

# Kogarah High School

## Annual Report



2017



8320

## Introduction

The Annual Report for **2017** 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 experienced a number of staff changes in 2017 as we continued to provide high quality teaching and learning for all students. In April we bid farewell to Ms Natalie Hale. Ms Hale came to Kogarah High School as Head Teacher of Maths in 2004 then moved into the Deputy Principal position, which she held for 6 years. Ms Hale has moved onto a position of Principal at Moorefield Girls High School. Her incredible contribution to the Kogarah High School community was immense and she will be missed.

Other key staff changes in 2017 include the appointment of Mrs Williams into the Deputy Principal position and Ms Chailee Payne to Head Teacher HISE.

As you read through the report you will see evidence of student achievement across a broad range of areas; academic, socially and sporting. A clear demonstration of our aim to value the whole student and seek to provide educational opportunities that challenge and develop the strengths of every student.

Our school plan for 2015–2017 was finalised and work began on the next three year plan. Achievement of our goals cemented a successful year for teachers and students at Kogarah High School.

### School contact details

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9587 5815

### Message from the Principal

The Annual School reports showcases an number of successes achieved by students at Kogarah High School throughout 2017. Students achieved in a variety of fields; academically, on the sporting field, in the Arts and socially.

Student academic achievement in 2017 was outstanding with the value added score for students Year 7 to Year 9 increasing from 45.02 in 2016 to 50.37 in 2017, placing us in the "Excelling" band of the Department of Education's School Excellence Framework measures.

Kogarah High School students also excelled on the sporting field, bringing home trophies and accolades from a range of regional sporting competitions.

The staff changes Kogarah High School experienced in 2017 have led to a stable leadership team, which will guide the school for the next three years as we realise our goals in the 2018–2020 school plan.

Julie RossPrincipal



## 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 more than 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 2017, the Australian Curriculum, Assessment and Reporting Authority (ACARA) identified Kogarah High School as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN. Further, ACARA extended their congratulations to the school community on this achievement, noting that improvements of this magnitude are significant and worthy of highlighting and acknowledging. In the area of Value Adding the school self assessed as Excelling.

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

**Learning** – Kogarah High School delivers a comprehensive wellbeing program utilising the Positive Behaviour for Learning philosophy. Students 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 student 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 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 communicate clearly to all stakeholders on our progression towards identified goals.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### STRENGTHENING STUDENT ACHIEVEMENT

#### Purpose

Kogarah High School has a diverse student population. The curriculum must provide access points for all students to learn and achieve the necessary skills and knowledge to participate in society.

#### Overall summary of progress

All faculty teaching and learning programs include an explicit literacy component. Teachers participated in professional learning focused on building and strengthening the skills required to teach writing across all KLAs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase in scaled score for Year 9 NAPLAN reading – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017 .</li><li>• Increase in scaled score for Year 9 NAPLAN writing – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017 .</li><li>• Increase in scaled score for Year 9 NAPLAN numeracy – 4 scores in 2015, 4 scores in 2016, 5 scores in 2017 .</li></ul>	<p>Funding a literacy consultant to provide professional learning to all staff on the process of teaching writing in all KLAs.</p> <p>\$2,500 Literacy Consultant</p> <p>\$36,000 Staff release to collaborate on programs.</p> <p>Professional learning for staff to engage in data analysis.</p>	<p>The number of students in the top 3 bands of Year 9 NAPLAN Reading rose from 26% in 2015 to 34.6% in 2017. For Year 9 in Numeracy the results showed a 2.5% increase in the top 3 bands.</p> <p>Programs explicitly focus on literacy skills required for each subject.</p> <p>Each faculty has a representative on the Literacy Committee.</p> <p>Faculty meetings focus on student achievement and follow up required to address underperformance.</p>
An upward trend in achievement in higher bands in HSC results.	<p>Professional learning focused on reading and analysing HSC data.</p> <p>Teachers supported to become HSC markers.</p>	<p>Student achievement improved in Mathematics but remains mixed in English.</p> <p>12 teachers were selected to be HSC markers.</p> <p>KHS students occupied 20 positions on the HSC Distinguished Achievers list.</p>

#### Next Steps

In 2018 staff will refine their data analysis skills, identifying specific areas for improvement. Programs and classroom practice will reflect this. Regular reviews of internal data will form the cornerstone of faculty meetings to ensure literacy development remains central to practices. The value added data for Year 7 to Year 9 will provide the springboard for teachers to review current practices in Years 11 to 12 to ensure a similar trend is achieved.

The focus on literacy will continue with the implementation of Learning Sprints in the 2018–2020 school plan. This will be supported with additional professional learning and support for differentiation from educational leaders in this area.

The value added data for Year 7 to Year 9 will provide the springboard for teachers to review current practices in Years 11 to 12 to ensure a similar trend is achieved.

## 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

Teaching staff were surveyed to determine their level of competence and confidence using technology. Teacher Inquiry Groups were established to build skills to incorporate technology into teaching practice. A focus on OneNote and Google Classrooms ensured there was a consistent approach to implementation.

Project Based Learning projects were implemented for Science/Maths and PDHPE in Year 9 trial. Lessons were conducted over 8 weeks with teachers collaborating on teaching key components of the unit.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of innovation in programs to address 21st Century learning skills.	2 faculties resources with 20 laptops each to be used in the classroom with all year groups.  \$36,043	HSIE and Science programs embed technology activities to complement teacher directed learning. Students are provided with research opportunities in class.
Increase in staff skills and confidence in the use of ICT.	\$6,500 Funds provided to create a flipped classroom filming space.	Head Teachers attended a flipped classroom learning workshop to build their understanding of the benefits of online delivery of key content.
Increase in the authentic assessment in 21st Century Learning.	\$12,000 Funding to release teachers to collaborate on reviewing assessments.	Project Based Learning and STEM activities provide students with a range of assessment modes.  Big Picture lessons implemented for Science/Maths and PDHPE minimise the number of assessment tasks but increase the challenge of the task, providing opportunities for extending understanding.

#### Next Steps

Project Based Learning is a key project for the next three year plan. The alignment of Stage 4 curriculum will provide additional opportunities to develop learning programs across key learning areas. The expectation is to decrease the number of assessment tasks but to increase the challenge of the tasks to move students to higher order learning.



## 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

Students are supported to learning in an inclusive environment. Teaching and learning programs are challenging and students are supported to achieve through personalised support plans. The range of extra curricular and co-curricular programs provide opportunities for all students to develop their talents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students engaging in extra-curricular activities, leadership programs and the merit system,	Funding tutors in the homework centre	The number of students attending the homework centre has increased with the access to maths and English teachers after school in the tutorial centre. Students from Year 7 to Year 12 utilising the service.
Increase in teacher's capacity to design and implement programs to meet the diverse needs of our student population.	<p>\$8,100 Funding for Learning &amp; Support Teachers to conduct YARC assessments for every Year 7 classes.</p> <p>\$8,100 L&amp;ST and EALD teachers released to co program</p>	Teachers of identified students meet with the Learning and Support teachers to develop teaching and learning programs with opportunities for all students to access the learning. Learning and Support teachers team teach to model teaching strategies.

#### Next Steps

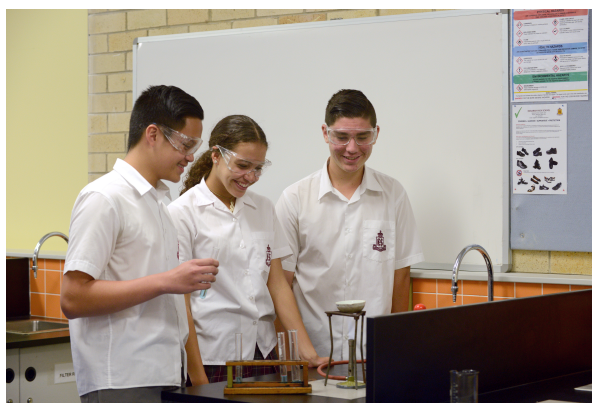
Positive Behaviour for Learning will form a cornerstone of the next phase of the school plan. Ensuring positive behaviour in the classroom and playground will address poor behaviours that impact on all student learning and achievement. mini lessons are developed by a team of teachers from each key learning area and targeted behaviours are explicitly taught. The merit system is supported and expanded to positively acknowledge the behaviours desired. Professional learning for all staff will focus on consistent messaging and application of the PB4L philosophy and practice.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Total funding \$3,853</p> <p>\$220 financial support for uniforms.</p> <p>\$540 financial support for educational costs.</p> <p>7 days release for HT to develop, review and support individual education plans.</p>	<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>
<b>English language proficiency</b>	<p>Total Funding \$518,912</p> <p>3.8 full-time EALD teachers (\$395k)</p> <p>Bilingual support officer (Mandarin) 5 days per week.</p> <p>\$11,000 Delivery of the Teaching English Language Learners program to staff.</p> <p>Additional release time for subject specific teachers to collaborate with EAL/D teachers on programs.</p>	<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</p> <p>Parallel English Classes in Stage 5 for EAL/D students.</p>
<b>Low level adjustment for disability</b>	<p>Total funding \$274,407</p> <p>1.9 Learning Support teachers \$202,000</p> <p>Additional learning support teacher employed 4 days per week for Flexible Learning Program. \$72,000</p>	<p>Multilit and Macilit delivered to targeted students resulting in SEF data registering Kogarah High School at the "Excelling" level for value added between Year 7 and Year 9.</p> <p>Flexible Learning Centre program targeting Stage 4 students.</p>
<b>Socio-economic background</b>	<p>Total funding \$520,698</p> <p>3.0 additional teachers employed to reduce the numbers in Year 7 classes and run CLAN program. \$315,000</p> <p>2.0 teachers employed as tutors in the homework centre every Monday afternoon. \$6,500</p> <p>2.0 IEC teachers run the IEC specific homework centre. \$6,500</p> <p>\$1200 Breakfast Club every morning.</p> <p>Technology upgrade \$54,500</p> <p>Additional support for</p>	<p>Initiatives to provide opportunities to all students regardless of socio-economic background have positively impacted on students sense of belonging.</p> <p>Consolidation of Literacy and Numeracy program developed for students who do not meet the minimum benchmarks in literacy and numeracy in Year 7 and Year 9.</p> <p>Technology upgrade to ensure every student has access to laptops for learning.</p>

<b>Socio-economic background</b>	<p>students from low socio-economic backgrounds – uniforms, course costs subsidised, excursions.</p>	<p>Initiatives to provide opportunities to all students regardless of socio-economic background have positively impacted on students sense of belonging.</p> <p>Consolidation of Literacy and Numeracy program developed for students who do not meet the minimum benchmarks in literacy and numeracy in Year 7 and Year 9.</p> <p>Technology upgrade to ensure every student has access to laptops for learning.</p>
<b>Support for beginning teachers</b>	<p>Total funding \$51,875</p> <p>Teacher mentor \$32,000</p> <p>Teacher release built in to timetables to observe experienced teachers and supervisors teaching. \$20,000</p>	<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 to teachers to engage confidently with teaching and learning.</p> <p>Release time to observe expert teachers, both at Kogarah High School and neighbouring schools broadened beginning teachers experiences.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Total funding \$2,477</p> <p>Employment of an Arabic speaking Community Liaison officer.</p>	<p>Employing additional bi-lingual support officer provides the families of refugee and new arrival students opportunities to engage with the school. The support officer attends meetings and information sessions translating important information and supporting parents and the students.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	551	580	574	527
Girls	399	454	444	413

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	2014	2015	2016	2017
7	93.6	93.3	92.5	92.8
8	93	88.3	89.6	90.5
9	90.2	91.3	87.8	85.7
10	91.7	85.4	88.3	84.6
11	91	90.3	89	90.9
12	92.3	91.4	92.3	90.9
All Years	91.9	90.1	89.9	89.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The proportion of days attended by students in Years 7 to 12 at Kogarah High School is 89.1%, which has remained steady across the last four years.

Kogarah High School convenes regular meetings with the Home School Liaison Office to identify students failing to attend school on a regular basis. Welfare programs such as Breakfast Club and the Homework Centre provide opportunities to address attendance and learning gaps.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1.4	0	2
Employment	6.3	6	5
TAFE entry	2	10	17
University Entry	0	0	64
Other	2.8	0	4
Unknown	2.1	2	8

Since the employment of a Transition Advisor in 2015 opportunities have been provided to students who did not wish to remain in full time school education. The growing relationship with local businesses has witnessed an increase in work experience and work placements for interested students. All students in years 10 to 12 were supported by both a Careers Advisor and a Transition Advisor as well as a VET trained Deputy Principal in developing realistic and future focussed career pathway plans. Kogarah High School is committed to providing educational experiences that meet the individual talents, interests and abilities of our students.

Students were afforded opportunities to attend TAFE taster courses in a variety of vocations from trades to beauty services, private pre-apprenticeship courses offered through TABMA, Master Painters and Master Builders, which led to students gaining an appreciation of the study involved with vocational education, traineeships and apprenticeships. A collaboration between TAFE and school also allowed students to participate in a "Youth Engagement Strategy", YES program, allowing access to guest speakers and practical lessons in student-nominated vocations, providing further insight into chosen career pathways. As a result, students displayed an understanding of the fundamental skills required to transition successfully from school to work, further education, or training. Kogarah High School also participated in a 3 day program targeted at year 9 in preparation for career planning developed and delivered by Public Schools RTO, titled "Expanding Your Career Horizons" whereby students explored their career interests, developed goals, attended workplace visits at a high end club, local council and local hospital, and were introduced to the world of work.

Kogarah High School has also seen the growth of Vocational Education and Training (VET) in school offering the Hospitality (Food and Beverage) course on a long standing basis, coupled with the recent introduction of Retail Services in 2016 and Construction in 2017. VET students are dual accredited receiving certification in the area of study, along with credits towards an ATAR, if they wish. There is a high emphasis on participation and achievement of their

personal best performance.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 118 students sat for the Higher School Certificate. 1 student studied languages through the Open High School and 8 students completed language courses through the Saturday School of community Languages. 26 subjects were studied through TAFE, utilising the expertise at St George STAFE, Ultimo TAFE, Randwick TAFE and Sydney Institute – Design Centre Enmore.

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 subject offered reflects to the community's expectations.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	44.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	4.8
School Counsellor	2
School Administration & Support Staff	19.88
Other Positions	15

\*Full Time Equivalent

### 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	46

### Professional learning and teacher accreditation

In 2017 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 2017, 10 packages for accreditation were submitted and all were successfully accredited as proficient teachers with the NSW Educational Standards Authority (NESA).

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 focused on Literacy, 21st Century Learning, and Differentiation to meet a variety of needs in our classrooms.



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>729,675</b>
Global funds	495,149
Tied funds	546,660
School & community sources	416,208
Interest	10,250
Trust receipts	6,781
Canteen	0
<b>Total Receipts</b>	<b>1,475,049</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	76,523
Excursions	71,189
Extracurricular dissections	272,011
Library	16,901
Training & Development	0
Tied Funds Payments	710,434
Short Term Relief	120,129
Administration & Office	128,846
Canteen Payments	0
Utilities	80,702
Maintenance	38,186
Trust Payments	6,497
Capital Programs	116,943
<b>Total Payments</b>	<b>1,638,360</b>
<b>Balance carried forward</b>	<b>566,364</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,742,277</b>
Appropriation	1,360,060
Sale of Goods and Services	223,998
Grants and Contributions	156,942
Gain and Loss	0
Other Revenue	0
Investment Income	1,277
<b>Expenses</b>	<b>-1,185,821</b>
Recurrent Expenses	-1,112,860
Employee Related	-586,874
Operating Expenses	-525,985
Capital Expenses	-72,961
Employee Related	0
Operating Expenses	-72,961
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>556,456</b>
<b>Balance Carried Forward</b>	<b>556,456</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial decisions are made by the school's finance committee with representation from faculties and the IEC.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	7,619,542
Base Per Capita	167,904
Base Location	0
Other Base	7,451,638
<b>Equity Total</b>	1,317,870
Equity Aboriginal	3,853
Equity Socio economic	520,698
Equity Language	518,912
Equity Disability	274,407
<b>Targeted Total</b>	723,694
<b>Other Total</b>	2,270,514
<b>Grand Total</b>	11,931,620

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

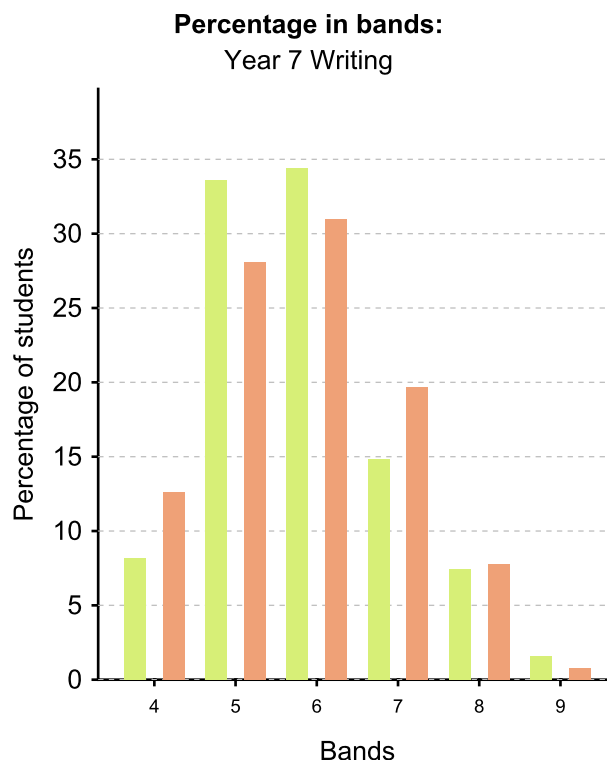
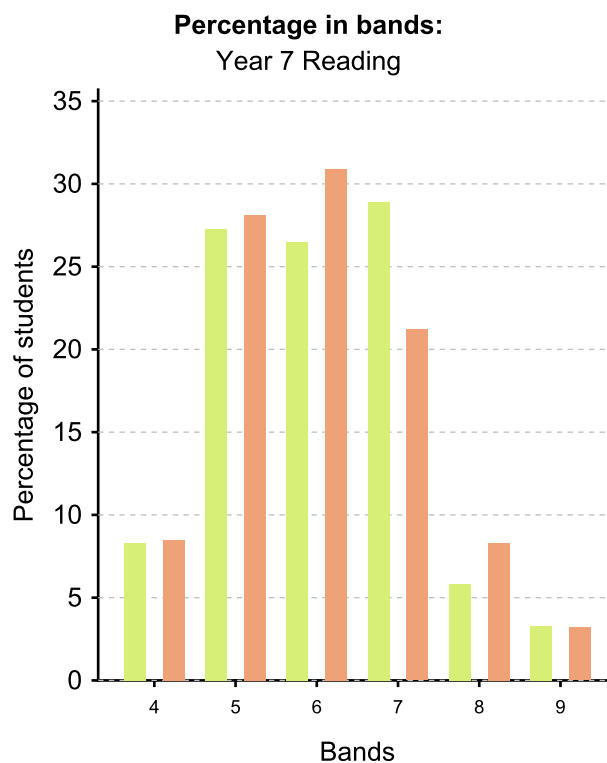
## School performance

### NAPLAN

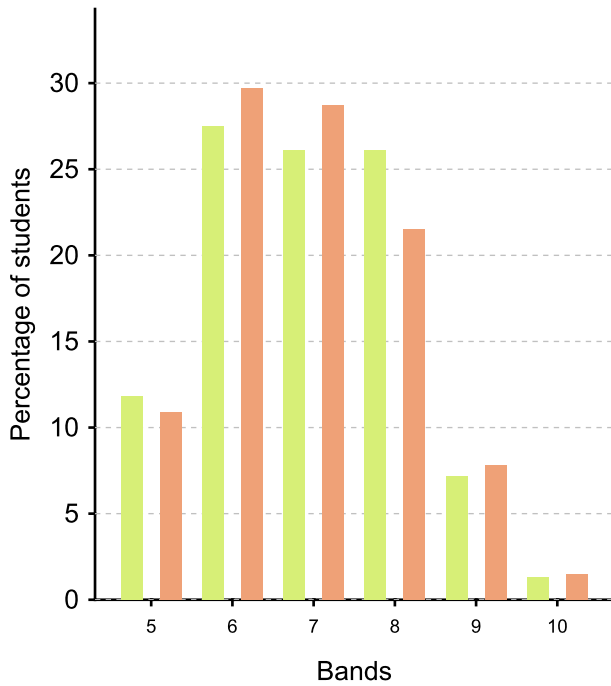
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

153 Year 9 Students participated in NAPLAN 2017 Reading 34.6% of students performed in Band 8 or above. In Writing, 24% of Year 9 students performed in Band 8 or above.

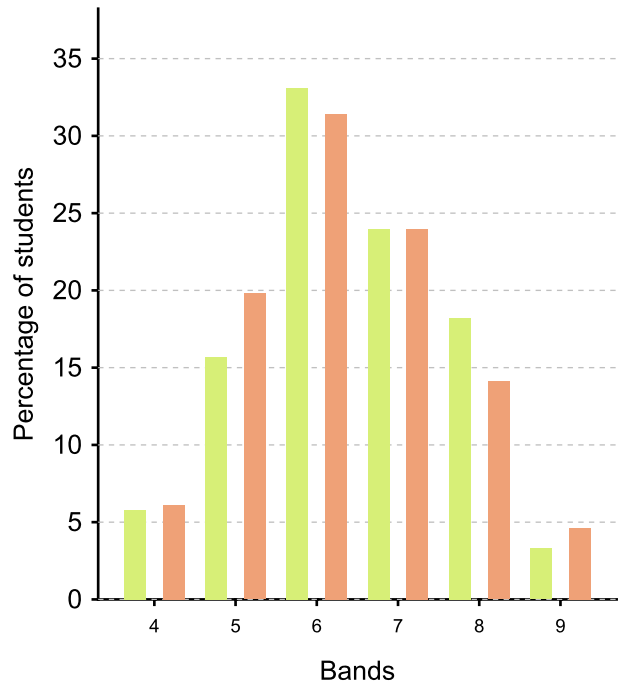
121 Year 7 students participated in NAPLAN 2017 Reading and Writing test.



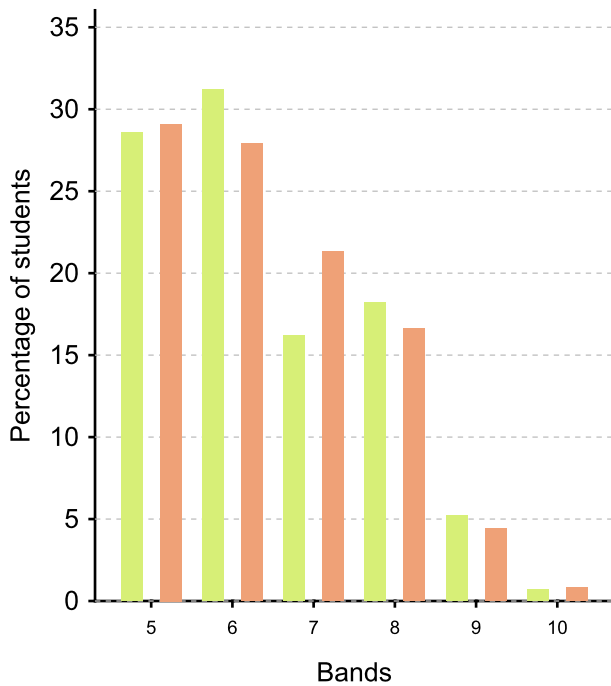
**Percentage in bands:**  
Year 9 Reading



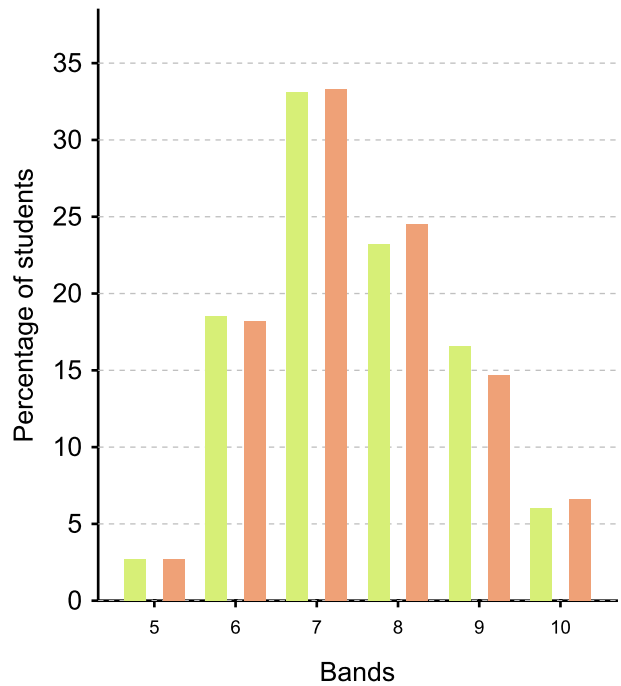
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



151 Year 9 students participated in NAPLAN 2017 Numeracy test. 45.8% performed in band 8 or above.

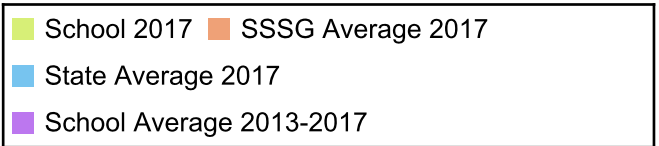
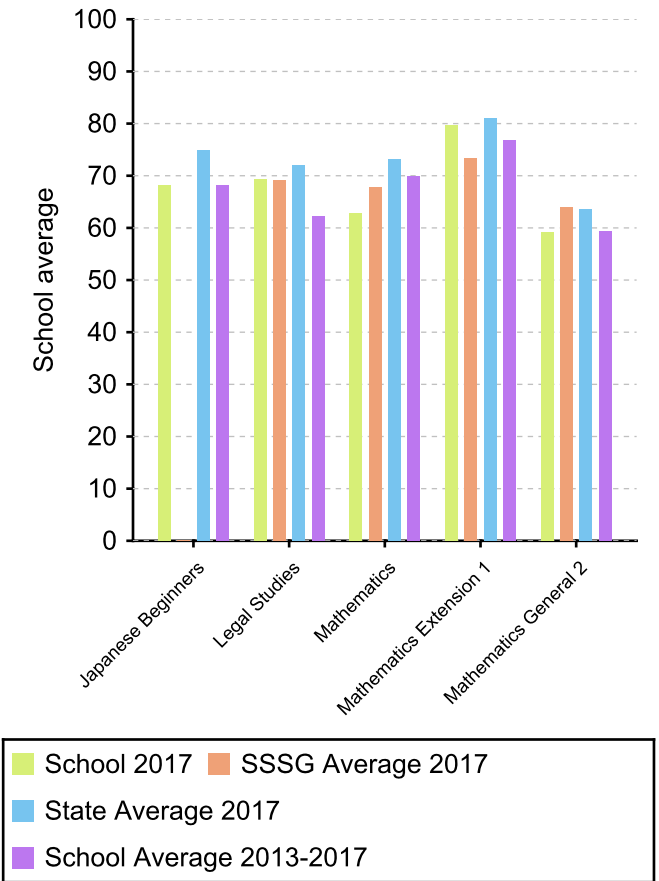
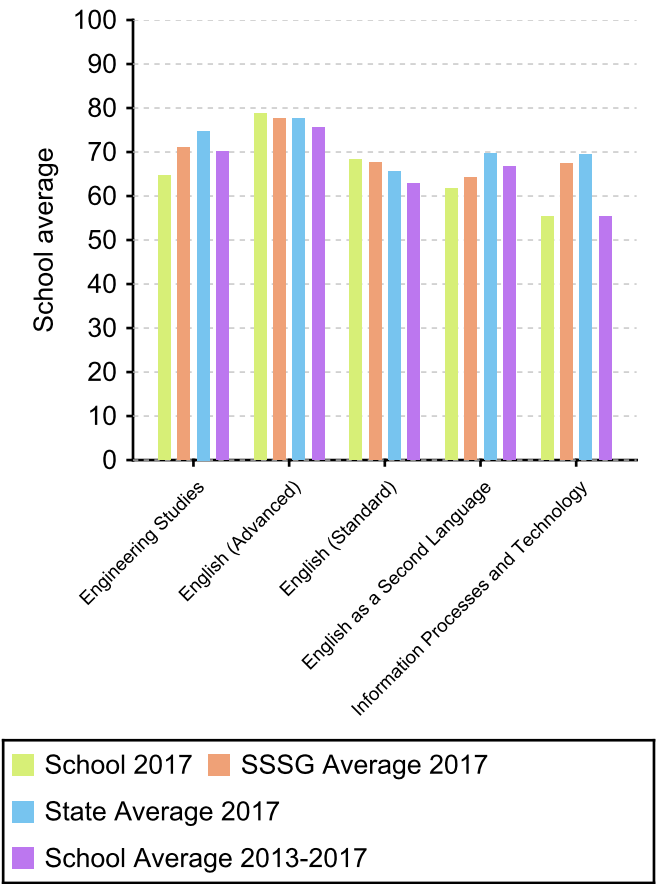
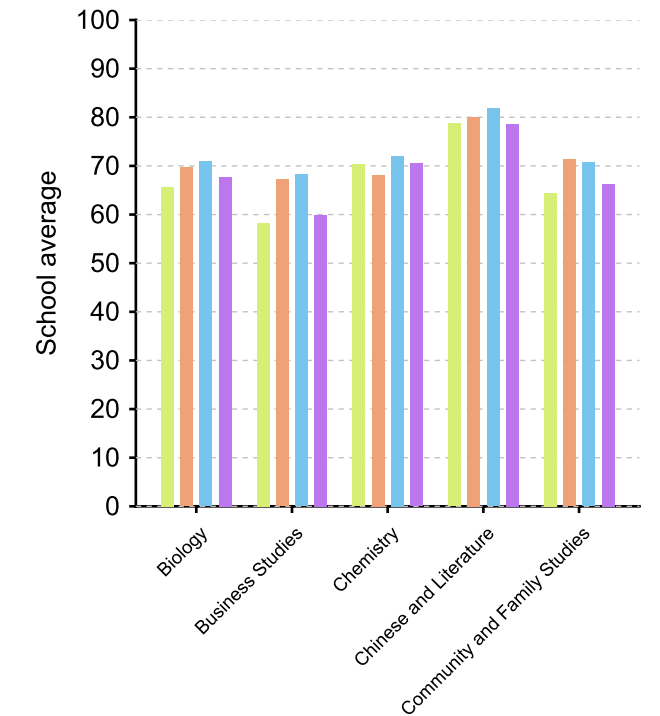
121 Year 7 students participated in NAPLAN 2017 Numeracy test.

In 2017, the Australian Curriculum, Assessment and Reporting Authority (ACARA) identified Kogarah High School as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN. Further, ACARA extended their congratulations to the school community on this achievement, noting that improvements of this magnitude are significant and worthy of highlighting and acknowledging. The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

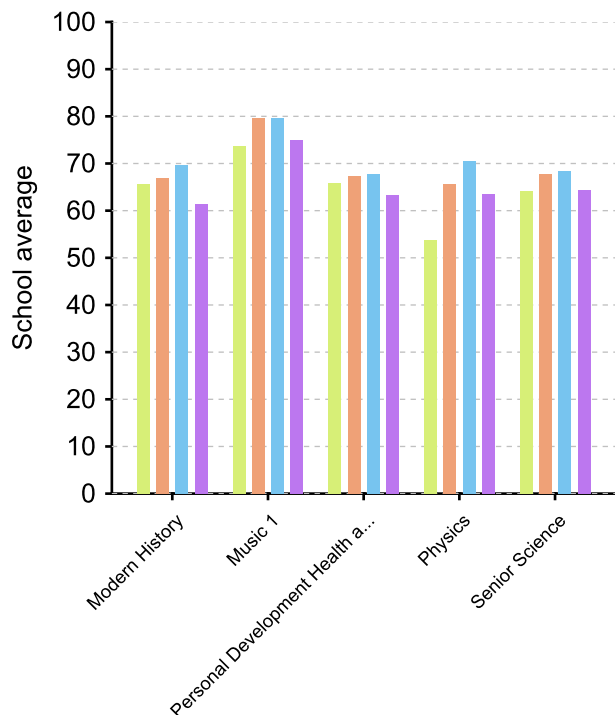


### Higher School Certificate (HSC)

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







## ESL English

This is our most popular senior English option. The trend data for ESL English has been inconsistent since 2014 with substantial dips and spikes. Following a significant spike in student performance in 2016 students were performing at the same level as their state wide counterparts, the 2017 Kogarah High School ESL cohort lagged behind by 8 points. However a student achieved a Band 6 HSC in ESL English.

## Standard English

During the 2017 Higher School Certificate this was the most successful course. Trend data since 2013 shows a positive growth of 15 points over that period, with our students outperforming their state wide counterparts for the first time in 2017. 63% of Students at Kogarah High School attained Band 4 or higher as we saw a significant shift, moving students away from Band 3 and into Band 4 and 5.

## Advanced English

Trend data continues to significant improvement in this course, with a positive growth of 5 points since 2016. Kogarah High School is now within 2 points of the state average, and Kogarah High School students demonstrate significant growth in value added compared to their state wide counterparts since Year 9. All but 1 student achieved Band 4 or above in this course.

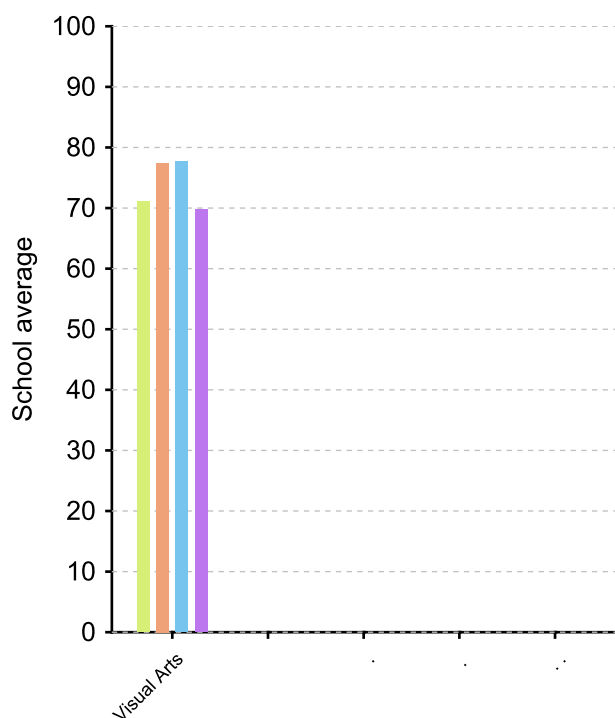
## Mathematics

The Mathematics team at Kogarah High School has been instrumental in delivering lessons that are engaging and meaningful. Students in years 8 and 9 have lessons dedicated to Numeracy. During this time they learn not only how to deconstruct questions, but to apply their Mathematical knowledge to real life scenarios. Our year 9 2017 NAPLAN results placed out cohort of students above state average when compared with similar school groupings. We were 22 points above the expected growth of all NSW Department of Education schools.

During the 2017 Higher School Certificate we had 21 students achieving in the top two bands. 71% of our Extension 2 students received a National band 6 and 72% of Extension 1 were in the top two bands. An outstanding HSC mark of 98% was obtained by a student.

Every year we enter our students in the Australian Mathematics Competition. 52% of the students that participated this year received either a Distinction or Credit for their efforts.

In June Year 11 students entered a Talented Mathematics competition at Sydney Technical Boys High School competing against various schools in the area. Our team had a great start coming 2nd in the



## Overview

In 2017, Kogarah High School students were recognised 20 times on the HSC High Achievers list, performing in the top 10% in the state in a range of subjects including Japanese, Music, Society and Culture and Mathematics. Individual subjects below highlight achievements.

Group Competition and 7th overall.

Year 8 undertakes a working Mathematically assignment each year that challenges the students to apply the Mathematics learnt in the classroom to practical situations, thereby understanding the unique dynamic that Mathematics plays in everyday life. This year the focus of the assignment was to promote numeracy, literacy, cultural understanding, inclusivity and acceptance.

## **Science**

### **Successes**

#### **Year 10 VALID**

The results from Year 10 VALID showed a small improvement overall placing the school slightly above the average results from all DoE students.

#### **Year 12**

In the 2017, HSC 15% of all Science and Engineering students achieved a band 5 or 6.

#### **Excursions**

The Science Department uses excursions and incursions to enrich the lessons taught in class, increase the significance of Science in our world and to make Science a possible career choice for the future.

Some excursions/activities the Science department ran in 2017.

#### **All students**

- Participation in the Big Science Competition
- Participation in Education Perfect Competition
- Students over 16 years donating blood
- Engineers without Borders carrying out activity with students

Year 7– STEM activity – Build and run a solar powered car to compete in a race with other cars produced by students.

Year 8 – Sydney University I–Science project – allowed student to collaboratively carry out the Scientific method.

Year 9 – POPUP STEAM SPACE at the Powerhouse Museum to investigate many engineering marvels; Science Spectacular– Sydney University to conduct activities and experiments; Crystal Growing Competition; Zoo visit– investigate animal conservation with Macquarie University.

Year 10 – UTS STEM activities/career day; Night Observatory – To observe the night sky; Information Day for careers in STEM at St George Hospital for girls to celebrate International Women in Science Day; Zoo visit– investigate animal conservation with Macquarie University

Year 11 – Ecological study of Wolli Creek for our year 11 Biology and Senior Science students

Year 12 – Museum of Human Diseases for Bionics for our Senior Science students; ANSTO visit for Chemistry students; Chemistry talk from a PhD student on research conducted; Pacemaker expert spoke and demonstrated equipment to Senior Science students; Kickstart program for Physics students.

## **Social Science**

2017 proved to be a busy year in the HSIE faculty at Kogarah High School. Teachers prepared new programs for Stage 6 History – both Ancient and Modern, in line with the Australian Curriculum. The Geographers were also busy with the introduction of the new Australian Curriculum in year 9 (stage 5) with preparation happening all year for Stage 4 and 5 (8 and 10) for 2018.

A class set of laptops to be shared within the faculty has allowed for better access to ICT lessons for all subjects under the HSIE umbrella and teachers have been busy adjusting programs to enable students to complete independent research on topics being taught.

A year 11 student was a lucky and well deserving recipient of the Premier's Scholarship and was taken on a tour of parts of the Western Front, in particular Belgium where Australian soldiers served in the First World War.

Teachers in HSIE continue to work on improving programs with literacy being embedded across the faculty during reviews of programs and assessment tasks. With a more targeted focus on literacy occurring, results should improve in this area for students within the humanities at Kogarah High School.

## **PDHPE**

The highly experienced and motivated PDHPE faculty continued to provide the students at Kogarah High School real life learning opportunities that encompass future-focused initiatives. The recent remodelling of Room 4.1.13 has allowed for a truly collaborative workspace where students engage in student-centred experiences utilising iPad technology.

### **Stage 4 & 5 PDHPE**

A comprehensive program has seen students participate in Athletics, Sports Model, Dance and a variety of other sports and fitness units. Survey results have suggested that students enjoy attending PDHPE; again testament to the energy and commitment of the PDHPE staff. Programs are continually assessed and refined in order to best serve our students.

## **PASS**

Physical and Sport Studies continues to be a popular choice for Stage 5 students. Kogarah High School engages with Kogarah Public School in the Sports Coaching unit as well as exploring a host of other concepts. This year saw 45 students attend the Ski Trip at Perisher. An unforgettable experience for the majority of students that had not seen the snow before.

## **Child Studies**

Stage 5 students of Child Studies gain a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

Again, students at Kogarah High School engage with the wider community by attending local Child Care centres to gain hands on experience in working with young children.

## **Stage 6 PDHPE & CAFS**

The highly experienced Stage 6 teachers in PDHPE and CAFS work tirelessly with our students to raise the bar. Collaborative learning teams promote understanding and fortnightly extensive response tasks are marked by HSC markers utilising ALARM. Feedback gained heightens understanding and, as the trend data shows, we are closing the gap and heading in the right direction.

## **Welfare**

Kogarah High School continues to run a comprehensive Student Welfare program. The employment of a Youth Outreach Worker, Mr John Dantas, to develop and deliver the welfare program in partnership with Year Advisors and Head Teacher Welfare has allowed our students to participate in a range of activities. In 2017 students were involved in a programs to develop interpersonal skills, build self-esteem and develop conflict resolution skills including Rock and Water, Straight Talk, Boys to Men and Outward Bound programs. Students also participated in targeted programs to build social cohesion including the year 7 Girls Night In and the Early Start Transition program. A range of opportunities were also provided to enhance student learning through the combined STEMS program with St George Girls and Elevate learning conferences.

## **Learning and Support**

In 2017 the team-teaching program at Kogarah High School continued to grow, with an increased number of students and classes receiving specialist support from an English as an Additional Language/Dialect (EAL/D) teacher or a Learning and Support Teacher (LaST). This program ensures students with additional language or learning needs are supported within their mainstream classes and across subject areas to improve learning outcomes for the students.

A range of intervention programs were implemented to address specific student learning needs, including the MaqLit program. This reading program was delivered to 8 students identified with reading ages 3 or more years below their chronological age, focusing on reading accuracy, fluency and comprehension. At the

completion of the program students' reading comprehension improved by up to 5 years.

An orientation program for students transitioning from Intensive English High schools to Kogarah High, an English Language Proficiency elective providing intensive language support to recent arrivals and individual support to Stage 6 EAL/D students during their private study sessions were also successfully delivered in 2017.

## **Program for Students with Additional Needs**

Comprising of three classes the Support Unit at Kogarah High School caters for students with a disability. One class supports students with a mild intellectual disability (IM), one is for students with Autism and the other is for Hard of Hearing students. The Head Teacher and two class teachers work in collaboration with parents, school staff and where necessary specialist personnel to develop an Individual Learning Plan (ILP) for each of the twenty nine students. The plan is developed in Semester 1 and reviewed in Semester 2 each year. A curriculum is devised whether mainstream or a Life Skills program to assist students in gaining a rich learning experience. By providing students with the opportunity to attend mainstream classes friendships are established and confidence grows.

Regular programs are used to enhance independence and social skills whilst in the community. Students learn to use public transport, read timetables and utilise money skills. The main aim is to get students ready for post school life and enable greater opportunities. These Post school options are of paramount importance and students from each of the three classes participated in regular programs to enhance independence and develop vocational skills. Students have either completed supported work experience, Job Club through NOVA Employment or independently attended work sites. They have worked in hospitality, retail, construction and various other fields. Students have been provided with excellent work readiness opportunities. One student has left school to undertake an upholstery apprenticeship.

Students have also successfully participated in various excursions, Deaf Camp, The Deaf Leadership Conference at Newcastle University, Shopfront and many enjoyed a behind the scenes tour of ABC studios.

## Parent/caregiver, student, teacher satisfaction

### Family and Community Programs

Kogarah High School **P&C Committee** was established during Term 2, 2017. The committee is culturally representative of Kogarah High School and seeks to build relationships between home and school. The first project the P&C spearheaded was a review of the current uniform policy.

The meetings in Terms 3 and 4 focused on HSC minimum standards and how these impact on students aspirations and feelings about high school.

Kogarah High School P&C will continue to investigate uniform options through 2018 to ensure we have a quality uniform that meets the diverse needs of our school community.

**Meet and Greet** afternoons for new parents in our Year 7 cohort continued to provide an informal opportunity for parents and carers to engage with staff at Kogarah High School. Attendance rates at these events have increased each year and feedback from parents is very positive.

**Tell Them From Me** survey is completed each year. The Partners in Learning Parent Survey provides information on parents' perceptions of their children's experiences at school. In 2017, 85% of parents who participated in the survey reported feeling welcome at Kogarah High School, and 82% reported they felt adequately informed by the school on issues of students behaviour and performance. What was most pleasing was that 100% of parents felt that the breadth of subjects available for study at Kogarah High School met their child's needs.



## Policy requirements

### Aboriginal education

Kogarah High School is committed to improving the educational outcomes and wellbeing of all Aboriginal and Torres Strait Islander students. A personalised learning plan assists in supporting the learning goals of all indigenous pupils. The commitment and success of Aboriginal students is celebrated and one student's achievement was recognised through the presentation of an award by the Department of Education. Two Aboriginal art students strengthened their artistic knowledge through a dedicated art project.

The Aboriginal student group established certain goals that they wanted to achieve in 2017. The students worked with the Aboriginal team from the Department of Education and Kogarah High staff to create individual murals promoting Aboriginal culture. The Aboriginal students and the student leadership team collaborated with the Aboriginal team from the Department of Education to create a school specific acknowledgement of country that will be displayed in the school hall.

An acknowledgement of country was delivered at each school assembly in 2017. Important events were promoted and celebrated at whole school assemblies and an Aboriginal student played a didgeridoo at special school events.

All students are educated about Aboriginal culture and history. Aboriginal perspectives are embedded into units of work in all key learning areas. All year 7 and year 8 students were addressed by an Aboriginal elder at a Harmony Day assembly.

The school continues to plan in collaboration with staff, students and the community, as Aboriginal education is everyone's business.



### Multicultural and anti-racism education

The three dimensions of Quality Teaching provide a strong foundation for learning at Kogarah High School. Elements such as Inclusivity, Cultural Knowledge, Background Knowledge and Connectedness are embedded in units of work and ensure multicultural perspectives and cross – cultural priorities are valued and taught.

Kogarah High School employs qualified EAL/D



specialists to address the educational and social needs of students with specific English language needs. Targeted programs and support for specific EAL/D students, such as new arrival and international students, are also provided.

The Anti-Racism Contact Officer (ARCO) position is filled by a trained staff member and their role is advertised to all school students and the community through the school newsletter, website and posters. Records of racism are maintained, including the strategies to resolve them. The ARCO works with both students and staff to enhance respect and responsibility in the school community, educate about racism and promote a racism-free learning and working environment.

St George Youth Services with the assistance of a student leader from Kogarah High School, delivered an anti-racism session to all students in Year 9. These students developed a stronger understanding of what constitutes racism and the strategies to resolve such issues.