

2020 Annual Report

Denison College of Secondary Education, Kelso High Campus



8517

Introduction

The Annual Report for 2020 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.

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Message from the principal

The year 2020 will be remembered by everyone for a long time.

In this very strange year, the word "unprecedented" became one of the most used words in our vernacular; our world was turned on its head; we had to re-think re-imagine and re-learn and we were unable to do a lot of what we normally do.

Though it was a difficult and inconvenient year, we should be thankful that we live in a country where the health, wellbeing and safety of people is a priority of our government, our politicians and leaders and the public.

In spite of the many challenges that we have faced, things have kept moving. Importantly, Kelso High Campus has kept moving and growing with a focus on student learning through quality teaching.

- We found new ways of doing things and staying connected with each other, including working from home for a period of time
- We enhanced our skills in the use of Teams, Zoom and Google Classroom and we engaged in different learning, virtual challenges, events and ceremonies
- Grads and formals, presentation day and year 12 final assembly all took place albeit in a modified format
- As things opened up we could participate in more typical and experiential learning in subjects like commerce, robotics, geography, agriculture, music, art, drama and dance. Our students were also able to engage with other community organisations, such as the PCYC and TAFE.

I genuinely believe we should be proud of what we have achieved this year and we owe it to ourselves to celebrate those achievements.

- A high quality teaching and learning environment, where people are respected and given every opportunity to succeed.
- The resilience of our people, to face considerable challenges and still operate at such a high level.
- The professionalism, kindness, care and commitment of our teaching staff.
- The leadership within the campus and the across the college was also crucial to a successful year, including the collaboration and sharing between Bathurst High and Kelso High Campuses

We can also be very proud of what our students have achieved, including

- Outstanding individual performances - such as Ben Halvorson, Chloe Stapleton and Draven Cottier - who achieved High Distinctions in the National Geography competition; Michaela Dounghmanee - the national winner of Brilliant Business Kids; Emily Butler - finalist in a national song writing competition; and Ben Camenzuli who produced a major work in industrial technology metal that was simply outstanding.
- The way our Aboriginal students stand up and celebrate cultural pride through Naidoc; Dance, Didg and the ARC
- Our student leaders - sports captains, SRC, ARC, year 12s - old and new and the ideas people have for improving things into the future
- Our student work - the quality of work that can be produced, including student led programs, such as the Campus Cafe;

In 2020 Denison College Kelso High Campus farewellled the following staff:

- Adrienne Beddis - Science HT
- Mel McFarland - Relieving Wellbeing HT
- Courtney Bender - HSIE
- Sarah Thomas also left us earlier this year
- Anita Nicole officially- HSIE
- Helen Burgess - School Administrative Manager

Helen finished up after 36 years at Kelso High Campus as an Administrative Officer, Administrative Manager, parent and grandparent. Her commitment to Kelso High is incredible and she will be missed. On behalf of the whole school community, I wish Helen health and happiness in her retirement and thank her for all the support and care she has provided to the Kelso High community during this time.

Michael Sloan

Campus Principal

School vision

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

Situated in regional NSW in the town of Bathurst, Kelso High is a campus of Denison College of Secondary Education with 73 teaching staff and 839 students, including 159 Aboriginal and Torres Strait Islander students and 67 students in the support unit. Kelso High Campus is a well-resourced, spacious and modern facility, boasting a commercial kitchen and a Metal and Engineering Trade Training Centre. The campus has numerous sporting facilities, purpose built music, dance and art learning spaces, science classrooms that connect to large laboratories, a productive horticulture and livestock farm and 34 general classrooms.

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 9 through 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 rigour to improve student achievement. The college has a targeted High Performing and Gifted Education program engaging students from across the college working collaboratively to drive student improvement.

The campus boasts a strong student wellbeing structure. Positive Behaviour for Learning (PBL) systems and practices support a culture that values respect, safe and on-task behaviour. Kelso High Campus 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 school transition, creative and performing arts and sport. A well-established partnership with Charles Sturt University engages with pre-service beginning and supervising teachers. 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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

Kelso High Campus maintained the same level for each of the following elements as the previous School Excellence Framework School Self-Assessment (external validation in July 2019)

- Curriculum (Sustaining and Growing)
- Reporting (Sustaining and Growing)
- Student performance measures (Delivering)
- Effective classroom practice (Delivering)
- Data use and skills (Delivering)
- Educational Leadership (Sustaining and Growing)
- School planning, implementation and reporting (Excelling)
- School resources (Sustaining and Growing)
- Management Practices (Sustaining and Growing)

Kelso High Campus improved in the following elements, since the previous School Excellence Framework School Self-Assessment (external validation in July 2019), moving from Delivering to Sustaining and Growing.

- Learning Culture
- Wellbeing
- Assessment

- Professional Standards
- Learning and development

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.

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)
Based on internal measures, significant PROGRESS was made in student academic outcomes in the 2018-2020 plan. GROWTH is particularly evident in Years 7 to 8 and 8 to 9. Students undertaking the Quick Smart program are showing considerable growth, above school and SSG growth. The Year 8 Teams have been successful in enhancing a collaborative focus on teaching and learning, interrogation of learning data and a focus on agile learning sprints. The program was extended in 2020 to include year 7 and Stage 5 teams.. A distributed leadership model supports Head Teachers to develop their instructional leadership capacity allowing for targeted PL and support of teachers aligned to faculty plans. Teachers are feeling an increased level of confidence in their knowledge and implementation of evidence-based practice, which is translating into better teaching and learning. 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.	\$131,260 Senior Study student mentors \$66,442 Study Group

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)
The Year 9 2018-19 NAPLAN results are HIGHER overall than 2015-17 for numeracy, reading and writing. Numeracy results are particularly positive and value added is sustaining and growing 7-9. The maths faculty have implemented a range of strategies which have been successful in improving numeracy, including Quicksmart numeracy strategies, development of class profiles, Maths Pathways self-paced learning program, careful class placements and reorganisation of scope and sequence to align with NAPLAN topics and prioritising specific areas identified in the item analysis. Historically there is a greater emphasis on the explicit teaching of numeracy compared to literacy, both at KHC and in upper primary, which undoubtedly impacts student results. This is being overcome with a strong focus on PL, collaboration through learning teams, interrogating data and the development of instructional leadership of Head Teachers to lead improvement of KLA	Maths Pathways online learning program - Years 7 and 8: \$24,000 Quick Smart - School Learning Support Officers: \$132,884

Progress towards achieving improvement measures

teams

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

Evaluation	Funds Expended (Resources)
There has been incremental improvement in leadership capacity building at Kelso High Campus over several years. The distributed leadership model, delegating ownership of PL to HTs, program monitoring and planning has contributed to growth in HT leadership. Two Head Teachers were given additional release to operate as instructional leaders and model best practice for other Head Teachers. This program proved to be beneficial for those individual faculties, though a lack of structure meant it was harder to amplify the benefits to other KLAs. There is a wider representation of staff in the School Improvement Team who work on the School Excellence Framework School Self-assessment, detailed situational analysis and school planning. This has led to a more holistic approach to the School Excellence Framework School Self-assessment and planning and has increased awareness and knowledge of those involved. The teacher survey indicates collaboration in faculty is helping staff to improve practice and staff perceive it as worthwhile.	Additional release HTs: \$43,753 instructional leadership

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

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>A three-year focus on Wellbeing has led to improved structures and programs, including:</p> <ul style="list-style-type: none">• Staff deployment: allocating resources and staffing where needed. Three Wellbeing SLSO's supported over 45 students and two Middle school classes.• introduction of the Wellbeing Check-in Slip has seen a reduction in the number of students leaving class to access Wellbeing Staff.• weekly wellbeing sessions with students in Year 7 and 8 has increased students' connection with key staff and delivery of key information. Fortnightly wellbeing lessons have increased the opportunities for students to develop resilience and increase their emotional control.• Increased information provided to teaching staff has improved teaching and learning outcomes for students and enhanced staff ability to cater for the increased wellbeing needs.• the Opt-In program continued to facilitate and promote restorative practices and mediation between teachers and students. Over 60 students accessed the program in 2020. Check in roll call was introduced and increased the number of students who have regular opportunities to access multiple staff meetings on a daily basis. Students were provided with advice, support, and assistance to improve their overall wellbeing.	<p>Head Teacher Wellbeing: \$79,828</p> <p>HT Integration: \$87,507</p> <p>Opt-in teacher: \$109,384</p> <p>Wellbeing SLSO: \$159,461</p>

Process 2: Strengthening the connection between students and staff in and out of the classroom to foster positive relationships and investment in our school community.

Evaluation	Funds Expended (Resources)
<p>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. In the student survey, most students indicated that they want to achieve their best, however, a significant proportion of students lack the consistent and positive attitude to their work, which is required to bring this to fruition.</p> <p>The Head Teacher Wellbeing coordinated a range of new lunchtime</p>	

Progress towards achieving improvement measures

programs: ping pong, chess and league tag which led to improved interactions between students involved. The PBL team organised a range of reward activities: concerts, sports afternoons and staff-student events to promote connection between staff and students. Some of these programs were curtailed by Covid-19.

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)
Considerable progress has been made in developing the capacity of staff to improve their knowledge and understanding of a range of student needs, including trauma, mental health and additional learning needs. The flow on effect has been an uptake in staff accessing information about students, which is used in managing and supporting students and planning learning activities. A significant proportion of the staff participated in a range of student wellbeing PL as part of a cross-campus PL program in term 3.	Professional Learning (strands)

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.

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>Following a concerted effort, an improvement in communication with parents is evident. The parent survey indicates some improvement in communication on previous years, though communication with parents is still an area for improvement.</p> <p>Parents indicated improvement in the following aspects of communication</p> <ul style="list-style-type: none">• Being well informed about my child's progress in school subjects.• Knowing when assessment tasks are due• Parent activities are scheduled at times when I can attend.• Feeling welcome when I visit the school.• The school's administrative staff are helpful• Being well informed about school activities. <p>Despite improvement over the past three years in this area, approximately 25% of survey respondents mentioned communication as a frustration. The uptake of Facebook (780 followers to 2950 2016 - 2020) indicates that the campus is communicating effectively with the wider community, especially with respect to positive stories about the campus. The Career Connections Academy provides experiences and ongoing mentoring to support students to make informed decisions about their future, including matching students with first-hand industry experiences that are aligned to career aspirations. The CCA was launched at the start of 2020, however, due to Covid-19 the impact was limited.</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>Significant progress and momentum was achieved in 2018-20, 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 laid a foundation for improved campus alignment and college participation in 2020 and beyond. A</p>	<p>College Budget: \$38,863</p> <ul style="list-style-type: none">• Buses (shared courses)• College Admin• Data <p>College CCA - days to support</p>

Progress towards achieving improvement measures

genuine partnership of college focused collaboration was established between the three Principals, five Deputy Principals, four college Head Teachers. The college team organised relevant and much needed PL in Term 3 based on PDP goals. **Strands were delivered at both campuses and** occurred during Staff Meeting times in Weeks 2, 5 and 8 in Term 3.. Shared courses were expanded in 2020 too. In 2020 the College changed the way shared courses are organised, so that students are prioritised on their choices, not which campus they attend. This resulted in 90 Year 11 students and 36 Year 12 students studying shared courses at their non-local campus this year, and an overall subject match of approximately 93% in Year 11. The College continues to look for ways to provide opportunities for students. For the first time, shared courses will be available for students to study in Year 9 2021.

programs: \$47,035

College PL Initiatives

Stage 3-4 Transition

Stage 4-5 Transition

Stage 5-6 Transition

11-12 Transition (Hello HSC)

High Potential Gifted Education

CAPA transition

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)
<p>In 2020 the college had a focus on executive leadership development. All executive role statements were updated and aligned to the lead and highly accomplished descriptors of the teaching standards; leadership capabilities and content from High Performance and Leadership pathways. A distributed leadership model, where Deputy Principals coach, mentor and supervise three to four Head Teachers through regular contact meetings is proving to be successful in developing positive working relationships. Head Teachers are building their capacity to effectively lead their faculties to improve the quality of teaching and learning. A registered executive leadership development program focused on instructional leadership was written in 2020, but unable to be rolled out due to Covid-19 and will be delivered in 2021.</p>	<p>DP: \$145,458</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO: \$93,097 AEO: \$68,718 Student assistance: \$5,000	<ul style="list-style-type: none"> • Wellbeing, cultural and learning benefits are evident for targeted students • Access to a range of programs has improved cultural knowledge and connection • Improved engagement with school amongst Aboriginal students through in class support and a homework club. • Whole day ATSI attendance improved 79% (2019) -83% (2020)
Low level adjustment for disability	\$331,420 LaSTS: \$218,767 SLSO: \$112,653	<p>LaSTS:</p> <ul style="list-style-type: none"> • Testing, data collection, learning plans • Team teaching and support for teachers to build capacity • Small group and individual withdrawal • Students achieving HSC minimum standards in reading, writing and numeracy • Student data - more accessible to staff, resulting in higher quality class profiles and adjustments in programs and enhanced understanding of student needs <p>SLSO:</p> <ul style="list-style-type: none"> • Small Group withdrawal - tuition to improve speed and fluency in reading and numeracy • Students show growth in reading comprehension fluency, reading speed, numeracy speed
Socio-economic background	\$531,101 • Head Teacher Wellbeing: \$79,828 • Opt-in teacher: \$109,384 • Senior Study student mentors: \$131,260 • Study Group: \$66,442 • DP: \$145,458	<p>The HT Wellbeing led the wellbeing structures and strategies in the campus, including:</p> <ul style="list-style-type: none"> • Planning and decision making to meet the needs of students. Case Management of Individual Students and Referral to external agencies (Veritas, CAMHS, Headspace etc) • Overseeing Middle School + Middle School Team meeting - students appear more settled and comfortable in an environment that is predictable • Management of Opt In • Coordinating lunchtime programs <p>Overseeing Year Advisors + Girls Advisor</p> <p>Opt in</p> <ul style="list-style-type: none"> • Opt In program continued to facilitate and promote restorative practices and mediation between teachers and students. Over 60 students accessed the program in 2020, resulting in: • Re-engagement of students who are having difficulty in class • Improved attendance • Sense of belonging in a safe environment • Improved mental health of students i.e. coping strategies • Resilience • Collaboration with classroom teachers to create learning and wellbeing interventions and strategies when re-engaging with mainstream classes <p>DP</p> <p>Whole school Leadership and day-to-day management of key policies, departmental reforms, compliance, processes and procedures</p>

Socio-economic background	\$531,101 • Head Teacher Wellbeing: \$79,828 • Opt-in teacher: \$109,384 • Senior Study student mentors: \$131,260 • Study Group: \$66,442 • DP: \$145,458	Stage management of proactive and reactive student wellbeing/discipline, relevant year group activities, enrolments, assessment and reporting, attendance Strategic oversight of one Strategic Direction and relevant teams. Faculty support of 2-4 HTS, coaching, mentoring and capacity building
Support for beginning teachers	\$43,753 Release for beginning teachers and teacher mentor	Teaching skills of beginning teachers are enhanced. Support has been provided to BT's through induction and accreditation. Beginning teachers successfully completed induction and accreditation requirements Meetings were held fortnightly and BT's are released from class to attend through the mentoring process. The wellbeing of beginning teachers is supported through the mentoring process and team approach.
Flexible Wellbeing Services		Funds were not received in 2020
Fairer Funding	\$2,000	Transition funding was used to establish additional transition and wellbeing programs. The bulk of the funds will be used in 2021 for a wellbeing program. • Build connections between the high school and Year 6 parents and prepare students to transition from Year 6 to Year 7, building students' confidence, resilience and a sense of belonging through online and recorded video messaging from the Year Advisor and school visits in the absence of ongoing transition (due to Covid-19).
GTIL NERA Professional Experience Hub	\$32,815	The staff involved directly in the collaboration with academics from CSU in the delivery of subjects to Teacher Education Students have benefited the most, through: • Enhanced understanding, knowledge and skills for effective teaching and learning • Increased understanding of the teaching standards • Greater appreciation of evidence based practice • Enhanced skills to deliver quality Professional Learning • Greater ability to self-assess • Capacity development in instructional leadership which has enhanced the knowledge and skills of the executive team Staff who have been involved in the project at a school level have also benefited, including: • Enhancing their supervisory skills, including greater understanding of teaching standards and evidence based practice • Developing collaborative practice; working with colleagues from school and university to improve practice, including more openness in seeking mentoring and feedback to reflect on practice • Increased level of engagement with NESA and CESES evidence based documents,

GTIL NERA Professional Experience Hub	\$32,815	tools and training <ul style="list-style-type: none"> • Collaboration between teachers. Joint supervision of Teacher Education Students has helped to embed a culture of collaboration and a flow on effect of grater sharing of programs and resources
Targeted Funding - Integration Funding Support	SLSO: \$255,000 HT Integration release: \$65,630	SLSO The learning of targeted students in mainstream classes is enhanced through in-class and individual supports. <ul style="list-style-type: none"> • 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). HT Integration <ul style="list-style-type: none"> • The organisation and co-ordination of Integrated funding support leads to more streamlined and efficient processes to support the learning of targeted students. • The effectiveness of case management of targeted students improves. • Additional release enables the Support Head Teacher to focus more on core business within the Support faculty

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	419	402	421	411
Girls	337	357	372	395

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.2	92.7	91.4	93
8	89	87.9	87.1	91
9	85.9	85	82.1	88.2
10	85.9	84.3	83.2	83.2
11	88.1	85.7	87.3	90
12	91.5	87.9	88	89.5
All Years	88.5	87.2	86.6	89.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	4	10
Employment	4	19	35
TAFE entry	0	5	11
University Entry	0	0	20
Other	6	4	0
Unknown	3	1	20

Year 12 students undertaking vocational or trade training

55.32% of Year 12 students at Denison College of Secondary Education, Kelso High Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

92.6% of all Year 12 students at Denison College of Secondary Education, Kelso High Campus expected to complete Year 12 in 2020 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)	47.86
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Staff are provided with individual, faculty and whole school Professional Learning opportunities to reflect on current teaching practice and set meaningful goals.

All Professional Learning aligns to PDP goals and school plan strategic directions, including Professional Learning Communities and Teams, including

- College planned and delivered a number of PL Strands related to PDP goals during term 3
- Learning Teams were held every fortnight during meeting time. Valuable learning took place for zero cost.
- College planned and delivered a number of PL strands cross-campus related to PDP goals during term 3

The total funds spent on professional learning in 2020 was \$34,906.

This figure is lower than usual due to factors related to covid-19, including:

- Scheduled PL cancelled or postponed, including a locally developed Executive Leadership course, which was finalized and registered at lead.
- Limited availability of face to face PL due to
- Limited supply of casuals to replace staff
- Many staff undertook online PL while the school was on lockdown, therefore staff were not required to be replaced.

2020 PL breakdown by staff group

- Administration: 195 courses, 311.93 hours
- Teacher: 587 courses; 1098.77 hours
- Executive: 124 courses; 289.63 hours
- SLSO: 266 courses; 490.72 hours

	Oct 16	Feb 17	Nov 17	Feb 18	Nov 18	Feb 19	Mar 20
Science		100%	100%	100%		83%	100%
PDHPE		44%	38%	44%		56%	67%
Maths		33%	33%	50%		25%	40%
CAPA		60%	50%	50%		40%	50%
HSIE		60%	63%	50%		89%	67%
TAS		40%	33%	50%		20%	40%
English		63%	50%	43%		50%	67%
Support		57%	57%	50%		56%	58%
Wellbeing						50%	100%
Total	59%	57%	52%	52%	45%	52%	62%

New Scheme Teachers as a proportion of whole teaching staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	444,185
Revenue	12,077,287
Appropriation	11,546,605
Sale of Goods and Services	263,674
Grants and contributions	215,142
Investment income	1,543
Other revenue	50,323
Expenses	-12,040,633
Employee related	-11,234,503
Operating expenses	-806,129
Surplus / deficit for the year	36,655
Closing Balance	480,840

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.

	2020 Approved SBA (\$)
Targeted Total	308,964
Equity Total	1,047,490
Equity - Aboriginal	168,064
Equity - Socio-economic	531,101
Equity - Language	16,905
Equity - Disability	331,420
Base Total	9,002,605
Base - Per Capita	201,682
Base - Location	4,511
Base - Other	8,796,412
Other Total	880,075
Grand Total	11,239,134

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 surplus of \$73,452 was rolled over from 2020-2021. These funds have been reallocated as 6101 funds and will be expended in 2021.

The surplus can be attributed to

- School and community money: \$378,077 which has been earmarked for projects, including the purchase and fit out of a demountable building to be used as a wellbeing hub and Aboriginal Cultural Centre, providing a facility where students can access allied services in a culturally safe space.. Funding (\$30,000) has also been set aside for an electronic gate through the Regional Renewal Program.
- Unspent PL funds due to covid-19: \$50668

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.

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.

2020 NAPLAN

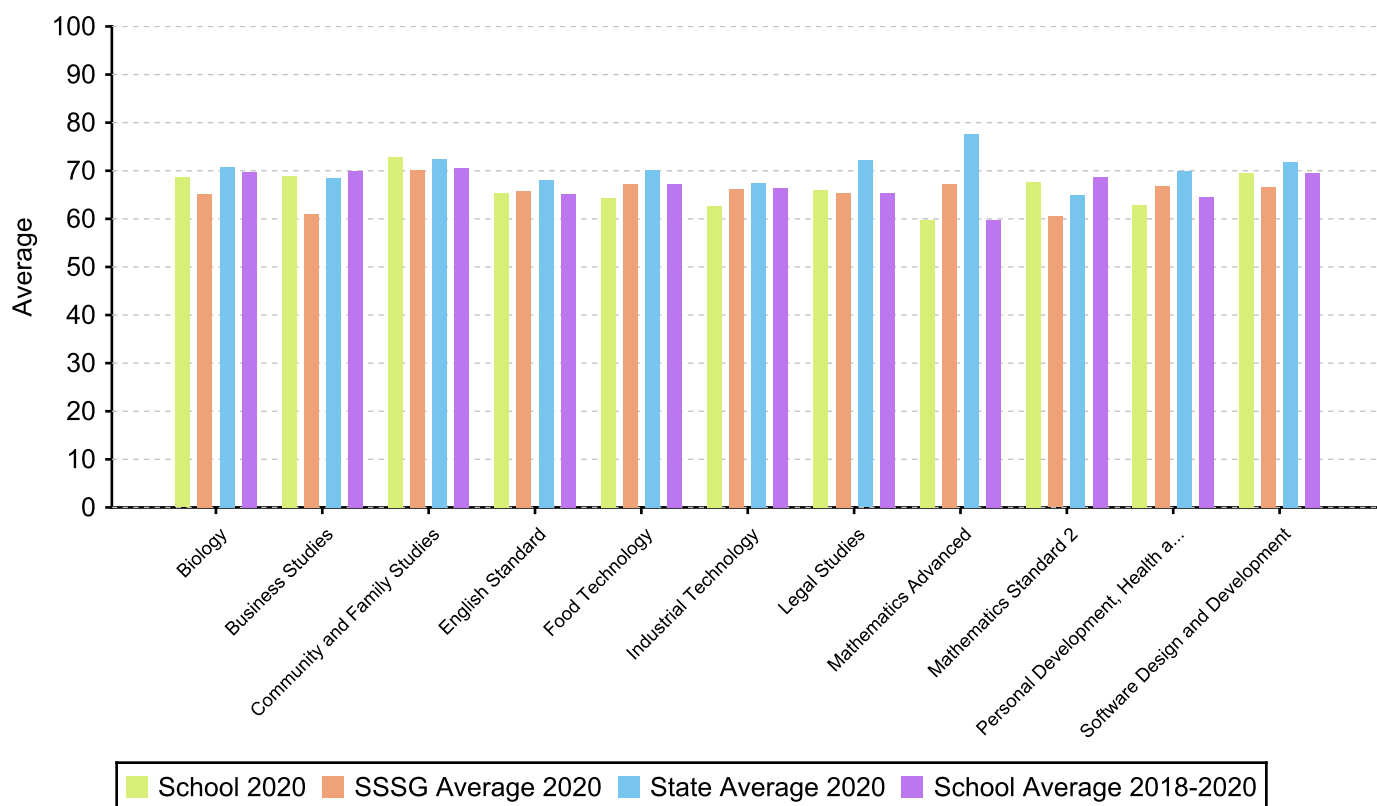
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	68.6	65.2	70.8	69.8
Business Studies	68.9	60.9	68.6	69.9
Community and Family Studies	72.9	70.1	72.4	70.7
English Standard	65.3	65.8	68.1	65.2
Food Technology	64.3	67.3	70.2	67.3
Industrial Technology	62.6	66.3	67.5	66.4
Legal Studies	66.0	65.4	72.1	65.3
Mathematics Advanced	59.8	67.3	77.7	59.8
Mathematics Standard 2	67.6	60.5	64.9	68.6
Personal Development, Health and Physical Education	62.9	66.9	69.9	64.6
Software Design and Development	69.6	66.6	71.8	69.6

7 courses (out of 26) achieved results above state average.

- Mathematics Standard 1 Examination 2 unit (+11.96)
- Investigating Science 2 unit (+6.65)

- Hospitality Examination (food and Beverage) (+4.04)
- Agriculture 2 unit (+1.77)
- Retail Services Examination 2 unit (+1.17)
- Music 1 (+1.04)
- IDT Examination (Web and Software Application) (+0.06)

BAND 6:

1 Band 6 result was achieved in 2020. The following student was placed on the Distinguished Achievers List:

- Luke Furbank (Music 1 2 unit)

BAND 5:

40 Band 5s were achieved (representing 15% of all results) in the subjects below. This is higher result than the recent 3-year annual average (2018-2020) of 13% and the longer 5-year annual average (2016-2020) of 12%.

- Visual Arts 2 unit (5)
- Agriculture 2 unit (4)
- Community and Family Studies 2 unit (4)
- Mathematics Standard 2 2 unit (4)
- Hospitality Examination (Food and Beverage) 2 unit (3)
- Investigating Science 2 unit (3)
- IDT Examination (Web and Software Applications) 2 unit (3)
- Mathematics Standard 1 Examination 2 unit (3)
- Biology 2 unit (2)
- English Advanced 2 unit (2)
- Music 1 2 unit (2)
- Business Studies 2 unit (1)
- Construction Examination 2 unit (1)
- Food Technology 2 unit (1)
- Personal Development, Health and Physical Education 2 unit (1)
- Spanish Beginners 2 unit (1)

BAND 4:

87 Band 4s (33% of all results) were achieved. This is a slightly higher result than the 3-year average (2018- 2020) and the 5-year average (2016-2020), both 32%.

BAND 3

91 Band 3s (34% of all results) were achieved. This is a lower result than the 3-year average (37%) and a similar result to the longer 5-year average (2016-2020), 36%.

BAND 2:

35 Band 2s (13% of all results) were achieved. This is a slightly lower result than the 3-year average (14%) and the 5-year average, 15%.

BAND 1:

10 Band 1s (4% of all results) were achieved. This is slightly higher result than the 3-year average (3%) and a similar result to the 5-year average, (4%).

Parent/caregiver, student, teacher satisfaction

Each year Kelso High Campus surveys parents, students and teachers.

Parents:

87 parents completed the survey.

The parents were surveyed about the communication, safety, learning and uniform.

Parents perceived an improvement in the following areas in 2020, particularly in the areas:

Communication

- Parent activities are scheduled at times when I can attend.
- I feel welcome when I visit the school.
- The school's administrative staff are helpful when I have a question or problem.
- I am well informed about school activities.
- I am well informed about my child's progress in school subjects.
- Our child's school takes parents' opinions seriously
- I am informed about my child's behaviour at school, whether positive or negative.
- Reports on my child's progress are written in terms I understand.

Safety

- My child feels safe at school.
- Behaviour issues are dealt with in a timely manner.
- The school manages and helps prevent bullying

Learning

- Teachers expect my child to work hard.
- Teachers expect my child to pay attention in class.
- Teachers take account of my child's needs, abilities, and interests.
- Teachers help students who need extra support.
- Teachers maintain control of their classes.
- Teachers listen to concerns I have.
- My child is encouraged to do his or her best work.
- School staff create opportunities for students who are learning at a slower pace.
- My child understands the work that teachers give them.
- Parents perceived a decline in the following areas in 2020, particularly in the areas:
- It is clear what my child needs to do in order to complete assessment tasks

Uniform

Parents were asked to what extent they agree with the following statements? (1 = strongly disagree - 10 = strongly agree)

- I am satisfied with the quality of the Kelso High Campus uniform: 6.8
- I am satisfied with the range of uniform options at Kelso High Campus: 7.3
- I am satisfied with the price of the Kelso High Campus uniform: 6.9
- It is easy for me to get school uniforms for my child when required: 6.4

Parents were asked to identify what they are happy with or what is Kelso High Campus doing well

- Generally positive/happy (12/56 = 24% of all positive comments)
- Yondr/phones (8/56 = 14%)
- Curriculum/opportunities (9/56 = 16%)
- Teaching (8/56 = 14%)
- Support for students (6/56 = 11%)

What frustrates, concerns or annoys you about Kelso High Campus?

- Communication (13/51 = 24% of all improvement comments)
- Learning (8/51 = 14%)
- Support and encouragement for learning
- Facilities (6/54 = 12%)
- Student behaviour (5/49 = 10%)
- Yondr/phones (7/49 = 10%)
- Bullying (5/49 = 10%)

Students:

709 students completed the survey:

93 ATSI

49% male

47% female

2% prefer to self-describe

2% rather not say

The students were surveyed about their feeling towards school, mental health, how they learn, connections with school, habits outside of school (including sleep, eating, etc).

Is there a staff member that you trust and have a good connection with?

2018: 69% Yes; 16% No; 15% Don't know

2019: 72% Yes; 16% No; 13% Don't know

2020: 70% Yes; 16% No; 14% Don't know

Things that help students learn (on a scale of 1-5, where 5 is the highest)

- Teachers explanations (3.8)
- Teachers telling stories (3.8)
- Using laptops (3.7)
- Working in groups with other students (3.7)
- Video clips about the work (3.6)

Students were asked to what extent they agree with the following statements (on a scale of 1-5 where 5 is strongly agree)

ALL:

- I want to do the best I can and get the best results, marks or grades (4.02)
- I like my teachers (3.59)
- I feel safe coming to school (3.56)
- I like myself and am happy and comfortable with who I am (3.43)
- I make friends easily (3.41)
- I am proud of KHC (3.26)
- I have a good sense of belonging at KHC (3.23)
- My teachers know me well and what I need (3.06)
- I like school and enjoy coming everyday (3.06)
- All of my lessons are enjoyable (2.79)
- I am lonely and completely isolated (2.26)

ATSI:

- I want to do the best I can and get the best results, marks or grades (3.76)
- I like my teachers (3.38)
- I feel safe coming to school (3.37)
- I make friends easily (3.27)
- I like myself and am happy and comfortable with who I am (3.26)
- I am proud of KHC (3.05)
- I have a good sense of belonging at KHC (3.02)
- My teachers know me well and what I need (2.98)
- I like school and enjoy coming everyday (2.82)
- All of my lessons are enjoyable (2.65)
- I am lonely and feel completely isolated (2.50)

Teachers:

57 teachers responded to the survey

The teachers were surveyed about their practice, including levels of confidence in a range of areas and how they feel about communication and collaboration.

There were specifically asked about communication and collaboration and given an opportunity to make a general

comment about the campus.

Communication (on a scale 1-10, where 10 is positive)

How effective is communication related to student wellbeing? (6.93)

How effective are current campus targeted intervention wellbeing programs in enhancing the student wellbeing and engagement of complex students? (7.20)

Collaboration (on a scale 1-10, where 10 is positive)

Faculty:

The collaboration and sharing that is happening is helping me improve my practice (8.31)

The collaboration and sharing that is happening at the faculty level is worthwhile (8.64)

Campus:

The collaboration and sharing that is happening is helping me improve my practice (6.49)

The collaboration and sharing that is happening at the faculty level is worthwhile (6.69)

College:

The collaboration and sharing that is happening is helping me improve my practice (5.19)

The collaboration and sharing that is happening at the faculty level is worthwhile (5.40)

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 supports the implementation of the Department's Aboriginal Education Policy in the following ways:

- An Aboriginal Education team meets regularly, to plan and coordinated Aboriginal funding and programs. The team includes key Aboriginal and non-aboriginal staff. The Aboriginal Education Team works in partnership with Aboriginal parents/carers through the PLP process to provide opportunities for students, including: in-class tutoring, an after-school homework club, Girri-Girri program and range of internal and external programs to promote culture.
- Staff and students support the Bathurst Aboriginal Education Consultative Group through participation in the group and organization of events at a network level, including Naidoc Week. Close working relationships have been strengthened with the AECG executive, enabling access of advice and consultation and collaboration on joint projects.
- The Aboriginal Education Officer has forged stronger links with the Elders
- Teaching programs are differentiated and evaluated to promote quality teaching that is culturally appropriate and relevant.
- Personalized Learning Pathways are developed for for all Aboriginal students, in consultation with parents and carers. Information is communicated to staff to help them understand the needs of all students, to support high expectations and skill development, to help Aboriginal students match or better the outcomes of the broader student population.
- A withdrawal program was established in 2020 to help Aboriginal students improve their reading.

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.

Our student leaders promote respect, tolerance and understanding in a fortnightly assembly focus and events and through events such as Harmony Day and NAIDOC week.

Clear policies for managing any incidents of racism are established. A new anti-contact racism officer was appointed in 2020.

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 2020 42 students (5.2%) were from a non-English speaking background.

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs, responding to the cultural, linguistic and religious diversity of the school community, and providing opportunities that enable all students to achieve equitable education and social outcomes

In 2020 the campus continued to embed an appreciation and understanding of different cultures and backgrounds into the curriculum. Spanish and Japanese is taught in stage 4, 5 and 6. Multiculturalism is a key component of the HSIE curriculum.