



KOGARAH HIGH SCHOOL

Kogarah High School is . . .

*a school where every student has opportunities to experience
success, a love of learning and to develop their skills to
confidently take on life's challenges.*

Student Welfare Policy

**Including the School Discipline Policy, School Values,
Core Rules and Respect and Responsibility**

2011 - 2014

KHS VISION STATEMENT

Vision:

A school where every student has opportunities to experience success, a love of learning and to develop their skills to face life's challenges.

Key terms / motto

Learning Achieving Celebrating

AT Kogarah High School we develop young people who are

- ✓ **Skilled learners**
- ✓ **Socially responsible**
- ✓ **Excited about their future**

We support this culture through our commitment to **delivering quality education**. We empower our students through:

Strong, supportive welfare programs

Dynamic, innovative programs

Highly qualified and dedicated teachers committed to Quality Teaching

Varied and extensive curriculum

Individualised and specialist learning programs

Partnerships with our community and community service

STATEMENT OF PURPOSE

The school promotes the values of **RESPECT, RESPONSIBILITY** and **Caring** within the school and across the wider community. A positive, strong and responsive student welfare program is in place and clear discipline policies ensure a safe, nurturing learning environment for all. The Welfare and Discipline Policy incorporates the Behavioural Expectations, Student Reward System, Discipline procedures as well as the DET Suspension and Expulsion Procedures.

Positive Behaviours For Learners (PBL) is seen as a fundamental process in the promotion of positive behaviours, teaching of appropriate social skills, and management of problem behaviours.

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

Our school is committed to promoting the highest standards of behaviour and learning. Students at Kogarah High School are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

This policy is consistent with legal and departmental requirements and is based on the principals of procedural fairness. Staff, parents and students have been consulted to ensure that it reflects the particular needs of our school community.

RATIONALE

Student and Staff 'Wellbeing' is the responsibility of all. Students develop best in schools where teaching and learning occur in a context of student welfare. Schools need to be safe and happy places for students and their teachers.

Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Effective teaching and learning is best achieved in a safe, secure, well managed and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all.

[Student Welfare Policy](#) (DEC Intranet)

1. Quality Teaching and Learning

1.1 STATEMENT ON COMMITMENT TO QUALITY TEACHING

Kogarah High School supports quality teaching and learning through our Student Welfare Policy by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

1.2 ASSESSMENT AND REPORTING

Comprehensive **academic reports** are made available to parents once per semester. These are available for parents at the end of terms 2 and 4.

A brief **interim report** for students in years 7 and 11 is also compiled mid-semester to provide an update on student progress and to assist the school and parents in addressing any issues that have arisen during these crucial transition times.

In the **National Assessment Program (NAPLAN)**, 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 the assessments. Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7) Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9). NAPLAN results across the Years 3, 5, 7 and 9 are analysed by the school to provide feedback to teachers on areas of strength and weakness for students which allows them to better cater to the student's individual needs and to further develop and improve teaching and learning programs and experiences which will benefit our students.

Assessment Schedule booklets are provided to students in Years 10, 11 and 12 which provide students with comprehensive information on assessment procedures, weightings for assessment task as well as School Certificate, Higher School Certificate and ATAR rules and requirements. Students are more able to clearly understand the problems that may be encountered during the course and/or assessments and the acceptable course of action to be taken. Dates for each assessment within each faculty are detailed allowing students to prepare study timetables and organise their time more effectively to maximise their level of achievement in all courses of study.

[Link to HSC course information booklet](#)

[Link to HSC subject choice booklet](#)

[Link to Preliminary subject choice booklet](#)

[Link to year 10 assessment info booklet](#)

[Link to year 9/10 elective booklet](#)

Assessment Booklets are an efficient method from which students and teachers can refer to for:

- Course information
- Problems that may be encountered during the course and/or assessments and the acceptable course of action to be taken by students.
- Dates for each assessment within each faculty
- Weight of each assessment
- In the year 12 booklet- HSC and ATAR requirements

HOMEWORK

Why is homework so important?

- Homework bridges the gap between learning at school and learning at home.
- It helps develop skills such as research and time management.
- Homework helps to establish the habits of study, concentration and self-discipline..
- Parents/caregivers have the opportunity to see the progress of their child.
- Homework provides challenges and stimulus to gifted and talented children.
- Homework helps students by complementing and reinforcing classroom learning, fostering good habits of lifelong learning, self-discipline, concentration and study; and by providing an opportunity for students to be responsible for their own learning.
- It provides training for students in planning and organising time and develops a range of skills in identifying and using information sources.
- **Students need to revise each day's work as well as completing set homework.**

Homework at Kogarah High School

The regular setting of homework by teachers is school policy. The nature, frequency and volume of homework set are left to the professional judgement of teachers in consultation with Head Teachers and students.

The basic rules of homework are that it:

- is appropriate for each student's age and ability
- takes into account students' other commitments, such as sport, part-time employment and home responsibilities
- takes into account technology such as email and the Internet so that students without access are not disadvantaged.

Staff are encouraged to use the *School Diary* to monitor homework completion.

Homework will generally range from 45 - 90 minutes a day in Years 7-9. In Years 10 to 12, homework will generally increase, and require from 1-3 hours per week night, with up to 6 hours on weekends during peak assessment periods.

Home reading (on a daily basis) to improve literacy skills is school policy and considered to be an essential component of homework. All students should read for at least 20 minutes as a part of regular homework.

Failure by students to complete homework on a regular basis will be followed up with parents.

The school operates a Homework centre for all students which is held in the school library from 3-4:30pm on Monday afternoons. The centre is staffed by teachers from the school assisted by student volunteers from the University of Sydney Compass Program. These student volunteers are available to act as tutors for students in assisting with research tasks, study and the completion of homework and assignments.

Homework tasks should be coordinated across teachers in different faculties to avoid unreasonable workloads being placed on students. Teaching practice should comply with the guidelines set out in the following Homework Policy.

[DET Homework Policy](#)

[DET Implementation document summary](#)

1.3 VALUES EDUCATION

The values that underpin our school culture are:

- Respect
- Responsibility
- Caring
- excellence and dedication in academic, cultural and sporting pursuits
- lifelong learning
- honesty, integrity, charity, courtesy and respect for self and others
- acceptance, inclusiveness and tolerance of difference
- good humour, generosity of spirit and good sportsmanship
- the traditions of our school
- our place in the public education system partnerships among students, parents, staff, ex-students and friends of the school

1.4 STUDENT LEADERSHIP

Future leaders need an educational environment which encourages, nurtures and provides strong direction for students to reach their full potential. At Kogarah High School we equip our students with the knowledge, skills and values to take control of their aspirations and turn them into reality.

Through the Student Representative Council(SRC) and Prefect body, students take an active part in decisions made regarding the running of the school. These leadership committees exist to give students a more active role in school affairs. The SRC consists of elected representatives from Years 7 through to 10. The Prefect body consists of students from Years 11 and 12. Its mandate is to provide leadership by example, to encourage student involvement in all aspects of school activity and, most importantly, to reflect student opinion on a variety of issues. Student representatives are elected by their peers to serve a one year term. From the elected Prefect body, students are able to nominate for School Captain and Vice-Captain positions and are voted into office by the SRC and Prefect body.

The Prefect body conducts the weekly school assembly. The SRC and Prefect body meet together twice a week, following meeting procedures to meet their goals and management plan.

[SRC Constitution](#)

[SRC Application Form](#)

[Prefect Application Form](#)

The school promotes leadership through a wide variety of performance evenings, academic and sporting competitions.

Specific leadership programs run by the school include;

- **LEAPS** (Law Firms Encouraging and Assisting Promising Students)

LEAPS is an innovative school student workplace mentoring program for Year 9 students. The LEAPS program establishes a structured, appropriate relationship or partnership between a volunteer mentor and student. The mentor encourages and guides the school student, offers support, advice, friendship, positive reinforcement and sets a constructive example for the student.

[Parent information brochure for LEAPS](#)

- Participation in student Parliamentary Forums at Local and State Government Level

1.5 EXCURSIONS

Kogarah High School supports and encourages staff to organise regular educational visits and excursions for students.

Educational visits and excursions:

- make education a more enjoying and rewarding experience;
- provide students with experience beyond the classroom and so contribute to their all-round growth and development;
- integrate, reinforce and supplement the curriculum offerings of the school;
- enhance educational outcomes for all students by providing learning opportunities not available within the school;
- provide opportunities for social development through interaction with peers, staff and community members

Guidelines for excursions:

- The proposed educational excursion must be an essential or desirable learning experience that fulfils the requirements of the Board of Studies and/or contributes to the achievement of aims and objectives of the school;
- **Student payments for excursions must occur two days before the proposed excursion date;**
- There should be an effective learning program to be followed before, during and after the proposed excursions;
- The teacher/student ratio must be adequate for the purposes of the excursion while not over-burdening staff and students remaining at school. As a general rule, the minimum teacher/student ratio should be 1:25.
- Staff and parent/community members who volunteer to assist with an excursion should not be expected to pay. These costs should be included when calculating costs to students;
- Costs must be kept to a minimum and no child should be excluded from participation on financial grounds. **Students unable to participate due to financial hardship should present a written application to the Principal for access to Student Assistance funds.**

- Risk assessments must be completed and submitted with the excursion request for all excursions.
- For excursions involving swimming or water activities or overnight visits, at least one member of staff must have a current accreditation in CPR and Emergency Care. For all other excursions at least one member of staff must have current accreditation in Emergency Care. A first aid kit must be taken on all excursions. All excursions are organised in accordance with DET Policy on Excursions in Schools and the KHS Excursion Policy

[KHS excursion procedures](#)

[DEC Excursion Policy](#)

[DEC Implementation document summary](#)

1.6 ABORIGINAL EDUCATION

At Kogarah High School we work with Aboriginal students and their families to ensure that student wellbeing and engagement is monitored. Student tracking occurs through the Learning Support Team to ensure that learning targets are met.

The goals of Aboriginal Education Policy are to:

- Promote a greater understanding, appreciation and celebration of traditional/contemporary aboriginal culture, language, history and identity in our school.
- Raise awareness and sensitivity amongst staff and students in order to promote equity in our school for the whole of our community, promoting practices that counter racism.
- Ensure Aboriginal Perspectives are implemented in curriculum in our school.
- Ensure positive educational outcomes for Indigenous students in all KLA's by ensuring school programs address specific needs of aboriginal students within our school community.
- In particular, monitor literacy and numeracy skills of aboriginal students and provide intervention programs where necessary as part of the whole School Literacy and other special needs plans.
- Consult with the local aboriginal community, observing protocol, in regard to curriculum development.
- Encourage enrolment and active participation of aboriginal students by making our school more welcoming and accessible.
- Encourage the involvement of aboriginal families and communities in our school life and educational decision making.

[DEC Aboriginal Education and Training Policy](#)

1.7 DRUG EDUCATION

Kogarah High School aims to promote healthy lifestyles and the drug education policy aims to minimize harm by informing students of the hazards of drug use as part of a comprehensive health education program.

Drug Education should be considered in relation to:

- The formal and informal curricula in health.
- The creation of a safe and health school environment.
- The provision of appropriate health services.
- The involvement of the family and the wider community in planning and delivery of programs.

Kogarah High School aims to promote healthy lifestyles and the drug education policy aims to minimize harm by informing students of the hazards of drug use as part of a comprehensive health education program.

Smoking

Departmental policy

Smoking on departmental premises is totally prohibited. Employees and other people who use school premises, including community groups that meet during the evening, are not permitted to smoke on departmental property. Smoking is not permitted at The Forest High. Any student found smoking on school premises will be disciplined. If a student is caught smoking tobacco that has been mixed with an illicit drug, it will be treated as an illicit drug issue, not a tobacco issue.

School Policy

Students are not permitted to smoke at school or school events, on the way to and from school. Students suspected or found to be smoking will be reported to the Deputy Principal and have their parents contacted. Repeat offenders may be issued a formal caution warning with a parent interview.

Alcohol

Departmental policy

Alcohol must not be consumed or brought to school premises, under any circumstances, during school hours. Community groups may be permitted to consume alcohol on school premises outside school hours provided:

- all students present are in the company of a parent or guardian
- the principal and the school council, or where there is no school council, the executive of the school's parent group(s), agree to such consumption and grant permission, and

- the persons granted permission to consume the alcoholic beverages agree to act in a socially responsible manner that would set an example to children (Community Use of School Facilities, Policy Statement and Implementation Procedures, 1994).

The consumption of alcohol is not permitted at school functions at any time whenever school students from any school are present.

School Policy

Students consuming alcohol or bringing alcohol to school will be sent to the Deputy Principal. Parents will be contacted and required to attend a parent interview. Students may be suspended from school. Police involvement will occur if students are distributing alcohol at school. Parents will be contacted if a student presents to school under the influence of alcohol. If parents are unable to collect their child an ambulance may be called.

Illicit Drugs

Departmental policy

Principals of government schools must suspend immediately and consistently with the Procedures for the Suspension and Expulsion of School Students, 1998 any student who is in possession of a suspected illicit drug. Suspension is to occur immediately if the substance is being represented by the student as an illicit drug, or on confirmation (in accordance with the relevant procedure for identification of illicit substances) that the substance is in fact illicit.

[DEC Drug Education Policy](#)

Searching student bags.

Students suspected of having drugs, alcohol or a weapon in their possession at school, will be asked to remain in the Deputy Principal's Office until a Police Officer can attend the school to search the bag. Students may be willing to remove the contents of their bag without the presence of a Police Officer. **Teachers will not search the contents of a student's bag.**

1.8 CHILD PROTECTION

In NSW, all agencies which provide services to children, young people and their families, or whose staff come into contact with children and young people in the course of their work, are considered to have a particular role in protecting children and young people from harm.

Staff at Kogarah High School undergo annual training and updates with reference to the Child Protection Requirements as Mandatory reporters. This is in line with the 'Keep them Safe' Child Protection guidelines.

WITHIN THE SCHOOL

Any member of school staff who suspects that a child or young person has been or might be the subject of abuse of any form must immediately inform the Principal or their delegate. The Principal will decide (using DET guidelines) whether to manage the situation within the school and its resources; contact the Child Wellbeing Unity; or contact the Department of Community Services. This decision will be reported back to the reporting teacher.

[Keep Them Safe Website](#)

[DEC Protecting and Supporting Children and Young People Policy](#)

[DEC Implementation document summary](#)

1.10 TRANSITION PLANS

Transition plans are developed for a range of students with particular needs. They are designed to allow a smooth adjustment for the student through a process of careful planning and preparation. This allows the needs of the student to be met and improves the teacher understanding of these needs and how to best manage and accommodate these needs.

Transition plans may be developed in a range of circumstances including:

- Movement from Primary school to High School
- Integration from a School for Special Purposes setting
- Students with a disability
- Students changing schools
- Students with special needs and/or behaviours

Transition plans are developed in consultation with the school, student, family, supporting agencies and professionals.

[Link to KHS Transition Plan Template](#)

1.11 STUDENT HEALTH – HEALTHY CANTEENS

In recent years, Australia has seen increasing levels of overweight and obesity in children and young people.

Kogarah high School supports the 'Healthier School' initiative through the food it offers at the school canteen.

The school canteen provides the means by which children and adolescents can put into practice the nutrition messages they are being taught in the classroom. The canteen can model healthier food choices that are tasty, interesting and affordable. This can influence food choices at school and in the wider community.

[Nutrition in schools policy](#)

[Physical Restraint of Students](#) (PDF)

[Interviews of students by Police or DOCS](#) (PDF)

[Interviews of student and staff by police and officer from the department of community services in schools and tafe nsw institutes](#)

1.12 INDIVIDUAL EDUCATION PLANS

Individual Education Plans (IEP's) are developed for a range of students with particular needs. They are designed to specifically address the learning needs of the student to allow the attainment of educational goals through a process of careful planning and preparation. This allows learning goals to be established and reviewed to meet the specific needs of the student.

IEP's may be developed in a range of circumstances including:

- Students with a disability
- Integration from a School for Special Purposes setting
- Students with integration funding
- Students with special needs and/or behaviours
- Tracking student progress eg Gifted and Talented students, Aboriginal students, student with learning difficulties

Transition plans are developed in consultation with the school, student, family, supporting agencies and professionals.

[Link to IEP template](#)

1.13 LITERACY AND NUMERACY

Improving Literacy and Numeracy remains a key target for Kogarah High School. Given the multicultural nature of our school population (low socio eco / NESB) considerable focus on numeracy and literacy will be ongoing in the next three years. In this way we will give students the best opportunity to access all aspects of the curriculum and achieve their full potential.

[Link to school plan](#)

[Link to annual school report](#)

1.14 KLAS

All teachers work towards supporting the school vision and targets.

[Link to KLA vision statement](#)

1.15 CURRICULUM PROVIDED

Kogarah High School endeavours to offer a broad curriculum to cater for the many and varied needs of the student population. Students in Years 7 and 8 all follow a prescribed pattern of study.

Students in Years 9 and 10 are able to choose two elective subjects and are working towards the attainment of a School Certificate.

Students in Years 11 and 12 have more flexibility in establishing their own pattern of study and may work towards achieving an HSC with an ATAR or a HSC without an ATAR. Students may choose from a variety of academic subjects, vocational subjects, studies at TAFE, subjects through distance education and/or Saturday school.

2. DISCIPLINE POLICY

2.1 DISCIPLINE CODE OR SCHOOL RULES

Our approach at Kogarah High School is simple and comes down to three things: (TLC)

We want to ensure **TOLERANCE AND RESPECT** for all staff and students

We want everyone to take **RESPONSIBILITY** for their **LEARNING**

We want everyone to take **CARE** of their environment and be **SAFE**

The school code of behaviour has been established through the implementation of the Positive Behaviours for Learning (PBL). These core 'behavioural expectations' apply to all settings across the school, to students and all staff.

PBL establishes the link between research-validated practices, and the environments in which teaching and learning occurs. It is based on proactive and positive approaches to behaviour management for all students. It involves a broad range of systematic and

individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

It is a program based on modelling, teaching and practising positive behaviours each and every day across all settings.

A significant aspect of the Positive Behaviours for Learning is the explicit teaching of expected behaviour. Lesson plans are devised by the PBL team, to be taught across the school to ensure that we are educating the student population on expected behaviours. A matrix has been devised by the school community (included but subject to change) that emphasises the expected behaviours. Visual aids are used to also communicate the message of PBL.

OUR RULES: At KHS we:	All Settings
Show Tolerance and Respect	• Treat others with respect, courtesy and consideration • Use appropriate language, tone and voice level
Learn Responsibly	• Be responsible for your learning • Work to the best of your ability • Be prepared
Take Care and Are Safe	• Take care of your environment • Move carefully & calmly in all areas • Mobile phones to be used only as directed by teachers • Be in the right place at the right time

[Link to PBL matrix](#)

2.2 STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT

Learning Support Teams

Learning Support Team meetings occur once a fortnight. The core LST comprises the: Principal; Head Teacher Student Welfare (coordinator); Deputy Principals; Head Teacher Support; Support Teacher Learning Assistance (STLA); Supervisor of Girls; and the School Counsellor. Staff are able to attend any meeting and a schedule of meeting focus areas is published for staff. At times staff will be invited to attend a meeting to discuss a particular student, issue or program. Learning Support Referrals are addressed and discussed at the LST meetings. Meeting minutes are published for staff in Staff Share.

[Link to LST referral form](#)

Anti-Bullying Plan

Bullying

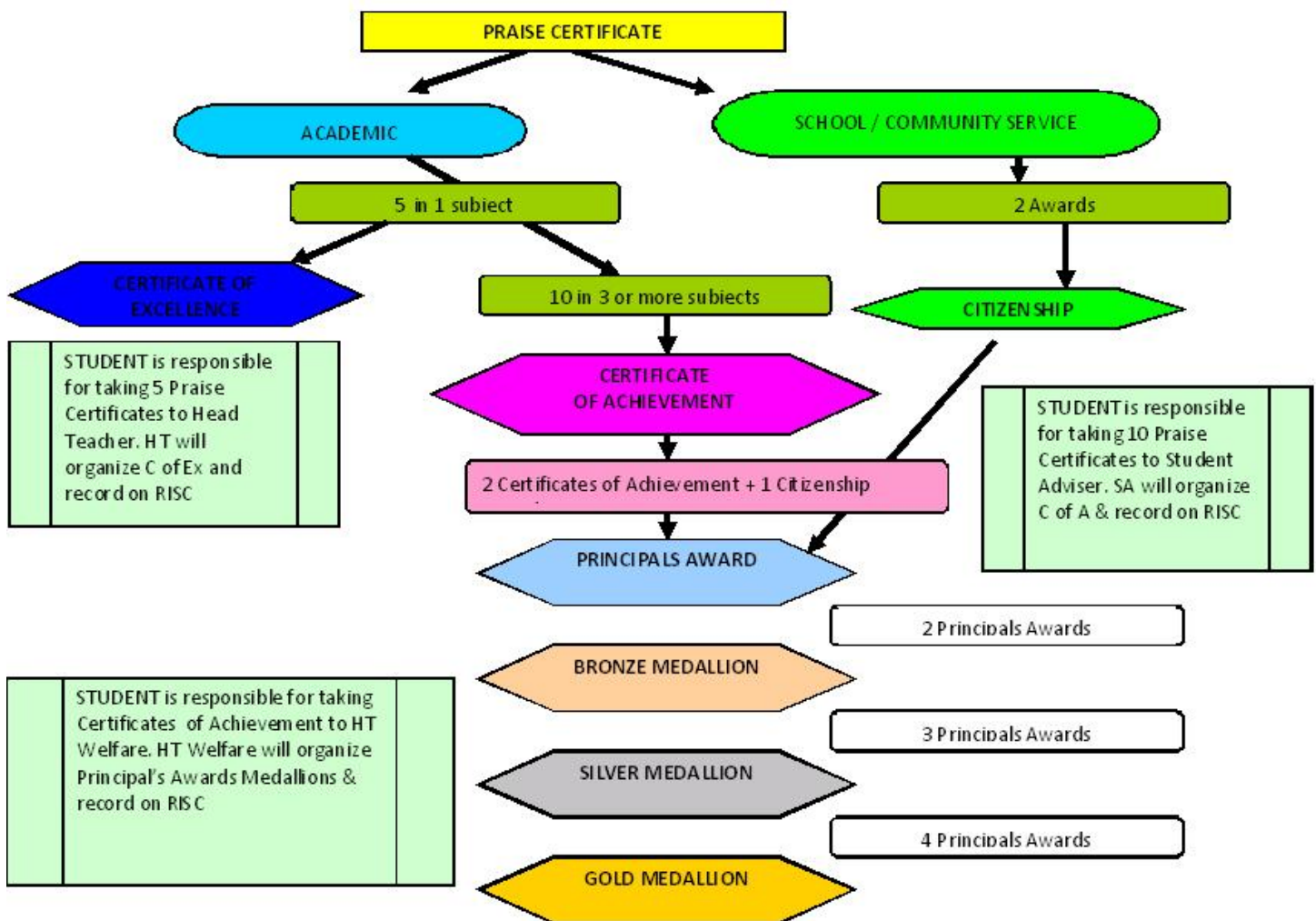
[DEC Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

2.3 STRATEGIES AND PRACTICES TO RECOGNIZE AND REINFORCE STUDENT ACHIEVEMENT

Awards/Merits

Student achievement should be rewarded through the use of the school merit system. Class merits should be issued for student achievement and improvement and not for behaviour. Students involved in activities outside the classroom should be awarded school and community service merits.

Merits of achievement and excellence are distributed by the faculty Head teacher or the Year Advisor. Principal's Awards are acknowledged at Year Meetings or Assemblies. Medallions are awarded at formal assemblies or Presentation Evening.



2.4 STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Guidelines for use of Time Out Rooms

[DEC Guidelines for use of Time Out Rooms](#)

[DEC Homophobia in schools](#)

[DEC Student Discipline in Government Schools Policy](#)

[DEC Implementation document summary](#)

[DEC Legal Issues Bulletin: Student Discipline in Government Schools](#) (PDF)

[Physical Restraint of Students](#)

[Interviews of students by Police or DOCS](#)

3. COMMUNITY PARTICIPATION

3.1 COMPASS

3.2 Parent/teacher nights

Parent Teacher evenings occur after the semester 2 reporting schedule has been completed. One afternoon/evening is held for parents of students in Years 11 and 12. A subsequent evening is held for parents of students in years 7 – 10. These evenings are held in the school hall and all staff are present to discuss student progress. Community Liaison Officers are also present to support families from Chinese and Arabic backgrounds.

3.2 Subject Selection Evenings

Subject Selection Information Evenings occur for families of students progressing from Yr 10 into 11 and from Year 8 into 9. These evenings provide a wonderful opportunity for families to engage with school staff about the selection of subjects and to gain a better understanding of BOS requirements for the SC and HSC.

3.3 Yr 7 Meet the Teacher Night

Yr 7 Meet the teacher night is held towards the end of term 1. This is an opportunity for parents of Year 7 students to come to the school and meet the teachers of their child. At this crucial transition time, it is a great chance for parents to develop a better understanding of procedures and systems at the school and to gain an insight into the progress their child is making. Student interim reports are distributed to parents at this evening.

3.4 Newsletters

A comprehensive newsletter is mailed home five times a year. An initial newsletter is sent home early term 1 to inform families of school requirements for the year and to welcome families back into the school community. Following this a newsletter is sent once a term and outlines an overview of events and activities that have occurred for the

term, upcoming activities and any issues or information that is of interest for parents regarding the school.

3.5 Community Liaison Officers

The school employs two Community Liaison Officers. Ke Fan is the Chinese Community Liaison Officer and Nazek Roumieh is the Arabic Community Liaison officer. They work with KHS chinees and Arabic families with the aim of improving communication between the school and families and as a result improving student engagement and achievement. Ke Fan works intensely with International students and ensures that families outside Australia are kept informed of student progress.

3.6 P&C

3.7 LST meetings

When appropriate, parents may be invited to attend LST meetings to discuss particular concerns regarding their child.

4. UNIFORM POLICY

Kogarah High School students wear their uniform with pride. All students are expected to wear full school uniform each day. On Wednesdays, students are required to wear their sport uniform (except Yr. 12 students who will continue to wear their school uniform).

Any student, who is genuinely unable to comply with the school uniform requirements due to financial reasons, is expected to make contact with the school Principal. Arrangements will be made at the school to assist the student to comply with the dress code.

The Kogarah High School uniform is as follows:

GIRLS ALL SEASONS UNIFORM

BLOUSE:	White short sleeve with emblem
BLOUSE:	White long sleeve with emblem
SKIRT:	Grey & Maroon Tartan
SLACKS:	Grey (tailored)
TIE:	Woven with crest
PULLOVER:	Maroon with emblem
SOCKS:	White ankle style
SHOES:	Black (Leather/Full cover)

BOYS ALL SEASONS UNIFORM

SHIRT:	White short sleeve with emblem
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Kogarah High School Student Welfare Policy 2011 - 2014

SHIRT: White long sleeve with emblem

TROUSERS: Grey

TIE: Woven with crest

PULLOVER: Maroon with emblem

SOCKS: White ankle style

SHOES: Black (Leather/Full cover)

SPORTS UNIFORM

POLO TOP: Panelled hydro mesh short sleeve with emblem

POLO TOP: Panelled hydro mesh long sleeve with emblem

SHORTS: Black microfibre with 'KHS'

JACKET: Maroon microfibre with piping and emblem

PANTS: Black microfibre with piping and 'KHS'

SOCKS: White ankle style

SHOES: Sport shoes (Full support)

The wearing of this uniform is supported by the school community including the P&C. The uniform policy is in line with Department of Education and Communities, Occupational Health and Safety and Health guidelines. For further clarification of the uniform requirements, please contact the relevant Year Advisor.

In line with school policy, ALL students out of uniform must be off the playground at recess and lunch with the appropriate Head Teacher. Students must wear school uniform items only. Students must have a note from home for being out of uniform.

Purchasing the Kogarah High School uniform:

ALL UNIFORM ITEMS ARE AVAILABLE FROM LOWES, ROCKDALE

LOWES: SHOP 31, ROCKDALE PLAZA, 616 PRINCES HIGHWAY

ROCKDALE, NSW, 2216 PH: 9553 6984



KOGARAH HIGH SCHOOL

GLADSTONE STREET KOGARAH 2217

PHONE: 9587 5815, 9587 6259

FAX: 95538316

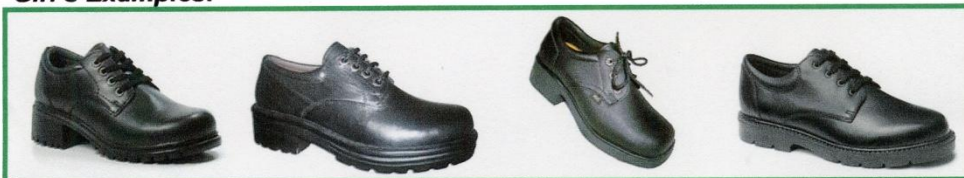


COVERED + LEATHER + SUPPORTIVE + PROTECTIVE

IMPORTANT NOTE TO PARENTS:

- ❖ The Department's Occupational Health & Safety regulations requires all students to wear only enclosed black leather school shoes (ballet or slip-ons are not permitted).
- ❖ On days where students have PE, they need to bring their sports shoes in their bags and change before the class.
- ❖ On sport days, sport's uniform and sport shoes are required.

Girl's Examples:



Boy's Examples:



Please note:

The following shoes **do not** comply with Education Department's OH&S guidelines.



For more information about the uniform policy of the Department of Education and Communities, please access the following link:

https://www.det.nsw.edu.au/policies/student_admin/uniforms/school_uniform/PD20040025.shtml