

# 2021 Annual Report

## Dubbo College Senior Campus



DUBBO  
COLLEGE

SENIOR CAMPUS

*Bright futures*

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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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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

## School vision

At Dubbo College Senior Campus, we are committed to creating an inclusive and supportive learning environment that nurtures high expectations and is centred on the school's values of respect, integrity of practice, striving for personal bests and providing equity for all students. Staff work collaboratively using explicit teaching pedagogy to develop literacy and numeracy skills to support lifelong learning and future leaders. Staff, students and community will strive to achieve excellence and prepare students for the transition to post-school success. This is reflective of community aspirations driving future goals to build bright futures.

## School context

Dubbo College Senior Campus (DCSC) delivers a wide range of Stage 6 courses examined or assessed for the Higher School Certificate and is a part of Dubbo College, a three-campus collegiate. Dubbo College provides secondary education services to more than 1800 students from Dubbo and surrounding communities.

Since 2016 student enrolment at DCSC has increased each year and is currently 589. 32% of students identify as having an Aboriginal or Torres Strait Islander (ATSI) background. Approximately 8% of enrolments require English an additional language or dialect (EAL/D) support. There are five classes in the Support Unit.

DCSC provides a broad range of curriculum offerings comprising 40 New South Wales Education Standards Authority (NESA) courses, seven school-delivered Vocational Education and Training (T-VET) courses and seven TAFE delivered Vocational Education and Training (e-VET) courses. Teaching staff engage in regular professional learning so high impact evidence-based teaching strategies are embedded in all course programs.

High expectations for students and support for them to develop capabilities as independent self-motivated learners are central to all DCSC programs and activities. A broad and challenging curriculum at DCSC provides students with choice and access designed to unleash the learning potential in all.

Transition from school to employment or post-school education and training is a key focus in the curriculum and is supported through the Strive for Success program. Negotiated, individualised goals combined with effective careers coaching are key components of this program. The DCSC Careers program provides multi-faceted and individualised support for students to navigate post-school options and pathways and set goals that are both aspirational and achievable.

DCSC focuses on maximising students' achievement in the Higher School Certificate and ensures that each is known, valued and cared for. Wellbeing and the Strive for Success program serve as foundational elements to academic and vocational learning programs and courses. Comprehensive programs for Aboriginal students have been implemented and funded to provide individualised monitoring of student attainment and the provision of targeted support to maximise student outcomes.

Students are also provided with opportunities to participate and excel in a range of curriculum enrichment pursuits that include student leadership opportunities, creative and performing arts activities and sport.

DCSC has developed and sustained links and partnerships with the Dubbo Regional Council, Charles Sturt University, community groups, local support agencies and services as well as local industries to provide the widest possible range of learning and personal development opportunities for students enrolled. Broadening the post-school horizons of students is implicit in all DCSC programs and activities for students.

Regular consultation with the DCSC Parents & Citizens Association and Aboriginal Education Consultative Group (AECG) continues to underpin DCSC operations and development which is aligned to the needs and interests of students. Whole DCSC community engagement and consultation involving students, staff, parents, and the AECG has informed a comprehensive situational analysis for DCSC. Key development priorities emerging from this situational analysis include continued development of effective classroom practice through explicit teaching, a planned approach to wellbeing and data use in planning to foster continuous improvement. These are incorporated in the 2021-2024 Strategic Improvement Plan.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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Our purpose is to maximise the learning outcomes of all students in the HSC through a foundation of evidence-based explicit teaching practices to achieve academic success.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Great Writers, Great Futures
- AVID - Cornell Notes and Critical Reading

### Resources allocated to this strategic direction

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**6101 - roll over:** \$67,270.55

**Professional learning:** \$5,000.00

**Beginning teacher support:** \$330.00

### Summary of progress

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The Great Writers, Great Futures team (GWGF) was established in Term 1 2021 and was led primarily by the Literacy Coordinator. Professional learning was delivered to all staff (both at staff meetings and at the faculty level). The professional learning focused on developing consistent practices across the school in utilising Quick Write activities and increasing awareness of teacher invisible decision making during the writing process. As part of this, the goal of improving student writing fitness for success in assessment tasks (including the HSC) was being met. The Literacy Coordinator also undertook observation of classes across a range of faculties and visited each faculty at least once during Term 1 and 2, to provide faculty-specific support and identify areas of need in relation to implementing writing strategies. As a result of the team development and professional learning, all faculties were able to utilise Quick Write strategies within their classes. Samples of these activities were collected by staff and collated by the Literacy Coordinator.

The development of the team, which had a representative from each faculty, was effective in driving this initiative at the faculty level. The representation of all faculties ensured that whole-staff professional learning was delivered to meet the needs of diverse subject areas. The collection of student work samples from all subject areas aided in the implementation of the initiative as staff were exposed to the various ways in which Quick Writes could be used within their classrooms. By comparing samples across faculties, teachers were able to more effectively reflect on their practice, particularly in relation to invisible decision making, whereby abbreviations to common course language became part of normal classroom practice rather than the use of formal/academic vocabulary. Work samples collected by staff over time showed evidence of improved student writing. Measures of improvement, including length of the response in timed conditions, use of academic/formal language and sophistication of writing were all enhanced as a result of consistent implementation of the initiative. The improvement to student writing varied across faculties and classes, depending on the nature of the course and student engagement; however, all faculties were able to integrate the strategies into teaching and learning programs to improve student outcomes. Consistent teacher application of the initiative in lessons also reflects the effectiveness of the initiative in meeting the 2021 progress measure 'faculties implement teaching strategies for writing'. This was, however, still inconsistent between and amongst faculties, thus an area for future improvement.

The AVID site team worked collaboratively to develop professional learning for delivery on Critical Reading. The team comprised of staff from a range (not all) of KLAs who worked to drive the implementation of Cornell notes and Critical Reading at the faculty level. Professional learning was delivered to all staff (both at staff meetings and at the faculty level). The professional learning focused on developing the explicit teaching of reading across the school by using AVID's Critical Reading approach. At the beginning of Term 2 2021, the AVID site team merged with the GWGF team to more comprehensively meet the dual literacy needs of students across the school. This saw the representation of all faculties on the team, and staff awareness of the link between critical reading and improved writing. The collection of student work samples from some subject areas (including HSIE, Mathematics and PDHPE) aided in the implementation of the initiative as the staff were exposed to the various ways in which Critical Reading could be used within their classrooms with a diverse range of texts. Site team members from a range of faculties presented at staff meetings to increase teacher awareness of the range of ways that Critical Reading could be implemented, particularly in selecting appropriate texts and utilising short texts. The continuity of the delivery of both initiatives was hindered, as a result of the move to remote learning in Term 3. As the strategies were becoming part of routine classroom practice, the change in course delivery (i.e. via Zoom) interrupted both the consistency of writing and the provision of professional learning relating to writing. Turnover of staff in the role of literacy coordinator had a minor impact on the initiative. Conflicting

professional learning priorities also interrupted the consistent delivery of writing professional learning. In 2022, through the newly merged site teams, we will re-engage staff in professional learning relating to both Cornell Notes/Critical Reading and Writing because disruptions to school in Semester 2 2021 infringed on the consistency with which staff was exposed to these strategies and more immediate/pressing school matters were prioritised.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>* The percentage of students achieving HSC course results in the top three bands increase by 3.48%.</li> </ul>	<ul style="list-style-type: none"> <li>• Despite a slightly higher number of Band 6's achieved in 2021, this progress measure was not achieved, with a 4.3% decrease (48.8% in 2020 down to 44.5% in 2021). Inhibitors included COVID remote learning.</li> </ul>
<ul style="list-style-type: none"> <li>• The percentage of students achieving HSC course results in the top two bands increases by 1.81%.</li> </ul>	<ul style="list-style-type: none"> <li>• This progress measured also regressed with 21.05% of students achieving in the top two bands in 2020 and only 18.37% achieving this in 2021 (2.65% decrease). Inhibitors included COVID remote learning.</li> </ul>
<ul style="list-style-type: none"> <li>• School reviews teaching of writing.</li> <li>• Create Great Writers, Great Futures Team.</li> <li>• All faculties implement teaching strategies for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• After a review of the school's teaching and writing activities the Great Writers, Great Futures Team merged with the AVID site team. Quick Write and Critical Reading strategies are being used in all faculties, working towards this being implemented in all subjects. Enablers include the delivery of whole school professional learning and the ongoing reflection of strategies at a faculty level. Inhibitors include inconsistent delivery and reflection among staff.</li> </ul>
<ul style="list-style-type: none"> <li>• All staff receive professional learning in Critical Reading.</li> <li>• All faculties receive AVID-specific support from the AVID site team coordinator.</li> <li>• All AVID site team members build their capacity to lead and deliver faculty-based professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Reading professional learning has occurred at whole school and faculty levels in addition to receiving AVID-specific support. AVID site team members are leading some conversations at the faculty level but are continuing to build their capacity in this area.</li> </ul>

## Strategic Direction 2: Students that connect, succeed and thrive

### Purpose

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Our purpose is to improve a sense of belonging and engagement that is measurable by programs that have been tailored to students' needs. These programs will build positive relationships between staff, students and the wider community.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strive for Success
- Mentoring and Life Ready

### Resources allocated to this strategic direction

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**6101 - roll over:** \$146,898.20

**Socio-economic background:** \$25,187.00

### Summary of progress

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The Strive for Success non-ATAR program commenced in Term 1, 2021 with a student forum. Six former students (who are currently working in diverse industries) completed a forum, to demystify non-ATAR employment pathways that highlighted career aspirations available to students. The program was hindered significantly by COVID restrictions, with two planned student/employer speed interviews canceled due to the restrictions.

The Kick Start program also commenced in Term 1, 2021, with 10 students participating in regular work experience in Terms 1 - 3. Students were rotated through a variety of industries and employers in career areas of interest. Students were supported with regular check-ins by the Head Teacher Transition, Industry, and Community Engagement, who was in regular contact with employers, checking in about students' engagement and performance. The program's partnership with Dubbo Regional Council significantly increased student access to a variety of employers not previously sourced. Encouragingly, there was enthusiasm and willingness of employers to participate in speed interviews with students. Uniforms have been organised and an operational plan developed for 2022.

The Campus Caffeine activity commenced planning with the specifications of the coffee cart completed in Term 1. The Campus Caffeine program received a grant for \$25,000 which was a significant contribution to the purchase of the coffee cart. The partnership was developed with a local coffee roaster for the supply of coffee beans and equipment. The program was hindered due to COVID with the delivery of the cart experiencing significant delays. Next year, in this initiative, we will continue with all three initiatives because it is important that students have opportunities to meet employers, in understanding expectations in the workplace, and be able to achieve full certification in hospitality should they wish to.

Resources were developed for the initial implementation of the Mentoring program and all students were allocated to a mentoring group in Term 1. After the initial implementation of the program in Term 1, the first staff and student evaluation took place. This led to the re-establishment of a whole school mentoring team led by the Head Teacher Teaching and Learning and included the Head Teacher VET/careers, Wellbeing and PDHPE, as well as members from the Learning and Support team including Year Advisors. Year 12 student selection of mentors occurred in Term 4. A scope and sequence was developed using information from the staff and student evaluation as well as a wellbeing component reflecting the student needs. Lesson plans and resources were developed from each term by a member of the Mentoring Team. Professional learning in restorative practice was also completed in Term 1, with updated training in Term 4. In 2022, the mentoring program will be embedded in the school timetable to avoid missed curriculum time and Year 11 and 12 mentoring periods will occur at alternate times to ensure staff absences can be covered.

The Life Ready Program ran in Term 1, with student engagement tracked as well as a student evaluation. The evaluation was used to plan the event in 2022. As a result, in 2022 the event will take place earlier in Term 1 and the partnership with Wambanglang EEC was continued. The partnership with Wambangalang EEC was effective with the staff of Wambangalang helping to organise and engage with local agencies. Year 12 Wellbeing Days were organised and planned for Term 4, however, had to be canceled due to COVID restrictions. As a result, the initiative will now run during Term 2 2022. 'O' Week for Year 11 2022 was planned and the procedures for the Attendance Policy were developed however the implementation was impacted due to COVID. Procedures are ready for implementation in 2022.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>Review and evaluate attendance processes and procedures, to align with attendance matters procedures, to track engagement in terms of attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed attendance data and developed an overall improvement strategy to improve attendance. Attendance policies and procedures were developed that reflect the DoE attendance matters strategy with the support of Safeguarding Kids Together. Procedures were implemented in Term 4, with Learning and Support staff completing professional learning regarding their roles and responsibilities. Review to occur again in Term 2 2022.</li> </ul>
<ul style="list-style-type: none"> <li>All teaching staff deliver the mentoring program which has been embedded with restorative practice.</li> <li>All staff participate in high-quality professional learning embedding restorative practice into the mentoring program.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring is timetabled and fully implemented for both Year 11 and Year 12. A scope and sequence has been developed for both year groups and this scope and sequence embeds restorative practice.</li> <li>All staff have participated in professional learning with regard to restorative practice and facilitated associated activities.</li> </ul>
<ul style="list-style-type: none"> <li>Implementation of the Campus Caffeine initiative and increase VET Hospitality service period time.</li> <li>Source more innovative ways to engage industry within the school.</li> <li>Establish roles and responsibilities for the Head Teacher Transition and Industry and Community Engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Campus Caffeine coffee cart has been purchased however, the initiative has not commenced, as the delivery has been stalled due to COVID.</li> <li>Industry engagement has occurred through the Kick Start program, involving 12 local businesses. Working towards engaging industry within the school Non-ATAR Strive for Success interviews i.e. Strive for Success non-ATAR interviews were planned but had to be canceled due to COVID restrictions.</li> <li>The role statement was developed for the Head Teacher Transition, Industry and Community Engagement and responsibilities within school management structures.</li> </ul>
<ul style="list-style-type: none"> <li>Year 11 Life-ready program expanded to establish opportunities for local community organisations to engage with students.</li> <li>Implement the O Week activities to support Year 11 transition and sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>Life Ready Program was conducted in 2021 and organised for early 2022 - organisations including Headspace, Uniting, Health NSW, and Travel NSW. The Life Ready Program for 2021 was held at Wambangalang EEC and is intended to run in 2022 at the same venue.</li> <li>'O' Week activities were conducted and held at the beginning of each day across 4 days by classroom teachers.</li> </ul>



## Strategic Direction 3: A culture of high expectations and continuous improvement

### Purpose

Our purpose is to commit to a culture of high expectations in order to focus and improve on educational outcomes for all students.

We will maintain a challenging, engaging, and supportive learning environment to build a culture of continuous improvement driven by evidence-based practice.

We will improve the educational outcomes for Aboriginal students in partnership with the local AECG and Aboriginal community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evaluative Practice
- Come Deadly, Done Deadly

### Resources allocated to this strategic direction

**Maranirra Program:** \$144,716.00

### Summary of progress

The Evaluative Practice initiative was centered on the professional learning of Executive staff. This included professional learning on interpreting SCOUT data during the executive meeting of Week 8. A review and edit of the existing "How to" document for the executive to lead staff (week 8 Executive meeting) in HSC data analysis for the Class of 2021 was completed. Assessment Evaluation Review was also planned but not yet completed, however, faculty-based professional learning has begun on the assessment development process. COVID commitments limited opportunities and meant we weren't running traditional assessments or staff meetings. Next year, in this initiative, we will roll out the SCOUT data analysis training to the whole staff group, including the improved booklet developed from feedback at the executive level, and expand the program to include analysis of data from RAP and MS Excel. We will also review the assessment evaluation process because this will provide a practical tool for refining programming and assessment to improve student outcomes and engagement.

The Come Deadly, Done Deadly initiative included professional learning and was organised with a cultural awareness focus. It was designed to inform and improve staff knowledge of Aboriginal culture and history with a view to incorporating this knowledge into teaching and learning. This included Aboriginal Education policies and PLPs and occurred over a 12-month period. This was well received by staff and 80% of staff advised that these sessions were useful, 64% have indicated they had already incorporated this into their practice. 68% of staff indicate they have a better understanding of Aboriginal Education policies. The establishment of the Senior Campus ALEC, for the retention of Aboriginal students in Stage 6 is still in the planning stages with implementation beginning in Term 1 2022. The Come Deadly Done Deadly initiative was implemented with the consultation and support of the Aboriginal Education and Wellbeing Advisor who is also the chair of the Dubbo Local AECG which ensured a local Aboriginal perspective was provided and culturally appropriate information shared with staff. Data from the staff survey reflects the efficacy of this initiative. Improvement of delivery of cultural awareness material with interactive and smaller group activities needed especially for new staff in the future regarding; culture and history, DoE policy documents and use of PLPs in program adjustments. Next year, in this initiative we will have a fully functioning ALEC supported by 3 SLSO's and a Head Teacher because this will increase retention of Aboriginal students transitioning from Stage 5 to completing Stage 6.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• All executive staff complete professional learning in engaging with SCOUT data to extract relevant reports. This has been achieved (Nov 21).</li></ul>	<ul style="list-style-type: none"><li>• The Executive completed professional learning on using SCOUT for HSC analysis with a support resource produced. The SCOUT data professional learning was enabled by scheduling an Executive meeting.</li><li>• The assessment evaluation process has been rolled over into 2022, for</li></ul>

<ul style="list-style-type: none"> <li>• Review of assessment evaluation processes to improve the use of data in evaluation. This needs to be completed (early 2022).</li> </ul>	<p>review and implementation. It was inhibited by the Executive prioritising other areas in lieu of this.</p>
<ul style="list-style-type: none"> <li>• Review of community feedback processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Community feedback utilising Strive for Success interviews was continued with an opportunity for both parent and student feedback on school programs and teaching and learning. This also included an evaluation of remote learning.</li> <li>• Some community feedback is incorporated into the end-of-year NIAA report, and Maranirra Schools have been asked to provide testimonials. This is ongoing into 2022. Feedback so far is very supportive of Maranirra except where a major inhibitor was the difficulty in finding tutors, especially through COVID.</li> </ul>
<ul style="list-style-type: none"> <li>• Planning and recruitment to establish an Aboriginal Learning and Engagement Centre.</li> </ul>	<ul style="list-style-type: none"> <li>• The Head Teacher Transition and Engagement position is filled.</li> <li>• The Head Teacher Equity and Head Teacher Transition and Engagement completed all scheduled collaboration meetings and professional learning with the state ALEC team.</li> <li>• One of two SLSO ALEC positions has been filled. Preliminary discussions are being sought with Principals of Dubbo College South and Delroy Campus, to timeline Year 10 transition/PLP/Data collection and engagement activities. The time delay from COVID restrictions has been an inhibiting factor for getting to other school campuses to plan more fully.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$88,205.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo College Senior Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional SLSO staffing was allocated to the R.I.S.E program. Evaluation of the RISE program has led to continued funding of an SLSO position to support the R.I.S.E class in 2022. However, the staff engaged in the positions were reviewed after performance feedback of an SLSO from staff and teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued funding of one position for 2022.</p>
<p>Socio-economic background</p> <p>\$222,371.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo College Senior Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Strive for Success</li> <li>• Mentoring and Life Ready</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement the Strive for Success program and to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> school-funded Head Teacher positions to lead curriculum and student support. This included the Head Teacher Wellbeing, Head Teacher Equity, Head Teacher Transition, Industry, and Community Engagement and Head Teacher PDHPE. The Strive for Success program including interviews has facilitated student and parent engagement in post-school transition planning and provided an opportunity for students and parents to provide direct feedback regarding the school programs and teaching and learning. Elevate study support was continued this year to support student study habits and parent support at home. Continued funding was allocated to support Head Teacher Careers and VET to support the increase in T-VET and VET student numbers. The school continued funding cultural events to engage all students and staff in culturally significant events such as NAIDOC. The funds facilitated activities and engaged community agencies and local Aboriginal Elders.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Socio-economic background</p> <p>\$222,371.39</p>	<p>funding of four Executive positions to support whole-school leadership areas, to support student learning and wellbeing. This increased support for classroom teachers will aim to continuously improve teacher practice as well as whole school initiatives such as Come Deadly, Done Deadly, Aboriginal Education, Learning Support, and community engagement. As a result of the impact that is evidenced in initiatives aligned with the School Improvement Plan, these funded Head Teacher positions will remain in 2022. Additional funding for a school-funded SLSO was reviewed by the Head Teacher Wellbeing with a commitment to continue this in 2022. As a result of the evaluation, the SLSO recruited would need to be able to work with disengaged students, with a recruitment process to take place for 2022. Evaluation of the cultural events demonstrated the success of funded community activities for NAIDOC day. Student engagement was increased and facilitators effectively engaged both students and staff. As a result, the funding of the events will continue in 2022. Due to COVID restrictions, the Elevate seminars did not occur, with bookings rescheduled for 2022.</p>
<p>Aboriginal background</p> <p>\$288,117.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo College Senior Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engagement with Clontarf Academy to support the engagement and retention of Aboriginal boys</li> <li>• Engagement with NASCA Academy to support the engagement and retention of Aboriginal girls</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the funding of 79 Aboriginal boys to engage in the Clontarf Academy program and 46 Aboriginal girls to engage in the NASCA program. Both programs support student attendance, retention, and transition to study or work. Funds were also used to support Aboriginal students with school-related expenses.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued for both programs. The Koori Education Team evaluated the impact of the NASCA and Clontarf academies. From this evaluation, the team endorsed the continuance of the programs. The work of both academies in supporting students and families during COVID lockdown was credited by the team, students and parents. Supplementary funding from 6101 roll-over funds was required to cover the cost of both programs. As a result, the programs will continue in 2022, with the support of an increase in student numbers if required. The structure of evaluation meetings each term with Head Teacher Equity and the Senior Executive will remain as well as the inclusion of an Aboriginal NASCA and Clontarf members of staff being active members of the Koori Education Team.</p>
<p>English language proficiency</p> <p>\$3,363.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo College Senior Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$3,363.00</p>	<ul style="list-style-type: none"> <li>resources purchased to support English language proficiency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> allocation of a school-funded laptop with resources to support language translation of learning materials.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued purchase of a laptop and resources in 2022, for all students requiring EAL/D support.</p>
<p>Low level adjustment for disability</p> <p>\$155,975.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo College Senior Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> disability provisions and adjustments were enhanced by increasing the LaST allocation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school is committed to continuing to fund the increased allocation in 2022.</p>
<p>Location</p> <p>\$2,462.00</p>	<p>The location funding allocation is provided to Dubbo College Senior Campus to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> funding of buses to support student travel and attendance to TAFE.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued funding of buses in 2022.</p>
<p>Professional learning</p> <p>\$45,225.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dubbo College Senior Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Great Writers, Great Futures</li> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>engaging a specialist teacher to unpack evidence-based approaches to</li> </ul>

<p>Professional learning</p> <p>\$45,225.00</p>	<p>teaching writing and explore modelled, interactive, guided and independent writing</p> <p><b>The allocation of this funding has resulted in:</b> the appointment of a literacy coordinator to lead school coaching and professional learning. This has had a direct impact on staff use of the initiatives and coaching in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> recruitment of a literacy coordinator for 2022.</p>
<p>Beginning teacher support</p> <p>\$330.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Dubbo College Senior Campus during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• AVID - Cornell Notes and Critical Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning course fees.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a beginning teacher attending professional learning. Other funding sources were used to support reduced teacher loads and mentoring programs for beginning teachers. Due to COVID restrictions and staffing shortages, there was difficult in expending the funds</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 2022 planning will continue to include a mentoring program and funds committed to teacher release if staffing allows.</p>
<p>School support allocation (principal support)</p> <p>\$30,922.85</p>	<p>School support allocation funding is provided to support the principal at Dubbo College Senior Campus with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• SASS - administration staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> administration support to attempt to reduce administrative burden. This allowed more SASS time in the photocopying room and library. This supported teaching resources being available faster and an increase in the quality of the teaching resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued in 2022.</p>
<p>COVID ILSP</p> <p>\$238,949.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>COVID ILSP \$238,949.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in Stage 6 courses</li> <li>• providing intensive small group tuition for identified students who had not yet met the HSC minimum standards.</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 281 students receiving small group tutoring throughout the year as well as all HSC students supported in meeting the HSC minimum standards.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> COVID ILSP will be structured to improve the proactive engagement for students with lower literacy and/or numeracy. All Year 11 students enrolled in English Studies will complete a literacy pre-test, with scheduled support to coincide with their English Studies lessons. The program will also expand to include numeracy support, with students identified in Mathematics Standard 1 courses for small group tuition. This will still be complemented with Stage 6 course tutoring.</p>
<p>6101 - roll over \$438,858.55</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dubbo College Senior Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Great Writers, Great Futures</li> <li>• Strive for Success</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• School funded works</li> <li>• Increased SLSO in support classes</li> <li>• SLSO to support minimum standards testing</li> <li>• Trial HSC supervisors</li> <li>• Distance education courses fees</li> <li>• Year 10 - 11 transition activities, catering, and resources</li> <li>• 0.2 farm assistant.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the funding of additional resources and activities to support student learning. Additional SASS staff were employed to support student outcomes and reduce staff administration.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuance of the administrative support for staff, with funds committed to increased SASS staff. There will be continued use of funds to support Year 10 - 11 transition activities.</p>
<p>Maranirra Program \$144,716.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dubbo College Senior Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Come Deadly, Done Deadly</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal student assistance for excursions and resources</li> <li>• SLSO - identified position, to support Aboriginal students in the classroom and the completion of PLPs.</li> </ul>

<p>Maranirra Program</p> <p>\$144,716.00</p>	<ul style="list-style-type: none"> <li>• Head Teacher Equity - funded position to oversee Aboriginal Education Programs and planning for the ALEC.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the delivery of professional learning for staff in cultural awareness, support of Aboriginal students in class with an SLSO, and planning for ALEC.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> expanding recruitment for the schools' ALEC including two more SLSOs, the continuance of the funded Head Teacher Equity position, and the opening of the ALEC.</p>
<p>Per capita</p> <p>\$141,973.94</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dubbo College Senior Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• supplementation of extra-curricular activities</li> <li>• Teaching and learning resources</li> <li>• Family care packages during COVID lockdown.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> funding being used effectively to support student learning outcomes and wellbeing. The funds included faculty budgets, purchase of textbooks and learning consumables. In 2021 money used for student assistance including family care packages was of importance during COVID. Funding the Life Ready excursion was effective as it increased student engagement in terms of participation and it also ensured there were activities to support student orientation and belonging.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued funding of the Life Ready excursion to Wambangalnag EEC and payment of Edrolo will occur in 2022. A review of printing costs and extracurricular expenditures such as the formal and graduation was dependent on significant financial support from the P&amp;C and is not sustainable. Budgeting measures will be introduced in 2022 in these two areas.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	240	245	262	250
Girls	262	279	295	287

## Student attendance profile

School				
Year	2018	2019	2020	2021
10	98.1			
11	88.7	81.8	88.7	80.8
12	89.7	86.3	89	82.4
All Years	89.1	83.7	88.9	81.5
State DoE				
Year	2018	2019	2020	2021
10	86.1			
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	87.1	87.5	89.1	85.1

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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	40
TAFE entry	N/A	0	10
University Entry	N/A	0	32
Other	N/A	0	10
Unknown	N/A	0	

### Year 12 students undertaking vocational or trade training

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55.56% of Year 12 students at Dubbo College Senior Campus undertook vocational education and training in 2021.

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

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94.5% of all Year 12 students at Dubbo College Senior Campus expected to complete Year 12 in 2021 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)	10
Classroom Teacher(s)	36.79
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	3,503,768
<b>Revenue</b>	10,895,981
Appropriation	10,471,710
Sale of Goods and Services	12,367
Grants and contributions	372,775
Investment income	4,003
Other revenue	35,125
<b>Expenses</b>	-11,151,275
Employee related	-9,507,859
Operating expenses	-1,643,416
<b>Surplus / deficit for the year</b>	-255,294
<b>Closing Balance</b>	3,248,474

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	88,205
<b>Equity Total</b>	688,220
Equity - Aboriginal	288,118
Equity - Socio-economic	221,425
Equity - Language	3,363
Equity - Disability	175,313
<b>Base Total</b>	7,176,723
Base - Per Capita	141,974
Base - Location	2,595
Base - Other	7,032,155
<b>Other Total</b>	1,840,232
<b>Grand Total</b>	9,793,380

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

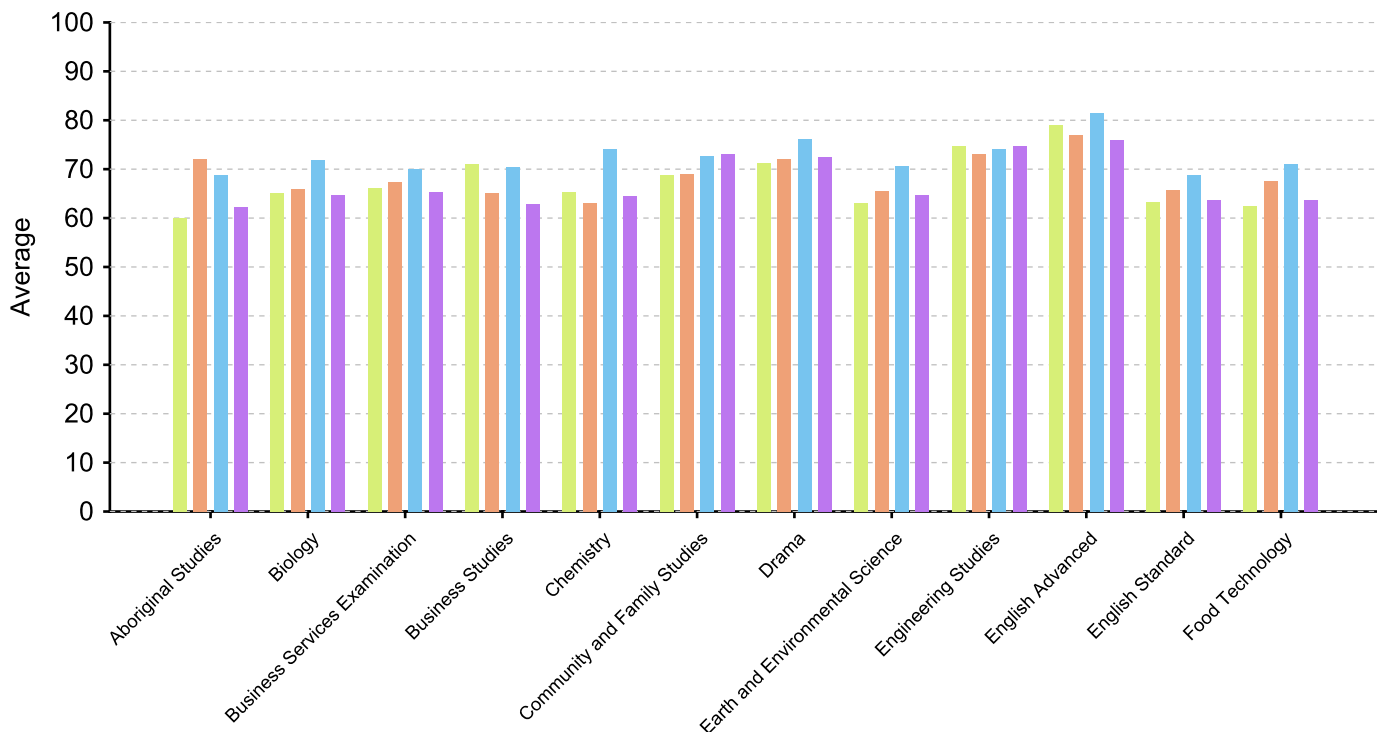
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

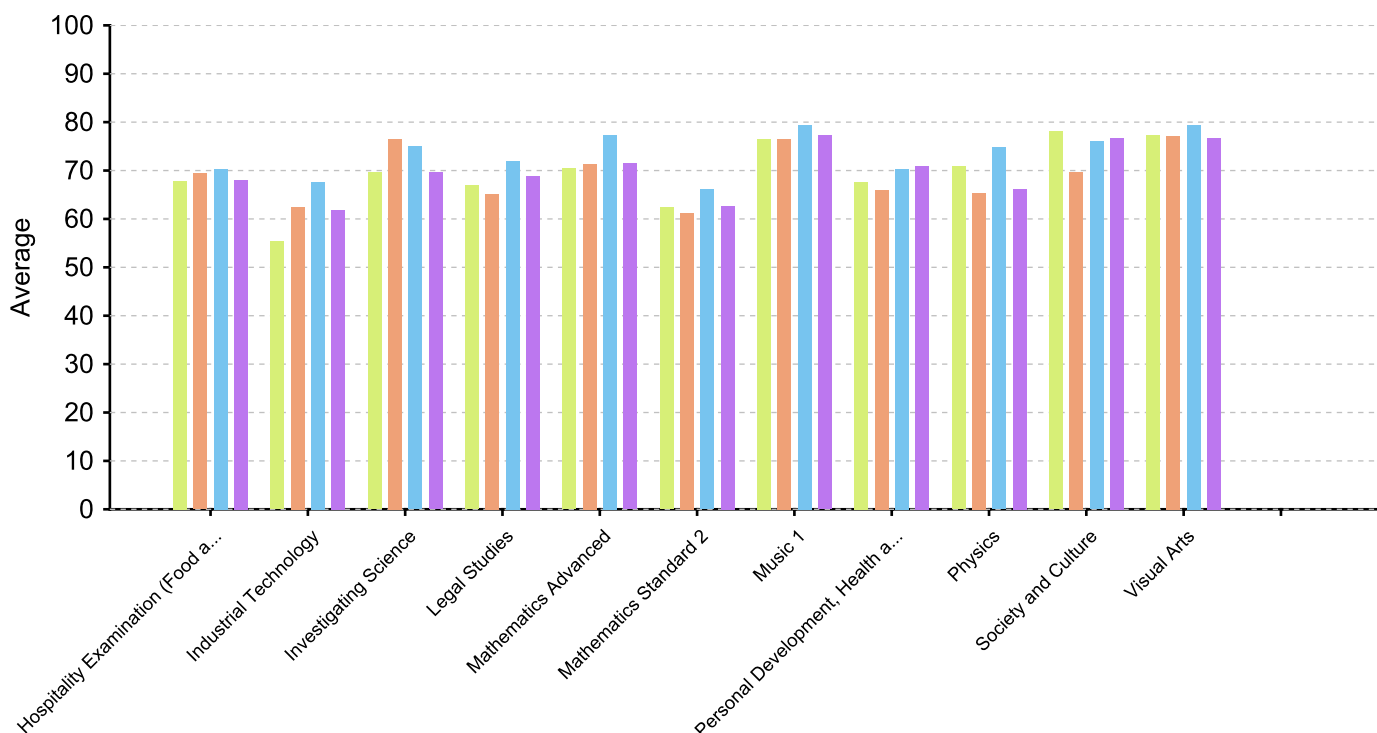
# School performance - HSC

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 2021 (light green), SSSG Average 2021 (orange), State Average 2021 (blue), School Average 2019-2021 (purple)



Legend: School 2021 (light green), SSSG Average 2021 (orange), State Average 2021 (blue), School Average 2019-2021 (purple)

<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Aboriginal Studies	60.0	72.1	68.8	62.2
Biology	65.1	65.9	71.9	64.7
Business Services Examination	66.2	67.3	70.1	65.3
Business Studies	71.1	65.2	70.4	62.8
Chemistry	65.4	63.2	74.1	64.6
Community and Family Studies	68.8	69.1	72.7	73.0
Drama	71.2	72.0	76.1	72.6
Earth and Environmental Science	63.1	65.5	70.6	64.8
Engineering Studies	74.7	73.2	74.1	74.7
English Advanced	79.0	76.9	81.4	75.9
English Standard	63.3	65.7	68.8	63.6
Food Technology	62.4	67.6	71.0	63.7
Hospitality Examination (Food and Beverage)	67.9	69.4	70.3	68.0
Industrial Technology	55.3	62.4	67.7	61.9
Investigating Science	69.6	76.5	74.9	69.6
Legal Studies	66.9	65.2	72.0	68.8
Mathematics Advanced	70.4	71.3	77.4	71.4
Mathematics Standard 2	62.4	61.3	66.1	62.7
Music 1	76.5	76.5	79.4	77.3
Personal Development, Health and Physical Education	67.6	66.0	70.3	70.9
Physics	70.8	65.3	74.8	66.2
Society and Culture	78.1	69.7	76.0	76.7
Visual Arts	77.3	77.1	79.4	76.8



## 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 2021 survey responses were overwhelmingly supportive.

This year, the survey also included opportunities to provide feedback relating to online learning as well as school support and communication relating to COVID 19.

Both parents and students were asked the following questions on a 1-5 scale. 1 being the lowest and 5 highest. The final average of the responses is the figure at the end of the question.

1. On a scale of 1-5 during this period of remote learning do you believe the communication between the school and your child was adequate? 4.3
2. On a scale of 1-5 during this period of remote learning do you believe the communication between the school, and you was adequate? 4.38
3. On a scale of 1-5 during this period of remote learning do you believe there was enough support for your child to continue/engage in their learning? 4.36
4. What if any support services provided by the school did your child access? 4.56
5. On a scale of 1-5 during this period of remote learning how satisfied were you with the Senior Campus' attempts to continue the teaching-learning process? 4.55

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.