

# Dubbo College South Campus

## Annual Report



2016



8417

## Introduction

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

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

### School contact details

Dubbo College South Campus

Boundary Rd

Dubbo, 2830

[www.dubbosouth-h.schools.nsw.edu.au](http://www.dubbosouth-h.schools.nsw.edu.au)

[dubbosouth-h.School@det.nsw.edu.au](mailto:dubbosouth-h.School@det.nsw.edu.au)

6882 3744

## Message from the Principal

2016 has been a period of significant change; sometimes planned and at other times somewhat reactionary yet I believe South Campus is on a trajectory of improvement when examined as a whole. External examinations have demonstrated positive trend growth over most areas of testing. External surveys have indicated that the students are positive about their learning, their support and their futures. An ever increasing number of students are excelling in a vast array of extracurricular pursuits that are regional, state wide and international. Government funding of programs that support students in need have resulted in improved attendance, student performance and student wellbeing. The College professional learning strategies have made significant progress in developing staff capacity so that they can make a difference in the lives of all our students. As I mentioned earlier, taken as a whole, South Campus has had a good year and I look forward to further improvement during the years ahead. Clearly the positive student results are inextricably linked to the skill, encouragement and support of both family and staff. Consequently our continued focus on building the capacity of our Head Teachers and classroom teachers will have significant impact. Quality teachers in every classroom will make the difference and we cannot waver in our attempts to achieve that goal. To support the growth of all staff we will be making the following changes in 2017, namely:

- Investing in a College Executive position that will focus on innovation and leadership in all of the three campuses. Mrs Di Baker has taken this role and her experience and leadership will be of great value over the years ahead.
- Commencing a college wide three year professional learning project that will be focusing on student learning as a direct consequence of improved teaching practice. Mrs Ann– Maree Furney, a highly experienced educator, has been contracted to undertake this project and highlights Dubbo College's commitment to improving the teaching capacity of all our staff.
- Creating a new Deputy Principal's position at South Campus that will focus on improving each teacher's capacity to improve student engagement and performance in all classrooms. South Campus will now have three DPs and importantly all will be teaching one class. These classes will be used as opportunities for new and beginning teacher to observe best practice within the context of their own educational context.
- Continuing to achieve our goal to have all school executive positions filled by permanent Deputy Principals and Head Teachers as soon into the coming year as possible. We have currently filled seven positions over the past term and we expect to finalise the remaining positions early next year. Staff consistency has been an issue but we have made significant progress in solidifying our school executive this year and this will lead to positive student outcomes in the coming year. Notwithstanding the value of quality staff, we also have been fortunate to have the support of government Gonski funding and various outside agencies who have and will provide financial support for our school over the coming year. These funds will be utilised to support a number of the following educational programs.
- AVID, Advancement via Independent Determination, supports our Best and Brightest Strategy and is focusing on lifting the performance of our most capable students in Years 7 and 8 in 2017 with a continued progression of year groups over 2018/19. The training of staff continues with a further eleven teachers attending the Summer School in Melbourne during December. Fortunately the College has receiving substantial funding from Schools Plus, a philanthropic body, after being identified as providing the type of educational initiative worthy of their financial support. The allocation of funds, monitoring of expenditure and examination of student outcomes has been allocated to Fair Australia.
- Clontarf, which supports the Indigenous boys, is sustained by school funds and those monies provided by Federal and State Governments. The program focuses on attendance, engagement, student success and ultimately retention through to the HSC. There has been a continued positive impact in the areas of attendance and student engagement which will lead to improved student performance and retention in the educational system.
- Get Real, funded by local philanthropists, is a program that provides support and encouragement for students who are in danger of disengaging from the education system and leaving before they have work, training or enrolment in an alternate educational setting. The enthusiastic involvement and leadership of Mandy Perkins has made a significant impact on the lives of so many students and their families.
- Mulgabirra, funded by the school and the Smith Family, provides support with literacy, self-esteem and builds student confidence while attending Buninyong Public School one day a week. The improved self-worth of these students is directly linked to the exceptional skills of Kathy Jones and Kerry Perrin who work with our students and the continued encouragement of Anne van Dartell, Principal of Buninyong PS.
- Girls Academy, supporting Indigenous girls and commencing in 2017, is a program financed by the school, State and Federal Government funds. The program is similar to Clontarf in that it focuses on attendance, engagement, student success and ultimately retention through to the HSC. The staff are to be appointed through external selection and will be attending training in January before Term I commences. We are currently funding the refurbishment and fit out of a previously underutilised space that will house the program's three staff. It is envisaged that eighty girls will engage with this program.
- New Support Class. We have been allocated a new IM class so that we can better provide for the educational needs of our students. This will bring the number of Special Education classes to seven and significantly improve our ability to cater for students who would have previously been enrolled in mainstream classes.

There are so many groups and individuals who must be recognised for their positive contributions this year. Without their effort South Campus would not have been able to achieve so many noteworthy results. Many thanks to all those who provided encouragement and support to our school community throughout the year. I cannot mention all those who have

made significant contributions but I must offer our sincere thanks to the following:

- P & C. The South Campus P & C President, Mr Frank Roberts, has been a constant support and freely gives of his time as a member of the College Uniform Committee and the numerous staff selection panels that have been run this year.
- Canteen. Mrs Lee Hanrahan and her team have introduced a highly successful school owned and operated canteen. South Campus is now operating a healthy, friendly and successful adjunct to the school's facilities.
- Office Staff. Schools cannot function effectively unless they are well supported by a highly skilled and enthusiastic ancillary staff. Your attention to detail and professional attitude are greatly appreciated by our entire school community.
- Jnr AECG. Throughout the year a dedicated group of teachers have worked with our future Indigenous leaders who have represented South Campus at numerous formal occasions over the year. Our students conducted themselves with confidence and self-assurance that comes from a growing sense of pride in their Aboriginality and their place in our school community.
- South on Show Team. Congratulations to the enthusiastic staff who planned, organised and managed the afternoon and evening which showcased so much of the student work and the opportunities that South has to offer. Many thanks to you and we all look forward to the fulfilment of your desire to make South on Show 2017 bigger and better.
- Executive Staff. Many thanks to the team of enthusiastic teachers who have stepped up to take on leadership positions. They have supported the schools strategic directions with determination, commitment and a unified voice.

Finally, I would like to thank all the staff who have supported each other and our students over the course of the year and am looking forward to an even more successful year in 2017.

Ross Gorrie

Principal

### Message from the school community

#### Parents & Community

The South Campus P&C has been very active in 2016, and my role as president very fulfilling as a result. I would like to acknowledge and thank the other committee members in Chris Patrick (VC), Vanessa Gower (treasurer) and Lynne Young-Dwarte (secretary) with whom I've enjoyed working alongside throughout my time as president. I would also like to recognise Mrs Faye Wheeler as Promotions/Fund Raiser Officer and the great work she has done toward activities that have seen the P&C bank balance increase markedly over the previous 12 months. A special shout-out to the core group of parents and teachers who have had a huge involvement with the P&C and continue to offer their vital support. The year has been a learning curve for not only myself in this role but South Campus as a whole. Especially dealing without Ross after his health scare and then well-deserved recovery time. I have gained a lot from working with Ross and in his absence Mrs Suzie Foran. In fact, all the school leadership group have been extremely proactive. Mrs Stacey Exner, Mrs Di Baker and Mr Dave Stuart have all been very supportive as well. The South P&C has provided financial support to varying projects and events over the previous year. Notably \$400 for the Science Fair, \$400 for 'write a book in a day' and \$1000 for the water station. The current balance at just over \$7000 allows for good support into this coming year. In closing I believe in a strong 2017 for South Campus with excellent recruitment of integral key staffing positions. Looking forward there are some huge positives presenting for South with new branding and uniform only the beginning. The February P&C meeting was very well reinforced by outstanding staff attendances and displays of future projects that are beneficial to students, parents and staff which is the catalyst that brings us all together for continuous improvement of all educational sectors. I look forward to working with you all in the future in whatever capacity that may be?

Yours Sincerely,

Frank Roberts

P&C President Dubbo College South Campus



## School background

### School vision statement

That Dubbo College provides a world class secondary education for the 21st Century.

### School context

Dubbo College South Campus was founded in 1965 and at the time was called Dubbo South High School. It was located in a church hall near Dubbo Public School. In 1967 the school was moved into South Dubbo and in 1969 the first year 12 students completed their Higher School Certificate. In 2001 DSHS became part of the newly constituted Dubbo College catering to years 7 to 9 and then in 2010 the campus increased its clientele to include year 10.

Dubbo College South Campus is part of Dubbo College, a three campus collegiate enrolling approximately 1800 students. With a focus on excellent student outcomes in an environment of inclusion, tolerance for difference and pursuit of equity, the campuses of Dubbo College have established a reputation for providing high level opportunities for all. The College focuses on academic, sporting and cultural outcomes for students whilst valuing citizenship and contribution to the community. South Campus is one of two junior campuses enrolling approximately 740 students in Years 7, 8, 9 and 10 with 30% of students identifying as Aboriginal.

## 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** our evaluation against the School Excellence Framework indicates the school is sustaining and growing in the areas of Curriculum and Learning and Assessment and Reporting with demonstrated commitment within the school community to strengthen and deliver on school learning priorities. We are working hard to make learning and assessment engaging, meaningful and authentic.

There is ongoing commitment within the school community to build a learning culture where students can thrive and succeed. Positive Behaviour for Learning was reenergised in 2016 with the development of a Levels system to assist in reinforcing school expectations. The Student Representative Council has been active in leading initiatives in the area of student wellbeing and is inspirational in promoting our South CARES school values: Courtesy, Achievement, Respect, Effort and Safety. The school encourages respectful and positive relationships at all levels and students are becoming 'self-aware' by building positive relationships and actively contributing to the school, the community and the society in which they live.

In the domain of learning the school is delivering in the area of student wellbeing programs for developing students that are strategic, whole school and underpin successful learning. Systematic policies, programs and processes have been developed and implemented with all staff to equip them to identify and address the unique learning needs of every student in their class. Consistency in practice will improve our ratings for 2017.

The development of an effective and seamless transition program was a focus area in 2016 with strong learning alliances with our primary and senior secondary schools. The school actively collects and uses information to support students' successful transitions to South Campus and then onto our College Senior Campus and our teachers work collaboratively to ensure continuity of learning for students.

In the domain of Student Performance measures we are working hard to determine effective strategies that will see our students become more successful at achieving more value-added results. The school has analysed school performance data and external assessment data and is aware of trends in student achievement levels. South Campus strives to provide opportunities that extend students beyond the curriculum and celebrate learning inside and outside the classroom. Professional learning is ongoing to teach teachers and school leaders to effectively monitor, track and reflect on student and school performance to make educational change.

In the domain of **Teaching** Dubbo College South Campus is Sustaining and Growing in the areas of Collaborative Practices and Effective Classroom Practice. All our professional learning is aligned to the strategic directions of the school and systematic collaborative practices were established across the college in 2015 and continued into 2016. A teams framework underpins embedding systems to further promote collaboration, observation and discussion we aim to continually improve student outcomes. Our school leaders lead strategic educational change based on theory of contemporary best practice through to faculties. As a result executive teachers lead effective and specific pedagogy in their curriculum areas by using student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

The Beginning Teacher program continues to be successful and our six beginning teachers received a reduced teaching load to support their professional growth. Each teacher was given extensive feedback on their practice from their KLA supervisor, who observed their practice regularly which was embedded in the PDP process. They also observed other practitioners inside and outside their faculty areas, and engaged in many faculty activities that related to real world teaching experiences that engaged students. Professional Learning programs for early career teachers, those maintaining proficiency and aspiring leaders were developed by the school executive and staff with expertise shared best practice with their colleagues.

All teaching staff completed professional learning goals with class observations and constructive feedback as part of the practice. A Coaching Framework was implemented to provide a guide for formal mentoring or coaching support to improve teaching and leadership practice. This demonstrates that teachers at South Campus are committed to their ongoing development as members of the teaching profession.

In the domain of **Leading** the senior leadership team has been successful in driving the Strategic Directions of the School Plan 15–17. Their focuses included building the capabilities of staff to create a dynamic school learning culture and creating positive pathways for community consultation processes. This was evident regarding the rebadging of the school and new school uniform, determining effective transition, strategic professional learning and answering to the recommendations of the school audit in 2015 and the snapshot into Aboriginal education.

Dubbo College South Campus is determined to build the leadership capacity of all teaching staff as we recognise that leadership development is central to school capacity building. As a result we closely consider line management and continue to mentor and provide experiences for staff who are aspiring school leaders.

Dubbo College South Campus aims to lift the profile of the the school within our community. Through productive relationships with external agencies such as universities, NGO's and local businesses we aim to improve educational opportunities for students. We endeavour to increase opportunities for parents and community members to engage in a wide range of school-related activities and opportunities to contribute to the education of our students in 2017.

We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities and have redesigned our library to become a multi dimensional learning space. As a school we are committed to ensuring that the school is well resourced to support our curriculum needs and effective teaching resources, like new technologies which are accessible to staff and students.

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

Students are successful learners, leaders, productive citizens and positive contributors to society

#### Overall summary of progress

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

##### FA1. Supporting Student Pathways:

We have developed community and primary partnerships to support student learning from Year 6 to Year 7 and from Year 10 to Year 11. A series of planning sessions were held and an agreed plan of action and timeline with desired outcomes was created and successfully implemented. There were considerable positive outcomes for students as a consequence of these improved processes.

##### FA 2. Supporting Enhanced Learning:

We created effective cross campus faculty teams that made informed decisions to improve student learning. The school focused on enhancing teacher practices in two ways:

1. The focuses for improvement continued the 2015 focus of implementing effective feedback to students two weeks before and after assessment, as well as a focus feedback as a strategy of quality teaching for every day practice. Each cross campus faculty team used data to inform their decisions on what aspects of feedback would have the greatest effect on student learning in their Key Learning Area.
2. The second focus for improvement was to introduce faculties to determining literacy related strategies that would set students up for success at each stage of learning. Cross campus faculty teams examined the literacy related skills needed at the HSC for their subject area and then created a continuum of learning for Stages 4 through to 6 before then agreeing on a strategy that would be consistently implemented for that stage.

All teacher participated in sharing sessions at executive and faculty level to check-in on the progress made in the focus areas.

School based processes to enhance student learning were refined in 2016 including:

- Creation of a reporting committee has led to more consistency in comment quality aligning to student outcomes; and,
- A focus on setting students up for success with a review into approaches of assessment in order to maximize the planning-teaching-assessment circle.

Finally, the continuation of AVID at South Campus has led to more teachers being trained in this teaching approach, hence more students benefiting from consistent quality Teaching and Learning experiences.

##### FA 3. Supporting Student Wellbeing:

Staff share the responsibility for supporting the wellbeing of their students in compliance with ESES requirements by recommending and referring students who are experiencing difficulties in the classroom. The LaST staff have provided teachers with plans that support teachers in the classrooms so that appropriate adjustments can be made to support individual needs. Learning and Support evaluated their role and effectiveness in the school with an audit.

We also found it necessary to review our Student Wellbeing and Discipline Policy in line with the external validation recommendations. The policy was shaped after considerable communication with stakeholders and alignment to the Wellbeing Framework. As a result, there has been the establishment of a Wellbeing Team that encourages the promotion of wellbeing across the school in order to maximize student learning outcomes. The Wellbeing Team has reestablished Positive Behaviour for Learning and the positive levels system in order to recognize student achievement across all domains.

Feedback processes have been developed and aligned across all faculties. This has allowed students and teachers to develop a relationship based on expectations and trust, whereby students are ofay with the standards expected of them in the classroom and also in assessment tasks, whilst also developing relational trust which enhances the quality of teaching and learning experiences for students.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Focus area 1: Supporting Student Pathways</b>  Increasing attendance by 2% <ul style="list-style-type: none"> <li>• Transition of students from 6–7 and 10–11 results in reduced incidents and consistent student outcomes.</li> <li>• Retention of Aboriginal students years 10–12</li> <li>• Retention of students years 10–12</li> <li>• Tell them from me , student satisfaction survey improve in 3 indicators.</li> <li>• Composite report</li> <li>• Destination data</li> </ul>	90% of the Primary Partner Schools attended the meetings to collaboratively review the Yr 6 into Yr 7 calendar of events.  Year 6 students were provided with four mini lessons on each of four weeks where they experienced the subjects offered in the coming year.  Students from Yr 10 were overwhelmingly positive about the four days spent at the Senior Campus Term IV Week 10.	DP Transition Primary Partner Schools Year Advisers Learning and Support AEO's Careers Team Casual Staff Catering
<b>Focus area 2: Supporting Enhanced Learning</b> <ul style="list-style-type: none"> <li>• Improve 'value adding' by 5% in external data 7–9</li> <li>• AVID class survey indicate 90% student satisfaction survey.</li> </ul>	Executive staff led their faculties through examining and implementing teaching strategies in Feedback, Literacy, Assessment and Reporting to parents.	Executive Staff and Classroom Teachers  Quality Teaching, Successful Students (QTSS) (\$10000.00)
<b>Focus area 3: Supporting Student Wellbeing</b> <ul style="list-style-type: none"> <li>• 100% of students entering the college have ILSP's.</li> <li>• Attendance rates increase by 5% over 3 years</li> <li>• Biannual measurement of the "Tell them from me" Survey.</li> <li>• Audit of welfare programs at Dubbo College</li> <li>• Number of Students on NCCD</li> </ul>	98% of students enrolled into Yr 7 had Student Profiles which had been completed by their teachers.	

## Next Steps

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

- Examine next steps for an effective Yr 6–7 Transition eg catering to ATIS and examining curriculum practices.
- Continue refining quality teacher practice through the promotion of collective efficacy and consistency.
- Reinforce the implementation of the College Literacy Strategy to set students up for success at the HSC and all stages of learning.
- Reinforce the embedding of Feedback as a major driver for student learning.
- Support the boarder use of ICT as a means to foster student engagement.



## Strategic Direction 2

### Accomplished Staff

### Purpose

All staff are highly professional, engaged in best practice and are leaders within the school, across the college and the wider community.

### Overall summary of progress

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

#### FA 1. Developing the Leadership Capacity of Staff:

- The college invested significant funds in Growth Coaching for middle managers and the Senior Leadership in 2015. In 2016 we continued the development of practices and scaffolds to implement GROWTH Coaching as a strategy to support the implementation of the Professional Development Framework and effective supervision of staff.
- The Senior Leadership Team primarily led strategic educational change from the top down to all staff. All Principals, Deputy Principals, Head Teachers and aspiring HTs were guided through the practices of building effective teams, running effective meetings and ensuring accountability with check-ins to make school improvement. These practices were embedded into faculties and teams and evaluated regularly leading to more productive faculties and faculty line management responsibilities put in place.
- All staff new to South Campus and the College were inducted into the campus to ensure consistent practices and processes were understood and followed. Beginning teachers continued a more comprehensive induction on a weekly basis. This beginning teachers program led to 6 of our staff members in 2016 becoming accredited with BOSTES.

#### FA 2. Strategic Professional Planning:

The school is developing a culture of professional commitment and shared growth through:

- The focus on teams within the campus and across the College has improved leadership, a teams based environment with a shared vision and ownership of strategies and directions. The effectiveness of these teams is evaluated regularly, then actioned to improve collective efficacy.
- The model of examining teaching practices in the areas of effective feedback and literacy related strategies has faculties working collectively on agreed actions to make positive changes in practices. Faculties are sharing effective pedagogy and resources, within and across the campus, resulting in more capable and confident teachers and better outcomes for students.
- The development of efficacy of checkins to monitor progress of Faculty Plans, PDPs and monitoring tools. These initiatives have ensured that all teaching staff have a professional learning plan and provide evidence of their professional growth aligned to their goals.

#### FA 3. Enhancing Technology:

Continued focus on investing in the capacity of staff to develop and utilise ICT where appropriate in the classroom. There has been only minimal progress during the past year. The school has reorganised the Library into a space that can encourage collaborative learning with a focus on ICT. This space now houses 36 computers, 45 laptops and 25 ipads for class use, as well as a set of 30 mini laptops that can be loaned to classes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Focus area 1: Development of Leadership Capacity</b> <ul style="list-style-type: none"><li>• Meetings Evaluation Tool</li><li>• Teams Audit</li></ul> <b>Focus area 2: Strategic Professional Learning</b> <ul style="list-style-type: none"><li>• 100% of teams have a clear purpose and a common understanding</li></ul>	<b>Focus area 1:</b> Leadership Consultant provided to support the Senior Leadership team  100% of teams completed the teams reflective tool with targets for 2017  Meeting reflective tool showed 10% growth in the effectiveness of meetings	<b>Focus area 1:</b>  Senior Leadership Team, Executive Team, Classroom teachers, PL Team, HT PL <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$5000.00)</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• All staff understand the learning needs of Stage 4/5 learners</li> <li>• 100% of teaching staff have a PLP that reflects the school Plan and identifies strengths and areas of development.</li> </ul> <p><b>Focus Area 3: Enhancing Technology</b></p> <ul style="list-style-type: none"> <li>• Technology needs audit</li> <li>• Teacher and systems Audit</li> </ul>	<p><b>Focus area 2:</b> SDD focused upon effective teams, the quality of meetings and creation of quality Feedback and Literacy Related Strategies for each KLA. Next round of 5 staff trained in AVID. All beginning teachers were actively supported with an Induction program and effective supervision to complete or maintain accreditation. PL directions for 2017 communicated to all staff by CMG</p> <p><b>Focus area 3:</b> Completion of Library for use in 2017 Technology Audit shows effective use by 100 Effective Sentral and Edval Processes</p>	<p><b>Focus area 2:</b></p> <p>Executive Principal, CMG, Senior Leadership Team, Executive and classroom teachers, PL Team, HT Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$8000.00)</li> <li>• Support for beginning teachers (\$35000.00)</li> </ul> <p><b>Focus area 3:</b></p> <p>School Principal, TSO, College Technology Coordinator, Librarian, General Assistant</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$0.00)</li> </ul>

## Next Steps

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

- GROWTH Coaching training for all new Executive staff
- Continue reinforcing the work done on building Effective Teams, Effective Meetings, check-ins and evaluate their progress within faculties using the Monitoring Tools.
- Faculty Collaboration to discuss practices – Learning Thinking Scope.
- Provide feedback of practice in forums to recognise great practice.
- Develop skills for reviewing / collating data to inform practice.
- NST and HT Inductions continue
- More staff reaching for higher levels of Accreditation
- Continue to facilitate a two-day AVID training session to further develop the College's AVID Best and Brightest strategy.

## Strategic Direction 3

### College Community

#### Purpose

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

#### Overall summary of progress

The School Plan made a strong focus on improving community links through two focus areas:

FA 1. Continuing to enhance the College profile through recommendations made by the DoE provided Promotion and Engagement personnel. This unit provides advice and support to address the negative community perception. A review was conducted in 2015 and strategies were provided regarding ways to promote the College in the wider community. These strategies employed as recommendations from the review have been successful and the College is still implementing changes to enhance the college profile.

A teams approach was used to consult decisions regarding the rebadging of the school. This committee collaborated on choices concerning the Logo, school colours and the new school uniform conducting surveys with community, students and staff on the final draft to resolve for a 2017 launch.

FA 2. The College has also implemented a team's approach to build meaningful links with the community. There has been an attempt to involve local identities and persons who have skills and knowledge to come into the school to work with both staff and students. An example of this is the Science Fair which engaged a variety of stakeholders from the College, primary schools and the wider community.

There has also been an effort to involve parents in school planning and to provide feedback on our plans, policies and procedures. Some of the ways we have endeavored to engage our community is through the creation of an Aboriginal Education Group and inclusion of the P&C in consultation for school based decision making.

Other ways the school is committed to increasing the school profile in the community is through extracurricular events and opportunities to invite family and community into the school. We hosted a number of successful events where students were able to showcase their talent or show pride in their culture. The SRC and Junior AECG featured prominently in the promotion and organization of such events.

The Clontarf Academy has been prominent in engaging students positively in education throughout 2016. South Campus has been actively pursuing an equivalent program for our indigenous girls and in 2017 we plan to launch The Girls Academy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Our targets for the lifting the profile and standing will be: <ul style="list-style-type: none"><li>• Baseline data + 5% increase in students wearing the new school uniform.</li><li>• Increased enrolments of students by 10% from Feb 2015 to the end of 2017</li><li>• Increased connection to social media and points of publicity.</li><li>• Implementation of three campus programs with a year 5–8 focus.</li><li>• Implementation of Equity Programs</li><li>• ETOW data</li><li>• Increased numbers of parents, NGO's and community members visiting the school</li></ul>	Community, student and staff surveys conducted showed 68% wanted a new uniform and 65% wanted a new Logo  Increased enrolments for 2017 by 5%  Community engagement in the school has increased by: <ol style="list-style-type: none"><li>1. Review of visitors to the school and purpose for students – volunteers</li><li>2. P&amp;C Meeting has remained strong with an average attendance of ten people.</li><li>3. Attendance at an Aboriginal Education Consultative group Number of school events that have included community participation has increased</li></ol>	The text in this column has been imported from your School Plan. Copy the relevant information into the appropriate field below. Parents, Students, Community Members, Senior Leadership Team, Staff <ul style="list-style-type: none"><li>• Socio-economic background (\$4500.00)</li><li>• Publicity (\$1250.00)</li></ul> All Faculties and teaching staff, parent and community members, students, SRC, JrAECG, <ul style="list-style-type: none"><li>• Aboriginal background loading (\$10000.00)</li><li>• Western Band</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Our targets for the lifting the profile and standing will be:</p> <ul style="list-style-type: none"> <li>• Baseline data + 5% increase in students wearing the new school uniform.</li> <li>• Increased enrolments of students by 10% from Feb 2015 to the end of 2017</li> <li>• Increased connection to social media and points of publicity.</li> <li>• Implementation of three campus programs with a year 5–8 focus.</li> <li>• Implementation of Equity Programs</li> <li>• ETOW data</li> <li>• Increased numbers of parents, NGO's and community members visiting the school</li> </ul>	<p>Community, student and staff surveys conducted showed 68% wanted a new uniform and 65% wanted a new Logo</p> <p>Increased enrolments for 2017 by 5%</p> <p>Community engagement in the school has increased by:</p> <ol style="list-style-type: none"> <li>1. Review of visitors to the school and purpose for students – volunteers</li> <li>2. P&amp;C Meeting has remained strong with an average attendance of ten people.</li> <li>3. Attendance at an Aboriginal Education Consultative group Number of school events that have included community participation has increased</li> </ol>	<p>(\$40000.00)</p>

## Next Steps

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

- Prepare for the roll out of the new logo, colours and uniform for the 2017 Years 7 and 11.
- Actively engage /source community members who offer a particular skillset and invite them into the school to support student engagement and learning
- Increase the profile of Aboriginal cultural capital in South Campus with a more active Aboriginal Education Group that celebrate all significant cultural days and events
- A multicultural day that promotes harmony and tolerance between cultures.
- Increase the incidence of varied excursions to local sites of interest.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Continued funding for Clontarf Academy with 109 boys signed up with the Academy in 2016. As a result Aboriginal Boys have shown increase in attendance and a decrease in suspensions.</p> <p>The Mulgabirra Program has continued to support students to build their literacy, self-esteem and leadership capacity. The 9 students involved work towards certification and experiences to assist their post school work options.</p> <p>Early in 2016 a Snapshot into Aboriginal Education at South Campus was conducted. As a result an Aboriginal Education Team was established to answer to recommendations made. This team also runs a consultative group "Yarn Up" to engage parents and community members to raise cultural awareness and belonging between the school, students and community.</p> <p>Targeted funding to employ a significant number of SLSO staff to support classroom teachers with students identified as being below in literacy and numeracy as per PDP's upon transition to South Campus.</p>	<p>South Campus has allocated \$121,500 to this initiative in 2016. we have four full time Clontarf Academy Staff members and two general learning spaces.</p> <p>We have also planned and set aside funding to establish a Girls Academy in 2017.</p> <p>The Aboriginal Education Team has led an increasing number of cultural/community events, beautification of the school and cultural projects provided. Those involved are: DP, AEO, Get Real coordinator, Aboriginal Staff members, Jr AECG, Clontarf Academy, Community members and parents.</p> <p>0.8 SLSO, Learning and Support Team, DP enrolment</p>
<b>English language proficiency</b>	<p>A trained teacher was integral to the development of Literacy and Numeracy skills across all KLA's as well as providing professional learning and support for teachers to differentiate learning to cater to individual students.</p>	<p>Staffing allocation for the position of 0.2</p>
<b>Low level adjustment for disability</b>	<p>In 2016 we continued funding a HT Wellbeing to:</p> <ol style="list-style-type: none"> <li>1. Lead staff in professional learning and support to provide adjustments and modifications for students.</li> <li>2. Consolidate the implementation policy of <i>Every Student Every School</i> and <i>The Disabilities Discrimination Act</i> to action the National Collection of Disabilities Data.</li> <li>3. Coordinate special programs for students to answer to; bullying and cybre bullying, and self esteem; <i>bro speak</i> and <i>sista speak</i>.</li> <li>4. Review Learning and Support and its impact in the school.</li> </ol> <p>The Mulgabirra Program continued to provide an alternate educational opportunity for students who were disengaged but wished to stay in education.</p>	<p>HT funding allocation to implement ESES, the Disability Act, NCCD, Wellbeing programs. Those involved are: Clontarf, DP Wellbeing, LaST, Get Real, AEO and SLSO</p> <p>The DP Wellbeing and Careers Adviser oversee the Mulgabirra program at Buninyong PS with Kerrie Perin and Kathy Jones (Coordinators). nine student completed the program in 2016.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>During 2015 and 2016 the College examined how teachers could best set students up for success through developing</p>	<p>The College employed a Consultant to assist the Executive Principal and the</p>



<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>KLA specific quality feedback strategies and literacy related strategies. Data driven decisions assisted all KLA team actions with regular check-ins and sharing of progress.</p> <p>Updating senior executive in GROWTH coaching phase 2</p> <p>Ongoing AVID training for those teachers teaching AVID, and with the expansion of AVID in 2017 five extra teachers have been trained.</p> <p>For all new staff we have instituted an Induction program to South Campus to set teachers up for success.</p>	<p>Senior Leadership Team to drive professional learning and coach this team to best lead their executive teams.</p> <p>Senior Leadership – Principals and Deputy Principals all participated in the higher level of GROWTH Coaching.</p> <p>AVID Training for a teacher from each Key Learning area. Now two staff from each KLA will be AVID trained.</p> <p>With 12 new staff in 2016 we ran a 4 week program to introduce these teachers to the school and our systems</p>
<p><b>Socio-economic background</b></p>	<p>Funding has been used to support all students who required support with food, clothing, equipment and to pay course fees and excursion costs.</p>	<p>Through the Get Real Program and Clontarf the school has provided avenues for students to access food for breakfast and lunch. Vouchers are also provided for the canteen on request.</p> <p>The school has provided uniform, equipment and shared excursion costs upon request from families.</p>
<p><b>Support for beginning teachers</b></p>	<p>All beginning teachers at each level of Accreditation were supported at South Campus through a variety of strategies to answer to their needs. Some of these strategies included:</p> <ol style="list-style-type: none"> <li>1. A comprehensive professional learning induction program for probationary teachers (in their first two years of teaching)</li> <li>2. Active support, observations, PL opportunities and feedback from their assigned supervisor, the beginning teacher coordinator and their KLA buddy.</li> <li>3. Support for maintaining teachers to meet the PL and report writing requirements for maintenance.</li> <li>4. The Professional Development Framework</li> </ol>	<p>A campus based beginning teacher coordinator assisted in developing and delivering an induction program for probationary teachers and their supervisors.</p> <p>KLA Head Teachers effectively supervising beginning teachers through the PDP framework and use of funds to support 6 beginning teachers to the level of <i>Proficient</i>.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	377	373	357	377
Girls	359	334	342	355

At Dubbo College South Campus we had an enrolment of 732 students in 2016, with 30% of those students identifying as Indigenous and 6% of our students coming from a Non-English speaking background.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92	91	91.2	92
8	89.3	88.3	88.7	87.8
9	88.1	84.7	87.5	87.9
10	87.7	86.5	86.3	84.8
All Years	89.4	87.8	88.4	88
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

Attendance at school and in class is critical to the learning and teaching philosophy at Dubbo College South Campus. Students need to be in class to have continuity of concepts and access to teacher directed modes of learning. As most subjects are outcomes based, students need to attend class to be able to demonstrate the outcomes in a variety of ways.

At Dubbo College South Campus we have an average attendance of 88%; with 84% of this attendance being from Indigenous students and 89% coming from Non Indigenous students. To ensure attendance at South Campus exceeds the state average for 2017 the school has implemented some strategic actions to respond to our attendance.

The Learning and Support Team, involving the Senior Leadership Team regularly review attendance data to identify students with low or inconsistent attendance to

then support them to reengage in the school community and active learning. The school provides a number of programs and support personnel, including mentoring, tutors and wellbeing programs.

One such program within the school is the Clontarf Academy. In 2016 Clontarf of South Campus reported boys joining that program at expected levels with ever increasing numbers coming on board. They have also achieved their aim of having 85% attendance overall based on ERN data which is the program's standard in NSW. This is an important goal that has been reached and they are aiming for higher in 2017. Clontarf staff had a remarkable parental attendance for their awards night and they will continue being a positive liaison between the school and the Aboriginal parents. Clontarf has also had an impact with the retention of students, reducing the loss through Year 11 by 33%.

In 2017 Dubbo College South Campus will be implementing a Girls Academy, who also have a focus of increasing attendance and retention.

The whole school community participate in the implementation of the Attendance policy. The consistent application of this policy within the school will be instrumental in maintaining and increasing our attendance.

### Year 12 students undertaking vocational or trade training

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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	33.4
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	17.28
Other Positions	5.7

\*Full Time Equivalent

Of our staff at South Campus we have two teachers who are indigenous and five support staff who are indigenous, including our Aboriginal Education Officer and Student Learning and Support Officers. Three Clontarf Academy employees are also Aboriginal. All staff members who are Aboriginal are active members of the Aboriginal Education Team.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

### 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.

During 2016 strategic educational change was led from the Senior Leadership Team through to faculties. This was facilitated through effective meetings with a focus upon building the capacity of all school leaders to use the cycle of school improvement and reflect upon current practice to make evidence and data based

decisions. School Development days and College meetings maintained professional learning based on a teams framework to build an agreed understanding of the learning needs of students and the KLA specific strategies that each team would employ in relation to quality feedback and literacy related strategies to set students up for success. Collaboration and sharing in College as well as campus based teams was integral to the development of effective communication and consultation regarding KLA consistency in practices and expertise to enhance student learning.

Externally based professional learning opportunities were available to both teaching and nonteaching staff at South Campus. All teaching staff participated in the Professional Development Framework; writing a Professional Development plan unique to their professional needs with guided support through observations and feedback to enhance their teaching practices. In 2017 we endeavour to include our SASS and support staff in this process to assist in making Dubbo College South Campus an effective and reflective educational institution.

The school provides opportunities for Beginning Teachers and New Scheme Teachers to meet and maintain the accreditation requirements of BOSTES. During 2016 we had six beginning teachers attain accreditation at Proficient level, with another five probationary teachers accessing an induction program for first year teachers to attain accreditation in 2017. The induction program is designed to support and provide professional learning to probationary teachers and equip their supervisors to adequately support them to attain proficient level of the Australian Teaching Standards. A campus coordinator facilitated the professional learning and opportunities for beginning teachers to observe and be provided feedback on their teaching.

At Dubbo College South Campus approximately 50% of our teachers are maintaining accreditation at proficient with BOSTES and in 2017 we will be supporting those maintaining new scheme teachers to hope to apply for accreditation at the higher levels of accreditation.

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

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>615 878.97</b>
Global funds	644 206.24
Tied funds	1 109 352.14
School & community sources	250 388.87
Interest	18 005.43
Trust receipts	22 641.15
Canteen	227 315.61
Total income	2 887 788.41
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	124 399.70
Excursions	32 419.41
Extracurricular dissections	90 908.15
Library	6 340.41
Training & development	0.00
Tied funds	1 061 420.20
Short term relief	101 299.04
Administration & office	225 523.17
School-operated canteen	196 936.62
Utilities	161 975.37
Maintenance	46 222.71
Trust accounts	11 709.67
Capital programs	0.00
Total expenditure	2 059 154.45
<b>Balance carried forward</b>	<b>828 633.96</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

NAPLAN is a snapshot test held in May for students in years three, five, seven and nine to check their progress in reading, writing, spelling, grammar, punctuation and numeracy.

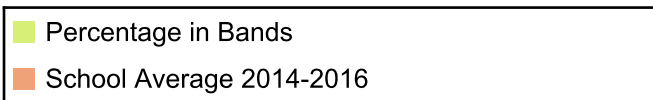
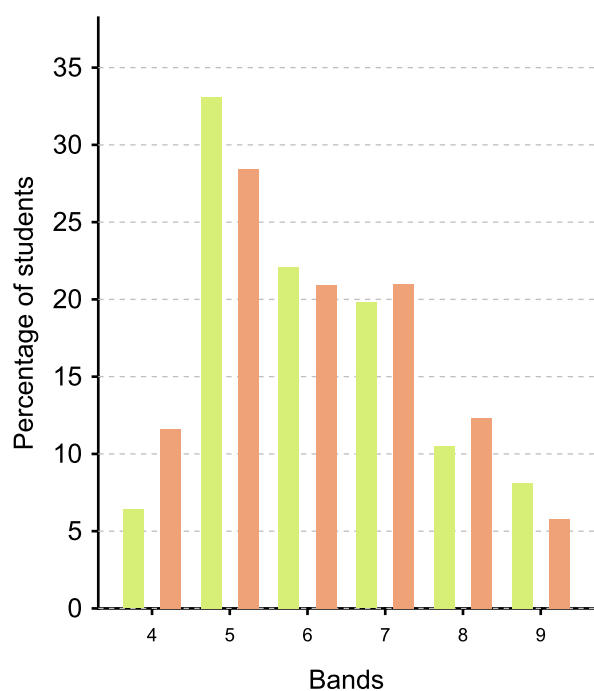
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 Dubbo College South Campus saw many positive outcomes from NAPLAN with our results in Years 7 girls and boys and 9 boys showing growth against a downward trend across the state. From the data, a strong case can be made that Dubbo College South Campus could improve outcomes for students by having a greater focus on writing. As a result all faculties were required to identify teaching strategies which could more adequately address the learning of identified students. It was highly recommended that faculties identify syllabus outcomes which are relevant and target these in their teaching programs. The scores for each student in literacy (reading, writing, spelling and grammar/punctuation) and numeracy (numeracy, data/measurement/space/geometry and number/patters/algebra) were provided so that faculties could summarise the data and focus on areas which can be improved related to the specific syllabus outcomes where students have not performed well. We hope that as a result of actions our NAPLAN results will move us toward reaching the Premiers targets of: increasing the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% and increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

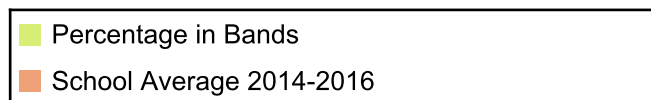
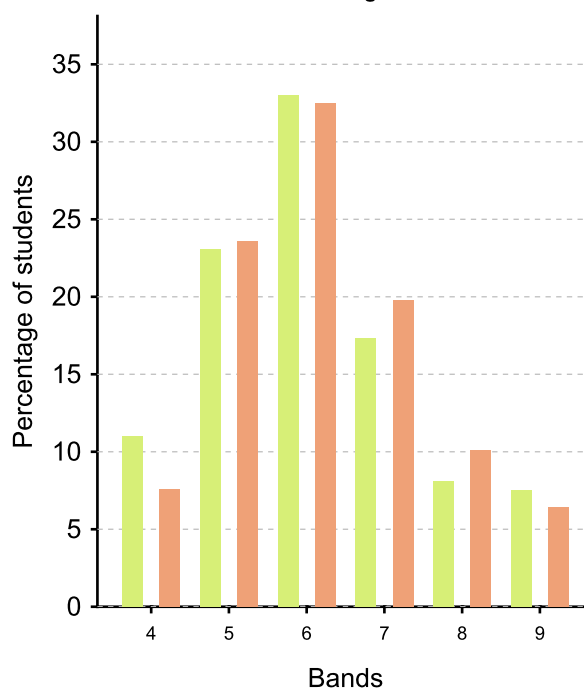
From the results in the tables below consider:

- Our value adding for Year 9 is based upon 67% of students in this year level for whom previous NAPLAN results (2 years prior) are available.
- In Year 7 boys the data the aspect of writing up 28 points from 2015 and trending up against a downward trend across the state and grammar improving by 23 points since 2013.
- Year 7 girls showed writing has improved 25 points since 2014 against a state wide improvement of 2.8 points.
- Year 9 boys showed their writing improved by 71 points from 2013 to 2016 with improvement occurring every year. Unfortunately they still sit 60 points below state wide performance. This cohort also improved in grammar and punctuation by 30 points from 2013 to 2016.
- Unfortunately Year 9 girls showed no growth in any area in 2016.

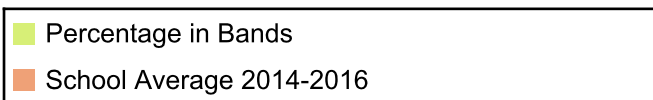
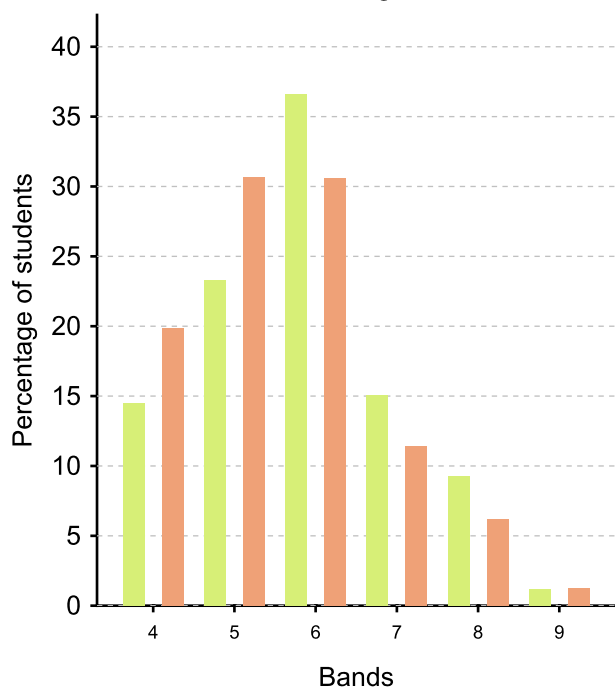
**Percentage in bands:**  
Year 7 Grammar & Punctuation



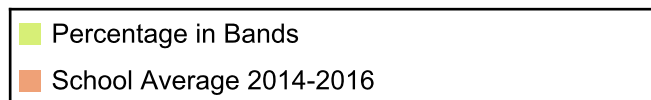
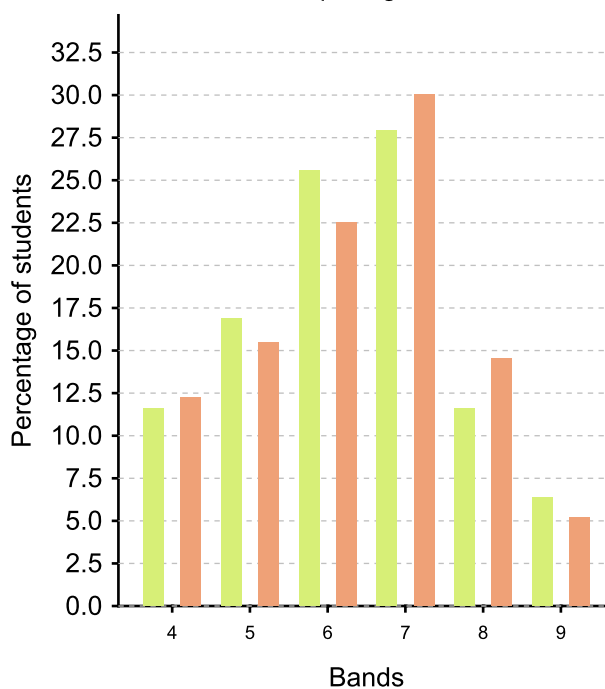
**Percentage in bands:**  
Year 7 Reading



**Percentage in bands:**  
Year 7 Writing

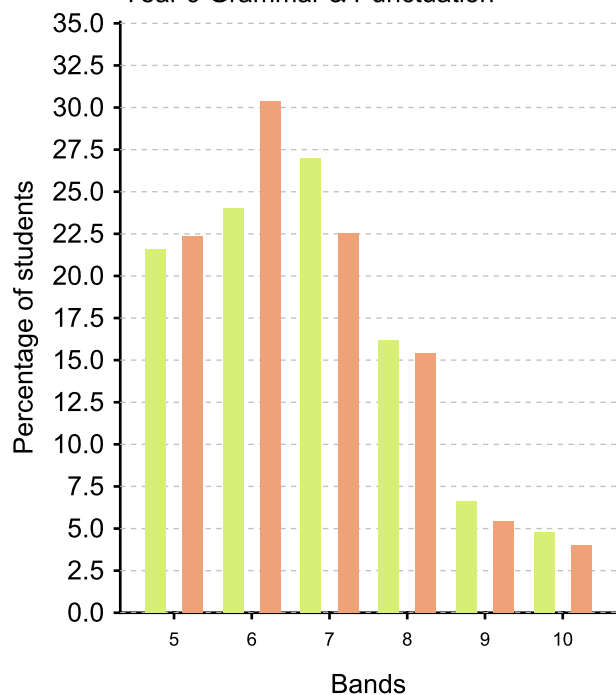


**Percentage in bands:**  
Year 7 Spelling

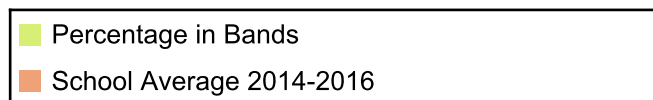
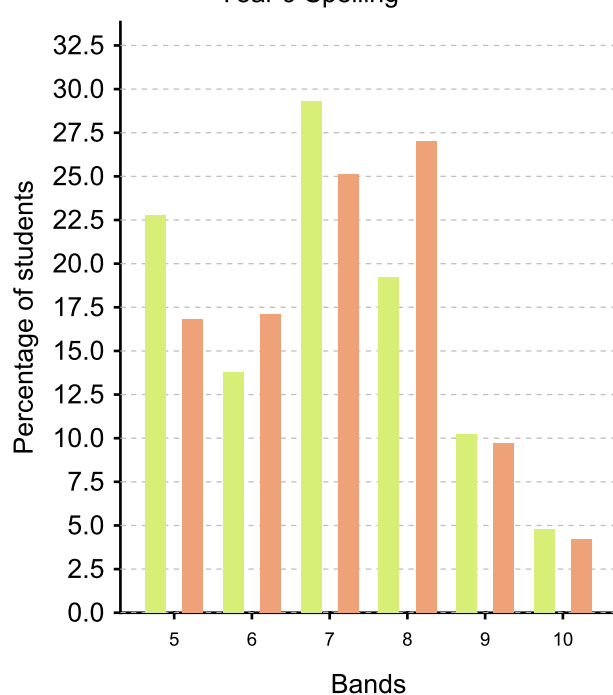




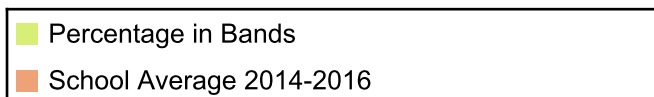
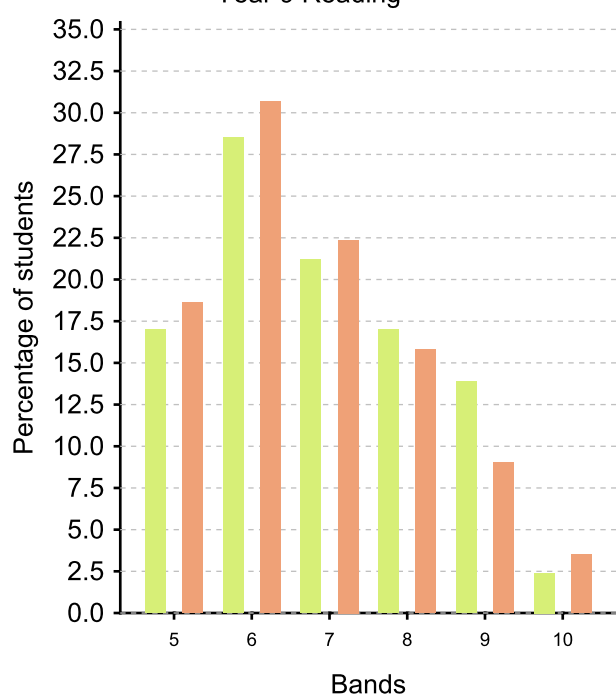
**Percentage in bands:**  
Year 9 Grammar & Punctuation



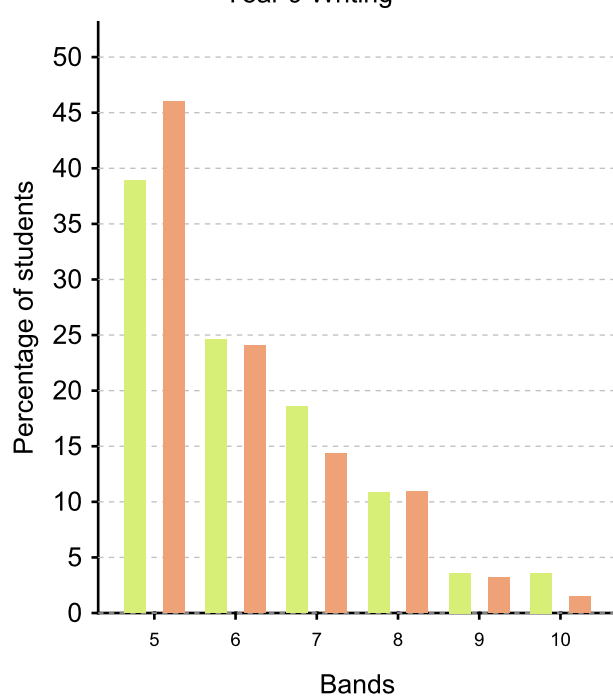
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing

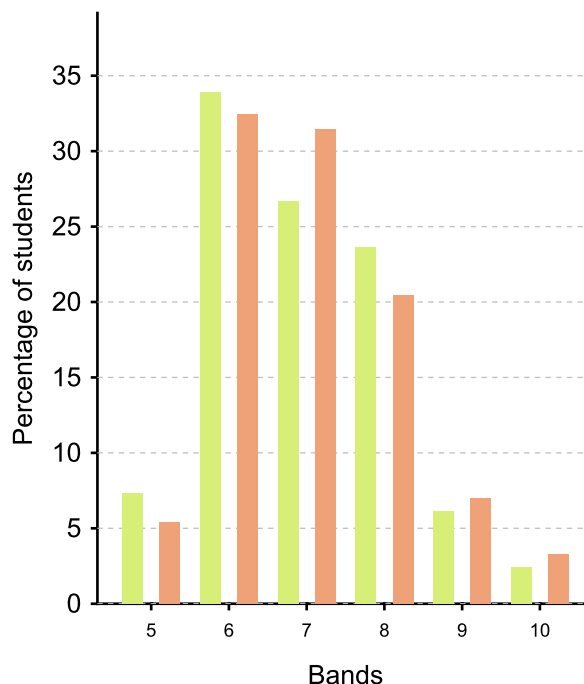


From the results in the tables below consider:

- Our value adding for Year 9 is based upon 67% of students in this year level for whom previous NAPLAN results (2 years prior) are available.
- In Year 7 boys numeracy has trended upwards since 2012 against a flat lined state wide performance.
- In Year 7 girls, numeracy improved 16 points since 2015.
- In Year 9 boys, numeracy improved 47 points from 2013 to 2016.
- Unfortunately Year 9 girls showed no growth in any area in 2016.

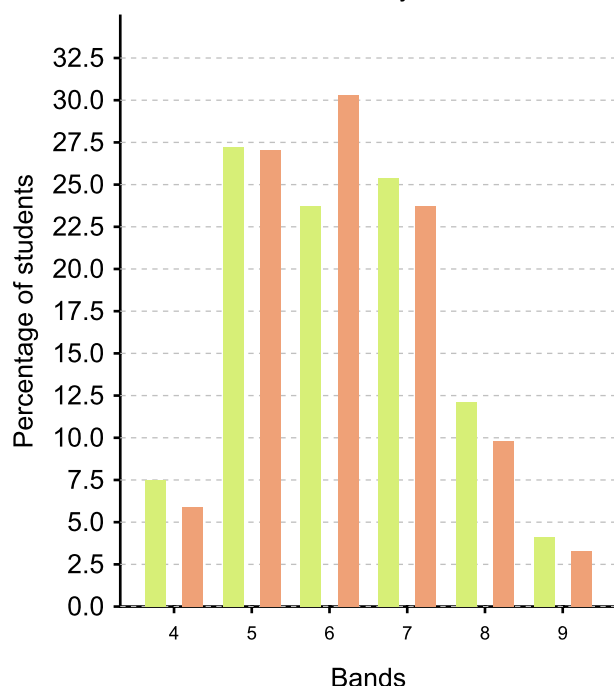
#### Percentage in bands:

##### Year 9 Numeracy



#### 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 South Campus is committed to achieving the Premiers Targets by 2019 of increasing the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% and increasing the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30%.

At South Campus in 2016 a focus on Wellbeing and identifying students with additional learning needs were a focus. Teachers participated in school based professional learning in staff and faculty meetings to understand how to identify and make appropriate adjustments and modifications for students experiencing difficulty. For those students who did not respond to modifications were then referred to Learning and Support who would then assess the literacy and numeracy capabilities of the student and refer specific adjustments to them or provide extra support.

There were four tutors who worked in classrooms with students who were identified by the LaST team. These tutors also were involved when establishing the Individual Learning and Support Plans (ILSP) or Personalised Learning Pathways (PLP) that helped build student engagement and collaboration with families regarding student learning.

Teacher Mentors and SLSO's also assist in cases where 'N' award notifications were issued for assessments not submitted. The Clontarf Academy

supported students learning and achievement of outcomes through a homework centre, where teachers and Clontarf staff assisted students in completing assessments and homework. Our tutors and the Learning and Support teachers delivered one-on-one tuition as well as small focus groups with a focus on Literacy and Numeracy. The tutors are involved with Year 10 into Year 11 transition to establish relationships earlier for students attending Senior Campus in the following year.

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

Alternatively our best and brightest programs and Year 7 AVID program has lifted our extension students in 2016. The AVID teaching strategy was introduced with our Year 7 class and five teachers trained. AVID brings research-based strategies and curriculum to educational institutions. In 2017 we plan to extend the AVID program with this cohort of students and then include the incoming Year 7 class, with five extra teachers then being trained in AVID teaching strategies.

To find out more visit  
<http://www.avid.org/what-is-avid.ashx>



### Higher School Certificate (HSC)

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

## Parent/caregiver, student, teacher satisfaction

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

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

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

## Policy requirements

### Aboriginal education

In March 2016 the school initiated an evaluation of the strengths and opportunities for Aboriginal Education at Dubbo College South Campus. The key recommendations as a result of the review were to:

1. Establish an Aboriginal Education Team which would consist of staff, students and community members. This team has been established with staff and students meeting fortnightly and with community members twice a term. The purpose of the team is consultative in nature to assist in building the cultural capital within the school and a sense of belonging from students and community.
2. Provide Cultural Awareness training for the staff and Aboriginal perspectives in the curriculum. Professional learning was offered to all staff on Aboriginal Pedagogies and how to embed this into teaching and learning as well cultural awareness. This is part of the beginning teachers induction program and we aim to ensure all staff are more readily equipped to answer to the unique needs of our context in 2017.
3. Increase Aboriginal Student Identity. We have planned for this recommendation to be answered in two different ways. Firstly, Clontarf Academy and Girls Academy will be examining cultural identity as part of their face to face programs with students in 2017. The school and the Aboriginal Education Team is also committed to celebrating all significant dates of Aboriginal History in 2017. In 2016 we held community events for National Sorry Day, Closing the Gap, Reconciliation Week and NAIDOC Week.
4. Increasing Aboriginal parent and Community Engagement. This is being tackled through the inclusion of parents in the creation of the PLP's, through the Aboriginal Education Group "Yarn Up" and celebrating days of significance for the Aboriginal Culture.

Our Junior AECG is very active in displaying positive values and instilling school expectations to other Aboriginal students. The opportunities to lead have had a significant impact on their contribution to the school and wider community with many students volunteering in the community, public speaking and debating and assisting in the organisation of school events.



### Multicultural and anti-racism education

At South Campus we continue to encourage acceptance and inclusion of all students through our school values of South CARES: Courtesy, Achievement, Respect, Effort and Safety. Although there have been no specific Multicultural days or events during the year the Student Representative Council and Jnr AECG led a number of fundraising days to spread awareness and acceptance of difference. The school also hosted a number of performances and guest speakers who highlighted acceptance and inclusion through our CAPA and Wellbeing programs.

### Other school programs

#### Creative and Performing Arts

The impact of the CAPA is most evident when you walk though the school and see the many, and increasing number of murals that are adorning the walls of the school. The murals group led by Casey Radnidge chose to depict themes of learning and affirming images and messages that highlight the skills and dedication of the Murals painting team that spend many hours painting them. Students from that groups along with other interested Visual Arts students went to a retirement home to draw portraits of the residents. There the students interacted with the senior citizens sharing stories. After completing the portraits when returning to school they then went back to give the framed portraits to their subjects. We also hosted an Adam Hills artist workshop and participated in a portraiture excursion to Sydney.

The school regularly features Dance, Drama and Music performances on assemblies or at evening events.

Students embraced the many opportunities to exhibit or perform their work. In 2016 our South Campus achievements were:

- Students performed at the Eisteddfod with one of our Drama students, Tom Roberts, receiving the highest ever score for an individual performance.
- Two of our dance students were selected for an extended experience in Sydney at the NAISDA center and we hosted a Bangarra dance workshop with another of our students being chosen to participate in dance training in Sydney.
- Our Music Faculty, consisting of a school band and school choir hosted a Carols Night and performed at a local nursing home.

- The school band participated in workshops with primary schools and three students from our band represented Western Area in a trip to Europe.
- The **South on Show** performance night and the Creative and Performing arts assembly that was requested by the Arts Captain Milla Ross were both hugely successful. In these highly energetic events the students presented their wide ranging skills to an enthusiastic school body. During our South on Show student works were able to be viewed by many. A range of material practices from water colour, printmaking, painting, clay sculpture to photography to assemblage sculpture was on display.

### Sport

Personal Development and Physical Activity (PDHPE) programs in Stages 4 and 5 covered a wide range of topics. These included: Facing Challenges and Resilience, Road Safety, Healthy Food Habits and Sexual Health, Relationships and Tolerance, Sexual Health, First Aid, Physical Activity and Fitness, Sports Nutrition, Choices with Drugs and Sexual Activity, Overcoming Challenges, Safe Celebrations, Mental Health, Celebrating Diversity and Skill Development. Electives were offered to Year 9 and 10 students and these included Child Studies and Physical Activity and Sport Studies (PASS) – Football Studies, Sports Studies and Performance Sports and Gymnastics. Over 80% of students in Years 9 and 10 elected to choose at least 1 elective offered by PDHPE Faculty.

As part of the College focus the PDHPE faculty implemented the literacy and feedback strategy using *A Learning and Response Matrix* (ALARM) scaffold technique throughout all assessment tasks and also incorporated exemplar response to all year groups to help raise the quality of responses to essay-style questions. This saw an increase in the quality and number of completed assessment tasks across all year groups.

Sport representation was very high with twenty one representatives in the Western Area Swimming Team, twenty two Western Area Athletics representatives and two Western Area cross country representatives. Other sports that had Western area representation were Lawn Bowls, Netball, Girls Cricket, Girls Football, Rugby League, Boys and Girls Touch Football and Gymnastics. In team competitions the girls 9/10 Touch Team were regional winners, Schools Netball Cup boys team were regional winners, Boys ING T20 Cricket Cup winners.