

Dubbo College South Campus Annual Report



2017



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from 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. The formation of an Aboriginal Education Team has seen a significant increase in our consultation with the Indigenous community and the allocation of these equity funds.

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Principal

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Message from the Principal

The closure of another school year brings with it an opportunity to look back on the events that have shaped 2017. Undoubtedly it has been a period of significant change; sometimes planned and at other times somewhat reactionary yet I believe South Campus continues on a trajectory of improvement when examined as a whole. External examinations have demonstrated positive trend growth over most areas tested. External surveys have indicated that the students are positive about their learning, their support and their futures. An ever increasing number of students are excelling in a vast array of extracurricular pursuits that are regional, state wide and national. Government funding of programs that support students in need have resulted in improved attendance, student performance and student wellbeing. The college professional learning strategies have made significant progress in developing staff capacity so that they can make a difference in the lives of all our students. As I mentioned earlier, taken as a whole, South Campus has had a good year and I look forward to further improvement over coming years.

Clearly the positive student results are inextricably linked to the skill, encouragement and support of both family and staff. Consequently our continued focus on building the capacity of our Head Teachers and classroom teachers will have significant impact over time. Quality teachers in every classroom will make the difference and we cannot waver in our attempts to achieve that goal. To support the growth of all staff we'll continue to focus on the following initiatives:

- Continuing with the college wide three year professional learning project that focuses on student learning as a direct consequence of improved teaching practice via the Learning Thinking SCOPE facilitated by Anne-Maree Furney, further highlighting Dubbo College's commitment to improving the teaching capacity of all our staff.
- Miss Solomons will continue in her Deputy Principal's position at South Campus and her focus will be on improving each teacher's capacity to improve student literacy and numeracy performance in all classrooms.
- The formation of an Aboriginal Education Team has seen a significant increase in our consultation with the Indigenous community. Planning is well underway for various programs that will continue to involve the community in the educational opportunities at South Campus.
- Staff consistency has been an issue but we have made significant progress as all the executive remain the same for the coming year and we are currently filling four more positions with permanent employees and this should lead to better student outcomes in the coming year.

Notwithstanding the value of quality staff, we also have been fortunate to have the support of government Gonski funding and various outside agencies who have and will provide financial support for our school over the coming year. These funds will be utilised to support a number of the following educational programs.

- **AVID**, Advancement via Independent Determination, supports our Best and Brightest Strategy and is focusing on lifting the performance of our most capable students in Years 7, 8 and 9 in 2018 with a continued progression into Yr 10 in 2019. The training of staff continues with a further five teachers attending the Summer School in Melbourne during December. Significant, twenty staff from of our Primary feeder schools have also been trained using AVID system which indicates the combined support of the Dubbo Public School Principals for this teaching

and learning system. Consequently we plan to have all Yr 7 students being taught using AVID in 2019.

- **Clontarf**, which supports the Indigenous boys, is sustained by school funds and those monies provided by Federal and State Governments. The program focuses on attendance, engagement, student success and ultimately retention through to the HSC. There has been a continued positive impact in the areas of attendance and student engagement which will lead to improved student performance and retention in the educational system.
- **Get Real**, funded by local philanthropists, is a program that provides support and encouragement for students who are in danger of disengaging from the education system and leaving before they have work, training or enrolment in an alternate educational setting. The enthusiastic involvement and leadership of Mandy Perkins has made a significant impact on the lives of so many students and their families over the past two years. Sadly the funds are no longer available but it is envisaged that the Girls Academy will be able to support these students in the future.
- **Mulgabirra**, funded by the school and the Smith Family, provides support with literacy, self-esteem and builds student confidence while attending Buninyong Public School one day a week. The improved self-worth of these students is directly linked to the exceptional skills of Kathy Jones and Kerry Perrin who work with our students and the continued encouragement of Anne van Dartel, Principal of Buninyong PS.
- **Girls Academy**, supporting Indigenous girls, commenced in Term III and is a program financed by the school, State and Federal Governments. The program is similar to Clontarf in that it focuses on attendance, engagement, student success and ultimately retention through to the HSC. It is envisaged that eighty girls will be enrolled in this program.
- **New Support Class**. We have been allocated a further MC class so that we can better provide for the educational needs of our students. This will bring the number of Special Education classes to eight and significantly improve our ability to cater for students who would have previously been enrolled in mainstream classes.

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

- **P & C**. The South Campus P & C President, Frank Roberts, has been a constant support and freely gave of his time as a member of the College Uniform Committee and the numerous staff selection panels that have been run this year.
- **South Wellbeing Team**. The leadership of Renee Tink and Suzie Foran has seen the PBL and South CARES programs develop into significant vehicles to support our student wellbeing initiatives and will continue to develop in the coming year.
- **Canteen**. Lee Hanrahan and her team continue to manage a highly successful school owned canteen—a healthy, friendly and successful adjunct to the school's facilities.
- **Office Staff**. Schools cannot function effectively unless they are well supported by a highly skilled and enthusiastic ancillary staff led by Sandy Birkett who has been appointed to South Campus. Their attention to detail and professional attitude are greatly appreciated by our entire school community.
- **Aboriginal Education Team**. Throughout the year a dedicated group of staff led by Jacqui Thompson have worked with our future Indigenous leaders who have represented South Campus at numerous formal occasions over the year. Our students conducted themselves with confidence and self-assurance that comes from a growing sense of pride in their Aboriginality and their place in our school community. South Campus was awarded Secondary School of the year at the Wudhagaragarra Awards.
- **Executive Staff**. Many thanks to the team of enthusiastic Head Teachers who have stepped up and now hold leadership positions. They have supported the schools strategic directions with determination, commitment and a unified voice. As I said earlier we will have the same Executive staff in 2018.

School background

School vision statement

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

School context

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

Dubbo College South Campus is part of Dubbo College, a three campus collegiate enrolling approximately 1800 students. With a focus on excellent student outcomes in an environment of inclusion, tolerance for difference and pursuit of equity, the campuses of Dubbo College have established a reputation for providing high level opportunities for all. The College focuses on academic, sporting and cultural outcomes for students whilst valuing citizenship and contribution to the community. South Campus is one of two junior campuses enrolling approximately 723 students in Years 7, 8, 9 and 10 with 32.9% of students identifying as Aboriginal.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

As part of the school planning, self-assessment and reporting cycle of School Excellence, all schools self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions. This School Excellence Framework Self-assessment Survey (SEF S-aS) has been designed to support schools to capture the “point-in-time” judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework. The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on-balance judgement determined by the school is a reflection of the school's progress on these statements.

Learning: Student performance measures

At Dubbo College South Campus we strive to ensure the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. We have a focus on high expectations and are delivering with progress in learning and achievement being identified and acknowledged. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. The aspirations and expectations of students and parents are known to inform planning for learning. Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.

There is a strategic and planned approach to develop whole school wellbeing processes to support the wellbeing of all students to connect, succeed, thrive and learn. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

South Campus takes an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. The individual learning needs of all students are explicitly addressed in classrooms and teaching and learning programs. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Teaching: Effective classroom practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. At South Campus, a school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT) with internal measures to build consistent and comparable judgement of student learning.

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Leading: Educational leadership

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

The school's physical resources and facilities are well maintained and provide a safe environment for learning. Administrative practices and systems effectively support school operations and teaching. The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

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

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

Overall summary of progress

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

FA1. Supporting Student Pathways:

We have sustained community and primary partnerships to support student learning from Year 6 into year 7 and from Year 10 into Year 11 during 2017. To enhance the K–12 continuum of learning, Fair Australia has invested in expanding the AVID program into five of our feeder primary schools and the senior school.

Regular meetings with K–12 stakeholders were held to discuss, evaluate, plan and act upon more efficient and effective practices that would benefit student learning. An agreed plan of actions and timeline with desired outcomes was successfully implemented. There were considerable positive outcomes for students with feedback indicating the transition program for *Students With Additional Needs* (SWANs) and Special Education set these students up for success at transition points.

FA 2. Supporting Enhanced Learning:

With a school focus on *Positive Behaviour for Learning* and collective efficacy, classroom teachers focused on refining their classroom practices to enhance student outcomes. The school developed and introduced a positive levels system and through our college focus of the *Learning Thinking SCOPE* we collectively developed a set of classroom norms that all teachers would adhere to. Both these interventions showed marked improvement in teachers classroom practice.

The establishment of the Premiers Priority team to identify and support Literacy and Numeracy at South Campus. Within our faculty teams we continued to implement effective feedback to students as a strategy of quality teaching for every day practice. These teams also sustained teaching literacy related strategies that would set students up for success at each stage of learning. All teachers participated in sharing sessions at executive and faculty level to check-in on the progress made in these focus areas.

The expansion of the AVID (*Advancement via Independent Determination*) program at South Campus has led to more teachers being trained to have students benefit from consistent quality Teaching and Learning experiences.

School based processes to enhance student learning were sustained and enhanced in 2017 with a focus on setting students up for success in assessment to maximize the planning–teaching–assessment cycle.

The success of the reporting committee in 2016 has continued into 2017 and this has led to more consistency in comment quality aligning to student outcomes and clarity in communication with parents about student achievement.

FA 3. Supporting Student Wellbeing:

Staff understand and share the responsibility for supporting the wellbeing of students in compliance with *"Every Student Every School* and *National Consistent Collection of Data* requirements by recommending and referring students who are experiencing difficulties in the classroom. The LaST staff have provided teachers with plans that support teachers in the classrooms so that appropriate adjustments can be made to support individual needs. While Learning and Support evaluated their role and effectiveness in the school by undertaking an internal audit and made changes according to the findings.

Dubbo College South Campus successfully participated in a *National Education Standards Authority* audit on Strand A – Wellbeing and Anti Bullying. The work the school had completed in 2016 in reviewing and implementing policy determined by the external validation recommendations saw our school pass with flying colours.

The Wellbeing team continues to encourage the promotion of student and teacher wellbeing across the school in order to maximize student learning outcomes. Feedback processes aligned across all faculties, allow students and teachers to develop a relationship based on expectations and trust. This builds new opportunities for the school to access links to the

community for students to answer to more complex family, community or individual needs.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Focus area 1: Supporting Student Pathways</p> <p>Increasing attendance by 2%</p> <ul style="list-style-type: none"> • Transition of students from 6–7 and 10–11 results in reduced incidents and consistent student outcomes. • Retention of Aboriginal students years 10–12 • Retention of students years 10–12 • Tell them from me , student satisfaction survey improve in 3 indicators. • Composite report • Destination data 	<p>\$10,000 Transition</p> <p>DP Transition</p> <p>Primary Partner Schools</p> <p>Year Advisers</p> <p>Learning and Support</p> <p>AEO's/ Clontarf / Girls Academy</p> <p>Careers Team</p> <p>Casual Staff</p> <p>Catering</p> <p>Quality Teaching, Successful Students (QTSS) (\$10,000.00)</p>	<p>90% of the Primary Partner Schools attended the meetings to collaboratively review the Yr 6 into Yr 7 calendar of events.</p> <p>98% of students enrolled into Yr 7 had Student Profiles which had been completed by their primary teachers.</p> <p>Students were provided with four mini lessons on each of four weeks where they experienced the subjects offered in the coming year.</p> <p>Students from Yr 10 were overwhelmingly positive in "Student Satisfaction" Surveys about the four days spent at the Senior Campus Term IV Week 10.</p> <p>Increased attendance by 2%</p> <p>Retention of students year 10–12 increased by 2%</p> <p>Retention of Aboriginal students year 10–12 increased 2%</p>
<p>Focus area 2: Supporting Enhanced Learning</p> <ul style="list-style-type: none"> • Improve 'value adding' by 5% in external data 7–9 • AVID class survey indicate 90% student satisfaction survey. 	<p>SL Team Executive team</p> <p>Faculty teams AVID team</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$32000.00) 	<p>Review Assessment data of completion rate and student achievement, hence the development of an updated Assessment and Reporting policy.</p> <p>Evaluation of the success of Learning Thinking SCOPE and related strategies to build collective efficacy</p> <p>Teacher survey on quality teaching practices</p> <p>AVID check-in and sharing with staff regarding five primary schools instituting AVID at Stage 3</p> <p>Executive evaluation on the use of feedback examined from faculty processes to improve value adding by 5%</p>
<p>Focus area 3: Supporting Student Wellbeing</p> <ul style="list-style-type: none"> • 100% of students entering the college have ILSP's. • Attendance rates increase by 5% over 3 years • Biannual measurement of the "Tell them from me" Survey. • Audit of welfare programs at Dubbo College • Number of Students on NCCD 	<p>HT Wellbeing SRC</p> <p>Coordinator AB Ed Team</p> <p>Wellbeing / PBL team</p> <p>Executive team Learning and Support School</p> <p>Counsellor</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$250000.00) • Aboriginal background loading (\$3000.00) • Quality Teaching, Successful Students (QTSS) (\$20000.00) 	<p>The number of students applying for positive levels has increased by 20%</p> <p>Two groups of students completed the RAGE workshop and two groups completed the "Managing the Bull" Workshop.</p> <p>Updated Bullying Plan was implemented to all staff and students</p> <p>Decrease in Suspension data</p>

Next Steps

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

- Examine next steps for an effective K–12 continuum of learning, particularly at transition points eg catering to ATIS and examining consistent and collective curriculum practices.
- Continue refining quality teacher practices developed with collective efficacy .
- Continue refining and being persistent in maintaining consistent school practices and management plans.
- Support the implementation of *Bring Your Own Device* and the boarder use of ICT in the classroom as a means to student engagement.



Strategic Direction 2

Accomplished Staff

Purpose

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

Overall summary of progress

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

FA1. Developing the Leadership Capacity of Staff:

Opportunities have been provided to build the capacity of Head Teachers and aspiring Head Teachers through targeted professional learning determined through their *Professional Development Plans* and coaching by their direct supervisors. Management structures have assigned a Deputy Principal to Head Teachers and have regular focused conversations to support their professional growth. Our faculty and focus areas leaders were guided through the practices of building effective teams, running effective meetings and ensuring accountability with check-ins to make school improvement. These practices were embedded into faculties and teams and evaluated regularly leading to more productive faculties and faculty line management responsibilities put in place.

All staff new to South Campus and the college were inducted into the campus at the start of each year to ensure consistent practices and processes were understood and followed. Beginning Teachers were supported through regular meetings for Probationary and Maintaining teachers and support for supervisors. This Beginning Teachers program led to four of our staff members in 2017 becoming accredited with the *National Education Standards Authority*.

FA 2. Strategic Professional Planning:

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

The focus on teams within the campus and across the college has improved leadership, a teams based environment with a shared vision and ownership of strategies and directions. The effectiveness of these teams is evaluated regularly, then strategies to improve collective efficacy are devised.

The model of examining teaching practices through college wide professional development: *Learning Thinking Scope* and AVID, has faculties working collectively to reflect upon and determine agreed actions to ensure enhanced classroom practices. Faculty targets have been based upon identified Gaps in Learning. Faculties are sharing effective pedagogy and resources, within and across the campus, resulting in more capable and confident teachers and better outcomes for students.

The development of efficacy of checkins to monitor progress of Faculty Plans, PDPs and monitoring tools. These initiatives have ensured that all teaching staff have a professional learning plan and provide evidence of their professional growth aligned to their goals.

FA3. Enhancing Technology:

Continued focus on investing in the capacity of staff to develop and utilise ICT where appropriate in the classroom has resulted in:

Increased access for students to quality resources that can enhance their ability to collaborate and receive feedback from teachers. Teachers are utilising online platforms such as Google Docs and 360 to provide persistence and ongoing feedback to students on tasks. Teachers are also accessing technology for 3D printers and design orientated programs.

The school exploring new spaces that allow for more flexible learning. The library has been outfitted with a communal learning space that is adaptable and multidimensional.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Focus area 1: Development of	Senior Leadership Team	Ongoing Collaboration and Consultation to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Leadership Capacity</p> <ul style="list-style-type: none"> • Meetings Evaluation Tool • Teams Audit <p>Focus area 2: Strategic Professional Learning</p> <ul style="list-style-type: none"> • 100% of teams have a clear purpose and a common understanding • All staff understand the learning needs of Stage 4/5 learners • 100% of teaching staff have a PLP that reflects the school Plan and identifies strengths and areas of development. <p>Focus Area 3: Enhancing Technology</p> <ul style="list-style-type: none"> • Technology needs audit • Teacher and systems Audit 	<p>Executive Team</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$100000.00) • Support for beginning teachers (\$65000.00) <p>HT Admin</p> <p>DP College</p> <p>CRT's</p> <p>TSO College site coordinator</p> <p>SAM</p> <p>Principal</p>	<p>communicate school Strategic directions and goals through:</p> <ul style="list-style-type: none"> • Regular fortnightly executive meetings • Regular Weekly Campus Senior Leadership Team meetings • Regular Faculty Meetings 4 x per term • Regular DP/HT conversations –minimum 3 x per term <p>Teams survey completed by teams is that there is a 15% increase in communicative and supportive networks within the school</p> <p>Effective meetings survey concludes that 80% of meetings include opportunity for collaboration in decision making E–Learning log Attendance logs at Staff and Induction meetings PL data base HT / DP meetings reviewed the PLP's of all staff 10 Staff now trained in AVID PL Needs Audit 100% Staff participated in PDF 4 new staff accredited at Proficient 2 Staff acquiring higher levels of accreditation More faculties are using flexible technologies in their teaching and learning Programs Review into the effectiveness of Edval and Sentral More classrooms and the Library cater to a flexible learning arrangement</p>

Next Steps

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

- Establishment of a Campus Professional Learning team to compliment the College Professional Learning team.
- Continue reinforcing the work done on building Effective Teams, Effective Meetings, checkins and evaluate their progress within faculties using the Monitoring Tools.
- Faculty collaboration to develop the skills for identifying learning gaps, reviewing data and evidence to inform and refine practices through the *Learning Thinking SCOPE*.
- New Scheme Teacher and Head Teacher Inductions continue.
- Clearer understanding for teachers of the new Accreditation process and more staff reaching for higher levels of Accreditation.
- AVID training session for all staff to further develop the college's Best and Brightest strategy.
- Teacher survey to identify ICT skills gaps and PL to support skill development and effective pedagogical practices in teaching using technology.
- Examine opportunities to create more flexible learning spaces.



Strategic Direction 3

College Community

Purpose

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

Overall summary of progress

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

FA1: Enhance the college profile

Through recommendations made by the DoE *Promotion and Engagement*, Dubbo College South Campus has lifted the school profile and image in the community through the development of a new profile to rebadge the school, complimented by a new school uniform. Community and parental consultation has been a large focus to determine their satisfaction with school policy and practices. The 2017 launch was a huge success with 97% of the school student population adopting the new uniform.

FA2: Building meaningful links with the community

In 2017 Dubbo College South Campus was successful in receiving the Wudhagaragarra School of the Year award for Aboriginal Programs. The establishment of an active and successful Aboriginal Education Team and implementation of the community *Yarn Up* group has allowed the school to consult widely and often with our Aboriginal Community. The community representatives with which we have consulted include: AECG members, parents / carers, NGO's and community elders all of whom have a vested interest in enhancing the understanding and significance of culture in our educational setting.

The timely inclusion of a Girls Academy (to compliment the boys' Clontarf Academy) and the commencement of the community garden project has seen many community members and parents engage in a positive and proactive way with the school. The community garden project aims to engage community artists, elders and workers to share their knowledge and expertise with the students involved, with completion and an opening planned for NAIDOC day 2018. The degree of our consultation and celebrations provide testament to the regard the Aboriginal people have for our school and how we support their children.

The school was very active in inviting parental and community participation in school events like the celebration of significant cultural dates and days like the Reconciliation Walk and NAIDOC Day, the celebration of multicultural diversity through our Harmony Day, the Festival on Fitzroy and CAPA performance evenings. Through these extracurricular events the students, especially the SRC and Junior AECG, were proactive in the organisation, promotion and making the links to the community. This enabled the school community to showcase the talents of our students and teachers with significant growth in participation of these events by students. This is reflected in the growth in the college and campus Band Program with an emerging school musical becoming a feature for 2018.

Many of our Year 10 students have participated in work experience in the local community with glowing reports. Our proactive Careers Team have been tireless in creating opportunities for our students to be ready for the transition to work beyond school. All teaching staff have been encourage to provide more opportunities for students to engage with the local community through excursions and guest speakers. During 2018 we are hoping to build momentum in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Our targets for the lifting the profile and standing will be:</p> <ul style="list-style-type: none"> • Baseline data + 5% increase in students wearing the new school uniform. • Increased enrolments of students by 10% from Feb 2015 to the end of 2017 • Increased connection to social media and points of publicity. • Implementation of three campus programs with a year 5– 	<p>Students</p> <p>Parents</p> <p>All campus teams</p> <p>Aboriginal Education team</p> <p>College Professional Learning Team</p> <p>DP Leadership</p>	<p>Parents visiting and partaking in the school events has increased</p> <p>99% of students wear the new school uniform with pride</p> <p>Community Survey</p> <p>Review of visitors to school</p> <p>Meeting minutes</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
8 focus. <ul style="list-style-type: none"> • Implementation of Equity Programs • ETOW data • Increased numbers of parents, NGO's and community members visiting the school 	Clontarf Girls Academy Transition Team <ul style="list-style-type: none"> • Aboriginal background loading (\$275000.00) • Socio-economic background (\$13000.00) 	Wudhagaragarra Awards for the school and DP – Contribution to Aboriginal Education ETOW Data– increase in student success Clontarf Annual Report Girls Academy Annual Report

Next Steps

To ensure successful implementation of the focus areas for this strategic direction in 2018, we will be undertaking the following:

- Actively engage /source community members who offer a particular skill-set and invite them into the school to support student engagement and learning.
- Continue to enhance the profile of Aboriginal cultural capital in South Campus with a more active Aboriginal Education teams that collaborate to grow cultural understanding and knowledge for all stakeholders in the school community.
- Increase the multicultural focus within the school to promotes harmony and tolerance between cultures through curriculum and ethics.
- Increase the incidence of varied excursions to local sites of interest or utilise local knowledge and resources in teaching and learning experiences.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Girls Academy – three staff \$125,000</p> <p>Clontarf – five staff \$150,000</p> <p>ETOW – \$13,000</p> <p>DP top up \$13,000</p> <p>School events \$5000</p> <p>Aboriginal education Team – AEO, DP, GA and Clontarf, Aboriginal Staff members</p>	<p>115 students engaged in Clontarf – third year of this program</p> <p>76 students engaged in Girls Academy program – first year of this program</p> <p>16 students participated in Mulagbirra literacy program – Cert 1 (Volunteering)</p> <p>6 students participated in Counting for Life Program –Cert 1 (Volunteering)</p> <p>Wadagararra Awards – Best School and Dedication to Aboriginal Education by a non Indigenous person – because of active aboriginal Education Team acknowledged significant dates on Aboriginal Calendar.</p> <p>Significant increase in Indigenous families accessing school.</p>
English language proficiency	<p>0.2 staff member \$34,000</p> <p>Harmony Day – SRC and Aboriginal Education Team</p> <p>EASL teacher</p>	<p>Trained EASL teacher leading staff and EASL students with adjustments and specialised Literacy support.</p> <p>50 nationalities supported at Harmony Day celebrations</p>
Low level adjustment for disability	<p>SLSO staff – \$250,000</p> <p>Premiers Priorities DP top up – \$17,000</p> <p>DP Curriculum, HT Wellbeing, LAS Team, PBL team, Principal, School Counsellor</p>	<p>PL for all staff on catering for students with Disabilities and the Referral process.</p> <p>Programs like RAGE, Managing the bull running every term for students</p> <p>Whole LAS team– Mental Health First Aid training</p> <p>Audit of Learning and Support</p> <p>SLSO support in 60% of classrooms</p>
Quality Teaching, Successful Students (QTSS)	<p>TPL – \$30,000</p> <p>AVID – \$26,000</p> <p>Cultural Awareness– \$10,000</p> <p>Mandatory Training CPR – \$3000</p> <p>Learning Thinking Scope – \$30,000</p> <p>PL team, AVID Team, Principal, DP PL</p>	<p>AVID continues to be a focus –ten staff trained.</p> <p>All staff participated in professional learning specific to Cultural Awareness/ knowledge of Ab Ed Policy.</p> <p>All staff CPR / Anaphylaxis trained.</p> <p>All staff started SDD 2017 with PL – Learning Thinking SCOPE. This continued at SDD term 2 and 3, College Staff meetings and faculty coaching sessions once per term. Head Teachers were provided with one on coaching sessions.</p>
Socio-economic background	<p>Uniform Subsidy for parents –\$21,000</p> <p>SLSO support – \$56, 000 (Special Ed)</p> <p>SLSO Support – \$112,000 (mainstream)</p>	<p>97% students in school uniform to start 2018</p> <p>Additional technology in the school to allow for all students to access 21C education skills.</p> <p>Students are provided financial support to:</p> <ul style="list-style-type: none"> • buy the new school uniform

<p>Socio-economic background</p>	<p>Additional Funds – hygiene</p> <p>Course fees – \$2,300</p> <p>Excursion fees – \$4,400</p> <p>Technology – \$15,000</p> <p>Principal, TSO, HT Wellbeing, HT Special Ed</p>	<ul style="list-style-type: none"> • pay for course fees • pay for excursions • food • school equipment <p>Students are assisted with hygiene eg toiletries, clothes washing.</p>
<p>Support for beginning teachers</p>	<p>BT Allocation</p> <p>Supervisor Allocation</p> <p>-\$65,000</p>	<p>Induction Program for four first year teachers and four second year teachers. Four beginning teachers became accredited at proficient with NESA.</p> <p>Mentor and supervisor support provided.</p> <p>Reduced load allocation provided to relevant staff.</p> <p>Beginning teacher conference attended by four staff</p> <p>DP PL and teachers presented at Conference on best practices and support for BT</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	373	357	377	378
Girls	334	342	355	322

At Dubbo College South Campus we had a student population of 723 in 2017.

The make up of that students population was 32.4% Aboriginal Students and 4.8% of students who have English as a second language

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91	91.2	92	90.4
8	88.3	88.7	87.8	88.1
9	84.7	87.5	87.9	84.1
10	86.5	86.3	84.8	85.2
All Years	87.8	88.4	88	86.9
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

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

At Dubbo College South Campus we have an average attendance of 86.9% with 82% of this attendance being from Indigenous students and 89% coming from Non Indigenous students. To ensure attendance at South Campus exceeds the state average for 2017 the school has implemented some strategic actions to respond to our attendance.

At South Campus we send letters to parents after two

unexplained days of absence. The attendance team monitors students attendance on a fortnightly basis. Anyone falling under 85% is flagged and recommendations are sent back to the school from the HSLO via the school SAR (School Attendance Register) for staff to follow up. A referral is made to the Home School Liaison Program for any student with ongoing unsatisfactory attendance.

Other attendance programs run by the HSLO at South Campus include the LIPs (Late Intervention Program) and NIPs (Non-Attendance Intervention Program)

The Learning and Support Team, involving the Senior Leadership Team regularly review attendance data to identify students with low or inconsistent attendance to then support them to reengage in the school community and active learning. The school provides a number of programs and support personnel, including mentoring, tutors and wellbeing programs.

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

In 2017 Dubbo College South Campus Girls Academy was established with a focus on increasing attendance and retention. The students involved in Girls Academy achieved a 91% attendance rate during the monitoring period. Reward programs based on behaviour, attendance and engagement in learning activities has been a strong incentive that allows students to be positively rewarded for engagement in school and Academy activities. These include visits to the movies, involvement in the Girls Academy Showcase event and attending sporting events

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	3.2	0	0
Employment	3	0	0
TAFE entry	3.8	0	0
University Entry	0	0	0
Other	3	0	0
Unknown		0	0

From South Campus we had 165 students successfully transition to the Senior Campus to begin year 11 in 2018.

The table determines the students who were able to leave school successfully to other schools, TAFE or job seeking.

The interrogation of additional data for year 11 and 12 is irrelevant to South Campus as we are a 7–10 campus.

Year 12 students undertaking vocational or trade training

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

Year 12 students attaining HSC or equivalent vocational education qualification

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	38.39
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	18.28
Other Positions	1

*Full Time Equivalent

In 2017 we employed an extra Deputy Principal to assist in the development of three areas:

1. Answering to Premiers Priorities
 2. Developing the Links between community and the school to lift the profile of the school in the community
 3. Increase the cultural capital of the school
- At South Campus in 2017 we have:

- Five Teaching staff who Identify as Aboriginal, and
- Six Support Staff who are indigenous.

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	0

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 significant range of professional learning opportunities have been made available to both teaching and nonteaching staff at the South Campus. Many have been facilitated through the College Administration and extended to other campuses and schools. All College staff undertook the *Learning Thinking Scope* professional learning focusing on developing *Collective Efficacy* and *Clarity*, whereby teachers explain the learning intentions and success criteria of each lesson to students. Staff development days have involved developing the cultural awareness of our staff on how to embed and teach our aboriginal students and effectively engage out aboriginal community. Our school based professional learning has focused upon how we can answer to the unique needs of each student in our classroom and the development of systems in our school to become collectively efficacious in how we manage our classrooms. School staff have continued to participate regularly in professional learning opportunities at local, regional and state level. The school provides opportunities for New Scheme teachers to staff to meet the accreditation requirements of the National Education Standards Authority by completing an Induction program, working with the Teacher Mentor, their KLA Head Teacher and trained peer coaches. We have a number of teachers who have started the process to higher levels of accreditation to be completed in the next two years.

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.

The school finances have been managed so that the school no longer over spends over all areas of the school. This is achieved by the principal having regular meetings with the SAM so that we can manage cash flow and ensure that the school has the funds to fulfill all our contractual agreements. A rollover figure of \$670 157 was remaining and these funds were allocated to CEPS accounts, approx \$200,000, Clontarf Academy \$150,000 and Girls Academy \$101,500. This left \$220,000 to be rolled over from 2016. These funds were allocated to support the employment of extra Student Learning and Support Officers to assist student in the classroom. A significant amount of money has also been expended on computers to ensure our students are being educated in the 21st Century.

Voluntary School Contributions were down in 2017, however with the introduction of LMBR we anticipate this issue will be resolved in 2018. The school holds a significant amount of Abstudy funds in trust for students. With the introduction of the new uniform, parents are accessing these funds to buy the new uniform.

Receipts	\$
Balance brought forward	832,396
Global funds	711,083
Tied funds	1,559,082
School & community sources	112,566
Interest	11,941
Trust receipts	19,566
Canteen	160,460
Total Receipts	2,574,698
Payments	
Teaching & learning	
Key Learning Areas	100,287
Excursions	39,982
Extracurricular dissections	30,921
Library	7,734
Training & Development	0
Tied Funds Payments	792,248
Short Term Relief	70,425
Administration & Office	248,782
Canteen Payments	155,019
Utilities	107,400
Maintenance	61,545
Trust Payments	20,044
Capital Programs	34,428
Total Payments	1,668,815
Balance carried forward	1,738,279

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	1,868,640
Appropriation	1,728,896
Sale of Goods and Services	86,776
Grants and Contributions	52,502
Gain and Loss	0
Other Revenue	0
Investment Income	466
Expenses	-1,198,483
Recurrent Expenses	-1,198,483
Employee Related	-760,209
Operating Expenses	-438,274
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	670,157
Balance Carried Forward	670,157

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.

Dubbo College South Campus established a finance committee to assist in the determination of funds for faculties and regular sharing of finance documentation with executive staff ensures transparency in spending. This Finance Committee meets monthly to be a conduit for communication of spending, consult with relevant stakeholders on decisions, manage and assign budgets to faculties and report to community, parent and school groups regarding financial management. These strategies assisted in moderated spending and ensuring there wasn't any substantial over spending or under spending in the 2017 financial year.

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.

In Reading our Year 9 students showed:

- Reduction of students in the bottom two bands.
- The school is performing within 1 –3 percentage points from like schools in bands 5 – 8.
- 49.4% of students received bands 7 and 8.
- 5% reduction of Aboriginal students in bands 5 and 6.

In Writing our Year 9 students:

- Increased representation in the bottom 2 bands, above that of like schools.
- Performing alongside like schools in the top two bands
- Girls performed better than boys in the higher bands.
- 2% of Aboriginal students achieved band 10, compared to 0.3% in like schools.

In Spelling our Year 9 students have achieved growth:

- There has been student shift from band 5 into 6 and 7 and some to 8.
- On the whole girls achieved higher bands than boys in spelling
- 50% of students achieved bands 7 and 8.

In Grammar and Punctuation our Year 9 students demonstrated:

- Shift towards band 9 from bands 6,7 and 8.
- Increased representation in the top two bands from last year.
- There is a higher representation in the top three bands than like schools.
- Aboriginal student representation in the top three bands is 17.3% compared to 8.5% in 2016.

Financial summary equity funding

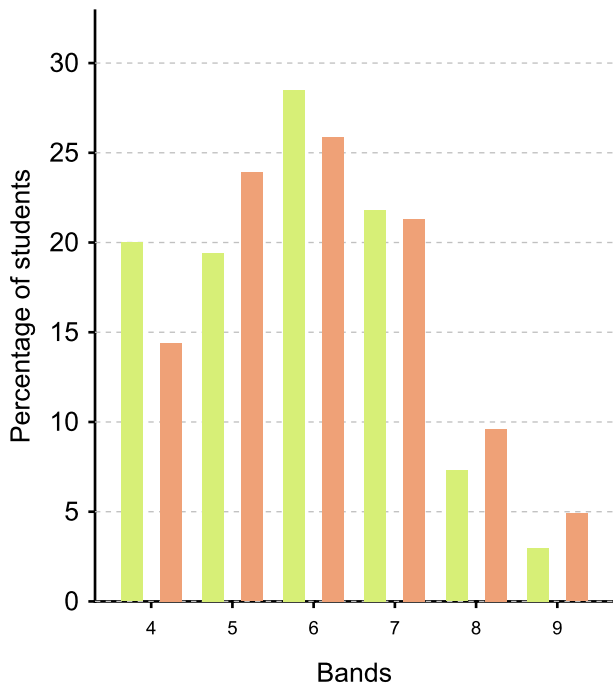
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	5,864,627
Base Per Capita	117,389
Base Location	4,925
Other Base	5,742,313
Equity Total	1,068,922
Equity Aboriginal	333,514
Equity Socio economic	310,600
Equity Language	33,491
Equity Disability	391,318
Targeted Total	1,581,157
Other Total	538,702
Grand Total	9,053,408

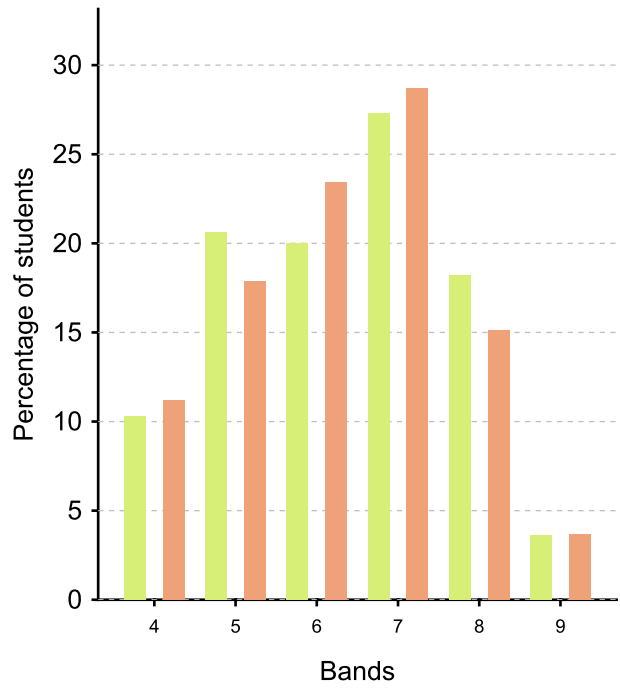
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

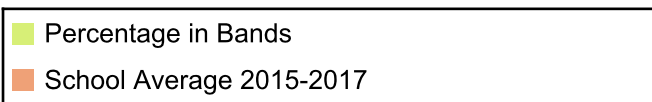
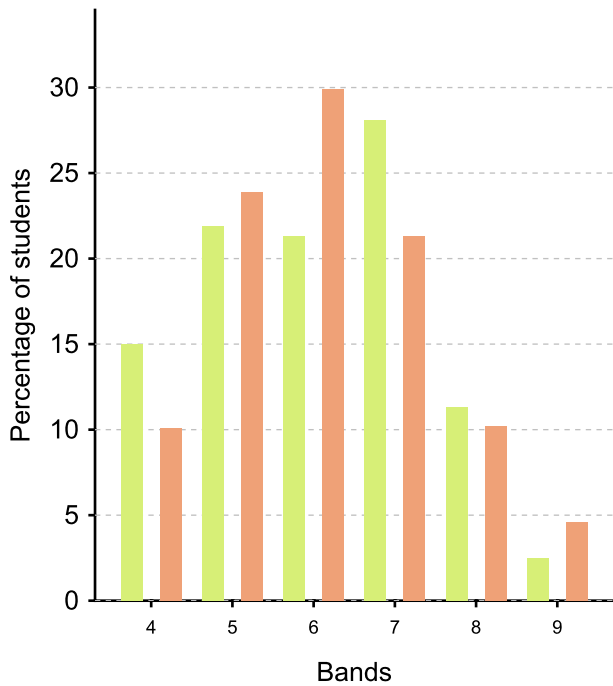
Percentage in bands:
Year 7 Grammar & Punctuation



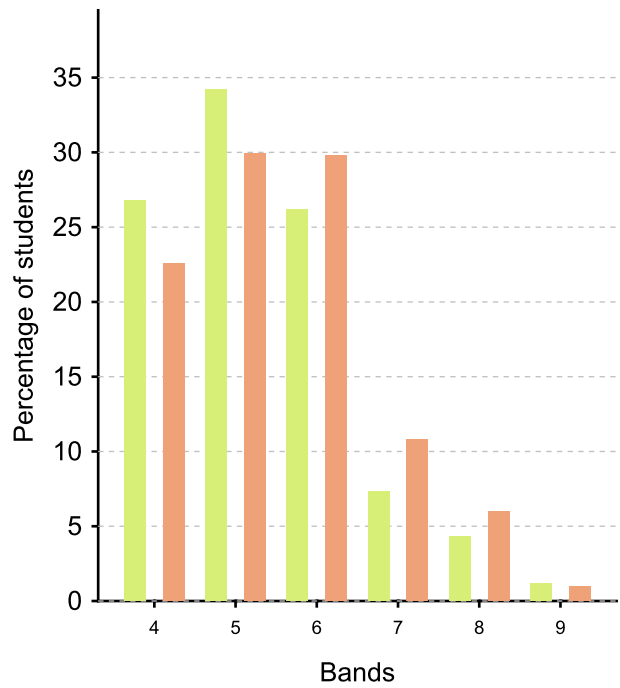
Percentage in bands:
Year 7 Spelling



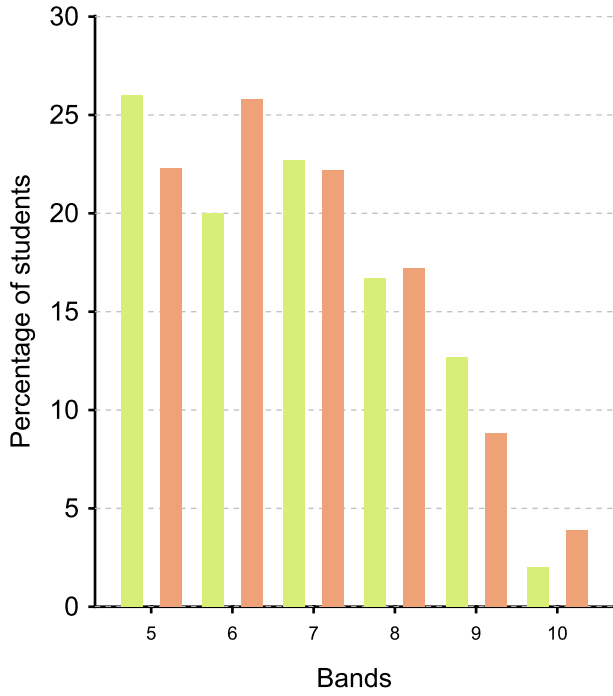
Percentage in bands:
Year 7 Reading



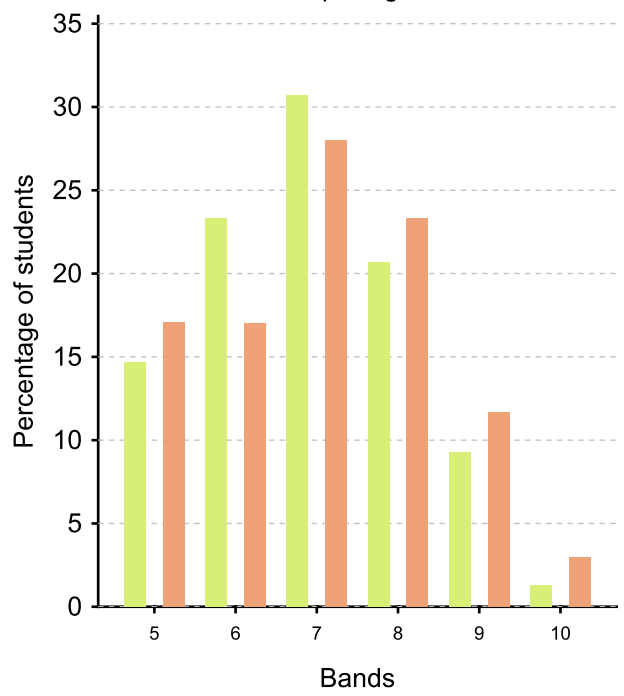
Percentage in bands:
Year 7 Writing



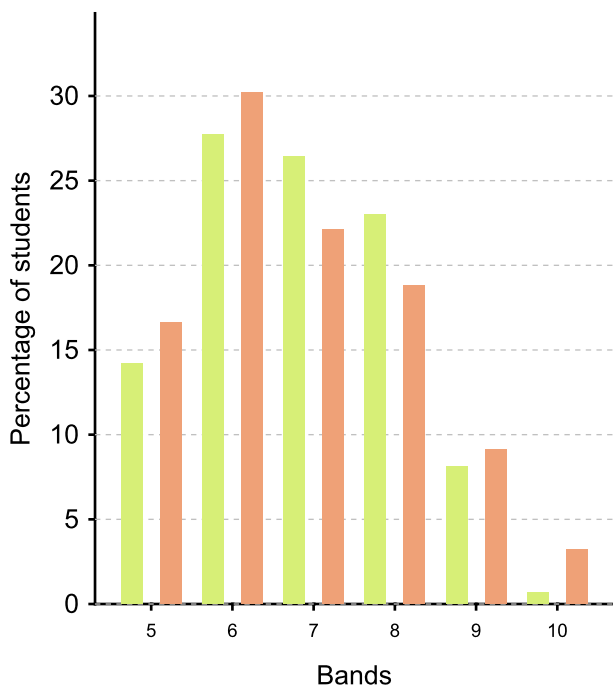
Percentage in bands:
Year 9 Grammar & Punctuation



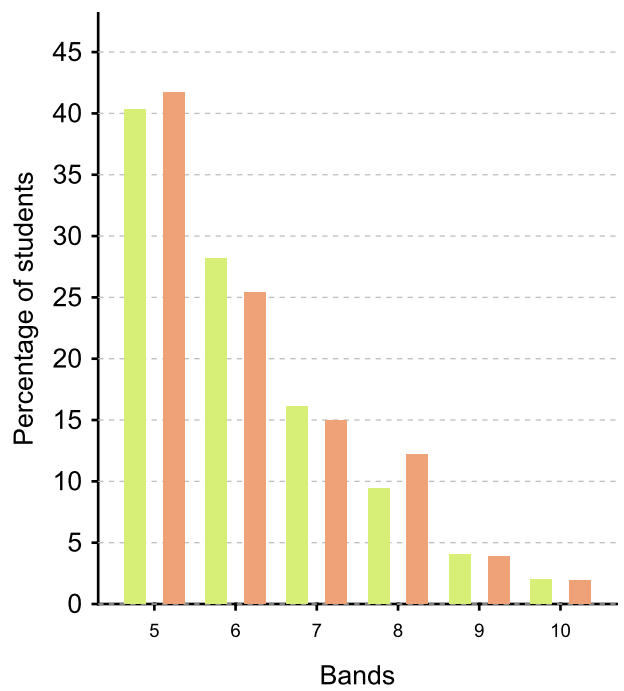
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



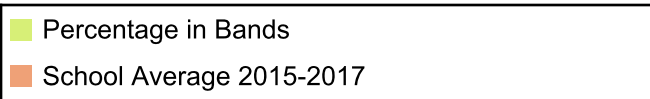
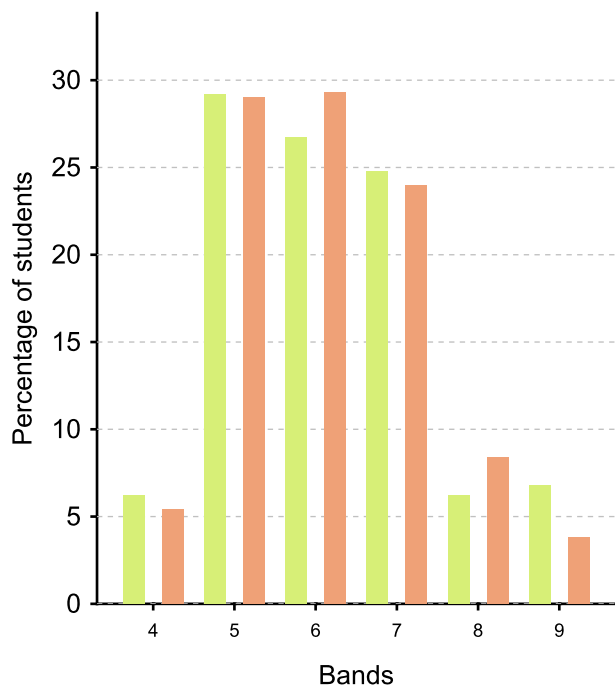
Percentage in bands:
Year 9 Writing



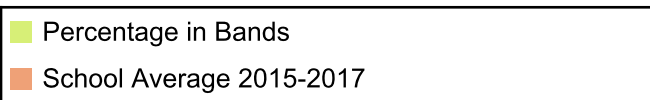
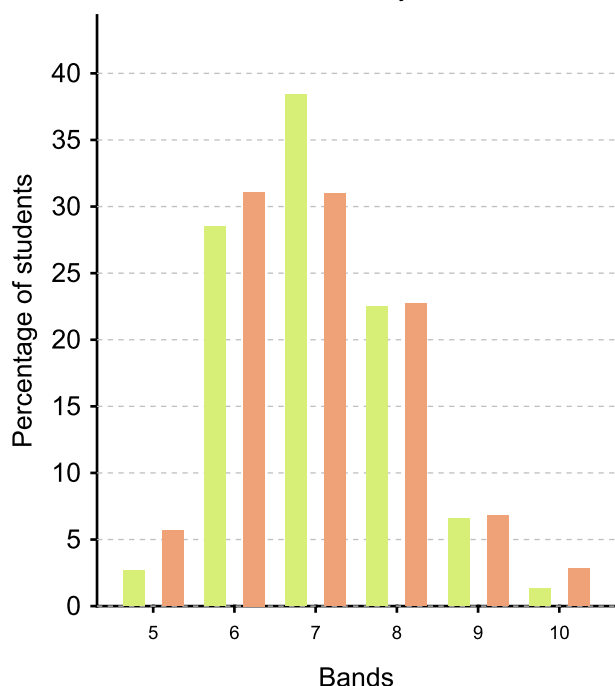
In Numeracy our Year 9 student results showed:

- Student movement from band 6 to band 7.
- 56% of students sit in bands 7 and 8.
- Slightly above like school representation in top three bands (29.4 – 30.4)
- Girls performed slightly better in Numeracy than in like schools.

**Percentage in bands:
Year 7 Numeracy**



**Percentage in bands:
Year 9 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Our data indicates:

- In 2016, 2.1% of Year 7 Aboriginal students were ranked in the top two bands in Reading. In 2017 this increased to 5.6% of all students. This represents an increase of 266% from 2016 results.
- Evident trend of moving Year 7 Aboriginal students from the bottom band upward in Reading, with reduced numbers in bands 5 and 6 and increases in bands 7 and 8.
- The number of Year 7 Aboriginal students in top two bands in Numeracy have remained the same over the past two years.
- The number of Year 9 Aboriginal students in Reading in the top two bands have remained the same over the past two years.
- 75 % of Year 9 Aboriginal students made growth in Reading. 50% of students made greater than or equal to expected growth. In 2016 this was 46.3%.
- 83.3% of the Year 9 student cohort sit in bands 6 and 7 in Numeracy.
- 96 % of Year 9 Aboriginal students made growth in Numeracy. 54.2% of students made greater than or equal to expected growth. In 2016 this was 50%.

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

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-campus>

Policy requirements

Aboriginal education

During 2017, we had many successes with Aboriginal Education as we endeavoured to continue to respond to the recommendations made in the 2015 Snapshot into Aboriginal Education at South Campus.

The school has taken a multi-pronged approach to ensure that the 32.7% of indigenous students, their parents and carers as well as the local community are involved in educational decision-making and cultural events at the school.

Central to the organisation and management of all Indigenous programs is the Aboriginal Education Team, which comprises of representatives from the school executive, classroom teachers, support staff, Girls Academy, AECG, and Clontarf. The aims of our team is to:

- Build the cultural climate of the school.
- Increase the communication between community members and school, creating a sense of welcoming and belonging.
- Ensure students have increased sense of belonging evident by better student results and more students in leadership roles
- Provide direction to how the school community can answer to the needs of the community in the school.

To answer to the points above, the school has facilitated and hosted a number of school events to celebrate significant dates on the ATSI calendar including:

- *National Apology Day* ceremony.
- How South Campus has answered to the *Closing the Gap* report to parents and caregivers.
- *National Sorry Day* ceremony.
- *Harmony Day* Multicultural event.
- Reconciliation walk and community Yarning Circles.
- Lessons and activities to recognise the Anniversary of the 1967 Referendum and Mabo Day.
- *NAIDOC* celebrations.
- Clontarf and Girls Academy awards nights.

To answer to the educational and aspirational goals of our indigenous students, South Campus provide many opportunities for students. The Aboriginal programs in the school include:

Mulgabirra and Counting for Life. Facilitated by ETOW (Education Training Out West) where selected year 10 students work in the primary classrooms to assist Stage 2 students with their Literacy and Numeracy skills. All students receive a Cert 1 in Volunteering.

Bro Speak Facilitated by the Aboriginal Education officer at South Campus. In 2017 this program was run with male students from the Special Education unit who are at risk of not succeeding beyond school. Many community mentors were used to engage with the students by participating in cultural workshops and

learning local knowledge.

Sista Speak. Facilitated by the Girls Academy for year 9 girls in 2017. The Aboriginal Education Advisor from Educational Services assisted in leading this program. This program also explored local knowledge and they participated in cultural workshops to develop confidence and leadership.

Junior AECG. South Campus had eight students in Junior AECG in 2017 and they were integral in the organisation of key cultural days at the school and reporting at the local AECG meetings. One of our Junior AECG members won the public speaking award at the Annual AECG awards night.

Yarn Up. A community meeting South Campus holds once per term to consult with community groups and parents/caregivers on how the school can best answer to the unique needs of our student community. This group were invited to participate and were consulted in regard to school events and educational opportunities of cultural significance.

Clontarf Academy. The Clontarf Academy takes a holistic approach to engaging male Indigenous students and their families in the school and education. With five staff members, each year group are assigned a level coordinator to make positive connections with the student and their family with regular communication and follow-up. With a focus on attendance, retention and achievement of educational outcomes, students are rewarded for excellence. Students who are at risk of not attaining minimum standards in these areas are identified and monitored, with plans to help these student developed with families and teachers. In 2017, 92 of 115 members achieved more than 80% attendance and an effective transition program saw all students successfully transitioned to the Senior Campus, employment or TAFE. Students were encouraged to participate in extracurricular activities including sport and volunteer their services in community and school based events. The feedback from the community was always positive and the students developed confidence in their ability to give back to the community.

Girls Academy. The establishment of Girls Academy in 2017 has been very positive, with approximately 80 students enrolling with the program. The presence of Girls Academy at South Campus is integral to enhancing the educational and aspirational outcomes for Indigenous girls at our school. A key strategy that Girls Academy uses to increase student engagement is the formation of strong personal relationships with the students and their families. Girls Academy staff participate in classrooms to work with students on positive behaviour and effective engagement in the classroom.

They also run specific programs to deal with mental health, making positive choices, physical health and diet, safe cyber use and drug and alcohol utilising community groups such as Wellington Aboriginal Community Health (WACH's), the Red Cross, Mission Australia and Educational Services.

Girls Academy have also been integral to the organisation and success of many cultural days we have hosted here at South Campus during 2017.

In conclusion, South Campus aims to provide a quality educational setting for Indigenous students. For this reason the school received the Wudhagaragarra Award for excellence in Indigenous education and Jacqui Thompsen, our Deputy Principal in charge of Aboriginal Programs received the Wudhagaragarra Award for outstanding contribution by a Non-Aboriginal Staff member.



Multicultural and anti-racism education

At Dubbo College South Campus we celebrate diversity and acceptance of all people and this is led through our Wellbeing Team and our student leaders teams. Our multi cultural society has become an integral part of our national identity and we aim to ensure that this is reflected in our school culture as well. In 2017 South Campus the school student body was represented by approximately 18 different languages and innumerable more cultures with six teachers from a background other than Australian.

During 2017 the school invested many opportunities to explore tolerance of culture, ethics and difference. Our major multicultural event was Harmony Day celebrated in Term 1. This day comprised of cultural performances, crafts, costumes and foods that allowed the school community to explore aspects of the cultures represented at our school. The day was conceived and facilitated by our school student leaders who then enthused the school community to draw on their national heritage and create a stall that would represent their culture. Most stall holders provided a national food and dressed in costume. Parents and community members became involved through attendance or supporting a stall. There was over 25 cultures represented on the day. A series of performances from community groups or students with a cultural perspective were well received. Some examples of these performances were Irish Dancers, Aboriginal Dancers and various musical items. The school and wider community feedback was very positive with the Harmony Day becoming a permanent feature on the annual school calendar.

During the year the multicultural perspective was complimented by equity programs like Bullying No Way,

White Ribbon Day and our Indigenous celebrations and teaching and learning that gave students opportunities to explore cultural perspectives including case studies, guest speakers and direct contact with students in other countries via correspondence.

Other school programs

AVID

2017 has been our second year of implementing the AVID framework with our advanced classes in English, Maths, Science and HSIE. Students have experienced a wide range of engaging activities in AVID designed to build their capacity in writing, inquiry, collaboration, organisation and reading. Results indicate extremely high levels of satisfaction from students and parents/carers. There also has been many applications from students wishing to join the existing AVID classes.

Through rigorous training we have increased the number of teachers prepared to utilise AVID teaching strategies as we prepare to double the number of AVID classes for 2018. AVID teachers have planned for the reinvigoration of regular site team meetings with an aim to push ourselves further in embedding AVID in our teaching programs. We thank the AVID tutors from Newcastle University who helped our students so much through 2017 and we say farewell as Newcastle University has decided that they can't continue their AVID tutor program in the current format. This opens up future options including possibly accessing support from students at the School of Rural Health in Dubbo.

Premiers Priorities

The Premier's Priorities team focused on developing methods to support students moving into the top two bands as per the goals and targets set out by the Premier in his aim to improve education results 2016. Year 9 students were identified through a process of self-nomination and encouraged to work with staff in small groups to develop skills in areas of weakness that they had identified. This was designed to allow students the opportunity to both improve and refine before their NAPLAN exams as many students expressed increased pressure to reach Band 8 as a result of the new HSC standards that were introduced by the NSW Government. Pleasingly, Writing in year 9, saw an increase by 0.4% in Band 9 from 2016; students achieving a Band 9 in Grammar and Punctuation increased from 6.6% to 13.7% in 2017 and lastly there was also an increase in the number of students receiving a Band 9 in Numeracy. This increased from 6.1% in 2016 to 6.6% in 2017. There needs to be a greater focus on supporting our top performing students in Year 9 to achieve the standards expected with a Band 10.

The Premier's Priorities group also focused on the capacity of staff to implement "quick start" literacy and numeracy strategies at the beginning of each lesson. These tasks, referred to as "Do Now Activities" have become common in teaching practice around the school and allow both students and teachers to engage

in deep knowledge tasks designed to increase connectivity and enhance student learning outcomes.

Student Representative Council

The Student Representative Council was very busy around the school with various fundraising activities and social actions in 2017, including:

- *Clean Up Australia Day* by spending a morning cleaning up the school grounds and the surrounding block. Over 100 students participated and it was amazing how much cleaner the school became in a short period of time.
- *National Tree Planting Day* and several classes planted over 50 donated trees in different parts of the campus. The tree planting is a great initiative as the students then can watch their trees grow over their time at South Campus.
- *Shave For a Cure* was a successful initiative solely managed by year 10 students. Staff and students shaved and many coloured their hair. The SRC raised close to \$500 for cancer research.

The SRC also raised money by running the canteen for the athletics carnival, *Jeans for Genes Day*, and various other gold coin events. They also presented a student run assembly which is always a hit with the student body.

Six students attended the *SRC Leadership Conference* in Murumbateman in May and came back with many great ideas and energy that they shared with the rest of the group.

The GOMAD group, an environmental group within the SRC, actively pursued a grant for \$600 and were successful. The grant allowed them to build a veggie garden for the hospitality classes, buy a worm farm and start a composting campaign. The group continues to manage the recycling that the school started the previous year. The group also attended an environmental excursion to Red Hill Environmental Centre to meet with other schools and discuss their projects and present the movie they made.

Science and Engineering Challenge

The Science and Engineering Challenge is a nationwide Science, Technology, Engineering and Mathematics (STEM) outreach program, run in partnership with the University of Newcastle.

The Science and Engineering Challenge runs a range of programs, focusing on inspiring students to be innovative to solve problems presented by everyday life.

Through the Challenge, students from Dubbo College experienced various aspects of Science and Engineering which they would not usually see in school environment. The students were keen to participate in the challenge and applied their creative minds in various problems posed by the organisers. The school competed in most of the events and performed well. The only negative was the inability to take part in all categories, which prevented Dubbo College from being

over all champions. This has also motivated many students to follow a career path in Science and Engineering in the future.

STEM Project 2017

Students at Dubbo College South Campus now have the opportunity to charge their mobile phones at morning tea and lunch times, with a specialised solar-powered charging station set up near the school canteen. The innovation was researched, designed and developed by Year 10 science students, under the guidance of science and TAS faculties. The project was funded through a \$2,000 STEM grant as part of the Fair Education program, which required a written application by the teachers to the college STEM grant selection team. A range of Dubbo College projects were funded under the program, with further STEM (Science, Technology, Engineering, Maths) funding available for the next two years.

English

The English department have been very active in providing extra ordinary opportunities for our student in 2017. Some of our successes have included:

- South Campus hosted the regional final of the *Plain English Public Speaking Award* on the 15th of May. Our Year 10 student, Hannah Tucker was successful in winning the final and proceeding to the state final.
- 20th of May 2017– Year 7 attended a performance by the Bell Shakespeare Players of *“Shakespeare is Dead”* about the life, times and famous plays of William Shakespeare.
- 17th of August 2017– Australian Poetry Slam Champion Zohab Zee Khan conducted a Poetry workshop for all of Year 7.
- Our Year 7 and 8 debating team won their zone in the Year 7 and 8 debating competition hosted by the Arts Unit.

Mathematics

The Mathematics faculty aim to provide students with extra opportunities for students to compare themselves against other students across the country as we enter the following competitions:

- Mathematics ICAS exam
- Australian Mathematics Competition
- Mathematics Roadshow (first time this year)

HSIE

At South Campus students are able to study two languages: Wiradjuri and German.

German students created a very successful stand for Harmony Day which included German Food and activities. Students have been writing postcards to German students from the city of Dortmund. This has seen valuable social interaction between the students from both countries.

Wiradjuri and Aboriginal Studies students also participated in Harmony Day, and more importantly NAIDOC Day where they assisted in cooking authentic

bush tucker and created artworks to exhibit. They were also instrumental in creating signs around the school that would display the Wiradjuri naming words.

In History engaging programs include Year 7 History students doing a re-enactment of a Roman siege and Elective History students have been working on a major project that is a coroner's report of ancient human remains. Commerce students from Year 9 and 10 Commerce will be competing in Game 2 of the 2018 ASX Share Market Game.

Technology and Applied Studies

In TAS in 2017 we have started to prepare for the syllabus change in 2019 and bring the faculty into the 21st Century by examining what we teach and how we can answer to new and emerging technologies. This resulted in the faculty looking at redesigning the Year 7 and 8 Technology Mandatory course and what we offered to students as a campus electives for 2018.

Some of the initial changes to the faculty were:

- Up skilling TAS teachers across the faculty to teach with more confidence across the TAS Curriculum. For example, a Technology Wood trained teacher teaching Agriculture and Food Technology
- The one teacher to teach the whole 100 hour course to the Mandatory Technology students to improve classroom consistency

The faculty was also intent on providing opportunities to student through:

- The Agriculture Show Team both as South Campus and College competed in various shows around NSW from the Royal Easter Show to the local Dubbo Show.
- A new green house was built by the Agricultural assistant under a school to work to grant.
- Investment in Technologies such as 3D Printers was undertaken and incorporated into to day to day programming.
- TAS successfully organised and catered for the Minister of Education and Combined Principals Conference, an overall success for the students and teachers involved and great publicity for South Campus and the College.

As a result the students in Years 8 and 9 chose a total of 14 electives classes for 2018, more than any other KLA. This included the new elective course of Design and Technology, one full class in year 9 and year 10 and six Food Technology classes.

Creative and Performing Arts

The Creative and Performing Arts team worked hard in 2017 to provide opportunities for students to thrive and succeed by building confidence in their talents. Some of the ways they have done this is through:

- **CAPA assembly** showcasing class achievement through performance.
- **Eisteddfod entries** Dubbo College Choir and the student Drama groups were highly received at the Eisteddfod. Students received a first place and were invited to perform at the eisteddfod

showcase with the Dubbo College band received a '*Highly Commended*' in the Concert Band section.

- **Murals team** created a number of whole school works during lunch times and in special sessions – the big golden quality work frame for the front of the school made in conjunction with TAS, music frame for notices designed and painted completely by students, NAIDOC day backdrop and historical *Face through the Hole* board.
- **NAIDOC day "Leaf" mural** was created as the first mural for the talking circle. The theme was *Language* and after negotiations with community groups the leaf mural was painted on by the student body as well as teaching and learning staff, Clontarf, Girls Academy and special guests.
- **Waste to Art** entries were submitted from the Stage 4 Visual Arts classes to the regional exhibition and competition. The secondary sculpture prize was won by a South Campus student, Thane Roberts and five other students were recognised for creating exceptional work.
- **Australian Animal Sculptures** made of wire were constructed by a group of interested students for NAIDOC day at South Primary School. Students worked on the construction as well as larger group of students with the running of the activities at the primary school.
- **Photo-shoots** were run to recreate famous artworks with Year 8 for Year 2 students at South Public.
- **STEAM Stargazing activity** with Senior Campus and West Public was an activity for Year 10 Photography and Digital Media students from South Campus to run night-time lighting techniques with the Year 5/6 Opportunity Class from West Public School.
- **STEAM Photoshop workshop** with Year 9 and 10 Photography and years 5/6 West Public. Students worked consecutively on a Metaphor Digital editing task. The Year 9 and 10 elective students tutored and mentored students in developing original works.
- **Young Archie's** entry from South Campus student, Holly Fauld's won the competition with a striking portrait of a relative as her entry.

BAND and Music

During 2017 our band doubled in size with 24 South students participating in our band by the end of the year. During the year our band's public performances included:

- **Rotunda 'pop up' performance** took place at the Church St Rotunda, where 24 South students performed with the rest of the College Band.
- **Orana Mall Christmas Concert** delighted shoppers at Orana Mall in December. We combined with the College Band and also had students from South Primary and Dubbo Public participate in the concert with us, working on connecting primary students with our program.
- **Carols by Candlelight** was hosted by South Campus where the College band, South choir and South elective music students (as well as some Stage 4 music classes) performed for a grateful audience.

Our Elective Music students were active in performing at assemblies and in the school playground to build confidence, further encouraging involvement in the music faculty across the school, and lift morale during lunch breaks. Their ensemble performances became popular at many community events including the Dream festival, Midnight Café, and Reclaim the night.

Workshop days were held each term for both the band and choir. All workshops were hosted at out and involved students from across the college and feeder primary schools. The workshop focuses on learning and polishing repertoire for upcoming performances. Other opportunities South campus provided for the music students were:

- Attendance at State Band Camp by three students from South Campus.
- Free instrumental lessons during lunchtimes from music teachers to help to build numbers in the band.
- Excursions to the Conservatorium to engage in a composition workshop with Tim Hansen, and a concert to see the Grygorian Brothers play.
- Vocal students attended an Arts Unit Workshop and performance run by Australian composer Paul Jansen.
- Choir, band and music students provided an hour long concert for the arrival of special guests at the centenary of education luncheon. Members of parliament and the Governor were in attendance

Sport

Dubbo College South Campus participated in a variety of extracurricular sporting opportunities throughout 2017. A large focus has been to get students more physically active at school and outside of school. With a school population of 723 students in 2017 we have been a highly successful school in the sporting arena. Our achievements include:

- DCSC participated in 14 various sporting competitions run by NSW Combined High Schools unit.
- DCSC also participated in local sporting competitions between independent and government schools and also between the local junior campuses of Dubbo College.
- In 2017 DCSC had 47 Western Area representatives in individual and team sports, 5 teams making it to the Western Areas finals in Cricket, Netball, Basketball, League Tag and Bocce.
- DCSC had 6 students represent in NSW state teams.
- One student making it to Australian representative level.

Wellbeing

The Wellbeing Team aim to ensure that all students are able to access education to the best of their ability. This may mean that they need to understand themselves, their rights and their health. The school has been proactive in assisting students to become successful citizens through offering programs like:

RAGE (Re-Navigating Anger & Guilty Emotions)

One group of students per term, facilitated by Mr Matt Smith. The RAGE program is a six week program that introduces the topics of reflecting on anger, recognizing anger symptoms & identifying the different faces of anger. RAGE is a strengths-based anger management program. It is a solution focused program that is hands on, practical and also fun for participants. **Contact:** <http://www.interventionsplus.com.au/rage-re-navigating-anger-and-guilty-emotions/>

MTB (Managing The Bull) One group of students per term, facilitated by Miss Lauren Brady. Managing the Bull is a six week course written by Kenneth Nathan and Carol Musgrave that builds resilience in bullied teens through games, activities and discussions. In a safe, supportive environment, participants will learn to: Recognize bullying, Discover inner strengths, Build self-esteem, Communicate effectively, Deal with cyber-bullying, build support networks and how to create and use personal protection plans. **Contact:** <http://www.interventionsplus.com.au/managing-the-bull/>

Love Bites Delivered to all Year 10 students. LOVE BITES is an extremely successful school-based Domestic and Family Violence and Sexual Assault prevention program that evolved on the Mid North Coast of NSW. Love Bites is based on best practice standards for education programs as recommended by the Federal Government funded Australian Domestic and Family Violence Clearing House and other leading academics in the area of violence against women. **Contact:** <http://napcan.org.au/our-programs/>

Project Rock-It Face-to-face workshop for all students in Years 7, 8 & 9. All our workshops have a strong focus on student empowerment, self-expression and safety. We aim to raise students' social and self-awareness and create an environment where diversity is celebrated. We provide young people with not only reactive strategies for tackling cyberbullying once it occurs, but also proactive strategies so they can keep themselves and their accounts safe. It's all about teaching students empathy to prevent perpetration, as well as tactics to prevent victimisation. **Contact:** <https://www.projectrockit.com.au/>

Drug Education Tom Reynolds delivered this workshop to all Year 10 students over two hours. Topics covered in the sessions primarily focus on equipping students with proactive & reactive skills, tools and strategies to use in drug-related situations to keep themselves & their friends safe e.g. alcohol poisoning, drink spiking, greening out from cannabis, adverse reaction to ecstasy, passing out from drinking/looking after a drunk friend, responding to someone who has used a psychedelic drug etc. Students will also cover a number of other issues such as drugs in the media/social media, drug myths, drugs & the law, emergency situations involving police & ambulance etc. **Contact:** Thomas Reynolds, Founder of Independent Drug Education Australia. (Ph) 9460 9739 (M) 0408 388 158

Dental Van Visit was offered to all students. South Campus partnered with Australian Mobile Dental Care (AMDC) to offer an excellent preventative dental program at **no cost** to students who are eligible under the federal government's Child Dental Benefits Schedule (CDBS). To support a **healthier school community**, students wishing to have their teeth checked for a healthy smile.

Vision Screening was conducted with Year 7 at zero cost with ongoing treatment to be bulk billed through Medicare.

Vaccinations was offered to all Year 7 students during term one with a catch up session later in the year for those who were absent. **Contact:** Vaccination Program: sally.doohan@health.nsw.gov.au; rebecca.groen@health.nsw.gov.au

Literacy Focus Groups were created for six groups of 4–5 students from Year 9. These students were working on literacy strategies in preparation of NAPLAN requiring Band 8. This was part of the Premier's Priorities Team initiatives.

CARES Coupons are a Wellbeing Team initiative created and implemented within the campus to promote positive behavior. The coupons were issued to students free and frequently as suggested by the PBL framework. There was also a year group competition which saw year levels gain rewards also which promoted peer relations.

South Merits has the students at South Campus apply for silver, bronze and gold levels of achievement. All students received certificates once each level was earned with the entire group being rewarded with a diverse range of awards. These ranged from food, physical activities and local experiences.