2020 Annual Report

Dubbo College Senior Campus

DUBBO
COLLEGE
SENIOR CAMPUS
Bright futures

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Introduction

The Annual Report for 2020 is provided to the community of Dubbo College Senior Campus as an account of the school's operations and achievements throughout the year.

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

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School vision

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 550 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

Self-assessment using the School Excellence Framework

Elements	2020 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	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)
During transition week there were fewer changes in terms of student subject choices, compared to the last four years. This demonstrates that despite the difficulties arising from COVID, students and parents were well informed and guided in student subject selections.	Careers staff Community liaison officer

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)
Consistent use of formative assessment structures has been improved with all curriculum areas implementing formative assessment protocols for assessment task 1 HSC 2021 in Term 4. Formative assessment will continue as a focus in 2021.	Professional Learning delivered by staff on site

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)
A partnership with St Mary's Senior Campus was initiated and through this link DCSC gained access to various resources and structures to mentor students. All students selected a preference for mentoring and staff agreed to the implementation of a mentoring program for 2021. Staff completed PL to support their facilitation of the program.	development of mentoring resources and structures - planning as part of the executive. Resources 600 mentoring booklets.

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 lesson 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)
Professional Learning evaluation data and feedback from staff indicate successful implementation of these initiatives. The Cornell Notes program was divided into elements supporting consistent use in classrooms. Staff were supported in improving practice in the preparation of summaries. Data from Strive for Success Interviews and Professional Learning exit tickets completed by staff and students indicate that the Cornell Notes program is being used consistently in classes but requires further refinement particularly in the use of summaries and Costa's Levels of Questioning.	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)
Behaviour management procedures have been updated to include restrictions on the use of electronic devices. Consistency in the implementation of the procedures is required. TTFM data and students' Strive for Success interviews indicate classroom routines are now consistently applied in all classes. Emphasis is on high expectations of student engagement.	Professional Learning

Strategic Direction 3

Excellence in Leading

Purpose

Passionate and skilled leaders who model instructional leadership support lifelong learning. Our purpose is to create a culture of high expectations and community engagement resulting in sustained and measureable whole school improvement. Within this, we are particularly focused on using research, evidenced based strategies and innovative thinking in designing and implementing our school plan.

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)
The inception of professional learning communities, including the AVID site team, has effectively embedded structures supporting the capacity of staff to lead professional learning. Professional learning was integrated into faculty meetings to support specific curriculum needs. The executive team completed the BTS Spark professional learning program in the use of coaching to support leadership development across the school.	BTS Spark Professional Learning Head Teacher Teaching and Learning

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)
Due to COVID 19 restrictions and guidelines for school operation, community events were limited. Careful planning and implementation allowed for community events to be conducted in Term 4. These included Strive for Success interviews for both the 2020 Year 12 and 2021 Year 12 cohorts. A partnership with Dubbo Regional Council (DRC) was established to support student transition into local employment. The Year 12 Graduation Ceremony in 2020 involved collaboration between DRC and DCSC to ensure the event complied with Covid 19 guidelines and allowed parents to attend the Ceremony and share in the formal celebration of their students' achievements.	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)
There was a significant improvement in the consistent use of evidenced based teaching and learning strategies. Professional learning in the use of applications for online learning including Zoom, Screencastify and Google Classroom improved the skills and confidence of all classroom in their use of	Professional Learning Teacher Mentor

Progress towards achieving improvement measures	
these media. AVID and explicit teaching strategies were integrated into the professional meeting schedule for each term. Survey data including TTFM and Strive for Success parent and student responses indicated the consistent use of these strategies across all curriculum areas.	Situational analysis Strive for Success Interviews TTFM survey

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AEO Wages Clontarf Academy Girls Academy **Funding Sources:** • Aboriginal background loading ($328 236.00)	The team was successful in supporting 73 Aboriginal student graduates in 2020. The role and effectiveness of the team is constantly reviewed. Outcomes of the 2020 review included the implementation of integrated cultural awareness training for staff as well as refinement of Equity programs supporting the maximisation of Aboriginal student outcomes.
Low level adjustment for disability	2 x SLSO 0.6 LaST **Funding Sources:** • Low level adjustment for disability ($174 220.00)	Disability provisions and adjustments were enhanced by increasing the LaST allocation. SLSO positions were reviewed. DCSC succeeded in retaining all students transitioning from Year 11 to Year 12. Additional SLSO resources were applied to the RISE program. Evaluation of the RISE program has led to continued funding of an SLSO position to support the RISE class in 2021.
Socio-economic background	Elevate Education Atomi Technology - laptops Textbooks AVID - Cornell notes and related teaching resources **Funding Sources:** • Socio-economic background ($235 363.00)	The RISE Elevate Seminars - 90% of students' evaluation responses indicated the RISE Elevate Seminars were effective and useful in supporting students' study programs. Teachers will also need to embed study strategies in classroom teaching and learning activities. All faculties have used laptop computers in the delivery of courses. Laptop computers have also been used by students in the Library and Learning Centre during study periods. Cornell Notes is now an integrated high impact teaching strategy used in all curriculum areas and has been supported through the use of Cornell Notes booklets produced by DCSC .
Support for beginning teachers	o.2 Mentor Professional Learning Reduced teaching load and release from face to face teaching **Funding Sources:** • Support for beginning teachers ($18 856.00)	Funded reduction in the beginning teacher's allocation of teaching periods in the first year of teaching has complemented professional learning provided to support this teacher's induction into the profession. Supervisor and beginning teacher have both acknowledged and endorsed the value of the program.
Community Involvement	Community Engagement Officer Strive for Success Interview - Cronk Education **Funding Sources:** • Socio-economic background ($31 680.00) • Socio-economic background ($51 657.51)	Over 80% of parents attending the four scheduled interviews in 2020 Strive for Success program. Survey responses guided planning of the Strive for Success program in 2021. Unpacking the Task nights were less well attended and survey responses from parents were used to modify the format for 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	202	240	245	262
Girls	264	262	279	295

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
10		98.1		
11	85.9	88.7	81.8	88.7
12	87	89.7	86.3	89
All Years	86.4	89.1	83.7	88.9
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
10		86.1		
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89	87.1	87.5	89.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	1
Employment	N/A	0	49
TAFE entry	N/A	0	12
University Entry	N/A	0	27
Other	N/A	0	11
Unknown	N/A	0	0

Year 12 students undertaking vocational or trade training

58.59% of Year 12 students at Dubbo College Senior Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

94.6% of all Year 12 students at Dubbo College Senior Campus expected to complete Year 12 in 2020 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)	9
Classroom Teacher(s)	38.81
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	3,309,705
Revenue	10,542,433
Appropriation	10,055,905
Sale of Goods and Services	10,576
Grants and contributions	446,584
Investment income	8,631
Other revenue	20,737
Expenses	-10,348,370
Employee related	-8,980,578
Operating expenses	-1,367,792
Surplus / deficit for the year	194,063
Closing Balance	3,503,768

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.

	2020 **Approved SBA** ($)
Targeted Total	114,857
Equity Total	748,030
Equity - Aboriginal	328,236
Equity - Socio-economic	235,363
Equity - Language	10,211
Equity - Disability	174,220
Base Total	7,191,143
Base - Per Capita	131,585
Base - Location	2,883
Base - Other	7,056,676
Other Total	1,911,913
Grand Total	9,965,944

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.
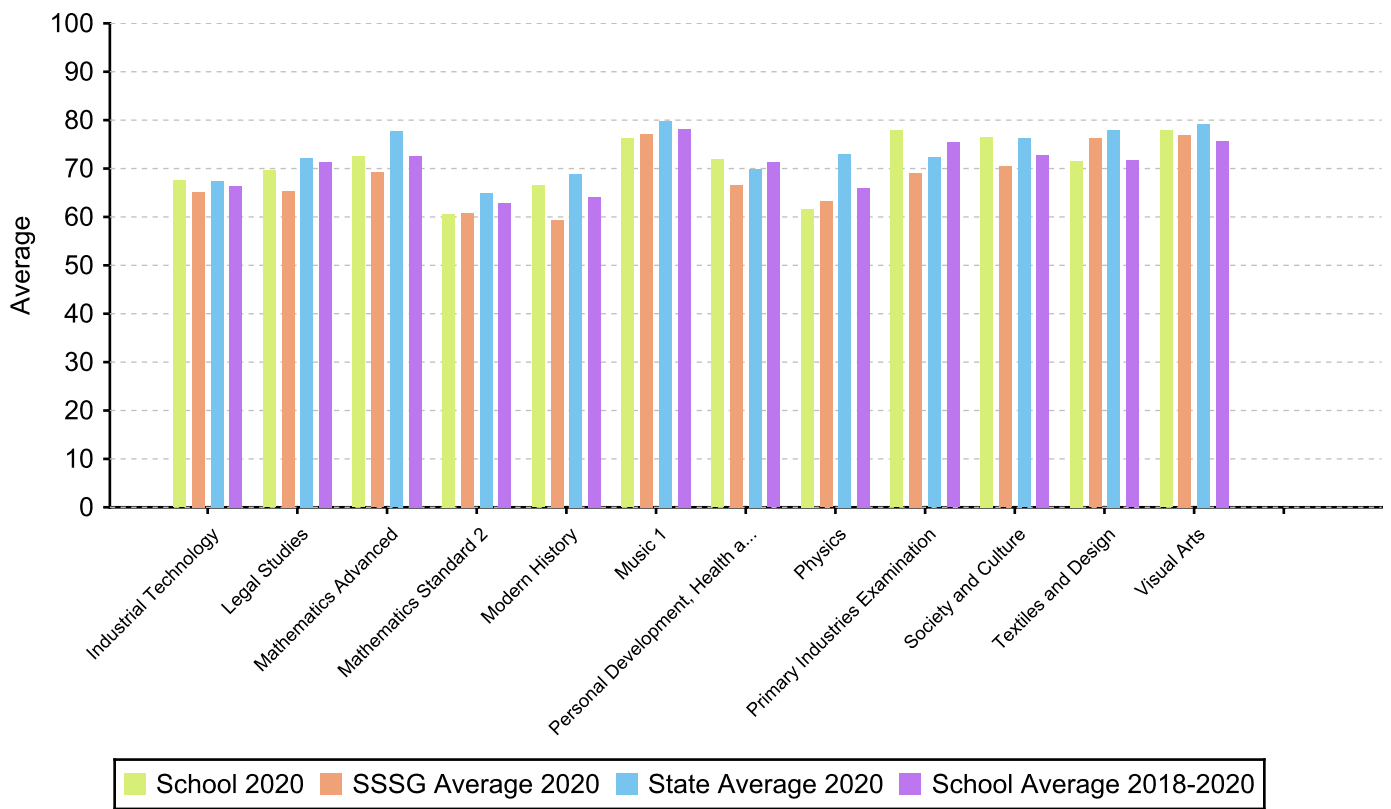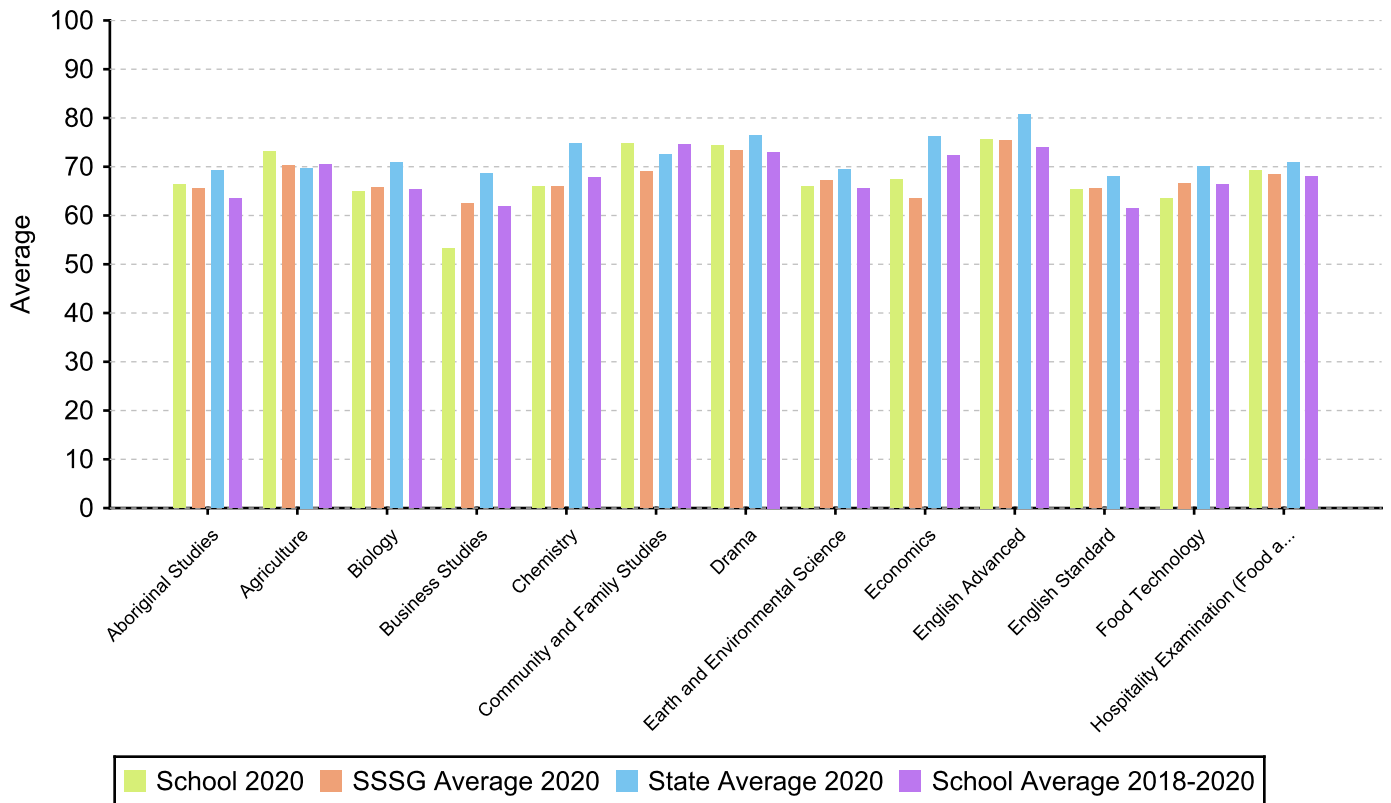
Subject	School 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	66.4	65.5	69.3	63.4
Agriculture	73.1	70.2	69.7	70.4
Biology	64.9	65.7	70.8	65.3
Business Studies	53.3	62.5	68.6	61.9
Chemistry	66.0	65.9	74.8	67.8
Community and Family Studies	74.7	69.1	72.4	74.6
Drama	74.4	73.4	76.4	73.0
Earth and Environmental Science	65.9	67.2	69.5	65.6
Economics	67.4	63.5	76.1	72.4
English Advanced	75.7	75.4	80.8	73.9
English Standard	65.4	65.5	68.1	61.5
Food Technology	63.6	66.7	70.2	66.4
Hospitality Examination (Food and Beverage)	69.2	68.4	70.8	68.1
Industrial Technology	67.5	65.2	67.5	66.4
Legal Studies	69.6	65.3	72.1	71.3
Mathematics Advanced	72.5	69.2	77.7	72.5
Mathematics Standard 2	60.6	60.9	64.9	62.8
Modern History	66.5	59.4	68.9	64.1
Music 1	76.2	77.1	79.8	78.2
Personal Development, Health and Physical Education	71.9	66.6	69.9	71.2
Physics	61.6	63.2	73.0	65.9
Primary Industries Examination	77.9	69.1	72.3	75.4
Society and Culture	76.5	70.4	76.2	72.8
Textiles and Design	71.6	76.2	77.9	71.6
Visual Arts	77.9	77.0	79.2	75.7

Parent/caregiver, student, teacher satisfaction

Parents and students are surveyed through the Strive for Success program. This survey is completed twice each year by both Year 11 and Year 12 students and parents. The survey reviews existing programs within the school, the effectiveness of teaching in classrooms as well as general support. In 2020 survey responses were overwhelmingly supportive. Comments included, "It's a brilliant learning environment," and "The opportunities here are amazing". Similar sentiment was expressed in many responses from parents. Parents and students also communicated possible areas for improvement and DCSC has taken action in response to issues raised, in particular the implementation of mentoring in 2021 and strengthening of wellbeing initiatives supporting students in their final HSC year.

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.