

Denison College of Secondary Education, Kelso High Campus

Annual Report



2016



8517

Introduction

The Annual Report for **2016** is provided to the community of **Denison College Kelso High Campus** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Message from the Campus Principal

At Denison College, Kelso High Campus we have a focus on **assessment and learning** through innovative teaching, inclusive education and high expectations, where our aim is to meet the needs of every student and provide them with an opportunity to learn and succeed in life. We place a high importance on **Values and Culture** through a focus on Positive Behaviour for Learning (PBL), student leadership and by improving our links with community and our partner primary schools. We have a relentless and consistent focus on **Professional Excellence** to build on the strong skill and knowledge base that exists within our staff, to find new ways to engage students and help them develop their knowledge, problem solving and critical and creative thinking skills to be able to thrive in the 21st century. Ultimately we aim to provide the framework for every student to achieve their personal best.

Some of the student highlights in 2016 include:

- Maya McGrath finished first in NSW in the Australian History Competition and 7th overall in Australia. Jeremy Igglesden was placed in the top 10% of Australian students and Declan Gould in the top 2% in the Australian Science Competition. Maddie Geerkens gained a High Distinction in the Mathematics Challenge placing her in the top 1% of Year 8's in Australia and Matthew Bignell was in the top 60 students in NSW in the Australian Mathematics Competition.
- Lachlan Smith and Joshua Mc Inerny were selected in the Rotary National Youth Science Forum (NYSF), a 12 day residential program for top young scientists around the country.
- Amy Dickson was awarded the Victor Chang Cardiac Research Award for the most outstanding Year 11 Science student at Kelso High Campus in 2016.
- Our debating and public speaking students had another strong year, with the Year 7 team making the regional semi-final of the Premiers Debating Competition and Josie Geerkins was selected in the Western debating team
- 5 Kelso High teams were Western Champions: boys and girls open football, boys and girls volleyball and boys open cricket
- Maddy Vallis, Zach Burke, Deua Berry, Macson Alexander, Noah Cooney and Kurt Cooney represented NSW in volleyball.
- Deua Berry was also selected in the Australian Under 17 Volleyball side.
- Abbey May-Brown broke a number of state records in swimming
- Brandon Martin had an outstanding year, winning a CHS silver medal in cross country, gold at national cross country in the teams event, gold in CHS steeplechase, 7th in CHS 3000 metres and 39th overall in the City to Surf.
- Cirkus Surreal continued to raise the bar and re-define personal best with outstanding performances
- Our Agriculture team experienced success, both locally and regionally.
- Our four leadership teams continued to build their profile as role models
- Our Drama students were outstanding in their Term 2 performance "Stories in the Dark".
- Our Dance Ensemble, and Aboriginal Dance Ensemble had a special experience performing with over 5000 public school students from across NSW in the Schools Spectacular.

Michael Sloan

Principal Denison College Kelso High Campus

Message from the College Principal.

Denison College, which celebrates its 10th Anniversary in 2017, is a Year 7 to 12 College consisting of the Bathurst High and Kelso High Campuses.

We are the largest provider of secondary education in Bathurst with a total enrolment of over 1800 students. In addition to the usual teaching and support staff at each campus, the College staff also includes an additional Principal, Deputy Principal, and four Head Teachers with specific responsibilities for coordinating cross campus activities and programs, as

well as an Executive Assistant..

Denison College provides a stimulating and differentiated curriculum that meets the present and future needs of students. The co-curricula activities for all students in Years 7–12 are wide and varied due to an extensive range of staff, resources and facilities. This allows the two campuses to maintain their own unique identities, but also allows for increased opportunities for students through the combined resources of the College.

Our purpose is to enhance student learning through an active approach to the development of 21st Century fluencies through our early adoption of technology and innovative curriculum structures. This includes a comprehensive approach to BYOD (Bring Your Own device) which is coordinated across both campuses.

Years 7–10

Our close links with our partner primary schools allow both campuses to meet the needs of all learners as soon as they begin Year 7. We provide extension opportunities for our Gifted and Talented students, as well as targeted support for those students who require additional assistance. In addition to the mandatory subjects for students in Years 7–10 (including English, Mathematics, Science, History, Geography, PDHPE, Design & Technology, Languages and Creative & Performing Arts), students in Years 9 and 10 have access to an extensive range of different elective subjects at their home campus.

A key focus for the Head Teacher (Junior Studies) is the provision of a wide range of extension activities to ensure that all students have the opportunity to achieve personal excellence.

Years 11–12

We boast a senior curriculum that is shared across both campuses and TAFE. In 2017, we are offering over 90 courses for our senior students, including shared courses which give our seniors access to subjects at both campuses. Through the Future Directions activities, students are given comprehensive support when selecting their courses and in adjusting their pattern of study for the HSC mentoring programs and a research-based approach to curriculum delivery support our seniors as they prepare for life after school

Special Programs

I explore/iLearn, along with our partner primary schools, supports the transition of students from Year 6 into secondary education. Other programs offered across the College include Cirkus Surreal, Concert Band, and Girri Girri Sports Academy. I encourage all students to be actively involved in Denison College activities as these form an important part of life at both campuses.

Craig Petersen

Principal, Denison College of Secondary Education

School contact details

Denison College of Secondary Education, Kelso High Campus

Boyd St

Kelso, 2795

www.kelso-h.schools.nsw.edu.au

kelso-h.School@det.nsw.edu.au

6331 4544

School background

School vision statement

Denison College of Secondary Education, Kelso High Campus, will ensure that all students have the opportunity to reach their personal best. This will be achieved through inclusive education, incorporating innovative practices, and supported by a culture of high expectations and celebration of achievements.

The campus challenges students to achieve excellence in a wide range of academic, cultural and sporting pursuits.

Kelso High Campus equips students for the demands and opportunities of the 21st Century by offering a differentiated, collaborative and rigorous curriculum.

Student wellbeing is supported by a safe learning environment, where students feel valued, proud and are able to develop confidence and resilience.

Our professional and highly motivated staff, in partnership with parents and the community, encourage all students to achieve to their full potential. Staff pursue professional excellence through strategic professional learning, mentoring and collaboration.

School context

Kelso High is a campus of Denison College of Secondary Education with 61 teaching staff and 765 students. The student population reflects a diverse cross section of the community, including 16% Aboriginal and Torres Strait Islander students. Students are supported by school administration and support staff and a full time Aboriginal Education Officer. The Support Faculty and Learning Support Teams lead inclusive and successful programs to meet the needs of all students.

The curriculum shared between Bathurst High and Kelso High Campuses provides a flexible model for students in Years 11 and 12, and is the cornerstone of the College. The campus provides academic, vocational education, creative and performing arts, language, remedial literacy and numeracy programs and there is a whole school focus on raising student expectations and promoting student achievement.

A focus on technology and *Bring Your Own Device* (BYOD) aims to enrich and extend teaching and learning programs across all faculties.

The student welfare structure encourages positive attitudes towards learning, goal setting, self-motivation and valuing the rights of others, which is underpinned by *Positive Behaviour for Learning* (PBL). Extensive transition links with Primary partner schools are supported by the *iLearn* program.

The Student Leadership Team and Student Representative Council provide a valued link for student participation.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

More information about the School Excellence Framework can be accessed at:
<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

A summary of our finding and plan for future directions is outlined below.

Learning Element: Learning Culture

Judgement: There has been significant growth in the learning culture of Kelso High Campus over the past two years through the establishment of processes and structures to support learning. Kelso High Campus is at the level of Delivering for this element.

Plan for the future: Focus on embedding Positive Behaviour for Learning (PBL) – classrooms through consistent Professional Learning (PL) and a focus on the 8 essential elements of PBL. Continue building staff skills in differentiation and literacy to enhance student learning. Continue the focus on attendance, including a specific program for Aboriginal students.

Learning Element: Wellbeing

Judgement: Student wellbeing is an area of strength at Kelso High Campus. An effective Learning and Support structure supports a significant number of students. The PBL team have gained significant traction in the past 12 months in establishing a school wide system that supports learning and wellbeing. Kelso High Campus is at the level of Delivering for this element.

Plan for the future: Improve the consistency of professional practice and quality teaching across all environments though PBL, PL, faculty planning, a focus on mentoring and peer coaching through the PDP process. Development of up to date policies linking to the Wellbeing Framework.

Learning Element: Curriculum and reporting

Judgement: Curriculum delivery is relatively strong at Kelso High Campus. There is a transparent and thorough process to determine curriculum offerings and ensure equitable opportunities. There are many transition programs, some of which are more effective than others. Learning alliances are developing within the College, across the Community of Practice (partner primary schools) and with Charles Sturt University through the Professional Experience Hub project. Kelso High Campus is at the level of Sustaining and Growing for this element.

Plan for the future: Review and improve the preparation of students for Year 11 and 12 including Future Directions through effective preparation in Careers 9 and 10. Improve parent involvement into Curriculum. Enhance teachers use of evidenced based practices. Improve timetable structures to enhance innovation and maximise staff opportunities.

Learning Element: Assessment and Reporting

Judgement: Kelso High Campus has some relatively low-level procedures in place. School wide genuine analysis of data is limited to HSC. Some individuals are analysing data beyond that, though a consistent process is not in place. Kelso High Campus is at the level of Working Towards Delivering for this element.

Plan for the future: Refine and improve processes for collecting, analysing and reporting data, including tracking markbook data, NAPLAN data analysis and communication with staff and community. Further work with staff on assessment is required, including developing understanding of different types of assessment, including formative and summative assessment, and the purpose of assessment – for more than compliance. Further improvement in the area of parent communication, in particular the Parent Portal is required.

Learning Element: School Performance Measures

Judgement: Numbers of students at or below national minimum standards is high. Growth 7–9 in Numeracy and Writing is positive, though overall many students are still at a low level. The sustained growth of students in the Quick Smart program is positive, indicating a sustained improvement in learning. Kelso High Campus is at the level of Working Towards Delivering for this element.

Plan for the future Develop a NAPLAN preparation program. Equip all staff with the skills to teach literacy and numeracy (starting with super 6 program). Super 6 literacy program embedded in all Stage 4 programs in 2017. Rip it up Reading program and Speech Pathologist extended to work with Year 7 students. Develop a meaningful internal performance tracking system.

Teaching Element: Effective Classroom Practice

Judgement: There is inconsistency in classroom management which is being addressed by PBL classrooms – essential modules. Kelso High Campus is at the level of Delivering for this element.

Plan for the future Developing processes at faculty level for regular and ongoing evaluation and monitoring of teaching and learning programs. Focus on effective feedback. Consider implementing Visible Learning for Teachers

Teaching Element: Data Skills and Use

Judgement: Data skills and use is an area requiring attention at Kelso High Campus. Generally staff lack the skills and opportunity to regularly analyse student data to inform practice. Kelso High Campus is at the level of Working Towards Delivering for this element.

Plan for the future: PL focus on building analysis, interpretation and use of student's performance data. Performance data is communicated to community at parent focus group on a regular basis. Processes for data evaluation in faculties – evaluate assessment tasks and identify areas for improvement. Analysis of ALARM – written assessment tasks and written exam components.

Teaching Element: Collaborative Practice

Judgement: There has been significant development in collaborative practice and it remains a priority in the Professional Excellence strategic direction. Evaluation of programs does occur, though this needs to become embedded regular practice that is owned by the faculties and driven by Head Teachers. PDP peer coaching is still in its infancy. Kelso High Campus is at the level of Delivering for this element.

Plan for the future: Continue to develop HT capacity to lead teaching and learning and collaborative practice and shift focus away from management to leadership. Reposition meetings to facilitate the showcasing of best practice during staff meetings. Work on staff ownership of PDP process to be a genuine PL process rather than a compliance task. Tap into the Professional Experience Hub initiative with CSU to develop coaching and mentoring skills in staff to enhance collaboration. The challenge is to find the time in a crowded agenda.

Teaching Element: Learning and Development

Judgement: A well organised PL structure is in place which links directly to school plan and milestones and focusses on capacity within the staff, including an emphasis on developing literacy, differentiation, Positive Behaviour for Learning and ICT skills. The PDP process is in place and all teaching staff had a PDP in 2016. Kelso High Campus is at the level of Delivering for this element.

Plan for the future: Continue to expand evaluation processes of the PL structure. Upskill staff to engage with evidenced-based research, in particular Visible Learning. Utilise the structures gained through the Professional Experience Hub to enhance staff capacity for coaching and mentoring and supporting beginning teachers

Teaching Element: Professional Standards

Judgement: Staff understand their professional responsibilities with regard to the National Professional Standards for Teachers. There is a direct link between standards, PL and PDPs. Kelso High Campus is at the level of Working Towards Delivering for this element.

Plan for the future: Continue to develop staff expertise and knowledge of contemporary researched based practices, such as Visible Learning. Further develop the culture of supporting teachers to access higher levels of accreditation.

Leading Element: Leadership

Judgement: Some improvement has been made in this area, though there is still work to be done. There has been considerable turnover at executive level which has resulted in renewal and a relatively inexperienced executive leadership team. There is some capacity at the teacher level, though there is also a general reluctance to step into leadership positions. Student leadership is a school priority and the four leadership teams continue to grow and develop as a result of effective processes and strong staff guidance. Kelso High Campus is at the level of Delivering for this element.

Plan for the future: The development of a formalised leadership strategy including succession planning. Refining the aspiring leadership program and HT inductions. Engaging the wider community.

Leading Element: School Planning Implementation and Reporting

Judgement: Kelso High Campus has a thorough planning process, including faculty and team planning and an alignment of resources and priorities. Evaluation takes place, though it tends to be last minute and inconsistent. A more consistent, ongoing and thorough evaluation process is required. Kelso High Campus is at the level of Delivering for this element.

Plan for the future: Embed an ongoing evaluation process including teachers reviewing their lessons in terms of learning impact. Enhance staff understanding of the school plan, including the purpose and their role in the implementation of processes, products, practices and milestones.

Leading Element: Resources

Judgement: Resource management, including workforce and financial planning is effective and has enabled the campus to manage considerable staff turnover with minimal impact on curriculum and learning. Kelso High Campus is at the level of Sustaining and Growing for this element.

Plan for the future: Continued focus on longer term financial planning eg asset replacement. Leadership and capacity building in staff as part of workforce planning to ensure sustainable staffing.

Leading Element: Management Practices and Processes

Judgement: Further work is required in this area in developing effective monitoring processes. There is some inconsistency in the management of systems and procedures, as indicated by recent audits. Kelso High Campus is at the level of Working Towards Delivering for this element.

Plan for the future: Reporting of accountability practices to the community. Further development of induction processes through staff handbook. Development of staff to operate administrative systems, such as Sentral roll marking, wellbeing, VORs

Strategic Direction 1

Learning and Assessment

Purpose

Students will succeed when they experience learning that is individualised and this focus builds a culture so that students recognise the importance of success. This learning is supported by teaching that is based on research-proven best practice and structural support and is embedded in our focus on student writing, the use of technology in teaching and learning

Overall summary of progress

Kelso High Campus is making significant progress in the area of learning and assessment

High Expectations Raising student expectations was a key priority in 2016, especially in the senior school. A senior mentor was employed to support seniors during study periods. Staff, students and parents saw this initiative as worthwhile. A successful study group supported students 7–12 to complete assessment tasks and homework. The following students accessed the program:

- Year 12: 8 students;
- Year 11: 9 students
- Year 10: 15 students
- Year 9: 8 students
- Year 8: 12 students
- Year 7: 11 students

Some comments regarding the impact of Study Group include: “(one student stated that) in 2015 he only completed 2 assignments, all year. He has completed more this year and he was proud that he has done this”. One teacher believes that her Year 9 students that attend Study Group are more confident and willing to participate in English classes.

Bring Your Own Device (BYOD) Program: Kelso High Campus has a focus on innovative practice including BYOD. Professional Development for teachers is central to the program in order to develop knowledge, skills and confidence in staff using technology to improve student learning and engagement. The teacher surveys in 2016 indicated that staff confidence in creating digital content increased between March and September from 5.98 to 6.78 on a scale of 1–10 where 1 is not at all confident and 10 is very confident. Improvement in the frequency of use of technology also increased. Teachers using technology more than once a day increased from 47.3% to 55.9%. Teachers using technology “never” fell from 1.8% to zero and “once per week” fell from 25% to 23%. Student take-up of devices was more common in the junior years. In Year 7, 75% of students had a device. A small equity program was established to loan devices to students who don’t own one.

Literacy: Teachers continue to develop their skills in literacy, incorporating strategies in teaching and learning programs. Targeted individualised programs in Rip it up Reading (working memory) and Quick Smart led to improvements in student reading and numeracy levels, particularly in those students previously reading below age level. The Year 7 2016 Quick Smart literacy group achieved average reading growth of 1.17 years.

- 75% of the group achieved positive growth.
- 36 of the 51 students started the program with a reading age below their chronological age. This group achieved average growth of 1.5 years; 13 of these students are now reading at or above their chronological age.
- The 2016 Quick Smart Numeracy growth indicates average growth of 43% per student and average effect size of 0.97.

ALARM: Students continued to build their skills in extended responses through A Learning and Responding Matrix (ALARM). In a teacher survey 57% of teachers stated they were using ALARM in their teaching. The effect that ALARM has had on student learning is rated by teachers at 6.7 on a scale of 1–10 where 1 is not effective and 10 is extremely effective. The PDHPE faculty have embraced ALARM and embedded the practice in senior courses. This approach appears to be making a difference with positive HSC results

- PDHPE was the fifth highest performing subject in 2016, 2.2% above state average.
- It was the highest performing non technology-based subject.
- PDHPE was the best subject for 7 students in the class (31% of the class).
- 18% of students achieved Band 5 (school average 10%) and 50% Band 4 (school average 37%). Only one student achieved Band 2 (school total: 31) and 0 students achieved band 1 (school total: 13).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased proportion of student performance in Bands 5 and 6 in HSC and reduced proportion of student performance in Bands 1 and 2.	There has been no significant change in the proportion of students achieving either Band 5/6 or Band 1/2. In 2016 a smaller proportion of Band 5/6 results were achieved than in previous years (3 percentage points lower than the 5 year annual average). This indicates the need to develop longer term strategies to prepare students for senior school. What is evident is a sustained growth trend, with a greater proportion of students achieving Band 4 results over the last 3 years. The proportion of Band 4s achieved in 2016 was 7 percentage points higher than the 5 year annual average. There was also a smaller proportion of Band 3 results (3 percentage points lower than the 5 year average). Some of the growth in Band 4 is attributable to a shift upwards, though some is a downward shift.	Professional Learning funds used to release and upskill staff. \$2630
A range of literacy measures indicate improvement in reading and writing across all years when compared with 2012–14 data.	<p>The Year 7 2016 Quick Smart literacy group achieved average reading growth of 1.17 years, with 75% of the group achieving positive growth. Overall 51 students were involved in the program. Of these, 36 started the program with a reading age below their chronological age. Those students achieved average growth of 1.5 years and 13 of these students are now reading at or above their chronological age. The 2016 Quick Smart Numeracy growth indicates average growth of 43% per student and average effect size of 0.97.</p> <p>Longitudinal data was collected in 2016, tracking the progress of the Year 9 students who were involved in the Quick Smart program in 2014. As a group the Quick Smart students outperformed school and state students in terms of average growth.</p> <p>Of the 19 students (from the 2014 Quick Smart program) who sat the NAPLAN test for Reading, 12 (63.2%) achieved greater than or expected growth in Reading. In comparison, 49% of Kelso High Campus Year 9 students achieved greater than or expected growth. The average scaled score for the Quick Smart group was 43.8. Average state scaled growth was 33.8 and average school scaled growth in Reading was 32.2.</p> <p>In numeracy 33 students from the 2014 Quick Smart group sat the NAPLAN exam, with 22 students (66.7%) achieving greater than or expected growth. In comparison 57.3% of Kelso High Campus Year 9 students achieved greater than or expected growth. The average scaled growth score was 53 (state average: 40.7; school average: 41.7).</p>	<p>Quick Smart literacy tutor: \$50,65</p> <p>Rip it up Reading tutor: \$17,858</p> <p>Resources: \$2,650</p>
Improved engagement amongst senior students is evident through improved attendance, retention and task submission data	Attendance: Year 12 attendance rates in 2016 were: 93.2% compared to 91.2% in Year 11 2015. The previous 3 year school annual average attendance for Year 12 is 92.2%. Year 11 attendance rates in 2016 were 90.3%, compared to 88.3% in 2015. The previous 3 year school annual average attendance for Year 11 is 90.9%.	Senior Study Mentor \$25,093

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved engagement amongst senior students is evident through improved attendance, retention and task submission data	<p>Student retention from Year 10 2014 to Year 12 2016 was 62%, 6 percentage points higher than the previous 3 year average (56%). Retention from Year 11 2015 to Year 12 2016 was 77%, higher than the previous 5 year annual average of 65%. Increased retention partly reflects additional supports that were put in place for this HSC cohort from Term 4, 2015 and into 2016.</p> <p>Perception of senior culture. Anecdotally a number of parents have communicated that they believe there has been an improvement in senior culture in comparison to their experiences with older children who attended Kelso High Campus. Teachers also feel that the expectations on seniors are higher than they have been previously. Teachers were asked "To what extent have the changes to the senior study, including the Senior Mentor position, been effective in increasing senior expectations this year?" The average of responses was 8.28, on a scale of 1–10, where 1 is not effective and 10 is effective. Teachers were also asked to rate the learning expectations placed on students between 1 and 10, where 1 is the lowest expectation and 10 is the highest expectation. The average staff response for Year 11 was 7.19, for Year 12, 7.60 and the average for 7–10 was 5.99.</p>	

Next Steps

- Continue the focus on senior expectations and consolidate structures, such as the senior mentor position.
- Improvement in Aboriginal expectations and junior expectations, demonstrated through improved attendance.
- Clearer communication and planning for Stage 5 assessment to build expectations and student capacity/habits in junior years which is reflected in an improvement in assessment task submission.
- Continued consolidation and support of the Study Group program.
- Continued use of ICT strategies which are embedded in Stage 4 programs and used by students in VET portfolios in Stage 6.
- ALARM is a recognised literacy strategy that is embedded in Stage 4 and Stage 6 faculty programs and shows improved student results in written components of all Stage 6 examinations.
- Increase proficiency in reading comprehension in Stage 4 through a focus on Super 6 literacy strategies.
- A project involving the Year 8 Platinum class using the literacy and numeracy continuums to support programming and to track student growth towards NAPLAN 2018 in Reading and Numeracy.
- A targeted literacy and numeracy program for Aboriginal students including NAPLAN preparation program and a targeted withdrawal program for Year 8 Aboriginal students, focussing on reading comprehension.
- Quick Smart and Rip It up Reading programs continue.
- A focus on differentiation, in particular assessment tasks in Stage 5 to support students at High, Middle and Lower abilities.

Strategic Direction 2

Values and Culture

Purpose

Denison College wants our students to succeed in modern society. To do so they must have the knowledge, skills, values, capacity and motivation to respond to the complex issues they will encounter in their personal and working lives.

When students leave Denison College, they must emerge as innovative, confident, creative and informed citizens who are able to make positive contributions to the local, national and global communities.

Overall summary of progress

Progress was made in the Values and Culture strategic direction in 2016 through Positive Behaviour for Learning, community connections and student leadership.

Positive Behaviour for Learning (PBL): The PBL program continued to be embedded in universal (non-classroom) settings. A significant reduction in both suspensions and days lost to suspension in 2016, compared to previous years suggests that processes are having an impact on student behaviour. In 2016 days lost to suspension were 10% lower than in 2015 and total suspensions were 12% lower. Total suspensions in 2016 were 26% lower and days lost to suspension were 44% lower than the previous three year annual average.

The School Evaluation Tool, carried out by the External PBL Coach reviewed the following PBL aspects.

- Expectations Defined;
- Behavioural Expectations Taught;
- On-going System for Rewarding Behavioural Expectations;
- System for Responding to Behavioural Violations;
- Monitoring and Decision-Making;
- Management and Support.

An overall score of 83%, an improvement on the 2015 score of 69%, indicated that PBL in non-classroom settings at Kelso High Campus is largely in place, and that the campus is ready to focus on classroom interventions. This is a significant achievement. The following observations were made during the process:

- Students were polite, respectful and mature during interview process. Many wanting to chat or help me navigate my way around the school.
- Staff that are dedicated and committed to supporting students to build on academic and behavioural success, and were welcoming and helpful to a visitor in the school.
- A Principal that is committed to principles of PBL and school wide supports for all students.
- Students clearly value the merit system and enjoy receiving positive acknowledgements.
- Denison College– Kelso High Campus is moving into classrooms!

Community Connections: A focus on improved community connections led to the establishment of a Parent Focus Group which, in the absence of a P&C, provides a vehicle for parent consultation with regard to the school plan and constructive feedback about processes within the campus. An analysis of such feedback revealed that communication is a key area for improvement. An emphasis on promotion through the Kelso High Campus Facebook page improved the volume of communication with an increase of 38% in page likes from 1240 in January, 2016 to 1717 in December, 2016.

At a campus level there were improved connections with partner primary schools through the following programs:

- The iLearn 6–7 transition program, involving 170 students.
- Year 5 enrichment program focussing on STEM, involving 27 students from six partner schools; Raglan PS, Perthville PS, Bathurst South PS, O'Connell PS, Kelso PS, Wattle Flat PS.
- Fairer Funding BYOD program which involved a Kelso High teacher working with the three largest partner primary schools delivering classes using the Google technology platform.
- A Community of Practice was also established with all of Kelso High Campus' partner schools with a focus on improving literacy and numeracy K–12. Through this project an instructional Leader from Kelso Public School worked with teachers of the Year 7 Platinum class to understand the Literacy Continuum and track student progress from Years 3 to 9.

Aboriginal Community: Improved engagement with the Kelso High Campus Aboriginal community is a key priority of the plan. An Art Mentor, former student Taylor Curry led the completion of a Wiradjuri mural in the gymnasium, which was designed with the support and input of the Bathurst Wiradjuri Elders. This program was supported by an upgrade to the Aboriginal Gardens. Both projects have been well received by the Elders and the community as a whole and have improved connections and relationships with the Bathurst Wiradjuri Elders.

Student Leadership development is critical to the future growth and development of Kelso High Campus, and 2016 was a year of growth in this area. A review and refinement of student leadership processes led to improved student leader impact. In the end of year Teacher Survey, teachers rated the effectiveness of student leaders at 7.53, where 1 is not effective and 10 is very effective. A new team was elected in Term 3, consisting of 4 boys and 4 girls, improving the gender balance in the team compared to previous years. Student Representative Council (SRC), and Aboriginal Representative Council (ARC) teams were also elected with increased numbers of students overall, including more boys.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student engagement is reflected in reduced suspensions, an increase in positive Sentral entries and a decrease in negative Sentral entries.	Suspensions: numbers of suspensions in 2016 reduced by 10% on 2015 and 26% on the previous 3 year annual average. Days lost to suspension in 2016 reduced by 12% on 2015 and 44% on the previous 3 year annual average. A comparison between 2015 and 2016 positive and negative Sentral entries is not possible because the system changed significantly in at the end of 2015. The 2016 data will now become the benchmarking data for subsequent years.	PBL release \$4,909
Growth in student enrolments, including an increased proportion of Year 6 students from partner primary schools and non-DoE schools.	Enrolments in mainstream and support classes in Year 7 2016 at the beginning of the year totalled 123 (116 mainstream and 7 support). The 3 year average for Year 7 mainstream enrolments is 121. The 2016 enrolment comprised 79 students from partner primary schools (64% of the total Year 7 enrolment), 26 students from Non-Government local primary schools (21% of the total Year 7 enrolment) and 18 from other primary schools (15% of the total Year 7 enrolment). Enrolments to Kelso High Campus from partner primary schools represented 60% of total Year 6 2015 student enrolments. The breakdown of students from each partner school that enrolled in Year 7 in 2016 as a percentage of their total Year 6 enrolments is below: <ul style="list-style-type: none"> • Kelso PS: 34 (76%) • Raglan PS 16 (70%) • Bathurst South PS 12 (38%) • Perthville PS 10 (43%) • O'Connell PS 6 (46%) • Wattle Flat PS 1 (100%) • Sofala PS: 0 • Meadow Flat PS: 0 • Rockley PS: 0 • Local Non-Government: 26 • Other: 18 	Year 5 Enrichment program \$2,027
Enhanced cultural engagement with the Kelso High Campus Aboriginal community contributes to improved behaviour, attendance and learning outcomes for Aboriginal students.	Aboriginal Elders were more involved in campus activities in 2016, including the opening of Aboriginal gardens and planning and opening of the mural. In 2016 there was an increase in the student Aboriginal Representative Council numbers from 6 in 2015/16 to 16 in 2016/17, including 2 more boys. Students delivering the Acknowledgement of	Art Program – Art Mentor and materials \$9,784

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Enhanced cultural engagement with the Kelso High Campus Aboriginal community contributes to improved behaviour, attendance and learning outcomes for Aboriginal students.	Country at assemblies also increased from 2 in 2015 to 6 in 2016. In 2016 Aboriginal students with a PLP increased from 48 in 2015 to 75 in 2016. Aboriginal attendance (78%) is significantly below school average (89.5%) and state average at 89.7%.	

Next Steps

- Tier I PBL implementation is continuing with a focus on consistent application of PBL expectations at the classroom level, involving Professional Learning for staff.
- Maintain existing communication structures such as Facebook, newsletter, school sign and local media to strengthen a positive perception of Kelso High Campus within the Bathurst community.
- Develop and improve communication structures with parents/caregivers, through the employment of a Community Liaison Officer. Improve processes involving electronic communication and SMS attendance alerts and use of the Sentral Parent Portal. Alongside this is a focus on improving the effectiveness of roll marking and excursion organization to ensure improved accuracy of information that is being communicated to parents/caregivers.
- A continued focus on links with the Aboriginal community, including increased contact with the local Elders group and the establishment of a Kelso High community Yarning group.
- Improved 6 –7 transition processes will focus on improved connections with the students and parents of students in partner schools and the transfer of student learning information from primary partner schools to high schools. Links within the community of Practice will be strengthened through the Premier Priority projects at a network level.
- With the retirement from full time, permanent work by Deputy Principal and Circus Director, Stephanie Brown, an effective management structure for the Circus program will be developed and implemented with a focus on building sustainable and transparent consultative processes.

Strategic Direction 3

Professional Excellence

Purpose

Denison College must support staff to achieve professional excellence in a climate of innovation, reflection and collaboration. The ongoing development of professional excellence will enable all staff to better deliver the learning and instil the values necessary for students to succeed in modern society.

Overall summary of progress

Professional Excellence is central to the Kelso High Campus School Plan. A strategic and organised program of Professional Learning opportunities, mapped to College and Campus priorities and linked to the Australian Professional Standards for Teachers was established and implemented in 2016.

School Development activities: Throughout the year professional development occurred at Staff, Teams and Faculty Meetings, three School Development Days including a planning day on the first day of the year, a joint Ed Tech conference with other schools in the area in Term 2, focusing on technology in the classroom and a 6 hour course on Non-Crisis Intervention. The last two Development Days of the year were rescheduled to four after-school activities focussing on Disability Standards and adjustments, use of technology in classroom practice, Positive Behaviour for Learning and Mandatory Work Health and Safety training.

Performance and Development Framework: Professional learning was complemented with the Department's Performance and Development Framework, requiring all teaching staff to develop a Performance and Development Plan (PDP) in consultation with their supervisor. Staff responded to this process setting goals that are aligned to school priorities and the National Professional Standards for Teachers. An improved system for monitoring and tracking PDPs and lesson observations was successfully implemented.

Developing leadership capacity. A key focus of the Professional Experience Strategic Direction is capacity building in the area of leadership. Within the executive leadership team, the faculty monitoring program was refined with a focus on faculty planning linked to the school plan. In 2016 ten executive staff undertook a program facilitated by Dr Simon Breakspear focusing on impact leadership. An induction program was implemented with new Head Teachers. An eight-week professional development program for aspiring leaders was held. One member of that group was appointed substantively as Head Teacher Administration in 2017, having been successful through a merit process. Opportunities were provided for teachers and executive members to relieve in a range of positions.

Professional Experience Hub: Denison College Kelso and Bathurst High Campuses were given the opportunity to work in partnership with Charles Sturt University on a three year project as a Professional Experience Hub. The partnership aims to review and develop processes to enhance and align pre service experiences to quality teaching, professional standards and improved student outcomes. An extensive research process was held, providing the basis for future development of models of professional experience which can be evaluated and shared with other schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff understand their professional expectations and can apply the <i>Australian Professional Standards for Teachers</i> , in quality teaching programs and practice.	Teachers were asked about their understanding of the National Professional Standards for Teachers.. The average response was 7.5 on a scale of 1–10, where 1 is no knowledge and 10 is deep knowledge. Eight out of 50 staff identified their knowledge of the standards at 5 or less, indicating the need to undertake some further professional development in this area. A Year 7 teaching and learning program review procedure which is based on the standards indicated that staff are consistently addressing the standards in their Year 7 programs.	PL Expenditure \$41,548
Increased numbers of staff interacting with higher levels of accreditation and leadership	One teacher has started accreditation at highly accomplished level. A number of other staff have expressed their interest and are seeking advice from	N/A

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
training.	the Head Teacher Mentor. In the 2017 Term 1 teacher survey 7 individuals (11%) indicated that they would consider accreditation at higher levels in 2017 and 54% of teachers indicated they would consider undertaking higher levels of accreditation in the future.	
Survey and interview data reflects the establishment of a consistent and coordinated approach to professional experience that results in improved experience for pre-service and associate teachers	Internal processes have been developed to improve professional experience in 2017, including an induction process and improved communication, both within Kelso High Campus and with Charles Sturt University.	PL and release time : \$7,199 :

Next Steps

- A coordinated focus on Professional Learning that results in deep learning and understanding of the National Professional Standards for Teachers, which are applied to improve student learning.
- Refine and reposition the PDP process as a valuable professional learning activity to improve practice through relevant goals and meaningful lesson observations.
- An ongoing focus on leadership, in particular using a range of strategies to build the capacity of Head Teachers to improve understanding and consistent application of the Head Teacher role to improve staff performance and student learning.
- Through the Professional Experience Hub partnership with Charles Sturt University, a consistent and coordinated evidenced based approach to professional experience will be developed and in place for the commencement of 2018. A detailed research process was conducted in 2016 which will inform the development of such processes.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>PLPs: Release time was provided to ensure that Aboriginal Personalised Learning Plans (PLPs) were completed; 75 students had a PLP in 2016 compared to 48 in 2015.</p> <p>Student Leadership: The Aboriginal Representative Council was established in 2015. In 2016 there was an increase from 6 students (6 females, 0 males) to 16 students (14 females, 2 males). This represents 13% of Aboriginal students at Kelso High Campus. The team developed a cultural calendar which is now embedded in the school calendar and led a range of cultural activities at school assemblies, including Sorry Day, NAIDOC week and National Reconciliation Week.</p> <p>Cultural: An Art Mentor was employed to work with a group of Stage 4 male students to develop a local Wiradjuri mural in the school gymnasium linked to the PBL core values of be on-task, be safe and be respectful. This project has improved links with local Elders who supported the project and provided local cultural guidance and advice. An Aboriginal dance ensemble was established to perform at cultural events, including performances at Bathurst and Orange Eisteddfods and The Schools Spectacular.</p> <p>Aboriginal Programs Coordinator: A teacher was provided with release of 2 periods per week to co-ordinate Aboriginal programs and support the Aboriginal Education Officer (AEO) and North-North Tutor. This resulted in more clearly defined role statements and greater efficiency in the AEO role. A key focus of the AEO role was to establish a timetable where the AEO was working in classes to support learning. This had not previously been part of the AEO's role at Kelso High Campus.</p> <p>Aboriginal Education Officer</p> <p>A full time, permanent Aboriginal Education Officer (AEO) is employed at Kelso High Campus. In 2016, this role was broadened to include in-class support to students, involving 3 timetabled classes per day. No data was collected regarding the impact of this. The AEO contributed to the development of PLPs for Aboriginal students and facilitated student assistance to ensure Aboriginal students had access to equipment and uniform. He also provided cultural information to support activities and was a key link to the Bathurst Wiradjuri Elders, facilitating communication regarding the mural. The AEO also participated in the painting of the mural.</p>	<p>AEO Salaries: \$64,388</p> <p>Flexible: \$6,827</p> <p>Total: \$71,215</p>
English language proficiency	Additional support was provided for students with additional English needs through the use	\$3,120

English language proficiency	of School Learning Support Officers (SLSO) to help with assessment tasks and class work. The majority of support was made available to a Year 12 student. An SLSO worked with him to support completion of tasks and explanation of course material.	\$3,120
Low level adjustment for disability	<p>A Speech Pathologist was employed for one day per fortnight to work with a targeted group of 20 students. The Speech Pathologist completed assessments and provided information to staff for adjustment in the classroom, including a presentation at a staff meeting.</p> <p>Rip it up Reading was implemented in Semester Two with a small group of students to improve their working memory. Overall there was a small improvement in average reading age of 4 months. Class teacher Christina Honeyman reports that students have developed skills which have greatly improved their capacity to decode and improve their reading and understanding in class.</p> <p>A Quick Smart literacy tutor was employed to deliver the program. Overall students improved their reading by 1.17 years.</p>	\$71,167
Socio-economic background	<p>The Quick Smart numeracy program supported 51 students, resulting in average growth of 43% and an effect size of 0.97.</p> <p>Kelso High Campus contributes 1/8th of the salary for a Head Teacher Teaching and Learning to support the implementation of the BYOD program. This includes individualised professional learning with staff 1 day per fortnight. This has helped improve teacher understanding and use of technology in the classroom, as well as strengthening technology as a focus, both at Kelso High Campus and at a Principal Network level.</p> <p>A student improvement program captures senior and junior students who are at risk in terms of their attendance, attitude and application. Funds were used to release key personnel, including the Deputy Principal and Head Teacher Welfare or Year Adviser to meet with students and parents and develop an improvement plan.</p> <p>Funds were provided for relief to program the Positive Behaviour for Learning (PBL) Scope & Sequence and develop lesson plans, as well as Professional Learning for Internal and External Coaches. These are mandatory aspects of the PBL program and have contributed to embedding PBL.</p> <p>A successful enrichment program with a STEM (Science, Technology, Engineering and Maths) focus involving 27 Year 5 students from partner schools was introduced in 2016. Release time was provided for the</p>	\$137,642

Socio-economic background	<p>program development and delivery, and funds were also used to transport the students using the school bus.</p> <p>A part-time (0.2) communications SAO position was created to manage Social media and other communication. Facebook Analytics indicate that during this time likes increased by 38% or 477.</p> <p>Year 12 student leaders were subsidised to attend a leadership and planning day. The event was beneficial in setting the direction of the team and gaining their input into the 2017 plan.</p> <p>A consultant in public speaking was employed to work with student leaders to improve their public speaking skills.</p> <p>Funds were made available for Student Assistance to support both Aboriginal and Non-Aboriginal students and purchased uniforms, equipment, excursions.</p> <p>Entry fees for all students to enter academic competitions were funded.</p> <p>A Senior Mentor was employed (0.8) to work in the senior study to support students during their study periods.</p>	<p>\$137,642</p>
Support for beginning teachers	<p>Five beginning teachers were employed at Kelso High Campus in 2016 (three first year and two second year teachers). All first year beginning teachers, (including temporary teachers) were provided with additional release time of 2 lessons per week and all second year teachers were provided with one lesson per week additional time. In addition to this, a teacher mentor was provided with a 9 period (0.2) release to support the beginning teachers. Beginning teachers funds were also used to support the Professional Learning for beginning teachers, including Beginning Teacher Conferences. Head Teachers of beginning teachers were also provided with additional PL including Growth Coaching and Empowering Leaders of Learning.</p>	<p>\$50 082</p>
Fairer Funding	<p>Funds were used to release a teacher to deliver a technology program to Stage 3 students at the home school of three of Kelso High Campus' partner schools. This resulted in the transfer of student learning information from primary partner schools to high schools using the google platform.</p>	<p>\$10 000</p>
Professional Experience Hub	<p>Working with Charles Sturt University (CSU) The Professional Experience Hub aims to establish processes to enhance and align pre service experiences to quality teaching, professional standards and improved students outcomes. 2016 was a foundational year where research was conducted to identify areas of need and establish priorities for follow up during the life of the</p>	<p>\$115, 000</p>

Professional Experience Hub	<p>project. Funds were used to employ a project officer, fund research, release a staff member to develop internal processes for professional experience and purchase two SWIVL devices to be used in the collection of video of classroom practice to be used at CSU and Kelso High Campus.</p>	<p>\$115, 000</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	414	403	403	430
Girls	384	391	373	358

Enrolments at Kelso High Campus have steadily declined in recent years, having peaked in 2012 at 859 students. In 2016 there was a slight increase on 2015 enrolments to 788 students. In 2016 two additional support classes were created catering for 14 students, following the creation of one additional support class in 2015, which catered for 7 students. The establishment of Skillset, a non-government school offering an alternative education pathway has impacted on enrolments in the past two years. A focus on promotion and improved links with partner schools is designed to capture a larger proportion of students from partner and non-government schools and increase enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.5	93	93.6	91.3
8	91.8	91.7	91.6	88.9
9	89.7	88.7	90.4	89.1
10	86.5	88.9	88.3	85.7
11	90.2	91.5	91.2	90.3
12	92.8	90.4	93.6	93.2
All Years	90.5	90.8	91.4	89.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Considerable work has been done through the attendance team to improve school attendance to be

above state average for the 3 previous years. In 2016 school attendance was close to state average (0.2% below). The attendance of senior students in 2016 was particularly pleasing and above state average, reflecting a range of supports that have been put in place for senior students to raise expectations and assist in the completion of work at school. The Year 10 cohort is the lowest attending group. A range of wellbeing strategies are being implemented to attempt to remedy this situation.

Retention Year 10 to Year 12

This measure tracks students staying within Kelso High Campus or those who move to other NSW government schools between Year 10 and Year 12. It does not track students moving to non-government schools.

Student retention from Year 10 2014 to Year 12 2016 was 62%, slightly lower than for similar schools (64%). This is up 6 percentage points on the previous 3 year annual average (2013–2015) of 56%. The retention from Year 11 2015 to Year 12 2016 was 77% in comparison to the 5 year school annual average of 65%. These improvements partly reflect senior supports that were introduced for this cohort in Term 4, 2015. Some of the student movement in 2015 and 2016 is attributable to the establishment of the Skillset School in 2015.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	11
Employment	2	5	43
TAFE entry	0	2	10
University Entry	0	0	16
Other	8	0	3
Unknown	6	15	17

The majority of Year 12 student leavers were successful in acquiring employment or further study. The post-school destination of a number of students is unknown, despite efforts to communicate and follow up with students.

Most of the Year 11 students with "destination unknown" left during Year 11 because they were over 17 and not satisfactorily meeting the requirements of school.

A small proportion of students in Year 10 left to take up apprenticeships. The whereabouts of some students is unknown. Several students left to continue their education at skillset, a non-government education

provider which was established in 2015.

Year 12 students undertaking vocational or trade training

In total 72 students were enrolled in VET courses in 2016, representing 32% of all senior students. Of these, 7 students were Aboriginal (5 females and 2 males) and 67 were Non-Aboriginal (25 females and 42 males). The following VET framework courses were offered at Kelso High Campus in 2016:

- Construction
- Metals and Engineering
- Primary Industry
- Hospitality
- Retail
- Skills for Work

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 100% of students who were enrolled in Year 12 were successful in attaining the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	38.7
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	18.68
Other Positions	5.8

*Full Time Equivalent

In 2016 the Kelso High Campus staff consisted of

- 65 teaching staff
- 29 Non-Teaching Staff

Eight members of the Kelso High Campus staff identified as Aboriginal, including one Aboriginal Education Officer; two Norta Norta tutors; one teacher and three Aboriginal School Learning Support Officers.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

New scheme teachers, at various stages of proficient accreditation made up 57% of the Kelso High Campus teaching staff in 2016. This included four beginning teachers (two first year and two second year teachers). All beginning teachers were provided with additional support from a Teacher Mentor to work towards their accreditation. In 2016 four teachers completed the accreditation process at the level of proficient and two teachers completed their maintenance phase of accreditation.

All Professional Learning was mapped and aligned to the National Professional Standards for Teachers and the three strategic directions of the school plan: Learning and Assessment, Values and Culture and Professional Excellence. Significant Professional Learning occurred on-site through School Development Days and Teams, Faculty and Staff Meetings. Funds were also set aside for staff to undertake external Professional Learning. One of the major items of professional development was the High Impact Leadership workshop, involving ten members of the executive leadership team. In total \$41,548 was expended on teacher Professional Learning. Professional Learning was supported through the Performance and Development Framework.

School Administrative and Support Staff also undertook Professional Learning, in particular in the areas of customer service, team work and communication and technology, including Microsoft Excel.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	0.00
Global funds	514 859.45
Tied funds	1 297 885.12
School & community sources	259 820.68
Interest	14 819.82
Trust receipts	54 796.70
Canteen	178 721.90
Total income	2 858 765.19
Expenditure	
Teaching & learning	
Key learning areas	192 296.63
Excursions	44 175.29
Extracurricular dissections	101 518.74
Library	5 728.90
Training & development	41 548.51
Tied funds	1 013 352.71
Short term relief	232 980.82
Administration & office	144 681.29
School-operated canteen	164 801.66
Utilities	27 191.13
Maintenance	9 018.45
Trust accounts	26 111.84
Capital programs	36 624.62
Total expenditure	2 040 030.59
Balance carried forward	818 734.60

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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. Within the performance scale there are four levels of performance standard.

Proficient: Students are working at a challenging level of performance that demonstrates appropriate skills, knowledge and understanding for that year level. In Year 7 this standard is represented by Bands 8 and 9. In Year 9 it is represented by Bands 9 and 10.

Above National Minimum Standard: Students are demonstrating more than the minimum foundational skills expected at the year level, but are not yet demonstrating the level of knowledge and understanding at the year level. In Year 7, this standard is represented by Bands 6 and 7. In Year 9 it is represented by Bands 8 and 9.

At National Minimum Standard: Students have a basic level of foundational skills in reading, writing and numeracy for the appropriate year level. In Year 7 this standard is represented by Band 5. In Year 9 it is represented by Band 6.

Below National Minimum Standard: Students are not demonstrating the basic skill level in literacy and/or numeracy required to function at the appropriate year level. In Year 7 this standard is represented by Band 4. In Year 9 it is represented by Band 5.

This NAPLAN literacy analysis concentrates on the areas of Reading and Writing for Year 7 and 9 students. Separate analysis has been undertaken for All Students and Aboriginal students. The Year 7 analysis is based on band percentage data. The Year 9 analysis is based on band percentage and student growth data.

Reading:

Year 7 – all students

The majority of students in Year 7 performed in bands 5, 6, and 7 for Reading, with the highest number of students achieving Band 6. A smaller proportion of students were At National Minimum Standard and a higher proportion of students were Below Minimum Standards and at Proficient compared to the 3 year annual school average (2014–2016).

Student achievement at each level:

Proficient: 13 students, representing 24% of the Year 7 cohort. (State average: 30%; 3 year annual school average – Year 7 students: 19%)

Above Minimum Standard: 58 students, representing 46% of the Year 7 cohort. (State average: 50%; 3 year annual school average – Year 7 students: 49%)

At Minimum Standard: 28 students, representing 22% of the Year 7 cohort. (State average: 15%; 3 year annual school average – Year 7 students: 25%)

Below Minimum Standard: 11 students, representing 9% of the Year 7 cohort (State average: 5%; 3 year annual school average – Year 7 students: 5.5%)

Year 7 Aboriginal students

Aboriginal students performed lower than Non-Aboriginal students in Reading with less students in the higher bands and more students at or below national minimum standard in comparison to the entire Year 7 cohort. The results are better than average results for Department of Education (DoE) Aboriginal students, with a slightly higher proportion of students at Proficient and slightly less students in the middle bands. Generally, the 2016 cohort performed better than the 3 year annual school average for Year 7 Aboriginal students, with more students at Proficient and Above Minimum Standard, and fewer students at Minimum Standard. There were, however, more students Below Minimum Standard.

Student achievement at each level:

Proficient: 5 students, representing 17% of Year 7 Aboriginal students who completed the NAPLAN Reading paper. (NSW DoE Aboriginal: 7.6%; 3 year annual school average – Year 7 Aboriginal students: 10%)

Above Minimum Standard: 11 students, representing 38% of Year 7 Aboriginal students who completed the NAPLAN Reading paper. (NSW DoE Aboriginal: 47%; 3 year annual school average – Year 7 Aboriginal students: 29%)

At Minimum Standard: 8 students, representing 28% of Year 7 Aboriginal students who completed the NAPLAN Reading paper. (NSW DoE Aboriginal: 29%; 3 year annual school average – Year 7 Aboriginal students: 52%)

Below Minimum Standard: 5 students, representing 17% of Aboriginal students who completed the NAPLAN Reading paper. (NSW DoE Aboriginal: 17%; 3 year annual school average – Year 7 Aboriginal students: 8%)

Year 9 – All students

The majority of students performed in Bands 6, 7 and 8, for Year 9 Reading, with the highest number of students achieving Band 6. This indicates minimal growth from Year 7 2014, where the highest number of students also achieved Band 6. Student results were comparable to the 3 year average (2014–2016), with a higher proportion of students above minimum standard and a lower proportion at Proficient.

Student achievement at each level

Proficient: 12 students, representing 9.5% of the Year 9 cohort. (State average: 25%; 3 year annual school average – Year 9 students: 11.5%)

Above Minimum Standard: 68 students, representing 54% of the Year 9 cohort. (State average: 53%; 3 year annual school average – Year 9 students: 50%)

At Minimum Standard: 39 students, representing 31% of the Year 9 cohort (State average: 17%; 3 year annual school average – Year 9 students: 30%)

Below Minimum Standard: 7 students, representing 6% of the Year 9 cohort. (State average: 6%; 3 year annual school average – Year 9 students: 9%)

Year 9 Aboriginal Students

Aboriginal students performed lower than Non-Aboriginal students in Year 9 Reading, in comparison to the entire cohort, with 60% of Aboriginal students At or Below National Minimum Standard, compared to 37% for the cohort. The results are lower than average DoE Aboriginal students with a smaller proportion of students Above Minimum Standard and a higher proportion of students at or Below Minimum Standard. The 2016 cohort performed significantly better than the 3-year average for Aboriginal students, with a higher proportion of students at Proficient and Above Minimum Standard, and a smaller proportion of students At or Below Minimum Standard.

Student achievement at each level:

Proficient: 1 student, representing 7% of Aboriginal students who completed the NAPLAN Reading paper (NSW DoE Aboriginal: 5%; 3 year annual school average – Year 9 Aboriginal students: 2%)

Above Minimum Standard: 5 students, representing 33% of Aboriginal students who completed the NAPLAN Reading paper. (NSW DoE Aboriginal: 43%; 3 year annual school average – Year 9 Aboriginal students: 25%)

At Minimum Standard: 6 students, representing 40% of Aboriginal students who completed the NAPLAN Reading paper (NSW DoE Aboriginal: 33%; 3 year annual school average – Year 9 Aboriginal students: 53%)

Below Minimum Standard: 3 students, representing 20% of Aboriginal students who completed the NAPLAN Reading paper (NSW DoE Aboriginal: 18%; 3 year annual school average – Year 9 Aboriginal students: 19%)

Student Growth Reading – all students

The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

- The average scaled score for reading was 32.2. Average growth for state was 33.2.
- 49% of students achieved greater than or equal to expected growth.
- 47% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

Students are ranked in order of their Year 7 achievement and divided in 4 performance groups: High achieving, High–middle, Low–middle and Low achieving.

- High: 38% of this group achieved at or expected growth and 62% achieved less than expected growth.
- High–middle: 52% of this group achieved at or expected growth and 48% achieved less than expected growth.
- Low–middle: 52% of this group achieved at or expected growth and 48% achieved less than expected growth.
- Low achieving: 55% of this group achieved at or expected growth and 45% achieved less than expected growth.

Writing:

Year 7 all students:

The majority of students performed in Bands 5, 6, and 7, with the highest number of students achieving Band 6. Students performed relatively better than the 3 year school average (2014–2016), with a higher proportion of students Above Minimum Standard and a lower proportion At or Below Minimum Standard.

Student achievement at each level:

Proficient: 9 students, representing 7% of the Year 7 cohort (State average: 18%; 3 year annual school average – Year 7 students: 6.7%)

Above Minimum Standard: 75 students, representing 60% of the Year 7 cohort (state average: 50.2%; 3 year annual school average – Year 7 students: 47%)

At Minimum Standard: 24 students, representing 19% of the Year 7 cohort (State average: 19%; 3 year annual school average – Year 7 students: 28%)

Below Minimum Standard: 18 students, representing 14% of the Year 7 cohort (State average: 8%; 3 year annual school average – Year 7 students: 18%)

Year 7 Aboriginal Students

Aboriginal students performed lower than Non–Aboriginal students in Writing, including 53% of Aboriginal students At or Below National Minimum Standard, compared to 27% of the entire cohort. The results are comparable to average DoE Aboriginal students. The 2016 cohort performed significantly better than the 3–year annual average for Aboriginal students, with more students at Proficient and Above Minimum Standard, and fewer students At and Below Minimum Standard.

Student achievement at each level:

Proficient: 1 student, representing 3.3% of Year 7 Aboriginal students who completed the NAPLAN Writing paper (NSW DoE Aboriginal: 3.4%; 3 year annual school average – Year 7 Aboriginal students: 1.1%)

Above Minimum Standard: 13 students, representing 43.3% of Year 7 Aboriginal students who completed the NAPLAN Writing paper. (NSW DoE Aboriginal: 35.9%; 3 year annual school average – Year 7 Aboriginal students: 25%)

At Minimum Standard: 9 students, representing 30% of Aboriginal students of Year 7 Aboriginal students who completed the NAPLAN Writing paper (NSW DoE Aboriginal: 24.8%; 3 year annual school average – year 7 Aboriginal students: 37%)

Below Minimum Standard: 7 students, representing 23% of Aboriginal students who completed the NAPLAN Writing paper (NSW DoE Aboriginal: 29%; 3 year annual school average – Year 7 Aboriginal students: 37%)

Year 9 – All students

The majority of students performed in Bands 5, 6, and 7, with the highest number of students achieving Band 6. This indicates student growth from Year 7 2014, where the highest number of students achieved Band 5. There were some improvements compared to the 3 year average (2014–2016), with a higher proportion of students At Minimum Standard and a lower proportion Below Minimum Standard, however, there was a lower proportion of students at Proficient.

Student achievement at each level:

Proficient: 2 students, representing 1.6% of the Year 9 cohort. (State average: 12%; 3 year annual school average – Year 9 students: 7%)

Above Minimum Standard: 41 students, representing 33% of the Year 9 cohort (State average: 49%; 3 year annual school average – Year 9 students: 34%)

At Minimum Standard: 50 students, representing 40% of the Year 9 cohort (State average: 23%; 3 year annual school average – Year 9 students: 27%)

Below Minimum Standard: 33 students, representing 26% of the Year 9 cohort (State average: 16%; 3 year annual school average – Year 9 students: 31%)

Year 9 Aboriginal Students

Aboriginal students performed lower than non-Aboriginal students in Writing, including 87% of Aboriginal students At or Below National Minimum Standard, compared to 66% for the cohort. The results are significantly lower than average DoE Aboriginal students with zero students at Proficient, a smaller proportion of students Above Minimum Standard and a higher proportion of students at or Below Minimum Standards. The 2016 cohort performed worse than the 3-year annual average for Aboriginal students.

Student achievement at each level:

Proficient: 0 students (NSW DoE Aboriginal: 0.6%; 3 year school average – Year 9 Aboriginal students: 2%)

Above Minimum Standard: 2 students, representing 13% of Aboriginal students who completed the Year 9 NAPLAN Writing paper. (NSW DoE Aboriginal: 31%; 3 year school average – Year 9 Aboriginal students: 14%)

At Minimum Standard: 4 students, representing 27% of Aboriginal students who completed the Year 9 NAPLAN Writing paper. (NSW DoE Aboriginal: 27%; 3 year school average – Year 9 Aboriginal students: 20%)

Below Minimum Standard: 9 students, representing 60% of Aboriginal students who completed the Year 9 NAPLAN Writing paper (NSW DoE Aboriginal: 38%; 3 year school average – Year 9 Aboriginal students: 65%)

Student Growth data for Writing was not available

Overall literacy performance

- The 2016 NAPLAN Year 7 and 9 cohort showed improvement in comparison to the 3 year average in Reading.
- Growth in the higher ability students is not as strong as in the middle and lower ability students.
- There has been minimal growth in Reading.
- Generally Aboriginal students are performing at a comparable level to DoE Aboriginal students, although the Year 9 Writing results are

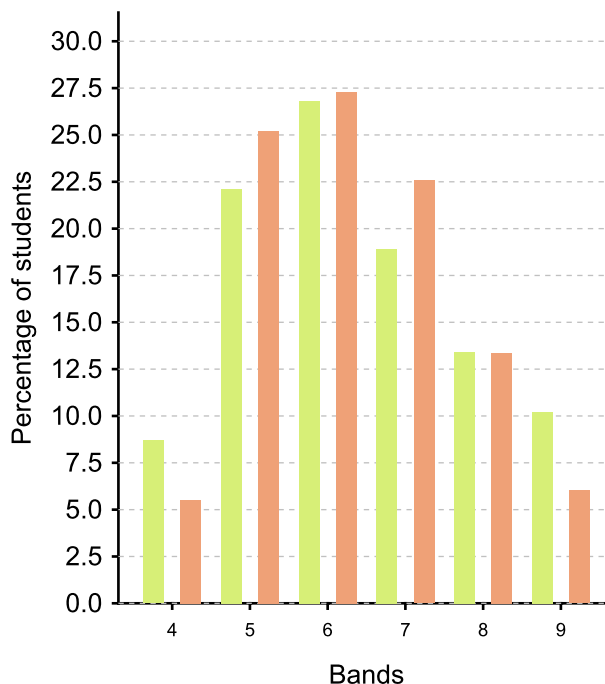
significantly lower.

- There is a considerable gap between Aboriginal and Non-Aboriginal students.

Next Steps

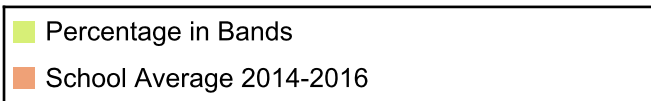
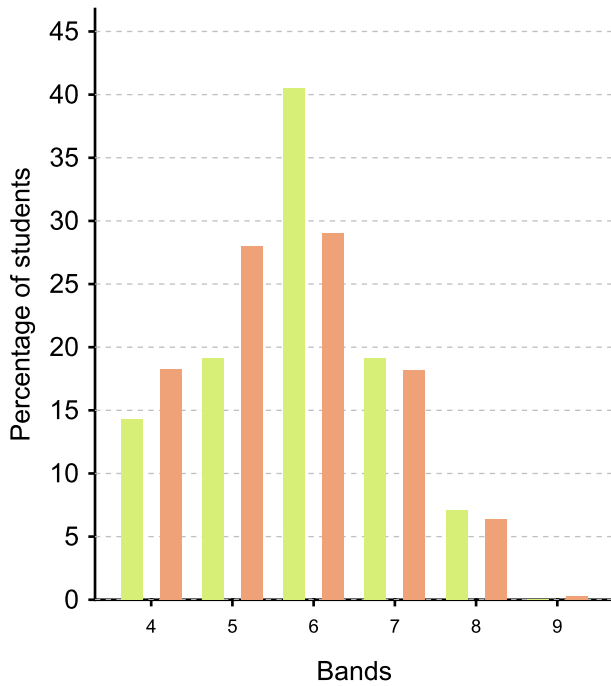
- A focus on Super 6 comprehension strategies and other literacy strategies in Year 8 programming for 2017.
- Targeted and intensive literacy program for all Aboriginal students in Year 8, 2017.
- A focus on the Year 8 platinum class to improve reading comprehension and increase the proportion of students at proficient (2018 NAPLAN).
- Continue with intervention programs Quick Smart and Rip it up Reading in Year 7, 2017.
- A focus on Aboriginal attendance.
- A focus on NAPLAN, including a Term 2 preparation program.

Percentage in bands:
Year 7 Reading

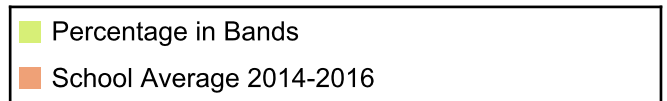
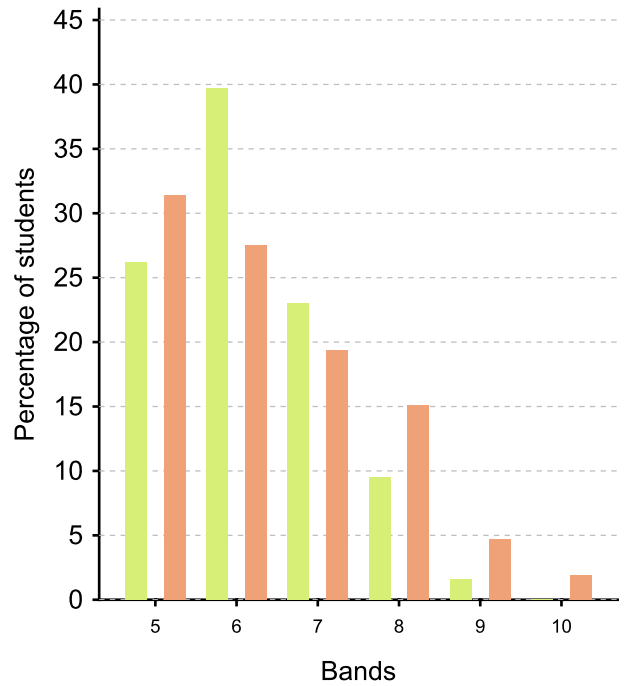


Percentage in Bands
School Average 2014-2016

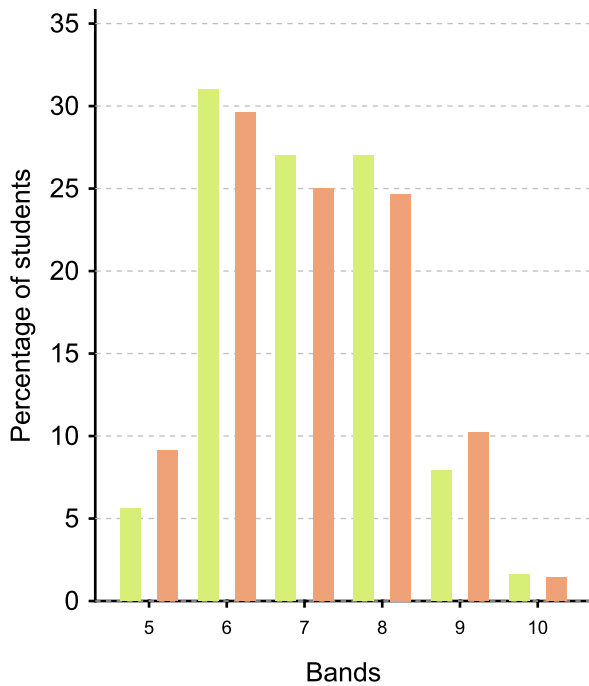
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Reading



Numeracy

Year 7 – all students

The majority of students performed in Bands 5, 6, and 7, with the highest number of students achieving Band 5. Student results were better than the 3 year average (2014–2016), with a higher proportion of students at Proficient and a lower proportion of students At Minimum Standard. There were, however, a slightly higher proportion of students Below Minimum Standard.

Student achievement at each level

Proficient: 27 students, representing 21% of the Year 7 cohort (State average: 31%; 3 year annual school average – Year 7 students: 15%)

Above Minimum Standard: 59 students, representing 46% of the Year 7 cohort (State average: 50%; 3 year annual school average – Year 7 students: 52%)

At Minimum Standard: 32 students, representing 25% of the Year 7 cohort. (State average: 13%; 3 year school annual average – Year 7 students: 28%)

Below Minimum Standard: 9 students, representing 7% of the Year 7 cohort. (State average: 3%; 3 year annual school average – Year 7 students: 5%)

Year 7 Aboriginal students

Aboriginal students performed lower than Non-Aboriginal students in numeracy, in comparison to the entire cohort, including 47% of Aboriginal students at or Below National Minimum Standard, compared to 32% of the cohort. The results are slightly higher than average DoE Aboriginal students. The 2016 cohort performed significantly better than the 3-year annual school average for year 7 Aboriginal students, with more students at Proficient and Above Minimum Standard, and fewer students at or Below Minimum Standard.

Student achievement at each level

Proficient: 2 students, representing 7% of Aboriginal students who completed the Year 7 NAPLAN Numeracy paper. (NSW DoE Aboriginal average: 1%; 3 year annual school average – Year 7 Aboriginal students: 2%)

Above Minimum Standard: 11 students, representing 27% of Aboriginal students who completed the Year 7 NAPLAN Numeracy paper (NSW DoE Aboriginal average: 21%; 3 year annual school average – Year 7 Aboriginal students: 18%)

At Minimum Standard: 11 students, representing 37% of Aboriginal students who completed the Year 7 NAPLAN Numeracy paper (NSW DoE Aboriginal average: 38%; 3 year annual school average – Year

7 Aboriginal students: 49%)

Below Minimum Standard: 3 students, representing 10% of Aboriginal students who completed the Year 7 NAPLAN Numeracy paper. (NSW DoE Aboriginal average: 13%; 3 year annual school average – Year 7 Aboriginal students: 8%)

Year 9 – All students

The majority of students performed in Bands 6, 7 and 8, for Year 9 Numeracy, with the highest number of students achieving Band 7. This indicates growth from Year 7 2014, where the majority of students achieved Bands 5, 6 and 7 and the highest number of students achieved Band 6. Student results were comparable to the 3 year annual school average (2014–2016), with a slightly lower proportion of students at Proficient and a slightly higher proportion of students Above Minimum Standard.

Student achievement at each level

Proficient: 15 students, representing 12% of the Year 9 cohort. (State average: 27%; 3 year annual school average: 15%)

Above Minimum Standard: 68 students, representing 55% of the Year 9 cohort. (State Average: 55%; 3 year annual school average: 53%)

At Minimum Standard: 35 students, representing 29% of the Year 9 cohort. (State average: 16%; 3 year annual school average: 28%)

Below Minimum Standard: 5 students, representing 4% of the Year 9 cohort. (State average: 2%; 3 year annual school average: 4%)

Year 9 Aboriginal Students

Aboriginal students performed lower than Non-Aboriginal students in Numeracy in comparison to the entire cohort, including 62% of Aboriginal students At or Below National Minimum Standard for Numeracy, compared to 47% for the cohort. The results are lower than average DoE Aboriginal students with a smaller proportion of students Above Minimum Standard and a higher proportion of students At Minimum Standard. The 2016 cohort performed slightly lower than the 3-year annual school average for Aboriginal students.

Student achievement at each level

Proficient: 0 students. (NSW DoE Aboriginal average: 0.8%; 3 Year annual school average –Year 9 Aboriginal students: 3%)

Above Minimum Standard: 6 students, representing 38% of Aboriginal students who completed the NAPLAN Year 9 Numeracy paper (NSW DoE Aboriginal average: 44%; 3 Year annual school

average –Year 9 Aboriginal students: 41%)

At Minimum Standard: 9 students, representing 56% of Aboriginal students who completed the NAPLAN Year 9 Numeracy paper (NSW DoE Aboriginal average: 42%; 3 Year annual school average –Year 9 Aboriginal students: 52%)

Below Minimum Standard: 1 student, representing 6% of Aboriginal students who completed the NAPLAN Year 9 Numeracy paper. (NSW DoE Aboriginal average: 10%; 3 Year annual school average – Year 9 Aboriginal students: 5%)

Student growth Numeracy– all students

The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

- The average scaled score for Numeracy was 41.7. The average growth for state was 40.7.
- 57.3% of students achieved greater than or equal to expected growth.
- 50% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

Students are ranked in order of Year 7 achievement and divided into four performance categories: High achieving, High–middle, Low–middle and Low achieving. The growth performance of students in each group is outlined below:

- High: 55% of this group achieved at or expected growth and 45% achieved less than expected growth.
- High–middle: 46% of this group achieved at or expected growth and 54% achieved less than expected growth.
- Low–middle: 63% of this group achieved at or expected growth and 37% achieved less than expected growth.
- Low achieving: 65% of this group achieved at or expected growth and 35% achieved less than expected growth.

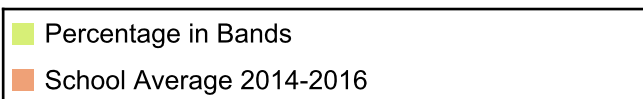
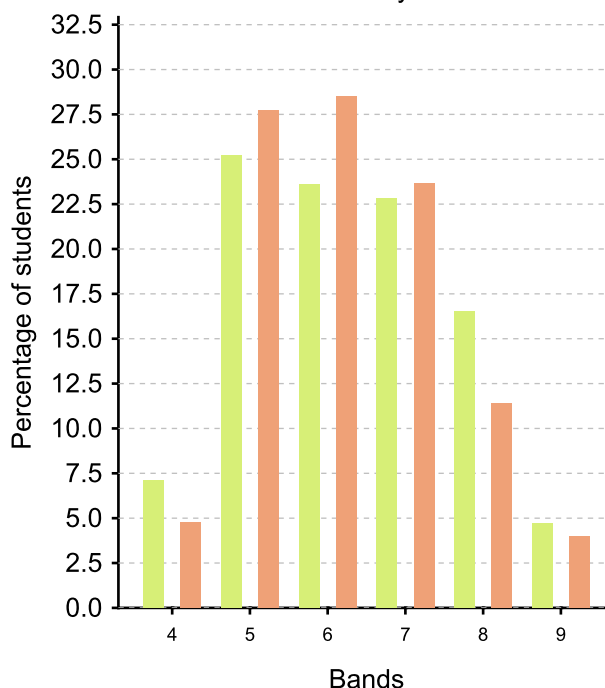
Numeracy achievement overall:

- Students are showing growth in Numeracy from 7–9.
- Year 7 results are better than the 3 Year annual school average.
- Growth in the higher ability students is not as strong as in the low–middle and lower ability students.
- There is a considerable gap between Aboriginal and Non–Aboriginal students.
- Aboriginal students are performing at a comparable level to Doe Aboriginal student in Year 7, though not in Year 9, where their results are significantly lower than both the 3 year school average for Aboriginal students in Year 9 and the average of NSW DoE Aboriginal students.

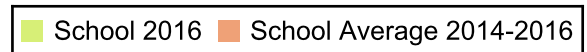
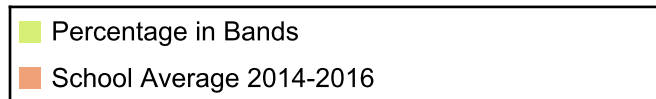
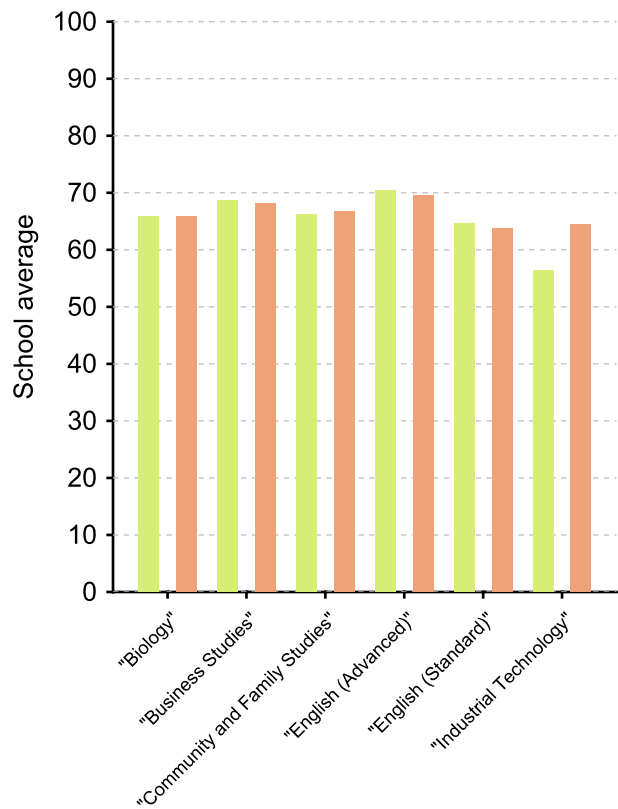
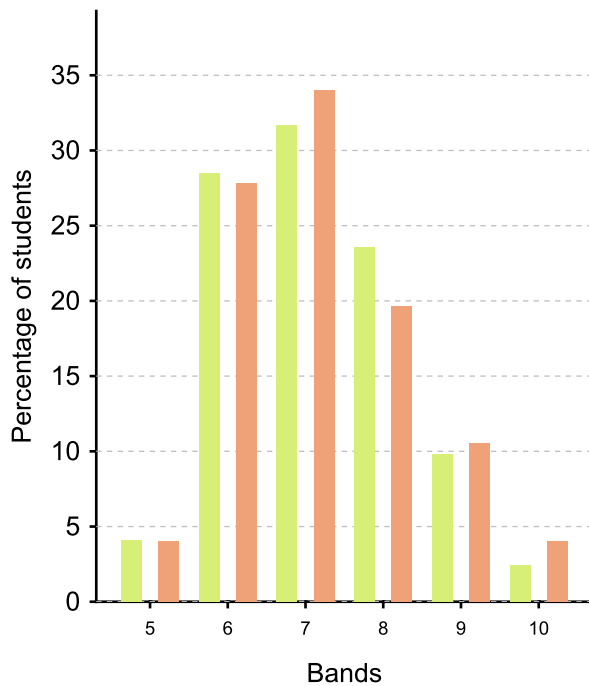
Next steps

- Targeted and intensive numeracy program for all Aboriginal students in Year 8, 2017.
- A focus on the Year 8 Platinum class to build numeracy skills and lift all students in the class to Proficient standard in the 2018 NAPLAN.
- Continue with intervention programs Quick Smart in Year 7, 2017.
- A focus on Aboriginal attendance.
- A focus on NAPLAN, including a Term 2 preparation program.

Percentage in bands:
Year 7 Numeracy

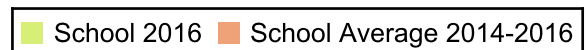
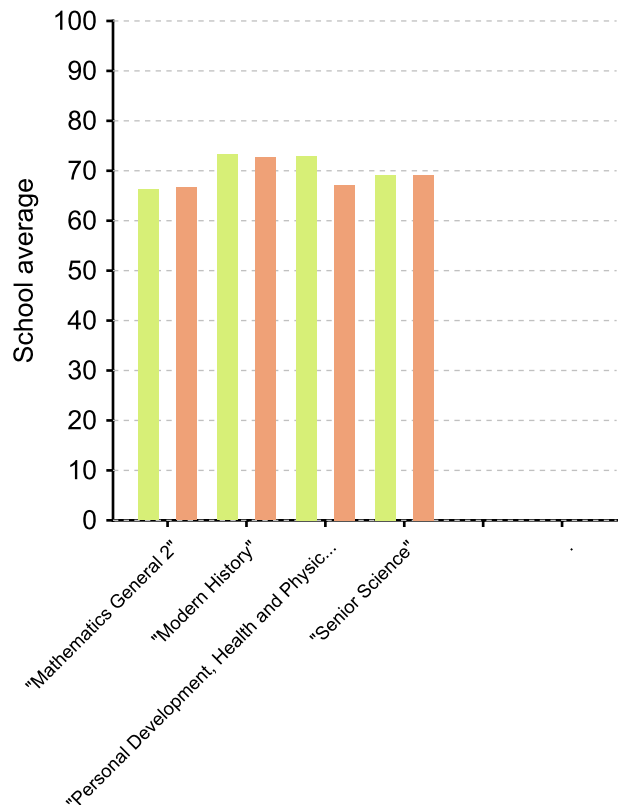


Percentage in bands:
Year 9 Numeracy



Higher School Certificate (HSC)

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



Every year the HSC results are shared with staff and an analysis of HSC is conducted at the executive leadership team meeting, where Head Teachers report on the results achieved in the KLAs. Below is a summary of the the key analysis of the 2016 HSC results:

Overall:

5 courses (out of 29) achieved results above state average

- Software Design and Development 2 unit (+10.77)
- Metal and Engineering Examination 2 unit (+9.45)
- Construction Examination 2 unit (+6.04)
- Engineering Studies 2 unit (+0.93)
- Personal Development, Health and Physical Education (+0.22)

Other subjects that performed close to state average include:

- History Extension (−0.63)
- Modern History (−1.47)

2016 Band Analysis

Band 6s: 3 Band 6s were achieved in 2016. This represents 1% of all band results and is consistent with previous results, though lower than the 5 year annual average (2%). The following students were placed on the Distinguished Achievers List: Shavonne Catt, (Mathematics General), Kieren Gilbert, (Engineering Studies) and Elyssa Storey, (Visual Arts).

Band 5s: 31 Band 5s were achieved (representing 10% of all results) in the subjects below. This is lower than the recent 5 year annual average of 13%. Of these, 5 students achieved high Band 5s with marks of 89.

- Mathematics General 2 (5)
- Modern History (4)
- Personal Development, Health and Physical Education (4)
- Music (3)
- Business Studies (2)
- Community and Family Studies (2)
- Software Design and Development (2)
- Textiles and Design (2)

Band 4s: 109 Band 4s (37% of all results) were achieved. This represents an 8 percentage point increase on the previous 5 year annual average of 28%. The recent 3 year annual average (2014–2016) for Band 4s is 32%. The previous 3 year annual average (2011–2013) is 28%. Some of the increase in 2016 can be attributed to fewer Band 5s, though most of the change is the result of an upward trend with more Band 4s and fewer Band 3s.

Band 3s: 94 Band 3s (32% of all results) were achieved. This represents a 3 percentage point decrease on the previous 5 year annual average.

Band 2s: 46 Band 2s (16% of all results) were achieved. This is consistent with recent results.

Band 1s: 13 band 1s (14% of all results) This is consistent with recent results.

Next Steps:

Improving HSC results is a key focus for Kelso High Campus. Significant time and resources are being invested in improving senior culture and academic progress. There is no doubt that the staff want the best for their students and the effort is being made to shift results, however, on the whole, many students are not adequately prepared for senior school.

A review of practices 7–10 is required, where a long term view is taken to consider how all students are supported in preparation for senior school, including:

- Intervention for the Future Directions process for Year 10 2017 and appropriate subject selection based on interest and ability, where students genuinely understand the requirements of each course.
- A focus on post school pathways earlier, starting in Year 8, as students make choices for Stage 5, and continuing in Year 9 and 10 in preparation for the 2018 and 2019 Future Directions processes.
- Review Stage 5 electives to allow for better preparation for Stage 6 academic rigour. Consider the courses that are being offered and a balance between fun and rigour.
- A focus on programming in Stage 5 in all areas to prepare students for senior school, moving from surface to deep learning and critical and creative thinking.
- Investigate Stage 5 VET, including Skills for Work.

Specific Subject areas and courses

Science

Biology:

2016 mean: 64.53 (state variation −9.18)

Candidature: 16

Mark range 38–77

Students for whom this course was their best result: 2

Students for whom this course was their worst result: 4

Key findings:

- Students performed below teacher's expectations, though results are consistent with previous years, with the majority of students achieving Bands 3–4.
- School assessment marks were higher than the exam mark.
- The option topic was the weakest part for most students. This was taught last and the class was only halfway through the topic by the Trial Exams.
- Students lack exam fitness.
- ALARM was used. Starting earlier than Year 12 would be beneficial.

Chemistry:

2016 Mean: 73.07 (state variation –2.52)

Candidature: 3

Mark range: 64–85

Students for whom this course was their best result: 0

Students for whom this course was their worst result: 1

Key findings:

- Two high performing students lifted the average.
- School assessment mark was consistent with exam result.
- The longer response questions is an area for improvement. Responses tend to be limited to define and respond, ALARM may support.
- Attendance of some students impacted on their performance.

Physics

2016 mean: 60.51 (state variation –12.14)

Candidature: 9

Mark range: 32–89

Students for whom this course was their best result: 0

Students for whom this course was their worst result: 5

Key findings:

- Assessment marks were generally higher than exam marks.
- The course was finished quite early, and students did not attend regularly to take benefit of the revision.

Senior Science

2016 mean: 68.64 (state variation –4.68)

Candidature: 11

Mark range 53–79

Students for whom this course was their best result: 13

Students for whom this course was their worst result: 0

Key findings:

- Students results are mainly in Bands 3 and 4.
- The assessment was considerably lower than the HSC mark.
- 4 students were on the cusp of achieving Band 5.

Future Steps Science Faculty

- Consider scaling the marks for 2017.
- Focus on the longer responses, using ALARM.
- Consider order of option topic and structuring revision
- Attend Professional Learning in the area of consistent judgement for longer responses.

PDHPE faculty

Community and Family Studies (CAFS)

2016 mean: 64.38 (state variation –8.35)

Candidature: 19

Mark range 43–86

Students for whom this course was their best result: 8

Students for whom this course was their worst result: 3

Key findings::

- For a number of students CAFS is perceived as an easier option, and is the only 2 unit examinable subject they do. This course does not offer any vocational assistance.
- The literacy levels of some students is a major concern, in what is a rigorous subject.

PDHPE

2016 mean: 72.35 (state variation +0.22)

Candidature: 22

Mark range 50–89

Students for whom this course was their best result: 7

Students for whom this course was their worst result: 1

Key findings:

- The 2016 group was a lot more motivated than previous groups.
- Having two classes made a difference, in managing the spread of ability and motivation.
- ALARM and consistent teaching of the syllabus dot points had positive impacts.
- The Preliminary content is very easy whilst the HSC course is quite difficult and requires a lot of revision.
- Many students don't put in the required revision.

Future Steps PDHPE Faculty

- Review the programming and assessment of the Preliminary course and consider tasks that focus on skill development rather than content.
- Continue work on ALARM, in Year 11 and Year

12.

- Need to consider the rigour of Stage 5 courses, as students are not prepared for senior school. Year 10 mandatory PDHPE students have 1 period of theory a week (and 1 period of practical). PASS – has 3 periods of theory a fortnight (and 3 periods of practical).

Maths Faculty

General Maths 2:

2016 mean: 65.93 (state variation –2.38)

Candidature: 48

Mark range 50–92

Students for whom this course was their best result: 12

Students for whom this course was their worst result: 17

Key findings:

- For many students this was their best course, for others it was their worst.
- Many students are not suited to this level of maths, however, they needed the units to be eligible for an ATAR. Many of these students achieved Band 2's and Band 1's.

Mathematics:

2016 mean: 62.88 (state variation –1.11)

Candidature: 5

Mark range 56–79

Students for whom this course was their best result: 1

Students for whom this course was their worst result: 3

Key findings:

- These are the lowest results for mathematics since 2013.
- This group of students tried, though there was a significant variation in marks.
- Many students struggle with calculus.
- Tutoring is offered on Wednesday and Friday afternoon and some students took advantage of the opportunity.
- Students found the jump from Preliminary to the HSC course to be difficult as it is significantly harder.

Extension 1 Maths:

2016 mean: 74.2 (state variation –5.48)

Candidature: 2

Mark range 74–74

Extension 2 Maths:

2016 mean: 66.9 (state variation –14.12)

Candidature: 2

Mark range 66–72

Future Steps Maths Faculty

A key faculty goal is to improve communication with parents.

- The decision regarding the level of maths has a significant impact on senior outcomes. and needs to be considered in Stage 4.
- Review the Year 8–9 subject selection processes, including parent interviews where decisions about class placement can be made based on student motivation, data and student results.
- High expectations set for the 5.3 class to encourage a greater work ethic which will benefit students in senior school
- Consider investing in Maths on-line for students doing the 5.3 course.
- Communicate with parents in Year 11 (early intervention).
- Use Edrolo as part of their course requirement for Mathematics and General Maths 2.
- Formalise a vetting processes after the Mid Course exam in term 2.

English Faculty

Standard English:

2016 mean: 64.53 (state variation –9.18)

Candidature: 29

Mark range: 57–75

Students for whom this course was their best result: 2

Students for whom this course was their worst result: 4

Key findings:

- The bulk of students are achieving Band 3–4, though the results are skewed heavily towards Band 3 rather than Band 4.
- School assessment marks are lower than the exam mark.
- Student results reflect inconsistent effort in assessment tasks

Advanced English:

2016 mean: 64.53 (state variation –9.18)

Candidature: 39

Mark range: 62–80

Students for whom this course was their best result: 2

Students for whom this course was their worst result: 4

Key findings

- One student (3%) achieved a Band 5. The state average for Band 5 achievement is 43%
- Many students do not have established revision or work habits.
- 7 students involved in student leadership teams and/or sport and found it difficult to juggle competing demands.
- Many students found the HSC course very difficult and their efforts reflected this.

Extension 1 English

2016 mean: 64.53 (state variation –9.18)

Two students undertook the course. One student worked consistently and the other didn't consistently work at a high enough level.

Future Steps English Faculty

Focus on ALARM through Year 11 as well as Year 12

CAPA Faculty

Music 1:

2016 mean: 78.88 (state variation –0.21)

Candidature: 5

Mark range: 66–86

Students for whom this course was their best result: 5

Students for whom this course was their worst result: 1

Key findings:

- Historically music has a small, dedicated cohort who are passionate about the subject. This was also true of the 2016 cohort.
- Performance was the strongest component and was above state average. The aural and electives were lower.
- This was the best course for every student in the class.
- Combined and collaborative marking across the college is effective as students benefit from a group of teachers explaining and they tend to listen more to feedback.

Visual Arts:

2016 mean: 74.4 (state variation –0.57)

Candidature: 5

Mark range 62–90

Students for whom this course was their best result: 4

Students for whom this course was their worst result: 0

Key findings:

- The 2016 cohort had a range of abilities. Some students have exceptionally talented practical skills, but lack the academic ability to support this.
- This was the best subject for 4 out of the 5 students.
- Practical marks were the highest component for all students.
- There is quite a disparity between school assessment marks and HSC results.
- Collaborative marking across the College is a strength.

Future Steps CAPA Faculty

- Review Assessment.
- Further work is required on unseen stimulus. Work on this kind of assessment more.

HSIE Faculty

Modern History

2016 mean: 74.4 (state variation –0.57)

Candidature: 12

Mark range: 56–86

Students for whom this course was their best result: 4

Students for whom this course was their worst result: 0

Key findings:

- The 2016 cohort was an interested and motivated group, and there were good dynamics within the group.
- After-school sessions were offered and taken up by students.
- The majority of students achieved bands 4–5
- ALARM supported the achievement of many students.
- School assessment marks were lower than the HSC mark.
- Over recent years there has been an increase in course mean, which is getting closer to the state average. A comparison of component reports indicate that source analysis is improving.

Ancient History:

2016 mean: 66.16 (state variation –0.56)

Candidature: 5

Mark range: 51–73

Students for whom this course was their best result: 0

Students for whom this course was their worst result: 1

Key findings:

There was a large range in this cohort. Ancient History requires a high level of literacy and some students find it difficult to cope with the rigour of the subject.

Business Studies:

2016 Mean: 68.69 (state variation –4.52)

Mark range: 52–85

Candidature: 15

Students for whom this course was their best result: 1

Students for whom this course was their worst result: 0

Key findings

- The bulk of students are achieving in Bands 3 and 4.
- A change of teacher concerned some students.
- The number of students taking this subject is growing, and there is an incremental improvement in results in past few years.

Legal Studies:

2016 Mean: 64.9 (state variation –10.09)

Candidature: 5

Mark range 51–79

Students for whom this course was their best result: 0

Students for whom this course was their worst result: 2

Key findings

- This group consisted of 5 students, all girls.
- The two most capable students under performed on the HSC in comparison to school assessment.
- Some student's results were impacted by time away from school.
- Some students answered a different option than what was prepared in class.
- Legal Studies was the last exam in the HSC timetable, which may have impacted some students results. Based on results, there is some doubt as to whether the students stayed the full

length of time in the HSC exam.

Geography:

2016 Mean: 62.03 (state variation –12.74)

Candidature: 8

Mark range: 39–89

Students for whom this course was their best result: 4

Students for whom this course was their worst result: 3

Key findings:

- There was a range of approaches to this subject by the students. Three students achieved Band 1's and were relatively disengaged and left the HSC exam within the first hour.
- School assessment marks were lower than the HSC marks.
- Geography was the first exam after the sudden death of an ex-student and may have impacted on results.
- At least one student benefitted from ALARM achieving a Band 4.

Future Steps HSIE Faculty

Consider which options are studied – in the Legal Studies HSC exam, some students chose to answer an option not studied in class.

TAS Faculty:**Engineering Studies:**

2016 Mean: (state variation –10.09)

Candidature: 5

Range: 67–91

Students for whom this course was their best result: 1

Students for whom this course was their worst result: 0

Textiles:

2016 Mean: 64.9 (state variation –10.09)

Candidature: 8

Range 51–79

Students for whom this course was their best result: 3

Students for whom this course was their worst result: 2

Key findings:

- This was the best subject for 3 students, including two students who achieved Band 5's.
- School assessment marks were significantly lower due to submissions after the due date resulting in loss of marks.

Industrial Technology:

2016 Mean: 64.9 (state variation –10.09)

Candidature: 5

Range 51–79

Students for whom this course was their best result: 0

Students for whom this course was their worst result: 2

Industrial Technology is considered to be one course with a number of different focus areas. All the students sit a common exam, and then have a different focus area for Timber, Graphics, Multimedia.

Key findings:

- Students are significantly over-represented in Band 1 and 2 (42.6% of the cohort, achieved Band 2, 21 % achieved Band 1). Other results: Band 4: 14%, Band 3: 21%, There should be a more even distribution of achievement at all levels.
- For half the students in the class, Industrial Technology was their worst subject.
- Many students lack skills and the academic motivation.
- The Portfolio is one of the main areas that impacts student performance. Students generally want to do the practical work, but don't like the writing, reading and comprehension and therefore can't transfer their knowledge to the exam.

VET is not reported on as this is a different pathway for students

Future Steps TAS Faculty– Industrial Technology

- Move to an e-portfolio and prioritise the portfolio as a key focus area for staff.
- Review the assessment schedule to align the timing of the Major Industry Study to the major work submission and trial exams.
- Complete site visits – as per best practice
- Assessment: Explicitly break down the success criteria and marking rubrics for students.
- Focus on literacy and numeracy, in particular number and place value

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Feedback from community, staff and student is encouraged as it helps inform the planning process at Kelso High Campus.

Parent/caregiver

A parent focus group was established in 2016, and this was the main vehicle for determining parent satisfaction. Parents were asked two main questions: What are you happy with/what are we doing well and What frustrates you about Kelso High campus/what can we do better?

What are you happy with/what are we doing well?

- Overwhelmingly parents were positive about the staff. Some comments included "teachers are Innovative, motivated, enthusiastic and approachable", "teachers are always willing to help children who ask.", "Staff in HUB are awesome, caring and supportive."
- Parents appreciate the sunshine letters that are sent home to parents with positive feedback about the students.
- Parents appreciate the broad based opportunities.
- Parents saw the value of iLearn and were positive about the formal uniform that was introduced in 2016.

What frustrates you about Kelso High Campus/what can we do better?

The most common responses were:

- Communication, including a perceived information gap between roll call and the office, uncertainty about what assessment tasks have been set and incidents where their child has been marked absent whilst attending school events.
- Excursion notes arriving home too close to the date, especially where there are costs associated with the excursion.
- Expectation levels of academic achievement.
- Inconsistent management of disruptive students.
- The need for career support including work experience.
- Supervision at the bus bay.
- Not enough areas for students on cold/wet days.

The wider community was surveyed on Facebook and asked "when you visit or contact Kelso High Campus how do you find the level of service?"

The responses were:

- Extremely welcoming and supportive: 24%
- Generally welcoming and supportive: 52%
- OK 15%
- Rarely welcoming and supportive 9%

- Not welcoming or supportive at all: 0%

Teachers.

Teachers are surveyed twice per year. There were a range of responses to an open question where teachers were invited to make any comment about Kelso High Campus. A summary of the responses includes:

Positives:

- Things are running smoothly.
- It is a great place to work.
- There are some great staff.
- There are a lot of positive changes and the culture is improving.
- There is a positive feel to the school.

Concerns

- Restrictive reporting guidelines.
- Some of the finer things have been forgotten.
- Communication.
- Opportunity for teacher input.
- The role can be stressful.

Suggestions

- More KLA specific TPL.
- It would also be wonderful to have opportunities to work across the two campuses.
- Develop an assessment scope and sequence for junior years that is developed and followed like the senior years.

Students

Student satisfaction was determined through a Year 12 exit survey in Term 3. Students were asked "What is the best thing about Kelso High?"

Their responses were:

- teachers – 40%
- opportunities (extra-curricular, teams, groups, sport, Circus) – 23%
- atmosphere – 20%
- students – 17%

Students were also asked "what is one thing you would change about Kelso High Campus?"

Their responses included

- designated wet weather areas.
- uniform.
- canteen.
- trust for seniors.
- some teachers.
- negative student behaviour/the school is not tough enough on behaviour.
- communication.
- connection with other schools.

Policy requirements

Aboriginal education

Kelso High Campus recognises the importance of building positive relationships with Aboriginal students, parents, caregivers and the Bathurst Aboriginal community. Respect and understanding of Aboriginal students and culture is essential core business. These principles are essential in building relationships with Aboriginal students and their parents and caregivers and improving the attendance, engagement and learning opportunities of Aboriginal students.

The Aboriginal Representative Council (ARC), under the leadership of the Aboriginal Education Team plays an integral role in promoting cultural awareness within the campus. The ARC lead an Acknowledgement of Country at every assembly and formal occasions. In 2016 the student and staff were educated on the purpose of the Acknowledgement of Country, including protocols and appropriate response. In 2016 the ARC led assemblies about Sorry Day, Reconciliation Week and NAIDOC Week, improving the cultural understanding of both staff and students.

The development of a mural in the gymnasium, under the guidance of Bathurst Wiradjuri Elders provides the opportunity to engage the entire school community in local culture.

In 2016 the Aboriginal Education Team conducted regular meetings which provided the opportunity to co-ordinate and implement a variety of cultural initiatives to support Aboriginal students, including Individual Learning Plans, Girri Girri nominations, the Sista Speak program, the NAIDOC walk, dance activities and Sorry Day recognition.

Aboriginal Education Funding was used in 2016 to assist in programs aimed at improving the literacy and numeracy skills of Aboriginal students, improving the attendance and retention rate of targeted Aboriginal students, increasing the profile of Aboriginal students and to provide culturally significant activities within the campus, including the employment of an Art Mentor to support students to develop a mural in the gymnasium.

The Norta Norta Indigenous Literacy and Numeracy program continued in 2016 for junior and senior students. Targeted Aboriginal students in Years 7–10, were provided with support in a range of settings, including classroom assistance, individual assignment help and homework and small group subject tuition.

The senior Norta Norta program for students in Years 11 and 12 provided three hours tuition per week – individually or in small groups – with a qualified teacher. Aboriginal students identified this program as a great support in a 2016 Year 12 exit survey.

Kelso High Campus continues its commitment to embed an awareness of multicultural education throughout the campus. The study of different languages, the culture of different societies, the appreciation of different cuisines and music are all typically embedded into the school's curriculum areas. The understanding and respect for fellow students from different ethnic backgrounds is part of the Kelso High ethos. Values of respect for all have been embedded in the student wellbeing program, and continue to provide a framework of positive behaviours that ensure a culture of acceptance exists.

Incidents of racism are rare. A clear policy for managing incidents if they occur has been developed and involve the Anti Racism Contact Officer (Rex Cochrane).

Thirty six students (4%) enrolled at Kelso High Campus in 2016 have a non-English speaking background and resources within the school have been used to provide time and targeted support. School executive and student leaders promote positive values through school assemblies, including Harmony Day and NAIDOC week.