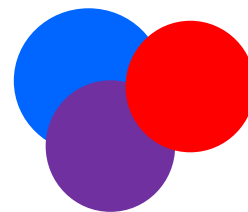


DUBBO COLLEGE SOUTH CAMPUS Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Dubbo College South Campus as an account of the school's operations and achievements throughout the year.

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

Mr Ross Gorrie

Principal

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Message from the Principal

I am proud of the progress the school is making in a range of areas, due in a large part to the individual and collective skill of our dedicated teaching staff.

Our three major Strategic Directions will remain the focus of our school improvement plans for the next two years and it is pleasing to see that we are meeting the majority of our improvement targets.

The School Excellence Framework Self-Assessment Tool has helped with our analysis of current performance and importantly provided the school leadership team with indicators of further school improvement strategies.

Some highlights for 2015 were as follows:

- This year we can boast an exceptional Yr 9 debating team. The team remained undefeated until the Western Area finals but one of our students was selected to be a member of the Western Area team that competed at the NSW Junior Schools debating Competition. A fantastic effort!
- Twenty seven of our aspiring future scientists from Dubbo College South campus took part in the Science and Engineering Challenge and emerged as the overall Western Region winners for 2015.
- Our Show Teams were well represented and highly successful and we were the Grand Champion School at the Coonamble show. A student was placed 2nd out of 180 students in the wool judging at the Merino show. Another was Champion student at the Mendooran Junior Judging Day. We received a highly commended at the upper Hunter Beef Bonanza in Led Steer and Carcase Competition.
- Our Clontarf Academy students have demonstrated excellent progress in all aspects of school life thanks to the leadership of the team. The boys have demonstrated an excellent attitude to school life and their school attendance was 88% for the 85 boys in the program.
- We saw a dedicated team of students finish twelve more murals that will support a school beautification process. They epitomise the school spirit which we hope that all students will engender in the near future.
- Dubbo College South Campus was represented at the NSW State Boccia Championships held at Homebush Stadium in September. After winning the Western Area division, the team played off against the state's best to make it through to the grand final and finish 2nd in NSW.

- The Creative and Performing Arts Faculty were Semi Finalists in the state wide Prime Television “Contribution to Community Awards”. This major award was in recognition for their involvement in a host of creative and performing arts activities.
- We are indeed fortunate to have such an active and interested school P&C. They are welcoming and as a consequence of the inclusive leadership, the parent representative group work harmoniously and always in the best interests of the school community.

Specific mention must be made of five actions or initiatives that we believe will enhance our school’s ability to improve students’ educational experiences at South Campus during 2016.

- 1 To support academic excellence we will be introducing the AVID program into Yr 7. The students who applied for the Academic Extension Class sat and were ranked on their results in external examinations provided by the University of NSW. The top twenty Yr 7 students will be taught using specific teaching and learning strategies that we believe will improve their performance in their first and subsequent years at Dubbo College. Staff have attended training at Newcastle University, the central coast and last week attended a three day training course in Melbourne. After the initial roll out of this program our aim is to train more staff and broaden our delivery into more year and class groups.
- 2 We have adjusted our curriculum pattern to increase the number of periods allocated to core subjects and increased the number of electives offered to students in Years 9 and 10.
- 3 Months of planning has resulted in the college wide implementation of guidelines for the use of student feedback in the learning process. Evidence has demonstrated the significant affect size on student performance when students are provided with specific information in class, before and after formal assessment tasks.
- 4 South Campus is conducting a complete overhaul of our Welfare and Discipline structures. New guidelines, processes and expectations will be finalised and communicated to the school community at the commencement of next year.
- 5 And finally, Dubbo College will be finalising the plans to completely change our school uniform with an implementation date for Yrs 7 and 11 in 2017. The implementation phase will allow all other students one year to adopt the new uniform. There will be a new logo, new colours and it will be more formal in design. Many thanks to the members of the College Uniform Committee for their support of this College initiative.

As I said, these are major initiative that we believe will enhance our school’s image and performance in the coming years. We will continue to review our process and practices so that our students are the beneficiaries and furthermore we will build on our successes as we strive to be the best we can.

School background

Dubbo College South Campus first started in 1965 and at that time was called Dubbo South High School and was located in a Church Hall near Dubbo Public School. In 1967 the school was moved into South Dubbo, 1969 saw the first Year 12 students completed their Higher School Certificate. In 2001It became part of the newly constituted Dubbo College. 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 whilst valuing citizenship and contribution to the community.

School vision statement

A successful, innovative and caring education for your child.

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. South Campus has an enrolment of approximately 736 students 29% of these are ATSI students.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The following are statements taken from the SEF report that was generated after the completion of the Self-Assessment Tool.

Learning

- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- The school encourages students to recognise and respect cultural identity and diversity.
- Students care for self, and contribute to the wellbeing of others and the wider community. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.
- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
- The school encourages students to recognise and respect cultural identity and diversity.
- School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.
- Students care for self, and contribute to the wellbeing of others and the wider community.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

- Curriculum provision meets community needs and expectations and provides equitable academic opportunities.
- The school has an effective plan for student transitions in place.
- School plans elaborate on what all students are expected to know, understand and do.
- Curriculum delivery integrates technology, library and information services.
- The school provides a range of extra-curricular offerings for student development.
- Teachers differentiate curriculum delivery to meet the needs of individual students.
- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- The school actively collects and uses information to support students' successful transitions.
- There are systematic policies, programs and processes to identify and address student learning needs.
- Individual student reports include descriptions of the student's strengths and areas of growth.
- Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.
- Parents are updated on the progress of their children.
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Teaching

- Teachers regularly review and revise teaching and learning programs. Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.
- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- Teachers participate in professional learning targeted to school priorities and their professional needs.
- The school has processes in place for teachers' performance and development.
- Beginning and early-career teachers are provided with targeted support in areas of identified need.
- Teachers actively share learning from targeted professional development with others.
- Teachers are actively engaged in planning their own professional development to improve their performance.
- Teachers understand and implement professional standards and curriculum requirements.
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.
- Teachers are committed to their ongoing development as members of the teaching profession.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.
- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond their classrooms to contribute to broader school programs.
- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- Leadership development is central to school capacity building.

Leading

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three-year school plan has annual iterations focused on achieving identified improvements.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.
- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- School staffing ensures that full curriculum implementation and delivery requirements are met.
- Systematic annual staff performance and development reviews are conducted.
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
- School and other facilities are used creatively to meet a broad range of student learning interests and needs.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.
- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.
- Administrative practices effectively support school operations and the teaching and learning activity of the school.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- All school staff are supported to develop skills for the successful operation of administrative systems.
- There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

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

STUDENT LEARNING

Purpose

To instil in all 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

The School Plan made a strong focus on improving student learning through three focus areas:

FA 1. Supporting Student Pathways:

We endeavoured to develop community and primary partnerships to support student learning from Yr 6 into yr 7 and from Yr 10 into Yr 11. A series of stakeholder planning sessions were held and an agreed plan of actions and desired outcomes were created. Although there were some issues that were raised during the year these have been overcome during the evaluation phase. There were considerable positive outcomes for students as a consequence of these improved processes.

FA 2. Supporting Enhanced Learning:

We created effective cross campus faculty teams that could make much more informed decisions to improve student learning. A survey of all students established a pool of information about how students like to learn and conversely what inhibits learning. This data was to be used to inform classroom practice but has been delayed due to the already full professional development load faced by staff. The decision was made to hold off on this initiative until 2016 when there is the time available.

FA 3. Supporting Student Wellbeing:

Staff are responsible for supporting the wellbeing of their students and especially so in compliance with ESES requirements. The LaST staff have provided teachers with plans that support teachers in the classrooms so that appropriate adjustments can be made to support individual needs. We also found it necessary to review our Student Wellbeing and Discipline Policy in line with the external validation recommendations. The policy was shaped after considerable communication with stakeholders and was almost ready for implementation but for the significant staff changes that required another round of consultation before its roll out.

Progress towards achieving improvement measures		Resources (annual)
SD 1. Improvement Measures	Progress Achieved this year	Resources annual
Establishing effective transition teams to collaboratively develop and evaluate transition programs. Examine curriculum to devise consistent exit points for students at transition stages. Gather student data to inform student needs and strategic professional learning.	90% of the Primary Partner Schools attended the workshop held to collaboratively plan the Yr 6 into Yr 7 calendar of events. 98% of students enrolled into Yr 7 had Student Profiles which had been completed by their teachers. Students were provided with four mini lessons on each of four weeks where they experienced the subjects offered in the coming year. Students from Yr 10 were overwhelmingly positive about the four days spent at the Senior Campus Term IV Week 10.	\$10,000 to supply buses, casual staff, food and staff release

Enhancing the efficacy of the Wellbeing Team so that consistent practices will be introduced that will enable the collection and analysis of data to be used in decision making.	95% of the identified Students at Risk were provided with additional transition sessions which alleviated the stress levels of students moving into High School.	\$5,000 for transport and staffing to support these students
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Next steps

To ensure ongoing successful implementation of the focus areas for this strategic direction in 2016, we will undertake the following:

- Utilise the Yr 6-7 Transition staff member to enhance current practice
- Facilitate the implementation of the College Literacy Strategy
- Reinforce the embedding of Feedback as a major driver for student learning
- Support the boarder use of ICT as a means to foster student engagement

Strategic Direction 2

ACCOMPLISHED STAFF

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 School Plan made a strong focus on improving staff growth through three focus areas:

FA 1. Developing the Leadership Capacity of Staff:

The college invested significant funds in Growth Coaching for middle managers and the Senior Leadership Team primarily to lead strategic educational change. All Head Teachers, aspiring HTs, Deputy Principals and Principals were provided with twelve hours of training. There has been significant improvement in the professional leadership of these staff.

FA 2. Strategic Professional Planning:

The new focus on teams has provided all areas of the campus with a means of affecting improved leadership via the shared purpose when working in a teams based environment. We are working on improving the efficacy of check-ins to monitor progress of Faculty Plans, PDPs and monitoring tools. These initiatives are progressing well and will be a continued focus in the year ahead.

FA 3. Enhancing Technology:

Continued focus on investing in the capacity of staff to develop and utilise ICT where appropriate in the classroom. There has been only minimal progress during the past year.

Progress towards achieving improvement measures		Resources (annual)
SD 2. Improvement Measures	Progress Achieved this year	Resources annual
Supporting the development and leadership of the executive by enhancing the efficacy of teams in the planning, monitoring and accountability processes that are associated with improved staff performance.	100% of Executive staff completed the Growth Coaching Module. Leadership Consultant provided coaching support to the Senior Leadership Team	\$15,000 Growth Coaching Rural and Remote \$5,000 PL funds

Identify and cater for the professional needs of staff, support teacher quality and accreditation, use of technology effectively, provide PL on effective feedback, build literacy related skills, institute accreditation and AVID training.	Five staff were trained in AVID which is being utilised as part of the Best and Brightest strategy. BT and NST were supported with targeted PL. 100% of staff trained in the new PDF which has seen elevated support practices from HTs. SDDs focused on Teams, Meetings and Feedback	\$8,000 from PL funds. \$35,000 BT funds
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Next steps

To ensure ongoing successful implementation of the focus areas for this strategic direction in 2016, we will undertake the following:

- Continue reinforcing the work done on building Effective Teams, Effective Meetings, check-ins and Monitoring Tools.
- Reoffer the course 'Habits of transformative Leaders' across the region to build the leadership capacity of aspiring and new Head Teachers.
- Facilitate a two day AVID training session to further develop the college's Best and Brightest strategy.

Strategic Direction 3

COLLEGE COMMUNITY

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 expectation.

Overall summary of progress

The School Plan made a strong focus on improving student learning through three focus areas:

FA 1. The college profile has been diminished over recent years and the DoE has provided Promotion and Engagement personnel to provide advice and support so that we can address the negative community perception. A review was conducted and strategies were provided re ways to promote the college in the wider community. These strategies have been successful yet there is still significant room for improvement.

FA 2. The college has also implemented a team's approach to build meaningful links with the community. There has been an attempt to involve local identities and persons who have skills and knowledge to come into the school to work with both staff and students. There has also been an effort to involve parents in school planning and to provide feedback on our plans, policies and procedures which have been effective to some extent.

Progress towards achieving improvement measures		Resources (annual)
SD 3. Improvement Measures	Progress Achieved this year	Resources annual
<p>Promotion and Engagement team has mapped out a series of actions that were in response to public surveys concerning the image of Dubbo College in the wider community.</p> <p>We have formed a committee that represents all sections on the school community and decisions are being made about the college logo, colours and uniform.</p> <p>Uniform is provided for families in need.</p>	<p>P & C has remained a strong voice for the parent community with an average attendance of ten people.</p> <p>68 % of respondents to the college survey wanted a new uniform.</p> <p>65 % of respondents wanted a new logo for the college</p> <p>95% of students wear the correct school uniform</p>	<p>DoE funded team.</p> <p>Parent and community reps voluntary involvement</p> <p>\$ 4,500 low SES funds</p>

Collaborate with AECG / P & C for school improvement and to celebrate the accomplishments of the college students in the most visible manner	Clontarf Academy fees.	\$121,000
		RAM Aboriginal Programs
	NAIDOC Assembly	\$1,000
	Mulgabirra Program	\$14,000
	Jnr AECG gatherings	\$1,000
	Celebration of Sport Evening	\$4,000
	College Presentation Evening	\$4,500

Next steps

To ensure ongoing successful implementation of the focus areas for this strategic direction in 2016, we will undertake the following:

- Prepare for the roll out the new logo, colours and uniform for the 2017 Years 7 and 11.
- Actively engage /source community members who offer a particular skillset and invite them into the school to support student engagement and learning
- Invite parents into the school to experience the teaching and learning experiences of their children.
- Conduct many and varied excursions to local sites of interest.


Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding - School use of RAM funds</p> <p>Provision for the continued funding of The Clontarf Academy within South Campus is a major financial investment that supports Indigenous boys with positive outcomes in attendance, wellbeing, reduced behavioural outcomes and elevated educational attitudes.</p>	<p>The Clontarf Academy was introduced to South Campus in 2015. 85 Aboriginal boys signed up with the Academy. There was increase in attendance and retention and a drop in suspension amongst the group.</p>	<p>The campus has allocated \$121,500 to this initiative for 2016 alone. We have also allocated two full general learning spaces and a third of another to provide for the three full time staff working for the Clontarf Academy. We provided a fully funded the costs of our school bus together with associated costs that occurred whilst student were transported to the numerous camps excursions and educational trips.</p>
<p>Running the Mulgabirra Program, 2014 -2016 has continued to provide support for students with individual support in building their literacy skills, self-esteem and leadership capacity. The ongoing relationship with Bunninyong Public School is of significant value whereby we are building the strong links with the wider community. Students are also working towards certification and experiences that do lead to post school work opportunities.</p>	<p>Three groups of six students were involved in this program. 100% of the students completed this support program.</p>	<p>\$14,000</p>
<p>Targeted funding to employ a significant number of SLSO staff to support classroom teachers in providing aid to students who have been identified by LaST team and yet are not allocated specific funding for particular disabilities.</p>	<p>Supporting numbers of students who have no funding when they arrive at South Campus due to an apparent failure of families seeking the appropriate assessment processes.</p>	<p>\$24,000</p>
<p>With more than sixty five laptops, ten iPads and various software technologies added to the school over the past two years, the school is well resourced with library/technology being a part of the enhanced technology focus over 2014 – 2016.</p>	<p>PD/H/PE faculty initiative</p>	<p>\$10,000</p>

<p>Provided high quality professional development in areas targeted to increase teacher quality and using research based measures to target student learning. South Campus employed the services of two consultants to work with Beginning Teachers specifically focusing on Student Behavioural Management strategies and Teaching and Learning practice.</p>	<p>Retired and experienced staff supported classroom management development of the new and beginning teachers.</p>	<p>\$35,000</p>
<p>Provided opportunities for Indigenous students to participate in the NASCA program during the last two years. We have suspended our involvement with this program in 2016 due to an ineffective program during 2015.</p>	<p>Three Indigenous staff employed to provide social, cultural and academic support to indigenous students.</p>	<p>\$4,300</p>
<p>English language proficiency funding Staffing allocation for the position</p>	<p>Trained teacher was integral to the development of literacy and numeracy skills across all KLAs.</p>	<p>\$7920.00</p>
<p>Low level adjustment for disability funding Introduction of the Mulgabirra program HT Wellbeing funding Technology provided in whole school updates. Careers Support through Get Real Coordinator Clontarf Academy</p>	<p>Funding has been used to support all students who required support with food, clothing and equipment, and to pay excursion costs. Program was developed and implemented to provide an alternate educational opportunity for students who were disengaged but wished to stay in education. HT positions were put in place to support this and all other Wellbeing</p>	<p>\$45,000</p>
<p>Low level adjustment for disability funding Provision of SLSOs to provide mainstream support</p>	<p>The LaSTteam led the staff in differentiating the curriculum for all student with learning needs through Professional Learning and support. The L.A.S.T led the implementation of the National Disabilities framework</p>	<p>\$89515.00</p>
<p>Support for beginning teachers Beginning teachers coordinator Personalised plans Mentors HT Teaching and Learning worked with HT College Administration to provide an induction program</p>	<p>Funds supported the development of individual plans and programs of support for three beginning teachers. Two beginning teachers attained accreditation.</p>	<p>\$59311.68</p>

Other school focus areas	Impact achieved this year	Resources (annual)
<p>School Validation Recommendations</p> <p>The principal ensures that common understandings and expectations are developed regarding a clearly understood, collaborative decision making framework which operates consistently in the campus.</p> <p>The principal leads an effective school improvement cycle focused on meeting the needs of stage 4/5 learners, which is characterised by evidence based, collaborative planning, the implementation of targeted priorities and close monitoring involving explicit milestones and ongoing evaluation.</p> <p>The principal ensures that key forums such as staff, faculty and executive meetings contain an effective mix of communication, consultation, collaborative decision making, sharing, evidence based checking-in and professional learning.</p> <p>The principal ensures that high quality staff supervision, including developmental feedback, targeted support and clear accountabilities, is provided for all staff.</p> <p>The principal ensures that the strategic management of school resources, including finances, is well understood by the school leadership team and that effective, collaborative strategic planning and management of school resources is undertaken in an open and transparent manner.</p>	<p>Strategic Directions 1,2,3</p> <p>Communication, consultation and collaboration have improved across the school.</p> <p>Collection of data and evidenced based decisions are being made.</p> <p>Key forums have adopted improved processes.</p> <p>Specific accountabilities have been identified.</p> <p>Budgetary position has been improved and the school is now in the black.</p>	<p>\$5,000 to pay for a consultant to support improvement processes.</p>
<p>Dubbo College Cheerleading</p> <p>This year has seen the return of the sport of cheerleading to the college. The cheer program was set up this year with strict guidelines with the main objective of the group being to effectively execute a school spirit program that supports the athletic teams and promotes the school itself whilst demonstrating sportsmanship amongst the team and to other school groups.</p> <p>The girls were the talk of all the events that they performed at such as, the PDHPE formal assembly, Astley Cup, Dubbo Cheer Academy Display Night and the College Celebration of Sport.</p>	<p>SD 3. Building Community</p> <p>The most impressive achievement of the year is the fundraising efforts by the athletes. They were given the responsibility to approach local businesses in Dubbo to seek sponsorship to attain enough money to purchase new uniforms as we did not have enough for all athletes. The girls raised \$1,300 and were then supported by The Bangamalanha Centre who funded the remaining amount for the uniforms.</p>	<p>Community Donations</p> <p>\$3,000</p> 
<p>CAPA</p> <p>Forté – Let's Get Loud performance was a sell out and a fitting celebration of Public Education and talent across the College. It showcased not only the impressive performance work of South</p>	<p>Strategic Directions 1,2,3.</p> <p>Enhanced community profile.</p>	<p>\$3,000</p>

<p>campus but also included the other College campuses and Primary schools and also saw a combined schools band perform.</p> <p>The school has “Take note” vocal ensemble, the Jazz Bands “South in Session” and “Jam Packed” who have been involved in numerous events including a Delroy vocal workshops at South Primary with Paul Jarman, public performances: ANZAC day, Civic events, presentation night supporting Dubbo’s Big Band Bash, Tunes on the turf as well as entered into the Eisteddfod.</p> <p>The music ensembles, Dance groups as well as Drama performances also entered the eisteddfod as well as entertained on South Campuses MADD night, school assemblies, and the college presentation night participated in Western regional drama camp and a number of them went on bus trip to Sydney to see the award winning musical “Matilda”</p> <p>The dance students engaged in the Bangara Dance workshop, Regional dance camp and formed the South Campus Hip-Hop group.</p> <p>The Creative and Performing arts faculty was recognised at a Gala Night organised by Prime 7 Television. We were semi-finalists in the state wide “Regional Achievement and Community Awards” which recognised the community involvement of our bands, choirs and performers.</p>	<p>Developed student capacity and profile of the performing arts in the college.</p> <p>Significant student affirmation and community exposure to the excellent student outcomes.</p> <p>Community inclusion.</p> <p>Widespread community acknowledgement of school excellence.</p>	
<p>CAPA Review</p> <p>Team conducted an external review</p>	<p>Strategic Directions 1,2,3.</p> <p>2 week interview/assessment process whereby staff, students and parents were able to develop a snapshot to inform the CAPA faculty. This feedback was used to inform future planning in CAPA.</p>	<p>\$5,000</p>

Mandatory and optional reporting requirements

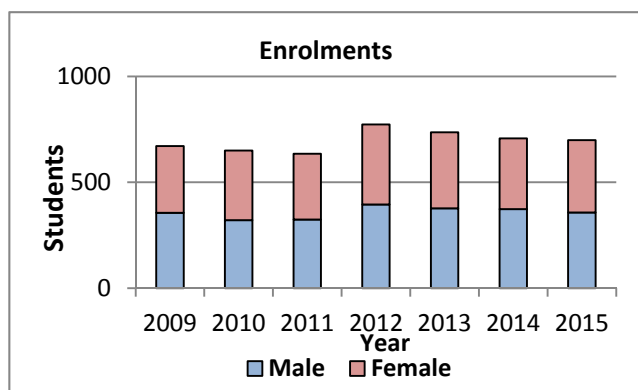
Student information

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

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	356	321	324	395	377	373	357
Female	315	329	311	378	359	334	342

Pleasing



Student attendance profile

Pleasing data as this is the second highest attendance rate in the last seven years.

School	Year	2009	2010	2011	2012	2013	2014	2015
	7	89.6	89.6	91.4	90.5	92.0	91.0	91.2
	8	87.3	87.8	87.4	89.0	89.3	88.3	88.7
	9	85.2	87.1	86.4	85.6	88.1	84.7	87.5
	10	0.0	0.0	0.0	83.6	87.7	86.5	86.3
	11	0.0	0.0	0.0	0.0	na	na	na
	12	0.0	0.0	0.0	0.0	na	na	na
	Total	87.2	88.2	88.2	86.9	89.4	87.8	88.4
	State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3
8		90.0	90.5	90.1	90.1	90.9	91.1	90.6
9		88.8	89.1	88.8	88.7	89.4	89.7	89.3
10		88.7	88.3	87.1	87.0	87.7	88.1	87.7
11		89.4	89.1	87.6	87.6	88.3	88.8	88.2
12		89.4	89.8	89.2	89.3	90.1	90.3	89.9
Total		89.7	89.9	89.2	89.1	89.9	90.2	89.7

South Campus is a Yr 7– 10 Campus and as such it is of little value to interrogate this data.

Post-school destinations

Retention to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	52.0	50.8	54.9	55.2	53.4	57.9	63.2
State	61.0	62.7	64.4	63.4	64.5	69.1	68.9
Previous Methodology (SC to HSC apparent retention)							

Year 12 students undertaking vocational or trade training

South Campus is a Yr 7– 10 Campus and as such it is of little value to interrogate this data.

Year 12 students attaining HSC or equivalent vocational educational qualification

South Campus is a Yr 7– 10 Campus and as such it is of little value to interrogate this data.

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)	-
Head Teacher(s)	11
Classroom Teacher(s)	66
Teacher of Reading Recovery	-
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0.2
School Counsellor	1
School Administrative & Support Staff	32
Other positions	1
Total	117.2

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

There are two teachers who are indigenous

Four Support Staff are indigenous.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	3%

Professional learning and teacher accreditation

Professional Learning is essential for the continued development of teachers as we model lifelong learning for our students. It is imperative that teachers reflect on our pedagogical practices to improve student learning outcomes. A significant range of professional learning opportunities have been available to both teaching and non-teaching staff at the South Campus. Many have been facilitated through the Senior Campus and extended to other campuses and schools. Executive staff undertook the Growth Coaching 16 hour course. All staff attended workshop on the School Management Plan, teambuilding, purpose of meetings and quality feedback. Staff development days have involved the whole public education community of Dubbo. The year started with motivational speaker, Lee Crocket. School staff has continued to participate regularly in campus-based professional learning. Staff have accessed professional learning opportunities at local, regional and state level. The school provides opportunities for staff to meet the accreditation requirements of the NSW Institute of Teachers by working with the Teacher Mentor, their KLA Head Teacher and trained peer coaches.

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	234543.92
Global funds	725684.27
Tied funds	1319817.00
School & community sources	206283.39
Interest	12978.02
Trust receipts	12268.46
Canteen	00.00
Total income	2511575.06
Expenditure	
Teaching & learning	
Key learning areas	95548.95
Excursions	62349.33
Extracurricular dissections	64868.32
Library	274.37
Training & development	915.14
Tied funds	1072442.30
Casual relief teachers	193802.40
Administration & office	206222.27
School-operated canteen	0.00
Utilities	156018.56
Maintenance	33003.32
Trust accounts	10251.10
Capital programs	0.00
Total expenditure	1895696.06
Balance carried forward	615879.00

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.

Schools may refer the reader to the [My School](#) website to access NAPLAN results as follows:

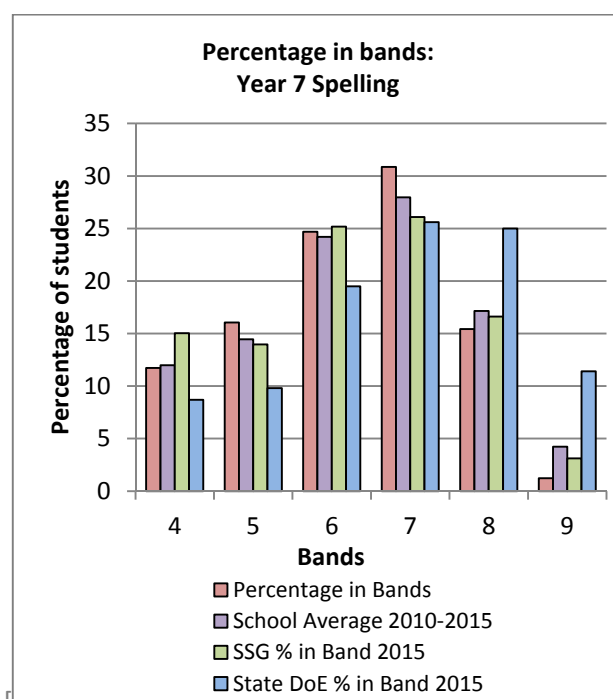
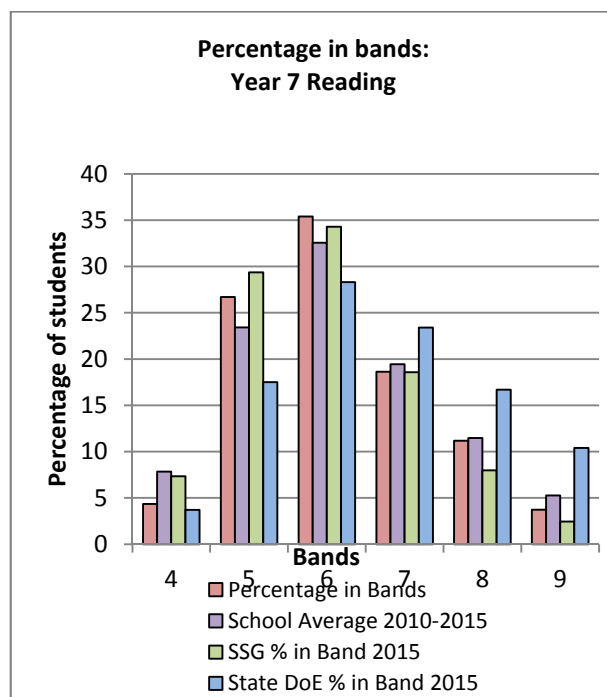
The *My School* website provides detailed information and data for national literacy and

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.

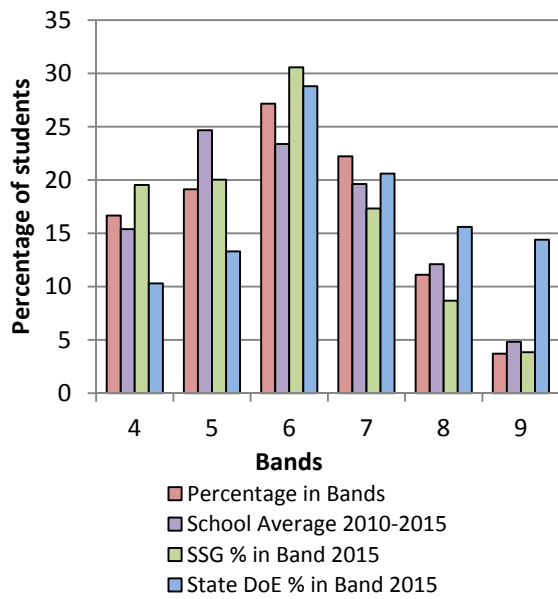
Included below are the 2015 NAPLAN results comparing our school with State, Statistically Similar Schools and our six year average.

NAPLAN – Yrs 7 and 9.

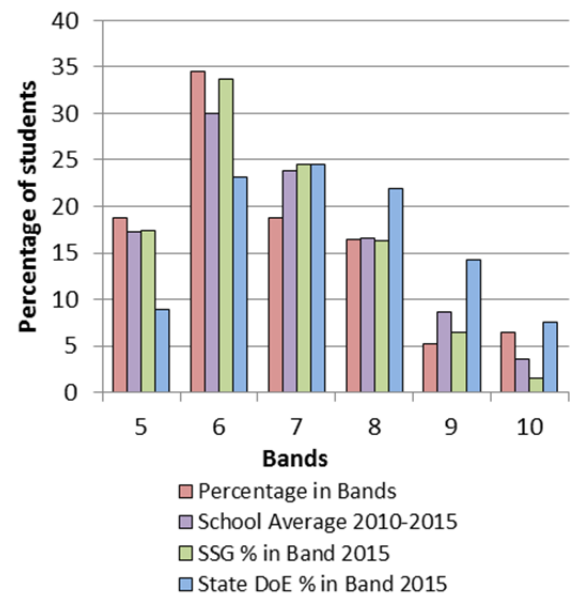
Numeracy and Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



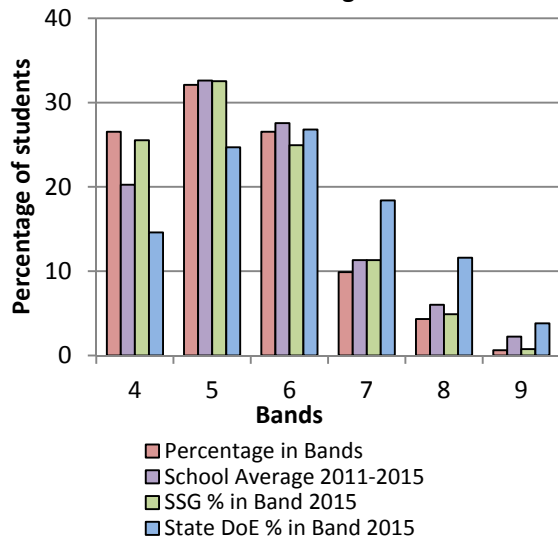
**Percentage in bands:
Year 7 Grammar & Punctuation**



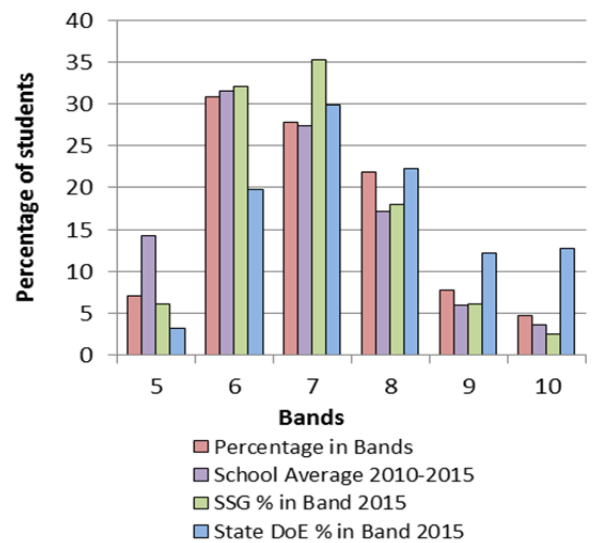
**Percentage in bands:
Year 9 Reading**



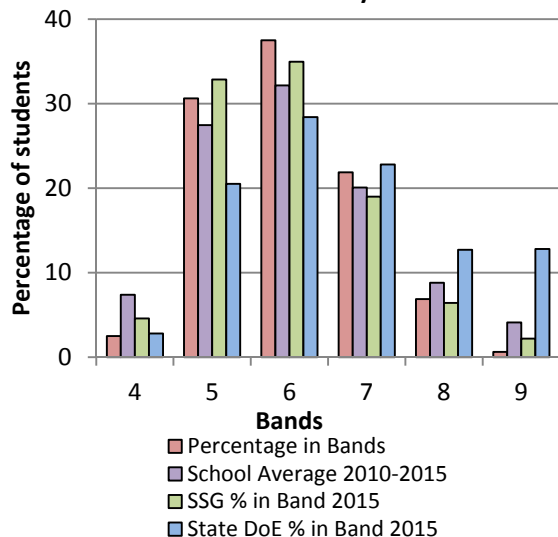
**Percentage in bands:
Year 7 Writing**



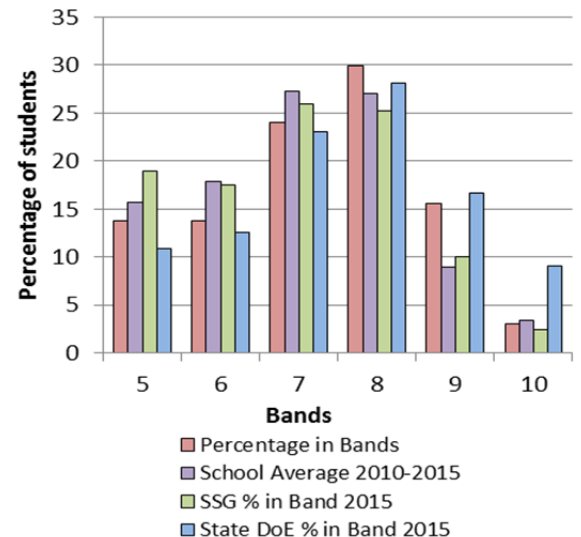
**Percentage in bands:
Year 9 Numeracy**

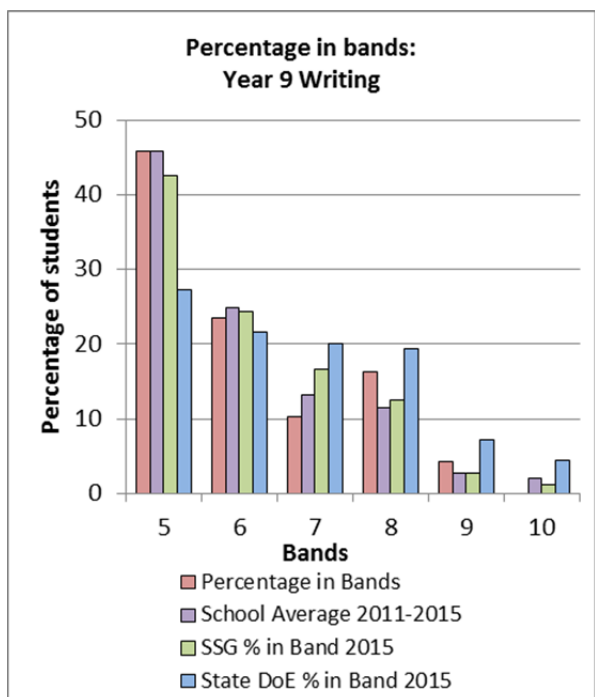
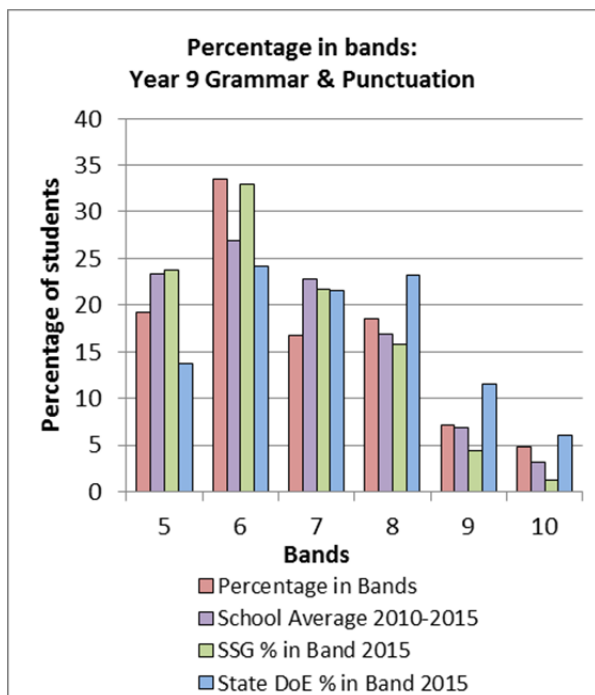


**Percentage in bands:
Year 7 Numeracy**



**Percentage in bands:
Year 9 Spelling**





Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The school undertook the Tell Them from Me survey for students and staff. The link to the results is

<http://www.dubbocoll-m.schools.nsw.edu.au/senior-campus>

Policy requirements

Aboriginal education

Clontarf Academy of South Campus reported boys joining that program at expected levels with ever increasing numbers coming on board. They have also achieved their aim of having 85% attendance overall based on ERN data which is the program's standard in NSW. This is an important goal that has been reached and they are aiming for higher in 2016. Clontarf staff had a remarkable parental attendance for their awards night and one of the evolutions of this program will be to continue being a liaison between the school and the Aboriginal parents. Clontarf has also had an impact with the retention of students, reducing the loss through Year 11 by 33%. It does highlight that Years 10 and 11 are vulnerable years for Aboriginal students in Dubbo College. A significant amount of work is being done to make transition better for students and to align subject and course scope and sequence better so the gap between junior and senior is narrowed.

Norta Norta funding entitlement was \$79,000 for 2015. There were two tutors who worked in classrooms with students who were identified by the LaST team. These tutors also were involved when establishing their PLPs that helped build student engagement. Mentors also assist in cases where 'N' award notifications are issued for assessments not submitted. Our Norta Norta tutors and the Learning Centre delivered one-on-one tuition as well as small focus groups. The tutors are involved with Year 10 into Year 11 transition to establish relationships earlier for students attending Senior Campus in the following year.

Mulgabirra continues to be a highly successful program that supports indigenous education. The students are supported in their literacy, self-esteem, social skills and are completing certified courses whilst involved in the program. The student engagement and retention has been most impressive.

NASCA program ran for two terms but there were staffing issues and it lost its momentum.

Multicultural Education and Anti-racism

The Circle Solutions Program allocated specific lessons to the acknowledgement of our multicultural society and specifically the students who attend South Campus. There have been no specific Multicultural days or events during the year.

Other school programs

CAPA 2015

2015 - Another great year of changes at South Campus which has seen the addition of some wonderful staff to our already dedicated CAPA Faculty team, who bring with them further wonderful skills to share with our students.

It never seems to be quiet or uneventful in CAPA and 2015 has been no different with many varied creative arts opportunities provided by staff to enrich our students at South and indeed to support the creative and artistic pursuits across the College.

The highlight for 2015 were:

Drama Sydney 'Onstage' excursion with Senior Campus students which included ATYP workshops and excellent performances from the 2014 HSC Drama Showcase. Students attended Western Region Dance Camp, Western Region Drama Camp and Western Region Band Camp.

Students attended Bangara Dance Workshops and Indigenous 'Staging Stories' Drama Workshops.

Touring 'Solid State Theatre' group presented their circus show 'Risky Business' to @150 students in our school hall.

We started a Performance Group after school and created extra performance work supported CAPA Staff for the wonderful 'Forte Concert' held at the end of Term 1 and also for the Dubbo Eisteddfod in Term 2. Drama students, vocalists and musicians all combined together to take the stage with great performance work.

Our musicians and vocal students were very busy combining with Delroy Campus for the memorable Community ANZAC Services for the centenary commemorations and our students also contributed 'musically' and 'dramatically' at our school formal assembly service for this occasion.

Music Vocal students have attended vocal workshops & performance opportunities with 'The Idea of North' who came to Dubbo, a 'Paul Jaman' workshop held in Dubbo and a workshop held in Tamworth with Robert McDougal (from the 'Les Mis' cast).

Drama students have also attended Bell Shakespeare's production of 'Hamlet' at the Regional Theatre which included a workshop prior to the production with one of the actors from Bell Shakespeare.

Elective music staff & students from South Campus and Delroy Campus have combined for marking presentations for assessment tasks.

30 students from Year 7 and Year 8 attended the 'anti-bullying' production of 'I am Jack' at the Regional Theatre.

20 students were involved in the Telstra sponsored 'Plein Air' art workshop with an artist in residence for the one day project, with work chosen from this to be displayed in Parliament House.

We have had some wonderful achievements by our students in music who have showcased at many performance opportunities through the Combined Band and South Jazz Band including being very involved in the Big Band Festival workshop with performances at community venues in October.

Three of our students made the State Wind Ensemble and attended this in Sydney. They have also been invited to Vienna, Austria for a tour, along with two students who were recognised for their talent at a vocal workshop & invited as vocalists in the combined choir.

A successful year at the Dubbo Eisteddfod saw our school represented in many Drama sections, winning the Junior School Trophy, Band sessions for both school and open sections by our combined College Band and South Jazz Band, Vocal Champions in the small open school section with 'Take Note' and a beautiful rendition of 'Royals', and efforts in the school open variety dance section with 2 entries. Awesome efforts this year saw our students invited to the Grand Concert for 'One Short Day' from the musical 'Wicked' by our Performance Troupe and 'Treasure' by our Jazz Band - we were so proud of all the students.

A huge highlight for our Faculty was the Creative Arts MADD night we held which showcased a huge range of student work from across the school - perhaps our best yet!!! This included a wonderful range of art works and photography work where students voted for their favourite works on display. The concert once again showcased the talents of our students in music, drama, dance and vocals and included a huge variety of work achieved throughout the year.

Once again we farewell our wonderful Year 10 students as they move to Senior Campus, encouraging them to keep connecting with their creative and artistic interests and we look forward to seeing their skills continue to develop in the senior years.

Thanks to the CAPA staff for their continued commitment, dedication, knowledge, expertise and experience in working with our students in classrooms and on extra-curricular events & opportunities and especially with the work done in supporting the faculty through the College CAPA review process that took place at the start of Term 4.