

Denison College of Secondary Education, Kelso High Campus

Annual Report



2017



8517

Introduction

The Annual Report for **2017** 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.

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Message from the 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. 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.

We aim to provide opportunities for every student to achieve their personal best, and to instil in students pride, a love of learning and the drive to achieve their personal best.

Some of the student highlights in 2017 include:

- Thomas Henderson, Bailey Honeyman, Sebastian Honeyman and Matt Bignell all achieved High Distinctions in the Mathematics Challenge for young Australians.
- Suzie Winkelman won a State Zonta Indigenous Achievement Award, placing 2nd in NSW in a large field.
- Our KHC debaters progressed to State finals, defeating Dubbo Senior College in the Western final. Kathleen Murphy was selected in the Western team to represent at State.
- Deua Berry was selected in the CHS Volleyball side and the Australia Under 17s Volleyball team.
- Cole Mutton and Hamish Lamberton performed extremely well in the CHS Football State carnival. Hamish was voted MVP for the Western boys' team. Cole Mutton made the CHS side and was selected as a shadow for the Australian Schoolboys Football team.
- Our Cattle team performed very well and built their skills at a number of local and regional shows.
- Emilee Curran, Abbey May Brown and Tynan Robertson qualified for State in swimming. Abbey was dominant in the Cerebral Palsy Games, earning a spot on the national team.
- The girl's Open Football team made it all the way to the State final, winning the Western title along the way.
- Lachlan Howard represented NSW in the Under 15s Hockey team at Nationals.
- Tyson Rice was selected in the 2017 Aboriginal Dance Company and Mia Ryan was selected in the State Dance Ensemble.
- Our boys and girls Volleyball sides continued Kelso's strong Volleyball tradition of success. The boys were CHS runners-up and the girls finished 11th in the State.
- Kathleen Murphy, Tia Muggleton, Mia Ryan and Hannah Talbot were fantastic representing Western at the State Dance Festival.
- Kelso High students led Bathurst's Naidoc Week celebrations and celebrated culture in our own campus.
- At the end of term 3, our wonderful outgoing Year 12 Leadership Team of Mark, Caroline, Emily, Sammi, Suzie, Josh, Felix, Lachlan handed the baton to our new leaders Claire, Jay, Jake, Maddy, Caitlin, Kylie, Jackson and Ethan.

Michael Sloan

Principal

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 65 teaching staff and 760 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 corner stone 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 our school plan, leading to further improvements in the delivery of education to our students. The key findings of that process are outlined below

Learning Element: Learning Culture

Judgement: *Sustaining and Growing*

There has been significant growth in the learning culture of Kelso High Campus over the past three years through the establishment of processes and structures to analyse data and provide support for students to achieve learning progress. Kelso High Campus is at the level of sustaining and growing for this element.

Plan for the future: Continue the focus on student engagement, including attendance. Closely monitor intervention programs for individuals and groups on an ongoing basis through the use of the index tool .

Learning Element: Wellbeing

Judgement: *Sustaining and Growing*

Wellbeing is an area of strength at Kelso High Campus. An effective learning and support structure reaches a significant number of students. The Positive Behaviour for Learning Team has gained significant traction in establishing a school wide system that supports learning and wellbeing. There is a downward trend for major negative behaviour and suspensions.

Plan for the future: A Wellbeing audit will provide direction for future planning. Strategic Direction 2 (2018–2020) focuses on wellbeing and engagement, specifically improving staff understanding of student needs. Improving the consistency of professional practice and quality teaching across all environments is a priority, to reduce negative minor data managed at the classroom teacher level, which is 90% of all incidents.

Learning Element: Curriculum

Judgement: *Sustaining and Growing*

There has been considerable growth in curriculum delivery at Kelso High Campus as teachers develop their knowledge of student needs and programming skills to adjust work to meet student needs. A strong curriculum committee continually reviews structures to support learning.

Plan for the future: Enhance teachers' use of evidenced-based practices, knowledge of student needs and data analysis skills to effectively cater for student learning at all levels. Develop students' ownership for their own learning;

Improve timetable and curriculum structures to enhance innovation and maximise opportunities.

Learning Element: Assessment

Judgement: *Delivering*

Kelso High Campus is delivering in the area of assessment. Campus procedures inform assessment practices and timelines and policies exist for Years 9–12. On an individual teacher basis there is some inconsistency in assessment including formative assessment and the analysis of data to monitor student achievements and identify gaps in learning.

Plan for the future: Refine and develop explicit processes for collecting, analysing and reporting data, including tracking mark book data using an index tool. NAPLAN data analysis and communication with staff and community. Further work with staff on assessment is required – developing understanding of different types of assessment, including formative and summative and the purpose of assessment. Further improvement in the area of parent communication regarding assessment is required. A focus on assessment is on the agenda for 2019, including aligning assessment to teaching programs.

Learning Element: Reporting

Judgement: *Delivering*

Kelso High Campus is delivering in the area of reporting. A reporting guideline document has improved the quality and consistency of reports.

Plan for the future: Continue to refine reporting processes, with a view to streamlining the process and minimising error. Enhance quality and amount of information available to parents regarding student progress, to move beyond the semester reporting process.

Learning Element: Student Performance Measures

Judgement: *Delivering*

Close to 90% of students achieve at or above minimum standards. Growth in Years 7–9 in numeracy is positive, and overall numeracy results are higher than literacy. There is still considerable work to do, particularly in literacy.

Plan for the future: Continue to work with teaching staff to build their capacity to embed literacy strategies in programs (including Super 6). Focus on value adding in Year 8 and a concerted focus on literacy through the Year 8 teams. Develop other instruments to measure progress in literacy.

Teaching Element: Effective Classroom Practice

Judgement: *Delivering*

Staff are developing their skills in explicit teaching and they feel relatively confident doing this. The quality of teaching programs is improving, through the embedding of explicit practices.

Plan for the future: Developing processes at faculty level for regular and ongoing evaluation and monitoring of teaching and learning programs. Continued focus on explicit teaching, using data and differentiation to meet student needs, in particular evidence-based strategies. Focus on collaboration and sharing. Use the Year 8 teams as a model of cross KLA collaboration. Further develop teachers' skills in assessment.

Teaching Element: Data Skills and Use

Judgement: *Working towards delivering*

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.

Plan for the future: A professional learning focus on the analysis, interpretation and use of student performance data. Performance data to be 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.

Teaching Element: Professional Standards

Judgement: *Sustaining and Growing*

Staff understand their professional responsibilities with regard to national professional standards. There is a direct link between standards, professional learning and Performance Development Plans (PDPs). A culture of supporting higher levels of accreditation is being established but not yet in place.

Plan for the future: Continue to develop staff expertise and knowledge of contemporary research-based practices. Continue to develop knowledge and understanding of professional standards through links between faculty and program monitoring, Performance Development Plans and professional learning. Encourage and support teachers to access higher levels of accreditation.

Teaching Element: Learning and Development

Judgement: *Delivering*

A well organised professional learning structure is in place which links directly to the School Plan and milestones and focuses on capacity within the staff, including an emphasis on explicit teaching, and the use of data, developing literacy, differentiation and Positive Behaviour for Learning. PDP process links directly to PL teams and supports staff development.

Plan for the future: Continue to expand evaluation processes of the professional learning 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.

Leading Element: Educational Leadership

Judgement: *Delivering*

Monitoring, performance reviews, school planning, feedback and self-evaluation processes are in place and contribute to a culture of high expectations.

Plan for the future: The development of a formalised leadership strategy including succession planning. Enhancing staff understanding of the key drivers of change.

Leading Element: School Planning Implementation and Reporting

Judgement: *Sustaining and Growing*

There is a thorough planning process in place, including faculty and team planning and an alignment of resources and priorities. Evaluation processes are being developed to be authentic, timely and meaningful. More understanding and buy-in regarding the School Plan is required across the staff.

Plan for the future: Embed an ongoing evaluation to enhance staff understanding of the School Plan, including the plan purpose and the role of staff in the implementation of processes, products, practices and milestones. Employ a data consultant to manage evidence collection and reporting on a termly basis.

Leading Element: Resources

Judgement: *Sustaining and Growing*

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.

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

Leading Element: Management Practices and Processes

Judgement: *Sustaining and Growing*

Administrative systems and practices are reviewed and refined in response to local needs. Customer satisfaction is a priority and is monitored through regular feedback.

Plan for the future: Reporting of accountability practices to the community. Further development of induction processes through staff handbook. Development of staff to improve the operation of administrative systems, such as Sentral roll marking, Wellbeing, VORs. Streamline VOR process for more accuracy.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

*The following products were identified at the beginning of 2015, and summarise the key aims in the area of Learning and Assessment in **the 2015–2017 School Plan**.*

Differentiation and literacy/numeracy practices embedded in teaching & learning programs.

A focus on programming in the junior years with particular emphasis on embedded literacy, numeracy and differentiation has resulted in significant development in this area. A program monitoring process was supported by Professional Learning, including the Super 6 literacy strategy and collaborative practice led by the Literacy and Differentiation teams. Staff report that their confidence, knowledge and skill in both differentiation and literacy have improved. The improvement in quality of teaching and learning programming supports this.

Students confidently use devices to engage with their learning.

Student capacity to use devices has improved as staff confidence and expertise in this area has grown. The majority of students, however, don't have a device when it is needed. Year 7 have the best take-up of device usage. Year 9 have the worst take-up

Staff use technology regularly in teaching and learning programs.

The teaching staff have engaged with professional learning related to Bring Your Own Device and technology, including the use of Google Apps, and have improved their capacity to effectively incorporate technology in everyday teaching and learning practice. Approximately 20% of teachers report that they use technology for learning once a day and 45% use technology more than once per day.

Staff perceive an improvement in senior engagement and senior culture.

There has been a significant investment of time and resources over the past three years to change senior culture, which has resulted in considerable improvement in senior attendance, retention and attitude to school. Staff perceive that senior culture has improved in that time. Whilst these results are pleasing, further improvement is still required, particularly regarding attendance – both partial and whole day attendance, which are still below acceptable levels..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of student performance in Bands 5 and 6 in HSC and reduced proportion of student performance in Bands 1 and 2.		In 2017, 12% of all results were Band 5 or 6. This is lower than the 2015–2017 average (13%) and the 2012–2014 average (15%). Band 1 and 2 accounted for 26% of all results. This was significantly higher than in 2016 (20%), the 2015–2017 average (22%) and the 2012–2014 average (22%). Over the 3 years of the plan, the proportion of Band 4 results increased from 28% to 31% and the proportion of band 3 results decreased from 35% to 34%. Despite significant time and resource allocation in this area there has been minimal improvement in HSC results. KLA Head Teachers feel that despite teachers' best efforts, many students are not prepared for senior school as they lack the skills, knowledge and work

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of student performance in Bands 5 and 6 in HSC and reduced proportion of student performance in Bands 1 and 2.		for senior success. The improvement measure has not been achieved
A range of literacy measures indicate improvement in reading and writing across all years when compared with 2012–14 data.	QuickSmart \$100, 417 Rip It Up Reading \$10, 041 Speech Pathologists \$10, 000 Professional Learning	NAPLAN literacy indicators show a decline in reading and writing, in comparison to 2012–2014. (See School Performance – NAPLAN for more detail) There is a smaller proportion of students in the higher bands and a larger proportion of students in lower bands for both Reading and Writing. Students who have undertaken the QuickSmart program have had some individual improvement in their reading. The improvement measure has not been achieved.
Improved engagement amongst senior students is evident through improved attendance, retention and task submission data	AAA \$9,500 Senior Mentor \$60, 945 Homework Centre \$5,079	There is evidence to suggest that there is some improvement in senior engagement. Teaching staff perceive an improvement in senior expectations due to the senior mentor (2017: 7.75, weighted average scale 1–10; 2016: 8.25 weighted average scale 1–10) Attendance: In 2017 Year 12 whole day attendance was 88.9%. This was below the 2015–2017 average (89.7%) and higher than the 2012–2014 average (84%). The 2017 Year 12 attendance including partials was 77.8%. This was below the 2015–2017 average (78.2%) and above the 2012–2014 average (76.3%). Whilst these results are pleasing, further improvement is required in this area. Retention: Student retention from the start of Year 11 2016 to the start of Year 12 2017 was 87%. This was higher than the 2015–2017 average (76%) and the 2012–2014 average (70%) . Student retention from the start of Year 10 2015 to the start of Year 12 2017 was 77%. This was higher than the 2015–2017 average (73%) and the 2012–2014 average (67%). The improvement measure has been partially achieved.

Next Steps

Learning and Assessment remains a key strategic direction of the 2018–2020 plan. Key priorities include:

- Focus on developing literacy and learning skills and habits in junior years, through programs such as Year 8 teams, involving collaboration and planning for teaching and learning, including literacy.
- Programming for differentiation, explicit teaching and rigour in Years 8 and 9. Future focus on assessment, including improved communication with parents. Future Pathways (8 – 9 subject selections) – involving parent engagement and a considered approach to Stage 5.
- Enhance teachers' capacity to embed literacy strategies and differentiate teaching and learning into classroom

practice. Up skill the staff in the use of data to identify individual student learning needs to inform teaching and learning practice.

- Continue programs such as AAA senior monitoring and attendance follow up to support senior engagement
- Build staff understanding of the needs of students and strategies to enhance engagement.
- Continue Senior Mentor expand the program to include Wednesdays, with a Maths and English focus.

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

The following products were identified at the beginning of 2015, and summarise key aims in the area of Values and Culture in the 2015–2017 School Plan.

Increase in positive SENTRAL entries and decrease in negative SENTRAL entries.

There was a 34% Reduction in negative majors, 12% reduction in negative minors in 2017, compared to 2016., Anecdotally there is feedback that suggests the campus environment is calmer and more settled than in previous years.

Improved student attendance in line with the state average.

Student attendance fell slightly below state average in 2017, and is at its lowest rate in recent years. This is in spite of a dedicated and hardworking team who monitor attendance regularly and follow up with students and families.

Decrease in days lost to suspensions across all student year groups.

In the three years 2015–2017, suspensions have fallen by 42% and days lost to suspension have fallen by 49%, compared to the previous three years (2012–2014). In 2017, suspensions fell 11% compared to 2016, though there was an increase in days lost to suspension (15%)

Increased proportion of Year 6 students from partner primary schools choosing to enrol at Kelso High Campus for Year 7. Increased Year 7 enrolments from Non-DoE schools.

Denison College captured 64% of the Year 6 2016 enrolment of it's local partner primary schools in Year 7, 2017. This figure has remained relatively consistent. Enrolments from Non-Government schools fluctuate, though enrolments from Holy Family School have increased and stabilised in recent years. There was a 19% increase in enrolments from Non-Government schools in Year 7 2017.

Increased engagement with online modes of school communication (eg . Facebook and school website) which are regularly accessed and provide a gateway to the campus.

Community engagement with the campus Facebook page increased by 18% in 2017 to 2077 likes and followers. This continues strong growth from 2015. Since October 2015, Facebook followers have increased by 144%. A new school website is currently being developed.

Parents and the wider community consistently experience positive, supportive and professional interactions with all staff. Parents and the wider community are satisfied that any concerns are heard and acted upon in a timely and effective manner.

Overwhelmingly, parent and community feedback about Kelso High Campus is positive. Considerable time and effort has been committed to improving the service in the front office, including re-allocation of roles and employment of additional staff. Improvement in this areas has been acknowledged by parents.

Kelso High student leadership teams (Senior leaders, SRC, ARC, Sports Captains) are recognised, relevant and active student bodies.

The quality and profile of Kelso High student leadership teams has improved considerably, under the guidance of capable and dedicated staff leaders. Student leaders manage a range of activities, including assembly. Campus student leaders are perceived to be effective by the teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement is reflected in reduced suspensions, an increase in positive Sentral entries and a decrease in negative Sentral entries.	Acting Deputy Principal \$50,787	<p>Suspensions: decreased from 2016–2017 by 10%, though days lost to suspension increased by 15%. Suspensions in 2017 were lower in days lost and 35% lower in numbers of suspensions in comparison to the 2012–2014 average.</p> <p>Sentral negatives: Majors decreased by 34% and minors decreased by 12% in 2017 compared to 2016.</p> <p>The improvement measure has been achieved. The significant decrease in suspensions, majors and minors, reflects a much improved culture around student behaviour.</p>
Growth in student enrolments, including an increased proportion of Year 6 students from partner primary schools and non–DoE schools.		<p>Enrolments since 2014 have fallen by 7% or 57 students (from 825 to 758). This is in spite of a targeted focus on promotion and building links with partner primary schools.</p> <p>In 2017, 67% of Year 7 enrolments were from local partner primary schools.</p> <p>Overall enrolments to KHC Year 7, 2017 from local partner primary schools as a proportion of Year 6, 2016 enrolments was 64%. The proportion of students from each key local partner primary schools is outlined below:</p> <ul style="list-style-type: none"> • Raglan Public School (74%) • Kelso Public School (65%) • Perthville Public School (64%) • Bathurst South Public School (48%) • O'Connell Public School (8%) <p>The 2017 Year 7 enrolment from non–Government schools was 21 (18% of the total Year 7 enrolment). The majority of these students (17) were from Holy Family School.</p> <p>Overall, enrolments are still declining. The 2017 figure is one student lower than the 2016 figure, though the 2018 enrolment has fallen by a further 10 students. This is largely due to a reduction in senior numbers with students leaving to take up employment, or leaving because of unsatisfactory participation in learning. A 2018 Year 7 mainstream enrolment of 129 is the highest for 3 years.</p>
Enhanced cultural engagement with the Kelso High Campus Aboriginal community contributes to improved behaviour, attendance and learning outcomes for Aboriginal students.		<p>In 2017 engagement with Community organisations improved, as students were involved in Gen Now, Girri Girri, Naidoc Week, Desert Pea Media, Junior AECG and Birrang Driving School where 28 students accessed over 100 driving lessons: 2 students achieved P plates; 14 achieved L plates.</p> <p>A family member or representative attended for each student at the ARC induction.</p> <p>Personalised Learning Plans were developed for 80% (65% of PLPs had direct parent input). This is an improvement on previous years.</p> <p>Aboriginal students are more engaged in programs</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced cultural engagement with the Kelso High Campus Aboriginal community contributes to improved behaviour, attendance and learning outcomes for Aboriginal students.		<p>than previously. There have been some improvements in learning and attendance, though there is still a lot of work to do in this area. Engagement with families remains an area requiring improvement.</p> <p>Attendance Aboriginal attendance (76%) is 2 percentage points lower than 2016 and lower than the 3 year average (78%)</p> <p>Learning: NAPLAN results suggests that Aboriginal student outcomes are below those of other students.</p>

Next Steps

Whilst the growth in this area is pleasing, there is still considerable work required to further improve behaviour and engagement. Key priorities include:

- Improve staff knowledge of student needs and differentiate the curriculum for improved learning. Consider alternatives to more effectively support complex students. Review discipline procedures relating to the classroom, starting with mobile telephones. Reinforce clear expectations related to smoking.
- Increasing enrolments remains a priority for Kelso High Campus and is supported by programs and initiatives in the Partnerships and Collaboration Strategic Direction, including the employment of a Community Liaison Officer. The enforcement of enrolment zones at a College level from 2019 is a positive step forward.
- Establish more connections with families – such as an Aboriginal Focus Group
- Continue strategies targetting Aboriginal boys, including additional classroom support, redefining AEO role to involve classroom support. Continue to provide opportunities through the Aboriginal Hub.

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

The following products were identified at the beginning of 2015, and summarise key aims in the area of Professional Excellence in the 2015–2017 School Plan.

Professional Learning directions mapped and evaluated as part of annual (yearly) and triennial (3 yearly) cycles.

An effective Professional Learning (PL) structure led by Deputy Principals has been put into place to ensure that PL is meaningful and aligned to school priorities. Generally staff are positive in their evaluations of PL, and see the value of learning from peers. Annual College Development Days are well received and useful, though the staff perceive less value in wider Network PL with other schools. The realignment of College Head Teacher roles to reflect a focus on professional development is a positive step in the implementation of effective professional learning.

A successful coaching and mentoring process linked to the Performance and Development Framework is implemented which enables a meaningful and relevant process for classroom observation in the development of quality teaching practice.

Staff have embraced the Performance and Development process, from the perspective that all staff, both teaching and non-teaching have a Performance Development Plan (PDP), with agreed goals. The lesson observation aspect of the teaching PDP process is perceived as more of compliance activity than a genuine coaching tool. The majority of staff see the benefit of working together to improve practice, though time constraints, confidence and knowledge of coaching techniques are barriers to implementation. Some teams and individuals were able to establish effective coaching and mentoring, though there is still considerable work required in this area.

Collaboration with Charles Sturt University and other schools to build expertise in high quality professional experience provisions.

The CSU Professional Experience Hub project has gained considerable momentum, and has a focus on 4 key areas:

1. PL Modules for supervising teachers,
2. CSU collaboration where teachers and academics jointly deliver content to Teacher Education Students,
3. a coaching and mentoring structure which can be used by teachers to support Teacher Education Students and their colleagues and
4. structural changes to the way the university manages professional experience, including communication with schools .

The feedback by Teacher Education Students indicates that the Teacher–academic partnership enhanced their professional experience.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff understand their professional expectations and can apply the <i>Australian Professional Standards for Teachers</i> , in quality teaching programs and practice.		Professional learning aligned to standards and communicated to staff. Staff take-up of PDP process. Goals aligned to standards and the school plan priorities. Quality of programs have improved, indicating the staff's understanding of their professional responsibilities, particularly with respect to Standards 1, 2 and 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Staff understand their professional expectations and can apply the <i>Australian Professional Standards for Teachers</i>, in quality teaching programs and practice.</p>		<p>Teacher Survey: Average weighted responses (1–10) to the following:</p> <ul style="list-style-type: none"> • Confidence in developing effective summative assessment: 5.82 (2/17); 7.62 (2/18). • Confidence in developing effective summative assessment: 5.94 (2/17); 7.95 (2/18). • Confidence/skills/knowledge in implementing explicit literacy: 5.00 (2/17); 7.37 (2/18). • Confidence in implementing differentiation: 7.95 (2/18). • Awareness of all the identified Aboriginal students in all your classes: 7.3 (2/17); 7.84(2/18). • Awareness of all the students with additional needs in your classes: 7.35 (2/17); 7.81 (2/18). • Reference made to the Individual Learning Plan (ILP) Yes: 63% (2/17); 75% (2/18). • Reference (PLP) in the development of programs and/or lessons: 39% (2/17); 56% (2/18). • Expectations displayed in your classroom: Yes 62% (2/17); 83% (2/18). <p>Significant growth has been made in this area. Staff understand their professional expectations as defined by the standards and the importance that is placed on aspects of their work that relate to the standards.</p>
<p>Increased numbers of staff interacting with higher levels of accreditation and leadership training.</p>		<p>A small number of teachers have indicated their willingness to consider higher levels of accreditation over the past 2 years.</p> <p>1 teacher commenced the higher accreditation process, however, discontinued this process.</p>
<p>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</p>		<p>The CSU Professional Experience Hub project has gained considerable momentum, and has a focus on 4 key areas:</p> <ul style="list-style-type: none"> • PL Modules for supervising teachers; • CSU collaboration where teachers and academics jointly deliver content to Teacher Education Students; • a coaching and mentoring structure which can be used by teachers to support Teacher Education Students and their colleagues; • structural changes to the way the University manages professional experience, including communication with schools . <p>The feedback by TES indicates that the Teacher–academic partnership, including mentoring during their professional experience at Denison College enhanced their experience.</p> <p>A survey of Teacher Education Students indicated:</p> <ul style="list-style-type: none"> • The process of team teaching was valuable: 3.66 weighted average on a scale of 1–4; 100% agree or strongly agree. • The Hub Project assisted me to develop teaching strategies for use in secondary schools: W/A 3.43; 100% agree or strongly agree. • The Hub Project assisted me to understand the reality of a secondary school: W/A 3.62; 100% agree or strongly agree. • Feel prepared for my placement in a secondary

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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		<p>school: W/A: 3.0;88% agree. The following comment summarises the positive feedback and impact of the program:</p> <p>'The Hub team were fantastic. They were knowledgeable and efficient in their teaching and relaying of information. I think the collaboration between CSU and the College is very beneficial for the pre-service teachers as we are offered insight and experience from current teachers. They were very open and honest about the role of a teacher and were always responsive to our questions providing personal experiences and management strategies. The team are very approachable and helpful and I would have no qualms contacting any of them if I required assistance'.</p>

Next Steps

Key areas from this strategic direction have been incorporated into the Partnership and Collaboration and Learning and Assessment strategic directions for the 2018–2020 plan. Key areas for improvement include:

- Building executive capacity in standards to support teaching and learning in their areas of expertise.
- Program monitoring will move away from a senior executive-led compliance check to a teacher-led review, aligned to standards and be more related with support and guidance from the Head Teacher.
- The "number of staff engaging with higher levels of accreditation" is a poor measure of improvement and was scrapped for the 2018–2020 plan. Staff will be encouraged to consider undertaking higher levels of accreditation, as per the School Excellence Framework. Support will be provided to any staff who wishes to undertake higher levels of accreditation, including using the College Teacher Mentor.
- 2018: Expand the CSU Collaboration program to include an additional teacher from each campus and a primary teacher and consider ways to build sustainability into the collaboration. Develop a College coaching and mentoring process for implementation in 2019. Roll out strategies to local schools from 2018. Seek an extension to expend funds in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal SLSO \$40,016 AEO \$67,000	Aboriginal School Learning Support Officer The ASLSO and AEO played an integral role in supporting learning, cultural and health and wellbeing programs resulting in the following outcomes: <ul style="list-style-type: none"> • 27 students' eyes tested (12 needing glasses, 2 colour-blind and 1 Irlen Syndrome). • 14 students had health checks at Western Sydney University. • Assisted 25 students to get ID and birth certificates with Young Mob. • 7 students participated in Strong Moves camp for 4 Fridays and a 3 day camp. • 15 students completed First Aid training. • 11 students obtained WHS certificates. • 28 students accessed Birrang Driving School. Over 100 driving lessons: 2 students achieved P plates; 14 achieved L plates. • ARC: There was increased representation in the ARC, including significantly higher numbers of boys 2017–2018 and more overall representation, with 15 students elected for the 2017–18 year. This is up from 6 in 2015–16 when the team was established. A family member attended for each student at the ARC induction PLPs: <ul style="list-style-type: none"> • Planned, facilitated KHC NAIDOC celebrations that catered for all Year 7–10 students. • Wednesday seniors study attendance: Term 1 – 29; Term 2 – 41; Term 3 – 65. • Tuesday after school study group attendance: Term 1 – 25 students; Term 2 – 36 students; Term 3 – 94 students. • 2017 ATSI attendance (77%) was slightly down on 2016 rates (79%). Average attendance rates for 2015–17 (78%) were higher than for 2012–2014 (76%). NAPLAN results remain low.
English language proficiency		
Low level adjustment for disability	A Speech Pathologist \$10,000 QuickSmart \$80, 000 RIP IT UP Reading \$9000	Speech Pathologist: <ul style="list-style-type: none"> • All students in the program except one rated themselves as having maintained or improved in reading and writing at the end of Semester 2. • 88% of students indicated that PDHPE was their favourite subject, followed by Technology subjects at 63%. All indicated that they preferred learning by doing rather than classroom based learning. • There is significant variation in ratings pre and post which is likely to indicate that teachers have a better understanding of the students' abilities at the end of the year, compared to the beginning. • Staff involved reported that the program was very worthwhile as a professional learning activity, in developing their skills, which are transferrable to all classes. The key gains include a deeper understanding of

<p>Low level adjustment for disability</p>	<p>A Speech Pathologist \$10,000</p> <p>QuickSmart \$80, 000</p> <p>RIP IT UP Reading \$9000</p>	<p>specific students' issues that make it difficult for them to access the work, as well as a range of strategies to best cater for student needs.</p> <p>QuickSmart</p> <p>36 Year 7 students with literacy and numeracy needs accessed individualised support.</p> <p>Literacy: The group showed an increase in both speed and accuracy, including average growth in sentence understanding of 13 percentage points and average growth in accuracy of word recognition of 4 percentage points.</p> <p>Numeracy: Average growth of 14% in numeracy testing with an effect size 0.834.</p> <p>The 2017 NAPLAN value add of the 2015 Year 7 QuickSmart group was also measured and indicated lower growth than students who did not participate in the QuickSmart program in 2015.</p> <p>Reading: 21.4% of those who did the QuickSmart program in 2015 achieved greater than or equal to expected growth 7–9 (entire cohort: 48.8%)</p> <p>Numeracy: 60% of those who did the QuickSmart program in 2015 achieved greater than or equal to expected growth 7–9 (entire cohort: 70.6%). These results are in contrast to the 2016 NAPLAN value–add results, where students who did the QuickSmart program in Year 7, 2014 outperformed the entire cohort.</p> <p>Rip it up Reading</p> <p>The program was less effective with mainstream students, though students in support classes, particularly those in the IM class benefited. The requirement of 1:1 withdrawal is a major barrier to a mainstream roll–out of the program. The smaller support setting is more appropriate, where a dedicated SLSO is available to support the program implementation.</p>
<p>Socio–economic background</p>	<p>HT Teaching and Learning (BYOD) \$15,000</p> <p>AAA Student Monitoring \$9,500</p> <p>Senior Mentor \$60,945</p> <p>Community Liaison Officer \$79,681</p> <p>Aboriginal Tutor \$50,787</p> <p>Acting Deputy Principal</p>	<p>HT Teaching and Learning (BYOD)</p> <p>Medium term horizon</p> <ul style="list-style-type: none"> Teachers were asked to rate their confidence in producing digital resources. On a scale of 1–10, the confidence of staff was 5.98 in February 2016 and 7.19 in Nov 2017 (average weighted scale). In February 2018 20.59% of staff reported that they incorporated digital technologies daily (11.76 % In October 2016). The proportion of teachers incorporating digital technologies more than once per day fell from 55.8% (March 2016) to 45.6%

<p>Socio-economic background</p>	<p>Wellbeing \$50, 787</p> <p>Study Group SLSO \$40,166</p>	<p>(February 2017).</p> <ul style="list-style-type: none"> Teachers report that the majority of students don't have a device when it is needed. Year 7 have the best take-up, Year 9 have the worst take-up. <p>Short-term horizon: Evaluation of the Term 2 after-school development activity.</p> <ul style="list-style-type: none"> Worth of the learning activity: 7.9; relevance of the content: 8.25; quality of the resources 8.9; extent to which staff gained knowledge, skills or strategies to implement in classes: 7.78. <p>Evaluation of Combined Term 2 SDD (Ed Tech CW).</p> <ul style="list-style-type: none"> Worth of the learning activity: 5.0. Approximately 50% of respondents felt that KHC should not be involved in future development activities such as this. <p>AAA process:</p> <p>In 2017 16 students were targeted in the Year 12 process: 5 left school, 11 continued, all who stayed on at school received their HSC.</p> <ul style="list-style-type: none"> Attendance: Significant improvement: 1; improvement: 4; decline: 6. N warnings: Decrease: 6; same number: 2; increase: 3. Sentral negatives: Decrease: 9; same number: 2. <p>In 2017 15 students were targeted in the Year 11 process, 4 left (2 as part of AAA process) All who stayed successfully completed Year 11.</p> <ul style="list-style-type: none"> Attendance: Improvement: 3; decline: 8. N warnings: Improvement: 10; same number: 1. Sentral negatives: Decrease: 7; same number: 3, increase: 1. <p>Judgement: AAA is a worthwhile process and has had a positive impact on the progress of some individual students. The release time is essential, in order to allow the team to fully undertake the process.</p> <p>Senior Mentor:</p> <p>Staff, students and parents see this program has highly beneficial. A targeted focus on the senior culture has led to an improved culture as indicated in the Teacher Survey 2017. Staff were asked, "on a scale of 1–10 has the senior mentor improved senior expectations?" The average weighted response was 7.75.</p> <p>Judgement: Although still worthwhile, the program was not as beneficial in 2017 as it was in 2016. This was due to inconsistency, as a result of the number of mentors used (6), compared to 2016, when one mentor managed the entire program. There is a significant wellbeing aspect to the role. The</p>
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<p>Socio-economic background</p>	<p>HT Teaching and Learning (BYOD) \$15,000</p> <p>AAA Student Monitoring \$9,500</p> <p>Senior Mentor \$60,945</p> <p>Community Liaison Officer \$79,681</p> <p>Aboriginal Tutor \$50,787</p> <p>Acting Deputy Principal Wellbeing \$50, 787</p> <p>Study Group SLSO \$40,166</p>	<p>individual person employed is critical to the role</p> <p>Community Liaison Officer</p> <ul style="list-style-type: none"> Increased engagement with parents: Facebook – Likes: 31/1/17:1760; 20/12/17: 2077 (18% increase). Tell Them From Me – 83 parents responded, compared to 14 in 2016. Future Pathways: 88% of students attended with a parent. Increased engagement with local partner schools: The KHC students assisted at the athletics and swimming carnivals for Bathurst South Public School and Bathurst PSSA and were invited to speak at leadership ceremonies for Kelso Public School and Bathurst South Public School. HT College reports that iLearn ran smoother than previously, including the 6–7 enrolment timeline, which had not been followed in the previous 3 years. The process was streamlined with 1 point of contact for schools and parents. Relationships were strengthened with primary parents, especially non–Government schools, and is reflected in Year 7 enrolments, with a 19%increase in non–Government school enrolments 2016–2017. KHC captured 64% of the 2016 Year 6 enrolment in local partner schools into Year 7, 2017. New student enrolments fell slightly 2015: 216; 2016: 215; 2017: 202 Increase engagement with community, including stronger relationships with local media: 2BS, Western Advocate and TV, by having a central contact. <p>Judgement: KHC profile and reputation has lifted in the community since the creation of this role. Parents recognise and appreciate the impact of the CLO to help improve communication and public perception.</p> <p>Aboriginal Tutor:</p> <ul style="list-style-type: none"> Numbers of students accessing Tuesday afterschool study program: Term 1 – 25 students (over 5 weeks); Term 2 – 36 students(over 5 weeks); Term 3 – 94 students (over 7 weeks). Birrang Driving School: 28 students accessed Birrang Driving School. Over 100 driving lessons: 2 students achieved P plates;14 achieved L plates. <p>Other:</p> <ul style="list-style-type: none"> 15 N determination resolutions in Term 3. 27 students' eyes tested (12 needing glasses, 2 colour blind and1 Irlen Syndrome). 14 students had health checks at Western Sydney University. Assisted 25 students to get ID and birth certificates with Young Mob. Built capacity of the SLSO, who effectively relieved as AEO for the majority of Semester 2.
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<p>Socio-economic background</p>	<p>HT Teaching and Learning (BYOD) \$15,000</p> <p>AAA Student Monitoring \$9,500</p> <p>Senior Mentor \$60,945</p> <p>Community Liaison Officer \$79,681</p> <p>Aboriginal Tutor \$50,787</p> <p>Acting Deputy Principal Wellbeing \$50, 787</p> <p>Study Group SLSO \$40,166</p>	<p>Judgement: This is an effective use of resources, which is having a positive impact on senior Aboriginal students. The data indicates improved engagement from senior students with school. The Aboriginal Tutor had a 0.3 teaching load, though this was problematic, as she often needed to be covered to organise and supervise programs.</p> <p>Acting Deputy Principal Wellbeing</p> <p>Sentral data: 34% Reduction in negative majors, 12% reduction in negative minors, 11% reduction in suspensions, 15% increase in days lost to suspension. Anecdotally there is feedback that suggests the environment is calmer and more settled than in previous years. DPs feel that this is because they have time to deal with issues effectively and resolve issues earlier before they escalate. <i>See also Complex Teacher data.</i></p> <p>Teacher survey: There is a perceived increase in support from DPs: 6.5 (February 2017) to 7.21 (November 2017) and 7.55 (February 2018). Staff felt slightly less positive about the 3 DP structure in November 2017 (6.18 weighted average) than in February (6.25). In the 2018 survey teachers identified greater support with complex students, greater consistency and improved communication as three things that DPs could do differently in 2018.</p> <p>Capacity building: The relieving HT support has developed her capacity as a very capable HT. The faculty rated HT support as 9.22 on a scale of 1–10. Acting DP has been promoted to a relieving PEO position.</p> <p>Executive perspective: Two members expressed concern. One member of the team expressed concern at the cost. Another member made the following observations:</p> <ul style="list-style-type: none"> • work load has not decreased due to having a 3rd Deputy and feels less supported than previously. • improved playground presence is positive • the 3rd Deputy has helped with a small number of students and the various problems that they pose, though students attendance has not improved. Money could be spent on programs which benefit a greater number of students. <p>DP Senior perspective: More time and capacity to support and mentor faculties; lead focus of staff wellbeing across the school which has notably increased morale and improved relationships with senior executive and the rest of the school; effectively lead changes in senior school; VOR and PL processes improved significantly; and reporting procedures streamlined and improved.</p> <p>Principal perspective: More capacity to undertake Principal strategic role, such as</p>
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<p>Socio-economic background</p>	<p>HT Teaching and Learning (BYOD) \$15,000</p> <p>AAA Student Monitoring \$9,500</p> <p>Senior Mentor \$60,945</p> <p>Community Liaison Officer \$79,681</p> <p>Aboriginal Tutor \$50,787</p> <p>Acting Deputy Principal Wellbeing \$50,787</p> <p>Study Group SLSO \$40,166</p>	<p>data strategy; detailed evaluation and self-assessment, NAPLAN analysis; HSC analysis; staffing – finalised early allowing strategic in depth curriculum planning; financial planning and professional reading and research. Benefit in inducting new DP, with less timeconsuming management of extremely complex students.</p> <p>Judgement: The 3rd DP had a positive impact and there have been benefits. The wellbeing nature of the role is limiting and needs to be considered. Purchasing a DP is expensive, it requires higher duties for the DP and the backfill, as well as release for both. KHC is in a significant period of change. A relentless focus on teaching and learning requires effective leadership. The position should be reviewed annually and involve the Executive Leadership Team and Finance Committee more directly in that process.</p> <p>Study Group</p> <p>127 students accessed the program in 2017 (78% teacher or parent referral, 23% self-referral), completing 440 lessons of work in all KLAS. The breakdown of usage per faculty is as follows: ENGLISH: 1%, MATHS: 18%, SCIENCE 23%, HSIE 30%, PDHPE 15%, TAS 4%, CAPA 9%. The breakdown of usage per Year Group is as follows: Year 7: 10%, Year 8: 24%, Year 9: 30%, Year 10: 20%, Year 11: 12%, Year 12: 3%.</p> <p>Judgement: There is a significant benefit in this program. Students would not have been able to complete the work and assessment tasks without the support.</p>
<p>Support for beginning teachers</p>	<p>Release and Professional Learning: \$50,787</p>	<p>Key Findings</p> <ul style="list-style-type: none"> • 13 teachers achieved support through the teacher mentor program. • 7 staff attended 'Starting out Strong' course. • 4 teachers gained accreditation. • Pre-graduate teachers were given the opportunity to attend the sessions. Staff from BHC were used to assist with mentoring and programming advice in the area of Drama. <p>Overall teachers found the mentoring program useful and felt that the activities improved their confidence. They enjoyed the opportunities for professional discussion. Comradery within the group developed, adding another layer of support to individuals. One BT indicated that they would like more executive contact and feedback.</p> <p>Beginning teachers took on whole school roles in 2018, including Girls and Boys Advisor, iLearn and Year 7 Advisor 2018, CSU partnership mentoring, Student leadership and Sports Organiser.</p>

Support for beginning teachers	Release and Professional Learning: \$50,787	<p>Judgement</p> <p>The release is essential to allow beginning teachers the opportunity to work with mentor colleagues and to have more time to prepare and manage their workload. The funding allows for beginning teachers to access PL to support their PDP and overall professional development. A secondary benefit of this funding is the employment of additional temporary teachers to support the curriculum.</p>
Fairer Funding	<p>Release \$8,000</p> <p>Teacher (AL) visited primary schools in Semester 2 to deliver a technology program and build relationships with local partner primary schools and students. The program operated at Raglan Public School, Bathurst South Public School, Perthville Public School, O'Connell Public School and Kelso Public School.</p>	<p>Parents of students were asked:</p> <p>To what extent do you feel that this program will help your child understand the digital tools that are used in high school classrooms: 41% thought it will help a great deal; 35% – it will help somewhat; 26 % unsure.</p> <p>To what extent do you feel that your child is ready and prepared for high school: 88.25% felt that their children were fairly ready and prepared.</p> <p>As a parent would you be interested in further developing your own skills and knowledge in the technology that is used at high school to support your child's learning: 82.35% responded yes.</p> <p>Judgement</p> <p>The Fairer Funding 'Transition through Technology' is a worthwhile program to support technology transition and enhance the overall iLearn transition program through an additional layer of connection. The program has potential as a parent engagement strategy with “Boot Camps” flagged for incoming Year 7 parents later in 2018 to support their understanding of the use of technology at high school.</p>
Professional Experience Hub	Release: \$34,972	<p>The CSU Professional Experience Hub project has gained considerable momentum, and has a focus on 4 key areas:</p> <ul style="list-style-type: none"> • PL Modules for supervising teachers; • CSU collaboration where teachers and academics jointly deliver content to Teacher Education Students; • a coaching and mentoring structure which can be used by teachers to support Teacher Education Students and their colleagues; • structural changes to the way the University manages professional experience, including communication with schools . <p>The feedback by TES indicates that the Teacher–academic partnership, including mentoring during their professional experience at Denison College enhanced their experience.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	402	402	430	419
Girls	390	373	358	337

Enrolments at Kelso High Campus have steadily declined in recent years, having peaked in 2012 at 859 students. The 2017 enrolment was consistent with 2016, indicating a possible stabilisation in enrolments. Enrolments in the junior years were up on previous years, though senior enrolments declined. A continual focus on promotion of student success and the opportunities that are available at Kelso High Campus, and a commitment to improving links with local partner primary schools are designed to capture a larger proportion of students from partner and non-government schools and increase enrolments in the future.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93	93.6	91.3	91.2
8	91.7	91.6	88.9	89
9	88.7	90.4	89.1	85.9
10	88.9	88.3	85.7	85.9
11	91.5	91.2	90.3	88.1
12	90.4	93.6	93.2	91.5
All Years	90.8	91.4	89.5	88.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance profile

Overall attendance in 2017 was below state average.

All year groups were below state average except Year 11. The 2017 attendance rate was down one percentage point on 2016. The decline is particularly evident in Years 9 and 10.

Retention Year 10 to Year 12

Student retention from Year 10 2015 to Year 12 2017 was 77%. This was higher than the 2015–2017 average (73%) and the 2012–2014 average (67%). The retention from Year 11 2016 to Year 12 2017 was 87% in comparison to the previous 5 year school average of 65%. This partly reflects a range of supports that are available to senior students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	19	3
Employment	11	48	56
TAFE entry	0	11	10
University Entry	0	0	12
Other	63	4	1
Unknown	26	19	18

The majority of Year 12 student leavers were successful in acquiring employment or engaging with further study. Approximately 20% of known employment was in apprenticeships or traineeships. The post-school destination for a number of students is unknown, despite efforts to communicate and follow up with students.

Several Year 11 students left for employment or TAFE. 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.

Most students in Year 10 who left school enrolled in other schools (other), including Skillset, a non-government education provider in Bathurst. A small proportion of students in Year 10 left to take up apprenticeships. The whereabouts of some students is unknown.

Year 12 students undertaking vocational or trade training

Denison College Kelso High Campus offered the following Vocational Education Training (VET) frameworks in 2017

- Certificate II in Construction Pathways
- Certificate II in Engineering
- Certificate III in Retail Services
- Certificate II in Hospitality (Food and Beverage)
- Certificate II in Sports Coaching
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Agriculture

In total 168 students were enrolled in VET courses in Year 11 and 12 in 2017.

2017 HSC VET – Total 80 students. Male: 44 (1 Aboriginal); Female: 36 (6 Aboriginal)

2017 Preliminary VET – Total 88 students: Male: 45 (4 Aboriginal), Female: 43 (8 Aboriginal)

57 full Certificate II or Certificate III qualifications were completed in 2017. This number would be higher, however a significant number of initial enrolments left school after successfully gaining apprenticeships.

Students had the opportunity to undertake work placement within local industry. This has proved valuable with students gaining full-time employment, apprenticeships and traineeships following their work placement. The campus received positive feedback from employers regarding the diligence and work ethic of students.

Denison College Kelso High Campus hosted a regional world-skills competition for retail services where two students successfully made it through to the state world skills competition.

Kelso High Campus received VET resource grants of \$5000 to ensure VET was resourced to industry standard. These funds were used to purchase a commercial standard dishwasher for Hospitality.

Ms Sarah Gearon and Ms Narelle Small successfully completed VET training in CertII Skills for Work and Vocational Pathways.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 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
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	44.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	18.68
Other Positions	1

*Full Time Equivalent

In 2017 the Kelso High Campus staff consisted of:

- 63.7 teaching staff(entitlement) plus
- 4.9 additional staff purchased from external funds
- 18.682 Non-Teaching Staff (entitlement)
- 12.2 additional staff purchased from Targeted, Equity and School funds

Six members of the Kelso High Campus staff identified as Aboriginal, including one Aboriginal Education Officer, one teacher and four 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 47% of the Kelso High Campus teaching staff in 2017. This included 13 beginning teachers. All beginning teachers were provided with additional professional learning and support from a Teacher Mentor, which included regular meetings, lesson observations, and support to work towards their accreditation. In 2017 four teachers completed the

accreditation process at the level of proficient.

All Professional learning was mapped and aligned to teacher standards and the three strategic directions of the school plan: Learning and Assessment, Values and Culture and Professional Excellence and was supported through the Performance and Development Framework.

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. In total approximately \$90,000 was expended on teacher professional learning.

School Administrative and Support Staff (SASS) also undertook professional learning. The move to LMBR, and in particular SAP finance was a priority for SASS PL. SASS also participated in PL in the areas of customer service, team work and communication and technology, including Microsoft Excel.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	818,735
Global funds	698,473
Tied funds	1,345,626
School & community sources	223,004
Interest	11,397
Trust receipts	29,575
Canteen	121,920
Total Receipts	2,429,994
Payments	
Teaching & learning	
Key Learning Areas	154,377
Excursions	58,625
Extracurricular dissections	71,687
Library	7,554
Training & Development	6,406
Tied Funds Payments	1,034,921
Short Term Relief	138,281
Administration & Office	175,432
Canteen Payments	123,561
Utilities	14,043
Maintenance	15,076
Trust Payments	32,986
Capital Programs	18,508
Total Payments	1,851,454
Balance carried forward	1,397,275

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,640,698
Appropriation	1,407,772
Sale of Goods and Services	65,695
Grants and Contributions	161,485
Gain and Loss	0
Other Revenue	5,465
Investment Income	281
Expenses	-816,353
Recurrent Expenses	-816,353
Employee Related	-474,903
Operating Expenses	-341,450
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	824,345
Balance Carried Forward	824,345

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A finance committee, which includes parents, teaching staff, non-teaching staff and executive members make recommendations to the Principal regarding the campus budget. Major budgeting decisions are discussed at meetings of the Finance Committee, Executive Leadership Team and Parent Focus Group. Significant funds were rolled over at the end of 2017, indicating surplus income over expenditure. Some of this results from the accumulation of previous tied and other funds through the migration process from OASIS to SAP. A focus on clear budgeting and regular financial monitoring in 2018 should alleviate this in the future. The school operated canteen ran at a small loss.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,603,847
Base Per Capita	127,271
Base Location	5,299
Other Base	6,471,277
Equity Total	826,458
Equity Aboriginal	141,348
Equity Socio economic	424,050
Equity Language	4,577
Equity Disability	256,483
Targeted Total	1,815,727
Other Total	451,921
Grand Total	9,697,952

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Financial summary equity funding

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.

Reading

Year 7

The majority of students in Year 7 performed in Bands 6 and 7 for Reading, with the highest number of students achieving Band 6. Student results were lower compared to the 3-year average (2015–2017), with a higher proportion of students Below Minimum Standard and a lower proportion at Proficient.

Student achievement at each level:

Proficient: 16 students, representing 13.6% of the Year 7 cohort. (State average: 30.6%; 3-year annual school average – Year 7 students: 16.8%)

Above Minimum Standard: 73 students, representing 61.9% of the Year 7 cohort. (State average: 53.1%; 3-year annual school average – Year 7 students: 53.2%)

of the Year 7 cohort. (State average: 11.1%; 3-year annual school average – Year 7 students: 22.1%)

Below Minimum Standard: 13 students, representing 11.0% of the Year 7 cohort (State average: 5.2%; 3-year annual school average – Year 7 students: 7.9%)

Year 9

The majority of students performed in Bands 7 and 8 for Year 9 Reading, with the highest number of students achieving Band 7. This indicates growth from Year 7 2015, where the highest number of students achieved Band 5. Student results were lower compared to the 3-year average (2015–2017), with a higher proportion of students Below Minimum Standard and a lower proportion at Proficient.

Student achievement at each level

Proficient: 9 students, representing 7.0 % of the Year 9 cohort. (State average: 24.7%; 3-year annual school average – Year 9 students: 9.7%)

Above Minimum Standard: 73 students, representing 56.7% of the Year 9 cohort. (State average: 54.8%; 3-year annual school average – Year 9 students: 51.6%)

At Minimum Standard: 30 students, representing 23.3% of the Year 9 cohort (State average: 14.9%; 3-year annual school average – Year 9 students: 28.9%)

Below Minimum Standard: 17 students, representing 13.2% of the Year 9 cohort. (State average: 5.6%; 3-year annual school average – Year 9 students: 5.8%)

Student Growth

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

The average scaled score for reading was 30.0.

- 48.8% of students achieved greater than or equal to expected growth.
- 38.5% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

The *Percentile Ranges* measure the distribution of growth amongst the student cohort.

- 13.8% of students were in the top quartile of growth, an under representation compared to state growth
- 48.8% of students were in the middle two quartiles of state growth, a slight under – representation compared to state growth
- 37.4% of students were in the bottom quartile of growth, an over representation compared to state growth

Writing:

Year 7

The majority of students performed in Bands 5 and 6 for Writing, with the highest number of students achieving Band 6. There was with a lower proportion of students at Proficient compared to the 3-year annual school average. The campus also recorded a lower proportion of students at Below Minimum Standard compared to the 3-year annual school average.

Student achievement at each level:

Proficient: 6 students, representing 5.1% of the Year 7 cohort (State average: 21.3%; 3-year annual school average – Year 7 students: 6.8%)

Above Minimum Standard: 64 students, representing 53.8% of the Year 7 cohort (state average: 48.9%; 3-year annual school average – Year 7 students: 50.1%)

At Minimum Standard: 31 students, representing 26.1% of the Year 7 cohort (State average: 21.1%; 3-year annual school average – Year 7 students: 25.5%)

Below Minimum Standard: 18 students, representing 15.1% of the Year 7 cohort (State average: 8.7%; 3-year annual school average – Year 7 students: 17.6%)

Year 9

The majority of students performed in Bands 5 and 6 with the highest number of students achieving Band 5. This indicates minimal student growth from Year 7 2015, where the highest number of students also achieved Band 5. Student results were lower compared to the 3-year average (2015–2017), with a higher proportion of students Below Minimum Standard and a lower proportion at Proficient.

Student achievement at each level:

Proficient: 5 students, representing 3.8% of the Year 9 cohort. (State average: 18.0%; 3-year annual school average – Year 9 students: 5.9%)

Above Minimum Standard: 50 students, representing 37.8% of the Year 9 cohort (State average: 47.2%; 3-year annual school average – Year 9 students: 36.4%)

At Minimum Standard: 37 students, representing 28.0% of the Year 9 cohort (State average: 18.7%; 3-year annual school average – Year 9 students: 29.1%)

Below Minimum Standard: 40 students, representing 30.3% of the Year 9 cohort (State average: 16.1%; 3-year annual school average – Year 9 students: 28.6%)

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

The average scaled score for writing was 16.7. Average growth for state was 46.5.

- 41.1% of students achieved greater than or equal to expected growth.
- 26.7% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

The *Percentile Ranges* measure the distribution of growth amongst the student cohort.

- 12.9% of students were in the top quartile of growth, an under representation compared to state growth
- 47.6% of students were in the middle two quartiles of state growth, a slight under – representation compared to state growth
- 39.5% of students were in the bottom quartile of growth, an over representation compared to state growth

Spelling

Year 7

The majority of students in Year 7 performed in Bands 7 and 8 for Spelling, with the highest number of students achieving Band 7. Student performance was generally higher with a greater proportion of students at Proficient and a lower proportion of students at Below Minimum Standard compared to the 3-year annual school average (2015–2017).

Student achievement at each level:

Proficient: 38 students, representing 31.7% of the Year 7 cohort. (State average: 41.3%; 3-year annual school average – Year 7 students: 21.9%)

Above Minimum Standard: 57 students, representing 47.5% of the Year 7 cohort. (State average: 44.2%; 3-year annual school average – Year 7 students: 53.0%)

At Minimum Standard: 14 students, representing 11.7% of the Year 7 cohort. (State average: 9.8%; 3-year annual school average – Year 7 students: 14.2%)

Below Minimum Standard: 11 students, representing 9.2% of the Year 7 cohort (State average: 4.7%; 3-year annual school average – Year 7 students: 11.0%)

Year 9

The majority of students performed in Bands 7 and 8 for Year 9 Spelling, with the highest number of students achieving Band 7. This indicates student growth from Year 7 2015, where the highest number of students achieved Band 6. Student performance was generally higher with a similar proportion of students at Proficient and a lower proportion of students at Below Minimum Standard compared to the 3-year annual school average (2015–2017).

Proficient: 17 students, representing 12.8% of the Year 9 cohort. (State average: 31.1%; 3-year annual school average – Year 9 students: 12.6%)

Above Minimum Standard: 80 students, representing 60.6% of the Year 9 cohort. (State average: 49.8%; 3-year annual school average – Year 9 students: 57.8%)

At Minimum Standard: 24 students, representing 18.2% of the Year 9 cohort (State average: 12.8%; 3-year annual school average – Year 9 students: 17.2%)

Below Minimum Standard: 11 students, representing 8.3% of the Year 9 cohort. (State average: 6.2%; 3-year annual school average – Year 9 students: 12.4%)

Student Growth

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

- 65.1% of students achieved greater than or equal to expected growth.
- 73.3% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

The *Percentile Ranges* measure the distribution of growth amongst the student cohort.

- 30.2% of students were in the top quartile of growth, an over representation compared to state growth
- 48.4% of students were in the middle two quartiles of state growth, a slight under – representation compared to state growth
- 21.4% of students were in the bottom quartile of growth, a slight under– representation compared to state growth

Grammar and punctuation

Year 7

The majority of students in Year 7 performed in Bands 6 and 7 for Grammar and Punctuation, with the highest number of students achieving Band 7. Student performance was generally lower with a smaller proportion of students at Proficient and a higher proportion of students at Below Minimum Standard compared to the 3-year annual school average (2015–2017).

Student achievement at each level:

Proficient: 10 students, representing 8.3% of the Year 7 cohort. (State average: 30.0%; 3-year annual school average – Year 7 students: 12.2%)

Above Minimum Standard: 69 students, representing 57.5% of the Year 7 cohort. (State average: 51.7%; 3-year annual school average – Year 7 students: 50.5%)

of the Year 7 cohort. (State average: 10.5%; 3-year annual school average – Year 7 students: 21.1%)

Below Minimum Standard: 21 students, representing 17.5% of the Year 7 cohort (State average: 7.8%; 3-year annual school average – Year 7 students: 16.1%)

Year 9

The majority of students performed in Bands 6, 7 and 8 for Year 9 Grammar and Punctuation, with the highest number of students achieving Band 7. This indicates growth from Year 7 2015, where the highest number of students achieved Band 6. There was with a lower proportion of students at Proficient and a higher proportion of students at Below Minimum Standard compared to the 3-year annual school average.

Student achievement at each level

Proficient: 6 students, representing 4.6% of the Year 9 cohort. (State average: 24.8%; 3-year annual school average – Year 9 students: 5.8%)

Above Minimum Standard: 74 students, representing 56.0% of the Year 9 cohort. (State average: 51.3%; 3-year annual school average – Year 9 students: 52.7%)

At Minimum Standard: 32 students, representing 24.2% of the Year 9 cohort (State average: 15.3%; 3-year annual school average – Year 9 students: 27.3%)

Below Minimum Standard: 20 students, representing 15.2% of the Year 9 cohort. (State average: 8.5%; 3-year annual school average – Year 9 students: 14.2%)

Student Growth

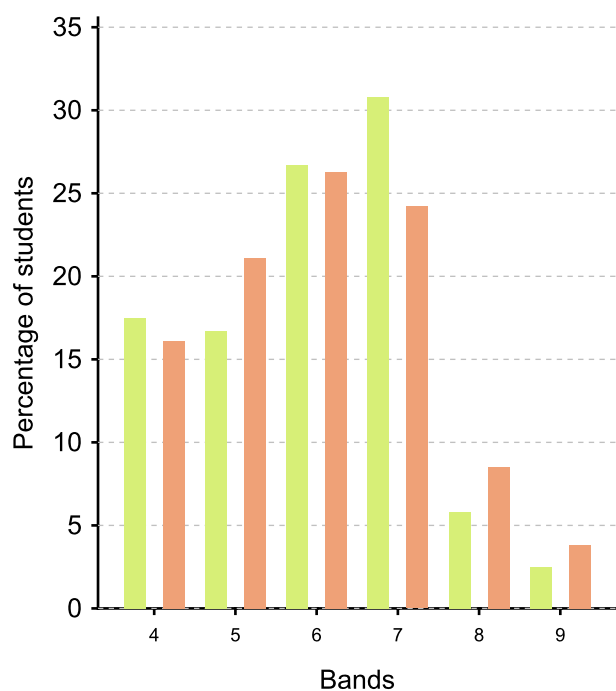
The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

- 54.0% of students achieved greater than or equal to expected growth.
- 53.3% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

The *Percentile Ranges* measure the distribution of growth amongst the student cohort.

- 16.7% of students were in the top quartile of growth, an under representation compared to state growth
- 53.2% of students were in the middle two quartiles of state growth, an over representation compared to state growth
- 30.2% of students were in the bottom quartile of growth, an over representation compared to state growth

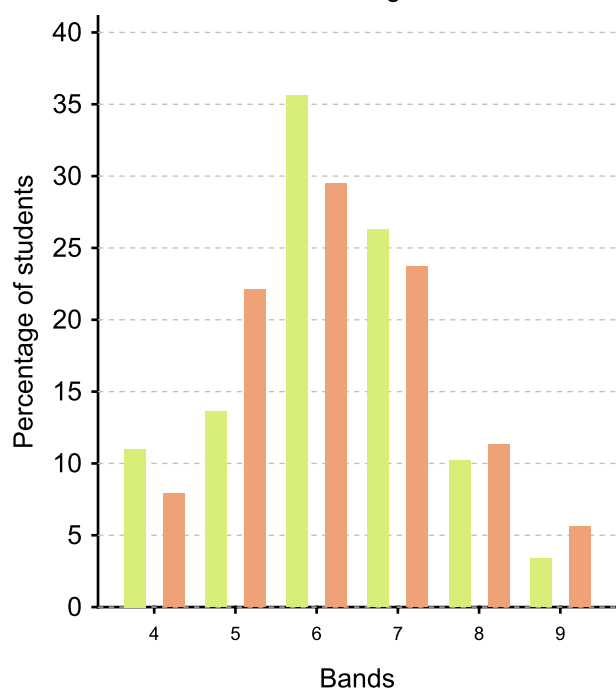
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	17.5	16.7	26.7	30.8	5.8	2.5
School avg 2015-2017	16.1	21.1	26.3	24.2	8.5	3.8

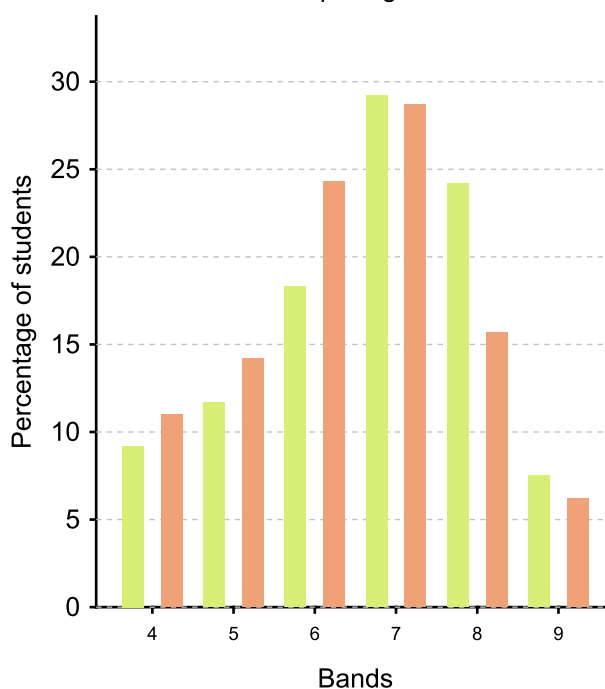
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	11.0	13.6	35.6	26.3	10.2	3.4
School avg 2015-2017	7.9	22.1	29.5	23.7	11.3	5.6

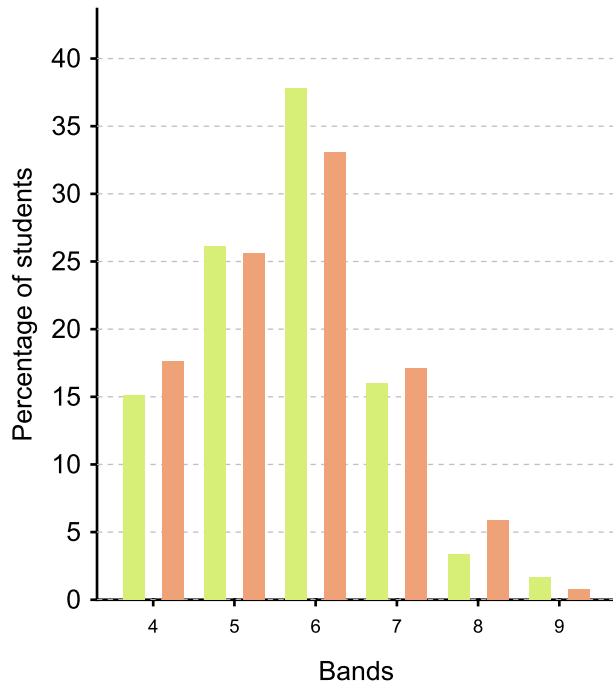
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	9.2	11.7	18.3	29.2	24.2	7.5
School avg 2015-2017	11.0	14.2	24.3	28.7	15.7	6.2

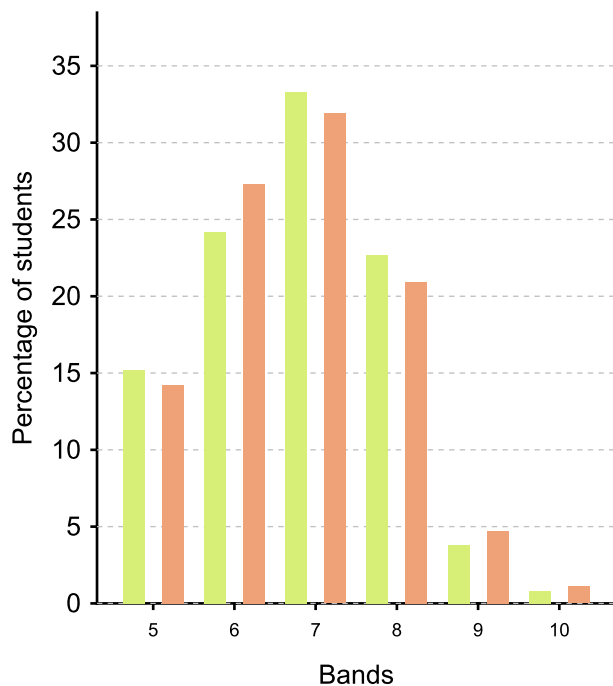
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	15.1	26.1	37.8	16.0	3.4	1.7
School avg 2015-2017	17.6	25.6	33.1	17.1	5.9	0.8

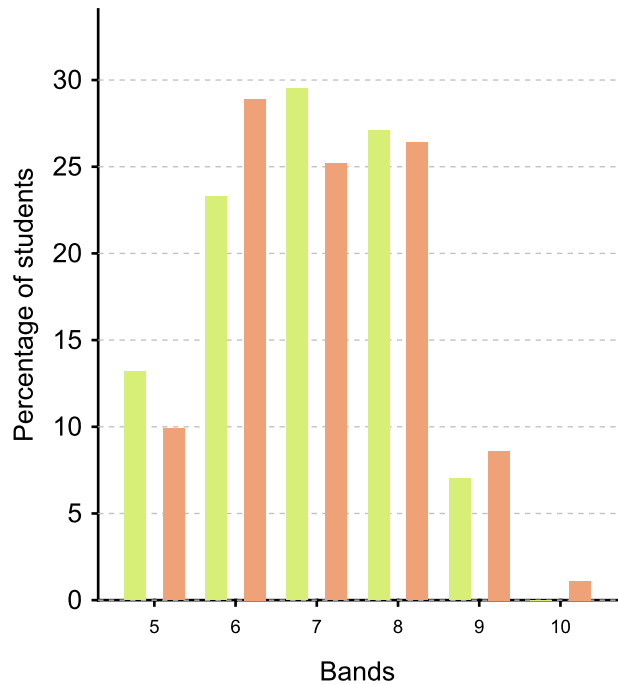
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	15.2	24.2	33.3	22.7	3.8	0.8
School avg 2015-2017	14.2	27.3	31.9	20.9	4.7	1.1

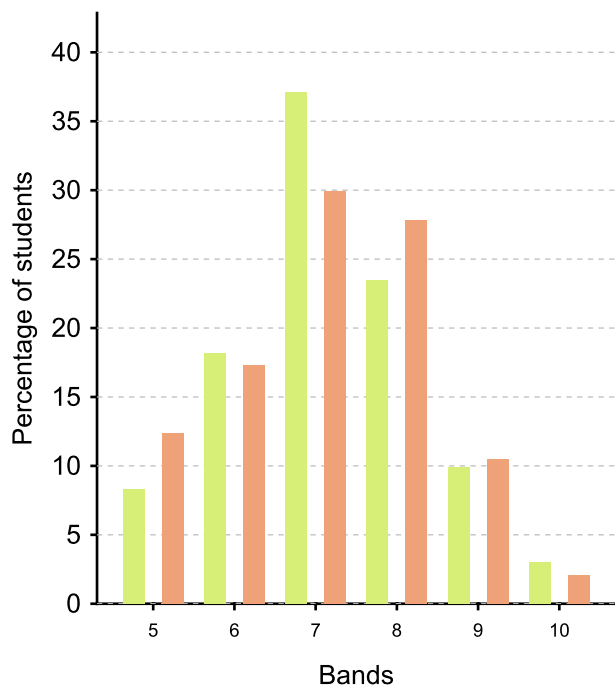
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	13.2	23.3	29.5	27.1	7.0	0.0
School avg 2015-2017	9.9	28.9	25.2	26.4	8.6	1.1

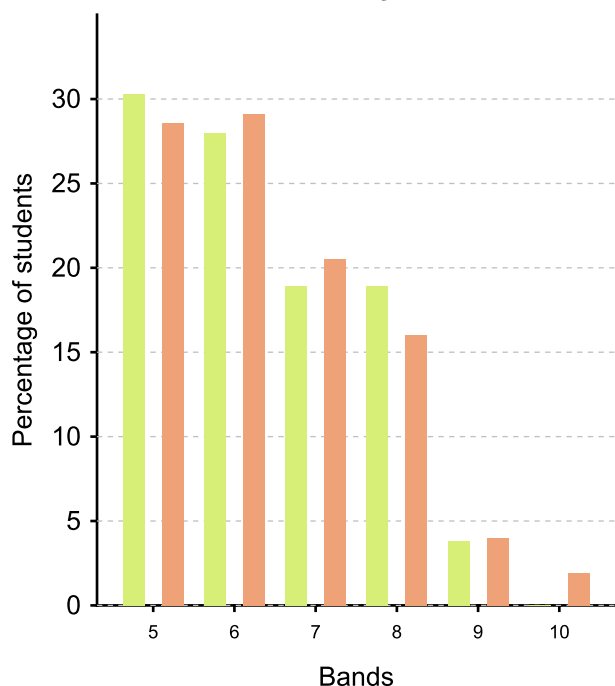
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	8.3	18.2	37.1	23.5	9.9	3.0
School avg 2015-2017	12.4	17.3	29.9	27.8	10.5	2.1

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	30.3	28.0	18.9	18.9	3.8	0.0
School avg 2015-2017	28.6	29.1	20.5	16.0	4.0	1.9

Numeracy

Year 7

The majority of students in Year 7 performed in Bands 5, 6 and 7 for Numeracy, with the highest number of students achieving Band 7. There was a higher proportion of students at Proficient compared to the 3-year annual school average. However, the school also recorded a higher proportion of students at Below Minimum Standard compared to the 3-year annual school average.

Student achievement at each level:

Proficient: 21 students, representing 18.1% of the Year 7 cohort. (State average: 34.9%; 3-year annual school average – Year 7 students: 16.1%)

Above Minimum Standard: 60 students, representing 51.7% of the Year 7 cohort. (State average: 51.2%; 3-year annual school average – Year 7 students: 51.2%)

At Minimum Standard: 25 students, representing 21.6% of the Year 7 cohort. (State average: 11.6%; 3-year annual school average – Year 7 students: 26.4%)

Below Minimum Standard: 10 students, representing 8.6% of the Year 7 cohort (State average: 2.4%; 3-year annual school average – Year 7 students: 6.3%)

Year 9

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 2015, where the highest number of students achieved Band 5. There was a lower proportion of students at Proficient compared to the 3-year annual school average. However, the school also recorded no students at Below Minimum Standard.

Student achievement at each level

Proficient: 10 students, representing 7.9% of the Year 9 cohort. (State average: 29.8%; 3-year annual school average – Year 9 students: 12.6%)

Above Minimum Standard: 81 students, representing 63.7% of the Year 9 cohort. (State average: 54.6%; 3-year annual school average – Year 9 students: 57.7%)

annual school average – Year 9 students: 26.6%)

Below Minimum Standard: 0 students, (State average: 1.0%; 3–year annual school average – Year 9 students: 3.1%)

Student Growth

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

- The average scaled score for numeracy was 50.8. Average growth for state was 52.4.
- 70.6% of students achieved greater than or equal to expected growth.
- 50.0% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

The *Percentile Ranges* measure the distribution of growth amongst the student cohort.

- 14.3% of students were in the top quartile of growth, an under representation compared to state growth
- 54.6% of students were in the middle two quartiles of state growth, an over – representation compared to state growth
- 31.1% of students were in the bottom quartile of growth, an over representation compared to state growth

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The Premiers Priorities to improve education results in NSW are

- To increase the proportion of NSW students in the top 2 bands by 8%; and
- To increase the proportion of Aboriginal students in the top 2 bands by 30% by 2019.

Overall there is a downward trend in NAPLAN results at Kelso High Campus. In the majority of literacy and numeracy measures, for both Year 7 and Year 9, Aboriginal and All students, the proportion of students in the top 2 bands in 2017 was lower than in 2016 and lower than the three year average.

Reading

The proportion of all Year 7 students in the top 2 bands for Reading (13.6%) was 10 percentage points lower than in 2016 and was lower than the 3–year average for Year 7 students (16.8%). The proportion of Year 7 Aboriginal students in the top 2 bands for Reading (0%) was 17.2 percentage points lower than in 2016 and lower than the 3–year average for Aboriginal students (5.6%)

The proportion of all Year 9 students in the top 2 bands for Reading (7%) fell by 2.5 percentage points from 2016 and was lower than the 3–year average for Year 9 students (12.6%) . The proportion of Year 9 Aboriginal

students in the top 2 bands for Reading (0%) fell by 6.2 percentage points from 2016 and was lower than the 3–year average for Aboriginal students (2.3%)

Writing

The proportion of all Year 7 students in the top 2 bands for Writing (5.1%) was 2.0 percentage points lower than in 2016 and was lower than the 3–year average for Year 7 students (6.7%). The proportion of Year 7 Aboriginal students in the top 2 bands for Writing (0%) was 3.3 percentage points lower than in 2016 and lower than the 3–year average for Aboriginal students (1.1%)

The proportion of all Year 9 students in the top 2 bands for Writing (3.8%) increased by 2.2 percentage points from 2016 and was lower than the 3–year average for Year 9 students (5.9%). The proportion of Year 9 Aboriginal students in the top 2 bands for Reading (0%) was the same as 2016 and lower than the 3–year average for Aboriginal students (5.9%)

Spelling

The proportion of all Year 7 students in the top 2 bands for Spelling (36.7%) was 0.6 percentage points lower than in 2016 and 1.8 percentage points higher than than the 3–year average for Year 9 students (34.9%). The proportion of Year 7 Aboriginal students in the top 2 bands for Spelling (28%) was 4.6 percentage points higher than in 2016 and higher than the 3–year average for Aboriginal students (11.5%)

The proportion of all Year 9 students in the top 2 bands for Spelling (27.5%) fell by 2.4 percentage points from 2016 and was lower than the 3–year average for Year 9 students (30.5%). The proportion of Year 9 Aboriginal students in the top 2 bands for Spelling (12.5%) was the same as 2016 and was higher than the 3–year average for Aboriginal students (8,3%)

Grammar and Punctuation

The proportion of all Year 7 students in the top 2 bands for Grammar and Punctuation (5.6%) was 10.3 percentage points lower than in 2016 and was lower than the 3–year average for Year 7 students (6.8%). The proportion of Year 7 Aboriginal students in the top 2 bands for Grammar and Punctuation (0%) was 13.3 percentage points lower than in 2016 and lower than the 3–year average for Aboriginal students (2.7%)

The proportion of all Year 9 students in the top 2 bands for Grammar and Punctuation (4.6%) decreased by 4.1 percentage points from 2016 and was lower than the 3–year average for Year 9 students (6.1%). The proportion of Year 9 Aboriginal students in the top 2 bands for Grammar and Punctuation (0%) decreased by 12.5 percentage points from 2016 and was lower than the 3–year average for Aboriginal students (4.2%)

Numeracy

The proportion of all Year 7 students in the top 2 bands for Numeracy (7.9%) was down 4.3 percentage points compared to 2016, and was lower than the 3-year average for Year 9 students (18.9%). The proportion of Year 7 Aboriginal students in the top 2 bands for Numeracy (0%) was down 16.7 percentage points compared to 2016 and lower than the 3-year average for Aboriginal students (14.8%).

The proportion of all Year 9 students in the top 2 bands for **Numeracy** (7.9%) was lower than 2016 (12.9%) and was lower than the 3-year average for Year 9 students (12.9%). The proportion of Year 9 Aboriginal students in the top 2 bands for **Numeracy** (0%) was the same as in 2016 and lower than the 3-year average for Aboriginal students (7.8%).

Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	57.9	62.8	68.1	60.8
Biology	67.7	65.5	70.9	67.1
Business Studies	64.0	65.4	68.2	66.8
Chemistry	65.8	65.4	72.1	62.2
Community and Family Studies	62.5	68.1	70.7	67.1
English (Advanced)	72.6	73.0	77.6	70.4
English (Standard)	60.8	63.0	65.6	62.0
Industrial Technology	58.4	58.7	64.8	63.9
Mathematics	60.2	63.3	73.2	59.3
Mathematics General 2	65.1	58.7	63.6	66.3
Modern History	64.2	61.9	69.6	69.0
Personal Development Health and Physical Education	64.2	63.4	67.7	66.1
Physics	67.0	62.9	70.4	67.0
Senior Science	62.1	64.5	68.3	68.7

HSIE KLA

Legal Studies:

Course cohort: 5

Course Mean – assessment: 55.2

Course Mean – examination: 61.64

State Variation (Percentage point): –14.22

Course Z score: –1.12

Highest Score – HSC mark: 74

Lowest Score– HSC mark: 50

Ancient History:

Course cohort: 11

Course Mean – assessment: 51.64

Course Mean – examination: 58.69

State Variation (Percentage point): –12.98

Course Z score: –0.84

Highest Score – HSC mark: 78

Lowest Score– HSC mark: 35

Business Studies:

Course cohort: 12

Course Mean – assessment: 54.92

Course Mean – examination: 63.6

State Variation (Percentage point): –9.57

Course Z score: –0.72

Highest Score – HSC mark: 76

Lowest Score– HSC mark: 53

Retail:

Course cohort: 5

Course Mean – assessment: 0

Course Mean – examination: 68.56

State Variation (Percentage point): –1.15

Course Z score: –0.12

Highest Score – HSC mark: 75

Lowest Score– HSC mark: 57

HSIE – Next Steps:

- Promote the use of Edrolo
- More frequent communication with home
- More variety
- Higher expectations
- Practice in exams is required

Science KLA

Biology:

Course cohort: 32

Course Mean – assessment: 68.41

Course Mean – examination: 67.19

State Variation (Percentage point): –7.11

Course Z score: –0.53

Highest Score – HSC mark: 90

Lowest Score– HSC mark: 53

Physics:

Course cohort: 10

Course Mean – assessment: 59.5

Course Mean – examination: 65.12

State Variation (Percentage point): –8.33

Course Z score: –0.64

Highest Score – HSC mark: 80

Lowest Score– HSC mark: 51

Senior Science:

Course cohort: 14

Course Mean – assessment: 60.07

Course Mean – examination: 61.69

State Variation (Percentage point): –9.22

Course Z score: –0.71

Highest Score – HSC mark: 83

Lowest Score– HSC mark: 31

Primary Industries:

Course cohort: 6

Course Mean – assessment: 0

Course Mean – examination: 79.5

State Variation (Percentage point): 5.34

Course Z score: 0.55

Highest Score – HSC mark: 89

Lowest Score– HSC mark: 65

Chemistry:

Course cohort: 15

Course Mean – assessment: 59

Course Mean – examination: 65.29

State Variation (Percentage point): –9.99

Course Z score: –0.86

Highest Score – HSC mark: 82

Lowest Score– HSC mark: 54

Science – Next Steps

- Plan excursions
- Track HW – google sheets
- More formative assessment,
- Use Edrolo
- Focus on attendance
- Complex questions and writing, exam style questions

English

Standard:

Course cohort: 45

Course Mean – assessment: 46.42

Course Mean – examination: 60.88

State Variation (Percentage point): –8.31

Course Z score: –0.73

Highest Score – HSC mark: 77

Lowest Score– HSC mark: 20

Advanced:

Course cohort: 23

Course Mean – assessment: 64.74

Course Mean – examination: 72.07

State Variation (Percentage point): –8.89

Course Z score: –1.01

Highest Score – HSC mark: 79

Lowest Score– HSC mark: 55

English – Next Steps

Re–visit exam practice, especially as mid–course exams are not assessable in 2018.

TAS

Food Technology:

Course cohort: 5

Course Mean – assessment: 50.6

Course Mean – examination: 75.12

State Variation (Percentage point): 3.6

Course Z score: 0.27

Highest Score – HSC mark: 84

Lowest Score– HSC mark: 70

Textiles:

Course cohort: 2

Course Mean – assessment: 81

Course Mean – examination: 82.6

State Variation (Percentage point): 5.29

Course Z score: 0.43

Highest Score – HSC mark: 83

Lowest Score– HSC mark: 82

Industrial Technology:

Course cohort: 16

Course Mean – assessment: 52.38

Course Mean – examination: 56.73

State Variation (Percentage point): –10.81

Course Z score: –0.73

Highest Score – HSC mark: 80

Lowest Score– HSC mark: 23

VET**Metals:**

Course cohort: 3

Course Mean – assessment: 0

Course Mean – examination: 74.2

State Variation (Percentage point): 8.95

Course Z score: 0.77

Highest Score – HSC mark: 86

Lowest Score– HSC mark: 61

Construction:

Course cohort: 2

Course Mean – assessment: 0

Course Mean – examination: 63.5

State Variation (Percentage point): –8.52

Course Z score: –0.94

Highest Score – HSC mark:

Lowest Score– HSC mark

Engineering:

Course cohort: 7

Course Mean – assessment: 45

Course Mean – examination: 69.91

State Variation (Percentage point): –4.3

Course Z score: –0.36

Highest Score – HSC mark: 86

Lowest Score– HSC mark: 56

TAS – Next Steps

- Work to get Industrial technology metal up as a subject
- Curriculum pathways that are both academic and practical
- We need to review our 10–11 preparation and how the subjects are sold
- Explicit learning intentions
- Programs – ict focus
- Skills – development effort

Maths**General Maths 2:**

Course cohort: 29

Course Mean – assessment: 59.59

Course Mean – examination: 64.69

State Variation (Percentage point): –3.82

Course Z score: –0.25

Highest Score – HSC mark: 87

Lowest Score– HSC mark: 21

Mathematics:

Course cohort: 15

Course Mean – assessment: 60

Course Mean – examination: 59.95

State Variation (Percentage point): –18.01

Course Z score: –1.25

Highest Score – HSC mark: 82

Lowest Score– HSC mark: 26

Extension 1/2**Extension 1:**

Course cohort: 5

Course Mean – assessment: 60.8

Course Mean – examination: 64.44

State Variation (Percentage point): –16.65

Course Z score: –1.12

Highest Score – HSC mark: 74

Lowest Score– HSC mark: 30

Extension 2:

Course cohort: 1

Course Mean – assessment: 44

Course Mean – examination: 32.1

State Variation (Percentage point): –6.58

Course Z score: –1.1

Highest Score – HSC mark: 32

Lowest Score– HSC mark: 32

Maths – Next Steps

- Wednesday tutorials with an expectation of attendance
- Review 10–11 maths level selection

PDHPE

CAFS:

Course cohort: 21

Course Mean – assessment: 49.1

Course Mean – examination: 60.9

State Variation (Percentage point): –11.81

Course Z score: –1.01

Highest Score – HSC mark: 76

Lowest Score– HSC mark: 41

PDHPE:

Course cohort: 35

Course Mean – assessment: 65.63

Course Mean – examination: 63.57

State Variation (Percentage point): –7.46

Course Z score: –0.52

Highest Score – HSC mark: 89

Lowest Score– HSC mark: 27

CAPA

Visual Arts:

Course cohort: 3

Course Mean – assessment: 71

Course Mean – examination: 71.4

State Variation (Percentage point): –8.34

Course Z score: –0.99

Highest Score – HSC mark: 76

Lowest Score– HSC mark: 69

Music:

Course cohort: 5

Course Mean – assessment: 78.4

Course Mean – examination: 86.04

State Variation (Percentage point): 4.59

Course Z score: 0.48

Highest Score – HSC mark: 90

Lowest Score– HSC mark: 81

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 sample of Year 9 parents were randomly phoned to gauge their satisfaction with Kelso High Campus. Parents were asked

Question One

In your opinion what are the most important things a high school should offer its student and their families?

Responses included:

- High level/Quality education and teaching facilities
- Communication with parents
- Safe bully-free environments
- Healthy options at reasonable prices at the canteen
- Support individual needs so students don't get lost in the system
- Equality
- Sense of belonging
- Inclusion as a community
- Warm caring environment
- Opportunities to undertake extra-curricular activities
- Interaction with other schools through additional courses and sports
- Support for the students – make them feel that they are included and belong
- Great education for each and every student, regardless of their needs.
- Safe and nurturing environment both socially and for learning
- Good range of electives

Question Two:

Is there anything that Kelso High Campus is currently not offering your child that you would like to see offered by us?

Responses included:

- Good publicity is lacking and could be more prominent
- Average reading– restrict access in the Library to seniors
- Better communication – for example when students change classes
- Happy at present – as the students get older assistance would be great with getting

apprenticeships.

- Electives – Business Studies – should be mandatory –teaching basics for entering the workforce.
- Communication re: assessments etc. could be more thorough
- Learn to drive programs?
- Open line of communication between parents and teachers–what's happening in class

Question Three:

What do you like the most about Kelso High Campus?

Responses included:

- Staff are fantastic, very committed, engaged and involved
- Can't speak highly enough of the staff at KHC – they go above and beyond – amazing
- Always have the support of the teachers, as a mother I really feel as though they care and that my son is not just a number {Support Unit}
- The keenness of the teachers – contact by letter, positive feedback (Maths especially). This is really great and the parents don't feel as though the teachers clock off at 3.30pm.
- The feedback is really encouraging for the students too, especially when the parents receive the letter and the students isn't expecting it.
- Facilities are great
- Curriculum is excellent, variety of electives
- Management is proactive with any additional issues raised by parents and students
- Different extra-curricular activities – caters for everyone
- Like the respect environment – bullying not tolerated
- Students are encouraged to look smart and wear uniform
- My two children absolutely love it and they are very honest, they would be the first to voice an opinion if they had an issue.
- Adore the ladies in the front office – They are always so helpful and nothing is too much trouble.
- Great sporting programmes
- Love the creative arts programmes available at the school
- Cirkus Surreal
- Offers a lot more than other schools from every perspective – that is sporting, academic, extra-curricular

Teacher Survey

The teaching staff are surveyed twice per year.

Teachers were asked about the main challenges they face at Kelso High Campus. Some of the responses from the November survey included:

- Out of faculty teaching and communication for shared classes. The amount of paperwork.
- Challenging class
- Time/work load management

- Student engagement levels, and students ready to learn, with appropriate equipment.
- Students having low expectations of themselves
- Reviewing programs
- Lack of focus in the classroom from some students
- Behaviour and the sheer amount of new paper work/programming/etc without time to do it in.
- Remaining fresh without getting snowed under by the avalanche of DoE and NESA requirements
- Catering for a wide range of backgrounds and ideals in one class.
- Student behaviour
- diversity of student ability in classes
- Behaviour management

Teachers were given the opportunity to make a general comment about Kelso High Campus. Some of the responses included:

- Overall Kelso is a supportive and collegial place to work. Staff and students certainly make the school.
- Great staff and great kids make for a happy work environment
- Students experience extreme conditions at this school (e.g. cold and hot temperatures). Perhaps we could introduce more shaded areas or insulated areas for the students during break time. Roll call attendance rates for seniors significantly declined. This need to be enforced by the school.
- I have really enjoyed watching this school become very focused towards seniors attitudes and academic achievements. There is a great deal of discussion about results and how we increase expectations. I have seen this impact positively affect my senior classes over the last 3 year.
- It would be helpful if the faculties could have a say in the content delivered on staff development afternoons
- KHC is improving steadily across all aspects of its organisation
- I find the staff of KHC to be supportive and friendly. The majority of students are happy at school.

Policy requirements

Aboriginal education

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 led an Acknowledgement of Country at every assembly and formal occasion. In 2017 the ARC led assemblies about Sorry Day, Reconciliation Week and Naidoc Week, improving the cultural understanding of both staff and students.

In 2017 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 and Bathurst NAIDOC activities, which were led by Kelso High students as members of the Bathurst Junior AECG.

Aboriginal Education Funding was used in 2017 to assist in programs aimed at improving the literacy and numeracy, attendance and retention of targeted Aboriginal students, and providing programs to support the wellbeing, health and learning of Aboriginal students. An Aboriginal Education Officer and an Aboriginal School Learning Support Officer were both employed from Aboriginal Equity funds to work with community and provide targeted Aboriginal students in Years 7–10, with support in a range of settings, including classroom assistance, individual assignment help and homework and small group subject tuition.

An Aboriginal Senior Tutor was also employed from Equity funds, providing tuition and study and leading a number of programs to support the learning and wellbeing of Aboriginal students, including: Wednesday senior study program: 135 students accessed the program; Tuesday after school study program: 155

Multicultural and anti-racism education

Kelso High Campus continues its commitment to embed an awareness of multicultural education throughout the campus. The study of different cultures, societies and 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

A small number of students enrolled at Kelso High Campus in 2017 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.