

# Dubbo College Senior Campus Annual Report



2016



8110

## Introduction

The Annual Report for 2016 is provided to the community of Dubbo College Senior Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

Andrew Jones

Principal

## School contact details

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## Message from the Principal

I am proud of the development of Dubbo College Senior Campus in 2016. The core areas of our School Management Plan of Student Learning, Accomplished Staff and Campus Community have underpinned pleasing academic progress as Senior Campus continues to develop as a young adult learning environment.

We have dedicated staff who promotes high expectations for all students in an inclusive learning environment. Our students are a diverse body, which is reflected in the width of curriculum offered and runs at Senior Campus. Our student body consists of 32% Aboriginal students and has a FOEI of 113.

Our annual self-assessment involved staff and community and our key achievements for 2015 were identified as;

- The introduction and development of Indigenous programs. The Clontarf Academy was introduced to Senior Campus in 2015 with 55 boys joining. The program has grown in 2016 to 70 boys. The program had a marked effect on attendance and retention with boys attendance reaching 85%. The Get Real program continues to not only support students at school but also students transitioning from school to employment.
- Staff participated in a number of professional learning experiences. Feedback is a focus area of the College. All staff was involved in developing best practice/ subject specific feedback.
- Senior Campus continued to refine its vision of itself as a unique Young Adult Learning Environment (YALE). Students, staff and community developed a set of values and expectations which became a focus in 2016. The values of Respect, Integrity, Strive, Equality (RISE) were developed ready for launching in 2017 .
- Assessment procedures were reviewed and as a result a new process involving assessment periods was implemented in 2016. This will support student learning and teacher practice.

I certify that the information provided in this report is the result of a rigorous self-evaluation by the school in consultation with staff, students and the community.

# 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. Senior Campus has an enrolment of approximately 510 students 35% of these are ATSI students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For all schools (except those participating in external validation processes):

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.

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>

Learning domain experienced continued progress has been made through the continued funding of both the HT Wellbeing and the HT Equity positions. This has allowed for continued improvement of our policies aligned with the Wellbeing Framework. This is evidenced by continued student uptake of the Learning Centre and HSC Coaching programs. Most significant has been the establishment and implementation of Dubbo College Senior Campus values of Respect, Integrity, Strive and Equality (R.I.S.E). This has established a link between teaching and learning, student support programs and the Wellbeing Framework. Continued funding of the LaST position from 0.4 to 0.8 has allowed continued work in ensuring Individualised Learning Plans are updated and staff is supported in the implementation of learning adjustments in teaching programs. There was also significant success in Aboriginal education and leadership programs with an increase in attendance data for Aboriginal male students due to the successful implementation of the Clontarf Academy. The success of this program has also led to the implementation of the Girls Academy which will be introduced in 2017. There was also continued success with the IYLP Aboriginal Leadership program. The continued evaluation of the SKILLED program which was developed for students seeking non-ATAR style study patterns has ensured assessment practices and teaching and learning programs reflect student needs. Assessment for learning has been implemented to all SKILLED assessment programs to increase student completion and achievement of formalised assessment. Student Learning focus area of Feedback was effective in establishing cross curricular consistency in ensuring high quality feedback strategies are utilised in all classrooms. This was further strengthened by establishment of student assessment feedback processes which allow students to provide teachers with feedback on assessment practices and how to best support their achievement. Student Learning also targeted HSC improvement strategies for each curriculum area. The data analysis established curriculum specific literacy strategies to target improvement in HSC results. Enhancing student achievement was supported by the introduction of HSC Hub online curriculum video resources for HSC studies in Term 4.

The focus of Senior Campus in the domain of Teaching has been on developing improved feedback & literacy strategies. Educational Consultant, Ian Northam has been providing the staff with professional learning in this area and all staff have now implemented these improved practices as part of their regular teaching process. Staff will continue to review these strategies and adapt to changes when required. KLA leaders are continuing to use the GROWTH coaching reflective

tools from 2015 to develop team structures and continue to maintain a reflective culture in the school. Towards the end of 2016 SCHMIC Consulting were approached to enhance the work of Ian Northam and take staff through the learning thinking pedagogy of the SCOPE program for the next three years.

In the domain of Leading our priorities have been to motivate a strong sense of unity and purpose to generate continued positive community engagement. Senior Campus has created an inclusive, integrated community with positive, collaborative partnerships and a culture of success. We aimed to engage the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations with all stakeholders. The re badging of the school was undertaken in 2016. An extensive process to develop a new, more formal school uniform was undertaken in 2016. A committee made up of community members, staff and students lead the development of the uniform. A survey was undertaken and there were over 2000 responses which informed the committee. After extensive consultation a decision regarding the new uniform was made in Term 4 2016 which will see it implemented in Term 2 2017. A new College logo was developed as well the development of a Senior specific logo which represented Senior Campuses core value. As part of this process Senior campus reviewed its core values and reflected upon with staff, students and community what it meant to be a Young Adult Learning Environment. As a result R.I.S.E. was developed. R.I.S.E. stands for Respect, Integrity, Strive, Equity. These values were agreed upon by all stakeholders and were refined over 2016 for implementation across all areas of the school in 2017. The Senior Campus refined its Year 10 into Year 11 transition program to provide a more meaningful transition for students entering Stage 6. The transition program also included students who were entering Senior Campus from the non-government sector (60+ students). In the Leading domain, using the self-assessment tool of the School Excellence framework, the school believes itself to be sustaining and growing overall.



## Strategic Direction 1

### Student Learning

#### Purpose

Instill 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 – Respect, Integrity, Strive, Equality.

#### Overall summary of progress

All staff have been supported in the implementation of teaching adjustments in teaching and learning programs by the LaST and HT Wellbeing. Evidence of this has then been reviewed by both the Head Teacher of the Faculty and Deputy Principal. The LaST and the HT Wellbeing has led the Learning Support Team in the developing, reviewing and updating Individual Learning Plans to cater for specific student needs. The HT Wellbeing has led the Student Support Team in completing Personalised Learning Plans for all Aboriginal students and has increased the involvement of parents in this process to best support the individual needs of Aboriginal students. The implementation of the Clontarf Academy has led to improved attendance and retention rates of Aboriginal male students. The implementation of a new assessment structure was introduced, this as well as the planned implementation of the new day structure in 2017 will ensure maximised class time. All faculties have implemented effective feedback strategies two weeks before and after an assessment task and a whole school process in evaluating task inclusive of student feedback was introduced in term four to support student achievement through the provision of quality assessments. All faculties identified and planned for the implementation of curriculum specific literacy strategies to improve student achievement in the HSC.

#### 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	Successful implementation of cross faculty Feedback strategies to enhance student achievement. This has included the establishment of assessment task evaluation inclusive of student feedback. All faculties have clearly identified literacy strategy require to enhance student achievement in HSC and have developed plans in the implementation of the strategy across stage 4, 5 and 6. All monitoring folders for Prelim and HSC were reviewed and staff that required improvements were formally notified and supported in ensuring all documentation was included. Day structure change planned for full implementation in 2017. Assessment structure full implementation in Term 4 of 2016, review inclusive of student feedback. HSC Hub trial successful and purchase for continued use in 2017 for year 12. Formalised role and responsibility of AVID at the Senior Campus established and staff supported in completing AVID Summer School Professional Learning. All teaching and learning programs in the school were reviewed and have students requiring adjustments identified and adjustments made identified. All aboriginal students have completed PLPs, evaluation of PLPs will see future changes in activities and questions used to develop PLPs to further support enhancing achievement of Stage 6 Aboriginal Students.	<ul style="list-style-type: none"><li>• School Operational Funds (\$101000.00)</li><li>• College Timetable Team</li><li>• Senior Campus Timetable Coordinator</li><li>• College Professional Learning Team</li><li>• Senior Campus Executive Team</li><li>• Head Teacher Administration – Best and Brightest coordinator</li></ul>
Catering for Individual Learners	All teaching and learning programs in the school were reviewed and have students requiring adjustments identified and adjustments made identified. All aboriginal students have completed PLPs, evaluation of PLPs will see future changes in	<ul style="list-style-type: none"><li>• Aboriginal background loading (\$5000.00)</li><li>• LaST</li><li>• HT Wellbeing</li><li>• HT Equity</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Catering for Individual Learners	activities and questions used to develop PLPs to further support enhancing achievement of Stage 6 Aboriginal Students.	

## Next Steps

- Dubbo College Senior campus will continue to expand and strengthen the presence of the RISE school values. This will be reflected in aligning with school behaviour policies and student support programs.
- Continued work in reviewing and evaluating the Clontarf Academy to target increase in student class attendance and achievement levels of Aboriginal male students.
- Implementation of the Girls Academy program to support Aboriginal female students in attendance, engagement and achievement.
- With the discontinuance of the IYLP program, planning and implementation of the Marainirra Program to support Aboriginal student leadership and achievement.
- Continued focus on effective feedback with consistent classroom practice in both the use of learning intentions and success criteria.
- Implementation of AVID teaching and learning strategies to support student achievement.
- Student support programs to support students in the Study Skills and effective study.
- Evaluation and refining student subject selection process in year 10 to enhance student achievement.
- Reviewed uniform and have developed a new Senior Campus uniform in line with the rest of the college.

## 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

Quality teaching, assessment and the use of effective feedback have continued to be a key professional learning focus in 2016 to achieve this strategic direction, based on the research of Prof. John Hattie. All teachers have been involved in developing key enablers at staff development days and college staff meetings; effective team strategies, effective meetings and we are well underway for effective feedback. College priorities are continuing to be developed and enhanced by the Learning Scope PL provided by SCHMIC Consulting. Effective meetings, feedback and Learning Scope are largely achieved through cross-campus KLA meetings at staff development and college staff meetings. The training provided by SCHMIC will be evident through our PDP processes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development of Leadership Capacity	<p>All Senior Campus executive staff have completed a course in Growth Coaching organised by the College PL team with the aim to enhance the conversations held between the supervisors and their staff.</p> <p>Staff have been provided with the opportunity to relieve in higher positions via the expression of interest process. Staff also have the opportunity to identify leadership ambitions through the PDP process and are supported in this process.</p> <p>The Senior Campus has developed a college approach towards supporting NST, Teacher accreditation and Teacher promotion. This process is managed at the Senior Campus via the HT Teaching &amp; Learning.</p>	<p>Staff</p> <p>HT Teaching &amp; Learning</p> <p>NST teacher funds</p>
Strategic Professional Learning	<p>Staff have the ability via the PDP process to identify with their supervisors, specific individual professional learning needs.</p> <p>The campus professional learning team meet on a fortnightly basis to ensure staff PL applications align with the campus &amp; college plans and are also linked to their PDP.</p> <p>Data (HSC, Surveys of staff &amp; students) has been analysed to inform flexible &amp; innovative professional learning.</p> <p>The college PL team meets regularly to arrange college PL opportunities that are in line with the college plan on feedback, literacy &amp; learning intentions. The college has embarked on a 3 year program with SCHMIC Consulting (school, mentoring improvement &amp; coaching) in relation to our priority areas.</p>	<p>College PL team</p> <p>Senior Campus PL team</p> <p>SCHMIC Consulting</p> <p>Staff</p> <p>Technology team</p>

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Strategic Professional Learning	A staff audit has been undertaken in relation to technology requirements and technology skills required by staff to also inform PL requirements.	

### Next Steps

- Dubbo College Senior Campus will continue to review data to refine teaching practice and to identify PL opportunities for the staff.
- Continued commitment to the learning Scope PL (SCHMIC Consulting) for the next 3 years to ensure staff continue to focus on the identified priority areas for the college.
- Continued commitment to the ongoing review and development of college technology and continued training of staff in this area.
- Continued development of staff through the PDP process with a focus on the National teaching standards
- Development of PLP's for non teaching staff to support their needs at the Senior Campus



## 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

The Senior Campus continues to develop strong transition programs particularly focused on Years 10 to 11 and Year 12 to Post School aspirations. The Senior Campus runs targeted programs including Clontarf, Get Real, Tertiary Day, University Roadshows, Transition to University, work experience/placement and student at risk school-based trainers and apprentices. The Senior Campus coordinates a comprehensive Year 10 to Year 11 Transition Program culminating in a Transition Week for Year 10 students including those at risk. The Senior Campus continues to develop and enhance productive relationships with external agencies to assist students achieve their potential. In 2016, the Senior Campus promoted our school to the community by organising a school uniform meeting, creating a new logo and motto and further development of social media.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Engage the community in the College	Senior has developed a values system for stakeholders of the Senior Campus community.  A uniform has been developed and will be introduced in 2017 at Senior Campus.  Transition of 320 students from Year 10 to 11 was successful with transition week being the highlight. Some refining required around subject selection for 2017.	(\$11000.00)  Socio-economic background (\$5000.00)
Develop and maintain links with the community	Partnerships with universities allowed 30 students at risk to be supported in their transition to university.	Nil

#### Next Steps

To ensure ongoing successful implementation of the focus areas for this strategic direction in 2017, we will undertake the following:

- Implementation of the new uniform, logo and motto
- Developing a Young Adult Learning Environment and what it means for the Senior Campus
- Implementation of values platform of Respect, Integrity, Strive, Equity (RISE)
- Continued evaluation and enhancement of our social media strategy
- \* Revision of the subject selection process

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Clontarf now have 70 boys in the program which has seen the attendance rate for Aboriginal boys rise to 85%. Aboriginal RAM has also supported two AEOs and the planning for the implementation of the Girls Academy in 2017.	Clontarf Two AEOs • Aboriginal background loading (\$230 000.00)
<b>English language proficiency</b>	A full time LaST was employed to support students.	LaST • English language proficiency (\$3 260.00)
<b>Low level adjustment for disability</b>	Successful support, programming and planning of students with a low level disability	LaSt • Low level adjustment for disability (\$80 000.00)
<b>Socio-economic background</b>	Skilled retained 18 students across years 11/12. Supported by HT Skilled PDHPE, HT Wellbeing and Careers	• Socio-economic background (\$120 000.00)
<b>Development of Learning Centre</b>	The Learning Centre and holiday supported a majority of students at Senior Campus. This also saw a decline in N awards and a greater majority of students completing a HSC.	Three staff • Individual Tutoring Scholarship (\$160 000.00)
<b>RISE</b>	Ready for school wide implementation but some marketing still to be done.	• (\$32 000.00)
<b>Learning Hub And Library Redevelopment</b>	Staff and students have been consulted in the development of a 21st Century learning hub. Key staff have been to the Future Directorate and culling of the library contents has commenced. Three interactive screens have been purchased and installed.	• Schedule A (\$100 000.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	237	210	241	220
Girls	285	239	227	235

### Student attendance profile

School				
Year	2013	2014	2015	2016
11	84.7	85.6	89.1	87.6
12	87.9	89.6	91.7	89.5
All Years	85.9	87.2	90	88.5
State DoE				
Year	2013	2014	2015	2016
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	26.44
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	15.28
Other Positions	9.09

\*Full Time Equivalent

During 2016 two Indigenous staff were employed as permanent teachers, two as Aboriginal Education Officers, two as Learning Support Officers (Individual Scholarship), one Clontarf staff member and as IYLP support person.

### 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

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 plethora of professional learning opportunities have been available to both teaching and non-teaching staff at the Senior Campus. Many have been facilitated through the Senior Campus and extended to other campuses and schools. All staff have undertaken extensive training focused on feedback and KLA based literacy. All staff attended workshop on the School Management Plan, team building, purpose of meetings and quality feedback. Staff development days have involved the whole public College community. Staff development days have focused on college-based professional learning led by Ian Northam. Ian worked with Senior Executive, Executive and staff to drive and refine the focus on feedback. Staff has accessed professional learning opportunities at local, regional and state level. The school provides opportunities for staff to meet the accreditation requirements of the NESA by working with the Teacher Mentor, their KLA Head Teacher and trained peer coaches.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 716 015.00</b>
Global funds	722 454.00
Tied funds	1 576 081.00
School & community sources	295 880.00
Interest	43 934.00
Trust receipts	64 226.00
Canteen	0.00
<b>Total income</b>	<b>4 418 590.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	85 768.00
Excursions	34 151.00
Extracurricular dissections	58 771.00
Library	4 421.00
Training & development	9 482.00
Tied funds	1 150 517.00
Short term relief	60 789.00
Administration & office	300 168.00
School-operated canteen	0.00
Utilities	200 915.00
Maintenance	36 873.00
Trust accounts	56 370.00
Capital programs	0.00
<b>Total expenditure</b>	<b>1 998 225.00</b>
<b>Balance carried forward</b>	<b>2 420 365.00</b>

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.

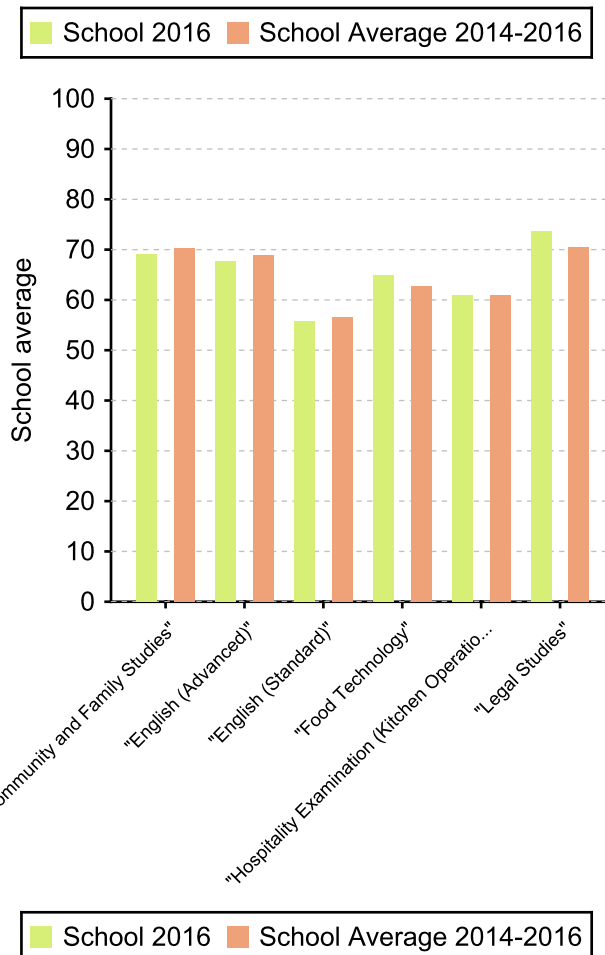
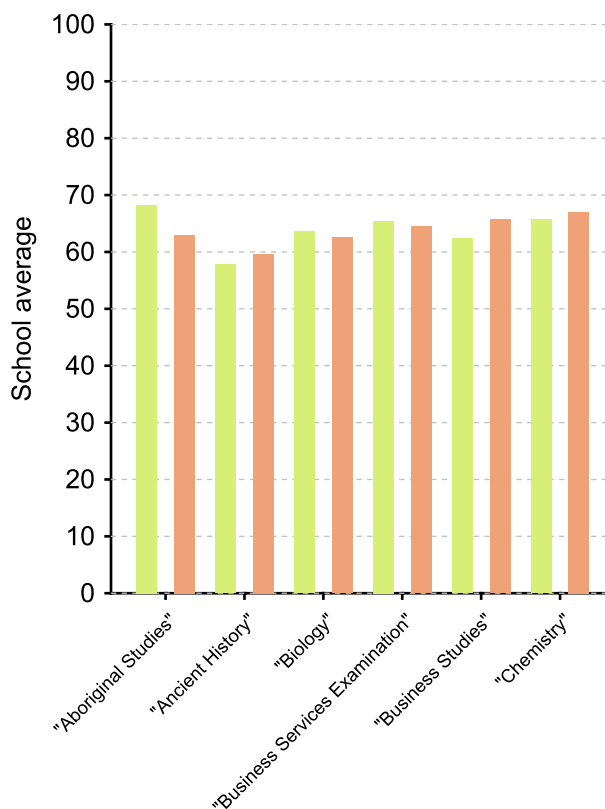
## School performance

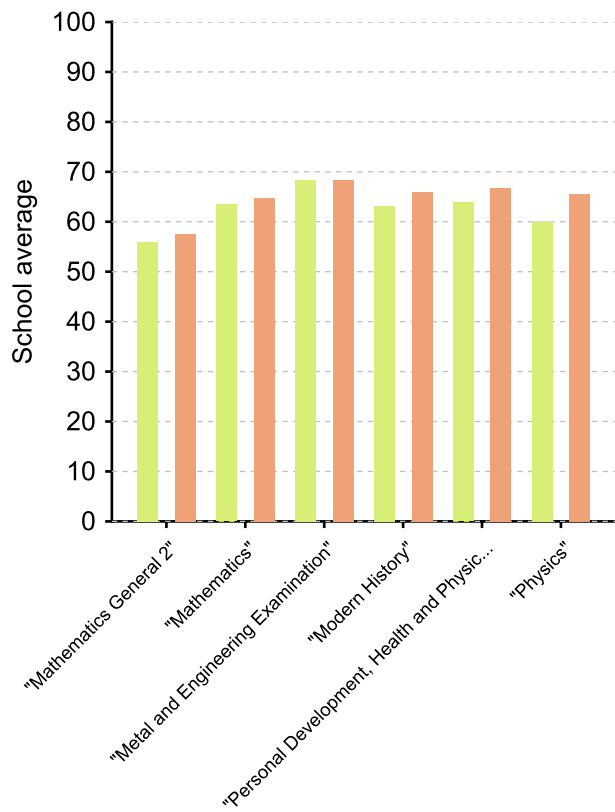
### NAPLAN

In the National Assessment Program, the results across the Years 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.

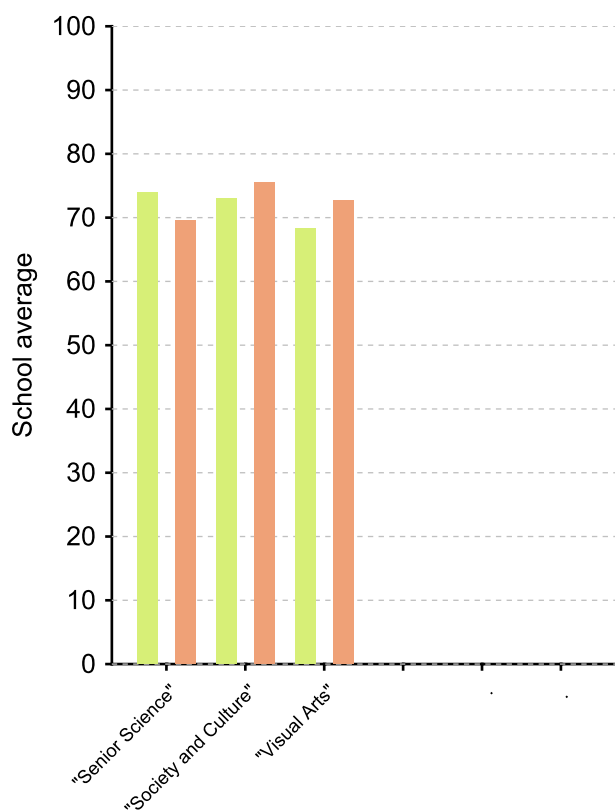
### Higher School Certificate (HSC)

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





■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

## 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.dubbocollm.schools.nsw.edu.au/senior-cam>

## Policy requirements

### Aboriginal education

#### KET

We are beginning the process of re initiating a specific Aboriginal Education Team, which will be called the Koori Education Team (KET), as agreed by the team members. The KET is comprised of the AEO, the HT Equity and a representative each from Clontarf and Girls' Academy. This name is not deficiency oriented and as our campus has many programs (iterated below) to assist with school attendance and ultimately, attainment of an HSC, the KET's key aim is for academic outcome improvement. There are two specific areas in our data with a causal link to improvement. These are the Learning Centre and Holiday tutoring. In addition, as part of proper processes, the KET will, from time to time, identify and source members of the Aboriginal community and peak Aboriginal community groups, such as the Community Working Party and AECG for consultation.

#### IYLP

The Indigenous Youth Leadership Program is in the penultimate year of a grandfathering phase before it ceases. In 2016, all students in Year 12 attained their HSC and matriculated into university or went to trainee ships. Due to such high retention and engagement rates, we estimate that our key statistic shows Dubbo College IYLP brokerage to be over 95% successful— an extraordinary feat on a national level. We thank and acknowledge the office of the Prime Minister and Cabinet for their past support of this outstanding program. No program is without its barriers. One of our students was diagnosed with lymphoma. Due to her strength and determination to finish school; support from her family, friends and medical treatment along with sustained and devoted care from her IYLP mentors, this student is now in remission and is looking forward to university and a bright future after a gap year. The Year 12 cohort was involved in planning a cultural exchange and visit to Cairns, where they were personally introduced to members of the Gugu-Yalanji rain-forest people of the Daintree area. This visit highlighted many differences in culture and geography while clarifying important similarities common to both groups. All of our students had leadership roles on the visit and gained valuable insight into the lives of many other people and a deeper understanding of our vast country and of themselves.

Two examples of successes for IYLP students were: Abbie Merritt – Was a part of the Dubbo College Open Netballers team and the team are the Western Region champions after beating Orange High School. Paycee Cubby – Has been selected to play in the 12/13 year Budgies Australian Indigenous National School girl Championships in August/September in Melbourne. Through her sporting achievements, Paycee

now been awarded one of the prestigious Regional Wudhagaragarra Awards. These awards recognise innovation, excellence and achievements for Aboriginal education within NSW Public Education.

### **Marambang**

The Marambang Project was a second attempt to apply for a federally funded program for our Koori students. It was much more inclusive, broad reaching and widely community consulted than IYLP. It was not successful despite support from local representatives for its reconsideration.

### **Maranirra**

The Maranirra Program was a result of successful negotiations federally, for a program in our campus and previous brokerage. It will run for 2017 only, then cease. We are grateful to the Office of the Prime Minister and Cabinet for the generous dispensation to be able to conduct the program and especially to Dubbo representatives of this department, for their support. Maranirra is a Wiradjuri word meaning 'to make well.' It is for Senior students and reflect the KET's principal aim– to improve academic outcomes in terms of results. Maranirra will principally provide the opportunity for every Koori student, to engage with more tutors supplied through the Learning Centre and also at strategic times leading up to Assessment Periods and in holidays before the HSC. This will help to circumvent N awards yet assist to resolve N awards if they do occur. At the same time, for students who have taken advantage of their study planning guidance, to attain better results by submitting drafts of work and utilising feedback received, to their advantage.]

### **Learning Centre**

The Learning Centre is a key hub of the school. It is inordinately busy in the lead up to assessment times and afterwards assisting to resolve N awards and interpreting feedback students receive. In this way, the Learning Centre is a key element in student outcome improvement cycles. This is supported in evidence along with tutoring at times outside Learning Centre hours. This is mainly, but not solely, holiday tutoring. Other important educational factors Learning Centre staff includes mentoring, where students develop study timetables and become involved in the scaffolded process of deconstructing assessment tasks, their marking criteria and reconstructing them for submission. This Learning Centre also facilitates some Distance Education students.

### **Clontarf**

While Clontarf is essentially concerned with attendance and attainment, it has also evolved to the next stage in assisting the improvement of educational results of our students. Working with the initiative of the Deputy Principals and toward achieving the KET's main aim, Clontarf staff directly liaises with and facilitates Koori boys with N award resolutions and increasingly preventing N awards. In 2016, they had 25 Year 12 boys and 30 in Year 11. Only one boy was lost from 2016 into term 1 of 2017. Key highlights of 2016

included the Clontarf Awards Presentation Night, which engaged many parents, a trip as a reward to the Great Ocean Road for Year 11 and a visit to Perth for Year 12. Year 12 boys had to visit Clontarf Head Quarters and make presentations. They also made presentations to Wesfarmers, one of Clontarf's main sponsors. The presentations included details about Dubbo College Senior Campus Clontarf Academy activities through the year, reflections and information about their post school aspirations and intentions.

### **Girls' Academy**

Girls' Academy is an initiative for Aboriginal girls to achieve outstanding levels of attendance and attainment at school; in our case, the HSC. Involvement in sport beyond school is another strand of this program. It also involves mentorship and the inculcation of aspirational elements for post school. This includes, experiential opportunities too. The inception, initial planning and employment for Girls' Academy have been done. In 2017, it will be launched to staff and the community.

### **Multicultural and anti-racism education**

Equity program team meetings evolved through the year to a check-in pattern through term time where milestones were reviewed or planned. The last meeting of every term was specifically to plan and schedule events for each of the programs so they didn't clash with each other or planned school events. It has been crucially important for one or both DP's to be present here as they have a big picture oversight of the school calendar and line interruptions. A key reason for this level of schedule managements to manage students' commitments better by reducing or eliminating their clashes if they are involved with more than one program. This reduces the incidence of Aboriginal students being out of class. High demand students are also feeling the stress of not being in class and many have been provided with the skill to say 'no thanks' if they feel they are missing too much class. Equity programs have gone with a policy of minimal classroom disruption where possible for students, running meetings in recess or lunch times.

### **Other school programs**

#### **Wellbeing**

During 2016 the Learning Support & Wellbeing Team have used a multidisciplinary approach to support all students. 2016 saw the establishment of a Learning Support/ Wellbeing Hub where students can access many support staff and programs in one centralised area of the Campus. Throughout the duration of 2016, Learning Support and Wellbeing team meetings evolved through the year to individual student case management and program check-ins where milestones were reviewed or planned. In 2016 the team consists of:

– The Principal



- 2 Deputy Principals
- Head Teacher Wellbeing
- 4 Year Advisers
- 1 Girls Adviser
- 1 Learning Support Teacher (LST)
- AEO
- School Counsellor

The Learning and Wellbeing team meet each week to develop strategies to support our students and run a number of programs to help students reach their full potential. We have strong links with various local outside agencies including local area health services, Head Space and the Get Real Program. We work together throughout the year to provide students with educational pastoral support. Student Wellbeing programs have gone with policy of minimal classroom disruption where possible for students, running meetings / sessions off line, during a student's non timetabled lessons or at recess and lunch times.

### **Learning and Support**

Students who were identified as having additional learning needs which could not be met through existing programs were provided with learning and support program assistance. In 2016 the aim of the Learning Support Team was to coordinate a whole school approach to identifying and supporting students with adjusted learning needs by:

- Facilitating a whole school approach to the development of personalised learning and support in consultation with students and parents.
- Support the additional professional learning needs of staff.

To increase participation and learning outcomes of all identified students requiring learning support, Individual Learning Plans (ISLP's) were developed and reviewed regularly throughout the year and provided strategies to support students that included:

- Special provisions (In 2016 there were 16 students supported by BOSTES approved HSC Examination special provisions).
- Assignment and classwork support through the Learning Centre
- In class LAST and SLSO support
- Student case management by the LAST.
- Transition program for years 10 – 11 for identified students requiring additional support. In 2016 there was an increase in the effectiveness of classroom and school organisation through the introduction of SENTRAL for LST referrals, meeting minutes and

ISLPs. This included training staff in the use of these modules to improve student outcomes and school accountability. Further to this there was ongoing staff professional development that addressed learner diversity and individual learning needs.

Professional strategies for teachers at DCSC included:

- Teachers provided with information on all students requiring adjustments and additional support.
- Staff provided with booklet containing student information including Health Care Plans.– Staff provided with ISLP's for each identified student which includes suggested teaching strategies.
- Staff accessed all PLPs and ISLP's on SENTRAL.
- Staff Professional Learning meetings throughout the year covered adjustments/accommodations and requirements for Every School, Every Student (ESES).
- Staff access minutes of LST meetings via SENTRAL.

### **Years 10 – 11 Student Transition Program**

The Student Learning & Wellbeing team, working with the junior campuses met at various stages of the year to exchange information about students transitioning in order to identify the best way to support all students in their learning and well being during transition to DCSC. During this exchange of information, students that were identified as needing additional support participate in additional transition activities including additional visits where students engage with various members of the Student Learning and Wellbeing team and mini lessons. The LST, AEO's, Year Advisors and Individual Scholarship tutors in the learning Centre are involved with this program to establish relationships earlier for students attending Senior Campus in the following year. Further to this prior, to the commencement of transition week all staff were provided with information on the transitioning students identified learning and well being needs. Years 10 – 11 transition week at Senior Campus, was designed for Year 10 to have a real life experience at their new campus. They met their teachers and classmates and had a taste of what their new subjects were really like. It was very much about students having a clear understanding of the expectations of the Senior Campus and it's values. Transition week culminated in a well being day where students engaged with information sessions delivered local service providers including, Dubbo Youth Council, Family Planning and Headspace.

### **Student Leadership**

During the third term of 2016, the student body voted for their Captains for 2017. To ensure that there was deeper engagement across Dubbo College, Junior Campus Captains and SRC were invited to Senior Campus, where the incumbent Captains helped them conduct a formal meeting and then invited them to listen to the speeches for the prospective captains. Previously, Senior Campus held these speeches during one lunchtime in the school cafeteria. In order to ensure that nominees of an even better quality applied, a

formal school assembly was conducted to allow every student to be involved in making a better judgement on their leaders. To their credit, all candidates delivered a genuine attempt at a public campaign speech. The student body showed real grace applauding loudly those who struggled but persevered. We aim also to invite Junior Captains and SRC to our induction ceremonies and to have inter campus visits. A quarter of our Captains identify as Aboriginal.

Senior Campus has implemented a Young Adult Learning Environment (YALE) in a coherently planned manner. This has resulted in a vastly increased student voice of which, the SRC and Captains are an integral part. Two examples are; our Campus values– Respect, Integrity, Strive and Equity (RISE), and the re imagining of the library as a space for learning in the 21st Century. In 2017, it is to be called the 'Newman Centre for Learning,' and includes student consultation on spaces, furniture, technology, learning space dynamics and aesthetics. Our Senior students all do volunteering: ie for blood donating, Clean Up Australia Day, Primary School NAIDOC Days and helping raise funds for Sarah.