacuum their entire house!



Honorable mentions to the following students who have gone above and beyond by not only completing challenges on a weekly basis, but have also shared their unique ideas on home workouts they have created:

Ranim Saededdin: Year 7: Waratah

Chelsea Ioane: Year 7: Boronia

Atticus Phillips: Year 8: Acacia

Joshua Kirkman: Year 9: Acacia

Mai-An Dang: Year 10: Waratah



Mr B Thompson
Sports Organiser

Coondoo Classic Mountain Biking Championship

During the exciting pre-lockdown times, Keira High entered the Coondoo Classic- South Coast Public Schools Mountain Bike Championship for the very first time and did tremendously well! It was a 4 hour endurance team event consisting of riders completing a 6km course against 300 other riders. Despite cold and wet conditions, team spirit was at an all-time high!

Keira High was represented by 4 teams from years 7 to 10, including special education students.



Colby Thompson after a grueling lap in the mud *A splendid take off from Dustin Moffitt*

Mr O'Brien Mountain
Bike Coach



South Coast and CHS Events:



Dear parents and carers,

Please find relevant information regarding amended structure to South Coast and CHS events:

In line with the Premier's announcement regarding the extension of COVID-19 restrictions and due to concerns for our students, staff and parents, the following South Coast Schools Sports Association events have been rescheduled to the following dates;

- **Secondary Athletics Championships: Tuesday 5 October, Week 1 Term 4:**
AIS Canberra (dependent on COVID guidelines and restrictions)
- **All Schools Cross Country: Monday 18 October, Week 3 Term 4:**
Eastern Creek (dependent on COVID guidelines and restrictions)

With the current COVID-19 restrictions, we are conscious that these events require travel for several families and staff therefore, wish to provide as much notice as possible.

We will provide regular updates for students, families, staff and schools via the school website.

Athletics As there is no School Sport Australia this year, NSWCHS has been able to postpone state champs until Week 9 Term 4. They realise this is a busy time for schools and that clashes and difficult decisions will be inevitable, but we have all been directed to put every effort into maximising opportunities for students and having the champs as late as possible fulfils that brief by allowing the most time possible for associations to hold their championships.

We also understand that Year 12 students will be finished by then but believe they could possibly still choose to compete providing they have not signed out (Further information to come).

Athletics Hoodies:

The online shop is currently still open for students to purchase these.

Knockouts/ State-wide competitions:

These are continuing where possible. Level 2 schools who choose not to participate will need to forfeit. Clearly CHS 'finals series' may be in doubt due to Greater Sydney regions being unable to compete, but Level 2 schools are encouraged to provide these competition opportunities wherever possible.

NSW Premier's Sporting Challenge:

During Term 2 and 3, students have had the opportunity to participate in the Premier's Sporting Challenge.

What is the Premier's Sporting Challenge?

The Challenge is designed for students to work together in a team with the shared goal of increasing physical activity levels over a 10-week period.

It is an opportunity for active students to be role models for their peers, where students can encourage each other to increase their activity levels as a collective.

Students actively record their weekly activity via the PSC app or Premier's Sporting Challenge logbooks. Students receive a weekly award based on their activity levels.

What do students receive for their participation in this initiative?

At the end of the Challenge, each student will receive a certificate based on their overall achievement. Possible award achievements are: Encouragement, Bronze, Silver, Gold or Diamond.

One student will also receive the PSC medal. The medal is intended to acknowledge **ONE** student who:

- Enthusiastically joins in games and sporting events
- Always tries their best
- Offers encouragement to others
- Takes on responsibility for physical activity programs in the school.

Physical Activity Opportunities to support students with this challenge:

Recreational Sporting Fridays

The Sporting House Captains have implemented a sporting initiative, which provides students with the opportunity to engage in recreational sport each Friday during lunchtime.

Students have been encouraged to engage in a range of different sports each week to increase their physical activity levels and develop social connections with other students. Sporting house points have been awarded to all students who have participated in this initiative.

Mr Thompson Sports Organiser



Good luck!
Let's get active!



News from English as an Additional Language Dialect

IMS Writing Competition Winners

In Term 2, EAL/D students from Keira High School participated in the 2021 IMS Refugee Week Writing Competition. The competition invited students from a refugee or refugee-like background to share their thoughts and opinions on this year's Refugee Week theme: "Unity, the way forward".

All of Keira High's participants put considerable time and effort into their entries and should be commended for their hard work.

Amongst our entries, we had two winners from Year 12: Doha Jeniat, for her moving short story, and Rahaf Al Jasry, for her beautiful poem.

Ms B Robson
EAL/D Teacher



Congratulations Doha and Rahaf!

News from Learning and Engagement

Nationally Consistent Collection of Data (NCCD)

The NCCD is an annual data collection that requires information on the extent of adjustments made for students to assist their engagement with the curriculum. Students can be included if they have had ongoing adjustments made due to a physical, cognitive or emotional impairment.

If you would like further information relating to this process or adjustments that may be relevant to your child, please contact the Personalised Learning & Engagement (PLAE) team.

Online Learning Success











This term has seen many changes in the way we facilitate engagement for students on the PLAE register. We've set up regular Zoom Meetings to assist students with their organisation of learning as well as to provide small group tutoring to assist with task submission. These supports have been particularly useful to our students in Years 7 & 8.

Below is the current PLAE Student Timetable which includes features to create interest, enjoyment and social interaction through the week i.e.) FUN Friday Minecraft. All sessions on the timetable have thus far provided opportunities for us to notice new skills demonstrated by our students as they have worked to stay engaged with their learning during this unusual time. Their ability to be flexible and strive for improvement has been both incredibly impressive and inspiring!

This timetable operates around the students' normal timetabled sessions. If students require assistance outside of the timetabled sessions, we can then work to try to provide this.

PLAE Online Learning

Timetable

Time	Meme Monday	Kahoot Tuesday	Wacky Wednesday	Show & Tell Thursday	FUN Friday
8:45 – 9:00	<div> <div>Year 7 PLAE Morning Check-In</div> <div>Year 8 PLAE Morning Check-In</div> <div>Year 9 PLAE Morning Check-In</div> </div>				
9:00 – 9:50	Year 8 - Maths	Year 7 - Maths	Year 8 - Maths	Year 8 - HSIE Year 11 - Maths	Year 7 - Maths Year 8 - English
10:00 – 10:50	Year 7 - Science Crock Squad	Year 8 - Science	Year 7 - HSIE	Year 7 - English Crock Squad	Year 11 - Maths
11:00 – 11:50	Year 10 - any subject	Year 8 - any subject	12 - any subject	Year 8 - any subject	Year 8 - Japanese
12:00 – 1:00	PLAE Zoom Lunch Time Catch-Up Meetings <div> <div>12:00 – 12:20</div> <div>Year 7</div> <div>12:20 – 12:40</div> <div>Year 8</div> <div>12:40 – 1:00</div> <div>Year 9</div> </div>				
1:00 – 2:00	Year 7 - any subject	Year 7 - any subject	Year 9 - any subject	Year 7 - any subject	FUN Friday MINECRAFT EDUCATION EDITION
2:00 – 3:00	<div>      Exercise / Free Time      </div>				

Ms L Crockford
Relieving Head Teacher Learning & Engagement

News from Special Education

Great Traditions a Confident Future

As one chapter concludes in our *Classic Keira* Chronicles, another exciting chapter begins. Our special education staff and students welcome our Principal, Mr. Scott Frazier.

Last term, our community met Mr. Frazier for the first time. Ms Gray, Mr Loades and our school captains welcomed Mr Frazier and our Director Educational Leadership, David Lamb. Under our beautiful sun and lush trees, our school got to see and hear Mr Frazier for the first time.



Ms Gray, Deputy Principal thanks Mr Loades for acting in the role as Principal and introduces David Lamb; Director Educational Leadership and our new Principal; Scott Frazier.

Partnerships for Success

Since his arrival, Mr Frazier has emerged himself in our community and is getting to know our staff and students rapidly.

Ethan attentively engages Mr Frazier as he communicates about *Buddy's Café*.



Engaging with Online Learning

Although the learning landscape has changed, our students, parents, and staff have remained resilient and optimistic about the current challenges that our global and local community are dealing with.

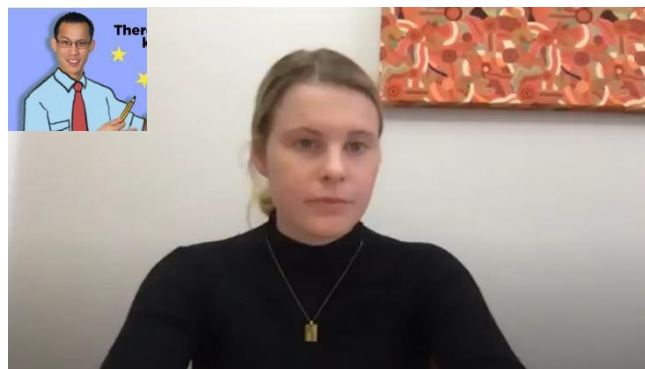
On behalf of our students I want to thank our parents, frontline workers, and staff for being diverse, flexible, creative and dedicated.



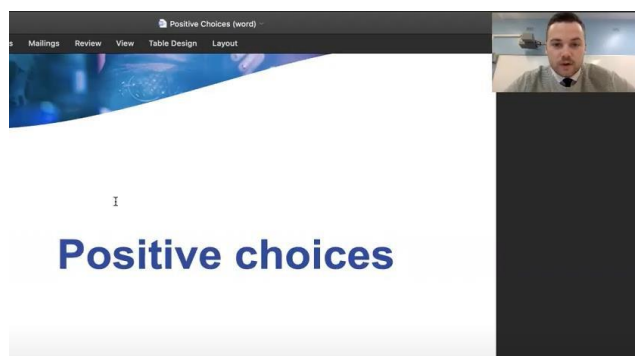
Mr Berry delivers, *Berry Excquisite Cuisine with Jamie Oliver*



Mr O' Brien co-stars with Zac in *Down to Earth with Zac Efron*



Ms Rutty joins Eddie Woo in *Probability: Olympics 2020*



Mr Bentley inspires our students in PDHPE by covering the unit *Making Positive Choices*

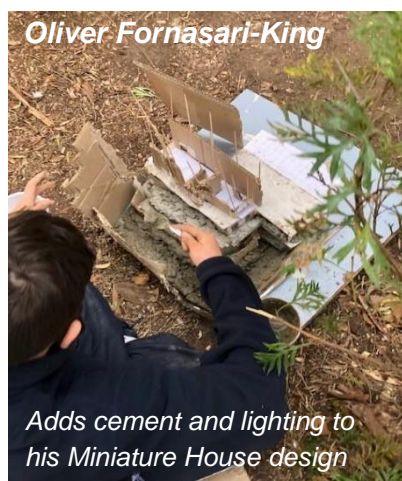
The World We Live In



Nicholas Mitic's *Miniature House*



Online Learning: Special Education students engaged in learning about [*The Bauhaus Movement*](#) to explore environments that unified art, design, and architecture.



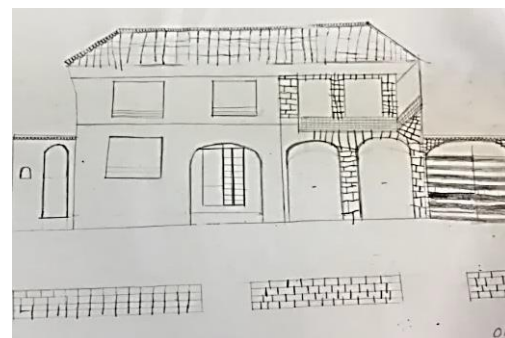
Students put their drawing, tone, and colour skills to the test by developing drawings of their own homes.



Jade Shepstone



Ashley Baker



Oliver Fornasari-King

Jacob Sharwood successfully engages in drawing his home whilst being out in the amazing sunshine.





Blake, Theo, Keira, Kayne and Ethan engage in making a Nutella Pizza. The students are slowly developing a menu for **Buddy's Café**.

A Message from our students

Oliver Fornasari-King

Hi everybody. I hope you are all well with lockdown. I have been doing some cooking and watching Mr Berry's cooking videos. Also I have been finishing my miniature house and I have put the lighting in my house. I hope you are all engaging with online learning at home and having fun.

Kayne Vaartjes

Hi everybody. How is your online learning going? How are you going with recipes, cooking and journal writing? I'm doing my miniature house. I hope are all going well.

Thank you for all of your efforts. See you all online.

Mr G Guevara
Head Teacher Special Education



News from Creative and Performing Arts

Students in CAPA subjects have been busy with their online learning, here is a sample of what our students have been up to:

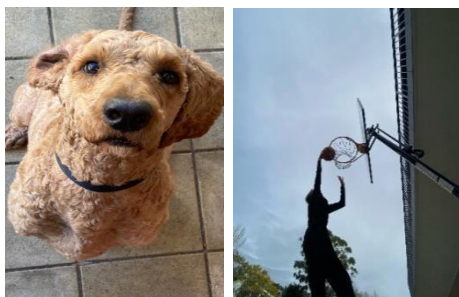
DRAMA



In 9/10 Drama students have been looking at the play *A Property of the Clan* by Nick Enright and considering the costume, set and promotional design that could be used for this play. On the left is a Costume Inspiration Board for the play that was created by Kenzy Aboelela. Eventually students in this class will devise a design concept for the play and render their own sets, costumes and posters.

VISUAL ARTS

In 9/10 Visual Arts, students were sent out a watercolour pencil and large paper to develop into a composition of still life objects collected within the house. Over a few lessons they developed their skills in drawing and painting through monochromatic tones and textures to develop artworks such as this one to the right.



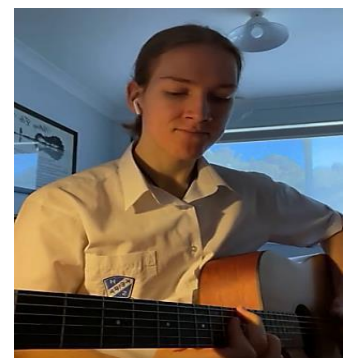
7VIR1 and 7VKE1 have been investing different perspectives and developing different Photography skills while working online. A good photographer must have a very keen eye for detail to ensure that all elements within the photo—the lighting, the composition, the subject, and everything else in between are working together harmoniously. These are two fantastic examples of students pulling it all together.

MUSIC



The Year 11 Music class have been performing and recording music online. Each lesson their teacher meets them on Zoom and discusses what Australian pieces are going to be re-recorded and created together. Left is a picture of Freya Stevenson and Lola Sossai performing by editing two videos together.

The Year 12 Music class have been rehearsing their HSC pieces via Zoom in breakout rooms. The Year 12 performance exam is coming up very quickly, most of our lessons have been rehearsing via zoom or sending videos in. Kye Storey (right) won our 100 Days of Practice Challenge!



Winter Recital

Our first recital of the year showcased varying musicians and repertoire including Jazz, Classical, Pop and Rock. Our **feature artist** was Kalani McConville of Year 12, who performed a diverse range of pieces and exhibited their multi-instrumental abilities. With the restrictions in place week 10 of Term 2, the Concert was delivered in school hours to selected classes.

The students performed exceptionally and had the best time playing in small and large ensembles. There were a few new students in the Recital Program that were showcased in 2021, and we look forward to putting on another show when we can.

Please visit our website: <https://keira-h.schools.nsw.gov.au/> to view more photos.



Ms A Smith
Music Teacher

KEIRABALD 2021

On Thursday 27 May our annual Keirabald portrait competition took place at Project Artspace. Keirabald is an annual exhibition of portraits by students in Years 5, 6 and 7 across several inner-city Wollongong schools. This year the theme for this event was *In My World*. We had portraits from Coniston Public School, Wollongong Public School, Fairy Meadow Demonstration School, Balgownie Public School and of course our Year 7 Keira High students. It is an important part of our school calendar and our Community of Schools.

It was a fantastic event, what follows are the names of the Year 7 students who received an award for their portraits:

WINNER: *NELLIE BOWKER*

HIGHLY COMMENDED: *ASHTON ALEXANDER, ANDA PHUMPANYA AND SARI WALLACE*



Trystan Loades, Deputy Principal with the Year 7 winning portrait of himself.

Practically fanTAStic

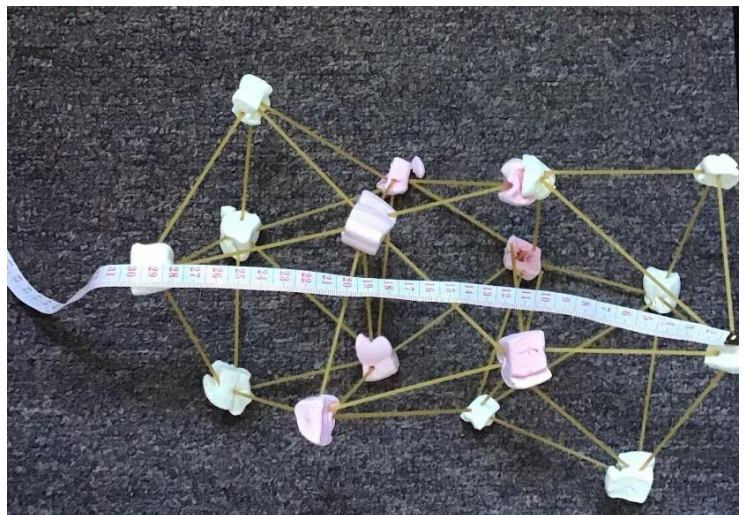
TAS teachers have been exploring creative ways to keep students entertained and engaged during this extended period of online learning. Mandatory and elective subjects contain a large practical element and this presents obvious challenges.

Students have been set practical challenges to give them a break from screen time and the opportunity to demonstrate a variety of skills.

Year 7 students have been practising construction with spaghetti and marshmallows to see who could build the tallest and edible tower. Child studies students have made a toy using recycled materials and our Food Technology students have been posting photos of their delicious creations (lucky families).

We would like to sincerely thank our school community for supporting their child's learning and our practical lessons. We would like to reinforce that we understand the challenges involved in accessing supplies and understand that not all students will complete these lessons.

Here are a few photos of the inspiring creations we have received:



Mrs T Power
Relieving Head Teacher TAS

News from the Learning Centre



My name is Ms Efthimiou and I am very excited to be appointed to Keira High School as your new Teacher Librarian. I have been a Teacher Librarian for 14 years, and before that, an English teacher.

I look forward to working with students to achieve their personal learning goals in our Learning Centre and online in our remote spaces. I am passionate about the role of libraries in developing literate and critical thinkers inspired to become lifelong learners. I believe this happens best when the Teacher Librarian collaborates with subject teachers to support programs and provide instruction in research skills, information and digital literacy. This can be achieved with support from a curated physical and digital collection that meets student's curriculum and recreational needs and interests.

Most importantly, I would like to hear from students about their vision for their Learning Centre into the future. Stay safe everyone and see you soon!

NSW PREMIER'S READING CHALLENGE – Rule changes effective 4 August 2021

In response to the current Covid situation *The NSW Premier's Challenge* has been extended for another two weeks. **Challenge now closes for students on Friday September 3, 2021.**

In addition to this:

Students are now able to include **up to 10 Choice Books on their reading records**. All students can include books on their reading records that they read collaboratively as a class, in person or online with their teacher or at home with their parents/carers.

- Login to the NSW PRC from the student DET portal page
- Click on your avatar on the top right-hand side of page and select "Reading Log."
- The video below is a reminder on how to add books to student reading logs.



Ms K Efthimiou
Teacher Librarian



Keira High School

3 Lysaght Street

FAIRY MEADOW NSW 2519

Telephone: 02 4229 4644

Email: keira-h.school@det.nsw.edu.au

Website: www.keira-h.schools.nsw.edu.au