

Dubbo College Delroy Campus Annual Report



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Introduction

The Annual Report for **2018** is provided to the community of Dubbo College Delroy Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Debbie Head

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Message from the school community

Presidents Report for 2018

We have had a great year in the Delroy P and C. Several staff have visited with us and explained their subject area in terms of expectations and content areas. We are grateful for the time these teachers have spent sharing with us. There is a standard core of members. We have also been active in recruitment by attending several open functions at the school and regular attendees have increased. We continue to look for new members to be involved in our children's education. Dubbo P and C have participated in the school life in several ways this year. We have held BBQ's, and had representation at all of the awards ceremonies for the college. The P and C Facebook page for members is still a great opportunity for communication outside of our standard meetings. As President of the P and C, I have enjoyed working with my committee and school representatives to be involved and active in the life of the school and the students.

Leah Bayliss

School background

School vision statement

A learning community which values the provision of innovative, individualised curriculum which enables all students to be successful. A learning community which develops respectful and responsible community members.

School context

Dubbo College is a three campus collegiate enrolling approximately 1800 students and we are the largest provider of secondary education in Dubbo, with 521 students enrolled at Delroy Campus. With a focus on excellent student outcomes in an environment of inclusion, tolerance and pursuit of excellence, the campuses of Dubbo College have established a reputation for providing quality opportunities for all. Dubbo College Delroy Campus focuses on academic, sporting and cultural outcomes for students whilst valuing citizenship and contribution to the community. The College consists of three campuses: the Senior campus catering for students in years 11 and 12, and two junior campuses, Delroy campus and South campus catering for students in year 7 to 10. There are Support units for students with special needs at each site with 70 support class students enrolled at Dubbo College Delroy Campus.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the domain of Learning the school is sustaining and growing. The school's focus has been Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. Community engagement has contributed to the positive Learning Culture within the school community by strengthening and delivering school learning priorities. School programs such as AVID, WICOR and Strive address the needs of identified student groups and assist with monitoring student learning needs. The consistent implementation assessment and reporting ensure that learning is aspirational and students achieve excellence. The Learning and Support team provides ongoing evaluation, review meetings with parents and students and the development of health care plans will further ensure the ability of students to achieve in all areas of school life. Positive Behaviour for Learning (PBL) has supported a positive teaching and learning environment resulting in positive, respectful relationships among staff and students, promoting wellbeing and ensuring good conditions for student learning. In Curriculum and Learning there is a commitment to personalised and differentiated learning and support to meet the needs of individual students. The Curriculum provision is enhanced by learning alliances with other schools and organisations such as AVID. All students have the capacity to engage and become successful learners. Ongoing association with outside agencies will continue to enhance student skills, confidence and wellbeing for success. In terms of student performance measures, the school is at delivering stage. While students' performance demonstrates high achievement growth, there is a significant gap in meeting state averages which will require focused targeted intervention such as the formation of the Premiers Target Team continued specific literacy and numeracy lessons, class structures and STRIVE classes in 2019 and beyond.

In the domain of Teaching, the school is sustaining and growing in relation to effective classroom practice with evidence-based teaching strategies being used consistently. The Premier's Target Team is responsible for implementing whole school literacy and numeracy strategies. Critical Reading strategies have been key in the significant increases in year 9 National Assessment Program Literacy and Numeracy (NAPLAN) results, especially writing. The Aboriginal students have improved above state average, which shows the school excelling in closing equity gaps in this domain. Our implementation of the Learning Thinking Scope is an example of how our school is using evidence based practices to inform our teaching and learning strategies. The outcome of this has been an increase in student learning and staff improving their professional practice. Data has been utilised to improve school performance and staff have changed their practice accordingly, reflecting on NAPLAN and school assessment data to identify student needs and skill gaps. There has been continued growth in relation to collaborative practice with the building of effective teams and collective efficacy being a key focus for this year. This includes Key Learning Areas and cross campus teams which have worked together successfully to share expertise and strategies to ensure consistent quality teacher practice. The school is sustaining and

growing this year at learning and development with clear goals for each member of staff being defined through the Performance and Development Framework (PDF) process, in addition to ensuring that professional learning activities systematically promote the most effective strategies for student learning.

In the domain of Leading the school is excelling in the areas of educational leadership, school planning, implementation and reporting and school resources, and is sustaining and growing in management practices and processes. The school has demonstrated an understanding of the importance of leadership being central to school capacity building. As a result of the Performance and Development Framework (PDF), mentoring and coaching took place in order to improve teacher and leadership practice through all sectors. The use of this school wide responsibility through the PDF process has demonstrated that leadership, teaching, learning and community evaluations are in review for learning improvements, school planning, implementation and reporting. The embedding of a strong ethos in leadership has been evident in the school's commitment to development of leadership skills in staff and students. Organisations within the school such as the Delroy Campus Aboriginal Education Team, Clontarf and Girls Academy are key in turning policy into action. Indigenous students thrive in the school environment where strong links with parents, community members, other educational providers and other organisations have been utilised to enhance positive and effective leadership and student learning and engagement. The school is also delivering at the whole school implementation of Positive Behaviour for Learning, examples of this are Student Representative Council developed student voice lessons around issues concerning young people this has led to whole school events such as "Spirit Week".

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Learning – Students are successful learners, leaders, productive citizens and positive contributors to society.

Purpose

To provide a whole college approach to the delivery of quality learning experiences that are focused and enable students to develop strong literacy and numeracy skills as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

Delroy Campus has continued to engage the community to create an innovative and supportive learning environment by providing students with the opportunity to participate in different community events and access to community facilities. These include successful entries in the local and Canberra Show, representation at the local Anzac Ceremony, assistance with Western School Sport Association (WSSA) carnivals, Child Care centre events and use of sport facilities through our multi-sport program. Students have assisted primary partners teaching literacy and numeracy to primary aged students through the active volunteering program. In addition students have supported our primary partners through the Mulgabirra program, developing teaching resources for primary and infant students and supporting students one on one in the classroom. Aboriginal Elders have sought the assistance of the Aboriginal Girls Circle to assist with various functions in the community.

Examples of where the community has engaged with the school are the Get Real program, Clontarf Academy, Girls Academy, Aboriginal Girls Circle, parent teacher nights, orientation nights, the Duke of Edinburgh Program and Rural Fire Service Cadet program. This variety of community engagement has provided students with successful learning opportunities outside the classroom. Education Out West have supported the implementation of programs for secondary students to support our primary partners.

Staff engagement in professional learning opportunities has allowed for professional growth in a number of key areas. All staff have been trained in the college wide Learning Thinking Scope and literacy strategies to enhance learning outcomes for all students in all Key Learning Areas. Professional development for all staff regarding adjustments for individual students and classes has improved Key Learning Area programs to improve student outcomes through targeted development areas. Continual focus on literacy and numeracy across all Key Learning Areas through direction from the Premiers Target Team has provided focus areas for staff to maintain and improve student skills. Improvement in student outcomes has been supported by the development of Individual Learning and Support Plans and Health Care Plans for identified students and adjustments for programs which include 8 Ways Aboriginal Pedagogy. Delroy has established a literacy and numeracy and literacy support class to reconnect students to learning. These initiatives have provided a framework to assist staff in catering for individual learners. Programs such as the Student Representative Council, Aboriginal Education Consultative Group, Indigenous Youth Leadership Program and Education & Training Out West have also assisted in the improvement of student outcomes. As part of the best and brightest strategy, Delroy Campus operates a year 7, 8 and 9 extension class which utilises the Advancement Via Individual Determination (AVID) strategies as well as the Aurora program for the gifted and talented students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">* All programs meet the learning needs of all students* Increased number of students with high value added results* Increased proportion of students, both Aboriginal and non-Aboriginal, in the top two NAPLAN and NESA bands.* Improved levels of student wellbeing and engagement	<ul style="list-style-type: none">RAM EquityProfessional Learning	<p>All classrooms display classroom processes from Learning Thinking Scope. Students seek out the lesson structure to support their learning. Common use of learning strategies assisting student learning outcomes in all KLA areas.</p> <p>Individual Learning and Support Plans ensure that there is a school wide, collective responsibility for student learning and success. All ILSP students have been included in the NCCD process. These plans have allowed teachers to support students in</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>* Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school</p> <p>* All students with a ROSA, Year 10 certificate, traineeship or full time work.</p>		<p>equitably accessing education to achieve learning outcomes.</p> <p>Improved community participation in school events to support learning including change of format to increase access. Tell Them From Me survey used to gather information from stakeholders and demonstrates that the school solicits and addresses feedback..</p>

Next Steps

The school to conduct a re-launch of our PBL program

The school will maintain and seek new alliances that will enhance student and teaching outcomes

Continued commitment to the schools premiers target team to further enhance student outcomes in NAPLAN scores

Strategic Direction 2

Excellence in Teaching – All staff are highly professional, engaged in best practice and are committed to continual improvement.

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create a stimulating and engaging professional environment for educators, supported by a culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of literacy and numeracy skills across all learning areas using the Learning and Thinking Scope, AVID teaching strategies and the expertise in subject areas.

Overall summary of progress

Staff have engaged in professional learning throughout 2018 to ensure their ongoing development and that best practice in teaching has occurred in the classroom. This has been achieved through further refining and embedding the Performance and Development Framework (PDF) and utilising a strategic approach to professional learning. Classroom teachers have worked effectively with the school executive to identify specific focus areas for improvement, which has resulted in the establishment of goals tailored to meet the needs of each individual staff member throughout the school. This has created a culture of collaboration and learning amongst staff and ensured improvement in professional practice and staff development.

In 2018 a Dubbo College wide implementation of the Learning Thinking Scope has continued. The use of Learning Thinking Scope strategies has been embedded within each faculty area and will be continued to be implemented for the next 12 months. This has allowed for learning clarity and collective efficacy to begin to be formed across the Dubbo College for staff and students.

Staff have continued to work toward higher levels of accreditation in accordance with New South Wales Education Standards (NESA) requirements with beginning teachers supported by a Head Teacher Teaching and Learning in addition to the College Induction Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">* Improved scores for collaboration and learning culture to above average for similar schools* Increased use of evidence informed pedagogy by all teachers* Increased numbers of teachers accredited at Highly Accomplished and Lead Teacher* All staff engaged in a quality Performance and Development process which is aligned to the School Plan* Increased numbers of teachers using AVID teaching strategies.	<p>RAM Equity</p> <p>Professional Learning</p>	<p>The PTT identified critical reading as a whole school evidence-based strategy to address both literacy and numeracy to optimise learning for students across a whole range on abilities. This involved interrogating a text type by; numbering paragraphs, identifying and defining unfamiliar terminology and briefly summarising each paragraph. Numeracy critical reading involved students deconstructing the literacy of mathematical questions to help a student decode what a question is asking.</p> <p>Head Teacher monitoring folders were developed to monitor the implementation of literacy and numeracy strategies across KLAS. This involved teachers placing evidence of activities and best practice strategies into the folder. The folder would then be presented to the Deputy Principal once a term.</p> <p>There has been a significant increase of Indigenous students in the top classes across years 7, 8, 9 and 10. 33% of students in year 7 AVID and WICOR (ATSI) 27% of students in year 8 AVID and WICOR (ATSI) 30% of students in year 9 AVID and WICOR (ATSI) 38% of students in 10.1 & 10.2 (ATSI) All staff</p>

Next Steps

The school will seek an increase in teachers accredited at Highly Accomplished and Lead levels.

Our next step in school self assessment will be to develop evaluative thinking skills and embed these practices to improve our milestone evaluations.

Strategic Direction 3

Excellence in Learning – School leaders enable a self-sustaining and self-improving community that support the highest levels of learning.

Purpose

Our purpose is to create a culture of high expectations and build stronger community engagement resulting in sustained and measureable whole school improvement. Within this, we are particularly focused on using research, evidenced based strategies and innovative thinking in designing and implementing our school plan.

Overall summary of progress

In 2018 we continued to promote the school and the college in the community, develop and strengthen links with partner schools and build and maintain links with community stakeholders to enhance students' learning.

Staff continue to promote the campus through a variety of events, activities and committees such as Year 7 Information Night, Parent/Teacher night, Anzac Day ceremonies, National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations, awards nights, sporting competitions within the community, Student Representative Council (SRC), community barbeques, Circus West, Canberra and Dubbo Show participation, Parents and Citizens (P&C) and re-branding of the College. Through such events and programs Dubbo College Delroy Campus staff have endeavoured to promote key messages which reflect core beliefs, values and culture, whilst engaging staff members, parents and members of the community.

Dubbo College Delroy Campus successfully continued to develop and strengthen links with partner schools through the implementation of various transition programs in addition to student mentoring programs such as Year 6 and Year 10 transition, Students With Additional Needs transition (SWANs), Mulgabirra program, Get Real assembly, Year 7 Information night and the exchange of information from primary schools.

Delroy Campus has enhanced student learning and engagement through maintaining and building links with community stakeholders. School leaders and staff have strategically promoted Dubbo College Delroy Campus through a variety of programs, courses and involvement of community activities. Such programs that have contributed to this are Aboriginal Girls Circle, Opportunity Hub, Duke of Edinburgh, National Aboriginal and Islander Day Observance Committee (NAIDOC) Day, Junior Aboriginal Education Consultative Group (AECG), Girls Academy and Clontarf. Courses such as Circus West, Child Studies child care centre visits, Duke of Edinburgh Program, Rural Fire Service and RescuED contribute to enhancing student learning through links to community stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">* Improve evaluation and data collection tools and practices to measure participation rates* Increased proportion of excelling elements when self-assessing against the School Excellence Framework* Increase collaboration with all public primary schools in Dubbo	RAM Equity	<p>Through events such as Year 7 information night, Parent/Teacher night, Anzac Day ceremonies, NAIDOC Day celebrations, awards nights, sporting competitions within the community, SRC, community barbeques, Circus West, Canberra and Dubbo Show participation and P and C, Delroy Campus has promoted key messages which reflect core beliefs, values and culture, whilst engaging staff members, parents and members of the community.</p> <p>Student learning has been enhanced through the building and maintaining of links through programs such as; Aboriginal Girls Circle, Circus West, Child Studies child care centre visits, Duke of Edinburgh Program, Rural Fire Service and RescuED, Junior AECG, Girls Academy and Clontarf.</p>

Next Steps

The school will conduct a review of our student reports and the information included in them.

Our next step in school self assessment will be to develop evaluative thinking skills and embed these practices to improve our milestone evaluations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1 x Cultural Dance teacher State School Spectacular Aboriginal Dance Group 1 x attendance officer 1 x Student Support Officer 2 x Aboriginal Education Officers NAIDOC week Reconciliation Walk Student Assistance Kitchen Garden Mulgabirra Junior AECG Clontarf Girls Academy Aboriginal Girls Circle Boys Circle Transition 6–7	<p>Aboriginal students have Individual Learning and Support Plans with teachers making appropriate adjustments for learning.</p> <p>Aboriginal Education Officers</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Individual students are case managed to support access to learning. • improved community connections through attendance at various parent school meetings. <p>Clontarf and Girls Academy are our main partners in supporting Indigenous students to achieve improved educational outcomes, attendance and retention.</p> <p>Evidence of impact :</p> <ul style="list-style-type: none"> • improved students wellbeing and learning readiness • supported students to attend school through morning pickups • facilitated weekly after school homework centre and other afternoon activities • supported students in being aware of their assessments and homework tasks due <p>Participation in Mulgabirra Program improved literacy in participants and built a strong partnership with feeder primary schools.</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Students received their Cert 1 in active volunteering for their ROSA. <p>Employment of an attendance officer to monitor individual and overall attendance, as well as following up unjustified absences, has assisted with improvements in student attendance.</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> • individual attendance is monitored and non attendance followed up with parents/carers. Students with poor attendance are referred to the LaST and if required, to the HSLO. Student Support Officer has worked with students to build their social and coping skills, and develop resilience. Two RAGE programs were also run for students to improve anger management skills. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Improved wellbeing and enhanced access to learning
Low level adjustment for disability	2.9 x Learning and Support Teachers 2. x Learning and Support Officers Learning and Support Team	<p>All students requiring adjustments and learning support are identified through learning and support processes which involves individual progress reports and student assessment. This information is then used to develop Individual Learning Support Plans and support staff with program adjustments.</p> <p>The STRIVE Class operated for a small group of Year 8 students identified with low literacy</p>

<p>Low level adjustment for disability</p>	<p>2.9 x Learning and Support Teachers</p> <p>2. x Learning and Support Officers</p> <p>Learning and Support Team</p>	<p>by the Learning Support Team. Students were tested for reading and numeracy. Individual learning support plans and health care plans were developed. The class focused on literacy and numeracy related skills in cross curricula projects to reconnect students to learning.</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Learning and support plans are developed for individual students. Teachers made adjustments for their learning. • SLSOs facilitate student access to the curriculum with in-class support. In the Strive class students have demonstrated significant improvements in literacy and numeracy as evidenced by improved placement in year group assessments, decreased Sentral entries for off task behaviour, as well as an increase in wellbeing, self esteem and self efficacy.
<p>Socio-economic background</p>	<p>1.9 x Classroom teachers</p> <p>1 x Technical Support Officer</p> <p>1 x DP Support</p> <p>1 x HT Wellbeing</p> <p>2 x SLSOs</p> <p>Student Assistance Program</p> <p>Technology</p> <p>Key Learning Area Programs</p> <p>Excursion assistance</p>	<p>The provision and maintenance of student electronic devices to support all students having access to 21st Century Learning.</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Subsidising student resources and excursions allowed students access to school activities and the provision of school uniforms to develop the sense of belonging and equality. • Faculty budgets provided teaching and learning materials for improved access to curriculum Technical Support Officer and the technology budget has allowed the dynamic delivery of strategies to engage students in 21st Century skills and curriculum content.
<p>Support for beginning teachers</p>	<p>Professional learning opportunities</p> <p>Beginning teacher program</p> <p>Beginning teacher orientation</p> <p>Reduced teaching load</p>	<p>Evidence of impact:</p> <ul style="list-style-type: none"> • All beginning teachers gain proficient status • Beginning teachers are supported within the school learning community • They become familiar with the school policies procedures and expectations • Are trained in 21st Century learning strategies such as AVID and Learning Thinking Scope

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	197	235	244	265
Girls	212	228	238	254

Student attendance profile

School				
Year	2015	2016	2017	2018
7	84.6	89.6	89.3	84.1
8	84.8	82.2	85	80.2
9	84.3	84.2	80.8	78.8
10	85.3	83.6	79.2	72.3
All Years	84.7	85	83.8	79
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

Management of non-attendance

Non attendance is managed through a multi faceted approach. This includes the employment of a full time attendance officer, newsletter items about attendance and phone calls home by the attendance officer, Year Advisers and Deputy Principals. Students who are not meeting attendance requirements are referred to the learning and support team for intervention and then to the home school liaison officer program, if required.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	3	0	0
TAFE entry	10	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	15	0	0

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	9
Classroom Teacher(s)	30.9
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.68
Other Positions	1

*Full Time Equivalent

In 2018 there was 12.5% indigenous staff working at Dubbo College Delroy Campus.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Professional Learning (PL) at Dubbo College – Delroy Campus during 2018, can be broken into three categories:

1) College wide PL (includes staff from Delroy, South and Senior Campus).

2) Delroy Campus PL.

3) Personal PL attended to fulfil PDP goals.

- **College wide Professional Learning**

Professional Learning at Dubbo College in 2018 began with a Staff Development Day (SDD) in **term 1**, where Ann – Marie Furney from SCHMIC (School Mentoring Improvement and Coaching) launched the next phase of the "**Learning Thinking Scope**". This was an introduction to 'Thinking Questions' –

a) What is our Pedagogy of Questioning?

b) Community of Inquiry

c) Drive Learning Thinking

d) Measure success

This is the second of a three year plan which has been adopted at Dubbo College.

The continued use of a Dubbo College PL calendar with set Cross Campus Executive meetings in week 4 (held at Delroy Campus) and Staff meetings in week 5 (held at Senior Campus) each term allowed staff from the three sites the opportunity to participate in professional dialogue and to embed aspects of the "Learning Thinking Scope" into shared programs/units of study. In addition to this time, Ms Furney also met with staff from each KLA in Cross Campus groups on a rotational basis each Tuesday of term, after school hours.

The **term 2**, SDD allowed College staff to gain insight and experience in a variety of innovative teaching strategies and to work collegially to discuss and use the strategies into everyday practice. These strategies are known as AVID (Advancement Via Individual Determination). We were privileged to have keynote speaker Claire Brown – Associate Director, The Victoria Institute, AVID Australia National Director to present the opening address followed by four workshops which allowed staff to further investigate strategies involved in the AVID program.

Term 3, saw the Consolidation of the LTS thus far – with session 1, focussing on Metacognition in the classroom and Session 2, using a unit of work from each KLA and identifying Collective Efficacy, Learning Clarity, Learning Intentions, Success Criteria, Gap to Got it plus and Thinking Questions.

The first of the final two SDD in **term 4**, saw guest speaker Michelle Montgomery present to staff on "Understanding Adversity: A Brain– Based Approach to Emotional and Behavioural Challenges".

The second SDD saw staff involved in mandatory training in the area of CPR and recognition and management of anaphylaxis.

Planning for SDD in Term 1, 2019 has been completed and will see staff moving onto the final phase of the Learning Thinking Scope. This will be on "Thinking Talk". We will also complete mandatory 'Code of Conduct Training' on this day.

- **Delroy Campus Professional Learning**

A Scope and Sequence for Executive and Staff meetings was used each term which allowed all staff the opportunity for PL at school level. This included using Guest Speakers as well our own Staff members for a variety of presentations. The **Scope and Sequence attached (APPENDIX A)** shows the various topics covered during these times.

- **Personal Professional Learning**

At Delroy Campus, staff worked through the PDP process setting goals and identifying personal PL required. Professional Learning activities attended by staff were varied and on most occasions presented locally, however some required travel to neighbouring locations as well as to Sydney or Melbourne.

Teacher Accreditation

At Dubbo College all staff are supported through every stage of their accreditation process. These include beginning teacher meetings for first and second year teachers held fortnightly each term and organised by the College Deputy Principal. First and second year teachers release time was accessed as whole day relief time across the year to assist in the accreditation process.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,070,984
Revenue	9,205,237
Appropriation	8,899,764
Sale of Goods and Services	169,875
Grants and Contributions	128,918
Gain and Loss	0
Other Revenue	198
Investment Income	6,481
Expenses	-8,717,222
Recurrent Expenses	-8,717,222
Employee Related	-7,736,632
Operating Expenses	-980,590
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	488,015
Balance Carried Forward	1,558,999

The schools financial management process involves a finance team who meet regularly, initially to allocate funding to various areas of need and monitors spending throughout the year to ensure budgets are not exceeded.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,505,251
Base Per Capita	102,517
Base Location	3,157
Other Base	4,399,577
Equity Total	1,650,088
Equity Aboriginal	554,781
Equity Socio economic	658,479
Equity Language	0
Equity Disability	436,828
Targeted Total	1,603,396
Other Total	846,466
Grand Total	8,605,201

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

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

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

The 2017 Smart Data revealed that Delroy Campus Dubbo College had 28.4% of Year 9 students in the top three bands for **Reading** and in Year 7, 35.1% in the top three bands. From this data, the team agreed to continue using **Critical Reading (AVID)** as our highest leveraged strategy as it has proven to significantly improve the reading ability of students and make understanding and accessing questions achievable.

Professional learning continued to be administered to all teaching staff during scheduled meetings to ensure that the critical reading steps were clearly understood and able to be taught consistently across all subject areas. This supported the all teaching staff to contribute effective feedback and recommendations about how to support the continuation of critical reading in the classroom. Staff were also required to gather work samples throughout the year to show evidence of their implementation of critical reading in their specific subject area. Consequently, critical reading is an everyday practice used across all teaching and learning programs. During the Period 4 Essential Skills lesson, a range of exercises were introduced to build vocabulary, improve punctuation and how to write an effective summary. Creating worksheets and incorporating ICT, guaranteed the continued engagement of students at Delroy Campus. In 2019, writing strategies will be the literacy focus for 2019.

The implementation of critical reading strategies resulted in a significant improvement in student results. The 2018 Scout Data showed improvements across all literacy domains, in particular **Writing**. The data showed an increase in the top three bands from 12.3% (2017) to 24.2% (2018). In **Reading**, a number of students increased in band 7 from 20% (2017) to 34.4% (2018). Both these figures are significant and can be attributed to the Whole School Critical Reading strategy.

In 2018, **Numeracy** also used critical reading strategies as a method to decode mathematical problems. Using survey data, both teachers and students identified that unpacking the metalanguage in mathematical statements was paramount to successfully understand how to complete the task. Professional learning was provided to all teaching staff to ensure they understood how to teach the 'Problem Solving Flow Chart' and to guarantee the highest possible buy-in from the teaching staff. The flowchart was designed to help students find the answer to the problem. It required students to identify the purpose of the question and to record their thinking as they worked through the calculation. Furthermore, KLAs designed lessons to focus on mathematical skills required in those specific subject areas. For example, analysing graphs in Science and drawing histograms in Geography. This allowed students and staff to recognise how numeracy skills are interchangeable and relevant across all KLAs.

The implementation of critical reading strategies, including the 'Problem Solving Flow Chart', resulted in considerable growth in student results. The 2018 Scout Data for Year 9 Numeracy indicated growth in the top three bands from 20.4% (2017) to 24.1% (2018).

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six

band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Dubbo College Delroy Campus can provide the following information in regards to the performance of students attaining results in the top 2 bands for Reading and Numeracy for 2018:

Whole school performance – 6.38% of students attained results in the top 2 bands for Reading and Numeracy.

Aboriginal student performance – 2.99% of Aboriginal students attained results in the top 2 bands for Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

Delroy Campus actively seeks input from parents/carers, students and teachers about the school to improve learning opportunity for all students. In 2018 Delroy Campus conducted a range of activities to garner informal and formal feedback from the school stake holders. For example monthly Parents and Citizens (P and C) meetings, Parent/ Teacher nights each semester, monthly Aboriginal Education Consultative Group (AECG) meetings, National Aboriginal and Islander Day Observance Committee (NAIDOC) day, Clontarf and Girls Academy parent and carer events. The results from a variety of sources indicated that the majority of parents value the Positive Behaviour for Learning structure:

Do your best

Equipment every day

Learning in every classroom

Respect for yourself and others

Opportunities – take advantage of all offered

Your school

Parents want for their children a happy and safe environment, where their child can develop into a confident and resilient positive contributor to society. Parents appreciated their children being rewarded on the assembly and in newsletters for all their achievements in academic, sporting and cultural areas. The school has a strong focus on developing values that are highly regarded within society, such as respect, honesty, loyalty and perseverance. Students then feel that they matter and belong. Parents support the school discipline policy.

Staff have a strong sense of belonging through various wellbeing and professional learning strategies and opportunities. For example the staff social committee

organises various activities and events, attending professional learning opportunities to build staff capacity. There is a sense of collective efficacy through our supportive team structures that operate school wide and evidence of higher staff retention rates than in previous years.

Policy requirements

Aboriginal education

Aboriginal Education is being rigorously addressed within the Dubbo College Delroy Campus setting. The external data has reinforced that we, as a Campus, need to rethink 'how' we teach our Aboriginal students. As a result of the "turning policy into action" community consultation process that occurred in 2017, three main focus areas were identified that will underpin the 2018 DCAET goals and direction. They are;

1. **Community participation**
2. **Meaningful personalised learning plans**
3. **Authentic observance of significant events such as NAIDOC**

In 2018 the DCAET had a small core group of people that met fortnightly in the common room during period 3 on Tuesday. This core group worked through a meeting agenda and reported back to the wider DCAET members through meeting minutes and feedback. The meetings were beneficial in reviewing progress made towards achieving the team's three focus goals and allow individuals to speak freely without a meeting agenda to adhere to.

Facilitating authentic and meaningful **community participation** in school events was a notable recommendation made by a large cohort of our families and community members. In achieving this goal DCAET worked tirelessly in organising a week of NAIDOC celebrations that would be inclusive of our local community organisations and inviting to the families/carers of our students. Across the 5 days of celebration over 25 organisations and numerous community members came to Delroy to perform cultural workshops and set up stalls. A monumental **increase in community participation** was visually measurable when comparing to previous years. The key stakeholders present were inclusive of families, community organisations, men and women groups and local Aboriginal elders.

The DCAET were proactive in providing all staff members at Delroy Campus the knowledge and skills required to **implement meaningful personalised learning plans**. Many teachers had little to no experience in facilitating effective PLP meetings. The DCAET team provided professional learning at a campus staff meeting to ensure all staff understood the importance of meaningful PLP's and how to break learning goals down into SMART goals. The personalised learning plans have proven to be highly successful in clarifying contact information, identifying learning strengths/difficulties and providing students with a desirable direction for their unique learning journey. By creating active PLP's for all our year 7 students in 2018 we are ensuring the new 8 Ways PLP

system will be active across the entire school by 2021.

In 2018 Delroy Campus has made substantial progress in

Authentically observing significant events in meaningful ways, such as NAIDOC week and Reconciliation week. NAIDOC in 2018 was DCAET's central focus and ran over the course of a week with a range of community people and organisations coming into the school to participate in and run workshops around various aspects of Aboriginal culture. Providing our local community organisations with the opportunity to connect with our students and share their knowledge instils a genuine partnership that increases the learning outcomes for our Aboriginal students. It is with great pleasure the DCAET can report our NAIDOC celebrations **catered over 25 local organisations** and in the vicinity of **200 guests** including families, elders, past students, primary students and local men and women groups. Through our meaningful celebration of NAIDOC week, we have been able to provide strong evidence for facilitating meaningful **community participation**.

In an effort to provide unity across our multi-campus college. DCAET liaised with South Campus to hold a Reconciliation Week event that would **unite the community**. The Reconciliation Walk brought over 500 hundred students from different areas of our local area to share our knowledge and understanding of the history of our nation's traditional custodians. Reciprocal yarning circles were used as a learning tool for community members to reach out to our students and share knowledge. The knowledge gained from such events was utilised within whole school learning initiatives at Delroy. In consultation with the Premier's Target Team multiple PBL literacy lessons were created to engage our Aboriginal students through content that is highly relevant to their identity. These lessons proved to be highly effective, specifically in increasing the writing standards for Aboriginal students at Delroy as reflected in our 2018 NAPLAN results. 2018 was a very successful year for **Aboriginal Education**. The evidence for this comes from Scout Data and the implementation of Aboriginal Pedagogies in whole school teaching and learning programs. There has been significant growth across all domains for Aboriginal students in Year 9. Specifically, greater than state average growth in writing, spelling, grammar and punctuation.

In addition to the DCAET's heavy focus on whole school initiatives, we are proud to reflect on the multiple individual opportunities we have provided for Aboriginal students in 2018. The team has worked hard to link students to various camps focusing on Aboriginal language, leadership and tertiary education. We had 5 students accepted to attend Macquarie Universities Young Stars Leadership camp. This entailed a week of university lifestyle, lectures and leadership activities. Through our strong partnership with the local AECG 10 of our students were invited to attend the Language & Culture camp at Lake Burrendong. These activities are fine examples of encouraging students to get the most out of their education. Through conversation with the attendees, it was made apparent that **learning from**

community members is highly effective in engaging our students and igniting a passion for education.

Multicultural and anti-racism education

Culturally inclusive classroom and school practices are embedded in the school, based on explicit teaching in Positive Behaviour for Learning (PBL) lessons about respect, tolerance and cultural diversity. This is strongly supported by the Student Representative Council (SRC) program. This has been evident throughout 2018 in the SRC's student voice lessons that have focused on anti bullying, resilience and empathy. The school has numerous equity programs within the school to ensure all students reach their potential and have access to opportunities to ensure they thrive in the school community. The school employs a Student Support Officer who works with small groups of students to build their social and coping skills.

We have a number of teachers and staff from different cultural backgrounds who help build a better understanding of cultural diversity in the school community.