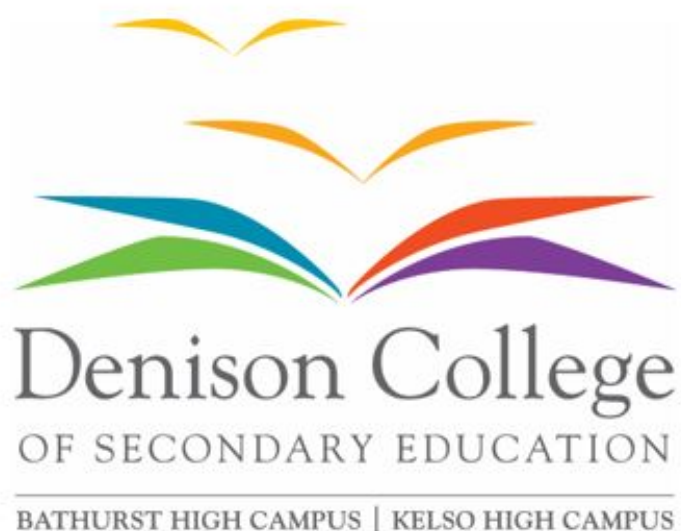


2022 Annual Report

Denison College of Secondary Education, Kelso High Campus



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Introduction

The Annual Report for 2022 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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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 pre-service 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 - 2025 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 three 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Progress and achievement of students from Aboriginal backgrounds will improve to reduce equity gaps.

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

A school wide focus on Instructional Leadership will build capacity in leading, coaching and mentoring to develop staff capacity for high impact explicit teaching, and 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

Socio-economic background: \$57,460.00

Summary of progress

Explicit Teaching

Success Criteria:

- Teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evidence of activity:

- Professional Learning Communities (PLC) involving teachers of Year 7 core classes with a particular focus on implementing explicit vocabulary strategies into every day teaching practice.
- Professional Learning Communities (PLC) involving teachers of Year 8 core classes with a particular focus on implementing explicit reading comprehension strategies.

Evidence of process:

Positive progress was made in teacher understanding and implementation of literacy strategies, in particular reading comprehension, with 52% of teachers indicating they had implemented new strategies in 2022 as a result of Year 8 PLCs. Less progress was made with vocabulary, as 45% of teachers indicated they had implemented new Tier 1 and Tier 3 strategies in 2022.

Evidence of impact:

Student results showed growth in literacy:

- The proportion of Year 9 students achieving top 2 bands in NAPLAN reading in 2022 was higher than statistically similar schools and higher than the previous 3 year school average. The proportion of students in Year 7 achieving top 2 bands was also higher than statistically similar schools and higher than the previous 3 year school average.
- In NAPLAN Numeracy in 2022, the proportion of Year 9 students achieving top 2 bands was higher than the previous school 3 year average. The proportion of Year 7 students achieving top 2 bands was lower than the previous 3 year average.
- In Year 8 Check-in, students improved relative to state average by 4.2% from term 1 to term 4 in the Reading Comprehension component of Check-in.

Data Informed Practice

Success Criteria:

- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring student progress and reflecting on teaching effectiveness.

Evidence of activity

HSC Professional Learning Communities (PLCs) focused on engagement with HSC item analysis and professional learning of high leverage HSC strategies.

Evidence of process:

PLCs met fortnightly to review data and share practice. As a result of this collaboration, teachers developed confidence and understanding to use data through assessment of learning. Teachers reported an increase in confidence between February and December.

- 70% of teachers agree or strongly agree that they feel confident to effectively undertake an HSC Gap analysis. This has improved from 39% in February, 2022.
- 73% agree or strongly agree that they feel confident to develop and implement teaching strategies aligned to an HSC gap analysis to improve student learning. This has improved from 31% in February, 2022.

Evidence of impact:

Despite widespread engagement and positive feedback from staff, our HSC results remained on a downward trend, with a smaller proportion of Band 4, 5 and 6 results than the previous 3 and 6-year averages. Our average course scores were below like schools average for 16 courses and above like schools for 14 courses.

Assessment

The school has not commenced work on this initiative. It will be a focus of our plan in 2023-2025

Analysis and Implications:

In this strategic direction, the key focuses are data informed explicit teaching and collaboration to build staff capacity and improve student growth and attainment. The school is confident that the right resources and strategies are aligned to evidence based practice, and if well implemented, these will lead to improvements in student outcomes.

Some of the barriers faced in 2022 include:

- Quality of leadership and knowledge in our professional learning communities.
- Staff understanding of the significance and purpose of professional learning activities.
- Time constraints.
- Staff turnover, staff shortages and staff absence resulting in a lack of continuity.
- Most Head Teachers were not exposed to the professional learning provided through the PLCs. This made it difficult for Head Teachers to reinforce the learning with staff and support the implementation of strategies into practice.

In our next phase of work the school will continue the implementation of key implementation activities related to HSC data informed practice and explicit teaching in reading comprehension, looking to amplify the learning from Stage 4 into Stage 5 teaching and learning programs. The school will also introduce a focus on HSC assessment in 2023.

Some modifications will improve the effectiveness of implementation activities:

- Head Teachers will engage with the professional learning that is being delivered through the Stage 4 PLCs. This will enhance each Head Teachers' capacity to support their staff to implement the learning and improve practice.
- Performance and Development and supervision/monitoring processes will reflect the need for individual staff and Head Teachers to demonstrate how they are implementing the learning from the PLCs.
- Strategic allocation of PLC leaders (Learning Support Teachers, Teaching and Learning Head Teacher) will improve the quality of leadership, including ensuring that teaching programs reflect implementation of the strategies.
- With the streamed classes model returning in 2023, Stage 4 activities will be able to focus on student need

effectively and allow for stronger growth with targeted goals per class grouping.

- More targeted communication regarding the purpose and benefits of the activity and how it aligns to a wider focus on school excellence will help staff to fully understand the purpose of this work.

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 4.6% on the baseline figure of 8.2% to 12.8%	Year 9 2022 NAPLAN data indicates 12.1% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 3.9%.
Increase the proportion of students achieving in the top two bands in NAPLAN numeracy by 4.1% on the baseline figure of 15.6% to 19.7%	Year 9 2022 NAPLAN data indicates 9.5% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target and was below the target baseline by 6.1%.
Increase the proportion of Aboriginal students achieving in the top three bands in NAPLAN reading by 4.2% on the baseline figure of 21.1% to 25.3%	Year 9 2022 NAPLAN data indicates 40.9% of Aboriginal and Torres Strait Islander students in the top three skill bands for reading indicating the school exceeded the system negotiated target.
Increase the proportion of Aboriginal students achieving in the top three bands in NAPLAN numeracy by 3.2% on the baseline figure of 30.7% to 33.9%	Year 9 2022 NAPLAN data indicates 19% of Aboriginal and Torres Strait Islander students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target and was below the target baseline by 11.7%.
Increase the proportion of students achieving in the top three bands in the HSC by 4.9% on the baseline figure of 41.3% to 46.2%	2022 HSC data indicates 42.7% of students are in the top three bands indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.4%.
Increase the proportion of students achieving expected growth in NAPLAN numeracy by 3.6% on the baseline figure of 68.2% to 71.8%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to 45%, based on Year 9 student data 2019, representing a 25 percent increase on the benchmark of 36%.	2022 HSC data indicates 18% of Aboriginal students attained the HSC indicating the school did not achieve the system negotiated target and was below the target baseline by 18%.
Increase the proportion of students achieving expected growth in NAPLAN reading by 5.4% on the baseline figure of 51.2% to 56.6%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Assessed as sustaining and growing for the Explicit Teaching theme of the School Excellence Framework (Effective Classroom Practice element)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing for the explicit teaching theme in the element of effective classroom practice.
Assessed as sustaining and growing for the data Literacy, data analysis, data use in teaching and data use in planning themes of the School Excellence Framework (Effective Classroom Practice element)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing for the themes of data literacy, data analysis, data use in teaching and data use in planning in the element of data skills and use.

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

School support allocation (principal support): \$33,000.00

Summary of progress

High Expectations

Success criteria:

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evidence of activity:

The attendance team refocused its priority to support and engage students and families to improve their attendance. The team implemented key strategies from the Attendance Matters resources, which included:

- Regularly monitoring attendance reports for patterns or students at risk of chronic absence.
- Contacting parents promptly to follow up unexplained absences.
- Attempting to gain an understanding of why students do not always attend school.
- Developing an attendance plan for targeted students and their parent/family.
- Implementing a morning student pick-up service in Term 4.

Evidence of process

The introduction of the Head Teacher Wellbeing shifted the focus in the team to a more personalised approach to managing absence holistically

- Personalised follow up with parents regarding unexplained absence including phone call follow up, meetings with students, parents and families, attendance letters.
- Partial truancy strategy where teachers monitored truancy for their students.
- In line with this approach, the Accelerated Attendance Program was established for students whose attendance is below 90%.
- Key attendance issues were also highlighted during this process with multiple students indicating that they were working part time jobs during the day to provide for their families. The increased focus on absence reasons resulted in 4 targeted students securing school based traineeships and full time apprenticeships to pursue their chosen careers.

Evidence of impact:

- Increase in roll marking accuracy with day to day error fixing including both system and teacher errors.

- Increase in explained absences to 57% of all absences, up from 49% in 2021.

Overall attendance:

- 22% of students attended at least 90% of the time
- The overall attendance rate was 83.7%
- 57% of non-attendance was explained

Classroom Management

Success criteria:

- Positive, respectful relationships are evident and widespread among students and staff. The relationships promoted student wellbeing to ensure optimum conditions for student learning across the whole school.

Evidence of activity:

- The Kelso Code team operates under the key principles of Positive Behaviour for Learning, meeting fortnightly to review student behaviour data to develop proactive and reactive whole school strategies and coordinate the student recognition system.
- Each key learning area has a behaviour plan, aligned to evidence based practice
- Staff undertake regular professional learning in classroom management based on evidence based practice.

Evidence of process

All KLAs developed a behaviour plan with their team, aligned to evidence based practice, trauma informed practice and restorative practice. Four head teachers believed that the faculty behaviour plan was highly effective, four perceived the plan to be somewhat effective, one head teacher felt their plan was very ineffective.

Some of the barriers we have faced in 2022 include:

- Student absence due to illness - covid and influenza
- A disruptive start to the year due to external factors beyond our control
- Staff turnover, staff shortages and staff absence resulting in a lack of continuity and consistency.
- Inexperienced staff

Evidence of impact:

- Sentral entries in 2022 were significantly higher than the pre-covid 19 averages
- At times learning is impacted by negative behaviour.
- Generally, students and staff agree that positive and respectful relationships are evident at Kelso High Campus

Analysis and implications:

Behaviour data indicates that overall student behaviour is not at an appropriate level, and that significant numbers of students are not taking responsibility for their learning. The school needs a consistent approach and concerted effort with regard to classroom management. Since the COVID-19 lockdowns, it has been challenging to establish clear and consistent school wide expectations and approaches to learning and behaviour. Students, staff and families are advising, at times, learning is impacted by negative behaviour. The school would like to develop and sustain a culture of high student expectations and to achieve this, further work is required to improve the consistency in how classrooms are managed, including building staff skills and knowledge.

2022 started with the primary aim of increasing the proportion of students attending 90% of the time or more, in line with the system target. It is difficult to make comparison with previous years, due to the prevalence of COVID-19, an increase of Influenza A/B cases in 2022, government regulations regarding mandatory minimum isolation for COVID-19 and an extremely wet and cold winter season. Though the school remains below state and like-school averages for whole day absence and proportion of students attending 90% of the time or more, attendance results fell short of planned targets in all areas: whole days, proportion of attendance above 90% and percentage of unexplained attendance. Small gains have been made with individual students and increasing whole school explanation of absences rate. Attendance improved in Term 4, in all groups, providing hope for 2023. The groups with the lowest attendance are Years 10, 8 and 9. The groups with the highest attendance are Years 11, 12 and 7. The enhanced monitoring, communication, promotion and follow up throughout 2022 has undoubtedly stabilised our attendance rate, and minimised the COVID-19 attendance impact

In the next phase of this work, we will:

- Provide professional learning in standards aligned and evidence based approaches, trauma informed practice and

- restorative practice in line with whole school and faculty behaviour management processes.
- Introduce a restorative approach to behaviour management.
- Focus on the quality of learning, particularly regarding engagement and key quality teaching elements of significance and intellectual quality with a focus on improving student engagement.
- Implement a streamed class model in Years 7, 8 and 9 in 2023 to support students to access the curriculum more effectively, and to promote more positive behaviour.
- A continued emphasis through our Kelso Code team to develop data informed strategies, initiatives, processes, and consistent practice.
- Engage with the Attendance Matters resources as a guided school
- Continue to refine systems and practice and build sustainability in the accuracy of roll marking and other data sources
- Continue to monitor attendance through the attendance team using a strategic monitoring and wellbeing-focussed supportive approach to monitoring, including direct follow up with students and personalised contact with families by non-teaching staff.
- Improve the proportion of attendance that is explained

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 4.1% on the baseline figure of 60.6% to 64.7%	The number of students attending greater than 90% of the time or more has decreased by 38% on the baseline figure, however this figure was significantly affected by public health orders and widespread illness.
Assessed as sustaining and growing for the High Expectation theme of the School Excellence Framework Educational Leadership element.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of educational leadership while the theme of high expectation has remained at delivering.
The proportion of explained student absence improves to 70%.	The percentage of explained absence was 57%
Assessed as sustaining and growing for the High Expectations, Transitions and Continuity of learning and attendance themes of the School Excellence Framework Learning culture element.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of learning culture. The theme of high expectation has remained at sustaining and growing, transitions and continuity of learning has improved to excelling and attendance has remained at delivering.

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 goals 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: \$45,968.00

Summary of progress

Effective partnerships in learning with parents and community

Success Criteria:

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

The main project was a whole school focus on engaging parents/carers to enhance Stage 6 student HSC academic achievement through the 3 for the HSC process, an evidence-informed approach to engage parents/carers and community, where the teacher, student and parent review student progress in learning and together develop a plan to support student learning. The activity built on other long-standing Stage 6 processes involving parents, teachers, students, Hello HSC and Future Directions, adding specific details and strategies to enhance student learning.

In the annual teacher survey 61% of teachers agreed or strongly agreed with the statement: "I have strong connections with the parents of students I teach." This has improved by 17% since February 2022.

Collaboration

Success criteria:

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

The main collaboration activity was Professional Learning Communities (PLC), where teachers of Year 7 core classes worked in cross KLA teams to engage with explicit evidence-based strategies and implement the strategies into existing teaching and learning programs and lesson delivery.

Teacher understanding of the 3 tiers of vocabulary is averaging 6/10. This indicates that the school has considerable work to do to engage staff with the PLC in 2023 and improve staff understanding.

Analysis and Implications:

While positive progress has been made in the Partnership and Collaboration Strategic Direction, further development is required.

Effective partnerships in learning with parents and community

There was significant benefit for those who engaged in this activity and some success, indicating that the activity is worth continuing in 2023:

- 67% of staff felt the 3 for the HSC workshops were beneficial or very beneficial
- 100% of parents felt the workshops were beneficial or very beneficial.
- 92% of parents felt the workshops increased their confidence in how to support their child with their learning.
- 75% of parents indicated they would like to attend more 3 for the HSC workshops in 2023.

Collaboration

There is still a reluctance for some staff to fully engage with the PLCs, as they either don't see the relevance, or feel that vocabulary is an area where they already have expertise. Approximately 20% of staff do not work Wednesdays, so they were not part of a Professional Learning Community. Added to these factors, most head teachers did not teach a Year 7 class in 2022, and therefore were not exposed to the professional learning provided through the PLCs. This made it difficult for Head Teachers to reinforce the learning with staff and support the implementation of strategies into practice.

More consistent implementation of professional learning into teaching and learning programs and lessons is required, through explicit strategies which are implemented and evaluated. Staff need to be accountable for this and evidence of this practice needs to be collected and used to determine if the collaboration is successful.

In our next phase of work related to the Collaboration initiative, we will:

- Continue to implement the Wednesday morning meetings (4 times per term) with the structure to include more time to implement strategies into programs. Further refinement of the delivery and resources of the program will be implemented to continually improve the quality of the professional learning.
- Focus on improving staff engagement with the PLC, including an understanding of the purpose of this initiative and the importance of developing tiers 1, 2 and 3 vocabulary in students.
- Improve Head Teachers' knowledge and understanding of the content of this vocabulary through professional learning. This will enhance each Head Teacher's capacity to support their staff to implement the learning and improve practice.
- Teaching and learning programs will form a key component of faculty monitoring, where Head Teachers can demonstrate how teachers are implementing strategies into their practice.
- There will be more accountability within the PLC model, with teachers required to implement strategies and will be required to report back to the group at the next meeting to evaluate and discuss.
- Paraprofessionals will be allocated to each PLC, to support teachers with the development and implementation of lessons
- With the streamed classes model returning in 2023, this activity will be able to focus on student need effectively and allow for stronger growth with targeted goals per class grouping. Teachers will engage with the support of colleagues to effectively engage and educate our Year 7 group in 2023.

Barriers included:

- Inconsistent engagement by parents: motivation, confidence, understanding of significance.
- Reluctance of some students to involve their parents in the process
- Constraints: parent availability, employment, time,
- Teacher availability and time constraints

In our next phase of work related to the engagement with parents initiative, we will:

- Continue to engage in the HSC Parent partnership leaning ecosystem. Utilising the strategies shared and incorporating into our context to engage and foster strong relationships with parents/carers, student and teachers.
- Review 3 for the HSC workshops to ensure increased attendance to have maximum impact. Continuing to implement the workshops at key points in the transition process and support parents/carers and students to achieve growth.
- Continue to implement Future Pathways and Future Directions processes. Refining parent teacher information nights to provide further detail and focus on subjects for students in their transition from stage to stage.
- Promote the benefits of the Parent partnership leaning ecosystem to parents and students and encourage more parents to be involved. Consider starting earlier, in Year 11, to maximise the introduction to senior school..

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.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing for the community engagement theme in the element of educational leadership.
The Collaboration and Practice theme (Learning and Development element) of the School Excellence Framework is assessed at sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing for the collaboration practice and feedback theme in the element of learning and development.
Increase the proportion of students with positive Wellbeing responses in the Tell Them From Me student survey by 3.8% on the baseline figure of 61.9% to 65.7%	Tell Them From Me data indicates 59% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$425,224.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Overall SLSOs make a difference in the classrooms. This funding has resulted in targeted students demonstrating progress towards their personalised learning goals. All personal learning support plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed, including evidence collection processes. We will continue to upskill SLSOs and will also develop processes and undertake training with teachers in how to best work with SLSOs.</p>
<p>Socio-economic background</p> <p>\$686,948.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a whole school reading and comprehension strategy to plan, implement, monitor and evaluate explicit teaching to positively impact on student reading outcomes. • employment of wellbeing paraprofessional to enhance student wellbeing and learning outcomes • employment of a TSO to provide school-wide support • resourcing to increase equitability of resources and services • employment of SLSOs to assist the LaSTs • employment of additional DP <p>The allocation of this funding has resulted in the following impact: Reading Comprehension across the curriculum: The Year 8 PLC reading strategy focus has been effective in improving teachers' confidence in explicitly embedding literacy into pedagogy. This is reflected in improved Year 8 check-in results relative to like schools and state averages. The wellbeing aspect of the PLC allows for teachers to have a greater understanding of the needs of their students. SES background equity funding of \$57,460 representing 0.5 staffing was used to provide teacher relief. This funding is essential to the success of the activity, as it ensures that the teachers meet regularly during school hours. This timetabled professional learning allowed for teachers to effectively implement a common approach to implementation.</p>

<p>Socio-economic background</p> <p>\$686,948.00</p>	<p>Wellbeing Paraprofessional 120 students have engaged in a wellbeing program in 2022. 41 wellbeing plans completed for students. 80-100 students accessing the breakfast and lunch programs weekly. Students identify this role as one of their key supports. The paraprofessional was ranked 4th highest for boys and equal 5th highest for girls, and equal highest for students who prefer not to identify their gender on support personnel students access if they need advice or have a problem.</p> <p>Technology Support Officer The Technology Support Officer is an essential position. Efficiency of jobs resolved, including jobs logged on Issue Tracker and the number of jobs completed. Staff satisfaction with support given by TSO is universal, including 100% of Head Teachers describing the role as "vital".</p> <p>Technology for equitable learning The campus is extremely well resourced in terms of hardware and having devices for staff and students to use. The challenge now is to move to the authentic embedding of technology-based strategies into all programs across faculties.</p> <p>School Learning Support Officer This position provided a significant benefit to Learning and Support Teachers, enabling quality information, which ultimately has a positive impact on students. The accuracy of roll marking improved because of the ongoing monitoring and follow up from this position. Processes that were set up in 2022 have been embedded, resulting in an improvement in roll marking accuracy and attendance completion rate, which is at 99.8%.</p> <p>Above establishment Deputy Principal Additional resourcing of Deputy Principals has allowed all Deputy Principals to take a strategic and instructional leadership focus. The additional Deputy Principal strengthened the overall effectiveness of the senior executive team, including collaborative learning and sharing. Head Teachers felt more supported and reported a higher level of instructional leadership capability overall in 2022.</p> <p>Based on the analysis of the evidence, we conclude that the additional Deputy Principal is valuable in developing the instructional leadership capacity of staff as well as supporting and managing students.</p> <p>After evaluation, the next steps to support our students will be: Reading comprehension across the curriculum Continuing the implementation of the Year 8 PLC timetabled PL, including further support for teachers. A targeted focus with clear goals for each class level should allow for stronger growth in 2023. Strategic allocation of team leaders (Learning Support Teachers, Teaching and Learning Head Teacher) will improve the quality of leadership, including ensuring that teaching programs reflect implementation of the strategies). Head Teachers will be supported through professional learning at executive meetings, to engage with the reading comprehension professional learning that is being delivered through the PLCs. This will enhance each head teacher's capacity to support their staff to implement the learning and improve practice.</p> <p>Wellbeing Paraprofessional The position will be upgraded to a Student Support Officer, to work alongside the permanent Student Support Officer. Having two Student Support Officers in the wellbeing team will allow for a wider range of supports and improved outcomes for students. This will also reduce pressure on Deputy Principals and allow them to focus more on the core teaching and learning and instructional leadership aspects of their roles. Additional training and mentoring from the senior Student Support Officer will help build their capacity.</p> <p>Technology Support Officer Continue to work with and upskill the Technology Support Officer to maintain the high level of support offered. Improve and streamline the</p>
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<p>Socio-economic background</p> <p>\$686,948.00</p>	<p>service request process for students and staff to allow less wastage of time and more proactive issue planning. This will include communicating with staff to follow the issue raising process through Sentral Issue Tracker.</p> <p>Technology for Equitable Learning Work with Head Teachers and teachers to ensure that we can confidently move to embedding authentic technology strategies in to teaching and Learning. With such a large pool of devices, we also need to establish a lifecycle replacement strategy, Improve our maintenance and minimise damage and vandalism through effective faculty loaning systems that promote individual responsibility and care.</p> <p>School Learning and Support Officers Retain the role in 2023 and continue to develop the School Learning Support Officer's skills through excel and data training - aligned to the PDP process.</p> <p>Above establishment Deputy Principal Aligning our Deputy Principal roles with the Department role statement and changing the focus of Deputy Principal roles to teaching and learning, and strategic and instructional leadership, and less on wellbeing and reactive management. In 2023 the key aim is to increase the proportion of time that DPs spend working directly with head teachers to build their capacity, as opposed to students, such as providing specialised advice and leading coaching conversations. This approach should enable us to make further progress in our teaching and learning, to move towards achieving our targets.</p>
<p>Aboriginal background</p> <p>\$195,327.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Making connections and building relationships with our Aboriginal community was a major focus in 2022 and considerable progress has been made in this area. Students commented on the value and importance of the Aboriginal Education Officer and the Aboriginal Learning Support Officer. A large proportion of students identify both staff members as their main supports. Parents are very satisfied with the care and support their children receive.</p> <p>After evaluation, the next steps to support our students will be: Providing more supports around the Aboriginal Education Officer and the Aboriginal Learning Support Officer, including closer monitoring, supervision, and support with organisational and administrative planning. This includes establishing an Aboriginal programs coordinator position.</p>
<p>English language proficiency</p> <p>\$4,717.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$4,717.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of support for students at all four phases of English language learning <p>The allocation of this funding has resulted in the following impact: Minimum standards achieved by all EAL/D students in year 10, 11 and 12. Assessment task completion and submission by students in all years.</p> <p>After evaluation, the next steps to support our students will be: Continued support for minimum standards, assessment task completion and Identifying individual students and their specific language and cultural demands across the curriculum to enhance individual learning plans and class profiles. Personalised and targeted professional development will be provided to teachers, particularly with regard to vocabulary strategies, which can be implemented to enhance learning.</p>
<p>Low level adjustment for disability</p> <p>\$334,120.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Learning and Support Teachers Streamlined, more accurate and focussed testing and improved communication with parents and community have resulted in better quality student data, including an increase in students with identified disabilities in the National Consistent Collection of Data (384 in 2022, increase of 21%) Increased student access request approvals at Placement Panel, meaning that more students are identified for targeted support. In semester 2, Learning and Support Teachers were involving in collecting all the data and medical practitioners reports for the Access Requests - 17 were completed successfully and endorsed by the Placement Panel. Refinement of Learning Support Plans based on quality of information available from improved testing and communication with parents including meetings with every parent of a student with a Learning Support Plan.</p> <p>Middle School Program - School Learning Support Officer This program has been operating since 2018 and there is a long term impact. The middle school program provides a foundation for success through a stable year 7 classroom environment. Long term learning and social-emotional needs can be identified earlier, and support provided earlier than usual. Students who have come from primary school with limited skills are more settled, have social connections, sense of belonging and achievement. Several Year 7 2022 students have successfully transitioned from the middle school model and have been placed in unsupported classes as they are now better able to cope.</p> <p>After evaluation, the next steps to support our students will be: Learning and Support Teachers Review the roles of the Learning and Support Teachers in 2023, with more focus on learning support and less teaching curriculum (if staffing levels</p>

<p>Low level adjustment for disability</p> <p>\$334,120.00</p>	<p>allow this). In 2023 the team will consist of three staff (2.6 positions), with specific year group responsibilities, leading PLCs and teaching year 7 literacy and school skills (Digital Organisation Learning Literacy) and KEEP (Year 10 pathways program). We will Improve evaluation processes for specific projects, including pre and post testing to determine if interventions are successful. Learning and Support Teachers will help staff to Improve their capacity to write class profiles, understand and interpret student data and implement adjustments in teaching and learning programs.</p> <p>Middle School Program In 2023 the school will be more discerning regarding the teachers that are selected for the class and encourage a professional learning community model. Class placement will be based on social-emotional needs rather than behaviour. The school will continue to develop routines and structure and implement programs and interventions such as multi lit, social skills, student support officers allocated to middle school to create wellbeing plans, programs and interventions. The school plans to engage a Speech Pathologist to support assessment and strategy development, to build staff capacity and improve student outcomes.</p>
<p>Location</p> <p>\$5,079.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: The subsidies are appreciated by families, who are under significant financial pressure given the current inflation rate and post-covid, post-drought pressures. This activity also reduces pressure on our students who often have to pay for their own activities from money they earn in part-time jobs.</p> <p>After evaluation, the next steps to support our students will be: Improve excursion planning identifying opportunities where the subsidy could be applied so we have a clear idea of how much money will be allocated. The school will also establish clear guidelines about which activities are eligible for subsidy and communicate more widely to the community.</p>
<p>Professional learning</p> <p>\$140,391.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • delivery of professional learning to assist teaching and non-teaching staff to access and implement relevant, research-based knowledge of effective practices to enrich student learning experiences, improve student outcomes and support wellbeing. <p>The allocation of this funding has resulted in the following impact: Growth coaching for new leaders - \$8,000: Head Teachers gained a range of strategies and familiarity with the growth coaching process. Strategies</p>

<p>Professional learning</p> <p>\$140,391.00</p>	<p>have been implemented in a revamped campus PDP process in 2023. The collaboration of Head Teachers was also very valuable in understanding and further developing professional connections and relationships.</p> <p>Bridges out of Poverty for Head Teachers - \$6,000: The team considered the material excellent and relevant to our context, with explicit strategies that can easily be implemented across all areas. This session influenced decision making for 2023 regarding how we would roll out the training for all staff.</p> <p>Instructional coach, CSU academic Deborah Clarke - \$34,000: The instructional coach provided one to one coaching and support for relieving and inexperienced Head Teachers, beginning teachers, one teacher who required additional support, and delivery of whole school professional learning session about differentiation. All Head Teachers who actively engaged with the instructional coach reported a positive experience, agreeing that the coaching provided significant useful knowledge, skills and understanding.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund the self-identified Professional Learning for staff to assist in professional development. Continued focus on Data Skills in Use in the HSC analysis, beginning to refine how to backward map into stage 5 and 4. We will engage Nairn Walker to deliver Bridges out of Poverty training to the whole staff. The instructional coach will be engaged primarily to work with Deputy Principals to provide expert evidence-based advice to senior executive in the development of middle leadership to support teacher improvement.</p>
<p>Beginning teacher support</p> <p>\$45,854.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • support beginning teachers to develop confidence, improve their practice and achieve accreditation. <p>The allocation of this funding has resulted in the following impact: Funds were expended according to policy, providing Beginning Teachers with a strong foundational framework upon which to build. Three second year teachers completed accreditation and were deemed proficient ahead of schedule; two first year teachers demonstrated improvement in their practice; one first year teacher resigned at the end of term 1. One first year teacher required more targeted support beyond the program</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support for beginning teachers to ensure successful transition into proficient standards of teaching, including refining the program to separate support into two categories in 2023: First year - four teachers; second year - four teachers. A college team will be re-formed (it paused due to covid-19), to allow cross campus collaboration between beginning teachers from both campuses.</p>
<p>COVID ILSP</p> <p>\$367,170.00</p>	<p>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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$367,170.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive small group withdrawal programs to develop student skills in literacy and numeracy • after-school small group tutoring focusing on Tier 3 vocabulary and writing. <p>The allocation of this funding has resulted in the following impact: Year 7 - 165 students supported in total: 27% increase in reading ages, 41 % decrease in reading ages and 32% remaining the same. Year 8 - 157 students supported: 43% increase in reading ages, 46% decrease in reading ages and 11% of students without data.</p> <p>After School Tutoring:</p> <ul style="list-style-type: none"> - Tuesday: 68 individual students for a total of 323 sessions - Thursday: 67 individual students for a total of 267 sessions - There was an increase in task submission rates for students who accessed the after school tutoring. <p>The model that was used was not as effective as we had hoped. This was partly due to the frequent redeployment of paraprofessionals to cover classes due to staff shortages, which led to a lack of continuity and consistency in the program implementation.</p> <p>After evaluation, the next steps to support our students will be: Implement a case management model where staff will include in class support; withdrawal with an intensive literacy focus; development of own resources giving the paraprofessionals ownership of their roles; closer tracking and monitoring of student learning in order to evaluate the effectiveness of the program and increased communication with home including phone calls/emails home and mid-term reports.</p>
<p>Girri-Girri</p> <p>\$22,984.00</p>	<p>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</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • focus on enhancing student learning and engagement with school., skill development and task completion through student withdrawal, where students work on developing habits and skills to support their learning <p>The allocation of this funding has resulted in the following impact: The program provided an outlet for cultural learning and connection, a safe space, without the need for formal wellbeing structures, where ongoing support could be received, including times outside scheduled classes and activities. More capable students refined their assessment tasks e.g. using the ALARM matrix to improve intellectual quality. Others were able to complete their tasks and gain access to technology and support.</p> <p>After evaluation, the next steps to support our students will be: Allocate administrative and planning time in two of the periods and reduce the face to face time to four periods. This will also mean less time out of class for students involved. Students will be required to elect to be in the program, or they can opt-out, rather than choosing lesson to lesson. A scope and sequence and learning program will be developed. registered and evaluated. Peer learning opportunities will be established with Kelso Public School.</p>
<p>Per capita</p> <p>\$223,809.00</p>	<p>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</p>

<p>Per capita</p> <p>\$223,809.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • provide resources to support the delivery of curriculum <p>The allocation of this funding has resulted in the following impact: The school has been able to ensure we have provided the resourcing and essential needs for all students and faculties to function effectively.</p> <p>After evaluation, the next steps to support our students will be: To build sustainability into the funding model for additional staff positions such as the College Administrative Support Officer by aiming to fund the bulk of that position from operational rather than equity sources.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>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</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of an SSO to enhance student wellbeing and learning outcomes <p>The allocation of this funding has resulted in the following impact: Students access the Student Support Officer and see it as valuable is a valuable position The Student Support Officer provides a range of supports to students to improve their wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Increase the team by employing two Student Support Officers and supporting both roles to build relationships with allied health providers in the community.</p>
<p>School support allocation (principal support)</p> <p>\$72,612.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional SASS <p>The allocation of this funding has resulted in the following impact: Both the Administrative Support Officer (0.2) and School Administrative Officer (0.3) are worthwhile positions. The administrative burden on the campus principal, DPs and HTs is significantly reduced as a result of these positions. The School Administrative Officer has undertaken a range of administrative and compliance functions which have saved the principal considerable time. These include communications with staff, monitoring mandatory training, strategic plan set up and reporting. The Administrative Support Officer has provided on-site training to the principal and non-teaching staff. A range of data harvesting and collation functions were undertaken to support school leaders. The time saved in data harvesting is</p>

<p>School support allocation (principal support)</p> <p>\$72,612.00</p>	<p>used by school leaders to analyse the data with a focus on improving teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Increase data clerk time to 0.3 in 2023. Given the time is mostly used to support Head Teachers, and supervised by the DP College, consider alternative funding sources for this position. Build in more training of executive staff so school leaders can enhance the effective use of data to improve teaching and learning. This includes improving understanding of the data that is available, how to use Scout effectively, interpreting data.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	421	411	438	412
Girls	372	395	404	419

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.4	93.0	85.4	85.5
8	87.1	91.0	84.6	78.0
9	82.1	88.2	82.4	79.4
10	83.2	83.2	79.1	74.3
11	87.3	90.0	81.3	84.3
12	88.0	89.5	88.8	87.0
All Years	86.6	89.3	83.3	81.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	14	10
Employment	36	51	50
TAFE entry	8	2	3
University Entry	0	0	27
Other	47	16	0
Unknown	8	17	10

Year 12 students undertaking vocational or trade training

56.25% of Year 12 students at Denison College of Secondary Education, Kelso High Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

53.3% of all Year 12 students at Denison College of Secondary Education, Kelso High Campus expected to complete Year 12 in 2022 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)	12
Classroom Teacher(s)	48.99
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	22.08
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	260,242
Revenue	13,870,707
Appropriation	13,376,379
Sale of Goods and Services	249,463
Grants and contributions	201,972
Investment income	4,826
Other revenue	38,066
Expenses	-14,084,067
Employee related	-12,216,086
Operating expenses	-1,867,981
Surplus / deficit for the year	-213,361
Closing Balance	46,881

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	425,995
Equity Total	1,224,800
Equity - Aboriginal	196,146
Equity - Socio-economic	686,949
Equity - Language	4,717
Equity - Disability	336,987
Base Total	9,953,231
Base - Per Capita	224,809
Base - Location	5,079
Base - Other	9,723,342
Other Total	1,116,150
Grand Total	12,720,176

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

School performance - NAPLAN

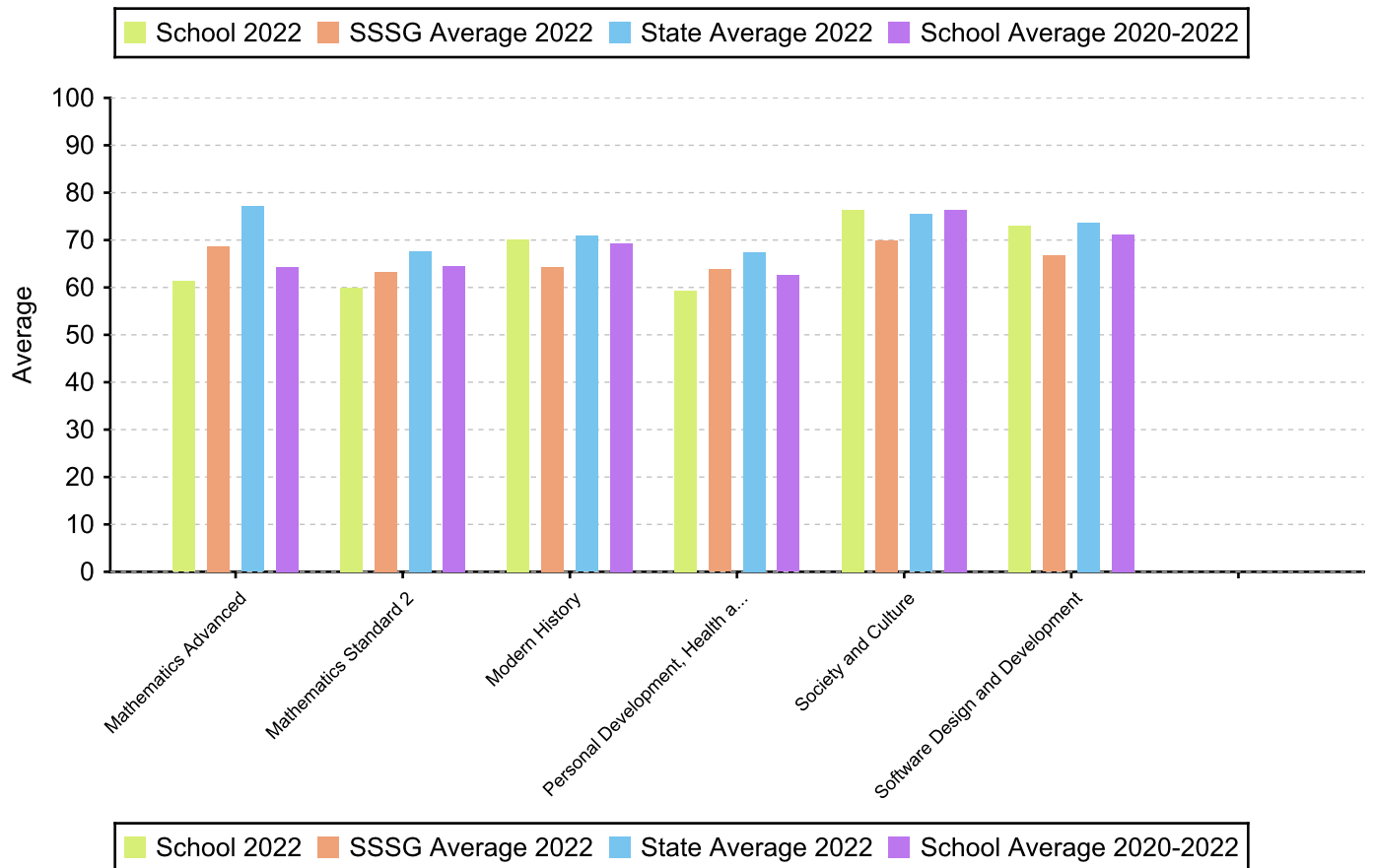
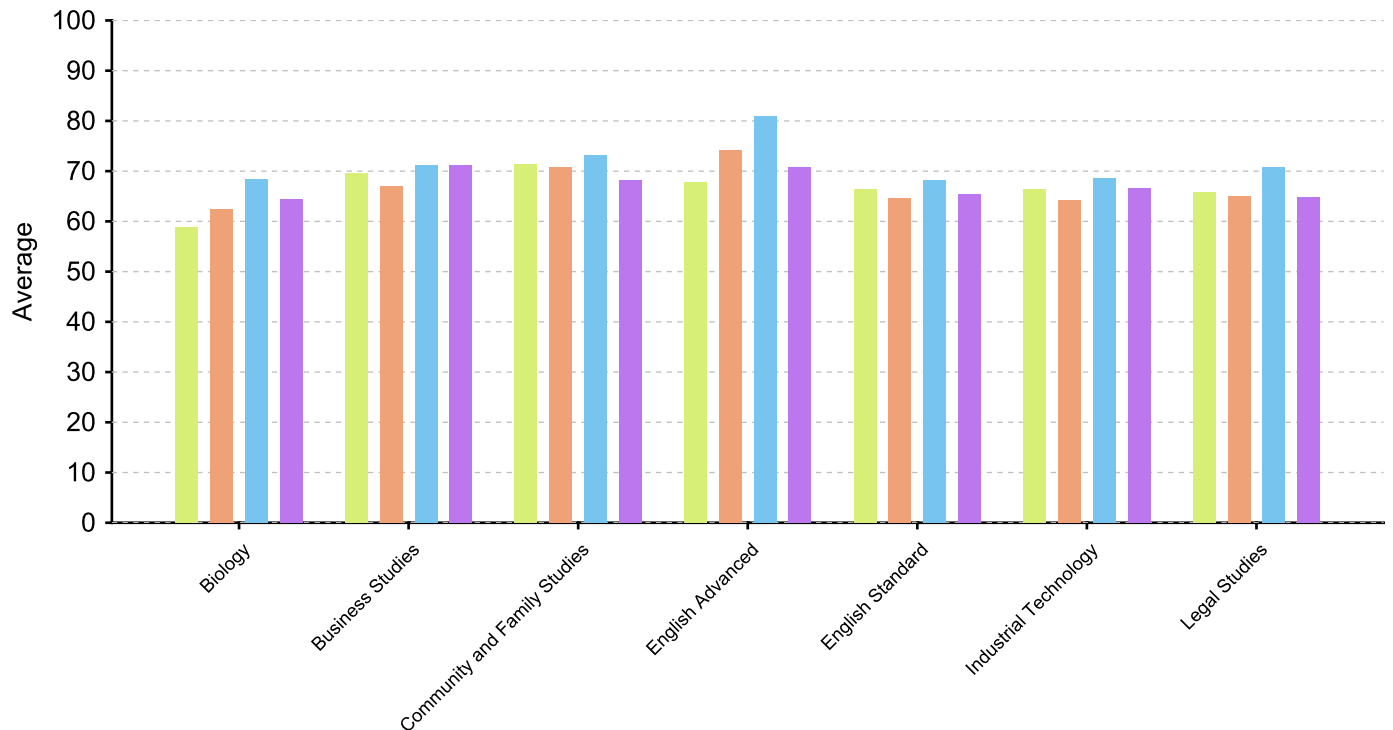
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Biology	58.9	62.4	68.5	64.5
Business Studies	69.5	67.0	71.2	71.2
Community and Family Studies	71.3	70.7	73.2	68.2
English Advanced	67.7	74.2	81.0	70.8
English Standard	66.3	64.5	68.1	65.4
Industrial Technology	66.3	64.3	68.6	66.6
Legal Studies	65.8	65.0	70.8	64.9
Mathematics Advanced	61.3	68.7	77.1	64.3
Mathematics Standard 2	59.9	63.3	67.6	64.5
Modern History	70.2	64.3	70.9	69.3
Personal Development, Health and Physical Education	59.3	63.8	67.5	62.6
Society and Culture	76.4	70.0	75.5	76.4
Software Design and Development	73.1	66.7	73.7	71.2

Parent/caregiver, student, teacher satisfaction

The campus seeks annual feedback from parents through an online survey. The 2022 Survey was conducted in Term 4 2022. There were 146 parent respondents, 23% of these were Aboriginal and Torres Strait Islander families:

Parent Survey

What is Kelso High doing well?

Responses in order of frequency include:

- Teachers
- Creating opportunities
- Non-teaching staff
- Phone policy
- Student wellbeing, inclusion and support
- Nothing
- Communication

Responses in order of frequency include:

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

- Communication
- Student behaviour/behaviour policy
- Bullying
- Nothing
- Phone policy
- Not enough support/help provided with learning
- Follow up of incidents
- Turnover, shortage, changing teachers

I am happy with the:

- Opportunities at Kelso High Campus: 90% agree or strongly agree
- Communication at Kelso High Campus: 49% agree or strongly agree
- Student behaviour at Kelso High Campus: 56% agree or strongly agree
- Learning at Kelso High Campus: 83% agree or strongly agree
- Uniform at Kelso High Campus: 78% agree or strongly agree
- Phone policy at Kelso High Campus: 81% agree or strongly agree
- Teaching and learning at Kelso High Campus: 80% agree or strongly agree

I am happy with Kelso High Campus and would recommend it: 83% agree or strongly agree

Student Survey

The campus seeks annual feedback from students through an online survey. The 2022 Survey was conducted in Term 4 2022. There were 650 student respondents across all six year groups, 316 males, 276 females, 31 who prefer to self-describe and 27 who prefer not to say. Students were asked a range of questions, including these ones regarding their feelings about school:

- I like school and enjoy coming everyday: 28% of Aboriginal or Torres Strait Islander students and 33% overall agree or strongly agree
- I want to do the best I can and get the best results, marks or grades: 62% of Aboriginal or Torres Strait Islander students and 73% overall agree or strongly agree
- I have a good sense of belonging at KHC: 38% of Aboriginal or Torres Strait Islander students and 39% overall agree or strongly agree

Teacher Survey

The campus seeks annual feedback from teachers through an annual survey. The survey was conducted in February 2022 and in December, 2022.

Teachers were asked questions about a range of matters, including:

What is one thing that is working well at Kelso High Campus

Responses from the December survey, in order of frequency, include:

- Staff culture, collaboration, support.
- Student wellbeing, care, rapport between staff and students

- Constant evaluation of student learning/consistent focus on improving staff knowledge/skill
- Learning culture of in streamed high ability classes
- Technology support

If you could change one thing about Kelso High campus, what would it be?

Responses from the December survey, in order of frequency, include:

- Negative student behaviour/follow up of behaviour
- Negative attitude of some staff
- Student attitude to learning
- Wednesday timetable
- Professional trust

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 Kelso High Campus Aboriginal Education Team implemented the following strategies to promote cultural safety inclusion and support:

- House system aligned to Wiradjuri language and animals: Googar, Biladurung, Dinawan, Wambuwuny. A video launched through FB with: reach 5, 701, engagement 2281 likes (highest engagement for any item in 2022)
- Programs: including girls' group Malungan Group and Birrang
- Staff completed Aboriginal and Torres Strait Islander Cultural Competence Course through the Centre for Cultural Competence Australia
- Staff completed the NSW Department of Education cultural competency training
- A student pick-up program commenced in term 4 to improve attendance
- Two breakfast community events were held at the Kelso Community Hub to engage with community
- Campus student Aboriginal Representative Council devised a campus specific Acknowledgment to Country. This is now used at all whole school assemblies.

Aboriginal student performance in NAPLAN:

- NAPLAN Reading: Aboriginal students outperformed ALL students in the top 3 bands for both Year 7 (+1.0%) and Year 9 (+6.7%).
- NAPLAN Writing: Aboriginal students outperformed ALL students in the top 3 bands for Year 7 (+4.5%), though were lower than ALL students in the top 3 bands for Year 9 (-5.9%)
- NAPLAN Spelling: Aboriginal students outperformed ALL students in the top 3 bands for Year 7 (+10.5%), and were comparable to ALL students for the top 3 bands for Year 9 (-0.5%)
- NAPLAN Grammar: ALL students outperformed Aboriginal students in the top 3 bands for Year 7 (-1.3%), and Year 9 (-1.7%)
- NAPLAN Numeracy: Aboriginal students outperformed ALL students in the top 3 bands for Year 7, though were lower than ALL students in the top 3 bands for Year 9 (-18.4%)

109 Aboriginal and Torres Strait Islander students completed the Kelso High Campus Student Survey:

- Students were asked if they had opportunities to participate in their culture: 59% answered yes; 18% no. This is comparable to the 3 year average (Yes: 60%, no 19%)
- Students were asked if teachers include culture in their lessons: 28% of students answered, Yes, 32% responded "No" This is an improvement on the (3 year average (yes 23%, no 29%))

40 Aboriginal and Torres Strait Islander students completed the Tell Them from Me survey

- 43% of students agree or strongly agree and 27% disagree or strongly disagree that teachers understand their culture
- 59% of students agreed or strongly agreed that they feel good about their culture at school, 9% strongly disagreed.

A group interview was conducted by the Aboriginal School Learning Support Officer with the student Aboriginal Representative Council (ARC). Students were asked if Kelso High Campus has "an environment of understanding, respect and support for students from Aboriginal backgrounds". Overall the students agreed that Kelso High Campus has a positive environment for Aboriginal and Torres Strait Islander students.

The group identified the following specific programs as effective and useful:

- Girls group Malungan Group
- Birrang
- Mascots
- Murals & paintings

- Aboriginal Representative Council
- Aboriginal perspectives in Legal Studies class
- Aboriginal staff are amazing

Students made some suggestions about ways they could be further supported, including:

- Aboriginal and Torres Strait Islander games for whole school (TIGS in PE classes)
- Whole school to be involved in Aboriginal garden and bringing back to life
- Ensure culturally significant places like the wetlands are maintained and not damaged
- More programs for yr 9 and up
- Community activities
- Cultural Camps

23 Aboriginal and Torres Strait Islander parents and 143 parents overall completed the 2022 parent survey. Parents were asked a series of questions related to connection and relationships with KHC:

- I feel welcome when I visit the school (73% of Aboriginal parents agree or disagree, compared to 83% for ALL parents).
- I feel supported when I contact Kelso High Campus (63% of Aboriginal parents agree or disagree, compared to 76% for ALL parents).
- The school's administrative staff are helpful when I have a question or problem. (79% of Aboriginal parents agree or disagree, compared to 82% for ALL parents).

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 and Torres Strait Islander culture, inclusion and tolerance.
- Aboriginal culture through student-led events and by sharing information with the school community.
- Promotion of cultural safety and inclusion through 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.
- The school acknowledges Sorry Day, Reconciliation week and Harmony Day.
- The school has an annual focus on Bullying No-way, including racial tolerance.
- The school works 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.