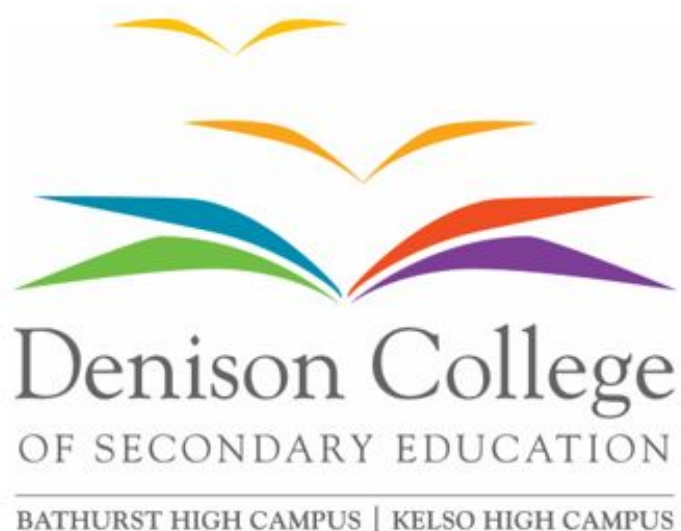# 2021 Annual Report

Denison College of Secondary Education, Kelso High Campus

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

What an interesting year 2021 has been. The first half of the year was relatively normal, before the Delta strain of Covid-19 entered our state and community and things changed significantly. This year had two distinct parts: A relatively normal first part of the year, with lots of things happening, and a much more restricted second half of the year, characterised by mask wearing, vaccinations and a period of learning from home. I would like to thank the students and families who supported us and continued to complete their work at home. I particularly feel for our Year 12s who have been significantly impacted for the past two years. I wish our Year 12s all the best for their exams and their future beyond Kelso High Campus.

I am really proud of what Kelso High stands for and what we have achieved this year. In spite of the many challenges we have had to overcome, there is much to celebrate:

Wellbeing: Our school is creating an environment where individuals are valued, a place that is safe for all people regardless of sexuality, race or gender.

- Staff and students standing together wearing purple and acknowledging the international day of action against homophobia, biphobia, interphobia and transphobia
- We supported the Bullying NO WAY! National day of action and RU OK day
- The ongoing support that our Wellbeing team, Kelso Code and staff provide everyday to all students is incredible

Learning: Many of our students continue to make great progress in learning.

- In February we recognised 72 Denison College students for their 2020 achievements at the High Achievers Function
- In Semester One, 41% of students achieved As and/or Bs. This is higher than the past three years
- Stage 4 and Year 10 Debating Teams performed really well, winning their share of debates
- Our Year 9/10 STEM team were fantastic in the CSU regional STEM based challenge
- Stage 4 Denison iXtend students enjoyed an enrichment day, shared learning experiences with Bathurst High students and were successful in the Da Vinci Decathlon at Scots All Saints College
- A large number of our Year 12s received early entry to university, whilst the majority of our students who left school prior to the end of Year 12 are working and contributing positively to the Bathurst community
- For the first time the college offered shared courses in Year 9. Fifty four students across the college benefitted from this, to go along with the 185 students doing shared courses in Years 11 and 12
- We started Automotive as a subject in year 9, which has been a huge success
- Our student run Café continued to provide opportunities for students, not to mention quality food and beverages

CAPA: We have come to expect very high standards in CAPA - 2021 was no exception

- Amazing creative and performing arts were on show in ELEmental
- Our Cirkus Surreal group were outstanding at the Bathurst Winter Festival and Lithglow
- Our dancers performed at the Western Dance Festival. Mia Ryan performed her HSC Dance Major Work. Alannah Smith and Bridgette Muldoon were selected for the Western NSW Dance Ensemble.

- Three of our students attended the Western Rock Camp in Mudgee

Agriculture: Many students participated at the Bathurst Show, including the Led Steer competition, Junior Paraders and Junior Judging. In the Young Rural Achievers Awards Bailey Honeyman placed 2nd in Senior Boys and Lilly Fragar 3rd in Intermediate Girls.

Sport: So many sporting opportunities were provided for our students, with some fantastic results.
- We were Western champions in table tennis and boys and girls volleyball
- The Denison Swim Team competed at the Western Schools Swimming Carnival and every student went on to compete at State
- Our students also participated in school competitions for:

- Rugby League - Buckley Shield, University Shield and Country Cup;
- Football - Open and 15s boys and girls;
- Cricket - open boys;
- Hockey - boys and girls;
- Touch: U/15s girls;
- League Tag - girls;
- AFL boys and girls - Schools Cup, joining forces with Bathurst High. Students from our support unit participated in AFL Kickability.

- Congratulations to the following outstanding individual performances:

- NSW CHS volleyball: Lily Grimmond, Harriet Fitzsimmons, Maddy Vallis , Kurt Hernandez, Zara Sheader (BHC) and Tegan Bush (BHC)
- NSW Hockey: Logan Speer and Tayla Grabham
- Australasian Crossfit: Roxy George finished fourth in her age group

Student Leadership: Our Student leaders, once again, set a high standard.
- Our SRC team were amazing, organising Red Day and a partnership with Defence Dogs
- Our Sports Captains reinstated a series of the teacher versus student challenges
- Our ARC showed the way with cultural celebration, including an important Reconciliation Week Assembly involving Wiradyuri elders
- Our Year 12 leadership team led from the front with positive messages and initiatives, including the importance of kindness - looking after yourself and others

Staff: Our staff continue to work hard and raise the standard of teaching and learning. They have been amazing this year again, and I acknowledge and thank them for their professionalism and commitment.
- Stacey Jones received a Ministers Award for Excellence
- Jerry Sheader was awarded life membership of the Western School Sport Association
- In 2021 we introduced five staff awards, which are presented at our regular staff meeting. Staff who receive the award present it to a peer at the next meeting. Winners so far are:

Parents: It was great to reconnect with our parents again. We are looking forward to more connections with our parents in 2021.
- The Parent Focus Group reformed in June, providing a valuable point of collaboration
- Our Term 1 Parent-Teacher interviews were very successful, with both class meetings and individual appointments.

School vision

At Denison College Kelso High Campus we are committed to building a strong learning culture based on high expectations within an inclusive and supportive environment. High quality, explicit teaching supports our students to build strong foundations and be proud and successful learners. We work in partnership with our community to build educational aspiration and prepare students for pathways beyond Kelso High Campus.

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 preservice beginning and supervising teachers. Kelso High Campus aims to provide opportunities for all students in a learning environment that promotes individual excellence.

A comprehensive situational analysis has been conducted which will provide the basis of improvement for every year, every student and every teacher in the 2021 - 2024 Strategic Improvement Plan. Consultation was conducted with the whole school community, involving students, staff, parents and the local AECG. Through our situational analysis, we have identified the need to improve student reading and numeracy, increase student achievement in NAPLAN, the top 3 bands in the HSC and improve student attendance and wellbeing. Kelso High Campus is also very committed to closing the gap for our Aboriginal students. We are committed to the NSW Department Of Education's goals as expressed in the strategic plan.

Kelso High Campus continues to value the voice of its community, students and staff in developing an improvement plan that drives us with purpose towards school improvement.

Our plan will be supported by both human and financial resources and these will be allocated to ensure we achieve our targeted initiatives. Our financial planning will be monitored by the principal in conjunction with the finance team which includes community members.

Evaluation of the plan will be completed by school teams every term and performance and achievements will be reported regularly to the school community

Collaboration and partnerships within and beyond Kelso High Campus will support a focus of rigour and high expectations to support every student to achieve growth and attainment in their learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

LEARNING DOMAIN - Comments/Analysis

Element 1: Learning Culture

The campus aspires to excellence in learning culture, and progress is being made. Many funded programs are in place to support growth in student learning. Student transition in learning is excelling, from year 6 into high school and in all key transition points, including transition to post school options.

Kelso Code and our rewards and recognition system is having a strong impact on culture. Our next steps are to strengthen and develop effective partnerships in learning with parents and students and continue to build a culture of high expectations through aspirational expectations of learning progress and achievement.

Element 2: Wellbeing

A focussed strategic approach to student wellbeing has led to significant improvement in student wellbeing in recent years. This includes a noticeable Improvement in relationship and connections between students and staff and increased opportunities for students to meet with identified staff members for support.

Our next steps are to continue our focus on increasing understanding and awareness of the moral imperative of public education, the needs of our students and our community and effective classroom management procedures, consistently applied by all staff, to achieve success.

Element 3: Curriculum

Progress continues to be made in the quality of the Kelso High Campus curriculum, in particular the teaching and learning programs. The college structure allows for breadth of curriculum delivery, with 280 students across the college undertaking shared courses from Years 9-12 in 2022. Our next steps include continuing our emphasis on differentiation and utilising supports available such as the Learning and Support Teacher and continued monitoring of faculty teaching and learning programs including the electronic HSC folders.

Element 4: Assessment

Staff capacity and confidence in assessment continues to grow. In the second part of 2022, there will be a focus on HSC assessment, including a combined college Term 3, School Development Day. The introduction of 7-12 calendars in 2022, communicated through our website, has been well received. We will continue to improve and evaluate the assessment calendar and associated processes. Our next steps are to develop the rigour and quality of our assessment tasks, including backward mapping from year 12 to year 7.

Element 5: Reporting

Our overall engagement in learning with parents is improving, though further improvement is required in this area. Our reporting processes have been refined over several years to be more efficient and authentic as a representation of student progress**.** Our next steps include continuing to improve our engagement with parents, allowing for direct and regular engagement to improve parent understanding of student learning and to strengthen student outcomes. We will continue to work with staff to Improve the overall quality and consistency of the reports, including meaningful comments and accuracy.

Element 6: Student Performance Measures

The campus demonstrates excellent value add. The long-term trend shows that a significant proportion of students enter Year 7 each year with low literacy and numeracy skills, achieving significantly below state average. The 2021 cohort, however, performed better than the long term average. Students demonstrate strong growth (7-9), bringing them into line with like-schools and state averages. Our next steps are to continue to work in Professional Learning Communities (PLCs) to target specific weaknesses as identified through NAPLAN, Best Start and Check-In data. We will look for opportunities to develop professional learning communities with our local partner primary schools, including a numeracy project with Raglan Public School to extend capable students. We will begin to backward map from HSC results and implement strategies into stage 5 to build the skills and knowledge of students.

TEACHING DOMAIN - Comments/Analysis

Element 7: Effective Classroom Practice

Improvements have been made in classroom management strategies and explicit teaching. Head Teachers are now responsible for developing faculty classroom management procedures for their KLA as part of their Faculty Plans; school wide expectations and focus areas are taught every three weeks through our Wednesday Wellbeing lessons; there has been a decline in the number of students being referred directly to the Deputy Principals and now being managed at a Head Teacher level with the classroom teachers. Staff buy in has increased with Stage 4 teams. This has led to streamlined sprints with a focus on explicit teaching strategies; staff are using student data to understand student needs and develop lessons accordingly. Our next steps include a focus on feedback across all stages.

Element 8: Data Skills and Use

Improvement has been made in this element, as teachers develop their knowledge and understanding of data literacy and data use. Teachers are utilising data in Stage 4 Professional Learning Communities and HSC analysis to inform teaching and learning and assessment practices. All faculties have a HSC focus in their faculty plans and have begun to critically reflect on their HSC practice. Our next steps include a continued focus in 2022 by utilising a Professional Learning focus on Stage 6 assessment and using internal and external data to inform practice.

Element 9: Professional Standards

Programs have been implemented in 2022 and are being evaluated and adapted in response to whole staff feedback. Maintenance of accreditation is excelling, however as reflected state-wide, currently no staff are opting to gain a higher level of accreditation. Work on Literacy & numeracy continues to grow. Future focus will be deeper staff collaboration to ensure that literacy and numeracy are being taught across all subject areas. Our next steps include continuing to

develop teacher capacity in literacy and numeracy through Stage 4 professional learning communities, which focus on collaboration and the development of explicit vocabulary and reading comprehension strategies.

Element 10: Learning and Development

The campus has implemented several local innovative practices to facilitate staff collaboration and develop teacher capacity. Professional learning is strong, and staff are seeing the value of working with colleagues to build their knowledge and skills. Our next step is to ensure that new and innovative practices are embedded into daily practices. Due to staff shortages, we had to suspend some of our staff Professional Learning collaboration projects, such as our HSC project. We are hoping to pick this up in 2023.

LEADING DOMAIN - Comments/Analysis

Element 11: Education Leadership Practice

With a significant turnover of our leadership team, and a critical mass of inexperienced permanent and relieving head teachers, the development of middle leadership, particularly focussed on instructional leadership, is a key priority in 2022. Our next steps involve a continued focus on developing a high expectation, high performance culture for all students and staff. We need to continue to develop staff understanding of the moral imperative of public education and the needs of our students and build their capacity to cater to all students and facilitate success for all students.

Element 12: School Implementation and Reporting

The campus has multiple layers of strategic planning, including a distributed leadership model from principal, to Deputy Principals and Head Teachers, who develop faculty plans aligned to campus strategic improvement plan. Our next steps are to continue to build executive and staff understanding and ownership of the strategic improvement plan, particularly the purpose. We also need to refine our strategic reporting processes, delegating responsibility to program coordinators and building their capacity for evaluation.

Element 13: School Resources

The campus has a financial planning process that involves an executive team consisting of parent representatives, the SAM, principal, teacher, SASS and executive representatives. Finances are monitored against the strategic priorities of the campus, through the eFPT and adjustments can be made quickly if required. Community use of facilities is growing, with more user groups accessing the campus. Links with allied health and services are being developed to use our facilities, including accessing our Wellbeing and Cultural Hub which is due for completion in term 3. The Rural Access Gap roll out has improved and modernised our technology resources significantly. Our next steps involve building the capacity of staff to use technology to enhance the quality of teaching and learning.

Element 14: Management Practices and Processes

The administrative systems, practices and processes have been improving over time, and with a permanent SAM about to be appointed, there is scope for further improvement in this area in the future. A parent survey provides longitudinal data, on which decisions are made. We have a strong social media following from our community, though we are aware of the need to improve our daily communications. Processes have been implemented in 2022 to ensure all parent calls are returned within 48 hours. We are aiming to provide clear communication about all assessment tasks 7-12. Our next steps are to consolidate these processes and ensure more consistent communication with families occurs, including between teachers and families.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure our students grow in their learning through an integrated approach to curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students in reading, writing and numeracy across all subject areas and in every HSC subject.

Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to evaluate learning and inform teaching practice.

A school wide focus on Instructional Leadership will build capacity by leading, coaching and mentoring around data informed practice, to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Use Data to Inform Practice
- Assessment

Resources allocated to this strategic direction

Aboriginal background: $81,000.00
Low level adjustment for disability: $22,424.00
Girri-Girri: $22,424.00
: $0.00
Professional learning: $11,000.00

Summary of progress

In 2021 Kelso High Campus implemented three key strategies to promote growth and attainment:

- HSC strategy;
- Reading strategy: vocabulary;
- Aboriginal growth and attainment strategy.

The **HSC strategy** was by far the most effective of the three strategies in the student growth and attainment strategic direction.. There is genuine willingness, engagement and ownership by staff to improve HSC results through data informed practice. Teachers were exposed to RAP HSC data and engaged with the data. The data literacy of staff has improved as a result, particularly their capacity to interpret HSC data and undertake a gap analysis to identify areas for improvement.

Overall, teachers are changing their thinking and their approach to teaching stage 6. The teaching and learning programming is more responsive to student data, with teachers modifying programs and strategies based on a deep analysis of data.

Ten staff were trained in the High Leverage Professional Learning provided by the department. Staff perceived some benefit from the Department's HSC Professional Learning, which will be shared across the staff in 2022. This comment summed up the feeling of many participants, "*There were some really useful elements, however there was a lot of time taken to complete activities which didn't really contribute to the learning. If we could pull out the most valuable elements and relate them directly to our teaching areas it would be more beneficial*".

The 2021 HSC cohort achieved:

- more Band 5s and 6s than the previous 3-year trend (+1.27%) and the 6-year trend (+2.36%)
- fewer Band 1s and 2s than the previous 3-year trend (-2.3%) and the 6-year trend (-4.95%).
- fewer Band 4s, 5s and 6s than the previous 3 year trend. (-1..4%) and a similar number to the previous 6 year trend (+0.53).

The **vocabulary strategy** was less successful. The Teams model involved a weekly meeting before school and there was some resistance from staff, as this time had previously been dedicated faculty time. We failed to fully gain staff buy-in for the professional learning. In hindsight, there was a lack of clarity in the process and an over-focus on data, rather than strategies, which could be implemented immediately.

Our **Aboriginal attainment strategy** was significantly hampered by covid-19 lockdown. The Personalised Learning Plan (PLP) process was improved and streamlined, ready for implementation in 2022 and a whole school approach to inclusion, cultural understanding and cultural safety was planned in preparation for roll-out in 2022.

In the next phase of this work, we will:

Relaunch the Reading strategy - vocabulary as a professional learning community by:
- Changing the focus, taking into consideration the feedback provided by staff, especially providing specific strategies for teachers to implement and evaluate.
- Moving quickly into reading comprehension strategies with Year 8 Professional Learning Communities, using a framework for collaboration based on student data and strategies to improve student outcomes. to review student data, establish student learning goals, drawing on a suite of resources to plan and implement common class strategies, sharing practice through cross curricular group design, collecting work samples, implement, monitor and review strategies, including feedback on progress

HSC strategy:
- Continue to build on the gains we have made in 2021. Faculties have developed the skills of whole HSC paper analysis, moving into longitudinal item analysis of each paper.
- Professional Learning to build teacher capacity to interpret, analyse and implement high leverage teaching and Learning strategies based on the data findings.

Aboriginal growth and attainment strategy:

Increase parent engagement and communications and continue to improve the PLP process. Build on the intensive Stage 4 reading program. Whole school focus on cultural inclusion and safety. Enhance the visibility of Aboriginal culture at a whole school level. Implement a new House structure where houses have Wiradjuri animal names.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top two bands in NAPLAN reading by 3.0% to 11.2%	The percentage of Year 7 students achieving results in the top two bands in NAPLAN reading was 14.1% which was slightly lower (-0.2%) than the previous two year average (2018-19). The proportion of Year 9 students achieving in the top two bands in NAPLAN reading was 11.2%, the same as the previous two year average (2018-19), indicating progress toward the lower bound target, and an increase of 3.0% on the baseline figure.
Increase the proportion of students achieving in the top two bands in NAPLAN numeracy by 2.6% to 18.2%	The proportion of Year 7 students achieving in the top two bands in NAPLAN numeracy was 23.1 %, significantly higher (+7.8%) than the previous two year average (2018-19). The proportion of Year 9 students achieving in the top two bands in NAPLAN numeracy was 15.9%, similar to the previous two year average (2018-19), indicating minimal progress toward the lower bound target, and a slight increase (0.3%) on the baseline figure.
Increase the proportion of Aboriginal students achieving in the top three bands in NAPLAN reading by 2.8% to 23.9%	The percentage of Year 7 Aboriginal students achieving results in the top 3 NAPLAN bands in reading was 26.9%, which was higher (+9.7%) than the previous two year average (2018-19). The percentage of Year 9 Aboriginal students achieving results in the top 3 NAPLAN bands in reading was 8.9%, which was lower (-18.0%) than the previous two year average (2018-19), indicating progress yet to be seen toward the lower bound target and a decrease of 12.4% on the baseline figure.

Increase the proportion of Aboriginal students achieving in the top 3 bands in NAPLAN numeracy by 0.6% to 31.3%	The percentage of Year 7 Aboriginal students achieving results in the top 3 NAPLAN bands in numeracy was 31.8%, which was higher (+12.4%) than the previous two year average (2018-19). The percentage of Year 9 Aboriginal students achieving results in the top 3 NAPLAN bands in numeracy was 31.6%, which was was higher (+0.6%) than the previous two year average (2018-19) and an increase of 0.6% on the baseline figure, indicating progress towards the lower bound target.
Increase the proportion of students achieving in the top 3 Bands in the HSC by 3.7% to 44.9%	The proportion of students achieving in the top three bands in the HSC was 47.6%, slightly lower (-1.3%) than the previous three year average (2018-20). Progress was made toward the lower bound target, with an increase (+6.3%) on the baseline figure.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 2.0% to 70.2%	The percentage of students achieving expected growth in numeracy (Year 5-7) was 53.2%, lower (-6.4%) than the previous two year average (2018-19). The percentage of students achieving expected growth in numeracy (Year 7-9) was 57.1%, lower (-11.1%) than the previous two year average (2018-19), indicating progress not yet seen toward the lower bound target and a decrease of 11.1% on the baseline figure.
Increase the percentage of Aboriginal students attaining the HSC by 20% based on Year 9 student data 2021 whilst maintaining their cultural identity	The percentage of Aboriginal students achieving their HSC in 2021 whilst maintaining cultural identify was 46% of the Aboriginal Year 9 enrolment of the same cohort (2018). In comparison, the percentage of Aboriginal students achieving their HSC in 2020 whilst maintaining cultural identify was 36% of the 2017 Aboriginal Year 9 enrolment. This is an improvement of 27% on the baseline and indicates progress toward the target.
Increase the proportion of students achieving expected growth in NAPLAN Reading by 4.3% to 55.5%	The percentage of students achieving expected growth in reading (Year 5-7) was 21.4%, significantly lower (-31.8%) than the previous two year average (2018-19). The percentage of students achieving expected growth in reading (Year 7-9) was 51.7%, lower (-8.6%) than the previous two year average (2018-19), indicating progress towards the lower bound target and an increase on the baseline of 0.4%.
Assessed as sustaining and growing for the Explicit Teaching theme of the School Excellence Framework (Effective Classroom Practice element)	The Explicit Teaching theme of the Effective Classroom Practice element was assessed as sustaining and growing in the 2021 survey. This was an improvement on the 2020 assessment, where Explicit Teaching was assessed at delivering.
Assessed as sustaining and growing for the Data skills and use element of the School Excellence Framework	Data Skills and use element was assessed as sustaining and growing in the 2020 survey. This was an improvement on the 2020 assessment, where Explicit Teaching was assessed at delivering. • Theme: Data literacy: Sustaining & Growing (assessed as Delivering in the 2020 survey) • Theme: Data analysis: Sustaining & Growing (assessed as Delivering in the 2020 survey) • Theme: Data use in teaching: Sustaining & Growing (assessed as Delivering in the 2020 survey) • Data use in planning: Sustaining & Growing (assessed as Delivering in the 2020 survey)

Strategic Direction 2: Rigour and High Expectations

Purpose

Our purpose is to build educational aspiration and ongoing performance improvement throughout the school community. Through effective systems and high impact teaching, a culture of high expectations which effectively caters for all students will be developed.

Our teachers will have a deep and shared understanding of the individual needs and backgrounds of students in their classes and will initiate strategies to implement effective classroom management and promote student responsibility for learning.

A school wide focus on distributed leadership will support colleagues to implement inclusive strategies that engage and support all students, including effective classroom management that promotes student responsibility for learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Classroom Management

Resources allocated to this strategic direction

Summary of progress

In 2021, Kelso High Campus implemented three key strategies to promote rigour & high expectations:

1. Improving school culture strategy
2. Attendance strategy
3. Classroom management strategy

These strategies aligned to "High Expectation" and "Classroom management" initiatives (What Works Best).

Improving School Culture

Our key strategy involves improving the learning culture by improving the overall school culture. Key to this has been a re-launch and re-brand called Kelso Code. This approach replaces the Positive Behaviour for Learning framework, providing more flexibility than PBL, whilst still maintaining the key principles of effective systems, reliable data and responsive practice.

We introduced a weekly wellbeing lesson for years 7-10 and consistent delivery of expectations and strategies to boost resilience. We enhanced our student leadership, moving to a year 11 (rather than year 12) senior team from 2023 and phasing out sports captains. Our reward and recognition system was also revamped, and informed by a student engagement index where student attendance behaviour and attitude to learning are scored and used as the basis for our student recognition system.

Despite facing many barriers in 2021, a strong foundation was set for the next few years. Many processes were enhanced, including consistent whole-school messaging, and identifying and targeting areas of need. Staff take up has been positive and many new ideas have been generated by the team. Further initiatives have been planned for 2022.

Classroom Management Strategy

We started the year with a plan for each faculty team to review and develop behaviour management strategies to promote effective conditions for learning focussed on high expectations in all classes.

A significant spike in negative behaviour at the start of the year, and a call from staff to prioritise behaviour management, meant a shift to a whole school behaviour strategy including better data processes to identify specific class, students, subject, and behaviours, and exposing staff to a range of data informed practice including Bill Rogers and William Glasser.

Faculties continued to establish and monitor their evidence-based strategies within this framework. Some improvement was evident prior to covid-19 lockdown, though the 3-month lockdown resulted in a loss of continuity of classroom learning by students, and an escalation of certain behaviours once students returned to school.

Our Attendance Strategy involved a pilot program focussed on targeting 20 students with 80-89% attendance. We surveyed students to understand reasons why their attendance was below 90%. We engaged with the identified students and their parents to discuss supports, including an attendance plan. Year advisors checked-in weekly. Contact between mentors and students, and school and home were both effective strategies to improving attendance in the group..

Prior to the covid-19 lock down the program was showing signs of success. Of the 15 students in the pilot program, 11 improved their attendance, with 4 students moving into the 90% and above bracket.

We discovered many gaps in our processes, meaning some of our data is inaccurate and unreliable. A key priority in 2022 is to improve the accuracy of attendance data.

In the next phase of this work we will:

- Build a focus on developing connections and relationships between staff and students.
- Teachers will be supported through Professional Learning Communities and faculty teams to establish processes in the first part of the year that will set up supportive and safe learning environments for the entire year.
- Through our Executive Leadership development and faculty planning processes, we will work with Head Teachers to develop their skills to support staff and lead behaviour strategies that are based on consistency, calmness, kindness and certainty.
- We will re-focus our high expectations, with a particular emphasis on students with attendance of 80-90%, including revamping the Attendance Team to identify and monitor students.
- We will build on the successes of our 2021 attendance pilot program to support students (80-90%) through mentoring and effective communication with home, which will result in more students attending 90% or more.
- Following a review of our attendance in 2021, we will improve our attendance data processes by monitoring and where necessary, amending incorrect data which will lead to more accurate data and improved teacher practice.

Improving learning culture strategy

- We will simplify and clarify our processes for new and existing staff. It is important that we consolidate and embed recent changes, rather than moving on before the staff are ready.
- We will continue to promote and communicate the importance of teaching and classroom management that is supportive, inclusive and underpinned by effective relationships, connections, and positive school culture. We will build the skills of our staff to implement strategies and approaches to enable this.
- We will take every opportunity to build school pride, connection and participation, and mobilise our student leadership teams to drive initiatives and activities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students with attendance above 90% by 2.6 % to 64.2%.	In 2021 the proportion of students attending above 90% was 49.8%. This rate was comparable to the state average (49.6%), though it is below similar schools (56.0%), below the network average (72.1%) and a decrease of 11.8% on the baseline figure.. Progress toward the lower bound target is yet to be seen.
The Learning Culture element of the School Excellence Framework is assessed as 'Excelling', improving from 'Sustaining and Growing'.	Learning Culture element assessed as sustaining and growing: • Theme: High Expectations Sustaining & Growing (2020 survey: Sustaining & Growing) • Theme: Transitions and Continuity of learning: Sustaining & Growing (2020 survey: Sustaining & Growing) • Theme: Attendance : Sustaining & Growing (2020 survey: Sustaining & Growing)

Through the 2021 annual parent survey, there is an improvement in parent perception of rigour and student engagement with learning in comparison to the 2018-2020 parent survey average benchmark On a scale of 1-10, where 10 is most positive, the following measures will show growth: • Teachers expect my child to work hard (2017-2020: 7.2) • My child is encouraged to do his or her best work (2017-2020: 7.1) • School staff create opportunities for students who are learning at a slower pace (2017-2020: 6.2) • Teachers help students who need extra support. (2017-2020: 6.2) • Teachers take account of my child's needs, abilities, and interests. (2017-2020: 6.0)	In 2021, 175 parents completed the survey. This is the highest completion rate we have had and represents 32% of our families. Parents perceive a slight improvement in rigour and high expectations in 2021, in comparison to the long term average (2017-2020) in the following areas: • Teachers expect my child to work hard: 7.5 weighted average, on a scale of 1-10, an increase of 0.2 points on the 2017-2020 average. • Teachers help students who need extra support: 6.7 weighted average, on a scale of 1-10, an increase of 0.5 points on the 2017-2020 average. • Teachers take account of my child's needs, abilities, and interests.: 6.6 weighted average, on a scale of 1-10, an increase of 0.2 points on the 2017-2020 average Parents perceive a decline in rigour and high expectations in 2021, in comparison to the long term average (2017-2020) in the following areas: • My child is encouraged to do his or her best work: 6.3 on a scale of 1-10, down 0.8 points n the 2017-2020 average • School staff create opportunities for students who are learning at a slower pace: 4.7 on a scale of 1-10, down 1.9 points on the 2017-2020 average.
The High Expectations Culture theme (Educational Leadership element) of the School Excellence Framework is assessed at sustaining and growing.	The High Expectations theme of the Learning Culture element was assessed as sustaining and growing in the 2021 survey. This was consistent with the 2020 assessment.
Increase the proportion of students with attendance above 90% by 2.6 % to 64.2%.	In 2021 the proportion of students attending above 90% was 49.8%. This rate was comparable to the state average (49.6%), though it is below similar schools (56.0%), below the network average (72.1%) and a decrease of 11.8% on the baseline figure.. Progress toward the lower bound target is yet to be seen.
Increase the Telll Them From me Wellbeing aggregate by 2.2 % to 64.1%	The survey was completed by 584 students (70% of the total enrolment). Tell Them From Me data indicates that 65.1% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), indicating movement toward the progress measure. • 57% of students reported positive advocacy. This was higher than like schools (53%), though below state average (70%). • 81% of students reported positive expectations for success. This was higher than like schools (73%), though below state average (81%). • 57% of students reported a positive sense of belonging. This was higher than like schools (54%), though below state average (65%).
The High Expectations Culture theme (Educational Leadership element) of the School Excellence Framework is assessed at sustaining and growing.	The High Expectations theme of the Learning Culture element was assessed as sustaining and growing in the 2021 survey. This was consistent with the 2020 assessment.

Strategic Direction 3: Partnerships and Collaboration

Purpose

Our purpose is to develop a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

An authentic and meaningful culture of collaboration will be developed, where our teachers work together to achieve common goas through the sharing of evidence-informed practices, knowledge and problem solving.

Effective partnerships in learning with parents, based on responsive communication will provide our parents and carers with contextually relevant opportunities to be involved in their children's learning.

Genuine partnerships and collaboration with the wider community will support the wellbeing, learning and transition of our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Partnerships in Learning with Parents
- Collaboration

Resources allocated to this strategic direction

Professional learning: $58,059.00
Location: $4,700.00
Socio-economic background: $180,000.00

Summary of progress

In 2021, Kelso High Campus implemented three key strategies in relation to partnerships and collaboration:

1. Parent Engagement strategy
2. Post-school Transition strategy
3. Denison College Collaboration strategy

These strategies aligned to "positive connections with parents" and "collaboration" initiatives (What Works Best).

Parent Engagement Strategy

In 2021, the campus Parent Focus Group was re-established, providing an important platform for consultation and to discuss issues. The group is viable, with twice termly meetings scheduled. The main issues raised by parents relate to communication between school and home, which remains a challenge to overcome.

Communicating our Stage 4, 5 and 6 assessment processes, tasks and due dates was identified as a priority for 2022.

Our annual parent survey had 175 responses (83 in 2020). The proportion of ATSI parents completing the survey increased by 2% to 13%. This in itself is a measure of engagement. The parents' perception of communication between school and home fell. This remains a key area for improvement.

Post-school Transition Strategy

Student career aspirations and goal setting are tracked and monitored in Stages 4, 5 and 6 including check-in points. Processes and partnerships with the wider community are created to prepare students for post-school opportunities. Career Mentoring and the Careers Connection Academy support student opportunities for success, though Covid-19 limited the possibility of Industry experience. New processes to track school leavers destinations were introduced and will be followed up in 2022 to provide a clear picture of post school destinations for students.

Student post-school destination data was thoroughly tracked in 2021, providing a benchmark for future years.

70 students (Years 10-, 11, 12) left school prior to completing the HSC
- 20 students (29%) left to take up apprenticeships or traineeships
- 11 students (16%) enrolled at Skillset College
- 8 students (11%) enrolled at TAFE
- 6 students (9%) left to take up full-time or part-time employment (not involving ongoing training)
- 6 student (9%) transferred to other High Schools
- The post-school pathway is unknown for 19 students (27%). Most students left due to unsatisfactory participation in learning.

80 students completed the HSC in 2021. Post-school destinations in 2022 are:
- Attending university in 2022: 23 (29%)
- Gap year in 2022 (accepted for university: 6 (8%)
- University is planned for 2022 - not yet confirmed: 2 (3%)
- Attending TAFE in 2022: 4 (5%)
- TAFE planned for 2022 - not yet confirmed: 1 (1%)
- Apprenticeship/ traineeship confirmed for 2022: 10 (17%)
- Employment confirmed for 2022: 17 (21%)
- unknown: 17 (21%)

Post-school location:

Residing or planning to reside in
- Bathurst: 54%
- Other regional area: 13%
- Wollongong: 6%
- Newcastle: 5%
- Sydney: 4%
- Other state :1%
- Unknown: 18%

Denison College of Secondary Education

The College teaching & learning team actively create teacher collaborations that involves teachers working together to achieve common goals through the sharing of evidence-informed practices, knowledge and problem solving. College Head Teachers work collaboratively with campus DPs and PL teams to support teaching and learning through effective strategic planning and implementation of processes and Professional Learning.

In the next phase of this work, we will:

Parent Engagement Strategy
- Maintain the momentum within the parent focus group and consolidate progress made in 2021.
- Ensure our attendance calendar is live and accurate from term 1, 2022, including due dates for every task for Years 7-12 and downloadable copies of each task for every subject in every year group. Promote the use of the website with parents as a way to find important information and engage with their child's learning.
- Improve staff understanding about the complexity of the Kelso High campus community, including professional learning for Aboriginal cultural competency and Bridges Out of Poverty.

Post-school Transition strategy
- Continue to refine our data collection processes and follow up to track the progress of students when they leave school.
- Re-establish the Careers Connection Academy to provide opportunities for students in Years 10, 11 and 12 to undertake industry experience.
- Increase the proportion of school leavers who move into apprenticeships/traineeship and tertiary study
- Decrease the proportion of "unknown" school leavers
- Implement the KEEP program for disengaged Year 10 students which involves 2 days per week work experience and work-related withdrawal program at school involving literacy, numeracy and skills for work

Denison College of Secondary Education

Continue to build on the progress made in 2021 and leverage the College Team to support teaching and learning, including the implementation of Professional Learning Communities, reading comprehension strategies and HSC data informed practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The Community Engagement theme (Educational Leadership element) of the School Excellence Framework is assessed at sustaining and growing.	The Community engagement theme of the Educational Leadership element was assessed as Sustaining and Growing in the 2021 survey. This was consistent with the 2020 assessment.
The collaboration and Practice theme (Learning and Development element) of the School Excellence Framework is assessed at sustaining and growing.	The Collaboration practice and feedback theme of the Learning and development element was assessed as Sustaining and Growing in the 2021 survey. This was an improvement on the 2020 assessment, where Collaboration Practice and Feedback was assessed at delivering.
Parent survey responses improved perceptions of connections and relationships between families and school in comparison to 2018-2020 parent survey average benchmark	**Overall parents were positive about their connections with the campus in 2021** • *I feel welcome when I visit the school*: 7.3 weighted average, on a scale of 1-10, an increase of 0.3 points on the 2017-2020 average • The school's administrative staff are helpful when I have a question or problem: 7.8 weighted average, on a scale of 1-10, an increase of 0.5 points on the 2017-2020 average • *Positive, respectful relationships are evident and widespread among students and staff*: 6.5 weighted average, on a scale of 1-10 • *Teachers care about my child:* 6.6 weighted average, on a scale of 1-10, a decrease of 0.7 points • *I feel supported when I contact Kelso High Campus*: 7.2 weighted average, on a scale of 1-10. • *School Learning Support Officers (SLSOs) care about my child*: 6.8 weighted average, on a scale of 1-10 • *School Administrative Officers care about my child*: 7.0 weighted average, on a scale of 1-10 • *My child gets on well with his/her teachers*: 6.8 weighted average, on a scale of 1-10 • *Teachers are supportive:* 6.5 weighted average, on a scale of 1-10
Improvement in community engagement and satisfaction, with School Excellence Framework theme, Community engagement (Educational Leadership) assessed as sustaining and growing	The Community Engagement and Satisfaction theme of the Educational Leadership element was assessed as Sustaining and Growing in the 2021 survey. This was an improvement on the 2020 assessment, where Community Engagement and Satisfaction was assessed at delivering.
Improvement in staff collaboration, with the Collaboration practice and feedback theme of the School Excellence Framework (Learning and Development assessed as sustaining and growing.	The Collaboration practice and feedback theme of the Learning and development element was assessed as Sustaining and Growing in the 2021 survey. This was an improvement on the 2020 assessment, where Collaboration Practice and Feedback was assessed at delivering.
Parent Survey: Improved perceptions of school-home communication and satisfaction in comparison to 2018-20 parent survey average benchmark	Parents perceive a decline in communication in all areas in 2021, in comparison to the long term average (2017-2020) • *Teachers listen to concerns I have about my child*: 5.7 weighted average, on a scale of 1-10, down by 1.5 points n the 2017-2020 average • *Our child's school takes parents' opinions seriously*: 4.8 weighted average, on a scale of 1-10, down by 1.2 points on the 2017-2020 average • *I am informed about my child's behaviour at school, whether positive or negative*: 6.5 weighted average, on a scale of 1-10, down by 1.6 points on the 2017-2020 average • *I am well informed about my child's progress in school subjects*: 4.6 weighted average, on a scale of 1-10, down by 1.6 points on the 2017-2020 average • *I am well informed about school activities:* 4.5 weighted average, on a scale of 1-10, down by 1.5 points on the 2017-2020 average • *Teachers regular communicate with me about my child's learning*: 4.1 weighted average, on a scale of 1-10, down by 0.7 points on the 2017-2020 average • *I know when assessment tasks are due*: 3.9 weighted average, on a scale

Parent Survey: Improved perceptions of school-home communication and satisfaction in comparison to 2018-20 parent survey average benchmark	of 1-10, down by 0.6 points on the 2017-2020 average
Improved parent survey response rate in comparison to 2019-2020 average benchmark	Since 2017 Kelso High campus has sought the views of parents through an annual parent survey. The campus considers and addresses feedback. In 2021, 175 parents completed the survey (13% ATSI), which is 28% of our families. This is our highest completion rate, and represents a 113% increase on the average survey response. In comparison our previous parent surveys had lower response rates: • 2017: 83 parents completed the survey (ATSI data not available) • 2018: 76 parents completed the survey (8% ATSI) • 2019: the survey was not undertaken • 2020: 87 parents completed the survey (11% ATSI)

Funding sources	Impact achieved this year
Integration funding support $394,156.00	Integration funding support (IFS) allocations support eligible students at Denison College of Secondary Education, Kelso High Campus in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students with this funding will be:** to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $501,708.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Denison College of Secondary Education, Kelso High Campus who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Staff deployment: creation of additional executive leadership positions: - above establishment temporary Deputy Principal - above establishment temporary Head Teacher Wellbeing - above establishment temporary Head Teacher Integration • Employment of a Technology Support Officer • Wellbeing and Cultural Hub facility **The allocation of this funding has resulted in:** School improvement evidenced by: Deputy Principal • Building the instructional capacity of Head Teachers through a re-organisation of faculty leadership to an instructional focus, involving coaching and mentoring, with in excess of 20 periods of direct Instructional Leadership given to each Faculty Head Teacher • The implementation of Faculty Plans across all KLAs • Leadership of whole school, executive and Faculty Professional Learning, including Learning Teams which has led to improvement in staff knowledge and practice • Wellbeing And Learning Outcomes: responsive, effective management and ownership of each stage group, which is more

Socio-economic background $501,708.00	manageable for three DPs, rather than two • Improved connections with families - which was critical during covid lockdown learning from home, where Deputy Principals contacted families of students to check on their wellbeing and learning. Head Teacher Wellbeing • Stronger relationships with community services and external providers • Headspace and CAMHS providing targeted support to students on site • Streamlined process for Wellbeing referrals which has led to an increase in student referral and support • Launch of the Wellbeing Website to increase access to vital health information and support for students and families • Improvement in student/teacher relationships with the introduction of Wednesday Wellbeing Sessions • Wellbeing and Cultural Centre approved and in first stages of development Improvement in student wellbeing reflected in Tell Them From Me survey • The 2021 Wellbeing aggregate was 65.1%. • Advocacy was 57% This was higher than like schools (53%), though below state average (70%). • Expectations for success was 81%. This was higher than like schools (73%), though below state average (81%). • Sense of belonging was 57%. This was higher than like schools (54%), though below state average (65%). Technology Support Officer • Equitable access to technology to enhance student learning, ensuring maintenance of devices which are loaned to students • Critical role during the lockdown learning from home period, in providing remote support to staff and students, facilitating online learning • All KLA Head teachers (8) consider the role to be vital in the functioning of school operations. We rely heavily on technology to carry out our teaching and to support effective learning, including regular assistance to teachers with setting up technology and/or assist when technology is not working, regular support for students in the classroom that may be having technical difficulties, installation of educational apps on faculty devices to enhance learning, troubleshooting. Wellbeing and Cultural Hub Building Funded by a combination of equity, operational, community and 6101 funds, the Wellbeing and Cultural Hub will provide a designated space to cater for the growing number of wellbeing concerns and to provide a culturally safe space to deliver a range of cultural programs and act as a support HUB for our Aboriginal and Torres Strait Islander students and families. The space will be used in the following ways. • The continuation of our wellbeing program that allows for disengaged students a place to continue academic learning in a quieter, individualised environment. • Private small breakout spaces for allied health services to conduct appointments with students and/or families. • A common area to run group activities and programs with allied services or in school provided programs, such as, Drumbeat, Rage, Rap-a and social skills groups. (Common area) • A dedicated Aboriginal Education classroom that will be a safe space to run a wide variety of specific cultural and wellbeing programs for our Aboriginal students, including Sistaspeak, Brospeak, Girri and the Homework centre. (Classroom) • A room/space where our Aboriginal parents/carers, community members and Elders will be able to meet and become more involved in the education of their community. This includes Personalised Learning Plan Meetings, enrolment and return from Suspension meetings. (Classroom) **After evaluation, the next steps to support our students with this funding will be:** • Continue to focus on teacher improvement and embed Faculty

Socio-economic background $501,708.00	Instructional Leadership to ensure that faculty plans align with the Strategic Improvement Plan. • Continue to develop the instructional leadership capacity of Deputy Principals and Head Teachers through targeted and evidence-informed programs • Provide Professional Learning for staff to improve their ability to cater for a wide range of students wellbeing needs • Launch and monitoring of the Anti-Bullying Policy in 2022 • Leading the whole school attendance strategy to meet the 2022 targets • Continue to refine the TSO role and associated processes to enhance the efficiency of the position. Utilise the TSO to support technology for learning and improved student outcomes in this area. • Construction and outfit of the Wellbeing HUB, enhanced links with allied services and implementation of effective practice and programs. • Purchase additional learning resources, including technology.
Aboriginal background $226,762.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Denison College of Secondary Education, Kelso High Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use Data to Inform Practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Employment of an additional Aboriginal SLSO to support Aboriginal students • Engaging a full time permanent Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • Wellbeing and cultural engagement program, including Hire of Kelso Community Hub and resources **The allocation of this funding has resulted in:** The improvement of the PLP process and timeline to meet needs. Being more welcoming and more relevant, supporting authentic conversations and gaining genuine student and parent input. The Aboriginal SLSO & AEO team were given a designated space which allowed them to organise a space to meet and work with ATSI students. This has continued to provide a culturally safe place for ATSI students to meet, work one on one with staff and have resources available to help the complete assessment tasks. The SLSO has implemented a Year 7 Malungan girls' group to further support the needs of ATSI girls and their transition to high school. This has helped with creating connections between students and staff, and student to student. The SLSO has played an integral role in student attendance, the Aboriginal Education team and individual student support in the classroom. All changes are valued and are having a positive impact on the academic, physical and emotional wellbeing of our ATSI students. Tell Them From Me data indicated: • 58% of Aboriginal students agree or strongly agree that they feel good about their culture (10% disagree or strongly disagree) • 43% agree or strongly agree that teachers understand culture (27%

Aboriginal background $226,762.00	disagree or strongly disagree) • 37% agree or strongly agree that they feel proud of their school ((28% disagree or strongly disagree) The Kelso High Campus Student survey data indicates that: • 74% of Aboriginal students agree that they have a lot of opportunities to participate in their culture at KHC (up from 52% in 2020 and 54% in 2019) • 29% agreed that teachers include culture into their lessons (up from 23% in 2020 and 19% in 2019) The Kelso High Campus Teachers' survey indicated that teacher's describe their understanding and awareness of Aboriginal culture as 2.7 weighted average on a scale of 1-4. **After evaluation, the next steps to support our students with this funding will be:** • A focus on cultural inclusion and safety, including a new house system, based on Wiradjuri language and significant animals. Our staff will undertake cultural competence training. • A targeted withdrawal literacy program will be established to deliver personalised learning support in reading comprehension to Aboriginal students. • The SLSO will be an integral part of all the cultural programs that will be run out of the Cultural & Wellbeing Hub due for construction in 2022. The program will grow and we are hoping to employ another ATSI SLSO and an ATSI Senior Mentor. • Connections with our parent community still remains an area for improvement and in 2022 plans to connect with the community will be enacted without the disruption of COVID. • We aim to connect with the community through an improved PLP process and a presence at the Kelso Community Hub
English language proficiency $11,535.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Denison College of Secondary Education, Kelso High Campus. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Additional staffing (SLSO) support for identified students, under the direction of a teacher with ESL qualifications and experience • Minimum standards interventions • Support for understanding and completing assessment tasks • Some in-class support **The allocation of this funding has resulted in:** • Minimum standards achieved by all EAL/D students in year 10 and 11 • Assessment task completion and submission by students in all years **After evaluation, the next steps to support our students with this funding will be:** • Continue support for minimum standards, assessment task completion • Identifying individual students and their specific language and cultural demands across the curriculum to enhance individual learning plans and class profiles • Learning and Support Teachers will help build capacity of teachers through mentoring, co-teaching and co-planning • Stage 4 professional learning communities will be supported by LaSTs to implement consistent practice to enhance learning • Personalised and targeted professional development will be

English language proficiency $11,535.00	provided to teachers, particularly with regard to vocabulary strategies, which can be implemented to enhance learning
Low level adjustment for disability $356,959.00	Low level adjustment for disability equity loading provides support for students at Denison College of Secondary Education, Kelso High Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use Data to Inform Practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional Learning and Support Teacher (0.3) to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Implementation of the Quick Smart numeracy and literacy program **The allocation of this funding has resulted in:** Improvements in student learning, evidenced by: • Numeracy Year 7 students average diagnostic test score has increased by 9%, whereas comparison students average test score has increased by 2% • Quick Smart Literacy 42% of Year 7 students grew more than 20% in the year. Whereas 24% of the comparison group had growth greater than 20%. • Quick Smart Numeracy Year 8 students in 2021 had an average growth of 29% in their Maths Pathway results, compared to only a growth of 12% in 2020 when they were in Year 7. With Quick Smart intervention, Year 8 students had a 17% increase in their Maths Pathway results. Comparison Numeracy Year 8 students in 2021 had an average growth of 13% in their Maths Pathway results, compared to the growth of 22% in 2020 when they were in Year 7. Comparison students declined by an average of 9% in 2021. Learning and Support Teacher (0.3) • Work with classroom teachers to support assessment for learning for students with additional needs through analysis of student data and the development of personalised learning plans and adjustments for students with additional needs. **After evaluation, the next steps to support our students with this funding will be:** • Identify ways to maximise the Quick Smart process to include more students • Review the role of the Learning and Support Teachers, including prioritising roles aligned to needs identified through the Learning and Support Team and providing direct support to students with identified needs through explicit and targeted strategies.
Location $4,700.00	The location funding allocation is provided to Denison College of Secondary Education, Kelso High Campus to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this operational funding include:** • Excursion expenses: providing a subsidy for travel related expenses, by capping excursion costs at an affordable level, for certain sporting excursions where teams have progressed to higher rounds of competitions.

Location $4,700.00	• Internal sport - access to facilities **The allocation of this funding has resulted in:** It is unclear if the allocation of this funding has resulted in more participation in teams where travel is required. Anecdotally it probably has had a positive impact. More significant, though is a reduction in financial pressure on families and less stress on students who often have to pay for their own activities out of money they earn in part-time jobs. The activity has been well received by the community. **After evaluation, the next steps to support our students with this funding will be:** Establishing a consistent process to provide travel subsidies for academic, social and sporting excursions and learning opportunities where travel is required.
Professional learning $161,530.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Denison College of Secondary Education, Kelso High Campus. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use Data to Inform Practice • Collaboration • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • **The allocation of this funding has resulted in:** For 2021 benefits have included collegiality amongst year 7 teachers. The time given in the Wednesday structure has allowed for planned and sequenced meetings. They have focused on student wellbeing, behaviour management and teaching strategies to develop students' literacy with a focus on vocabulary. • The level of collegiality has changed, and a deeper understanding of every student in every class for teachers. • A common approach to by teachers across the KLA assisted in behaviour management and the sharing of strategies between colleagues. • Teachers have started to develop the skills in the use of data to inform practice, including the ability to interpret data and implement strategies based on the analysis. • Implementation of vocabulary strategies to improve students tier 2 vocab. **After evaluation, the next steps to support our students with this funding will be:** Re-branding to Professional Learning Communities from TEAMS. As a result of staff feedback, scope and sequence well in advance for the next meeting. Hold feedback/monitoring meetings to follow up on minutes from each team and support to ensure progress is occurring. The more structured HSC PLC led by DPs N. Kenny and K. Logan. Revisit the vocabulary strategy and the scope and sequence from 2021 as the focus point for year 7 in term 1, with an evaluation to occur at the end of term 1 to direct term 2. All staff will be required to engage in a team during the Wednesday morning PL time. Priority 1 Year 7 PLC, HSC or stage 5. The professional learning notice board will be updated to contain all relevant PL information and the scope and sequence will be filled out on the whiteboard.
Beginning teacher support $59,380.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Denison College of Secondary Education, Kelso High Campus during their induction period. **Funds have been targeted to provide additional support to students**

Beginning teacher support $59,380.00	**enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Additional release provided to beginning teachers. • Additional release provided to create a Beginning Teacher Mentor position, including mentoring and regular meetings and support for accreditation and teacher development **The allocation of this funding has resulted in:** Denison College Beginning Teachers received strong support and induction, addressing the five essential components of a quality induction, including: • Customised to our unique College context; • Connections with induction viewed as a whole-school responsibility; • Context, recognising the College's distinct environment relating to school, students and community; • Curriculum helping teachers acquire knowledge and skills relating to their curriculum area; and • Classroom building classroom expertise in teachers to focus on student learning by developing their experience and teaching repertoire Denison College introduced a shared Beginning Teacher Mentor across both campuses in 2021. The cross-campus model has enabled enhanced collaboration across faculties at the dual sites and a fresh approach to BTM with professional collaboration and social support a focus through peer group mentoring. The College approach also encouraged the Denison College Beginning Teacher Mentor to establish an 'Early Career Teaching Network' to provide regional support for BTs . This initiative connected Denison BTs with other early career teachers in the region, enhancing their understanding of the proficient accreditation process. The quality of teacher's portfolios, evidence and annotations was significantly enhanced through shared practice and peer input/feedback. **After evaluation, the next steps to support our students with this funding will be:** Given the benefits of the peer-group approach and requests for continued professional support via mentoring, it is recommended in 2022 an 'Early Career Support' initiative is initiated at Denison College, facilitated by College Head Teacher. This will maintain the professional rigour and sharing of practice in 2nd/3rd year teachers moving beyond the beginning teacher support provided in 2021.
School support allocation (principal support) $40,818.00	School support allocation funding is provided to support the principal at Denison College of Secondary Education, Kelso High Campus with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • School Administrative Officer Support **The allocation of this funding has resulted in:** Reducing the administrative burden of the principal by helping with finance administration, administrative support for the Strategic improvement Plan and general administration. **After evaluation, the next steps to support our students with this funding will be:** used primarily to employ an Administrative Support Officer Clerk 3/4 (0.3) to support the principal with higher level administration, including data

School support allocation (principal support) $40,818.00	harvesting. A school administration officer (0.1) will also be employed to support with lower level administrative tasks.
COVID ILSP $436,930.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students. • employing/releasing staff to coordinate the program • Employment of two ILSP coordinators. One for literacy and one for numeracy • 6 Paraprofessionals employed across 5 days to deliver small group tuition • One administration paraprofessional employed one day per week • 11 teachers employed to run small group after school tutoring across three days **The allocation of this funding has resulted in:** During covid-19 lockdown learning from home, resources were made available on google classrooms and in paper format for students to complete at home. Stage 4: 290 students (95% of the cohort) received in class tuition with a focus on literacy and numeracy while at school. This changed to online groups whilst learning from home and a change in program delivery with some students accessing Education Perfect and others receiving support through Microsoft teams. 50 students attended after school tutoring. This led to an increase in high expectations and submission of class work. Term 4 Check-in Assessment: The results of Check-In assessments indicate growth in both year 7 and year 8 cohorts, and partly reflect the success of the covid intensive learning program. Year 7: 50% of students in this cohort achieved scores between 65% - 98% for reading and 55%-98% for numeracy Year 8: 50% of students in this cohort achieved scores between 60% - 93% for reading and 45 - 90% for numeracy The average percentage of questions answered correctly for the Year 7 cohort was 4.3 percentage points higher for numeracy and 3.7 percentage points higher for reading than the like school averages The average scaled score for the year 7 cohort was 15.2 percentage points higher than the like school average for numeracy The average percentage of questions answered correctly for the Year 8 cohort was 3.5 percentage points higher for numeracy and 3.1 percentage points higher for reading than the like school averages The average scaled score for the year 7 cohort was 11.8 percentage points higher for numeracy and 9.1 percentage points higher for reading than the like schools averages Maths Pathways: Year 7 mathematics teaching and learning programs are based on the Maths Pathways platform, an online Learning and Teaching model that supports teachers to deliver personalised, differentiated learning to students. Students have made significant growth. This partly reflects the success of the covid-19 intensive learning program.

COVID ILSP $436,930.00	Median growth for all year Y 7 was 0.98 which means almost one year's growth for one year. Further to this, the top two quartiles demonstrated an average growth of 1.5 - 2 years within 12 months. Year 9: 70 students (49% of the cohort) received small group tuition for literacy and numeracy. The group was selected based on socio-economic status . Students from quartile 3 and 4.were prioritized for the program. Progressions tracked include - QuN9; AdS7 and 8; MuS6; UnT9, 10 and 11; CrT5,6,7 and 8; GrA5. Results: 30% of students mastered all progressions 61% made progress with most 8% did not either master the skill or turn up for their timetabled session. Term 4 Check-in: The results of the Term 4 Check-In assessments indicate growth in the entire year 9 cohort, and partly reflect the success of the covid intensive learning program. 50% of students in the Year 9 cohort achieved scores between 65% - 98% for literacy and 56%-96% for numeracy. The average percentage of questions answered correctly for the entire cohort was 7.0 percentage points higher than the like school average for numeracy and 7.1 percentage points higher for reading.. . The average scaled score was 18.8 percentage points higher than the like school average for numeracy and 11.1 percentage points higher for reading The average percentage of questions answered correctly for students who were involved in the covid intensive learning program group was similar to the total like schools average for both reading (-0.5%) and numeracy (+0.5%) HSC Minimum Standards: Over 70% of students have been successful in achieving Minimum Standard for reading, writing and numeracy. Year 10: 130 students (96% of the cohort) received small group tuition for either literacy, numeracy or both. Focus areas include:- MuS5, MuS6, MuS7, IRD5, CoU2, MuM7, CoU2, CoU3, OwD3, OwP3, UuM7, UuM8, UnC4, UnC5 CrT9, CrT10, UnT10. 45% of students achieved all progressions for literacy and numeracy; 43% achieved some and 12% did not achieve any. HSC Minimum Standards: 93% of students successfully completed Minimum Standards tests for reading, writing and numeracy. **After evaluation, the next steps to support our students with this funding will be:** Ongoing tuition with targeted students. Literacy and numeracy resources will be linked to KLAs and will be delivered in class under the direct supervision of the classroom teacher. Staff and students have indicated that this model of delivery has been the most effective. The after-school tutoring will continue, though in streamlined way to maximise efficiency
Girri-Girri $44,848.00	These funds have been used to support improved outcomes and the achievements of staff and students at Denison College of Secondary Education, Kelso High Campus **Funds have been targeted to provide additional support to students**

Girri-Girri $44,848.00	**enabling initiatives in the school's strategic improvement plan including:** • Use Data to Inform Practice • Other funded activities **Overview of activities partially or fully funded with this allocation include:** • Release for a teacher to deliver a cultural and sporting program to provide opportunities for Aboriginal students (7-10) to develop skills, improve learning, attendance and engagement in school. **The allocation of this funding has resulted in:** An improvement in: • Cultural knowledge • Cultural opportunities: 74% of Aboriginal students agree that they have a lot of opportunities to participate in their culture at KHC (up from 52% in 2020 and 54% in 2019) • Academic learning: student assessment task completion has increased **After evaluation, the next steps to support our students with this funding will be:** We will continue to strengthen the focus of Girri Girri on academic achievement as well as physical exercise. The program will be implemented by two staff members with a distinct and different focus for each teacher to implement.
Per capita $210,000.00	These funds have been used to support improved outcomes and the achievements of staff and students at Denison College of Secondary Education, Kelso High Campus **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • Purchase of a Wellbeing and Cultural facility. **The allocation of this funding has resulted in:** Part Funding (32% of the total cost - $210,000) of a Wellbeing and Cultural Hub building that will provide a designated space to cater for the growing number of wellbeing concerns and provide a culturally safe space to deliver a range of cultural programs and act as a support hub for our Aboriginal and Torres Strait Islander students and families. In 2021, with a reduction in spending due to an extended period working from home, it became apparent that we would have the funds to go through a tender process for the Wellbeing and Cultural Hub. The project was approved by the Director, Executive Director and the Public Private Partnership asset management unit at the end of 2021. Funds totalling $650,000 were withdrawn from the school account at this time. **After evaluation, the next steps to support our students with this funding will be:** used in a typical manner, to support teaching and learning to support KLA budgets, the technology budget, the library budget and student wellbeing budgets, including the purchase of teaching resources, equipment and consumables to support the teaching and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	402	421	411	438
Girls	357	372	395	404

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	92.7	91.4	93	85.4
8	87.9	87.1	91	84.6
9	85	82.1	88.2	82.4
10	84.3	83.2	83.2	79.1
11	85.7	87.3	90	81.3
12	87.9	88	89.5	88.8
All Years	87.2	86.6	89.3	83.3
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	12	0
Employment	9	12	21
TAFE entry	0	4	5
University Entry	0	0	29
Other	2	2	13
Unknown	0	5	21

Year 10

- 11 students left school to take up employment, including 10 apprenticeships and traineeships.
- 14 students left to enrol in other schools, including 9 to Skillet College

Year 11

- 14 students left school to take up employment, including 9 apprenticeships and traineeships.
- 5 left to enrol at TAFE

Year 12

7 students left during the year prior to completing Year 12:

- 1 left for employment to take up an apprenticeship
- 1 moved to other schools
- 5 were over the age of 17 and their destination is unknown

80 students completed Year 12

- University: 36%
- TAFE: 5%
- Apprenticeship/traineeship: 13%
- Other employment: 21%
- Unknown:25%

Year 12 students undertaking vocational or trade training

52.75% of Year 12 students at Denison College of Secondary Education, Kelso High Campus undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.3% of all Year 12 students at Denison College of Secondary Education, Kelso High Campus expected to complete Year 12 in 2021 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)	49.08
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Professional Learning expenditure included:

• Training Costs: $21,500

- Release for professional learning $5, 500
- Additional release periods provided to facilitate Year 8 professional learning teams: $56,619
- Additional instructional leadership release for Head Teachers to support the development of teaching staff though lesson observations and coaching conversations: $79,728 partly funded through Professional Learning $9, 000) and the staffing entitlement.

School Development Days

Term 1
- Rigour & High expectations: Systems and Processes
- Year 7 profiles 2020
- Profile information (Year 8 to 11)
- Casual Staff PL
- Class profiling in teacher teams - Class data available in the KHC Infolink to interpret learning information and develop class profiles
- Team Structure 2021 Whole School Introduction

Term 2
- School Plan Launch
- Situational Analysis
- Teaching & Learning Activities Task HSC focus

Term 3
- Faculty Plans - Faculty time to plan for faculty goals and targets. To build-in check points and evaluations. Free & frequent budget. Stage 4 assessment dates & scheduling:
- Stage 4 - Literacy
- Stage 5 - Rigor & Engagement

Term 4:
- Faculty time to reflect on faculty goals for 2021 and begin to plan Faculty Goals for 2022.
- Mandatory training

HSC

Teachers of Stage 6 Biology, Business Studies, English (Advanced and Standard), Industrial Technology, Mathematics (Advanced and Standard 2), Modern History, PDHPE and Visual Arts are encouraged to access the department's HSC professional learning.

The HSC professional learning draws on research, in particular on the research project, Successful Teaching Methodologies in the NSW HSC (P. Ayres, S. Dinham, W. Sawyer). The ultimate aim of the research was to identify those teaching methodologies that teachers of highly successful HSC students were using.

Instructional Leadership

Head Teachers were provided with an additional 4 periods release time per 2-week cycle to support the instructional leadership of their staff. This included lesson observations and one-on-one meetings to support improvement in teaching and learning

Teacher Learning Through Collaboration

Year 7 and Year 8 Learning Teams are based on effective collaborative professional learning, guided by the HIPL strategy and self-assessment tool.

Learning teams (predominantly in stage 4) provide a framework for collaboration based on student data and strategies to improve student outcomes. Teams met regularly and worked together weekly or fortnightly with the aim of:
- reviewing student data
- establishing student learning goals, drawing on a suite of resources to plan and implement a common class strategy
- sharing practice through cross curricular group design, to expand the repertoire of strategies to embed in teaching activities within programs:
- implementing, monitoring and reviewing strategies, including feedback on progress
- collecting work samples to assess impact of strategies, embedded in scope & sequence

Teachers of Year 7 teams met 7 times per term as part of a weekly professional teams meetings outside of school hours. Teachers of Year 8 core subjects (English, Science, PDHPE and HSIE) were provided with one period release per 2-week cycle and meetings were. Meetings continued during the working from home period.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	480,840
Revenue	13,203,554
Appropriation	12,744,970
Sale of Goods and Services	222,522
Grants and contributions	229,962
Investment income	727
Other revenue	5,373
Expenses	-13,424,153
Employee related	-11,694,030
Operating expenses	-1,730,123
Surplus / deficit for the year	-220,598
Closing Balance	260,242

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.

Our roll over figure from 2020 to 2021 was $480, 840:

- 6101: unspent funds from the previous year totaling $73,452
- 6300: accumulated School and Community funds totaling $407, 388:

In 2021, the Campus had an operating loss of $220, 000. Three main factors were responsible for this

- Continuing to pay the staff of the School Operated Canteen during covid lockdown, despite zero sales contributed to loss of $50, 000 for the canteen
- Inefficient canteen practices (which have been rectified for 2022) also contributed to the canteen losses
- The purchase of a Wellbeing and Cultural Hub total cost $650,000, $170 funded from school and community sources. In 2019, with the support of the Director Educational Leadership, The Campus Executive, in consultation with the community, Campus parent body and the staff made the decision to consolidate School and Community money towards the building of a Wellbeing and Cultural Hub.

The plan was to use the HUB as a multipurpose facility to cater for the growing Wellbeing needs of our students and to provide a culturally safe space to deliver a range of cultural programs and act as a support hub for our Aboriginal and Torres Strait Islander students and families. It is envisaged that a number of allied health services and agencies will also access the HUB to provide ongoing support to our students and their families

In 2021, with a reduction in spending due to an extended period working from home, it became apparent that sufficient funds were available to proceed with a tender process for the Wellbeing and Cultural Hub. The initial costing of the Wellbeing and Cultural Hub was $650,000.

Money was made available from the following areas:

- 6101 carry forward funds: $70,00
- Per capita funds: $210,000
- SES equity funds $180,000
- Community funds $170,000

The project was approved by the Director, Executive Director and the Public Private Partnership asset management unit at the end of 2021. Funds totaling $650,000 were withdrawn from the school account at this time.

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	461,131
Equity Total	1,104,529
Equity - Aboriginal	157,946
Equity - Socio-economic	597,923
Equity - Language	11,772
Equity - Disability	336,888
Base Total	9,361,938
Base - Per Capita	210,034
Base - Location	4,711
Base - Other	9,147,192
Other Total	971,024
Grand Total	11,898,621

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.

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.

YEAR 7 READING

ALL: The majority of students in Year 7 performed in Band 6 for Reading, representing almost a third of the cohort. This is a similar result to SSG schools and for the state overall with Band 6 also recording the highest proportion of students in these cohorts.

ATSI: The majority of ATSI students in Year 7 recorded results in Band 6. This is a similar result to both SSG schools and for the state overall with Band 6 recording the highest proportion of students in these cohorts.

YEAR 9 READING

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

ATSI: The majority of ATSI students in Year 9 performed in Band 7 for Reading. In SSG schools, the majority of ATSI students also recorded Band 7 for Reading, however for the state overall the largest proportion of ATSI students received a Band 6.

YEAR 7 WRITING

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

ATSI: The majority of ATSI students in Year 7 recorded results in Band 7 for Writing. In SSG schools, Band 5 recorded the highest proportion of Year 7 ATSI students, whilst for the state overall the highest proportion of students was recorded in Band 6.

YEAR 9 WRITING

ALL: The majority of students in Year 9 performed in Band 7. This was a similar result for SSG schools and the state overall, with the largest proportion of students receiving a Band 7 in these cohorts.

ATSI: The majority of ATSI students in Year 9 performed in Band 7 for Writing. In SSG schools, the largest proportion of students recorded Band 6 and 7. Across the state overall, the majority of ATSI students received a Band 6 for Writing.

YEAR 7 NUMERACY

ALL: The majority of students in Year 7 performed in Bands 6 and 7 for Numeracy, with the highest proportion of students achieveing Band 7. In SSG schools, the highest proportion of students recorded Band 6 whilst for the state overall, Band 6 and 7 recorded the highest proportion of students.

ATSI: The majority of ATSI students in Year 7 recorded results in Bands 1-3 for Numeracy. In SSG schools and for the state overall, the largest proportion of ATSI students recorded results in Band 5 and 6.

YEAR 9 NUMERACY

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

ATSI: The Band distribution for ATSI students in Year 9 Numeracy was relatively even across Bands 5-8. For SSG schools and the state overall, the majority of ATSI students recorded results in Bands 6 and 7.

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.
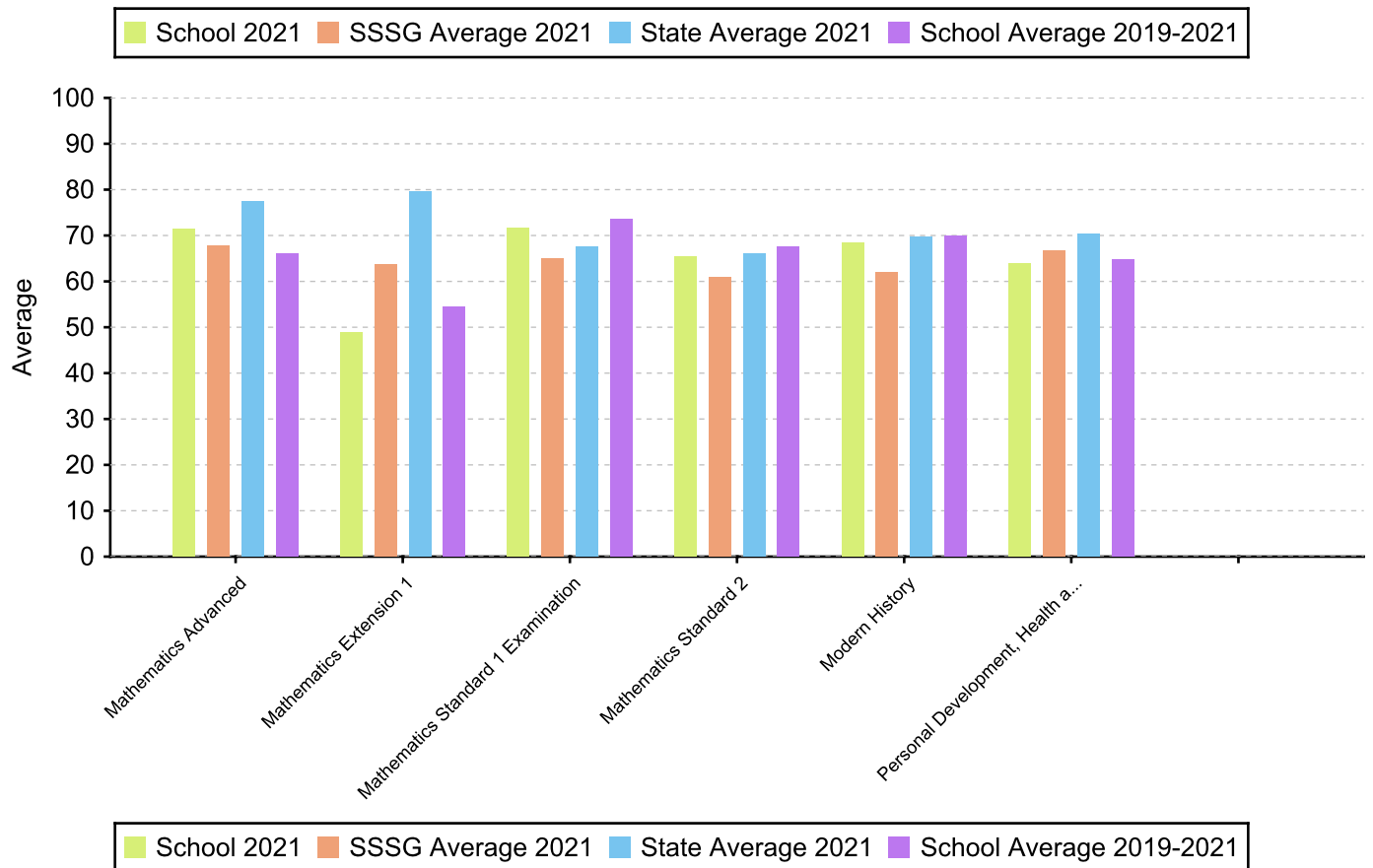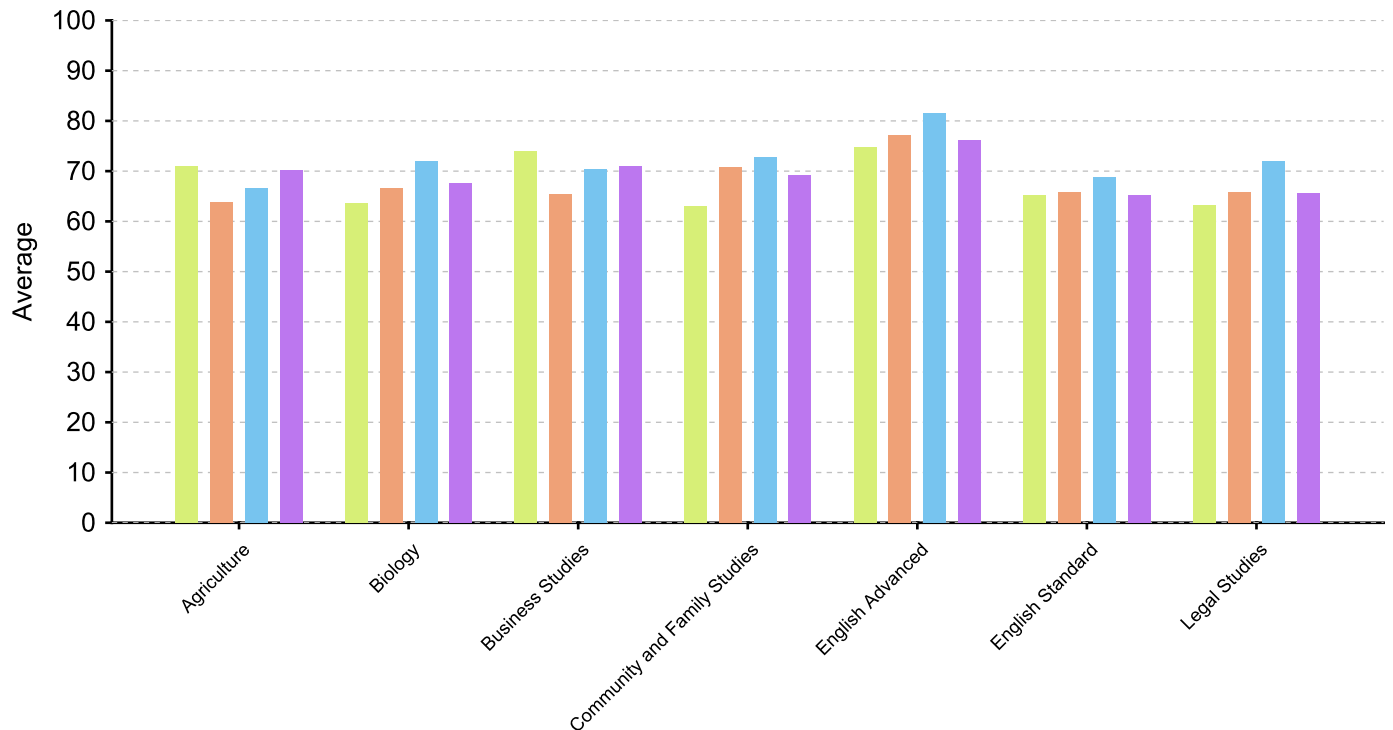
Subject	School 2021	SSSG	State	School Average 2019-2021
Agriculture	70.9	63.9	66.7	70.2
Biology	63.7	66.5	71.9	67.6
Business Studies	73.9	65.5	70.4	71.0
Community and Family Studies	63.1	70.8	72.7	69.2
English Advanced	74.8	77.2	81.4	76.2
English Standard	65.1	65.8	68.8	65.3
Legal Studies	63.2	65.7	72.0	65.6
Mathematics Advanced	71.5	67.8	77.4	66.1
Mathematics Extension 1	48.9	63.7	79.5	54.5
Mathematics Standard 1 Examination	71.6	64.9	67.5	73.6
Mathematics Standard 2	65.3	60.9	66.1	67.7
Modern History	68.4	61.9	69.7	69.9
Personal Development, Health and Physical Education	64.0	66.7	70.3	64.7

- There were more top bands (Bands 5 and 6) in comparison to the previous three year average (+1.2%) and the previous six year average (+2.4%)
- There were fewer Band 4s in 2021 than the previous three year average (-2.6%) and the previous six year average (-1.8%) and fewer Band 3s than the previous three year average (-3.8%) and the previous six year average (-3.1%)
- Overall more students achieved bottom bands (Bands 1 and 2) than the previous three year average (+5.3%) and the previous six year average (+2.3%)

Top performing subjects (above state average) were:

- English Studies Examination 2 unit (8.73)
- Ancient History 2 unit (7.86)
- Dance 2 unit (6.08)
- Industrial Technology 2 unit (5.55)
- Mathematics Standard 1 Examination 2 unit (2.22)
- Retail Services Examination 2 unit (0.67)

Subjects slightly below and close to state average included:

- Business Studies 2 unit (-0.32)
- Primary Industries Examination 2 unit (-1.42)
- Hospitality Examination (Food and Beverage) (-1.59)

Parent/caregiver, student, teacher satisfaction

PARENTS

The campus seeks annual feedback from parents for seven key areas through an online survey.

1. Communication
2. Learning
3. Behaviour
4. Connection and relationship
5. Overall
6. What is Kelso High doing well?
7. What frustrates, concerns or annoys you about Kelso High campus?

Communication: Many parents are dissatisfied with the communication. Overall parents rated communication as 6.0 weighted average, on a scale of 1-10, where 10 is the most positive.

Learning: Generally parents are satisfied with the learning opportunities, though many parents feel that school staff do not create opportunities for students who are learning at a slower pace

Behaviour: Is an area that parents are most dissatisfied with. Overall parents rated behaviour as 5.0 weighted average, on a scale of 1-10, where 10 is the most positive.

Connection and relationship: Generally parents feel welcome and supported by the campus. Parents feel that their children get on well and are supported by the staff.

Key positives of Kelso High Campus include:

- Opportunities
- Breadth of curriculum
- Positive atmosphere
- Acceptance and inclusion
- Supportive staff
- Children are happy
- Phone policy

Frustrations identified by parents include:

- Negative behaviour
- Inconsistency
- Communication
- Bullying
- Phone policy

STAFF

The campus seeks feedback from staff in an an annual online survey in seven key areas:

1. Communication
2. Learning
3. Behaviour
4. Connection and relationship
5. Overall
6. What is Kelso High doing well?
7. What frustrates, concerns or annoys you about Kelso High Campus?

Key positives include:

- Staff relationships
- Faculty connections
- Student wellbeing

Negatives include:

- The negative behaviour of students
- Work life balance, volume of work
- Staff shortages

STUDENTS

The campus seeks feedback from students on a range of topics, including:

- Bullying

- Connections
- Learning At School

Bullying:

Have you ever been bullied or harassed whilst at Kelso High Campus?

2021: 40% yes (2020: 39%)

Have you ever observed bullying or harassment whilst at Kelso High Campus?

2021 : 56% yes (2020: 58% yes)

Connections

% of respondent who answered yes

Do you have friends at Kelso High Campus?

2021: 95% yes (2020: 92% yes)

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

2021: 73% yes (2020: 70% yes)

Learning'

Weighted average, on scale of 1-5, where 5 is the most positive response and 1 is the least positive?

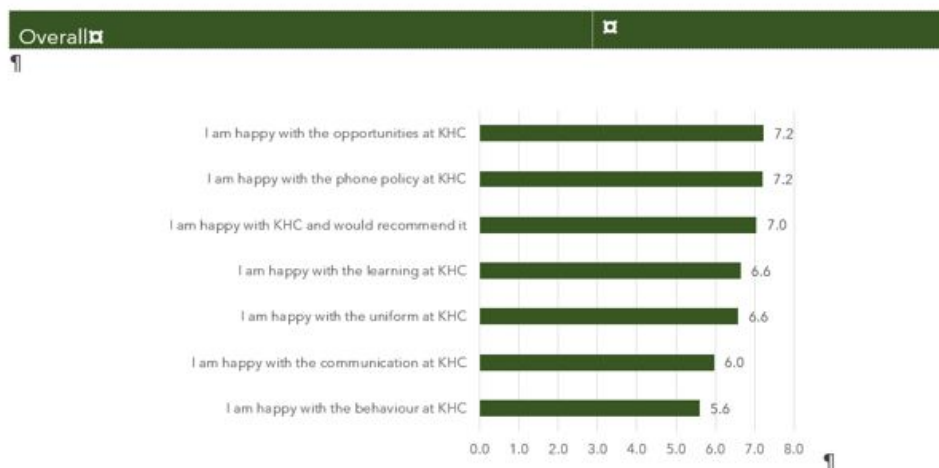Is your learning interrupted by other students bad behaviour?

2021: 3.28 (2020: 3.22)

How do you think you are going with your learning at Kelso High Campus?

2021: 3.46 (2020: 3.40)

How often do you complete all of your work?

2021: 4.00 (2020: 3.86)

Overall

	Value
I am happy with the opportunities at KHC	7.2
I am happy with the phone policy at KHC	7.2
I am happy with KHC and would recommend it	7.0
I am happy with the learning at KHC	6.6
I am happy with the uniform at KHC	6.6
I am happy with the communication at KHC	6.0
I am happy with the behaviour at KHC	5.6

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.

Aboriginal Education - School statement

The Aboriginal Education Policy confirms the NSW Department of Education's commitment to improvement in educational outcomes and wellbeing for Aboriginal and Torres Strait Islander Denison College of Secondary Education, Kelso High Campus has 140 students with Aboriginal backgrounds. Kelso High Campus is committed to the National Aboriginal and Torres Strait Islander Education Strategy 2015.

- Partnership Agreement with NSW AECG Inc: Kelso High Campus recognises the NSW AECG as the peak community advisory body on Aboriginal education. We remain committed members of the Bathurst local AECG and work in partnership with the AECG to improve the educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students. Our school is represented by staff and students at AECG meetings and the campus advises with the AECG when making staff decisions for the school.
- Kelso High Campusis committed to closing the gap strategy. Key elements of our strategy include an enhanced PLP structure within the school so each child's PLP is an accurate reflection of their education and wellbeing needs. Regular reviews allows goals to be achieved.
- Deep analysis of RAP data identifies student needs, which form the basis of PLPs, student profiles and curriculum adjustments.
- Strategic attendance monitoring to target students below 85% attendance.

10 Year Plan - Footprints to the Future - Kelso High Campus is committed to Footprints to the Future to strengthen education for Aboriginal learners in NSW Public Schools through:

- Partnership with Aboriginal Communities:, enhancing links with families and the wider community through the AEO and community events eg engagement programs with community groups, such as Bathurst Council Kelso community Hub, Young Mob
- Aboriginal Staff: permanent targeted positions include Aboriginal Education Officer, Aboriginal School Learning Support Officer, an additional funded SLSO position (temp)
- All staff and learners develop their cultural knowledge and understanding through professional learning and participation in events. which are run by the staff Aboriginal Education Team and the student Aboriginal Representative Council. Cultural learning is a major focus for 2022
- Aboriginal Learners: understanding the needs of learners and adjusting Teaching and Learning programs accordingly: Focus on data and differentiation. The AEO provides individualised information about students and families.

Anti-Racism Policy

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

Anti-Racism - School statement

There is no place for racism in schools and Kelso High Campus is committed to stamping out racism

Every member of the school community has a role to play by demonstrating respect for cultural, linguistic and religious backgrounds of others, and by demonstrating inclusive, accepting and harmonious interactions.

Kelso High Campus uses a range of strategies aimed to counter racism in the learning and working environment. It includes

- Programs which support staff to understand, prevent and address racism at school: Professional learning including understanding cultural safety, inclusive practice and preparing staff for changing the campus sporting houses in 2022, to align with Wiradjuri animals and language.
- Although incidents of racism are uncommon, systems for addressing racism exist. This includes an Anti-Racism Contact Officer who supports the implementation of anti-racism education strategies and managing complaints of racism through supportive and educational processes.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Kelso High Campus is committed to recognising the cultural diversity of our school community and to meet the educational and welfare needs of students and their families. Members of our community come from a range of cultural backgrounds - Indigenous, English speaking and non-English speaking backgrounds. These groups are all valued members our school community and deserve cultural safety.

Cultural safety programs include:

- Student led fortnightly assemblies that focus on respect, tolerance and inclusion and promote respectful interactions and Intercultural acceptance understanding.
- The Kelso High Campus Student Aboriginal Representative Council is a student leadership group that promotes Aboriginal culture through student-led events and by sharing information with the school community.
- Promotion of cultural safety and inclusion though our social media channels.

Multicultural education programs include

- curriculum-linked strategies aim to teach students about Australia's cultural diversity, history and racial discrimination laws particularly in HSIE, English, PDHPE curriculum.
- Guest speakers are often invited to the campus, including local Wiradjuri elders and community leaders at events such as Reconciliation week, Sorry Day, anniversary of Kevin Rudd's apology.
- Participation in local community cultural events such as Naidoc Week, Corrobborees, other cultural celebrations enhances cultural knowledge

Wellbeing strategies promote equity, mutual respect, cultural inclusion and community harmony in the school environment, including

- Wednesday wellbeing lessons which are based on respect, tolerance, inclusion, acceptance.
- We acknowledge sorry Day, and Reconciliation week,
- We have an annual focus on Bullying No-way, including racial tolerance ,
- We work closely with the Police Youth liaison officer to talk to specific groups about legal implications of racism

Support for Students from language backgrounds other than English includes learning support to understand and complete assessment tasks, including scaffolding to understand requirements and interventions to support minimum standards