

# Dubbo College Senior Campus

## 2019 Annual Report



8110

## Introduction

The Annual Report for 2019 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.

### School contact details

Dubbo College Senior Campus  
Tony McGrane Place  
Dubbo, 2830  
[www.dubbo-h.schools.nsw.edu.au](http://www.dubbo-h.schools.nsw.edu.au)  
[dubbo-h.school@det.nsw.edu.au](mailto:dubbo-h.school@det.nsw.edu.au)  
6882 4655

### Message from the principal

2019 has been a momentous year for Dubbo College Senior Campus with many achievements across the academic, sporting and cultural fields. It is through the unrivalled commitment of the staff of the Senior Campus that all students have the opportunity to excel. It is this commitment to valuing and meeting the diverse student needs that is the foundation of success that is unmatched by any other school.

This year Senior Campus has continued to provide varied student programs to ensure despite our rural setting, students are not disadvantaged. Through the continued work of our Strive for Success program students support in maximising achievement has been amplified. We continued our partnership with Dubbo School of Distance Education to host the Western Area HSC Enrichment Days and organised and hosted the Western plains Careers Information Day. Academic support was continued through the Learning Centre, Strive for Success study and mentoring programs and also saw the inception of the RISE study room.

Our triumphs on the sporting fields also continued this year, led passionately by our College Sports Organiser Mr Craig May. Although our victory in the Astley cup was not to be, the traditions of mateship and sportsmanship lived on. Our athletes did however, continue the winning streak for the Ken Eggelton Cup with a convincing win, with victories in the majority of the sports contested. It was also a historical year with a number of individual remarkable performances. Year 11 student Lachlan Jones placed third in the Australian Schools Individual Golf Stroke Play Championships and was rewarded by being named in The Australian All Schools Merit Team. Fellow Year 11 student Maya Piras won gold in the U18 100m hurdles and silver in the U18 200m. As part of our Dubbo College Senior Girls relay team (including Emily Stewart, Matilda Irvine and Jaimee Nixon) she won a bronze medal at the NSW CHS Athletics Championships. Lilli-Rae Campbell played an integral part of the NSW CHS team that won the NSW Hockey All schools championship and Year 12 student Brock Larance continued his outstanding achievements in cricket being named NSW CHS open team and was recognised by winning the NSW Nanga Mai award for outstanding achievement in sport.

In the arts we had Mrs Powderly and Year 11 students Dylan Blunt, Maeve Sparrow, Lucy Roberts, Harrison Crowfoot, Sarah Ryan, Simon Ramirez, Aleasha Starr, Abbey Einhaus, Samantha Herbert and Molly Minney participated in the Dubbo College Concert Band and Choir tour of Canberra. This included performance at the Great Hall of Parliament house. Miss Schulte again triumphed at the Dubbo Eisteddfod with Dubbo College Dance placing first. Achievements in music are also to be applauded with Jordan Davis being selected in the Department of Education Arts Unit Talent Development Project which prepares students for careers in the entertainment and music industries.

In the cultural fields this year the Senior Campus Koori Education Team, led by Mr Mark Dann and Susan Sharp and Donna Williams, have continued to cultivate opportunities for our students to develop their cultural identity as well as developing inclusivity through understanding and supporting our Aboriginal students through schooling. This year's NAIDOC day theme and organisation was challenging and uncomfortable and at the same time inspiring and impactful. The team gave the school community a special gift in hearing the truth of the Stolen Generation that was shared by special guests from The Kinchela Boys Home. It also gave the school community opportunity for us all to enact and bring life to the concept of Makarrata by coming together after a struggle and healing the divisions of the past. This year we also celebrated the inception of the Strive for Success Maranirra mentoring program for Aboriginal students which has complemented the ongoing work of both Clontarf and Girls Academy. Again there were many individual and group

success stories including Year 11 student Holly Faulds, who gained a place in the 2019 NSW Public Schools Aboriginal Dance Company. Many of our students played active roles in AECG with Year 12 student Zoe Provest named AECG student of the year.

At the centre of all we do at the Senior Campus is the students. I would like to take the opportunity to wish the class of 2019 every success in your post school journey; whatever your aspirations may be. You have individually and collectively made an impact on the staff and students of the school. I would like to acknowledge the Student Leadership Team that has played a significant role in this. School Captains Grace Gower and Thomas Nelson, Vice captains Tatum Roberts and David Woods, Arts Captains Lucy Gleeson and Jordan Davis and Sports Captains Jaimee Nixon and Brock Larance. You have led the student body with commitment, tenacity, and passion and have not only made an impact on the whole school but have contributed well to the broader Dubbo community.

The success of our school is a reflection of our diverse student body, strong commitment of all our dedicated staff, enthusiastic support of the P&C and our valued parent body. It is has been through this collaborative approach that we have seen the true power of public education and how it can support the betterment of our community.

Marisha Blanco

Principal (Relieving)

### Message from the school community

As this year draws to an end, I would like to thank Principal (relieving) Marisha Blanco, Relieving Executive Principal Andrew Jones, and the Dubbo College Senior Campus administration staff, SRC and The College Captains for their invaluable assistance. During the year, this committee has been able to assist the College in enhancing our students learning capacity while at the same time supporting students to attend music, choir, band, scientific and sporting events intrastate and interstate to further their studies and sporting dreams while representing Dubbo College Senior Campus.

The below list out lines some of the assistance the committee has provided our students and college. In total financial assistance has been in the vicinity of \$32,000.00 (at time of printing):

1. Graduation Gowns, Caps and Sashes (year 12 students keep the sash as a memento).
2. Special Education Sensory Room improvements.
3. Year 12 Strive for Success days.
4. 12 new computers for RISE Room.
5. New uniforms for our Canteen Employees.
6. 2019 year 12 graduates with a donation of \$4200.00 towards the school magazine "Bindyite".

Members of the committee also assisted in being part of the selection panels for new teachers to our College. As president, I had the privilege in attending a number of College events at Senior Campus and other Dubbo locations.

These included:

Dubbo College Celebration of Sport 2019 and Year 12 Graduation Ceremony 2019

The committee welcomed three new members Libby Woods, Grant Fish and Rod Crowfoot. New members are always welcome even if for one meeting to have your say. Meetings are held 1st Monday of the month commencing at 6pm up stairs at the Macquarie Inn, excluding school & public holidays.

Your P&C Executive Committee Members are – Evette Ledsham (Vice president), Tracey Anderson (Vice president) and Maryanne Ramirez (Secretary).

Unfortunately, we have not had a treasurer for 18 months. If you wish to take on this role please come and we will welcome you with open arms.

Your P&C Committee Members are – Vanessa Gower, Leah Bayliss, Karen Dicker, Melinda Bass, Grant Fish, Libby Woods, Rod Crowfoot.

In closing I would like to thank my committee and I must also say a huge thank you to our Canteen Employees Kim Spittles (Canteen Manager) and her hard working staff for their assistance.

Chris Patrick (President DCSC P&C)

## 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

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	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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

### Improvement Measures

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.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

### Progress towards achieving improvement measures

**Process 1:** Curriculum and Learning: The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced with learning alliances with TAFE Western and South and Delroy Campus and University programs.

Evaluation	Funds Expended (Resources)
The expansion of curriculum offerings has supported the increase retention of students transitioning to Year 12. 131 students in Year 11 elected to study a TVET course and 19 SBAT students. The inclusion of RISE alternate pathway was successful in retaining 100% of students enrolled to study a HSC pattern of study with increased support.	Community Liason Officer Careers Teacher

**Process 2:** Personalised Learning: Ensure learning is data driven and based on formative assessment practices. Timely, targeted intervention and feedback for all students reflects best practice and student's access tailored support via continuity of learning for all students at transition points, extensions, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
Teacher use of data analysis skills has improved through systematic professional learning. Effective use of formative assessment data to then inform teaching, requires more support through strategic professional learning.	Professional Learning

**Process 3:** Student Wellbeing: Implement a whole school, evidenced based, integrated approach to student well-being in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Led by the Head Teacher Well-being an evaluation through a logic model was completed in executive regarding well-being initiatives. Through this evaluation the structure and the timing of the day each term will be modified to increase student attendance. Tell Them From Me data suggests	Funded HT position – HT Well-being

## Progress towards achieving improvement measures

improvements still required in developing students sense of belonging but positive data with bit advocacy at school, expectations for success and positive teacher–student relations above state average.

## 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.

#### 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 number of teachers accredited at Highly Accomplished and Lead Teacher professional standards.
- All staff engaged in a quality Performance and Development process.
- Increased number of teachers using LTS and AVID teaching strategies.

#### Progress towards achieving improvement measures

**Process 1:** Research Informed Teaching Practice: Draw on reputable research to develop and implement high quality professional learning to support best practice in teaching, through the Dubbo College Learning and Thinking Scope and AVID.

Evaluation	Funds Expended (Resources)
All staff PDP and lessons observations demonstrate consistent use of AVID strategies. Professional Learning evaluations demonstrate staff increase in confidence in the use of Cornell Notes.	Professional Learning

**Process 2:** Implementation of consistent teacher protocols, including feedback, LTS and AVID strategies; ensuring a whole school approach of the most effective evidence-based teaching methods to optimise learning progress for students, across all range abilities.

Evaluation	Funds Expended (Resources)
This has been successful with Professional Learning driven by data of feedback from staff. Cornell Notes was divided into elements to support the consistent use in classrooms. Data from Strive for Success Interviews with students and the Situational Analysis both indicate from staff, and students that Cornell Notes is being used consistently in classes.	Strive for Success Interviews Situational analysis Professional Learning

**Process 3:** All classrooms and other learning environments are well managed with a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Evaluation	Funds Expended (Resources)
Truancy procedures have been updated. However consistency in the implementation of the procedures is required. Classroom routines are now consistent in all classes to support high expectations in student engagement. This is evidenced by both TTFM data and data from students Strive for Success interviews. The phone policy was reviewed as it had the highest response indicated by students on what distracts them from study.	Community Liaison Officer Sentral messaging service



## 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 measurable 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 inform decisions.

Increased proportion of excelling elements when self-assessing against the School Excellence Framework.

Increased number of teachers accredited at higher levels of accreditation.

### Progress towards achieving improvement measures

**Process 1:** Educational Leadership: The leadership team establishes a professional learning community which is focused on continuous improvement in consistent teaching and learning and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease with a focus on Aboriginal students.

Evaluation	Funds Expended (Resources)
All executive staff have completed professional learning in Evaluation Essentials as well as Evaluative Thinking. Executive then completed a logic model on whole school programs. As a result, planning for 2020 was completed using effective evaluation processes to support whole school improvement.	CECE – professional learning resources HSC – RAP data SCOUT reports Sentral data Strive for Success Interviews

**Process 2:** Community and Engagement: The leadership team measures school community (parent and student) satisfaction and engagement and shares its analysis and actions in response to the findings with its community.

Evaluation	Funds Expended (Resources)
A formal evaluation of the Strive mentoring program was completed. The evaluation of the mentoring was positive with improvements in student HSC achievement with the average mark for HSC courses increasing as well well-being support. An area of improvement, is the selection of students for the program and greater synergy with the learning center. This will support learning center staff in their ability to mentor students and will also respond to parent feedback of wanting more students to be able to access the program. Parent and student feedback through Strive for Success Interviews demonstrated positive satisfaction with the school with 82% of students indicating high satisfaction in learning.	Two Strive mentor positions Community Liaison officer Strive for Success Interviews with Cronk Education

**Process 3:** Future focused pedagogy: The leadership team supports learning strategies that are consistently and expertly integrated into lessons by teachers providing a sustained culture of effective evidence based teaching.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

There was significant improvement in the consistent use of evidenced based teaching and learning strategies. Professional learning in AVID and cognitive load theory was integrated into meeting schedule for each term. To support this executive staff were coached on how to guide staff through how to use student work samples as evidence to plan instruction. Survey data including TTFM, Strive for Success parent and student responses and staff responses to the situational analysis demonstrate the consistent use of these strategies across all curriculum areas.

Professional Learning

Teacher Mentor

Situational analysis

Strive for Success Interviews

TTFM survey

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO Wages Clontarf Academy Girls Academy <b>Funding Sources:</b> • Aboriginal background loading (\$3 340 432.00)	The team was successful in supporting 73 Aboriginal student graduates in 2019. The role and effectiveness of the team is constantly reviewed. The outcome of the 2019 review was a need for integrated cultural awareness training for staff as well as a critical review of Equity programs to maximise Aboriginal student outcomes.
<b>Low level adjustment for disability</b>	3 x SLSO 0.6 LaST <b>Funding Sources:</b> • Low level adjustment for disability (\$101 669.00)	Disability provisions was effectively completed by increasing the LaST employment, SLSO positions were reviewed. There was success in retention of all students transition form year 11 to year 12 with the inclusion of the SLSO supporting the RISE classroom teacher. The effectiveness of the SLSO in RISE program supported the decision to continue funding an SLSO position to support this class in 2020.
<b>Socio-economic background</b>	Elevate Education Atomi Technology – laptops Textbooks AVID – Cornell notes and related teaching resources Live Stock feed <b>Funding Sources:</b> • Socio-economic background (\$189 429.79)	Student feedback on Elevate Seminars – over 90% responses indicate it was effective and useful in supporting study. To improve it is important that the strategies communicated to students are also it is embedded in classroom teaching and learning activities. All faculty areas have used Laptops purchased in the delivery of the courses and substantial use in the Library and learning center during study periods from data when student loan the resource. At the conclusion of 2019 Cornell Notes is now an integrated high impact teaching strategy used in all curriculum areas and has been supported with the Cornell notes booklets being produced onsite.
<b>Support for beginning teachers</b>	0.2 Mentor Professional Learning Reduced teaching load and release from face to face teaching	After reviewing the beginning teachers program, both staff felt the most supportive structure was the reduced teaching load and Professional Learning activities. Evaluation with the teacher mentor, both staff do not wish to continue the formal mentoring role. Continued support with class release as well as professional learning will continue in 2020.
<b>Community Involvement</b>	Community Engagement Officer Strive for Success Interview – Cronk Education Situational Analysis <b>Funding Sources:</b> • (\$29 000.00)	There was continued success in engaging parents with in Strive for Success interviews with over 80% of parents attending the four scheduled interviews in 2019. Survey information was used to then guide planning of the Strive for Success program in 2020. Unpacking the Task nights had less attendance and survey of parents regarding this was used to update the format for 2020 – reducing how often it occurs and communicating more general information regarding success in stage 6 assessments. The situational analysis did not provide clear effective data as there was a significantly less amount of parents and students interviewed.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	215	202	240	245
Girls	234	264	262	279

### Student attendance profile

School				
Year	2016	2017	2018	2019
10			98.1	
11	87.6	85.9	88.7	81.8
12	89.5	87	89.7	86.3
All Years	88.5	86.4	89.1	83.7
State DoE				
Year	2016	2017	2018	2019
10			86.1	
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89	89	87.1	87.5

### 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	N/A	0	2
Employment	N/A	0	36
TAFE entry	N/A	0	12
University Entry	N/A	0	37
Other	N/A	0	8
Unknown	N/A	0	5

### **Year 12 students undertaking vocational or trade training**

47.37% of Year 12 students at Dubbo College Senior Campus undertook vocational education and training in 2019.

### **Year 12 students attaining HSC or equivalent vocational education qualification**

94.8% of all Year 12 students at Dubbo College Senior Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	38.14
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.08
Other Positions	3

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	2,814,998
<b>Revenue</b>	10,203,002
Appropriation	9,598,373
Sale of Goods and Services	29,986
Grants and contributions	524,229
Investment income	25,802
Other revenue	24,612
<b>Expenses</b>	-9,708,296
Employee related	-8,227,270
Operating expenses	-1,481,026
<b>Surplus / deficit for the year</b>	494,706

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,209,371
<b>Equity Total</b>	669,867
Equity - Aboriginal	254,515
Equity - Socio-economic	232,951
Equity - Language	5,907
Equity - Disability	176,493
<b>Base Total</b>	5,739,919
Base - Per Capita	124,447
Base - Location	3,203
Base - Other	5,612,268
<b>Other Total</b>	1,776,537
<b>Grand Total</b>	9,395,693

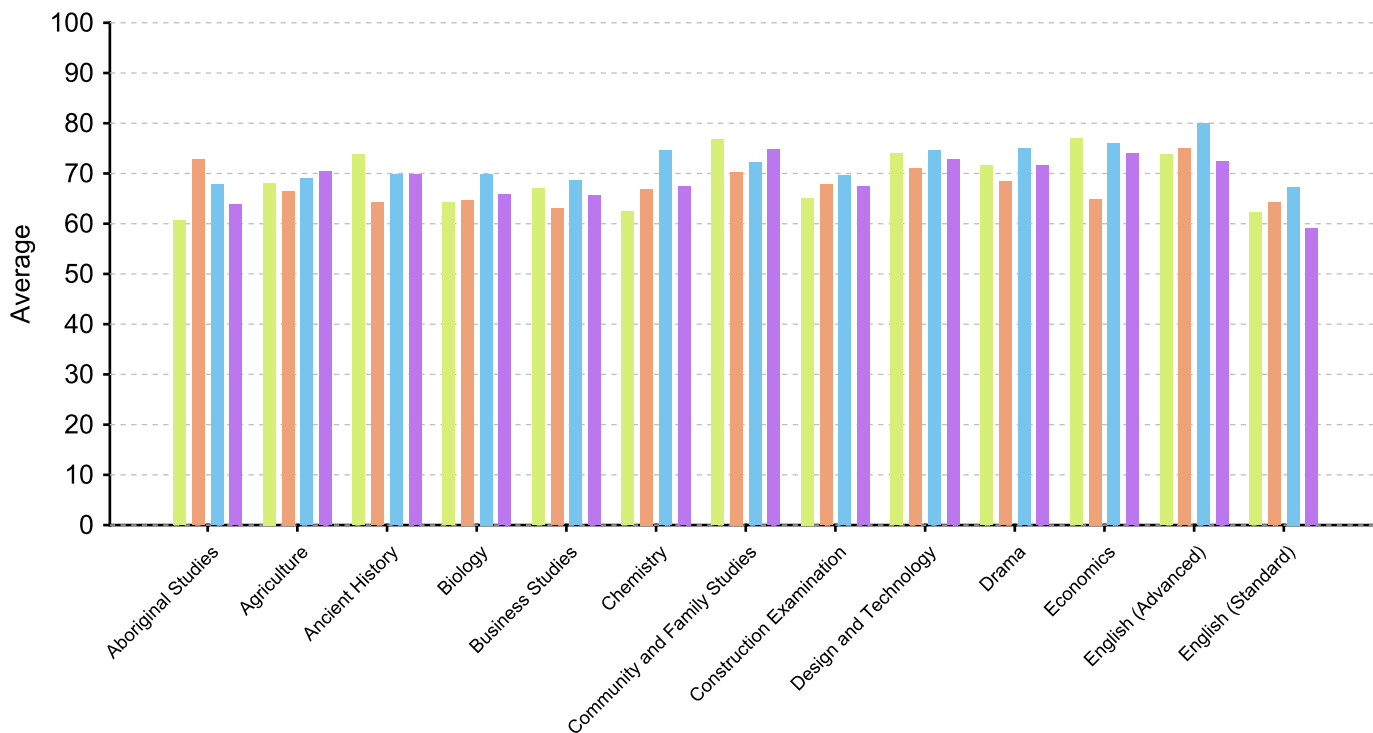
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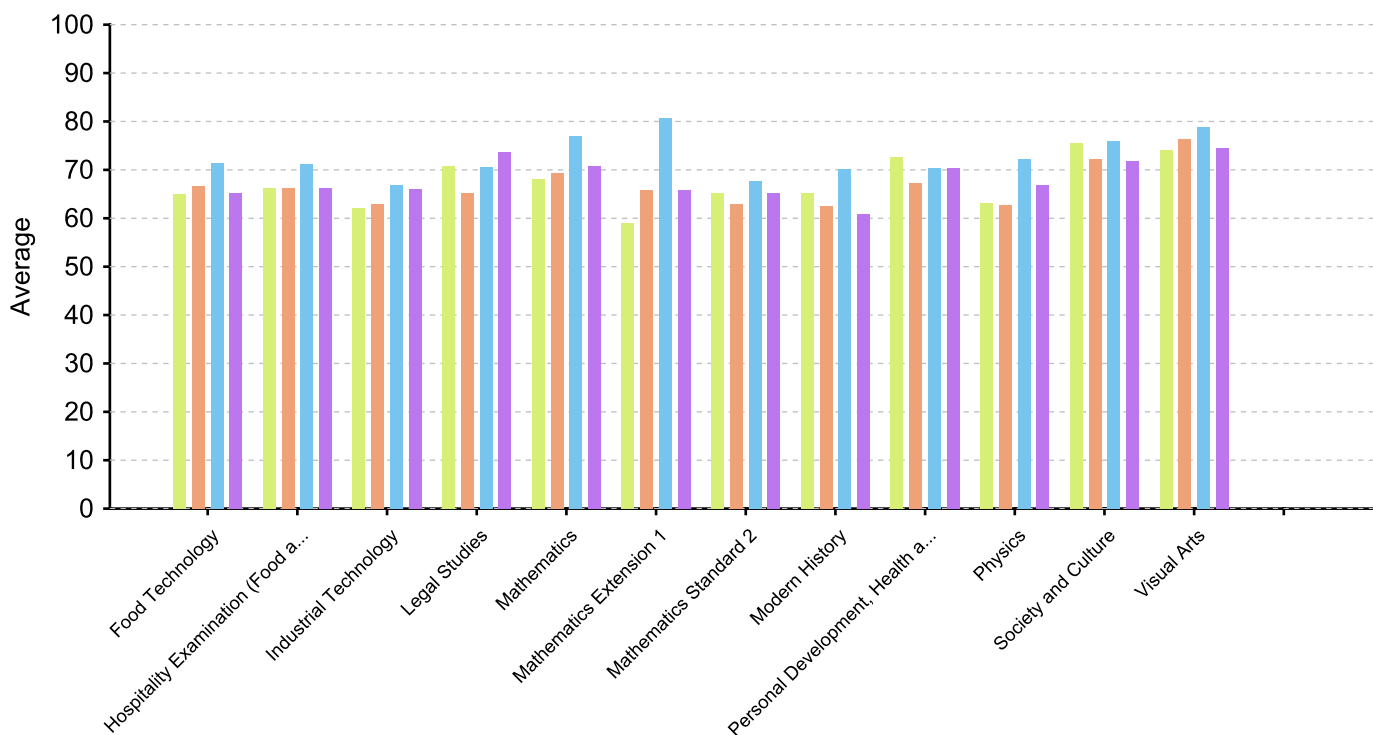
# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Aboriginal Studies	60.7	72.7	67.8	63.8
Agriculture	68.1	66.5	69.0	70.4
Ancient History	73.7	64.3	69.9	69.7
Biology	64.3	64.7	69.9	65.9
Business Studies	67.0	63.0	68.6	65.7
Chemistry	62.5	66.9	74.7	67.5
Community and Family Studies	76.7	70.3	72.2	74.7
Construction Examination	65.1	67.7	69.6	67.3
Design and Technology	73.9	71.1	74.5	72.7
Drama	71.6	68.3	75.0	71.5
Economics	76.9	64.9	75.9	74.0
English (Advanced)	73.8	75.0	80.0	72.3
English (Standard)	62.2	64.2	67.3	59.0
Food Technology	64.9	66.6	71.4	65.1
Hospitality Examination (Food and Beverage)	66.2	66.2	71.1	66.2
Industrial Technology	62.1	62.9	66.8	66.0
Legal Studies	70.7	65.3	70.6	73.6
Mathematics	68.1	69.3	76.9	70.7
Mathematics Extension 1	58.9	65.8	80.6	65.7
Mathematics Standard 2	65.2	62.9	67.7	65.2
Modern History	65.1	62.5	70.2	61.0
Personal Development, Health and Physical Education	72.6	67.3	70.5	70.3
Physics	63.2	62.7	72.1	66.9
Society and Culture	75.6	72.3	75.9	71.7
Visual Arts	74.1	76.5	78.8	74.4

## Parent/caregiver, student, teacher satisfaction

Parent and Students are surveyed through our Strive for Success program. This survey is completed twice by both Year 11 and Year 12 students and parents. Survey review existing programs within the school, effective teaching with classrooms as well general support. In 2019 feedback was overwhelmingly supportive. With comments including the 'school is giving students students every possibility to achieve. This sentiment was shared by many parents. Parent and student also communicated possible areas of improvement which was than auctioned by the school. this included availability of tutoring before school and across more subject areas and continuing to increase well being initiatives for students during their HSC year. Reports based on both parent and students are attached below. A situational Analysis was also completed in 2019. This did not include as many parents and students as the Strive for Success surveys and interviews so the data is less reliable. However, it did include surveys of staff. The consistent element was the College layer on top of Campus responsibilities. As a Senior Executive staff responses were reviewed to then strategically plan 2020 Professional Learning and school direction to ensure clarity and reduce consistent teacher protocols so it was more manageable and effective for teachers.

# 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.

## Koori Education Team

Student results 2019 HSC.

Aboriginal and Torres Strait Islander students comprised 30% of the Year 12 population.

Destination data:

At the time of composition we understood that of the 67 students that completed Year 12, 13% went to TAFE or a Private College, 42% went into employment, 16% sought employment via an apprenticeship or traineeship, 22% went to university including Gap Year students, 2% went into the defence forces and 5% unknown.

In 2019, Aboriginal students' average course marks increased around 8 marks. (Non-Aboriginal increase was around 5 marks.)

Thus, in 2019, there was some improvement, gap reduction and increased numbers of Aboriginal students who finished. If this continued to happen over the next few years, we could confidently say a trend is occurring.

## Reconciliation Artwork

To mark the beginning of Reconciliation Week, there was a formal gathering in the student quadrangle where a member of our Dubbo Local AECG, Ms Dina Moore, spoke about the importance of reconciliation and then a beautiful artwork depicting reconciliation was presented to her from the large body of students and staff present. A diverse range of students and staff had input into the artwork to represent us all coming together to make our futures harmonious and equitable.

## NAIDOC Assembly

Our NAIDOC Assembly was especially poignant where visitors attended our Assembly and gave an account of their experiences at Kinchela Boys' Home, outside Kempsey. This was very emotional and profound. Everyone came away with a clear understanding of Stolen Generations, abuse that occurred and the trauma that resulted that affected generations that followed. Strong positive feedback and comment meant it was a resounding success.

## Awards for students

A key role for the KET, is to assure that our students are appropriately recognised for their achievements. Accordingly, nominations were duly prepared for our local AECG Awards, Regional Wudhagararra Awards and State level Nanga Mai Awards. Notably, among many successful recipients, was Khan Barnes-Childs, who won a prestigious Nanga Mai award for Outstanding Achievement in Public Speaking. Congratulations to Khan who capably represented Aboriginal people and culture in the United States. Nanga Mai recognition also went to Brock Larance and Aunty Pat Doolan (P.S.M.) for their outstanding contributions to Cricket and dedication to AECG respectively. Kudos also to Zoe Provost who was awarded Wudhagararra Student of the Year. She is an aspirant into the medical field.

## Student Leadership

Amongst a variety of opportunities, Girls Academy, Clontarf and AEOs assist students to be prepared for being AECG school report speakers and representatives. Typically, a male and female student represent Dubbo College Senior Campus at these meetings.

## Community Representation

Our students participated in the NAIDOC Celebration with the Dubbo Koori Interagency Network (DKIN). These groups, in conjunction with Clontarf and Girls Academy, assist with social and leadership development, cultural and consultative guidance and advice to help with the balance of opportunity, engagement and attendance. Thanks to Girls Academy and Clontarf for their assistance with logistics for this important activity.

## Maranirra Project

Maranirra is still very active supporting students in culture and attending school with dignity and confidence so they can finish and receive their HSC. This would typically mean assistance with uniform, food, stationary, subsidising educational opportunities and equipment. Supporting Aboriginal and Torres Strait Islander culture in awareness, learning and how it is evident through our school is also important.

The key area of Maranirra funding goes to support students in their learning through tutors and mentorship. This is essential in helping overcome any barriers to the HSC that arise.

## 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.

## Girl's Academy

Girl's Academy has had a great year thus far. The girls have had many opportunities to attend a variety of activities and events including the Birrang driving program which led to 4 of our girls gaining their Learners permit and 1 successfully gain her Provisional license. We have also been involved in Community events with the TAFE Western and the Opportunity Hub holding a "Girls Day Out", which was held at the Taronga Western Plains zoo. The girls were given the opportunity to speak with a variety of outside agencies and also enjoy many activities with the junior Academies. Senior Girls Academy staff also organised an Aboriginal dance group from Senior and South Campus along with uniting dancers Adam and Jamie for Woolworths Orana Mall NAIDOC celebrations. The morning was a huge success with positive feedback from the community and Orana Mall staff. The girls have also been involved in volunteering at Cinema Under the stars, International Women's Day, where we held a luncheon for all female staff members at Senior. The girls shining bright brunch, where 30 girls with excellent attendance above 85% were invited as a reward for their dedication to school.

During the July school holidays Girls Academy marked NAIDOC week with the Year 12 summit held in Sydney. This was a gathering of 180 Aboriginal and Torres Strait Islander girls come together for a life changing experience. During the week the girls listened to many inspirational Aboriginal women and their journeys, attended a variety of workshops showcasing Healthy Body Healthy Minds, Cultural activity with the Tribal Warrior cruise and Barangaroo tour. The girls also attended an amazing career expo held at Carriage works in Redfern, where they got to explore many study and career paths post school. The girls got to celebrate their hard work and dedication to their schooling with a Gala dinner held at Doltone House in Hyde Park. This was a very special occasion for the girls with all of them receiving recognition for their success in completing their schooling. The final day was marked with a fun activity at Sky peaks high ropes course and Palm Beach to see where Home and Away is filmed. At the completion of the day we all met up at Sydney Opera House to watch a performance from Bangarra Dance Theatre.

We currently have 28 Year 12 students in the Academy who have just completed their HSC trials and are now on the final countdown to completing 13 years of school life. We would like to wish each one of you good luck with your upcoming HSC and all the success in your future endeavours.

## Clontarf Academy

The Clontarf Foundation has been operating in Dubbo at the Senior Campus since 2015 and exists to improve the

education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate meaningfully in society.

This year saw 32 Indigenous male students graduate completing their HSC studies. All graduates have completed an employment plan with the majority having a clear idea what career pathway they want to undertake and a plan to get there. Further to this all graduating students will be supported to secure employment or further education positions by our Employment Officer who engages with the men and provides support until graduates become comfortable with their new jobs and surroundings.

This year the Dubbo Senior Academy took a lead role in health hosting individual health checks at school. Managing one's own health is an important life skill covering a range of specialists that spoke and observed the boys. Over the two days we were able to get 98% of our students checked.

The Dubbo Senior Clontarf Academy also hosted the Western Region Employment Forum which took place at the DRTCC. It brought Year 12 students from across the region together to learn about various employment pathways which exist post school. As part of this event there were a total of 16 careers presenters that spoke to the students in small groups providing information about a range of employment opportunities that they offer allowing the students to ask questions and get to know potential employers. This employment focus has also seen Clontarf run three employment site visits per term encouraging our students to participate in face to face industry site visits where they get hands on experience about various industries to help shape students future employment pathways.

Dubbo College Senior Clontarf actively engages and runs continual programs with our Junior Academy South and Delroy students. We encourage leadership within our programme and try to instil the Senior Students to display this to the junior fellas. This enables the junior students to have student role models as well as something to aspire towards. Through this process we have also engaged with the year 10 students ensuring the transition process to the Senior Campus is as smooth as possible next year.

This year we have had a focus on community participation with our students representing Clontarf and Dubbo College within the community engaging in the following activities; AECG presentations, Clean up Australia Day, Mud Run support, ANZAC Day Dawn Service and March, NAIDOC activities, Dubbo Stampede support, Dubbo Fun Run support, Wambangalang Garden support, Disability League Tag event support, Dubbo Lantern Parade support, R U OK activities, White Ribbon 12hour Bike Ride awareness and Walk a Mile in Her Shoes awareness. These activities assist the students to develop positive relationships within the public while giving back to community that supports them.

Each term our academy has been able to provide an important school-engagement mechanism and take various students who continue to work at school and embrace the objectives of the Foundation away on camp. During these trips we have engaged in a diverse range of activities targeting improving self-esteem, confidence, education, leadership, employment, healthy lifestyles, life skills, culture and sport. Our top camps this year has been our:

Leadership summit Held in Sydney, we brought all year 12 Clontarf students from across the state together for a range of seminars highlighting the importance of completing year 12 and taking the most of your opportunities. Reengagement mentor camp We took several students to the Warrumbungle National Park who weren't achieving the benchmark attendance or school engagement requirements and support these students with their wellbeing and other concerns to encourage positive change. University tour camp We visited a variety of universities in Wollongong, Sydney and Newcastle exploring higher education opportunities and supporting students with early entry applications.

Partnership camp Held in Palm Beach, the top year 11 students who have activity engaged in the programme had the opportunity to stay in a waterfront house and explore the headland for a week while interacting with various corporate partners.

Year 12 major camp We took a trip to Perth this year to visit our head office where the programme originated two decades ago with students engaging in various recreation activities as well as engaging in partnership, community and leadership events.

2019 has been a great year for Dubbo Senior Clontarf Academy with expected growth to increase next year increasing the number of Indigenous students staying at school and completing HSC studies.

## Other School Programs (optional)

### Strive For Success Program

Strive For Success is a whole school initiative which promotes educational advancement and achievement for all students through a range of activities such as;

- The teaching of study skills in Elevate Education Study Seminars. These seminars were held in Term 1 and Term 3 of 2019 and gave students access to a plethora of practical, evidence based study tips relating to goal setting

- and self-belief; time management; how and when to study; and exam preparation and techniques.
- Parent/carer and student 'Strive for Success' interviews which were held in alternating terms for Year 11 and Year 12 students
- The Strive for Success Mentoring Program.

In 2019, the Strive for Success Mentoring program has seen Mrs Melissa Harris and Mr Clinton Hoy support sixty two year 11 and year 12 students with striving to reach their full academic potential through regular check-in meetings. At these check-in meetings students have set academic goals and developed strategies to achieve these goals and have received individualised advice relating to study techniques and organisational skills needed to complete assessment tasks and prepare for exams. In addition students were encouraged to access the outstanding range of educational opportunities offered by their teachers at DCSC. The Strive for Success Mentoring students are to be congratulated on their dedication and commitment to their academic studies throughout 2019!

The "Strive Study Room", in H Block, was also established during 2019 – a room for all students to complete silent, independent study as requested from students. This room also has a *student study resource hub* where students can access a range of planners, writing booklets and study tips to help with study. It has been fantastic to see students using their time effectively and completing independent study in the Strive Room!

## **CAREERS Program**

This year the Careers Team has comprised Caroline Watts, Vicki Kenyon, Renae Justice, Kimberley Forrester and Ian Smith. The Careers Team work across the 3 College sites.

The mission for the Careers Team is to provide "every student with the opportunity to develop their own career pathway". In practical terms, the Careers Team provides many opportunities for students to gain the knowledge and understanding necessary to make informed choices about their future careers options.

Work experience is available throughout the year for all interested Year 11 and Year 12 students as well as providing support through individual careers counselling sessions and career aspiration activities.

Some examples of the events include:

### Careers Information Day

Year 11 and 12 students from the Senior Campus and the Western Region were invited to attend. The University Admissions Centre (UAC) also delivered a workshop on the Higher School Certificate and the Australian Tertiary Admissions Rank (ATAR).

Tertiary Intentions from all over the state, as well as employment agencies and private colleges and local employers came to the Senior Campus hall to speak to students directly about employment options, courses on offer, alternate entry options, scholarships and accommodation.

### First Impressions Workshop

We all know that you only get one chance to make a good first impression. This workshop was aimed at young women and the skills they need to make a good first impression in the workplace including job interview techniques with representatives from the local business community, make up for the workplace and personal presentation.

### Maybe Medicine

Students interested in a career in Medicine attended a one day workshop held at the School of Rural Health. They were able to listen to experienced and doctors in training about their pathways into Medicine and the skills required to be successful in this field.

### Industry Visits

Students are given many opportunities to participate in industry visits. One such visit was to the Housing Industry of Australia (HIA) Careers Market held in Dubbo. The market was focusing on career opportunities in the housing market. Pictured are the English Studies class which attended the event.