2023 Annual Report

Kogarah High School

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Introduction

The Annual Report for 2023 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 2023 is 71.5 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

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 2023.

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

Low level adjustment for disability
Professional learning
English language proficiency
Socio-economic background
Literacy and numeracy

Summary of progress

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). These were used as a way to instruct teaching practice and strategies, across (Key Learning Area) KLA groups. The introductions of the Strategic School Support (SSS) Sustainability Plan (focus on Vocabulary) was used to ensure strategies and modifications to resources are embedded into programs across KLAs. The SSS team along with our school appointed Literacy leaders rolled out explicit reading skills development programs and led the ongoing professional development around vocabulary strategies together with the Literacy Team. These initiatives were delivered during Term 2 - 4. As a result of this strategy, Vocabulary is now performing at above similar like schools. 2023 Check in data indicates students are achieving 7.2% above statistically similar school for reading. In 2024, a continued literacy focus around reading will be delivered throughout the year at staff meeting afternoons, collaboration sessions, Twilights and on Staff Development Days.

In 2023, **Numeracy** support was not delivered across all KLAs due to leader of Numeracy being placed in a Year 12 class and lack of staff with the necessary skill set. In 2024, there will be a focus on Literacy relating to Numeracy. The school will unpacked the curriculum (literacy) needs of each subject area, how students learn Numeracy, how to use the Numeracy Progressions could be used. Secondly, there will be shoulder to shoulder support with Numeracy leaders and team co-designing authentic Numeracy lessons that will be delivered, refined and embedded into the Stage 4 teaching programs.

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 the Senior Executive who provided additional learning support for subjects that required an extra level of application to ensure band 5 and 6 achievement. Students were also supported in the early entry application process for university. Targeted one on one mentor sessions were offered to the highly ambitious students by the Senior Executive. These in one on one meeting allowed to students be better prepared and motivated to achieve their goals for the Higher School Certificate. 100% of the targeted students achieved their desired ATAR. The mentor sessions will continue in 2024 with the senior executive.

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
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%	In 2023, 14.4% of students achieved in the top two bands. This is a slight improvement on 2022 , however, well below the system target baseline of 21.5%. Further HSC analysis of the data is needed and a review of subject selection and parent communication practices, to ensure students are choosing appropriate subjects.
Increase the percentage of students achieving at or above statistically similar schools in NUMERACY by 5% as determined by Year 8 Term 4 Check In data.	2023 Check-In data indicates the students are achieving at 5..3% below statistically similar school for numeracy. Review of numeracy programs needs to be undertaken in 2024 to become a focus in 2025.
Increase the percentage of students achieving at or above statistically similar schools in READING by 5% as determined by Year 8 Term 4 Check In data.	2023 Check-In data indicates students are achieving 7.2% above statistically similar schools for reading.

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

Student Support Officer
Low level adjustment for disability
Socio-economic background

Summary of progress

Individual Student Monitoring

The focus for 2023 to introduce 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. As a school we worked extremely hard to reward for improved attendance including reward excursions and academic awards. In 2023, the Team Around a School worked with Kogarah High School to strengthen processes and procedures for monitoring and addressing attendance. As a result the school now has 85% of students attending 90% or more, which is above the state average. In 2024, instilling the value of regular attendance to students and families, as well as refining the practices of the well being team will see further improvement in our overall attendance rate.

Community Connect Forums

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. Through the school's Iftar dinner and High Tea event, parents have reported they feel more comfortable approaching the school with any issues they have. The Iftar and High Tea events were a fabulous time to rejoice and celebrate life as we know and to celebrate the festival of Ramadan and give thanks.

From a student perspective, the 2023 Tell Them From Me data identified a decrease in Sense of Belonging from **63% in 2022 to 47% in 2023**. This is below the state mean of **66%**. Further activities and mentoring will be implemented in 2024 to ensure the student voice is included in planning and decision making, coupled with well being 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 90% of the time or more.	From the end of 2022 to the end of 2023, there was an increase of 8.8%, with 85% of students attending 90% or more which is above the state average.
Well being: Increase to 70% the number of students who feel accepted	The Tell Them From Me data shows that 47% of students felt accepted and valued by their peers and by others at school. This is a decrease of 16% on

and valued by their peers and by others at school, as identified in TTFM data and internal data. **Aboriginal Student Achievement:** All Aboriginal students identify goals and sign off on PLaSPs. Attendance is at or above 90%.	2022 data. 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 75%, indicating an increase of attendance of 5-8%.
Community Engagement: Parent participation in education forums, information sessions and parent/teacher evenings continues to increase **External Validation:** Theme of Parent Engagement is moving towards Excelling.	High tea held in August was attended by 60 parents and community members. Parent-teacher attendance increased from 2022 by 10%. Iftar dinner in April was attended by over 200 families. Community Connect information sessions have a steady attendance of 15 families.

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.

- Evidence Informed practice
- Targeting High Potential and Gifted students

Resources allocated to this strategic direction

Low level adjustment for disability
Integration funding support
English language proficiency
Literacy and numeracy
Beginning teacher support

Summary of progress

Evidence Informed practice

All teachers undertook SSS professional learning . Teacher feedback following this professional learning identified that most teachers built their skills in their ability to teach reading and explicitly teach vocabulary. Teachers used collaboration sessions 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 refining their practice to understand student achievement and identifying areas for their own professional learning. Teacher reflection on new practiced has revealed that the most effective evidence-based teaching methods are employed to target identified student learning needs. In 2024, a continued literacy focus around reading will be delivered throughout the year at staff meeting afternoons and on Staff Development Days..

Targeting High Potential and Gifted students

Opportunities for students identified as **"High Potential and Gifted"** were explored through an ongoing partnership with the Sydney Opera House Creative Learning and BUILD 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 Artist in Resident program and BUILD will be continue in 2024. 20 female students students will have the opportunity to build on their STEM skills as part of the Sydney Opera House program.

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
All staff ENGAGE with the Strategic School Support on the teaching of Reading with a focus on vocabulary, through targeted professional learning delivered in whole school and faculty groups. There is marked growth in student vocabulary understanding as measured by Year 8 Check In Data.	All teachers collaborated with the SSS team to ensure vocabulary was evident in all lesson plans. All teachers have received explicit training in strategies to assist students to use a great range of vocabulary.
All teachers participate in professional	All staff participated in the Trauma Informed Practice course during the

learning to support refugee students in their learning. Differentiation and adjustments are evident in teaching and learning programs and teachers are able to analyse the data to see "where to next" for their students.	year.
All teaching and learning programs include Learning Intentions and Success Criteria which clearly describe what students know, understand and are able to do by the end of their learning.	The majority of faculties and teachers have embedded Learning Intentions and Success Criteria into their teaching and learning programs

Funding sources	Impact achieved this year
Socio-economic background $474,609.48	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy Leader • Individual Student Monitoring • Community Connect Forums • Stage 6 Support **Overview of activities partially or fully funded with this equity loading include:** • SES program • Elevate education to work with High Achievers in Years 11 and 12 • Purchase of ATOMI for Stage 6 modules in CAFs and PDHPE • Purchase of Edrolo for Stage 6 modules in Science **The allocation of this funding has resulted in the following impact:** An increase in the number of students achieving A and B grades in their HSC grade allocation when compared to 2022 data. In addition, there has been a deeper understanding and application of literacy strategies to support the explicit teaching of vocabulary across the curriculum. **After evaluation, the next steps to support our students will be:** Continue to engage with the new curriculum, embedding literacy and numeracy strategies with the support of the literacy and numeracy leaders. Continuing to identify the high potential students in stage 6 and allocating a member of the Senior Executive team to mentor them through their HSC year of study.
Aboriginal background $3,747.19	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • deployment of staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • students engaged in Kogarah Cluster Aboriginal student meeting at a local high School **The allocation of this funding has resulted in the following impact:** Aboriginal students are tracked and engage in mentoring support so that early intervention can occur for students at risk. **After evaluation, the next steps to support our students will be:** Continue to provide mentoring support to improve attendance and engagement of Aboriginal students.
English language proficiency $296,440.48	English language proficiency equity loading provides support for students at all four phases of English language learning at Kogarah High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

English language proficiency $296,440.48	**including:** • Literacy Leader • Evidence Informed practice **Overview of activities partially or fully funded with this equity loading include:** • 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 **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** Provide increasing levels of support to EALD students in stage 5 and 6 Science and Maths courses. Continue to offer small group and class support for clusters of high needs EALD students in stages 4, 5 and 6
Low level adjustment for disability $338,947.08	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy Leader • Individual Student Monitoring • Evidence Informed practice **Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with an evidence-based intervention MacLit program to increase learning outcomes • support for students in the after school tutorial program focusing on Stage 6 • professional learning through the SSS partnership and the employment of two literacy leaders **The allocation of this funding has resulted in the following impact:** An improvement in vocabulary as reflected in the year 8 check in data, with the highest performing question results, being vocabulary questions. Students in Year 9 performing above state average in vocabulary questions in check in assessment. **After evaluation, the next steps to support our students will be:** Continue with a sustained and embedded plan for the ongoing implementation and embedding of vocabulary strategies for 2024 Continued employment of a literacy leader to lead the school literacy team and whole school professional learning for literacy
Professional learning $85,989.41	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Professional learning $85,989.41	**including:** • Literacy Leader **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning **The allocation of this funding has resulted in the following impact:** The results revealed that teachers stuck to strategies they felt comfortable with and did not necessarily feel confident in trying more complex strategies without direct support. **After evaluation, the next steps to support our students will be:** This has exposed that there is a need to further model and support the development of the more complex strategies to ensure teachers are equipped which will become a focus for collaboration periods in 2024 and whole school PL twice a term.
COVID ILSP $221,058.37	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. **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. 100% of Year 12 students who attended workshops consistently passed their minimum standards assessment. **After evaluation, the next steps to support our students will be:** Continue to target students who have significant gaps in their learning and cluster support within class groups. Focus on workshops to prepare students for their minimum standards assessments in years 10, 11 and 12
Integration funding support $102,572.00	Integration funding support (IFS) allocations support eligible students at Kogarah High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Informed practice **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Literacy. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:**

| Integration funding support

$102,572.00 | 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.

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. |
|---|---|
| Student Support Officer

$99,516.00 | These funds have been used to support improved outcomes and the achievements of staff and students at Kogarah High School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Individual Student Monitoring

Overview of activities partially or fully funded with this Staffing - Other include:
 • Employment of two part time student support officers to provide wrap around support to identified individuals and class groups.
 • SSOs contribute to the implementation of the whole school approach to wellbeing with a focus on early intervention.

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. Increased communication and building of partnerships with families to support engagement of students at school. The introduction of regular 'drumbeat' sessions as a wellbeing program for targeted students during break times.

After evaluation, the next steps to support our students will be:
Sustain and expand the wellbeing programs to meet the diverse wellbeing needs of students. |

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	504	454	487	472
Girls	338	318	321	332

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
6	91.8		95.3	98.1
7	93.7	90.4	84.7	90.1
8	93.7	86.8	84.4	85.4
9	90.5	89.6	79.5	87.1
10	88.3	81.6	77.2	83.5
11	91.5	86.3	76.6	80.6
12	89.2	86.7	82.3	85.4
All Years	91.0	86.6	80.7	85.4
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
6	91.8		86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	90.0	85.9	82.5	85.0

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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	3	20
Employment	0	2	30
TAFE entry	0	2	8
University Entry	0	0	17
Other	0	0	0
Unknown	0	0	25

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

Year 12 students undertaking vocational or trade training

21.19% of Year 12 students at Kogarah High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

88.7% of all Year 12 students at Kogarah High School are expected to complete Year 12 in 2023 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)	41.9
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher EAL/D	2
School Counsellor	2
School Administration and Support Staff	20.68
Other Positions	12.2

*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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	1,168,809.54
Revenue	14,170,673.95
Appropriation	13,702,590.59
Sale of Goods and Services	79,996.36
Grants and contributions	205,702.15
Investment income	22,749.85
Other revenue	159,635.00
Expenses	-14,684,885.00
Employee related	-13,052,568.17
Operating expenses	-1,632,316.83
Surplus / deficit for the year	-514,211.05
Closing Balance	654,598.49

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	102,572
Equity Total	1,113,744
Equity - Aboriginal	3,747
Equity - Socio-economic	474,609
Equity - Language	296,440
Equity - Disability	338,947
Base Total	9,075,303
Base - Per Capita	218,160
Base - Location	0
Base - Other	8,857,143
Other Total	2,636,125
Grand Total	12,927,745

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.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.
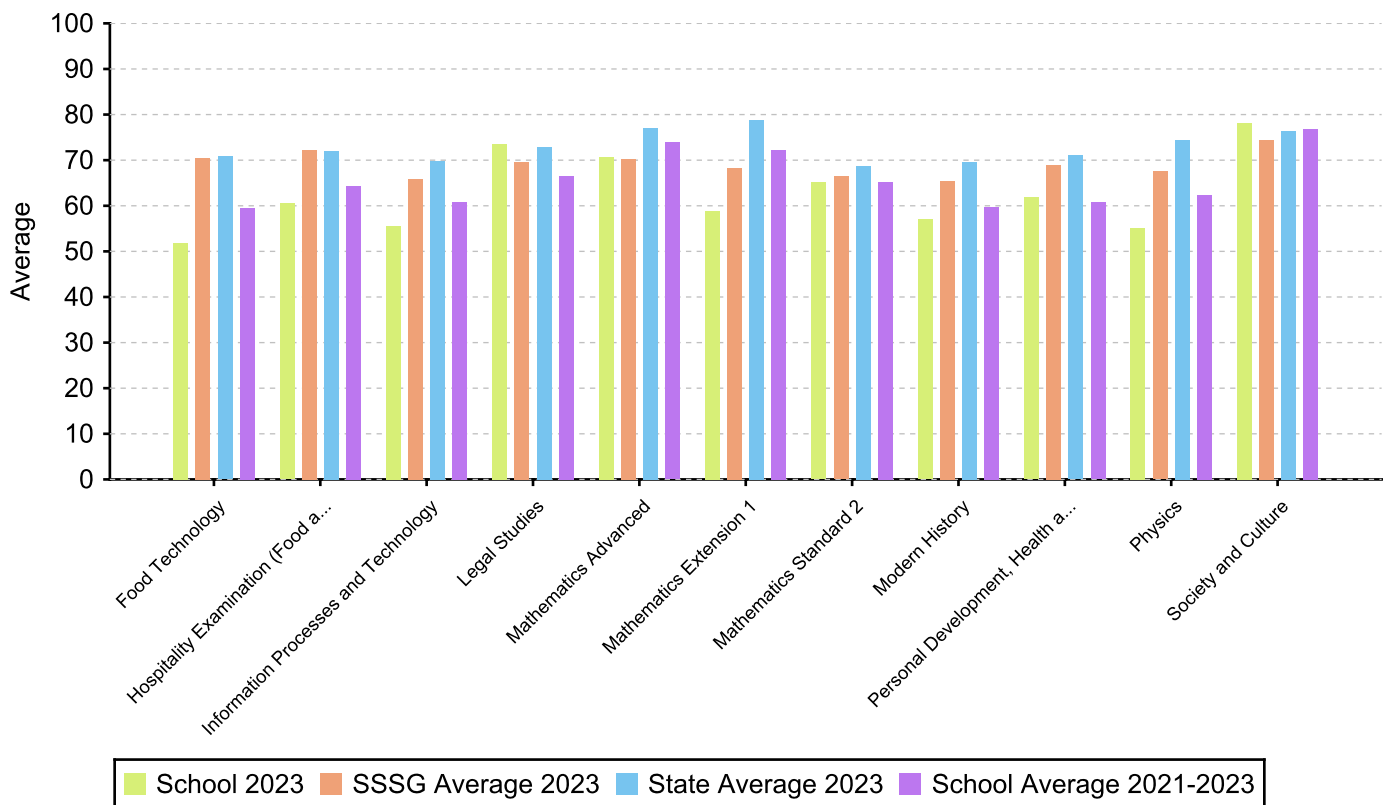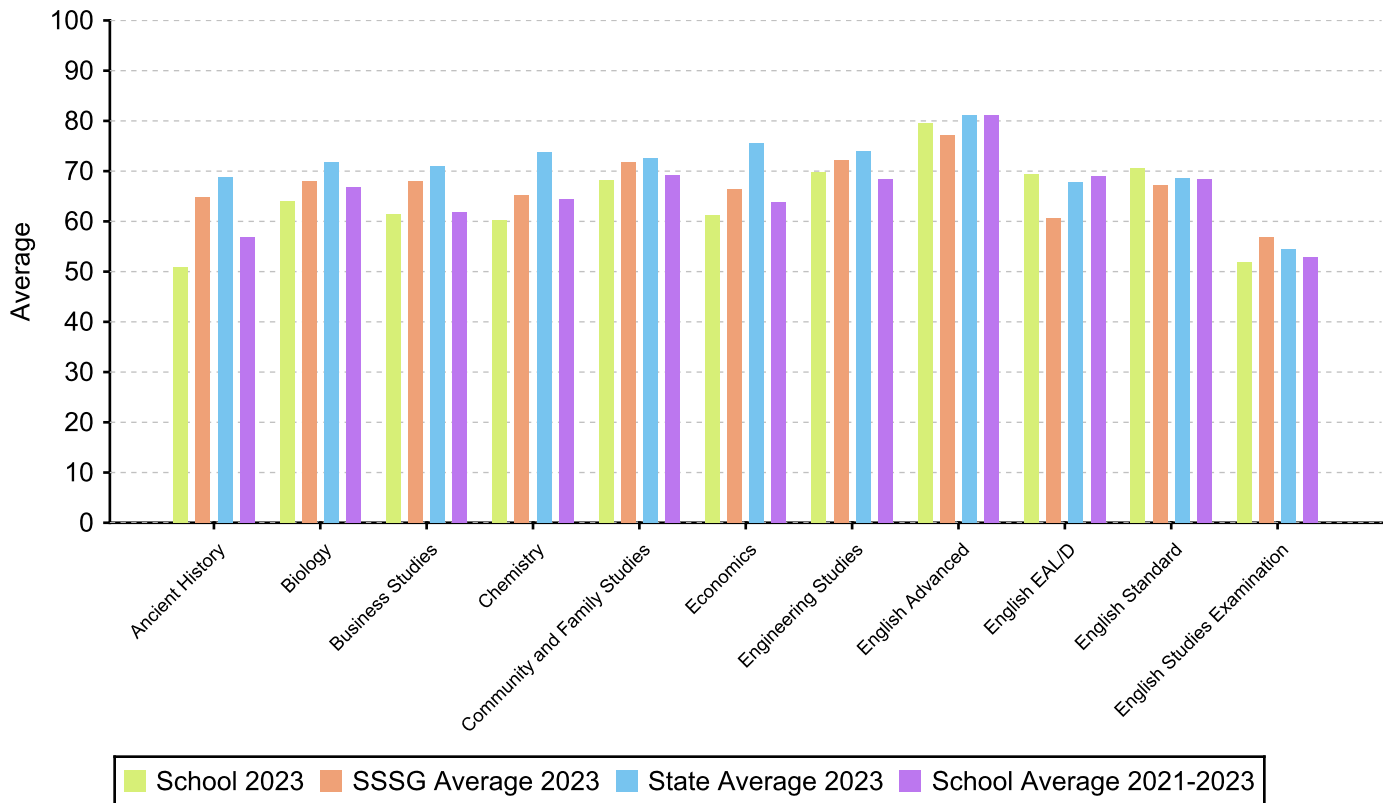
Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	50.9	64.8	68.7	56.8
Biology	64.0	68.1	71.8	66.9
Business Studies	61.4	67.9	70.9	61.9
Chemistry	60.3	65.1	73.7	64.4
Community and Family Studies	68.1	71.7	72.7	69.2
Economics	61.2	66.5	75.5	63.8
Engineering Studies	69.8	72.2	73.9	68.3
English Advanced	79.6	77.1	81.2	81.1
English EAL/D	69.3	60.6	67.8	68.9
English Standard	70.6	67.2	68.5	68.5
English Studies Examination	51.9	56.9	54.4	52.8
Food Technology	51.9	70.6	70.8	59.6
Hospitality Examination (Food and Beverage)	60.5	72.2	72.1	64.3
Information Processes and Technology	55.6	65.8	69.8	60.9
Legal Studies	73.6	69.7	72.9	66.6
Mathematics Advanced	70.7	70.2	77.0	73.9
Mathematics Extension 1	58.9	68.2	78.7	72.2
Mathematics Standard 2	65.1	66.4	68.7	65.2
Modern History	57.0	65.4	69.6	59.8
Personal Development, Health and Physical Education	61.8	69.0	71.0	60.7
Physics	55.1	67.5	74.4	62.4
Society and Culture	78.2	74.4	76.3	76.8

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 2023 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 --- 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:

200 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.