

Dubbo College Delroy Campus

Annual Report



2017



8543

Introduction

The Annual Report for **2017** is provided to the community of **Dubbo College Delroy Campus** as an account of the school's operations and achievements throughout the year.

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

Debbie Head

Principal

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Message from the Principal

I am proud to recognise the wonderful achievements of our students across academic, cultural and sporting areas and acknowledge the commitment and dedication of the teaching and support staff at Dubbo College Delroy Campus in creating high quality learning experiences for our students. Our school's success is underpinned by three key focus areas that promote Student Learning, Accomplished Staff and Campus Community.

Firstly, improved student learning is achieved through the high quality instruction from our valued staff members providing consistent and detailed feedback, development of Learning Thinking Scope strategies and identifying and implementing Key Learning Area (KLA) specific literacy related skills. As part of our Best and Brightest Strategy, the Advancement Via Individual Determination (AVID) classes operate in year 7 and year 8 with outstanding results. A strong and effective Learning and Support Team identifies students requiring adjustments for learning and work with teachers to implement these adjustments in the classroom so all students can achieve their best. The Premiers Target Team develops weekly whole school literacy and numeracy lessons to meet set targets.

We pride ourselves on developing Accomplished Staff by working effectively in teams, conducting regular productive meetings and a strong focus on professional learning for all staff. All staff have undertaken professional learning in Learning & Thinking Scope focusing on improving student performance based on research from John Hattie and other educational experts. 13 of our staff have been trained in Advancement Via Individual Determination techniques to extend better performing students.

Thirdly, developing Campus Community is a vital focus area in building strong links with parents and carers, the Aboriginal Education Consultative Group (AECG), tertiary providers, local business and agencies to support student learning and generate positive community engagement. During 2017 the College Promotion and Engagement team implemented the rebranding strategy for Dubbo College for "bright futures". In 2017 we saw the launch of our new logo, uniform, LED signage, key messages and marketing collateral creating a fresh, modern, positive profile for the school and College.

These key areas work within each other to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all areas. Some highlights for Delroy Campus in 2017 include:

- The National Assessment Program in Literacy and Numeracy (NAPLAN) and The Validation of Assessment for Learning and Individual Development (VALID) showed that there has been high performance growth in students.
- Girls Academy was introduced and along with Clontarf, Aboriginal girls and boys are provided with support in improving the attendance, engagement, leadership and learning. They are an invaluable part of our school working in partnership with teaching staff to improve educational outcomes.

- The Support Unit operated a Breakfast Club across the year with valued support from local businesses which was very successful.
- The STRIVE class operated for a small targeted group of Year 8 students with low literacy who were identified by the Learning and Support team. In term 4 the students were transitioned into mainstream ready for Year 9. The program was highly successful in improving students' performance and there were significant gains in the students' wellbeing, particularly around the development of positive self-worth. Strong and effective transition programs operate for Year 6 into 7, Year 10 into 11, Support Unit and students with additional needs.
- The College offered staff the opportunity to apply for STEAM grants focusing on project based learning to develop 21st century learning skills such as inquiry, collaboration, cooperation and problem solving. Five projects were successfully implemented at Delroy creating innovative learning opportunities for students.
- The Duke of Edinburgh program operated as an elective class and worked with the local Rural Fire Service to allow students to broaden their fire safety skills. Circus is another popular elective program which operated at the school. Delroy Campus hosts the after school Circus West program, available for all students across the Dubbo area to attend.
- Programs and key personnel such as the College Careers team, Aboriginal Education Officers (AEOs), Ngumbaay Aboriginal Girls Circle, Mulgabirra, Reading for Life, Counting for life, Reading for life, Student Representative Council (SRC), Campus and College Band & Choir, and the Aboriginal Education Consultative Group (AECG) and Junior AECG are a valued part of our school and help ensure all students achieve their best in leadership and citizenship.

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

Debbie Head

Principal

Dubbo College Delroy Campus

Message from the school community

We have had a great year in the Delroy Parents and Citizens Association (P and C). There has been strong partnership between the committee and the school. Several staff have visited with us and explained their subject area in terms of expectations and content areas. We are grateful to the time these teachers have spent sharing with us. There is a standard core of members. We have also been active in recruitment by attending several open functions at the school and regular attendees have increased. We continue to look for new members to be involved in our children's education. Delroy P and C have participated in the school life in several ways this year. We have sold chocolates, held barbeques at Bunnings, assisted with the Colour Run, the Golf Charity Day and had representation at all of the awards ceremonies for the college. We have also been panel members for staff recruitment. The P and C Facebook page for members is still a great opportunity for communication outside of our standard meetings. We have also negotiated regular reminders on the main Dubbo College face book page for P and C events. As President of the P and C, I have enjoyed working with my committee and school representatives to be involved and active in the life of the school and the students.

Thank you

Tracey Anderson

School background

School vision statement

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

School context

Dubbo College is a three campus collegiate enrolling approximately 1800 students. With a focus on excellent student outcomes in an environment of inclusion, tolerance for difference and pursuit of equity, the campuses of Dubbo College have established a reputation for providing high level opportunities for all. The College focuses on academic, sporting and cultural outcomes for students while valuing citizenship and contribution to the community. Delroy Campus has an enrolment of approximately 489 students of which 53% are Aboriginal and Torres Strait Islander (ATSI) students. Delroy Campus is committed to the Positive Behaviour for Learning (PBL) program and the recognition of student achievement, student leadership and the partnerships with family and the community. Quality teaching which encompasses the use of technology and cultural awareness is a professional learning focus and supports the campus engagement and retention initiatives. The school parent community have high expectations for the students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning** the school is *sustaining and growing*. The school's focus has been Learning Culture, Wellbeing, Curriculum and Learning. Community engagement has contributed to the positive Learning Culture within the school community by strengthening and delivering school learning priorities. School programs such as Clontarf, Girls Academy, Get Real, SRC, AECG, Girls Circle, Education Out West, AVID and Aurora address the needs of identified student groups and assist with monitoring student learning needs. The consistent implementation of Positive Behaviour for Learning (PBL) has supported a positive teaching and learning environment resulting in positive, respectful relationships among staff and students promoting wellbeing and ensuring good conditions for student learning. In Curriculum and Learning there is a commitment to personalised and differentiated learning and support to meet the needs of individual students. The Learning and Support team provides ongoing evaluation, review meetings with parents and students and development of health care plans will further ensure the ability of students to achieve in all areas of school life. Curriculum provision is enhanced by learning alliances with other schools and organisations such as AVID, Aurora and University of Newcastle and Sydney University to ensure all students have the capacity to engage and become successful learners. Ongoing association with outside agencies will continue to enhance student skills, confidence and wellbeing for success. In terms of student performance measure, the school is at *delivering* stage. While students performance demonstrates high achievement growth, there is a significant gap in meeting state averages which will require focused targeted intervention such as the formation of the Premiers Target Team continued specific literacy and numeracy lessons, class structures and the STRIVE class in 2018 and beyond.

In the domain of **Teaching**, the school is *sustaining and growing* in relation to effective classroom practice with evidence-based teaching strategies being used consistently. Our implementation of the Learning Thinking Scope is an example of how our school is using evidence based practices to inform our teaching and learning strategies. The outcome of this has been an increase in student learning and staff improving their professional practice. Data has been utilised to improve school performance and staff have changed their practice accordingly, reflecting on National Assessment Program Literacy and Numeracy (NAPLAN), Validation of Assessment for Learning and Individual Development (VALID) and school assessment data to identify student needs and skill gaps. There has been continued growth in relation to collaborative practice with the building of effective teams and collective efficacy being a key focus for this year. This includes Key Learning Areas and cross campus teams which have worked together successfully to share expertise and strategies to ensure consistent quality teacher practice. The school has *excelled* this year at learning and development with clear goals for each member of staff being defined through the Performance and Development Framework (PDF) process, in addition to ensuring that professional learning activities systematically promote the most effective strategies for student learning. Evaluation of professional learning for staff has also occurred throughout the

year to identify future staff development needs. The school is an expert in the provision of support for beginning and early career teachers, with a strategic and comprehensive induction and mentoring program led by senior executive staff.

In the domain of **Leading** the school is *sustaining and growing* in the areas of leadership, school planning, implementation and reporting and school resources, and is *excelling* in management practices and processes. The embedding of a strong ethos in leadership has been evident in the school's commitment to development of leadership skills in staff and students. Examples of this are Student Representative Council developed student voice lessons around issues concerning young people and have attended leadership camps. Links with parents, community members, other educational providers and other organisations have been utilised to enhance positive and effective leadership and student learning and engagement. The school has demonstrated an understanding of the importance of leadership being central to school capacity building. As a result of the Performance and Development Framework (PDF), mentoring and coaching took place in order to improve teacher and leadership practice through all sectors. The use of this school wide responsibility through the PDF process has demonstrated that leadership, teaching, learning and community evaluations are in review for learning improvements, school planning, implementation and reporting.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning

Purpose

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

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

Overall summary of progress

Delroy has continued to engage the community to create an innovative and supportive learning environment by providing students with the opportunity to participate in different community events and access to community facilities. These include successful entries in the local and Canberra Show, representation at the local Anzac ceremony, assistance with Western School Sport Association (WSSA) carnivals, Child Care centre events and use of sport facilities through our multi-sport program. Students have assisted primary partners teaching literacy and numeracy to primary aged students through the active volunteering program. In addition students have supported our primary partners through the Mulgabirra program developing teaching resources for primary, infant students and supporting students one on one in the classroom. Aboriginal Elders have sought the assistance of the Aboriginal Girls Circle to assist with various functions in the community.

Examples of where the community has engaged with the school are the Get Real program, Clontarf Academy, Girls Academy, Aboriginal Girls Circle, parent teacher nights, orientation nights, the Duke of Edinburgh Program and Rural Fire Service Cadet program. This variety of community engagement has provided students with successful learning opportunities outside the classroom. Education Out West have supported the implementation of programs for secondary students to support our primary partners. We have also partnered with the University of Newcastle who provided tutors for students in the Advancement Via Individual Determination (AVID) and Sydney University supporting the year 10 into year 11 transition program.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Selected KLA's have completed cross campus reviews and implemented recommendations</p> <p>Benchmarking of:</p> <ul style="list-style-type: none">Improving external assessment dataImproving student retention and engagementIncreased enrolment numbers	<p>RAM Equity</p> <p>Professional Learning</p>	<p>All teaching and learning programs have been implemented and adjusted to meet the individual needs of all students (ILSP's).</p> <p>All teachers are now using Learning Thinking Scope in the classrooms. This is achieved through consistent use of do now, learning intentions and success criteria.</p> <p>PBL/wellbeing whole school programs were developed throughout the year based on data collected from surveys, SENTRAL and interviews</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
at the three campuses.		<p>by the external coach. All faculties were represented at the meetings to ensure delivery of wellbeing was consistent across the school.</p> <p>Premiers Target team met fortnightly to develop strategies to implement activities for whole school literacy and numeracy.</p> <p>LAST's visited Primary partners to collect relevant information about year 6 students in preparation for 2018.</p>

Next Steps

1. Continue to engage staff in evidence based practice – through the use of SMART Data and school assesement. This will allow staff to identify and focus on areas of student growth and areas of student development. Staff continue to develop feedback strategies through professional learning opportunities.
2. Continue to build on the improved Learning and Support process by providing feedback on the impact of Individual Learning and Support Plans and current practices and evaluate how to implement and review Individual Learning and Support Plans through professional learning frameworks.
3. Ensure successful implementation of Literacy and Numeracy strategies across all Key Learning Areas through whole school weekly lessons and enhanced by the use of the Learning Thinking Scope and Advancement via Individual Determination strategies. The students are well supported by the Positive Behaviour for Learning Program.

Strategic Direction 2

Accomplished Staff

Purpose

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

Overall summary of progress

Staff have engaged in Professional Learning throughout 2017 to ensure their ongoing development and that best practice in teaching has occurred in the classroom. This has been achieved through further refining and embedding the Performance and Development Framework (PDF) and utilising a strategic approach to Professional Learning. Classroom teachers have worked effectively with the school executive to identify specific focus areas for improvement, which has resulted in the establishment of goals tailored to meet the needs of each individual staff member throughout the school. This has created a culture of collaboration and learning amongst staff and ensured improvement in professional practice and staff development.

In 2017 a College wide implementation of the Learning Thinking Scope has occurred. The use of Learning Thinking Scope strategies has been embedded within each faculty area and will be continued to be implemented for the next two years. This has allowed for learning clarity and collective efficacy to begin to be formed across the College for staff and students.

Staff have continued to work toward higher levels of accreditation in accordance with New South Wales Education Standards (NESA) requirements with beginning teachers supported by a Head Teacher Teaching and Learning in addition to the College Induction Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers and support staff with a PD Plan 100% use of a College-wide evaluation process Increased numbers of teachers accredited at the higher levels of accreditation with BOSTES Higher numbers of staff completing PL in AVID and NAPLAN improvement strategies and implement strategies into day-to-day teaching practice. Increasing executive member involvement in leadership development opportunities	RAM Equity Professional Learning	Capacity of the senior leadership team has been developed through regular cross campus meetings and allocation of focus areas to lead across the college. All staff were part of various teams across the school. Being a part of a team develops staff understanding of leadership and whole school structures. All team meetings are calendarised and minutes are recorded and stored in a central location.
Strategic Professional Learning	Professional Learning	All teaching staff participated in the PDP process with lesson observations, goal setting and targeted professional learning.

Next Steps

1. Continued professional learning within the Learning Thinking Scope.
2. All Key Learning Areas will continue to participate in Cross Campus Key Learning Area training with Learning Thinking Scope.
3. Continued staff Professional Learning in Advancement Via Individual Determination (AVID).
4. Staff to have accreditation documents in accordance with NSW Education Standards Authority (NESA) requirements.
5. Building capacity of Deputy Principals through leading a Strategic Focus Area across the College.
6. Identification of teachers and Head Teachers to act in a relieving capacity.
7. Expression of Interest (EOI) for Head Teacher roles across the College are developed and sought.
8. Senior Leadership Team Meetings twice a term.

Strategic Direction 3

Campus Community

Purpose

Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success.

Inspire the wider community by building a school culture that encourages effective, meaningful relationships, opportunities, innovation and high expectations.

Overall summary of progress

In 2017 we continued to promote the school and the college in the community, develop and strengthen links with partner schools and build and maintain links with community stakeholders to enhance students' learning.

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

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase positive perception of Dubbo College Delroy Campus within the wider community	RAM Equity	Through events such as Year 7 information night, Parent/Teacher night, Anzac Day ceremonies, NAIDOC Day celebrations, awards nights, sporting competitions within the community, SRC, community barbeques, Circus West, Canberra and Dubbo Show participation, rebranding of the College and P and C, Delroy Campus has promoted key messages which reflect core beliefs, values and culture, whilst engaging staff members, parents and members of the community.
Build and maintain links with community stakeholders to enhance student learning	RAM Equity	Student learning has been enhanced through the building and maintaining of links through programs such as; Aboriginal Girls Circle, Circus West, Child Studies child care centre visits, Duke of Edinburgh Program, Rural Fire Service and RescuED, Junior AECG, Girls Academy and Clontarf.

Next Steps

1. Continue to build on collective efficacy practices. Ensure all key stakeholders including staff, students, parents, carers and community are involved and are active participants of our collective efficacy goals.
2. Continued development of the Community Kitchen project.
3. Implementation of the College's Seven Key Messages for all internal and external communication.
4. Parents and community members will have the opportunity to engage in a wide range of school related activities and participate in school decision making.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>1 x Cultural Dance teacher</p> <p>4 x Clontarf staff</p> <p>1 x attendance officer</p> <p>1 x Student Support Officer</p> <p>3.5 x SLSO's</p> <p>NAIDOC Day</p> <p>Breakfast Club</p> <p>Student Assistance</p> <p>Mulgabirra</p> <p>KLA Programs</p> <p>2 x Aboriginal Educational Officers</p>	<p>All students have Individual Learning and Support Plans with teachers making appropriate adjustments for learning.</p> <p>Clontarf and Girls Academy have made a significant impact on improving Get Real, Aboriginal Education Consultative Group Aboriginal Dance and Cultural Group, NAIDOC Day and Breakfast Club.</p> <p>Resources were purchased for engagement activities and student welfare. Participation in Mulgabirra Program improved literacy in participants and built a strong partnership with feeder primary schools.</p> <p>Employment of an attendance officer to monitor individual and overall attendance, as well as following up unjustified absences, has assisted with improvements in student attendance.</p> <p>Student Support Officer has worked with students to build their social and coping skills, and develop resilience. Two RAGE programs were also run for students to improve anger management skills.</p>
Low level adjustment for disability	<p>0.75 x Classroom Teacher</p> <p>1 x Learning and Support Officer</p> <p>Learning and Support Team</p>	<p>All students requiring adjustments and learning support are identified through learning and support processes which involves individual progress reports and student assessment. This information is then used to develop Individual Learning Support Plans and support staff with program adjustments.</p> <p>The STRIVE Class operated for a small group of Year 8 students identified with low literacy by the Learning Support Team. Students were tested for reading and numeracy. Individual learning support plans and health care plans were developed. The class focused on literacy and numeracy related skills in cross curricula projects to reconnect students to learning.</p>
Socio-economic background	<p>1 x Technical Support Officer</p> <p>1 x Learning and Support Officer</p> <p>1 x HT Administration/Equity</p> <p>0.5 x Reflection Room Teacher</p> <p>0.25 Classroom Teacher</p> <p>Student Assistance Program</p> <p>Technology</p>	<p>The provision and maintenance of student electronic devices to support all students having access to 21st Century Learning.</p> <p>Subsidising student resources and excursions allowed students access to school activities and the provision of school uniforms to develop the sense of belonging and equality.</p> <p>Reflection room allows students to develop positive strategies and skills to improve conflict resolution.</p>

Socio-economic background	Key Learning Area Programs	<p>The provision and maintenance of student electronic devices to support all students having access to 21st Century Learning.</p> <p>Subsidising student resources and excursions allowed students access to school activities and the provision of school uniforms to develop the sense of belonging and equality.</p> <p>Reflection room allows students to develop positive strategies and skills to improve conflict resolution.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	206	197	235	244
Girls	206	212	228	238

Student attendance profile

School				
Year	2014	2015	2016	2017
7	88.8	84.6	89.6	89.3
8	87	84.8	82.2	85
9	84	84.3	84.2	80.8
10	86.1	85.3	83.6	79.2
All Years	86.4	84.7	85	83.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

Management of non-attendance

Non attendance is managed through a multi faceted approach. This includes the employment of a full time attendance officer, newsletter items about attendance and phone calls home by the attendance officer, Year Advisers and Deputy Principals. Fortnightly meetings, in which the attendance officer, Aboriginal Education Officers, Deputy Principals, Home School Liaison Officers, Clontarf, Girls Academy and external agencies, attended.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	6	0	0
Employment	1	0	0
TAFE entry	3	0	0
University Entry	0	0	0
Other	4	0	0
Unknown	5	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	30.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	15.78
Other Positions	1

*Full Time Equivalent

In 2017, there were three Aboriginal teachers (6% of the teaching workforce) with the addition of 17 Aboriginal support staff such as Student Learning and Support Officers (SLSOs), tutors, Aboriginal Education Officers (AEOs), Clontarf and Girls Academy.

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 at Dubbo College – Delroy Campus during 2017, can be broken into three categories:

1) College wide Professional Learning (includes staff from Delroy, South and Senior Campus).

2) Delroy Campus Professional Learning.

3) Personal Professional Learning attended to fulfill Performance and Development Plan goals.

- **College wide Professional Learning**

Professional Learning at Dubbo College in 2017 began with a Staff Development Day in term 1, where SCHMIC (School Mentoring Improvement and Coaching) Consulting launched the “**Learning Thinking Scope**”. The launch was around Collective Efficacy. They outlined the four elements of the scope, under pinning research and research participation during this day.

This is a three year plan which has been adopted at Dubbo College.

The continued use of a Dubbo College Professional Learning calendar with set Cross Campus Executive meetings in week four (held at Delroy Campus) and Staff meetings in week five (held at Senior Campus) each term allowed staff from the three sites the opportunity to participate in professional dialogue and to embed aspects of the “Learning Thinking Scope” into shared programs/units of study. In addition to this time, SCHMIC staff also met with staff from each Key Learning Area in cross campus groups on a rotational basis each Tuesday of term, after school hours.

In Term 2, we looked at **Element 1: Learning Clarity** where “Do Now” activities, “Learning Intentions” and “Success Criteria” were explored. The result being that signage is displayed in every teaching space at Delroy Campus and staff and students use these elements in every lesson. This common language and expectations has seen improved behaviour in this setting.

Term 3, saw another layer added, with “Big Questions” and the “Thinking Continuum” being explored. Learning Thinking Dispositions, Strategies and School Wide/Team Routines were reviewed.

The first of the final two Staff Development Days in Term 4, will allow staff to be immersed in Cultural Awareness Training with a visit to Balladran to see and hear from Aboriginal Elders. There will also be workshops presented at the Senior Campus during the

day to compliment the field trip.

The second Staff Development Day will see staff involved in mandatory training in the area of cardiopulmonary resuscitation and anaphylaxis.

Planning for the Staff Development Day in Term 1, 2018 has been completed and will see staff moving onto the next phase of the Learning Thinking Scope. This will be **Element 2: Thinking Questions** – pedagogy of questioning, community of inquiry and task design analysis.

- **Delroy Campus Professional Learning.**

A Scope and Sequence for Executive and Staff meetings was used each term which allowed all staff the opportunity for Professional Learning at school level. This included using local guest speakers as well as our own staff members and video conferencing facilities for presentations.

- **Personal Professional Learning**

At Delroy Campus, staff worked through the PDP process setting goals and identifying personal Professional Learning required. Professional Learning activities attended by staff were varied and on most occasions presented locally, however some required travel to Sydney or Melbourne.

In Semester 1, **Teaching staff** attended **64 courses**. **Non –Teaching staff** attended **two courses** during semester one.

During Semester 2, **Teaching staff** attended **35 courses**. **Non –Teaching staff** attended **one course** during semester two.

Teacher Accreditation

At Dubbo College all staff are supported through every stage of their accreditation process. These include beginning teacher meetings for first and second year teachers held weekly between weeks three to eight of each term organised by the college Deputy Principal. First year and second year teachers release time was accessed as whole day relief time across the year to assist in the accreditation process.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 30th November 2017 and does not involve expenditure areas such as permanent salaries

and Assets maintenance.

Receipts	\$
Balance brought forward	1,192,632
Global funds	635,264
Tied funds	1,274,535
School & community sources	55,414
Interest	13,734
Trust receipts	20,773
Canteen	131,716
Total Receipts	2,131,435
Payments	
Teaching & learning	
Key Learning Areas	4,130
Excursions	17,796
Extracurricular dissections	9,937
Library	0
Training & Development	0
Tied Funds Payments	904,171
Short Term Relief	65,258
Administration & Office	244,338
Canteen Payments	121,759
Utilities	142,504
Maintenance	68,652
Trust Payments	6,739
Capital Programs	0
Total Payments	1,585,286
Balance carried forward	1,738,781

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,642,804
Appropriation	1,665,365
Sale of Goods and Services	-80,633
Grants and Contributions	57,387
Gain and Loss	0
Other Revenue	0
Investment Income	685
Expenses	-571,820
Recurrent Expenses	-571,820
Employee Related	-258,948
Operating Expenses	-312,872
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,070,984
Balance Carried Forward	1,070,984

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,481,133
Base Per Capita	77,724
Base Location	3,508
Other Base	4,399,901
Equity Total	1,567,604
Equity Aboriginal	557,148
Equity Socio economic	696,979
Equity Language	0
Equity Disability	313,477
Targeted Total	1,366,977
Other Total	529,820
Grand Total	7,945,534

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

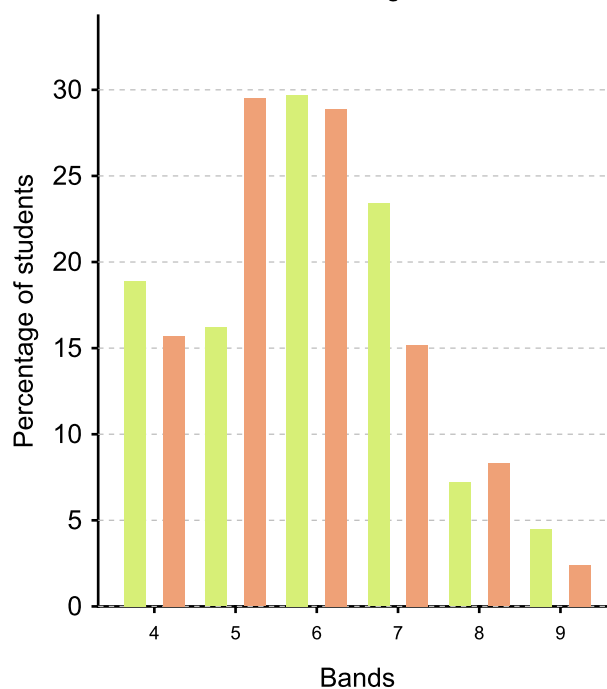
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

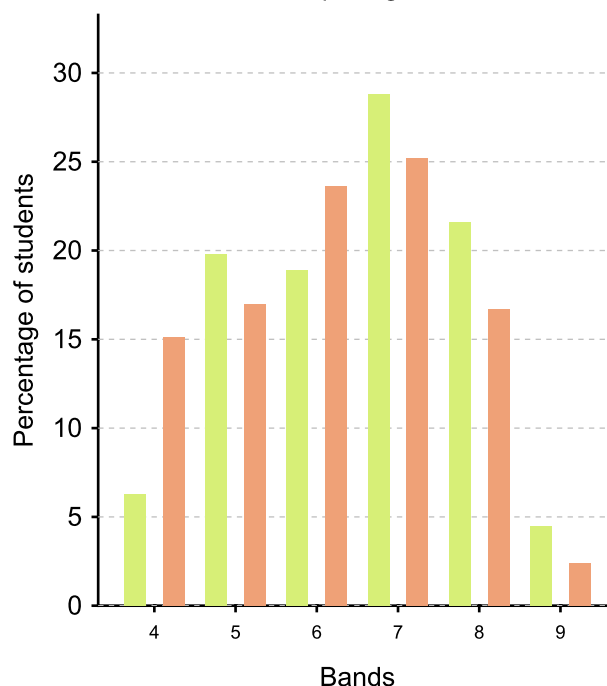
NAPLAN

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.

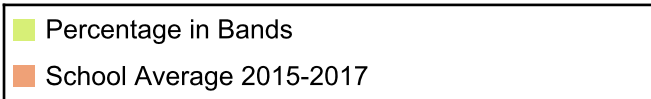
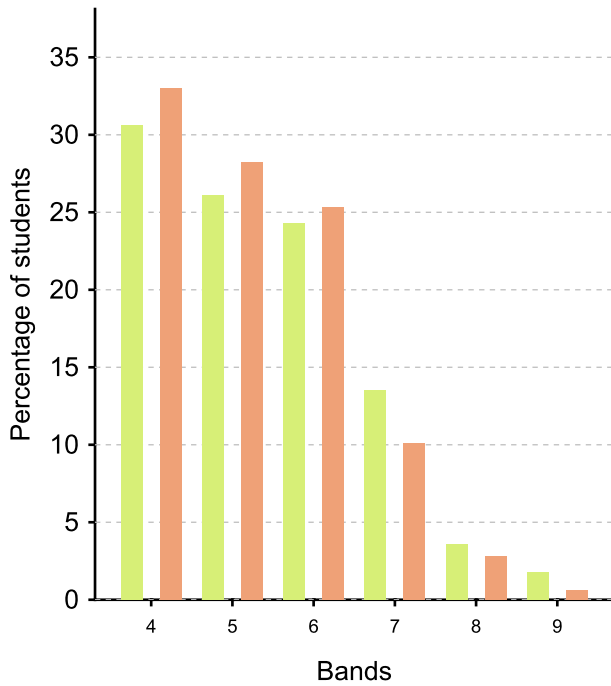
Percentage in bands:
Year 7 Reading



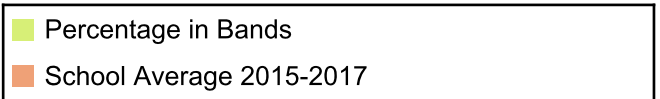
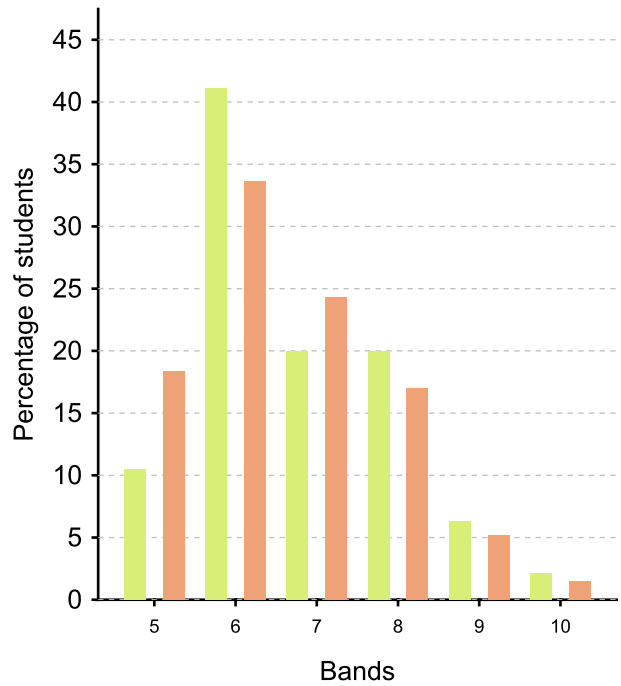
Percentage in bands:
Year 7 Spelling



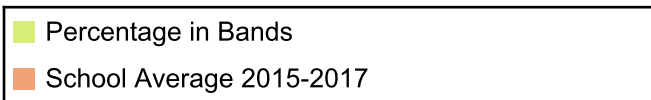
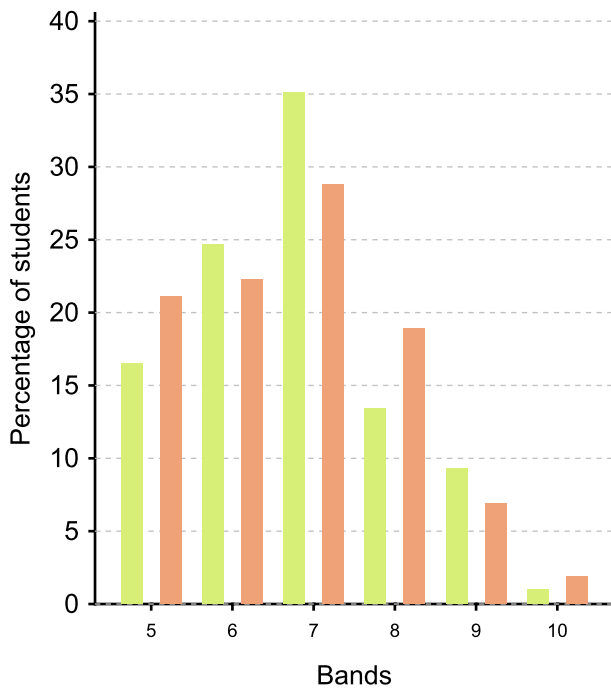
Percentage in bands:
Year 7 Writing



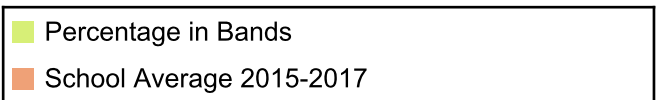
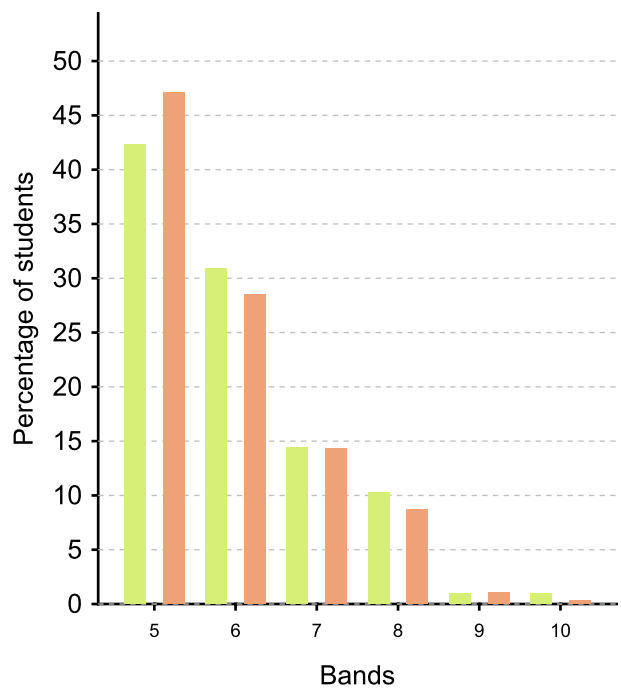
Percentage in bands:
Year 9 Reading



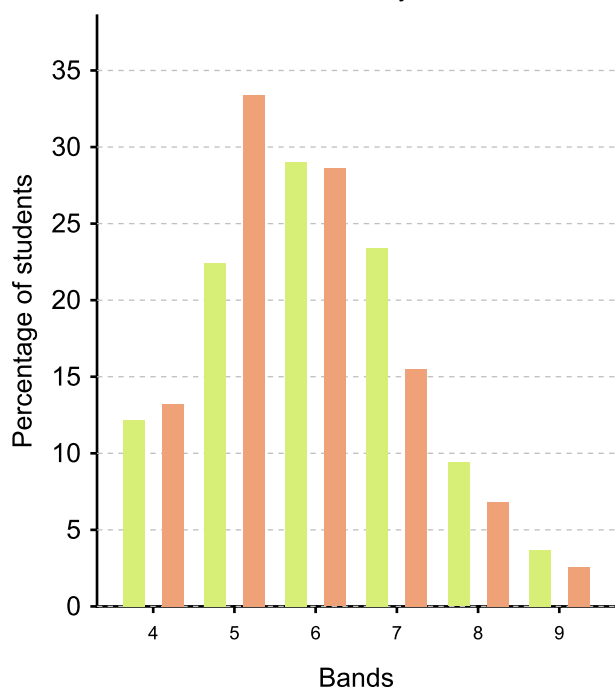
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing

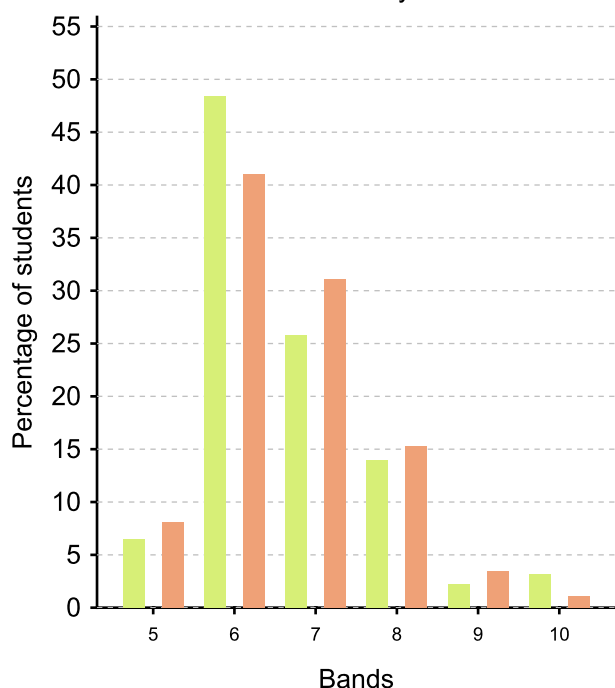


Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Dubbo College Delroy Campus is below the state mean in the National Assessment Program – Literacy and Numeracy (NAPLAN) testing. However there is positive individual growth data indicated. In 2017 to address the Premier's literacy targets, Delroy Campus had a strategic focus on improving National Assessment Program – Literacy and Numeracy results with a whole

school approach in developing Key Learning Area literacy strategies including critical reading, paragraph structure, verb differentiation for extended response, use of metalanguage. College wide focus on developing and implementing Learning Thinking Scope strategies into every classroom, for example developing consistent classroom routines to ensure students are ready to learn every lesson – Do now's, Learning Intentions and Success Criteria. Individual students are supported through targeted integrated funding, as well as the employment of additional Student Learning and Support Officers. Programs which support NAPLAN improvement include:

- Mulgabirra specifically addresses literacy improvement.
- A specialised class in Year 8 to target students with low literacy. A classroom teacher and a Student Support Officer are funded from Resource Allocation Model, Equity funding.
- Premiers Target Team
- Quick smart program – individualised support.
- Clontarf program supports Aboriginal boys.
- Girls Academy Program supports Aboriginal girls.
- Student attendance is monitored by the school attendance team.
- Weekly dedicated literacy and numeracy lessons across the whole school.
- Year 7–8 Academic Extension Class as part of our Best and Brightest strategy.
- A homework centre operates one afternoon a week.
- Positive Behaviour for Learning (PBL) operates across the whole school.
- Staff are trained in the literacy and numeracy continuum, adjustments for learning and 8 ways of Aboriginal pedagogy.

Higher School Certificate (HSC)

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

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

Parent/caregiver, student, teacher satisfaction

Delroy Campus actively seeks input from parents/carers, students and teachers about the school to improve learning opportunity for all students. In 2017 Delroy Campus conducted a range of activities to garner informal and formal feedback from the school stake holders. For example monthly Parents and Citizens (P and C) meetings, Parent/ Teacher nights each semester, monthly Aboriginal Education Consultative Group (AECG) meetings, National Aboriginal and Islander Day Observance Committee (NAIDOC) day, Clontarf and Girls Academy parent and

carer events. The results from a variety of sources indicated that the majority of parents value the Positive Behaviour for Learning structure:

Do your best

Equipment every day

Learning in every classroom

Respect for yourself and others

Opportunities – take advantage of all offered

Your school

Parents want for their children a happy and safe environment, where their child can develop into a confident and resilient positive contributor to society. Parents appreciated their children being rewarded on the assembly and in newsletters for all their achievements in academic, sporting and cultural areas. The school has a strong focus on developing values that are highly regarded within society, such as respect, honesty, loyalty and perseverance. Students then feel that they matter and belong. Parents support the school discipline policy.

Staff have a strong sense of belonging through various wellbeing and professional learning strategies and opportunities. For example the staff social committee organises various activities and events, attending professional learning opportunities to build staff capacity. There is a sense of collective efficacy through our supportive team structures that operate school wide and evidence of higher staff retention rates than in previous years.

Policy requirements

Aboriginal education

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

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

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

for enriching their life chances and achieving their full potential

The following programs and initiatives have been implemented and managed by the Equity team in 2017:

Junior AECG – This is a group of 8 students who conduct meetings, attend local AECG meetings at which they speak at each time. This strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations.

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

Clontarf – This is an academy open to all Indigenous boys that improves health, social, educational and employment outcomes for the students using physical activity as the underlying driving force. The sign up rate for indigenous boys equates to 121 boys. This program has developed and sustained a positive and inclusive school culture, improved the quality of leadership and workforce development for improved outcomes for Aboriginal students and families and increased Aboriginal students' attendance, participation and engagement in learning.

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

Girls Academy – 2017 seen the inception of this program at Delroy. This is an academy open to year 8–10 Indigenous girls that seeks to improve health, social, educational and employment outcomes for the students. We currently have 75 girls signed up with the program. This program has developed and sustained a positive and inclusive school culture, improved the quality of leadership and workforce development for improved outcomes for Aboriginal students and families and increased Aboriginal students' attendance, participation and engagement in learning.

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

NASCA – NASCA is a sporting and cultural program that has focused on year 7 Indigenous girls in for the first half of 2017. The program has included various activities such as first aid, coaching, and refereeing certification. Students will also focus on their culture and family heritage through various activities and excursions. This program strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations, increased Aboriginal students' attendance, participation and engagement in learning and developed and sustained a positive and inclusive school culture.

Links to school plan: Engaging the Community for Learning

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

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

Aboriginal Girls Circle – This program has seen 26 Aboriginal Girls undertake Circle Solutions training, participate in numerous community events, excursions and cultural activities. Through this program students also completed a Certificate 1 in Active Volunteering. This program has strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations, developed and sustained a positive and inclusive school culture and increased Aboriginal students' attendance, participation and engagement in learning.

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

Aboriginal Dance and Cultural Group – This is a group of 14 students who have learnt and performed various traditional dances, made and played didgeridoos and participated in cultural activities. This program has strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations and increased Aboriginal students' attendance, participation and engagement in learning.

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

Homework Centre – This program is available to all students once a week from 3.30pm – 4.30pm which is supervised by teachers and Clontarf staff. Staff help with any homework or assessment tasks. This program increased Aboriginal students' attendance, participation and engagement in learning, improved outcomes of programs and strategies designed to ensure Aboriginal students achieve educational outcomes that match or better the outcomes of 'all students' and improved Aboriginal students' literacy and numeracy achievements.

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

Multicultural and anti-racism education

Culturally inclusive classroom and school practices are embedded in the school, based on explicit teaching in Positive Behaviour for Learning (PBL) lessons about respect, tolerance and cultural diversity. This is strongly supported by the Student Representative Council (SRC) program. This has been evident throughout 2017 in the SRC's student voice lessons that have focused on anti bullying, resilience and empathy. The school employs a Head Teacher Equity who manages all Equity programs within the school to ensure all students reach their potential and have access to opportunities to ensure they thrive in the school community. The school employs a Student Support Officer who works with small groups of students to build their social and coping skills.

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