

# 2020 Annual Report

## Dubbo College South Campus



DUBBO  
COLLEGE

SOUTH CAMPUS

8417

# Introduction

The Annual Report for 2020 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

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## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 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	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.

### 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)
The Thinking Learning Scope curriculum and learning model professional learning did not continue in 2020.	

#### 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)
Collation of year 6-7 data on student learning levels	
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

## Progress towards achieving improvement measures

### Process 3:

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.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Development of processes with the support of Student Services	
Implementation of improved LAST referral processes	

## 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 and are aligned to the school plan. Work being completed on Situational Analysis for 2021.	

#### 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.	
RAG Program	

#### 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
<b>Aboriginal background loading</b>	\$300000	Clontarf and Girls Academy continue to strongly support Indigenous students and significant days incorporated into school culture and events
<b>Socio-economic background</b>	\$250000	Year 7 curriculum structures and classrooms transformed for 2021

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	378	379	407	439
Girls	322	315	346	320

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.4	89.8	89	92.1
8	88.1	87.9	84.7	88.6
9	84.1	83.2	80.7	84.8
10	85.2	80.4	79.5	85.7
All Years	86.9	85.3	83.5	88.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

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	10	N/A	N/A
Employment	8	N/A	N/A
TAFE entry	6	N/A	N/A
University Entry	0	N/A	N/A
Other	0	N/A	N/A
Unknown	2	N/A	N/A

## Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Dubbo College South Campus undertook vocational education and training in 2020.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.68
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,582,541
<b>Revenue</b>	11,812,329
Appropriation	11,592,909
Sale of Goods and Services	169,522
Grants and contributions	48,342
Investment income	1,355
Other revenue	200
<b>Expenses</b>	-11,396,832
Employee related	-9,583,854
Operating expenses	-1,812,978
<b>Surplus / deficit for the year</b>	415,497
<b>Closing Balance</b>	1,998,039

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	247,961
<b>Equity Total</b>	1,380,658
Equity - Aboriginal	486,749
Equity - Socio-economic	408,816
Equity - Language	20,334
Equity - Disability	464,758
<b>Base Total</b>	8,629,517
Base - Per Capita	196,405
Base - Location	3,590
Base - Other	8,429,521
<b>Other Total</b>	735,656
<b>Grand Total</b>	10,993,791

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.

## 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

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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

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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

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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.