

# Dubbo College Senior Campus

## Annual Report



2017



8110

## Introduction

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

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

Andrew Jones

Principal

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### Message from the Principal

I am proud of the development of Dubbo College Senior Campus in 2017. The core areas of our School Management Plan of Student Learning, Accomplished Staff and Campus Community have underpinned pleasing academic progress as Senior Campus continues to develop as a young adult learning environment.

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

Our annual self-assessment involved staff and community and our key achievements for 2017 were identified as;

- The continued development of Indigenous programs. The Clontarf Academy was introduced to Senior Campus in 2015 with 55 boys joining. The program has grown in 2017 to 68 boys. The program had a marked effect on attendance and retention with boys attendance reaching 85%. The Girls Academy was implemented in 2017 with originally 50 female students involved. The Girls Academy employed 3 Indigenous employees.
- Staff participated in a number of professional learning experiences. Feedback is a focus area of the College. All staff were involved in developing best practice/subject specific feedback.
- Staff undertook Cultural Awareness training.
- Senior Campus continued to refine its vision as a unique Young Adult Learning Environment (YALE). Students, staff and community developed a set of values and expectations which became a focus in 2017. The values of Respect, Integrity, Strive, Equality (RISE) were developed in 2017.
- Assessment procedures were reviewed and as a result, a new process involving assessment periods was implemented in 2017. This will support student learning and teacher practice.

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

## School background

### School vision statement

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

### School context

Dubbo College is a three campus collegiate enrolling approximately 1800 students. With a focus on excellent student outcomes in an environment of inclusion, tolerance for difference and pursuit of equity, the campuses of Dubbo College have established a reputation for providing high level opportunities for all. The College focuses on academic, sporting and cultural outcomes for students while valuing citizenship and contribution to the community. Senior Campus has an enrolment of approximately 510 students 32% of these are ATSI 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.

Our self-assessment process will assist the school to refine 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

Instill in students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners. Nurture an ethical school culture where students participate meaningfully in their community context – Respect, Integrity, Strive, Equality.

#### Overall summary of progress

Dubbo College Senior Campus have developed and implemented school behaviour policies targeting truancy and phone and car use. These areas presented the highest number of behavioural entries.

All Staff have been supported in the implementation of teaching adjustments in teaching and learning programs by the LaST and HT Wellbeing. Evidence of this has been reviewed by both Head Teacher of the Faculty and Deputy Principal. The LaST and the HT Wellbeing has led the Learning Support Team in the developing, reviewing and updating Individual Learning Plans to cater for specific student needs.

The Senior Executive have continued to work collaboratively with the Clontarf Academy to improve attendance and lift achievement. This was achieved through the implementation of the homework centre engaging at risk students with teacher support to complete assessment tasks and deepen understanding of course work.

The Girls Academy program to support Aboriginal female students in attendance, engagement and achievement was implemented. They have established connections with community agencies and have supported students with attendance including transport to school.

This year the Maranirra Program to support Aboriginal students at school and academic outcomes. Support through tutoring availability, access to online learning through provisions such as the HSC Hub and specialised tutoring leading up to both the Trial HSC and HSC was made available to support improved levels of achievement. Some students were interviewed to get feedback data and inform future directions.

Continued focus on effective feedback with consistent classroom practice in both the use of learning intentions and success criteria. This was completed by the implementation of AVID teaching and learning strategies to support student achievement.

Student support programs to support students in the Study Skills and effective study and mentoring programs such as the Strive for Success interviews were completed. This was supported by the introduction of mandatory study rather than free periods.

2017 also saw the introduction of student subject selections interviews including parents. Parent information nights were also increased to help support subject selection. There was also an increase in curriculum on offer for selection to meet the varied needs of our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality Teaching Practice to Enhance Learning	\$60,000	Making the HSC Hub available to all Year. All student undertake the "Elevate" program.
Catering for Individual Learners	\$32,000	Head Teacher Wellbeing to develop Individual Learning plans and lead staff in their implementation.

#### Next Steps

- AVID Campus Team developing school wide implementation for strategies that improve student learning and achievement.

- Strive for Success program which focuses on improving the performance of top academic students to be implemented in 2018.
- Elevate program which develops study and organisational skills to be implemented in 2018.
- Unpacking of assessment task evenings developed to give parents an opportunity to better support students in achieving academic success.
- School wide implementation of the RISE program that supports and celebrates student achievement.

## Strategic Direction 2

Accomplished Staff

### Purpose

Ensure quality teaching and learning and reflective classroom practice. Develop an engaging, innovative and challenging learning environment that promotes and models lifelong learning. Maximise learning opportunities and promote success for a diverse range of students. Create an engaged and collegial community of learners who demonstrate curriculum innovation, quality teaching and leadership capability.

### Overall summary of progress

Staff reflecting and refining their teaching practice through evidence-based teaching methods has been the critical professional learning focus in 2017. The Learning Thinking Scope has been a key driver for change at Senior Campus with staff working collaboratively to improve their programming and implementation of Stage 6 curriculum. This has resulted in staff ensuring explicit teaching is a consistent feature in their everyday practice and effective feedback is provided continually, through summative and formative assessment.

Professional development for staff has also been a key feature, particularly ensuring Stage 6 teachers are prepared for the implementation of new curriculum in 2018. This was achieved through faculties being provided with planning days which permitted them to program and write assessments for the new Stage 6 courses. An increase in the professional development of staff trained in AVID strategies has also occurred this year, providing staff with strategies that have facilitated meaningful learning, critical thinking and problem solving skills in preparation for the HSC. The focus on Learning Thinking Scope and AVID strategies is reflected in the PDF process and assisted in working towards further accreditation and maintenance for staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of Leadership Capacity	\$1,000	Development of the HALT program. College HT and Senior Exec forums.
Strategic Professional Learning	\$60,000	Implementation of AVID. Undertaking the Thinking Learning Scope. Support for faculties with new HSC syllabuses.

### Next Steps

- Dubbo College Senior Campus will continue to review data to refine teaching practice and to identify PL opportunities for the staff.
- Continued commitment to the Learning Thinking Scope PL (SCHMIC Consulting) for the next 3 years to ensure staff continue to focus on the identified priority areas for the college.
- Strategic implementation of AVID into teacher practice. Provide staff with regular professional learning opportunities and develop capacity of faculty expertise to lead the implementation and professional learning in their curriculum area.
- Develop teacher protocols to ensure consistent classroom implementation of both AVID and LTS teaching and learning strategies and to develop Head Teacher ability to monitor and evaluate staff classroom implementation of these strategies.
- Continued commitment to the ongoing review and development of college technology and continued training of staff in this area.
- Continued development of staff through the PDP process with a focus on the National Teaching Standards.
- Completion of PDP's for non teaching staff to support their needs at the Senior Campus.



## Strategic Direction 3

### Campus Community

#### Purpose

Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success. Inspire the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations.

#### Overall summary of progress

In the domain of leading, our priorities have been to motivate a strong sense of unity and purpose to generate continued positive community engagement. Senior Campus has created an inclusive, integrated community with positive, collaborative partnerships and a culture of success. We aimed to engage the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations with all stakeholders. The re badging of the school was undertaken in 2017. An extensive process to develop a new, more formal school uniform was undertaken and implemented in 2017. A committee made up of community members, staff and students lead the development of the uniform and a survey was undertaken and received over 2000 responses which informed the committee. After extensive consultation, a decision regarding the new uniform was made in Term 4, 2016 which will see it implemented in Term 2, 2017. A new College logo was developed as well as the development of a Senior specific logo which represented Senior Campuses core value. As part of this process, Senior Campus reviewed its core values and reflected upon with staff, students and community, what it meant to be in a Young Adult Learning Environment. As a result, R.I.S.E was developed and stands for Respect, Integrity, Strive, Equity. These values were agreed upon by all stakeholders and were refined over 2017 for implementation across all areas of the school in 2017.

The Senior Campus refined its Year 10 into Year 11 transition program to provide a more meaningful transition for students entering Stage 6. The transition program also included students who were entering Senior Campus from the non-government sector (60+ students). The process was widened to include individual student interviews with Senior Campus Principal/Deputy Principals, Careers adviser and parents. Parents/Caregivers were also included in our Elevate program to support student outcome. This culminates in a transition week for Year 10 students including those at risk. Elevate evenings were held where parents/caregivers were provided with tools to support their child through the HSC. Unpacking the task evenings were implemented in Semester 2, which provided parents/caregivers a clear understanding of the assessment tasks that their child was undertaking, how they were marked and strategies to support their child. In the leading domain, using the self-assessment tool from the School Excellence Framework, the school believes itself to be sustaining and growing overall. Senior Campus continues to develop strong transition programs particularly focused on Year 10 to 11 and 12 to post school aspirations. Senior Campus runs targeted programs including Clontarf, Get Real, Tertiary Day, University Roadshows, Transition to University, work experience/placement and student at risk school-based traineeships and apprentices. Senior Campus continues to develop and enhance productive relationships with external agencies to assist students achieve their potential. In 2017, the Senior Campus promoted our school to the community by developing parent study skill workshops, unpacking the task evenings and an attendance plan that saw SMS contact with parents daily and the employment of a Community Liaison Officer.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engage the community in the College	\$20,000	Parents Elevate sessions.  Parent/student mentoring sessions.  Parent/student subject selection with Senior Executive and Careers team.
Develop and maintain links with the community	\$40,000	Employment of a Community Liaison Officer.

#### Next Steps

To ensure ongoing successful implementation of the focus areas for this strategic direction in 2018, we will undertake the following;

- Supporting the new uniform, logo and motto.
- Further development of a Young Adult Learning Environment by the development of resources to embed the schools values platform.
- Cementing of the values platform of Respect, Integrity, Strive, Equity (RISE). Continued evaluation and enhancement of our social media strategy
- Extending our mentoring and subject selection programs to include parents.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$233,505	2 AEOs wages. Clontarf working with 60 boys. Staff for the Learning Centre.
<b>English language proficiency</b>	\$3110	LAST developing resources.
<b>Low level adjustment for disability</b>	\$116,888	Employing a LAST 0.6. Developing technology top support students with a disability.
<b>Socio-economic background</b>	\$233,505	Clontarf program. Developing technology for students. Head Teacher Skilled.
<b>Development of Learning Centre</b>	160,000	Tutoring staff for the Learning Centre. Resources for the Learning Centre.
<b>RISE</b>	10,000	Development of visual representations of RISE. Development of RISE awards and ceremonies.
<b>Learning Hub And Library Redevelopment</b>	80,000	Redesigning of the library. Outfitting of the library as a learning hub.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	209	238	215	202
Girls	239	225	234	264

### Student attendance profile

School				
Year	2014	2015	2016	2017
11	85.6	89.1	87.6	85.9
12	89.6	91.7	89.5	87
All Years	87.2	90	88.5	86.4
State DoE				
Year	2014	2015	2016	2017
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	89.5	89	89	89

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	13
Employment	0	0	25
TAFE entry	0	0	19
University Entry	0	0	40
Other	0	0	1
Unknown	0	0	2

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	34.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	15.68
Other Positions	3

\*Full Time Equivalent

Senior Campus has 2 Aboriginal teaching staff (1 full time and 1 cross campus teacher), 3 Aboriginal Education Officers (1 full time and 2 part time) and 5 Indigenous Support Workers.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional Learning is essential for the continued development of teachers as we model lifelong learning for our students. It is imperative that teachers reflect on our pedagogical practices to improve student-learning outcomes. A plethora of professional learning opportunities has been available to both teaching and non-teaching staff at Senior Campus. Many have been facilitated through Senior Campus and extended to other campuses and schools. All staff have undertaken extensive training focused on feedback and KLA based literacy. All staff attended workshops on the School Management Plan, team building, purpose of meeting quality feedback and faculties have been undertaking professional learning about changes to the HSC. Staff development days have involved the whole public college community. Staff development days have

focused on college-based professional learning led by Ann-marie Furney. Ann-marie worked with senior executive, executive and staff to drive and refine the focus on the Learning Thinking Scope. Staff has accessed professional learning opportunities at local, regional and state level especially concerning the development and implementation of AVID. The school provides opportunities for staff to meet the accreditation requirements of NESA by working with the teacher mentor, their KLA head teacher and trained peer coaches.

## 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 financial summary information does not involve expenditure in areas such as permanent salaries, building and major maintenance.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>2,446,751</b>
Global funds	760,560
Tied funds	1,388,304
School & community sources	79,663
Interest	26,186
Trust receipts	24,508
Canteen	0
<b>Total Receipts</b>	<b>2,279,221</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	128,626
Excursions	28,114
Extracurricular dissections	69,923
Library	1,422
Training & Development	5,238
Tied Funds Payments	1,454,573
Short Term Relief	85,552
Administration & Office	239,022
Canteen Payments	0
Utilities	140,776
Maintenance	45,552
Trust Payments	94,841
Capital Programs	128,050
<b>Total Payments</b>	<b>2,421,688</b>
<b>Balance carried forward</b>	<b>2,304,283</b>

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	2,811,009
Appropriation	2,422,445
Sale of Goods and Services	22,405
Grants and Contributions	349,026
Gain and Loss	0
Other Revenue	15,021
Investment Income	2,111
<b>Expenses</b>	-445,662
Recurrent Expenses	-445,662
Employee Related	47,416
Operating Expenses	-493,078
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	2,365,347
<b>Balance Carried Forward</b>	2,365,347

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 <b>Actual</b> (\$)
<b>Base Total</b>	5,217,984
Base Per Capita	72,244
Base Location	3,955
Other Base	5,141,785
<b>Equity Total</b>	590,720
Equity Aboriginal	237,177
Equity Socio economic	233,505
Equity Language	3,150
Equity Disability	116,888
<b>Targeted Total</b>	943,154
<b>Other Total</b>	1,315,765
<b>Grand Total</b>	8,067,623

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.

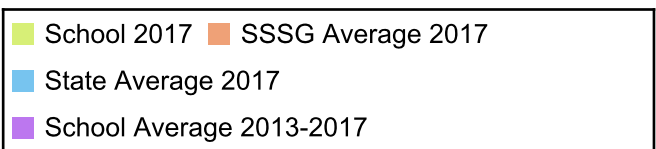
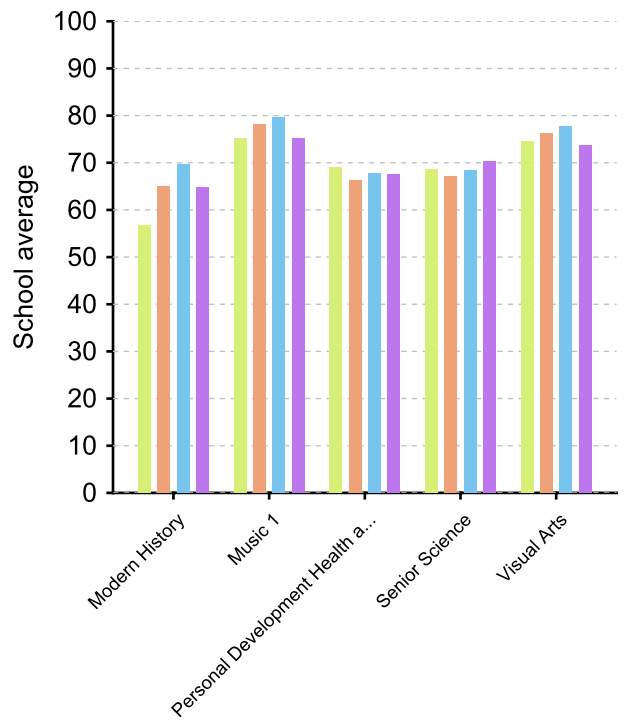
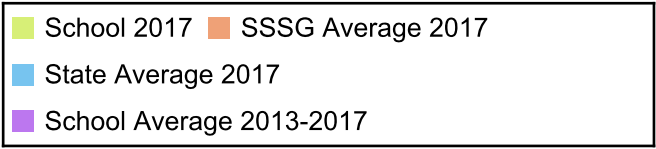
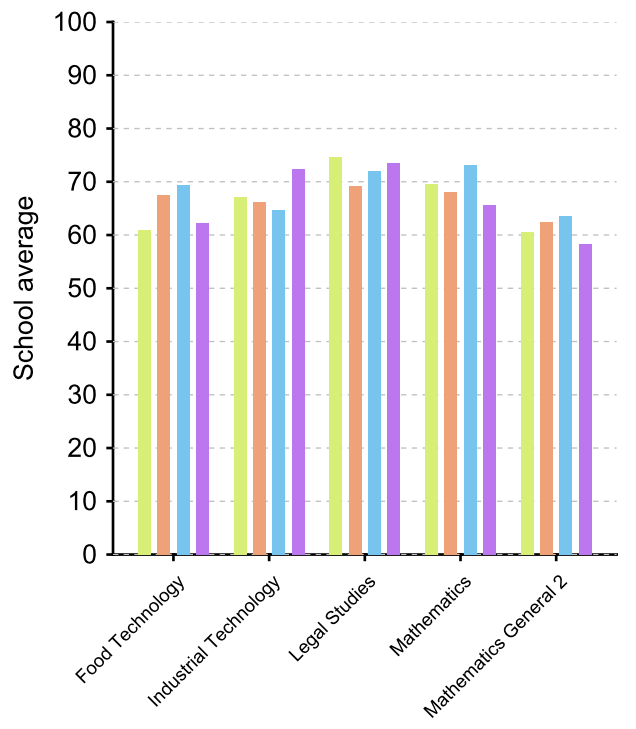
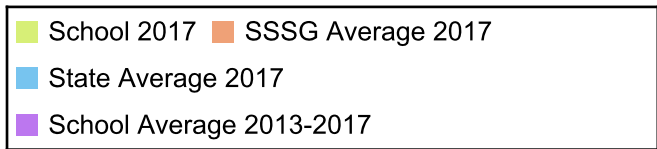
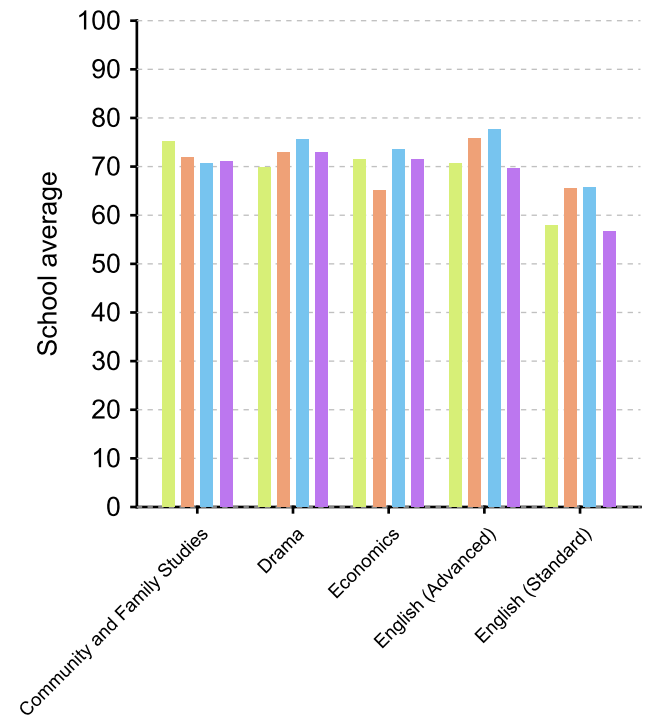
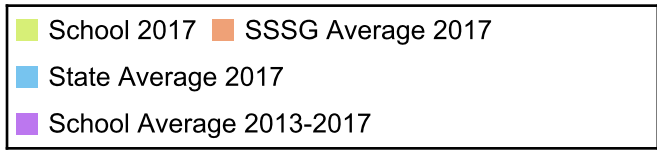
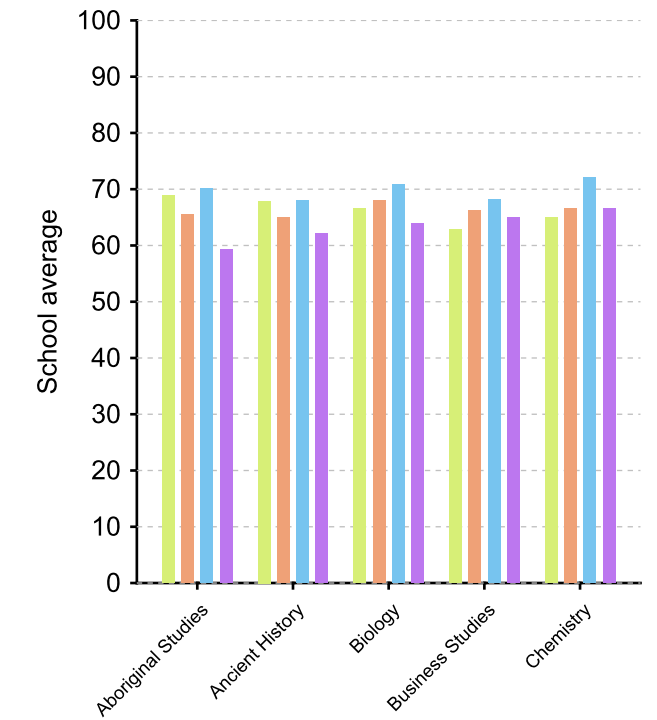
## School performance

### 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.

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

## Policy requirements

### Aboriginal education

#### KET

The Koori Education Team successfully executed an inspiring NAIDOC assembly where, for the first time, the school has been set up in a culturally sensitive way. This meant that all items were performed and compared from the centre of the floor. Students, teachers and participants were essentially "track-side". As a result, everyone was engaged, if not directly involved, while interesting explanations were given for the cultural significance of each act.

The other main body of work the KET achieved was to review and compile material for the "Turning Policy into Action" document that accompanies the Aboriginal Education Policy. This content will be reviewed again in early 2018 for direction and suggestions for implementation at Senior Campus.

#### ILYP

After running for 10 years in Dubbo College, the Indigenous Youth Leadership Program wound up its operations at the end of 2017 where the last students supported from Dubbo College were from the junior campuses. It ran smoothly and no students left the program. Dubbo College achieved a completion rate of greater than 95% for participants. This was very successful and we acknowledge the Office of the Prime Minister and Cabinet for providing us with the opportunity to "Close the Gap" so well.

#### MARANIRRA

The Maranirra Project is ultimately the replacement for the ILYP program. With it, the KET and school executive can provide goods and services that assist all Aboriginal students through school. It can help support them at school and to achieve better academic results. This may range from confident and dignified students properly attired in school uniform, and warm, to HSC inspiration and study seminars. Parents even have a dedicated seminar to assist them to support their students. We believe a reduction in lower HSC bands is a reflection of Maranirra and wrap-around support initiatives and procedures.

Maranirra also allows us to collect data to inform us where we need to apportion resources to support students. One of the findings were students not

knowing how to study, this led to HSC inspiration and study skill seminars being held.

#### CLONTARF

Clontarf seeks to encourage school attainment actively working with the Indigenous male students on attendance and educational outcomes. Clontarf holds strong links between the teachers, the students and their families to drive these outcomes while building characteristics within employment, community, sport, well-being, education and life skills. Clontarf on a weekly basis are present in class and working with the students before and after school proactively supporting the students to achieve their outcomes before disciplinary and N award process commences.

In 2017, Clontarf enrolments at the start of the year were 68 (29 year 12 and 35 year 11 students) and finished with 53 (25 year 12 and 28 year 11 students) which equates to 83% retention. While these students did transition out of Senior Campus the majority did relocate to another school, TAFE or employment. The average student attendance was 85% which is a 3% increase from 2016. Clontarf students who actively worked towards graduation were able to attend an end of year trip to Yirrkala in the Northern Territory for year 12 students and Palm Beach in Sydney for year 11 students. Upon graduating the 25 students that successfully completed their HSC studies are further supported by an employment officer that ensure their post school pathways are successful.

#### Girls Academy

The Girls Academy Program commenced operations at the beginning of 2017, with a target of recruiting 75 Indigenous girls at Senior Campus. The Girls Academy focuses on student attendance, attainment of HSC and entering post school training and/or employment.

The heart of the Academy is a specialised room in L Block, which provides the girls with a safe place to meet, mingle, learn and eat their meals. The room is attended by our 3 staff who work with these young people to strengthen their cultural, social, emotional and behavioural selves as well as their academic achievement.

During 2017, the Academy signed up 64 Senior Campus girls (33 in Year 12 and 28 in Year 11) however 3 girls failed to return after the Christmas holiday period. Signing a contract with Girls Academy enables the girls access to a range of assistance, mentoring and excursion opportunities that both encourage and reward academic and personal effort. 28 of our girls graduated with a HSC at the end of 2017.

Highlights of 2017 were the showcase event at Lake Burrendong, where 130 girls from across NSW came together for 3 days of cultural, leadership and sporting events. For Year 12 students who had a consistent attendance of above 85% were taken on a reward trip to Sydney which included a visit to the Sydney Aquarium, the Wildlife Centre, tree top adventure park for team building and Wet'n'Wild.



Girls Academy also recruited a post school options officer, who works with senior girls to work on their future training, education and/or employment plans.

### Multicultural and anti-racism education

Our Principal, as part of one of his addresses to the student body, featured a Facebook film on the theme of privilege. It depicted the higher degree of difficulty (but still achievable) of being successful or happy in life, where students, according to demographics on race, wealth and family resources.

Clontarf and SRC held a White Ribbon walk a mile in her shoes in an endeavour to raise awareness and reduce violence against women.

The key event addressing racism through the year was the NAIDOC Assembly where cultural explanations and board involvement by inclusion provide context for non-Aboriginal people to gain insight and understanding to Aboriginal culture. This is especially correct for local Aboriginal culture. Examples being explanations of songs, welcome to country, the seating, sharing of food and direct involvement that occurred.

At the same event, a wide variety of students from non English speaking backgrounds were recorded and gave votive offerings of support for NAIDOC in their own languages and brief explanations. As Dubbo is not relatively ethnically diverse, it was very special to have over half a dozen student contribute here. Dubbo College Senior Campus students also participated in the Dubbo Dream Festival, which is a celebration of pluralism at a community level.

### Other school programs

#### STUDENT LEADERSHIP

Improvements were made to the captains election process with underpinning nomination, a formal captains nomination speech and rating function with suitability interviews to be introduced in 2018.

Increasingly, it is the expectation of Captains and SRC students to participate in fundraising activities, especially community activities. This is to serve as a basis for encouraging more of the general student body to participate too.

Our Captains and SRC in Year 12 mentor and build capacity in the year 11 students on how to run meetings and take minutes. By involving Year 11 in planning activities they also mentor and train these students to lead the school in activities and assemblies during the year as a forerunner to their own Year 12, where they in turn, will mentor the new Year 11 students.

Besides this, countless leadership opportunities for students arise in Clontarf and Girls Academy activities, sports, debating and Astley Cup and all school

excursions, for example the drama, dance and HSC seminar excursions.

### WELLBEING

During 2017 the Learning Support & Wellbeing Team have used a multidisciplinary approach to support all students. 2017 saw the development of a Learning Support/Wellbeing Hub where students can access many support staff and programs in one centralised area of Senior Campus. Throughout the duration of 2017, Learning Support and Wellbeing team meetings evolved through the year to individual student case management and program check-ins where milestones were reviewed or planned. In 2017 the team consist of:

- The Principal
- 2 Deputy Principals
- Head Teacher Wellbeing
- 4 Year Advisers
- 1 Girls Adviser
- 1 Learning Support Teacher (LST)
- 2 AEOs
- School Counsellor
- Community Liaison Officer

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

### LEARNING AND SUPPORT

Students who were identified as having additional learning needs which could not be met through existing programs were provided with learning and support program assistance. In 2017, the aim of the Learning Support Team was to coordinate a whole school approach to identifying and supporting students with adjusted learning needs by:

- Facilitating a whole school approach to the development of personalised learning and support in consultation with students and parents.
- Support the additional professional learning needs of staff.
- Provide an alternate pathway for students not wishing to complete the HSC.

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

- Special provisions in 2017 there were 15 students supported by NESA approved HSC Examination special provisions)
- Assignment and classwork support through the Learning Centre
- In-class LaST and SLSO support
- Student case management by the LaST

- Tutoring during holidays as well as before school
- Transition program for Year 10–11 for identified students requiring additional support. In 2017 there was an increase in the effectiveness of classroom and school organisation through the introduction of SENTRAL for LST referrals, meeting minutes and ISLPs. This included training staff in the use of these modules to improve student outcomes and school accountability. Further to this there was ongoing staff professional development that addressed learner diversity and individual learning needs.

Professional strategies for teachers at Dubbo College Senior Campus included:

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

## **YEAR 10 –11 STUDENT TRANSITION PROGRAM**

The Student Learning & Wellbeing team, working with the junior campuses met at various stages of the year to exchange information about students transitioning in order to identify the best way to support all students in their learning and wellbeing during transition to Senior Campus. During this exchange of information, students that were identified as needing additional support participate in extra transition activities including visits where students engage with various members of the Student Learning and Wellbeing team and mini lessons. The LaST, AEO's, year advisers and individual scholarship tutors in the Learning Centre are involved with this program to establish relationships early for students attending Senior Campus the following year. Further to this and prior to the commencement of transition week, all staff were provided with information on the transitioning students identified with learning and wellbeing needs. Year 10 students were interviewed by a member of Senior Campus senior executive team and a member of the careers team regarding their subject choices for Year 11. Parents were invited to the meeting and were active participants in the subject selection process. Years 10 – 11 transition week is designed to have a real life experience at their new campus. They met their teachers and classmates and had a taste of what their new subjects were like. It was very much about students having a clear understanding of the expectations of Senior Campus and its values. Transition week culminated in a wellbeing day where students engaged with information sessions delivered by local service providers including Dubbo Youth Council, Family Planning and Headspace.

## **STUDENT LEADERSHIP**

Senior Campus has implemented a Young Adult Learning Environment (YALE) in a coherently planned manner. This has resulted in a vastly increased student voice of which, the SRC and Captains are an integral part. Two examples are; our campus values – Respect, Integrity, Strive and Equity (RISE) and the re imagining of the library as a space for learning in the 21st Century and was opened in 2017 and renamed the 'Newman Centre for Learning' and includes student consultation on spaces, furniture, technology, learning space dynamics and aesthetics.