

Dubbo College Senior Campus Annual Report



2018



8110

Introduction

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

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

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Principal (rel)

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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. With a focus on excellent student outcomes in an environment of inclusion, tolerance for difference and pursuit of equity, the campuses of Dubbo College have established a reputation for providing high level opportunities for all. The College focuses on academic, sporting and cultural outcomes for students while valuing citizenship and contribution to the community. Senior Campus has an enrolment of approximately 510 students 32% of these are ATSI students.

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.

On 30/10/2018 our school participated in an external validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence. Across the domains of Learning, Teaching and Leading we are a school that has significantly changed our teaching and learning culture over the past 5 years. We are focused on continuing to build our young adult learning environment by refining our consistent teacher protocols. These are built around feedback, AVID strategies and the Learning Thinking Scope. Strengthening parental engagement and student voice will continue to develop our positive relationship with our community.

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

Purpose

To provide a whole campus approach to the delivery of quality learning experiences that are focussed and enable students to develop strong skills as self-directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational young adult learning culture which will support the academic, emotional, social, physical and spiritual wellbeing of all students

Overall summary of progress

Dubbo College Senior Campus has reviewed the implementation of the of both the phone and truancy policies to ensure consistent application. From the review the truancy policy was updated to also include HT check of truancy data for the staff they supervise. This has supported an improvement in consistency.

All Staff have been supported in the implementation of teaching adjustments in teaching and learning programs by the LaST and HT Wellbeing. Evidence of this has been reviewed by both Head Teacher of the Faculty and Deputy Principal. The LaST and the HT Wellbeing has led the Learning Support Team in the developing, reviewing and updating Individual Learning Plans to cater for specific student needs. The HT wellbeing working with the Learning Center Coordinator has ensured all Aboriginal students have PLP completed seeking to engage all parents in the process and reviewing the plans at the conclusion of year 11 and the start of year 12 studies.

The Maranirra Program to support Aboriginal students at school and academic outcomes continued and was expanded. Aboriginal students were supporting with tutoring and and HSC coaching leading into both the trial and HSC examinations. Students and Aboriginal parents were invited to attend Strive for Success interviews engaging with an independent education leader to engage in goal-setting and review of study habits. Students were also able to access both HSC Hub and A-Star tutoring outside of class time to support their understanding of content and receive support outside the classroom.

The Deputy Principal developed and implemented consistent teacher protocols to ensure evidenced based teaching strategies are used consistently in all curriculum areas. This identified formative feedback as well as the use of Cornell notes to support student content retention. Continued focus on effective feedback with consistent classroom practice in both the use of learning intentions and success criteria. Student support programs to support students in the Study Skills and effective study and mentoring programs such as the Strive for Success interviews were continued.

In 2018 curriculum was reviewed to meet the needs of diverse student population and course offerings were increased.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities. All programs meet the learning needs of all students. Achievement of excellent value-added results, significantly above the value added by the average school. All students will achieve their year appropriate expected growth in academic performance in Stage 6 Improved levels of student wellbeing and engagement.	Strive for Success – Junior Campuses Head Teacher Well Being and team Commonwealth Funds (\$5,000.00) HSC Seminars P&C funding \$2000 Transition Week Socio-economic background (\$10,000.00) Elevate Study Techniques – Year 11 and 12 Elevate Team *	Making the HSC Hub available to all Year. All student undertake the "Elevate" program. Head Teacher Wellbeing to develop Individual Learning plans and lead staff in their implementation. Students completed the session on exam preparation which provided them with the specific planning and organisational skills to experience success in their upcoming examinations. The use of Elevate to facilitate these sessions has been successful, drawing on the past experiences and knowledge of HSC students A majority of students have an understanding of Learning Intentions, Success Criteria and Costas Questioning and how they are applied to enhance their learning and understanding of course content. Further reinforcement of these strategies is needed

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>Commonwealth Funds (\$5,000.00)</p> <p>Learning Thinking Scope/AVID – Learning Intentions, Success criteria, Costas questioning</p> <p>* Commonwealth Funds (\$11,000.00)</p> <p>HSC Trial Reflections – Parents/Student</p> <p>Michael Cronk/Careers Team * Commonwealth Funds (\$7,000.00)</p> <p>Transition Week All staff * Commonwealth Funds (\$5,000.00)</p>	<p>to ensure their application is consistent and embedded as an approach to learning.</p>

Next Steps

- AVID site team to review of consistent use of Cornell Notes.
- Introduction of STRIVE study space to replace year 12 Common Room to provide students with quiet study space
- Strive for Success and Unpacking the task night formally evaluated using parent and student surveys to strategically plan for improvement

Strategic Direction 2

Excellence in Teaching

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

AVID professional learning has supported the continued improvement of staff capacity to ensure all students experience high quality teaching. This has been achieved through the strategic planning of professional learning for staff at the end of each term. Staff are released off class to participate in professional learning and are allocated collegial planning time to implement strategies into teaching and learning practice. This has demonstrated how the Senior Campus has embedded and explicit systems that facilitate professional dialogue. The consistent use of and implementation of AVID Cornell Note taking has been the successful outcome, with all staff across curriculum areas trained in the delivery. Evidence of use and impact has also been collated.

At a collegial level this was supported by a SDD in which staff had choice in attending sessions delivered by AVID experts. Following the school development day, staff were asked to complete and Survey Monkey as an evaluative tool. The evidence clearly shows that staff felt the professional learning undertaken successfully met the standards and the comments reflect the positive views of staff on the skills learnt as well as the strategies they will employ in their classrooms. This information informed the AVID site team in terms of further professional learning requirements and has helped plan for staff meetings and other professional learning at the school to ensure consistent teacher practice. Staff seeking attainment of Highly Accomplished accreditation were supported by College wide mentoring program.

Curriculum areas have again been well supported in the implementation of new syllabus. Professional learning in the area of assessment and programming as well as strategic release time for program development have been utilised by the Science, English, Math and HSIE faculties.

Through the Learning Thinking Scope, the executive team has participated in a program that implements principles of evaluative thinking and continually monitoring of the impact of programs.

The PDP process evidence shows how the PDP process is a coordinated whole school approach that has been planned to build the capabilities of all teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved scores for collaboration and learning culture to above average for similar schools.	Teachers trained in Learning Thinking Scope * Professional Learning (\$11,000.00)	Curriculum head teachers have facilitated check –in at faculty meetings regarding learning intentions and success criteria. Curriculum areas have then decided on best use of learning intentions and success criteria to suite curriculum and teaching styles. It was reported back to executive that whilst many teachers are using both the consistent use requires improvement particularly, regularly referring to them in a lesson.
Increased use of evidence–informed pedagogy by all teachers	PDPs for all Year 12 Indigenous students Use of Para professional teacher to undertake PDPs *	All completed and available to staff on Sentral.
Increased number of teachers accredited at Highly Accomplished and Lead Teacher professional standards.	Aboriginal background loading (\$10,000.00)	Professional Learning completed by all executive staff. Organised for all staff to complete the training as part of Staff Development Day at the end of Term 4.
All staff engaged in a quality Performance and Development process.	3 All staff introduced to Brain Trauma training Outside professional * Socio–economic background (\$2,000.00)	
Increased number of teachers using LTS and AVID		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching strategies.		<p>Curriculum head teachers have facilitated check –in at faculty meetings regarding learning intentions and success criteria. Curriculum areas have then decided on best use of learning intentions and success criteria to suite curriculum and teaching styles. It was reported back to executive that whilst many teachers are using both the consistent use requires improvement particularly, regularly referring to them in a lesson.</p> <p>All completed and available to staff on Sentral.</p> <p>Professional Learning completed by all executive staff. Organised for all staff to complete the training as part of Staff Development Day at the end of Term 4.</p>

Next Steps

- Dubbo College Senior Campus will continue to review data to refine teaching practice and to identify PL opportunities for the staff.
- Continued commitment to the Learning Thinking Scope PL (SCHMIC Consulting) for the next 3 years to ensure staff continue to focus on the identified priority areas for the college.
- Strategic implementation of AVID into teacher practice. Provide staff with regular professional learning opportunities and develop capacity of faculty expertise to lead the implementation and professional learning in their curriculum area.
- Develop teacher protocols to ensure consistent classroom implementation of both AVID and LTS teaching and learning strategies and to develop Head Teacher ability to monitor and evaluate staff classroom implementation of these strategies
- Continued commitment to the ongoing review and development of college technology and continued training of staff in this area.
- Continued development of staff through the PDP process with a focus on the National Teaching Standards.

Strategic Direction 3

Excellence in Leading

Purpose

Passionate and skilled leaders who model instructional leadership support lifelong learning. Our purpose is to create a culture of high expectations and 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

The Strive for Success Interviews and Unpacking the Task Night promotes parent engagement. This evidence demonstrates how we have supported our parents in improving their understanding of student learning to strengthen student outcomes.

Engaging the community demonstrates our commitment to engaging parents and the wider community by ensuring we have established processes to solicit feedback and respond accordingly.

Strive for Success interviews are conducted twice a year for both Year 11 and 12. In these meetings, parents and students are invited to attend interviews with the Community Liaison Officer, Mr Michael Cronk (an independent education consultant) and also a careers teacher. This empowers parents/caregivers in improving their understanding of student learning, specifically regarding the HSC. They are supported in developing their knowledge and skills in the best ways to support their child's learning outcomes and post school transition to university and work. This has been a powerful tool which has increased the positive learning behaviours of students. This is evidenced by the Strive for Success interview report that demonstrates pleasing results in study skills since engaging parents in the process. The data is collated from student study skills surveys completed anonymously before the interview.

To further support parent engagement, the Senior Campus has facilitated 'Unpacking the Task' nights that run each Term. These evenings offer a proactive program to engage parents in supporting their child's learning outcomes. Many of our parent community would like to support their child's learning; however, do not have the knowledge and/or skills to support assessment preparation at a Stage 6 level. During the evening parents are invited to attend subject specific seminars based on how they can best support their child succeed in the assessment task.

To support ongoing school improvement, the Senior Campus Leadership Team has developed proactive measures in seeking community satisfaction. In establishing a Community Liaison Officer, it has allowed regular and ongoing feedback from both parents and students on school programs. The data regarding community satisfaction is delivered through surveys, phone calls with parents and student meetings. This is then communicated to the senior leadership team. This data is used in evaluation of programs and initiatives which are then refined to ensure they the feedback the school has received is implemented.

Senior Campus has also engaged in 360 reflection tool as a means to measure community satisfaction. As evidenced by the data in all areas parents/future parents have responded that the school is meeting community expectations and close to exceeded community expectations particularly in the area of work collaboratively, commitment to customer service and ethical behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve evaluation and data collection tools and practices to inform decisions. Increased proportion of excellent elements when self-assessing against the School Excellence Framework. Increased number of teachers accredited at higher levels of accreditation.	Engage the community in the College \$20,000 Develop and maintain links with the community \$40,000	Parents Elevate sessions. Parent/student mentoring sessions. Parent/student subject selection with Senior Executive and Careers team. Employment of a Community Liaison Officer.

Next Steps

- Supporting the new uniform, logo and motto.
- Cementing of the values platform of Respect, Integrity, Strive, Equity (RISE). Continued evaluation and enhancement of our social media strategy
- Implementation of formalised coaching and mentoring of executive staff.
- Focus on distributed instructional leadership.
- Increase parent and community engagement in whole school decision making.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$271 900	2 AEOs Wages Clontarf Academy Girls Academy Learning Centre staff
Low level adjustment for disability	\$116,888	Employing a LAST 0.6 Developing resources and technology to support students with a disability.
Socio-economic background	\$84 750	Clontarf Program Girls Academy Program
Support for beginning teachers	\$30 000	Professional Learning
Community Involvement	\$22 000	Strive for Success Interviews

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	238	215	202	240
Girls	225	234	264	262

Student attendance profile

School				
Year	2015	2016	2017	2018
10				98.1
11	89.1	87.6	85.9	88.7
12	91.7	89.5	87	89.7
All Years	90	88.5	86.4	89.1
State DoE				
Year	2015	2016	2017	2018
10				86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89	89	89	87.1

Management of non-attendance

Dubbo College Senior Campus sought to improve students attendance in particular partial attendance. The attendance procedures were updated to ensure regular contact was made with parents regarding their students attendance. This included mandatory phone calls by teaching staff if lessons have been missed, or if a student has missed significant course content due to absenteeism. These procedures are then supported by Deputy Principals completing attendance concern meetings each term with students as well as parents. In these meetings parents are informed of students attendance and issues relating to students attendance are discussed and individualised strategies implemented. To support parents the Campus has introduced both Sentral 'Parent Portal' as well as messaging service. This allowed parents to access their students attendance in all classes live and any partial or whole day absences are text messaged to parents each afternoon.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7
Employment	0	0	22
TAFE entry	0	0	9
University Entry	0	0	54
Other	0	0	7
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

Dubbo College Senior Campus had 57 year 12 students in 2018 completing vocational training including Business Services, Construction, Hospitality, Metal and Engineering, Primary Industries and Retail Services.

Year 12 students attaining HSC or equivalent vocational education qualification

Dubbo College Senior Campus year 12 had 170 students attain their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	35.44
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.08
Other Positions	3

*Full Time Equivalent

The Senior Campus has 2 Aboriginal teaching staff , 2 Aboriginal Education Officers and 3 Indigenous

Support Workers.

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	0

Professional learning and teacher accreditation

Professional Learning is essential for the continued development of teachers as we model lifelong learning for our students. It is imperative that teachers reflect on our pedagogical practices to improve student-learning outcomes. A plethora of professional learning opportunities has been available to both teaching and non-teaching staff at Senior Campus. Many have been facilitated through Senior Campus and extended to other campuses and schools. All staff have undertaken extensive training focused on feedback and KLA based literacy. All staff attended workshops on the School Management Plan, team building, purpose of meeting quality feedback and faculties have been undertaking professional learning about changes to the HSC. Staff development days have involved the whole public college community. Staff development days have Page 10 of 16 Dubbo College Senior Campus 8110 (2017) Printed on: 11 April, 2018 focused on college-based professional learning led by Ann-marie Furney. Ann-marie worked with senior executive, executive and staff to drive and refine the focus on the Learning Thinking Scope. Staff has accessed professional learning opportunities at local, regional and state level especially concerning the development and implementation of AVID. The school provides opportunities for staff to meet the accreditation requirements of NESA by working with the teacher mentor, their KLA head teacher and trained peer coaches.

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	2,365,347
Revenue	9,521,029
Appropriation	8,967,562
Sale of Goods and Services	27,268
Grants and Contributions	457,027
Gain and Loss	0
Other Revenue	42,473
Investment Income	26,699
Expenses	-9,071,378
Recurrent Expenses	-9,071,378
Employee Related	-7,925,447
Operating Expenses	-1,145,930
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	449,652
Balance Carried Forward	2,814,998

- Senior Campus has a Finance Team that meets to strategically plan financial expenditure. The committee looks at faculty requirements, student needs and programs and whole school improvement projects.
- School budget implemented in the EFPT tool so that both staffing and all school areas were addressed.
- the school still holds in excess of 1000000 historical commonwealth funding as well as an additional 800000 worth of current commonwealth funding. both funding amounts are tied and the school is expecting the Commonwealth to make the relevant adjustments.
- We intend to use the funds to further develop and continued existing programs such as Strive for Success mentoring, learning centre and community engagement, and professional learning.
- A projected capital works program of approximately 1000 000 was not able to be undertaken in 2018 and funds have been allocated to the 2019 budget.

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	5,508,907
Base Per Capita	94,267
Base Location	3,559
Other Base	5,411,080
Equity Total	624,752
Equity Aboriginal	222,553
Equity Socio economic	235,912
Equity Language	0
Equity Disability	166,287
Targeted Total	1,041,043
Other Total	1,379,848
Grand Total	8,554,550

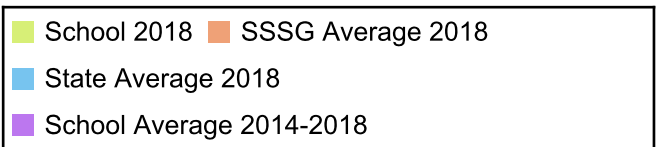
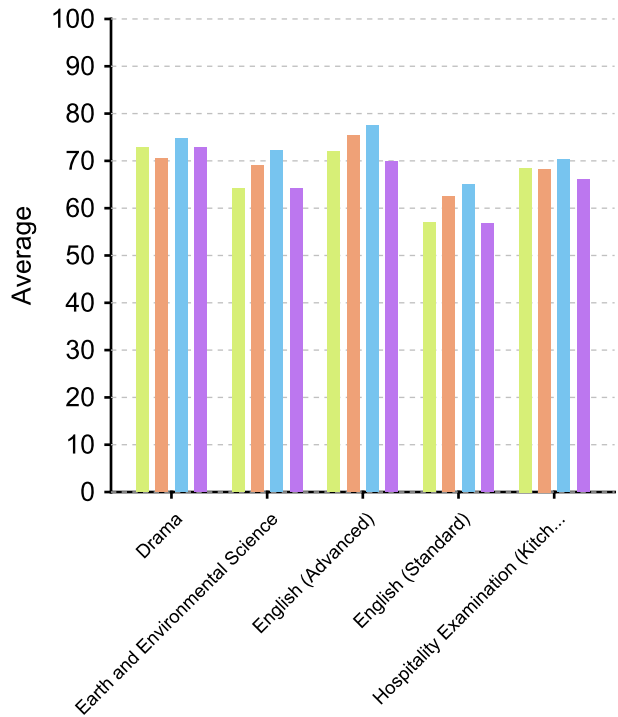
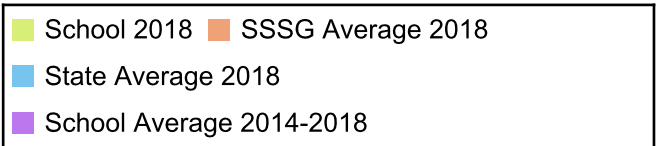
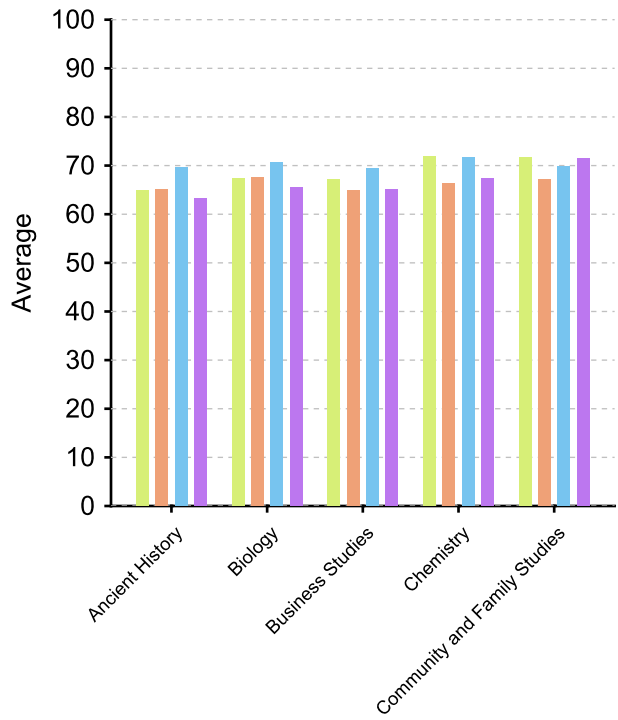
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

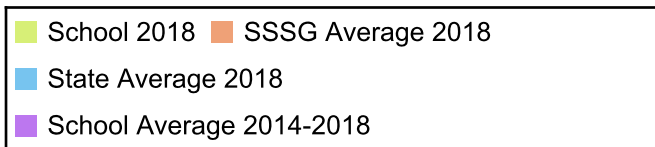
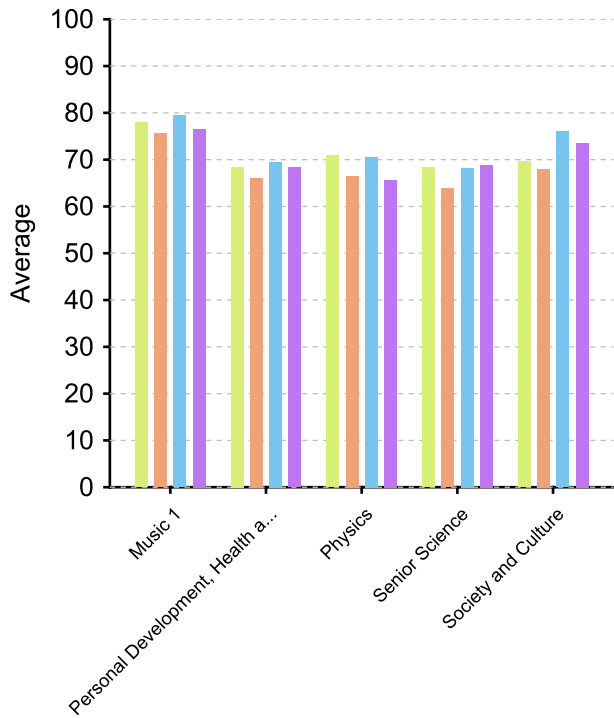
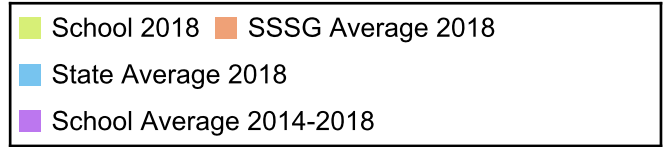
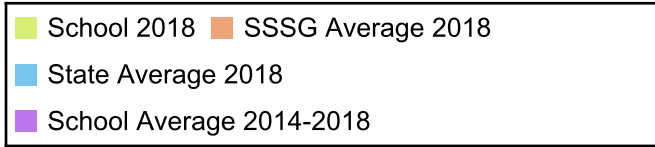
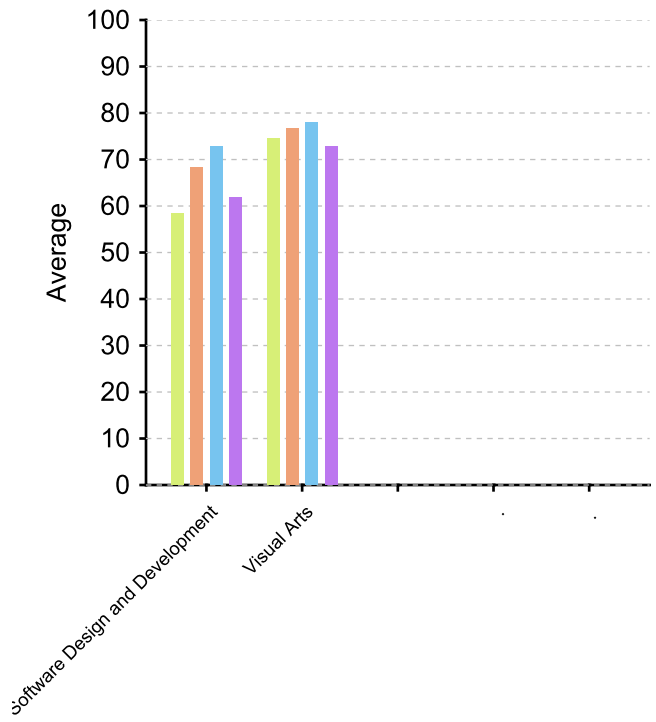
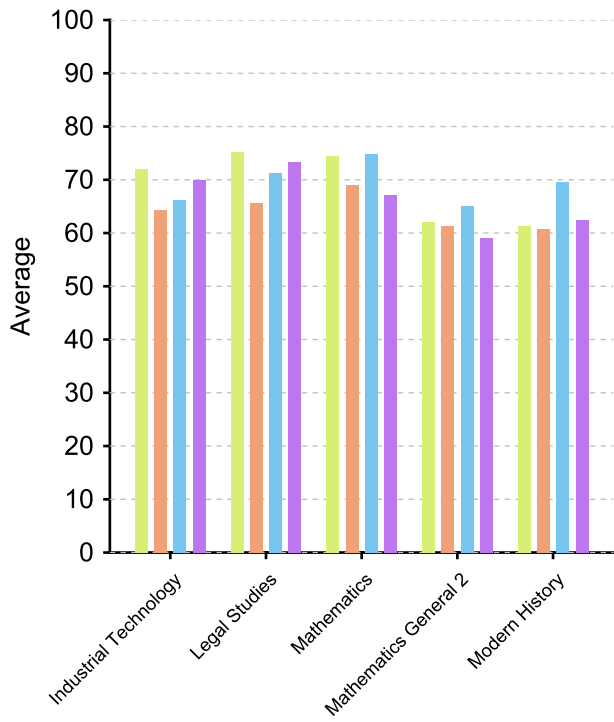
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

Higher School Certificate (HSC)

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





Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The school undertook the Tell Them From Me survey for students and staff. The link to the results is <http://www.dubbocollm.schools.nsw.edu.au/senior-campus>

Senior Campus has also engaged in 360 reflection tool as a means to measure community satisfaction. As evidenced by the data in all areas parents/future parents have responded that the school is meeting community expectations and close to exceeded community expectations particularly in the area of work collaboratively, commitment to customer service and

Policy requirements

Aboriginal education

Koori Education Team

Key activities of the Koori Education team in 2018 began by looking at our students' results from 2017. We believe students who engage with Clontarf or Girls' Academy, use the Learning Centre and attend tutorials are far more likely to attend school and complete the HSC through their engagement with opportunities provided. In turn, they also tend to get better results. For students to realise their dreams, striving for excellence and success is certainly likely to be the key. We encourage our students to avail themselves of the many opportunities presented and ask questions if they do not know exactly how— everyone has to start somewhere. We strongly recommend for students to seek the Learning Centre in I Block in the early days after assessments are given out. This is far better than trying to recover a situation after an assessment is due and avoiding the N award process. We also encourage students to attend all classes. If you are in front of a teacher, you can learn and achieve.

Our NAIDOC theme "Because of her, I can…" was adopted well to highlight the contribution and sacrifice of mothers in our NAIDOC Celebration assembly. Our extended campfire seating arrangement in the school hall was an atmospheric setting for the assembly items. We were delighted by the contribution of our students and special guests who assisted. This ranged from Acknowledgements of Country through to Reading the NAIDOC theme to a flag raising by Support Unit students. Our Principal, Andrew Jones gave another inspiring speech that provided students with an insight to the significant dates on our Indigenous calendar and their importance, as well as a touching tribute to the contribution of mothers. Aunty Beth Wright shared some cultural insights regarding respect and the whole school participated in a language song she taught us. It was great fun and everyone had a smile on their face. Chad and Ngali finished the assembly with a smooth rap with a wholesome message. Thanks to all of the

dancers and individuals who gave of themselves to share with us!

The KET works together to provide a diverse range of students with the support to attend and present reports at our AECG meetings. We thank the KET team members and students for representing us in the community.

The KET combines to nominate students, staff and sometimes community members for the various local, regional and state awards on offer. We were very happy that Aunty Pat Doolan was recognised for her outstanding contribution to supporting our schools.

Right near the end of the year, the KET finally reached an agreement with the Office of the Prime Minister and Cabinet to continue to run the Maranirra program which took nearly all year to achieve.

Maranirra

This important program that means "to make good or well" in Wiradjuri, allows Dubbo College Senior Campus to provide all sorts of opportunities for students to engage, learn well and achieve better. This ranges from things like the Learning Centre to HSC Hub to HSC tutoring or even assisting with uniforms, fees or costs. It is inclusive of all students who identify and if barriers arise— they only need to ask through the AEO's for help.

Maranirra helps compliment the work of Clontarf and Girls' Academy by giving us the capacity to resource worthy activities like Elevate, where students learn what works best in terms of study, if they want to optimise their outcomes.

In traditional times, young people had to learn from their elders, in order to live in abundance. These days, young people have to learn from their elders so they can live happily too.

Clontarf Academy

Clontarf seeks to encourage school attainment actively working with the Indigenous male students on attendance and educational outcomes. Clontarf hold strong links between the teachers, the students and their families to drive these outcomes while building characteristics within employment, community, sport, well-being, education and life skills. Clontarf on a weekly basis are present in class and working with the students before and after school proactively supporting the students to achieve their outcomes before disciplinary and N award processes commences. In 2018, Clontarf enrolments at the start of the year were 80 (25 year 12 and 55 year 11 students) and finished with 60 (19 year 12 and 41 year 11 students) which equates to 75% retention. While these students did transition out of Senior Campus the over half did relocate to other schools, TAFE or employment. The average student attendance was 85% which is consistent from 2017. Upon graduating the 19 students that successfully completed their HSC studies are further support by an employment officer that ensure their post school pathway is successful and the level of

support continues. Year 12 Clontarf students who actively worked towards graduation were able to attend an end of year trip to Darwin and Cairns over 9 days of cultural, leadership, community and partnerships activities while interacting with fellow local Clontarf students from Northern Territory and Queensland. While year 11 attended Palm Beach.

Girls Academy

During 2018 the Academy had a target to sign 75 girls, 53 girls signed up from Senior Campus (17 in Year 12 and 36 in Year 11). Senior Campus had 74 Aboriginal girls in total in 2017 which was clearly impossible to meet our target. The Girl's Academy room is well equipped for our girls to study and mingle with their peers in a safe and friendly environment. All of our 17 girls graduated successfully and are supported by our Post School Options Officer to ensure their post school pathways to gain employment, University options are successful. Unfortunately, we lost one member of our staff late in 2018 due to numbers and this has carried over to 2019, where the decision was made to drop our target to 55 girls. This is a much more achievable number to reach (we currently have 61 girls signed up).

Highlights of 2018 were the Year 12 summit held in Canberra. We had 150 Year 12 students from right across Australia attend the summit. During the week, we visited Parliament House to meet Julia Bishop, visited ANU where we listened to Guest speakers and participated in workshops, visited AITSI and enjoyed the First Australians tour at The National Museum. On the Tuesday evening we all enjoyed the Gala Dinner and Awards ceremony held at Old Parliament House. The NSW NAIDOC Award was given to a Senior Campus student for her outstanding attendance and contribution to the Girls Academy. We also enjoyed a movie night and a day on the snow fields in which the girls enjoyed learning how to ski. Senior Campus Girl's Academy also participated in the annual ANZAC Day march with the junior schools to commemorate our soldiers. The girls also had the opportunity to be involved with Uniting Care's Cinema under the stars night, which is a great community event where families come together for an evening of entertainment. The crowd of over 1000 enjoyed the movie and the Dubbo College Senior Campus Girls Academy girls ran a stall from which a sausage sizzle, popcorn, fairy floss, drinks fruit cups and lolly bags were distributed. Senior Academy organised a Mother's Day luncheon for all the Mothers/carers of our girls. The girls helped cook roast lamb and vegetables and waited on their Mothers/carers. This was an excellent way to engage with parents and share what we do in the Girl's Academy room and what we focus on daily.

Multicultural and anti-racism education

Again this year Clontarf and SRC held a White Ribbon walk a mile in her shoes in an endeavour to raise awareness and reduce violence against women.

The key event addressing racism through the year was the NAIDOC Assembly where cultural explanations and board involvement by inclusion provide context for non-

Aboriginal people to gain insight and understanding to Aboriginal culture. This is especially correct for local Aboriginal culture. Examples being explanations of songs, welcome to country, the seating, sharing of food and direct involvement that occurred. Dubbo College Senior Campus students also participated in the Dubbo Dream Festival, which is a celebration of pluralism at a community level.