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Denison College of Secondary Education, Kelso High Campus

Annual Report

2018

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Introduction

The Annual Report for **2018** 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.

Michael Sloan

Principal

School contact details

Denison College of Secondary Education, Kelso High Campus

88 Boyd Street

Kelso, 2795

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

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

6331 4544

Message from the Principal

2018 was the first year of our new three year planning cycle.

The starting point for that process was the formation of a *Vision Statement* which would guide us through the three years – a statement that encapsulated our aspirations, ethos and collective purpose, describing the key themes and ideas to guide decision making, planning and action. The following statement was created: ***Denison College Kelso High Campus is a proud community where learning is valued and students have the capacity and drive to achieve their best.***

There are four key themes in this statement, that underpin what we stand for and what we are trying to achieve as a campus:

- Firstly, **being proud** of who we are, where we live, work and study and of what we achieve. We are proud of our people, our environment, our successes, and how we go about things.
- Secondly, **valuing learning** – listening, participating, contributing and trying. Using that learning to create choice and opportunities.
- Our third theme is **building the capacity of our students** through the development of skills, knowledge and understanding so that they have the tools that they need to thrive, both here at Kelso High Campus and in the world beyond.
- And finally, we want our students to have the **drive and determination** to achieve their personal best – whatever that looks like.

There is a lot to be proud of at Kelso High Campus. For a start, I am really proud of our staff and I wish to acknowledge them for the work they do every day for the students of Kelso High Campus.

The hard working Executive Leadership Team – our Head Teachers, our School Administrative Managers and our three Campus and one College Deputy Principals. These people are responsible for the progress we are making and the positive changes in our culture. They are 100% committed to the students and the staff, they set the expectations and work tirelessly to make Kelso High Campus better.

We have an incredible teaching staff – professional, kind, caring and committed – they are the key to what we do here.

We have amazing wellbeing and support teams – SLSOs, tutors, mentors and Aboriginal support staff who work incredibly hard to support student learning and wellbeing.

We have a hard working team of administrative and other non–teaching assistants who keep things on track, look

after us and do the work behind the scenes

I'm also proud of the relationships we have with our parents – parents who work in partnership with us every day to support the learning and wellbeing of their children, those who attend our events and those who volunteer to support our programs, including volleyball, circus, agriculture and the performing arts.

Finally, and most importantly, there are the students. It is very evident from my position that many people are living the Kelso High Campus vision every day. They do value and participate in their learning, and they contribute positively to Kelso High Campus.

Some of the key student achievements in 2018 include:

- Girri–Girri students who have gone from strength to strength this year
- Rayleigh Serricci, Emily Watterson and Josh Smith who finished 5th out of 45 schools at the Sydney Royal Show, as well as the rest of our very capable Agriculture team for their efforts and participation at a range of shows
- Abbey May Brown who won gold in 200m freestyle, and an Australian record in her para–swimming classification
- Cirkus Surreal students who were super impressive at the Bathurst Winter Festival, in Hawaii and everywhere in between
- All our sporting teams, including boys and girls football, hockey, basketball, triathlon, volleyball, girls AFL, boys Futsal and rugby league
- Denison volleyball students Kurt Hernandez, Tegan Bush, Lilly Grimond, Maddie Vallis and Harriett Fitzsimmons, who made CHS teams for volleyball
- Our debating teams, including our Year 8 team who competed in the state finals and who defeated schools including Fort Street and James Ruse Selective schools along their way to the semi–final
- Rudy and Elly Rudd and Rosie Forsyth who competed in a Denison team in the North–West Equestrian Expo at Coonabarabran
- Our many student volunteers who helped out with a number of community and school events
- Roxy George who placed 3rd in the World CrossFit Championship
- Our Campus Cafe team who really brightened up a number of cold winter days with beautiful food, good coffee and great company
- Numerous students who qualified for state at the Western Athletics and/or Western Swimming, including Volkan Gunduz who won a silver medal in shot put and placed 4th in discus; Rosie Forsyth 6th place in 800m and Brandon Bax 4th place in discus
- Kelso High Japanese students who have been great hosts for two Japanese school groups
- All our dancers – who work hard and are so impressive, in particular state dancers Mia Ryan and Tyson Rice.
- Zac Belmonte who represented Kelso High Campus at the NSW Schools Constitutional Convention in Sydney on his own
- Cast, crew and musicians of "The Butler Did it Singing" who created a really special performance
- Our fantastic Year 9 and Year 10 students who participated in the RFS and SES cadets program
- Our four leadership teams who impress me every time I talk to them

Finally, I would like to thank everyone – staff, students, parents and our community for their support and contribution in 2018.

Michael Sloan

Campus Principal

School background

School vision statement

Denison College Kelso High Campus is a proud community where learning is valued and students have the capacity and drive to achieve their best.

School context

Kelso High is a campus of Denison College of Secondary Education with 65 teaching staff and 762 students, including 123 Aboriginal and Torres Strait Islander students.

Kelso High Campus forms an innovative college structure with Bathurst High Campus as part of the Denison College of Secondary Education. The College has a focus on collaboration and structures that offer enhanced opportunities for students in all years. The curriculum shared between Bathurst High and Kelso High Campuses provides a flexible model for students in Years 11 and 12, and is the cornerstone of the college.

The campus provides academic, vocational education, creative and performing arts, language, literacy and numeracy programs and there is a campus focus on raising student expectations and promoting student achievement.

The campus boasts a strong student wellbeing structure. Positive Behaviour for Learning (PBL) systems and practices support a culture which values respect, safe and on–task behaviour and encourages students to value learning, self–worth and the rights of others.

Kelso High Campus has strong and long–standing links with its community and is known for outstanding programs, particularly in the areas of creative and performing arts and sport. Kelso High Campus aims to provide opportunities for all students in a learning environment that promotes individual excellence.

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.

Learning Element: Learning Culture

Judgement: Delivering. There has been significant focus on the learning culture of Kelso High Campus in recent years through the establishment of processes and structures to analyse data and provide support for students to achieve learning progress. The three key transition points are well managed and generally successful for students. Staff are generally committed to the improvement in teaching and learning and by setting high expectations. There is still some work to do to develop strong, cohesive partnerships with parents based on learning and on students tasking responsibility for their learning. Attendance is monitored. Despite these measures attendance continues to be an area requiring attention.

Learning Element: Wellbeing

Judgement: Delivering. Sentral data, teacher surveys and PBL evidence show that PBL is being widely implemented and that there are effective mechanisms in place for teaching expected behaviours, rewarding positive behaviours and responding to negative behaviours. The data shows that PBL is not always consistently applied in all settings. As a result of whole–school professional learning, significant progress has been made in improving staff knowledge and understanding of a range of student needs, including trauma, mental health and additional learning needs. This is reflected in the teacher survey as well as the increased use of comprehensive class profiles, differentiated learning in student programs and detailed and comprehensive student wellbeing and individual learning plans. Teacher and student surveys and Sentral data reflect that poor student engagement is a significant problem. The surveys and data also highlight that there is a small percentage of students who have extremely complex mental health and behaviour needs, who have contributed to the growth in majors and minors and an increase in suspensions in 2018. For the first time this was seen in the Year 7 2018 cohort.

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 these needs. A strong Curriculum Committee continually reviews structures to support learning.

Learning Element: Assessment

Judgement: Delivering. There has been work to consolidate and improve assessment schedules and how this is communicated with students. Largely, students are aware of their assessment tasks and when they are due but there are still gaps in the rates of submission from Years 7–12. Teachers feel relatively confident around formative and summative assessment but there is still work to do in this area.

Learning Element: Student Performance Measures

Judgement: Delivering. Numeracy performance is a standout of the three components of NAPLAN. There is a greater emphasis on the explicit teaching of numeracy compared to literacy, both at KHC and in upper primary, which undoubtedly impacts these results. Growth 7–9 in reading and writing is positive, though overall many students are still at a low level. Growth 7–9 is mostly positive, including Aboriginal growth which is improving. The sustained growth of students in the QuickSmart program is positive, indicating the value of the program**.**

Teaching Element: Professional Standards

Judgement: Delivering. Effective teaching of literacy and numeracy has become embedded by teachers into programs and classroom practice. The PL Team has gained significant traction in establishing a school wide system that supports the development of effective PDP goals that are linked to the professional standards. Further development in this area is slated in the school plan for 2018– 2020.

Teaching Element: Effective Classroom Practice

Judgement: Delivering. Staff have continued to develop their skills in explicit teaching as demonstrated by their T&L programs and responses to the Teacher Survey. The movement of PL into faculties may have meant some areas have had more focus than others when developing skills for effective classroom practice. The implementation of the Year 8 Team structure is allowing lesson planning to move towards sustaining and growing. Some of the positive outcomes from the implementation of Year 8 Teams include increased collaboration of teachers, a platform to engage with and respond to student data and the use of teaching and learning sprints to address areas of need. Not all teachers saw the benefit of participating in Year 8 Teams as shown by the response of 5.82 (out of 10) when asked in the Teacher Survey, "To what extent has your participation in the Year 8 Team improved your understanding of strategies to enhance student learning?".

Teaching Element: Data Skills & Use

Judgement: Delivering. Data skills and use is an area of development at Kelso High Campus. Staff and executive are undertaking strategic professional learning in data analysis. They are starting to analyse student data to inform practice.

Teaching Element: Learning & Development

Judgement: Delivering. A well organised PL 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, using data, developing literacy skills, differentiation and Positive Behaviour for Learning. The PDP process links directly to PL teams and supports development.

Leading Element: Management Practices & Processes

Judgement: Sustaining and Growing. College administrative systems, including planning processes, are increasingly aligned with a particular focus on improving professional learning of staff, increasing opportunities for students and maximising the effective use of resources. Campus staff are increasingly involved in a range of formal and informal collaborations within the campus and across the college. There is a clear focus on improvement.

Leading Element: Educational Leadership

Judgement: Sustaining and Growing. There is incremental improvement in this area, though further development is required. The distribution of ownership to HTs through PL, program monitoring and planning has contributed to growth in HT leadership. There is some capacity at the teacher level, though there is also a general reluctance to step into leadership positions.

Leading Element: School Planning, Implementation & Reporting

Judgement: Excelling. There is a thorough planning process in place, including faculty and team planning and an alignment of resources and priorities. Evaluation processes and improving evaluation results are shared primarily with the executive, and also with staff to a certain extent. More understanding and buy–in regarding the School Plan is required across the staff.

Leading Element: School Resources

Judgement: Sustaining and Growing. Strategic financial and workforce planning is effective and has enabled the campus to manage considerable staff turnover with minimal impact on curriculum and learning. Staff deployment of additional positions, including teaching, non–teaching, wellbeing and leadership positions supports successful school planning.

Leading Element: Management Practices and Processes

Judgement: Sustaining and Growing. Improved links with the community, including improved communication, service delivery and satisfaction are prioritised in the Partnerships and Collaboration strategic direction of the School Plan following consultation and feedback from the parent community. Processes exist to identify parent concerns and to address those concerns. Parent feedback indicates that communication is an area requiring further attention.

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.

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

The learning needs of all students are explicitly addressed in teaching and learning programs that are based on well–developed and evidence–based approaches, programs and assessment processes. A culture of high expectations exists for teachers and students.

Overall summary of progress

1. Teaching and learning programs link to student learning data including strategies to support literacy and numeracy achievement: **On track. Positive impact has been made in this area.**
2. Teaching and learning is collaboratively reviewed and developed through coaching and mentoring: **Commenced. Some impact was made in 2018. This is a priority for 2019.**
3. High quality summative and formative assessment strategies are developed: **Stalled. Minimal impact was made in 2018. This is a priority for 2019.**
4. Student data is used to analyse, interpret and evaluate student understanding and progress: **Commenced. Minimal impact was made in 2018.**
5. Student information is used to differentiate curriculum and to support students' literacy and numeracy achievement: **Commenced. Positive impact was made with regard to using student data, including class profiles, though more work is required in 2019 and 2020 to develop teaching and learning strategies to use that information.**

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student academic outcomes are demonstrated through internal progress measures and reflect high quality teaching, learning and assessment.	**Student study and learning support:** Study Group; **$48,530** Senior Mentor: **$41,645** Senior Mentor: **$20,823** Aboriginal tutor. ·**$60,663** Year 8 Teams: **$41,645** Edrolo: **$8,000**	Based on internal measures, progress was made in student academic outcomes in 2018. Growth is particularly evident in Years 7 to 8 and Years 8 to 9. The introduction of Year 8 Teams is helping to develop a culture of collaboration in teaching and learning. Students undertaking the QuickSmart program are showing considerable growth. The Year 8 Teams have been successful in enhancing a collaborative focus on teaching and learning. Not all staff recognised the value in the Team (this is reflected in the results of the teacher survey). The shift from whole–school to faculty based PL has given more ownership to Head Teachers, allowing for targeted PL aligned to faculty plans. Staff perception of the worth of PL under this model has also improved, though not in every faculty.
Improved student performance in literacy and numeracy 2018–20, in comparison to 2015–17, is reflected in value–add growth, a higher proportion of students in proficient bands, fewer students at or below minimum standard and growth in the numbers of students achieving HSC benchmarks.	**QuickSmart program operates for Year 7 students** **LaST support: $20,823** **EALD support: $20,823**	In 2018, KHC students sat the NAPLAN tests using the online platform for the first time. Prior to 2018, students sat a pen and paper test. This should be considered when interpreting results. Overall, the 2018 results are higher in Year 9 for numeracy growth, slightly lower for reading growth and considerably lower for writing growth when compared to the 2015–2017 average results. The Year 7 2018 results are lower for reading growth and writing growth and higher for numeracy growth. The proportion of students in the top 2 bands was slightly lower in reading, higher in writing and the same for numeracy when compared to the 2015–17 average. The Year 9 results are higher for numeracy growth, comparable for reading growth

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Improved student performance in literacy and numeracy 2018–20, in comparison to 2015–17, is reflected in value–add growth, a higher proportion of students in proficient bands, fewer students at or below minimum standard and growth in the numbers of students achieving HSC benchmarks.		and mixed for writing growth when compared to the 2015–17 average.
Increased levels of educational leadership capacity in executive staff support continued improvement in teacher quality and student learning.	Employment of 3rd DP Executive Leadership Development Program (ELDP)	Some Head Teachers are able to clearly identify areas where their educational leadership has improved, whilst others can not. It is also clear that in some cases peers and supervisors perceive a higher level of leadership capacity than the leaders themselves. Qualitatively, the improvement in teaching and learning programs, faculty plans and information gathered from the faculty monitoring process indicates that Head Teachers are growing their capacity for educational leadership and faculty management. The information from the Leadership Survey – peers and self, provides benchmarking data and areas of focus for future planning for Executive staff.

Next Steps

PROCESS 1: Developing a culture of high quality teaching, learning and assessment: Collaborative practice focuses on student growth, through high classroom expectations, rigorous teaching and learning and quality assessment.

- The planning, implementation and evaluation of teaching and learning programs and class profiles are embedded into regular practice at the faculty level and result in enhanced teaching, learning and leadership.
- Development of skills to support teachers to design a broad range of high quality assessment tasks that use summative and formative assessment strategies that allow for critical and creative thinking.
- Focus on Aboriginal learning, to balance current focus on wellbeing with the aim of improving learning outcomes for Aboriginal students.
- Students build skills, knowledge and capacity to engage with work, access the curriculum and improve learning outcomes.
- Continue to build a collaborative culture among staff to share knowledge and practice to improve the quality of teaching and learning.

PROCESS 2: Professionally developing staff to understand and use data and research to align teaching and assessment practices to meet the learning needs of students across a range of abilities.

- Teachers design a broad range of high quality assessment tasks that use summative and formative assessment strategies that allow for critical and creative thinking. The tasks are delivered with regular frequency, linked to clear learning intentions and success criteria, and supported with specific and timely feedback.
- Targeted literacy and learning for Aboriginal students.
- Further staff professional development in explicit teaching for literacy and numeracy, and formative assessment.

PROCESS 3: Build the capacity of all staff to enhance teaching, learning and assessment.

- The planning, implementation and evaluation of faculty professional development focused on student learning is embedded as regular Head Teacher practice.
- Executive staff continue to develop a deep knowledge and understanding of teaching standards, build expertise in evidence–based pedagogy and improve capacity to lead faculty PL, and build their skills to coach and mentor staff (including strategies for the PDP process).
- Executive staff identify personal/professional strengths and areas for further development.
- The DP positions will be reviewed, including the impact of leadership development within HTs.

Strategic Direction 2

Wellbeing and Engagement

Purpose

Kelso High Campus has a highly valued and professional staff and their wellbeing is paramount. Supportive and safe environments enable students to be actively connected to their learning. Students and staff have positive and respectful relationships and experience a sense of belonging to Denison College, Kelso High Campus and the community.

Overall summary of progress

1. Deep and shared understanding of the individual needs and backgrounds of students.: **On track. Positive impact was made in 2018.**
2. PBL is used to manage classroom learning and behaviour: **Commenced. Some impact was made in this area in 2018.**
3. Students and staff engage in campus activities to promote belonging and pride: **Commenced. Minimal impact was made in this are in 2018.**
4. Staff are supported to meet their professional responsibilities: **On track. Positive impact was made in this area in 2018.**
5. Campus executive leaders assist and lead staff to broaden their range of management strategies: **On track. Positive impact was made in this area in 2018.**

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff improve their knowledge, skills and capacity to understand and cater for the varying backgrounds and needs of students. This is reflected in fewer negative behaviour incidents in Sentral, in particular incidents of non–compliance and classwork not completed. .	PL: **$2,000**	A relatively small proportion of students (13%) account for a significant proportion of repeat serious negative behaviour requiring Executive referral (majors). Unfortunately, both numbers of students and incidents increased in 2018. The impact that these behaviours have is significant. Fewer students had two or more minors in 2018, and significantly more students had zero or no negatives, indicating an increase in negative behaviour by a smaller group, though an improvement in behaviour overall. Many students have complex mental health and behaviour needs, which contributes to the growth in majors and minors. Significant progress has been made by staff in improving their knowledge of student needs, and staff generally have embraced the opportunity to do so. The Teacher Survey indicates some improvement in staff understanding of student needs, though further development is still required. This is an area requiring further ongoing attention.
Student engagement is evident through improved attendance, task–completion rates and participation in curricular and co–curricular activities	Development of a Student's Index Tool to track student progress: **$6,000**	Improving student engagement is a priority. There is a critical mass of students who do not enjoy school and do not see the value in completing work and this is reflected in attendance and student attitude towards classwork and homework. Parent views about their child's attitude towards school are more positive than the students themselves. Students engage with the idea of achieving their best, however, a significant proportion of students lack a consistent and positive attitude to their work, which is required to bring this to fruition.

PROCESS 4: Draw on research to develop and implement an holistic wellbeing framework to understand, support and respond to student needs.

- A range of targeted interventions are implemented to support student wellbeing and engagement including opt–in, and a middle school class.
- Ensure that classroom PBL systems and practices are consistently embedded as day to day practice.
- Advanced Tiers Benchmarks are achieved by the end of 2019, allowing progression to PBL Tier 2 in 2020.
- Continued faculty professional development to build knowledge of student needs and whole school processes.
- Improved communication related to student wellbeing.

PROCESS 5: Strengthening the connection between students and staff, in and out of the classroom, to foster positive relationships and investment in our school community.

- Alongside a focus on holistic wellbeing and explicit teaching, teams continue to build a sense of fun and enjoyment outside of the classroom through a range of extra–curricular activities led by student leadership teams and the PBL team, which will flow into other aspects of school life.
- Strategic planning by all leadership teams and increased participation in a range of student leadership initiatives, including reinvigorated House structure.
- A range of lunchtime clubs and activities, including staff v students games and sports.

PROCESS 6: School leaders help develop the knowledge, skills and capacity of staff to understand the varying backgrounds and needs of students to improve engagement and learning.

- Executive staff continue to support staff to use whole school processes effectively to support the participation and learning of students, including planning, implementation and evaluation of faculty professional development focused on student wellbeing and PBL systems and practice.
- Professional Learning and shared collaborative practice regarding student wellbeing is implemented in faculty professional learning, including scope and sequence of Professional Learning and shared collaborative practice around student wellbeing. Register and evaluation of faculty PL related to student wellbeing is uploaded and shared with Executive.
- Staff implement teaching and classroom management processes to create environments where student time is spent on learning, including orderly and workable routines, clear expectations and consistent strategies that address discipline issues.
- Student wellbeing communication is enhanced: Wellbeing Plans and student information distributed to HT's to implement in their faculties and a Student Wellbeing focus is led by HT Wellbeing at the start of all Executive meetings.
- Executive use Scout to get an overview of varying backgrounds and needs of students.
- Student wellbeing focus is led by HT Wellbeing at the start of all Executive meetings.

Strategic Direction 3

Partnerships and Collaboration

Purpose

Expertise is identified within the campus, college and community partnerships and further develops the professional learning community.

The campus is recognised for excellence and responsiveness by its community because it uses best practice to embed a culture of high expectations and effectively caters for all students. An authentic and meaningful culture of collaboration is developed and in place.

Overall summary of progress

1. Communication processes build and enhance partnerships with parents and carers: **Commenced. Minimal impact was achieved in this area in 2018.**
2. Staff build connections and engage with the Kelso High Campus community: **Commenced. Some impact was achieved in this area in 2018.**
3. Community access for students through work experience, education providers, universities and employers.: **Commenced. Minimal impact was achieved in this area in 2018.**
4. Staff collaborate at a faculty, campus and college level to share and improve practice: **Commenced. Minimal impact was achieved in this area in 2018.**

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An improvement in communication between Kelso High Campus and its parent community is evident.	CLO: **$20,000** SchoolStream: **$2,000**	Despite a concerted effort and the achievement of the majority of ongoing termly milestones, an improvement in communication with parents is not evident. Communication rates as the main frustration for parents, with approximately 1/3 of respondents mentioning it. It is also the main priority raised by the current (and previous) Parent Focus Group. A number of systems were implemented in 2018 which will lay a foundation for improved communication with parents in 2019 and beyond. The uptake of Facebook indicates that the Campus is communicating effectively with the wider community, especially with respect to positive stories about the Campus.
There is an increase in learning and transition opportunities for students as a result of greater collaboration and communication between the campus and the community.		
Increased participation in college programs reflects growth in the college partnership and enhances learning opportunities for students.	GTIL Nera: **$52,056**	**JUDGEMENT:** Significant progress and momentum was achieved in 2018 in the alignment of College structures and working in partnership through participation in College programs and shared strategic planning. A lot of planning in this area was undertaken in 2018, which will lay a foundation for improved Campus alignment and College participation in the future. A genuine partnership of College focused collaboration was established in 2018 between the three Principals, five Deputy Principals, four College Head Teachers and the

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Increased participation in college programs reflects growth in the college partnership and enhances learning opportunities for students.		CLO. That sense of partnership, and particularly the impact of collaboration, hasn't been fully realised at the campus level. There is still a perception that college collaboration, PL and sharing has significantly less impact than campus or faculty collaboration, sharing and PL.

Next Steps

PROCESS 7: A targeted approach develops and sustains links with parents, employers, community organisations, elders and community leaders.

- Communication policy implemented through campus communication to streamline and improve communication with parents and the wider community.
- Clear and consistent information regarding assessment tasks is provided through interactive calendars which are available through the website.
- College positions and processes are streamlined to enhance communication, including the CLO, which becomes a College position and the HT Pathways, who works across both campuses to facilitate consistent communications. CLO coordinates College communication, including an alignment of campus communication strategies.
- Relationships and connections between Kelso High Campus, Aboriginal parents, the Bathurst Wiradjuri Elders and the Bathurst Aboriginal community are enhanced.

PROCESS 8: Professional learning and curriculumare strategically aligned with Bathurst High Campus to improve outcomes for Denison College students.

- Alignment of College curriculum structures to allow for a range of student programs and opportunities for shared curriculum, including Stage 5.
- Alignment of all College PL, led by College Principal and planned, developed and implemented by DPs.
- Cross–campus teams, policies and PL established and implemented.
- College HT roles re–designed to focus on genuine cross–campus roles in the areas of collaboration, curriculum, teaching and learning and pathways.
- A College coaching, mentoring and teacher induction model which is aligned to the Performance Development Frameworks and Australian Professional Standards is developed, implemented and led by the College GTIL Team.

- Through coaching and mentoring, Executive leaders support their staff to understand and implement PDPs in an authentic and meaningful way to improve teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• Aboriginal SLSO: **$60,663** • AEO: **$67,000** • Aboriginal background loading ($131 828.00)	**Program outcomes:** 1. Wellbeing, cultural and learning benefits are evident for targeted students. 2. Improved engagement with school amongst Aboriginal students. 3. Attendance and work completion indicate value in the program. **Main achievements or outcomes of this program in 2018:** • Average 18 in class supported lessons a cycle; • Tuesday afternoon study group. Provide breakfast, recess or lunch to, on average, six students a day; • Supported 22 students with significant mental health issues. **Aboriginal Tutor Outcomes:** • Wellbeing, cultural and learning benefits are evident for targeted students; • Access to a range of programs improves cultural knowledge and connection; • Improved engagement with school amongst Aboriginal students; • Attendance and work completion indicate value in the program. **Main achievements:** • Tuesday afternoon study group. Term 1: 31 students accessed 58 times. Term 2: 23 students accessed 62 times; • Assisted students to complete successful applications for early entry; • 15 study periods per cycle; • Term 2: Completed over 87 assessments with 48 different students; • Helped secure a second year of funding ($30,000) to run Gen Now program with Bathurst Young Mob; • Engaged students with Aunty Nyree Reynolds to learn and deliver the Wiradjuri acknowledgment and welcome; • Supported 22 students with significant mental health issues; • Completed all except seven PLPs required (non–attenders); • 32 visits to study group on a Tuesday afternoon (12 different students); • Case managed 11 students with significant mental health support; • Students supported to get uniforms; • On average, 19 different students access K3 for lunch/food regularly; • Hosted Health Expo; • 17 Cultural class with Stannies; • 3 Out–of–school dance performances for the ATSI girls dance group; • 2 Support for South Bathurst homework centre to run TIGS.
Low level adjustment for disability	• QuickSmart Literacy: **$60,663** • QuickSmart Numeracy: **$60,663** • Additional LaST support: **$20,823**	**QuickSmart Literacy and Numeracy** **Program outcomes:** 1. Students show growth in reading comprehension fluency. 2. Students show growth in reading speed.

| Low level adjustment for disability | • Low level adjustment for disability ($314 226.00) | 3. Growth is reflected in Years 7–9 Value Added Reading results (2018 NAPLAN).
 4. Students show growth in numeracy.
 5. Growth is reflected in Year 7–9 Value Added Numeracy results (2018 NAPLAN).

Main Achievements:

QuickSmart Numeracy
 • Avg pre test: 38.2%
 • Avg post test: 15.2%
 • Avg change: +15.2%
 • Positive change: 40 students (85%)
 • Negative change: 7 students (15%)
QuickSmart Literacy
 • Students involved: 23
 • Avg pre test: 10.02 years
 • Avg post test: 11.23 years
 • Avg change: +1.20 years
 • Positive change: 19 students (82%)
 • Negative change: 4 students (18%)
Outcomes:
 • Growth in students meeting minimum reading and writing HSC standards.
Main Achievements:
 • Case management of Year 8 IEPs;
 • Working with three Year 11 and 12s – who can access Wednesdays;
 • Preparing students for the minimum standards tests – over 90% achievement in writing and reading. |
| **Socio–economic background** | Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**

Senior Mentor (W): **$20,823**

Aboriginal Tutor: **$60,663**

Acting Deputy Principal Stage 4: **$117,627**

Acting Head Teacher Wellbeing: **$32,301**

Year 8 Teams: **$41,645**

Executive Leadership Development Program: **$41,645**

Acting SAM (Communications): **$17,273**

Student Assistance and Competition Fees: **$20,000**

Edrolo: **$8,000**

Study Group: **$48,530**

Wellbeing SLSO: **$36,398**

 • Socio–economic background ($486 888.00) | **Senior Mentor (M, T, Th, Fr)**

Outcomes:
 1. Students and staff perceive a benefit in the Senior Study.
 2. Attendance and work completion indicate value in the program.
 3. Improvement in task submission and completion rates in Year 11 and 12.

Main Achievements:

STUDY ZONE
 • 68% of students indicated they would have done less study if the Senior Study didn't exist. Without supervised study lessons, students would be spending their time on things that would not beneficial to their HSC studies. 27% rated the usefulness of the senior study as 10/10 and 77% of students overall rated it 7 or above.
TEACHER SUPPORT
 • 81% of students rated the helpfulness of the senior mentor for organisation and revision completion, assessments and class work rated as 10/10 and 100% rated it 8 or above. The Senior Study is vital for academic support of senior students.
WELLBEING
 • 88% of students rated senior mentor help with wellbeing as 10/10 and 100% rated it 8 or above.
The Senior Mentor's (SM) role provides emotional stability for students whilst completing their senior years. Students often stress about academic pressures that come |

Socio–economic background	Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**	with being a senior student and combining this with outside stresses (social, family and work) means that a lot of students utilise the senior mentor to assist and support their overall wellbeing.
	Senior Mentor (W): **$20,823**	**Senior Mentor (W)**
	Aboriginal Tutor: **$60,663**	**Outcomes:**
	Acting Deputy Principal Stage 4: **$117,627**	• Students and staff perceive a benefit in the Wednesday Maths tutoring program • Attendance and work completion indicate value in the program • Improvement in knowledge and understanding in Maths courses in Year 11 & 12 • Growth in students meeting minimum numeracy HSC standards 1.
	Acting Head Teacher Wellbeing: **$32,301**	**Main Achievements:**
	Year 8 Teams: **$41,645**	2. Number of students remaining in both Extension 1 & Advanced Mathematics has increased in comparison to past years.
	Executive Leadership Development Program: **$41,645**	3. Many students studying Standard Course are also taking advantage of the help. 4. The majority of the students seek help with topic booklets.
	Acting SAM (Communications): **$17,273**	5. Year 11 – 6 regular students. The highlighted students were in 10M2 last year and it is rare for those students to succeed at this level of study.
	Student Assistance and Competition Fees: **$20,000**	6. Year 12 – 3 regular students come in every Wed to revise & prepare for upcoming topics. 2 of them are ranking higher than some of the Ext 1 students.
	Edrolo: **$8,000**	7. Many students are still regular attendees after a complete year. On many occasions students used their time to work on assessments from subjects other than English/Maths
	Study Group: **$48,530**	8.
	Wellbeing SLSO: **$36,398**	**Senior Mentor (W)/Last Support**
	• Socio–economic background ($486 888.00)	**Outcomes:**
		• Students and staff perceive a benefit in the Wednesday English tutoring program • Attendance and work completion indicate value in the program • Improvement in knowledge and understanding in English courses in Year 11 and 12
		Main Achievements:
		• This program has assisted more than 40 students in the study of English. Students have completed homework, assessment tasks and workshops created to target key areas to be assessed in the unit of work.
		• Year 11s have been particularly keen to seek assistance with English, with them making up the vast majority of attendees.
		• Year 11 students have produced high quality work as a result of their time in the Senior Study on Wednesdays. This is due to the instant feedback provided. This has also lessened the marking burden on classroom teachers.

Socio–economic background	Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**	**Acting Deputy Principal Stage 4**
	Senior Mentor (W): **$20,823**	**Outcomes:**
	Aboriginal Tutor: **$60,663**	1. Implementation of effective coaching, mentoring and monitoring processes to support HTs and build HT capacity.
	Acting Deputy Principal Stage 4: **$117,627**	2. Improve the School Plan development, implementation and evaluation.
	Acting Head Teacher Wellbeing: **$32,301**	3. Improved student wellbeing.
	Year 8 Teams: **$41,645**	4. Improved student learning outcomes.
	Executive Leadership Development Program: **$41,645**	**Main Achievements:**
	Acting SAM (Communications): **$17,273**	With two DP's, time was spent primarily reacting to situations – more parental complaints and hardly any time was spent on proactive strategic planning, building the capacity of HT's and developing processes that ensured the smooth running of the school.
	Student Assistance and Competition Fees: **$20,000**	• Situations are dealt with quickly. Processes are followed and students followed up. This may mean that suspension data has risen however issues have been dealt with and there have been a lot interventions put in place to support students.
	Edrolo: **$8,000**	In particular, the three DP structure has allowed the DPs the time to:
	Study Group: **$48,530**	• Undertake the dual role of Welfare/Discipline and strategic planning, day–to–day reactive situations and Instructional leadership.
	Wellbeing SLSO: **$36,398**	• Time planned to work through School Plan, co–ordinate with staff and follow through to complete the term milestones within the plan.
	• Socio–economic background ($486 888.00)	• School planning is centralised not distributed as in the previous plan, which has improved efficiency and allowed for overlap.
		• Working closely with a manageable number of HT's and faculties.
		• Led successful PL across the school (positive evaluation).
		• Led Executive PL enabling HT to implement into faculties.
		• Refined processes for: wellbeing (introduction of Wellbeing Plans), programming for explicit teaching and differentiation, including self–reflection, review/evaluation.
		• School discipline policies reviewed, and implemented successfully; cards processes reviewed.
		• Developing scope and sequence to address MH in whole school, and developing policy 'Responding to Student Suicide'.
		• Empowered HT's to take ownership of PL and teaching and learning in their faculty. e.g programming review with faculties was HT led. Currently working with HT's to develop scope and sequence for faculty PL.
		• Compliance in faculties supervision is 100%.
		• Provide ongoing support and mentoring to HT's when required.
		• AAA process for Year 11 and Year 12 has been thorough – more students targeted and communication more effective than ever before.

Denison College of Secondary Education, Kelso High Campus 8517 (2018)

| Socio–economic background | Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**

Senior Mentor (W): **$20,823**

Aboriginal Tutor: **$60,663**

Acting Deputy Principal Stage 4: **$117,627**

Acting Head Teacher Wellbeing: **$32,301**

Year 8 Teams: **$41,645**

Executive Leadership Development Program: **$41,645**

Acting SAM (Communications): **$17,273**

Student Assistance and Competition Fees: **$20,000**

Edrolo: **$8,000**

Study Group: **$48,530**

Wellbeing SLSO: **$36,398**

 • Socio–economic background ($486 888.00) | • Allows for each stage to be well known by their DP as per the strategic direction of the school. Time can be made available for extremely complex cases. Connections made with outside agencies to gather support for these cases.
 • Principal has the time to be an Instructional Leader. Only a small number of cases are elevated to the Principal level when DP's have exhausted all other options. This enables the Principal to undertake strategic role and invest time in all aspects of strategic planning.
The three DP's allows effective management and ownership of each stage group. Work effectively with other staff to allow smooth running of the following:
 • Transition processes managed smoothly. Future Pathways, Future Directions and Hello HSC happened seamlessly.
 • NESA requirements, organisation of HSC, Yearly exams, Reports, Illness and Misadventure process, N warning processes continue to be streamlined and well organised across the school.
Acting Head Teacher Wellbeing

Outcomes:
 • Teachers improve their understanding of the individual needs and backgrounds of students in their classes.
 • At–risk targeted students with significant mental health needs are supported through effective case management and Wellbeing Plans
 • Educational leadership of the wellbeing program faculty including LaST, AEO, Aboriginal Tutor
 • Wellbeing systems, procedures and data sets are streamlined to improve outcomes for students.
 1.
Main Achievements

Programs that the HTW coordinated in 2018 include:

 2. Raise mentoring (eight students in Year 8 and 9).
 3. TAFE – was run for a group of 10 disengaged Year 10 students.
 4. Stress Less – five students in Year 11 to be run at Headspace for remainder of term.
 5. Peer Support – approx. 30 leaders this year working with all of Year 7 once a fortnight for two terms.
 6. Organised and presented the National Day of Action against bullying and violence for Years 7–12. Surveyed roughly 500 students to determine areas of need and support structures that need to be put in class.
 7. Created new Wellbeing Plan to support students with significant mental health needs. This was a priority as our external agencies are struggling with the high demand of students that they are seeing. We currently have 15 students on Wellbeing Plans.
 8. Case managing and providing one–on– |

Socio–economic background	Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**	one support for 11 individual students with significant needs.
	Senior Mentor (W): **$20,823**	9. LST Coordinator.
		10. Completed a number of referrals to outside agencies for both students and families. Agencies include, Veritas House, CAMHS, Headspace, Family Mental Health services.
	Aboriginal Tutor: **$60,663**	
	Acting Deputy Principal Stage 4: **$117,627**	11. Oversee the Year 8–5 Team which has a large focus on welfare needs.
	Acting Head Teacher Wellbeing: **$32,301**	12. Run the Wellbeing Faculty and support the Aboriginal Tutor and SLSO.
		13. Direct supervisor of the Wellbeing SLSO.
	Year 8 Teams: **$41,645**	14. Completed Conflict Resolution Contracts and ran several mediation sessions with students.
	Executive Leadership Development Program: **$41,645**	15. Support the Senior Executive as needed in terms of Wellbeing, this also includes mandatory reporting.
		16. Developed a number of NAP's and completed exemptions for students where needed.
	Acting SAM (Communications): **$17,273**	17. Support and advise YA, Girls and Boys Advisers.
	Student Assistance and Competition Fees: **$20,000**	18. In charge of Stewart House nominations.
		19. Ongoing contact with FACS in relation to open case.
	Edrolo: **$8,000**	20. Consistent and regular contact with a number of parents.
	Study Group: **$48,530**	21. Work collaboratively with the School Counsellor to support a large number of students.
	Wellbeing SLSO: **$36,398**	22. The completion of the Year 10 TAFE program
	• Socio–economic background ($486 888.00)	23. Established links with the HT BHC to work collaboratively on joint tasks.
		24. Strengthened links with CAMHS and Headspace. Both departments are willing to offer their services out of our new Wellbeing Hub at Kelso High. This includes individual counselling sessions as well as delivering psychoeducation lessons.
		25. The Art Lunchtime program commenced Semester 2 and has been a great success for the 10 Year 8 students that access the program.
		26. Supervision of the Student Wellbeing Officer
		27.
		Year 8 Teams
		Outcomes:
		• Teachers improve their understanding of the individual needs and backgrounds of students in their Year 8 class
		• Collaboration within the Team leads to a shared understanding of strategies to enhance student learning
		• Student growth is evident as a result of a collaborative approach to teaching and learning (Year 8).
		Main Achievements:
		Each team meets fortnightly under the guidance of a Team Leader who sets the agenda – this has become a key source of sharing of information and monitoring of

Socio–economic background	Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**	student wellbeing.

Socio–economic background

Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**

Senior Mentor (W): **$20,823**

Aboriginal Tutor: **$60,663**

Acting Deputy Principal Stage 4: **$117,627**

Acting Head Teacher Wellbeing: **$32,301**

Year 8 Teams: **$41,645**

Executive Leadership Development Program: **$41,645**

Acting SAM (Communications): **$17,273**

Student Assistance and Competition Fees: **$20,000**

Edrolo: **$8,000**

Study Group: **$48,530**

Wellbeing SLSO: **$36,398**

• Socio–economic background ($486 888.00)

student wellbeing.
 • Teams have implemented strategies to improve writing (paragraph structure, vocabulary, spelling), goal–setting and metacognition/peer assessment, homework and assessment submission rates.
 • Improved communication between teachers and with parents.
 • Building a collaborative culture among staff.

Executive Leadership Development Program

Outcomes:
 1. Executive staff develop a deeper understanding of their role/s and enhance their educational leadership skills to effectively lead their teams.
 2. Executive staff enhance their repertoire of student wellbeing strategies linked to evidence–based practice. They assist colleagues to broaden their range of strategies and support the participation and learning of students.

Main Achievements:
 • Survey completed by HTs and colleagues/supervisors to identify potential areas of strengths and further development.
 • Five Head Teachers completed an evaluation of the program. Head Teachers were asked to rate their level of improvement on a scale of 1–10 where 1 = no improvement and 10 = significant improvement
 • The most notable areas of improvement were supporting HTs to assist colleagues to improve the participation and learning of students and enhancing HTs repertoire of student wellbeing strategies linked to evidence–based practice. Two HTs indicated they had improved significantly in these areas as a result of the program. Two HTs indicated they had experienced some improvement in these areas as a result of the program. One HT indicated there was no improvement at all in these areas, as a result of the program. The program had the least impact in: improving HT skills to effectively lead teams and improved HT understanding of their Head Teacher role.
 • Qualitatively, the improvement in teaching and learning programs, faculty plans and information gathered from the faculty monitoring process indicates that Head Teachers are growing their capacity for educational leadership and faculty management. The information from the Leadership Survey – Peers and Self provides benchmarking data and areas of focus for future planning for executive staff.

Acting SAM (Communications)

Outcomes:
 • Communication processes are improved and implemented accurately and consistently by staff to build and enhance parent partnerships.
 • Office processes are streamlined.
 • Effective finance planning and monitoring

Socio–economic background	Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823** Senior Mentor (W): **$20,823** Aboriginal Tutor: **$60,663** Acting Deputy Principal Stage 4: **$117,627** Acting Head Teacher Wellbeing: **$32,301** Year 8 Teams: **$41,645** Executive Leadership Development Program: **$41,645** Acting SAM (Communications): **$17,273** Student Assistance and Competition Fees: **$20,000** Edrolo: **$8,000** Study Group: **$48,530** Wellbeing SLSO: **$36,398** • Socio–economic background ($486 888.00)	systems are developed and implemented. 1. **Main Achievements:** FREED UP SAM: 2. Allow focus on finance, to learn SAP finance and facilitate the smooth payment of orders, payments of casual salaries and other financial aspects. 3. Establishment of processes to manage finance. 4. Leadership of Spotless and improvement in organisation and coordination. 5. LEADERSHIP AND STAFF MANAGEMENT: 6. Front office staff development into supported working environment – improved personal wellbeing, increased confidence in work tasks and interpersonal skills, sharing and coordinating information for successful event outcomes. 7. Implemented monthly staff meetings – front office. 8. Implemented new phone procedure. 9. Manage school based trainee – Samantha Beale–Callahan – one day per week. 10. MEDIA: 11. Facebook – create and oversee all posts and manage comments – likes 2228 12. KHC Website – developing and coordinating new website – working with communication & engagement team (Sydney) & Todd Miller 13. SchoolStream – implementation 14. Parent portal 15. Newsletters – coordinating all information 16. Front electronic sign 17. New process – coordinating with teaching / executive staff, managing process with front office staff. 18. **Student Assistance and Competition Fees** **Outcomes:** • Any student can participate in academic competitions • Essential resources to fully participate in learning **Main Achievements:** • Streamlined this process in 2018. Forms have been updated and now go directly to the front office. • Currently, we have 33 students accessing student assistance to help with fees, uniforms and excursions. **Edrolo** **Outcomes:** 1. Students engage with Edrolo in a range of subjects 2. Student learning outcomes improve as result of engagement with the program

Socio–economic background	Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823**	**Main Achievements:** • 41,500+ video lessons/quiz views viewed by Denison College students in 2018 and set to increase as we head into exam revision. 995 hours of instruction. • 28,200+ video lessons/quiz views in 2017 academic year. • 1,290+ question responses submitted by students. • 57895+ video lessons/quiz views viewed by Denison College students in 2018. 1270+ additional hours of instruction. • 2433+ question responses submitted by students.
	Senior Mentor (W): **$20,823**	
	Aboriginal Tutor: **$60,663**	
	Acting Deputy Principal Stage 4: **$117,627**	
	Acting Head Teacher Wellbeing: **$32,301**	
	Year 8 Teams: **$41,645**	**Study Group**
	Executive Leadership Development Program: **$41,645**	**Outcomes:** • A significant number of students attend the program • Students who attend are engaged and complete work • N warnings are reduced or resolved • Task submission rates improve 1.
	Acting SAM (Communications): **$17,273**	**Main Achievements:** There were 145 referrals in total for the year.
	Student Assistance and Competition Fees: **$20,000**	2. 97 students actively participated in Semester 2 program
	Edrolo: **$8,000**	3. Year 7 – 8 students; Year 8 – 19 students; Year 9 – 21 students; Year 10 – 43 students; Year 11 – 5 students; Year 12 – 1 student
	Study Group: **$48,530**	4. There were 25 new referrals for Terms 3 and 4.
	Wellbeing SLSO: **$36,398**	5. 6 students elected not to attend study group at all despite being referred by either a parent or staff member.
	• Socio–economic background ($486 888.00)	6. Program was extended to include Fridays in Term 3. This was beneficial as it enabled students to have more time to complete assessments. It alleviated the back log of students waiting to have study time. 7. The extra time also assisted students to mostly submit assessments by the due date as there was more access to study group in the peak times. 8. Staff are using study group for referred students to complete in–class assessment tasks within the smaller environment. This request comes from teachers 9. Study Group Program used to assist students with literacy support once a week e.g. GW. This enables students to feel more positive about English as a subject. 10. Study Group Program used as a medium to get students with MH to attend school and slowly increase attendance in mainstream. 11.
		Wellbeing SLSO
		Outcomes: • At–risk targeted students with significant mental health needs are supported through effective case management. • Targeted students wellbeing is enhanced through in–class and individual supports.

Socio–economic background	Senior Mentor (M, T, Th, Fr): **$41,645 + $20,823** Senior Mentor (W): **$20,823** Aboriginal Tutor: **$60,663** Acting Deputy Principal Stage 4: **$117,627** Acting Head Teacher Wellbeing: **$32,301** Year 8 Teams: **$41,645** Executive Leadership Development Program: **$41,645** Acting SAM (Communications): **$17,273** Student Assistance and Competition Fees: **$20,000** Edrolo: **$8,000** Study Group: **$48,530** Wellbeing SLSO: **$36,398** • Socio–economic background ($486 888.00)	• Support the HT Wellbeing through delegated authority for administration tasks and student support enabling HT Wellbeing to fulfil strategic aspects of her role. **Main Achievements:** • Provided in–class and individual support to 19 students across Years 7–10; • Provided whole class support for History elective, 8 English 5 and 10 English 5; • Assisted the LaST by completing and marking 5 YARC reading assessments; • Contacted parents to arrange LSP meetings for students in Years 10–12; • Assisted with the return to school of one of our students who has an eating disorder by supervising her eating sessions and providing class support. This will happen again in the coming weeks; • Worked with individual students to complete assignment work and to resolve N–Determinations; • Provide in–class support for 15 individual students across Years 7–12, including high needs support resulting in: • Run a successful lunchtime art program; • Attendance rates and task submissions increase and negative entries decrease for the majority of the students that Meredith has been working with.
Support for beginning teachers	Beginning Teacher Mentor: **$20,823** Additional release – beginning teachers – 1st year: **$41,465** Additional release – beginning teachers – 2nd year: **$10,411** Professional learning – beginning teachers: **$10,000** • Support for beginning teachers ($105 056.00)	**Beginning Teacher Mentor** **Outcomes:** 1. Teaching skills of beginning teachers are enhanced through the mentoring process. 2. The wellbeing of beginning teachers is supported through the mentoring process and team approach. 3. Beginning teachers successfully complete Induction and accreditation requirements. **Main Achievements:** • Support has been provided to BT's through induction and accreditation. Meetings are held fortnightly and BT's are released from class to attend; • Numerous staff are involved in presentations and input is sought from BT's about what they would like direction with; • Sessions this year have included: PDP planning with standards; AITSL video on observations/coaching; difference between mentor and coaching and progression to Accreditation; Sentral and students presenting with health conditions; writing annotations; matching strong evidence with standards to prove proficiency; life–skills and provisions for examinations and strategies to support students; marking work and providing relevant feedback to students; reporting (Program available); • Taught Module 1 Supervising Teachers of the Future in Week 9. Mentor time to beginning teachers, prac students and their

Support for beginning teachers	Beginning Teacher Mentor: **$20,823** Additional release – beginning teachers – 1st year: **$41,465** Additional release – beginning teachers – 2nd year: **$10,411** Professional learning – beginning teachers: **$10,000** • Support for beginning teachers ($105 056.00)	supervisors. Roll taken as evidence; • Observations and feedback sessions are conducted as well as informal catch–ups to check in with staff under my umbrella and when necessary, supervisor's assistance is sought; • Resources have willingly been shared with staff from other schools establishing mentor programs in order to assist with smooth transitions and well–being of BT's and collegial relationships.
Flexible Wellbeing Services	Head Teacher Wellbeing Higher duties: **$32,301** Curriculum Access & Engagement (Speech Pathologist): **$ 17,000** • Flexible Wellbeing Services ($75 056.00)	**Curriculum Access & Engagement (Speech Pathologist)** **Outcomes:** 1. Students show growth in reading comprehension fluency. 2. Students show growth in reading speed. 3. Growth is reflected in Year 7–9 Value added reading results (2018 NAPLAN). **Main Achievements:** • Supported PL with five teachers in regards to inclusive practices with an emphasis on explicitly teaching of vocabulary and providing background knowledge for the topic being studied; • Developed scaffold sheets for Year 8 5 Team for reading and writing; • Completed lesson observations in order to help staff with interventions; • Interviewed individual students (approximately 20) to develop their individual goals for literacy and numeracy; • Attendance at Team meetings for Year 8 – 3, 4 and 5. Support in the context of these meetings recommending modification of tasks or presentation and feedback to team following trial; • Interpretation of diagnoses of students where applicable and description of presentation in classroom context; • Self–assessment data analysis and distribution to team members; • Discussion of themes in self–assessments; • Referral information provided for appropriate allied health practitioners/services. **Data Collected:** READING • 30% or more students in third stream reported difficulties with identifying the main idea (30%), remembering details (39%) and finishing reading at the same time as everyone else (39%). 17% identified that reading was either "really hard" (4%) or "not great" (13%). • 30% or more students in fourth stream reported difficulties with identifying the main idea (41%), explaining what they had read

Flexible Wellbeing Services	Head Teacher Wellbeing Higher duties: **$32,301** Curriculum Access & Engagement (Speech Pathologist): **$ 17,000** • Flexible Wellbeing Services ($75 056.00)	(47%), remembering details (30%) and finishing reading at the same time as everyone else (35%). 35% identified overall that their reading was "not great". WRITING • More than 35% of students in third stream identified difficulties with commencing a writing task, organising a writing task and predicting spelling of unknown words. 62% reported difficulties with grammar. • More than 35% of students in fourth stream identified difficulties with writing down thoughts, using correct grammar, writing a complete sentence, expanding an answer or providing details, predicting spelling of unknown words and finishing writing at the same time as everyone else. Overall, 29% of students identified that their writing ability was "not great".
Fairer Funding	Fairer Funding: **$8,000** • Fairer Funding ($8 000.00)	**Transition Through Technology (Fairer Funding)** **Outcomes:** 1. Gain an understanding of the technology and learning skills of students. 2. Enhance students' confidence in transitioning to high school. 3. Build on the connections and relationships that have already been established through iLearn transition. 4. Further strengthen relationships and partnerships with local partner primary schools. 5. Build links with Year 6 parents and introduce them to the types of technology used in high school. **Main Achievements** • These students (and the current year 7s who participated in the program in 2017) are far more prepared for the technological demands of high school, in comparison to the previous cohorts, such as the Year 7 class of 2016; • The program highlights the technology expertise of the primary students, including strengths and deficits, as well as the depth of learning that took place; • The program helps to transition students to the high school way of working, especially with technology; • In addition, the program allows for social transitions and for BT to strengthen the wellbeing relationship with the students. The program builds on the gains made in learn. The students appear to be more confident and have more knowledge about the campus than before, including key staff; • Deeper knowledge of the students and their needs than before the program. This includes more insight into which students may need additional support in learning and behaviour.
GTIL NERA Professional Experience Hub	GTIL Nera: **$52,056** • GTIL Nera ($62 056.00)	**PEX–CSU Collaboration (GTIL)** **Outcomes:** 1. Foster strong links between school and

GTIL NERA Professional Experience Hub	GTIL Nera: **$52,056** • GTIL Nera ($62 056.00)	university staff to investigate innovative practices in teacher education, student supervision and support. 2. Survey and interview data reflects improved professional experience for pre–service and associate teachers. 3. Work closely with CSU to deliver the highest quality of support and supervision to teacher education students. 4. Work with CSU to develop and deliver additional professional learning focused on supporting professional experience with other schools. 5. Provide opportunities for collaborative school based research in the area of professional experience. 6. Development of a pilot coaching and mentoring model for teacher education students in schools which is trialled and evaluated in a sample of schools in the Bathurst network. **Main Achievements:** • College PDP model developed and rolled out Term 1 SDD, 2019 with further development during 2019; • Feedback from CSU students and staff very positive about the impact on professional experience; • Involvement of other schools in the network has enhanced professional experience and PDP processes across the network.
Targeted Funding – Integration Funding Support	IFS SLSOs: **$353,808** Integration Funding Support – Additional Release: **$72,879** • Targeted Funding – Integration Funding Support ($323 016.00)	**IFS SLSOs** **Outcomes:** 1. The learning of targeted students in mainstream classes is enhanced through in–class and individual supports. **Main Achievements:** • In–class support by SLSOs provided to all students who receive targeted funding support on a term average of 132 periods of KLA period support. In addition, an SLSO was timetabled to: the bus bay area before school to support the staff on morning bus bay duty, roll calls, during lunchtimes as an active playground social engagement intervention, in the passive area to assist staff on duty at recesses and lunchtimes, cover for excursions and all sport periods. (evidence – IFS database and review notes); • Administration SLSO provided to support the Head Teacher Support/Integration Coordinator in the following ways: to record the minutes for Faculty and SLSO meetings (KHC Management Folder – Teams – Support), the Learning and Support Team's minutes were also recorded and uploaded (KHC Management Folder – Teams – LST), assisting with timetabling of SLSO's for all periods and sport, maintaining the daily SLSO allocation board and variations of routines, emailing out EOIs for excursions, recording time in lieu for SLSOs, maintaining the Support Calendar, inductions of SLSOs, organise cover for SLSOs leave, support

| Targeted Funding – Integration Funding Support | IFS SLSOs: **$353,808**

Integration Funding Support – Additional Release: **$72,879**

 • Targeted Funding – Integration Funding Support ($323 016.00) | SLSOs with leave paperwork, assist with teacher VORs, filing and collating documents, email correspondence to SLSO team members when requested, flexible in class support, medication administration, contact parents/carers for upcoming meeting times. |

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	402	430	419	402
Girls	373	358	337	357

Kelso High Campus enrolments increased significantly in 2018, having been on a downward trend in the five years previous, peaking at 859 students in 2012. Between February 2018 and February 2019, enrolments grew by 6 % or 42 students, reaching 804. Improved links with local partner primary schools, a College commitment to enforce zoning and the Department's enrolment policy and a four year focus on promotion of student success and the opportunities that are available at Kelso High Campus, have contributed to this growth.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.6	91.3	91.2	92.7
8	91.6	88.9	89	87.9
9	90.4	89.1	85.9	85
10	88.3	85.7	85.9	84.3
11	91.2	90.3	88.1	85.7
12	93.6	93.2	91.5	87.9
All Years	91.4	89.5	88.5	87.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The attendance rate fell in 2018 against State and school averages for previous years, which reflects a concerning trend since 2015. Year 10 continues to be the most problematic group from year to year, however, Year 11 had the most significant drop from 2017–2018.

A committed and hard working Attendance Team meets fortnightly and works closely with the HSLO to manage student non–attendance. The management processes include the analysis of student attendance data. Individual students are identified and targeted. Follow up with the students and their family occurs and some students are monitored through attendance cards.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	5
Employment	7	40	41
TAFE entry	0	11	11
University Entry	0	0	24
Other	90	14	0
Unknown	3	34	23

A significant proportion 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, including seven students out of the 14 who left school during the year, prior to completing their HSC. The post–school destination for a number of students is unknown, despite efforts to communicate and follow up with students.

In total, 45 Year 11 students left for employment or TAFE. The high proportion of students who are "destination unknown" is attributable to student monitoring though the AAA process linked to high expectations. These students left during Year 11 because they were over 17 and not satisfactorily meeting the requirements of school.

Most students (90%) 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

In total, 49 students were enrolled in the following VET courses in Year 12 in 2018: Construction, Metal and Engineering, Primary Industries, Hospitality, Retail Services and Sports Coaching. Many of these students were enrolled in two VET frameworks.

Of these, 30 students achieved full Certificate II. Seven students were also enrolled in Skills for Work and Vocational Pathways. A number of initial enrolments left

school after successfully gaining employment, including seven students who were successful in gaining apprenticeships in carpentry, bricklaying, building, butchery, plumbing.

Students had the opportunity to undertake work placement in a range of local businesses across multiple industries. On the whole, positive feedback was received from employers regarding the diligence and work ethic of students, and from the students themselves about their experiences.

Mr Will Maloney, Mr Adam Batchelor, Ms Rosemary Allitt, Ms Philippa Mortimer, Ms Sharon Mendes, Mr Mark Harlor, Ms Sarah Gearon, Ms Sarah Streeter, Mr Jarrod Kelly and Ms Narelle Small successfully completed their Certificate IV in Workplace Assessment. Mr Mark Harlor completed training for Entertainment Industry.

A college system for coordinating and managing VET across both campuses was successfully implemented in 2018 involving supervision by the College DP and the introduction of a College VET Manager. This provided an additional layer of management, supervision and support to the Campus VET Coordinator and Campus VET Team. This structure enabled VET processes to be reviewed, improved and aligned at both campuses. Previous outstanding audit findings were addressed in 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students who finished Year 12 achieved their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46.26
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.68
Other Positions	1

*Full Time Equivalent

Seventy–four temporary and permanent teachers were employed at Kelso High Campus in 2018;

- 63% female, 37% male
- 52% new scheme teachers (commenced teaching 2004 or later), 48% pre–2004
- 2 teachers identify as Aboriginal

The Executive Leadership Team consisted of 17 members

- 65% female, 35% male
- 35% new scheme teachers (commenced teaching 2004 or later), 65% commenced teaching pre–2004

Thirty–six temporary and permanent non–teaching staff were employed at Kelso High Campus in 2018;

- 78% female, 22% male
- 5 non–teachers identify as Aboriginal

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 52% of the Kelso High Campus teaching staff in 2018. This included 11 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 2018, 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 & Assessment, Wellbeing & Engagement and Partnerships & Collaboration and supported through the Performance & Development Framework. Professional Learning applications are aligned to the standards and are approved by a PL team.

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 also undertook professional learning. The transition to SAP was a priority for SASS PL.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	824,345
Revenue	11,048,743
Appropriation	10,429,321
Sale of Goods and Services	199,161
Grants and Contributions	410,213
Gain and Loss	0
Other Revenue	4,658
Investment Income	5,390
Expenses	-11,261,015
Recurrent Expenses	-11,261,015
Employee Related	-10,469,082
Operating Expenses	-791,933
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-212,272
Balance Carried Forward	612,073

At Kelso High Campus, financial management involves the following processes:

- A Finance Committee consisting of teaching, non–teaching, executive staff and parent representatives meets once per term, or more frequently if required. The team endorses budgets and other financial matters as required.
- Draft budgets are prepared by the Campus Principal, in consultation with the School Administration Manager and presented to the Finance Committee for endorsement.
- A weekly meeting between the Campus Principal and the School Administration Manager ensures that financial actions are conducted according to the Finance in Schools Handbook, in particular the timeline form monitoring various financial processes.

Due to issues with SAP finance from November 2018, when the HR tool went live, temporary contracted staff were not paid out of the correct WBS or internal order, therefore some of the information presented in this report is inaccurate. Since then, funds have been journalled in and from the correct WBS/IO, and opening

balances restored to their rightful amounts.

Considerable school and community funds were unspent in 2018, due to uncertainty with the SAP system. Some of this money has been allocated to larger projects in 2019.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	6,687,716
Base Per Capita	153,798
Base Location	4,769
Other Base	6,529,149
Equity Total	868,248
Equity Aboriginal	131,073
Equity Socio economic	420,568
Equity Language	1,790
Equity Disability	314,817
Targeted Total	1,819,949
Other Total	727,633
Grand Total	10,103,546

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 Reading – All Students
The majority of students in Year 7 performed in Bands 5, 6 and 7 for Reading, with the highest number of students achieving Band 5. In SSG schools and for the State overall, Band 6 recorded the highest proportion of students.

When compared to the previous three year average (2015–2017), the proportion of students in the higher Bands declined whilst the proportion of students in the lower Bands increased indicating a relative decline in overall Reading performance.

The average score for Reading for Year 7 students in 2018 was lower than for the average score for SSG schools, the overall average score for the State and the longer three–year (2015–2017) school average.

The average scaled growth for Reading between Year 5 and Year 7 was 32.0. This is a lower result than the three–year school average (42.4), the SSG schools result of 43.7 and the overall state result of 40.9.

For Year 7 Reading, 39.3% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a lower proportion than the three–year school average of 39.8%, the SSG schools average of 44.1% and the overall state average of 52.3%.

The highest growth for Reading (5–7) was in the student groups who achieved Band 3 and Band 4 in Year 5, 2016. On average, students in these groups achieved higher growth than similar students in the previous three year average (2015–2017). The highest performing students in Year 5, 2016 achieved negative or minimal growth. On average, students who achieved Band 8 in Reading in Year 5 had negative growth, whilst students who achieved Band 7 results achieved minimal growth from 5–7. The growth for the Band 7 and Band 8 groups are considerably lower than the previous three–year average. The growth in middle bands was also considerably lower than the previous three–year average (2015–2017)

Year 7 Reading – Aboriginal and Torres Strait Islander Students
The majority of ATSI students in Year 7 recorded results in Band 4. In SSG schools and for the State overall, Band 6 recorded the highest number of students.

When compared to the previous three year average (2015–2017), the overall average performance of ATSI students declined with an increased proportion in the

lower Bands and a decreased proportion in the higher Bands.

The average score for Reading for Year 7 ATSI students in 2018 was lower than for the average score for SSG schools, the overall average score for the State and the longer term three–year (2015–2017) school average.

For Year 7 ATSI students in Reading, 15.0% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a lower proportion than the three–year school average of 41.7%, the SSG schools average of 36.2% and the overall state average of 37.6%.

The average scaled growth for Reading for ATSI students between Year 5 and Year 7 was 30.2. This is a lower result than the three–year school average (41.7), the SSG schools result of 44.0 and the overall state result of 42.9.

Year 9 Reading – All Students

The majority of students in Year 9 performed in Bands 7 and 8 for Reading, with the highest number of students achieving Band 7. In SSG schools, Band 6 recorded the highest proportion of students.

When compared to the previous three–year average (2015–2017), the proportion of students in Band 7 increased with a smaller decline in the proportion of students in Band 6, indicating a slight overall improved result in Year 9 Reading.

The average score for Reading for Year 9 students in 2018 was higher than for the average score for SSG schools and the longer term three–year (2015–2017) school average. However, the average score of Year 9 Reading remains below the overall state average.

The average scaled growth for Reading for students between Year 7 and Year 9 was 30.5. This is a lower result than three–year school average (33.9), the SSG schools result of 46.0 and the overall state result of 44.6.

For Year 9 students in Reading, 50.4% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a lower proportion than the three–year school average of 52.0%, the SSG schools average of 64.5% and the overall state average of 68.6%.

The highest growth 7–9 for Reading was by students who achieved Band 4 in Year 7, 2016, however, on average, students in these groups achieved lower growth than similar students in the previous three–year average (2015–2017). Students who achieved the highest band for Reading in Year 7, 2016 achieved negative growth. All other groups achieved comparable growth to the three–year average.

Year 9 Reading – Aboriginal and Torres Strait Islander Students

The majority of ATSI students in Year 9 performed in

Band 7. In SSG schools, the largest proportion of students recorded Band 6.

When compared to the previous three year average (2015–2017), the overall average performance of ATSI students improved in Reading, with an increased proportion in the higher Bands and a decreased proportion in the lower Bands.

The average score for Reading for Year 9 ATSI students in 2018 was higher than for the average score for SSG schools, the longer term three–year (2015–2017) school average and the overall state average.

The average scaled growth for Reading for ATSI students between Year 7 and Year 9 was 21.4. This is a lower result than three–year school average (40.0), the SSG result of 36.4 and the overall state result of 41.2.

For Year 9 ATSI students in Reading, 50.4% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a slightly higher proportion than the three–year school average of 49.1%. However, this result is substantially lower than the SSG schools average of 64.5% and the overall state average of 68.6%.

Year 7 Writing – All Students

The majority of students in Year 7 performed in Bands 4, 5 and 6 for Writing, with the highest number of students achieving Band 5. In SSG schools and for the State overall, Band 5 also recorded the highest proportion of students.

When compared to the previous three–year average (2015–2017), the proportion of students in the higher Bands has decreased and the proportion of students in the lower Bands has increased, indicating an overall decline in Writing performance.

The average score for Writing for Year 7 students in 2018 was lower than for the average score for SSG schools, the overall average score for the State and the longer term three–year (2015–2017) school average.

The average scaled growth for Writing between Year 5 and Year 7 was 4.7. This is a substantially lower result than the three–year school average (19.9), the SSG result of 25.6 and the overall state result of 34.8.

For Year 7 Reading, 34.2% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a substantially lower proportion than the three–year school average of 54.7%, the SSG schools average of 51.7% and the overall state average of 59.5%.

Growth in all bands 5–7 is considerably lower than the three–year average, including average negative growth for students who achieved Band 3, 6 & 7 in Year 5, 2018. The Highest growth was for students who achieved Band 4 in Year 5, 2016.

Year 7 Writing – Aboriginal and Torres Strait Islander Students

results in Band 4 for Writing. In SSG schools and for the state overall, Band 5 recorded the highest proportion of students.

When compared to the previous three year average (2015–2017), the overall average performance of ATSI students declined, with an increased proportion in the lower Bands and a decreased proportion in the higher Bands.

The average score for Writing for Year 7 ATSI students in 2018 was lower than for the average score for SSG schools, the overall average score for the State and the longer term three–year (2015–2017) school average.

For Year 7 ATSI students in Writing, 20.0% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a higher proportion than the three–year school average of 18.2%. However, this result is substantially lower than the SSG schools average of 39.2% and the overall state average of 43.9%.

The average scaled growth for Writing for ATSI students between Year 5 and Year 7 was negative at –21.2. This is a substantially lower result than three–year school average (11.8), the SSG result of 3.3 and the overall state result of 13.2.

Year 9 Writing – All Students

The majority of students in Year 9 performed in Bands 5 and 6 for Writing, with the highest proportion of students achieving Band 5. In SSG schools, Band 6 also recorded the highest proportion of students.

When compared to the previous three year average (2015–2017), the proportion of students in Band 8 and 9 increased while the proportion of students in Bands 6 and 7 decreased, indicating an overall improved result in Year 9 Writing.

The average score for Writing for Year 9 students in 2018 was higher than for the average score for SSG schools and the longer term three–year (2015–2017) school average. However, the average score for Year 9 Writing remains below the overall state average.

The average scaled growth for Writing for students between Year 7 and Year 9 was 32.8. This is a higher result than the previous three–year average of 22.0 and the SSG schools average of 23.9. However, the average growth was slightly below the overall state average of 34.3.

For Year 9 students in Writing, 47.6% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a lower proportion than the three–year school average of 58.0%, the SSG schools average of 49.6% and the overall state average of 57.3%.

The highest growth 7–9 for Writing was by students who achieved Band 4 and Band 8 in Year 7, 2016. Both these groups achieved growth higher than the previous three year average (2015–2017). On average, students who achieved middle bands in Year 7, 2016 had lower growth than the previous three–year average (2015–2017).

Year 9 Writing – Aboriginal and Torres Strait Islanders Students

The majority of ATSI students in Year 9 performed in Bands 5 and 6 with the largest proportion of students recording Band 5. In SSG schools, the largest proportion of students also recorded Band 5.

When compared to the previous three year average (2015–2017), the overall average performance of ATSI students improved in Writing, with increased proportion of students in higher Bands.

The average score for Writing for Year 9 ATSI students in 2018 was substantially higher than for the average score for SSG schools, the longer term three–year (2015–2017) school average and the overall state average.

The average scaled growth for Writing for ATSI students between Year 7 and Year 9 was 17.2. This is a lower result than three year school average (22.0). However, the 2018 result and the previous three–year school average are both substantially higher than the SSG result of 1.4 and the overall state result of 8.7.

For Year 9 ATSI students in Writing, 48.1% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a slightly higher proportion than the three–year school average of 47.8% as well as a higher proportion than for the SSG schools average of 39.2% and the overall state average of 41.4%.

Year 7 Numeracy – All Students

The majority of students in Year 7 performed in Bands 5, 6 and 7 for Numeracy, with the highest number of students achieving Band 6. In SSG schools and for the state overall, Band 6 also recorded the highest proportion of students.

When compared to the previous three–year average (2015–2017), the proportion of students in Band 5, 6, 7 and 8 has increased which indicates an improved performance in Numeracy.

The average score for Numeracy for Year 7 students in 2018 was marginally higher than the previous three–year average for the school and the average for the SSG schools. However, the average score is substantially lower than the overall score for the state.

The average scaled growth for Numeracy between Year 7 and Year 9 was 59.6. This is higher result than three–year school average (54.1), the SSG schools result of 56.1 and the overall state result of 54.2.

For Year 7 Numeracy, 64.0% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a higher proportion than the previous three–year school average of 61.1% and the SSG school average of 62.4%. The result is slightly lower than the overall state average of 65.5%.

Growth in numeracy from Year 5, 2016 to Year 7, 2018

was higher or similar in all areas, compared to the previous three–year average (2015–2017). Students who achieved Band 3 in Year 5 had higher growth than students in other bands. Students who achieved Band 8 in Year 5 were the only group who experienced negative growth.

Year 7 Numeracy – Aboriginal and Torres Strait Islander Students

The majority of ATSI students in Year 7 performed in Bands 5 and 6 for Numeracy, with the highest number of students achieving Band 6. In SSG schools the majority of students recorded Band 5.

When compared to the previous three–year average (2015–2017), the overall average performance of ATSI students declined, with an increased proportion in the lower Bands and a decreased proportion in the higher Bands.

The average score for Numeracy for Year 7 ATSI students in 2018 was higher than the previous three–year school average. However, both of these school results are lower than the average scores for SSG schools and the overall state results.

For Year 7 ATSI students in Numeracy, 55.6% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a marginally higher proportion than the three–year school average of 55.5%. However, this result is slightly lower than the SSG schools average of 55.8% and the overall state average of 56.5%.

The average scaled growth for Numeracy for ATSI students between Year 5 and Year 7 was 58.3. This is a higher result than three–year school average (56.0), the SSG schools and the overall state result, both 52.9.

Year 9 Numeracy – All Students

The majority of students in Year 9 performed in Bands 7 and 8 for Numeracy, with the highest proportion of students achieving Band 7. In SSG schools, Band 7 also recorded the highest proportion of students.

When compared to the previous three–year average (2015–2017), the proportion of students in Band 9 and 10 increased while the proportion of students in Bands 6 and 7 declined indicating an overall improved result in Year 9 Numeracy.

The average score for Numeracy for Year 9 students in 2018 was higher than for the average score for SSG schools and the longer term three–year (2015–2017) school average. However, the average score for Year 9 Numeracy remains below the overall state average.

The average scaled growth for Numeracy for Students between Year 7 and Year 9 was 49.2. This is a slightly higher result than the previous three–year average of 48.4, the SSG schools average of 49.0 and the overall state average of 47.0.

For Year 9 Students in Numeracy, 68.6% of students achieved greater than or equal to expected growth

between Year 7 and Year 9. This is a higher proportion than the three–year school average of 65.2%, the SSG schools average of 62.4% and the overall state average of 66.0%.

Growth in numeracy from Year 7, 2016 to Year 9, 2018 was consistent, and generally comparable to the previous three–year average. The notable exception is students who achieved Band 9 in Year 7, 2016, who achieved significantly higher growth than the previous three–year average.

Year 9 Numeracy – Aboriginal and Torres Strait Islander Students

The majority of ATSI students in Year 9 recorded results in Band 7 for Numeracy. For SSG schools, the majority of ATSI students recorded results in Band 6.

When compared to the previous three–year average (2015–2017), the proportion of students in higher Bands increased and the proportion of students in lower Bands decreased, indicating improved performance in Numeracy.

The average score for Numeracy for Year 9 ATSI students in 2018 was substantially higher than for the average score for SSG schools, the longer term three–year (2015–2017) school average and the overall state average.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premiers Priorities

The key results for ALL students are:

- For Year 9, the proportion of students in the top 2 Bands increased in both Reading and Numeracy between 2017 and 2018.
- For Year 9, the 2018 result for Reading was lower than the previous three–year average, however, was substantially higher for Numeracy.
- For Year 7, the proportion of students in the top 2 Bands decreased in both Reading and Numeracy between 2017 and 2018.
- For Year 7, the 2018 result for Reading was slightly higher than the previous three–year average, however, was lower for Numeracy.

The key results for ABORIGINAL students are:

- For Year 9 Aboriginal students, the proportion of

students in the top 2 Bands increased in both Reading (by 3.7 percentage points) and Numeracy (by 16 percentage points) between 2017 and 2018.
- For Year 9, the 2018 result for Reading was higher than the previous three–year average, and it was substantially higher than the three–year average (2015–17) for Numeracy.
- For Year 7, the proportion of students in the top 2 Bands did not improve in Reading and Numeracy between 2017 and 2018. There were no Aboriginal students in the top two bands in either Reading or Numeracy

Higher School Certificate (HSC)

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

3 courses out of 27 achieved results above State Average:

- Metals and Engineering Examination (+4.17)
- Ancient History (+1.13)
- Industrial Technology (+0.15)

When compared to a Statistically Similar Group (SSG) of schools, 14 of the 27 courses received higher average results. These courses were:

- Ancient History (+11.0)
- Modern History (+8.0)
- Industrial Technology (+7.0)
- Chemistry (+6.0)
- Food Technology (+6.0)
- Metals and Engineering Examination (+6.0)
- Business Studies (+5.0)
- Construction (+4.0)
- General Mathematics (+4.0)
- Hospitality (+4.0)
- Physics (+4.0)
- Biology (+3.0)
- English (Standard) (+1.0)
- Senior Science (+1.0)

Band 6:
3 Band 6 results were achieved in 2018. This represents 1% of all Band results and is consistent with previous results, and similar to the three–year average, 1%. (2016–2018) The following students were placed on the Distinguished Achievers List:

- Madeleine Howle (Business Studies)
- Celeisha Jennings (Ancient History)
- Jacob Parker (Industrial Technology)

The following students studied courses at the Bathurst High Campus of Denison College of Secondary Education and were placed on the Distinguished Achievers List:

- Jackson Howle (Music 1)
- Jacob Parker (Music 1)
- Kylie Taylor (Entertainment Industry Examination)

Band 5:
35 Band 5 results were achieved (representing 13% of all results) in the subjects below. This is higher than the

recent three–year annual average of 11% and the longer 5–year average of 12%.

Of these, two students achieved high Band 5s with marks of 89. Band 5s were achieved in the following subjects:

- Biology (5)
- English (Advanced) (4)
- Chemistry (3)
- Dance (3)
- Industrial Technology (3)
- Ancient History (2)
- Business Studies (2)
- Food Technology (2)
- Personal Development, Health and Physical Education (2)
- Physics (2)
- Society and Culture (2)
- Drama (1)
- English (Standard) (1)
- Mathematics General 2 (1)
- Mathematics (1)
- Modern History (1)

Band 4:
80 Band 4s (29% of all results) were achieved. This is a slightly lower than both the three–year (2016–2018) average of 30% and the five–year average (2014–2018) of 31%.

Band 3
109 Band 3s (39% of all results) were achieved. This is a higher result than the three–year average and the five–year average, both 36%.

Band 2:
41 Band 2s (15% of all results) were achieved. This is slightly lower than the three–year average and the five–year average (both 16%).

Band 1:
10 band 1 (4% of all results). This is slightly lower than the three–year average and the five–year average, both 5%.

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	70.9	67.6	70.7	67.8
Business Studies	72.0	64.8	69.3	68.1
Community and Family Studies	66.5	67.3	69.9	65.0
English (Advanced)	71.0	74.4	77.5	71.2
English (Standard)	64.6	62.6	65.0	63.0
Food Technology	72.0	64.1	70.7	72.0
Industrial Technology	69.0	61.5	66.2	64.0
Legal Studies	61.4	65.6	71.2	61.4
Mathematics	66.0	69.5	74.8	63.1
Mathematics General 2	64.5	61.0	65.1	65.2
Personal Development, Health and Physical Education	63.9	66.9	69.5	63.9

2018 KHC Mean: 73.89

State Variation: 1.13

Candidature: 7

Highest Mark: 92

Lowest Mark: 64

Number of students for whom this course was their best result: 2

Number of students for whom this course was their worst result: 1

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.

The Parent Survey was completed by 83 parents:

Parents were asked to rate their satisfaction in a range of areas, including:

- I know when assessment tasks are due: 3.8/10
- I am well informed about my child's progress in school subjects: 5.5/10
- I am well informed about school activities: 5.7/10
- Teachers listen to concerns I have 6.0/10
- I am informed about my child's behaviour at school, whether positive or negative: 6.2/10
- Written information from the school is in clear, plain language: 6.6/10
- I feel welcome when I visit the school: 6.9/10
- The school's administrative staff are helpful when I have a question or problem: 7.1/10
- Reports on my child's progress are written in terms I understand: 7.4/10

Parents were also asked to mention things that frustrate them about the campus and also positive things about the campus:

47 people responded:

General communication was identified by 14 people, including six who specifically mentioned communication

related to learning, for example, knowing when assessment tasks are due, as well as students knowing how to complete assessment tasks. This point was also raised as a concern through the Parent Focus Group. The impact of negative student behaviour, infrastructure/facilities and unsatisfactory follow up to resolve issues were also mentioned as frustrations.

By far the most positive thing about Kelso High Campus identified by parents is the staff. Some parents mentioned that the front office and Principal are approachable. The majority of responses specifically mentioned teachers. Parents are pleased that teachers care about the students, they are inspirational, friendly, encourage the students, look out for students and their welfare and provide extracurricular opportunities.

Parents also commented on the range of opportunities that are available, breadth of curriculum, positive communication via social media and letters home, the safe environment and the management of bullying as positive things about the campus. A number of parents also mentioned that they are happy with the academic workload and high teacher standards for the completion of work.

The KHC Parent Focus Group met once per term as a peak consultative group to discuss Campus priorities, specific projects and any issues causing concern.

Issues raised in 2018:

Communication: Roll marking & accurate excursion data; Parent Portal; assessments, including clarity of tasks: concerns about what teachers want and anxiety over students not knowing what to do to complete tasks; Merit sunshine letters are not being sent home; Calendar section in the newsletter; School app; more promotion e.g. Life magazine; Environment concerns: inadequate wet weather areas and more paving in grass area outside concrete canteen.

Teachers were surveyed at the start and end of the year.

Teachers were asked to name one thing that is working well and to identify the main challenges they face:

Collegiality and the strength of the staff
was the most common response for "what is working well". Some people elaborated on different components of
this, including staff morale, staff supporting one another, staff commitment and
collegial support that is promoted by the two main staffrooms, the faculties and the
three deputy model.

A number of people commented on the students. One person said, "We have some fantastic students and fantastic, diverse and
experienced teachers. We have a great school and I am proud to be a part of it."

Some people are pleased with a holistic Campus

strategic improvement, focussing on engaging students in their learning.

Some staff felt that school pride and culture was improving and the promotion through websites/events was positive.

The main challenge facing teachers is the time it takes to complete all of their duties such as programming requirements, to plan lessons, find resources, etc.

A number of teachers mentioned that the outside stigma or perception of Kelso High Campus is a frustration.

Challenging student behaviours was also identified, including students with mental health concerns and trauma backgrounds, off–task behaviour and disruption to learning by the small number of students who are disengaged in each year group.

Approximately 520 students completed a survey and were asked a number of questions about Kelso High Campus.

- 50% of students agree or strongly agree that they like coming to school
- 61% agree or strongly agree that they are proud of Kelso High
- 67% agree or strongly agree that they like their teachers
- 91% of students agree or strongly agree that they have friends at school
- 82% of students agree or strongly agree that they want to do the best they can and get the best results, marks or grades they can

Policy requirements

Aboriginal education

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

The Aboriginal Representative Council (ARC), under the leadership of the Aboriginal Education Team plays an integral role in promoting cultural awareness within the campus. The ARC led an Acknowledgement of Country at every assembly and formal occasion. In 2018 the ARC led assemblies about Sorry Day, Reconciliation Week and Naidoc Week, improving the cultural understanding of both staff and students.

In 2018, 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, Bathurst

NAIDOC activities, and a cultural trip to Walgett.

Aboriginal Education Funding was used in 2018 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 Aboriginal learning and wellbeing, including Wednesday Study Group, Tuesday afternoon Study Group, Birrang Driving, health checks and Young Mob.

Multicultural and anti-racism education

English as an Additional Language or Dialect (EAL/D) students are provided with a range of educational provisions to support their English language learning, following individualised language proficiency assessments.

In 2018 at Kelso High Campus, there were 53 students (6%) from 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.

Those students who are eligible for intensive support have access to a range of language development opportunities, including a qualified EAL/D Teacher. The specialist teacher delivers individualised EAL/D instruction in a variety of ways to meet the diverse needs of our English language learners, including assessment differentiation, student instruction and supporting teachers in developing resources for the classroom.

The EAL/D sessions are tailored to Beginner, Emerging, Developing and Consolidation phases, with alignment to the ESL Scales, which support our newly arrived, developing and consolidating EAL/D students.

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

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