

Kogarah High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Kogarah High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kogarah High School bid farewell to Principal Virginia Pacey in June 2016. Mrs Pacey had served as Principal since 2009. Mrs Pacey led the introduction of a number of the key reforms in education including the Performance and Development Framework for teachers, the new School Planning process and the School Excellence Framework. Mrs Pacey has moved on to a position of Director of Public Schools in the Ultimo directorate.

Key staff changes in 2016: The appointment of Mr David Haggart as Deputy Principal, Mr Dylan Hughes to Head Teacher PDHPE, Mr Peter McVie to Head Teacher CAPA and me, Ms Ross to the position of Principal. The staff and students of Kogarah high School have been very welcoming to all our new staff.

The achievements of Kogarah High School are many for 2016. Student performances at the Opera House, championship wins in sport and a growing involvement in community activities. Our goal this year has focused on building the leadership capacity in our student leadership team, with students taking responsibility for running assemblies and key activities throughout the school.

Our school plan has guided the professional learning for staff as we move towards achieving the goals established in 2015. Many of our milestones have been reached and improving student outcomes remains central to our work. The HSC results and the number of students performing in the top two bands has improved, signifying that we are on the right track. 2017 will be the final year of the current school plan and will see the consultation process begin for the 2018–2020 school plan.

Ms Julie Ross

Principal

School contact details

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School background

School vision statement

Kogarah High School is a school where every student values learning, strives for excellence, has opportunities to experience success and develop skills to confidently meet the challenges of the 21st century. At Kogarah High School we develop young people who are: skilled learners, responsible citizens, prepared and confident about their future. The values that underpin our school culture are: Respect, Responsibility, Care.

School context

Kogarah High School is a coeducational, comprehensive secondary school in the Sydney region. We pride ourselves on our diverse and culturally rich community, and our dynamic school culture, which is focused on developing young people who are skilled learners, responsible citizens and prepared and confident about their future. Our student population of over 900 consists of over 40 different nationalities. The school hosts an Intensive English Centre, a Hearing Support unit, one IM class and a class for students with Autism. Kogarah High School values and fosters students working in a caring and supportive setting. Committed staff work closely with students, parents and the wider community to provide an engaging learning environment with access to resources which enhance learning experiences.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Learning, Teaching and Leading domains the self-assessment team determined the school was **sustaining and growing** across the elements.

Learning – Kogarah High School delivers a comprehensive wellbeing program utilising the Positive behaviour for Learning philosophy. Students are regularly receive explicit instructions on appropriate behaviours in all settings. Appropriate behaviour choices are rewarded through a clear merit system. In the classroom, learning intentions are made explicit and every students is aware of the high expectations required.

Teaching – All teachers participate in Teacher Inquiry groups that lead to a deeper understanding of their practice. Regular professional learning ensure teachers are able to make good use of data to inform their teaching and learning programs. A focus on differentiation ensures that all students needs are addressed and opportunities for achievement presented. Additionally, all teachers are accredited with the NSW Educational Standards Authority.

Leading – Kogarah High School has a productive relationship with our school community, regularly hosting Community Connect forums for parents and caregivers to engage with teaching and learning. Parents participate in the consultation process of planning strategic goals and monitoring progress towards set goals. The executive members of the school communicates clearly to all stakeholders on school priorities and encourage constructive feedback.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENT ACHIEVEMENT

Purpose

Kogarah High School has a diverse student population. We want our students to access the curriculum and achieve success in their learning.

Overall summary of progress

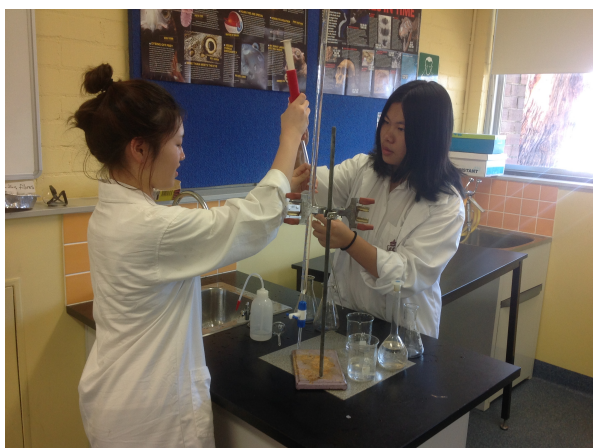
School leaders and teachers have developed their skills in analysing data from NAPLAN and the RAP package to identify areas for additional teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase in scaled score for Year 9 NAPLAN reading – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017 .• Increase in scaled score for Year 9 NAPLAN writing – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017 .• Increase in scaled score for Year 9 NAPLAN numeracy – 4 scores in 2015, 4 scores in 2016, 5 scores in 2017 .	<p>An increase of 7.6 scores in Reading for Year 9 NAPLAN.</p> <p>An increase of 18.5 scores in Writing for Year 9 NAPLAN.</p> <p>An increase of 8.8 scores in Numeracy for Year 9 NAPLAN.</p>	Data analysis workshops \$12500. (<i>Teacher Professional Learning funds & Beginning Teacher funds</i>)
An upward trend in achievement in higher bands in HSC results.	<p>High Achievers programs targets identified Year 12 students.</p> <p>17 students achieved at Band 6 and 99 achieved at Band 5, up from 10 students at Band 6 in 2015 and 80 at Band 5 in 2015.</p>	Support and mentoring for beginning teachers. \$84,000 (<i>Beginning Teacher funds</i>)

Next Steps

- Literacy Team develops a whole school program to target Stage 4 writing in a program that will focus on the key components of writing across the curriculum. An evidence-based and syllabus-based model for effective teaching of writing known as The Writing Hive: six elements of writing is utilised. Teams are developed to plan and implement literacy interventions for all Stage 4 programs.
- High Achievers Program continues to target students with additional tuition.
- Beginning teachers supported to teach HSC syllabuses.



Strategic Direction 2

21st CENTURY LEARNING

Purpose

Implement best practice teaching and learning strategies to equip our students with the skills for future success.

Overall summary of progress

Year 8 gifted and talented students engaged with the University of Sydney iScience program, providing opportunities for high performing students to be challenged in STEM subjects. More students are engaging in the BYOD program with a 30% increase in the number of students bringing their devices to school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of innovation in programs to address 21st Century learning skills.	All Year 7 and Year 8 students participate in ICT lessons focussed on developing basic skills. Every student is capable of producing a presentation in Powerpoint or Prezi. Introduction of the Flexible Learning Centre to support the teaching of 21st learning skills.	<ul style="list-style-type: none">• \$46800.00 <i>Computer co-ordinator and socio-economic funding</i>• Flexible furnishing –Base RAM \$20000.00• Learning Support Officer \$42000.00 <i>Low level adjustment for disability</i>
Increase in staff skills and confidence in the use of ICT.	Teachers who have engaged in developing e-learning for their students have identified an improvement in completion of assessment task and assignments. Teacher Inquiry Group investigating technology strategies across the curriculum including GoogleSketch and Scratch programs.	<ul style="list-style-type: none">• Beginning teachers \$45,000.00• Upgrade of computers and 3D Printer <i>socio-economic funding</i> \$32,000
Increase in the authentic assessment in 21st Century Learning.	E-Learning platforms are used to extend the students understanding of key concepts. Virtual tours and forums/blogs engage students in discussions beyond the classroom.	Clickview \$10,000 <i>Socio-economic funding</i> . Homework Centre \$15,000 <i>low level adjustment for disability</i>

Next Steps

- Teachers will continue to develop lessons utilising technology, providing more opportunities for students to expand their use of ICT as a learning tool.
- STEM activities involving Year 7 and Year 8 are being developed to implement across technology groups.
- Technology committee established to review practices across the school and build the capacity of the school community to adapt to a technology rich learning environment.



Strategic Direction 3

INCLUSIVE EDUCATION

Purpose

At Kogarah High School, we aspire to provide supportive, challenging and engaging opportunities and programs that enable all students to have a productive future.

Overall summary of progress

Individual programs for targeted students have been loaded on the share drive and teachers are utilising the information to inform their teaching practices. The merit system has been updated and simplified encouraging more students to participate and celebrate achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students engaging in extra-curricular activities, leadership programs and the merit system,	<p>Student leaders have initiated lunch time activities. Many students are opting in to the games and cultural activities, engaging with different year groups, developing their social skills.</p> <p>TTFM survey data reports 76% of students had a high sense of belonging, compared with the NSW Govt norm of 66%.</p> <p>Students externally recognised for their contributions to community. 2016 winner of the International Student award.</p>	Extra curricular programs (<i>\$12,000 Socio-economic funding</i>)
Increase in teacher's capacity to design and implement programs to meet the diverse needs of our student population.	<p>Professional learning on Disability Standards and meeting the learning needs of all students has resulted in more differentiation across all teaching and learning programs.</p> <p>STEM units of work form part of all Year 8 programs.</p> <p>Teaching English Language Learners (TELL) professional learning program for all staff.</p>	Learning Support Team to collaborate with subject teachers. (<i>Low level adjustment for disability \$193,840.00</i>)

Next Steps

- Expand the STEM units to include an Arts focus = STEAM.
- Strengthen the links with our community of Primary schools
- Establish a support class for Stage 5 students who are not meeting minimum benchmarks; CLAN (Consolidation of Literacy and Numeracy) class.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students confident they have met their goals and have been supported.</p> <p>Students financially supported to participate in the full life of the school.</p> <p>Two students engaged in the education program delivered at the Art Gallery of NSW.</p>	<p>Four days casual relief for DP to meet students for review meeting.</p> <p>\$2674</p>
English language proficiency	<p>EAL/D support is provided across all year groups in each Key Learning Area. As a result students are better able to access the curriculum and demonstrate their understanding.</p> <p>EAL/D data from NAPLAN shows a considerable improvement in Year 9 writing from a scaled score of 468.6 for EAL/D students in 2015 to a scaled score of 500.2 in 2016.</p> <p>Parallel English classes in Stage 5 for EAL/D students.</p> <p>TELL professional learning program delivered to teaching staff.</p>	<p>5.4 FTE Classroom teachers totaling \$550,913</p> <p>Flexible funding used to fund a bilingual support officer (Mandarin) \$21,406</p> <ul style="list-style-type: none"> English language proficiency (\$21 406.00)
Low level adjustment for disability	<p>Multilit and Macilit delivered to targeted students resulting in SEF data registering Kogarah High at the "Excelling" level for value added between Year 7 and Year 9.</p> <p>Flexible Learning Centre program targeting Stage 4 students.</p>	<p>1.9 Learning Support teachers totaling \$193,840</p> <p>Flexible Learning Centre \$34,679</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$34 679.00)
Socio-economic background	<p>Initiatives to provide opportunities to all students regardless of socio-economic background have positively impacted on students sense of belonging. 76% of students surveyed from year 7 to Year 11 reported high senses of belonging. The NSW govt norm is 66%</p>	<p>Homework Centre \$2,976</p> <p>Breakfast Club \$1,000</p> <ul style="list-style-type: none"> Socio-economic background (\$1 200.00)
Support for beginning teachers	<p>Beginning teachers were provided with release time to work with an experienced mentor on policy, procedures and programs. Additional time to participate in professional learning specifically targeting beginning teachers built the capacity of early career teachers to engage confidently with teaching and learning.</p>	<p>Teacher mentor \$31,900</p> <p>Teacher release \$77,400</p> <ul style="list-style-type: none"> Support for beginning teachers (\$77 400.00)
Targeted student support for refugees and new arrivals	<p>Employing additional bi-lingual support officers provides the families of refugee and new arrival students opportunities to engage with the school. The support officers attend meetings and information sessions translating important information and supporting parents and the students.</p> <p>Teaching staff train in the Teaching English Language Learners (TELL) program, which builds their capacity to differentiate for refugees and new arrivals in their classes.</p>	<p>Refugee Student Support \$2,895</p> <p>Teacher Professional Learning \$32,000</p> <p>Additional EAL/D teacher \$78000 (<i>International Student funds</i>)</p> <ul style="list-style-type: none"> Targeted student support for refugees and new

Targeted student support for refugees and new arrivals

Employment of an additional EAL/D teacher to support International Students.

arrivals (\$78 000.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	486	551	580	574
Girls	383	399	454	445

Student enrolments have stabilised in the mainstream, with a slight decrease in the number of students entering the Intensive English Centre.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.7	93.6	93.3	92.5
8	92.3	93	88.3	89.6
9	91.9	90.2	91.3	87.8
10	89.9	91.7	85.4	88.3
11	91.2	91	90.3	89
12	93.1	92.3	91.4	92.3
All Years	92.1	91.9	90.1	89.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The proportion of days attended by students in Years 7 to 12 at Kogarah High School is 89%, which has remained steady across the last four years.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.5	2.5	3
Employment	1	5	6
TAFE entry	1	5	7
University Entry			52
Other	18	13	6
Unknown		3	26

The appointment of a Transition Officer has provided avenues for workforce participation and TAFE enrolment to students not wishing to remain in full time education.

A full-time Careers Adviser engages students in the examination of their potential for success in a range of careers.

Close ties with St George TAFE provides opportunities for students to enrol in "taster" courses in a range of trades to assess their suitability for further study and apprenticeships.

Year 12 students undertaking vocational or trade training

Kogarah High School offers a Vocational Education course in Hospitality, Food and Beverages. Eleven students sat for the Higher School Certificate examination in 2016.

thirty two Year 11 students were studying at least 2 units at a TAFE institution and fourteen Year 12 students carried at least 2 units of study at a TAFE institute. Courses studied included Financial Services, Plumbing, Hair and Beauty. 100% of students gained the HSC or TAFE qualification for their course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 138 students sat for the Higher School Certificate. Four students studied languages through the Open High School and seven students completed language courses through the Saturday School of Community Languages.

The breadth of subjects offered for the HSC ranged from ATAR subjects including Engineering, Physics, Mathematics Extension 2 and English Advanced through to non-ATAR subjects such as Community and Family Studies and Sport, Lifestyle and Recreation Studies. The range of subjects offered respond to the

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59.6
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	5.4
School Counsellor	2
School Administration & Support Staff	21.37
Other Positions	3.8

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	41

Professional learning and teacher accreditation

In 2016 Kogarah High School employed 7 permanent beginning teachers in their first or second year of teaching. The school also employed 15 temporary beginning teachers. During 2016, 10 packages for accreditation were submitted and all were successfully accredited as proficient teachers with the Board of Studies, Teaching and Educational Standards, NSW.

Ongoing professional learning continues through the implementation of the Teacher Inquiry Groups (TIGs) model. Teams of teachers engage in action research on an area of practice focused on improving student outcomes. Teachers have engaged in action research on the implementation of ALARM (A Learning & Response Matrix), implementing STEM (science, technology, engineering and mathematics) cross KLA lessons in Year 8, ICT for improved student learning and formative assessment strategies.

Staff participated in external professional learning activities through universities, teaching associations, Department of Education directorates, and other organisations. These activities were centered around Literacy, 21st Century Learning, and Differentiation to meet a variety of needs in our classrooms.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	669 626.20
Global funds	692 632.58
Tied funds	832 388.32
School & community sources	849 815.22
Interest	17 443.11
Trust receipts	13 203.81
Canteen	30 045.00
Total income	3 105 154.24
Expenditure	
Teaching & learning	
Key learning areas	55 922.68
Excursions	83 637.14
Extracurricular dissections	284 666.30
Library	3 429.08
Training & development	221.04
Tied funds	1 100 027.66
Short term relief	7 622.44
Administration & office	200 161.43
School-operated canteen	0.00
Utilities	113 169.85
Maintenance	124 706.47
Trust accounts	49 084.14
Capital programs	352 831.16
Total expenditure	2 375 480.47
Balance carried forward	729 673.77

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

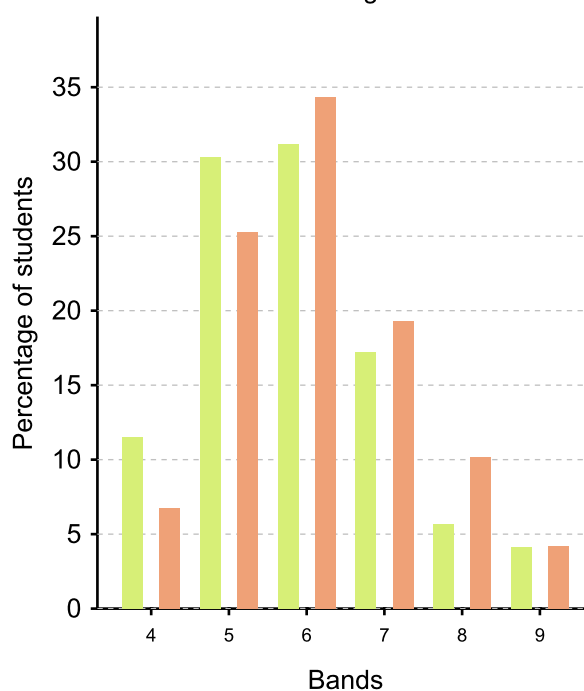
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

117 Year 9 students participated in NAPLAN 2016 Reading and Writing test. 31% of students performed in Band 8 or above. In spelling, 49% of Year 9 students performed in Band 8 or above.

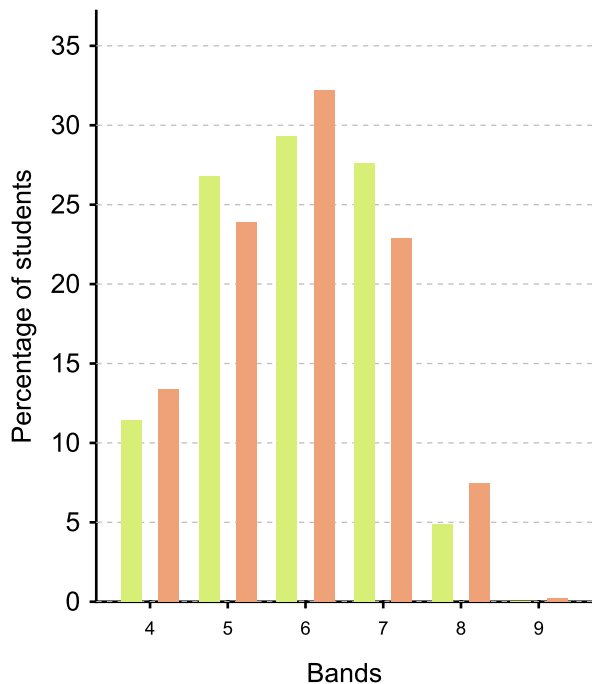
122 Year 7 students participated in NAPLAN 2016 Reading and Writing test.

Percentage in bands:
Year 7 Reading



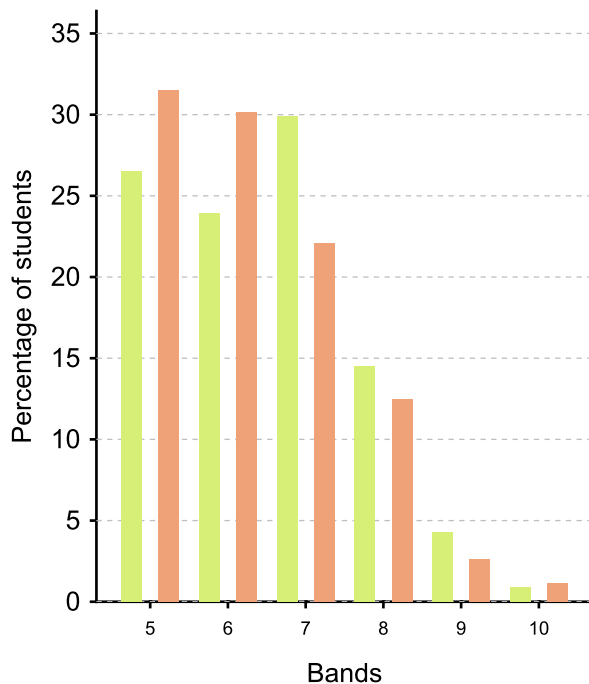
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



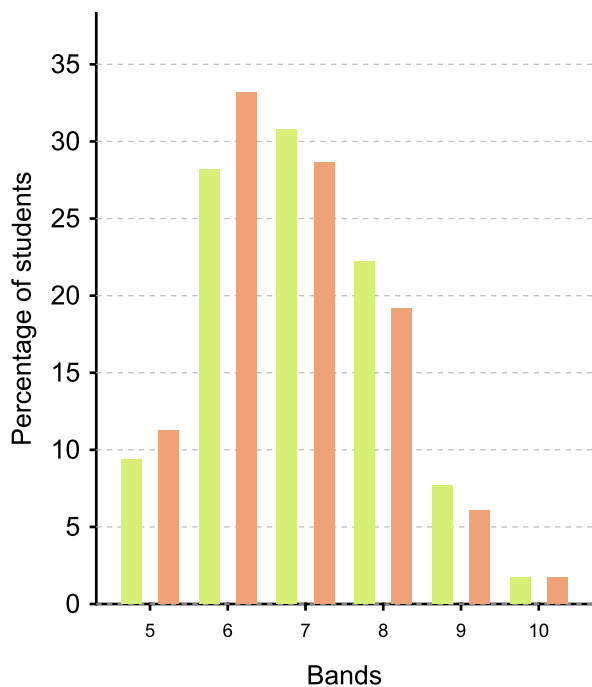
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading

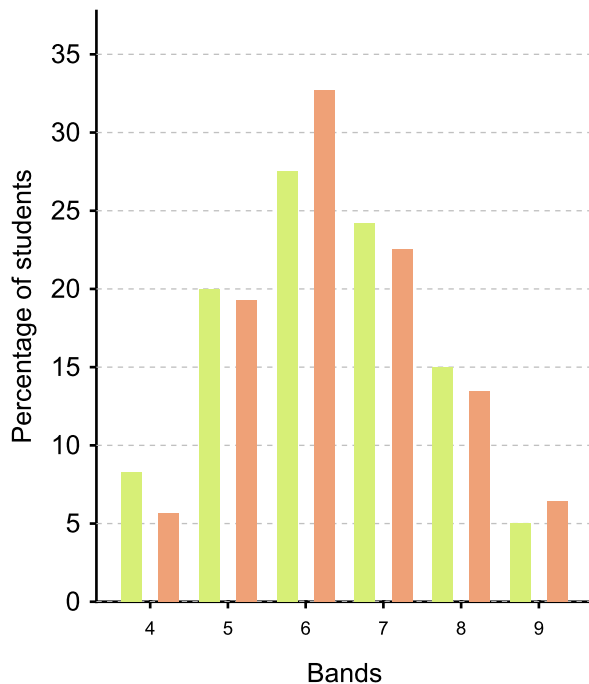


Percentage in Bands
School Average 2014-2016

115 Year 9 students participated in NAPLAN 2016 Numeracy test. 48% performed in band 8 or above.

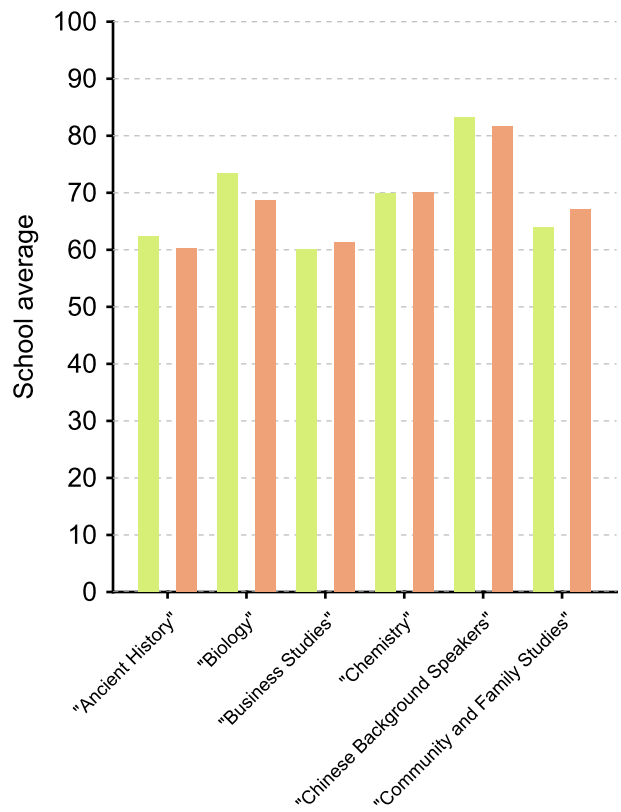
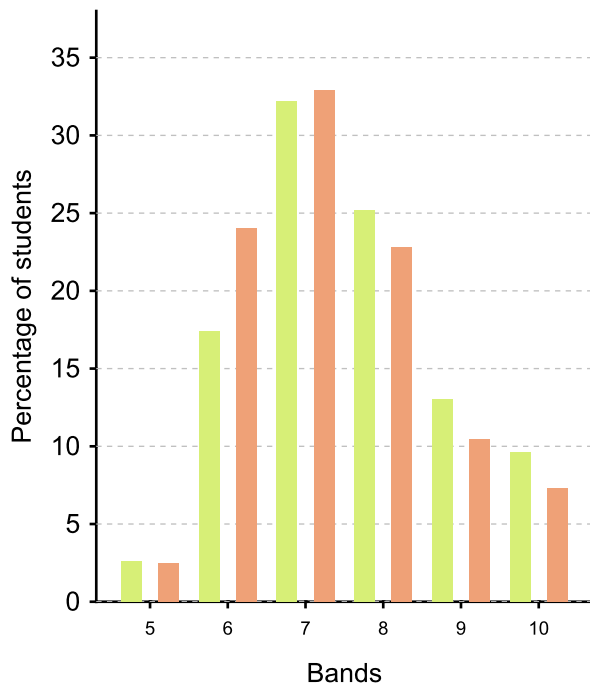
120 Year 7 students participated in NAPLAN 2016 Numeracy test.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



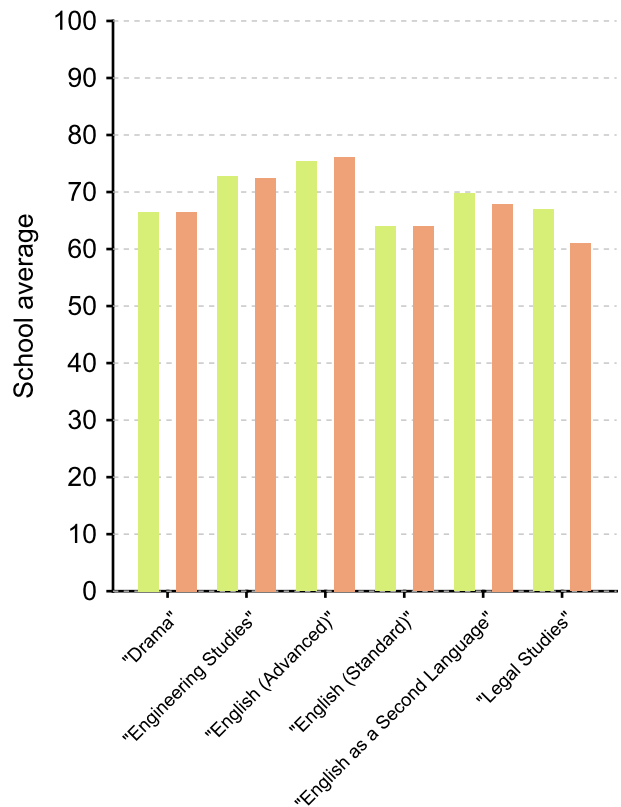
Percentage in Bands
School Average 2014-2016

Students in Year 9 improved on the previous year's result in Numeracy with 22.6% of students achieving in the top two bands compared to 18.7% in 2015.

The improvement in Year 7 was more marked with 20% of Year 7 students achieving in the top two bands in 2016, compared to 14.7% in 2015. Targeted literacy and numeracy programs delivered by the learning support team have contributed to the improvement.



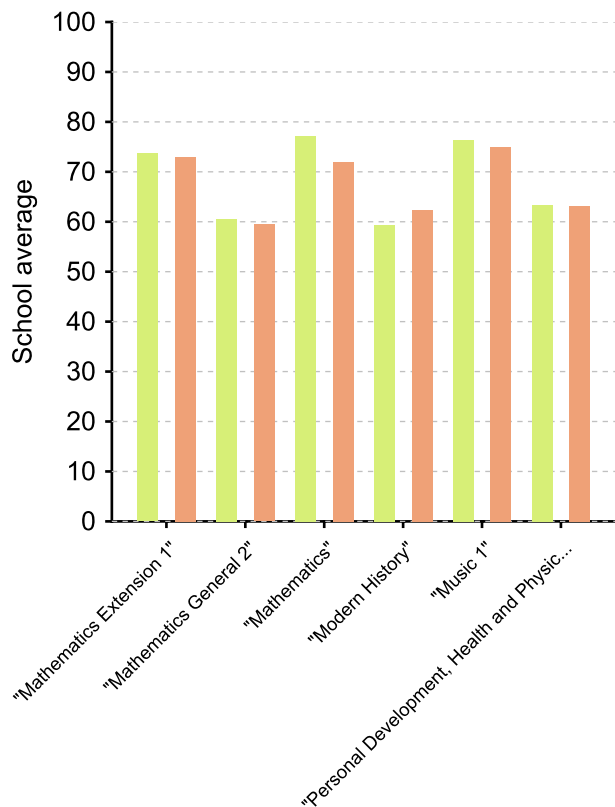
School 2016 School Average 2014-2016



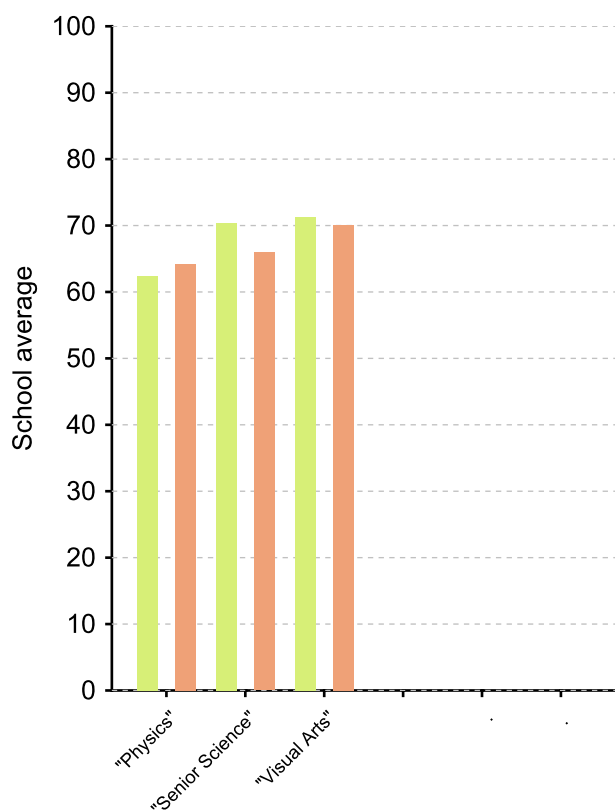
School 2016 School Average 2014-2016

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Overview

Kogarah High School achieved first place in the state in the Chinese background Speakers course. Thirty six students were distinguished achievers, performing in the top band for one or more of their courses.

ESL English

The ESL English Course at KHS is the most popular English course on offer with 67 enrolments. The course has almost trebled in size since 2013 which had 28 enrolments. This course is the strongest performer in the HSC and is operating at State Average. 57% of English ESL students achieved in the top 3 bands, this is a significant improvement, almost double that of the 2015 cohort.

Standard English

Standard English is the second most popular English course at KHS and has increased in size in 2016 to 54 enrolments, up from the mid to low forties in previous years. The trend data for this course has been growing since 2012 as student numbers achieving in Band 3, 4 and 5 are increasing, whilst Band 1 and 2 decreasing. In 2016 26% of our students fell into Band 4 and 5, continuing a positive data trend since 2013.

Advanced English

Advanced English trend data has been on an upward trajectory since 2013, with 27% of students achieving in the top 2 bands and 90% of students achieving in the top 3 bands.

Mathematics

KHS achieved excellent results in HSC Mathematics, a total of 60 students (41% of total KHS candidates in Mathematics course) achieving in the top two bands.

Extension 2 Mathematics boasts a 12.3 point increase in scaled scores from 2015 to 2016, as well as being not only above all DoE schools, but all NSW schools in scaled scores.

There was an 89% increase in students studying Extension 1 Mathematics at KHS from 2015 to 2016. 69% of these students achieved top bands, E3 and E4.

Mathematics (2 unit) had an increase of 7.7 points from 2016 to 2017. The scaled scores were above those of all DoE school. A total of 21 students (43%) achieved bands of 5 or 6. Only 4% of students achieved a band 2, with no students at band 1. This is a total of 4%, compared to the state, 7.8%.

General Mathematics 2 had increased its candidature by 63%. There was a 3 point increase in scaled scores, with 7 students obtaining bands 5 and 6.

At KHS the Mathematics students have been steadily increasing their results in comparison to the state of NSW and within the school.

Social Science

The Social Science faculty currently represents an area of exceptional opportunity. With eight different, yet interconnected Social Science subjects from Modern History to Business Studies to Society and Culture, the variety offered within the faculty is broad.

The performance of students at the HSC in these subjects show an improvement in Band results over the past five years. There has been an intentional and definite move to embedding technology within the pedagogy of staff members which is resulting in a deeper understanding of content for students. Teachers are able to flip Bloom's Taxonomy on its head with synthesis and evaluation being done in the classroom with teacher assistance and the easier work completed at home as preparation.

In 2016 students achieved Band 5 in Modern History, Ancient History and Business Studies.

Science

In 2016 the results in Biology and Senior Science improved dramatically. In 2015 the average scaled score for Biology was 66.2, in 2016 it increased to 73.5. The results for Senior Science were more outstanding. 2015 Senior Science scaled score was 47.8, increasing to 70.4 in 2016. Kogarah High School also saw an increase in the number of students studying Biology, up from 26 students in 2015 to 40 students in 2016. The number of students studying Senior has almost doubled from 2015 to 2016.

Program for Students with Additional Needs

Four students who were enrolled through the Support Unit, completed their HSC in 2016. One student undertook the HSC and attained an ATAR. Two students completed a combination of Life Skills and mainstream subjects, whilst the other student completed a Life Skills HSC course pathway.

As part of an inclusive school community, the Support Unit students continued to be involved in school carnivals, mainstream incursions, the Rock and Water program and White Card training. Several students participated in work experience as part of ENCLAVE to motivate and empower them to pursue lifelong learning. The State Hearing Conference in Newcastle was attended by six students. The purpose was to empower these students to be advocates for themselves by hearing the powerful journeys of others. University of NSW hosted an EX.I.T.E IBM program over three days. Several girls, who had an interest in Science and Mathematics, attended. This program raised awareness of the job opportunities available in the fields of technology and engineering for women. The whole school community continued to enjoy the coffee shop program. Ten students completed a barista course at Canterbury Hurlstone RSL, providing them with skills to make coffee at school.

Parent/caregiver, student, teacher satisfaction

Data from the *Tell Them From Me* survey highlights an improvement in the school community's satisfaction with processes at Kogarah High School. 75% of survey respondents felt welcomed when they visited the school and 80% felt that written communication from the

school was clear and easily understood.

Family and Community Programs

Community Connect forums run each term connecting parents with Kogarah High School. Topics for discussion range from HSC rules and regulations to supporting your child to study successfully. The most popular session in 2016 was a hands on session delivered by our Mathematics Head Teacher, Mrs Mandicos.

Policy requirements

Aboriginal education

All Aboriginal students are supported by a personalised Learning Plan that is reviewed each semester.

Aboriginal perspectives are included when investigating historical accounts of Australia's colonisation. Teachers are encouraged to present Aboriginal perspectives across a range of KLAS; Science in a unit on Astronomy, Food Tech in a unit on Bush Tucker, English when examining particular texts such as Rabbit Proof Fence and Jasper Jones.

Kogarah High School engages Aunty Deanna Schreiber, an Aboriginal Elder and artist, to educate students, using her own narrative, on Aboriginal history.

Multicultural and anti-racism education

91% of our students come from a language background other than English. The largest culturally and linguistically diverse student group are Arabic background speakers. Kogarah High School employs an Arabic speaking Community Liaison Officer to strengthen the partnership between the school and Arabic speaking community. Our Chinese community is well represented in the school and leads celebrations during Chinese New Year and Harmony Day festivities with dragon dancing, calligraphy workshops and dumpling making lessons. A Kogarah High School student topped the state in the 2016 HSC Chinese background Speakers course.

Kogarah High School has two Anti Racism Contact Officers who are proactive in developing and delivering anti racism workshops in collaboration with St George Youth Services. Every Year 9 students participates in an anti-racism workshop during Harmony Week and regular anti-racism activities are embedded within the school's teaching and learning programs.