

2022 Annual Report

Kogarah High School



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Introduction

The Annual Report for 2022 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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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 support from specialist English as an Additional Language or Dialect (EALD) teachers. The school also hosts an Intensive English Centre, a Hearing Support unit, one class for students with mild intellectual disabilities and three classes 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 specialist English as an Additional Language or Dialect (EALD) teachers 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.



Student leadership team with Mrs Williams, relieving Principal 2022.

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	2022 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	Sustaining and Growing
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: \$8,526.00

Socio-economic background: \$304,060.00

Low level adjustment for disability: \$71,695.00

Summary of progress

In 2022, the **Literacy Leaders** focused on building staff capacity to analyse and reflect on their teaching programs and classroom practice for opportunities to embed explicit reading and writing strategies across Key Learning Areas. The key faculty focus for 2022 was Human Society in its Environment (HSIE), Science, Personal Development, Health and Physical Education (PDHPE) and Creative And Performing Arts (CAPA). The major initiatives and support provided were through Shoulder-to-Shoulder support (providing support in classroom practice, creation and modification of resources and programs to align with best practice and literacy strategies), Teacher Action Groups (TAGS) and Literacy Sprints across the school. TAGS were additionally used as a way to instruct teaching practice and strategies, across KLA groups.

Shoulder-to-Shoulder support will be continued (including Strategic School Support - Reading) to ensure strategies and modifications to resources are embedded into programs across KLAs. Literacy Sprints will continue to be rolled out and there will be ongoing professional development around reading and writing strategies. These will be delivered throughout the year at staff meeting afternoons and on Staff Development Days.

In 2022, **Numeracy** support was delivered across two platforms. Firstly, there was a Teacher Action Group, where staff participated in professional learning to build their confidence in delivering quality, authentic Numeracy lessons in their specific subject areas. We unpacked the curriculum needs of each subject area, how students learn Numeracy, how to use the Numeracy Progressions and our student data. Demonstration lessons were delivered to show how Numeracy can be embedded into student learning. Secondly, there was also shoulder to shoulder support with Numeracy leaders in English, Art and TAS where we co-designed authentic Numeracy lessons that were delivered, refined and embedded into the Stage 4 teaching programs. Shoulder-to-Shoulder support will continue in 2023 targeting different faculties.

The **Senior Enrichment Program**, provided the opportunity for students in stage 6 to engage in activities to enhance their preparation and organisation for the Higher School Certificate. These sessions provided valuable skills including the development of study timetables, understanding feedback and a range of reflection activities. Students identified as high achievers worked with Mr Gifford and Mrs Ellis who provided additional learning support for subjects that required an extra level of application to ensure band 5 and 6 achievement and were also supported in the early entry application process for university. The Senior Enrichment program will continue to include the targeted sessions in 2023, and will include additional mentoring for highly aspirational students.

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	2022 NAPLAN data indicates 10% of students are in the top two skill bands

<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>for reading indicating the school did not achieve the system target, however progressed beyond the 2021 achievement of 5% of students in the top two bands.</p>
<p>NUMERACY: Improvement in the percentage of Year 9 students achieving in the top 2 bands to be above the school's lower bound system target in numeracy of 23.7%.</p> <p>2019 actual = 8.5%. Lower bound target = 23.7% & upper bound target = 28.7%</p>	<p>2022 NAPLAN data indicates 15% of students are in the top two skill bands for numeracy indicating the school did not achieve the system target, however progressed beyond the 2021 achievement of 7% of students in the top two bands.</p>
<p>HSC: Increase the percentage of students achieving in the top 2 bands of the HSC to be above the system target baseline of 21.5%</p>	<p>In 2022, 13.36% of students achieved in the top two bands for the HSC. Analysis of the data has led to a review of subject selection and parent communication practices, to ensure students are choosing appropriate subjects.</p>
<p>VALUE ADD</p> <p>NAPLAN value add for Yrs 7-9 moves towards Delivering</p>	<p>Due to NAPLAN not running in 2020 there is no data available for comparison.</p>
<p>Stage 6 tutoring & Senior Enrichment Sessions</p> <p>Senior student participation in after school tutoring increases</p>	<p>Identified high achievers obtained bands 5 and 6 in their nominated subjects and many students received early entry offers to the University of their choice.</p>



Year 11 Physics

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

Socio-economic background: \$175,451.00
Professional learning: \$40,606.00
Aboriginal background: \$2,080.00
Integration funding support: \$61,184.00
Student support officer (SSO): \$96,058.00
Low level adjustment for disability: \$253,842.00
English language proficiency: \$455,682.00
Refugee Student Support: \$831.87

Summary of progress

A range of measures to monitor and address attendance concerns were implemented, including a designated attendance review each fortnight, a focus on Aboriginal student attendance and professional learning for teachers to ensure follow up of truancy. The removal of border restrictions meant families took overseas holidays to visit relatives throughout the school term which not only impacted student attendance rates but academic results. In 2023, the Team Around a School will work with Kogarah High School to strengthen processes and procedures for monitoring and addressing attendance.

Community engagement through Community Connect Forums, and parent- teacher nights remain a key strategy to ensure parents and the community feel welcomed and continue to support their children's education.

Our Iftar dinner in April was a huge success. After 2 disrupted years of COVID-19, our community was longing for a sense of normality and an end to a challenging couple of years. It was a fabulous time to rejoice and celebrate life as we know it; to celebrate the festival of Ramadan and give thanks.

From a student perspective, the 2022 Tell Them From Me data identified a slight increase in Sense of Belonging from 60% in 2021 to 63% in 2022. This is still below the state mean of 66%. Further activities and mentoring will be implemented in 2023 to ensure student voice is included in planning and decision making, coupled with wellbeing check-in to ensure every student can identify at least one staff member they can confidently turn to for advice and assistance.

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: 64.2% of students attending school 85% of the time or more.	Attendance remains a key concern as we return to a full on site face to face mode of teaching and learning. The removal of travel restrictions impacted attendance as families chose to visit overseas relatives during the school

<p>Student Attendance: 64.2% of students attending school 85% of the time or more.</p>	<p>year. Attendance above 85% for Years 7 & 8 was 59.4%, for Years 9 & 10 was 51.6%, and for our Seniors 47.7%, indicating the school did not achieve the system target. Parents and students are regularly reminded that absenteeism impacts learning.</p>
<p>Wellbeing: Increase the number of students who feel accepted and valued by their peers and by others at school as identified in TTFM data from 2020 total of 65% to 70%</p> <p>Aboriginal Student Achievement: All Aboriginal students identify goals and sign off on Personalised Learning and Support Plans (PLaSPs). Attendance is at or above 90%.</p>	<p>Wellbeing: The Tell Them From Me data shows that 63% of students felt accepted and valued by their peers and by others at school. This is an increase of 3% on 2021 data.</p> <p>All Aboriginal students developed a Personalised Learning and Support Plan (PLaSP) which was regularly monitored and reviewed. The Student Attendance Team created a monitoring schedule to ensure Aboriginal students' attendance was tracked and declining attendance was addressed in a timely manner. The average Aboriginal student attendance rate was just above 70%, indicating the school did not achieve the system target.</p>
<p>Community Engagement: Parent participation in education forums, information sessions and parent/teacher evenings increases.</p> <p>On the SEF theme of Parent Engagement move from Sustaining and Growing to Excelling</p>	<p>High tea held in August was attended by 80 parents and community members.</p> <p>Parent-teacher attendance bounced back after the COVID-19 disruptions.</p> <p>IFTAR dinner in April was attended by over 120 families.</p> <p>Community Connect information sessions have a steady attendance of 15 - 18 families.</p>
<p>Establish a Hairdressing School - Positive and respectful behaviours increase. Attendance increases and negative entries on Sentral decrease.</p>	<p>A TAFE hair and beauty teacher was employed and students were provided the opportunity to participate in a twenty week program learning the basic skills of hairdressing. Sentral data confirmed a drop in disengaged behaviours and an increase in positive interactions with the girls involved in the program.</p>



Bringing community Together with an Iftar dinner.

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

Professional learning: \$38,800.00

6101 Rollover: \$23,622.50

Socio-economic background: \$5,200.00

Summary of progress

All staff continue to create the expectation that every minute of every lesson is important and valuable by utilising classroom time efficiently for teaching and learning. The introduction of the "YONDR" pouches - small neoprene pouches with a magnetic closure, which sees mobile phones out of use during the school day, has contributed significantly to an improvement in engagement and focus on learning.

Opportunities for students identified as "**High Potential and Gifted**" were explored through an ongoing partnership with the Sydney Opera House Creative Learning and iSTEM programs. Students were engaged in opportunities to creatively solve problems through collaboration supported by Sydney Opera House teams. A number of cross-curricular learning experiences were developed for students to build their knowledge and transfer that understanding between subjects. The program will be expanded in 2023 to include more students and another cohort of ten teachers will be trained with the Opera House team to include more creative ways of learning in all subjects.

Consistent assessment practices were a key focus with Head Teachers and school leaders undertaking training with NSW Education Standards Authority to develop quality Stage 6 Assessments. A consistent approach to assessment ensures all students are given the best opportunity to succeed in the HSC.

The focus on 2023 will be the developing a deep understanding of the outcomes of the new curriculum, and collaboratively planning for implementation.

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
Teaching and Learning Programs embed differentiated strategies for English as an Additional Language or Dialect (EALD) students, and students who require low-level adjustments for disabilities. English as an Additional Language or Dialect (EALD) English HSC top two bands improve to 20% in 2022	Due to immigration issues and border closures the English as an Additional Language or Dialect (EALD) cohort was very small and arrived with pressing non-academic needs, therefore, the target is yet to be reached.
All teachers participate in high quality	Targeted teachers collaborated with the specialist English as an Additional

<p>collaborative practice to analyse data to make informed decisions about where to next for students from EALD backgrounds and students receiving L&ST support.</p> <p>All teachers have completed the CESE What Works Best professional learning modules on High Expectations and Assessment</p>	<p>Language or Dialect (EALD) team to ensure differentiation was evident in all lesson plans. All teachers have received explicit training in accessing data sources, analysing data and using the data to plan "where to next?" The NSW Education Standards officers provided professional learning to ensure school leaders had a clear understanding of Stage 6 assessment and consistent grading.</p>
<p>On the School Excellence Framework DOMAIN of Learning Culture move from sustaining and growing to excelling,</p> <p>Students identified as having high potential or being gifted are achieving to their full potential on internal and external data.</p>	<p>The on balance judgement of the leadership team is Sustaining and Growing. Our partnerships with parents to plan for and support student learning is continuing to grow in the post-lockdown context.</p>



Mr Chris Minns working with students in the Boori Pryor Aboriginal painting workshop.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$484,711.00</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 • Individual Student Monitoring • Community Connect Forums • Targeting High Potential and Gifted students • Stage 6 Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Teacher Action Groups to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase collaborate on literacy and numeracy initiatives <p>The allocation of this funding has resulted in the following impact: An increase in the number of students achieving in the top two bands of NAPLAN when compared to the 2021 data. Additionally, teachers have a deeper understanding of the literacy and numeracy needs of their subject and have increased their capacity to explicitly teach these skills through their key learning area.</p> <p>After evaluation, the next steps to support our students will be: Engage with the new curriculum focusing on where the literacy and numeracy elements can be embedded. Moving the Deputy Principals into an Instructional Leader role to enhance teacher practice and support the implementation of the Inclusive, Engaging, Respectful Schools reform.</p>
<p>Aboriginal background</p> <p>\$2,080.00</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 Plans • deployment of staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: strengthening of the tracking and monitoring of Aboriginal student attendance, and early intervention for students at risk.</p> <p>After evaluation, the next steps to support our students will be: Engagement with the Team Around the School to further develop comprehensive attendance monitoring and culturally appropriate academic support practices.</p>
<p>English language proficiency</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>\$455,682.00</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 • Community Connect Forums <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: All EAL/D students are mapped on the EAL/D continuum and their learning needs are addressed in small parallel class groups for English and Maths. The data for NAPLAN Year 9, Reading for 2022 shows an improvement in the percentage of students in the top 3 bands; 8% in 2021 and 43% in 2022. The NAPLAN Writing data is equally as impressive with an improvement of 24% from 2021 to 2022.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for all staff in "S.T.A.R.S" in schools: Supporting students from refugee backgrounds. Based on the framework developed by UNICEF of Safety, Trust, Attachment, Responsibility and Skills, S.T.A.R.S. provides background information, tools for reflection and planning, practical ideas, strategies and resources. EAL/D teacher will continue to support students in class and in small withdrawal groups as required.</p>
<p>Low level adjustment for disability</p> <p>\$325,537.00</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"> • Literacy Leader • Numeracy Leader • 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"> • targeted students are provided with an evidence-based intervention utilising the MacLit program to increase learning outcomes • support for students in the after school tutorial program focusing on Stage 6 • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • professional learning for all staff on Universal Design in Learning principles <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities such as MacLit, an explicit and systematic reading intervention program for small groups of older low-progress readers. Parallel classes in English and Mathematics provided targeted support in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$325,537.00</p>	<p>provide additional support for identified students through the employment of trained School Learning Support Officers and small class groupings and the expansion of a Learning Hub.</p>
<p>Professional learning</p> <p>\$87,932.00</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 • Evidence Informed practice • Targeting High Potential and Gifted students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for teachers and support class in the Accidental Counsellor program • professional learning in the Creative Leadership in Learning program at the Sydney Opera House • mentoring and coaching programs for aspirational middle leaders <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the monitoring and support for student wellbeing. Increased capacity to meet the needs of High Potential and Gifted students through creative programming and planning.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching to develop further differentiated teaching strategies.</p>
<p>COVID ILSP</p> <p>\$454,109.00</p>	<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 2022.</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy through small classes <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals and showing significant gains in the Check-in Assessment scores. Year 12 students who were yet to meet the minimum standards at the beginning of the year passed the assessments after a series of lessons with the COVID ILSP team.</p> <p>After evaluation, the next steps to support our students will be: small group tuition with targeted students focusing on literacy and numeracy.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<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>Student support officer (SSO)</p> <p>\$96,058.00</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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of two part time student support officers to provide wrap around support to identified individuals and class groups. <p>The allocation of this funding has resulted in the following impact: Students are developing resilience and the skills of reflecting on their choices. This has enabled students to regulate their behaviour and make better choices when responding to provocations.</p> <p>After evaluation, the next steps to support our students will be: Expand the program to build in more creative outlets for students to explore.</p>
<p>Refugee Student Support</p> <p>\$831.87</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in the following impact: Refugee and refugee-like students have an individual learning plan that is communicated to all staff.</p> <p>After evaluation, the next steps to support our students will be: All staff to complete the Professional Learning modules STARS in schools, supporting students from refugees backgrounds.</p>
<p>Integration funding support</p> <p>\$61,184.00</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 <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) • staffing release to build teacher capacity around the implementation of Positive Behaviour for Learning <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress. Student voice was nurtured and encouraged.</p> <p>After evaluation, the next steps to support our students will be: To strengthen student voice and build capacity to research appropriate goals for post school pathways.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	498	504	454	487
Girls	351	338	318	321

Student attendance profile

School				
Year	2019	2020	2021	2022
6	96.1	91.8		95.3
7	90.7	93.7	90.4	84.7
8	88.7	93.7	86.8	84.4
9	88.0	90.5	89.6	79.5
10	86.8	88.3	81.6	77.2
11	85.8	91.5	86.3	76.6
12	90.9	89.2	86.7	82.3
All Years	88.2	91.0	86.6	80.7
State DoE				
Year	2019	2020	2021	2022
6	92.1	91.8		86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.8	90.0	85.9	82.5

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	3.1
Employment	0	2	5.6
TAFE entry	0	0	21.6
University Entry	0	0	37.7
Other	0	0	4.7
Unknown	0	0	27.3

The most popular university courses for Year 12 graduates were in the fields of Business and the Arts. Nursing continues to be the most popular TAFE course for Year 12 graduates.

Year 12 students undertaking vocational or trade training

18.26% of Year 12 students at Kogarah High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

93.6% of all Year 12 students at Kogarah High School expected to complete Year 12 in 2022 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)	11
Classroom Teacher(s)	40.3
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	2
School Administration and Support Staff	19.68
Other Positions	7.6

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



**AUSTRALIAN
PROFESSIONAL
STANDARDS
FOR TEACHERS**

TEACHER ACCREDITATION



Conditional/Provisional > Proficient > Maintenance > Highly Accomplished/Lead

Celebrating quality teaching and inspirational teachers

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,158,208
Revenue	13,618,471
Appropriation	13,268,808
Sale of Goods and Services	95,292
Grants and contributions	137,928
Investment income	6,033
Other revenue	110,409
Expenses	-13,361,202
Employee related	-12,212,527
Operating expenses	-1,148,675
Surplus / deficit for the year	257,269
Closing Balance	1,415,477

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.

	2022 SBAR Adjustments (\$)
Targeted Total	62,016
Equity Total	1,278,823
Equity - Aboriginal	2,158
Equity - Socio-economic	484,712
Equity - Language	455,682
Equity - Disability	336,270
Base Total	8,693,427
Base - Per Capita	205,595
Base - Location	0
Base - Other	8,487,831
Other Total	1,872,536
Grand Total	11,906,801

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

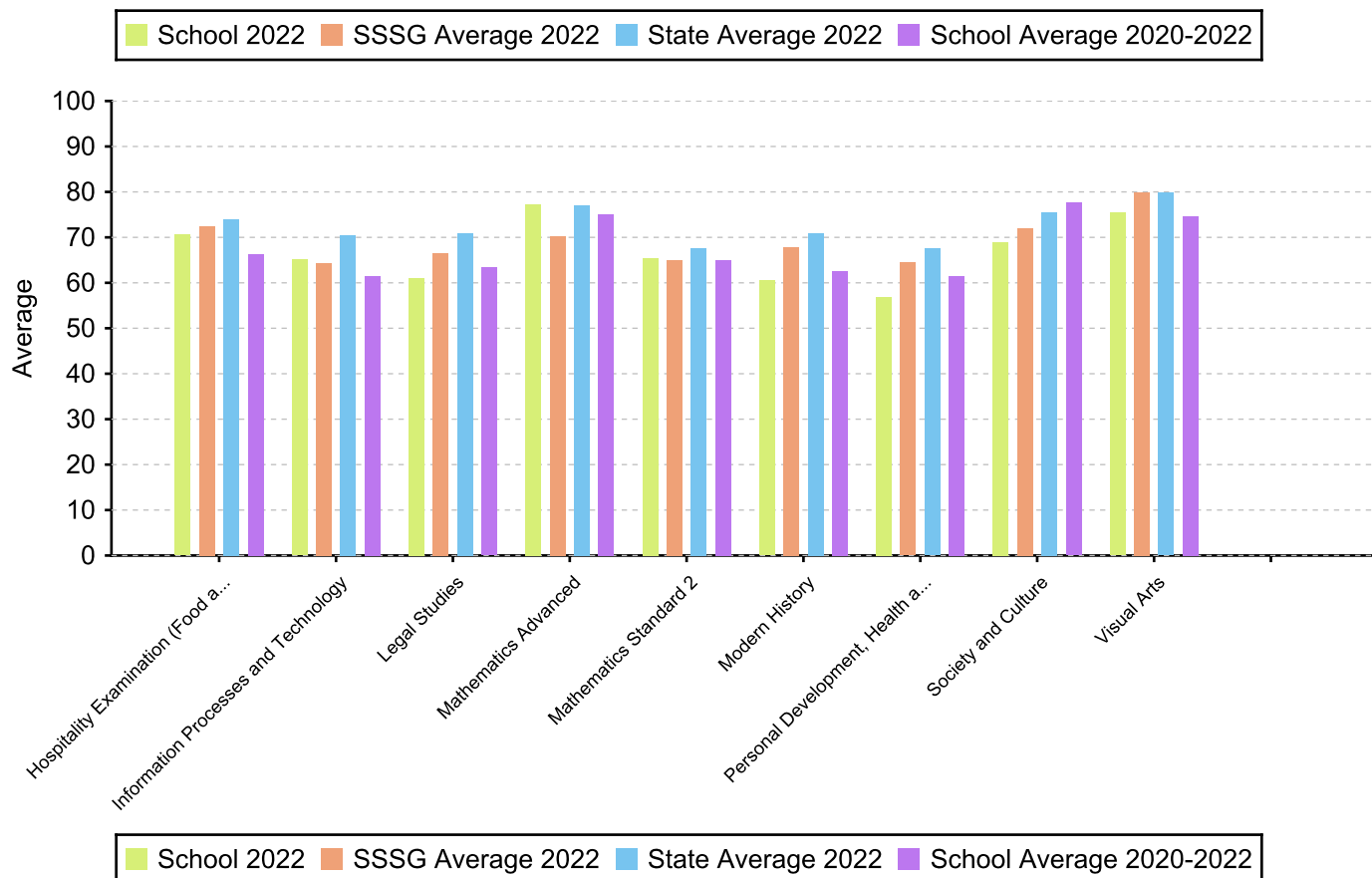
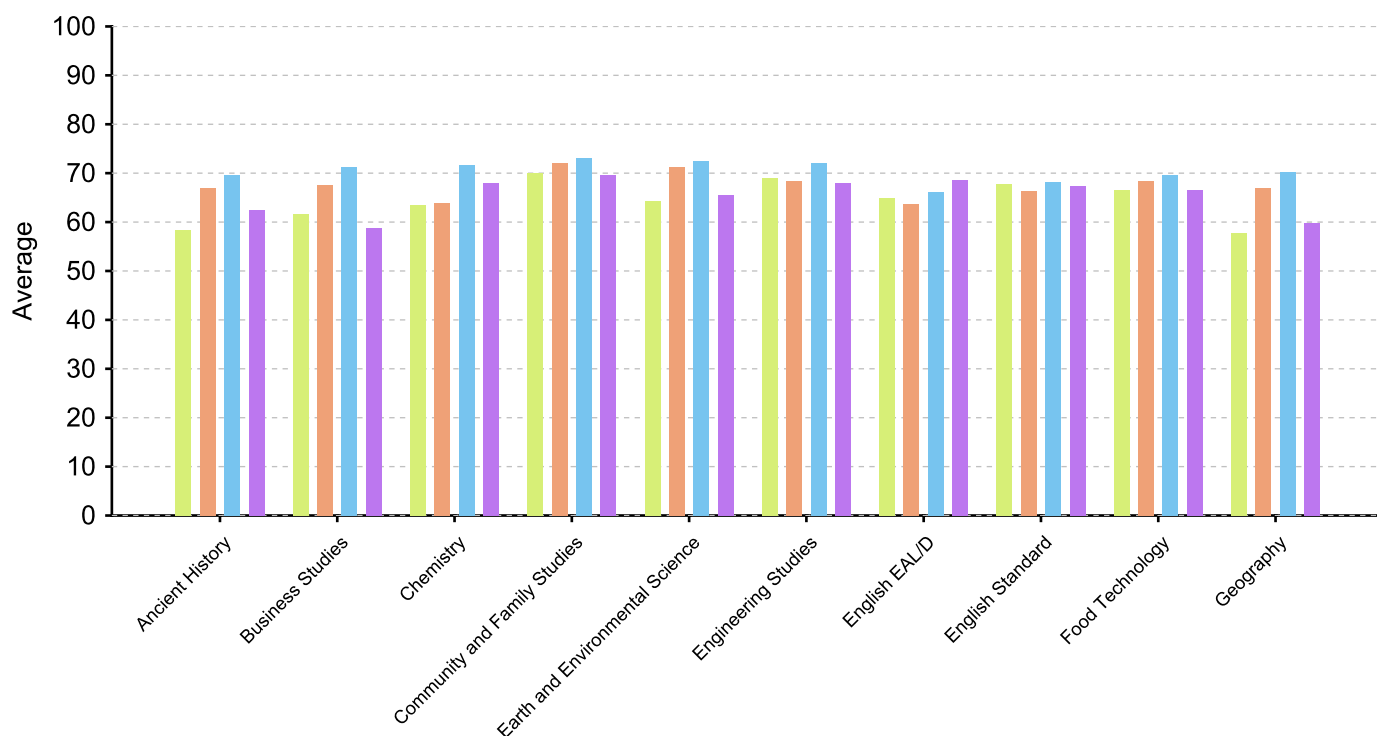
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	58.3	67.0	69.6	62.5
Business Studies	61.7	67.6	71.2	58.8
Chemistry	63.4	63.9	71.7	67.9
Community and Family Studies	70.0	72.1	73.2	69.7
Earth and Environmental Science	64.4	71.2	72.5	65.6
Engineering Studies	69.0	68.5	72.0	68.0
English EAL/D	64.9	63.7	66.1	68.7
English Standard	67.7	66.4	68.1	67.4
Food Technology	66.6	68.5	69.7	66.6
Geography	57.8	66.9	70.2	59.8
Hospitality Examination (Food and Beverage)	70.6	72.4	74.0	66.3
Information Processes and Technology	65.1	64.3	70.5	61.5
Legal Studies	61.1	66.5	70.8	63.3
Mathematics Advanced	77.3	70.2	77.1	75.1
Mathematics Standard 2	65.5	65.0	67.6	65.1
Modern History	60.5	67.9	70.9	62.6
Personal Development, Health and Physical Education	56.8	64.5	67.5	61.6
Society and Culture	69.0	72.1	75.5	77.6
Visual Arts	75.4	80.0	79.8	74.7

Parent/caregiver, student, teacher satisfaction

Students:

The co-curricular and wellbeing programs provide opportunities for students to build their resilience and sense of belonging at Kogarah High School. Each year Kogarah High School participates in the Tell Them From Me survey to obtain a reading on student, parent and staff satisfaction and sense of wellbeing.

In 2022 the results from the Tell Them From Me survey highlighted some areas for improvement and some areas where the school was performing well. Students rated the school at 5.9 out of 10 on the theme Positive Learning Environment. The NSW Government norm is 5.6. On the theme Expectations for Success students rated the school at 7.1 out of 10, compared to the NSW Government Norm of 7.0.

The areas for concern were around student behaviour. Too many students were concerned that their learning is being compromised by the disruptive or inappropriate behaviour of others. Only 83% of students were satisfied with the way the school managed these behaviours, compared with the NSW Government norm of 87% .

Parents:

Over 120 families attended the April Iftar dinner to celebrate the end of the day's fasting during the holy month of Ramadan. Lack of buy-in for the parent Tell Them From Me survey remains an issue, however, anecdotal conversations with families highlight their connectedness to the school and their support for their children's education.

Teachers:

A change to timetabling has meant full-time teachers have more time to collaborate with their peers during the working day. This is reflected in responses to the annual survey of teaching staff which showed that 81.7% of respondents strongly agreed or agreed with the statement "I am provided with opportunities to collaborate with my colleagues to improve teaching and learning". Additionally, all staff reported a high satisfaction rating regarding the removal of mobile phones from the classroom, providing more time to teach and less interruptions to learning.



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.

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.

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.



2022 Smoking Ceremony celebrating the start of learning.