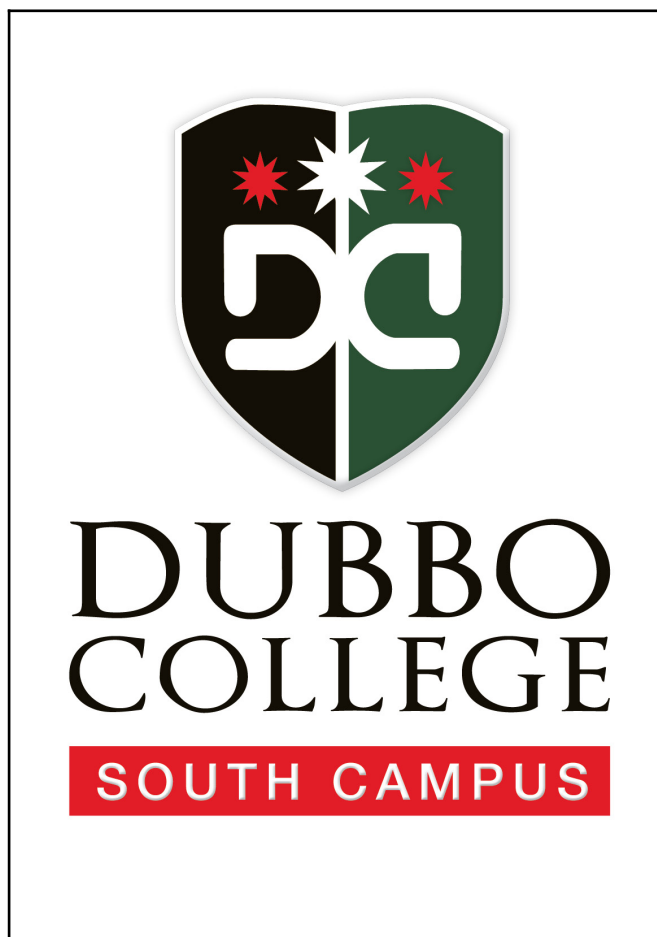


Dubbo College South Campus

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Dubbo College South 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 South Campus

Boundary Rd

Dubbo, 2830

www.dubbosouth-h.schools.nsw.edu.au

dubbosouth-h.school@det.nsw.edu.au

6882 3744

School background

School vision statement

That Dubbo College provides a world class secondary education for the 21st Century.

Our key focuses are on improving the academic achievement of all students across all years and embedding, across all Key Learning Areas, literacy and numeracy strategies based on evidence from NAPLAN. All teaching and learning programs show evidence of adjustments for learning, 8 ways of Aboriginal pedagogy and Aboriginal cultural perspectives. Another key area is developing the holistic well-being of each students through a strong Positive Behaviour for Learning program, a focus on developing core values that will allow students to become productive and positive contributors to their community and who care about others. A comprehensive learning and support program operates and staff focus on ensuring all students are known, cared for and valued. Staff professional learning in Advancement via Individual Learning (AVID) focuses on 21st century learning skills such as collaboration, creatively, communication, critical thinking and problem solving is a key strategy as part of the Best and Brightest program.

School context

Dubbo College South Campus was founded in 1965 and at the time was called Dubbo South High School. It was located in a church hall near Dubbo Public School. In 1967 the school was moved into South Dubbo and in 1969 the first year 12 students completed their Higher School Certificate. In 2001 DSHS became part of the newly constituted Dubbo College catering to years 7 to 9 and then in 2010 the campus increased its clientele to include year 10.

Dubbo College South Campus is part of Dubbo College, a three campus collegiate enrolling approximately 1750 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 whilst valuing citizenship and contribution to the community. South Campus is one of two junior campuses enrolling approximately 723 students in Years 7, 8, 9 and 10 with 33.9% of students identifying as Aboriginal.

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

Strategic Direction 1

Excellence in Learning

Purpose

Students are successful learners, leaders, productive citizens and positive contributors to society.

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 well-being of all students.

Improvement Measures

All programs meet the learning needs of all students

Increased number of students with high value added results

Increased proportion of students, both Aboriginal and non-aboriginal, in the top two NAPLAN and NESA bands.

Improved levels of student well-being 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, trainee-ship or full time work.

Overall summary of progress

Significant progress has been made towards a majority of Year 10 students successfully transitioning to Year 11 , work or further education and training..

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver Quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set, evaluate and achieve their learning goals through the Dubbo College Learning and Thinking Scope

Evaluation	Funds Expended (Resources)
Comparison of referral data for student engagement in learning Plan for 2020 Budget for 2020	HT TAS HT CAPA HT Science TSO Faculty Budgets (\$15 000.00) Technology credits (\$10 000.00)

Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums. 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 maximised outcomes.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Collation of year 6–7 data on student learning levels	LAST Special Ed HT Wellbeing DP Support CRT Year Advisors Primary Partner Schools
Collation of year 10–11 data on student learning level	
Increased Retention of student to year 11	
Decrease in Behaviour incidents on Sentral for year 6–7	
Destination Data for year 10 students to SC/ TAFE or work	
Review of Transition by parents, students, teachers	

Process 3: Student Wellbeing

Implement a whole school, evidenced based, integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Review of all LAST process and collection of NCCD undertaken to inform planning for 2020.	Deputy Principal Learning and Wellbeing funded from Term 3 2019.

Strategic Direction 2

Excellence in Teaching

Purpose

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

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: Collaborative Practice

Working together through planning and refining to develop a progression of learning as well as working towards internal and external assessment.

Evaluation	Funds Expended (Resources)
Teams have been operating well. No work completed in terms of assessment and reporting.	

Process 2: 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

Evaluation	Funds Expended (Resources)
Three year project on the Thinking Learning Scope completed as delivered through Staff Development Days and College KLA meetings	

Process 3: Evaluative Practice

Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Not completed	

Strategic Direction 3

Excellence in Leading

Purpose

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

Our purpose is to create a culture of high expectations build stronger 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.and making whole school improvement.

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: Futures Focussed Pedgogy

Technology that supports learning is available and expertly integrated into lessons by teachers.
Administrative staff are expert users of available technology and systems.

Evaluation	Funds Expended (Resources)
Teams developed to deliver Professional Learning to staff in relation to online learning platforms. BYOD to be implemented to a greater level in 2020. Technology upgrade planned for 2020.	

Process 2: Community and Engagement

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation	Funds Expended (Resources)
TTFM surveys completed to be incorporated into 2020 planning.	

Process 3: Educational Leadership

The leadership team maintains a focus on a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease with a focus on Aboriginal Education.

Evaluation	Funds Expended (Resources)
Not completed	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Engagement of Clontarf and Girls Academy Employment of Indigenous SLSO	Clontarf and Girls Academy continue to strongly support Indigenous students and significant days incorporated into school culture and events
Socio-economic background	Literacy and Numeracy online programs Technology	P3 reviewed and will be changed moving into 2020 Clontarf and Girls Academy to continue

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	377	378	379	407
Girls	355	322	315	346

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92	90.4	89.8	89
8	87.8	88.1	87.9	84.7
9	87.9	84.1	83.2	80.7
10	84.8	85.2	80.4	79.5
All Years	88	86.9	85.3	83.5
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	N/A	N/A	N/A
Employment	8	N/A	N/A
TAFE entry	4	N/A	N/A
University Entry	N/A	N/A	N/A
Other	2	N/A	N/A
Unknown	6	N/A	N/A

Year 12 students undertaking vocational or trade training

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.3
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.28
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	1,055,423
Revenue	11,022,360
Appropriation	10,596,914
Sale of Goods and Services	254,661
Grants and contributions	166,614
Investment income	4,071
Other revenue	100
Expenses	-10,495,241
Employee related	-9,193,804
Operating expenses	-1,301,438
Surplus / deficit for the year	527,118

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	2,057,809
Equity Total	1,280,133
Equity - Aboriginal	449,949
Equity - Socio-economic	357,405
Equity - Language	11,074
Equity - Disability	461,706
Base Total	6,010,528
Base - Per Capita	176,561
Base - Location	3,989
Base - Other	5,829,978
Other Total	779,759
Grand Total	10,128,229

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are represented in the results from the Tell Them from Me survey. The link to the results is: [http://www.dubbocollm.schools.nsw.edu.au/south campus](http://www.dubbocollm.schools.nsw.edu.au/south%20campus)

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.