

Denison College of Secondary Education, Kelso High Campus

2019 Annual Report



8517

Introduction

The Annual Report for 2019 is provided to the community of Denison College of Secondary Education, 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.

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

I am incredibly proud to have been Relieving Principal of a campus that provides so much opportunity and support to our students. There have been some wonderful celebrations and achievements in 2019.

Teaching and Learning

Our most important role is to deliver the very best teaching and learning to our students and we have some incredible achievements in this area. Our improvement in writing and Aboriginal literacy has been particularly high and we have continued to show excellent growth in numeracy. 2019 saw the introduction of Maths Pathways in Year 7, an individualised program that has seen outstanding growth in our students. There are many celebrations with our 2019 HSC results. In particular, of the 32 HSC examinable subjects in 2019, 23 achieved above like school groups and 10 achieved above the state average with 9 achieving similar to state average. We also had the lowest percentage of students in Band 1 (1%) that we have had in 5 years. We also had over 40 university offers of student early entry, which is significantly higher than previous years.

Sport and Extra-Curricula Activities

We know that for many students it is the opportunity to get involved in sport and extra-curricula activities that is one of the highlights of school. Our Agricultural team again represented us proudly at many shows and competitions and continues to punch well above its weight with the results they achieve against much larger teams. Our stage 5 Debating team were the zone champions and succeeded to the regional finals of Western Region. Michaela Doungmanee was chosen to go to state as part of the Western Region Debating Team and TJ Henderson was successful in getting to the State Semi Finals of the UN Youth Voice Competition.

Our Cirkus Surreal team continues to go from strength to strength, with not only their annual show which was outstanding, but also highly acclaimed performances at many local events. Our CAPA night, Brandish performance, Western Region Dance Festival and Bathurst Eisteddfod gave students a wonderful opportunity to perform and showcase their talent. Of particular note is Mia Ryan who was selected as a featured artist for the school spectacular.

In sport the Athletics and Swimming Carnival days were both excellent events and we had a large number of students go on to represent the school at regional and state level.

Volleyball continues to achieve outstanding results, with the open girls coming third in the state knockout competition. We also had fantastic results and great participation in Futsal, Hockey, AFL, Cricket and Basketball.

Just a few standout individual performances:

- Harriet Fitzsimmons in Volleyball – captained the U16s CHS Nationals and was selected in the honorary Australian team.
- Denzel Nicholson – went to Russia for Snooker U18s World Championship.
- Lachlan Howard – named in the All Australian U16's Hockey Team.

Inclusive education and supporting every student to be their best.

Kelso High Campus supports students not only with their learning, but also helps to build independence, provide practical living skills as well as offer many community access and transition opportunities. Our dedicated Aboriginal Education team supports not just our Indigenous students, but also makes sure Aboriginal culture and identity is recognised and celebrated across the whole school. One growing area in the school that I am particularly proud of is the increase in student led community and school service activities. 2019 saw our student leaders initiate fundraising activities for bushfires, farmers and many local charities. Students also participated in RUOK day, Harmony day and volunteered at local events in the community. Teaching students to be kind, help others and have empathy is one of the most important things we can do.

Overall it has been a great honour and privilege to lead such a fantastic campus in 2019. I would like to particularly acknowledge our dedicated and capable staff who work tirelessly in their many varied roles to provide the very best opportunities and support for our students.

Stephanie Scott

Relieving 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Improved student academic outcomes are demonstrated through internal progress measures and reflect high quality teaching, learning and assessment.

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.

Increased levels of educational leadership capacity in executive staff support continued improvement in teacher quality and student learning.

Overall summary of progress

2019 saw a focus on best practice teaching and learning with a particular focus on assessment. Consolidation of faculty programming and detailed class profiles was achieved, with a continued emphasis on showing clear evidence of differentiation. There was a specific whole school focus on assessment. Faculty Head Teachers led this process in their own faculties and were supported by the supervising Deputy Principal and the Head Teacher Teaching and Learning as well as whole school professional learning. HSC and Naplan data showed evidence of students value adding in most areas.

Progress towards achieving improvement measures

Process 1: Collaborative practice focuses on student growth, through high classroom expectations, rigorous teaching and learning and quality assessment.

Evaluation	Funds Expended (Resources)
Year 8 teams of teachers of English, Science, HSIE and PDHPE were released for 1 period per cycle to work collaboratively, with a focus on developing a shared understanding of data and improving student growth in targeted areas. The teams have implemented strategies to improve writing, goal setting and metacognition/peer assessment, homework and assessment submission rates. Teachers in the teams identified improved consistency in classroom practice and that it has built a collaborative culture among staff. They also identified improved teacher practice in tracking student growth through pre and post testing and data walls. Out of 10 staff rated the value of being in the Year 8 team as 8.1.	Year 8 Teams Professional 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.

Evaluation	Funds Expended (Resources)
At the end of 2019 90% of teachers had completed 12 registered hours of CESE Formative Assessment. Teachers identified improved confidence in developing effective formative assessment and summative assessment. All faculties have increased their collaborative practices in assessing and developing assessment practices.	Professional Learning

Process 3: Increase the capacity for coaching, mentoring and monitoring to improve teaching, learning and

Progress towards achieving improvement measures

Process 3: assessment.

Evaluation	Funds Expended (Resources)
Teaching and Learning Programs and class profiles were continually being developed, evaluated and improved upon in the faculties. Head Teachers had ownership over this process and were supported by the Deputy Principals in the faculty monitoring process. Head Teachers were responsible for professional development in their faculties and incorporated this into their faculty plans and were again supervised and supported by Deputy Principals.	Acting Deputy principal Year 8 Teams Professional Learning

Next Steps

In 2020 every teacher will be in a stage 4 or stage 5 learning team. These learning teams meet fortnightly and have a team leader. They consist of teachers working together so that they can collaborate and use common student data to inform practice, provide authentic and meaningful feedback on student work, differentiate their teaching and learning and assessment, have a consistent behaviour management plan and design short sprints, where teachers intensively use explicit teaching methods on a targeted literacy or numeracy area for 5 weeks.

In 2020 we are also piloting a program of 2 Head Teachers being Instructional Leaders working across the school. They model and showcase best teaching and learning practice in their own faculty and then mentor and support other Head Teachers. They will model and support each faculty implementing targeted literacy and numeracy sprints.

As a result of these initiatives every KLA and learning team will be collaborating and using data to inform their practice and designing short agile sprint to improve literacy and numeracy.

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.

Improvement Measures

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.

Student engagement is evident through improved attendance, task-completion rates and participation in curricular and co-curricular activities

Overall summary of progress

There has been significant progress in this area. Staff knowledge has increased substantially and our overall communication structures have improved and been streamlined. There have also been a number of proactive supports and structures that have been put in place that are having a positive impact on improving student wellbeing. Students who have complex mental health and behaviour needs are well supported.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement a holistic wellbeing framework to understand, support and respond to student needs.

Evaluation	Funds Expended (Resources)
<p>Significance progress has been made with PBL and we are almost ready to move to Tier 2. Sentral data and teacher surveys 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 ones. The data shows that PBL is not always being consistently applied in all settings.</p> <p>There were many targeted interventions piloted for the Year 7 cohort in 2019. These included: a Middle School class for students in Year 7 who required more intensive support, lunch groups, timetabled resilience and wellbeing lessons with their Year Advisor and the establishment of the BD class for stage 4. These interventions saw a settled start for Year 7 and reduced suspensions and major incidents in this year group. In addition to this the school piloted an Opt in Opt out program for students in stage 5 who were at risk of disengagement from school. The students targeted in this program showed improved attendance and reduced suspension and sentral incidents.</p> <p>In 2019 the campus worked with the Specialist Support team. The conclusions from this team was that our campus had extremely thorough processes in place to support students with complex needs and behaviours.</p> <p>Communication processes continued to be streamlined with Individual Learning plans made more accessible to staff, the dissemination of wellbeing information at Executive meetings and the continuation of a wellbeing weekly muster.</p>	PBL

Process 2: Strengthening the connection between students and staff in and out of the classroom to foster positive

Progress towards achieving improvement measures

Process 2: relationships and investment in our school community.

Evaluation	Funds Expended (Resources)
This did not occur in 2019 and has been carried over to 2020.	

Process 3: 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.

Evaluation	Funds Expended (Resources)
As a result of whole school Professional Learning teachers have significantly improved their understanding of students from a trauma background and those with mental health needs and are making necessary adjustments to their teaching. A teacher survey identified improved understanding of Trauma and Mental health as their greatest area of growth in 2019.	Professional Learning

Next Steps

Moving into 2020 we plan to expand on the Opt in and Opt out program and our partnerships with community organisations, and start a Wellbeing Hub in the school. This would be a place where external services could come in and support individual students as well as run targeted wellbeing activities.

The success of the Middle School has been expanded to include a year 7 and 8 class for 2020. Our data showed a disproportionate representation of negative central entries, suspensions, poor attendance and low achievement in our bottom streamed classes. After researching the negative effects of streaming on low socio-economic students in particular, the school is trialling mixed ability classes in 2020 for year 7.

Our timetabled wellbeing and resilience lessons are continuing for Year 7 in 2020 and we will also be implementing the reliance project through the PDHPE curriculum for all students in 7 – 10.

Our Mobile phone policy has been reviewed and in 2020 we are becoming a mobile free school. The current mobile phone policy of "off and away" in class was not working with staff identifying students being distracted on their phones as one of the main barriers to teaching and learning. The inappropriate use of social media during school time was also contributing to peer conflicts and poor socialisation amongst some students.

In 2020 the school will review and update the behaviour management policy. The recommendations of the specialist support team has provided valuable feedback on our current policy and will be used to draft the new one.

2020 will see an expansion of lunch activities as well as increased participation in student led activities from student leadership teams.

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.

Improvement Measures

An improvement in communication between Kelso High Campus and its parent community is evident.

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.

Overall summary of progress

Overall 2019 saw an improvement in communication between the campus and the parent community. There were increased learning and transition opportunities offered to students such as the launch of the careers academy through the college as well as an increase in community run programs by Marathon health, Headspace, Smith Family and Veritas House. There are more shared course and enrichment opportunities for students at both campuses going into 2020. The College continued to support the transition program for Year 6 students going into Year 7.

Progress towards achieving improvement measures

Process 1: A targeted approach develops and sustains links with parents, employers, community organisations, elders and community leaders.

Evaluation	Funds Expended (Resources)
<p>There were improvements in parental satisfaction with the campus, particularly with being made to feel welcome at the school, the helpfulness of the school's administrative staff and being informed about their child's progress and school activities. Parents would still like information on assessment due dates to be more accessible.</p> <p>The parent focus group continued throughout the year, however, the number of participants remained below 10 all year.</p> <p>Strengthening connections between Kelso High Campus, Aboriginal parents, The Bathurst Wiradjuri Elders and the Bathurst Aboriginal community needs to remain a priority for 2020 and there is more work needed in this area.</p>	<p>Aboriginal Education Group</p> <p>School's Communication Team</p>

Process 2: Professional learning and curriculum are strategically aligned with Bathurst High Campus to improve outcomes for Denison College students.

Evaluation	Funds Expended (Resources)
<p>2019 saw a significant increase in the number of students who will be accessing shared course subjects in Year 11 in 2020. This meant that approximately 93% of students were able to access their first choice subjects. An enhanced procedure for subject selection also meant that students were able to make more informed choices about the subjects that were best for them.</p>	<p>College</p>

Progress towards achieving improvement measures

In 2019 a college professional learning plan was developed that aligned the strategic directions of both campuses. The college was able to provide support to both campuses with their professional learning.

Process 3: School leaders work collaboratively with their staff, the executive team the wider campus, college and community to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Evaluation	Funds Expended (Resources)
Improved executive leadership was supported through the faculty monitoring process with the Deputy Principal and Head Teachers. Coaching and mentoring practices and the PDP process was used to support and build the capacity of the executive. The Relieving Principal and Relieving Deputy Principals completed leadership induction course by the Department of Education for new leaders. The College began planning for a leadership development program for implementation in 2020.	Professional Learning College

Next Steps

An executive leadership program across the college is to be implemented in 2020 with the aim of building the capacity of all leaders and aligning their roles to teaching standards and identified areas of school improvement.

The continuation of the careers academy and the establishment of the campus Wellbeing Hub will build on and improve links with employers and community organisations to maximise the support and opportunities for our students.

Building on connections and relationships with the Aboriginal Community is a priority for 2020 and will be led by the Aboriginal Education group within the school.

Improving our communication and customer service remains a priority for 2020. The campus is introducing progress reports in Term 1 and Term 3 as well as more simplified and relevant written reports for 7 – 10. Making due dates for assessment tasks more accessible is also a priority.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Quicksmart Literacy and Quicksmart Numeracy</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$121 326.00) 	<ul style="list-style-type: none"> • 91% of Quicksmart Literacy students improved their reading age, compared to only 39% of non–Quicksmart students. • 60% Students who completed Quicksmart Numeracy program showed average growth of between 1 – 2 year.
Socio–economic background	<p>Deputy Principal</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$117 627.00) 	<p>The additional Deputy Principal has allowed for complex case management to occur and for situations that arise to be dealt with quickly and thoroughly. This may mean suspension data has risen, however, this is because issues are being followed up thoroughly. The additional Deputy Principal has also provided ongoing support and mentoring to Head Teachers. Overall, this initiative has allowed for the smooth running of the school and meant that the Principal has the time to be an instructional leader and invest time in strategic planning. Only a small number of incidents are elevated to the Principal.</p>
Support for beginning teachers	<p>Beginning Teacher Mentor</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$20 823.00) 	<p>Beginning Teachers have received tailored individual support on behaviour management, school and department processes and programming and evaluation. Six teachers involved in the program successfully submitted their accreditation to enable them to move to Proficient.</p>
Flexible Wellbeing Services	<p>Head Teacher Wellbeing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Flexible Wellbeing (\$54 452.00) 	<p>The Head Teacher Wellbeing was responsible for the implementation and supervision of many initiatives such as The Year 7 Middle School, Opt in and Opt Out program for stage 5 students and lunchtime programs. These have significantly enhanced students overall wellbeing and seen a reduction in their negative sentral entries and improved their attendance. The Head Teacher Wellbeing also successfully supervised LaSTs and wellbeing SLSO's and coordinated the case management of students with complex mental health and wellbeing needs.</p>
Fairer Funding	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Fairer Funding (\$8 000.00) 	<p>This has been held over for 2020.</p>
GTIL NERA Professional Experience Hub	<p>Professional Experience Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Experience Program (\$53 358.00) 	<p>This was a successful partnership which supported teacher training at the university and also supported practicum teachers at the campus. It also helped establish the Professional Development Program (PDP) process at the campus as one of best practice. The PDP process is now being used to successfully support individual teacher development as well as inform professional learning needs for the whole school.</p>
Targeted Funding – Integration Funding Support	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration Funding Support (\$351 586.00) 	<p>The Head Teacher Integration and SLSO's were essential in supporting the growing number of students on Integration Funding Support. In 2019 the campus was recognised as best practice for the support and opportunities it provided for students on</p>

Targeted Funding – Integration Funding Support	Funding Sources: <ul style="list-style-type: none">• Integration Funding Support (\$351 586.00)	Funding Support and was used as an exemplar model for other schools in the region.
---	--	--

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	430	419	402	421
Girls	358	337	357	372

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.3	91.2	92.7	91.4
8	88.9	89	87.9	87.1
9	89.1	85.9	85	82.1
10	85.7	85.9	84.3	83.2
11	90.3	88.1	85.7	87.3
12	93.2	91.5	87.9	88
All Years	89.5	88.5	87.2	86.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	23	6
Employment	7	13	26
TAFE entry	3	5	9
University Entry	0	0	27
Other	0	0	0
Unknown	2	0	17

Year 12 students undertaking vocational or trade training

40.00% of Year 12 students at Denison College of Secondary Education, Kelso High Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Denison College of Secondary Education, Kelso High Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	48.18
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	612,073
Revenue	11,797,566
Appropriation	11,163,754
Sale of Goods and Services	262,418
Grants and contributions	353,818
Investment income	3,702
Other revenue	13,874
Expenses	-11,965,454
Employee related	-10,916,111
Operating expenses	-1,049,342
Surplus / deficit for the year	-167,888

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	2,046,450
Equity Total	895,374
Equity - Aboriginal	132,466
Equity - Socio-economic	428,349
Equity - Language	14,536
Equity - Disability	320,023
Base Total	6,917,160
Base - Per Capita	188,583
Base - Location	4,292
Base - Other	6,724,284
Other Total	975,713
Grand Total	10,834,696

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

School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

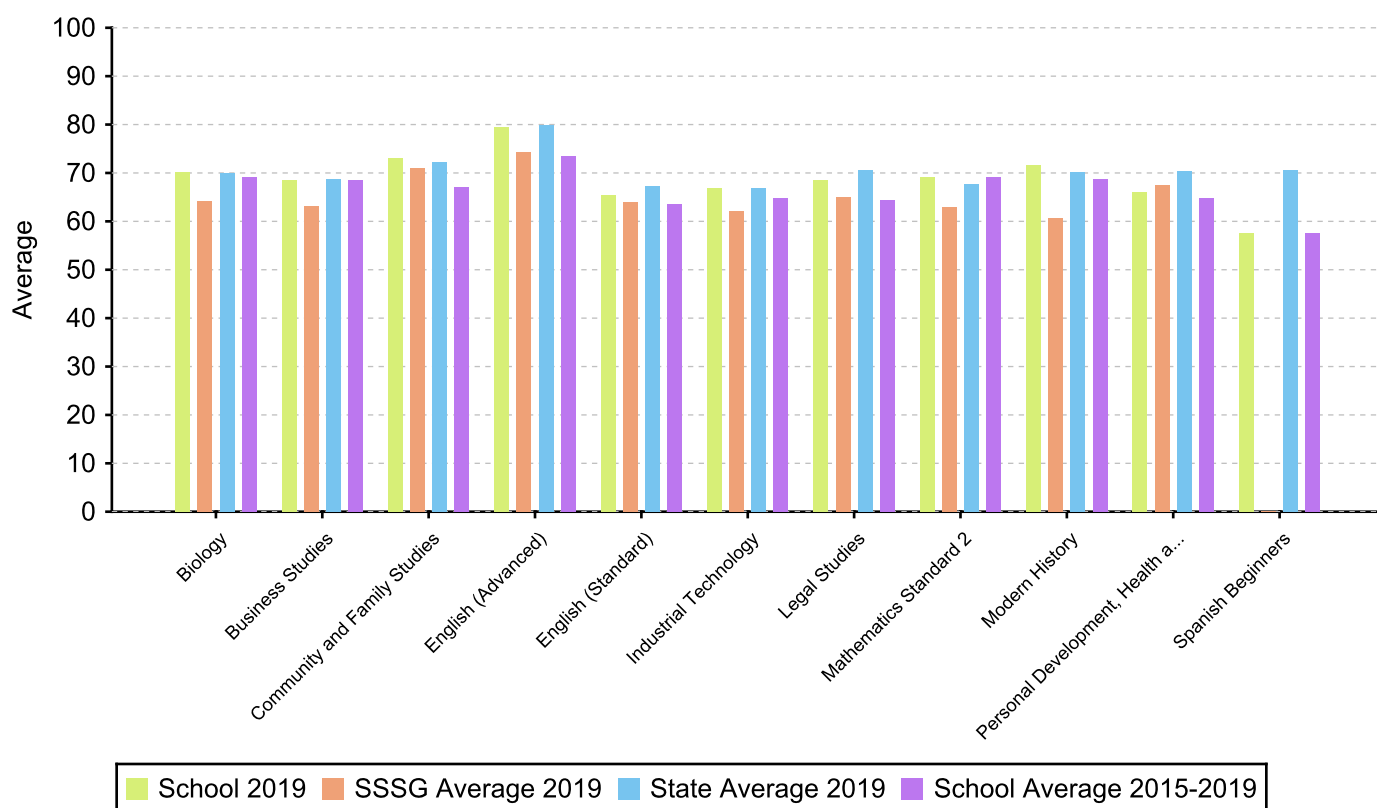
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. 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.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	70.1	64.2	69.9	69.2
Business Studies	68.6	63.1	68.6	68.5
Community and Family Studies	73.1	70.9	72.2	67.0
English (Advanced)	79.5	74.3	80.0	73.4
English (Standard)	65.4	64.0	67.3	63.6
Industrial Technology	66.8	62.1	66.8	64.7
Legal Studies	68.4	64.9	70.6	64.4
Mathematics Standard 2	69.2	62.9	67.7	69.2
Modern History	71.7	60.7	70.2	68.7
Personal Development, Health and Physical Education	66.1	67.4	70.5	64.7
Spanish Beginners	57.5	0.0	70.5	57.5

Parent/caregiver, student, teacher satisfaction

A parent and carer survey was conducted with 87 respondents. The main strengths that they identified for the school were the support and expertise of the teaching staff and the range of curriculum and extra curriculum opportunities for students. The majority surveyed also reported that they felt welcome in the school, that the administrative staff were helpful and their child felt safe at school. The main concern was that parents / carers wanted more accessible information about the due dates of assessment tasks and that the parent portal needed to be more regularly updated. They would also like to see more seating in the playground.

In 2019 a number of student forums were conducted which asked for feedback about what was great and not so great about the school. The main positives were identified as the range of opportunities that were provided for students to cater for many different interest levels and the care, support and commitment of the teachers and the reward activities offered through Positive Behaviour for Learning. The main negatives were some of the peer conflicts that occurred, particularly over social media, and some behaviours from a small group of students that negatively impacted on others and the reputation of the school.

Teacher forums also took place in 2019. These identified the collegiality and support of other staff members as well as the support of executive and senior executive as the main strengths of the school. The complex behaviours of a small group of students was seen as one of the main challenges. Students use of mobile phones in the classroom was also identified as one of the main challenges to teaching and learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Kelso High Campus is committed and passionate about improving student outcomes for Aboriginal students and ensuring that Aboriginal culture is embedded and celebrated across the curriculum and the campus. In 2019 there was a highly effective Aboriginal Education team within the school that provided targeted literacy, numeracy and wellbeing support to individual students.

Aboriginal Education Funding was used to run programs that improved the attendance and retention of targeted Aboriginal students. Students had access to a mentor who provided individualised support with assessment tasks and homework, ran an afterschool study group and liaised with families to provide additional support.

In 2019 our Aboriginal Leadership group led Acknowledgement of Country at our campus and community events, represented our campus at local events and participated in community fundraising and cultural awareness activities. We also recognised the achievements of our students with a Deadly awards assembly which was well attended by our local Aboriginal community.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Incidents of racism are extremely rare at Kelso High Campus. We have an Anti-Racism Contact Officer who follows a clear policy of managing any incidents if they do occur.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2019 the campus continued to embed an appreciation and understanding of different cultures and backgrounds into the curriculum. For the first time the school had an HSC Spanish class and Spanish and Japanese continued to be taught in stage 4 and 5. The school hosted a number of visits from Japanese schools and our students benefited immensely from these visits. Our student leaders play an integral role in promoting respect, tolerance and understanding through fundraising activities and assemblies, including Harmony Day and NAIDOC week.

In 2019 there were 46 (5.7%) students from a non-English speaking background and 6 of these students were intensively supported by a qualified EAL/D teacher.