

Dubbo College Delroy Campus

2019 Annual Report



8543

Introduction

The Annual Report for 2019 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.

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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 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 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

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.

Improvement Measures

- * All KLA programs include three Critical Reads per term as a strategy to improve student reading
- * The provision of AVID tutorials three times a term to enable staff to utilise AVID strategies to meet literacy and numeracy targets
- * Increased proportion of students, both Aboriginal and non-Aboriginal, in the top two NAPLAN and NESA bands
- * Improved levels of student wellbeing and engagement
- * Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school
- * All students with a ROSA, Year 10 certificate, traineeship or full time work
- * Inclusion of Wiradjuri LOTE into Year 8 curriculum to enhance knowledge of culture and language

Progress towards achieving improvement measures

Process 1: Deliver student centred experiences which enable students to set, evaluate and achieve their learning goals through the Thinking Learning Scope Pedagogy and AVID Teaching Strategies.

Evaluation	Funds Expended (Resources)
Avid strategies were rolled out across Year 7 classes as well as in Avid classes in each year level. Other classes were also introduced to some Avid strategies. All students have been exposed to the learning thinking scope strategies.	Professional Learning for staff on AVID and LTS

Process 2: Ensure timely, targeted intervention is data driven to allow students access to tailored support via continuity of learning at transition points, extensions or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
The LAST have developed ILSPS for students that require them and are communicated to all staff. All year 10 students completed in the successful transition program to the senior campus. Delroy facilitated a comprehensive Year 6 into 7 transition program.	Equity funds to support transition activities.

Process 3: Implement an integrated approach to staff and student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Evaluation of attendance data showed increased attendance on fun wellbeing days as opposed to normal days.	Equity funds were used for wellbeing resources.

Progress towards achieving improvement measures

Wellbeing activities for staff were well organised and well received.	
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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.

Improvement Measures

- * 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.

Progress towards achieving improvement measures

Process 1: The Premier's Targets Teams ensure the Whole School Literacy, Numeracy and 'closing the gap' strategies are implemented into all T&L programs.

Evaluation	Funds Expended (Resources)
Head Teachers have collected evidence of Critical Reading that demonstrate use of Super Six Reading and Comprehension strategies from teachers within their faculties. PTT has evaluated the samples and there is strong evidence that demonstrates that staff and or students are not completing the 'pre-reading' and 'post-reading' aspects.	Professional learning funds

Process 2: Teachers have expert knowledge in college identified professional learning strategies so that all students can engage in productive learning.

Evaluation	Funds Expended (Resources)
Teachers were engaged in a discussion on how Learning Intentions, Success Criteria and Do Now's are being utilised by all classroom teachers in daily teaching practice. Whilst we recognise the need for KLA's to implement them in a way that makes them specific to that KLA there also needs to be some level of School Wide consistency.	.2 release for Premiers Target Team Coordinator.

Process 3: Teachers analyse, interpret and extrapolate data to implement the college identified literacy and numeracy strategies

Evaluation	Funds Expended (Resources)
Head Teachers incorporated at least TWO literacy/numeracy strategies to focus on a specific area of concern to implement within their KLA area based on NAPLAN and Valid data.	

Strategic Direction 3

Excellence in Leading – 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.

Improvement Measures

- * 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

Progress towards achieving improvement measures

Process 1: Educational Leadership: Building high quality educational leadership, improving teachers capacity and facilitating continued self improvement that supports the highest levels of learning.

Evaluation	Funds Expended (Resources)
All staff have been completed their professional development plan process for 2020 and have received feedback from their supervisor. Monitoring processes for programs, teaching and learning programs have been established.	

Process 2: School Resources: Staffing, finance and physical resources are utilised strategically to enhance student learning outcomes and attendance to benefit all students.

Evaluation	Funds Expended (Resources)
All KLA's and programs have managed and expended their budgets for 2019. School staff and resources have been managed and implemented efficiently to support student learning. A dynamic timetable structure was developed to meet the needs of our students within staffing entitlements.	Staffing entitlementment Equity funds for additional SLSO positions Operational and equity funds for KLA and program budgets.

Process 3: Community and Engagement: Continue to build strong links and meaningful relationships within the school community. The school actively seeks, analyses and responds to feedback from the wider school community.

Evaluation	Funds Expended (Resources)
Various community events were held and well attended throughout the year, building stronger links with the community.	Equity funds to provide Aboriginal Education Officers Equity funds to provide resources and awards for community events.

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 2 x Aboriginal Education Officers NAIDOC week Student Assistance Kitchen Garden Mulgabirra Junior AECG Clontarf Girls Academy Aboriginal Girls Circle Transition 6–7 River for Retention Program	<p>Aboriginal students have Individual Learning and Support Plans with teachers making appropriate adjustments for learning.</p> <p>Aboriginal Education Officers case manage individual students to support access to learning. There is improved community connections supporting the parent/school partnership.</p> <p>Clontarf and Girls Academy are our main partners in supporting Indigenous students to achieve improved educational outcomes, attendance and retention and leadership opportunities. Students are supported to attend school through morning pickups, facilitated weekly after school homework centre and other afternoon activities. Outcomes include improved student wellbeing and learning readiness as students supported through homework and assessment deadlines.</p> <p>Participation in Mulgabirra Program improved literacy in participants and built a strong partnership with feeder primary schools, with students ultimately receiving their Cert 1 in active volunteering for their ROSA.</p> <p>Individual attendance is monitored and non-attendance followed up with parents/carers. Students with poor attendance are referred to the Learning and Support Team for intervention strategies, support and planning, and if required, to the HSLO.</p> <p>2019 NAPLAN results for Aboriginal students showed great individual student growth. Year 9 ATSI students at Delroy continued to outperform the ATSI Stage Average in Domains of Spelling and Writing. Our 2019 Year 7 cohort also were above the ATSI</p>
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. Health Care Plans and access requests to support classes and integrated funding support.</p> <p>The Strive Class operated for a small group of Year 7 and 8 students identified with low literacy 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>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>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>
<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>.5 x HT Wellbeing</p> <p>4 x Student Learning and Support Officers</p> <p>Student Assistance Program</p> <p>Technology</p> <p>Key Learning Area Programs</p> <p>Excursion assistance</p> <p>1 x Student Support Officer</p> <p>YONDR implementation</p> <p>Transition 10-11 and Support</p> <p>Breakfast club</p> <p>School bus lease</p> <p>Support Band</p>	<p>Subsidising student resources and excursions allowed students to access the full range of school activities and courses. The provision of school uniforms developed a sense of belonging and school connection.</p> <p>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> <p>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> <p>The YONDR implementation has shown increased engagement of students in class due to restricted access to mobile phones and devices, and a decrease in social media related incidences at school.</p> <p>The support band program involved the purchase of instruments and equipment for the support unit band. The program has resulted in an increased connection to the broader school community and developed increased confidence, skills and social behaviours through performance opportunities.</p>
<p>Support for beginning teachers</p>	<p>Professional learning opportunities</p> <p>Beginning teacher program</p> <p>Reduced teaching load</p>	<p>All beginning teachers gain proficient status.</p> <p>Beginning teachers are supported within the school learning community through explicit instruction in the school and department policies and procedures, are trained in 21st Century learning strategies such as AVID and Learning Thinking Scope, gaining increased capacity in classroom management and teaching and learning strategies, curriculum and scope and sequence development and assessment procedures.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	235	244	265	278
Girls	228	238	254	281

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.6	89.3	84.1	83.5
8	82.2	85	80.2	80.8
9	84.2	80.8	78.8	80.5
10	83.6	79.2	72.3	80
All Years	85	83.8	79	81.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

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	8	NA	NA
Employment	5	NA	NA
TAFE entry	3	NA	NA
University Entry	0	NA	NA
Other	2	NA	NA
Unknown	10	NA	NA

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Dubbo College Delroy Campus undertook vocational education and training in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	9
Classroom Teacher(s)	33.6
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.08
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,558,999
Revenue	10,346,650
Appropriation	10,078,589
Sale of Goods and Services	173,297
Grants and contributions	89,171
Investment income	5,556
Other revenue	36
Expenses	-9,298,659
Employee related	-8,065,704
Operating expenses	-1,232,955
Surplus / deficit for the year	1,047,990

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.

	2019 Approved SBA (\$)
Targeted Total	1,835,737
Equity Total	1,935,104
Equity - Aboriginal	657,716
Equity - Socio-economic	830,667
Equity - Language	0
Equity - Disability	446,721
Base Total	4,705,361
Base - Per Capita	136,306
Base - Location	3,218
Base - Other	4,565,836
Other Total	1,139,784
Grand Total	9,615,986

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

2019 saw a year of continued engagement between the P & C and Dubbo College Delroy Campus. An increased number of members on the P & C this year provided some great discussions with the school executive and as a result parents and the school were more aware of school activities, parents interest and future plans.

The P & C have met monthly, we enjoy the social dynamics and times of conversation. We also held a couple of fundraising BBQ's and raffled a load of firewood. The school SRC has an important role and we have supported them during the year. P & C attendance at school events is important, some this year have included the year 7 parent BBQ, annual awards presentation night and assistance with interviewing new teachers for the school. We have a schedule of events and activities planned for the year ahead and am looking forward to working with the school and supporting them in delivering the best educational opportunities for our children. It has been encouraging to have fresh ideas and thoughts from parents who wish to work proactively with the school and this enthusiasm has been welcomed.

The P & C have had a busy year advocating for our children's well being and education and this will continue into 2020. I encourage parents and carers to take the opportunity to be involved in the P & C this year, having a better understanding of the schools activities helps to support your child in their time at Delroy. Thankyou to the returning and new members of the 2019 P & C this year for your involvement and we look forward to a productive year ahead.

Rod Crowfoot President

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.