

Kogarah High School

Annual Report



2018



8320

Introduction

The Annual Report for **2018** 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.

Ms Julie Ross

Principal

School contact details

Kogarah High School
Gladstone St
Kogarah, 2217
www.kogarah-h.schools.nsw.edu.au
kogarah-h.school@det.nsw.edu.au
9587 5815

Message from the Principal

In 2018, Kogarah High School staff and students worked towards the goals set in the 2018–2020 School Plan. Staff undertook additional professional learning to develop the skills and expertise needed to implement a range of improvement measures; Quality Teaching Rounds, Learning Sprints, Project Based Learning, to name a few. Continuously focusing on ways to improve the classroom experience for all children.

Our wellbeing team focused on resilience and teaching strategies for students to manage their stress and anxiety levels in challenging situations. A number of year groups attended camps to build their collaborative and problem solving skills. And the increase in extra-curricular options available to all students has seen many more students engage in activities after school; debating, choir, rock band, STEM.

The relaunch of Positive Behaviours for Learning has directed the focus towards improving the manner in which students engage with their learning, with each other and with the broader school community. Focus lessons, rewards and signage are a constant reminder of the expectations for all learners.

The report highlights many of our achievements, none of which would be possible without the hard work of our teaching and non-teaching staff. I commend the 2018 Annual Report to you.

Ms Julie Ross

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 future. 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, Resilience and Reflection.

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.

The local high school network known as the Kogarah Cluster provides opportunities to share practice and develop opportunities for broader student engagement. Joint student leadership initiatives build the capacity of students and strengthen our public education networks.

Our broad ranging transition program develops the confidence and engagement of year 5/6 students from our local primary schools. Students participate in a range of activities including coding, the Global Cardboard Challenge and sporting activities which provide opportunities to learn about high school and meet teachers and students prior to enrolling in Kogarah High School, thereby ensuring a smooth transition.

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 domain of Learning, the school executive team self assessed our practices at the Sustaining and Growing level. Kogarah High School offers a broad curriculum to meet the interests and abilities of all students, providing them with clear pathways for successful transitions to post school life. Regular review of Individual Learning Plans supports students whose continuity of learning is at risk. In the element of Student Performance Measures Kogarah High School is identified as Excelling, with the value-add data in both Year 7 to Year 9 and Year 9 to Year 12 showing markedly higher than expected.

In the domain of Teaching, the executive team self assessed our practices at the Sustaining and Growing level. All teachers regularly engage in meaningful professional learning to improve practice. The use of data from internal and external sources informs teaching and learning programs and strategic school improvement efforts.

In the domain of Leading, the on-balance judgement is Sustaining and Growing. Clear processes direct school activity towards effective implementation of the current school plan.

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.

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

Promoting Learning Excellence

Purpose

To develop students who are confident, resilient and creative. Students who maximise learning opportunities for ongoing continuous improvement.

Overall summary of progress

The milestones for 2018 were reached and in some cases exceeded. Key teachers in each faculty have a thorough understanding of the Learning Sprint and Success Criteria method. A number of teachers were trained to embed this process into their teaching and learning practices, resulting in students being able to self direct their learning. The Teacher Inquiry Group (TIG) has piloted numerous mini learning sprints to evaluate the effectiveness of the learning programs. The Positive Behaviour for Learning action plan has been developed with the Student Services team and the mini lessons focusing on key behaviours are taking place regularly. All students are able to articulate the positive behaviour expectations of Kogarah High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students report greater engagement in their lessons.	Employment of an additional teacher \$101,000	Smaller classes in Year 7 to assist in the transition from primary school. Release to assist student who did not meet the minimum standards in Year 9 NAPLAN
There is an increase in positive Sentral entries and a consistent decrease in negative Sentral entries. Students report a sense of belonging.	Matrix Signage \$22,000	Signage in all classrooms and at strategic points throughout the school. All staff regularly reference the signs. Signage supports the mini lessons each fortnight
An increase in literacy and numeracy mastery, in line with the Premiers target. An increased proportion of students in the top 3 bands in external measures.	Professional Learning on Learning Intentions and Success Criteria. \$12,700	2018 HSC results show a 19.6% increase in the top 3 bands in Mathematics and a 36.7% increase in the top 3 bands for Mathematics general. EALD students outperformed the state average by 1.2 marks and statistically similar schools average by 6.1 marks.

Next Steps

The focus for school activity towards effective implementation of strategic direction 1 will involve the embedding of Learning Intentions and Success Criteria across all KLAs for all year groups. Students knowing why they are learning and being able to identify their progress is essential to engagement in learning.

The positive behaviour for learning strategies will be strengthened and mini lessons will focus on the key notions of respect and responsibility. Every students will understand their obligation to learning and will have the tools to take responsibility for the behaviour and their learning progress.

Strategic Direction 2

Promoting teaching excellence

Purpose

To empower staff to be innovative and creative, actively sharing, reviewing and improving pedagogy. To optimise enriched learning experiences.

Overall summary of progress

Quality Teaching Rounds 'Community of Practice' undertook observations of teachers and provided valuable feedback. Protocols for observation were established and agreed upon by all participants. All teachers involved report that their teaching practice has been more considered and aligned to the quality teaching framework due to their participation in the rounds.

Project Based Learning team visited other schools to see the learning in action. At Kogarah High School the Year 7 curriculum was mapped to align learning outcomes across all classes. Projects were undertaken in year 7 Science, building the capacity of students to collaborate and reflect on their work with peers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing the number of teachers voluntarily engaging with QTR.	\$20,000 release from face to face to observe practice and provide feedback.	Completion of QTR for 2018 and Teacher Inquiry Group showcase presentation. Teacher evaluation of practice illustrates the impact of observations and feedback.
A steady increase in student success in common assessment tasks in all faculties through PBL.	\$20,000 professional learning, visiting other successful PBL schools, developing teaching resources.	Year 7 Science complete a project based assessment where students collaborated and communicated about their work.
Strengthen the purpose and rigour of the authentic process through TIGS	Staff planning time.	Teacher Inquiry Groups provide an avenue for in depth teacher learning. 2018 evaluation data rates TIGS as a highly effective method of collaborative professional learning.

Next Steps

In 2019 the number of Quality Teaching Round Communities of Practice will increase from 2 to 4, allowing more teachers time to discuss pedagogy, observe colleagues and provide feedback to improve teacher practice.

Project Based Learning will be embedded into every Year 7 assessment program, developing the collaborative and critical thinking skills of all Year 7 students.

The Teacher Inquiry Groups will move from Inquiry to Action, focusing on key areas of the school plan and building the capacity of all teachers to meet the diverse needs of all students at Kogarah High School.

Strategic Direction 3

Building strong community connections

Purpose

To develop collaborative and sustainable partnerships with all stakeholders to continually improve student outcomes.

Overall summary of progress

A strong network of high schools has been established. Teachers are collaborating on Stage 6 programming, sharing ideas and resources to meet the outcomes of the new syllabuses.

The development of an Transition Officer has facilitated a smoother transition between Year 6 and Year 7. A more comprehensive orientation program has lead to students feeling known, valued and cared for from the beginning of year 7.

University of Sydney and 6 teachers completed the mapping of the EALD language requirements in Year 8 Science. A comprehensive teaching program has been developed to assist all Science teachers focus on language in Year 8 Science.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number and quality of connections with our local network of schools.	\$1000 for guest speaker and hospitalities	Twice each term calendar of meetings to share programs and ideas.
Develop and sustain partnerships with external agencies and stakeholder groups focused on improving student outcomes.	\$10,000 release and resource development for EALD. \$5,000 Release for transition officer to visit primary feeder schools.	USyd experts worked closely with Kogarah teachers to develop strategies to focus on language learning in Science. Links with Stage 3 teachers established to enable free flow of information on transitioning students.
Increase the percentage of parents/carers completing the Tell Them From Me survey.	\$300 parent meeting hospitalities	The number of parents completing the Tell Them From Me survey more than doubled between 2017 and 2018. More than 70% of parents surveyed report feeling welcomed at the school.

Next Steps

Kogarah Cluster meetings focusing on improvement in practice and achievement at a whole school level. Sharing external data to engage with best practice.

Language learning resources will be developed for Stage 5 Science, with support from USyd.

P&C meetings will provide more information on how parents can best support their children at high school with Head Teachers and invited guests presenting information sessions based on parent feedback. The Community Liaison Officer to liaise with parents for topics.

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	\$70,197 • Support for beginning teachers (\$70 197.00)	<ul style="list-style-type: none"> • Two periods release each week to observe senior teachers and meet mentor • Retired Deputy Principal employed to support beginning teachers • Kogarah Cluster workshops for beginning teachers to network with colleagues and learn from Department and NESA experts.
Aboriginal background loading	\$3959 • Aboriginal background loading (\$3 959.00)	<ul style="list-style-type: none"> • Each student has developed, in consultation, a personalised learning plan, identifying goals for 2018. • Meeting with parents and students to review plan.
English language proficiency	\$446,710	<ul style="list-style-type: none"> • 3.8FTE permanent full time EALD teachers targeting language development across all KLAs • 0.4FTE temporary EALD teacher positions supporting the language learning of senior students.
Low level adjustment for disability	\$321,082	<ul style="list-style-type: none"> • 2.0 FTE Learning Support teachers employed on a full time basis for students requiring additional numeracy and literacy support. • Value added data adds 49.45 average points growth between Year 7 and Year 9 – placing school in Excelling category
Socio-economic background	\$511,116	<ul style="list-style-type: none"> • 2.0 Additional teachers to increase the subjects offered in the senior years • 1.0 additional teacher to maintain smaller classes in Years 7–10



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	580	574	527	531
Girls	454	444	413	381

Student enrolment remains steady at just under 1,000. Kogarah High School has proportionately more male than female students. Girls programs targeting confidence and leadership are in place to ensure female students have equity of access to all programs.

Student attendance profile

School				
Year	2015	2016	2017	2018
6				98.6
7	93.3	92.5	92.8	91.4
8	88.3	89.6	90.5	89.3
9	91.3	87.8	85.7	88.3
10	85.4	88.3	84.6	85.3
11	90.3	89	90.9	90.1
12	91.4	92.3	90.9	88.7
All Years	90.1	89.9	89.1	88.7
State DoE				
Year	2015	2016	2017	2018
6				92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	89.2

Management of non-attendance

Student attendance registers are marked and submitted for every learning period. Parent/Carers of students who are not in school are contacted via SMS. Year Advisors and Deputy Principals monitor attendance and regularly engage parents in meeting attendance goals. Students failing to meet attendance goals are referred in the first instance to the welfare team, who follow up attendance issues with the Home School Liaison

Officers.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7.4
Employment	4	6	5.4
TAFE entry	11	11	17.6
University Entry	0	0	42.6
Other	0	0	6.1
Unknown	0	0	20.9

A full-time transition officer works closely with students to develop a post high school plan, outlining all options available. Industry professionals and tertiary educators present to senior students providing information on pathways to further study and employment. More than 66% of 2018 graduates entered tertiary education.

Year 12 students undertaking vocational or trade training

In Year 11, 9 students attended TAFE studying the equivalent of a 2 unit course. The courses included Hair and Beauty Therapy, Cosmetic Nursing, Plumbing and Motor Mechanics.

In Year 12, 10 students attended TAFE completing the equivalent of a 2 unit course. The courses studies included Nursing and Motor Mechanics.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 116 students attained an HSC. 9 students completed TAFE courses, equivalent to 2 units.

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 reflects the community's expectations.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	44.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	2
School Administration and Support Staff	18.98
Other Positions	12.2

*Full Time Equivalent

Kogarah High currently does not have any teachers who identify as Aboriginal/Torres Strait Islander. In 2018, all teachers undertook training to recognise the unique educational needs of Aboriginal and Torres Strait Islander students and to learn how to develop strategies to bridge the gap in achievement. A head teacher attends the annual Aboriginal Education conference to ensure Aboriginal and Torres Strait Islander perspectives are embedded in all practices.

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	8

Professional learning and teacher accreditation

\$90,439 was allocated to teacher professional learning in 2018. The focus for professional learning was engaging students in their learning. There were three key projects to achieve this;

1. The school engaged the services of Dr Simon Breakspear, an educational leader of Agile Schools and member of the Gonski Institute @ UNSW, to enhance our impact on learning. Teachers worked with Dr Breakspear to focus on the small changes that can be made to practice that will have the biggest impact on student achievement. Teachers have worked in teams to identify the learning intention and success criteria so that every student can monitor their own progress to success. At each stage in the learning students know where they are and what they need to do next.

2. Quality Teaching Rounds were introduced and provide teachers with an opportunity to observe their peers and reflect on the lessons with reference to the Quality Teaching Framework. Teachers provide valuable feedback in a collaborative environment with the intention of improving practice.

3. Project Based Learning was introduced to Stage 4 to provide students the opportunity to build their communication, collaboration, creative and critical thinking skills. Teachers developed units of work for students to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	556,456
Revenue	12,733,572
Appropriation	12,008,530
Sale of Goods and Services	157,163
Grants and Contributions	382,789
Gain and Loss	0
Other Revenue	175,483
Investment Income	9,608
Expenses	-12,341,176
Recurrent Expenses	-12,341,176
Employee Related	-11,239,903
Operating Expenses	-1,101,273
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	392,396
Balance Carried Forward	948,852

Kogarah High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

Plans to maximise the operation of the school within available physical and financial resources.

Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.

Identifies and addresses occupational health and safety issues.

Maintains appropriate records in accordance with Audit requirements.

Kogarah High School Finance Committee meets each term to review income and expenditure and to monitor financial commitments. The committee has representation from the Intensive English Centre, the Support Unit, the executive and two teacher

representatives. A report is prepared after each committee meeting for presentation to the P&C meeting.

In 2018, expenditure on upgrading classrooms and installing solar panels, to meet the future focus of our school plan, was increased. Funds were spent on additional laptops, camera equipment for flipped classroom filming and upgrading aging data projectors in all classrooms. Student assistance funding was increased to ensure all students have equity of access to programs which enrich their educational experience at Kogarah High School.

In 2019, the focus will be on refurbishing the library and upgrading a number of classrooms. Funding will be allocated to removing old infrastructure, such as a dilapidated cabana and deck outside the hall, which may present health and safety issues in the future.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,812,487
Base Per Capita	195,612
Base Location	0
Other Base	7,616,875
Equity Total	1,282,867
Equity Aboriginal	3,959
Equity Socio economic	511,116
Equity Language	446,710
Equity Disability	321,082
Targeted Total	741,070
Other Total	1,725,828
Grand Total	11,562,252

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Kogarah High School continues to undertake NAPLAN using the paper format.

Year 9 performance data showed a considerable improvement in writing. This was largely due to a whole school focus on writing interventions in Stage 4. A writing program was introduced to all Stage 4 students to build their skills in writing across all key learning areas. Assessment tasks focused on writing, reducing multiple choice options.

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	14.7	24.0	31.0	21.7	7.8	0.8
School avg 2016-2018	11.6	27.2	29.6	22.6	6.5	2.7

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	10.0	26.2	32.3	18.5	10.8	2.3
School avg 2016-2018	9.9	28.8	32	20.3	7.7	1.3

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	9.7	29.8	29.0	21.0	8.9	1.6
School avg 2016-2018	10.4	28.4	28.4	23.4	7.9	1.5

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	22.4	24.8	23.2	23.2	4.0	2.4
School avg 2016-2018	26	27	22.5	18.7	4.5	1.3

Student performance data for Year 9 numeracy showed

an overall improvement. The representation of students in the top two bands (21.6%) was higher than the state average (19.7%), and the representation of Kogarah High Students in the bottom three bands was fewer (4.2%) than the state average (7.4%). The work for 2019 and beyond will be focused on moving the students working in the middle bands to the top two bands.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	4.7	18.0	34.4	23.4	14.8	4.7
School avg 2016-2018	6.2	17.9	31.7	23.8	16	4.3

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	7.4	13.1	34.4	25.4	13.1	6.6
School avg 2016-2018	4.1	16.5	33.2	24.5	14.4	7.2

In accordance with the *Premier's Priorities: Improving education results* a focus on the top two NAPLAN bands in reading and numeracy is an indicator that schools are successfully helping more students to reach their potential. The reading results for Year 9 students showed an increase in the percentage of students in the top two bands from 8.5% in 2017 to 10.48% in 2018. The focus on reading and writing across all key learning areas provided students with explicit teaching on what makes an effective reader and writer. This shift in focus impacted the percentage of students in the top two bands for numeracy, which experienced a fall from 22.52% in 2017 to 19.67% in 2018.

The ongoing focus on improving reading and writing, while supporting the improvement in numeracy is embedded in the last two years of the current school plan.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Kogarah High School prides itself on offering a broad range of subjects to engage all learners. This may result in some course have fewer than ten students, which can impact the statistical data.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	66.8	68.3	69.5	62.9
Biology	72.4	69.3	70.7	69.4
Business Studies	64.7	67.4	69.3	62.0
Chemistry	71.7	69.1	71.8	70.6
Chinese and Literature	82.2	0.0	81.8	80.4
Community and Family Studies	69.2	68.7	69.9	65.9
Design and Technology	69.8	75.7	74.2	69.8
Engineering Studies	69.6	73.1	75.3	69.8
English (Advanced)	77.3	76.9	77.5	77.3
English (Standard)	64.0	65.8	65.0	65.4
English as a Second Language	71.3	63.7	70.1	66.1
Information Processes and Technology	68.7	67.1	72.0	62.0
Legal Studies	69.6	67.4	71.2	66.8
Mathematics	71.5	70.4	74.8	70.2
Mathematics Extension 1	76.2	73.7	78.7	75.7
Mathematics General 2	70.6	65.4	65.1	62.0
Modern History	63.9	66.8	69.5	65.6
Music 1	74.1	77.8	79.5	74.4
Personal Development, Health and Physical Education	61.1	67.9	69.5	61.1
Physics	67.1	68.7	70.6	62.6
Senior Science	72.6	66.6	68.2	69.1

Society and Culture	82.0	74.1	76.1	82.2
Visual Arts	72.8	77.7	78.0	70.7

The 2018 HSC data highlights the strength of our students across a broad range of subjects. In many subjects, such as Society and Culture, Senior Science, English as a Second Language and Biology Kogarah High School performs above the state average and above the average of the similar statistical schools group.

Kogarah High School students achieved a total of 23 Band 6 results across a range of courses. Many students demonstrated outstanding achievement, with a Visual Arts student being recognised for his incredible talent and having his work exhibited in the NSW Department of Education's Art Express at Hazlehurst Gallery.

Parent/caregiver, student, teacher satisfaction

The increase of 76% of parents participating in the Tell The From Me survey was facilitated by the Community Liaison Officer engaging directly with parents. Each week small groups of parents were invited into school for a morning tea to feedback on school processes and complete the survey.

A small, but active P&C has grown to include parents from language backgrounds other than English taking on executive positions on the committee. The P&C meets each term and provides a valuable opportunity for parents to seek clarification on school processes, curriculum and general activities.

Policy requirements

Aboriginal education

Kogarah High School supports our Aboriginal students in a variety of ways;

- a) a designated Head Teacher carries responsibility for meeting regularly with our Aboriginal students to update their Personal Learning Plans, meeting with parents and students and support staff,
- b) the school captain attends school and regional events to Acknowledge Country,
- c) Aboriginal Community Liaison Officers meet with Aboriginal students to ensure they are aware of targeted learning opportunities.

As a result of the high profile of the Aboriginal student community at Kogarah High School they are regularly requested to participate at the annual Deadly Kids Doing Well Awards.

Multicultural and anti-racism education

Kogarah Intensive English Centre is hosted by Kogarah High School and prepares newly arrived students for the challenging demands of the high school curriculum. The centre provides intensive English tuition and orientation to the NSW school system while catering for the students' social, emotional and academic needs. It is the centre for assessment for all new arrival students enrolling in Year 6 or secondary high schools along the Illawarra train line south of the Georges River from Tempe to Waterfall.

In 2018 KIEC enrolled 132 new arrival students from 24 culturally diverse countries speaking 17 languages, as temporary or permanent residents. International students comprise 30% of the total student population. The number of students who successfully transitioned into 20 feeder schools in 2018 was 117.

Four classes participated in the Australian Red Cross Migrant Youth Orientation Program designed to assist newly arrived students with designed to acquaint newly arrived students with services and facilities through various community activities and excursions. For the fifth year 40 students participated in the Kogarah through My Eyes Welfare and photography Program developed and facilitated by 3Bridges Community to promote creativity and wellbeing through links to the local community. Fifteen students were targeted in the seven week In League in Harmony NRL program that aims to promote social cohesion as well as game based skills and concluded with an inter IEC Gala Day that promoted harmony and cultural respect within sports. In 2018, 39 students transitioned to KHS and participated in the Welcome Program. The program enables students to access key personnel, as well as understand school procedures and expectations. An average of 17 students per week were supported by the After School Learning Centre where they received assistance as well as bilingual support in literacy and numeracy. Twenty students participated in the ABCN InterAct mentoring program. This program focuses on goal setting skills and confidence building. Students were involved in Settling In, Orientation to High School and Year 6 mentoring program facilitated by the school counsellor. These programs and psycho-educational in nature and designed to promote successful resettlement and develop knowledge and awareness of assistance for new arrivals within the school and wider community. Two groups of 40 students attended and International Student Camp at Tops Campsite. The activities were designed for experiential learning to take place to create connections between students. Sixty students participated in an excursion to Canberra and benefited from the Parliament and civics Educational (PACER) rebate. In Term 4 sixteen students worked with an artist from The Australian Literacy and Numeracy Foundation on the Subtext Program merging art with literacy. This allowed students to express complex, diverse aspects of their past, present and futures while facilitating conversations, communication skills, language development and reflective practice. In the Step Out Program facilitated by 2Connect Youth and Community a group of 12 Year 10 students where given the opportunity of develop social and inter

personal skills through various sport, goal setting, cooking and music activities. Fifteen musically talented students participated in the Inter IEC talent Showcase presenting their drumming performance to a large audience of IEC students. Two students represented Kogarah Intensive English Centre at the IEC Oratory Showcase successfully presenting their speeches to an audience of 600. Senior students participated in regular visits to TAFE colleges and universities providing opportunities to increase awareness and motivation to pursue further studies. Every student who entered the IEC in 2018 participated in a health screening test by the school nurse through the Optimising Health for learning program. Additionally the students were immunised accordingly through the School Vaccination Program. The Dental Clinic visited the school twice in 2018 providing dental screening, referrals and dental education to all students. Extra-curricular clubs such as Chess Club, Games Club, Music Club and Boxing Club were provided by teachers during break times to encourage settlement and friendships. Successful applications from Sporting Schools provided the students with access to specialist coaches and additional sporting equipment. Staff from the Tokyo Board of Education joined our school for 6 weeks observing lessons, sharing ideas with our teachers and fostering cultural awareness amongst students.

Kogarah High School has a dedicated Anti-Racism contact officer who develops lessons for students to increase their understanding of their rights and obligations in a multicultural society.