

Dubbo College Delroy Campus

Annual Report



2016



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Introduction

The Annual Report for **2016** 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

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Message from the Principal

I am proud to recognise the wonderful achievements of our students across academic, cultural and sporting areas and acknowledge the commitment and dedication of the teaching and support staff at Dubbo College Delroy Campus in creating high quality learning experiences for our students. Our school's success is underpinned by three key focus areas that promote Student Learning, Accomplished Staff and Campus Community. Firstly, improved **Student Learning** is achieved through the high quality instruction from our valued staff members providing consistent and detailed feedback and identifying and implementing Key Learning Area (KLA) specific literacy related skills. In 2016 as part of our Best and Brightest Strategy, the Advancement Via Individual Determination (AVID) class in Year 7 was implemented. A strong and effective Learning and Support Team identifies students requiring adjustments for learning and work with teachers to implement these adjustments in the classroom so all students can achieve their best. We pride ourselves on developing **Accomplished Staff** by working effectively in teams, conducting regular productive meetings and a strong focus on professional learning for all staff. A number of staff have been trained in Advancement Via Individual Determination (AVID) techniques to extend better performing students. Thirdly, developing **College Community** is a vital focus area in building strong links with parents and carers, the Aboriginal Education Consultative Group (AECG), tertiary providers, local business and agencies to support student learning and generate positive community engagement. During 2016 the College Promotion and Engagement team developed a rebranding strategy for Dubbo College for "*bright futures*". This will see in 2017 a new logo, uniform, key messages and marketing collateral creating a fresh, modern 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 their personal best in all areas.

Some highlights for Delroy Campus in 2016 include:

- Year 10 student Ngali Shaw received the Department of Education's Nanga Mai Award for outstanding achievement in performing, creative and visual arts. In 2016 Ngali additionally was awarded Central Western Electorate Indigenous Student of the Year for his hard work and dedication to Aboriginal culture and leadership. He achieved outstanding results in performing arts events including Dubbo NAIDOC Day and the Dubbo and Wellington Eisteddfods. Ngali performed at the Sydney Opera House and University of Sydney, as well as co-hosted the regional Wudhagargarra awards in Dubbo. He has been involved in the Rekindling program and other school collaborations with the Bangarra Aboriginal Dance Company, as well as taking part in the NAISDA Garabara Ngurra dance camp and performing in the NSW Public Schools' State Dance Festival and NSW State Schools Spectacular as part of the NSW Dance Ensemble.
- The National Assessment Program in Literacy and Numeracy (NAPLAN) showed that there has been high performance growth in students.
- College staff participated in a number of professional learning programs in two areas to address the NAPLAN results—

- The Delroy Clontarf Academy continues to be an invaluable support for our Aboriginal male students in improving attendance, engagement and learning. In 2016 they implemented a homework centre each Wednesday afternoon staffed by Clontarf and teacher volunteers. This is in addition to conducting before school training sessions two mornings a week and daily morning pick-ups to assist students to attend school every day. A highlight was hosting the Dubbo Chamber of Commerce breakfast meeting at Delroy Campus.

- The Support Unit operated a Breakfast Club across the year with valued support from local businesses which was very successful.

- The Reconnect class operated for a small targeted group of Year 8 students with low literacy who were identified by the Learning and Support team. In term 4 the students were transitioned into mainstream ready for Year 9. The program was highly successful in improving students' grade ranking, most notably in Mathematics. There were significant gains in the students' wellbeing, particularly around the development of positive self-worth.

- Strong and effective transition programs operate for Year 6 into 7, Year 10 into 11, Support Unit and students with additional needs.

- The Duke of Edinburgh program operates as an elective class and works with the local Rural Fire Service to allow students to broaden their fire safety skills. Circus is another popular elective program operating at the school. Delroy Campus hosts the after school Circus West program, available for all students across the Dubbo area to attend.

Programs and key personnel such as the College Careers team, Get Real program, Aboriginal Education Officers (AEOs), Aboriginal Girls Circle, National Aboriginal Sports Chance Academy (NASCA), Student Representative Council (SRC), Campus and College Band, and the Aboriginal Education Consultative Group (AECG) are a valued part of our school and help ensure all students achieve their best in leadership and citizenship.

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

Dubbo College Delroy Campus

Message from the school community

The school has a committed Parents and Citizens' (P&C) Association which meets on the third Monday of each month. The Parents and Citizens' Association has an active involvement in the school's self-evaluation teams and are very keen fundraisers to support the gold level Positive Behaviour for Learning excursion and rewards. Working with the staff and students, we conducted several barbecues such as community fundraisers, Welcome to Year 7, school disco and assisted with the annual presentation night. The Parents and Citizens' Association have been an integral part of the College Promotion and Engagement team, in the design and implementation of the new logo and uniform.

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

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 has an enrolment of approximately 465 students of which 51% are Aboriginal and Torres Strait Islander (ATSI) students. Delroy is committed to the Positive Behaviour for Learning (PBL) program and the recognition of student achievement, student leadership and the partnerships with family and the community. Quality teaching which encompasses 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 achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the domain of **Learning** the school is *sustaining and growing*. 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, Education Out West 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 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. The Learning and Support team provides ongoing evaluation, review meetings with parents and students and development of health care plans will further ensure the ability of students to achieve in all areas of school life. 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. Ongoing association with outside agencies will continue to enhance student skills, confidence and wellbeing for success. In terms of student performance measure, the school is at *delivering* stage. While students performance demonstrates high achievement growth, there is a significant gap in meeting state averages which will require focused targeted intervention in 2017 and beyond.

In the domain of **Teaching**, the school is *sustaining and growing* in relation to effective classroom practice with evidence-based teaching strategies being used consistently. Feedback is an example of this, with staff applying the research of John Hattie to their programming and assessment strategies. The outcome of this has been an increase in student learning and staff improving their professional practice. Data has been utilised to improve school performance and staff have changed their practice accordingly, reflecting on NAPLAN and assessment data to identify student needs and skill gaps. There has been continued growth in relation to collaborative practice with the building of effective teams being a key focus for this year. This includes KLA and cross campus teams which have worked together successfully to share expertise and strategies to ensure consistent quality teacher practice. The school has *excelled* this year at learning and development with clear goals for each member of staff being defined through the Performance and Development Framework (PDF) process, in addition to ensuring that professional learning activities systematically promote the most effective strategies for student learning. Evaluation of professional learning for staff has also occurred throughout the year to identify future staff development needs. The school is an expert in the provision of support for beginning and early career teachers, with a strategic and comprehensive induction and mentoring program led by senior executive staff.

In the domain of **Leading** the school is *sustaining and growing* in the areas of leadership, school planning,

implementation and reporting and school resources, and is *excelling* in management practices and processes. The embedding of a 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 the importance of leadership being central to school capacity building, the Growth Coaching Model has continued to enhance the leadership ideology in the school. As a result of the 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 PDF process 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 assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning

Purpose

Instil in students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.

Nurture an ethical school culture where students participate meaningfully in their community context.

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 participate 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 School Sport Association carnivals, Child Care centre events and use of sport facilities through our multi-sport program. Students have assisted primary partners teaching literacy and numeracy to primary aged students through the active volunteering program. In addition students have supported our primary partners through the Mulgabirra program developing teaching resources for primary, infant students and supporting students one on one in the classroom. Aboriginal Elders have sought the assistance of the Aboriginal Girls Circle to assist with various functions in the community.

Examples of where the community has engaged with the school are the Get Real program, Clontarf Academy, National Aboriginal Sporting Chance Academy (NASCA), the Duke of Edinburgh Program and Rural Fire Service (RFS) Cadet program. This variety of community engagement has provided students with successful learning opportunities outside the classroom. Education Out West have supported the implementation of programs for secondary students to support our primary partners.

Staff engagement in professional learning opportunities has allowed for professional growth in a number of key areas. All staff have been trained in the college wide feedback and literacy strategies to enhance learning outcomes for all students in all Key Learning Areas (KLAs). Professional development for all staff regarding adjustments for individual students and classes has improved KLA programs to improve student outcomes through targeted development areas. Continual focus on literacy and numeracy across all KLAs through Positive Behaviour for Learning (PBL) lessons and direction from the Literacy team has provided focus areas for staff to maintain and improve student skills. Improvement in student outcomes has been supported by the development of Individual Learning and Support Plans (ILSP) and Health Care Plans for identified students and adjustments for programs which include 8 Ways Aboriginal Pedagogy. Delroy has established a literacy and numeracy support class to reconnect students to learning and operates a reflection room to support students with behavioural change to enhance learning. These initiatives have provided a framework to assist staff in catering for individual learners. Programs such as Student Representative Council (SRC), Aboriginal Education Consultative Group (AECG), Indigenous Youth Leadership Program (IYLP) and Education out West (EoW) have also assisted in the improvement of student outcomes. As part of the Best and Brightest strategy, Delroy operates a Year 7 extension class which utilises the Advancement Via Individual Determination (AVID) strategies as well as the Aurora program for the gifted and talented students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Engaging the Community for Learning	Through ongoing newsletter articles regarding programs offered by the school such as National Aboriginal Sporting Chance Academy (NASCA), Parent-Teacher Nights, Year 10 Get Real, National Aboriginal and Islander Day Observance Committee (NAIDOC) day, the school Positive Behaviour for Learning framework and various mentoring programs, the community is constantly informed, involved and invited to celebrate the successes.	RAM Equity
Quality Teaching Practice to Enhance Learning	All staff are continually developing skills in many areas across curriculum to enhance both staff and	Professional Learning – \$43670

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality Teaching Practice to Enhance Learning	student outcomes. Staff attend professional learning opportunities to maintain and to grow their skills.	
Catering for Individual Learners	All students and staff work through literacy and numeracy lessons to further enhance and to meet the learning needs of students in all year groups. Ongoing development, evaluation and adjustments of Individual Learning and Support Plans (ILSP) and Health Care Plans ensure the school caters for all individuals in all areas of school life. Students are supported by various partner groups.	RAM Equity

Next Steps

1. 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. Staff continue to develop feedback strategies through professional learning opportunities.
2. Continue to build on the improved Learning and Support process by providing feedback on the impact of Individual Learning and Support Plans and current practices and evaluate how to implement and review Individual Learning and Support Plans through professional learning frameworks.
3. Ensure successful implementation of Literacy and Numeracy across all Key Learning Areas through Positive Behaviour for Learning and the Learning Thinking Scope program.

Strategic Direction 2

Accomplished Staff

Purpose

Ensure quality teaching and learning, and reflective classroom practice. Develop an engaging, innovative and challenging learning environment that promotes and models lifelong learning.

Maximise learning opportunities and promote success for a diverse range of students. Create an engaged and collegial community of learners who demonstrate curriculum innovation, quality teaching and leadership capability.

Overall summary of progress

Staff have engaged in Professional Learning throughout 2016 to ensure their ongoing development and that best practice in teaching has occurred in the classroom. This has been achieved through further refining and embedding the Performance and Development Framework (PDF) and utilising a strategic approach to Professional Learning. Classroom teachers have worked effectively with the school Executive to identify specific focus areas for improvement, which has resulted in the establishment of goals tailored to meet the needs of each individual staff member throughout the school. This has created a culture of collaboration and learning amongst staff and ensured improvement in professional practice and staff development.

The use of quality feedback for student assessment has been embedded within each faculty area and built upon the success of its implementation in 2015. This year has seen feedback used in a more sophisticated way as a key tool to improve student learning and is reflected in programming and assessment design. Each Key Learning Area has identified specific literacy strategies to embed in their programs for improved learning outcomes.

Staff have continued to work toward higher levels of accreditation in accordance with Board of Studies Teaching and Educational Standards (BOSTES) requirements with beginning teachers supported by a Head Teacher Teaching and Learning in addition to the College Induction Program. Members of the Senior Leadership team have gained further experience in GROWTH Coaching, completing Phase II and III which has contributed to their leadership development and is reflective of the strategic planning for their professional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development of Leadership Capacity	In 2016, members of the Senior Leadership Team (Principal and Deputies) participated in Phase II and III of Growth Coaching which enhanced their leadership and management capabilities. Aspiring Head Teachers were also provided with leadership development opportunities through a structured Expression of Interest (EOI) process for Executive positions.	Professional Learning
Strategic Professional Learning	Professional Learning opportunities have been provided to all staff and have been planned strategically through the establishment of goals in their Performance and Development Plans (PDP). The Professional Learning Calendar and Professional Learning Team have maximised opportunities and ensured a culture of sharing so all staff can benefit from new educational processes and practices.	Professional Learning

Next Steps

1. Professional Learning to be provided by National Assessment Program – Literacy and Numeracy (NAPLAN) and the Validation of Assessment for Learning and Individual Development (VALID) Improvement Team to build capacity of staff to understand the requirements of the new High School Certificate.

2. An introduction to the “Learning Thinking Scope”– discussion and understanding of collective efficacy across all Key Learning Areas.
3. All Key Learning Areas will participate in Cross Campus Key Learning Area training with “Learning Thinking Scope” to move toward faculty implementation.
4. Continued staff Professional Learning in Advancement Via Individual Determination (AVID).
5. Staff to have accreditation documents in accordance with NSW Education Standards Authority (NESA) requirements.
6. Building capacity of Deputy Principals through leading a Strategic Focus Area across the College.
7. Identification of teachers and Head Teachers to act in a relieving capacity.
8. Expression of Interest (EOI) for Head Teacher roles across the College are developed and sought.
9. Senior Leadership Team Meetings twice a term.

Strategic Direction 3

Campus 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 expectations.

Overall summary of progress

In 2016 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 continue to promote the campus through a variety of events, activities and committees such as Year 7 Information Night, Parent/Teacher night, ANZAC day ceremonies, NAIDOC Day celebrations, awards nights, sporting competitions within the community, Student Representative Council (SRC), Community BBQs, Circus West, Canberra and Dubbo Show participation, Parents and Citizens (P&C) and re-branding of the College. Through such events and programs Delroy Campus staff have endeavoured to promote key messages which reflect core beliefs, values and culture, whilst engaging staff members, parents and members of the community.

Delroy Campus successfully continued to develop and strengthen links with partner schools through the implementation of various transition programs in addition to student mentoring programs such as Year 6 and Year 10 transition, Students With Additional Needs transition (SWANs), Mulgabirra program, Get Real assembly, Year 7 Information Night and the exchange of information from primary schools.

Delroy Campus has enhanced student learning and engagement through maintaining and building links with community stakeholders. School leaders and staff have strategically promoted Delroy Campus through a variety of programs, courses and involvement of community activities. Such programs that have contributed to this are National Aboriginal Sporting Chance Academy (NASCA), Aboriginal Girls Circle, Opportunity Hub, Duke of Edinburgh, National Aboriginal and Islander Day Observance Committee (NAIDOC) Day, Junior Aboriginal Education Consultative Group (AECG) and Clontarf. Courses such as Circus West, Child Studies child care centre visits, Duke of Edinburgh Program, Rural Fire Service and RescuED contribute to enhancing student learning through links to community stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Promote the School and the College in the community	Through events such as: Year 7 information night, Parent/Teacher night, ANZAC day ceremonies, NAIDOC Day celebrations, awards nights, sporting competitions within the community, SRC Community BBQs, Circus West, Canberra and Dubbo Show participation, rebranding of the College and P&C, Delroy Campus has promoted key messages which reflect core beliefs, values and culture, whilst engaging staff members, parents and members of the community.	RAM Equity
Develop with the K–12 school community	Delroy Campus continued to build and strengthen links with the K–12 community through programs such as; Year 6 and Year 10 transition, Mulgabirra program, Get Real assembly, Year 7 Information Night and the exchange of information from primary schools.	RAM Equity
Build and maintain links with community stakeholders to enhance student learning	Student learning has been enhanced through the building and maintaining of links through programs such as; NASCA, Aboriginal Girls Circle, Circus West, Child Studies child care centre visits, Duke of	RAM Equity

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Build and maintain links with community stakeholders to enhance student learning	Edinburgh Program, Rural Fire Service and RescuED, Junior AECG, and Clontarf.	

Next Steps

1. Continue to work and implement strategies and application of the Learning Thinking Scope.
2. Continue to build on collective efficacy practices. Ensure all key stakeholders including staff, students, parents, carers and community are involved and are active participants of our collective efficacy goals.
3. Implementation of the Community Kitchen project.
4. Implementation of Girls Academy.
5. Parents and community members will have the opportunity to engage in a wide range of school related activities and participate in school decision making.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have Individual Learning and Support Plans (ILSP) with teachers making appropriate adjustments for learning.</p> <p>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 and Breakfast Club.</p> <p>Resources were purchased for engagement activities and student welfare.</p> <p>Participation in Mulgabirra program improved literacy in participants and built a strong partnership with feeder primary schools.</p>	<p>\$314000</p> <p>1 x Cultural Dance Teacher</p> <p>4 x CLONTARF Staff</p> <p>2 x NASCA Staff</p> <p>0.5 x Attendance Officer</p> <p>0.5 x Student Support Officer</p> <p>NAIDOC Day</p> <p>Breakfast Club</p> <p>Student Assistance</p> <p>Mulgabirra</p> <p>KLA Programs</p> <p>2 x Aboriginal Educational Officers</p>
Low level adjustment for disability	<p>All students requiring adjustments and learning support are identified through learning and support processes which involves individual progress reports and student assessment. This information is then used to develop ILSPs and support staff with program adjustments.</p> <p>The Reconnect Class operated for a small group of Year 8 students identified with low literacy by the Learning Support Team. Students were tested for reading and numeracy. Individual learning support plans and health care plans were developed. The class focused on literacy and numeracy related skills in cross curricula projects to reconnect students to learning.</p>	<p>\$324000</p> <p>0.75 x Classroom Teacher</p> <p>0.75 x Learning and Support Officer</p> <p>2 x Learning and Support Teachers</p> <p>Learning and Support Team</p>
Socio-economic background	<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.</p> <p>The provision and maintenance of student electronic devices to support all students having access to 21st Century Learning.</p> <p>Subsidising student resources and excursions allowed students access to school activities and the provision of school uniforms to develop the sense of belonging and equality.</p>	<p>\$180536</p> <p>1 x Technical Support Officer</p> <p>0.5 x Attendance Officer</p> <p>1 x Learning and Support Officer</p> <p>Student Assistance Program</p> <p>KLA Programs</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	231	206	197	235
Girls	216	206	212	228

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.4	88.8	84.6	89.6
8	85.1	87	84.8	82.2
9	87	84	84.3	84.2
10	83.2	86.1	85.3	83.6
All Years	86.5	86.4	84.7	85
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Non attendance is managed through a multi faceted approach. This includes; employment of a full time Attendance Officer, fortnightly attendance meetings (Attendance Officer, Aboriginal Education Officers, Deputy Principals, Home School Liaison Officers, Clontarf and external agencies), 5 weekly attendance letters to parents, newsletter items about attendance and phone calls home (Attendance Officer, Year Adviser and Deputy Principals).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2		
Employment	0		
TAFE entry	0		
University Entry	0		
Other	6		
Unknown	4		

Other = Apprenticeships/Traineeships

Moved Interstate = 2%

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2.6
Head Teacher(s)	7
Classroom Teacher(s)	20.3
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.78
Other Positions	9.1

*Full Time Equivalent

In 2016, there were 3 Aboriginal teachers (4% of the teaching workforce) with the addition of 16 Aboriginal support staff such as Student Learning and Support Officers (SLSOs), Tutors, Aboriginal Education Officers (AEOs), Clontarf, Get Real and National Aboriginal Sporting Chance Academy (NASCA).

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

There is a strong model of Professional Learning (PL) 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. Focus areas for 2016 were quality feedback, literacy related skills, coaching, teams and effective meetings.

Professional Learning at Dubbo College in 2016 began with Staff Development Day (SDD) in Term 1, where a presentation by our guest speaker planted the seed – What does effective feedback look like?

The establishment of a College PL calendar with set College Executive meetings in week 4, followed by a College Staff meeting in week 5 of each term allowed for more collaboration across the three sites and building of a College Learning Community.

Term 2 Staff Development Day focused on building of Key Learning Areas (KLA) teams within the College and identifying directions and milestones. There was a significant amount of time devoted to building capacity for Head Teachers using the GROWTH Coaching model.

Term 3 Staff Development Day looked at Wellbeing in the classroom. Throughout the year at College and Executive meetings each of the areas from Staff Development Days were further developed by KLA groups in workshops and discussion groups.

During Term 4 the College Professional Learning team continued to work on effective feedback and effective use of meeting times, with the intention to revisit this in 2017.

Locally at Delroy Campus, staff completed Performance and Development Plans (PDPs) during semester 1. The new system allowed staff to set goals for themselves in collaboration with their Head Teacher and to identify professional learning required.

There were various staff changes throughout 2016, however we remained at around 50 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 (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

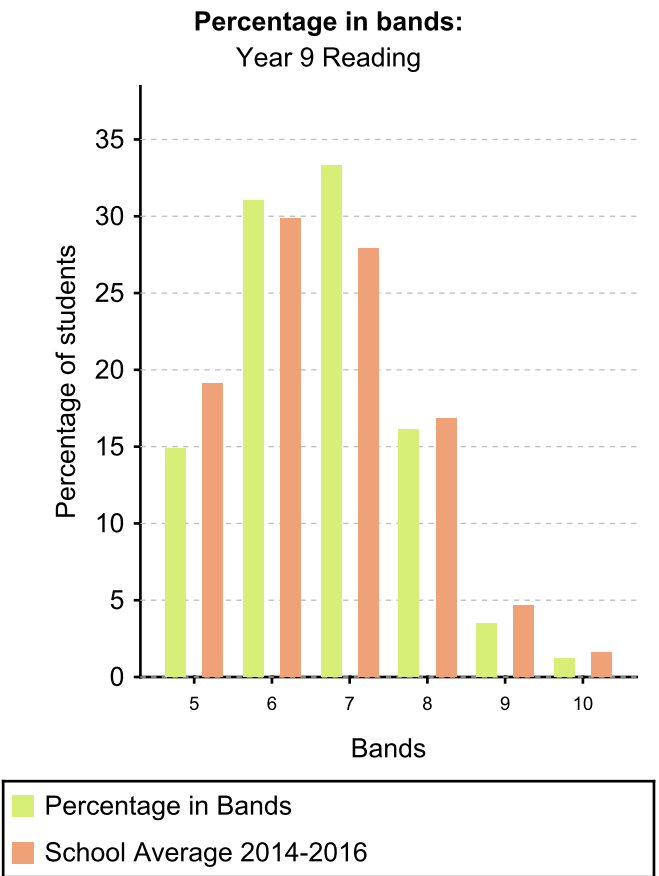
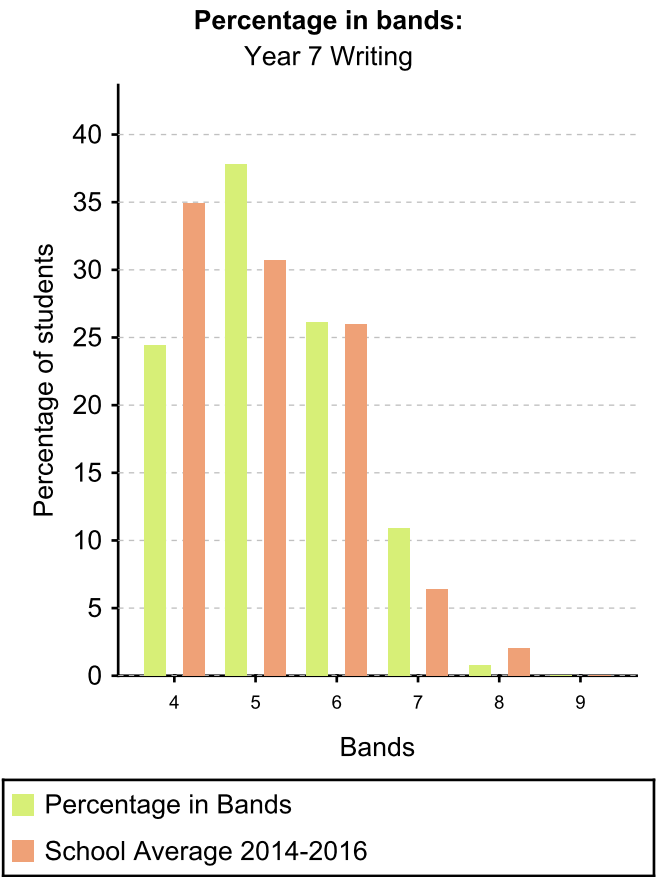
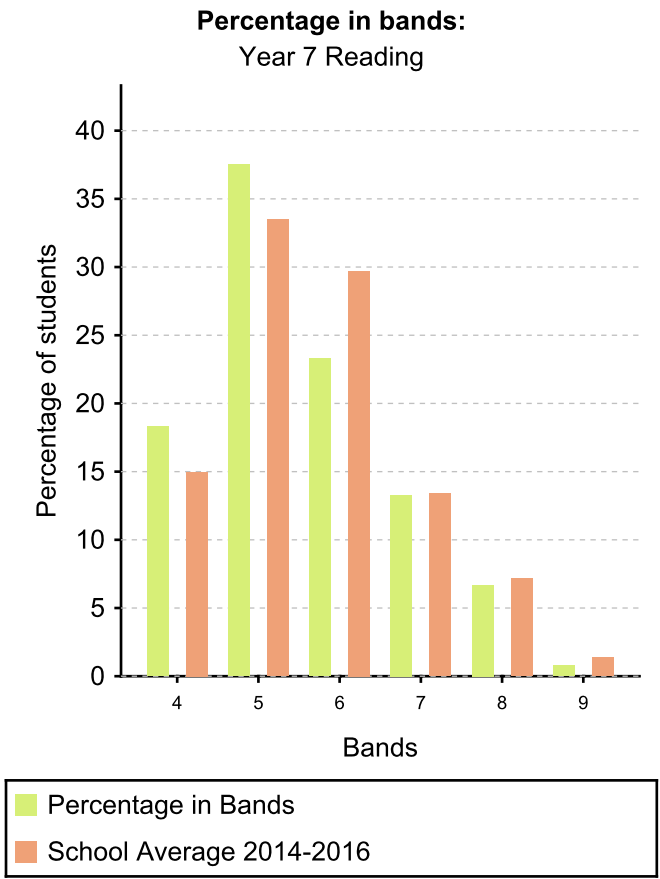
Income	\$
Balance brought forward	1 011 797.25
Global funds	574 446.08
Tied funds	1 390 804.90
School & community sources	108 469.55
Interest	22 311.79
Trust receipts	29 067.73
Canteen	200 476.73
Total income	3 337 374.03
Expenditure	
Teaching & learning	
Key learning areas	55 048.23
Excursions	44 643.60
Extracurricular dissections	53 367.47
Library	7 128.17
Training & development	0.00
Tied funds	1 098 234.44
Short term relief	115 763.38
Administration & office	286 075.55
School-operated canteen	155 424.07
Utilities	203 437.62
Maintenance	73 280.25
Trust accounts	21 524.41
Capital programs	30 815.27
Total expenditure	2 144 742.46
Balance carried forward	1 192 631.57

A full copy of the school's 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.

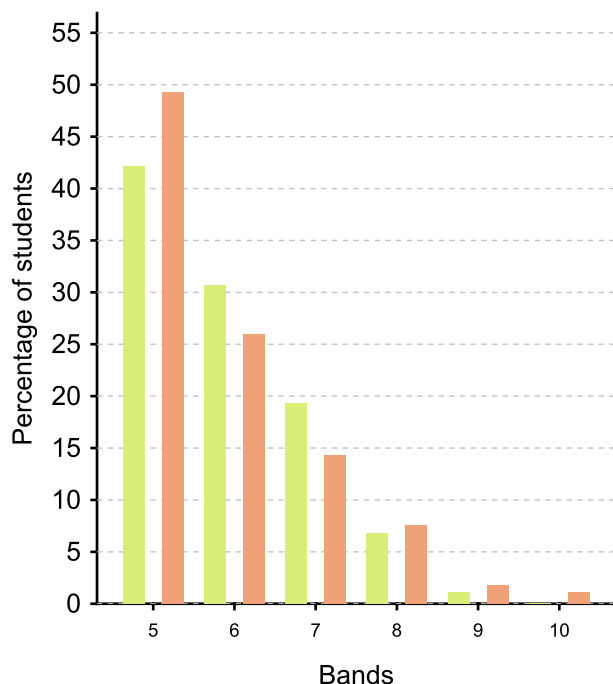
School performance

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.

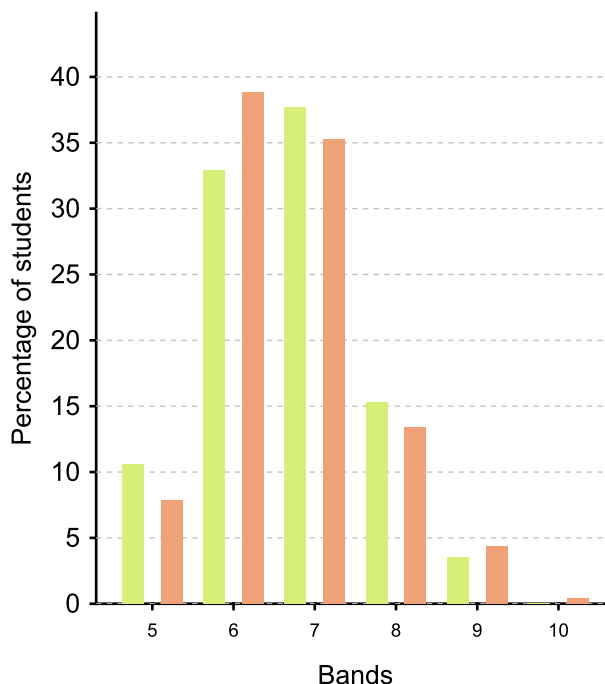


Percentage in bands:
Year 9 Writing



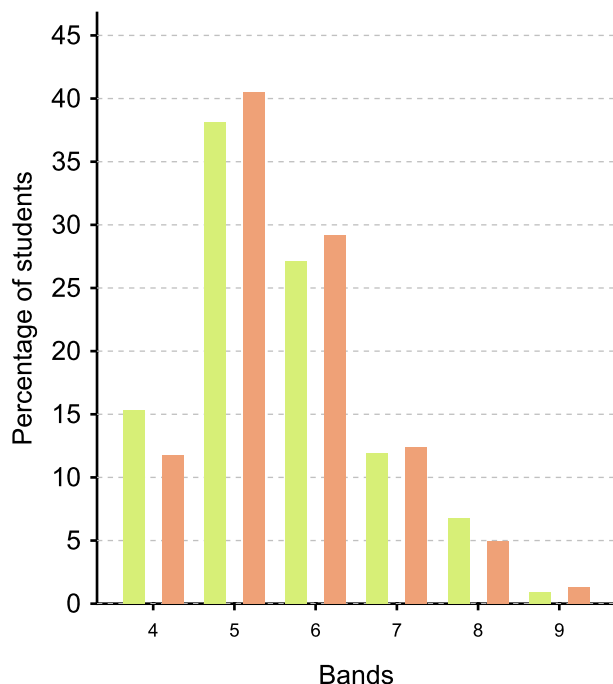
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Dubbo College Delroy Campus is below the state mean in all aspects of National Assessment Program – Literacy and Numeracy (NAPLAN) testing. However there is positive individual growth data indicated. In 2016 to address the Premier's literacy targets, Delroy Campus had a strategic focus on improving National Assessment Program – Literacy and Numeracy results with a whole school approach in developing Key Learning Area literacy strategies including paragraph structure, verb differentiation for extended response, use of metalanguage, campus wide focus on providing quality feedback, before and after assessment tasks as well as in the classroom. Individual students are supported through targeted integrated funding, as well as the employment of additional Student Learning and Support Officers.

Programs which support NAPLAN improvement include:

- Mulgabirra specifically addresses literacy improvement.
- A specialised class in Year 8 to target students with low literacy. A classroom teacher and a Student Support Officer are funded from Resource Allocation Model, Equity funding.
- NORTA NORTA tutors.
- Clontarf program supports Aboriginal boys.
- Student attendance is monitored by the school attendance team.
- Weekly dedicated literacy and numeracy lessons

across the whole school.

- Year 7 Academic Extension Class as part of our Best and Brightest strategy.
- A homework centre operates one afternoon a week.
- Positive Behaviour for Learning (PBL) operates across the whole school.
- Staff are trained in the literacy and numeracy continuum, adjustments for learning and 8 ways of Aboriginal pedagogy.

To reduce childhood obesity by 5% over the next 10 years, the school operates the following key support programs:

- Clontarf academy operates morning and afternoon training sessions including a healthy breakfast.
- Integrated sport operates Year 7 –10, providing students with access to qualified Personal Development, Health and Physical Education (PDHPE) teachers. The PDHPE curriculum is delivered across 7– 10 by qualified PDHPE staff and monitored by Head Teacher PDHPE.
- Lunch time sport house competitions.
- Wide range of Combined High School (CHS) and inter-school sporting competitions.
- School Breakfast Club.
- Healthy, school-operated canteen.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Dubbo College Delroy Campus caters for students in Years 7–10. Students transition to Dubbo College Senior Campus for Years 11–12.

Parent/caregiver, student, teacher satisfaction

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

In 2016 Delroy Campus conducted a range of activities to garner informal and formal feedback from the school stake holders. For example monthly Parents and Citizens (P&C) meetings, Parent/ Teacher nights each semester, monthly Aboriginal Education Consultative Group (AECG) meetings, National Aboriginal and Islander Day Observance Committee (NAIDOC) day, participation in the Tell Them From Me (TTFM) Survey and by conducting external reviews of programs.

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 society. Parents appreciated their children being rewarded on the assembly and in newsletters for all their achievements in academic, sporting and cultural areas. Parents support the school discipline policy.

The 2016 Tell Them From Me survey showed Delroy Campus results were similar to state norms, with some optimistic results. For example, 52% of students in this school are intellectually engaged. The NSW Government norm for these year levels is 46%. 32% of students in this school were interested and motivated. The NSW Government norm for these years is 28%. 25% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. 44% of students in this school had high levels of optimism. The NSW Government norm for these years is 46%. In this school, Positive Teacher–Student Relations were rated 6.2 out of 10. The NSW Government norm for these years is 5.6.

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 understandings of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people. Delroy Campus is committed to collaborative decision making with Aboriginal people, parents and carers, 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 of Education 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.

The Delroy Campus Equity team manages programs and initiatives to support Aboriginal education within the

school to ensure all students reach their potential and have access to opportunities to ensure they thrive in the school community, such as:

- Junior Aboriginal Education Consultative Group
- NORTA NORTA Tutors
- Clontarf
- National Aboriginal Sporting Chance Academy
- Mulgabirra
- Indigenous Youth Leadership program
- Aboriginal Dance and Cultural Group
- Homework Centre
- Aboriginal Girls Circle
- Health Screening for e.g. Hearing and Vision Testing

National Aboriginal and Islander Day Observance Committee Day 2016 was keenly 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 run by student groups, community members, Elders and Government Organisations.

Delroy Campus has continued to focus on the implementation of Aboriginal perspectives in all Key Learning Areas. This has been achieved through the embedding of the 8 Ways initiative into all programs, continued Professional Learning activities for staff members and the continued consultancy with the school's Equity team.

Multicultural and anti-racism education

Culturally inclusive classroom and school practices are embedded in the school, based on explicit teaching in Positive Behaviour for Learning (PBL) lessons about respect, tolerance and cultural diversity. This is strongly supported by the Student Representative Council (SRC) program. The school employs 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 a number of teachers and staff from different cultural backgrounds who help build a better understanding of cultural diversity in the school community.

Other school programs

Junior Aboriginal Education Consultative Group (AECG) – This is a group of 8 students who conduct meetings and actively participate in the local AECG meetings. 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 2015 National Assessment Program–Literacy and Numeracy (NAPLAN) results that require extra help in literacy and numeracy skills. This has increased Aboriginal students' attendance, participation and engagement in learning at Delroy. After NAPLAN analysis we have 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. In 2016 there was an 88% sign up rate for Indigenous boys equating to 115 boys. 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. This program is funded under the Resource Allocation Model Equity funding.

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

National Aboriginal Sporting Chance Academy (NASCA) – NASCA is a sporting and cultural program that has focused on 35 girls in 2016. The program has included various activities such as first aid, coaching, and refereeing certification. Students will also focus 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. This program is funded under the Resource Allocation Model Equity funding.

Links to school plan: Engaging the Community for Learning

Mulgabirra – This program is a mentoring initiative where 8 students from Year 10 regularly attended Buninyong Primary school to mentor younger students through reading. 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 students' readiness for transition from home to school, Year 6 to Year 7, Year 10 to Year 11 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.

Aboriginal Girls Circle – This program has seen 26 Aboriginal Girls undertake Circle Solutions training, participate in numerous community events, excursions and cultural activities. Through this program students also completed a Certificate 1 in Active Volunteering. 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.

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. This program is funded under the Resource Allocation Model Equity Funding.

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 3.30 pm – 4.30 pm which is supervised by teachers and Clontarf staff. Staff 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.

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

Student Support Officer (SSO) is employed five days a week. As a member of the Learning and Support team the SSO takes a proactive approach in helping students develop social skills, resilience, positive relationships and self worth. The SSO is actively involved in the school community through developing school wide anti-bullying programs and providing support through group programs and activities that will enhance student wellbeing. The Student Support

Officer also helps to connect young people and their families with local services and support.

Careers Report: Term 1 involved interviewing Year 10 in preparation for the signing of the GET REAL pledge. This pledge is now in its 11th year where students make commitment to staying in full time Education/Training and or TAFE or be in full time employment. The Get Real program overarches all Careers Programming, this year there has been more of a focus preparing students for the world of work. First Impressions workshops were run focusing on interview techniques, resume writing and personal presentation following a successful application for School to Work funding. Resume writing workshops were conducted for Year 10 students. Other workshops included the Defence Force including HMAS Albatross Visit, Sydney University Compass program Study Skills Day and Mirage Health Careers Day. Students have been assisted with applying for part time employment, School Based traineeships, subject selections for senior study, gaining a USI number, TAFE applications. Many Year 10 students participated in Work Experience, with students going to Land Valuers, Mounted Police, NSW Health Dentistry and Trac Serv. The Dubbo College Careers Website, Dubbo College Careers Facebook and Job Jump were made available for the students to access available employment opportunities, resume builders, careers videos, subject selection and post school options.

AVID: Year 7 academic extension class used a program called Advancement Via Individual Determination(AVID) teaching skills and behaviours for academic success, providing intensive support with tutorials and strong student/teacher relationships, creating a positive peer group for students, and developing a sense of hope for personal achievement gained through hard work and determination. Students developed their academic skills, specifically writing, inquiry, collaboration, organization, and reading. Academic Partners were Charles Sturt University, Edith Cowan University, and The University of Newcastle. Significant staff professional learning was undertaken in 2015 and 2016. The Deputy Principal Curriculum monitors this program on site and across the College. The partnership with Fair Education program along with Professional Learning funds this project across the College.

Reconnect Class: The Reconnect class operated for a small group of Year 8 students identified with low literacy by the Learning and Support Team. Students were tested for reading and numeracy. Individual learning plans were developed. Health care plans were developed as per requirement. The class focused on literacy and numeracy related skills in cross curricula projects to reconnect students to learning. The classroom teacher, Student Learning and Support Officer and teacher release were funded under Resource Allocation Model Equity funding. The program was monitored by the Head Teacher, Teaching and Learning Wellbeing.

Transition programs operated for Years 6 into 7 and 10 into 11. Strong and effective transition programs

operated between all local primary schools and Delroy Campus. A range of activities occurred during terms 1 to 4 designed by the Learning & Support team. The Careers Team designed an extensive transition program for Year 10 to Senior Campus across the whole year, culminating in a 4 day program in term 4 which involved a highly successful colour run. At risk students were given extensive support in a program designed by the Head Teacher Wellbeing. The Head Teacher Wellbeing and Deputy Principal Wellbeing coordinate the transition programs.

Student Representative Council (SRC): In 2016, the Student Representative Council (SRC) was made up of highly motivated students across Year 7–10 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.

Some students from our SRC went to a Leadership camp “You’re the Voice” hosted in Murrumbateman where their big idea was developed:

- To raise the awareness and importance of student voice.
- To improve the position of the SRC within the school community.

The SRC planned lessons for implementation into Positive Behaviour for Learning (PBL) for students to discuss relevant issues within the school, to be forwarded to the Representative Council for suggested resolutions. This aims to effectively promote student wellbeing and the voice of students in our school. The SRC also actively participated in ANZAC day ceremonies and various fundraising events such as community BBQs. In term 4 they organised the school glow disco which was very well supported by students.