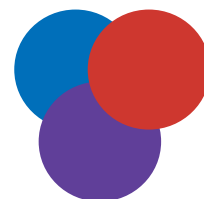


Dubbo College Delroy Campus Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Dubbo College Delroy 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.



Debbie Head
Principal Relieving

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Message from the Principal

I am proud to acknowledge the wonderful achievements of our students across academic, cultural and sporting areas. I would like to also acknowledge the commitment and dedication of the executive, teaching and support staff at Delroy Campus in creating high quality learning experiences for our students.

Our school's success has been the result of a focus on 3 strategic directions: *Improved Student Learning, Building Staff Capacity and Enhancing Partnerships.*

Firstly, improved student learning has been achieved through the commitment of our valued staff members in providing consistent and detailed feedback and their ability to make individual adjustments to maximise learning outcomes for all students. Secondly, we pride ourselves on building strong staff capacity by more effectively working in teams both within our school and across Dubbo College, conducting regular, effective meetings which include check-ins on our progress. Across the college, we have strategically worked to build leadership capacity of executive staffing using a GROWTH coaching strategy. Thirdly, enhancing partnerships with our parents/carers and local community and business has provided greater opportunities for students; and the delivery of the college promotion strategy has created a more positive profile for the school and College.

These key areas work within each other to provide an inclusive environment where all students are nurtured and encouraged to achieve personal excellence in all aspects of school life.

The following is a snapshot of our success stories in 2015:

- The National Assessment Program in Literacy and Numeracy showed that there was some outstanding growth in individual students, particularly in numeracy, with 70 students exceeding predicted growth.
- The official opening of the Dubbo College Clontarf Academies, hosted at Delroy proved to be a resounding success. This program provides ongoing targeted support for the Aboriginal boys involved, and attendance levels have improved immensely.
- 7 students were chosen to participate in Bangarra Dance Theatre auditions.
- A group of Year 9 girls took up the opportunity to represent the school in the SALTBUSH tour which supports and links women in trade.
- 11 students and 3 teachers represented the school in Papua New Guinea as part of the Duke of Edinburgh program. They conquered the Kokoda Track and reported on the experience as being 'incredible'. The Duke of Edinburgh program also allowed for students to broaden their fire safety skills with practical sessions conducted by the Rural Fire Service.
- Many fun and fabulous excursions were organised by the staff to enhance curriculum learning as well as to provide opportunities for participation in sporting events and cultural activities. The Positive Behaviour for Learning (PBL) Gold Level excursion in Week 4, held at Tea Gardens was sensational.
- The NAIDOC Day celebration was a highlight and included a BBQ lunch, beading, face painting and a formal ceremony. It was well supported by the local community and strengthened the school - community partnership in providing cultural awareness opportunities for all our students.

I would also like to acknowledge and pay thanks to the providers of additional support and engagement programs such as Get Real, Clontarf, NORTA NORTA Tutors, Aboriginal Girls Circle, National Aboriginal Sports Chance Academy (NASCA), Indigenous Concepts and Networking (ICaN), Opportunity Hub, Mulgabirra, Indigenous Youth Leadership Program (IYLP), Student Representative Council (SRC), College Band, Circus and the Aboriginal Education Consultative Group (AECG) who focus on improving attendance, retention, engagement, and leadership and build self-esteem and self-efficacy. They are a valued part of our school.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Debbie Head
Principal



P&C President Report:

The Dubbo College Delroy Campus Parents and Citizens Association (P&C) had a great 2015. There was, and remains, a strong partnership between the committee and the school. Students from the SRC attended meetings and we appreciated their student perspectives about education at Delroy Campus.

There is a standard core of members. We were also active in recruitment by attending several open functions at the school. We continued to look for new members to be involved in our children's education.

Dubbo P&C participated in the school life in several ways during 2015. We held BBQs at Aldi's super market, sold chocolates, were represented at all the awards ceremonies for the college. We donated \$2000 toward the Gold Level Excursion, \$1000 toward Year 10 Excursion, \$150 for Sporting Students.

As President of the P&C, I have enjoyed working with my committee and school representatives, being involved and active in the life of the school and the students.

Tracey Anderson
Delroy Campus
P&C President



School background

School vision statement

A learning community which values the provision of innovative, individualised curriculum which enables all students to be successful. A learning community which develops respectful and responsible community members.

School context

Dubbo College is a three campus collegiate enrolling approximately 1800 students. With a focus on excellent student outcomes in an environment of inclusion, tolerance for difference and pursuit of equity, the campuses of Dubbo College have established a reputation for providing high level opportunities for all. The College focuses on academic, sporting and cultural outcomes for students while valuing citizenship and contribution to the community.

Delroy Campus had an enrolment of approximately 417 students, 48% of these were ATSI students. Delroy is committed to the PBL program and the recognition of student achievement, student leadership and the partnerships with family and the community. Quality teaching, which includes the use of technology and cultural awareness, is a professional learning focus and supports the campus engagement and retention initiatives. The school parent community have high expectations for the students.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of **Learning** the school's focus has been Learning Culture, Wellbeing and Curriculum and Learning. Community engagement has contributed to the positive Learning Culture within the school community by strengthening and delivering school learning priorities. School programs such as Clontarf, NASCA, Get Real, SRC, AECG, Girls Circle and AURORA address the needs of identified student groups and assist with monitoring student learning needs. The consistent implementation of Positive Behaviour for Learning (PBL) has supported a positive teaching and learning environment resulting in positive, respectful relationships among staff and students promoting student wellbeing and ensuring good conditions for student learning. In Curriculum and Learning there is a commitment to personalised and differentiated learning and support to meet the needs of individual students. Curriculum provision is enhanced by learning alliances with other schools and organisations to ensure all students have the capacity to engage and become successful learners.

In the domain of **Teaching**, the school has seen teachers regularly using student performance data to evaluate the effectiveness of their teaching practice with a specific focus on providing quality feedback on assessment. This has enhanced the planning and delivery of programming and assessment design to ensure that student performance can improve and has been an effective tool for teachers to reflect on their teaching practice. The school has established a culture of coaching and mentoring to facilitate the support and ongoing development of staff. All executive staff were trained in the GROWTH coaching model which permitted executive staff to build their leadership capacity while also building the capacity of teaching staff in problem solving skills and achieving goals more independently. The school consistently evaluates professional learning strategies to ensure teaching staff are provided with the most effective strategies to develop their professional practice. In accordance with teacher's individual Professional Learning Plans (PDP), the allocation of professional learning opportunities occurs regularly and the school has created a culture of sharing of new skills and knowledge to maximise the teaching capacity of all staff.

In the domain of **Leading** the school's focus has been in leadership, school planning, implementation and reporting, school resources and management practices and processes. The embedding of strong ethos in leadership has been evident in the school's commitment to development of leadership skills in staff and students. Links with parents, community members, other educational providers and other organisations have been utilised to enhance positive and effective leadership and student learning and engagement. The school has demonstrated an understanding of importance that leadership is central to school capacity building, the GROWTH coaching model has been infused in leadership ideology in the school. As result of the personal development plan (PDP) and performance and development framework (PDF), mentoring and coaching took place in order to improve teacher and leadership practice through all sectors. The use of this school wide responsibility through the PDP and PDF has demonstrated that leadership, teaching, learning and community evaluations are in review for learning improvements, school planning, implementation and reporting.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

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

Purpose

- To instil in students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.
- To nurture an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community.

Overall summary of progress

Delroy has continued to engage the community to create an innovative and supportive learning environment by providing students with the opportunity to partake in different community events and access to community facilities. These include successful entries in the local and Canberra Show, representation at the local ANZAC ceremony, assistance with Western sport carnivals and Child Care centre events and use of sport facilities through our multi-sport program. Examples of where the community has engaged with the school are the Get Real program, CLONTARF Academy, NASCA, and Rural Fire Service (RFS) Cadet program. This variety of community engagement has provided students with successful learning opportunities outside the classroom.

Staff engagement in professional learning opportunities has allowed for professional growth in a number of key areas. GROWTH coach training for executive members has led to more strategic approaches for guiding professional learning for staff. In-servicing for all staff regarding adjustments for individual students and classes has improved KLA programs to better achieve student outcomes through targeted development areas. Continual focus on literacy and numeracy across all KLAs through PBL lessons and direction from the Literacy team has provided focus areas for staff to help to maintain and improve student skills.

Improvement in student outcomes has been supported by the development of Individual Learning and Support Plans (ILSP) for identified students, adjustments for programs which include 8 Ways Aboriginal Pedagogy and inclusion of focus lessons in Literacy and Numeracy. These initiatives have provided a framework to assist staff in catering for individual learners. Student support from SRC, AECG, IYLP, Western Student Connection Classroom and the AURORA program have also assisted in the improvement of student outcomes.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over three years)	Progress achieved this year	Funds Expended \$
Improving external assessment data	Results for numeracy from NAPLAN have remained consistent over the past three years. Literacy results have shown a downward trend in 2015. There has been some outstanding growth for some individual students.	55,000 (NORTA NORTA funding) 10,000 (English proficiency funding)
Improving student retention and engagement	Improvement in student engagement has increased with the support of the Clontarf academy, NORTA NORTA program, SLSO, inclusion of Girls circle, Seasons for Growth, Establishment of Aboriginal Garden, Attendance Officer, Head Teacher Administration and the implementation of the Western Student Connection Class. Whole school initiative Positive Behavior for	55,000 (NORTA NORTA funding) 100,000 (Aboriginal background funding) 70,000 (Low level

	Learning (PBL) has developed clear school expectations to behavior promoting positive relationships between staff & students creating a supportive learning environment.	disability funding) 150,000 (Low SES funding) Global funding 6,000 (TAFE grant)
Increased numbers of students in targeted KLAS	There has been an increase in student numbers in targeted KLAS. This has been evident by the increase of CAPA electives this year and increased student numbers in classes, increased participation in college band, lunch time sporting activities.	Global funding
Increased enrolment numbers at the three campuses	There was close collaboration with Primary feeder schools and enforcement of the boundary zoning rules to maintain/increase enrolments in Year 7. This was supported by a comprehensive transition process which involved primary schools visiting and engaging in activities at Delroy.	5,000 (Equity Transition funding)

Next steps

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

- Engage the whole staff in the data collection process. This will allow staff to identify and focus on areas of student growth and areas of student development.
- Continue to build on the improved Learning and Support process by providing feedback on the impact of ILSPs and current practices.
- Ensure successful implementation of Literacy and Numeracy across all KLAS.



Strategic Direction 2

The staff at Dubbo College is highly professional, engaged in best practice and are leaders within the school, across the college and the wider community.

Purpose

- Ensure quality teaching and learning founded on reflective classroom practice.
- Promote and model lifelong learning through engaging, innovative and challenging teaching and learning.
- Create an engaged and collegial community of learners who demonstrate curriculum innovation, quality teaching and leadership capability.
- Enhance leadership through building capabilities and recognising the unique strengths of staff.

Overall summary of progress

The successful implementation of the Personal Development Framework (PDF) enabled us to achieve significant progress in planned professional growth of staff. This was achieved through the development of Personal Development Plans that reflect the needs of individual teachers as well as ensuring a common focus on achieving whole school targets. This has resulted in a consistent process which monitors the development of teachers while also ensuring accountability of all stakeholders in improving professional practice.

A key professional learning focus for 2015 was the use of quality feedback for student assessment. A greater understanding of what quality feedback looks like has been achieved throughout the school, with every faculty developing a strategy to integrate the most appropriate types of feedback into their assessment design and process.

A specific focus on effective meetings at faculty and executive level has led to greater reflection on current practices and enabled staff to identify key areas of change that could provide an increase in meeting productivity and efficiency.

Staff continued to attain higher levels of accreditation in accordance with BOSTES requirements. Supported closely by a Head Teacher mentor, beginning teachers have achieved Provisional and Proficient levels of accreditation with planning for further accreditation at Highly Accomplished and Lead teacher in 2016.

Executive staff have improved their leadership capacity within the school, through participating in coaching workshops and the application of the GROWTH coaching model in supporting staff to achieve goals more independently and effectively.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over three years)	Progress achieved this year	Funds Expended \$
100% teachers and support staff with a PL Plan	100% of teachers have completed a Personal Development Plan (PDP) in 2015, which identified goals that reflected areas for development relating to professional practice. Two of these goals were personal goals relating to the individual teacher and one goal was linked to a school wide focus area (quality feedback). Support staff were provided with ongoing professional learning opportunities in 2015 with the view that all support staff will develop their own PDP in 2016.	22,000 (Teacher Professional Learning funding)
100% use of a College	Feedback to students and effective meetings were the	1,000 (Teacher

wide evaluation process	two key areas that were focused on in 2015 in relation to a College wide evaluation process. Cross campus faculties developed an evaluation of current feedback practice and from this a feedback matrix was developed to be implemented in 2016. Evaluation and reflection of effective meetings at faculty and executive level took place in 2015 which led to changes in meeting design and structure for 2016.	Professional Learning funding)
Higher numbers of teachers accredited at the higher levels of accreditation with BOSTES	In 2015 beginning teachers have achieved their Provisional level of accreditation in addition to other staff achieving their Proficient Teacher Accreditation. More experienced staff have begun the preliminary stages of working towards being accredited at Highly Accomplished and Lead Teachers.	15,500 (Beginning Teacher Professional Learning funding)
GROWTH Coaching	Executive staff underwent GROWTH Coaching workshops to build their capacity as leaders and role models within the school.	3,800 (Teacher Professional Learning funding)

Next steps

- 100% teachers and support staff complete a PDP.
- Beginning teachers keep up to date with accreditation requirements and maintenance protocols.
- Higher numbers of staff completing the transformative leaders project and implement strategies into day to day teaching practice.
- Maximising executive member involvement in Growth Coaching and leadership opportunities.
- Professional learning opportunities are meaningful, purposeful and worthwhile.
- Accreditation achieved at higher levels and this being reflected in the professional learning and planning of staff.
- Refining of the observation pro-forma for the Personal Development Framework (PDF).
- Building capacity of Executive leadership to ensure continuity and succession planning



Strategic Direction 3

Dubbo College motivates a strong sense of unity and purpose, which generates positive community engagement.

Purpose

- Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success.
- Inspire the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations.

Overall summary of progress

In 2015 we aimed to promote the school and the college in the community, develop and strengthen links with partner schools and build and maintain links with community stakeholders to enhance students learning.

Staff strived to and continue to promote the campus through a variety of events and committees. Delroy hosts a vast range of events and committees such Year 7 information night, Parent/Teacher night, ANZAC day ceremonies, NAIDOC Day celebrations, awards nights, sporting competitions with in the community , Dream Festival participation, Circus West, Canberra and Dubbo Show participation, Uniform refining committee and P&C. Through such events and programs Delroy staff have endeavoured to promote key messages which reflect core beliefs, values and culture, whilst engaging staff members, parents and members of community.

Delroy continued to develop and strengthen links with partner schools. Implementation of various transition programs that involved transitioning from partner schools and in addition to student mentoring programs, has successfully contributed to strengthening the links with partner schools. Success is evident through a variety of transition programs for transition from stage 3 to 4 and stage 5 to 6 i.e. Year 6 and Year 10 transition, Mulgabirra program, Get Real assembly, Year 7 information night and the exchange of information from primary schools.

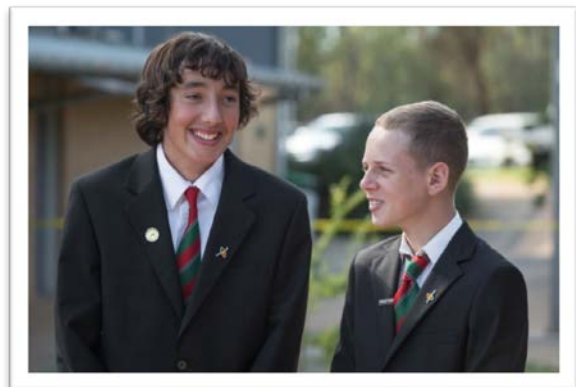
Delroy has enhanced student learning and engagement through maintaining and building links with community stakeholders. School leaders and staff have strategically promoted Delroy through a variety of programs, courses and involvement of community activities. Such programs that have contributed to this are NASCA, Girls Circle, Opportunity Hub, ICan, Duke of Edinburgh, NAIDOC day, Dream Festival involvement and Clontarf. Courses such as Circus West, Child Studies child centre visits and Rescue Education contribute to enhancing student learning through links to community stakeholders.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended \$
100% Staff articulation of school vision and direction	In 2015 Delroy continued to work towards 100% articulation through the implementation of school plan, increased KLA, Staff and College meetings. All KLAs were supported in developing their KLA plans through additional release time.	7,000 (Teacher Professional Learning funding)
Increase consistency across the three campuses	Increased and newly scheduled meeting times for College Staff/Executive Meetings and monitoring of effectiveness of such meetings using an outside consultant.	1,000 (Teacher Professional Learning funding)

Equitable destination data of students	Improvement with the implementation of Sentral and exchange of information through partnership schools.	Global Funding
Increased Community participation	Increased through variety of programs such as Clontarf and ICan links, Parent Teacher Night, NAIDOC Day, Awards Nights.	2,000 (Community Consultation Grant)
Increase parent and caregiver engagement in college activities to support students	On track through development of Clontarf and ICan links, Parent /Teacher Night, NAIDOC Day, Awards Nights.	Global Funding
Attendance at Campus P&C meetings	Various staff member representation for all meetings has been implemented to ensure increase in attendance and improve communication.	Nil
Enhancing the college promotion strategy	The promotion of Delroy has been enhanced through the promotion of the school via a targeted media and public relations campaign, the creation of uniform committee to review uniform for the college and utilisation of college public relations officer.	3,000 (Community Consultation Grant)
Sponsorship in school events and student success has increased.	Programs such as Circus West have contributed to student success due to funding from Circus West for upgrade of gear.	Nil

Next steps

- Continue to work and implement coaching strategies and application of the GROWTH coaching model.
- Continue to build on effective meeting practices. Ensure meeting effectiveness are evaluated.
- Aim to have parents and community members have the opportunity to engage in a wide range of school related activities and participate in school decision making.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Strategic Direction 1:</p> <p>All students have individual learning plans with teachers making appropriate adjustments for learning. Clontarf has made a significant impact on improving attendance and engagement. This has been well supported by other programs such as AECG, NASCA, Get Real, Aboriginal Dance and Cultural Group, NAIDOC Day, Breakfast Club. We purchased resources for engagement activities such as fitness equipment and student welfare.</p>	\$146,144
English language proficiency funding	<p>Strategic Direction 1:</p> <p>Staff have undergone professional learning to support the additional learning needs of students who are developing their English language proficiency such as Focus on Reading.</p>	\$10,022
Socio-economic funding	<p>Strategic Direction 1:</p> <p>Employment of an Attendance Officer to monitor individual and overall attendance, as well as following up unjustified absences, has assisted with improvements in student attendance. The provision and maintenance of student electronic devices to support all students having access to 21st Century Learning. Participation in Mulgabirra program improved literacy in participants and built a strong partnership with feeder primary schools. Subsidising excursions allowed students access to school activities and the provision of school uniforms to develop the sense of belonging and equality.</p> <p>Strategic Direction 2:</p> <p>The addition of a HT Administration position has provided leadership for our timetable committee and reporting team. This position has also contributed to the successful day to day organisation at Delroy Campus.</p>	\$180,382
Low level adjustment for disability funding	<p>Strategic Direction 1:</p> <p>All students requiring adjustments and learning support are identified through our learning and support processes which involves individual progress reports and student assessment. This information is then used to develop ILSPs and support staff with</p>	\$75,079

	program adjustments. The Western Student Connection program was implemented to support “at risk” students in addition to improving literacy, numeracy and social skills.	
Support for beginning teachers	<p>Strategic Direction 1:</p> <p>The team wrote a college policy and procedure manual on process for induction that was distributed at the beginning of the year, developed a unified induction program for teachers in their first 2 years of teaching, created a timeline of responsibilities to provide effective support for beginning teachers, met regularly to review, check-in and make decisions on the way forward, defined roles and responsibilities for all coordinators, and designed and delivered Professional Development for Supervisors and beginning teachers to implement the program.</p> <p>Strategic Direction 2</p> <p>The team facilitated regular meetings for beginning teachers, support for maintaining teachers and understanding of supervisors and school administrators, used consistent practices, data and management and used data to inform directions, decision making and professional learning needs.</p>	\$25,187.53



Mandatory and optional reporting requirements

Student information

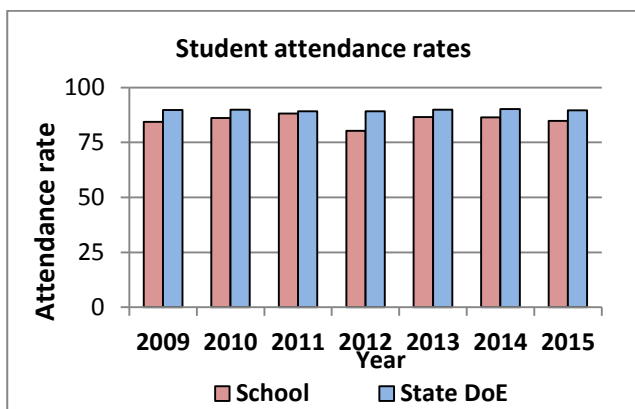
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Note: Enrolments for central schools are for 7-12.

Student attendance profile



Note: Attendance rates for central schools are for 7-12.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	22.8
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administrative & Support Staff	14.3
Other positions	0
Total	56.6

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015, there were 3 Aboriginal teachers (7% of the teaching workforce) with the additional 13 Aboriginal support staff such as SLSOs, Tutors, AEOs, Clontarf, Get real, NASCA and ICaN.

Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

There is a strong model of professional learning for staff to ensure they are aware of the requirements under the National Disability Act in order to support students who require additional learning adjustments in the classroom.

Professional Learning Model is an in-school professional learning centre supporting 21st Century professional learning programs for staff, focused on individual professional learning plans being supported through the school strategic plan. Head Teacher Professional Learning is funded by the CGSE. Focus areas for 2015-16 were quality feedback, literacy related skills, coaching, teams and effective meetings.

Professional Learning (PL) at Dubbo College in 2015 began with Staff Development Day(SDD) in Term 1, where a presentation by guest speaker Lee Crockett planted the seed – What do we want the future to look like for our school? How will we get there?

The establishment of a College PL calendar with set College Executive meetings in week 4, followed by a College Staff meeting in week 5, each Term allowed for more collegiality across the three sites and more effective use of time.

Term 2 SDD focused on building of KLA 'teams' within the College and identifying directions and milestones. There was also much time during Term 2, devoted to building capacity for Head Teachers with 'GROWTH Coaching' offered.

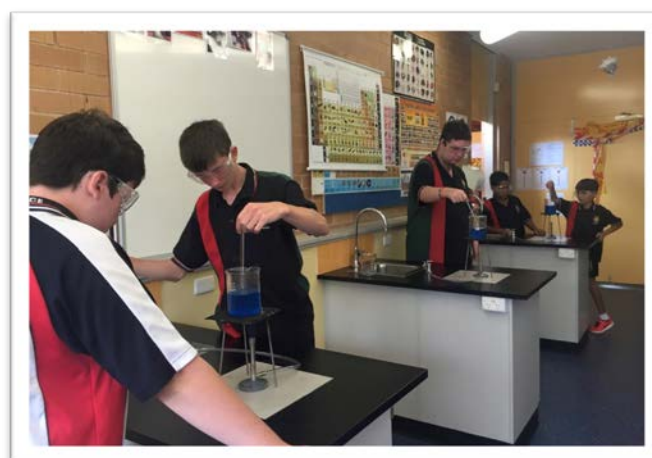
Term 3 SDD looked at Technology in the classroom and the launch of 'Sentral' to Dubbo College. Throughout the year at College and Executive meetings each of the areas from Staff Development Days were teased out by KLA groups in workshops and discussion groups.

During Term 4 the College PL team began work on effective feedback and effective use of meeting times, with the intention to revisit this in 2016. Planning for Staff Development Day (SDD) Term 1, 2016 was completed prior to the end of 2015. This was around the importance of teams and check-ins with goals and milestones, set in 2015.

Locally at Delroy Campus, staff completed TARS during semester 1 which became PDP in semester 2. Both systems allowed staff to set goals for themselves and to identify professional learning required.

There were various staff changes throughout 2015, however we remained at fifty teaching staff who on average attended two PL activities each. These PL activities were varied and on most occasions presented locally, however some required travel to Sydney or Melbourne.

After PL staff were required to report back to their colleagues and share resources and knowledge gained with them.



Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	732119.14
Global funds	625256.27
Tied funds	1244483.31
School & community sources	109681.12
Interest	25056.41
Trust receipts	29721.11
Canteen	194358.43
Total income	2960675.79
Expenditure	
Teaching & learning	
Key learning areas	45867.77
Excursions	34328.44
Extracurricular dissections	75104.48
Library	10317.70
Training & development	902.95
Tied funds	1063005.60
Casual relief teachers	24312.34
Administration & office	228650.57
School-operated canteen	161198.93
Utilities	173062.70
Maintenance	31646.01
Trust accounts	24495.19
Capital programs	75985.86
Total expenditure	1948878.54
Balance carried forward	1011797.25

Financial summary for 229 (SAP) schools

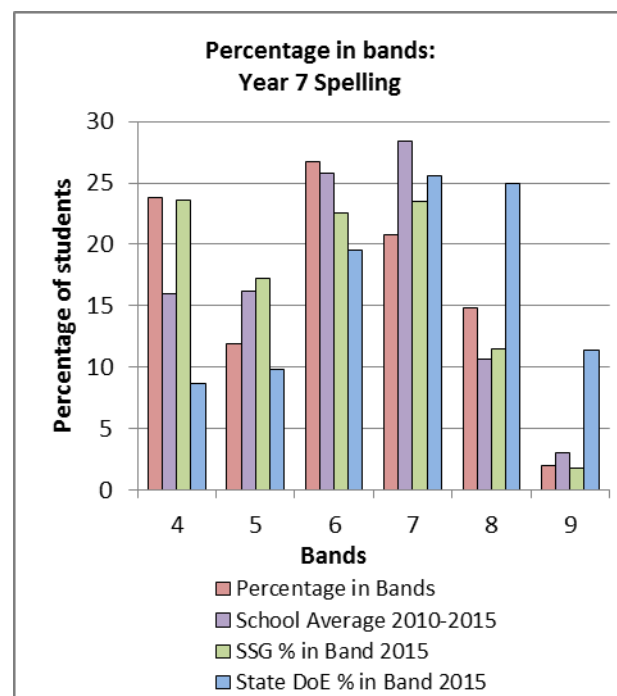
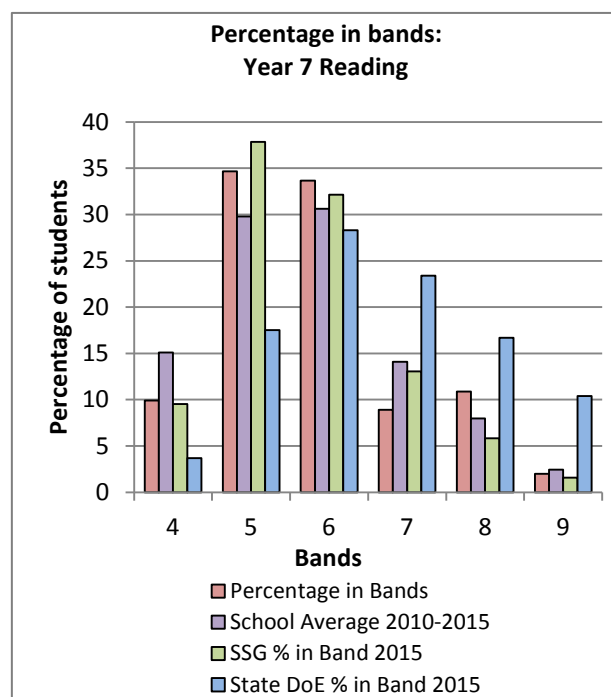
School performance

NAPLAN

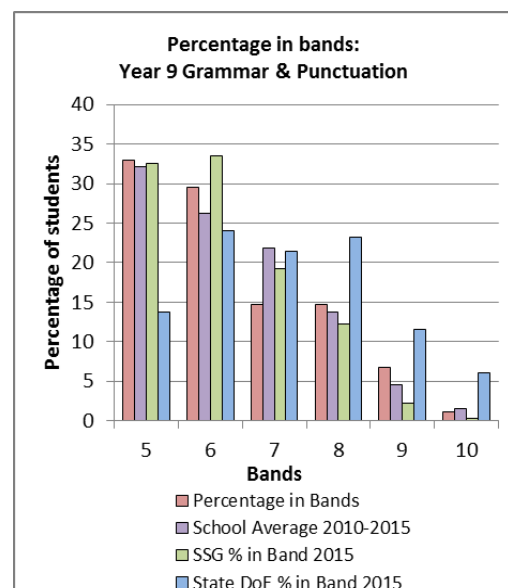
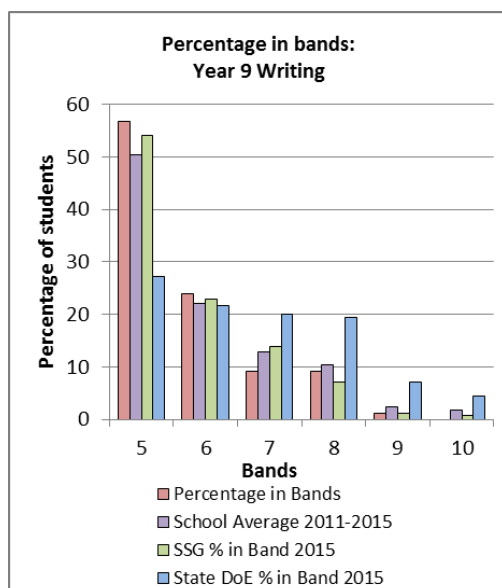
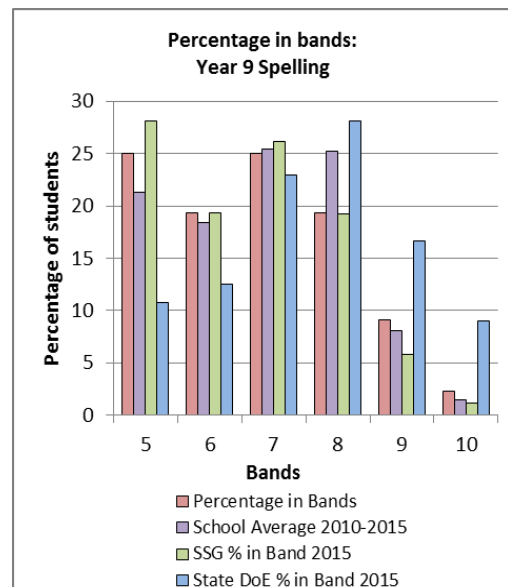
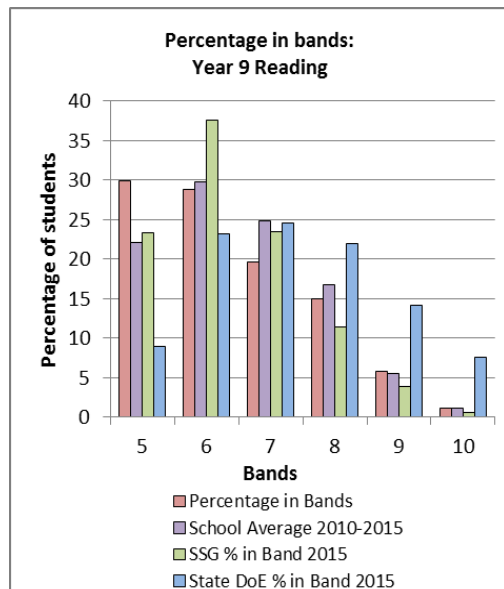
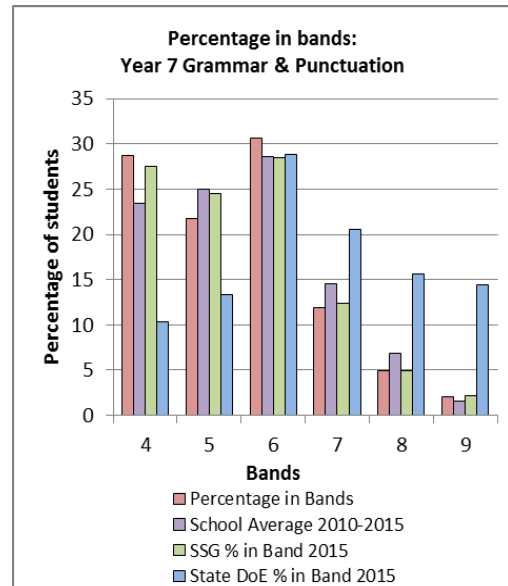
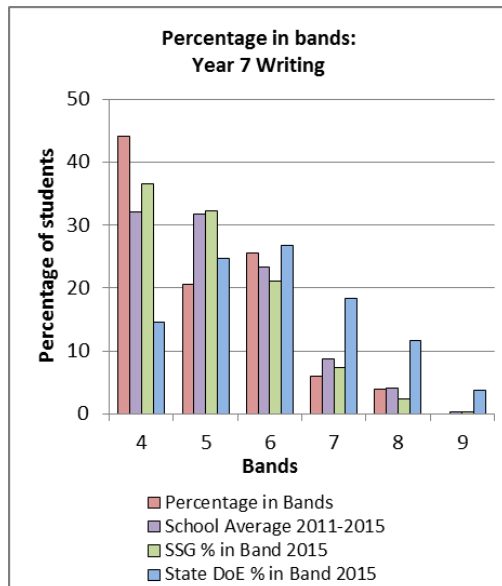
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

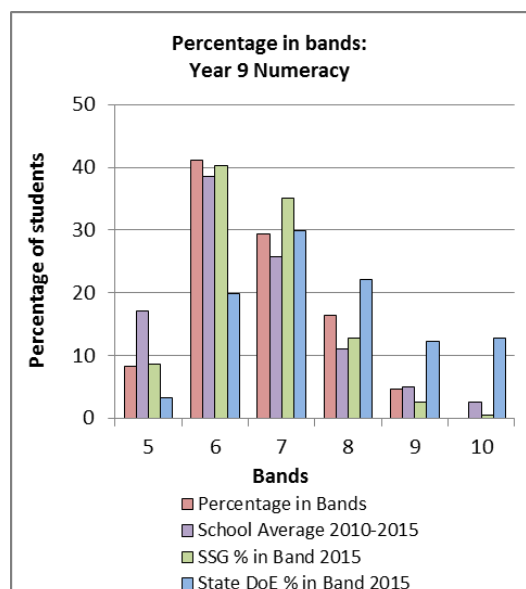
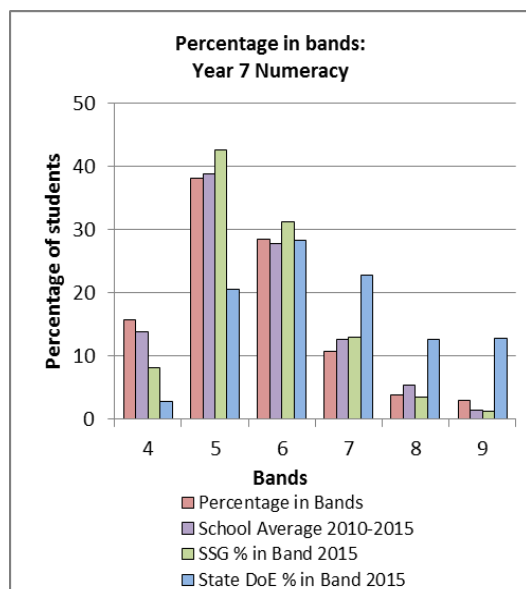
NAPLAN - Literacy



Notes: The 'Percentage in Bands' column is not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.



NAPLAN - Numeracy



Notes: The 'Percentage in Bands' column is not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.

Record of School Achievement-RoSA

In 2015, 98.84% of students were successful in achieving their Year 10 RoSA.

Parent/caregiver, student, teacher satisfaction

Delroy Campus actively seeks input from parent, students and teachers about the school to improve learning opportunity for all students.

In 2015 Delroy Campus conducted a range of activities to garner informal and formal feedback from the school stakeholders.

For example monthly P&C meetings, Parent/Teacher nights each semester, monthly AECG meetings, NAIDOC day, participation in the Tell Them From Me (TTFM) Survey and by conducting external reviews of KLAS such as, in 2015 the CAPA faculty undertook a review.

- The results from a variety of sources indicated that the majority of parents value the PBL structure:

Do your best

Equipment every day

Learning in every classroom

Respect for yourself and others

Opportunities – take advantage of all offered

Your school

- Parents want for their children a happy and safe environment, where their child can develop into a confident and resilient positive contributor to the society.
- Parents appreciated witnessing their children being rewarded on the assembly and newsletters for all their achievements in academic, sporting and cultural areas.
- Parents support the school discipline policy



and behavioral management policy.

Policy requirements

Aboriginal education

Dubbo College Delroy Campus is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

It is a goal of our school that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population. Delroy Campus is committed to increasing knowledge and understanding the histories, cultures and experiences of Aboriginal and Torres Strait Islander people. Delroy Campus is committed to collaborative decision making with Aboriginal Peoples, parents and careers; families and their communities.

Delroy Campus recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.) as the peak community advisory body to the Department on Aboriginal education and training. These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.

NAIDOC Day 2015 was again celebrated at Delroy Campus. This involved an assembly with guest speakers from within the local community and local Elders. After the assembly staff, students, parents and family members participated in and enjoyed a range of activities and stalls ran by student groups, community members, elders and government organisations.

During 2015 Delroy Campus has continued to focus on the implementation of Aboriginal perspectives in all KLA areas. This has been achieved through the embedding the 8 Ways initiative into all programs, continued Professional Learning activities for staff members and the continued consultancy with the schools Equity team.

Multicultural Education and Anti-racism

Culturally inclusive classroom and school practices are embedded in the school, based on explicit teaching in PBL lessons about respect, tolerance and

cultural diversity. This is strongly supported by SRC program. The school employed a Head Teacher Equity who manages all Equity programs within the school to ensure all students reach their potential and have access to opportunities to ensure they thrive in the school community.

We have number of teachers and staff from different cultural backgrounds who help build a better understanding of cultural diversity in the school community.

NSW Health came to Delroy Campus Term 2 2015 to deliver a "LOVE BITES" program to Year 10. The program is based around domestic violence, assault, bullying. They delivered case studies, current statistics, accessing help and self-defense techniques. This links directly with the PDHPE syllabus and we also used the information presented as a basis to the PDHPE Year 10 assessment tasks.

Other school programs

Report on Equity Programs

The following programs and initiatives have been implemented and managed by the Equity team in 2015:

- **Junior AECG** – This is a group of 12 students who conduct meetings, attend local AECG meetings at which they speak at each time. This strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations.
Links to school plan: Promote the School and the College in the community, Build and maintain links with community stakeholders to enhance student learning.
- **NORTA NORTA Tutors** – NORTA tutors are placed in a variety of Year 8 and Year 10 classes. These tutors targeted specific groups of students who were identified from 2014 NAPLAN results that require extra help in literacy and numeracy skills. This has increased Aboriginal students' attendance, participation and engagement in learning here at Delroy. We have also seen improved literacy and numeracy achievements, improved learning outcomes for Aboriginal students and improved outcomes of programs and strategies designed to ensure Aboriginal students achieve educational

outcomes that match or better the outcomes of 'all students'.

Links to school plan: Catering for Individual Learners, Quality Teaching Practice to Enhance Learning.

- **Clontarf** – This is an academy open to all Indigenous boys that improves health, social, educational and employment outcomes for the students using physical activity as the underlying driving force. This program has developed and sustained a positive and inclusive school culture, improved the quality of leadership and workforce development for improved outcomes for Aboriginal students and families and increased Aboriginal students' attendance, participation and engagement in learning.

Links to school plan: Promote the School and the College in the community, Build and maintain links with community stakeholders to enhance student learning.



- **NASCA** – NASCA is a sporting and cultural program that has focused on girls for 2015. The program has included various other activities such as first aid, coaching, and refereeing certification. Students also focused on their culture and family heritage through various activities and excursions. This program strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations, increased Aboriginal students' attendance, participation and engagement in learning

and developed and sustained a positive and inclusive school culture.

Links to school plan: Engaging the Community for Learning.

- **Mulgabirra** – This program is a mentoring initiative where eight students regularly attend Primary schools to mentor younger students. This has been a very successful program with both High School and Primary School students gaining positive experiences from the program. This has strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations, improved the quality of leadership and workforce development for improved outcomes for Aboriginal students and families and strengthened support for Aboriginal students at key transition points (including for students' readiness for transition from home to school, Year 6 to Year 7, Year 10 to Years 11 and 12 and from school to work or further study).

Links to the school plan: Quality Teaching Practice to Enhance Learning, Catering for Individual Learners, Develop with the K-12 school community.

- **IYLP Students** – Delroy has had seven students participate in the IYLP scholarship program for 2015. These students have undertaken and participated in many leadership, community service and public speaking activities. This program has improved the quality of leadership and workforce development for improved outcomes for Aboriginal students and families, increased Aboriginal students' attendance, participation and engagement in learning and improved learning outcomes for Aboriginal students.

Links to school plan: Catering for Individual Learners, Build and maintain links with community stakeholders to enhance student learning.

- **Aboriginal Dance and Cultural Group** – This is a group of 12 students who have learnt and performed various traditional dances, made and played didgeridoos and

participated in cultural activities. This program has strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations and increased Aboriginal students' attendance, participation and engagement in learning.

Links to school plan: Engaging the Community for Learning, Promote the School and the College in the community.



- **Homework Centre** – This program is available to all students once a week from 3.30pm – 5pm which has two teachers present for help with any homework or assessment tasks. This program increased Aboriginal students' attendance, participation and engagement in learning, improved outcomes of programs and strategies designed to ensure Aboriginal students achieve educational outcomes that match or better the outcomes of 'all students' and improved Aboriginal students' literacy and numeracy achievements.

Links to school plan: Catering for Individual Learners, Quality Teaching Practice to Enhance Learning

- **ICaN** – This program has involved 25 students, which focuses on culture and connections with the land with students introduced to various employment opportunities and pathways around the agriculture and horticulture fields. This program has developed and sustained a positive and inclusive school culture, improved the quality of leadership and

workforce development for improved outcomes for Aboriginal students and families and increased Aboriginal students' attendance, participation and engagement in learning.

Links to school plan: Promote the School and the College in the community, Build and maintain links with community stakeholders to enhance student learning, catering for Individual Learners.

- **Aboriginal Girls Circle** – This program has seen 24 Aboriginal girls undertake Circle Solutions training; participate in numerous community events, excursions and cultural activities. This program has strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations, developed and sustained a positive and inclusive school culture and increased Aboriginal students' attendance, participation and engagement in learning.

Links to school plan: Catering for Individual Learners, Quality Teaching Practice to Enhance Learning, Engaging the Community for Learning.



- **Opportunity Hub** – This program will track 12 students from now until they complete any further higher education or enter full time employment. The program aims to increase work readiness skills and skills required for higher education.

Links to school plan: Engaging the Community for Learning, Catering for Individual Learners.

- **TAFE Garden** – This program is run in partnership with TAFE Western with 11 students. These students along with TAFE staff and AEO Peter Boon work in the school's cultural garden to learn various skills around horticulture and are exposed to career opportunities and pathways in this field.

Links to school plan: Engaging the Community for Learning.

- **Get Real program – A Will and A Way.** A coordinator is placed into school to work with students who are risk of leaving school prematurely or who have limited or a dysfunctional family life, social or welfare support. They work towards improving students' engagement with the education process. The program also focuses on students' health, wellbeing and health education, closing the gap between indigenous and non-indigenous health inequity. There are strong links with Dubbo businesses who provide work experience, act as mentors, give industry talks at school, provide work place tours and provide casual and ultimately full time and tertiary training opportunities. The HT Teaching and Learning monitors this program.

Links to school plan: Catering for Individual Learners, Quality Teaching Practice to Enhance Learning.



Special Programs or Initiatives

- **Advancement via Individual DeTermination (AVID) Year 7 academic extension.** Teaches skills and behaviours for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Students develop their academic skills specifically writing, inquiry, collaboration, organisation, and readings (what AVID refers to as WICOR). Academic Partners are Charles Sturt University, Edith Cowan University, and The University of Newcastle. Significant staff professional learning was undertaken in 2015 in preparation for its implementation in 2016. The DP Curriculum monitors this program on site and across the College.
- **Positive Behaviour for Learning (PBL)** is a program supporting positive behaviour in the school through consistent teaching of behaviours both within the classroom and in the playground. The program identifies positive behaviours through a weekly focus and students are rewarded for displaying these behaviours through merit awards and extrinsic motivational material. Levels system is incorporated into PBL program where students strive to reach gold level and are rewarded with an excursion at the end the year. Analysis of data also provides the school with a strategic focus for interventions. The PBL team is overseen by the HT T&L Wellbeing which is funded from the College concessional staffing entitlement, known as the CGSE.



- **Learning and Support Team (LST)** provides focused support in class and individual

withdrawal. The Learning and support teachers test literacy and numeracy levels and develop individual learning plans, and health care plans with the students and their parents/carers. Two additional SLSOs provide in-class support for teachers to support students. The LST is overseen by the HT Teacher and Learning which is funded from the CGSE.

- **Student Support Officer (SSO)** is employed two days a week. As a member of the Learning and Support team analyses PBL data and responds to identified needs e.g. implementing the RAGE program. Takes proactive approach in developing a school wide anti bullying program; supports students to build social skills, develop skills in resilience and develop a positive self-worth; the SSO refers students to other programs /services in and outside the school e.g. school counsellor, Clontarf, Get Real and Head Space. Supports the Deputies in suspension re-entry of students.
- **Reflection Centre** – Delroy Campus engages students who have made unwise choices by allowing students to continue at school. The Reflection centre offers an alternative educational program focussing on improving social skills and behaviour whilst accessing all key learning areas with one or two teaching staff. The centre is onsite and has had tremendous success reintegrating disengaged students back into their regular classes. The centre is funded from the AER i.e., allocated staffing and is monitored by the HT Science who sits on the PBL team.
- **Transition programs Years 6 into 7 and 10 into 11.** Strong and effective transition programs operate between all local primary schools and Delroy. A range of activities occur during Terms 1 - 4 designed by the Transition team. The Careers/Get Real team have designed an extensive transition program for Year 10 to Senior Campus across the whole year, culminating in a 4 day program in Term 4. The DP Wellbeing coordinates this program across the college.
- **Bindyi Club** - ex-student Alumni group meet regularly at Delroy with a Delroy staff representative and provide a regular newsletter. College staff and students attended the annual luncheon in Sydney. They provide scholarships for annual awards.

SRC Report:

In 2015, the student representative council (SRC) was made up of 30 motivated students who were given the opportunity to be the student body voice at Dubbo College Delroy Campus. During their induction, students developed their understanding of the skills necessary to become a school leader and participated in a range of exercises to develop a variety of leadership skills. These included the ability to work effectively as a team, make informed decisions and lead meetings.

In Term One, students raised funds for an Agricultural uniform that provided Ag students with a sense of pride and team spirit when competing in events such as the Canberra and Dubbo Shows. Term One was also a Term for a range of social events such as the yearly Valentine's Day fundraiser where students paid a gold coin donation for a valentine's card or chocolate that would be delivered to a loved one.

During Term Two, students were proactive in planning the Dubbo Schools ANZAC ceremony for the centenary year. Sharika Marie Howard and Austin Heller chaired the event and spoke well in front of school principals, their student leaders and



proud parents. Maree Pobje recited the Ode and the student band performed in collaboration with students from South and Senior Campuses.

Delroy Campus students volunteered to lead games and activities during the Dubbo ANZAC Sleep Out, organised by the Dubbo Council. Our student leaders interacted with Dubbo families and in particular, led a tug-o-war competition which inspired many local children.

SRC students were also able to raise funds for soccer and rugby league lines to be marked on the back oval for use in PDHPE lessons and during recess and lunch. One of the biggest successes during the year was the raising of \$1000 for the Dubbo Pink Ladies.

Students teamed up with the Clontarf academy to raise much needed funds to support breast cancer patients and survivors in the Dubbo Region.

Lastly, in Term 4 students organised the annual school disco and were involved in the Orana Relay for Life in Dubbo. Students volunteered to serve survivors and their carers in an afternoon tea and help in the general running of the event. Congratulations to all students who contributed to the Delroy Campus SRC in 2015.

CAPA (Music, Art, Drama) Report:

In Visual art, Term 1 and Term 3 we had Year 7 students discovering portraiture and ways to express their 'self'. Students looked at artists such as Del Kathryn Barton and Brett Whitely (both Archibald Prize Winners) and their artist practice. Students created their first artwork for the year, a portrait completed using watercolour, pencil and soft pastels.

In Terms 2 and 4, students were lucky enough to manipulate clay to create their individual beast design. After discussing the roles and responsibilities of using clay, and learning the knowledge and skills to build with clay, the students were given the opportunity to design their own mythical beast.

At the same time, Year 8 students were mastering greater skills in visual arts to enhance their knowledge and skills in this subject. In Terms 1 and 3, students looked closely at Graffiti art and its close relationship to Street art. Students gathered the understanding of why artists use stencils and printmaking as their artists practice.

In Terms 2 and 4, the students were given the opportunity to explore sculpture in a variety of ways. In a series of practical lessons, students experimented with tin foil, natural objects (environmental), clay and plaster to create a series of sculptures based on the human form.

The CAPA faculty offered many extra-curricular opportunities for students in 2015. Specifically, The CAPA Sydney Excursion to Sydney was a great experience for all involved and exposed the students to the artistic culture Sydney has to offer.

Music highlights from 2015 included a number of events and workshops where students were able to showcase their musical talents. The Delroy Vocal Group have been dynamic in participating in both community and school events. Students were awarded 1st place for their 'The Chain' and 'My Island Home' performance in the Choral-Secondary school section.

The College Band was also very active in 2015, contributing to the school and wider community at numerous locations, representing Delroy superbly.

They were awarded 2nd place at the 2015 Dubbo Eisteddfod and performed exceptionally well at the 100 year ANZAC Ceremony.

In conclusion, 2015 was a marvellous year for Delroy packed with experiences, experimentation, exploration and expression.



PDHPE Report:

Core PDHPE was studied by all students at Delroy Campus with a range of topics and subjects covered. In practical areas students studied a broad range of games including invasion games, striking games, small target games, cultural games, dance, net/court games, athletics and fitness. Regarding theory, students developed a broad range of skills related to topics covering concepts on mental health, body image healthy eating, road safety, sexuality, fitness, drugs, driver education and relationships.

2015 saw the PDHPE faculty at Delroy Campus continue to develop and offer fantastic opportunities for all students at the school. We offered electives under the P.A.S.S syllabus which allowed many different sporting topics to be studied, in a practical and theoretical sense. As always, our Child Studies one and two course was very popular. These electives allowed us to give students the opportunities to work with childcare centres, local infants and primary schools that have resulted in a great building of the Delroy community. These courses have allowed students to obtain coaching accreditation, first aid qualifications, and experience running sports carnivals to develop their personal and sporting skills.

With a new curriculum beginning in 2017 there are exciting developments coming for the PDHPE core which will ultimately enable students greater opportunities to develop and understand their health.



About this report:

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

