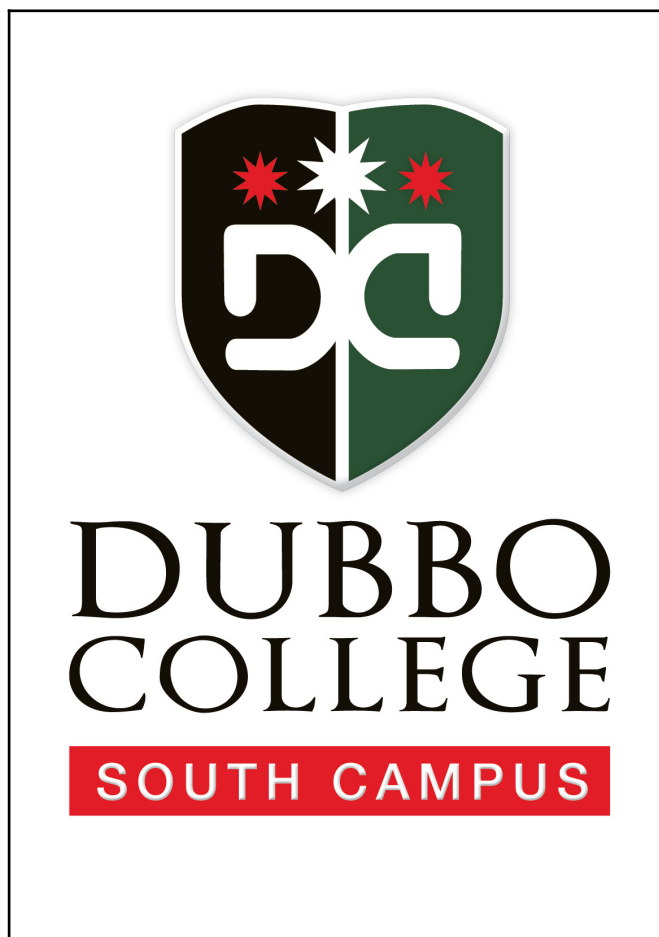


Dubbo College South Campus Annual Report



2018



8417

Introduction

The Annual Report for **2018** 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.

Suzanne Foran

Principal

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School background

School vision statement

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

Our key focuses are on improving the academic achievement of all students across all years and embedding, across all Key Learning Areas, literacy and numeracy strategies based on evidence from NAPLAN. All teaching and learning programs show evidence of adjustments for learning, 8 ways of Aboriginal pedagogy and Aboriginal cultural perspectives. Another key area is developing the holistic well-being of each students through a strong Positive Behaviour for Learning program, a focus on developing core values that will allow students to become productive and positive contributors to their community and who care about others. A comprehensive learning and support program operates and staff focus on ensuring all students are known, cared for and valued. Staff professional learning in Advancement via Individual Learning (AVID) focuses on 21st century learning skills such as collaboration, creatively, communication, critical thinking and problem solving is a key strategy as part of the Best and Brightest program.

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 1750 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 33.9% 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.

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

Excellence in Learning

Purpose

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

To provide a whole college approach to the delivery of quality learning experiences that are focused and enable students to develop strong literacy and numeracy skills as self-directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual well-being of all students.

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 2018. To enhance the K–12 continuum of learning, AVID coordinators from all three College campuses and many feeder primary schools have started working together to develop a set of consistent expectations for program leaders. This will help ensure investment in AVID pedagogies in primary schools will feed seamlessly into how students will be expected to perform in the high school setting.

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 has maintained an effective positive levels system and through our college focus of the *Learning Thinking SCOPE* we continue to collectively refine classroom strategies focussed on getting students to think, talk and ask questions to promote deep knowledge and understanding. Both of these interventions continue to show marked improvement in teachers classroom practice.

The Premiers Priority team continues to lead the school in developing rigorous learning activities aligned with the consistent school wide structure "Here, Hidden, Head". This framework supports students by helping them understand what questions will require them to do before they start responding.

The continued 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. The AVID site team has provided our highest achieving teachers with regular focussed professional learning to help embed the most successful teaching strategies in learning programs. These teaching experts continue to model exemplary practice which has inspired more teachers to invest time in developing new ways to get students to Write, Inquire, Collaborate, Organise and Read (WICOR).

The ongoing success of the reporting committee in 2017 has continued into 2018 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.

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>All programs meet the learning needs of all students</p> <p>Increased number of students with high value added results</p> <p>Increased proportion of students, both Aboriginal and non-aboriginal, in the top two NAPLAN and NESA bands.</p> <p>Improved levels of student well-being and engagement</p> <p>Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school</p> <p>All students with a ROSA, Year 10 certificate, trainee-ship or full time work.</p>	<p>RAM Equity</p> <p>Professional Learning</p>	<p>Improvement in Student Learning evident in Assessment Data.</p> <p>Staff survey.</p> <p>Evaluation of assessment Data in Faculty meeting minutes.</p> <p>Monitoring folders provide evidence of LTS.</p> <p>Collation of year 6–7 data on student learning levels.</p> <p>Collation of year 10–11 data on student learning level.</p> <p>Increased Retention of student to year 11.</p> <p>Review of Transition by parents, students, teachers.</p>

Next Steps

To ensure ongoing successful implementation of the focus areas for this strategic direction in 2019 , we will undertake the following:

- Further develop the consistency framework between Dubbo College and it's primary partners engaging in the AVID structure. Initiate professional learning opportunities between these schools.
- Continue refining quality teacher practices developed with collective efficacy .
- Continue refining and being persistent in maintaining consistent school practices and management plans.
- Re-launch of the South Campus PBL team.

Strategic Direction 2

Excellence in Teaching

Purpose

All staff are highly professional, engaged in best practice and are committed to continual improvement.

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create a stimulating and engaging professional environment for educators, supported by a culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas using the Learning and Thinking Scope, AVID teaching strategies and the expertise in subject areas.

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 the 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.

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 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.

Increased utilisation of technology through the College STEAM grants allowing the Science faculty to develop a rich resource base in the use of Drones in education. South Campus has also successfully incorporated STEM share kits into teaching programs within the CAPA KLA.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improved scores for collaboration and learning culture to above average for similar schools.</p> <p>Increased use of evidence informed pedagogy by all teachers.</p> <p>Increased numbers of teachers accredited at Highly Accomplished and Lead Teacher.</p> <p>All staff engaged in a quality Performance and Development process which is aligned to the School Plan.</p> <p>Increased numbers of teachers using AVID teaching strategies.</p>	<p>RAM Equity</p>	<p>Increase in Value adding in NAPLAN by 5%</p> <p>Meeting Premiers Priorities with Aboriginal Students 2% increase in top bands</p> <p>Faculty Goals aligned to data</p> <p>Staff survey</p> <p>Monitoring folders with evidence Staff PL meeting survey results</p> <p>Teacher PDPs including Teacher reflection address school plan</p>

Next Steps

To ensure ongoing successful implementation of the focus areas for this strategic direction in 2019, we will undertake the following:

- Further developing the leadership skills of staff by allocating appropriate responsibilities to all school leaders..
- 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.
- Examine opportunities to create more flexible learning spaces.

Strategic Direction 3

Excellence in Leading

Purpose

School leaders enable a self-sustaining and self-improving community that support the highest levels of learning.

Our purpose is to create a culture of high expectations build stronger community engagement resulting in sustained and measurable whole school improvement. Within this, we are particularly focused on using research, evidenced based strategies and innovative thinking in designing and implementing our school plan.and making whole school improvement.

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. Engagement with this new uniform has been sustained through both high expectations at school and appropriate financial support for families in need..

FA2: Building meaningful links with the community

The continued development of the community garden project has seen many community members and parents engage in a positive and proactive way with the school. It has also been a chance for the Aboriginal Education team at South Campus to develop the leadership skills of students and community members through delegation of responsibility beyond school staff.

The continued success of the Girls Academy and Clontarf Academy in supporting students and building their social, emotional and physical health through tailored fitness programs and engagement in community events.

The school continues to be active in inviting parental and community participation in school events like the celebration of significant cultural dates and days. 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 continued growth in the college and campus Band Program.

Many of our Year 10 students 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. Teaching staff are providing more opportunities for students to engage with the local community through excursions and guest speakers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve evaluation and data collection tools and practices to measure participation rates Increased proportion of excelling elements when self-assessing against the School Excellence Framework. Increase collaboration with all public primary schools in Dubbo.	RAM Equity Professional Learning Technology Credits	Meeting minutes document progress regarding strategic directions P and C meeting minutes demonstrate increased engagement in school processes TTFM surveys show improvements in student wellbeing and engagement in learning Student and parent satisfaction survey Data on community consultation / participation Data on teacher understanding of culture

Next Steps

To ensure successful implementation of the focus areas for this strategic direction in 2019, we will be undertaking the following:

- Further pursue community members who offer a particular skill-set and invite them into the school to support student engagement and learning.
- Further develop the South Campus Aboriginal Education team with more KLA representatives and community members.
- Increase the multicultural focus within the school to promote harmony and tolerance between cultures through curriculum and ethics.
- Further utilise local knowledge and resources in teaching and learning experiences.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Ab Ed Team Yarn Up Team Jnr AECG Clontarf Girls Academy	Leadership awards to the school and students – Aboriginal Students Community participation in school events/ support for students Increased attendance Decreased suspensions of Aboriginal Students Increased community / parent participation in student learning
Socio-economic background	Principal SASS DP Learning and Support	Effectiveness of extra SLSO support Reduced suspensions and increased support for students

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	357	377	378	379
Girls	342	355	322	315

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.2	92	90.4	89.8
8	88.7	87.8	88.1	87.9
9	87.5	87.9	84.1	83.2
10	86.3	84.8	85.2	80.4
All Years	88.4	88	86.9	85.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

Management of non-attendance

Attendance at school and in class is critical to the learning and teaching philosophy at Dubbo College South Campus. Students need to be in class to have continuity of concepts and access to teacher directed modes of learning. As most subjects are outcomes based, students need to attend class to be able to demonstrate the outcomes in a variety of ways. To ensure attendance at South Campus exceeds the state average for 2018 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 2018 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 2018. Clontarf staff had a strong parental attendance for their awards night and they will continue being a positive liaison between the school and the Aboriginal parents.

The students involved in Girls Academy achieved an average attendance rate of above 85%. 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	0	0	0
Employment	9	0	0
TAFE entry	2	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	12	0	0

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(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	38.8
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	21.97
Other Positions	1

*Full Time Equivalent

In 2018 we initially 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

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 was conducted on a College wide basis

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	670,157
Revenue	10,345,345
Appropriation	9,944,113
Sale of Goods and Services	240,215
Grants and Contributions	166,125
Gain and Loss	0
Other Revenue	-9,300
Investment Income	4,193
Expenses	-9,960,079
Recurrent Expenses	-9,960,079
Employee Related	-8,956,239
Operating Expenses	-1,003,840
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	385,266
Balance Carried Forward	1,055,423

The school finances have been managed so that the school no longer over spends in 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 complies with the budgeted allocations to ensure that the school meets its strategic directions. The school funds specific programs to support Aboriginal student outcomes through the Girls Academy and Clontarf Academy. Funds were also allocated to support the employment of extra Student Learning and Support Officers to assist students in the classroom. The school holds a significant amount of Abstudy funds in trust for students and is used to assist students to access resources and extra curricula activities.

Voluntary School Contributions were up in 2018 but the drought was proffered by many families seeking assistance. The school continues to assist low socio-economic families to purchase the new uniform and a significant amount of money has also been expended on computers to ensure all students are being educated in the 21st Century.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	6,126,410
Base Per Capita	145,336
Base Location	4,432
Other Base	5,976,642
Equity Total	1,220,990
Equity Aboriginal	408,066
Equity Socio economic	330,765
Equity Language	38,193
Equity Disability	443,965
Targeted Total	1,745,475
Other Total	531,966
Grand Total	9,624,841

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.

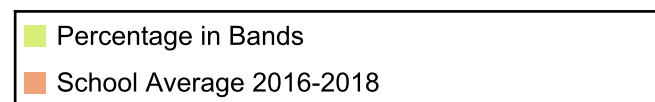
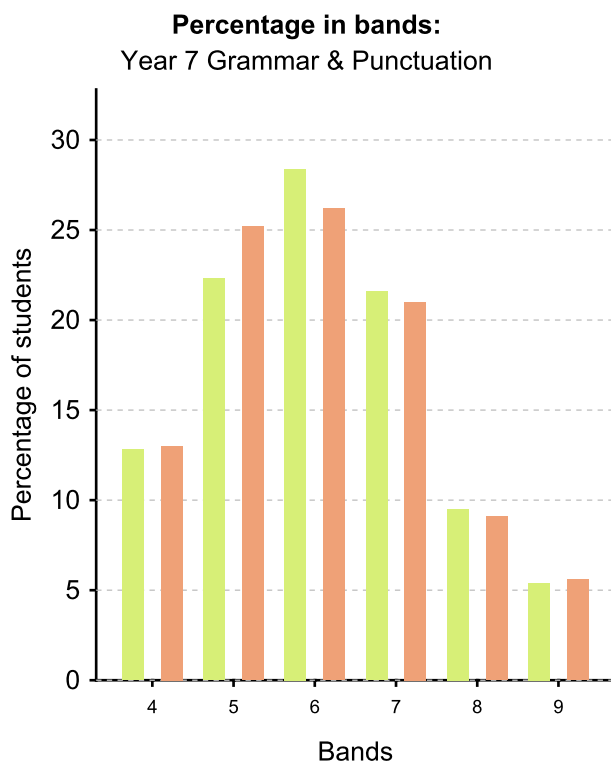
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The 2018 NAPLAN literacy results for showed significant cohort improvements in Writing for both year 7 and 9 and more modest gains in reading for year 7. Value added results indicate minor gains on 2017 results.

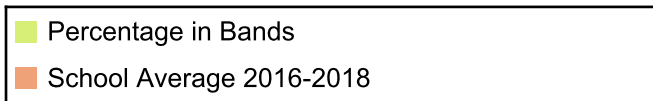
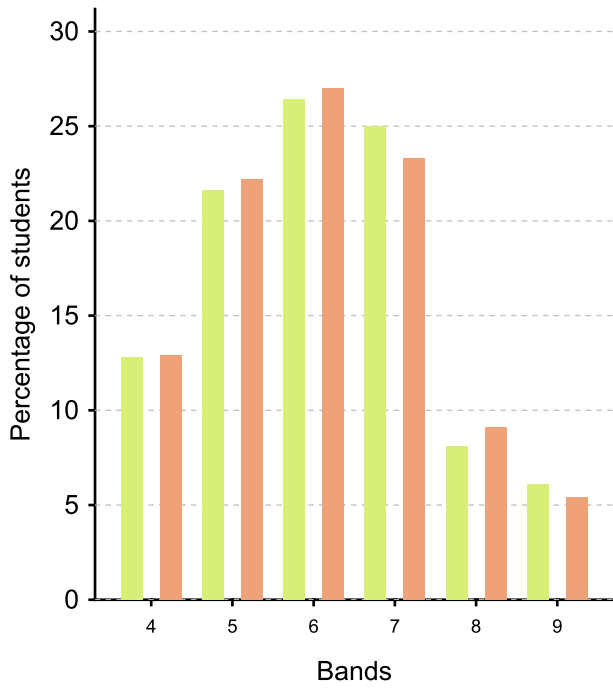
The Premiers Priorities team has led the development of the "Here, Hidden, Head" teaching strategy which has been utilised across the school to build student ability in understanding the complexity required in an extended response. This has helped students to write more confidently.

The continued progress in incorporating AVID teaching strategies across KLA's has resulted in students being better prepared for reading and writing activities. The Critical Reading framework (also known as Marking the Text) has been a significant part of developing student reading skills.



Band	4	5	6	7	8	9
Percentage of students	12.8	22.3	28.4	21.6	9.5	5.4
School avg 2016-2018	13	25.2	26.2	21	9.1	5.6

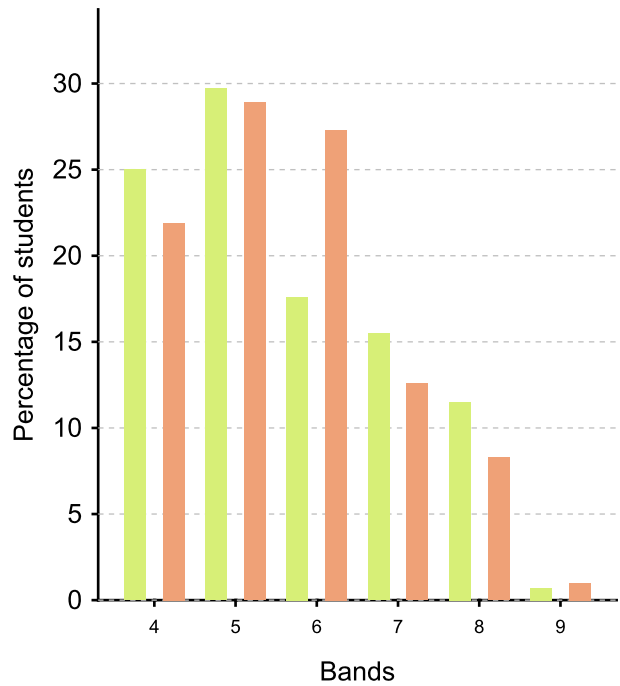
**Percentage in bands:
Year 7 Reading**



Band	4	5	6	7	8	9
Percentage of students	12.8	21.6	26.4	25.0	8.1	6.1
School avg 2016-2018	12.9	22.2	27	23.3	9.1	5.4

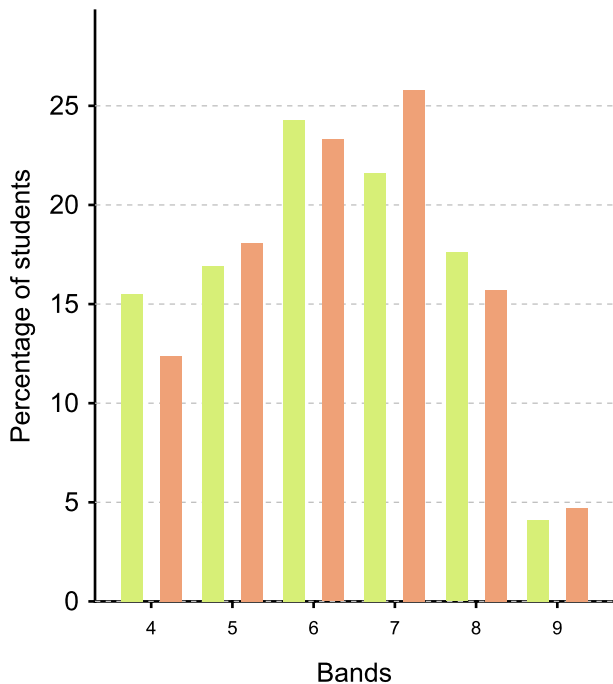
Band	4	5	6	7	8	9
Percentage of students	15.5	16.9	24.3	21.6	17.6	4.1
School avg 2016-2018	12.4	18.1	23.3	25.8	15.7	4.7

**Percentage in bands:
Year 7 Writing**

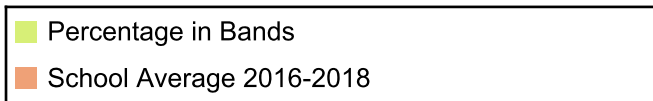
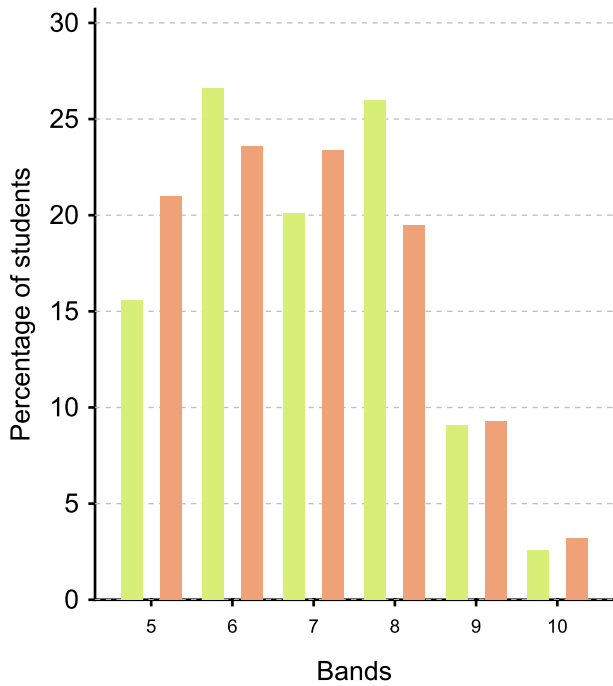


Band	4	5	6	7	8	9
Percentage of students	25.0	29.7	17.6	15.5	11.5	0.7
School avg 2016-2018	21.9	28.9	27.3	12.6	8.3	1

**Percentage in bands:
Year 7 Spelling**



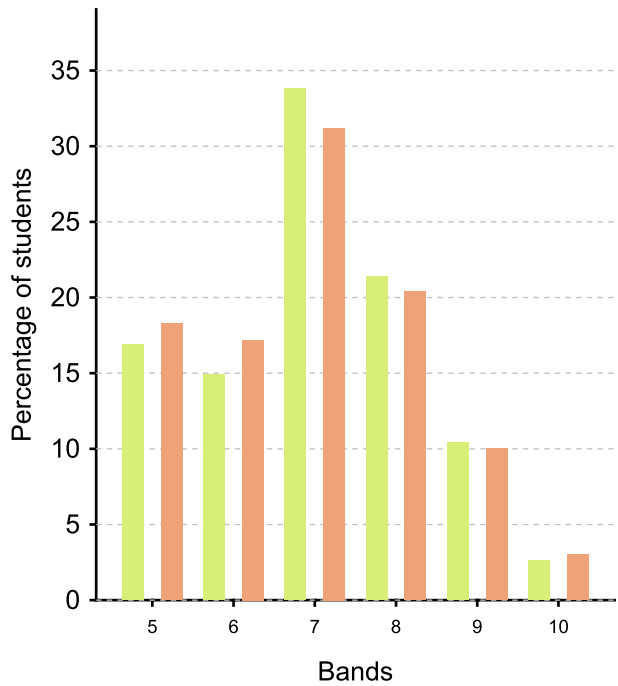
Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	15.6	26.6	20.1	26.0	9.1	2.6
School avg 2016-2018	21	23.6	23.4	19.5	9.3	3.2

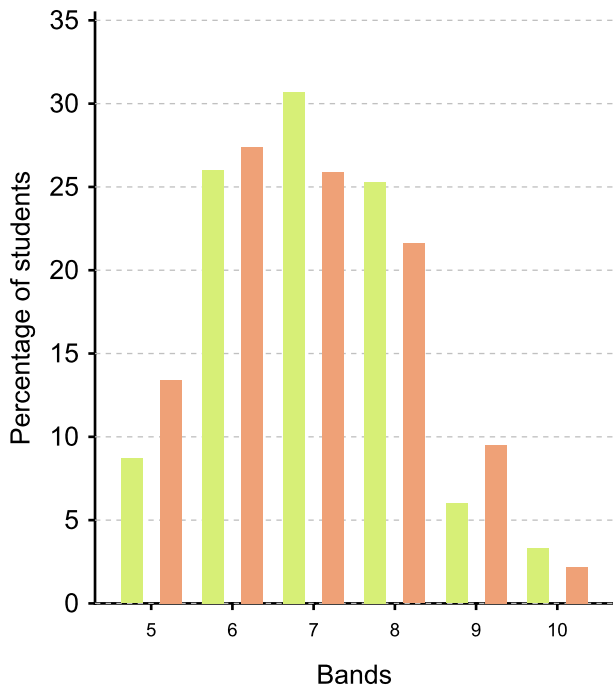
Band	5	6	7	8	9	10
Percentage of students	8.7	26.0	30.7	25.3	6.0	3.3
School avg 2016-2018	13.4	27.4	25.9	21.6	9.5	2.2

Percentage in bands:
Year 9 Spelling

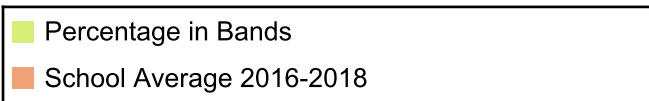
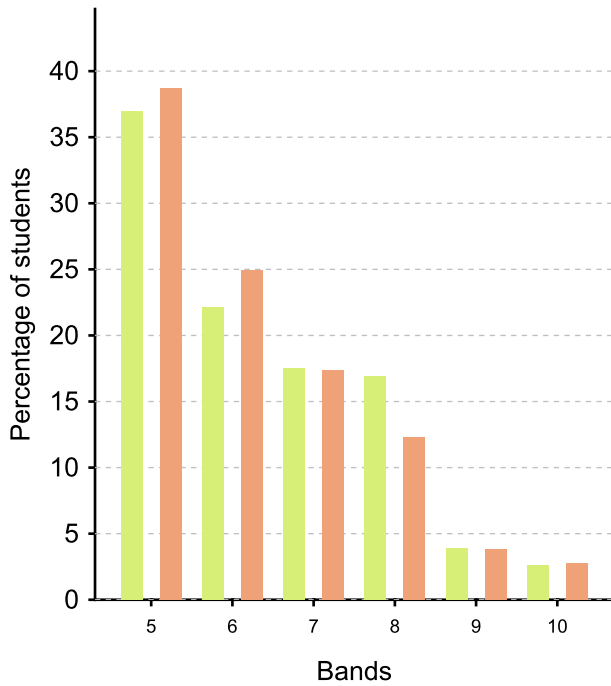


Band	5	6	7	8	9	10
Percentage of students	16.9	14.9	33.8	21.4	10.4	2.6
School avg 2016-2018	18.3	17.2	31.2	20.4	10	3

Percentage in bands:
Year 9 Reading

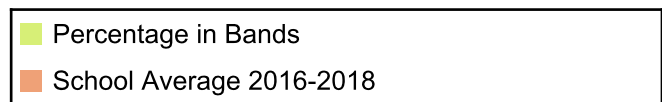
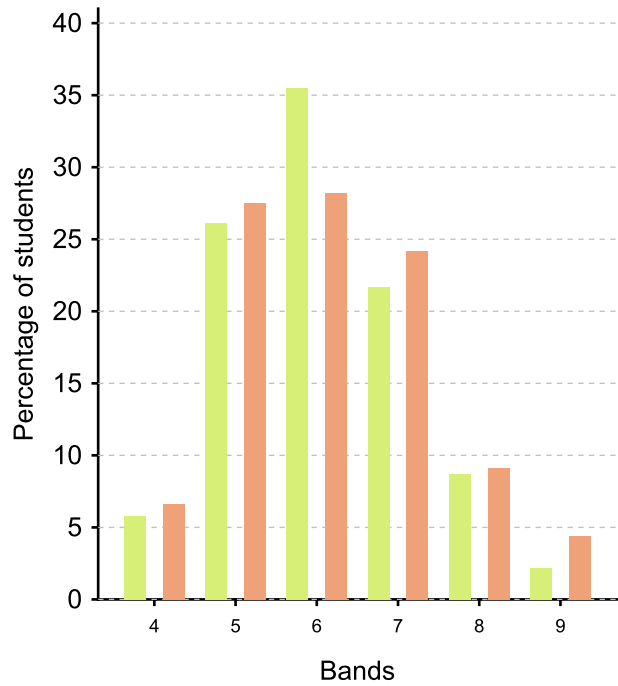


Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	37.0	22.1	17.5	16.9	3.9	2.6
School avg 2016-2018	38.7	24.9	17.4	12.3	3.8	2.8

Percentage in bands:
Year 7 Numeracy

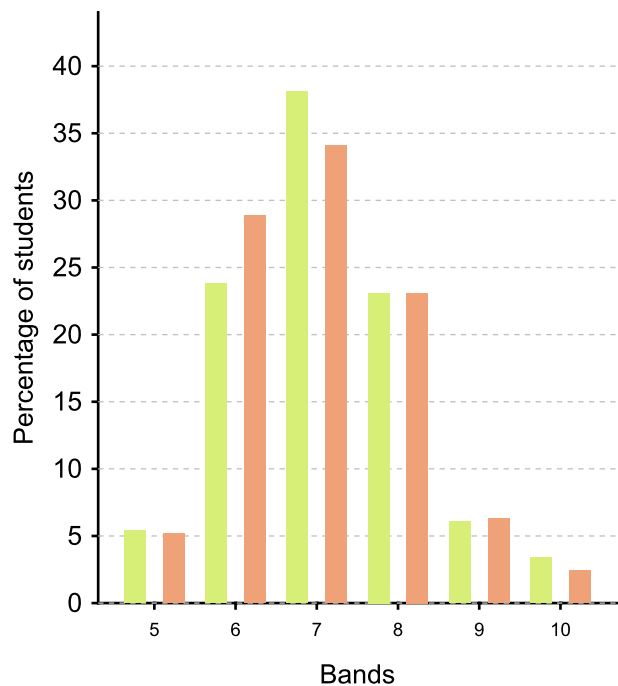


Band	4	5	6	7	8	9
Percentage of students	5.8	26.1	35.5	21.7	8.7	2.2
School avg 2016-2018	6.6	27.5	28.2	24.2	9.1	4.4

NAPLAN numeracy results indicate that the 2018 year 7 cohort has a slightly lower average score than the previous cohort, following the statewide trend. The year 9 results indicate an increasing average student score while the state average was stable and similar schools were falling slightly. These results have contributed to minor gains in "value added" data across NAPLAN results for 2018.

The premiers priorities team led the development of targeted numeracy activities that were delivered schoolwide to address concerns from NAPLAN 2017. These tailored activities have helped students further develop their numeracy skills and they have also helped prepare all teachers with fundamental numeracy development teaching skills.

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	5.4	23.8	38.1	23.1	6.1	3.4
School avg 2016-2018	5.2	28.9	34.1	23.1	6.3	2.4

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.

The schools Premier's Priorities Team devised targeted lessons to improve literacy performance using the Hear, Hidden, Head strategy. A targeted literacy support program was introduced to improve Aboriginal education outcomes for students to work towards the top two NAPLAN bands.

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 represented in the results from the Tell Them from Me survey. The link to the results is:

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

Policy requirements

Aboriginal education

During 2018, 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 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.
- 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.

Junior AECG. South Campus had eight students in Junior AECG in 2018 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 2018, 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 2018 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 2018.

In conclusion, South Campus aims to provide a quality educational setting for Indigenous students.

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 2018 South Campus the school student body was represented by approximately 19 different languages and innumerable more cultures with five teachers from a background other than Australian.

During 2018 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.