2020 Annual Report

Kogarah High School

8320

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a challenging year for students and the broader community. Learning from home presented both opportunities and complexities that our teaching and non-teaching staff had to manage. Yet throughout the year Kogarah High School remained focused on ensuring every child was known, valued and cared for. Regular telephone calls and emails to students and families, preparation of packages of work for students at home, and onsite provision of learning for our essential workers built the confidence of the community to work together for our young people.

Our HSC results demonstrated the incredible resilience of our students and the amazing support of the school community. A record number of students were offered University placements, with a further 38% attaining a TAFE placement.

The 2020 Annual Report details the successes of 2020.

School vision

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 South Metropolitan area. We pride ourselves on our diverse and culturally rich community, and our dynamic school culture, which is focused on developing young people who are engaged learners and responsible citizens. The Kogarah High School student population of more than 800 comes from over 20 different culturally and linguistically diverse communities. While 84.4% of students are from Language Backgrounds other than English, 20% are receiving EAL/D support. The school also hosts an Intensive English Centre, a Hearing Support unit, one IM class and three class for students with Autism.

Kogarah High School values and fosters students working in a collaborative and supportive setting. Qualified and experienced staff work closely with students, parents and the wider community to provide an engaging learning environment with access to resources which enhance learning experiences. Our experienced learning support team of EAL/D and Learning Support teachers and School Learning Support Officers monitor progress regularly and apply evidence informed learning interventions to ensure every child achieves growth each year.

Equity funds are used to employ 2.6 EALD teachers and 2.0 Learning and Support teachers. Flexible funding employs additional teachers to provide a breadth of curriculum that meets the needs of senior students and reduce class sizes in the junior years to facilitate explicit teaching and clear effective feedback.

The Kogarah High School wellbeing roadmap ensures every student is known, valued and cared for with ample opportunities to develop and grow skills in resilience and reflection. Close relationships with external support agencies guarantee a positive post school transition for all students.

We have fostered partnerships with universities, businesses and cultural groups that support student aspiration for their post school options. Our comprehensive Vocational Education Program provides opportunities for students to excel at a state level, with students being recognised in annual award ceremonies. Students represent the school in wide range of regional and state sporting activities.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Promoting Learning Excellence

Purpose

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

Improvement Measures

An increased number of students report greater engagement in their lessons.

There is an increase in positive Sentral entries and a consistent decrease in negative Sentral entries. Students report a sense of belonging.

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.

Progress towards achieving improvement measures

Process 1: Staff engage in professional learning about **Learning Sprints**. The school implements a range of learning sprints aimed at targeting and improving engagement through the implementation of research based strategies.

Evaluation	Funds Expended (Resources)
Learning Sprints and the mini lessons respond well to the changing need of the school as evidenced through data. Learning sprints embedded as a process to enact change across the school. It will be a valuable process to include for implementation of other strategies at KHS.	Release time for staff to collaborate on lesson collaboration. 2 periods per cycle for full time staff. **Funding Sources:** • Socio-economic background ($220000.00)

Process 2: Relaunches **Positive Behaviours for Learning**, including refined discipline and merit systems which address student wellbeing.

Evaluation	Funds Expended (Resources)
Has the re launching of PB4L been a success at KHS? TFI results indicate that there is greater consistency of teacher use of common language of PB4L. There has been an increase in the number of raffle tickets issued for positive behaviours. What has worked? Teacher consistency has increased as shown in the TFI (teacher fidelity index) data. There has been a decrease in the number of N warning letters linked to increased engagement in learning What needs refinement? Continued focus on the PB4L matrix with focus lessons determined by sentral data, with lessons delivered through the assembly lesson time. Has Student engagement increased and discipline/behaviour issues/incidents decreased? The results were disrupted by COVID, therefore the behaviour data show a small improvement.	Release time for data analysis and mini lesson preparation x 2 days Resourcing to promote Positive Behaviour for Learning **Funding Sources:** • Socio-economic background ($1000.00) • Socio-economic background ($100.00)

Next Steps

Positive Behaviour for Learning will continue to be a key program to address student behaviour. Learning Intentions and

success criteria will continue to be utilised to provide agency for students to monitor their own learning.

Kogarah High School 8320 (2020)

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.

Improvement Measures

Increasing the number of teachers voluntarily engaging with QTR.
A steady increase in student success in common assessment tasks in all faculties through PBL.
Strengthen the purpose and rigour of the authentic process through TIGS

Overall summary of progress

Due to the restrictions of COVID-19 Quality Teaching Rounds did not run through 2020.

Progress towards achieving improvement measures

Process 1: The development of **Quality Teaching Rounds** teams to improve teaching and learning across the school. This will begin with a core group of trained teachers and extended more broadly through the school with through a teacher inquiry group.

Evaluation	Funds Expended (Resources)
Feedback TAG reviewed aspects of the QTF in connection with What Works Best document to reflect on and trial feedback strategies. A number of staffed signed up to the Quality Teaching Academy Maths assessment task review using the Quality Teaching Framework to guide the review process.	Funds carried over due to COVID restrictions preventing QTR implementation

Process 2: Establishing **Project Based Learning** programs across stage 4. This will begin with a core group of teacher in Mathematics and Science. The involvement of staff through a teacher inquiry group will provide opportunity for PBL to be extended throughout all faculties.

Evaluation	Funds Expended (Resources)
Cross faculty tasks for English and Science, Science and Geography completed using shared marking criteria A number of faculties completed PBL projects during Semester 1. A number of staff completed online PBL course provide by PBL Works Scope and sequences for Stage 4 were mapped across the year. Not all tasks were completed as planned.	Release time for collaboration and curriculum mapping x 3 days Resourcing for Project Based Learning lessons $1565 **Funding Sources:** • Socio-economic background ($1500.00) • Socio-economic background ($1565.00)

Next Steps

Project Based Learning will continue with Year 7 in 2021. Staff are focusing on combined outcomes to minimise the number of assessment tasks and build an understanding of knowledge transfer. QTR will be reviewed in light of other research informed programs succeeding in building collective efficacy.

Strategic Direction 3

Building strong community connections

Purpose

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

Improvement Measures

Increase the number and quality of connections with our local network of schools.

Develop and sustain partnerships with external agencies and stakeholder groups focused on improving student outcomes.

Increase the percentage of parents/carers completing the Tell Them From Me survey.

Progress towards achieving improvement measures

Process 1: Teachers develop skills to differentiate teaching and learning programs that meet the learning needs of all students. This will include developing subject specific resources for EALD students in Stage 5.

Evaluation	Funds Expended (Resources)
All students confidently access the History syllabus from one of the multiple entry points developed collaboratively with EALD and History teachers.	Release time for staff to collaborate with Intensive English Centre EALD teachers. x 4 days **Funding Sources:** • English language proficiency ($2200.00)

Process 2: Strengthening connections within the **Kogarah Cluster of schools** and our 'transition partners' to improve professional learning opportunities for staff and improve teaching and learning.

Evaluation	Funds Expended (Resources)
3 Rivers for Learning individual Research to Practice documents and video provided opportunities for leadership team to engage with current research and informed much of the 2021 school planning process. 3 Bridges support of students - decrease in numbers of students leaving school without engagement in work or training. Australian Business Community Network - increasing numbers of students participating in mentoring programs Successful transition of students with a disability to further training and employment opportunities.	3 Rivers for Learning, Ann MacIntyre Professional Learning Program for 8 staff members $10,000 4 staff members x 6 days release **Funding Sources:** • Professional learning ($14000.00)

Process 3: School facilities are made available to community groups focusing on life long learning.

Evaluation	Funds Expended (Resources)
School is a community hub with Arabic classes and Chinese classes utilising the facilities on the week end. The parent portal is being used by parents as their primary source of information for school activities.	Multicultural celebrations were not held due to COVID restrictions. On site parent information sessions were postponed due to COVID restrictions.

Next Steps

2021 will focus on moving the school from sustaining and growing on the SEF theme of Parent Engagement to excelling. The need for greater parent commitment to ensuring their child fully engages in education has been identified through a situational analysis. Further streengthening of teacher expertise in the teaching of students from an EALD

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	Release time for beginning teachers Release time for mentors **Funding Sources:** • Support for beginning teachers ($52 193.00)	Beginning teachers have a thorough understanding of syllabuses, behaviour management processes and departmental priorities.
Aboriginal background loading	Aboriginal Co-Ordinator release time **Funding Sources:** • Aboriginal background loading ($3 458.00)	Each student has an Independent Learning Plan with clearly articulated goals.
English language proficiency	3.2 teachers 2 School Learning Support Officers **Funding Sources:** • English language proficiency ($396 040.00)	2/28 students attain Band 6 in HSC EALD English 4/28 students attain Band 5 in HSC EALD English 6/28 students attain Band 4 in HSC EALD English
Low level adjustment for disability	2.0 permanent teachers for Learning & Support 1 School Learning Support Officer to provide support Additional teacher for Class Connect **Funding Sources:** • Low level adjustment for disability ($332 646.00)	Disability provisions for targeted students to complete HSC exams. Targeted students receive regular in class support from additional Learning Support teachers. Teachers utilising differentiation to enable curriculum access for all students.
Socio-economic background	Breakfast Club, Uniform vouchers and Lowes vouchers, Student Assistance for camps and excursions for identified students. Additional staffing 2 x teachers **Funding Sources:** • Socio-economic background ($482 550.00)	Students start the day in a positive way. Students are in uniform and report a greater sense of belonging. Targeted students enjoy school camp. 8 HSC course run with ten or less students including Software Design, Chinese & Literature, Economics, Music, Construction

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	527	531	498	504
Girls	413	381	351	338

Student attendance profile

School				
Year	2017	2018	2019	2020
6		98.6	96.1	91.8
7	92.8	91.4	90.7	93.7
8	90.5	89.3	88.7	93.7
9	85.7	88.3	88	90.5
10	84.6	85.3	86.8	88.3
11	90.9	90.1	85.8	91.5
12	90.9	88.7	90.9	89.2
All Years	89.1	88.7	88.2	91
State DoE				
Year	2017	2018	2019	2020
6		92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	89.2	88.8	90

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	0
Employment	0	0	0
TAFE entry	0	1.5	38
University Entry	0	0	46
Other	0	0	0
Unknown	0	0	16

Year 12 students undertaking vocational or trade training

23.72% of Year 12 students at Kogarah High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.5% of all Year 12 students at Kogarah High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2020, 21 Students studied VET Hospitality, Food and Beverage with one student attaining a Band 6 and two students attaining a Band 5. Kogarah High School was pleased to announce the nomination of Fatima Faraj as runner up in the Ultimo Directorate VET Student of the Year, and Nomiko Uganbaatar as the recipient of the Southern Sydney Business Education Network VET Excellence Award.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	43
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	2
School Administration and Support Staff	18.08
Other Positions	9.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,781,630
Revenue	12,858,122
Appropriation	12,462,301
Sale of Goods and Services	68,320
Grants and contributions	89,542
Investment income	2,489
Other revenue	235,471
Expenses	-13,163,847
Employee related	-11,795,684
Operating expenses	-1,368,162
Surplus / deficit for the year	-305,724
Closing Balance	1,475,906

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 **Approved SBA** ($)
Targeted Total	40,604
Equity Total	1,214,694
Equity - Aboriginal	3,458
Equity - Socio-economic	482,550
Equity - Language	396,040
Equity - Disability	332,646
Base Total	8,791,044
Base - Per Capita	224,972
Base - Location	0
Base - Other	8,566,072
Other Total	1,887,581
Grand Total	11,933,923

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
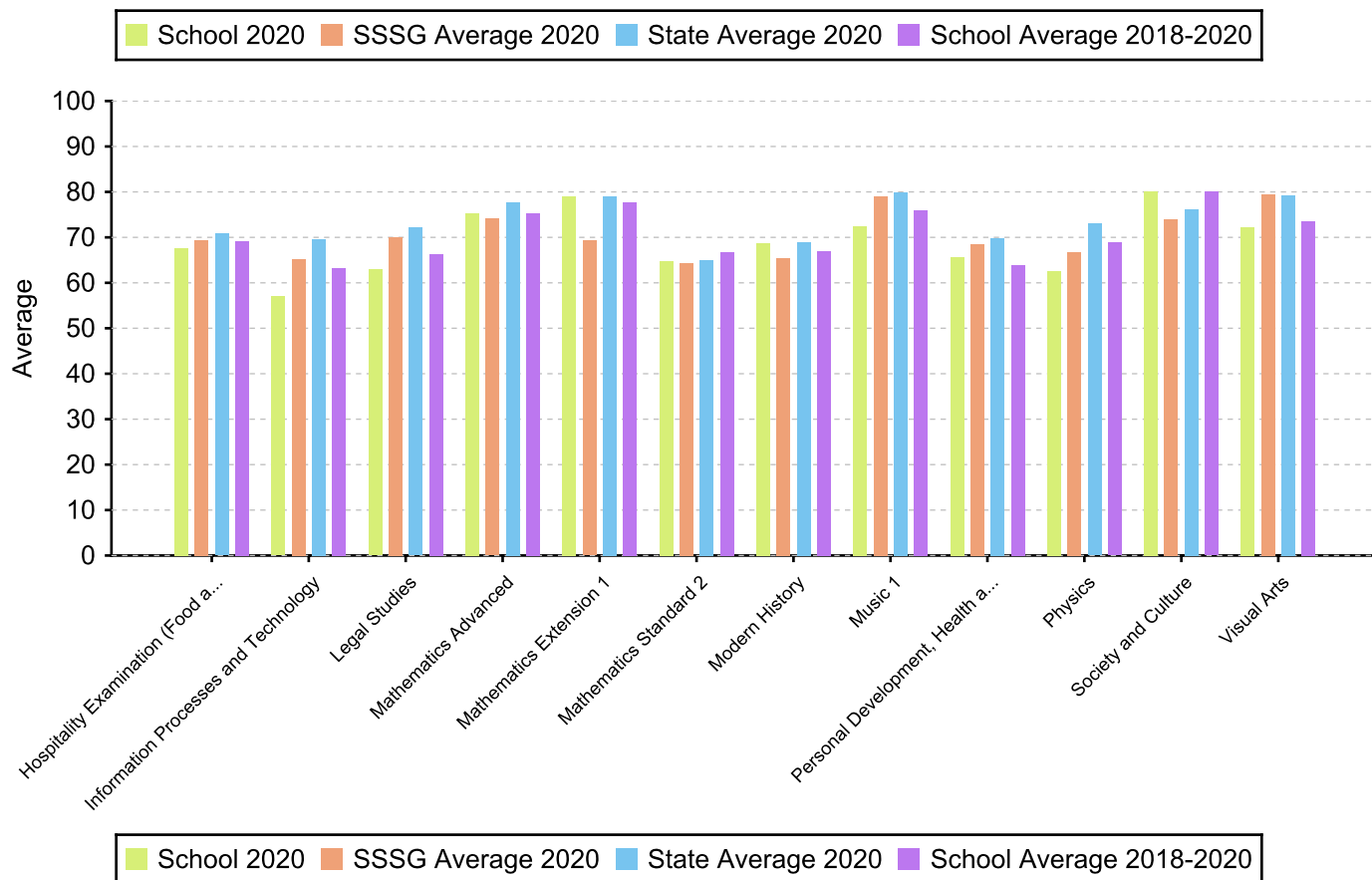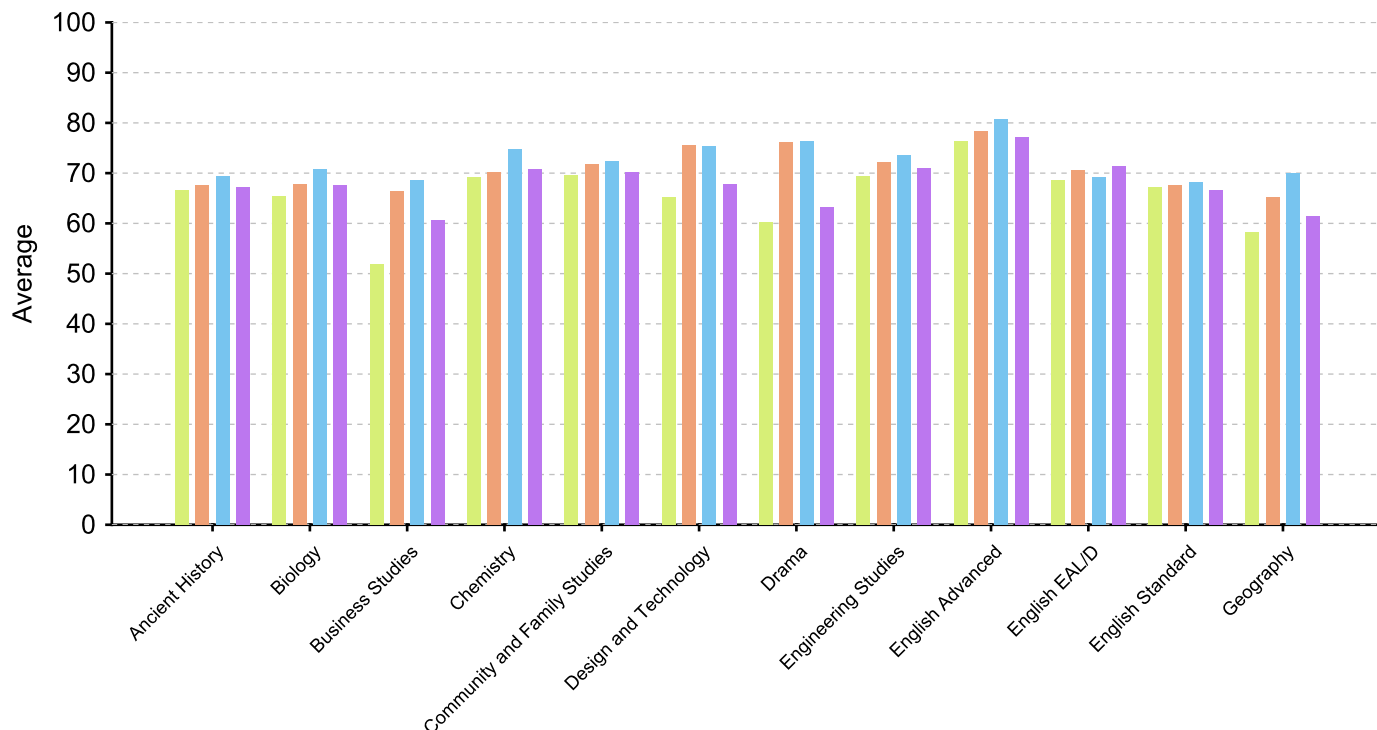
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	66.6	67.6	69.4	67.1
Biology	65.3	67.8	70.8	67.6
Business Studies	51.9	66.3	68.6	60.6
Chemistry	69.2	70.2	74.8	70.8
Community and Family Studies	69.5	71.8	72.4	70.2
Design and Technology	65.1	75.6	75.4	67.7
Drama	60.2	76.1	76.4	63.3
Engineering Studies	69.3	72.1	73.6	70.9
English Advanced	76.3	78.4	80.8	77.1
English EAL/D	68.5	70.6	69.3	71.3
English Standard	67.2	67.6	68.1	66.7
Geography	58.2	65.3	70.1	61.4
Hospitality Examination (Food and Beverage)	67.7	69.4	70.8	69.3
Information Processes and Technology	57.0	65.1	69.6	63.2
Legal Studies	62.9	70.0	72.1	66.3
Mathematics Advanced	75.3	74.1	77.7	75.3
Mathematics Extension 1	79.0	69.3	79.1	77.7
Mathematics Standard 2	64.8	64.4	64.9	66.7
Modern History	68.8	65.4	68.9	66.9
Music 1	72.5	79.1	79.8	75.9
Personal Development, Health and Physical Education	65.6	68.4	69.9	64.0
Physics	62.6	66.7	73.0	68.8
Society and Culture	80.1	74.0	76.2	80.0
Visual Arts	72.3	79.4	79.2	73.6

Parent/caregiver, student, teacher satisfaction

Parent feedback during 2020 was positive of the support Kogarah High School provided for students throughout the 'learning from home' period. Restrictions due to COVID-19 prohibited the Community Connect Forums and P&C meetings taking place where Tell Them From Me has traditionally been completed.

Kogarah High School conducted the Tell Them From Me survey twice with students, once in July 2020 and once in October 2020. The data showed students, generally, had a positive experience learning from home, but were very happy to return to face to face in class learning.

Student academic buoyancy levels, that is their capacity to overcome setbacks and challenges that are typical of the ordinary course of school life were above the New South Wales Government norm, with boys reporting more buoyancy than girls.

Students reported an above New South Wales average with regards to positive teacher-student relations. On a scale of 1 to 10, Kogarah High School rated 6.3 on the descriptor "Students feel teachers are responsive to their needs and encourage independence with a democratic approach". The NSW Government norm is 5.7.

It is pleasing to note that many students feel they have someone at the school who consistently provides encouragement and can be turned to for advice.

The survey results of **teachers** found Kogarah High School to be staffed by experienced educators, with 45% of teachers teaching between 6 and 15 years, and 33% teaching for 16 years or more.

74% of teachers felt the leadership team clearly communicated the school's strategic vision and values, with most teachers noting they would like extra time to collaborate with colleagues to ensure the strategic directions and values were embedded in their teaching and learning units.
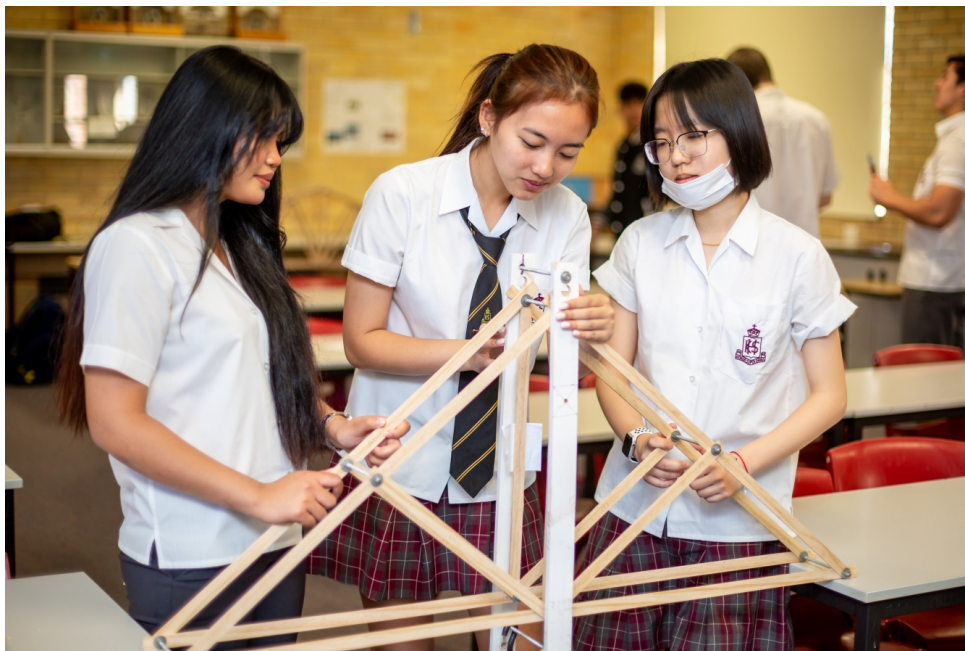
Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Kogarah High School's Aboriginal Education Coordinator meets each year with Indigenous students and their families to set goals and monitor learning pathways. Opportunities for engagement in areas of interest are sought and supported through this mentoring program.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The Anti-Racism Contact Officer (ARCO) position is filled by a trained staff member and their position and role is advertised to all school students and the community through the school newsletter, website and posters. Records of incidents 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.

During 2020, the anti-racism contact officer provided professional learning to teaching staff on anti - racism, including strategies on how to respond to instances of racism during the COVID pandemic. Anti-racism education was further supported through the provision of resources to teachers for utilisation within lessons.

Student representatives addressed the assembly on the important issue of equality and the 'Black Lives Matter' campaign.

Cross cultural understanding is an important tool in the prevention of racism. Students in Year Seven and Year Eight enjoyed a day of Aboriginal cultural immersion, promoting a better understanding and appreciation of indigenous cultures, whilst teachers included cross cultural perspectives in lessons across all year groups.

The school was also successful in its application to be involved in an anti-racism initiative of the Department of Education. This project seeks to utilise the personal stories of students, parents and members of the community to enhance understanding of racism, its impact and ways to combat it. This project will be completed during 2021.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Kogarah High School values its community and works to support students to become well informed and active citizens. Anti-racism education and supporting student wellbeing are important focus areas for the school. During 2019 and 2020, the school implemented a range of strategies which reflected these priorities.

Kogarah High surveyed a large cross section of the school to determine instances of, and attitudes towards, racism. A

student leadership group was trained in anti-racism education by a local organisation, 2 Connect Youth & Community. A whole school lesson on anti-racism education was developed in consultation with the student leaders and addressed the issues identified in the survey. Two Muslim student leaders, after contacting the ABC regarding the omission of Muslim Australians in its advertisements, were invited to appear in the next ABC television advertisement.

EAL/D teacher specialists supported the transition of students from the Intensive English Centre to the high school through a specially designed Welcome program. Targeted Year 6 EAL/D students participated in the Early Start Transition Program, aimed at supporting the academic development and wellbeing of students.

International students are supported through a team approach. Support is facilitated by a classroom teacher, school administrative support office and overseen by a deputy principal. The team meets once a fortnight to discuss student attendance, application and welfare needs. To support the learning and wellbeing needs of international students, the team also meets with students in Years 7-10 and 11-12 on a fortnightly basis and students are provided with a phone number for contacting deputy principal outside of school hours in the event that emergency support is required.

The Head Teacher of Learning Support led professional support activities which developed the knowledge of classroom teachers in relation to the specific needs of EAL/D students. Teachers from the Intensive English Centre provided professional learning on successful EAL/D strategies that could be used in the mainstream classroom. The school's Anti-Racism Contact Officer delivered anti-racism professional learning to all staff.

Other School Programs (optional)

Kogarah High School's wrap around support for student learning and wellbeing extends to additional after school tutoring three afternoons per week, with Tuesday and Thursday afternoons reserved for senior students. A boys and a girls supervisor implement before and after school recreation programs to engage students in physical activities, gardening and art projects. Regular engagement with 2 Connect Youth & Community, 3Bridges and Gymea Community and Aid Centre ensure that every child has the tailored support required.

Koomurri Aboriginal awareness incursion