

2021 Annual Report

Kogarah High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was a challenging year for Kogarah High School students, staff and the broader school community. There was significant disruption to teaching and learning due to COVID 19 and this required staff and students to pivot to a new delivery platform whilst students were learning from home. Despite these challenges, the school prioritised the wellbeing of students and ensured that connections with every family was maintained. Staff and students embraced online learning platforms and even when learning returned on-site, some of these learning tools remained for improved communication of learning materials, to support ongoing COVID-19 related absences and to continue to engage students.

A challenging year to commence our Strategic Improvement Plan, we have been proud of the foundations we have been able to create which have placed the school in a good position to build upon in 2022. COVID ISLP funding assisted the school with the capacity to employ additional staff to address gaps in learning from extended absences and from the period of learning from home. While a valuable resource, continued disruptions to the school year impacted the intended outcome of the program.

Our HSC results reflect the ongoing commitment to learning that occurred in 2021 with 51% of students achieving in the top 3 bands in the HSC, exceeding our target.

The 2021 Annual School Report details the successes of 2021.

School vision

At Kogarah High School we are committed to developing young people who are skilled learners, responsible citizens who are prepared for and confident about their future.

To achieve our shared vision all staff are encouraged to work in a collaborative environment, sharing expertise and knowledge to ensure every student is known, valued and cared for. Utilising evidence-based teaching strategies to meet the learning needs of our diverse student community is a priority for every teacher in every classroom.

Our extended school community is integral in the collaborative partnership, working closely with teachers and support staff to ensure improvement in student learning outcomes each year.

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.

The school's staffing entitlement in 2021 is 76.8 teaching staff and 18 non-teaching staff. The school employs a part-time Business Manager and Literacy and Numeracy co-ordinators from school funds. 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.

A thorough situational analysis was conducted by the school's leadership and learning teams. Findings were shared through parent meetings, staff meetings and focus groups and recommendations have informed the strategic directions of this Strategic Improvement Plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2021 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 |

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve the growth and achievement in literacy and numeracy of every student by developing and sustaining whole school processes for collecting and analysing data to inform evidence-based teaching practices. Our teachers will work collaboratively with literacy and numeracy coordinators to adapt their practice to target identified need in order to meet expectations on student growth by 2022.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy Leader
- Numeracy Leader
- Stage 6 Support

Resources allocated to this strategic direction

Professional learning: \$16,890.00

Socio-economic background: \$21,327.00

Low level adjustment for disability: \$95,694.00

Summary of progress

Literacy and Numeracy

Professional learning supported teachers knowledge development in evidence informed literacy and numeracy teaching strategies. This was supported into practice through engaging the school literacy and numeracy aspiration team.

Restricted student access to face to face teaching in 2021 impacted heavily on the ability of teachers to implement newly learnt strategies to address reading, writing and numeracy across the curriculum.

Learning from home was challenging for families from backgrounds other than English who were not able to adequately support their child's learning, despite their best efforts.

The next step for 2022 is to continue to build teacher capacity to identify the specific literacy and numeracy skills required to be successful in their subject, and to match appropriate explicit teaching strategies. Continuing to engage with Leading Evidence, Evaluation and Data will support the skill development of teachers to use data to improve practice. Professional Learning in explicit teaching will ensure students make greater learning gains.

Stage 6 Support

Stage 6 support during 2021 was evident in a more structured scope and sequence for the Year 11 and Year 12 enrichment sessions. Teaching resources were made available to all staff delivering this support.

Restricted student access to face to face teaching in 2021 impacted heavily on the capacity to deliver of this program as there was limited opportunity to actively engage students in effective study support; also teachers had difficulties supporting student learning outside class time. The quality of the structure of the support was evident in the increased number of students in attendance at the homework center when on-site learning returned.

The next steps in this initiative is to continue to increase Year 11 and Year 12 attendance at the homework center and to work towards continuing to increase the number of students achieving in the top three bands within more subject areas, rather than as an average across all HSC subjects combined.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|------------------------------------|--|
| READING: Improvement in the | 4.9% of students achieved in the top two bands for Reading in Year 9 |

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| <p>percentage of Year 9 students achieving in the top 2 bands to be above the school's lower bound system target in reading of 15%.</p> <p>2019 actual =6.8%. Lower bound target = 15% & upper bound target = 20%</p> | <p>NAPLAN. Literacy coordinators provided increased professional learning for teachers to embed reading strategies across the curriculum. It is expected this will positively impact the movement of student achievement towards the system target.</p> <p>The expected growth in systems targets were not reached, despite significant one to one work and the small group COVID ISLP withdrawal tutorial program.</p> |
| <p>NAPLAN Expected Growth NUMERACY</p> <p>Improvement in the percentage of students achieving expected growth to be midway between the 2019 Actual of 8.5% and the 2022 target of 23.7%.</p> | <p>6.3% of students achieved in the top two bands for Numeracy in Year 9 NAPLAN. The Numeracy Coordinator provided increased professional learning for teachers to improve pedagogy through embedding numeracy strategies across the curriculum. It is expected this will positively impact the movement of student achievement towards the system target.</p> <p>The expected growth in systems targets were not reached, despite significant one to one work and the small group COVID ISLP withdrawal tutorial program.</p> |
| <p>HSC</p> <p>Improvement in the percentage of HSC course results in the top three bands to 40% or above.</p> | <p>Students sat examinations for 24 courses in the 2021 HSC. In four courses (Advanced English, Mathematics Ext 1 and 2 and Chinese and Literature), 100% of the candidates achieved in the top three bands in the HSC examinations. Improvement targets (40%) for students achieving in the top three bands was exceeded with 51% of students achieving in the top 3 bands in the HSC in 2021.</p> |
| <p>VALUE ADD</p> <p>NAPLAN value add for Yrs 7-9 moves from Working Towards to Delivering</p> | <p>Achievement of this measure is yet to be realised due to the negative impact the extended period of learning from home had on student engagement.</p> |
| <p>Stage 6 tutoring & Senior Enrichment Sessions</p> <p>Senior student participation in after school tutoring increases.</p> | <p>2021 began with approximately 15% of senior students attending the after school tutorials. On return from the 60+ day lock down this number increased dramatically with students making up for lost face to face teaching and learning time. Teachers provided additional after school tutorials, particularly in practical subjects that were impacted by online teaching and learning (English, Mathematics, Visual Arts, Modern History). Student voice became more evident, with students requesting specific subject support and the school acting on this where possible to ensure that subject specific specialist support was made available to students. On average for Terms 1 - 4, 12 Yr 12 students attended, 80% of students attend both Tuesday and Thursday sessions, 75% indicated that they would recommend the program to their friends and there was an increase in students attending in the weeks before examinations.</p> |

Strategic Direction 2: Student and Community Engagement

Purpose

Research shows a whole school approach to student wellbeing and engagement has the potential to significantly impact student achievement. Positive teacher-student relationships and high levels of advocacy are crucial. Strong partnerships with parents and community groups build a shared sense of responsibility for student learning and success. The situational analysis identifies a need for students to connect more closely with teachers and for greater parent support for improved attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Individual Student Monitoring
- Community Connect Forums

Resources allocated to this strategic direction

6101 Rollover: \$27,432.00

School To Work: \$16,000.00

Professional learning: \$18,075.00

Low level adjustment for disability: \$15,066.00

Socio-economic background: \$341,898.80

Aboriginal background: \$3,148.00

Integration funding support: \$38,892.00

English language proficiency: \$12,473.00

Summary of progress

Individual Student Monitoring

In 2021, the Safeguarding Kids Together Specialist team worked with members of the teaching staff to strengthen systems, processes and practice across four domains: Student Wellbeing, Community Engagement, Anti-bullying, Cyber Safety and Attendance. A comprehensive plan was developed and activities started prior to lockdown. A detailed two year culturally aware plan was developed to build community engagement. A High Tea event provided an opportunity for parents to meet with senior teachers to learn about HSC pathways. Up to 60 parents attended the High Tea event. Feedback was overwhelmingly positive from the attendees. This will be enhanced next year with a continuation of the culturally aware plan to rebuild and enhance community connections

The Barber workshop was initiated with a need to identify students at risk of disengagement and students who require targeted interventions that align with their post school options at KHS. The program was to design and deliver enhanced responses - particularly those students in vulnerable cohorts, year 9 and 10. It was observed that students worked well in the space, completing modules weekly, engaging with the barber through meaningful and constructive conversations and being punctual when arriving to the workshop. The next step in this initiative is to continue to build the capacity of the barbershop and embed data collection processes to monitor student engagement and attendance patterns. The program will also be extended to include a hairdressing program also aimed at year 9 and 10 students.

The Rugby program was mobilised to encourage positive attendance and behaviour as well as provide decisive physical activity. The program started with 2021 with large numbers due to a strong interest from students ranging from years 7-12. Training and formation of teams was well underway in early 2021 as well as professional learning undertaken by staff to become accredited NRL coaches. COVID restrictions unfortunately stagnated the full implementation of this program. The program will continue in 2022 with a renewed focus on positive behaviour and improved attendance for the students engaged in the program.

Student leadership was one of the key successes of 2021. The ABCN program was the pinnacle of this success., albeit, in a modified version through online mediums due to lock downs and COVID restrictions. The ABCN program received overwhelmingly positive feedback with a strong sense of student achievement and belonging. The program will continue in 2022.

Monitoring of attendance was carried out by each year advisor, supported by the Safeguarding Kids Together Health and Safety team from the department. Strategies to encourage parents to send their children to school, such as regular telephone calls, text messaging when absent, information on the impact of days absent, continue to be a feature of the program. Further, welfare meetings occurred regularly which set out to target individual student attendance and

behaviours. Throughout the lock down period, the Welfare Team ensured every family was contacted several times throughout the lock down period. In addition, weekly wellbeing sessions were held online. The underlying principles of constant student follow up and continuous communication with home were adapted to the lock down period and will continue to be the focus in 2022 under regular school conditions.

Community Connect Forums

In 2021, there were very few opportunities to engage parents in onsite activities. due to COVID restrictions. As a result, information sessions and community engagement events were not able to be held. The only community activity held was the high tea aforementioned. The next step will be to reinstate the community connect forums in 2022, ensuring that each meeting has a focus on an initiative that is being implemented in the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|--|
| Student Attendance: Increase the percentage of students attending school 90% or more to above the system baseline of 58.7% | Safeguarding Kids Together support team worked with key personnel to analyse data to inform procedures for following up targeted students. 56.62% of students attend 90% or more of the time. The monitoring program, which has a staff member call home each day and follow up with the student on return from an absence has had limited impact on the attendance data for some students. Deputy Principal meetings with parents, whether by phone or face to face to discuss the importance of regular attendance occurs regularly. |
| Wellbeing & Engagement: Students actively engage in after school programs and seek out their mentor. Rugby program encourages attendance, positive behaviour and academic engagement. All students achieve their PLSP goals in wellbeing, attendance and behaviour Students participate in ABCN and Gynea Community mentoring programs. | Aboriginal students program established with clear targets and goals in each PLSP. Established link with Sutherland AECG. Rugby program in hiatus until 2022 due to COVID hard lockdown. Mentoring programs: Stage 5: 15 girls completed the Empower 2021 Course. Stage 4: 9 girls completed the Innovate course. At the end of the course the survey results illustrated an increase in the girls' confidence in themselves (33% before the program to 100% after the program) and their ability to communicate ideas (33% before and 100% after). Stage 6: 12 girls completed the ABCN Focus Leadership course. Most telling was the response to the statement: "I am motivated to become a leader - 71% prior and 100% post, and "I have confidence in my leadership potential" - 57% prior and 86% post. Student comments: "To accept your failure and learn from it as it leads to success, to be motivated and to manage your time efficiently. |
| Community Engagement: An increase to 40% of parents who complete the Tell Them From Me Survey. | A community engagement team was established with the support of the Safeguarding Kids Together team. A two year detailed, culturally aware, plan was developed to build community engagement. The first event, a High Tea, provided an opportunity for parents to meet with senior teachers and learn more about HSC pathways. Guests from the community and health sectors were present and supported parents in their role. Unfortunately, COVID-19 has meant we were unable to run our regular parent meetings where groups of parents were supported to complete the Tell Them From Me survey in an informal group. |
| Barbershop: Positive and respectful behaviours increase. Attendance increases and negative entries on Sentral decrease. | Scheduled to run from Week 2, Term 2 through to Term 4. Interrupted by COVID lockdown, however, students initially participated for 6 weeks every Monday. During this time the participation in the program saw an improvement in attitude and engagement spill over to other learning environments. At the end of 2021 one of the targeted students was successful in gaining an apprenticeship in Barbering. |

Strategic Direction 3: Refined teacher practice and collaboration

Purpose

The school self assessment against the School Excellence Framework has identified differentiation and collaboration as areas of need. In the Leading Evaluation, Evidence and Data project the area of Collaboration was scored low by teachers who felt they could improve teaching practice and meeting the needs of EALD and students with additional learning needs by working collaboratively within and across faculties.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Evidence Informed practice
- Targeting High Potential and Gifted students

Resources allocated to this strategic direction

Low level adjustment for disability: \$224,236.00

English language proficiency: \$336,354.00

Professional learning: \$8,528.00

Integration funding support: \$37,729.00

Beginning teacher support: \$15,000.00

6101 Rollover: \$98,377.00

Summary of progress

Effective Classroom Practice

The focus in 2021 was on building the capacity of teachers to understand how reflecting on data and using it to adapt teaching practice can lead to improved student outcomes. Changing teacher and leader practice is not a linear process. It is a continuous cycle which includes active engagement with teachers in a collaborative setting. Additional staffing supported classes for EAL/D students. This involved identified students having access to a trained EAL/D specialist who supported them in the classroom through team teaching and differentiated programs. The impact of this included 90% EAL/D students meeting the minimum standards in Year 10. Increased confidence of senior EAL/D students was observed by teachers and evidence in student work samples. The next step will be to continue to build on the use of data to inform practice so that this becomes an embedded process.

Early career teachers were released from face to face teaching to collaborate with teacher mentor and built their capacity in programming, planning and teaching. Mentoring helped beginning teachers feel connected to their profession and school helping foster the development of a professional identity. Early career teachers reported improved practice through coaching, supporting, and challenging the beginning teacher to focus on learner outcomes and encouraged reflection through the use of observations and data. Teacher mentor reported the ability to check in on the well-being of the mentee and provide emotional support led to the mentors providing advice and helped the mentee resolve issues they are facing both in and out of the classroom.

The Maths and English faculties engaged in professional learning around the Universal Design for learning model. This was less than planned as Learning from Home inhibited the amount of professional learning that occurred. Teacher feedback following this professional learning indicated that the English faculty embed differentiated strategies for EALD students, and students who require low-level adjustments for disabilities, however, the Maths faculty struggled with how to implement the concept. This has led to the English staff embedding UDL into programs for stage 4. Teacher reflections on new practice has revealed that employing UDL principles in assessment task design increases the number of students that can access the task. The next step will be for an additional two faculties to engage with the PL regarding UDL.

An evaluation of the programs revealed that due to COVID restrictions that there is a need to continue with further refining how staff differentiate teaching and learning programs not only for EAL/D student but all students using Universal Design for Learning. The mentor program will continue to be implemented for beginning teachers in 2022.

Evidence Informed Practice

All teachers undertook the CESE Using Data to Inform Practice professional learning module. Teacher feedback following this professional learning identified that most teachers could access data and built their skills in the analysis,

interpretation and use of student progress and achievement data and the SEF. Teachers worked in teams to analyse the data of their classes to determine where their students are at and what steps they need to take to move their students forward. This has led to teachers looking at more than one source of data to understand student achievement and identifying areas for their own professional learning. Professional learning communities developed through the Teacher Action Groups in Literacy, Numeracy and Universal Design have provided opportunities to further refine data literacy skills. Teacher reflection on new practices has revealed that the most effective evidence-based teaching methods are employed to target identified student learning needs.

An evaluation of the programs revealed that teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. During 2022, teachers will consolidate our use of data to inform practice embedding the QDAI model into all initiatives. Staff PL will also focus on explicit teaching in 2022.

High Potential and Gifted Education Program:

Extension and engagement intervention sought to enhance teacher capacity to challenge and support high achievers. The Sydney Opera House Creativity Leading in Learning program supported teachers to approach teaching and learning from a creative perspective. Restricted student access to face to face teaching in 2021 impacted on the ability of teachers to implement newly learnt strategies to address creativity. A Gifted and High Potential program was developed along with a criteria to form a high potential class in year 8 for 2021.

An evaluation of the programs revealed that further professional learning is required for all staff involved in CLIL to build the capacity of creativity into teaching and learning programs. It is also recommended that further investigation into enrichment activities across all KLA's occurs in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|--|
| <p>All Year 7 students participate in Best Start assessment.</p> <p>Teachers access and analyse data to understand where students are at in their learning and how to move them to the next level of achievement.</p> | <p>The Learning and Support team and the Literacy and Numeracy coordinators utilise the Best Start data and the NAPLAN Year 7 data to identify students who require additional support. Targeted strategies, consistent with What Works Best, are employed to address need identified.</p> |
| <p>Internal measures indicate an increased percentage of staff actively collaborating on Universal Design</p> <p>All teaching staff complete CESE Professional Learning module: Use of Data to inform practice</p> | <p>Due to COVID-19 restrictions only 25%, cohort A undertook the Universal Design Professional Learning.</p> <p>CESE: Use of Data to inform Practice was completed by all teaching staff. Staff have increased their competencies for using English progressions Understanding Texts (vocabulary) and adjustments to Teaching & Learning programs based on student individual needs and syllabus outcomes.</p> |
| <p>All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning</p> <p>Assessment tasks are differentiated to provide opportunities for all students to demonstrate achievement.</p> <p>EALD teachers collaborate to revise teaching and learning programs and assessment tasks, ensuring all adjustments lead to improved learning.</p> | <p>The literacy and numeracy cycle supports teachers to integrate targeted literacy and numeracy teaching into classroom practice and provides a scaffold for professional learning and support in faculty groups and teams. Some Year 7-9 assessment tasks are reviewed by the Learning and Support team to ensure all students have opportunities to demonstrate their understanding of key concepts taught.</p> <p>Programs for Year 8 identified class all include opportunities for High Potential students to be challenged in their learning. Multiple modes of assessment are utilised, creating opportunity for negotiated independent projects. During 2021 teachers built their skills and understanding of creativity in leading learning through a professional learning program facilitated by the Sydney Opera House.</p> |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Socio-economic background</p> <p>\$363,225.80</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kogarah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Leader • Community Connect Forums • Individual Student Monitoring • Stage 6 Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement HSC course with small cohorts • engagement with external providers to support student engagement and retention • employment of additional staff to support parallel classroom program implementation. • resourcing to increase equitability of access to extra curricular programs and excursions • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional support staff with bilingual expertise to engage students and their families • staff release to provide intensive literacy and numeracy teacher professional learning and collaborative teaching support <p>The allocation of this funding has resulted in:</p> <p>Every student having regular opportunities to meet with an identified staff member who was able to provide advice, support and assistance.</p> <p>Attendance data being regularly analysed and personalised attendance plans being developed for identified students; students having equitable access to learning opportunities otherwise denied due to socio-economic disadvantage. This was particularly important as the return to onsite learning was difficult for many students due to ongoing concerns about contracting COVID.</p> <p>The release of staff as literacy and numeracy leaders allowed ongoing collaborative approaches for improvement in teachers with classroom practice.</p> <p>The employment of additional staff to implement parallel classes in English and Mathematics in Stage 4 which has allowed intensive literacy and numeracy differentiation to occur.</p> <p>The employment of an Arabic speaking community liaison officer and a Mongolian School Admin Officer has increased connections between the community and the school.</p> <p>A school funded a Head Teacher Learning and Support position which allowed a structured approach to supporting a range of intensive support programs including MacqLit, individualised student support and the review and adjustment of PLSP's. \$46 000 of funding was unable to be used due to the extensive period of learning from home due to COVID19 restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to engage the literacy and numeracy coordinators to support our trajectory towards achieving targets. Ongoing professional learning for staff will be support the continued capacity building to explicitly teach the literacy and numeracy skills required to successfully engage in learning. Student performance measures will inform the need to refine the learning teachers require to meet student learning needs. Continued refinement of the Stage 6 High Achievement Support will see the development of a webpage resource for students and staff to enrich the scope and sequence of the Senior Enrichment Sessions. Continued employment of additional staff in specialist teaching and community support</p> |

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| <p>Socio-economic background</p> <p>\$363,225.80</p> | <p>roles will continue to enrich the connections with the community and reengagement of students following extensive disruption to learning experienced in 2021.</p> |
| <p>Aboriginal background</p> <p>\$3,148.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kogarah High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Student Monitoring <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in: Aboriginal families engaged in the PLP process and, more importantly, senior students which developed high expectations for post school pathways.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitoring each student to ensure goals are SMART and relevant for students. Additional post school pathways explored, including tertiary education options.</p> |
| <p>English language proficiency</p> <p>\$348,827.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kogarah High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Community Connect Forums <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EALD parallel classes in English • EALD support in KLAs • Professional learning for all staff in understanding the principles of Universal Design • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Additional staffing teaching small parallel classes resulted in more than 90% of EALD students meeting the minimum standards in Year 10, prior to beginning preliminary HSC study. Senior EALD students reported being more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. HSC results for EALD English in 2021 show a decrease of student achieving in the bottom 2 bands: 21% in bottom 2 bands in 2020, reduced to 9% in 2021. One student achieved 6th in the state for HSC EALD English. Mongolian and Arabic speaking families engaged more frequently with the school through the community liaison officers, the SKT parent group and events such as Community Connect forum and High Tea.</p> <p>After evaluation, the next steps to support our students with this funding will be: To utilise the expertise of the EALD team to build the capacity of subject teachers to meet the consolidating language needs of students across the</p> |

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| <p>English language proficiency</p> <p>\$348,827.00</p> | <p>curriculum. We will continue to build the skills of Stage 6 students in the HSC EALD English course by providing additional in class collaborative teaching.</p> |
| <p>Low level adjustment for disability</p> <p>\$334,996.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Kogarah High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Numeracy Leader • Literacy Leader • Individual Student Monitoring • Stage 6 Support • Community Connect Forums <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention MacLit and MultiLit to increase learning outcomes • employment of LaST and interventionist teacher • support for students in targeted Homework Centre <p>The allocation of this funding has resulted in: Kogarah school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Programs developed utilising Universal Design principles which provide every student an access point.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the training of SLSOs in MultiLit. Deployment of Learning Support Teachers to teach parallel classes which are small in number to ensure each identified student has a differentiated learning program in English and Maths.</p> |
| <p>Professional learning</p> <p>\$43,493.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kogarah High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Leader • Numeracy Leader • Individual Student Monitoring • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement in Leading Evaluation Evidence and Data Professional Learning • Teacher Action Groups lead targeted professional learning • Drum Beats <p>The allocation of this funding has resulted in: All staff using data to inform practice based on the CESE;What Work Best 2020 update. Universal Design is thoroughly understood and applied to</p> |

| | |
|--|---|
| Professional learning \$43,493.00 | <p>programs. Unfortunately due to limited access to professional learning as a result of COVID-19 restrictions, significant amounts of professional learning funds were unspent.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff to engage in the next modules of CESE: What Work Best focusing on Explicit Teaching practices. Staff will have further access to professional learning in 2022 to support their PDP's</p> |
| School support allocation (principal support) \$40,932.00 | <p>School support allocation funding is provided to support the principal at Kogarah High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional School Administration Officer to assist with school operational administration. <p>The allocation of this funding has resulted in: streamlined systems for data collection and reporting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build the capacity of additional School Administration Staff to support School Administration Manager/Business Manager.</p> |
| COVID ILSP \$422,478.00 | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of 4 teachers/educators to deliver small group tuition and monitor student achievement • releasing staff to analyse school and student data to identify students requiring additional support • releasing staff to coordinate the program and record data on PLAN2 to monitor and report student progress <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> |
| School To Work \$16,000.00 | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Kogarah High School</p> <p>Funds have been targeted to provide additional support to students</p> |

| | |
|---|--|
| <p>School To Work</p> <p>\$16,000.00</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Student Monitoring <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Engaging external providers to provide authentic workplace opportunities. <p>The allocation of this funding has resulted in: The set up of a professional barber shop at KHS to engage students in barbering.</p> <p>After evaluation, the next steps to support our students with this funding will be: Expand the program to employ a Beauty Therapy teacher one day per week to provide authentic work skills for interested students.</p> |
| <p>Integration funding support</p> <p>\$76,621.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kogarah High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Student Monitoring • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continued employment of support staff to work with eligible students in the development of personalised learning goals, and supporting students to achieve these learning goals.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 531 | 498 | 504 | 454 |
| Girls | 381 | 351 | 338 | 318 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| 6 | 98.6 | 96.1 | 91.8 | |
| 7 | 91.4 | 90.7 | 93.7 | 90.4 |
| 8 | 89.3 | 88.7 | 93.7 | 86.8 |
| 9 | 88.3 | 88 | 90.5 | 89.6 |
| 10 | 85.3 | 86.8 | 88.3 | 81.6 |
| 11 | 90.1 | 85.8 | 91.5 | 86.3 |
| 12 | 88.7 | 90.9 | 89.2 | 86.7 |
| All Years | 88.7 | 88.2 | 91 | 86.6 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| 6 | 92.5 | 92.1 | 91.8 | |
| 7 | 91.8 | 91.2 | 92.1 | 89.7 |
| 8 | 89.3 | 88.6 | 90.1 | 86.7 |
| 9 | 87.7 | 87.2 | 89 | 84.9 |
| 10 | 86.1 | 85.5 | 87.7 | 83.3 |
| 11 | 86.6 | 86.6 | 88.2 | 83.6 |
| 12 | 89 | 88.6 | 90.4 | 87 |
| All Years | 89.2 | 88.8 | 90 | 85.9 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 | 0 | 0 |
| Employment | 3 | 7 | 4 |
| TAFE entry | 0 | 4 | 16 |
| University Entry | 0 | 0 | 57 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 2 | 23 |

Year 12 students undertaking vocational or trade training

20.00% of Year 12 students at Kogarah High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Kogarah High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 43.5 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| Teacher ESL | 2.6 |
| School Counsellor | 2 |
| School Administration and Support Staff | 19.08 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1,475,906 |
| Revenue | 13,091,795 |
| Appropriation | 12,778,564 |
| Sale of Goods and Services | 69,691 |
| Grants and contributions | 145,428 |
| Investment income | 667 |
| Other revenue | 97,445 |
| Expenses | -12,909,956 |
| Employee related | -11,571,417 |
| Operating expenses | -1,338,539 |
| Surplus / deficit for the year | 181,839 |
| Closing Balance | 1,657,745 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 76,621 |
| Equity Total | 1,197,496 |
| Equity - Aboriginal | 2,593 |
| Equity - Socio-economic | 503,177 |
| Equity - Language | 353,613 |
| Equity - Disability | 338,114 |
| Base Total | 9,020,809 |
| Base - Per Capita | 226,184 |
| Base - Location | 0 |
| Base - Other | 8,794,625 |
| Other Total | 1,671,652 |
| Grand Total | 11,966,579 |

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.

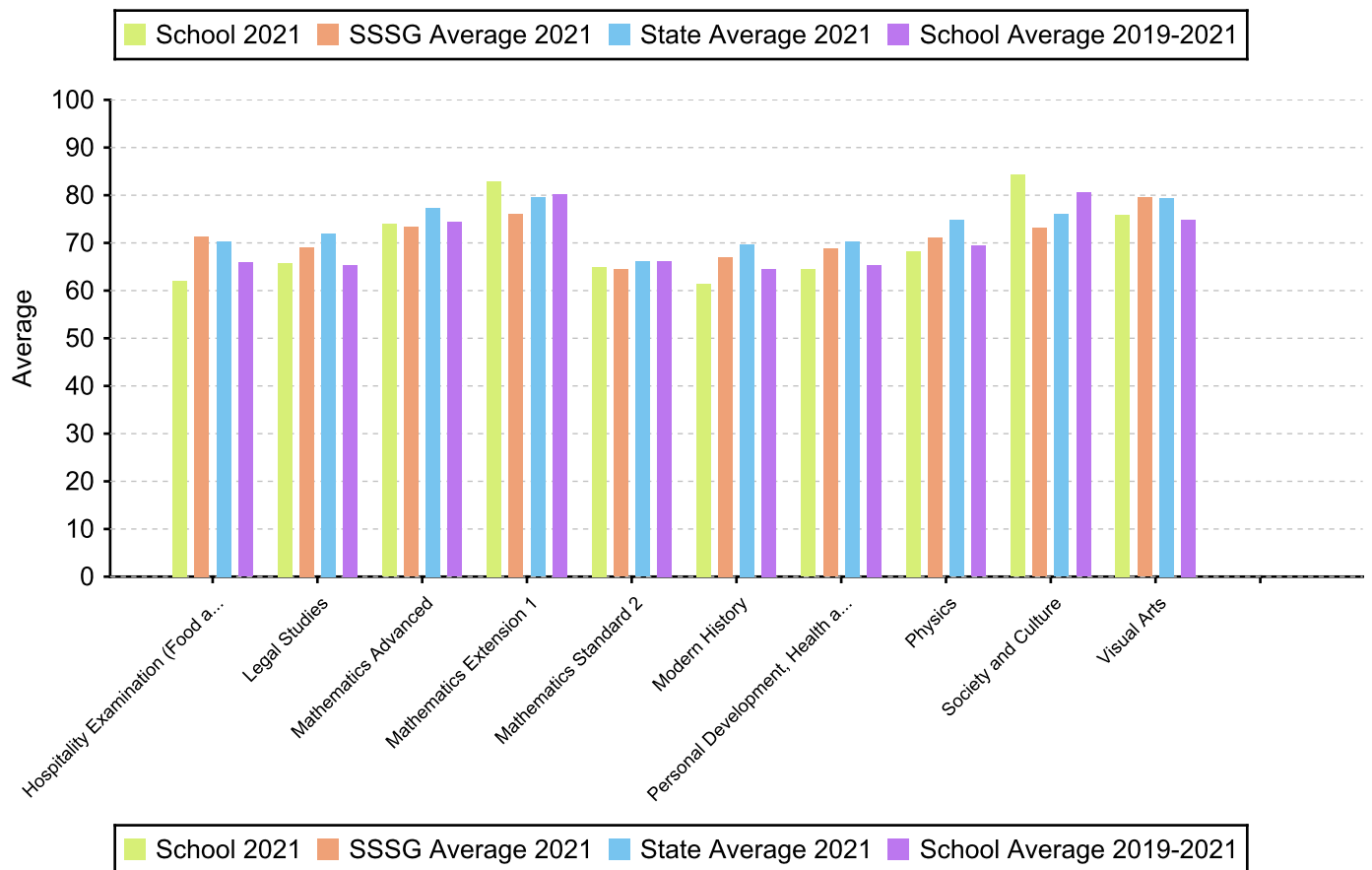
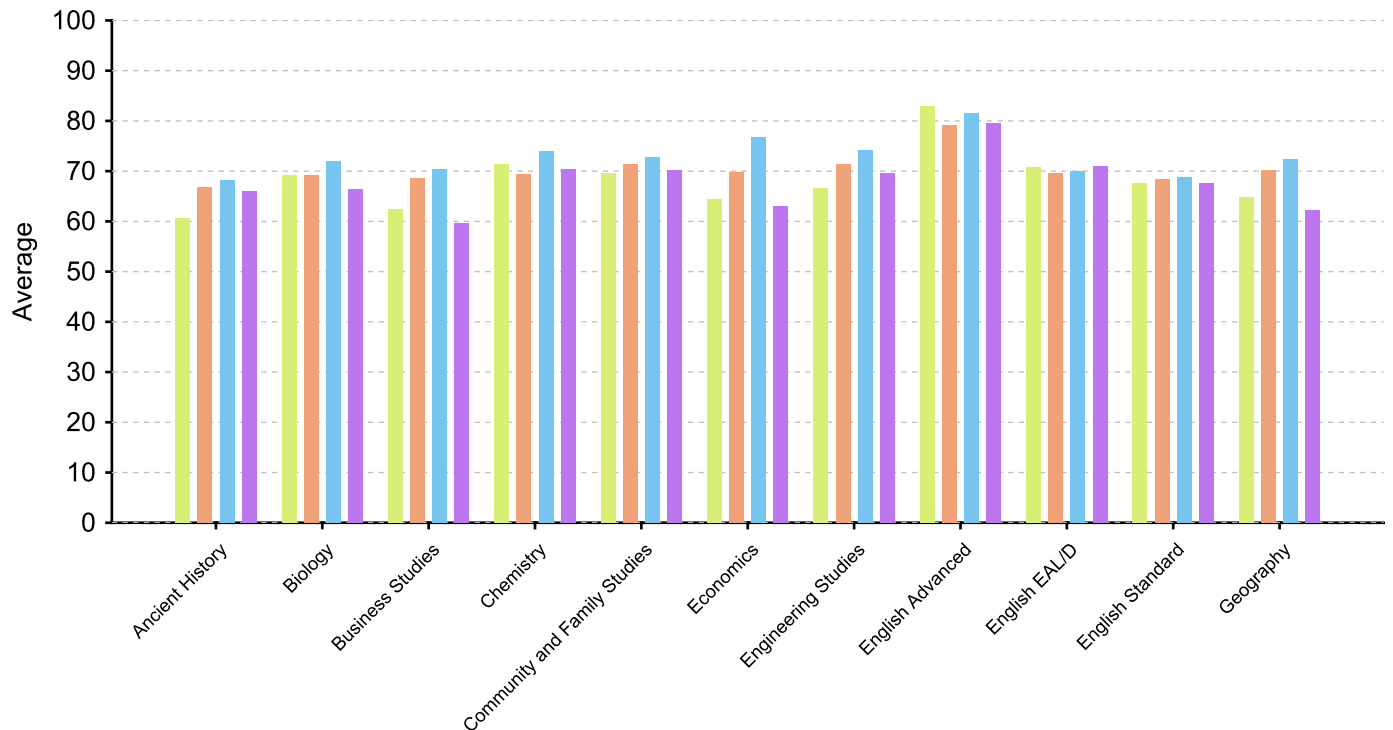
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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 2021 | SSSG | State | School Average 2019-2021 |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 60.7 | 66.7 | 68.1 | 65.9 |
| Biology | 69.2 | 69.1 | 71.9 | 66.5 |
| Business Studies | 62.5 | 68.6 | 70.4 | 59.7 |
| Chemistry | 71.3 | 69.3 | 74.1 | 70.3 |
| Community and Family Studies | 69.6 | 71.5 | 72.7 | 70.2 |
| Economics | 64.4 | 69.7 | 76.7 | 63.0 |
| Engineering Studies | 66.6 | 71.4 | 74.1 | 69.6 |
| English Advanced | 83.0 | 79.1 | 81.4 | 79.5 |
| English EAL/D | 70.7 | 69.6 | 70.0 | 71.1 |
| English Standard | 67.5 | 68.5 | 68.8 | 67.6 |
| Geography | 64.7 | 70.2 | 72.4 | 62.3 |
| Hospitality Examination (Food and Beverage) | 62.0 | 71.3 | 70.3 | 65.9 |
| Legal Studies | 65.8 | 69.1 | 72.0 | 65.3 |
| Mathematics Advanced | 73.9 | 73.3 | 77.4 | 74.3 |
| Mathematics Extension 1 | 82.9 | 76.1 | 79.5 | 80.2 |
| Mathematics Standard 2 | 64.9 | 64.4 | 66.1 | 66.1 |
| Modern History | 61.4 | 67.1 | 69.7 | 64.5 |
| Personal Development, Health and Physical Education | 64.4 | 68.7 | 70.3 | 65.4 |
| Physics | 68.3 | 71.1 | 74.8 | 69.4 |
| Society and Culture | 84.3 | 73.1 | 76.0 | 80.6 |
| Visual Arts | 75.9 | 79.5 | 79.4 | 74.9 |

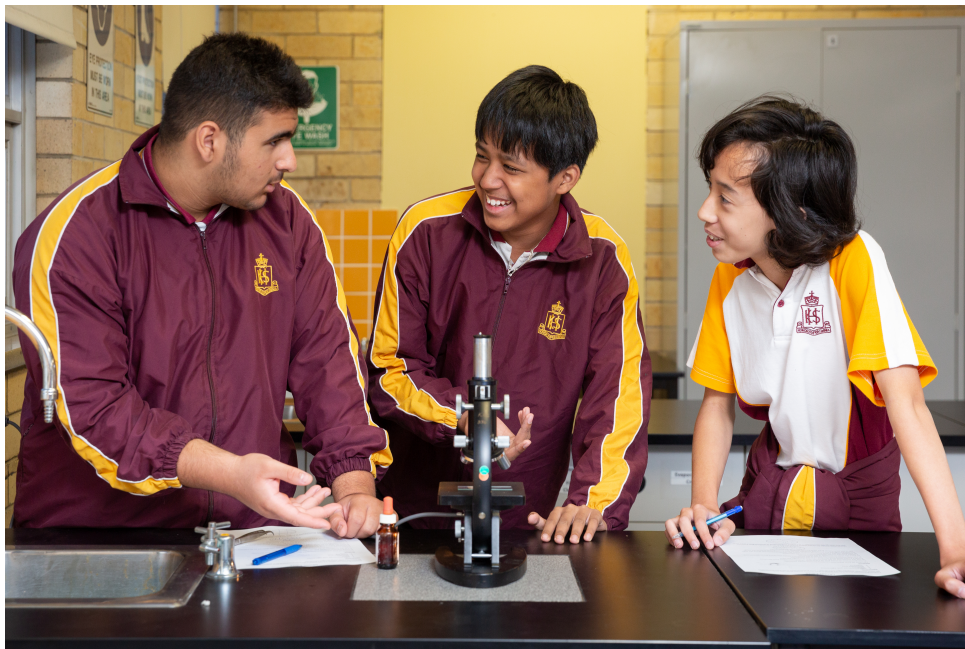
Parent/caregiver, student, teacher satisfaction

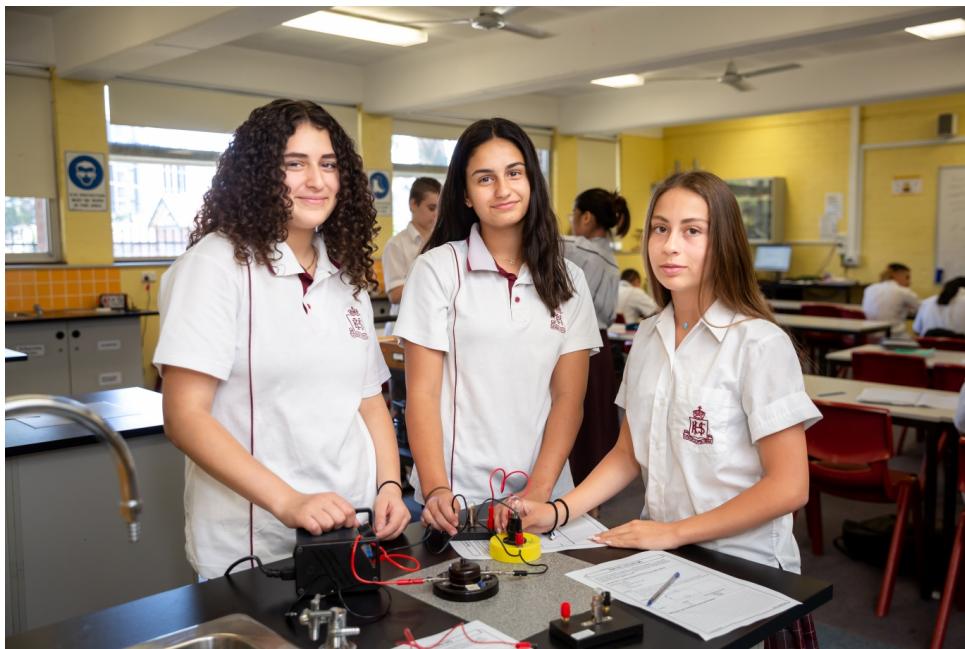
Parent feedback was obtained largely through regular contact during the time of learning from home. Parents were very happy with the support that students were offered during this time and the measures the school took to ensure that students could access learning from home. Restrictions due to COVID-19 prohibited the Community Connect Forums from taking place where the Tell Them From Me survey has traditionally been completed.

Student feedback was gathered through the Tell Them From Me responses, student focus groups and student leadership team meetings. Students reported an above New South Wales average with regards to sense of belonging. Students' feelings of belonging at school, alongside positive relationships with peers and teachers, are essential for student wellbeing. This was a particularly positive area of response at a time when student wellbeing was so impacted due to long periods of isolation.

Many students reflect that they feel they have someone at the school who consistently provides encouragement and can assist them in navigating the everyday course of school life. Growth was also reflected in student expectations for success where the school also achieved above state average responses. This can be linked to the multiple pathways for accessing additional help from teachers and the opportunities to engage all students.

Survey results of staff have indicated that the professional learning that has been provided by the school has been targeted and effective in supporting teacher development, particularly in the areas of using data to inform practice and explicit teaching of literacy and numeracy. Staff valued the check in and wellbeing initiatives that the school implemented during the extensive teaching from home period during 2021 as it kept them connected with the school and their colleagues.





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.

Aboriginal Education - School statement

Kogarah High School's Aboriginal Education Coordinator meets each year with Indigenous students and their families to develop a Personal Learning Pathway, setting goals with the student. This assists the process of targeting opportunities for engagement through areas of interest.

Anti-Racism Policy

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

Anti-Racism - School statement

The school appoints a trained staff member as the Anti Racism Education Officer (ARCO) and the role of this staff member is promoted through assemblies, newsletters and the school website. The school began an initiative with 2Connect Youth to train the SRC in anti-racism education as student leaders.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

The school has used the whole school assembly lesson time to regularly deliver explicit lessons promoting multicultural awareness and educating students about issues of racism. These lessons have often been co-designed with the student leadership team and the wellbeing team. A range of targeted activities occurred during Harmony week to highlight the inclusive values the school promotes and represents. The school was also successful in accessing funding to develop a student-led anti-racism initiative. This was unable to be completed in 2021, with ongoing restrictions due to COVID-19 and will continue into 2022.

